UNIVERSIDAD DE LAS FUERZAS ARMADAS ESPE

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CARRERA DE LINGUISTICA APLICADA AL IDIOMA INGLÉS

PROJECT PRIOR TO OBTAINING APPLIED LINGUISTICS IN ENGLISH LANGUAGE BACHELOR´S DEGREE

THEME: THE INCIDENCE OF FLIPPED LEARNING IN THE DEVELOPMENT OF THE WRITING SKILL OF SENIOR ENGLISH LEARNING GROUPS AT JOHANNES KEPLER HIGH SCHOOL, 2014-2015 YEAR
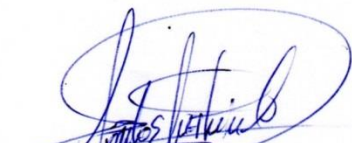
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SANGOLQUÍ, 2015

APPROVAL SHEET

We, Mg. Carlos Espín and Dr. María.Teresa Llumiquinga Mg., Thesis Director and Co-director correspondingly, are pleased to certify that the research project under the title "The incidence of flipped learning in the development of the writing skill of senior English learning groups at Johannes Kepler High School, 2014-2015 year", developed by Carla Monserrat López López, who has finished and approved all the subjects of the Applied Linguistics in English Career of the University of the Armed Forces ESPE, has been studied and verified in all its parts, and performed under our guidance and supervision, so its presentation and oral sustaining are authorized to the corresponding university instance.

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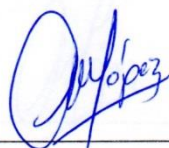
RESEARCH STATEMENT

The criteria, results, ideas and exposed doctrines on this research project under the title "THE INCIDENCE OF FLIPPED LEARNING IN THE DEVELOPMENT OF THE WRITING SKILL OF SENIOR ENGLISH LEARNING GROUPS AT JOHANNES KEPLER HIGH SCHOOL, 2014-2015 YEAR", are under exclusive responsibility of the author.

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Carla Monserrat López López

AUTHORIZATION

I, Carla Monserrat López López, authorize to Universidad de las Fuerzas Armadas ESPE the publishing of my research project under the title "THE INCIDENCE OF FLIPPED LEARNING IN THE DEVELOPMENT OF THE WRITING SKILL OF SENIOR ENGLISH LEARNING GROUPS AT JOHANNES KEPLER HIGH SCHOOL, 2014-2015 YEAR", on the virtual library.

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Carla Monserrat López López

ACKNOWLEDGEMENTS

"The only impossible journey is the one you never begin". For sure this journey, that today ends has been one of the most rejoicing journeys in my life. I have learned how to grow and how to be the person the world needs me to be. I would like to thank my family for their unconditional support, their love and patience. My dear director Lic. Carlos Espin that had guided me through the process and especially my co-director MsC. María Teresa Llumiquinga, for her support and light through the path I chose to be in, to both, my sincere and deep appreciation, because without their help this work would not be the work that it is now. To Johannes Kepler High School, that gave me the opportunity to put up with my knowledge and to trust in my capacity.

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Carla Monserrat López López

DEDICATION

To my mom and sister, for their love and kindness, for making my hard times to have a pleasant taste. To my Mom, because is the tenderness that makes my life sweet and my Sister because without her, our efforts wouldn´t have a reason.

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ABSTRACT

This study explores the incidence of Flipped Learning in the Writing Skill of ESL. It was designed to bring light to World Wide teachers upon the new opportunities of change we have with the unstoppable growth of ICT´s. This document aims to analyze what kind of influence, either positive or negative, the new model of Education, Flipped Learning, has upon the development of Writing Skill, designed for students belonging to a Private Institution and that may serve as a model to follow to other Private and Public Institutions as well. In addition, it provides a theoretical framework that analyzes some of the most important previous researches done on the matter. Further on, a proposal has been created based on a theoretical framework that includes a qualitative and quantitative analysis that aims to open workshops for teachers and students in order to increase the appliance of this method, by creating new didactical material to give support to this growth, also to help them use technologies in a more efficient way. Finally, it offers a program that recognizes teachers and students to be facilitators of further workshops for the new community members the school welcomes every year.

KEY WORDS:

- **FLIPPED LEARNING**
- **WRITING SKILL**

RESUMEN

Este estudio explora la incidencia del Método Clase Invertida en el desarrollo de la destreza de la escritura. Está diseñado para dar luz a los maestros a nivel mundial sobre las oportunidades que tienen con el imparable aumento y desarrollo de las tecnologías. Este documento procura analizar qué tipo de influencia, tanto positive como negativa de este Nuevo modelo de educación sobre el desarrollo de la escritura, el cual esta diseñad para los estudiantes que pertenecen a una educación privada sin embargo pretende que sea aplicada en la institución privada y pública en general. Además, la propuesta ha sido diseñada basado en el marco teórico que incluye un análisis cualitativo y cuantitativo que a su vez busca el intercambio de experiencias mediante el uso de talleres para profesores y estudiantes para ampliar el empleo de este modelo, creando nuevo material didáctico que de soporte a su crecimiento, y que ayude a su vez a la utilización más efectiva de las tecnologías. Finalmente, ofrece un programa que reconozca tanto a estudiantes como maestros como facilitadores capacitados para dictar los diferentes talleres que se generen en el futuro para nuevos miembros de la comunidad que se integran cada año.

PALABRAS CLAVE:

- **CLASE INVERTIDA**
- **DESTREZA DE LA ESCRITURA**

INTRODUCTION

The current investigation is the result of questions that arose with the change of the world itself. The new technologies have pushed teachers to move along the traditional learning to a way of knowledge acquisition that has proved to be meaningful and appreciated by students worldwide that keep on changing, so education has to evolve with them as well. In this context, the present research serves us to lean upon the reasoning that it is extremely important the use of new methods that will be meaningful to students when learning a foreign language, in order to make them capable to develop in a world with such characteristics as the ones we have this days when the learning of English Language which is considered to be a priority in order to live in this shaky world.

Part One of this research contains the problem identification, the setting the variables matrix that led this study, the general and specific objectives and the justification.

Part Two contains the Theoretical Framework of the study as well as the Structure of the Research Document, comprised into three different chapters.

Chapter One includes the general information and the background of the Institution in which this research was carried out, plus the information about Flipped Classroom itself, which was the independent variable of the research.

Chapter Two is dedicated to the study of the Writing skill, its genders and types, plus the strategies and the assessment that is considered within the development of such skill in Language Acquisition.

Chapter Three is focused on the incidence of flipped learning in the development of writing skill, by the analysis of previous researches done within the influence of the independent variable, flipped learning, upon writing skill, English Language acquisition and education in general. It also comprehends three research questions, which are going to give light to the rest of the investigation.

Part Three is a description of the research type and design, the population and sample, the instruments for collecting data and the processing and analysis of the information contained in this investigation.

Part Four contains the graphical exposition and analysis of results; it also presents the conclusions and recommendations that can be applied into the group of study.

Finally, part five displays a proposal created through the Logical Framework Methodology; aimed to be presented to the authorities and teachers at "Johannes Kepler High School" it includes the creation of workshops focused on the use of flipped classroom within their normal curriculum, the creation of original material, and the self-preparation of facilitators within the community, to prepare new community members. It is destined to fulfill the requirements teachers and students had in order to open the doors to a new type of model of education.

PART ONE

RESEARCH PROBLEM

1.1 Problem identification

From the time English became one of the most important languages around the world, just with the influence of many superpower alliances like the recent, and I mean recent because has no more than a hundred years, United States and Great Britain, ways of teaching English in many countries started to be a common activity. In the Western world teaching a foreign language was associated with Latin and Greek in the 17th, 18th and 19th century. Language learning was supposed to enhance the learner's abilities and intellectuality. Along with learning and teaching a new language came with the organization of syntax structure, the grammar understanding, the memorization of new vocabulary and even translation process became to be well practiced among people. More so, the majority of students in general have problems with the language that is not their mother tongue and the difficulties are shown when students have problems producing that new language. Different courses like FCE, TOEFL, IETLS, etc., have been designed to help students cope with those problems. But students should take in a lot of the language in order to be able to produce in speaking and writing. Of those two skills the one that takes in more effort and is considered to be difficult to acquire according to learners is the writing because it implies a set of skills in order to perform that one.

All of those aims in teaching a new language, brought up a significant number of models of teaching that were looking for ways of staying and more important changing and improving the methodologies and techniques in order to attach to the system each generation of learner was. Although the purpose of learning a new language implies a variety of things there are causes and effects involved with academic achievement of students, there are more students that fail in their general assessments because something within the classes is not working properly, with writing some of the causes are that most students have a low vocabulary, their sentence structures are weak, they struggle with the understanding of cohesion and

coherence and to make it worse it is difficult for teachers to create a great environment to motivate writing production causing in students anxiety.

Private schools are privileged with the access to technology, but how well teachers use it is in doubt. Some schools and their teachers apply traditional methodology which has been applied during all these decades since the teaching of language was a reality. Therefore TOEFL examinations use extensive material that might be overwhelming for students that have regular or traditional classes in which the interaction is not much and the teacher is only focused on covering the material rather that helping students cope with their personal limitations in language.

All this causes students to lack from writing abilities which are necessary at grade 12th to apply to further education and ESL is necessary to perform most of the requirements before a degree is obtained, students aware of this look for changes on to improve their general ESL skills and depend on the curriculum and the teacher they are with. TOEFL is very strict in the knowledge students need, this causes anxiety in students because if they want to succeed they comprehend the importance of that specific language acquisition.
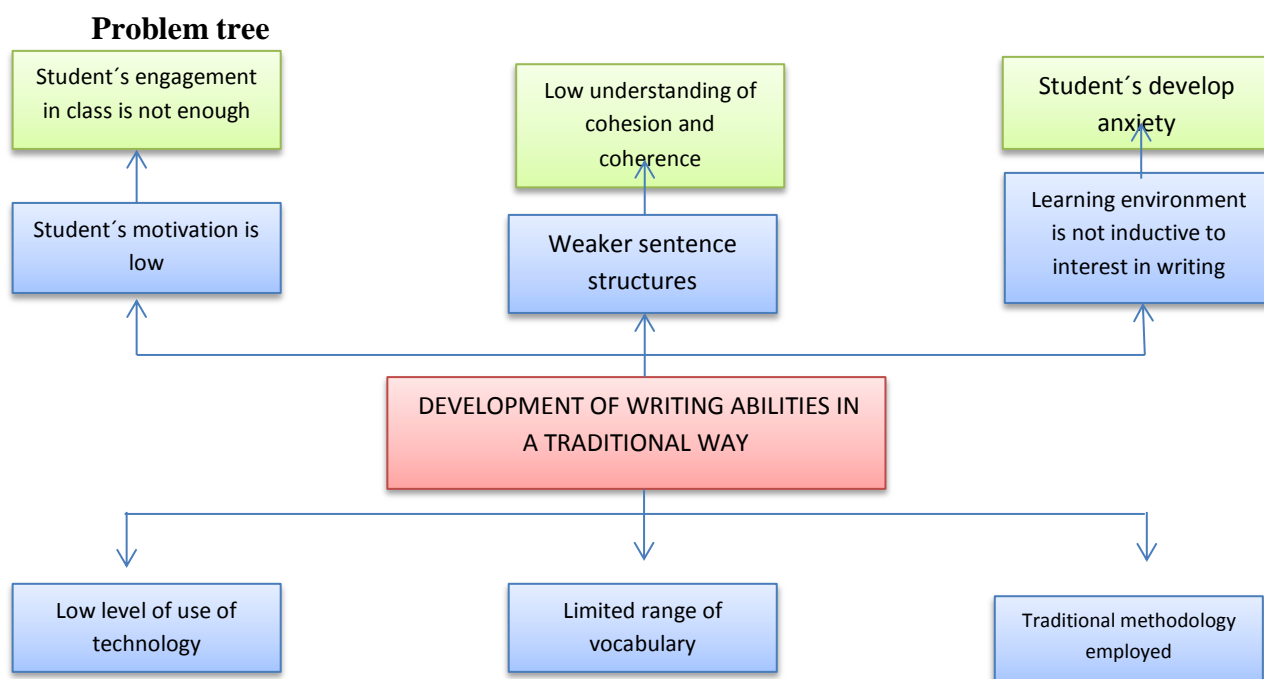
Problem tree

Figure 1 Problem Tree

1.2 Problem Formulation

What is the incidence of flipped learning in the development of the writing skill of senior English learning groups at Johannes Kepler High School, 2014-2015 year?

1.3 Variables Matrix

Table 1 *Variables Matrix*

VARIABLES	DEFINITION	DIMENSIONS	SUBDIMENSIONS	SUBDIMENSIONS
I.V Flipped Learning	Flipped classroom is a teaching method that changes the traditional learning and moves it to a more significant learning when the roles of teacher and students change according to the development of the class. Students have the class as the place to experiment and their homes as the place in which they are able to learn and investigate in order to construct knowledge.	Flipped Classroom	History	
			Methodology	-Modern Methodology -Learner´s interaction. -Instructor´s interaction. -Learning Process

D.V Writing Skill	Is the process of using symbols like letters of the alphabet, punctuation and spaces in order to communicate ideas, feelings and thoughts in a readable form.	Genres and Types	Genres	Academic Writing Job Related Writing Personal Writing
			Types	Imitative Intensive Responsive Extensive
		Strategies	Brainstorm Outline First Draft Proofreading 1 Second Draft Proofreading 2	
		Assessment	-Rubrics	-Content -Accuracy -Efficiency -Mechanics

1.4 Objectives

1.4.1 General Objective

- To determine the incidence of flipped learning in the development of the writing skill of senior English learning groups at Johannes Kepler High School, 2014-2015 year.

1.4.2 Specific Objectives

- To develop writing skills
- To differentiate between types of writing
- To develop simple and complex sentence structures
- To change the traditional learning way of teaching ESL writing skills
- To apply technology for teaching ESL writing skills
- To acknowledge students point of view about flipped classroom

1.5 Justification

"Information and Communication Technologies greatly facilitate the acquisition and absorption of knowledge, offering developing countries unprecedented opportunities to enhance educational systems, improve policy formulation and execution, and widen the range of opportunities for business and the poor." World Bank (1998), "The World Development Report". For decades from the creation of technologies, more opportunities have been opened for learners around the world due to the demand of intercultural exchange learning. Technology has occupied a very important place in student´s lives. In the web ICTs for Education describe that education is an opened window for teachers and students to the opened world, that means to have experiences out of the classroom. That is the case of the new method of education, flipped classroom which uses ICTs in order to teach students about the real world which is outside the classroom. This method establishes a difference between the role of the teacher and the role of the learner. The learner is the main character and the teacher is a facilitator of the knowledge. The knowledge is acquired by experience outside the classroom and by the use of technologies that help students to reach knowledge on their own speed and time. Around the world flipped classroom has evolved so that more schools apply it with good results in student´s results and in the interaction in class.

Education in Ecuador is changing as well, there are many schools in the private and in the public sector that pretend to use ICTs as their new tools for teaching. Language acquisition is constantly accompanied by videos, recordings, broadcasts, online spreadsheets, tests, etc. Some teachers have adjusted their teaching to the new demands of the world. Flip teachers in Ecuador pursue to change the traditional learning and try to go on with the demands of students that are all the time aware of the changes that come with the use of ICTs.

The Ministry of Education changed its laws regarding to teachers and the time they spend with students. For example now they have to dedicate 6 hours on class but they should prepare 2 hours at home for the next class the following day. This, answers to the demand that students need to investigate more and so do teachers. With the two hours spend at home, the Ministry of Education expects that teachers spend most of their time looking for interactive ways of teaching, because students have become more visual than

ever, and the tests around the world have proved that children that don´t use technology are slow learners than the ones that use ICTs to learn.

At Johannes Kepler, following the vision of having excellent human beings and also having children that learn through experience, there is a good chance to apply flipped classroom, because students have on hand ICTs, out and in the school. Internet is available for all so the broadcasts that teachers can prepare for them are going to be well used. The variety of virtual platforms, that will allow each teacher to be in constant communication with students, shows that flipped classroom if applied can cause a positive impact on students. The C3 model of education that is used within the school, values up the experience and the analysis students can make by the use of ICTs. Even when the student might be absent, the teacher can be in contact with him or her so the work is fully done and also the teacher can give a positive and on time feedback. To visualize is a very important part of the learning at Johannes Kepler, most of the students depend on visual aids to learn, and flipped classroom can help on that matter, not only that but can increase the group participation as well.

PART TWO

THEORETICAL FRAMEWORK

Background

Johannes Kepler High School was first known as Kiddy House Foundation. It came to life as a project of four visionaries in May 1991 with smaller grades and, through Ministerial Resolution MEC No. 1351 of February 1st, 2006, the beginning of the elementary education and high school years.

Location

Johannes Kepler High School is located in Pichincha province, Quito County, Nayón Parish, in the North-East of the City.

The curricular, pedagogical and didactical model

The pedagogical model is based on the C3 model created in order to target all the needs the learner may have. C3 is not applied to a single subject, but to all the classes, because it answers to the requirement of the Constructivist method which suggests that students are the ones that build up their own knowledge. The C3 method has different periods of learning.
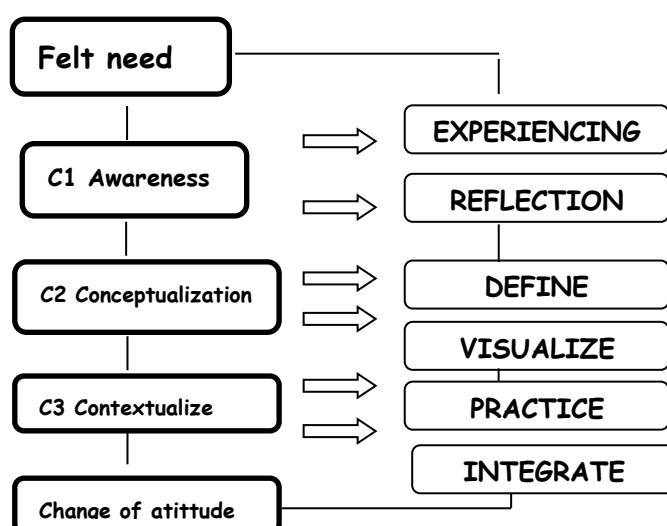
Figure 2 C3 Methodology

In Figure 2. We can see which the stages of learning are and they focus into the brain predominance the learner has, as follows:

STAGE	SUB STAGE	CODE	HEMISPHERE
C1: AWARENESS	EXPERIENCING	(C1D)	RIGHT
	REFLECT	(C1I)	LEFT
C2: CONCEPTUALIZATION	DEFINE	(C2I)	LEFT
	VISUALIZE	(C2I)	RIGHT
C3: CONTEXTUALIZE	PRACTICE	(C3I)	LEFT
	INTEGRATE	(C3D)	RIGHT

Table 2 Stages of C3   (Ponce, 2011)

In constructivism, the stages accomplish each a role within the student´s brain capacity.

C1 Awareness, model of constructivism, pretends to bring up pre-knowledge, to connect students to the topic and to see how much does the student know about that related topic.

C2 Conceptualization, where the student is able to acquire the new learning by means of concepts and visualizing, to deep down in the meaning that specific word or concept has. By visualizing the learner is relating the image with something he is familiar too.

C3 Contextualize suggests that students can put all that knowledge into practice, by means of didactic activities, summaries, essays, etc. And finally integration is important because now that the student knows the theory needs to put it into practice.

The main goals for this constructivist model are to create integral students that will be ready to face the challenges they may present in life. For this reason is very effective that this method is applied in the classroom, although is very conventional, also has certain adaptation and flexibility to the learners pace and demands.

When we talk about the didactical model we keep on adjusting to what C3 has to offer. The idea is that teachers become facilitators and seed interest in their students. Teachers should respect the individual inner person each student has, so the activities help to work with the two hemispheres of the brain. There are several techniques; especially the use of questions and the use of visual aids help students to overcome any learning problem. The knowledge and tools keep on changing when time passes, although the most important tools are related to experience the topic like with the employment of videos, songs, interviews, observation, art works, etc. Finally the techniques for reflection like open forums, discussions, debates, interviews, etc. All of those tools are very didactic and will help the teacher reach the students interest and knowledge acquisition.

2.1 Flipped Learning

Traditional methodology has had for years a very important spot in education with teachers on the head. As Broughton and his colleges claim, is the "teacher-dominated interaction" (Broughton, 1922: pp.3). The teacher relies or trusts only on the knowledge of the teacher. The reason for this thought according to Boumová Viera (2008) on Prof. Dr. Abdullah Kuzu´s research, it is because he asserts that "traditional view of education, where teachers serve as the source of knowledge where learner´s serve as passive receivers" (Kuzu, 1936). Boumuvá (2008), talks also about Jim Scrivener that on the other hand describes traditional teaching is imagined to work as "jug and mug" – the knowledge being poured from one receptacle into an empty one. In the book Communicative Language Teaching Today, Jack C. Richards considers important that in traditional methodology "learning was pretty much seen as under the control of the teacher". (Richards, 2008). To sum up, the teacher the modulator or the role model, and that the acquisition of knowledge can be fulfilled if the teacher explains the class and if the listening of students has been attentive. But what happens to the student? When is he going to be the principal character?. To answer these questions, other teaching method has come to life and its changing the educational view and taking it to another level, that is Flipped classroom, or Flipped Learning.

2.1.1 History

According to different researchers flipped classroom was created as a need for an instructor to reach the learners understanding. In 1982, Baker saw that the opportunity at that time was opened for the one ones that were willing to open up their minds into a new technological system that was as revolutionary as new education could be at that time. His idea was to cover rote material outside the class not in the inside. He had a huge wall in front of him the dilemma at that time were the lectures and how to benefit from them respecting the short time that it was available (Baker, 2000-2001:1). That huge wall seemed to vanish when LMS appeared. LMS (Learning Management Systems). In 1995 Baker was able to learn from an online content management system that allowed him to place lecture notes

online and be able to be back to them when going to his lectures in class so students were able to see what he was doing, he applied this to a university level. Students were interested on that new method of learning that decided to go over the information and Baker encouraged them to do so. When that resulted beneficial for his class he thought to apply it to an extended level. He started even testing his students to find out if the results were positive, and at the end he saw that they were, he noticed that students were more aware of the lessons, focused better on the lectures and later on activities, drew close to the teacher, participate in class and decrease the control over their learning.

When Baker started the idea, were others too that followed, for example in 2001; Lage, Platt and Traeglia, changed the name of the flipped classroom for inverted classroom, which seemed to make a new proposal, which wasn´t what happened, it was totally the same; because in a class they would offer students to take home videotapes, or narrated Power Point slides. Then in the classroom they would be involved in projects and labs.

