Technical Report

Implementation of Speakout with MyEnglishLab and perceptions of impact on student outcomes: The case of MEF University in Turkey

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Acknowledgments

Introduction

In this section, we give a brief background to the initiative behind this study and describe MEF University, Speakout and Speakout's components. We then outline the study's research questions, its sampling, and the methods used to collect and analyse data.

Background

This report is part of Pearson's commitment to efficacy, launched in 2013. In the drive to improve student outcomes, we committed to reporting publicly on the impact of our products on student outcomes. Part of this commitment was, by 2018, to publish research that has been audited by a third party; PricewaterhouseCoopers LLP (PwC).

In 2017, the Global Impact Evaluation team, part of the Global Efficacy and Research team at Pearson, designed and embarked on a series of studies on Speakout and its counterpart, Top Notch; both of which are used by tertiary institutions and private language schools (PLSs) worldwide. The studies aimed to examine the implementation, perceived impact and relationship between each product and its intended student outcomes, across different countries and multiple sites.

MEF University

MEF is a private foundation university in Istanbul, Turkey. It has been in operation since 2014. MEF has 43 years' experience in educating primary, secondary and high school students. Its vision is to "*educate innovative and entrepreneurial global leaders to shape the future*" and part of its mission is for its graduate students to master technology (ELPP 2016-2017, p4)[1]. Students at MEF have the opportunity to study education, law, economics, administrative and social sciences, engineering, art, design, and architecture.

A key aspect of studying at MEF is the university's approach to teaching and learning. As stated by the university: "*MEF university will bring about difference in higher education with its performance, quality, international atmosphere and, most importantly, its learning model that will challenge traditional teaching methods*". To do so, MEF has adopted Flipped Learning, which, according to the university's rector, is "*geared towards educating today's Generation Y and Z – the university students of the 2020s and beyond, thus supplanting a 900-year-old traditional university education system for a digital world where technology prevails in all aspects of our lives*" (ELPP, 2016-2017, p6).

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[1] MEF's mission is to: 1. Develop forward-thinking students who possess the ability to compete at a national and international level and to associate their national identities with global values; students who continuously improve themselves, master technology, act respectfully towards the environment, respect societal and ethical values, and who possess the ability to combine and apply their creativity, entrepreneurship and leadership qualities with their research competences to break new ground in the national and international arenas. 2. Bring together and support research-oriented, leading scholars who contribute to international science and technology and have set their hearts on education. 3. Establish and sustain the necessary infrastructure and inspiring environment for the faculty, students and staff to make these targets achievable.

A prerequisite for attending a course at MEF is a command of the English language at a low B2 level, as described by the Common European Framework of Reference for Languages (CEFR). To ascertain a learner's level of English before entry to their course, students are asked to present their grade in recognised external exams or to pass the university's two-stage placement exam. If they fail to do so, they have to attend MEF's School of Foreign Languages and its English Language Preparatory Program (ELPP).

In the academic year 2016–2017, the ELPP enrolled 551 students and employed 40 non-Turkish staff members, including one director, one associate director, one operational director, five co-ordinators, 31 teachers, and an administrative assistant.

The ELPP's aim is "*to ensure that students entering the faculty have a beginning B2 level of English. In addition to improving students' language ability…[the ELPP] also aim[s] to familiarise students with the Flipped Learning approach, encourage students to become more autonomous learners, guide students towards collaborative learning and develop students' communication skills*" (Instructors' Handbook, 2016-2017, p17).

In 2015, to support the above aims, it was decided that Pearson's Speakout and digital resource, MyEnglishLab (MEL), were to be used. At the time of the research, MEF was using Speakout's second edition in combination with the first edition of MEL. MEL has since been updated. We describe both Speakout and MEL in the next section.

Description of Speakout with MEL

Speakout is a communication course for adults and young adults. It is now in its third edition (2015), with the second edition (2012) still in use in some countries. Speakout is a course with six levels:

1. Speakout Fundamentals (Starter)
2. Speakout Level 1 (Elementary)
3. Speakout Level 2 (Pre-intermediate)
4. Speakout Level 3 (Intermediate)
5. Summit Level 1 (Upper Intermediate)
6. Summit Level 2 (Advanced)

The course components include:

- **Students' Book** — 90–120 hours of learning material available in split or full editions (the split editions come with a split workbook or a split MyEnglishLab access code)
- **Classroom Audio CDs** — audio materials to use in class
- **Workbook** — additional exercises to consolidate learning in print
- **MyEnglishLab (MEL)** — student and teacher versions — a platform that contains an array of exercises to consolidate learning; meaningful feedback on wrong answers; remedial grammar exercises; grammar and pronunciation coaching videos; and auto-graded achievement tests
- **Teacher's Book** — including detailed, interleaved lesson plans, language culture notes and answer keys
- **ActiveTeach** — a disc for front-of-class use, which includes a digital version of the Students' Book; digital grammar exercises; videos, photocopiable activities for every unit; and unit, mid-course and end-of-course tests
- **audio and extra activities on English.com** — online grammar, vocabulary, reading and listening practice activities; plus downloadable classroom audio files
- **full-course placement tests** — printable or online versions

MEL is an optional component and is designed to support Speakout by:

1. providing students with the opportunity to work whenever they want, using the resources most likely to enhance their learning of course material
2. helping students develop the skills to become responsible and autonomous students
3. allowing students to do work at their own pace and to track their progress

MEL content can be assigned for the whole class, groups or individuals (Vymetalkova, 2016; Vasbieva and Klimova, 2015; Pearson, 2014a; 2014b). The use of MEL allows for blending classroom learning

with synchronous and/or asynchronous learning outside of the classroom. It also has the potential to build a bridge, whereby teaching and technology support learning and inform each other.

Overall, Speakout with MEL aims to help students:

- engage with the materials and have a positive learning experience
- develop positive learning behaviors when using the materials
- progress in learning English
- be ready for the next stage of their learning in English
- achieve their goal(s)

The present study

This study aims to support our understanding of how blended learning is implemented when using Speakout with MEL, explore teachers' and students' experiences when using the products, and discuss their perceived impact. In particular, the study sets out to answer the following questions:

1. How are the Speakout content and the MEL features embedded in the curriculum and teaching of Elementary, Pre-Intermediate and Intermediate levels of Module 2?
2. How is the course design (course objectives, learning outcomes, lessons) informed or supported by the features of MEL?
3. How do students and teachers use Speakout with MEL?
4. What are teachers' and students' experiences when using Speakout with MEL?
5. What are teachers' and students' perceptions of the impact of MEL on students, teachers and the ELPP?

The present study is not an evaluation of practice. Pearson aims to keep Speakout flexible so that teachers are able to make their own choices on how to implement it. The flexibility in implementation, together with the fact that Speakout with MEL is less widely used across countries and institutions, made it imperative, as a first step, to explore institutions' approach to implementing Speakout with MEL, and teachers' and students' experiences and perceived impact when using the materials.

Implementation studies have the potential to improve learner outcomes by allowing us to know what works where, when and why. They are key to informing teaching and learning by providing evidence on which products and services are likely to 'work' within a particular context, institution, and classroom. Implementation research is rooted in capturing the real-life experiences and insights of students and teachers to develop an evidence-informed understanding of the factors that can enable or impede intended and unintended outcomes. Variability across settings, cultures, institutional preferences or priorities, professional development, and infrastructure can all affect the implementation of, and outcomes associated with, products and services.

This study examines the implementation of Speakout with MEL in one Turkish institution: MEF University.

The structure of the report

For ease of navigation and readability, the next section outlines the methods used in this study, including details on the data collection and analyses, and then moves directly to the discussion of the findings. Before presenting the full results in the appendices, we make recommendations, and explain the limitations of this study, as well as listing the references.

Methods

We used a multiple-case-study design to conduct the study. To conceptualise the study design and manage the development of the research instruments, we were guided by the Consolidated Framework of Implementation Research (CFIR) devised in 2009. The CFIR appeared relatively comprehensive. We undertook an exercise to reduce the number of areas to be examined to better fit with the study's aims, and to allow themes to be explored in depth.

A brief outline of the three overarching categories for investigation and of a small sample of the sub-categories is provided below. The first two categories were part of the CFIR framework, details of which can be found in Appendix A.

We added the third category, referring to perceptions of impact, as it was important to our research questions:

- the 'what' of the intervention — components used to teach English, structural and processual, and their organisation
- the 'why' and 'how' of the intervention — the intervention characteristics; inner settings, such as the priority placed on the use of Speakout with MEL; institutional goals and whether and how they were enacted, and the usefulness of the 'intervention' etc.
- The perceived impact of the intervention — on the department/institution as a whole; on students' and teachers' access and engagement, and on student achievement etc.

Data collection and analysis
In this section, we provide further detail on the data collection and analysis methods used in this study. We detail the use of a pre-questionnaire and the curriculum documents we collected; staff interviews; a student online survey; and student MEL data analysis.

Pre-questionnaire and curriculum documents

A pre-questionnaire was completed by MEF's Associate Director and a document review was conducted before Pearson's visit to the university. The aim was to support our understanding of the approach to implementation used by MEF and refine our staff interview schedule before the visit. In particular, the pre-questionnaire gathered information on the course structure, the assessment model followed and the approach to MEL's use by students and teachers. A number of documents relating to the course structure and implementation were also collected. These included:

- Speakout related information — such as methods handbooks, the teacher's book and sales manuals
- Descriptions of the Flipped Learning approach and how this was explained to MEF's teachers — to understand how the main implementation strategy took place in practice

- The Students' Book and Teachers' Book — to gather detail on the course structure and expectations of use of different course components by students and teachers
- The schemes of work to be followed by teachers at each level, called the 'day-by-day breakdown'

Interviews

Interview protocols were semi-structured and there were 15 questions. The design was based on the product's learner outcomes and interview questions used for MEL in other Pearson studies that had led to useful information.

To increase the validity of the interviews, they were reviewed internally by other Pearson researchers, ELPP administrators and the University's Ethics Committee. Areas of exploration included the integration of MEL into the course, the experience and use of different MEL/Speakout components and features, and perceptions of impact. To further support reliability, there were only slight differences between protocols for each role, with the interviewer asking follow-up questions for clarification when necessary. Interviews were held one-on-one at the university and were carried out by a Pearson researcher who also co-wrote the protocols. All interviewees were asked for informed consent and agreed to have the interviews recorded.

Twelve MEF staff were reached through one-to-one interviews in January 2017 – two administrators, two assessment coordinators and eight teachers (two teaching Elementary classes, two Pre-Intermediate and four Intermediate). Teacher interviews represented just below 31% of the total staff using Speakout with MEL. Table 1 below provides more detail.

Table 1: Summary of staff interviews

Role	Unique purpose	No. of interviews	Total no. of staff	% representation
Director	● Understand the university's vision, strategic direction and the role of Speakout with MEL	1	1	100%
Assistant Director	● As above	1	1	100%
Assessment Coordinators	● Examine the implementation model and the role of assessment, in particular of MEL	2	2	100%
Teachers	● Detail the implementation practices taking place in different classrooms	8	26	31%

Audio recordings from the focus groups and interviews were transcribed in full and transferred into the NVivo qualitative-analysis software. Within one NVivo 'project', each transcript was coded using themes developed, initially deductively, based on the framework used to guide the study (see Braun and Clarke, 2006).

Two researchers read the transcripts multiple times. The framework was treated as an overall structure to support the coding rather than a strict outline within which the researchers needed to fit the data. So, as they read the transcripts, they adapted the framework to better suit the research questions and to include themes and sub-themes that rose inductively from the data.

One or multiple codes were assigned to sections of the text that related to different parts of the framework, and, based on the data and when appropriate, codes were moved, deleted, merged, split or renamed within the hierarchy. At times, the data within the code related to more than one sub-theme. In this way, a balance was sought between condensing data for analysis and retaining the uniqueness of meaning. In addition, in the case that existing codes or sub-themes (second- or third-tier codes within each part of the framework) did not fit well with what the data was expressing, a new code was created; usually within existing main themes or codes. In this way, the analysis was also open to emerging themes particular to the case studies.

Patterns were identified not only by looking at repeated occurrences but also by similarity, 'declaration' and confirmation; missing patterns expected to be present; and co-occurrences. Data collected from the other sources used in this study and their findings also supported the development

of patterns. In addition, findings from four similar studies, conducted at the same time as this research on Speakout and its American counterpart, Top Notch, supported the development and our understanding of different patterns. These studies sought to answer the same research questions as this research project and, overall, used the same research instruments to collect their data. Finally, consideration was given to whether emerging patterns appeared to be congruent with prior hypotheses and relevant literature (Hopkins and Ahtaridou, 2009; Quartaroli, 2009).

