



UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION

CARRERA DE IDIOMAS

**Perfil de investigación previo al informe final de trabajo de graduación y obtención
del Título de Licenciado en Ciencias de la Educación**

Mención: Inglés

TOPIC:

“FLIPPED CLASSROOM AND THE WRITING SKILL”

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Ambato – Ecuador

2021

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DEDICATION

To my sunflower Angel, María Belén Chilliquinga for being a good friend that made me think I was good enough to make things possible if I want. We were supposed to do this together. To God for taking care of her, all my loved ones and me. To my older brother, Jonathan, the only person who has always trusted in me and supported all my dreams.

Mishel

ACKNOWLEDGMENTS

To my brother for being my role model, for being my strongest support in the hardest moments of my life, you always care about me.

To my friend Edison Cocha (Pandu), for making me strong, for keeping me from giving up. You were always by my side when I had nobody else.

To my teachers, especially Wilma Suárez, tutor of my research and the teacher I admire the most from my program. To Mayorie Chimbo and Ximena Calero, revisers of this research. Without your guidance and advice I could not have done this. To Verónica Chicaiza, thanks for caring about me and giving me advice even though you did not know what was going on.

To every person that has been kind enough to take care of me even when I did not ask for it. You are Angels.

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TOPIC: “FLIPPED CLASSROOM AND THE WRITING SKILL”

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TUTOR: Mg. Wilma Suárez

Abstract

Education constantly evolves and teachers must adapt to those changes. One of the most innovative ideas to teach online and face-to-face environments is flipped classroom. The focus of this research is to determine the effects of flipped classroom in the development of the writing skill. This was a quasi-experimental study with a group of 26 participants. They were from the seventh semester of “Pedagogía de los Idiomas Nacionales y Extranjeros” program at Universidad Técnica de Ambato. It lasted 2 weeks with four sessions in total. At the beginning of the experiment, they took a pre-test (CAE writing paper). Then, the 26 participants were taught by using flipped classroom. At the end of the treatment with flipped classroom, students took a post-test. They were evaluated by using an adapted rubric from Cambridge for the writing paper. Finally, the data gathered was analyzed using the T-student statistical test. The results demonstrated that by implementing flipped classroom students improved their writing skill.

Keywords: Flipped classroom, writing skill, technology, CAE.

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TEMA: “FLIPPED CLASSROOM AND THE WRITING SKILL”

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Resumen

La educación evoluciona constantemente y los profesores deben adaptarse a esos cambios. Una de las ideas más innovadoras para enseñar en entornos en línea y presenciales es el aula invertida. El enfoque de esta investigación es determinar los efectos del aula invertida en el desarrollo de la habilidad de escritura. Este fue un estudio cuasi-experimental con un grupo de 26 participantes. Eran del séptimo semestre del programa “Pedagogía de los Idiomas Nacionales y Extranjeros” de la Universidad Técnica de Ambato. Duró 2 semanas con cuatro sesiones en total. Al comienzo del experimento, realizaron una prueba previa (papel de escritura CAE). Luego, a los 26 participantes se les enseñó usando el aula invertida. Al final del tratamiento con el aula invertida, los estudiantes realizaron una prueba posterior. Fueron evaluados utilizando una rúbrica adaptada de Cambridge para el trabajo de escritura. Finalmente, los datos recopilados se analizaron mediante la prueba estadística T-student. Los resultados demostraron que, al implementar el aula invertida, los estudiantes mejoraron sus habilidades de escritura.

Palabras clave: Aula invertida, habilidad de escritura, tecnología, CAE.

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Investigative background

This study involves a current approach to teach in the 21st century implementing technology as the main tool but also involving students as active learners. This is Flipped classroom, one of the teaching approaches that has been used in online teaching. Flipped classroom allows students to learn things by themselves and mainly at home because it is based on the idea that teaching is inverted and what is done in class (learning), must be done at home and what is done at home (such as homework) must be done in class (Asmara et al., 2019). The use of flipped classrooms for developing the writing skill in online classes is an innovative proposal. In this section we analyze previous investigations that establish a relationship and benefits between Flipped classroom and Writing skill. In addition, this section shows previous studies related to Flipped classroom and the writing skill to have a clear basis. The studies involved students from different levels such as high school and university students.

Abedi, Keshmirshakan, and Namaziandost (2019) led an investigation which compared traditional instruction with flipped classroom instruction on EFL students' writing composition. To do this study the methodology used involved 32 Iranian intermediate participants. The participants were organized in 2 groups; one experimental group and one control group. Both groups were pre-tested by writing a text of 180 words. During the process, the participants of the experimental group were involved in a flipped classroom which was supplied with Internet, a computer and a projector. Students from the experimental group were authorized to bring their Smartphones for learning purposes. On the other hand, the control group was taught using traditional instruction. Finally, the

participants of both groups took a post-test. The data demonstrated that the experimental group had higher grades than the control group on the post-test.

Özkurkudis (2019) conducted a research to analyze the effects of the flipped classroom model on student performance in terms of grammar education. There were 2 questions that guided this study and were aimed to know: if there will be differences between students that were taught using flipped classroom and students that were taught using traditional methods; students' views when learning using flipped classroom. This was an action research which used an experimental design. It involved 30 preparatory students from 17-19 years old. This study lasted seven weeks. Before the used of flipped classroom (FC) model, students took a pre-test. Then, during the study with the application of the model, a checklist was used to register students' performance. Finally, the participants took a post-test and answered a semi-structured interview. During the pre-test and post-test, students from both groups had to write an essay. Three different teachers were in charge of grading those essays, they used a pre-prepared rubric. Findings indicated that participants from the experimental group (FC) got higher scores than the control group. In addition, in the interview, students said to have positive views about this model.

Mubarok, Cahyono, and Astuti (2019) led a research whose main objective was to examine the effect of flipped classroom on students' writing skills by considering their cognitive styles. The methodology implemented involved was a quasi-experimental research for working with the two variables of this research. The participants were 58 university EFL students which were divided into an experimental and a control group. Before the treatment, they took a pre-test to measure their writing skills. After applying the flipped classroom model, they took a post-test to measure students' improvement. The results of the study showed that the experimental group's scores were better than the students from the control group's scores. This research confirmed that flipped classroom model had a positive impact on the students' writing achievement. In addition, by

analyzing the results, it was recommended to use flipped classroom instead of traditional teaching when teaching writing because it is more effective.

Norazmi et al. (2017) conducted a research that was intended to measure the students' engagement when using the flipped classroom approach (FCA) in teaching writing. The methodology used was quantitative in which one hundred and eighteen students (between 18-24 years) participated in a writing course. The experiment was done in three stages: pre, during and post the application of the treatment. In addition, to measure students' responses in the questionnaire of 25 questions, the instrument used was a 5-point Likert scale. This questionnaire was developed to measure student engagement through three dimensions: behavior, cognitive and emotion. The findings suggest that FCA engage students in the writing process. Respondents were able to focus well and also participate actively. Therefore, this study recommends FCA to be used when learning a language and offers practical guidelines for instructors and learners to make use of this approach efficiently.

Su Ping et al. (2020) developed an investigation that had the objective of exploring students' experiences and reflections in a flipped writing program in Malaysia. Furthermore, two research questions were developed: first, what are the experiences of the EFL learners in the flipped writing classroom? Second, what areas does the flipped classroom model foster EFL students' learning in? This was a qualitative study with the participation of eighteen students (ranged from 19 to 36) and considered as lower achievers. The study findings confirmed the efficacy of flipped classroom and it was reflected on students grades. The findings suggested that the flipped classroom helped students to be prepared for the class, increased students' engagement, promotes students' participation and allows them to have immediate feedback.

Qader and Arslan (2019) studied the impact of flipped classroom instruction (FCI) on Iraqi students' writing skills. The research questions stated on this research were aimed to analyze: 1. If flipped classroom instruction develops learners' writing skills. 2. The difference between students who receive the treatment with flipped classroom (experimental group) and students taught with traditional teaching (control group); 3. Iraqi students views about flipped classroom instruction. The methodology used was quantitative and qualitative. This was quantitative for measuring the pre- tests and post-tests scores. In addition this was a quasi-experimental study. There were 66 participants from Salahaddin University in northern Iraq (aged from 20 to 22 years). They were divided into two groups: a control group which was taught in the traditional way; and an experimental group which was taught with the use of flipped classroom. The pre-test and the post-test were taken by the two groups. The results obtained probed that students who were instructed using the flipped classroom had a significant development on their writing skill compared to the others who were not taught using this.

