

**The Effect of a Flipperentiated Instruction Based Program on
Enhancing EFL Functional writing Skills among Languages Higher
Institutes' Students**

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Abstract

The study's purpose was to use a flipperentiated instruction based program to help Languages Higher Institutes' students improve their EFL functional writing skills. The current study used the analytical descriptive approach to examine relevant literature and prior researches in order to achieve this purpose, and the quasi-experimental method to perform the treatment part of the study. Forty students from the English Department of Languages Higher Institutes were purposefully divided into two groups: twenty for the experimental group and twenty for the control group. To find out how much the EFL students in the experimental group and control group improved their EFL functional writing abilities, pre- and post-achievement exams were given to them. The experimental group improved significantly in their EFL functional writing skills as a result of using the suggested flipperentiated instruction-based program, which was successful in developing the necessary EFL functional writing skills, according to a comparison of the mean scores of the students in the two groups on the pre and post functional writing tests. The present study was conducted through the second term of the academic year 2024/2025. Finally, the results of the study showed that the flipperentiated instruction based program had a large effect on developing the EFL functional writing skills of languages higher institutes' students. Therefore, this study confirms the importance of the proposed program and the necessity to be applied within specialized courses in the bylaws of English departments in faculties of languages and higher languages institutes in Egypt.

Keywords: Flipperentiated Instruction, EFL Functional Writing Skills, Languages Higher Institutes' Students

" أثر برنامج قائم علي التعليم المتمايز المعكوس علي تعزيز مهارات الكتابة

الوظيفية باللغة الانجليزية لدي طلاب المعاهد العليا للغات"

مستخلص الدراسة باللغة العربية

هدفت الدراسة إلى قياس مدى فاعلية استخدام برنامج تعليمي قائم على التدريس الإنعكاسي المتمايز لدعم طلاب أقسام اللغة الإنجليزية بكليات اللغات والمعاهد العليا للغات في مصر على تحسين مهاراتهم في الكتابة الوظيفية باللغة الإنجليزية كلغة أجنبية، واستخدمت الدراسة الحالية المنهج الوصفي التحليلي لدراسة الأدبيات والبحوث السابقة ذات الصلة لتحقيق هذا الهدف، والمنهج شبه التجريبي لإجراء التطبيق العملي والإجرائي من الدراسة، وقام الباحث بتقسيم وتصنيف الطلاب وعددهم أربعون طالبًا من قسم اللغة الإنجليزية بالمعاهد العليا للغات إلى مجموعتين: عشرون طالبًا للمجموعة التجريبية وعشرون طالبًا للمجموعة الضابطة، ولمعرفة مدى تحسن مهارات الكتابة الوظيفية لدى طلاب المجموعتين التجريبية والضابطة في اللغة الإنجليزية كلغة أجنبية، أُجريت لهم اختبارات تحصيلية قبلية وبعدية، وقد أظهرت المجموعة التجريبية تحسنًا ملحوظًا في مهارات الكتابة الوظيفية لديهم نتيجة استخدام البرنامج التعليمي المقترح القائم على التدريس الإنعكاسي المتمايز، والذي نجح في تطوير مهارات الكتابة الوظيفية اللازمة، وذلك وفقًا لمقارنة متوسط درجات طلاب المجموعتين في اختبارات الكتابة الوظيفية قبلية وبعدية، وقد أُجريت هذه الدراسة خلال الفصل الدراسي الثاني من العام الدراسي ٢٠٢٤/٢٠٢٥، وأظهرت نتائج الدراسة أن للبرنامج التعليمي القائم على أسلوب "التدريس الإنعكاسي المتمايز" أثرًا كبيرًا في تنمية مهارات الكتابة الوظيفية في اللغة الإنجليزية كلغة أجنبية لدى طلاب المعاهد العليا للغات، وكنتيجة لما سبق تؤكد هذه الدراسة أهمية البرنامج المقترح وضرورة تطبيقه ضمن مقررات متخصصة في لوائح أقسام اللغة الإنجليزية بكليات اللغات والمعاهد العليا للغات في مصر.

الكلمات المفتاحية: أسلوب "التدريس الإنعكاسي المتمايز"، مهارات الكتابة الوظيفية في اللغة الإنجليزية كلغة أجنبية، طلاب المعاهد العليا للغات

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1. Introduction:

Nowadays, living in a modern, networked world necessitates mastering the English language pragmatically so that it may be used for a variety of purposes. Formal educational environments do not always encourage this. More precisely, it is now imperative to acquire functional English, which pushes language into a more contextualized and realistic domain that includes real-world scenarios. Additionally, learners must identify useful goals that should motivate them to use English in order to fulfill certain survival and communication needs (Nunan, 1999; Street, 2009). This could make it seem significant and relevant to them, which would motivate them to learn it.

Foreign language learners may demonstrate proficiency in the target language's vocabulary and grammar, but they may not have the same command over its pragmatic applications. For instance, they may be able to recognize multiple ways to express gratitude or grievance, but they may not be able to determine when to use one form over another. A 'pragmatic failure' happens when students are unable to articulate their objectives or comprehend those of others (Zhuge & Wu, 2005: p75).

The phrase "functional English" or "functional linguistics" has become popular to refer to the functionalization of English in real-world contexts to accomplish a variety of practical (social and individual) objectives. For language to be deemed functional, it must be functionalized in a communicative interaction and purposefully affect the reader or listener. In this way, it is closely tied to the practical and significant use of language when it is employed to achieve certain communication objectives. (Salem, 2013)

Writing is a productive talent that requires learners to use written texts to develop ideas and messages, claim Gillett et al. (2019). It is regarded as one of the most crucial abilities that learners should cultivate for the

sake of achieving academic success. Hyland (2006) states that "grammar knowledge, vocabulary choices, syntactic patterns, and cohesive devices, that comprise the essential blocks of texts, are the main components of learning to write in a foreign or second language." This supports the idea that writing requires a range of skills, knowledge, and experience, making it a difficult undertaking for EFL students. Instructors and course designers must thus specify the skills and areas that learners need to enhance to become excellent writers before starting any writing course. This may be achieved using creative methods such as the flipperentiated instruction strategy.

However, not everyone can communicate effectively if they do not make a specific effort to hone this capacity. For people who want to pursue further education, being unable to communicate in writing is considered a major obstacle; for those who wish to maintain their employability, the situation is much more problematic. Therefore, it is crucial to give students innovative techniques that are critical to improving their EFL functional writing abilities (Churches, 2015).

Facts, ideas, emotions, sentiments, and values are all effectively transferred throughout the dynamic, reactive process of communication. Learners intentionally and actively engage in communication to build knowledge and understanding; it is neither passive nor something that just happens (Sabre, 2020). The instructor must be innovative in order to do this. Llach (2019) asserts that a teacher's efficacy as an EFL teacher is ultimately based on how well their students can communicate in the target language. It is the capacity for both oral and written communication, as well as the comprehension of what is read or heard.

One of the four essential abilities that learners need to get proficient in order to thrive in college is writing. However, it takes a lot of effort to learn this skill. Developing, organizing, and translating concepts into language that is easy to grasp is the difficult part. If students improve their language skills, this issue will become more apparent (Richard & Reppen, 2016).

