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TEMA:

**Reinforcing A1 grammar acquisition by integrating flipped classroom approach to improve
adult's performances in an EFL class**

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DEDICATION

First and foremost, this thesis is dedicated to those who have inspired and supported me throughout my academic journey.

To my family, for their unwavering love and encouragement, whose belief in me has been a constant source of strength. To my parents, who have always prioritized education and instilled in me the value of perseverance, this accomplishment is a testament to your sacrifices and dreams for me.

To my mentors and professors, for their wisdom, guidance, and constructive criticism, which have shaped both my academic growth and personal development. Your dedication to teaching and research has inspired me to push the boundaries of my knowledge and understanding.

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Reinforcing A1 grammar acquisition by integrating flipped classroom approach to improve adult's performances in an EFL class

Abstract

Considering that usually adult's learning is different than the one in young population and the difficulties that they can present trying to acquire a foreign language through EFL classes, the aim of this study was to evaluate the impact of flipped classroom in grammar acquisition to improve adult's performance in an EFL class. For this, it was used a mixed descriptive method that included quantitative and qualitative parts. Similarly, it used a sample of 21 students who attend a school for adults. To measure their grammar level, it was used a questionnaire from Cambridge University in the form of a pre- and post- test, and for the proposal, it was also used a satisfaction survey. During the period where both tests were done, it was applied a proposal based on flipped classroom model (FCM), which consisted in 5 sessions with pre-class and in-class activities, during 2 weeks. The participants were included into the same experimental group during the study, which mean that all of them had to learn English grammar through the flipped classroom strategy to see what were the final differences based on the proposal. The results show that students had a low level in the pre-test, giving that they could not accomplished all the goals proposed. On the other hand, the post-test showed that the previous low level became a low to medium level, presenting an improvement. In conclusion, even when the proposal had a relatively short period, it was effective, giving a better understanding of grammar in students.

Keywords: Adult's learning, English language development, Flipped Classroom Model (FCM), Grammar.

Resumen

Considerando que habitualmente el aprendizaje de los adultos es diferente al de la población joven y las dificultades que pueden presentar al intentar adquirir una lengua extranjera a través de clases de inglés como lengua extranjera, el objetivo de este estudio fue evaluar el impacto del aula invertida en la adquisición de gramática para mejorar el aprendizaje de los adultos. s desempeño en una clase de EFL. Para ello, se utilizó un método descriptivo mixto que incluyó partes cuantitativas y cualitativas. De igual forma, utilizó una muestra de 21 estudiantes que asisten a una escuela para adultos. Para medir su nivel gramatical se utilizó un cuestionario de la Universidad de Cambridge en forma de pre y post test, y para la propuesta también se utilizó una encuesta de satisfacción. Durante el período en que se realizaron ambas pruebas, se aplicó una propuesta basada en el modelo de aula invertida (FCM), que consistió en 5 sesiones con actividades preclase y presencial, durante 2 semanas. Los participantes fueron incluidos en el mismo grupo experimental durante el estudio, lo que significa que todos tuvieron que aprender gramática inglesa a través de la estrategia del aula invertida para ver cuáles eran las diferencias finales según la propuesta. Los resultados muestran que los estudiantes tuvieron un nivel bajo en el pre-test, debido a que no lograron cumplir con todas las metas propuestas. Por otro lado, el posttest mostró que el nivel bajo anterior, pasó a ser un nivel bajo a medio, presentando una mejora. En conclusión, aun cuando la propuesta tuvo un período relativamente corto, resultó efectiva, brindando una mejor comprensión de la gramática en los estudiantes

Palabras clave: Aprendizaje de adultos, Desarrollo del idioma inglés, Gramática, Modelo de aula invertida.

Table of content

Introduction.....	1
Chapter I. Literature Review	7
1.1 Flipped Classroom Model.....	7
1.1.1 Definition and history	7
1.1.2 Benefits of FCM	8
1.1.3 Barriers to the implementation of FCM.....	12
1.1.4. Empirical Evidence.....	13
1.2 Adults grammar development.....	14
1.2.1 Grammar development	14
1.2.2 Adult learning theories	15
1.2.3 Second language acquisition theories	17
1.2.3.1 Monitor model	17
1.2.3.2 Interlanguage Theories	19
1.2.3.3 Universal Grammar Theories	19
1.2.3.4 Cognitive Theories.....	20
1.2.3.5 Multidimensional Model	21
1.2.3.6 The Acculturation Hypothesis	21
1.3 Legal bases.....	22
Chapter II. Methodology	24
2.1. Research approach	24

2.2. Research design	25
2.3. Matrix operationalization.....	26
2.4. Instruments	26
2.5. Validation of instruments	27
2.6. Population, sample, and sampling	28
2.7. Data analysis and the ethical considerations	29
2.8. Initial diagnosis.....	31
Chapter III. Presentation and Validation of the Proposal	35
3.1. Validation of the proposal	35
3.1.1. Viability and feasibility	35
3.1.2. <i>Beneficiaries</i>	36
3.2. Theoretical Foundations	38
3.2.1. Flipped Classroom Model.....	38
3.1.2. Adult learning theories	38
3.3. Characteristics of the proposal.....	40
3.4. Objectives of the proposal	41
3.5. Structure and dynamics of the components of the proposal	42
Activity 1: Podcast (Conversational)	42
Activity 2: Role-Play Scenarios.....	43
Activity 3. Homework Assignment: Grammar Journals	44

Activity 4: Grammar Quiz Show	45
Activity 5. Word Wall Story.....	46
3.6. Description of the methodological and/or technological requirements	47
3.7. Analysis and discussion of the results obtained from the implementation of the proposal.....	48
Conclusions.....	53
Recommendations.....	55
References.....	57
Annexes	68

Table Index

Table 1. <i>Initial level</i>	31
Table 2. <i>Descriptive statistics for tasks</i>	32
Table 3. <i>Total score</i>	33
Table 4. <i>Empty answers and partial punctuation</i>	33
Table 5. <i>Descriptive statistics for tasks (Post-test)</i>	49
Table 6. <i>Total score</i>	50
Table 7. <i>Pre and posttest difference</i>	51
Table 8. <i>Student t for pre and post test</i>	51
Table 9. <i>Satisfaction survey</i>	52

Figure Index

Figure 1. <i>Initial level</i>	32
Figure 2. <i>Difference between pre- and post- test by task</i>	50

Introduction

A considerable part of research has tasted the incorporation of the flipped model in EFL context. The flipped has shown to be advantageous for students and teachers. Findings indicated that there is a significant effectiveness using flipped classroom in teaching grammar (Dincer & Polat, 2022).

A continuous paradigm change in education is represented by flipping the classroom, which moves from teacher-centered instructional methods (like lecturing) to learning-centered instructional strategies (like active student involvement). Flipped learning has many of the same learning-centered ideas as approaches like case-based learning (CBL) and problem-based learning (PBL). PBL and CBL include students applying a particular method of problem-solving to learn new material through case studies or real-world issues. There is a chance that this method calls for pre-class learning (Persky & McLaughlin, 2017).

The amount of teacher assistance and the kinds of learning activities that are employed in a flipped classroom, however, might differ from PBL or CBL. The following are the main components of a flipped classroom: Pre-class offloaded content is defined as the process of preparing and presenting essential foundational content to students before class; in-class active learning is exemplified by a variety of well-developed and empirically supported active-learning strategies; assessment encompasses a variety of methods for assessing, commenting on, and holding students responsible for learning both in-class and pre-class content; and exploration is defined as student-initiated inquiry (Schmidt & Ralph, 2016).

The English Language Learning Standards (ELLS) are outcomes that students have in prospect to achieve upon at the end of their proficiency levels in terms of knowledge and skills gained throughout the process. The Ecuadorian's English Language Learning Standards are A1, A2, B1, depending on the educational level. Although, several studies show us the Ecuadorian high school students demonstrate a

low level in language abilities in all language skill areas. Students commonly have problems in studying the grammar because the English grammar is moderately different from Ecuadorian one. Therefore, making an error in grammar is common for the students because they know Ecuadorian patterns before knowing English patterns (Ministerio de Educación, 2012). This study is centered in A1 students, which means that for the Ministry (2012), when language learners are able to comprehend and employ common terms that are utilized to meet urgent demands, this is achieved. For instance, at this level, students are able to introduce themselves, others, and themselves to acquaintances, as long as they speak properly and deliberately. They can also give personal details about their house and possessions, for example.

This study acquired a high level of importance due to the problems to be solved and the results that can be generalized and used by other professors in any other educational background. Grammar accuracy contains rules for forming words and making sentences. It should be learned by students to be able to arrange English word into statements. During the research, students' insufficient development of cognitive independent skills affecting their learning is identified. Furthermore, the major problems for students lacked engagement with the learning-teaching process.

According to Huang (2010) grammar occupies a central position, because when people do not understand grammar, difficulties are encountered in learning and mastering some language skills. By studying grammar rules, learners can make a sentence from words and how to arrange sentences to form paragraphs. When teaching grammar accuracy, feedback is essential to evaluate learner's knowledge and understanding of the application of grammatical structures for communicative purposes. Therefore, teaching grammar should focus on not only structure but also the usage and the meaning.

In this sense, the research question presented for this study is: what is the impact of flipped classroom in grammar acquisition to improve adult's performance in an EFL class? So, the specific questions are: What are the theoretical aspects related to FCM and grammar development? What grammar teaching methods are used by teachers during this time? How did students perform in an EFL

class? How do adults' performances compare between a pre-test and a post-test? These questions connect with the UBE's research line: didactic management and educational quality in basic education, as it includes a didactic method for teaching grammar.

The general objective of this study is to evaluate the impact of flipped classroom in grammar acquisition to improve adult's performance in an EFL class. The specific objectives are:

- To define the theoretical aspects related to FCM and grammar development.
- Describe the grammar teaching methods used during the time.
- Examine student's performances in an EFL class.
- Compare adult's performance through a pre- and post- test.

The object of study in this research is the evaluation of the impact of the flipped classroom model (FCM) on grammar acquisition among adults learning English as a Foreign Language (EFL), specifically targeting learners at the A1 level of the Common European Framework of Reference for Languages (CEFR). The study aims to explore how this innovative teaching strategy, which emphasizes pre-class learning and in-class application, influences adult learners' performance in grammar skills. By examining theoretical aspects related to FCM, describing historical grammar teaching methods, and assessing students' performances through a pre- and post-test comparison, the research seeks to determine the effectiveness of the flipped classroom approach in enhancing grammar acquisition. The investigation utilizes a mixed-methods design, combining quantitative and qualitative data to provide a comprehensive understanding of the relationship between the flipped classroom model and adult learners' grammatical proficiency.

This research proposal centers its bases on two specific variables which deal with flipped classroom model and adult A1 grammar performance. In this sense, the flipped classroom—also known as the reverse, inverse, or backwards classroom—is a teaching strategy where students are given foundational knowledge for pre-class learning so that they can use and expand upon it during class

(Persky & McLaughlin, 2017). On the other hand, Grammar performance is the attitude, motivation and proper development of the grammar skills (Al Bataineh et al., 2019).

There are six levels in the Common European Framework of Reference for Languages (CEFR), ranging from A1 for language learners to C2 for fluent speakers. The first level of English in the CEFR is called English level A1. This level might be referred to as "beginner" in casual conversation. Accomplished learners at the A1 Elementary level are able to: comprehend and employ common everyday expressions and short phrases for urgent needs; introduce themselves and others; ask and respond to questions about personal information like where they live, what they own, and who they know; and communicate simply when someone speaks slowly and clearly (British Council, 2023).

This research will employ a quantitative and qualitative design. According to Creswell and Creswell (2018) the mixed-methods sequential explanatory design consists of two distinct phases: quantitative followed by qualitative. This method will provide more comprehensive evidence to the effectiveness of using the Flipped Classroom in the reinforcement of grammar acquisition.

The participants will be included into the same experimental group during the study, which mean that all of them will learn English grammar through the flipped classroom strategy. To compare proficiency levels between the previous and post status of their English level, a placement test will be administered before the experiment and a post-test will be administered after the experimental treatment. In addition, a quantitative and qualitative questionnaire will be utilized at the end of the experiment to evaluate the experimental group students' opinions and attitudes towards the implementation of the flipped classroom. There will be 21 students in total. The participants are from 18 to 68 years old. It has to be considered that the teacher who implements the proposal is a part of the sample.

The research proposal named "Reinforcing A1 grammar acquisition by integrating flipped classroom approach to improve adults' performances in an EFL class" has the potential to benefit various stakeholders, including the academic community, industry, and society. Consequently, researchers and

scholars in the field of education and language acquisition will benefit from this research proposal as it contributes to the growing body of knowledge on effective language teaching methodologies.

In consideration of the theoretical approach, the instrument's content validity was evaluated to see if it fully captures every facet of the characteristic being assessed. Similarly, the instrument's ability to assess the desired concept properly was tested by its construct validity. This means that they did not only have an statistical validation, instead, they had a validation also based on the theories they intend to describe.

Along the same line, it will provide insights into the efficacy of integrating flipped classroom approaches in adult EFL education, which can inform future research and pedagogical practices. Thus, the proposal may lead to the development of new teaching strategies and instructional materials that can be used in adult EFL classrooms. On the other hand, the broader society can benefit from improved language education practices, as adults with enhanced English language proficiency can contribute more effectively to their communities, workplaces, and global communication. Likewise, enhanced language skills can lead to increased opportunities for adults in terms of employment, education, and personal development. Finally, it may offer insights into how adult learners' grammar acquisition can be reinforced through innovative instructional methods, thus informing best practices for language educators

This research project is structured into three key chapters to provide a comprehensive analysis of the topic. Chapter 1: Literature Review considers existing theories, studies, and frameworks related to the topic, identifying gaps that this research aims to fill. Chapter 2: Methodology outlines the research design, data collection methods, and analytical techniques employed, ensuring the study's rigor. Chapter 3: Proposal Data Analysis and Findings presents the results of the research, accompanied by detailed data analysis and visual representations. Following this, there are two sections: Conclusion and recommendations, the first one interprets the findings in the context of existing literature, offering

insights, comparisons, and implications; the second (recommendations) summarize the study, highlighting its contributions, limitations, and avenues for future research.

Chapter I. Literature Review

This literature review aims to explore the intersection between the flipped classroom approach and grammar instruction for adult learners, examining the effectiveness, challenges, and best practices associated with this instructional method. By synthesizing existing research and theoretical frameworks, this review seeks to provide insights into how educators can optimize the flipped classroom model to facilitate meaningful and impactful grammar teaching experiences for adult learners.

1.1 Flipped Classroom Model

1.1.1 Definition and history

Lage et al (2000) initially proposed the idea of the "flipped classroom model" or FCM, by alluding to the notion of an inverted version of the traditional classroom (Deng, 2019). Since Bergmann and Sams (2012) incorporated the newest technology into the notion that was eventually identified as FCM, this idea has garnered more attention. The ongoing advancement of educational technology has led to a number of innovations that are changing the face of conventional teaching methods (Zain, 2022). Along with the rise of online learning environments like Ted and Moodle, there is currently a greater interest in research across a range of fields (Gaughan, 2014).

FCM reverses what is practically done in a traditional class as learning content is taught outside the classroom while the regular take-home assignments are discussed in the classroom. Zhang (2019) asserted that FCM serves as an innovative teaching approach that incorporates conventional classroom and computer network technology. It can be made possible with technological assistance that enables students to access the learning content from available online learning platforms through internet-connected computers or mobile devices (Jensen, 2019).

Furthermore, as the instructor keeps an eye on their progress, students may be given the choice to work in small groups to debate the material (Bergmann & Sams, 2012). According to Abeysekera and Dawson (2015), the strategy uses digital support to foster a socially collaborative learning environment

that mimics real face-to-face instruction. As a result, teachers may maximize class meetings to address pre-delivered learning materials, which helps them manage their time better (Karami, 2021).