Güvenç (2018) led a study that had the objective of exploring students' perceptions but also the teacher observations' on flipped classroom (FC) approach. For this action research study, qualitative analysis and quantitative survey methods were used to provide a description of the classroom where the research was taking place. This was conducted in an English Language Preparatory School. The participants were 23 students, whose ages ranged from 18 to 20. Data were collected from a C-level (CEFR: B2-C1) Reading & Writing class. Students were asked to check the assigned links on flipped weeks before attending the class. Overall, flipping the class is a great idea because students have positive perceptions and the teacher perceived them more engaged and interested on learning.

Abedi, Namaziandost, and Akbari (2019) conducted a study which was aimed to analyze Iranian EFL learners' writing skill when learning using the flipped classroom instruction. This study was aimed to answer one research question to know if there are any significant effect of flipped classroom on Iranian students' writing skills. The subjects of this study

were 48 upper-intermediate female language learners who were chosen among 74 EFL students. The participants' age was from 18 to 21 years old. The learners were divided into two groups: an experimental group which was taught with the use of flipped classroom; and a control group which was taught in a traditional classroom. The first instrument used was the Oxford Quick Placement Test (OQPT) to assess students' language proficiency. The second instrument used was a pre-test to gather data about their writing skill. After that, a post-test was used to analyze if there were any differences on the students' writing performance from the control and experimental group. The findings proved the efficacy of using the flipped classroom instruction. Students from the experimental group got higher grades and improved on their writing skill.

Bouchebra (2017) led an investigation whose main objective was to analyze the effects of the flipped classroom instruction on students' writing skills. The researcher used three tools: first, an interview, second, students' compositions were explored to find out the impact of flipped classroom, and third, students' grades. This research involved two groups of third year university students majoring in English language. There were two groups: group A (28 participants) and B (26 participants). The results showed that after the treatment with flipped classroom students' grades improved in organization, structure, the quality of ideas and language and mechanics.

Umutlu and Akpinar (2020) carried out a study that was aimed at investigating the effects of different types of videos on students by using writing flipped classroom at a university in Turkey. The methodology used was quasi-experimental and it was conducted with seven groups in total: six experimental groups and one control group. There were 127 participants, they were taking the intensive English program. The participants were between 18-19 years old. The students' scores of an essay pre-test and two post-tests were taken into account for the data. Students from the experimental groups were asked to watch videos and then answered some questions related to the topic. Meanwhile, students from the control group received lectures of the topics in a traditional class with a face-to-

face instruction. Finally, the data analysis showed that the experimental groups viewing the video lectures got better results than the control group on the post-test.

Soltanpour and Valizadeh (2018) directed a study for investigating the quality of argumentative essays from Iranian EFL learners' and the effects of flipped instruction on it. The methodology used was an experimental study. There were 55 students, and they were divided into two groups: the flipped classroom (experimental) and the traditional classroom (control). The experimental group received 3 sessions of treatment. The findings revealed that the flipped classroom group significantly outperformed the traditional classroom one. From the results obtained it was clear that this performance difference was due to the strategies implemented in flipped instruction such as: engaging learners, use a variety of techniques, using video lectures, implementation of collaborative work, last but not least, the interaction between students and the teacher.

Asmara et al. (2019) led a study which was intended to investigate the effect of flipped classroom on learners' critical thinking skills of inference and explanation. The methodology used was quasi-experimental and it involved 60 participants between 19-20 years old. These participants were separated in two groups. The first group was the experimental group and the other was the control group. The treatment for the experimental group included, lecturing videos as homework and group discussions as classroom activities. This study measured the difference between the dependent score from the pretest-posttest. This study lasted 10 weeks. The two groups did the same procedure from the pretest until posttest. The study results were positive because they showed that flipped classroom for sharpening students' critical thinking is effective.

AlJaser (2017) analyzed the efficiency of using flipped classroom in academic achievement of college students. The methodology used was experimental. This study involved 52 female students which were distributed in two groups: 34 students in the

experimental group and 18 students in the control group. The first group (experimental) was taught using flipped classroom with video lecturing, multimedia, and technological devices (computers and cellphones). The second group (control) was taught with traditional methods. The tools used were a pre achievement test that was applied on the experimental and control group to know if there were any differences between those groups and a self-efficacy test for measuring the achievement of cognitive levels of students but also to measure the efficacy of flipped classroom. At the end, this study demonstrated that the experimental group got better results than the control group in the post test and the self-efficacy test.

Fathi and Rahimi (2020) led an investigation to explore the impact of flipped classroom on EFL students' writing performance, complexity, accuracy, and fluency. This was a quasi-experimental research design that lasted one semester. It involved two classes with 51 Iranian University students. The control group with 24 (traditional writing instruction) and the experimental group with 27 (the flipped classroom). Each group received about 16 sessions (one 90-minute session per week). It is important to mention that the flipped classroom group watched videos and completed some worksheet before the class and during the class they were asked to do some group activities. The tools used to analyze the data were t-tests, one-way ANCOVA, Mann Whitney U, and Wilcoxon Signed Rank tests. The results showed that the use of flipped classroom helped students to develop their global writing performance and writing fluency.

Valizadeh and Soltanpour (2020) investigated the effects of flipped classroom on the grammatical competences and writing skill. The methodology used was experimental. The tools used were a pretest and a post-test. Those tests were elaborated by the researchers of this study and compiled questions from Top Notch 1 and Top Notch Fundamentals. The participants were 53 Iranian students, considered to be low achievers among their classmates and teachers. The participants were assigned to two groups: The flipped and non-flipped. The non-flipped classroom was taught through lectures given by the teacher

about the topics from the book, most of the exercises were done in class but there was limited time for writing practice. On the other hand, the flipped classroom students' watched pre-recorded instructional videos and completed exercises before class. During the class time they asked questions about the video and do collaborative work to solve misunderstandings about the videos. The results demonstrated that the flipped group obtained better grades than the non-flipped one. The use of flipped classroom is effective because it actively engages students in their learning.

To sum up, all of the studies mentioned before support and recommend the use of flipped classroom for teaching and learning a language. Those studies were carried out with a similar population that this research, the participants were school and college students from 17 to 36 years old. Most of them improved their learning and showed positive results at the end of the treatment with flipped classroom. An implementation of flipped classroom to analyze the effects it has on the students' writing skill will be carried out with University students. However, it is important to mention that this research will be different from the studies mentioned above because it will be developed in a 100% online environment due to the circumstances we are going through right now (the coronavirus pandemic). In addition, this research will teach students how to cope with the writing section of the CAE exam and in Ecuador there is no study that covers this.

1.2 Theoretical framework

1.2.1 Education and technology

Technology has had a great impact in every aspect of our lives and education is not an exception. Technology evolves and education does the same too. In this era, education has adopted new technologies and innovative practices for making learning even more effective (Li, 2018). The expansion of this with the proliferation of computers and growth

of the Internet has led teachers to adapt to it. On the other hand if they do not adapt to this educational changes, they will have to face some problems on their teaching (Hubbard & Levy, 2006).

Using technology on education has a great potential because it offers thousands of resources to use when teaching and learning. Most of our technological devices have access to a stable internet connection, this is full of information related to any topic. According to Johnson (2012) teachers can make seven brilliant things with Technology:

1. Empower students with technology by being up to date and seeing technology as a tool and not as an obstacle for students.
2. Using resources already created by other people just by looking for it.
3. Communicate with students, parents through e-mail, blogs, websites... this is a way to make parents and students become more involved in this process of education.
4. Offering students a world full of information to learn from.
5. Accept that not everyone knows everything and even the teacher can learn from students specially when something is related to technology.
6. Using students devices for teaching them new things as they bring those to the class.
7. Being not afraid of discovering and applying new things in the class, these can be interesting and engaging.

1.2.2 Computer assisted language learning (CALL)

CALL's development has a clear relation between pedagogy and the use of technology. By using computer technology learning and teaching online can be easier (Hubbard & Levy, 2006). CALL has its base and emphasis on students. For this reason, the materials

they used have to student-centered. Those materials have to promote an interactive learning and self-learning.

CALL includes a variety of technological applications but also a variety of teaching methods to learn a foreign language. But this not always used the same tools and methods. When the use of CALL started on the 60s and 70s, it this was known by using traditional methods characterized by repetition programs. Recently, the use of virtual learning environments in distance learning through an Internet connection plays an important role on CALL.

1.2.3 Flipped classroom

Flipped classroom is part of blended learning that uses strategies from face-to-face education and virtual education. This optimizes the use of the class time but also improves the way of learning. In this approach part of the process of learning is taken outside the classroom. Students have the chance to learn a lesson or receive in advance a clear introduction to the topic to be analyzed the coming class. Then, inside the classroom students interact with each other, even with the teacher to solve doubts in a discussion. Finally, learners complete a meaningful activity with the previous knowledge they have checked and with the guidance of their teacher.

