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UNDERGRADUATE PROGRAM

DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY
ENGLISH MAJOR

MODALITY: RESEARCH REPORT

FLIPPED CLASSROOM METHODOLOGY AND ITS USE IN TEACHING ENGLISH AS A FOREIGN LANGUAGE (EFL)

Research report before obtaining the Bachelor degree in National and Foreign Language Pedagogy, English Major

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PUJILÍ-ECUADOR
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TUTOR'S ENDORSEMENT

In my capacity as a supervisor of the research report entitled "**FLIPPED CLASSROOM METHODOLOGY AND ITS USE IN TEACHING ENGLISH AS A FOREIGN LANGUAGE (EFL)**", and researched by Sánchez Boza Mayra Sofía, ID number 050286427-5 and by Taco Guamani Odalis Margoth, ID number 055020230-3, for obtaining the bachelor's degree in National and Foreign language Pedagogy, English Major.

I CERTIFY THAT:

This research report has been fully revised and has the requirements and merits to be submitted for evaluation by the assigned revision Committee and its presentation and defense.
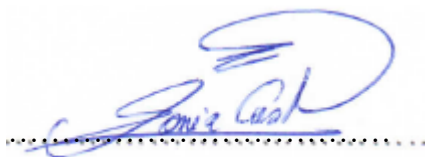
Pujilí, August, 2023

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COMMITTEE APPROVAL

The research report entitled **"FLIPPED CLASSROOM METHODOLOGY AND ITS USE IN TEACHING ENGLISH AS A FOREIGN LANGUAGE (EFL)",** has been revised, approved and authorized for printing and binding, before obtaining the bachelor's degree in National and Foreign language Pedagogy, English Major; this meets the substantive and formal requirements to hand in for the presentation and defense.

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DEDICATION

I will not leave you until I have done what I have promised you (Genesis 28:15)

I want to dedicate this achievement to my God for giving me the life, health, and capacity to chase my dream. Thank you for do not leave me alone.

To my mother Patricia for giving me all her support in this hard stage. "I am infinitely grateful to you"

To my husband to be my main source of energy to complete my career and for encouraging me to be a better person and mum. I love you! To my little daughters Yami & Andrea for giving me your smiles, your smiles and your happy faces, they made me strong and not decay in this large process of my professional training.

To my family Liss & Vivi for helping with everything that I needed.

And the last person but not the least important to my angel in the sky, Sara.

Mayra Sofía

DEDICATION

With effort and love, I dedicate this project to my sweet Lord and my lovely family: Dorita, Byrito, and Kleber, for their inspirational words that saved me and bring me the happiest moments in my whole life, especially to my gorgeous mommy for her unconditional love, and sacrifice. To my grandparents Rosita and Galito who are everything in my world. To my uncles and aunts especially Jorge & Betty, who took care of me in the most fragile moments and Olguita & Lolita for helping out to go ahead in this final stage of my project. Also, to my pets Freddie, Romeo, Nena, Koko, and Amigo who are my angels, and finally to my best friends.

Odalis

TECHNICAL UNIVERSITY OF COTOPAXI
UNDERGRADUATE PROGRAM
DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE
PEDAGOGY ENGLISH MAJOR

THEME: FLIPPED CLASSROOM METHODOLOGY AND ITS USE IN TEACHING ENGLISH AS A FOREIGN LANGUAGE (EFL)

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ABSTRACT

The present research study aims to analyse the Flipped Classroom methodology and its use in teaching English as a foreign language in aspects of teaching, planning, assessment, benefits, challenges, and suggestions for future implementations from the perspectives of EFL teachers who use the methodology in their classes. This research follows a qualitative approach and the case study method. To determine the number of participants, a survey was designed with nine questions related to the topic to be researched. The survey was sent to teachers from "Primero de Abril", "Victoria Vásconez Cuvi" "Túpac Yupanqui", "Vicente León" Technological Institute and "Universidad de las Americas" (UDLA). In total, twenty-seven English teachers responded to the survey, of which six teachers use the methodology in their classes. Once the participants were determined, the semi-structured interview was applied to the six participants in online and face-to-face way. The interview was divided into five blocks: teaching, planning, assessment, challenges, benefits, and suggestions for future implementations. To analyse the information, a systematic data analysis was used. The findings show that the Flipped Classroom methodology uses different technological resources such as Google Classroom, Google Docs, Google Drive, Microsoft Teams, WhatsApp, YouTube, Nearpod, Flipgrid and Educaplay since it allows the teachers to design the teaching and learning materials and the students can review the learning materials outside the classroom. The educational levels that can be taught satisfactorily through this methodology are baccalaureate students, university students, sublevel medio (5th, 6th, 7th), and sublevel superior (8th, 9th, & 10th), as long as these last two levels have an accompaniment of the parents in the student's learning process. The learning techniques that teachers use are videos, readings, and songs. During the class, groups are held to debate and discuss a specific topic, and after the class, the activities are directed at student comprehension. The benefit that stood out is the wide variety of multimedia resources for learning activities and tasks. However, the great challenge is resistance to change since teachers can use this teaching methodology in their classes, but if the students are familiar with only one, it can be difficult to teach them.
Keywords: Benefits, Challenges, Flipped Classroom (FC), Technological Teaching Resources.

UNIVERSIDAD TÉCNICA DE COTOPAXI
PROGRAMA DE PRE-GRADO
DEPARTMENTO DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS – LICENCIATURA EN INGLÉS

TITULO: LA METODOLOGIA DEL AULA INVERTIDA Y SU USO EN LA ENSEÑANZA DEL INGLÉS COMO LENGUA EXTRANJERA (EFL)

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RESUMEN

El presente estudio de investigación tiene como objetivo analizar la metodología del Aula Invertida y su uso en la enseñanza del inglés como lengua extranjera en aspectos de enseñanza, planificación, evaluación, beneficios, desafíos y sugerencias para futuras implementaciones desde la perspectiva de los profesores de EFL que utilizan la metodología en sus clases Esta investigación sigue un enfoque cualitativo y el método de estudio de caso. Para determinar el número de participantes se diseñó una encuesta con nueve preguntas relacionadas con el tema a investigar. La encuesta fue enviada a docentes del "Primero de Abril", "Victoria Vásconez Cuvi", "Túpac Yupanqui", Instituto Tecnológico "Vicente León" y la Universidad de las Américas (UDLA). En total, veintisiete docentes de inglés respondieron a la encuesta, de los cuales seis docentes conocen y utilizan la metodología en sus clases. Una vez determinados los participantes, se aplicó la entrevista semiestructurada a los seis participantes de manera en línea y presencial. La entrevista se dividió en cinco bloques: enseñanza, planificación, evaluación, desafíos/beneficios y sugerencias para futuras implementaciones. Para el análisis de la información se utilizó un análisis sistemático de datos. Los hallazgos muestran que la metodología del Aula Invertida utiliza diferentes recursos tecnológicos como Google Classroom, Google Docs, Google Drive, Microsoft Teams, WhatsApp, YouTube, Nearpod, Flipgrid y Educaplay ya que permite a los docentes diseñar los materiales de enseñanza y aprendizaje y los estudiantes pueden revisar los materiales de aprendizaje fuera del aula. Los niveles educativos que se pueden impartir satisfactoriamente a través de esta metodología son estudiantes de bachillerato, universitarios, subnivel medio (5º, 6º, 7º) y subnivel superior (8º, 9º y 10º), siempre que estos dos últimos niveles tengan un acompañamiento de los padres en el proceso de aprendizaje del estudiante. Las técnicas de aprendizaje que utilizan los docentes son videos, lecturas y canciones. Durante la clase se realizan grupos para debatir y discutir un tema específico, y después de la clase, las actividades están dirigidas a la comprensión del estudiante. El beneficio que se destacó es la gran variedad de recursos multimedia para actividades y tareas de aprendizaje. Sin embargo, el gran desafío es la resistencia al cambio ya que los profesores pueden utilizar esta metodología de enseñanza en sus clases, pero si los estudiantes están familiarizados con una sola, puede ser difícil enseñarles.
Palabras claves: Aula Invertida, Benéficos, Desafíos, Recursos Tecnológicos de Enseñanza.

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UNDERGRADUATE DEGREE WORK STRUCTURE

1. GENERAL INFORMATION

Theme: FLIPPED CLASSROOM METHODOLOGY AND ITS USE IN TEACHING ENGLISH AS A FOREIGN LANGUAGE (EFL)

Starting Date: April 2023

Ending Date: August 2023

Place of Research: Instituto Tecnológico "Vicente León", Universidad de las Américas (UDLA), Unidad Educativa "Victoria Vásconez Cuvi", Unidad Educativa "Primero de Abril" & Unidad Educativa "Túpac Yupanqui"

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Knowledge area: Education

Research line: Education, communication and design for human and social development.

Research line of the career: Teaching and learning innovation of English as a foreign language.

2. PROBLEM STATEMENT

The world and societies are continually changing and evolving. Especially in the way of learning and teaching. In this sense, it is necessary to seek strategies and methodologies that respond to the needs imposed by society in different fields such as science, technology, and education, considering the last one as the most important field.

In the educational field, the use of technology in recent decades has prompted the development of methodologies such as *"technological methodology"*. It is defined as the methodologies that use the technologies in order to allow the student to develop critical thinking (Ventosilla et al., 2021). However, in the current educational system, the participation of the teacher is still observed more than the student, that is why, most of students consider that living in a technological age they are still in a traditional education model.

On the other hand, the needs of society are reflected in the training of new professionals, even more, those professionals in the field of education. For years, the role of the teacher in the teaching and learning process has been influenced by technological progress. It has caused a change from the traditional teacher-centered teaching model to a student-centered learning model.

Furthermore, the training of professionals in education is in a continuous process of change and under accelerated technological progress. It has caused more teachers to seek methodologies that respond to the students' needs in a technological era. In the same way, the different academic spaces for teaching have allowed the educational process to take another direction and to adapt to sudden changes due to technological advancements. One of these changes is that today's educational establishments have ceased to be the only source of information and have become mediators of it.

As technology advances, it forces the training of professionals in education. They must respond to one of the most important demands of society which is the teaching

a foreign language. As we know, English is the most demanded language in companies' health, technology and education, that is why, it became the main tool to expanding professional and personal goals. The importance of teaching and learning English lies in the fact that "it cannot be rejected or ignored, since it is the most common language that is universally spoken" (Nishanthi, 2018). In the light of the above, the Flipped Classroom methodology, also known as inverted classroom, has emerged as an innovative alternative to conventional teaching methodologies.

That is why, the present research study tends to analyse the use of this methodology in the teaching English as a foreign language used by Ecuadorians teachers in terms of *teaching, planning, and assessment.* Also, the benefits and challenges of using this methodology to teach English.

The importance to study these terms take place in different educational institutions of Latacunga such as Primero de Abril, Victoria Vásconez Cuvi, and Tupac Yupanqui. Since, the English class hours every time are reduced, and the students do not acquire a good level that stipulates the Ministry of Education. Also, the misconceptions of the English teachers have regarding of the use of the Flipped Classroom to teach English.

As for higher education institutions such as the Technological Institute "Vicente León", and "Universidad De Las Américas" (UDLA), the research is carried out due to the main factor which is the resistance to change in the way of learning.

Thus, the present research study focuses on three questions:

- What are the theoretical and pedagogical foundations that support the Flipped Classroom methodology in teaching English as a foreign language?
- What are the perspectives of EFL teachers on the use of the Flipped Classroom methodology regarding with teaching, planning and assessment?
- What are the main "benefits and challenges" of the Flipped Classroom methodology?

In this way, this study will help the professionals in education to join more in using the Flipped Classroom methodology in teaching English as a foreign language.

3. OBJECTIVES

3.1 General objective:

❖ To analyze the Flipped Classroom methodology and its use in teaching English as a foreign language from the EFL teachers' perspectives of education.

3.2 Specific Objectives:

❖ To identify the theoretical and pedagogical foundations that support the Flipped Classroom methodology in the process of teaching English as a foreign language.

❖ To examine the EFL teachers' perspectives on the use of the Flipped Classroom methodology regarding with "teaching, planning and assessment"

❖ To describe the main benefits and challenges that Flipped Classroom methodology has from the EFL teachers' perspectives.

3.3 Activities and task system in relation to the objectives proposed

Table 1

Activities and task system in relation to the objectives proposed

Specific objective	Activities	Verification Means
To identify the theoretical and pedagogical foundations that support the Flipped Classroom methodology in the process of teaching English as a foreign language.	Find out bibliographic sources. Review of theoretical foundations. Design the theoretical framework. Do a literature review.	Theoretical and Scientific information • Background • Literature review
To examine the EFL teachers' perspectives on the use of the Flipped Classroom methodology regarding with teaching, planning and assessment.	Elaborate the questionnaire. Development of instruments to collect information. Write the informed consent addressed to the participants. Application of instruments.	Questionnaire. Request to the judge validating the instrument. Informed consent. Audio transcriptions of the participants. Analysis and discussion of the results.
To describe the main benefits and challenges that Flipped Classroom methodology has from the EFL teachers' perspectives.	Analysis and discussion of the data collected.	Interviews results.

4. JUSTIFICATION

With the rise of technology in the XXI century, it has proposed to teachers a combination between pedagogical and technological knowledge that implies using a combination between pedagogy and technology.

For teachers, the implementation of methodologies such as the Flipped Classroom methodology helps teachers to explore content, technological resources and didactic material that help achieve the teaching and learning objective, answering questions like: *What do I want to teach? What do I hope my students learn?* and *how am I going to do it?* The Flipped Classroom methodology "refers to the way of teaching a class" (Bouchrika, 2022) combines didactic and technological resources to develop in students the exploration and construction of their own knowledge.

As teachers look for new ways to create engaging classrooms and make the most of the opportunities that technology offers, the Flipped Classroom methodology promotes the use of specific technological tools and resources aimed at strengthening the four language skills of the English language such as listening, speaking, reading, and writing giving the pattern to the teacher to promote the use of innovative tools that change the perspective of teaching.

In previous studies Unal et al., states that "this methodology is quickly gaining importance because it creates time for more active learning and develops learning practices by integrating technology" (2021, p. 90). It adjusts to the virtual and physical environments in which the teacher designs a new learning experience and involves changes in the agents implying in the process of it. It displaces part of the theoretical learning in an asynchronous way, and leaves the physical workspaces for a synchronous way where the student works as a team and solves doubts. Colomo et al., mention that "In this way, class time is devoted to resolving doubts, posing problems and solving them, generating debates or proposing work in which to apply what has been learnt theoretically" (2022, para. 3).

