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PUJILÍ CAMPUS

NATIONAL AND FOREIGN LANGUAGE PEDAGOGY ENGLISH MAJOR

RESEARCH PROJECT

"IMPLEMENTING ENGLISH FLIPPED LESSONS THROUGH SOFLA FRAMEWORK"

Research report before obtaining the bachelor degree in National and Foreign language Pedagogy, English Major

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TUTOR'S ENDORSEMENT

In my capacity as a supervisor of the research report entitled "IMPLEMENTING ENGLISH FLIPPED LESSONS THROUGH SOFLA FRAMEWORK", and researched by Suárez Suárez Rodrigo David, ID number 1751474295; and Vega Hidalgo Odalis Marcela, ID number 1755563176, 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, March, 2022

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COMMITTEE APPROVAL

The research report entitled "IMPLEMENTING ENGLISH FLIPPED LESSONS THROUGH SOFLA FRAMEWORK", 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.
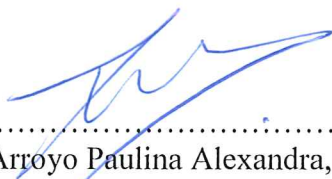
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GRATEFULNESS

We want to express our great gratitude to all the teachers who knew how to guide us in our studies as future teachers. Thank you for trusting in the progress of our abilities when we had doubts about them. Thank you for all your advice on how to be a good teacher. We thank our parents for their unconditional support. Finally, we want to thank the great will we have had to obtain our title. For having prioritized our studies in the face of so many situations. Today we are proud to have come this far and we hope to continue improving.

Rodrigo & Odalis

DEDICATION

I want to dedicate this project to my family with all my love. To my parents Rodrigo and Janeth, and to my brother Daniel. I want to dedicate to them this product of my effort that was just possible thanks to their support. And finally, I want to dedicate it to my future me who will build my future professional life.

Rodrigo

DEDICATION

To my father, Mauricio, for supporting me in all my studies. To my sister, Monserrat, for being an unconditional friend. To all my teachers, who guided me in my career.

Odalis

TECHNICAL UNIVERSITY OF COTOPAXI

PUJILI CAMPUS

NATIONAL AND FOREIGN LANGUAGE PEDAGOGY ENGLISH MAJOR

THEME: "IMPLEMENTING ENGLISH FLIPPED LESSONS THROUGH SOFLA FRAMEWORK"

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ABSTRACT

Online flipped classroom does not defer a lot from the traditional flipped classroom. The only difference is that it is developed in an online environment. The pre-work is developed asynchronously and the classroom teaching is developed synchronously. However, there are a lot of questions about this new methodology. This study has identified the advantages and drawbacks of implementing the online flipped classroom methodology by means of Synchronous Online Flipped Learning Approach (SOFLA) Framework in a mixed level English class at the Technical University of Cotopaxi. This was a qualitative study that analyzed eleven students of fifth A and B semester, and one English teacher's experiences in a teaching learning experience with Flipped classroom, which was applied during eight English productive lessons. An interview was conducted to the teacher and focus groups to three groups of students: strong, average and weak students. A thematic analysis was applied in order to analyze and categorize data from transcriptions. Findings show that there are some advantages and drawbacks of implementing online flipped lessons through SOFLA Framework. The advantages are: a) good learning experience, b) language learning, c) collaborative work, d) learning from mistakes, and e) peer feedback. These categories showed that students had good experiences with the method thanks to collaborative work, peer feedback, and other resources from the Flipped classroom methodology. It was discovered that weak students were more benefited. And the drawbacks are: a) lack of compatibility in groups, b) use of the mother tongue, c) peer teachers' anxiety, d) time management, and c) connectivity. Hence, these categories evidenced that mostly strong and average students had difficulties during the application of the method. Despite the drawbacks, results affirm this methodology was advantageous for the students' learning.

Keywords: Online Flipped Classroom, SOFLA Framework, English productive lessons, collaborative work, peer feedback.

UNIVERSIDAD TÉCNICA DE COTOPAXI

EXTENSIÓN PUJILÍ

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS INGLÉS

TITULO: "IMPLEMENTACIÓN DE LECCIONES INVERTIDAS EN INGLÉS A TRAVÉS DEL MARCO SOFLA"

Authors:

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RESUMEN

El aula invertida en línea no difiere mucho del aula invertida tradicional. La única diferencia es que se desarrolla en un entorno online. El trabajo previo se desarrolla de forma asincrónica y la docencia presencial se desarrolla de forma sincrónica. Sin embargo, hay muchas preguntas sobre esta nueva metodología. Este estudio ha identificado las ventajas y desventajas de implementar la metodología de aula invertida en línea mediante el marco "Synchronous Online Flipped Learning Approach" (SOFLA) en una clase de inglés de nivel mixto en la Universidad Técnica de Cotopaxi. Este fue un estudio cualitativo que analizó once estudiantes de quinto semestre A y B, y las experiencias de un profesor de inglés en una experiencia de enseñanza aprendizaje con Flipped Classroom, que se aplicó durante ocho lecciones productivas de inglés. Se realizó una entrevista al docente y grupos focales a tres grupos de estudiantes: estudiantes fuertes, promedio y débiles. Se aplicó un análisis temático para analizar y categorizar los datos de las transcripciones. Los hallazgos muestran que existen algunas ventajas y desventajas al implementar lecciones invertidas en línea a través de SOFLA Framework. Las ventajas son: a) buena experiencia de aprendizaje, b) aprendizaje de idiomas, c) trabajo colaborativo, d) aprender de los errores y e) retroalimentación entre compañeros. Estas categorías mostraron que los estudiantes tuvieron buenas experiencias con el método gracias al trabajo colaborativo, la retroalimentación entre pares y otros recursos de la metodología Flipped Classroom. Se descubrió que los estudiantes débiles eran los más beneficiados. Y los inconvenientes son: a) falta de compatibilidad en los grupos, b) uso de la lengua materna, c) ansiedad de los compañeros docentes, d) manejo del tiempo, y c) conectividad. Por lo tanto, estas categorías evidenciaron que los estudiantes en su mayoría sobresalientes y promedio tuvieron dificultades durante la aplicación del método. A pesar de los inconvenientes, los resultados afirman que esta metodología fue ventajosa para el aprendizaje de los estudiantes.

Palabras claves: Aula invertida en línea, marco SOFLA, lecciones productivas de inglés, trabajo colaborativo, retroalimentación entre compañeros.

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1. GENERAL INFORMATION

Theme:

Implementing English Flipped Lessons Through Sofla Framework

Starting Date:

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Ending Date:

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Place of Research:

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2. PROBLEM STATEMENT

English teaching and learning in English as a foreign language (EFL) context may be considered challenging since it requires proven methodologies to get proper results. So, English teachers have an extensive variety of methods to apply in class. Then, it is essential to consider which is convenient according to the students' context. The method needs to be selected based on the aims of the classes, the skills that will be developed, students' current knowledge, and so on. Akyıldız et al. (2021) affirm that since the Covid-19 pandemic started, education had to face new unexpected difficulties. This changed the educational contexts, resources, materials, strategies, and even methodologies.

Therefore, the problem faced through this research is the limited empirical evidence of implementing flipped classrooms through SOFLA Framework based on students' and teachers' experiences. Some possible reasons of this problem are: first, flipped classroom through SOFLA framework has not been applied largely since it is new; second, previous researches are mostly focused on evaluating the impact of the method from a quantitative perspective such as Haghighi et al. (2018); Janson et al. (2014); and Bezzazi (2019) ; third, participants' experiences have not been considered in previous studies about the Flipped classroom (FC) methodology such as Sumardi et al. (2019); and Bouchefra (2021). In consequence, teachers and researchers usually do not find a lot of information about online flipped classroom in the EFL context. Hence, teachers have insufficient practice guide about the process required to apply flipped classroom. Additionally, it causes Poor results in online learning because of the lack of a pre-established teaching framework. Therefore, the students' opinions about their experiences with the method are unknown. Then, Janson et al. (2014); Sumardi et al. (2019); and Haghighi et al. (2018) remark the necessity of developing further research on flipped classroom methodology.

Two research questions developed to guide the research process: First, what are the advantages of implementing the online flipped classroom methodology by means of SOFLA Framework in a mixed level English class at the Technical University of Cotopaxi; and second, what are the drawbacks of implementing the online flipped classroom methodology by means of SOFLA Framework in a mixed level English class at the Technical University of Cotopaxi.

3. OBJECTIVES

3.1 General Objective

To determine the advantages and drawbacks of implementing the online flipped classroom methodology by means of SOFLA Framework in a mixed level English class at the Technical University of Cotopaxi.

3.2 Specific objectives

- To analyze the theoretical foundation of online flipped classroom methodology.

- To identify the teacher and students' opinions about the implementation of online flipped classroom methodology.

- To evaluate the application classifying categories that show advantages and disadvantages.

4. ACTIVITIES AND TASK SYSTEM IN RELATION TO THE OBJECTIVES PROPOSED

Specific objective	Activities	Verification Means
To analyze the theoretical foundation of online flipped classroom methodology.	Find previous works Do literature review Design theoretical framework	Theoretical framework
To identify the teacher and students' opinions about the implementation of online flipped classroom methodology.	Conduct the teacher's interview. Conduct students' focus groups. Transcript the interviews	Extracts from the students' focus groups and the teacher's interview.
To evaluate the application classifying categories that show advantages and disadvantages.	Reading the teacher and students extracts. Categorizing the extracts. Discussing and comparing the extracts with the bibliography already existent.	Analysis and discussion of results.

5. JUSTIFICATION

The purpose of this research was to identify advantages and drawbacks of implementing the online flipped classroom methodology by means of SOFLA Framework at the Technical University of Cotopaxi. There are some reasons for investigating this topic. Investigators started this in-depth research because: a) there are not enough research sources that cover flipped classroom methodology using SOFLA template, b) Through this research is wanted to promote the interest of teachers in the use of new methodologies that develop collaborative work in the virtual modality, and c) researchers want to contribute to the research process on modern methodologies in virtual classrooms using dynamic strategies such as the work team.

This research provides useful information for the educational community and specially for teachers or undergraduate students-teachers. Furthermore, Ecuadorian English teachers may consider previous students' experiences by implementing the online flipped classroom methodology by means of SOFLA Framework. Finally, undergraduate students-teachers would take into consideration the perceptions about this approach from an experienced English teacher.

6. SCIENTIFIC AND TECHNICAL FOUNDATION

6.1 Background

The flipped classroom has proved to be a beneficial approach to enhance learners' outcomes according to some researchers. Recently, its approach has been analyzed by diverse educators to prove its effectiveness. Flipped Classrooms have been associated with technology and English as a second language (ESL)/EFL teaching and try to give new perspectives on education. This approach is based on applying materials before each class session, so teachers have extra time to guide students with new materials promoting creativity and creating a collaborative learning environment. All in all, the flipped classroom approach has considerable advantages in the educational process based on several investigations.