It is a student-centered approach that aims to increase students self-learning development where technological opportunities enhance the process of learning. Flipped classroom is a student-centered learning method consisting of two parts with interactive learning activities during lessons and individual teaching bases directly on computer out of lesson. Flipped guidance focuses on students autonomous learning by conveying the new content

or the class talk to understudies at home as schoolwork. Then, what is done at home is subsequent talked in class to rehearse with the teacher through a series of questions either orally or written that demonstrates student's comprehension of any topic (Bergmann & Sams, 2007). In addition, electronic assets must be implemented in the lesson in order to develop student's development of learning. In this case, the role of the students is to come to class having the required information to take part in discussions and writing activities with the class members including the teacher. Allowing the teacher to use efficiently the time in class with students, making learning more interactive and better.

1.2.3.1 Teacher's role

As this is an inverted class, the teacher in this case is a guide to help and support students on the doubts or problems they may have during the class time. The teacher should help learners to make learning meaningful, keep students motivated, offer a safe environment for discussion, give them autonomy, promote critical thinking, be ready to solve students' questions and provide feedback.

Panopto (n.d.) describes what the teacher needs to do to flip a classroom. Prepare as a teacher for using the flipped classroom model but also help students to do so. Create or find curated videos for teaching. Assign these videos and other activities for students to learn before the class and sharing these in a platform or one place to store all of them to avoid confusion when students have to check all of these videos again for a test. During the class, solve questions about the topics checked. Provide students with activities to solve mainly in a collaborative way. Discuss with students the topics and evaluate them through in-class tests and quizzes.

1.2.3.2 Students' role

Students become the main subjects of their own learning by being active learners. At home, they assume the responsibility to construct their learning by doing the tasks they are asked to do and looking for more information if necessary. They take advantage of this, by learning at their own pace. For example, if they don't understand something explained in the video, the student can repeat this part over and over again to have everything clear. Inside the classroom, they ask concrete questions to be solved by the teacher, collaborate on the activities related to the videos they watched, interact actively with their classmates and teacher, work individually or in groups, complete the activities that they are asked to do and provides ideas or answers with a clear basis.

1.2.4 English language teaching

English language is one of the most used languages all over the world for communication in education, business, trips. The demand for using, learning and teaching this language is increasing every day and all around the globe. That is why it is vital to learn it. There are different reasons for learning English: because students live in a community in which they have to use a new language, due to academic purposes for school or college, or because of self-motivation to improve English skills (Harmer, 2007).

For learning a new language, it is important to develop 4 specific skills, listening, speaking, reading and writing. Those are divided into two categories, receptive skills (reading and listening) and productive skills (writing and speaking) (Spratt et al., 2011). For English language acquisition people generally acquire the language skills in this order; Listening, when people are exposed to a language they listen to it in a spoken way; then, Speaking, because after listening to it in repeated times they will try to repeat words or phrases they have heard; later, Reading, they are able to see texts and understand what is written; finally, Writing, as they know the writing code they learn by reading, they are

able to produce it by themselves. Certain methods, techniques and approaches have been created to help EFL students to learn a language in a better way but also to help teachers to teach their lessons efficiently.

1.2.5 Productive skills

Productive skills, also known as active skills, are the ones used to produce language in spoken or written form. These two productive skills are speaking and writing. It is important to mention that productive skills would not exist without the receptive skills (reading and listening). First, it is important for learners to be passive ones, because by reading and listening is how they acquire or learn a new language. Thus, each skill complements language learning and to have a good and efficient learning none of them should be teach in isolation from the other skills. Productive skills are important because those are observable, the proof to know that learning is happening. Additionally, they are important because they are life skills that learners need to use in different areas, education, home, work (Spratt et al., 2011).

1.2.6 Writing skill

This skill is one of the macro skills of language and serves us to communicate in a verbal way. This is a process that requires conveying thoughts, feelings and ideas in a written form using words, phrases, clauses, sentences, paragraphs, and discourses. Everything must be expressed according to what the writer wants to convey (Spratt et al., 2011).

Writing is a complex skill. It needs different and multiple process. Additionally, to write in a correct way, it is essential to understand the basic system of language, grammar,

punctuation, sentence structure but also the vocabulary necessary. According to Harmer (2007) when writing a piece of text, there are many aspects to take into account: genre, audience, styles. Then, coherence and cohesion play an important role too. Coherence is making ideas logical and consistent and it is related to cohesion. Cohesion helps to link ideas in a text, making this flow natural.

However, for conducting this study the Spratt's stages of writing explained in the TKT book will be used in this order.

1. Getting ideas
2. Organising ideas
3. Writing the first draft
4. Editing
5. Proofreading
6. Writing the final version of the text.

These stages are going to help students to have a clear process in mind when writing any text. In addition, it will help them to think of ideas and select the best ones to write a good piece of writing. In this research, the focus will be on this skill and the CAE exam will be used to assess this.

1.2.7 CAE

CAE or C1 Advanced, also known as the Certificate in Advanced English, it is one of the English language examinations designed by Cambridge Assessment English. It is placed at Level C1 of the Common European Framework of Reference. It is an exam designed to prove that students have the knowledge and language skills to go to a University or work in an English speaking country (*Certificate in Advanced English*, 2001).

1.2.7.1 Structure of CAE

The exam has four papers:

Paper 1: Reading and Use of English. It has 8 parts and 56 questions.

Paper 2: Writing. It has 2 parts.

Paper 3: Listening. It has 4 parts and 30 questions.

Paper 4: Speaking. It has 4 parts.

1.2.7.2 Writing paper

This is the only paper to be considered for this research, that is why is important to have a clear idea about this. This paper consists of two parts. It lasts 1 hour and 30 minutes. The first part is compulsory, and the candidates are asked to write an essay based on two points. In the second part the examinees must choose one writing task, it could be a letter, a proposal, a review or a report. They must write this using an appropriate format and style (Bell & Gower, 2014).

1.2.7.2.1 Part 1: In this part, the examinee has to write an essay from 220-260 words. Using the input material provided in the form of notes, an essay supporting 2 ideas from the notes provided (paraphrase this ideas) or using other ideas.

1.2.7.2.2 Part 2: In this part, choose one of the three tasks (letter, proposal, review, report). The examinee has to write a text form 220-260 words.

- **Letter:** take into account the purpose of the text, write this with an appropriate level of formality, use conventions like opening salutation, clear paragraphing and farewell.

- **Proposal:** use an appropriate style, plan this carefully to persuade your reader and make polite recommendations or suggestions.
- **Report:** answer all the points in the question, organize it in a clear way with subheadings and bullet points, write an introduction that states the aim of the report and a final paragraph with a recommendation.
- **Review:** select the kind of language to write carefully, include adjectives and adverbs, plan and organize your review, write a title, end the review with a recommendation.

For conducting this research, the use of flipped classroom will be applied to teach writing. However, the time to apply the treatment is limited that is why the researcher will apply all of the strategies planned for teaching how to write the compulsory text (an essay) and only one of the three tasks in part 2 (a proposal).

1.2.7.3 Assessment criteria

In the writing paper there are 5 assessment bands. Band 5 is the highest and band 1 is the lowest. There are four subscales for assessing students:

- **Content:** how well the candidates have covered the task they were asked to do.
- **Communicative achievement:** the appropriate use of register, readers' attention is held.
- **Organisation:** cohesive and cohesion devices are used effectively.
- **Language:** the use of vocabulary and grammar is correct.

1.3 Objectives

1.3.6 General objective

- To determine the effects of using flipped classroom in the development of the writing skill in students from the seventh semester of “Pedagogía de los Idiomas Nacionales y Extranjeros” at Universidad Técnica de Ambato.

1.3.7 Specific objectives

- To identify the level of the writing skill in students from the seventh semester of “Pedagogía de los Idiomas Nacionales y Extranjeros” program.
- To determine the effectiveness of the flipped classroom in the development of the writing skill in students from the seventh semester of “Pedagogía de los Idiomas Nacionales y Extranjeros” program.
- To apply flipped classroom strategies for the improvement of the writing skill in students from the seventh semester of “Pedagogía de los Idiomas Nacionales y Extranjeros” program.

CHAPTER II

METHODOLOGY

2.1 Resources

2.1.1 Population

For conducting this research the participants involved were 26 students in total, 17 women and 9 men. They were seventh semester students who were taking the subject English 7 as part of the “Pedagogía de los Idiomas Nacionales y Extranjeros” program at Universidad Técnica de Ambato. This research lasted 2 weeks in which all the participants received four sessions through online instruction.