Spratt et al. (2005) list a number of sub-skills that are crucial to writing, including correctness or the use of appropriate grammar, spelling, letter formation, readability, punctuation, word choice, sentence

design, and paragraph usage. Due to their complexity, these sub-skills present issues for students enrolled in writing courses.

Teachers may make classes more engaging and provide students the chance to practice various communication styles by emphasizing textual communication in the classroom. When educators encourage their students to apply their knowledge to contexts other than the ones in which they were assigned the task, higher-level thinking can develop (Costa & Kallick, 2008).

Instead of only imparting knowledge, teachers should take on a variety of roles, such as facilitator, motivator, mediator, and designer, in order to help students assume new roles. Teachers support student activities and serve as communicators or guides to new material rather than lecturing and providing monologues. The focus moves from the instructor to the students when using this method of teaching communicative languages (Churches, 2015).

Flipperentiation, which combines flipped and differentiated instruction, may be a superior tool for teachers to employ. It can assist students to improve their EFL written communication abilities. The present generation of learners, who are expected to be in charge of their own learning and possess a broad variety of linguistic abilities, is met by flipperentiation in addition to incorporating technology into the teaching process. Flipperentiation allows teachers to modify their teachings to accommodate students with a broad variety of differences. These differences include language proficiency, learning beliefs, fixed or growth mindsets, learning preferences, cultural backgrounds, interests, and more. By making the material available to students beforehand, flipperentiation allows the instructor to take into account their differences. In a differentiated classroom, students differ based on their learning profiles, interests, and preparedness; the instructor must take these variances into account to optimize each student's learning potential (Tomlinson, 2017).

According to Gee (2007), language's real home is not just in dictionaries and texts but also in movement, the outside world, and conversation. To put it another way, language should be used in concrete ways that reflect how it is naturally used. Therefore, there ought to be a setting where language parts, abilities, and talents are needed and used in a useful way.

Instead of seeing language as a set of formal rules that are separated from their communicative applications, this method of studying linguistics emphasizes the role that language plays in social communication. It examines how a person learns and applies language to interact with people in their social surroundings, taking into account that person as a social being (Richards & Schmidt, 2002).

English involves three types of transactions, according to Leech's (1987) ideas of functional language: (1) interpersonal transactions between the writer or speaker and the audience; (2) ideational transactions that reflect the writer's concerns and beliefs; and (3) textual transactions that present the ideas and the connections between what is written and the meaning that the reader derives or constructs. This highlights how the text's function as a written communication medium, interpersonal relationships, and individual goals are all intertwined.

Abdelshaheed' study (2025) aimed to determine the functional writing (FW) proficiency level and its relationship to LI (LI) among EFL majors. As part of the study, which used an analytical descriptive technique, tools such as lists of FW and LI skills and related exams were developed and validated. Data was gathered and statistically analysed from a sample of 60 EFL majors. The study's final list included 20 LI abilities divided into 4 topics and 28 FW skills divided into 6 themes. Additionally, the results showed that the students' FW abilities (56.69) and LI skills (56.04) were at a moderate level. Importantly, a positive correlation between students' LI level and their mastery of FW skills was found ($r = 0.651$, $p = 0.001$, <0.05). This demonstrates that English majors with higher FW proficiency also typically have higher LI proficiency, and conversely.

Therefore, meaningful usage and communication in writing are ensured by a functional approach to language in general and writing in particular. Writing therefore ceases to be only a means of showcasing scholarly expertise and becomes an effective instrument for social communication. Additionally, when education is specifically tailored to meet the requirements and objectives of each student, writing is greatly improved and becomes a primary tool for self-expression, idea forming, and persuasion (Salem, 2013).

Therefore, communicative-pragmatic uses of English when writing to fulfill specific practical demands or objectives are the main focus of functional writing. To put it another way, the writing tasks are comparable to those completed in real life for pragmatic reasons. Students should produce realistic and meaningful writing because functional writing entails modifying writing to fit real-world situations, events, and activities. Additionally, "quality" is more important than "quantity," and Students must be allowed to continue working on an item until they are contented. (The Functional Skills Support Programme, 2007)

Recent studies (e.g. Abdallah, 2013; Norris, 1997) have focused on pragmatic skills and the usage of functional language in general. Using a community-of-practice design enabled by online social networking (such as Facebook), Abdallah (2013) examined the potential for incorporating new pragmatic forms of online writing in English (such as collaborative and connective writing) into a pre-service EFL teacher education program. Similarly, while developing a pragmatic skills test for children ages 4 to 9, De Villiers (2004) concentrated on certain functional language abilities that are critical to the development of fluent reading and writing skills as well as early school accomplishment. These included: (1) asking wh-questions; (2) assuming communicative roles; (3) connecting events to form a coherent story; and (4) expressing the emotions of the characters.

Likewise, the relationships between writing instruction and functional composition abilities in third-year Dutch secondary school students were investigated by Kuhlemeier and Bergh (1997). Ten of the thirty-six instructional parameters were found to be related to functional composition performance in a multivariate multilevel analysis. Teaching and practicing writing functional texts, writing for a particular audience or purpose, having the instructor grade writing outputs internationally, and routinely evaluating students' Dutch language ability through written assignments and examinations created by the teacher were all examples of effective instructional characteristics.

Other researches (e.g., Williamson, 2013; Salem, 2013; Maroko, 2010; Kuhlemeier & Bergh, 1997) focused on English composition or functional writing abilities. For instance, at Hurgada Faculty of Education in Egypt, Salem (2013) used a Writer's Workshop Approach to help certain pre-service primary English language teachers improve

their functional writing abilities. Additionally, Maroko (2010) investigated the Authentic Materials Approach to show how it may be used to the classroom instruction of functional writing. Students' functional writing abilities may be developed in the classroom by adopting the study's practical text-based teaching and learning strategy.

More specifically, Williamson (2013) examined whether it is possible to improve the accomplishment levels in L2 functional writing ability/skills in a recent action research project. Based on observations of functional skills English practice, learners seemed to have no trouble meeting the requirements of the writing programs when the new certification was implemented. The primary finding was that teenagers' lack of readiness for life skills, employment, and postsecondary education by university students necessitates a renewed emphasis on the development of functional writing abilities. Additionally, it was suggested that Functional Skills practice move away from conventional teaching methods and acknowledge that students need innovative, inspiring, and engaging learning environments in order to develop their L2 writing abilities.

As a result, some researches were conducted to demonstrate how well flipperentiation works to improve EFL writing communication skills. Therefore, it is clear that a number of researches have looked at how well EFL written communication skills can be improved by utilizing flipperentiation, which combines flipped learning with differentiated teaching. These researches have demonstrated the beneficial connection between tailored teaching and flipped learning. On the other hand, this study aims to specify the impact of a program based on flipperentiated teaching on improving EFL functional writing abilities among students at higher languages institutes, taking into account some gaps in previous researches and studies.

2. Context of the Problem

Despite being of great importance, EFL functional writing skills receive rather less class time than the other skills in the regular classroom leading to weak performance of students' EFL functional writing skills. Conducting a pilot study and reviewing the related previous studies have led the researcher, as a lecturer of English language in ministry of higher education, to notice that students at higher language institutions struggle with the majority of EFL functional

writing abilities.

