

**ESCUELA SUPERIOR POLITECNICA DEL LITORAL**

**Facultad de Ciencias Sociales y Humanísticas**



**“TEACHING BASIC WRITING SKILLS IN A CEFR A1 ENGLISH  
LEVEL COURSE WITH A FLIPPED LEARNING APPROACH AT  
A PUBLIC UNIVERSITY IN GUAYAQUIL”**

**A dissertation submitted in fulfillment of the requirements for the degree  
of  
MASTER IN TEACHING ENGLISH AS A FOREIGN LANGUAGE**

**By**

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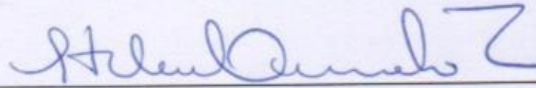
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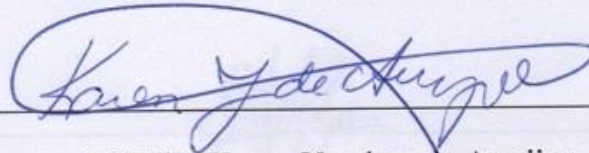
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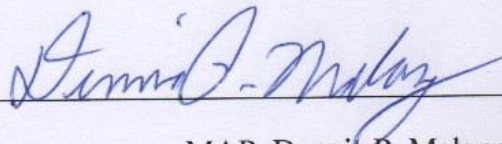
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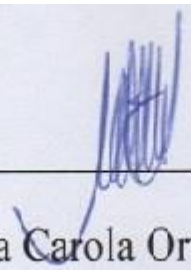
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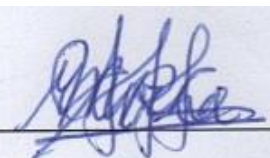
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Lidia Carola Ortiz Espinoza



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Mirna Carola Romero Coloma

# Table of Contents

<b>ACKNOWLEDGEMENTS</b> .....	<b>I</b>
<b>MASTERS SUPERVISORY COMMITTEE</b> .....	<b>III</b>
<b>DECLARACIÓN EXPRESA</b> .....	<b>IV</b>
<b>ABSTRACT</b> .....	<b>VIII</b>
<b>RESUMEN</b> .....	<b>IX</b>
<b>LIST OF TABLES</b> .....	<b>X</b>
<b>LIST OF FIGURES</b> .....	<b>XI</b>
<b>LIST OF APPENDIXES</b> .....	<b>XII</b>
<b>CHAPTER 1: Summary of the Proposal</b> .....	<b>1</b>
1.1 Introduction .....	1
1.2 Aims and Rationale .....	1
1.2.1 General Objective .....	1
1.3 Research Questions .....	2
1.3.1 Research Questions.....	2
1.3.2 Sub-Research Questions .....	2
1.4 Overview of the enquiry .....	2
<b>CHAPTER 2: Context of the Study</b> .....	<b>4</b>
2.1 Introduction .....	4
2.2 The Institution, its Students, and Instructors .....	5
2.3 The Need for this Research Project .....	6
2.4 Conclusion .....	7
<b>CHAPTER 3: Literature Review</b> .....	<b>8</b>
3.1 Introduction .....	8
3.2 Learning a Foreign Language .....	8
3.3 The Four Strands Theory .....	8
3.4 Writing in a foreign language .....	9
3.4 Writing as a skill.....	10
3.5 Assessment of writing .....	11
3.6 EFL Challenges when Learning to Write .....	13
3.7 Flipped learning--Method, methodology, technique, or approach? .....	13
3.7.1 Definition of terms.....	13

3.7.2 Definition of the flipped learning approach .....	14
3.8 Definition of Peer correction .....	14
3.9 Information on flipped classroom.....	15
3.10 Peer project learning (PPL) in ESPOL .....	15
<b>CHAPTER 4: Research Methodology .....</b>	<b>17</b>
4.1 Research Paradigm .....	17
4.1.1 Definition and Rationale.....	17
4.1.2 Methodological Stances.....	18
4.1.2.1The Researchers’ Roles .....	18
4.1.2.2 Participants’ Role .....	20
4.1.2.3 Nature of the Research Design .....	22
4.1.2.4 Nature of the Data and Research Methods .....	22
4.1.2.5 Nature of Data Analysis .....	23
4.1.2.6 Nature of Outputs .....	25
4.2 Research Tradition.....	25
4.2.1 Definition and Rationale.....	25
4.2.2 Ascertaining the Warrant for the Study .....	25
4.2.2.1 Reliability .....	25
4.2.2.2 Validity .....	26
4.2.2.3Threats to Validity .....	27
4.2.2.4 Threats to Internal validity .....	27
4.2.2.5 Threats to External Validity .....	28
4.2.3 Ethical Considerations.....	28
4.3 Method.....	29
4.3.1 Definition and characteristics .....	29
4.3.2 Methods of Data Collection.....	30
4.3.3 Selection and Handling of Data.....	31
4.3.4 Participants .....	31
4.3.5 Selection and/or Sampling.....	31
4.3.6 Background to the Participants.....	32
4.3.7 Conclusion.....	33
<b>CHAPTER 5: Presentation of Findings.....</b>	<b>34</b>
5.1 Introduction .....	34
5.2 The Presentation of Each Individual Finding .....	34
5.2.1 Placement Test.....	34
5.2.2 Equivalent Time Series: Weekly measurements .....	37

5.2.3 The Pre-Test .....	40
5.2.4 The Posttest.....	42
5.2.5 Experimental Design .....	44
5.2.6: Hypotheses Test for Difference of Means .....	47
5.2.7 Questionnaire Results .....	50
<b>CHAPTER 6: Discussion of Findings .....</b>	<b>57</b>
6.1 Introduction .....	57
6.2 Discussion:.....	58
6.2.1 Research Questions.....	59
<b>CHAPTER 7: Conclusions.....</b>	<b>66</b>
7.1 Summary of the Findings and Relationship to the Questions. ....	66
7.2 Limitations of the Study. ....	66
7.3 Future directions and further areas for research. ....	67
<b>BIBLIOGRAPHY .....</b>	<b>68</b>
<b>APPENDIXES.....</b>	<b>73</b>



## ABSTRACT

The reduction of face to face class sessions at the university level complies with the Ecuadorian Council of Higher Education (CES, acronym in Spanish) regulations. Thus, the process of teaching English as a foreign language in a public university in Guayaquil, Ecuador includes the flipped learning approach as one of the various strategies to fulfill the CES academic demands. However, there is a need for guidelines of the effects of the flipping learning approach, especially in the writing area. The aim of this study is to generate statistical information regarding the effects of learning basic writing skills through this approach in a CEFR A1 level course. The research question, Does the flipped learning approach influence the scores of the weekly writing measures during the second part of the semester of a CEFR A1 English level course? is answered through the use of within-group equivalent time series quasi-experimental design which gave the researchers the tools to analyze data generated from the pretest and the posttest and the four weekly measurement scores. The analysis of the data displays that in the pretest 50% of students obtained an average of 3 over 5 points in accordance with the rubrics; while in the posttest 75% of students had scores of 4 to 5. Also, the researchers collected data related to participants' attitudes towards the use of this approach through a questionnaire in which 62 % of participants expressed their preference for this learning approach over 38% who favored the traditional method.

*Keywords:* flipped learning, writing skills, active learning, student-centered approach

## RESUMEN

La reducción de las sesiones presenciales a nivel universitario cumple con las normas del Consejo Ecuatoriano de Educación Superior (CES). Por lo tanto, el proceso de enseñanza de inglés como lengua extranjera en una universidad pública en Guayaquil, Ecuador incluye el enfoque de aprendizaje invertido como una de las diversas estrategias para cumplir con las demandas académicas del CES. Sin embargo, existe la necesidad de generar una guía sobre los efectos del enfoque de aprendizaje invertido, especialmente en el área de escritura. El objetivo de este estudio es generar información estadística sobre los efectos del aprendizaje de habilidades básicas de escritura a través de este enfoque en un curso de nivel A1 MCER. La pregunta de investigación, ¿el enfoque de aprendizaje invertido influye en las puntuaciones de las evaluaciones de escritura semanales durante la segunda parte del semestre de un curso de nivel de inglés A1 MCER? se responde mediante el uso de un diseño cuasi- experimental de series de tiempo equivalentes que proporcionó a los investigadores herramientas para analizar datos entre la prueba previa y la prueba posterior y las cuatro puntuaciones semanales de medición. El análisis de los datos recogidos muestra que en la prueba previa, el 50% de los estudiantes obtuvo un promedio de 3 a 5 puntos de acuerdo con las rúbricas; mientras que en la prueba posterior el 75% de los estudiantes obtuvieron puntajes de 4 a 5. Además, las investigadoras recopilaron datos relacionados con las actitudes de los participantes hacia el uso de este enfoque a través de un cuestionario en el que el 62% de los participantes expresó su preferencia por este enfoque de aprendizaje comparado con el 38% que favoreció el método tradicional.

*Palabras clave:* enfoque de aprendizaje invertido, habilidades de escritura, aprendizaje activo, enfoque centrado en el alumno

## LIST OF TABLES

Table 1 Suggested Grading Scale by Cambridge University Press for the EU Textbook Series.....	35
Table 2 Placement Test Scores and its Equivalence.....	36
Table 3 Test Scores According to the Suggested Level in the Textbook Series.....	37
Table 4 Writing Rubrics Task 9 KET EXAM.....	37
Table 5 Frequency Distribution Pre- test.....	41
Table 6 Descriptive Statistics Pretest.....	42
Table 7 Frequency distribution posttest.....	43
Table 8 Descriptive Statistics Posttest.....	44
Table 9 Analysis of Variance--ANOVA Table.....	46
Table 10 All Measurements and Intervals of Confidence for the Score at 95% .....	46
Table 11 Comparison of Pretest and Posttest.....	47
Table 12 Responses to Questionnaire Items about Flipped Learning Approach.....	50
Table 13 Questionnaire Results Statement 1.....	52
Table 14 Questionnaire Results Statement 2.....	52
Table 15 Questionnaire Results Statement 3.....	52
Table 16 Questionnaire Results Statement 4.....	53
Table 17 Questionnaire Results Statement 5.....	53
Table 18 Questionnaire Results Statement 6.....	53
Table 19 Questionnaire Results Statement 7.....	53
Table 20 Questionnaire Results Statement 8.....	54
Table 21 Questionnaire Results Statement 9.....	54
Table 22 Questionnaire Results Statement 10.....	54
Table 23 Questionnaire Results Statement 11.....	54
Table 24 Questionnaire Results Statement 12.....	55
Table 25 Questionnaire Results Statement 13.....	55
Table 26 Questionnaire Results Statement 14.....	55
Table 27 Questionnaire Results Statement 15.....	56
Table 28 Questionnaire Results Statement 16.....	56
Table 29 Types of Experimental Designs.....	136
Table 30 Threats to Internal Validity in Types of Experimental Design.....	137

## LIST OF FIGURES

Figure 1. University population .....	5
Figure 2. Equivalent Time Series Design .....	38
Figure 3. Boxplot Chart by Evaluation.....	39
Figure 4. Line graph with individual students' scores.....	40
Figure 5. Histogram Pretest.....	41
Figure 6. Box-plot pretest.....	42
Figure 7. Histogram Posttest.....	43
Figure 8. Boxplot Chart Posttest.....	44
Figure 9. Mean of all scores.....	48
Figure 10. Median of all scores.....	48
Figure 11. Mode of all assessments .....	49
Figure 12. Standard deviation.....	49
Figure 13. Compiled Statements from Questionnaire .....	51
Figure 14. YouTube video.....	60

## LIST OF APPENDIXES

Appendix 1—Institutional Permission To Carry Out Research Project.....	73
Appendix 2—Consent Form for Participants .....	77
Appendix 3—Letter to Cambridge to ask for permission to use Materials.....	79
Appendix 3.1—E-mail message (1) exchanged with Cambridge representative .....	80
Appendix 4—Levels in Accordance with the Common European Framework (CEFR) .....	90
Appendix 5—English Unlimited Written Placement Test used in the Project.....	91
Appendix 5.1—English Unlimited Written Placement Test Teacher’s Guide.....	91
Appendix 5.2—English Unlimited Written Placement Test (Pages 1 – 5) .....	92
Appendix 5.3—English Unlimited Written Placement Test Answer Key .....	97
Appendix 5.4.1—Sample Participant Answer Sheet Graded by Zipgrade App.....	98
Appendix 5.4.2—Sample Participant Answer Sheet Graded by Zipgrade App.....	99
Appendix 6—Key English Test (KET) Handbook for teachers.....	100
Appendix 6.1—Assessment of Writing Part 9 and Sample answers with examiner comments.. .....	101
Appendix 6.2—Writing Rubrics at the Center of Foreign Languages .....	102
Appendix 6.3—Writing Task Ket Exam .....	103
Appendix 7: Pre-test and Post-test used in the Project.....	104
Appendix 8—Sample of Materials used during the Intervention.....	105
Appendix 8.1—Punctuation .. ..	105
Appendix 8.2—Capitalization 1 .....	106
Appendix 8.2—Capitalization 2 .....	107
Appendix 8.3—Subjects and Verbs Explanation 1 .....	108
Appendix 8.3.1—Subjects and Verbs Exercises .....	110
Appendix 8.3.2—Subjects and Verbs Exercises Answer key .....	111
Appendix 9—Hamburger Paragraph Model and Examples .....	112
Appendix 10—Lab Practice done with Participants.....	114
Appendix 11—Class Activity done with participants .....	115
Appendix 12—Editing Class Activity done with participants .....	116
Appendix 13—Sample of Activities planned by Researchers and uploaded as Pre-Assignments .....	117
Appendix 14—Planning of the Intervention .....	121
Appendix 14.1—Activities prior to the intervention.....	121

Appendix 14.2—General Schedule for the Intervention .....	122
Appendix 14.3—Topics from the Textbook Covered during the Intervention .....	123
Appendix 14.4—Writing Topics Covered during the Intervention and Intervention Plan .....	124
Appendix 15—Measurements used during the intervention .....	126
Appendix 15.1—Measurement 1 used during the intervention.....	126
Appendix 15.2—Measurement 2 used during the intervention.....	127
Appendix 15.3—Measurement 3 used during the intervention.....	128
Appendix 16—Questionnaire used as a guide by Farah (2014) .....	129
Appendix 17—Questionnaire given to participants at the end of the intervention (Spanish) .....	130
Appendix 18—Results of Questionnaire given to participants at the end of the intervention.....	131
Appendix 19—Ranking of Universities in Ecuador.....	132
Appendix 19.1—Top 10 Universities in Ecuador .....	133
Appendix 20—Flipped Learning Approach Training and Follow up Sessions .....	134
Appendix 20.1—Flipped Classroom Course by April Gudenrath, April 2016.....	134
Appendix 20.2—Flipped Classroom Conference sponsored by Academic Provost.....	134
Appendix 20.3—Follow up Session on Flipped Classroom with Staff from Portland State University May 2016.....	135
Appendix 21—Types of Experimental Designs by Creswell (2012).....	136
Appendix 22—Types of Experimental Designs by Creswell (2012).....	137

## **CHAPTER 1: Summary of the Proposal**

### **1.1 Introduction**

The Ecuadorian Council of Higher Education (CES, acronym in Spanish) reduced the number of teaching hours in the EFL classes at the university level. (CES, 2013). Consequently, some teachers tried the flipped learning approach (FLA) as one of the wide range of strategies to accomplish learning objectives in accordance with the new governmental requirements. For this purpose, the language center, from the university carried out this study, trained the staff through continuous workshop sessions, class observations, and video conferences related to the (FLA). According to Brame (2013), flipped learning is an educational approach in which students have access to information (books, video conferences, power point presentations, etc.) before they come to class. This previous exposure provides students the tools to use in class the new information and to engage in active discussion or analysis while their teacher supports them by giving the proper feedback. The main objective is that learners deepen their understanding of topics and master skills with new knowledge in class sessions.

The idea behind this intervention was to use the flipped learning approach during a four-week period while covering basic writing topics in an A1 level class in a public university in Guayaquil.

### **1.2 Aims and Rationale**

#### **1.2.1 General Objective**

The general objective of this research project was to generate guidelines and feedback entailing the flipped learning approach to teach basic writing skills to a group of thirty-one CEFR A1 level students in a public university.

## **1.3 Research Questions**

### **1.3.1 Research Questions**

The Research Questions used in this study were:

1. Does the flipped learning approach influence the scores of the weekly writing measures during the second part of the semester of a CEFR A1 English level course?
2. What is the attitude of A1 level students in a public university in Guayaquil towards the flipped learning approach?

### **1.3.2 Sub-Research Questions**

The Sub Research Questions were the following:

1. Does the flipped learning approach contribute to improving students' scores in the Post Test Writing Task?
2. Are there any significant differences in the scores obtained in the pre-test and the post-test given to the participants in this study?
3. Are students in favor or against the use of the flipped learning approach to acquire basic writing skills in an A1 level course at a university in Guayaquil?

## **1.4 Overview of the enquiry**

Chapter 1 contains an introduction of the study, aims and rationale, and the research questions and sub-questions that guided the intervention.



Chapter 2 comprises the context of the study through the description of the institution where the intervention took place and identifies the students and instructors in charge of the process. It also focuses on the need for this research project.

Chapter 3 covers the literature review and the different theoretical areas surveyed as the basis and guidelines for the project.

Chapter 4 gives details of the research methodology and describes the ontological, epistemological and axiological stances. It also explains the rationale for the application of procedures and techniques used.

Chapter 5 contains the data collected and displayed in a variety of statistical graphs as time series design, box plot, and multiple line graph, and frequency distribution histogram.

Chapter 6 presents and discusses the findings obtained from the data collection of this intervention and seeks to find patterns stemming from the data.

Chapter 7 summarizes the findings in relationship to the questions, presents the limitations of the study and the future directions and further areas of research.

## **CHAPTER 2: Context of the Study**

### **2.1 Introduction**

Learning foreign languages at the university level requires the development of the four language skills (reading, writing, listening and speaking) in accordance with the program established by the center of foreign languages at this university (see Appendix 14.3). The idea behind the application of the flipped learning approach (Flipped Learning Network, 2014) to teaching and learning at this public university in Guayaquil is “to strengthen students’ reflective spirit oriented towards promoting personal achievement under freedom of thought and ideological pluralism” (ESPOL, 2016). The process already had a head start with Physics classes through the use of Peer Project Learning (PPL) which resulted in students devoting more time to the subject along with interesting and creative student-led projects presented at the end of the midterm and the final term (Seo and Pinela, 2015).

The focus of the flipped learning approach is to make active learning come alive in the classroom and have a more productive class session where the teacher gives personalized assistance and feedback (Office of Instruction and Assessment [OIA]), 2017. This goal is attainable if students have done the pre-assignments where learners show engagement in autonomous learning. According to Holer (1979) an autonomous language learner has several characteristics that include taking total responsibility for the learning process which includes establishing objectives, selecting the contents and the way they are going to be handled. Additionally, choosing different methods and techniques and evaluating them are vital to this process.

## 2.2 The Institution, its Students, and Instructors

This university, founded in 1958, has always been a referent and pioneer in engineering majors such as Computer Science, Electricity, Electronics, Mining and Petroleum, Food Engineering, Mechanical and Industrial Engineering, and Statistics (Escuela Superior Politécnica del Litoral [ESPOL], 2016). Additionally, this public university has been ranked among the top ten in the country and in the region by the Webometrics (2018) (see Appendices 19 and 19.1). Furthermore, it is categorized 69 in the Latam University Ranking (QS World University Rankings, 2018). The last accountability report (ESPOL, 2017) states that the population in this public university reaches 10,970; 23% are studying careers related to the social and humanities areas, the 72% are in the science, technology, engineering and mathematics fields, and the 5% involved in the arts area.

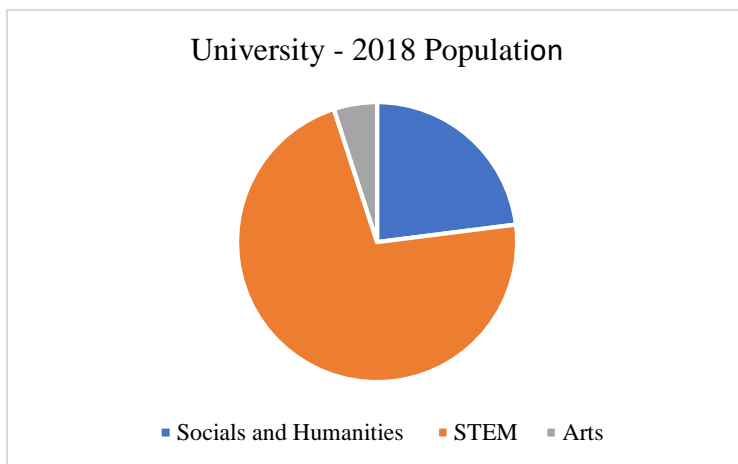


Figure 1 Registrations by knowledge area. Adapted from UNIVERSITY, 2018, Accountability Report

Students who attend the university come from various leveled English courses based on the results of an initial placement test. Hence, the students in the level studied (Basic B) took the placement test or a previous blended learning course (Basic A) as a pre-requisite to continue their English language studies. There were six levels of study as follows: Basic A and B, Intermediate A and B, and Advanced A and B. The basic and intermediate levels were 90 hours each and the advanced levels were 60 hours of face-to-face sessions three days

a week. The first level course covers the basics of A1 and the students finish the entire program at B1+ level.

The instructors who conducted this research project were full time teachers at the Center of Foreign Languages at the university and they complied with academic credentials mandatory in Ecuadorian regulation such as a B2 or higher level of English proficiency according to the Common European Framework. Thus, they brought forth a wide range of teaching experience. Both researchers had a C2 level certification awarded by a prestigious university from the USA and decades of teaching experience at the university level, several English language centers, and other educational institutions.

### **2.3 The Need for this Research Project**

The flipped learning approach became an essential element in the university general teaching process starting the year 2017 as the number of hours of face-to-face learning decreased. Considering that there is a need for guidelines and feedback of the effects of this approach in learning foreign languages at the university, especially in the writing area, this experimental within-group design study considered an A1 level course at a public university in Guayaquil, Ecuador. The purpose was to get statistical information of the effects on learning basic writing skills through the flipped learning approach.

Educators who use the flipped learning approach aim to make learners gain conceptual understanding and procedural fluency using intentional content trying to maximize effective use of classroom time. Since direct instruction takes place outside the classroom, methods of instruction such as active learning strategies, peer instruction, problem based learning, or Socratic methods can be applied as a way to benefit learners with a student-centered approach (Hamdan et al., 2013).

Vygotsky (1978) as cited by Hamdan et al., (2013) stated that deliberately, the traditional classroom has shifted into a student-centered approach. Hence, during class time learners explore and create more opportunities to learn. Students are in control of their learning abilities outside the group, and teachers increase the learners' interaction, understanding and production in the classroom. Educators in a flipped classroom assist learners to construct knowledge by guiding them in the deep exploration of topics.

## **2.4 Conclusion**

Since 2015, at this university, the School of Natural Sciences and Mathematics has used the Peer Project Learning (PPL) methodology in Physics C classes which has opened the door to similar approaches. The flipped learning approach shares essential characteristics and benefits of Peer Project learning, mainly in the active learning aspect. In the beginning of first semester 2017, the flipped learning approach became the core teaching strategy in the center of foreign languages in the university (RESOLUTIONS, 2016 p. 14). The fact that there was no previous local research on the use of the flipped learning approach and EFL Writing brought about the usefulness of this research.

## **CHAPTER 3: Literature Review**

### **3.1 Introduction**

One of four people, which is equivalent to 1.75 billion, around the world speak English at a useful level. English is the international language used in communications, science, information technology, business, entertainment and diplomacy. Two billion people will be using or learning to use English by the year 2020 (British Council, 2013). Daily contacts around the globe among thousands of people have created the need for a global language in which the adoption of English as a lingua franca enables communication efficiently with the academic and business communities (Crystal, 2003). In Ecuador, the Law of Higher Education requires that students who finish their undergraduate education must reach a B2 level according to the Common European Framework (Ley Orgánica de Education Superior, 2010).

### **3.2 Learning a Foreign Language**

Among other hypotheses, Krashen (1982) mentions that adults develop second language skills in two forms. The first one is through a process called language acquisition which involves the unconscious feeling of using the language accurately without knowing whether or not a rule is misused. The second, formal knowledge of a language system or learning entails conscious use of the rules belonging to that system.

### **3.3 The Four Strands Theory**

Students need to master the four language skills of reading, writing, listening and speaking. Cohen (1981) remarks the importance of focusing on the most elemental aspects of language learning and learner-teacher interaction. Nation (2014) claims that when learning a

foreign language, it is necessary to set the linguistic goals to be achieved which have to be aligned in time and work with the productive and receptive skills (strands). He also remarks the importance of using appropriate strategies that encourage learners to develop the new language. Hence, Nation (2007) states that an ideal language course should contain the four strands (long continuous sets of learning conditions that run through the whole language course). The strands that Nation (2014) refers to are: (a) learning from meaning-focused input (listening and reading); (b) learning from meaning-focused output (speaking and writing); (c) language-focused learning (studying pronunciation, vocabulary, grammar etc.); and (d) fluency development (getting good at using what you already know). Cohen (1981) remarks the importance of focusing on the most elemental aspects of language learning and learner-teacher interaction. In a well-balanced course, the same amount of time should be devoted to each one of the strands.

### **3.4 Writing in a foreign language**

Leiki and Carson (as cited in Hinkel, 2004), state the programs that attempt to teach writing must offer linguistic and writing skills that allow learners deal, make sense of and decipher information and increase their knowledge. Leki (2001) states that the goals of teaching writing must be clear in the educational system because a wide number of students are unsure of the purpose this skill serves. Additionally, when teachers face the challenge of having students who do not identify a reason to learn writing an exchange of ideas among students and teachers to state the reasons that sustain the development of this skill needs to take place (pp. 197-209). The study of the teaching of English writing in China (You, 2005) claims that in a globalized world, English writing has increasingly become a practical tool; however, some struggles and limitations that affect this tool have require some sorting out to achieve the goals.

Nation (2014) reports that language production is more challenging than language reception because the choice of words and grammatical constructions are part of a process that requires fluency development. He further suggests that mastering this productive skill requires three types of writing tasks. In the first type, the learner writes carefully focusing on accuracy, uses a dictionary, and requires the aid of a proficient language user to give feedback. The second type of writing focuses on fluency; therefore, an ideal ten-minute drill or practice can help in this matter. The third type of writing highlights quantity, taking into consideration the appropriate conditions where feedback would not be necessary, but it can be useful.

Nation (2007) cites Cunningham and Stanovich, (1991) to point out that people who read a lot become better readers and those who write a lot become better writers. Thus, the focus on each one of the strands is important both for instructors and for students. The meaning-focused input strand refers to the receptive kind of learning in which reading and listening are involved while the meaning-focused output involves the skills of speaking and writing where learners are able to use the language productively (Nation, 2007).

### **3.4 Writing as a skill**

Terry (1989) cites Magnan (1985) to mention one basic purpose of writing in second language classrooms—writing as a support skill in which learners become aware of features of grammatical forms and structures, vocabulary and spelling which later increases their appreciation of correct spelling (including diacritical marks), syntax, structures, and vocabulary. The second purpose is as a communicative skill in which learners can inform, relate, question, persuade, etc. Terry (1989) states that beginner level learners are able to write for communication purposes if the tasks assigned are realistic, meaningful, appropriate for the linguistic level of sophistication, and suitable for the need. In communicative tasks,



students have the need to write in order to share information or to seek information.

Finocchiaro and Bonomo describe writing as a long process that takes students to a more independent period through several steps. The time it takes to achieve writing a composition or essay depends on the students' interests, ages, abilities, and necessities of the language skill (1973).

