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**“FLIPPED CLASSROOM RESOURCES IN THE EFL CLASSROOM  
IMPROVES THE LEARNING PROCESS.”**

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## RESUMEN

El inglés es uno de los idiomas más importantes del mundo, y por lo tanto hay una gran demanda en el aprendizaje del Inglés. Hoy en día hay diferentes enfoques para aprender Inglés como lengua extranjera. Este proyecto de investigación se desarrolló en la Escuela Nicolás Sojos Jaramillo. El propósito del proyecto tuvo a centrarse en la eficacia del enfoque llamado Flipped Classroom como recurso para la enseñanza y el aprendizaje del inglés. Una herramienta importante para mejorar las habilidades de escritura de los estudiantes a través de actividades relacionadas con el vocabulario y las tareas comunicativas. Los profesores pueden utilizar el enfoque del Flipped Classroom para crear un ambiente divertido e interesante donde los niños se sientan libres y motivados para participar en clase a través de una combinación de actividades interactivas.

En el método bibliográfico se desarrolla el marco teórico de esta investigación, y el método cuantitativo se utilizó para la recolección y análisis de datos por medio de observaciones de un control y un experimental grupo, una encuesta de investigación previa, un pre-test y un post-test. Los resultados de este estudio mostraron que los niños del grupo experimental mejoró habilidades de escritura, la atención a las actividades de clase y una mayor motivación para aprender.

La conclusión es que los niños con el enfoque Flipped Classroom mejoran sus habilidades de escritura, ya que no se limitan únicamente a la escritura, sino también fueron ayudados para entender la materia a través de una combinación de sonidos y gráficos.

**Palabras claves:** Flipped Classroom, aproximación, investigación, control, actividades interactivas, recursos experimentales.



## ABSTRACT

English is one of the most important languages in the world, and therefore there is a high demand for English Language Learning. Nowadays there are several different approaches to learn English as a foreign language (EFL). This research project was developed in Nicolas Sojos Jaramillo Elementary School. The purpose of the project was to focus the effectiveness of an approach called Flipped Classroom (FC) as a resource for teaching and learning in EFL. It was an important tool to improve the students' writing skills through activities related to vocabulary and communicative tasks. Teachers can use the FC approach to create a fun and interesting environment where in children feel free and motivated to participate in class through a combination of interactive activities.

A bibliographic method was used to develop the theoretical background of this research, and quantitative method was used for data collection and analysis by means of observations of a control and an experimental group, a pre- research survey, a pre-test and a post-test. The results of this study showed that the children in the experimental FC enhanced writing skills, improved their attention to class activities, and had a higher motivation to learn.

The conclusion is that FC material helped children enhanced their writing skills because they were not only limited to writing but were also helped to understand subject matter through a combination of sounds and graphics.

**Key words:** Flipped Classroom, approach, research, control, experimental, interactive activities, resources.



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## **DEDICATION**

I want to dedicate this thesis to some very special people in my life. First, my children, Ashley, David, who have given me the support, inspiration, and motivation to achieve my goals. They are a blessing and everything that I do is for them.

Also, I would like to show gratitude for my parents, Marco and Cecilia, for encouraging me with their patience and love. Finally, my brother, Marco has always motivated me in my career with his thoughtful advice.

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## INTRODUCTION

English is considered one of the most important languages in the world. It is well known that teachers have been using different methods in order to teach English as a foreign language. But most of these methods are classroom based, what means that English is practiced only in class, but when students leave the classroom, they only use their mother tongue.

Considering this issue and thanks to the technological advances, new approaches have been created, where students are not only limited to use English in the classroom, but also outside this environment. One of these approaches is called “Flipped Classroom.”

“*Flipped Classroom*” means inverting the classroom by setting events which have traditionally taken place inside the classroom, outside the classroom and vice-versa (Bergman & Sams 13). A *Flipped Classroom* represents a re-ordering of the classroom and home activities by using technology instead of the use of the traditional methods which are mainly focused on the teacher, repetitive learning, and memorization.

With the use of the *Flipped Classroom*, English and technology are joined throughout the teaching and learning process. This implies that teachers using this approach need to use relevant materials as well as look for different strategies to transmit their knowledge to the students and to create a more dynamic class (Babette & Reitzes, 6).



Besides, in the article “Educators Evaluate Flipped Classrooms,” Katie Ash explains that now teachers have a necessity to use the new resources by replacing the traditional classrooms (1).

Multimedia materials can be considered as a great resource to make the class easier for students as well as for teachers during the teaching- learning process. For instance, one of the materials teachers can use within this approach is an *Interactive Whiteboard* (IWB) can be used with different methodologies, techniques, and audio-visual tools thanks to *Information and Communication Technologies* (ICT).

This research was mainly focused on developing the writing skill with the use of the *Flipped Classroom approach* in order to determine to what extent the use of this approach can help students improve this skill.

The investigation took place outside the city of Cuenca, in a small town called Maluay – El Valle. The beneficiaries of this study were the authorities, professors, tutors, and students of Nicolas Sojos Jaramillo Elementary School.





## CHAPTER I

### THE PROBLEM

#### 1.1 Topic

Flipped Classroom Resources in the EFL Classroom Improves the Learning Process.

#### 1.2 Description of the problem

Teachers who use traditional methods to learn a foreign language such as the audio-lingual and translation methods have included activities like repetition and memorization. These activities make it difficult for students to learn effectively because they need to be motivated and engaged in the learning process. Also they require innovative materials to work with, which are not widely available in a traditional method (Roza, 12). Nowadays, we are living in a technological era, and this technology can improve the teaching-learning process, so new materials and methods can be used to expand the English learning process.

Technology is also an efficient tool since the amount of time available to interact with students is one of the biggest obstacles to teaching and learning English because teachers have very little time to individually help student in the classroom setting. Moreover, students feel their traditional classes do not respond to their needs or interests. Teachers can use video conferences or multimedia material, for example, to overcome these problems.

After applying a survey to the students of eighth grade at Nicolas Sojos Jaramillo Elementary School. They mentioned that some of the causes for not having enough practice of the target language have to do with the short periods for each class, lack of interest in the material, noise, economic factors, and teachers' resistance to changing their teaching methodologies, among others. In this project,



the majority of the students have difficulty performing activities within the classroom because the teacher does not use activities that can make all students participate. It seems that these students like to work with technology because they use computers, cellphones, smart boards which are technological tools for entertainment and communication every day; therefore, these tools are familiar to them.

This information should encourage teachers to look for new strategies to get students' attention and to engage them in learning English. Students want to be part of interactive and fun classes that integrate different technological tools to help them learn. Therefore, English teachers need to use these new tools and implement methodologies like the Flipped Classroom approach.

The *Flipped Classroom* approach can be defined as, “activities that were done traditionally in class are now done at home, and activities that were traditionally done as homework are now completed in class” (Bergmann and Sams 13). This approach suggests that teachers should not simply follow the book, but take advantage of technology; doing so, teachers will encourage students to learn the English language successfully. With the *Flipped Classroom approach*, teachers have the chance to use efficient techniques to increase the effectiveness of the learning process for English students. In the 21<sup>st</sup> Century, *the Flipped Classroom* has been applied in many European countries as well as the United States. Its application has been successful because it allows teachers to plan more interactive and fun classes, persuading students to learn differently (Butt 33-43).

### 1.3. JUSTIFICATION

Innovative technological tools that go beyond traditional classroom methodologies have to be implemented in order to create an interactive educational environment to improve the teaching-learning process. Surveys have



shown that students interact with technology all the time, it will be relatively easy to adapt well to the Flipped Classroom approach. (See Appendix 1)

The educational system has introduced technology in the classroom as a way of engaging students in the learning process. Also, during the learning process, students need to feel they are part of the classroom environment and to improve their interaction with the teacher. Bergmann agrees that in flipping his classroom, he now has time to “work individually with students” and “talk to every student in every classroom every day” (11).

There are many important reasons to develop this research. The main objective is to improve time management in an English Foreign Language (EFL) classroom at Nicolas Sojos Jaramillo Elementary School through the implementation of the Flipped Classroom approach. Another important and interesting reason for this research is to determine both roles, teachers’ and students’, who are part of the EFL Flipped Classroom. With this approach, students would have more time with the teacher, because time is completely restructured. Besides, for every lesson, students have the option to watch a video at home with different explanations of a particular topic. While during the class, students fill out some worksheets and have more time with the teacher to discuss any questions or concerns regarding the contents of the video viewed at home (Bergmann and Sams 11).

This thesis emphasizes that with the application of the Flipped Classroom, foreign language students’ discovering, learning, and experimenting will be more enjoyable and effective.



## 1.4 OBJECTIVES

### 1.4.1 General Objective:

- To determine the benefits that Flipped Classroom can offer to the teacher and the students in EFL classes.

### 1.4.2 Specific Objectives:

- To describe the process of learning English as a Foreign Language using multimedia material at Nicolas Sojos Jaramillo Elementary School.
- To apply the Flipped Classroom approach in order to practice writing skills.
- To recognize both the advantages and disadvantages of learning a foreign language using Flipped Classroom approach.



## Chapter II

### Theoretical Framework

#### 2.1. Research History

This literature review includes pertinent information about learning English as a Foreign Language (EFL). While there are many different ways to learn a new language, this thesis focuses specifically on the Flipped Classroom approach and its effects on the teaching-learning process. The following content compiles definitions, origins, and information about the Flipped Classroom approach and its current application in the EFL Classrooms to improve students' writing skills.

#### 2.2. Flipped Classroom

##### 2.2.1. Definitions

In the article "Educators Evaluate Flipped Classrooms," Katie Ash explains that teachers need to use new resources, replacing traditional classrooms with more innovative materials so that students will reach a meaningful state of learning, participation, and collaboration in dynamic and interactive classes (1).

Flipped Classroom, also known as the "Backwards Classroom," reverses teaching by "flipping" the classroom so that events that traditionally occur inside the class take place outside of the class and vice-versa (Lage, 32).

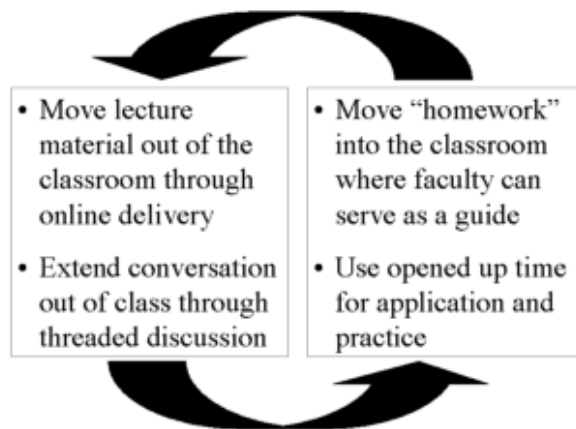
Thus, since the "Flipped Classroom" (FC) is a new approach to learning, it is important to include a different definition of this concept. In the FC approach, that which was traditionally done in class is now done at home and that which was traditionally done as homework is now completed in class. This arrangement gives the opportunity for students to interact with each other, with the teacher, and with technology in order to make the most out of class time.



In addition, the FC uses constructivism because, according to Piaget and Vygotsky, students develop their language acquisition skills, and during this process, students practice problem-solving, which supports their own learning in a real-life context. Teachers serve as the students' monitors and offer support with exercises in class (10).

In the following graph, Baker and Mentch show the FC as an alternative to traditional education methods since it uses new tools to apply reverse instructions.

**Figure 1.** The Classroom Flip



**Source: Baker & Mentch, 2000, n.p.**

The Flipped Classroom (FC) is also known as a method of electronic learning (e-learning) and blended learning (b-learning). According to Stephenson, e-learning is the natural evolution of distance learning, which must always include new technology to manage the teaching-learning process through different software and devices. In b-learning, a student is exposed for the first time to any use of technology or material outside of class, which is commonly done using teacher-created videos that students watch outside of class time to prepare for learning in the classroom. This is done so that the teacher can spend more time interacting with students during class time so as to best utilize the classroom space



to apply material in the form of problem-solving and discussion (Hamdan, Noora et al., 4).

In order to maintain students' attention and keep them engaged and motivated, the flipped class requires consistent energy, enthusiasm, and effort. All of these possibilities give pupils and teachers the opportunity to interact both physically and mentally to achieve the main goal, which is meaningful learning.

Eric Mazur, a Harvard professor, found that computers assist in coaching students and determined that computers would soon become an essential part of education without replacing teachers. The computer is now an important dynamic tool for improving education. Teachers can exchange homework for classwork and then assign a video for homework, freeing up class time that can be used for hands-on activities and discussion. It is generally agreed that technology should go along with a Flipped Classroom education and that it should be utilized as a didactic resource for both teachers and students (1).

In "The Flipped classroom: A Survey of the Research," the authors define Flipped Classroom as a "new topic in the educational research, merely representing a re-ordering of classroom and at-home activities" (Bishop & Verleger, 4). They also add the following: *"The flipped classroom is an educational technique that consists of two parts: interactive group learning activities inside the classroom, and direct computer-based individual instruction outside the classroom. We restricted the definition to exclude designs that do not employ videos as an outside of the classroom activity. While a broad conception of the flipped classroom may be useful, definitions that become too broad suggest that assigning reading outside of class and having discussions in class constitute the flipped classroom."*

*Perhaps the simplest definition of the flipped classroom is inverting the classroom. This means that events that have traditionally taken place inside the classroom now take place outside the classroom and vice versa (Bishop & Verleger 5)."*



“Flipping the Classroom” includes many processes done by the teacher and students, who use time spent in class to achieve positive and efficient learning. First, the role of the classroom teacher is to lead students when they need guidance, allowing time inside the class to be used for additional learning-based activities. Teachers can give more time and opportunities to integrate and apply their knowledge and shift direct learning out of the large group learning space and move it into the individual learning space (Hamdan, Noora., et al. 2). Teachers record, narrate, and create videos to work with them. They do this task on their computers, alone, and teaching or creating video lessons from internet sites such as TED-Ed (Technology, Entertainment and Design) and Khan Academy.

TED-Ed is designed to diffuse ideas and knowledge from experts in the areas of academia, science, politics, art, technology, and more. In 2012, TED-Ed increased its development of Information and Communication Technologies (ICT) which includes a platform of free online education. These lessons contain audiovisual materials, which can effectively be used in the FC.

In 2004 Salma Khan created Khan Academy videos, which began with the objective of recording videos from class so that students who do not understand some part of the class can replay the class and learn by going back over the material. Khan Academy videos contain some videos of the teacher, which have been used in their classes as part of the flipped teaching strategy (Khan,np).

Next, students first study the theme by themselves, usually using video lessons created by the teacher or shared by another educator, such as those provided by the Khan Academy. Students can access these videos at home or in a computer lab as many times as they like, allowing them to come to class prepared. The FC allows teachers to use many multimedia sources, while students try to apply their knowledge by answering practical work questions and giving their opinions, analysis, comments, and questions about anything they have seen (Michael, 2).



