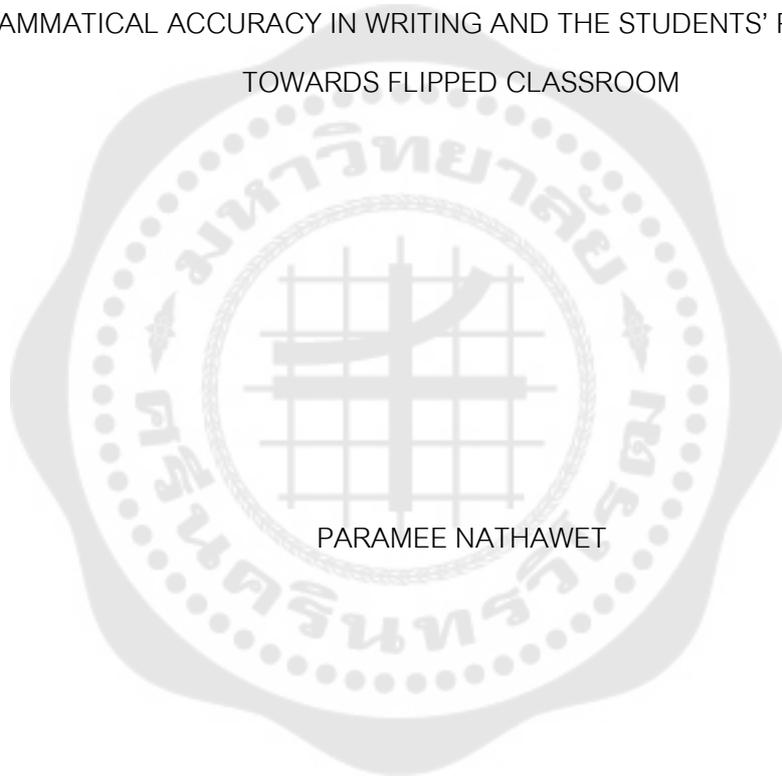




THE STUDY ON THE USE OF FLIPPED CLASSROOM STRATEGY TO DEVELOP  
GRAMMATICAL ACCURACY IN WRITING AND THE STUDENTS' PERCEPTIONS  
TOWARDS FLIPPED CLASSROOM



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การศึกษาการใช้กลยุทธ์ห้องเรียนกลับด้านเพื่อพัฒนาความถูกต้องของหลักไวยากรณ์ในการเขียน  
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A Thesis Submitted in Partial Fulfillment of the Requirements  
for the Degree of MASTER OF ARTS  
(English)

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THE THESIS TITLED

THE STUDY ON THE USE OF FLIPPED CLASSROOM STRATEGY TO DEVELOP  
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FLIPPED CLASSROOM

BY

PARAMEE NATHAWET

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The 'Flipped Classroom' concept also allows students to have access to videos or additional sources, spending more time practicing for learning during class. The aims of this study were twofold. The first was to investigate the study of a flipped classroom strategy in developing grammatical accuracy in the English writing of high school students by comparing their grammatical error scores between the pre-and post-tests. The second aim was to obtain their perceptions of the strategy. The participants in this study were 80 eleventh-grade Thai students. The instruments employed in the study consisted of Flipped lesson plans, pre-and post-writing tests, and an 11-item questionnaire and a group interview with three questions. The results between the pre-and post-tests showed that the writing grammatical accuracy of students improved after using a flipped classroom strategy at a level of .05. Also, the students had mostly positive perceptions towards the flipped classroom. Overall, they enjoyed the flipped classroom technique and some of them gave practical recommendations for further study.

Keyword : flipped classroom strategy, grammatical accuracy, English writing

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# CHAPTER 1

## INTRODUCTION

### Background of the Study

Writing is a productive skill that requires an immense amount of practice. Indeed, mastering English writing is generally considered a very difficult task for learners of English as a foreign language (EFL). For learners to communicate through writing effectively they must simultaneously express their views about complicated ideas while utilizing linguistic knowledge and proper writing organization techniques (Erkan & Saban, 2011).

Writing assignments are not merely writing tasks; they are learning-to-write tasks (Zamel, 1985). Learners, especially unskilled or beginner writers, need a clear understanding of the writing process before creating a written product (Erkan & Saban, 2011; Raoofi, Chan, Mukundan, & Rashid, 2014). However, the complexity of the writing process can generate negative perceptions of writing or anxiety towards writing and may lead to poor writing performance in students (Hussin, Abdullah, Ismail, & Yoke, 2015). Besides understanding of the writing process, English writing cannot be written correctly without proper use of grammar, which forms an important part of communicative competence. Without having knowledge of grammar, learners may not communicate effectively (Canale & Swain, 1980).

Grammar is assumed an integral component of every language. Grammar can help students improve the higher levels of using English as it is the tool that could provide effective communication, and help learners learn how to communicate better (Pathan, Aldersi, & Alsout, 2014). People who want to communicate in a more successful manner need to learn grammar. Using simple grammar is enough for those who are unconscious of grammatical knowledge. However, those who wish to communicate with clear and well-defined structures of grammar could attempt to learn a deeper understanding of what accurate and appropriate grammar use should be (Kumar & Patil, 2013). Therefore, it is expected that providing students plenty of time to practice grammatical usage in writing may help students choose the right forms of expression and progressively develop

knowledge of grammar rules without anyone telling them how to use it correctly. Some students reading English books may know English grammar. They may understand the patterns of sentences written in the book. However, not everyone knows about grammar, so that they can analyze these kinds of sentences. Grammar is expertise that generally needs to be specially learned as an academic skill, but whether it is in school or beyond, the responsibility of the teacher is to arrange by systematic planning to make this learning enjoyable and interesting, in order that language skill is stimulated by the study of grammar and not suffocated. This is a problem that has not yet been fully resolved.

Hussin et al. (2015) suggested that instructors trying to deal with this difficult problem might start teaching writing via an online learning environment in order to reduce student anxiety towards writing. Furthermore, a large number of EFL students have limited opportunities to practice writing in classes due to factors such as time, class size, and student motivation (Cahyono & Mutiaraningrum, 2016). These may all be ameliorated by more teacher time and attention, as well as by incorporating technology to facilitate and improve teaching, in accordance with the 2015 report of the Organization for Economic Co-operation and Development. One relevant teaching strategy is 'flipped classroom,' in which the traditional lecture-based classroom is substituted with a teaching practice that focuses on one-to-one interaction and teamwork. One-to-one interaction is helpful to cater to the uniqueness of each student's abilities and ways of learning (Cahyono & Mutiaraningrum, 2016; Krasnova & Ananjev, 2015), as well as to help learners who are unfamiliar with the process of writing. Flipped classroom strategy has been found to help students as well as teachers overcome many problems in teaching writing to improve grammatical accuracy and reduce students' negative feelings toward writing (Lin & Hwang, 2018; Zou, Xie, & Wang, 2018).

This study therefore aims to examine the effectiveness of a flipped classroom strategy in developing eleventh grade EFL students' grammatical accuracy in writing skill and to investigate their perceptions of the flipped classroom strategy.

### Objectives of the Study

1. To investigate the development of student's grammatical accuracy in writing
2. To explore the students' perceptions towards flipped classroom strategy

### Research Questions

1. How does the flipped classroom strategy affect students' grammatical accuracy in writing ?
2. What are the perceptions of the students towards the flipped classroom strategy?

### Significance of the Study

In spite of a large number of research studies related to the flipped classroom strategy, studies in the EFL context, especially in Thailand, are limited (Sakulprasertsri, 2017). Therefore, to help fill the gap in previous studies, the researcher aims to study the flipped classroom strategy as a means of developing grammatical accuracy in writing in students at a Thai secondary school. The research findings will add to the body of knowledge of EFL teaching. If the findings of the study show positive results, further researchers or teachers may apply the flipped classroom as a strategy to teaching writing or other skills in English.

### Scope of the Study

The researcher studies using flipped classroom strategy to improve grammatical accuracy in writing. The data were acquired from 80 eleventh grade students studying at a demonstration school, Thailand. These students participated in the experiment in the second semester of academic year 2019.

### Definition of Terms

1. *Flipped classroom* refers to an instructional method that reverses the traditional learning environment by delivering instructional content outside of the classroom. Students are required to study, in their own time, instructional videos created by teachers. In this study, the content of the videos related to grammar: verb form, verb

tenses, and subject-verb agreement. Within class, the students participate in collaborative activities as well as working independently, guided by the teacher. Thus, flipping a classroom frees-up time for teachers to work with, facilitate and help students individually.