Seven years after them, two chemistry teachers; John Bergman and Adam Sams, started to notice that most of their students will miss class for different reasons: illnesses, trips, injuries, and so on, so they decided to record some of their classes and send them to the students that could not attend their classes, but to their surprise, those students were not the only ones watching it, but also some of their classmates were entering the videos and downloading them to benefit better from the explanation done in class, that was just the start of a great teaching experience. (Bergmann, 2011: 34; Schaffhauser, 2009: 25).

Bergman and Sam's caught the attention of a larger community of educators, that seeking for new opportunities to make their teaching meaningful in their classrooms, developed different videos that were popular online among a great amount of students not only from their schools but also from other parts in the world. Khan Academy became one of the most famous pages visited on YOUTUBE, due to the material that was useful for different subjects.

The creators of Flipped Classroom considered that it has been a real change between the traditional model of learning and the new era of technologies because teachers face difficulties when they try to teach their students valuable lessons that will benefit them. For years, the drop outs have been very significantly. For example in North America out of 100 students, are only 69 that finish high school that means that every year 1.3 million students drop up high school. Now that can be avoided by the use of technologies and the availability of online video has paved the way of Flipped classroom to increase the spread around the educator´s work. One of the main important goals that flipped classroom has is to achieve a great level in student´s performance. The most awarded tool for teachers is the one found in Khan Academy, which gives teachers the opportunity to make a real follow up of student´s progress, which enables the teacher with real tools. The purpose of Flipped classroom was to have the full interaction of students within the class environment, and the lectures, information, consults, search can happen at home where all the factors are encouraging that momentum. This will ensure content coverage, but more so an active learning environment during class meetings.

Strayer (2007), another author that appoints flipped classroom as a new useful tool, considers ideas about active learning that Piaget had to be as follows:

The classroom flip is usually motivated by a desire to learn through active participation in the classroom. What exactly is meant by active participation? Is not all learning active, whether from a book, a lecture, or small group activity? Piaget says that learning occurs not when a person merely copies an idea, but when a person acts on it. (Strayer, 2007, p. 45).

These are just some ideas of the possible ways in which Flipped classroom can work for the teacher and the students that are managed. Considering Piaget, the way in which he explains learning as something that you do better than something that you just listen it exists. For this reason Baker (2000) considers that there are some goals that need to be proved in order to identify that the flipped classroom might or

might not work for the students development in the classroom so he describes them as follows:

1. *Find an approach that would make it possible for faculty to move from sage to guide.*
2. *Reduce the amount of time we spend in class on lecturing by opening up class time for the use of active learning strategies.*
3. *Focus more on understanding and application than on recall of facts, while not sacrificing presentation of factual phase.*
4. *Provide students with more control over their own learning.*
5. *Give students a greater sense of responsibility for their learning.*
6. *Provide students with more opportunities to learn from their peers.*

All of the above goals were described in order to have a successful teaching-learning process. For example flipped classroom varies according to the teacher and the way in which he might manage the class. But even though it depends on a certain amount of participants that apply their own techniques it does focus on four main verbs: clarify, expand, apply and practice.

Flipped classroom has recently been applied by educators, especially on the sciences field with Aaron Sams and Jonathan Bergman. They both are credited to make the term "flipped classroom" more popular and with internet, accessible to all of those that wanted to use it in order to change the environment in class and also that it has been a slight possibility of increase the achievement of performance in class. That is due to the use of technology implemented in class activities. For sure "inverting the classroom means that events that have traditionally taken place inside the classroom now take place outside the classroom and vice versa. The use of learning technologies, particularly multimedia, provide new opportunities for students to learn" (Lage, Platt and Treglia 2000:32). Teachers are conscious that the need of elaboration of didactic material take extra time, even if we are going to use, pre-elaborated material, and schools need to make that possible. The idea that flipped classroom wants to get rid of, is that students are blank slots that don´t have enough

information, where the information is etched by the teacher and that the students should work alone. In a constructivist classroom for instance, students are seen as thinkers, with different theories related to their environment, and they are moved by the group work, because is only by sharing experiences, in which students are able to learn. Even if a recording is given to students to analyze is already a flipped classroom given. Podcasts for example can be audio or files that can be found within an iPod, iPads, Tablets, or other devices. But video and recordings are not the only ones to take advantage of, there are also animations, or so called computer simulations, where can benefit another group and start several discussions over it. But there should be as we have seen the interaction of the learner but also the interaction of the teacher.

2.1.2 Methodology

2.1.2.1 Modern Methodology

According to many authors that agree that modern methodology centers itself more in the student that on the results, not that they are not important but because the student is the priority and in order to see the results the student must have everything set up in order for the student to acquire the expected knowledge. Jim Scrivener describes the role of the teacher to "help learning to happen". (Scrivener, 2005: pp. 4) This can happen only when the student gets involved in the different activities that he is supposed to be involved into. Not mere activities that have the teacher as the head, but meaningful activities that will leave a lesson lived by the student. When the student gets involve in the activity it is important to leave him or her to work on his or her own speed, this will assure that what the student is learning it is important and that most of the information is going to be understood and is going to be easier to be used in daily conversation with the target language. According to Scrivener when the learner is interacting does not need long explanations from the teacher, but the teacher needs to encourage the learner to participate actively, by talking, working, etc. This can be reached if the teacher becomes a tool and not a director that controls the knowledge. Students are encouraged to explore and make things interesting. Scrivener also describes learning as the communication of meaning, agreeing with

other professionals that this is the methodology of the Communicative Language approach. This idea describes that the learner starts the process of acquiring another language because he or she wants to be able to communicate in the target language, to communicate with foreigners, to discover new approaches to life or to find out about other cultures. Boumuvá states that Ronald V. White on his book the three principles of modern methodology: First is the "primacy of speech"; second the emphasis on "the centrality of connected text as the heart of teaching-learning process", and third, an "absolute priority of an oral methodology in the classroom". (White, 1988:11). White assumes that modern methodology proposes new activities that replace the simply memorization of grammatical rules and isolated vocabulary. Modern methodology also proposes a contextualized language and to develop skills that will benefit them both in life and in a professional career.

For this reason we all know that there are four main skills but they can be divided into two main groups: the receptive (listening and reading) and the productive (writing and speaking), meanwhile each group has subgroups, all together in order to make communication clear and concise. Traditional learning offers unrealistic tasks that obligates the learner cage himself into a predetermined acquired information and not into what information it is supposed to be; that is why modern methodology offers the opportunity to have realistic tasks that do not expect learners to understand every single word`s meaning or memorize every single grammatical rule. Scrivener points that if the tasks are going to be easier they also should be graded from the easiest to the most difficult, by saying this he was suggesting that the evaluation should be done by explaining assignments before applying them, in other words before the student could read or listen itself. Students get discouraged if the teacher expects them to undertake tasks which are going to demand a lot from them. When the learner feels confident enough the production skills are going to show up and after that the teacher is going to be able to evaluate the contradiction between accuracy and fluency. In fact modern methodology tries to keep accuracy and fluency balance. The point is that where there is a purpose in the activity no matter which activity is it, the more enthusiasm the learner will have on the information presented, this is real because the learner wants to get involve into real situations that

will benefit the learning process, situations that are going to be real when the learner has accomplished his or her goals. In order to understand the purpose of the already mentioned ideas is that learners often acquire the new language and the new skills by being put through the language in real life situations, the learner must enjoy and think the learning is interesting.

But just because the main focus is not in grammar it doesn´t mean that it is not an essential part of the learning, is just the approach that changes. Many professionals among methodology careers have suggested that the instructor must check four conditions of teaching grammar that are essential to be put into practice when dealing with a new learner these are:

1. The creation of a safe atmosphere
2. The feeling among students that the tasks are achievable
3. That students show understanding
4. That students actively listen to, speak, read, and write in the new language

The last point must be written in that order, because the learner must listen in order to speak and must read in order to write.

Scrivener on his book proposes two more hints in order to become a good instructor that has a full acceptance and participation of students. One has to do with "keep it short" and he is right because as a instructor you don't need to be always talking, for learners long explanations turn to be boring and may confuse students. This pushes up a new interaction that may come from the learner. The teacher should guide the learner on the path of investigation, interaction and so on.

When the learner is learning grammar it is necessary to have in mind for the presentation the elicitation and the personalization, it might seem unprofessional for a moment but if you are a good instructor you need to keep interest on your class. Students are always eager to find out about the teacher´s personal affairs, preferences, friends, etc. Sharing hat limited information can open up the interest of our learner. During elicitation learners may feel like they can show their feelings, thoughts and to be part of the class, interacting with others and sharing out personal

experiences that may enrich the environment of the class. The assessment, due to the complexity of the teaching and the target language explanation in this case English, must be continuous, because grammar is complex must be taken into consideration and must be put under analysis. When the instructor encourages students to hit the target language they are proved to play and to interact with it, by doing so they are going to acquire it.

Modern methodology includes different types of methods. The guided discovery is a method described by Scrivener as the way in which people can be led to discover things that people was not aware of, only by a process of questions. Another method to be mentioned is the Test-Teach-Test, in which students test themselves, making them aware of what they have already acquired.

For modern methodology not only the four skills are important but necessary, that is why they need to be complemented with the focus on vocabulary in order for a language to be learnt. A recent research done in the Masaryk University over students of methodology for teachers have found interesting that the issues with vocabulary are the meaning, its pronunciation, its spelling, its various forms, its uses, its connotations, and its collocations, but the instructor must be balanced and must be aware that all of these cannot be taught in one day each method must follow another and they must be developed in order.

The purpose of modern methodology is based on the focus that gives to the teaching, having students that may be easily involved, using the right methods in order to reach students attention. Be gentile and try not to overwhelm the learner with too much information but helping not to cause language to happen but to make learning to happen.

As we have seen both traditional and modern methodologies had bases over different investigations and people that rely on each of them that might be effective, but in the case of modern times we wonder which one of those will be more effective. The one that presents a instructor that rules the knowledge or the one that

presents the instructor as the facilitator of knowledge, that helps knowledge to be created by the learner and finding it useful in order to use it another time in real life situations.

Both methodologies seemed to have the same goal either through memorization or experiencing, the knowledge must be acquired.

2.1.2.2 Learner´s interaction

Many researches have agreed that students can be thinkers and that they can come up with different theories about the world, when in classrooms, constructivism is applied. The intent of Flipped classroom is that the students are the main focus of the class, that has to do with their questions, habits, behaviors, etc. Students should constantly be motivated to use their creativity but that should be tied to the information they can acquire with the help of their teacher that would demonstrate how students have acquired the knowledge but more so how much integrated they are in the class so their grades will show all these aspects.

Johnson and Renner, cited the words of Phillips on (Milbrant, 2004) who identifies three types of student´s roles when constructivism is applied: active learner, social learner, and the creative learner. We should consider in this regard how Piaget and Dewey described that motivation for the construction of knowledge comes from an experience of cognitive conflict of puzzlement. That´s why flipped classroom is important, because opens up outside opportunities for students to gaze information but to make in-classroom hour classes, productive, with a lot of creativity, active, social, and that all that puzzlement they are facing becomes more and more controlled into a cooperative setting. Several studies have been held in this regard, many surveys applied to students in other areas different and including language, have determined that students have preferences according to which model of education they are more likely suitable to take. Constructivism was the more chosen field, because the class gets active and the interaction with the teacher is enormous.

2.1.2.3 Instructor´s Interaction

"Students really behave in an interactive manner" (Brooks and Brooks, 1999:54). That is true, because teachers interact in an active manner when applying flipped classroom, mediating the environment for students, as opposed to behaving in a didactic manner, disseminating information to students. The teacher is more interested on seeking student's points of view than going straight forward to get an answer, the correct one, just to determine the students learning process like that. The role of most of the teachers has to do with giving the students the tools for constructing the knowledge, give an individualized instruction when the student might face difficulties, because normally what traditional model differs from flipped classroom is that the skills of the class in flipped are acquired outside.

The instructor has the obligation to create a constructivist-learning environment. Baker referred to it as the "sage on the stage, to the guide on the side" (Baker, 2000:9). When some teachers applied flipped classroom although had the fear of the student-centered learning and didn´t know how to cope with that. Wiersma said "Even if the teachers understand the importance of curiosity, interest and experience, many do not know how to use them in teaching situations" (Wiersma, 2008: 111). But although having all the right tools is evident that preparation will take a while.

"Novice teachers in a specific domain tend to adhere to conventional teacher-led instruction, while experienced teachers are more open to move towards reform guided instruction. A third reason that may prevent teachers from acting upon their beliefs may relate to contextual factors, such as lack of time, large classes, or mandatory exams" cited by Johnson and Renner (2012) (Barak and Shakhman, 2008: 204).

It is obvious that the relation between the teacher and the student may change according to the interaction, which led to a deeper knowledge acquisition. It is important for that reason to think as teachers in the best way we can determine that acquisition. For example the investigation result in Johnson and Johnson (as cited in Johnson and Renner, 2012) that cooperative learning has been found to have a more positive impact on student self-steem than traditional methods of instruction. This

will help both the teacher and the student, because the student will be engage more in the class activity than into a disruptive behavior.

2.1.2.4 The learning process

"Brooks and Brooks (1999) noted that in constructivist's classrooms, curricular activities rely heavily on primary sources of data and manipulative materials as opposed to textbooks and workbooks" (Johnson and Renner, 2012:9)

Normally the learning will happen when students did the learning alone and the evaluation will be through lessons, that's traditional methodology, but in flipped classroom the learning will be when teaching is bonded with learning and is done through observations and students exhibitions. Plus the learning is done in groups rather than individually, where more interaction and exchange of thoughts, ideas and knowledge is shared and learning is fully activated. As a suggestion many tools like e-books, videos, recordings and tutorials will benefit the environment for learning and so the information will flow. Projects reflect what the student is skilled in and periodically quizzes over the material will determine if they are measuring the student´s learning. Now the idea of lower level content is abandoned, but some students prefer to maintain traditional learning because they have become auditory learners and some teachers have chosen to cover up all the curriculum assigned to them, no matter what happens in the process. Toto and Nguyen (as cited in Johnson and Renner 2012):

"How do we convey the amount of information necessary to support an information rich education and yet also provide the applied experiences so essential to deepening that knowledge?" (Toto and Nguyen 2009: 1)

So a valid option for this will be moving the class to the outside in order to knowledge to occur.

Lectures are handed before entering the class, so the student´s know what´s the topic about and are ready to engage in the collaborative work the teacher has designed and prepared for the rest of the class, so the group involvement is necessary. A blended learning is necessary because it will give the benefits were needed when the class started, and the requirements of each student will be meet. The group work is important because the learning process involves the information that the student is able to hand to the class, it is not because you want your class as a teacher to be enjoyable, but to be meaningful. When students have a prior analysis of their lectures they are ready to work with their partners and are ready to construct their own knowledge with the supervision of the teacher. They are going to be able to give their ideas. It has happened that the student learns with the experience of others, so sharing those in the group will definitely make a change in the different development of the class and the acquisition of knowledge.

CHAPTER TWO

Many have been the researches about language skills; the difference of the present study with others is the sub-dimensions. Writing is one of the most complex skill that can be analyzed within language acquisition due to the importance that it has, especially because, just as speaking, is a production skill and serves as an assess tool for English speakers to measure up the amount of knowledge about a language is possessed. For the present study, there is going to be a complete analysis about this complex but important skill.

2.2 Writing Skill

Has been for several years one of the most important skills that people turns to be focused on. Before Renaissance people in the East wasn't able to read or write because the church was in charge of that specific activity, that was because Latin was the main language and the only educated people were church officials that were thought to belong the knowledge that at the time was thought to come directly from god. Writing started to be well known in the North Eastern parts were was even represented by printing in China, and later on in Europe with the strength that the vernacular languages were gaining.

Then writing became well used for structure sentences, to communicate, to employ in education and art. But it became difficult for scholars to teach writing because people started to express their ideas in simple sentences and complexity was left to other ground and was not accomplished in the way it was expected to.

Therefore English language writing, has become the target of many teachers that require from students to many develop many articles, books, essays and more have been structured in order to be compiled and also to have it as a resource for later on generations. The same happens with some colleges and universities that require from applicants to write essays in order to be able to get a scholarship and find great opportunities in the job field. So writing is more important now that ever for that reason the types, genres, strategies of teaching and its rubrics of assessment are important.

2.2.1 Genres ad Types of Writing

2.2.1.1 Genres

In order to determine the type of genre that the writing is about there should be considered first what is the purpose of the study, as teacher the assessment is going to be easier if the standards and parameters are well established and al are aware of the different genres of writing that are existing and so more which are the strategies of all of them plus which are some of the written works that can be considered to belong to each of those genres. Some of the genres according to different authors, deal with the purpose of it, most of them divide them in order to organize the types of genres students must acquire. (Brown, 2010:260)

2.2.1.1.1 Academic Writing

Many students face the importance of a well written production as soon as they learn to do so. Writing offers the opportunity to all sorts of people to express their feelings. But like the daily writing which is informal and may be light there is another genre of writing that might take up more effort than the one supposed to. (Lennie Irvin, 2010). For example the research is talking about the formal writing or so called the Academic Writing that is mostly required by schools of higher grades and the Universities. Most professionals in education agree that the production of an effective academic writing is the result of a good academic writing task itself. Also the fact of getting rid of many myths about writing makes it possible for students to get confused in the production of their writing causing them to get stuck and not get the production they require from the art of writing.

Some of the myths related to academic writing can be surprisingly believable but learners should avoid them. One of the myths is that students should follow a numbered structure, professionals consider it a myth because when people write they do not have all figure it out or finally thought about, writing develops as the ideas keep on going, and finally they find their way out. Third the idea of the first draft expected to be perfect, perfection comes with effort and after a long time of writing

progress, not at once, nobody writes a great essay at once. Fourth, the idea that you can´t do any better, that is a lie, because students are able to succeed if they want to, just practicing and producing more writing will make the difference. Fifth, many students focus in grammar and assume they can´t write because they consider is impossible to write in a perfect way, and writing is not about making all right but making a great effort and having the target readers aware of the advancement of your work. Sixth, the idea that there is only a five paragraph is a lie, because is only a format you can follow in order to write, but there is not more about it, you can write an essay however you consider is complete, giving the introduction paragraph, the body of the essay and the final conclusion. Finally, when writing a paper the student must avoid writing in the essay because there is going to be only an informal way presentation that will take the formality to the piece of work. (Lennie Irvin, 2010: 6).

There are several factors to consider before an academic paper is turned on in college. The first thing in order to write should be the target, who is going to be the writing dedicated for, who is going to be the audience, according to that the ideas are going to compound and finally will go taking shape to make sense to the one that is going to read it. Second, the context should be taken into consideration. For sure we know that the teacher opens up those writing settings to assess the progress and the writing skills that we have performed and have acquired during the learning. Third, the message should be very clear, all the ideas need to be set and arranged for the audience to comprehend the meaning and the sense of the material that has been shared, that is the material that explains the content acquired. Fourth, the goals are clear when there is a writing to get a good score or for instance to accomplish the goals of the ESL. And finally the type of document you are writing holds up its own structure and might fill up some requirements. (Irvin, 2010: 7, 8).

Writing is linked to other skills, that is why, one of the needs of academic writing is to have the ability to read complex texts, because even though the writer is familiar with writing, there will be always the fact that the writer is not familiar with the topic, because the instructor requires from the learner to be ready to write about any topic, that is why, one of the things that train the writing of learners is the reading,

reading strengths the vocabulary, the analysis, the ability of thinking critically, that means that not all what you read is information that benefits you.

2.2.1.1.2 Job Related Writing

The ESP stands for English for Specific Purposes, comes to the idea that all the material that most people writes, and learners especially, should be linked to a specific field or profession area. In the case of Job Related Writing, focuses on specific documents that need to be written and are important in every job specialization and must be shared and formal to the field the professional is developing (Brown, 2010). There are a vast majority of documents that must be developed within the organization system, like memos, emails, manuals, reports, job evaluations, etc. All of these documents require fixed structures and determine the different type of paper it is written and the purpose of that writing.

2.2.1.1.3 Personal Writing

Personal Writing looks to have a personal effect on the reader, looks up to cause impact and to be part of the life of the one that is going to read, that is why the structure must be simple, but complex at the same time, because when it cause impact is when it is more clear and concise. Another characteristic to consider is the fact that it should have a lot of references to sensory perceptions and emotions; it also may include details and imagery. (Brown, 2010).The production should have the purpose of sharing the essence of what as writer want to highlight, giving out clear ideas about what happens and which feelings have motivated the writer, the writer should consider a chronological structure, and the ideas must be grouped by importance or type. The writing is done when the writer feels the need of expressing something, and emerges as a question or a problem; the writer is the agent in the communication process. A persuasive reading for example focuses on the needs of the reader

2.2.1.2 Types of Writing Performance

2.2.1.2.1 Imitative

When students start to learn about different topics they start writing down any words, and these may not have a logic that will convey information to be useful to the reader, but them information might not have the structure required, most of them are just sentences connected by periods, although not connected with ideas. Some of the micro-skills are shared with the intensive type of writing; students are able to produce graphemes and orthographic patterns in the target language, since the purpose need to be reached the writer works in a speed that allows him or her to accomplish that purpose. There are also tasks to be considered when the instructor requires this type of writing, there are for example writing that might show structure like punctuation in the writing of words, letters, paragraphs, etc. Copying is a good idea, because the grammar might start to be perfected, listening to cloze selection tasks, also picture-cued tasks.

2.2.1.2.2 Intensive

Writing is required as a production system rather that a requirement of expressing own ideas. That production is used for learning, reinforcing or testing grammatical concepts. This type of writing appears on a controlled way, because it appears in written grammar exercises. Is a simple type of writing because it does not require much from the writer, only a few creativity might be shown. One micro-skill that belongs to this type of writing is that the pattern and the use of words is the appropriate one. Since is a controlled way most of the activities are measured by the instructor for example some spelling tasks are going to be suggested part which belong to multiple task techniques. Since students are supposed to copy they should reproduce texts, order sentences, paragraphs, etc., they should group words and do completion tasks. Here we have dictation and it is described as an activity that performs most of the skills of English, like listening for example, but even though it performs that skill there are many reasons to think that there is writing the one especially considered, because involves hearing and putting on down into the paper.