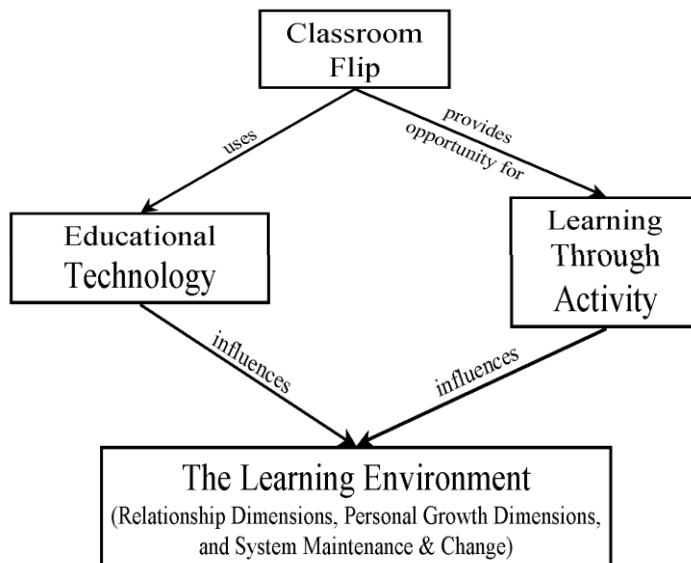


Then, time is completely restructured because it is used for more extensive hands-on activities with the students to assimilate data and increase the amount of information they learn(Bergman & Sams, 15).

The FC is based on behaviorist theories of teaching. Strayer shows in his study, “Acquisition of the Second Language with Flipped Classroom,” how the flipped structure changes the learning environment. Students describe the Flipped Classroom as a space in which they have time to adjust to a new learning structure in their lives, as well as to changes in school learning. Through the use of the “Flipped Classroom,” students can see an increase in their classroom productivity, giving them a chance to improve their learning through new activities (Strayer, 25).

This study defines the FC using the following conceptual map:

**Figure 2:** Acquisition of a second language with the Flipped Classroom approach.



Flipped Classroom → Educational Technology

**Source:** Strayer- 2-11



### **2.2.2. Origins**

Following the updated definition of Flipped Classroom (FC), we must explain the origins of this approach.

Today, the FC environment is a global educational classroom model which has been internationally encouraged as an approach to teach and learn for over a decade (Baker, 1). According to Bergmann and Sams, in their book “Flip Your Classroom: Reach Every Student in Every Class Every Day,” the development of the FC occurred in 2012 and became part of the learning process. This new tool was used to improve students’ learning and to incorporate the use of increasingly popular new forms of technology. This instrument provides teachers with a new way of teaching. While using this method, teachers must be prepared to use any innovative device that comes out in order to improve the learning process and students’ attitudes towards the learning process. This means that teachers need to be able to adapt to working with great concentration during the time when students really need their teacher to be physically and individually present while helping them in class. In this way, the introduction of this approach must essentially change a teacher’s way of delivering a class as well as his or her way of thinking about its delivery (4).

### **2.3. Basis of Research**

The following are the bases of research. These bases were designed with the purpose of guiding the essential aspects of this investigation. These are the three following bases:

- Philosophical Basis
- Educational Psychological Basis
- Sociological Basis



### **2.3.1. Philosophical Basis**

The world is changing rapidly, in large part due to the fact that people's lifestyles have been transformed with the development of technology. In spite of this transformation, there are EFL teachers who continue to use blackboards, paper, and CD players as their main resources. More recent technological resources are of great relevance to institutions, and they will continue to increase in importance in the future according to institutions' needs. Technology captivates the attention of younger students and allows teachers and pupils to have a new, interesting, and active class environment (Shelly and Gary, 11). Therefore, technology is a hugely important new tool which assists teachers and students both in and out of the classroom.

The FC approach is a new resource used by both teachers and students. Teachers use the approach to replace traditional classrooms with more innovative materials, and students are able to achieve a more meaningful and effective learning process with dynamic and interactive classes in which they participate (Ash, 1).

Thus, this research is focused on helping to enhance the experience of teachers and students through a different approach in the teaching-learning process of EFL. The beneficiaries of this study are the authorities, professors, tutors, and students of Nicolas Sojos Jaramillo Elementary School.

### **2.3.2 Educational Psychological Basis**

Piaget and Vygotsky show that constructivism plays an important role in the educational environment, and contributes a crucial restructuring mechanism on which the *Flipped Classroom* (FC) is based.



The FC approach is based on cognitive theory known as constructivism, in which Piaget and Vygotsky develop a great variety of options in the teaching-learning process, the purpose of which is to teach learners how to learn and to help learners learn more accurately and adequately. These two authors are constructivists but each has a different lens in developing constructivism.

Jean Piaget implemented a way to explore children's thinking and perception using the children's own knowledge of the information to accumulate and construct their own body of experiences. This concept is known as Constructivism Theory (Piaget, 5).

On the other hand, Vygotsky, who is considered the pioneer of Social Constructivism, enhanced children's cognitive development through their interactions with more advanced and capable knowledge, using an interactive process between the individual and the environment (Vygotsky, 10).

Learners can become critical thinkers when they improve and develop their own ideas and find solutions or alternatives to problems they find in certain activities in real-life contexts.

### **2.3.3. Sociological Basis**

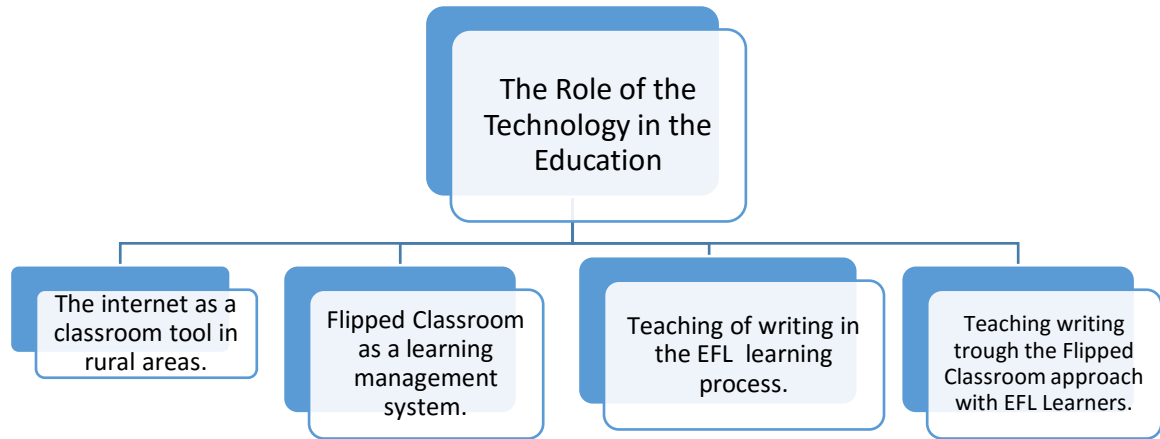
The country of Ecuador plays an important role in the development of the education. Professionals in education roles document the evolution and change in a society increasingly dedicated to training teachers and improving the educational environment.

## **2.4 Basic Categories**

The following are the basic categories of this research, which are mainly focused in the learning of English as a foreign language (EFL). Nowadays, the implementation of a new approach called FC is used to reinforce the learning process in writing skills in the classroom.



**Figures 3-** Basic Categories – Conceptual Inclusion.



**Source:** Pacheco

### 2.4.1 The Role of Technology in Education

The world has been changing rapidly due to the fact that people’s lifestyles have been transformed with the development of technology. Technological resources are of great relevance to educational institutions and they will continue to increase in importance in the future according to institutions’ needs. As the authors Shelly and Gary state, technology captures learners’ attention, allowing teachers and pupils to thrive in a new, interesting, and active class environment (11).

In spite of this, there are EFL teachers who continue to use traditional materials, regardless of the fact that this style of instruction is losing its importance in education. Professionals, students, and parents use technology every day for different purposes such as communication, research, learning, and recreation. Thus, the field of education is experiencing major changes.



In their article “Techniques and Principles in Language Teaching,” Larsen-Freeman and Anderson state that audiovisual materials have not been heavily used by teachers in the past because most classrooms have traditionally been centered on the teacher and board, and for a long time, the necessary technological tools were unavailable to many teachers.

In addition, Betcher and Lee mention that technology has contributed to changes in education with the introduction of new instruments for the everyday use of teachers, in every subject, moving education from a paper base to a new technological integration (1,3).

McKnight and Cukor mention that technology can be used to develop creativity in students. In this manner, in rural areas the internet can be used as a tool in the classroom to benefit schools, teachers, and students because it has the ability to create different classes and assignments which students can use to experience different activities and interact with many people from around the world (2).

#### **2.4.2. The internet as a classroom tool in rural areas.**

The investigation took place outside the city of Cuenca, in a small town called Maluay – El Valle which is in a rural area, after applying a survey to the students of eighth grade of this school. They mentioned that some of the causes for not having enough practice of the target language have to do with the short periods for each class, lack of interest in the material, noise, economic factors, and teachers’ resistance to changing their teaching methodologies, among others.

In this project, the majority of the students have difficulty performing activities within the classroom because the teacher does not use activities that can make all students participate. It seems that these students want to be part of interactive and fun classes that integrate different technological tools to help them learn.

Therefore, in the rural areas, the internet is a new resource that provides fascinating opportunities for breaking down the obstacles of the traditional classroom. However, some teachers still do not make use of technology as a tool



for teaching. In addition, its implementation in the classroom is important in the 21<sup>st</sup> century because it is easy to obtain information on the internet and share this material with students to build a dynamic class environment (Dovedan, Seljan, and Vuckovic, 3-4).

To implement internet usage in the classroom, it is required to fully integrate new teaching strategies. This involves investigation in order to learn about how rural students are already using this new tool. This implementation aims to help students and teachers learn and teach the foreign language from a different perspective (Bergman & Sams, 35).

The internet as a tool in rural areas is an essential part of teaching, according to Bolliger, Supanakorn, & Boggs, in their article, "Impact of Podcasting on Student Motivation in the Online Environment." This article focuses on the positive effects that the online environment has had on education, emphasizing that rapid growth implies the need to implement new resources in teaching (8).

Finally, the internet is a great instrument which can offer not only information on any topic, but can also present challenges and amazing experiences to both teachers and the students in EFL education. Furthermore, the internet can introduce education in knowledge-based forms and provide context and practical applications of traditional methodologies. Teachers and students can practice in different ways outside the classroom with the help of different social networks such as Skype, Facebook, twitter, e-mail, blogs, and other programs, which help students to learn more effectively and practically (Dudeney, 34-35).

#### **2.4.2.1 The internet as a classroom tool to improve language learning.**

Shelly mentions that the use of the internet had become a source of communication and interaction well beyond classroom walls since the acquisition and involvement of knowledge does not conclude in a class period and offers a comprehensive range of meaningful information in the learning process of any subject, especially in the acquisition of a target language (11).



In fact, the use of the internet in a classroom emphasizes the importance of having a clear idea of the student's development in the learning process. To effectively use the internet to improve language learning, this device can be considered to be an effective tool in class only if its vast resources are truly exploited by the teacher and the students, taking into account the methodology applied in the process.

In their article, Windeatt et al. show six rules for using the internet for language teaching, as follows (13-14):

- a. **Be prepared:** Teachers must organize the materials which have been used in former advanced classes, especially Web page. It is also appropriate to make extra activities in case of problems with the internet.
- b. **Be patient:** Teachers should be patient if the internet turns on slowly or there is no access to certain websites.
- c. **Be organized:** Teachers must keep track of sites and data to record pages that may be useful in the future.
- d. **Be exploratory:** Teachers ought to search material to explore new sites for language learning.
- e. **Be co-operative:** Teachers work best by sharing material with students and other teachers, because a large amount of information cannot be found by a single person.
- f. **Be realistic:** Teachers can only effectively use the internet as a tool if they can recognize both its powers and its faults.

On the other hand, in her article *Teach to Students' Learning Styles*, Judy Haynes states that matching learning experiences with a particular learning style improves educational outcomes. She shows six distinct ways of learning:

- a) **Auditory Learners:** Students are able to learn by listening and speaking; they understand best when they are reminded of what they





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hear, and they prefer oral instructions as a part of debates, oral panels, oral discussions, and other activities.

- b) Visual Learners:** This style focuses on learners who are able to learn by observing and enjoy working with videos. Reading tends to be the basis of their personal work.
- c) Tactile Learners:** These learners try to use the Language Experience Approach (LEA), meaning that they learn best through manipulating, touching, grabbing and feeling as they get to experience learning on their own.
- d) Kinesthetic Learners:** Students learn when their body is involved in the learning process. The method often used with these learners is called Total Physical Response. In addition, pupils learn to remember material best if they act it out. Students prefer to dance, act, and experiment, and move their bodies.
- e) Global Learners:** The material for these learners is developed with the use of interesting and attractive materials, since this group enjoys and learns more by working with computer programs and group activities. They do not like to be bored.
- f) Analytic Learners:** Pupils in this group focus on their work in a logical way. They prefer to learn by themselves with guided activities and organize their work when they need specific goals (Haynes).

In conclusion, teachers considering using the internet should carefully consider if it is the appropriate instructional tool for a given educational topic. Teachers may find the different ways of collecting information from the internet helpful. If the information is appropriate to the subject, it is possible to plan the class more effectively. In the same way, students can learn and create their own



content through the internet to make the educational environment manageable, carrying their learning into the classroom to demonstrate their understanding of a wide range of topics. This way, education is fundamentally changing by promoting students' abilities because they can explore with their knowledge and contribute to each other's learning (Bergman & Sams, 49).

### **2.4.3. Flipped Classroom as a Learning Management System.**

One of the biggest challenges for students is the fact that they have to be able to control their ability to understand and develop their knowledge. Technology can offer easy access toward transforming education in a new age in which educators can create the best tools to manage and promote learning.

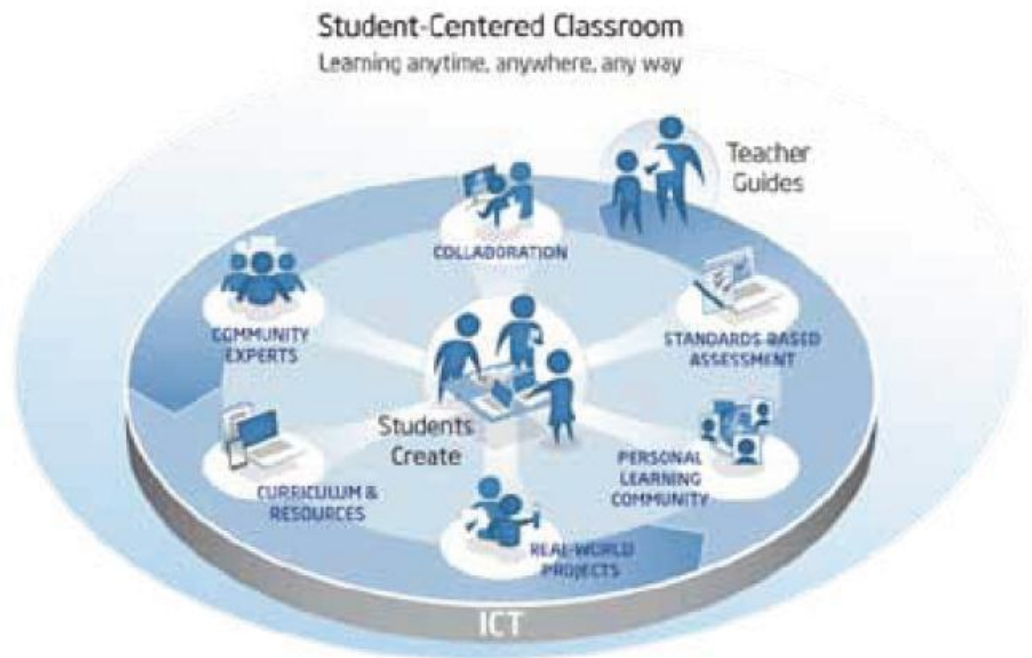
According Bergmann and Sams, the FC can offer an easier process to learn and create an ideal merger of online and face-to-face instruction that is known as a "blended" classroom or e-blending. Because teachers have fundamentally changed the content and its delivery, they are spending their time talking more with students. Teachers are answering questions, working with small groups, and guiding the learning of each student individually (27).