Student survey

The student survey consisted of 16 questions, some with several sub-questions. All questions were closed apart from two that were designed to gather qualitative responses related to students' views about the benefits and challenges of using MEL. In the main, a four-point Likert scale was used across questions. As for the interview questions, the design of the survey was based on previous surveys completed on MEL. Survey questions were also reviewed by MEF administrators and the University's Research and Ethics Committee.

The survey sought the participation of all Elementary, Pre-Intermediate and Intermediate students of Module 2 during the academic year 2016-17. Students were informed of the research and its purpose in advance, and their participation was voluntary.
Google Forms was used to construct and administer the survey. The survey was in Turkish and was administered via email to all 457 Module 2 students who attended towards the end of the module in January 2017. Students were given seven days to complete the survey and were sent a reminder before the survey closed. Teachers also encouraged students to complete the survey, just before the survey went live and one day before it closed.

When the survey was closed, the Pearson efficacy lead in Turkey translated responses into English and sent one dataset in Microsoft Excel. For the 465 students who attended Module 2, a 35% response rate to the survey was achieved (N=164) (see Table 2). Note that one student was excluded from the original 465 because they had completed no assignments. Responses to the survey were analysed using descriptive statistics — frequencies and percentages — for each question with discrete answers. Three members of Pearson staff completed the analysis independently to verify the results.

Table 2: Response rates to the student survey by level

Level	Total Speakout students	Total survey responses	% representation
Elementary	31	8	26%
Pre-Intermediate	196	71	36%
Intermediate	238	81	34%
Level not given	0	4	
Total	465	164	35%

Results from the two questions on MEL posed in ELPP's student satisfaction survey, administered in 2016, were also used. The survey used a four-point Likert scale. Students were asked to either strongly agree, agree, disagree or strongly disagree whether MEL was easy to use and whether it was useful.

The two qualitative, open-ended answers were condensed into more focused categories or themes, which were each assigned a one-, two- or three-word 'code'. These categories, or themes, were mainly inductively identified, using participants' own words (see Braun and Clarke, 2006). The code names were refined by comparing with similar responses. This meant that some codes were merged with others, and some were renamed. This process was true until all responses were assigned codes global enough to be simple to analyse, without losing any important contextual variance (usually six to eight codes for each of the relevant survey questions). Each new code was assigned a color, which allowed rapid color-coding of the entire set of responses in Excel. Two colors were assigned when students' answers involved aspects of more than one code. Color-coding also aided subsequent filtering and retrieval of responses for another member of Pearson staff to verify the suitability of the codes assigned and the fit for the data.

MEL student data

A framework was developed to extract and report on the MEL student data. The framework aimed to collect usage and performance data, as outlined in Table 3.

Table 3: Summary of the framework that guided MEL data extraction

Item	Analysis
Assignments and tests	• Number of assignments and tests assigned • % of completions by level and class • Average number of completions by level and class from the total number assigned
Time on task[2]	• Average of student time on task on assignments and tests per level and class
Attempts	• Number of attempts on assignments per level
Assignment scores	• Average % achieved in first, last and highest attempt per level and class • % of students in different grade boundaries
Test scores	• Average % achieved on test scores per level and class • % of students in different grade boundaries
Progress	• Improvement between scores on first and highest attempts on assignments per level and class • Relationship between individuals' average assignment scores and % of assignments completed per level • Relationship between individuals' test scores and % of tests completed per level • Relationship between individuals' average test scores and % of assignments completed per level
Reliability/validity	• Correlation between average student score on assignment/practices • Correlation between average student practice scores per unit • Correlation between average practice score and average test score (In the case where many correlations were computed, the results were presented in the form of quartiles to avoid tables that were too long.)

MEL data was collected for 12 classes and 457 students. Raw data was extracted into .cvs files for all students using Speakout with MEL in Elementary, Pre-Intermediate and Intermediate classes.[3]

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[2] Time on task is purely the time spent on assignments and tests and not log-in time
[3] Last log-in for some students was in February, after the course was completed. However, this did not present an issue for the data, as Module 2 related activities were de-activated in the MEL platform at the end of January.

Analysis of assignments and tests

Student performance on assignments and tests was analysed. Statistical means were calculated for each analysis and bar charts plotted to indicate patterns of distribution within each level. Bootstrapped 95% confidence intervals were calculated for the average assignment and test scores. The analysis of the data was performed twice — the second time independently by a second researcher — and was cross-checked by other researchers for accuracy. Student performance was analysed using the score boundaries set by the platform: 90–100% (A); 80–89% (B); 70–79% (C); 60–69% (D); 50–59% (E); and 0–49% (F). (The letter-grading system is a default function in MEL and intentionally hidden from students by ELPP. Thus, students only see their % scores.)

A total of 456 students were included in the assignment score analysis. One student was excluded from the original 457 students (included in the database sent in the sample) because they were found to have completed no assignments. All scores of 0% were excluded from the analysis — a total of 7% of all assignments completed (see Table 4). The reasons for this exclusion are that:

- students were given multiple attempts at answering assignment questions, so it is highly unlikely that a 0% score represents a student who tried to complete an assignment multiple times and failed each time
- a student who received a 0% score had not submitted an assignment/practice, had not submitted on time or had made no attempt to complete an assignment/practice
- a teacher might not have marked a student's response to open-ended questions

In all the above cases, we are confident that 0% does not correspond to the real ability of students. Therefore, including 0% scores in the overall analysis would have artificially skewed the distribution of the scores. For transparency, analysis including the 0% scores is included in the appendices.
For each practice/assignment, the database reported one overall score per student. There was no information in the data regarding individual items.

Table 4: Summary of MEL assignment score data collected and analysed, and assignments completed and excluded

Level	Total students		Total assignments	
	MEL data collected	MEL data analyzed	Completed	Excluded (0% score)
Elementary	26	26	7,254	875
Pre-Intermediate	194	193	49,601	2,617
Intermediate	237	237	51,448	4,227
Total	457	456	108,303	7,719

To gain an insight into student progress on assignments, we analysed data for 452 students in total. We excluded one student who was found to have completed no assignments; three students who had 0% score in all assignments; and one student who had only one attempt in all the assignments they completed. A total of 9% of all the assignments completed and which had a 0% score were also excluded (see Table 5).

Table 5: Summary of MEL student progress data collected and analysed, and assignments completed and excluded

Level	Total students		Total assignments	
	MEL data collected	**MEL data analyzed**	**Completed**	**Excluded (0% score)**
Elementary	26	26	2,664	294
Pre-Intermediate	194	190	12,479	1,066
Intermediate	237	236	12,015	974
Total	**457**	**452**	**27,158**	**2,334**

Test score collection and analysis

From the original 457 students included in the database, data for 455 was analysed. Two students were found to have completed no tests at all and were excluded. All test scores were used, as no 0% scores were recorded. In the Pre-Intermediate level, students were allowed to have a second attempt on Quick Test 9. This was an anomaly, as for all levels and all other tests, students were allowed only one attempt. We have included scores from Quick Test 9, however, as the average difference from first to second attempt was only four points, which made no difference to the overall findings.

Reliability and validity of MEL practices / assignments / tests

To investigate the reliability and validity of student scores from practices/assignments and tests, we estimated the following:

- correlation between average student score on practice/assignments
- correlation between average student practice scores per unit
- correlation between average practice score and average test score

To gauge the internal consistency of unit scores as a measurement of student performance, we computed the correlations between the students' average practice/assignment score for different units. The first step was to compute, for each student, the average practice/assignment score for all the exercises/assignments in each unit. Then, these average practice/assignment scores for each student and for each unit were correlated across all students.

When appropriate, both Spearman and Pearson correlations were computed and presented to accommodate for skewed data distributions. The effect of outliers was also investigated wherever appropriate. Removing a limited number of outliers did not change the values of the correlations significantly.

Discussion of findings

In this section, we highlight the key findings from the results and draw conclusions. We then make recommendations for both ELPP and Pearson, before addressing potential issues relating to the findings and their generalisability, and suggest areas for future research.

> **Conclusion 1: ELPP's strategy seems to comprise an integrated approach with a number of mutually reinforcing initiatives, resulting in what seems a comprehensive, coherent and cohesive model.**

ELPP's strategy seems clear and its vision and outcomes seem to demonstrate a commitment to engaging students in their learning. At the center of ELPP's pedagogy is the positioning of the teacher as a guide through Flipped Learning, a pan-university approach to teaching and learning; as well as the use of technology by both students and teachers. To achieve its aims, ELPP's teaching and learning initiatives include:

- setting clear aims and objectives for ELPP's direction of travel
- the use of Flipped Learning; the adoption of Speakout with MEL; a range of continuous assessment methods to track student performance regularly; and the design of targeted support for students informed by assessment data
- commitment to the use of technology, the infrastructure to support it and the creation of an environment that requires and nurtures innovation
- the standardisation of teaching practices through a prescribed teaching and learning model[4]
- clear documentation and communication of expectations for teachers and students
- well-specified roles for administrators, teachers and students

> **Conclusion 2: The decision to use Speakout with MEL was a result of a carefully thought-through and relatively inclusive process, data suggests.**

ELPP switched to Speakout with MEL in 2015. The decision to switch to the Pearson materials seems to be the result of a relatively carefully thought-through process, which involved:

- repeated meetings with publishers to discuss their materials
- evaluations of different publishers' products by administrators and teachers
- a teacher survey to ascertain which paper-based and digital materials teachers were using; the extent of their satisfaction with those materials; and their plans for the future

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[4] Interviewee descriptions of their teaching and learning practices were in-line with each other, as well as with ELPP's requirements with regard to the delivery of Speakout.

- Including teachers in the decision-making process may have supported their buy-in for using Speakout with MEL.

> **Conclusion 3: Key reasons for switching to Speakout included MEL's potential to engage students with learning and its close alignment to the Speakout content, according to teachers[5].**

Reasons quoted for switching to Speakout with MEL included:

- that MEL could support engagement and the development of autonomous learning by providing students with opportunities to study in their own time and at their own pace, outside the classroom, but within the boundaries of deadlines
- the close alignment between MEL assignments and the Speakout syllabus
- how MEL supports Flipped Learning through the completion of activities after class to consolidate learning
- MEL's flexibility for use with both Speakout and Cutting Edge – the two books alongside MEL are used as alternatives for students who repeat a level
- MEL's ability to be incorporated into Blackboard, MEF's learning management system, which means that students can access MEL easily through the Blackboard interface, using one log-in, further encouraging engagement
- Easy set-up of courses and assignments, with administrators able to set up master courses in MEL, which are then cloned for other classes

> **Conclusion 4: Teachers suggested that overall, MEF's training on how to use MEL for both students and teachers was sufficient, although Elementary students might need more support. Teachers also asked for top-up training on the common errors report and other advanced MEL features to improve their teaching.**

Staff found the training and on-going support on MEL sufficient for themselves and for their students. Student training is part of a one-day orientation at MEF, and teacher training is part of the two-week orientation for new teachers at the beginning of every academic year.
Teachers reported that students navigated the system successfully by the end of the orientation day, or within a few days to a week at maximum. However, more time and training might be needed for students at Elementary level to become proficient in using MEL, before assigning activities to them.

Teacher feedback also pointed to Elementary classes perhaps needing more support relating to study skills at the beginning of the course. For example, teachers suggested that students needed to be shown how the book is organised and its content in its entirety, so that they are able to better and more quickly use it effectively. They also said that the Flipped Learning approach, and especially the need for more autonomous learning, places new learning demands on students. Thus, student

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[5] When we refer to 'teachers' in the findings and results, we refer to all interviewees irrespective of role. This is so that we reduce any risk of identifying people who were interviewed.

training, teachers thought, could include more relevant learning strategies and tips for students to familiarize themselves with learning at MEF more quickly.

As regards teachers, interviewees mentioned that the training and ongoing support available to them helped them overcome challenges such as how to best organise roles and responsibilities and implement Speakout with MEL. Teacher confidence in using technology also seemed relatively high, which could indicate the positive impact of the training and support provided — all teachers rated their confidence with the use of technology as seven out of ten or more. Nevertheless, they suggested that top-up and more specific training on MEL would be beneficial to their teaching. They especially referred to training that would go deeper on the use of the common errors report and of more advanced MEL features.

> **Conclusion 5: Data indicates that ELPP's implementation model has a relatively positive impact on student performance.**

As regards MEL assignments, the average assignment scores were relatively high across all levels. The Elementary average score was 94%, Pre-Intermediate — 97%, and Intermediate — 97%. Furthermore, average assignment scores per class showed a relatively small amount of variation — no more than 3% across levels. Also, progress from students' first to highest attempt (which was nearly indistinguishable from the last attempt) was quite astonishing. At the Elementary level, students increased their score by 32 percentage points, at Pre-Intermediate, by 27 percentage points and at Intermediate, by 31 percentage points. There was some variability between the average class improvement, but, generally, this variability was small.

