# THE EFFECT OF TASK BASED FLIPPED CLASSROOM ON STUDENTS' PERCEIVED ENGAGEMENT AND PERFORMANCE IN NARRATIVE ESSAY WRITING AMONG CAMBODIAN HIGH SCHOOL STUDENTS

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**by**

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## LIST OF ABBREVIATIONS

| | |
|---|---|
| ADDIE | Analyze, Design, Develop, Implement, and Evaluate |
| CAMSET | Cambodian Secondary English Teaching |
| CTML | Cognitive Theory of Multimedia Learning |
| EFC | English For Cambodia |
| EFL | English as a Foreign Language |
| FCT | Flipped Classroom with Tasks |
| FLL | Theory of Foreign Language Learning |
| FCoT | Flipped Classroom without Tasks |
| ICT | Information and Communications Technology |
| ID | Instructional Desgin |
| MoEYS | Ministry of Education Youth and Sports |
| RGC | Royal Government of Cambodia |
| TBLL | Task-Based Language Learning |

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**KESAN TUGASAN BERASASKAN BILIK DARJAH BERBALIK TERHADAP PENGLIBATAN DAN PRESTASI PELAJAR DALAM PENULISAN KARANGAN NARATIF DALAM KALANGAN PELAJAR SEKOLAH MENENGAH KEMBOJA**

## ABSTRAK

Kajian ini mengkaji kesan penggunaan bilik darjah berbalik berdasarkan tugasan yang menggunakan pengajaran berasaskan video terhadap persepsi penglibatan dan prestasi penulisan bagi penulisan esei naratif di kalangan pelajar sekolah menengah di Kamboja. Dua mod pengajaran, iaitu bilik darjah berbalik tanpa tugasan (FCoT) dan bilik darjah berbalik dengan tugas (FCT), digunakan untuk tujuan ini, di mana penglibatan juga dinilai berdasarkan persepsi penglibatan tingkah laku, emosi, dan kognitif. Selanjutnya, tahap kecekapan penulisan diukur sebagai pembolehubah pemoderat untuk mencerminkan reka bentuk faktorial 2×2 bagi menentukan kesan utama dan interaksi antara mod tugasan yang berbeza (FCoT dan FCT) dan tahap prestasi penulisan (Tinggi dan Rendah) terhadap hasil pembelajaran. Oleh itu, pendekatan quasi-eksperimen diambil di mana reka bentuk berurutan penjelasan turut digunakan untuk memberikan pemahaman mendalam tentang sifat hasil. Hasil analisis menggunakan two-way ANCOVA dan MANOVA menunjukkan bahawa FCoT (n = 60) dan FCT (n = 60) berbeza secara signifikan dalam skor prestasi penulisan dan persepsi penglibatan kognitif. Walau bagaimanapun, tiada perbezaan yang signifikan antara kedua-dua kumpulan didapati dalam persepsi penglibatan keseluruhan yang dirasai, penglibatan tingkah laku, dan penglibatan emosi. Sebaliknya, juga diperhatikan bahawa ketiadaan tugasan dalam bilik darjah berbalik

tidak memberi kesan terhadap kecekapan penulisan pelajar dalam mempengaruhi hasil penulisan mereka. Sebaliknya, apabila dibandingkan penemuan kualitatif bagi FCoT (n = 5) dan FCT (n = 5), hasil dapatan memberikan pandangan yang menyokong penemuan kuantitatif. Pertama, kedua-dua kumpulan menunjukkan persepsi yang serupa tentang penglibatan keseluruhan dengan menyerlahkan manfaat dimana pelajar mempunyai autonomi dalam pembelajaran dan pengurusan pembelajaran mereka. Seterusnya, bagi persepsi penglibatan tingkah laku, aksesibiliti kepada sumber pembelajaran, pengajaran berdasarkan video yang didapati berkesan, dan persepsi daya usaha yang tinggi didapati hamper sama dalam kedua dua kumpulan. Demikian juga, persepsi penglibatan emosi yang menunjukkan kepuasan yang tinggi, keyakinan dan penghargaan terhadap manfaat tugasan yang diberi. Namun, persepsi penglibatan kognitif menunjukkan perbezaan ketara, iaitu dalam sikap, dimana kumpulan FCoT menunjukkan keperluan yang tinggi untuk menentukan semula parameter pembelajaran mereka dengan menambah lebih banyak tugasan yang akan bermanfaat dalam membimbing mereka ke arah menapai matlamat pembelajaran mereka. Secara keseluruhan, didapati bahawa untuk memastikan manfaat pembelajaran berbalik dalam pengajaran penulisan esei naratif, adalah penting untuk merancang tugas yang berkesan yang akan membantu pelajar memahami matlamat pembelajaran. Selain itu, pembelajaran bahasa berasaskan tugasan yang digabungkan dengan pembelajaran berbalik menekankan aktiviti penulisan tulen yang mencerminkan aplikasi praktikal kebolehan penulisan mereka. Oleh itu, ia memberikan rasa tujuan dan kaitan dalam proses penulisan mereka dan mewujudkan interaksi yang menyeronokkan dan bermakna yang boleh dibangunkan sebagai kemahiran pembelajaran untuk usaha profesional masa hadapan.