2. *Writing accuracy* refers to the degree of correctness of learners' use of the language system, including their use of grammar, and vocabulary (Hartshorn, 2008). In this study, the researcher focuses mainly on the quality of using verb tenses and subject-verb agreement as a measure of accuracy.



## CHAPTER 2

### LITERATURE REVIEW

This chapter presents a review of the relevant literature and research that forms the background for the study.

#### **A Focus on Grammatical ‘Correctness’**

Burgess and Etherington (2002) found consistency of verb use that teachers consider grammatical accuracy an integral part of language and communication and “not an optional add-on” after fundamental communication has been achieved. Furthermore, grammar is widely considered a prerequisite for effective writing (Özbek, 1995) since an appropriate use of grammatical forms is necessary for the written word to be understood. In addition, (Richards, 1974) points out that deviancy from grammatical norms evokes evaluative reactions which may classify a person ‘unfavorably’ (p.131). For example, when applying for a job, grammatical accuracy gives people an impression regarding communicative competence and literacy levels. As such grammatical ‘correctness’ provides access to many dominant literacy practices such as writing job applications or academic literacy to get on in life.

Grammatical ‘correctness’ is an important issue in both academic and workplace settings. The repercussions of incorrectness in the use of English grammar may manifest themselves not only in the language classrooms but also in real-world activities. Good writing skills can help students attain many of their goals whilst poor writing skills might jeopardize those goals. Written grammatical errors may hinder students not only from getting a good job, but also from pursuing their study in reputable universities. Therefore, it is essential that we understand such problems in order to develop pedagogic practices which are appropriate and sensitive to the students’ needs. The strategy for writing development under consideration is the flipped classroom strategy, which can be adapted to fit students’ needs

### Problems that EFL learners have with English Writing

EFL students face a range of problems when learning to write in English. However, in a survey of student opinions about writing conducted by Rennie (2000) reported that students typically feel that grammar is the area they find most problematic. This finding is supported by Chatranonth (2008) and Ratanakul (2000). Especially in the Thai context, most student writing is influenced by Thai language grammar rules and syntax, leading to non-standard English writing patterns. As a result, Thai students face specific difficulties with English verb tenses and verb forms. The verb related errors have been categorized into four categories: 1) wrong use of English tenses, 2) omission of the copula 'be' 3) absence of subject-verb agreement, 4) incorrect formation of irregular verbs (Chatranonth, 2008).

In the current study, the researcher categorizes the grammatical errors that often happen in Thai students' English writing into two types, as follows:

#### Error Type 1. Verb Tense/Verb Form

Errors in verb tense refer to incorrect verb tense markers. This includes errors of selection such as using simple past when simple present is required (as in example a). This also includes modal verbs when they are used to mark tense (as in example b).

Examples of errors in verb tense include:

- (a)\* I enjoy listening to music it made me feel comfortable and relaxed.
- (b)\* If you listen to me, you would understand what I mean.

Errors in verb form refer to incorrect formation of a verb not specific to time or tense marking. It includes the incorrect selection of auxiliary verbs (as in example a), absence of verb (as in example b), deviant mixed verb forms (as in example c and d), and incorrect irregular past verb forms (as in example e and f).

Examples of errors in verb form include:

- (a)\* I know how to speak English, but I am not know how to speak Italian.
- (b)\* Peach upset because she has a lot of homework every day.
- (c)\* Lily and I may joining a neighborhood swimming team.
- (d)\* My class will writes essays about famous actors in Thailand.

(e)\* Jeff meeted some nice people and he talled to them.

(f)\* We walked around the town and eated in lots of restaurants.

### **Error Type 2. Subject-Verb Agreement**

Errors in subject-verb agreement category refer to the lack of agreement in number between the verb and the subject of the sentence. Errors in this category include the omission of agreement to the subject (as in example a and b) and the addition of an element that is not necessary (as in example c and d).

Examples of errors in subject-verb agreement include:

(a)\* Kate' mother like eating chicken soup very much.

(b)\* Someone at the stables groom the horses every morning.

(c)\* My brothers shows me how to make a box for my tools.

(d)\* I needs you to help me with the cooking

In conclusion, the variations in the grammatical features in English may provide reasons as to why they have difficulty using appropriate forms. Teachers may use this grammatical error analysis framework to have a clear foundation of knowledge, and include additional grammar lessons to help students resolve grammar features that are challenging for students.

### **Flipped Classroom Strategy**

Flipped classroom studies have been increasingly popular in schools and universities around the world. However, the flipped classroom strategy is a relatively new teaching strategy in the EFL context, especially in Thailand (Sakulprasertsri, 2017). As previously mentioned, not many studies on the use of the flipped classroom have been conducted in Thailand.

The flipped classroom strategy is a form of blended learning in which students need to prepare their content before coming to the class. During class, they then practice what they have learned through pair and group communicative activities, which are especially important in language learning (McCarthy, 2016). In flipped learning, teachers act as helpers rather than lecturers. They provide answers to questions and give feedback

whenever students need it. Students take on an active role in classroom activities (Baepler, Walker, & Driessen, 2014; O'Flaherty & Phillips, 2015), and are required to watch video lectures of the course content or additional sources prior to coming to class. The students are in charge of their own learning, including taking notes, pausing the video, and reviewing important parts of the video (Lai & Hwang, 2016; Moraros, Islam, Yu, Banow, & Schindelka, 2015). When the students come to the classroom, they need to be active participants, sharing what they learned from the video. Moreover, they need to answer teacher-posed questions based on the video and challenge themselves by creating their questions related to the content.

This way of learning is called flipped because it moves the traditional lecture part of a classroom to outside the classroom (Bishop & Verleger, 2013; Lage, Platt, & Treglia, 2000). In a flipped classroom strategy, students are required to do homework in class, enabling them to receive prompt feedback and comment from the teacher. Moreover, they can challenge themselves by attempting exercises and discussing in groups what they have learned of course content via technology before coming to class (Jennifer Moffett, 2015). The flipped classroom, therefore, is a modern concept that fits a 21st-century learning paradigm in which students are active and self-directed (Fresen, 2007).

Today, technological applications, including the Internet, are less expensive and more accessible to teachers who need to facilitate teaching and learning processes (Merchant, Goetz, Cifuentes, Keeney-Kennicutt, & Davis, 2014; Salahuddin & Alam, 2016). However, some students may have problems with a stable Internet connection. This problem can be avoided by putting course content on a USB drive or by students downloading videos while being at school.

Bergman and Sams (2012) stated that the video or audio format that students are required to watch at home is not an important part of a flipped classroom. What is far more important is how the teachers spend class time with their students. The flipped classroom is more of a workshop in which students can ask questions about the video lecture and interact with their classmates and the teacher. Essentially, students are more engaged

and responsible for their learning (Educause, 2012). The class time in traditional and flipped classrooms is compared in Table 1.

**Table 1** The Class Time in Traditional and Flipped Classrooms (Adapted from Bergmann and Sams, 2012)

Traditional Classroom		Flipped Classroom	
Activity	Time	Activity	Time
Warm-up activity	5 min.	Warm-up activity	5 min.
Looking over homework	20 min.	Discussion time on video lecture	10 min.
Teaching the new lesson	30-45 min.	Independent practice guided by teacher	75 min.
Doing activities and practice	20-35 min.		

According to Bergman and Sams (2012), in a traditional classroom when students have questions about or problems with homework, they generally have to wait until teachers have finished with the lecture. Generally, teachers spend the first 25 minutes on warm-up activities and looking over the students' homework. Then, they would spend 30-45 minutes on the new lesson's content and another 20-35 minutes on exercises. In a flipped classroom, the teacher allows students to ask questions about the new content that they have learned before coming to the class, after having completed the warm-up activity. The remaining 75 minutes are devoted to the independent practice of writing activities and exercises guided by the teacher, with the teacher monitoring the students and giving them immediate one-on-one feedback.

### Creating Effective Video Podcasts (Vodcasts)

The vodcast is an important tool in flipped classroom strategy. This is an instructional video that is transferred to an Internet site for learners to download and use

at home to prepare themselves in advance of the next class. The positive effect of vodcasts has been described on students' leaning perception, behavior, and performance (Bolliger, Supanakorn, & Boggs, 2010; Chester, Buntine, Hammond, & Atkinson, 2011; Traphagan, Kucsera, & Kishi, 2010; Vajoczki, Watt, Marquis, & Holshausen, 2010) The videos created by a teacher contain new ideas, material revision and examples related to the content. The videos can provide for interaction between learners and teachers if the students note their questions while viewing, to ask to the teachers when back in class. Moreover, students can access video materials flexibly, using a range of devices (such as mobile phone, tablet or notebook) and with the ability to pause and rewind the videos as frequently as they like, to help fully understand any difficult ideas or examples from the video. McDonald and Smith (2013) stated that the material videos is able to spread information and ideas related to the lesson to as many students as possible, as well as cater to different learning preferences.