Unit tests also showed relatively high average scores — 78% for Elementary, 90% for Pre-Intermediate and 87% for Intermediate. Average test scores for Elementary classes were the same (78%), whilst the average percentage score per class for Pre-Intermediate was 7% (86%-93%; ten classes). For Intermediate level, the average percentage score per class was also 7% (84%-91%; 12 classes).

Average scores in the EOM were between 65% and 68% across levels, and the average end-of-course scores were all above the pass rate of 70% (Elementary and Pre-Intermediate classes showed an average of 73%, and Intermediate — 75%.) Furthermore, the percentage of students who passed their course was relatively high — 73% in Elementary, 66% in Pre-Intermediate and 74% in Intermediate.

However, further investigation into the performance of Elementary students would be helpful to understand why their average scores in MEL tests were relatively lower than expected. This is of course, if further investigation using a larger number of students derives the same results as this study's smaller sample of Elementary students. Furthermore, when Elementary students' average MEL tests are compared with those of Pre-Intermediate and Intermediate students, they seem relatively lower. For example, 42% of the Elementary students achieved an average MEL test score of less than 70%. The corresponding percentage for the Pre-Intermediate students was 11%. For the Intermediate students it was 23%. Lastly, the lower performance of Pre-Intermediate students when compared to Elementary

and Intermediate students in the EoM exam could also be investigated. (63% of Pre-Intermediate students achieved above the pass score of 60% in the EoM exam, whereas 84% and 75% of students from the Elementary and Intermediate levels achieved above 60% in their EoM exam.)

> **Conclusion 6: ELPP's approach to implementing MEL encourages student usage, evidence suggests.**

The number of assignments and tests completed, averaged across students, were high across levels — between 86% and 93% of assignments and between 83% and 92% of tests[6]. MEL data analysis also showed that, on average, students spent a relatively reasonable amount of time on tasks each week — Elementary students spent about three hours, Pre-Intermediate just over two hours, and Intermediate almost 1.5 hours.

Factors that seem to encourage student usage of MEL include:

Access

- Incorporating MEL into Blackboard makes access easier for both students and teachers. The fact that Blackboard was already established as the key technology for the delivery of Flipped Learning, and that students and teachers were familiar with it, might have had a positive impact on the use of MEL. Interestingly, teachers suggested that students consider Blackboard and MEL as one and the same.

Implementation

- Standardising MEL's use through an implementation model[7] that is clearly communicated to students and teachers in their handbooks. Handbooks provide detailed descriptions of how MEL should be used.
- Setting clear expectations on how MEL should be used for administrators, teachers and students.
- Completing MEL assignments and tests is compulsory and counts towards end-of-course scores.
- A clear purpose for the use of assignments and unit tests and a clear outline of how they need to be delivered:

  o Assignments aim to support students in consolidating learning. Students are set all the assignments and tests for each unit and are allowed unlimited attempts.

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[6] A total of 279 assignments and 12 tests were assigned in Elementary; 257 assignments and 12 tests in Pre-Intermediate; and 218 and ten respectively in Intermediate.

[7] Interviewee descriptions of their teaching and learning practices were in line with each other, as well as with ELPP's requirements for the delivery of Speakout with MEL.

- Unit tests are used to review knowledge gained up to that point, before moving to the next unit. For this reason, a specific date is set for students to sit the tests. Students are allowed only one attempt and have to complete each test within one hour. Unit tests are completed outside the classroom.

- Using MEL scores to inform instruction. Teachers told us that they check students' assignment scores weekly. Teachers use these and unit test scores to tailor teaching accordingly. Assignment scores are also used to prepare tutorials, which are set for the fourth hour of every lesson, and provide targeted support to students, especially those who are struggling.
- Scores from MEL assignments and tests are inputted into the assessment database after every set of two units are completed. This further helps teachers understand student performance across the board.

> **Conclusion 7: The more assignments and tests students complete, the better their scores, data suggests.**

There is evidence that students should be encouraged to complete MEL assignments for learning purposes. The more assignments they completed, the better their assignment and test scores were. The more tests they completed, the better their tests scores were too.

Our analysis shows that there is a strong positive correlation between the average assignment scores and percentage of assignments completed, as well as between the average test scores and the percentage of tests completed. The Spearman correlations between average assignment scores and percentage of assignments completed ranged from 0.42 to 0.76 (all statistically significant at the $p<0.001$ level). The Spearman correlations between average test scores and the percentage of tests completed ranged from 0.15 to 0.47. The corresponding Pearson correlation ranged from 0.21 to 0.65 (all statistically significant at the $p<0.05$ level).

In addition, statistically significant correlations were found between the percentage of assignments completed and the average test score, suggesting that the higher the number of assignments a student completed the better their tests score. The Pearson correlations were 0.70 ($p<0.001$) for the Elementary level, 0.22 ($p=0.002$) for the Pre-Intermediate level and 0.18 ($p=0.002$) for the Intermediate level. The Spearman correlations were generally higher, as they were probably less affected by the non-linear nature of percentages: 0.68 ($p<0.001$) for the Elementary level, 0.35 ($p<0.001$) for the Pre-Intermediate level and 0.27 ($p<0.001$) for the Intermediate level.

> **Conclusion 8: There are indications that teachers can use student scores from assignments and tests in MEL confidently for formative assessment purposes. Further investigation, however, would be helpful.**

A key concern expressed by teachers in interview was that student and class scores from the MEL assignments might be inflated because students could try the assignments as many times as they liked. MEL data from the students in Module 2, however, suggests that the large majority of assignments were completed using only one attempt (58% in Elementary, 73% in Pre-Intermediate and 75% in Intermediate). The remaining assignments were mainly completed using two attempts. Only 18% of assignments were completed in more than two attempts in Elementary, 8% in Pre-Intermediate and 7% in Intermediate.

Average assignment scores per unit were also relatively reliable indicators of student performance. For each student, the average assignment score per unit was computed, with 177 correlation indices across units. The correlations of average scores between units ranged from 0.3 (first quartile) to 0.5 (third quartile), with an average correlation of 0.40, suggesting that they are reliable measures of student ability.

Finally, the close concordance between student performance on assignments and their performance in tests indicates that MEL assignments and tests appear to measure very similar language skills (convergent validity). There was a statistically significant and positive correlation between a student's average assignment score and average scores on tests — for the Elementary students, the average correlation was 0.7, for Pre-Intermediate — 0.47, and for Intermediate — 0.38 (the p value is <.001 across levels).

There are other areas that warrant further investigation, however. For example, teacher feedback also suggested that, although the problem was a small one, some students copied from each other when completing MEL assignments and tests. Arguably, there were also relatively unusually large numbers of students achieving 90% to 100% in the MEL tests in the Pre-Intermediate and Intermediate Levels (63% and 42% respectively), which needs to be explored.

> **Conclusion 9: Data suggests that MEL is accessible, easy to use and supportive of positive learning behaviours. It also supports student learning and is seen to free up time for speaking to be practiced in class, according to the data. The 'strictness' of the autoscoring system, however, is a point of frustration for most students.**

Between 92% (143/156) to 95% (147/155) of students in the survey agreed/somewhat agreed that they were able to access their account, their course and their assignments easily. They could also access MEL easily through their smartphone/tablet. 74% of students responding to MEF's student satisfaction survey strongly agreed/agreed that MEL was easy to use and 79% that it was useful. Qualitative data also supports the view that students access MEL from different devices easily.

Teachers liked the fact that students had the freedom to learn at a convenient time and place and suggested that MEL was user-friendly and generally trouble-free, especially after student registrations were completed (when most technical issues occur). Having a Pearson representative on site during registrations, able to solve problems on the spot, was seen as helpful. In the student survey, however, a

small minority of students mentioned that they had no access to a computer or to the internet outside the university.

More than two-thirds of students (68%, 104/152) surveyed agreed/somewhat agreed that MEL was engaging and 72% (111/154) reported that they enjoyed completing assignments in MEL. Teachers suggested that skills, such as independence and learner autonomy were fostered by giving students the responsibility to complete MEL assignments and tests within deadlines. Students took deadlines more seriously, as activities were only open for a short time and all counted towards their end-of-course scores. Teachers also mentioned that students were less anxious because they could have multiple attempts at assignments.

As regards the development of English skills:

- 66% (100/151) of students reported that feedback on assignments helped them improve their English
- 83% (133/160) of students found MEL assignments useful/somewhat useful to their learning
- 84% (130/154) of students agreed/somewhat agreed that MEL helped them review materials from class
- 76% (116/153) of students agreed/somewhat agreed that they extended practice time until they completely understood the content from lessons

Teacher data agree with student survey data. Several interviewees noted that MEL allows students to engage with a concept in a different way when it is not understood in class, and highlighted that MEL activities provided more opportunities to support grammar practice. They also suggested that MEL was particularly helpful in supporting speaking skills, as it frees time for speaking in the classroom. In practice, this was not necessarily true for Elementary students, who needed more time to understand the grammar points in class, interviewees suggested. Teachers also said they would welcome more support with the assessment of speaking and punctuation through MEL, possibly using speech recognition software.

A review of MEL's auto-scoring system seems to be needed. Students thought that punctuation or spelling errors, such as non-conformity to capitalisation rules, should not count as mistakes in open ended questions. Most ELPP teachers tended to agree with student views. They suggested that some assignments did not aim to assess punctuation and spelling directly, and students should not be penalised for making such mistakes in these.

Overall, students expressed relative satisfaction with MEL in the student survey, and teachers in the interviews suggested that students overall see the value of MEL. These findings come in contrast with

the students' Net Promoter Score (NPS)[8], which was -45. Future research should aim to qualitatively understand the reasons behind this finding.

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Conclusion 10: Overall, teachers believe that the impact of Speakout with MEL on students, teachers and teaching, and the ELPP is positive.

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Overall, teachers suggested that Speakout with MEL supported the standardisation of teaching practices across the same level because it formed a complete scheme of work. Teachers also thought that Speakout with MEL supported teaching and assessment in different ways, including making the planning an integrated assessment system easier. For example, MEL's alignment with the Speakout content as well as its compatibility with Cutting Edge [9] was particularly useful. Coordinators were able to use Cutting Edge alongside MEL with students who were repeating a level. They thought that this approach helped to reduce students' level of familiarity with content already taught and continued to keep students interested in their studies.

MEL feedback also allowed teachers to identify students who might struggle and tailor teaching and tutorial time accordingly. It also reduced the workload of preparing and marking assessments. This was because MEL formed the bulk of students' homework, as well as providing a guide for administrators to design other assessments.

As regards the student book, teachers believed it was at the right level of challenge and that it supported the development of vocabulary, pronunciation, grammar and speaking, through topics that interested students and encouraged dialogue.

However, teachers found it challenging to cover all the book's content in the time available and to select what content to teach and what to omit. Teachers also suggested that vocabulary lists and grammar activities needed to be further contextualized, and one interviewee suggested the inclusion of project-based assessments in some units to support the development of collaborative skills.

Referring to ActiveTeach, teachers found it supportive of student engagement and motivation because it was interactive. ActiveTeach was also seen to make covering classes easy, as no preparation time was needed. Lastly, teachers mentioned that features such as the flashcards, the games and the ability to zoom in and out were helpful to teaching and learning.

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[8] The Net Promoter Score is an index ranging from -100 to 100 that measures the willingness of customers to recommend a company's products or services to others.

[9] Cutting Edge is a Pearson English language course, which is also used by the ELPP. Students, who study using Speakout and fail a module, repeat it using Cutting Edge. Similarly, students who study using Cutting Edge and fail a module, repeat it using Speakout.

Recommendations

Recommendations based on this report have been provided to the relevant Pearson teams and directly to MEF.

Generalisability of findings, limitations and future research

Findings from this study are based on a specific implementation model carried out with specific samples of students in a specific cultural context and setting. For this reason, they cannot be generalised to all learners using Speakout with MEL.

We are, however, relatively confident that findings could be generalised to the ELPP as a whole, given the mixed methodology employed, the triangulation of findings and the sample sizes involved. Overall, findings from MEF University as a single case study could also be transferred to similar cases (Flybvjerg, 2006), although the degree of their transferability depends on the similarity of their institution's context to MEF's (Lincoln and Guba, 1985). Given that we have explored many facets of the implementation of MEL, as well as much background information about MEF's overall vision and organisation of the ELPP, we presume that findings could be applied to similar institutions in Turkey, or globally, that are interested in using a similar implementation approach.

Findings are based on triangulating inferences from different evidence sources. The aim is to allow Pearson to use the data to screen major occurrences and major trends across institutions for decision-making and to develop an understanding of the different implementation models (Ewell, 2009; McCormick and McClenney, 2012; Pike, 2013), rather than provide precise answers.

