

EVOLVE

DIGITAL

IMPACT EVALUATION STUDY

**Virtual flipped learning
with Evolve Digital:**
Teacher and student
reflections



IMPACT STUDY OVERVIEW

The study explores how the flipped learning approach is applied in the WeTALK programme to support English language development at two Peruvian universities: **Universidad Peruana de Ciencias Aplicadas (UPC)** and **Universidad Peruana del Norte (UPN)**.

At Cambridge University Press & Assessment, we aimed to understand how teachers perceive flipped learning, the challenges and adaptations involved, and the development of speaking skills, particularly among low-proficiency learners.

We also looked at what students and teachers think about the Evolve Digital course and the Linguaskill test, the learning and assessment solutions used in the WeTALK programme.

With over 20,000 students learning English across UPC and UPN, this study allows us to evaluate how flipped learning works at scale within a fully virtual programme in the higher education context.

ABOUT **WeTALK**

WeTALK is a fully virtual English language programme developed by Universidad Peruana de Ciencias Aplicadas (UPC) in Peru, based on the flipped learning approach. The programme is delivered through Evolve Digital, a fully online course developed by Cambridge English that enables learners to combine independent study with in-class learning. The main goal is to help students improve their speaking skills, offering a virtual alternative to traditional English classes.

Students enrolled in the WeTALK programme learn asynchronously for about five hours per week with Evolve Digital and practise their speaking skills in live classes every week. To increase student speaking time and allow teachers to provide individualised feedback, classes are kept small, with around 10–15 students. Mid-term and final assessments include speaking tasks to demonstrate students' fluency, accuracy, grammar and vocabulary.

WHAT IS FLIPPED LEARNING?

The flipped learning model reverses the usual way of teaching: **students first engage with new material asynchronously (through self-study) and then participate in synchronous, interactive classes. This approach allows a more dynamic and student-centred classroom experience.**

In English classes that use flipped learning, students typically complete reading, vocabulary, grammar and writing activities before the lesson. When they come to class, they focus on developing their speaking and listening skills with the teacher and other students.



STUDY RESULTS

To understand the impact of the WeTALK programme, the study employed a mixed-methods design, combining focus group interviews and questionnaire responses from English language teachers, students and course co-ordinators at UPC and UPN. The questionnaires were completed by 179 instructors and 739 students. In addition, six online group discussions were conducted with 18 English language teachers and course co-ordinators.

How do teachers perceive the flipped learning approach?

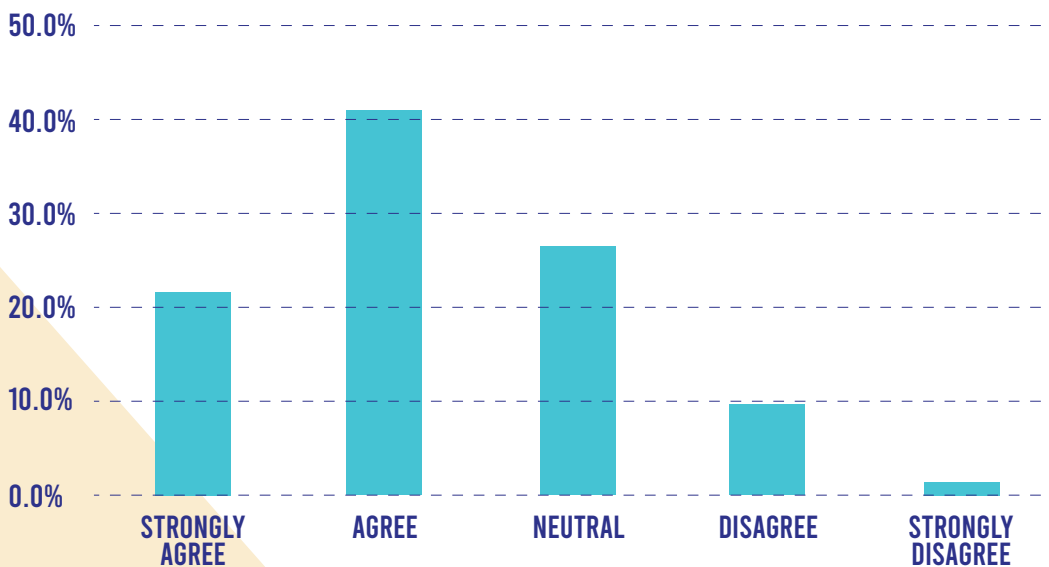
The results of the study showed that most teachers have positive perceptions of flipped learning and would recommend it for learning English, as demonstrated in the graphs below.

