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**Developing academic writing course for economic purposes
using flipped classroom method**

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Dedication

I dedicate this piece of work to my parents my family and every one who helped me through this period of time .

Without their patient, understanding, support. the completion of this work would not have been possible

Acknowledgements

I would like to thank Allah the Almighty , the Gracious and Merciful for giving me the strength and patience to complete this research. Also, I want to thank all of my friends, who are beside me, support me, and advise me for doing the right thing in my study.

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General introduction

1- Background of the study :

Genre is a pivotal concept in english-language learning and teaching . linguistic and pedagogical scholars use genre-based approach as a legitimate strategy for teaching undergraduated and graduated learners on academic writing courses by practicing the analysis of rethorical structure and lingestic features of each textual convention .

There are many other areas where academic writing is a must, for example academic writing for economic purposes which is charactrizedby other ways in its learning /teaching methods .

We will mention flipped classrooms strategy

1.1- Statement of the problem :

Developing an academic writing course is important because it makes the learning more efficient in different areas. But many difficulties may across the teachers when they try to develop thier course with the aim of transferring knowledge for the students.

1.2- The objective of the study

In this study the aim is to :

- Define technical terms of the research.
- mention the theories about the topic.
- Determine the problems that across the teachers and learners in academic writing for economic purposes.
- Finding the best methods to develop academic writing courses.

1.3- Research questions :

- What are the problems that face the teachers in develop academic writing courses for economic purposes ?

- What are the methods to develop an academic writing course for economic purposes ?
- How to deliver the course in flipped classrooms method ?

1.4- The significant of the study :

The significance of this study is to investigate the problems that face the teachers in algerian universties when they try to teach academic writing for economic purposes and what methods should they use to develop a proper course. This study focuses on educational expansion of algeria in academic writing for economic domain and the importance of academic writing in economic teaching/learning

1.5- literature review :

Simply put, academic writing is the writing done for academic purposes or many other purposes such as economic purposes.in this study we willtry to answer the following question :

Hence. What are the problems that face teachers and students in academic writing courses and what are the solutions or methods used in teaching/learning it ?

Academic writing is a means of producing, codifying, transmitting, evaluating, renovating, teaching, and learning knowledge and ideology in academic disciplines. However, teaching academic writing has become difficult because of the challenges faced by the students in learning academic writing skills.

As Alexander, Argent and Spencer suggest, teachers on short intensive preessional courses generally do not have time to investigate new disciplinary contexts (2008:19), and as a result attention has turned to approaches that enable students to explore the language of their own disciplines. Flowerdew (1993) for instance argues for an education (rather than training) approach that involved teaching strategies for learning about genres rather than expecting teachers to teach all the genres a student might need. In a similar vein, Johns (1997) proposes that students should be

trained to conduct ethnographic investigations of their writing contexts and purposes.

There are many methods to teach academic writing for example flipped classrooms method which can be used in teaching/learning different areas such as economics.

Finally. In this study we focused on teaching academic writing and different terms that we must explain . And clarifying the relation between the academic writing and economics. Also we tried to find solutions for the problems that faces the teachers when they deliver the courses for the students.

2- Methodology :

In this study we relied on descriptive research type. The aim of the study is to explain the importance of academic writing in economic area, The problems that faces the teacher in delivering the academic writing course, What is flipped classroom method ? and how to apply it in academic writing course ?.

The type of data we collected in this study is qualitative data using books, articles and previous researches about academic writing courses for economic purposes and how to use it in flipped classroom method by applying inductive reasoning for the research.



CHAPTER ONE :

An overview of genre-based
academic writing teaching

Introduction :

Academic writing is nonfiction writing produced as part of academic work in accordance with the standards and disciplines of each academic subject. It encompasses many different genres, indicating the many different kinds of authors, audiences, and activities engaged in the academy and the variety of kinds of messages sent among various people engaged in the academy.

And Teaching academic writing is an essential part of university studies, as it helps students develop and expand their writing skills.

However, designing and implementing effective academic writing courses can be challenging for teachers. Teachers must have a firm grasp of rhetorical styles, writing genres, and research skills, and devote a significant amount of time to constant feedback and assessment

There are several theories about teaching academic writing. One theory is genre theory, which involves teaching students the specific genres used in their field of study and helping them understand the conventions and expectations of those genres.

1.1- Academic writing defination

Academic writing has its origins in the development of writing systems, it has remained relatively consistent over time and its development has followed the same basic steps as the development of writing in general.

Anyway, academic writing is writing which communicates ideas, information, and research to the wider academic community. It can be divided into two types: student academic writing, which is used as a form of assessment at university, as well as at schools as preparation for university study, and expert academic writing, which is writing that is intended for publication in an academic journal or book.

Academic writing is at the heart of teaching and learning in higher education, and students are assessed largely by what they write.

1.2- Genre-based acadademic writing

Genre-based writing is a distinctive approach to teaching and learning writing that emphasizes the importance of understanding the communicative purpose of different genres of writing.

According to Ken Hyland, students come to understand the ways language works while they are working on these language features in various genres (Second 22)

Genre-based approaches to academic writing are characterized by blending different perspectives, such as text- and practice-based, and are considered complementary to product and process approaches. Scholars have identified genres in the disciplines that are important for students to develop, and a genre-based approach is a legitimate strategy for teaching undergraduate and graduate students academic writing. Genre-based pedagogy aids students to write effectively and produce relevant texts, and it is necessary to integrate genre, product, and process approaches focusing on their content or the process of composition.

Teachers can use genre-based approaches to teach academic writing, and there are resources available with specific information on how to plan and implement genre-based writing instruction for students across the disciplines.

Corpus-based genre analysis is an emerging approach to the analysis of academic writing practices that considers the recurring linguistic patterns of academic genres in terms of the rhetorical goals that writers employ them to realize

A teacher in a genre-based class gives students opportunities to analyze linguistic features and rhetorical structures in specific contexts. However, he/she does not leave students to explore the sample texts by themselves; the teacher actively participates in their learning process. He/she recognizes where students are and helps them with what they need to improve their writing. While playing an active helping role, he/she might explicitly present what students should know. However, the explicitness and the teacher's active role could impede students' creativity in writing, and the students' writing in a genre-based class could be criticized as the reproduction of the given texts controlled by teachers' intervention (Hyland, Second 22).

The genre approach presents linguistic and rhetorical forms in an integrated way within a context because writing occurs in particular cultural and social contexts (Hyland, Genre and Second Language 5).

Unlike other approaches, such as product and process approaches, genre-based writing focuses on the linguistic and rhetorical features of different genres of writing and how they are used to achieve specific communicative goals.

1.3 - Different Genres of academic writing :

Published academic papers are generally seen as a key factor in sharing knowledge from research with peers, promoting researchers in their scientific communities and creating a proper environment for scientific discussion. However, one of the problems faced by novice researchers is how to master academic genres. Figueiredo and Bonini (2006)

The academics field is defined by different genres of writing. In some cases, these genres determine how different texts and text types should be used and structured. Proficiency in these genres therefore requires you to develop respective academic writing skills.

Note that understanding the different genres of academic writing demands proper knowledge on the specific facets that each genre should exhibit. These facets include:

- 1- Thematic structure: This encompasses the foci and the topics entailed in the writing.
- 2- Formal features: This involves the structure and appearance of the writing.
- 3- Tone and situation of address: This entails the formality and feel of the writing.
4. Rhetorical function: This focuses on the aims of the writing that have been socially agreed upon.
5. Structure of implication: This looks at what the writing presupposes.
6. Frame: This entails the social and physical setting of the writing.

There are various genres of writing in the academic field. They all require you to develop a set of academic writing skills somehow different from each other. Some of these genres include:

- **Abstracts**

Abstracts are some of the most common genres of academic writing. They entail a brief synopsis of the main text, outlining the key points. This reason accords them a prominent spot among the different types of academic writing.

Accordingly, abstracts act as the gateway leading readers to take up articles, conference organizers to reject or accept papers, or decide journals to choose contributions from. Although usually between 100 and 200 words, their length vary from one publisher/supervisor to another.

Usually, format for both types of abstracts should include 4 key features that are; Problem, Method, Results, and Conclusions. Through these features.

The abstract should brief the reader about entailed content and arguments as well as convince the reader to go ahead and read the whole paper. Herein, persuasive academic writing skills come in hand

Note that there are two common types of abstracts that include:

Table 01 : two common types of abstract

Types of abstracts	Features of abstracts
<ul style="list-style-type: none">• Article abstracts• Conference abstracts	<ul style="list-style-type: none">• Situate the research• Present the research• Describe the methodology• Summarize the results• Discuss the research

Source : Dr. Paul Robertson and Dr. Joseph Jung (2006)

- **Essays**

Essays are considered some of the most important genres of academic writing. This is because they are considered effective assessment tools in

university and college. Markedly, there are different types of essays that vary in rationale and length.

Note that writing an essay is a common requirement in college. That said, respective essays usually demand that you to exhibit proficiency in different essay academic writing styles. You also need to demonstrate knowledge of course content in corresponding academic fields.

The key essay categories are:

Table 02 : essay categories

Essay categories	
<i>Essay questions :</i>	These are usually part of examinations. When answering the questions, you should ensure that you clearly understand the informative part, the directive paper, and the instructional part.
<i>Response papers :</i>	These are short essays that seek your reaction to one or numerous texts. They require you to read an article or a book.

Source : Dr. Paul Robertson and Dr. Joseph Jung (2006)

- **Posters**

These are also a key category among different of academic writing. Posters involve an academic writing style used to communicate a research or an understanding of a topic in a precise and concise format. It encompasses 2 important elements, including:

1. A poster
2. A brief explanation.

Posters requires you to demonstrate ability to communicate in a perceptive way and a concise manner. Note that the poster has to include information on analysis and evaluation of information, a synthesis of ideas, and a creative understanding of topic or research findings under study.

Important features to consider when making a poster include:

Table 03 : important poster features

Poster features
<ul style="list-style-type: none">• Layout• Space and spacing• Graphics• Font type and size• Color and• Production

Source : Dr. Paul Robertson and Dr. Joseph Jung (2006)

- **Case Studies**

These are equally common genres of academic writing. They are usually used in detailed study of an aspect of a real-life problem from numerous viewpoints. The objective of this academic writing style is therefore to come up with a solution.