Likewise, it encourages the teacher to train on the methodology and that his planning is based on intentional content that is used to optimize class time Jeong et al., 2021 (as cited in Colomo et al., 2022) tell us:

> the presence, guidance and experience of the teacher are essential, as the time is used to enhance and facilitate other processes of knowledge acquisition and practice, developing creative ways of participating and applying content, answering questions and solving problems (p.2, para. 3).

The Flipped Classroom is a methodology that contains the student as a centered on constant learning and receives the learning through new experiences of exploring, discovering and interacting between the context that they are and the teacher acts as a facilitator and guide of the knowledge. Flipped Classroom methodology, benefiting teachers by facilitating the teaching process, the steady use of resources to planning classes, and constantly assessing during the class to develop the linguistic competence with the guide of differentiated instructions and materials (Meléndez & Iza, 2017).

5. SCIENTIFIC AND TECHNICAL FOUNDATION

5.1 Background

Among various methodologies for teaching English as a foreign language, several authors have contributed with some theoretical foundations about Flipped Classroom methodology.

An overview of Flipped Classroom studies

Teachers' perceptions of the use of Flipped Learning approach in learning grammar

Muhammad et, al. (2018) presented a study whose main objectives were to examine the teachers' perceptions in the application of Flipped Classroom in students of the GIGvaganza grammar program. As well as to identify the problems in the use of Flipped Classroom method. The study involved fifty-one teachers' participants made of 11 males and 40 females from different sections of centre modern languages and human sciences from the University Malaysia Pahang. The

methodology used in this study was a quantitative approach and to collect data was used a survey questionnaire in order to know the teachers' perceptions of the use of the Flipped Classroom to teach grammar to the students. The study presents the most relevant findings in relation to the problems in the use of Flipped Classroom. It requires that teachers employ more time to prepare the teaching and learning material for the class. Furthermore, the teachers needed to adjust the time to develop in a better way the Flip classroom model. Despite these challenges, the teachers said that Flipped Classroom helps the students put into practice the grammar in speaking activities, increases the self - confidence, and makes the learning process more active for the students. The authors concluded the study, mentioning that Flipped Classroom is perceived by the teachers as an effective method to teach grammar to the students and also help them to maintain the students-centered in activities. Likewise, the authors suggest that the teachers need to find more time to prepare the teaching and learning materials.

The perceptions of student teachers about using an online learning environment

Erdemir & Ekşi-Yangın (2019) this study was designed to investigate student teachers' experience using 'Edmodo' and the new model Flipped Classroom. The methodology for this study used was the qualitative approach. For the data collection was designed a survey questionnaire, open-ended questions, and a reflective essay. The questionnaire was sent to the student-teachers on Edmodo. Teaching English to Young Learners was a 10-week course that is a compulsory course in the English Language Teaching program using Flipped Classroom in 31 teacher-students at the university of Turkey. The use of the educational online tool, Edmodo, and flipped learning model is accepted by the student teachers, and they were open to experiencing Edmodo in a Flipped Classroom. Furthermore, the student teachers selected Flipped Classroom over the traditional classrooms, and also some student teachers approved the use of both types of classrooms to specific the enjoyment of the traditional and Flipped Classroom. The data collected in this study presents that the use of Edmodo in a Flipped Classroom was useful for the reason Edmodo and Flipped learning model empowers the student teachers to

depend on each other in the class, show documents, and help to prepare for the class.

Flipped Classroom model and higher technical education: barriers, intermediate impact and influences from the perspective of teachers.

Almanza and Laura (2017) carried out research to look for alternatives to improve the teaching and learning processes as well as analyze the barriers, the impact and the influences of the Flipped Classroom methodology on the same processes from the teachers' perspectives. For this study, it was employed one teamwork made of teachers, informatic educative assessors, and specialists in the Flip Classroom model. This research involved eight teacher participants of genders male and female from Higher Technological Institute TECSUP-Arequipa. To continue the study, three important stages were considered: the preparation stage, the initiation stage, and the appropriation stage, in this stage the teachers' participants were trained about how they can implement the Flip Classroom in their classes. The methodology used in this study was the qualitative approach and case studies. To collect the information, the researchers use semi-structured interviews, audio recordings and audio transcripts. The study shows that Flip Classroom tends to modify the organizational structures, the teachers' schedules, the time of the teachers to prepare the class, curricula and others. Flipped Classroom not only helps the teachers to respond to their necessities but also, improves the learning environment since the students participate during the classes. This methodology integrates new digital and physical pedagogical resources. Also, allows the teachers to establish a good relationship with the students and let the students gain more self-confidence. The authors concluded the study by saying that it is necessary for teachers to promote real changes in the teaching and learning processes and also the institutions provide the technology in the teaching process and encourage the teachers to be more innovative.

The Flipped Classroom method in English speaking skill development

Telenchana, (2019) the present study had the objective to know the Flipped Classroom methodology in the development of communicative skills in first-year

high school students aged between 14 - 16 years old in "Mario Cobo Barona" high school. This work employed a field, bibliographic documentary and social intervention research. In addition, a qualitative-quantitative approach was applied. Data were collected through a survey, an interview/class discussion, and pre-and post-tests. The study employed two groups of students: the control group and the experimental group. The results revealed that the application of the Flip Classroom is an effective method since the students improved their grades and felt comfortable and free to speak English in class. The technological tools helped the teachers to create a good environment improvement English learning. The researcher concluded the thesis saying that the utilization of FC develops the speaking abilities in the students, establishes good learning conditions through the implementation of ICTs and interactive activities to teach English language. Also, the Flip Classroom helps students feel more confident when speaking in English.

The Flipped Classroom and the oral production in students at Universidad Técnica de Cotopaxi- language department

Guamani (2019) managed this study to assess the relationship between using Flipped Classroom as an independent variable and oral production as a dependent variable to teach a foreign language by way of active learning, peer instruction, collaborative learning, problem-based learning, debate, and podcasting can promote the process of the oral production successfully. This study employed a quali-quantitive approach alongside two groups of participants in the J and D classrooms from the Language Department A2 English level at Universidad Técnica de Cotopaxi, Ecuador. The instruments taken on were different tests to regulate the process of students´ speaking to research them attentively. Furthermore, the data findings demonstrated higher grades in the post-test above in the pre-test with a 10% improvement in the students' oral production. The researcher deduced that Flipped Classroom activities have a beneficial result in three of the four sub-skills of Oral Production and Interactive Communication that were favorable to the interaction and express ideas.

5.2 Theoretical framework

5.2.1 History of Flipped Classroom

The term "Flipped Classroom" was originally coined by Walvoord and Johnson Anderson in 1998. In 2007, the pioneers in the use of the Flipped Classroom methodology were Jonathan Bergmann and Aaron Sams, two high school teachers at Woodland Park High School in the United States (Valero et al., 2019). Bergmann and Sams started recording videos using Youtube and sharing PowerPoint presentations with full details to those students who couldn't attend the lesson for various reasons (Ağırman & Ercoşkun, 2022). In early 2012, the non-profit organization "Flipped Learning Network" (FLN) began providing knowledge about this methodology, since then, the Flipped Classroom methodology has gained popularity and has become an innovative methodology (Camacho& Camacho-D'Amico, 2021).

5.2.2 Flipped Classroom

Flipped Classroom "consists in re-ordering the teaching structure so that activities performed inside and outside the classroom are switched" (Valero et al., 2019, p. 6). Flipped Classroom is a teaching methodology in which students learn content before class. The classroom time is used for practice and reinforcement of what has been learned. The main objective is that "the student assumes a much more active role in their learning process than the one they had traditionally occupied" (Cuetos, 2023, p. 369). The students' activities are developed at home while watching video lessons to prepare questions that will be solved inside the classroom. The Flipped Classroom encourages the active participation of students, increasing their motivation and commitment to learning the language, the students can learn at their own pace and in their own time, focus on the content that is most difficult for them to learn (Feitosa, et al., 2019).

5.2.3 The four pillars of Flipped Classroom

Flipped Classroom has four essential pillars that compose the word F-L-I-P;

1. Flexible environment: the teacher creates flexible learning spaces that adapt to the needs of the students. It implies allowing students to access the content at their own time and pace, using different resources and technological tools.

2. Learning culture: an active and collaborative learning culture is promoted through the interaction between students. They can exchange ideas on relevant topics and collaborate on projects and activities in peers or groups.

3. Intentional Content: it seeks to use different resources and materials, such as videos, readings, and practical exercises to facilitate the student's understanding and learning. Content is selected and presented in an intentional way, ensuring that it is relevant and meaningful to achieve learning objectives.

4. Professional Educator: the teacher designs and organizes the activities for the classroom to maximize interaction and collaboration time among students. The teacher becomes a facilitator of learning, providing guidance, and giving support and feedback to students (Chivata & Oviedo, 2018, p. 85).

5.2.4 Difference between approach and methodology

There are some pedagogical approaches and theories that support the Flipped Classroom methodology, but it is so important to contextualize what is an approach and what is a methodology. Soler et al., (2018) cited in Santillán (2022) states that an approach "is the route that an individual follows when facing an academic demand in the educational field; is mediated by the motivation of the learner and by the strategies used" (p. 2042). On the other hand, the methodology is constituted as "those methods, techniques and strategies that the teacher uses to convert the teaching-learning process into activities that encourage the active participation of the student and their leadership" (Labrador & Andreu, 2008 cited in Santillán, 2022, p. 2045).

5.2.5 Conventional methodologies or Flipped Classroom

In the conventional methodologies in the classroom, the students look at the teacher while listening and taking notes. Khayat et al., 2021 mention that the teacher spends

more time explaining the central part of the learning and the time is not sufficient to do the activities proposed by him. "In the conventional classes, the class time is frequently used in the form of lectures, substantially fastening on conveying knowledge" (Khayat et al., 2021). On the contrary, in the Flipped Classroom methodology, the teacher provides a brief review of the electronic content and gives the students with additional explanations. It generates a learning environment that focuses on communication between students and teachers, students and students, as well as teaching and learning, so that, students and teachers are responsible for their teaching & learning process (Khayat et al., 2021).

5.2.6 Pedagogical approaches and theories that support the Flipped Classroom methodology: constructivist and socio-cultural

Constructivist approach "emphasizes the nature of knowledge and how learners construct knowledge meaningfully" (Cox, 2005; Tompkins, 2008 cited in Husain, 2018). The idea of constructivism is founded by the theories of Piaget, Vygotsky, Brunner and Ausubel. The contribution to the constructivist approach is related to Jean Piaget "children cognitively construct knowledge and meaning through new experiences and interactions, as opposed to rote memorization" (Jay, 2016). Vitgosky "learners play an active role with their peers (sharing knowledge) when constructing the meaning" (Husain, 2018), the knowledge is a product between teacher-student and student – student.

Conforming to Netta & Putri, learning in Bruner's theory is defined as "discovery learning, which is student-centered learning to actively seek and find knowledge of the events he has experienced" (2021). In fact, "students not only receive information from the teacher, but students learn to find information from objects that are around them" (Netta & Putri, 2021). In the same way, Ausubel's theory states that, "students are considered to be the center of the teaching learning process, and the teachers are the facilitators" (Cusco & Zhagui, 2010). Meaningful learning "occurs when the new information is related to prior knowledge" (Cusco & Zhagui, 2010). All of these theories support the Flipped Classroom methodology.

5.2.7 Teaching English as a foreign language

English has become the universal language, being the most widely spoken language in the world. For this reason, thousands of people decide to study English as a second language since having a good knowledge and understanding of it provides more opportunities both personally and professionally.

So, English as a foreign language has made a big difference in the educational gap since the learning of this language shows great changes because the students can communicate fluently in the environment where they develop. Therefore, nowadays, the teaching of it is an obligation within the educational curriculum.

Teaching English as a foreign language has been a great challenge for teachers and students, since learning English requires a lot of dedication and effort as mentioned by Eddy (2011) who says that "Learning a foreign language means studying, consciously and actively, how it works, what are the rules and principles, as well as trying to act in the way that predetermines its correct and effective use." (p. 13). Therefore, the role that the teacher plays is a fundamental part of their teaching, since the teacher provides techniques and methods that help each of the students in learning the foreign language according to the interests and needs of each student. As a result of the applied methods, students learn to develop in a social environment that can be work or educational, and these need the participation and understanding of the English language.

5.2.8 Teaching English through Flipped Classroom

To teach English with this methodology, the teacher can provide the students online resources, such as videos, podcasts, and interactive games, so that they can learn the language autonomously. Then, in the classroom, students can apply what they have learned in practical projects, debates and group discussions, allowing them to practice and improve their language skills (Arslan, 2020).

5.2.9 Teaching and learning techniques in Flipped Classroom

There are some teaching techniques that can be used in this methodology:

1. Videos: teachers can create short videos explaining key concepts that students need to understand before class.

2. Readings: students can read articles or book chapters related to the topic that will be discussed in class.

3. Questions: teachers can provide questions for students to answer before class to keep them focused on their learning.

4. Class Discussion: instead of using class time to present information, students can work in groups and discuss material they have already learned.

5. Collaborative projects: students can work together on projects related to the topic, applying what they have learned in the flipped class (iCEV, n.d.).

5.2.10 Planning

Planning is an essential process to ensure that educational objectives are achieved effectively. It implies determining the educational objectives and goals through the identification of the necessary resources, the selection of adequate teaching strategies, methods, and the evaluation of the results in order to improve the educational process. Planning focuses on improving the quality of education, promoting equity and inclusion, and supporting the comprehensive development of students. To carry out effective planning, it is important to have a team of well-trained professionals, adequate resources, and collaborative teaching methods. Also, it must be flexible and adapt to the changing needs of students and the educational environment (Ahmed, 2023).

5.2.11 Online planning

Online planning refers to the planning of online educational initiatives, such as online courses or distance learning programs. Online planning is important to the success of these initiatives and can include identifying clear educational objectives, selecting appropriate technologies, determining effective teaching strategies, and designing appropriate assessments (Picciano, 2015, p.146).

5.2.11.1 Synchronous Online Flipped Learning Approach (SOFLA)

SOFLA is based on the best practices in both online learning and flipped learning. Some research (Marshall, 2017; Marshall & Kostka, 2020; Marshall & Rodríguez, 2017) provides a helpful template for instruction that includes structured, multimodal, interactive elements, in both asynchronous and synchronous ways. SOFLA as a framework comprises eight steps for guiding teachers through the online learning cycle. The steps of the cycle are*:* Pre-Work, Sign-in-Activity, Whole Group Application, Breakouts, Share-Out, Preview and Discovery, Assignment Instructions, and Reflection.