Dictation can be considered to be imitative because the performer needs to listen in order to put it into practice. Another technique is the dicto-comp where the teacher is in charge of reading a passage several times and the student is the one that should write a summary of what it was listened and also is handed a worksheet in order to work with the new vocabulary. Grammatical transformations in the paragraph are going to be required to do, like changing tenses, words, statements, questions, etc. There are other activities like for example the Picture-Cued Tasks, Picture description and picture sequence description. Tasks related to vocabulary are assessed by defining a word or using a word in a specific content. Another task that has been successful is the Short Answer and Completion task, which requires that the learner encompasses and distinguishes much of the content in order to make acceptable completions; the skills that are combined are the reading and the writing. (Brown, 2010: 265-268)

2.2.1.2.3 Responsive

Here the learner is required to give a type of response, as to say a discourse level that may require from students to connect sentences into paragraphs. The tasks may relate to pedagogical directives, lists of criteria, outlines and might be require other guidelines. The instructor might require from the student brief narration, descriptions, short reports, lab reports, and summaries, interpretation of charts or graphs. Here unlike the intensive type of writing the student is free to express, use all the tools needed for a good report, because the ideas are going to be open and are going to be determined by the group of ideas the author or writer might have. The learner has mastered in this part the construction of sentences, the grammar is clearer, the accuracy is more precise.

2.2.1.2.4 Extensive

It implies that writing keeps a well-structured format that the strategies for writing are clear and that most of the information is aligned to the requirements. Writers have a specific purpose and objective for writing in that sense the writing is complete. Because the writing has a purpose the ideas follow up a pattern, they are

descriptive and try to convey the idea so the reader understands the context and the material that it has been explained

There are some Issues with Responsive and Extensive writing, some of them because of the liberty that there is with the production of the different material, authenticity might be difficult to assess, because when the rage is open students are able to copy all the material, so the hypothesis of the writing will be in doubt. Another problem has to do with Scoring, because these two last are difficult to assess, because there are two things to consider for the assessment like for example the form which includes all the grammar, structures, punctuation and the other one has to do with the content.

2.3 Strategies

2.3.1 Brainstorm

Brainstorm might be the most important part in the development of writing, is when the learner takes advantages of the process of natural thinking by gathering the ideas that come in the form of a storm, and the energies are going to make you put those ideas into written words, or diagrams that will make sense and will reflect the order of your thoughts and the intensity of them. When you brainstorm you can choose a topic, you can develop an approach to that specific topic, etc.
Some writers face the difficult situation of require ideas and they lack from them, their minds are in blank and is impossible to make a cohesion of even words, then brainstorm will be effective. Or let´s say that is the opposite and the writer has too many ideas, well, this might be also a reason for the writer to use brainstorming and define the topic that is more suitable to develop after too many ideas. There are several techniques that make the brainstorming something useful to develop the rest of the writing. (The Writing Center, 2010)

- Free writing: Is when the ideas are flowing and the writer tries to write them down as they come. Not much attention is paid on the structure, the grammar comprehension or the lexical use like punctuation. The advantage of this is

that the writer has many ideas to write down and is unconscious writing which comes even if the writer is not aware of. The writer may freewrite setting himself a time limit either by putting a clock reminder or when the goals are reached. Once the time or the goal have been reached the writer checks on the work and reads what he has done. (The Writing Center, 2010)

- Break down the topic into levels: When the assignment is set the writer should brainstorm three important things that will serve to have good bases for the rest of the material. The first thing is the general topic, then a specific subtopic or a required question, and finally read it again so the writer can find if there are any overused words. (The Writing Center, 2010)

- Listing/Bulleting: Here the writer sets different ideas or lists them under different topics, like the general topic, the particular hypothesis or thesis claim, and words that are different from the particular topic, when many lists are available then the writer has many opened options to construct the desired paragraph. (The Writing Center, 2010)

- Three perspectives: The first one is description; the subject must be described in detail, here the topic, the features, the puzzles, all of them must be clear in content, because it should distinguish the topic from others. The second one is trace, that means that the writer should make clear what is the history behind the subject, if has changed over time, if so why? And which were the events that have influenced the subject. And finally is the mapping part where the details are even stronger than in the before step. As the writer goes details as the subject, its influence, how it influences it, the fields that are drawn for the study, and if there are previous researches about it and how are those studies different. (The Writing Center, 2010)

- Cubing: As a cube makes the writer consider the product from six different angles, the brainstorm should respond to six requirements: describe it,

compare it, associate it, analyze it, apply it, and finally argue for and against it. (The Writing Center, 2010)

- Similes: Are necessary because ideas are going to be compared. For example there are going to be two blanks and the writer will choose ideas that will fit the requirements and that will come as a brainstorm. (The Writing Center, 2010)

- Clustering/mapping/webbing: This technique suggests that the writer will have different ideas as maps and webs that means connected one with another, starting with chaos and the writer ordering all again in a big piece of paper. (The Writing Center, 2010)

- Relationship between parts: With this technique the writer will write four pairs of terms on opposite margins on a sheet of paper. This technique works with many down levels and the conclusions that are going to rise from the starting pattern.

- Journalistic questions: As this technique states, there are six questions that journalist rely on like Who? What? When? Where? Why? And How?. The questions might be written in a separate form in a piece of paper and in the spaces the phrases or answers should be written. (The Writing Center, 2010)

- Thinking outside the box: With this technique the writer remembers the experience from other academic writing that might be done in the past, here the writer relates maybe different topics and puts them on the balance to see how useful and what the writer can take from it to write this new paper. (The Writing Center, 2010)

- Using charts or shapes: If the writer is more likely to rely on visual aids, then charts or shapes should be used in order for the writer to make a chain of words that make sense to him or her. The writer can arrange the ideas in

graphs of charts, etc. according to the wants and needs. (The Writing Center, 2010)

- Consider the purpose and audience: In the case of purpose the writer should know what he needs to do, which verbs are catching the attention, is the writer trying to inform and is the writer trying to convince or just report. Second is the audience, who is the writer trying to communicate to whom, what is the information the reader needs first. (The Writing Center, 2010)

- Dictionaries, thesauruses and encyclopedias: Always useful when writers need to look up at special words that are difficult to describe within the paper. (The Writing Center, 2010)

2.3.2 Outline

After the brainstorming was done, plus the free writing and the ideas organized the outline is the second most important thing to do when writing. Is considered to be an organized way to think and organize the writer´s paper. Is a way to verify if the ideas are connected with one another, which ideas work best, if the evidence is enough to support each of the points pretended to be explained. Outlines are important because they help the writer identify the overall picture. (University of Washington, 1997)

There are two types of topic outlines:

- The topic outline: Has to do with short phrases, it is useful when the writer is dealing with a number of different issues that can have different organization within the paper.

- The sentence outline: Is developed in full or complete sentences, developed when the target of the writer is focused in complex details. This sentence outline is useful because each sentence has many

details; the writer creates only an outline and not different ones in each page.

In order to create an efficient outline there are several steps to be followed. First the topic needs to be identified. It should be represented in a sentence which will make the paper focus in one specific topic. Second the main categories should be considered, with a specific introduction the rest will be clear and easy to develop. Third, the creation of the first category, what is the first idea, the paper wants to center in. Finally, the creation of sub-categories was the closure. These subcategories should give support to the main categories. (University of Washington, 1997) The outline should be openly flexible, because it should guide the writer on how to write the paper but not limit him or her on what is being written.

2.3.3 First Draft

The first draft is the first time the writer is aware of writing the complete material after the before planning. Beginners may think that all the work finishes here, and the writing after the first draft is complete, but the truth is, that is only the beginning.

All drafts are composed by and introduction a body and a conclusion. It can be a normal essay, a report or any type of paper, they tend to have the same structure.

- Introduction: Is the first paragraph written and holds at the beginning the general ideas or statement, and at the end will show a more specific statement of the main idea of the final paper. It has three specific purposes. First, makes clear to the reader what is the reading about. Second, tries to inform the reader about the personal point of view of the writer. Third and finally, intends to catch up the attention of the reader, so is more curious about the rest of the paper.

- Body: The body of the paper follows the sequence presented in the introduction. Are paragraphs that detail all the previous ideas presented in the introduction. The purpose of it is to limit each paragraph to only one idea, it will be confusing to cover one or more ideas within one paragraph. The body

should prove the statements continually and not interrupted, because the use of quotations and examples are going to be employed. Finally the use of transition words to make sure there is a smooth flow of ideas in a paragraph to another.

2.3.4 Proofreading 1

In any document after the process of developing the body of the essay has been done, there is also the first proofreading, which enables the writer check the work that is in development, goes after the part of editing which pretends to have the reader check mistakes in misspellings, grammar, and punctuation. Just to mention that content is important, as important as the topic is, the way paper looks affect the ways other judge, this small mistakes as the writer may not be aware of, can distract the reader from the major topic and the focus will be put under grammar than on content. Many writers make a brief checking, but it is commendable of writers that devote a great amount of time to look up not only superficial mistakes but deep mistakes that don´t jump promptly to the sight. The extra time invested on checking any mistakes are paying off all the effort and the complexity the document had. There are several techniques that guarantee the final paper to be written in a way that the reader might approve.

The first has to do with miss-spellings; the writer should not rely much on programs that appear to be spelling checkers. Some spelling checkers don't make entire good corrections. The other establishes that writers should not rely on grammar checker either, and these are way dangerous because is grammar and sense what is in jeopardy. Third, the reader should focus on finding one type of mistake at a time. Fourth, the reading should be slow and every word should be read. Fifth, the text needs to be separated into different sentences. Sixth, the punctuation marks should be circled, obligating the writer to pay attention on every punctuation mark and also wondering if every of them is well put. Seventh, reading on backwards may be helpful for checking words and how well are they spell. Eighth, the writer is aware that proofreading is a learning process. The writer is not looking just for mistakes that can be recognized, but for new ones. Ninth, if the writer is not sure

about a word, or a grammatical structure, he or she should look it up. Tenth, only experience and constant practice will make the writer more efficient each time.

2.3.5 Second Draft

In the first draft it was clear that the writer was checking on for possible changes. In this stage of second draft, something similar happens, because the writer keeps on writing and correcting the previous mistakes found in the proofreading, maybe other ideas came to mind and the writer wants to add them, or maybe the ones that he or she has, wants to arrange them differently. The product should be supported by evidence, because every document should have well roots or structures to continue and have them on written on the paper. The second draft should show that it has a well-structured introduction, that the body of the essay corresponds and answers every question established in the introduction, and that the conclusion closes up the topic making up a brief summary.

2.3.6 Proofreading 2

There are no perfect writings. But even though this is true, many writers make sure that the last thing they do on their work is a second and final reading. This proofreading looks on ways into making the document, not perfect but very closed to that. The analysis is based on the capacity of the writer to match sentences and have them make sense to the reader. This last stage ensures that the summary or the document is well written, that no mistakes regarding grammar, vocabulary or words are allowed. Proofreading 2 verifies that all the structures of the final work make sense and that the reading is going to understand the purpose of the writer and the main topic. (López, 2015)

2.4 Assessment

Assessment is the way in which the evaluator will look forward to see the quality of the final paper. There are several ways to assess writing; the best way is the creation of a rubric, which differs depending on the writing type that means that for example the rubric of a report is different from the rubric of the essay.

There are five main purposes for ESL assessment. First is to identify strengths and weaknesses of individual students, second is to adjust instruction to build on students´ strengths and try to dismiss weakness; third is to monitor the effectiveness of the instruction, fourth is to provide feedback to students, parents and sponsors, and finally to make decisions about the advancement of students to the next level of the program. (ESL Senior Guide to Implementation, 2002)

2.4.1 Rubrics

The term "rubric" has been very strongly presented in the last two decades. Many teachers don´t have the term clear and get confused about the rubric and any scoring criterion. Andrade (2000, 1) defines rubric as "a scoring tool that lists the criteria for a piece of work and one that articulates gradations for quality for each criterion, from excellent to poor". According to Andrade, there are five reasons for what rubrics are useful for.

- *Are useful as tools of teaching and assessment.*
- *They help students to become more thoughtful judges on the quality of their work and those of their peers.*
- *They save teachers´ time spent on evaluating student work.*
- *They accommodate heterogeneous classes.*
- *They are easy to use.*

(Andrade, 2000)

There are also several reasons that make difficult to use rubrics. One has to do with the reliability and validity of them. There have been many searches about how rubrics can be effective, in New Zealand for example there was a study done to 47 high school students from 11 different schools, the results reflected that the validity and reliability is very important when teachers create rubrics. Rubrics tend to analyze different skills and because they vary, only few points they assess in common. (Lohr, 2010)

2.4.1 Content

The content is another important feature in the writing process. According to Jolene and Robert Gear in their book "Cambridge Preparation for the TOEFL Test",content should be evaluated because it has been clear that the ESL learner shouldn't only apply a good vocabulary but should make sense about the purpose of the information that wants to show. For example, when the rubric is used and the work is been evaluate it, the content needs to show that the learner knows how to develop the topic he has been assigned or created himself. How does he show this? By the way the learner employs details and examples. Another aspect considered in content is the originality, the own creativity and by this the learner should develop other skills like reading or listening. In content all the statements must be relevant; they should catch the attention of the reader. (López, 2015)

2.4.2 Accuracy

Language use and grammatical structures are considered in accuracy (Gear, 2013: 379). When there is accuracy involved in writing the intention is to describe that the content should have minor errors, but are presented in advanced structures, or maybe in new topics, therefore grammar mistakes in simple structures should not be present. The learner uses a vast variety of structures according to the topic or the assignment. The sentences must have a complex construction and must be precise on communicating.

2.4.3 Vocabulary

The vocabulary has to do with the variety of words that are going to be employed in the written word. Does not only show dynamism in writing but affects the other three skills of English. When applying the rubric, the first thing that the instructor notices is the use of words, the paper should be full of words that may go from simple to complex ones. There should be a sophisticated range of effective choice of words and idioms. When the right words are employed the meaning is never

obscured, because incorrect words are avoided. The words also should go along with the topic, the intensity and use of them also depends on that matter.

2.4.4 Effectiveness

The communicative effectiveness happens when there is a fluent expression of ideas. There is never a communication breakdown neither any struggle to communicate what the writer is intended to make the reader understand. The ideas are clear and follow up a coherent chain and organization; they are not left apart but connected together. Ideas are presented as clear and cohesive as possible. The writer is aware of the audience and uses a proper register.

2.4.5 Mechanics

Mechanics might seem irrelevant, but when these are not used properly, can take all the attention away from the performance. Mechanics arranges punctuation which shapes the writing and sets the margins under the writing should work. The paragraphs are not divided with no coherence, they should follow an order and they should not avoid with the intention of the writer. Another aspect to consider is the handwriting; when students lack from a good handwriting, all the work seems to lose value and the reading might seem difficult.

CHAPTER THREE

2.5 The incidence of flipped learning in the development of the writing skill

There are several studies about flipped classroom studies in which the target aspect to focus on was writing. Many researches are done based on general results. Writing is a very important skill, because unlike the others, is a production skill that needs to be acquired differently due to the structures that must be learned within the new language. On the other hand a very deep analysis will give answers about the influence on the present study on the rest of the work.

2.6 Previous Research on the influence of flipped classroom in general education

Flipped classroom has been employed in the study or development of other subjects like math, science, history and more, but second learning acquisition. Although researchers like Lage et, that invested time and effort to looking up to the different results on the appliance on flipped classroom into a group of girls in an economy class, mark the difference into the little, closely, to non-existent research that showed that girls were more suitable to that kind of learning and interaction.

Johnson and Renner (2012) analyzed two groups of students where they wanted to identify the efficacy of flipped classroom on deliverable methods. They wanted to capture student´s perceptions about the flip learning and also the frequency of the questions that normally students have and the answers they can get from it. The study showed that the results of the pre and post-test applied to the two groups was not that different. That means that the question about flipped classroom changing student´s attitudes during class was answered NO, because the results were the same to both groups, the one under flipped instruction and the other under traditional instruction. Overall, there were some slight changes after those 12 weeks of examination; for example it was proved that the questions decreased in the flipped learning class, showing that the influence of flipped classroom in that specific computer class did not change any attitude, although showed some slight change in student´s progress.

Camel (2011) elaborated a research on a group of eight Science classes the purpose of the study was to demonstrate that by the implementation of flipped classroom students were going to improve the completion of their homework, improve their attitude towards homework, increase the differentiation in classroom, simplify the process of learning material after any absence, and produce responsible, independent and invested students. The results accomplished their expectations, because the study concluded that students have enough access to ICTs within their homes and at the school, also all the previous mentioned goals were also met, recommendations regarded to teachers being more willing to facilitate and not dominate the class was done, but the process of the learning using flip classroom was completed.

Farrah (2014) made a research about the impact of flipped classroom instruction on the writing performance of Twelfth Grade female Emirate Students, for this matter he employed fifteen weeks where he intended to cover Task 1 and Task 2 of the IELTS. She employed different ICTs as tools for the instruction. The appliance of the program was done to two groups, the experimental and the control group. The results were significant considering the appliance of the flip classroom instruction. Plus the attitudes of students towards the implemented program were also favorable. The scores improved and flipped classroom instruction seemed to benefit students that were learning how to acquire the writing skill.

Strayer (2012) developed a research where he tried to find if there was any improvement in cooperation, innovation and task orientation in a Statistics class for university students. The results showed that students increased their participation when the role of the teacher in the class and in general the group works, benefited from the learning process. The activities and some of the tasks were seemed difficult to accomplish sometimes, but the research through as a result that the students that applied flipped classroom were more cooperative and experiences more innovation than their classmates who applied a traditional learning classroom.

As the research keeps on its path, several models of research on the field of flipped classroom has done, but little research has developed in the matter of flipped classroom applied to develop ESL skills, more so, writing.

2.7 Flipped Classroom into ESL

There have been several researches on Flipping classrooms all around the world. Many of them covering infinity of subjects, even skills within language acquisition; these researches have served as a template for investigations that aim to look after education of quality and that may be meaningful to the learner. In this regard a study on the appliance of Flipped Classroom into ESL to check student autonomy has been developed. Han (2015), has made a research based on a previous investigation about the topic and had found that ESL learners can be autonomous and at the same time became successful. The project was handled to an adult community. Was done based on a five-week summer intensive English as a Second Language. The group was diverse by means of background and knowledge, there were fifteen students from nine different countries. The goal of the instructor was to meet the needs of the learners, the instructor wondered if Flipped classroom instruction was useful for Second Language Acquisition, if so, which will be the structure of the class, and if the flipped classroom would foster Learner autonomy. (Han, 2015:98).

Han cited Nation (2004), who mentioned that an excellent English course needs to have four main elements. Meaning-focused listening and reading, language-focused instruction, meaning-focused speaking and writing, and fluency development activities. Those are the intends of every teacher, but Han recognizes that teachers also have limitations, like time, and because of the lack of time, the previous strands are reached separately and maybe not all of them are considered. According to the earlier state, there is said that teachers shouldn't focus in fluency, because the learning of a language is made for communication, instead. For this reason Han proposes on the study the creation of an appropriate syllabus was based on equal engagement in the four strands, with activities to enhance fluency development in particular, creative ways to overcome time constraints, an effective use of student´s intrinsic motivation. (Han, 2015:99)

When the research started the first solution for all the previous described problems, the hypothetical solution became to be the use of flipped classroom. According to Han was because is "Basically, students are provided with out of class instructional material electronically and are expected to read, study and review them independently. They spend in-class hours practicing and mastering the learning objectives. In this way flipped classroom can provide extensive and intensive language input to students, while students study materials at their own pace" (Han, 2015: 100). Han employed a methodology that went along with the flipped classroom learning, for example for the out-class sessions there were employed Educational Technology which meant the use of course website and the Google voice, the in-class session which comprehended the Learning through the use of cooperative activities. The results showed that the study worked and Flipped Classroom could be applied for English learning. The students proved to be exposed to technology in and out the classrooms, the activities used sometimes were used as a routine to cause the meaning-focused and Language-Focused so the dynamic to have an independent learner although the cooperative activities are required.

The results showed that it is possible to flip English Classes, there are only some points that should be seriously considered by many other language instructors. According Han, the sustainability of the independent learner is unclear, the use of technology should be carefully selected, and so the time, because there can´t be a greater change within few weeks, which was a great drawback for English learners. It was a drawback for the teacher as well, because first, the teacher wasn't created own content, but it took just as the same as having a regular class to prepare, which also represent a challenge by the fact that each semester a different level should be taught. (Han, 2015:102)

In conclusion after analyzing the pros and cons of Flipped classroom investigation within English classrooms, the results seem positive, inviting other professionals to carry out further investigation in the process of English learning and general language acquisition.

2.8 Flipping the English Classroom to target the writing skill acquisition

The integration of technology in education has generated qualitative changes in the development of the teaching-learning process. That integration has allowed an important revolution, over all the selection of information obtained by means of the technological tools, the ones that have allowed the improvement of the educative objectives for teachers and students. Nowadays technology can be evidenced in the different fields of education, giving the opportunity to the Information and Communication Technologies (ICT) to offer a wide field of growing and educative improvement.

Bangemann (1994) in the report of the European Commission and The Global Society of Information stated the following:

"Around the world the technologies of information and the different ways of tele-communication are generating a new industrial revolution, because it can be considered very important and deep than its predecessors. It´s a revolution based on the information, which is the same expression of the human knowledge. Now a days, the technological process allows us to process, store, recover and communicate information in any of its ways (oral, written or visual), with independence on distance, time and volume. This revolution provides the human intelligence of new and prodigious capabilities, and constitutes a resource that alters the way in which we work and live"

(Bangeman, 1994)

The technological integration incorporated in the educative system has allowed that information, resources and strategically methodologies applied in the classrooms change the path of traditional education. Lohr (2010) considers that the integration of technologies of information in education is a debatable topic that focuses on the improvement of the educational system and in the academic achievement of the students.

Technologies of information are changing or transforming the traditional educative scenario, and at the same time appear new methodological strategies that affect directly the nucleus of the educative process, strengthening the new era of learning through technologies of information and communication (Coll 2004). Experts have commented that the use of technologies of information in education and the telecommunications such as Hybrid Classes, Online Learning Systems and Bloggings, Technologies 2.0, etc., are even effective when students are older, like in the educational field like high school or the universities, because these strategies improve the independence of the subjects of learning (Lohr, 2012). Chan (2001), signaled that the growth of technologies of information and communication, especially on the Internet, have changed the how, what, who, when, when and why do we learn (Chan, 2001, quoted in Lee, 2005)

The paradigm of the "Society of the Information", the diffusion of informative services with universal access purpose and the development of contents have been determined with the new uses of technologies and the information of communication, reaching the main goal of converting the web applications into indispensible services for education and daily activities. Those services each time are getting more necessary for education and are revolutionizing the way of learning and teaching.

The methodological strategy of the use of technologies are integrated to the educative field as a new service that is making possible to all teachers to offer a different methodology, because it tries to modify the formal educative process giving a potential value to the use of information and communication technologies (ICTs).