Following is a simple guide to create educational videos effectively adapted from McDonald and Smith (2013):

- Maintain the interest of students by creating short videos, between 7-15 minutes long. If the content is too long, teachers are able to separate it into a series of short videos. This simple guideline helps students absorb the subject matter during the learning process without overloading them.
- Explore a single concept in one video in order to reduce complexity.
- Select information, example or study cases that are able to serve multiple purposes, for example, subject-agreement topic for writing essays as well as using grammar practice.
- Prepare a script before recording in order to be more fluent while recording. In addition, involving the audience who are watching at home could lead to a dialogue and make student's learning experiences more real for them.
- Provide good organization to the vodcasts. The introduction of the recording should be transparent in terms of the presenter's intent and meaning, and

summarize the video with a recap by discussing objectives achieved and the key points raised.

- Ensure quality of visual and audio through the use of quality equipment such as microphone and camera. Minimize surrounding sounds and too much body gesture while recording.
- Speak simply and gradually, and frequently repeat and define important key words.
- Assess understanding by adding quizzes, with the added benefit of checking that students have viewed the full version of the video. In this case, teachers need to provide clear instructions about the assessment at the beginning of the video so that students can prepare themselves.
- Prepare students by making clear the aim and educational importance of using video as a learning material, so that students watching the video could motivate themselves to learn and improve their learning performance.

### **Changes in Teacher and Students' Roles**

#### **Students' roles in the flipped classroom**

1. Students have an opportunity to control their way of learning. They can access materials and review them anytime. If a student misses class, they are more able to keep pace with the content. Thus, flipped classroom is a very flexible way of learning.

2. The flipped learning encourages collaboration among students in class as most of the class time, the students are taking the role of an active learner. They are required to give feedback on the work of their group, helping and learning from each other (Marsh, 2012).

3. Students become more self-directed learners because they have to manage their time and manage the strategy of learning skills themselves. They can develop themselves to be more active learners through this flipped classroom strategy (Evseeva & Solozhenko, 2015).

### **Teachers' roles in the flipped classroom**

1. Rather than offer ready-made content to students, teachers need to help students' learning be more responsible and efficient by guiding students who do not have the experience of working individually outside the classroom.

2. Teachers become effective material creators as they are required to design the content including lesson plans, a series of videos, and other learning materials, to improve and motivate students' learning. The flipped classroom strategy requires a lot of time, skill and effort from the teacher to assure that all stages of teaching and learning process are reasonably connected (Chilingaryan & Zvereva, 2017). Moreover, the teacher has to monitor the flipped students and assess their assignments together with giving relevant and appropriate feedback. It is important to design suitable evaluation methods that can measure students' understanding and lead to reliable outcomes.

3. Teachers can select and adapt content so that weaker students are helped and guided, while higher students may broaden their potential through being more active (Arfstrom & Network, 2013).

### **Benefits and Challenges of Flipped Classroom**

Flipping the classroom presents a number of potential benefits if the instructor plans and implements the strategy carefully. First, the communication of information and instructions through traditional classroom has drawbacks, as it is often impossible for all students to interact with the teacher during the limited lecture time (Schmidt, Wagener, Smeets, Keemink, & van der Molen, 2015). The flipped classroom solves this as students receive information and instructions through video materials before the class time. This has the added advantage that students could control their own pace of viewing videos (Abeysekera & Dawson, 2015). Second, students have more time to participate collaborative activities with the guidance of the teacher, making them more active learners (Roehl, Reddy, & Shannon, 2013). Finally, many previous studies related to the flipped classroom show learners have positive views towards the classroom environment although some have shown negative results (Lo & Hew, 2017).

In sum, while there are challenges, the many benefits of flipped classroom learning make it an option to increase proficiency of students.

### **Related Studies**

The flipped classroom strategy has been widely used in the English as a foreign language (EFL) and English as a second language (ESL) setting, in which it has been the subject of a limited amount of research. The previous studies show that flipped classroom strategy should be exploited to increase students' positive perceptions and genuine learning motivation for their success in learning and using English.

Previous studies on student perceptions toward the flipped classroom strategy indicate that students have an overall positive perception. In general, students enjoy the flipped classroom, particularly the in-class activities. Some research studies stated that students liked vodcasts created by a teacher, though some expressed negative views toward the flipped classroom (Bishop & Verleger, 2013). Comparing outcomes of a flipped classroom with a conventional class during the previous year, grades of students in the end-of-term course in the flipped classroom were significantly improved (Blair, Maharaj, & Primus, 2016). In particular, flipped students received higher scores on questions and assignments related to content presented by online video. Students expressed positive perceptions toward the flipped setting due to a student-centered atmosphere (Kim, Kim, Khera, & Getman, 2014). In addition, an instructor using the flipped classroom strategy promoted a problem-based learning where the flipped videos acted as learning tools that students could review to scaffold their problem-solving activities (Tawfik & Lilly, 2015). However, some studies have showed another side of responses toward flipped learning. In university courses, more than half of the students realized the benefits of flipped classroom, but some responses of open-ended questions presented negative perceptions on the workload in the course. In this class, flipped learning included videos, audio lectures and additional sources, which may have led to a feeling of increase in workload compared to videos alone (Hao, 2016). Chen, Wang, and Chen (2014) found students reported advantages to flipped learning, however, some of them felt it entailed increased effort and pressure. In conclusion, students' perceptions about the flipped

classroom appear overall to be positive, but also show neutral and negative views toward workload.

Many previous studies have showed flipped classroom learning could increase students' learning proficiency. These will be detailed in the following paragraphs. Lin, Hwang, Fu, and Chen (2018) studied the effectiveness of flipped approaches in game-based learning with the goal of reducing writing errors and improving business English writing performance and reflective behaviors of undergraduate students. Both quantitative and qualitative methods were used in the research. In their study, 68 undergraduate students were separated into two groups: 35 students in the experimental group and 33 students in the control group. The students in these two classes or groups had passed a placement test set by the Language Center at the university and had a similar level of English proficiency. Students in the experimental group were scheduled to watch instructional videos, play a contextual game to experience business procedures, and complete a learning sheet before the class. In class, teachers did not need to lecture, so they had more time to interact with students and provide guidance. In the control group, students received the lecture with the same content as the videos during the class, did the learning sheets in the class, and had homework after class. The results showed that the flipped approach was effective in the business writing classroom. Moreover, this approach offers an effective environment in which students can better understand the context as well as have more class time for practicing writing and sharing views with other students.

Foldnes (2016) investigated two implementations of the flipped classroom. In one, students were encouraged to do cooperative learning activities, and in the second they were not. The results showed the students' post-test scores were higher than the pre-test scores in the implementation that provided cooperative learning activities. Moreover, the students in the experiment group encouraged by cooperative activities had higher final examination scores than students in a control group comprising a traditional lecture-based classroom. However, in the flipped classroom without cooperative activities, there were not significant differences to the control. The results could imply that the flipped

classroom shows effective results when teachers thoroughly implement cooperative learning.

Webb and Doman (2016) studied the effectiveness of the flipped classroom approach on students' achievement with learning grammar. A total of 64 students participated in this study and were divided into two groups: 39 participants in the experimental group and 25 participants in the control group. The focus was on critical-thinking skills and essay writing, and it was necessary to add explicit grammar instruction in the course to assist the students in their writing assignments. The results suggest that the flipped classroom helped students to understand and feel more comfortable with English grammar. The researchers concluded that the flipped classroom is an innovative and effective way of teaching.

Ogden (2015) studied students' perceptions of the flipped classroom strategy in a mathematics course. The participants were 117 undergraduate students studying a university algebra course. Qualitative methods were used to analyze student interviews, student self-evaluation surveys and university course evaluations. The results showed that the flipped classroom approach provided students with more time and supported a more flexible use of time, as well as providing more opportunities for learning individually. The students who were unfamiliar with mathematics felt more confident to learn the subject and held the belief that they will be successful in future mathematics courses.

