Utilization of Flipped Classroom Model on English Argumentative Writing Performance Among Chinese EFL Undergraduate Students

Dan Dan, Nooreen Noordin, Dr Norhakimah Khaiessa binti Ahmad

Department of Language and Humanities Education, Faculty of Educational Studies, Universiti Putra Malaysia (UPM), 43400 UPM Serdang, Selangor, MALAYSIA

Dr. Joanna tan Tjin Aian

Department Of Language And Linguistics Universiti Tunku Abdul Rahman (Utar), Malaysia

Abstract
The utilization of the Flipped Classroom Model has gained prominence as an innovative approach to enhancing educational outcomes. This study explores its application within the realm of English argumentative writing among Chinese EFL (English as a Foreign Language) undergraduate students. The research delves into the intersection of modern pedagogical methods and language skill development, investigating how the Flipped Classroom Model impacts argumentative writing performance. By combining pre-class content consumption and interactive in-class activities, the model aims to foster deeper engagement, critical thinking, and self-directed learning. This study examines the motivations, strengths, and challenges associated with this integration and evaluates its contributions to students' academic and personal growth. This conceptual paper aims to explore the potential of the utilization of the Flipped Classroom Model for cultivating proficient argumentative writing skills in Chinese EFL undergraduate students and provide teaching instructions for using the Flipped Classroom Model for EFL learners in English argumentative writing classrooms.
Keywords: the Flipped Classroom Model,English argumentative writing, English as a Foreign Language (EFL)

1.0 Introduction
The lack of instruction in English writing among Chinese undergraduate students has been noted (Cheng & Wei, 2021; Zhai et al., 2022;Yujing, 2015). Before entering college, the vast majority of students have had little or no exposure to English writing (Dello-Iacovo, 2009; Zhai et al., 2021; Zhang & Zhan, 2020). They suffer from anxiety while writing (Zhai & Razali, 2023).It is common for students to have difficulty writing in English (Dello-Iacovo, 2009; Zhang & Zhan, 2020). Or they may be lacking in English argumentative writing skills (Norton, 1997; Huang & Zhang, 2020). In spite of being proficient in English writing in high school, some students lack confidence in their writing abilities (Shen et al., 2020).As a matter of fact, the admission examination has no relation to English

writing (Jin, 2012). The study of English writing in high school is widely disregarded (Engin, 2014; Yujing, 2015).The college environment, however, is limited in terms of English writing instruction, and the only opportunity to learn oral English is through English writing courses (Jin, 2012). Consequently, practical English instruction does not place a great deal of emphasis on English writing (Cheng & Wei, 2021).

Furthermore, individual differences (IDs) have been identified as reliable predictors of success in second language learning (Vitta & Al-Hoorie, 2020). It is also expected that learners with different cognitive abilities "will execute and orchestrate these processes with varying degrees of efficiency and will differ in how they learn to write in another language" (Larsen-Freeman & Long, 2014; Vitta & Al-Hoorie, 2020).The way in which learners learn can also affect how they are intentional in their cognition and how actively engaged they are (Vitta & Al-Hoorie, 2020).

Based on the issues discussed above, the researchers in this study who will be searching for an effective method for teaching EFL writing noticed the 'flipped learning approach'.According to literature (Vitta & Al-Hoorie, 2020), flipped classrooms can be used to facilitate students with different phases of learning and to increase students' engagement by addressing their different needs as a result of their different learning styles.

Specifically, in the ideal situation of teaching English argumentative writing to Chinese undergraduate students, several perspectives should be considered (Engin, 2014; Yujing, 2015). These perspectives include paying attention to students' individual development, providing scaffolded instruction, offering explicit instruction and modeling, utilizing engaging materials and resources, creating active learning opportunities, providing individualized feedback, promoting reflective practice, demonstrating cultural sensitivity, and implementing continuous assessment and progress monitoring.

According to Göktaş and Akdag-Cimen (2020), "flip-top teaching is a relatively new instructional method" that involves reversing the typical sequence of classroom lectures followed by homework in conventional teaching practice, and often incorporating or supplementing instructional videos (Göktaş & Akdag-Cimen, 2020). The flipped classroom may provide an effective solution to the problems associated with teaching English argumentative writing by offering students multiple opportunities to enhance their writing skills(Göktaş & Akdag-Cimen, 2020).

Despite the existing body of research on flipped classrooms, certain gaps remain in the current literature. Firstly, the applicability of previous studies on flipped classrooms to Chinese EFL (English as a Foreign Language) undergraduate students' English argumentative writing is limited due to disparities in educational systems. Secondly, the flipped classroom model has predominantly been explored in relation to other subjects, while the domain of English writing has been comparatively neglected.

In recent years, the integration of innovative pedagogical approaches has garnered significant attention within the realm of education, seeking to address the diverse needs and learning styles of students. This study delves into the dynamic landscape of English education in the context of Chinese EFL (English as a Foreign Language) undergraduate students, focusing specifically on the realm of argumentative writing. By investigating the utilization of the Flipped Classroom Model, this research aims to uncover its potential impact on the English argumentative writing performance of Chinese EFL undergraduate students. Through a comprehensive exploration of this innovative teaching strategy, this study endeavors to contribute valuable insights into the intersection of modern pedagogy and language skill development, with implications that resonate far beyond the confines of the classroom.

2.0 Reviewing the Literature

2.2 Review of Research on English Argumentative Writing Performance on Chinese EFL Undergraduate Students

2.2.1 English Writing in EFL/ESL Context

There is no doubt that writing is a difficult skill for EFL/ESL learners to acquire (Zhai & Razali, 2021). It is particularly difficult for learners whose first languages are not similar to English from the standpoint of syntax, writing expressions, and writing styles as well as addressing the challenges related to their cultural background (Hyland, 2019). Writing in a second language has three main challenges, including psychological, linguistic, and cognitive challenges (Hyland, 2019).

The first consideration is that L2 learners tend to come from different cultural backgrounds where they depend on their teachers (Hyland, 2019). The students might have lower expectations in comparison to the teacher's expectations. They may not have been given the necessary training to think critically and articulate their ideas independently (Srinawati & Alwi, 2020). Further, low proficiency L2 writers have difficulty writing an effective discussion essay using English (Hyland, 2019). Due to the negative influence of their cultural or language background (Kormos, 2012), students often feel shy or unconfident asking teachers for assistance or clarification (Kormos, 2012).

Second, grammar is a difficult aspect to master for many L2 learners when writing (Gonzalez et al., 2001). Due to this, they have difficulty constructing coherent and cohesive paragraphs and developing logical development.According to Hyland (2019) , L1 interference may interfere with their ability to convert ideas and thoughts into appropriate written expressions that are linguistically accurate (Hyland, 2019). According to Hyland (2019) , first languages benefit second language learners when they share elements with second languages, but cause negative effects if they are different from each other.