This methodology does not only improve the learning, but also encourages teachers to overcome the challenges they face when covering subjects and give feedback on each of them, to offer different experiences that will motivate the student to find and access to a wide variety of contents that favor an excellent classroom environment.

Writing is a skill that cannot be separated from the process of learning or acquiring a new language in fact that is why referring to the use of ICTs there is a large record of studies. The most common tool of use is the blog. According to Kelly and Safford (2009) "blogging provides a real-world digital medium for communication". Blogs for them are important tools that allow the student to excel his or her abilities. Many researches have been done on the matter, for example the research done by Kelly and Safford (2009) that tried using blogging with students. The topic they proposed was the World Cup that was developed during the soccer game in 2006; they opened the forum and found that students are willing to take part and to express when there is a topic that they are familiar to. Their goal saw its fruits, because they wanted to see how a topic the learners were familiar to, were able to improve the writing skill by the employment of complex sentences. Other studies showed as well that the intervention of other participants instead of having self-correction was positive and the improvement of the new skill was possible. Also if a student has a blog and interacts with others improve the use of grammar and vocabulary is increased as well. Not only the researches support that the writing skill improves but also the environment where students develop is also changed and turns to be favorable for the learner to develop it.

2.9 Research Questions

1. Does flip learning influence in the writing skill?
2. Are there differences between students that learned through the use of flip classroom learning and the students that had in-class learning?
3. What is the attitude of students of Senior year at Johannes Kepler High School towards Flip classroom learning?

PART THREE

METHODOLOGICAL DESIGN

3.1Research type and design

The design will be based on the Quasi-Experimental Design. According to Ponce (2008), it is considered a rigorous design too like the experimental one, because the research is intended to prove that the study about flipped classroom and the appliance of it, ensures an reflects the improvement of the writing skill. This study tries to create two groups that are going to be equivalent to each other. One group is going to be the experimental group which is going to get the flipped classroom, and the other group is going to be the comparison or the control group which won´t receive any instruction of flipped classroom, so will continue with the traditional methodology. The plan is to observe the outcomes of both groups, and the sample won´t be considered randomly, and that´s the only difference with its randomized partners.

3.2 Population and sample

For statistical effects, Universe is defined as the whole group that will be involved in the investigation. A sample instead is a group of individuals, objects or elements taken from that universe in order to be measured, the sample must be representing the universe to guarantee that we can generalize the results from the investigation sample to the population.

The universe of this investigation will be all the students of Johannes Kepler High School (480). The investigation pretend to test 39 students that go from sixteen to eighteen years old, females and males that come from a mid-high social class, and belong to their Senior year at High School.

3.3 Field work

This research will be applied to 39 students at Johannes Kepler High School which is located on Simon Bolivar avenue, in the Bellavista Park neighborhood, behind Camposanto Monteolivo, Quito Canton, Pichincha Province, during the first term, 2014-2015 school year.

3.4 Data collection

The data collection process is going to be carried out through the instrument of the test; a Pre and a Post Test. It constitutes a research instrument that aims to obtain scoring results using TOEFL rubrics. A questionnaire applied only to the experimental group is considered in order to gather information from students about their experience with flipped classroom.

3.5 Data processing and Analysis

The Pre-Test and Post-Tests are going to be assessed by the TOEFL reference rubric, and the Questionnaire will be assessed by a program called Kwik survey, which counts online questionnaires and makes graphic charts out of data recollected online as well.

PART FOUR

ANALYSIS OF RESULTS

4.1 Graphical Exposition of Results

Two groups, the Control and Experimental groups were exposed to the Pre-Test. On the month of September they got the test and started to develop it at different times during week two. The Pre-Test was applied to check their starting knowledge in Writing. The Pre-Test had two parts: Task 1 and Task 2. Task 1 was an integrated Task. The task explained students that had three minutes to read a passage and take notes from it. Next they were to listen to the related lecture and take notes as well, after it, they needed to write their response. The Test was taken from the TOEFL preparation Book.

Pre-Test Task 1 and Task 2 Summary of Control Group
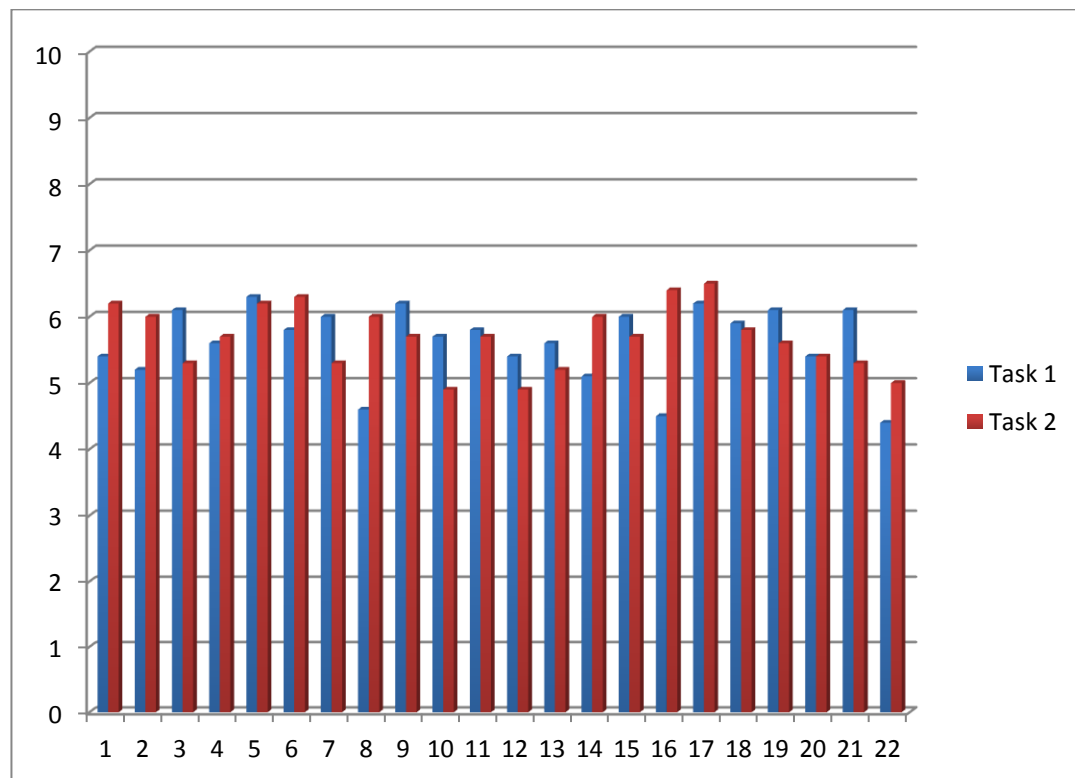
Figure 3 Summary of Control Group

Comparison of the Results on Task 1 and Task 2 of the Pre-Test on the Control Group
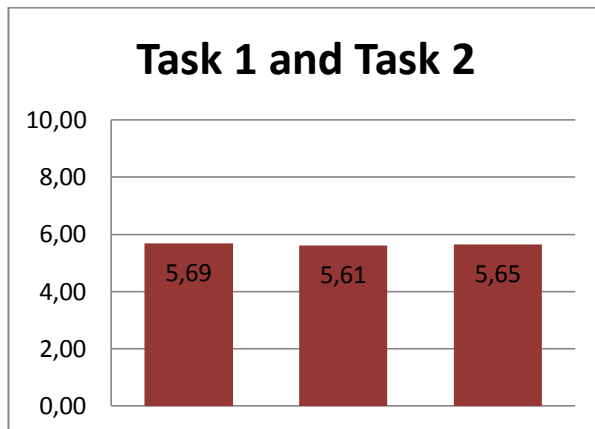
Figure 4 Task 1 & 2. Comparison of Test Control

Analysis of the Summary and Comparison between Task 1 and Task 2 of the Control Group

The Pre-Test shows how student´s in the Control Group were before any topic or practice during the following year. The results show that between Task 1 and Task 2, they got a 5,65, which is under the Ministry of Education requirement of any test score (7). The two tests have very close scores and they seem to affect all skills within writing.

Pre-Test Task 1 and Task 2 Summary of Experimental Group
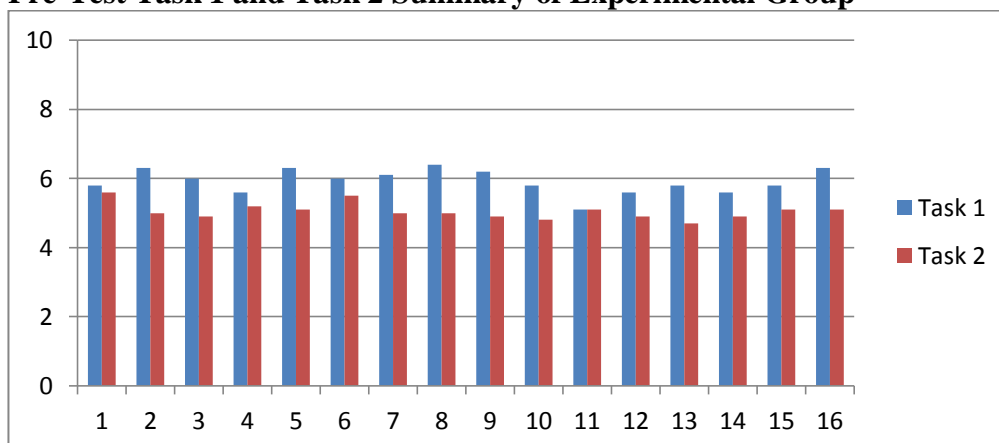
Figure 5 Task 1 & 2. Experiemental Group

Comparison of Task 1 and Task 2 of the Pre-Test of the Experimental Group
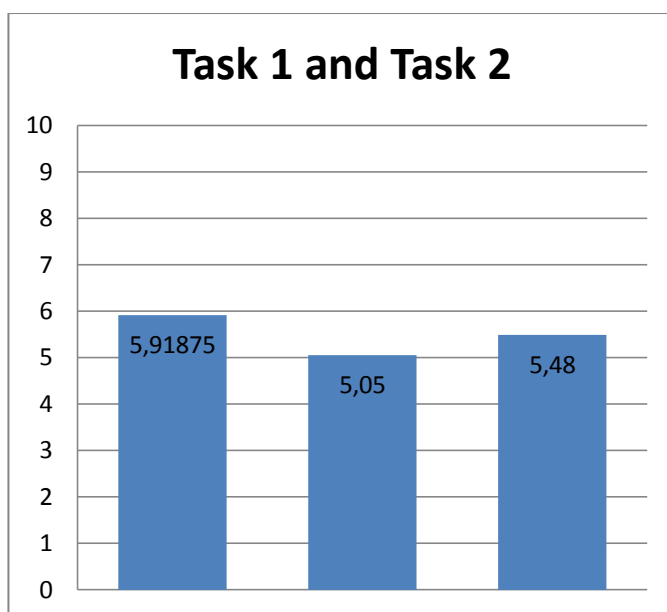
Figure 6 Task 1 & 2 Pre-test Experimental Group

Analysis of the Summary and Comparison between task 1 and task2 of the Experimental Group

The results show that in Task 1 and 2 students are below the requirement (7). The final average is 5,48. Students lack from most of the writing abilities, especially with vocabulary and structure arrangement, they also have difficulties with dealing with time. Most of activities for writing have to target those points mentioned before.

4.2 Activities performed during the study

Name	Description	Results on Experimental Group
a. The paragraph	In this activity students were intended to write a paragraph with any topic.	For this group the assessment for home was to watch a video Writing Skills: The Paragraph. They needed to write three main ideas to write the paragraph. At the next day students were asked to take their ideas and create a 10 line paragraph about any topic. They had 5 minutes for the assessment. The mean score was 6,24
b. Summary about Luther´s text	Students were asked to write a summary of the movie and text.	The class started with a discussion about the video Luther, the Reformation began. They started to relate the story. Then they joined into groups and they were supposed to build together a summary about the movie.

	and movie		The mean was 6,38.
c.	Consult about Monarchy in Europe.	Students were asked to write a biography of the characters they made the search on.	The class started by making up pairs. Students were given papers with names of Monarchs of Europe. Also monarchs were sent previously to their EDMODO.com account. They started to write the life of the character. One was the journalist and the other was the character, at the end both needed to write the story according to each perspective (writer and character). The mean 6,42.
d.	Essay	Students were required to write an essay of 250 words.	Before coming to class, students were sent a video on how to create an essay. They joined in groups of four and discussed how they can create it as the profile is required. They explained it in class with all students. The mean was 6,56
e.	Report	Students were required to write a Report.	There was a previous video sent to students on how to do a report. Students make up a drawing about any topic. Then they describe in a report what´s the drawing about. The mean was 6,60
f.	Summary	Students were required to make a summary about any movie that they watched at home.	Students were supposed to join in groups and share what movie they watched. They made a drawing of the classmate´s movie. Then they give the drawing to another classmate and he/she is supposed to describe what he or she sees in the drawing. The mean was 7,2 on this activity.
g.	Analysis of maps.	Students were given maps about different routes within the country. They were supposed to describe how the routes developed.	Students had an open forum at EDMODO, there they were able to create a route together in order to go to an imaginary place. The idea of the forum was to create the route and at the next class they were the ones that described different destinations according to the forum discussions. Grade 7,5
h.	Summary of Documentary	Students were asked to look on a documentary of any educative channel. Take one documentary that they liked the most. Make a summary of the documentary and make a drawing of it.	Through EDMODO students sent the summary to the teacher. The teacher at the next day printed the summaries, gave them randomly to students and they needed to write an answer to that documentary, giving their opinion. Then students guessed who's summary and opinion belonged to. The mean was 7,4
i.	Writing of a letter	Students pretended to be out of their country and they had to write a letter to a very close friend, describing in the letter how was the life going in this new country.	Through EDMODO students made a virtual conversation in pairs. One was the friend and the other the traveler. The students needed to write each other. The mean was 7,60
j.	Report	Students watched a video and they had to write textually what the report said about the topic.	The class was intended to make a listening and after it a writing. Students had a recording and listened to it and finally they copied textually the words of the discourse. The mean was 7,65
k.	Essay	Students had to make an essay over a chosen topic.	Students read articles about any liked topic, after the first draft they exchanged their work with other classmate and the other classmate checks the draft and adds or deletes things, writes the second draft and exchanged with other student to

			make the final draft. The mean was 6,5
l.	Essay	Essay related to a video in class, about pollution and its consequences.	They wrote an essay but in groups they needed to correct the mistakes. The mean was 6.8
m.	Article about wild life.	Students needed to watch a video about wild life, after it they had to make an article as if they were the explorers.	Students brought the ideas from the movie and they wrote the essay, they exchanged their work with their classmates and had to build an interview for the explorer. The mean was 7,8
n.	Essay	Students make up an essay based on the lecture they listened about a science class.	Students listened to the lecture, wrote vocabulary unknown, exchanged with the pair and started to use the other´s words to construct the essay. The mean was 7,7
o.	Summary	Students build up a summary on a video about Harry Potter.	Students are handed different pictures of the movie, they are asked to describe with full sentences each picture. In groups they are supposed to organize each picture and guess in which part of the movie goes. Then students watched the movie and checked if the parts were correctly organized, then they needed to construct the essay. The mean was 7.9

Figure 7 Summary of Activities

Progress of Experimental Group along the Activities
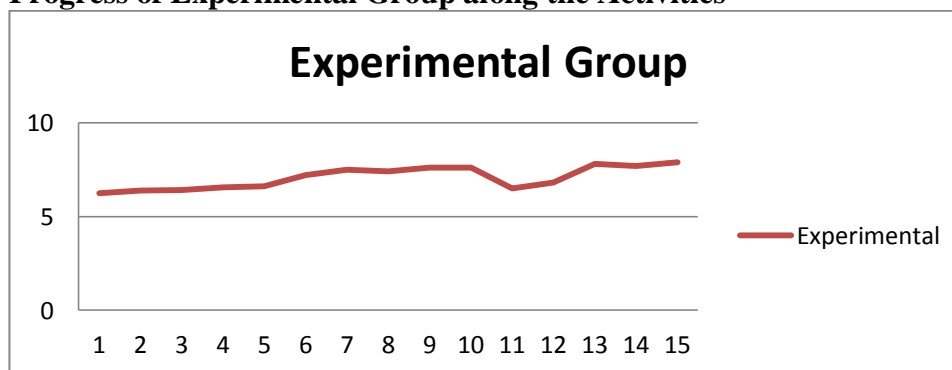
Figure 8 Activity Results

Analysis

The above figure shows an increase in development and results, the didactic activities and the use of technology helped the score to increase, even though the difference with the control group is not much, we can determine that there was a change in the development of students. The use of different videos, broadcasts and especially the employment of the virtual spot EDMODO, students in general were able to develop these activities. The table shows as well the low beginning and how with time during those and more activities, the increase is slightly evident due to the appliance of time, even though it was an important change considering all the cons faced during the investigation.

Post-Test Task 1 Control Group
Content
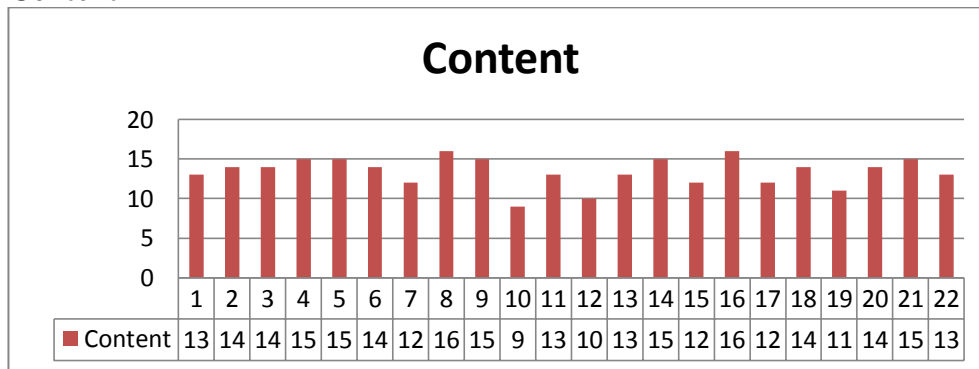
Figure 9 Content Results Post-Test Task 1 Control Group

Analysis

According to rubrics, students are over average. The highest score is 16 and the lowest score is 9. Students showed that their content was more complex and that the information was relevant and the reader took advantage of it making the communication easy to acquire.

Accuracy
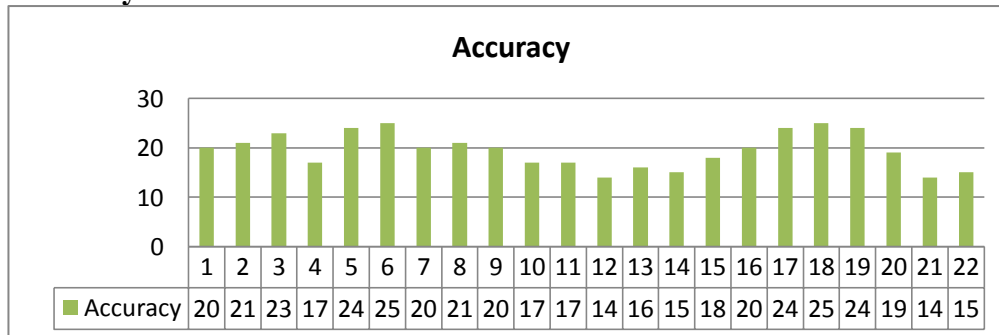
Figure 10 Accuracy Results Post-Test Task 1 Control Group

Analysis

According to the rubrics for writing it is acknowledged that the majority of students have passed the average. The highest score over 30 was 25 with two students out of 22 and the lowest score was 14 with two students out of 22. This shows that students have slightly improved in their accuracy.

Vocabulary
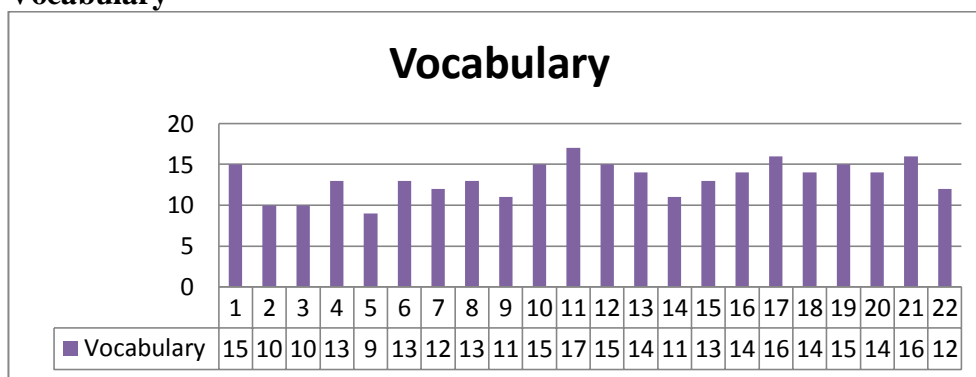
Figure 11 Vocabulary Results Post-Test Task 1 Control Group

Analysis

Regarding to vocabulary the scores were presented as 17 the highest score and 9 the lowest score, showing that students improved a little but they are still weakening in vocabulary, they are not using sophisticated words and they are lacking from using words in the appropriate space and time.

Effectiveness
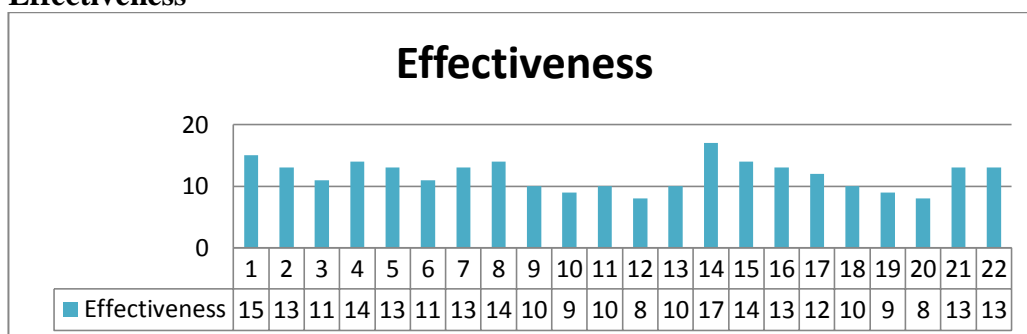
Figure 12 Effectiveness Results Post-Test Task 1 Control Group

Analysis

Regarding to Effectiveness students have different results, some found complicated achieve a point but others found it easy to improve in this regard. That is the case of student that achieved 17 as the highest score over 20 and there were also students with a low score of 8. The ideas were not clear and the communication still broken for some, but the only student of 17 had adjusted a good sense of communication.