Steps 1 – 2 – 3

Marshall & Parris explain the initial stage that is *"Pre-work"* in this step, the students complete a variety of activities sent to them by the teacher. The materials take the form of video lessons and include interactive elements, such as embedded questions and links to definitions of key vocabulary (2020). "Ideally, the teacher can view and download student responses to inform subsequent instruction, identify areas of confusion, and plan for differentiation" (Marshall & Parris, 2020, p.9, para. 1).

Step two *Sign- in Activity",* which is designed to obtain a huge variety of responses that all speak to the prompt. Marshall & Rodríguez say that this step starts when students arrive, they see a prompt on the whiteboard and input a response along with their name (2017). Besides, this initial activity gives students a chance to share their understanding of the pre-work, and there is an opportunity to resolve and clarify confusion, review key concepts, and make sure every student understands.

Step three is *"Whole in group"* Marshall & Parris (2020) indicate that this step is a chance for the teacher to become innovative, creative and plan an activity that applies the pre-work, in order to clarify misconceptions, and/or deepens students' understanding. This step requires the participation of everyone. The activities are usually collaborative and encourage sharing ideas to generate motivation and help keep students focused despite inevitable distractions (p.9, para. 3).

Steps 4 – 5

Step four is *Breakouts,* for which students form small groups and move into breakout rooms. As students engage in the task, they become active participants rather than passive recipients understand (Marshall & Parris, 2020, p.10, para. 1). Step five, "share-out", this step has a useful instrument which is (SHAC) Share, Help, Ask, and Comment. The teacher gives to students a guide in which the students from other groups "engage in peer feedback helping each other with suggestions, asking questions, or commenting either orally on the material shared or in the chat" (Fethi, K., & Marshall, H. 2018).

Step 6 -7 -8

Kostka & Marshall, mention that the three last steps are the most important because in step six, which is *"Preview and Discovery"*, the teacher prepares material that will lead the students to explore what is coming in the next class. Then, in step seven *"Assignment Instructions"* the teacher explains what students are to do for the next out of class work. Finally, step eight is *"Reflection"*. This is a whiteboard activity, and "constitutes a review of the lesson learned increasing everyone's understanding" (2020). All the eight steps constitute the SOFLA learning cycle.

Figure 1

The SOFLA Cycle of Learning
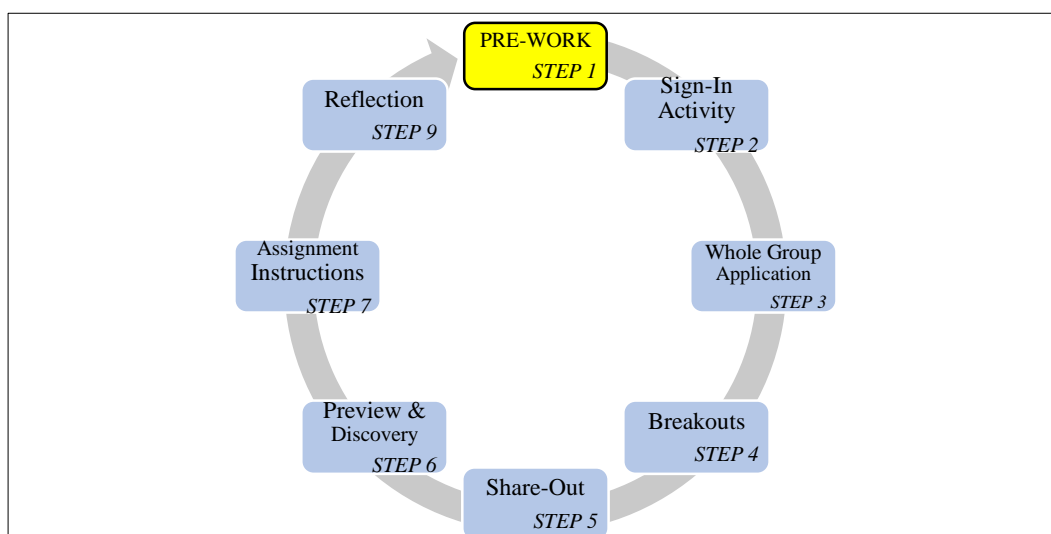
Author: Marshall (2020, 19:28)

5.2.12 Technological tools

Technology resources are tools or devices that use technology to enhance or facilitate the learning and teaching process. These resources may include computer software and applications, digital whiteboards, projectors, tablets, mobile devices, online learning platforms, among others (Kouser & Majid, 2021).

Kouser & Majid summarize the technological tools that can be used in the Flipped Classroom to support student learning and facilitate the implementation of this methodology to the teachers:

1. Online Learning Platform: these platforms allow teachers to create and share educational content such as videos, presentations, quizzes, and other resources that allow the student to access them from anywhere.

2. Video Creation Tools: it allows teachers to create educational videos, so that, students can view before in-person class. Some of these tools include: Screencast-O-Matic, Camtasia, and Loom.

3. Online Collaboration Tools: online collaboration tools like Google Docs allow students to work together on projects and assignments online, which encourages collaboration and teamwork.

4. Online Assessment Tools: online assessment tools such as Quizlet, and Socrative allow teachers to create online quizzes and tests to assess student learning.

5. Learning Management Platforms: learning management platforms such as Moodle, Microsoft Teams, Google Classroom, and Canva allow teachers to organize and manage educational content and online activities, as well as assess student learning (2021, p. 368-371).

5.2.13 Activities in Flipped Classroom

In Flipped Classroom, various activities are carried out to promote the autonomous learning of students. Zaki mentions that some of these activities include:

1. Previous study: students review the materials such as texts, videos or additional content before the face-to-face class. This allows the students to acquire basic knowledge on the subject and prepare to actively participate in classroom activities.

2. Investigation and exploration: students are encouraged to investigate and explore topics of study on their own. They can conduct research online, search for additional resources, read articles or books, and delve into concepts that are most interesting or challenging to them.

3. Group discussions: during the face-to-face class, group discussions are encouraged, so that, students share their ideas, reflections and questions on the topic. These discussions promote critical thinking, sharing ideas, and collaboration among students.

4. Problem solving: situations or problems related to the topic of study are raised. Students can solve this kind of activities individually or in groups. This allows them to apply the acquired knowledge and develop problem-solving skills.

5. Projects and presentation: students can carry out individual or group projects related to the subject of study. These projects can include investigations, presentations, creation of multimedia content, among others. This gives them the opportunity to delve deeper into the topic and demonstrate their understanding in creative ways.

6. Self-assessment and feedback: Students are encouraged to assess their own learning and reflect on their progress. They receive feedback from the teacher and their peers to identify areas of improvement and strength.

These activities in the Flipped Classroom seek to promote autonomy, active participation, and critical thinking of students, allowing them to build their own knowledge and develop autonomous learning skills (2015, p. 1-36).

5.2.14 Strategies to encourage the active learning

Active learning strategies involve the "students in doing things and think about the things they are doing" (Bonwell & Eison, 1991) , which means "a great emphasis

on observation of their own understanding, attitudes, and ideals" (Bonwell and Eison, 1992; Mantyla, 1999, p.19).

Various strategies can be used to motivate students to assume a more active role, such as:

1. Provide constant feedback: teachers must provide constant feedback to students either through online comments, group discussions or formative assessments. This allows students to know how they are progressing and what areas need improvement.

2. Encourage collaboration: collaboration among students is a fundamental part of the flipped classroom. Students can collaborate in group activities, online discussions and collaborative projects. This allows students to learn from each other and develop teamwork skills.

3. Use technology: teachers can use online platforms, videos and other technological resources to provide students a more engaging and interactive learning experience.

4. Encourage creativity: teachers can encourage the creativity of students through activity projects that allow them to express themselves creatively. It allows students to develop critical and creative thinking.

These strategies can help motivate students to take a more active role in their learning process which can lead to meaningful and lasting learning (Adams et al 2016, p. 3).

5.2.15 Types of feedback

In Flipped Classroom, constant feedback is provided to students to help them assess their own progress and learning. Some types of feedback in the flipped classroom are:

1. Online Feedback: teachers can provide online feedback through online educational platforms or email. This allows students to receive feedback on their work and progress in real time.

2. Group discussions: group discussions are a way to provide feedback to students. Teachers can use group discussions to assess students' understanding of a topic and provide feedback in real time.

3. Self-assessment: students can assess their learning process through self-assessment where teachers can provide tools and guides to help students assess their own learning and set goals for improvement (Brown, 2016, p.10).

5.2.16 Assessment

Assessment is a systematic and ongoing process of collecting and analyzing information to determine the degree to which educational objectives have been achieved. It is used to measure student achievement, evaluate the performance of teaching staff, and improve the quality of the educational program. Assessment can take many forms, including tests, projects, presentations, essays, and more (Tontus, 2020).

The assessment in Flipped Classroom is based on the idea that the students are the protagonist of their own learning. So, it seeks to assess their ability to learn autonomously and apply the knowledge acquired in real situations. The assessment is carried out through different tools such as questionnaires, exams, group work, projects, among others (Ivanytska et al., 2021). The assessment in the Flipped Classroom is carried out in two phases: the first phase is the evaluation of student autonomy, which refers to the student's ability to manage their own learning and to work autonomously. The second phase is the evaluation of the results in the face-to-face part, which refers to the student's ability to apply the knowledge acquired in the theoretical part in practical situations (Lam et al., 2019).

5.2.17 The role of the teacher

Khayat et al, tell us that in "this method, the instructor acts as a tutor and facilitator to increase the learners' responsibility for their learning process, including what

they learn and how they learn it" (2021, para. 3). The teacher involves students in active learning, and the students explore the concepts by themselves (Khayat et al., 2021, para. 3). From this point of view, the teacher has several roles in the student's learning process like: "teacher acts as a guide to the students in where students need any help" (Aljaraideh, 2019), the teachers "provide CD"s that contained related videos so that students can better understand and discuss the content in class" (Aljaraideh,2019). Marriot & Sánchez mention that the teacher acts as a facilitator in the learning process "by monitoring classroom activities and by reinforcing and building upon the concepts that the students have already reviewed at home" (2017).

Through of this, the teacher creates meaningful learning conditions based on questioning and correcting misunderstandings (Bergmann & Sams, 2012). The students take notes from the video and write questions that they have while the teacher goes through "the questions, misconceptions, and other issues the students raise from their notes on the video" (Brown, 2016).

To ensure students are engaged in their learning experience outside of class, teachers require a concise but thorough assignment to be completed before coming to class the next day. These assignments may include online quizzes, worksheets, writing assignments or other chosen activity that is worth points in the student's overall course grade (Brame, 2012).

5.2.18 Challenges and benefits

According to Fedistia, et al (2019) summarizes the challenges of Flipped Classroom.

- The lack of the preparation of the students before the class, it represents a problem because "if students do not prepare themselves by understanding the material through learning videos at home, the performance in the classroom will not work well, and it will reduce the benefits of Flipped Classroom"(Fedistia, et al 2019 p.918).

- It requires a careful planning and adequate preparation on the part of the teacher to ensure that students have access to the necessary resources and understand the concepts taught before the face-to-face class.

- It requires an investment of time and the search for the necessary resources to create and select the appropriate learning materials as well as to train teachers in Flipped Classroom methodology (Vuong et al., 2018, p. 1506).

- As for the students, it may be difficult for some of them to adapt to a more autonomous and collaborative learning model, especially if they are used to a conventional teaching model (Østerlie et al., 2023; Simpson & Richards, 2015).

However, the Flipped Classroom has great benefits like:

- It allows students to learn at their own pace and adapt to their individual needs, which can lead to deeper and more meaningful learning.

- It encourages the active participation of students in their own learning process, which can lead to greater commitment and motivation.

- Promotes collaboration and teamwork among students which can help develop social and emotional skills.

- It allows teachers to maximize interaction and collaboration time in the classroom which can lead to more effective teaching (Petty, 2018).

6. METHODOLOGY

6.1 Research approach

To develop the present research study, a qualitative approach has been used. "It is appropriate for specific research questions such as: reflecting natural experiences, involving interaction from different levels, and lack of theoretical background" (Pornprasertmanit, 2008). For this reason, the qualitative approach in our research involves collecting and analyzing non-numerical data to understand concepts, opinions, or experiences from the perspective of teachers who have used the Flipped Classroom methodology in teaching English as a foreign language.

6.2 Research method

The research method was the case study because the sample population was short since it consisted on six English teachers. To being a non-long sample population other research methods were not employed. Frequently, the case study method collects a certain minor geographical area as well as a restricted number of participants. A case study consists of "an empirical inquiry that investigates a contemporary phenomenon (the 'case') in depth and within its real-world context" (Yin, 1984, as cited in Hollweck, 2016).

6.3 Research context and participants

The participants were chosen by purposive sampling. "In this type of sampling, the researcher chooses the participants as per his/her judgment, keeping back in mind the purpose of the study"(Showkat & Parveen, 2017). The sample population was conforming by six teachers. In order to protect their personal information, the code like **Tch1:** was employed (see table 2).

Table 2

Research context & participants

Code	Age	Academic degree	Teaching years	Institute/ Educational units University	Educational levels

Tch1:	42	Master's degree in education sciences.	17	Primero de Abril	First-year students of baccalaureate
Tch2:	44	Bachelor's degree in pedagogy of national and foreign languages.	18	Victoria Vásconez Cuvi.	Sublevel superior: (8th, 9th & 10th)
Tch3	33	Master's degree in applied linguistics.	10	Vicente León Technological Institute	Young & adults' students.
Tch4:	52	Bachelor's degree in pedagogy of national and foreign languages.	22	Victoria Vásconez Cuvi.	Sublevel superior: (8th, 9th & 10th) First-year students of baccalaureate
Tch5:	36	Master's degree in pedagogy with a mention in organization of language centers	15	Universidad de las Américas (UDLA)	Students from 18 and so on.
Tch6:	56	Bachelor's degree in pedagogy of national and foreign languages.	20	Túpac Yupanqui	School and high school.

6.4 Data collection process

To collect the data, a survey was designed with nine questions on the topic to be investigated. Young tells us, the survey "aims to make inferences about a population by examining a sample from that population" (2015, p. 2).

To determine the number of participants, the survey was sent through Google Form to different English teachers from Primero de Abril, Victoria Vásconez Cuvi, Túpac Yupanqui, Universidad de las Americas (UDLA), and Vicente León Technological Institute. Once the participants were found, the semi-structured interviews were applied in online and face-to-face way. The semi-structured interview was taken from the article "Implementing Flipped Learning During Covid-19 in Omani Higher Education: Perspectives from Teachers of English as a Foreign Language" by Nabii, Badi & Kelder in 2022. It consisted of twenty-one questions divided into five blocks: teaching, planning, assessment, challenges/benefits, and suggestions for future implementations. The semi-structured interview was arranged before

conducting the interview since it allowed "the researcher to delve into the location of information" (Megaldi & Berler, 2020 as cited in Ruslin et al., 2022).

