



UNIVERSIDAD DE CUENCA

Facultad de Filosofía, Letras y Ciencias de la Educación

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

Flipped Learning to Enhance Reading and Writing in Primary and Secondary
School English Classrooms

Trabajo de titulación previo a la
obtención del título de
Licenciada en Pedagogía del
Idioma Inglés

Autora:

Clara Yuleth Juela Correa

CI: 0107169013

Correo electrónico: clara.juelac@gmail.com

Directora:

Lcda. Adriana Patricia Mora Jaramillo, Mgt.

CI:0107169013

Cuenca, Ecuador

02-marzo-2022



Resumen:

Esta síntesis de investigación está destinada a determinar los efectos del aprendizaje invertido (Flipped Learning) en las habilidades de lectura y escritura de los estudiantes del idioma inglés en el contexto de la educación a nivel primario y secundario. Por lo tanto, se han tomado en cuenta dieciséis estudios realizados en los escenarios antes mencionados. Un criterio importante para la selección de los estudios fue que estos debían ser llevados a cabo en clases de inglés de los niveles primario y secundario sin discriminar si el idioma era aprendido como segunda lengua o como lengua extranjera. Los estudios se examinaron para descubrir el impacto del aprendizaje invertido en las habilidades de lectura y escritura de los estudiantes mediante el análisis de las ventajas y desventajas que estudiantes y docentes experimentaban y sus perspectivas hacia la estrategia. Se incluyeron estos aspectos con el propósito de descubrir si el aprendizaje invertido puede impulsar el desarrollo de las habilidades de lectura y escritura. Los resultados que los docentes y estudiantes percibieron y, por tanto, sus perspectivas, se centraron en aspectos de la clase invertida como sus beneficios y desventajas en el aprendizaje del inglés y las actitudes de los participantes. El análisis ayudó a proponer que el aprendizaje invertido es una estrategia prometedora para impulsar las habilidades enfocadas. De igual manera, esta investigación permitió establecer la relevancia y necesidad de conocer con más profundidad la aplicación de esta estrategia dentro de las aulas en el contexto ecuatoriano en los niveles de educación primaria y secundaria.

Palabras claves: Aprendizaje invertido. Aprendizaje de inglés. Primaria y secundaria. Lectura. Escritura. Percepciones.



Abstract:

This research synthesis is meant to determine the effects of Flipped Learning (FL) on students' reading and writing skills in the context of primary and secondary school English classrooms. For this purpose, sixteen research studies conducted in the settings mentioned previously have been taken into account. An important criterion for the selection of the papers was that they needed to be carried out in primary and secondary school English classrooms, without differentiating if the language was learned as a second or foreign language. The studies were examined to discover the impact of FL on students' reading and writing skills by analyzing the advantages and disadvantages that both teachers and students experienced and their perspectives towards this approach. These aspects were included with the purpose of finding if FL could boost the development of the reading and writing skills. The effects that teachers and students perceived and, therefore, their perceptions, were directed towards different aspects of FL, such as its benefits and drawbacks in the English learning process and the feelings of the participants. The analysis helped to establish FL as an encouraging approach for enhancing the target skills. In the same way, this research synthesis allowed to set the relevance and necessity of knowing deeply the use of this approach within the English classrooms in the Ecuadorian context in primary and secondary school settings.

Keywords: Flipped Learning. English classroom. Primary and secondary school. Reading. Writing. Perceptions.



Table of Contents

Resumen	2
Abstract	3
Acknowledgments	9
Dedication	10
INTRODUCTION	11
CHAPTER I	13
Description of the Research	13
1.1. Background	13
1.2. Problem Statement	14
1.3. Rationale	15
1.4. Research Questions	16
1.5. Objectives	17
CHAPTER II	18
Theoretical Framework	18
2.1. Introduction	18
2.2. Grounding of the Flipped Learning Model	19
2.2.1. Cognitive Perspective	19
2.2.2. Cognitive Domain	21
2.2.3. Active Learning	22
2.2.4. Cooperative and Collaborative Learning	23
2.3.1. Blended Learning	23
2.3.2. Pillars of Flipped Learning	24
2.4. Concept of Flipped Learning	26
CHAPTER III	28
Literature Review	28
3.1. Influence of the Flipped Learning Approach in English Language Learning Environments	28
3.1.1. The Influence of Flipped Learning on Reading	31
3.1.2. The Influence of Flipped Learning on Writing	32
3.2. Perspectives on the Use of Flipped Learning in English Language Classrooms	34
3.2.1. Perceptions on Flipped Learning in Primary School	35
3.2.2. Perceptions on Flipped Learning in Secondary School	37
CHAPTER IV	40



Methodology	40
CHAPTER V	42
Analysis of the Data	42
5.1. Location of the Studies	42
5.2. Educational Setting	44
5.3. Advantages and Disadvantages of FL in English Classroom Environments	46
5.3.1. Primary School	46
5.3.2. Secondary School	50
5.4. Influence of FL on Students’ Reading and Writing Skills	55
5.4.1. Primary School Students’ Reading and Writing Enhancement Through FL ...	55
5.4.2. Secondary School Students’ Reading and Writing Enhancement Through FL	57
5.5. Perspectives on the Use of FL in English Language Learning Environments	61
5.5.1. Teachers’ and Students’ Perspectives on FL in Primary School	62
5.5.2. Teachers’ and Students’ Perspectives on FL in Secondary School	66
CHAPTER VI	72
Conclusions and Recommendations	72
6.1. Conclusions	72
6.2. Recommendations	75
References	77



List of Tables

1 Continent of the Studies	42
2 Setting in Which the Studies Were Carried Out.....	44
3 Advantages of FL in Primary School	47
4 Disadvantages of FL in Primary School.....	49
5 Advantages of FL in Secondary School	51
6 Disadvantages of FL in Secondary School.....	53
7 Influence of FL on Primary School Students' Reading Skills.....	55
8 Influence of FL on Primary School Students' Writing Skills	56
9 Impact of FL on Secondary School Students' Reading Skills.....	58
10 Impact of FL on Secondary School Students' Writing Skills	60
11 Perceptions of Primary School Teachers about FL	62
12 Perceptions of Primary School Students about FL.....	64
13 Perceptions of Secondary School Teachers about FL	66
14 Perceptions of Secondary School Students about FL.....	68

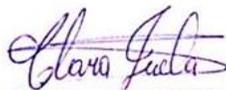


Cláusula de licencia y autorización para publicación en el Repositorio Institucional

Clara Yuleth Juela Correa, en calidad de autora y titular de los derechos morales y patrimoniales del trabajo de titulación "Flipped Learning to Enhance Reading and Writing in Primary and Secondary School English Classrooms", de conformidad con el Art. 114 del CÓDIGO ORGÁNICO DE LA ECONOMÍA SOCIAL DE LOS CONOCIMIENTOS, CREATIVIDAD E INNOVACIÓN reconozco a favor de la Universidad de Cuenca una licencia gratuita, intransferible y no exclusiva para el uso no comercial de la obra, con fines estrictamente académicos.

Asimismo, autorizo a la Universidad de Cuenca para que realice la publicación de este trabajo de titulación en el repositorio institucional, de conformidad a lo dispuesto en el Art. 144 de la Ley Orgánica de Educación Superior.

Cuenca, 2 de marzo de 2022



Clara Yuleth Juela Correa

C.I: 0107169013



Cláusula de Propiedad Intelectual

Clara Yuleth Juela Correa, autora del trabajo de titulación "Flipped Learning to Enhance Reading and Writing in Primary and Secondary School English Classrooms", certifico que todas las ideas, opiniones y contenidos expuestos en la presente investigación son de exclusiva responsabilidad de su autora.

Cuenca, 2 de marzo de 2022

Clara Yuleth Juela Correa

C.I: 0107169013



Acknowledgments

I would like to thank my teachers for being an exemplary model of dedication and care and for all their teachings, which have helped me become a better human being and citizen. I have learned a lot from them. They have gone beyond the curriculum and have been committed to teach and to train honest and reliable professionals. I express special appreciation to my tutor, Master Adriana Mora, for all her help and support during the development of my research synthesis. She showed to be very patient and sympathetic. I would also like to thank my classmates for all the amazing moments we shared. I was able to realize that they are supportive, unselfish, and great colleagues. Finally, I want to acknowledge my great friends Pau, Liz, and Fer. Our friendship goes beyond academic considerations. We supported each other anytime we needed help, encouragement, and consoling words.



Dedication

First of all, I would like to dedicate this work to my parents, Rosmery and Armando, because they have supported me in one way or the other along this journey. I am especially grateful to my mom because she has always encouraged me to become a better person in every way. She has always been a model of perseverance and hard work. I also want to dedicate this thesis to my two aunts and best friends, Cele and Nayeli, since they have brought me up and shared every single achievement with me. Another person who is worth mentioning is my aunt Verito. She always encourages me to work hard to get greater goals, this being the reason that I am sure she is very proud of me. This work is also dedicated to my grandparents Elvia, Vicente, Rosita and Julio because I know they are always praying for me. Last but not least, I am very thankful and dedicate this research work to all my family and friends because everyone has supported me and believed in me from the very moment I decided to study this major.



INTRODUCTION

As it is known, English has become an important language worldwide and, consequently, countries where it is not the native language have intensified the English teaching/learning process to get positive results. Thus, researchers are more interested in analyzing classroom practices to find their weaknesses and possible solutions to improve the English teaching/learning process, as Calle A. M. et al. (2012) suggest. In this context, Flipped Learning (FL) has been on the focus of a higher number of researchers and educators due to the outcomes it has produced (Bergmann & Sams, 2015; Carhill-Poza, 2019; Hultén & Larsson, 2016). However, most of the studies on the approach have taken place at higher education levels (Carhill-Poza, 2019; Chun & Sathappan, 2018; Limia, Dewitt, Alias, & Abdul, 2017; Zou, 2020). Furthermore, there is limited research about the impact of the approach to enhance the reading and writing skills. Therefore, this research synthesis aims at analyzing the impact of the Flipped Learning approach in primary and secondary English classrooms in the reading and writing domains.

Through the analysis of the data, this paper is intended to determine whether FL contributes to improve the target skills or not, to detail the perceptions shared by teachers and students towards the approach, and to provide meaningful information for the corresponding educational community. This research synthesis includes six chapters. Chapter I contains the description of the research, including the background, the problem statement, the rationale, and the research questions and objectives. Chapter II presents the theoretical framework and includes the most important theories and concepts that are the basis of FL. Chapter III talks about the literature review of the studies included in this



paper. Chapter IV explains the methodology used for the purposes of this study. Chapter V comprises the analysis of the data collected and classified in different categories and subcategories. Chapter VI includes the conclusions based on the analysis made and the recommendations for further research.



CHAPTER I

Description of the Research

1.1. Background

The Cambridge Academic Content Dictionary (n.d.) defines reading as “the skill or activity of getting information from books” (definition 1); in other words, it is the ability of acquiring information from any type of text. Going beyond this concept, Stein (1983) affirms that reading corresponds to the comprehension of the message that the author tries to convey and to the interpretation of the readers based on their own goals. Jaramillo, Vargas, Cabrera, Vivanco, and Zuniga (2019) state that the reading skill is the basis for developing the other language skills since it allows learners to obtain and acquire information, to increase their vocabulary, and to learn spelling and grammar.

On the other hand, the Cambridge Academic Content Dictionary (n.d.) describes writing as the skill of constructing and organizing written texts. In addition, Stein (1983) defines writing as the domain with which people express ideas in a clear, logical, understandable, organized, and coherent way by using written communication. Cabrera et al. (2014) affirm that it is essential to become proficient in the writing skill in order to achieve an ideal linguistic competence, which will help students academically in the future.

Making emphasis on language skills in general, Siphora and Lynch (2019) affirm that learning strategies are tools that help students develop and improve their language learning abilities. According to Lave and Wenger (1998), Kumaravadivelu (2016), and Prabu (1990), such strategies have evolved along the years by taking into account past and current practices to generate new ones (as cited in Carhill-Poza, 2019). In this context, the Flipped Learning approach has emerged as a pedagogical strategy in the field of Blended Learning,



which is a dynamic system that evolves and adapts to students' and teachers' needs, the demands of society, and the technological advances (Wang, Han, & Yang, 2015).

According to Bergmann and Sams (2015), Flipped Learning (FL) involves not only having students watching videos at home and doing homework in class, but also a “student-centric” model that is flexible and adaptable to any classroom environment. As students watch videos at home, they attend class to ask questions and to receive feedback from their teachers; in addition, they have more time to accomplish cooperative learning and meaningful activities (Bergmann & Sams, 2012).

1.2. Problem Statement

Even though there are studies regarding the effects of using the Flipped Learning model in English classrooms, most of them have been conducted in the context of higher-level education (Carhill-Poza, 2019; Chun & Sathappan, 2018; Limia, Dewitt, Alias, & Abdul, 2017; Zou, 2020). This fact produces a lack of information about the contribution of FL in primary and secondary Latin-American school classrooms. Moreover, it was not possible to find studies about its effects on students' reading and writing skills in this context.

The Flipped Learning approach has taken popularity in the last years in both education and research (Hultén & Larsson, 2016), since it provides a student-centered environment flexible to each classroom and each student (Bergmann & Sams, 2015). Many studies around this pedagogical strategy have shown significant advances in students' outcomes (Carhill-Poza, 2019). Even though the Ecuadorian curriculum of education makes emphasis on the use of communicative strategies in the English teaching/learning process, teachers continue using traditional classroom environments and methods (Calle, A. M. et



al., 2012). This fact does not help students neither to become autonomous nor to cultivate their intrinsic motivation (Cevallos, Intriago, Villafuerte, Molina, & Ortega, 2017; Burgin & Daniel, 2017). Similarly, Ayçiçek and Yanpar (2018) point out that the traditional models are not efficient in current education since they do not provide the required learning environment to develop abilities effectively and to reach out the global demands.

