Implementing the Flipped Classroom Approach in Teaching Writing to Young Learners of English as a Foreign Language

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A R T I C L E   I N F O

A B S T R A C T

Flipped classroom instruction is a methodological approach which is becoming more and more popular in the recent years due to its consistent implementation in various educational contexts. A consistent number of researchers have focused their attention on investigating its effectiveness in the teaching of English as a foreign language to secondary school and university students. However, the number of studies devoted to exploring its implications in the foreign language training of young learners is limited. Therefore, the aim of the current study is to examine the effect of the flipped classroom approach in the L2 writing of 52 Bulgarian young learners of English. Based on data obtained from the descriptive statistical analysis it was established that flipped classroom has a positive impact on the L2 writing performance of the study participants.

1.   INTRODUCTION

Writing is an interactive process which involves the development of motor skills, as well as skills to create printed text. It is a difficult skill to master since it concentrates on both

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the final output and the processes that led up to it. When creating a certain text, the writer needs to decide what to write and how to write it. The decisions to be made concern word choice, vocabulary, grammar, mechanics (such as spelling and punctuation), tone and style (formal or informal) of the text type. Unlike listening and speaking, which develop in a natural way, especially when it comes to the acquisition of the first language, writing develops in the classroom under the guidance of a teacher. In terms of learning to write in English as a second language (L2) research findings suggest that generally the processes of composing sentences in L1 and L2 do not differ considerably (Silva 1993). However, the ability to produce a coherent and fluent text in a foreign language depends significantly on the nature of the first language (i.e. whether the L1 and L2 are related or have the same script) and on the level of development of the target language literacy of L2 learners.

Since writing is a mental activity through which L2 speakers conceive ideas, convey them in the form of meaningful and grammatically correct sentences, it is often regarded as a product that is a result of the lexical and grammatical proficiency of the writer (Hyland 2003). Such conceptualization of L2 writing rests upon the theoretical underpinnings of structural linguistics and behaviourist theories of language learning. These two frameworks suggest that L2 writing is an "extension of grammar" (Hyland 2003: 3) because L2 learners create texts through the formation of habits and reinforcement of correct sentence models that follow the target language rules for grammar, orthography, lexis and discourse patterns. By contrast, L2 writing can also be viewed as a creative process which encompasses two stages – knowledge telling and knowledge transformation (Bereiter & Scardamalia 1987). While knowledge telling dominates the early levels of writing when students are more focused on what they want to say and how to say it correctly in the foreign language, the knowledge transformation stage takes place when the writer is more experienced in the target language so that he/she can modify the text that is already written, revise its content and structure until it fully reflects his/her understanding and viewpoint on the topic discussed. Regardless of the approach adopted to defining writing, research data convincingly demonstrate that writing is a challenging endeavor to L2 learners because it demands control over subskills related to content generation (i.e. brainstorming, note taking, planning, drafting, revising) along with accuracy of language forms and performed communicative functions (Calzada & Garcia Mayo 2020, Storch 2021, Patekar 2021, De Wilde 2023). There is consistent evidence that the use of well-structured writing tasks, peer collaboration and teacher support during the process of text composition (especially in cases when L2 speakers have limited command of the target language) facilitate the development of students' writing skills (Dobao & Blum 20153, Cao, Yu & Huang 2019, Wen & Li 2022).

An effective instructional approach, which provides a learning environment where L2 learners could use the lesson to explore ideas, work together on creating a text and receive timely feedback, is the flipped classroom. Although referred to as a type of blended learning (Marlin 2017), the flipped classroom is a model which takes the leading role of the teacher as a source of new knowledge and attributes it to the students by switching what traditionally happens in class with what happens at home. Students have to familiarize themselves with the new information independently at home by using teacher-prepared materials. During the lesson students collaborate with their peers and with the teacher trying to find a solution to a specific

problem using their new knowledge and skills. Teachers are thus able to act as mentors or facilitators of students' work who give support and corrective feedback, while learners become active participants deeply involved in and responsible for their own learning.