English as a Foreign Language (EFL) teaching practitioners and scholars are now developing a means to combine this technique for efficient EFL instructional practices in tandem with the approach's growing popularity. Previous studies such as the ones made by Wu et al. (2017) and Lin et al. (2018) primarily focused on helping students improve their language skills, but other studies (like the ones made by Yu & Yu, 2017, and Cabi, 2018) also emphasized the benefits of this approach for students' learning motivation, self-directed learning, and learning perception. These results confirmed a greater degree of learning engagement for improving students' subject-matter EFL learning, which is attributable to the approach's viability and potential.

1.1.2 Benefits of FCM

The benefits can be seen by learners and teachers. In the students' case, it refers to decrease anxiety, enhance self-efficacy, develop autonomy, enhance critical thinking, and increase motivation. In the teachers' case, frees up time, teachers can create more individualized instructional resource, among others which will be explained in this section.

The students feel less nervous and more confident because, among other things, they have enough time to prepare the materials that will be discussed in class with their teachers and peers, look up extra information from other sources, and receive teacher feedback ahead of time. The function of the gadget they use affects their ability to access resources at anytime and anywhere. Because they had plenty of time to study their material before class, students who used FCM in their English-speaking performances reported feeling less nervous, according to Abdullah et al. (2021). It is consistent with Zarrinfard et al (2021) findings, which emphasized how students' nervousness may be reduced by preparing for class and actively engaging in activities aimed at overcoming some of the difficulties the teacher presents.

Additionally, Rajabi et al. (2021) highlight the importance of teachers in fostering a comfortable learning environment for their students by changing the focus of their instruction from accuracy to message delivery. This approach increases students' enthusiasm to learn and reduces their fear of making mistakes. The nuance originates from the collaborative learning environment that teachers and educators want to implement in the classroom, where students have opportunity to discuss their challenges with peers and teachers and work through them as a group.

Students are better equipped to confirm that they have grasped the topic when they are allowed to learn at their own speed and are encouraged to collaborate with their professors and peers. In this context, self-efficacy refers to a person's confidence in his or her capacity to act appropriately in a given circumstance. A person who has a high sense of self-efficacy is more likely to be driven to succeed and capable of pushing oneself to take on challenging activities. In reference to the FCM, the students who have encountered difficulties with those materials have found that their professors' and friends' feedback has increased their self-assurance and capacity for responsibility (Abdullah et al., 2021).

Another benefit of FCM is the students' autonomy. Autonomy stems from readiness for self-directed learning and attitudes about EFL. The opportunity to study at a speed that fits their requirements and at their own pace is the primary advantage of flexible blended learning (FCM). Students have the chance to actively develop their interpersonal and communication skills in a flipped classroom. Moreover, it gives students more autonomy, which spurs them to put in more effort and take greater accountability for their academic objectives (Khalil et al., 2021).

FCM's learning approach, which necessitates greater comprehension, active listening to teachers, and participation in class, has been shown to effectively improve students' critical thinking. Students are keen to go further into the content and ask questions in order to have a deeper knowledge of it by watching interactive videos and other tools that the professors have offered. Receiving input from instructors allows them to provide critical analysis of the material and further research for future

discussion. Students thought that employing higher-order thinking exercises in the classroom helped them create different kinds of essays and finish their writing projects (Abedi et al., 2019).

Teachers' constructive criticism of their struggles can help students learn to accept and embrace their faults, and friends' encouragement and support can help them feel less alone as they work through the target language. One benefit of the flipped classroom model is that students have access to free time before class to review the videos that their teachers have uploaded (Ainullulua et al., 2022). They also have the freedom to ask their teachers questions about anything they don't understand, and they can work through problems in class without restriction. Before the lesson, quizzes serve as a useful tool for ensuring that students have proof of their comprehension. They become more adept at understanding the topic before class and more self-assured to pursue their potential rather than becoming mired in negativity (Gustian et al., 2023).

Students are more motivated to understand the content when they watch videos that teachers have provided, accept criticism, and work together in the classroom. The availability of instructional films for students can boost their motivation since it allows them to prepare for class before they even arrive, claim Abdullah et al. (2021). Students are not obliged to attend class if they are preparing by watching videos and taking supplementary notes for the instructor. Most of the time, students are comfortable and well-prepared to give the material to the class. The same study highlights that participants show a high degree of acceptance and gratitude for the feedback that their peers and professors provide on their speaking performances. This boosts their confidence and enthusiasm to speak English whenever the chance comes. This illustrated the vital role that feedback plays in motivating pupils and enhancing their self-esteem. Inner motivation comes from the students' ongoing presence in their support system, which they believe inspires them to better comprehend who they are.

Regarding educators, the majority of prior research has indicated that students' involvement in group projects during class can foster constructive interdependence while also preserving a level of

rivalry that is necessary to sustain students' engagement in class discussions. Students are likely to acquire favorable views on the type of teaching they have received when they are exposed to learning issues utilizing supporting resources that align with their learning styles. This frequently entails acting out actions that might result in fulfillment and reachable learning objectives (Al-Samarraie et al., 2019).

According to Zarrinfard et al (2021), FCM enables educators to provide and expand the learning experience beyond the classroom, freeing up time for other crucial subjects. It is useful for language instructors as well as people who produce EFL materials. Technology enhances learning outcomes, autonomous learning, student motivation, and opportunity for language practice. It also gives the instructor more time in class to focus on individual students' learning challenges. By employing cutting-edge strategies like flipped teaching, producers of EFL materials may provide more customized educational materials that satisfy the needs of language learners with a range of learning preferences and styles. They may produce multimodal materials and attract different kinds of pupils to the subject matter by using technology.

Lee and Wallace (2018) emphasized in their study the critical role that teachers play in ensuring the successful implementation of flipped learning. Having adequate time, the quality of the online courses, and their accessibility are some of these factors. Furthermore, Nguyen (2018) said that when a teacher engages with students in person, it is preferable for her to be considerate of their requirements. Students were able to further their education as a consequence, guided by an understanding and kind teacher.

Alebrahim & Ku (2020) asserted in their research that every faculty member had a favorable experience with using active learning in the classroom. Based on the data, faculty viewpoints and observations demonstrated that active learning by instructors, demonstrated by practicing in-class activities pertaining to the online material, had an impact on enhancing student engagement and learning results. In addition, provided there were enough activities to keep students busy during class, the faculty

participants thought that assigning each student in the group a part in answering questions during the activity increased student involvement (Mandasari & Wahyudin, 2021). This outcome was in line with studies that found ways to encourage students to actively engage in class activities and that have created a new setting for conducting cooperative and active learning.

1.1.3 Barriers to the implementation of FCM

There are several signs of the obstacles to the successful use of this strategy, aside from the pedagogical advantages of the FCM as an attempt to improve students' EFL language proficiency and offer an interesting learning experience. The challenges of self-directed learning, technological difficulties, and an increase in workload are some of these obstacles.

The fact that FCM gives students the freedom to direct their own education is one of its strong points. However, because of external distractions, students may find it challenging to focus during the learning process (Vuong et al., 2018). Likewise, Cabi (2018) mentioned that some students still struggle with time management when it comes to their studies.

Both students and teachers must have appropriate access to the necessary technologies in order to use FCM effectively. According to Vuong et al. (2018), students' dissatisfaction with a sluggish internet connection highlights the necessity for suitable internet-connected gadgets and a strong internet connection. A same problem was discovered in Li and Li (2022), who also discussed the drawbacks of presenting the learning material through lengthy movies. Similarly, Zhonggen (2019) found in another study that students' reading comprehension was hindered by video lectures since the audio is frequently distracting. Students' preference to read learning materials from hardcopy files rather than mobile resources was also attributed to eye tiredness.

Furthermore, the instructor's ability to promptly clarify any misunderstood material may be limited by PowerPoint presentations or videos (Zhonggen, 2019). In researches made by Teng (2017) and Cabi (2018), there was also worry over the caliber of the technologies utilized in flipped classrooms.

Students had trouble understanding the material when lectures in class were replaced by poor-quality videos.

FCM facilitates lengthy class discussions, which calls on teachers to deliver course materials in a variety of formats and with appropriate instructional techniques. For educators, this can be a difficult undertaking since they have to set aside time to either produce the materials themselves or obtain them from other sources that meet the needs of the pupils (Zhonggen, 2019). According to Suranakkharin (2018), educators should also train themselves to be adept at managing online learning resources and planning classroom activities. It is not a simple undertaking, particularly for people who are not tech-savvy. In contrast, students worked even harder in the flipped classroom. Bakla (2018) brought out the necessity for a variety of digital literacy, many of which call for advance planning in order to put the concept into practice. Moreover, FCM places additional demands on students that may be unpleasant or even stressful (Vuong et al., 2018; Li & Li, 2022). This course is more rigorous than the usual one since students will inevitably need to devote more time to work on it after school.

Finally, the teacher encourages students to independently absorb the material and do the given activities while they work independently anyplace outside of the classroom. To be ready to participate in the next class discussion, students must attempt to understand the material by seeing the assigned videos, reading the slides, or visiting websites. Cabi (2018) raised concerns about this kind of FCM and the lack of prompt instruction. The author made the case that students were irritated when they ran into problems with the material or technical aspects of self-learning since they were not receiving direct assistance.

1.1.4. Empirical Evidence

Flipped Classroom in Adult Education. Review of studies applying the flipped classroom model to adult learning contexts, particularly in language learning.

Effectiveness of Flipped Classrooms: Summary of research findings on the effectiveness of flipped classrooms in improving learning outcomes, engagement and student satisfaction.

Grammar Acquisition in Adults: Studies focusing on effective strategies for grammar teaching and learning in adult learners, including the role of explicit and implicit learning.

Pre-Task Activities: Research on the impact of pre-task activities (such as watching instructional videos) on learning outcomes in language education.

1.2 Adults grammar development

1.2.1 Grammar development

Grammar is an explanation of a language's structure and the way linguistic components, such words and phrases, are put together to form sentences (Mandasari & Wahyudin, 2021). Usually, it's important to take into account how these phrases fit into the overall structure of the linguistic system. Language sound descriptions may or may not be included (Richards & dan Schmidt, 2002). The learner's learning approach for both comprehending and creating language is the most crucial factor to take into account in interactive, communicative language acquisition.

Understanding different sentence grammatical patterns without paying close attention to form or providing explanations is known as implicit grammar learning. According to Ellis (1994), language learners infer a sentence's grammatical structure from examples provided, without any more explanation. Mandasari and Wahyudin (2021) countered that linguistic aspects still require attention while learning a language. It can be inferred from some of these experts' opinions that there are two types of language learning strategies (including grammar): (1) language learning strategies through exposure (increasing language learning experience) or interaction with different language learning resources, such as reading newspapers, watching English-language TV, and conversing with native speakers.

According to Mandasari and Wahyudin (2021), knowing good grammar serves four purposes: first, it helps learners assess their level of language awareness and categorizes them into intermediate

or advanced groups; second, it helps them develop their ability to communicate properly using grammar by following its rules; third, it helps them learn how to use nature as a teaching tool to communicate using English grammar; and fourth, it helps them understand the structure of formal language in accordance with English sentence rules and comprehend the meaning of the sentence itself, making grammar instruction easier.

Sermsook et al. (2017) mentioned that the words that make up a phrase in English grammar may be categorized into eight groupings, or “the eight parts of speech”, which include the following: Noun, Verb (Verb), Adjectives (Adjective), Adverbs (Adverb), Pronouns (Pronouns), Propositions, Conjunctions, and Interjection. If someone want to learn English, they must comprehend these eight-word groupings, which make up the most significant components of grammar. Grammar is the main issue with students' writing because almost all non-native pupils' writing includes grammar errors (Alghazo & Alshraideh, 2020).

1.2.2 Adult learning theories

No single learning theory is appropriate for all adult learners. In fact, the literature from the last century has produced a wide range of models, presumptions and principles, theories, and justifications that together comprise the body of knowledge on adult learning (Corley, 2011). Knowles (1984) popularized the notion of andragogy, which is defined as "the art and science of helping adults learn, by drawing a comparison between it and pedagogy, which is defined as the art and science of teaching children, in an effort to highlight the disparities between the ways adults and children learn.

The same author (Knowles, 1984) made several assumptions about adult learners, some of which are listed below: When he or she reaches adulthood and is able to direct their own learning, they transition from dependency to increasing self-direction; they are ready to learn when they take on new social or life roles; they are problem-centered and eager to put new knowledge into practice right away;

and they are motivated to learn by internal rather than external factors. Two models that will be taken into consideration are transformational learning and self-directed learning.

- Self-directed learning

Roughly 90% of all people carry out at least one self-directed learning activity year (Tough, 1971), and roughly 70% of adult learning is self-directed (Cross, 1981). According to Knowles (1975), self-directed learning (SDL) is a process where individuals create, carry out, and evaluate their own learning experiences "without the help of others". SDL is essentially an unstructured process that happens mostly outside of the classroom. The learner's decision-making about the course material, instructional strategies, available resources, and learning assessment is what defines learning as "self-directed" (Corley, 2011).

People take charge of their own education by assessing their own requirements, establishing objectives, finding resources, putting plans in place to achieve those objectives, and assessing the results. One of the advantages of self-directed learning (SDL) is its ability to seamlessly integrate learning into everyday routines, accommodating individual learner preferences and allowing for flexible scheduling. It might include solitary tasks like Internet research, or it can feature group projects and contact with peers and experts, much as in a conventional classroom (Corley, 2011).

- Transformative learning

Transformative learning (TL) is frequently defined as learning that involves a shift in awareness and modifies an individual's perspective of themselves and the world. For instance, when they develop comfort speaking a new language, English language learners frequently describe a transformation in how they see themselves and American society (King, 2000). Different thinkers have different perspectives on TL. In order to assist Brazilian workers shift their perspectives and contribute for social change, Freire (2000) taught them to read by including them in conversations about unfair labor practices and low pay through the use of a problem-posing instructional strategy.

Transformational learning is liberating, according to Freire. Mezirow (2000) asserts that TL is a logical procedure. People frequently experience a shift in their frame of reference or world view as they consider and talk about their presumptions about the world. In order for this to occur, participants in reflective conversation must push back against presumptions made by one another and urge one another to think about different viewpoints. In order to engage in reflective discourse, participants must be impartial, have comprehensive and correct knowledge of the subject under discussion, and gather in a setting that fosters acceptance, empathy, and trust (Mezirow, 2000; Corley, 2011).

1.2.3 Second language acquisition theories

Second language acquisition theories are a crucial component of understanding how individuals learn and develop proficiency in a language beyond their native tongue. These theories encompass a wide range of perspectives and approaches that seek to unravel the intricate processes involved in acquiring a second language. Drawing on insights from linguistics, psychology, and education, these theories shed light on the cognitive, social, and cultural factors that shape language learning experiences. By exploring the various theoretical frameworks that underpin second language acquisition, educators and researchers can gain valuable insights into effective teaching strategies and interventions to support language learners in their journey towards linguistic fluency.

1.2.3.1 Monitor model

The acquisition of a second language is mainly related to different theories such as the theory of the monitor model proposed by Krashen (1981), this theory is divided into five hypotheses and all of them are linked to different teaching methods for the development of communicative language skills (reading, writing, listening, and speaking) and also for acquiring knowledge. According to Abdulaal (2021), Krashen considered that people learn a second language by understanding it.

However, it can be said that the acquisition of a second language has no relation to the process of acquisition of the first language. According to Abdulaal (2021), Monitor's theory differs in that it

focuses primarily on the learner and inquires into the learner's performance, provides insight into second language teaching, and emphasizes the importance of input.

