“Enhancing students’ written production in English through flipped lessons and simulations”

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Goal: This paper presents the findings of a quantitative study of students’ progress in written production in English through flipped learning and simulation-based training.

Methodology:
- Experimental group [N=50] 3rd year engineering students  
  Theory; simulation scenarios
  Web-based simulation; ESL writing practice
- Control group [N=71] 3rd year engineering students  
  Conventional ESL instruction through a course book.

Studies: Pre-treatment homogeneity test; Post-treatment comparative analysis of the progress of students in both groups; Post-treatment analysis of progress for each variable; Concordance analysis of the three external examiners’ assessments.

Procedure:

Results and conclusion:

- Topic development: non-significant progress for students in the experimental group
- Organization of ideas: statistically higher for students in the experimental groups. Greater exposure to written texts.
- Grammar and vocabulary: non-significant progress for students in the experimental group who were more inclined to use and overuse vocabulary and structures they were familiar with.