In doing so, you are required to guide the reader through the various investigation stages, by describing and evaluating the problem and the solution. After identifying the problem, you should explore the appropriate source of data for the solution through different approaches, including:

Note that major types of case study reports are:

Table 04 : major types of case study reports

Major types of study case reports	Case study approaches
<ul style="list-style-type: none">• <i>Chronological</i>• <i>Comparative</i>• <i>Linear analysis</i>• <i>Theory-building</i>• <i>Un-sequenced and Suspense</i>	<ul style="list-style-type: none">• interviews• Observation• Questionnaires• Library research• Diaries

Source : Dr. Paul Robertson and Dr. Joseph Jung (2006)

• **Reports**

Reports are some of the most important genres of academic writing. They encompass a type of writing meant to present facts about a particular project, situation, or process by defining and analyzing the presenting issue.

Reports could be business-oriented, technical, or academic. Note that although they may vary based on the field and instructions, they should all present recommendations on particular set of actions.

They also require that you demonstrate good elements of academic writing in areas like:

1. Proper understanding of the report brief's purpose
2. Gathering, evaluating, and analyzing requisite data
3. Effective structuring of materials in logical and coherent fashion
4. Consistent presentation of the report based on the brief's instructions
5. Arriving at appropriate conclusions backed by evidence presented in the report
6. Presenting pragmatic recommendations where necessary

Notably, as key genres of academic writing, reports have a distinctive format. This format is as illustrate below.

Table 05 : various reports formats

Various reports formats
<ul style="list-style-type: none">• Table of contents• Introduction• Methods• Results• Discussions• Conclusion• Appendices

Source : Dr. Paul Robertson and Dr. Joseph Jung (2006)

- **Review of Literature**

Reviewing of literature is as well one of the critical genres of academic writing. It entails a discursive prose that organizes and evaluates key points, parts, and arguments of all appropriate sources. Its aim should be to provide a context for your work.

The main objective should be to justify your research. This requires you to demonstrate good elements of academic writing in summarizing available literature.

This summary should be geared towards fulfilling the purposes of review of literature, including:

1. Identifying knowledge gaps
2. Contextualizing the contributions of different works
3. Identifying areas previously studied to avoid duplication
4. Describing the relationships between respective works
5. Reconciling differences between contradicting studies
6. Locating your research within existing context
7. Identifying approaches towards resolving additional research needs

● **Dissertation and Theses**

These genres of academic writing are common in graduate and postgraduate levels. They are lengthy and usually act as qualifying requirements for the admission into the society of academics. Dissertations and theses fall into two categories that comprise:

1. Monograph format and
2. Article-compilation format

Note that dissertations and theses are likely to vary from each other based on subjects and college or department instructions. However, there are some common components to expect among them, such as:

Table 06 : Common components of dissertation and theses:

Perliminaries	Main text	End content
a. Title page b. Abstract c. Acknowledgments d. List of contents e. List of tables and figures	a. Introduction b. Literature review c. Theory d. Aims e. Methodology or Research design f. Materials, Methods, and participants g. Findings and results h. Discussion i. Limitations j. Conclusions or implications k. Future work l. Recommendations	a. References b. Appendices

Source : Dr. Paul Robertson and Dr. Joseph Jung (2006)

1.4- Challenges and solution of teaching academic writing

Teaching academic writing can be challenging due to various factors such as language, conceptual, and stylistic flaws in scholarly papers submitted by students. Moving from general English to academic English writing can also present new challenges for learners and their teachers

1.4.1- Challenges of developing academic writing course :

In Algeria students face several challenges in academic writing. These challenges include inadequate support and cooperation, poor-quality academic preparation, lack of preparedness, insufficient academic writing skills, lack of research skills and knowledge, large class sizes, non-unified curriculum, and lack of collaboration between teachers

Many ESL/EFL writers, upon entering college, find academic writing particularly challenging. They usually have received minimal exposure to formal instruction of academic writing during their middle and high school education. Even if writing courses are offered in some high schools and tertiary institutions, most courses prove to be generic, namely, they fail to teach to the students' individual needs or give them the writing skills they will need for their future discipline. One college student, whose opinion might represent other students', said that her major difficulties in writing for her discipline had not been fully addressed in any of the writing courses she had taken throughout her study in college:

When I encountered problems in writing, I would approach my tutors. However, I was only given advice on the essential components I should include in my writing. No specific guidance on how I may improve my academic expressive ability was given...Our department does not value academic writing skills, and tutors only focus on the content.

Sometimes, writers or teachers believe that if someone has a high proficiency in English that it also implies having good academic writing skills. Although academic writing proficiency is somewhat related to general language proficiency, improvements in the latter do not necessarily lead to improvements in the former.

Bhatia (2004) informed us that at the textual competence level, the focus is on linguistic accuracy, such as, how well one has mastered grammar and vocabulary and can construct and interpret texts; whereas, at the generic competence level, the focus is on academic skills including: 1) using academic conventions, 2) referring to sources, 3) quoting and paraphrasing, 4) note-taking and summarizing, 5) planning, drafting and editing, 6) writing clear and

well-structured paragraphs, 7) improving text organization, 8) ensuring that the text 'flows', and 9) improving grammar and accuracy.

Due to the differentiation between textual competence and generic competence, writers can face different issues. A major issue of ESL/EFL student writing is grammatical inaccuracy, resulting from low English proficiency at the word or sentence level. On the other hand, even native English speakers can have unsatisfactory academic writing skills. They may have difficulty in applying the rules and styles of academic writing, and hence have complications in writing within a specific discipline. Others have experienced difficulty in writing for a publication, and have found tasks such as making proper references to the published literature, structuring arguments, and textual organization troublesome.

Teaching genre-based academic writing can present some challenges for teachers. One of the challenges is helping students understand the conventions and procedures of different text types

Fareed et al. (2016), found that 30 ESL undergraduates had language competence (grammar, syntax, and vocabulary), writing anxiety, vague ideas, relying on L1, and poor structural organization. They also ruled out several causes for the issues. They lacked training, thoughts, writing practice, and reading habits. Singh et al. (2017)

EFL postgraduate students have to place themselves in academia with a proper level of critical thinking and academic literacy. Tardy (2010) propounded the challenges faced by EFL students to write formal academic text in English. According to Tardy (2010), students are required to select, evaluate, report, summarize, paraphrase, conclude, argue, select words and grammatical patterns, and avoid plagiarism. Nevertheless, students struggle to produce the required level of writing and to demonstrate critical thinking skills. However, there is a connection between what students read and what they produce in writing. Mudawy and Mousa (2017), also, raised similar challenges and argued that the success of postgraduate students depends on the ability to critically handle the words, ideas, and opinions of others to develop their own academic voice.

1.4.2- solutions of developing academic writing course :

For the solutions, in most subjects, academic writing is the biggest factor determining a student's degree classification. Nothing affects a student's academic prospects more than their ability to write well.

As teachers, we can help students improve their academic writing by:

- offering them opportunities to practice
- encouraging them to share their work
- giving them individual, face-to-face feedback
- pointing them towards practical resources.

Helping students improve their academic writing should be a continual part of teaching, but making time and space in the curriculum for it can be challenging.

At the start of a programme or module, review the course assessment criteria with students. This will help start a conversation about what you expect students to achieve in their writing.

You'll also need to ensure that you give students the means to reach those standards.

Some aspects of good academic writing will be procedural, for example the format for including citations. Be clear about which system you expect students to use.

- **What makes good academic writing :**

Get students to think about:

- language fundamentals such as grammar, punctuation and spelling
- writing clear introductions, statements of purpose and conclusions
- writing in plain English
- revising their work, always reading it back to check it makes sense.

- **Get students to write frequently**

The best way to help students improve their academic writing is to get them to do short and varied writing activities throughout their course. If this isn't

done, students may only be expected to produce one or two pieces of assessed written work per module.

Short tasks done in class are especially effective. They also keep students engaged with the subject

- **Active learning**

Active learning puts students at the heart of the learning experience. It enables them to become much more engaged with their own learning.

By becoming active participants in the classroom, students build knowledge through their own experiences.

Research shows that active learning can help students achieve a far deeper understanding of a topic than by simply listening to lectures or reading textbooks.

For teachers, active learning provides more opportunities to interact with students. For example, it can give you more ways to get continual feedback to evaluate your teaching. Active learning is an approach, rather than a fixed set of activities.

It can include any activity that encourages students to take an active, engaged part in the learning process within the classroom, such as:

- group discussions
- student presentations
- experiments
- quizzes
- problem-solving
- role-play

Active learning is about teachers providing the environment and opportunities for students to build knowledge and understanding of a subject for themselves.

This is in contrast to more traditional methods of teaching, such as a lecturer seeking to ‘transmit’ knowledge to students as they sit and listen.

- **Make lectures more interactive :**

There are many ways to introduce an active learning style into your teaching sessions – both with large groups and small groups.

You don’t necessarily have to make entire sessions ‘active’. Consider breaking up a lecture with other activities to make it more interactive.

Classroom response systems, also known as ‘clickers’ (hand-held devices allowing students to select answers to multiple-choice questions that you ask in class) are an easy and effective way to get students actively involved.

In large classes, try dividing the students into small groups so that they can get involved in active discussions.

Try introducing a few active learning elements into your teaching to begin with. If students respond positively, add more.

- **Encourage students to work together :**

Get your students to work with their peers to solve a challenging problem or complete a task. This can help students to develop their communication and negotiation skills, as well as helping them gain a deeper understanding of a subject.

Decide whether small-group teaching is an appropriate way for students in your subject to learn.

If students need to get to grips with difficult concepts rather than just learn new material, small-group teaching may well be the best way.

Next, work out how much time and resources you have to devote to it.

If your module or programme includes a very large cohort of students, make sure there are enough colleagues to enable all students to take part.

- **Help students build knowledge gradually :**

Consider which themes or ideas are most appropriate for the whole set of sessions. This might be decided by lectures. Look for a logical sequence.

It can be more useful for a small group to cover a narrow subset of a theme, rather than the whole of a lecture. Generally, people learn best when something is a mixture of the familiar and unfamiliar. This is known as 'scaffolding'.