6.5 Systematic data analysis

To analyze the information provided by the participants, this research study followed the five phases of systematic data analysis propounded by Khan 2003:

Framing questions for a view

To analyze the Flipped Classroom methodology and its use in teaching English as a foreign language. The research questions are: What are the theoretical and pedagogical foundations that support the Flipped Classroom methodology in teaching English as a foreign language? What are the EFL teachers' perspectives on the use of the Flipped Classroom methodology regarding with teaching, planning and assessment?, and What are the main "benefits and challenges" of the Flipped Classroom methodology?

Identifying relevant work

This phase was to find outstanding articles. The two databases used in this review were Google Scholar and ERIC. The designated articles were between the years 2017 and 2023. The keywords were English as a foreign language, Flipped Classroom, and English teachers' perspectives.

Assessing the quality of studies

In this phase, twenty articles were selected and met the criteria of the research.

Summarizing the evidences

Through the analysis, a total of eighteen articles were selected to be reviewed. The participants of the different articles came from any level of education.

Interpreting the findings

In this, phase the information of the semi-structured interview was analyzed.

Figure 2

Five phases of Systematic Literature Review
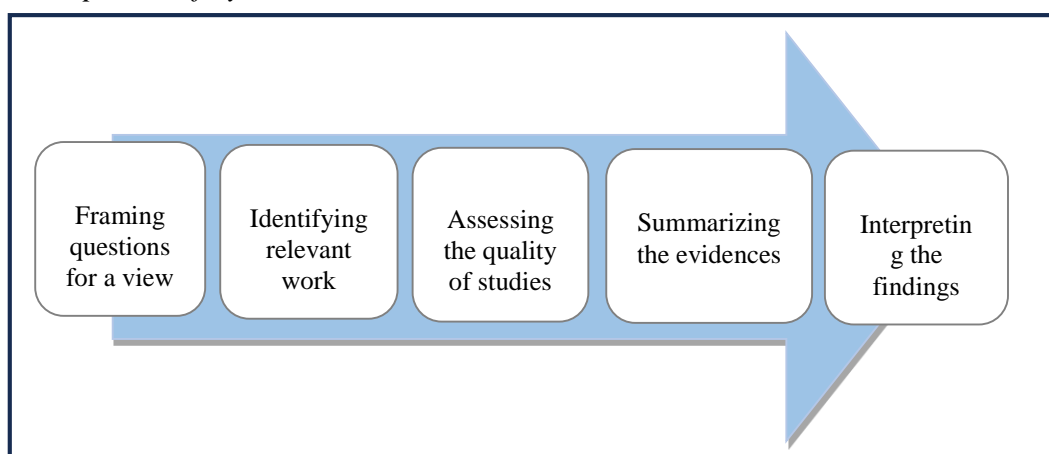
Five phases of Systematic Literature Review propound by Khan (2003).

7. Analysis and Discussion of Results

7.1 Theoretical and pedagogical foundations that support the Flipped Classroom methodology

Regarding the first objective, we search for twenty articles in order to identify the theoretical and pedagogical foundations that support the Flipped Classroom methodology in the process of teaching English as a foreign language. These theoretical and pedagogical foundations are described in the following table (see table 3).

Table 3

Theoretical and pedagogical foundations that support the Flipped Classroom methodology.

No.	Authors	Discussions
1	Ngo, H. K., & Yunus, M. (2021)	• Teachers act as facilitators, directing, offering help, and giving feedback when needed.
2	Li, Z. and Li, J. (2022)	• Teachers make didactic materials prior to class and they encourage students to collaborate on tasks in the classroom (Novak, 2011).

3	Haghighi, et al., (2018)	•	The use of technology in Flipped Classroom has the goal of optimizing the class time given to meaningful changes in language.
4	Vélez, C. (2023)	•	To learn a language students must complete four skills for adequate communication, they mostly acquire to listen first, next to speak, then to read, and eventually to write which is crucial not to separate the four language skills.
5	Shnai, I. (2017)	•	They must have meticulous knowledge about the planning and design of each part of the class.
6	Torres, L. (2021)	•	SOFLA presents beginner online teachers with a proper template for teaching that imitates real classroom teaching and contains detailed, multimodal, suggestive elements for asynchronous and synchronous work (Marshall, 2020).
7	Öztürk, M., & Çakiroğlu, Ü. (2021)	•	Educators customizing discussions and promoting interactions to support students obtain meaningful learning through in-class activities
8	Alghasab, M. (2020)	•	the texts and videos that teachers publish are all mediational instruments that can help to control the students' performance.
9	Erbil, D. G. (2020)	•	Students work in small groups jointly to accomplish the learning goals and dominate the subject, and each student is answerable for the learning of the group mates.
10	Furon, E. (2021)	•	Switching the manner of learning can be challenging for students, they also must realize their responsibility for coming to class prepared.
11	Nurfaiziyah, A., & Aminin, Z. (2021)	•	Flipped classroom conveys a change of learning that concentrates on higher thinking skills such as applying, analyzing, evaluating, and creating (Li & Suwanthep, 2017).

12	Heredia et al., (2022)	•	This methodology supplies perfect content to use in the process that leads to the last outcome (Yulian, 2021).
13	Anwar, C. (2020)	•	The technological resources improve the understanding and capacity of people to utilize digital technologies and resources appropriately to build new knowledge.
14	Han, S. (2022)	•	Adapting teaching on the Internet promotes students to understand at their own pace to their own needs.
15	Bin, W., & Hazaea, A. (2021)	•	One of the main challenges for students is low access to the internet and disconnection using Flipped Classroom (Arslan, 2020).
16	Pacheco, S. (2022)	•	Teachers maintain students' motivation to study, pay attention to their needs, support them in working cooperatively, and provide them with tools to learn independently and facilitate the learning process.
17	Fathi, J., & Barkhoda, J. (2021)	•	This type of motivating learning environment may instill a strong motivation to complete tasks and it may promote self-efficacy, increased learning experiences, and responsibility.
18	Telenchana, S. (2019)	•	Teachers feel vulnerable due to the use of technology in classes with the Flipped Classroom which affects negatively the learning process owing to the absence of training for teachers when using technological resources.

7.2 Findings of the semi-structured interview

According to the second objective of this research study, this section analyzes the EFL teachers' perspectives on the use of the Flipped Classroom methodology in aspects like "teaching, planning and assessment".

<u>**BLOCK I:** TEACHING</u>

Q1: What is your role as a teacher within the Flipped Classroom methodology?

The six teachers agree that the role of the English teacher in the Flipped Classroom methodology is to be a guide, provider of knowledge, accompanist in the student learning process, and facilitator, which means facilitating the materials to the students on the topic they will learn in the next session.

Extracts from the Teachers' Interview

Mi rol como docente es ser guía.
[My role as a teacher is to be a guide] (**Tch1; Tch5**).

Le permite actuar como facilitador y guía.
[It allows to act as a facilitator and guide] (**Tch2**).

Mi rol como docente es de proveedor de conocimientos.
[My role as a teacher is a provider of knowledge] (**Tch3**).

Rol de facilitador, guía, y acompañante en el proceso de aprendizaje de los estudiantes.
[Role of facilitator, guide, and accompanist in the student learning process] (**Tch4**).

Mi rol es de facilitador, es decir, facilitar el material a mis estudiantes de los temas que voy a enseñar.
[My role is as a facilitator, which means, to facilitate the material to my students on the topics that I am going to teach] (**Tch6**).

Q2: Do you prefer to teach your students with a conventional methodology or with Flipped Classroom methodology? Why?

According to the preferences of the English teachers in using Flipped Classroom or conventional methodologies. The six teachers indicated that they prefer to use Flipped Classroom since the English hours are reduced each time in the educational units. For teachers that work in universities, the Flipped Classroom is quite good since it allows the students to feel motivated in learn a foreign language and improve the English level. It is very important to highlight that not all the classes can be flipped, it depends on the complexity of the topic to be taught.

Extracts from the Teachers' Interview

Me inclinaría más por esta metodología ya que es mucho más interactiva ya que permite a los estudiantes se sientan más motivados en aprender un idioma extranjero. [I would lean more toward this methodology since it is much more interactive because it allows students to feel motivated to learn a foreign language] **(Tch1).**

Si queremos mejorar y elevar el nivel del idioma inglés, las habilidades lingüísticas y el aprendizaje utilizaría Flipped Classroom. [If we want to improve and raise the English language level, language skills, and learning, I would use Flipped Classroom] **(Tch2).**

Flipped Classroom es bastante bueno, pero dependiendo de la clase o el tema a tratar ya que algunas clases se pueden voltear y otras no. [Flipped Classroom is quite good, but depending on the class or the topic to be dealt with since some classes can be flipped and others not] **(Tch3).**

Varios grupos de docentes hemos considerado el no trabajar de manera convencional y utilizar la metodología del aula invertida. [Several groups of teachers have considered not working in a conventional way, and use the Flipped Classroom methodology] **(Tch4).**

En mi caso yo preferiría enseñar con la metodología del aula invertida como ustedes saben cada vez reducen las horas de inglés en lo que son los establecimientos educativos, entonces nosotros no tenemos mucho tiempo para enseñar. [In my case, I would prefer to teach with the Flipped Classroom methodology, as you know, the English hours in educational establishments are reduced every time, so we do not have much time to teach] **(Tch6).**

Q3: How do you compare Flipped Classroom methodology to other teaching methodologies? How similar or different are they?

As regards the similarities or differences that exist between Flipped Classroom methodology from others. The six teachers mention that it is different because it uses teaching and learning platforms, the student is 80% protagonist, and it allows the students to obtain information previously and see them work inside the classroom. The one similarity that it has to others is the achievement in the student knowledge.

Extracts from the Teachers' Interview

Es diferente en cuanto se refiere al uso de la tecnología puesto que utiliza diferentes recursos tecnológicos y diferentes plataformas virtuales de enseñanza y aprendizaje. [It is different as far as the use of technology since it uses different technological resources and different virtual teaching and learning platforms] (**Tch1; Tch 6**).

Se trabaja dentro como fuera del aula, puedo adelantar la información fuera del aula y verlos trabajar dentro del aula. [It works inside and outside the classroom, I can advance the information outside the classroom and see them work inside the classroom] (**Tch2**).

Es diferente a una clase común ya que al enviar un trabajo previo los estudiantes llegan con conocimientos. [It is different from a common class since sending a previous work the students come up with knowledge] (**Tch3**).

Hay similitud que es en el logro de los conocimientos en los estudiantes.

[There is a similarity which is the achievement of the student knowledge]. (**Tch4**)

Es diferente de otras metodologías de enseñanza, en otras metodologías los estudiantes son los protagonistas el 20% mientras que el docente es el 80%. En la metodología del Flipped Classroom el 20% es del profesor y 80% del estudiante.

[It is different from other teaching methodologies. In other methodologies, the students are the protagonists 20% while the teacher is 80% in the Flipped Classroom methodology 20% belongs to the teacher and 80% of the student] (**Tch5**).

Q4: What levels of education can be taught in a better way with the implementation of Flipped Classroom methodology?

Tch1 and Tch2 mentioned that it is better to use Flipped Classroom in baccalaureate students because they are more-up-date in the use of technology. Tch4 indicated that it can be taught in sublevel medio (5th, 6th, and 7th) and sublevel superior (8th, 9th and 10th) but as long as there is parental support.

While, Tch3 and Tch5 tell us it is better to work with university's students because they are more responsible.

Extracts from the Teachers' Interview

Con los adolescentes debido a que son ellos están más actualizados en cuanto al uso de aplicaciones, uso de redes sociales, el fácil acceso a videos y la creación de los mismos. [With teenagers, because they are more up-to-date in terms of the use of applications, use of social networks, easy access to videos, and the creation of them] (**Tch1**).

En mi experiencia se trabaja mejor con bachillerato debido a que ellos saben lo que quieren aprender, tienen mejor dominio de la tecnología esa es la razón por la que resulta más fácil enseñar con la metodología Flipped Classroom. [In my experience, it works better with baccalaureate students because they know what they want to learn, and they have a better domain of technology, that is the reason why it is easier to teach with the Flipped Classroom methodology] (**Tch2**).

Desde educación básica media (5to, 6to, 7mo) ya se lo puede hacer, pero con acompañamientos de los padres de familia, educación básica superior (8vo, 9no, & 10mo), bachillerato y por supuesto universidad.

[From sublevel medio (5th, 6th, 7th) it can already be done with parental support, sublevel superior (8th, 9th, & 10th), baccalaureate students and of course university] (**Tch4**).

Con estudiantes de universidad puesto que los estudiantes ya se fijan una meta y son más responsables, considero también que la metodología se puede utilizar desde octavo año siempre y cuando con la responsabilidad y la tutela de los padres y en bachillerato. [With university's students since students already set a goal and are more responsible. I also consider that the methodology can be used at different levels of education from eighth grade as long as with the responsibility and guardianship of parents and in baccalaureate] (**Tch6**).

Q5: What English language skills can be improved through Flipped Classroom methodology?

Tch1 that all language skills can be taught and they cannot be separated or worked on separately. Tch3 mentions that reading skills can be better developed. Tch5 mentions that grammar working together with Flipped Classroom functions well, also, listening and speaking. Finally, Tch6 mentions that everything depends on the teacher and what he wants his students to develop more.

Extracts from the Teachers' Interview

Se pueden desarrollar todas las habilidades lingüísticas. Hay un impacto significativo en las habilidades de producción oral y comprensión auditiva. [It can develop all language skills. There is a significant impact on oral production and listening comprehension skills] (**Tch1**).

Me funcionó de gran manera en el desarrollo de las habilidades de reading. Con las habilidades de speaking y listening tuve complicaciones debido a que había veces en las que se intentaba cantar una canción, pero no les llamaba la atención

debido a los diferentes gustos de música que tienen los estudiantes. [It worked great for me in the development of reading. With speaking and listening skills, I had complications because there were times that we tried to sing a song, but it didn't attract the students' attention due to the different tastes of music that they have] (**Tch3**).

Desde mi punto de vista, lo que es grammar. Grammar no es una habilidad, pero se trabaja muy bien con la metodología. Además, lo que es listening, speaking, y writing. [From my point of view, grammar, grammar is not a skill but it works good with the methodology. Also, listening, speaking, and writing] (**Tch4**).