One of the effects of this method is to increase the variety of ways that learning styles such as visual, audio, kinesthetic, global, and analytic are best utilized. The integration of the six learning styles is essential in the development of the effective learning system, in which the teacher helps the learner individually or in cooperative groups in order to resolve common classroom problems (Felder & Brent, 44).

This graph shows the classroom is centered on the student, and the teacher becomes a facilitator of learning. Furthermore, it shows that in the FC roles are exchanged; the teacher functions as a guide, and the students are at the very epicenter of the classroom.



**Graph 1:** Student-centered classroom



**Source:** Intel

FC as a Learning Management System emphasizes the fact that there are many ways to use this approach. Firstly, it is useful for making a comparison between a traditional classroom and an FC. Secondly, it can be used to build a greater sense of responsibility in students for their own learning around certain subjects, which makes students more critical and independent thinkers. Thirdly, it is used to deliver content to students, and teachers achieve the goals established in order to cover the class (Cockrum, 129).

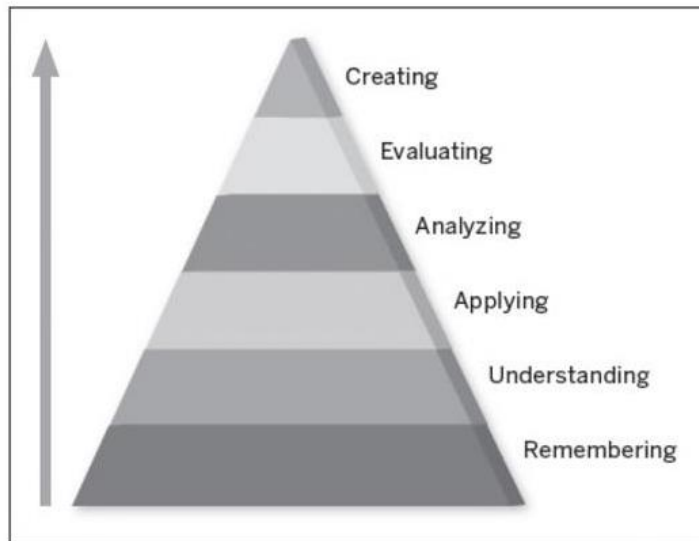
April Gutheran's story, mentioned in the book "Flipped Learning: Gateway to Study Engagement" published by Bergman & Sams in 2014, that the FC in EFL education was designed to promote the interaction between relevant knowledge



and new information, which students learn more and more, effectively linking knowledge by forming new concepts and recycling concepts.

There are also certain other external resources that complement FC which permit students to develop their opportunities to improve their skills on the computer, in group work, through online discussions, and with assessment practice. In this figure, Bloom's Taxonomy can be applied to focus on the relationship between educational technology and learning through activities, which influence the learning environment. This explains how students build the cognitive framework, which is determined with objectives that demonstrate content in a summative assessment.

**Figure 4:** Bloom's taxonomy, a useful framework for understanding how people learn



**Source:** Bloom

Another relevant aspect in implementing the Flipped Classroom is to note that it is necessary to fully integrate new teaching strategies. This implementation aims to help students and teachers both learn and teach the foreign language through a different perspective (Bergman & Sams, 35).



The Pearson's School Achievement Services states four pillars for Flipped Learning. They are the following:

- a) **Flexible Environment:** The teacher must build an appropriate learning environment in which students can choose to work in groups or independently, and where and when they learn, even though the result may be somewhat chaotic and noisy.
- b) **Learning culture:** There is a deliberate shift of the classroom from the traditional method in which all information is presented only by the teacher. In the Flipped Classroom approach, class time is spent exploring new learning opportunities. Teachers can maximize the use of face-to-face time, and students move from being the product of teaching to the center of learning.
- c) **Intentional Content:** The Flipped Learning Model helps educators teach effectively. Teaching particular skills and concepts allows for exploration before gaining conceptual understanding in order to adopt the active learning process.
- d) **Professional Educators:** Some people suggest that the FC model will eventually replace educators, but professional educators are indeed more important than ever under this model. This method demands maximizing face-to-face time between teachers and students because the teacher becomes a guide when students have questions or concerns about their learning. In addition, professional educators provide continuous assessment of students' work when needed (Hamdan et. al).

The "Flipped Classroom" offers an easier learning process, allowing students to learn and create, generating an ideal merge of online and face-to-face instruction that is known as "blended" classroom or "e-blending." FC has some important steps to consider when creating online courses (Bergmann and Sams, 27).



First of all, it should be carefully considered whether videos are the appropriate instructional tool for the desired educational topic. Teachers may find different ways of collecting videos; for example, from educational blogs, YouTube, or Khann Academy if they cannot make their own videos. In the same way, teachers are constantly working in the world of technology and using it every day, so it may be relatively easy for them to create their own videos. Teachers must be ready to use a wide range of tools to help in this matter, such as screen casting software, interactive whiteboards, microphones, webcams, recording software, and video cameras. If the video is appropriate, it is then possible to plan the class.

When a teacher first starts flipping the classroom, it is difficult for him/her to start making his/her own videos. Therefore, the best option may be using other teachers' videos, because it is important to use this type of material to prevent students from getting bored with the material. In order to make videos that students will use takes some time until the teacher understands their students' needs and interests. Therefore, teachers should have excellent quality videos for their students, keeping them short, animating their voices, creating the video with another teacher, adding humor, not wasting students' time, adding annotations, callouts, changing the angle of the camera, and keeping it copyright friendly (Bergman & Sams, 36-47).

Finally, the FC as a Learning Management System has been designed as a resource to facilitate the teaching and learning process, the aim of which must be clear enough for both teachers and students to understand.

#### **2.4.4 Teaching Writing in EFL Learning.**

Writing is usually viewed as an educational necessity in order to teach vocabulary or grammar and complete tasks, which supports the learning of English grammar and reinforces memorization of language structures in order to learn the fundamentals of a language. Nunan further mentioned that the writing process is a



method of teaching writing which helps people express themselves and communicate their thoughts in writing (272).

According to Weigle, writing is extensively used as a very important tool due to the fact that there are lots of people who do not like or do not have the writing skill to express their ideas, thoughts, and feelings.

At present, in terms of learning and teaching methodologies, current interest has shifted from the traditional approach to writing, which focuses on the need to write for its important place in EFL classrooms in order to facilitate the learning process. Consider the following excerpt:

*First, writing reinforces the grammatical structures, idioms and vocabulary that we have been teaching our students. Second, when our students write, they also have a chance to be adventurous with the language, to go beyond what they have just learned to say, to take risks. Third, when they write, they necessarily become very involved with the new language: the effort to express ideas and the constant use of eye, hand and brain is a unique way to reinforce learning... The close relationship between writing and thinking makes writing a valuable part of any language course (Raimes, 6).*

Additionally, Zaid argues that the teaching of writing is a valuable resource in recognizing that students are introduced to techniques to stimulate, then discover, then become engaged in a topic, saying that writing has changed from a pen and paper activity to one that is technology-driven. Zaid also questions whether writing improves a person's ability to think concisely and clearly by helping students learn to organize their ideas in an essential part of the language development.

According to the National Commission on Writing, it is important for students of EFL to develop and improve their writing by using the following challenges: 1) increasing the amount of time that student spend on writing, 2) improving the



evaluation of writing, 3) applying emerging writing technology, and 4) providing relevant professional development opportunities for all teachers (2003).

#### **2.4.4.1 The Writing Process.**

As mentioned before, writing is an active and interactive process which entails several beneficial aspects to foreign language teaching. According to Nunan, the process-oriented strategy for learning writing is a method of teaching writing in which the focus has changed, providing students with much more time to write and re-write their work in order to create the final, polished product.

Thus, the writing process is an activity that stimulates the teaching of composition through progressive activities, encouraging students to learn how to think critically and creatively pays attention to the development of good writing practices rather than the simple imitation of models.

In effect, the writing process can be broken down into a series of stages which must be guided by rules from a teacher. The following stages are part of this series:

##### **a. Prewriting**

*To generate ideas to write.*

##### **b. Writing**

*To achieve interest and creativity in the text.*

*To make drafts.*

*To keep order and logical sequence in the ideas.*

##### **c. Post writing**

*To review writing spelling.*

*To consult partners.*

*To control writing presentation.*

*To control spelling, grammar, and punctuation.*

#### **2.4.5 Teaching writing through the Flipped Classroom approach to EFL learners.**





Previous studies carried out in different institutions and countries around the world show the variety of learners' perceptions of the use of the FC in the EFL classroom. There have been several studies we can examine in which the Flipped Classroom Approach was applied.

First, the Australian National University reports that the traditional model, which had been standard for decades, promotes a passive learning style, while the FC has been an active experience for teachers and students alike. Through online videos and activities, the use of extensive notes, video-recorded lectures, and other means, flipping classrooms has allowed educators to undertake collaborative and interactive activities. The study's findings showed that the flipped classroom helped teachers and students to improve writing by creating a more interactive learning experience (Butt, 36).

According to a project that took place at a Midwestern Christian Liberal Arts University, students and teachers wanted to change their learning style from a traditional model to a more active one. However, the teachers had problems using the new method as the main tool to teach students the new content because they found that the students feel less connected to the professor during time spent in the classroom than they would in a traditional, non-flipped classroom.

To prevent this, the FC must work smoothly with active learning techniques. Students' knowledge is something that must be built up by the learner through positive influence, and their abilities to learn and interact with the new content must be strong. Therefore, the teacher should focus on classroom activities to transfer their learning and create an environment where the students become more dynamic and connected to each other as well as the teacher.

Likewise, as mentioned before, there have also been some case studies regarding the use of the FC with the specific aim of improving writing, which have become a valuable source as a guide in the design and development of this research as well as many other current studies. In the same way, these studies



comparing the “traditional classroom” versus the FC related to the topic of this investigation are detailed below.

First, the traditional classroom is based on teacher-centered methods in which the teacher works from a single textbook to present information focused on rote learning and memorization that is provided in only one way. Therefore, the instruction is based on giving the same assignment to all students, which means that every student works on the same task based on task-based achievement level. The traditional classroom requires in-person class attendance at the school, which may be a benefit for students who are not very familiar with digital technology.

On the other hand, the FC is employed in practices based on the student’s individual learning needs and interests and for this reason represents an exciting new topic in global education. The FC approach implies that classwork which is done traditionally in the school is now done at home, and activities usually done as homework are now done in class. This approach is carried out through the use of tutorial videos, sent by teachers to students so they can watch and take notes on them, ask questions, and summarize what they are learning (Bergman & Sams, 13).

In their book *Flipped Learning: Gateway to Study Engagement*, published in 2014, Bergen and Sams posit that when a person wants to learn English, the means are varied. Traditionally, a classroom includes the teacher as the leader and students simply follow instructions. The tools generally include a board, the textbook, and a CD that comes with the textbook. Subsequently, the FC method shows that by enhancing the teaching-learning process, students can explore new alternative of the learning in the use of the FC (106-107).

**Table #1:** Comparison of class time in Traditional versus Flipped Classrooms.

This table shows how time is restructured in the two different class styles:



TRADITIONAL CLASSROOM		FLIPPED CLASSROOM	
Activity	Time	Activity	Time
Warm-up activity	5 min.	Warm-up activity	5 min.
Go over previous night's homework	20 min.	Q&A time on video	10 min.
Lecture on new content	30-45 min.	Guided and independent practice and/or lab activity.	75 min.
Guided and independent practice and/or lab activity	20-35 min.		

**Source:** Bergman & Sams, 15

This table shows that the Traditional Classroom is teacher-centered and students have a little time to practice, ask questions, or resolve problems. On the other hand, in the Flipped Classroom, time is organized so that the teacher is guided by the students, make learning student-centered and allowing students more time to practice, ask questions, and resolve problems with the benefit of the teacher's presence (Allen & Dickson).

In short, there are many reasons for a teacher to “flip the classroom”. Educators are beginning to see that standing in front of the students and talking at them for 30 to 60 minutes at a time amounts to wasted efforts going nowhere. In fact, FC indicates a radical change, allowing teachers to take on a different role with students and apply a positive approach and provide unique opportunities for both teachers and learners in the learning process (Bergman & Sams, 19).

The following ideas were collected during the development of this research to show how the Flipped Classroom approach can be used:



## Students

- They can be more involved in developing 21<sup>st</sup> century skills.
- They can obtain knowledge from learning materials the night before a class, which provides an opportunity to apply these newly-acquired concepts the next day.
- Since students of the current generation have grown up with technology and digital resources for social purposes, they can understand and learn things on their own with relative ease.
- They can interact with their classmates and teacher in different activities, such as projects, forums, and debates to increase student-teacher and student-student interaction during class time.
- They can feel more curiosity and evolve their time management and energy to practice skills. (This information is based on student interviews.)
- They can use their teacher as a guide to get one-on-one assistance.
- The class is centered on the students and not the teacher.
- They can work either in small groups or individually at an appropriate pace.

## Teachers

- The teacher can offer a great variety of didactic material that students can use for their own benefit.
- The teacher can keep track of students' objectives through formative and summative assessments.
- The teacher has the opportunity to make his/her classes much more engaging.
- The teacher guides student understanding and assesses students.
- The teacher can spend his/her time walking around the room helping students with concepts they are stuck on.
- The teacher can teach students that they now have the ability to “pause” and “review” with their teacher.



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- The teacher can make the most of technology to enhance teaching and learning.
- The teacher offers more learning to acquire and integrate ICT into their teaching and learning.
- The teacher can focus more on becoming successful in the development of his/her role with the added time afforded by students' learning in their own way.

### **Classroom**

- The class involves technology, working in accordance with changes in modern education.
- This method provides the chance to have everything online and offer students and teachers some training on how to use online materials.
- Learners participate inside and outside of the class, so student learning takes place constantly with out-of-class materials, which they can practice and apply during class time.
- The class searches for opportunities to integrate students with technology in order to deliver a significant, memorable class for learners and educators.



## CHAPTER III

### METHODOLOGY

This chapter is an overview of the methodology used to carry out this project. It describes the main characteristics of the methods of investigation, participants involved, instruments used to collect information, and the procedures followed to complete the investigation. The following methods were applied in this research:

- *The bibliographic method* was used to collect scientific-theoretical information related to the Flipped Classroom approach. This approach is helpful for learning languages and supports the findings of this research.
- *The quantitative method* was also used for data collection and analysis following a *quasi-experimental* design.