Despite the popularity and increased use of the flipped classroom in the last two decades, research on the efficacy of the implementation of the flipped classroom in the teaching of writing to foreign language speakers is still gaining impetus and the data available are controversial. Some of the works convincingly prove the beneficial effects of the flipped classroom approach on improving the lexical and grammatical knowledge of English of pre-university and university level L2 learners as well as skills in producing coherent and well-structured texts in the target language (Xu & Qi 2017, Ekmekci 2017, Lee, Verezub & Badiozaman 2019, Luo, O'Steen & Brown 2020, Liu, Rahimi & Fathi 2022). Others highlight the disadvantages of the flipped classroom for both L2 students and teachers. Among the challenges which students encounter are the isolation experienced during their individual preparation at home or the difficulties in grasping alone the content of the new lesson (Herreid & Schiller 2013). The reported drawbacks for teachers concern the additional workload when designing instructional materials for the out-of-class sessions for students (Ghufron & Nurdianingsih 2021), the lack of technical equipment on behalf of students (i.e. computer at home and/or access to Internet) (Lee, Verezub and Badiozaman 2019) or the insufficient methodological support they have in incorporating the flipped classroom approach in a L2 writing lesson (Ginting 2017).

Though previous works have added compelling insights into the ways of applying the flipped learning paradigm in the L2 writing classroom, there is still a need for more detailed examination of its implications in enhancing the writing skills of young foreign (English) language learners. This study is therefore an attempt to fill in this gap with fresh data on the application of the flipped classroom approach in the teaching of writing to 10-11-year-old Bulgarian students who study English as a foreign language.

2. RESEARCH QUESTIONS

The hypothesis underlying the current study is that the flipped classroom approach will contribute to improving the L2 writing skills of the study participants.

The main research questions (RQ) are:

RQ1: Is the flipped classroom approach an effective methodological tool for optimizing the writing skills of young L2 learners of English?

RQ2: Is there a difference in the L2 writing performance of the study subjects who received flipped classroom training and those who progressed through traditional teaching methods?

RQ3: What is the opinion of the study subjects of the flipped classroom approach?

3. METHODS

3.1. *Study participants*

The study participants were 52 (25 male and 27 female) primary school learners of English as a foreign language from a compulsory state school in Bulgaria. They were enrolled in the 4th grade during the 2022/2023 school year and had 4 classes of English per week. The study participants from class 4a comprised the experimental group (26 students) and those from class 4b (26 students) – the control group (Table 1).

Characteristics of the study sample		Control group (N = 26)		Experimental group (N = 26)	
		Number (N)	%	Number (N)	%
Gender	Male	11	42.31	14	53.85
	Female	15	57.69	12	46.15
Age	10 years	10	38.46	9	34.62
	11 years	16	61.54	17	65.38
L2 level	High	12	46.15	14	53.85
	Low	4	15.38	6	23.08

Table 1. Characteristics of the study sample

The L2 proficiency of the study participants from both groups was measured at the start of the school year through a test prepared by their school teacher and the researcher on the basis of the PTE Young Learners (Level 3: Quickmarch) format. The test was equivalent to the A1 level of the Common European Framework of Reference for Languages and consisted of a written and spoken part assessing the four skills. The test had been validated in a pilot study performed in the 2021/2022 school year with 75 fourth grade Bulgarian primary school pupils from two different schools. Used with the current sample of study subjects the test had a high reliability coefficient of 0.84.

The overall number of points on the test was 100 (with a maximum of 80 points on the written part and 20 points on the spoken part). Students who obtained a total of more than 82 points were considered as having a high level of command of English and those who obtained less than 42 points – a low level.

3.2. *Experimental procedure and data collection instruments*

3.2.1. *Experimental procedure*

The control group was taught in the traditional way following closely the instructions given in the teacher's book supplementing the coursebook used in the English language classes. According to the methodological guidelines given to the teachers, they were expected to work together with the whole class in creating short written texts (up to 30 words). Most of the writing tasks in the coursebook or the workbook contained a model or provided guidance to the L2 speakers (e.g. questions which pupils had to answer or phrases that they could use to make a sentence).

A flipped classroom approach was used with the experimental group. The materials that the pupils had to complete individually at home were designed by the English language teacher of the students and the researcher. They comprised of short video clips produced by the class teacher (not longer than 15 minutes) and uploaded in a Google classroom. The pupils were assigned video clips to watch before each writing session and were required to do the exercises related to them before coming to class (either on a paper worksheet or using Live worksheets).