1.3. Rationale

The purpose of this research synthesis is to analyze the effects of the Flipped Learning approach on primary and secondary students' reading and writing skills in the context of English learning. Many studies have examined the impact of the Flipped Learning model in English classrooms in higher levels of education, like for example Kim M., Kim S., Khera, and Getman (2014, as cited in Aghaei, Rajabi, Lie, & Ajam, 2019), McLaughlin et al. (2016, as cited in Aghaei et al., 2019), AlRowais (2014, as cited in Al-Harbi & Alshumaimeri, 2016), and Alharbi (2015, as cited in Al-Harbi & Alshumaimeri, 2016), among others. However, there is a lack of knowledge about its effect in primary and secondary schools. In addition, the studies found in our context, in general, are not related to the reading and writing skills.

Since the English language has become very important globally, researchers and educators have searched for strategies that help students get an appropriate English level of proficiency. In the Ecuadorian context, English is learned as a foreign language and the teaching/learning process includes all the language skills: reading, listening, writing, and speaking (Ministerio de Educación, 2017). Parodi (2007) points out that reading and writing are the skills most students have problems with and suggests that both language skills are related processes. In this context, this research synthesis will provide an insight



about the contribution of the Flipped Learning approach as a strategy that boosts the students' reading and writing skills.

Research by Jaramillo et al. (2019) points out that Ecuadorian EFL learners struggle with the reading skill, which they associate with their poor comprehension ability and the lack of practice. On the other hand, Ecuadorian EFL learners have problems when developing the writing skill as they are influenced by their first language (Cabrera et al., 2014). According to Nunan (1999, as cited in Cabrera et al., 2014), writing is the most difficult skill to develop in language learning, especially if it is a second or foreign language.

The data analyzed through this research synthesis provides information about the Flipped Learning approach and its contribution to English classrooms in the context of primary and secondary schools. Taking into account its classroom model and tools, FL is presented as a strategy to cover students' needs and to find a solution to students' difficulties related to the reading skill, which is fundamental for language learning, and to the writing skill, which is the most benefited from it. Moreover, this research synthesis takes into account students' and teachers' perspectives towards FL since they are important to select appropriate English teaching and learning strategies (Homma, 2015).

1.4. Research Questions

On the basis of previous studies, this research synthesis includes the following research questions:

1. What is the impact of the Flipped Learning approach in primary and secondary English classrooms?



2. How does the Flipped Learning approach influence on English primary and secondary school students' reading and writing skills?
3. What are the perceptions of English teachers and students towards the Flipped Learning approach in primary and secondary schools?

1.5. Objectives

Based on previous studies, this research synthesis has the following goals:

Aim

To analyze the impact of the Flipped Learning approach in primary and secondary English classrooms.

Specific Objectives

- To examine the influence of the Flipped Learning approach on primary and secondary English learners' reading and writing skills.
- To explore primary and secondary English teachers' and students' perspectives towards the Flipped Learning approach.



CHAPTER II

Theoretical Framework

2.1. Introduction

As in other approaches and models, the Flipped Learning (FL) model is based on some theories that shape the way the teaching and learning process is carried out. For instance, Bishop and Verleger (2013) and Brame (2019) point out that important concepts include the constructivist theory, collaborative or cooperative learning, active learning, and thinking skills development. In this chapter, the sections titled Cognitive Perspective, Cognitive Domain, Active Learning, and Cooperative and Collaborative Learning include the concepts previously mentioned and their definitions. It is important to highlight that other teaching and learning methods also take into account the abovementioned terms; however, what differentiates FL from other approaches is the classroom environment it creates, the way in which content is delivered, and the use of different technological devices (Bergmann & Sams, 2012). For that reason, another section of this chapter explains the concepts that surround the Blended Learning approach, technological education, and features regarding FL, which are arranged into the sections titled Blended Learning and Pillars of the Flipped Learning approach respectively. Finally, based on the descriptions provided in the previous sections, the concept of FL is stated. Understanding the theories and concepts that surround FL would help to comprehend what it is about, its features and characteristics, and its importance in the teaching and learning process of English.



2.2. Grounding of the Flipped Learning Model

2.2.1. Cognitive Perspective

Lage, Platt, and Treglia (2000) assure that FL has students to check material with anticipation and be prepared for classes. In that way, it pays attention primarily to meaningful in-class activities, which create a student-centered environment that, according to the aforementioned authors, takes into account Piaget's theory about cognitive conflict and Vygotsky's Zone of Proximal Development (Bishop & Verleger, 2013).

First, Piaget (1998) explains that the contact learners have with objects and space are fundamental for learning as they make them realize the meaning of the objects and transform them through a balance between assimilation and accommodation. Piaget (1998) defines assimilation as a process of understanding external information based on old acquired knowledge. On the other hand, the author explains that accommodation is interpreted as a process that, after assimilation, involves the change of old knowledge by taking into account the new one. Therefore, learning is equivalent to continuous construction, which means that it occurs with experimentation, transformation, and modification of the received knowledge. Such constructions known as cognitive schemes are created or adapted based on random interactions with the environment, or discoveries, and spontaneous initiatives or inventions of the learners. According to Garner (2008, as cited in Blake & Pope, 2008), Piaget considered that people internalize information by linking it with previous structures and experiences, making connections and deducing rules. Based on these concepts, FL takes constructivism as part of the classroom environment in order to make students acquire meaningful knowledge and learning (Michael, 2006; Bishop & Verleger, 2013). On the other hand, Piaget (1991) affirms that people, as social beings, are always in contact with other people. In this respect, collaboration plays a very important



role in verbal exchange among people and the immersion of individual actions into common work. According to Piaget, students after the age of 7 are able to coordinate their own standpoints and the ones from other people to develop collective work efficiently. From this perspective, FL promotes learning based on collaboration (Foot & Howe, 1998, as cited in Bishop & Verleger, 2013), which is seen as an important social behavior and the basis for the reconstruction of the world in collaboration with others.

Another important theory taken into account is the Vygotskian one. Vygotsky (1978) affirms that the learning process constructs the Zone of Proximal Development (ZPD) and involves internal developmental processes that function when learners interact and work cooperatively with the people around them. He explains that the ZPD is a metaphorical space between what students can do independently and what they can do with assistance or in cooperation with peers, which is known as the Level of Potential Development (LPD). He says that even though students have the same age, they have different levels of development; for that reason, students can start to learn from their peers who could be more *capable* to solve a problem. This interaction between the learner and the people around them serves as the basis for the learner's independent development of more complex internal processes. In that way, Vygotsky focuses not only on the already acquired learning but also on what is in the process of becoming part of students' independent achievement or Zone of Actual Development (ZAD) after a process of maturation thanks to guidance or cooperative work. At this point, the author points out that teachers are the ones in charge of guaranteeing the progress of such development by using cognitive strategies that stimulate the internalization of what they do in cooperation. Taking into account this theory, FL relies on achieving learning through cooperation (Foot & Howe, 1998, as cited in Bishop &



Verleger, 2013). Moreover, it involves different types of learning: peer-assisted, collaborative, cooperative, problem-based, and active learning (Bishop & Verleger, 2013).

2.2.2. Cognitive Domain

Focusing on the constructivist model that FL includes, it is also vital to consider Bloom's revised taxonomy, formally known as the Taxonomy of Educational Objectives (Krathwohl, 2002), which is a framework for setting learning achievements and goals hierarchically. Anderson and Krathwohl (2001, as cited in Brame, 2019) point out that the revised Taxonomy has six levels of cognitive domain or six cognitive processes - remembering, understanding, applying, analyzing, evaluating, and creating. As students preview theories and concepts through instructional material, they apply and practice lower-order thinking skills at home (remembering and understanding). On the other hand, students put into practice and develop higher-order thinking skills (applying, analyzing, evaluating, and creating) while they work on class activities prepared by the teacher, which promotes a deeper understanding of the previewed information (Brame, 2019). The aim of FL is to make students practice higher-order thinking skills as they are demanded to solve meaningful problems related to the real world and not only related to memorizing information (Conklin, 2012, as cited in Alsowat, 2016). Furthermore, according to Berrett (2012, as cited in Hung, 2014), the development of higher order thinking skills is possible under scaffolding, a process involving the support not only from teachers but also from peers. A clear definition of scaffolding is provided by Pinter (2011), who says that it is a sort of assistance in which teachers guide, support, facilitate, and encourage students to accomplish a problem-solving task. This fact reaffirms the importance of making collaboration and cooperation part of the classroom.



2.2.3. Active Learning

Chickering and Gamson (1987, as cited in Bonwell & Eison, 1991) explain that meaningful learning occurs when students think about what they learn, work on it, relate the new knowledge with the previous one, use it, and make it part of their daily activities. For that reason, FL relies on approaches that promote active learning as an important pillar in in-class time to develop meaningful learning experiences, which are essential to learn through constructivism and cooperation (Brame, 2019). Active learning is defined as a method that makes learners get more involved in their own learning processes (Prince, 2004, as cited in Bishop & Verleger, 2013), and its main focus is on the students and the activities they do (Michael, 2006). Additionally, Bonwell and Eison (1991) affirm that active learning gives priority to the development of learners' skills and their deeper understanding of their own behavior and principles. Michael (2006) assures that this type of learning consists of students actively participating and collaborating in the construction of not only knowledge but also meaning and comprehension of that knowledge by collecting information, thinking about that information, and putting it into practice while developing problem solving tasks. Similarly, Brame (2019) suggests that active learning demands students to connect old mental schemes with new knowledge to improve and develop better understanding. In that way, it involves engaging activities that require students to apply higher order thinking skills, such as analyzing, synthesizing, and evaluating (Bonwell & Eison, 1991). Furthermore, according to Michael (2006), such activities and tasks match students' needs and learning styles to help them learn about complex topics.



2.2.4. Cooperative and Collaborative Learning

As mentioned before, FL takes into account cooperation and collaboration, which are concepts that in some situations are used interchangeably. For that reason, it is important to consider their differences. According to Foot and Howe (1998), both branches correspond to Peer-Assisted Learning. On the one hand, the authors define Cooperative Learning as forming group works, in which the assigned task is divided into parts and the members are in charge of accomplishing a part on their own to subsequently join them and discuss with the others to have the final work. The authors point out that this concept is the basis for Collaborative Learning that, on the other hand, is more collaborative in the sense that all the members of a group are engaged in the completion of a whole task, and they provide feedback to each other. In that way, they explain that the main difference between both types of learning is that while in Cooperative Learning students become experts in a single topic to be delivered to the other members, in Collaborative Learning the work is not split and students learn together through interaction. Based on these definitions, FL takes into account both types of learning as it involves group-based classroom activities (Bishop & Verleger, 2013).

2.3. Fundamentals of the Flipped Learning Model

2.3.1. Blended Learning

In the words of Hung (2014), FL is a “pedagogical approach to blended learning” (p. 81) used in e-learning environments. Bonk and Graham (2016) state that Blended Learning implies what Graham calls *distributed environments*, as it involves face-to-face instruction and technology-based education. The authors point out that those environments promote two types of interaction: student-material interaction that is carried out at home with the help of technology, and human-human interaction that occurs during face-to-face



instruction. Such definitions put into evidence the vital role of technology throughout the educational process in a Blended Learning environment and, as Staker (2011) affirms, students possess more control of their own learning. In addition, Kazakoff, Macaruso, and Hook (2017) describe the flexibility of blended learning as it can be adapted according to educational goals and physical environments; however, it is essential to mention that the fact of introducing technology into education is not associated only to blended learning. Therefore, in order to differentiate it from other approaches that use technology, it is important to note that blended learning allows students to have some control over the time, setting, and pace at which they review content material prepared specifically around the topic of a class (Staker, 2011). Moreover, blended learning takes learning beyond by changing the traditional roles of teachers, class scheduling, the place where learning occurs, and the content delivery approaches (Staker, 2011). Based on the concepts provided before, it is evident that blended learning is the approach that influences FL regarding the concept of classroom model and its flexibility.

2.3.2. Pillars of Flipped Learning

Brame (2019) assures that FL exploits the power of dynamic virtual instruments; therefore, it is essential to understand what Spector (2016) calls *educational technology*. He explains that educational technology implies “the disciplined application of knowledge for the purpose of improving learning, instruction, and/or performance” (p. 10). The author explains that it possesses six fundamentals that make people become lifelong learners able to be responsible and efficient, think critically, and solve problems. The first pillar is communication, which is important as the people involved in the educational context have different experiences and knowledge and, through communication, can exchange



information. The second pillar refers to interaction that, according to the author, corresponds to individual or collective relationships that help learners build confidence and competence. The next fundament is the environment, and it refers to the place where learning and instruction occur and to the atmosphere and factors that surround learners and educators. Culture is the fourth pillar and it has to do with the rules and traditions kept by the community in which education is carried out. The fifth pillar is instruction, which is associated to the strategies, methods, concepts, and values that make learning possible. Finally, the sixth fundament is learning; it englobes the processes of acquiring knowledge and reinforcing students' performance according to their features, beliefs, knowledge, and skills. The author ends up by affirming that all the pillars described above are connected to each other in one way or another.

On the other hand, the Flipped Learning Network (2014), in its definition of FL, suggests that it has its basis on four pillars that correspond to the acronym FLIP. The first letter stands for Flexible Environment as FL allows personalization and adaptation, as supported by Bergmann and Sams (2012). The second letter corresponds to Learning Culture since it is student-centered and pays attention to providing useful learning opportunities, as Bishop and Verleger (2013) and Brame (2019) explain. The next pillar is Intentional Content, which is supported by Bergmann and Sams (2012), who point out that teachers are in charge of preparing what to teach and how to do it, selecting the appropriate materials, methods, and techniques to be used according to the students' features, needs, and interests. Finally, the last pillar is Professional Educator and considers the teachers' level of responsibility and commitment. They have the role of making FL work by assessing students and giving them feedback (Bergmann & Sams, 2012). Furthermore, Lee



(2018) suggests that the acronym PED that complements FLIP stands for “progressive activities, engaging experiences, and diversified platforms” (p. 3). Hence, FL allows the application of active learning activities, and these go hand in hand with the students’ progress and their complexity increases depending on students’ learning and needs. In the same way, such activities should be challenging and engaging enough in order to promote interactive and collaborative participation in class (Brame, 2019) through different computer media and approach combinations (Bishop & Verleger, 2013; Lage et al., 2000; Bonk & Graham, 2016).