#### 3.1 Basic Methodology

Nicolas Sojos Jaramillo Elementary School is located in Maluay, El Valle. The institution is small, as are its classrooms. Classrooms have been equipped with a computer lab, a smart board, and a projector, meaning that the teachers are familiar with this technology.

This study seeks to improve children's writing skills through the Flipped Classroom (FC) approach. For this reason, it is important to emphasize the effects of the FC approach on children. Information was compiled from different academic sources, and a survey was used to collect data about students' preferences regarding English learning. A quasi-experimental design was employed, which has been tabulated and analyzed by the author of this research.

In this project, a quantitative research method was applied. The quantitative method was used to know the number of children who agreed or did not agree with the new way of learning English through the FC approach.



Further worthwhile information was taken from a book called *Flip Your Classroom* by Bergmann and Sams. Additionally, a survey was applied to the students, which can be reviewed in Appendix 1. Class observation and various articles, in which authors analyze the use of the FC in interactive environments, were also used (5-11). The findings of this study can be applied not only in Nicolas Sojos Jaramillo Elementary School, but in other schools in Ecuador as well. The present study is considered rigorous and significant because it includes a survey, pre-test, and post-test which are the same and can be easily replicated in other schools throughout the country (See Appendix 1-2).

### 3.2 Population and Sample

The research was administered to 14 students between 11 and 13 years old who took English classes five hours per week in the mornings at Nicolas Sojos Jaramillo Elementary School. The students were separated into two groups: the first group of seven students attended a traditional eighth grade class and the second group of seven students attended an eighth grade class in which the FC approach was utilized. According to the teacher, all students had a basic A1 level of English.

The students' native language is Spanish. However, English as a foreign language is taught as a mandatory subject in the curriculum of the many Ecuadorian elementary and high schools, as required by the Ministry of Education.

- **Scope:** Nicolas Sojos Jaramillo Elementary School
- **Time:** December 2014 to February 2015, six hours per week, for two hours in the classroom and four hours in school laboratories at Nicolas Sojos Jaramillo Elementary School.
- **Element:** A regular 8<sup>th</sup> grade English Class at Nicolas Sojos Jaramillo Elementary School.
- **Sample:** All of the students taking the eighth grade regular course in the mornings (14 students in total).



**Table 2:** Research sample

<b>Sample</b>	<b>Number</b>	<b>Total</b>	<b>Percentage</b>
<i>Students</i>	<i>Male:12 Female:2</i>	<i>14</i>	<i>100%</i>

**Source:** Mendieta

### 3.2.1 Informed Consent

An informed consent form (See Appendix 3-4) was designed for the principal of Nicolas Sojos Jaramillo Elementary School and students' parents. This permission was written in their native language to avoid any misunderstanding. It contained information concerning the procedure and implication of the study and the researcher's personal information and phone number. It was clearly stated that the students' participation would be voluntary and the outcomes of this study would not affect their grades in the given subject, since all the data gathered would be used exclusively for the purposes of the research project and would remain confidential. As the school principal and students' parents were willing to participate in this research, all of them signed the document.

### 3.2.2 Human Resources:

- The eighth grade EFL teacher at Nicolas Sojos Jaramillo Elementary School served as a researcher in this study.
- The principal of Nicolas Sojos Jaramillo Elementary School collaborated on the study and allowed the application of this research within the institution.
- The eighth grade students at Nicolas Sojos Jaramillo Elementary School, who were the subjects of the study.





### **3.3 Materials**

This section includes an in detail description of all the materials that were used to carry out the present study.

#### **3.3.1 Data collection techniques**

In order to collect information and data, a survey, a pre-test, class assignments, and post-test were used (See Appendix 1-2,).

The study commenced on September 10<sup>th</sup>, 2014. The first step was to collect bibliographic information in order to build the theoretical background, which provided the scientific basis of this research.

The next step was to collect data. Field research started in December 2014, when the memorandum of the University of Cuenca was approved to carry out this project (See Appendix 5). Shortly thereafter, a survey was given to 14 eighth grade students at Nicolas Sojos Jaramillo Elementary School, two girls and 12 boys. All of the students ranged from 11 to 13 years old. The survey was applied in order to try to understand students' preferences related to materials used in their English class, how to learn about technology, and to determine the influence of their classwork on their ability to learn English (See Appendix 1).

Afterward, in order to evaluate students' beliefs and to test writing skills, two tests were created: a writing pretest and a post-test. These tests were used at the beginning and end of the grading period (See appendix 2). In December 2014, the second day of the study in the classroom, a pre-test was employed in order to measure the students' knowledge. At the end of the process, in February 2015, the writing post-test was given in order to confirm and verify students' improvement so that their progress could be assessed after working with the FC approach.

The survey contained six close-ended questions, which were explained in Spanish for two main reasons: because the students had only a basic level of English comprehension and in order to avoid misunderstandings. Each student had approximately five minutes to answer each question in the survey. During the



survey, students felt free to answer the questions according to their beliefs. (See Appendix 1).

Also, a pretest and post-test were given with the following tasks included: look at and circle the correct form, write the correct plural, fill in the blanks, check the correct answer, and choose the correct answer. These exercises were developed in consideration of the contents of additional information: Table 3 describes the types of writing tasks and Table 4 students were supposed to have developed throughout the course of the academic year (See appendix 2). For shows the rubrics in the pretests and post-tests. (See appendix 6-7)

In this way, the class assignments as part of this research were focused on writing skills, because the observations helped the researcher to keep a record of the activities carried out during the study.

### **3.3.1.1 General materials:**

- Eighth grade syllabus provided by the Ministry of Education.
- “English Level 1” textbook used in the traditional classroom by the Ministry of Education.
- CD player. The listening activities from the book are developed using a CD player provided by the Ministry of Education.
- Computer lab. This can be used as a research aid for many different types of exercises from the web. This room was used to show tutorial videos for the students.
- Smart board. This can be used as a tool to motivate the students, but it was not used because of technical errors.

### **3.3.2 Data organization techniques**

In order to best organize the information it was decided to divide it into sections. The first section presents the performance and explanation of survey



results, in which the quantity and percentages of these students were shown by graphs containing quantitative information.

The second section of tables and graphs explains the improved scores, same scores and lower scores in the pretests before the application of the FC.

The third section shows the frequency of the class assignments which use writing activities carried out in both the control group and experimental group. In order to obtain the information, the researcher, who was the teacher of the class with both the experimental group and the control group, checked the activities developed each day throughout the eight-week duration of the study.

The four section is the post-test which determines and compares how they might have affected the students' writing performance.

### **3.3.3 Data analysis techniques**

The data analysis techniques was carried out to highlight relationships and differences used in activities through the FC approach in order to improve students' performance.

Thus, this project used a survey based on students' preferences and interests. The information gathered from the survey was translated into a graph to illustrate the results of learning English as a foreign language.

Moreover, for this project the pre-test and post-test were designed to be shown through tables the percentages, which determine the level that students had before and after the application of the FC approach.

Finally, the tables and analysis of them will determine whether or not the FC approach influenced the development of English writing strategies.

The following data will be shown in the next chapter.



## CHAPTER IV

### RESULTS

#### ANALYSIS AND INTERPRETATION

This study includes the results, analysis and interpretations obtained from the field research carried out in the eighth grade at Nicolas Sojos Jaramillo Elementary School, the objective of which was to describe the process of learning English as a foreign language and to compare learning between the two groups of students that participated in the study. Fourteen students were divided into two equal groups - one control group and one experimental group - and were evaluated in two different ways in order to distinguish the way that the two groups learned English.

The results of the study were calculated using a quantitative method. A quantitative method expresses data that can be counted or measured and are reflected “objectively” (Wallace, 38). Therefore, the following graphs and tables contain quantitative information that was obtained from the survey, pretest, class assignments and post-test given to the two study groups that were part of this research.

Following the performance and explanation of the results, it is important to interpret and discuss each one of the tests and the surveys used in this research.

#### **4.1. Descriptive Analysis of the Survey.**

A survey was considered the appropriate tool to determine whether or not students like to work with technology and what kind the technology they are using. The survey consisted of a questionnaire developed with opened-ended questions on a 20-point scale and was administered to students by their English teacher. It was written in English, but was explained in Spanish so that students could easily understand it. The following graphs show the results of the survey given to the students. (See Appendix 1



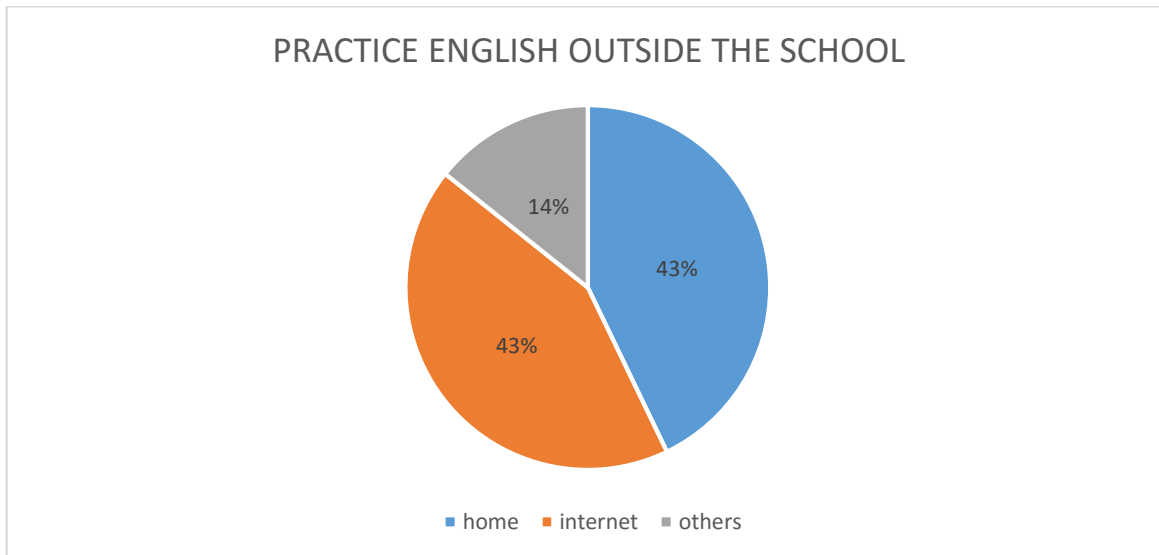
### 4.1.1 Analysis and Interpretation of the Survey

#### Student Survey

##### **Question 1: Where do you practice English outside of school?**

This question had the following options: home, internet, and other.

#### Graph #2 – Student Survey



**Source:** Mendieta

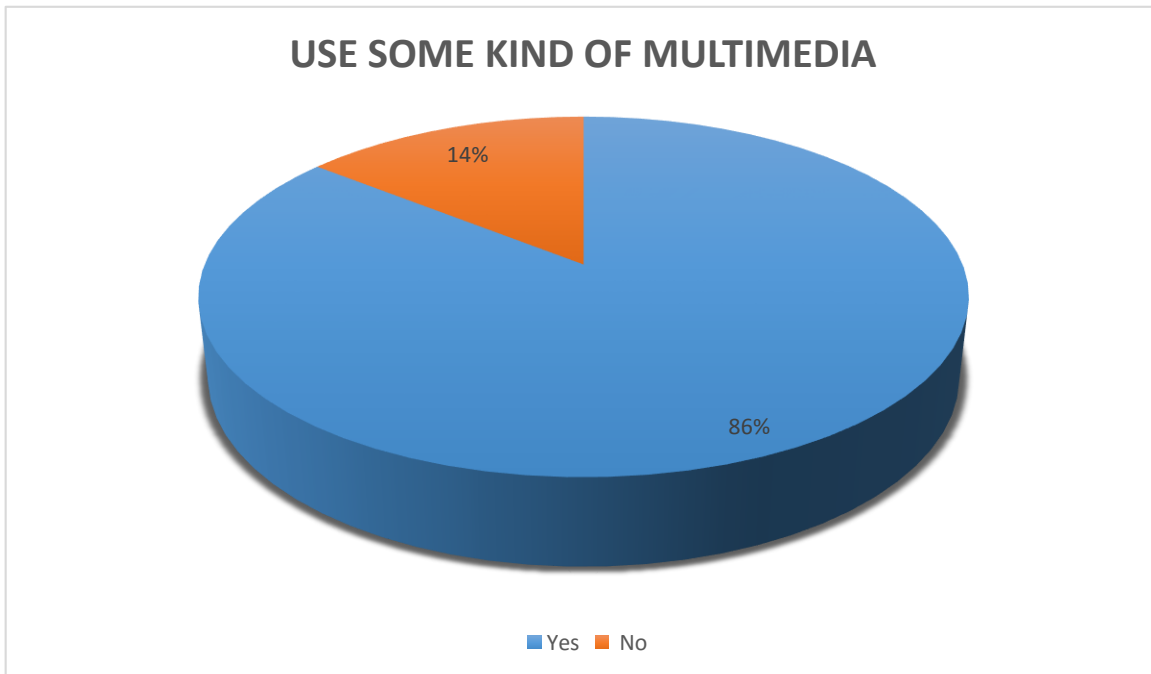
**Analysis & Interpretation:** In this graph, we can see that students prefer to practice English outside of school. This fact shows that six students (43%) like to learn English at home because they feel more comfortable learning English there. At the same time, the other six (43%) show that they prefer to learn English using the internet because they are interested in exploring new ways of learning English. Finally, two students (14%) selected that they most enjoy learning English using other resources, such as English courses.



**Question 2: Do you use any kind of multimedia for learning English?**

This question represents two percentages in which students answer yes/no, which is then connected to the next question, depending on their answer.