Each writing lesson with the experimental group started with a brief activity led by the English language teacher which allowed her to check whether the L2 learners had watched the video clips at home, grasped their content and filled in the worksheets (max. 10 minutes). After that the pupils were involved in a discussion about the content of the video clips which was followed by collaborative work (in small groups of 4) on writing activities in the coursebook or on worksheets produced for the purposes of the lesson by the English language teacher (max. 20 minutes). During the group work the teacher monitored the pupils, provided assistance and feedback on their written texts. At the end of the lesson, the pupils were informed about the topic of the next writing session and received instructions about the video clips they had to watch and the tasks they were expected to complete.

The experiment started in November 2022 and finished at the beginning of April 2023. The writing sessions with the experimental group were done in the extra English language lessons that the pupils had each week (as part of their school curriculum). A total of 16 writing sessions were held with the experimental group before administering the post-test.

3.2.2. *Data collection*

Data collection was done through a pre-test and a post-test assessing the L2 writing skills of the study participants and a self-report questionnaire. Participation in all data collection procedures was voluntary after received written consent from the parents.

The **pre- and post-test** were designed by the researcher with the help of the English language teacher of the study subjects. Their purpose was to examine the impact of flipped learning on the writing abilities of the young L2 learners. The format of the tasks complied with that of the writing skills activities in the English language coursebook used in the L2 classes of the study sample. Both the pre-test and the post-test included 4 writing tasks – (1) writing 5 separate sentences as answers to questions, (2) making a description (using a "Help box" containing 5 questions)[2], (3) guided writing about their holiday / weekend (the beginning of each of the 5 sentences is given as a prompt)[3] and (4) e-mail writing to a friend (the first and the last sentences are given; L2 speakers are expected to write 3 more sentences). The pre- and the post-test were done on paper during two additional English lessons per week held with each of the groups, respectively in October 2022 and in April 2023. In the first extra lesson the study

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[2] In the pre-test the study subjects were asked to describe their best friend and in the post-test they had to describe a strange animal and give it a name.

[3] In the pre-test the study subjects had to describe a family holiday and in the post-test they had to prepare a description of their last weekend.

participants were asked to complete tasks 1 and 2 within a time limit of 20 minutes, while tasks 3 and 4 were done in the second extra lesson under the same time limit.

The maximum number of points that could be achieved on each wiring task in the pre- and post-test is 10 since each item weighs 2 points. The scoring criteria for awarding 2, 1 or 0 points followed the scoring guidelines of the PTE Young Learners Test (Level 3: Quickmarch), namely:

- 2 points – the response is correct, relevant and appropriate to the context;

- 1 point – the response is inaccurate in form, but the meaning is not hindered and can be understood with some effort;

- 0 points – the response is incorrect, irrelevant, unintelligible or nothing is written.

(Guide Quickmarch 2021: 17)

The **self-report questionnaire** in Bulgarian was used to gather information about the opinion of the study participants from the experimental group on the flipped learning approach. It was designed by the researcher for the purposes of the study and contained 10 items which the respondents had to mark using a three point Likert Scale ranging from "disagree" (1), "neutral" (2) to "agree" (3). The questionnaire was administered at the end of the study in May 2023.

3.3. *Data analysis*

The analysis of the data from the pre-test and the post-test was done after their scoring performed by the researcher. The data derived from these two test was processed statistically using descriptive statistical methods with the help of the SPSS software (version 29). To check whether there was a significant difference in the test scores between the control group and experimental group we also performed an independent samples *t*-test.

Descriptive statistics was also used for the data obtained from the self-reported questionnaire for which we calculated the frequency for each item and we also performed a reliability analysis.

4. RESULTS

RQ1: Is the flipped classroom approach an effective methodological tool for optimizing the writing skills of young L2 learners of English?

In order to answer the first research question, we calculated the mean, standard deviation, maximum and minimum scores of the study participants from the two groups (Table 2).

Study groups	Writing skills test	Number (N)	Minimum	Maximum	Mean	Std. deviation
Control group	Pre-test	26	38.00	95.00	72.9231	17.57708
	Post-test	26	33.00	90.00	67.0000	15.71751
Experimental group	Pre-test	26	44.00	91.00	68.5385	15.48220
	Post-test	26	50.00	93.00	75.3077	13.29592

Table 2. Descriptive statistics of the pre-test and post-test for assessing the L2 writing skills of the study subjects

The descriptive statistics of the data obtained from the pre-test and the post-test assessing the development of the writing skills of the L2 learners reveal that the pupils from the experimental group performed better on both tests compared to the members of the control group. Although the maximum points of the control group on the pre-test were higher than that of the experimental group – respectively 95.00 and 91.00, the minimum points of the control group were much lower than those of the experimental group – cf. 38.00 to 44.00. The results of the experimental group indicated a considerable increase in the mean score – from $\overline{x}$ = 68.5385 on the pre-test to $\overline{x}$ = 75.3077 on the post-test, while the mean of the primary school pupils from the control group had slightly decreased – from $\overline{x}$ = 72.9231 on the pre-test to $\overline{x}$ = 67.0000 on the post-test.