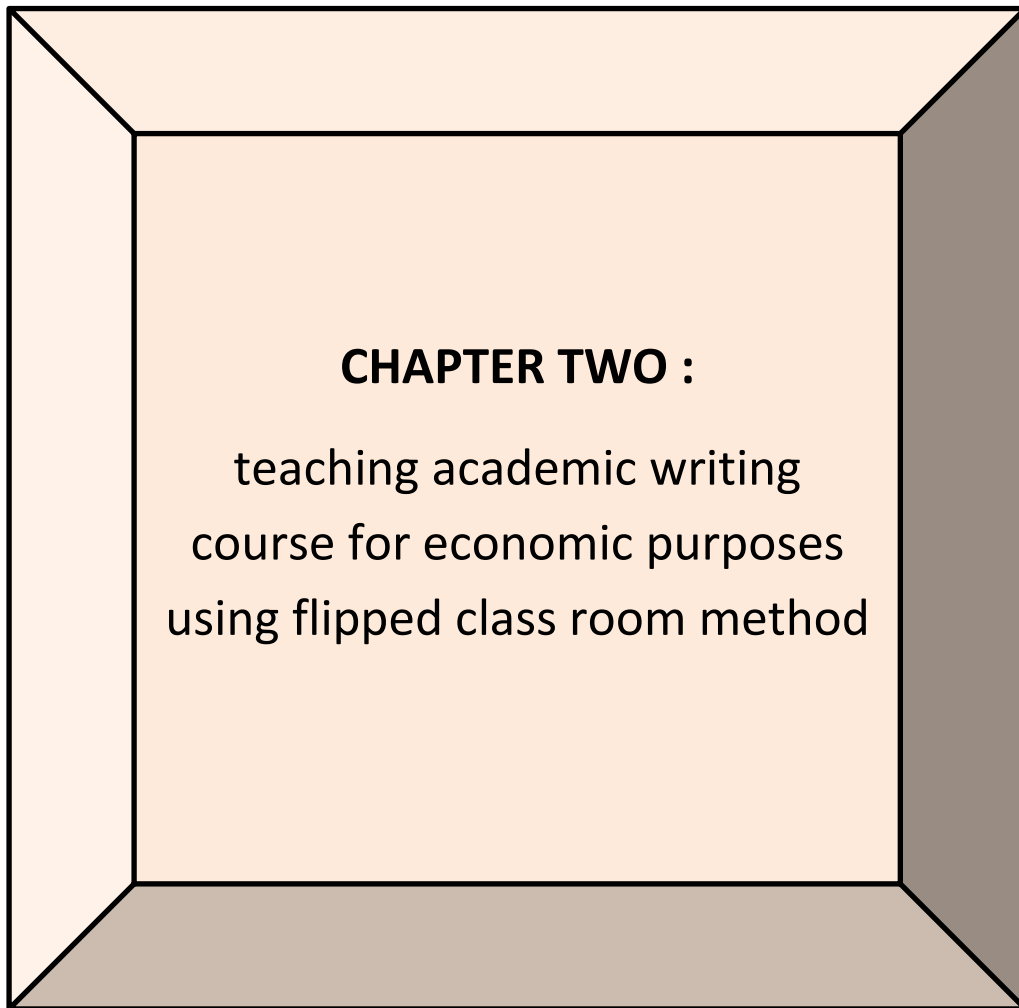
Within each session, try presenting a paradox, dilemma or apparently impossible problem (a problem that can be quickly solved can shut down inquiry as soon as it's answered).

Depending on the challenge, you could try:

- picking up an idea presented in a lecture and putting it into an unusual context
- taking a new idea and making it more familiar
- asking someone in the group to explain an idea, and then asking 'does anyone have anything to add?' or 'can anyone think of a situation where this doesn't apply?'

Conclusion :In this chapter, we attempted to define genre-based academic writing and its types such as (reports, essays, review of literature ...ect) .

So then we proceeded to highlight the challenges that face teachers and students in the field of teaching genre-based academic writing course followed with possible solutions and methods that teachers can use when they are teaching the course.



Introduction :

Teaching academic writing for economic purposes is an essential aspect of communicating good economics research. Writing is fundamental to understanding and communicating economics and can serve as an effective way to teach. The literature suggests that teaching writing in economics helps produce better economists (Katherine Schmeiser 2017) In this context, the process approach to teaching writing in economics has been found to be effective (Jill Caviglia-Harris 2020)

There are several theories of teaching academic writing for economic purposes.

One theories says that Economists largely agree that writing is fundamental to understanding and communicating economics and can serve as an effective way to teach.

1- Academic writing for economic purposes

Economists formally recognized that the process approach should be applied in economics courses with the American Economic Association's (AEA) commissioned report on the state of the economics major (Siegfried et al. 1991). This report asserts that writing is fundamental to teaching students to "think like economists" and that both (1) integrating Writing Across the Curriculum (WAC) into the teaching of economics and (2) focusing on the writing process could help to achieve these goals. A series of papers outlining different process approaches were published in this time period, including those on in-class reflective papers , writing projects (McGoldrick 2008) Davidson and Gumnior 1993) position papers (Fels 1984), and writing-intensive courses .

Despite this call, writing instruction in economics courses continues to be dominated by product-based approaches that require students to write outside of the classroom and instructors to provide summative feedback as part of the grading process (McGoldrick 2008b). Composition theory suggests that this type of feedback does not significantly impact writing quality (Frankenberg-

Garcia 1999; Myhill et al. 2013). While many economics instructors approach student writing this way, notable exceptions include writing approaches that address mechanical proficiency while increasing student understanding of content (Field, Wachter, and Catanese 1985), peer evaluation to improve student thinking and writing skills (Smith, Broughton, and Copley 2005) and writing-intensive courses that are team-taught with writing instructors (Horton, Selting, and Gallaher 2003; Docherty et al. 2010). Although these approaches highlight innovative ways that economists can incorporate feedback into the writing process, there remains little empirical evidence of which types of writing assignments improve student understanding of economics and/or improve writing skill in the economics classroom (Simpson and Carroll 1999; Hansen 1998). Lessons from composition theory and the empirical study of these approaches can fill this gap.

Early study in composition theory established that the process approach (and not the product approach) could positively impact student-written outcomes. More recent research suggests that the process approach improves the quality of student writing (Graham and Sandmel 2011; Ferris 2006) and that several aspects of the approach—including writing-to-learn, goal setting, peer collaboration, and real-time feedback—are most effective; while the product approaches (including instruction on paragraph structure and feedback on grammar) were either found to be less impactful, or not impactful at all (Troia and Olinghouse 2013). These findings on the most and least impactful approaches for teaching writing and content are used to identify and classify a series of exercises that can be used in economics classes to improve writing and/or economic understanding.

2- Teaching academic writing for specific purposes :

Teaching academic writing for specific purposes requires a tailored approach that takes into account the educational setting, discipline, and culture. Academic writing is an essential skill for students to master, as they are assessed largely by what they write, and need to learn both general academic and discipline-specific writing skills.

The Harvard Writing Project publishes resource guides for faculty and teaching fellows that help them integrate writing into their courses more

effectively, providing ideas about effective assignment design and strategies for responding to student writing.

Teaching Academic Writing is a textbook that combines research and practice to explore the questions that instructors may have about academic writing in the second language classroom, providing an accessible and detailed survey of the key issues and ideas that shape the teaching of academic writing to ESL students today

2.1- Writing genres for the economics classroom

Academic writing is a useful tool in teaching economic, Introducing writing in an economics classroom can be a great way to reinforce and review concepts that have been taught. There are many exercises such as writing essays and reports. Here are some ways to incorporate writing into an economics course:

2.2- How to write an Assignment for economic classroom

Table 1 includes a multi-dimensional classification of process-based writing assignments that are categorized according to the ability to improve writing skill and economic understanding (Troia and Olinghouse 2013), where writing skill is improved with formative feedback, and economic understanding is improved with assignments that require students to apply and use economic concepts in their writing. This first classification identified in this table is free writing: assignments that are done without structure or detailed feedback. These assignments, which don't necessarily help improve writing skill or economic understanding

Table 07: Process approach for writing

	Multi-dimensional classification of process-based writing assignments for economics classes		
	<i>Marginal Improvements in Economic Understanding</i>	Larger Improvements in Economic Understanding	
Marginal improvements in writing	1. Guided Free Writing (including journaling, brainstorming)	2. Response Papers (including short papers, the one-minute paper and lecture summaries)	
Larger improvements in writing	3. Grammar Exercises (including lessons on verbs, nouns, word choice, punctuation, etc.)	4. Real-time Process Assignments (including peer evaluation, workshops, drafts, revision)	

Source : Jill Caviglia-Harris, The journal of economic education, (2021)

Provided formal feedback and therefore cannot correct errors), have been found to empower students(Li 2007). They provide important guidance in the early writing stages, including addressing writer’s block, helping students select a topic and helping students to identify their focus. The second classification includes response papers, or short papers that require students to summarize, outline or identify key concepts taught in class (or covered in a course reading).

These papers can be done in or out of class and can be used to improve economic understanding if the feedback is provided individually on assignments or more generally in a following lecture. The third classification includes grammar exercises that focus on improving reader understanding. The content of these exercises need not be specific to economics, and therefore may have little impact in improving economic understanding. The fourth classification includes real-time process assignments

that focus on economic content and writing instruction. These exercises can be done in class and involve student and instructor feedback on grammar, writing, and economic content. Examples of exercises that fit these four categories follow.

2.3- Guided free writing

Free writing is one of the process-based approaches first proposed to teach composition to college students (Elbow 1998). Feedback is limited to input on ideas rather than on writing skill. It is writing to write, with the intent to provide practice. Because there is little empirical evidence that this approach results in any improvement in writing skill (Troia and Olinghouse 2013; Li 2007; Fox and Suhor 1986), these exercises fit under category 1 and are best suited for objectives that could benefit from student “empowerment.” The exercises to follow are “guided” free writing in which the in-class activities include direction on topic and approach.

- **Brainstorming paper ideas**

Brainstorming exercises were designed to address writer’s block (Field, Wachter, and Catanese 1985). The exercise outlined here can be used to help students identify topics for short response or research papers. Borrowing from Rao (2007), this exercise can be broken down into three steps:

1. Think–pair–share: Have students think about possible topics of interest by summarizing a lecture or reading (for a short response paper) or outlining possible research paper topics (for a research paper) and write them down on paper. Next, pair students, have them read each other’s responses, and then note similarities and differences.

2. Report out: Have student pairs read the topics they note as possible contenders for paper topics and write these on the board.
3. Classify: Group the listed ideas into categories with input from students in the class.

After this process is completed in class, students are asked to provide a short response paper on their topic of choice to be handed in for instructor feedback.

- **Developing research questions**

Research questions can be used to guide student writing and direct revision. This statement should be clear, focused, and draw from multiple sources, but it can be difficult for students to identify because, although the freedom to choose a topic assures that students will work on something of interest, this freedom can be overwhelming. This exercise is intended to help students with this process. Students can begin to identify the question they'd like to address (to be revised throughout the writing process) in class using the following steps:

1. Identify topics of interest: Ask students to list as many topics that they can think of that they would like to learn more about.
2. Ask questions: Ask students to think about the history and economic relevancy of these topics and then have them question the conclusions they draw. Have them begin with open-ended "Why" questions and then follow up with "What if" and "How" questions (Berger 2014).