- The Acquisition-Learning Hypothesis

This hypothesis is the primordial of all other hypotheses, and it has two systems called acquisition and learning. According to Krashen (1981) in this hypothesis, adults and children have different ways of acquiring, learning, and developing proficiency in a second language, and he also mentions that learning is less important than acquisition and also that the second language is subconscious.

- The Natural Order Hypothesis

This natural order hypothesis refers mainly to the acquisition of language and grammatical structures by means of an order. Krashen & Terrell (1983) mention that second language acquisition in both adults and children takes place in a predictable manner.

- The Monitor Hypothesis

The monitor hypothesis refers to the link between language acquisition and learning, in short, the acquisition is the initiator of the enunciation and learning is the monitor that acts according to planning, correction, and editing. Krashen (1981) mentions that acquisition is responsible for our fluency in a second language and that learning has only one function, which is to edit, and this occurs before speaking or writing.

- The Input Hypothesis

Through this hypothesis, Krashen clarified how the learner acquires a second language. According to Krashen (1985), people obtain a second language by understanding messages or by receiving comprehensible input.

- The Affective Filter Hypothesis

In this last hypothesis, the affective variables are of great importance. Krashen (1985) mentions that personality characteristics such as self-confidence, motivation, and anxiety influence second language acquisition.

1.2.3.2 Interlanguage Theories

The student goes through an acquisition process to learn a second language. According to Gass and Selinker (1994), the word interlanguage characterizes the linguistic stages that second language acquisition students go through while studying the target language. Since then, the term "interlanguage" has entered the mainstream of foreign language acquisition and theory study. These rules result from five major mental abilities:

- *Overgeneralization*: Some rules of the interlanguage system could result from the overgeneralization of a particular target language's rules and characteristics.
- *Transfer of Training*: Several of the different elements of the interlinguistic system are mainly related to the transmission of specific aspects through which the learner is taught the L2.
- *Strategies of Second Language Learning*: Certain interlanguage rules may become a result of the use of language learning methodologies.
- *Strategies of Second Language Communication*: It might also be the outcome of tactics used by learners to interact with natives.
- *Language Transfer*: The outcome from the first idiom's transfer.

1.2.3.3 Universal Grammar Theories

The theory of Universal Grammar (UG) is based on innatism, therefore, it is said that children are born with an innate ability to learn a language, this means that the child has the ability to acquire the language only by listening to people that are around him, he learns without grammatical rules. According to Lightbown & Spada (2006), all people may learn the language of their surroundings

during a crucial developmental stage thanks to Universal Grammar (UG). Children will not learn language innately after the critical period of development.

That is why several linguists mention that Universal Grammar is not appropriate for students who exceed the critical period of development. According to Lightbown & Spada (2006), at the end, learners have a greater understanding of the language than they could have if they were to rely just on the information they are exposed to. Universal Grammar (UG) is more appropriate to explain that learners know more than they learn in a reasonable way, this is because each learner decides to self-learn using various teaching tools.

1.2.3.4 Cognitive Theories

These theories of Second Language Acquisition propose that the learner processes information and learns it through pre-existing mental connections and internal processes. Cognitive theories make suggestions about the kinds of mental structures and thought processes that could be occurring by seeing inside the child's head. There is a claim that a kid cannot acquire a new language skill unless they are cognitively prepared for the following level (Sankar, 2018). In other words, these theories focus on all the connections and internal processes that occur during the learning of a second language.

For learners to be able to understand and use the language actively and successfully, it is necessary that they possess certain capacities and cognitive abilities. According to Sankar (2018) from a cognitive view, learning a second language is a purposeful activity that involves using learning techniques and conscious, reasoned thought. Learning a language is more than just memorizing its syntax; it also entails understanding how it works. The application of strategies to process, understand, and retain information is a vital part of cognitive theories that attempt to explain how a second language is acquired.

1.2.3.5 Multidimensional Model

The multidimensional model tries to explain how second language learners acquire morphological, grammatical, and semantic features through a series of predictable steps. According to Gitsaki (1998), the multidimensional model is still limited so that the student's target language acquisition stage is determined by two main dimensions: the student's developmental stage and the student's social environment.

The principal characteristic of the multidimensional model is the developmental phase defined by developmental sequences, in a phase each of the students has the possibility of differing thanks to their psychological orientation. According to Gitsaki (1998) multidimensional model has made contributions to today's second language acquisition research, and has some disadvantages with the "fake potential" of its prediction framework, such as describing how it happens that students very easily learn everything they achieve despite the constraints of treatment.

1.2.3.6 The Acculturation Hypothesis

It is a process that involves social and psychological adaptation, this being the way to adapt to a new culture where attitudes, knowledge, and behavior are modified. Schumann (1978) mentions that the acquisition of a second language is an aspect of acculturation that the learner incorporates into the target language, thus determining the level reached in the second language. In Schumann's model, acculturation is a variable in the process of learning a second language.

The acculturation model is the formation of pidgin languages, characterized by following a formation process in which the stages of the acquisition of a second language such as English are the same as those that occur in a group. Schumann (1978) states that this occurs when acculturation is prevented, that is, when there is a lot of social or psychological distance, it is when the learner will not advance beyond these initial stages and the language will remain as a pidgin.

This theory mentions that the acquisition of a second language produces a direct impact on students specifically on social factors. In addition, pidginization is a phenomenon that occurs in a group and language acquisition occurs individually (Ellis, 1994).

1.3 Legal bases

According to the Ecuadorian Ministry of Education (2019), the context in which the language will be used will be facilitated by the CLIL (Content and Language Integrated Learning) material, which will also provide students the chance to hone and enhance their critical thinking abilities. Critical thinking abilities are essential for being a well-functioning adult in today's environment. The following highlights a few of these abilities:

- Generating hypotheses by making predictions and utilizing probability and possibility conditions.
- Demonstrating how objects relate to one another in order to compare and contrast explaining the relationship between cause and effect in social and ecological processes.
- Concepts and content are categorized and grouped by highlighting distinctions and establishing connections between concepts and objects.
- Utilizing and measuring numbers.

Similarly, the Ecuadorian Ministry of Education (2019) mentions that grammar in terms of reading and writing skills are related to initial literacy. In this case, they state that literacy events are a part of daily life for most individuals. Reading a street sign, writing down an idea, getting a birthday card, or reading an email all help to shape a literate individual. Since the introduction and widespread use of ICT, literacy skills have been incorporated into the lives of many students, both at home and in the classroom. A person's ability to read and write is essential to their existence.

All this is in accordance with the goals of the National Plan of Development and the Development Regime, as well as the constitutional definitions of the Inclusion and Equity System and

in coordination with the other instances specified in this law, develop and implement educational policies, the mandatory national curriculum at all levels and modalities, and the quality standards of educational provision (Ministerio de Educación, 2019).

For this reason, it is important to mention that according to Article 26 of the Republic of Ecuador's Constitution (Constitución de la República del Ecuador, 2008), education is both a lifelong right and an inevitable and unforgivable state obligation. Additionally, it acknowledges in article 343 that the subject who learns is at the core of educational processes. However, the same article also states that the national education system would incorporate an intercultural perspective that respects the rights of communities, peoples, and nations while also taking into account the country's geographic, cultural, and linguistic variety.

Chapter II. Methodology

This chapter will have a deep description of the investigative stages and their purposes. In this sense, there will be appendixes to define the type of method, the conceptualization and operationalization of the main categories as well as the justification of the research approach.

2.1. Research approach

According to Taderhoost (2022), the chosen methodology to gather, examine, and evaluate data is known as an approach. Depending on the kind of data being sought, research may be divided into qualitative and quantitative methodologies. Additionally, research that combines two approaches and covers the benefits of both is a mixed-method study.

In order to better comprehend the issue, mixed-method simply combine qualitative and quantitative approaches according to the study's objectives and the nature of the main question. These techniques provided the best features of qualitative and quantitative methodologies; thus, they can be helpful when one approach alone is insufficient for certain research. Using mixed methods is disparate methodological preferences and areas of interest in an interdisciplinary research environment (Taherdoost, 2022).

Along the same line, Sautu et al. (2014) highlight that qualitative research provides a comprehensive understanding of the context in which a phenomenon arises, a fact that is transcendental when understanding causes, consequences and possible solutions. Rojas de Escalona (2014) points out that qualitative research provides a voice to participants that encourages their experiences and perspectives to be better understood. Hence, a qualitative approach helped to understand a phenomenon nuancedly and deeply from its context and people's experiences, which makes it a valuable tool capable of generating new theories and/or testing and refining existing ones.

On the other hand, that quantitative aspect is given in the quantification for the applicability of a pre- and post- test to determine if the use of FCM favors the learning of adults.

Given this fact, this project had a mixed approach that allowed the analyses of the use of FCM to promote the learning process of adult students. Identifying how FCM benefits inclusion, equity, quality, and appropriate integration of technology within the educational system. Additionally, a study on the population of adults allowed addressing equity gaps in access to education tools, approaches and resources that guarantee that every student has the opportunity to develop their maximum potential. The phenomenon studied presents the measurement of its attributes in the field of FCM and EFL. It had a phenomenological method because it sought to specify and describe in detail the experience carried out (Hernández-Sampieri & Mendoza, 2018). The study lasted four months.

2.2. Research design

Similarly, for Hernández-Sampieri and Mendoza (2018), this research is descriptive and inferential. It means for them that it had the potential to describe the different qualities that the phenomena of FCM in adults has, but it did not try to search its causation or predictability in learning. Instead, it focused on trying to give a general idea of how it is being currently presented. In this case, a number of adults have been taken in consideration for a diagnostic part and then, were intervened to prove the differences between the two moments. Similarly, it is inferential because it measures the contrasts of the mean through the application of a proposal. Finally, it had a pre-experimental design, which means that it had just one group of study with no control group (Hernández-Sampieri & Mendoza, 2018). So, the participants have been included into the same experimental group during the study, which mean that all of them have learned English grammar through the flipped classroom strategy.

2.3. Matrix operationalization

According to Townsend (2021) operationalization is the logical process of taking a study variable and turning it from an abstract level to a concrete one to be quantified. For that reason, before writing the instrument's inquiry, the variable's dimension, indicator, and scale were defined. Stated differently, the operationalization matrix is a methodological process that decomposes the study variables in order to facilitate the researcher's design and creation of empirical measuring instruments that address the empirical variables. It is important because it is the result of the variables branching, and it serves as a guide to decide how far the topic of the research should be investigated. This makes it possible to evaluate the topic's coherence, structure, and semantic consistency (Townsend, 2021).

There have been taken two categories: FCM and adults' grammar development. Flipped classroom model, that is what is practically done in a traditional class as learning content is taught outside the classroom while the regular take-home assignments are discussed in the classroom. Zhang (2019) assumed that FCM serves as an innovative teaching approach that incorporates conventional classroom and computer network technology. It has three subcategories, which implies method, student-centered activities, and problem solving, each one of them with two or three indicators (See Annex 9).

Similarly, there is adults' grammar development, as the second category of the study. In that sense, grammar is an explanation of a language's structure and the way linguistic components, such words, and phrases, are put together to form sentences (Mandasari & Wahyudin, 2021). Its subcategories are expression, strategies, and process. Each one of them has between two and four indicators (See Annex 9).

2.4. Instruments

According to Hernández-Sampieri and Mendoza (2018) researchers refer to any type of measurement tool, such as surveys or checklists, as an instrument. For this reason, one of the most

important steps in the research process is choosing a research instrument. The researcher has to find the right tool to employ with the aid of a thorough literature search because every variable should be captured by a research tool according to its theoretical or conceptual description

In this study, the kind of instruments used were questionnaires. In this sense, a questionnaire is a research tool made up of a series of inquiries or other kinds of cues intended to elicit data from a respondent. Usually, a research questionnaire consists of both open-ended and closed-ended items with long-form, open-ended questions consent the respondent to go into further detail about their ideas. Both qualitative and quantitative data can be gathered using a data gathering questionnaire (Hernández-Sampieri & Mendoza, 2018). The technique used for a questionnaire is a semi-structure survey which was useful, according to the same authors (Hernández-Sampieri & Mendoza, 2018) to apply to many individuals at the same time while answering their doubts if they exist.

In order to collect the data, there have been two types of questionnaires. First, the pre- and post- test, which comes from the evaluation of Cambridge University A1 level, to establish their comprehension of reading, writing, and grammar between them two (**See Annex 9**). On the other hand, there has been used a satisfaction survey with a 5-point Likert scale (**See Annex 10**).

2.5. Validation of instruments

According to Campo-Arias & Pineda-Roa (2022), the process of evaluating an instrument's quality, accuracy, and dependability in relation to measuring a certain characteristic or construct is known as validation. It entails evaluating the instrument's capacity to measure the things it is supposed to measure and to yield reliable, consistent findings. It is possible to assess several forms of validity, such as content, construct, and criterion validity. The instrument's content validity was evaluated to see if it fully captures every facet of the characteristic being assessed. The instrument's ability to assess the desired concept properly was tested by its construct validity. The test's criterion validity evaluates how well the results align with those of other recognized assessments of the same characteristic. Another

crucial component of instrument validation is reliability, which is the stability and consistency of the instrument's measurements across time.

Validation is crucial since it improves the research's methodological quality and guarantees the reliability of the data gathered (Vigueras & Sánchez, 2023). This study used for both instruments and external validation made by expert's judgments. In the case of the pre- and post- test, giving that is a standard instrument that the University of Cambridge uses, there was no need no validate it. On the contrary, the validation was needed for the satisfaction survey (See annex 10 for satisfaction survey and its validation).

According to Hernández-Sampieri and Mendoza (2018), expert judgment is a strategy in which verdict is offered based upon a specific set of criteria and/or competence that has been obtained in a certain knowledge area, application area, or product area, a particular field, an industry, etc. Such expertise may be supplied by any organization or person with education, knowledge, skill, experience, or training. This knowledge base might be contributed by one or numerous people. However, it is usual for an external group or individual with a specific relevant skill set or knowledge base to be called in for a consultation, even when researchers have knowledge about the object they explore. Such expertise can be offered by any organization or individual with specific knowledge or training and is accessible from numerous sources (Hernández-Sampieri & Mendoza, 2018) **(See Annex 8)**. To see the validation, **(see Annex 7)**.

2.6. Population, sample, and sampling

Regarding the size of the sample, this is a referential one that represents both the parts and their groups, having the possibility of access by the researcher to such, it does not need statistical significance, because it is based on the similarity of characteristics. On the other hand, the sampling used is non-probabilistic, intentional, and it is census sampling because it considers the complete sample instead of a choice of subjects (Hurtado, 2012).

The only criteria for exclusion are participants who were not there on the days when the instruments were applied. The inclusion criteria consist of adult students who attend the institution. The sample size is 21 adult students who are in the 3rd baccalaureate at Unidad Educativa Fiscal Tarqui, who used FCM tools and/or resources as part of their educational process. Also, the teacher who implements the proposal is a part of the sample.

2.7. Data analysis and the ethical considerations

The data analysis has been made through a process in which, first, the instruments were made. Then, they were applied in this order: pretest, then, the educational intervention using FCM and, after that, the post-test. To consider also the satisfaction aspects around the use of FCM, it was used a satisfaction survey the same day as the post-test.

Quantitative data was analyzed through the SPSS software to see the statistical parameters of understanding descriptive and inferential statistics, since it provided the percentages, mean and frequencies, and then, each mean from the pre- and post- test could be contrasted with each other. After that, it has been triangulated with the literature to contrast their similarities and differences.

According to Kaliyadan and Kulkarni (2019), a subfield of statistics known as descriptive statistics is concerned with condensing, arranging, and presenting data in an understandable and efficient manner. Without drawing any conclusions or generalizations to a wider population, it concentrates on summarizing and evaluating the key traits and aspects of a dataset. Descriptive statistics' main objective is to give readers a clear and succinct overview of the data so that analysts and researchers may learn more and recognize trends, patterns, and distributions in the dataset. Measures including central tendency (mode, mean), dispersion (standard deviation, range), and distribution shape (skewness, kurtosis) are commonly included in this summary.