Additionally, self-reporting methods are known to be vulnerable in terms of reliability and bias. Self-reported perceptions of impact on achievement and progression do not provide objective evidence of impact. This is more of a limitation for evidencing learner achievement and progression than for learner access and experience, where self-reported perceptions are extremely valuable. Further research should seek to incorporate objective external measures of achievement and progression, to compare outcomes for users and non-users, and to control for other factors, such as prior achievement.

The number of Elementary students for whom MEL data was analysed was relatively low (26) and only eight students responded to the survey. As a result, findings based on such a small number of students may have low reliability and should be interpreted with caution.

Also, both MEL assignments and the tests were taken by students unsupervised. Although the evidence shows that the aggregate assignment and test scores were, overall, relatively valid and reliable, teacher feedback suggested that some students might have copied from each other. In the Pre-Intermediate level, for Quick Test 9, students were allowed a second attempt. This was an anomaly — for all levels and all other tests, students were allowed only one attempt. We have included scores from Quick Test 9, however, as the average difference from first to second attempt was only four points and did not affect the overall findings.

Based on the above, as well as the research report as a whole, the following areas for future research could be pursued:

- Research in different countries that seeks to understand the implementation of MEL and explore the same issues will further support our understanding of the use of Speakout with MEL and will allow lessons to be learned that could apply across contexts, as well as those that are context specific.
- It was suggested that ELPP trialed e-Texts, but the results were discouraging. Further research could be conducted to understand the reasons why e-Texts were found to be relatively unpopular and by whom, and how their use could be further supported.
- A randomised controlled experiment could be conducted to investigate if the relatively high concentration of test scores at the band of 90% to 100% reflects the true ability of the students or is due to other factors, as well as whether the time available to complete MEL tests is appropriate.

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Appendix A: Consolidated framework of implementation research (CFIR)

Table A1: Consolidated framework of implementation research (CFIR)

	Construct	Short description
	I. Intervention characteristics	
A	Intervention source	Perception of key stakeholders about whether the intervention is externally or internally developed
B	Evidence strength and quality	Stakeholder perceptions of the quality and validity of evidence supporting the belief that the intervention will have desired outcomes
C	Relative advantage	Stakeholder perception of the advantage of implementing the intervention versus an alternative solution
D	Adaptability	The degree to which an intervention can be adapted, tailored, refined or reinvented to meet local needs
E	Trialability	The ability to test the intervention on a small scale in the organisation and to be able to reverse course (undo implementation) if warranted
F	Complexity	Perceived difficulty of implementation, reflected by duration, scope, radicalness, disruptiveness, centrality and intricacy and number of steps required to implement
G	Design quality and packaging	Perceived excellence in how the intervention is bundled, presented and assembled
H	Cost	Costs of the intervention and costs associated with implementing the intervention including investment, supply and opportunity costs
	II. Outer setting	
A	Individual needs and resources	The extent to which individual needs, as well as barriers and facilitators to meet those needs, are accurately known and prioritised by the organisation
B	Cosmopolitanism	The degree to which an organisation is networked with other external organisations
C	Peer pressure	Mimetic or competitive pressure to implement an intervention, typically because the majority of or other key peer or competing organisations have already implemented or are in a bid for a competitive edge
D	External policy and incentives	A broad construct that includes external strategies to spread interventions, including policy and regulations (governmental or other central entity), external mandates, recommendations and guidelines, pay-for-performance, collaboratives and public or benchmark reporting
	III. Inner setting	
A	Structural characteristics	The social architecture, age, maturity and size of an organisation
B	Networks and communications	The nature and quality of webs of social networks and the nature and quality of formal and informal communications within an organisation

	Construct	Short description
C	Culture	Norms, values and basic assumptions of a given organisation
D	Implementation climate	The absorptive capacity for change, shared receptivity of involved individuals to an intervention and the extent to which use of that intervention will be rewarded, supported and expected within their organisation
1	Tension for change	The degree to which stakeholders perceive the current situation as intolerable or needing change
2	Compatibility	The degree of tangible fit between meaning and values attached to the intervention by involved individuals, how those align with individuals' own norms, values and perceived risks and needs, and how the intervention fits with existing workflows and systems
3	Relative priority	Individuals' shared perception of the importance of the implementation within the organisation
4	Organisational incentives and rewards	Extrinsic incentives such as goal-sharing awards, performance reviews, promotions and rises in salary and less tangible incentives such as increased stature or respect
5	Goals and feedback	The degree to which goals are clearly communicated, acted upon and fed back to staff, and alignment of that feedback with goals
6	Learning climate	A climate in which (a) leaders express their own fallibility and need for team members' assistance and input; (b) team members feel that they are essential, valued and knowledgeable partners in the change process; (c) individuals feel psychologically safe to try new methods, and (d) there is sufficient time and space for reflective thinking and evaluation
E	Readiness for implementation	Tangible and immediate indicators of organisational commitment to its decision to implement an intervention
1	Leadership engagement	Commitment, involvement and accountability of leaders and managers with the implementation
2	Available resources	The level of resources dedicated for implementation and ongoing operations, including money, training, education, physical space and time
3	Access to knowledge and information	Ease of access to digestible information and knowledge about the intervention and how to incorporate it into work tasks
IV. Characteristics of individuals		
A	Knowledge and beliefs about the intervention	Individual attitudes toward and value placed on the intervention as well as familiarity with facts, truths and principles related to the intervention
B	Self-efficacy	Individual belief in their own capabilities to execute courses of action to achieve implementation goals
C	Individual stage of change	Characterisation of the phase an individual is in as they progress toward skilled, enthusiastic and sustained use of the intervention
D	Individual identification with organisation	A broad construct related to how individuals perceive the organisation and their relationship and degree of commitment with that organisation
E	Other personal attributes	A broad construct to include other personal traits such as tolerance of ambiguity, intellectual ability, motivation, values, competence, capacity and learning style

Construct		Short description
V. Process		
A	Planning	The degree to which a scheme or method of behaviour and tasks for implementing an intervention are developed in advance, and the quality of those schemes or methods
B	Engaging	Attracting and involving appropriate individuals in the implementation and use of the intervention through a combined strategy of social marketing, education, role modelling, training and other similar activities
1	Opinion leaders	Individuals in an organisation who have formal or informal influence on the attitudes and beliefs of their colleagues with respect to implementing the intervention
2	Formally appointed internal implementation leaders	Individuals from within the organisation who have been formally appointed with responsibility for implementing an intervention as co-ordinator, project manager, team leader or other similar role
3	Champions	Individuals who dedicate themselves to supporting, marketing, overcoming indifference or resistance that the intervention may provoke in an organisation
4	External change agents	Individuals who are affiliated with an outside entity who formally influence or facilitate intervention decisions in a desirable direction
C	Executing	Carrying out or accomplishing the implementation according to plan
D	Reflecting and evaluating	Quantitative and qualitative feedback about the progress and quality of implementation accompanied with regular personal and team debriefing about progress and experience

Appendix B: Results

This chapter presents a description of findings from the data analysis process. Findings are presented thematically, and include:

- ELPP outcomes and rationale for using Speakout with MEL
- the decision-making process for switching to Speakout with MEL
- how Flipped Learning and Speakout with MEL work in practice
- training and ongoing support for students and teachers
- teachers' perceptions of Speakout with MEL, the Students' Book and ActiveTeach
- MyEnglishLab use by students, and student and teacher perceptions of impact

ELPP's Aims, Decision Process and Reasons for Switching to Speakout with MEL

Student engagement is a key aim of the ELPP, as well as increasing students' confidence and ability in speaking English. ELPP also aims to help students use English functionally, collaborate effectively and learn autonomously.

ELPP has been using Speakout with MEL since 2015. The decision to switch to Speakout with MEL was a result of a process which involved:

1. repeated meetings with different publishers
2. reviews by administrators and teachers of different publishers' products
3. a survey of teachers to ascertain which paper-based and digital materials they were using; the extent of their use; teachers' satisfaction with their quality and usefulness; and plans for their use in the future

After the above were taken into consideration, Speakout with MEL was considered to be the closest match that had the potential to effectively meet ELPP's aims and needs. Table B1 summaries the positive aspects, as well as the shortcomings of the previous publisher's product used by the ELPP, as reported by interviewees. It also outlines how Speakout with MEL was seen to meet ELPP's needs.

Table B1: Positives and shortcomings of previous materials used, and reasons for switching to Speakout with MEL

Previous materials used		Speakout with MEL
Positives	**Shortcomings**	**Reasons for switching**
• The amount of material was easily covered within classroom time. • For some teachers, the interactive e-Text was helpful, although not all teachers agreed with this.	• The online materials were only loosely related, if at all, to the course book. This was considered to be inadequate in supporting student learning. • Assessments online were not considered a valid indication of mastery of the syllabus content as they were too generic. Progress was difficult to gauge and performance in the online tests did not match well with performance in summative assessments. • For students who had to repeat a module, there was no alternative book that was also compatible with the online materials. • The gradebook[10] was not user-friendly. • The online system was not compatible with Blackboard (MEF's learning management system) and students needed to use a separate log-in.	• Pearson representatives were able to demonstrate a close relationship between the MEL material and Speakout's syllabus. • Speakout with MEL could be used as an alternative to Cutting Edge and vice versa for those students repeating a level. • MEL could be used with both Speakout and Cutting Edge. • MEL could be incorporated within Blackboard. This meant that students could access MEL easily through the Blackboard interface, using one log-in. • Setting up courses and setting assignments in MEL was easy. Administrators could set up master courses with the desired assignments, tests to be assigned and related due dates before the start of a new module. Master courses could then be cloned for all classes at different levels, and settings copied for all courses.

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[10] The gradebook feature helps students self-assess, an important practice for improving one's learning and for some learners can also be motivating. The gradebook also allows teachers to track student progress and personalise learning that can lead to better learner outcomes. Both the above are known in the literature and are also stated in the qualitative data by students and teachers.

Implementation Model

Diagnostic and placement tests, and course structure

ELPP offers four levels of English as part of a system that consists of four seven-week modules in an academic year (a total of 140 hours of class time per module) and one summer module. Classes meet five days a week for four hours each day — a total of 20 hours a week. Level 1 uses Speakout's Elementary book (CEFR Level A1); Level 2 uses Speakout's Pre-intermediate book (CEFR Level A2); Level 3 uses Speakout's Intermediate book (CEFR Level B1), and Level 4 uses a different book (CEFR Level B1+).

All MEF students take a diagnostic test when they enter the university. If they score below the threshold, they are placed into Level 1 or Level 2 of Module 1. If they score above the threshold, they are asked to take the Pearson Versant English Placement Test. Based on their results on the Versant, students are placed into Levels 2, 3 or 4, or can proceed with their studies.

Regular attendance is required. Students are permitted to miss 10% (14 hours) of class time. Students are allowed to miss an additional 10% (14 hours) of class time if they can give a valid reason, such as a medical report.

The syllabus and teaching and learning

The syllabus is based on the structure of Speakout's Students' Book, organised by grammar points. All relevant activities are outlined in ELPP's 'day-to-day' breakdown documents for each level, which inform each module, and include dates that each lesson needs to be delivered and the content to be covered; dates for formal assessments; and online and class participation grading days.

Flipped Learning and the implementation model followed requires students to adjust to a learning approach that is different to any they might have experienced before. MEF Assistant Professor John McKeown wrote in a recent paper that Flipped Learning positions teachers "*alongside the learner as alternative sources of support and information, and as facilitators, that is, as 'guides on the side'*". However, traditional classroom practices are ingrained, and from a student perspective, especially at the beginning of the academic year, there remains a strong sense that instructors expect certain answers, and that the learning will be teacher-directed (McKeown, 2016, pp152-153).

As part of Flipped Learning, students are required to watch videos focusing on grammar and complete related activities before the lesson. These are marked. Some teachers ask students to read texts and study other material too. After completing the assigned pre-class activities, students note down any questions related to the content they studied, which they then bring to the class.

During lessons, student questions are answered through group work, peer learning or by teachers directly. In general, teachers provide opportunities for students to practice English; cover the sections of the Students' Book as outlined in the day-to-day breakdown; give feedback to students on their performance; and cover

content not included in the pre-class videos. The fourth hour of each day is set aside for tutorials. Teachers prepare tutorials based on student performance on different assessments, especially scores from the pre-class activities and MEL assignments. Depending on need, tutorials may be for small groups, individual students, or, in some cases, the entire class.