The Writing Task 9 from the Teacher's Guide for the KET Exam (Key English Test), is used to test students in this study and it requires candidates to write a note, email, or postcard in 25 to 35 words. The idea is "to produce simple written English" (Teacher's Guide, p. 4). This idea relates to Nation (2007) in which writing is considered a meaning-focused output activity.

### **3.5 Assessment of writing**

The objective of communicative writing tasks is to measure the writer's ability to convey the message (Terry, 1989). In the KET Teacher's Guide (2015) the writing task 9 tests the candidates' ability "to write short texts with a real communicative purpose." The assessment uses five scales, which consist of four subscales: Content, Communicative Achievement, Organization and Language (see Appendix 6.1). Some recommendations to approach the task are reading the instructions carefully, identifying the message required and who it is for, considering the information needed, responding to the writing prompts and writing a draft. The expectation of the Writing Task in Part 9 is to make sure that by using 25-35 words candidates "don't leave out important information, and that their message is clear" (KET Teacher's Guide, pp 16). Candidates will face negative consequences if they write fewer than 25 words, but they will not face any negative consequences if they go over the maximum, although it is better not to do this.

Additionally, the KET Teacher's Guide remarks that this task has a strong connection with real life so learners can write short messages to peers and teachers as a way to take find benefits of daily situations. Some examples of these activities are to write invitations, arrangements for meeting, apologies for missing a class, or notices about lost property.

The rubric used for evaluating writing task 9 is a holistic one. Terry (1989) cites (Kaczmarek, et al) to favor holistic scoring of students' written work because it provides a very strong measure of validity and reliability when assessing overall writing proficiency attainment. Perkins (13, p. 654) as cited by Terry (1989) states that holistic scoring is even more effective than discrete point scoring techniques if the grader establishes criteria to focus the reader's attention on important aspects of compositions (common standard to judge the quality of the writing) as well as the involvement of one or more readers giving a grade based on the impression they have on the whole text (with a set of criteria established prior to the evaluation process).

The idea of using at least two readers to assess writing production is to avoid the causes of the diversity of judgment, "1) flavor and personality ('style as the revelation of a personality, individuality, originality, interest, and sincerity'), 2) organization and analysis, 3) quality of ideas, 4) usage, sentence structure, punctuation, and 5) wording and spelling" (Perkins, 13, p. 654) which usually take place when papers are evaluated by one grader. Moreover, this type of evaluation identifies high, middle, and low-quality levels for each feature (Perkins, 13, p. 655).

Terry (1989) states that some factors such as realistic expectations connected with the level of the course and the objectives, content, grammar, vocabulary, structures, and early stages of composition taught or discussed are part of the scoring guide.

According to the KET Teacher's Guide (2015), when grading the writing task 9, the effective communication of the message must be the focus without ignoring errors of structure,

vocabulary, spelling and punctuation (pp. 16). Terry (1989) warns about the subjectivity inherent in holistic scoring in which it is not recommendable to use grammar and spelling as the only criteria to judge the whole text. The emphasis on errors in mechanics impedes concentration on communicative aspects when grading and giving feedback (Magnan, 1987, p. 130).

### **3.6 EFL Challenges when Learning to Write**

One of the main challenges for EFL learners when dealing with writing is mistake free production. The grammar correction in writing has been an issue for debate, Truscott (1996) believes that correction of grammatical errors for the purpose of improving a student's ability to write accurately has a negative effect on students' attitude as well as it absorbs time and energy in writing classes. Some of the reasons mentioned are that research evidence shows that grammar correction is ineffective due to the nature of language learning, the correction process lack of effectiveness is the norm. Additionally, grammar correction has negative and detrimental effects combined with the lack of merit of some arguments make it a pointless resource in the teaching of writing.

### **3.7 Flipped learning--Method, methodology, technique, or approach?**

#### **3.7.1 Definition of terms**

It is important to make a distinction among method, methodology, technique and approach. The Merriam-Webster dictionary (2018) a way, technique, or process of or for doing something or a body of skills or techniques is a method methodology refers to a body of methods, rules, and postulates employed by a discipline: a particular procedure or set of procedures. Technique is a method or way of achieving a desired

goal. Finally, approach refers to the way of dealing with something: a way of doing or thinking about something (Merriam Webster, 2018).

### **3.7.2 Definition of the flipped learning approach**

The Flipped Learning Network (FLN) (2016) considers that an approach where group space during class sessions becomes dynamic and interactive because learners have already assimilated the information material for classes prior to the sessions uses the flipped learning approach. The educator only guides learners through monitoring while they apply concepts and have a creative engagement in the subject matter.

The Flipped Learning Network (2014) states that four aspects or pillars are part of the flipped learning approach refer to the following characteristics--flexible environment (rearranging the physical space), learning culture (changing the teacher-centered culture model to a learner-centered approach), intentional content (developing conceptual understanding and procedural fluency), and professional educator (monitoring the active learning process and giving relevant feedback to students)

### **3.8 Definition of Peer correction**

One of the elements in the active learning process, student-centered classroom is peer correction, peer-feedback. In the Writing Task 9, learners should practice evaluating their own and others' answers, with close reference to the question. For example, learners can look at sample answers or at each other's answers, identifying what the writer did well, and what they could improve (KET Teacher's Guide, pp.16). Participants in the project can benefit from peer correction because they can hold each other accountable for the production they have in classes. In the KET Teacher's Guide (2015), planning answers carefully and making

sure they are well organized and have relevant content as well as thinking about the target reader and writing in an appropriate style are the expectations of the writing production.

### **3.9 Information on flipped classroom**

Farmer (2015) states that flipping a class does not necessarily imply that flipped learning takes place, the implementation of a flipped learning approach to teaching and learning offers pedagogical benefits because students have access to content and engage in tasks where they develop understanding of the topics prior to class. The class time is the perfect place for discussion and engaging in profound issues, ideas and questions that have come from pre-class content and activities. The website of The Polytechnic University (ESPOL, acronym in Spanish) describes the flipped classroom as a model that encourages the students' creativity and sense of collaborative work through the access of content available at any time before class and a more individualized classwork.

### **3.10 Peer project learning (PPL) in ESPOL**

Farmer (2015) cites Harvard Professor Eric Mazur and his introduction to flipped learning in 2012 at the annual conference of the Association for Learning Technology where he was the keynote speaker. Mazur is one of the pioneers on peer instruction, which started at Harvard in the decade of the nineties and evolved in what flipped learning is today. He uses the terms 'knowledge transfer' as the class time devoted to activities such as a lecture and 'knowledge assimilation' as the time students use outside of class to process and understand the subject matter. Mazur proposed to 'flip' the stages of knowledge transfer and knowledge assimilation in which the students become familiar with the material prior to class and then in class sessions they assimilate the information they had read or watched previously. Farmer points out that Mazur's reinvention of the course engages students in the learning / teaching

culture activity where students have to read notes before class as a knowledge transfer stage and in class sessions, they focus on the knowledge assimilation stage. Based on observation at the Harvard University, a professor from the ESPOL supports the use of this approach as part of the Peer Project Learning Methodology as a way to encourage the student-centered curriculum through the transformation of the typical teacher-centered classroom (Pinela & Youngjin, 2015). The Center of Foreign Languages at the ESPOL launched a pilot project in 2015 based on the use of the flipped learning approach to teach EFL during one semester and taking one course per each of the levels taught. Due to the positive results and students' approval of the new approach, this project became part of the study program established for the year 2017 in this language center. The importance of students' role as the focus of this kind of instruction is remarkable as they have to get knowledge through the material received from the teachers prior to the classroom practice (ESPOL Académico, 2017).

## **CHAPTER 4: Research Methodology**

### **4.1 Research Paradigm**

A research paradigm is the set of common beliefs and agreements shared by scientists about the problems' understanding and solving. Kuhn (1962).

Coe et al (2007) cites Kuhn (1970) to say shared understandings within the social community of scientists in the creation of new ideas are paradigms. Guba (1990) affirms three aspects that characterize paradigms— ontology refers to what reality is, epistemology relates to how you know something, and methodology has to do with how you find something out. Coe et al (2017) believes that the research process has a series of assumptions summarized in four areas. The first, ontology, connects to the form and nature of the social world. The second one, epistemology, focuses on assumptions of what people know. The third area refers to methodology, which involves the procedure or logic followed during research inquiry. The last one, techniques of data collection focuses on methods. Cohen et al., 2008, states that in the first aspect, ontology, there are two main positions that range from realism to constructivism. Realism refers to a single objective reality that has no connection with individuals' perceptions. On the other hand, constructivism is a perspective where multiple realities constructed by different individuals. Hence, reality here is not objective nor singular.

#### **4.1.1 Definition and Rationale**

There are two main paradigms that help to make sense of reality—positivist and interpretivist. Bryman (2012) states that positivism is an epistemological position that advocates the use of the methods of the natural sciences to the study of the social reality. The paradigm used in this project was the positivist because researchers believe that there is a single reality which can be measured and known through the use of quantitative methods.

phenomenalism is a view where senses where senses help to confirm phenomena and knowledge; 2) in deductivism researchers generate hypothesis for testing and allow for explanations; 3) in inductivism the gathering of facts allow researchers to arrive at knowledge and 4) objective because science is value free.

According to Guba and Lincoln (1994) and Sparkles (1997, 1982), the positivist paradigm assumes in its ontology (external realist) that knowledge of how things are in the form of time and context free generalizations with a reductionist and determinist posture. The epistemological position is dualist- objectivist where the two entities (investigator and the object investigated) are independent and neither is influenced by the other. Thus, they act as one-way mirror during the enquiry. The methodology uses the verification of hypothesis that require empirical tests for verification and the conditions are carefully controlled to prevent the outcome from being improperly manipulated (Cohen, 2008).

#### **4.1.2 Methodological Stances**

##### **4.1.2.1 The Researchers' Roles**

Instructors have an important role in this kind of learning, as they have to make decisions related to the skills objectives, the size and diversity of groups, students' roles in the groups, classroom arrangement, and planning of educational material. Besides, instructors are in charge of giving clear explanations of the tasks and objectives; monitor and help students; and, finally they evaluate students' knowledge. (Johnson, Johnson, and Smith, 1998). The two researchers had very active roles in this study. Researcher 1 was the head professor of the group of participants who agreed to take part in the project. Both researchers made special arrangements so that a part of the two-hour session focused on the application of activities planned in this research intervention. Researcher 1 was also in charge of looking



for, analyzing, and selecting the educational resources as videos used for the autonomous work for each session.

According to Krajka (2018) accuracy, authority, currency, objectivity and content are part of the guidelines when finding appropriate materials online. Learner fit and teacher fit are two other aspects to take into consideration. The learner fit characteristic refers to the suitability of the materials for learners according to age, level, interest, sex, background. Additionally, it relates to the correctness of the material, adaptability to different settings.

Krajka (2018) cites (Banville, 2005) to point out a more specific criteria for online audio or video resources which are relevance and interest, appropriateness of topic, authenticity and newsworthiness, pedagogic soundness and length. Arcario (1992) as cited by Krajka (2018) subdivides the evaluation into two areas based on the use of online videos. One relates to use of presenting language (comprehensibility) and the other is stimulus for language production (flexibility of use). When focusing on the use of presenting language factors such as comprehensibility: degree of visual support, clarity of picture and sound, density of language, speech delivery, language content, language level have a direct influence on the choices teachers make. On the other hand, if videos aim to stimulate language production factors such as watchability, completeness, length, appropriateness of content, level of maturity, availability of related materials that affect the flexibility of use. The videos comply with the flipped learning approach recommendation given by the trainer Gudenrath (2016) that they should last no more than five minutes. Additionally, researcher 1 planned the activities for each session in accordance with the syllabus provided by the center of foreign languages of the university (see the detailed plans in Appendix 14.3) and led the implementation of the activities in class since students were familiar with her.

Researcher 2 oversaw the logistics in the implementation of the project, made copies of the materials utilized, prepared the curriculum folders, kept track of students who attended

sessions, and supported the monitoring of students during the active learning process in each session planned. During two sessions, researcher 2 took over and guided students with instructions, and had an active role as a facilitator. Both researchers had five meetings every week which were distributed as follows: One prior to every session (three sessions per week) to discuss and come to a consensus about the materials and strategies to apply for the most effective way to implement each activity. Another meeting took place after the students had developed the activities in each class session. Finally, the researchers discussed the results and improvements for each activity and organized the material for the following sessions. Right after students did the placement test, pre-test, weekly measurements and post-test, the two researchers met and graded each test using the holistic rubric and came to a consensus about the grade each participant received as suggested by Terry (1989) and entered the data on the computer prior to the statistical analysis.

#### **4.1.2.2 Participants' Role**

The researchers counted on only one group with thirty-two students registered for the semester and that number was key in the study; it was not possible to have two different groups because both researchers had different level courses. In addition, the other course that researcher 1 was teaching had twelve students. This fact made the research process unable to take place with this course in terms of having control and experimental groups. One student quit the course; as a result, there were 31 students who had a very active role in this project. Researchers informed participants of the study in advance to obtain their written consent. They went over all the steps in the investigation and the use of the resources to benefit the participants.

Raths (2013) cites Jon Bergman and Aaron Sams, pioneers in flipped learning, to say that his rule of thumb is one to 1½ minutes per grade level, as an example a fourth-grader's videos

should be no longer than four to six minutes; and for a 10th-grader, that means 10 to 15-minute videos. Researchers came to a consensus of 5-minute videos as the longest duration due to the fact that participants were in an A1 level course, learning English as a foreign language. They decided this based on the recommendations they received during the trainings related to the flipped classroom.

Prior to each session, participants had to watch very short videos (five minutes long maximum) and fill the blanks or matching exercises (See Appendix 13) prepared for them to make sure they accomplished the autonomous pre-assignment. To collect regular assignments from the students, the participants uploaded their tasks on the online university platform by the designated deadline prior to class.

In class, participants worked in groups of 4 or 5 and had the opportunity to use and produce what they had previously learned in the videos. They were in complete control of their learning process using the flipped learning approach implemented in their classes. Findings of a research conducted in Taiwan, revealed that by using collaborative learning as a tool to learn, college students felt that when working in teams, the opportunities to help each other increased the level of learning. They felt supported and able to communicate more effectively (Chen, 2017). The exercises aimed to make students practice and reinforce the pre-assignment in a collaborative environment. Roehl (et al, 2013) cites Tucker (2012), to state that during class time students solve problems, further information about concepts and connect with one another through collaborative learning.

Thus, they were instructed to work in this way and help one another applying the active learning process that Ritchhart et al.(, 2011, p. 7) as cited by Roehl (et al, 2013) describes as deep learning where active and constructive processes enable learners to reach the learning objectives and the instructors work towards changing the paradigms from teacher-centered to student-centered.

The teacher gave instructions and guided students as a facilitator, the other researcher was usually present in the sessions to serve as facilitator, as well (see Appendixes 8.1 to 9, for samples of activities participants did during class sessions).

#### **4.1.2.3 Nature of the Research Design**

As part of the positivist paradigm, the nature of this research design is quantitative and as part of the experimental category, it can be considered a quasi-experimental one within-group design equivalent time series design.

According to Creswell (2010), the equivalent time series design is a type of experimental design where there is not a random assignment; there is only one group of individuals compared after two or three interventions. This study fits the requirements of a time series design because only one group gathered the required number of students which made impossible to have a control group. Therefore, the time series design allowed the researchers to study the group, over time, with multiple weekly measures as well as the pretest and posttest (Creswell, 2012). Researchers measured the dependent variables after each intervention and the group became its own control group (see Appendix 21 for Table 10.1).

#### **4.1.2.4 Nature of the Data and Research Methods**

The data is numerical because the pre-test, weekly measurements and post-test were graded over 5 points using the rubrics established by the institution which is based on the Cambridge University Press for the KET Exam (see Appendix 6.2). The placement test also yielded numerical results. Researchers printed the English Unlimited Placement Test available online in a PDF version and used with permission of the publisher (see Appendixes

5.1 & 5.2). This test contained 120 questions and evaluated the level of knowledge from A1 to C2. Considering that the group studied was taking a basic level course using the Elementary Course book because they had achieved the previous course (Basic A) or passed a placement exam.

Sixty questions of the EU Placement Test helped to assess the level of knowledge of the participants based on the expectation that they would be able to cope with the first 40 questions to verify that their level A1 was in accordance to the CEFR. For calculating the number of questions that the students must answer in the placement test, we used the Teacher's Guide test where a chart defines the different scores and English lives according to the textbook series.

#### **4.1.2.5 Nature of Data Analysis**

Bryman (2012) defines an experiment as a research design that attempts to identify alternative casual explanations of findings (internal validity) with at least a group (experimental) exposed to a treatment and another group (control) which is not, and random assignment of the participants to either group. At times, a further group or groups are part of the experiment and have access to other treatments. Creswell (2012) states that there are different types of design in experiments. The ones used in educational research are between-group designs and within-group or individual designs. The between-group designs involve three types 1) true experiments (pre- and posttest, posttest only); 2) quasi-experiments (pre- and posttest, posttest only); and 3) factorial designs. The within-group or individual designs are 1) time series experiments (interrupted, equivalent); 2) repeated measures experiments and 3) single-subject experiments (see Appendix 21).

Creswell (2012) states that the time series design is recommendable when researchers can work with only one group of participants and study them over a period. It is intensive

because it requires several measures. One variation of this design is “equivalent time series design” where researchers compare posttest scores or the plotting the scores to decipher patterns in the data over time in the data analysis. This type of design prevents the threats to internal validity. Researchers can diminish some effects like history and maturation of participants (see Appendix 22).

The Time Series Design, which is one of the forms of the within-group quasi experimental design method (Creswell, 2012 pp. 313, 314), guided the researchers in the process of inquiry. Researchers studied thirty-one participants in a single group because it was impossible to count on a control group. During this study, four measurements generated quantitative data. Hence, the researchers used statistical graphs and frequency distributions to display and organize the results. The line graph enabled display of the average results obtained in each test and the participants’ individual scores. Histograms helped to describe analysis of pre-test, post-test, and stock chart (boxplot) showed data related to the participants’ improvement. According to Bryman (2012), the measurements of central tendency present in one figure a value that is common for a distribution of values.

The most commonly used measures are 1) arithmetic mean (the sum of all values in a distribution and then divide by the number of values; 2) the median is the midpoint in a distribution of values; and 3) the mode is the value that occurs most frequently in a distribution. Researchers used these measures to determine the scores obtained by the majority of participants in the group (see Figures 8, 9 & 10 in Chapter 5).

The measurements of variability helped to understand the dispersion of the groups’ grades and find out the range between the highest and the lowest grades obtained. The standard deviation facilitated to indicate the average and the median grades of the group by finding out the deviation or difference of each grade and then squaring the figures researchers

calculated the average. As a complement to the research endeavor researchers used the median difference of the populations and the p value (see Figure 11 in Chapter 5).

#### **4.1.2.6 Nature of Outputs**

The main data generated in this research study is numerical. Researchers included the comparisons of scores given to participants weekly and histograms where the mean, median and mode.

### **4.2 Research Tradition**

This study is part of the quantitative research tradition. The idea is to look for numerical data that can explain a social phenomenon. In this case, researchers attempted to find the effects of the use of the flipped learning approach to teach writing skills to A1 level students.

#### **4.2.1 Definition and Rationale**

The researchers followed the quantitative method to collect the primary data. The aim is to predict, prove hypothesis and generate guidelines that will help teachers and students in the process of using the flipped learning approach. Researchers decided to strengthen their findings through the use of a secondary form of data to examine the participants' attitudes towards the FLA and to support the results obtained in the intervention (Creswell, 2012. pp. 544 - 545).

#### **4.2.2 Ascertaining the Warrant for the Study**

##### **4.2.2.1 Reliability**

Bryman (2012) defines reliability as the level of stability of a measure. Moreover, it focuses on the fact of whether or not the results of a study are repeatable and consistent. This is a commonly connected issue to quantitative research. Another criterion in research connected to reliability is replication or replicability. (Bryman, 2012). Social researchers who work within the quantitative tradition value replicability and are able to carry it out if the original researchers spelled out the procedures in great detail.

#### **4.2.2.2 Validity**

Fraenkel and Wallen (1993) define validity as the extent to which researchers are able to make inferences based on the results from an instrument. Additionally, this aspect connects with the instrumentation process and the participants analyzed in a research endeavor.

Bryman (2012) defines validity as “the emphasis on veracity of findings that come from research inquiry.” The term validity used alone refers to measurement validity. Some types of validity are measurement validity, internal validity, external validity and ecological validity. The measurement or “construct validity” is part of quantitative research or the search for measures of social scientific concepts. It encompasses the fact that the measures that come from a concept really reflect the concept they are supposed to represent (Bryman, 2012, p. 47). Casualty is the term that connects with internal validity. It questions whether the conclusions arrived at in the research inquiry have connections with the variables used in the study. In this matter, it assesses if the independent variable has a casual effect on the dependent variable (Bryman, 2012, p. 47).

The external validity relates to the possibility of generalizing the results of a study beyond its specific context. It focuses on the selection of participants in a study, for this reason in the quantitative approach researchers attempt to select representative samples (Bryman, 2012, pp. 47, 48).



Ecological validity has to do with the application of the social scientific findings in individuals' daily, natural, social settings. The issue connects to the findings being valid but lack the representation of events in people's daily experiences. The use of questionnaires in a study may mean that the findings possess a very low ecological validity (Bryman, 2012, p. 48)

Since this was a quantitative study, the data obtained is numerical and accurate. Additionally, the placement test, models of writing tasks and rubrics by Cambridge University Press were adapted and used with permission to guarantee reliable instruments for measurements in the project.

#### **4.2.2.3 Threats to Validity**

Creswell (2012) points out that "threats to validity" refer to the design issues that may lead to making false interpretations about the probable cause and effect between the intervention (treatment) and results (outcomes).

#### **4.2.2.4 Threats to Internal validity**

The researcher or researchers' ability to make accurate cause and effect inferences can relate to two crucial factors such as experiment procedures or participants' experiences that may alter the experiment (Creswell, 2012). Cook and Campbell (1979) and Reichardt and Mark (1998) as cited by Creswell (2012) to point out the three most common aspects that may become threats in experimental designs related to participants, related to the treatments used and related to procedures.

In the category related to participants are 1) history, 2) maturation, 3) regression, 4) selection, 5) mortality, and 6) interactions with selection. In the category related to the treatments used are 1) the diffusion of treatments, 2) compensatory equalization, 3)

compensatory rivalry, 4) resentful demoralization. In the third category are 1) testing and 2) instrumentation. (see Appendix 22, Table 30).

#### **4.2.2.5 Threats to External Validity**

Creswell (2012) defines the “threats to external validity” as the external factors that hinder researchers’ ability to draw correct inferences from the sample data to other individuals, places and situations from the past or future. Cook and Campbell (1979) as cited by Creswell (2012) mention three aspects that are likely to have an effect on the generalizability of the results from research inquiry: 1) interaction of selection and treatment, 2) interaction of setting and treatment, and 3) interaction of history and treatment. The first aspect relates to the impediment to generalize the results obtained other than the groups of participants from the research inquiry. Researchers usually make participation in the experiment as convenient as possible for all the members of a population group. The interaction of setting and treatment has to do with the inability to make generalizations based on the setting where the experiment took place. Researchers tackle this aspect if they analyze the effect of the treatment in each type of setting. The last aspect, interaction of history and treatment, arises from the researchers’ attempt to make generalizations from findings related to past and future occurrences. The solution to this threat is the replication of the experiment at a later time.

#### **4.2.3 Ethical Considerations**

The researchers needed to get the approval from their immediate supervisor in order to carry out the project in the educational institution. They adapted an institutional permission form and had it read, approved and signed by the Academic Coordinator of the Center of Foreign Languages where this intervention took place. (See Appendix 1)

In order to obtain informed consent (The Belmont Report, 1979, p. 25-7) from the students the researchers asked them to read and sign a form (Appendix 2). In the form participants found out the goals of the study, identification of the approach used in the process, the assurance of keeping the anonymity, the lack of risks related to the study, and their right to withdraw from the study any time without penalty (The Belmont Report, 1979, p. 25-8). The form also contained information about the possible benefits (The Belmont Report, 1979, p. 23-10) that had to do with the enhancement of their writing skills by means of the flipped learning approach. This form included contact information of both researchers.

### **4.3 Method**

#### **4.3.1 Definition and characteristics**

The research methods used in the study were quantitative for the primary form of data. The placement test was graded over 60 points. The pre-test and post-test were graded over five points. The four weekly measurements score was over five points. The instruments used for grading were based on the Writing Rubric provided by the center of foreign languages (see Appendix 6.2).

At the end of the intervention, participants received a questionnaire with the purpose of surveying their perceptions on the flipped learning approach. Consequently, this secondary form of data intended to weigh participants' attitude during the study (Creswell, 2012, Chapter 16). The questionnaire (see Appendix 16) included 14 statements in which both researchers agreed on the use of a three scale options: agree, neutral or disagree. This instrument added insights of the students' attitudes. Additionally, two questions referred to the participants' role using FLA and their preference about learning approaches (see Appendices 17 & 18). The results with graphs are part of the discussion section also included in the Appendices.

### 4.3.2 Methods of Data Collection

As the first step for this intervention, the researchers used the English Unlimited Written Placement test with permission of the publisher to verify that participants had an A1 level according to the CEFR. The test contained multiple-choice questions (see Appendix 5.2). The second step was to get a general idea of the participants' writing skills prior to the intervention. For this purpose, researchers used the Pre-test (see Appendix 7) a writing task taken from the KET Exam.

Furthermore, the first question of the study referred to the influence of the FLA in the students' scores. Hence, the researchers used the scores from the weekly measures to respond it. For addressing the second question, the researchers the questionnaire to find out about the participants towards FLA (see Appendixes 15.1, 15.2, and 15.3). They were short writing tasks adapted by the researchers to connect with the topics covered during the class sessions. Researchers graded the writing using the KET exam rubrics by Cambridge. After researchers collected the data, they analyzed it using measures of central tendency—mean, mode, and median.

The Pre-test and post-test given at the beginning and end of the intervention helped to answer two of the sub-research questions: 1) Does the flipped learning approach contribute to improving students' scores in the Post Test Writing Task? and 2) Are there any significant differences in the scores obtained in the pre-test and the post-test given to the participants in this study? and the sub-research question 3) Are students in favor or against the use of the flipped learning approach to acquire basic writing skills in an A1 level course at a university in Guayaquil? Students had various choices in the questionnaire related to attitudes to the use of the flipped learning approach to generate quantitative data.

### **4.3.3 Selection and Handling of Data**

The researchers graded the placement test with a mobile phone application called Zipgrade. Hence, they used an answer sheet provided by the website zipgrade.com. Once the students finished, the researchers scanned the answer sheets with the mobile phone app Zipgrade which had the answer key uploaded in advance. After that, the researchers downloaded the data from the website account and used the analysis for the narrative in the discussion and findings section (see Appendixes 5.4.1 & 5.4.2 for samples of the answer sheet used by participants and grading with the Zipgrade app).

The researchers graded the pre and post-test with the KET writing rubric and compared the results with the statistical analysis. The pre-test gave the researchers guidelines as to the writing skills students already had prior to the research. The post-test helped researchers see the writing achievements students had after the investigation. The information is given in further detail in the discussion section (see Figure 1 & Figure 3 in Chapter 5). The KET rubric helped to guide researchers in grading the weekly measurements (see Table 4 in Chapter 5) and the results were the main data source for statistical analysis in the equivalent time series design. Researchers compared and discussed them in chapters 5 and 6.

### **4.3.4 Participants**

31 students aged 18 to 25 who had already been grouped in a section of an A1 level CEFR course in the center of foreign languages at a public university in Guayaquil were the participants were pursuing engineering careers, humanities or art degrees (see Figure 1 in Chapter 1).

### **4.3.5 Selection and/or Sampling**

According to Creswell (2012), in convenience sampling the researchers select the participants because they are willing and available for study. Bryman (2012) states that convenience sampling data will not allow the generation of definite findings but they could provide a guide for further research or allow to find connections with existing data.