In conclusion, the flipped classroom strategy could further promote student learning by providing them with more practice time during class, and more peer interaction and assistance from the teacher during class, compared to practicing alone after the class (Blau & Shamir-Inbal, 2017; Engin, 2014). Fresen (2007) also suggested that the flipped classroom promotes student-centered active learning and has a beneficial effect on learning. Some researchers (Chen Hsieh, Wu, & Marek, 2017; Lin & Hwang, 2018; Ogden, 2015) suggested that future researchers should integrate the flipped classroom into instructional designs in the EFL classroom for further research. However, many studies on flipped classroom in the EFL context have been conducted in a university

or tertiary level. Hence, the present study will be conducted in a secondary school EFL context to fill the gaps in previous research.



## CHAPTER 3

### METHODOLOGY

The primary purpose of this chapter is to explain the procedure of the research methodology. Details include research design, participants, research instruments, data collection procedure and data analysis.

#### Research Design

This study adopted a mixed method design aiming to investigate using the flipped classroom strategy in developing student's grammatical accuracy in writing. The students were asked to do a pre-test in the first week of a course and a post-test in the final week. The mean scores of the pre-test and the post-test were compared to evaluate the students' grammatical accuracy in writing. The errors related to verb tenses and subject-verb agreement in the writing pre- and post-test were compared and statistically analyzed using the matched pair simple t-test. In addition, the students were asked to complete a questionnaire and do a focused group interview to find out their perceptions towards the flipped classroom strategy, which were analyzed using SPSS (Statistical Package for the Social Sciences) and content analysis. The study was conducted in the EFL high school context.

#### Participants of the Study

The participants in this study were eighty eleventh-grade students studying as science and math majors in the second semester of the 2019 academic year at a demonstration school, Thailand. All of them who were selected by purposive sampling had approximately the same level of English, all passing the Fundamental English 9 secondary school English course in the first semester of the 2019 academic year. The major advantage of the small number of participants was the level of detail the researcher could work at with regard to data collection and establishing the researcher's relationship with the student participants as both researcher and instructor. Further, this sample size allowed the researcher to have in-depth observations of the entity being studied.

## Research Instruments

The instruments used in this study consist of lesson plans based on the flipped classroom strategy, pre-and-post writing tests, and a questionnaire.

### 1) Lesson Plans

The researcher selected lesson plans based on the school's curriculum and textbook objectives. There were three lesson plans, namely 'You Are What You Eat', 'Animal Care and Behavior' and 'What Would You Do'. In each lesson plan, a flipped classroom strategy was applied. Each lesson plan covered six periods, with 45 minutes in each period.

Based on Flipped Classroom learning of Bergman and Sams (2012), generally lesson plans involved three phases. In the first phase, students were required to watch a video for self-study before the class. Then, they were asked to work individually or in groups for 30 minutes on a required assignment. In the final phase, the teacher focused on the assignment and gave the students an opportunity to ask questions. The researcher applied flipped classroom's lesson plans to be three steps: pre-class preparation, class time and post-class evaluation. The steps of teaching are adapted from (Bergman & Sams, 2012; Estes, Ingram, & Liu, 2014)

#### 1.1) Pre-Class Preparation

Prior to class time, the students were responsible for watching videos on grammatical structures: verb-tenses and forms, and subject-verb agreement. This stage allows students to prepare themselves for writing assignments in class. In order to be sure that students watched the video, there were some quizzes at the beginning of class time. Moreover, the teacher also provided links to additional resources such as websites.

#### 1.2) Class Time (during class)

##### 1.2.1 Warm-up Activity

Students were required to do a quiz in each class. Initially, the short quizzes were administered on paper to check if the students understood the content in the video. The quizzes were based on verb forms / verb tenses and subject-verb agreement and they consisted of two or three questions as seen in samples of the quiz forms (Appendix E). Examples of the questions follow:

“I finished work, walked to the beach, and finally find a nice place to swim.” Is it correct? Why? (Please, give some reasons related to verb tense consistency)

Circle errors and explain why they are related to subject-verb agreement on the video “The pool guys, who were the latest hi-tech equipment, comes for a short while to have a swim and test how good their equipments are”

### **1.2.2 Discussion Time on Video Lecture**

During this stage, students are evaluated on their understanding of grammatical structures from viewing the assigned video about verb tenses and form, and subject-verb agreement. Students have opportunities to ask questions and raise points of confusion with the teacher. This stage depends on the students' class time to manage small group discussions or individual discussion among students.

### **1.2.3 Independent Practice and Collaborative Practice**

In this stage, the teacher provided class time for doing the writing assignments. The teacher assigned a writing assignment about the topic of each chapter, with clear instructions given before writing. The writing assignment might not be finished in one period, so it is the responsibility of the teacher to divide the writing process into sections. For instance, the students needed to write the first draft in the first period and continued with the writing process in the next period.

Importantly, every student had to do peer review on writing tasks based on grammatical content (verb tenses/verb forms and subject-verb agreement) that they have watched and studied before coming to the class. For example, there was peer review on the second draft between the two classes in the experiment. As a result, this stage supports active and collaborative learning in the class, as well as improves independent learning.

### **1.3) Post-class: Evaluation**

The students were required to finish their work by applying the grammatical knowledge from the videos and editing writing for peer review. In addition, they needed to evaluate their own performance on writing assignments. Every step of the process was evaluated to give prompt feedback to the students, explain misunderstood points.

## 2) The Pre-Test and the Post-Test

In order to obtain answers for the first research question “How does the flipped classroom strategy affect students’ grammatical accuracy in writing?” all students were required to do pre-and post-writing tests to assess their written accuracy. For the pre-test, given during the first week of the course, the students were required to complete a writing task within 45 minutes under the topic “A Memorable Holiday Meal”. At the end of the course, the students were asked to do a 45-minute post-test under the topic “An Important Decision in Your Life.” The topics in the pre-and post- writing tests were focused on past tenses and subject-verb agreement that all students studied by their own prior to the class. The students were not allowed to talk to their friends or use dictionaries, mobile phones, or textbooks. Three experts in English language teaching evaluated the tests through the Item-Objective Congruence (IOC) index. The number of grammatical errors in the pre-and post-writing tests were counted and compared by matched pair sample t-test to find out the mean and standard deviation in order to examine students’ improvement as seen in Table 2.

**Table 2** Grading Rubric: Grammatical errors in writing (adapted from Palm Beach State College, 2016)

Dimension	Error Counting
Exemplary - 10 pts.	No more than 3 errors total
Competent - 8 pts.	Between 4-6 errors total
Emerging – 5 pts.	Between 7-9 errors total
Failing – 0 pts	More than 9 errors

## 3) Student Questionnaire and Focused Group Interview

In order to obtain answers for the second research question “What are the perceptions of the students towards the flipped classroom strategy?” the students were asked to complete a questionnaire and a follow-up group interview. This data is crucial to the research since it captures the students’ perceptions towards flipped classroom, and

can help teachers become aware of what students think of their pedagogical practices. Such an awareness could also lead to a more “collegial classroom community and improve student motivation and confidence in their instructors” (Ferris, 2003).

The purpose of conducting a focused group interview was not only to complement the data in the questionnaires, but more importantly, it was designed to obtain more information about the students’ perceptions towards the learning of English language (see Appendix A for the interview). This in turn helped facilitate the researcher’s understanding of the students’ learning experience of a flipped classroom.

The focused group interviews consisted of three questions, together with 11 items on a five-point Likert scale questionnaire adapted from Suranakkharin (2017).

The questionnaire and interview question content validity was determined by three experts in teaching English through the criteria of IOC. When the ratings were shown, the researcher adjusted the items in the questionnaire and interview questions as suggested by the experts.

#### **4) Classroom Observation**

Entries to the researcher’s diary included descriptive accounts of what happened in the classroom including student behavior, reflections and interpretations of events, and plans for future action. The teacher observed all students how they reacted to teaching process. The observation helps the teacher find the real problem happening in the class, so the teacher would prepare well for the next class. Moreover, the teacher could understand the students’ reactions whether employing flipped classroom strategy could fit the students and was used effectively. This data served as additional source of information which was beneficial in answering both research questions as can be seen in Appendix D.

#### **Data Collection**

Data collection covered a period of six weeks. In order to answer the first research question, the pre-and post-test were given to the students during the first and final weeks of the course.

To answer the second research question, the students were asked to complete a 5-point Likert scale questionnaire and to do follow-up group interview at the end of the course (the sixth week). The questionnaire consisted of 11 statements, and the follow-up group interview consisted of three questions.