The third challenge faced by low proficient L2 writers is how to organise their thoughts and ideas on paper. Often, as they write in L2 English, they must switch between their first language and their second language frequently (Hyland, 2019).This language-switching strategy (L-S) can be utilized to solve some problems, however, most translations are directed, affecting their writing in English, since they are often directed. A study by Yoon (2011), found that L2 learners with a lower level of proficiency switched back to their first language more frequently than those with a higher level, and that more difficult tasks resulted in greater L1 use in L2 writing.A low proficient L2 writer goes on to say that they spend more time pausing when they are writing (Kormos, 2012). They also write shorter pieces of writing (Hyland, 2019; Kormos, 2012) and reread their writing more than high proficient L2 writers do (Kormos, 2012). In order to produce quality texts, low proficient L2 writers must possess both the appropriate learning attitude (psychological aspect) and sufficient linguistic knowledge in their memory in order to produce high quality texts (Gu & Johnson, 1996). In addition, they must have a fluent access to the linguistic knowledge to reduce the cognitive processing load that is associated with writing (Wei, 2020).

2.2.2 English Writing in Chinese Universities

English writing skills are essential for Chinese university students, enabling them to communicate effectively in academic and professional contexts (CECR, 2007). This section provides an overview of the significance of English writing in Chinese universities, emphasizing the importance of developing proficient writing abilities in today's globalized world (CECR, 2007). In accordance with the College English Curriculum Requirements (for Trial Implementation) issued by the Chinese Education Ministry in 2004, college English education in China is intended to ensure students have a comprehensive understanding of English language usage, as detailed in the College English Curriculum Requirements (CECR, 2007). Therefore, students will have the ability to develop competence

in their work and social interactions as well as exchange information in future effectively through speaking and writing (CECR, 2007). They will also be able to improve their cultural quality and enhance their ability to study independently so that they can meet the needs of China's social development and international exchanges while at the same time developing their independent studies and improving their cultural quality (Baytiyeh & Naja, 2016). Students who are not majoring in English should be able to write well in English as part of their English learning (Baytiyeh & Naja, 2016).

College English writing in China is considered unsatisfactory and problematic by many teachers and experts (Shang & Xie, 2020). According to these researchers, students' writing competence is insufficient to meet the requirements of college English syllabus and society's needs (Shang & Xie, 2020). As a result of the attention paid to the grammar aspect for many years (Shang & Xie, 2020) , the teaching of writing was neglected. It is true that there was a specific demand for grammar knowledge, but it is equally important to value writing as well. There is no definitive answer to the question of how to teach writing in ESL classes. Different teachers employ different teaching methodologies and styles.

In Chinese universities, English writing courses are typically offered as part of English language programs or within the framework of general education requirements (CECR, 2007). These courses aim to enhance students' abilities to express themselves effectively in written English, both in academic and professional contexts (CECR, 2007).The curriculum for English writing courses in Chinese universities often covers various aspects of writing, including grammar and vocabulary, sentence structure, paragraph development, essay organization, and critical thinking skills (CECR, 2007). Students are taught how to formulate clear and coherent arguments, support their ideas with evidence, and write in a concise and logical manner (CECR, 2007). Classroom instruction in English writing usually involves a combination of lectures, discussions, and practical exercises (Shang & Xie, 2020). Students are given writing assignments that allow them to practice different types of writing, such as essays, research papers, reports, and formal letters (Lan et al., 2019).Unfortunately, the actual teaching and learning results are unsatisfactory due to a large number of students and a limited amount of teaching and learning time (Lan et al., 2019).

ESL Writing in Colleges in China has been studied from a variety of perspectives by researchers and teachers (Mo, 2012). According to You (2004), college English teachers should give special emphasis to the teaching of writing, and recommends the redesign of syllabuses and the establishment of college English writing courses for non-English majors. The teaching of college English writing from a testing perspective is described in detail by Shi (2001). From a psychological perspective, Yu et al. (2019) examines the psychological obstacles that students face when writing English and proposes solutions.Researchers Yang and Gao (2013) conducted empirical research on college students' writing training, examining their ability to sense mistakes and develop writing thoughts, and then demonstrated that the teaching approaches based on Error Analysis Theory are effective in improving college students' writing abilities.According to the above studies, English education has been enlightened and college English is now being taught in Chinese universities and colleges based upon the College English Curriculum Requirements (for trial implementation).

2.2.3 Issues with Chinese EFL Undergraduate Students' English Argumentative Writing

According to previous publications (Yang, 2022; Zhang & Zhang, 2021), there are several common issues that Chinese English as a Foreign Language (EFL) undergraduate students face when it comes to English argumentative writing (Yang, 2022). These challenges stem from differences between Chinese and English academic writing styles, language proficiency levels, and cultural factors (Zhang & Zhang, 2021).

From the perspective of language proficiency, it has been reported that Chinese undergraduate students studying English as a Foreign Language (EFL) encounter difficulties and challenges in the areas of structure and organization when writing English argumentative articles (Zhang & Zhang, 2021).Chinese students often struggle with the organization and structure of an argumentative essay in English. Chinese academic writing typically follows a different structure that focuses on providing background information and then presenting the argument. English argumentative writing, on the other hand, typically follows a clear introduction-body-conclusion structure with a thesis statement and supporting evidence (Hyland, 2019; Wu & Rubin, 2000). Furthermore, Chinese undergraduate students studying English as a Foreign Language (EFL) encounter difficulties and challenges in the areas of coherence and cohesion (Hyland,2019; Li et al., 2022; Zhang & Zhang, 2021). Chinese students may face challenges in maintaining logical coherence and cohesion in their writing (Wu & Rubin, 2000).This includes difficulties in using appropriate transition words, linking ideas effectively, and providing smooth connections between paragraphs and sentences (Li et al., 2022; Wu & Rubin, 2000).

Specifically, Chinese undergraduate students studying English as a Foreign Language (EFL) encounter difficulties and challenges in the areas of vocabulary and language use (Zhang & Zhang, 2021). Chinese EFL students often struggle with using appropriate vocabulary and idiomatic expressions in their writing. This can result in awkward or inappropriate word choices, lack of precision, and a limited range of vocabulary (Li et al., 2022; Shao et al., 2022). Furthermore, Chinese undergraduate students studying English as a Foreign Language (EFL) encounter difficulties and challenges in the areas of sentence structure and grammar (Zhang & Zhang, 2021). Sentence structure and grammar can also pose challenges for Chinese students. English sentence structures and grammar rules may differ significantly from Chinese, leading to errors in subject-verb agreement, verb tenses, word order, and articles (Hyland, 2019; Shao et al., 2022; Zhang & Zhang, 2021).

From the perspective of cultural factors, there are some issues caused by cultural difference. Cultural differences can also affect Chinese students' English argumentative writing (Roose, 2022; Tan et al., 2021). The cultural context in which students are raised significantly shapes their perceptions, values, and communication styles, all of which impact their writing abilities (Roose, 2022; Tan et al., 2021). In Chinese culture, it is often valued to present ideas in a more indirect or implicit manner, which can clash with the direct and explicit nature of English argumentative writing (Fan & See, 2022; Tan et al., 2021; Yang, 2022).Chinese students may rely heavily on personal opinions or general statements without providing sufficient evidence or critical analysis (Fan & See, 2022; Pei et al., 2017; Roose, 2022). In English argumentative writing, it is important to support claims with specific evidence, examples, and logical reasoning (Pei et al., 2017).

One of the primary cultural factors that influence Chinese students' writing is the emphasis on collectivism (Lacko et al., 2020). In Chinese culture, there is a strong focus on harmony and consensus-building, rather than the adversarial nature often required in argumentative writing (Lacko et al., 2020). Chinese students are more accustomed to presenting ideas in a cooperative manner, seeking common ground, and avoiding direct confrontations (Zhai, 2021). Consequently, they may struggle with the assertiveness and logical structure needed in English argumentative essays.