Ferber (1977) mentions three aspects when choosing a sample. They are relevance of the sample or the target population. The second aspect is that the sample size is appropriate for analytical purposes. The third aspect relates to the possibility of any member of the population to become part of the sample. The main selection process done for this research study was choosing the group of students to be participants in the intervention. Since the minimum requirement of participants for the study according to the master program's guideline was 30, only one group of students from Researcher 1 class complied with this condition. As a result, researcher 1 asked the students to take part in the study. The select sample participants were just transitioning in the use of the flipped learning approach at a public university in Guayaquil.

#### **4.3.6 Background to the Participants**

Participants came from a previous blended learning course where writing was not the focus of the course or the results of their placement test assigned them to that level. Some students had not taken intense English classes like the ones offered at the center of foreign languages of this university.

Based on the placement test given at the beginning of the research, 1 student is at starter level (A1); 26 students are at elementary level (A1–A2); 3 students are at pre-intermediate level (B1); and 1 is at intermediate level (B1-B2) (Table 3 Test Scores According to the Suggested Level in the Textbook Series in Chapter 5). Participants share a

characteristic, they are fulfilling the language requirement in their curriculum and must comply with the subject.

#### **4.3.7 Conclusion**

This quantitative quasi-experimental within group equivalent time series study took place at a public university in Guayaquil. Two researchers got the approval of the Coordinator of the Center of Foreign languages and later worked on the planning, intervention and analysis of results obtained. In the 4-week intervention, 31 participants from an A1 CEFR level course agreed to take part through a consent form. In accordance with the FLA, they worked on the pre-assignments given by the researchers prior to every session. During class sessions, participants engaged in active learning activities that allowed them to practice in pairs and in groups to get an overview of basic writing skills. The researchers used a placement test, a pre-test, four weekly measurements, and a post-test.

## **CHAPTER 5: Presentation of Findings**

### **5.1 Introduction**

The research project called “Teaching Basic Writing Skills in a CEFR A1 English Level Course with a Flipped Learning Approach at a Public University in Guayaquil” was a quantitative, quasi-experimental within group time series design study. Hence, two researchers carried out the project where 31 participants agreed. The intervention using the flipped learning approach took place over a 5-week period, which included a pretest, four weekly measurements and a posttest as part of the equivalent time series design. To display the findings, the researchers used a wide variety of statistical tools such as tables, graphs, box plots, line graphs, and histograms.

### **5.2 The Presentation of Each Individual Finding**

#### **5.2.1 Placement Test**

The first stage of the study aimed to have a clear idea of the students’ level of English in accordance with the CEFR. The instrument used for this purpose was the English Unlimited (EU) Placement Test by Cambridge University Press and used with permission (see Appendix 5.2).

In the teacher’s guide (see Appendix 5.1) there are six levels according to the levels of the textbook series (Starter-A1, Elementary-A2, Pre-intermediate-B1, Intermediate-B1 plus, Upper-intermediate-B2, and Advanced-C1). The table below shows the scores that fit each level and the first three categories served as the guide for the test scores taking into consideration the 60 questions used for the placement test.



Table 1

*Suggested Grading Scale by Cambridge University Press for the EU Textbook Series*

EU level	Starter	Elementary	Pre-intermediate	Intermediate	Upper intermediate	Advanced
CEFR level	A1	A1 – A2	B1	B1 – B2	B2	C1
Written test score	0-15	16-35	36-55	56-75	76-95	96

*Note.* Information for EU levels taken from Tilbury, A., & Doff, A. (2010). *English unlimited: A2 elementary: Coursebook with e-portfolio*. Cambridge: Cambridge University Press

The first sixty questions from this test were suitable for beginners (A1) which aligns with the English level of the participants in the EFL course at a public university in Guayaquil where this intervention took place. The placement test helped to confirm participants' level of knowledge of grammar and vocabulary items in a written format. In accordance with the instructions in the teacher's guide (Appendix 5.2) students answered as many questions as possible without skipping any item during 40 minutes. Some students were able to finish the test while others were not because the level of difficulty of the questions gradually increased.

Table 2 presents the scores of the participants in the placement test. For ethical reasons, we assigned numbers to each participant in the study. In the course, there were 31 students who attended classes and this placement test helped to verify that the participants in the study had an A1 level in accordance with the Common European Framework (CEFR).

Table 2

*Placement Test Scores and its Equivalence*

#	Score over 60	% over 100
1	32	53.3
2	24	40
3	26	43.3
4	31	51.7
5	23	38.3
6	18	30
7	23	38.3
8	24	40
9	32	53.3
10	56	93.3
11	23	38.3
12	34	56.7
13	23	38.3
14	29	48.3
15	32	53.3
16	30	50
17	36	60
18	26	43.3
19	22	36.7
20	37	61.7
21	31	51.7
22	27	45
23	36	60
24	19	31.7
25	15	25
26	23	38.3
27	26	43.3
28	19	31.7
29	28	46.7
30	26	43.3
31	27	45

Table 3 below shows the scores obtained by students in the placement test. Twenty-six students got between 16 to 35 points. Hence, the score fits the level of the textbook that students were using during the semester when the intervention took place. Moreover, the scores show the A1 CEFR level they had according to the English Unlimited Teachers Guide. It also displays that four students surpassed the expectations. It is important to mention that only one student obtained the starter level.

Table 3

*Test Scores According to the Suggested Level in the Textbook Series*

<b>Points</b>	<b>EU Level</b>	<b>CEFR level</b>	<b>N</b>	<b>%</b>
0-15	Starter	A1	1	3,23
16-35	Elementary	A1 - A2	26	83,87
36-55	Pre-intermediate	B1	3	9,68
56-75	Intermediate	B1 - B2	1	3,23

### 5.2.2 Equivalent Time Series: Weekly measurements

To continue with the within group equivalent time series design of this intervention, we assessed the participants on a weekly basis during a period of four weeks. The instruments used for the weekly measurements were writing tasks from Cambridge KET (Key English Test) adapted to the grammar topics and the vocabulary covered in each unit from the textbook to make it more relevant. (See Appendixes 15.1, 15.2 and 15.3)

The scores ranged on a scale of 0 to 5 using the Rubrics for the KET as shown in Table 4.

Table 4

#### *Writing Rubrics Task 9 KET Exam*

<b>Mark</b>	<b>Criteria</b>
5	All three parts of message clearly communicated. Only minor spelling errors or occasional grammatical errors.
4	All three parts of message communicated. Some non-impeding errors is spelling and grammar or some awkwardness of expression.
3	All three parts of message attempted. Expression requires interpretation by the reader and contains impeding errors in spelling and grammar. All three parts of the message are included but the context is incorrect. Or Two parts of message are clearly communicated. Only minor spelling errors or occasional grammatical errors.
2	Only two parts of message communicated. Some errors in spelling and grammar. The errors in expression may require patience and interpretation by the reader and impede communication.
1	Only one part of the message communicated. Some attempts to address the task but response is very unclear.
0	Question unattempted or totally incomprehensible response.

*Note.* Reproduced with permission from Cambridge KET by Cambridge University Press

To compare the effects of the intervention, the researchers did a statistical analysis through a weekly measurement to show the change over time. The variation in scores of the weekly measurements revealed whether a student's performance in writing had remained the same, improved or diminished by using the flipped learning approach. Figure 2 shows the results of the pre-test, post-test and four weekly measurements. There was an improvement in the general scores obtained by participants and at the end of the five weeks, the scores increased significantly compared to the pretest.

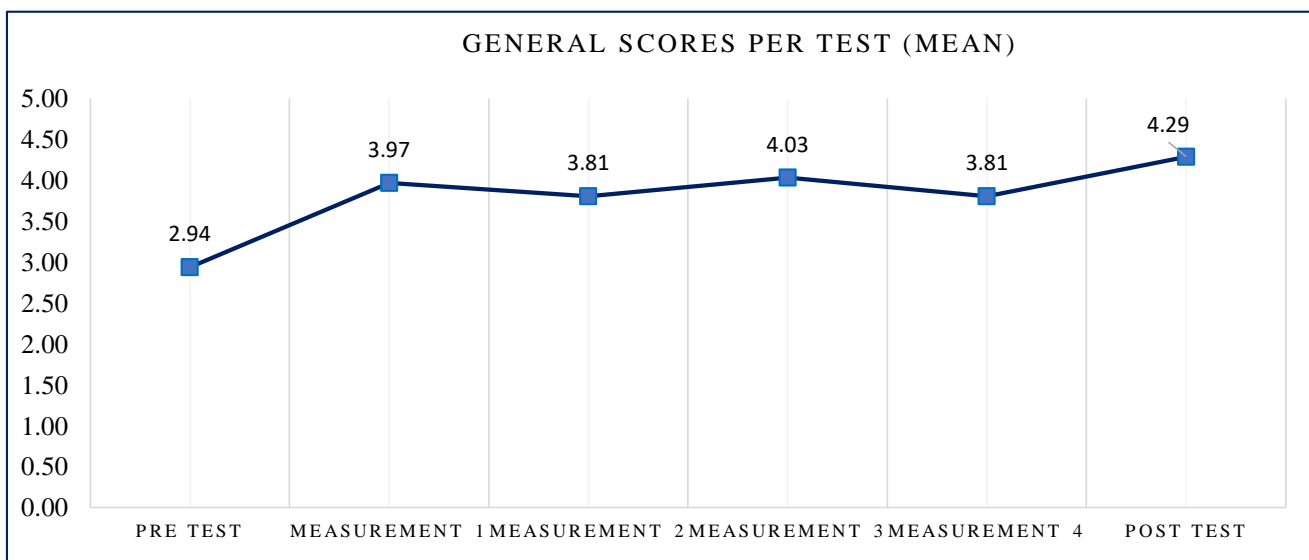


Figure 2 Equivalent Time Series Design

In figure 3, the grades are mainly located in the values greater than or equal to three, whereas in the pre-test 50% of the students obtained a score of three over five. On the contrary, in the post-test 75% of students have scores of four and five. It is important to mention that scores of weekly measurements remained constant over time.

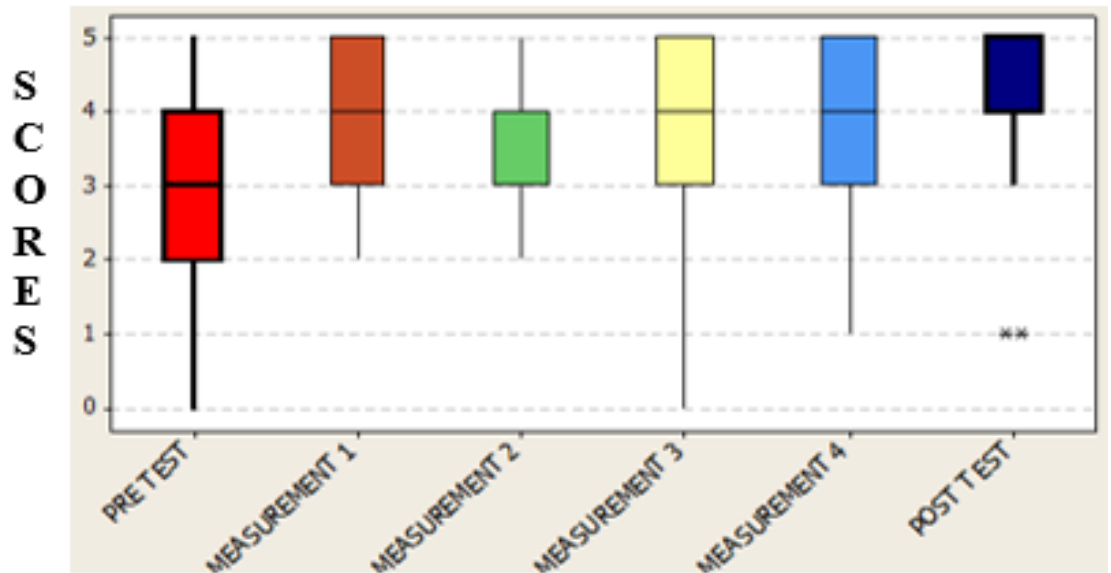


Figure 3. Boxplot chart by evaluation

Since this intervention took place in a class with 31 students, the most appropriate way to analyze students' scores and show the changes overtime was to do a line graph which is presented below. Creswell (2012) states line graphs help to display variable interaction when doing an experiment. In this case, the aim was to show the variation in each one of the measurements given during the intervention. The red line shows the scores obtained in the pre-test, the blue line shows the scores of the post-test. For the most part, the blue line is over the red line, except for two participants who got a low grade in the post-test. Overall, the scores obtained by students in the different weekly measurements improved over time and there was a significant positive variation in scores in some cases. After this analysis, the pre-

test and post-tests were examined with descriptive statistics to see in detail the scores of each one.

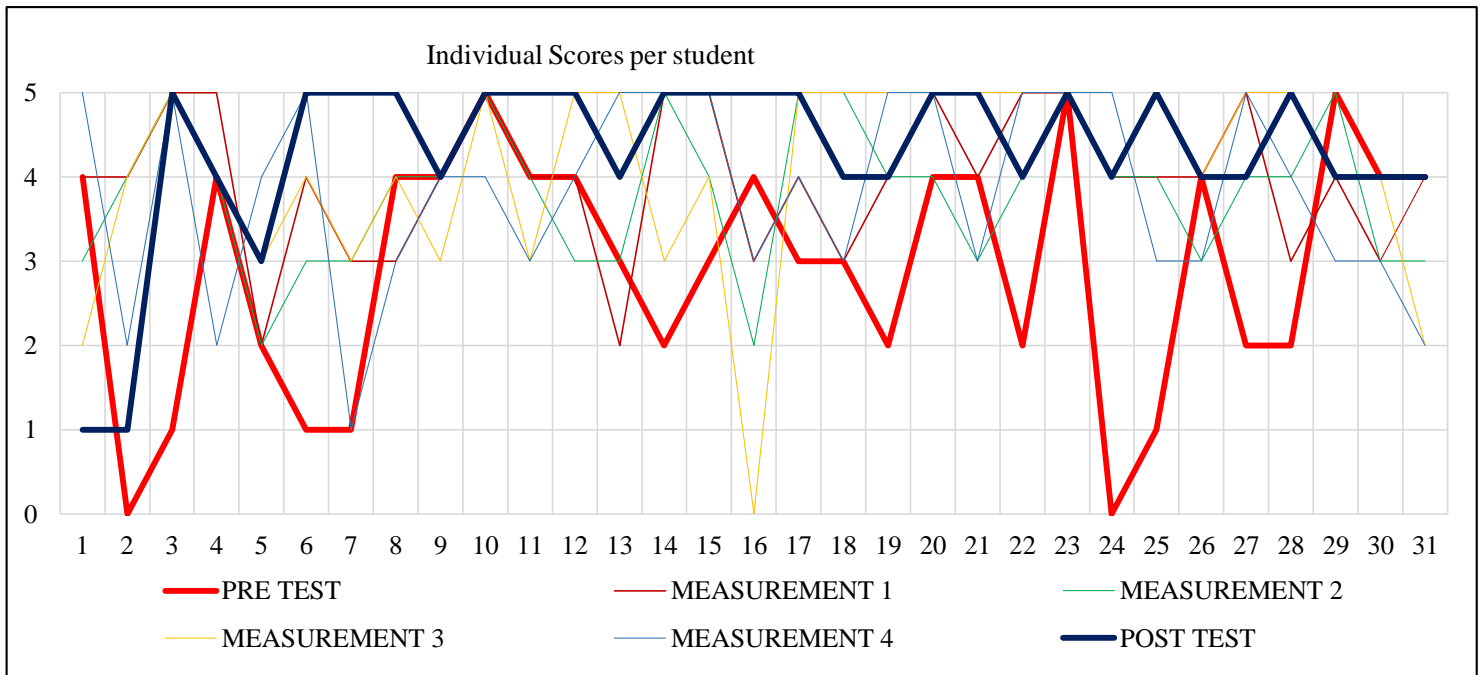


Figure 4. Line graph individual scores per student

### 5.2.3 The Pre-Test

An important detail in the intervention was to have exact information about the participants' writing skills so that the researchers could confirm and modify the topics planned for the intervention and weekly assessments. For this purpose, the researchers gave a pre-test by using Writing Task 9 and the rubrics from the KET Exam used with permission (see Appendix 7). Before the pre-test, students had no previous preparation or guidance about writing skills or any mechanics in order to obtain accurate information. The scores obtained in this task, provided guidelines to the researchers about the topics to cover during the intervention.

Table 5

<i>Frequency Distribution Pre- test</i>	
Scores obtained	Proportion
0	0.07
1	0.13
2	0.19
3	0.13
4	0.38
5	0.10
Total	1.00

Figure 5 shows that in the pre-test, 38.71% of the participants obtained a score of four over five with an accumulated proportion of 50% of students with a score lower or equal to three.

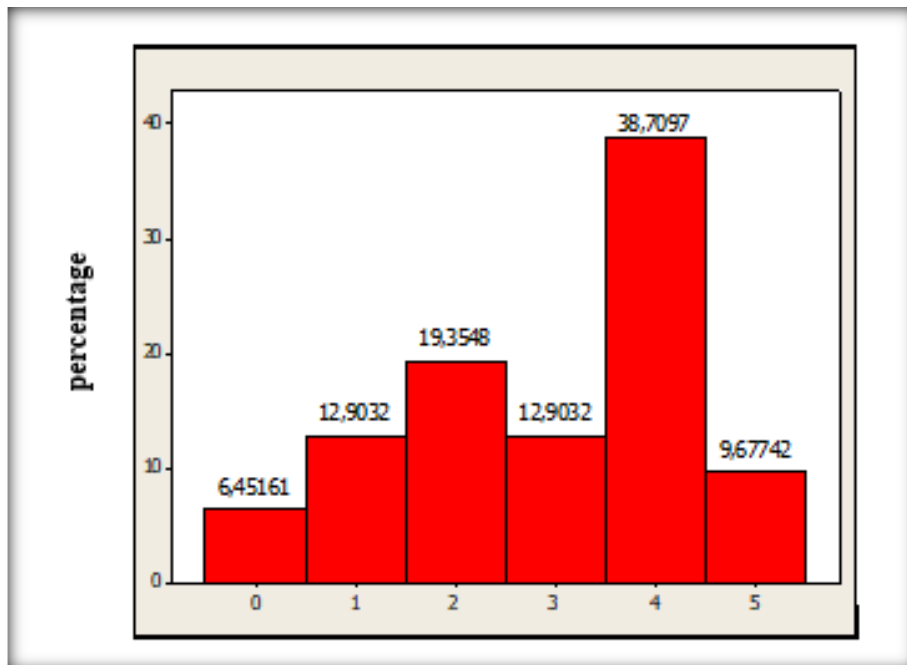


Figure 5. Histogram pretest

Figure 6 shows that over 50% of participants obtained a score of 3 or more in the pre-test.

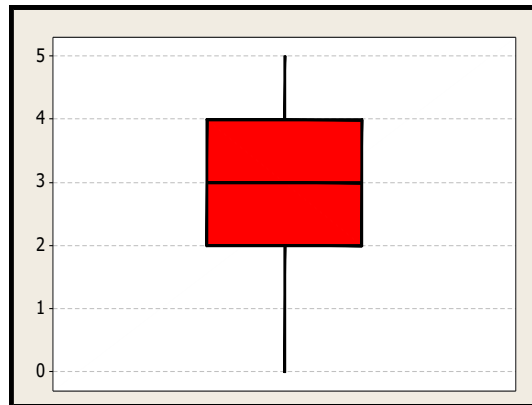


Figure 6. Box-plot pre-test

After the analysis of data, the researchers found that the mean was  $2.935 \pm 0.262$ , which under a standard deviation of 1.459, determines a considerable dispersion of the scores in relation with the general score. The mean was 2.935, the mean standard error was 0.262, the mode was 4, the standard deviation was 1.459, the bias was -0.500, the minimum score was 0 and the maximum score was 5. The quartile 1 had scores that were 2, the median or quartile 2 had scores that were 3 and the quartile 3 had scores of 4.

Table 6

*Descriptive Statistics Pre-Test*

Mean	Standard error of mean	Mode	Standard deviation	Bias	Minimum	Maximum	Quartile 1 (Q <sub>1</sub> )	Median (Q <sub>2</sub> )	Quartile 3 (Q <sub>3</sub> )
2.935	0.262	4	1.459	0.500	0	5	2.00	3.00	4.00

**5.2.4 The Posttest**

The results obtained in the post-test were higher than the ones from the pretest.

38.70% of students obtained a score of 4 and 51.61% obtained a score of 5 which totaled a



90.31% and shows a great improvement. There was a 3.22% at score 3 and a 6.45 % that did not fit the goals of the study.

Table 7  
*Frequency distribution post test*

Scores obtained	Proportion
0	0.00
1	0.06
2	0.00
3	0.03
4	0.38
5	0.511
Total	1.000

Figure 7 shows that about 90% of participants obtained scores of 4 and 5 in the post-test. Only 6.45% of students got a score of 1 and 3.22% obtained a score of 3.

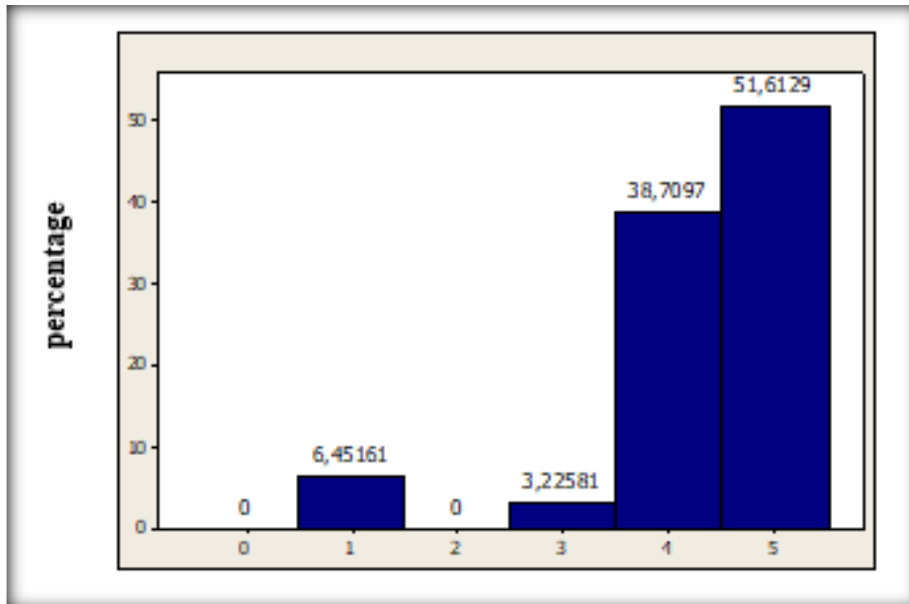


Figure 7. Histogram post-test

Figure 8 shows that almost all of the participants in the study obtained scores of 4 and 5 with only 2 participants who obtained very low scores (1) in the post-test.

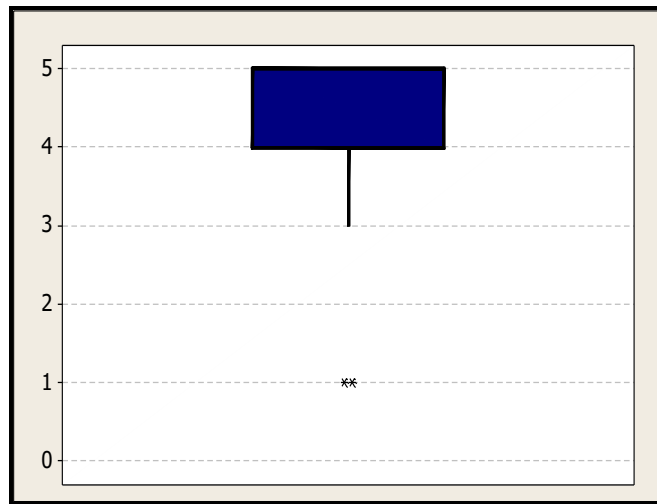


Figure 8. Box-plot chart posttest

In the post-test, there was a change in the descriptive statistics compared to the pre-test, where 51.61% of the participants obtained a score of five, with an accumulated proportion of 50% of students with a score lower or equal to five. The mean established is a value of  $4.290 \pm 0.1866$ , which under a standard deviation of 1.039, which determines a low dispersion of the scores, related to the general scores. As a result, the vast majority of the grades is in the values of four and five. The mean was 4.290, the mean standard error was 0.1866, the mode was 5, the standard deviation was 1.039, the bias was -2.159, the minimum score was 1 and the maximum score was 5. The quartile 1 had scores of 4, the median or quartile 2 had scores that were 5 and the quartile 3 had scores of 5.

Table 8

*Descriptive Statistics Posttest*

Mean	Standard error of mean	Mode	Standard deviation	Bias	Minimum	Maximum	Quartile 1 (Q <sub>1</sub> )	Median (Q <sub>2</sub> )	Quartile 3 (Q <sub>3</sub> )
4.290	0.1866	5	1.039	2.159	1	5	4.00	5.00	5.00

**5.2.5 Experimental Design**

In order to give details of whether or not there was a significant change in the average score of all the measurements done prior, during, and after this intervention, including the pre-test and post-test, the researchers used a quasi-experimental design. The aim was to show if the time of the study influenced or not the general scores using the flipped learning approach to teach basic writing skills to A1 level students in a university in Guayaquil. Researchers evaluated thirty-one students of the same class, the general score of the class is not the same in all the measurements done over time, in which the evaluations were six in total. Below, the researchers will specify the characteristics taken into consideration to evaluate this experimental design.

**EXPERIMENTAL UNIT:** Student / Participant

**VARIABLE OF THE ANSWER:** Grades obtained in the measurements

**FACTOR:** Time of application of the flipped learning approach (Methodology)

**LEVELS OF THE FACTOR:** Six levels labeled as Pre-Test, Measurement 1, Measurement 2, Measurement 3, Measurement 4, and Post-Test.

The following mathematical model was proposed:

$$y_{ij} = \mu_i + \varepsilon_{ij} \begin{cases} i = 1,2,3,4,5,6 \\ j = 1,2,3, \dots, 31 \end{cases}$$

Where researchers validated the following hypothesis test:

$$H_0: \mu_1 = \mu_2 = \mu_3 = \mu_4 = \mu_5 = \mu_6$$

*against*

$$H_1 = \textit{at least one of the means is different}$$

Using an ANOVA table, the researchers analyzed if in fact the time of the application of the flipped learning approach to teach basic writing to A1 students influenced the general score of the course (sample / population). Using the statistical software Minitab, the researchers obtained the following results.

Table 9



### 5.2.6: Hypotheses Test for Difference of Means

After concluding that the time of the application of the flipped learning approach influenced the general scores of the course, researchers analyzed whether that influence was positive or negative. Thus, the researchers used the Hypotheses Tests for Difference of Means, comparing the scores obtained in the Pre-test and the Post-test, defined in the following way:

$$H_0: \mu_{PostTest} = \mu_{PreTest}$$

*against*

$$H_1: \mu_{PostTest} \neq \mu_{PreTest}$$

Where researchers obtained the following results:

Table 11

*Comparison of Pretest and Posttest*

	Mean	Stand. Dev.	Standard Error
Post-Test	4,29	1,04	0,19
Pre-Test	2,94	1,46	0,26

**Estimated difference between the Post-test mean with the Pre-test mean:** 1,355

**Interval of confidence of 95% for the difference:** (0,710; 2,000)

**Degrees of freedom** = 54

**T-Student Value** = 4, 21

**P Value** = 0, 00

With a p value of 0,00 there is statistical evidence to reject the null hypothesis ( $H_0$ ). Thus, the general score of the post-test in comparison with the pre-test is not the same. It is worth mentioning that with an estimated difference of 1,355 researchers concluded that there is a positive influence in the general score using the Flipped Learning Approach.

