

**PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA  
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH  
MOHAMMED EL BACHIR EL IBRAHIMI UNIVERSITY  
BORDJ BOU ARRERIDJ  
FACULTY OF LETTERS AND LANGUAGES  
DEPARTMENT OF ENGLISH**



*A Thesis Submitted in Partial Fulfilment of the Requirements for the Degree of Master of Arts in  
the Didactics of English*

**TIT LE**

**Exploring the Role of Flipped Classroom Model in Assessing Writing Skills: Case of EFL  
Students of First-year Master's Degree at Mohammed El Bachir El Ibrahimi University,  
Bordj Bou Arreridj**

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Academic Year: 2024/2025

## Dedication 1

*There are no words grand enough to thank those who have sacrificed everything to make me what I am and gave me the opportunity to reach this honorable success.*

*I dedicate my humble work to my father, mother, sisters, brothers, grandmas and all the caring family whose prayers made me strong enough to achieve. You were always nearby loving and inspiring me, I will never say this enough but thank you*

*To the purest hearts that were opened with love and encouragement To my best friends of college and childhood.*

*Feriel. M*

## Dedication 2

*There are no words grand enough to thank those who have supported, guided, and believed in me throughout this journey.*

*I dedicate this humble work to my beloved father, mother, sisters, and brothers -your love, prayers, and unwavering support have been the backbone of my strength. Thank you for always standing by me.*

*To my dear husband, your patience, encouragement, and faith in me have been my greatest motivation. Your love gave me the courage to keep going, and I am forever grateful. To our two precious sons, you are my inspiration and my joy -I hope this achievement one day makes you proud.*

*I also extend my heartfelt appreciation to my university teachers. Your guidance, knowledge, and dedication have left a lasting impact on me, and this success would not have been possible without your support.*

*To my closest friends from college, especially Feriel, thank you for your love, and constant encouragement. You will always have a special place in my heart.*

*Meriem. D*

## Acknowledgments

*First, we thank Allah the Almighty for granting us the strength, patience, and perseverance to complete this work.*

*We would like to express our deepest gratitude to our supervisor, Dr. Amira Bouflih, for her continuous guidance, valuable feedback, and encouragement throughout this dissertation. Her critical insight and constant support were essential in shaping the direction and depth of this research.*

*Our sincere thanks go to the teachers and students of Mohammed El Bachir El Ibrahimi University, Bordj Bou Arreridj, who generously participated in this study and contributed their time and honest perspectives. Their cooperation was fundamental to the success of this research.*

*We are also grateful to our families and friends for their love, understanding, and motivation during challenging times. Special thanks to our parents, whose sacrifices and belief in us have been the foundation of our achievements.*

*Finally, we extend heartfelt appreciation to everyone who contributed, directly or indirectly, to the realization of this work.*

### Abstract

Despite the extensive research on Blended Learning, The Flipped Classroom Model remains relatively understudied, particularly in the context of writing Instruction. This study aims to explore the role of the Flipped Classroom Model (FCM) in assessing writing skills among First- year Master EFL students at Mohammed El Bachir El Ibrahimi University, Bordj Bou Arreridj. The study employed a convergent parallel design. Quantitative data were collected from thirty-five students via a questionnaire, while qualitative insights were obtained through structured interview with nine university educators. The research explores perceptions and challenges, and proposes recommendations to improve the implementation of this model in assessing writing within the Algerian higher education context. The students' responses revealed generally positive perceptions of the FCM. They found it engaging and motivational, with a strong preference for personalized and continuous feedback. Majority of teachers emphasized that FCM promotes learner engagement, autonomy and process-based assessment practices. However, several challenges were reported, including insufficient digital infrastructure, lack of professional training and limited time allocated for current curriculum structures. These barriers hinder the effective implementation of the model. The findings highlighted the need for institutional support including professional development, improved technological resources, flexible scheduling to facilitate the integration of flipped learning in writing assessment. These recommendations aim to create more supportive and effective learning environment for EFL students in Algerian universities.

*Keywords:* Blended learning, flipped classroom, writing skills, writing assessment, efl, feedback, learner autonomy, engagement, algeria

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## List of Abbreviations and Acronyms

**AF:** Auto- Feedback

**AFT:** Automated Feedback Tools

**AI:** Artificial Intelligence

**APA:** American Psychological Association

**AWE:** Automated Writing Evaluation

**BBA:** Bordj Bou Arreridj

**BL:** Blended Learning

**CAF:** Computer-Assisted Feedback

**EFL:** English as a Foreign Language

**FCM:** Flipped Classroom Model

**ICT:** Information and Communication Technology

**PCP:** Pre-Class Preparation

**SPSS:** Statistical Package for the Social Sciences

**WA:** Writing Assessment

**WS:** Writing Skills

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## GENERAL INTRODUCTION

### Background of the Study

Writing is widely recognized as one of the most cognitively and linguistically demanding skills for learners of English as a Foreign Language (EFL). It involves not only grammatical accuracy and lexical range but also discourse-level competencies such as coherence, cohesion, rhetorical awareness, and the ability to communicate effectively with a specific audience (Hyland, 2003). These multifaceted demands make writing instruction particularly challenging to implement effectively, especially in non-native English contexts.

In Algerian higher education, writing instruction—particularly at the Master’s level—has traditionally relied on teacher-centered, product-oriented models. Such approaches tend to emphasize the final written product rather than the writing process itself, offering little space for iterative drafting, peer review, or dialogic feedback. This concern is not unique to Algeria. In broader EFL contexts, studies have highlighted that overcrowded classes, limited contact hours, and insufficient institutional resources often hinder instructors’ ability to provide sustained, formative feedback (Ferris, 2003; Lee, 2017; Alghasab, Hardman, & Handley, 2019; Nguyen, 2022).

Moreover, conventional writing assessment practices in many tertiary-level EFL contexts—especially those focused on academic essays—have been criticized for placing disproportionate emphasis on grammatical correctness over communicative effectiveness or content engagement (Andrade & Cizek, 2010; Lee, 2017). This disconnect between pedagogical goals and assessment methods can result in students producing structurally accurate texts that lack depth, voice, or audience awareness. To bridge this gap, scholars advocate for formative, process-oriented assessment models that support reflection, self-regulation, and sustained writing development (Nicol & Macfarlane-Dick, 2006; Sadler, 1989).

The Flipped Classroom Model (FCM), introduced by Bergmann and Sams (2012), aligns with this shift toward more formative, learner-centered writing instruction. By shifting content delivery to pre-class environments—via recorded lectures, reading materials, or online tools—FCM enables in-class time to be used for active engagement, feedback, and revision. Brame (2013) highlights the model’s potential to enhance metacognition and student autonomy. In writing contexts, this structure fosters iterative drafting and collaborative review, both of which are essential for meaningful feedback and writing growth.

Research also supports the alignment of FCM with formative assessment principles. Bishop and Verleger (2013) suggest that flipped environments shift cognitive load to higher-order tasks during class. Nicol and Macfarlane-Dick (2006) argue that timely, dialogic feedback—central to the FCM—promotes learner autonomy, clarifies evaluation criteria, and encourages revision-oriented thinking.

However, the practical application of FCM to writing assessment—especially in Algerian tertiary education—remains underexplored. Local instructors often face structural challenges such as lack of training, inconsistent digital access, and resistance to pedagogical change (Hung, 2015; Zainuddin & Perera, 2018). Moreover, Algerian students, like their counterparts in other traditionally passive learning cultures, may lack the autonomy and digital readiness to engage fully in pre-class and peer-mediated activities (Chen et al., 2014; Bouzidi, 2021).

Simultaneously, the global rise of AI-based writing tools—such as Grammarly, QuillBot, and ChatGPT—has introduced a new dimension to the feedback process. These tools offer automated, real-time suggestions on grammar, coherence, lexical choice, and text organization, and are increasingly used by learners to self-edit their work before or after classroom instruction (El Ebyary & Windeatt, 2010; Alrehily, 2023). While some educators view these tools as helpful complements to human feedback, others question their reliability, pedagogical value, or potential to replace teacher input (Zhang & Zou, 2022). In flipped settings, where learners are expected to

engage independently with content and tasks, AI-based feedback may either support or disrupt formative assessment goals, depending on how it is perceived and used by both students and teachers.

In Algeria, limited research has been conducted on how such AI tools are integrated—or resisted—within the flipped writing classroom. While a few Master’s theses have examined FCM in relation to vocabulary learning (Annaba) or learner autonomy (Ouargla), little is known about its specific use in writing assessment, particularly at Bordj Bou Arréridj University (BBA). Moreover, there is a clear gap regarding how AI-generated feedback is interpreted and applied in this local context.

This study, therefore, explore how the Flipped Classroom Model can be employed to support more formative, process-based approaches to writing assessment in Algerian higher education. It also explores how AI-based feedback tools are perceived as complements -or potential substitutes- for teacher feedback within this instructional model. By grounding the inquiry in both global literature and Algerian classroom realities, this research seeks to inform more context-sensitive, adaptive, and forward-looking practices in EFL writing assessment.

### **Statement of the Problem**

Writing remains one of the most cognitively demanding skills for EFL learners, especially at the tertiary level, where students are expected to produce coherent, well-organized, and argument-driven academic texts. At Mohammed El Bachir El Ibrahimi University, first-year Master’s students often struggle to meet these expectations. Preliminary data from a pilot questionnaire distributed to 20 of them (see Appendix A) reveal recurring difficulties in coherence, organization, lexical accuracy, and idea development.

These challenges are not isolated to postgraduate learners. Similar issues have been observed at the undergraduate level, particularly by the third year, pointing to broader instructional

and evaluative shortcomings. Despite multiple years of writing instruction, many students continue to exhibit weak cohesion, paragraph structure, and rhetorical clarity—suggesting potential gaps in both pedagogical approaches and assessment practices.

Student responses indicate that writing evaluation is often perceived as overly focused on grammar and form, with limited attention to higher-order features such as idea clarity, argument structure, or audience awareness. Moreover, students report a lack of timely and constructive feedback and uncertainty about grading criteria. This lack of transparency appears to hinder both motivation and academic development.

Teachers also face constraints. Informal discussions with nine instructors (see Appendix C) reveal that large class sizes, time limitations, and heavy workloads often prevent the provision of individualized or formative feedback. While some teachers have attempted to integrate digital platforms or pre-class activities, these efforts are fragmented and lack a coherent framework.

In response, the Flipped Classroom Model (FCM) has gained attention for its potential to transform writing instruction and assessment. By delivering content before class and using in-class time for active engagement and feedback, FCM may create new opportunities for formative, process-oriented assessment. However, its practical impact on writing assessment in Algerian higher education remains underexplored.

Alongside flipped instruction, AI-based feedback tools (e.g., Grammarly, ChatGPT) have emerged as potential supports. These tools can offer immediate feedback on language use, organization, and clarity—particularly in contexts where human feedback is limited. Yet, there is limited evidence on how students and instructors perceive these technologies when integrated into a flipped classroom environment.

This study therefore investigates how the FCM is perceived and applied in writing assessment, and explores how AI-based feedback tools are understood as complementary or potentially substitutive supports for teacher feedback.

### **Research Questions**

This study is guided by the following research questions after identifying the issue that it aims to address:

1- What are Master-One English students' perceptions towards the integration of the flipped classroom model in assessing their writing skills?

2- How do English teachers at Mohamed El Bachir El Ibrahimi University integrate the Flipped Classroom model in assessing EFL students' writing skills?

- To what extent can the AI tools facilitate \complement the assessment process within the FC environment?

-Are there any challenges that teacher's face in integrating the flipped classroom model to assess EFL master-one learners' writing skills?

### **Objectives of the Study**

Based on the research questions, this enquiry endeavors to explore the role of flipped classroom in assessing writing skills among the First-year Master's students of English at Mohammed El-Bachir El-Ibrahimi BBA University.

This research aims to:

- To explore Master-One English students' perceptions of the use of the flipped classroom model in assessing their writing skills.
- To explore the practical methods through which the flipped classroom model can be implemented to assess writing skills among EFL learners.

- To identify the challenges encountered by teachers when integrating the flipped classroom approach into writing skill assessment.
- Explore how AI-based feedback tools are perceived by students and teachers as either complementing or potentially replacing teacher feedback within the flipped classroom model.

### **Significance of the Study**

The significance of this study lies in its contribution to the evolving discussion on how the Flipped Classroom Model (FCM) can be applied to the formative assessment of writing skills in Algerian EFL higher education. While international research has explored the FCM's instructional benefits -particularly in improving student engagement and writing fluency- there remains limited empirical work exploring how this model is perceived and implemented for writing assessment, especially in resource-constrained university contexts like Algeria.

By focusing on first-year Master's EFL students and their teachers at Mohammed El Bachir El Ibrahimi University, the study offers a dual and parallel perspective on how flipped learning strategies affect the assessment process. It explores how students engage with pre-class materials, in-class writing tasks, and feedback, as well as how teachers perceive and manage flipped assessment practices. In doing so, the study aligns with a broader shift from product-oriented, grammar-focused evaluation to more process-based, feedback-driven assessment methods.

Importantly, this research also introduces an underexplored dimension: the role of AI-based feedback tools (e.g., Grammarly, ChatGPT) within the flipped classroom environment. As Algerian institutions increasingly adopt digital technologies, understanding how these tools are perceived by both learners and instructors -as either complements or substitutes for teacher feedback- can inform future innovations in writing pedagogy.

By addressing the practical, pedagogical, and technological aspects of flipped writing assessment, this study contributes to:

- A clearer understanding of student and teacher perceptions of FCM in writing assessment;
- Insight into implementation strategies and barriers specific to the Algerian EFL context;
- Informed discussion on the pedagogical integration of AI-based feedback tools;
- Evidence-based recommendations for more effective, equitable, and learner-centered writing assessment.

Overall, the study aims to inform EFL instructors, teacher educators, and curriculum designers seeking to enhance writing instruction through flipped, formative, and digitally supported assessment practices. It also lays a foundation for future research on the integration of instructional innovation and AI technologies in Algerian higher education.

### **An Overview of the Methodology**

This study adopts a mixed-methods approach to explore how the Flipped Classroom Model (FCM) is perceived and implemented in the assessment of writing skills within the Algerian EFL context. Anchored in the pragmatic paradigm and employing a convergent parallel design, the study integrates both quantitative and qualitative strands to ensure a nuanced understanding of teacher and student experiences.

The research was conducted at Mohammed El Bachir El Ibrahimi University during the 2024–2025 academic year. It was unfolded across three sequential phases: a preliminary exploration phase, a quantitative phase, and a qualitative phase.

In the preliminary phase, informal discussions and a pilot questionnaire were conducted with both EFL instructors and first-year Master's students. This stage helped refine the research focus and validate the design of the instruments.

During the quantitative phase, a structured questionnaire was administered to a sample of 35 first-year Master's students in the English department. Convenience sampling was employed, based on the availability of students during scheduled classroom sessions. The questionnaire included both closed-ended and open-ended items to elicit students' perceptions of flipped classroom practices, their experiences with writing assessment, and their use or awareness of AI-based feedback tools.

The qualitative phase involved structured interviews with nine EFL teachers. These participants were selected using purposive sampling, based on three predefined criteria:

- (1) demonstrated experience teaching academic writing,
- (2) current or recent involvement with first-year Master's students, and
- (3) familiarity with or active engagement in flipped learning strategies.

This ensured that the selected teachers could meaningfully reflect on writing pedagogy and the implementation of flipped instruction in the classroom.

Quantitative data (from closed-ended questionnaire items) were analyzed using SPSS to generate descriptive statistics. Qualitative data, including open-ended student responses and teacher interviews, were examined using thematic analysis, whereby recurring patterns were coded into categories and interpreted as emerging themes. This mixed-methods design provided both breadth (through student trends) and depth (through teacher insights), thereby supporting data triangulation and enhancing the validity and reliability of the study's findings.

## **Definitions of Key Terms**

***Flipped Classroom Model (FCM).*** An instructional approach that inverts the traditional teaching sequence by delivering learning materials (such as recorded lectures, readings, or multimedia content) prior to class, while class time is dedicated to active learning activities, group discussions, writing practice, and personalized feedback. This model promotes learner autonomy, classroom interaction, and student-centered learning.

***Assessment.*** The systematic process of collecting and analyzing information about students' knowledge, skills, and performance for the purpose of improving learning. In this study, assessment refers to both formative and summative evaluation of writing, with a focus on how feedback is delivered throughout the flipped classroom model.

***Writing.*** A complex, productive language skill that involves generating coherent, structured, and meaningful texts. Effective writing requires mastery of both linguistic components (e.g., grammar, vocabulary) and cognitive skills (e.g., organization, coherence, critical thinking, and audience awareness).

***Learner Autonomy.*** The learner's ability to take responsibility for their own learning by setting goals, managing progress, and seeking out learning resources. As Benson (2011) notes, autonomy is particularly critical in flipped learning contexts, where students engage independently with instructional materials before class.

***Perception.*** The beliefs, attitudes, and interpretations that individuals hold about a concept or practice. In this study, perception refers to how students and teachers understand, accept, or resist the integration of the flipped classroom model and AI-based feedback tools in writing assessment.

***AI-Based Feedback Tools.*** Digital applications powered by artificial intelligence that provide automated feedback on students' writing. These tools -such as Grammarly, QuillBot, and ChatGPT- can offer real-time suggestions on grammar, vocabulary, coherence, structure, and

clarity. In the context of this study, they are examined as complementary or potentially substitutive feedback mechanisms within the flipped classroom model.

*EFL (English as a Foreign Language)*. The teaching and learning of English in settings where it is not the primary language of communication. In this study, EFL refers to English language instruction within Algerian university classrooms, where English is taught as a foreign language.

### **Organization of the thesis**

Despite growing global and national interest in the Flipped Classroom Model (FCM), research on its use in writing assessment remains limited in the Algerian EFL context. While earlier studies (e.g., Benabed, 2021; Yahia, 2023) have addressed the use of flipped learning in EFL writing instruction, few have explored how writing skills are assessed within a flipped framework.

Current literature in Algerian universities continues to emphasize traditional teaching and assessment practices, often neglecting student-centered, technology-enhanced approaches. As a result, important aspects such as formative assessment, feedback cycles, and learner autonomy in writing remain under-investigated.

This study seeks to address two primary gaps:

**Lack of qualitative inquiry into teacher and student perceptions:** While previous research has explored writing instruction more broadly, few studies in Algeria have investigated how both instructors and learners perceive the integration of flipped assessment in academic writing, particularly at the postgraduate level.

**Underexplored pedagogical implications of flipped assessment:** Little empirical data exists on how the flipped classroom model, when applied to writing evaluation, influences students' engagement, feedback responsiveness, and long-term writing development.

By focusing on First-year Master's students and EFL instructors at Mohammed El-Bachir El-Ibrahimi University (Bordj Bou Arréridj), this research aims to offer context-specific insights

into the affordances and challenges of integrating flipped assessment in Algerian higher education. The findings are expected to inform pedagogical practices and provide recommendations for improving writing instruction and evaluation through more interactive and learner-centered strategies.

**CHAPTER ONE:  
LITERATURE REVIEW**

## **Section One: Writing Skills in the English as a Foreign Language Context**

### **Introduction**

Writing is a core component of English as a Foreign Language (EFL) instruction and a key indicator of language proficiency. Despite its importance, it remains a complex and often difficult skill for learners to acquire. This section outlines the theoretical and pedagogical foundations of writing within the EFL context. It begins by defining writing and identifying its main features, followed by an exploration of its essential sub-skills: coherence, cohesion, fluency and accuracy. The discussion then shifts to traditional and contemporary approaches to teaching writing, with particular emphasis on the flipped classroom model. The final part examines approaches to assessing writing, highlighting both theoretical and practical considerations.

### **Definition of Writing**

Writing has been recognized for long as a major skill among the four language skills. Various researchers and scholars have provided different definitions of writing. According to Collins (2003), writing is the process of transcribing language into symbols. Similarly, Widdowson (2001) defines writing as “the transformation of linguistic rules of language into usage.” Byrne (1988) further elaborates that “writing refers to the production of graphic symbols which must be arranged according to certain conventions to form words, and words must be structured into sentences” (p.98).

Writing has also been examined from the perspective of communication. White (1986) argues that, beyond being a means of public communication, writing serves as a way to express thoughts and ideas, reflecting individual thinking. Similarly, Zinsser (2006) asserts that “clear writing is a reflection of clear thinking” (p. 12), emphasizing that writing externalizes and refines thought, allowing writers to interpret and improve their ideas.

Furthermore, Hedge (1988) highlights the importance of organization and coherence in effective writing, describing it as “the way in which a writer puts together the pieces of text,

developing ideas through sentences and paragraphs within an overall structure” (p. 89). In addition, Harmer (2001) describes writing as a complex process that integrates both mechanical aspects, such as spelling and grammar, and the cognitive process of generating and organizing ideas. From these perspectives, successful writing requires not only linguistic competence but also an awareness of audience and purpose, as well as mastery of language structures and vocabulary. Writing is a crucial skill for both native and non-native learners. By its nature, writing is a complex and demanding process that requires time, responsibility, and commitment. It is often a solitary activity, conducted silently, and involves both physical effort and intellectual engagement.

### ***Writing as a Skill***

Writing is a core competency in the field of language learning and communication, functioning as a significant tool for knowledge transfer and developing professional and critical thinking. It is considered as a complex process, which requires cognitive, linguistic, and organizational abilities. It demands as well accuracy, coherence, logical presentation of thoughts and ideas in order to convey meaning. It demands a rigorous understanding of sentence structure, grammar, word choice, and textual norms (Rymanova & Bolsunovskaya, 2020). In EFL, students encounter a number of challenges due to linguistic and cultural differences (Khadawardi, 2022) that affect their rhetorical style and text structures. Therefore, mastering writing skills is an essential cognitive process that promotes learners to enhance their metacognitive abilities.

### ***Writing Sub-Skills***

Writing is an essential cognitive skill in (EFL) contexts, where learners often find difficulties to produce coherent and cohesive piece of writing. To maintain consistency with the focus of the study, it is important to define the core writing skills, which are typically organized into clusters headed by key skills. These clusters include sub-skills such as grammar, vocabulary, organization, and critical thinking- specific behaviours that contribute to effective writing. Furthermore, accuracy and fluency also play a major role. Accuracy refers to the correct use of

language structures, while fluency reflects the ability to express ideas smoothly and naturally. Together, they ensure that writing is not only correct but also communicative and reader-friendly.