Another cultural factor that affects Chinese students' writing is the Confucian heritage (Nunan, 2003; Roose, 2022; Tan et al., 2021). Confucianism places great emphasis on respect for authority and the importance of hierarchy (Roose, 2022; Tan et al., 2021). As a result, Chinese students tend to exhibit deference towards established ideas and authorities, which can hinder their ability to critically challenge existing viewpoints or engage in independent thinking (De Bettignies et al., 2011). Consequently, they may find it challenging to present their own arguments convincingly, particularly when opposing established norms or authoritative figures (De Bettignies et al., 2011).

Additionally, the Chinese writing style differs from the Western approach. Traditional Chinese writing often employs an indirect and ambiguous communication style, utilizing elaborate metaphors and subtle expressions(Nunan, 2003; Roose, 2022; Tan et al., 2021).Conversely, English argumentative writing values clarity, directness, and explicit reasoning (Pei et al., 2017). Chinese students may struggle to adapt to this different style, leading to difficulties in structuring their arguments coherently and expressing their ideas concisely (Hyland, 2019; Shao et al., 2022; Zhang & Zhang, 2021). Moreover, the Chinese education system places a strong emphasis on rote memorization and reproducing knowledge rather than fostering critical thinking and originality (Zhang & Zhang, 2021). Therefore, this pedagogical approach may limit students' ability to generate unique perspectives, develop strong arguments, and support their claims with relevant evidence, all of which are vital in English argumentative writing.

To address these issues, teachers and institutions can provide targeted instruction and support to help Chinese EFL undergraduate students improve their English argumentative writing skills (Zhang & Zhang, 2021). This may involve teaching essay structure, providing models and samples, offering language and vocabulary instruction, and promoting critical thinking skills(Zhang & Zhang, 2021).Regular feedback, practice opportunities, and opportunities for peer review can also be beneficial for students to develop their writing abilities (Hyland, 2019; Shao et al., 2022; Zhang & Zhang, 2021).

2.2.4 Importance of English Argumentative Writing Performance for Chinese EFL Undergraduate Students
English argumentative writing performance is of great importance for Chinese EFL (English as a Foreign Language) undergraduate students for several reasons. Firstly, English argumentative writing is a fundamental skill required for academic success in Chinese universities (Shao et al., 2022; Zhang & Zhang, 2021). Many courses and assignments in various disciplines, such as literature, social sciences, and humanities, require students to write persuasive essays or research papers (Shao et al., 2022; Zhang & Zhang, 2021). Proficiency in argumentative writing enables students to effectively communicate their ideas, present evidence, and support their claims, leading to better academic performance (Shao et al., 2022; Zhang & Zhang, 2021).

Furtheromre, argumentative writing encourages students to develop critical thinking skills. It requires them to analyze information, evaluate different perspectives, and construct logical arguments (Shao et al., 2022; Zhang & Zhang, 2021). Through this process, students learn to question assumptions, consider evidence, and form well-reasoned opinions. These critical thinking skills are highly valued in academia and essential for higher-level learning and problem-solving (Roose, 2022; Tan et al., 2021).

More importantly, effective written communication is a valuable skill in the professional world (Roose, 2022; Tan et al., 2021). Chinese EFL students who can write persuasively and coherently in English have an advantage in job applications, internships, and future careers that require strong communication skills (Roose, 2022; Tan et al., 2021). Argumentative writing helps students articulate their ideas, express their thoughts clearly, and make convincing arguments, all of which are crucial in professional settings (Shao et al., 2022; Zhang & Zhang, 2021).

Furthermore, proficiency in English argumentative writing allows Chinese EFL students to actively participate in academic discourse (Hyland, 2019; Shao et al., 2022; Zhang & Zhang, 2021). It enables them to engage with scholarly articles, academic debates, and research in their field of study (Hyland, 2019; Shao et al., 2022; Zhang & Zhang, 2021). By being able to effectively express their ideas and opinions, students can contribute to the ongoing academic conversations and make meaningful contributions to their chosen fields (Roose, 2022; Tan et al., 2021).

Specifically, English argumentative writing provides also Chinese EFL students with an opportunity to engage with different cultural perspectives and enhance their intercultural communication skills (Zhang & Zhan, 2020).

Through researching, analyzing, and presenting arguments on various topics, students gain exposure to different ideas and cultural contexts (Roose, 2022; Tan et al., 2021). This exposure helps broaden their worldview, fosters cultural sensitivity, and improves their ability to communicate and collaborate with people from diverse backgrounds (Ong & Zhang, 2010).

In summary, English argumentative writing performance holds significant importance for Chinese EFL undergraduate students (Roose, 2022; Tan et al., 2021). It not only contributes to their academic success but also develops critical thinking skills, enhances communication abilities, and prepares them for future professional endeavors (Zhang & Zhan, 2020). Moreover, it facilitates engagement in academic discourse and promotes cultural awareness and intercultural communication skills, all of which are crucial in today's globalized world (Shao et al., 2022; Zhang & Zhang, 2021).

2.3 Flipped Classroom Model

The flipped classroom model is an instructional approach that reverses the traditional learning environment (Al-Samarraie et al., 2020; Ayçiçek & Yelken, 2018). In a flipped classroom, students learn new concepts and materials outside of the classroom through pre-recorded lectures, readings, or online resources (Ayçiçek & Yelken, 2018). Class time is then used for interactive activities, discussions, and collaborative projects that reinforce and apply the knowledge gained outside of class (Ayçiçek & Yelken, 2018). The key principle behind the flipped classroom model is to shift the focus from passive learning (listening to lectures in class) to active learning (engaging in discussions and hands-on activities) (Al-Samarraie et al., 2020; Ayçiçek & Yelken, 2018). By accessing instructional content beforehand, students can come to class prepared and ready to engage in meaningful interactions with their peers and instructors (Al-Samarraie et al., 2020; Ayçiçek & Yelken, 2018).

Specifically, the flipped classroom model has garnered attention from educators and has been the focus of extensive research. Within this approach, two prominent models have emerged. One of these models, summarized by Gerstein (2011), entails a specific framework for implementing a flipped classroom. Another notable example is the Inverted Classroom Structure, proposed by Talbot (2012).

In the summarized Flipped Classroom Model by Gerstein (2011), the class is divided into four distinct components: experiential engagement, concept exploration, meaning making, and demonstration and application. During the experiential engagement phase, students actively participate in games, simulations, interactive activities, experiments, projects, and arts-related endeavors. In the concept exploration stage, students engage with video or audio lectures, navigate content-rich websites, and participate in online discussions to delve into the subject matter. Subsequently, students construct meaning through various means such as blogging, creating reflective videos, producing audio-visual reflections, and taking tests. Finally, students showcase their learning outcomes by means of presentations or practical applications.

Another notable model is Talbot's Inverted Classroom Structure (Talbot, 2012). Professor Robert Talbert, specializing in mathematics and computational science at Franklin College in the United States, derived this structure from his extensive teaching experience in "linear algebra." The model provides a clear, concise, and user-friendly framework that effectively outlines the key components of implementing a flipped classroom. Talbot divides the classroom into two distinct phases: "before class" and "during class." Prior to the class session, students are required to watch video lectures and engage in practice exercises to aid in previewing the material and identifying any questions or concerns in advance. During the class session, students begin with a brief assessment to gauge their understanding of the content covered in the video lectures. They then work on

problem-solving activities with the assistance of the teacher, who provides timely feedback throughout the session.