2.4. Concept of Flipped Learning

Even though the term Flipped Learning has been heard only in the last few years, it did not appear recently (Hao, 2016). In 2006, when the concept was used for the first time, it was known as flipped classroom or inverted classroom (Bishop & Verleger, 2013), being a strategy that involved watching videos before attending class (Bergmann & Sams, 2012). According to Brame (2019), FL involves making students interact with the content material outside the classroom, assimilating the knowledge and later discussing it in class by means of student – student interaction and the use of problem solving, debates, and/or discussions. The classroom model created by FL is a student-centered one, and its main features are collaboration and optimized learning spaces in a flexible and adaptable environment to students’ learning styles, situations, and needs. Furthermore, it can be implemented jointly with other methods to be more practical because a single model does not fit every single student (Bergmann & Sams, 2012). Moreover, an important feature of FL is the use of technology, which provides learners with innovative opportunities to learn (Alexander, 1995, as cited in Lage et al., 2000). Another significant characteristic of this approach is the



use of active learning approaches in face-to-face sessions (Brame, 2019). In that way, it includes interactive online resources used at home and cooperative and active learning activities inside the classroom (Brame, 2019; Bishop & Verleger, 2013). Additionally, this classroom environment allows teachers to provide meaningful feedback while students develop the planned activities, which are engaging and provide purposeful learning experiences (Brame, 2019).



CHAPTER III

Literature Review

In this chapter, a brief summary of the revised literature is presented. According to the objectives of this research synthesis, the studies have been categorized into sections that provide information about the effects of using Flipped Learning (FL) within the English classroom in the context of primary and secondary school and the standpoints of both teachers and students. In this line of thought, these sections are titled Influence of the Flipped Learning Approach in English Language Learning Environments and Perspectives on the Use of Flipped Learning in English Language Learning Environments.

3.1. Influence of the Flipped Learning Approach in English Language Learning Environments

The traditional approaches are the barriers for students to develop their language skills (Alrabai, 2016, as cited in Al-Harbi & Alshumaimeri, 2016); therefore, different models have been applied to change that reality. Since Flipped Learning (FL) has been successful in higher education levels regarding academic achievement (O’Flaherty & Phillips, 2015, as cited in Carhill-Poza, 2019), it has also been applied in the context of primary and secondary schools (Bergmann & Sams, 2012). According to Najmi (2020), there are research papers that demonstrate that FL has beneficial results in English language learning. In general, the most outstanding effect is the amount of time left to interactive, dynamic lessons, which contribute to deeper understanding of content by using active learning activities, which at the same time promote the development of higher order thinking skills through collaborative group works, problem-based tasks, projects, discussions, and conversations (Aghaei et al., 2019; Andujar & Nadif, 2020; Arifani, Asari,



Anwar, & Budianto, 2020; Ayçiçek & Yanpar, 2018; Carhill-Poza, 2019; Chun & Sathappan, 2018; Hao, 2016; Hashemifardnia, Namaziandost, & Shafiee, 2018; Hultén & Larsson, 2016; Kırmızı & Kömeç, 2019; Limia, Dewitt, Alias, & Abdul, 2017; Najmi, 2020; Rigoutsou, 2018). As these kinds of activities are included in the lessons, students act as active learners who are engaged in and motivated to solve problems, to construct knowledge and, consequently, to learn (Kırmızı & Kömeç, 2019; Najmi, 2020; Rigoutsou, 2018; Zou, 2020). Another important benefit of using FL is the availability to content material and the opportunity to access to it at any time, everywhere, and as many times as wanted (Aghaei et al., 2019; Al-Harbi & Alshumaimeri, 2016; Andujar & Nadif, 2020; Ayçiçek & Yanpar, 2018; Hashemifardnia, Namaziandost, & Shafiee, 2018; Huang & Hong, 2016; Kırmızı & Kömeç, 2019; Najmi, 2020). Due to that fact students are more exposed to the target language and to authentic and meaningful English learning situations (Alhaj, 2005 & Munhal, 2009, as cited in Limia et al., 2017), they receive both intensive and extensive language input (Aghaei et al., 2019). Moreover, students have responsibility for their own learning and autonomy as they are in charge of previewing contents and theories (Arifani et al., 2020; Chun & Sathappan, 2018; Huang & Hong, 2016; Kırmızı & Kömeç, 2019; Najmi, 2020). Since teachers take the role of learning facilitators, FL allows them to provide purposeful assessment and feedback to students while they are working on activities during class (Kang, 2015, as cited in Al-Harbi & Alshumaimeri). Teachers also have more opportunities to interact with students and offer them effective support through personalized and individualized learning (Al-Harbi & Alshumaimeri, 2016; Hao, 2016; Kırmızı & Kömeç, 2019; Rigoutsou, 2018). Additionally, a positive aspect of FL in education is that parents are more aware of what their children are learning and their progress (Aghaei et al., 2019).



However, there are also some disadvantages of implementing FL or obstacles that impede its application. Zou (2020) explains that this approach is more favorable for students who have higher levels of motivation. For that reason, Al-Harbi and Alshumaimeri (2016) and Kırmızı and Kömeç (2019) point out that a considerable difficulty is that passive students struggle to become active learners, which is one of its characteristics. Another weakness is that content review is not supervised by teachers; therefore, students may not do the tasks they are asked for or they have difficulties to do it (Al-Harbi & Alshumaimeri, 2016; Andujar & Nadif, 2020; Kırmızı & Kömeç, 2019). An important drawback is that students may not have adequate technological equipment at home or they may have lack of knowledge of how to manage it, which is a factor that interferes at the moment of reviewing the necessary material for the face-to-face sessions (Aghaei et al., 2019; Chun & Sathappan, 2018; Hao, 2016). Furthermore, flipped environments can be time consuming for teachers due to the organization it requires, especially if the number of students is high, and for students as they invest extra time for the outside activities (Aghaei et al., 2019; Kırmızı & Kömeç, 2019). A relevant point is given by Aghaei et al. (2019), who explain that the traditional video lecture delivery of FL is not adequate to students with special needs, especially those with hearing or visual disabilities.

All the effects of this approach in English language classrooms have also been analyzed according to the different language skills. With the purpose of achieving the objectives of this research synthesis, the effects of the Flipped Learning approach will be deepened around reading and writing abilities.



3.1.1. The Influence of Flipped Learning on Reading

Some studies suggest that FL is effective to improve the reading skill in English language learning since students' scores in flipped classrooms were higher than the ones observed in traditional classrooms (Arifani et al., 2020; Chun & Sathappan, 2018; Fahmi, Friatin, & Irianti, 2020; Hashemifardnia et al., 2018; Huang & Hong, 2016; Kırmızı & Kömeç, 2019; Rigoutsou, 2018; Zou, 2020).

In the case of primary school level, there are just few studies reporting reading improvement by using FL, even though none of them is related to the reading domain only. Since children did not have a long attention span (Zou, 2020), different platforms and online tools were used to keep their attention and concentration. For example, Chun and Sathappan (2018) and Rigoutsou (2018) used Edmodo as a means to deliver content and to make students work independently. Instant message applications such as Facebook (Rigoutsou, 2018) and WhatsApp (Zou, 2020) were also used. Moreover, Zou (2020) applied different virtual educational platforms such as Kahoot, Padlet, Edpuzzle, Quizlet, among others. In the studies, FL was useful to make students revise the input autonomously and comprehend it by sending video lectures and making reading comprehension questions (Chun & Sathappan, 2018; Rigoutsou, 2018). In Chun and Sathappan (2020), this model was used to help students increase their grammar knowledge and master adjectives. The results obtained were positive. In the case of Zou (2020), FL is accompanied by a gamified instructional model, which emphasizes the importance of technological tools and interaction with other people. The number of studies found for this work suggests a need for doing more research in the field of FL to enhance the reading skill in primary school. Although the number of studies at the level of primary school is quite limited, better outlooks are obtained at the secondary school level.



In the case of secondary school, different applications and platforms were used, too. For instance, Arifani et al. (2020) and Fahmi et al. (2020) used WhatsApp to send the content material that students needed to check before attending class. Students had to check the material, understand it, and discuss it in small WhatsApp groups. The use of different interactive platforms, tools, and activities outside the classroom had a great impact on students' motivation, autonomy, and engagement (Arifani et al., 2020; Fahmi et al., 2019; Hashemifardnia et al., 2018; Huang & Hong, 2016; Kırmızı & Kömeç, 2019). Moreover, Hashemifardnia et al. (2018) reported that FL let students comment on the theory using high information content and higher order thinking skills. Hashemifardnia et al. (2018) also found that this approach was advantageous since students had more time to reflect upon the content they review and to develop skimming abilities for deeper understanding of information. At this point, it is important to mention that the advantage of having more time and the previewing of material provided students with the opportunity to improve not only the reading skill but also writing, speaking, and listening, which helped the whole teaching and learning process (Kırmızı & Kömeç, 2019). Furthermore, thanks to the use of authentic material and the skills students acquire, learners could get knowledge related to culture and relevant for their daily life (Huang & Hong, 2016). The comprehension of the previewed content was crucial for learning since it was the basis for working on discussions, projects, and other types of interactive and collaborative activities (Arifani et al., 2020; Fahmi et al., 2020; Hashemifardnia et al., 2018; Huang & Hong, 2016; Kırmızı & Kömeç, 2019).

3.1.2. The Influence of Flipped Learning on Writing

Studies have had positive but not significant results related to FL to boost the writing skill since tests have shown its slight effectiveness in comparison with traditional models



(Al-Harbi & Alshumaimeri, 2016; Arifani et al., 2020; Chun & Sathappan, 2018; Hultén & Larsson, 2016; Kırmızı & Kömeç, 2019; Limia et al., 2017; Rigoutsou, 2018; Zou, 2020).

As in the case of reading, there are just few studies conducted in primary school settings and none is focused on developing the writing skill only. However, there are results about different aspects that directly or indirectly affect the students' writing improvement. In Chun and Sathappan (2018), FL show positive results in mastering grammar and vocabulary, a fact that was evident in the final written tests. Some teachers agreed that writing seemed difficult for students in traditional contexts, while they presented less trouble in flipped environments (Hultén & Larsson, 2016). Moreover, students participated in online forums through their parents' accounts in Facebook, WhatsApp, and Twitter, where they could discuss about content and clear up their doubts, which allowed them to put into practice their writing skill and to improve it each time they had to write in the target language (Hultén & Larsson, 2016; Rigoutsou, 2018; Zou, 2020). The data examined before denote the lack of research on FL for writing improvement in the context of primary school. However, the situation changes in secondary school settings where there is a higher number of research papers about this language skill.

In secondary school, different virtual platforms and social networks such as Edmodo and WhatsApp were implemented in flipped classrooms to be more effective in enhancing the writing skill. In the case of Arifani et al. (2020), WhatsApp was used as a means to deliver content and to develop group discussions about the classroom material. In that way, students applied the reading skill to review the content and the writing skill to send their opinions in the small WhatsApp groups. Additionally, Arifani et al. (2020) compared an individual and a collaborative flipped model, and the results pointed out that collaborative group work is essential to develop an effective flipped class. This made it evident the



importance of interaction and collaboration in the classroom. Beyond looking at the effects on writing, some studies have explored specific aspects of this language domain. For instance, Arifani et al. (2020) tested FL for teaching cohesion and its components, and they found that this model was successful to teach writing and, more specifically, reference, substitution, ellipsis, conjunction, and lexical cohesion since students' grades increased considerably. Then, Al-Harbi and Alshumaimeri (2016) focused on grammar knowledge, pointing out that FL allowed students to learn English grammatical rules that were useful at the moment of completing writing tasks. Finally, Kırmızı and Kömeç (2019) studied this approach for vocabulary acquisition improvement, finding its effectiveness in receptive and productive tasks. In general, Flipped Learning contexts offer some benefits such as engagement and motivation boost, meaningful active learning, better understanding, responsibility, and autonomy. The positive effects of this model on English writing provided before are the result of collaborative activities, the number of communicative opportunities students have, lessons arranged around real-life contexts, the flexible techniques used by the teacher, and the online material necessary for the lessons (Al-Harbi & Alshumaimeri, 2016; Arifani et al., 2020; Kırmızı & Kömeç, 2019; Limia et al., 2017).

3.2. Perspectives on the Use of Flipped Learning in English Language Classrooms

In general, the standpoints and feelings that teachers and students expressed towards FL were associated with the benefits and limitations they encountered when they were involved in a classroom that included this approach. Even though FL mostly inspired positive viewpoints and attitudes from teachers and students (Chun & Sathappan, 2018; Hao, 2016; Hultén & Larsson, 2016; Najmi, 2020; Rigoutsou, 2018; Zou, 2020), there were also negative perspectives, which will be explained later in detail according to the educational levels in which they were applied.



3.2.1. Perceptions on Flipped Learning in Primary School

In the studies examined, students showed positive attitudes about FL since they considered that the lessons developed in this context were engaging, increased teacher – student and student – student interactions, promoted independency, motivation, and confidence, and helped them improve their English language abilities (Chun & Sathappan, 2018; Hao, 2016; Hultén & Larsson, 2016; Najmi, 2020; Rigoutsou, 2018; Zou, 2020). In this regard, students agreed they enjoyed FL since their learning styles were taken into account when planning the lessons (Rigoutsou, 2018). Moreover, students found this model to be purposeful considering the high amount of free time they had and the fact that they were more in contact with the English language. Also, they used it more frequently than in traditional classrooms and enjoyed participating actively in the classroom activities (Chun & Sathappan, 2018; Hultén & Larsson, 2016; Najmi, 2020; Rigoutsou, 2018; Zou, 2020). Additionally, an important component of FL that students enjoyed the most was the use of technology as a means to acquire knowledge and to learn (Rigoutsou, 2018; Zou, 2020) since students are familiarized with technology and online resources as they are a part of their daily lives (Rigoutsou, 2018). However, there were also certain negative perspectives regarding this approach, and these were caused by some problems students had to review content material at home (Chun & Sathappan, 2018). Another negative aspect was related to reviewing content, which some students did not enjoy at home due to the lack of commitment, responsibility, and discipline and the amount of time they had to spend doing it. It was clearly a drawback since students were not prepared for face-to-face sessions (Chun & Sathappan, 2018; Hao, 2016; Hultén & Larsson, 2016). Nevertheless, Hultén and Larsson (2016) assure that such aspects are present not only in flipped classrooms but also



in traditional ones. Another negative standpoint of FL was that some students found the content material difficult to review without the teacher's guidance (Zou, 2020).