Particularly, for the pre- and post- test, the University of Cambridge has established that for the A1 level (and other levels) the punctuation is given by receiving shields. Therefore, to have an

accomplished goal or an approval of A1 level, four or five shields are needed. The points established for each consist in 7 points (counting 0), so one shield is equal to 0-6 points; two shields, 7-13; three shields, 14-21; four shields, 22-28; and five shields, 29-35 points.

On the other hand, the several methods that statistics obtained from observations on samples from research populations may be utilized to infer whether or not such populations are genuinely distinct from one another are referred to as inferential statistics. These kind of statistics use a variety of proves, generally to contrast and look for a significant p value (lesser than 0,05, which means that the probability is that it will occur in more than 95% of the similar cases) (Kaliyadan & Kulkarni, 2019).

According to Oxfam (2020) and Orozco and Iamberto (2022), the following are some of the primary ethical issues raised by the study:

1. Value: The study's objective should be to improve health or knowledge.
2. Scientific validity: Research must follow an established methodology to prevent wasting study participants' time with redundant investigations.
3. Honest selection of research participants or human subjects is required. Research volunteers must be selected in an objective, equitable, and bias-free manner.
4. A good risk/benefit ratio: When the information gathered for society and the potential benefits for individuals surpass the hazards, the potential benefits for research participants are increased and the risks are reduced.
5. Voluntary and informed consent: Prior to taking part in the study, participants were told about it and gave their informed consent.
6. Respect for human subjects in research: Participants must have their right to privacy protected, be given the chance to opt out of the study, and have their welfare observed.

All of the above-mentioned points are compliant with the ACA's ethical guidelines (American Counseling Association, 2005; 2014). There is also recognition of the idea of doing no damage. Anonymity has been maintained through the use of coding.

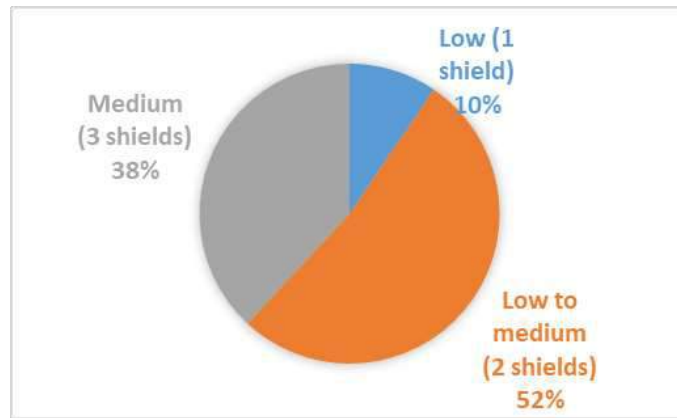
2.8. Initial diagnosis

After doing the pretest, and according to the measurement established based on points and shields (described in section 2.7). In summary, as the test does not have an approval/disapproval statement, Cambridge University uses a system to give shields to students based in their answers. Thus, for each seven points or correct answers, they have one shield, which means that for three or more shields (approximately from 14 to 21 points) they could be considered approved in the A1 level. In this sense, the initial diagnosis showed that:

Table 1. *Initial level*

	N	%
Low (1 shield)	2	9,5
Low to medium (2 shields)	11	52,4
Medium (3 shields)	8	38,1
Total	21	100

Note. Data collected by author (2024).

Figure 1. *Initial level*

Note. Data collected by author (2024).

According to Table 1 and Figure 1, the initial level was mostly with two shields (low to medium = 52,4%), three shields (medium = 38,1%) and one shield (low = 9,5%). So, it can be said that most of them have a low to medium initial level. Similarly, after doing the pretest, which had 6 different tasks that have a possible punctuation between 5 and 6 points, adult learners have shown that:

Table 2. *Descriptive statistics for tasks*

	N	Minimum	Maximum	Mean	Standard deviation
Task 1	21	0,00	5,00	3,1905	1,53685
Task 2	21	1,00	6,00	2,9524	1,68749
Task 3	21	0,00	5,00	1,7619	1,22085
Task 4	21	0,00	5,00	2,0476	1,20317
Task 5	21	0,00	2,50	,8571	,80844
Task 6	21	0,00	2,50	,7857	,88842

Note. Data collected by author (2024).

There has been 6 different tasks or parts of the tests, all of them were corrected as an exam, to which a correct answer would give 1 point. When one question was partially correct (probably having a grammar error), it would give 0,5 points, and an incorrect answer would give 0 points. Task 1 and 4 had a maximum of 5 points, while tasks 2, 3 and 6 had 6 points, and task 5, 7 points. All 21 members of the sample participated. It is noticeable that while all questions had a minimum answer of 0 points, in the second task, the minimum was 1 point. On the other hand, tasks 5 and 6 were the least punctuated with a maximum observed of 2,50 points.

Table 3. *Total score*

	N	Minimum	Maximum	Mean	Standard deviation
Score	21	3,00	19,00	11,5952	4,58426

Note. Data collected by author (2024).

Having a maximum possible of 35 points, it was noticed that if it were divided from the half (17,5 points), only 4 students could pass this test. On the other hand, the minimum showed a low punctuation on a student (n=1). The mean was 11,60, which is less than a third of the possible punctuation. For this reason, it can be said that their English level in general, is low.

Table 4. *Empty answers and partial punctuation*

	N	Minimum	Maximum	Mean	Standard deviation
Partial score	21	0,00	4,00	1,0952	1,44585
Empty answers	21	0,00	14,00	5,0476	3,77460
Empty and partial answers	21	0,00	14,00	6,1429	3,46822

Note. Data collected by author (2024).

It was analyzed how many empty or partial answers were done. Partial answers were those where the student give a correct answer, but had a grammar mistake. In that sense, some students did not have any of those (minimum = 0), having a maximum of 4 partial answers (M=1,10), and 14 empty answers (M=14). It is noticeable that those students who did not have empty answers had most partial answers, so they could answer more questions, but had more grammar mistakes.

Chapter III. Presentation and Validation of the Proposal

This chapter presents the different characteristics that the proposal has. In this sense, it shows the theoretical foundation, objectives, structure and dynamics of its components, and the methodological and technological requirements. Finally, the validation of the proposal is made, considering the post-test made to students.

3.1. Validation of the proposal

As Strauss and Smith (2019) mention, validity was first conceptualized in terms of a test's capacity to forecast a useful criterion in the early and middle decades of the 20th century. Three factors may have contributed to the emphasis on criterion prediction: improvements in the field's substantive knowledge and level of reasoning, the clear shortcomings of tests designed based only on logic, and a philosophical mistrust of theories describing unobservable entities. In fact, a lot of proponents of validation theory vehemently disagreed with the notion that test results have any significance other than serving as indicators of future events.

In this case, this proposal has had 2 types of validity: construct and content validation. In the construct validation, the main idea is that the tasks are actually measuring what they have been designed to measure in theory. In this instance, it centers on the effectiveness of activities in developing grammar awareness with the focus frames of Flipped Classroom Model and Adults' Grammar Development. On the other hand, content validation evaluates if the exercises sufficiently address the topics pertinent to the development of adult learners' grammar, as fluency, punctuation, nouns, among others.

3.1.1. Viability and feasibility

The proposal's feasibility is aligned on how well it fits in with modern teaching strategies, especially the Flipped Classroom Model, which has been demonstrated to improve student engagement

and understanding. In this sense, the proposal takes into account different learning styles and preferences by including activities like role-playing, quizzes, homework, and podcasts. This makes grammar training more approachable and applicable for adult learners; so, this comprehensive method strengthens students' comprehension and application of grammatical principles by encouraging active engagement and providing opportunities for grammar practice in authentic settings.

The availability of resources and technology that make the proposition easier to implement makes it seem realistic. With the exception of scripts or situations, role-playing can be done in a classroom or virtually. The ease of administration of quizzes and homework assignments facilitates effective evaluation and feedback. With the prevalence of audio material consumption among adults, it is also possible to create a podcast. Furthermore, the cooperative character of the exercises creates a positive learning atmosphere by promoting peer communication and criticism. All things considered, the plan can be implemented well, which makes it a workable and realistic method for improving adult learners' grammar.

3.1.2. Beneficiaries

This proposal is designed with a special focus on adults who are learning English as a foreign language, particularly, many of these individuals are at a low proficiency level and have not yet reached an A1 level of competency. The proposed goal is to provide them with the support and resources they need to build their skills and confidence in using English specifically to develop their grammar.

As they work towards achieving their A1 level, it is also important to help them take the next step to A2, which is an important milestone in their language, particularly focused on grammar learning. By offering tailored guidance and practical tools, it is aimed to make learning English a more accessible and enjoyable experience. This way, learners can not only improve their understanding of the language but also feel empowered to communicate in everyday situations. It is all about creating a

solid foundation for their future studies and helping them thrive as they continue their language learning adventure.

With an emphasis on adult learners who are still in the early phases of their English language acquisition, this proposal provides teachers with a structured framework to improve their teaching strategies. In addition to making grammar education more dynamic, this multimodal method enables teachers to monitor and evaluate student progress in real time. Teachers may experience the thrill of seeing their students improve as they acquire competence and confidence, creating a supportive learning atmosphere that promotes creativity and teamwork.

Additionally, instructors' goals of preparing pupils for greater levels of competency are aligned with the emphasis on developing core grammatical abilities. Through highlighting the shift from A1 to A2 levels, teachers may provide a distinct route for students to progress. Teachers may more easily adapt classes to fit the requirements of individual students when they use this organized progression to help them set reasonable expectations and goals. With the tools in the proposal, educators may create memorable and productive learning experiences for their students, which will eventually improve their professional growth and work satisfaction.

In the case of the institution, implementing this proposal constitutes a strategic investment in its language programs, particularly in addressing the needs of adult learners who are typically underserved in traditional educational settings. By emphasizing low-proficiency students, the school may draw in a wider audience and strengthen its standing as a welcoming and encouraging place. This dedication to adult education not only fits in with current educational practices but also establishes the college as a pioneer in cutting-edge language teaching, which might boost student body size and community involvement.

Finally, the proposal could lead to better student outcomes by focusing on practical tools and personalized coaching. As students' progress from A1 to A2 levels, their ability to speak in ordinary

settings will improve, which will enhance the caliber of instruction provided by the school. It will have a higher impact in learners' satisfaction and success rates, which will strengthen the institution's reputation in the community.

3.2. Theoretical Foundations

3.2.1. Flipped Classroom Model

Lage et al (2000) initially proposed the idea of the "flipped classroom model" or FCM, by alluding to the notion of an inverted version of the traditional classroom (Deng, 2019). Since Bergmann and Sams (2012) incorporated the newest technology into the notion that was eventually identified as FCM, this idea has garnered more attention. The ongoing advancement of educational technology has led to a number of innovations that are changing the face of conventional teaching methods (Zain, 2022). Along with the rise of online learning environments like Ted and Moodle, there is currently a greater interest in research across a range of fields (Gaughan, 2014).

FCM reverses what is practically done in a traditional class as learning content is taught outside the classroom while the regular take-home assignments are discussed in the classroom. Zhang (2019) asserted that FCM serves as an innovative teaching approach that incorporates conventional classroom and computer network technology. It can be made possible with technological assistance that enables students to access the learning content from available online learning platforms through internet-connected computers or mobile devices (Jensen, 2019).

3.1.2. Adult learning theories

No single learning theory is appropriate for all adult learners. In fact, the literature from the last century has produced a wide range of models, presumptions and principles, theories, and justifications that together comprise the body of knowledge on adult learning (Corley, 2011). Knowles (1984) popularized the notion of andragogy, which is defined as "the art and science of helping adults learn, by

drawing a comparison between it and pedagogy, which is defined as the art and science of teaching children, in an effort to highlight the disparities between the ways adults and children learn.

The same author (Knowles, 1984) made several assumptions about adult learners, some of which are listed below: When he or she reaches adulthood and is able to direct their own learning, they transition from dependency to increasing self-direction; they are ready to learn when they take on new social or life roles; they are problem-centered and eager to put new knowledge into practice right away; and they are motivated to learn by internal rather than external factors. Two models that will be taken into consideration are transformational learning and self-directed learning.

- Self-directed learning

Roughly 90% of all people carry out at least one self-directed learning activity year (Tough, 1971), and roughly 70% of adult learning is self-directed (Cross, 1981). According to Knowles (1975), self-directed learning (SDL) is a process where individuals create, carry out, and evaluate their own learning experiences "without the help of others". SDL is essentially an unstructured process that happens mostly outside of the classroom. The learner's decision-making about the course material, instructional strategies, available resources, and learning assessment is what defines learning as "self-directed" (Corley, 2011).

People take charge of their own education by assessing their own requirements, establishing objectives, finding resources, putting plans in place to achieve those objectives, and assessing the results. One of the advantages of self-directed learning (SDL) is its ability to seamlessly integrate learning into everyday routines, accommodating individual learner preferences and allowing for flexible scheduling. It might include solitary tasks like Internet research, or it can feature group projects and contact with peers and experts, much as in a conventional classroom (Corley, 2011).

- Transformative learning

Transformative learning (TL) is frequently defined as learning that involves a shift in awareness and modifies an individual's perspective of themselves and the world. For instance, when they develop comfort speaking a new language, English language learners frequently describe a transformation in how they see themselves and American society (King, 2000). Different thinkers have different perspectives on TL. In order to assist Brazilian workers shift their perspectives and contribute for social change, Freire (2000) taught them to read by including them in conversations about unfair labor practices and low pay through the use of a problem-posing instructional strategy.

Transformational learning is liberating, according to Freire. Mezirow (2000) asserts that TL is a logical procedure. People frequently experience a shift in their frame of reference or world view as they consider and talk about their presumptions about the world. In order for this to occur, participants in reflective conversation must push back against presumptions made by one another and urge one another to think about different viewpoints. In order to engage in reflective discourse, participants must be impartial, have comprehensive and correct knowledge of the subject under discussion, and gather in a setting that fosters acceptance, empathy, and trust (Mezirow, 2000; Corley, 2011).

3.3. Characteristics of the proposal

This proposal is structured around five cautiously designed activities that emphasize the importance of self-directed learning, particularly suited for adult learners. The first key characteristic is the requirement for students to prepare in advance at home, fostering a sense of responsibility and autonomy in their learning journey. This approach aligns with the principles of FCM, where traditional teaching dynamics are inverted because of by engaging with the content outside of class, students can explore topics at their own pace, allowing them to delve deeper into the material and reflect on their understanding. The asynchronous nature of this preparation not only accommodates the diverse schedules of adult learners but also empowers them to take ownership of their educational experience.

The structure allows for three activities in the first week and two in the following week, which helps maintain a manageable workload while encouraging consistent engagement with the material.

Similarly, the second significant characteristic of this proposal is the interactive classroom environment it aims to create. It means that in-class time is reserved primarily for addressing questions and clarifying doubts, transforming the classroom into a collaborative space for discussion and exploration rather than a mere lecture hall. This model encourages peer-to-peer learning, where students can share insights and strategies based on their individual experiences, thereby enriching the collective understanding of the group. The feedback mechanism embedded in one of the home-based activities reinforces this collaborative spirit, allowing students to receive constructive critiques that can inform their learning process.

It can be summarized that by positioning the classroom as a place for complementing knowledge rather than delivering it, the proposal fosters a supportive community where adult learners feel valued and encouraged to contribute. This dynamic not only enhances retention and comprehension but also cultivates essential skills such as critical thinking, problem-solving, and effective communication—capabilities that are vital in today's labor market. Ultimately, this proposal seeks to create a holistic learning experience that respects the unique needs of adult learners while equipping them with practical skills for personal and professional growth.