2.1.2 Instruments

- A pre-test and post-test to identify students’ level of proficiency of the writing skill. This instrument was taken from the standardized CAE (Certificate in Advanced English) designed by Cambridge Assessment English. All of the students took these tests in a Google Forms survey. The pre-test was taken at the beginning of the experiment to identify their level of proficiency in the writing section. The post-test after the treatment with flipped classroom, to determine if the participants improved their level of proficiency in the writing skill.
- Curated videos taken from YouTube to help students to learn at home before attending to the class. These videos were carefully selected taking into consideration the class’ topics but also students’ needs.
- Edpuzzle to upload the curated videos and add comprehension questions to prepare students for the discussion in class. In addition, it was used to check if they saw the videos because this tool allows the teacher to see students’ performance and answers.

- Google Docs to write the essays with the structure and with the steps provided by the teacher. But also, to check students' progress and during the writing process provide some feedback.
- Google Forms to elaborate the worksheets in which students had to write their final texts (an essay and a proposal). After receiving students' text the researcher graded them in the same tool.
- Google Classroom to store and organize all of the information provided by the teacher (researcher) but also students' progress and homework.
- A WhatsApp group to interact and send important information and links for students. In addition, this was used to remind students what they have to do and solve any doubt they may have when they were at home doing the activities they were asked to do.
- Zoom to have classes online. It is important to mention that, the modality of this program is presential in a face-to-face environment. However, due to the Coronavirus pandemic they are working a 100% in an online environment which is advantageous to carry out this research.

2.1.3 Procedure

In the first session via zoom, the researcher introduced herself to the class and asked students to enroll in the Google Classroom platform, with a short text written in a forum she asked them to introduce themselves by writing a short text too (homework). After that, they were asked to enter to a Google Forms link to take the pre-test which lasted 90 minutes. The same day, an explanation on how they have to use the tools and what to use

them for (Google Classroom, Edpuzzle, Google Forms, Google Forms, WhatsApp) was carried out. Finally, the homework for next class was explained, they had to watch three videos, one about the CAE writing paper and two videos about writing an essay.

In the second intervention, a discussion was carried out in the class with the students and the teacher. This helped students to solve any doubt and clarify any misunderstanding about the material checked at home. Then, the teacher asked them to read a document with useful phrases to write an essay (in case they haven't checked this at home). After that, they were asked to write an essay in Google Docs. This was from 220-260 words and the time to be written was 45 minutes. During this time, the teacher was checking students' progress while the participants were writing their essays. At the end, the teacher and students provided feedback to improve their pieces of writing and sent their answer by copying and pasting this in a Google Forms survey. Finally, the researcher sent them homework (curated videos about writing a proposal).

The third class was carried out in the same order as the second intervention. One thing that changed was the topic, this was about writing a proposal. The teacher and students checked the things learned at home, clarify doubts and wrote their proposal. A second and last thing that was different from the previous class is that this day, they didn't have to see videos as homework, but they have to study the previous content to be ready to take the post-test.

Finally in the last session, the teacher and students had a short discussion to recall the information learned but also to be ready for taking the post-test. Students took this test and this lasted 90 minutes.

2.2 Methods

Basic method of investigation

The present research project will be accentuated in the following types of research and investigation:

Quasi-Experimental research

According to Hernández et al. (2013) a quasi-experimental research belongs to quantitative methods; it manipulates at least one of the variables to observe the relation, effects and consequences that one variable cause on the other variable the and it works with intact groups. In this research the variable Flipped classroom affects the writing skill. In addition, it is a quasi-experimental research because it worked with an intact group (7th semester). Finally for being a quasi-experimental research, the group to work with should have at least 15 participants, in this study we worked with 26 students.

Bibliographic or documentary research

According to Scott and Gordon (2015) this research is necessary to have a broader scientific knowledge and profound since the purpose is to have a solid knowledge about the object of study, through the internet, books, essays, articles, thesis and other resources where there is important information to analyze. That is fundamental to know more about the problem of study and the two variables: Flipped classroom (independent variable) and writing skill (dependent variable) so this is the first step to conducting this investigation.

Field research

This type of research allows the study of the facts that arise in the institution (Universidad Técnica de Ambato) having a direct approach to reality and students from seventh semester of PINE and in that way to gather and get important data concerning the object of study.

Level or type of research

Exploratory level

This research starts at this level to have a clear idea of the problem that is going to be investigated. This is also an exploratory research because using Flipped classroom to improve the writing skill is an innovative idea. It allows direct contact and become familiar with the reality that will be studied. This is necessary to have foundations about the problem to be able to formulate hypotheses to carry out an investigation.

CHAPTER III

RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

This chapter presents the results and findings gathered for 2 weeks: before, during and after the treatment. To make the results understandable everything is represented in tables, figures but also an explanation of each one is written to make it even clearer.

The experiment was carried out with 26 students from 7th semester that were taking the subject English 7 as part of the “Pedagogía de los Idiomas Nacionales y Extranjeros” program at Universidad Técnica de Ambato in an 100% online environment.

The results of students’ scores on the pre-test and post-test CAE writing paper (designed by Cambridge Assessment English) were carefully analyzed to prove that the treatment using flipped classroom to teach writing worked or not.

To assess the pieces of writing created by students, a Cambridge rubric with the 4 subscales (Content, Communicative Achievement, Organisation, Language) was adapted. It is important to mention that in every text it is possible to have 20 marks because every subscale is graded over 5. As you have to write two texts for this paper there is the possibility to get 40 marks in total that represents the 20% of your CAE exam. To make it more understandable for students, as mentioned before, this rubric was adapted to get a grade over 10.

The scores over 10 and in a scale over 20 are presented below, in table 1 and 2. Both tables were designed to have a clear idea about the results: before (table 1: pre-test results) and after (table 2: post-test results) the treatment using flipped classroom.

Table 1: Pre-test results

Researched group	Score over 10	Cambridge score over 20
Student 1	4.5	9
Student 2	4.0	8
Student 3	8.5	17
Student 4	5.8	11.5
Student 5	8.8	17.5
Student 6	6.8	13.5
Student 7	8.5	17
Student 8	4.8	9.5
Student 9	7.3	14.5
Student 10	9.5	19
Student 11	6.3	12.5
Student 12	6.3	12.5
Student 13	4.3	8.5
Student 14	7.0	14
Student 15	6.5	13
Student 16	7.3	14.5
Student 17	7.3	14.5
Student 18	6.8	13.5
Student 19	6.3	12.5
Student 20	8.8	17.5
Student 21	6.0	12
Student 22	6.8	13.5
Student 23	7.8	15.5
Student 24	7.0	14
Student 25	7.3	14.5
Student 26	5.8	11.5
Average:	6.7	13

Source: Field research

Author: Yazán, A. (2020)

Table 2: Post-test results

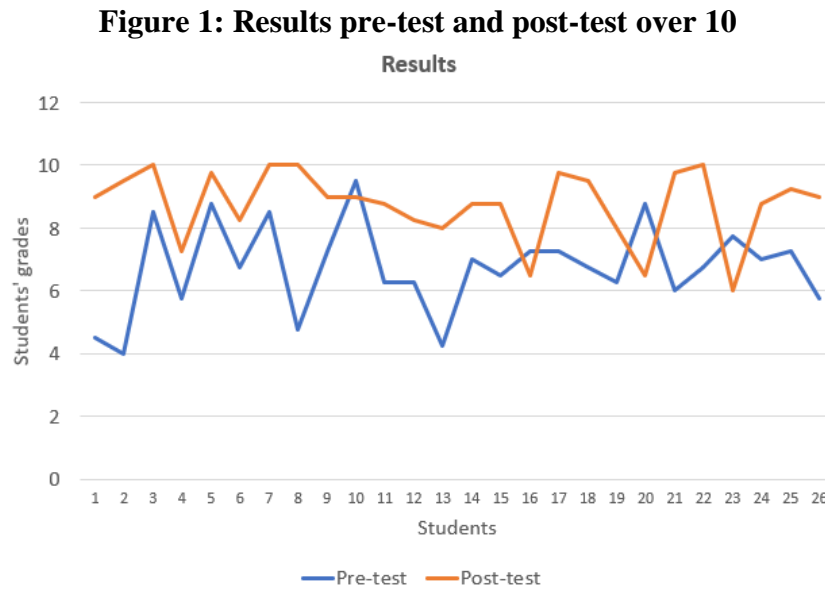
Researched group	Score over 10	Cambridge score over 20
Student 1	9.0	18
Student 2	9.5	19
Student 3	10.0	20
Student 4	7.3	14.5
Student 5	9.8	19.5
Student 6	8.3	16.5
Student 7	10.0	20
Student 8	10.0	20
Student 9	9.0	18
Student 10	9.0	18
Student 11	8.8	17.5
Student 12	8.3	16.5
Student 13	8.0	16
Student 14	8.8	17.5
Student 15	8.8	17.5
Student 16	6.5	13
Student 17	9.8	19.5
Student 18	9.5	19
Student 19	8.0	16
Student 20	6.5	13
Student 21	9.8	19.5
Student 22	10.0	20
Student 23	6.0	12
Student 24	8.8	17.5
Student 25	9.3	18.5
Student 26	9.0	18
Average	8.7	17

Source: Field research

Author: Yazán, A. (2020)

3.2 Data interpretation

3.2.1 Pre-test and post-test individual grades



Source: Field research

Author: Yazán, A. (2020)

Analysis and interpretation

Figure 1 shows that, 26 students took the pre-test and post-test and a comparison between the results from both tests is shown. These tests were grade by using a scale over 10 points and then transformed to the Cambridge scale over 20. In the pre-test the lower score was 8 over 20 and the highest grade was 19 over 20. On the other hand, in the post-test the lower grade was 12 over 20 and the highest grade was 20 over 20.