Overall, in class, emphasis is placed on applying skills to speaking. Given that students have already engaged with the grammar points at home, more time for speaking is available in class, teachers have suggested. Interviewees pointed out, however, that this was not necessarily the case for Elementary students, who needed more support in class to understand grammar points.
Stimulus for productive speaking comes from Speakout with MEL and other teacher materials. Also, to further support contextualisation to the Turkish culture and add more variety to lessons, Speakout with MEL is supplemented with other materials. Speakout with MEL is considered a guiding text, and teachers have the freedom to use its materials alongside other texts and resources.

Games, PowerPoint presentations, websites, extra listening activities, extra readings, songs and videos, and visual materials, such as posters and online images are examples of supplementary materials used. These are sourced by teachers themselves or a dedicated materials team and are added to a shared resource for all teachers to use. In addition, for every module, teachers meet to share with their colleagues the additional materials they use.
After class, students complete activities on MEL to reinforce and consolidate their learning. Unit tests on MEL are also used at the end of each unit. Teachers track student progress on MEL as they see fit, but they must log students' scores each time two units have been completed. Other formal ongoing assessments include quizzes on different English language skills and classroom participation.

At the end of the module, after seven weeks of teaching and learning, students take the End of Module Exam (EoM). Students who exceed the permitted absence are not eligible to sit the EoM. Students have to achieve 60% or above to pass the EoM. The final grade is a pass or a fail. A pass equates to 70% or above across all the formal assessments. Details of the assessment model used are provided in Table B2 below.

Table B2: Details of ELPP's assessments, pre-questionnaires, curriculum documents and teacher interviews

	% of end of course score	Assessment type	% per assessment type	Implementation
Ongoing assessment	35%	Three vocabulary and three grammar quizzes	14% (2.33% each)	● Prepared by the assessment coordinators and the assessment team ● Administered at different points during the course, during the last (fourth) hour of the day, except speaking, which starts in the third hour
		Two each of reading, writing, speaking and listening	21% (2.63% each)	
Online work	20%	Pre-class videos and activities on Blackboard	5%	● Prepared by ELPP with a due date set by administrators ● Require 50% pass rate for each activity. Students are allowed multiple attempts but cannot complete tasks after the due date
		Post-class consolidation assignments on MEL	5%	● Due dates are set by administrators for the day after each set of two units is completed. Students cannot complete assignments after the due date. ● Students are allowed multiple attempts ● Most teachers suggested that they check MEL data weekly ● Teachers must log student scores after each set of two units is completed
		Post-class unit tests on MEL	10%	● Due dates set by administrators. Tests cannot be completed after the due date ● Tests are one-hour long, outside the classroom. Students are allowed one attempt on each test ● Teachers must log student scores after each set of two units is completed
Classroom participation (weekly)	10%	Assessment of the amount and the quality of English used, task achievement and behavior	N/A	● Teachers use a rubric scoring of one to four for each of the assessment components. ● The rubric is embedded in the Blackboard gradebook, so students can see how they have scored in each area. Instructors can add further feedback too

	% of end of course score	Assessment type	% per assessment type	Implementation
End of Module Exam (EoM)	35%	The EoM assesses listening, grammar, vocabulary, reading and writing	N/A	● Written by the assessment coordinators and the assessment team. ● Taken one day after classes finish under control conditions ● Teachers share feedback on test results with coordinators using Blackboard's discussion board and forums

Training and support for students

Student training takes place during their orientation, at the beginning of the academic year, and involves four stages.

- **Stage 1**: students are shown videos in Turkish on how to use MEL.
- **Stage 2:** teachers take students through the steps needed to access MEL. Two teacher participants mentioned that they used a slideshow created with the help of the technical support team.
- **Stage 3:** students register on MEL. MEF IT staff, as well as Pearson staff, are present to support students who are having trouble registering or logging in.
- **Stage 4**: students are walked through a couple of example activities and shown how they can complete them as a whole group.

Students navigated the system successfully by the end of the orientation day or within a few days to a maximum of a week, interviewees suggested. The majority of technical issues occurred at the beginning of the course, when students registered and started using MEL. Several teachers said they had few issues after that. When issues arose, students were asked to follow a step-by step problem-solving route.

- **Student-to-student support**: students were encouraged to first check with a peer to solve a problem.
- **Student-to-teacher support**: if peer-to-peer support failed, students turned to their teachers. Often, this took place online, with several teachers referring to screenshots of MEL with questions sent by students. Occasionally, if many students reported the same issue, teachers tackled problems with the whole class.
- **Student-to-administrator support**: if teachers are unable to resolve the issue, it is passed on to administrators.

Teachers also suggested that more time and training was needed for students at the Elementary level to become proficient in MEL before assigning activities to them. One interviewee also mentioned that Elementary students also needed support with the textbook itself. Overall, teacher feedback pointed to Elementary classes needing more study skills support, especially with how to best use the Speakout book and with Flipped Learning, which seemed to place demands on students that they might not have encountered before.

Training and support for teachers

The ELPP administrators recognise the many demands the use of Flipped Learning and MEL place on teachers, especially those new to the profession. To support new teachers, relevant training has been incorporated in the annual two-week staff orientation at MEF. Ongoing support is also available for all teachers. Table B3 briefly outlines the content of the training and the ongoing support available to teachers.

Table B3: Teacher training and ongoing support—teacher interviews

Orientation training	Ongoing support
New teachers	
• Discussion on Flipped Learning's philosophical basis • Learning inventories filled in by teachers so that they identify their own learning profile. Teachers are then asked to reflect on their learning profile with colleagues. • Blackboard and MEL, and how to use them	• **Teacher-to-partner teacher support**: new teachers are assigned a partner to team-teach and get support with Speakout and/or MEL related issues
All teachers	
• N/A for teachers who have already completed the orientation training	• **Teacher-to-technical team or Pearson support**: if an issue cannot be resolved by MEF's internal technical team, teachers alert the Assistant Director, who is responsible for escalating issues to the Pearson technical team. Pearson offers technical support by email or in person. • **Teacher-to-teacher support**: including the once-a-module team meetings for staff. These were seen by several teachers as a good opportunity to share tips with colleagues

Staff views on the student and teacher training

Interviews showed that teachers viewed the training they and students received positively. They mentioned that the newness of Speakout with MEL was a challenge, particularly in terms of how best to organise roles and responsibilities and deliver Speakout with MEL. They also found it challenging to respond to the technical demands of working on different devices. The training and the ongoing support available to them, however, helped them overcome these challenges, interviews suggested.

Furthermore, teachers' confidence in using technology seemed relatively high, which could also indicate the positive impact of the training and support provided. All teachers rated their confidence with the use of technology as seven out of ten or more. One teacher told us that when they started their job at ELPP, they were not confident in using technology. The training and support from colleagues, however, had helped them become confident.

Nevertheless, teachers suggested that top-up, specific training on MEL would be beneficial to their teaching – – how to maximise the use of the common errors report and other more advanced features, for example.

MyEnglishLab use by students

The use of MEL by students can be used to make inferences about student access, experience, and engagement. In addition, patterns of use and the reasons given for using MEL provides a more nuanced portrait of how learners are enacting blended instruction. The following section describes the analysis of usage data collected through the student questionnaires and data extracted from the MEL platform.

MEL use by students – time spent on tasks[11]

On average, Elementary students spent 20.1 hours on MEL tasks over their seven-week course, translating to approximately three hours a week. Pre-Intermediate students spent 14.8 hours (just over two hours a week) and Intermediate — 9.9 hours (1.5 hours a week). There was little variation between classes within the same level. For example, at the Elementary level, one class had an average of 18.5 hours and the other 21.7 hours; at the Pre-Intermediate Level the average time spent on task per class ranged from 13.0 to 17.0 hours (ten classes); and at the Intermediate level from 7.3 to 11.0 hours (12 classes).

Analysis from the MEL data seems to roughly agree with the self-reported number of hours spent on MEL per week from the student survey. Most Elementary students surveyed suggested that they spent three to four hours a week. Most Pre-Intermediate students reported spending one to four hours a week and most Intermediate level students said they spent one to two hours per week, compared to about 1.5 hours recorded on MEL.

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[11] To reiterate, time on task is purely the time spent on assignments/practice and tests, and not log-in time.

Table B4: Students' self-reported weekly use of MEL — survey data

Level	Per week*				
	Less than 1 hour	1-2 hours	3-4 hours	About 5 hours or more	Total students
Elementary	N/A	14% (N=1)	57% (N=4)	29% (N=2)	7
Pre-Intermediate	6% (N=4)	41% (N=29)	37% (N=26)	16% (N=11)	70
Intermediate	5% (N=4)	54% (N=44)	30% (N=24)	11% (N=9)	81

Excludes four responses from students who did not provide the level of their study.

The average time spent per assignment was four minutes for Elementary students and three minutes for the other two levels. The average time spent on each test was 17 minutes for Elementary students, 11 minutes for Pre-Intermediate students and 10 minutes for Intermediate students. Although there is variance in the average time taken to complete a test between students, overall, Pre-Intermediate and Intermediate students did not seem to exceed the 30-minute mark. Elementary students took between 10 and 35 minutes.

Lastly, more than half of students (88/158) reported using MEL to check their progress on the gradebook weekly — 18% (29/158) checked it several times during the course and 15% (24/158) every day. 11% (17/158), however, did not check their progress on the gradebook.

MEL use by students — number of assignment and tests completed

Assignment completions are relatively high across levels — between 86% and 93% of the total number of assignments. Test completion rates are also relatively high — on average, only one test out of the total number assigned appears to have been missed. All classes within a level were set the same number of assignments and the same number of tests.

Table B5: Assignment and test completions—MEL data

Class	Assignments	Tests		
	Assigned	Average no. completed	Assigned	Average no. completed
Elementary	279	241 (86%)	12	10 (83%)
Pre-Intermediate	257	239 (93%)	12	11 (92%)
Intermediate	218	198 (91%)	10	9 (90%)

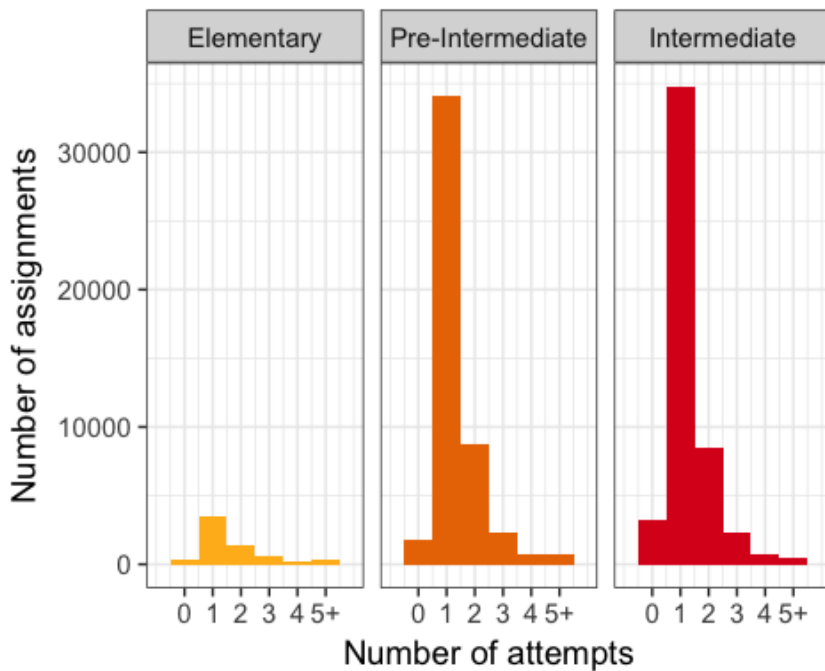## MEL use by students — student attempts on assignments

Although students have an unlimited number of attempts to complete assignments, the majority of assignments were attempted only once, especially at Pre-Intermediate and Intermediate levels. Most of the remaining assignments were attempted twice.

- Elementary — 58% of assignments were attempted once and 24%, twice.
- Pre-Intermediate — 73% of assignments were attempted once and 19%, twice.
- Intermediate — 75% of assignments were attempted once and 18%, twice.

Table B6: Percentage of number of attempts per level — MEL data

Level	Number of attempts					
	1	**2**	**3**	**4**	**5+**	**Total**
Elementary	58% (N=3,628)	24% (N=1,490)	9% (N=591)	4% (N=256)	5% (N=296)	100% (N=6,261)
Pre-Intermediate	73% (N=33,900)	19% (N=8,755)	5% (N=2,269)	2% (N=714)	1% (N=669)	100% (N=46,307)
Intermediate	75% (N=35,025)	18% (N=8,522)	5% (N=2,287)	1% (N=679)	1% (N=475)	100% (46,988)

Figure B1: Number of attempts on assignments per level — MEL data

Teachers' perceptions of Speakout, the Students' Book and ActiveTeach, and of their impact

Overall, teachers suggested that Speakout with MEL supported the standardisation of teaching practices across a level because it formed a complete scheme of work. It became hard to deviate from what is taught and when. Teachers also thought that Speakout with MEL materials supported teaching and assessment in different ways, including making planning an integrated assessment system easier — through the MEL assessment materials being compatible with Cutting Edge, for example. All interviewees also highlighted how well assessments in MEL corresponded to the Speakout with MEL content, making them a valid form of formative assessment.