**Table 3** Timeline for the Data Collection Process

Data	Time	
1. pre-writing test	Week 1	The participants took the pre-writing test and the researcher obtained students' writing scores
2. post-writing test	Week 6	The participants took the post-writing test and the researcher obtained students' writing scores
3. questionnaire	Week 6	The students completed the questionnaire to rate their satisfaction after studying for six weeks
4. Focused group interview	Week 6	The students answered three questions in a focused group interview to obtain in-depth students' perceptions

## Data Analysis

### Pre-and Post-Tests

To assess the participants' writing performance before and after the use of the flipped classroom strategy, the mean scores of the written pre-and post-tests were statistically compared via a dependent t-test. The t-test was applied to determine if there

is a significant difference between the means of pre-and post-test scores in order to ascertain whether the flipped classroom strategy could help develop students' writing performance. The average mean scores and standard deviations of the pre-and post-test were calculated and compared using the match paired t-test.

### Students' Perception Questionnaire

The 11-item questionnaire was analyzed using SPSS to find out students' perceptions of the flipped classroom strategy and to explore the students' levels of argument on different aspects through the flipped classroom strategy in the classroom. The questionnaire was scored as seen in Table 4.

**Table 4** The Rates of the Students' Perceptions Questionnaire

Positive statements		Negative statements	
Students' Perceptions	Score	Students' Perceptions	Score
Strongly Agree	5	Strongly Agree	1
Agree	4	Agree	2
Neutral	3	Neutral	3
Disagree	2	Disagree	4
Strongly Disagree	1	Strongly Disagree	5

The data from the questionnaire were analyzed using mean scores and standard deviations. The value of students' perceptions towards flipped learning was examined by employing the criteria in Table 5.

**Table 5** The Value of Students' Perceptions towards the Strategy

Value	Mean scores
Highly positive	4.00 – 4.99
Positive	3.00 – 3.99
Average	2.00 – 2.99
Negative	1.00 – 1.99
Highly negative	0 – 0.99

#### **Students' Perceptions Focused Groups Interview**

The interview data was analyzed using content analysis (Miles & Huberman, 1994). Content analysis is suitable to elicit participants' perceptions (Creswell, 2014) because it is presented in words and themes which are possible to put an accurate interpretation on the results. The researcher could reflect students' interview statement through the created themes. The researcher established categories of the data, then compared the categories, and differentiated and adjusted the following categories. The students were grouped into 4-5 people per group and the teacher spent about 10-15 minutes in each group to do the interviews. After interviewing, the final process was checking the reliability of the coding. The trustworthiness of the categorization was developed through several discussions between the experts and the researcher.

## CHAPTER 4

### FINDINGS

This chapter describes the findings of the study. The instruments used to collect the data in the study consisted of pre- and post-writing tasks, students' questionnaire and a focused group interview.

The findings are presented according to the two research questions: (1) How does the flipped classroom strategy affect students' writing accuracy? (2) What are the perceptions of the students towards the flipped classroom strategy?

**Research Question 1: How does the flipped classroom strategy affect students' writing accuracy?**

In order to answer research question 1, the mean scores (M) and standard deviation (SD) scores on pre- and post-writing tests were compared using paired-samples t-test.

The results of the pre- and post- writing tests of 80 students in Table 6 show the difference of the mean score. As shown in Table 8, the average mean score of the students' pre-test was 4.75 (S.D.=1.99) while the post-test mean score was 8.75 (S.D.=1.08). The data suggests that the students' writing accuracy increased.

**Table 6** Descriptive Statistics of the Pre-test and Post-test Scores

	N	Mean	Std. Deviation
Pre-test	80	4.75	1.99
Post-test	80	8.45	1.08

Both pre- and post-writing test were compared by using paired-samples t-test. Table 7 is the comparison of paired differences from the t-test.

**Table 7** The Comparison of Paired Samples T-Test

Paired Differences					df.	Sig.
Test	Mean	Std. Deviation	95% Confidence Interval of the difference			(2-tailed)
			Lower	Upper		
Pre-test – Post-test	-3.70	1.77	-4.09	-3.31	79	.00

As presented in Table 7, the findings suggest a significant development of the students' accuracy. The students made significantly fewer errors in verb tense and form, and in subject-verb agreement as seen in samples of students' pre-and post-writing tasks (Appendix C). The results showed that there was a significant between the average mean scores of the pre-and post-writing tests ( $p < 0.05$ ).

**Research Question 2: What are the perceptions of the students towards the flipped classroom strategy?**

At the end of the course, all participants were asked to complete a questionnaire regarding their views towards the flipped classroom strategy. The questionnaire consisted of 11 items adapted from Suranakkharin (2017). The participants rated each item on a five-point scale ranging from 'strongly agree' to 'strongly disagree'. After completing the questionnaire, the scores were analyzed using mean scores and standard deviations. The results are presented in Table 8.

**Table 8** Students' perception on the use of the flipped classroom strategy

Questionnaire Item	Mean	Std.	Level of Response
1. Flipped learning let me have more flexibility to watch the video lectures or study anytime and anywhere.	4.00	.78	Agree
2. I was encouraged to be more responsible for my own active learning through the flipped learning strategy.	3.81	.89	Agree
3. The pre-recorded lectures created by the teacher did not help me in the flipped learning environment.*	2.01	1.04	Disagree
4. The teacher made meaningful connections between the topics in the pre-recorded lectures and in-class activities.	3.78	.84	Agree
5. The teacher could engage me in the flipped classroom activities.	3.66	.84	Agree
6. I participated and engaged myself more in learning how to write accurately in the flipped classroom.	3.83	.78	Agree
7. I became a more active learner in the flipped classroom.	3.64	.97	Agree
8. The flipped classroom has inspired me to start learning how to write accurately outside the classroom.	3.65	.87	Agree

Table 8 (Continued)

Questionnaire Items	Mean	Std.	Level of Response
9. I do not think the flipped classroom is effective in learning writing.*	1.88	92	Strongly Disagree
10. After the implementation of the flipped classroom, I can write more effectively and accurately.	3.53	73	Agree
11. I am satisfied with the flipped learning experience.	3.93	90	Agree
Total	3.43	38	Agree

\*Negative Statements

(Suranakkharin, 2017)

Regarding the participants' perceptions towards the use of flipped classroom strategy in the classroom, the results show a mean score 3.43 with standard deviation of .38, which means a positive response to flipped classroom learning. The positive statement receiving the highest mean scores was "Flipped learning let me have more flexibility to watch the video lectures or study anytime and anywhere." (4.00), and the lowest mean score was "After the implementation of the flipped classroom, I can write more effectively and accurately." (3.53). Despite receiving the lowest score, the statement showed a positive response. Moreover, the negative statement "I do not think the flipped classroom is effective in learning writing" showed 'strongly disagree' with a mean score of 1.88. This implies that students think the flipped classroom strategy is effective when using in writing.

#### The focused group interview

The interview was conducted in Thai to ensure understanding of the participants and was translated into English. During the interview, some students did not mention or add additional comments towards the strategy, so they only said that they agreed or

disagreed. Thus, the teacher approximately spent 10-15 minutes in each group. The data was analyzed using content analysis. Below are the students' responses.

**Question 1: Did you find it difficult to find time for watching the assigned video before coming to the class? If yes, why?**

In the interview, all participants did not have difficulty watching the assigned videos. Most of them felt comfortable to watch the videos because they could watch them while they were on the MRT or on the bus. However, a few of them had a problem downloading because of the size of video file. It took them time before the file was completely downloaded. Interestingly, one group of responses mentioned that they needed to pause some parts of the video or watch them repeatedly to understand better. On the other hand, some students spent little time watching the video because they already understood the content. The excerpts below present what the participants said about the difficulties of watching the videos.

**Excerpt 1:** I didn't have difficulty watching videos because each video wasn't too long. Because of the duration of the videos, I could concentrate all through them.

**Excerpt 2:** I think I could watch the videos anytime I want. Sometimes, I watched them while I was in the car in the morning. Also, the videos weren't too long.

**Excerpt 3:** Sometimes I had a problem connecting to the Internet, so I downloaded the videos at school and watched them later at home.

**Excerpt 4:** Personally, I think I like flipped videos because I can pause, stop or rewind them as much as I want. I loved being able to pause the video to write down some key words from the lesson.

**Question 2: Was it helpful watching the videos before coming to the class? Why or why not?**

Overall, it was found that all participants believed watching a video prior to class yielded many advantages. Most of them reported that they can watch the video more than once. Some students do not know how to start writing, so learning the content before coming to the class is beneficial. Additionally, some students who are good at English grammar also added that they could spend more time learning about grammar. Some of them stated that they also learned from other online materials and studying by themselves.

The students gave some suggestions about the assigned videos. Listed below are the examples of the suggestions' toward watching videos before coming to the class.