It is observable that the majority of students did not get a good grade in the pre-test. Most of them did not have a clear idea on how to write an essay or a proposal. In addition, they did not have the vocabulary necessary to write what they were asked to. However, after the treatment, students got a better grade in the post-test. The results show that after using flipped classroom for teaching writing students improve their skills when writing an essay and a proposal.

3.2.2 Pre-test and post-test average

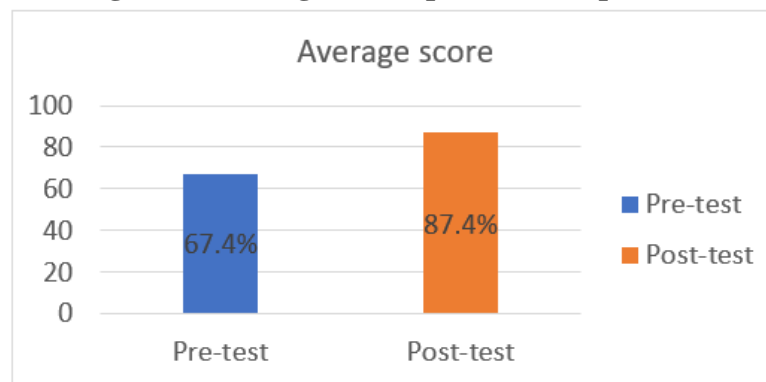
Table 3: Pre-test and post-test average and difference

Results	Pre-test	Post-test	Difference
Average	13	17	4

Source: Field research

Author: Yazán, A. (2020)

Figure 2: Average scores pre-test and post-test



Source: Field research

Author: Yazán, A. (2020)

Analysis and interpretation

Table 3 and figure 2 shows the average score obtained in the pre-test and the post-test but also de difference between both tests. In the pre-test, the average score that students from seventh semester obtained was 13 over 20 that represents 67.4%. Meanwhile in the post-test, they get 17 as the average score that is 87.4%. Therefore, students improved 2 points more as a class, this represents a 20% of improvement in their writing skills.

The results obtained shows that the use of flipped classroom to improve writing skills is effective.

3.3 Hypothesis verification

The results obtained and gathered for this research were analyzed by using the T-student statistical test with the SPSS program.

3.3.1 Hypothesis statement

Null hypothesis (H₀)

The use of flipped classroom does not contribute to the development of the writing skill.

Alternative hypothesis (H₁)

The use of flipped classroom contributes to the development of the writing skill.

3.3.2 T-student test – Paired Samples Statistics

Table 4: T-student-Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pre-test	6,740	26	1,4151	0,2775
Post-test	8,740	26	1,1390	0,2234

Source: Field research

Author: Yazán, A. (2020)

Analysis and interpretation

In table 4 is possible to appreciate the results obtained in the test, the mean score from the pre-test is 6.740 while the mean score of the post-test is 8,740. In this case, the mean score from the post-test is greater than the mean score from the pre-test. Thus the differences are significant.

3.3.3 Paired Samples Test

Table 5: Paired Sample Test

Pair	Pre-test Post-test	Mean	Std. Deviation	Std. Error Mean	95% Confidence interval of the difference		t	df	Sig. (2- tailed)
					Lower	Upper			
1		-2,0000	1,8722	0,3672	-2,7562	-1,2438	-5,447	25	<0,01

Source: Field research

Author: Yazán, A. (2020)

Analysis and interpretation

In table 5 is shown that P-value is 0.01, which is lower than 0.05. For this reason there are evidence to reject the null hypothesis (H_0) “The use of flipped classroom does not contribute to the development of the writing skill” and accept the alternative hypothesis (H_1) “The use of flipped classroom contributes to the development of the writing skill”.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

The conclusions stated below have been obtained after finishing this research:

- ✓ The use of flipped classroom has been demonstrated to have positive effects in students writing skill. When using flipped classroom to teach the writing part from CAE, students were more comfortable writing a text but also their texts were more organized and accurate. This because they learnt at home by watching videos the general structure of CAE writing section, the structure of texts (essays and proposals), useful vocabulary and phrases to write them and reinforced important information in class trough discussions and tasks to practice writing.
- ✓ The level of writing skills in students from seventh semester was identified through the pre-test in which the average score was 6,74 over 10. This showed that students had problems when writing an essay and a proposal. Their writing abilities were not good because of the lack of vocabulary, organization, and a clear basis to write a text.
- ✓ The effectiveness of flipped classroom to develop the writing skill in students from the seventh semester was demonstrated with the analysis from the pre-test compared to the post-test grades. The mean score from the pre-test was 6.740 while the mean score of the post-test was 8,740. There was a difference of 2 points. This is a great success taking into account that the treatment was applied in a limited time, in four sessions, for 2 weeks.
- ✓ There were many flipped classroom strategies applied to improve the writing skills used with seventh semester students. Some of them were changing students' and teachers' roles, implementing technology, creating class discussions. All of them had positive effects on students making learning more meaningful for them.

4.2 Recommendations

After having studied and used flipped classroom with students in a real learning environment the following recommendations are advised to consider.

- ✓ For having positive effects using flipped classroom to teach writing it is recommended to use technology, but not to overuse it. For example, do not send students to watch too long videos. It is recommended that each video lasts between 5 and 15 minutes (no more, to keep students engaged).
- ✓ For identifying students writing skills it is recommended to create or choose well-designed tests. Remember to take into account your students' level, age, and so forth. In addition, to keep track of students writing skills, use a tool that allows to see students answers about the activities they are asked to do.
- ✓ For determining the effectiveness of flipped classroom, pay special attention to students' writings, their organization, their vocabulary, the use of cohesive and cohesion devices. Remember that students play an important role in flipped classroom because they are asked to learn at home so check if they have done their homework through discussions, ask them questions related to the topic and correct any misunderstanding.
- ✓ For applying flipped classroom strategies, make sure to explain everything to students since the beginning. Look for good and useful tools to organize your whole lessons and explain students' how to use them. Remember that technology should be something to take advantage of. If students can not use it or do not like to use the tools you have chosen, this is going to affect learning, so be careful when doing this.

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ANNEXES

Annex 1: Approval

ANEXO 3 FORMATO DE LA CARTA DE COMPROMISO.

CARTA DE COMPROMISO

Ambato, 2 de Octubre 2020

Doctor
Marcelo Núñez
Presidente
Unidad de titulación
Carrera de Idiomas
Facultad de Ciencias Humanas y de la Educación

Lic. Mg. Sarah Iza Pazmiño en mi calidad de Coordinadora de la Carrera de Idiomas, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: **“FLIPPED CLASSROOM AND THE WRITING SKILL”** propuesto por la estudiante Aracely Mishel Yazán Guamá, portadora de la Cédula de Ciudadanía 1005121106, estudiante de la Carrera de Idiomas Facultad de Ciencias Humanas y de la Educación, de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.