# THE EFFECT OF TASK BASED FLIPPED CLASSROOM ON STUDENTS' PERCEIVED ENGAGEMENT AND PERFORMANCE IN NARRATIVE ESSAY WRITING AMONG CAMBODIAN HIGH SCHOOL STUDENTS

## ABSTRACT

This study examines the effect of task-based flipped classrooms using video-based instruction on perceived engagement and writing performance for narrative essay writing among Cambodian high school students. Two modes of instruction, flipped classroom without tasks (FCoT) and flipped classroom with tasks (FCT), were applied for this purpose, where engagement was also evaluated based on perceived behavioural, emotional and cognitive engagement. Next, writing proficiency level was measured as the moderating variable to reflect a 2×2 factorial design to determine the main and interaction effects of different modes of tasks (FCoT and FCT) and levels of writing performance (High and Low) on the learning outcomes. Thus, a quasi-experimental approach was taken where an explanatory sequential design was also applied to provide an in-depth understanding of the nature of the outcome. As analysed using two-way ANCOVA and MANOVA, the findings indicated that FCoT (n = 60) and FCT (n = 60) differed significantly in writing performance scores and perceived cognitive engagement. However, there was no significant difference between both groups for perceived overall engagement, behavioural engagement, and emotional engagement. In contrast, it was also observed the presence or absence of tasks in the flipped classroom did not effect with students' writing proficiency in affecting their writing outcomes. Conversely, when compared, the qualitative findings on FCoT(n=5)

and FCT (n=5) provided insights that support the quantitative findings. Firstly, both groups indicated similar perceptions of overall perceived engagement by indicating the benefits and autonomy in learning and managing their learning. Next, for perceived behavioural engagement, accessibility to learning resources, effective video-based instructions, and the required high efforts were almost similar in both groups. Similarly, perceived emotional engagement indicated high enjoyment, confidence and appreciation of the benefits of the task given in both interventions. Nevertheless, perceived cognitive engagement indicated eminent difference, namely in attitude and as the FCoT group indicated a high need for redefining their learning parameters to include more tasks that will be beneficial in directing them towards their learning goal. Overall, it was found that to ensure the benefits of flipped learning for teaching narrative essay writing, it is vital to design practical tasks that will aid students in understanding learning goals. Moreover, task-based language learning incorporated with flipped learning emphasises genuine writing activities that reflect the practical application of their writing abilities. While this gives a sense of purpose and relevance in their writing process, it also creates an enjoyable and meaningful interaction that could be developed as learning skill for future professional endeavours.

# CHAPTER 1

# INTRODUCTION

## 1.1 Overview

Technology has become an essential component of the learning environment and progressed exponentially to support teaching and learning methods. The possibilities of educational technologies are boundless and borderless as the knowledge society is being shaped by increased ICT uses and rapid breakthroughs throughout the 21st century (Akcay & Yager, 2010; Harris et al., 2009; Kumbar, 2018; Omegna, 2020). One such tool is instructional videos which are defined as a type of multimedia instructional information that is presented visually to promote learning (Mayer, 2021). In this chapter, the role of these instructional videos as a tool for flipped classrooms to teach narrative writing is discussed through the background of the study and problem statements. Next, the research objectives, research questions and hypotheses are discussed as to how video-based flipped learning could be improvised with task-based activities. Next, based on the theoretical and research framework, the researcher establishes the fundamental theories and relationships in this study. Lastly, the significance, limitation and operational definitions are explained.

## 1.2 Background of the Study

Education has been known to integrate technologies to support language learning for many years (Shadiev & Yang, 2020). New technologies give educators distinctive possibilities for enriched teaching environments and learning possibilities that have been instrumental in the increase application for language learning. One such area is the use of technology in teaching and learning English as a Foreign Language (EFL). English is taught through skills that represent reading, listening, writing and speaking competencies (Darmi & Albion, 2014). Sun and Wang (2020) and Zhang and Guo (2012) explained that writing represents the overall linguistic competency and is often referred to as the most demanding skill for EFL learners. Writing involves composing narrative, descriptive, and expository essays with a specific goal of quality, fluency, syntactic, complexity and accuracy in delivering the message (Way et al., 2000). Furthermore, writing requires a profound reflection on cognitive processes, and it consists of diverse stages such as pre-writing, writing, and editing in order to fully convey the meaning (Adas & Bakir, 2013; Mason et al., 2013; Nosratinia & Razavi, 2016).