Previous researchers have been done on the basis of flipped classrooms. Haghighi et al. (2018) developed a study to investigate the impact of a flipped classroom on enhancing EFL learners' pragmatic competence. The process was applied to over 60 EFL learners from two universities in Iran, who were assigned into flipped and conventional groups. The data was collected through Telegram, a Discourse Completion Test (DCT), a study log, the teacher's field notes, a Learning Experience Questionnaire (LEQ), a written self-report survey, and a Technology Acceptance Model (TAM) questionnaire. In addition, both parametric and non-parametric statistics were used to analyze the data. The findings revealed that the participants of the flipped group were more engaged with the course contents through Telegram and significantly outperformed their counterparts in the conventional group. Finally, it is remarked that the flipped classroom had a positive impact inside and outside the classroom while learning English.

Sumardi et al. (2019) carried out research whose main objective was to investigate the practice and students' voices of peer feedback in their flipped speaking job interview class. In addition, the participants were confirmed by twelfth graders of a state vocational high school in Indonesia. The data was gathered from observation, student questionnaire, and semi-structured interview Main findings show that students had a positive attitude toward peer feedback. Moreover, it fostered more interaction with peers, resulting in a more dynamic atmosphere. Consequently, students perceived peer feedback as a useful activity to locate their errors and learn strategies to soften their comments. Based on those results, he

concludes that this kind of study contributes to English language teaching (ELT) because teachers may implement peer feedback as an alternative assessment instruction promoting student-centered sense.

Furthermore, Janson et al. (2014) conducted a study to understand how to increase reflection and awareness through interaction in such learning scenarios. There were taken into account 35 learners who participated in the peer assessment process voluntarily. This was a sample from 200 learners. This quantitative process collected data through a pre-test, post-test and a survey to the learners who participated in the peer assessment. The results of this investigation show that the peer assessment itself does not affect the learning out-comes, but it does have a positive impact on learning experience and quality. Therefore, Peer assessment in the flipped classroom has shown to have a positive impact in students' awareness and reflection.

Bezzazi (2019) performed an investigation called: The effect of flipped learning on EFL learners' public speaking in Taiwan. The objective of the study was to demonstrate that implementing flipped learning in teaching English public speaking is more effective than the traditional teaching method. The participants were 79 nineteen-year-old sophomore university students from two intact classes. The author used quantitative and qualitative methods to collect data: a pre- and post-in-class speech and a 250-word post-treatment reflective essay. Both an independent and paired t-test were used to analyze the scores of the speeches, whereas coding was used to specify the themes that emerged from the qualitative data. At the end of the investigation, the results revealed that the flipped learning group (FLG) significantly outperformed the conventional instruction group (CIG) in the areas of body language and paralanguage. In addition, they did better in the areas of content and organization. The findings can be an impetus for EFL instructors to adopt flipped learning in an English public speaking course.

Bouchefra (2021) carried out a research study to investigate the impact of the introduction of the Flipped Classroom to the instruction of writing skills. The current study was conducted with two groups of third year university students majoring in English language. Group A consisted of 28 students, whereas group B consisted of 26 students. Therefore, the implementation of the interview, students' compositions, and students' grades as collected instruments were useful. He concluded that the majority of students feel motivated using technology as they appreciate the implementation of video lessons since it helped them understand the lecture better as they could watch the video as many times as they needed to,

pause, and rewind whenever they wanted. Students also consider an optimum application in other subjects.

6.2 Theoretical framework

6.2.1 Online English Learning

It has been considered that the learning of a language has diversified and spread to reach great importance in the field of research. There are several teachers and researchers who delve into the strategies, methods, and approaches that help to improve the students' abilities in the second language. Especially in the teaching of the universal language: English. According to Terry & Nguyen (2017), "in the field of second/foreign language teaching and learning, the interests of practitioners and researchers have been geared to the language learning strategies selection and adoption of successful language learners" (p. 5).

Success in learning a new language depends on numerous factors. For example, the student must be motivated and work daily on learning the language. In addition, the teachers must take into account some external elements such as the student's environment, culture, weaknesses, etc. In case the learning has a virtual environment, the didactic and learning material must be adapted. Also, the material will be adapted if the student has special needs. Teaching English requires an in-depth study of the students' needs (Karimi et al., 2019). Motivation is another important factor in developing second language skills. Mohammad (2019) affirms " (...) a student with negative experiences in contact with foreign people reveals, in general, a greater lack of motivation and aversion to learning one language than another subject with positive experiences in relations with foreigners" (p. 3). Therefore, it is fundamental to take into account several factors such as students' needs, motivation, etc. So that students can develop their abilities in the second language.

Thus, learning a new language means that teachers stay up-to-date in class. One of the most widely used modern resources is technology. For example, technology has been an innovative tool that motivates students to actively participate in class. Through the Internet, different resources can be applied to improve the school environment and dynamically facilitate learning (Akintunde & Angulu, 2020). Akintunde & Angulu indicate (2020) some of the benefits of implementing technology:

1.   To cultivate students' interest in study.

2.   To promote students' communication capacity.

3.   To widen students' knowledge to gain insightful understanding to western culture.

4.   To improve teaching effect.

5.   To improve interaction between teacher and students.

6.   Creates a context for language teaching.

7.   To provide flexibility to course content.

6.2.2 Blended learning

Blended learning (BL) is a learning modality based on various methodologies, resources, and tools. This takes elements from both modalities face to face and distance education. It supports distance education through tasks dependent on technology. It is not totally new since it was partially used as a way of tutoring distance education (Garcia, 2018). It is mainly distinguished by the role of the teacher because he or she acts as a facilitator, who is able to solve the students' questions and provide information. Moreover, information communications technology (ICT) is included to support the teaching and learning process with the aim of overcoming students' difficulties about time, location and age. In that way, students are included in planning part of their schedule for learning. Additionally, establishing disadvantages about this modality becomes difficult since it takes advantage of the characteristics of both classroom education and distance education (Gonzales, 2015). The blended learning is a dynamic modality that allows students and teachers to experiment with numerous pedagogical and technological resources. This is the result of the development of education over time, and it mixes face to face education with virtual environments. So that the role of the participants in the educational process are restated while students are promoted to take self-control over their learning and improvement (Gebera, 2013).

Furthermore, Albilady and Alshareef (2019) mentioned that blended learning solves the challenging task of making students feel suitable in their study environment. However, six parameters are essential to be recognized to adapt it to a language learning class:

1.   Approach

2.   Model of integration

3.   Learning content and objectives

4.   Language teaching methods

5.   Integrative learning topics

6.   Environment

Equally important, Hashemi and Si-na (2020) blended learning supports students' learning styles at different levels since the online activities can reinforce the content learned in class. Its versatility helps teachers to make students engage with the contest and acquire the learning objectives easily.

English courses through online and offline work such as blended learning classes have represented the solution to keep the educational process through the Covid-19 pandemic. It may have an impact not only on the skills' development but also on the students' emotions. Clearly, it is useful to develop students' learning, although they could feel uncomfortable in the first session while working with a new modality (Jiang et al., 2021). Nevertheless, more studies about blended learning needs to be carried out since it might not have a considerable impact in fields such as vocabulary in EFL contexts (Albilady and Alshareef ,2019).

6.2.3 Flipped Classroom

The flipped classroom methodology (FCM) is an instructional model that reverses the traditional reading and homework format. Tasks traditionally assigned as homework are now done inside the classroom, and tasks traditionally done in class are now done at home (Zakareya, 2016). Michaelsen (2020) claims that Flipped Classroom is a model where students can get familiarized with the class contents before classes. Previous work and materials used are important to keep students engaged, motivated and foster their autonomous work (Han & Klein, 2019). So, the time into the classroom is focused on collaborative work to create a product, reflecting, and feedback with teachers and classmates to increase their knowledge and understanding.

It should not be confused with a method that omits the necessity of a teacher, keeps students working in isolation, or class sessions without structure. These parameters are covered in the classwork by the teacher, although he or she is not presents stage by stage. Then, students are motivated to learn while having the chance to participate in partially personalized education. Asynchronous learning and continuous checking allow students who are ill or have extracurricular programs to follow the contents learned by their classmates (Prabaharan, 2014). This statement is supported by Abu-Shanab (2020) who mentions that the flipped classroom uses techniques that endorse the students' participation and confidence with their

classmates and teachers. As a result, the teacher develops his or her role as a facilitator. In that way, Fabregá et al. (2019) established that the flipped classroom provides students with flexible environments, cultural education, and international topics such as languages while receiving the guidelines of professional teachers.

Öztürk & Çakıroğlu (2021) affirm that "the FCM can allow more time for students to learn English during in-class and out-of-class activities, FCM has the potential to address the constraints of teaching EFL course" (p. 4). The application of the flipped classroom in ELT may allow university students to develop multiple intelligences by working in groups, support their motivation, and enhance their performance. Those benefits are included for EFL students in the process to become English teachers too (Marriott & Sánchez, 2017).

Moreover, flipped classroom is an innovative methodology in English language teaching because it helps to focus more on the development of both speaking and writing skills. Grammar explanation which was traditionally taught in class is now learnt autonomously by means of videos or other informative material to gain understandable input. Thus, students are involved in more productive activities during the class time. Through group work, students have to create oral or written products and share with their peers to receive feedback. Abdulla (2019) found that "the flexibility offered by the flipped classroom environment, the well-designed in-class and out-of-class activities, and the constant practice of English speaking were all important factors that encourage students to do speaking activities with confidence and without any stress" (p. 143). Regarding the writing skill, flipped classroom generates constructive comments that help improve student performance. In addition, students learn and build their own knowledge through group interaction and guidance (Pavanelli, 2018). FCM also improves vocabulary and accuracy through activities that are performed in virtual mode based on collaborative work (Shuangjiang & Jitpanat, 2017).

6.2.4 Online Flipped Classroom

The definition of the Online flipped classroom does not defer a lot from the traditional flipped classroom. The only difference is that it is developed in an online environment. The pre-work is developed asynchronously and the classroom teaching is developed synchronously. Due to its multiple benefits of this methodology, Alsowat (2016) mentions that "there is a demand for designing an EFL flipped classroom teaching model to direct EFL instructors to the practical procedures that can be implemented step by step in the EFL classroom" (p. 11). Marshall & Kostka (2020) responds to the demands emerging from the Covid-19 pandemic

about resourceful and creative classes for the virtual environment by proposing the SOFLA framework to implement online flipped classrooms. This framework entailed by eight steps helps to create a continuous and natural learning flow.