Teachers highlighted that successful implementation of flipped learning depends on students' engagement with content before coming to class, their autonomous learning habits and time management skills, as well as teachers' own role in encouraging students to speak.

The flipped classroom is as effective as the traditional classroom approach (Teacher perceptions).

More than 60% of teachers at both UPC and UPN agreed or strongly agreed that the flipped learning model is as effective as the traditional classroom approach.

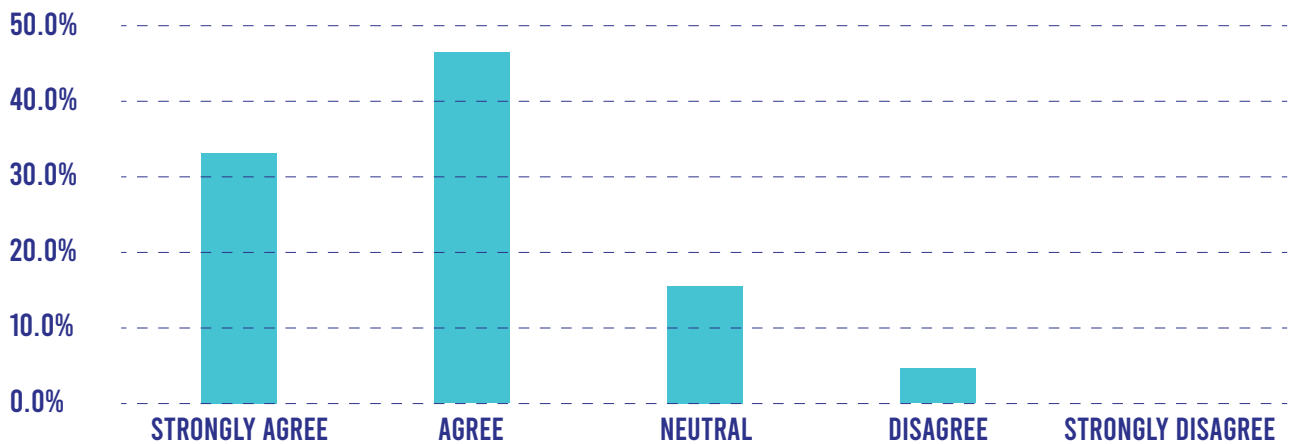
Figure 1



Flipped learning promotes student autonomy (Teacher perceptions).

A large majority of teachers (79.5%) also agreed or strongly agreed that flipped learning promotes learner autonomy.

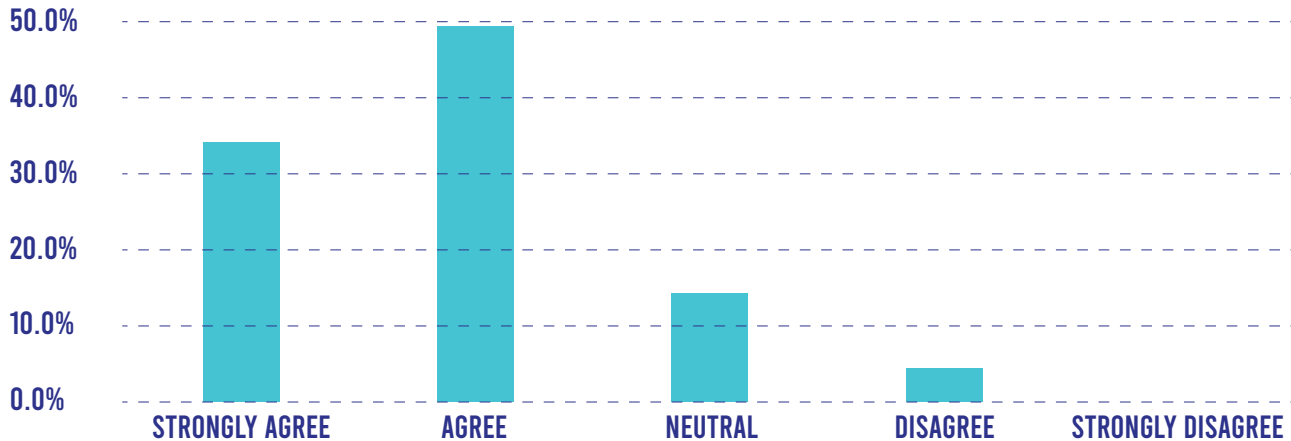
Figure 2



I would recommend the flipped learning approach (Teacher perceptions).