As regards the Students' Book, teachers thought its content was at the appropriate level of challenge for students, but found the content dense. They reported that covering everything in the time available was a challenge. For this reason, they were encouraged by administrators to select what they thought it was necessary to cover from each unit, a task they found hard.

Interviewees also believed that the Students' Book supported the development of speaking, vocabulary, pronunciation and grammar skills. Some teachers mentioned how topics and other speaking activities facilitated greater communication in class. Teachers also thought that the language bank, the photo bank and the vocabulary lists at the back of the book were useful for preparing exam papers and formative assessment tasks. However, there were some critical points raised.

- Teachers stated that, in reality, some Elementary students needed more grammar support, resulting in more time spent on practicing grammar than applying it to new contexts through speaking activities.
- Three teachers suggested that some of the content in Speakout lacked sufficient context. For example, students needed to know why they were using a particular grammar point.
- Several teachers mentioned that vocabulary lists were overly long and lacking context.
- One interviewee suggested that Pearson might consider developing project-based assessments for some units to broaden the range of assessment types on offer and support the development of collaborative skills.

As for ActiveTeach, teachers mentioned that they used it more or less daily, with a few noting that the package of digital resources in combination with a paper-based textbook was ideal. Teachers thought that ActiveTeach was engaging and motivating to students, particularly because it was interactive.

Different ActiveTeach features and functions were also seen as helpful to teaching, including the flashcards, the games and the ability to zoom in and out. ActiveTeach was also seen as particularly helpful when teachers needed to cover other colleagues' lessons (this applied for all Speakout with MEL materials too), as no preparation time was needed and everything a teacher needed to deliver the lesson was on ActiveTeach.

Student and teachers' perceived impact of MyEnglishLab and the implementation model on students

This section provides evidence from the student survey and the teacher interviews on the perceived impact of Speakout with MEL, as well as the factors seen to facilitate its positive impact and those that hinder it. The evidence presented map to the learner outcomes of Speakout with MEL — namely access, engagement, positive learning behaviours, achievement and preparation for the next level in learning.

Table B7: Evidence of perceived impact of MEL on students, supports and challenges — student survey and teacher interviews

Evidence	Supports	Suggested improvements
Access		
Student survey ● 95% (148/156) suggested they can access their MEL account easily. ● 95% (147/155) said they can access their MEL assignments easily. ● 92% (143/156) said they can access the exercises and course easily. ● 93% (147/158) were able to access MEL through their smartphone/tablet. ● 74% of students responding to MEF's satisfaction survey strongly agreed/agreed that MEL is easy to use.	Teacher interviews ● Students had the freedom to learn at a convenient time and place. ● The ability to sync MEL with Blackboard so there was one-click connectivity, made access easy. ● Overall, MEL was error-free, especially after registrations were completed. ● Although there were some password issues during registrations, these were quickly resolved. ● MEL was user-friendly.	Student survey ● A small minority suggested they had trouble acquiring the relevant equipment or internet connection needed to use MEL when outside the university.
Student engagement		
Student evidence ● More than two-thirds (68%, 104/152) of students surveyed agreed/somewhat agreed that MEL is engaging. ● 72% (111/154) enjoyed completing assignments in MEL. ● 79% of students responding to MEF's satisfaction survey strongly agreed/agreed that MEL is useful. ● Teacher interviews ● Student engagement with MEL was usually 100% and prompt, despite some reluctance to begin with.	Teacher interviews ● MEL was compulsory. ● The alignment between MEL tasks and the student book allowed students to better comprehend content, which, in turn, enabled them to engage more in class.	Student survey ● The length and number of assignments to complete after each lesson was overwhelming and the time to complete them, limited. ● A review of the autoscoring system would be useful, so that punctuation or spelling errors (like non-conformity to capitalisation rules in open ended questions, which assess a different skill) are not penalised in the future. Students were relatively deterred by the current set

Evidence	Supports	Suggested improvements
		up of the autoscoring system. ● Enriching the variety of exercises in MEL could further support engagement, data suggests. Teacher evidence ● Further activities on MEL could be designed to support collaboration between students and between students and teachers.
MEL and student behaviors		
Student survey and teacher interviews ● Students learnt to self-monitor. ● Teacher interviews ● There was less anxiety when learning with MEL. ● MEL fostered greater student responsibility, as students took control of their own learning.	Teacher interviews ● Several teachers noted that students were able to repeat an assignment, which led to less anxiety. They were also free to complete assignments wherever and whenever they wished, removed from any potential judgement from peers or others regarding their performance. ● Students had to make decisions on where and when they completed their assignments and unit tests. They learned to take deadlines more seriously as both assignments and tests were open for a short time and counted towards their overall end of course scores. ● The instant feedback of MEL quizzes supported students' sense of progress and ownership of their learning. One student in the survey also suggested they would recommend MEL to others because it was a	● N/A

Evidence	Supports	Suggested improvements
	useful self-assessment too.	
MEL and students' development of English language skills		
Student survey ● 66% (100/151) of students agreed/somewhat agreed that the feedback on MEL assignments helped them improve their English. ● Teacher interviews ● MEL supported speaking, listening and grammar skills.	Student survey ● 83% (133/160) found the MEL assignments very/somewhat useful to their learning. ● 84% (130/154) agreed/somewhat agreed that MEL helped them review materials from class. ● 76% (116/153) agreed/somewhat agreed that they practiced in MEL until they completely understood the lesson content. ● A third of students responding to why they would recommend MEL in the survey suggested its utility for revising learning or scaffolding new learning, or its general usefulness. Teacher interviews ● MEL's alignment with the student book. ● MEL freed up classroom time for a broader range of activities, particularly speaking. ● Several interviewees pointed out that MEL activities provided good opportunities to support grammar and listening. ● Students had a chance to learn from mistakes and revise for tests using MEL. ● Two teachers noted that MEL allowed students to engage with a concept in a different way, if the concept was not understood in class.	Teacher interviews ● MEL could further support speaking and punctuation, possibly using speech recognition software.

Table B8: Evidence of the perceived impact of MEL on teachers, teaching and the ELPP, supports and challenges — student survey and teacher interviews

Evidence	Supports	Suggested improvements
MEL and workload		
Teacher interviews ● Overall, MEL reduced assessment workload and administrative tasks.	Teacher interviews ● Most teachers mentioned that their assessment workload was reduced, given that MEL formed the bulk of student homework. ● Administrators set up courses, assigned assignments and their associated deadlines for all classes before they started. This saved teachers time as they didn't have to complete these tasks themselves.	Student survey and teacher interviews ● A review of MEL's autoscoring system could reduce teacher workload as they would not feel obliged to alter students' scores. ● Teachers would like to be able to change the deadlines for assignments themselves – they are currently set by the administrator. Sometimes it was not possible for students to meet the deadlines. In these cases, teachers had to wait for deadlines to expire and then re-set them.
MEL and student assessment		
Teacher interviews ● Teacher views were mixed regarding the validity of student scores on MEL assignments.	Teacher interviews ● It was mentioned that there was more consistency in student performance across assessments when Speakout and MEL were used. ● Mostly, when students performed well on MEL, they passed the other parts of the course. Before switching to Speakout with MEL this was not necessarily the case.	Teacher interviews ● The implementation model required teachers to allow students unlimited attempts on MEL assignments. Some teachers were concerned that this might cause some student and class scores to be inflated. ● One teacher suggested that if MEL exercises were shuffled or randomised (something like a test generator), this could reduce opportunities for students to copy from one another. Students copying from each other was an issue highlighted by teachers but they mentioned that the scope of the issue was small. ● One interviewee suggested that automated adaptive testing would further support assessment and

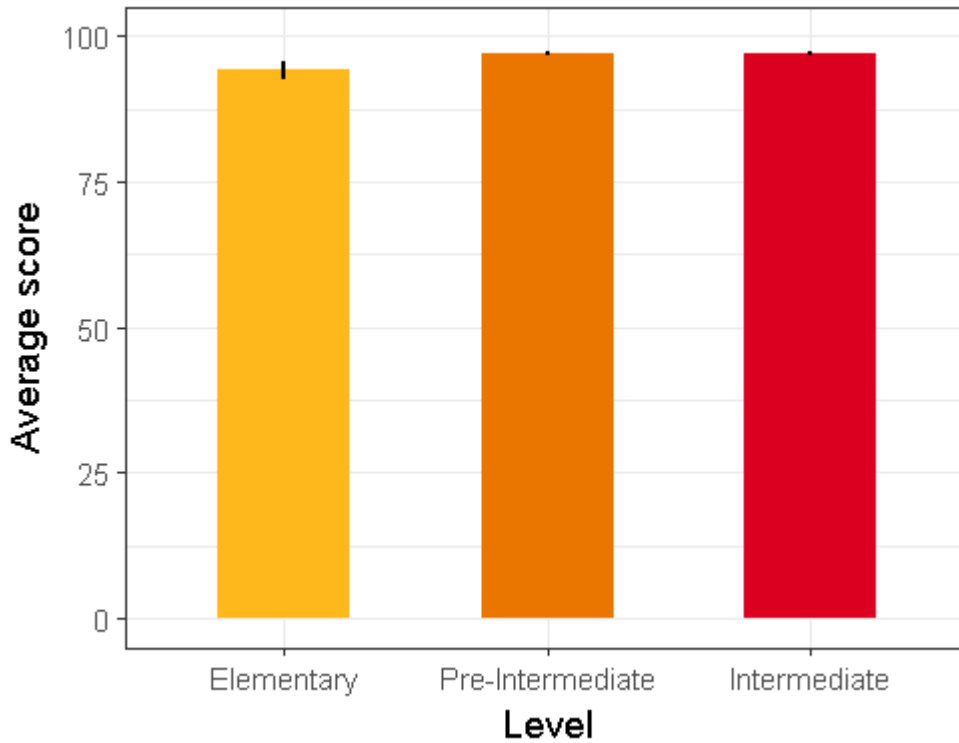| Evidence	Supports	Suggested improvements
		students' individual needs.
MEL and teaching		
Teacher interviews ● Performance data from MEL could inform teaching so that it could be tailored to class and individual student needs. ● MEL could be used with other Pearson products, allowing for flexibility in designing the curriculum, especially for students who needed to repeat a level.	Teacher interviews ● The use of the gradebook helped track student performance, including that of students who were shy in class, and helped identify students who were underperforming.	Teacher interviews ● Synchronising student names in Blackboard and MEL could reduce teacher workload, as teachers currently perform this task manually.

Student performance on MEL

Student progress on assignments provides an indicator of student learning and achievement over time. Performance on MEL assignments is the only source of student performance data that we have from these institutions. In this section, we describe average student performance by institution and assignment type. We are also able to investigate the relationship between completion of assignments and performance (i.e. scores) on those assignments. Finally, we offer evidence that individual assignment scores are relatively reliable indicators of student learning that can be confidently used by instructors to monitor progress over time.

Overall student performance on MEL assignments/practices

The average assignment scores were relatively high across all levels. The Elementary student average score was 94%; Pre-Intermediate — 97%; and Intermediate — 97%. Average assignment scores by class showed a relatively small amount of variation — Elementary class scores were 94% and 95% (two classes); Pre-Intermediate — between 95%-98% (ten classes); and Intermediate — between 96%-98% (12 classes).

Figure B2: Average student assignment scores (for attempt with the highest score) by level — MEL data

Solid lines represent bootstrapped 95% confidence intervals.

When analysing assignment scores based on the percentage of students achieving within different score bands, we found that all students across all levels had scores above 70%.