RQ2: Is there a difference in the L2 writing performance of the study subjects who received flipped classroom training and those who progressed through traditional teaching methods?

Regarding the difference in the L2 writing performance of the members of the two study groups the independent-samples *t*-test showed that no statistically significant difference existed between the control and experimental group before the introduction of the flipped classroom approach in the target language lessons of the pupils from the experimental group (Table 3).

Study groups	Number (N)	Mean	Std. deviation	Std. Error Mean	F	Sig. (2-tailed)	t-value
Control group	26	72.9231	17.57708	3.44715	0.621	0.344	0.954
Experimental group	26	68.5385	15.48220	3.03631			

Table 3. Difference in the L2 writing skills of the control and experimental groups before the implementation of the flipped classroom approach

The mean scores of the control group on the pre-test were higher than those of the experimental group – respectively $\overline{x}$ = 72.9231 (SD = 17.57708) and $\overline{x}$ = 68.5385 (SD = 15.48220) but the p-value was larger than 0.05 (p = 0.344), therefore, we could conclude that there was no significant difference in the L2 writing capacities of the primary school learners from both groups.

A similar procedure was followed for establishing whether there was any significant difference in the L2 writing abilities of the primary school pupils from the two groups after the flipped classroom training. The descriptive statistics of the independent-samples *t*-test are presented in Table 4.

Study groups	Number (N)	Mean	Std. deviation	Std. Error Mean	F	Sig. (2-tailed)	t-value
Control group	26	67.0000	15.71751	3.08246	0.839	0.045	2.058
Experimental group	26	75.3077	13.29592	2.60754			

Table 4. Difference in the L2 writing skills of the control and experimental groups after the implementation of the flipped classroom approach

The comparison of the means of the control and the experimental group on the post-test indicated higher values for the latter – $\bar{x} = 67.0000$ (SD = 15.71751) and $\bar{x} = 75.3077$ (SD = 13.29592), which together with the indexes of the p-value (p = 0.045; p < 0.005) and the t-value (t-value = 2.058; t-value ≥ 1.96), allowed us to claim that there was significant difference in the L2 writing performance of the pupils from the two groups. The students who performed better on the post-test assessing their writing skills in English were the members of the experimental group which was indicative from the mean values and the t-value. Those young L2 learners had substantially improved their capacities to compose texts in the target language due to the flipped classroom approach integrated in their foreign language classes.

RQ3: What is the opinion of the study subjects of the flipped classroom approach?

The results from the analysis of the self-report questionnaires administered to the study subjects from the experimental group provided information about the opinion of the primary school learners on the flipped classroom instruction used in their English language writing lessons.

Both descriptive statistics (calculations of the frequencies of each item) and a reliability analysis to measure the internal consistency of the questionnaire were performed (Table 5).

No	Item	Disagree		Neutral		Agree	
		F	%	F	%	F	%
1.	I prepare better for my English lesson due to the flipped classroom materials.	5	19.2	3	11.5	18	69.2
2.	The flipped classroom materials help me to better understand sentence and text structure.	5	19.2	2	7.7	19	73.1
3.	The flipped classroom materials and the work with peers in class make it easier for me to write sentences and compose texts in English.	4	15.4	4	15.4	18	69.2
4.	I like the fact that I get immediate feedback from the teacher on the written texts in English produced in class.	8	30.8	4	15.4	14	53.8
5.	I like the fact that there is more time for writing in class due to the flipped classroom instruction.	8	30.8	1	3.8	17	65.4

6.	I prefer listening to the explanations of the teacher in class, rather than watching the videos and doing the related materials at home.	11	42.3	4	15.4	11	42.3
7.	The flipped classroom instruction has not helped me improve my L2 writing skills.	6	23.1	4	15.4	16	61.5
8.	I rely on help from my parents to do the flipped learning tasks at home.	4	15.4	2	7.7	20	76.9
9.	I feel more confident in my L2 writing abilities due to the flipped classroom instruction.	3	11.5	4	15.4	19	73.1
10.	I have improved my writing skills in English as a result of the flipped classroom training.	1	3.8	3	11.5	22	84.6