More than 80% of teachers at UPC and UPN reported that they would recommend the flipped learning approach for teaching English.

Figure 3



The flipped classroom is a mix of encouraging students to communicate and reinforcing what the students have reviewed before. The instructor does not only need to be a good teacher but also help students reflect [...] and activate the prior knowledge.

Course co-ordinator, UPC



How does the flipped learning approach support speaking skills development?

Teacher perspectives

Teachers from both institutions generally found that the synchronous part of flipped learning was very effective in supporting students' learning and participation.

As reported in teacher focus groups, giving learners the opportunity to engage with vocabulary and grammar on their own using Evolve Digital enabled them to communicate more confidently in the real-time classes.

Teachers felt that this approach was particularly effective for beginners, who benefit from reinforcement, repetition and structured opportunities to incorporate new language. Interestingly, teachers also noted that lower-level learners were often more motivated and consistent in completing tasks than advanced students. This motivation and consistency were attributed to beginner students' strong desire to make a good start in their language learning journey.

During the focus groups, teachers shared a number of strategies and conditions that are crucial to help students develop and improve their speaking skills. These include:

1

Preparation before class:

Students who did self-study activities found it easier to speak in class, as they could use vocabulary and structures they had already practised.

2

Teacher support and gradual release of responsibility:

For beginners, teachers used limited Spanish in early sessions to create a safe environment, followed by a gradual increase of English.

3

Regular reflection:

Students were actively encouraged to track their progress, reuse vocabulary and regularly reflect on their learning.

4

Routine reinforcement:

Teachers used class routines (e.g., check-ins, reflection, reviewing objectives) to show students what they had achieved. This allowed students to understand their progress, build their confidence and keep their focus.

“

They know it's because they did something before. They prepared. They practised. That's why they're speaking more now.

Teacher, UPC

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“

I liked that it helps you practice before classes.

Student

”

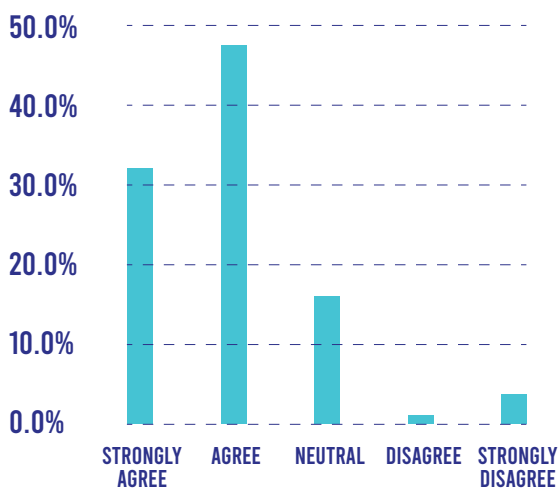
Student perspectives

Students, like teachers, viewed the flipped learning approach as beneficial for both comprehension and active participation, particularly in developing their speaking skills.

Most of the respondents (73.4%) agreed or strongly agreed that the pre-class materials helped them prepare for online sessions, while 77% felt that the online classes were effective in supporting their understanding of the course content.

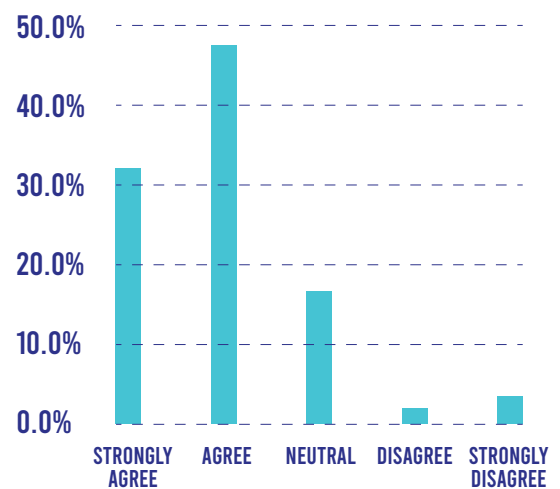
Online classes gave me the opportunity to use English actively (Student perceptions).