Table B9: Percentage of students achieving within different score bands in MEL assignments per level
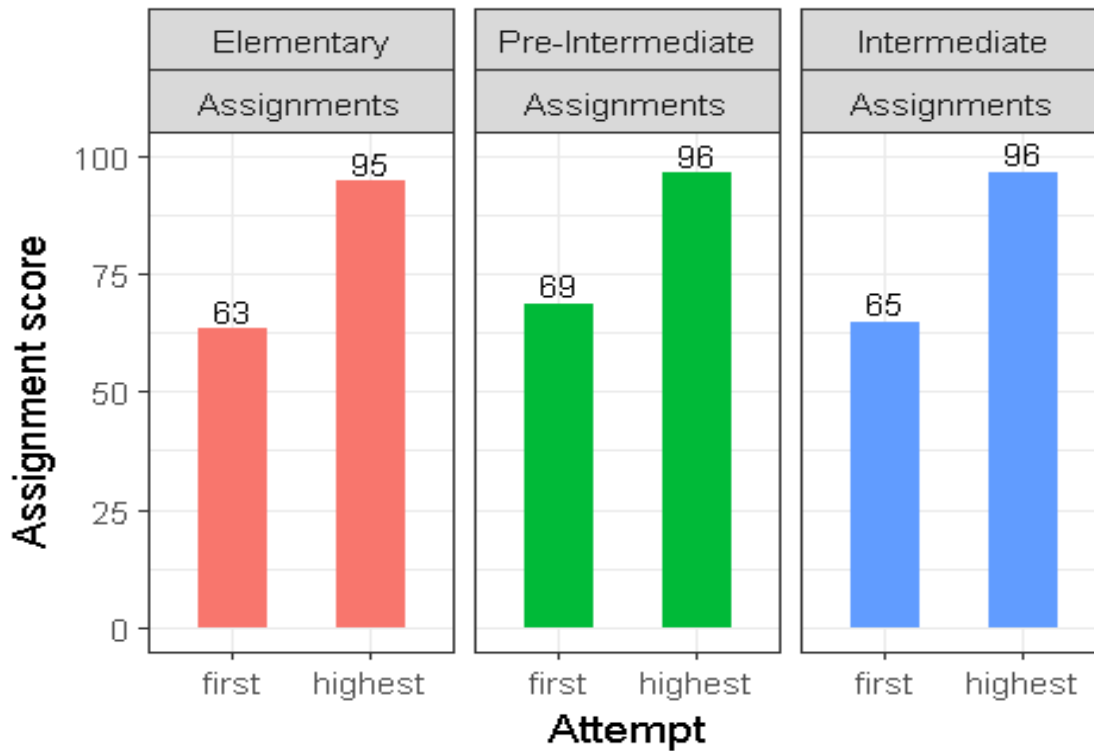
Performance band	% of students		
	Elementary	Pre-Intermediate	Intermediate
Below 50%	0% (N=0)	0% (N=0)	0% (N=0)
50%-59%	0% (N=0)	0% (N=0)	0% (N=0)
60%-69%	0% (N=0)	0% (N=0)	0% (N=0)
70%-79%	0% (N=0)	0% (N=0)	0% (N=1)
80%-89%	15% (N=4)	2% (N=4)	2% (N=5)
90%-100%	85% (N=22)	98% (N=189)	98% (N=231)
Total	N=26 (100%)	N=193 (100%)	N=237 (100%)

See Table B16 in appendices for results if zeros were included in the analysis.

Student progress on assignments

Progress from students' first to highest attempt (which was nearly indistinguishable from the last attempt) was quite astonishing. At the Elementary level, students increased their score by 32 percentage points; at Pre-Intermediate, by 27 percentage points; and at Intermediate, by 31 percentage points. There was some variability between the average class improvement, but generally this variability was small. For example, the per-class average progress scores for Elementary were 29% and 34%, for the Pre-Intermediate classes, between 25% and 32% (ten classes) and for the Intermediate classes, between 30% and 36% (ten classes).

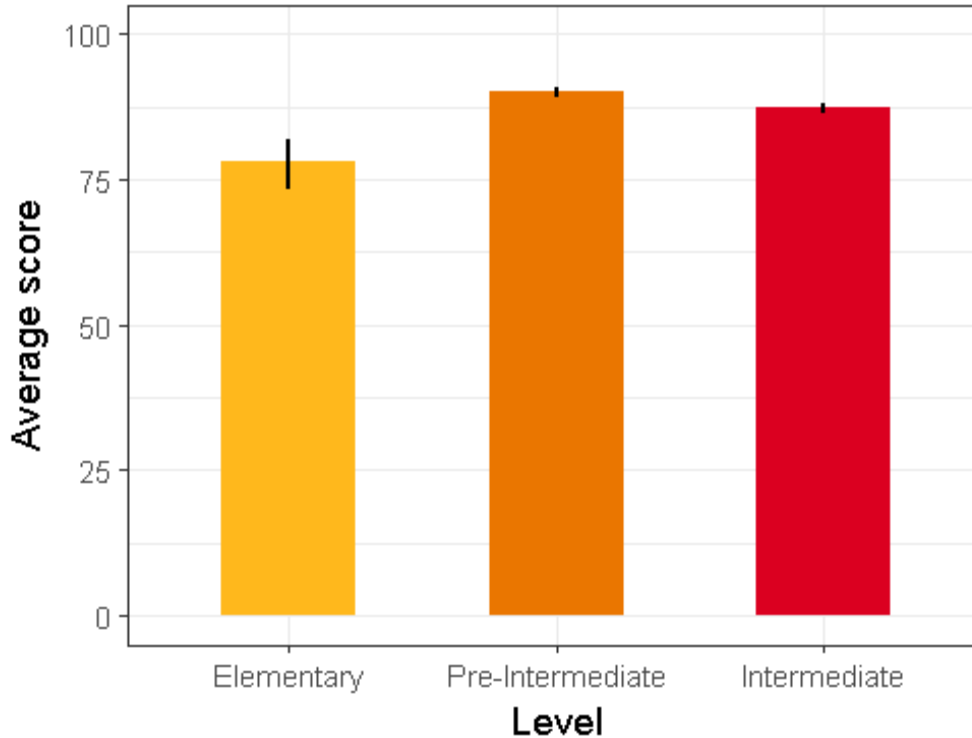Figure B3: Average student progress between first and highest attempts by level — MEL data

Test scores

- The average test score in Elementary was 78%, in Pre-Intermediate, 90%, and in Intermediate, 87%. Average test scores for Elementary classes were the same (78%), whilst the average score per class for Pre-Intermediate ranged between 86% and 93%; (ten classes) and for Intermediate between 84% and 91%; (12 classes).

Figure A4: Average test scores by level — MEL data

Solid lines represent bootstrapped 95% confidence intervals.

The percentage of students achieving 70% and above in tests was 88% for Elementary, 98% for Pre-Intermediate and 99% for Intermediate. Arguably, the percentage of students who achieved 90%-100% for both Pre-Intermediate and Intermediate was relatively high — 63% and 42%, respectively. The percentage of Elementary students scoring below 70% in tests was 12% (N=3). However, the number of students for whom data were analysed was small, so we need to treat this finding with caution.

Table B10: Percentage of students achieving within different score bands in MEL tests per level —MEL data

Performance band	% of students		
	Elementary	Pre-Intermediate	Intermediate
Below 50%	4% (N=1)	0% (N=0)	0% (N=0)
50%-59%	4% (N=1)	0% (N=0)	1% (N=1)
60%- 69%	4% (N=1)	2% (N=3)	2% (N=5)
70%-79%	46% (N=12)	6% (N=11)	14% (N=32)
80%-89%	27% (N=7)	30% (N=58)	42% (N=99)
90%-100%	15% (N=4)	63% (N=121)	42% (N=99)
Total	N=26	N=193	N=236

See Table B17 in the appendices for results if zeros were included in the analysis.

Student Performance in the EoM Exam and End-of-Course Results

Average student scores and percentage of students achieving in different performance bands in the EoM

Student average scores in the EoM were 65% for Elementary and Pre-Intermediate classes, and 68% for Intermediate classes. The percentage of students scoring above 60% in the EoM exam, which constitutes a pass, was 84% in Elementary. The large majority of students (57%) achieved between 60% and 69%. The large majority of Pre-Intermediate and Intermediate students also achieved above the pass score of 60% (63% and 75% respectively).

Table B11: Percentage of students achieving within different score bands in the EoM

	Elementary	Pre –Intermediate	Intermediate
Below 50%	8%	11%	5%
50%-59%	8%	26%	20%
60%-69%	57%	26%	31%
70%-79%	23%	27%	31%
80%-89%	4%	8%	11%
90%-100%	0%	2%	2%

Average student scores and percentage of students achieving in different performance bands for the end-of-course results
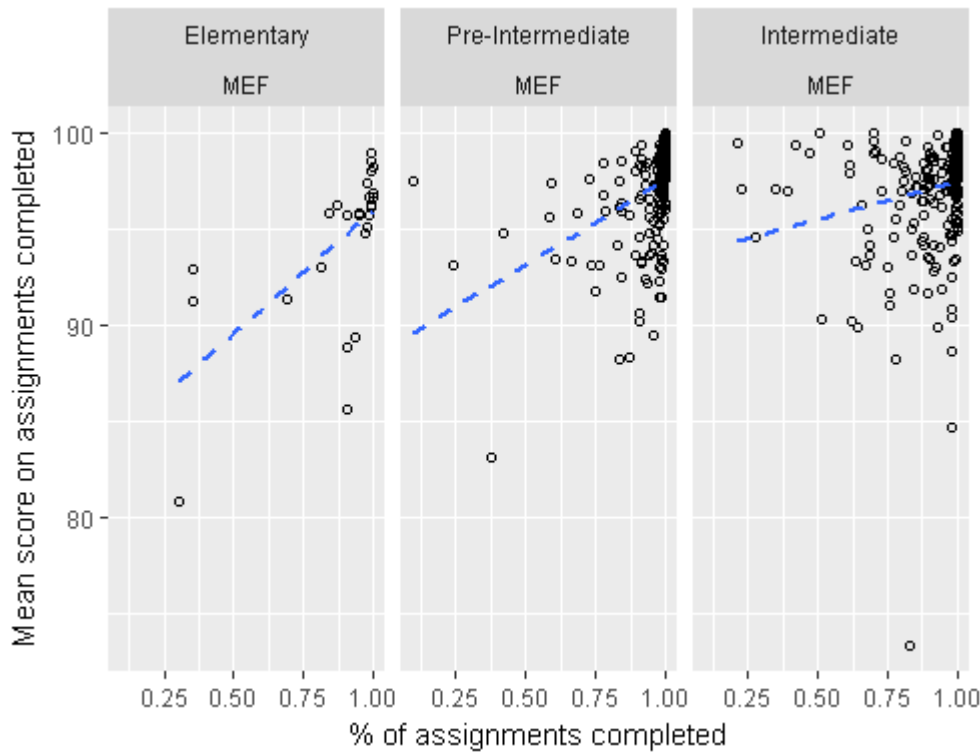
The average end-of-course scores were all above the pass rate of 70% across all levels. Elementary and Pre-Intermediate classes showed an average of 73%, and Intermediate, of 75%. The percentage of students scoring above 70% in Elementary was 73%, in Pre-intermediate, 68% and in Intermediate, 74%. 28% of Pre-Intermediate students scored between 60 and 69%, and 24% for Intermediate classes.

Table B12: Percentage of students achieving within different score bands in the end-of-course results

	Elementary	Pre –Intermediate	Intermediate
Below 50%	0%	0%	0%
50%-59%	12%	6%	2%
60%-69%	15%	28%	24%
70%-79%	54%	42%	45%
80%-89%	19%	22%	26%
90%-100%	0%	2%	3%

Correlation between average assignment scores and percentage of assignments completed
When looking at the average scores for the highest-scoring attempts for all assignments and tests taken by individual students across the three levels, there was a strong positive correlation between the average assignment scores and the percentage of assignments completed. The Pearson correlations were 0.64 ($p<0.001$) for the Elementary level, 0.41 ($p<0.001$) for the Pre-Intermediate level and 0.19 ($p=0.003$) for the Intermediate level. The Spearman correlations were substantially larger, probably because they were less affected by the presence of some outliers and the non-linear nature of percentages: 0.76 ($p<0.001$) for the Elementary level, 0.66 ($p<0.001$) for the Pre-Intermediate level and 0.42 ($p=0.003$) for the Intermediate level. So, the more assignments students completed, the better their scores (see Figure B5).
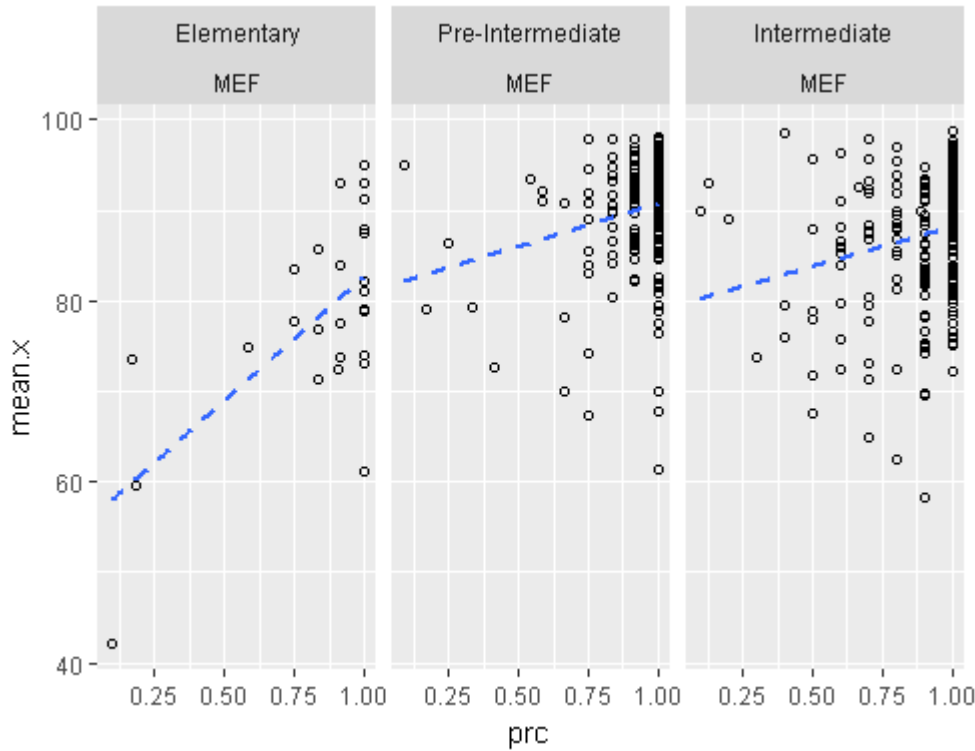
Figure B5: Correlation between average assignment scores and percentage of assignments completed — MEL data