**Excerpt 1:** Of course, I got a lot from watching the videos before class. In my opinion, it depends on students' English level. For students who aren't good at English, it might be hard for them when the level of grammar in the video gets too hard to follow.

**Excerpt 2:** I evaluated my English language level by watching the video before writing the assignment in class and I think it is really helpful. But two months of watching videos wasn't enough for me to make this a routine. To solve this I think the teacher should assign this kind of learning for the whole semester, to help us study better.

**Excerpt 3:** As well as watching before class, I could also use these videos as a reference after class when I'm doing homework.

**Question 3: Do you like self-learning through the flipped classroom strategy? Why or why not?**

A majority said that they liked self-learning through the flipped classroom strategy because of the process of learning in the classroom. It means they liked studying on their own at home and doing assignments or writing tasks in the class. They liked to watch the video in advance so that they could start working on the assignment at the beginning of

class. However, one student indicated that when he did homework at home, no one could give him feedback or check his grammar.

One student suggested that the teacher should give more time after school to give students feedback on their work. Only a few stated that they preferred listening to the teacher teaching in front of the class because they could ask questions immediately. The excerpts below illustrate their different preference between self-learning at home and traditional learning in class.

**Excerpt 1:** I think self-learning is suitable for Thai students because nowadays there are a lot of online courses such as at tutoring schools. Also, I can review the videos anytime, not just in the classroom.

**Excerpt 2:** I preferred flipped learning in class because I liked the atmosphere where I and my friends can share ideas and inspiration. Also, the teacher could help and guide me anytime.

**Excerpt 3:** I love self-learning because when I studied in the classroom and the class was too loud, I couldn't concentrate on learning or listening to the teacher.

**Excerpt 4:** I love it when the teacher observes the class. However, the teacher had to observe 40 students in the class for one and a half hours, and I don't think that's enough time.

### **Students' Other Responses and Suggestions Based on Flipped Classroom Learning**

Some students gave some responses after learning through flipped classroom strategy as seen in the sections provided below.

#### **1. Teacher Observation**

Some students suggested that only one teacher was not enough for 40 students per class because the teacher had to observe and give immediate feedback

and answers related to the content to all students. The others also suggested increasing the number of teachers while monitoring the class would be more effective. Moreover, due to limited of time in class, the teacher could have time to spare after school.

## **2. Required Responsibility**

Some students responded that flipped classroom learning might not suitable for irresponsible students since they needed to control their time as well as study the content by themselves before coming to class. Moreover, some of them suggested that some students who were weak on English grammar might feel depressed and lack inspiration from learning, so flipped classroom was not presumably suited to every student. Furthermore, some weak students could be stressful due in part to the limited of time while writing in class.

## **3. Building up Students' confidence in English writing**

Some students said that flipped classroom inspired them to be confident to write English because the teacher always observed them most of the time. They were not afraid to write the sentenced with various English patterns. A few raised some examples about how they learned English writing in the past. They said that they did not have time to write in class, so they needed to write by themselves at home and it was difficult. Moreover, sometimes they were assigned a group work, so they lost an opportunity to write as much as they could. To conclude, flipped classroom leaning increases the student's motivation in writing.

## **4. Teacher-Student Interaction**

Some students preferred editing the writing draft in the class because the teacher monitored them. They also mentioned that watching videos before coming to class might not help if there is not interaction between a teacher and students. Moreover, they added that they enjoyed flipped learning because the teacher could force them to do homework in class instead of doing at home. Some suggested they loved when the

teacher answered their questions suddenly and could talk to them while writing the task, however, they had more time writing at home due to the limited time.

#### **5. Checking Students' Understanding by Doing Some Quizzes**

Most of the students preferred having quizzes at the beginning of the class to check what they understood from the videos. However, some did not like it because they were worried when they could not answer those questions. Some suggested having quizzes encouraged them to watch and study the grammar content independently.

#### **6. Group Work for Sharing, Individual Work for Task**

The majority preferred collaborative learning because the teacher allowed them to talk and share ideas related to grammar content and the topic of writing task. They added that they received new ideas from their friends that would probably lead to the effective writing task.

#### **Summary of the Chapter**

To conclude, the findings show that students' grammatical accuracy in writing significantly increased after studying through flipped classroom strategy. Overall, they made fewer verb tense/verb form and subject-verb agreement errors. Moreover, the findings illustrated various aspects of the participants' perceptions toward the strategy. The majority enjoy flipped classroom learning and want to experience this kind of learning again in the next semester. The discussion of the findings is presented in the fifth chapter.

## CHAPTER 5

### CONCLUSION AND DISCUSSION

This chapter presents a summary and discussion of the main findings, including implications of the research, followed by recommendations for further studies and limitations of the study.

#### Summary of the Research

This study investigated the development of students' writing accuracy through the flipped classroom strategy and their views toward the strategy. The instrument used to collect the data were a pre- and post-test, a questionnaire and a focused group interview. The participants of the study included 80 students studying at a demonstration school, Thailand. All participants were 11th grade students and passed the Fundamental English 4 Course in the first semester.

It was found that there was a statistically significant difference between the pre-test and the post-test. The post-test writing scores ( $M=8.45$ ) were higher than those of the pre-test writing scores ( $M=4.75$ ).

Concerning students' perceptions towards the flipped classroom strategy, it was found that a majority of the students gave positive comments. The results of the questionnaire and the focused group interview revealed that the students enjoyed studying through flipped classroom and they would like the teacher to continue using flipped classroom strategy.

#### Discussion

**Research question 1: How does the flipped classroom strategy affect students' writing accuracy?**

From the analysis of the students' pre- and post-tests, it was found that the average scores obtained from the writing tests were significantly higher in the post-test than the pre-test scores (mean = 8.45,  $p < 0.05$ ). It suggests that a flipped classroom strategy helped improve students' writing performance. The students' development may be due to the following factors.

First, the researcher provided videos related to verb forms/verb tenses and subject-verb agreement in every week and the students were required to watch them before the class. The videos allowed students flexible access and they could study at their own pace. They could pause, stop or rewind the videos as many times as they needed, allowing them to create an “independent learning mode” (Han, 2015; Zainuddin & Perera, 2019). Furthermore, as mentioned in the interview, the majority of the students needed to be well-prepared and understood the content of the lessons thoroughly prior to the class.

Next, teacher-student interaction is increased, as flipped classroom learning maximizes practice time in the class. The teacher could monitor the students while they were doing writing assignments and give prompt feedback. It also allowed students to reach out to the teacher at any time while writing in class, rather than feedback given on students' homework after class. In the classroom, the teachers had time to give individual feedback and closely interact with the students. This discussion is in line with previous studies (Hung, 2015; Mason, Shuman, & Cook, 2013) and also was found in the focused group interview and the teacher's classroom observation.

In addition, the teacher used quizzes to check whether they had watched the videos before coming to class, and whether they understood the materials. Using quizzes as a part of flipped classroom implementation can increase students' performance as reported previous studies (Garver & Roberts, 2013; McDaniel, Anderson, Derbish, & Morrisette, 2007; Spanjers et al., 2015). Additionally, most of the students were worried about quizzes, so they had to be ready for the quiz by studying the grammar content on the videos.

**Research Question 2: What are the perceptions of the students towards the flipped classroom strategy?**

The participants' views on the flipped classroom strategy were mostly positive, with a mean of 4.00. This finding parallels that of Bishop and Verleger (2013). The participants in the study showed positive with the flipped classroom including the design

of online materials such as videos, and classroom activities. This is consistent with the findings of Wanner and Palmer (2015), and Zhao and Ho (2014).

In the questionnaire, the item with the highest mean score was “Flipped learning let me have more flexibility to watch the video lectures or study anytime and anywhere” (4.00). The majority of the students in this research were content with the method mainly because of its flexibility. They were satisfied with learning outside the class by themselves, anytime and anywhere, a fact that has been highlighted by various researchers (e.g. (Chen Hsieh et al., 2017; Egbert, Herman, & Lee, 2015; Kardas & Yesilyaprak, 2015; Strayer, 2012; Wanner & Palmer, 2015).

Besides flexibility, students also liked that they could control and design their learning which in turn helps build creativity and critical thinking abilities. They also preferred the flipped classroom to traditional classroom because it allowed for self-paced learning. Some of them already had knowledge of the content in a video, so sought additional materials. These findings are in accordance with the results obtained by Driscoll III and Petty (2017) and Kong (2014).