On the other hand, teachers have also shown positive attitudes towards FL considering the advantages it presented along the teaching and learning process. Teachers agreed that this approach was a great alternative due to the use of video to deliver content since students sometimes got trouble to read textbooks (Hultén & Larsson, 2016).

Educators also affirmed that they could enhance students' motivation and engagement in their own learning through the use of FL and other techniques to complement it (Najmi, 2020; Rigoutsou, 2018; Zou, 2020). For instance, Zou (2020) used gamification in the flipped classroom, which increased students' motivation and interest in learning through the use of dynamic activities to put into practice the acquired knowledge. Zou (2020) also emphasized that the interactive and interesting activities carried out in flipped classrooms produced positive effects regarding increased participation of shy students during the lessons. Moreover, in Hultén and Larsson (2016), teachers explained that the employment of virtual tools and platforms was an advantage not only to provide students with the content material but also to stay in contact with their partners to share ideas, experiences and to collaborate among them. In addition, teachers also pointed FL as purposeful since they could assist students in a better way, providing them feedback and support while working (Zou, 2020). FL has also been considered to be a beneficial option to teach in difficult contexts because of a series of reasons (Najmi, 2020; Rigoutsou, 2018).

Nevertheless, teachers also have negative feelings towards this approach. For example, teachers did not like the fact that students did not complete the pre-class tasks (Chun & Sathappan, 2018; Zou, 2020). Furthermore, teachers found it hard to insert it into the classroom environment due to the time and workload it required to design, implement, and



evaluate students using this approach (Rigoutsou, 2018; Zou, 2020). Rigoutsou (2018) reported that FL seemed to be an unknown model for teachers who lacked the knowledge of how to prepare teaching material. Therefore, Hao (2016) states that it is necessary that teachers and students have assistance, training, and practice before being exposed to FL to get them used to it and to overcome most, and if possible, all the challenges explained before.

3.2.2. Perceptions on Flipped Learning in Secondary School

Most of the research papers considered in this study have allowed to understand how students express their standpoints towards FL in the English language classrooms. In general, students have positive perceptions about the classroom environment and the activities carried out with this model (Aghaei et al., 2019; Andujar & Nadif, 2020; Ayçiçek & Yanpar, 2018; Hashemifardnia et al., 2018; Huang & Hong, 2016; Hultén & Larsson, 2016; Kırmızı & Kömeç, 2019; Limia et al., 2017). Students reported that they enjoyed classroom activities because they were engaging, interactive, fun, meaningful, and increased their motivation (Aghaei et al., 2019; Andujar & Nadif, 2020; Ayçiçek & Yanpar, 2018; Huang & Hong, 2016; Hultén & Larsson, 2016; Limia et al., 2017). In addition, students enjoyed the classroom environment created by the model (Aghaei et al., 2019). They also considered this model to be useful because of the easy access to content material in different ways, the number of opportunities they had to review it (Aghaei et al., 2019; Andujar & Nadif, 2020; Carhill-Poza, 2019), and the support to teach students with special needs or with learning difficulties (Andujar & Nadif, 2020). Andujar and Nadif (2020) explained that the previewing of material created an advantage for students with disabilities, since they were prepared for classes and could easily follow what the teacher explained in class. Moreover, students were encouraged to learn since they could



concentrate more on the material and understand it better since they had enough time to internalize the information before attending classes and to put it into practice through the prepared classroom activities (Aghaei et al., 2019; Andujar; Hashemifardnia; Kırmızı & Kömeç, 2019; Limia et al., 2017). The opportunities students had to interact with others, their classmates and their teachers, was another aspect they enjoyed (Limia et al., 2017). Nonetheless, students expressed some drawbacks about the implementation of FL. First, they thought that this approach is time consuming, considering the time they needed to invest to do homework. This made them have an overload schedule (Aghaei et al., 2019). They also explained they had some problems regarding the poor technological equipment they had at home and the Internet connection problems they experienced, which impeded them to review the material efficiently (Aghaei et al., 2019; Andujar & Nadif, 2020; Kırmızı & Kömeç, 2019). Students also pointed out that the teacher's absence was a disadvantage since they were not accompanied to clear doubts or misunderstandings at the moment of acquiring knowledge (Aghaei et al., 2019; Andujar & Nadif, 2020; Kırmızı & Kömeç, 2019).

On the side of teachers, they showed positive attitudes towards FL in the teaching and learning process (Aghaei et al., 2019; Carhill-Poza, 2018; Hultén & Larsson, 2016; Kırmızı & Kömeç, 2019; Limia et al., 2017). Teachers enjoyed having students engaged and motivated since those characteristics allowed students to present fewer stress levels while learning (Aghaei et al., 2019). In addition, teachers could immerse students in real-life contexts in which they could develop higher order thinking skills (Andujar & Nadif, 2020; Ayçiçek & Yanpar, 2018). Another contribution of FL was the opportunity teachers had to provide personalized, individualized learning according to students' needs, and giving them



the necessary support and feedback (Andujar & Nadif, 2020; Ayçiçek & Yanpar, 2018; Carhill-Poza, 2019; Limia et al., 2017). Furthermore, teachers assured that student – student, student – teacher, and teacher – parent relationships were strengthened due to the learning environment created by this approach (Aghaei et al., 2019; Carhill-Poza, 2019; Hultén & Larsson, 2016; Limia et al., 2017). In that way, teachers in Aghaei et al. (2019) stated that parents liked their children to learn in flipped spaces as they could be more aware of their learning and progress. Teachers also affirmed that students performed better in the English language (Aghaei et al., 2019; Carhill-Poza, 2019) because teachers enhanced students to learn, made them participate collaboratively, and assessed them efficiently (Carhill-Poza, 2019). However, there were also some pitfalls associated to FL implementation. Teachers explained that this approach was time consuming since the activities and the class organization had to be carefully planned (Aghaei et al., 2019). Additionally, they stated that institutional infrastructure was not adequate to implement this approach. Also, the classroom arrangement was unsuitable (Aghaei et al., 2019). Moreover, teachers considered that students had a lot of responsibility over their shoulders and, in some cases, students did not accomplish their duties appropriately; consequently, they were not prepared for class (Aghaei et al., 2019; Hultén & Larsson, 2016). In Carhill-Poza (2019), teachers assured those technological devices could be distracting during class if the class was not engaging enough to keep students' attention.



CHAPTER IV

Methodology

This paper is a research synthesis, a systematic review of primary research developed to get knowledge of the existing studies about a specific problem (Norris & Ortega, 2016). In addition, this research synthesis is both explanatory and documentary. First of all, it is an explanatory synthesis because it implies inductive reasoning that serves to find connections among the previous research studies (Murray, 2006). It is also documentary research since it does not create data but analyzes the existing one that other studies provide (Tight, 2019).

To find appropriate sources for this research synthesis, data will be collected from the following databases: ProQuest, Taylor & Francis Online, Springer Link, ERIC Institute of Education Sciences, and Google Scholar. The key words to look for the research studies will be: 1) Flipped Learning, 2) primary school, 3) secondary school, 4) reading, 5) writing, and 6) teachers' and students' perceptions. The research design will not be considered; therefore, the studies can have quantitative, qualitative, and mixed-method approaches. Finally, the research papers will be digital due to the limited physical access.

The criteria selected to determine the appropriateness of the studies for this research synthesis are the ones mentioned below. First, the research papers must test the Flipped Learning approach in the context of English learning. This research synthesis will not exclude any English classroom; therefore, both EFL and ESL contexts will be taken into account. Second, they have to be conducted in primary or secondary school level. Third, they have to include the contribution of the Flipped Learning approach to the reading or writing skills. Fourth, they have to involve students' and teachers' standpoints towards the



Flipped Learning approach. Finally, the studies have to be exclusively research papers published in scholarly journals.

The data will be collected from some journals, such as English Language Teaching, Theory and Practice in Language Studies, Educational Technology Research and Development, Scandinavian Journal of Educational Research, Computer Assisted Language Learning, Research Papers in Language Teaching and Learning, among others, that are important and valuable for this research synthesis. The criteria for the procedure to classify the articles will be defined during the analysis of them.

CHAPTER V

Analysis of the Data

Sixteen studies were gathered for examination in this research synthesis. On the basis of the aim of this paper, the country and the educational level in which the studies were conducted were considered. The criteria have been grouped into categories in order to analyze the data efficiently. These categories are: the impact of Flipped Learning (FL) in English classrooms, the contribution of the approach in reading and writing, and the perceptions of both teachers and students towards the model. The sections contained in this chapter are important as they have allowed us to find the connections among the articles, respond the research questions, and identify the research gap.

5.1. Location of the Studies

Considering the problem statement of this research paper, it is important to identify the places in which the papers under analysis were developed.

Table 1

Continent of the Studies

Continent	Author(s)	N° of Studies
Asia	Aghaei et al. (2019); Al-Harbi and Alshumaimeri (2016); Arifani et al. (2020); Ayçiçek and Yanpar (2018) *; Chun and Sathappan (2018); Hao (2016); Hashemifardnia et al. (2018); Huang and Hong (2016); Kırmızı and Kömeç (2019) *; Najmi (2020); Zou (2020)	11 (61.1%)
Europe	Andujar and Nadif (2020); Ayçiçek and Yanpar (2018) *; Hultén and Larsson (2016); Kırmızı and Kömeç (2019) *; Limia et al. (2017); Rigoutsou (2018)	6 (33.3%)
America	Carhill-Poza (2019)	1 (5.6%)

Note. N=15 *The country of the studies lays on two continents.



After reading the information provided in Table 1, we can conclude that the majority of studies were carried out in Asia: 61.1%. If a deeper analysis is made, we can see that two studies were developed in Iran and correspond to Aghaei et al. (2019) and Hashemifardnia et al. (2018). Three studies were developed in Saudi Arabia, including Al-Harbi and Alshumaimeri (2016), Arifani et al. (2020), and Najmi (2020). There are two studies carried out in Taiwan and were made by Hao (2016) and Huang and Hong (2016). Finally, there are two studies that took place in China and were carried out by Chun and Sathappan (2018) and Zou (2020).

On the other hand, 33.3% of the research papers were carried out in Europe and include the following studies: Andujar and Nadif (2020) conducted their study in Spain. In the case of Hultén and Larsson (2016), they carried out their research in Sweden. Then, Limia et al. (2017) worked in Sudan, Qatar. Finally, Rigoutsou (2018) developed his study in Greece. Two of the studies examined were carried out in Turkey, a country that bridges Western Asia and Southeast Europe. The first one was conducted by Ayçiçek and Yanpar (2018) in Hatay, while Kırmızı and Kömeç (2019) did their research in Karabük.

Regarding the American continent, only one study was found and represents a 5.6% of the total of the studies. It corresponds to Carhill-Poza (2019) who did their research in an urban secondary school of the United States.

The analysis based on the information provided in Table 1 has allowed us to evidence the lack of knowledge Latin American countries have about FL in primary and secondary school. Consequently, it is imperative to consider that English teachers in Latin America and in Ecuador do not really understand how to use FL in the classroom, which is a fact that supports what is asserted in the problem statement of this research synthesis regarding

the importance of understanding FL as a strategy in the English classroom to help students prone their English skills, especially reading and writing.

5.2. Educational Setting

Another important aspect to consider in this research synthesis has to do with the educational context in which FL has been applied, as it is stated in one of the objectives of this work. This analysis is essential in order to see the similarities and differences in the implementation of the approach and the results obtained in each context.

Table 2

Setting in Which the Studies Were Carried Out

Context	Author(s)	N° of Studies
Primary School	Chun & Sathappan (2018); Hao (2016); Hultén and Larsson (2016) *; Najmi (2020); Rigoutsou (2018); Zou (2020)	6 (35.3%)
Secondary School	Aghaei et al. (2019); Al-Harbi & Alshumaimeri (2016); Andujar & Nadif (2020); Arifani et al. (2020); Ayçiçek & Yanpar (2018); Carhill-Poza (2019); Hashemifardnia et al. (2018); Huang and Hong (2016); Hultén and Larsson (2016) *; Kırmızı & Kömeç (2019); Limia et al. (2017)	11 (64.7%)

Note: N=16 *The research took place in the two settings mentioned in this Table.

It is worth mentioning that this research takes into account a total of 16 studies. However, one of them has been conducted in both primary and secondary contexts; for that reason, the Table above includes 6 studies in primary school level and 11 studies in secondary school level. On the basis of the information about the educational setting of the studies included in Table 2, it can be seen that only 35.3% of the studies have been conducted in primary school. The research articles that constitute that percentage are the following: Chun and Sathappan (2016) found that although both the control group and the experimental group experimented improvement at the end of the study, there was a



favorable quantitative difference related to students' achievement in Flipped Learning environments as compared to the one observed in traditional classrooms. That finding is also supported by Najmi (2020), whose study reported significant differences among the groups. In the case of Hao (2016) and Zou (2020), both of them include information about the students' perspectives towards FL. Nevertheless, Hao (2016) based those perceptions on how students viewed and perceived their teachers. On the other hand, Zou (2020) looked at those standpoints by taking into account the classroom environment itself, which was incorporated along with gamification. Finally, Hultén and Larsson (2016), Rigoutsou (2018), and Zou (2020) studied the teachers' points of view towards FL when they associated their previous and current experiences with the approach. In the case of Rigoutsou (2018), it also included teachers' characteristics and features that influenced the way in which they perceived the approach.