For the documentation of the problem, a pilot EFL functional writing abilities test (See Appendix 7) was administrated to a group of fifteen 1st year languages higher institutes' students, English Department (see appendix 7). They had difficulty in writing specific report. They miswrote some emails. They were unable to write business letters appropriately. They have problems in writing CVs.

The results of EFL functional writing skills tests indicated the following:

Table (1): Results of the EFL functional writing skills pilot test

EFL Functional Writing Skills		Error Frequencies
1.	Writing specific report.	70%
2.	Writing emails correctly.	80%
3.	Writing business letters appropriately.	80%
4.	Writing CVs clearly.	60%

These results could be explained by the following factors:

1. There is not enough time in the classroom for students to practice EFL functional writing skills.
2. There are not enough suitable activities to motivate them to practice EFL functional writing skills in classrooms.
3. Only one way of teaching does not always suit each student's preferred pattern of learning.

As a result, this study was carried out to help Languages Higher Institutes Students enhance their EFL functional writing skills.

3. Statement of the problem

Based on the researcher's experience in teaching English as a foreign language in higher education, the results of the pilot study and the previous studies, it could be stated that languages higher institutes' students had weaknesses in EFL functional writing skills. They encounter significant challenges in writing specific reports, emails, business letters and CVs. The researcher designed a program to

overcome such difficulties. It was a flipperentiated instruction based program that could develop EFL functional writing abilities of languages higher institutes' learners.

4. Questions of the study

The study made an effort to respond to the following main question:

“What is the effect of flipperentiated instruction based program on enhancing EFL functional writing skills among languages higher institutes' students?”

The following sub-questions were derived from this primary question:

- 1) What are the EFL functional writing skills targeted for first year languages higher institutes' students (English departments)?
- 2) What is the suggested framework of a flipperentiated instruction based program for first year languages higher institutes' students (English departments)?
- 3) What is the effect of a flipperentiated instruction based program on enhancing EFL functional writing skills of languages higher institutes' students?

5. Hypotheses of the Study:

- 1- There are statistically significant differences between the mean scores of the experimental group and the control group on the pre-post targeted functional writing skills test, favoring the experimental group.
- 2- The proposed program is effective in developing the targeted functional writing skills of EFL students at languages higher institutes in Egypt.

6. Purpose of the study

The purpose of this research was to specify the EFL functional writing skills targeted for first year languages higher institutes' students (English departments) and the suggested framework of a flipperentiated instruction based program for them. So, this study investigated a flipperentiated instruction based program one enhancing EFL functional writing skills of languages higher institutes' students.

7. Significance of the study

On one hand, the research was significant for learners as it could enhance their EFL functional writing skills. It is important for teaching staff as it supplied them with instructions for functionalizing the suggesting program to improve students' EFL functional writing skills. This study is crucial for English departments as they could functionalize that program to create training programs for EFL students. It is significant for curriculum designers as when creating and developing EFL textbooks, they might take the program into account. For EFL academics, it is crucial since it might help other researchers look into more study on how to improve EFL functional writing abilities by functionalizing the program activities.

On the other hand, the following topics make the current study significant and important:

1. By proposing some of the EFL functional writing abilities required for EFL learners, instructors and translators, the research primarily makes a theoretical contribution to the area of TESOL/TEFL.
2. It introduces a new list of items based on statistical data and aims to evaluate the extent to which the chosen EFL functional abilities are significant in the eyes of EFL teacher educators.
3. Flipperentiated instruction links the functional use of the English language, especially in writing, by EFL students, translators, and teachers with the program because it is one of the teaching methods/techniques that EFL professors are required to use in order to address those functional writing skills while teaching in the mainstream English departments at higher languages institutes in Egypt.

8. Delimitations of the study

The current research was delimited to:

- 1- A group of 40 students from Languages higher institutes divided into an experimental group (n=20) and a control group (n=20), at Madina Higher Institute for international languages in Giza Governorate in Egypt, as they lack EFL functional writing skills.
- 2- Four EFL functional writing skills (Reports, Business Letters, CVs and Emails) which were approved by the checklist selected by EFL professors and the pilot study as suitable for those students.
- 3- The academic year 2024–2025, second semester.

9. Definition of Terms

9.1. Functional Writing Skills

Functional English, according to Richards and Schmidt (2002), is the use of the English language required to complete a specific activity or achieve a certain social goal. Based on the study's definition, functional English is "a mode of the English language in which the main focus is on the communicative, pragmatic, and everyday uses of the language, rather than on the theoretical, academic, and/or literary aspects of it."

Functional writing, as opposed to academic and artistic writing, is defined by Shorofat (2007) as writing that tries to communicate a particular, clear, and direct message to a specified audience. It covers a wide range of topics, including writing reports, invitations, official letters, notes, instructions, and advertisements. For the sake of this study, "a language practice that fits within the pragmatic and functional use of English" is the definition of functional writing. It is writing intended to serve practical functions, such welcoming someone, asking for a job, or making a request or offering advice.

In this study, functional writing skills are defined as those tangible, observable components of language proficiency that show a learner's ability to write in English for every day, practical purposes (e.g. writing a formal complaint to present to someone, taking some personal notes in a reflective diary, and writing a brief report).

9.2. Flipperentiated Instruction

Flipperentiation, as described by Joe Hirsch (2014), is a pedagogical approach to instruction when direct teaching moves from the context of group learning to the context of individual learning. It integrates differentiated instruction and flipped learning. Flipped learning creates an integrated educational approach by enhancing differentiated instruction. Flipped learning and differentiated teaching, when implemented synchronously, can provide a learning environment that encourages students to more effectively attain improved learning outcomes.

Within flipped learning, the teacher serves as a guide while students apply concepts and engage creatively with the subject matter in this

dynamic, interactive learning environment. This pedagogical approach involves direct instruction moving from the group learning space to the individual learning space (FLN, 2014).

The primary factors influencing student diversity, learning styles, brain research, and multiple intelligences theories include aptitude, motivation, socioeconomic class, gender, race, and special education requirements (Subban, 2006). In contrast to the standardized trend, differentiated instruction (DI) arises as a way to cope with variability among students in the same class group as support in this field: Despite the fact that it no longer suits the needs of most students, the one-size-fits-all curriculum is still in use.

Flipperentiation is a hybrid of flipped learning and differentiated teaching, according to Ober (2015) (quoted in Elgmal, 2023). Additionally, flipperentiated instruction—also known as differentiated flipped classroom or simply flipperentiated—is the use of a flipped classroom with extra differentiated student learning, according to Tung and Alissa (2021).

In this study, Flipperentiated instruction is a novel technology-based teaching approach that combines the benefits of flipped learning with differentiated instruction, according to the current study. In addition to obtaining alternatives that fit various forms of intelligence, this enables first-year language students at higher education institutions to work according to their own talents in order to enhance their EFL functional writing. Therefore, Flipperentiated instruction is the functionalization of a flipped classroom with supplementary differentiated learner's education that could be a differentiated flipped classroom or shortened to become flipperentiated. (Tung and Alissa, 2021)

9.3. Languages Higher Institutes' Students:

Students study languages and related subjects in Egypt's Language Higher Institutes. Madina Higher Institute of Languages in Giza, for instance, specializes in translation and language studies. Specialized programs in simultaneous interpretation are provided by other institutions, such as the Higher International Institute for Languages and Simultaneous Interpretation. Language-focused and allied higher education institutions are listed on the Ministry of Higher Education & Scientific Research website: <https://mohesr.gov.eg/ar-eg/Pages/Home.aspx>

In this study, the researcher investigated the effect of a flipperentiated instruction based program on enhancing EFL functional writing skills among languages higher institutes' students.