1.   Pre-work: Students meet the topics by themselves by asynchronous tasks with videos, readings, puzzles or any other source. This process is developed outside the classroom to make students relate with the content by themselves. Nevertheless, teachers can create their own videos answering questions that were delivered to the students in a previous class to guide their learning.

2.   Sign-in activity: Teachers must introduce the topic based on the students' knowledge of the previous step. This is commonly carried out through collaborative activities on an online whiteboard. Consequently, it aims to put into practice the students' knowledge previously acquired.

3.   Whole group application: The whole students' group is required to apply individually what they have learned. This step will clarify some students' doubts developed from the previous steps. Also, the role of the teacher is focused on guiding the students.

4.   Breakouts: Students are divided into groups to develop a collaborative task. So, learning occurs naturally through the students' interaction. The activity delivered to each group can be the same or every small task of each group can create a complete work.

5.   Share out: Students present their task to the classroom to show what they have already learned. Additionally, they can exchange it with other groups to provide peer feedback. So, students can provide and receive comments from their classmates about their work. The acronym SHAC (share, help, ask, comment) is the instrument recommended for applying this step.

6.   Preview & discovery: Teachers present a preview of the topic for the next class to the students. The aim of this step is about addressing students to the new content. As a result, it avoids those students may not complete the activities delivered in the following step.

7.   Assignment instruction: Teachers have to present the task that should be developed as a pre-work for the following class. Also, teachers need to explain where students can find the resources, platforms, apps, rubrics, and so forth needed to complete the task. So, they can

even include a reminder into the platform, or email used to keep students aware of the work that they need to develop.

8.   Reflection: Students are required to share an individual statement about the most essential aspect from the class. This task can be developed by writing on any platform or even recorded by voice or video. Then, students can mention what was the most meaningful part of their learning or a plan of how to improve the following session.

Flipped classroom methodology has various advantages and drawbacks. Regarding the advantages, Urfa (2018) explains that it solves the necessity of developing appropriate active language learning environments since students can participate actively in their classes. Teachers must set clear and achievable goals (Chong, 2018). Apart from that, this methodology is effective since its pre-work is flexible, the process supports students' understanding, develops previous knowledge, and encourages students to learn (Ramírez et al., 2014).

FCM also has some drawbacks. First, it requires students to do more challenging work and time management to complete that work can be a problem for some students. Uzir (2020) in her study found that mid-performing and poorly performing students had more problems in time management compared with high-performing students. It is important to help students to develop time management strategies. In this context, Auld (2020) recommends following some rules in order to manage time effectively: goal setting for each task, prioritizing activities, organization, managing stress, reducing distractions, setting time limits, and having a clock nearby. Teachers have to plan activities considering the class time and students' learning pace. Espinosa & Soto (2020) agree that time given to each activity can motivate or demotivate students. Not all students can perform an activity at the same time. Some students would need extra minutes so that they do not feel frustrated or demotivated.

In online flipped classroom all the steps require access to technology. Therefore, online flipped classrooms cannot be possible without access to technology or problems can inhibit the teaching and learning processes. Teachers have to take into account possible technical difficulties about devices or the internet as well (Best, 2021). Evseeva & Solozhenko (2015) established that the major issues for learners with FC in online classes were " (...) problems with the Internet access, lack of time for completing online assignments, difficulty with self-discipline to organize their work properly" (p. 209). Furthermore, Ansori (2019) affirms that

"the online flipped classroom depends mainly on the internet. This would cause a problem when the electricity was off. The internet connection was cut down and the flipped classroom was unable to happen. It can be a factor that discourages students" (p. 222). Unfortunately, several problems with EFL online classrooms during Covid-19 pandemic were revealed: limit teacher's control on learning, limit access to technological devices, limit internet access in some areas, etc. (Efriana, 2021).

What makes Flipped classroom special is that it allows students to learn at their own pace because it is customized, active, and engaging. In order to meet these characteristics, there are three important strategies that the teachers need to implement: collaborative work, peer teaching and peer feedback.

6.2.5 Collaborative Work

Collaborative work through flipped classroom methodology has a positive impact in learning experience and students' outcomes (Bezzazi, 2019, Bouchefra, 2021). In the breakouts stage of SOFLA Framework, students have to work in a task collaboratively. For this reason, students can develop group work skills. They develop emotional awareness, learning motivation, critical thinking, and social competence (Idi et al., 2021). They also improve the domain of the contents, upgrade their confidence, and clarify their understanding through discussions (Karim & Mohammed, 2018). In addition, group work in flipped classroom environments gives opportunities of learning from mistakes or errors; student mistakes should be taken as learning opportunities (Dubash & Farook, 2021). Teachers have to encourage peer correction. According to Rajabi et al. (2021) in peer correction, "(...) learners complete the tasks and exercises in groups and exchange them for peer correction. Wherever the group members found mistakes, they had to correct the mistakes and describe their corrections" (p. 8). If students can positively correct each other, this can be very helpful during pair and group work (Berčíková, 2007).

Nevertheless, working in groups may be challenging for both teachers and students. It can hinder the learning process because of students' differences (Roskosa & Rupniece, 2016). Students can have disagreements about the work developed by each member of a group (Drew, 2020). Collaborative work is a great opportunity for oral practice since students have to share ideas and negotiate processes to complete the work successfully; however, in EFL context it seems to be a problem because students do not always use the target language and some students may feel anxiety. Even so, anxiety can be reduced if students are motivated to

learn and use English for real communication with their classmates (Sadiq, 2017). Selective use of the mother tongue during the collaborative work could facilitate the communication as well as the achievement of outcomes (Cuartas, 2014).

Another problem in group work in an English class is grouping students. If students create their own groups, there would not be a variety of English levels in the groups; strong students can group together letting the weak students create their own groups. This is not beneficial for students who have more troubles in learning. On the contrary, working in groups chosen by the teacher may affect the students' development since they are outside of their comfort zone (Hishon, 2019).

6.2.6 Peer Teaching

Peer teaching is a method that is growing in popularity due to its efficiency in education. Firstable, we have to define this term. According to Briggs (2013) peer teaching is "(...) a method by which one student instructs another student in material on which the first is an expert and the second is a novice" (p. 2). This method has the ability to increase student knowledge of students with low levels of English and expert students too. Peer teaching has been a great tool for Language Learning. Some investigations have proven the efficiency of Peer Teaching. Research results showed that it is an excellent resource for learning English as a foreign language. In that way, they also discovered that students who teach are more motivated than students who are being corrected by their peers. Hence, this method also improves student participation since their activities require it (Huang & Xing, 2012).

Moreover, Peer teaching has varied strategies to facilitate positive peer learning. For example, there is a strategy called "Buzz Groups", which must be developed with a group of students divided into small groups of a maximum of five students. They are given a task and all must collaborate in order to complete the activity. Finally, a representative of the group should present the findings to the whole class (Briggs, 2013). Landers (N.D.) presents an interesting method that can be applied in the Peer Teaching process, it is called think-pair-share. According to Landers (N.D), "After posing a question, give students five minutes to think about it, (...) you have them partner up for a quick discussion about what they think and why. After giving ample time (…), ask partners to share their insights (...)" (p. 3). This activity is helpful since students have to develop a deeper thinking.

It has diverse advantages. First, it may solve the students' learning difficulties by improving their domain of the content and the class material. Second, students can get better outcomes while they work with their peer teachers. Third, it upgrades the peer teachers' confidence and development about the contents practiced. And fourth, the discussions that may occur during the peer teaching process can help to clarify the students' understanding about the content. Students tend to rely mostly on peer teaching when they have not understood the teacher's explanations (Karim & Mohammed, 2018). According to Sumardi et al. (2019), peer teachers "... learn how to negotiate more meaning and some strategies to deliver comments to their peers" (p. 264). On the other hand, there are some disadvantages. Students' lack of knowledge about this strategy may produce difficulties such as not being involved in the class, poor participation, and no interaction between the members of the group (Karim & Mohammed, 2018).

6.2.7 Peer Feedback

Peer feedback comes from peer assessment. (Erbil, 2020). Peer feedback or also known as peer review and evaluation, is a process in which students provide each other an evaluation about the quality of their development and performance through scores and observations in the class (Schunn & Wu, 2019). This strategy corresponds to the fifth stage of the SOFLA Framework: share out. Using this model allows teachers to organize and guide students' peer feedback by giving them the acronym SHAC once their work has been developed. Students have to share their group work with other groups to receive feedback. Students are in charge of sending comments about their partners' work done during the collaborative work. So, students are encouraged to participate actively (Marshall & Kostka, 2020). Moreover, Simonsmeier et al. (2020) mention, "In the context of higher education, peer feedback has been shown to enhance self-regulatory practice, metacognition, students' learning, and academic achievement (p. 5). However, Bijami et al. (2013) assert that some students tend to give more value to the teacher's feedback rather than their classmates' feedback.

According to Guillén & Ramírez (2018), peer correction can be wrong, but with the teacher's help, students can clarify if it is right or wrong, leading to learning. Students need to gradually develop their skills to peer feedback on their classmates' work. Therefore, Marshall & Kostka (2020) propose the SHAC (Share, Help, Ask, Comment) model. They affirm, "by giving students this simple acronym, which provides just enough structure, the teacher gives students a guide to peer feedback that is at once nonthreatening and likely to elicit high participation in

the process" (p. 24). So, learners have to share their ideas, help their classmates to clear up their doubts, ask to find more information, and comment the classmates' work. Marshall & Kostka (2020) also establish that "SHAC can be used easily online both synchronously, such as for the Share-Out step in SOFLA, and asynchronously, in interactive spaces such as blogs, wikis, and discussion forums" (p. 8).

Additionally, Kunwongse (2013) states that the main point about peer feedback is focused on using the students' knowledge to reinforce their learning. This gives them part of the responsibility and role that commonly are accomplished by the teacher. Peer feedback can be offered through writing or speaking. Moreover, its influence over English learning in EFL/ESL contexts is commonly related to the students' comments to communicate appreciation about grammar, meaning, cohesion, and so forth. So, they can evaluate if their classmate's message was transmitted properly. This strategy belongs to the student-centered learning approach. In the same way, Saito (2013) claims that the value of peer feedback is based on how it helps learners to understand language. This makes students cooperate and work with their more capable peers while they analyze others' development. It also allows them to use the target language such as English in their comments.

7. METHODOLOGY

7.1 Research approach

This project was a qualitative study since its objective was to identify the teacher and a group of students' opinions about the advantages and drawbacks of implementing the online flipped classroom methodology by means of SOFLA Framework in a B1 class of English major at the Technical University of Cotopaxi. Creswell (2012) stated that a qualitative study is focused on obtaining understanding over a research problem stated. Then, its process follows certain characteristics such as justifying the research problem through the literature review, information collected through interviews, and interpreting meaning from the results.