Figure 4



Online class activities helped me stay engaged (Student perceptions).

Figure 5



Nearly 80% of students reported that online classes provided opportunities to use English actively, and a similar number felt that the variety of activities (such as breakout rooms and group exercises) helped them stay engaged.

How did students and teachers perceive the Evolve Digital course?

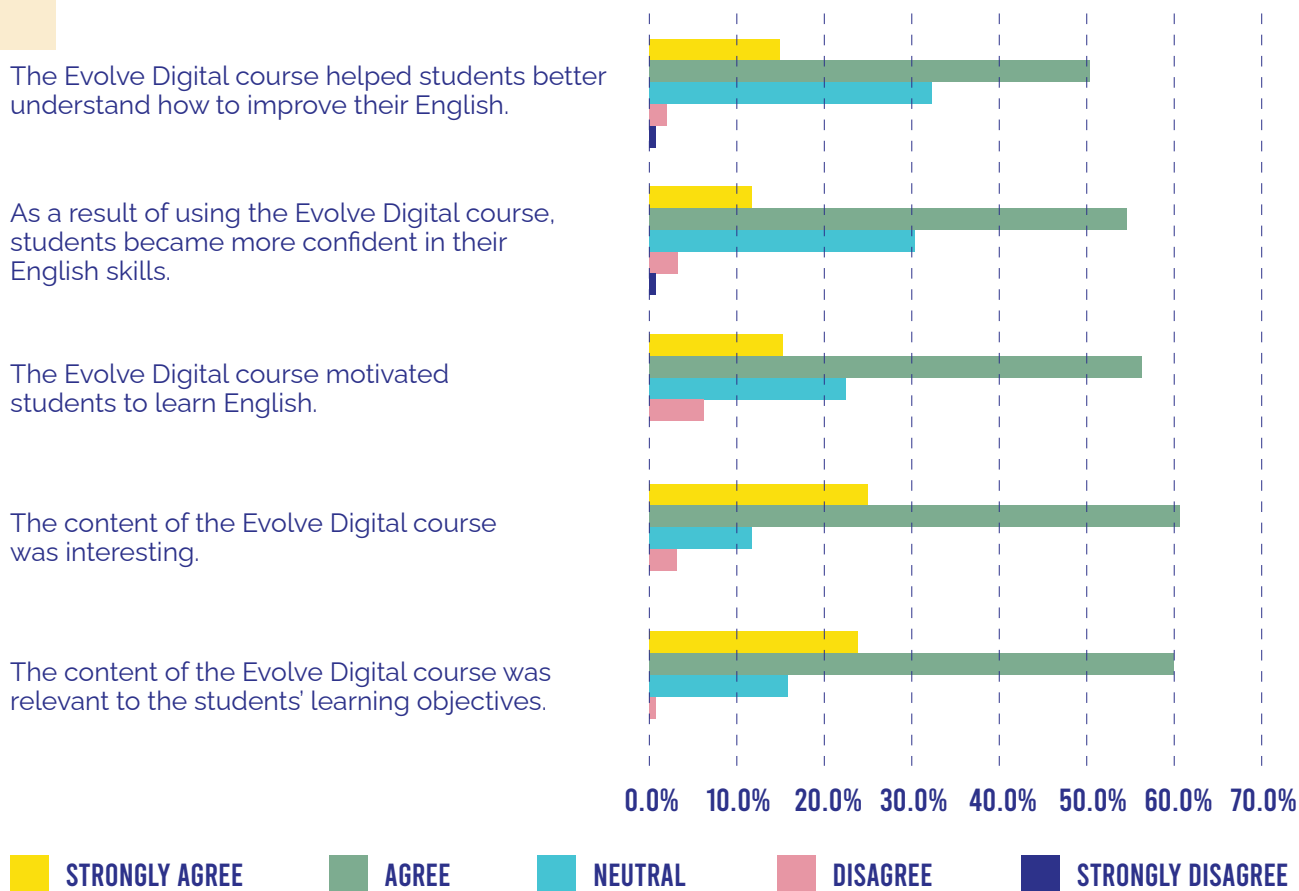
Teacher perspectives

Teacher feedback on the Evolve Digital course was very positive. A **majority agreed or strongly agreed that the course content aligned with students' learning goals (83.6%) and that students found it interesting (85.5%). Two-thirds (66.1%) of teachers also reported that Evolve Digital helped students to become more confident in their English, and understand how to improve their skills (65.5%).**



Teachers' perceptions of the Evolve Digital course

Figure 6



Overall, teachers described Evolve Digital as a well-structured and dynamic platform that engages learners and supports the development of all four skills while fostering motivation and building confidence.