Depende del profesor y de lo que quiera que sus alumnos desarrollen más. Si yo como docente quiero mejorar la expresión oral de los alumnos me enfocaré en buscar herramientas o recursos tecnológicos que me ayuden a lograr mi objetivo de enseñanza. [It depends on the teacher and what he wants his students to develop more. If I, as a teacher, I want to improve the students' speaking skills, I will focus on looking for technological tools or resources that will help me to achieve my teaching objective] (**Tch6**).

<u>BLOCK II:</u> PLANNING

This section analyse the planning, learning techniques, technological resources and learning activities and materials employed by English teachers in online and face-to face classes using the Flipped Classroom.

Q1: How did you plan or design your classes with the Flipped Classroom?

Tch2 and Tch3 mentioned that they have implemented the SOFLA framework in their online classes, emphasizing the extensive resources that can be used in the 8 steps. However, Tch1 told that she has not used the SOFLA framework in its entirety since she considers that it is related to the Kolb cycle and project-based learning. While Tch4 mentioned that he uses the PPP framework (Presentation, Practice and Production).

Extracts from the Teachers' Interview

No he aplicado SOFLA el 100%, sino la relaciono con el ciclo de Kolb y el aprendizaje basado en proyectos. [I have not applied SOFLA 100%. I relate it to the Kolb cycle and project-based learning] (**Tch1**).

Aplicando *SOFLA le da la apertura para hacer un encadenamiento y hacer que el estudiante se enganche con el conocimiento.* [Applying SOFLA gives the opening to make a chaining and make the student hooked with knowledge] (**Tch2**).

He utilizado SOFLA framework en mis clases donde se va aplicando cada uno de los pasos a ser desarrollados con un total de 8 pasos.

[I have used the SOFLA framework in my classes where each of the steps to be developed is applied with a total of 8 steps] (**Tch3**).

Utilizo el PPP que va con una planificación directa de acuerdo a la necesidad del estudiante. [I use PPP framework that goes with direct planning according to the student's needs] (**Tch4**).

Q2: What learning techniques did you use in the teaching process to facilitate the use of the Flipped Classroom before, during, and after class?

Learning techniques that the four teachers used in their classes were: (**Tch1;Tch2;Tch3 & Tch6**)

- Before the class: videos, readings, or pdfs.

- During the class: exercises, activities, or questions in the class.

- After the class: role plays to evaluate the comprehension of the topic.

Extracts from the Teachers' Interview

Antes de la clase, utilizaba videos con conversaciones reales, lecturas o música relacionadas a la temática. Durante la clase revisamos la gramática que ya tenían previamente visto. Después de la clase desarrollé actividades dirigidas a la comprensión del estudiante y podían tener una retroalimentación. [Before the

class, I used videos with real conversations, readings or music related to the topic. During the class, we reviewed the grammar that they already had previously seen. After, the class I developed activities aimed at the students' comprehension and have feedback] (**Tch1**).

Antes de la clase se les enviaba videos o PDF. Durante la clase completamos los ejercicios del tema que vieron previamente. Después de la clase no enviaba ninguna actividad debido a que desde el misterio de educación no nos permitía enviar trabajos fuera de la hora de clases.

[Before the class, they were sent videos or PDF. During the class we completed the exercises on the subject that they had previously seen. After the class, I did not send any activity because the Ministry of Education did not allow us to send work outside of class time] (**Tch2**).

Antes de la clase envié a leer un cuento de la sirenita y un video de la Dama tapada en inglés no fue necesario hacer preguntas porque allí me di cuenta que los cuentos de terror fue lo que más les llamó la atención. Durante la clase se trabajó la escritura y después de la clase hicieron un role play. [Before the class, I remember that I sent a story of the little Mermaid and a video in English of the Dama Tapada, it was not necessary to ask questions because I noticed that the horror stories were most caught their attention. During the class, they worked on writing. After class, they did a role play] (**Tch3**).

Lo que yo hice fue primero utilizar como estrategia el recuerdo a través de preguntas. Durante la clase una vez que ellos ya empezaron a responder las preguntas, yo les di una hoja de trabajo, en esa hoja de trabajo estaba una lectura pequeña. Después de la clase lo que yo hice para evaluar fue enviar a que ellos hagan writing. [What I did first was use memory through questions as a strategy. During the class, once they started to answer the questions, I gave them a worksheet, on that worksheet there was a little reading. After the class, what I did to evaluate them was to send them to do the writing] **(Tch6).**

Q3: What technological resources did you use in the teaching process to facilitate the use of the Flipped Classroom?

Regarding the technological resources, the teachers mentioned that they used platforms such as: Zoom, YouTube, Microsoft Teams, or WhatsApp. In addition, the teachers opted for platforms or apps that adjusted to the theme such as: PowerPoint, Mentimeter, Padlet, Educaplay, FlipGrid, British Council, Smart English, and Nearpod. Also, Tch3 mentioned that the equipment he used was a computer and a telephone.

Extracts from the Teachers' Interview

Trabajé con la plataforma Zoom, con videos de Youtube, British Council, Smart English, Cambridge y para el desarrollo de actividades fueron: Educaplay y FlipGriD. [I worked with Zoom platform, YouTube, British Council, Smart English, Cambridge and for the development of activities were: Educaplay and FlipGrip] (**Tch1**).

Dentro del proceso de enseñanza trabajamos con Microsoft Teams, Zoom y WhatsApp. [Within the teaching process we work with Microsoft Teams, Zoom, and WhatsApp] (**Tch2**).

Tenía Nerpod y utilizaba la web 2.0 como PowerPoint, Vídeos de YouTube, Mentimeter y Padlet para poder desarrollar la clase de manera gratuita. Los equipos tecnológicos que utilizamos fueron el computador y el teléfono. [I had Nerpod and used Web 2.0 such as: PowerPoint, YouTube Videos, Mentimeter, and Padlet to be able to develop the class for free. The technological equipment that we used were a computer and the telephone] (**Tch3**).

Utilizo diapositivas, plataformas como Teams donde compartimos videos de YouTube por la buena calidad del material que ya está hecho. [I use slides, and platforms like Teams where we share YouTube videos because of the good quality of the material that is already done.] (**Tch6**).

Q4: What kind of materials/activities did you provide your students before/during and after the class? and how did you prepare the materials/activities?

The materials or activities provided by the teachers were: **(Tch1;Tch2;Tch3 & Tch6)**

- Before the class: videos, lectures, infographic and songs.

- During the class: worksheets with some interactive activities were developed to carry out what was planned.

- After the class: an assessment either through questions or using rubrics with the criteria to be evaluated or homework.

Extracts from the Teachers' Interview

Preparaba los temas previos con infografías, videos y la lectura de cierto tema. Durante la clase ya manejamos una hoja de trabajo donde la hoja de trabajo ya está especificada las actividades. Después elaboramos una evaluación metacognitiva que sea reflexiva con una pregunta. [I prepared the previous topics with infographics, videos, and reading a certain topic. During the class we already handled a worksheet where the activities are already specified in the worksheet. Then, we elaborated a metacognitive evaluation, it was reflective with a question] (**Tch2**).

Se les puede facilitar vídeos, archivos PDF, puede ser incluso canciones dependiendo del tema que se vaya a tratar, lo preparé obviamente viendo el video y leyendo el material antes que los estudiantes. Durante la clase, el paso más difícil fue el pre-work. Si está bien desarrollado facilitaba la clase. El tiempo a veces puede jugar en contra o a favor ya que o bien puede sobrar o puede faltar, entonces debía ir viendo que las actividades no sean demasiados o tampoco sean muy pocos.

La clase acababa con una rúbrica se demora dependiendo el tema y dependiendo de las habilidades que queremos desarrollar si es la comprensión lectora, la

gramática, la comprensión muchas de las actividades se desarrollan en la escala de Likert excelente, deficiente, bueno, muy bueno.

[It can facilitate videos, PDF files, it can even be songs depending on the topic that is going to be discussed, I obviously prepared it watching the video and reading the material before the students. During the class, the most difficult step was the pre-work.

If this was well-developed it made the class easier. Time can sometimes play against or in favor since it can either be leftover or it can be missing, so I had to see that the activities are not too many or not too few. The class ended with a rubric, it takes time depending on the topic and depending on the skills we want to develop, whether it is reading comprehension, grammar, and so on, many of the activities are developed on the Likert scale, excellent, poor, good, very good] (**Tch3**).

Q5: How did your students respond to these materials/activities (before, during, and after school)?

The students' reactions to the materials or planned activities, the five teachers expressed that these were not easy at the beginning of the implementation. The students didn't have any idea about how to use certain resources or they were not familiarizing with this methodology.

Extracts from the Teachers' Interview

Fue un reto las dos primeras clases les expliqué como vamos a trabajar con las plataformas, cuando ya tenían conocimiento podían acceder sin ningún problema fue más dinámico y entretenido.

[The first two classes were a challenge, I explained to them how we are going to work with the platforms, and when they already had knowledge they could access it without any problem, it was more dynamic and fun] (**Tch1**).

Para un grupo pequeño de 9 a 10 estudiantes respondieron de manera positiva ya que realizan más actividades, mientras que, para un grupo más extenso de 15

estudiantes en adelante no respondieron adecuadamente, resultó complicado. [For a small group of 9 to 10 students, they responded positively since they do more activities, while for a larger group of 15 students or more, they did not respond adequately, it was complicated] (**Tch2**).

Fué complicado para ellos, pero después se les explicó debidamente y pudimos continuar.
[it was complicated for them, but after it was properly explained to them and we were able to continue] (**Tch3**).

Algunos de mis alumnos me decían "no puedo o no entiendo.
[Some of my students told me "I can't or I don't understand] (**Tch4).**

Al inicio se sintieron un poco confundidos, con el pasar de los días respondieron un poco mejor. Puedo decir que la mayoría de estudiantes si respondieron a esta metodología de la mejor manera es más lo que ellos decían fue que el siguiente año lectivo se siga trabajando de esa manera. [At first, they felt a little confused, but as the days went by they responded a little better. I can say that the majority of students responded to this methodology in the best way, it is more what they said was that the following school year continues working in this way] (**Tch6).**

BLOCK III: ASSESSMENT

Q1: What assessment measures did you use to monitor student learning in class?
The rubrics and the design of exercises or activities were necessary for the assessment measures, they could vary when using platforms or other formats to carry on it. They also emphasize that the evaluation was mandatory in the implementation of the methodology.

Extracts from the Teachers' Interview

Fue mediante actividades y ejercicios creados dentro de plataformas con rúbricas.
[It was through activities exercises created on platforms with rubrics, audio was added to develop the skills of the language] (**Tch1**).

Se pedía que concluya la actividad, esa misma hoja se les enviaba a los chats de los grupos y luego se recogía de manera virtual, utilizaba una rúbrica. [I asked to conclude the activity, and that same sheet was sent to the group chats and then it was collected virtually, I used a rubric] (**Tch2**).

Las medidas de la rúbrica estaban basadas en el desarrollo de la comprensión, la gramática o la habilidad a desarrollar ese día. [The rubric measures were based on the development of comprehension, grammar or skill to be developed that day] (**Tch3**).

Empleo una rúbrica diferente de acuerdo al nivel, ya sea una rúbrica avanzada, una rúbrica intermedia o una rúbrica básica durante mi clase.
[I use a different rubric according to the level, either an advanced rubric, an intermediate rubric or a basic rubric during my class] (**Tch4).**
Cuando lo uso en clases presenciales, es el trabajo en el aula y se evalúa en ese momento con actividades cortas.
[When I use it in face-to-face classes, in the classroom is the student's work and it is evaluated at that moment with short activities] **(Tch5)**

Empleamos pequeños quizzes, pequeños tests, online tests o pueden ser un speaking section dependiendo de la actividad que se esté realizando y el tema.
[We use small quizzes, small tests, online tests or they can be a speaking section depending on the activity being carried out and the topic] (**Tch6**).

Q2: What evaluation criteria did you use to know if the student progressed or not during the implementation of the Flipped Classroom?

The criteria that were used at the time of assessment were developed through scales of Likert. These rubrics cannot be reused permanently. The three teachers referred to the importance of what skill to be evaluated and within these, it is necessary to realize if students comprehended the class.

Extracts from the Teachers' Interview

Utilizaba o diseñaba rúbricas con valoraciónes de excelente,bueno, aceptable o insuficiente, esto dependía. [I used or designed rubrics with ratings of excellent, good, acceptable, or insufficient, it would depend] (**Tch1**).

En ese momento utilicé la rúbrica con diferentes escalas y el portafolio. [At that moment I used the rubric with different scales and the portfolio] (**Tch2**).

Utilicé criterios como bueno, muy bueno, malo, deficiente, o muchas veces ellos conoce, o desconoce del tema.

[I used criteria such as good, very good, bad, deficient, or many times if they know, or don't know about the subject] (**Tch3**).

BLOCK IV: CHALLENGES AND BENEFITS

As regards to the third objective, this section describes the main benefits and challenges that can arise through the implementation of Flipped Classroom.

Q1: What challenges did you face when implementing the Flipped Classroom methodology during English classes?

The challenges mentioned by the six teachers are summarized in the following picture:

Figure 3

Challenges of the teachers on implementing Flipped Classroom

-It was challenging to work for don´t know how to use a methodology that is connected with technology.

-Few trainings on this methodology.

-Spend much time to plan the class with this methodology.

-The reality that some students lack technological equipment.

-If students are going to be interested or whether it is easy for them to learn this way.

-If the student really does that activity before entering classes.

-Students familiarize with one teaching methodology.

Extracts from the Teachers' Interview

Los estudiantes no puedan manejar las plataformas o recursos e incluso para mí fue complicado, debía comprender y explorar bien antes de utilizarlas. [The students cannot handle the platforms or resources and even for me it was complicated, I had to understand and explore well before using them] (**Tch1**).

El problema recae en que no todos los estudiantes disponen de computadoras, teléfonos o internet en casa, siendo esto un gran impedimento al querer usar esta metodología. A veces la situación económica de las instituciones educativas impide llevar a cabo este tipo de trabajos y recurrimos a otras estrategias que usábamos antes o en algunos casos regresamos a la educación tradicional como es la pizarra y los marcadores. [The problem lies in the fact that not all students have computers, telephones, or the internet at home, this being a great impediment when wanting to use this methodology. Sometimes the economic situation of educational institutions prevents us from carrying out this type of work and we resort to other strategies that we used before or in some cases we return to traditional education such as the blackboard and markers] (**Tch2**).

Lograr que los estudiantes lean, analicen y entiendan el inglés. [To achive students to read, analyze and understand English, Internet] (**Tch3**).