Developing academic writing, particularly at the paragraph level, requires mastery of writing mechanics, aspects, and conventions. Mechanics involve the proper use of punctuation, capitalization, and spelling (Harmer, 2004). Writing aspects such as cohesion, coherence, and unity are crucial for constructing meaningful and logically connected texts (Oshima & Hogue, 2006). In addition, understanding the conventions of paragraph structure is essential. These include the topic sentence, supporting sentences with appropriate details, and a concluding sentence. Proper formatting -such as indenting the first line of a paragraph- also contributes to the overall presentation and readability (Oshima & Hogue, 2006, 2007). When these elements are successfully combined, learners can produce academic writing that meets both linguistic and structural standards.

**Grammar and Mechanics.** For grammar, mastery of sentence construction, including subject-verb agreement and appropriate word order, ensures clarity in communication (Byrne, 1988). Additionally, accurate verb tense usage facilitates logical sequencing of ideas (Celce-Murcia & Larsen-Freeman, 1999), while correct punctuation and capitalization for mechanics improve readability and prevent misinterpretation (Zinsser, 2006). Errors in grammar and mechanics can obscure meaning and diminish text credibility, as Zinsser (2006) emphasizes that clutter and careless mistakes hinder reader engagement.

**Organization and Structure.** Organization and structure play a crucial role in guiding readers through the logical flow of ideas. As Byrne (1988) highlights, a well-organized text allows the reader to grasp the writer's message with ease and clarity. In academic writing, a well-structured text comprises an engaging introduction, coherent body paragraphs, and a concise conclusion (Hedge, 2000, and Harmer, 2001).

**Vocabulary and Word Choice.** The accurate selection of vocabulary and words choice contribute to precision and expressiveness in writing, and minimizes ambiguity (Harmer, 2001), while maintaining formal language is essential in academic contexts, as it eliminates slang and contractions (Hedge, 2000). Moreover, Zinsser (2006) declares, "Examine every word you put on paper. You will find a surprising number that do not serve any purpose. Be grateful for everything that you can throw away. Re-examine each sentence you put on paper. Is every word doing new work? Can any thought be expressed with more economy?" (p.12).

**Critical Thinking and Analysis.** Critical thinking and analysis are also vital in language generally and writing proficiency specifically, in which writers should be objective, provide evidence and develop logical arguments. According to Collins & Gentner (1980), an effective argument development relies on presenting well-supported claims rather than subjective opinions. As White (1986) asserts, strong writing requires intellectual engagement and the formulation of well-reasoned arguments. In addition to that, integrating credible sources strengthens the legitimacy of written work (Hedge, 2000).

To conclude, the progression of proficient writing skills in an English as a Foreign Language context requires a comprehensive understanding of grammar, organization and structure, vocabulary and word choice, and critical thinking. By enhancing and developing these sub-skills, learners can create well-structured, articulate, and academically appropriate texts, thereby improving their competence to communicate effectively in written English.

### **Approaches to Teaching Writing Skills in English as a Foreign Language Context**

Teaching writing in an EFL context demands a thoughtful consideration of pedagogical approaches that address learners' linguistic, cognitive, and communicative needs. As writing is one of the most complex language skills, selecting an appropriate teaching approach can significantly influence learners' ability to express ideas effectively and develop accuracy and

fluency. In recent decades, scholars and practitioners have proposed various ways to teach writing, especially as educational settings have expanded from traditional classrooms to virtual environments. Thus, this section explores the concept of a teaching approach and highlights how writing is taught both in-class and online, considering the evolving dynamics of EFL instruction..

### **Definition of Teaching Approach**

A teaching approach has various definitions depending on researchers and scholars' different perceptions. First, teaching approach is a comprehensive framework that guides instructional decisions, Richards and Rodgers (2014) define it as theoretical beliefs about the nature of language, learning process, and how these influence classroom practices.

Moreover, Larsen-Freeman and Anderson (2011) state that “an approach is the overall theory, a method is the plan, and a technique is the specific action” (p. 35). This contrast clarifies that a teaching approach is the foundational educational philosophy, while methods and techniques are applications that are more specific. In addition, the teaching approach is considered as a flexible foundation that can be adapted to align learning aims with students' acquisition needs, as Slavin (2018) states “a structured yet flexible instructional framework that aligns educational goals with students' learning needs and abilities” (p. 112).

### ***In-Class Approaches***

In-class approaches indicate to teaching learning methods applied within traditional classroom, (face-to-face classroom) in which a teacher and a student interact in real-world classroom (Killen, 2016). These approaches consist of Teacher-centred method where the teacher is the primary source of knowledge, whereas students receive information passively. This method includes direct instruction method, structured lecture and demonstration, as Brown (2007) said, “teacher centred instruction focuses on content delivery where the educator serves as the primary source of knowledge, whereas student centred approaches encourage active participation, critical thinking and collaborative Learning”.(p,54). According to him, in-class approaches include also

student-centred method that shifts the focus to student engagement, participation and active learning. This method composes of inquiry-based activities, collaborative learning and problem solving tasks.

### *Online Approaches*

Because of the COVID-19 pandemic, educational systems around the world experienced a sudden shift from traditional face-to-face instruction to online teaching. This unexpected transition required both teachers and students to adapt rapidly to the new digital environments, often without prior preparation. As a result, various methods and approaches emerged to facilitate remote learning. Online teaching approaches refer to instructional methods, strategies, or techniques that utilize the internet to achieve specific educational goals. These include virtual class meetings, online lectures, and digital assignments, typically delivered through course management systems such as Moodle. Instruction in this context is often asynchronous, allowing learners to engage with materials at their own pace, though synchronous tools are also frequently used to maintain interaction and provide feedback. Sometimes the lectures and other activities are shared by group chats or other means which facilitate collaboration and peer instruction among students. As technology continues to evolve, online writing instruction will play an increasingly crucial role in modern education.

The integration of technology provides diverse opportunities for students to develop their writing abilities, such as Platforms for peer review and feedback (Bazerman et al., 2018), collaborative writing to foster (Storch, 2013), and digital storytelling.

The table below presents more details about the role of both instructor and student in-class and online (Synchronous and asynchronous)

**Table 1***The Role of Instructor and Student*

	<b>Student Role</b>	<b>Instructor Role</b>
<b>Synchronous</b>	<ul style="list-style-type: none"> <li>• Increased responsibility for learning</li> <li>• Doing, observing, and reflecting</li> <li>• Monitoring and evaluating their progress</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitator and mentor</li> <li>• Introducing content and helping students make sense of it</li> <li>• Assessing learning and providing feedback</li> </ul>
<b>Asynchronous</b>	<ul style="list-style-type: none"> <li>• Preparing for synchronous session</li> <li>• Completing individual and group:               <ul style="list-style-type: none"> <li>○ work</li> <li>○ activities</li> <li>○ assessments</li> </ul> </li> <li>• Summarizing concepts</li> <li>• Reflecting on learning, thinking about what they're doing</li> </ul>	<ul style="list-style-type: none"> <li>• Establishing approaches to introduce topics and concepts prior to synchronous sessions</li> <li>• Designing opportunities for students to continue applying and reflecting on what they are doing</li> <li>• Facilitating and assessing student understanding</li> </ul>

**Assessing Writing Skills in English as a Foreign Language Context**

Assessment plays a fundamental role in the teaching and learning of writing, particularly in EFL contexts where learners often struggle with language accuracy, coherence, and fluency. Effective assessment not only measures students' progress but also informs instruction, guides feedback, and motivates learners toward improvement. In writing instruction, assessment practices must be designed carefully to reflect learners' actual performance, provide diagnostic insights, and support the development of writing competence over time. This section begins by defining the concept of assessment and its relevance to writing. It then explores the significance of assessment

within the broader teaching operation and outlines the core principles that should guide the evaluation of writing skills.

### ***Definition of Assessment***

Assessment is a vital part of the teaching process. It requires collecting and analyzing data about learners' learning, progress, and achievement in a particular course. A teacher assesses learning by utilizing several methods such as in-class tasks, assignments, homework, project work, tests and exams, or even ordinary observation. It aims to measure the student's understanding and performance on one hand and to judge the teacher's competency on the other hand. According to Hyland (2003), assessment is "a bridge between the learners' current and target performances which describes their progress." Similarly, Brindley (2001) aligns with this thought and defines assessment as "a variety of ways of collecting information on a learner's language ability or achievement."

### ***Significance of Assessment in the Teaching Operation***

Assessment is of great significance in the teaching operation because it serves the instructor in several ways. It aids in improving the pedagogical methodology, selecting appropriate materials, checking course effectiveness, identifying teaching-learning problems, and facilitating decision-making throughout the instructional process. A teacher uses the data gathered from assessment (results) to adjust their teaching in accordance with what learners are able to do with the language and what they need to learn, as well as their preferred learning methods. This informs the design of suitable lessons for students with particular background knowledge, levels, learning styles, and preferences.

In addition, assessment can enhance learning by highlighting students' needs, weaknesses, and areas for reinforcement, prompting remedial actions and pedagogical adaptations. A second/foreign language learner is often motivated by their achievements in a course, as assessment can

illustrate their strengths, which supports learning, and their areas for improvement, guiding their learning journey.

### *Principles for Assessing Writing Skills*

Writing plays a significant role in several professions; hence, it articulates the writer's cognitive process and reflects their perspectives through precise and expressive language. Although writing is considered an assessment tool, assessing writing remains a complex and challenging procedure for both teachers and learners. This procedure should adhere to several principles applicable to all skills and assessments.

According to Hyland (2003), the main criteria for an effective assessment of writing are reliability and validity. Reliability is realized by minimizing variation in rating and/or scoring (by different ratters assessing the same student or by the same assessor rating the same production on several occasions). This need to avoid variation has led to the identification of two types of writing assessment: "direct assessment" and "indirect assessment." While indirect assessment measures writing sub-skills such as grammar and punctuation (aspects related to form), direct assessment comprises writing genres and content (cognitive operations).

The former is often considered more reliable and objective, whereas the latter is less inherently reliable and more subjective due to the diversity of rating standards among instructors. Consequently, many scholars advocate for providing novice assessors with qualified training to achieve standardized rating. The assessment task(s) should be valid, designed strictly to gain credibility for both the instructor and the test-taker. Validity can be established by writing clear and precise instructions that address a taught topic with which the students should be familiar, including both the instruction sample and the writing genre.

## **Conclusion**

Writing is a prominent skill in the EFL context; hence, it is a vital tool in teaching and assessment. Improving writing requires the implementation of a variety of approaches to reach the desired results. Instructors should balance online and in-class activities. Thus, Blended Learning (BL) is suggested by scholars to create flexibility in teaching and potentially reduce boredom among learners.

Effective instruction necessitates practical assessment methods. Teachers can consider both direct and indirect appraisals to enhance the reliability and validity of assessment and to collect concrete and valuable results. This information has a significant impact on pedagogical methodology adaptation and implementation.

This section has provided an explanation of key concepts related to assessing writing in an English as a Foreign Language context to establish a foundation for the subsequent section on the Flipped Classroom Model in Teaching English as a Foreign Language.

## **Section Two: The Flipped Classroom Model in Teaching English as a Foreign Language**

Following the discussion on EFL writing assessment, this section introduces the Flipped Classroom model, an innovative approach to structuring learning. We will define this model, explore its key features, and outline a typical EFL flipped classroom session, aiming to provide a clear understanding of its potential in enhancing EFL teaching and learning.

### **Definition of the Flipped Classroom Model**

The flipped classroom model has been widely discussed in recent decades. Driven by various circumstances, educators have shifted from traditional teaching to flipped learning, a blended learning approach where classroom activities and homework are interchanged (Tucker, 2012). This approach dedicates less class time to direct instruction and more to interaction. Teachers provide learners with diverse resources about the lesson (recorded videos, websites,

articles, etc.) that students are expected to understand and retain before class. Subsequently, class time is used for discussion, analysis, and evaluation of their knowledge through group discussions, collaborative work, and active learning.

Building upon learners' pre-class preparation, this model fosters a dynamic and interactive learning environment where educators and students can focus on higher-order thinking skills, as learners apply concepts and engage creatively with the subject matter (Flipped Learning Network, 2014).

The flipped classroom incorporates several key features for effective implementation. The Flipped Learning Network, in collaboration with Pearson's School Achievement Services, identified four pillars of flipped learning:

#### ***A Flexible Environment***

Learning materials are readily available and accessible to learners anytime and anywhere they are prepared to engage.

#### ***A Learning Culture***

This model shifts traditional teaching principles and redefines the roles of both teacher and learner in the educational process. Students take greater responsibility for their

learning, while the teacher facilitates and guides the interactive aspects of instruction.

#### ***Intentional Content***

Flipped learning educators carefully evaluate the content and materials included in video lectures to align with and effectively apply appropriate instructional methods.

#### ***Professional Educators***

Successful flipped learning relies on professional educators who actively observe student learning and provide meaningful feedback.

### **Flipped Classroom Teaching Methods**

Flipped classroom educators employ various methods to implement the flipped learning approach, including active learning, collaborative work, peer instruction, problem-solving, and critical thinking activities. The primary goal is to foster deep understanding, enabling students to analyze, apply, and evaluate the learned material. Consequently, the teacher's role shifts from the "sage on the stage" (King, 1993) to a facilitator, guiding learning based on students' pre-class preparation and readiness for the practical phase of the lesson.

Key teaching methods within the flipped classroom include:

**Active Learning.** Students participate in group-discussions, problem-solving, and hands-on projects, promoting deeper engagement.

**Collaboration and Peer Instruction.** Students answer questions to assess their comprehension and engage in class discussions about their responses, followed by teacher clarification of misconceptions and immediate, personalized feedback.

**Priming.** *Educators provide clear and direct pre-class instruction to prepare learners for in-class active learning activities (Hamdan et al., 2014).*

### **Flipped Classroom Session Outline**

The flipped session requires two different phases the first one takes place before class where students are responsible for constructing knowledge via video lectures or videos selected by the instructor. The second phase occurs in the troupe space where students are involved in the practical version of the lesson.

### ***Theoretical Phase (pre-class)***

Before class time, learners are supposed to receive learning materials that are created and selected from readily available material by the teacher. Teachers post videos, video lectures or even PDF handouts on teaching platforms such as Moodle or in-group discussion apps such as What's Up or Telegram. What is important here is that all the materials have to be available and accessible for all students at anytime and anywhere. Students can pause, rewind or replay the video lecture until they understand the subject matter. During watching, students are supposed to take notes to reinforce understanding and write down raised questions to fix misconceptions.

As explained by( Bergmann and Sams, 2013) "We instruct them in the Cornell note-taking method, in which they take notes, record any questions they have and summarize their learning "Participating in the flipped learning process properly enables students to recognize their misinterpretations and raise relevant questions to discuss the problems that they encountered in their watching.

### ***Practical Phase (in-class)***

The second phase is divided into three parts each has its objective. First, in the warm-up activity; the teacher does a brief introduction or reminder in which he may ask students questions to check their understanding and interpretation of the concepts delivered via videos. Then, s/he may walk around the class to check students' notes and invite them to ask questions about problems they encountered while receiving information. At this moment, the whole class discussion starts and students correct one another and explain their points of view. After that, the teacher explains the misconceptions and corrects the misinterpretations lasting to 15 minutes or less. The rest of the session is devoted to the upper stages of the taxonomy. The teacher may engage his students in group conversation discussing critical thinking debates, project works to evaluate their decision-making skills as illustrated by Bergmann and Sams (2013)" The remainder of the time is used for more extensive hands-on activities and/or directed problem-solving time "

**Table 1.2**

*Class Time in Flipped Classroom (Bergmann .J & Sams. A, 2013)*

<b>Flipped Classroom</b>	
<b>Activity</b>	<b>Time</b>
Warm-up activity	5 min.
Q & A time on video( Discussion, questions and answers)	10 min.
Guided and independent practice and/or lab activity	75 min.

### **Designing Learning Materials and Resources**

In the flipped classroom model, the effectiveness of instruction heavily relies on the quality and appropriateness of learning materials and resources. Since the instructional content is often delivered outside the classroom through videos, readings, or interactive platforms, materials must be engaging, pedagogically sound, and tailored to learners' levels and needs. Moreover, these resources should support the development of writing sub-skills and promote autonomous learning. This section explores key considerations in selecting or creating instructional materials suitable for flipped writing instruction. It also discusses the evolving roles of teachers and learners within this model, highlighting how each contributes to maximizing the learning experience.

#### ***Material and Resource Selection or/and Creation***

Selecting appropriate learning materials or/and creating them by educators help students focus on the course and make it relevant to the theme, and the selection of these materials depend on two major points: students' proficiency, and the purpose for learning English in the first place.

Recorded lectures, video lectures from the internet or created by the teacher, printed lectures or textbooks, online quizzes, and others, are materials and resources provided by teachers to students before class shared via platforms like Moodle, or smartphone apps like telegram.

According to Musallam (2011), students should come to the class better prepared through

providing them with available pre-class materials, like videos, in which they can easily get access to these lessons whenever and wherever it is convenient as many times as they like. As for teachers, they can devote in-class time for discussion, collaboration, and put into practice what they have learnt from lectures they viewed outside class.

### **Role of the Teacher and Learner in Flipped Classroom Instruction**

Since learning has shifted from direct instruction into outside of the group learning space (into individual space), the role of the teacher and learners has shifted as well. In this vein, traditionally, the teacher is the main source of knowledge “sage on the stage” (King, 1993) i.e. teacher-centered while students are considered as passive learners (Huba and Freed, 2000). However, in the flipped classroom model, the focus is on the students-centered instruction, and the teacher becomes a facilitator who facilitates discussions and problem-solving activities, or a guide, in other words to transfer responsibility and ownership of learning from instructors to learners (Chatta & Haque, 2020).

According to Michael (2006), learning process is active rather than passive, learners are actively involved in forming knowledge, and they have more opportunities to participate, evaluate, and assess their learning in a personally meaningful manner. On the other hand, teacher’s role occur more in-class where he/she can devote more time observing students continually, encourage collaborative work, providing them relevant feedback right in the moment of learning, and can continuously assess their work. In contrast, their role remain less visibly outside the class in the flipped classroom model. The table below presents the omparison between teacher-centered and student-centered instruction by (Allen, 2004).

**Table 1.3**

*Comparison between Teacher-Centered and Student-Centered Instruction by (Allen, 2004)*

TEACHER-CENTERED versus LEARNER-CENTERED Instruction (Assessing Academic Programs in Higher Education by Allen 2004)		
Concept	Teacher-Centered	Learner-Centered
Teaching goals	Cover the discipline	Students learn: How to use the discipline How to integrate disciplines to solve complex problems An array of core learning objectives, such as communication and information literacy skills
Organization of the curriculum	Courses in catalogue	Cohesive program with systematically created opportunities to synthesize, practice, and develop increasingly complex ideas, skills, and values
Course structure	Faculty cover topics	Students master learning objectives
How students learn	Listening Reading Independent learning, often in competition for grades	Students construct knowledge by integrating new learning into what they already know Learning is viewed as a cognitive and social act
Pedagogy	Based on delivery of information	Based on engagement of students
Course delivery	Lecture Assignments and exams for summative purposes	Active learning Assignments for formative purposes Collaborative learning Community service learning Cooperative learning Online, a synchronous, self-directed learning Problem-based learning
Course grading	Faculty as gate keepers Normal distribution expected	Grades indicate mastery of learning objectives
Faculty role	Sage on the stage	Designer of learning environments
Effective teaching	Teach (present information) well and those who can will learn	Engage students in their learning Help all students master learning objectives Use classroom assessment to improve courses Use program assessment to improve programs

## **Conclusion**

The flipped classroom model offers a transformative approach to EFL instruction by reconfiguring how and when learning occurs. Shifting foundational input to the individual learning space enables educators to devote classroom time to interactive and application-based tasks. This promotes deeper engagement, critical thinking, and collaboration—key elements in developing writing proficiency.

This section outlined the essential components of the model, including its definition, instructional methods, and structure. It also emphasized the importance of well-designed materials that cater to learners' needs and highlighted the evolving roles of teachers and students in this learner-centered environment.

By integrating technology with pedagogical flexibility, the flipped model not only supports autonomous learning but also enhances classroom interaction. This makes it a compelling alternative for improving writing instruction in EFL contexts. The following section will examine how writing assessment aligns with this approach to support meaningful learning outcomes.

### **Section Three: Enhancing Writing Assessment through the Flipped Classroom Model**

This section explores the application of flipped classroom principles and methods to the assessment of writing skills. Recognizing the challenges educators face in evaluating student writing, a synthesis of writing assessment criteria and the flipped classroom model is proposed. This integration aims to develop innovative techniques that can streamline the assessment process for teachers and enhance student learning outcomes in writing. The key elements of this proposed approach will be introduced in the following subsections.

#### **Assessment Instruction in the Flipped Classroom Model**

This section focuses on both direct and indirect assessment methods to evaluate students' writing in terms of coherence, cohesion, and organization. Master's students in English are tasked

with producing well-structured research proposals. To assess their writing, coherence and cohesion can be evaluated through indirect assessment methods, while organization can be assessed through direct writing tasks (Hyland, 2005; Graham & Perin, 2007).

### ***Online Quizzes***

To facilitate the assessment process, online quizzes comprising 20 questions that integrate multiple-choice and open-ended formats can be utilized. These quizzes can be distributed via a link shared in a chat group, encouraging all participants to engage with the material. For instance, platforms like Google Forms can be employed to create these quizzes, as they provide immediate scoring and individualized feedback, benefiting both participants and educators (Huang & Hew, 2018). The quizzes can include questions that assess students' understanding of coherence and cohesion in writing, such as identifying effective transitions and logical flow in sample texts (Hsieh, Wu, & Marek, 2017).

### ***Essay Writing***

Essay writing serves as a common assessment tool for Master's students, offering clear insights into their cognitive processes and mental operations (Graham & Perin, 2007). This method allows for the evaluation of participants' coherence, cohesion, and organizational skills. Unlike online quizzes, essays will be written during class time. Students will draft their essays and then utilize AI grammar tools to check for errors in coherence and cohesion. Subsequently, they will post their writings in a private online group chat, where they can discuss and defend their ideas. Evaluating cognitive processes and critical thinking skills will provide meaningful, individualized feedback (Sadler, 1989).