7.2 Research context and participants

Participants of this research were a teacher and twelve students of a mixed level English class from the English major at the Technical University of Cotopaxi, which is a public institution. These students were on average from 20 to 25 years old. Students belonged to the courses A and B. Respectively, participants from course A were part of the morning group, and B part of the afternoon group. The students group selected was made up of four men and eight women. Furthermore, the teacher has 15 years of teaching experience in university context, 7 years in English Major and 8 years in the language center of the same university. Additionally, this teacher has a master's degree in English Applied Linguistics and a Teachers of English to Speakers of Other Languages (TESOL) certification. Eight English classes were developed by using the FC method through the SOFLA framework. Four of these classes were focused on writing and four on speaking. The methodology applied was new for both students and teachers. Moreover, the students were classified in three groups: strong, average and weak based on the peer teaching strategy. This was implemented with the aim of helping weak students due to the wide difference between the students' English level. As ethical considerations for the study, the participants selected were previously socialized about the research topic, objectives and scope of the investigation, and then, asked for their voluntary participation through an informed consent that was sent by email and signed up by each one of them (See annex 1). In that way, a code was given to represent each participant and to recognize their extracts.

7.3 Data collection

This research was conducted after the teacher participant implemented the Flipped Classroom Methodology through SOFLA Framework. She taught 8 lessons, 4 for writing and 4 for speaking in a B1 level class. As there were students with different levels, the teacher also decided to implement the peer teaching strategy. Therefore, she created groups in which strong and weak students were paired in order to help the latter. Data were collected through three focus groups (strong, weak, and average students) and a semi-structured interview. The interview guideline for the focus group (See annex 2) was designed with the aim of knowing the students' perspective regarding the application of the FC method and how it has helped (or not) in their second language learning process. Likewise, the interview guideline for the English teacher was designed (See annex 3) considering certain aspects such as her experience with the method, her expectations, the experience in the classroom with the method, her perspective about learners' improvement, etc. First, a focus group was selected for 12 student participants; however, one weak student did not show up for the focus group. According to Ahmed (2021), "focus groups are an extended way of the interview method, a more specific in-depth group interview with discussion. In a structured and organized way with the help of a facilitator or moderator, the selected topics are explored" (p. 299). The focus groups were developed online by using Zoom. Consequently, the focus group was applied to the strong students and the meeting lasted 40 minutes. The next day, it was applied to the average students and this meeting lasted one hour. The weak students were last and the meeting lasted 40 minutes. The participants were able to listen to the different points of view of the others and thus modify their answers taking into account other perspectives.

Secondly, a semi-structured interview was applied to know the English teacher's perspective. This is another instrument used in qualitative research to get in-depth results. According to Datko (2015), "the principal aim of the semi-structured interview is to obtain an informant's subjective response to a known situation from his or her lived world" (p. 143). So, this interview allowed the teacher's answers to be clear about her situation regarding the new method applied. Also, the teacher's answers were long and full of details. The interviewers were able to easily know her perspective despite their absence during the application of the FC method.

7.4 Data analysis

The information obtained from the three focus groups as well as the interview was triangulated, analyzed, and divided into positive and negative perceptions as main categories. Likewise, they were divided into subcategories. Nevertheless, the questions were not made according to a specific category previously done. In fact, the researchers transcribed and analyzed the extracts from the interviews so they were able to propose different categories. So, a thematic analysis was applied in order to infer those categories. It helped the researchers to interpret and select topics from the transcriptions.

Referring to positive perceptions their subcategories were: good learning experiences, language learning, collaborative work, learning from mistakes, and peer feedback. On the other hand, negative perception topics were: lack of compatibility in groups, use of the mother tongue, peer teachers' anxiety, time management, and connectivity. Each of the subcategories contains excerpts obtained from both the English teacher's interview and the students' focus group.

8. ANALYSIS AND DISCUSSION OF RESULTS

Analysis and Discussion were placed in such a way as to help the reader to easily visualize the results. First, extracts from the teacher's interview and students' focus group are presented. At the end of extracts, you can find the detailed and well-founded results and analysis.

To answer the first research question about ***the advantages of applying the flipped classroom by means of SOFLA Framework***, we analyzed 5 categories: good learning experiences, language learning, collaborative work, learning from mistakes, and peer feedback.

GOOD LEARNING EXPERIENCE

Extracts from the teacher's interview

Estoy utilizando el SOFLA framework para la implementación del flipped classroom en modalidad virtual esto me ha permitido tener una idea clara de cómo organizar la clase. [I am using the SOFLA framework for the implementation of the flipped classroom in virtual mode. This has allowed me to have a clear idea of how to organize the class] ETFC

La metodología permite potencializar el aprendizaje práctico y el trabajo colaborativo. [The methodology allows to potentiate practical learning and collaborative work] ETFC

Al inicio fue un poco difícil, pero poco a poco los estudiantes se van acostumbrando al proceso. [At the beginning it was a bit difficult, but little by little the students get used to the process] ETFC

Extracts from the strong students' focus group

Si, la verdad si me he sentido cómodo. [Yes, I truly have felt comfortable] SSDS

Si, me siento cómoda. [Yes, I am comfortable.] SSEL

Extracts from the average students' focus group

Bueno de sentirme a gusto sí. [Yes, I have felt comfortable] ASAJ

A mí me parecen actividades muy interesantes. [They seem like very interesting activities to me] ASCM

Bueno, mi experiencia ha sido buena. Las dos primeras clases fueron algo difíciles. [Well, my experience has been good. The first two classes were somewhat difficult] ASDC

Extracts from the weak students' focus group

Los primeros días no me sentía muy cómoda (...) pero al final de todo desarrollamos bien las actividades. [The first days I did not feel very comfortable (…) but at the end of everything we developed the activities well] WSEP

Me gusta mucho, como la profesora realiza la clase. [I really like how the teacher conducts the class] WSMT

Yo considero que ha sido una experiencia agradable. [I consider that it has been a pleasant experience] WSCM

The teacher, the strong, average and weak students describe positive experiences in the application of FC Methodology with SOFLA Framework. They assert that at the beginning, it was difficult but little by little students have gotten used to the new learning process. The teacher asserts that this framework helped her to have a clear idea on how to develop a flipped class, which helps to foster practical and collaborative learning. The main advantage to applying SOFLA is that it replicates the most essential part of flipped learning instruction, which is the interactive and dynamic nature of learning that outcomes when teacher-led activities are moved out of class. By meeting synchronously on a regular basis, both the teacher and students can clearly distinguish between the in-class (synchronous learning context) and the out-of-class (asynchronous learning context). Furthermore, they are able to participate in real-time class sessions as they would in face-to-face classes and interact with their peers (Marshal & Kotska, 2020). The implementation of FC methodology by means of SOFLA Framework helps to provide students good learning experiences and increases interaction. In this context, Urfa (2018) explained that Flipped classroom methodology solves the necessity of developing appropriate active language learning environments since students can participate actively in their classes. Moreover, Bezzazi (2019) and Bouchefra (2021) remarked that collaborative work through flipped classroom methodology has a positive impact in learning experience and in students' outcomes.

LANGUAGE LEARNING

Extracts from the teacher's interview

Las lecciones han sido enfocadas para el mejoramiento del speaking y writing, pero responder si han mejorado o no, no sé exactamente, yo creo que sí. [The lessons have been focused on improving speaking and writing, but answering whether they have improved or not, I don't know exactly, I think so.] ETFC

Extracts from the strong students' focus group

Si, han mejorado. Sobre todo, en el speaking… [Yes, they have improved. Especially in speaking ...] SSEL

Creo que con respecto al vocabulario sí, bastante porque por las mismas actividades uno tiene que ir adquiriendo el nuevo vocabulario dependiendo de la temática. [Regarding vocabulary, yes. I think I have improved a lot because through the activities one has to acquire new vocabulary depending on the topic.] SSMC

La verdad para mi si, porque al momento de explicarles, antes de eso yo siempre reviso. Les corrijo a ellas en su pronunciación, y de paso también aprendo yo. [The truth for me is that yes, because when I explain to someone else, I correct them in their pronunciation, and by the way I also learn] SSEL

En comparación al presencial, para mí en lo personal he aprendido más en algunas áreas que no soy buena… reconocer la gramática, porque la aplicación si se, pero reconocer los nombres técnicos es donde yo fallo. [Compared to face-to-face, for me personally I have learned more in some areas that I am not good at such as recognizing grammar, because I know how to apply it, but recognizing technical names is where I fail] SSGC

Me parece que no es una mejora tanto del trabajo grupal sino más bien del aprendizaje individual. Eso creo que ha tenido más impacto en la mejora de mi speaking. [It seems to me that it is not an improvement so much of group work but rather of individual learning. I think that it has had more impact on improving my speaking] ASDC

Extracts from the average students' focus group

Las actividades que ha desarrollado la profe, en mi caso si me han servido bastante. Lo que no me gusta es que no entramos mucho en el estudio de la gramática o en el contenido que

tenemos en el libro. [The activities that the teacher has developed, in my case, have been very useful for me. What I do not like is that we do not go much into the study of grammar or the content we have in the book] ASDC

Si, notablemente mi inglés si ha mejorado. [Yes, notably my English has improved] ASAJ

En lo que es el writing yo creo que sí y más que todo porque la teacher siempre está enfocada en desarrollar la habilidad del writing. [Regarding writing, I think so. Most of all because the teacher is always focused on developing the writing skill.] ASCM

En especial con las reglas gramaticales que debemos poner en práctica en un escrito, entonces si ha ayudado bastante. [It has helped a lot, especially with the grammar rules that we must put into practice in a writing] ASDO

Mi pronunciación si ha mejorado, porque como ya los mencioné el hecho de corregirnos y el hecho de practicar, una persona no es perfecta y puede ayudar a otra. [My pronunciation has improved because of correcting ourselves and practicing. This, since nobody is perfect and we can help another] ASCM

Extracts from the weak students' focus group

Yo creo que sí ha mejorado bastante, hasta mis profesores me lo han dicho en comentarios privados así que les creo. Si considero que ha mejorado mi pronunciación y mis habilidades en general. [I think it has improved a lot, even my teachers have told me in private comments so I believe them. Yes, I consider that my pronunciation and my skills in general have improved] WSMT

Yo considero que estos trabajos en grupo nos ayudan a corregir las palabras y escribir oraciones más largas y estructuradas, pero de forma correcta. [I consider that these group works help us to correct the words and write longer and more structured sentences in a correct way] WSCM

Los trabajos grupales me han ayudado a mejorar mi nivel de inglés en fluidez y vocabulario. [Group work has helped me to improve my level of English in fluency and vocabulary] WSCM

Con respecto a la pronunciación si se ha podido mejorar, hemos trabajado en confianza y eso ha permitido que nos desenvolvamos y así mi pronunciación ha mejorado. [Regarding pronunciation, it has been possible to improve, we have worked in confidence and that has allowed us to develop and then my pronunciation has improved] WSCM

En ese caso sí ha mejorado mi pronunciación y creo que esa mejora ha sido posible por los trabajos grupales. [In this case, my pronunciation has improved and I think that this improvement has been possible due to group work] WSEP

Mis habilidades de writing sí han mejorado con los trabajos grupales. [My writing skills have improved with group work] WSCM

The second advantage is that FCM helped the students' language learning. Students mentioned that they improved different skills. Even though the teacher is not sure about students's learning their language improvement with this method, the students assert that they enhanced their productive skills and some other sub skills like vocabulary, grammar, and pronunciation. The weak students mentioned that their skills had been positively developed thanks to the English classes and group activities; however, various strong students mentioned that they attribute part of their improvement to individual learning. They also learnt by correcting their classmates' mistakes. Most of the students think that their second language skills have improved. According to Liu et al. (2020) their characteristics of FC Methodology are as follows, "(...) the interaction with the resources, motivated autonomous learning, learning before the class, cooperative teamwork, peer study and self-reflection" (p. 71). There are many authors that assert that FC Methodology helps students to improve their learning (Haghighi et al., 2018; Sumardi et al., 2019; Bezzazi, 2019; etc).