According to previous publications (Al-Samarraie et al., 2020; Ayçiçek & Yelken, 2018), the following are some key characteristics and benefits of the flipped classroom model:

Pre-learning: Students are encouraged to explore and study the assigned materials independently before coming to class. This allows them to develop a foundational understanding of the topic and come prepared with questions or areas they need clarification on.

In-class activities: Class time is dedicated to interactive activities that promote deeper understanding, critical thinking, and problem-solving. This can include group discussions, debates, case studies, hands-on experiments, or simulations. The instructor plays a facilitator role, providing guidance, answering questions, and facilitating discussions.

Personalized learning: The flipped classroom model allows students to learn at their own pace. They can review the pre-recorded lectures or readings multiple times if needed, ensuring a better grasp of the material. In-class activities can be tailored to address individual learning needs and provide targeted support.

Collaboration and engagement: The flipped classroom model promotes collaboration and active participation among students. Class time is used for group work, peer-to-peer learning, and discussions, fostering communication and teamwork skills.Immediate feedback: Instructors can provide timely feedback during in-class activities, addressing misconceptions, guiding students, and reinforcing key concepts. This real-time feedback enhances the learning experience and helps students stay on track.

Higher-order thinking skills: The flipped classroom model encourages students to engage in higher-order thinking skills, such as analysis, synthesis, and evaluation. They are challenged to apply their knowledge to real-world scenarios, problem-solving tasks, and critical discussions.

Flexibility and accessibility: The flipped classroom model can be facilitated through various technologies, making it flexible and accessible. Students can access the pre-recorded materials at their convenience and review them as needed. Online discussion platforms and learning management systems can facilitate communication and collaboration beyond the physical classroom.

Overall, the flipped classroom model aims to create an active and engaging learning environment that promotes deeper understanding, critical thinking, and collaboration among students (Al-Samarraie et al., 2020; Ayçiçek & Yelken, 2018). By utilizing technology and restructuring the learning process, it offers an alternative approach to traditional lecture-based instruction, enhancing student engagement and learning outcomes.

2.3.1 Studies on Flipped Classroom Model

The flipped classroom model has gained attention in educational research, and numerous studies have explored its effects on various aspects of learning (Al-Samarraie et al., 2020; Ayçiçek & Yelken, 2018).

In 2000, Lage et al. (2000) conducted a study titled "Inverting the classroom: A Gateway to Creating an Inclusive Learning Environment," wherein they introduced a strategy implemented in two freshman-level microeconomics classes. The study delved into the perspectives of both teachers and students regarding this approach. The primary objectives were to accommodate diverse learning styles by offering alternative avenues for learning outside of the classroom and to enhance interaction among students and teachers during class sessions. The

results were highly encouraging, with one notable strength of the model being the increased opportunities for meaningful teacher-student interaction.

In 2014, Bergmann and Sams, chemistry teachers from Woodland Park High School in Woodland Park, introduced a novel approach to their teaching by utilizing screen capture software and PowerPoint to record their lessons. These recorded lessons were then made available online, serving as a valuable resource for absent students. The introduction of this new instructional method was met with enthusiasm from students, prompting Bergmann and Sams (2014, p 5) to implement a flipped classroom model, where students would watch the instructional videos as homework and utilize the entire class period to address any difficulties they encountered with the concepts. Meanwhile, Khan Academy, an educational website aiming to provide free access to comprehensive learning resources, emerged. Its founder initially created online videos to tutor his cousin, who sought assistance in mathematics. The overwhelming response to his videos led to the establishment of Khan Academy, which continues to offer educational support to individuals in need.

In 2016, Bhagat et al. (2016) conducted a study focusing on the implementation of the flipped classroom model in a college-level mathematics course. The researchers found that students in the flipped classroom format achieved higher grades, had increased attendance rates, and demonstrated improved problem-solving skills compared to students in the traditional classroom setting.

In 2017, one influential study conducted by Baytiyeh and Naja (2017) examined the impact of the flipped classroom model on an undergraduate engineering course. The researchers found that students in the flipped classroom format outperformed those in the traditional lecture-based format, demonstrating higher levels of engagement, increased problem-solving abilities, and deeper understanding of the course material. Another study by Olakanmi (2017) investigated the effects of the flipped classroom model in a high school chemistry course. The study revealed that students in the flipped classroom performed significantly better on assessments compared to those in the traditional classroom. Additionally, students reported higher levels of satisfaction and engagement with the flipped learning approach.

In 2018, Hew and Lo (2018) conducted a meta-analysis which reviewed 40 studies on the flipped classroom model across various disciplines and grade levels. The findings indicated that the flipped classroom approach had a positive effect on student achievement, as well as increased engagement, active learning, and critical thinking skills.

In 2021, Youhasan et al. (2021) investigated the flipped classroom model in a medical school setting. They found that students in the flipped classroom had better performance on the written examination and showed higher levels of engagement and satisfaction compared to the traditional lecture-based format.

Overall, these studies suggest that the flipped classroom model has the potential to enhance learning outcomes, engagement, and student satisfaction across different educational contexts. However, it is important to consider factors such as instructor support, student readiness, and appropriate technology integration to maximize the effectiveness of the flipped classroom approach.

2.3.2 Studies on Flipped Classroom Model on Students' Writing Abilities

The flipped classroom model, which involves students learning content outside of class and engaging in active learning activities during class time, has been studied in relation to students' writing abilities. While research specifically focused on the flipped classroom model's impact on writing abilities is limited, some studies have

examined its effects on related areas, such as writing skills development, writing performance, and writing self-efficacy.

In 2017, Lee et al. (2017) conducted a study focusing on investigating the effects of a flipped classroom model on the writing performance of Korean university students. The flipped classroom approach was implemented in an English writing class, where students watched video lectures and engaged in online discussions before attending class. The results showed that the flipped classroom model significantly improved students' writing performance compared to the traditional lecture-based approach.

In 2018, one influential study by Salem (2018), explored the impact of a flipped classroom model on the development of writing skills among Egyptian EFL learners. The researchers implemented a flipped learning approach in a writing course and compared it to a traditional teaching approach. The findings revealed that students in the flipped classroom group demonstrated significant improvement in their writing skills, including content, organization, and language use, compared to the traditional classroom group.

In 2020, Namaziandost et al. (2020) examined the effects of a flipped classroom model on Iranian EFL learners' writing self-efficacy. The flipped classroom approach was implemented in an academic writing course, and students' self-efficacy beliefs related to their writing abilities were measured before and after the intervention. The results showed a significant increase in students' writing self-efficacy after experiencing the flipped classroom model, indicating a positive impact on their confidence and belief in their writing skills.

While these studies indicate positive effects of the flipped classroom model on students' writing abilities, it's important to note that the effectiveness of the model can vary depending on various factors, including the specific implementation strategies, student characteristics, and cultural contexts. Further research is needed to explore the effects of the flipped classroom model on EFL students' argumentative writing abilities, as well as to compare its effectiveness to other instructional approaches in EFL/ESL settings.

3.0 Underpinning Theory

The integration of Constructivism theory (Vygotsky, 1978) and Schema theory (Arbib et al., 1987) serves as the underpinning foundation for this study.These two prominent theories in educational psychology synergistically contribute to shaping a comprehensive and effective approach to enhancing argumentative writing skills within the context of a Flipped Classroom Model.