### **Flipped Assessment Platforms and Apps**

Several platforms and smartphone applications can facilitate effective instruction and data collection, enabling the measurement of specific aspects of academic writing through both direct

and indirect assessments. This section provides theoretical insights into the elements associated with the topic, linking them to the proposed methodology.

### ***Google Forms***

Google Forms is a widely used online platform for generating surveys, questionnaires, quizzes, and tests. It simplifies data collection and can generate visual data representations for analysis (Huang & Hew, 2018). Quizzes can be shared via email, links, or social media, making them accessible to participants with active Google accounts. Given that all students at many universities have Google accounts provided by their institutions, this platform ensures secure and private communication.

### ***Chatting Apps***

Chatting applications represent digital communication platforms that afford users the capacity to transmit messages, exchange files, and participate in synchronous conversations.

Salient features of these applications typically encompass group chat functionalities, multimedia sharing capabilities, voice and video call options, and the potential for integration with supplementary educational technologies. Prominent examples of such applications include WhatsApp, Messenger, and Telegram (Hsieh, Wu, & Marek, 2017)

Within the pedagogical framework of the flipped classroom model, chatting applications serve as facilitators of communication and collaborative endeavors beyond the confines of traditional classroom settings. These digital tools enable students to engage in discussions pertaining to course materials, disseminate relevant resources amongst peers, and participate in collaborative learning activities. Existing research has indicated that the strategic integration of these communication platforms can lead to an enhancement of student engagement and motivation, factors widely acknowledged as crucial for the successful implementation and outcomes of the flipped classroom approach (Chang & Lan, 2021).

### ***AI Grammar Tools***

AI grammar tools, such as Grammarly and Pro-Writing Aid, offer auto-correction and real-time suggestions during the writing process. Given that essay writing will occur during class, students may make errors related to coherence, cohesion, or organization. These tools are accessible on various platforms, including Android, iOS, and desktop, allowing participants to write their essays on their preferred devices. They enhance the writing experience by providing immediate support and feedback (Tran, 2025; Damayanti & Santosa 2024).

In summary, the integration of flipped classroom principles with innovative assessment methods can significantly enhance the evaluation of writing skills. By utilizing platforms like Google Forms, chatting apps, and AI grammar tools as supportive resources, educators can create a more engaging and effective assessment environment that fosters student learning and development.

### **Feedback Instruction in the Flipped Classroom Model**

In the flipped classroom model, Feedback has a significant role in developing students' writing skills. As direct instruction has been shifted outside the classroom in the model, learners rely on both automated and personalized feedback to improve their writing. The inclusion of Auto Feedback (computer-assisted feedback) and One-on-One Feedback (individualized teacher-student interaction) provides a comprehensive approach that strengthens students' self-regulation, critical thinking, and self-editing abilities. In this research, we suggest that effective feedback mechanisms in inverted writing courses may enhance writing quality, engagement, and motivation (Hyland & Hyland, 2022).

### ***Auto feedback***

Auto feedback refers to computer-generated feedback provided by Automated Writing Evaluation (AWE) tools such as Grammarly and Ginger Software. These tools analyze students' drafts based on grammar, syntax, cohesion, and organization, providing instant feedback that

supports draft-stage revisions. This type of feedback offers immediate corrections on spelling, punctuation, and sentence structure, minimizing students' reliance on instructors (Zhai & Ma, 2021). In addition to that, AWE tools promote self-regulated learning by allowing students to revise multiple drafts before final submission (Su, Qian, & Luo, 2024). The scalability of auto feedback makes it particularly useful in large university classes where teachers may encounter difficulties providing timely and personalized feedback to all students.

### ***One-on-One Feedback***

Unlike auto comments, one-on-one feedback refers to personalized teacher-student consultations that focus on macro-level writing skills, such as argument development, clarity, and rhetorical strategies. This method provides customized directions, helping students identify and address specific weaknesses in their writing outcomes. One-on-one feedback, in the flipped classroom model, is applied through a structured process:

**Pre-Class Preparation.** Students submit drafts online for the teacher to review key issues before scheduled sessions.

**In-Class Individual Conferences.** Devoted for the teacher providing targeted feedback in short-focused meetings (5–10 minutes)

**Post-Class Reflection.** In this process, students revise their work and submit final drafts adopting instructor suggestions.

Despite the challenges struggles faced by the instructor, the major advantages of one-on-one feedback is instructor's consultations focus on higher-order writing concerns, which help students develop stronger arguments, coherence, and academic style(Hyland & Hyland, 2022).

### **Research Gap**

Despite the increasing global interest in the Flipped Classroom Model (FCR), research on its application in writing assessment remains limited in Algeria. While some studies have explored

flipped learning in writing instruction, they have primarily emphasized specific contexts rather than assessment practices. For instance, a study at Borj Badji Mokhtar University (Annaba, 2021) examined flipped learning in a scientific English writing course, while research at Kasdi Merbah, Ouargla University (2023) developed a genre-based academic writing course for economic purposes using the flipped approach. However, these studies have not thoroughly examined how writing skills can be assessed within a FCR framework. The existing literature in Algerian EFL classrooms tend to focus on traditional teaching and assessment methods, often overlooking the role of technology-enhanced, student-centered approaches in evaluating writing performance. This study seeks to address two major research gaps:

There is a lack of qualitative studies investigating teachers and students' perceptions towards flipped assessment in writing at Algerian universities. Most research on writing instruction focuses on teacher-centered assessment methods, offering little insight into innovative approaches that integrate technology and active learning.

The pedagogical implications, advantages, and challenges of assessing writing skills within a flipped classroom remain underexplored in the Algerian context. There is little data on how flipped assessment influences students' writing development, engagement, and learning outcomes.

By addressing Master-one students at Mohammed El-Bachir El-Ibrahimi University, this research explores the integration of flipped assessment in Algerian higher education. It provides qualitative insights into its effectiveness in enhancing writing skills and offers recommendations for integrating this model into writing instruction and evaluation.

## **Conclusion**

A multifaceted feedback approach in the flipped classroom model boosts university students' writing abilities by integrating Auto Feedback that provides instant scalable assistance on grammar and syntax's weaknesses, while one-on-one feedback promotes advanced understanding by addressing higher-order writing skills.

We suggest, in this research, when combining both methods may lead to more effective writing assessment, improve student engagement, and better writing outcomes (Zhai & Ma, 2021). By leveraging these feedback strategies, the flipped classroom model creates cyclical writing process, where students continually edit their work based on structured, layered feedback.

**CHAPTER TWO:  
RESEARCH METHODOLOGY**

## **Introduction**

Drawing on insights from the literature review, which highlighted the growing importance of innovative pedagogical models such as the flipped classroom in enhancing writing skill development. This chapter presents and justifies the research methodology employed to explore the use of the flipped classroom in assessing writing skills among Master-one students.

The chapter clarifies the adopted research paradigm and design, explains the data collection methods and instruments, and details the procedures followed for data analysis. Additionally, it discusses issues related to research validity, reliability, and ethical considerations. Providing a clear description of these methodological choices enables readers to evaluate the trustworthiness and rigor of the study's findings (Creswell & Creswell, 2018).

## **Research Paradigm**

This study is situated within the pragmatist research paradigm, which emphasizes the value of practical inquiry and methodological pluralism in addressing complex educational issues. Rather than committing to a single ontological or epistemological stance, pragmatism advocates for using the most suitable tools and approaches to answer the research questions at hand. In this view, knowledge is constructed through action, experience, and reflection, and the utility of research lies in its capacity to generate workable solutions to real-world problems (Creswell & Creswell, 2018; Morgan, 2014).

Given the study's aim to explore both student and teacher perceptions of the flipped classroom model in assessing writing skills, the pragmatist paradigm offers a suitable and coherent foundation. It enables the integration of structured interviews (used to collect standardized insights from teachers) and student questionnaires (comprising Likert-scale, closed-ended, and open-ended items), thereby accommodating both quantitative generalizations and qualitative nuance. This flexibility aligns with the study's mixed-methods design, which seeks to triangulate perspectives

and produce a multidimensional understanding of instructional practices in an Algerian EFL context.

The adoption of a pragmatist stance reflects the practical orientation of the study. The research is not only interpretive but also geared toward actionable outcomes—such as identifying implementation challenges, evaluating assessment practices, and suggesting improvements to classroom pedagogy. By emphasizing what works for whom, and under what circumstances, pragmatism allows the researcher to generate contextually grounded insights that inform curriculum development, teacher training, and institutional policy.

In summary, the pragmatist paradigm supports the study's dual commitment to depth and breadth. It acknowledges the complexity of educational experiences while ensuring that findings remain relevant to real classroom dynamics and responsive to the evolving demands of EFL writing instruction.

### **Research Approach**

This study adopts a parallel convergent mixed-methods design to investigate how the flipped classroom model supports the assessment of writing skills among Master-One EFL students. In a convergent parallel design, both quantitative and qualitative data are collected concurrently, analyzed separately, and then integrated during interpretation (Creswell & Plano Clark, 2018). This design allows for the strengths of both approaches to be combined -providing breadth through numeric data and depth through narrative insights.

The quantitative component involved a structured questionnaire to gather student perceptions about flipped learning and feedback practices, while the qualitative component consisted of structured interviews with EFL teachers. Mixed-methods research is particularly appropriate in education when complex phenomena-such as classroom innovation and assessment practices- requires deep contextual understanding (Johnson & Onwuegbuzie, 2004).

Thus, the mixed-methods approach is justified by the nature of the research questions, which aim to explore:

- (1) how the flipped classroom model is implemented in writing classes,
- (2) how it is perceived by both learners and educators, and
- (3) what challenges arise, and suggestions recommended.

These multi-layered questions require both numeric patterns (from student questionnaires) and rich, descriptive data (from teacher interviews), making a mixed-methods approach the most appropriate choice.

### **Research Design**

Mixed methods approach was adopted for conducting this study. It is defined by Creswell and Plano Clark (2018) as “an approach to research in the social, behavioral, and health sciences in which the investigator gathers both quantitative (closed-ended) and qualitative (open-ended) data, integrates the two, and then draws interpretations based on the combined strengths of both sets of data” (p. 5). According to the authors, this approach is particularly suitable when exploring complex educational interventions, as it allows the researcher to gain a more complete understanding of the issue under investigation.

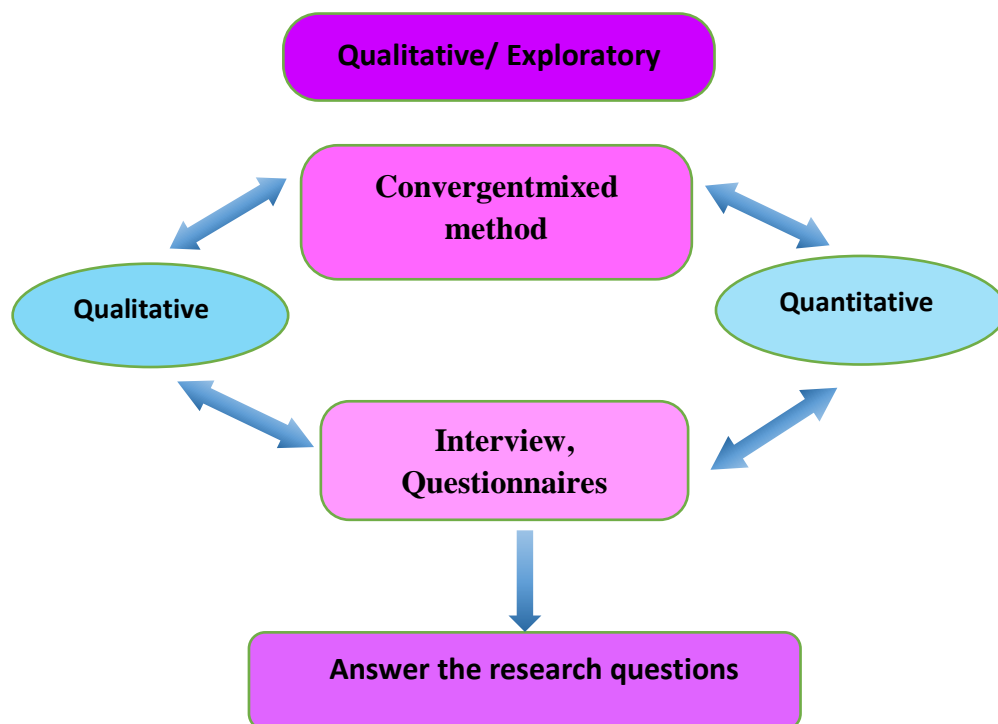
The rationale for choosing this type of methodological design is to enhance the depth and validity of the study by integrating both qualitative and quantitative methods in a complementary manner. Given the multifaceted nature of writing assessment and the innovative use of the flipped classroom model, such a combination was considered necessary.

On the one hand, the quantitative data (collected through a structured questionnaire) were essential for identifying students’ general perceptions, habits, and attitudes toward flipped instruction and its impact on their writing development. On the other hand, the qualitative data (obtained via structured interviews with writing instructors) were major for uncovering nuanced insights into teachers' practical experiences, challenges, and reflections regarding flipped classroom assessment practices.

Consequently, to fully address the study’s objectives, the mixed methods approach was considered the most appropriate and effective strategy. Numerous studies have confirmed that blending both qualitative and quantitative data often yields a more robust and comprehensive understanding of pedagogical issues than either method alone (Creswell & Plano Clark, 2018).

**Figure 2**

*Structure of the research methodology*



### Research Settings

In any research study, identifying the research setting is a fundamental step. As emphasized by Grove and Gray (2013), the research setting refers to the location or context selected for conducting the investigation. This selection is never arbitrary; rather, it requires the fulfillment of specific preliminary criteria to ensure consistency and harmony with the research objectives. Supporting this view, Grove and Gray (2013) assert that “the selection of a setting in both quantitative and qualitative research is based on the purpose of the study, the accessibility of the setting or site, and the number and type of participants or subjects available in the setting” (p. 277).

The current study was conducted at Mohamed El Bachir El Ibrahimi University – Bordj Bou Arreridj, specifically within the Department of English Language and Literature. The choice of this academic context was motivated by several important considerations. Primarily, the aim of the study is to explore the implementation of the flipped classroom model in assessing writing skills, which is most relevant to university-level students enrolled in advanced writing modules such as Academic Writing and Written Expression.

In addition to thematic alignment, the setting was selected due to its accessibility. The researchers are affiliated with the university and had the necessary permissions to carry out the investigation within the department. This facilitated the collection of both student and teacher data, as well as access to academic schedules and course structures. Furthermore, convenience played a practical role; the setting minimized logistical constraints related to time and travel, which allowed for more efficient data collection and follow-up with participants. The availability of both student respondents and qualified university instructors also made the site particularly suitable for conducting a mixed-methods study.

Overall, the selected research setting ensured both thematic relevance and operational feasibility, making it the most appropriate environment for achieving the research objectives and generating meaningful data for analysis.

### **Research Questions**

The primary aim of this study is to explore the role of the flipped classroom model in assessing the writing skills of Master One English students at Mohammed El Bachir El Ibrahimi University. By investigating both students' perceptions and the practical implementation challenges faced by teachers, the study seeks to contribute valuable insights to the field of EFL pedagogy and assessment. Understanding these perspectives can inform future practices and support the effective integration of innovative teaching models such as the flipped classroom in higher education settings.

Accordingly, the following research questions guide the investigation:

1- What are Master-One English students' perceptions towards the integration of the flipped classroom model in assessing their writing skills?

2- How do English teachers at Mohamed El Bachir El Ibrahimi University integrate the Flipped Classroom model in assessing EFL students' writing skills?

- To what extent can the AI tools facilitate \complement the assessment process within the FC environment?

-Are there any challenges that teachers face in integrating the flipped classroom model to assess EFL master-one learners' writing skills?

Based on these research questions, the present study aims to achieve the following objectives:

- To explore Master-One English students' perceptions of the use of the flipped classroom model in assessing their writing skills.
- To explore the practical methods through which the flipped classroom model can be implemented to assess writing skills among EFL learners.
- To identify the challenges encountered by teachers when integrating the flipped classroom approach into writing skill assessment.

### **Sample and Sampling Procedures**

In line with the study's convergent mixed-method design, two distinct participant groups were selected: First-year Master EFL students and university instructors at Mohamed El Bachir El Ibrahimi University. The sampling strategy combined purposive sampling and convenience sampling, allowing for the intentional selection of participants who could provide meaningful insights into the perceptions and potential of the flipped classroom model in writing instruction.

#### ***Student Sample***

A non-probability convenience and purposive sampling technique was employed for both participant groups. Purposive sampling allows the researcher to deliberately select individuals who

are best positioned to provide relevant, in-depth, and context-specific information regarding the research problem (Creswell & Poth, 2018; Etikan, Musa, & Alkassim, 2016).

In this case, the selection was based on participants' experience with academic writing, AI-based writing instruction and flipped classroom practices. The first year Master students have been involved in flipped writing instruction and engaged in AI-based assessment. Thus, we believed they would present an appropriate sample which provide more valuable and valid data to answer the research questions and achieve its main aims to explore how students perceive the integration of flipped classroom in assessing writing skills.

For the student sample, approximately 140 first year Master students were eligible for participation, based on their enrolment in writing modules such as Written Expression and Academic Writing, during the second semester of the 2024/ 2025 academic year. Out of this population, 35 students completed the structured questionnaire. Although the response rate was modest, it yielded valuable insight into the students' perceptions of writing assessment in technology-supported learning environments. The relatively low participation rate was partly attributed to students' varying schedules and access to online platforms, especially as the questionnaire was distributed in both Google Forms and printed formats

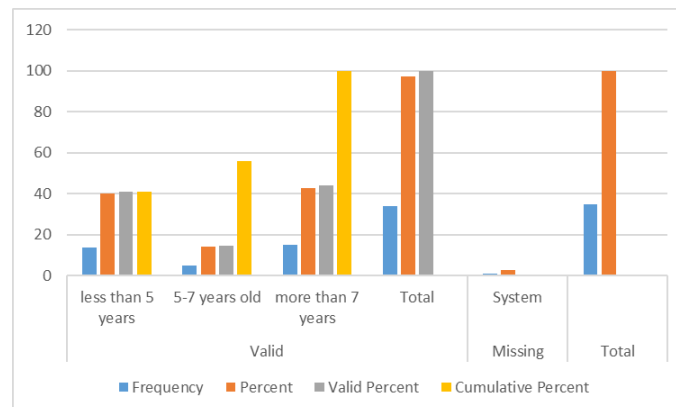
**Table 2.1**

*Students' Profiles (Age, years of studying)*

How old are you?		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20-22	22	62,9	62,9	62,9
	23-25	9	25,7	25,7	88,6
	26 or older	4	11,4	11,4	100,0
	Total	35	100,0	100,0	

**Table 2.2***Student Distribution by Years of English Study*

How many years have you studied English?		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	less than 5 years	14	40,0	41,2	41,2
	5-7 years old	5	14,3	14,7	55,9
	more than 7 years	15	42,9	44,1	100,0
	Total	34	97,1	100,0	
Missing	System	1	2,9		
Total		35	100,0		

**Figure 2.2***Distribution of Student by Years of English Study*

The choice of this purposive and convenience sample was justified by two key factors:

**Relevance to the research objectives.** Master-One students are expected to produce extended academic texts and engage in critical writing tasks, making their feedback essential for evaluating writing instruction.

**Feasibility and accessibility.** The researcher's affiliation with the English Department facilitated direct access to this group, supporting both recruitment and follow-up.

The sample is considered informative and representative for a small-scale mixed-methods case study, offering a balanced mix of quantitative trends and qualitative insights into students'

learning experiences.

### ***Teacher Sample***

On the other hand, the teacher sample consisted of nine EFL instructors, all of whom had experience teaching writing at the university level. These instructors represented diverse academic and professional backgrounds, and their inclusion allowed for a broad range of perspectives regarding writing assessment and the flipped classroom model. One of the nine participants also took part in the pilot study and provided formative feedback on the structure and clarity of the interview questions.

The rationale for using purposive and convenience sampling in this study was twofold. First, it allowed the selection of individuals with direct engagement in the pedagogical and assessment practices under investigation. Second, it ensured the inclusion of information-rich cases that could contribute to a deeper understanding of how writing skills are assessed within a flipped classroom framework (Palinkas et al., 2015). While purposive sampling limits generalizability, it is appropriate for qualitative and mixed-methods designs focused on depth rather than breadth.

### **Data Collection Procedures**

Following the determination of the research design and instrumentation, and after securing ethical clearance and informed consent, the data collection phase was implemented over a two-week period in April 2025 at the Department of English, Mohammed El Bachir El Ibrahimi University, Bordj Bou Arréridj. The data were collected using two principal instruments: a questionnaire distributed to First-year Master students and structured interviews conducted with EFL teachers.

The students' questionnaire was self-designed to ensure direct alignment with the study's research objectives and local educational context. Since no existing instruments specifically addressed students' perceptions of writing assessment within flipped classroom environments in

Algerian universities, a customized tool was necessary. The items were constructed based on findings from the literature review and preliminary diagnostic insights gathered through initial exploratory questions.

The students' questionnaire aimed to gather quantitative and qualitative data on learners' perceptions of writing assessment within a flipped classroom model. It included closed-ended (Yes/No and multiple choice), Likert-scale, and open-ended questions, supplemented with justification spaces to provide depth and context to participants' responses. A pilot version of the questionnaire was tested and refined based on gained feedback to ensure clarity and reliability, in accordance with Denscombe's (2010) recommendation for piloting to enhance research instrument validity.

Students were invited to participate through both online and in-person (via Google Forms and printed copies). The online form, designed using Google Forms, was shared via institutional email. Printed copies were also administered to students in their classrooms during regular sessions between April 15th and April 21st. Prior to distribution, students were briefed on the study's objectives, assured of anonymity, and allowed to ask questions. Out of approximately 140 First-year Master students, 35 completed the questionnaire, either online or in paper format.

In parallel, structured interviews were conducted with nine university EFL teachers to explore their experiences and perspectives on assessing writing in flipped classrooms. One teacher participated in the piloting phase, which helped refine the interview guide to ensure coherence with the study's objectives. Teachers were contacted via institutional email, and provided with an information-sheet and consent form detailing the purpose, voluntary nature, and confidentiality of their participation (Creswell & Poth, 2018).

All the educators agreed to participate and complete the interview through a Google Form. The interview followed a structured format to allow both comparability and flexibility in data collection (Merriam & Tisdell, 2016). The responses were subsequently organized in word format for thematic analysis.