COLLABORATIVE WORK

Extracts from the strong students' focus group

En lo personal, ha sido una grata experiencia porque las niñas con las que trabajo han tratado de mejorar. [Personally, it has been a great experience because the classmates I work with have tried to improve] SSMC

Ellas dicen a veces que le tiene un poco de miedo a preguntarle las cosas a la licen más que nada porque no hablan tan fluido o tan rápido, o se traban. Entonces a mi si me preguntan.

[They say sometimes that they are a little afraid to ask questions to the teacher because they do not speak as fluently or as fast, or they get stuck. So, they ask me] SSDC

Entonces la distribución del trabajo es clave, por ejemplo, yo soy buena redactando, y ellas son buenas entendiendo. Yo en cambio no entiendo a veces muy bien las explicaciones de la profesora. [The distribution of the work is essential. For example, I am good at writing, and they are good at understanding. On the other hand, sometimes I do not understand very well the explanations of the teacher] SSGC

Para mí no ha sido problema, me he sabido adaptar y ellas también se han sabido adaptar. Entonces si hemos trabajado bien. [For me it has not been a problem. I have known how to adapt and they have also known how to adapt to me. So, yes. We have worked well] SSDS

Extracts from the average students' focus group

La profesora nos hace actividades grupales y me parecen muy interesantes. [The teacher does group activities for us and I find them very interesting] ASCM

Con el tiempo yo considero que si he aprendido a trabajar mucho mejor en equipo y eso ha sido positivo. [Over time I consider that I have learned to work much better as a team and that has been positive] ASDC

Lo más importante es que todos nos podemos ayudar y compartir el conocimiento necesario para realizar un buen trabajo. [The most important thing is that we can all help each other and share the necessary knowledge to do a good work] ASAJ

El trabajar en grupo ha facilitado el aprendizaje. Cuando trabajamos en grupo podemos ver ciertas cosas a través de las opiniones de otros compañeros. En especial con las reglas gramaticales que debemos poner en práctica en un escrito, entonces sí ha ayudado bastante. [Working in a group has facilitated learning. When we work in a group we can see certain things through the opinions of other classmates, especially with the grammar rules that we must put into practice in writing. So, it has helped a lot] ASDO

Es satisfactorio trabajar con los compañeros y poder desarrollar cada una de nuestras habilidades. [It is satisfying to work with classmates and to be able to develop each of our skills] ASAJ

Todo trabajo grupal desarrollado en clase es beneficioso tanto para el que ayuda como para el que es ayudado ya que te corrigen y corriges. [All group work developed in class is beneficial both for the one who helps and for the one who is helped since they correct and correct you] ASDO

En los trabajos grupales tengo que explicar algunos puntos que han sido incomprensibles para mis compañeros y ellos han podido comprender. [In group work I have to explain some points that have been incomprehensible to my classmates and they have been able to understand] ASDO

Extracts from the weak students' focus group

Con respecto a las actividades grupales me gustan mucho porque son interactivas porque todos unimos nuestras ideas y podemos trabajar y nos va bien. [Regarding group activities I like them a lot because they are interactive, we all put our ideas together, we can work and it goes well for us] WSMT

Podría decir que me ha facilitado, nos hemos facilitado entre todos realizar las tareas en grupo. Ninguno se queda atrás, nadie se adelanta e intentamos que vaya al mismo nivel. [I could say that it has made it easier for me, we have made it easier for all of us to carry out the tasks in a group. No one is left behind, no one goes ahead and we try to keep it on the same level] WSMT

Trabajar con los compañeros en grupo ha sido una interacción que sí nos aporta y ayuda a desarrollar nuestras habilidades. [Working with classmates in a group has been an interaction that does contribute and helps us develop our skills] WSEP

Para mi si porque nos ayuda a corregir algunas faltas que hemos tenido y yo creo que sí, desarrollar actividades en grupo si nos ayuda. [For me, yes, because it helps us to correct some faults that we have had and I think so, developing group activities helps us] WSEP

Another advantage of this project was the interaction in collaborative work. For example, strong students had positive perspectives as peer teachers since they tried to comprehend clearly the topics and guide their partners during the collaborative work. Related to weak students, they may feel comfortable asking questions to them rather than to the teacher. Furthermore, average and weak students have taken the collaborative work as a motivation

and a chance to increase their learning and skills. Group work in the context of FC Methodology has been beneficial for all types of learners. Students could learn and build their own knowledge through group interaction and guidance (Pavanelli, 2018). Many of the advantages (content domain, clarifying understanding, learning motivation, social competence, etc.) stabilized by Karim & Mohammed (2018) and Idi et al. (2021) have been evidenced in this research.

LEARNING FROM MISTAKES

Extracts from the strong students' focus group

Claro que su nivel está bien, pero yo soy la que tengo que corregir los verbos, o a veces el sentido que quiere dar a las oraciones, checar la gramática a veces. [Of course, their level is fine, but I'm the one who has to correct the verbs, or sometimes the meaning she wants to give to the sentences, check the grammar sometimes] SSGC

Digamos cuando tienen alguna mala pronunciación en alguna palabra, ahí mismo les digo y les hago repetir tres veces, por ejemplo, y ellas lo hacen. [Let's say when they have a bad pronunciation in a word, right there I tell them and make them repeat three times for example, and they do it] SSEL

Muchas de las veces yo tengo que estarles corrigiendo una y otra vez. Ahora, de mi parte, yo me tengo que autocorregir. [Many times I have to correct them over and over again. Now, for my part, I have to correct myself] SSDC

Extracts from the average students' focus group

Me gusta trabajar de manera colectiva porque así todos pueden aprovechar de los errores de los compañeros y de los errores que uno comete. [I like to work collectively because that way helps everyone to take advantage of the mistakes of classmates and our own mistakes] ASAJ

Así mismo mis compañeros han intentado explicarme ciertas cosas que no comprendo y corregir errores gramaticales, pronunciación, y otras cosas. [Likewise, my classmates have tried to explain certain things to me that I do not understand and correct grammatical errors, pronunciation, and other things] ASCM

Aprender estructuras gramaticales en grupo es beneficioso porque nos corregimos y corregimos a nuestros compañeros. Esto nos ayuda a mejorar esta habilidad. [Learning grammar structures in a group is beneficial because we correct ourselves and our peers. This helps us to improve our skill] ASAJ

Al momento de trabajar con mis compañeros y encontrar algún error, ellos están allí para corregirme y esto es favorecedor para mí. [When working with my classmates and finding a mistake, they are there to correct me and this is helpful for me] ASAJ

Extracts from the weak students' focus group

Me gustan las actividades en grupo porque algunos compañeros tienen un nivel de inglés más alto y nos ayudan a corregir las tareas y mejorar nuestros escritos. [I like group activities because some classmates have a higher level of English and they help us correct the tasks and improve our writing] WSEP

Algunas veces mis compañeros me han corregido, me comentan sobre alguna mala pronunciación o escritura. Entonces con eso he mejorado con la habilidad de pronunciación. [Sometimes my classmates have corrected me. They have commented about some bad pronunciation or writing mistakes. So with that I have improved my pronunciation skills] WSMT

Ellos me corrigen cuando tengo un error y yo también les corrijo, eso sí nos ha ayudado. [They correct me when I have a mistake and I also correct them, that has helped us] WSMT

Hay veces en las que escribimos mal y uno de mis compañeros corrige y nos comenta cómo deberíamos hacerlo. [There are situations when we write badly and one of my classmates correct and tell us how we should do it] WSMT

Learning from mistakes was a great advantage found in this study. Students indicated that they acquire more knowledge through their mistakes. First, strong students mentioned that they have had to correct their classmates in vocabulary, pronunciation and grammar. On the other hand, average students affirmed that working collectively has been useful since they can learn from their mistakes. In fact, they clarified that their knowledge is reinforced as they correct their classmates. Similarly, weak students have been able to improve their second language skills thanks to peer corrections. They stated that peer correction has helped to

enhance their pronunciation, spelling, and grammar from their errors and mistakes. This confirms what many researchers and pedagogist, for example Dubash & Farook (2021), suggest about taking students' mistakes as learning opportunities.