For example: (The topic of interest is deforestation, and the student had learned that deforestation has historically been high in Brazil). Why is deforestation occurring in the tropical forests of Brazil? What if we were to create policies to reduce the rate of deforestation? How would these policies be designed? The instructor can provide guidance and answer questions in class as students work through this process (with online resources and journal articles is ideal). Students could be asked to provide a short response paper to be handed in at a future lecture for instructor feedback. Another option is for the instructor to assign a short response paper prior to class and have students work on the exercise using this prior knowledge.

- **Narrowing the research topic**

Students generally need to narrow writing topics to reduce scope to something that is manageable and enables them to draw correct conclusions for the issue they are addressing. For example, conclusions that could be drawn for the impacts of deforestation on streamflow tend to be sitespecific (streamflow in the Brazilian Amazon has been shown to decrease after deforestation, while streamflow in India has been shown to increase after deforestation). A paper on the “Impacts of deforestation on streamflow” would be too broad to capture these differences. Once students identify a broad writing topic, they can narrow this by using the old familiar question words, such as who, what, where, when, why, and how. Students can be stepped through this process by asking them to:

1. Apply the question words: Ask students to iteratively add question words to what they are studying.

Broad topic:

1. (what):

2. (what and where):

3. (what, where, who):

1. Example: Broad topic: Economic Indicators

1. Inflation (what)

2. Hyperinflation in 1970 America (what, when and where)

3. Hyperinflation in 1970 America and the Role of Foreign Relations (what, when, where, how)

2. Broaden and narrow the questions: Ask students to broaden and narrow their scope to help them to think about this issue differently (Berger 2014).

Example: The question, “Does deforestation have lasting impacts on hydrological systems?,” could be narrowed by asking, “Does tropical deforestation impact the rivers in the Brazilian Amazon?,” or broadened by asking, “How does tropical deforestation impact climate change?” The instructor can provide guidance and answer questions in class as students work through this process (with online resources and journal articles is ideal).

Students could be asked to provide a short response paper to be handed in for instructor feedback or could be asked to pair up, discuss answers and report out good ideas and questions to the class. Another option is for the instructor to assign a short response paper prior to class and have students work on the exercise using this prior knowledge.

2.3.1- Response papers

The second category of process approaches provided in table 1 includes writing exercises designed to help students better understand complex economic concepts. Empirical studies identify response papers such as the one-minute paper (where students are asked to answer what was the most important concept learned in lecture that day and the muddiest point still remaining) as effective ways to improve economic understanding (Chizmar and Ostrosky 1998) at a relatively low cost to the instructor (Stead 2005). The exercises that follow build on this approach, asking students to provide a short paragraph response during the last five minutes of class. These exercises fit under the process approach because they include instructor feedback that can be used to improve understanding of economic content and writing. Largely borrowing from Crowe and Youga (1986), these assignments ask students to think about, summarize, and question concepts discussed in class and include the following options:

1. Explain an economic concept: At the end of class, ask students to explain a single topic, theory or concept discussed that day in class.
2. Illustrate a concept: At the end of class, ask students to provide an example of a topic, theory or concept discussed that day in class that applies to them.
3. Explain a concept before and after: At the beginning of class, ask students to explain a single topic, theory or concept to be discussed that day in class. At the end of class, have them comment on this conclusion by noting what was right, what was wrong and what they better understand.
4. Explain a graph: At the end of class, ask students to provide the main takeaway of one graph discussed in class.
5. Explain an equation: At the end of class, ask students to provide the main takeaway of one equation discussed in class.

These papers are handed in at the end of class for feedback that is largely focused on economic understanding (rather than writing and grammar). This feedback can be provided individually and/or more generally in a following lecture (where the instructor could focus on the more common errors or confused concepts).

2.3.2- Grammar exercises

Addressing some grammatical errors, particularly those linked to invention, arrangement, and style (Sams 2003) can improve writing if they are addressed with the process approach and process approach for writing 5 supported in the classroom (Myhill et al. 2013). Classroom games (Bullard and Anderson 2014) and analytical approaches (including diagramming, imitatio¹ and the sentence sequence) are creative ways to bring short grammar lessons into the classroom (Sams 2003). However, it is unlikely that economists will find these approaches to be useful. Instead, it is likely that any time spent on grammar is best focused on issues that impede understanding of economic concepts. The exercise below, which builds on Oldenburg (2006), is one way to accomplish these objectives.

Instructions: Students are provided with a rank-ordered (from most to least prevalent) list of the most common grammar errors identified in their papers. These can be a subset of those found in studies of college writing (see appendix A). Students are asked to choose one of these (making sure there is no duplication among students), research the grammar point outside of class, and prepare a handout. This handout should succinctly explain the issue and include three examples of a phrase with and without the grammatical error. Short, five-minute presentations on these errors can be used at the beginning or end of lectures and can focus on the three examples: the first is provided to the class as an example, the second and third are to be corrected by the class before the handout (with answers) is provided to students.

To keep the focus on economic understanding and argument (instead of on the mechanics of grammar), economics instructors can provide a short list (from those provided in appendix A) for students to choose from that they have noted to hinder readability in the assignments they review. For example, three grammar errors that stand out as likely to impact reader understanding (and therefore muddle economic concepts) include lack of agreement between the subject and verb, vague pronoun references, and dangling or misplaced

modifiers. Examples of these (uncorrected and corrected) errors are provided in appendix B.

2.3.3- Real-time process approaches

Real-time process approaches include a set of activities that focus on economic content and writing and take place in class with feedback from peers and the instructor. Students can provide valuable feedback to their peers if they are trained with examples, provided detailed guidance on what is to be evaluated, and are encouraged to be critical. Without this training first, students will have a tendency to check for surface and mechanical error and will not have the ability to evaluate content, arrangement, and style (Smith, Broughton, and Copley 2005; Wallace, Jackson, and Lewis Wallace 2000). The following section includes two activities that can be used to guide peer review and a third to help students build a clear argument that focuses on improving writing by taking out adverbs and adjectives and using strong, active verbs. All of these exercises can be based on student writing or articles from economic journals. They are all presented as in-class exercises, but also can be completed out of class as homework problems that are then followed by in-class feedback or reviewed outside of class by the peers who present the feedback in class.

- **Evaluating paragraphs**

This exercise on paragraph structure requires students to bring in a paper draft including at least one paragraph or the instructor to bring in a paragraph from a journal article. Students are asked to evaluate the main point (there should be only one) and flow of the paragraph after being told that each sentence in a paragraph should provoke a question that is then answered in the sentence to follow. In other words, the reader should think of each paragraph as a dialog; the reader's questions are followed by the author's answers (Chaubey 2018). By the end of the paragraph, the reader should understand the main point and be able to identify the details that support it. These lessons can be learned by having students answer the following questions for each set of sentences:

1. What is the question raised?

2. How is it answered?

And, once this is completed for each sentence in the paragraph, have students answer:

1. What is the main takeaway of the paragraph?
2. What are the important details?

An example using the opening paragraph from the highly cited Lee and Lemieux (2010, 281)

article is provided below:

Regression Discontinuity (RD) designs were first introduced by Donald L. Thistlethwaite and Donald T. Campbell (1960) as a way of estimating treatment effects in a nonexperimental setting where treatment is determined by whether an observed “assignment” variable (also referred to in the literature as the “forcing” variable or the “running” variable) exceeds a known cutoff point. In their initial application of RD designs, Thistlethwaite and Campbell (1960) analyzed the impact of merit awards on future academic outcomes, using the fact that the allocation of these awards was based on an observed test score. The main idea behind the research design was that individuals with scores just below the cutoff (who did not receive the award) were good comparisons to those just above the cutoff (who did receive the award). Although this evaluation strategy has been around for almost fifty years, it did not attract much attention in economics until relatively recently.

1. Identify the question (Q) and answer (A) associated with each sentence (S).

S1: Regression Discontinuity (RD) designs were first introduced by Donald L. Thistlethwaite and Donald T. Campbell (1960) as a way of estimating treatment effects...

Q: What was this method first used to do?

A: To estimate if merit awards improved academic outcomes.

S2: In their initial application of RD designs, Thistlethwaite and Campbell (1960) analyzed the impact of merit awards on future academic outcomes...

Q: How does the method work?

A: Students below and above a narrow margin around the scholarship cutoff are compared.

S3: The main idea behind the research design was that individuals with scores just below the cutoff (who did not receive the award) were good comparisons to those just above the cutoff (who did receive the award).

Q: Was this method used in other applications?

A: Not much over the 50 years to follow the publication of the 1960 paper.

S4: Although this evaluation strategy has been around for almost fifty years, it did not attract much attention in economics until relatively recently.

Q: Did this change?

A: Yes, the method was applied more in the 1990s and afterward. (Answered in the next paragraph).

2. Identify the main takeaway (MT) and important details (ID) of the paragraph

MT: Regression discontinuity was first introduced over 50 years before this article was published but was not adopted by many economists in the years to follow.

ID: Regression discontinuity is a promising quasi-experiential method that uses marginal cutoffs to identify effect.

The real-time feedback provided by the instructor as students work through this exercise can occur in various ways: (1) students can work on the exercise alone, then share answers with a peer, and then provide these conclusions on the board, (2) students could first work on these alone and participate in a snowball activity (where students work in groups of two and then these groups merge, and merge again until there are one or two larger groups) and identify the “best” answers in this process, or (3) the instructor could read answers as students work independently and provide examples of responses on the board. Whatever the approach taken, the results should be a set of public answers the students can use to evaluate and compare to their own. Students also could be asked to hand in their answers for formative feedback from the instructor or a peer group.

- **Identify the big idea**

This exercise requires students to bring in a paper draft and trade this with a partner. The intent is to enable students to address higher-order concepts related to the paper motivation. The partner is asked to identify the key message the author wishes to communicate, the “Big Idea” (Duarte 2010), and

format this into a simple, declarative sentence with a subject, verb and the two components: (1) the author’s point of view and (2) what is at stake. This format forces the reviewer to identify the author’s stance and why the reader should care. These responses and discussion to follow can help the student authors to revise the paper argument

Example: What is this paper about? What is the key argument?

Answer: “The impact of behavioral nudges on food choices.” (Note that this is not a big idea. It’s a topic because it does not include a point of view or what is at stake.)

Revision 1: “Behavioral nudges improve food choices.” (This is closer to a big idea. This now includes a point of view, but the stakes are not identified.)