3.4. Objectives of the proposal

Based on the FCM, the pedagogical objectives for the proposal are:

- To foster a deeper understanding of grammar in adult learners.
- To promote practical application of grammar skills in adult learners.
- To increase learner engagement and motivation adults.
- To provide personalized feedback for continuous improvement in adult learners.

3.5. Structure and dynamics of the components of the proposal

The proposal has 5 activities, taking in consideration the difficulty that adults have to go to presential classes in the school where it is proposed at first. Considering that the proposal is made with a FCM approach, some of the activities require that students have previous preparation at home before going to the class.

The proposal outlines a FCM aimed at enhancing grammar acquisition for A1 level EFL learners, focusing on the present simple and present continuous tenses. The activities involve sessions with conversational or writing parts accompanied by a video that introduces relevant vocabulary. Students are required to listen to the podcast (for example, in activity 1) and watch the video independently before class. In-class sessions promote collaborative analysis of sentences demonstrating the targeted tenses, encouraging peer interaction and discussions about new vocabulary. This approach not only helps students grasp grammatical concepts but also fosters a sense of community and active engagement in their learning process.

In general, the teacher provides feedback on these activities, highlighting areas for improvement and encouraging reflection. This iterative process allows students to revise their (written or spoken) sentences based on constructive feedback, promoting deeper understanding and ownership of their learning. Overall, the combination of pre-class preparation, in-class collaboration, and reflective writing practices creates an effective and supportive environment for grammar acquisition among adult EFL learners. Now, each activity will be explained:

Activity 1: Podcast (Conversational)

By emphasizing the differences between the present simple and present continuous tenses, the podcast exercise aims to improve students' grammatical correctness while also broadening their vocabulary. In order to hear how these tenses are employed in context, students will participate with a 30-minute conversational audio that covers real-world encounters. Students will watch a video

assignment that teaches important terminology related to the podcast's subjects in order to independently prepare before class. They'll construct a list of unknown terms and their definitions, establishing a sense of ownership over their learning and promoting peer cooperation during class discussions. This warm-up not only gets students ready for the subject ahead of them, but it also fosters a community of learners in which they may ask questions and exchange ideas about new vocabulary.

Grammar application and active listening become the main topics of discussion in class. Students will make notes on sentences that demonstrate the present simple and present continuous tenses while they listen to the podcast. Through the use of real-world examples of language in use, this activity helps students learn when to utilize each tense. Students are able to critically interact with the topic in a dynamic classroom environment that is created by the mix of writing, talking, and listening. Through a collaborative analysis of their notes, students will be able to recognize verb use patterns and contextual cues that indicate tense shifts, which will help them become more proficient in conversation and get a deeper understanding of grammar. Thus, this activity promotes the foundation of grammar skills and vocabulary acquisition while making a collaborative learning.

Activity 2: Role-Play Scenarios

The purpose of the carefully crafted Role-Play Scenarios exercise is to help students become more proficient with grammar, with a special emphasis on the present simple and present continuous tenses, as well as to broaden their vocabulary and comprehension of conjunctions. Students prepare independently before class by watching a video that provides essential words, phrases, and expressions frequently used in role-play scenarios.

This preparatory phase is essential because it gives students the linguistic skills they need to handle the circumstances that will come up in the interactive class. Students are given a worksheet with fill-in-the-blank tasks, like "The man _____ (be / carries) a box of oranges," to go along with the film. This helps to systematically reinforce the concepts of tense use. Students who get

familiar with this material at home take charge of their education and are more equipped to contribute constructively to class discussions.

Throughout the lesson, the emphasis switches to interactive application through role-playing exercises that need proficient use of both tenses from the students. Students are divided into pairs and given particular scenarios, such as being a client and a waiter in a café, after a quick review to clear up any misunderstandings from the pre-class materials. With the simple present used for routine tasks, they are encouraged to use the present continuous for describing immediate actions. Students are able to observe how grammatical structures are used in everyday discussions because of the emphasis on context.

Students participate in peer feedback after their role-play, providing helpful criticism on one another's usage of tenses, which promotes teamwork and reinforces their learning. Students are required to write reflection diaries in which they discuss the difficulties they encountered throughout the role-play and the tactics they used to solve them in order to better cement their learning. By engaging in reflective practice, students are able to identify areas for growth and get a deeper understanding of grammar. As a follow-up homework project, students develop their own conversations or narratives that include both tenses, further solidifying their comprehension of the content in a personal and meaningful way. This all-encompassing method guarantees that students gain confidence in their conversational abilities as well as grammatical precision, making the learning process complete and effective.

Activity 3. Homework Assignment: Grammar Journals

The purpose of the grammar journals activity is to encourage students to practice and reflect on their use of grammar on a regular basis. Students are required to write five sentences a day that include the grammatical topics they have learned in class. As a result, this daily activity encourages students to try out new words and sentence structures while simultaneously reinforcing their awareness of

grammatical precision. Students can go deeper into their writing by concentrating on a modest number of phrases and paying special attention to word arrangement and the subtleties of each grammatical aspect. The inclusion of last week's homework, such as the conversations or narratives produced during the role-play situations, guarantees that students are continuously expanding on what they already know while incorporating new ideas into their writing.

The main idea is that students can share their grammatical notebooks with the class at the conclusion of the week, fostering an engaging atmosphere that encourages peer learning. For this, the teacher gives specific feedback on each student's work during this sharing session, emphasizing areas of correctness and making suggestions for development. Students need this feedback loop because it helps them recognize particular grammar mistakes and learn how to fix them. Additionally, the process of rewriting their sentences in light of this criticism strengthens their grasp of grammar and reinforces what they have learned. Students participate in a reflective activity that strengthens their understanding of grammatical ideas and cultivates a sense of ownership over their learning journey by resubmitting their corrected sentences the following week. This cyclical process of writing, receiving criticism, and modifying produces a supportive classroom culture where students feel encouraged to take chances in their language use while refining their grammatical abilities in a meaningful way.

Activity 4: Grammar Quiz Show

The Grammar Quiz Show activity is intended to provide students with a fun and competitive environment in which to reinforce their knowledge of grammar principles. The practice, which divides the class into teams, encourages students to work together to remember and apply their understanding of grammar ideas. This builds teamwork and collaboration among the students. In the role of quiz master, the instructor crafts questions from pre-class materials, making sure the information is pertinent and matched to the particular grammatical elements that have been addressed in earlier courses. In addition to increasing student enjoyment, this interactive technique encourages active

engagement since it requires students to properly communicate within their teams in order to generate responses. The competitive aspect heightens the excitement and encourages pupils to aim for precision while solidifying their comprehension of fundamental grammatical principles.

While doing the activity, teams receive instant feedback on how well they grasp grammatical ideas as they accumulate points for right responses, which helps them retain what they have learned. Multiple choice, fill-in-the-blank, and sentence correction are just a few of the question kinds available in the quiz format, which accommodates various learning styles and keeps students interested throughout the process. A modest incentive awaits the team with the most points, which further encourages pupils to concentrate and work well together. Furthermore, the quiz creator has the ability to draw attention to frequent mistakes made by students, offering prompt explanations and reiterating proper usage in real time.

Students study in a dynamic atmosphere where they not only reinforce their grammar knowledge but also build critical thinking and teamwork skills due to the mix of competition, cooperation, and instant feedback. In the end, The Grammar Quiz Show turns the often-difficult work of learning grammar into an engaging and memorable event that boosts students' self-confidence in their language skills (See Annex 5: Grammar Quiz).

Activity 5. Word Wall Story

A creative and dynamic approach to get adults interested in comprehending and using sentence structure and parts of speech is through Word Wall Story. Making a "Word Wall," where words are painstakingly arranged into categories including nouns, verbs, adjectives, adverbs, and more, is the first step in the exercise. Students can understand the connections between various components of speech and how they might be combined to produce meaningful sentences by using this graphic resource as a point of reference. In order to ensure that all students have a foundational understanding before diving into the hands-on portion of the activity, an instructional video is given to them prior to

class to familiarize them with the various parts of speech and their functions within a sentence. This sets the stage for a great engagement.

Students are encouraged to look through the Word Wall throughout class and choose words that speak to them in order to create their own phrases or short stories. This method, which may be carried out alone or in cooperative groups, encourages creativity and cooperation as participants generate ideas collectively. As students develop their tales, they are urged to pay special attention to sentence structure and the right use of each part of speech, reinforcing their grammatical knowledge in a practical situation.

Once completed, students have the option to share their tales aloud with the class, strengthening public speaking abilities and providing for peer critique. This sharing phase gives them a chance to showcase their creativity and have a conversation about the various ways speech pieces may be used effectively. Through this stimulating exercise, students improve their comprehension of grammar and strengthen their writing and communication abilities in a lighthearted and cooperative setting (See Annex 6 for vocabulary for this activity).

3.6. Description of the methodological and/or technological requirements

The proposal's methodological specifications are made with adult learners in mind, taking into account their particular demands and experiences in the workforce. The educational films allow students to interact with the material at their own speed and are an essential pre-class resource. This hybrid method to learning—which combines synchronous and asynchronous learning-, based on Flipped Classroom Model, is especially helpful for individuals with unpredictable schedules and obligations. Before beginning the hands-on activity, students may review the content whenever necessary by having access to the video on a platform that is convenient for them to use on computers or cellphones. Furthermore, the collaborative nature of the proposal fosters peer engagement as well, giving students the opportunity to enhance their storytelling by drawing on their varied backgrounds

and work experiences. This social constructivist method makes learning more relevant and interesting for adult learners by fostering a feeling of community in addition to improving retention.

Lastly, in terms of technology, this proposal's implementation calls for few yet efficient resources. To access the instructional videos and any other resources that may be made available online, including digital worksheets or models of persuasive storytelling, one must have access to a computer or smartphone. Traditional teaching aids like a whiteboard, markers, paper, and scissors are needed to create the Word Wall and lead group projects during the lesson. With markers that facilitate simple edits and allow for creative phrase construction, the whiteboard provides a dynamic environment for students to arrange their ideas graphically and collaborate on brainstorming sessions. Cutting and organizing text by hand creates a tactile learning environment that works with digital resources to accommodate different learning styles. Finally, the proposal not only satisfies the demands of adult learners but also offers an engaging platform for the development of critical writing and communication skills—both of which are crucial in today's job market—by fusing technology with conventional teaching techniques.

3.7. Analysis and discussion of the results obtained from the implementation of the proposal

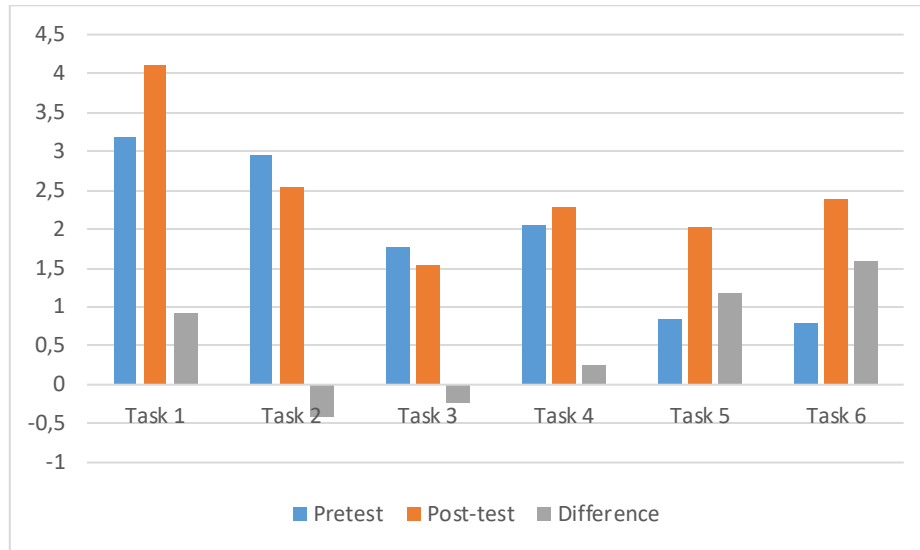
It has been made an empirical validation through the use of a post-test, comparing the numbers with the pre-test. In this sense, the post-test has shown different elements, such as a higher mean, which can be seen in the following paragraphs. First, considering the differences between the pre- and post- test, it must be said that the number of participants is different since in the pre-test 21 students participated and in the second, there were 17 students. This difference was made due to non-attendance to classes of 4 of them, and as a consequence, missing the posttest.

Table 5. *Descriptive statistics for tasks (Post-test)*

	N	Minimum	Maximum	Mean	Standard deviation
Task 1	17	2,00	5,00	4,1176	1,11144
Task 2	17	,00	5,00	2,5294	1,28051
Task 3	17	,00	5,00	1,5294	1,37467
Task 4	17	1,00	4,00	2,2941	,91956
Task 5	17	,00	6,00	2,0294	1,58578
Task 6	17	,50	3,50	2,3824	,99262

Note. Data collected by author (2024).

Table 5 shows the descriptive statistics during the different tasks. In this sense, it must be noted that in three of them the minimum punctuation was 0 points (no correct answers) and a maximum of five or six. Particularly, in the observed maximum, there was a difference of 1 point to the possible maximum, given that in some of them, the possible maximum was five (first and fourth task), six (second, third and sixth task) or seven (fifth task). In that sense, the only task fully completed by one or more students was the first one and, the one with the major difference was the last one. Considering the mean, almost all of them were similar, having a number close to the half of the possible punctuation for each task (from 2 to 3 points), being the best one the first task, where the mean was 4,11 points.

Figure 2. *Difference between pre- and post- test by task*

Note. Data collected by author (2024).

As noticed in Figure 2, there is a positive difference in most of the task while observing the post-test. So, the tasks in which there was a positive difference were -in decreasing order-, the sixth (1,59), the fifth (1,17), the first (0,92) and the fourth (0,24), being negative and with a lower difference the second (-0,42) and the third task. So, generally, the posttest had a better result.

Table 6. *Total score*

	N	Minimum	Maximum	Mean	Standard deviation
Score	17	5,50	24,00	14,8824	4,41067

Note. Data collected by author (2024).

In Table 6, it can be seen the total punctuation made by the participants. In this sense, the maximum possible was 35 points and students show a minimum of 5,50 points and a maximum of 24 points. The mean was established at 14,88 points (S.D. = 4,41 points), being lower than the possible half (17,5 points).

Table 7. *Pre and posttest difference*

	N	Mean	Standard deviation	Mean of standard deviation
Pretest score	21	11,5952	4,58426	1,00037
Posttest score	17	14,8824	4,41067	1,06975

Note. Data collected by author (2024).

In Table 7, it can be seen that the mean increased, even when less students participated. The difference was made from 11,59 in the pre-test to 14,88 points in the post-test, having 3,29 points of difference. Also, the standard deviation decreased (from 4,58 to 4,41).

Table 8. *Student t for pre and post test*

	T	Gl	Sig. (bilateral)	Mean difference	95% confidence interval of the difference	
					Inferior	Superior
Pretest score	11,591	20	,000	11,59524	9,5085	13,6820
Post-test score	13,912	17	,000	14,88235	12,6146	17,1501

Note. Data collected by author (2024).

Table 8 presents student t test for pre- and post-test, showing that there is a significance lesser than 0,05 ($<0,01$) which establishes that the contrast between the two means is given by the proposal made and not by any casual circumstance. For this reason, the proposal is considered empirical validated.

Table 9. *Satisfaction survey*

Statement	N	Minimum	Maximum	Mean	Standard Deviation
1Pre-recorded lessons were easy to understand	17	1,00	5,00	4,1765	1,01460
2The in-class activities and discussions enhanced my understanding of grammar concepts.	17	4,00	5,00	4,4706	,51450
3Online resources were useful	17	1,00	5,00	4,0588	1,29762
4FCM allowed to take ownership of self-learning process	17	1,00	5,00	4,1765	1,01460
5The teacher's facilitation and support during in-class activities were valuable	17	1,00	5,00	4,6471	,99632
6Motivation was increased using FCM	17	1,00	5,00	4,1176	1,11144
7FCM was more interactive and engaging than traditional methods	17	1,00	5,00	4,0000	1,17260
8FCM allowed personalized feedback from the teacher	17	3,00	5,00	4,2353	,83137
9In general, FCM was effective for grammar skills	17	2,00	5,00	4,2353	,83137

Note. Data collected by author (2024).

