



Flipping the Classroom: The Effects of Flipped Learning on an EFL Academic Writing Course in a Vietnamese University

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Certificate of Original Authorship

I, Thi Ha Do, declare that this thesis is submitted in fulfilment of the requirements for the award of Doctor of Philosophy in the Faculty of Arts and Social Sciences at the University of Technology Sydney.

This thesis is wholly my own work unless otherwise referenced or acknowledged. In addition, I certify that all information sources and literature used are indicated in the thesis.

This document has not been submitted for qualifications at any other academic institution.

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Abstract

Due to recent developments in educational technology, university lectures can be digitalised for home study, thus freeing more class time for higher-order activities such as problem solving, discussions, and projects. This is the basis for flipped classroom (FC) instruction, a blended mode of online and face-to-face learning that has been shown to facilitate students' engagement and performance across various disciplines and national contexts. Despite many positive findings about this approach compared to traditional teaching, little if any research has been done to examine students' attitudes and achievements when they switched from flipped to non-flipped instruction. This study examined the effects of flipped instruction on the EFL academic writing of 32 English major students and two of their teachers at a Vietnamese university. During the 10 weeks of their writing course, two FC models – all-flipped, and flipped-and-traditional – were applied in two classes to investigate any significant changes in the teachers' and students' perceptions, and in student learning outcomes. Triangulation was employed with pre- and post-questionnaires, class observations, teacher and student interviews, and writing pre- and post-tests. This study yielded promising results in terms of students' positive attitudes to the flipped writing instruction and improved learning outcomes, particularly for students of lower ability. This investigation of the relatively under-researched area of flipped studies in Vietnam should help university teachers elsewhere to make better informed choices about whether and how to apply the method in their own practices.

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List of Acronyms & Abbreviations

ASEAN	Association of Southeast Asian Nations
AW	Academic Writing
AWL	Academic Word List
BL	Blended Learning
CEFR	Common European Framework of Reference for Languages
CLT	Communicative Language Teaching
EAW	English Academic Writing
EFL	English as a Foreign Language
FC	Flipped Classroom
HERA	Higher Education Reform Agenda
ICT	Information and Communication Technology
IELTS	International English Language Testing System
L1	First Language
L2	Second Language
LMS	Learning Management System
MKO	More Knowledgeable Other
MOET	Ministry of Education and Training
MOOCs	Massive Open Online Courses
NFLP	National Foreign Language Project
RQ	Research Question
SDT	Self-Determination Theory
TDOP	Teaching Dimensions Observation Protocol
TOEFL	Test of English as a Foreign Language
TPACK	Technological Pedagogical Content Knowledge
ZPD	Zone of Proximal Development