Additionally, the mean, median, mode and standard deviation show that the intervention influenced students' scores. The mean went from 2.94 to 4.29, the median started at 3 and at the end was 5, the mode was 4 during half of the intervention and in the

other half was 5. Finally, the standard deviation started at 1.44 and dropped to 1.02 as shown in the figures below.

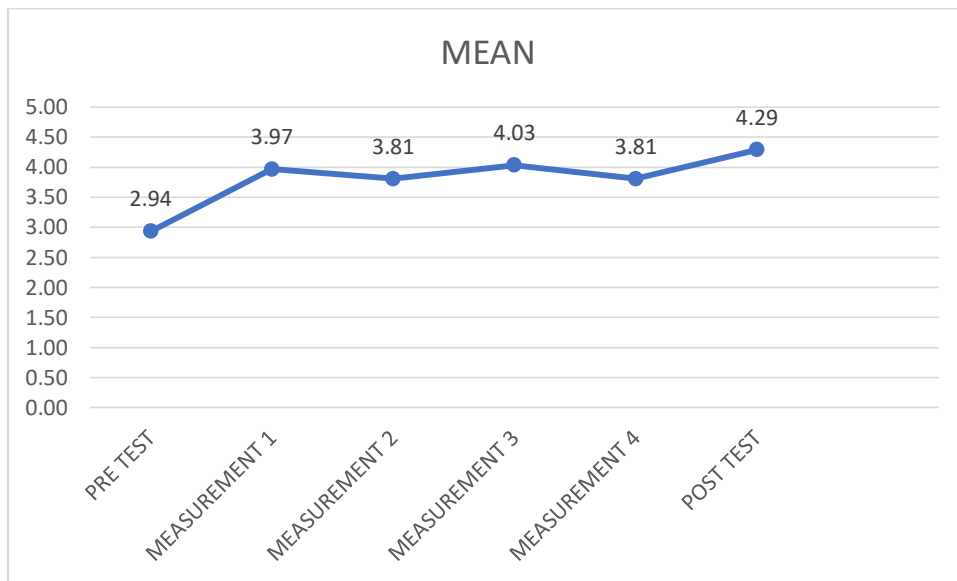


Figure 9. Mean of all assessments

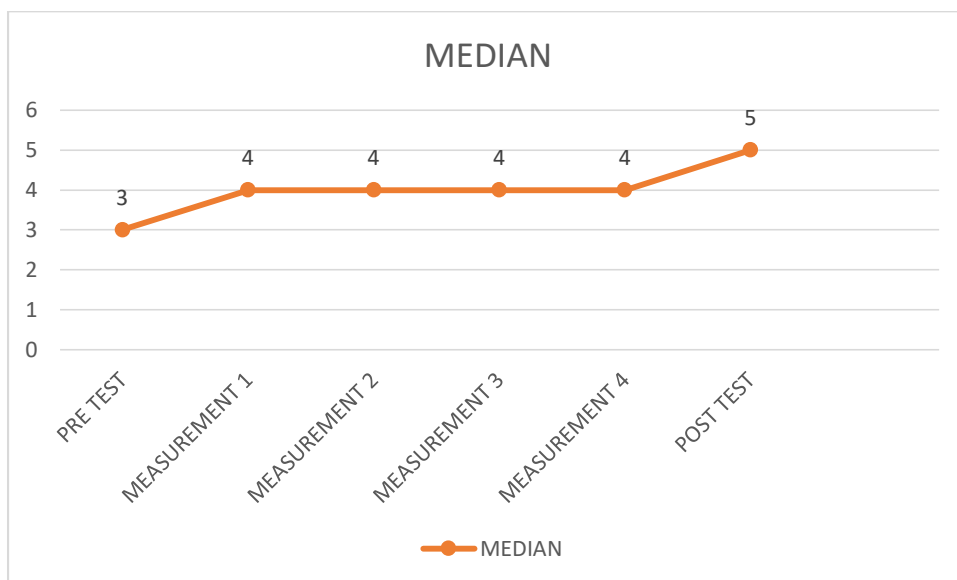


Figure 10. Median of all assessments

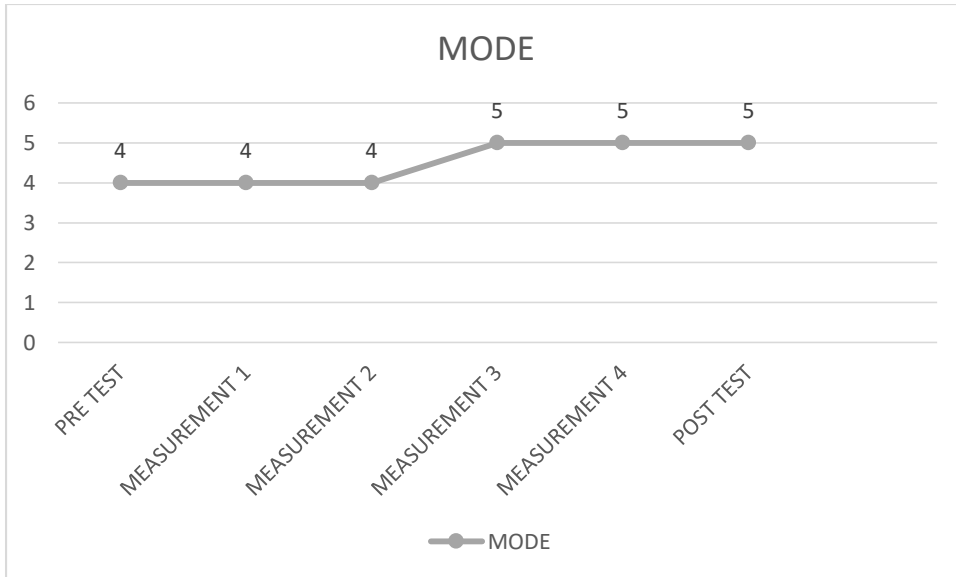


Figure 11. Mode of all assessments

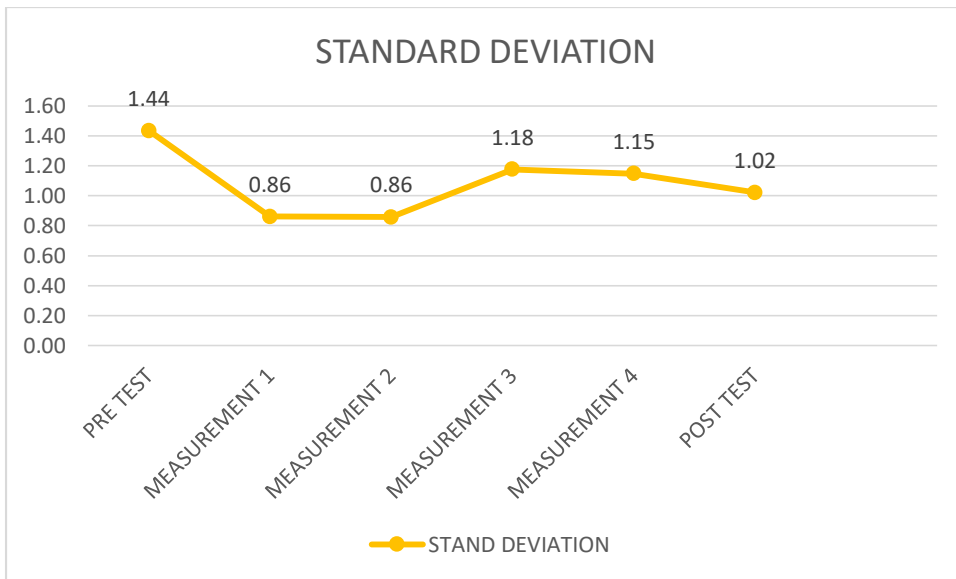


Figure 12. Standard deviation

### 5.2.7 Questionnaire Results

The researchers gathered information about students' attitudes towards the use of the Flipped Learning Approach with an adapted questionnaire taken from a study by Farah (2014) with 16 questions (see Appendix 16). To measure this Questionnaire, the Likert Scale provides values from 1 to 5 using the descriptions of strongly agree, agree, neutral, disagree, and strongly disagree. However, the researchers agreed to change the values in the adapted Questionnaire due to time constraints and considering that participants would have a better guide with a lower number of descriptions as agree, neutral, and disagree. At the end of the intervention researchers gave the questionnaire to participants after their final exam, and they filled in the forms anonymously. Only twenty-nine of the participants completed the questionnaire; most of them expressed favorable opinions or views related to the intervention done in their classes. In figure 10, the compiled data obtained from the questionnaire displays the results of statements 1 to 14 because that fit the descriptions Agree, Neutral or Disagree. The last two questions had several options for students and researchers will present them later.

Overall, the information in the questionnaire provides positive insights in which the participants in this research project found the flipped learning approach beneficial for their learning of basic writing skills.

The following table shows the results of statements 1 to 14 from the questionnaire.

Table 12

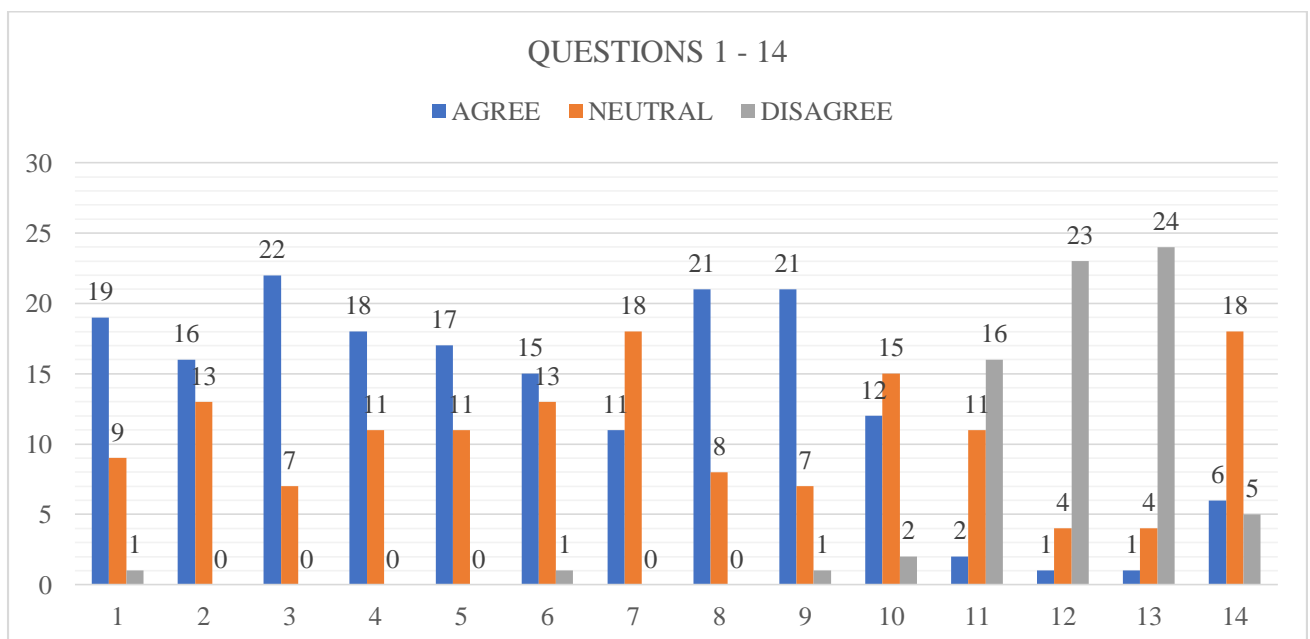
#### *Responses to Questionnaire Items about Flipped Learning Approach*

	Agree	Neutral	Disagree
1 The flipped learning approach allows me to prepare before class.	19	9	1
2 Through the videos sent by SIDWEB, I have enough time to acquire knowledge about the topics that will be covered in regular classes.	16	13	0
3 I feel more confident to ask for clarification after watching the videos.	22	7	0



4	I feel more confident about my learning process due to the videos sent before class practices.	18	11	0
5	My writing strategies have improved due to the fact that I have more time to apply knowledge in class.	17	11	0
6	I like to write in class while my classmates support me and my teacher clarifies doubts.	15	13	1
7	I enjoyed when my classmates gave me feedback and comments about my writing.	11	11	0
8	In my opinion, the flipped learning approach provides many benefits.	21	8	0
9	I feel that I am more in control of my learning through the familiarization of topics and having the opportunity to review them at my own pace.	21	7	1
10	The flipped learning approach helped me to answer the Writing Task 9 (Test at the end of the Project).	12	15	2
11	This new approach did not improve my ability to write in English.	2	11	16
12	I feel that the videos sent before class had not helped me at all.	1	4	23
13	In my opinion the flipped learning approach causes a lot of inconveniences to the student and his / her learning process.	1	4	24
14	I understand better when the teacher explains the class in the traditional way.	6	18	5

*Note.* Appendix 18 shows the statements in Spanish..



*Figure 13.* Compiled statements from Questionnaire about the flipped learning approach

In general, table 12 and figure 13 show participants' attitudes towards the statements 1 to 10 which related to a positive connotation about the flipped learning approach used by the researchers. Statements 11 to 13 convey a negative connotation related to the approach and favor traditional learning; however, students expressed their disagreement, which favors the flipped learning approach. Students responded neutrally in statement 14, which has to do with understanding explanations in the traditional way. A table for every item in the questionnaire appears below in detail.

Table 13

*Questionnaire Results Statement 1*

Options	Responses	%
Agree	19	66
Neutral	9	31
Disagree	1	3
Total	29	100

*Note.* Statement 1: The flipped learning approach allows me to prepare before class.

Table 14

*Questionnaire Results Statement 2*

Options	Responses	%
Agree	16	55
Neutral	13	45
Disagree	0	0
Total	29	100

*Note.* Statement 2: Through the videos sent by SIDWEB, I have enough time to acquire knowledge about the topics that will be covered in regular classes.

Table 15

*Questionnaire Results Statement 3*

Options	Responses	%
Agree	22	76
Neutral	7	24

Disagree	0	0
Total	29	100

*Note.* Statement 3: I feel more confident to ask for clarification after watching the videos.

Table 16

*Questionnaire Results Statement 4*

Options	Responses	%
Agree	18	62
Neutral	11	38
Disagree	0	0
Total	29	100

*Note.* Statement 4: I feel more confident about my learning process due to the videos sent before class practices

Table 17

*Questionnaire results Statement 5*

Options	Responses	%
Agree	17	62
Neutral	11	38
Disagree	0	0
Total	28	100

*Note.* Statement 5: My writing strategies have improved because I have more time to apply knowledge in class.

Table 18

*Questionnaire results Statement 6*

Options	Responses	%
Agree	15	52
Neutral	13	45
Disagree	1	3
Total	29	100

*Note.* Statement 6: I like to write in class while my classmates support me and my teacher clarifies doubts.

Table 19

*Questionnaire Results Statement 7*

Options	Responses	%
Agree	18	38
Neutral	11	62
Disagree	0	0
Total	29	100

Note. Statement 7: I enjoyed when my classmates gave me feedback and comments about my writing.

Table 20

*Questionnaire Results Statement 8*

Options	Responses	%
Agree	21	72
Neutral	8	28
Disagree	0	0
Total	29	100

Note. Statement 8: In my opinion, the flipped learning approach provides many benefits

Table 21

*Questionnaire Results Statement 9*

Options	Responses	%
Agree	21	72
Neutral	7	24
Disagree	1	4
Total	29	100

Note: Statement 9: I feel that I am more in control of my learning through the familiarization of topics and having the opportunity to review them at my own pace.

Table 22

*Questionnaire Results Statement 10*

Options	Responses	%
Agree	12	41
Neutral	15	52
Disagree	2	7
Total	29	100

**Note:** Statement 10: The flipped learning approach helped me to answer the Writing Task 9 (Test at the end of the Project).

Table 23

*Questionnaire Results Statement 11*

Options	Responses	%
Agree	2	7
Neutral	11	38
Disagree	16	55
Total	29	100

*Note.* Statement 11: This new approach did not improve my ability to write in English.

Table 24

*Questionnaire Results Statement 12*

Options	Responses	%
Agree	1	4
Neutral	4	14
Disagree	23	82
Total	28	100

*Note.* Statement 12: I feel that the videos sent before class had not helped me at all.

Table 25

*Questionnaire Results Statement 13*

Options	Responses	%
Agree	1	3
Neutral	4	14
Disagree	24	83
Total	29	100

*Note:* Statement 13: In my opinion the flipped learning approach causes a lot of inconveniences to the student and his / her learning process.

Table 26

*Questionnaire Results Statement 14*

Options	Responses	%
Agree	6	21
Neutral	18	62
Disagree	5	17
Total	29	100

*Note.* Statement 14: I understand better when the teacher explains the class in the traditional way.

In question 15 researchers asked participants to define their role as a student when the teacher used the flipped learning approach. They were able to choose more than one option among the five descriptions given.

Table 27

*Questionnaire Results Statement 15*

Options	Responses
a. Passive and bored	1
b. Active and involved	21
c. Responsible and independent	15
d. Motivated	7
e. I can't interact in class	0

*Note.* Question 15: How can you define yourself as a student in class using the Flipped Learning Approach? Select from the below list. You may choose MORE THAN ONE answer.

In statement 16 participants had to choose which approach to teaching and learning suits them better. They had two options—the traditional method and the flipped learning approach.

TABLE 28

*Questionnaire Results Statement 16*

Options	Responses	%
Traditional method	11	38
Flipped learning approach	18	62
Total	29	100

*Note.* Statement 16: Select the type of learning approach that you prefer the most. A. Traditional learning where the teacher explains in class. B. Flipped learning approach where the teacher sends the video home to prepare before class.

## **CHAPTER 6: Discussion of Findings**

### **6.1 Introduction**

Two research questions and three sub-research questions guided this research project. The aim of the study was to get insights into the application of the flipped learning approach to teach basic writing skills at an A1 level course at a public university in Guayaquil. The idea came about because higher educational institutions in Ecuador have been undergoing several changes in all of their educational processes. The Council of Higher Education (CES, acronym in Spanish) has determined the different ways to get access to classes. They are (a) on-site sessions, (b) semi-virtual, (c) dual, (d) on-line, and (d) distance learning (Art. 40).

The Council of Evaluation, Accreditation and Quality Assurance of Higher Education (CEAACES, acronym in Spanish) has made changes in the academic programs such as the reduction of face to face class sessions. Currently, undergraduate students must attend 40 hours per subject. Additionally, students must reach B2 CEFR level of English (Resolutions CES. Art. 31 p. 17) by the end of their university degree. Thus, undergraduate studies have become more demanding.

In compliance with the new changes, the institution where this intervention took place already included the flipped classroom among its academic rules and principles as part of the teaching and learning process. For this purpose, in the year 2016, April Gudenrath Ma.Ed trained the staff from the Center of Foreign Languages of this institution on the use of this approach.(See Appendixes 20.1 & 20.2). Six months later, this trainer provided informal feedback through follow up mini training sessions. Additionally, teachers had some Skype sessions with staff from Portland State University to get more insights and ideas about the application of the flipped classroom in that institution (See Appendix 20.3). Furthermore,

Faculty of Natural Sciences and Mathematics has adopted the Peer Project Learning (PPL) methodology (a form of the flipped learning approach) since the year 2015. It has worked proven to be successful at this institution with physics classes (Resolutions, 2016 pp. 15). By using the flipped learning approach, there is a big shift in the focus of the class sessions, since students become familiar with the knowledge from class topics in advance through videos or other materials and they make a much more productive use of their time in the classroom (Brame, 2013).

The whole research inquiry had several methods of data collection. At the beginning, the participants took a written placement test to verify their A1 level. As the second step in the process, researchers gave the pre-test which was a prompt from Writing Task 9 of the KET Exam. Later, the researchers assigned videos on the University online platform and different activities for students to practice prior the class sessions. After, each week of the intervention researchers assessed participants with a writing task adapted by the researchers so that it could go in accordance with the grammar and vocabulary topics contained in the syllabus and the material previously sent. After the four measurements researchers gave students the post-test which was the same prompt as the pre-test. Finally, students filled out an anonymous questionnaire related to their views about the flipped learning approach. They chose among a three-point Likert scale with the options agree, disagree or neutral. Hence, students provided their opinion with 14 statements followed by two more questions related to the students' role during the intervention as well as their preference for which method of teaching they felt more comfortable with. Researchers analyzed all of the data generated with these instruments and described in the previous chapter with a statistical software called MiniTab, Excel Spreadsheets and presented as tables and figures that included graphs, charts, boxplot charts, and histograms.

## **6.2 Discussion:**



### 6.2.1 Research Questions

The Research Questions used in this study were the following:

**1. Does the flipped learning approach influence the scores of the weekly writing measures during the second part of the semester of a CEFR A1 English level course?**

This question was answered through the use of a within group equivalent time series quasi experimental design which gave the researchers the tools to analyze data between the pretest and the posttest and the intervention scores (Creswell, 2012). Based on this design and since the minimum requirement of participants for approval of a research study was 30 students and the aim was to work with writing skills at an A1 level EFL level class at a public university in Guayaquil, the researchers decided to work with one of the groups by the researcher 1 where there were 32 students registered. Researcher 2 was working with a higher-level classes in which students were beyond A1 level. As a result, the equivalent time series design helped to achieve the goal of using only one group as control and experimental one.

During the first part of the semester, participants had their regular classes and the writing skills were part of the traditional teacher-centered teaching approach which involved teaching the basic steps in class, making students practice in groups and at home, and finally assigning homework and giving feedback on topics from classes. Later, researchers informed the students about the project and asked them to be part of it. The processes to get their informed consent for participation as well as the permission by the institution let the researchers finish the plan of activities for the intervention (See Appendix 14.1).

In the second part of the semester, the researchers made a special emphasis on guiding students through the process of developing writing skills using the flipped learning approach. The intervention took place over a five-week period in which students had a placement test to verify if they were A1 level. (See Appendix 14.2) During the same week, the researchers

gave them the pre-test and started uploading the educational videos in the SIDWEB platform as the beginning of the intervention (See Appendix 13).

#### HOW TO WRITE A BASIC PARAGRAPH

[https://www.youtube.com/watch?v=2\\_pZWdF7ujA&t=83s](https://www.youtube.com/watch?v=2_pZWdF7ujA&t=83s)

Watch the video and complete the tips for writing a basic paragraph.

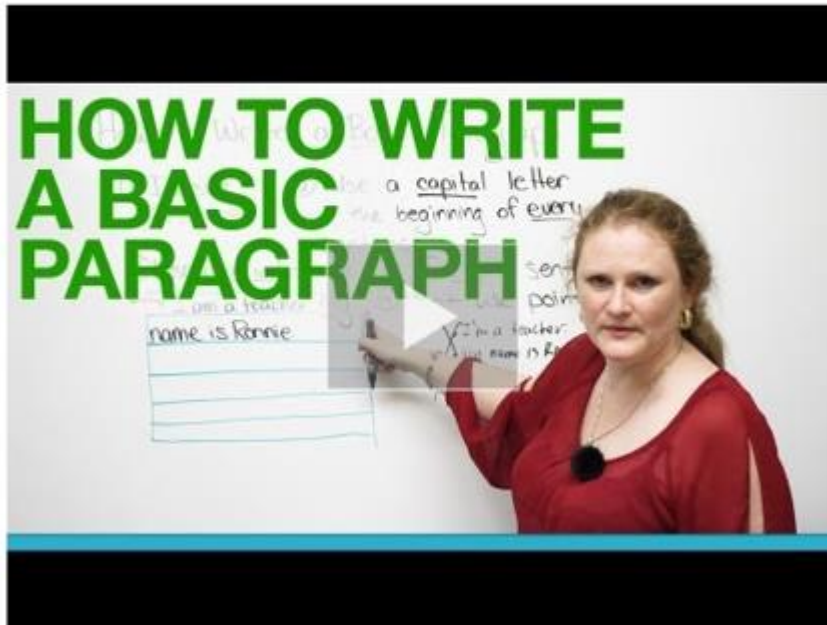


Figure 14. YouTube video

Students had to watch the short videos at home, answer a set of comprehension questions, come to class prepared to interact with their classmates, and take the leading role in their learning process. The weekly measurements gave the researchers a clear idea of the influence of the intervention on the students' writing tasks as shown in *Figure 4*. Line graph individual scores per student from chapter 5.

The mean of the first week was 3.97, in the second week was 3.81, in the third week was 4.03 and in the last week it was 3.81 again. Hence, the intervention had some beneficial effect on the scores that students obtained every week. In week 1, participants' mean scores of 3.97 surpassed the pre-test score of 2.94. From week 1 to week 2, the measurements scores went down 0.18, from week 2 to week 3 the scores went up again by 0.22, and from week 3 to week 4 the scores went back down 0.22. The interesting part of the global scores is that from

the final measurement to the posttest, the scores went up 0.48. Comparing the mean of the pretest (2.94) and the posttest (4.29) the researchers found a significant difference of 1.35, which clearly shows improvement in the scores obtained by participants in the weekly measurements.

The aspects which cause the fluctuation among the weekly scores might be the source of further research in which the students' preferences for personal topics may seem to yield higher scores compared to more general topics. The topics and prompts for the weekly measurements given had very close connection to the syllabus of the course. The topic for week 1 was to describe the participants' daily activities and it was very easy for the students to handle. Measurement 2 topic related to the description of a participants' person they admire and it was manageable for them. The topic in weekly measurement 3 was about transportation and the results show the highest level of scores during the intervention; however, the topic in measurement 4 (write a postcard) produced the lowest score so researchers assumed that it was a little more complicated for the students (see Appendixes 15.1, 15.2 & 15.3). The topic / prompt for both, the pre-test and post-test was exactly the same and it had to do with writing an email about going to a club, its location, activities done therein, and its cost. (See Appendix 7). The majority of students gained confidence in their writing skills and created an appropriate piece of writing complying with the requirements. However, two outliers are not in the quartiles 3 and 4 because of the low grades they obtained in the post-test as shown in Figure 3 in Chapter 5, Box-plot chart by evaluation.

## **2. What is the attitude of A1 level students in a public University in Guayaquil towards the flipped learning approach?**

Researchers gathered information about students' attitudes through a Three Likert Scale questionnaire with 14 statements where participants could choose among the options agree,

neutral and disagree to respond to each statement (Chapter 5 Table 12). Participants' responses showed a favorable attitude towards most of the content of statements 1 to 10 which were positively connected to the flipped learning approach (Chapter 5 Figure 10). Statement 3 that deals with students' confidence when asking for clarifications after watching the videos obtained 22 positive responses which represents the highest percentage of positive attitude among this group of statements. Statement 6 describes students' attitude towards the process of writing in class counting on their classmates and the teacher's support and it obtained 15 positive responses plus 13 students who reported their neutral position. Statement 7 that had to do with students' giving opinion and feedback about their classmates' pieces of writing, displays just 11 positive answers and 18 neutral. On the other hand, statements 11 to 13 revealed students' disagreement which favors the new approach. Finally, most of the students showed a neutral position in statement 14 which favors traditional teaching.

### **6.2.2 Sub-Research Questions**

The Sub Research Questions were the following:

#### **1. Does the flipped learning approach contribute to improving students' scores in the Post-Test Writing Task?**

This question had a positive response because at the end of the intervention, 16 students achieved a score of 5, 12 got 4 and 1 student obtained 3; there were two students who were unable to get a high score and actually got a lower score than the Pre-test because they lacked time the day of the posttest. They arrived very late to class.