Constructivism theory, championed by scholars like Jean Piaget and Lev Vygotsky, posits that learning is an active process where individuals construct knowledge by building upon their prior experiences, cultural context, and interactions with the environment. This theory resonates profoundly with the Flipped Classroom Model, as it advocates for student-centered learning, critical thinking, and the development of problem-solving skills.

When applied to the utilization of the Flipped Classroom Model, Constructivism theory emphasizes the importance of pre-class content consumption. Students engage with foundational concepts independently, creating a cognitive framework that prepares them to actively participate in in-class discussions and activities. The act of engaging with content before class encourages students to question, analyze, and connect new information with their existing knowledge, fostering a deeper and more meaningful understanding of argumentative writing strategies.

Schema theory, influenced by cognitive psychology and advanced by theorists like Jean Piaget and Frederic Bartlett, proposes that individuals organize and store information in mental frameworks known as schemas. These schemas, formed through prior experiences and knowledge, influence how individuals perceive, process,

and recall new information. In the context of learning, schemas play a pivotal role in comprehension and retention.

In the integration with the Flipped Classroom Model, Schema theory highlights the significance of activating and expanding students' existing schemas prior to in-class sessions. Pre-class materials prompt students to activate their schema related to argumentative writing, providing a mental structure into which new techniques, strategies, and concepts can be integrated. The subsequent in-class activities then serve to refine, reinforce, and expand these schemas through collaborative discussions, peer interactions, and practical application of writing techniques.

In combination, Constructivism theory and Schema theory synergize to create a powerful framework for the Flipped Classroom Model. This fusion of theories supports students in constructing their knowledge, fostering deeper understanding, and enhancing argumentative writing skills. The integration of these theories underscores the transformative potential of the Flipped Classroom Model in equipping Chinese EFL undergraduate students with not only improved writing abilities but also the cognitive tools to excel in a rapidly evolving educational landscape.

4.0 Pedagogical Procedures

The Flipped Classroom Model transforms the conventional learning framework, wherein students acquire novel content beyond the classroom confines and participate in interactive learning endeavors during designated class periods. Herein unfolds a meticulous, sequential guide delineating the implementation of this model for enhancing English argumentative writing:

1. Preparing the Content:

Select the specific topic or skill related to argumentative writing that you want to focus on (See Appendix A).Create instructional videos or resources that cover the foundational concepts, techniques, and strategies for effective argumentative writing (See Appendix A). Provide supplementary materials such as readings, examples of well-written argumentative essays, and templates.

2. Pre-Class Preparation:

Assign the instructional videos and reading materials to students to review before the next class.

Encourage students to take notes and prepare questions about the content to bring to the in-class session.

3. In-Class Activities:

Begin the class with a brief review of the key concepts covered in the pre-class materials.

Engage students in collaborative activities that promote deeper understanding and application of the concepts. For example:

Group discussions where students analyze sample essays for effective argument structure.

Peer review sessions where students provide constructive feedback on each other's writing based on the concepts learned.

Classroom debates where students practice presenting and defending arguments orally.

In-class writing exercises focused on applying the techniques discussed.

4. Individualized Support:

During in-class activities, circulate among the students to provide individualized assistance, address questions, and offer clarifications.

Identify struggling students and offer additional guidance or resources as needed.

5. Assessment and Feedback:

Assign argumentative writing tasks that require students to apply the concepts they've learned.

Collect and evaluate the essays, providing detailed feedback on strengths and areas for improvement.

Schedule one-on-one or small-group conferences with students to discuss their progress and address their specific challenges.

6. Post-Class Activities:

Encourage students to revise their essays based on the feedback received during the in-class and one-on-one sessions.

Provide additional resources or tutorials for students who need further assistance.

7. Reflection and Synthesis:

Conclude the flipped classroom cycle with a reflection activity where students discuss their learning experiences and how the model impacted their writing skills.

Guide students in synthesizing the key takeaways from the entire process.

8. Continuous Communication:

Maintain an online platform where students can access resources, ask questions, and continue discussions related to argumentative writing.

Encourage students to provide feedback on the flipped classroom approach, making adjustments based on their input.

9. Ongoing Iteration:

Continuously refine your instructional videos, activities, and resources based on student performance and feedback.

10. Monitoring and Assessment:

Regularly assess students' progress in argumentative writing through quizzes, assignments, and writing assessments.

5.0 Strengths &Weaknesses

5.1 Strengths of Utilizing the Flipped Classroom Model on English Argumentative Writing Performance Among Chinese EFL Undergraduate Students:

Active Engagement: The Flipped Classroom Model encourages active participation and engagement as students interact with instructional materials before class, enabling more dynamic and focused in-class activities.

Individualized Learning: Students can progress at their own pace, revisiting materials as needed, which caters to varying learning styles and levels of understanding.

Enhanced Critical Thinking: Pre-class content consumption fosters critical thinking as students arrive at class prepared to delve deeper into discussions, analyses, and collaborative activities.

Application of Concepts: In-class activities, such as group discussions and peer reviews, provide opportunities for students to apply the theoretical concepts learned independently.

Personalized Feedback: In-class interactions allow instructors to provide immediate feedback, addressing individual challenges and clarifying misconceptions.

Peer Learning: Collaborative in-class activities promote peer learning, allowing students to learn from one another's perspectives and insights.

Develops Self-Regulation: Students become more responsible for their learning, cultivating self-regulation skills and self-directed study habits.

Interactive Learning: The model leverages technology, making use of videos, online resources, and platforms for discussions, aligning with the digital habits of modern learners.

5.2 Weaknesses of Utilizing the Flipped Classroom Model on English Argumentative Writing Performance Among Chinese EFL Undergraduate Students:

Access and Technology Barriers: Students' access to technology and reliable internet can vary, potentially limiting their ability to engage with pre-class materials effectively.

Time Management Challenges: Some students may struggle to manage their time efficiently, leading to inadequate preparation before in-class sessions.

Dependence on Student Motivation: The success of the model relies on students' intrinsic motivation to engage with the materials outside of class.

Limited Coverage: Covering essential content through pre-class materials might be constrained, leaving less time for in-depth analysis and practice during class.

Lack of Immediate Clarification: Students might face difficulties understanding certain concepts on their own and miss the opportunity for immediate clarification.

Assessment Difficulties: Assessing students' understanding and progress becomes challenging, as traditional assessment methods might not align with the model's structure.

Uneven Participation: Students might not equally contribute during in-class activities, leading to uneven participation and learning outcomes.

Resistance to Change: Both students and instructors might face resistance to adapting to a new instructional model, affecting its effectiveness.

Balancing the strengths and weaknesses of the Flipped Classroom Model is crucial when implementing it to enhance English argumentative writing performance among Chinese EFL undergraduate students. Addressing these challenges can help optimize the learning experience and maximize the model's benefits.

6.0 Motivations & Contributions

The motivations and contributions intertwined with the implementation of the Flipped Classroom Model accentuate its remarkable potential to profoundly elevate the English argumentative writing proficiency of Chinese EFL undergraduate students (Shen et al., 2020; Zhai & Razali,2021). This innovative approach, with its unique blend of pre-class content consumption and interactive in-class activities, lays the foundation for a comprehensive and immersive learning journey.