When commenting on their favourite features of Evolve Digital, many teachers highlighted:

- **Variety and structure:** teachers appreciated the wide range of activities and clear organisation of the course. They felt this variety kept students engaged.
- **Well sequenced:** the course regularly revisits grammar and vocabulary, which helped students consolidate learning and make connections between units.
- **Real-life orientation:** lessons include practical situations and up-to-date themes that connected with students' lives, increasing their motivation and making English feel useful and meaningful.



Beyond grammar, Evolve focuses on teaching the English that is really used in the real world, which is more meaningful for students.

Teacher questionnaire comment



- **Speaking and communicative tasks:** teachers especially liked the speaking activities, which encourage participation and build confidence. Students could record their speech, listen back and attempt tasks multiple times.
- **Platform's usability and flexibility:** teachers described it as clear, intuitive and accessible on multiple devices, making it easy for students to use outside of class.
- **Feedback and autonomy:** teachers also valued how feedback was conceptualised in Evolve Digital and the ability to retry activities, noting that these aspects encouraged autonomy and responsibility for learning.



What I liked most about Evolve Digital was the excellent conceptualisation of the platform. The sequence of the activities, the videos were clear, concise and very well structured. In addition, the variety of exercises and interactive activities.

Teacher questionnaire comment



Student perspectives

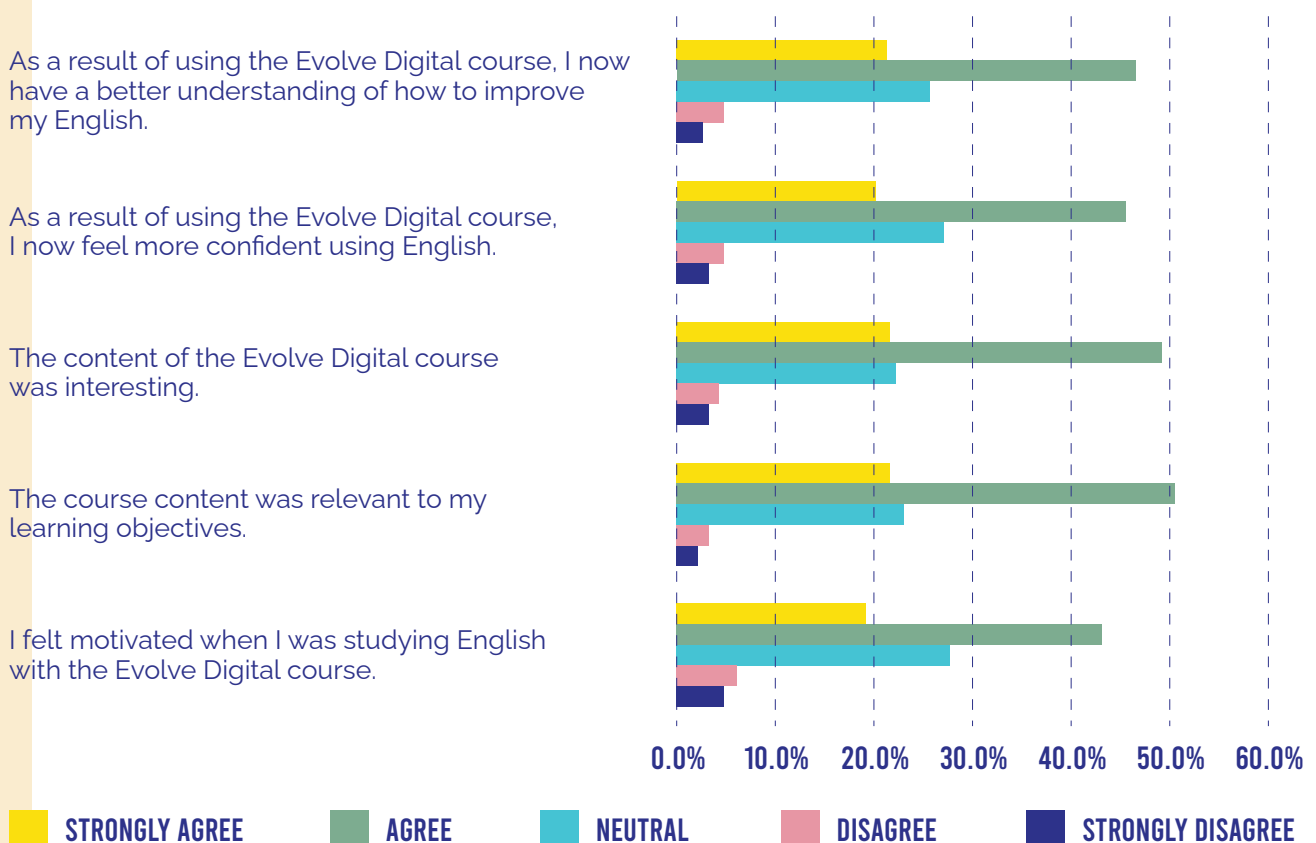
Likewise, the Evolve Digital course was well received by the students and contributed positively to their motivation, confidence and language development.