#### **2. Are there any significant differences in the scores obtained in the pre-test and the post-test given to the participants in this study?**

There are some significant differences in the scores obtained in the pretest and posttest. There is a difference of 1.35 between the mean of the pre-test and the mean of the post-test as shown in Chapter 5 Figures 3 to 5 as well as the histograms of the pre-test and post-test. (See Figure 5 Histogram Pretest and Figure 7 Histogram Posttest in Chapter 5)

### **3. Are students in favor or against the use of the flipped learning approach to acquire basic writing skills in an A1 level course at a university in Guayaquil?**

In statement 1 from the Questionnaire given at the end of the intervention, 66% of students agreed that the flipped learning approach allows them to prepare before class. In statement 2, 55% of students agreed that they have enough time to acquire knowledge about the topics that will be covered in regular classes through the videos sent by the university platform (SIDWEB). In statement 3, 76% of students feel more confident to ask for clarification after watching the videos. In statement 4, 62% of students feel more confident about the learning process due to the videos sent before class practices. In statement 5, 61% of students agreed that their writing strategies had improved because they have more time to apply knowledge in class. In statement 6, 52% of students responded they liked to write in class while the classmates support them and the teacher clarifies doubts. In statement 7, 62 % of students had a neutral opinion about their classmates' giving them feedback and comments about their writing compared to the 38% of students that agreed. In statement 8, 72% of students think that the flipped learning approach provides many benefits. In the ninth statement, 72% of students feel that they are more in control of their learning through the familiarization of topics and having the opportunity to review them at their own pace. In the tenth statement, 52 % of students showed a neutral opinion about the flipped learning approach helping them to answer the Writing Task 9 (Test at the end of the Project) compared to the 41% of students who agreed and only 7 % expressed disagreement.

Considering that this approach is relatively new in the implementation in this university, and based on the results previously mentioned, it is interesting to notice that students are receptive to the shifting of the paradigms related to their habits and taking more control of their learning process. Furthermore, the researchers envision that it will not take so long for students to feel empowered about their learning role in this new approach based on Vygotsky (1978) as cited by Hamdan et al., (2013) who stated that deliberately, the traditional classroom has shifted into a student-centered approach. Hence, during class time students explore and create more opportunities to learn, they are in control of their learning abilities outside the group, and teachers have the opportunity to increase the learners' interaction, understanding and production. Educators in a flipped classroom assist learners to construct knowledge by guiding them in the deep exploration of topics.

Participants were against the statements 11 to 14 which had a negative connotation towards the flipped learning approach, which reinforces their positive opinions, expressed in statements 1 to 10. Moreover, participants showed a higher level of preference for the flipped learning approach as proven by statement 16 where 18 students supported the approach compared to 11 who preferred the traditional method. Additionally, in question fifteen where participants had the opportunity to choose more than one option to describe their role during the implementation of the flipped learning approach, there were 21 students who felt actively involved, 15 who felt responsible and independent, 7 felt motivated and only one felt passive and bored.

### **Limitations of an equivalent time series design**

Creswell (2012) states that in equivalent time series designs researchers have the opportunity to work with the same participants in both instances, as control and as experimental group. In an ideal case scenario, two groups of participants should be part of the research project. However, convenience sampling allows researchers to work with the participants that are available. (Bryman, 2012)

### **Use of the Questionnaire - Justification**

The attitude questionnaire used at the end of the intervention allowed researchers to verify the information obtained in the different weekly measurements. Creswell (2003) mentions that may have the necessity to use a second form of data collection in this case qualitative to provide supportive information.

### **Reliability and validity**

The validity and reliability of the data obtained in this project rely on the fact that this study is the first one carried out at a public university in Guayaquil. Since the sample of participants came about the convenience. Although the results are not generalizable, they serve as a reference.

## **CHAPTER 7: Conclusions.**

### **7.1 Summary of the Findings and Relationship to the Questions.**

The main findings of this research project were that participants had consecutive improvement in their weekly writing measurements. Moreover, the pre-test and post-test scores had very significant positive differences. Additionally, the attitude questionnaire filled out by participants at the end of the intervention gave the researchers guidelines as to the way the flipped learning approach influenced students. Most of the answers favored the use of this approach and found benefits in it.

### **7.2 Limitations of the Study.**

The main challenges in this study related to three or four participants who were not able to work on the pre-assignments before class, which confirmed their lack of interaction or low level of communication with the group. The positive aspect was that most of the members of the groups complied with the pre-assignments and consequently this enabled them to serve as tutors for low skilled students by using active learning strategies of the flipped learning approach. Another challenge was the time constraints that students normally have at the university level. Hence, few participants missed classes on a regular basis. In some occasions, it was complicated to get all the students working together during the sessions.

This quasi-experimental project within group time series design did not include a control group because of the circumstances and the equivalent time series design chosen enabled researchers to work with the same participants as control and experimental group (Creswell, 2012). For this reason, the results of this study are not generalizable



### **7.3 Future directions and further areas for research.**

There should be more research studies done on the use of the flipped learning approach to teach EFL writing. Perhaps if students were able to register in the same consecutive level, the researchers could carry out a study about the development of their writing skills in the next levels. Unfortunately, students register for classes and randomly become part of a group at the public university where this study took place. Thus, it is nearly impossible to keep track of their performance and development of writing skills in the next level of their language study.

This study provided guidelines in the beginnings of the use of the flipped learning approach in A1 level course to teach writing. . However, researchers must conduct more studies to analyze the effects of this approach when applied in the teaching of writing skills in higher level courses. It is possible to replicate it at higher levels to see if students favor the use of this approach

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## APPENDIXES

### Appendix 1—Institutional Permission to Carry Out Research Project

#### PERMISO INSTITUCIONAL PARA REALIZAR INVESTIGACIÓN

**Título:**

“Teaching Basic Writing Skills in a CEFR A1 English Level Course with a Flipped Learning Approach at a Public University in Guayaquil”

**Introducción**

El propósito de este formulario es solicitar permiso institucional a la Escuela Superior Politécnica del Litoral, (ESPOL) la Facultad de Ciencias Sociales y Humanísticas (FCSH) en el Centro de Lenguas Extranjeras (CELEX) como el lugar donde se realizará un proyecto de investigación y proveer información que podría determinar si permitir o no que la misma se lleve a cabo.

Las personas que realizarán la investigación describirán el estudio y responderán todas sus preguntas. Solicitamos leer detalladamente la información que aquí se presenta y realizar todas las preguntas necesarias a fin de aclarar cualquier duda o interrogante antes de que la investigación se pueda realizar. Si decide aprobar la realización de esta investigación, este formulario será utilizado para su permiso.

**Propósito del Estudio**

Si decide aprobar, un estudio se llevará a cabo en uno de los cursos de inglés Básico B, que se está dictando este semestre. El propósito de este estudio es determinar la influencia del Flipped Learning Approach en las calificaciones de evaluaciones de la habilidad de escritura (Writing) de los alumnos. El objetivo es determinar si el uso de este enfoque es de beneficio o no en el proceso de aprendizaje de habilidades básicas de escritura de los estudiantes.

**Que procedimientos se realizarán?**

Si el estudio es aprobado se llevarán a cabo varias actividades durante la investigación. Los alumnos del paralelo seleccionado serán consultados e informados sobre su participación en el estudio. Luego firmaran un formulario de consentimiento en el que se detalle toda la información de los procesos a realizarse. Se les administrará un Examen de Ubicación a los participantes y también una prueba de escritura para determinar su nivel de conocimientos. Posteriormente, la docente Carola Ortiz, a cargo del paralelo Básico B 270 utilizará un enfoque mayor del Flipped Learning Approach para enseñar habilidades de escritura básica durante la segunda parte del semestre en curso. Adicionalmente, la docente Mirna Romero formará parte del equipo de investigadoras y será parte de las actividades a realizarse durante la investigación. Los participantes serán evaluados semanalmente para determinar su

desempeño en cuanto a las habilidades básicas de escritura. Al final del estudio, se les administrará un Post Test de escritura para determinar su nivel de adquisición de habilidades de escritura básica.

**Nota:**

Se grabará y tomará fotografías mientras los estudiantes trabajan en clases. .

**Qué riesgos implica esta investigación?**

No hay riesgos relacionados con este estudio.

**Cuáles son los posibles beneficios de esta investigación?**

Los estudiantes obtendrán un beneficio directo de esta investigación en la adquisición de habilidades básicas de escritura. Adicionalmente, los procesos y actividades de esta investigación darán pautas sobre el uso del Flipped Learning Approach.

**Es obligatorio que los estudiantes y profesores sean parte de este estudio?**

No, la institución puede optar por no otorgar el permiso para este estudio. Los estudiantes y profesores involucrados pueden decidir no participar o retirarse del estudio en cualquier momento. Retirarse o rehusarse a participar no afectará su relación con la Escuela Superior Politécnica del Litoral de ninguna manera. Es posible que profesores y estudiantes decidan participar y luego retirarse sin penalidad alguna.

**Qué pasaría si estudiantes y / o profesores deciden no participar?**

Además del permiso institucional, profesores y estudiantes deben aceptar ser parte del estudio. Si alguno de ellos no desea participar, su información, grabaciones o fotografías no serán incluidas en los resultados de la investigación y no existirán penalidades. Si profesores y / o estudiantes inicialmente aceptan ser parte del estudio pueden libremente retirarse sin penalidad alguna.

**Habrá algún tipo de compensación o pago?**



Ni la institución, profesores o estudiantes recibirán ningún tipo de retribución económica al ser parte de esta investigación.

**Cómo se garantiza la protección de la privacidad de la institución, profesores y estudiantes participantes?**

La privacidad y confidencialidad de la institución, profesores y estudiantes serán protegidas a través de la participación anónima. Además, existirá la posibilidad de no grabar ni tomar fotografías si alguno de los participantes así lo requiere.

Si es necesario, la información que revele datos sobre la institución, profesores y estudiantes será protegida en todas las instancias que la ley lo permita. Los datos no serán publicados sin el permiso institucional, de profesores y estudiantes a menos que sea requerido por la ley o por alguna orden legal. Los datos podrían ser compartidos con otros investigadores para futuros estudios no detallados en este formulario. En estos casos, los datos no contendrán información que pueda ser asociada con la institución, sus profesores o alumnos que formaron parte de este estudio.

Si la institución otorga el permiso para la investigación, estudiantes y profesores serán registrados en audio y video. La evidencia será guardada por un periodo de tres años en un lugar seguro al cual solo el equipo de investigadores tendrá acceso, luego será borrada.

**A quién (es) se debe contactar con preguntas relacionadas al estudio?**

Antes, durante y después de la investigación es posible contactar a LIDIA CAROLA ORTIZ ESPINOZA al 0994615919 o enviar un mensaje de correo electrónico a [LIORTIZ@ESPOL.EDU.EC](mailto:LIORTIZ@ESPOL.EDU.EC) o MIRNA CAROLA ROMERO COLOMA al 0997366437 o enviar un mensaje al correo electrónico [MCROMER@ESPOL.EDU.EC](mailto:MCROMER@ESPOL.EDU.EC) con preguntas o si hay algún daño. Este estudio ha sido revisado y aprobado por la Escuela Superior Politécnica del Litoral.

**A quién (es) se debe contactar con preguntas relacionadas a los derechos de los participantes en este estudio?**

En caso de haber preguntas concernientes a los derechos de los participantes, institución auspiciante de la investigación o algún tipo de inconformidad con alguna parte de esta investigación, pueden contactarse de manera anónima con Escuela Superior Politécnica del Litoral por teléfono al 2656087 ext. 342 o correo electrónico [escuelapostgrado@espol.edu.ec](mailto:escuelapostgrado@espol.edu.ec)

## Consentimiento

He leído y entendido este formulario y he tenido la oportunidad de realizar preguntas. Doy mi consentimiento en representación de la institución para que el estudio sea llevado a cabo.

Nombre de la institución (imprenta) \_\_\_\_\_

Nombre de la Coordinadora Académica de CELEX

\_\_\_\_\_

Firma de la Coordinadora Académica \_\_\_\_\_

Fecha: \_\_\_\_\_

Firma de Investigadoras

\_\_\_\_\_

\_\_\_\_\_

Lidia Carola Ortiz Espinoza

Mirna Carola Romero Coloma

Una copia de este formulario de consentimiento le será entregada para su respaldo.

Gracias por su colaboración.

## Appendix 2—Consent Form for Participants

### **Formulario de Consentimiento Informado para Participar en Estudio Investigativo**

“Teaching Basic Writing Skills in a CEFR A1 English Level Course with a Flipped Learning Approach at a Public University in Guayaquil”

#### **Descripción de la investigación y su participación**

Usted ha sido invitado a participar en una investigación llevada a cabo por ESPOL. El propósito de esta investigación es determinar si el Flipped Learning Approach (Enfoque del Aprendizaje Invertido) tiene alguna influencia en las calificaciones de actividades de escritura. (Writing).

#### **Note:**

Se realizará tomas de fotografías y grabación de audio / video durante las clases.

#### **Riesgos**

No hay riesgos relacionados con este estudio. Su opinión será confidencial y anónima y se guardara por un periodo de tres años, luego de lo cual la evidencia será destruida.

#### **Posibles beneficios**

Los beneficios se relacionan directamente a su participación en este estudio debido a que su proceso de aprendizaje de habilidades básicas de escritura podría ser reforzado y mejorado a través de la aplicación de este enfoque en la enseñanza. Su participación ayudará a generar pautas sobre la utilidad del enfoque de aprendizaje invertido.

#### **Protección de confidencialidad**

Su nombre no será grabado en ninguna parte de este estudio. Por lo tanto, no será publicado en ningún resultado de este estudio.

#### **Participación voluntaria**

Su participación en este estudio investigativo es voluntaria. Puede tomar la decisión de retirar su consentimiento de participación en cualquier momento. No será penalizado de ninguna forma si decide no participar o retirarse de la investigación.

#### **Información de contacto**

Antes, durante y después de la investigación es posible contactar a LIDIA CAROLA ORTIZ ESPINOZA al 0994615919 o enviar un mensaje de correo electrónico a [LIORTIZ@ESPOL.EDU.EC](mailto:LIORTIZ@ESPOL.EDU.EC) o MIRNA CAROLA ROMERO COLOMA al 0997366437 o enviar un mensaje al correo electrónico [MCROMER@ESPOL.EDU.EC](mailto:MCROMER@ESPOL.EDU.EC) con preguntas o si hay algún daño. Si tiene alguna duda sobre sus derechos como participante por favor contacte a la ESCUELA DE POSTGRADO a [escuelaposterado@espol.edu.ec](mailto:escuelaposterado@espol.edu.ec) o 265087 Ext. 342.

#### **Consentimiento**

**He leído y entendido este formulario y he tenido la oportunidad de realizar preguntas. Doy mi consentimiento para participar en este estudio.**

Nombre del participante (impreso) \_\_\_\_\_

Firma del participante \_\_\_\_\_ Fecha: \_\_\_\_\_

Firma de Investigadoras

\_\_\_\_\_  
Lidia Carola Ortiz Espinoza

\_\_\_\_\_  
Mirna Carola Romero Coloma

Una copia de este formulario de consentimiento le será entregada para su respaldo.

Gracias por su colaboración.

### Appendix 3—Letter to Cambridge to ask for permission to use Materials

Dear Sirs,

We are working on a dissertation entitled “Teaching Basic Writing Skills in a CEFR A1 English Level Course with a Flipped Learning Approach” at the Escuela Superior Politécnica del Litoral (ESPOL). We would really appreciate your approval of our request to use the following material:

1. English Unlimited Placement Test.
2. Key English Test - Writing Tasks.
3. Rubrics to evaluate the writing tasks.

This material will be used in two groups of students, who are currently using the textbook English Unlimited A2, enrolled in one of our English courses at the Center of Foreign Languages (CELEX, ESPOL). Our dissertation will be produced electronically and made available through the ESPOL Library. We are requesting permission to include the material mentioned in current and future revisions and editions of our dissertation, and to grant others the right to reproduce our entire dissertation, including the material described above, for educational, non-commercial purposes. These rights will in no way limit republication of the material(s) in any other form by you or others authorized by you.

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By: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

Appendix 3.1—E-mail messages (1 to 16) exchanged with Cambridge representatives  
E-mail message (1)

 **Mirna Caro**  
21 Nov, 2:30:30 GMT

**Mirna Carola Romero Coloma**  
21 Nov, 2:30:30 GMT

**Dear Sirs,**

We are working on a dissertation entitled "Teaching Basic Writing Skills in a CEFR A1 English Level Course with a Flipped Learning Approach" at the Escuela Superior Politécnica del Litoral (ESPOL). We would really appreciate your approval of our request to use the following material:

1. English Unlimited Placement Test.
2. Key English Test – Writing Tasks.
3. Rubrics to evaluate the writing tasks.

This material will be used in two groups of students, who are currently using the textbook English Unlimited A2, enrolled in one of our English courses at the Center of Foreign Languages (CELEX, ESPOL). Our dissertation will be produced electronically and made available through the ESPOL Library. We are requesting permission to include the material mentioned in current and future revisions and editions of our dissertation, and to grant others the right to reproduce our entire dissertation, including the material described above, for educational, non-commercial purposes. These rights will in no way limit republication of the material(s) in any other form by you or others authorized by you.

Very truly yours,

MIRNA ROMERO LIDIA ORTIZ

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By: \_\_\_\_\_ Title: \_\_\_\_\_ Date: \_\_\_\_\_

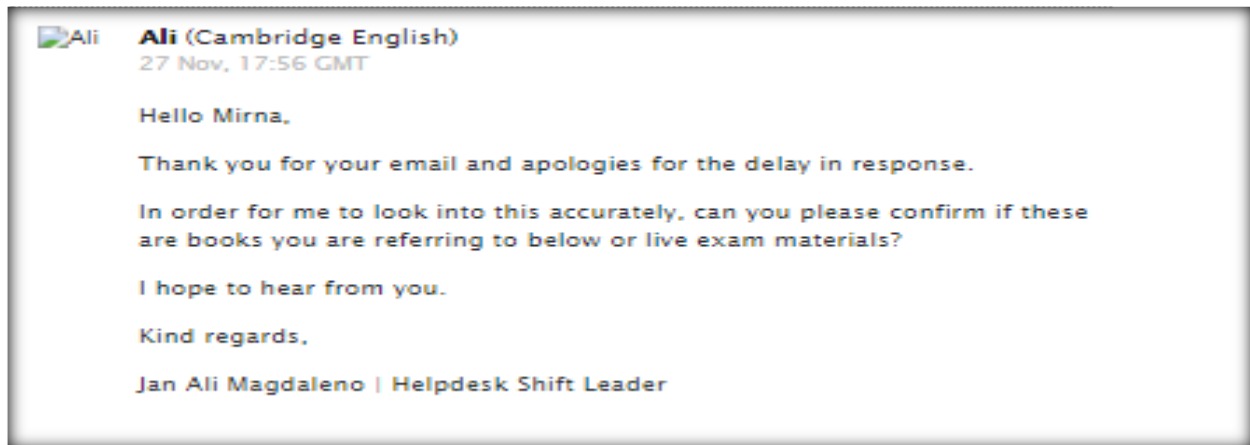
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Mirna Carola Romero Coloma / Profesora Centro de Lenguas Extranjeras  
[mcromer@espol.edu.ec](mailto:mcromer@espol.edu.ec)

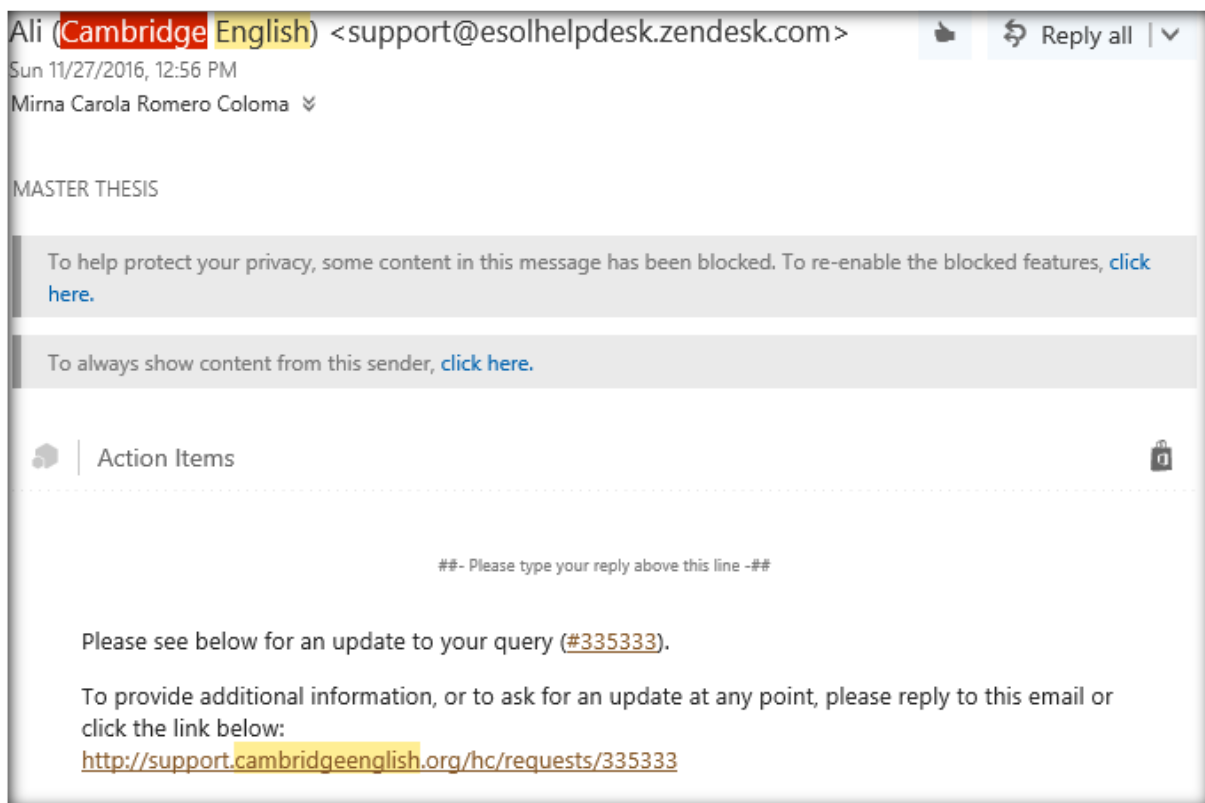
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### Appendix 3.1—E-mail message (2)



### Appendix 3.1—E-mail message (3)



### Appendix 3.1—E-mail message (4)

 **Ali (Cambridge English)**  
30 Nov, 20:23 GMT

Hello Mirna,

As I have not heard back from you, I will assume that you do not need further assistance. I will now close this support ticket, but please do not hesitate to let me know if you have further questions.

All the best

Jan Ali Magdaleno | Helpdesk Shift Leader

### Appendix 3.1—E-mail message (5)

Mir **Mirna Carola Romero Coloma**  
30 Nov, 23:25 GMT

Hello Ali,

This message is to let you now that my request has not been solved. My colleague Carola Ortiz and I are requesting permission to use some **Cambridge** materials in PDF format.

We found them on the Internet, but we are unable to include them as part of our resources for a research project until we get official permission.

At ESPOL University, the institution we work for, the **English** Unlimited Textbook Series is used as the official textbook in the language program for the university. For that reason, we are not requesting textbook materials.

Attached to this message you will find the materials we are requesting permission for.

1. Placement test for **English** Unlimited Series
2. Writing Tasks of KET (Key **English** Test) \*
3. Rubrics for the Writing Section of the Key **English** Test \*

\* The documents 2 and 3 were found in the Guide to the Key **English** Test


Looking forward to hearing from you.

Sincerely,

Mirna Romero.

[Facultad de Ciencias Sociales y Humanísticas FCSH]  
<<https://htmlsig.com/t/0000001BKC6RY>>

Mirna Carola Romero Coloma / Profesora Centro de Lenguas Extranjeras  
[mcromer@espol.edu.ec](mailto:mcromer@espol.edu.ec)

 1 of 58



### Appendix 3.1—E-mail message (6)

Ali **Ali (Cambridge English)**

1 Dec, 15:16 GMT

Hello Mirna,

Thanks for getting back to me.

It is fine to use materials from our website as long as you properly link them from their resources.

I hope this clarifies your concern. Do let me know if you need further information.

Kind regards,

Jan Ali Magdaleno | Helpdesk Shift Leader

### Appendix 3.1—E-mail message (7)

Mir **Mirna Carola Romero Coloma**

1 Dec, 15:20 GMT

Hello Ali,

So that means we do not need a letter of authorization signed by someone from Cambridge?

On the same note, I`d like to find out if for future research projects the use of materials available online mostly in PDF format can be used as long as they are cited properly?

Thanks for your reply.

Mirna

[Facultad de Ciencias Sociales y Humanísticas FCSH]

<<https://htmlsig.com/t/0000001BKC6RY>>

Mirna Carola Romero Coloma / Profesora Centro de Lenguas Extranjeras  
[mcromer@espol.edu.ec](mailto:mcromer@espol.edu.ec)

Facultad de Ciencias Sociales y Humanísticas FCSH

### Appendix 3.1—E-mail message (8)

Ali **Ali (Cambridge English)**  
1 Dec, 15:54 GMT

Hello Mirna,

I can confirm that it is fine for you to use the materials you have outlined below.

Thanks for letting me know about your plans of using other exam materials for future project. I'll look into this first and I'll get back to you as soon as I have relevant updates.

Kind regards,

Jan Ali Magdaleno | Helpdesk Shift Leader

### Appendix 3.1—E-mail message (9)

Ali **Ali (Cambridge English)**  
5 Dec, 17:05 GMT

Hello Mirna,

I'm still reviewing your query with our Research department.

Going back to your email, I've noticed that the Rubrics for the Writing Section of the Key **English** Test \* was not included on the attachment you have provided. Can you kindly send us the copy that you would like to use?

Kind regards,

Jan Ali Magdaleno | Helpdesk Shift Leader

### Appendix 3.1—E-mail message (10)

Mir **Mirna Carola Romero Coloma**

6 Dec, 03:29 GMT

Dear Ali,

The rubrics that we are planning to use are in the KET handbook!

Sent from my iPhone

### Appendix 3.1—E-mail message (11)

Mr **Mirna Carola Romero Coloma**

6 Dec, 14:56 GMT

Greetings Ali,

I looked into the specific parts of the KET handbook and found the two documents that we are planning to use on our project. You will find them attached as word documents. They are the following:

Writing Task 9--found on page 18 of the KET Handbook

Assessment of Writing Part 9 --found on page 20 of the KET Handbook

I look forward to hearing from you.

Mirna

[Facultad de Ciencias Sociales y Humanísticas FCSH]

<<https://htmlsig.com/t/0000001BK06RY>>

Mirna Carola Romero Coloma / Profesora Centro de Lenguas Extranjeras  
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Dear Ali,

The rubrics that we are planning to use are in the KET handbook!

Sent from my iPhone

Attachment(s)

[Rubrics for Writing Task 9-KET Handbook page 20.docx](#)

[Writing Task 9-KET Handbook page 18.docx](#)

### Appendix 3.1—E-mail message (12)

Ali **Ali (Cambridge English)**  
6 Dec, 21:06 GMT

Hello Mirna,

Thanks for clarifying.

I'm now looking into this further with our relevant team. As promised, I'll get back once we have relevant updates.

I hope this helps.

Kind regards,

Jan Ali Magdaleno | Helpdesk Shift Leader

### Appendix 3.1—E-mail message (13)

Ali **Ali (Cambridge English)**  
13 Dec, 17:00 GMT

Hello Mirna,

I hope this email finds you well.

I'm just sending a quick message to assure you that I'm still looking into this with our relevant team. As promised, I'll let you know once we have more news.

Thank you for your patience.

Kind regards,

Jan Ali Magdaleno | Helpdesk Shift Leader

### Appendix 3.1—E-mail message (14)

Mir **Mirna Carola Romero Coloma**

13 Dec, 17:02 GMT

Thanks for your help Ali.

[Facultad de Ciencias Sociales y Humanísticas FCSH]

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Mirna Carola Romero Coloma / Profesora Centro de Lenguas Extranjeras  
[mcromer@espol.edu.ec](mailto:mcromer@espol.edu.ec)

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### Appendix 3.1—E-mail message (15)

Ali (Cambridge English)

21 Dec, 17:08 GMT

Hello Mirna,

Thank you for your patience whilst I look into this with our Research team.