In Cambodia, English is taught as a foreign language and not a second language, and this perception is rooted culturally in viewing English as a means to communicate with native English speakers and not for daily use (Chan, 2018; Lim & Keuk, 2018). According to Luo and Chea (2018) and Zein (2017), English proficiency accelerates academic progress and securing employment. Nevertheless, with the ever-growing demand to improve English skills, the Cambodian Ministry of Education, Youth and Sport (MoEYS) collaborated with international agencies from Australia, the United

States of America and the United Kingdom to establish English learning programmes to enrich teaching and learning (Lim & Keuk, 2018)

According to the policies of the Royal Government of Cambodia (RGC), integration technology for education is to introduce and implement an online learning environment in a Cambodian academic program. Teaching and learning using ICT tools benefit knowledge development for students of all levels nationwide (Pors, 2016; Ravy, 2020). Similarly, MoEYS adopted ICT in education in 2004 and fully implemented these strategies in 2015 to transform traditional classrooms into modern classrooms (Brofeldt et al., 2018; Dionys, 2012; Richardson, 2008; 2009; Shin et al., 2014). It is simply starting to change the methods of teaching students and choose newly updated technological solutions to enhance its education system in terms of utilizing technology in English classrooms (Elwood & MacLean, 2009; Richardson, 2008). Master Plan for Information and Communication Technology in Education 2009-2013 and its continuation in May 2018 has brought forwards ICT as a platform to improve the effectiveness and efficiency of teaching and learning (Ravy et al., 2020).

This is further deemed necessary by the exponential use of ICT and the internet. In 2015, almost a third of the population used the internet, while over 94% of Cambodians owned a mobile-based smart device (Seng & Lay, 2018). The internet and online devices have given Cambodians more noteworthy access to up-to-date information and web-based social networking sites in both Khmer and English versions (Crews & Parker, 2017; Phong & Solá, 2015). According to Chan (2018), EFL learners in Cambodia use English to connect and relate to the advancement of

technology, and Moore and Bounchan (2020) added that English is seen as “first usage” as most applications do not have Khmer words. Nevertheless, for Cambodia as a least developed ASEAN country to benefit from the four$^{th}$ industrial revolution, Smith (2021) suggested integrating ICT delivery techniques in education. Furthermore, the Master Plan for Information and Communication Technology in Education 2009-2013 and its continuation in 2018 by MoEYS emphasised the need to use various ICT tools by increasing facilities in educational institutions to ensure that there is an effective educational change as the use of ICT in Cambodia is still limited (Ravy et al., 2020).

Therefore, Voeun et al. (2020) added that future studies in EFL in Cambodia investigate how meaningful lessons or homework can be used to promote autonomous learning. For that reason, task-based learning was reasoned to be relevant. This method has been found to promote language and skill acquisition (Sholeh et al., 2021) where task-based learning refers to instructions in which classroom activities correspond to the tasks that students might do outside of the classroom (Büyükkarc, 2009), which can also be regarded as a method of flipped learning. Tasks are activities that students must complete (Büyükkarc, 2009) that engage students as pre-task, during-task, and post-task activities (Ellis, 2003). Rana and Urooj (2022) state that task-based learning impacts English language acquisition. Similarly, according to Escobar Fandiño et al. (2019) and Torres et al. (2021), the flipped classroom has been found to be effective in terms of engaging students and increasing students' performance in learning EFL language skills.

The flipped or inverted classroom integrates technology such as videos, which provides traditional lectures with an innovative view (Ghasemi & Hashemi, 2011; Li & Ni, 2011). There are three components of the flipped classroom, i.e., before class, during class and after class. This layout empowers educators to outline and design before, during and after class activities and assessments. In the flipped classroom, instead of just imparting materials, the educator assists the students, and the students become accountable for their learning process and pace (Lai & Hwang, 2016). Therefore, the flipped classroom is an instructional model used to increase learning engagement through the blended learning approach by shifting classroom instructions to outside class via videos or reading contents and using in-class time for active learning activities (Guo, 2019).

Furthermore, in the flipped classroom context, video can enhance teaching experiences and catch the millennial students' "attention" (Basal, 2015; Phillips & Trainor, 2014). Henceforth, an immediate potential to incorporate technology such as videos to improve the EFL learners' writing abilities (Cutter, 2015; Mulyono & Halim, 2015). Among the technological mediums, video is an efficient learning platform widely used to promote teaching (Shyamlee & Phil, 2012). In education settings, video-based online learning is becoming more widespread (Dutt-Doner et al., 2005; Maddux & Johnson, 2012; Yoon et al., 2021). Alsulami (2016) also highlighted that videos and online multimedia tools positively influence learning EFL. At its core, flipped learning is a potential pedagogy for improving EFL education (Arslan, 2020). Lee and Wallace (2018) described that video-based learning through flipped learning as a teaching methodology could be instrumental in improving EFL learning in and out of the classroom. According to the previous studies done by Gilboy et al. (2015) and Herreid

and Schiller (2013), flipped learning approach has evolved to be especially appealing as it is a direct result of the accessibility of internet resources, including video lectures for all purposes of any subject, especially English language subject. Activities that would ordinarily be done in the classroom (e.g., subject presentation) are done at home, and activities that would ordinarily be done at home are done in the classroom (Bergmann & Sams, 2012; Sohrabi & Iraj, 2016).

### 1.3 Statement of Problem

In Cambodia, English is known as a foreign language (Moore & Bounchan, 2010), and it is taught six hours per week in the school curriculum for secondary schools (Sun, 2019). Cambodian students who learn writing in English find writing the most challenging skill (Chan & Srun, 2016) and English proficiency, while being highly valued, is challenging to achieve (Serfaty, 2019). This is also similar to other empirical findings in other EFL studies (Dastjerdi & Samian, 2011; Keuk & Tith, 2013). As explained by Kormos (2011) and Mazgutova and Kormos (2015), EFL students usually find it difficult to develop complex syntactic structures when not given the opportunity to write a narrative essay. Huang and Jun Zhang (2020) added that this can be attributed to the need to develop writing-to-learn and learning-to-write strategies which is often challenging as learning English has been predominantly focused on taught courses for EFL.