Correlation between average test scores and percentage of tests completed
There was a significant and positive correlation between the average test scores and the percentage of tests completed, as seen in Figure B7. The Pearson correlations were 0.65 (p<0.001) for the Elementary level, 0.22 (p=0.001) for the Pre-Intermediate level and 0.21 (p=0.002) for the Intermediate level. The Spearman correlations were relatively smaller: 0.47 (p=0.016) for the Elementary level, 0.15 (p=0.039) for the Pre-Intermediate level and 0.25 (p<0.001) for the Intermediate level.
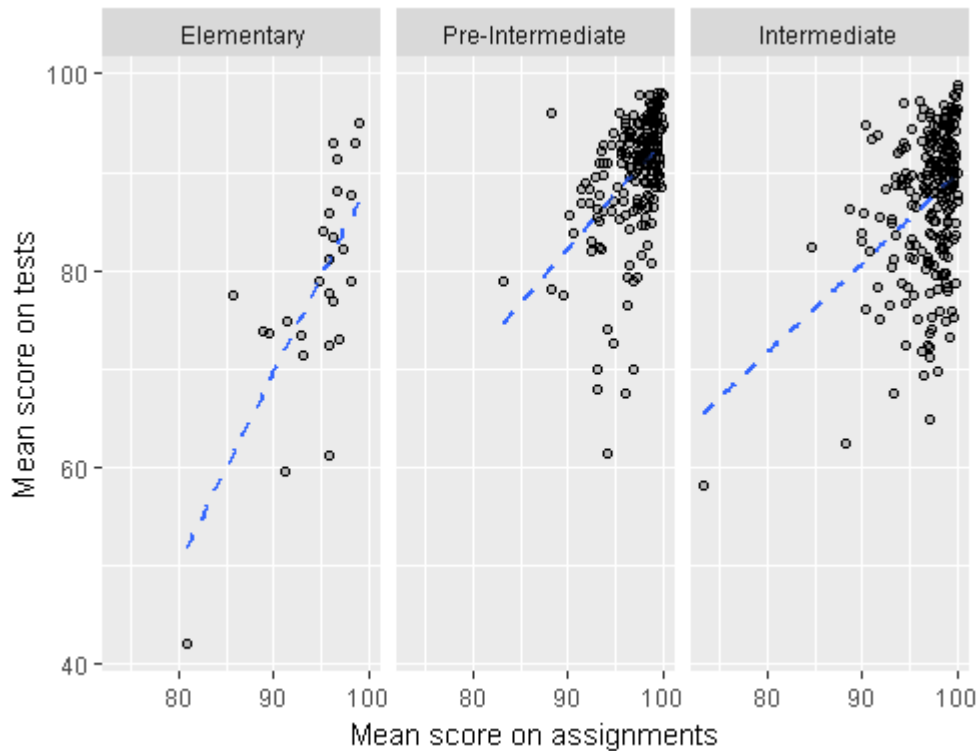
Figure B6: Correlations between percentage of tests completed and average test score — MEL data

Correlation between average assignment scores and average test scores

There was also a strong positive correlation between average assignment scores and average scores on tests (see Figure B7). This indicated that there was a close match between student performance on assignments and their performance in tests. The Pearson correlations were 0.71 (p<0.001) for the Elementary level, 0.47 (p<0.001) for the Pre-Intermediate level and 0.38 (p<0.001) for the Intermediate level. The Spearman correlations were very similar: 0.67 (p<0.001) for the Elementary level, 0.49 (p<0.001) for the Pre-Intermediate level and 0.32 (p<0.001) for the Intermediate level.

Figure B7: Correlation between average assignment scores and average test scores — MEL data

Moreover, for each student, the average assignment score was computed for all the exercises of each unit. The correlations between the unit average assignment score mainly ranged between 0.30 (first quartile) and 0.50 (third quartile), although the average correlation was 0.40 (177 correlations were computed). For example, at the Elementary level, the correlation between the average assignment scores for Unit 11 and Unit 10 was 0.69 (significant at the 0.001 level). Other correlations were, however, lower. For example, at the Pre-Intermediate level, the correlation between the average assignment scores for Unit 1 and Unit 12 was 0.36 (significant at the 0.001 level).

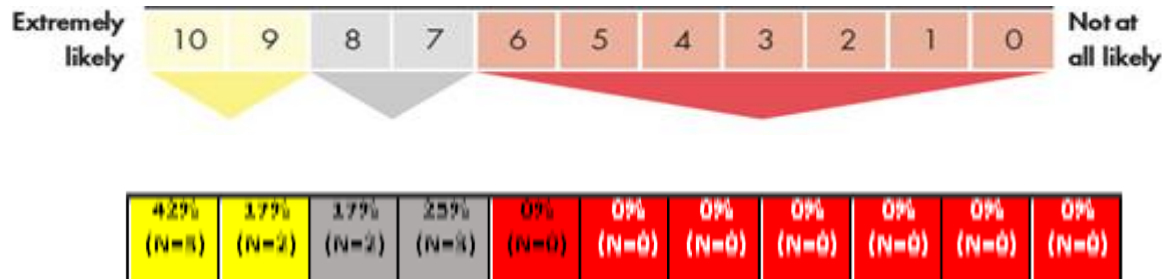Figure B8: Correlation between unit average assignment scores — MEL data

Correlation between percentage of assignments completed and average test score

There was also a statistically significant and positive correlation between the percentage of completed assignments and students' average test scores. This indicated that there was a concordance between completing more assignments and a higher performance in tests. The Pearson correlations were 0.70 (p<0.001) for the Elementary level, 0.22(p=0.002) for the Pre-Intermediate level and 0.18 (p=0.002) for the Intermediate level. The Spearman correlations were generally higher, as they were probably less affected by the non-linear nature of percentages: 0.68 (p<0.001) for the Elementary level, 0.35 (p<0.001) for the Pre-Intermediate level and 0.27 (p<0.001) for the Intermediate level.

Likelihood of Recommending Speakout with MEL

The Net Promoter Score (NPS) for teachers was +59, which was relatively high, indicating that teachers were highly likely to recommend Speakout with MEL and, therefore, seemed highly satisfied. This finding was in line with data collected in this study. Roughly 60% (7/12) of teachers scored a nine or ten when asked how likely they were to recommend Speakout with MEL to another institution. The remaining 40% appeared neutral, giving scores of seven and eight.

Figure B9: Teacher NPS score, teacher interviews

	10	9	8	7	6	5	4	3	2	1	0	
Extremely likely	42% (N=5)	17% (N=2)	17% (N=2)	25% (N=3)	0% (N=0)	0% (N=0)	0% (N=0)	0% (N=0)	0% (N=0)	0% (N=0)	0% (N=0)	Not at all likely

In the survey, students were asked about the likelihood of recommending MEL to another student. The NPS for students was -45, which indicated that, overall, students were not likely to recommend MEL. Although this finding does not fully align with student views about MEL collected through other sources in this study, it seems indicative of some of the mixed views students expressed when they responded to the open-ended questions included in the survey.

Figure B10: Student NPS score, student survey

	10	9	8	7	6	5	4	3	2	1	0	
Extremely likely	6% (N=9)	3% (N=5)	20% (N=31)	18% (N=28)	10% (N=16)	17% (N=26)	7% (N=11)	6% (N=10)	4% (N=4)	3% (N=4)	7% (N=11)	Not at all likely

Table B13: Percentage of Elementary students achieving within different score bands in MEL assignments and tests, EoM exam and end-of-course scores

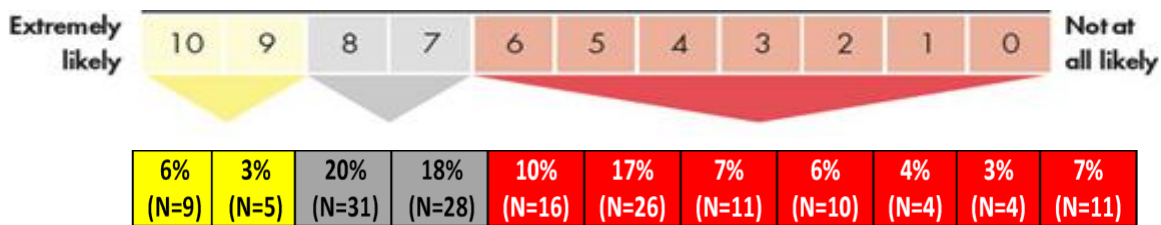|	Elementary			
	Assignment scores	**Test scores**	**EoM**	**End-of-course scores**
Below 50%	0% (N=0)	4% (N=1)	8%	0%
50%-59%	0% (N=0)	4% (N=1)	8%	12%
60% 69%	0% (N=0)	4% (N=1)	57%	15%
70%-79%	0% (N=0)	46% (N=12)	23%	54%
80%-89%	15% (N=4)	27% (N=7)	4%	19%
90%-100%	85% (N=22)	15% (N=4)	0%	0%

Table B14: Percentage of Pre-Intermediate students achieving within different score bands in MEL assignments and tests, EoM exam and end-of-course scores

	Pre-Intermediate			
	Assignment scores	**Test scores**	**EoM**	**End-of-course scores**
Below 50%	0% (N=0)	0% (N=0)	11%	0%
50%-59%	0% (N=0)	0% (N=0)	26%	6%
60%-69%	0% (N=0)	2% (N=3)	26%	28%
70%-79%	0% (N=0)	6% (N=11)	27%	42%
80%-89%	2% (N=4)	30% (N=58)	8%	22%
90%-100%	98% (N=189)	63% (N=121)	2%	2%

Table B15: Percentage of Intermediate students achieving within different score bands in MEL assignments and tests, EOM exam and end-of-course scores

	Intermediate			
	Assignment scores	**Test scores**	**EOM**	**End-of-course scores**
Below 50%	0% (N=0)	0% (N=0)	5%	0%
50%-59%	0% (N=0)	0% (N=1)	20%	2%
60%-69%	0% (N=0)	2% (N=5)	31%	24%
70%-79%	0% (N=0)	14% (N=32)	31%	45%
80%-89%	2% (N=5)	42% (N=99)	11%	26%
90%-100%	98% (N=231)	42% (N=99)	2%	3%

Table B16: Percentage of students achieving different score bands in MEL assignments (zeros included)

Performance band	% of students		
	Elementary	Pre-Intermediate	Intermediate
Below 50%	12% (N=3)	3% (N=5)	3% (N=8)
50%-59%	0% (N=0)	2% (N=3)	2% (N=5)
60%-69%	4% (N=1)	2% (N=4)	7% (N=16)
70%-79%	8% (N=2)	5% (N=9)	7% (N=16)
80%-89%	19% (N=5)	13% (N=25)	17% (N=42)
90%-100%	57% (N=15)	76% (N=148)	63% (N=150)
Total	N=26	N=194	N=237

Table B17: Percentage of students achieving within different score bands in MEL tests (zeros included)

Performance band	% of students		
	Elementary	Pre-Intermediate	Intermediate
Below 50%	15% (N=4)	4% (N=7)	8% (N=19)
50%-59%	8% (N=2)	3% (N=6)	6% (N=14)
60%-69%	19% (N=5)	5% (N=10)	10% (N=23)
70%-79%	27% (N=7)	16% (N=31)	19% (N=46)
80%-89%	19% (N=5)	32% (N=63)	28% (N=66)
90%-100%	12% (N=3)	40% (N=77)	29% (N=69)
Total	N=26	N=194	N=237