This triangulated approach- utilizing both questionnaires and interviews- was chosen to enhance data validity and provide a holistic understanding of flipped classroom implementation in writing assessment. The combination of qualitative insights from teachers and quantitative trends from students supports a deeper interpretation of the research questions, contributing to both breadth and depth in findings.

### **Instrumentations**

This section presents the research instruments employed to collect data in the current study, encompassing both quantitative and qualitative tools. It starts with a comprehensive description of the preliminary tools used to confirm the existence of the problem and justify the validity of the investigation. This is followed by an explanation of the piloting phase which ensures a well-structured version of research instruments .Then it would detail the data collection tools: a questionnaire designed to gather data from students and a structured interview conducted to obtain insights from university educators for a deeper comprehension.

Finally, the complementarity of these instruments is discussed in order to demonstrate the influence of the integration of both tools in a more comprehensive understanding of the research questions

### ***Preliminary Tools***

As a first step of the inquiry , preliminary tools were conducted to confirm the existence of the research problem and to explore its possible causes within the target context (EFL First-year Master students and teachers). These tools served as an initial exploratory phase guiding the construction and development of the other research steps ( identifying research questions, objectives, instrumentation ...etc. )

Firstly, informal discussion was held with a university teacher to verify whether the students do struggle with writing, and to identify the reasons behind such challenges engaging students in informal group discussion to determine whether both the teacher and the student share the same insights regarding this topic followed. The teacher confirmed that students struggle with

writing process due to a lack of intensive practice. The teacher described the class time as insufficient to tackle both theory and practice. In the same way, students arrived at the same point of view (lack of practice) and added that they do not receive enough feedback, which may assist them in improving their writing skills.

Following these exploratory discussions, a preliminary questionnaire was distributed to a small group of students (approximately 20) to investigate the specific difficulties and challenges they encounter in writing.

The data collected from these preliminary tools helped to validate the research problem and informed the development and finalization of the main research instrument to address the research aim.

### ***Piloting the Research Instruments***

Before finalizing the data collection instruments, a pilot study was conducted to evaluate the clarity, coherence, and practicality of both the student questionnaire and the teacher interview guide, (Vogel & Draper-Rodi, 2017). According to Creswell and Creswell (2018), pilot testing is essential to “improve questions, format, and instructions” (p. 216), while Dörnyei and Taguchi (2010) emphasize its role in gathering practical feedback that can guide tool revision. The pilot sample consisted of five Master-One students and one university instructor who agreed to review and comment on the tools. The purpose of the pilot was to identify potential weaknesses in question design, language use, and structural flow.

Regarding the student questionnaire, the pilot results indicated that while most questions were clearly grasped and thematically appropriate, some items were regarded as lengthy or repetitive. As a result, the following adjustments were made:

- Redundant or overlapping items were removed or merged
- Some Likert-scale labels were clarified for consistency
- The overall number of items was reduced to improve readability and encourage student engagement

During the piloting stage, the teacher's interview was reviewed as well by one EFL instructor. The participant noted that several questions were "too broad and doubled" and expressed concern that the phrasing of certain items seemed to assume specific practices, such as the regular use of AI tools or flipped classroom strategies. This feedback highlighted the importance of avoiding leading questions and ensuring neutrality in item formulation.

In response to this feedback:

- Several interview questions were reworded for greater clarity and neutrality (e.g., changing assumptions into open-ended phrasing)
- Items that appeared repetitive were streamlined or consolidated.
- The interview guide was reformatted and simplified for better flow and focus
- Additional instructions were included to clarify that teachers could skip or redirect any question not relevant to their experience

Overall, the pilot study helped improve both instruments' validity, relevance, and usability by incorporating direct practitioner feedback. These refinements ensured that the final tools were context-appropriate, balanced in scope, and capable of generating the meaningful data needed to address the research objectives.

## **Research Instruments**

To answer the research questions and achieve the objectives of this study on the flipped classroom model in assessing writing skills, two primary data collection tools were employed: a questionnaire administered to Master-One students and a structured interview used with university EFL instructors. These instruments were chosen to support the convergent parallel mixed-methods design, which allows for the simultaneous collection of both qualitative and quantitative data. Each dataset was analysed independently and subsequently integrated during the interpretation phase to ensure methodological triangulation and a deeper understanding of the research problem (Creswell & Plano Clark, 2018; Merriam, 2009).

### *Students' Questionnaire*

After being engaged in a flipped writing instruction for approximately during the second term. The student questionnaire was designed to explore learners' perceptions of writing instruction and assessment in a flipped classroom setting. Using this pedagogy, students were exposed to the lesson content and assignment before class, they were supposed to understand and practice the writing genre, skill ...etc. After that, they were asked to upload their productions to an AWE tool (Deepseek) and refine their writing according to the AI feedback. After finishing the pre-class preparation (PCP), the teacher would involve them in active learning practices where s/he provided clarifications to misinterpretations and constructive individualized feedback. By the end of the session, the students would have an updated version of their writing, which is evaluated in both form and meaning.

The student questionnaire was designed to investigate learners' perceptions of writing instruction and assessment within a flipped classroom setting. It consisted of 11 items distributed across four sections, using a combination of Likert-scale, multiple-choice, yes/no, and open-ended formats. This variety was intended to balance structured response formats with opportunities for elaboration, thereby offering both standardized and detailed understanding (Dörnyei & Taguchi, 2010).

Importantly, the questionnaire was administered after students had undergone a full term of writing instruction based on the Flipped Classroom Model (FCM). This instructional approach was implemented during the second semester of the academic year 2024/2025. The instruction involved consistent use of pre-class video materials, guided note-taking, and in-class activities focused on peer collaboration, writing practice, and instructor feedback. The aim was to support a more process-oriented and student-centered approach to developing writing skills.

Administering the questionnaire at the end of this instructional period allowed students to reflect on their experiences with flipped learning in an authentic academic context. It also ensured that their responses were grounded in direct and sustained exposure to the flipped methodology, making the findings more reliable and relevant to the study's objectives.

**Section 1: Exposure to Flipped Classroom Experience (two items).** Determined whether students had prior experience with flipped instruction and to assess their familiarity with and engagement in its main component.

**Section 2: Writing Assessment & Feedback (four items).** Explored emotional and cognitive responses to feedback, especially in flipped or online formats.

**Section 3: Perceptions towards Automated Feedback Tools and their Impact on Students' writing (three items).** Investigated use of and attitudes toward tools like Grammarly or ChatGPT in improving clarity, organization, and confidence.

**Section 4: Final Thoughts (two items).** Open-ended questions invited students' reflections and suggestions.

The distribution of the 35 questionnaire was carried out through two modalities: Google Forms and printed copies. While some students, ten of them, completed the online version remotely, others, 25 respondents, responded to the printed version during scheduled class sessions at the university. This dual approach ensured wider accessibility and higher response rates, especially given potential limitations in internet access.

The instrument contained closed-ended questions (e.g., multiple-choice, Likert scale, and yes/no formats) as well as open-ended prompts for elaboration. Closed-ended questions allowed for standardized responses that could be statistically analysed, while open-ended items invited

participants to justify or expand on their choices, offering richer insights (Brown, 2001; Holmes, 2023).

### *Teachers' Structured Interview*

A structured interview guide with 18 questions was developed for instructors to gather insight into writing pedagogy, assessment practices, and theoretical perceptions of the flipped model. This format allowed for consistency across interviews while enabling follow-up clarification (Kumar, 2011). The questions were grouped into four thematic areas:

- **Teaching Writing in EFL Contexts.** Explored instructional methods and experience e.g., “How would you describe your approach to teaching writing?”
- **Assessment of Writing Skills.** Focused on evaluation strategies and challenges, e.g., “What are the main difficulties you encounter when assessing writing?”
- **Perceptions of Flipped Instruction.** Given that instructors had not yet applied FCM, questions were phrased to invite reflection rather than confirmation, e.g., “Could the flipped model help create more class time for feedback?”
- **Anticipated Implementation Challenges.** Examined expected barriers and support needs, e.g., technology access, training, class size.

Feedback from the pilot study led to improvements in structure, clarity, and neutrality. Revisions included simplifying language, reducing redundancy, and restructuring question flow for better coherence.

### *Complementarity of Instruments*

Together, the questionnaire and interview provided a rich and triangulated data set. While the student questionnaire helped quantify general attitudes and usage patterns, the teacher interviews contributed depth and professional insights, especially regarding practical classroom

realities. This combination was essential to achieving a holistic perspective of how writing assessment could be transformed through the flipped classroom model (Brown, 2001; Merriam, 2009).

### **Data Analysis Procedures**

In line with the convergent mixed-methods design, both quantitative and qualitative data were analysed separately, and integrated during interpretation (Creswell & Plano Clark, 2018). This dual analysis allowed for a more comprehensive understanding of how the flipped classroom model is perceived in relation to writing assessment.

#### ***Students' Questionnaire Analysis***

The questionnaire included both closed-ended and open-ended items, requiring two types of analysis.

**Quantitative Analysis.** Responses to closed-ended questions (Likert scales, multiple choice, Yes/No) were entered into SPSS (Statistical Package for the Social Sciences). Descriptive statistics, including frequencies and percentages, were used to identify general patterns and trends in students' responses. Tables and graphs were generated within SPSS to visually represent the data. This approach is suitable for summarizing survey responses in small-scale educational research where inferential statistics are not required (Dörnyei, 2007).

**Qualitative Analysis of Open-Ended Items.** Open-ended responses were analysed using qualitative content analysis. This involved organizing student answers into a single document, reading them several times to become familiar with the content, and identifying key ideas and repeated expressions. Meaning units were highlighted and condensed.

Then manually coded. These codes were grouped later into common categories and themes that reflected students' perceptions and suggestions related to writing assessment and the flipped classroom. The process followed guidelines suggested by Erlingsson and Brysiewicz (2017), ensuring the analysis was systematic, transparent, and grounded in the data.

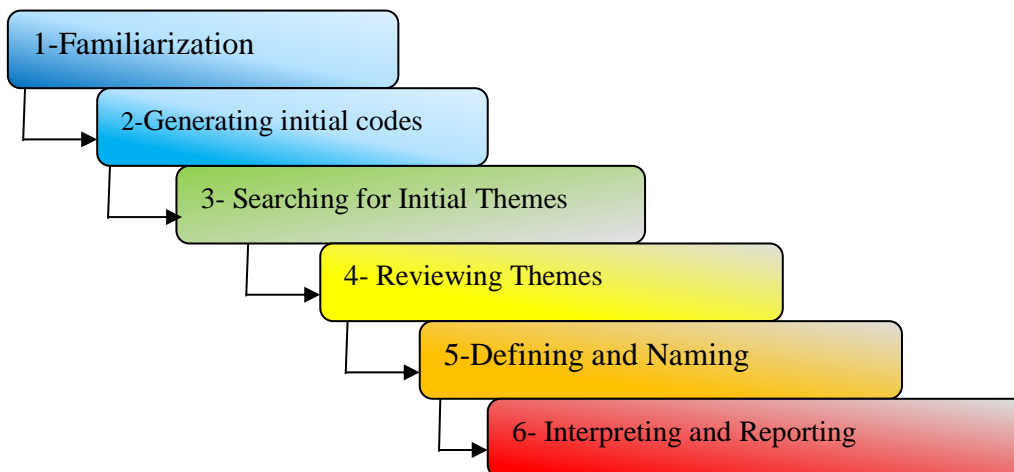
### *Teachers' Structured Interview Analysis*

A thematic analysis approach was employed to interpret the insights obtained from the structured interviews. This approach is a widely used method in qualitative research, which enable researchers to get deep understanding of the respondents' views, beliefs, experiences and perceptions toward the subject (Braun& Clarke, 2017). It consist of a systematic and a flexible process following Braun and Clerke framework(2012,2017) that goes through six steps including: familiarization, Generating initial codes, searching for initial themes, reviewing themes, defining and naming themes and interpreting and reporting results . A systematic process complemented by the Creswell's (2008) practical instructions and Maguire and Delahunt guide in applying Braun and Clarke framework (2017).

Our thematic analysis framework is represented in figure A bellow based on the literature.

**Figure 2.3**

*Thematic analysis steps (adapted from Braun &Clarke,2012, 2017; Creswell, 2008; Maguire & Delahunt, 2017).*



**Familiarization.** After collecting data from structured interviews distributed to higher education instructors via google forms, we collected all the teachers' responses into one document keeping the same content without any modification. For confidentiality purpose, all the instructors individual identities were referred to using numerical codes to guarantee the anonymous responses

such as teacher 01, teacher 02...etc. This step involved the researchers in multiple readings of the data to get familiar with the content and common patterns would be identified.

**Generating Initial Codes.** Coding is the second step of the thematic analysis after familiarization. We adopted a hybrid coding approach; some codes were selected to fit our research questions in reference to concepts related to the FCM in assessing writing whereas other emerged from the teachers' experiences and perspectives through deep reading of data. This approach allowed us to explore new insights and ideas within the data while remaining aligned with the main research focus. Table A provides an illustration of this step.

**Table 2.3**

*Example of coding teachers' interview*

Data Extract	Codes
Teacher 07 "...I believe that instructors' feedback through an online communication app can really help improve students writing skills..."	Instructor's feedback Online feedback Positive perspective Students writing performance

**Searching for Themes.** This step requires organizing codes both theory -driven and data-driven codes into categories then, we stated to identify potential themes by grouping related codes and categories. This process allowed us to integrate insights existing in literature related to FCM in assessing writing and new ones emerged from the teachers' responses.

**Reviewing Themes.** The emerged themes were refined and reviewed to be reflexive and clearly describe the content.

**Table 2.4**

*Example from these generated from teachers' interview*

Data Extract	Codes	Initial themes
Teacher 07 "...I believe that instructors' feedback through an online communication app can really help improve students writing skills..."	Instructor's feedback Online feedback Positive perspective Students writing performance	The implementation of FCM in assessment

**Defining and Naming.** After refining the themes, we organized a table, which presents each theme along with its definition. We aimed to provide a clear comprehensive explanation of each them to enhance understanding. *Table 4* is an example of this step.

**Table 2.5**

*Example of the Themes and Their Definitions*

Themes	Definitions
Teachers' Perceptions toward FCM	This theme explores how teachers perceive the Flipped Classroom Model (FCM) in the context of EFL (English as a Foreign Language) students'. It includes their beliefs experiences and attitudes towards FCM in writing instruction. Positive perception would foster the adoption of this model whereas the negative one would hinder its implementation.
Assessing writing	This theme focuses on teachers' methods in assessing writing in EFL context. It includes assessment techniques, criteria, types, feedback mechanisms and challenges faces in traditional assessment.

**Interpretation and reporting.** The last step in thematic analysis. It involves a comprehensive and logical interpretation of the results based on our research questions and

objectives. We presented our results clearly and systematically, aligning each interview question with its underlying aim and the corresponding theme supported by a representative data extract.

### *Integrating the Findings*

After analysing both data sets independently, they were merged in the discussion chapter using a side-by-side comparison. This allowed for meaningful contrasts and alignments to be drawn between student and teacher responses. For example, similarities between students' desire for more feedback and teachers' concerns about time constraints provided a clearer understanding of the assessment context. This integration enhanced the trustworthiness and completeness of the findings by combining broad patterns with in-depth perspectives.

### **Issues of Trustworthiness and Ethical considerations**

Given that this study follows a convergent mixed-methods design, establishing the credibility of both qualitative and quantitative components is crucial. In mixed-methods research, quality assurance is addressed through two main lenses: trustworthiness in qualitative data and validity and reliability in quantitative data (Creswell & Plano Clark, 2018). In addition, all research involving human participants must adhere to ethical research standards to protect their rights and ensure data integrity.

### *Trustworthiness of the Qualitative Data*

To ensure the rigor of the qualitative findings from the teacher interviews, this study adopted Lincoln and Guba's (1985) framework of trustworthiness, which includes credibility, transferability, dependability, and confirmability.

This framework is widely recognized in qualitative inquiry for ensuring that findings are accurate, applicable, and ethically grounded.

**Credibility.** Reflects how believable and authentic the findings are. It was addressed by piloting the interview guide, giving participants control over how they responded (written or oral),

and creating a safe space for honest answers. In qualitative research, credibility serves the same function as internal validity in quantitative studies (Shenton, 2004).

**Transferability.** Refers to the applicability of findings to other contexts. This was supported by providing thick descriptions of the research setting, participant roles, and the Algerian higher education context. According to Merriam (2009), such contextual detail allows readers to judge the relevance of findings to their own situations.

**Dependability.** Similar to reliability in quantitative research, was ensured by documenting all research steps clearly, especially data collection procedures and the thematic analysis process. This allows others to follow or replicate the study if needed.

**Confirmability.** Ensures that findings are shaped by participant responses, not researcher bias. Data were objectively organized manually, which helped manage responses in a transparent and systematic way. Managing codes and themes helped maintain transparency, while quotes from the interviews were used to support interpretations.

### *Validity and Reliability of the Quantitative Data*

In the quantitative strand, the concepts of validity and reliability were central to evaluating the quality of the student questionnaire. According to Dörnyei (2007), a valid instrument must accurately reflect the construct it is meant to measure, while a reliable one should yield consistent results over time and across conditions.

**Content and face validity.** were ensured through the self-design of the questionnaire based on the literature review and aligned directly with the study's research questions. The tool was piloted with a small group of students, and modifications were made to question wording like avoiding technical terms, structure, and layout based on their feedback.

**Reliability.** Was promoted by maintaining a consistent format across all closed-ended items, ensuring logical flow, and giving all participants the same version of the questionnaire.

According to Cohen, Manion, and Morrison (2018), standardization and internal consistency are essential in achieving reliability in educational research instruments. Given the relatively small sample size ( $n = 35$ ), descriptive statistics were chosen over inferential tests. This approach is widely recommended in small-scale studies for summarizing trends without overgeneralizing (Denscombe, 2010).

### **Ethical Considerations**

Ethical practice is foundational to responsible research. Following the Belmont Report (National Commission, 1979), this study upheld the principles of respect for persons, beneficence, and justice in its treatment of participants. The ethical dimension of the study was carefully considered at all stages. All participants were treated with respect and transparency, and ethical approval was obtained from the English Department at Mohamed El Bachir El Ibrahimi University before data collection began.

- Informed consent was obtained from all participants after explaining the purpose of the study, their rights, and how the data would be used.
- Anonymity and confidentiality were maintained by avoiding personal identifiers and coding all responses (e.g., T1 for teachers).
- Participation was voluntary, with the option to withdraw at any time without any negative consequences.
- All data were stored securely and accessed only by the researcher.
- Approval to conduct the study was obtained from the English Department at Mohamed El Bachir El Ibrahimi University, and instructors were contacted with permission from department heads.

These steps are consistent with ethical research guidelines outlined by Creswell (2014), and they ensured that the dignity, autonomy, and privacy of all participants were respected throughout the study.

### **Limitations and Delimitations**

All research studies are shaped by certain boundaries, whether due to methodological choices or external constraints. According to Simon (2011), clearly identifying a study's limitations and delimitations helps readers understand the scope of the investigation and interpret the findings more accurately. In this study, both types were recognized and are outlined below.

#### *Limitations*

Limitations refer to factors outside the researcher's control that may affect the generalizability or interpretation of the results (Creswell & Creswell, 2018). The main limitations of this study include:

**Sample size.** The number of participants was relatively small (35 students and 9 teachers). While sufficient for qualitative insights and descriptive statistics, the findings cannot be generalized to all EFL First-year Master's students in Algeria.

**Time constraints.** The study was conducted within a single academic semester, which limited the possibility of longitudinal observation or classroom-based experimentation with the flipped classroom model.

**Lack of prior exposure to FCM.** Since most participating instructors had not yet implemented the flipped classroom model in writing instruction, their input was based on perception and theoretical knowledge rather than practical experience. This limited the study to an exploratory scope, rather than a full evaluation of FCM in action.

**Student engagement.** A few student participants gave brief or unclear responses to open-ended questions, which may have limited the depth of the qualitative data on their part.

These limitations are common in small-scale educational research, especially where resources and time are constrained (Dörnyei, 2007). Still, steps such as piloting instruments and triangulating methods helped mitigate some of these concerns.

### *Delimitations*

Delimitations are intentional choices made by the researcher to narrow the scope and focus of the study (Simon, 2011). In this case, several key decisions were made:

**Participant selection.** The study focused only on Master One EFL students and university instructors at Mohamed El Bachir El Ibrahimi University. Other academic levels and institutions were not included to maintain a manageable and context-specific research focus.

**Topic focus.** This research explored perceptions of writing skill assessment within a flipped classroom model. It did not examine other skills such as speaking, reading, or listening, nor did it evaluate student performance using flipped lessons directly.

**Data type and instruments.** A mixed-methods approach was chosen, but limited to a questionnaire for students and structured interviews for teachers. Classroom observation, experimental intervention, or long-term implementation were not included due to time and access constraints.

These choices were made to ensure depth over breadth and to align with the exploratory nature of the study. As Merriam (2009) notes, narrowing a study's focus through well-defined boundaries enhances its clarity and feasibility, especially in applied educational research.

### **Conclusion**

This chapter presented the methodological framework adopted to explore how the flipped classroom model can be used to assess writing skills among Master-One EFL students. A convergent mixed-methods design was chosen for its ability to combine the strengths of both qualitative and quantitative approaches, offering a deeper and more balanced understanding of the research problem (Creswell & Plano Clark, 2018).

The chapter outlined and justified the research approach, paradigm, and design, followed by detailed descriptions of the research setting, sampling procedures, data collection instruments, and analysis techniques. Each decision was guided by relevant methodological theory and adapted to suit the practical and contextual constraints of the study.

Issues of trustworthiness and validity were addressed through transparent procedures such as instrument piloting, triangulation, and ethical safeguards. Additionally, the chapter acknowledged the limitations and delimitations that shaped the scope and interpretation of the findings.

Altogether, the methodology presented in this chapter provides a solid foundation for the data analysis and interpretation that follow. The next chapter presents the findings, discusses their relevance in light of existing literature, and outlines the pedagogical implications and recommendations stemming from the study.

**CHAPTER THREE:  
DATA ANALYSIS AND INTERPRETATION**

## **Introduction**

This chapter presents and interprets the data collected to explore Master-One students' perceptions of the flipped classroom model in assessing writing skills. The investigation took place at Mohammed El Bachir El Ibrahimi University, Bordj Bou Arreridj, and focused on how teachers and students experience and respond to flipped learning in writing-based tasks.