Revision 2: “Schools need to adopt behavioral nudges if they are to play a role in reducing childhood obesity.” (This is a big idea.)

Similar to the exercise above, the real-time feedback provided by the instructor can occur in various ways: (1) students can work on the exercise alone, then share answers with a peer, and then provide conclusions on the board; (2) students could first work on these alone and participate in a snowball activity (where students work in groups of two and then these groups merge, and merge again until there are one or two larger groups) and identify the “best” answers in this process; or (3) the instructor could read answers as students work independently and provide examples of responses on the board. Whatever the approach taken, the results should be a set of public answers the students can use to evaluate and compare to their own. Students also could be asked to hand in their answers for formative feedback from the instructor or a peer group.

2.4- How to write attractive Economic Reports:

Mastering the skill of writing economic reports is important for anyone as economics is a subject with complex notions, theories, and full of numbers, hence it is easy for a recipient of a report to be discouraged from reading it if the report is poorly presented to him.

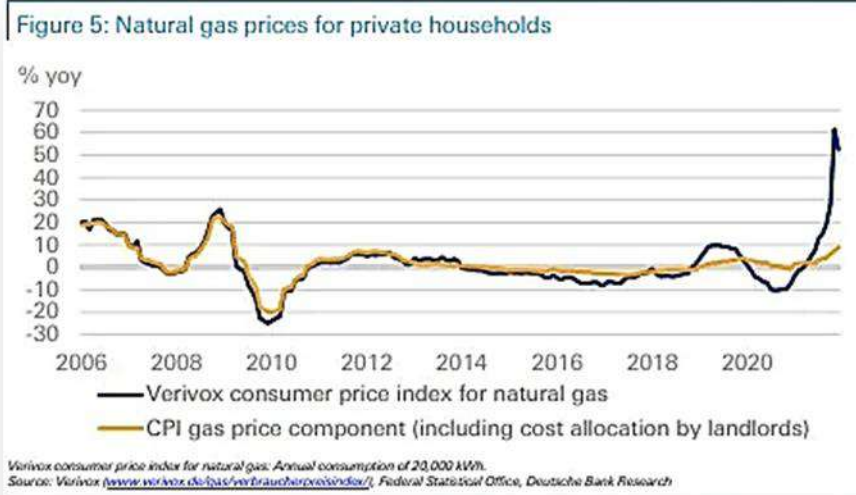
The following tips will help you create nice and easy-to-read reports, that will help you get your message across!

- **Don’t just present the numbers, tell a story**

Many economists take for granted that their readers will have knowledge of economics and therefore they limit their reports to just presenting the numbers along with some complex theories and mathematic formulas. Sometimes, depending on the complexity of the subject and the target audience this is the appropriate way indeed. However, if you target a wider audience, you should try putting your numbers in a story, most preferably a linear one. Having a linear story helps the unfamiliarized reader to understand the theoretical mechanics you assume, why the numbers you chose to present are important, and how they relate to each other.

- **Write in little boxes or paragraphs**

Long reads of difficult subjects are tiresome for readers, consider writing in little boxes with a small title on top. This will make the report more pleasant for the reader and will also keep you in check as you will be more to-the-point and you will try to include only the most important information. See this example from Deutsche Bank research:



“Greenflation”: Structural factors are likely to keep energy price inflation high
 A more ambitious climate and energy policy will very likely continue to raise consumer price inflation over the medium term. Rising CO₂ prices (via the national carbon levy or the EU wide emissions trading system) will lead to a permanently higher price trend for fossil fuels (oil/gas heating, fuels). Moreover, it will affect costs for electricity generation given that 43% of Germany’s total electricity generation is based on coal and natural gas (data as of 2021). The share of fossil fuels in electricity generation could even increase in 2022 since three nuclear power plants went off the grid in late 2021. Overall, this weakens the widespread argument of viewing energy price increases as temporary.

Figure 01 : illustrative exapmle of (writing in little boxes and paragraphs)

Source : John V.Krompas (2022)

- **The titles of the boxes should come together to narrate the key point of your report**

Economic reports are mostly read by busy people (like government officials, businessmen, etc.). Those people may want to take a quick look at your report, but they might have not the time to study it in depth. Therefore, getting the key point just by reading the paragraph titles is a good way to save them time and makes your report look more professional and sophisticated.

- **Lead with the conclusion**

For the same reason as above, it is a good idea to lead a paragraph with its conclusion. I know it might seem counterintuitive, but it helps the readers to scan through every paragraph. A good way scheme to have in your mind is 1.

Result 2. Why this Result came to be 3. What this result causes (which works as a lead to the next paragraph).

Here is an example from An EU Commission report:

Figure 02 : illustrative report showing (the lead with conclusion)

3. DEBT CRITERION

In 2020, the general government gross debt ratio increased in all Member States, and it exceeded the 60% of GDP Treaty reference value in 14 of them: **Belgium, Germany, Greece, Spain, France, Croatia, Italy, Cyprus, Hungary, Austria, Portugal, Slovenia, Slovakia and Finland** (Table 3). That increase stemmed from the sizeable contraction of nominal GDP and from the large amount of debt issued to finance exceptionally large deficits. In 2019, **Belgium, Greece, Spain, France, Croatia, Italy, Cyprus, Hungary, Austria, Portugal and Slovenia** already had general government gross debt above 60% of GDP.

Source : EU Commission report

- **Include (simple) graphs and charts:** Including graphs and charts helps readers visualize and process information. Your graphs should be simple and well designed. Ideally, you should have a graph per box or paragraph, which should complement the paragraph's title. Variables and numbers shown on the graph should always be mentioned in the text. You can think of the graph as the starting point of your analysis. Remember to always include a graph title and to label the graph's axes.
- **Cite your sources:** Even if your report is not academic and will not be peer-reviewed, try to include all the sources that you used. This gives credibility to your report, and it can also serve as a starting point for anyone who wants to search further about something that your report mentions.
- **Include a technical appendix:** Including a technical appendix also gives credibility to your report against people who have economics training without bothering the people who don't.

2.5- How to write a economics essay :

Below we will mention the steps to write an economic essay

- **Step 1** : dissect the question

Make sure you analyse and fully understand the KEYWORDS and REQUIREMENTS of the question. This is a very important skill that is taught in Mr Hong's econs tuition classes.

For example, "Best", "Most effective" are closely related but mean different things.

Take note of the command word (eg: Explain, Discuss) as it determines the approach needed for the essay, whether two sides are needed or one side is sufficient. Below are some common examples found in economics questions:

Table 08 : common examples in economics questions

Command	Action required
Account for	Explain why lah !
Analyse	Break it down into step-by-step explanations lor !
Assess	For and against. Consider other factors
Compare	Identify similarities and differences
Distinguish	Point out differences
Discuss	Talk coc lah ! and cover both sides
Discribe increasing / decreasing ? large ? negative ?	
Evaluate	Talk more cock ! good and bad
Explain	Say why lah ! use Examples / illustrations
Explain whether	Cover both sides /possibilities and judgment
Examine	Look closely . Sure or not ? how so and how not so ?
Comment	Give your opinion . better cover both sides
Suggest	Give possible reason

Source : Kelvin Hong (1998)

Remember to look out for the context in the question. This is usually given in the form of a country (eg: Singapore). The examples in your essay must be tailored to this particular context (for example, do not suggest

interest rate policy for Singapore). If no context is given, any example can be used.

Keep in mind the question throughout the essay and remember to always answer the question. Don't go off-point!

- **Step 2: Plan**

Take some time to consider what economic framework you will use to approach the question. Scribble down your main thesis and anti-thesis points. Ensure they ANSWER THE QUESTION.

- **Step 3: How to write an economics essay introduction**

In the introduction, include definitions of keywords in the question and spell out the economic framework you will employ for your answer as well as key definitions.

- **Step 4: Body**

In the body, there will be several paragraphs.

The number of points/paragraphs depends on the question. It is common to require about three main points for each 10 mark essay and about 5 for 15 mark essay questions.

Use one paragraph for each main point you are making.

However, do not be too focussed on the number of points or paragraphs. The key is to answer the question.

For each body paragraph, I use my self-devised, extended or advanced PEEL(ED) structure. Include only one main idea per paragraph.

➤ **Point** - For each body paragraph, I use my self-devised, extended or

advanced PEEL(ED) structure. Include only one main idea per paragraph.

- **Explanation** – explain what you mean
- **Elaborate**- Provide further analysis with clear step-by-step economic reasoning. This part may be done with examples as well as diagrams.
- **Diagram**- Draw an appropriate diagram with correct labelling and refer to it in your answer. This is crucial to show economic reasoning.

These are of course such easier said than done! Thus, students in Mr Kelvin Hong's economics tuition classes are regularly honed to achieve such output including with tips and tricks to spark off the correct thinking.

- **Step 5:** concluding section

Earn evaluation marks by making a reasoned judgement. Deliver your verdict like a Judge!

Check back on the question before you embark on this. Ensure your judgement answers the question.

So the question now is, how does a judge arrive at and deliver a verdict ?

Certainly, you should not be summarising or merely paraphrasing your main points in the conclusion. Obviously, you cannot expect more marks by saying the same thing over and over again!

3- Teaching academic writing course for economic purposes using flipped classroom method :

Flipped classroom learning originally appeared in the early 19th century. The United States Military Academy at West Point created a series of learning methods in which students used resources provided by learning before class.

3.1- flipped classroom definition :

Flipped classroom is a approach that teachers use with their students and it has many definations, here is a list of definitions for the flipped classroom:

- A flipped classroom is a type of blended learning where students are introduced to content at home and practice working through it at school. This is the reverse of the more common practice of introducing new content at school, then assigning homework and projects to be completed by the students (Jonathan bergman and aaron sams, 2007).
- The flipped classroom is the term commonly defined as a pedagogical model in which traditional lecture and homework elements are reversed (Hamden et al, 2013).
- Flipped classroom is a “pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts. Center for Teaching Innovation at Cornell University. (2017).

3.2- flipped classroom design :

Flipped classroom design is a pedagogical model that aims to increase student engagement and learning by having students complete readings or watch pre-recorded lectures before class and then work on live problem-solving during class time.

Here are some considerations for designing a flipped classroom:

- Divide instruction into three phases: prepare before the scheduled class session, engage during the class session, and follow up after the class session.
- Use a combination of online and face-to-face learning experiences to put evidence-based teaching into practice and make the most of the time spent together with students.
- Incorporate multiple methods of learning, such as retrieval practice, spacing, interleaving, and use of feedback.