10. Method (Instrumentation and Experimentation):

In order to accomplish the main objectives of the study, the researcher employed a mixed-method research design. The choice between several quantitative and qualitative methodologies to achieve research objectives is determined by the research topic, which is the beginning point in this new approach (Creswell, 2003). As a result, both quantitative and qualitative research methodologies are used in this study's research framework for data collecting and analysis. Before distributing the functional writing skills list to a few Egyptian EFL professors and educators, a brief qualitative preparatory step of literature study and data theme analysis is required.

The study's objectives are to evaluate the proposed program and investigate how flipperentiated education enhances Languages Higher Institutes students' EFL functional writing abilities. A group of 40 students from Languages higher institutes divided into an experimental group (n=20) and a control group (n=20), at Madina Higher Institute for international languages in Giza Governorate in Egypt, as they lack EFL functional writing skills. So, the participants were homogeneous. Four lessons are included in the proposed program's curriculum to help students acquire the necessary functional writing skills. It took 16 hours over three weeks to teach those concepts. In the first and end weeks of the program, a pre-post achievement test in functional writing abilities was taken by students in the experimental group and the control group.

The needs assessment was the initial step in the current study's several stages. Thus, the researcher created a checklist of functional writing skills for EFL professors. Informal interviews with EFL professors and students who could offer information to aid in the program's design took place prior to this phase. Developing the needs profile was the second step. Creating a pre-post achievement exam was the third step. Creating the suggested program's framework for EFL students was the fourth step. In the fifth step, a sample of 20 EFL students in the experimental group and another sample of 20 EFL students in the control group were given the pre-test. Teaching the same sample to the experimental group using the created program was the sixth step. The last phase, stage seven, was giving the post-test to

the two groups. The following provides a detailed discussion of these stages:

11. Instruments of the Study:

In order to obtain the data needed for needs assessment and Evaluation in the current research, the researcher used the following instruments:

1. A functional writing checklist (Appendix 2,3)
2. A Pre-Post Achievement Test on the required functional writing skills (Appendix 5)
3. Structured and Semi-Structured Interviews with EFL professors and students prepared and administered by the researcher (Appendix 4).

11.1. Checklist of the Functional Writing Skills:

In preparing this checklist, the researcher depended on the following:

- ✍ The Jury members (See Appendix 1)
- ✍ Reviewing of literature and related studies.
- ✍ The structured and semi-structured interviews (See Appendix 4)
- ✍ National Academic Reference Standards (NARS) of faculties of languages in Egypt that include the Graduate Attributes and Intended Learning Outcomes ILOs (Aims and objectives) of TEFL for first year EFL students in general and that of teaching writing skills in particular. Retrieved from:
<https://www.google.com/search?q=%D9%84%D9%88%D8%A7%D8%A6%D8%AD+%D8%A3%D9%82%D8%B3%D8%A7%D9%85+%D8%A7%D9%84%D9%84%D8%BA%D8%A9+%D8%A7%D9%84%D8%A5%D9%86%D8%AC%D9%84%D9%8A%D8%B2%D9%8A%D8%A9+%D8%A8%D9%83%D9%84%D9%8A%D8%A7%D8%AA+%D8%A7%D9%84%D9%84%D8%BA%D8%A7%D8%AA&oq=%D9%84%D9%88%D8%A7%D8%A6%D8%AD+%D8%A3%D9%82%D8%B3%D8%A7%D9%85+%D8%A7%D9%84%D9%84%D8%BA%D8%A9+%D8%A7%D9%84%D8%A5%D9%86%D8%AC%D9%84%D9%8A%D8%B2%D9%8A%D8%A9+%D8%A8%D9%83%D9%84%D9%8A%D8%A7%D8%AA+%D8%A7%D9%84%D9%84%D8%BA%D8%A7%D8%AA&aqs=chrome..69i57j0i512i546l3j0i751j0i546i649.19522j0j15&sourceid=chrome&ie=UTF-8>

Reviewing the previous list of NARS, mentioned above, in addition to reviewing literature and related studies, the researcher prepared a checklist of functional writing skills. Through the jury members and previous studies, the researcher was able to learn more about the needs of the students. These approaches entailed visiting both EFL professors and students who took part in the educational process. The researcher was careful to clarify the reason for his visit and to state that the data collected will be utilized to raise the standard of English instruction and learning. Regarding the theoretical part of the study, the results of the structured and semi structured interviews with students and professors, a checklist of the functional writing skills was built up. The academic requirements of EFL students were translated into the needed functional writing skills that would be included in the suggested program as follows:

- 1- Writing CVs
- 2- Writing Business Letters
- 3- Writing E-mails
- 4- Writing Reports

11.2. The Pre-Post Test:

The researcher created a pre-post test (See Appendix 5) to assess the effectiveness of the suggested program. The purpose of this pre-post test was to measure the effect of flipperentiated instruction on enhancing EFL functional writing skills among languages higher institutes' students prior to and after the experiment. As for construction of the test, it consists of 4 parts (writing CVs, writing Business Letters, writing E-mails, and writing Reports). Each part contains 1 question. Each question tests the students' ability to use one of the functional writing skills included in the proposed program as follows:

- ✎ **Question 1:** Each student is asked to write an email to the Minister of Education about (How to develop education in Egypt?)
- ✎ **Question 2:** Each student is asked to write a Personal CV in English considering some elements (education, qualifications, interests, skills, certificates and courses).
- ✎ **Question 3:** Each student is asked to write a business letter to a company to apply for a job (mentioning his/her qualifications and reasons for applying)?

✍ **Question 4:** Each student is asked to write a short report to his/her manager imagining that he/she works as a supervisor on a team of translators for a translation agency.

11.2.1. Piloting the Pre-Post Test:

The researcher himself administered the pilot test for the sake of confirming that each student could depend on himself or herself in answering the questions and to answer any questions asked by the students. Having piloted the test, the researcher came to the following conclusions:

1. All of the students needed more time because their speed in answering was very slow.
2. The students asked about the meaning of some technical skills related to functional writing, not known to them.

11.2.2. Reliability and Validity of the Pre-Post Test:

To investigate the reliability of the pre-post test, the researcher used the split-half technique. The administration of the test was to 20 of the 1st year EFL learners at Madina Higher Institute for International Languages. It should be noted here that those students are similar to those students of the experiment, but not included in the sample of the experiment. Reliability of the test was estimated using Pearson's correlation coefficient ratio. The researcher depended upon one aspect of validity that was the experimental validity. After the test had been organized and arranged, the aspect of validity (i.e. experimental validity) was computed by calculating the square root of the reliability coefficient. The reliability of the test was found to be high. Accordingly, the validity coefficient was very high as shown in the following formula:

$$\text{✍ Validity of the Writing Test} = \sqrt{\text{Reliability Coefficient}} = \sqrt{0.79} = 0.88$$

Thus, the test, consisting of four parts, was found to be reliable and valid. The resulting reliability coefficient was found to be as high as (0.79) depending on measuring Pearson's correlation by the following formula:

$$r_{xy} = \frac{\sum x_i y_i - n \bar{x} \bar{y}}{(n-1) s_x s_y} = \frac{n \sum x_i y_i - \sum x_i \sum y_i}{\sqrt{n \sum x_i^2 - (\sum x_i)^2} \sqrt{n \sum y_i^2 - (\sum y_i)^2}}.$$

Whereas:

$$n = 20$$

$$\sum x = 266, \quad \sum y = 80$$

$$\sum y = 492$$

$$\sum xy = 975$$

So, the resulting coefficient (r) equals (0.65) .And by using **Spearman–Brown** formula:

$$R = \frac{2r}{1+r} = \frac{2 \times 0.65}{1+0.65} = 0.79$$

From the above results, it is seen that the reliability coefficient of the four parts is high and this refers that the pre-post test is a reliable tool to be applied.