Table 5. Descriptive statistics of the data gathered from the self-reported questionnaires administered to the experimental group

A considerable percentage of the L2 learners from the experimental group (69.2 %) reported that the flipped classroom instruction facilitated their preparation for the English language writing tasks (Item 1), improved their confidence when composing texts in the target language (73.1 % of the study subjects) (Item 9) and enhanced their writing skills (84.6 % of the study participants) (Item 10). Similarly, more than two thirds of the pupils (73.1 %) who filled in the self-reported questionnaire stated that the materials used by them at home for individual preparation helped them to understand text structure (Item 2). Furthermore, the same percentage of study participants (73.1 %) declared that they had benefitted from the cooperative work with peers in class when writing texts in English (Item 3), while 53.8 % claimed that they liked the instant feedback received from the teacher on their written texts during the English language lessons (Item 4). Additionally, 65.4 % of the young learners enjoyed the opportunity to create different types of texts in the English language classroom (Item 5).

An important number of the study subjects from the experimental group (61.5 %) acknowledged that the implementation of the flipped classroom approach had not refined their writing competence in English (Item 7). It is also worth mentioning that an equal percentage of the young L2 learners (42.3 %) agreed and disagreed with Item 6 referring to the role of the teacher as a source of information in class, which posed a question regarding the efficiency of the training and learner autonomy.

Most of the students (76.9 %) (regardless of their L2 language level) admitted that they used help from their parents while working with the flipped classroom materials at home.

To determine the internal consistency of the self-reported questionnaire used as an instrument used in the current study, we calculated the Cronbach's alpha coefficient of the 10 scale items comprising it (Table 6).

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.710	0.711	10

Table 6. Reliability statistics of the items in the self-reported questionnaire

The data in Table 6 show that the Cronbach's alpha coefficient is 0.710 (α = 0.710) which suggests that the items are sufficiently consistent.

5. DISCUSSION

The current study aimed at establishing the efficiency of the flipped classroom approach on the L2 writing performance of Bulgarian young learners of English. The results obtained from the post-test assessing the writing abilities of the control and the experimental groups, along with the results from the independent-samples *t*-test, confirmed our research hypothesis and revealed significant findings concerning our first and second research question. The L2 learners from the experimental group improved their writing capacities noticeably compared to the control group which confirms the effectiveness of the flipped learning approach as a methodological tool enhancing the writing skills of young L2 learners of English. These results correspond to the data of a number of previous studies which examined the beneficial effect of flipped classroom on the writing skills of foreign language learners (Xu & Qi 2017, Ekmekci 2017, Lee, Verezub & Badiozaman 2019, Luo, O'Steen & Brown 2020, Liu, Rahimi & Fathi 2022). The pupils from the experimental group performed considerably better than their counterparts from the control group on the post-test writing tasks involving the composition of a text describing their weekend and a strange animal. While the lower results of the control group on the writing tasks about their weekend experience could be attributed to the difficulties in acquisition of the grammatical features of English related to the use of regular and irregular past tense verb forms, the low performance of the control group in the creation of a text about a strange animal is hard to explain. A plausible explanation could be found in the pedagogical change which the flipped classroom approach introduces – the use of higher-order thinking skills by L2 learners when approaching critically the flipped learning materials outside class and participating in the collaborative writing tasks in class (Singh *et al.* 2020). This claim is in line with the results reported by Engin (2014) and Yang et al. (2018) who confirmed that high-order thinking skills (i.e. problem-solving, critical thinking, creativity etc.) are enhanced through active learning which involves exploration, collaboration, interaction, manipulation and connection of ideas which can be developed in class. Consequently, as proposed by Zhao and Yang (2022) and Liu, Fathi and Rahimi (2022) flipped classroom instruction helps English language learners improve their writing abilities because it provides additional time for practice, interaction and collaboration with peers while working on the writing tasks and instant feedback from the teacher during the lesson (Su Ping, Verezub, Badioszaman & Chen 2020). Therefore, we can agree with Alghasab (2020) on the methodological benefits of the flipped classroom over the conventional instruction: a more productive L2 classroom environment, flexible learning that facilitates the development of English language learners' writing skills and increased student engagement and motivation.