**Graph #3 – Student Survey**



**Source:** Mendieta

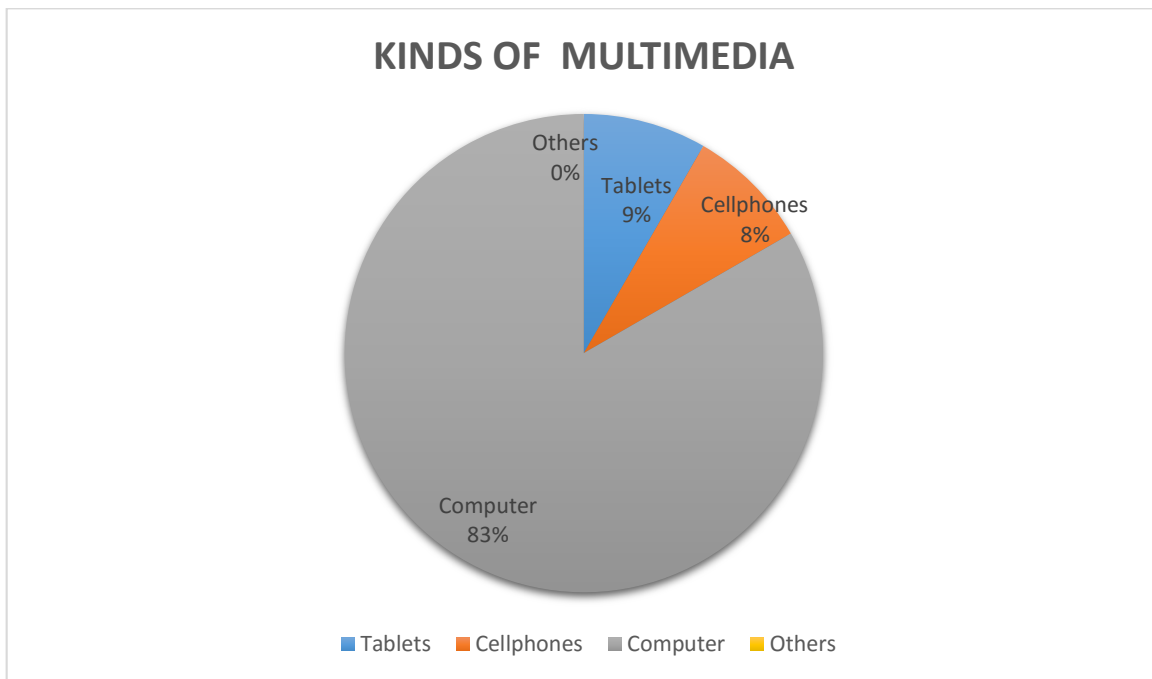
**Analysis & Interpretation:** This graph shows that more than twelve students (86%) like to use multimedia, and only two students (14%) do not like to use multimedia to learn English. We can attribute these percentages to the possibility that twelve students are familiarized with technology and the other two students are not familiarized with technology.

Based on this question, if the answer was “yes,” students had to answer the following question:



**Question 3: What kind of multimedia do you use most frequently?**

**Graph #4 – Student Survey**



**Source:** Mendieta

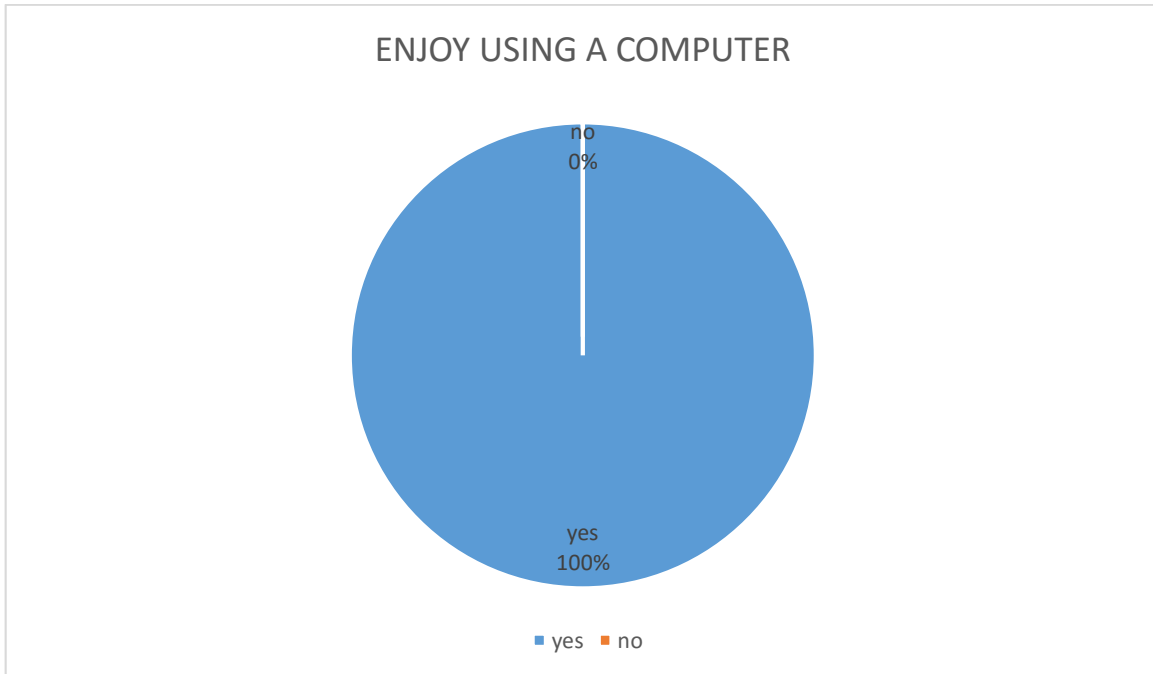
**Analysis & Interpretation:** This graph indicates that ten of the students (83%) prefer to use the computer because they feel happy using the computer when they learn English. Additionally, one student (8%) likes to use a cell phone and one student (8%) enjoys using tablets. None of the students surveyed selected that they like to use other multimedia, as can be seen in the graph.



**Question 4: Do you enjoy using a computer?**

This question demonstrated that based on the students' opinions, the computer is a good tool to improve the learning

**Graph #5 – Student Survey**



**Source:** Mendieta

**Analysis & Interpretation:** Graph #9 shows that all of the students (100%) enjoy using the computer because they think that using the computer makes a difference in the classroom.

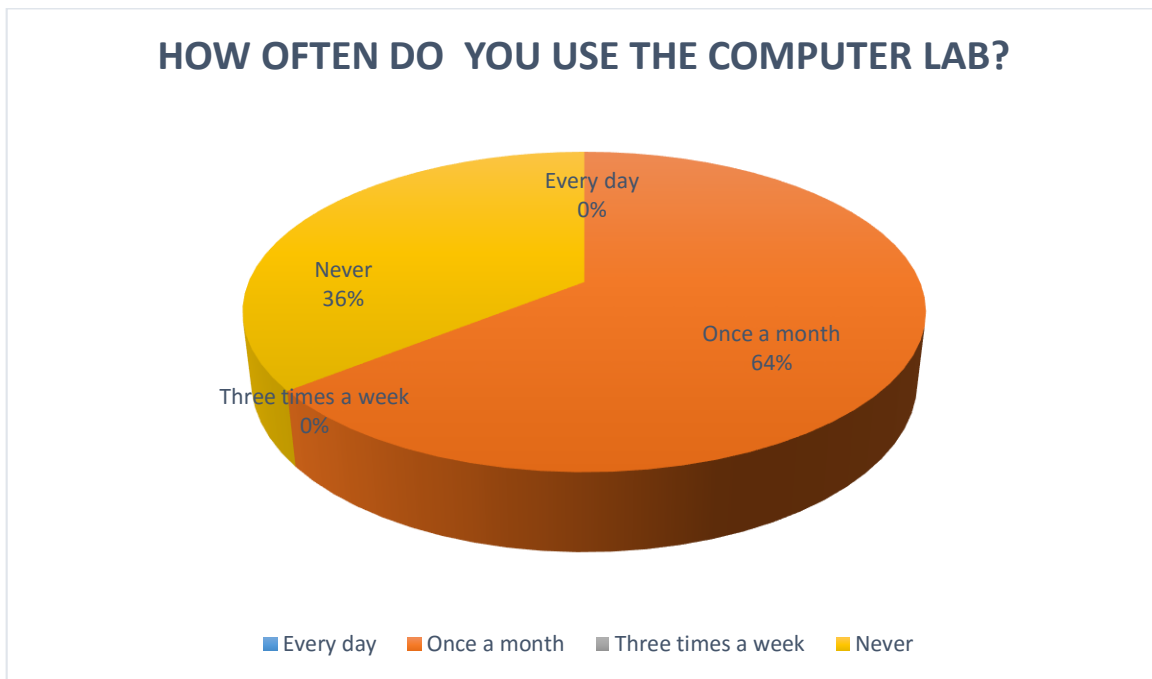




**Question 5: How often does your teacher use the computer lab?**

The following options were given: every day, three times a week, once a month, and never.

**Graph #6 – Student Survey**



**Source:** Mendieta

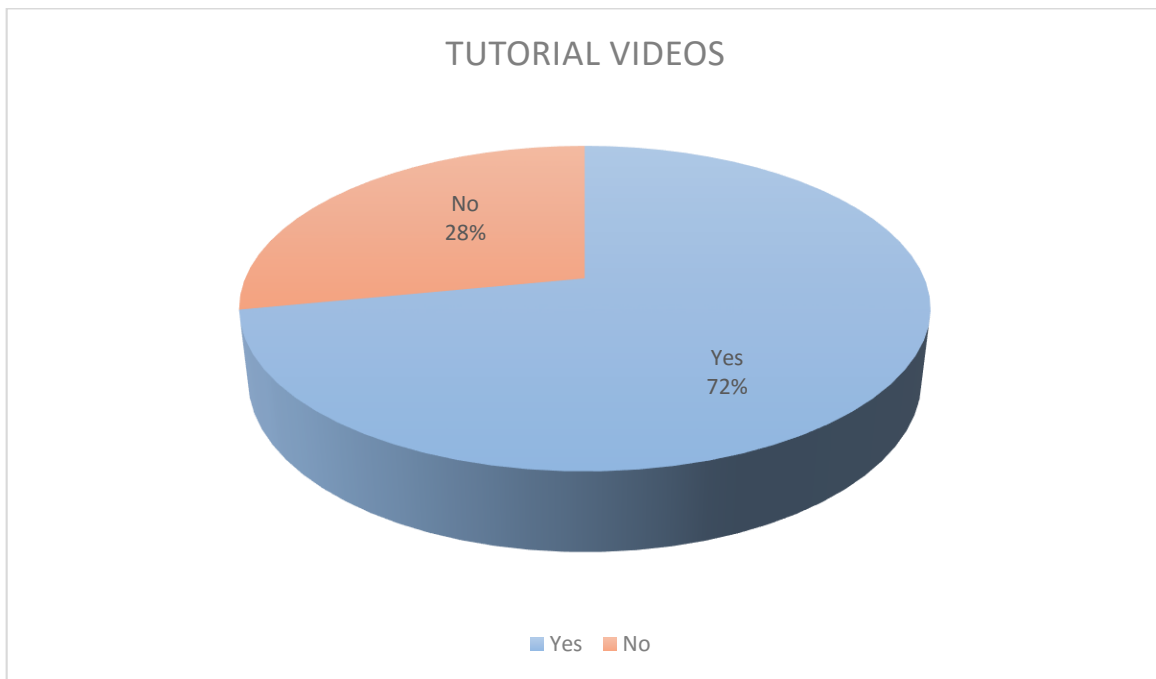
**Analysis & Interpretation:** According to these percentages, 64% of the students stated that the teacher uses the computer lab once a month; meanwhile, 36% said that the teacher never used it. No student answered with one of the other two options: three times a week or every day. However, the teacher’s opinion was that she does not have time to use the computer lab.



**Question 6: Would you like to learn English through tutorial videos in the computer lab?**

The options were the following: yes or no.

**Graph #7 – Student Survey**



**Source:** Mendieta

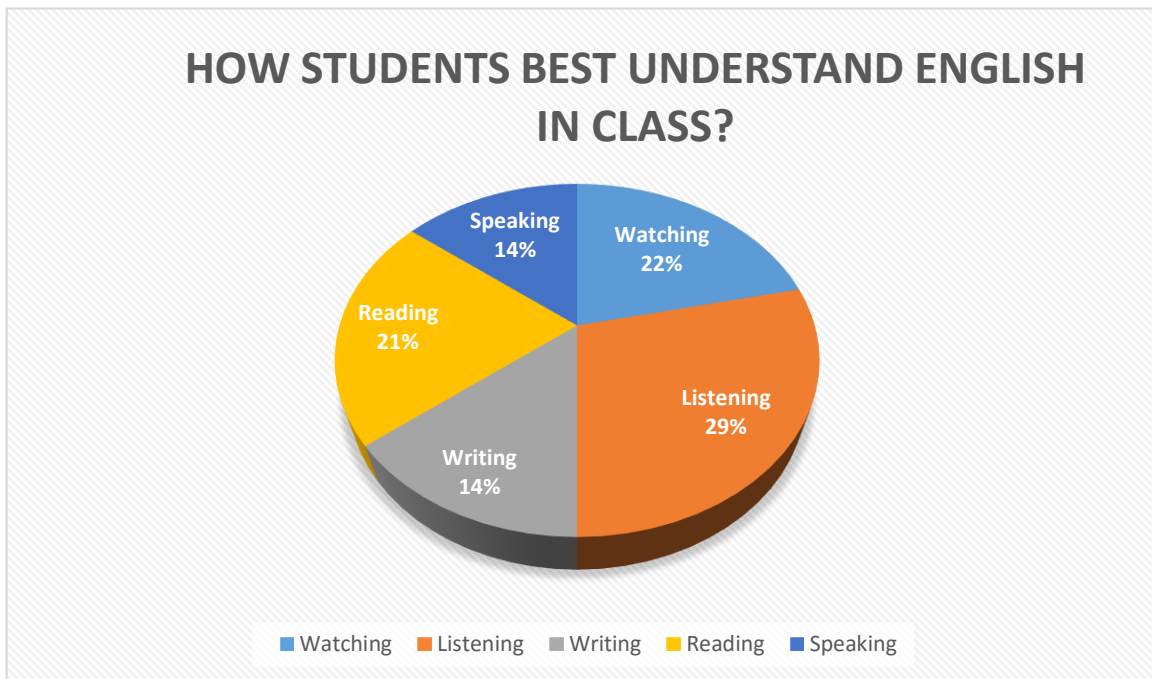
**Analysis & Interpretation:** As we can see, 72% of the students like to learn English through tutorial videos. On the other hand, 28% stated that they are not interesting. According to these results, it is essential to incorporate the use of videos in the teaching-learning process since doing this will help students to learn effectively.



**Question 7: How do you learn better: through watching, listening, writing, speaking, or reading?**

Here we found the following answers: watching, listening, writing, speaking or reading.

**Graph #8 – Student Survey**



**Source:** Mendieta

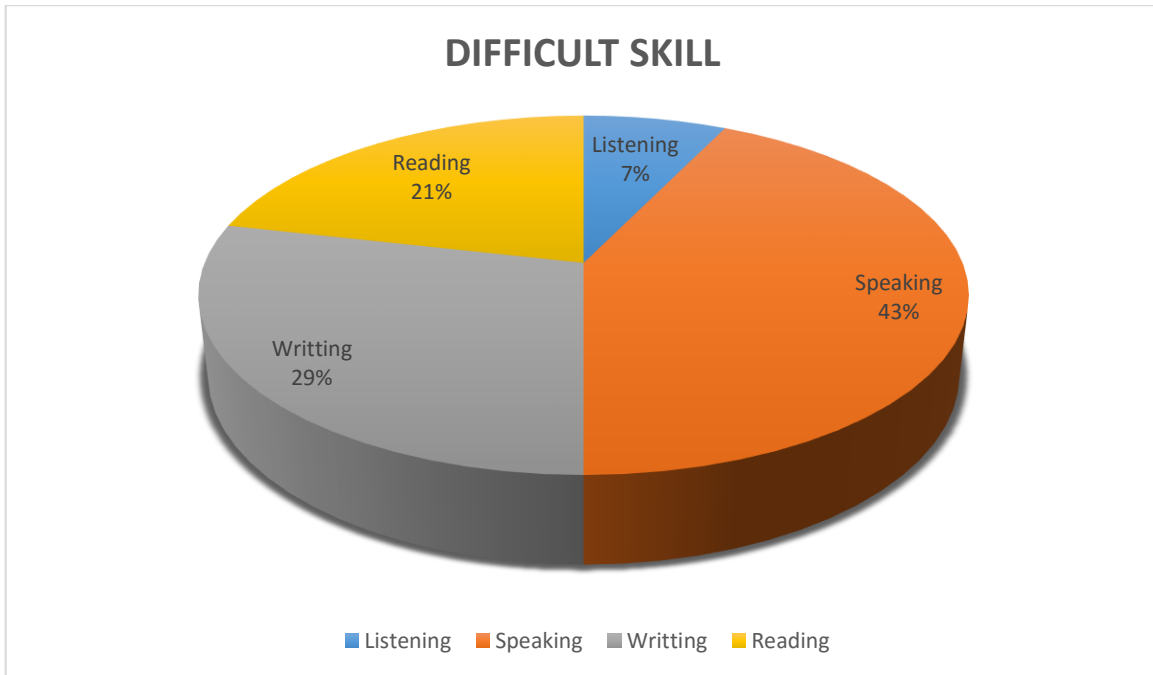
**Analysis and Interpretation:** As shown in the circle, 29% of the students said they understand best by listening. However, 22% also said that they understand best by watching. Another 21% understand best through reading and the remaining 14% chose speaking and writing. This graph shows that working with the Flipped Classroom approach as a new tool can help develop the majority of the above skills.