In the case of the secondary school level, it encompasses 64.7% of the studies analyzed in this paper. The studies that constitute this percentage provided varied information related to the topic of this research synthesis among different secondary school groups. First, Aghaei et al. (2019), Andujar and Nadif (2020), Carhill-Poza (2019), and Hultén and Larsson (2016) collected information about either the students' or the teachers' experiences with FL and what they thought were the opportunities and challenges that this approach embraces. On the other hand, Al-Harbi and Alshumaimeri (2016), Arifani et al. (2020), Ayçiçek and Yanpar (2018), Hashemifardnia et al. (2018), Huang and Hong (2016), Kırmızı and Kömeç (2019), and Limia et al. (2017) used control and experimental groups to understand the advantages and disadvantages of one model or the other; however, Arifani et al. (2020) compared individual and collaborative Flipped Learning environments.



The analysis related to the educational context in which the studies have taken place holds up the part of the problem statement of this research synthesis that claims that there is a lack of research not only regarding our continent but also regarding the educational setting, especially when reference is made to primary school.

5.3. Advantages and Disadvantages of FL in English Classroom Environments

In the case of the advantages and the disadvantages of FL as reported in the studies considered, they will help to answer the first research question of this research synthesis:

RQ.1. What is the impact of the Flipped Learning approach in primary and secondary English classrooms? As this paper takes into account two educational settings, the analysis will be based on both of them.

5.3.1. Primary School

Table 3 helps us identify the advantages of using FL in English classrooms in primary schools. Moreover, it is noticeable that the biggest benefit is the increase of engagement, motivation, and confidence when students are involved in a Flipped Learning environment (Chun & Sathappan, 2018; Hao, 2016; Hultén & Larsson, 2016; Najmi, 2020; Rigoutsou, 2018; Zou, 2020). The authors state that the improvement of those attitudes is the result of the use of interactive and dynamic activities inside and outside the classroom, a fact that puts them more in contact with the target language.

Table 3
Advantages of FL in Primary School

Author(s)	Advantages	Promotion of student engagement, motivation, and confidence	Autonomous learning increase	Student achievement improvement	More interaction and trusting relationships	Active learners	Opportunities for individualizing learning	Better content understanding	Thinking skills development
Chun & Sathappan (2018)		X	X	X				X	X
Hao (2016)		X	X	X	X		X		
Hultén & Larsson (2016)		X			X	X			
Najmi (2020)		X	X	X		X			
Rigoutsou (2018)		X	X						
Zou (2020)		X	X	X	X	X	X		
N° of Studies		6	5	4	3	3	2	1	1

Note: N=6

At the same time, those feelings are in some way related to another advantage, which is the students' active participation during English classes (Hultén & Larsson, 2016; Najmi, 2020; Zou, 2020). In addition, FL promotes autonomous learning as students develop meaningful out-of-class activities, which gives them the opportunity to be more involved and more aware of their own learning and progress (Chun & Sathappan, 2018; Hao, 2016; Najmi, 2020; Rigoutsou, 2018; Zou, 2020). In this case, the authors stated that students have the freedom to choose when, where, and how many times they may review the content material, a fact that allows them to acquire knowledge based on self-learning. Furthermore, due to the favorable amount of time available in the classroom that FL provides, students have more chances to interact more with each other and with their teachers, which allows them to build stronger and trusting relationships among them (Hao, 2016; Hultén &



Larsson, 2016; Zou, 2020). At this point, the authors affirm that student-student and student-teacher interactions allow students to feel more supported and confident with each other. Beyond that, Hultén and Larsson (2016) also report that the model allows teachers to be in contact with other teachers to share experiences and advice, which is helpful in the teaching community. In the same way, extra class time allows teachers and students to provide and receive individualized learning respectively (Hao, 2016; Zou, 2020). The authors stated that, as students are active participants in the classroom and develop group work tasks by putting into practice the content they reviewed as homework, teachers are able to observe all students and move around the class to support and scaffold those students who have difficulty to understand something and to solve a task. Additionally, Chun and Sathappan (2018) described that, due to the activities carried out inside and outside a Flipped Learning classroom, the approach boosts both students' thinking skills and their content understanding. Finally, all the above-mentioned benefits associated to FL lead students to achieve better academic success as reported in Chun and Sathappan (2018), Hao (2016), Najmi (2020), and Zou (2020).

Table 4 presents the disadvantages of using FL in English classrooms in the context of primary school. The most detailed drawback encountered in the studies is the lack of students' commitment and willingness to carry out the activities that Flipped Learning classes require (Hao, 2016; Hultén & Larsson, 2018; Rigoutsou, 2018). The authors of those studies reported that teachers do not have enough knowledge of how the approach needs to be implemented and, consequently, they cannot incorporate it into their classes effectively or appropriately.

Table 4*Disadvantages of FL in Primary School*

Author(s)	Disadvantages	Lack of student commitment and willingness	Lack of teacher training	Lack of student preparation and ICT abilities	Time consuming	Unavailability of Internet connection and technological equipment
Hao (2016)		X		X		
Hultén & Larsson (2018)		X	X			
Rigoutsou (2018)		X	X		X	X
N° of Studies		3	2	1	1	1

Note: N=3

Besides the topic of how to implement FL in the classroom, another disadvantage is the students' lack of practice and skill development regarding the methods and resources used in FL (Hao, 2016). In this case, Hao (2016) points out that students are not always able to manage technological devices and virtual platforms to work efficiently in a Flipped Learning classroom. However, despite of the fact that some students have the necessary knowledge and ability to fulfill their tasks, it is not enough since some of them do not have the necessary technological equipment at home. It is a fact that not all students have a computer or a cell phone to work with and not all of them have stable Internet connection to do virtual assignments (Rigoutsou, 2018). Finally, Rigoutsou (2018) also states that FL involves time consuming tasks for both teachers and students. The author explains that teachers are required to spend more time planning classes, choosing the activities to be



worked in class, setting appropriate time for the activities, and selecting what content material and assignments students will have to study as homework.

The first inference derived from the analysis developed on the basis of the information included in Tables 3 and 4 is that, although there are both advantages and disadvantages of FL in primary school English classrooms, there is a predominant positive impact of the approach on learners of the English language in the context mentioned above.

5.3.2. Secondary School

Table 5 presents the advantages discussed in the articles developed in the secondary school level that are under examination in this research synthesis. The most mentioned advantage of using FL in English classrooms is the enhancement of student engagement as a result of the dynamic and interactive nature of the approach, which increases motivation and, therefore, class participation (Aghaei et al., 2019; Andujar & Nadif, 2020; Ayçiçek & Yanpar, 2018; Carhill-Poza, 2019; Hashemifardnia et al., 2018; Huang & Hing, 2016; Hultén & Larsson, 2016; Kırmızı & Kömeç, 2019; Limia et al., 2017). Moreover, such activities tend to be real-life tasks that will serve students not only in their academic development but also in their personal life (Al-Harbi & Alshumaimeri, 2016; Kırmızı & Kömeç, 2019). At the same time, the nature of the approach also leads to more available classroom time to complete meaningful activities (Al-Harbi & Alshumaimeri, 2016; Carhill-Poza, 2019; Hashemifardnia et al., 2018; Huang & Hong, 2016; Hultén & Larsson, 2016; Kırmızı & Kömeç, 2019; Limia et al., 2017), which boost active learning and make students be more involved in class and more aware of their own progress (Al-Harbi & Alshumaimeri, 2016; Andujar & Nadif, 2020; Huang & Hong, 2016; Hultén & Larsson, 2016; Limia et al., 2017).

Table 5
Advantages of FL in Secondary School

Advantages	Engagement, motivation, and participation enhancement	Self-paced learning	More available time	Active learning	Academic performance improvement	Language and critical thinking skills development	Better content understanding	Individualized learning	Real-life tasks	Useful to teach diverse students	Student preparation	More transparency for parents	Communication enhancement
Author(s)													
Aghaei et al. (2019)	X	X					X					X	
Al-Harbi & Alshumaimeri (2016)		X	X	X					X				X
Andujar & Nadif (2020)	X			X			X			X			
Arifani et al. (2020)		X			X	X							
Ayçiçek & Yanpar (2018)	X				X	X		X			X		
Carhill-Poza (2019)	X	X	X			X		X		X			
Hashemifardnia et al. (2018)	X	X	X		X	X							
Huang & Hong (2016)	X	X	X	X	X								
Hultén & Larsson (2016)	X		X	X									
Kırmızı and Kömeç (2019)	X	X	X		X				X		X		
Limia et al. (2017)	X		X	X			X						
N° of Studies	9	7	7	5	5	4	3	2	2	2	2	1	1

Note: N=11



In addition, the tasks developed inside and outside the classroom promote not only their English language skills but also their critical thinking skill (Arifani et al., 2020; Ayçiçek & Yanpar, 2018; Carhill-Poza, 2019; Hashemifardnia et al., 2018).

Another advantage arises from the benefit described before, which is communication enhancement, as both teachers and students interact more when they use the Flipped Learning classroom model (Al-Harbi & Alshumaimeri, 2016). Another frequent positive aspect of FL encountered in the studies reviewed is the opportunity students have for self-paced learning, since they have a chance to review and to access the content material as many times as they want and whenever they want to do it, a fact that leads to a more autonomous learning (Aghaei et al., 2019; Al-Harbi & Alshumaimeri, 2016; Arifani et al., 2020; Carhill-Poza, 2019; Hashemifardnia et al., 2018; Huang & Hong, 2016; Kırmızı & Kömeç, 2019). On the other hand, it is stated that FL is useful to teach diverse students (Andujar & Nadif, 2020; Carhill-Poza, 2019) since teachers have more time for individualized learning by taking into account the learners' needs (Ayçiçek & Yanpar, 2018; Carhill-Poza, 2019). Furthermore, as students preview the content material, they attend class with the adequate preparation to transfer the theory into practice (Ayçiçek & Yanpar, 2018; Kırmızı & Kömeç, 2019). All these activities will later contribute to better content understanding (Aghaei et al., 2019; Andujar & Nadif, 2020; Limia et al., 2017) and to academic performance improvement (Arifani et al., 2020; Ayçiçek & Yanpar, 2018; Hashemifardnia et al., 2018; Huang & Hong, 2016; Kırmızı & Kömeç, 2019). Apart from the advantages regarding teaching and learning, there is also another benefit, which is the transparency that FL provides to parents as they can see what their children are doing at home (Aghaei et al., 2019).

Table 6
Disadvantages of FL in Secondary School

Author(s)	Disadvantages	Language constraints	Higher workload and time consuming	Student over reliance and lack of commitment	Inhibit engagement	Inefficient technological infrastructure	Internet connectivity issues	Lack of ICT skills	Technology can be distracting
Aghaei et al. (2019)		X	X	X		X			
Al-Harbi & Alshumaimeri (2016)			X	X					
Andujar & Nadif (2020)		X					X	X	
Carhill-Poza (2019)		X			X				X
Kırmızı & Kömeç (2019)		X	X		X				
N° of Studies		4	3	2	2	1	1	1	1

Note: N=5

Regarding the information provided in Table 6, only half of the studies conducted in secondary school reported drawbacks related to the use of FL in English classrooms. The most prominent disadvantage is the presence of language constraints, which is associated with the fact that students cannot interact with teachers during out-of-class activities, and they cannot receive support and explanations immediately when they have doubts (Aghaei et al., 2019; Andujar & Nadif, 2020; Carhill-Poza, 2019; Kırmızı & Kömeç, 2019).

Moreover, due to the classroom structure regarding the activities that have to be done in class and at home, this model tends to be time consuming and means more workload to both teachers and students (Aghaei et al., 2019; Al-Harbi & Alshumaimeri, 2016; Kırmızı & Kömeç, 2019). The authors pointed out that teachers need more time to organize, select, and adapt the activities students have to develop inside and outside the classroom, while students need more time to complete out-of-class activities and homework. In addition, if



such tasks need a lot of time to be completed, it can create overwhelming feelings, which may lead students to engagement decrease (Carhill-Poza, 2019; Kırmızı & Kömeç, 2019). Also, due to the responsibility FL demands from students, another disadvantage arises, and it has to do with the over reliance on students since it is not possible to know if students really did their homework. This is related to the lack of commitment students have to complete their tasks (Aghaei et al., 2019; Al-Harbi & Alshumaimeri, 2016). As FL takes advantage of technology to develop the activities both inside and outside the classroom, another disadvantage is the inefficient technological equipment both schools and some students have at home, which makes it difficult to use this approach effectively (Aghaei et al., 2019). Furthermore, even if students have the appropriate equipment, like for example computers and cell phones, another drawback is that not all students possess stable Internet connection, which also makes it difficult to review the content material or any other information they are required to check (Andujar & Nadif, 2020). These authors also explain that another negative aspect of using FL in the English classroom is that students do not have an adequate ICT level to use the technological equipment or to surf the Internet in order to find valuable information. Finally, Carhill-Poza (2019) states that using technology in the classroom can be distracting when the classes and the activities they include are not challenging and do not maintain students' engagement.

Based on the analysis made regarding the research conducted in secondary school, it is observable that there are more advantages than disadvantages in relation to the use of FL in English classrooms as compared to the primary school setting. This finding suggests that although there are negative effects, the benefits of the approach have more weight and dominance in English classrooms. In addition, it is observed that the advantages and

disadvantages have to do not only with language production but also with cognitive development. Furthermore, the information delivered before may be considered to be a guide to implement FL and to adapt it to overcome any challenges classroom environments may bring.

5.4. Influence of FL on Students' Reading and Writing Skills

Another important aspect to consider is the examination of the impact that FL has upon students' reading and writing skills, which are the focus skills of this study. The following analysis helps to answer the second research question of this research synthesis: **RQ.2.** How does the Flipped Learning approach influence on English primary and secondary school students' reading and writing skills? It is worth mentioning that this research takes into account two educational settings, this being the reason that the effects of the approach will be determined by considering those settings.