Likewise, narrative essay for an instance is the most important and basic type of essay writing that students will have to do in their scholastic professions (Savage & Mayer, 2006). Empirical findings by Alebrahim (2016), Brogdon (2018), Savage and Mayer

(2006), and Way et al. (2000) focused on only traditional EFL classrooms where the flow of information and knowledge is moderated and regulated by educators and students are expected to continue learning about a subject outside of school by doing homework as a learning task. Evidence from research on EFL teaching and learning suggested that a large part of the problem lies in the way these courses are traditionally taught - through lectures and reading assignments, note-taking, and memorization (Abedi et al., 2019; Mosleh & Baba, 2013).

Furthermore, Megaiab (2014) underlines that many students do not like writing because they believe they will never master it if they do not get it right the first time. As for Cambodia, Sim and Hum (2021) claimed that English language acquisition is often challenged due to the use of the Khmer language for teaching and learning the subject. Accordingly, students fail to identify their basic ideas to support the given topics in writing (Soeung et al., 2019) as they are unable to compose their perspectives with illustrations and clarity, so their arguments are likely to be weak (Hem, 2017). It has been found that Cambodian students have major challenges in establishing their sentence structures with limited vocabulary, poor essay writing organization and misconceptions (Ngun, 2013; Sor et al., 2017) as a reflection of poor writing performance with assigned tasks given (Salman & Hazem, 2022).

DeVito (2016) expressed that it was due to the significant factors influencing student engagement. Furthermore, student engagement (behavioural, emotional and cognitive) reflecting on the time spent on tasks and active participation with respect to Cambodian EFL students' work has been a concern (Heng, 2014; Voeun et al., 2020). In a study done by Voeun et al. (2020), there are limited studies investigating EFL

education at the secondary level in Cambodia and how engaged their learning environment is. According to Zheng and Yu (2018), a lack of engagement can be one of the first signs that a student in an EFL writing class will not be effective in learning to write. A variety of factors influence how much students respond to what they are learning to write at school and those include the degree to which the teaching methods differ, and the degree to which educators input on the success of the students (Hawthorne, 2008).

Next, the level of English writing proficiency has also been found to be between moderate to low. According to Bhadra (2011), writing proficiency is the capacity to construct clear and concise phrases. In order to explore the learning performance of Cambodian secondary school Grade 10 students in writing tabulation through the years from 2016 to 2018 (Appendix A), it was found that there was a declining result reflecting -1% to -2% as reflected in Table 1.1. Low writing exam results among secondary school students indicated poor performance and engagement in class (Chan & Srun, 2016). Low and high-proficient writing learners may differ in the use of writing strategies, however considering it to evaluate writing engagement and performance is important (Chea & Ogawa, 2020; Kann, 2020; Sor et al., 2017).

**Table 1.1**

*Writing Results Comparison for Grade 10 (Secondary school students) between 2016-2018*

| Academic Year | School / Class | No of Students | Results | Writing topic ((250 words limit with 3-paragraph essay) |
|---|---|---|---|---|
| **2016** | Hun Sen Krong Tep Nimit Pailin High School / Grade 10A | Total students: 45 (24 female, 21 Male) | A=8, B=26, C=11 | A memorable moment of failure or success |
| | Hun Sen Krong Tep Nimit Pailin High School / Grade 10B | Total students: 45 (23 female, 22 Male) | A=10, B=11, C=24 | A frightening or dangerous experience |
| | Hun Sen Krong Tep Nimit Pailin High School / Grade 10C | Total students: 45 (15 female, 30 Male) | A=8, B=15, C=22 | A memorable journey |
| **2017** | Hun Sen Krong Tep Nimit Pailin High School / Grade 10A | Total students: 45 (21 female, 24 Male) | A=6, B=30, C=9 | A trip that you would like to take |
| | Hun Sen Krong Tep Nimit Pailin High School / Grade 10B | Total students: 45 (22 female, 23 Male) | A=10, B=8, C=27 | Your first time away from home |
| | Hun Sen Krong Tep Nimit Pailin High School / Grade 10C | Total students: 45 (17 female, 28 Male) | A=9, B=8, C=28 | An experience that helped you grow up |
| **2018** | Hun Sen Krong Tep Nimit Pailin High School / Grade 10A | Total students: 45 (33 female, 12 Male) | A=6, B=21, C=18 | A day to remember |
| | Hun Sen Krong Tep Nimit Pailin High School / Grade 10B | Total students: 45 (12 female, 33 Male) | A=3, B=18, C=24 | Your favourite class |
| | Hun Sen Krong Tep Nimit Pailin High School / Grade 10C | Total students: 45 (31 female, 14 Male) | A=3, B=16, C=26 | Your first time in Grade 10 |

Nevertheless, limited interventions reflect studies investigating the writing strategies for secondary school using the flipped approach, especially for the task-based flipped classrooms focusing on writing skills in Cambodia, as most studies have concentrated on higher education with reading skills (Roth & Suppasetseree, 2016) and grammar. Likewise, Nuon and Champakaew (2017) suggested also exploring different levels of

education and not solely focusing on higher education. Furthermore, very few studies consider ICT usage in Cambodia (Luo & Chea, 2018). According to Serfaty (2019), due to the complexity of EFL in Cambodia, digital intervention for language learning should also consider strategies to ensure autonomous learning. Henceforth, the use of flipped learning approach is required.