PEER FEEDBACK

Extracts from the teacher's interview

Hay mucha problemática en cuanto a la resistencia de los estudiantes en hacer un verdadero peer feedback. Entonces uno como que pierde el tiempo, o de pronto también hay situaciones en que los estudiantes no están en la capacidad de reconocer los errores y hacer un buen peer feedback. Cuando los weak students cogen los trabajos de los strong students piensan que todo está bien, entonces ponen todo está correcto, que es lo que me ha pasado también en algunas clases con esta metodología. [There is a lot of problem in terms of the resistance of the students in making true peer feedback. Then it is a kind of waste of time, or suddenly there are also situations in which students are not able to recognize mistakes and give good peer feedback. When the weak students take the works of the strong students, they think that everything is fine, so they just say everything is correct, which has also happened to me in some classes with this methodology] ETFC

Estoy también usando el SHAC peer feedback model (comparte, ayuda, pregunta y comenta); es un formato que permite organizar de mejor manera la corrección en parejas. Ha sido muy útil porque el estudiante sigue un proceso y con el ejemplo sabe que hacer exactamente. [I am also using the SHAC peer feedback model (share, help, ask and comment); It is a format that allows you to better organize the correction in pairs. It has been very useful because the student follows a process and knows exactly what to do through examples] ETFC

Extracts from the strong students' focus group

Con nuestros comentarios podemos dar a conocer errores a nuestros compañeros y ellos a nosotros para tenerlos en cuenta y trabajar en corregir los errores para ir mejorando. [With our comments we can show their mistakes to our classmates and they can show ours. It is useful to take them into account and work on correcting the errors to improve] SSDS

Sí, gracias a las correcciones que los compañeros dan se puede ver que hay ciertas ocasiones que uno se equivoca. [Yes, thanks to the corrections given by our classmates, we noticed that sometimes we are wrong] SSEL

El mayor problema es que siempre pueden quedar errores sin identificar, o que los comentarios a nuestros compañeros sean tomados de mala forma, lo que crea un mal ambiente de trabajo entre nosotros. [The biggest problem is about some unidentified mistakes, or that our partners may take in a bad way the comments given. This creates a bad work environment for us.] SSDS

Extracts from the average students' focus group

Me pareció algo muy bueno, ya que de esta forma se puede obtener una evaluación objetiva de nuestro trabajo. [It seemed to me like something very good, since in this way an objective evaluation of our work can be obtained] ASDC

Es un método muy completo que nos ayuda a verificar el acierto y los errores de manera rápida y simultánea, incentivando también el desarrollo de criterio autónomo. [It is a very complete method that helps us to verify the successes and errors quickly and simultaneously. Also, it encourages the development of autonomous criteria] ASAJ

Sí ayudó a desarrollar el pensamiento crítico ya que muchas veces uno piensa que su respuesta está bien, pero con este formato fue posible ver las fallas que cometía al revisar los trabajos de otros grupos. [It helped to develop critical thinking since many times classmates think that their answer is correct, but with this format it was possible to see the mistakes they made by reviewing the work of other groups] ASCM

Siempre hace falta el refuerzo académico que brindan los docentes. Nosotros como estudiantes tenemos un vacío de conocimientos que debe ser complementado por los maestros. [The academic reinforcement provided by teachers is always needed. We as students have a knowledge gap that must be supplemented by teachers] ASAJ

Extracts from the weak students' focus group

Yo considero que sí porque de esta manera podemos descubrir errores de nuestros compañeros y dejarle sugerencias para que puedan mejorarlas. [I think so because in this

way we can discover errors from our colleagues and leave suggestions so that they can improve them.] WSCM

Fue muy fácil de usar, fue útil porque nos ayudó mucho a corregir nuestros errores y a poder compartir críticas constructivas a nuestros compañeros. [It was very easy to use, it was useful because it helped us a lot to correct our mistakes and to be able to share constructive criticism with our classmates] WSMT

El recibir las sugerencias de nuestros compañeros es de gran utilidad ya que de esta manera se pueden mejorar cada una de las distintas habilidades. [Receiving the suggestions of our colleagues is very useful since each of the different skills can be improved] WSCM

Finally, peer correction was presented as a marvelous advantage in this investigation. All students and the teacher show that the application of peer feedback through SHAC (share, help, ask and comment) model allows them to recognize their mistakes and provide and receive useful recommendations. The model was helpful for sending comments about their partners' work done during the collaborative work (Marshall & Kostka, 2020). However, a problem identified in this study was the lack of correction from weak students to strong learners. It was confirmed by the teacher since she mentioned that weak students cannot identify mistakes or may believe that strong students do not make mistakes. Bijami et al. (2013) claims that some students tend to give more value to the teacher's feedback rather than their classmates' feedback. In addition, various students do not have enough skills to peer feedback on their classmates' work. On the other hand, an average student indicated that the teacher's feedback is necessary to clarify doubts. In this context, Guillén & Ramírez (2018) assert that some peer feedback must be wrong, but with teachers' help students can clarify their doubt and still benefit from the peer feedback.

Despite the difficulties, the students and the teacher affirmed that peer correction is a useful tool. Peer correction seems to be a useful option for correcting mistakes in group work. If students can positively correct each other, this can be very helpful during pair and group work (Berčíková, 2007). According to Rajabi et al. (2021) in peer correction "(...) learners complete the tasks and exercises in groups and exchange them for peer correction. Wherever the group members found mistakes, they had to correct the mistakes and describe their corrections" (p.

8). So, this is an important component of Flipped classrooms which must be carefully managed.

To answer the second research question about *the drawback of implementing Flipped classroom by means of SOFLA Framework*, we analyzed 5 categories: lack of compatibility, use of the mother tongue, peer teachers' anxiety, time management, and connectivity.

LACK OF COMPATIBILITY IN GROUPS

Extracts from the teacher's interview

Hay otro concepto que estoy manejando en el aula que es el peer teaching, esta es una estrategia que permite emparejar los estudiantes que mejor se desenvuelven con los estudiantes que mayor dificultad tienen. Entonces, esa es otra estrategia que está dentro de esta clase porque lo que he hecho es seleccionar en cada clase aquellos estudiantes que mejor se desenvuelven y ubicarles con aquellos que menos se desenvuelven. Entonces ese es el trato especial que se hace para fortalecer el trabajo en grupo. [There is another concept that I am using in the classroom. Peer teaching is a strategy that allow students with difficulties to improve their development. Through this strategy, I have selected those students that have better development and join them with the ones who have lower development. So, this is the special treatment applied to fortify the group work] ETFC

Extracts from the strong students' focus group

Bueno, creo que al inicio fue una experiencia un tanto frustrante porque uno a veces está acostumbrado a trabajar con ciertas personas que tal vez ya saben cómo tú trabajas. [Well, I think at the beginning it was a frustrating experience because I used to work with certain people who maybe already know how I work.] SSMC

Pero cuando la licenciada escoge nuestro grupo vemos las falencias que hay en cada quién y su nivel de inglés. A veces uno que sabe más tiene que tratar de darles la manito y ayudarles, o a veces tratar de hacer todo el trabajo para no verse afectado. [But when the teacher chooses our group, we see the deficiencies that exist in each one and their level of English. Sometimes, someone who knows more has to try to give them a hand and help, or sometimes try to do all the work to avoid being affected.] SSGC

Extracts from the average students' focus group

No todos tenemos la misma capacidad y muchas veces hemos tenido que tomar el rol del maestro. En ocasiones ha habido tanta discrepancia que a lo mejor no hubiera pasado con un grupo de confianza o por afinidad. [We do not have the same ability and many times we have had to take the role of the teacher. Sometimes, there has been so much disagreement that it might not have happened with a reliable or affinity group.] ASCM

La profe nos formó los grupos al azar, no fue por afinidad. Entonces, fue un poco difícil acoplarse al trabajo con los compañeros. Además, el nivel de inglés de cada uno es disparejo. [The teacher established randomly the groups for us. It was not by affinity. So, it was a bit difficult getting used to working with these colleagues. In addition, the level of English of each one is different.] ASDC

Extracts from the weak students' focus group

A mi parecer ha puesto a los que menos saben con uno o dos que sepan un poco más. Eso ha logrado que los que menos sabemos aprendamos de los que más saben y los que saben más pueden reforzar lo que ya sabían. [In my opinion, she has put those who know less with one or two who know a little more. This has allowed those of us who know the least to learn from those who know the most, and those who know more can reinforce what they already knew.] WSMT

Creo que la profe organizó los grupos con una persona que sabe mucho y con otro al que le falta más nivel de inglés y eso ha sido bueno. [I think that the teacher organized the groups with a person who has a high level of knowledge and another with a low level of English and that has been good.] WSEP

 Pero al principio sí fue difícil porque a pesar de estar en quinto semestre no compaginamos con ciertas personas. [It was difficult at the beginning because despite being in the fifth semester, we did not get along with certain people.] WSCM

The first disadvantage was about the lack of compatibility in groups. Strong and average students affirmed that they would have preferred to create their own groups. On the other hand, weak students believe that the teacher organized groups intentionally to make strong students help the weakest ones. They said that it was good. The students also reported

difficulties working with this type of group, for example: different levels of English, getting used to working with new people, feeling a sense of responsibility for the quality of work, etc. Hishon (2019) states that working in groups chosen by the teacher may affect the students' development since they are outside their comfort zone. Additionally, Roskosa & Rupniece (2016) claims that working in groups may hinder the learning process because of students' differences. Furthermore, students will have disagreements about the work developed by each member of a group (Drew, 2020). The teacher explained that she had decided to organize these groups to help weak students. Peer teaching not only helps to improve students with a low level of English, but also expert students too while they teach their classmates (Huang & Xing, 2012).

USE OF THE MOTHER TONGUE

Extracts from the teacher's interview

A los peer teachers les dije que sí hay cosas que no están claras antes de empezar el trabajo grupal que les expliquen en español, que lo hagan, que lo expliquen de tal manera que quedé claro y que todos puedan contribuir al trabajo. [I told the peer teachers that if the things were not clear before starting the group work, they should explain them in Spanish. They can do it. They need to explain it clearly so that everyone can contribute to the work.] ETFC

Extracts from the strong students' focus group

Bueno, yo uso las dos. Cuando ya mismo no me entienden ya les hablo en español. [Well, I use both. When they really can't understand me, I speak to them in Spanish.] SSEL

De igual forma, la primera parte siempre suelo explicarles en inglés, pero de ahí si yo, así haya estado claro en inglés lo suelo explicar en español para que no exista ninguna duda. [Similarly, I always explain the first part in English. But anyway, I usually explain it in Spanish too so that there is no doubt.] SSMC

Yo no, yo les explico en español porque ya veo que en inglés no le entendieron a la profe. [No, I explain them in Spanish because I can see that they didn't understand the teacher in English.] SSDS

Pero de ahí, la explicación y que vamos a hacer, todo lo digo en español. [But from there, the explanation and what we are going to do, I say everything in Spanish.] SSGC

Extracts from the average students' focus group

Usamos Español. Y no es tanto porque no se tenga la capacidad de hablar en inglés, sino que, a veces es por el poco tiempo que tenemos para desarrollar la actividad y eso nos obliga a hablar en español y también para que nuestros compañeros nos entiendan. [We use Spanish. And it is not so much because we do not have the ability to speak in English, but sometimes it is because of the little time we have to develop the activity and that forces us to speak in Spanish and also so that our colleagues understand us.] ASCM

No usamos inglés, es más cuando la profesora entra a la sala y ella observa lo que hacemos y enseguida se cambia el idioma. [We do not use English, it is more when the teacher is in the room and she observes what we do, we immediately change the language.] ASDC

Extracts from the weak students' focus group

En nuestro grupo la mayor parte del tiempo intentamos utilizar el inglés, pero si hay ocasiones que no se entiende mi compañera habla en español porque a veces la falta de vocabulario se nos complica. [In our group most of the time we try to use English but if there are occasions that it is not understood my classmate speaks in Spanish because sometimes the lack of vocabulary is complicated for us.] WSEP

Cuando no está la profe hablamos en español y esto es útil para las explicaciones porque nuestros compañeros están explicando el tema en inglés y eso es muy difícil de entender, pero cuando nos explican en español es mucho más sencillo, entonces nosotros entendemos y es mejor. [When the teacher is not there, we speak in Spanish and this is useful for explanations because our classmates are explaining the subject in English and that is very difficult to understand, but when they explain it to us in Spanish it is much easier, then we understand and it is better.] WSMT

Secondly, another disadvantage is the use of the mother tongue in group works. The teacher suggested strong students to guide their group-mates by using their mother tongue until they understood what they had to do in the collaborative work. Strong students did so, but they tried to use English too. Equally, average students used Spanish in their groups, but they tried

to use English when their teacher observed them. Hence, various of them were using limited English language. This finding allows reflecting about the benefits of the mother tongue in English class Atkinson (1987), and Auerbach (1993). In the same way, Cuartas (2014) affirms that selective use of the mother tongue during the collaborative work could facilitate the communication as well as the outcomes obtained for the students in EFL contexts.