Table 9 presents the student's appreciation about the use of FCM, collected by the satisfaction survey. In general, it can be seen that at least one student chose 1 point (totally disagree) in five statements. In the same way, all of the nine statements had a maximum of 5 points (totally agree). When making the contrast between them all, they had a general mean of 4 points (agree) to 5 points (totally agree), where the minimum mean was 4,00 and the maximum one was 4,64. This means that the FCM had a good perception in almost all students, considering that they are satisfied with the FCM implementation.

Conclusions

Considering that the general objective of this study was to evaluate the impact of flipped classroom in grammar acquisition to improve adult's performance in an EFL class. Each conclusion will be related to each one of the specific objectives and the specific research questions.

Taking in account that, the first objective was to describe the grammar teaching methods used during the time. It was noticed that usually in Ecuador and in the studied classroom, the chosen method was the traditional approach. As stated by Abedi et al (2019), it happens commonly because of 2 elements: the first one, teachers do not try to apply other approaches that can benefit students and second, because adults are adapted to that kind of learning method. Second, many adult learners are more accustomed to these traditional methods, as they are typically seen as the most straightforward and reliable way to teach grammar. This is further supported by recent studies, such as those by Kumaravadivelu (2020), which argue that traditional methods often persist due to ingrained educational practices, cultural expectations, and institutional constraints. Furthermore, studies like those by Martin & White (2021) suggest that the traditional approach may not fully prepare students for communicative competence in real-world settings, leading to calls for more dynamic and student-centered teaching strategies. Despite these critiques, traditional grammar teaching remains deeply rooted in many educational contexts, including in Ecuador, where educational reforms have been slow to implement alternative, more interactive approaches.

The second objective was to examine student's performances in an EFL class. At this respect, they showed a good presentation in all the activities proposed, such as a podcast, a role-play scenario, and a word wall story, which can be contrasted with the satisfaction survey in which they mentioned that they had improved because of that method, considering it a milestone in their learning process. In this sense, it can be seen that both in and outside the classroom there was a good development and

performance in students. At this respect, according to Abdullah et al (2021), FCM method decreases anxiety and foments a better understanding of a foreign language.

Finally, the third objective was to compare adult's performance through a pre- and post- test. At this respect, students show a low level in the pre-test, giving that they could not accomplished all the goals proposed. On the other hand, the post-test showed that the previous low level became a low to medium level, showing an improvement, passing from 11,59 points to 13,91 points (2,4 points approximately) in less than a month, having a significant difference ($p = <0,01$). This improvement was given because of the proposal made which consisted in five activities that were done in a period of two weeks. Thus, it could be noticed that even when the proposal had a relatively short period, it was effective, giving a better understanding of grammar in students.

Recommendations

The following recommendations are based on the conclusions made in the section before. Particularly, this section will consider each of the results and objectives to make a recommendation founded on evidence, limitations and or practical implications.

Considering that the main teaching strategy is the use of the traditional approach, it is recommended that future studies can study the reasons why that approach is still used in the classroom, given that the Ecuadorian ministry of education has given different guidelines to change it.

Similarly, it was showed that students had a better performance given the flipped classroom method implementation, but it is important to consider that this study is based on adults learning.

The study shows that FCM was effective in improving students' performance in the acquisition of grammar in EFL classes. However, traditional methods are still the most widely used in Ecuador. To achieve better results, it is recommended to incorporate more dynamic and student-centered approaches, such as the use of technological resources, online platforms and interactive activities outside the classroom, which can foster greater autonomy and participation. In addition, a closer integration between grammar theory and practice should be promoted through authentic communicative activities, such as podcast presentations or role-plays, which allow students to apply what they have learned in real contexts.

Finally, it is critical to reduce learner anxiety and foster a positive learning environment, using constructive feedback and collaborative activities. Although the study shows significant improvements in a short time, it is suggested to extend the duration of the implementation of these methodologies to achieve a deeper assimilation of grammatical contents. In addition, continuous training should be

provided to teachers to enable them to adopt innovative methods and overcome resistance to change, which would allow for a successful transition to more effective and engaging approaches for students.

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Annex 2

Description: The following document details the Research Plan for the Thesis to be submitted for approval by the Program's Commission.

UNIVERSIDAD BOLIVARIANA DEL ECUADOR ANEXO II

“PLAN DE INVESTIGACIÓN PARA LA PROPUESTA, QUE DEBERÁ SER REVISADO Y APROBADO POR LA COMISIÓN DE TITULACIÓN DE CADA PROGRAMA AL CONCLUIR EL TALLER I”

(MINIMUM 2 PAGES MAXIMUM 5 PAGES)

RESEARCH TOPIC: Reinforcing A1 grammar acquisition by integrating flipped classroom approach to improve adult's performances in an EFL class.

AUTHORS: Carla Morales

Introduction

A considerable part of research has tasted the incorporation of the flipped model in EFL context. The flipped has shown to be advantageous for students and teachers. Findings indicated that there is a significant effectiveness using flipped classroom in teaching grammar (Dincer & Polat, 2022).

A continuous paradigm change in education is represented by flipping the classroom, which moves from teacher-centered instructional methods (like lecturing) to learning-centered instructional strategies (like active student involvement). Flipped learning has many of the same learning-centered ideas as approaches like case-based learning (CBL) and problem-based learning (PBL). PBL and CBL include students applying a particular method of problem-solving to learn new material through case studies or real-world issues. There's a chance that this method calls for pre-class learning (Persky & McLaughlin, 2017).

The amount of teacher assistance and the kinds of learning activities that are employed in a flipped classroom, however, might differ from PBL or CBL. The following are the main components of a flipped classroom: Pre-class offloaded content is defined as the process of preparing and presenting essential foundational content to students before class; in-class active learning is exemplified by a variety of well-developed and empirically supported active-learning

strategies; assessment encompasses a variety of methods for assessing, commenting on, and holding students responsible for learning both in-class and pre-class content; and exploration is defined as student-initiated inquiry (Schmidt & Ralph, 2016).

The English Language Learning Standards (ELLS) are outcomes that students have in prospect to achieve upon at the end of their proficiency levels in terms of knowledge and skills gained throughout the process. The Ecuadorian's English Language Learning Standards are A1, A2, B1, depending on the educational level. Although, several studies show us the Ecuadorian high school students demonstrate a low level in language abilities in all language skill areas. Students commonly have problems in studying the grammar because the English grammar is moderately different from Ecuadorian one. Therefore, making an error in grammar is common for the students because they know Ecuadorian patterns before knowing English patterns (Ministerio de Educación, 2012). This study is centered in A1 students, which means that for the Ministry (2012), when language learners are able to comprehend and employ common terms that are utilized to meet urgent demands, this is achieved. For instance, at this level, students are able to introduce themselves, others, and themselves to acquaintances, as long as they speak properly and deliberately. They can also give personal details about their house and possessions, for example.

This study acquired a high level of importance due to the problems to be solved and the results that can be generalized and used by other professors in any other educational background. Grammar accuracy contains rules for forming words and making sentences. It should be learned by students to be able to arrange English word into statements. During the research, students' insufficient development of cognitive independent skills affecting their learning is identified. Furthermore, the major problems for students lacked engagement with the learning-teaching process. |

According to Huang (2010) grammar occupies a central position, because when people do not understand grammar, difficulties are encountered in learning and mastering some language skills. By studying grammar rules, learners can make a sentence from words and how to arrange sentences to form paragraphs. When teaching grammar accuracy, feedback is essential to evaluate learner's knowledge and understanding of the application of grammatical structures for communicative purposes. Therefore, teaching grammar should focus on not only structure but also the usage and the meaning.

In this sense, the research question presented for this study is: what is the impact of flipped classroom in grammar acquisition to improve adult's performance in an EFL class? So, the specific questions are: What grammar teaching methods are used by teachers during this time? How did students perform in an EFL class? How do adults' performances compare between a pre-test and a post-test? These questions connect with the UBE's research line: didactic management and educational quality in basic education, as it includes a didactic method for teaching grammar.

The general objective of this study is to evaluate the impact of flipped classroom in grammar acquisition to improve adult's performance in an EFL class. The specific objectives are:

- Describe the grammar teaching methods used during the time.
- Examine student's performances in an EFL class.
- Compare adult's performance through a pre- and post- test.

This research proposal centers its bases on two specific variables which deal with flipped classroom model and adult A1 grammar performance. In this sense, the flipped classroom—also known as the reverse, inverse, or backwards classroom—is a teaching strategy where students are given foundational knowledge for pre-class learning so that they can use and expand upon it during

The research proposal named "Reinforcing A1 grammar acquisition by integrating flipped classroom approach to improve adults' performances in an EFL class" has the potential to benefit various stakeholders, including the academic community, industry, and society. Consequently, researchers and scholars in the field of education and language acquisition will benefit from this research proposal as it contributes to the growing body of knowledge on effective language teaching methodologies.

Along the same line, it will provide insights into the efficacy of integrating flipped classroom approaches in adult EFL education, which can inform future research and pedagogical practices. Thus, the proposal may lead to the development of new teaching strategies and instructional materials that can be used in adult EFL classrooms. On the other hand, the broader society can benefit from improved language education practices, as adults with enhanced English language proficiency can contribute more effectively to their communities, workplaces, and global communication. Likewise, enhanced language skills can lead to increased opportunities for adults in terms of employment, education, and personal development. Finally, it may offer insights into how adult learners' grammar acquisition can be reinforced through innovative instructional methods, thus informing best practices for language educators

This research project is structured into several key chapters to provide a comprehensive analysis of the topic. Chapter 1: Literature Review considers existing theories, studies, and frameworks related to the topic, identifying gaps that this research aims to fill. Chapter 2: Methodology outlines the research design, data collection methods, and analytical techniques employed, ensuring the study's rigor. Chapter 3: Proposal Data Analysis and Findings presents the results of the research, accompanied by detailed data analysis and visual representations. Chapter 5: Conclusion interprets the findings in the context of existing literature, offering insights,

class (Persky & McLaughlin, 2017). On the other hand, Grammar performance is the attitude, motivation and proper development of the grammar skills (Al Bataineh et al., 2019).

There are six levels in the Common European Framework of Reference for Languages (CEFR), ranging from A1 for language learners to C2 for fluent speakers. The first level of English in the CEFR is called English level A1. This level might be referred to as "beginner" in casual conversation. Accomplished learners at the A1 Elementary level are able to: comprehend and employ common everyday expressions and short phrases for urgent needs; introduce themselves and others; ask and respond to questions about personal information like where they live, what they own, and who they know; and communicate simply when someone speaks slowly and clearly (British Council, 2023).

This research will employ a quantitative and qualitative design. According to Creswell and Creswell (2018) the mixed-methods sequential explanatory design consists of two distinct phases: quantitative followed by qualitative. This method will provide more comprehensive evidence to the effectiveness of using the Flipped Classroom in the reinforcement of grammar acquisition.

The participants will be included into the same experimental group during the study, which mean that all of them will learn English grammar through the flipped classroom strategy. To compare proficiency levels between the previous and post status of their English level, a placement test will be administered before the experiment and a post-test will be administered after the experimental treatment. In addition, a quantitative and qualitative questionnaire will be utilized at the end of the experiment to evaluate the experimental group students' opinions and attitudes towards the implementation of the flipped classroom. There will be 21 students in total. The participants are from 18 to 68 years old.

comparisons, and implications. Chapter 6: and recommendations summarize the study, highlighting its contributions, limitations, and avenues for future research.

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Redactar

- Recibidos 78
- Destacados
- Postpuestos
- Enviados
- Borradores 33
- Más

Etiquetas +

- Destacados
- Postpuestos
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- Borradores 33
- Más

Etiquetas +

TUTORIAL DESIGNATION - GROUP 7

RODRIGO ANTONIO GUERRERO SEGURA roguerrero@ube.edu... 6m, 30 oct 2023, 10:05 a.m.

para ALEXIS, CARLA, NORA, mi, Nora, JEANA

October 30, 2023
Dear Professor
MSC ALEXIS CONTRERAS
UNIVERSIDAD BOLIVARIANA DEL ECUADOR (UBE)

The Academic Commission of the Master's Program in Teaching English proceeded to designate you as the "research tutor" for the following students. **Checked the attached file here**

Please get in touch with this student to schedule the first online tutorial before **November the 10th, 2023**

Regards,

UNIVERSIDAD BOLIVARIANA DEL ECUADOR (UBE)

[Mensaje acortado] [Ver mensaje completo](#)

2 archivos adjuntos • Analizado por Gmail




NO	TUTOR DESIGNADO	APELLIDOS Y NOMBRES DE LOS CANDIDATOS CON LETRAS MAYUSCULAS	CEDULA DE IDENTIDAD	TITULO DE SU PROPUESTA - GRUPO 7
1	MSC ALEXIS CONTRERAS	MORALES SARUMA CARLA GABRIELA	070701148	EFFECTS OF GRAMMAR TEACHING TO ADULT EFL LEARNERS USING THE FLIPPED CLASSROOM TECHNIQUE

Annex 4

Description: The following document is a letter from the candidate to the Director of the University where the Research would be conducted.

Quito, 1 de mayo de 2024

Magister
Livia Eras
RECTORA U.E.F TARQUI
Presente

Estimada Rectora,

Espero que este mensaje le encuentre bien. Me dirijo a usted en calidad de docente de inglés de la sección nocturna, adicionalmente quiero informarle que actualmente me encuentro cursando una maestría en la enseñanza del idioma inglés en la universidad Bolivariana del Ecuador, el motivo de la presente es para solicitar la autorización para llevar a cabo mi proyecto de investigación que se basa en una propuesta metodológica denominada: **REINFORCING AI GRAMMAR ACQUISITION BY INTEGRATING FLIPPED CLASSROOM APPROACH TO IMPROVE ADULT'S PERFORMANCES IN AN EFL CLASS**; que considero de gran valor para mejorar la calidad de la enseñanza en nuestra institución en el tercero de bachillerato paralelo B régimen Costa. Esta propuesta se basa en principios pedagógicos sólidos y enfoques modernos de enseñanza-aprendizaje que han demostrado ser altamente efectivos en diversos contextos educativos.

A continuación, me gustaría resumir los puntos clave de la propuesta:

1. Descripción de la Metodología:

La metodología Flipped Classroom, o Aula Invertida, es un enfoque pedagógico que ha ganado popularidad en los últimos años debido a su capacidad para mejorar la participación de los estudiantes y el aprendizaje activo. La idea central de esta metodología es invertir el tradicional modelo de enseñanza en el aula, donde los estudiantes adquieren el contenido en casa a través de materiales previamente proporcionados, como videos, lecturas o actividades interactivas, y luego utilizan el tiempo en el aula para actividades más prácticas, colaborativas y de aplicación del conocimiento.

2. Beneficios Esperados:

Mejora de la Comprensión del Contenido: Al tener acceso al contenido antes de la clase, los estudiantes tienen la oportunidad de revisarlo a su propio ritmo y profundizar en su comprensión. Esto puede llevar a una mayor retención y aplicación del conocimiento.