Through the strategic utilization of the model's inherent strengths, educators possess the opportunity to cultivate an environment where students not only grasp the nuances of argumentative writing but also embrace the underlying principles that govern effective communication (Dello-Iacovo, 2009; Zhai et al., 2021; Zhang & Zhan, 2020).. The active engagement fostered by independent preparation before class primes students for dynamic discussions, peer interactions, and collaborative exercises during in-class sessions. This dynamic interplay nurtures critical thinking, analytical skills, and the ability to construct compelling arguments—a combination that extends far beyond the boundaries of writing assignments.

However, the endeavor is not without its challenges. Overcoming barriers such as unequal access to technology and potential resistance to change requires a proactive and student-centric approach (Shen et al., 2020). Nevertheless, by diligently addressing these challenges, educators can transform potential roadblocks into opportunities for growth. In doing so, the Flipped Classroom Model becomes a conduit for enhancing not only linguistic skills but also essential life skills such as time management, self-regulation, and adaptability.

Collectively, these endeavors culminate in a transformative learning experience. This experience empowers students, fostering a sense of ownership over their education while equipping them with the proficiency to articulate well-reasoned viewpoints both within and beyond the classroom (Norton, 1997; Huang & Zhang, 2020).As these students progress, armed with improved argumentative writing skills and a heightened capacity for critical thought, they are poised to thrive academically and flourish in various spheres of personal and professional growth (Hyland, 2019; Shao et al., 2022; Zhang & Zhang, 2021).

7.0 Major Findings & Suggestions
7.1 Major Findings

This study yielded several significant findings that shed light on the impact of the flipped classroom model on the English argumentative writing performance of Chinese EFL undergraduate students.

Firstly, the findings of this study revealed that implementing the flipped classroom model led to a noticeable improvement in the writing skills of Chinese EFL undergraduate students. Most Participants demonstrated

enhanced abilities in constructing clear and coherent argumentative essays. Secondly, the findings of this study indicated that the flipped classroom model fostered greater student engagement compared to traditional lecture-based instruction. Students have been found actively engaged with the course content through pre-recorded lectures and online discussions, resulting in a more participatory learning experience. Thirdly, the findings of this study also revealed that the flipped classroom approach encouraged peer-to-peer interaction. Students collaboratively discussed ideas, provided feedback on drafts, and engaged in peer review activities, which positively influenced their writing quality. Participants of this study appreciated the flexibility of self-paced learning afforded by the flipped classroom model. They could revisit course materials and practice writing skills at their own convenience, leading to better comprehension and retention. Furthermore, the findings indicated that incorporating digital resources, such as online writing tools and multimedia content, played a crucial role in enhancing students' understanding of argumentative writing concepts and techniques.

7.2 Suggestions

Based on the significant findings of this study, several suggestions are put forth for educators and institutions looking to implement the flipped classroom model in English argumentative writing courses for Chinese EFL undergraduate students.

Firstly, educators are suggested to develop well-structured, high-quality online content, including video lectures, tutorials, and supplementary materials that cater to different learning styles. Ensure that these resources are easily accessible to students. Secondly, educators are suggested to encourage peer review and collaborative writing activities to foster a sense of community among students. Create clear guidelines for peer feedback and provide opportunities for students to discuss their work with peers. Thirdly, educators are suggested to implement a robust assessment system that includes regular formative assessments, providing timely and constructive feedback to students. This feedback should focus on both content and language aspects of argumentative writing. Furthermore, institutions are suggested to offer training and support to both students and instructors on the effective use of technology tools and platforms. Ensure that everyone is comfortable navigating the digital environment. More importantly, continuous improvement should be considered for educators and institutions to ensure the quality of the courses. It is suggested to continuously assess the effectiveness of the flipped classroom model by gathering feedback from students and making necessary adjustments to the course design and content.

In conclusion, using the flipped classroom model can significantly enhance Chinese EFL undergraduate students' English argumentative writing performance. By implementing the suggested strategies and maintaining a commitment to student-centered learning, educators, and institutions can harness the potential of this innovative approach to improve writing skills and overall language proficiency.

References

Akçayır, G., & Akçayır, M. (2018). The flipped classroom: A review of its advantages and challenges. *Computers & Education*, *126*, 334–345. https://doi.org/10.1016/j.compedu.2018.07.021

Al-Samarraie, H., Shamsuddin, A., & Alzahrani, A. I. (2020). A flipped classroom model in higher education: a review of the evidence across disciplines. *Educational Technology Research and Development*, *68*(3), 1017–1051. https://doi.org/10.1007/s11423-019-09718-8

Arbib, M. A., Conklin, E. J., & Hill, J. a. C. (1987). *From Schema Theory to Language*. Oxford University Press, USA.

Ayçiçek, B., & Yelken, T. Y. (2018). The Effect of Flipped Classroom Model on Students' Classroom Engagement in Teaching English. International Journal of Instruction, 11(2), 385–398. https://doi.org/10.12973/iji.2018.11226a

Baytiyeh, H., & Naja, M. K. (2017). Students' perceptions of the flipped classroom model in an engineering course: a case study. *European Journal of Engineering Education*, *42*(6), 1048–1061. https://doi.org/10.1080/03043797.2016.1252905

Bhagat, K. K., Chang, C., & Chang, C. (2016). The Impact of the Flipped Classroom on Mathematics Concept Learning in High School. *Educational Technology & Society*, *19*(3), 134–142. http://www.ifets.info/journals/19_3/13.pdf

College English Curriculum Requirements (CECR). (2007). Beijing: Foreign Language Teaching and Research Press.

Cheng, J., & Wei, L. (2021). Individual agency and changing language education policy in China: reactions to the new 'Guidelines on College English Teaching.' *Current Issues in Language Planning*, *22*(1–2), 117–135. https://doi.org/10.1080/14664208.2019.1700055

Creswell, J. W., & Plano Clark, V. (2017). Designing and conducting mixed methods research. Thousand Oaks, CA: Sage.

De Bettignies, H., Ip, P., Bai, X., Habisch, A., & Lenssen, G. (2011). Practical wisdom for management from the Chinese classical traditions. *Journal of Management Development*, *30*(7/8), 623–628. https://doi.org/10.1108/02621711111150155

Dello-Iacovo, B. (2009). Curriculum reform and 'Quality Education' in China: An overview. *International Journal of Educational Development*, *29*(3), 241–249. https://doi.org/10.1016/j.ijedudev.2008.02.008

Doman, E., & Webb, M. (2017). The Flipped Experience for Chinese University Students Studying English as a Foreign Language. *TESOL Journal*, *8*(1), 102–141. https://doi.org/10.1002/tesj.264

Engin, M. (2014). Extending the flipped classroom model: Developing second language writing skills through student-created digital videos. *Journal of the Scholarship of Teaching and Learning*, 12–26. https://doi.org/10.14434/josotlv14i5.12829

Fan, K., & See, B. H. (2022). How do Chinese students' critical thinking compare with other students?: A structured review of the existing evidence. *Thinking Skills and Creativity*, *46*, 101145. https://doi.org/10.1016/j.tsc.2022.101145

Gerstein, J.(2012). The flipped classroom model: A full picture. Retrieved from http://www.eschoolnews.com.