PEER TEACHERS' ANXIETY

Extracts from the teacher's interview

Peer teaching es una estrategia que permite emparejar los estudiantes que mejor se desenvuelven con los estudiantes que mayor dificultad tienen. Entonces, esa es otra estrategia que está dentro de esta clase (…). Ese es el trato especial que se hace para fortalecer el trabajo en grupo y el aprendizaje también de los que mayor dificultad tienen. Los peer teachers tienen un nivel adecuado y al enseñar uno aprende también. Entonces considero que ellos están aprendiendo. [Peer teaching is a strategy that allows matching the students who perform best with the students who have more difficulties. So, it is another strategy that is within this class (...). It is the special treatment that is made to strengthen group work and learning also of those who have more difficulties. Peer teachers have an adequate level and by teaching one learns too. So, I consider that they are learning.] ETFC

Hay una chica que me parece que tiene mucho conocimiento, pero parece que no tiene empatía para poder ayudar. Ella me dijo que se había sentido un poquito molesta porque no querían hablar, no querían decir nada. Y hasta cierto punto ella sintió que ellos estaban ofendidos por las correcciones que les hacía. [There is a girl who seems to have a lot of knowledge, but it seems that she does not have the empathy to be able to help. She told me that she had been a little upset because they didn't want to talk, they didn't want to say anything. And to some extent she felt that they were offended by the corrections she made to them.] ETFC

Por eso mismo, los trabajos que hacen los peer teachers no son evaluados porque si no puede haber la situación de que "como van a evaluar, yo quiero tener buena nota, entonces cojo y hago yo mismo". [For this reason, the work that peer teachers do is not evaluated because otherwise there may be the situation that "As they are going to evaluate, I want to get a good grade. So I take it and do it myself"] ETFC

De hecho, yo les aclaré que lo que yo voy a hacer es evaluarlos en función de que tanto ayudan a los demás. [In fact, I made it clear to them that what I'm going to do is evaluate them based on how much they help others.] ETFC

Extracts from the strong students' focus group

Si ha sido un poco difícil ayudarlas porque a veces no lo entienden, de verdad no entienden. [If it has been a little difficult to help them because sometimes, they do not understand it, they really do not understand.] SSEL

A veces la idea que se tiene que transmitir en el escrito no la entienden, entonces escriben por escribir. O a veces es la frustración de que la explicación no fue suficiente durante el tiempo de clase. [Sometimes the idea that has to be transmitted in writing is not understood, so they write without a purpose. Or sometimes it is the frustration that the explanation was not enough during class time.] SSGC

Yo les ayudo, y esto es una carga más para mí que tengo que saber para ayudarles. [I help them, and this is one more burden for me that I have to know to help them.] SSDS

Mi grupo no es que tenga un buen nivel de inglés. Entonces a veces eso dificulta mucho la realización de las actividades. [My group does not have a good level of English. So, sometimes that makes it very difficult to carry out the activities.] SSMC

La profe nos ha dado una responsabilidad, si se le puede llamar así, que te exige a ti igual poder entender tanto la teoría, como también poder explicar y también al hablar. [The teacher has given us a responsibility if you can call it that, and it requires you to understand both the theory, as well as being able to explain and also to speak.] SSMC

Equally important, peer teachers' anxiety was part of the drawbacks found. The teacher applied the pear teaching strategy to support weak students' learning and reinforce strong students' knowledge. So, the peer teachers were not assessed by the group work, but by the support given to their classmates to avoid them feeling pressure of presenting a task on dependence of their partners. However, some weak students rejected the help offered by their peer teachers. On the other hand, strong students found it difficult to explain the contents and instructions to their classmates due to the differences between their English levels. Also, they tended to feel pressure for comprehending the classroom topics and workgroup instructions

since they needed to explain it to their classmates. Hence, they sometimes got frustrated because their explanations were not enough to guide their classmates. In consequence, some strong students felt anxiety and took their group-mates as a hindrance. Thus, the data presented makes contrast with Huang & Xing (2012) who stated that students who teach are more motivated than students who are being corrected by their peers. Additionally, students' lack of knowledge about peer teaching may produce difficulties such as not being involved in the class, poor participation, and no interaction between the members of the group (Karim & Mohammed, 2018).

TIME MANAGEMENT

Extracts from the teacher's interview

Yo ya planifico con un determinado tiempo. Entonces voy monitoreando y digo cinco minutos más o diez minutos más. [I already plan for a certain time. So, I go monitoring and say five more minutes or ten more minutes.] ETFC

Lo que siempre hago en la planificación es probar las actividades, si a mí me lleva cinco minutos, entonces les doy diez minutos o si el curso se demora, entonces quince minutos. Siempre es el doble o el triple del tiempo del que yo me demoro. [What I always do in planning is to try the activities, if it takes me five minutes, I give them ten minutes or if the course is delayed, then fifteen minutes. It is always double or triple the time that I take.] ETFC

En el caso de flipped classroom ya no es una actividad tradicional, sino que es una tarea (un producto) y lleva más tiempo. Y yo creo que este es otro punto que debo reflexionar. [In the case of flipped classroom, it is no longer a traditional activity, but rather a task (a product) and takes more time. And I think this is another point that I should reflect on.] ETFC

Extracts from the strong students' focus group

Un factor que teníamos en contra era el tiempo, como ustedes saben son muchos chicos que tienen dificultad en el idioma, entonces por ende necesitan más tiempo tanto como para la explicación, como para la realización de la tarea. [One factor that we had against was time, as you know there are many guys who have difficulty in the language, so they need more time both for the explanation and for completing the task.] SSMC

Realmente nos falta el tiempo por lo que tenemos que explicarles, y de ahí mientras estamos haciendo la actividad porque tenemos que corregirlos. En el speaking el único día que tuvimos problemas fue la primera porque nos estábamos adaptando al cómo trabajar. Y bueno, en el writing sí nos ha faltado tiempo más que nada porque tengo que hacer las correcciones, Y como dijo mi compañera, tengo que hacer una explicación del tema. [We really lack the time for what we have to explain to them, and from there while we are doing the activity because we have to correct them. In speaking, the only day we had problems was the first because we were adapting to how to work. And well, in the writing we have lacked time more than anything because I have to make the corrections, and as my partner said, I have to explain the subject.] SSDS

Dentro del tiempo de la profe, no se toma en cuenta este tiempo de explicación, sino ella da un tiempo donde ya solo se empiece con la tarea. Entonces si ha traído inconvenientes en ese sentido. [Within the teacher 's time, this explanation time is not taken into account, but she gives a time where the task is only started. So, if she has brought inconvenience in that sense.] SSMC

Extracts from the average students' focus group

No todos tenemos el mismo nivel de aprendizaje; unos se van a tardar más y otros menos. Entonces, por mi parte esa es una dificultad porque la profesora se va a enfocar en el tiempo que ella rige, pero no todos van a terminar al mismo tiempo. [We do not all have the same level of learning; some will take longer and some will take less. So, for my part, that is a difficulty because the teacher is going to focus on the time she planned, but not all of them are going to finish at the same time.] ASDO

Tenemos la dificultad del tiempo. Muchas veces las actividades finalizan una hora después de que terminó la clase. [We have the difficulty of time. Activities often end an hour after class ends.] ASCM

Por falta de tiempo nos dividimos ciertas partes y al momento de terminar todo hacemos una revisión de todo el trabajo. [Due to lack of time, we divide certain parts and when we finish everything, we do a review of all the work.] ASDC

Considero que el tiempo que nos da la profesora es muy corto y sinceramente es como que un poquito estresante realizar las cosas al apuro (...) y eso crea cierta dificultad tanto para los que saben un poco más como con los que no. Entonces esa circunstancia del tiempo crea una atmósfera de realizar las cosas al apuro. [I consider that the time the teacher gives us is very short and it is honestly like a bit stressful doing things in a hurry (...) and that creates a certain difficulty for both those who know a little more and those who don't. So that weather circumstance creates an atmosphere of rushing things through.] ASDO

 Extracts from the weak students' focus group

En este producto la profesora si es más flexible con el tiempo porque el anterior producto a veces nos daba menos tiempo. [In this product the teacher is more flexible over time because the previous product sometimes gave us less time.] WSEP

Yo considero que el tiempo que la profesora nos ha dado para desarrollar las actividades es algo corto porque a mi grupo en algunas ocasiones si nos ha faltado el tiempo para poder terminar con todas las actividades, pero sí reconozco que la profesora ha sido flexible. [I consider that the time that the teacher has given us to develop the activities is somewhat short because on some occasions my group has lacked the time to be able to finish all the activities, but I do recognize that the teacher has been flexible.] WSCM

La profesora ha sido muy comprensible y flexible con el tiempo, siempre nos da 5 minutos, 10 minutos más o lo que sea necesario para que podamos terminar con las actividades. [The teacher has been very understanding and flexible with time, she always gives us 5 minutes, 10 more minutes or whatever is necessary so that we can finish with the activities.] WSMT

Additionally, time management had a negative impact during the application of the method. The teacher established the time by taking into account how long it would take her to do the same activity. Then, she doubled or tripled the time for the students' group work task. However, she used to add extra time while she was monitoring the task development. Even so, strong students needed more time since they had to explain the content and instructions to their group-mates as well as correct them. Equally, average students did not have enough time since they needed to keep working after the set time. They also had difficulties accomplishing the task on time because of their different English levels, which was stressful for some of them. On the other hand, although weak students needed some extra time for completing the

activities, it was solved by the teacher. Espinosa & Soto (2020) establishes that "time management can also motivate or demotivate students. Not everyone can perform an activity in the same time span; consequently, it is essential to give extra minutes to students who require it so that they do not feel frustrated or demotivated" Furthermore, high academic performance students generally can have diverse time management tactics compared with mid-performing and poorly performing students (Uzir, 2020). In consequence, teachers also need to train students in strategies to manage time effectively (Auld, 2020).