11.2.3. Scoring and Duration of the Pre-Post Test:

The test is scored out of 100 marks and the researcher has divided the one hundred marks on the questions as they appear on the test paper in appendix (5). Time allotted for the test is 125 minutes. The experimental part of the designed program took place at Madina Higher Institute for international Languages (English Department). To assess the effectiveness of the program, it was applied to first year EFL students in three weeks started by a pre-achievement test in the first week of the experiment duration. By dividing the time spent answering the test by the fastest and slowest students by two, the pre-post test's duration was estimated. As a result, the test's allocated time was:

$$\frac{150+90}{2} = 120 \text{ minutes (2 hours)}$$

Additionally, there were 5 minutes for test instructions. So, the total time of the test was 125 minutes.

12. The Framework of the Program:

In designing the framework of the flipperentiated instruction program, the following steps were taken into considerations:

- Table of specifications (See Appendix 8)
- Reviewing previous studies and literature relevant to designing programs, teaching by Flipperentiated Instruction, selecting and teaching materials and evaluation.

- Identifying the students' needs for the program through the following:

- The checklist of functional writing skills selected by EFL professors
- Structured and semi structured interviews with EFL professors and students.

The results obtained from the previous points have greatly affected the components of the program which are specified as follows:

- 1- The general aim of the program.
- 2- Formulating overall objectives and behavioral objectives for each lesson in the program.
- 3- Content and teaching material.
- 4- Methods of teaching and learning activities.
- 5- Supplementary material.
- 6- Evaluation.

These components will be dealt with in details in the following steps.

12.1. The General Aim of the Proposed Flipperentiated Instruction Program:

The general aim of the suggested Flipperentiated Instruction program was formulated considering the academic needs of the EFL students at Madina Higher Institute for International Languages (English Department). The intention was primarily to provide a program to those learners to improve the functional writing abilities they need to succeed academically at the university level, and generally in their field of specialization.

12.2. Objectives of the Designed program: (See Appendix 9)

a- The Overall Objectives:

The proposed program focuses on developing and improving the students' required functional writing skills with regard to the following:

1. Writing CVs
2. Writing Business Letters
3. Writing E-mails
4. Writing Reports

b- Objectives at the Level of each Lesson in the program:

By the end of the program, students will be able to:

- 1- write e-mails professionally and effectively.
- 2- write CVs professionally and effectively.

- 3- write business letters professionally and effectively.
- 4- write reports professionally and effectively.

12.3. The Content of the Proposed Flipperentiated Instruction Program:

As the program should be satisfactory in the sense that it should meet students' needs, the identified needs determined the working construction of the program. To reflect the differences of the various topic subjects, materials were created. **Hutchinson and Watera (1987)** assure that learning can, and should be seen in the context in which it takes place. This means that material should be selected with special care so that they can serve the students in their field of specialization. The researcher depended heavily on his colleagues and professors in Higher Language Institutes and Faculties of Languages (English department) who teach the students for the information that makes up the content of the program. (See Appendix 10)

12.4. Sources of Content Selection:

The content of the Flipperentiated Instruction program is selected from different sources. The functional writing skills are chosen from content areas relevant to students' special interests for the job market in translation and teaching English. The major sources of the materials are the following:

- ✎ Abbas, Q., Hussain, S., & Rasool, S. (2019). "Digital Literacy Effect on the Academic Performance of Students at Higher Education Level in Pakistan, Global Social Science Review (GSSR), 4(1).
- ✎ Abdallah, M. (2014). Teaching and Learning English Functional Writing: Investigating Egyptian EFL Student Teachers' Currently-Needed Functional Writing Skills. International Educational Conference: "Colleges of Education & Restructuring Education", hosted and organized by Assiut University College of Education, Assiut, Egypt.
- ✎ Afiah, D. S. S. (2013). Improving Students' Reading Ability Using Grammar Translation Method (Classroom Action Research At The Class Xa Students Of Ma Salafiyah Cirebon In The 2011/2012 Academic Year) (Doctoral dissertation, UNS (Sebelas Maret University)).
- ✎ Bachiri, H., & Oifaa, T. (2020, June). The role of ICT in the teaching of productive skills in English during COVID-19:

- teachers' perceptions and obstacles. In *Linguistic Forum-A Journal of Linguistics* (Vol. 2, No. 2). <https://doi.org/10.53057/linfo/2020.2.2.6>.
- ✎ Bañados, E. (2006). A blended-learning pedagogical model for teaching and learning EFL successfully through an online interactive multimedia environment. *CALICO journal*.
 - ✎ Batanero, J. M. F., Rueda, M. M., Cerero, J. F., & Gravan, P. R. (2021). Impact of ICT on writing and reading skills: a systematic review (2010-2020). *Texto Livre*, 14(2), <https://doi.org/10.35699/1983-3652.2021.34055>.
 - ✎ Bazerman, C., & Russell, D. (Eds.). (2020). *Landmark Essays on Writing Across the Curriculum: Volume 6*. Routledge. <https://doi.org/10.4324/9781003059219>.
 - ✎ Bílkova, J. (2018). Cooperative methods in language teaching and learning. *Educational Alternatives*, 16(1). Retrieved from: <https://www.scientific-publications.net/en/article/1001783>
 - ✎ Lin, L., & Arumugam, N. (2024). Effect of Group Writing Using Genre-Based Approach on Efl Learners' Competence in Writing Argumentative Essays. *Higher Education and Oriental Studies*, 4(1).

The input from the students was also valuable when selecting materials, as they could provide information about aspects of their studies that interest them. Professors in the specialized field were also a good source of the topics that would interest the students and would be of great benefit to them at the same time. So, the activities have been created to make English appealing in the sense of what the students have interest in and need in their specialized field. The emphasis is on giving learners enough time to practice the skills needed in content that appeals to them. Thus the syllabus of the program consists of the following lessons.

- ✎ **Lesson (1)** Writing Reports
- ✎ **Lesson (2)** Writing Business Letters
- ✎ **Lesson (3)** Writing CVs
- ✎ **Lesson (4)** Writing E-mails

12.5. Teaching Techniques:

The following techniques were used when teaching the lessons of the program:

(Online learning - Google Classroom – WhatsApp – Gmail - YouTube Videos - Working in groups – Repeating - Getting the idea quickly – Brainstorming - Problem Solving)

Each lesson is taught using the most suitable of the above techniques; usually a mixture of more than one technique is used in the same lesson.