Mechanics

Mechanics

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Mechanics	6	7	6	5	7	8	9	8	6	5	5	9	8	8	7	6	7	6	7	4	6	7
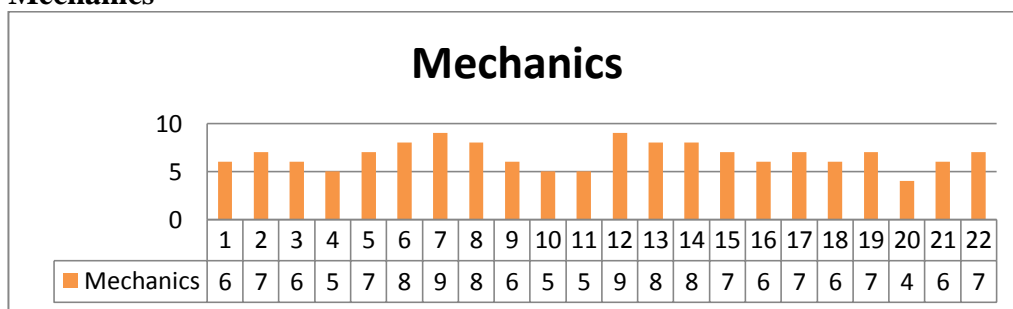
Figure 13 Mechanics Results Post-Test Task 1 Control Group

Analysis

Regarding to Mechanics the results show that students have made a progress but still not enough to consider a real progress. They keep on having the same mistakes regarding to punctuation, although they are less than on the beginning.

General Chart of Skills Post-Test Task 1 Control Group

Post-Test Task 1

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Content	13	14	14	15	15	14	12	16	15	9	13	10	13	15	12	16	12	14	11	14	15	13
Accuracy	20	21	23	17	24	25	20	21	20	17	17	14	16	15	18	20	24	25	24	19	14	15
Vocabulary	15	10	10	13	9	13	12	13	11	15	17	15	14	11	13	14	16	14	15	14	16	12
Effectiveness	15	13	11	14	13	11	13	14	10	9	10	8	10	17	14	13	12	10	9	8	13	13
Mechanics	6	7	6	5	7	8	9	8	6	5	5	9	8	8	7	6	7	6	7	4	6	7
Total	69	65	64	64	68	71	66	72	62	55	62	56	61	66	64	69	71	69	66	59	64	60

Figure 14 Results of Post-Test Task 1 Control Group

Analysis

The results show that most of the skills have improved somehow, for example in the case of students not being able to achieve 70, which was expected was because the process of learning in traditional model was slow. Students couldn't reach or improve their score, difficulties are still present.

Post-Test Task 2 Control Group

Content
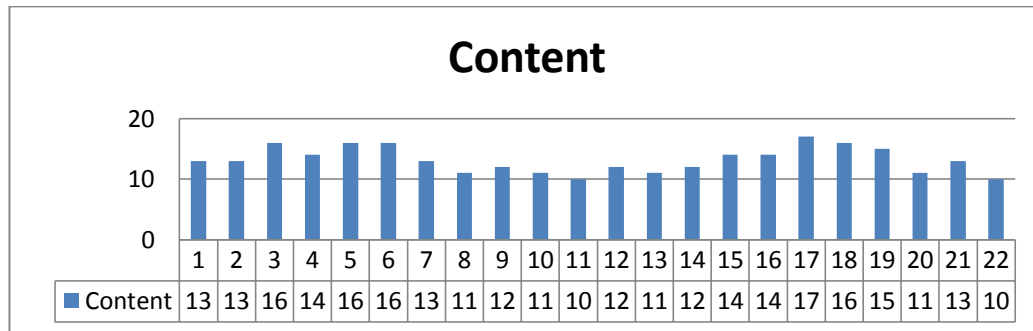
Figure 15 Content Results Post-Test Task 2 Control Group

Analysis

According to the results that were graded over 20 it is noticeable that the major score is 17 and the lowest score is 10. This shows that there was a slight improvement, although mistakes are present still on a much highlighted way. Students had made an effort to achieve the average and most of them have even passed it.

Accuracy
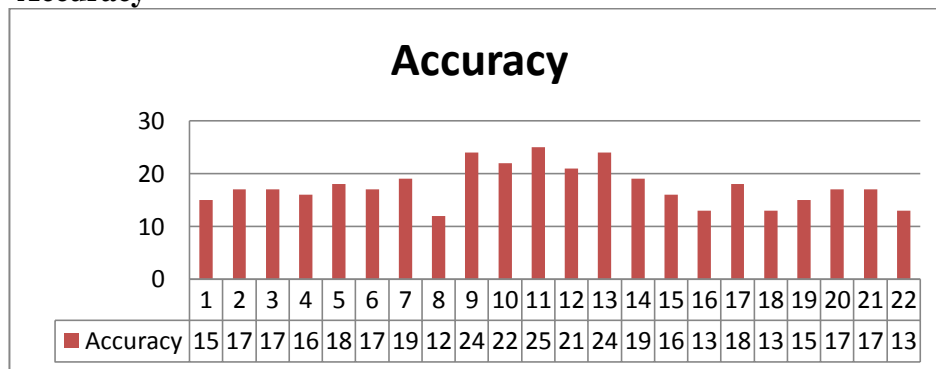
Figure 16 Accuracy Content Results Post-Test Task 2 Control Group

Analysis

According to Accuracy we can see that there is also a slight change. The majority of students have passed the average and the majority although is not a great improvement the results show that the highest score is 25 and the lowest score is 12.

Vocabulary
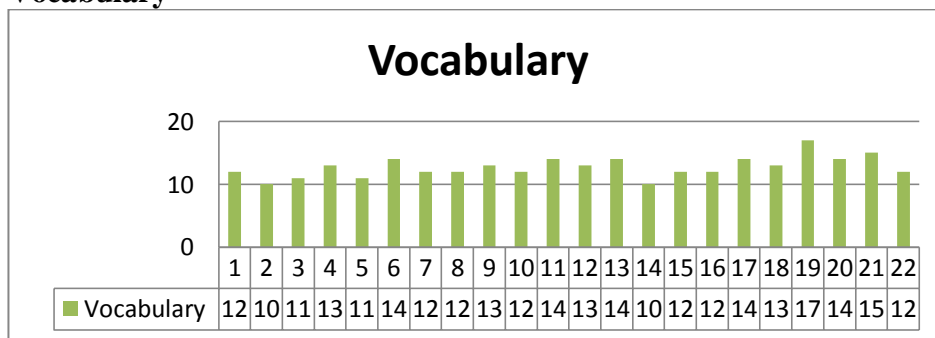
Figure 17 Vocabulary Results Post-test Task 2 Control Group

Analysis

According to vocabulary students appear to have a better use of words they didn´t know before, but the improvement is not remarkable, and the words are the same, they are not sophisticated. Some words that were employed, withdraw the attention from the content because of the structure and the wrong use that they were given.

Effectiveness
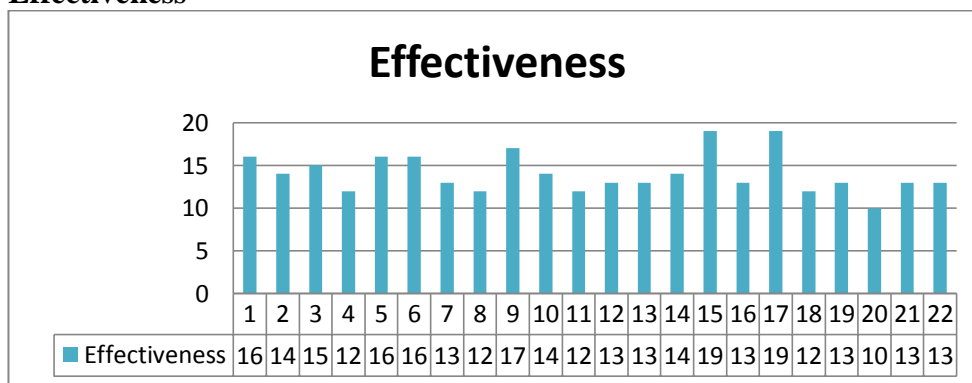
Figure 18 Effectiveness Results Post-Test Task 2 Control Group

Analysis

According to effectiveness the results determine that sill there are inadequate organization or connection of ideas, the information the students presented was not completed and became at times irrelevant for the matter. The highest score is 19, this student got to make his work clear, but others lack from it like the one that obtained a 10.

Mechanics
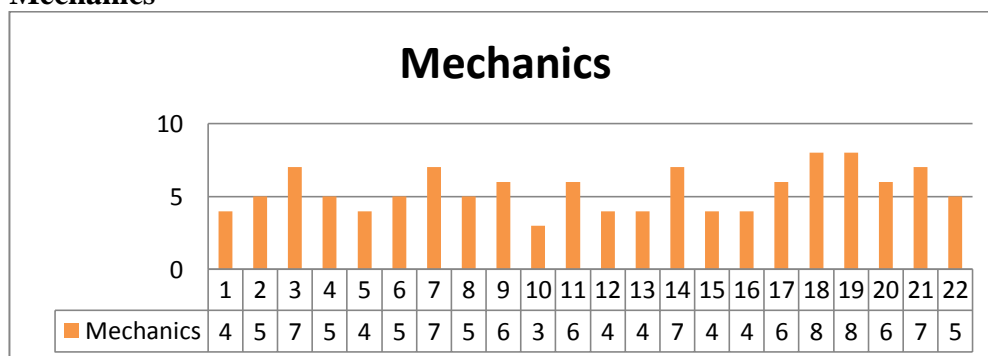
Figure 19 Mechanics Results Post-Test Task 2 Control Group

Analysis

  The information related to Mechanics shows that the students improved in the use of punctuation but some assessments lacked from punctuation. The highest score was 8 and the lowest was 3. Still only some students reached a high score because they are disciplined and applied all suggestions for this second task.

General Chart of Skills Post-Test Task 2 Control Group
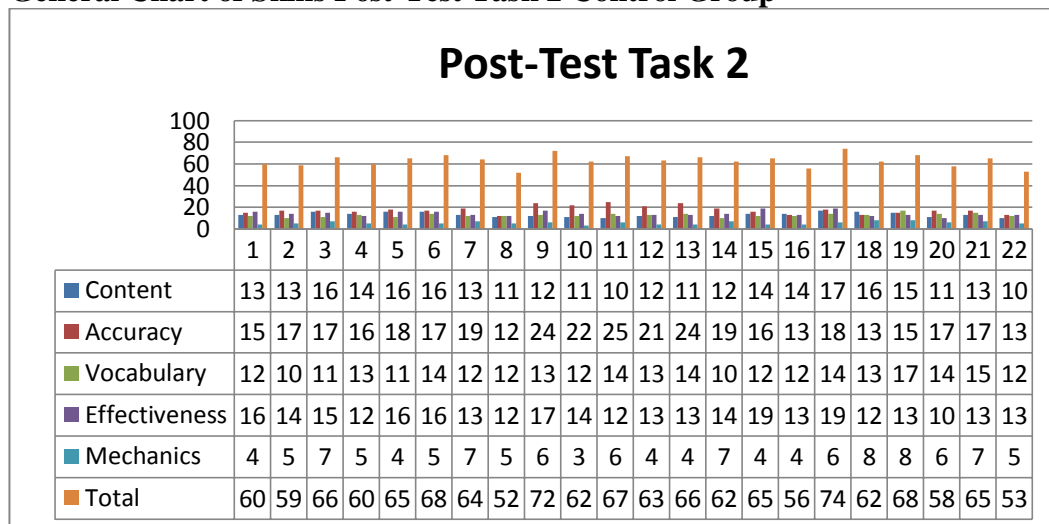
Figure 20 Results Post-Test Task 2Control Group

Analysis

  Looking at the chart above, the results show that in general there were some students that didn´t make a progress in their results in the second task of the post test. The traditional learning applied to these students showed that they still struggle with each skill within writing and it will take longer to fulfill the goals and objectives for them to be able to present a TOEFL iBT test.

Post-Test Task 1 Experimental Group
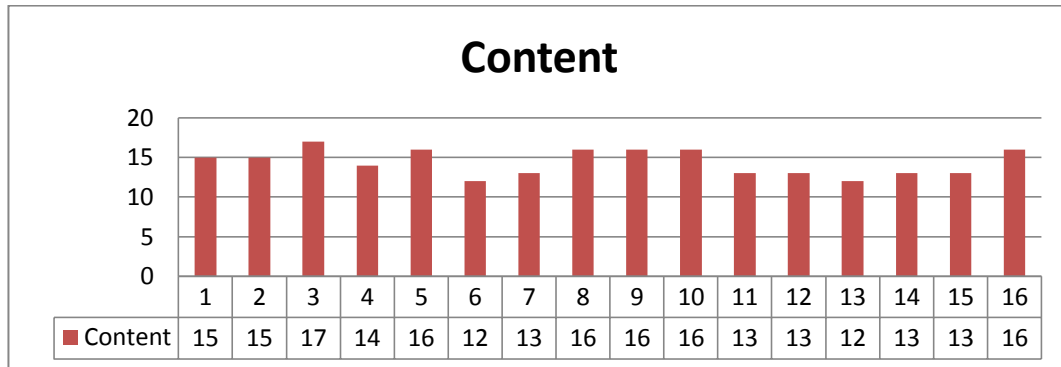
Content

Figure 21 Content Results Post-Test Task

Analysis

Regarding to Content, which is assessed over 20 points, the table shows that students have gone beyond the average. The content was clear and the information was well communicated. The topic was developed with fewer mistakes. This is shown in the highest score which is 17 and on the other hand students that have improved but still battling with communicating their ideas properly have the lowest score which is 12.

Accuracy
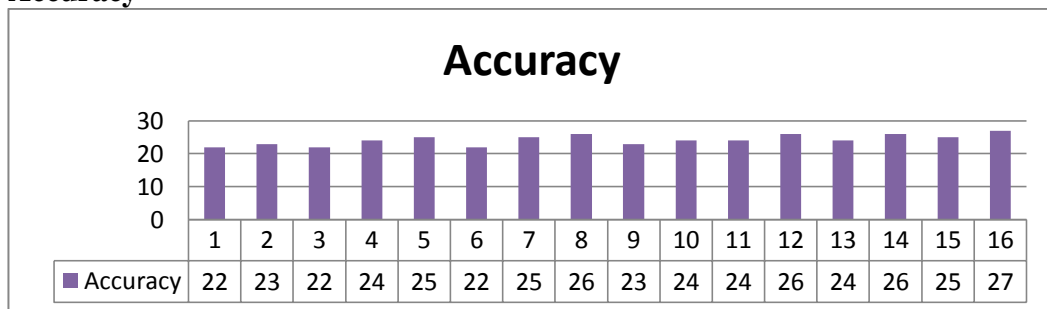
Figure 22 Accuracy Results Post-Test Task 1 Experimental Group

Analysis

The analysis distinguishes that the ideas of students at the time of writing were clear and they were more concise to communicate ideas in a way that the reader would understand. That is the case of the student with the highest score (27), but also shows that even the low score (22) shows that students are above the average.

Vocabulary
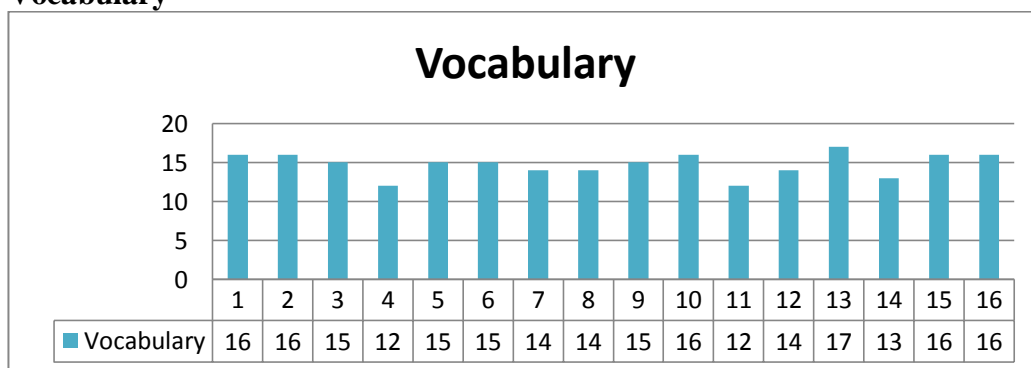
Figure 23 Content Results Post-Test Task 1 Experimental Group

Analysis

Regarding to Vocabulary, the table shows that scores over 20 were high. For example all students are above the average and most of them reach the expectations. For example the highest score is 16 and the lowest score is 12. This shows that students are employing in a better way all the sophisticated vocabulary taught. They also use this learned words to connect new ideas and make the explanation clearer. There are some points to polish, but students will keep improving.

Effectiveness
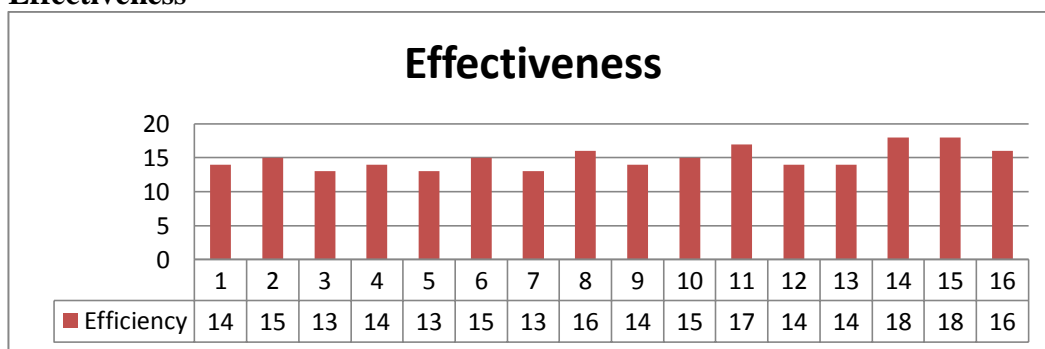
Figure 24 Effectiveness Results Post-Test Task 1 Experimental Group

Analysis

Regarding to Effectiveness, students reflect that they are above the average. Students comprehend that their work should be clear to all. Their ideas need to communicate ideas and they should point out the requirement of the writer. Students seem to comprehend this because they made a great effort to reflect it on their writing. The highest score was 18 and the lowest was 13.

Mechanics
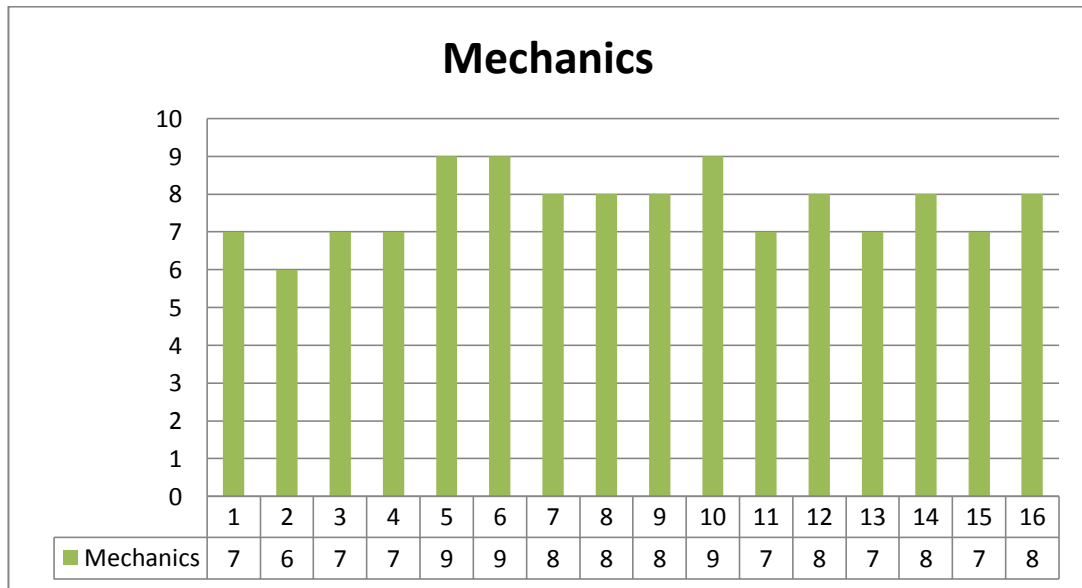
Figure 25 Mechanic Results Post-Test Task 1 Experimental Group

Analysis

Regarding to mechanics, students have demonstrated that their punctuation does not distract anymore and is more effective now. Students learned that it has a purpose, and they learned it through reading. The evidence is shown on the above chart which reflects that the highest score was 9 and the lowest was 6, which introduces them to a page were the ideas are clearer when punctuation is.

General Chart of Skill´s achievement

Post-Test Task 1 Experimental Group

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
■ Content	15	15	17	14	16	12	13	16	16	16	13	13	12	13	13	16
■ Accuracy	22	23	22	24	25	22	25	26	23	24	24	26	24	26	25	27
■ Vocabulary	16	16	15	12	15	15	14	14	15	16	12	14	17	13	16	16
■ Efficiency	14	15	13	14	13	15	13	16	14	15	17	14	14	18	18	16
■ Mechanics	7	6	7	7	9	9	8	8	8	9	7	8	7	8	7	8
■ Total	74	75	74	71	78	73	73	80	76	80	73	75	74	78	79	83
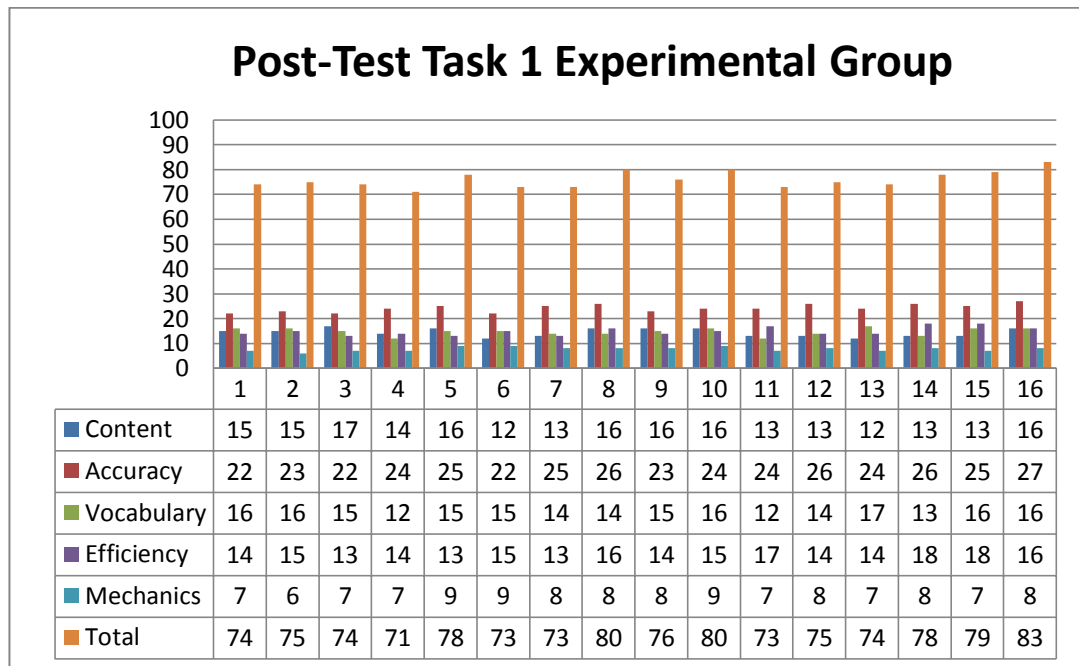
Figure 26 Results post-Test Task 1 Experimental Group

Analysis

Here all the skills are shown, all of them have gone above the average and students were about to reach expectations. The TOEFL iBT test, is very rigorous when having in mind that it should reach every sub-skill within the major skills in order to say that writing has totally improved.