Most participants (61.7%) agreed or strongly agreed that the course motivated them to study English, **while 71.7% felt the content** was relevant to their learning objectives.

Similarly, **70.2% found the course content interesting**, while **65% reported feeling more confident using English** as a result of the course.

Students' perceptions of the Evolve Digital course

Figure 7



Additionally, **67% of students agreed that the course helped them better understand how to improve their English.**

Overall, students appreciated the richness of practice opportunities the Evolve Digital course provides, including the extensive range of activities across skills. They described the course as:

- **Clear and practical:** several students highlighted its clarity and simplicity, as well as its 'practical' approach. Many described Evolve Digital as 'dynamic', 'interactive' and 'easy to use'.
- **Flexible and accessible:** students valued the ability to integrate Evolve Digital into their daily routines and to access it from different devices and locations.
- **Interactive and engaging:** activities such as games, exercises and self-recorded speaking tasks made learning more enjoyable.

“

I liked the practicality of the topics and how they try to reinforce through memorizing the words, saying them correctly and oral task practices.

Student

”

“

The course is engaging, practical, I could advance from my cell phone when I was in transport.

Student

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PARTICIPANTS' PERCEPTIONS OF THE LINGUASKILL TEST

Students at UPC have an opportunity to assess their English language progress with Linguaskill, a computer-adaptive, multilevel test, which is taken at levels 3 and 5.