 Firmado electrónicamente por:
**SARAH
JACQUELINE
IZA PAZMINO**

Lic. Sarah Iza Pazmiño, Mg.
0501741060
0984060528
sj.iza@uta.edu.ec

Annex 2: Lesson plans

Lesson plan 1

Teacher: Mishel Yazán

Subject: English 7

Level: 7th semester

Group: 26 students. 17 women, 9 men. Date: November 11 th , 2020 Duration: 2 hours		
Aims: <ul style="list-style-type: none">• To explain students a general structure of the class with the implementation of flipped classroom.• To determine the level of students' writing skills using a pre-test.		
Time	Activity	Tools and materials
20 minutes	Teacher introduces herself and explains how to use the materials to be used during this process with flipped classroom.	Zoom Google Classroom: https://classroom.google.com/c/MTY2MzQ0NTQwOTUy?hl=es&cjc=ivjvicf
90 minutes	Teacher asks students to open a link on their platform and take the pre-test.	Pre- test (CAE Writing paper): https://forms.gle/GhfcoTkToyqtnBLm6
10 minutes	Homework explanation: Watch the videos in Eddpuzzle and answer some questions.	Eddpuzzle Writing for CAE: https://edpuzzle.com/assignments/5fb3651e00f46d40e98dbf01/watch

		<p>Essays: Identifying key information: https://edpuzzle.com/assignments/5fb3c9447e7e4940d9b6ccf9/watch</p> <p>Essays 2: Organising essays: https://edpuzzle.com/assignments/5fb45aef57357640b790c689/watch</p>
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Lesson plan 2

Teacher: Mishel Yazán

Subject: English 7

Level: 7th semester

<p>Group: 26 students, 17 women, 9 men</p> <p>Date: November 27th, 2020</p> <p>Duration: 2 hours</p>		
<p>Aims:</p> <ul style="list-style-type: none"> To use flipped classroom strategies to learn how to write an essay. 		
Time	Activity	Tools and materials
25 minutes	Discussion about the homework between students and the teacher to recall and clarify any misunderstanding about CAE writing paper and essays.	Zoom Word document YouTube videos (homework) https://www.youtube.com/watch?v=oqexoUfv0_0&t=272s https://www.youtube.com/watch?v=kCOKkECTe_A&t=369s https://www.youtube.com/watch?v=t9fcheIulr8&t=582s

45 minutes	Classwork activity: Writing an essay in Google Docs.	<p>Google Docs:</p> <p>Group 1: https://docs.google.com/document/d/1sK-YGlfzKhNy-yUSocYq2ZuIR1KLa0Nsx-1kiBtFkNg/edit?usp=sharing</p> <p>Group 2: https://docs.google.com/document/d/1akhOX_9RP6FITD8Yyhq1PyRLjr8vebykWEubX9HPTnE/edit</p> <p>Group 3: https://docs.google.com/document/d/1MLVB8Jc4-5_3UU7ouPmF42yBo28c_2crongzzYs9QnQ/edit#heading=h.qafkoi44q1z3</p> <p>Group 4: https://docs.google.com/document/d/1HkFgsBJhuKWBvABDcnMobpYGcl5O4CThsAJVQ-r8n5Y/edit</p>
40 minutes	Feedback to send the final version through google forms	<p>Google Forms: https://forms.gle/kRPemVVHZ7ugmR8M6</p>
10 minutes	Homework explanation: Watch the videos in Eddpuzzle and answer some questions.	Eddpuzzle

		<p>Proposal tips:</p> <p>https://edpuzzle.com/assignments/5fc4d8c3b1651740e98bf6f4/watch</p>
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Lesson plan 3

Teacher: Mishel Yazán

Subject: English 7

Level: 7th semester

<p>Group: 26 students, 17 women, 9 men</p> <p>Date: November 27th, 2020</p> <p>Duration: 2 hours</p>		
<p>Aims:</p> <ul style="list-style-type: none"> To use flipped classroom strategies to learn how to write a proposal. 		
Time	Activity	Tools and materials
25 minutes	Discussion about the homework between students and the teacher to recall and clarify any misunderstanding about proposals.	Zoom Word document YouTube videos (homework) https://www.youtube.com/watch?v=O0nXtDa5pO0
45 minutes	Classwork activity: Writing an proposal in Google Docs.	Google Docs: Group 1: https://docs.google.com/document/d/1LoR4k-7_8pPH38wIqRaRqidKt9BCJ398OnAYc-9OLL4/edit#

		<p>Group 2: https://docs.google.com/document/d/1duVryf3Hw6fGUuCIW96ic8feovYuqzf5BIA8YuYkUUY/edit</p> <p>Group 3: https://docs.google.com/document/d/1n6R4kTifmNWvYMgMYgmLvHhpp7ilqlkeG8r-b1vWY4/edit</p> <p>Group 4: https://docs.google.com/document/d/18nyGFFgbOVmNJBq4M0HUwUZmB4t3JcU-KH9B93_x9q8/edit</p>
40 minutes	Feedback to send the final version through google forms	<p>Google Forms: https://forms.gle/iXAzEQfgDtDdoTXWA</p>
10 minutes	Homework explanation: Study how to write an essay and a proposal for next class.	<p>Google Classroom: https://classroom.google.com/c/MTY2MzQ0NTQwOTUy?hl=es&cjc=ivjvicf</p>

Lesson plan 4

Teacher: Mishel Yazán

Subject: English 7

Level: 7th semester

<p>Group: 26 students, 17 women, 9 men</p> <p>Date: December 4th, 2020</p> <p>Duration: 2 hours</p>		
<p>Aims:</p> <ul style="list-style-type: none"> • To determine the level of students' writing skills after applying the flipped classroom treatment. 		
Time	Activity	Tools and materials
20 minutes	Short discussion about the CAE writing criteria in which they are going to be evaluated, how to write an essay and a proposal.	Zoom Word document Google Classroom: https://classroom.google.com/c/MTY2MzQ0NTQwOTUy?hl=es&cjc=ivivicf
90 minutes	Teacher asks students to open a link on their platform to take the post-test	Post- test (CAE Writing paper): https://forms.gle/iz4JW2sNzm6zeW338
10 minutes	End of the treatment and farewell	Zoom

Annex 3: Tests

Pre- test

Certificate in Advanced English -
Writing Paper

*Obligatorio

Dirección de correo electrónico *

Tu dirección de correo electrónico _____

Cambridge English
Advanced
Certificate in Advanced English (CAE)

WRITING
Time: 1 hour 30 minutes

INSTRUCTIONS TO CANDIDATES
-Answer the Part 1 question, and one questions from Part 2.
-You can change your answers at any time during the test.

INFORMATION FOR CANDIDATES
-There are two parts to this test.
-Each question carries equal marks.

Name: *

Tu respuesta _____

Date of birth: *

Fecha

dd/mm/aaa:

Siguiente

PART 1: ESSAY

Answer the question below. Write 220 – 260 words in an appropriate style.

Essay *

Your class has listened to a radio discussion programme about facilities which should receive money from local authorities. You have made the notes below:

Which facilities should receive money from local authorities?

- museums
- sports centres
- public gardens

Some opinions expressed in the discussion:

"Museums aren't popular with everybody!"

"Sports centres mean healthier people."

"A town needs green spaces – parks are great for everybody."

Write an essay for your tutor discussing **two** of the facilities in your notes. You should **explain which facility it is more important** for your local authorities to give money to, **giving reasons** in support of your answer.

You may, if you wish, make use of the opinions expressed in the discussion, but you should use your own words as far as possible.

Tu respuesta

Atrás

Siguiente

PART 2:

Choose one of the questions and write a report, a review or a letter.

Part 2: Report

You have just completed six months in a new job. In preparation for a progress meeting, you have been asked to write a report to your manager. Your report should explain what you feel you have achieved in the job so far, describe any problems you have had, and suggest any future training that would be suitable.

Write your **report**.

Tu respuesta

Part 2: Review

You see the following announcement on a website, *Great Lives*:

Reviews wanted

Send us a review of a book or film that focuses on somebody who has made an important contribution to society. Did you learn anything new about the person's life from the book or film? Did the book or film help you understand why this person made their important contribution?

Write your **review**.

Tu respuesta

Part 2: Letter

You have received a letter from an English friend:

My new job is great, and next month I get to travel on business. Guess what – I'm actually coming to your town for a week!
I'll be free some evenings and one weekend. I want to make the most of this opportunity, so I'd like your advice please: where to go, what to do, and why?
Cheers,
Chris

Write your **letter** in reply.

Tu respuesta

Envíame una copia de mis respuestas.

Atrás

Enviar

Source: This test was taken from CAE writing paper (Cambridge)

Post-test

Certificate in Advanced English - Writing Paper

*Obligatorio

Dirección de correo electrónico *

Tu dirección de correo electrónico _____

Cambridge English Advanced

Certificate in Advanced English (CAE)

WRITING

Time: 1 hour 30 minutes

INSTRUCTIONS TO CANDIDATES

- Answer the Part 1 question, and one questions from Part 2.
- You can change your answers at any time during the test.

INFORMATION FOR CANDIDATES

- There are two parts to this test.
- Each question carries equal marks.

Name: *

Tu respuesta _____

Date of birth: *

Fecha

dd/mm/aaa:

[Siguiente](#)

PART 1: ESSAY

Essay *

Part 1

You **must** answer this question. Write your answer in **220–260** words in an appropriate style.