5.4.1. Primary School Students' Reading and Writing Enhancement Through FL

Table 7

Influence of FL on Primary School Students' Reading Skills

Aspects	Previewing material	More time to practice
Author(s)		
Hao (2016)	X	
Hultén and Larsson (2016)		X
N° of Studies	1	1

Note: N=2

First, it is important to mention that none of the six studies conducted in primary school focuses on the reading skill only, but they refer to language development in general. Therefore, the analysis will be made on the basis of some considerations related to reading. After reviewing the information that Table 7 shows, it can be seen that there is little

information about the impact of FL in primary school English classrooms. Only two of the six studies conducted are related to the enhancement of students' reading skill. First, Hao (2016) explains that students practice and improve their reading skill because they have to preview material by reading different texts. This type of activity encourages students to develop their reading comprehension skill since they have to understand and be prepared with the content information they have read. On the other hand, Hultén and Larsson (2016) state that, as students have more time for in-class activities, they have more opportunities to practice not only their reading skill but also the other three major ones.

The information included in Table 8 makes it observable that although there is a limited number of studies conducted in primary school that explain the impact of FL on students' writing skill, this skill may have a greater focus as compared to reading. After this observation, it is important to examine the effects of FL on this language skill. The most remarkable contribution of FL to the writing skill is that students have more opportunities to master the most important grammatical features of the English language, which are related to the correct use of sentence structures, though in an indirect way (Chun & Sathappan, 2018; Rigoutsou, 2018; Zou, 2020).

Table 8

Influence of FL on Primary School Students' Writing Skills

Aspects	Mastery of grammar	Mastery of adjectives	More time for practice
Author(s)			
Chun & Sathappan (2018)	X	X	
Hultén & Larsson (2016)			X
Rigoutsou (2018)	X	X	
Zou (2020)	X		
N° of Studies	3	2	1

Note: N=4



The next more mentioned effect of FL is that students control adjectives and their use by spelling them correctly, a fact that helps students improve their writing skill even in sentence completion tasks that require students to write single words (Chun & Sathappan, 2018; Rigoutsou, 2018). Finally, Hultén and Larsson (2016) point out that the availability of free time lets students practice not only their language writing skill but also the rest of skills by working with certain activities to improve the target language.

In the case of primary school students' reading and writing skills, it is evident that FL contributes to strengthen them. However, due to the existing number of research studies, it is suggested that more research be done on this topic in order to determine the extent of the influence FL has on students' learning. Additionally, it is advisable to develop research that focuses on the abovementioned skills to have a clearer idea about the students' progress in the English language.

5.4.2. Secondary School Students' Reading and Writing Enhancement Through FL

It is important to mention that five of the eleven studies conducted in secondary school contain data about the impact of FL on students' reading skill. Based on the information provided in Table 9, the most mentioned effect of the approach is the improvement of students' scores in tests regarding the reading ability (Hashemifardnia et al., 2018; Huang & Hong, 2016; Kırmızı & Kömeç, 2019). Huang and Hong (2016) explain that, aside from enhancing students' reading skill, FL helps them improve their ICT abilities by using their reading skill to recognize reliable online sources and information. In addition, Kırmızı and Kömeç (2019) state that FL is useful for vocabulary acquisition because students can preview texts before they attend class, this being the reason that they are able to gain long-lasting learning.

Table 9*Impact of FL on Secondary School Students' Reading Skills*

Author(s)	Aspects	Higher test scores	More time for reading comprehension tasks	Available class time for support and feedback	More time to think about and understand content	Reading autonomy	More information acquisition	Reading strategies through videos
Andujar & Nadif (2020)			X	X	X			
Arifani et al. (2020)						X		
Hashemifardnia et al. (2018)		X	X		X		X	
Huang & Hong (2016)		X	X	X				X
Kırmızı & Kömeç (2019)		X						
N° of Studies		3	3	2	2	1	1	1

Note: N= 5

The next aspect regarding reading development is the availability of in-class time to complete tasks related to reading skill enhancement (Andujar & Nadif, 2020; Hashemifardnia et al., 2018; Huang & Hong, 2016). Hashemifardnia et al. (2018) explain that, in order to strengthen students' reading abilities, they need to be involved in discussions, problem solving, and group work, in which they may be evaluated through reading comprehension questions and activities related to finding relevant ideas and paraphrasing. In the same way, Huang and Hong (2016) arranged the participants in small groups and made them read texts to develop their reading comprehension skill, their reading fluency, and their ability to implement different reading strategies. Another effect of FL is the availability of time to give and receive support and feedback not only from



teachers but also from peers (Andujar & Nadif, 2020; Huang & Hong, 2016). At this point, the researchers affirm that, as students complete collaborative activities, they can help others and receive the help they may need through group discussions or assistance given by teachers. Furthermore, FL frees up more time for students to think about, reflect upon, and understand better the content as they preview the material (Andujar & Nadif, 2020; Hashemifardnia et al., 2018). Andujar and Nadif (2020) used videos that included captions and subtitles in order to facilitate students' comprehension for all students with difficulties, especially students with special needs; therefore, students were able to watch the videos as many times as they wanted while reading the subtitles. Similarly, Hashemifardnia et al. (2018) asked students to read different texts that included audios to help them understand what they were reading. A different observation was made by Arifani et al. (2020), where it is reported that students may develop reading autonomy since Flipped Learning environments involve the use of technological devices, including their cell phones. Moreover, another result of implementing FL for promoting the reading skill is that students acquire more information, which helps them provide higher content information and cognitive opinions (Hashemifardnia et al., 2018). Finally, Huang and Hong (2016) took advantage of out-of-class activities by asking students to watch videos containing reading strategies they would use during in-class tasks.

In the case of the information collected about the influence of FL on students' writing skill, six of the eleven studies conducted in secondary school included information about the topic. The first reported effect is the availability of time to complete activities and to interact both inside and outside the classroom (Aghaei et al., 2019; Al-Harbi & Alshumaimeri, 2016; Andujar & Nadif, 2020; Arifani et al., 2020; Limia et al., 2017).

Table 10*Impact of FL on Secondary School Students' Writing Skills*

Author(s)	Aspects	More time for inside and outside tasks	Mastery of grammar	Learning of different writing components	Better writing scores	Support and feedback
Aghaei et al. (2019)		X	X			
Al-Harbi & Alshumaimeri (2016)		X	X			
Andujar & Nadif (2020)		X				X
Arifani et al. (2020)		X		X	X	
Kırmızı & Kömeç (2019)			X		X	
Limia et al. (2017)		X		X		X
N° of Studies		5	3	2	2	2

Note: N= 6

The activities included text summaries and transcriptions (Aghaei et al., 2019) and discussions carried out in different online platforms, such as Edmodo (Al-Harbi & Alshumaimeri, 2016; Limia et al., 2017) and WhatsApp (Arifani et al., 2020). Al-Harbi and Alshumaimeri (2016) uploaded videos on the platform, where students had to comment about it and ask questions; moreover, students and teachers could be in touch using the same tool. In the case of Arifani et al. (2020), students were put into small WhatsApp groups in order to accomplish different collaborative writing activities. The next contribution of FL is the acquisition of grammar knowledge and rules, which help students when developing writing tasks (Aghaei et al., 2019; Al-Harbi & Alshumaimeri, 2016; Kırmızı & Kömeç, 2019). In addition, students can also learn other components of writing



by watching videos such as reference, substitution, ellipsis, conjunction, and cohesion (Arifani et al., 2020), mechanics, and types of paragraphs (Limia et al., 2017). Another reported fact of FL is that, due to the amount of time to work inside the classroom, there is more time for giving support and feedback (Andujar & Nadif, 2020; Limia et al., 2017). Andujar and Nadif (2020) state that teachers can give assistance and feedback to students while they work in writing activities. On the other hand, Limia et al. (2017) points out that students can give and receive feedback from their classmates through peer assessment. Finally, since FL facilitates and contributes to students' improvement in the use of the writing skill as detailed before, another effect of the approach is that students get better scores in writing tests (Arifani et al., 2020; Kırmızı & Kömeç, 2019).

Based on the previously developed examination, it is noticeable that FL helps secondary school students to improve their reading and writing skills. However, due to number of studies that have provided information regarding the topic, it is suggested to expand research for promoting the skills discussed above in this educational level.

5.5. Perspectives on the Use of FL in English Language Learning Environments

The next section presents the perspectives towards the use of FL in English classrooms. It is mandatory to consider this information to answer the third research question: **RQ.3.** What are the perceptions of English teachers and students towards the Flipped Learning approach in primary and secondary schools? Since two educational contexts are taken into account, the analysis that follows will be developed on the basis of the contexts mentioned.

5.5.1. Teachers’ and Students’ Perspectives on FL in Primary School

Table 11

Perceptions of Primary School Teachers about FL

Perceptions	Positive Perceptions						Negative Perceptions		
	Attitude improvement	Class dynamic	Provided results	Better preparation for class	Great role change	Willingness	Lack of knowledge	Overload work	Time-consuming
Author(s)									
Hultén and Larsson (2016)	X	X	X				X		
Rigoutsou (2018)	X	X		X	X				
Zou (2020)	X	X	X			X		X	X
N° of Studies	3	3	2	1	1	1	1	1	1

Note: N=3

It is essential to highlight that half of the studies conducted in primary school gathered data related to teachers’ perceptions towards FL. Most of the points of view on FL that teachers shared were positive, as illustrated in Table 11. One of the most frequent points of view reported by teachers is the improvement of the attitude that not only their students but also the teachers themselves presented during the Flipped Learning course that took place in the research study (Hultén & Larsson, 2016; Rigoutsou, 2018; Zou, 2020). Among the attitudes and behaviors that students developed are their active participation in the classroom (Hultén & Larsson, 2016), the higher level of classroom engagement (Rigoutsou, 2018), and the increase of their motivation, confidence, and self-discipline (Zou, 2020). Teachers reported that their positive perception on the approach was related to the dynamics and nature of the classroom model it created (Hultén & Larsson, 2016; Rigoutsou, 2018; Zou, 2020). Hultén and Larsson (2016) and Rigoutsou (2018) showed



that the teachers that participated in their studies liked the fact that FL allowed both teachers and students to interact more in the pair and group activities that were carried out. Rigoutsou (2018) and Zou (2020) also pointed out that teachers accepted that students had more time to practice the English language skills. Moreover, teachers in Zou's (2020) study explained that they had more opportunities to provide individualized learning and scaffolding in order to cover students' needs by making adaptations, just as stated in Hultén and Larsson (2016). Regarding the positive attitudes that teachers developed, Hultén and Larsson (2016) showed that they enjoyed being immersed in digital teaching since they were able to learn how to use technology appropriately and improve their teaching preparation and training. In addition, the same authors described those teachers enjoyed the structure of the Flipped Learning environment and the role they played since they stopped being only information providers and became facilitators of learning. Finally, Zou (2020) declared that, due to the advantages that FL produced, teachers were willing to continue to use the approach in future classes. On the other hand, teachers also shared some negative perspectives on FL on the basis of some difficulties they evidenced. First, the teachers involved in Hultén and Larsson's (2016) research explained that they did not have enough knowledge about the Flipped Learning model and, consequently, they lacked the necessary information and preparation to implement it. In addition, teachers perceived that their work had more weight when applying FL in the classroom and, therefore, they spent more time organizing, implementing, and assessing students (Zou, 2020). Nevertheless, although teachers agreed that there are negative aspects of FL, they also accepted that the problems encountered in Flipped Learning environments were the same that could be found in traditional ones (Hultén & Larsson, 2016). Furthermore, teachers were also aware that,

although they spent a lot of time creating material, it could be used again and again. This saves teachers' time and helps them in future occasions (Zou, 2020).

Table 12

Perceptions of Primary School Students about FL

Perceptions Author(s)	Positive perceptions			Negative perceptions	
	Class Dynamic	Attitude improvement	Outcomes	Difficulties	Heavy workload
Chun & Sathappan (2018)	X	X	X		
Hao (2016)	X	X			
Zou (2020)	X	X		X	X
N° of STUDIES	3	3	1	1	1

Note: N= 3

It is important to remark that half of the studies conducted in primary school included data about the perspectives that primary school students showed towards FL. Table 12 includes information that allows to observe that students reported more positive points of view towards FL than negative ones. As in the case of teachers' perceptions, students' standpoints were related to the advantages and drawbacks that they encountered when being involved in Flipped Learning classes. The first reported positive observation made by students is that they consider it is dynamic and that this approach is unique (Chun & Sathappan, 2018; Hao, 2016; Zou, 2020). Students explained that, since they used virtual sources to learn (Hao, 2016), they perceived Flipped Learning classes and activities as interesting, engaging, and interactive (Chun & Sathappan, 2018; Zou, 2020). Moreover, Chun and Sathappan (2018) affirm that the students who participated in their study enjoyed being more in contact with their peers and teachers. In this respect, Zou (2020) also states that students have more time to talk to and play with their peers. Furthermore, students noticed that FL let them understand better and, therefore, they did not need much assistance



from teachers to do it (Chun & Sathappan, 2018). Another frequent observation about FL made by students is the progress in their learning they experienced while being in Flipped Learning environments (Chun & Sathappan, 2018; Hao, 2016; Zou, 2020). For example, in Chun and Sathappan (2018) and Zou (2020), students expressed their preference towards Flipped Learning environments as their level of engagement increased. Moreover, they felt more motivated and willing to complete the activities they were involved in and perceived improvement in their own discipline (Hao, 2016). The last reported positive aspect of FL was the outcomes that FL allowed students to achieve (Chun & Sathappan, 2018). The authors affirm that students noticed a better learning acquisition thanks to FL, which could serve them not only in the academic field but also in daily life situations. On the other hand, students also had negative perceptions towards the use of FL as stated by Zou (2020). The author states that students considered FL to be difficult since they did not have the teachers accompanying them when reviewing the content; moreover, they considered they had more tasks to accomplish when their classes were flipped. However, some other students mentioned in Zou (2020) agreed that they really had to overcome some challenges of FL, but they still thought the advantages outnumbered the disadvantages of this language approach.

Based on the analysis made of the information contained in Tables 11 and 12, it is observable that teachers' and students' perceptions on FL in the context of primary school are in general positive despite the difficulties it can produce during its implementation. It is also evident that the points of view remarked by teachers and students regarding the use of FL are associated with the benefits and the disadvantages they experience when being immersed in Flipped Learning environments. As examined in previous sections, the

benefits of FL are more than its drawbacks; therefore, this finding supports the fact that positive perceptions stand out over the negative ones. Another important point to mention is that there is a need for research on the perspectives shared by students and teachers in primary school settings.