Furthermore, the flipped classroom promotes collaborative learning among students. Most of them preferred working and doing activities with peers. In class, all students had an opportunity to do peer correction before submitting the writing assignment to the teacher. This allowed them to read their friends' work and reflect on their own work. According to Vygotsky's concept, collaborative activities could enhance both students' interactions and positive views toward learning English. The findings were consistent with Jacobs and Liu (1996), Michaelsen, Knight, and Fink (2004), and Foldnes (2016).

In addition, it is probably due to one-on-one interaction between the teacher and the students. Flipped classroom allows students more opportunity to ask questions and receive immediate comment from the teacher. The students had a chance to check their understanding with the teacher. This factor is in line with other research (Jenny Moffett & Mill, 2014; Ng, 2015; Roach, 2014).

### **Limitations of the Research**

Although this study successfully implemented flipped classroom strategy in developing students' grammatical accuracy in writing, the researcher found some limitations in the study and would like to suggest avenues for further study.

1. The participants in the study were 80 tenth-grade students who were studying a class called Fundamental English 10. The findings may not extend to larger student populations due to the small number of participants. Further research with different levels of participants will help confirm the results.

2. The researcher chose two types of grammatical content: verb tense and form, and subject-verb agreement, to improve grammatical accuracy in writing. Future researchers have many more options on grammatical topics that are related to the lesson plan or areas that students have problems with.

3. All participants were required to watch videos before coming to the class, so they had to be responsible and self-directed learners. Passive students may need more help from the teacher. However, this was partially addressed by giving quizzes at the start of class, which would help motivate students to do the self-study before class.

### **Recommendations for Further Studies**

Following are recommendations for further studies related to using flipped classroom strategies.

1. Using flipped videos should be additional learning material to develop grammatical accuracy in writing. From the findings about students' view toward flipped classroom learning, most students could find their own time and place to study and they could watch the videos as many times as they wished. However, the length of each video clip should not be longer than 15 minutes. Long video clips may take longer time to download and it may affect students' attention.

2. During class, the flipped classroom helps promote collaborative learning, and this encourages students to brainstorm and share their ideas during the pre-writing activity. Students could be motivated by writing collaboratively with students in their group

(Mofrad, 2017). Moreover, understanding errors made by their peers could help students develop their own writing ability. Collaborative learning helps students learn English more effectively than learning individually (Ansarimoghaddam & Tan, 2013; Challob, Bakar, & Latif, 2016).

3. Flipped classroom learning supports teacher-student interaction. All students in the study claimed that they liked that the teacher was available when they were writing because they could ask questions and receive immediate feedback.



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APPENDICES



### Pre-Writing Test

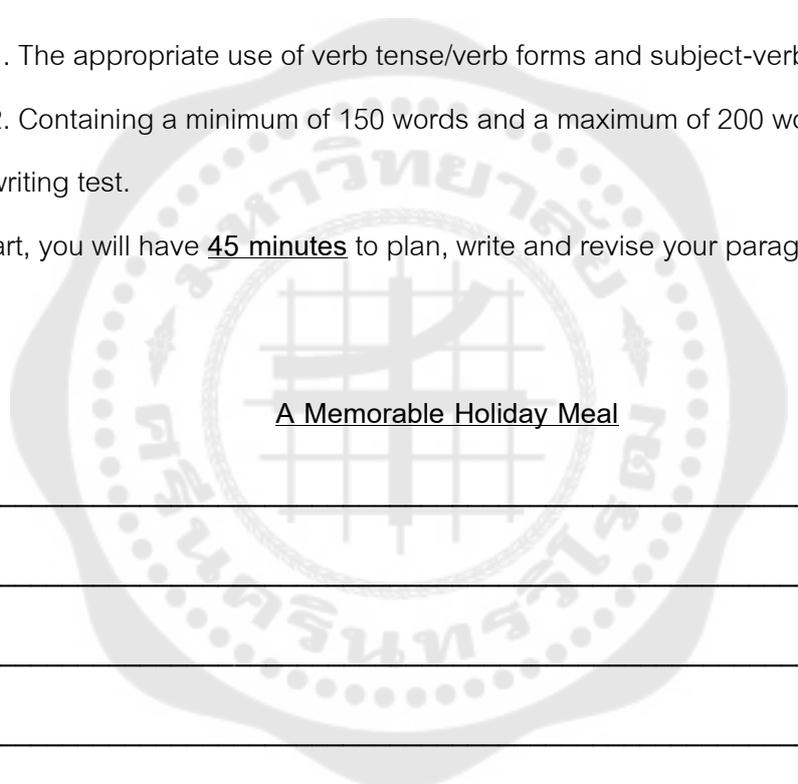
**Directions:** Write a passage about a memorable meal in your life. (e.g. a meal that you had with your family or your friend). You can change the forms of the words and you can use the words in any order.

Your passage will be scored on

1. The appropriate use of verb tense/verb forms and subject-verb agreement.
2. Containing a minimum of 150 words and a maximum of 200 words for the writing test.

In this part, you will have **45 minutes** to plan, write and revise your paragraph.

A Memorable Holiday Meal



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Appendix B

Research Instruments

An 11-item Questionnaire

Focused Group Interview Questions

### QUESTIONNAIRE

**Instructions:** Please rate how strongly you agree or disagree with each of the following statements by placing a check mark in the appropriate box.

Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1. Flipped learning let me have more flexibility to watch the video lectures or study anytime and anywhere.					
2. I was encouraged to be more responsible for my own active learning through the flipped learning strategy.					
3. The pre-recorded lectures created by the teacher did not help me in the flipped learning environment.					
4. The teacher made meaningful connections between the topics in the pre-recorded lectures and in-class activities.					
5. The teacher could engage me in the flipped classroom activities.					
6. I participated and engaged myself more in learning how to write accurately in the flipped classroom.					

Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
7. I became a more active learner in the flipped classroom.					
8. The flipped classroom has inspired me to start learning how to write accurately outside the classroom.					
9. I do not think the flipped classroom is effective in learning writing.					
10. After the implementation of the flipped classroom, I can write more effectively and accurately.					
11. I am satisfied with the flipped learning experience.					

IOC Ratings (The Ratings of the 11-item Questionnaire by the Three Experts)

No.	Expert 1 Rating	Expert 2 Rating	Expert3 Rating	Total	IOC	Remarks
1	1	1	1	3	1	Accepted
2	1	1	1	3	1	Accepted
3	0	1	1	2	0.67	Accepted
4	1	1	1	3	1	Accepted
5	1	1	1	3	1	Accepted
6	1	1	1	3	1	Accepted
7	1	1	1	3	1	Accepted
8	1	1	1	3	1	Accepted
9	1	0	1	2	0.67	Accepted
10	1	1	0	2	0.67	Accepted
11	1	1	1	3	1	Accepted

### Focused Group Interview Questions

*Question 1: Did you find it difficult to find time for watching the assigned video before coming to the class? If yes, why?*

*Question 2: Was it helpful watching the videos before coming to the class? Why or why not?*

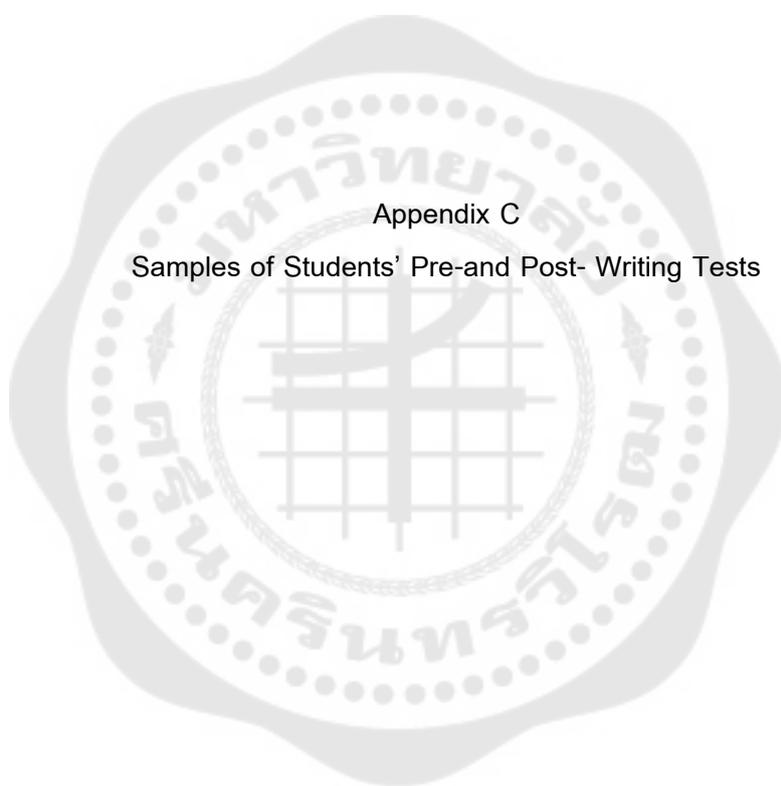
*Question 3: Do you like self-learning through the flipped classroom strategy? Why or why not?*