- 1 Your class has watched a studio discussion about factors which have contributed to the recent increase in international travel. You have made the notes below:

Factors contributing to the increase in international travel:

- methods of transport
- global business
- media

Some opinions expressed in the discussion:

"It's quicker to fly abroad than to take a train to the north of my country!"

"My company has offices in 12 different countries."

"People have developed a love of other cultures through TV and film."

Write an essay for your tutor discussing **two** of the factors in your notes. You should **explain which factor has contributed more to the increase in international travel, providing reasons** to support your opinion.

You may, if you wish, make use of the opinions expressed in the discussion, but you should use your own words as far as possible.

Tu respuesta

Atrás

Siguiente

PART 2:

Choose one of the questions and write a report, a review or a letter.

Part 2: Proposal *

Part 2

Write an answer to **one** of the questions **2 – 4** in this part. Write your answer in **220 – 260** words in an appropriate style on the separate answer sheet. Put the question number in the box at the top of the page.

- 2 There are plans to demolish an old and unused building in the town where you are a student. You feel that the building should be saved. You decide to write a proposal for the town council explaining why you think the building should be preserved, suggesting what could be done to modernise it and saying how the building could benefit the local people.

Write your **proposal**.

Tu respuesta

Envíame una copia de mis respuestas.

Atrás

Enviar

Source: This test was taken from CAE writing paper (Cambridge)

Link to pre-test: <https://forms.gle/GhfcoTkToyqtnBLm6>

Link to post-test: <https://forms.gle/iz4JW2sNzm6zeW338>

Annex 4: Adapted rubric for written productions

ENGLISH VII

**RUBRIC FOR WRITTEN PRODUCTIONS BASED ON CAMBRIDGE ASSESSING
WRITING RUBRIC**

Task: Essay/Proposal Individual task

Date: _____

Student's name: _____

CRITERIA	2.5	2	1.5	1
Content				
Communicative Achievement				
Organisation				
Language				
FINAL GRADE				

Comments:

Source: This rubric was adapted from CAE writing rubric

Author: Suárez (2020)

Annex 5: Tools used for flipped classroom

- **Google Classroom**

7th Semester_ WRITING

Tablón Trabajo de clase Personas Calificaciones

+ Crear

Google Calendar Carpeta de Drive de la clase

Todos los temas

INTRODUCE YOURS...

Let's start

Welcome to CAE wri...

PART 1: ESSAY

PART 2: PROPOSAL

Let's check your im...

INTRODUCE YOURSELF

Let's get to know each other. 2

Última modificación: 16 nov ...

Let's start

Check your writing skills

Publicado el 11 nov 2020

Welcome to CAE writing section!

Edpuzzle - Writing for CAE

Última modificación: 17 nov ...

Sin fecha de entrega

Open the following link and answer some questions:
Edpuzzle classcode (if you use a phone): nicbuif

6 Han presentado la tarea

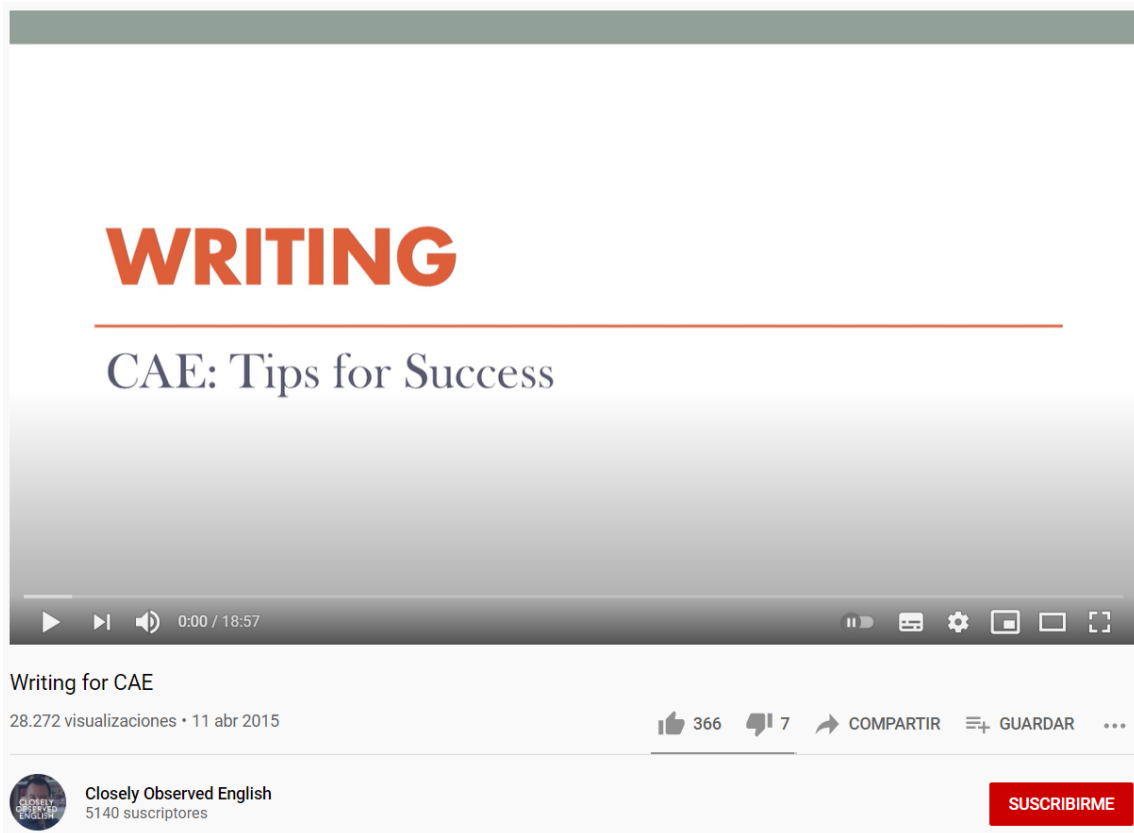
24 Asignadas

Instructions:
When you open the link make sure you write your NAME AND LASTNAME
When you answer open questions make sure you use your own words.

Source: Yazán (2020)

Link: <https://classroom.google.com/c/MTY2MzQ0NTQwOTUy?hl=es&cjc=ivjvicf>

- **Videos from YouTube**



The image shows a YouTube video player interface. The video title is "Writing for CAE" and the subtitle is "CAE: Tips for Success". The video is from the channel "Closely Observed English", which has 5140 subscribers. The video has 28,272 views and was uploaded on April 11, 2015. The player shows a progress bar at 0:00 / 18:57. The video content area displays the word "WRITING" in large orange letters, followed by a horizontal line and the subtitle "CAE: Tips for Success". The player controls include play, next, volume, and a progress bar. Below the video, there are icons for likes (366), dislikes (7), share, save, and a menu. A red "SUSCRIBIRME" button is visible in the bottom right corner.

- **Writing for CAE:** https://www.youtube.com/watch?v=oqexoUfv0_0&t=275s
- **Writing CAE Essays: Content**
https://www.youtube.com/watch?v=kCOKkECTe_A&t=369s
- **Writing Essays 2: Organising your Ideas:**
<https://www.youtube.com/watch?v=t9feheIulr8&t=582s>
- **Proposal tips:** <https://www.youtube.com/watch?v=O0nXtDa5pO0>

- **Edpuzzle**

Source: Yazán (2020)

Link to enter the class: <https://edpuzzle.com/open/nicbuif>

- **Google Docs**

Source: Yazán (2020)

Google Docs essay:

Group 1: <https://docs.google.com/document/d/1sK-YGlfzKhNy-yUSocYq2ZuIR1KLa0Nsx-1kiBtFkNg/edit?usp=sharing>

Group 2:

https://docs.google.com/document/d/1akhOX_9RP6FITD8Yyhq1PyRLjr8vebykWEubX9HPTnE/edit

Group 3: [https://docs.google.com/document/d/1MLVB8Jc4-](https://docs.google.com/document/d/1MLVB8Jc4-5_3UU7ouPmF42yBo28c_2crongzzYs9QnQ/edit#heading=h.qafkoi44q1z3)

[5_3UU7ouPmF42yBo28c_2crongzzYs9QnQ/edit#heading=h.qafkoi44q1z3](https://docs.google.com/document/d/1MLVB8Jc4-5_3UU7ouPmF42yBo28c_2crongzzYs9QnQ/edit#heading=h.qafkoi44q1z3)

Group 4:

<https://docs.google.com/document/d/1HkFgsBJhuKWBvABDcnMobpYGcl5O4CThsAJVQ-r8n5Y/edit>

Google Docs proposal:

Group 1: [https://docs.google.com/document/d/1LoR4k-](https://docs.google.com/document/d/1LoR4k-7_8pPH38wIqRaRqidKt9BCJ398OnAYc-9OLL4/edit#)

Group 2:

<https://docs.google.com/document/d/1duVryf3Hw6fGUuCIW96ic8feovYuqzf5B1A8YuYkUUY/edit>

Group 3:

<https://docs.google.com/document/d/1n6R4kTifmNWvYMgMYgmLvHhpp7ilqlkeG8r-b1vWY4/edit>

Group 4:

https://docs.google.com/document/d/18nyGFFgbOVmNJBq4M0HUwUZmB4t3JcU-KH9B93_x9q8/edit

- **Google Forms**

FINAL PRACTICE

*Obligatorio

Dirección de correo electrónico *

Tu dirección de correo electrónico

Student's name: *

Tu respuesta

Write your essay *

Further practice

You have attended a talk on the best ways to adapt to living abroad. You have made the notes below:

Ways to adapt to living abroad:

- being realistic about what life will be like
- embracing the culture
- making practical plans

Some views expressed after the talk:

'I was charmed by the people at first, then they started to annoy me.'