Moreover, the technology affordance of video-based flipped learning for EFL has limited studies investigating its implementation (Arslan, 2020). Lawson and Mayer (2021) state that while online learning is renowned, it still faces engagement issues. Therefore, Ellis (2017) described strategies such as non-tasked and tasked learning for language learning and Sholeh et al. (2021) claimed that it is an excellent strategy for teaching EFL. As such strategies are novel in the Cambodian secondary school context, this study will investigate the effect of task-based flipped learning towards students' perceived engagement and learning performance on learning narrative essay writing using video-based instructions.

### 1.4 Research Objectives

Based on the problem statements discussed, the research objectives of this research were identified. The research objectives are as follows:

i. To design and develop two modes of task-based flipped learning, flipped classroom without tasks (FCoT) and flipped classroom with tasks (FCT), for

teaching and learning narrative essay writing using video-based instructions among Cambodian High School students.

ii. To investigate the difference between using flipped classroom without tasks (FCoT) and the flipped classroom with tasks (FCT) groups towards students' perceived engagement, cognitive engagement, emotional engagement, and behavioral engagement.

iii. To investigate the difference between flipped classrooms without tasks (FCoT) and the flipped classroom with tasks (FCT) groups towards students writing performance for narrative essay writing.

iv. To investigate the moderating effect of English writing proficiency towards students' perceived engagement, cognitive engagement, emotional engagement, behavioral engagement and writing performance for narrative essay writing for flipped classrooms.

v. To explore student perception of engagement in flipped classroom without tasks (FCoT) and the flipped classroom with tasks (FCT) on overall engagement, perceived cognitive engagement, emotional engagement, and behavioral engagement for narrative essay writing among Cambodian high school students.

## 1.5 Research Questions

Therefore, the research questions were developed based on the order of the analysis for each dependent variable in regards to direct and moderating effect (writing proficiency) of the independent variable (FCT and FCoT) towards the dependent (perceived engagement – overall, behavioral, cognitive and emotional and writing performance) which are as follow:

RQ1: Is there a significant difference in students' perceived overall, behavioural, emotional, and cognitive engagement in using the flipped classroom without tasks (FCoT) and flipped classroom with tasks (FCT) in learning narrative writing?

RQ2: Is there a significant difference in students' perceived overall, cognitive, emotional, and behavioural engagement between high and low levels of English writing proficiency?

RQ3: Is there a significant interaction effect of English writing proficiency on students' perceived cognitive, emotional, and behavioural engagement between flipped classroom without tasks (FCoT) and flipped classroom with tasks (FCT) groups in learning narrative writing?

RQ4: Is there a significant difference in students writing performance for narrative essay writing between the flipped classroom without tasks (FCoT) and flipped classroom with tasks (FCT) groups in learning narrative writing?

RQ5: Is there a significant difference in students' levels of English writing proficiency for narrative essay writing on students writing performance?

RQ6: Is there a significant interaction effect of English writing proficiency on students writing performance for narrative essay writing between flipped classroom without tasks (FCoT) and flipped classroom with tasks (FCT) groups in learning narrative writing?

RQ7: How do students perceive their overall, cognitive, emotional, and behavioural engagement in the flipped classroom without tasks (FCoT) and flipped classroom with tasks (FCT) groups in learning narrative essay writing?

### 1.6 Research Hypotheses

The research hypotheses are statements used to propose an expected result of the research question that will be tested in this study. Therefore, in this study, null hypotheses are used due to the novelty of the study to determine if there is are significant differences between FCoT and FCT. The hypothesis identified in this study are:

$H_0$1: There is no significant difference in students' perceived overall engagement in the flipped classroom without tasks (FCoT) and flipped classroom with tasks (FCT) groups in learning narrative essay writing.

$H_0$2: There is no significant difference in students' perceived behavioural engagement in the video-based instruction flipped classroom without tasks (FCoT) and flipped classroom with tasks (FCT) groups in learning narrative essay writing.

$H_0$3: There is no significant difference in students' perceived emotional engagement in the flipped classroom without tasks (FCoT) and flipped classroom with tasks (FCT) groups in learning narrative essay writing.

$H_0$4: There is no significant difference in students' perceived cognitive engagement in the flipped classroom without tasks (FCoT) and flipped classroom with tasks (FCT) groups in learning narrative essay writing.

$H_0$5: There is no significant difference in students' perceived overall engagement between high and low levels of English writing proficiency in learning narrative essay writing.

$H_0$6: There is no significant difference in students' perceived behavioural engagement for narrative essay writing between high and low levels of writing proficiency in learning narrative essay writing.