Data were gathered through a self-designed questionnaire and structured interviews. The questionnaire results were analysed using descriptive statistics for the closed-ended items and content analysis for the open-ended responses. The interview data were examined through thematic analysis to identify recurring patterns and insights. This chapter is organized into three main sections: (1) the presentation and analysis of the student questionnaire results, (2) the interpretation of teachers' interview responses, and (3) a comparative discussion of both data sets in light of the research questions and objectives.

## **Results and findings**

### ***Questionnaire's Results***

A questionnaire was developed to gather quantitative data on Master-One students' perceptions of the flipped classroom model in relation to writing assessment. The closed-ended questions were coded and analyzed using SPSS software to generate descriptive statistics. In addition to the numerical data, content analysis was employed to interpret responses to the open-ended questions, offering deeper insight into students' individual views and experiences with flipped learning.

### **Section 1: Exposure to Flipped Classroom Experience**

**Item1:** *Have you ever experienced learning where the teacher asked you to prepare before class (e.g., watching a video, reading an article) and then practice during class?*

This question determines students' prior exposure to the flipped classroom model and assess their familiarity with its core structure, which involves pre-class preparation followed by in-class practice.

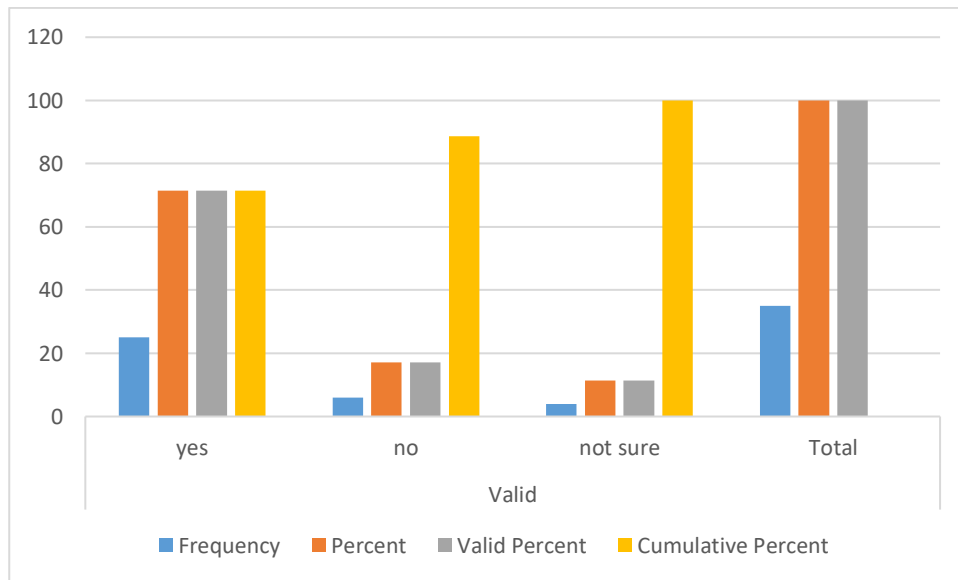
**Table 3.1**

*Student Responses Regarding Familiarity with the Flipped Classroom Model frequency*

		Frequency	Percent	Valid Percent	Cumulative Percent
<b>Valid</b>	Yes	25	71,4	71,4	71,4
	No	6	17,1	17,1	88,6
	not sure	4	11,4	11,4	100,0
	<b>Total</b>	35	100,0	100,0	

**Figure 3.1**

*Distribution of students' self-reported familiarity with the flipped classroom mode*



The analysis of students' responses to this item indicates that a substantial proportion (71.4%) have previously experienced elements of flipped instruction, wherein preparatory tasks such as watching videos or reading texts were assigned prior to in-class activities. This result suggests that elements of flipped instruction are already being implemented by some instructors at

the university, either as part of an intentional pedagogical approach or as isolated practices aligned with the model's core principles.

Conversely, (17.1%) of the participants reported no prior experience with such instructional methods, while (11.4%) expressed uncertainty. These figures highlight that, although the flipped classroom is not entirely unfamiliar, it is not yet widely adopted or clearly recognized by all learners. The variation in exposure reflects a partial integration of the model and points to the necessity for more coherent implementation and systematic orientation -particularly in modules concerned with writing instruction and assessment. To deepen the understanding of how this instructional model is perceived by those who have experienced it, participants were invited to comment on how it felt. Their responses underwent thematic analysis, summarized in the following table.

*Item 1.2 If yes, how does it feel? (Explain)*

**Table 3.2**

*Students Feeling towards Flipped Learning Experience*

Category Answers	Answers' Frequency	Illustrative Example
• Enhanced understanding	8	• “It was effective because I had time to understand the material beforehand.”
• Active engagement and interaction	6	• “The class was more engaging since we already have ideas about the lesson.”
• Preparedness and confidence	5	• “When I prepared a lesson before, I found myself having knowledge about the lesson.”
• Support for independent learning	3	• “It gives a chance to take a video about the lesson and even to prepare questions.”
• Teacher–student connection	2	• “I felt I’m in connection with the teacher.”

• Positive but general expressions	4	• “I feel good.” / “It’s a good thing.” / “It’s essential.”
• Unclear / uncertain / irrelevant responses	5	• “Not sure.” / “No comment.” / blank
• Negative perception	1	“I hate it.”

A recurring sentiment among respondents was that the flipped model led to a more meaningful learning experience. Students emphasized that having access to materials before class helped them understand lessons more effectively and apply knowledge during in-class practice *“I felt it was effective because I had time to understand the material beforehand. It also made class time more useful, as I could focus on applying what I learned and asking questions.”*

Several students reported feeling more involved in the lesson and more capable of contributing to class discussions and tasks *“I felt more engaged with the teacher as I understood the lesson. Then practices were well done also.”* This indicates that flipped learning not only supports comprehension but also fosters interaction and collaboration, and enhancing both academic and relational dimensions of the learning process.

Another emergent theme was the sense of preparedness and confidence students felt when entering the classroom with prior exposure to the lesson content *“I found it beneficial, since it allowed me to prepare myself for what is going to be presented in class.”* Others added, *“It is very helpful, because it gives a chance to take a video about the lesson and even to prepare questions.”* Such experiences reflect the development of learner autonomy and responsibility - traits that are crucial in university-level academic writing.

**Item 2:** *To what extent do you agree with the following statements?*

This question aims to explore students’ engagement with core practices of the flipped classroom model, including their use of pre-class materials, independent study habits, and participation in in-class activities.

**Table 3.3***Pre-class and In-class Statements*

<b>Statement</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>	<b>Total (N=35)</b>
1. Pre-class videos and papers help me better understand the courses	3 (8.6%)	5 (14.3%)	3 (8.6%)	14 (40%)	10 (28.6%)	<b>35</b>
2. I stop, rewind or replay the videos if I find any ambiguity	1 (2.9%)	4 (11.4%)	9 (25.7%)	17 (48.6%)	4 (11.4%)	<b>35</b>
3. I usually take notes while reviewing pre-class lectures or readings	1 (2.9%)	5 (14.3%)	5 (14.3%)	19 (54.3%)	5 (14.3%)	<b>35</b>
4. I actively participate in class activities and group discussions	2 (5.7%)	1 (2.9%)	10 (28.6%)	16 (45.7%)	6 (17.1%)	<b>35</b>

Based on the data displayed, A significant majority of students (68.6%) *agreed or strongly agreed* that pre-class materials such as videos and readings help them better understand course content. This confirms the pedagogical value of flipped instruction, particularly in preparing students cognitively before class. The low percentage of disagreement (22.9%) suggests that only a minority may not perceive substantial benefits -possibly due to variation in content quality or personal learning preferences.

In terms of *student agency while reviewing pre-class materials*, (60%) of respondents reported stopping, rewinding, or replaying videos when facing ambiguity. This behavior indicates a high level of learner autonomy and metacognitive awareness, as students appear to take initiative in resolving comprehension difficulties independently. When asked about *note-taking habits*, (68.6%) of students confirmed they regularly take notes while engaging with pre-class content. This reinforces the idea that pre-class preparation is not passive but involves active processing -a

key feature of successful flipped learning and a vital skill in developing writing fluency, accuracy, and organization.

Regarding *in-class participation*, (62.8%) stated they actively take part in class activities and group discussions. This suggests that pre-class preparation contributes to increased confidence and classroom engagement. However, the (28.6%) who remained neutral and (8.6%) who disagreed or strongly disagreed may reflect challenges such as anxiety, lack of preparation, or weak facilitation of group dynamics.

Taken together, these results indicate that a majority of students are actively engaging with both the pre-class and in-class components of flipped learning. Their responses align with flipped classroom objectives by demonstrating self-regulation, autonomy, and active learning-essential traits for writing skill development. Nonetheless, a smaller group's hesitance points to a need for ongoing support, clearer guidance, and consistent implementation across modules to ensure inclusive engagement.

## **Section 2: Writing Assessments and Feedback.**

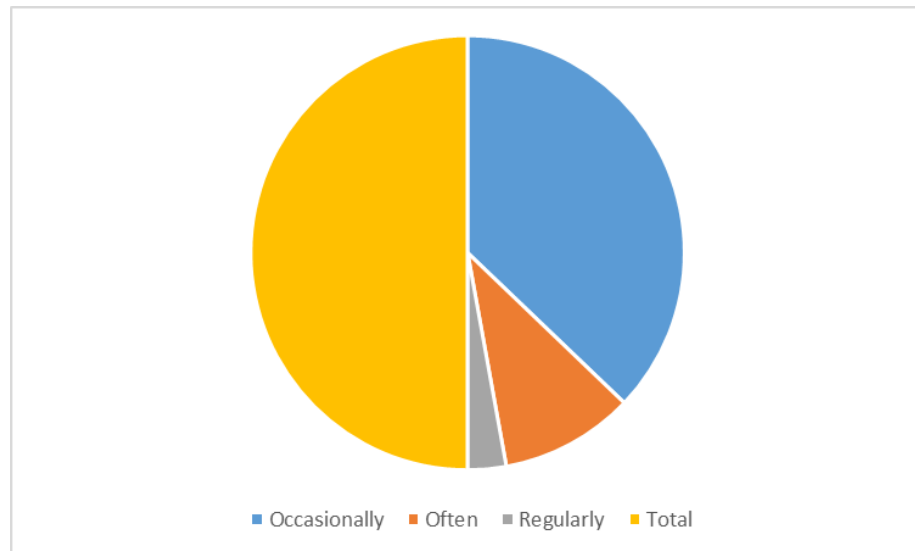
### ***Item 1: How often are you assessed on your writing skills?***

This item was designed to determine the frequency with which students perceive they are being assessed on their writing skills in the EFL classroom.

**Table 3.4**

#### *Writing Skill Assessment Frequency*

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Occasionally	26	74.3%	74.3%	74.3%
Often	7	20.0%	20.0%	94.3%
Regularly	2	5.7%	5.7%	100.0%
<b>Total</b>	<b>35</b>	<b>100.0%</b>	<b>100.0%</b>	

**Figure 3.2.***Frequency Distribution of Writing Skill Assessment*

The data presented in Table 3.4 shows that the majority of Master-One students (74.3%) are assessed on their writing skills only occasionally, while a smaller portion (20%) reported being assessed *often*, and only (5.7%) stated that writing assessments are conducted regularly.

This distribution suggests that writing assessment within the current instructional context is infrequent and inconsistent. Given that writing is a productive and process-oriented skill, irregular assessment may hinder students' development by limiting opportunities for timely feedback, targeted instruction, and progress monitoring. The low percentage of regular assessment also reflects a possible lack of systematic integration of writing evaluation within the course structure.

The infrequency of assessment may also contribute to students perceiving writing as a less prioritized component of their academic work, which stands in contrast to the demands of academic and professional communication. This finding supports the pedagogical relevance of the flipped classroom model, which promotes ongoing formative assessment, peer review, and iterative feedback -all of which are essential for writing improvement.

**Item 2:** *Which of the following writing features are you often assessed on?*

This item's aim is to determine which aspects of writing students are most frequently assessed on, thereby identifying instructors' evaluative focus in writing tasks.

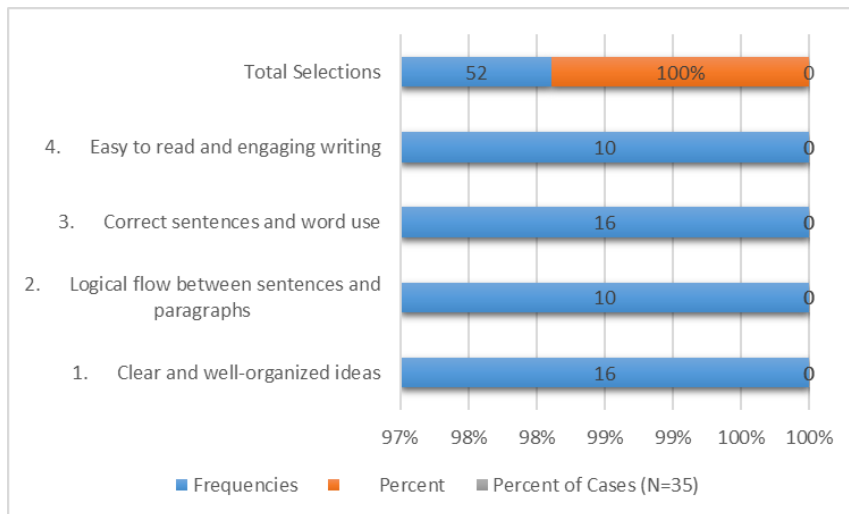
**Table 3.5**

*Writing Features Students Report Being Assessed On*

Writing Feature	Frequencies	Percent	Percent of Cases (N=35)
1. Clear and well-organized ideas	16	30.8%	45.7%
2. Logical flow between sentences and paragraphs	10	19.2%	28.6%
3. Correct sentences and word use	16	30.8%	45.7%
4. Easy to read and engaging writing	10	19.2%	28.6%
Total Selections	52	100%	148.6%

**Figure 3.3.**

*Frequency distribution of Student Priorities in Writing Quality Features.*



The results of this item reveal that writing assessment in the current EFL context predominantly emphasizes organizational clarity and *linguistic accuracy*, with both features selected by (45.7%) of the students. This aligns with conventional assessment norms in EFL instruction, where the focus is often placed on structured expression, grammatical control, and

sentence-level correctness. However, other essential aspects of academic writing - namely logical flow and reader engagement were reported far less frequently, at only (28.6%).

This disparity suggests a potential imbalance in assessment practices. The underrepresentation of discourse-level features, such as cohesion, rhetorical intent, and audience awareness, reflects a product-oriented approach that privileges surface-level correctness over deeper compositional skills. As a result, students may be limited in their development as autonomous, reflective, and purposeful writers capable of responding to diverse communicative contexts.

To deepen the understanding of assessment features, students' responses are thematically analyzed, and summarized in the following table.

***Item2.1 Others (Please specify)***

**Table 3.6**

*Student Specifications for Writing Assessment Priorities.*

Category Answers	Frequency	Sample Responses
Comprehensive evaluation (multiple traits)	4	“All of them.” / “Clear ideas, logical flow, correct use, sometimes engagement.”
Task achievement and clarity of purpose	2	“Fully answering the question, staying focused on the main idea.”
Formatting and presentation	1	“Proper formatting, referencing, spacing, font size.”
Engagement and tone	2	“Engaging writing” / “Comment on engagement.”
Surface-level or vague responses	6	“.” / “No” / “I don’t know” / Irrelevant inputs

The open-ended responses reveal notable variation in students' understanding of writing assessment criteria. The qualitative responses indicate varying levels of awareness among students regarding writing assessment criteria. While some demonstrated a clear understanding -such as the student who noted, *"I am often assessed on clear and well-organized ideas, logical flow, correct use... sometimes engagement and readability,"*- others highlighted less commonly addressed aspects like *"referencing and citation accuracy, formatting, and clarity of purpose."*

However, many responses were vague or empty (e.g., *"I don't know,"* or *"."*), suggesting a lack of clarity or limited communication about assessment expectations. This inconsistency refers to the need for more explicit guidance and transparency in how writing is evaluated.

In this context, the flipped classroom model can play a valuable role by promoting clearer assessment practices through shared rubrics, peer evaluation, and reflective classroom activities that make assessment criteria more visible and accessible to students.

**Item 3:** *How often do you take online quizzes as/ or assignments?*

The aim of item 3 is to explore how frequently students engage in online quizzes and assignments, shedding light on the extent of digital assessment integration in writing instruction.

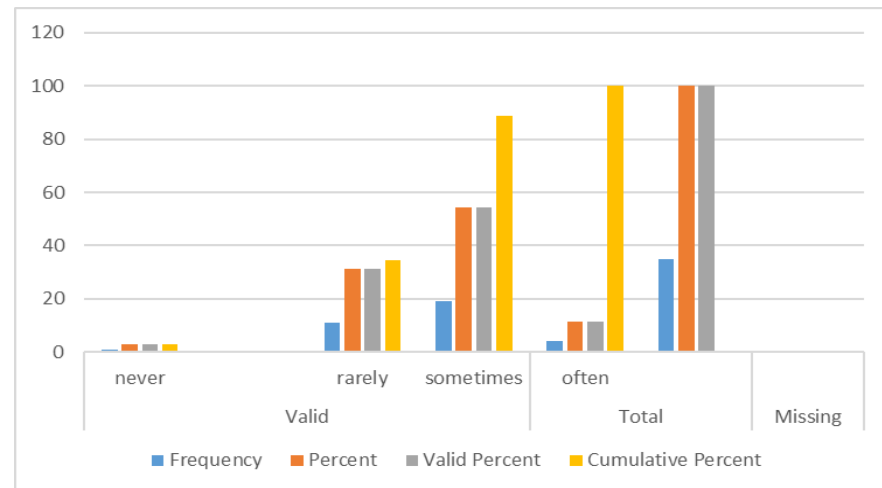
**Table 3.7**

*Frequency of Online Quizzes and Assignments (N = 35)*

		Frequency	Percent	Valid Percent	Cumulative Percent
<b>Valid</b>	never	1	2,9	2,9	2,9
	rarely	11	31,4	31,4	34,3
	sometimes	19	54,3	54,3	88,6
	often	4	11,4	11,4	100,0
<b>Total</b>		35	100,0	100,0	
<b>Missing</b>		0			

**Figure 3.4**

*Frequency Distribution of Students' Engagement in Writing Activities within the Flipped Classroom Model*



This table interprets that majority of students (54.3%) reported taking online quizzes or assignments only sometimes, while (31.4%) indicated doing so rarely. Only a small portion (11.4%) engaged with such tasks frequently, and one student (2.9%) reported never doing so.

These results suggest that while online assessment is present, it is not consistently integrated into writing instruction. The limited frequency may reflect either restricted use of digital platforms or a preference for traditional, in-person assessment methods. This irregularity may reduce opportunities for timely feedback and learner autonomy -both essential in the writing process.

A flipped classroom model, which relies on digital tools for pre-class activities and formative assessment, could help address this gap by increasing students' exposure to online tasks and fostering more regular, reflective writing engagement.

**Item 4: How much do you agree with the following statements?**

The aim of this question is to examine students' emotional reactions to various forms of writing assessment and feedback, particularly in digital and classroom contexts.

**Table 3.8***Students' Emotional Responses to Writing Assessment (N = 35)*

Statement	SD	D	N	A	SA	Valid N	Missing
I feel confident and comfortable when I type my assignments on my mobile phone.	1 (2.9%)	6 (17.1%)	8 (22.9%)	13 (37.1%)	7 (20.0%)	35	0
Taking an online test makes me feel stressed or anxious.	10 (28.6%)	7 (20.0%)	9 (25.7%)	6 (17.1%)	3 (8.6%)	35	0
I feel relieved when I receive my grade and immediate feedback after an online test.	3 (8.8%)	2 (5.9%)	10 (29.4%)	12 (35.3%)	7 (20.6%)	34	1
Receiving quick and personal feedback on my writing in class makes me feel supported and motivated.	1 (2.9%)	1 (2.9%)	6 (17.1%)	21 (60.0%)	6 (17.1%)	35	0
Negative comments on my writing make me feel discouraged and less motivated to improve.	2 (5.9%)	18 (52.9%)	5 (14.7%)	8 (23.5%)	1 (2.9%)	34	1
I feel more confident about my writing skills after receiving my teacher's feedback.	1 (2.9%)	1 (2.9%)	3 (8.8%)	15 (44.1%)	14 (41.2%)	34	1

The responses in the table uncover a clear emotional dimension to students' experiences with writing assessment. The most significant reaction (71.4%) was anxiety during online tests,

suggesting that digital assessments -despite its accessibility - can cause stress, possibly due to time pressure, user experience challenges, or fear of failure.

Only a small number of students reported feeling supported or motivated by quick in-class feedback (7.1%) or confident after receiving teacher feedback (also 7.1%), which may imply that either such feedback is infrequent or not sufficiently personalized. Similarly, only (21.4%) expressed relief upon receiving immediate feedback and grades online, indicating that the speed of feedback alone may not alleviate stress unless accompanied by clarity and encouragement.

A few students admitted to feeling discouraged by negative comments (14.3%), which points to the importance of how feedback is delivered. Constructive tone and balanced comments are crucial for maintaining student motivation.

Overall, these findings emphasize the emotional weight of assessment and feedback, particularly in digital formats. The flipped classroom model can help mitigate these challenges by encouraging continuous, low-stakes assessment and peer-supported environments that reduce pressure and promote reflective growth.