**Question 8: Which skill is the most difficult for you?**



The students mentioned the skill which is most difficult for them.

**Graph #9 - Student Survey**



**Source:** Mendieta

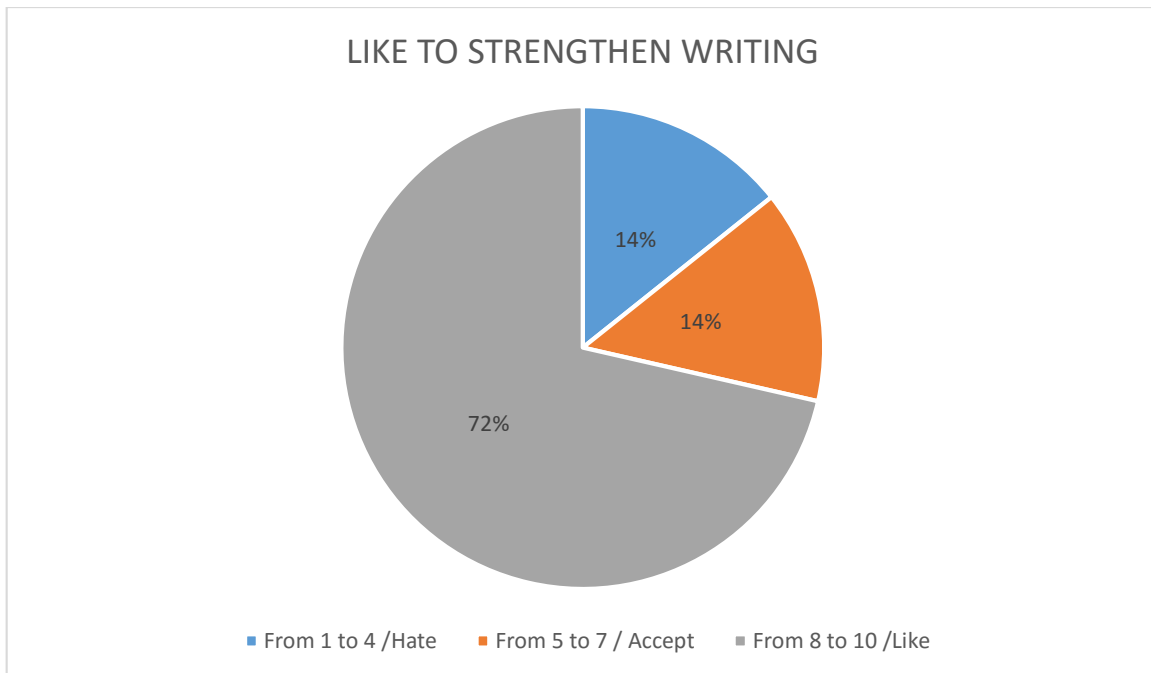
**Analysis & Interpretation:** This graph shows that 43% of the students have difficulty with speaking, representing six students; 29% have difficulty with writing, representing four students; 21% have trouble with reading, representing three students; and lastly, 7% have difficulty with listening, representing one student. This data makes it obvious that the two biggest problems for these students in English language learning are speaking and writing.



**Question 9: On a scale from 1 to 10, how much do you like to practice writing? 10 means you love it, and 1 means you hate it.**

Overview of the students' enjoyment in practice writing skills.

**Graph #10 – Student Survey**



**Source:** Mendieta

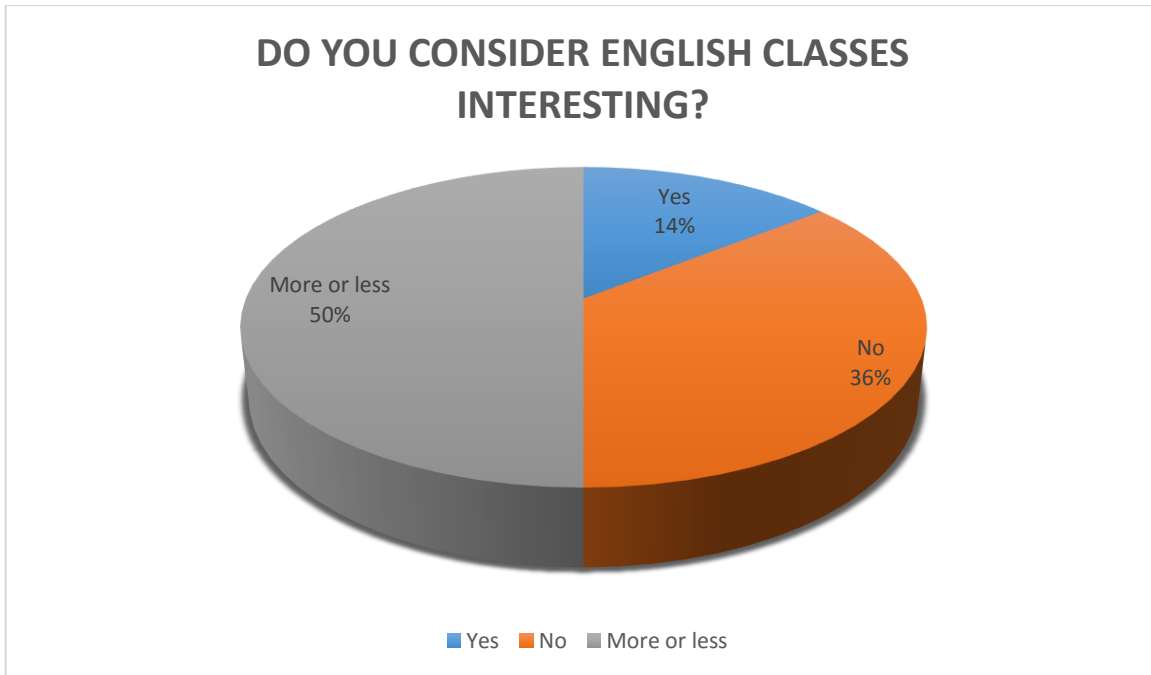
**Analysis & Interpretation:** As we can see from this graph from 1 to 10, students like to practice writing. According to the data, 1-4 got 14%; 5-7 got 14%; and 8-10 got 72%. This graph demonstrates that students like writing in English because they are enthusiastic about the process of the learning a foreign language through writing.



**Question 10: Do you consider your English classes interesting?**

Students' opinions about their English classes.

**Graph #11 – Student Survey**



**Source:** Mendieta

**Analysis & Interpretation:** The above graph shows that 50% of these students answered “more or less”; 36% answered that they do not find their English classes interesting; and 14% answered yes. Consequently, the graph shows that the majority of students chose “more or less” and “no,” indicating room for improvement in shaping classes that students will find engaging. To accomplish this, it is necessary to find the students’ preferences and interests in regards to learning English as a foreign language.



#### **4.1.2. Observation**

While taking the survey, the students were curious to find out more about the activity. Students collaborated on all activities and asked many questions. The students also paid attention and did all of the activities. The survey was then used to collect information and find out students' preferences and interests regarding learning English as a foreign language. The survey had ten questions, all of which were written in English. All questions were translated into Spanish in order to help students understand each question. The results of the survey showed that the majority of the students like English, enjoy using the computer, and believe that the two most difficult skills are speaking and writing. Moreover, they were interested in understanding the tutorial videos and like to practice their writing skills. Finally, the results confirmed that the students' goal is to be an active part of this new digital era, in which technology constitutes a large part of their daily activities and routines. These students want to learn English through tutorial videos in the computer lab; therefore, creating activities to rehearse writing skills could be applied easily and effectively. All of them felt motivated to participate in the Flipped Classroom approach.

#### **4.2 Descriptive Analysis of the Pre-test**

In order to compare results, it was important to verify the students' English level before applying the Flipped Classroom approach. The pre-test included five questions. Each question had a different average. The total score from these tests was about 20 points. The table below shows the result of the writing skills in both the control and experimental groups.

##### **4.2.1 Analysis and Interpretation of results – Pre-test**

The following indicate the results of the pre-test. (See Appendix 2).



**Table 3: Results obtained on average in the pre-tests in the control and experimental group.**

PRE-TEST RESULTS		
WRITING TEST ACTIVITIES	Control Group	Experimental Group
Look and circle the correct form	1.43 / 3	1.64 / 3
Write the correct plural	1.79 / 3	1.35 / 3
Change to the plural	1.5 / 3	1.38 / 3
Answer true or false	2.36 / 6	2.07 / 6
Write the correct word	2.14 / 5	1.64 / 5

**Source:** Mendieta

**Analysis and Interpretation:** The pre-test was given to fourteen students, boys and girls, ages 11 to 13. It was based on writing skills, with five questions for the students to answer, as we can see in the table above. The entire group of 14 students was clearly informed about what they had to do.

In the first question, it can be seen that the students in the control group scored 1.43 out of 3, a lower score than the experimental group, which got 1.64 out of 3 points. The test for both groups included a multiple-choice question to select the grammatically correct response. The control group could not identify the correct form because students did not know much about plural nouns.

The second question was complicated for students because they needed to change to plural nouns according to rules of grammar. The control group average score was 1.79, a higher score than on the previous question. The experimental group scored 1.35, the lowest grades being those related to add plural nouns.

In the third question, in which students had to fill in the blank by changing from singular to plural form, the control group obtained an average of 1.50 points.





This was higher than the average score of the experimental group of 1.38 out of 3. Both groups' lack of vocabulary is evident.

The fourth question, in which students have to recognize the correct version of a sentence, shows that students performed better in the control group, which obtained an average score of 2.36. The experimental group got 2.07 out of 3. The results of this question, represented in the table above, also reflect the experimental groups' insufficient vocabulary.

For the last question, students had to write the correct word to complete the sentence. The students in the control group averaged 2.14 points and the experimental group averaged 1.64 points. These were the final results obtained: an average of 9.22 out of 15 possible points on the pretest in the control group, and 8.08 out of 15 in the experimental group. The questions of the pre-test are attached in Appendix 2.

### 4.3. Class Assignments

Frequency, as stated in the tables below, follows this pattern:

- *Always*: 4 to 5 times a week
- *Frequently*: 2 to 3 times a week.
- *Sometimes*: once a week to once every two weeks
- *Rarely*: 1 to 4 times in the whole course.
- *Never*: an activity that has never been carried out.

Observing the two classes, the control group and experimental group, proved useful in determining if the activities presented in both groups were indeed effective enough for students to improve their writing skills.



**TABLE 4: ENGLISH LEARNING ACQUISITION PROCESS IN THE CONTROL GROUP**

<b>High School</b>	<b>Course</b>				
Nicolas Sojos Jaramillo Elementary School	8th Control Group Level: Beginners				
<b>Skills</b>	<b>Criteria</b>				
<b>Help</b>	Never	Rarely	Sometimes	Frequently	Always
Teacher guides pupils			X		
<b>Writing</b>					
Students copy the teacher's instructions	X				
<b>Collaborative work</b>					
Every student contributes to the task		X			
<b>Exchange of Ideas</b>					
Students exchange ideas and critiques	X				
<b>Interaction</b>					
Students offer ideas and report their findings to each other		X			



Students interact, discuss, and pose questions to all members of the team					
<b>Respect</b>					
Students encourage and support each other's ideas and efforts.		X			
<b>Student development</b>					
Students write answers confidently	X				
Teacher follows the learning process stages in English class (presentation, activity and production)			X		
<b>Goals</b>					
Teacher achieve his/her goals in class		X			

**Source:** Mendieta



**TABLE 5: ENGLISH LEARNING ACQUISITION PROCESS IN THE EXPERIMENTAL GROUP**

<b>High School</b>	<b>Course</b>				
Nicolas Sojos Jaramillo Elementary School	8th Experimental Group Level: Beginners				
<b>Skills</b>	<b>Criteria</b>				
<b>Help</b>	Never	Rarely	Sometimes	Frequently	Always
Teacher guides pupils				X	
<b>Writing</b>					
Students copy the teacher's instructions		X			
<b>Collaborative work</b>					
Every student contributes to the task			X		
<b>Exchange of Ideas</b>					
Students exchange ideas and critiques			X		
<b>Interaction</b>					
Students offer ideas and report their findings to each other			X		



Students interact, discuss, and pose questions to all members of the team					
<b>Respect</b>					
Students encourage and support each other's ideas and efforts		X			
<b>Student development</b>					
Students write answers confidently.		X			
Teacher follows the learning process stages in English class (presentation, activity and production)			X		
<b>Goals</b>					
Teacher achieves his/her goals in class			X		

**Source:** Mendieta

After the class observation, the author wrote a brief report about the teacher's personal and professional qualities.

We can see that in the control group, the role of the teacher in a traditional class was different than that of a teacher in the experimental group in which the Flipped Classroom approach was applied. The control group worked on activities that were developed by the teacher following traditional methods in which students participated in learning and the center of the study was the teacher following the



book. In spite of this, the greatest interaction between the students and the teacher generally occurred during warm-up activities in which students were asked to give opinions or talk about a particular subject when a teacher introduced a new topic. The role of the teacher in this class was to give instructions when a new task had to be carried out, explaining new vocabulary and structures to the class, preparing materials, and managing class time. When students worked in the class, only about half paid attention while the rest of the students were working on other subjects. At the end of this process, the researchers thanked the students.

On the other hand, in the experimental group, the teacher was a facilitator, providing feedback to students in the class when they needed it. Students were told at the beginning of the class that the tutorial videos are interesting, fun, and related structure and pronunciation. During this time, students worked in the computer lab watching the tutorial videos of the Flipped Classroom approach. In the next class, they were encouraged to fill out worksheets based on what they learned. The surge in students' motivation as a result of the new method was observed throughout the class, as evidenced by increased levels of participation.