Post-Test Task 2 Experimental Group
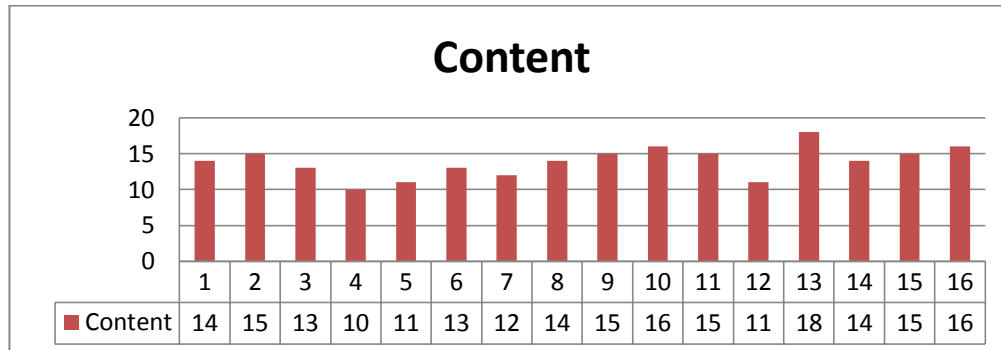
Content

Figure 27 Content Results Post-Test Task 2 Experimental Group

Analysis

Regarding to Content, the table shows that the skill has been worked through these weeks. Students feel more confident with the information they present and it makes sense, the communication improved and the topic was clear for the reader. For example the highest score was 18 and the lowest was 10. The scores reflect the average and above the average that students are located now.

Accuracy
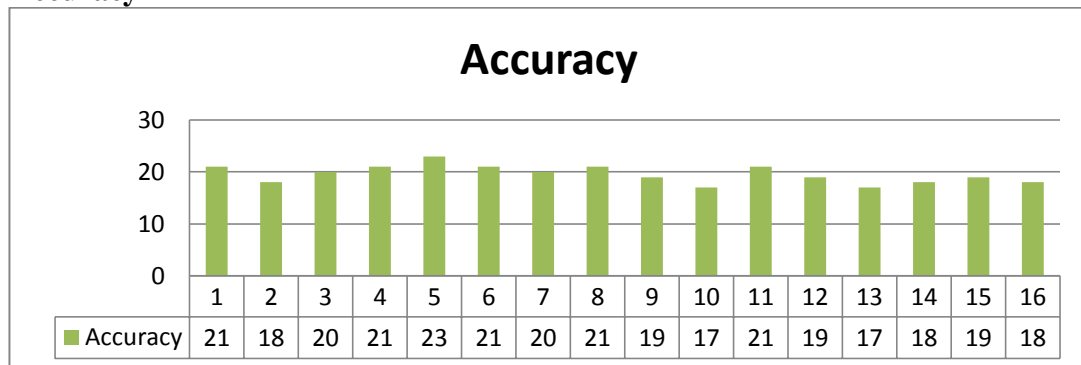
Figure 28 Content Results Post-Test Task 2 Experimental Group

Analysis

Regarding to Accuracy, the table shows that students are more aware of grammatical structures, they use them according to the appropriate time that is why the highest score this time was of 23 and the lowest was of 17. Each score was assessed over 30.

Vocabulary
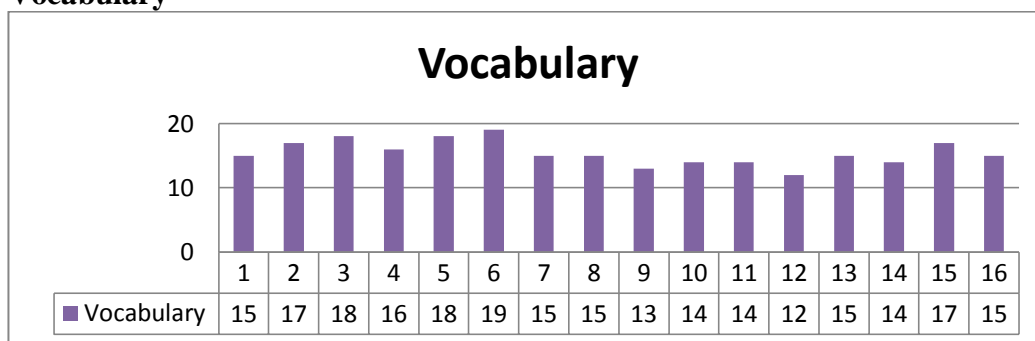
Figure 29 Vocabulary Results Post-Test Task 2 Experimental Group

 Analysis

Regarding to Vocabulary students have shown that they excel the average and that means that they use more sophisticated words, their words go according to the situation. This is reflected in the highest score of 19 but advices the teacher that there is a percentage that needs to keep working on vocabulary acquisition.

Effectiveness
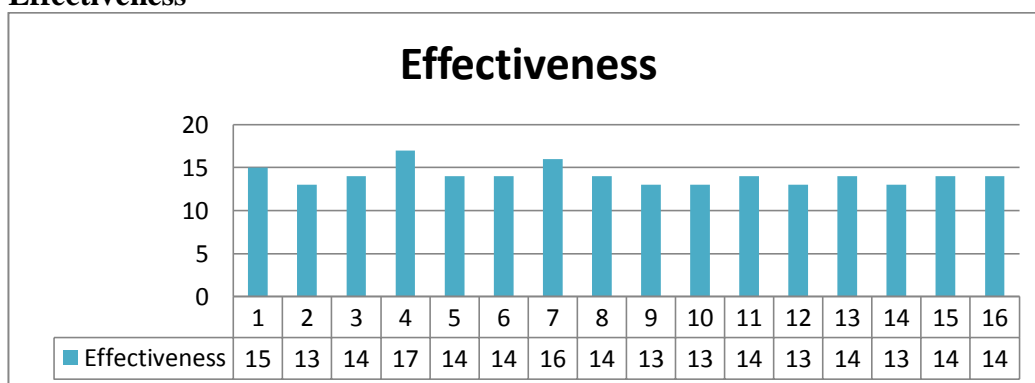
Figure 30 Effectiveness Results Post-Test Task 2 Experimental Group

Analysis

According to the table above, there are some changes in the second task. Here students have gone beyond the average, and they are using communication as their tool. They follow structures and they communicate effectively by means of complete and complex ideas. That is the case of the student that got 17 as the highest score and 13 which is considered to be the lowest score.

Mechanics
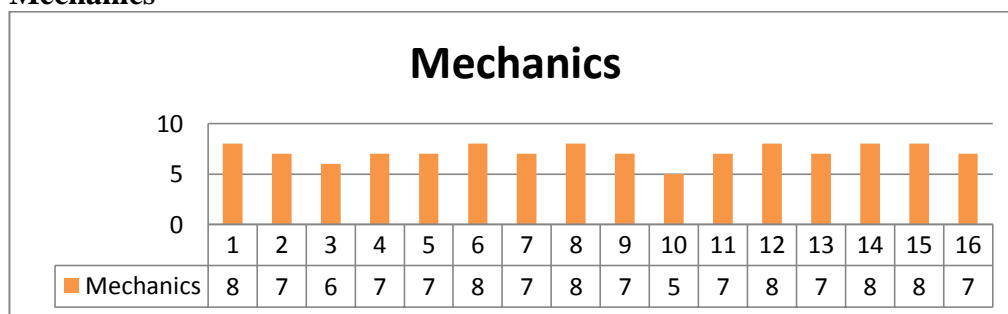
Figure 31 Mechanics Results Post-Test Task 2 Experimental Group

Analysis

Regarding to Mechanics, there has been found that in general they have learned how to employ correct punctuation and to respect structures. That is the case of the results considering the highest score which was 8 in which six students reach it.

General Chart of Skills Post-Test Task 2 Experimental Group

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
■ Content	14	15	13	10	11	13	12	14	15	16	15	11	18	14	15	16
■ Accuracy	21	18	20	21	23	21	20	21	19	17	21	19	17	18	19	18
■ Vocabulary	15	17	18	16	18	19	15	15	13	14	14	12	15	14	17	15
■ Effectiveness	15	13	14	17	14	14	16	14	13	13	14	13	14	13	14	14
■ Mechanics	8	7	6	7	7	8	7	8	7	5	7	8	7	8	8	7
■ Total	73	70	71	71	73	75	70	72	67	65	71	63	71	67	73	70
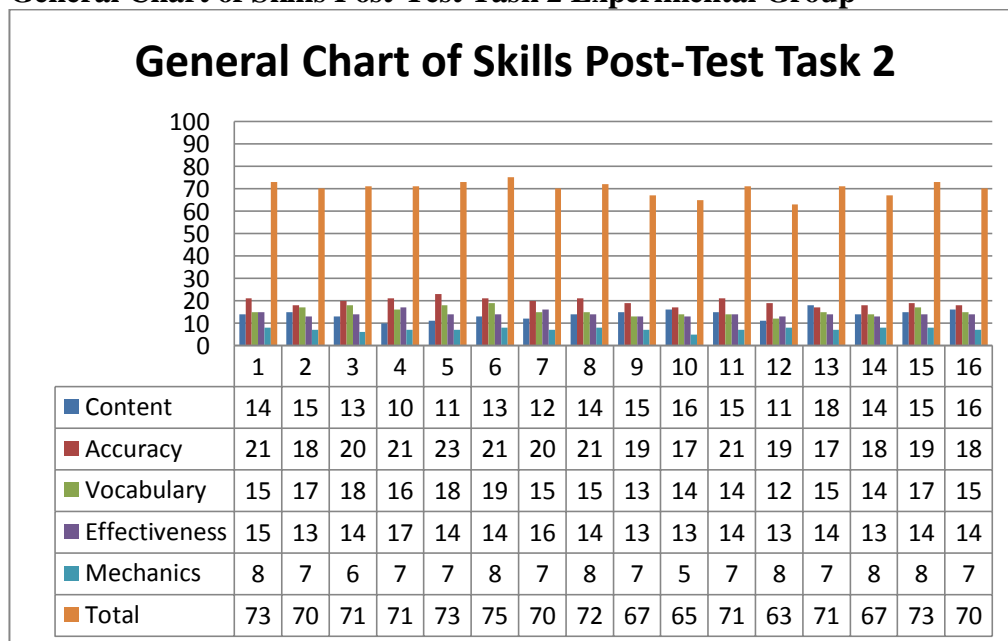
Figure 32 Results Post-Test Task 2 Experimental Group

Analysis

The analysis determines that students are above the average. There are only four students that couldn´t achieve the goal of 70, stated at the beginning and which is a requirement for the school to take the TOEFL examination.

Table of Comparison of Results between Experimental and Control Group

Group		Pre-test task 1	Pretest Task 2	Pre-Total	Post-test Task 1	Post-Test Task 2	Post-Total
Experimental	N2	16	16	16	16	16	16
	Mean	5,92	5,05	5,48	7,6	7,01	7,30
	Standard D.	0,349	0,234	0,291	0,331	0,318	0,324
	Minumum	5,1	4,7	4,9	7,1	6,3	6,7
	Maximum	6,4	5,6	6	8	7,5	7,75
Control	N	22	22	22	22	22	22
	Mean	5,69	5,61	5,65	6,47	6,30	6,39
	Standard D.	0,481	0,562	0,52	0,467	0,548	0,51
	Minumum	4,9	4,4	4,65	5,5	5,2	5,35
	Maximum	6,5	6,3	6,40	7,2	7,4	7,30

Figure 33 Comparison of Control and Experimental Group from Calculation

Progress of Experimental Group comparing the Pre and Post Tests´ results
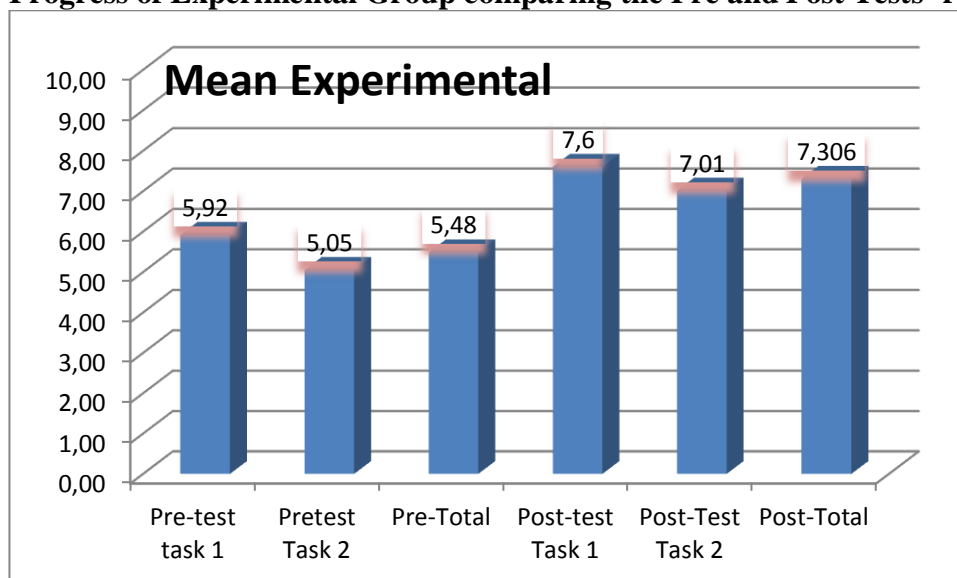
Figure 34 Experimental Group Mean Results

Progress of Control Group comparing the Pre and Post Tests´ results
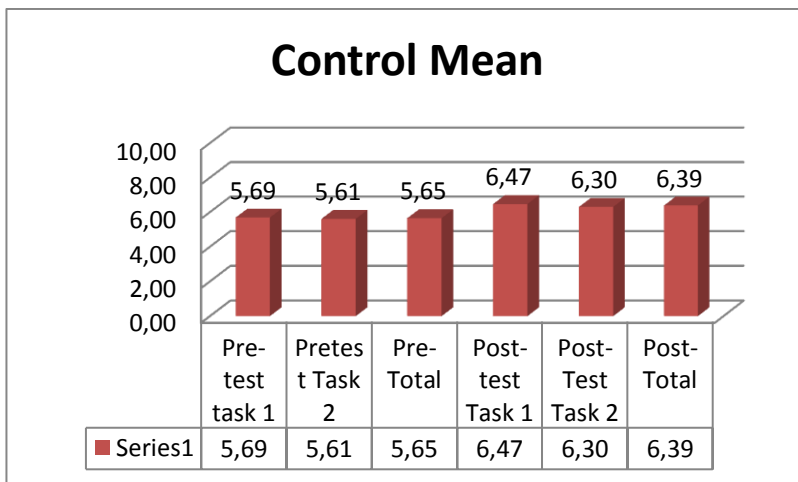
Figure 35 Control Group Mean Results
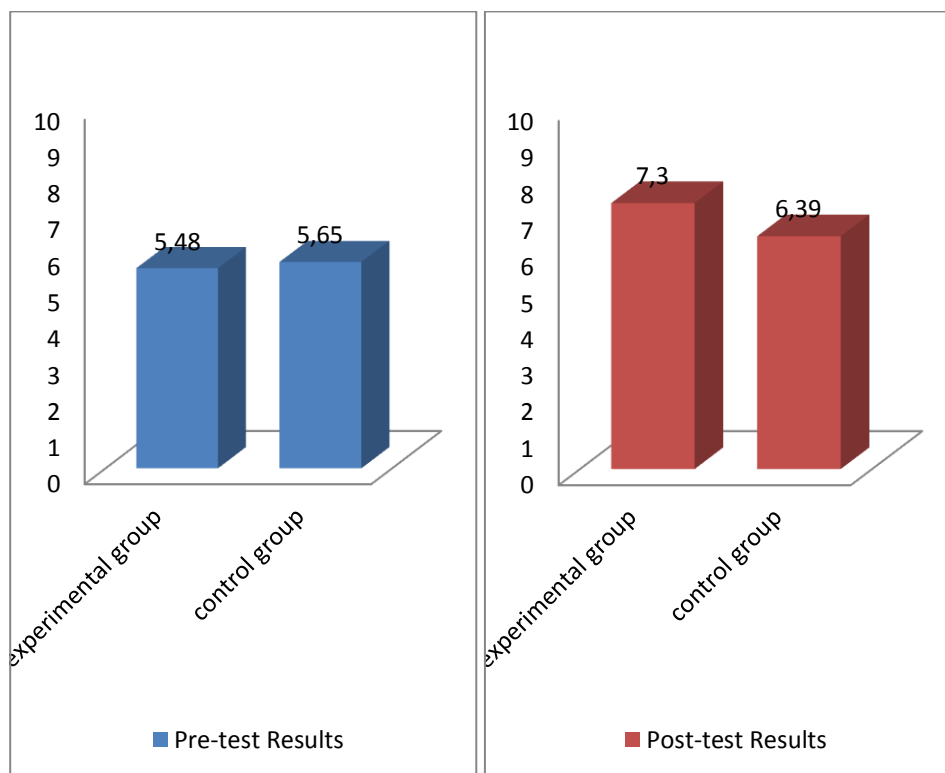
Figure 36 Content Results Post-Test Task 2 Control Group

4.3 Interpretation of Results from Pre and Post Tests and a Comparative Analysis.

The above charts shows the results of each, the Experimental and Control groups, towards the use of flipped classroom in the first case and the use of traditional learning on the second group. These results are produced by the assessment of 39 students of Senior Year at Johannes Kepler High School. They have been tested constantly throw the rubrics of TOEFL iBT, which is the program they are employing in order to obtain a degree at the end. The rubrics that were employed were facilitated from the TOEFL iBT rubrics for assessing writing. There were 8 hours of English every week to every group; but from those 8 hours only 2 were devoted to writing assessment. The program was applied over a period of 15 weeks, which comprehended the two and a half marking periods within the First Term.

The results show that the experimental group started with a 5,65 score in the Pre-test and the control group with 5,48; this shows that when both groups started they had a 0,17% difference in the score; this could be caused by the unequal number of students, because the Experimental group has only 16 students and the Control Group has 22 students, which even up the starting point. The Pre-Test was taken without any announcement, students were not under advice. The Pre-Test was assessed on September 2014 for the two groups. Now there is a relation between the Pre-Test and the Post-Test of the experimental group.

The results of the Pre-Test for Experimental group was 5,48 and the Post-Test was 7,30; that means that there was a growth of the 1.82 over 10 which means the 18% over 10 the final score. The relation of growth towards the Pre-test was the 3,3% which is amazing considering all the activities and the information they got out of the classroom and the labs had in the class. In the case of the Control Group the Pre-test result was of 5,65 and the Post-Test was of 6,39, which corresponds to the 7%

related to the total score of 10. That is different from the 18% growth that the Experimental Group presented.

A comparison to the Post Test of both groups (Experimental and Control) show that the Post-Test of Experimental group was of 7,30 and the Post-Test of the Control Group was 6,39, which represents a difference of the 9% considering the total score as 10. This difference is remarkable because even though the number of students was uneven the results seem to be clear. So as to say the results show that the 15 week program of Flipped Classwork applied in the Experimental group was a success. There is a progress of the 9% of the Experimental Group over the Control Group. Showing that even though traditional learning is mostly applied in schools, when students change the habits of class, the environment their scores can improve. This results show a limited growth due to the time, but if applied with more time the skills and the scores of students will improve considerably.

Questionnaire about Student´s Perceptions on the Flipped Classroom Instruction

The questionnaire was applied to all the students that belonged to the Experimental group that is 16 students. The questionnaire was based on a previous model on a previous thesis on a related topic, built by Mireille Farah (2014). According to Farah, the questionnaire was built "in order to gather more input from the participants about the attitude towards writing before and after a newly adopted teaching method" (Farrah, 2014). This was an online questionnaire, uploaded to the virtual platform EDMODO and created in the KWICK surveys tool, that was available for free on the internet. This questionnaire had three sections, the first section had 10 questions, the second section was about choosing which method preferred the best giving their own opinion and the last section was to answer to three questions related to their experiences. According to Farrah (2014), these individual answers would help generate a theory of student attitudes towards writing, and the effects on the role of students in class.