### **Section 3: Perceptions towards Automated Feedback Tools and Their Impact on Students'**

#### **Writing.**

*Item 1: Which of the following AI tools are you most familiar with?*

The aim of this item is to understanding students familiarity with AI-based automated feedback tools, and the influence on their writing practices and preferences

**Table 3.9**

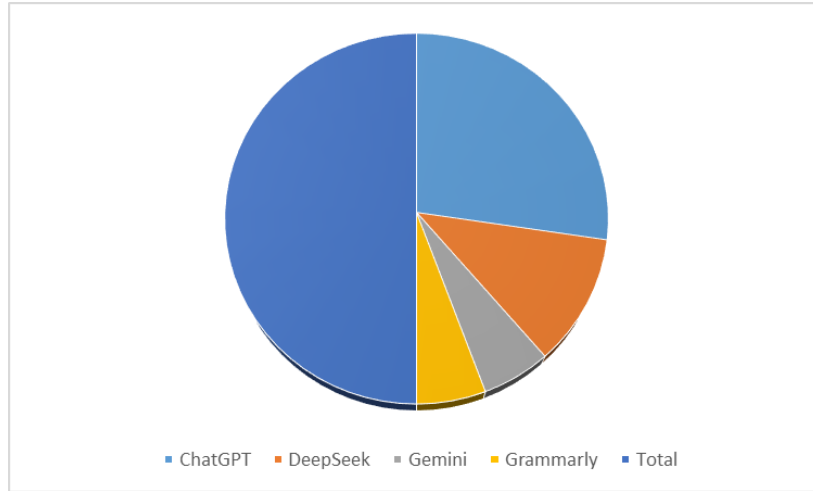
*Frequency of AI tools*

<b>AI Tool</b>	<b>Frequency</b>	<b>Percent</b>	<b>Percent of Cases</b>
ChatGPT	29	54.7%	85.3%
DeepSeek	12	22.6%	35.3%

Gemini	6	11.3%	17.6%
Grammarly	6	11.3%	17.6%
Total	53	100.0%	155.9%*

**Figure 3.5**

*Proportional Use of AI Tools for Writing Support among Master-One English Students*



The results indicate that ChatGPT is the most widely recognized AI tool among respondents, with (85.3%) of students reporting its use. This reflects the tool’s growing popularity in academic settings due to its accessibility and versatility. DeepSeek is the second most recognized tool (35.3%), followed by Gemini and Grammarly (both at 17.6%). The data suggest that students are increasingly turning to generative and grammar-oriented AI platforms to assist in their writing processes, likely for drafting, editing, and paraphrasing support.

This general recognition of ChatGPT aligns with broader global trends in education, where AI writing assistants are being rapidly adopted as supplemental tools for writing development (Kohnke, Zou, & Zhang, 2021).

***Item 1.1 Other (AI tools familiarity)***

The aim of this open-ended item is to allow respondents to name additional AI tools not included in the original list.

**Table 3.10***Additional AI tools Mentioned by Respondents*

<b>Response Category</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Yes – Mentioned additional AI tools	7	20.6%
No – Did not mention additional tools	27	79.4%
<b>Total (Valid Responses)</b>	<b>34</b>	<b>100.0%</b>
Missing	1	2.9%
<b>Total Participants</b>	<b>35</b>	<b>100.0%</b>

Out of 35 participants, seven students (20.6%) indicated that they use additional AI tools beyond those initially listed (e.g., QuillBot, Perplexity, Aithor), while the remaining 27 (79.4%) either stated “no” or left the field blank. One response was missing. This suggests that while AI use is common, the exploration of less mainstream tools remains limited.

**Table 3.11***Thematic Analysis of Students’ Responses on Additional AI Tools Used for Writing Support*

<b>Theme</b>	<b>Description</b>	<b>Illustrative Responses</b>
Redundancy and overlap	Some students repeated tools already listed in the previous question (e.g., Gemini), suggesting partial confusion or a desire to reinforce usage.	“Gemini also”
Awareness of alternative tools	Mentions of QuillBot, Perplexity, and Aithor suggest that a minority of students are experimenting with AI-based paraphrasing, summarization, and research tools beyond mainstream ones.	“QuillBot”, “Perplexity”, “Aithor”
Generic AI tool use	At least one student simply mentioned “AI”, without specifying a tool. This may indicate limited digital literacy or general exposure without tool-specific engagement.	“AI”

Lack of familiarity with additional tools	The high number of “No” responses (77.1%) indicates that most students are not yet exploring beyond the most well-known platforms.	“No others”, “No”
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**Item 2:** *Do you usually use any AI assistant on writing?*

This item aimed to determine whether students actively use AI writing assistant in their academic work.

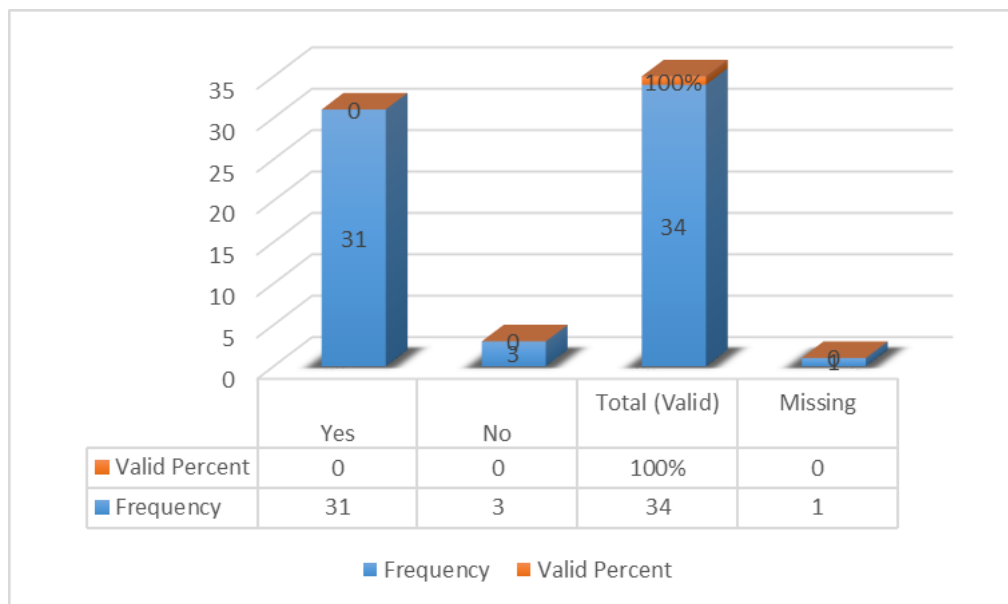
**Table 3.12**

*AI Assistance Use Frequency*

Response	Frequency	Valid Percent
Yes	31	91.2%
No	3	8.8%
<b>Total (Valid)</b>	<b>34</b>	<b>100%</b>
Missing	1	—

**Figure 3.6**

*Distribution of Students’ Use of AI Assistant in their Writing*



A vast majority of students (91.2%) reported that they use AI writing assistants. This high percentage reflects a strong adoption of digital tools in the academic writing process, highlighting the growing reliance on technology to support language learning tasks.

**Item 2.1:** *If yes, which aspects of your writing do AI-based tools help you improve? Please explain your answer.*

The aim of this item is to identify which specific aspects of writing students believe are improved through the use of AI tools, and to understand how they perceive this support in their own words.

**Table 3.13**

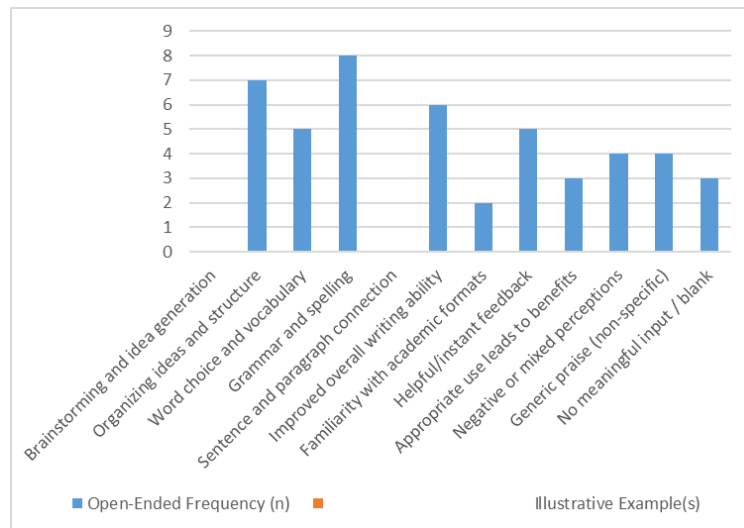
*Integrated Analysis of Student Perceptions of AI Writing Assistants across Writing Aspect*

<b>Thematic Category</b>	<b>MCQ Responses (n)</b>	<b>MCQ %</b>	<b>Open-Ended Frequency (n)</b>	<b>Illustrative Example(s)</b>
Brainstorming and idea generation	17	28.8%	—	—
Organizing ideas and structure	15	25.4%	7	“It helps me organize my ideas and improve paragraph structure.”
Word choice and vocabulary	9	15.3%	5	“It gives me good word selection and academic vocabulary.”
Grammar and spelling	7	11.9%	8	“It helped me fix grammar mistakes and write more clearly.”
Sentence and paragraph connection	11	18.6%	—	—
Improved overall writing ability	—	—	6	“It improved my writing skills,” “Develop my writing.”
Familiarity with academic formats	—	—	2	“Familiar with writing styles, structure, and genres.”
Helpful/instant feedback	—	—	5	“Instant feedback shows where I made mistakes.”

Thematic Category	MCQ Responses (n)	MCQ %	Open-Ended Frequency (n)	Illustrative Example(s)
Appropriate use leads to benefits	—	—	3	“It affects positively when used properly...”
Negative or mixed perceptions	—	—	4	“Sometimes it affects badly,” “It makes my writing worse if I overuse it.”
Generic praise (non-specific)	—	—	4	“It’s good,” “Very helpful,” “Helps me a lot.”
No meaningful input / blank	—	—	3	“.”, (empty), “...”

**Figure 3.7**

*Distribution of the Integrated Analysis of Student Perceptions of AI Writing Assistants across Writing Aspects*



The data presented in Table 3.13 offer a multidimensional view of how Master-One students perceive the impact of AI-based writing assistants (e.g., Grammarly, ChatGPT) on various aspects of their academic writing. Quantitative findings from the multiple-choice section indicate that the most frequently supported areas include brainstorming ideas (28.8%),

organizing ideas (25.4%), and sentence/paragraph connections (18.6%). These results suggest that students value AI tools not only for surface-level corrections but also for supporting the pre-writing and structural stages of the writing process.

Qualitative responses complement these findings by providing insight into how students experience such support. For example, open-ended responses show that many students noticed improvements in grammar clarity, vocabulary selection, and organization, aligning closely with the quantitative results. Others commented on the helpfulness of instant feedback and greater awareness of academic writing norms. However, a small number of responses reflected concerns about overreliance, indicating that students may also recognize potential drawbacks of using such tools.

Together, these results imply that while students generally perceive AI tools as beneficial for developing writing, their effectiveness depends on how the tools are used—particularly whether students are engaging critically and reflectively with AI-generated suggestions. These insights support a formative, process-based view of writing assessment and align with current pedagogical perspectives on the integration of AI in EFL writing classrooms.

**Item 3:** *How much do you agree with the following statements?*

This item aimed to evaluate students' perceptions of specific benefits of AI tools across multiple writing dimensions.

**Table 3.14**

*Student Agreement with Statements on the Use of AI Tools in Writing*

Statement	SD	D	N	A	SA	Valid N	Missing
AI tools help me generate and organize ideas effectively before writing.	2 (5.9%)	2 (5.9%)	2 (5.9%)	21 (61.8%)	7 (20.6%)	34	1

Statement	S D	D	N	A	S A	Valid N	Missing
Using AI tools enhances my ability to structure and develop my writing.	2 (5.9%)	3 (8.8%)	3 (8.8%)	20 (58.8%)	6 (17.6%)	34	1
AI tools improve the flow and clarity of my sentences and paragraphs.	2 (5.9%)	4 (11.8%)	3 (8.8%)	23 (67.6%)	2 (5.9%)	34	1
They help me identify and correct grammar, spelling, and sentence structure errors.	1 (2.9%)	2 (5.9%)	2 (5.9%)	18 (52.9%)	11 (32.4%)	34	1
AI tools expand my ability to express ideas clearly and creatively.	4 (12.1%)	4 (12.1%)	4 (12.1%)	17 (51.5%)	4 (12.1%)	33	2
Receiving feedback is less stressful when I refine my writing with AI beforehand.	1 (3.0%)	2 (6.1%)	3 (9.1%)	20 (60.6%)	7 (21.2%)	33	2

The results from the Likert-scale show that most students perceive AI tools as helpful in improving their writing. The strongest agreement (85.3%) was with the statement that AI helps identify and correct grammar, spelling, and sentence structure errors, indicating a clear benefit in enhancing language accuracy.

High agreement was also found for AI's role in generating and organizing ideas (82.4%), structuring content (76.4%), and improving flow and clarity (73.5%). These responses suggest that students rely on AI during both the pre-writing and drafting stages.

Although a significant number of students, (63.6%) agreed that AI tools help with creative expression, this statement received more neutral and negative responses compared to others. Students were more cautious about AI's role in fostering originality.

Additionally, (81.8%) reported that refining writing with AI made receiving feedback less stressful, highlighting its emotional support in the revision process.

Overall, students view AI tools as valuable for improving technical accuracy, organization, and clarity in writing. Their role in creativity is less certain, but the tools are also appreciated for reducing stress during feedback. These findings support the thoughtful integration of AI into writing instruction, especially when combined with teacher guidance.

#### **Section4: Final Thoughts and Suggestions.**

**Item1: *Do you think that pre-class materials (videos and readings) and automated feedback tools (AI and online tools) contribute to improving your writing skills?***

This item aimed to determine whether students believe that pre-class input, and automated feedback tools contribute meaningfully to their writing skill development.

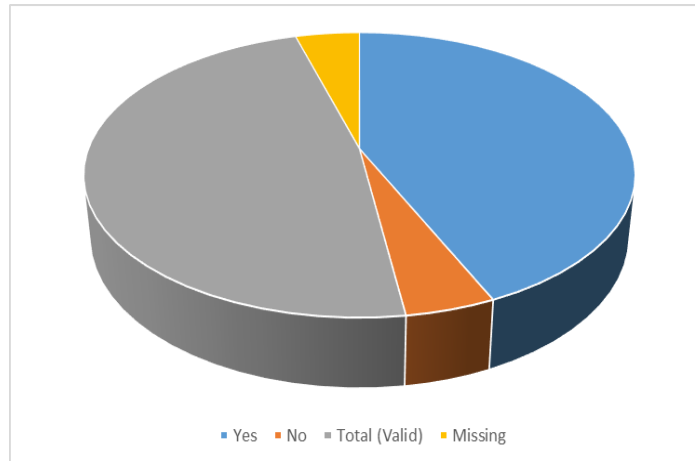
**Table 3.15**

*Students' Perceptions of the Impact of Pre-class Materials and AI Tools on Writing Skills*

<b>Response</b>	<b>Frequency</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Yes	29	90.6%	90.6%
No	3	9.4%	100.0%
<b>Total (Valid)</b>	<b>32</b>	<b>100.0%</b>	
Missing	3	—	

**Figure 3.8**

*Proportional Students' Perceptions of the Impact of Pre-class Materials and AI Tools*



The data provided show that a significant majority of respondents (90.6%) believe that pre-class materials and automated feedback tools contribute positively to improving their writing skills. Only (9.4%) disagreed. This demonstrates substantial validation of blended instructional approaches that combine preparatory input with digital writing support.

**Item 1.1: If yes (or no), please explain why.**

This open-ended item sought to explore students' reasons and reflections behind their response to Item 1, shedding the light into how and why these tools are perceived as useful -or not- for writing skills.

**Table 3.16**

*Student Explanation Regarding the Usefulness of Pre-Class Materials and AI Tools*

Category Answers	Answers' Frequency	Illustrative Example
<ul style="list-style-type: none"> <li>Improves understanding and preparedness</li> </ul>	7	<ul style="list-style-type: none"> <li>"They help me understand the material before class and give instant feedback."</li> </ul>
<ul style="list-style-type: none"> <li>Supports idea generation and organization</li> </ul>	6	<ul style="list-style-type: none"> <li>"They help organize ideas and improve structure."</li> </ul>

• Enhances grammar awareness and self-correction	5	• “They help me understand my mistakes.”
• Exposure to structure, style, and vocabulary	4	• “Videos expose me to writing styles, vocabulary, and structures.”
• Encourages fluency and intuitive writing	2	• “Listening and thinking in English makes writing more fluent.”
• Reduces stress and builds confidence	2	• “I rely on feedback... it’s available anytime.”
• Effective only with responsible use	2	• “They help... but shouldn’t be overused.”
• Mixed perception: helpful but limits creativity	2	• “Yes and no... it helps, but it kills my creativity.”
• Negative view: suppresses originality	1	• “It kills the soul of inspiration and human ideas.”
• Generic positive response	5	• “Yes”, “They’re helpful”, “Fast and smart.”
• No meaningful or unclear input	9	• “. ” or blank

Most students reported that pre-class materials and AI tools contribute positively to their writing development. Several highlighted improved understanding and readiness, stating that such materials “*help me understand the topic before class*” and “*give instant feedback.*” Many valued support with idea generation and organization, noting that these tools “*help organize ideas and structure paragraphs.*” Others appreciated AI for enabling self-correction, with comments like “*I rely on feedback to correct my mistakes.*” Some students mentioned exposure to vocabulary and writing styles, saying these materials “*expose me to structure and style*” and “*make writing more fluent.*” However, a few expressed concerns about creativity, with one writing, “*It kills my creativity,*” and another, “*It kills the soul of inspiration.*”

In general, students found pre-class content and AI tools useful for clarifying expectations, reinforcing structure, reducing writing anxiety, and supporting language accuracy. However, their reflections also highlight the importance of guided and moderate use, ensuring that AI complements rather than replaces learner agency in the writing process

**Item 2:** *What suggestions do you have to improve writing lessons and feedback?*

This question aimed to gather students' suggestions for improving writing instruction and feedback, with a focus on identifying preferred strategies for assessment, support, and skill development.

**Table 3.17***Student Suggestions for Improving Writing Instruction and Feedback*

Category Answers	Answers' Frequency	Illustrative Example
<ul style="list-style-type: none"> <li>Improves understanding and preparedness</li> </ul>	7	<ul style="list-style-type: none"> <li>"They help me understand the material before class and give instant feedback."</li> </ul>
<ul style="list-style-type: none"> <li>Supports idea generation and organization</li> </ul>	6	<ul style="list-style-type: none"> <li>"They help organize ideas and improve structure."</li> </ul>
<ul style="list-style-type: none"> <li>Enhances grammar awareness and self-correction</li> </ul>	5	<ul style="list-style-type: none"> <li>"They help me understand my mistakes."</li> </ul>
<ul style="list-style-type: none"> <li>Exposure to structure, style, and vocabulary</li> </ul>	4	<ul style="list-style-type: none"> <li>"Videos expose me to writing styles, vocabulary, and structures."</li> </ul>
<ul style="list-style-type: none"> <li>Encourages fluency and intuitive writing</li> </ul>	2	<ul style="list-style-type: none"> <li>"Listening and thinking in English makes writing more fluent."</li> </ul>
<ul style="list-style-type: none"> <li>Reduces stress and builds confidence</li> </ul>	2	<ul style="list-style-type: none"> <li>"I rely on feedback... it's available anytime."</li> </ul>
<ul style="list-style-type: none"> <li>Conditional usefulness (requires learner effort)</li> </ul>	2	<ul style="list-style-type: none"> <li>"It helps if the student checks those materials."</li> </ul>
<ul style="list-style-type: none"> <li>Mixed views: supportive but creativity-limiting</li> </ul>	2	<ul style="list-style-type: none"> <li>"Yes and no... it helps, but it kills my creativity."</li> </ul>
<ul style="list-style-type: none"> <li>Negative perception: hinders originality</li> </ul>	1	<ul style="list-style-type: none"> <li>"It kills the soul of inspiration and human ideas."</li> </ul>
<ul style="list-style-type: none"> <li>Generic positive response</li> </ul>	5	<ul style="list-style-type: none"> <li>"Yes", "They're helpful", "Fast and smart."</li> </ul>
<ul style="list-style-type: none"> <li>No meaningful or unclear input</li> </ul>	9	<ul style="list-style-type: none"> <li>(Blank or unclear)</li> </ul>

Students' suggestions highlight a strong desire for more formative, continuous assessment and constructive feedback within writing instruction. Many emphasized the need for specific, personalized feedback rather than general remarks, with one student recommending “*detailed, personalized feedback to help us understand our mistakes and improve.*” This reflects students' awareness of feedback as a tool for ongoing learning, not just final evaluation.

A recurring theme was the call for feedback that is targeted and skill-specific, with learners suggesting that writing instruction should “*focus on one skill at a time*” and include systematic guidance. Such preferences align with formative assessment principles, which promote clear criteria, learning goals, and scaffolded feedback to close the gap between current and desired performance (Black & Wiliam, 1998).

Students also valued peer and AI-supported feedback mechanisms. Suggestions like “*encourage peer review*” and “*use AI tools to support grammar and style correction*” point to a preference for multi-source, low-stakes feedback, which can reduce anxiety and promote revision. However, some expressed caution about overreliance on AI, proposing its use be “*guided and balanced.*” This indicates an understanding that feedback should support rather than replace active learner engagement. Furthermore, several students linked assessment to instruction, asking for “*clear objectives,*” “*mini writing activities,*” and “*regular writing practice,*” suggesting a belief that writing development is enhanced when assessment is integrated into everyday learning tasks, not treated as an isolated event.

In summary, the responses underscore the importance of meaningful, continuous, and accessible feedback -from both instructors and digital tools- as central to improving writing skills. Students advocate for feedback-rich environments, supported by structured writing activities, models, and opportunities for practice, all of which are essential for effective assessment in a flipped or AI-enhanced classroom context.

### *Structured Interviews' Findings*

This section presents the findings obtained from structured interviews with nine university EFL teachers. The interview questions focused on understanding the educators' perceptions and experiences regarding the implementation of the Flipped Classroom Model (FCM), particularly in assessing writing skills. The responses are thematically categorized, supported by direct quotations from the participants to illustrate key ideas.

#### Thematic Analysis of Teachers' Interviews

#### **Thematic Analysis of Teachers' Interview**

This thematic analysis presents findings from interview with university EFL teachers regarding the implementation of the Flipped Classroom Model (FCM) in writing instruction and assessment. The analysis is structured around four major themes, aligned with the interview phases: (1) Approaches to Teaching Writing, (2) Assessment Practices, (3) Perceptions of the Flipped Classroom Model, and (4) Anticipated Challenges. Each theme is analyzed interpretively, with direct quotations to illuminate patterns and insights across responses.

***Theme 1: Approaches to Teaching Writing in EFL Classes.*** This theme captures how university EFL teachers conceptualize and approach writing instruction, including how their experience informs their pedagogy and the role of pre-class materials in supporting instruction.