12.6. Teaching Aids and Materials:

The following supplementary materials were employed throughout the program:

(PowerPoint Presentations –Videos -Printed Materials–Pictures – Realia -Students' Material- Pdf Files)

12.7. Evaluation:

Each lesson ends up with an evaluation item, in order to provide feedback for the teacher and the students. These evaluation items were designed in a way that would tell whether the students can use the skills taught in the lessons or not. It is also of great importance to indicate that a pre and post test in functional writing skills was administered twice to the students before and after the program. Detailed information about the pre and post test was given before. To see samples of students' works, (See Appendix 13)

The above mentioned framework provided the answer to the second question of the present study "What is the suggested framework of a Flipperentiated Instruction program on Enhancing EFL Functional writing Skills among Languages Higher Institutes Students?"

13. Carrying out the Experiment:

13.1. Administration of the Pre-Test:

In the middle of March 2025, the pre-test was administered to the treatment group (N=20) in the first week of the experiment. The test was administered during the regular class hours i.e. in a classroom situation so that students' performance would be in normal situation. The students were given 125 minutes to answer the test questions and the researcher advised them to be relaxed during the test and try to answer all the questions. The researcher himself marked the test papers of the students.

13.2. Application of the Designed Program:

The lessons of the program (See Appendix 10) were taught to a group of students enrolled in the English department at Madina Higher Institute for International Languages. They were one group of students chosen randomly from the first year EFL students. The students who participated in this experiment were males and females, aged 18-22 years. They had been studying English for about 6-12 years. The

experiment was carried out in three weeks within the second term 2024/2025. The duration was five hours every week (2 hour session a week for about 8 sessions = 16 hours). To see some photos of the experimental group with the researcher, see (See Appendix 14)

The first session was allocated to pre-testing. In the second session, the study sample was given an orientation session. Thus, they had an overview of the program objectives, topics and activities. The last session was allocated to post-testing. The rest of the sessions were left to teaching the four lessons of the program.

13.3. Administration of the Post-Test:

After teaching the designed lessons of the proposed program, the post test was administered to the same sample of students in the last week of the experiment. The mean scores of the study sample in the pre-test and their mean scores in the post-test were compared to assess the effectiveness of the designed program.

13.4. Student Reflection Log:

The researcher prepared a reflection log for the students after each lesson to keep a personal record of meaningful observations and reactions while the students are enrolled in a field-based experience (see Appendix “11”). The Student Reflection Log aims at individualizing instruction and learning integrating theory and best practices. It was utilized to improve professional practice, help students comprehend their own learning process, enrich the quality of learning, and encourage thoughtful and innovative group engagement.

Students were asked to complete some information after finishing each lesson of the program such as (Name - class date - Lesson's topic - What did they get from this lesson? - What did they find most fascinating about this lesson? Which three key lessons did they take away from this lesson? What did they formerly believe to be true but now realizing was untrue? What did they expect us to cover that we didn't? What did they find novel or unexpected? Because of this learning, what have they decided to change? - There is one thing they took away from this lesson that they might find useful in the future: things they are still unclear about. Topics that piqued their interest and that they would like to learn more about; suggestions for action based on this lesson; things they liked and didn't like about this session; and other fascinating information they discovered during this lesson.

13.5. Satisfaction Questionnaire:

The researcher prepared a satisfaction questionnaire (see appendix “12”) to identify the students’ reaction to the Flipperentiated Instruction proposed program, which determines the effectiveness of the program. It also included two parts about (The program and the instructor). This satisfaction questionnaire includes questions to evaluate them according to the students’ opinions. The last part included one open-ended question representing their comments. Most of the students were satisfied with the proposed program because of the usefulness in their careers.

14. Statistical Analysis, Results and Discussion:

14.1. The Checklist:

In the present study, the researcher prepared a preliminary form of observation checklist for functional writing skills (See Appendix 2). The researcher submitted the final version of the checklist to be applied in the treatment (See Appendix 3). Due to all what is mentioned above, the final form of checklist consisted of four functional writing skills. The results of interviews indicated that the final form is valid and that the functional writing skills are clearly identified and categorized.

The researcher submitted the first version of the checklist (See Appendix 3) to the jury members (See Appendix 1) whose comments were as follows:

14.1.1. Jury Members' Coefficient of Contingency on Functional Writing Skills:

The following table (2) shows the jury members' coefficient of contingency on functional writing skills:

Table (2) Jury Members' Coefficient of Contingency on functional writing Skills

No.	Functional Writing Skills	Very Important	Important	Less Important	Not Important	Coefficient of Contingency (R)
1.	Writing invitations	Zero	Zero	1	Zero	50%
2.	Writing reports	2 Jury Members	1	Zero	Zero	80%
3.	Writing instructions	Zero	Zero	1	Zero	50%
4.	Writing business letters	2 Jury Members	Zero	Zero	Zero	100%
5.	Writing notices	Zero	Zero	1	Zero	50%

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No.	Functional Writing Skills	Very Important	Important	Less Important	Not Important	Coefficient of Contingency (R)
6.	Writing CVs	2 Jury Members	Zero	Zero	Zero	100%
7.	Writing posters for propagandas and festivals	Zero	Zero	1	Zero	50%
8.	Writing emails	2 Jury Members	Zero	Zero	Zero	100%

Therefore, there is a complete approval on four functional writing skills by the jury members. Taking the previous choices into account, the researcher prepared the final version of the checklist (See Appendix 3). In fact, these results supported the students' academic needs and provided the answer for the first question in the present study." What are the English language needs of EFL students at Higher language Institutes (English Departments)?

14.1.2. Approving the Final Version of Functional Writing Skills:

All the jury members gave the approval on the four functional writing skills that the present study aimed to be enhanced for EFL students:

1. Writing reports
2. Writing business letters
3. Writing CVs
4. Writing emails

In the last item of this checklist, professors were asked to express their opinions and introduce their suggestions to be made use of by the researcher when designing the proposed program. The professors' suggestions came as follows:

- 1- Flipperentiated Instruction Based Programs should be based on students' needs.
- 2- Cooperation with academic staff would help in planning the English courses of the EFL functional writing skills.
- 3- More focus has to be considered to the EFL functional writing skills which could help the students greatly in their field of specialization.

Analyses of the results obtained from the checklist of functional writing skills, selected by EFL professors, that have been mentioned above reveal the following:

- 1- The EFL students are interested in studying a flipperentiated instruction based program for change, variation, and great benefit in their specialization. So, most of them and most of their professors see that they need to study a flipperentiated instruction based program.

2- Seventy per cent or more of students and professors state that EFL functional writing skills are the most important main English language writing skills required in the flipperentiated instruction based program.

3- Seventy per cent or more of the students and their professors recommend the following EFL functional writing skills as the required and needed ones in the flipperentiated instruction based program:

I. Writing reports

II. Writing business letters

III. Writing CVs

IV. Writing e-mails

All the mentioned above results give an answer to the first question of the present study:

"What are the EFL functional writing skills targeted for first year languages higher institutes' students?" Thus the first question of the present study is answered.