You may find their official evaluation below.

---

Dear Mirna,

Thank you for coming back to us regarding permission to use Cambridge English: Key online sample test materials in your research. Cambridge English Language Assessment grants you permission to use Writing Task 9 from the Handbook downloadable from <http://www.cambridgeenglish.org/teaching-english/resources-for-teachers/>

You may publish this single task in any reports or presentations arising from your research, provided that you include the following acknowledgement and include the part in square brackets if you report participants' scores on this task.

"This research uses a Cambridge English: Key sample Writing task available on page 30X of the online Handbook at <http://www.cambridgeenglish.org/teaching-english/resources-for-teachers/> © UCLES 2016. [This is not a live Cambridge English test administration and any scores reported in this study cannot be used as proof of a formal language qualification]."

You can also cite the Handbook as follows and we note that the Assessment of Writing Part 9 information is on page 28.

UCLES (2016) Cambridge English: Key Handbook for teachers for exams from 2016, Cambridge: UCLES. Downloadable from <http://www.cambridgeenglish.org/teaching-english/resources-for-teachers/>

You will need to contact the rights owner for the English Unlimited Series separately.

We would be interested in receiving a copy of your research report when it is complete, please send this to [research@cambridgeenglish.org](mailto:research@cambridgeenglish.org)

With kind regards,

Dr Fiona Barker

Principal Research Manager

---

I hope this helps.

Kind regards,

Jan All Magdaleno | Helpdesk Shift Leader

## Appendix 3.1—E-mail message (16)

##- Please type your reply above this line -##

Hi,

We're always looking to improve the service we offer and we'd be very interested to hear what you thought of the customer service you received during your recent query ([#335333](#)).

Please take a moment to let us know by clicking one of the links below:

**How would you rate the support you received?**

[Good, I'm satisfied](#)

[Bad, I'm unsatisfied](#)

Your feedback will be made available to the person who helped with your query, as well as their line manager.

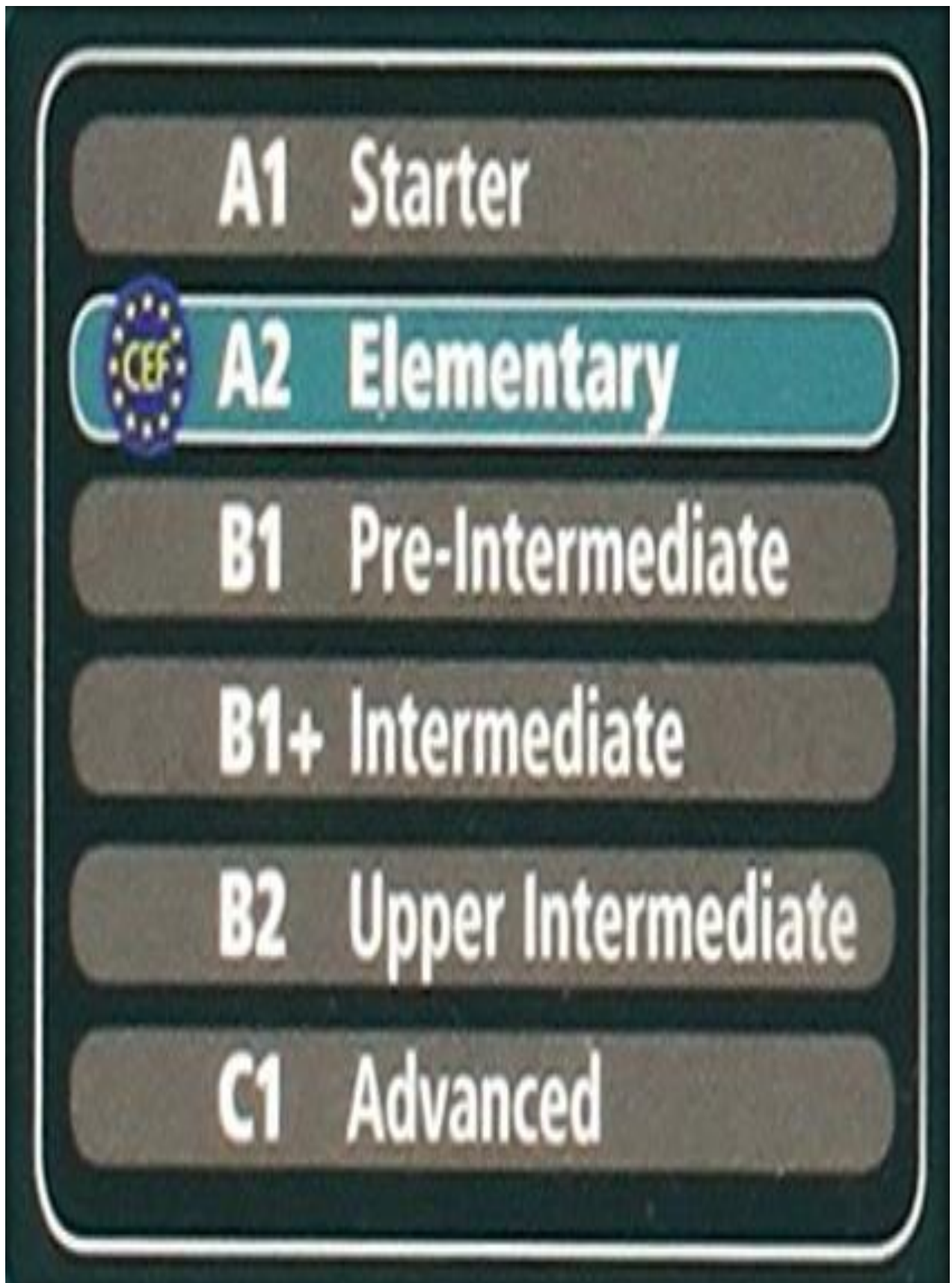
**\*\*Please don't reply to this message.\*\***

Here's a reminder of what your query was about:

---

Ali **Ali (Cambridge English)**  
21 Dec, 17:08 GMT

Appendix 4—Levels in Accordance with the Common European Framework (CEFR)





## Appendix 5—English Unlimited Written Placement Test used in the Project

### Appendix 5.1—English Unlimited Written Placement Test Teacher’s Guide

# English Unlimited Placement test

## Teacher’s guide

This placement test is designed to help teachers decide at which level of *English Unlimited* new students should be placed.

The test contains:

- 120 written multiple-choice questions, 20 at each level from Starter to Advanced (covering CEF levels A1 to C1). The questions focus on the language taught across the six levels of *English Unlimited*.
- an oral placement test, designed to be used in conjunction with the written test. The questions in this test are linked to the goals in the *English Unlimited* coursebooks, which in turn are based on the CEF ‘can-do’ statements. The oral test is designed to be flexible. This should allow teachers to get an overview of students’ speaking ability in order to ‘fine-tune’ their assessment of the correct level at which to place students.
- keys and tables for interpreting scores.

### Written test procedure

- 1 Ask the student to start at the beginning of the written test and stop when the questions become too difficult. Allow 30–40 minutes for the test.
- 2 Mark the test and use the table below to place the student provisionally at one of the six levels of *English Unlimited*.
- 3 Use the oral placement test to confirm or adjust this placement (see Oral test procedure below).

	Starter	Elementary	Pre-Intermediate	Intermediate	Upper Intermediate	Advanced
Written test score	0–15	16–35	36–55	56–75	76–95	96+

# English Unlimited Placement test

## Written test

 A1 to C1

- Choose the best answer for each question.
- Stop when the questions become too difficult.
- Spend no more than 40 minutes on the test.

- 1 Where \_\_\_\_\_ from?  
I'm from Russia.  
A you are                      B you                              C are you
- 2 We have \_\_\_\_\_ house in Moscow.  
A any                              B a                                  C an
- 3 I have two \_\_\_\_\_, a boy and a girl.  
A sons                              B daughters                      C children
- 4 I work in a \_\_\_\_\_. I'm a doctor.  
A hospital                      B hotel                              C supermarket
- 5 This is my brother. \_\_\_\_\_ name's Paul.  
A Her                              B His                                  C He's
- 6 \_\_\_\_\_ five people in my family.  
A They are                      B There is                              C There are
- 7 I get up \_\_\_\_\_ 7 o'clock in the morning.  
A for                                  B at                                  C in
- 8 I like apples, but I \_\_\_\_\_ bananas.  
A don't like                      B like                                  C do like
- 9 Excuse me, \_\_\_\_\_ speak French?  
A do you                      B you do                              C you
- 10 How much are \_\_\_\_\_ shoes?  
A this                                  B these                                  C that

- 11 Where are my glasses?  
They're \_\_\_\_\_ the table.  
A at                      B on                      C in
- 12 My sister \_\_\_\_\_ tennis very well.  
A plays                      B play                      C playing
- 13 I usually go to work \_\_\_\_\_ train.  
A on                      B with                      C by
- 14 I don't see my parents very often \_\_\_\_\_ they live in South Africa.  
A so                      B but                      C because
- 15 Rosie stayed \_\_\_\_\_ home yesterday afternoon.  
A in                      B at                      C to
- 16 Last night I \_\_\_\_\_ to the cinema.  
A went                      B did go                      C was
- 17 The \_\_\_\_\_ is quite expensive but the food there is excellent.  
A film                      B restaurant                      C book
- 18 Do you want to listen to music or \_\_\_\_\_ TV?  
A see                      B look                      C watch
- 19 \_\_\_\_\_ were you at the weekend?  
I was in Scotland.  
A When                      B Where                      C What
- 20 \_\_\_\_\_ you have a good time at the party?  
Yes, it was fun.  
A Did                      B Were                      C Had
- 21 Are you \_\_\_\_\_ English teacher?  
A Maria                      B Marias'                      C Maria's
- 22 Bob will meet \_\_\_\_\_ at the airport.  
A us                      B we                      C our
- 23 I'm going to a concert tonight. \_\_\_\_\_ you like to come?  
A Do                      B Are                      C Would

- 24 \_\_\_\_\_ use your dictionary?  
Sure. Here you are.  
A Could I                      B Could you                      C Do I
- 25 I like this apartment but the \_\_\_\_\_ is too expensive for me.  
A money                      B rent                      C cost
- 26 Excuse me, how do I \_\_\_\_\_ to the bus station?  
A come                      B get                      C arrive
- 27 Do you sell stamps?  
Yes, we do. How \_\_\_\_\_ do you want?  
A any                      B many                      C much
- 28 Sorry I'm so late.  
That's \_\_\_\_\_.  
A OK                      B great                      C right
- 29 I'd like \_\_\_\_\_ milk in my coffee, please.  
A some                      B any                      C a
- 30 \_\_\_\_\_ a bus stop near my flat.  
A It's                      B Here's                      C There's
- 31 Is this a good time to talk?  
Sorry, no. I \_\_\_\_\_ dinner.  
A cook                      B am cooking                      C cooking
- 32 I think cycling is more dangerous \_\_\_\_\_ driving.  
A as                      B like                      C than
- 33 We \_\_\_\_\_ going to the theatre next Saturday.  
A will                      B do                      C are
- 34 \_\_\_\_\_ meet for coffee some time soon.  
A Let's                      B Do you                      C Shall they
- 35 Kamal has got a holiday home near \_\_\_\_\_ sea.  
A a                      B the                      C some

- 36 If you've got a headache, you \_\_\_\_\_ go home.  
A should                      B did                      C had
- 37 \_\_\_\_\_ ever been to New York?  
A Have you                      B Are you                      C Did you
- 38 I only get about five hours' sleep a night.  
That's not \_\_\_\_\_.  
A enough                      B lot                      C too much
- 39 Did Amina finish the report?  
No. She \_\_\_\_\_ it tomorrow.  
A finishes                      B is going to finish                      C finished
- 40 Paula \_\_\_\_\_ loves working with children.  
A very                      B really                      C much
- 41 Is Ottawa the capital of Canada?  
I think \_\_\_\_\_.  
A is                      B yes                      C so                      D right
- 42 We never \_\_\_\_\_ a television when I was a child.  
A have had                      B hadn't                      C had                      D didn't have
- 43 We paid the restaurant bill \_\_\_\_\_ credit card.  
A to                      B with                      C on                      D by
- 44 The last time I \_\_\_\_\_, Joanna was in Paris.  
A have seen                      B saw                      C see                      D was seeing
- 45 If you \_\_\_\_\_ money from a friend, you should always pay it back promptly.  
A borrow                      B earn                      C spend                      D lend
- 46 Can I make myself a cup of coffee?  
Of course. You \_\_\_\_\_ to ask.  
A haven't                      B mustn't                      C needn't                      D don't have
- 47 I \_\_\_\_\_ a lot of sport in my free time.  
A do                      B practise                      C make                      D exercise
- 48 \_\_\_\_\_ anywhere interesting recently?  
A Do you go                      B Have you been                      C Are you going                      D Will you go

- 49 It's Walter's birthday on Friday. He \_\_\_\_\_ be 30, I think.  
A should                      B can                      C will                      D shall
- 50 Learning the piano isn't as difficult \_\_\_\_\_ learning the violin.  
A like                      B so                      C than                      D as
- 51 If the weather \_\_\_\_\_ bad tomorrow, we can go to a museum.  
A will be                      B was                      C is                      D would be
- 52 About a billion cans of Coca-Cola \_\_\_\_\_ drunk around the world every day.  
A is                      B are                      C was                      D were
- 53 My mum's not very well.  
Oh, \_\_\_\_\_.  
A it doesn't matter                      B I do apologise                      C sorry to hear that                      D not bad, thanks.
- 54 Hans isn't here. He \_\_\_\_\_ to see his grandmother. He'll be back tomorrow.  
A has gone                      B had been                      C has been                      D had gone
- 55 Would you mind changing my appointment? \_\_\_\_\_ time on Friday is fine.  
A Next                      B All the                      C Every                      D Any
- 56 When I was a child, I \_\_\_\_\_ climb the wall and jump into our neighbours' garden.  
A would                      B did                      C have                      D used
- 57 Have you finished \_\_\_\_\_ the wall yet?  
A paint                      B to paint                      C painting                      D painted
- 58 Can you help me? I've tried \_\_\_\_\_ hotel in the city and can't find a room.  
A many                      B any                      C every                      D all
- 59 Lena used to find work boring \_\_\_\_\_ she became a nurse.  
A unless                      B until                      C if                      D since
- 60 If I \_\_\_\_\_ closer to my office, I could walk to work.  
A lived                      B would live                      C had lived                      D live
- 61 I \_\_\_\_\_ outside the cinema when suddenly a police car arrived.  
A stood                      B was standing                      C have stood                      D am standing

## Appendix 5.3—English Unlimited Written Placement Test Answer

# English Unlimited Placement test

## Written test key

	Starter		Elementary		Pre-int.		Intermediate		Upper Int.		Advanced
1	C	21	C	41	C	61	B	81	A	101	B
2	B	22	A	42	C	62	B	82	B	102	D
3	C	23	C	43	D	63	C	83	A	103	C
4	A	24	A	44	B	64	C	84	D	104	C
5	B	25	B	45	A	65	D	85	C	105	C
6	C	26	B	46	D	66	A	86	C	106	A
7	B	27	B	47	A	67	D	87	C	107	C
8	A	28	A	48	B	68	C	88	A	108	D
9	A	29	A	49	C	69	A	89	B	109	C
10	B	30	C	50	D	70	D	90	B	110	B
11	B	31	B	51	C	71	B	91	D	111	A
12	A	32	C	52	B	72	B	92	B	112	D
13	C	33	C	53	C	73	B	93	B	113	C
14	C	34	A	54	A	74	A	94	D	114	D
15	B	35	B	55	D	75	C	95	B	115	D
16	A	36	A	56	A	76	A	96	A	116	A
17	B	37	A	57	C	77	A	97	B	117	D
18	C	38	A	58	C	78	D	98	B	118	B
19	B	39	B	59	B	79	A	99	C	119	C
20	A	40	B	60	A	80	D	100	D	120	A

Appendix 5.4.1—Sample Participant Answer Sheet Graded by Zipgrade App



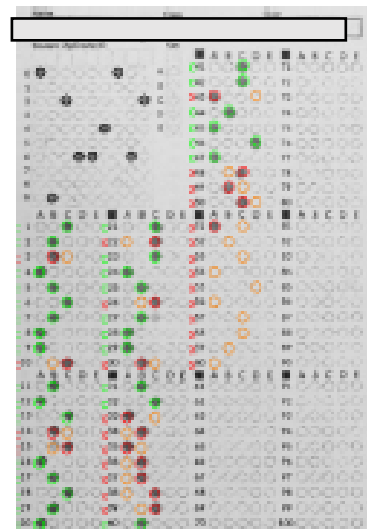
Quiz Name: placement Test BB 250

Number of Questions: 60 Total Points: 60



Number of Correct: 32 / 60 = 53.3%

#	Answer	Student	Earned	Possible	Correct	#	Answer	Student	Earned	Possible	Correct	#	Answer	Student	Earned	Possible	Correct
1	C	C	1	1	C	35	B	A	0	1	X	69			0	0	
2	B	B	1	1	C	36	A	B	0	1	X	70			0	0	
3	C	B	0	1	X	37	A	B	0	1	X	71			0	0	
4	A	A	1	1	C	38	A	C	0	1	X	72			0	0	
5	B	B	1	1	C	39	B	C	0	1	X	73			0	0	
6	C	C	1	1	C	40	B	B	1	1	C	74			0	0	
7	B	B	1	1	C	41	C	C	1	1	C	75			0	0	
8	A	A	1	1	C	42	C	C	1	1	C	76			0	0	
9	A	A	1	1	C	43	D	A	0	1	X	77			0	0	
10	B	C	0	1	X	44	B	B	1	1	C	78			0	0	
11	B	B	1	1	C	45	A	A	1	1	C	79			0	0	
12	A	A	1	1	C	46	D	D	1	1	C	80			0	0	
13	C	C	1	1	C	47	A	A	1	1	C	81			0	0	
14	C	B	0	1	X	48	B	C	0	1	X	82			0	0	
15	B	C	0	1	X	49	C	B	0	1	X	83			0	0	
16	A	A	1	1	C	50	D	C	0	1	X	84			0	0	
17	B	B	1	1	C	51	C	A	0	1	X	85			0	0	
18	C	C	1	1	C	52	B		0	1	X	86			0	0	
19	B	B	1	1	C	53	C		0	1	X	87			0	0	
20	A	A	1	1	C	54	A		0	1	X	88			0	0	
21	C	C	1	1	C	55	D		0	1	X	89			0	0	
22	A	C	0	1	X	56	A		0	1	X	90			0	0	
23	C	C	1	1	C	57	C		0	1	X	91			0	0	
24	A	A	1	1	C	58	C		0	1	X	92			0	0	
25	B	B	1	1	C	59	B		0	1	X	93			0	0	
26	B	C	0	1	X	60	A		0	1	X	94			0	0	
27	B	B	1	1	C	61			0	0		95			0	0	
28	A	A	1	1	C	62			0	0		96			0	0	
29	A	A	1	1	C	63			0	0		97			0	0	
30	C	B	0	1	X	64			0	0		98			0	0	
31	B	B	1	1	C	65			0	0		99			0	0	
32	C	C	1	1	C	66			0	0	100			0	0		
33	C	A	0	1	X	67			0	0							
34	A	B	0	1	X	68			0	0							



Key Version: A



Appendix 5.4.2—Sample Participant Answer Sheet Graded by Zipgrade App



Quiz Name: placement Test BB 250

Number of Questions: 60 Total Points: 60

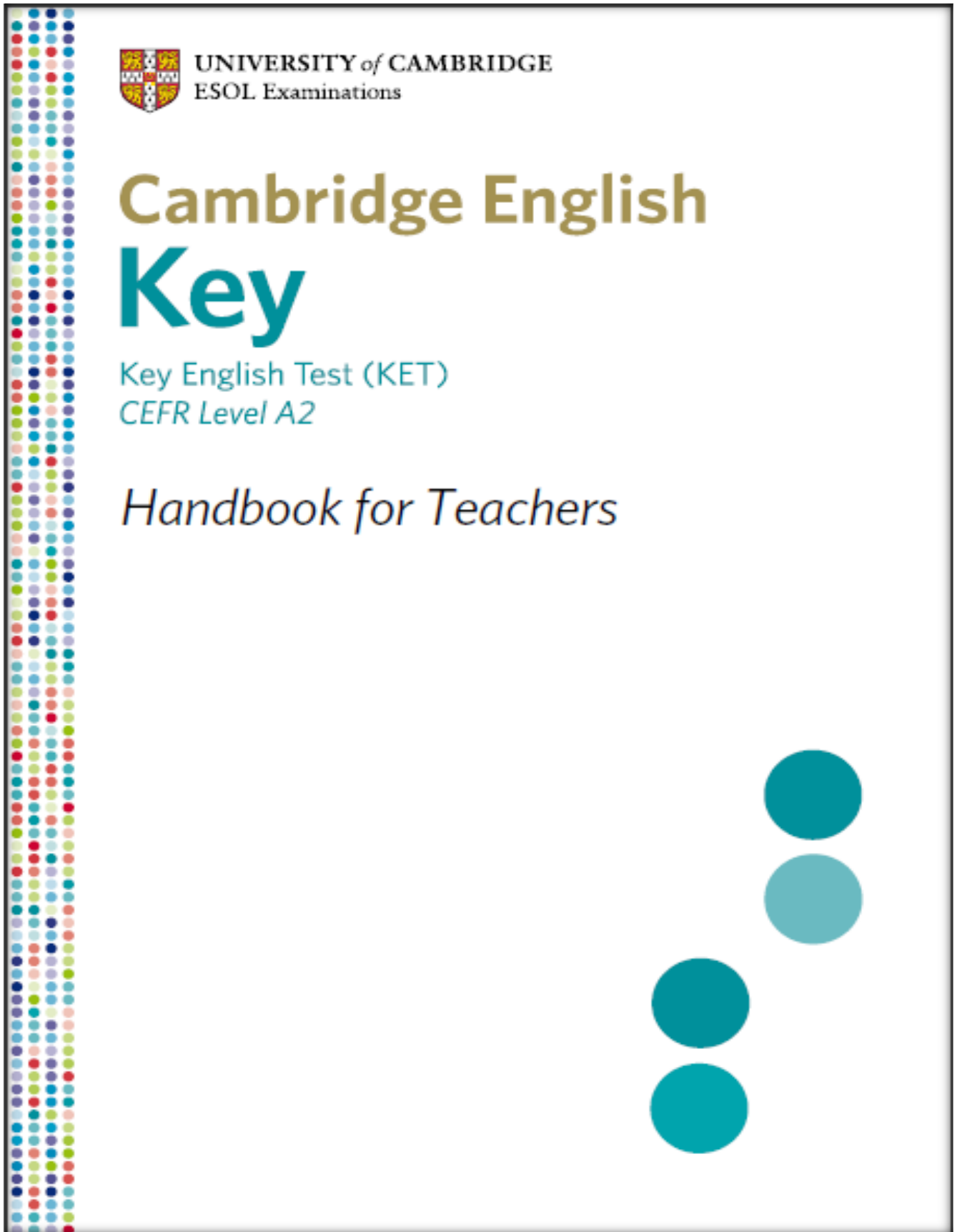


Number of Correct: 24 / 60 = 40%

#	Answer	Student	Earned	Possible	Correct	#	Answer	Student	Earned	Possible	Correct	#	Answer	Student	Earned	Possible	Correct
1	C	C	1	1	C	35	B		0	1	X	69			0	0	
2	B	B	1	1	C	36	A		0	1	X	70			0	0	
3	C	C	1	1	C	37	A		0	1	X	71			0	0	
4	A	A	1	1	C	38	A		0	1	X	72			0	0	
5	B	B	1	1	C	39	B		0	1	X	73			0	0	
6	C	A	0	1	X	40	B		0	1	X	74			0	0	
7	B	B	1	1	C	41	C		0	1	X	75			0	0	
8	A	A	1	1	C	42	C		0	1	X	76			0	0	
9	A	A	1	1	C	43	D		0	1	X	77			0	0	
10	B	A	0	1	X	44	B		0	1	X	78			0	0	
11	B	C	0	1	X	45	A		0	1	X	79			0	0	
12	A	A	1	1	C	46	D		0	1	X	80			0	0	
13	C	C	1	1	C	47	A		0	1	X	81			0	0	
14	C	C	1	1	C	48	B		0	1	X	82			0	0	
15	B	A	0	1	X	49	C		0	1	X	83			0	0	
16	A	A	1	1	C	50	D		0	1	X	84			0	0	
17	B	B	1	1	C	51	C		0	1	X	85			0	0	
18	C	B	0	1	X	52	B		0	1	X	86			0	0	
19	B	B	1	1	C	53	C		0	1	X	87			0	0	
20	A	A	1	1	C	54	A		0	1	X	88			0	0	
21	C	C	1	1	C	55	D		0	1	X	89			0	0	
22	A	A	1	1	C	56	A		0	1	X	90			0	0	
23	C	C	1	1	C	57	C		0	1	X	91			0	0	
24	A	A	1	1	C	58	C		0	1	X	92			0	0	
25	B	C	0	1	X	59	B		0	1	X	93			0	0	
26	B	C	0	1	X	60	A		0	1	X	94			0	0	
27	B	B	1	1	C	61			0	0		95			0	0	
28	A	A	1	1	C	62			0	0		96			0	0	
29	A	A	1	1	C	63			0	0		97			0	0	
30	C	C	1	1	C	64			0	0		98			0	0	
31	B	C	0	1	X	65			0	0		99			0	0	
32	C	C	1	1	C	66			0	0		100			0	0	
33	C	B	0	1	X	67			0	0							
34	A		0	1	X	68			0	0							



Key Version: A



## Appendix 6.1—Assessment of Writing Part 9 and Sample answers with examiner comments

### Assessment of Writing Part 9

- There are 5 marks for Part 9. Candidates at this level are not expected to produce faultless English, but to achieve 5 marks a candidate should write a cohesive message, which successfully communicates all three parts of the message, with only minor grammar and spelling errors. A great variety of fully acceptable answers is possible.

#### Mark Scheme for Part 9

Mark	Criteria
5	All three parts of message clearly communicated. Only minor spelling errors or occasional grammatical errors.
4	All three parts of message communicated. Some non-impeding errors in spelling and grammar or some awkwardness of expression.
3	All three parts of message attempted. Expression requires interpretation by the reader and contains impeding errors in spelling and grammar. All three parts of the message are included but the context is incorrect. <b>or</b> Two parts of message are clearly communicated. Only minor spelling errors or occasional grammatical errors.
2	Only two parts of message communicated. Some errors in spelling and grammar. The errors in expression may require patience and interpretation by the reader and impede communication.
1	Only one part of the message communicated. Some attempt to address the task but response is very unclear.
0	Question unattempted, or totally incomprehensible response.

Candidates are penalised for not writing the minimum number of words (i.e. fewer than 25). They are not penalised for writing too much, though they are not advised to do so. Candidates also need to think carefully about who the target reader is for each task and try to write in an appropriate style. It is important to write clearly so that the answers are easy to read. However, it is not important if candidates write in upper or lower case, or if their writing is joined up or not.

### Sample answers with examiner comments

#### Candidate A

Hi, Pat! I joined to a new sport club at the school last week. I am playing football every week there and it don't cost anything! It's great fun. Do you want to come too?

Write soon,  
Joseph

**Examiner comments** 5 marks

All three parts of the message are clearly communicated with only minor grammatical errors.

#### Candidate B

From: Maria

To: Pat

My favorite sport is a the tennis. I go to new tennis club near my house and plays with my husband. I don't know how much is the cost, paye mine husband!

**Examiner comments** 4 marks

All parts of the message are communicated with some non-impeding errors in grammar and spelling, and awkwardness of expression.

#### Candidate C

Hi Pat,

Thank you for your email. I started go to my new football club with my work college. It cost \$4 dollars for a match. Last game I was fast in team and we win!