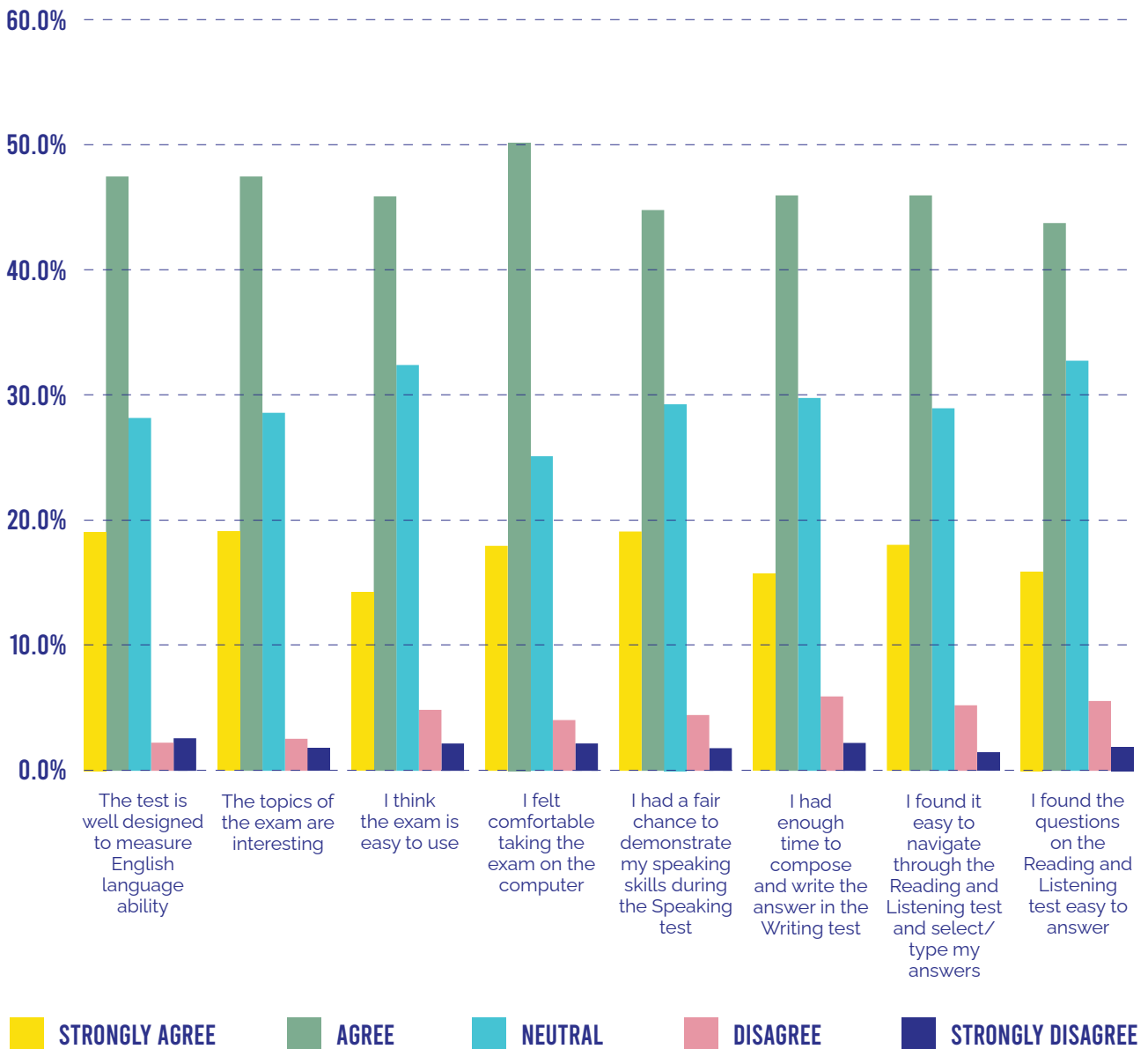
Survey results show that students found the test well designed and easy to use.

Students not only found the Linguaskill test accessible and well structured but also appreciated its adaptive format. This key feature made the experience feel more personalised and less stressful, reducing test anxiety and making assessment less intimidating.



Students' perceptions of Linguaskill

Figure 8



Participants felt the test provided fair opportunities to demonstrate their skills: **64.2% agreed or strongly agreed that they had a fair chance to showcase their speaking ability, and 61.9% agreed or strongly agreed that they had enough time to compose their writing response.** Navigation and interaction with the Reading and Listening components were also rated positively.

CONCLUSION

The study revealed that most teachers would recommend flipped learning to support English language development. Teachers reported that giving learners the opportunity to study vocabulary and grammar outside of class promoted independence and enabled them to communicate more confidently in the real-time classes. Students felt that the flipped learning approach benefitted both their comprehension and active participation, particularly in developing their speaking skills.

Since the Evolve Digital course was central to the WeTALK programme, understanding how students and teachers experienced it gave us valuable insights into its role in shaping learning. Evolve Digital played a key role in reinforcing the flipped learning model, and teacher feedback on the course was very positive. Overall, teachers described it as a well-structured and dynamic platform that builds confidence and keeps students engaged and motivated, while also developing all four language skills.

Beginner students especially benefitted from repeated exposure and structured activities, alongside synchronous practice in a low-pressure setting. Teachers reported that students were more motivated, more confident, keen to participate, and that they spoke for longer, which they attributed to regular independent practice.

Evolve Digital was well received by the students and contributed positively to their motivation, confidence and language development. This was a key finding, as teachers highlighted that for the flipped learning model to be successful, students must be willing to learn independently and engage with the content before coming to class. Nearly 80% of students felt that they were using English actively, and a similar number stated that the wide variety of activities helped them stay engaged.

At UPC, Linguaskill was seen as a useful complement to Evolve Digital, allowing students to demonstrate their English language ability and track their progress, with a less intimidating assessment experience.

Source: Séguis, B., García Palomino, G., & Miller, S. (2025). *Virtual Flipped Learning. Teacher and Student Perspectives, Challenges, and Pedagogical Implications*. Cambridge English Impact Evaluation Studies.