IOC Ratings (The Ratings of 3-Question Interview by the Three Experts)

No.	Expert 1 Rating	Expert 2 Rating	Expert3 Rating	Total	IOC	Remarks
1	1	1	0	2	0.67	Accepted
2	1	1	0	2	0.67	Accepted
3	1	1	0	2	0.67	Accepted

Appendix C

Samples of Students' Pre-and Post- Writing Tests



Pre-Writing Test Sample of Student A:

My Memorable Meal

In one day about 3-4 years ago, I went to Hua Hin on my birthday for rest. Before we arrived at hotel. We stop to have lunch at the one of famous restaurant in there. We ordered many dishes. All of them were very delicious. But at the moment while we are having the meal, the little lizard drops on our table. We just have a little scare. But a few second later, something drops on our table again. It is a snake! The snake is chasing the lizard. The snake drops in the middle of the table. That make the dishes on the table was splatter. The snake and us do not move at that moment because we just shock. After that, the owner of restaurant come to us, apologize and serve the new dishes to us. But my mother still shock because she really scare a snake. She can't have anything. The snake was caught by the police. That happening always still in my mind.

Post-Writing Test Sample of Student A:

If I had not been in Thailand,...

My name is Pin. Nowadays, I live in Bangkok, Thailand. If I had not been in Thailand, I would have been in China because I had my relations who lived in that country. Now, I am studying in Science major at Satit Prasarnmit Demonstration School. The main subjects of the major that I have learned was Physics, Biology, Chemistry and Math. Those subjects are very hard for me because they have intensive content. Actually, I want to learn more languages except English. I want to learn French, Spanish and German. In the past, I used to play the violin. I stop playing it about 2-3 years ago because I did not have enough time for it. On the other hand, if I had played the violin, I would have been a musician. That used to be my life's goal. For me, I am very happy with my life and I do not want to change it all.

## Pre-Writing Test Sample of Student B:

My Memorable Meal

The story I would to share with you is “the first time I ate salmon sashimi.” When I was twelve, I had been travelling in Japan with my family for seven days. Along the trip, I ate many food like Hokkaido milk, chocolate ice cream, Takoyaki and many other foods but I refuse to eat salmon sashimi which is the signature of Japan all the time because my mom said do not eat uncooked food, it has parasites that harmful to our health. But on that day, it was our last day in Japan like sashimi then my mom ordered salmon sashimi. At that time, I feel bad because I can not eat it and never eat it before. My mom told me to try it, I held chopsticks, picked the salmon sashimi and put it to my mouth after that I feel like I have never eaten anything that is delicious like this before. Now salmon sashimi is one of my favorites foods and it was the best taste in my life and I lost more than one thousands baht.

## Post-Writing Test Sample of Student B:

Changing Major in School

Now my life is very tiring because I am a student in science major. I have lots of work and major subjects including Biology, Chemistry, Physics and Mathematics. Because of major subjects, I do not have enough time for my hobbies, for example, watching series, reading novels. Actually, I love learning languages because I like to watch international series especially, Chinese. From my point of view, studying science gives much way to study in the university and makes me have a stable career. Back to 2 years ago, if I had chosen Chinese major, I would have felt more happy. Owing to Chinese major does not have many major subjects as much as science. I would not have been good at languages whether be English or Chinese. Consequently, I could communicate with foreigner that make me have more opportunity for career which I like. However, a career path which I like is not stable like careers in science.

## Pre-Writing Test Sample of Student C:

My Memorable Meal

My memorable meal happened when I was young. My family always like to go to Bangpu on vacation. The first time that I went to Bangpu, I really excited because there had a big flock of bird. The birds are all around the way to the restaurant. We can fed them with the cracking, it was a very fun, experience. After that we walked into the restaurant. There had so many kind of food but my favorite dish was crab meat fried rice. The crab meat fried rice is very yummy because of the crab meat which is fresh and sweet. My second favorite dish was the deep fried sea bass with fish sauces. Since then, it become the menu that I have to order when I go there. The most important reason that made this become my memorable meal is that my grandfather went there with me. I have just a little memory with my grandfather. I just remember him in a very kind man and always hold me up and walk to the way I want to go. My grandfather's favorite dish is also my father's favorite so it is mine, too. Nowadays, I go to Bangpu, it is remind me to my childhood and it is very special feeling. I will ask my dad to take a trip to Bangpu this year again.

## Post-Writing Test Sample of Student C:

If I had changed it, ...

I am 16 years old girl that study in science major at Satit Prasarnmit Demonstration School. At first, I decided to attend this major because I like to learn Biology. I know that there are many important and hard subjects in this major for examples, Physics and Chemistry. Although I have the difficult time, the knowledge that teachers in this major give me is very exciting and interesting. However, I do not have enough time to do many hobbies or activities that I want to since I have to read many books for the examination. I used to think about my major that I choose at that time. I like British accent since I was young. I think it is beautiful and attractive. However, I rarely speak English because I do not have an opportunity to do it. I really regret it so I have thought many times how my life would have been changed if I had studied in English major. I think my English would have been improved if I had spoken English more fluently. I would have had better grammatical content. However, I can not change the day that already passes so I will try my best to study and enjoy my life in science major. I think I can do it happily now.



Appendix D  
Samples of Classroom Observation

### **Samples of Classroom Observation**

**Date:** February 3, 2020

**Student:** Science Major

**Subject:** Fundamental English

**Class size:** 40 students

### **Use of Time**

The class time was spent with students' small groups and pairs. The teacher spent time at the beginning of the class to make the discussion about verb tense consistency that students watched before coming to class and have students do the short quiz.

### **Student Movement**

When the students were assigned to do a writing task, most of the students shared ideas and talked to others about the assigned topic. Some of them asked the teacher some questions about the tense usage and the scope of topic.

### **Monitoring/Checks for Understanding**

After discussing the content related to the video, the teacher monitored students doing their first draft of writing. The majority understood the verb tenses and subject-verb agreement, but they were not sure what tenses should be used in the passage. The teacher raised some questions about tense usage and subject-verb agreement and asked to the students randomly. The result showed positive. However, some students had some confusing points, so the teacher explained to them.

### **Differentiation**

The teacher found that a few students did not want to share some ideas with other students, so the teacher talked to them and helped them to shared ideas on the writing draft.

### **Samples of Classroom Observation**

Date: February 8, 2020

Student: Math Major

Subject: Fundamental English

Class size: 40 students

#### **Use of Time**

The students did the short quiz at the beginning of the class. Most of the time was spent with students' peer review and editing the first draft including writing the second draft. During the class time, most students rechecked the correct grammatical forms from the teacher and edited the writing task by their own. Due to the short period of time, some students asked the other students about grammatical points.

#### **Student Movement**

Some students checked their grammatical knowledge from either their friends or the teacher. Some of them already understood grammar points so they did not ask anything from the teacher. In this period, the students were active to writing and editing their tasks because they already understood what they wanted to write.

#### **Monitoring/Checks for Understanding**

The teacher spent most of the time with observing the class and giving immediate feedback to the students. Most of them could do the writing task by their own or with their friends in small groups. The teacher monitored the grammatical errors on the students' first draft and observed how they edited their work.

#### **Differentiation**

Two students did not know how to edit their work because of their errors so the teacher explained grammatical points again carefully.



Appendix E  
Samples of the Quiz forms



<p>(A.) I finished work, walked to the beach, and found a nice place to swim. Is it correct? why? (Please, give some reasons related to verb tense consistency.)</p> <p>Name _____ Class _____ No. _____</p>	<p>(B.) When a writer creates a story in present tense, what is the purpose of the writer? (Please, give some reasons related to verb tense consistency.)</p> <p>Name _____ Class _____ No. _____</p>
<p>(C.) I finished work, walked to the beach, and finally find a nice place to swim. Is it correct? why? (Please, give some reasons related to verb tense consistency)</p> <p>Name _____ Class _____ No. _____</p>	<p>(D.) Why does the writer need to practice rewriting paragraph in different tenses? (Please, give some reasons related to verb tense consistency)</p> <p>Name _____ Class _____ No. _____</p>

Figures 2 The Samples of the Quiz Forms (Verb Consistency Questions)

## VITA

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