**Sub-theme 1.1: Teaching Experience as a Foundation for Pedagogical Growth.** Teachers' responses revealed that experience significantly shaped their teaching methods, enabling more adaptive, student-centered approaches. The participants ranged from early-career teachers to senior lecturers with more than a decade of experience. This diversity provided a nuanced understanding of the evolution of writing instruction in EFL contexts.

One teacher emphasized the reflective nature of experience:

*"Each year of experience in teaching makes me a better teacher."*

Others noted how their academic background, particularly doctoral training, helped them integrate evidence-based practices:

*"I have been trained on how to give oral and written feedback as part of my PhD training and pre-service teacher training at a British university."*

Such reflections indicate that experience is not merely a chronological factor but a dynamic force that drives pedagogical adaptation and continuous learning.

**Sub-theme 1.2: The Role of Pre-Class Materials in Supporting Instruction.** A majority of teachers incorporated pre-class materials into their instructional practices, signaling an early adoption of flipped strategies, even outside a fully flipped model. These materials ranged from videos, book extracts, and Moodle-uploaded lectures to blog posts and novel excerpts.

*"I provide extracts from books that respond to the objectives of the lecture. I also provide some subject-related videos."*

*"I often provide my third year students with excerpts from novels and their movie adaptations to read and watch before our class discussion."*

These materials were meant to activate students' prior knowledge, reduce lecture time, and enhance student preparedness. However, their effectiveness was mediated by student engagement.

**Sub-theme 1.3: Inconsistent Engagement with Pre-Class Materials.** While some teachers successfully used pre-class materials to enhance classroom interaction and reduce repetition, others faced significant limitations due to student apathy or reliance on in-class explanations.

*"No, as students rarely check them. They rely on the teacher in class." "Yes, because in the CR I just highlight the ambiguous points in the lecture then I directly move to the activities."*

This dichotomy reveals a tension: while pre-class materials have the potential to shift writing instruction toward active learning, their success hinges on student accountability and preparation. Instructors are thus caught between the desire for innovative practice and the constraints of learner readiness.

**Theme 2: Assessment Practices in EFL Writing Classes.** This theme explores how teachers assess writing in Master One classes, focusing on the criteria they prioritize, the challenges they encounter, and how they are beginning to integrate technology -including AI tools- into their evaluation methods.

**Sub-theme 2.1: Prioritizing Structure, Accuracy, and Critical Thinking.** Teachers employed multifaceted criteria in writing assessment, combining attention to grammar, coherence, and organization with critical thinking and creativity. The responses showed a balance between surface-level accuracy and deeper cognitive skills.

*"I consider structural criteria including grammar, punctuation, and spelling. I also consider coherence and cohesion of ideas." "I use essays on ethical cases and focus on critical thinking, clarity of argument, and proper essay format."*

This reflects a growing recognition that academic writing assessment should move beyond linguistic correctness to evaluate students' ability to construct meaningful arguments.

**Sub-theme 2.2: Overwhelming Class Sizes and Limited Feedback.** A recurring concern was the difficulty of providing detailed, personalized feedback due to large class sizes:

*"The large number of students reduces the quality of feedback provided." "It mitigates students' chances to have fully detailed feedback in the class."*

These structural constraints compromise the effectiveness of formative assessment practices, particularly in writing, where individualized guidance is crucial.

**Sub-theme 2.3: The Flipped Model as a Means of Optimizing Assessment Time.** Several teachers perceived the FCM as a strategic tool for reallocating class time to writing activities and feedback:

*"Class becomes a writing lab (live editing sessions). It requires upfront work... but once running, it's a self-sustaining cycle: better writing → faster grading → happier everyone."*

These insights suggest that when students engage with instructional content before class, teachers can focus on individualized assessment practices, promoting more effective writing instruction.

**Sub-theme 2.4: AI Tools as Supportive -but Limited- Assessment Aids.** Some teachers used AI-based tools like Grammarly and ChatGPT to support writing assessment, particularly for grammar and clarity:

*"Grammarly can help with the punctuation, yet it falls short... such as nuanced argumentation."*

*"Students get feedback on drafts from AI, then revise according to my feedback and AI's."*

This blended model -where AI handles surface issues and teachers focus on meaning and structure- was appreciated for its efficiency, though concerns about over-reliance remained.

**Sub-theme 2.5: Hybrid Feedback and the Value of Human Insight.** Teachers supported the use of hybrid feedback (AI + human) as a balanced solution:

*"AI handles mechanical errors... human feedback pushes them to think. Result: faster skill acquisition."*

*"I always focus on rhetoric and meaning. The blended assessment brings a complementary approach."*

Still, some cautioned against the blanket use of AI, particularly in ethics-based writing tasks requiring human judgment:

*"AI tools cannot assess how students reason and engage with ethical dilemmas."*

**Sub-theme 2.6: The Promise and Pitfalls of Online Feedback Apps.** Online communication platforms were seen as useful for giving feedback but were often constrained by class sizes and time limits:

*"Yes, online feedback apps amplify impact when they're timely, dialogic, and human-centered."*

*"I do not advocate its use because it is very tiring... I can work with a dozen students but not with hundreds."*

**Theme 3: Perceptions Toward the Flipped Classroom in Writing Instruction.** This theme addresses teachers' awareness, definitions, and beliefs regarding the flipped classroom model, including how it may influence classroom engagement and collaboration.

**Sub-theme 3.1: Broad Familiarity with the Flipped Model.** Most teachers were familiar with the FCM and could define it accurately:

*"Students are exposed to classroom materials before class or at home and the teacher uses class time to practice and discuss."*

*"The classroom is no longer the only place of learning. Teachers maintain the pre-class phase by delivering the necessary resources."*

These definitions show a conceptual grasp of the model's principles, even if practical experience was uneven.

**Sub-theme 3.2: Flipped Implementation Rooted in Pandemic-Era Practices.** Many participants began experimenting with flipped strategies during the COVID-19 pandemic, especially in modules like phonetics, writing, and literature:

*"I applied this method during the pandemic... I shared my lectures online and made the practice of each chapter during on-site classes."*

These instances reflect a shift in teaching philosophy that may outlast the crisis, particularly in writing-focused courses.

**Sub-theme 3.3: Increased Engagement and Active Learning Through FCM.** Teachers reported that flipped strategies fostered more student interaction, critical thinking, and accountability:

*"Instead of passive listening, they do things: debate, create, problem-solve."*

*"Students come equipped with required knowledge about the pre-class materials, and they actively participate."*

Still, some teachers cautioned that only a portion of students benefited fully:

*"Only a minority of them actively participate."*

**Sub-theme 3.4: Collaboration and Writing Enrichment.** Participants viewed FCM as conducive to collaborative writing tasks:

*"The classroom time is devoted to actual writing and teacher's feedback."*

*"Students can spend more time discussing ideas, giving feedback, and practicing writing as a team."*

This points to the potential of FCM to transform writing instruction into a more interactive and supportive environment.

***Theme 4: Anticipated Challenges in Implementing the Flipped Classroom Model.*** This theme reveals the complex interplay between pedagogical innovation and contextual constraints. While many teachers supported the flipped classroom model in principle, their responses unveiled systemic, institutional, and learner-related barriers that challenge its implementation.

**Sub-theme 4.1: Learner Engagement and the Fragile Nature of Motivation.** FCM places responsibility on students to prepare before class, yet many teachers found this assumption problematic. Motivation among learners was described as inconsistent, with some students thriving while others failed to engage at all.

*"Unfortunately, by marks."*

*"Some students skip pre-class work, arriving unprepared for collaborative writing tasks."*

This dependency on extrinsic motivation, like grades, raises questions about how prepared students are for autonomous learning. Instructors, in turn, must serve not only as facilitators but also as motivators, creating accountability structures to support student preparation.

**Sub-theme 4.2: Structural and Technological Barriers**

Teachers cited overcrowded classrooms, time constraints, and limited access to digital tools as formidable obstacles. These constraints restrict the extent to which flipped models can be operationalized.

*"Issues with large class size, lack of access to materials, lack of time."*

*"Not all students have access to technology or a quiet space for studying."*

Such feedback reveals that FCM implementation is deeply affected by equity issues and infrastructural inadequacies.

**Sub-theme 4.3: Interdependence of Teacher Competence and Institutional Support.**

Several teachers emphasized that professional development and institutional investment were prerequisites for successful adoption:

*"There should be special logistics put in place and training for both teachers and students."*

This demonstrates that flipped learning is not simply a methodological change -it a systemic shift, including investment in training, tools, and policy support.

**Sub-theme 4.4: Reconciling Innovation with Local Realities.** Some teachers felt that while the model is pedagogically sound, it does not always align with the learning culture or practical realities in Algerian higher education:

*"Most learners are not serious, demotivated, or not interested."*

*"They include those who are disengaged or disregard their studies outside class."*

This gap between theory and practice suggests that flipped models must be contextually adapted, not merely adopted.

**Sub-theme 4.5: Suggestions as Windows into Institutional Gaps.** Teachers' recommendations reflected a desire for systemic change:

*"Raising awareness about the flipped classroom model would enhance its utility."*

*"Institutions should buy the copyrights of some platforms so teachers can access a variety of resources."*

These suggestions highlight not just what is needed but what is currently missing in many institutions: a coherent strategy for blended learning.

This thematic analysis reveals that while university teachers generally view the flipped classroom model as beneficial -particularly for writing instruction- its successful implementation depends on several interrelated factors. These include learner motivation, teacher readiness, class size, access to technology, and institutional commitment. The findings suggest that without systemic support, even the most innovative teaching models will fall short of their transformative potential.

### **Correlational Interpretation of Quantitative and Qualitative Findings**

This section presents a correlational interpretation of the quantitative findings from students' questionnaires and qualitative findings from teachers' interviews. The goal is to explore areas of convergence, divergence, and complementarity between how students and teachers perceive the flipped classroom model, its implementation in writing instruction, and associated challenges.

#### ***1. Perceptions of the Flipped Classroom Model***

Students largely reported positive experiences with FCM, associating it with increased engagement, improved understanding, and enhanced autonomy. Likewise, most teachers expressed support for the FCM, especially in its capacity to shift classroom roles and improve student participation.

**Correlation:** Strong alignment. Both groups recognize FCM's value in promoting active learning and learner autonomy.

#### ***2. Engagement with Pre-Class Materials***

While many students claimed they accessed pre-class materials and found them helpful, several teachers expressed frustration about inconsistent student engagement with these materials.

Students may overestimate their engagement, or teachers may face differing levels of preparation across cohorts.

**Correlation:** Partial or moderate. A gap exists between students' self-reports and teachers' classroom observations, revealing a need for clearer accountability mechanisms.

### ***3. Writing Assessment and Feedback Preferences***

Students preferred hybrid feedback that combines AI tools with teacher commentary.

Teachers also supported hybrid feedback, acknowledging that AI can manage surface-level corrections, while they provide deeper rhetorical and content-based feedback.

**Correlation:** Strong. Both parties favor a blended approach to feedback, suggesting growing acceptance of AI-supported formative assessment.

### ***4. Implementation Challenges***

Students cited workload and digital access issues, while teachers emphasized large class sizes, lack of institutional support, and student motivation. Both groups acknowledged structural and contextual limitations, though from different angles.

**Correlation:** Moderate. While concerns differ in focus, they reflect a shared recognition of systemic obstacles.

Overall, the findings show significant conceptual alignment between students and teachers on the value of the flipped classroom model. Areas of divergence, especially concerning engagement with pre-class content, highlight the need for improved communication, clearer expectations, and institutional support. This comparison reinforces the benefits of a mixed-methods approach by revealing the depth behind survey trends and giving voice to underlying classroom dynamics.

## **Discussion of the Findings**

The current study explores how university teachers and First-year Master's students at Mhammed El-Bachir El-Ibrahimi perceive the integration of the Flipped Classroom Model in assessing writing and investigated the challenges that teachers encounter while implementing this model in their instruction. This section is intended to provide answers to the research questions guiding the current study. It delivers a structured interpretation of the results based on data from student's questionnaire and teacher's interview, we shall discuss the findings systematically to align with our research objectives. Each would be contextualized within existing literature. The discussion is presented in four sections as follows: Students perceptions towards the integration of the flipped classroom model in assessing writing, teachers' perceptions towards the FCM, The teachers' implementation of the FCM in writing and finally the encountered challenges and teachers; suggestions to enhance the FCM in EFL writing instruction.

The findings of this study reveal a complex yet promising picture of how flipped classroom strategies can support writing assessment in EFL contexts. Across both students and teachers data, three interconnected themes emerge: learner engagement, assessment clarity, and feedback quality.

### ***Students' Perceptions toward the Flipped Classroom in Writing Assessment***

The first research question aimed to investigate how first-year Master's students at Mohammed El Bachir El Ibrahim University perceive the integration of the Flipped Classroom Model (FCM) in the assessment of their writing skills. Responses to the student questionnaire indicated that a majority (71.4%) held favorable perceptions of the model. These students described flipped learning as “engaging,” “helpful,” and “effective in understanding lessons beforehand.”

This generally positive stance supports the foundational principles of the flipped classroom model, which emphasizes shifting content delivery to pre-class phases in order to allow for more active and personalized engagement during class. Students noted that access to instructional materials before class enabled them to learn at their own pace and arrive more confident, fostering greater readiness for in-class participation and writing tasks.

As one student remarked, “I felt more confident and understood the lesson better when I came prepared.” This reflects the broader pedagogical principle of scaffolding, in which students are supported in bridging the gap between their current abilities and learning potential. Pre-class materials may serve this role, encouraging more autonomous and reflective engagement with writing instruction.

However, the data also reveal inconsistencies in how students experienced or interpreted the flipped classroom approach. Approximately 28.6% of respondents expressed uncertainty about whether they had participated in such a model. Comments such as “I don’t know if we practiced this learning,” and “Not sure?” (see item 1.1 in Table 3.2), suggest that flipped strategies were unevenly implemented or insufficiently explained by instructors. This highlights the need for clearer communication and consistent design when adopting alternative pedagogical models like FCM.

In addition to procedural perceptions, students’ emotional responses also emerged. While many students reported that preparatory materials and feedback boosted their writing confidence, others noted that vague or overly critical feedback reduced their motivation. One student explained, “Feedback helps, but when it’s negative or general, it just makes me lose motivation.” This underscores the importance of constructive and timely feedback that guides learners toward improvement.

Students also voiced a preference for feedback that is specific and actionable, rather than general or judgmental. These insights align with formative assessment principles that view feedback not as mere evaluation but as an essential part of the learning process—one that fosters self-awareness, revision, and progress in writing skills.

Notably, several students reported using AI-based writing tools such as ChatGPT or Grammarly to support their writing. These tools were valued for providing immediate assistance with grammar, vocabulary, and organization, especially when human feedback was delayed or unavailable. However, some learners expressed concerns about becoming overly dependent on AI, particularly in tasks that require critical thinking and nuanced expression. This suggests that while AI tools can be useful complements, they are not substitutes for pedagogical feedback and should be used in balance with teacher guidance.

In summary, student responses revealed three central insights:

- **Preparedness and Confidence:** Many students appreciated the opportunity to preview course content, which improved their engagement and understanding.
- **Implementation Gaps:** Inconsistent application and communication of flipped strategies led to confusion, underscoring the need for structured course design and instructor clarity.
- **Feedback Sensitivity and AI Support:** Students valued timely, constructive feedback—both human and AI-assisted—but preferred a blended approach that maintained teacher involvement.

These findings suggest that the flipped classroom model holds significant promise for enhancing writing instruction and assessment—particularly when implemented with clarity, emotional sensitivity, and thoughtful integration of both technological and human feedback mechanisms.

### *Teachers' Perceptions towards the Flipped Classroom Model*

The second research question explored how university EFL educators at Mohammed El Bachir El Ibrahimi University perceive the integration of the Flipped Classroom Model (FCM) in the assessment of writing skills. The qualitative data obtained through structured interviews revealed a spectrum of teacher perceptions, ranging from clear support to conditional endorsement and uncertainty. These variations reflect how individual teaching experience, exposure to flipped methodologies, and institutional conditions shape pedagogical orientation.

A majority of the interviewed teachers expressed a generally favorable perception of the FCM, especially in its potential to enhance students' preparedness and engagement in writing tasks. These instructors highlighted how pre-class access to instructional materials could free up classroom time for active writing, discussion, and feedback. They also emphasized the benefits of shifting from teacher-centered to more learner-centered instruction, suggesting that such a change promotes autonomy and fosters conditions more conducive to formative writing assessment - particularly through in-class writing workshops, peer review, and iterative feedback cycles.

Several educators mentioned that the flipped model could allow them to offer timelier, individualized feedback, as class time would be restructured to focus less on content delivery and more on addressing students' writing needs. In their view, this makes FCM a potentially useful tool for assessing writing in a formative, process-oriented manner.

However, a second group of teachers presented conditional or context-dependent views of the model. While they recognized its theoretical advantages, they voiced concerns about its practicality in under-resourced university settings. Key barriers cited included large class sizes, lack of access to stable internet or technological devices, insufficient time to prepare digital content, and student passivity. These participants suggested that without structural support—such as institutional policy backing, digital infrastructure, and professional training—the implementation of FCM for writing assessment would be difficult, if not unrealistic.

Finally, a third group of instructors—though small—expressed uncertainty or unfamiliarity with the flipped classroom model. These participants reported having limited knowledge of its core principles or had not applied it in their teaching. Their responses were often hesitant or vague, indicating a need for greater professional development and exposure to alternative instructional models.

In summary, teacher perceptions clustered into three overlapping categories:

- **Supportive Adopters:** Teachers who were enthusiastic about FCM’s pedagogical and assessment potential, particularly for supporting formative writing feedback.
- **Conditional Supporters:** Educators who acknowledged its value but stressed that logistical and institutional constraints limit its feasibility in their teaching context.
- **Unfamiliar Respondents:** Instructors who lacked sufficient knowledge or experience to form a clear opinion on its relevance or application.

These findings suggest that while many university EFL teachers are open to innovative approaches like FCM, successful integration into writing assessment depends on context-specific factors—including institutional readiness, access to digital tools, and sustained professional development opportunities. Moreover, any attempt to scale flipped approaches should consider teacher training not only in using digital content but also in applying formative writing assessment strategies within a flipped framework.

### *Teachers' Implementation of the Flipped Classroom Model in Writing Instruction*

The third research question explores how teachers at Mohammed El-Bachir El-Ibrahimi University implement the FCM in writing instruction. The findings reveal a structured instructional approach divided into two main phases: pre-class and in-class. It highlights the types of materials and technological tools used by both teachers and students, as well as the classroom

procedures and activities that illustrate the shift from traditional teacher-centered to more student-centered learning environments.

As outlined in the literature review, the flipped classroom model consists of two teaching phases in which the traditional in-class procedures and the complementary homework switch in both location and time a concept that aligns with the current findings. The teacher is no longer the first source of information but a moderator of an interactive, student-centered learning environment. Students become responsible for their learning. They are exposed to instructional content through online or downloadable resources such as links, videos, extracts from books, and handouts. These materials serve as both an accessible source of information and a tool for formative assessment.

After receiving the lesson, students are expected to complete assignments relevant to the content and objectives of the course, whether submitted via email or through Automated Feedback Tools (AFT) such as online quizzes or Google Forms questionnaires. Although the majority of educators shared the same opinion on the validity of these pre-class materials, some of them indicated a need for further explanation due to students' reliance on the teacher's illustration and clarification.

The use of pre-class materials is a fundamental component of the Flipped Classroom Model, particularly in EFL writing instruction. Well-prepared, created, or selected materials provide students with enough input to get engaged in class interaction and problem-solving activities. In the current study, the teachers reported that they select relevant and appropriate instructional content such as videos, links, or readings.

This finding is echoed in multiple international studies related to teaching English as a Foreign Language. For instance, an inquiry conducted in Taiwan by Hsieh, Wu, and Marek (2017) emphasized that pre-class materials allow students to learn at their own pace, which is particularly beneficial in writing contexts where absorbing language structures and content might take time.

Similarly, Hung (2015) observed that students exposed to recorded lectures and/or videos deeply understand the content and perform confidently in writing and class discussions. Additionally, Al-Harbi and Alshumaimani (2017) demonstrated that Saudi students benefited from writing lessons delivered via videos, which freed up class time for more practical application.

Together, these findings align with the teachers' responses, which focus on the importance and utility of well-selected pre-class materials in extending practical application in the classroom and widening students' understanding, as well as sharpening their critical thinking and interactive skills.

Furthermore, the utility of AI tools in writing refinement echoed in the teachers' responses. The benefit of these tools lies in providing students with immediate, personalized feedback, particularly on language structure and form. These tools act as personal writing tutors, helping students identify and refine spelling, punctuation, and grammar.

Overall, the pre-class phase is designed to expose students directly to instructional content and provide them with an initial formative assessment. After being self-assessed, students can use AI-based tools to receive immediate and personalized feedback and prepare themselves for the next stage of the instructional process.

### ***In-Class Active Learning and Time Management in Flipped Writing Instruction***

The FCM enabled teachers to restructure class time around active learning principles, moving away from lecture-based to more student-centered engagement. After receiving the lesson and initially assessing their writing via AI-based tools, students come prepared to participate in interactive writing-focused activities such as peer reviews, collaborative drafting, group discussion, and teacher-guided editing. One teacher described this transformation by stating: "Class becomes a writing lab," highlighting how the flipped classroom model maximizes the time allocated for in-class practice.

The teacher's role shifts from dominant lecturer to moderator and group work guide, assisting students and providing immediate feedback, particularly on higher-order thinking, tailored to individual needs. Educators confirmed that managing class time according to the FCM enhanced their ability to monitor students' progress, address individual needs, and facilitate more meaningful writing development.

Overall, the integration of the FCM in writing instruction led to more efficient use of instructional time and fostered deeper student engagement through active learning and constructive face-to-face feedback. This approach aligns with the core principles of the FCM as demonstrated by The Flipped Learning Network (2014), which described class time as a space for active, teacher-supported engagement rather than passive content delivery. These findings resonate with Bergman and Sams (2012), who advocate for transforming the classroom into an interactive environment where students apply their knowledge through practice and emphasize effective class time management—reflected in teachers' use of in-class writing activities in this study.