In this inquiry I analyzed the “flipped” classroom model in terms of two key learning perspectives-the social constructivist theory and the cognitive load theory. These are umbrella theories that put the students’

interests, learning styles and abilities at the center of the learning process. The constructivist theory of knowledge says that knowledge is a state of understanding which results from continuous interaction between the environment and the individual. Students do not come to the classroom as blank slates, but as learners with their own prior experiences and perspective on the topic. When they encounter new forms of knowledge and new information on the given topic, it interacts with their prior knowledge of the subject and helps them to develop a unique understanding of the subject. As such, knowledge is constantly constructed and re-constructed by individuals, on the basis of their existing knowledge as well as lived experiences of the individual, and interaction with peers. A “flipped” classroom is a pedagogical space in which “direct instruction moves from an individual space to a group space, resulting in the group space becoming a dynamic interactive space. The “flipped” classroom involves a reversal of Bloom’s taxonomy. Students are able to do lower-level cognitive work (understanding and comprehension) outside class, while class time is devoted to higher-order cognitive tasks comprising problem solving, application of key concepts and analysis through collaborative group work, problem solving, quizzes and classroom discussion. The “flipped” classroom thus aligns well with the social constructivist approach and is a useful theoretical framework to assess student engagement and performance within the classroom model. It would be instructive to see the channels through which autonomy and peer learning influence student outcomes in this classroom design.

The other mechanism through which the “flipped” classroom impacts learning outcomes is through cognitive load. The cognitive load depends on: (1) learner outcomes; (2) learner’s prior knowledge; (3) learner settings. The cognitive load theory states that the working memory has a certain capacity and it experiences a number of “loads” during the learning process. These comprise an intrinsic load (the core of the concept), extraneous load (the additional load that does not translate into learning) and germane load (the additional load that helps learning by leading to the production of schema). In a “flipped” classroom setting, the students are exposed to the materials before the class and they are therefore able to pace their learning and choose the learning strategy that is most conducive to their learning

preference. As a result, they may be able to identify the intrinsic load in advance; at the same time, they may be able to reduce the extraneous component of their cognitive load. These two theoretical frameworks informed the design, implementation and evaluation of the “flipped” classroom model. Within this conceptual framework, I linked the “flipped” classroom design to the key learning outcomes in the principles of economic course, which comprised (a) developing core competencies in economic theories and principles; (b) the ability to apply economic theories to real-world policy issues; (c) developing quantitative reasoning and problem-solving skills. The conceptual framework is presented in Figure above. This framework illustrates how the “flipped” classroom was designed, rooted in the key tenets of the cognitive load theory and the social constructivism paradigm to achieve the key learning outcomes in terms of understanding economic theories, applying theoretical principles and developing quantitative reasoning skills.

This figure shows the conceptual framework of the design and implementation of the flipped classroom model in a principles of economic classroom:

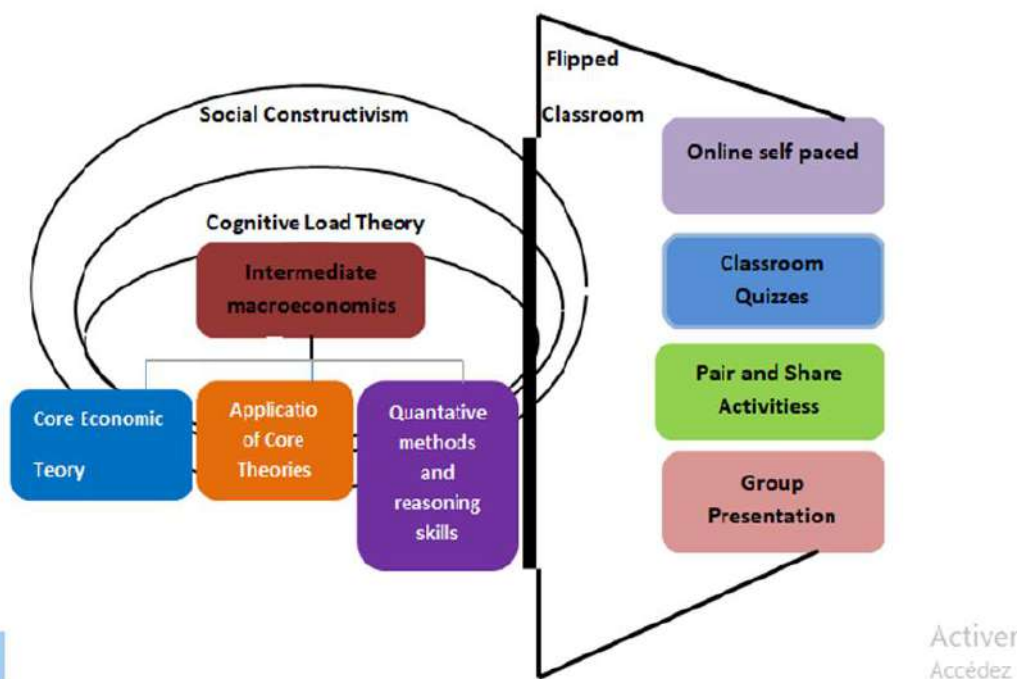


Figure 3: The conceptual framework of the design and implementation of the “flipped” classroom model in a principles of economics classroom

The participants in this course comprised 250 students enrolled in two sections of a principles of economics module. This was a compulsory course for all first year students. The course was traditionally taught through a weekly two-hour lecture followed by small group seminars of one hour each. The lectures covered the theoretical aspects of the module, while the seminars provided skill training in these areas. Previous course evaluations revealed that students found the lecture content too heavy and difficult to engage with. They also expressed that they wanted to receive more hands-on support in the quantitative aspect of the module. The course redesign was thus motivated by the desire to fully engage students in the learning process and stimulate higher-order thinking and problem solving skills among students through the use of creative technologies.

At the beginning of the semester, students were informed of the purpose of the study and were asked to provide informed consent. The sections were randomly assigned to be either the flipped classroom section (n = 120) or the “traditional” section (n = 130). Both the sections were taught by the same tutor. The traditional section continued to be taught through a weekly two-hour lecture followed by small group seminars of one hour each. The same seminars were conducted for the flipped classroom section as well. However, the lectures in the flipped classroom were replaced by an alternative format. As shown in Figure 2, in the new format, all the in-class lectures were converted to self-paced online videos. I pre-recorded 24 lectures in the form of videos using Panopto software and uploaded them on the online learning platform, Blackboard. These lectures emphasized the critical concepts and theories, which students needed to learn prior to coming to class. These videos were interspersed with interactive learning exercises, which enabled students to regulate their own learning. The students could access these videos at any time on their computers or any internet-enabled device. They had the ability to pause, rewind and fast forward the videos and watch them at their own pace. Students were asked to view two videos each week with an average duration of 18.4 min (range of 15 to 29 min). Along with the pre-recorded videos, students were

assigned background readings and textbook chapters each week. This constituted preparatory work for students prior to coming to class.

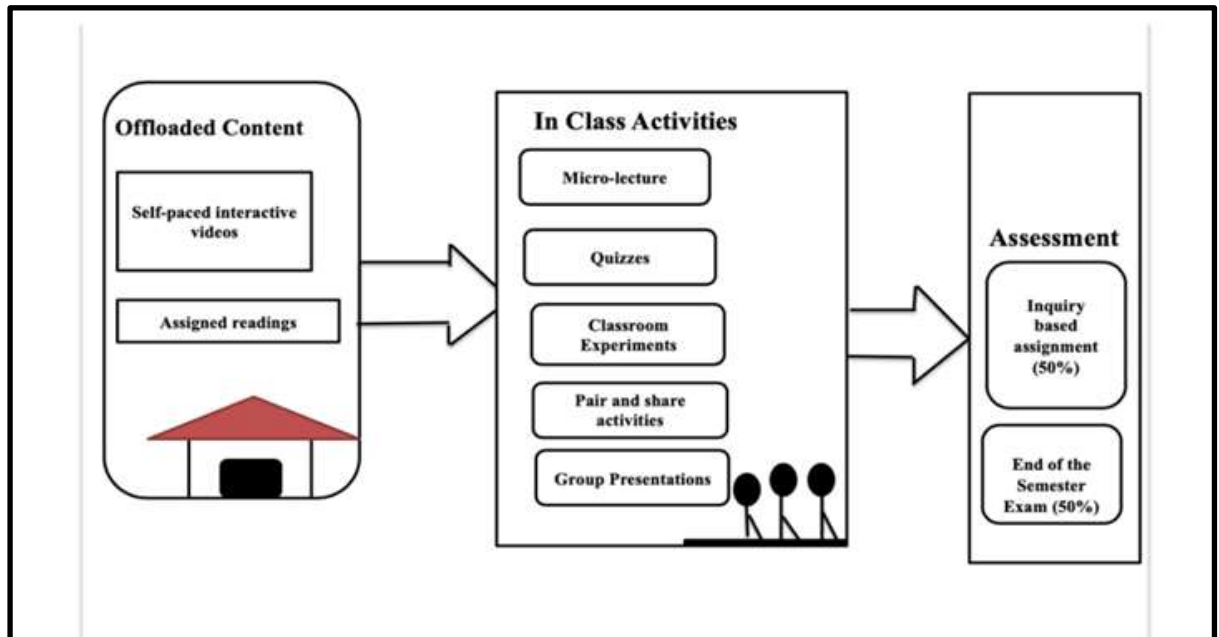


Figure 4 : the flipped classroom design

3.3- Flipped classroom impact on students :

The impact of flipped classroom on students is generally positive. Here are some findings from various studies:

- Students in flipped classrooms achieve higher learning outcomes when the face-to-face class time was not reduced compared to non-flipped classrooms.
- Students enjoyed learning with the flipped classroom method, completion rates were higher than previously observed, and students achieved higher grades.
- Flipped classrooms allow students to achieve better outcomes in the class with less brain power or cognitive input.
- Flipped learning can lead to increased student engagement and achievement, but the effects vary by subject, student characteristics, and teacher motivation for the flipped classroom technique.

Conclusion

In this chapter we tried to showcase academic writing for economic purposes, how it should be taught and what are the methods that teacher should use to teach it such as (guided free writing, grammar exercises, real-time process assignmentsect).

In addition we explained the flipped classroom approach, its design and why is it important to the educational field at the present time.

CHAPTER THREE :

Practical Part

Practical part :

Introduction

The primary goal of this study is to show an overview of the role of academic writing in economic speciality using the flipped classroom method .