In the experimental group when the Flipped Classroom approach was applied, activities were performed through tutorial videos, interaction with the teacher and classmates, talking about real life experiences, dialogues, role-plays, debates, and exploring the environment in which students live. Such activities usually occurred within the topic and content being studied at that particular moment through a tutorial video. Therefore, they were given roles to perform in front of the teacher, while the rest of the students were asked to watch the tutorial videos. For example, students prepared a role-play using plurals and were asked to work in pairs to act out and explore the situation; one was the father, and the other was the son. Another day, students had to prepare a dialogue in which they had to go shopping for a party and started writing about the things that they need to prepare for the Carnival party.

In conclusion, the class assignments show that throughout the duration of the study, students could interact with the teacher individually or with the whole class -



in the case of a presentation, in which their classmates were the audience and the teacher was the monitor. In these cases, it was not difficult for the teacher to work with students one-on-one. The role of the teacher in this class was as a facilitator and a guide since the tutorial videos gave instructions and prepared to the students to work towards learning English with ease. The teacher also helped students improve their writing skills since all of the classes were developed to motivate English writing. Students had the opportunity to ask the teacher any questions about the tutorial videos or their textbooks. The teacher had the opportunity to support with any pronunciation, vocabulary, or accuracy problems, providing feedback at the end of the class. The other activities were done by interacting with the computers. There were activities in which students could improve writing skills directly with a teacher. This activity usually took place after watching a tutorial video, which introduced the main idea of the lesson. After students worked with related sheets of paper, they could interact within groups, and the teacher could take part in this activity. There was also a sheet on which the teacher wrote the activities done by the students as well as their weaknesses, in order to improve on them in future sessions. (See Appendix 13)

#### **4.4 Descriptive Analysis of the Post-test**

This section is a graphic representation of the percentages of the students who formed part of the quasi-experimental/experimental group. The other students, who continued to receive classes normally with the own teacher, were called the control group. The purpose of this quasi-experimental design was to demonstrate whether or not students enhanced their writing skills through the Flipped Classroom approach. For this reason, the tests were designed to determine the level of English language learning that they could acquire during the sessions. The tests consisted of five questions and each had a different average. The total of these tests was about 20 points. The pre-test and post-test were the same. (See Appendix 2)



### 4.4.1 Analysis and Interpretation of results – Post-test

It is important to point out the level at which students finished the study. These were the results obtained: on average, students in the control group scored 10 to 14 points out of 20 possible, and students of the experimental group obtained 14 to 18 points on the same post-test. The table below shows the results of the quantitative of writing skills in both groups: control and experimental.

**Table 6: Results obtained in the post-tests in the control and experimental group.**

POST-TEST RESULTS		
WRITING TEST ACTIVITIES	Control Group	Experimental Group
Look and circle the correct form	2.21 / 3	2.64 / 3
Write the correct plural	2 / 3	2.50 / 3
Change to the plural	1.5 / 3	2.64 / 3
Answer true or false	3.28 / 6	3.71 / 6
Write the correct word	3.71 / 5	3.86 / 5

**Source:** Mendieta

**Analysis and Interpretation:** After applying the FC approach with the students, it is noticeable that the results of the application were satisfactory. Most of the 14 students surveyed liked working with technology and tutorial videos and enjoyed experiencing a new way to learn, likely because it helped them improve their writing skills and their English overall. Illustrated in Table 7 are the results obtained on the use of plural nouns, which were practiced using the FC approach. In general, students had different scores on each questions of the pre-test, which is explained below:

According to the first activity, “look and circle the correct form,” it can be seen that in the control group, students obtained 2.21/3; on the other hand, the





experimental group got 2.64/3, which shows that the two groups improved in this area, but only the experimental group increased its score. Due to in-class assignments, the experimental group worked in a more dynamic and enjoyable way.

In the second activity, “write the correct plural,” was a good activity to show that the two groups have a good understanding of grammar rules. As we can see in the above table, the results of the control group in the post-test are different from those of the experimental group. Besides, we can observe in the table that students in the control group scored 0.50 points lower when they had to write the correct plural. On the contrary, the experimental group scored 2.50, indicating that students had a better performance when they wrote the correct plural. In this way, the experimental group’s scoring indicates that students improved their grades because extra materials were used to reinforce their writing skills.

In the third activity, “change to the plural,” the control group average was 1.50/3 because they generally did not know enough vocabulary to successfully complete the activity. One possible explanation could be that because the students work in the same way every day without accurate methodology, they do not acquire vocabulary quickly. In contrast, in the experimental group students scored 2.64 because these students had more dynamic and interactive classes watching videos. The experimental group had an advantage of develop writing skills as part of the FC approach, which involved learning from computer practice and interaction.

In the fourth activity, “answer true or false,” the two groups had mid-level grades because the students were disrupted from school programs for the election of the student council and the Carnival festival.

In the last activity, “write the correct word,” students needed to correctly identify plural nouns in the correct box. The control group scored 3.71 and the experimental group scored 3.86. It is important to note that the writing resources and activities utilized in the experimental group were as effective as the ones used on the control group in order to reinforce writing skills since students generally



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demonstrated a better performance at the end compared to the level at which they started.

These were the final results: on average, the post-test in the control group scored 13 out of 20 possible points. The experimental group scored 15 out of 20 possible points. Therefore, these statistics show that FC approach improved students' knowledge. The questions of the post-tests are attached in Appendix 2.



## CHAPTER V:

### CONCLUSIONS, LIMITATIONS, AND RECOMMENDATIONS

#### 5.1. Conclusions

According to the study developed in the eighth grade at Nicolas Sojos Jaramillo Elementary School using the Flipped Classroom (FC) approach, teaching and learning English as a foreign language takes place most effectively in a cooperative learning environment in which students actively participate in the learning process.

Bergmann and Sams state that teachers help create a positive environment in which students feel they received personal, individualized attention. As teachers, we work to give students the knowledge necessary to understand our presentations while encouraging students to communicate throughout their learning process (27).

Based on information collected in a survey, pre and post-test results, and class assignments, we can conclude that:

In the FC, the procedure and combination of different interactive activities using the tutorial videos in the classroom became a useful and motivational e-learning resource. Both the students and the teacher stated that the FC approach provided a huge range of benefits. Using the FC method of in-class homework, the students were given assignments to complete after watching tutorial videos in class, which increased positive attitudes towards learning. Another observed benefit was that the teacher improved classroom management skills and the ability to get students actively involved in their own learning process. Both students and teachers enjoyed the benefits of the FC approach, having more fun in class and learning and retaining more information.

In order to facilitate the process of learning English as a Foreign Language (EFL) using multimedia material, the FC approach provides teachers and students the chance to work with diverse learning styles such as kinesthetic, visual, and



auditory, among others. FC becomes an effective tool in the EFL classroom by incorporating suitable technological resources and developing the teacher's skills in creating opportunities for interaction between all the participants in the classroom.

EFL students feel confident, motivated, and involved while working with FC's multimedia material because the EFL teacher can use different methodologies and techniques to encourage learning English that cater to the students' individual learning needs.

Moreover, the influence of the FC approach on the development of writing skills in the eighth grade was positive. The teacher has a very important and varied role in the Flipped Classroom and he or she is a very useful tool for the students' understanding. Therefore, results indicated that performance in English learning was significantly higher with the FC activities implemented for this project.

The advantage of working with FC approach was that the students in general could practice the use of language by themselves and received personalized help when they watched tutorial videos. The EFL teacher takes on the role of facilitator, providing feedback after students have already gone through the learning process. Students are free to talk to the teacher whenever they need any kind of support related to learning.

In conclusion, FC could change traditional education because this particular approach helps teachers improve their teaching skills and the students' learning process and retention. It is also more enjoyable for students to participate in a new way of learning English, since the teacher uses resources that break through the barriers of the traditional classroom, resulting in a surge in students' motivation, participation and interest in the subject material. This increase in the level of participation evidences the beginning of a new pedagogy that could well be replicated for other school subjects.



## 5.2 Limitations

After having completed this study, it is important to comment on some research limitations encountered during the course of the study.

While technology has great benefits, it is not always reliable. The implementation of FC materials would have been improved if there had been a smart board, a virtual platform and a more stable internet connection in the classroom used at Nicolas Sojos Jaramillo Elementary School, since more classroom activities could have developed and more information been given. Likewise complicating the study were extra activities in the experimental group English class relating to the selection of a new council manager, which reflected in the results since the researcher had a difficult time observing any specific challenges faced by each students in the group.

However, the researcher worked around technological complications in order to interrupt the FC learning process as little as possible. One of the lab computers was used with a projector in order to show the tutorial videos. Students reported being satisfied with their experience. It is important to mention that it was a creative use of the computer lab that produced positive learning results.

## 5.3 Recommendations

Based on the analysis and conclusions, the researcher highly recommends the application of the Flipped Classroom approach in the development of writing skills in other school subjects.

Likewise, it is recommended that Nicolas Sojos Jaramillo Elementary School give teachers the opportunity to break traditional classroom barriers and consider developing FC tutorial videos, which the school could implement in most classrooms, and train teachers to help students to better understand the learning material. So, teachers and students can take advantage of the activities that FC



approach offers to achieve more interactive classrooms, which, as study results show, allows students to improve learning and better manage classroom time.

It is also recommended that, in the process of learning, EFL teachers should include and combine the various types of learning processes and teaching methodologies to make it easier for students to learn English. They should be attentive to the information they are teaching and integrate new teaching resources into the teaching process. This is based on survey results that showed students in the experimental group appreciated the fact the tutorial videos are different from their traditional classroom activities.

It is therefore recommended that teachers incorporate the use of multimedia material as a resource that supports the development of students' learning skills. Being able to maintain creativity, interest, and participation when creating activities to develop students' writing skills is essential when working on a FC approach.

Another advantage of working with FC approach to be considered is that teachers also need motivation and look forward to changes in general educational issues, enjoy receiving training in the use of multimedia resources, and need more time to focus on students' needs. As a matter of fact, it takes changes in the environment to support the learning process and improve the quality of education.

Finally, it is indispensable that in schools in rural areas the teachers and students increase the use of technology in the classroom. This gives access to new sources of information and expands teachers' and students' knowledge base, as well as facilitates the communication and interaction among the students.



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## APPENDICES

### Appendix #1

#### Original Survey

Age: \_\_\_\_\_

Class: 8<sup>th</sup> level.

**1. Where do you learn English?**

School \_\_\_\_\_

House \_\_\_\_\_

Internet \_\_\_\_\_

Others \_\_\_\_\_

**2. Do you use any kind of multimedia for learning English classes?**

Yes \_\_\_\_\_

No \_\_\_\_\_

**3. What kinds of multimedia do you use more frequently?**

Tablets \_\_\_\_\_

Cellphones \_\_\_\_\_

Digital camera \_\_\_\_\_

Computer \_\_\_\_\_

Others \_\_\_\_\_



4. Do you enjoy using a computer?

Yes \_\_\_\_\_

No \_\_\_\_\_

5. How often does your teacher use the computer lab?

Every day \_\_\_\_\_

Three times a week \_\_\_\_\_

Once a month \_\_\_\_\_

Never \_\_\_\_\_

6. Would you like to learn English through tutorial videos in the lab computer?

Yes \_\_\_\_\_

No \_\_\_\_\_

7. How do you learn better through watching, listening, reading, speaking or writing?

---

8. What skill is the most difficult for you?

Reading \_\_\_\_\_

Writing \_\_\_\_\_

Speaking \_\_\_\_\_

Listening \_\_\_\_\_



9. On a scale from 1 to 10, how much do you like to rehearse writing? 10 means you love, and 1 means you hate it.

\_\_\_\_\_

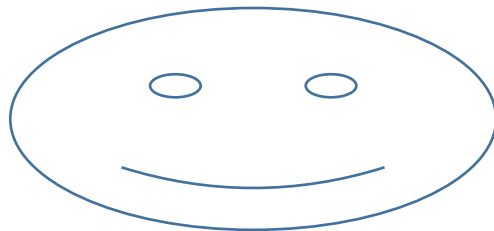
10. Do you consider that your English classes are interesting?

Yes \_\_\_\_\_

No \_\_\_\_\_

More or less \_\_\_\_\_







Thanks for your cooperation





### PRETEST and POSTTEST

1. Look at the picture(s) in each box. Circle the correct noun for each picture.

 <p>Butterfly Butterflies</p>	 <p>Apple Apples</p>	 <p>Church Churches</p>
 <p>Baby Babies</p>	 <p>Mirror Mirrors</p>	 <p>Mouse Mice</p>

2. Write the plural of these nouns.

- Box \_\_\_\_\_
- Church \_\_\_\_\_
- Boy \_\_\_\_\_
- Student \_\_\_\_\_
- City \_\_\_\_\_
- Man \_\_\_\_\_



3. – Change to the plural.

- 1.-Wolf
- 2.- Child
- 3.- apple
- 4.- potato
- 5.- city

1.-									
2.-									
3.-									
4.-									
5.-									
6.-									

4.- Write True (T) or False (F). Correct the False sentences. Use the correct form, plural or singular.

- I have three child. ( \_\_\_ )  
\_\_\_\_\_
- Baby play with bottles as toys. ( \_\_\_ )  
\_\_\_\_\_
- I put two big apple in the lunch box. ( \_\_\_ )  
\_\_\_\_\_
- A few men wear watches. ( \_\_\_ )  
\_\_\_\_\_
- I saw a mice running by. ( \_\_\_ )  
\_\_\_\_\_
- There are few buses on the road today. ( \_\_\_ )  
\_\_\_\_\_

5.-Write the plural of these nouns in the correct box.

Baby- dress – fox – roof – tomato – Apple – book – strawberry – flower - dish

-S	- es	- ies
roofs		



Universidad de Cuenca

### Appendix # 3



**UNIVERSIDAD DE CUENCA**  
**FACULTAD DE FILOSOFIA, LETRAS Y CIENCIAS DE LA EDUCACION**  
**Escuela de Lengua y Literatura Inglesa**

A quien corresponda:

Yo, Poleth Alejandra Mendieta Sinche. Por medio de la presente en mi calidad de estudiante del trabajo investigativo previo a la obtención del título de Licenciada en Ciencias de la Educación en la Especialización de Lengua y Literatura Inglesa, como parte de los requisitos del Programa debo llevar a cabo un proyecto de investigación. El mismo trata sobre el efecto que podría tener el uso de “Flipped Classroom” en el proceso de aprendizaje de la asignatura de Ingles con estudiantes del Octavo Grado de la Escuela Nicolas Sojos Jaramillo.

Esta intervención tiene como objetivo demostrar el impacto de este recurso tecnológico en el desarrollo de la destreza de escritura al tiempo que asisten a clases.

Es importante mencionar que el proceso y la información obtenida a través de este estudio serán mantenido bajo estricta confidencialidad. Su nombre no será utilizado en ningún informe cuando los resultados de la investigación sean publicados. Además, el estudio no conlleva ningún riesgo ni se verá afectado ningún tipo de evaluación a lo largo de la investigación.

En espera de una pronta respuesta, quedo a sus órdenes para cualquier duda o aclaración.

Por su atención, gracias.