Los desafíos son si a los estudiantes les va a interesar o si se les facilita aprender de esta manera. Otro desafió fue que solo recibimos pocas capacitaciones sobre esta metodología que se llevó en la ESPE, nos dieron ciertas pautas y de ahí todo fue investigación, me hubiese gustado que venga alguien más y nos dé una clase así real de cómo aplicar el Flipped classroom en su totalidad.

[The challenges are whether students are going to be interested or whether it is easy for them to learn this way. Another challenge was that we only received a few trainings on this methodology that was carried out at ESPE, they gave us certain guidelines and from there everything was research, I would have liked someone else to come and give us a real class on how to apply the Flipped classroom in its entirety] (**Tch4**).

Es ver si el estudiante realmente hace la investigación o ve el video o lee la lectura, es como la preocupación si el estudiante realmente realiza esa actividad antes de ingresar a clases. [It is to see if the student really does the research or sees the video or reads the reading, it is like the concern if the student really does that activity before entering classes] (**Tch5**).

Los desafíos fueron que los estudiantes estaban familiarizados con otras metodologías de enseñanza con el típico libro, cuaderno y no estaban familiarizados con la tecnología ni con los nuevos recursos tecnológicos que había, ese fue mi primer desafío. Y por último la planificación de la hora clase con la metodología me llevaba mucho tiempo planificar. [The challenges were that the students were familiar with other teaching methodologies with the typical book, notebook and they were not familiar with technology or with the new technological resources that were available, that was my first challenge. And finally, planning the class time with the methodology took me a long time to plan] (**Tch6**).

Q2: Based on your teaching experience with Flipped Classroom methodology, what are the strengths of this methodology?

The strengths of this methodology have, it is illustrated in the following picture:

Figure 4

Strengths of Flipped Classroom
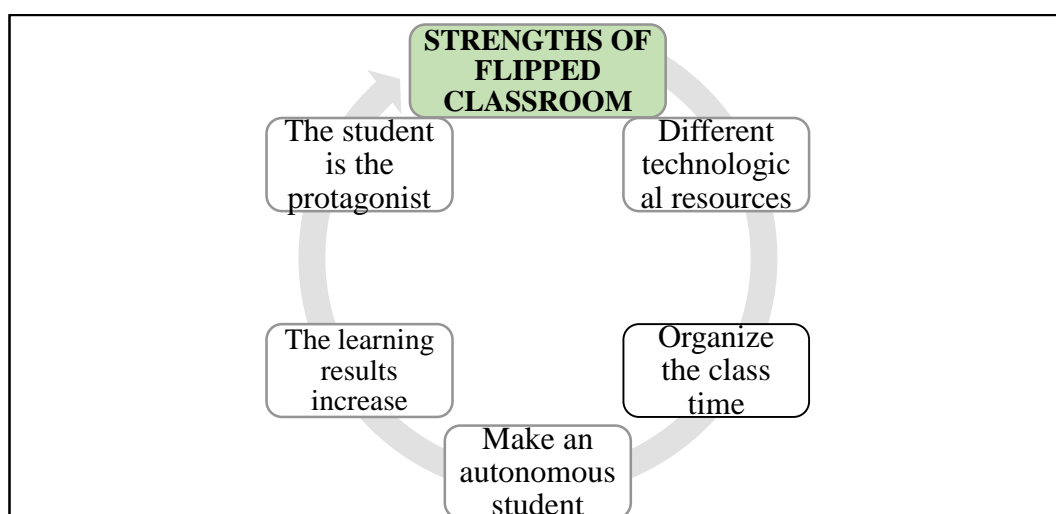
Extracts from the Teachers' Interview

Permite al estudiante manejo de diferentes herramientas que fortalece a la educación. [It allows the student to handle different tools that strengthen education] (**Tch1**).

Sin duda, es el ahorro de tiempo que tienen en clase a través de los conocimientos previos que el alumno adquiere desde casa. [Without a doubt, it is the saving time that they have in class through the previous knowledge that the student acquired from home] (**Tch2**).

Es tratar de hacer un estudiante autónomo, el estudiante no trate de auto educarse sino trate de auto prepararse. [It is trying to make an autonomous student; the student does not try to self-educate but rather try to prepare himself] (**Tch3**).

Las fortalezas es que primeramente el estudiante es el protagonista, le permite descubrir y nos ayuda a enganchar más porque el estudiante ya viene curioso.

[The strengths are that, first of all, the student is the protagonist, it allows them to discover and helps us engage more because the student is already curious] (**Tch4**).

Las fortalezas serían un aprendizaje más rápido, los resultados en el aprendizaje incrementa. [The strengths would be faster learning; the learning results increase] (**Tch5**).

Podría decir que la fortaleza es que ayuda a organizar el tiempo en la clase. Otra fortaleza es que ayuda bastante a que los estudiantes vengan preparados con la información que se va a ver, ya vienen repasando o estudiando, y los recursos de la web los cuales nos ayuda bastante.
[I could say that the strength is that it helps to organize the time class. Another strength is that it helps a lot for students to come prepared with the information that they are going to see, they are already reviewing or studying, and the web resources which help us a lot] (**Tch6**).

Q3: How does the use of Flipped Classroom methodology strengthen teaching outcomes? and how can this influence the teaching of English as a foreign language?

It proposes new alternatives in education in a way that increases linguistic skills when learning a foreign language where the fear of communication decreases, speeding up the work by sending previous materials, it also helps the teacher to change conventional methodologies where the only source of knowledge was the teacher as Tch3 mention.

Extracts from the Teachers' Interview

Fortalece las destrezas lingüísticas del estudiante lo cual lo motiva al estudiante a perder el miedo de aprender un nuevo idioma. [Strengthens the student's language skills which motivate the student to lose the fear of learning a new language] (**Tch1).**

Influye de manera positiva si pudiéramos utilizar siempre la metodología nos ayudaría mucho en cuestión del tiempo, como nos reducen el tiempo en la hora de clase sería una ganancia de tiempo para que los estudiantes puedan revisar con anticipación lo que vamos a hacer. [It influences positively if we could always use the methodology, it would help us a lot in terms of time since they reduce the time in the class time it would be a gain in time so that students can review in advance what we are going to do] (**Tch2).**

Nos ponen nuevos retos tanto a docentes como estudiantes, ayuda a que el profesor no sea la única fuente de conocimientos. [They set new challenges for both teachers and students, it helps that the teacher not only being the source of knowledge] (**Tch3).**

Es una herramienta muy poderosa es muy buena para el aprendizaje y la enseñanza del idioma y convierte al estudiante en una persona autónoma. [It is a very powerful tool, it is very good for learning and teaching the language, and it turns the student into an autonomous person] (**Tch5).**

Yo diría que esta metodología influye de manera positiva en los estudiantes siempre y cuando se tenga un uso correcto con toda la información necesaria. La metodología funciona y resulta mejor conociendo esta metodología en su totalidad. Además, influye de gran manera en todos los estudiantes a aprender el idioma inglés. [I would say that this methodology has a positive influence on students as long as it is used correctly with all the necessary information. The methodology works and it is better to know this methodology in its entirety. Besides, the results are positive in teaching, it greatly influences all students to learn the English language] (**Tch6).**

BLOCK V: <u>SUGGESTIONS FOR FUTURE IMPLEMENTATIONS OF THE METHODOLOGY</u>

This section presents the teachers' suggestions and recommendations for future implementation with the Flipped Classroom.

Q1: If you had to implement this methodology again but this time in the face-to-face or in online context, what changes would you propose?

The main changes that Tch1 and Tch2 would propose when implementing the methodology in the face-to-face context would be greater training in some aspects that have not been explained in-depth way and easy access to connectivity in educational institutions because it is very limited. However, Tch3 indicates that it would not change greatly because the methodology complies with what is established.

Extracts from the Teachers' Interview

El uso libre de la conectividad en la institución. [The free use of connectivity in the institution] (**Tch1).**
Necesitamos más capacitación y acceso a la conectividad. [We need more training and access to conectivity] (**Tch2).**

No cambiaría nada, ya que cumple con lo que promete sabemos que cada uno de los pasos está bien desarrollados y explicados.

[I would not change anything, since it complies with what it promises, we know each of the steps is well-developed and explained] (**Tch3).**

No cambiaría nada, más bien, seguiría el mismo formato lo que significa Flipped classroom que favorece primero a la diversidad en el aula que eso es muy importante, en este caso los alumnos puedan dedicar todo el tiempo que quieran a revisar los contenidos.

[I would not change anything, rather, it would follow the same format, which means Flipped Classroom favours diversity in the classroom, which is very important. In this case, the students can spend all the time they want to review the contents] (**Tch4).**

Si tuviera que implementar esta metodología en la virtualidad, yo propondría que no se realicen cambios porque la metodología es completa, En este caso, yo como docente si tendría que cambiar y utilizar la metodología de Flipped Classroom en lugar de otras metodologías siempre y cuando sabiendo el tema porque no todas las temáticas se pueden dar la vuelta. [If I had to implement this methodology in virtuality, I would propose that no changes be made because the methodology is complete. In this case, as a teacher I would have to change and use the Flipped Classroom methodology instead of other methodologies as long as I know the topic because not all topics can be inverted] (**Tch6).**

Q2: What recommendations would you give to your colleagues who plan to implement this teaching methodology?

The six teachers recommend training in different areas that this methodology entails, from relating to technology and taking advantage of the resources that the internet currently offers, being constant in the application and not giving up its use. In addition to controlling the time for the development of class activities so as not to present problems of lack or excess of time.

Extracts from the Teachers' Interview

Conectarse con la tecnología y utilizar el internet. [Connect with technology and uses internet] (**Tch1**).

Paciencia, lectura y ser espontáneo durante el desarrollo de la clase y saber organizarse con el tiempo de la clase. [Patience, reading, being spontaneous during the development of the class, and knowing how to organize the time of the class] (**Tch3**).

Aprendamos más y nos capacitemos más sobre esta metodología. [We learn more and get more training on this methodology] (**Tch4**).

Primero conozcan más de lo que es Flipped Classroom antes de implementar y que conlleva el utilizar y que utilicen la creatividad ya que los profesores de inglés somos creativos en el tema de pedagogía para llegar a los estudiantes. [First, learn more about what Flipped Classroom is before implementing it, and what it implies to use. Use the creativity since English teachers are creative in the subject of pedagogy to reach students] (**Tch5**).

Que se unan a utilizar la metodología del flipped classroom. Lleva tiempo en planificar, pero en verdad los resultados que muestran los estudiantes son positivos, que tratemos de dinamizar más el tiempo en clase y que también ayudemos a que los estudiantes no se queden estancados si no sean ellos los que se ayuden a sí mismos dentro del proceso de su aprendizaje. [The teachers join in using the Flipped Classroom methodology. It takes time to plan, but in truth the results that the students show is positive. try to make class time more dynamic and also help to the students do not get stuck if they are not the ones who help themselves in the learning process] (**Tch6**).

7.3 Discussion

The results from the six participants interviewed agree that the role of the teacher in Flipped Classroom methodology is being a facilitator, provider, guide, and accompanist in the student learning process. Teachers act as facilitators, directing, offering help, and giving feedback when needed (Ngo & Yunus, 2021). Regarding

the aspect of using conventional methodologies or using Flipped Classroom methodology, they are inclined to use this methodology since students feel motivated, concentrated, and interested and they truly want to improve their level of the English language and they can have more time in class to develop tasks because the activities are learned by doing and not memorizing. As highlighted by Novak (2011 as cited in Li & Li, 2022) teachers make didactic materials prior to class and they encourage students to collaborate on tasks in the classroom.

Concerning the comparison of Flipped Classroom methodology with other methodologies they found the similarity that it allows the student to achieve knowledge but it differs from the others due to the use of technology. It will enable the student to attend with previous knowledge of the subject to be taught, they work both inside and outside the classroom, for the teacher sends a previous work to reinforce the subject. The use of technology in Flipped Classroom has the goal of optimizing the class time given to meaningful changes in language (Haghighi, et al., 2018). In addition, the prominence equals 20% to the teacher and 80% to the student using Flipped Classroom. On the other hand, the levels that can be taught satisfactorily through this methodology, according to teachers stated preferably are baccalaureate students, university students, sublevel medio (5th, 6th, 7th), and sublevel superior (8th, 9th, & 10th), as long as these last two levels have an accompaniment of the parents and students are responsible for their learning process. Students accept responsibility for their learning and are immersed in their learning and get a personalized education.

The four linguistic skills that can be developed are Reading and Listening skills have the most emphasis during the pre-work while Speaking and Writing were developed better during class time. Despite these considerations, teachers note from this emphasis can not be developed on just one skill, instead it is the intention of the teacher wants to improve certain skills through resources or tools that will allow them to achieve their teaching objectives. Vélez (2023) argues that to learn a language students must complete four skills for adequate communication, they mostly acquire to listen first, next to speak, then to read, and eventually to write which is crucial not to separate the four language skills. In addition, it facilitates

class time which is essential due to the constant reduction in English hours, in terms of universities, the student is the protagonist by being the owner of his learning and it positively helps them.

The planning class with this methodology takes a long time to plan for looking activities that can help the teacher develop the class that will deal with. Even if teachers are completely equipped, they require skills and conviction to incorporate Flipped Classroom for an excellent implementation. They must have meticulous knowledge about the planning and design of each part of the class (Shnai, 2017). According to the online planning, teachers know SOFLA but they have not applied it 100%, when applying this framework, it allows the teacher a chain and makes the student connect the knowledge. However, SOFLA consists of 8 steps and they must be fully developed. SOFLA presents beginner online teachers with a proper template for teaching that imitates real classroom teaching and contains detailed, multimodal, suggestive elements for asynchronous and synchronous work (Marshall, 2020 as cited in Torres, 2021).

According to the learning techniques that teachers used before the class were: videos, readings, and songs. During the class, groups were held to debate and discuss a specific topic and after the class, the activities were directed as evaluation on platforms that allowed them to work collaboratively and obtain feedback. Öztürk & Çakıroğlu (2021) mention educators customizing discussions and promoting interactions to support students obtain meaningful learning through in-class activities. The technological resources to facilitate the teaching and learning process that the teachers state working on were: YouTube videos, British Council, Cambridge, Educaplay, Flipgrip, Nerapod, PowerPoint, Youtube Videos, Mentimeter, and Padlet which allow the development of activities.