Aprendizaje Activo y Participativo: La metodología Flipped Classroom fomenta un aprendizaje más activo y participativo en el aula. Los estudiantes tienen la oportunidad de participar en discusiones, resolver problemas y aplicar el

Annex 7 Class plans

Activity 1: Podcast

MICROCURRICULAR PLANNING BY SKILLS AND PERFORMANCE CRITERIA				
TEACHERS: Lic. Carla Morales	AREA: English as a Foreign Language	SUBJECT: English	COURSES: EIGHTH, NINTH, TENTH, EGB A, B, C, D, E	ACTIVITY: Podcast (1)
OBJECTIVE OF THE ACTIVITY:	O.EFL 4.8 <i>Integrate written and spoken text in order to identify cultural differences and similarities within a range of local, national and global contexts familiar to the learner.</i> To enhance students' understanding and application of present simple and present continuous tenses. To expand vocabulary related to real-world contexts. To foster active listening skills and critical thinking through collaborative learning.			
EVALUATION CRITERIA:	CE.EFL.4.8 Production – Accuracy and Intelligibility: Communicate needs and information clearly and in simple terms, using grammatical structures learned in class (although there may be frequent errors), effectively and without undue effort. Demonstrate an ability to make appropriate use of new words and expressions in social interactions.			
What are they going to learn? DEXTERITIES WITH PERFORMANCE CRITERIA	How are they going to learn? LEARNING ACTIVITIES (Methodological Strategies)	RESOURCES	What and how to evaluate? EVALUATION	
			KEY PERFORMANCE INDICATORS	EVALUATION ACTIVITIES / TECHNIQUES / INSTRUMENTS
EFL 4.1. (5,7) Use suitable vocabulary, expressions and language and interaction styles, orally and writing, in order to communicate seek and provide information and assistance with specific intentions online or face to face, for personal, social and academic purposes.	EXPERIENCE Students will engage with a 30-minute conversational podcast that illustrates real-world usage of present simple and present continuous tenses, providing them with contextual experience. REFLECTION After listening, students will reflect on their notes and the grammatical structures they identified, discussing their observations in small groups to deepen their understanding. CONCEPTUALIZATION 1. Focus on grammar. 2. Complete with the correct form of the verb. Use the word bank. APPLICATION	• Teacher's Guide. English A1.2 • Student's book A1.2 • Worksheets (pedagogical record) • Student's notebook or English Portfolio. • Vocabulary list	I.EFL.4.4.1. Learners can demonstrate an ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom interactions. (J.2, J.3, J.4, I.3)	Activity: • Podcast. Techniques and instruments: Listening and speaking Vocabulary Quiz Listening notes assessment

	Students will apply their knowledge in class discussions, using the vocabulary and tenses correctly in conversation, as well as in written exercises that follow the podcast.			
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Activity 2: Role-Play Scenarios

MICROCURRICULAR PLANNING BY SKILLS AND PERFORMANCE CRITERIA				
TEACHERS: Lic. Carla Morales	AREA: English as a Foreign Language	SUBJECT: English	COURSES: 3 RD BGU	ACTIVITY: Role-play scenarios
OBJECTIVE OF THE ACTIVITY:	O.EFL 4.8 <i>Integrate written and spoken text in order to identify cultural differences and similarities within a range of local, national and global contexts familiar to the learner.</i> To enhance students' proficiency in using present simple and present continuous tenses in real-life contexts. To broaden students' vocabulary and comprehension of conjunctions relevant to every day interactions. To foster collaborative learning through peer feedback and reflective practices.			
EVALUATION CRITERIA:	CE.EFL.4.8 Production – Accuracy and Intelligibility: Communicate needs and information clearly and in simple terms, using grammatical structures learned in class (although there may be frequent errors), effectively and without undue effort. Demonstrate an ability to make appropriate use of new words and expressions in social interactions.			
What are they going to learn? DEXTERITIES WITH PERFORMANCE CRITERIA	How are they going to learn? LEARNING ACTIVITIES (Methodological Strategies)	RESOURCES	What and how to evaluate? EVALUATION	
			KEY PERFORMANCE INDICATORS	EVALUATION ACTIVITIES / TECHNIQUES / INSTRUMENTS
EFL 4.1. (5,7) Use suitable vocabulary, expressions and language and interaction styles, orally and writing, in order to communicate seek and provide information and assistance with specific intentions online or face to face, for personal, social and academic purposes.	<i>EXPERIENCE</i> Students will engage with a video that introduces essential vocabulary and expressions related to role-play scenarios, allowing them to acquire the necessary linguistic skills for effective participation. <i>REFLECTION</i> After the role-play exercises, students will participate in peer feedback sessions, discussing their experiences and the grammatical structures used, which encourages	- Teacher's Guide. English A1.2 - Student's book A1.2 - Worksheets (pedagogical record) - Student's notebook or English Portfolio. - Video - Role-Play Scenario Cards	I.EFL.4.4.1. Learners can demonstrate an ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom interactions. (J.2, J.3, J.4, I.3)	Activity: - Role-play. Techniques and instruments: - Worksheet assessment - Role-Play Performance Assessment - Reflection Diary - Peer Feedback Evaluation

	critical thinking and reflection on their performance. CONCEPTUALIZATION Through the fill-in-the-blank worksheets and subsequent role-play, students will conceptualize the rules governing the use of present simple and present continuous tenses, reinforcing their understanding of grammar in context. APPLICATION Students will apply their knowledge during interactive role-play exercises, using the targeted tenses and vocabulary in realistic scenarios, followed by writing reflection diaries that summarize their learning experiences.	Reflection Diary Templates.		Follow-up Homework Project
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Activity 3: Homework assignment: Grammar journals

MICROCURRICULAR PLANNING BY SKILLS AND PERFORMANCE CRITERIA				
TEACHERS: Lic. Carla Morales	AREA: English as a Foreign Language	SUBJECT: English	COURSES: EIGHTH, NINTH, TENTH, ELEVA, B, C, D, E	ACTIVITY: Grammar journals
OBJECTIVE OF THE ACTIVITY:	O.EFL 4.8 <i>Integrate written and spoken text in order to identify cultural differences and similarities within a range of local, national and global contexts familiar to the learner.</i> To enhance students' grammatical precision through daily writing practice and reflection. To encourage exploration and application of new vocabulary and sentence structures. To foster a collaborative learning environment through peer sharing and feedback.			
EVALUATION CRITERIA:	CE.EFL.4.8 Production – Accuracy and Intelligibility: Communicate needs and information clearly and in simple terms, using grammatical structures learned in class (although there may be frequent errors), effectively and without undue effort. Demonstrate an ability to make appropriate use of new words and expressions in social interactions.			
What are they going to learn? DEXTERITIES WITH PERFORMANCE CRITERIA	How are they going to learn? LEARNING ACTIVITIES (Methodological Strategies)	RESOURCES	What and how to evaluate? EVALUATION	
			KEY PERFORMANCE INDICATORS	EVALUATION

				ACTIVITIES / TECHNIQUES / INSTRUMENTS
EFL 4.1. (5,7) Use suitable vocabulary, expressions and language and interaction styles, orally and writing, in order to communicate seek and provide information and assistance with specific intentions online or face to face, for personal, social and academic purposes.	EXPERIENCE Students will engage in a daily writing activity where they compose five sentences using the grammatical topics learned in class. This hands-on experience allows them to practice grammar in context. REFLECTION After writing, students will reflect on their sentences, focusing on grammatical accuracy and areas for improvement. This reflection is further deepened by sharing their work with peers and receiving feedback. CONCEPTUALIZATION 1. <i>Through the process of writing, receiving feedback, and revising their sentences, students will conceptualize the rules and subtleties of grammar, reinforcing their understanding of how these rules apply to their writing.</i> APPLICATION Students will apply their knowledge by rewriting sentences based on feedback, thereby solidifying their understanding of grammatical concepts and improving their writing skills.	• Teacher's Guide. English A1.2 • Student's book A1.2 • Worksheets (pedagogical record) • Student's notebook or English Portfolio. • Grammar journals • Feedback guidelines • Role-Play Narratives.	IEFL.4.4.1. Learners can demonstrate an ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom interactions. (J.2, J.3, J.4, I.3)	Activity: • Grammar journals. Techniques and instruments: • Daily Sentence Review • Peer Sharing Sessions • Feedback Analysis • Revised Sentence Submission • Reflective Journal Entries

Activity 4: Grammar quiz show

MICROCURRICULAR PLANNING BY SKILLS AND PERFORMANCE CRITERIA				
TEACHERS: Lic. Carla Morales	AREA: English as a Foreign Language	SUBJECT: English	COURSES: EIGHTH, NINTH, TENTH, ELEVEN, TWELVE, A, B, C, D, E	ACTIVITY: Grammar quiz show

OBJECTIVE OF THE ACTIVITY:	O.EFL 4.8 <i>Integrate written and spoken text in order to identify cultural differences and similarities within a range of local, national and global contexts familiar to the learner.</i> To reinforce students' understanding of grammar principles through a competitive and collaborative format. To enhance teamwork and communication skills while engaging in grammar practice. To provide immediate feedback that helps solidify knowledge and correct misunderstandings.			
EVALUATION CRITERIA:	CE.EFL.4.8 Production – Accuracy and Intelligibility: Communicate needs and information clearly and in simple terms, using grammatical structures learned in class (although there may be frequent errors), effectively and without undue effort. Demonstrate an ability to make appropriate use of new words and expressions in social interactions.			
What are they going to learn? DEXTERITIES WITH PERFORMANCE CRITERIA	How are they going to learn? LEARNING ACTIVITIES (Methodological Strategies)	RESOURCES	What and how to evaluate? EVALUATION	
			KEY PERFORMANCE INDICATORS	EVALUATION ACTIVITIES / TECHNIQUES / INSTRUMENTS
EFL 4.1. (5,7) Use suitable vocabulary, expressions and language and interaction styles, orally and writing, in order to communicate seek and provide information and assistance with specific intentions online or face to face, for personal, social and academic purposes.	<i>EXPERIENCE</i> Students participate in The Grammar Quiz Show, where they work in teams to answer questions related to grammar principles. This interactive experience fosters a fun and competitive atmosphere for learning. <i>REFLECTION</i> After each round, students reflect on their performance, discussing what strategies worked well and areas where they struggled. The instructor provides instant feedback, prompting students to consider their understanding of the material. <i>CONCEPTUALIZATION</i> 1. Through answering various types of questions (multiple choice, fill-in-the-blank, sentence correction), students conceptualize grammar rules in a practical context, reinforcing their learning through application.. <i>APPLICATION</i> Students apply their knowledge by engaging in real-time problem-solving during the quiz, utilizing teamwork to arrive at correct	• Teacher's Guide. English A1.2 • Student's book A1.2 • Worksheets (pedagogical record) • Quiz materials • Score tracking system • Incentives • Feedback mechanism.	I.EFL.4.4.1. Learners can demonstrate an ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom interactions. (J.2, J.3, J.4, I.3)	<i>Activity:</i> • Grammar quiz show <i>Techniques and instruments:</i> • Quiz Performance Assessment • Team Collaboration Observation • Instant Feedback Mechanism • Reflection Discussions • Point Accumulation Tracking

	answers and learn from mistakes highlighted by the instructor.			
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Activity 5: Word Wall Story

MICROCURRICULAR PLANNING BY SKILLS AND PERFORMANCE CRITERIA				
TEACHERS: Lic. Carla Morales	AREA: English as a Foreign Language	SUBJECT: English	COURSES: EIGHTH, NINTH, TENTH, EGB A, B, C, D, E	ACTIVITY: Word Wall Story
OBJECTIVE OF THE ACTIVITY:	O.EFL 4.8 <i>Integrate written and spoken text in order to identify cultural differences and similarities within a range of local, national and global contexts familiar to the learner.</i> To enhance students' understanding of sentence structure and parts of speech through interactive and creative activities. To foster collaboration among students as they work together to create stories. To improve public speaking and presentation skills through sharing their work with peers.			
EVALUATION CRITERIA:	CE.EFL.4.8 Production – Accuracy and Intelligibility: Communicate needs and information clearly and in simple terms, using grammatical structures learned in class (although there may be frequent errors), effectively and without undue effort. Demonstrate an ability to make appropriate use of new words and expressions in social interactions.			
What are they going to learn? DEXTERITIES WITH PERFORMANCE CRITERIA	How are they going to learn? LEARNING ACTIVITIES (Methodological Strategies)	RESOURCES	What and how to evaluate? EVALUATION	
			KEY PERFORMANCE INDICATORS	EVALUATION ACTIVITIES / TECHNIQUES / INSTRUMENTS
EFL 4.1. (5,7) Use suitable vocabulary, expressions and language and interaction styles, orally and writing, in order to communicate seek and provide information and assistance with specific intentions online or face to face, for personal, social and academic purposes.	EXPERIENCE Students engage in creating a "Word Wall" that categorizes different parts of speech, which serves as a visual reference throughout the activity. They then use this resource to construct sentences and stories, allowing them to interact with the material creatively. REFLECTION After creating their stories, students reflect on their writing process, discussing the choices they made regarding word selection and	- Teacher's Guide. English A1.2 - Student's book A1.2 - Worksheets (pedagogical record) - Word Wall materials - Instructional video - Writing supplies - Presentation space.	I.EFL.4.4.1. Learners can demonstrate an ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom interactions. (J.2, J.3, J.4, I.3)	Activity: - Word wall story Techniques and instruments: - Story assessment - Assessment - Peer review - Collaboration observation - Public speaking evaluation - Reflection journals

	sentence structure, as well as how they collaborated with peers. <i>CONCEPTUALIZATION</i> 1. Through the instructional video and hands-on activity, students conceptualize how different parts of speech function within sentences. They learn to connect theoretical knowledge with practical application as they create meaningful phrases. <i>APPLICATION</i> Students apply their understanding by crafting their own sentences and stories, focusing on the correct use of parts of speech and sentence structure. Sharing their work with the class provides an opportunity to apply their learning in a real-world context.			
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Annex 8 Gannt Diagram

Description: The chart below contains the schedule based on a Gannt Diagram with the Research Proposal activities.

No	Activity	May	Jun	Jul	Aug	Sep	Oct	Nov
1	Development of Literature Review							
2	Select variables to study according to Lit Rev							
4	Write Methodology (Design)							
5	Collect data through pretest							
6	Proposal design							
7	Proposal execution							
8	Collect data through posttest							
9	Compare data							
10	Writing Discussion and Conclusions							
11	Feedback and modifications							



CERTIFICATE OF VALIDATION OF THE MEASUREMENT INSTRUMENTS THROUGH EXPERT JUDGEMENT

TITLE OF RESEARCH: reinforcing a1 grammar acquisition by integrating flipped classroom approach to improve adult's performances in an EFL class.

AUTHOR(S): Carla Morales

Instrument: Satisfaction Survey (Likert scale)

N	VARIABLES DIMENSIONS / Items	Pertinence 1		Relevance 2		Accuracy 3		Suggestions/ observations
		Yes	No	Yes	No	Yes	No	
1	The pre-recorded grammar lessons provided in the flipped classroom model were clear and easy to understand.	x		x		X		
2	The in-class activities and discussions enhanced my understanding of grammar concepts.	X		X		X		
3	The use of online resources (videos, quizzes, etc.) outside of class helped me to grasp grammar concepts more effectively.	X		X		X		
4	The flipped classroom model allowed me to take more ownership of my learning process.	X		X		X		
5	The teacher's facilitation and support during in-class activities were valuable for my learning of grammar.	X		X		X		
6	I felt motivated to engage with the grammar content outside of class due to the flipped classroom approach.	X		X		X		
7	The flipped classroom model provided a more interactive and engaging learning experience compared to traditional classroom methods	X		X		X		
8	The flipped classroom model allowed for more personalized feedback and support from the teacher	X		X		X		
9	Overall, I feel that the flipped classroom model was effective in helping me develop my grammar skills	X		X		X		

Comments (specify if there is sufficiency): Adaptations after comments were made.

Assessment of applicability: **Applicable** [x] **Applicable after correction** [] **Not applicable** []

Validators' full names. Dr/ MSc: Alexis Contreras Falcones I.D: 0927235325

Validator's area of expertise: Research Methodology/ Higher Education/ Data Analysis/ ESL/ EFL/ International Examiner

¹**Pertinence:** The item corresponds to the theoretical concept declared.