Student´s Perceptions on the Flipped Classroom Instruction

First Part

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Standard Deviation	Responses	Weighted Average
The flipped instruction allows me to prepare for my class	0 (0%)	0 (0%)	8 (50%)	7 (43.75%)	1 (6.25%)	3.54	16	3.56 / 5
Throw the screencasts/vieos, I have enough time to acquire the sentence structures	0 (0%)	0 (0%)	1 (6.25%)	14 (87.5%)	1 (6.25%)	5.42	16	4 / 5
I feel more confident to ask for clarifications after watching the screencasts	0 (0%)	1 (6.25%)	3 (18.75%)	8 (50%)	4 (25%)	2.79	16	3.94 / 5
I feel more confident about my learning due to the flipped instruction	0 (0%)	0 (0%)	6 (37.5%)	6 (37.5%)	4 (25%)	2.71	16	3.88 / 5
The flipped instruction mae it easier for me to write Task 1 and 2 responses	0 (0%)	1 (6.25%)	6 (37.5%)	7 (43.75%)	2 (12.5%)	2.79	16	3.63 / 5
My writing strategies are better as I have more time to apply the learning in class	0 (0%)	2 (12.5%)	3 (18.75%)	8 (50%)	3 (18.75%)	2.64	16	3.75 / 5
I feel I am more in charge of my learning through the flipped instruction	0 (0%)	3 (18.75%)	4 (25%)	6 (37.5%)	3 (18.75%)	1.94	16	3.56 / 5
I feel that the flipped instruction has not helped me at all	6 (37.5%)	8 (50%)	1 (6.25%)	1 (6.25%)	0 (0%)	3.19	16	1.81 / 5
I understand more when the teacher explains in class.	0 (0%)	1 (6.25%)	9 (56.25%)	2 (12.5%)	4 (25%)	3.19	16	3.56 / 5
I like to write in class to get instant feedback from my teacher	0 (0%)	3 (18.75%)	7 (43.75%)	3 (18.75%)	3 (18.75%)	2.23	16	3.38 / 5
								3.51 / 5

Figure 37 Quantitative Analysis of student´s perception questionnaire
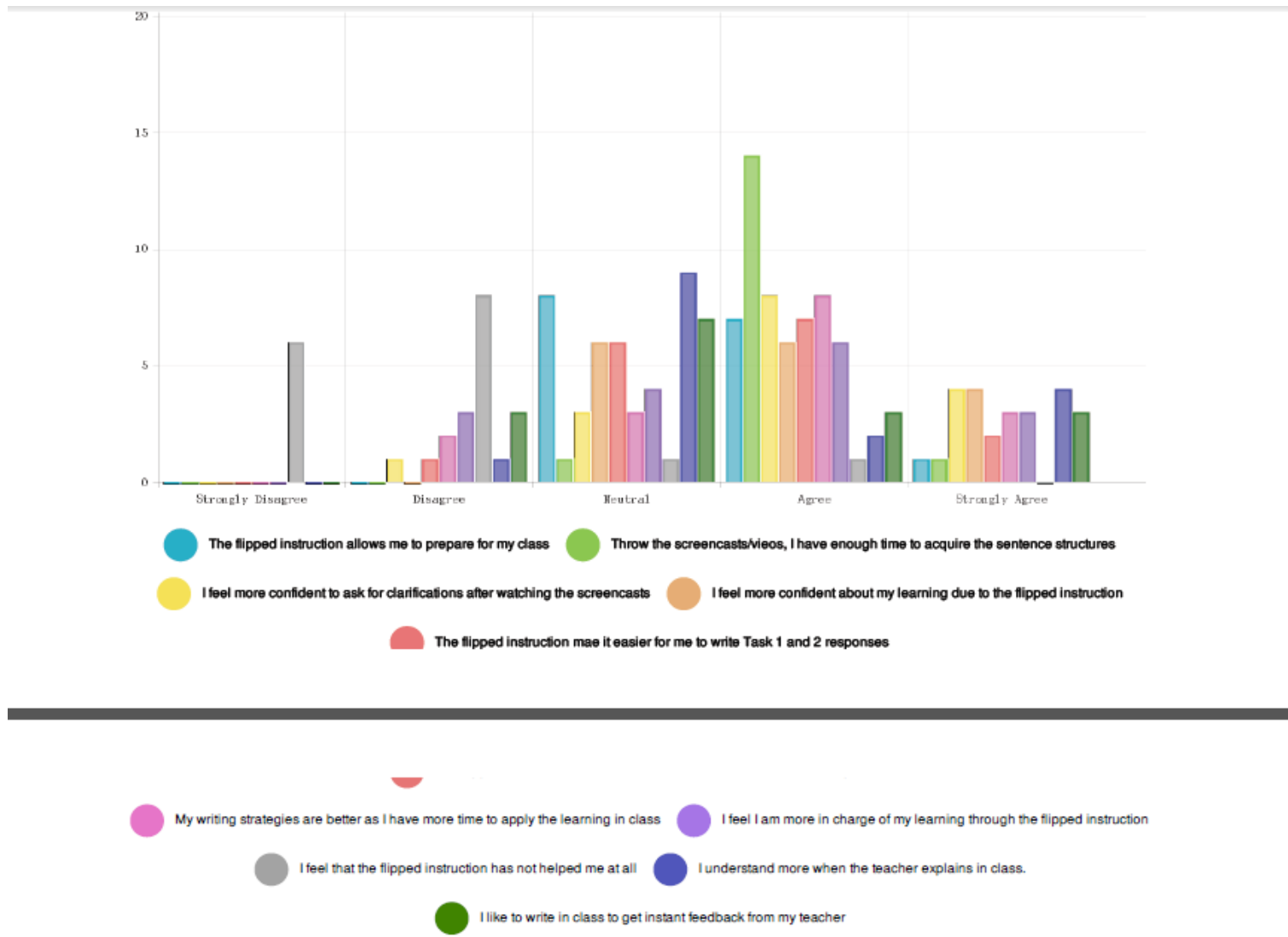
Figure 38 Statistical Result of Student´s perception questionnaire

Analysis of the questions and answers of the Student´s perception questionnaire

The students that were asked to do the questionnaire belong to the experimental group, because the topics to be assessed were related to the flipped classroom instruction. This questionnaire was made to identify the feelings, thoughts and expectations of students regarding to the project.

Question 1 The flipped instruction allows me to prepare for my class

From the total of students none disagreed or strongly disagreed with the statement of the question. The 50% of students chose to be neutral not agreeing or disagreeing to the full with the instruction, the 43,75% agreed with the statement, the 6,25% Strongly agree. This means that most students think about flipped classroom as a positive way of learning that helps them prepare for their classes, they also think that both instructions were correct for them.

Question 2 Throw the screencasts/videos, I have enough time to acquire the sentence structures.

The 87,5% of the students agree with the statement. They all agree that it was important to use visual aids to improve their skills. The time is an important fact too because more is covered in less time.

Question 3 I feel more confident to ask for clarifications after watching the screencasts

The 50% of the students agreed with the statement, showing that the video aids are useful when the teacher is behind them explaining the class.

Question 4 I feel more confident about my learning due to the flipped instruction

The 37,5% of students decided to remain neutral not agreeing or disagreeing to the full, the 37,5% of students agreed with the statement and the 25% of students strongly agree to it. This means that Students majority feel more confident with the learning while applying flipped instruction.

Question 5 The flipped instruction make it easier for me to write Task 1 and 2 responses

The 43,75% of students agree with the statement the 12,3% strongly agree, which means that the majority of students did well on task 1 and 2 because of the influence of the instruction and the change of the environment.

Question 6 My writing strategies are better as I have more time to apply the learning in class

The 68,75% of students agreed and strongly agreed with this fact, that is because flipped classroom gives the student time in advance to prepare and focuses on more time on the class itself.

Question 7 I feel I am more in charge of my learning through the flipped instruction

The 56,25% agree with the statement, the 25% remain neutral , the 18,75% disagree. That means that the majority of students are more independent, they are more aware of their own needs and that was achieved with the help of the flipped classroom.

Question 8 I feel that the flipped instruction has not helped me at all

The 87,5% of students disagree and strongly disagree with this fact. Most of them agree that they have some help from the flipped classroom regarding to their writing skills and language acquisition in general.

Question 9 I understand more when the teacher explains in class.

The 56,25% feel neutrl towards the question, the 37,5% agree and strongly agree with the statement, the 6,25% of students strongly disagree with it, which means that students are trying to measure up still traditional and flipped classroom instruction.

Question 10 I like to write in class to get instant feedback from my teacher

The 35,5% of the students agreed and strongly agreed with the statement, the 43,75% of students are neutral which means that it´s okay for them to have or not to have the teachers feedback, although at the results it is important.

Second Part

Quick Report

How can you define yourself as a student in class using the flipped classroom instruction? Select from the below list. You may CHOOSE MORE THAN ONE answer

	Passive and Bored	Active and Involved	Independent and responsible	Motivated	Unable to interact in class	Responses
All Data	3 (18.75%)	9 (56.25%)	7 (43.75%)	10 (62.5%)	1 (6.25%)	16
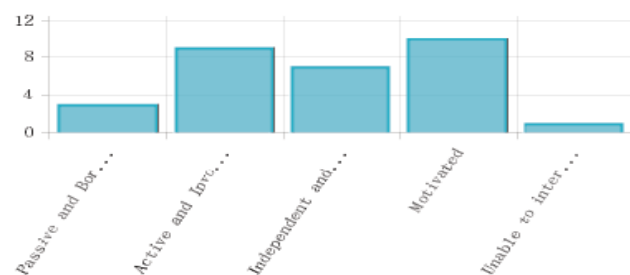
Figure 39 Statistical Result of Strudent´s perception questionnaire Second Part

Analysis

The majority of students consider that they feel motivated with the flipped classroom instruction being the 62,5% of them. The 43,75% of the students feel that they became more independent and responsible developing the tasks and the activities in class and at their homes. The 56,25% of students felt that their participation was active and that they were involved in the activities and the development of class. According to flipped classroom the priority of the program is that students are the main characters of the learning process. The 18,75% of the students felt that they were passive and felt bored with the program, they missed the

traditional learning, sometimes the adaptation to flipped classroom according to Sanders (2010) cause exhaustion which can be confused with boreness. The 6,5% of students was unable to participate in class. This means that the student might have sttrugled with his feelings.

Third Part

Analysis of Questionnaire about student´s perception on the Flipped Learning Instruction
Question 1

In your opinion, what are the benefits of the flipped classroom instruction?

The majority of students agree that the most noticeable benefits from applying flipped classroom were that this model allowed them to interact in a more dynamic way with the rest of their classmates, also that it is better the understanding of the class when there is a previous knowledge of it, because makes clearer the requirements of teachers. Another point that made students confident with this new educational model, was the way in which they were able to work in groups in a cooperative way making it interesting and more challengeable. In fact one of them says "That you have more interaction with your teacher and classmates also you can learn easier because you have videos and many digital support that makes more easy to understand the class"; this comment makes clear that the difference with the traditional learning roots in the cooperative work and the dynamic materials employed in the learning process.

Question 2

Did flipped classroom improve your ability to write in English or did it cause no improvement? Explain.

In general all the answers point that there was an increase in most of the writing abilities and sub-abilities. Students felt more confident in writing because of the intervention of the teacher and the help of their classmates´ analysis. The change or improvement, according to the majority of them was slow and not in a high rage, because they recognized they needed more time to keep on training themselves applying the model, but in general they are aware of most of the abilities like vocabulary that are needed.

Question 3

What are the drawbacks of the flipped instruction?

Most of the drawbacks have to do with time. Students felt that needed more time to apply the model in order to improve in a greater way. Second is the feeling that the teacher is expecting to have independent students and they fear to ask any questions about the tasks. Another drawback was the material presented by the teacher, they suggest it should be more attached to the reality of students and should be deeply analyzed before applying it. Finally, the drawback was the lack of preparation of the teacher in flipped classroom, it seemed to apply some traditional learning.

DISCUSSION OF RESEARCH QUESTIONS

Does flip learning influence in the writing skill?
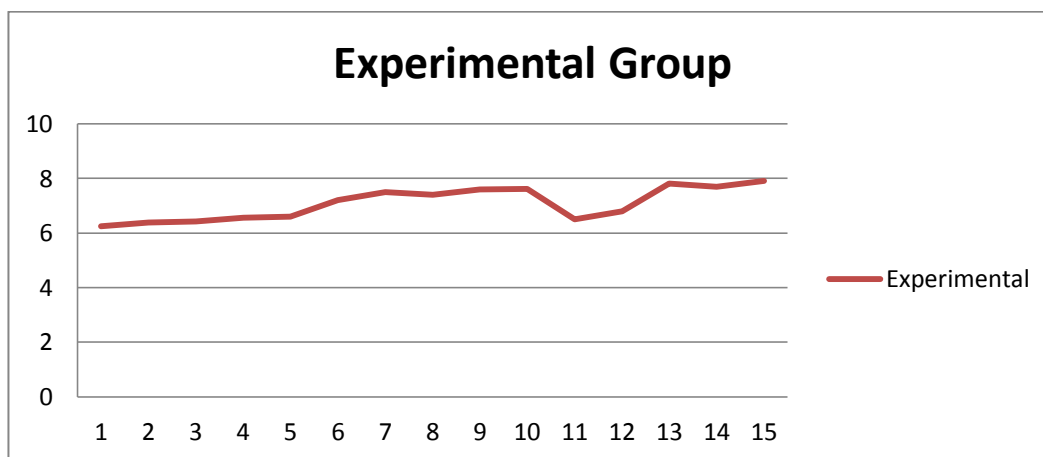
Figure 40 Writing Skill progress of the Experimental Group

Based on the results of the activities performed in class and the score of the Post-Test applied to the experimental group, the study determined that yes, there was a change. Indeed, the results of the investigation show that flipped classroom influenced in students development during the appliance of it. The slightly improvement was evident in the fifteen weeks of study and appear to be that all the skills regarding to writing were also improved. The questionnaire in its three parts showed that students felt more comfortable in the production of writing because the environment changed as well. The activities had varied results showing that students were more capable of learning new skills and sub-skills than students in the control group who did not applied any of the activities. Although there was a change, the difference of scores with the other group wasn´t much, considering that there were only fifteen weeks and only two activities were done per week due to the limited time but if there is a change, even minimal, the flipped classroom seemed to improve those fields in writing which were difficult to overcome during the appliance of traditional learning.

Are there differences between students that learned through the use of flip classroom learning and the students that had in-class learning?
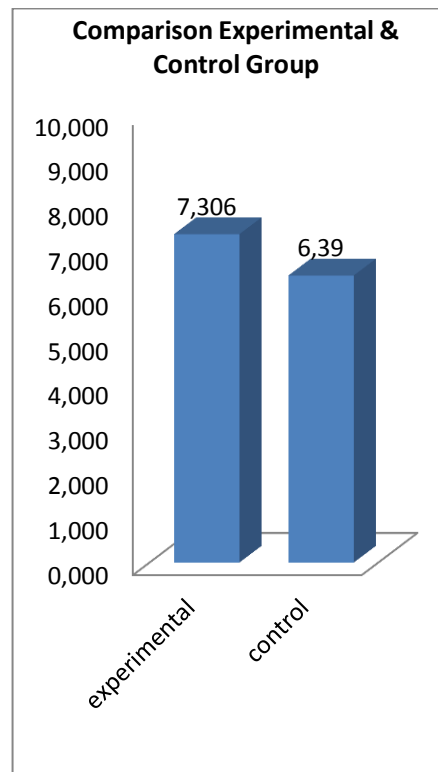
Figure 41 Comparison of Progress between Control and Experimental Group

The chart above shows that there is a minimal change within the control group, although the analysis established that it was due to various reasons. The first was related with the uneven number of students; the Control group had 22 students and the Experimental group had only 16 students, chosen because of their capabilities. Second the time was limited; TOEFL was the priority and not only one skill development was the focus, so the activities were two per week and the results varied according to the development of students. Finally the teachers were different in both groups, the one that applied the flipped classroom had a shorter period of appliance of the program and also capacitation time was limited, although the time dedicated to flip changed also the confidence in students which is reported in the survey applied to them. The teacher stopped being the main character and became the facilitator of the experimental knowledge acquisition. The Classes in the flipped

classroom instruction were more dynamic and students preferred to apply it, and the use of technologies improved other technological skills and creativity which is registered in the Student´s Perception Questionnaire.

What is the attitude of students of Senior Year at Johannes Kepler High School towards Flip classroom learning?

In the Questionnaire about Student´s Perception on the Flipped Classroom most students were willing to accept the new instruction. They noticed the change. They thought it could be possible for students to continue applying the model and asked if there was a possibility to ask other teachers of other subjects to apply it as well. They also agreed in the fact that with the screen/casts and videos they felt more confident with their time because it was easier to acquire sentence structures. Some were also worried that the new technology was going to change the whole system, they thought it was interesting, but needed some traditional instruction too, even when that happened they were willing to change the formal instruction little by little. The results also show that the learners will feel more confident if the teacher would record his own work, because some videos are not close to the Ecuadorian realia and the learner needs to have national material as well. Students absences were also reduced, but some feared this would be temporal because they think that the instruction allows more in-home education. The other situation that caused students to wonder if the instruction would fit their needs was time; they needed to have a better use of time, and flipped classroom optimizes time, just there is the need for more preparation on the teacher´s behalf. The writing strategies were better and students were able to have more time to apply the learning in class. Finally students show that they understand the topic better if the teachers make the explanation in class.

CONCLUSIONS

- Based on the comparisons applied between Experimental and Control group, Students improved their writing skills and sub-skills within foreign language learning.

- The results of the activities developed during the appliance of flipped instruction helped students to have an active participation in class while the teacher accomplished the role of facilitator and guided the process and the goals the learner needed to achieve. The opposite was shown by the traditional learning where the teacher seems to continue to be the role model rather than the helper.

- According to Questionnaire that students answered about Flipped classroom some remarkable things that changed were the motivation and environment of students within the classroom. Students felt that they were more active and became more independent than the Control Group learners, which is also reflected in the comparison done between both group´s results of the Post-Test.

- In the applied questionnaire appeared that Traditional class learners were less confident and had less opportunities of participation than the ones of Flipped Classroom, which was contrasted with the results of the activities developed during those fifteen weeks and in the results of the Post-Test.

- Flipped Classroom made students to find writing easier, dynamic and interesting. These results were confirmed in the three parts of the Questionnaire applied to the Experimental Group. Students of Control group that applied traditional learning didn´t have new experiences and the period they were tested they felt like it has been like that since they started studying English.

- The students that applied Flipped Classroom and watched the videos at their homes were more able to solve problems in less time and in a more effective way than the ones that applied traditional learning and kept on having problems solving tasks and using time efficiently, these results were taken from the analysis of the scores of Activities´ means and Post-Test results.

- According to linguistic purposes, students of the flipped learning instruction understood and employed better sentence, paragraph, essay, reports and summary structures than the ones that belonged to the traditional learning, due to the competence and information that was able to be covered during that time, it is possible to conclude that because of the analysis of the rubrics within the development of activities.

- Based on the time students spent in the assessment of the Post-Test there is determined that the Experimental Group finished the tasks in record time. Out of the 80 minutes given for both tasks, the Experimental Group did better, handing the last task in 60 minutes, which took longer to the Control group that handed the last task in the 80 minutes with some asking for more time.

- Based on the Post-Test results, students show that the writing skill was performed in a better way. Even though the target skill was writing, students improved the other skills and sub-skills of English language.

RECOMMENDATIONS

- The employment of longer workshop time for teachers should be considered in order to prepare them for challenges that flipped classroom students may have to overcome.

- The teacher must write the objectives every single class and should remind them to the students at the end to ensure that the goal was accomplished.

- It is recommended to put emphasis on further investigations on even groups to make the calculations less difficult to find.

- Time must be considered, not only for one skill, but to acquire full comprehension of the target language.

- There is the need to employ technology at all times, to make the investigation more efficient.

- For further investigations there is recommended that the institution applies the attached proposal to improve the language acquisition.

PART FIVE

PROPOSAL

5.1 STAKEHOLDER´S ANALYSIS

Table 1 Stakeholder´s Analysis

PARTICIPANTS	INTERESTED PART	CHARACTERISTS	INTEREST EXPECTATIONS NEEDS	STRENGTHS WEAKNESSES	IMPLICATIONS AND CONCLUSIONS
DIRECT BENEFICIARIES	English Teachers from Johannes Kepler High School, especially students from High School.	Teachers who haven't had any information from Flipped Classroom and teachers that experienced a period of it.	Flipped classroom update to the employment of everyday classroom activity.	Professionals within Latin-America and Ecuador that have deep experience with the program. Technologies and programs that allow teachers and students to fulfill the requirements of Flipped Classroom.	Achieve teacher´s and student´s qualifications through the use of flipped classroom instruction by applying technologies and daily practice
		Students that have not used flipped classroom and are used to traditional instruction.	Relate students capabilities and experiences to teach others how to use the program.	Lack of experience within teachers from Johannes Kepler school. Lack of time within the pre-plan presented to the ministry.	

INDIRECT BENEFICIARIES	Johannes Kepler community.	Members of the Basic and Elementary School. Members of the Administrative party. Members that are not aware of the method. Personnel that is not aware of all the technologies available on this matter.	Knowledge of Flipped Classroom to be applied for English teachers and others. Own group of experts to teach other groups within the community and out.	Professionals that have a large experience with flipped classroom from outside the community. The settings for the workshop experience. Technologies to use as needed They lack of teachers and professionals qualified within the community.	
NEUTRAL / EXCLUDED	Private and Public Institutions	Members of basic and elementary institutions.	To apply new technologies to allow learning of foreign languages.	Larger experience with the set Educational Curriculum. The great opening the government has for projects like this. Reduced amount of professionals that know of Flipped Classroom. The lack of technological resources.	Professionals that will be able to train others, by the use of technologies and the implementation of Online programs available worldwide.

5.2 PROBLEM TREE

Effect 1.1

Student´s tasks are difficult to perform

Effect 2.1

Students can't interact with external interlocutor which bans them from improving their speaking and listening skills

Effect 3.1

Students lose engagement on the class.

Effect 1

Students struggle adapting to the new model

Effect 2

Memory-focused learning.

Effect 3

Students limited to develop all skills

The use of Flipped classroom is weak

Cause 1

Teachers and students lack of prior instruction of flipped classroom.

Cause 2.1

Teachers and students lack on the knowledge of advance technology usage in education.

Cause 3

The time is not enough.

Cause 1.1

Teachers following a traditional curriculum design.

Figure 42 Problem Tree Diagram

5.3 OBJECTIVES TREE

Effect 1.1

Student´s tasks are easy to perform

Effect 2.1

Students can't interact with external interlocutor which bans them from improving their speaking and listening skills

Effect 3.1

Students feel more participation within the class.

Effect 1

Students don´t struggle adapting to the new model

Effect 2

Memory-focused learning.

Effect 3

Students target skills and perform them all

The use of Flipped classroom is strong

Cause 1

Teachers and students count with prior instruction of flipped classroom.

Cause 2.1

Teachers and students have enough knowledge of advance technology usage in education.

Cause 3

The time is well distributed.

Cause 1.1

Teachers following a modern method of teaching curriculum.