The types of materials that teachers prepared before the class was: Infographics, Short Readings, and Pdf Files., depending on the complexity of the topic, since not all classes could be flipped. Alghasab (2020) found that the texts and videos that teachers publish are all mediational instruments that can help to control the students' performance. For learning techniques in the face-to-face context, teachers do not have a specific technique, but they used memory, since through this strategy the

teacher asks students questions and they had to answer during the class. They were given a worksheet or a reading related to the topic they saw from home and Writing or the skill that was developed in that class was used to evaluate.

Regarding how the students responded to these materials before, during, and after the class, for many teachers the first classes were a challenge but as time went most of the students were acquiring knowledge and could access the sites or platforms without any problem, they also mentioned the functionality of this methodology was thought in small groups of 5 to 9 students, they responded positively since they can carry out more activities unlike a longer course of 15 students or more because it was complicated work. Erbil (2020) mentions that Students work in small groups jointly to accomplish the learning goals and dominate the subject, and each student is answerable for the learning of the group mates.

Concerning students' responses in face-to-face context before, during, and after the class at the beginning students were not socialized about the implementation of this methodology. Students felt confused and did not understand the class, or they could not use the resources that were sent to them, they understood the methodology better over time. Furon (2019) explains that switching the manner of learning can be challenging for students, they also must realize their responsibility for coming to class prepared. If they ignore the home-based lectures, they probably drop behind swiftly, some students mentioned that the learning feasibility was greater due to the material they have been reviewing in advance and they wanted to work in the same way in the next school year.

In the evaluation measures the teachers used exercises or activities created on platforms and rubrics which were based on the ability to be evaluated in that class. Li & Suwanthep (2017 as cited in Nurfaiziyah & Aminin, 2021) found Flipped classroom conveys a change of learning that concentrates on higher thinking skills such as applying, analyzing, evaluating, and creating.

The evaluation criteria used in the online context were used by the Likert scale; good, acceptable, or insufficient. Yulian (2021, as cited in Heredia et al., 2022) found that this methodology supplies perfect content to use in the process that leads

to the last outcome. Regarding the evaluation in the face-to-face context, it is almost the same: a rubric and the portfolio are used, or short group or individual activities are carried out and they are evaluated at that moment.

Resources used by the teacher were; Microsoft Teams, WhatsApp, collaborative class, and slides, but the teacher had to prepare the class using tools for the student to learn from home or obtain knowledge before the face-to-face class. The technological resources improve the understanding and capacity of people to utilize digital technologies and resources appropriately to build new knowledge (Anwar, 2020). For the types of materials, infographics or readings were used, also in some cases to facilitate the learning process, teachers use Pdf, ESL, Soundter, and Agenda Web for students to take advantage of the time at home and review the topic for that day. Adapting teaching on the Internet promotes students to understand at their own pace to their own needs (Han, 2022).

The challenges were the students could not handle the resources correctly in the first instance and even for teachers it was difficult to schedule meetings via the Internet. Not all students had internet, computers, or telephones at home, which was a great impediment to wanting to use this methodology. Arslan (2020 as cited in Bin & Hazaea 2022) highlights that one of the main challenges for students is low access to the internet and disconnection using Flipped Classroom. Also, it was challenging for students to read, analyze, understand, or work from home, they were accustomed to the typical methodologies where the book, blackboard, and markers are used and they were not linked to the technology and new resources. Furthermore, Teachers didn't use this methodology frequently because there were parents who think that virtual teaching has ended and it is not proper to spend virtual materials on English learning, which is why teachers mentioned that there is no parents support from home.

The strengths of this methodology were that it allowed the student to manage different technological tools, and tried to make the student an autonomous person. The student did not try to self-educate if he did not self-prepare. Pacheco (2022) found that teachers maintain students' motivation to study, pay attention to their needs, support them in working cooperatively, and provide them with tools to

learn independently and facilitate the learning process. Further, the strength is that it allows him to arouse curiosity or describe new things around him and the learning results increase, helps speed up the time of the hour, and helps the student review through the web resources. Also, the influence that this methodology had according to six teachers, the Flipped Classroom is a positive influence on technology and uncountable websites that exist on it, if this methodology may become more relevant than the typical methodologies would be a great advance in education. It also imposes new challenges because the teacher is not the only source of knowledge. It allows the teacher to advance in the work because the student already comes with concerns about the subject, it lets working asynchronously or synchronously since the student reviews the material at home and uses it in class.

The suggestions for future implementations of the six teachers were free to access connectivity in the classrooms and seamlessly integrate teaching with technology to create situations in which students are responsible for all aspects of their learning process. This type of motivating learning environment may instill a strong motivation to complete tasks and it may promote self-efficacy, increased learning experiences, and responsibility (Fathi & Barkhoda, 2021). Teachers who applied in the online context mentioned that they would not make any changes because the methodology is complete in this context and allows the student to become autonomous in their learning.

Some recommendations for colleagues that consider implementing the methodology according to the responses of teachers were training, and learning about what the methodology entails before implementing it. Teachers feel vulnerable due to the use of technology in classes with the Flipped Classroom which affects negatively the learning process owing to the absence of training for teachers when using technological resources (Telenchana, 2019). Furthermore, they have to be creative and patient in the classes that are going to be taught, read about the development of the class, know how to organize over time and join the Flipped Classroom implementation even though it takes time to plan and innovate how it can be taught.

8. Research Impacts (technical, social, and education):

This study has a social impact since it is aimed at improving the process of teaching English as a foreign language within the Ecuadorian context.

This research topic is of great interest to teachers who seek to integrate technological teaching methodologies, leaving behind the conventional methodologies that are used in most educational units, technological institutes and universities in the country. This research will allow the teachers to be prepared for possible social problems such as confinement, mandatory school closures, and social strikes since the Flipped Classroom methodology allows the teacher to create a class anywhere or moment.

Regarding the educational impact, this research proposes to English teachers use the Flipped Classroom methodology in selecting and preparing class content. The Flipped Classroom methodology helps the teacher to become familiar with the educational technology resources provided by the web, taking a significant step to improve the teaching English language.

Finally, it will have a technological impact on both students and teachers. For teachers, it will help to develop their classes with different educational platforms. In students, they will be able to access the class content from their homes through technological equipment such as smartphones, tablets, laptops, and computers desktop, which allow them to connect more with the English language.

9. Conclusions and Recommendations

9.1 Conclusions

- The Flipped Classroom is an effective methodology for teaching English in a dynamic and entertaining way. By reversing the roles of student and teacher, students have the opportunity to learn autonomously and at their own pace, allowing them to develop self-learning skills and responsibility. The role of the teacher in Flipped Classroom methodology is being a facilitator, provider, guide, and accompanist in the student learning process.

The teacher becomes a facilitator, encouraging, directing, and providing feedback on the learners' performance.

- The Flipped Classroom methodology uses the technology like Google Classroom, Google Docs, Microsoft Teams, WhatsApp, YouTube videos, British Council, Cambridge, Educaplay, Flipgrip, Nerapod, PowerPoint, Youtube Videos, Mentimeter, and Padlet which allow the development of activities. The educational levels that can be taught satisfactorily through this methodology are baccalaureate students, university students, sublevel medio (5th, 6th, 7th), and sublevel superior (8th, 9th, & 10th), as long as these last two levels have an accompaniment of the parents in the student's learning process. Also, implementing multimedia resources in learning activities and tasks, such as videos, readings in Pdf, and podcast in different learning platforms, it makes the teaching process more attractive and motivating to the students.

- It allows the teacher to design their classes on virtual educational platforms and have their students study and review the materials outside the classroom to take advantage of the time in class and participate in debates, question sessions and collaborative work. In the same way, this helps the teacher to be more familiar with technology. The challenges that this methodology has, it can be summarized into two and which are the most important. The first is resistance to change. Since teachers can use this teaching methodology in their classes, but if the students are familiar with only one, it can be difficult to teach them. The other is the lack of self-discipline on the part of the students, if there is no commitment and dedication, the teaching methodology will fail and therefore the activities and materials selected by the teacher will not make any sense.

9.2 Recomendations

- Deepen the main concepts related to Flipped Classroom methodology for teachers to avoid the lack of knowledge in technological changes and new teaching strategies that are used to teach through ICTs.

- Promote the use of Flipped Classroom methodology for teachers acquiring knowledge through the new educational reality that has been involved in constant changes and leverage most of the period in class it has been reduced to only 3 hours per week with the purpose of the country integrating an innovative education system and promotes the learning of a foreign language.

- Encourage students in some aspects such as: self-learning, responsibility, and collaborative work in class to promote asynchronous and synchronous communication between teacher and student by using different multimedia resources as well as prior review and optimization of time to explain the class.

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ANEXO 1:
FICHA DE VALIDACIÓN DE LOS INSTRUMENTOS PARA LA
INVESTIGACIÓN
JUEZ VALIDADOR

Estimado Juez:

Siendo conocedoras de su trayectoria académica y profesional, nos dirigimos a usted de la manera más cordial para solicitarle que participe como **JUEZ VALIDADOR,** con el fin de revisar a detalle el contenido de los instrumentos de recolección de datos:

1. Cuestionarios **(X)**   **2.** Guía de entrevistas **(X)**   **3.** Guía de grupo de enfoque ( )

4. Guía de observación ( )   **5. Otro** ( ) _____

A continuación, presentamos la matriz de consistencia y el instrumento, la cual solicitamos sea revisada cuidadosamente, además informamos que nuestro proyecto de investigación tiene un **enfoque cualitativo.**

Los resultados de esta evaluación servirán para determinar la validez del contenido del instrumento a utilizar.

De antemano le agradecemos sus aportes.

Título del proyecto de investigación:	La metodología del aula invertida y su uso en la enseñanza del idioma inglés como lengua extranjera (EFL).
Línea de investigación:	Educación y comunicación para el desarrollo humano y social.

Estudiantes autores del proyecto de investigación:

Apellidos y Nombres	Firma
Sánchez Boza Mayra Sofía	
Taco Guamani Odalis Margoth	

Tutor (a) del proyecto de investigación:

Apellidos y Nombres	Firma
PhD. Venegas Álvarez Gina Silvana	

ANEXO 1:
FICHA DE VALIDACIÓN DE LOS INSTRUMENTOS PARA LA INVESTIGACIÓN
JUEZ VALIDADOR

Estimado Juez:

Siendo conocedoras de su trayectoria académica y profesional, nos dirigimos a usted de la manera más cordial para solicitarle que participe como **JUEZ VALIDADOR**, con el fin de revisar a detalle el contenido de los instrumentos de recolección de datos:

1. Cuestionarios **(X)**   2. Guía de entrevistas **(X)**   3. Guía de grupo de enfoque ( )

4. Guía de observación ( )   **5. Otro** ( ) _____

A continuación, presentamos la matriz de consistencia y el instrumento, la cual solicitamos sea revisada cuidadosamente, además informamos que nuestro proyecto de grado tiene un **enfoque cualitativo.**

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Estudiantes autores del proyecto:

Apellidos y Nombres	Firma
Sánchez Boza Mayra Sofía	
Taco Guamani Odalis Margoth	

Tutor (a) del proyecto de grado:

Apellidos y Nombres	Firma
PhD. Venegas Álvarez Gina Silvana	

ANEXO 2
INFORMACIÓN DEL JUEZ VALIDADOR

ANEXO 2
INFORMACIÓN DEL JUEZ VALIDADOR

Nombres y Apellidos:	Fabiola Soledad Cando Guanoluisa
Sexo:	Hombre ( ) Mujer (✓)
Edad:	39
Profesión:	Docente
Grado académico:	Magister
Años de experiencia:	17 años
Cargo que desempeña actualmente:	Docente
Institución donde labora:	UTC
Firma:	
C.I. ████████	

Nombres y Apellidos:	Nelly Patricia Mena Vargas
Sexo:	Hombre ( ) Mujer (X)
Edad:	56
Profesión:	English Teacher
Grado académico:	4° Nivel
Años de experiencia:	29
Cargo que desempeña actualmente:	Directora de Carrera
Institución donde labora:	Universidad Técnica de Cotopaxi
Firma:	
C.I. ████████	

Instrumento adaptado de:

Guevara, C. (2020). *Implementación de Flipped Classroom para promover el aprendizaje en el aula de los alumnos del curso de introducción de los negocios en la UTEC del año 2019*. [Tesis de Posgrado, Universidad de San Martín de Porres]. Repositorio Académico de la Universidad de San Martín de Porres. https://hdl.handle.net/20.500.12727/6814

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ANEXO 3

RÚBRICA DE VALORACIÓN DE LOS INSTRUMENTOS DE INVESTIGACIÓN

Criterios	Escala de valoración			
	1	**2**	**3**	**4**
1. SUFICIENCIA: Los ítems pertenecen a una misma dimensión o indicador y son suficientes para obtener medición de esta.	El ítem no es suficiente para medir la dimensión oindicador.	El ítem mide algún aspecto de la dimensión o indicador, pero no corresponden a la dimensión total.	Se deben incrementar algunos ítems para poder evaluar l a dimensión o indicador completamente.	Los ítems son suficientes.
2. CLARIDAD: Los ítems se comprenden fácilmente, es es decir, su sintáctica y semántica son adecuadas	El ítem no es claro.	El ítem requiere varias modificaciones o una modificación muy grande en el uso de las palabras de acuerdo con su significado o por la ordenación de las mismas.	Se requiere una modificación muy específica dealgunos de los términos del ítem.	El ítem esclaro, tiene semántica ysintaxis adecuada.
3.COHERENCIA: El ítem tiene relación lógicacon la dimensión o indicador que se está midiendo.	El ítem no tiene relación lógicacon la dimensión o indicador.	El ítem tiene una relación tangencial con la dimensión o indicador.	El ítem tiene una relación regular con la dimensión o indicador que está midiendo.	El ítem seencuentra completamente relacionado con la dimensión o indicador qu eestá midiendo.
4. RELEVANCIA: El ítem es esencial o importante, es decir debe ser incluido.	El ítem puede ser eliminado sin que se vea afectada la medición de la	El ítem tiene alguna relevancia, pero otro ítem puede estar incluyendo lo que éste mide.	El ítem es esencial o importante, es decir debe ser incluido.	El ítem es muy relevante y debe se rincluido.

	dimensió n o indicador.			

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ANEXO 4
ENCUESTA

Para validar el Instrumento debe colocar en el casillero de los criterios: suficiencia, claridad, coherencia y relevancia, el número que según su evaluación corresponda de acuerdo a la rúbrica.