5.5.2. Teachers’ and Students’ Perspectives on FL in Secondary School

Table 13

Perceptions of Secondary School Teachers about FL

Perceptions	Positive perceptions							Negative perceptions			
	Better cooperation	Dynamic classroom practices	Stress reduction	Better outcomes	More interest	Parent involvement	Positive change of role	Lack of knowledge	Workload	Infrastructure	Over reliance on students
Author(s)											
Aghaei et al. (2019)	X	X	X	X		X			X	X	X
Carhill-Poza (2019)	X	X			X		X				
Hultén & Larsson (2016)	X	X						X			
N° of Studies	3	3	1	1	1	1	1	1	1	1	1

Note: N=3

Regarding teachers’ perceptions on FL, three of the eleven studies conducted in the context of secondary school contained information about them. As it is shown in Table 13, most of the teachers’ opinions in the research studies were positive. First, teachers considered cooperation to be one of the most beneficial aspects of FL (Aghaei et al., 2019; Carhill-Poza, 2019; Hultén & Larsson, 2016). The authors state that teachers agreed they had more opportunities to work with their students, in a way that they had more interaction not only among classmates but also with their teachers. Furthermore, teachers reported that



they liked the classroom practices involved in FL (Aghaei et al., 2019; Carhill-Poza, 2019; Hultén & Larsson, 2016). The activities prepared by teachers have been defined by themselves as engaging (Aghaei et al., 2019), encouraging, interesting, innovative (Carhill-Poza, 2019), and dynamic (Hultén & Larsson, 2016). On the basis of the previously mentioned positive sensations both teachers and students have about FL, it was also noted that stress levels during the class decreased, as affirmed by Aghaei et al. (2019). Moreover, teachers explained that students showed more interest when working in Flipped Learning classes (Carhill-Poza, 2019). As a result of the positive aspects of FL detailed above, teachers also reported that FL produced beneficial outcomes regarding academic achievement (Aghaei et al., 2019). Furthermore, educators in Aghaei et al. (2019) also stated that FL allowed them to be in contact not only with their students but also with their parents, who were more involved in their children's progress and achievement. Finally, teachers enjoyed being immersed in Flipped Learning environments due to the different role they played as knowledge facilitators instead of information providers (Carhill-Poza, 2019). On the other hand, there are also negative aspects and, consequently, negative perspectives towards FL. Hultén and Larsson's (2016) teachers did not have the necessary knowledge to apply the approach and showed to possess insufficient preparation to conduct productive classes. Additionally, Aghaei et al. (2019) reported teachers' annotations associated with workload increase, the inadequate infrastructure of both schools and home environments to accomplish Flipped Learning tasks, and the over reliance on students' capacity to do homework, which, as Hultén and Larsson (2016) state, is different from the traditional way of dealing with assignments. In the case of FL, completion of homework is not 100% effective.

Table 14
Perceptions of Secondary School Students about FL

Perceptions Author(s)	Positive perceptions									Negative perceptions			
	Positive attitudes	Nature of the approach	Technological facilities	Autonomy increase	Better learning	High quality videos	Skill improvement	Better concentration	Suitable for diversity	Time consuming	Teacher absence	Infrastructure	Technology issues
Aghaei et al. (2019)	X	X	X	X	X					X	X	X	
Al-Harbi & Alshumaimeri (2016)	X	X	X	X		X				X	X		
Andujar & Nadif (2020)	X		X			X		X	X				X
Kırmızı & Kömeç (2019)	X	X		X	X		X			X	X		
Limia et al. (2017)	X	X			X								
N° of Studies	5	4	3	3	3	2	1	1	1	3	3	1	1

Note: N= 5

As illustrated in Table 14, five of the eleven studies carried out in secondary school included data about students' perceptions on FL and both positive and negative perspectives could be found in the studies. The positive aspect remarked in all the five research papers is the positive feelings and attitudes that students expressed while being involved in Flipped Learning classes (Aghaei et al., 2019; Al-Harbi & Alshumaimeri, 2016; Andujar & Nadif, 2020; Kırmızı & Kömeç, 2019; Limia et al., 2017). Students explained that they felt more engaged (Limia et al., 2017), interested (Aghaei et al., 2019), and motivated in classes (Al-Harbi & Alshumaimeri, 2016). Moreover, students in Kırmızı and Kömeç (2019) and Andujar and Nadif (2020) stated that they saw learning as joyful, fun,



easy, and comfortable due to the implementation of FL. The next aspect that contributed to positive points of view towards FL is the nature of this approach reported in Aghaei et al. (2019), Al-Harbi and Alshumaimeri (2016), Kırmızı and Kömeç (2019), and Limia et al. (2017). Students explained that they liked the routines involved in the classroom (Al-Harbi & Alshumaimeri, 2016), the amount of interaction that occurred during face-to-face sessions (Aghaei et al., 2019; Limia et al., 2017), the availability of time to accomplish more activities (Al-Harbi & Alshumaimeri, 2016; Kırmızı & Kömeç, 2019), and the relation of the exercises to daily life practices (Al-Harbi & Alshumaimeri, 2016). Another feature of FL that has been remarked is the use of technology inside and outside the classroom, which favors learning (Aghaei et al., 2019; Al-Harbi & Alshumaimeri, 2016; Andujar & Nadif, 2020). Aghaei et al. (2019) and Andujar and Nadif (2020) reported that students enjoyed the fact of having free access to the content material, while Al-Harbi and Alshumaimeri (2016) explained that technological devices and Internet allowed students to be in contact with their teachers. Students also detailed that they evidenced autonomy development thanks to FL, which was reflected in their own preparation and the blooming of their self-learning abilities (Aghaei et al., 2019; Al-Harbi & Alshumaimeri, 2016; Kırmızı & Kömeç, 2019). Participants also stated that they learned better with FL (Aghaei et al., 2019; Kırmızı & Kömeç, 2019; Limia et al., 2017). Students liked to understand the content easily (Limia et al., 2017), to be more involved in their own learning (Aghaei et al., 2019), and to consolidate it through classroom activities, and to acquire long-lasting knowledge (Kırmızı & Kömeç, 2019). Furthermore, students that participated in Al-Harbi and Alshumaimeri (2016) and Andujar and Nadif (2020) pointed out that the videos they were asked to watch as homework were appropriate and beneficial regarding understanding and language practice. Another reported benefit of FL is the students' own recognition of



improvement in their language skills (Kırmızı & Kömeç, 2019; Limia et al., 2017).

Besides, the participants in Andujar and Nadif (2020) explained that, since they studied the content and theories at home, they were able to manage content while being alone without distractions around them. In the same research article, learners reported that they could observe the benefits of FL, which allowed them to watch videos as many times as they wanted and read the captions and subtitles of those videos.

On the other hand, students also shared their negative perspectives towards FL. The most reported aspect of FL is the time students needed to fulfill their tasks and the overwhelming feeling they caused (Aghaei et al., 2019; Al-Harbi & Alshumaimeri, 2016; Kırmızı & Kömeç, 2019). Besides, students in the study by Al-Harbi and Alshumaimeri (2016) advised that teachers should take into account they have more school subjects and tasks to complete. Moreover, students in Kırmızı and Kömeç (2019) remarked that watching videos can become boring and a heavy task. In that way, the same students pointed out that teachers should carefully choose the types of videos they use to help students improve their target language skills. Students highlighted other negative standpoints about FL and manifested that sometimes they needed their teachers' physical presence to clarify their questions and doubts (Aghaei et al., 2019; Al-Harbi & Alshumaimeri, 2016; Kırmızı & Kömeç, 2019). Furthermore, students also explained that not all of them had the appropriate equipment at home in order to access the content and do their homework (Aghaei et al., 2019). Finally, students in the study by Andujar and Nadif (2020) detailed some technology problems they had when being involved in Flipped Learning classes, especially unstable Internet connection, problems to log-in into the platform accounts, and the lack of management of knowledge.



In general, as it can be seen in Tables 13 and 14 regarding teachers' and students' perceptions on FL in the context of secondary school, the standpoints that the participants shared about FL are associated with the advantages and the disadvantages they found. In addition, it is evident that, although there are both positive and negative perceptions towards this approach, positive perceptions outstand over the negative ones, and they differ significantly.

If the two parts that constitute this section are considered, it can be noticed that in both contexts, primary and secondary school, teachers and students have reported more positive than negative perceptions during the implementation of FL. However, in the case of secondary school settings, it can be seen that learners' perceptions outnumber their teachers' perceptions when this research was carried out. This fact suggests a need for research in which educators' opinions and points of view towards FL are taken into greater consideration. Furthermore, it is important to mention that the students' and teachers' perspectives in the studies conducted in primary school are also important to include in further research.



CHAPTER VI

Conclusions and Recommendations

6.1. Conclusions

The purpose of this research synthesis was to explore the impact of FL in primary and secondary school settings, its influence on students' reading and writing skills, and students' and teachers' perceptions towards the approach in the contexts referred to. On the basis of the analysis made in the previous chapter, some conclusions have been made and they are detailed below.

Regarding the effects that the studies have reported, the benefits of integrating FL into the English classroom are related to the components of the approach. For instance, teachers' and students' attitudes towards the use of FL in the learning process changed positively because of the different activities and virtual tools used in the classes, as well as the experiences created by it (Lee, 2018; Brame, 2019). Furthermore, students and teachers have agreed that they learn better when working cooperatively, collaboratively, and interactively, as described by Vygotsky (1978), Bishop and Verleger (2013), Brame (2019), who consider it is essential to construct and acquire knowledge. As a result, teachers and students improve their academic achievement (Arifani et al., 2020; Ayçiçek & Yanpar, 2018; Chun & Sathappan, 2018; Hashemifardnia et al., 2018; Hao, 2016; Huang & Hong, 2016; Kırmızı & Kömeç, 2019; Najmi, 2020; Zou, 2020). Another important advantage of using FL in the English classroom is that students increase their own learning through independent work, and its process gets to be more personalized since there is more time for scaffolding (Ayçiçek & Yanpar, 2018; Carhill-Poza, 2019; Hao, 2016; Zou, 2020).



Consequently, these characteristics set FL as a promising strategy to improve the students' learning of the English language.

On the other hand, there are also some disadvantages attributed to FL. For example, teachers have a higher workload when using FL, as described by Bergmann and Sams (2012), who affirm that teachers have a greater responsibility when planning classes, as they need to prepare meaningful materials and activities to motivate students to learn and arouse their interest in the learning process. As reported by Hultén and Larsson (2016) and Rigoutsou (2018), this responsibility is even harder when teachers have not been trained to use this approach productively. In the case of students, they have to review content at home by themselves; this is a challenge when language constraints appear in the activities, and they do not have someone to turn to and ask for help (Aghaei et al., 2019; Andujar & Nadif, 2020; Carhill-Poza, 2019; Kırmızı & Kömeç, 2019). These aspects prove the time-consuming characteristic reported in Aghaei et al. (2019), Al-Harbi and Alshumaimeri (2016), Kırmızı and Kömeç (2019), and Rigoutsou (2018). Consequently, these disadvantages lead to the conclusion that it is necessary that both teachers and students receive information and preparation on how to use FL to get the necessary tools to perform successfully in the classroom and avoid wasting time, as supported by Hao (2016), who states that FL may cause some difficulties and pose challenges.

Furthermore, the findings associated to the use of FL to improve the English reading and writing skills indicate that this approach contributes to achieve the proposed target. In this respect, students have more time and opportunities to understand and internalize the content by developing their low-order thinking skills – understanding and remembering (Bishop & Verleger, 2013; Brame, 2019). In addition, the availability of in-class time



allows students to develop different tasks and use different platforms (Lee, 2018). Besides, the higher amount of time in class offers more chances to provide and receive feedback from teachers and classmates (Andujar & Nadif, 2020; Huang & Hong, 2016), which, according to Berret (2012, as cited in Hung, 2014), is meaningful to practice and develop higher-order thinking skills. Due to the dynamics of the class, students develop and improve their abilities in both domains, reading and writing. Most of these effects of FL were delivered in the context of secondary school, as the studies provided in primary English classrooms were not regarded specifically when dealing with these two skills; therefore, it is evident that researchers were more focused on secondary school settings to collect such information.

Moreover, some of the studies have gathered data around teachers' and students' perceptions following the idea of Homma (2015) that they are essential to choose the most appropriate English teaching and learning strategies. The perceptions shared by teachers and students in both primary and secondary school English classrooms correspond to the benefits and drawbacks they have experienced with FL. Teachers and students included among the positive aspects of FL the class dynamics (Aghaei et al., 2019; Al-Harbi & Alshumaimeri, 2016; Carhill-Poza, 2019; Chun & Sathappan, 2018; Hao, 2016; Hultén & Larsson, 2016; Kırmızı & Kömeç, 2019; Limia et al., 2017; Rigoutsou, 2018; Zou, 2020), the anticipated preparation (Rigoutsou, 2018), and the different roles they play with FL (Carhill-Poza, 2019; Rigoutsou, 2018). As a result, teachers and students enjoyed evidencing improvement not only in academic achievement (Aghaei et al., 2019; Chun & Sathappan, 2018; Hultén & Larsson, 2016; Kırmızı & Kömeç, 2019; Limia et al., 2017; Zou, 2020) but also in the feelings throughout the learning process (Aghaei et al., 2019; Al-



Harbi & Alshumaimeri, 2016; Andujar & Nadif, 2020; Chun & Sathappan, 2018; Hao, 2016; Hultén & Larsson, 2016; Kırmızı & Kömeç, 2019; Limia et al., 2017; Rigoutsou, 2018; Zou, 2020). On the other hand, the reported negative standpoints are more associated to outside activities, which include higher workload, technology use issues, and teacher absence (Aghaei et al., 2019; Al-Harbi & Alshumaimeri, 2016; Andujar & Nadif, 2020; Hultén & Larsson, 2016; Kırmızı & Kömeç, 2019; Zou, 2020). As it can be observed, there have been more positive than negative perspectives towards FL. Additionally, Zou (2020) states that, although FL involves negative perspectives, teachers and students are willing to continue using this approach.