14.2. Structured Interviews:

Because differentiation instruction strategies engage language learners in semi-realistic tasks and promote genuine conversation and exchanges amongst them, several interviewers (n=10) recommended them. Five other participants preferred self-paced, electronic learning with online tools that allow students to observe authentic communication models created by native speakers. According to their study and experience as a teacher, many participants suggest that the flipperentiated instruction is the best approach for EFL students to practice EFL functional writing skills while generating ideas, gathering data, activating knowledge, and organizing thoughts.

14.3. Semi Structured Interviews:

As part of this research project on functional writing, in which EFL students have already participated, the researcher needed to identify those methods/techniques that can be used for teaching functional writing sections at higher languages institutes. To accomplish this, the researcher conducted a semi-structured interview with EFL professors so that he could respond and provide their useful input at their own convenience. The researcher tried to find out the following:

- ✎ Do you believe that special teaching strategies are necessary for functional writing in particular and functional English in general?

- ✎ In which grade can teaching EFL functional writing skills begin and end?
- ✎ What are the textbooks used for writing skills?
- ✎ Are EFL functional writing skills needed in academic course?
- ✎ To what extent is EFL functional writing skills required in the specialized courses?
- ✎ How about teaching functional writing via online communication?

Differentiation instruction strategies were recommended by EFL professors and lecturers (n=4) who were interviewed because they engage language learners in activities that are somewhat realistic and allow for genuine conversation and interactions amongst them. Five other participants preferred self-paced, electronic learning with online tools that allow students to observe authentic communication models created by native speakers. Many participants suggest the flipped classroom as the best approach for EFL students to practise EFL functional writing abilities while generating ideas, gathering data, activating knowledge, and organizing thoughts. This recommendation is based on their research and teaching experience.

14.4. The Pre Post Test:

Scores on the pre-post tests were tabulated for statistical analysis. The scores were listed against the students' numbers. See Appendix No. (6) for the pre and post tests results.

The recorded data were calculated as follows to determine whether or not the mean scores of the EFL functional writing skills pre and post-tests differed significantly:

Comparing the means of the total scores and performing a T-Test on the Mean Scores of the Experimental Group and the Control Group:

Table (3): Significance of difference between the mean scores of the Experimental Group and the Control Group:

Whereas:

M=Mean Scores,

D.F. = Degree of Freedom

"t"= the estimated value for t,

S.D. = Standard of Deviation,

sig. = Significant

	Item	M	D.F	S.D	"t"
Experimental Group	Pre-Post test	55.48	30	12.68	24.33 Significant
Control Group	Pre-Post test	4.83	30	6.21	4.35 Significant

Table (10) shows that there is significant difference between the mean scores of the pre-post test of the experimental group (55.48), and the mean scores of the pre-post test of the control group (4.83) in favor of the pre-post test of the experimental group. As for the experimental group, the estimated value of "t" (24.33) is significantly higher than the tabled value of "t" (3.646) with (30) degrees of freedom at the (.005) level of significance. As for the control group, the estimated value of "t" (4.35) is significantly higher than the tabled value of "t" (3.646) with (30) degrees of freedom at the (.005) level of significance. This significant difference shows that the students' performance of the experimental group in the EFL functional writing pre-post test is higher and better than the students' performance of the control group. The improvement of the students of experimental group is due to the proposed flipperentiated instruction based program.

Thus, the first hypothesis of the present study, which states that "There is a significant statistical difference between the students' mean scores of the experimental group on their pre and post tests of the required EFL functional writing skills, and the students' mean scores of the control group in favor of the experimental group", is verified.

The effectiveness of the program was computed using the following formula for Black's modified ratio (In Mohamed, 1995):

$$\text{Gain Ratio} = \frac{X-Y}{D-Y} + \frac{X-Y}{D}$$

Whereas:

X= Students' mean scores of the experimental group on the Pre-post test

Y= Students' mean scores of the control group on the pre-post test

D= the total mark of the test

$$\text{Gain Ratio} = \frac{55.48 - 4.83}{100 - 4.83} + \frac{55.48 - 4.83}{100} = 0.53 + 0.50 = 1.03$$

Table No. (4): Black's gain ratio of effectiveness for the study's program

Mean Scores		Total Mark	Black' ratio	Modified gain ratio of effectiveness
Exp. Group	Con. Group	100	1.03	1
55.48	4.83			

The above table shows that the "gain ratio" of the present study's flipperentiated instruction based program is effective, because its value (1.03) is more than "1"; the accepted gain ratio for effectiveness in

Black's modified gain ratio for effectiveness. This proves the second hypothesis of the present study: "The proposed program is effective in developing the required EFL functional writing skills of EFL students at languages higher institutes.

In an answer to the study's third question, "What is the effect of a flipperentiated instruction based program on enhancing EFL functional writing skills of languages higher institutes' students?" the effect size of the program was calculated using the following formula which was suggested by Dunlap (1994):

$$D = \frac{2T}{\sqrt{D.F}}$$

Whereas:

D = the calculated effect size,

T = the estimated value

$\sqrt{D.F}$ = the square root of degrees of freedom.

Table (5): The referential framework for identifying the effect size is as follows:

Effect Size	Interpretation
From 0.2 till less than 0.5	Small
From 0.5 till less than 0.8	Medium
0.8 or More	Large

Thus, the effect size of the program was judged as follows:

$$D = \frac{2 \times 24.33}{\sqrt{30}}$$

$$D = 8.89$$

The effect size of the program shown above (8.89) which is higher than the considerable effect size value (0.8) shows that the program has a large effect on developing the required EFL functional writing skills of the students. Thus, the third question of the study is answered.

14.5. The Reflection Log:

After each lesson of the program, students were asked to complete some information to reflect on what they were learning (See Appendix 11). They have got some useful experiences such as: how to write CVs, formal letters, reports and e-mails. The most interesting things they learned were

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how to write CVs. As a result of these lessons, the students have changed their mind about some points related to language skills, especially EFL functional writing skills. The students expressed their ideas freely and the researcher made use of these ideas to help them understand the proposed program more effectively.

14.6. Satisfaction Questionnaire:

The satisfaction questionnaire is divided into three parts i.e. Information about the proposed program, the researcher, and comments. (See Appendix 12)

Table (6) Results of Satisfaction Questionnaire

	No. of students N=20	%
Part (1) The Program		
1- The proposed Program serves as a worthwhile guide to you as students in English department:		
▪ Strongly Agree	20	100
▪ Agree	0	0
▪ Disagree	0	0
▪ Strongly disagree	0	0
2- The content/material is well organized.		
▪ Strongly Agree	20	100
▪ Agree	0	0
▪ Disagree	0	0
▪ Strongly disagree	0	0
3- The material is appropriately challenging.		
▪ Strongly Agree	16	80
▪ Agree	4	20
▪ Disagree	0	0
▪ Strongly disagree	0	0
4- The Program pace was Satisfactory.		
▪ Strongly Agree	20	100
▪ Agree	0	0
▪ Disagree	0	0
▪ Strongly disagree	0	0
5- This Program met my goals/expectations.		
▪ Strongly Agree	20	100
▪ Agree	0	0
▪ Disagree	0	0
▪ Strongly disagree	0	0
6- The instructions for tests and assignments are clear.		
▪ Strongly Agree	20	100
▪ Agree	0	0
▪ Disagree	0	0