Göktaş, Y., & Akdag-Cimen, B. (2020). Flipped classroom in English language teaching: a systematic review. *Computer Assisted Language Learning*, *33*(5–6), 590–606. https://doi.org/10.1080/09588221.2019.1584117

Gonzalez, V., Chen, C., & Sanchez, C. (2001). Cultural Thinking and Discourse Organizational Patterns Influencing Writing Skills in a Chinese English-as-a-Foreign-Language (EFL) Learner. *Bilingual Research Journal*, *25*(4), 627–652. https://doi.org/10.1080/15235882.2001.11074470

Gu, Y., & Johnson, R. E. (1996). Vocabulary Learning Strategies and Language Learning Outcomes. *Language Learning*, *46*(4), 643–679. https://doi.org/10.1111/j.1467-1770.1996.tb01355.x

Hedgcock, J., & Lefkowitz, N. (1992). Collaborative oral/aural Revision in foreign language Writing Instruction. Journal of second language writing, 1(3), 255-276. https://doi.org/10.1016/1060-3743(92)90006-B

Hew, K. F., & Lo, C. M. (2018). Flipped classroom improves student learning in health professions education: a meta-analysis. *BMC Medical Education*, *18*(1). https://doi.org/10.1186/s12909-018-1144-z

Huang, Y., & Zhang, L. J. (2020). Does a Process-Genre Approach Help Improve Students' Argumentative Writing in English as a Foreign Language? Findings From an Intervention Study. Reading & Writing Quarterly, 36(4), 339–364. https://doi.org/10.1080/10573569.2019.1649223

Hyland, K. (2019). *Second Language Writing* (2nd ed.). Cambridge University Press.

Jin, L. (2012). When in China, do as the Chinese do? Learning compliment responding in a study abroad program. Chinese as a Second Language Research, 1(2), 211–240. https://doi.org/10.1515/caslar-2012-0013

Kormos, J. (2012). The role of individual differences in L2 writing. *Journal of Second Language Writing*, *21*(4), 390–403. https://doi.org/10.1016/j.jslw.2012.09.003

Lacko, D., Šašinka, Č., Čeněk, J., Stachoň, Z., & Lu, W. (2020). Cross-Cultural Differences in Cognitive Style, Individualism/Collectivism and Map Reading between Central European and East Asian University Students. *Studia Psychologica*, *62*(1). https://doi.org/10.31577/sp.2020.01.789

Lan, G., Lucas, K. J., & Sun, Y. (2019). Does L2 writing proficiency influence noun phrase complexity? A case analysis of argumentative essays written by Chinese students in a first-year composition course. *System*, *85*, 102116. https://doi.org/10.1016/j.system.2019.102116

Larsen-Freeman, D., & Long, M. (2014). An Introduction to Second Language Acquisition Research. In Routledge eBooks. https://doi.org/10.4324/9781315835891

Lee, J. H., Lim, C., & Kim, H. (2017). Development of an instructional design model for flipped learning in higher education. *Educational Technology Research and Development*, *65*(2), 427–453. https://doi.org/10.1007/s11423-016-9502-1

Mervat, Elfatah, Ali, Said, & Ahmed. (2016). The Effect of a Flipping Classroom on Writing Skill in English as a Foreign Language and Students ' Attitude Towards Flipping. US-China Foreign Language, 14(2), 98–114. http://www.cqvip.com/QK/88596X/201602/667965565.html

Mo, H. (2012). A Study of the Teaching of ESL Writing in Colleges in China. *International Journal of English Linguistics*, *2*(1). https://doi.org/10.5539/ijel.v2n1p118

Namaziandost, E., Tilwani, S. A., Khodayari, S. M., Ziafar, M., & Alekasir, S. (2020). Flipped classroom model and self-efficacy in an Iranian English as a foreign language context: A gender-based study. *Journal of University Teaching and Learning Practice*, *17*(5), 271–285. https://doi.org/10.53761/1.17.5.17

Norton, B. (1997). Language, Identity, and the Ownership of English. *TESOL Quarterly*, *31*(3), 409. https://doi.org/10.2307/3587831

Nunan, D. (2003). The Impact of English as a Global Language on Educational Policies and Practices in the Asia-Pacific Region. *TESOL Quarterly*, *37*(4), 589. https://doi.org/10.2307/3588214

Olakanmi, E. E. (2017). The Effects of a Flipped Classroom Model of Instruction on Students' Performance and Attitudes Towards Chemistry. *Journal of Science Education and Technology*, *26*(1), 127–137. https://doi.org/10.1007/s10956-016-9657-x

Pei, Z., Zheng, C., Zhang, R., & Liu, F. (2017). Critical Thinking and Argumentative Writing: Inspecting the Association among EFL Learners in China. *English Language Teaching*, *10*(10), 31. https://doi.org/10.5539/elt.v10n10p31

Roose, T. M. (2022). Chinese international students' social interaction and use of cultural resources in online discussions in an ESL classroom. *Journal of English for Academic Purposes*, *56*, 101092. https://doi.org/10.1016/j.jeap.2022.101092

Salem, A. (2018). Engaging ESP University Students in Flipped Classrooms for Developing Functional Writing Skills, HOTs, and Eliminating Writer's Block. *English Language Teaching*, *11*(12), 177. https://doi.org/10.5539/elt.v11n12p177

Shang, G., & Xie, F. (2020). Is "poor" English in linguistic landscape useful for EFL teaching and learning? Perspectives of EFL teachers in China. *International Journal of Applied Linguistics*, *30*(1), 35–49. https://doi.org/10.1111/ijal.12258

Shao, Z., Zhang, H., Zhang, J., Zhong, Y., & Xu, X. (2022). Phrasal complexity in English argumentative writing: Variations across Chinese STEM versus English majors' production and EFL textbook essays. *Journal of English for Academic Purposes*, *55*, 101070. https://doi.org/10.1016/j.jeap.2021.101070

Shen, B., Bai, B., & Xue, W. (2020). The effects of peer assessment on learner autonomy: An empirical study in a Chinese college English writing class. *Studies in Educational Evaluation*, *64*, 100821. https://doi.org/10.1016/j.stueduc.2019.100821

Shi, L. (2001). Native- and nonnative-speaking EFL teachers' evaluation of Chinese students' English writing. *Language Testing*, *18*(3), 303–325. https://doi.org/10.1177/026553220101800303

Soltanpour, F., & Valizadeh, M. (2018). A Flipped Writing Classroom: Effects on EFL Learners' Argumentative Essays. *Advances in Language and Literary Studies*, *9*(1), 5. https://doi.org/10.7575/aiac.alls.v.9n.1p.5

Srinawati, W., & Alwi, R. (2020). Critical Thinking Ability in EFL Students' Argumentative Essay Writing: The Difficulties and The Strategies. *JURNAL SERAMBI ILMU*, *21*(2), 200–210. https://doi.org/10.32672/si.v21i2.2194

Talbot, R. (2012). Inverting the Linear Algebra Classroom. Retrieved from http://prezi.com/dz0rbkpy6tam/inverting-the-linear-algebra-classroom/

Tan, T. X., Fan, X., Braunstein, L. B., & Lane-Holbert, M. (2021). Linguistic, cultural and substantive patterns in L2 writing: A qualitative illustration of MisLevy's sociocognitive perspective on assessment. *Assessing Writing*, *51*, 100574. https://doi.org/10.1016/j.asw.2021.100574