Nombre del instrumento motivo de evaluación:	Encuesta dirigida a docentes de inglés para determinar el número de participantes que utilizan la metodología del Aula invertida (Flipped Classroom) en clases de inglés en el contexto en línea y presencial en las ciudades de Latacunga y Quito.					
Autor del instrumento:	Sánchez Boza Mayra Sofía & Taco Guamani Odalis Margoth					
Variable independiente:	Metodología del aula invertida (Flipped Classroom).					
Definición conceptual:	Encuesta dirigida a docentes de inglés que fue adaptado del trabajo titulado: *"La clase inversa y su incidencia en el proceso de aprendizaje interactivo en la asignatura de inglés de la unidad educativa a distancia Moseñor Alberto Zambrano Palacios del cantón Pastaza"*. Dicho instrumento está realizado por Iza (2017) que permite identificar el número de participantes que conocen e implementan la metodología del Aula Invertida (Flipped Classroom) en las clases de inglés.					
Población:	26 profesores del área de inglés que laboran en unidades educativas, institutos tecnológicos y universidades de las ciudades de Latacunga y Quito.					
Dimensión / Indicador	Ítems	Suficiente	Claridad	Coherencia	Relevancia	Observaciones y/o recomendaciones
I. INSTRUCTIVO	Esta encuesta es anónima, la valiosa información que usted suministre será tratada confidencialmente que servirá exclusivamente para obtener elementos de juicio que sustente a la presente investigación.					
II. PREGUNTAS DEMOGRÁFICAS	a. ¿Cuál de las siguientes categorías incluye su edad? • 18 años -24 años • 25 años-34 años • 35 años-44 años • 45 años-54 años • Más de 54 años					
	b. ¿Cuál es su género? • Hombre • Mujer • Preferiría no contestar.					
	c. ¿Cuál es el nivel más alto de educación que ha completado? • Licenciatura • Maestría • Doctorado (p. ej., PhD.)					
	d. ¿Cuántos años de experiencia docente tiene? • 1 año – 5 años • 5 años- 10 años • 10 años - 15 años • 15 años-20 años • 20 años - más					
	e. ¿En qué nivel de educación imparte clases de inglés? • Educación básica elemental • Educación básica media • Educación básica superior • Bachillerato • Instituto Tecnológico • Universidad					

	f. ¿En qué área de la educación o establecimiento educativo trabaja? • Carrera de Pedagogía de las Lenguas Nacionales y Extranjeras (UTC) • Departamento de Idiomas (UTC) • Instituto Vicente León • Otros(especifique):_____ _____				
III. CUESTIONA RIO	1.¿Planifica y elabora materiales didácticos interactivos con dispositivos, programas o recursos tecnológicos dirigidos al proceso de aprendizaje? • Siempre • Muy a menudo • Algunas veces • Pocas veces • Nunca				
	2.¿En su institución el estudiante es motivado antes y durante el proceso de aprendizaje en la enseñanza del idioma inglés? • Siempre • Muy a menudo • Algunas veces • Pocas veces • Nunca				
	3.¿Aplica una metodología diferente mediante recursos tecnológicos para llevar a cabo las actividades en clase y el envío de tareas? • Siempre • Muy a menudo • Algunas veces • Pocas veces • Nunca				
	4.Si dispondría de recursos tecnológicos interactivos dirigida a la temática pertinente, ¿haría uso de ellos? • Siempre • Casi siempre • A veces • Rara vez • Nunca				
	5.¿Conoce la metodología del Aula Invertida (*Flipped Classroom*)? • Mucho • Poco • Nada				
	6.¿Ha utilizado la metodología del Aula Invertida (*Flipped Classroom*) durante sus clases? • Siempre • Muy a menudo • Algunas veces • Pocas veces • Nunca				
	7.¿Considera usted que el Aula Invertida (*Flipped Classroom*) aplicado en las clases de inglés mantiene activos a los estudiantes? • Siempre • Casi siempre				

	• A veces • Rara vez • Nunca					

	8.¿En qué modalidad de enseñanza ha utilizado la metodología del Aula Invertida (*Flipped Classroom*)?
	   • Modalidad en línea
	   • Modalidad Presencial
	   • Ninguna de las anteriores					

	9.¿Considera usted que al utilizar la metodología del Aula Invertida (*Flipped Classroom*) y el uso de sus recursos tecnológicos hará de sus clases más prácticas que teóricas? • Siempre • Casi siempre • A veces • Rara vez • Nunca					

NOTA:	En caso de que ha aplicado o tenga experiencia con la metodología del Aula Invertida (**Flipped Classroom)** en la enseñanza del idioma inglés como lengua extranjera, le solicitamos cordialmente nos ayude en una entrevista que tendrá una duración de 15 minutos.
	   a) Sí, deseo participar
	   b) No, deseo participar					

	Si ha marcado "*sí*". Por favor, complete la siguiente sección con sus datos personales para contactarlo. **Nombre completo:** **Número de teléfono:** **Correo electrónico:**					

Instrumento adaptado de:

Guevara, C. (2020). *Implementación de Flipped Classroom para promover el aprendizaje en el aula de los alumnos del curso de introducción de los negocios en la UTEC del año 2019*. [Tesis de Posgrado, Universidad de San Martín de Porres]. Repositorio Académico de la Universidad de San Martín de Porres. https://hdl.handle.net/20.500.12727/6814

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ANEXO 5
GUÍA DE ENTREVISTA PARA EL DOCENTE DE INGLÉS

Para validar el Instrumento debe colocar en el casillero de los criterios: suficiencia, claridad, coherencia y relevancia, el número que según su evaluación corresponda de acuerdo a la rúbrica.

Nombre del instrumento motivo de evaluación:	Entrevista semi-estructurada para conocer el uso de la metodología del Aula invertida (Flipped Classroom) en clases de inglés en el contexto presencial en los aspectos de: enseñanza, planificación, evaluación, desafíos-beneficios y sugerencias para futuras implementaciones.					
Autor del instrumento:	Al-Naabi et al., (2022)					
Variable Independiente:	El aula invertida (Flipped Classroom).					
Definición Conceptual:	Guía de entrevista semi-estructurada para el docente de inglés que fue adaptado del artículo científico titulado: "*Implementing flipped learning during Covid-19 in Omani higher education: EFL teachers' perspectives*". Dicho instrumento está realizado por Al-Naabi et al., (2022) que permite recolectar las perspectivas de los docentes al momento de enseñar inglés como lengua extranjera implementando la metodología Flipped Classroom en clases presenciales.					
Población:	3 profesores del área de inglés que laboran en unidades educativas de la provincia de Cotopaxi.					
Dimensión / Indicador	**Ítems**	**Suficiente**	**Claridad**	**Coherencia**	**Relevancia**	**Observaciones y/o recomendaciones**
Introducción:	El presente instrumento de investigación forma parte del trabajo titulado: *"La metodología del Aula Invertida (Flipped Classroom) y su uso en la enseñanza del inglés como lengua extranjera (EFL)".* La información es confidencial y reservada, ya que los resultados serán tratados únicamente con fines de investigación. Desde ya le agradecemos su valiosa colaboración.					
Objetivo general de la investigación:	Analizar la metodología del Aula Invertida (*Flipped Classroom*) y su uso en la enseñanza del inglés como lengua extranjera desde las experiencias de docentes de inglés en la educación en clases en línea y presencial.					
Información personal y perfil profesional	¿Cuál es su edad?					
	Sexo: Hombre Mujer					
	¿Cuál es su grado académico? (*Ej. licenciatura, maestría, doctorado*)					
	¿En qué áreas de la educación trabaja? (*Ej. Universidad, Instituto, colegio. Especificar los niveles*)					
	¿Cuántos años de experiencia docente tiene?					

Bloque I: Enseñanza	¿Cuál es su rol como docente en la metodología del Aula Invertida (Flipped Classroom)?					
	¿Prefiere enseñar a sus estudiantes con una metodología convencional o con la metodología del Aula Invertida (*Flipped Classroom*)?, ¿Por qué?					
	¿Cómo compara la metodología del Aula Invertida (*Flipped Classroom*) de otras metodologías de enseñanza? ¿Qué tan similares o diferentes son?					
	¿Qué niveles de educación se pueden enseñar de mejor manera con la implementación de la metodología del Aula Invertida (*Flipped Classroom*)?					
	¿Qué habilidades lingüísticas del idioma inglés se pueden mejorar a través de la metodología del Aula Invertida (*Flipped Classroom*)?					
Bloque II: Planificación	¿Cómo planificó o diseñó las clases presenciales con el Aula Invertida (*Flipped Classroom*)?					
	¿Qué técnicas de aprendizaje utilizó en el proceso de enseñanza presencial para facilitar el uso del Aula Invertida (*Flipped Classroom*) antes, durante y después de la clase?					
	¿Qué recursos tecnológicos utilizó en el proceso de enseñanza para facilitar el uso del Aula Invertida (*Flipped Classroom*)?					
	¿Qué tipo de materiales/actividades proporcionó a sus estudiantes? • ¿Antes de la clase? y ¿Cómo preparó los materiales/actividades? • ¿Durante la clase? y ¿Cómo preparó los materiales/actividades? • ¿Después de la clase? y ¿Cómo preparó los materiales/actividades?					
	¿Cómo respondieron sus estudiantes a estos materiales/actividades (antes, durante y después de clases)?					
Bloque III: Evaluación	¿Qué tipos de evaluación utilizó para monitorear el aprendizaje de los estudiantes en la clase?					

	¿Qué criterios de evaluación empleó para conocer si el estudiante progresó o no durante la implementación del Aula Invertida (*Flipped Classroom*)?					
Bloque IV: *Desafíos y Beneficios*	¿Qué desafíos enfrentó al implementar la metodología del Aula Invertida (*Flipped Classroom*) durante las clases de inglés? y ¿Cómo trató estos desafíos?					
	Según su experiencia como docente con la metodología del Aula Invertida (*Flipped Classroom*), ¿Cuáles fueron las fortalezas de ésta metodología en el contexto presencial?					
	¿Cómo fortaleció el uso de la metodología del Aula Invertida (*Flipped Classroom*) en los resultados de enseñanza? y ¿cómo ésta puede influir en la enseñanza del idioma inglés como lengua extranjera?					
Bloque V: *Sugerencias para futuras implementaciones de la metodología*	Si tuviera que implementar nuevamente esta metodología, pero en el contexto en línea. ¿Qué cambios propondría?					
	¿Qué recomendaciones les daría a sus colegas que planean implementar esta metodología de enseñanza?					

Instrumento adaptado de:

Al-Naabi, I., Al-Badi, A., & Kelder, J.-A. (2022). Implementing flipped learning during Covid-19 in Omani higher education: EFL teachers' perspectives. *Issues in Educational Research, 32(2), 413–433.* https://www.iier.org.au/iier32/al-naabi-abs.html

Consentimiento Informado

Título de la Investigación: La metodología del aula invertida y su uso en la enseñanza del inglés como lengua extranjera (EFL)

Investigador principal, afiliación e información de contacto:

● Mayra Sofía Sánchez_Universidad Técnica de Cotopaxi_ (593) -98-317 - 8071

Investigadores y afiliaciones adicionales:

● Odalis Margoth Taco_Universidad Técnica de Cotopaxi_ (593) – 99- 260- 9841

1. Introducción y Propósito del Estudio.

El presente estudio tiene como finalidad analizar la metodología del aula invertida desde las diferentes perspectivas personales de los docentes de inglés durante los meses de abril 2023- agosto 2023. La metodología del aula invertida brinda tiempo y espacio para que los estudiantes exploren, experimenten, practiquen y desarrollen un conocimiento integral sobre un tema determinado.

2. Descripción de la Investigación

Como investigadoras estamos realizando entrevistas semi-estructuradas a docentes que implementan la metodología de aula invertida en las modalidades en línea y presencial. La entrevista semi-estructurada se divide en cinco categorías: *planificación, enseñanza, evaluación, desafíos y beneficios, y sugerencias para la implementación futura*. Cuando participe en la investigación, grabaremos su voz para la transcripción y analizaremos los datos para luego categorizar la información que nos proporcione.

3. Participación de los Sujetos

Los sujetos involucrados en la investigación son seis profesores de inglés de los cuales tres son de sexo femenino. Las dos primeras participantes laboran en la Unidad Educativa "Victoria Vásconez Cuvi", la tercera participante en la "Unidad Educativa Primero de Abril". Los siguientes tres participantes son de sexo masculino, el cuarto participante labora en el Instituto Tecnológico "Vicente León",

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el quinto participante labora en la Universidad de las Américas *(UDLA)* y el sexto participante labora en un Instituto Bilingüe de Zumbahua.

4. Riesgos y molestias potenciales

Los riesgos más probables al participar en este estudio es el uso de la información proporcionada en los lugares de trabajo que se han utilizado y los participantes. Para minimizar estos riesgos, como investigadoras hemos utilizado de forma anónima la información de las personas que contribuyen al estudio. Al igual que con cualquier estudio de investigación, puede haber riesgos adicionales desconocidos o inesperados. Si experimenta algún efecto adverso por su participación en este estudio, debe notificar de inmediato al personal del estudio y seguir las sugerencias provistas en este consentimiento informado.

5. Beneficios potenciales

Las personas que participan en este estudio pueden tener una mejor comprensión de las metodologías de enseñanza, así como la experiencia satisfactoria de los estudiantes al estudiar un idioma extranjero como el idioma inglés. Al mismo tiempo, permite que los estudiantes desarrollen y aumenten las habilidades de aprendizaje autónomo mediante el uso de recursos tecnologías que implican interactuar con nuevas plataformas, sitios web y equipos tecnológicos y aumentar considerablemente su manejo y convertirse en usuarios experimentados en el uso de la tecnología en el aula.

6. Confidencialidad:

Sus respuestas a esta entrevista semi-estructurada serán anónimas. No se recopilará información de identificación personal. Asignaremos nombres de código y números para los participantes que se utilizarán en todas las notas de voz y documentos de investigación. Los resultados cualitativos serán compartidos únicamente con el tutor académico de la universidad. Las grabaciones de audio y cualquier transcripción electrónica o impresa se archivarán durante el proceso de investigación. Al final de la investigación y por su seguridad, toda la información será eliminada. Desde ya le agradecemos su valiosa colaboración.

Autorización

He leído y entiendo la información proporcionada. Entiendo que mi participación es voluntaria y que soy libre de retirarme en cualquier momento, sin dar razón y sin costo alguno. Entiendo que se me dará una copia de este formulario de consentimiento. Acepto voluntariamente participar en este estudio y autorizo el uso de grabaciones de audio, cualquier observación y hallazgos encontrados durante este estudio para educación, publicación y/o presentación.

_____

Nombres y Apellidos completos del participante

_____   _____

Firma del participante   Fecha

_____

Nombres y Apellidos completos de la investigador (a)

_____   _____

Firma del investigador (a)   Fecha