**Atentamente:**

**Poleth Mendieta.**

**C.I. 0104724968**

**Poleth Mendieta**





Universidad de Cuenca

## Appendix #4



**UNIVERSIDAD DE CUENCA**

**FACULTAD DE FILOSOFIA, LETRAS Y CIENCIAS DE LA EDUCACION**

**Escuela de Lengua y Literatura Inglesa**

**Título de la Investigación:** “Flipped Classroom Approach in the EFL Classroom Improves the Learning Process in Writing Skills.”

**Investigadora:** Poleth Alejandra Mendieta Sinche

### **Estimados Padre de Familia:**

En mi calidad de estudiante del trabajo investigativo previo a la obtención del título de Licenciada en Ciencias de la Educación en la Especialización de Lengua y Literatura Inglesa, como parte de los requisitos del Programa debo llevar a cabo un proyecto de investigación. El mismo trata sobre el efecto que podría tener el uso de “Flipped Classroom” en el proceso de aprendizaje de la asignatura de Inglés con estudiantes del Octavo Grado de la Escuela Nicolas Sojos Jaramillo.

Esta intervención tiene como objetivo demostrar el impacto de este recurso tecnológico en el desarrollo de la destreza de escritura al tiempo que asisten a clases.

Esta investigación ha sido previamente autorizada por el Director de la Escuela Nicolas Sojos Jaramillo. Es importante mencionar que el proceso y la información obtenida a través de este estudio serán mantenidos bajo estricta confidencialidad. Su nombre no será utilizado en ningún informe cuando los resultados de la investigación sean publicados. Además, el estudio no conlleva ningún riesgo ni se verá afectado ningún tipo de evaluación a lo largo de la investigación. De igual manera está en pleno derecho de escoger ser partícipe o no de esta investigación.

**Poleth Mendieta**



Universidad de Cuenca

Si tiene alguna pregunta sobre esta investigación, se puede comunicar conmigo al 0999066095.

### **AUTORIZACIÓN**

Yo, \_\_\_\_\_, representante del estudiante \_\_\_\_\_ del octavo grado de la materia de Ingles, he leído esta información y estoy de acuerdo con participar en la investigación.

Firma \_\_\_\_\_ (Del representante del participante)

Cédula de Identidad: \_\_\_\_\_

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

Firma \_\_\_\_\_ (investigador) Fecha: \_\_\_\_\_



Universidad de Cuenca

## Appendix #5

Cuenca, 5 Septiembre del 2014.

Mst. Fernando Ortiz.

### **DECANO DE LA FACULTAD DE FILOSOFIA LETRAS Y CIENCIAS DE LA EDUCACION DE LA UNIVERSIDAD DE CUENCA**

Su Despacho.-

De mi consideración:

Yo, Poleth Alejandra Mendieta Sinche, solicito a usted por su digno intermedio al Honorable Consejo de la Facultad, se me apruebe el esquema de “Flipped Classroom Resources in the EFL Classroom Improves the Learning Process.” una vez que he cumplido con todos los requisitos legales y reglamentarios previos a la obtención del Título de Licenciado/a en Ciencias de la Educación en la Especialización de Lengua y Literatura Inglesa.

Por la favorable acogida que se sirva dar a la presente, anticipamos nuestros agradecimientos.

**Atentamente,**

**Poleth Mendieta**

0104724968

## Appendix #6

**Poleth Mendieta**



**Description of task design of the writing pretest and posttest.**

Type	Task	Description
Look and circle the correct form.	While looking at the picture, students had to circle the correct answer from the two different options.	Students had to select the correct information from the two different options.
Write the correct plural.	While looking at the word, students concentrated to find the correct plural nouns.	Students had to write the correct plural nouns.
Change to the plural.	While looking at the chart, students had to focus to change the singular noun to the correct plural form.	Students had to fill out the chart with the correct option.
Write the correct answer.	While reading sentences, students concentrated on specific information to answer if the statement given was true or false in order to correct the false option.	Students had to write “true” next to correct sentences according to reading and re-write the incorrect sentences in the correct position.
Write the correct word.	While looking at the box with a different plural ending, students had to write the plural form with the correct ending.	Students had to write the correct form of the plural in the correct box.

**Appendix #7**



**Rubrics from writing activities.**

<b>Rubrics</b>	<b>Grades</b>	<b>Description</b>	<b>Topics</b>
<b>Vocabulary</b>	<b>3</b>	Student knows a variety of vocabulary words and expressions.	<p><i>The Plural Nouns.</i></p> <p>Students had to answer the following questions:</p> <p>Look at the picture(s) in each box. Circle the correct noun form for each picture.</p> <p>Write the plural version of these nouns.</p> <p>Put a check if the sentence is correct and an X if the sentence is incorrect. Then correct the incorrect sentences.</p> <p>Change the singular nouns to the plural.</p>
	<b>2</b>	Student knows a variety of vocabulary words and expressions but makes some errors in word choice.	
	<b>1.5</b>	Student knows limited vocabulary words and expressions.	
	<b>1</b>	Student knows only basic vocabulary and expressions.	
	<b>0.5</b>	Student doesn't know vocabulary.	
<b>Writing</b>	<b>6 – 5</b>	Writing is always clear.	
	<b>4-3</b>	Writing is usually clear with a few problems.	
	<b>2 – 2.5</b>	Writing errors sometimes make it difficult to understand the student's writing.	



	<b>1 – 1.5</b>	Frequent errors in writing.	Write the plural of these nouns in the correct box.
	<b>0.5</b>	No answer.	
<b>Grammar</b>	<b>5</b>	Good grammar with no errors that might interfere with writing.	
	<b>4 – 3.5</b>	Grammar with some errors, but errors do not usually interfere with writing.	
	<b>3 – 2.5</b>	Grammar with some errors, which often interfere with writing.	
	<b>2 – 1</b>	Uses basic structures. Errors appear too often in writing.	
	<b>0.5</b>	No answer.	



Appendix #8

ACTIVITY 1

**Name of the activity:** Make a List

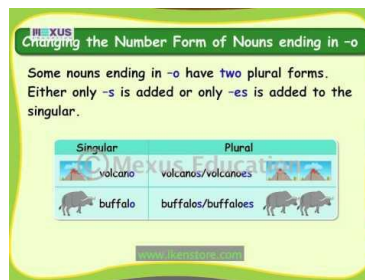
**Grammar Point:** Singular and Plural.

**Objective:** Explain the students the rules of the plural nouns.

**Description:** Students comment about tutorial videos that they have watched with the teacher as a monitor. After have to work in two groups, find the vocabulary present in the worksheet. Next, students fill in the blanks with the correct information. All of this, it is after watching a tutorial videos about Singular and Plural. Students have about 15 minutes to answer the information and teacher such as monitor help their checking the activity.

- Comment the tutorial video. Did you like it?
- Read the title and look at the picture again.
- Fill in the blanks with the correct singular and plural.
- Check it with the teacher.

**Tutorial video**



Source: <https://www.youtube.com/watch?v=qn2keTZIzb0>



### Worksheet



# Make A List

List the objects below based on whether they are singular or plural. See the example.



Singular	Plural
Key	Markers

Source: <http://www.education.com/>

Appendix #9

Poleth Mendieta





## ACTIVITY 2

**Name of the activity:** Sysiss' House...?

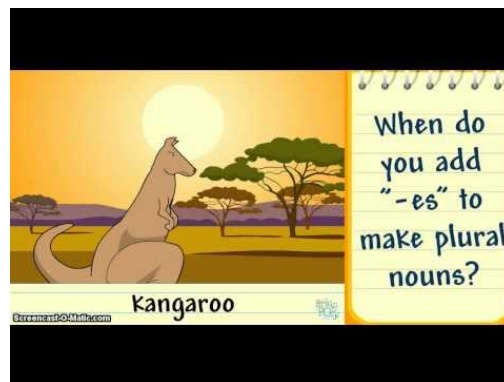
**Grammar Point:** Singular and Plural.

**Objective:** Explain the students the different between the singular and plural nouns.

**Description:** In this activity, students have to recognize Sysis' house and how much or how many toys are. Next, teacher carry out different things of her house and form an environment of the house in the class. Because of the students look and touch the things in this way they can recognize the vocabulary. Next, students to choose the correct plural or singular nouns and complete the chart. Later, they have to check the answers that they writing to pass in the front of the blackboard. Finally, the teacher and students check the task.

- Comment the tutorial video. Where were the toys?
- Look at the pictures and check if the answers were correct.
- Choose the correct plural nouns and complete the chart.

### Tutorial video

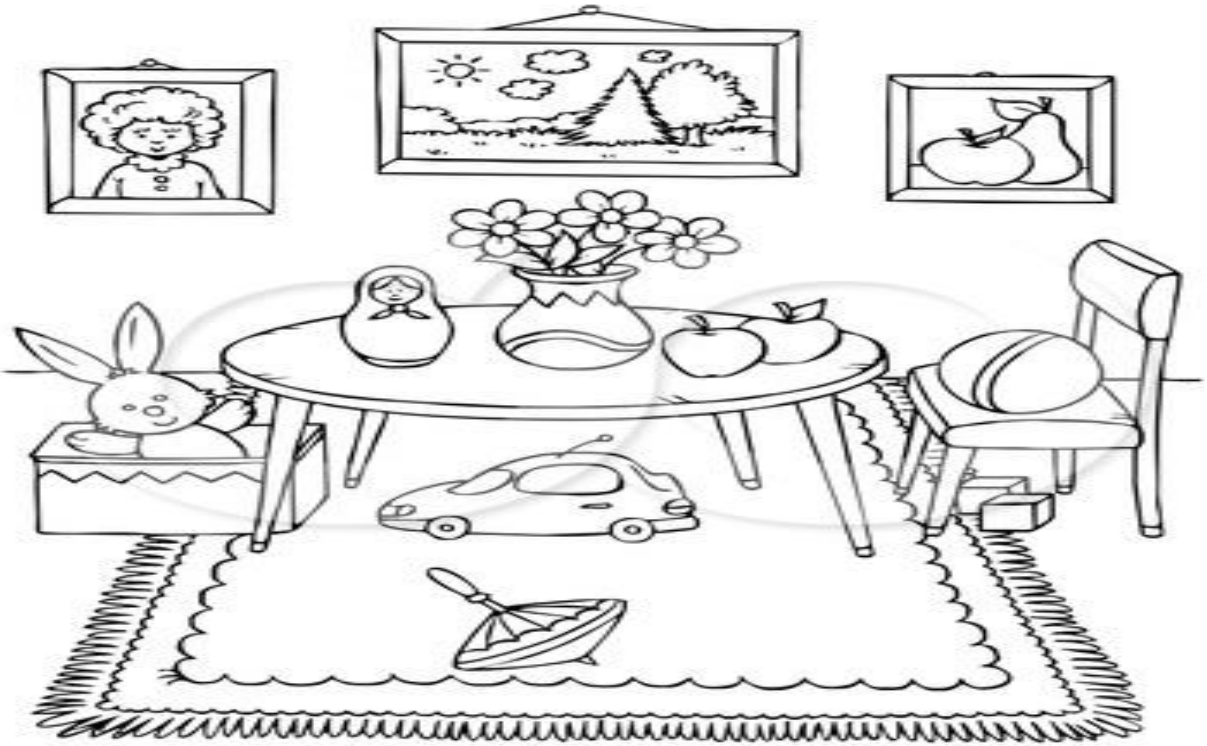


Source: [www.youtube.com/watch?v=Xz9uYl1W](http://www.youtube.com/watch?v=Xz9uYl1W)

### Worksheet



**SYSIS' HOUSE**



Things	Nouns
Chair	One chair

Source: Mendieta

Appendix #10

Poleth Mendieta



### ACTIVITY 3

**Name of the activity:** One and more than one?

**Grammar Point:** Singular and Plural.

**Objective:** Explain the students the first rule of the plural nouns.

**Description:** In this activity, students have to watch a tutorial video about the singular and plural, first rule. Next, students comment about how many animals were. Finally, students have to look at a picture on the worksheet. Listen to the teacher and answers the questions orally.

- Watch a tutorial video and comments in the class.
- Look at a picture on the worksheet.
- Listen and answers the questions orally (use singular and plural).

#### Tutorial video









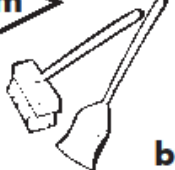










Source: [https://www.youtube.com/watch?v=GeIW9sl\\_pg0](https://www.youtube.com/watch?v=GeIW9sl_pg0)



Worksheet

# One and More Than One

Read the **nouns** inside the  s. Circle the correct **plural** form of each one.

  <b>watches</b>	  <b>trucks</b>
  <b>brooms</b>	  <b>bugs</b>
  <b>sixes</b>	  <b>dishes</b>
  <b>glasses</b>	  <b>pails</b>





## Appendix #11

### ACTIVITY 4

**Name of the activity:** Cut and Paste?

**Grammar Point:** Singular and Plural.

**Objective:** Explain the students the different between the singular and plural nouns.

**Description:** In this activity, students have to pronounce the singular and plural forms correctly after watching tutorial video. Next, they have to cut the pictures and pronounce them. Finally, they have to listen and paste the thing where the teacher says.

- Watch a video about singular and plural nouns. Listen and repeat.
- Cut the pictures and pronounce them.
- Listen to your teacher and paste the pictures.

#### Tutorial video



Source: <https://www.youtube.com/watch?v=9EdCLTIMYaY>



Worksheet

Name _____		Date _____	
<b>Singular and plural</b>			
singular nouns		plural nouns	
✂ _____			
car	paper	dress	cakes
cake	cars	plate	pens
pen	plates	papers	dresses

Source: [www.pinterest.com](http://www.pinterest.com)



## Appendix #12

### ACTIVITY 5

**Name of the activity:** My Classroom?

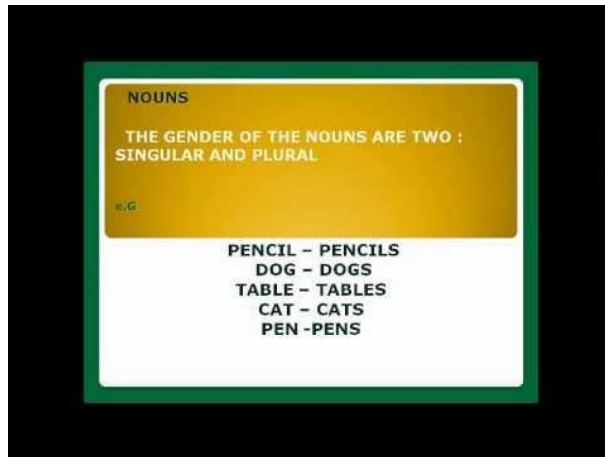
**Grammar Point:** Singular and Plural .

**Objective:** Explain the students the rules of the plural nouns.

**Description:** In this activity, students have describe about the objects of the classroom. Next, students comment where the objects were. Finally, students have to look at a picture on the classroom. Listen to the teacher and answers the questions writing in the worksheet.

- Watch the objects and comments in the class.
- Look at a picture on the classroom.
- Listen and answers the questions writing in the worksheet.

### Tutorial video



Source: <https://www.youtube.com/watch?v=DEb2AFI8hd4>



**Worksheet**

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

Singular Noun		Plural Noun	

Source: <http://autismtank.blogspot.com>





Appendix #13

Pictures