**Examiner comments** 3 marks

Two parts of the message are clearly communicated.

#### Candidate D

From: Tom

To: Pat

Thank for email. The sport is a favtbe sport. I like a football. I play football in club. I very like. Yo like football? Write me soon.

**Examiner comments** 1 mark

Only one part of the message is communicated.

#### Candidate E

Dear Pat,

You start going a sport club. Where is club? What the sport there? How it cost?

**Examiner comments** 0 marks

The question is unattempted.

Appendix 6.2—Writing Rubrics at the Center of Foreign Languages

**Writing Rubrics**

**Basic A and B**

<b>MARK</b>	<b>CRITERIA</b>
<b>5</b>	<i>All three parts of the message clearly communicated.</i> Only minor spelling errors or occasional grammatical errors.
<b>4</b>	<i>All three parts of message communicated.</i> Some non-impeding errors in spelling and grammar or some awkwardness of expression.
<b>3</b>	<i>All three parts of message attempted.</i> Expression requires interpretation by the reader and contains impeding errors in spelling and grammar  All three parts of the message are included but the context is incorrect.  <i>Two parts of message are clearly communicated.</i> Only minor spelling errors or occasional grammatical errors
<b>2</b>	<i>Only two parts of message communicated.</i> Some errors in spelling and grammar  The errors in expression may require patience and interpretation by the reader and impede communication
<b>1</b>	<i>Only one part of the message communicated.</i> Some attempt to address the task but response is very unclear-
<b>0</b>	<i>Question unattempted, or totally incomprehensible response.</i>

## Appendix 6.3—Writing Task KET Exam

### Part 9

#### Question 56

You have started going to a new sports club. Write an email to your English friend, Pat.

Tell Pat:

- **where** the club is
- **what sport** you do there
- **how much** it costs.

Write 25 – 35 words.

Write the email on your answer sheet.

## Appendix 7: Pre-test and Post-test used in the Project

### PAPER 1 | READING AND WRITING

#### Part 9

##### Question 56

You have started going to a new sports club. Write an email to your English friend, Pat.

Tell Pat

- Where the club is
- What sport you do there
- How much it costs

Write 25 – 35 words

Write the email below.

Part 9 (Question 56): Write your answer below.


Do not write below. (Examiner use only)					
0	1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Appendix 8—Sample of Materials used during the Intervention

### Appendix 8.1 Punctuation

#### BB WRITING PRACTICE 1

##### Indentation

Work with a partner.

1. Find the mistakes in the form of this paragraph.
2. Copy it using correct form. It should be one paragraph.

My classmate

My classmate is Phuong Pham. She is from Vietnam.

She came to California with her family in 1989.

She is married.

She lives with her husband, her children, and her parents-in-law in a house.

Phuong is taking an art class, two English classes, computer science, and math.

She likes to listen to music and to read books.

She doesn't have a job but plans to when she finishes school.

Correction:


1

#### BB WRITING PRACTICE 1

##### Punctuation

Work with a partner. Place a period, a question mark, or an exclamation point at the end of each sentence.

Examples:

How many languages do you speak                      I speak only one

1. How long has she been in the United States
2. She has been in the United States for only six months
3. In English, the subject is always expressed except in commands
4. Stop that robber
5. Did anyone see the accident
6. The airport was so crowded that we almost missed our plane
7. Are you going to hand in your homework
8. You're going to hand in your homework, aren't you
9. It's an earthquake
10. Get under your desks

2

## Appendix 8.2—Capitalization 1

### PRACTICE:

#### Punctuating Sentences

Work by yourself or with a partner.

1. Decide where sentences begin and end in this paragraph. (There are fourteen sentences.)
2. Add punctuation at the end of each sentence.
3. Change the first letter of each new sentence to a capital.

#### Introducing Myself

My name is Mickey Mouse. I live in a place called Disneyland my father's name is Walt Disney he was a famous cartoonist a cartoonist is a person who draws cartoon characters like me i was born about seventy years ago in a movie studio in Hollywood, California i first appeared in a cartoon in 1928 the name of the cartoon was "Steamboat Willie" at first i appeared in cartoons with Minnie Mouse soon my friends Donald Duck and Goofy joined me in addition to starring in cartoons, i also work at Disneyland there I stand around and smile a lot i also pose for pictures with visitors i enjoy my job a lot because i make children all over the world happy



© The Walt Disney Company

Work by yourself or with a partner. Change the small letters to capital letters wherever necessary in the following paragraph.

N, M  
nelson mandela

my name is nelson mandela, and i have had an unusual life. i have been both a prisoner and a president in my country. i was born in 1918 in the small village of qunu in the transkei, which is a large territory (like a state) in south africa. my father, henry mandela, was chief of our tribe, the tembus. as a child, i took care of the family's cattle and goats and fished in the bashee river near our village. i decided to become a lawyer because this seemed to be the best way to help my people. after i became a lawyer, i became the leader of a group of young africans who wanted to change the system of discrimination in our country. because of my political activities, i was arrested and sent to prison. i spent twenty-seven years in prison. i spent most of those years on robben island, a cold, windy island in the atlantic ocean. the world didn't forget about me while i was in prison, however. i received important visitors, awards, and university degrees from all over the world. i also learned afrikaans, which is the language of white south africans. of course i also speak english and xhosa, which is the tembu language. at last, i was set free in 1990, and i became the president of south africa in 1994. now i will try to bring peace, democracy, and prosperity to all of my country's people.



## Appendix 8.2—Capitalization 2

# \_\_\_\_\_ Student \_\_\_\_\_ BB Section # \_\_\_\_\_ Date: \_\_\_\_\_

### BB WRITING PRACTICE 1 REVIEW

#### Capitalization (Exercises for Practice)

Read the following sentences and correct any letters that need to be capitalized. Also, change any capitals that should be lowercase (small) letters.

#### Example

L	W	D	h	v	i	E
<i>Last wednesday, dr. Johnson came Home from his Vacation In Europe.</i>						

1. The People of new orleans, Louistiana, celebrate the Mardi Gras Festival in february.
2. the main religions in japan are Buddhism, shintoism, and Christianity.
3. Last Month, i saw roman holiday, a movie starring Audrey Hepburn, on Television.
4. If You visit san Francisco, You should be sure to see the golden gate bridge.
5. boston university is just a short distance from logan international airport.
6. On our trip to canada, we went to Niagara Falls, lake louise, And the victoria museum.
7. marco's Father, Tomas, is from a small town just North of Mexico City.
8. can you believe it? Joe speaks french, italian, spanish, and korean!
9. In new zealand, Summer comes in january, and Winter is in July.
10. She loves to study many Subjects, but business english 101 and poetry are her favorites.

#### Capitalization (in your own words)

Next answer these questions about yourself. Answer in complete sentences and be sure to use capitalization where it is needed.

1. Who are the four students sitting closest to you in this class? \_\_\_\_\_

\_\_\_\_\_

2. What are the three best places you have ever visited? \_\_\_\_\_

\_\_\_\_\_

3. Who is your favorite actor or actress, and what films or shows has he or she been in? \_\_\_\_\_

\_\_\_\_\_

4. What are your three favorite holidays? \_\_\_\_\_

\_\_\_\_\_

## Appendix 8.3—Subjects and Verbs Explanation 1



### Grammar Clinic Simple Sentences

Read the information below about simple sentences and fragments.

# \_\_\_\_\_ Student: \_\_\_\_\_  
BB Section # \_\_\_\_\_ Date: \_\_\_\_\_

#### Parts of a Simple Sentence

A **simple sentence** has a **subject** and a **verb**. The subject is a noun or a pronoun.

Take a look at these examples.

SUBJECT	VERB
<i>Michael</i>	<i>cooks.</i>
<i>We</i>	<i>are reading.</i>
<i>Madonna</i>	<i>sings.</i>
<i>The sun</i>	<i>is shining.</i>

Many times, a **simple sentence** has a **complement** that **completes the idea**. The complement can be a noun, a pronoun, an adjective, an adverb, a phrase, or a combination of these elements.

SUBJECT	VERB	COMPLEMENT
<i>That teacher</i>	<i>studies</i>	<i>Asian art.</i>
<i>I</i>	<i>can't see</i>	<i>her.</i>
<i>The painting</i>	<i>is</i>	<i>beautiful.</i>
<i>School</i>	<i>started</i>	<i>last month.</i>
<i>Kim</i>	<i>lives</i>	<i>in New York City.</i>
<i>Marvin</i>	<i>wants</i>	<i>to get married.</i>
<i>My sister</i>	<i>doesn't like</i>	<i>studying on the train.</i>

A **fragment** is **some part of a sentence that is not complete**.

- One kind of fragment has a subject and a verb but starts with a conjunction, such as *and*, *or*, *when*, or *because*. That makes it a clause instead of sentence. \*
- Another kind of fragment is missing either a subject or a verb. Some fragments include a phrase or clause that makes them seem to be complete sentences.

Look at these examples.

FRAGMENT	TROUBLE
<i>Sunshine across the flowing river.</i>	<i>No verb (What is the sunshine doing?)</i>
<i>Jumped up when he heard the gunshot.</i>	<i>No subject (Who jumped up?)</i>
<i>In a small box under her bed.</i>	<i>No verb or subject (What is in the box?)</i>
<i>Rick, just like a real rock star.</i>	<i>No verb (What is Rick doing?)</i>
<i>Because he stayed out all night.</i>	<i>Starts with a conjunction</i>

## Simple Sentences (Exercises for Practice)

Look at the examples and practice identifying the subject and verb of the sentences. For any example that is not a sentence, write "fragment." Then note what is missing and write a question about it.

Be careful of prepositional phrases beginning with words such as on, in, at, under, over, around, behind, from or to. Prepositional phrases usually tell you where, when, how, or why. They do not contain the subject or verb of a sentence.

### Examples

S	V
My name is Will Nelson.	
V	
Born on December 20, 1973, in Miami, Florida. <b>fragment</b>	
<i>(Who was born?)</i>	

Read and analyze the statements below. Write *S* for Sentence or *F* for Fragment on the lines below.

1. \_\_\_ My brother, in a fast moving car.
2. \_\_\_ Many of the students in this class are women.
3. \_\_\_ Kevin Costner is excellent in his new film.
4. \_\_\_ After, we won the game, everyone went to a big party.
5. \_\_\_ In Jim's big, empty room, a calendar and mirror still on the wall.
6. \_\_\_ All of the club members are going to the party.
7. \_\_\_ Before 1960, very few families had televisions.
8. \_\_\_ Playing tennis every night until midnight, in the light of the moon.
9. \_\_\_ In the Southern part of Florida sports cars are very popular.
10. \_\_\_ Some of the new English rock groups have a great sound.
11. \_\_\_ Many sumo wrestlers weigh over 400 pounds.
12. \_\_\_ Usually eat pizza and go dancing on Saturday nights.

### Simple Sentences (in your own words)

Now write three complete sentences giving information about your family.

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## Appendix 8.3.1—Subjects and Verbs Exercises

# \_\_\_\_\_ Student: \_\_\_\_\_ BB Section # \_\_\_\_\_ Date: Thursday, January 19th, 2017

### Subjects

Choose a subject from the box to complete each sentence.

A big spider	A buzzing bee	My notebook
A gray dolphin	My mother	My closet
The houseplant	The eye doctor	The space alien

1. \_\_\_\_\_ looked for nectar in the flower.
2. \_\_\_\_\_ has lots of clothes in it.
3. \_\_\_\_\_ checked my vision.
4. \_\_\_\_\_ needs soil, water, and sunlight.
5. \_\_\_\_\_ landed the UFO.
6. \_\_\_\_\_ jumped in the sea.
7. \_\_\_\_\_ was upset because I broke her favorite vase.
8. \_\_\_\_\_ is filled with stories that I wrote.
9. \_\_\_\_\_ spun a web in the doorway.



# \_\_\_\_\_ Student: \_\_\_\_\_ BB Section # \_\_\_\_\_ Date: Thursday, January 19th, 2017

### Predicates

Choose a predicate from the box to complete each sentence.

watered her flowers.	barked all night long.	drove me to school.
blew in the wind.	ate crickets.	cut the boy's hair.
fixed the sink.	slept in her crib.	flew the airplane.

1. The gardener \_\_\_\_\_.
2. The pilot \_\_\_\_\_.
3. The little puppy \_\_\_\_\_.
4. The barber \_\_\_\_\_.
5. James' baby sister  
\_\_\_\_\_.
6. The flag \_\_\_\_\_.
7. The lizard \_\_\_\_\_.
8. The plumber \_\_\_\_\_.
9. The bus driver \_\_\_\_\_.



## Appendix 8.3.2—Subjects and Verbs Exercises Answer Key

### ANSWER KEY

#### Subjects & Predicates

Choose a subject from the box to complete each sentence.

A big spider	A buzzing bee	My notebook
A gray dolphin	My mother	My closet
The houseplant	The eye doctor	The space alien



1. A buzzing bee looked for nectar in the flower.
2. My closet has lots of clothes in it.
3. The eye doctor checked my vision.
4. The houseplant needs soil, water, and sunlight.
5. The space alien landed the UFO.
6. A gray dolphin jumped in the sea.
7. My mother was upset because I broke her favorite vase.
8. My notebook is filled with stories that I wrote.
9. A big spider spun a web in the doorway.

### ANSWER KEY

#### Subjects & Predicates

Choose a predicate from the box to complete each sentence.

watered her flowers.	barked all night long.	drove me to school.
blew in the wind.	ate crickets.	cut the boy's hair.
fixed the sink.	slept in her crib.	flew the airplane.


1. The gardener watered her flowers.
2. The pilot flew the airplane.
3. The little puppy barked all night long.
4. The barber cut the boy's hair.
5. James' baby sister slept in her crib.
6. The flag blew in the wind.
7. The lizard ate crickets.
8. The plumber fixed the sink.
9. The bus driver drove me to school.





Appendix 9—Hamburger Paragraph Model and Examples

**A Paragraph Burger**




A Topic Sentence

Supporting Sentences

A Concluding Sentence

Name \_\_\_\_\_  
Date \_\_\_\_\_

The Hamburger Paragraph



Four sets of writing lines, each connected to a part of the hamburger diagram.

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Name \_\_\_\_\_

Date \_\_\_\_\_

The Hamburger Paragraph



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Name Example

Title Owls

Topic Sentence

I have learned many facts about  
owls.

Juicy Detail #1

First, most owls are nocturnal which means they  
hunt at night.

Juicy Detail #2

Next, owls cannot move their eyes in the socket so  
they must turn their entire head.

Juicy Detail #3

Finally, the smallest owl is the Elf Owl which is 6  
inches long and has a wingspan of 15 inches.

Conclusion

Owls are very interesting birds.

## Appendix 10—Lab Practice done with Participants

### BB WRITING LESSON 2 – SUBJECTS AND KIND OF SENTENCES

#### LAB PRACTICE

#### Complete subject, complete predicate or neither

<http://www.myschoolhouse.com/courses/O/1/55.asp>

**Directions:** Identify the verbs in the following sentences by clicking on the appropriate letter.

<http://www.softschools.com/quizzes/grammar/subject/quiz244.html>

**Find the Complete Subject Quiz**



**Appendix 11—Class Activity done with participants**

I was too lazy to study	I didn't pass the test
When I was ten	I broke my leg
Someone invites her	Tina will go to the concert
We went to the party	It was raining cats and dogs
The candidate won the elections	Everybody believed in him
My dad can't get a better position	He works very hard

BECAUSE
SINCE
AFTER
IF
WHEN
ALTHOUGH

## Appendix 12—Editing Class Activity done with participants

Solano and Palma

Diana Albedo is my best friend, she is 20 year old and she is from Manabi. She's charismatic and calm. She's midium height. She's got short hair and she has got blue eyes. She likes to listen to music and play video games. I met her in the english class in the high school.

My Best Friend
Diana Albedo is my best friend. She is 20 year old and she is from Manabi. She's charismatic and calm. She's medium height with short hair and blue eyes. She likes to listen to music and play video games. I met her in the English class in high school. I like her
Because.....

Ortiz, Pimentel and Jimenes

My best friend Personality

She's médium height. He's arrogant sometimes. He is more eccentric than the other friends. He's got short hair, Brown eyes. He's got a Little beard. He's modest, educated style. His style reflects education. He's generous with the people, super-creative and a great Ecuadorian. He will be Ecuadorian president in 2017.

My best friend
Tom is medium height with short hair and brown eyes. He has got a little beard
He is arrogant sometimes and more eccentric than my other friends. He is charismatic and his style reflects a good education. He's generous, super-creative and a great Ecuadorian.
He will be our next president in 2017.

Please improve your writing by following the questions given in class:

1. Who is he/she? Name, age, and birthplace.
2. What? Personality, physical appearance, education, marital status, hobbies.
3. When? Mention the date when you met him/her and where.
4. Where? Describe where he/she lives/works/studies.
5. Why/What? Explain the reasons why you like him/her or what you like about him/her.

You may give examples of experiences or memories of this friend (before answering question 5).

<https://www.youtube.com/watch?v=MbiGqMB06w>

Clara Smith is a person I have known for eight years and I can say she is my best friend. She is 18 years old and she is from Colombia. She is short with long blond hair and green eyes. We both like to go shopping on the weekends. I met her in elementary school in 2008. She got married and moved to my neighborhood. She is a supervisor in a fast food restaurant in the north of the city. I like her because she is outgoing, loyal, honest, and she has a good sense of humor.

<http://www.wikihow.com/Describe-a-Person's-Physical-Appearance> To practice writing

Appendix 13—Sample of Activities planned by Researchers and uploaded as Pre-Assignments

BB WRITING LESSON 2 – SUBJECTS AND KIND OF SENTENCES

[https://www.youtube.com/watch?v=5u6dSMs\\_H14](https://www.youtube.com/watch?v=5u6dSMs_H14)

Watch the video and do the activities.



Underline the subjects in the following sentences from the video:

1. Mary walked.
2. Anastasia searched for her lost diamond in the snow.
3. Jack and Jill went up the hill.
4. Hot fudge and vanilla ice cream are the ingredients for my favorite breakfast.
5. Pepperoni and pineapple make tangy pizza toppings.
6. Peter, Paul, and Mary sang well together.
7. Napping on the porch, the family cat snoozed in the hammock.
8. The chubby family cat known as Garfield and beloved by millions, adores lasagna.

Classify the subjects into simple and compound ones:

SIMPLE SUBJECTS	COMPOUND SUBJECTS

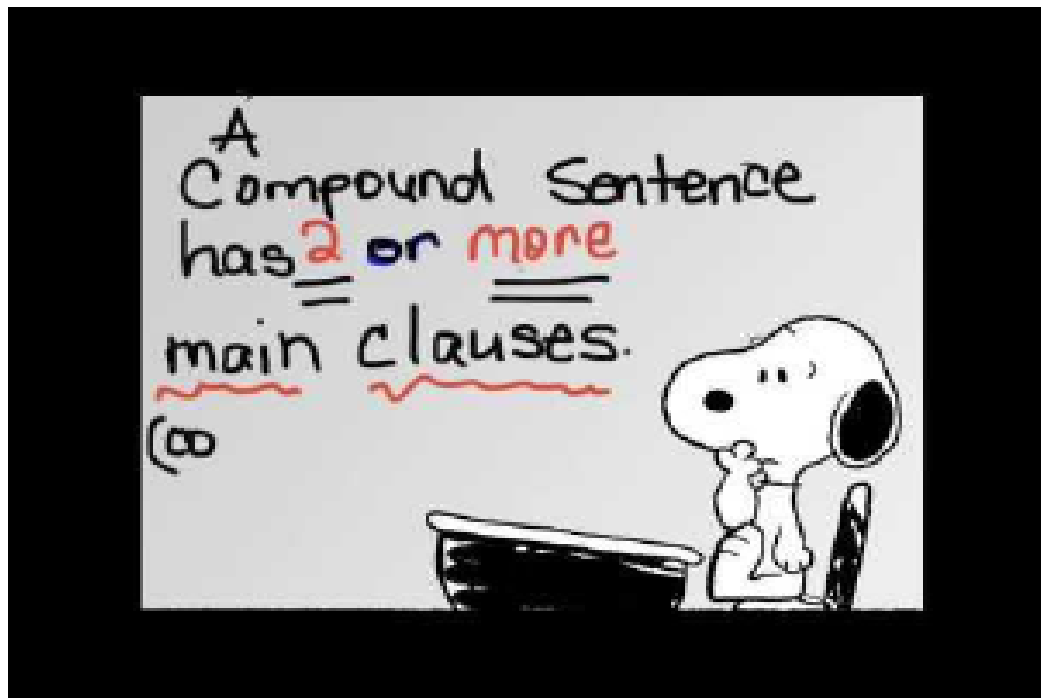
Write your own sentences following the examples given in sentences 1 to 5.

1.
2.
3.
4.
5.

## KINDS OF SENTENCES

Watch the video and complete the information in the chart below:

<https://www.youtube.com/watch?v=DvhC0eSlb3g>



What is ?	Examples
A sentence is a group of words that contains a complete thought	I am _____.
Fragments are not sentences because they are not a complete thought.	Discussing kinds of sentences.
Simple sentences contain <b>only one independent or main clause</b> (complete thought).	My friends and I are _____.
Compound sentences contain <b>two independent clauses or ideas</b> .	I am studying, so I cannot check my _____ page.
Complex sentences contain <b>at least one independent clause and one dependent clause</b> .	Since I am not on my _____ page, I have more time to study.
A <b>dependent clause</b> is a one that can't be a sentence on its own. It needs an <b>independent clause</b> to be a complete thought.	But couldn't fly. (Doesn't make sense) We need to add an independent clause:  The bird flapped its wings but couldn't fly.

Write SIMPLE SENTENCE, COMPOUND SENTENCE or FRAGMENT next to the sentences:

1. I am studying Chemistry.	
2. My sister and I are working full time.	
3. Email my classmates.	
4. Joe and Tim have.	
5. We have to study very hard and write two essays.	

6. We have to study very hard so we can't go to the party tonight.	
7. Mom is baking cookies, and dad is watering the garden.	
8. Mike likes the beach, but he dislikes to get a tan.	

Additional information and examples:

<https://www.youtube.com/watch?v=U7WTeQQxiwg>

**Sentences**    **Compound**    **Adding coordinating conjunctions**

**FANBOYS**  
**F** (for) **A** (and) **N** (nor) **B** (but)  
**O** (or) **Y** (yet) **S** (so)

We can take photographs the city. We can buy postcards. (2 simple sentences)  
We can take photographs of the city, **and** we can buy postcards. (coordinating conjunction)  
We can take photographs of the city, **and** we can buy postcards. (coordinating conjunction)  
We can take photographs of the city, **and** we can buy postcards. (coordinating conjunction)

## COMPLEX SENTENCES PRACTICE

BECAUSE, SINCE, AFTER, IF, WHEN, ALTHOUGH

<https://www.youtube.com/watch?v=5uxCOFY5xMw>

Students have to connect the clauses logically and by using one of the connectors given:

(groups of 3: I want to print the clauses and have 2 hold the clauses and one hold the connector until they form coherent sentences).

I was too lazy to study	I didn't pass the test
When I was ten	I broke my leg
Someone invites her	Tina will go to the concert
We went to the party	It was raining cats and dogs
The candidate won the elections	Everybody believed in him
My dad can't get a better position	He works very hard

## Appendix 14—Planning of the Intervention

### Appendix 14.1—Activities prior to the intervention

#### Prior Steps to the Intervention

*December 22<sup>nd</sup>, 2016*

##### **ACTIVITY 1: PLACEMENT TEST**

*AIM:* The Written Placement Test from the English Unlimited Textbook Series will be given to the students during the last week of classes in December 2016 to determine their CEFR level. It will also provide insights as to what other topics students need to reinforce to be prepared for the intervention of flipped learning to teach basic writing skills later during the semester.

##### **ACTIVITY 2: PRE TEST (Writing Task from KET)**

*AIM:* The Pre-Test Writing Task from KET (Key English Test) will show how students perform in writing without any focused intervention on the teaching of this skill.

*January 3 – January 6*

##### **ACTIVITY: REVIEW OF TOPICS FROM THE FIRST PARTIAL**

*AIM:* Students will be able to reinforce topics covered during the first part of the semester through a general review done during sessions that will last 30 to 45 minutes.

##### **PROCESS:**

The last week in December, students will get a list of videos and exercises posted on Sidweb as an autonomous review. In class, students will work individually, in pairs and in groups. They will work using self-correction and peer correction. The teacher will be a facilitator who monitors students' active work in class.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Possessive 's Is vs 's BE in sentences and Y/N and information questions. Be in the present vs BE in the past. Have/has/be?	Articles a, an, the Present simple Past simple Contrasting both tenses	Yes/No and information questions Adverbs	Pluralizing Past or present? Do/does/did in questions.	There is there are plus nouns. Adverbs of place.

**Appendix 14.2—General Schedule for the Intervention**

**GENERAL SCHEDULE**

WEEK #	DATES	WRITING TOPICS FROM UNIT TO BE COVERED	GENERAL INTERVENTION AND MEASUREMENT PLAN			
			MONDAY 9	TUESDAY 10	THURSDAY 12	
1	JANUARY 9 - 13	7	TREATMENT	TREATMENT	TREATMENT	
					Measurement 1	
2	JANUARY 16 - 20	8	TREATMENT	TREATMENT	TREATMENT	
					Measurement 2	
3	JANUARY 23 - 27	9	TREATMENT	TREATMENT	TREATMENT	
					Measurement 3	
4	JANUARY 30 - FEBRUARY 3	10	TREATMENT	TREATMENT	TREATMENT	
					Measurement 4	
	FEBRUARY 6 - FEBRUARY 10			POST TEST	SURVEY ABOUT FLIPPED LEARNING APPROACH	
				WRITING TASK		



Appendix 14.3—Topics from the Textbook Covered during the Intervention

TOPICS IN THE A1 LEVEL COURSE PROGRAM FROM THE ENGLISH UNLIMITED  
ELEMENTARY TEXTBOOK

SECOND PARTIAL OF THE A1 LEVEL COURSE (CEFR)

Chapter 6 What would you like?	Chapter 7 Work-life balance.	Chapter 8 What's she like?	Chapter 9 Getting around.	Chapter 10 Getting together.
<p>6.1 Do you like shopping?</p> <ul style="list-style-type: none"> <li>• Vocabulary: Shops and shopping</li> <li>• Productive skills: Buy things in shops</li> </ul> <p>6.2 Shopping list</p> <ul style="list-style-type: none"> <li>• Vocabulary: Food, preferences and reasons</li> <li>• Grammar: Countable and uncountable nouns</li> <li>• Productive skills: Talk about shopping and food, preferences and give reasons</li> </ul> <p>6.3 Order a meal</p> <ul style="list-style-type: none"> <li>• Vocabulary: Ordering food</li> <li>• Grammar: Keyword: this, that, these, those</li> </ul> <p>6.4 Don't forget to.....</p> <ul style="list-style-type: none"> <li>• Vocabulary: Requests and reminders</li> <li>• Productive skills: Write short practical requests and reminders</li> </ul>	<p>7.1 What do you do?</p> <ul style="list-style-type: none"> <li>• Vocabulary: Work and studies; spend</li> <li>• Productive skills: Talk about work and studies</li> </ul> <p>7.2 I'm just watching the news</p> <ul style="list-style-type: none"> <li>• Grammar: Present progressive</li> <li>• Productive skills: Describe present activities and say why you can't do things</li> </ul> <p>7.3 Explain what to do</p> <ul style="list-style-type: none"> <li>• Vocabulary: Work and studies 2</li> <li>• Grammar: Keyword: of</li> </ul> <p>7.4 I'm not sure</p> <ul style="list-style-type: none"> <li>• Productive skills: Say you're not sure about facts and numbers</li> </ul>	<p>8.1 Family</p> <ul style="list-style-type: none"> <li>• Vocabulary: Family</li> <li>• Productive skills: Talk about your family and describe people's personality</li> </ul> <p>8.2 Fashion sense</p> <ul style="list-style-type: none"> <li>• Grammar: Have got</li> <li>• Productive skills: Describe people's appearance</li> </ul> <p>8.3 Describe someone you admire</p> <ul style="list-style-type: none"> <li>• Vocabulary: Relationships</li> <li>• Grammar: Keyword: like</li> </ul> <p>8.4 I think.....</p> <ul style="list-style-type: none"> <li>• Productive skills: Write a web posting giving an opinion</li> </ul>	<p>9.1 Now do you get there?</p> <ul style="list-style-type: none"> <li>• Vocabulary: Using transport</li> <li>• Productive skills: Get information in places you visit</li> </ul> <p>9.2 King of the road</p> <ul style="list-style-type: none"> <li>• Grammar: Comparatives and superlatives</li> <li>• Vocabulary: Prepositions of movement</li> <li>• Productive skills: Compare ways of travelling</li> </ul> <p>9.3 Buy a ticket</p> <ul style="list-style-type: none"> <li>• Vocabulary: Buying a ticket</li> <li>• Grammar: Keyword: get</li> <li>• Productive skills: Buy a travel ticket</li> </ul> <p>9.4 Just to make sure I understand....</p> <ul style="list-style-type: none"> <li>• Productive skills: Correct yourself and other people; check and summarise information</li> </ul>	<p>10.1 World cinema</p> <ul style="list-style-type: none"> <li>• Vocabulary: Films, suggestions</li> <li>• Productive skills: Talk about films</li> </ul> <p>10.2 What are you doing tonight?</p> <ul style="list-style-type: none"> <li>• Grammar: Present progressive for future arrangements</li> <li>• Productive skills: Make arrangements to meet</li> </ul> <p>10.3 Arrange a film night</p> <ul style="list-style-type: none"> <li>• Vocabulary: Talking about films</li> <li>• Grammar: Keyword: about</li> <li>• Productive skills: Make and respond to suggestions</li> </ul> <p>10.4 Thanks for the invitation</p> <p>Productive skills: Write and reply to an invitation; write a thank-you note</p>

## Appendix 14.4—Writing Topics Covered during the Intervention and Intervention Plan in Detail

### Overview of Topics for the Study

#### Capitalization

Students will be able to recognize and use the most common capitalization rules.