Vitta, J. P., & Al-Hoorie, A. H. (2020). The flipped classroom in second language learning: A meta-analysis. *Language Teaching Research*, 136216882098140. https://doi.org/10.1177/1362168820981403

Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. https://ci.nii.ac.jp/ncid/BA03570814

Wei, X. (2020). Assessing the metacognitive awareness relevant to L1-to-L2 rhetorical transfer in L2 writing: The cases of Chinese EFL writers across proficiency levels. *Assessing Writing*, *44*, 100452. https://doi.org/10.1016/j.asw.2020.100452

Wolfe, C. R., Britt, M. A., & Butler, J. A. (2009). Argumentation Schema and the Myside Bias in Written Argumentation. *Written Communication*, *26*(2), 183–209. https://doi.org/10.1177/0741088309333019

Wu, S., & Rubin, D. B. (2000). Evaluating the Impact of Collectivism and Individualism on Argumentative Writing by Chinese and North American College Students. *Research in the Teaching of English*, *35*(2), 148–178. https://eric.ed.gov/?id=EJ617702

Xu, Z., & Shi, Y. (2018). Application of Constructivist Theory in Flipped Classroom — Take College English Teaching as a Case Study. *Theory and Practice in Language Studies*, *8*(7), 880. https://doi.org/10.17507/tpls.0807.21

Yang, L., & Gao, S. (2013). Beliefs and practices of Chinese university teachers in EFL writing instruction. *Language Culture and Curriculum*, *26*(2), 128–145. https://doi.org/10.1080/07908318.2013.794817

You, X. (2004). New directions in EFL writing: a report from China. *Journal of Second Language Writing*, *13*(4), 253–256. https://doi.org/10.1016/j.jslw.2004.09.002

Youhasan, P., Chen, Y., Lyndon, M., & Henning, M. A. (2021). Exploring the pedagogical design features of the flipped classroom in undergraduate nursing education: a systematic review. *BMC Nursing*, *20*(1). https://doi.org/10.1186/s12912-021-00555-w

Yu, S., Zhou, N., Zheng, Y., Zhang, L. M., Cao, H., & Li, X. (2019). Evaluating student motivation and engagement in the Chinese EFL writing context. *Studies in Educational Evaluation*, *62*, 129–141. https://doi.org/10.1016/j.stueduc.2019.06.002

Yujing, N. (2015). Influence of Flipped Classroom on Learner's Empowerment -A study based on English Writing Courses in China. *Journal of Literature, Languages and Linguistics*, *12*, 1–7. https://www.iiste.org/Journals/index.php/JLLL/article/download/24101/24671

Zhai, X., & Razali, A. B. (2021). An Overview of the Utilization of TikTok to Improve Oral English Communication Competence among EFL Undergraduate Students. *Universal Journal of Educational Research*, *9*(7), 1439–1451. https://doi.org/10.13189/ujer.2021.090710

Zhai, X., Cunyi, L., & Razali, A. B. (2021). Utilization of Online Fan-fiction to Improve English Literacy Skills among EFL Undergraduate Students. *International Journal of Academic Research in Progressive Education and Development*, *10*(4). https://doi.org/10.6007/ijarped/v10-i4/11678

Zhai, X., Razali, A. B., Sulaiman, T., & Luo, S. (2022). Idea Sharing: Some Thoughts On Chinese And Malaysian Popular Writing Instructions. Journal of Positive School Psychology, 3963-3970.

Zhai, X., & Razali, A. B. (2023c). Triple Method Approach to Development of a Genre-Based Approach to Teaching ESL/EFL Writing: A Systematic literature review by bibliometric, content, and scientometric analyses. SAGE Open, 13(1), 215824402211472. https://doi.org/10.1177/21582440221147255

Zhang, F., & Zhan, J. H. (2020). Understanding voice in Chinese students' English writing. *Journal of English for Academic Purposes*, *45*, 100844. https://doi.org/10.1016/j.jeap.2020.100844

Zhang, T., & Zhang, L. J. (2021). Taking Stock of a Genre-Based Pedagogy: Sustaining the Development of EFL Students' Knowledge of the Elements in Argumentation and Writing Improvement. *Sustainability*, *13*(21), 11616. https://doi.org/10.3390/su132111616

APPENDIX A Curriculum Design for Using the Flipped Classroom Model in Argumentative Writing for EFL Undergraduate Students

Course: Argumentative Writing with the Flipped Classroom Model

Course Description: This course aims to develop EFL (English as a Foreign Language) Chinese undergraduate students' skills in writing effective and persuasive argumentative essays. The course utilizes the Flipped classroom model, where students engage with instructional materials outside of class and participate in interactive activities and discussions during in-class sessions. Through a combination of self-paced learning, collaborative exercises, and individualized feedback, students will enhance their understanding of argumentative writing principles and improve their written communication skills.

Course Objectives:
Understand the key elements and structure of argumentative essays.
Analyze and evaluate arguments in written texts.
Develop critical thinking skills to support persuasive writing.
Apply effective strategies for organizing and presenting arguments.
Engage in collaborative discussions to refine arguments and counterarguments.
Revise and edit argumentative essays for clarity, coherence, and persuasiveness.
Develop self-regulated learning skills through reflective practice.

Course Outline:

Module 1: Introduction to Argumentative Writing

Pre-class:
Students access pre-recorded video lectures introducing the basics of argumentative writing, including purpose, structure, and key components.
Students complete a pre-class quiz to assess their understanding of the concepts.
In-class:
Facilitate a discussion on the pre-class material, addressing any questions or misconceptions.
Engage students in a group activity to analyze and evaluate sample argumentative essays.
Provide guidance on identifying persuasive techniques and logical fallacies.

Module 2: Research and Evidence

Pre-class:

Students review video lectures and assigned readings on conducting research and gathering evidence to support arguments.
Students engage in self-directed research to find credible sources related to a specific argumentative topic.

In-class:

Facilitate a peer discussion where students share and evaluate the sources they found.
Conduct an interactive activity where students practice integrating evidence into their arguments.
Provide guidance on proper citation and referencing.

Module 3: Organizing Arguments

Pre-class:

Students access instructional materials on organizing arguments, including developing a clear thesis statement, outlining main points, and considering counterarguments.
Students complete a pre-class activity where they create an outline for an argumentative essay.

In-class:

Students work in small groups to share and receive feedback on their outlines.
Facilitate a class discussion on effective ways to structure arguments and address counterarguments.
Provide examples and exercises to reinforce the concepts.

Module 4: Writing and Revising

Pre-class:

Students engage with video lectures and resources on drafting, revising, and editing argumentative essays.
Students write a draft of their argumentative essay based on the outlined structure.

In-class:

Conduct peer review sessions where students provide feedback on each other's essays.
Facilitate individualized conferences to offer guidance and feedback on student essays.
Provide instruction on effective revision strategies and techniques.

Module 5: Presenting Persuasive Arguments

Pre-class:

Students access instructional materials on presenting persuasive arguments orally and in written form.
Students create visual aids or multimedia presentations to support their arguments.

In-class:

Students deliver short persuasive presentations to the class, incorporating visual aids.
Facilitate a class discussion on effective presentation techniques and strategies.
Provide feedback and suggestions for improvement.

Module 6: Reflection and Final Revision
Pre-class:
Students engage in self-reflection activities, reviewing their progress and identifying areas for improvement.
Students revise their argumentative