CONNECTIVITY

Extracts from the teacher's interview

No se si son pretextos o si en realidad tienen problemas con el internet. Siempre dicen eso, bueno no todos. [I do not know if they are pretexts or if they actually have problems with the internet. They always say that, well not everyone.] ETFC

Extracts from the strong students' focus group

En esta última actividad prácticamente trabajé solo con una chica más que me ayudó porque las otras dos se desconectaron. [In this last activity, I practically worked only with one more girl who helped me because the other two disconnected.] SSDS

Hay más problemas de internet que interfieren con la participación. [There are more internet problems that interfere with participation.] SSGC

El único inconveniente es cuando mis compañeros en las actividades grupales no tienen acceso a internet, es un poco fastidioso porque no pueden ayudar a completar la actividad. [The only downside is when my classmates in group activities don't have internet access. It is a bit annoying because they can't help complete the activity.] SSDS

Extracts from the average students' focus group

Hay muchos problemas con el internet y las páginas de trabajo. [There are many problems with the internet and web sites.] ASDC

No todos tenemos la misma calidad o acceso a internet. [Not all of us have the same quality or access to the internet.] ASAJ

Esto es porque no todos tienen un plan de internet que sea bueno, entonces, en caso de que hagamos actividad de speaking, uno habla y el otro no entiende. Allí hay problemas tanto como para el compañero que habla y para el otro que está intentando escuchar. [This is because not everyone has a good internet plan, so when we do "speaking activities", one speaks and the other does not understand. There are problems there both for the classmate who is speaking and for the other who is trying to listen.] ASDO

No todos tenemos los mismos instrumentos y esa perspectiva no es atendida por la profe. Puede que suene gracioso, pero a muchos compañeros no les funciona el micrófono o se les va la luz y por ese motivo no podemos desarrollar las actividades. [Not all of us have the same instruments and that perspective is not addressed by the teacher. It may sound funny but for many classmates, the microphone does not work or the power goes out and for that reason, we cannot carry out the activities.] ASAJ

Extracts from the weak students' focus group

A veces si temenos dificultades en conexión a internet. [Sometimes we have difficulties connecting to the internet.] WSEP

La conexión de internet afecta bastante en el desarrollo de la clase. [The internet connection considerably affects the development of the class.] WSCM

A veces mi conexión de internet es difícil y eso me dificulta mucho en trabajar con mis compañeros y eso afecta a la calificación y todo esto tiene una nota. [Sometimes my internet connection is difficult and that makes it very difficult for me to work with my classmates and that affects the qualification and all this has a note.] WSMT

Lastly, connectivity problems were another factor that affected the method development. The teacher did not know if connectivity problems were real since it was recurrent in some students. Then, strong students had to do the group work task by themselves when their classmates got disconnected. However, some average and weak students had connectivity problems due to the quality of their internet and devices. Hence, it affected their participation in the collaborative activities, as well as their understanding of the class. Consequently, it was affecting their scores. Karimi et al. (2019) claimed that teaching English in an online environment requires an in-depth study of the students' needs such as students' external

problems that could affect the educational process. Equally, Evseeva & Solozhenko (2015); Ansori (2019); and Efriana (2021) establish that the major issues online classes are internet access and electricity.

9. RESEARCH IMPACTS

This research has a considerable educational impact since it evidences the application of a new method. Flipped classroom methodology through SOFLA frameworks bring educators and learners new perspectives in the education process (especially in the online educational methodology). Researchers have discovered the advantages and drawbacks of it considering students and teacher opinions, which would guide English teachers on its implementation. The professors-researchers will be able to apply this new methodology taking into account the results presented in this investigation.

10. CONCLUSIONS AND RECOMMENDATIONS

This study suggests that the main advantages of implementing the flipped classroom methodology by means of SOFLA Framework were: a) good learning experience, b) language learning, c) the collaborative work, d) learning from mistakes, and e) peer feedback. First, students had a good learning experience since they learned through a synchronous and asynchronous learning context. Secondly, student's language learning improved. Although strong students attributed to their individual learning they also connected to correcting classmates' mistakes. Thirdly, collaborative work helped students' skills (especially weak students) since they were able to interact with their classmates and share their ideas. Another advantage was learning from mistakes, these were part of learners' improvement since it was present as learning opportunities. Finally, peer feedback worked thanks to peer correction using SHACK model (share, help, ask and comment), but some students mentioned that teacher corrections are necessary to understand the topic class clearly.

On the contrary, the drawbacks found were: a) lack of compatibility in groups, b) use of the mother tongue, c) peer teachers' anxiety, d) time management, and c) connectivity. Some students were uncomfortable because they preferred to work with groups selected by them rather than the ones made up by the teacher. Nevertheless, strong students were suggested to use the mother tongue with their groups, average students were also using it. Hence, strong students felt some anxiety and stress due to their responsibility as peer teachers. Also, the time set for the activities and connectivity problems affected the group tasks development and learning.

Despite the drawbacks, results affirm it was advantageous for students' learning. The use of SOFLA Framework to implement online flipped classrooms is suggested to teach English to university students. Then, it is recommended to develop future investigations by using bigger samples and applying more class sessions.

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12.   ANNEXES

12.1 Annex 1. Informed consent

12.1.1 Strong students informed consent

HOJA DE CONSENTIMIENTO INFORMADO

Yo, [_____] consiento que David Suarez y Odalis Vega, estudiantes de la carrera de Pedagogía de los idiomas nacionales y extranjeros-inglés, utilicen la información y comentarios sobre mi experiencia docente que emito de manera voluntaria, para fines académicos y científicos, incluyendo publicación y divulgación, con la garantía de confidencialidad y resguardo de los datos que puedan identificarme de manera personal.

Latacunga, 7 de junio de 2021.

[_____]

_____

Firma

C.I.: [_____]

12.1.2 Average students informed consent

HOJA DE CONSENTIMIENTO INFORMADO

Yo, [_____] consiento que David Suarez y Odalis Vega, estudiantes de la carrera de Pedagogía de los idiomas nacionales y extranjeros-inglés, utilicen la información y comentarios sobre mi experiencia docente que emito de manera voluntaria, para fines académicos y científicos, incluyendo publicación y divulgación, con la garantía de confidencialidad y resguardo de los datos que puedan identificarme de manera personal.

Latacunga, 7 de junio de 2021.

[_____]

_____

Firma

C.I.: [_____]

12.1.3 Weak students informed consent

HOJA DE CONSENTIMIENTO INFORMADO

Yo, [_____] consiento que David Suarez y Odalis Vega, estudiantes de la carrera de Pedagogía de los idiomas nacionales y extranjeros-inglés, utilicen la información y comentarios sobre mi experiencia docente que emito de manera voluntaria, para fines académicos y científicos, incluyendo publicación y divulgación, con la garantía de confidencialidad y resguardo de los datos que puedan identificarme de manera personal.

Latacunga, 7 de junio de 2021.

[_____]

_____

Firma

C.I.: [_____]

12.1.4 Teacher informed consent

HOJA DE CONSENTIMIENTO INFORMADO

Yo, _____ consiento que David Suarez y Odalis Vega, estudiantes de la carrera de Pedagogía de los idiomas nacionales y extranjeros-inglés, utilicen la información y comentarios sobre mi experiencia docente que emito de manera voluntaria, para fines académicos y científicos, incluyendo publicación y divulgación, con la garantía de confidencialidad y resguardo de los datos que puedan identificarme de manera personal.

Latacunga, 7 de junio de 2021.

_____

_____

Firma

C.I.: _____

12.2 Annex 2. Focus groups guide (students)

1. ¿Cómo desarrolla la profesora las clases de inglés?

2. ¿Te has sentido a gusto en las clases de inglés y durante las actividades grupales al final de la clase?

3. ¿Consideras que tus habilidades en inglés han mejorado o no con los trabajos grupales?

4. ¿Cuál ha sido tu experiencia con respecto a los trabajos grupales o en pareja?

5. ¿Cómo te sientes con respecto a la ayuda grupal o en pareja? ¿Cuál ha sido tu experiencia con tu compañero de trabajo, buena o mala?

6. ¿Consideras que tu pronunciación en inglés ha mejorado o no con los trabajos en equipo?

7. ¿Tu conocimiento de palabras o vocabulario en inglés ha crecido o disminuido con la aplicación de trabajos en equipo?

8. ¿Tu fluidez en el idioma inglés ha mejorado, o tienes la habilidad de hablar más rápido en el segundo idioma gracias a los trabajos colaborativos en clase; o tu rendimiento en este aspecto ha sido perjudicado?

9. ¿Crees que el trabajo en parejas te ha ayudado en la selección de palabras a la hora de escribir, tu compañero te ayuda en este aspecto o tú lo ayudas a él?

10. ¿Sientes que las actividades en grupo o pareja te han ayudado a mejorar tu gramática al escribir?

11. ¿Crees que la retroalimentación en pareja te ha ayudado a disminuir tus errores ortográficos en inglés?

12. ¿Los trabajos en equipo te han ayudado con la redacción de tus oraciones? ¿Tu compañero te recomienda usar oraciones más complejas?

13. ¿Se han sentido cómodos con el tiempo asignado por la profesora para cada actividad?

12.3 Annex 3. Interview guide (teacher)

1.   ¿Cuántos años lleva enseñando el área del inglés?

2.   ¿Cómo implementa usted el flipped classroom?

3.   ¿Por qué considero aplicar flipped classroom y peer feedback?

4.   ¿Usted considera que flipped classroom influencia sobre el progreso de los estudiantes?

5.   ¿Cómo usted aplica el peer feedback? ¿Hay alguna diferencia en la aplicación acorde a cada grupo, entre los estudiantes strong, weak, and average?

6.   ¿Los estudiantes que están siendo ayudados por los peer teacher están conscientes de que un alumno con mayor desarrollo en sus habilidades los está guiando?

7.   ¿Cuáles son los recursos que usted aplica para flipped classroom y peer feedback?

8.   ¿Usted considera que ha habido un progreso o no en los estudiantes aplicando flipped classroom y peer feedback en la pronunciación, vocabulario y fluidez?

9.   ¿Y hablando de writing, usted considera que ha habido un progreso o no en word choice, grammar structures, spelling, y sentence structure?

10.   ¿Ha notado usted complicaciones en la aplicación del online flipped classroom? o ¿Ha habido algunas limitaciones como el internet o con la organización de los grupos?

11.   ¿Cómo planifica usted la distribución del tiempo que va a requerir cada actividad?

12.   ¿Cuándo los chicos se reúnen en los grupos? ¿Se les solicita que específicamente mantengan el diálogo en inglés?