$H_0$7: There is no significant difference in students' perceived emotional engagement for narrative essay writing between high and low levels of writing proficiency in learning narrative essay writing.

$H_0$8: There is no significant difference in students' perceived cognitive engagement for narrative essay writing between high and low levels of writing proficiency in learning narrative essay writing.

$H_0$9: There is no significant interaction effect between the groups and English writing proficiency on students' perceived overall engagement, cognitive engagement, emotional engagement, and behavioural engagement in learning narrative essay writing.

$H_0$10: There is no significant difference in students' writing performance for narrative essay writing between the flipped classroom without tasks (FCoT) and flipped classroom with tasks (FCT) groups in learning narrative writing

$H_0$11: There is no significant difference in students' levels of English writing proficiency for narrative essay writing on students writing performance

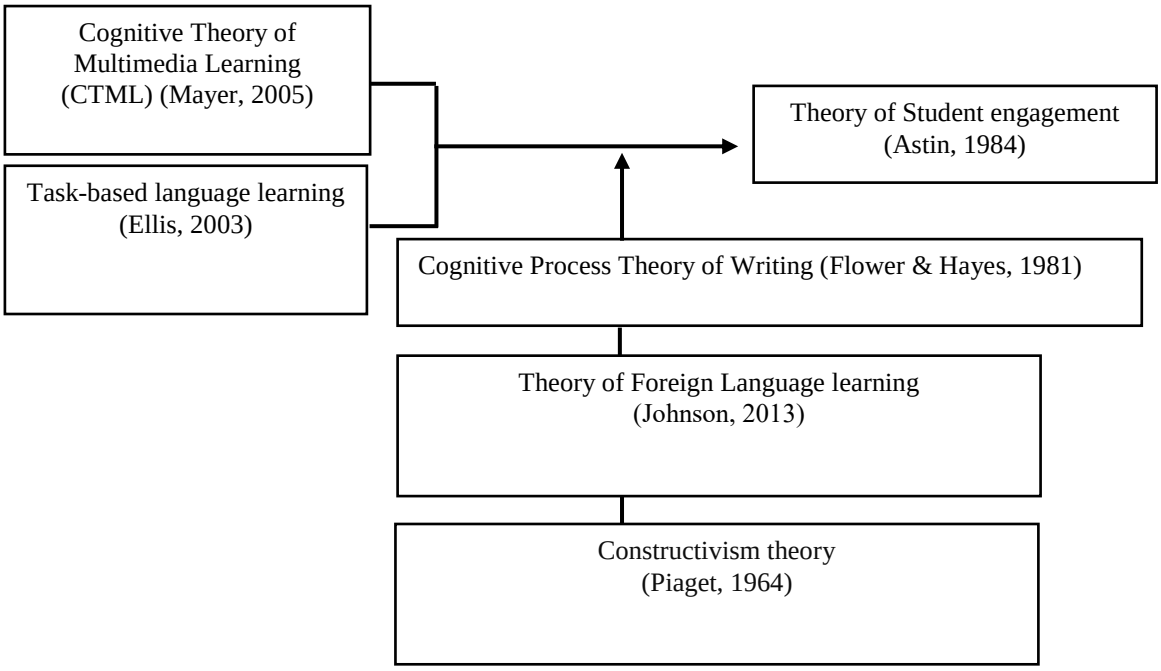
$H_0$12: There is no significant interaction effect of English writing proficiency on students writing performance for narrative essay writing between flipped classroom without tasks (FCoT) and flipped classroom with tasks (FCT) groups in learning narrative writing

## 1.7 Theoretical Framework

In this study, the conceptualization of the theories such as the Cognitive Theory of Multimedia Learning (CTML), Theory of Foreign Language learning, Cognitive Process Theory of writing, Task-based language learning, Theory of Student engagement and constructivism theory used in this study are shown on Figure 1.1. in conjunction with flipped classroom environment (pre-, during and after).

**Figure 1.1**

*Theoretical Framework*



### 1.7.1 Theory of Foreign Language Learning (FLL)

According to Johnson (2013), the Theory of Foreign Language Learning (FLL) comprises three competencies: systematic (knowledge, skills and attitudes), sociolinguistic (the ability to use language that is appropriate to social contexts) and strategic (assessment, planning, and execution functions in determining the most effective means of achieving a communicative or language learning goal). In addition, Moeller and Catalano (2015), studying a foreign language provides learners with the opportunity to gain linguistic and social knowledge that is out of the norm. Therefore, the Theory of Foreign Language learning will be applied to represent the general principle to guide teaching English as a foreign language in Cambodia because the Ministry of Education, Youth and Sport in Cambodia have chosen English as a Foreign Language (EFL) (Chan, 2016; Sundh, 2017).

### 1.7.2 Cognitive Process Theory of Writing

According to Flowers and Hayes (1981), a cognitive process theory of writing has four major writing processes:

i. Planning (generating ideas, organizing those ideas, and identifying the desired effects)
ii. Translating (writing the text with the planned content)
iii. Reviewing (revising or proofreading the text).
iv. Monitor (finalizing the text)

Writing, of course, necessitates a structured writing process that students can follow in a sequence of steps. Students can keep their perspectives on their writing by breaking down the act of writing into separate processes. Students are encouraged to write in various genres while still being encouraged to be creative and use writing conventions (Zemach & Rumisek, 2016). A cognitive process theory of writing will be used to support teaching narrative essay writing to Cambodian high school students because this study focuses on writing skills.