We discovered that it is important to conduct this questionnaire, because questionnaires are easy to administer and take less time

3- students questionnaire :

The aim of the questionnaire

The questionnaire is primarily aimed at the effect of academic writing in economic courses . the answer of the students can help us to see if the academic writing is an important part of economic learning and if flipped classroom method is effective way that teachers may use

Description of the questionnaire :

The questionnaire is mainly based on the theoretical part of the present research which includes chapter one related to the types of academic writing and chapter two related to teaching academic writing for economic purposes using flipped classroom method

The questionnaire is addressed to master student of economic branch in kasdi merbah university .

We gave the students an overveiw about the academic writing and the flipped classroom method, we also translated the questions to arabic language to accelerate the information gathering.

The respondents are given various options to choose from by picking one answer

The types of questions used are the following :

Numeric question item : these questions ask for specify background informations such as age, gender and speciality

Close ended questions (multiple-choice, one answer) :

The multi choice question allows the respondent to choose one of the many answer choices, sometimes whether the answer of respondent is yes or no, the respondent should justify his answer.

The questionnaire starts with a short section intitled (general information) from (question one through question three) ment to gather some informations about the student age,gender and speciality

In section one intitled writing in economic courses we have six questions

-Question one : concerne if the students learn acadademic writing in economic classes or not

-Question two : shows if the students think that academic writing is important in thier field of the study

-Question three : investigate the students use of academic writing in their classes

-Question four : show what type of academic writing that economic field student often use (essayas, report, case study ...ect)

-Question five : concerns the student choice about which type of academic writing fits his speciality (essays, reports, case study)

-Question six : asking students if they think that academic writing will be used in their future career (job/study)

Section 2 : learning with flipped classroom approach

-Question one : asking economic students if they have learned with flipped classroom approach

-**Question two** : concernc if economic field teachers use the flipped classroom approach in their courses

-**Question three** : show the students opinion about the effectiveness of the flipped classroom approach

-**Question four** : asking student if flipped classroom approach make their learning easier

Analysis of students questionnaire

General information :

Item one : show the ratio of students gender

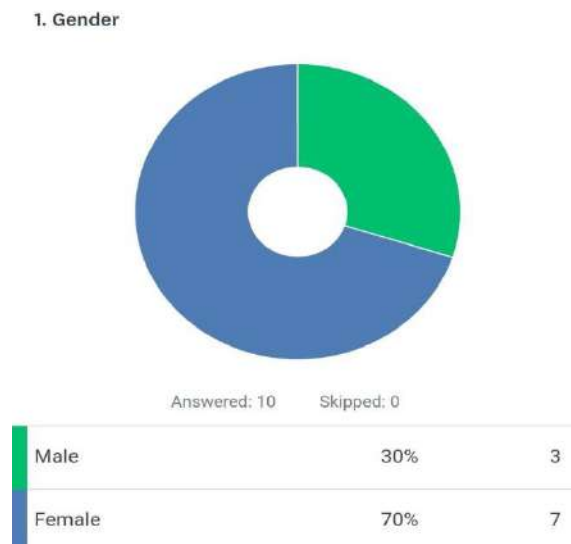


Figure 05 :the ratio of students gender

The majority of the students are females (70%) ,while the others are males (30%) .

Item two : show the students speciality

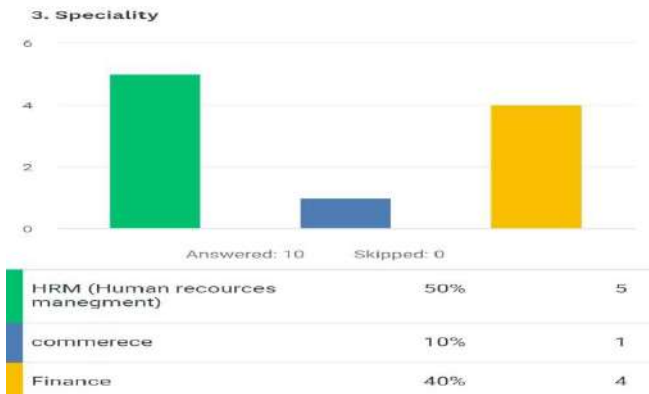


Figure 06 : students speciality

The majority of students study HRM (50%) and finance (40%) , others study commerce (10%).

Section one : academic writing in economic courses

Item one : this figure show the ratio of the teachers that teach academic writing according to students

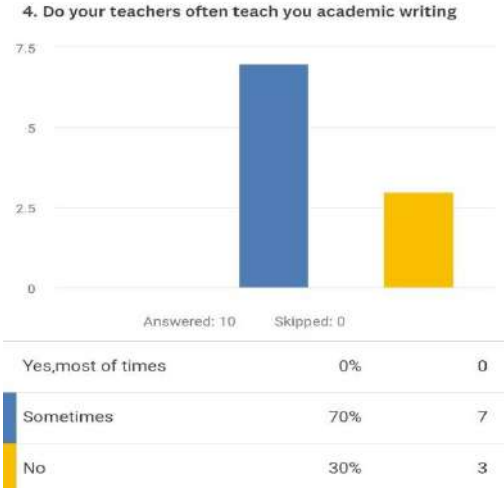


Figure 07 : teachers ratio regarding teaching academic writing

As students say The majority of teachers in economic field teach academic writing (70%) , the others don't (30%) , we also see learner study academic writing avergly and not always.

Item two : students opinion about the importance of academic writing

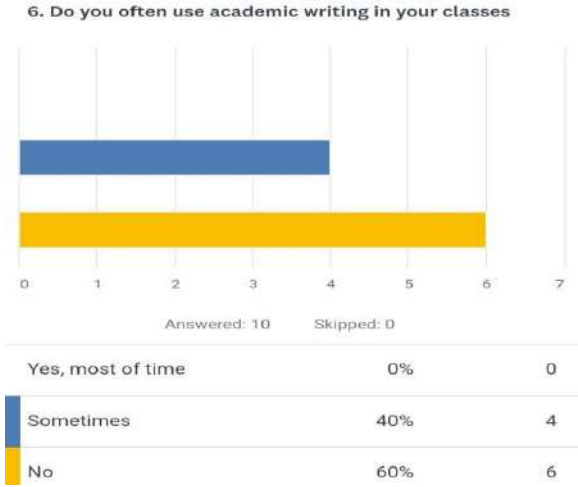


Figure 08 : students opinion about the importance of academic writing

The majority of the students thinks that academic writing is very important in their field of learning (50%), a smaller percentage (30%) thinks that it is somewhat useful, and the minority (20%) thinks it is not useful.

Item three : students opinion about the importance of academic writing

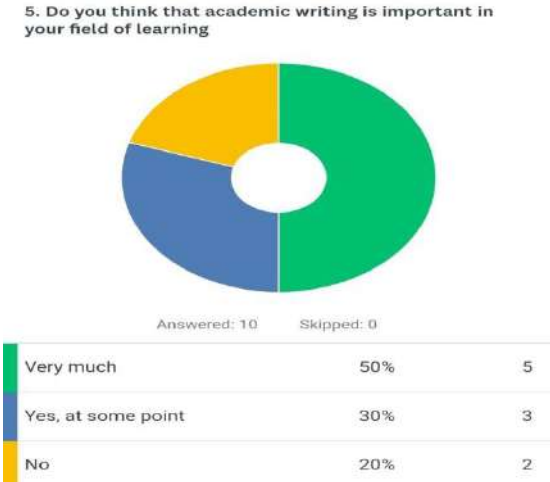


Figure 09 : students opinion about the importance of academic writing

The majority of the students (50%) thinks that academic writing have a huge importance in their field of learning , followed by a (30%) of students who be of the opinion that reduce the importance of academic writing, and finally there is

a smaller amount of student (20%) who believe that academic writing is not important in their learning.

Item four : looking if the students use academic writing in economic classes

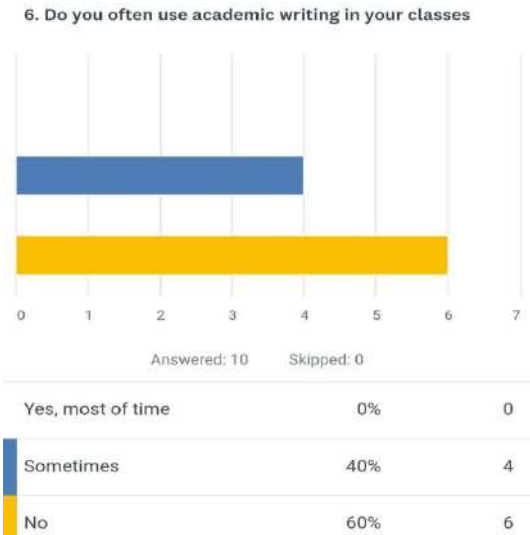


Figure 10 : showing the academic writing use in economic classes

The majority of the students (60%) of economic don't use academic writing in their classes, the rest of them (40%) use it sometimes only.

Item five : showing what type of academic writing students prefer to use

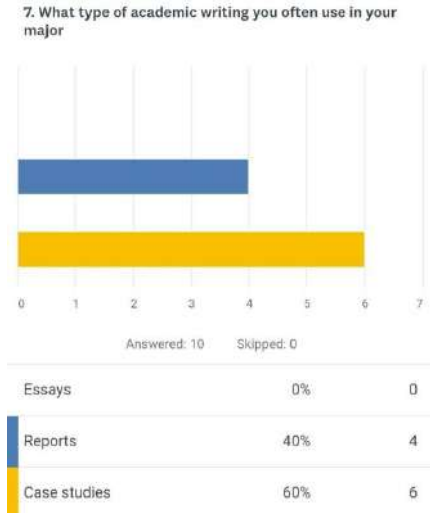


Figure 11 : shows the most type of academic writing students prefer to use

The majority of these students (60%) prefer to use case studies while the rest (40%) prefer reports, no one showed interest in essays.

Item six : interested in the most suitable type of academic writing for students in their speciality

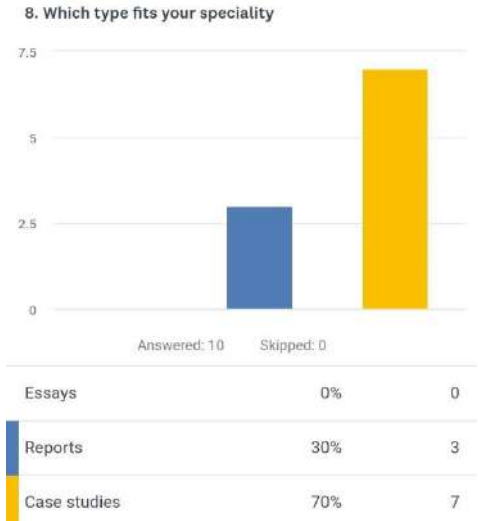


Figure 12 : percentage of the most suitable type of academic writing for students in their speciality

As the previous question the majority of students (70%) think that case studies fits their speciality the rest (30%) see that reports fits their speciality, still no one showed interest in essays.