Figure 43 Objective Tree diagram

5.4 ALTERNTIVES ANALYSIS

Table 2 Qualitative´s Matrix

CRITERIA	ALTERNATIVE 1: To introduce flipped classroom into a Workshop	ALTERNATIVE 2: To build didactical material	ALTERNATIVE 3: To design a new curriculum profile for High Schools
Cost	Low	High	Low
Time	High	High	High
Beneficiaries needs' satisfaction	High	High	Medium
Social and economic risk	Low	High	Medium
Feasibility	Medium	Medium	Medium
Long-term durability	High	High	Medium

CRITERIA	Coeficient	ALTERNATIVE 1: To introduce flipped classroom into a Workshop		ALTERNATIVE 2: To build didactical material		ALTERNATIVE 3: To design a new curriculum profile for High Schools	
Cost	1	5	5	5	4	5	5
Time	5	4	20	5	25	3	15
Beneficiaries needs' satisfaction	5	5	25	5	25	4	20
Social and economic risk	3	3	9	3	9	4	12
Feasibility	3	5	15	4	12	2	6
Long-term durability	5	5	25	5	25	3	15
TOTAL			**99**		**100**		**68**

Table 3 Quantitative´s Matrix

Table 4 Logical Framework

OBJECTIVE LEVEL	INDICATOR	MEANS OF VERIFICATION	ASSUMPTIONS				
Improvement of English learning skills	In 2 years, the four skills within English language will be acquired to its 80%.	Quantitative results from constant assessment of skill acquisition.	Students are getting ready for International tests.				
Flipped classroom applied to new curriculum design	All teachers of different subjects within language acquisition use flipped classroom diligently.	Evidence like videos, broadcasting channels, and expositions at the end of the year.	Teachers have online sessions all the time.				
1. Implemented interactive workshops for teachers and students	All teachers and students are former facilitators for future teachers and students .	Recorded expositions of teachers and student´s conferences.	Teachers promote Flipped Classroom through virtual platforms.				
2. Increased usage of learning networks available worldwide.	80% of teachers and students are diligent in the use of educative networks and have created blogs for each subject.	Questionnaires and evaluation about the usage of networks of communication	Students manage at least a blog on their own.				
3. Implemented virtual material for tutoring off-class	The 50% of teachers are active video creators.	Evidences, like videos, recordings and broadcasts.	Students acknowledge the use of Flipped Classroom and general technologies.				
	RESSOURCES		COSTS				
	Type	Objective	Description	Period	Monthly Cost	Total Cost	
1.1 To develop interactive material using e-learning technology to explain about flipped classroom.	Human	Work together with researchers and experts who master Flipped Classroom	Flipped Learning researcher	6 months	$1500	$9000	Basic services are supplied by the Institution and the institutions that are
			C3 Evaluator and Analyzer.	5 months	$1000	$5000	
			Instructors from other schools that apply the method.	6 months	No fee	$0	

	Material	E-learning tools	Blogs		$500	$500	willing to participate
			Videos		$1000	$1000	
			Internet access		Institution provision	On the Institution.	
1.2 To deepen into the rules of flipped classroom for teachers and students	Human	Salman Khan´s intervention. The most famous applier of Flipped Classroom in America.	Researcher	1 week	$3000	$3000	
			C3 Researcher	1 week	$1200	$1200	
	Material	Logistic and technical support	Printed Material				
			Projector			$30	
			Computers			Institution	
			Internet access			Institution	
1.3 To emphasize the use of technologies	Human	Technological Expert. Expert on Blogging Workshops	E-Learning Expert	2 weeks	$1500	$1500	
	Material		Computers		In existence	Institution	
2.1 To prepare workshops about flipped classroom bibliography, programs and e-learning.	Human	Work together with researchers and experts who master Flipped Classroom	Researcher	6 months		No fee	Institution equips a full lab for English learning purposes.
			Community Manager	6 months		No fee	
			Instructor of E-learning	1 week	$1500	$1500	
	Material	Technical support	Printed Material			$500	
			Computers			Available	
			Internet			Available	

			access				
2.2 To provide guidelines about programs like Edmodo, Engrade, Khan Academy among others.	Human	Work together with researchers and experts who master Flipped Classroom	Researcher	6 months		No fee	
			Community Manager	6 months		No fee	
			Instructor	1 week	$1500	$1500	
3.1 To implement English learning in general classes taught in the language, like English, Science and Social Studies.	Human	Work together with researchers and experts who master Flipped Classroom	Researcher	6 months		No fee	There is a full technological access on the new lab of English Learning.
			E-Learning Expert	6 months		No fee	
			Instructor	1 week	$1500	$1500	
	Material	Technical devices	Computer Lab			Available	
			Video Recorders	Available	Available	Available	
			Internet Access			Available	
3.2 To encourage the virtual communication through the use of network appliances and connection with other teachers and students	Human	Work together with researchers and experts who master Flipped Classroom	Researcher	6 months		No fee	
			E-Learning Expert	6 months		No fee	
			Instructor	1 week	$1500	$1500	
	Material	Technical Support	English Lab			Institution's availability	
			Video material			Available	
			Internet Access			Available	
			Installed programs for blogging and e-learning feedback		Available for free online	Free Online	

	Institution ensures the cooperation on most human resources expenses. Most materials are provided by the institution.

5.6 Timetable

Table 5 Timetable for Proposal

Activities	Month 1				Month 2				Month 3				Month 4				Month 5				Month 6			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1.1 To develop interactive material using e-learning technology to explain about flipped classroom.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
1.2 To deepen into the rules of flipped classroom for teachers and students	x	x	x	x																				
1.3 To emphasize the use of technologies	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
2.1 To prepare workshops about flipped classroom bibliography, programs and e-learning.	x	x	x	x	x	x	x	x																
2.2 To provide guidelines about programs like Edmodo, Engrade, Khan Academy among others.	x	x	x	x	x	x	x	x																
3.1 To implement English learning in general classes taught in the language, like English, Science and Social Studies.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
3.2 To encourage the virtual communication through the use of network appliances and connection with other teachers and students	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	X

5.7 Evaluation of objectives

Table 6 Expected and Accomplished Objective Matrix

EXPECTED OBJECTIVES	ACCOMPLISHED OBJECTIVES
Curriculum is build based on the Flipped classroom techniques and methodologies applied.	From week one, teachers are required to apply flipped classroom into their classes, having a great improvement in the language usage.
Students use technology more efficiently and with learning purposes.	From the beginning of week 1, students are introduced to more available technology and try to use it at least 3 times a week.
Teachers and students became facilitators for future community members giving talks and actively participating in workshops.	Teachers start using virtual platforms and start sharing materials and experiences within their community.
Students English skills improvements are considerable, they use basic rules to make complex tasks, comparing to the tasks they had as results a year ago	The 70% of students have a better manage of the language structures and skills are applied better.

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ANNEX

Annex Nº 1.

Chart of Online Questionnaire

Appendix C: Questionnaire A

Students' attitudes towards the Flipped Classroom Instruction:

Dear Students,

Please describe your attitude towards the Flipped Classroom Instruction. Please read the below statements carefully and answer them as truthfully as possible by ticking the right box. Try to answer all the questions given. Please note that all answers are anonymous.
5=Strongly Agree, 4=Agree, 3=Neutral, 2=Disagree, 1=Strongly Disagree

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

Thank you for completing the questionnaire.

Pre-Test for Control and Experimental Group

WRITING SECTION
Directions

This section measures your ability to use writing to communicate in an academic environment. There will be two writing tasks.

For the first writing task, you will read a passage and listen to a lecture, and then answer a question based on what you have read and heard. For the second writing task, you will answer a question based on your own knowledge and experience.

Now read the directions for the first writing task.

Writing Based on Reading and Listening
Directions

For this task, you will have three minutes to read a passage about an academic topic. You may take notes on the passage while you read. Then you will listen to a lecture about the same topic. While you listen, you may also take notes.

Then you will have 20 minutes to write a response to a question that asks you about the relationship between the lecture you heard and the reading passage. Try to answer the question as completely as possible using information from the reading passage and the lecture. The question does **not** ask you to express your personal opinion. You can refer to the reading passage again when it is time for you to write. You may use your notes to help you answer the question.

Typically, an effective response will be 150 to 225 words long. Your response will be judged on the quality of your writing and on the completeness and accuracy of the content. If you finish your response before time is up, go on to the second writing task.

On the day of the test, you will be required to type your response into a computer. Therefore, if you are taking this test in the book, practice typing your response on a computer.

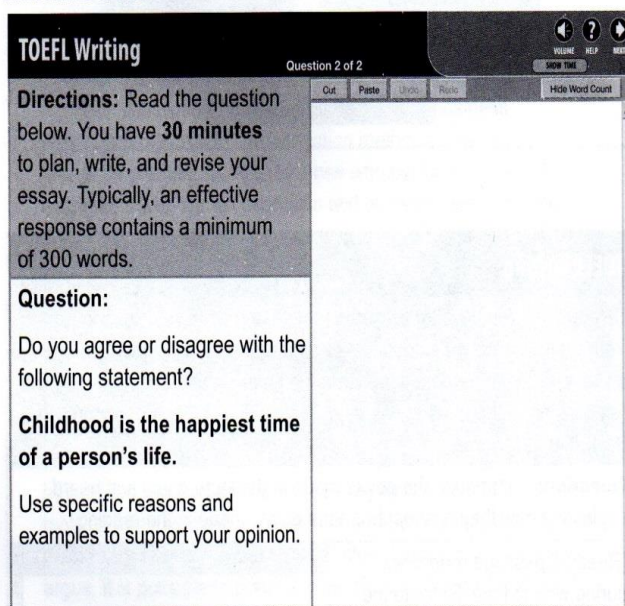# Writing Based on Knowledge and Experience

Directions

For this task, you will write an essay in response to a question that asks you to state, explain, and support your opinion on an issue. You will have 30 minutes to plan, write, and revise your essay.

Typically, an effective essay will contain a minimum of 300 words. Your essay will be judged on the quality of your writing. This includes the development of your ideas, the organization of your essay, and the quality and accuracy of the language you use to express your ideas.

On the day of the test, you will be required to type your response into a computer. Therefore, if you are taking this test in the book, practice typing your response on a computer.

INDEPENDENT WRITING TASK

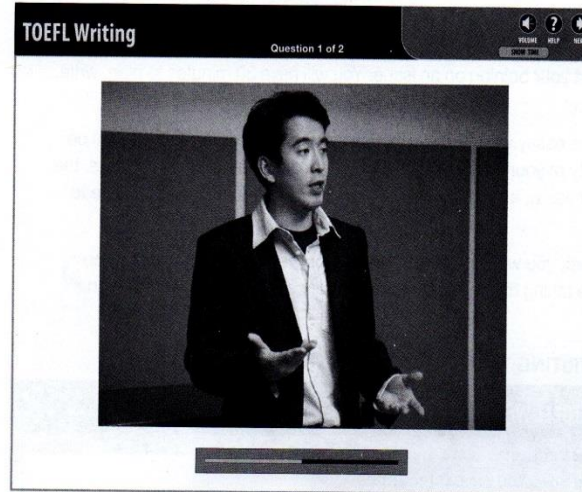| TOEFL Writing	Question 2 of 2	VOLUME HELP NEXT SHOW TIME
	Cut Paste Undo Redo	Hide Word Count 0
Directions: Read the question below. You have **30 minutes** to plan, write, and revise your essay. Typically, an effective response contains a minimum of 300 words.		
Question:		
Do you agree or disagree with the following statement?		
Childhood is the happiest time of a person's life.		
Use specific reasons and examples to support your opinion.		

START ▶

Now listen to part of a lecture on the topic you just read about.

TOEFL Writing

Question 1 of 2

VOLUME   HELP   NEXT

SHOW TIME

STOP ■

TOEFL Writing

Question 1 of 2

VOLUME   HELP   NEXT

SHOW TIME

Directions: You have **20 minutes** to plan and write your response. Your response will be judged based on the quality of your writing and on how well your response presents the points in the lecture and their relationship to the reading passage. Typically, an effective response will be 150 to 225 words.

Question: Summarize the points made in the lecture you just heard, explaining how they cast doubt on the points made in the reading.

[Reading passage reappears during writing time. Refer to the full passage on the previous page.]

Cut   Paste   Undo   Redo   Hide Word Count   0

WRITING SECTION
Directions

This section measures your ability to use writing to communicate in an academic environment. There will be two writing tasks.

For the first writing task, you will read a passage and listen to a lecture, and then answer a question based on what you have read and heard. For the second writing task, you will answer a question based on your own knowledge and experience.

Now read the directions for the first writing task.

Writing Based on Reading and Listening

Directions

For this task, you will have three minutes to read a passage about an academic topic. You may take notes on the passage while you read. Then you will listen to a lecture about the same topic. While you listen, you may also take notes.

Then you will have 20 minutes to write a response to a question that asks you about the relationship between the lecture you heard and the reading passage. Try to answer the question as completely as possible using information from the reading passage and the lecture. The question does **not** ask you to express your personal opinion. You can refer to the reading passage again when it is time for you to write. You may use your notes to help you answer the question.

Typically, an effective response will be 150 to 225 words long. Your response will be judged on the quality of your writing and on the completeness and accuracy of the content. If you finish your response before time is up, go on to the second writing task.

On the day of the test, you will be required to type your response into a computer. Therefore, if you are taking this test in the book, practice typing your response on a computer.

Post Test for Control and Experimental Groups

Writing Based on Knowledge and Experience

Directions

For this task, you will write an essay in response to a question that asks you to state, explain, and support your opinion on an issue. You will have 30 minutes to plan, write, and revise your essay.

Typically, an effective essay will contain a minimum of 300 words. Your essay will be judged on the quality of your writing. This includes the development of your ideas, the organization of your essay, and the quality and accuracy of the language you use to express your ideas.

On the day of the test, you will be required to type your response into a computer. Therefore, if you are taking this test in the book, practice typing your response on a computer.

INDEPENDENT WRITING TASK

TOEFL Writing

Question 2 of 2

VOLUME HELP NEXT
SHOW TIME

Cut Paste Undo Redo   Hide Word Count 0

Directions: Read the question below. You have **30 minutes** to plan, write, and revise your essay. Typically, an effective response contains a minimum of 300 words.

Question:

The widespread use of the Internet has given people access to information on a level never experienced before. How does this increase in the availability of information influence life in today's world?

Use specific reasons and examples to support your opinion.

INTEGRATED TASK

Directions: You have three minutes to read and take notes from the reading passage. Next, listen to the related lecture and take notes. Then write your response.

TOEFL Writing   Question 1 of 2

VOLUME HELP NEXT
SHOW TIME

Asthma

Asthma is usually seen as a condition whose symptoms can be adequately controlled with the right medicines. Researchers point out that it is an intermittent disorder, characterized by temporary bouts of inflammation of the airways, which lead to typical symptoms such as wheezing, coughing, and shortness of breath; after each episode (often known as an attack), symptoms subside and the airways return to normal.

Asthmatics tend to be susceptible to certain triggers in the environment. These include but are not restricted to animal fur, pollen, cigarette smoke, house dust mites, and perfumes. Attacks can also be brought on by exercise, emotional stress, or a variety of other factors including respiratory infections such as the common cold.

During an episode of asthma, the bronchial tubes and the smaller tubes dividing off from these, known as bronchioles, become narrow or blocked and as a result air can't get in or out of the lungs easily. There are two basic causes behind bronchial narrowing: either the bronchi and bronchioles are squeezed by muscles wrapped around them rather like elastic bands, or they become blocked by mucus and swelling inside the tubes themselves. When the bronchi are constricted, the condition is called *bronchoconstriction*. Occasional squeezing of the bronchi is normal, but in asthma sufferers these muscles may react too sensitively to environmental triggers. It is also a normal function of the bronchial tubes to produce mucus and, in concert with tiny hairs called cilia, to trap inhaled irritants and remove them from the body, thus protecting the lungs. But some asthmatics produce an overabundance of mucus, and this results in blocked airways and consequent asthmatic symptoms.

Practice Test 1

START ▶

Now listen to part of a lecture on the topic you just read about.
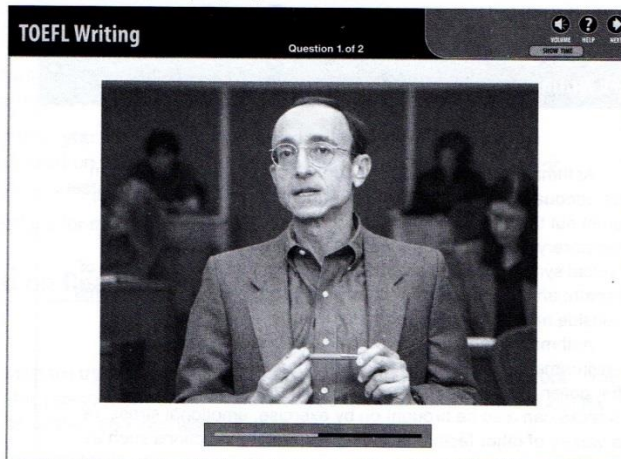
STOP ■

TOEFL Writing

Question 1 of 2

Directions: You have **20 minutes** to plan and write your response. Your response will be judged based on the quality of your writing and on how well your response presents the points in the lecture and their relationship to the reading passage. Typically, an effective response will be 150 to 225 words.

Question: Summarize the points made in the lecture you just heard, explaining how they cast doubt on the points made in the reading.

[Reading passage reappears during writing time. Refer to the full passage on the previous page.]

Annex 4. Chart of Answers from students to the Students Perception Questionnaire

Student	Question 1 In your opinion, what are the benefits of the flipped classroom instruction?	Question 2 Did the flipped classroom improve your ability to write in English or did it cause no improvement? Explain.	Question 3 What are the drawbacks of the flipped instruction?	Analysis
1	"interact more with the teacher and classmates, I also have more time at home to check the information and be ready for class labs"	"Yes and No because there is not so much to write at home but when I get to the school I write many times and I have improved a little"	"i don´t see any drawbacks in flipped instruction"	Flipped classroom for this student has been more interactive than traditional, he doesn´t see a great improvement, although he doesn´t find any drawbacks either.
2	"the benefits are that you can achieve a better understanding to the classwork next day, and you can accomplish all the teacher´s demands"	"the classes have helped me to have an upper development in the English subject in general, I feel before it was difficult to write what I felt, but now it´s easier"	"Sometimes I feel that the assessments are too long so that I don´t have enough time to finish them"	The student agrees that flipped classroom has helped him, although his drawback is the time and the extensive labs he has to develop
3	"we can make the task in a better way, because I used to have problems with homework"	"yes it improve my ability to write, I feel more confident when I am assessed to write"	"At the beginning I was afraid that maybe we could not have the teachers help, I think he helped me, but I needed extra help"	The student improved in the writing skill but needed more help from the teacher.

4	"is more dynamic, i can investigate more information based on the ones given and can contribute with that information in the class"	"the flipped classroom help me to improve my writing, because i can hear the pronounce of some words that i don't know and investigate in the dictionary for words that i can´t understand"	"that maybe some people will not understand or get the wrong instruction if will be difficult for them to do the assessment, and the teacher didn´t know how to cope with that"	The student liked flipped classroom, because can contribute with the class, improve the writing skill but fears that the teachers will not help her individually
5	"in my opinion the benefit is already know about the topic making it easier to knowledge and learning in that class"	"to me not to write improved the way but helped me to understand more and expand my vocabulary"	"One disadvantage is not knowing if what you're doing is fine, the second disadvantage is that the research is done wrong."	The topic gets easier, the writing was not fully improved only vocabulary and the teacher did not made a good feedback"
6	"i think the flipped classroom allow student to learn at their own space and time and can be benefit because of the instruction that a are give it to student from the teacher "	"i think it can improve but actually i think that with the instructions give it before it can be a satisfactory results "	"maybe the responsibility that a each students take , i mean if your responsible you will take this at the time in other way this can be at the last time and other drawbacks can be the dependences of the technology "	The learning is on students pace and environment, the writing improved because the information is giving before class, and the drawbacks depend on students not on flipped instruction"
7	"That I get to work in a large group and in a cooperative way."	"I had a neutral position, because I think I´m still in the standard side"	"That the time sometimes is too short"	Flipped classroom encourages students to work in groups, writing still the same and the lack of enough time is a drawback"
8	"that we are more relaxed in the school and think more in other assessments that are more difficult and also we enjoy more the class."	"I like it because my vocabulary has improved and I feel more confident when the teachers asks me to write essays"	"that some people might not feel that they are learning something, they only think that we are losing time."	Flipped classroom allow students to develop in a better environment, improves vocabulary but a drawback relies on students discipline on the use of flipped classroom"

9	"That I am aware of the content in advance and my preparation is complete so my classwork activities are going to be beneficial."	"I did improve my writing, not speedy but I tried my best."	"I think that the preparation of teachers, because the videos need to be looked on first more closely"	The flipped classroom allowed students to be aware of the content in advance, allowed a slow improvement in writing and the preparation of teachers need to improve"
10	"That you can learn more easier and can learned in a interactive way, that is more interesting that the classic way of learning"	"Yes it improve my ability to write in English, because i learn new vocabulary that help to write."	"That you can´t remember some things that the traditional instruction gives and teaches, that is the reason why I think that the two methods of teaching have to be applied in the teachings of a professor."	Flipped classroom allow the student to have a more interactive class, improving the ability to write. The only drawback recorded was that the traditional learning is missed.
11	"I think that can help us to understand completely the class."	"I can understand English and writing skill a little better with the class improvement but it´s not enough."	"The only problem that I see is not to understand the complete class or have a lot of distractions in our houses."	Flipped classroom offers a better understanding in the topic, the writing skill is barely improving and the problem found was that at home the student has distractions
12	"It is better because it is a more interesting way to learn."	"It helped me improve my writing because the teacher is constantly helping me."	"I don´t see there's any downside, but for other people could not like them because maybe they do not like to participate much in class"	Flipped classroom appears to be a better way to learn, improved the writing of the student and is concerned about others not wanting to participate in class
13	"That you have more interaction with your teacher and classmates also you can learn more easy because you have videos and many digital	"Yes the flipped classroom improve my skills to write because they teach me with interesting exercises and videos how to write and the methods	"it's a hard question because i cannot see a drawback because all my life i was in this kind of instruction and i learn well when	Flipped classroom offers an open interaction of teachers with students and also among students, the skills of English learning

	support that make more easy to understand the class."	that i could use to improve my writing	the teacher put videos or digital support to the class i understand perfectly but when the give me the traditional methods i have problems and confuse"	were improved due to the videos used. The identified drawback was the confusion with traditional learning"
14	"I like it, because I am more aware of the topics, and the environment in class changed, I can interact with my friends"	"I feel I am more accurate when writing, before my ideas were all mixed up, now is more cool"	"I feel that the teacher should give us more feedback, I think the teacher struggles sometimes"	Flipped classroom offers students the opportunities to get deeper information, changed environment and more interaction with friends. The writing is improved due to the help of the teacher. The found drawback was the personal concern on others participation.
15	"I felt that it was boring, I felt that I wanted to go back to learn in the classroom"	"My writing is the same"	"I don´t like to participate in class, and feel shy so I didn´t like it"	The flipped classroom did not appear to be useful for this student, because he thinks that participation is boring and the writing has not improved.
16	"I like that the teacher is sending videos, I like it when I am apsent because I can see the teacher´s class over and over again"	"My writing has improved because I can use better words to write the essays, also the integrated task made me more aware of the words that are in the TOEFL test"	"I think that my classmates can abuse from being absent, because the classes are on the web"	Flipped classroom explodes the online abilities of the teacher, gives feedback to absent student, improves writing and the srawback can be when students abuse absence.