### 1.7.3 Cognitive Theory of Multimedia Learning (CTML)

According to Mayer (2005), there are two independent channels (auditory and visual) for processing information for multimedia-based learning and it an active cognition of five processes of filtering, selecting, organizing, and integrating text and images to ensure. Video-based multimedia learning can include viewing a PowerPoint presentation or watching to a recorded lecture (Fiorella & Mayer, 2018). According to Mayer (2021), a multimedia instructional message - a presentation combining words and visuals to aid learning - is known as video-based learning. The dual channels, limited capacity, and active learning are three principles from the science of learning that apply to a cognitive theory of multimedia learning (Mayer 2020, Mayer et al., 2020). Also, this study applies a few principles, for example, the coherence principle, signalling principle, spatial principle, temporal contiguity principle, modality principle and multimedia principle. Therefore, utilizing video-based learning in this study as one of the types of interactive multimedia learning resources through Blendspace in a flipped classroom environment.

### 1.7.4 Task-based language learning (TBLL)

According to Ellis (2003), a task is an "activity," "exercise," or "drill" used to generate student language. According to Shehadeh and Coombe (2010), task-based language learning (TBL) is a teaching approach to second/foreign language learning and teaching in which classroom tasks are the primary focus of instruction. A classroom task is an activity that is (i) goal-oriented, (ii) content focused, (iii) has a concrete conclusion, and (iv) represents real-life language use and expression. The tasks are made to help learners practice writing the target language in authentic contexts (Ahmed & Bidin, 2016). Task-based language learning is the main dimension in this study since all assigned tasks will be integrated into Blendspace in the flipped classroom environment for Cambodian high school students to learn by practicing the narrative essay writing exercises.

### 1.7.5 Theory of Student Engagement

According to the theory of student engagement (Astin, 1984), the ideal learning environment allows students to become more engaged. Student engagement during learning activities consists of three component constructs, such as cognitive, behavioural, and emotional aspects (Sinatra et al., 2015; Voeun et al., 2020). Some scholars also used this theory for writing skills (Gasmi & Thomas, 2017; Neumann & Hood, 2009). Therefore, this theory was applied in this study due to the application of flipped classroom, video-based learning and writing activities performed online.

### 1.7.6 Constructivism theory

Constructivism is a theory on how people learn that is primarily based on observation and research. According to this theory, people build their knowledge and understanding of the world by engaging in events and thinking back on them (Bereiter, 1994). Effective teaching requires showing the learner how to utilize a tool in context rather than just providing them with a list of guidelines (Harsma et al., 2021). Furthermore, constructivism is among the most well-known and extensively researched learning theories in education (Ensar, 2014). According to Piaget (1964), learning is defined as modelling, transforming, and comprehending how something is put together. Thus, encounters with the environment alter the internalized worldview. There are numerous techniques to alter one's opinions of various constructs (Harsma et al., 2021).

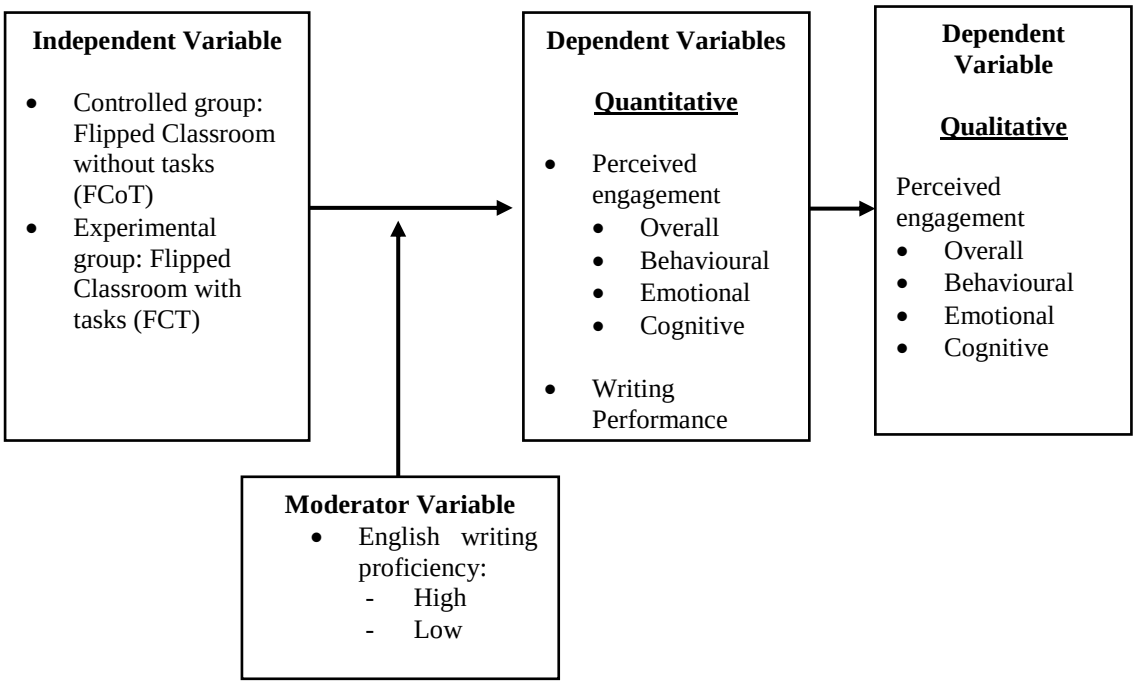
Constructivism has had a favourable impact on educational achievement and student capacity. Students can develop their creative and design skills to produce work that meets their needs. Constructivism theory emphasizes several factors, including (1) genuine learning in the appropriate environment; (2) giving emphasis to the process; (3) embedding learning in the context of social experience; and (4) learning is done in order to construct experience (Suhendi, 2018). Therefore, this theory was applied as it is consistent with the flipped classroom concept that emphasises learners' active knowledge creation. In a flipped classroom, students actively engage with educational materials outside of class, create their understanding, and apply their knowledge during in-class activities.