'Lots of the locals spoke my language, which I liked.'

'It was better when I got a job.'

Write an **essay** for your tutor in 220–260 words in an appropriate style discussing **two of the ways** in your notes. **You should explain which way might be the most beneficial and provide reasons** to support your opinion.

You may, if you wish, make use of the opinions expressed in the discussion, but you should use your own words as far as possible.

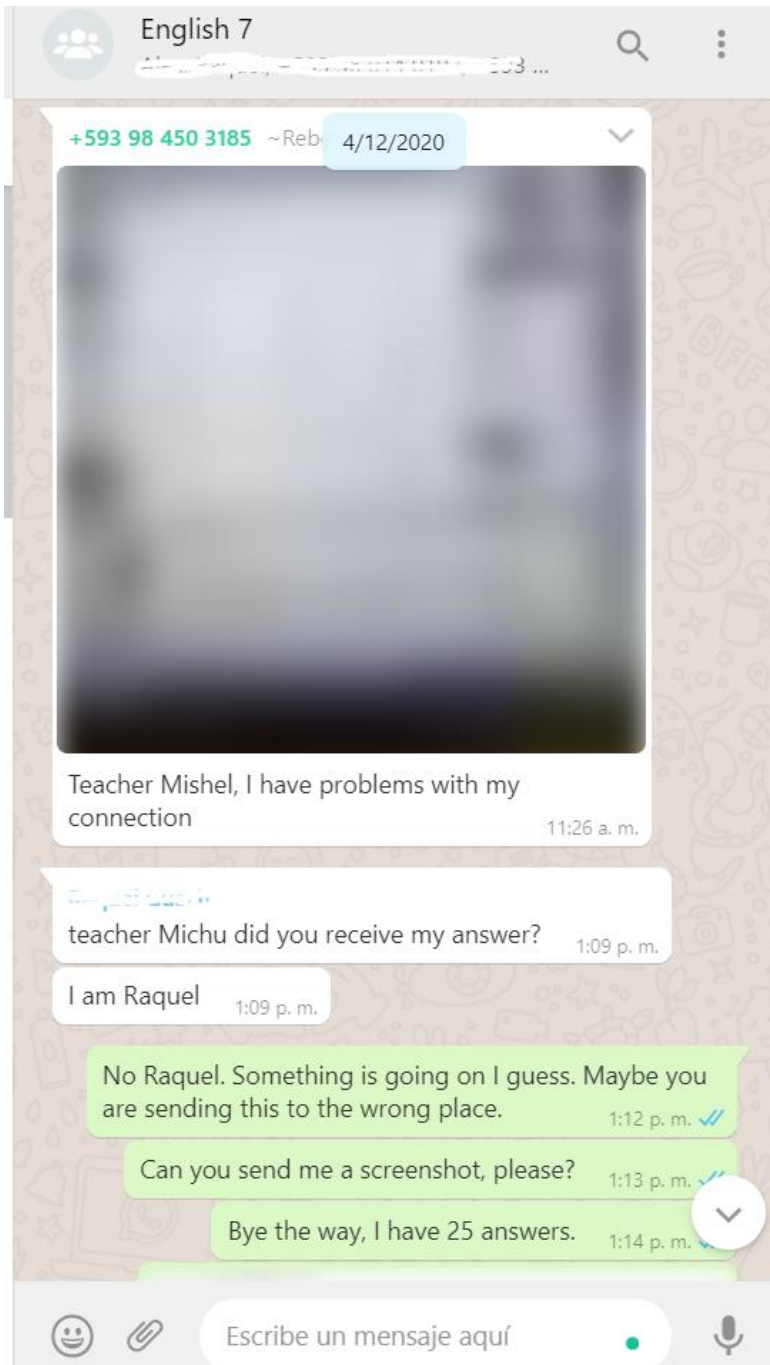
Tu respuesta

Source: Yazán (2020)

Essay practice: <https://forms.gle/kRPemVVHZ7ugmR8M6>

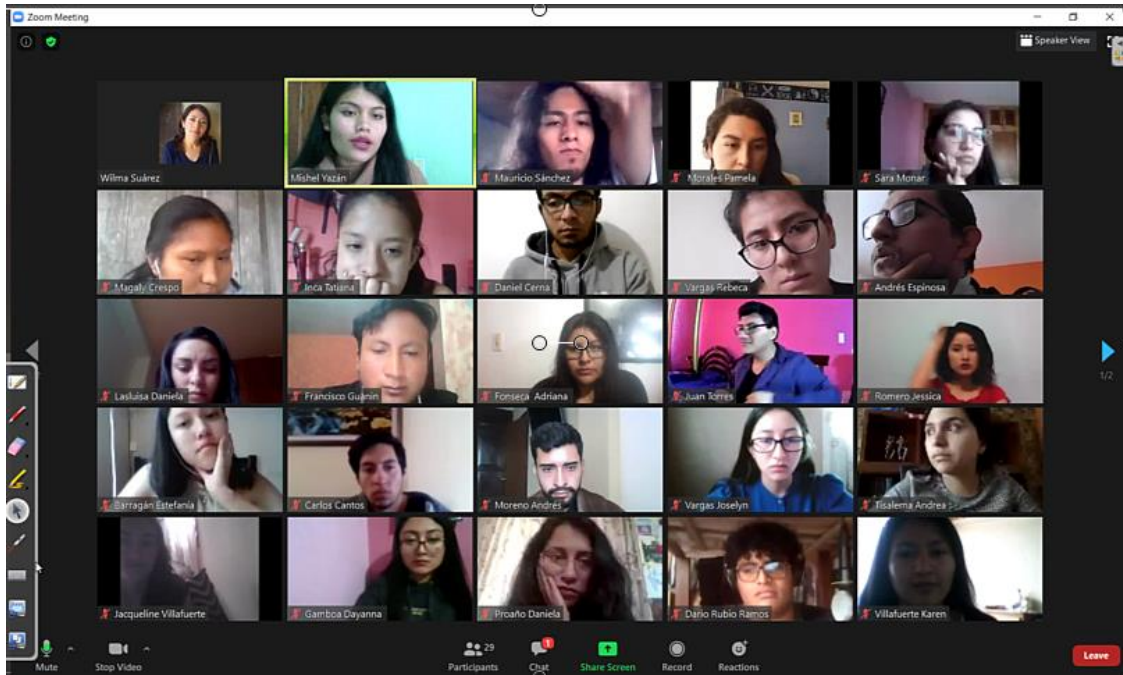
Proposal practice: <https://forms.gle/iXAzEQfgDtDdoTXWA>

- **WhatsApp:**



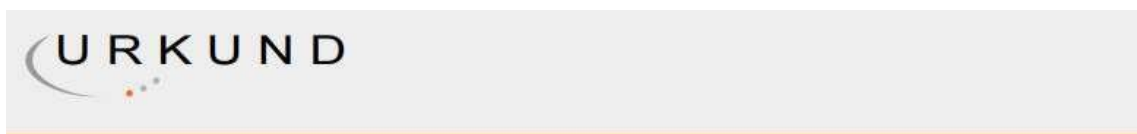
Source: Yazán (2020)

- Zoom



Source: Yazán (2020)

Annex 6: Urkund report



Urkund Analysis Result

Analysed Document: YAZÁN_MISHEL_DISSERTATION.pdf (D92028452)
Submitted: 1/13/2021 7:16:00 PM
Submitted By: ayazan1106@uta.edu.ec
Significance: 5 %



Firmado electrónicamente por:
**WILMA ELIZABETH
SUAREZ MOSQUERA**

Dra. Mg. Wilma Suárez Mosquera
TUTORA TRABAJO DE TITULACIÓN