Date:

²**Relevance:** The item is appropriated to represent the component declared in the specific dimensions of the variable.

³**Accuracy:** The item is understandable, concise, direct and clear.

Note: Applicable means when all items established are enough to

measure the dimensions.

Annex 10. Matrix operationalization

Description: The chart below contains the Operationalization Matrix of Variables

Category	Concept	Subcategory	Indicators	Instrument
Flipped classroom model	It is what is practically done in a traditional class as learning content is taught outside the classroom while the regular take-home assignments are discussed in the classroom.	Method	Projects	Survey
			Collective work	(pre- and
			Individual work	post- test)
		Student-centered activities	Daily essays	
			Charts of what one knows,	
			wants to know	
			and has learned	
			about a topic.	
		Problem solving.	Fictional problems.	
			Real problems.	
	Zhang (2019) asserted that FCM serves as an innovative teaching approach that incorporates			

conventional

classroom and

computer

network

technology

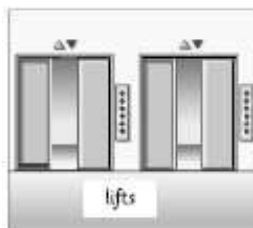
Adults' grammar	Grammar is an	Expression.	Ideas	General
development	explanation of a		Emotions	survey
	language's			(students
	structure and the	Strategies.	Questions and	and
	way linguistic		Answers	teachers)
	components,		Fantastic	
	such words and		Hypotheses	
	phrases, are put	Process.	Planning	
	together to form		Drafts	
	sentences		Review	
	(Mandasari &			
	Wahyudin,			
	2021).			

Annex 11. Pre- and post- test

Part 1

– 5 questions –

Look and read. Choose the correct words and write them on the lines. There is one example.



Example

This animal has very strong legs and hops
from place to place.

a kangaroo

Questions

- 1 You can put chairs and tables on this and sit
outside.
- 2 This is black and white and lives in the
mountains.
- 3 You put this on your head and then ride
your bike.
- 4 You can walk up and down these inside a
house.
- 5 This animal swims and sometimes jumps
above the waves.

Part 2

– 6 questions –

Read the text and choose the best answer.



Example

Fred: Do you like shopping Julia?

Julia: **A** OK, here you are.
B Yes, it's all right.
C My mum went shopping.

Questions

1 **Julia:** What do you need to buy today Fred?

Fred: **A** I went to get it.
B There were lots of presents.
C Something for my sister's birthday.

- Julia:** Which is your favourite shop?
- Fred:** **A** That's my favourite sport.
B How about doing some sport?
C I like the sports shop.
- Julia:** Does your sister like sport?
- Fred:** **A** I don't know!
B What's the matter?
C So do I!
- Julia:** What are your sister's hobbies?
- Fred:** **A** She is drawing.
B She loves drawing.
C She has got my drawings.
- Julia:** How about buying your sister a book about drawing?
- Fred:** **A** I don't want it.
B You buy them every day.
C That's a good idea.
- Julia:** Look! There's a bookshop. You can get a book there.
- Fred:** **A** I choose this bookshop.
B Brilliant! Let's go inside.
C Yes, we can see it.

Part 3

– 6 questions –

Read the story. Choose a word from the box. Write the correct word next to numbers 1–5. There is one example.

Lucy and Matt's mum is a doctor. The children and their dad were at home last Monday evening when Mum *phoned* She said, 'I have to do some more work here at the (1) Ask Dad to make your dinner.'

'Oh no!' said Matt. 'Dad can't (2) !'

The family looked for some food in the kitchen cupboards. They found some onions, potatoes and carrots. 'What can we make with these?' asked Matt. 'I'm very (3) !' Then Lucy said, 'I know! We can make soup.' Matt was not happy. He said, 'I don't like soup. I want pasta and meatballs!' 'Sorry, Matt,' Dad said. 'We haven't got any pasta or meatballs. We only have these (4) to eat for dinner.'

Lucy and Dad made the soup. Then the three of them sat down and started eating. Lucy asked Matt, 'So, what do you think?' 'It's fantastic! I love it!' Matt answered. 'Can I have another (5) of soup, please?' And they all laughed.

Example

phoned



hungry



hospital



vegetables



cry



afraid



cups



cook



bowl

(6) Now choose the best name for the story.

Tick one box.

Two children make meatballs

☐

Matt has some nice soup

☐

The family is very thirsty

☐

Part 4

– 5 questions –

Read the text. Choose the right words and write them on the lines.

Parrots

- Example** There ^{are} 350 kinds of parrot in the world. They are clever animals. A lot of parrots are green, but you can find
- 1** parrots are red, yellow and blue. They live in trees and rocks in hot places.
- They have big heads and short necks. They are very good
- 2** climbing trees.
- 3** parrots do not eat meat. They eat fruit and plants. Parrots fly to many places every day to look for food.
- 4** When they are , they hold their food in
- 5** one foot. birds make a lot of noise when they are with their families.

Example	is	are	was
1	what	which	where
2	at	on	of
3	Every	Both	Most
4	eating	ate	eat
5	That	These	This

Act

Part 5

– 7 questions –

Look at the pictures and read the story. Write some words to complete the sentences about the story. You can use 1, 2 or 3 words.

The rain in the jungle



Last weekend, Vicky and Tom said to their friend Daisy, 'Would you like to go for a walk in the jungle?' Daisy said, 'I need to take some photos for homework. I can do that there.' Vicky's mum said, 'Take coats with you.' The children laughed and said, 'It's hot and sunny. We don't need coats!' When the children got to the jungle, they saw lots of monkeys in the trees.

Examples

Vicky and Tom wanted to walk in the jungle last
..... *weekend* with their friend Daisy.

For her homework, Daisy had to *take some photos*

Questions

- 1 Mum wanted Tom, Vicky and Daisy to
with them.
- 2 The weather was before the walk in
the jungle.



Tom took pictures of some beautiful plants which had red flowers on them. Then Daisy pointed and said, 'Look at those black clouds!' Then it started raining. 'The camera! Put it in your bag!' said Vicky to Tom. 'OK,' said Tom. Tom got some very big leaves and they held them above their heads. The monkeys came and sat with them. It rained and rained, but the leaves were really big and the children and monkeys didn't get wet. Daisy took more photos.

- 3 Daisy pointed at some in the sky.
- 4 Tom put in his bag because it started raining.
- 5 When it rained the children and the monkeys sat under some and they didn't get wet.



The children waited for the rain to stop and they ate their sandwiches. When it was sunny again, the children ran back home. Mum looked at their clothes and was surprised. 'Didn't it rain in the jungle?' she asked. 'Yes,' they said. 'But we found some leaves and we didn't need coats.' And they showed Mum their photos.

- 6 The children had their lunch and then went when it stopped raining.
- 7 Vicky and Tom's mother was because their clothes weren't wet.

Part 6

- 6 questions -

Look and read and write.



Examples

The man is carrying a *box* of oranges.

What's the girl in the yellow sweater
got?

..... *an ice cream*

Questions**Complete the sentences.**

- 1 The woman with the baby has
around her neck.
- 2 One person is a motorbike.

Answer the questions.

- 3 What's the man with the white beard doing?
.....
- 4 Who is in the red car?
.....

Now write two sentences about the picture.

- 5
- 6

Annex 12. Satisfaction survey and validation

Below are some statements, to which you must respond with an X, within the escalation box with which you feel identified:

1: totally disagree 2: disagree 3. nor agree nor disagree 4: agree 5: totally agree

N°	Statement	1 totally disagree	2 agree	3 nor agree nor disagree	4 agree	5 totally agree
1	The pre-recorded grammar lessons provided in the flipped classroom model were clear and easy to understand.					
2	The in-class activities and discussions enhanced my understanding of grammar concepts.					
3	The use of online resources (videos, quizzes, etc.) outside of class helped me to grasp grammar concepts more effectively.					
4	The flipped classroom model allowed me to take more ownership of my learning process.					
5	The teacher's facilitation and support during in-class activities were valuable for my learning of grammar.					
6	I felt motivated to engage with the grammar content outside of class due to the flipped classroom approach.					
7	The flipped classroom model provided a more interactive and engaging learning experience compared to traditional classroom methods					
8	The flipped classroom model allowed for more personalized feedback and support from the teacher					
9	Overall, I feel that the flipped classroom model was effective in helping me develop my grammar skills					

Annex 13. Vocabulary for Activity 2

1. At a Café/Restaurant

- **Menu:** menú
- **Order:** pedir / orden
- **Bill:** cuenta
- **Tip:** propina
- **Reservation:** reservación / reserva
- **Special:** especial
- **Waiter/Waitress:** camarero/camarera
- **Appetizer:** aperitivo
- **Dessert:** postre
- **Vegetarian:** vegetariano

2. Shopping/At a Store

- **Price:** precio
- **Discount:** descuento
- **Receipt:** recibo
- **Exchange:** cambio
- **Refund:** reembolso
- **Fitting Room:** probador
- **Size:** talla / tamaño
- **Sale:** rebaja / oferta
- **Cashier:** cajero/cajera
- **Shelf:** estante

3. At a Hotel

- **Reservation:** reservación / reserva
- **Check-in:** registro de entrada
- **Check-out:** salida
- **Suite:** suite
- **Amenities:** servicios / comodidades
- **Reception:** recepción
- **Room Service:** servicio de habitaciones
- **Concierge:** conserje
- **Housekeeping:** servicio de limpieza
- **Luggage:** equipaje

4. Asking for and Giving Directions

- **Intersection:** intersección / cruce
- **Landmark:** punto de referencia
- **Block:** cuadra / manzana
- **Turn:** girar
- **Straight:** recto / derecho
- **North/South/East/West:** norte/sur/este/oeste
- **Roundabout:** rotonda / glorieta
- **Traffic light:** semáforo
- **Crosswalk:** paso de peatones
- **Map:** mapa

5. At the Doctor's Office

- **Appointment:** cita
- **Symptom:** síntoma
- **Prescription:** receta médica
- **Diagnosis:** diagnóstico
- **Treatment:** tratamiento
- **Medication:** medicación / medicamento
- **Examination:** examen médico
- **Recovery:** recuperación
- **Injection:** inyección
- **Allergy:** alergia

6. Parts of the House (Partes de la Casa)

- **Living Room:** sala de estar
- **Bedroom:** dormitorio / habitación
- **Bathroom:** baño / cuarto de baño
- **Kitchen:** cocina
- **Dining Room:** comedor
- **Garden:** jardín
- **Garage:** garaje
- **Attic:** ático / desván
- **Basement:** sótano
- **Balcony:** balcón
- **Hallway:** pasillo
- **Stairs:** escaleras
- **Roof:** techo / tejado
- **Door:** puerta
- **Window:** ventana
- **Closet:** armario / clóset
- **Wall:** pared
- **Floor:** suelo / piso
- **Ceiling:** techo / cielorraso

7. Jungle Animals (Animales de la Selva)

- **Lion:** león
- **Tiger:** tigre
- **Elephant:** elefante
- **Monkey:** mono
- **Giraffe:** jirafa
- **Leopard:** leopardo
- **Panther:** pantera
- **Parrot:** loro / papagayo
- **Snake:** serpiente
- **Crocodile:** cocodrilo
- **Jaguar:** jaguar
- **Gorilla:** gorila
- **Zebra:** cebra
- **Hippo:** hipopótamo
- **Rhinoceros:** rinoceronte
- **Toucan:** tucán
- **Sloth:** perezoso
- **Chimpanzee:** chimpancé
- **Anteater:** oso hormiguero
- **Cheetah:** guepardo

8. Kitchen Items (Utensilios de Cocina)

- **Fork:** tenedor
- **Spoon:** cuchara
- **Knife:** cuchillo
- **Plate:** plato
- **Cup:** taza
- **Glass:** vaso
- **Pan:** sartén
- **Pot:** olla
- **Stove:** estufa / cocina
- **Oven:** horno
- **Refrigerator:** refrigerador / nevera
- **Microwave:** microondas
- **Blender:** licuadora
- **Toaster:** tostadora
- **Sink:** fregadero / lavaplatos
- **Cutting Board:** tabla de cortar

Annex 14. Grammar Quiz for Activity 4

Round 1: Verb Conjugation

1. **Question:** What is the correct form of the verb in the sentence: "She _____ (to go) to school every day"?
 o **Answer:** goes
2. **Question:** What is the correct form of the verb in the sentence: "They _____ (to eat) breakfast right now"?
 o **Answer:** are eating
3. **Question:** Fill in the blank with the correct form of the verb: "I _____ (to have) a dog."
 o **Answer:** have
4. **Question:** What is the correct form of the verb in the sentence: "He _____ (to be) a teacher."
 o **Answer:** is
5. **Question:** Choose the correct verb form: "We _____ (to study) English every week."
 o **Answer:** study

Round 2: Sentence Structure

6. **Question:** Is the following sentence, correct? If not, correct it: "She go to the store every Saturday."
 o **Answer:** No, it should be "She goes to the store every Saturday."
7. **Question:** Rearrange these words to form a correct sentence: "am / reading / I / a / book."
 o **Answer:** I am reading a book.
8. **Question:** Is this sentence correct? "They is playing soccer."
 o **Answer:** No, it should be "They are playing soccer."
9. **Question:** Correct the error in this sentence: "She do not like coffee."
 o **Answer:** She does not like coffee.
10. **Question:** Which sentence is correct? a) He studying now.
 b) He is studying now.
 o **Answer:** b) He is studying now.

Round 3: Basic Grammar Concepts

11. **Question:** You can put chairs and tables on this and sit outside.
 o **Answer:** Patio
12. **Question:** This is black and white and lives in the mountains.
 o **Answer:** Panda
13. **Question:** You put this on your head and then ride your bike.
 o **Answer:** A helmet
14. **Question:** You can walk up and down these inside a house.
 o **Answer:** Stairs
15. **Question:** This animal swims and sometimes jumps above the waves.

- o **Answer:** Dolphin

Annex 15. Vocabulary for Activity 5**Nouns**

People: teacher, doctor, student, child, friend

Places: park, school, city, beach, restaurant

Things: book, car, ball, computer, chair

Animals: dog, cat, bird, elephant, fish

Ideas: love, happiness, fear, success, freedom

Verbs

Action Verbs: run, jump, eat, write, sing

Helping Verbs: is, are, was, were, can

Modal Verbs: should, could, would, might, must

Linking Verbs: seem, become, appear, feel, taste

Past Tense Verbs: walked, played, talked, laughed, cooked

Adjectives

Descriptive: big, small, happy, sad, bright

Colors: red, blue, green, yellow, purple

Numbers: one, two, three, four, five

Sizes: tall, short, large, tiny, huge

Shapes: round, square, triangular, oval, flat

Adverbs

Manner: quickly, slowly, carefully, quietly, loudly

Frequency: always, never, sometimes, often, rarely

Time: now, yesterday, tomorrow, soon, later

Place: here, there, everywhere, nowhere, outside

Degree: very, quite, almost, too, enough

Prepositions

Location: in, on, under, between, beside

Time: before, after, during, until, since

Direction: to, from, toward, away, through

Relation: of, with, about, for, against

Pronouns

Personal: I, you, he, she, it, we, they

Possessive: my, your, his, her, its, our, their

Demonstrative: this, that, these, those

Interrogative: who, what, where, when, why

Relative: which, that, who, whose, whom

Conjunctions

Coordinating: and, but, or, nor, for, so, yet

Subordinating: because, although, since, if, while

Correlative: either/or, neither/nor, both/and, not only/but also, whether/or

Articles

Definite: the

Indefinite: a, an

Interjections

Emotion: wow, ouch, hooray, oh, ah

Surprise: hey, oh no, whoa, yikes, phew