## 1.8 Research Framework

This research has two dependent variables: student perceived engagement which associates with behavioural, cognitive and emotional outcomes and writing performance. The independent variable has two learning modes, flipped classroom without tasks (FCoT) and flipped classroom with tasks (FCT). The FCoT is the control group, and the FCT is the experimental group. The moderator variable is the level of English writing proficiency, categorised as high or low. The study will be conducted as a mixed method using the explanatory sequential design (QUAN→qual). Hence after the quantitative data was collected, students were randomly selected for an interview focusing on their perceived engagement. The overall research framework is illustrated in Figure 1.2.

**Figure 1.2**

*Research Framework of The Study*



## 1.9 Significance of the Study

This research is of significance to various groups in the field of English education in general, cognition and instructional design, and video lecture development. The findings of this research can be useful for policy makers in the Cambodian Ministry of Education, Youth and Sport (MoEYS) that offer English programs by incorporating multimedia-based tools in learning, especially for secondary schools. This is further supported by the need of the Cambodian government to digitalize education in the hopes of creating an IT-savvy nation capable of using technology for workplace needs. Hence, EFL taught based on a Cambodian course syllabus enriched with the flipped classroom approach can potentially improve language learning skills as it is an approach that digitalises learning contents and how students engage with such intervention.

Furthermore, this research could make immense contributions. First, the findings of this study can provide information and guideline for designers and educators to develop written content for the English language and to select the most effective multimedia elements in a flipped classroom environment. This is in conjunction with the value of adding a task-based approach to the flipped classroom. Next, as this study applies Mayer's Theory of Multimedia Learning, including strategies to design and develop effective video tools, the outcome of this study will aid future studies in regard to design needs for the Cambodian context. The results of this study will provide an in-depth understanding of motivational and engagement factors that drive students to interact with their learning content, especially when learning EFL. While task-based learning facilitates interaction, this study will identify if such a strategy will facilitate

improvement in writing, as such intervention has not been effectively investigated in the Cambodian context. Overall, the significance of using the flipped classroom model with TBLL to teach writing skills in EFL stems from its ability to improve writing proficiency, promote personalised learning for students, encourage real language use, cultivate intellectual and interpersonal skills, foster intellectual curiosity, incorporate technology, and offer culturally appropriate instruction. These advantages help Cambodian secondary students have a more comprehensive and enjoyable learning experience, equipping them for success in school and future language usage in various circumstances.

## 1.10 Limitations of the study

The research will be conducted at one of the public high schools and is limited to only 120 high school 11$^{th}$-grade students among 500 high school students from the first and second-semester students who are learning the English subject. Mayer's principles used in this research are the coherence principle, signalling principle, spatial principle, temporal contiguity principle, modality principle and the multimedia principle of the design and development of video lectures. This research shows the effect of using narrative essays in a flipped classroom environment on student perceived engagement and writing proficiency; other variables reflecting learning outcomes were not included. Furthermore, other demographic variables were also not included, such as gender, age groups, digital device ownership and income as this study is one of the first in this context, and the researcher would like to obtain an overall understanding.

Next, this study merely compares the effects of using the two learning modes, the flipped classroom without tasks (FCoT) and flipped classroom with tasks (FCT) on student-perceived engagement and performance variables to emphasize the effects in improving narrative essay writing. As for the moderator variable, the level of English writing proficiency was used to investigate how the strength of the relationship between independent and dependent variables can be affected based on previous writing skills. Nevertheless, due to sensitivity in regard to results, questions regarding the outcome of the post-test were not included in the qualitative part as it may affect the outcome, especially emotional engagement.

## 1.11 Operational Definitions

### Student perceived engagement

Student perceived engagement is defined as the willingness, need, desire, and compulsion of students to participate in and succeed in the learning process has been defined as student perceived engagement (Gray & DiLoreto, 2016). Voeun et al. (2020) defined three engagement elements, namely behavioural, emotional, and cognitive, to study student participation in English courses. Therefore, in this study, three aspects of perceived engagement such as behavioural, emotional, and cognitive, are employed to apply for this study in the Cambodian setting in both FCoT and FCT.