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▪ Strongly disagree	0	0
Part (2) The Researcher		
7- The doctor uses concrete, understandable examples.		
▪ Strongly Agree	20	100
▪ Agree	0	0
▪ Disagree	0	0
▪ Strongly disagree	0	0
8- The doctor is enthusiastic.		
▪ Strongly Agree	20	31
▪ Agree	0	0
▪ Disagree	0	0
▪ Strongly disagree	0	0
9- The doctor is courteous and considerate.		
▪ Strongly Agree	20	100
▪ Agree	0	0
▪ Disagree	0	0
▪ Strongly disagree	0	0
10- The students are encouraged to ask questions and express ideas.	20	
▪ Strongly Agree	3	100
▪ Agree	0	9
▪ Disagree	0	0
▪ Strongly disagree		0
11- The doctor is prepared for each class session.		
▪ Strongly Agree	20	100
▪ Agree	0	0
▪ Disagree	0	0
▪ Strongly disagree	0	0
12- I can get individual help from the doctor when I need it.		
▪ Strongly Agree	20	100
▪ Agree	0	0
▪ Disagree	0	0
▪ Strongly disagree	0	0
13- I have learned a lot from this doctor.		
▪ Strongly Agree	20	100
▪ Agree	0	0
▪ Disagree	0	0
▪ Strongly disagree	0	0
Part (3) Comments		
.....		

From the above table we notice that (100%) of the students strongly agree that the proposed program serves as a worthwhile guide to them as translators and English teachers, the content or material is well organized and the instructions for tests and assignments are clear. Most of them (100%) strongly agree that this program met their goals and expectations. (80%) strongly agree that the material is appropriately

challenging. All of them (100%) strongly agree that the researcher uses concrete, understandable examples and prepares for each class session and they are encouraged to ask questions and express ideas. As for their comments, they confirm the importance of the proposed program and the necessity to be applied within specialized courses in the bylaws of English departments in higher languages institutes.

Therefore, the program's effectiveness in improving the EFL functional writing abilities under investigation was demonstrated by the analysis of the current study's data, which showed a 1.03 gain ratio and a very significant impact size (8.89). Thus, three of the study's questions are addressed and the two hypotheses are confirmed. It should be noted that the preceding section, Instrumentation and Experimentation, provided a comprehensive response to question two, which asks, "What is the suggested framework of a flipperentiated instruction based program for first year languages higher institutes' students (English departments)?"

15. Findings:

The findings of question one and two of this study are consistent with those observed in Abdelshaheed' study (2025) of the functional writing (FW) proficiency level and its relationship to LI (LI) among EFL majors. After the treatment, a positive correlation between students' LI level and their mastery of FW skills was found. Moreover, the current study supports the findings of several previous studies. For example, Abdallah (2013) examined the potential for incorporating new pragmatic forms of online writing in English (such as collaborative and connective writing) into a pre-service EFL teacher education program. Similarly, the relationships between writing instruction and functional composition skills in third-year Dutch secondary school students were investigated by Kuhlemeier and Bergh (1997) as effective instructional features included teaching and practicing writing functional texts

Conversely, the findings of the current study differ from those of de Villiers (2004), who emphasized certain functional language skills that are essential to early school achievement as well as the development of fluent reading and writing. While the current study interprets the effect of a flipperentiated instruction based program on enhancing efl functional writing skills among languages higher institutes' students.

The primary purpose of the current study was to develop a program based on flipperentiated instruction aimed at improving EFL functional writing abilities among students at higher education institutions. In order to assess the students' improvement in their EFL functional writing

abilities, the same exam was administered to them in the last week of the program.

The results of the experimental group's and the control group's pre- and post-tests demonstrated that the students' use of the suggested flipperentiated instruction-based program, which was designed based on the findings of their needs analysis, had significantly improved their EFL functional writing abilities. According to the findings of their needs analysis, they were driven to study a program that was relevant to their area of expertise in order to acquire EFL functional writing abilities.

In addition to the findings mentioned above, the researcher would like to add the following key findings:

- 1- EFL functional writing abilities are regarded to be very crucial in the field of English major by both professors and students.
- 2- Students and professors who participated in selecting the checklist are on the side of students who need to study EFL functional writing skills.
- 3- As seen from the gathered information, students are strongly in need of specific language program which is closely connected with their studies.
- 4- Developing the main EFL functional writing skills is generally recommended by both professors and students. These skills are rated as the most important writing skills for EFL students. The EFL functional writing skills required for them are writing business letters, writing e-mails, writing reports, and writing CVs, so the proposed flipperentiated instruction based program aimed at developing them.
- 5- The students welcomed the new proposed flipperentiated instruction based program of the present study for change, variation and benefit as expressed by the students themselves in their answers to the elements of the pilot study and semi structured interviews.

16. Conclusions:

Having analyzed and discussed the results of the present study, the researcher came to the following conclusions:

- ✎ Using a flipperentiated instruction based program for EFL students is effective in enhancing their EFL functional writing skills and improving the students' motivation.
- ✎ The variety of EFL functional writing skills in the suggested flipperentiated instruction based program makes activities look relevant and encourages inactive students to participate.

- ✎ Using relevant activities increases EFL students' attention and participation.
- ✎ Coordinating with content specialists helps them achieve integration of language and content teaching.

17. Recommendations:

According to the results and conclusions of the current research, the following recommendations could be proposed:

- ✎ In designing any English language program, the students' needs should be clearly identified and assessed. Needs should be assessed by all the parts interested in any field: learners, administrators, and professors, as the students readily master what they need and the more they need, the more they develop.
- ✎ The instructional materials must to be engaging and pertinent to the demands of the students in their area of expertise.
- ✎ Teachers should follow suitable instructional methods and strategies, in order to make the students' task of learning English much easier.
- ✎ The students' motivation is seen as of great importance and must not be neglected. Change and variation are of great importance for overcoming boredom and enhancing motivation.
- ✎ In the context of teaching language, teachers themselves play a crucial role. They have to be prepared and trained to design and teach suitable flipperentiated instruction based courses for their students in different situations and specializations.
- ✎ More attention should be paid to constructing flipperentiated instruction based programs for EFL students. Such programs should be based on learners' learning styles, requirements and needs.
- ✎ Teaching flipperentiated instruction based programs should involve students in active learning giving them the chance to express themselves, feelings, attitudes, and points of view freely.
- ✎ Instructors of flipperentiated instruction based programs should encourage students write functionally more and more for the sake of improving their functional writing abilities and to be good writers.

18. Suggestions for Further Research:

In light of the findings of the present study, the following can be suggested for future studies:

- ✎ Designing flipperentiated instruction based programs for EFL students to develop language skills in faculties and institutes of languages.

- ✎ Investigating the effectiveness of similar flipperentiated instruction based programs based on other learning styles in developing students' language skills
- ✎ Designing training programs to train teaching staffs and organizational personnel to develop flipperentiated courses.
- ✎ A survey study on published flipperentiated instruction literature in Egypt at the level of higher education.
- ✎ Conducting descriptive research to investigate problems encountered by EFL students in learning functional writing.
- ✎ Developing a program to train EFL university students to define their own academic and expected occupational needs related to writing skills.
 - ✎ Designing a program for developing teaching methods in flipperentiated instruction based programs and measuring its effectiveness at the tertiary level.
 - ✎ Replicating the present study with a larger sample of EFL students in faculties and institutes of languages.

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