### ***Encountered Challenges and Recommended Suggestions in Implementing the Flipped Classroom Model in Assessing Writing***

The third research question investigates the challenges EFL teachers might face while implementing the FCM, and their suggestion for a better teaching experience.

Despite the pedagogical benefits of the FCM, considerable number of teachers reported encountering significant challenges, which hindered its full implementation. Many of them reported that the class size is a major problem, which limits the FCM effectiveness since it makes it difficult to monitor each student progress as well as reduces the students' chance to receive individualized feedback. The limited access to digital infrastructure like poor internet connectivity and lack of technological resources would complicate the delivery of pre-class materials, AI-based feedback and in-class digital activities (auto feedback, access to materials). Furthermore, the

institutional constraints including long curricula and insufficient administrative support was seen as a main barrier to effectively apply this model.

Finally, the flipped classroom cannot be well-structured unless the students are not motivated and well- prepared for the interactive writing -focused activities.

These finding mirrors in several studies, for instance Zainuddin and Halili (2016) highlighted that managing active learning in overcrowded classes is a persist barrier in the flipped environment. Additionally, concerning the limited access to digital infrastructure, Hamdan et al. (2013) asserted that the flipped classroom model requires a strong technological foundation, which may not be available in all educational contexts. Moreover, institutional support and a lack of training in technological pedagogy were identified as major obstacles in implementing the Flipped Classroom Model (FCM), as reported by Benarba and Khalki (2024). To address these issues, participants recommended several solutions to improve FCM practices in the context of writing assessment. These included providing professional training for both teachers and students -not only to develop a clear understanding of the core principles of the model but also to ensure they are well prepared to use digital tools and platforms effectively. This aligns with the findings of Hamdan et al. (2013), and Zainuddin and Halili (2016), who emphasize that continuous professional development is crucial for the effective implementation of flipped instruction. Al-Harbi and Al-Shumaimani (2016) further highlight the importance of institutional support, including access to appropriate digital platforms and the restructuring of class sizes to meet the practical demands of the flipped classroom model. Their study found that successful implementation of the Flipped Classroom Model (FCM) requires strong administrative backing, sufficient resources, and a flexible course design. In summary, a well-executed flipped classroom combines both structural (contextual) and pedagogical (theoretical) supports -such as professionally trained teachers, adequately prepared students, and well-equipped small group classrooms- to ensure sustainability and greater impact, particularly in the EFL context.

## **Implications**

The findings of this study bear several implications for pedagogical practice, curriculum design, and assessment approaches within EFL contexts, particularly in Algerian higher education. First, the integration of the flipped classroom model provides a flexible and student-centered environment that enables writing to be assessed as an evolving process rather than a final product. This approach shifts the focus from summative evaluation toward formative, dialogic, and scaffolded feedback, which enhances students' engagement and autonomy in improving coherence, cohesion, accuracy, and fluency.

Second, the study highlights the pivotal role of digital tools in supporting multimodal feedback and asynchronous instruction. Platforms such as Google Classroom or Edmodo allow instructors to embed writing tasks and feedback cycles more efficiently outside traditional class hours, optimizing in-person sessions for interactive revision and peer feedback. Thus, writing instruction and assessment can become more individualized and contextualized, responding more effectively to learners' developmental needs. Third, the research underscores the necessity of teacher professional development in both digital pedagogy and alternative assessment practices. While several participants showed enthusiasm for integrating flipped instruction, others indicated hesitancy due to unfamiliarity with technology or concerns about workload. Consequently, institutional training programs must prioritize capacity building in instructional design and formative assessment methodologies suitable for flipped environments.

## **Recommendations for Future Research**

Given the scope and limitations of the current study, several avenues are open for further investigation. First, future studies might employ a longitudinal design to explore the long-term impact of the flipped classroom model on writing development and assessment literacy among

both students and teachers. Tracking writing progress across semesters could reveal deeper insights into the sustainability and adaptability of flipped strategies.

Second, future research could focus on comparative analyses across disciplines or proficiency levels. While this study focused on Master-One English students, extending the investigation to undergraduate or ESP learners could enrich the understanding of how flipped assessment models operate in varied linguistic and academic contexts.

Third, mixed-methods studies involving classroom observation, student writing portfolios, and learning analytics would allow for a more comprehensive understanding of how specific flipped strategies (e.g., video feedback, collaborative platforms) influence measurable writing outcomes. Additionally, researchers might examine the affective dimensions (such as motivation, self-efficacy, and writing anxiety) under flipped conditions

Finally, more research is needed into culturally responsive adaptations of the flipped classroom model in Algerian universities, taking into account infrastructure limitations, language policy, and local pedagogical beliefs. This would help to ensure the model's equitable and context-sensitive application.

## **Conclusion**

This study has explored the implementation and impact of the flipped classroom model in assessing writing skills among Master-One English students at Mohammed El Bachir El Ibrahim University. The results revealed a general positive reception from both students and teachers toward the model's capacity to enhance formative feedback, foster learner autonomy, and support a more process-oriented approach to writing assessment. Teachers valued the increased interaction and feedback opportunities, while students reported improvements in writing fluency and accuracy, particularly when supported with pre-class content and in-class engagement.

However, the transition toward flipped instruction requires careful planning, institutional support, and professional development. The challenges identified -ranging from digital access to time management- underscore the need for a strategic and inclusive implementation process. Ultimately, by embedding assessment within the learning cycle rather than reserving it for summative endpoints, the flipped classroom model offers a viable pathway toward more meaningful and learner-centered writing development in Algerian EFL contexts.

## General Conclusion

This dissertation aimed to investigate the role of the Flipped Classroom Model (FCM) in assessing writing skills among Master-One EFL students at Mohammed El Bachir El Ibrahimi University, Bordj Bou Arreridj. The research addressed three main questions: how students perceive flipped assessment, how instructors implement it in writing instruction, and what challenges they encounter in doing so.

To fulfil these objectives, a convergent mixed-methods design was employed. The quantitative strand involved administering a structured questionnaire to 35 students after a full academic term of exposure to flipped instruction aimed at enhancing writing skills. The qualitative strand consisted of structured interviews with nine EFL instructors. The instruments were piloted and adapted for relevance and contextual validity. Data were analysed using descriptive statistics and thematic analysis.

The findings demonstrated that flipped assessment helped shift the writing evaluation process from a traditional, summative approach to a more process-oriented, formative one. Students reported positive perceptions of the model, particularly appreciating:

- The clarity and accessibility of pre-class instructional videos;
- The opportunity to revise and improve their writing with guided, formative feedback;
- The increased interaction with peers and instructors during in-class sessions;
- A stronger sense of autonomy and ownership over their learning process.

Despite institutional constraints such as time limitations, lack of training, and large class sizes, both students and teachers recognized the FCM's potential to foster more interactive and reflective assessment practices. Teachers noted improvements in student engagement and writing development, particularly when in-class time was devoted to feedback-based revision and collaborative writing tasks.

These results highlight the need to reframe writing assessment through a flipped lens, using technology to enhance formative feedback and support writing as a recursive, student-centered process. The study recommends that instructors gradually integrate FCM strategies, and that institutions provide adequate training and digital infrastructure to sustain this shift.

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**APPENDICES****Appendix A: Students' Preliminary Questionnaire****Section 1: General Information****1. How old are you?**

- 20-22
- 23-25
- 26 or older

**2. How many years have you studied English?**

- Less than 5 years
- 5-7 years
- More than 7 years

**Section 2: Students' perceptions and experience in writing:****1. How would you rate your writing skills according to the following scale?**

- Needs significant improvement
- Needs improvement
- Good
- Very good
- Excellent

**2. How often do you practise writing?**

- Never
- Rarely (once a month or less)
- Sometimes (a few times per month)

- Often (weekly)
- Very often (almost daily)

**3. What problem(s) do you struggle with while writing?**

- Brainstorming ideas
- Word selection
- Grammar and spelling
- Connecting sentences and paragraphs

**4. According to you, what are the reasons behind your writing problems?**

.....  
.....

**5. What do you usually do to improve your writing?**

.....  
.....

**Appendix B: Students' Questionnaire**

First-year Master's students

This questionnaire is designed to explore your opinions and experiences about using the flipped classroom to assess writing skills. Your responses will help improve the way writing is taught and assessed. All answers are anonymous and used for research purposes only. Please answer honestly.

**Section 1: Exposure to Flipped Classroom Experience1: Have you ever experienced learning where the teacher asked you to prepare before class (e.g., watching a video, reading an article) and then practice during class?**

- Yes
- No
- Not sure

**\*If yes, how does it feel? (Explain)**

.....  
 .....

**2. To what extent do you agree with the following statements?**

Statement	SD	D	N	A	SA
1. Pre-class videos and papers help me better understand the courses					
2. I stop, rewind or replay the videos if I find any ambiguity					
3. I usually take notes while reviewing pre-class lectures or readings					
4. I actively participate in class activities and group discussions					

**Section 2. Writing Assessment and Feedback**

**1- How often are you assessed on your writing skills?**

- Occasionally (tests and exams)
- Often (by the end of each course)
- Regularly (scheduled assignments)

**2- Which of the following writing features are you often assessed on?**

- Clear and well-organized ideas (Your writing stays on topic and is easy to follow.)
- Logical flow between sentences and paragraphs (Your ideas connect smoothly, making your writing easy to understand.)
- Correct sentences and word use (Your grammar, spelling, and word choices are accurate.)
- Easy to read and engaging (Your writing sounds natural and keeps the reader interested.)

**\* Others (Please specify)**

.....  
 .....

**3- How often do you take online quizzes and/or assignments?**

- Never
- Rarely
- Sometimes
- Often
- Always

**4- How much do you agree with the following statements?**

Statement	D				A
1. I feel confident and comfortable when I type my assignments on my mobile phone.					
2. Taking an online test makes me feel stressed or anxious.					
3. I feel relieved when I receive my grade and immediate feedback after an online test.					
4. Receiving quick and personal feedback on my writing in class makes me feel supported and motivated.					
5. Negative comments on my writing make me feel discouraged and less motivated to improve.					
6. I feel more confident about my writing skills after receiving my teacher's feedback.					

**Section 3: Perceptions towards Automated Feedback Tools and Their Impact on Students'**

**Writing.**

**1. Which of the following AI tools are you most familiar with?**

- ChatGpt
- Gemini
- DeepSeek
- Grammarly

**\* Others (AI tools familiarity)**

.....  
 .....

**2. Do you usually use any AI assistant on writing?**

- Yes
- No

**\* If yes, which aspects of your writing do AI-based tools help you improve?**

- Brainstorming ideas
- Organizing ideas
- Word selection
- Grammar and spelling
- Sentence and paragraph connection

**\*Please explain your answer:**

.....  
 .....

**3. How much do you agree with the following statements?**

Statement	S	D	N	A	S A
1. AI tools help me generate and organize ideas effectively before writing.					
2. Using AI tools enhances my ability to structure and develop my writing.					
3. AI tools improve the flow and clarity of my sentences and paragraphs.					
4. They help me identify and correct grammar, spelling, and sentence structure errors.					
5. AI tools expand my ability to express ideas clearly and creatively.					

Statement	S	D	D	N	A	S	A
6. Receiving feedback is less stressful when I refine my writing with AI beforehand.							

**Section 4: Final Thoughts and Suggestions**

**1. Do you think that pre-class materials (videos and readings) and automated feedback tools (AI and online tools) contribute to improving your writing skills?**

- Yes
- No

**\*If yes (or no), please explain why?**

.....

.....

**2- What suggestions do you have for improving writing lessons and feedback?**

.....

.....

**Appendix C: Informal Discussion Questions for teachers**

1. Do you currently teach Master-One English students?
2. How would you describe their overall writing abilities?
3. In your opinion, what are the main difficulties they face when it comes to writing?
4. Do you think the time allocated in class is enough for students to practice writing and receive proper feedback?

**Appendix D: Teachers’ Structured Interview**

**Dear teachers,**

This interview aims to gather insights and perceptions from teachers who have experienced teaching during the pandemic. The goal is to explore the role of the flipped classroom model in EFL instruction and to identify the role of this model in assessing writing skills among EFL Master-One Teachers.

Participation in this research is voluntary, and you have the right to withdraw your participation at any time without penalty. If you agree to participate, you will be asked to take part in an interview that will consist of questions about your teaching experience and your teaching strategies and materials. All information collected in this study will be kept confidential. Your responses will be anonymous, and your personal information will not be disclosed to anyone.

**Phase One: Teaching writing skills in EFL classes.**

1. How would you describe your teaching background and experience?

.....  
 .....

2. How does your experience affect your teaching instruction?

.....  
 .....

3. Do you usually provide your students with pre-class materials? If yes, what materials do you usually recommend?

.....  
 .....

4. Do pre-class materials help you avoid repetitive explanations in face-to-face courses? If yes, how do you devote your class time?

.....  
 .....

**Phase Two: Teachers' assessment of writing skills in First-year Master Classes.**

1. How do you usually assess writing in First-year Master classes? Which criteria do you consider most important?

.....  
 .....  
 2. What challenges do you typically face while assessing students' writing?

.....  
 .....

3- a) In your opinion, does the flipped classroom model help you save time during class sessions and allocate more time for writing assessment?

- Yes
- No

b) If yes, how? (please explain)

.....  
 .....

4.a) Do you use AI-based tools (e.g., Grammarly, QuillBot or Chat Gpt) to support feedback on students' writing?

- Yes
- No

b) If yes, how do you integrate them into your assessment process?

.....  
 .....

5.a) Do you prefer hybrid feedback (a combination of AI tools and teacher comments) when assessing writing?

- Yes
- No

b) In your experience, how effective is this approach in improving students' writing performance?

.....  
.....

6. Do you believe that instructors' feedback (whether providing individualised or personalised) through an online communication app can enhance students' writing skills?

.....  
.....

Why or why not? (Please explain how this method supports or improves your assessment practices.)

.....  
.....

**Phase Three: Perceptions toward the implementation of the flipped classroom in writing instruction**

1. Are you familiar with the flipped classroom model? If yes, how would you define it?

.....  
.....

2. Have you ever implemented the flipped learning strategies in your teaching? If yes, in what aspects?

.....  
.....

3. Do you believe that using flipped learning strategies helps students actively participate in the class? Why or why not?

.....  
.....

4. Do you believe that the flipped classroom model allows more in-class time for effective collaboration in writing instruction? If yes, how?

.....  
.....

**Phase Four: Anticipated challenges in implementing the flipped classroom model**

1. How engaged are your students/would your students be (in case they don't use it) in the flipped classroom? How do you usually maintain their motivation?

.....  
.....

2. What challenges do you face/expect when applying flipped learning strategies?

.....  
.....

3. What factors might affect the success of the flipped classroom model?

.....  
.....

4. What suggestions do you have for enhancing the utility of the flipped classroom model in EFL Master One classes?

.....  
.....

Thank you so much dear teacher for your time

## **Appendix E: Teachers' Information Sheet and Consent Form**

### **Exploring the Role of Flipped Classroom Model in Assessing Writing Skills: Case of English Master-One Students at Mohammed El Bachir El Ibrahimi University, Bordj Bou Arreridj**

#### **Research Team:**

Feriel Mechta, Meriem Dahou.

#### **Supervisor:**

Dr. Amira Bouflih

You are invited to take part in a research study. Before you decide, it is important that you understand the purpose of the study, what your participation involves, and your rights as a participant. Please read the following information carefully. Feel free to ask any questions if anything is unclear or if you would like further information.

**Purpose of the Study:** This research aims to investigate how the Flipped Classroom Model (FCM) is implemented in EFL writing instruction, with a particular focus on how it is used to assess writing skills among Master-One English students. Through this interview, we seek to gather teachers' perceptions and classroom experiences in order to identify challenges, opportunities, and effective assessment practices related to the flipped classroom approach.

**Risks and Benefits:** There are no foreseeable risks involved in your participation. You are free to decline to answer any question and can withdraw from the interview at any time without any penalty. While there is no direct personal benefit, your contributions will help inform better instructional and assessment strategies for EFL writing classes in Algerian higher education

**Confidentiality:** All information you provide will be treated with strict confidentiality. Your name or any identifiable information will not be used in any reports or publications. Interview answers will be stored securely and accessible only to the research team. Any quotations used in academic presentations or publications will be fully anonymized.

**Voluntary Participation:** Participation in this study is entirely voluntary. You are free to decline to answer any question and may withdraw from the interview at any point without penalty. You may also request to withdraw any part or all of your contributions up to six months after the data collection.

Please read each statement below and then confirm that you agree or disagree by placing your initials in the appropriate box.

Statements	Yes	No
- I have read and understood the information provided to me in the information sheet.		
- I have had the opportunity to ask questions about this research.		
- I have had the opportunity to ask questions about this research.		
- I agree to the interview being audio recorded.		
- I understand that I can decline to answer any questions.		
I understand that I can withdraw my answers in part or full, anytime up until 6 months after data collection.		
- I agree to anonymized quotations being used in my academic presentations or publications of this work.		
- I agree that my data is being used in any subsequent work that builds on this current project		

**Consent**

By signing this consent form, you indicate that you have read and understood the information provided above and you agree to participate voluntarily in this study. Thank you for considering participating in this study. Your opinions and suggestions are greatly appreciated.

Participant's signature..... Date: .....

Researchers' signature..... Date: .....

**Contact Information**

If you have any questions at any time about this study, you may contact us via this email:

[flippedclassroomthesis@gmail.com](mailto:flippedclassroomthesis@gmail.com) or you can call this number:0657242200

## **RÉSUMÉ**

Malgré les nombreuses recherches consacrées à l'apprentissage hybride, le modèle de la classe inversée demeure relativement peu étudié, en particulier dans le contexte de l'enseignement de l'écriture. La présente étude vise à explorer le rôle du modèle de la classe inversée (FCM) dans l'évaluation des compétences rédactionnelles chez les étudiants de première année de master en anglais à l'Université Mohamed El Bachir El Ibrahimi de Bordj Bou Arréridj.

En adoptant une méthodologie mixte convergente, des données quantitatives ont été recueillies auprès de trente-cinq étudiants au moyen de questionnaires, tandis que des données qualitatives ont été obtenues à partir d'entretiens structurés menés avec neuf enseignants universitaires.

La recherche examine les perceptions, les défis et les recommandations visant à améliorer la mise en œuvre de ce modèle dans l'évaluation de l'écriture dans le contexte de l'enseignement supérieur algérien. Les résultats ont révélé des perceptions globalement positives du FCM, avec une forte préférence pour un retour personnalisé et continu.

La majorité des participants ont souligné que le FCM favorise l'engagement des apprenants, leur autonomie ainsi que des pratiques d'évaluation basées sur le processus. Toutefois, plusieurs obstacles ont été signalés, notamment l'insuffisance des infrastructures numériques, le manque de formation professionnelle et le temps limité accordé par les structures actuelles des programmes. Ces contraintes entravent la mise en œuvre du modèle.

Les résultats mettent en évidence la nécessité d'un soutien institutionnel, incluant le développement professionnel, l'amélioration des ressources technologiques et une plus grande flexibilité des emplois du temps, afin de faciliter l'intégration de l'apprentissage inversé dans l'évaluation de l'écriture. Ces recommandations visent à créer un environnement d'apprentissage plus favorable et efficace pour les étudiants en anglais langue étrangère dans les universités algériennes.

**MOTS-CLÉS** : apprentissage hybride, classe inversée, évaluation de l'écriture, EFL, rétroaction, autonomie de l'apprenant, enseignement supérieur, Algérie

## المخلص

على الرغم من وفرة الدراسات حول التعلم المدمج، لا يزال نموذج الفصل المقلوب غير مدروس بشكل كافٍ، خاصة في سياق تعليم مهارات الكتابة. تهدف هذه الدراسة إلى استكشاف دور نموذج الفصل المقلوب (FCM) في تقييم مهارات الكتابة لدى طلبة السنة الأولى ماستر إنجليزية بجامعة محمد البشير الإبراهيمي - برج بوعريريج.

اعتمدت الدراسة على منهجية مختلطة متقاربة؛ حيث تم جمع البيانات الكمية من خلال استبيانات وُزعت على خمسة وثلاثين طالبًا، في حين تم الحصول على البيانات النوعية من خلال مقابلات شبه مهيكلة مع تسعة أساتذة جامعيين.

تتناول الدراسة تصورات المشاركين، والتحديات التي تواجههم، والتوصيات المقترحة لتعزيز تطبيق هذا النموذج في تقييم الكتابة ضمن سياق التعليم العالي في الجزائر. أظهرت النتائج تصورات إيجابية بشكل عام تجاه نموذج الفصل المقلوب، مع تفضيل واضح لتلقي تغذية راجعة شخصية ومستمرة.

وأكد غالبية المشاركين أن هذا النموذج يعزز تفاعل المتعلم، واستقلاليته، ويشجع على اتباع ممارسات تقييم قائمة على العمليات. ومع ذلك، تم الإبلاغ عن عدة تحديات، منها ضعف البنية التحتية الرقمية، ونقص التكوين المهني، وضيق الوقت المخصص ضمن الهياكل الحالية للبرامج الدراسية. وتشكل هذه العوائق حواجز أمام التطبيق الفعال للنموذج.

وتبرز النتائج الحاجة إلى دعم مؤسسي يشمل التكوين المهني، وتحسين الموارد التكنولوجية، وتوفير جداول زمنية مرنة لتسهيل دمج التعلم المقلوب في تقييم مهارات الكتابة. وتهدف هذه التوصيات إلى خلق بيئة تعليمية أكثر دعماً وفعالية لطلبة الإنجليزية كلغة أجنبية في الجامعات الجزائرية.

**الكلمات المفتاحية:** التعلم المدمج، الفصل المقلوب، تقييم الكتابة، الإنجليزية كلغة أجنبية، التغذية الراجعة، استقلالية المتعلم، التعليم العالي،

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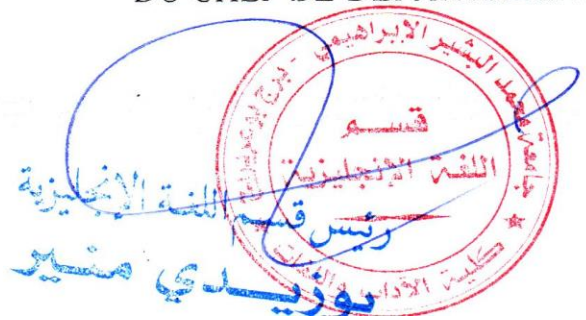
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توقيع المعضري(ة)

Feriel

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