Concerning our third research question which focused on examining the outlook of the Bulgarian young learners of English on the flipped classroom instruction, it could be said that the self-reported questionnaire data indicated a very positive attitude on behalf of the study participants towards flipped learning. Similar to the results of previous studies (Qader & Arslan 2019, Ekmekci 2017, Engin 2014) the aspects of flipped instruction that the majority of the

experimental group participants found particularly valuable for their L2 writing abilities were the increased interaction with peers, active engagement in the composition of different texts, peer support and immediate evaluation of the written products. Along with that and in tune with data reported from Qader & Arslan (2019), the participation of the young L2 speakers in collaborative writing activities in class reduced their anxiety and increased their confidence when creating texts in the target language. From a broader perspective this corresponds to the findings of Zhao and Yang (2022) about the effect of flipped writing instruction on English foreign language learners' writing anxiety and puts forward the implication that the flipped classroom approach helps L2 speakers develop not only their confidence as writers but also their learner autonomy.

In fact, the engagement of the experimental group in pre-class activities that required them to watch videos and complete different writing activities, was recognized by the young learners as a beneficial aspect of their target language training and their learner autonomy. Though not explicitly stated by the members of the experimental group, this finding is a par with what Chen Hsieh, Wu & Marek (2017) discovered about the impact of flipped instruction on students' involvement in the learning process in the L2 classroom. According to them, the time spent by students on their out-of-class preparation is an important asset of their successful participation in the activities performed in class. Moreover, the active home preparation of students enables them to better synthesize their knowledge in class by asking additional questions, working with peers on the writing tasks and getting constructive feedback from the teacher (Buitrago & Diaz 2018).

As demonstrated by the self-reported questionnaire, the primary school pupils from the experimental group acknowledged that they used the assistance of their parents when working the with flipped classroom videos and writing tasks prior the English lessons. Since we did not conduct semi-structured interviews with the study participants, which could shed light on this issue, we could assume that the L2 learners approached their parents due to technical issues (e.g. access to Internet) or due to their low level of digital skills (e.g. ability to work with digital tools and applications). This assumption finds support in a number of works revealing the negative sides of the flipped classroom approach (Qader & Arslan 2019, Ekmekci 2017). However, we also need to say that the less competent study participants could have experienced problems related to grasping the content of the video clips and the completion of the subsequent writing activities. Perhaps that has motivated some of the primary school pupils from the experimental group to declare that they prefer the traditional type of teaching in which students have a more passive role and a greater portion of the time in class is used by the teacher who provides various explanations.

A significant finding that has to be taken into account when discussing the attitude of the experimental group on the flipped classroom approach is the agreement of most of them with item 7 in the self-reported questionnaire which states that the flipped classroom instruction has not helped them improve their L2 writing abilities. This result is striking as it contradicts the overall positive impression the young L2 learners have on flipped learning. Most probably the study participants did not read carefully the text of the statement in item 7. Further

investigation with the same group of learners could help us find the true arguments behind the choices made by the experimental group.

6. LIMITATIONS OF THE STUDY

The main limitation of the study is linked to the choice of research instruments. As the study examined the opinion of the primary school L2 learners from the experimental group on the flipped classroom learning, it could include semi-structured interviews with all or with a selected number of the participants from the experimental group. The collection of qualitative data would supplement the quantitative results from the pre-test and the post-test assessing the writing capacity of the study sample and the data obtained from the semi-structured interviews. These additional qualitative data would provide us with consistent explanations of the current results.

7. CONCLUSION

The results of the current study reveal the beneficial effect of flipped classroom instruction on the L2 writing abilities of Bulgarian primary school learners of English. The data from the pre-test and post-test evaluating the writing capacities of the study subjects and the results from the self-report questionnaire administered to the experimental group validated the pedagogical implications of the flipped classroom approach as an efficient methodological tool which boosts L2 learners' writing performance, increases their active participation in pre-class and in-class activities and improves their autonomous learning.

The outcomes of the study could act as a springboard for future research on the implementation of the flipped classroom approach in the L2 young learner classroom with a particular focus on writing. Consistent work is expected to fully reveal the potential of this methodological approach with primary school foreign language learners in various educational contexts since it requires not only a technological change, but a societal change linked to way in which teachers, students, parents and policy-makers perceive education in the 21st century.

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