Item seven : showing students opinion about academic writing in their future career (job/study)

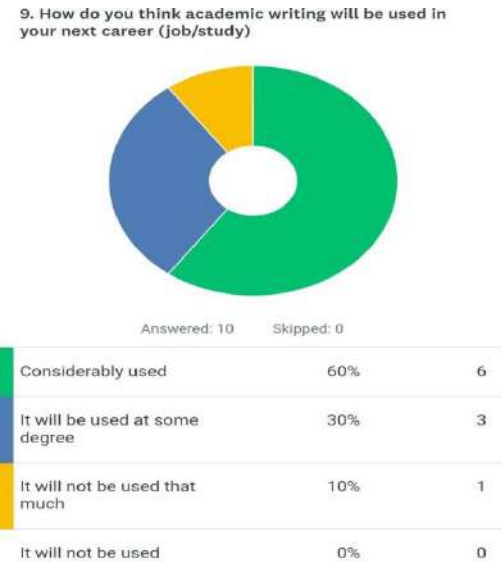


Figure 13 : what student think about the use academic writing in their future career (job/study)

The most of the students (60%) see that academic writing will be considerably used in their future career, followed by (30%) that don't think it will be used at some degree, then a smaller (10%) who thinks it will not be used that much, no one thinks it will not be used at all.

Section two : flipped classroom

Item one : asking if student know flipped classroom approach

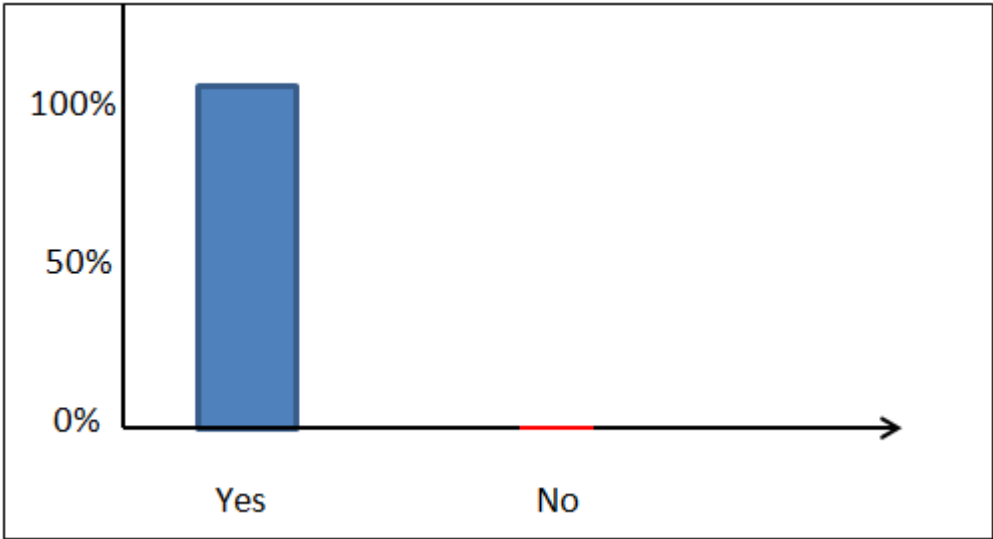


Figure 14 : show if students know flipped classroom approach

All of the students (100%) have an idea about flipped classroom approach

Item two : looking for whether teachers use the flipped classroom approach in their classes

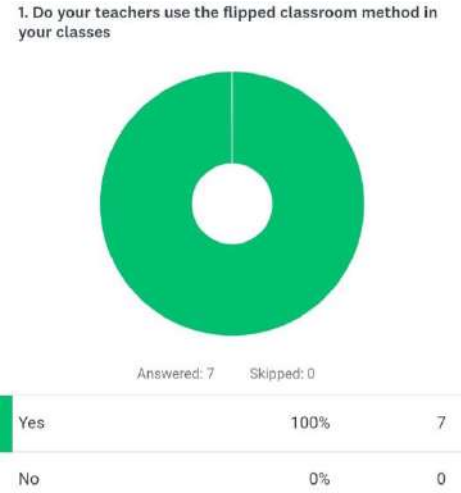


Figure 15 : show if teachers use flipped classroom approach

All the students (100%) approved that their teacher use the flipped classroom approach .

Item three : asking students about their opinion regarding the effectiveness of the flipped classroom approach

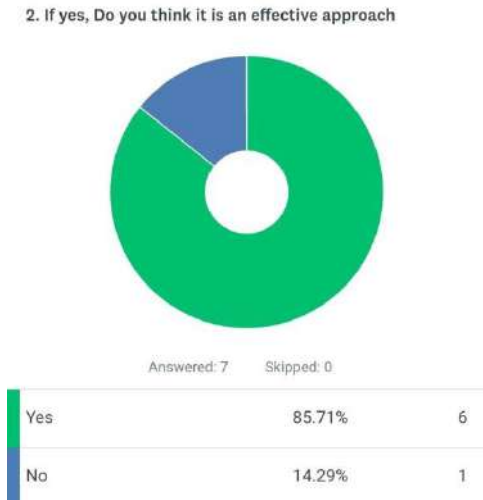


Figure 16: shows students opinion about the effectiveness of the flipped classroom approach

The majority of the students (85.71%) thinks that flipped classroom approach is effective, while the rest (14.29%) thinks the opposite.

Item four : looking if the students think that flipped classroom make their learning easier

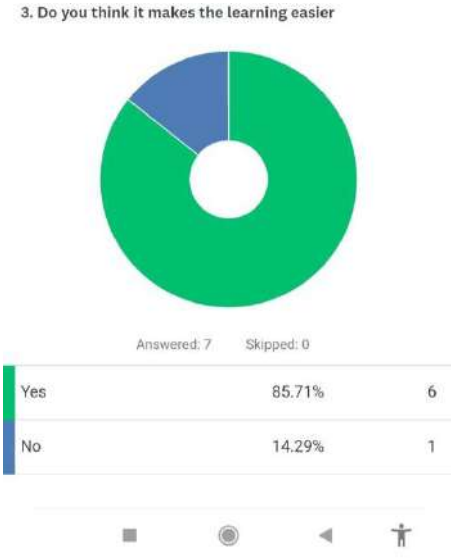


Figure 17 : students opinion of whether the flipped classroom approach make their learning easier

The majority of the students (85.71%) assume that flipped classroom approach make their learning easier, anyway a smaller rest percentage (14.29%) does not think so.

Summary :

In order to guarantee the accuracy of the results that are gathered from this instrument used for this study, which is questionnaire that was submitted for the students of economic branch, we gave an overview about academic writing and flipped classroom to the student and we translated the questions via online (massenger/facebook) because students can't understand english

According to students answers in the first question of section one, it has been proven that professors teach academic writing in economic field only to some extent, but not always, In question two answers were different as half of the student thought academic writing is very important while some others thought that it was only important at some point and the rest did not think that it was important.

In the third question majority showed that they are not using academic writing in their classes while the others use it sometimes only, but no one used it much, the fourth question showed us that the majority to use case studies in their economic speciality, the rest use reports while no one used essays.

The fifth question is related to the fourth and showed that (70%) of students think that case studies fits their speciality, while (30%) preferred reports, the essays were not listed as favourites at all.

The sixth question showed us that economic students believe that academic writing will follow them in their future career like job ...ect, (60%) of them think that academic writing will be highly used, (30%) believe that it will be used only to some degree, while the rest thinks that it will be sparingly used.

In section two after i explained the flipped classroom approach most of students knew about it, in the second question all of them approved that their teachers use flipped classroom approach, in the third question the majority agreed that it is effective approach and in the fourth question (85.71) thought that it makes learning easier

Conclusion :

This chapter was concerned with the methodology followed by interpreting of the results of the questionnaire that is used in this study. Data analysis procedure are described and the findings are presented in statistical forms.

It has been found that student do learn academic writing in their economic branch but only to a certain degree which is expected, many of the student also focus on some types of academic writing as case studies and reports, it also showed us that all of the students believe that academic writing will follow the to their future careers eventough it was in different degrees

It was proved that algerian universities professors use flipped class room method and the student approved that it was effective way of learning and it makes learning easier.

GENERAL CONCLUSION

The aim of this piece of research was to investigate three issues : first, the problems that face teachers when developing an academic writing course for economic purposes. The second is how to deliver these courses using the flipped classroom approach .

The students in economic branch fail to use a good academic writing due to their course of study that focuses on other things rather than writing. These problems are also due to , poor-quality academic preparation, lack of preparedness, insufficient academic writing skills, lack of research skills and knowledge, large class sizes that's why teachers must use academic writing as part of the teaching process, eventhough the challenges they may face as well they most make the students aware of their writing by using some useful techniques such as flipped classroom approach which is demonstrated that the implementation of flipped classroom approach resulted in better writing achievement.

Finally we believe that this work will be beneficial to all teachers of all moduls and more specifically economic teachers to improve their way of teaching academic writing . We also hope that it will pave new ways for investigating other aspects related to academic writing teaching using flipped classroom approach.

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Appendices:

Students questionnaire :

Dear students, the following questionnaire is part of research work that deals with teaching academic writing course in economic field using flipped classroom approach. Your answer will be of great help for the research. Would you, please, pick the appropriate box and make statements whenever required.

Thank you in advance

General information :

1. Gender : a. Male b. Female

2. Age : --.....

3. Speciality : a. HRM (Human resources manegment)

b. Commerece

c. Finance

Section one : academic writing for economic courses

1. Do your teachers often teach you academic writing ?

a. Yes, must of times

b. Sometimes

c. No

2. Do you think that academic writing is important in your field of learning ?

a. Very much

b. Yes, at some point

c. No

3. Do you often use academic writing in your classes ?

a. Yes, most of times

b. Sometimes

c. No

4. What type of academic writing you often use in your major ?

a. Essays

b. Reports

c. Case studies

5. Which type fits your speciality ?

a. Essays

b. Reports

c. Case studies

6. How do you think academic writing will be use in your next career (job/study) ?

a. Considerably used

b. It will be used at some degree

c. It will not be used that much

d. It will not be used

Section two|: Flipped classroom

1. do you know what is flipped classroom approach ?

a. Yes

b. No

2. Do your teachers use the flipped classroom method in your classes ?

a. Yes|

b. No

3. If yes, do you think it is an effective approach ?

a. Yes

b. No

4. Do you think it makes the learning easier ?

a. Yes

b. No