#### Nouns

Students will be able to correctly identify common nouns and capitalize proper nouns.

#### Pronouns and Adjectives

Students will also be introduced to adjectives and be able to recognize and use them in sentences.

#### Sentence Structure

Students will be able to correctly identify complete subjects in sentences and be able to form complete sentences with subjects. Students will be able to correctly identify the predicate in a sentence and form complete sentences with predicates.

#### Subject – Verb Agreement

Objective: The student will make verbs agree with their subjects in number.

#### Punctuation: Commas

Objective: The student will understand the rules for and use correct comma placement.

#### The Topic Sentence

Students review writing sentences and learn how to write a topic sentence

#### Supporting Details

Students learn how to write supporting details in a paragraph.

#### Closing Sentences

Students write closing sentences and edit existing closing sentences to learn how to make them better.

Go with the Flow (Basic Connectors or Transitions—and, or, but, so, because)

Students use transition words to combine sentences.

Writing a Basic Paragraph about topics covered throughout the course.

**INTERVENTION PLAN IN DETAIL  
IN ACCORDANCE WITH THE LEARNING OUTCOMES FOR THE A1 LEVEL COURSE  
(CEFR)**

BASIC B COURSE (A1 Level CEFR)				
GENERAL COURSE/SUBJECT OBJECTIVES EXPRESSED AS THE STUDENTS LEARNING OUTCOMES AT THE END OF THE COURSE				
The learning objectives of the subject Basic B are the following: <b>Writing:</b> Students can write short simple notes relating to matters in areas of immediate need; short paragraphs; and very simple emails and letters giving basic opinions or news.				
UNITS	Autonomous work	ACTIVITIES TO BE DONE DURING CLASS SESSIONS		
		Activity	Type of Interaction	Further Information
UNIT 6 Productive skills: Talk (write) about shopping and food, preferences and give reasons	Videos about: Capitalization shopping and preferences Make notes to describe shopping habits	Capitalization Exercise  Sentence production related to shopping habits and food preferences	Group work Peer Correction  Individual work Self-correction Teacher monitors and provides feedback	Students will produce a piece of writing about the video they have watched at home.  Students will generate sentences about their experiences related to shopping habits and food preferences. Students will use the connector "because"
Productive skills: Write short practical requests and reminders	Videos about: verbs used to make requests and reminders  Nouns: common and proper  Write a list of requests and reminders	Compare your partner's list of requests and reminders and find similarities  Students will make a list of the proper and common nouns. They will check if they have been properly capitalized and choose one noun	Pair work   Group work	Students will identify the most common requests and reminders   Students will work in groups and create a list of nouns they find in the requests. Then they will apply the rules of capitalization. Students will perform a role play in which they use a request.

# Appendix 15—Measurements used during the intervention

## Appendix 15.1—Measurement 1

# \_\_\_\_\_ Student: \_\_\_\_\_ BB Section # \_\_\_\_\_ Date: \_\_\_\_\_

### Measurement # 1

Write a 35-word paragraph about the activities you are doing these days in your work, studies or free time.


### Checklist

Title	
Indentation	
Capitalization	
Periods	

### Grade:

Do not write below. (Examiner use only)					
0	1	2	3	4	5

1

Day # \_\_\_\_\_

Treatment \_\_\_\_\_

Week # \_\_\_\_\_

## Appendix 15.2—Measurement 2

# \_\_\_\_\_ Student: \_\_\_\_\_ BB Section # \_\_\_\_\_ Date: Monday, January 23<sup>rd</sup>, 2017

### Measurement # 2

Write a 35-word paragraph about a person you admire (living or dead). Describe his / her physical appearance, personality and the reasons you admire him or her.


**Checklist**

Title		Used complete sentences	
Indentation		Mentioned characteristics about physical appearance	
Capitalization		Mentioned characteristics about personality	
Periods		Mentioned Reasons	

**Grade:**

Do not write below. (Examiner use only)					
0	1	2	3	4	5

1

Day # 3

Treatment Week # 2

### Appendix 15.3—Measurement 3

# \_\_\_\_\_ Student: \_\_\_\_\_ BB Section # \_\_\_\_\_ Date: Monday, January 30<sup>th</sup>, 2017

#### Measurement # 3

Write a 35-word paragraph comparing two ways of traveling. Describe which one you prefer and use reasons to support your answer.


**Checklist**

Title		Used complete sentences	
Indentation		Mentioned two ways of traveling	
Capitalization		Compared the two ways of traveling	
Periods		Mentioned Reasons	

**Grade:**

Do not write below. (Examiner use only)					
0	1	2	3	4	5

1

Day #3

Treatment Week #3

## Appendix 16—Questionnaire used as a guide by Farah (2014)

### Appendix C: Questionnaire A

#### *Students' attitudes towards the Flipped Classroom Instruction:*

Dear Students,

Please describe your attitude towards the Flipped Classroom Instruction. Please read the below statements carefully and answer them as truthfully as possible by ticking the right box. Try to answer all the questions given. Please note that all answers are anonymous.

5=Strongly Agree, 4=Agree, 3=Neutral, 2=Disagree, 1=Strongly Disagree

Rate your attitude to flipped instruction in an English Writing Class from 5→1	5	4	3	2	1
1. The flipped instruction allows me to prepare for my class in advance.					
2. Through the screencasts/ videos, I have enough time to acquire the sentence structures.					
3. I feel more confident to ask for clarifications after watching the screencasts.					
4. I feel more confident about my learning due to the flipped instruction.					
5. The flipped instruction made it easier for me to write Task 1 and 2 responses.					
6. My writing strategies are better as I have more time to apply the learning in class.					
7. I feel I am more in charge of my learning through the flipped instruction.					
8. I feel that the flipped instruction has not helped me at all.					
9. I understand more when the teacher explains in class.					
10. I like to write in class to get instant feedback from my teacher.					
11. In your opinion, what are the benefits of the flipped classroom instruction?					
12. Did the Flipped Instruction improve your ability to write in English or did it cause no improvement? Explain.					
13. What are the drawbacks of the Flipped Instruction?					
14. How can you define yourself as a student in class using the Flipped Instruction? Select from the below list. You may choose MORE THAN ONE answer.					
a. Passive and Bored					
b. Active and Involved					
c. Independent and Responsible					
d. Motivated					
e. Unable to interact in class					
15. Select the type of Learning Method you prefer.					
a. Traditional Learning where the teacher explains in class.					
b. Flipped Learning where the teacher sends the video home for me to prepare before class.					

*Thank you for completing the questionnaire.*



Appendix 17—Questionnaire given to participants at the end of the intervention (Spanish)

*Actitudes de estudiantes nivel A1 (Marco Común Europeo)  
hacia el Enfoque Instruccional de Aula Invertida  
para la Enseñanza de Habilidades Básicas de Escritura*

Estimado estudiante:

Por favor, describa su actitud hacia el Enfoque Instruccional de Aula Invertida. Lea atentamente las oraciones a continuación y responda con la mayor sinceridad posible marcando la casilla de la derecha. Trate de responder a todas las preguntas. Tenga en cuenta que las respuestas son anónimas.

Califique su actitud hacia el enfoque instruccional de aula invertida en la enseñanza de habilidades básicas de escritura.	DE ACUERDO	NEUTRAL	EN DESACUERDO
1. El enfoque de aula invertida me permite prepararme para mi clase de antemano.			
2. A través de los videos enviados por SIDWEB, tengo suficiente tiempo para adquirir los conocimientos de temas a tratarse en clases presenciales.			
3. Me siento más seguro al pedir aclaraciones después de ver los videos.			
4. Me siento más confiado sobre mi aprendizaje debido a los videos enviados antes de la práctica en clase.			
5. Mis estrategias de escritura han mejorado debido a que tengo más tiempo para aplicar el aprendizaje en clase.			
6. Me gusta escribir en clase mientras mis compañeros me apoyan y la docente aclara dudas.			
7. Disfruté que mis compañeros comenten y opinen sobre mis trabajos de escritura.			
8. En mi opinión, el enfoque instruccional de aula invertida provee muchos beneficios.			
9. Siento que estoy más en dominio de mi aprendizaje a través de la familiarización con los temas y poder revisarlos a mi propio ritmo.			
10. El enfoque instruccional de aula invertida me facilitó escribir las respuestas en la Tarea 9 (Test Final del Proyecto)			
11. Este nuevo enfoque no mejoró mi habilidad para escribir en inglés.			
12. Siento que los videos enviados antes de la clase no me han ayudado en absoluto.			
13. En mi opinión, el enfoque instruccional de aula invertida genera muchos inconvenientes para el estudiante y su aprendizaje.			
14. Entiendo más cuando la docente explica en clase en forma tradicional.			
15. ¿Cómo puedes definirte en tu rol de estudiante en clase cuando se usa el enfoque instruccional de aula invertida? Seleccione en la lista de abajo. Usted puede elegir MÁS DE UNA respuesta.			
A. Pasivo y aburrido			
B. Activo e involucrado			
C. Responsable e independiente			
D. Motivado			
E. No puedo interactuar en clase			
16. Seleccione el tipo de método de aprendizaje que prefiere más.			
A. Aprendizaje Tradicional en el cual la docente explica en clase y luego practicamos.			
B. Enfoque instruccional de aula invertida donde la profesora envía videos explicativos a casa para prepararme antes de la clase			

*Muchas gracias por completar este cuestionario.*



**Appendix 18—Results of Questionnaire given to participants at the end of the intervention**

<i>Actitudes de estudiantes nivel A1 (Marco Común Europeo) hacia el Enfoque Instruccional de Aula Invertida para la Enseñanza de Habilidades Básicas de Escritura</i>				
Resultados				
		De acuerdo	Neutral	En desacuerdo
1	El enfoque de aula invertida me permite prepararme para mi clase de antemano.	19	9	1
2	A través de los videos enviados por SIDWEB, tengo suficiente tiempo para adquirir los conocimientos de temas a tratarse en clases presenciales.	16	13	0
3	Me siento más seguro al pedir aclaraciones después de ver los videos.	22	7	0
4	Me siento más confiado sobre mi aprendizaje debido a los videos enviados antes de la práctica en clase.	18	11	0
5	Mis estrategias de escritura han mejorado debido a que tengo más tiempo para aplicar el aprendizaje en clase.	17	11	0
6	Me gusta escribir en clase mientras mis compañeros me apoyan y la docente aclara dudas.	15	13	1
7	Disfruté que mis compañeros comenten y opinen sobre mis trabajos de escritura.	11	11	0
8	En mi opinión, el enfoque instruccional de aula invertida provee muchos beneficios.	21	8	0
9	Siento que estoy más en dominio de mi aprendizaje a través de la familiarización con los temas y poder revisarlos a mi propio ritmo.	21	7	1
10	El enfoque instruccional de aula invertida me facilitó escribir las respuestas en la Tarea 9 (Test Final del Proyecto)	12	15	2
11	Este nuevo enfoque no mejoró mi habilidad para escribir en inglés.	2	11	16
12	Siento que los videos enviados antes de la clase no me han ayudado en absoluto.	1	4	23
13	En mi opinión, el enfoque instruccional de aula invertida genera muchos inconvenientes para el estudiante y su aprendizaje.	1	4	24
14	Entiendo más cuando la docente explica en clase en forma tradicional.	6	18	5
15	¿Cómo puedes definirte en tu rol de estudiante en clase cuando se usa el enfoque instruccional de aula invertida? Seleccione en la lista de abajo. Usted puede elegir MÁS DE UNA respuesta.			
	A. Pasivo y aburrido	1		
	B. Activo e involucrado	21		
	C. Responsable e independiente	15		
	D. Motivado	7		
	E. No puedo interactuar en clase	0		
16	Seleccione el tipo de método de aprendizaje que prefiere más.			
	A. Aprendizaje Tradicional en el cual la docente explica en clase y luego practicamos.			11
	B. Enfoque instruccional de aula invertida donde la profesora envía videos explicativos a casa para prepararme antes de la clase.			18

## Appendix 19—Ranking of Universities in Ecuador

www.webometrics.info/es/Latin\_America\_es/Ecuador

# RANKING WEB DE UNIVERSIDADES

Repositorios Hospitales Escuelas de Negocios Centros de Investigación

BUSCAR

INICIO AMERICA DEL NORTE LATINOAMERICA EUROPA ASIA AFRICA MUNDO ARABE OCEANIA RANKING POR ZONAS

### EPI scholar

Plata de la educación

El Gobierno Boliviano el pasado del futuro de la educación, hacia el siglo XXI.

**ENRIQUE ORDUNA-MALEA**

**ISIDRO F. AGUILLO**

**CIBERMETRÍA MIDIENDO EL ESPACIO RED**

**Cybermetrics Book**

### EPI scholar

La cibermetría propone un conjunto de indicadores y técnicas que permiten medir y analizar el desempeño a escala del uso de Internet de diversos dispositivos móviles como teléfonos, tabletas, smartwatch y relojes inteligentes. Así como el uso de estos dispositivos en el mundo profesional de diferentes sectores como la medicina, la educación o el comercio electrónico.

El primer de los autores, especialista en el mundo de la Web, tiene un doctorado en Ciencias de la Computación por la Universidad de Chile y es profesor de la Universidad de Chile. El segundo, especialista en el mundo de la Web, tiene un doctorado en Ciencias de la Computación por la Universidad de Chile y es profesor de la Universidad de Chile.

El tercer de los autores, especialista en el mundo de la Web, tiene un doctorado en Ciencias de la Computación por la Universidad de Chile y es profesor de la Universidad de Chile.

Inicio » Latinoamérica » Ecuador

### Current edition Ecuador

Universities: January 2018  
Edition 2018.1.0.1

Ranking	Ranking Mundial	Universidad	Det.	Presencia (Posición*)	Impacto (Posición*)	Apertura (Posición*)	Excelencia (Posición*)
1	1929	<a href="#">Universidad San Francisco de Quito</a>	5	610	3292	2207	2099
2	2149	<a href="#">Escuela Superior Politécnica del Litoral</a>	5	107	1681	2887	3139
3	2420	<a href="#">Pontificia Universidad Católica del Ecuador</a>	5	80	5049	1998	2650
4	2524	<a href="#">Universidad Técnica Particular de Loja</a>	5	95	3778	3451	2982
5	2537	<a href="#">Escuela Politécnica Nacional</a>	5	69	3532	2783	3203
6	3623	<a href="#">Universidad Politécnica Salesiana Ecuador</a>	5	99	5581	2685	4279
7	3628	<a href="#">Universidad Central del Ecuador</a>	5	143	8623	3122	3780
8	3737	<a href="#">Universidad de Cuenca</a>	5	129	5809	9593	3086
9	3999	<a href="#">Universidad Andina Simón Bolívar Ecuador</a>	5	684	6013	5138	4397

MAJESTIC

ahrefs


OL2

## Appendix 19.1—Top 10 Universities in Ecuador

Inicio » [LatinoAmerica](#) » Ecuador

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Universities: January 2018  
Edition 2018.1.0.1



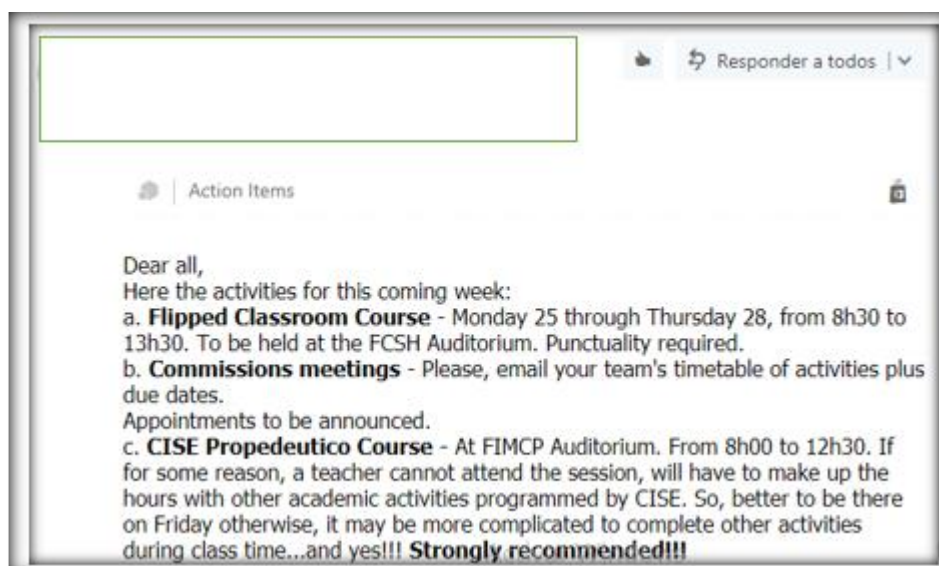


### Ecuador

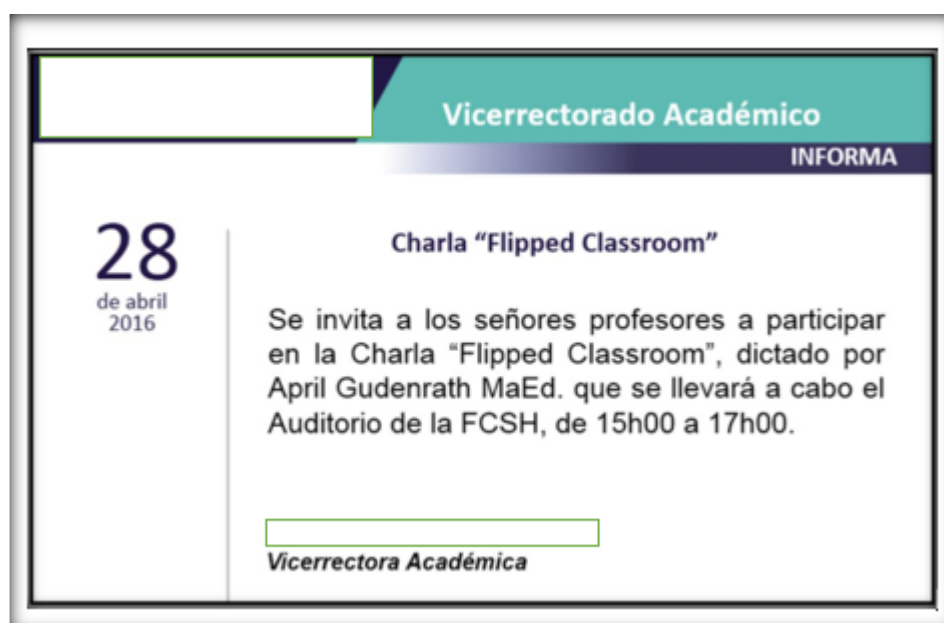
Ranking	<a href="#">Ranking Mundial</a> ▲	<a href="#">Universidad</a>	<a href="#">Det.</a>	<a href="#">Presencia (Posición*)</a>	<a href="#">Impacto (Posición*)</a>	<a href="#">Apertura (Posición*)</a>	<a href="#">Excelencia (Posición*)</a>
1	1929	<a href="#">Universidad San Francisco de Quito</a>	»	610	3292	2207	2099
2	2149	<a href="#">Escuela Superior Politécnica del Litoral</a>	»	107	1681	2987	3139
3	2420	<a href="#">Pontificia Universidad Católica del Ecuador</a>	»	80	5049	1998	2650
4	2524	<a href="#">Universidad Técnica Particular de Loja</a>	»	95	3778	3451	2982
5	2537	<a href="#">Escuela Politécnica Nacional</a>	»	69	3532	2783	3203
6	3523	<a href="#">Universidad Politécnica Salesiana Ecuador</a>	»	99	5561	2685	4279
7	3628	<a href="#">Universidad Central del Ecuador</a>	»	143	8623	3122	3780
8	3737	<a href="#">Universidad de Cuenca</a>	»	129	5609	9593	3066
9	3999	<a href="#">Universidad Andina Simón Bolívar Ecuador</a>	»	664	6013	5138	4397
10	4297	<a href="#">Universidad de las Américas Ecuador</a>	»	225	8581	3645	4532

## Appendix 20—Flipped Learning Approach Training and Follow up Sessions

### Appendix 20.1—Flipped Classroom Course by April Gudenrath, April 2016



### Appendix 20.2—Flipped Classroom Conference sponsored by Academic Provost



### Appendix 20.3—Follow up Session on Flipped Classroom with Staff from Portland State University May 2016

**To:** Jenny Marjorie Villarreal Holguin; Karen Yambay Castro; Griffith Jan Scott Van Overdam; Mirna Romero; Mirna Carola Romero Coloma; Emma Jane Pedley; Marco Vinicio Orellana Roman; Loretta Moreira; Paola Montero Martinez; Denis materna; Laura Mariscal; Laura Mariscal Touzard; Janella Maldonado Guzman; Gerard Lewis; Karina Pamela Leon Davila; Magali Janet Jativa Guachilema; Alison Liliana Herrera Conforme; CELEX FRANCES; David Estrella Ibarra; Alan Dave Donado Vera; Juan Carlos Delgado Villena; Maria Helen Camacho Rivadeneira; Gabriela Baldeon; Alina del Rocio Alvarez Plaza; Alison herrera conforme; Maritza Elizabeth Garcia Arana; [gabrielabaldeon@yahoo.com](mailto:gabrielabaldeon@yahoo.com); maria helen camacho rivadeneira; [janellam69@yahoo.com](mailto:janellam69@yahoo.com); [mjativa2013@yahoo.com](mailto:mjativa2013@yahoo.com); Ondina Moreira; [marieliz49@hotmail.com](mailto:marieliz49@hotmail.com); [lauramen\\_2000@yahoo.com](mailto:lauramen_2000@yahoo.com); [karileon2000@yahoo.com](mailto:karileon2000@yahoo.com); JC Delgado Villena; Ged Lewis; Dennys Materna; Alan Dave Dorado Vera; Paola Montero; Luis Humberto Bermudes Rugel; Luis Ber´mudez ([mistface@hotmail.com](mailto:mistface@hotmail.com)); Bella Fu; [griffithlvo@yahoo.es](mailto:griffithlvo@yahoo.es); [griffithlvo@hotmail.com](mailto:griffithlvo@hotmail.com); Pao Montero; Yvette Gioconda Gilvert Pesantes; Albania Johanna Cadena Aguilar; Albania Cadena; Océane Bitaille ([oceane.bitaille@gmail.com](mailto:oceane.bitaille@gmail.com)); Israel Bravo ([memo\\_g60@hotmail.com](mailto:memo_g60@hotmail.com)); Yolanda Molineros; Yolanda Cecilia Molineros Cardenas; Israel Guillermo Bravo Bravo; Christine Fitzpatrick-Case; Christine Rose Case; Oceane Bitaille; Hyejin Yang; Hao Cui; Carola Ortiz; Lidia Carola Ortiz Espinoza; maria cristina faytong; Graham Stagg; GRAHAMIAN STAGG

**Subject:** Follow Up from the Flipped Classroom Skype Session

Hi everyone

Thanks so much for a good session today. Leslie and Kellie were so thrilled to meet all of you and would love to hear more from you. Below are their email addresses. Feel free to contact them if you have questions.

Wayne

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**Appendix 21--Table 29 Types of Experimental Designs by Creswell (2012)**

Table 11.1

**Types of Experimental Designs**

	<b>True Experiment</b>	<b>Quasi Experiment</b>	<b>Factorial</b>	<b>Time Series</b>	<b>Repeated Measures</b>	<b>Single Subject</b>
Random assignment?	Yes	No	May be used	No	No	No
Number of groups/ individuals compared?	Two or more	Two or more	Two or more	One group	One group	One individual studied at a time
Number of interventions used?	One or more intervention	One or more intervention	Two or more interventions	One or more interventions	Two or more interventions	One or more intervention
Number of times the dependent variables measured/ observed?	Once	Once	Once	After each intervention	After each intervention	Multiple points
Control typically used	Pretest, matching, blocking, covariates	Pretest, matching, blocking, covariates	Pretest, matching, blocking, covariates	Group becomes its own controls	Covariates	Individuals become their own controls

*Note.* Information about Types of Experimental Designs taken from Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research.*

**Appendix 22--Table 30-Threats to Internal Validity in Types of Experimental Designs  
by Creswell (2012)**

Table 11.2

	<b>True Experiment</b>	<b>Quasi Experiment</b>	<b>Factorial</b>	<b>Time Series</b>	<b>Repeated Measures</b>	<b>Single Subject</b>
<b>To Participants:</b>						
History	Controlled	Potential threat	Controlled, if random assignment	May be a threat of short intervals not used	May be a threat of short intervals not used	Potential threat
Maturation	Controlled	Potential threat	Controlled, random assignment	Can be controlled if pattern detected	Controlled	Controlled
Regression	Controlled	Potential threat	Controlled, random assignment	Can be controlled if unusual, scores noticed	Controlled	Controlled
Selection	Controlled	Potential threat	Controlled, if random assignment	Controlled	Controlled	Controlled
Mortality	Controlled	Potential threat	Controlled, if random assignment	Can be controlled if dropouts noted	Controlled	Controlled
Interaction of selection and maturation, history, and instrumentation	Controlled	Potential threat	Controlled, if random assignment	Controlled	Controlled	Controlled
<b>To Procedures:</b>						
Testing	Potential threat if pre- and posttest used	Potential threat if pre- and posttest used	Potential threat if pre- and posttest used	With repeated measures and observations before (interrupted design), likely to diminish over time	Potential threat if pre- and posttest used	Controlled
Instrumentation	Potential threat if instrument or observational procedures change	Potential threat if instrument or observational procedures change	Potential threat if instrument or observational procedures change	Can be controlled if procedures monitored	Can be controlled if procedures monitored	May be a threat if multiple interventions used

*Note.* Information about Threats to Internal Validity in Types of Experimental Designs taken from Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research.*