Finally, the impact of FL encountered in the studies proposes that this approach is useful for English learning and for improving the reading and writing skills. Likewise, the prominent positive standpoints shared by teachers and students towards the approach indicate that both parts feel comfortable in Flipped Learning environments, a fact that strongly supports the use of it. However, there is a lack of information about the appropriate use of FL and, therefore, the need of knowing how to truly take advantage of its benefits.

6.2.Recommendations

During this research synthesis, it has been possible to evidence the lack of knowledge about FL in Latin America in general and in Ecuador regarding the effects of the approach on primary and secondary school and, more specifically, its contributions to students' reading and writing skills. In that way, it is imperative to consider these aspects as they demand greater and deeper insights about FL in Ecuadorian primary and secondary schools to promote the reading and writing skills in order to fill these research gaps.



In the case of the scarce data encountered in primary school English classrooms, it can be attributed to the fact that teachers do not have knowledge about the approach and, therefore, they do not have an appropriate preparation to implement it (Hultén & Larsson, 2016). Consequently, it is important that researchers direct their focus to this context and gain greater insights about how each skill is benefited from FL at this educational level.

Finally, in reference to the perceptions teachers and students shared towards FL, it is evident that, since FL is a student – centered approach (Bergmann & Sams, 2015; Bishop & Verleger, 2013; Brame, 2019), students’ perceptions had a greater focus, a lot more than teachers’ perceptions. In consequence, it could be suggested that further research focuses more on teachers’ perceptions towards FL in order to have a wider range of data from both sides, teachers and students.



References

Aghaei, K., Rajabi, M., Lie, K., & Ajam, F. (2019). Flipped Learning as Situated Practice:

A Contrastive Narrative Inquiry in an EFL classroom. *Education and Information Technologies* 25, 1607-1623. doi: 10.1007/s10639-019-10039-9

Al-Harbi, S., & Alshumaimeri, Y. (2016). The Flipped Classroom Impact in Grammar

Class on EFL Saudi Secondary School Students' Performances and Attitudes.

Canadian Center of Science and Education, 9(10), 60-80. doi:10.5539/elt.v9n10p60

Alsowat, H. (2016). An EFL Flipped Classroom Teaching Model: Effects on English

Language Higher-order Thinking Skills, Student Engagement and Satisfaction.

Journal of Education and Practice, 7 (9), 108–121.

<https://files.eric.ed.gov/fulltext/EJ1095734.pdf>

Andujar, A., & Nadif, F. (2020). Evaluating an Inclusive Blended Learning Environment in

EFL: A Flipped Approach. *Computer Assisted Language Learning*. 1-30. doi:

10.1080/09588221.2020.1774613

Arifani, Y., Asari, S., Anwar, K., & Budianto, L. (2020). Individual or Collaborative

“WhatsApp” Learning? A Flipped Classroom Model of EFL Writing Instruction.

Teaching English with Technology 20(1), 122-139

Ayçiçek, B., & Yanpar Yelken, T. (2018). The Effect of Flipped Classroom Model on

Students' Classroom Engagement in Teaching English. *International Journal of*

Instruction, 11(2), 385–398. doi:10.12973/iji.2018.11226a



- Bergmann, J., & Sams, A. (2012). *Flip Your Classroom: Reach Every Student in Every Class Every Day*. Retrieved from <https://search-proquest-com.ucuenca.idm.oclc.org/legacydocview/EBC/3317690?accountid=36749>
- Bergmann, J., & Sams, A. (2015). *Flipped Learning: Gateway to Student Engagement*. Retrieved from <https://search-proquest-com.ucuenca.idm.oclc.org/legacydocview/EBC/5880803?accountid=36749>
- Bishop, J., & Verleger, M. (2013). The Flipped Classroom: A Survey of the Research. *Research Gate*. Retrieved from <https://www.researchgate.net/publication/285935974>
- Blake, B., & Pope, T. (2008). Developmental Psychology: Incorporating Piaget's and Vygotsky's Theories in Classrooms. *Journal of Cross-Disciplinary Perspectives in Education*, 1(1), 59-67
- Bonk, C., & Graham, C. (2016). *The Handbook of Blended Learning: Global Perspectives, Local Designs*. Retrieved from https://books.google.com.ec/books?hl=es&lr=&id=tKdyCwAAQBAJ&oi=fnd&pg=RA1-PA3&dq=blended+learning&ots=BihGGyuzcp&sig=YhsWoOV2GIe-gGc15irlhrKBMTY&redir_esc=y#v=onepage&q&f=false
- Bonwell, C., & Eison, J. (1991). *Active Learning: Creating Excitements in the Classroom*. ASHE-ERIC Higher Education Report No. 1. Washington, D.C.: The George Wshington University, School of Education and Human Development
- Brame, C. (2019). Science Teaching Essentials || Flipping the Classroom. *Elsevier*. 121–132. doi:10.1016/B978-0-12-814702-3.00009-3



Burgin, X., & Daniel, M. (2017). Exploring English Language Teaching in an Ecuadorian Urban Secondary Institution. *GIST – Education and Learning Research Journal*, (14), 107-134. <https://doi.org/10.26817/16925777.364>

Cabrera, P., Gonzalez, P., Ochoa, C., Quinonez, A., Castillo, L., Solano, L., Espinosa, F., & Arias, M. (2014). Spanish Interference in EFL Writing Skills: A Case of Ecuadorian Senior High Schools. *Canadian Center of Science and Education*, 7(7), 40-48.
doi:10.5539/elt.v7n7p40

Calle, A. M., Calle, S., Argudo, J., Moscoso, E., Smith, A., & Cabrera, P., (2012). Los profesores de inglés y su práctica docente: Un estudio de caso de los colegios fiscales de la ciudad de Cuenca, Ecuador. *MASKANA* 3(2), 1-17

Cambridge Academic Content Dictionary. (n.d.). Reading. In *Cambridge Dictionary*. Retrieved from <https://dictionary.cambridge.org/es-LA/dictionary/english/reading>

Cambridge Academic Content Dictionary. (n.d.). Writing. In *Cambridge Dictionary*. Retrieved from <https://dictionary.cambridge.org/es-LA/dictionary/english/writing>

Carhill-Poza, A. (2019). Defining Flipped Learning for English Learners in an Urban Secondary School. *Bilingual Research Journal*, 42(1), 90-104.
doi:10.1080/15235882.2018.1561552

Cevallos, J., Intriago, E., Villafuerte, J., Molina, G., & Ortega, L. (2017). Motivation and Autonomy in Learning English as Foreign Language: A Case Study of Ecuadorian College Students. *English Language Teaching*, 10(2), 100-113.
doi:10.5539/elt.v10n2p100



- Chun, T. W., & Sathappan, R. (2018). The Effectiveness of Using Flipped Classroom Approach to Teach Adjectives to Malaysian Year 4 Chinese ESL Learners. *The English Teacher*, 47(2), 53-63. Retrieved from <https://search-proquest-com.ucuenca.idm.oclc.org/docview/2211915804?accountid=36749>
- Fahmi, R., Friatin, L., & Irianti, L. (2020). The Use of Flipped Classroom Model in Reading Comprehension. *Journal of Applied Linguistics and Literacy*, 4 (1), 77-94
- Flipped Learning Network (FLN). (2014). The Four Pillars of F-L-I-P™. Retrieved February 19, 2021, from <https://flippedlearning.org/definition-of-flipped-learning/>
- Foot, H., & Howe, C. (1998). The Psychoeducational Basis of Peer-Assisted Learning. In K. Topping & S. Ehly (Eds.), *Peer-assisted Learning*, 27-44. doi: <https://doi.org/10.4324/9781410603678>
- Hao, Y. (2016). Middle School Students' Flipped Learning Readiness in Foreign Language Classrooms: Exploring Its Relationship with Personal Characteristics and Individual Circumstances. *Computers in human Behavior*, 59, 295-303. <http://dx.doi.org/10.1016/j.chb.2016.01.031>
- Hashemifardnia, A., Namaziandost, E., & Shafiee, S. (2018). The Effect of Implementing Flipped Classrooms on Iranian Junior High School Students' Reading Comprehension. *Theory and Practice in Language Studies*, 8(6), 665-673
- Homma, J. E. B. (2015). Learner Autonomy and Practice in a Flipped EFL Classroom: Perception and Perspectives in New Digital Environment. *Chiba University of Commerce Academic Repository*, 52(2), 253-275



- Huang, Y.-N., & Hong, Z.-R. (2015). The Effects of a Flipped English Classroom Intervention on Students' Information and Communication Technology and English Reading Comprehension. *Educational Technology Research and Development*, 64(2), 175–193. doi:10.1007/s11423-015-9412-7
- Hultén, M., & Larsson, B. (2016). The Flipped Classroom: Primary and Secondary Teachers' Views on an Educational Movement in Schools in Sweden Today. *Scandinavian Journal of Educational Research*, 62 (3), 433–443. doi:10.1080/00313831.2016.1258662
- Hung, H.-T. (2014). Flipping the classroom for English language learners to foster active learning. *Computer Assisted Language Learning*, 28(1), 81–96. doi:10.1080/09588221.2014.967701
- Jaramillo, M., Vargas, A., Cabrera, P., Vivanco, L., & Zuniga, A. (2019). Improving EFL Reading Habits in Adolescent Students from Public High Schools in Ecuador. *International Journal of Learning, Teaching and Educational Research*, 18(10), 191-202. <https://doi.org/10.26803/ijlter.18.10.12>
- Kazakoff, E. R., Macaruso, P., & Hook, P. (2017). Efficacy of a Blended Learning Approach to Elementary School Reading Instruction for Students Who are English Learners. *Educational Technology Research and Development*, 66 (2), 429–449. doi:10.1007/s11423-017-9565-7
- Kırmızı, Ö., & Kömeç, F. (2019). The Impact of the Flipped Classroom on Receptive and Productive Vocabulary Learning. *Journal of Language and Linguistic Studies*, 15(2), 437-449



- Krathwohl, D. R. (2002). A Revision of Bloom's Taxonomy: An Overview. *Theory Into Practice, 41*(4), 212–218. doi:10.1207/s15430421tip4104_2
- Lage, M., Platt, G., & Treglia, M. (2000). Inverting the Classroom: A Gateway to Creating an Inclusive Learning Environment. *Journal of Economic Education 31*(1), 30-43
- Lee, M.-K. (2018). Flipped Classroom as an Alternative Future Class Model: Implications of South Korea's Social Experiment. *Educational Technology Research & Development, 66*(3), 837–857. <https://doi.org/10.1007/s11423-018-9587-9>
- Limia, M. A., Dewitt, D., Alias, N., & Abdul, M. N. (2017). Flipped Learning for ESL Writing in a Sudanese School. *TOJET: The Turkish Online Journal of Educational Technology, 16*(3). Retrieved from <https://search-proquest-com.ucuenca.idm.oclc.org/docview/1953139806?accountid=36749>
- Michael, J. (2006). Where's the evidence that active learning works? *AJP: Advances in Physiology Education, 30*(4), 159–167. doi:10.1152/advan.00053.2006
- Ministerio de Educación. (2017). Estándares de Inglés. Retrieved from <https://educacion.gob.ec/estandares-de-ingles/>
- Murray, M. (2016). *Classical Rhetoric, Explanatory Synthesis, and the TREAT Paradigm*. Retrieved from <http://dx.doi.org/10.2139/ssrn.900127>
- Najmi, A. (2020). The Effectiveness of Flipped Classroom Approach on Students' Achievement in English Language in Saudi Arabian Southern Border Schools. *International Education Studies 13*(9), 66-74. doi: 10.5539/ies.v13n9p66



- Norris, J., & Ortega, L. (2006). *Synthesizing Research on Language Learning and Teaching*. Amsterdam: John Benjamins Publishing Company
- Parodi, G. (2007). Reading-writing Connections: Discourse-oriented Research. *Reading and Writing*, 20(3), 225-250.
<http://dx.doi.org.ucuenca.idm.oclc.org/10.1007/s11145-006-9029-7>
- Piaget, J. (1991). *Seis Estudios de Psicología*. (J. Marfá, Trans.). Barcelona, España: Editorial Labor. (Original work published 1964)
- Piaget, J. (1998). *La Equilibración de las Estructuras Cognitivas* (5th ed.) (E. Bustos Trans.). México: Siglo XXI Editores. (Original work published 1975)
- Pinter, A. (2011). Theories of Child Development. In: Children Learning Second Languages. *Research and Practice in Applied Linguistics*. Palgrave Macmillan, London. https://doi.org/10.1057/9780230302297_2
- Rigoutsou, A. (2018). Flipped Classroom Integration in Greek State Primary Schools: An Action Research Project. *Research Papers in Language Teaching and Learning*, 9(1), 166-180. Retrieved from <https://search-proquest-com.ucuenca.idm.oclc.org/docview/2013920366?accountid=36749>
- Siphora, S., & Lynch, R. (2019). A Comparative Study of Students' Motivation for Learning English as a Foreign Language According to their Preferences for Indirect Learning Strategies at Nelson English Language Centre, Yangon, Myanmar. *Scholar: Human Sciences*, 11(2), 165. Retrieved from <https://search-proquest-com.ucuenca.idm.oclc.org/docview/2384107216?accountid=36749>



- Spector, J. (2016). *Foundations of Educational Technology Integrative Approaches and Interdisciplinary Perspectives* (2nd edition) New York, NY: Routledge
- Staker, H. (2011). *The Rise of K–12 Blended Learning*. INNO Sight Institute. Retrieved from: <https://www.christenseninstitute.org/wp-content/uploads/2013/04/The-rise-of-K-12-blended-learning.emerging-models.pdf>
- Stein, N. L. (1983). On the Goals, Functions, and Knowledge of Reading and Writing. *Contemporary Educational Psychology*, 8(3), 261–292. doi:10.1016/0361-476x(83)90017-6
- Tight, M. (2019). *Documentary Research in the Social Sciences*. SAGE Publications Ltd.
- Vygotsky, L. (1978). *Mind of Society: The Development of Higher Psychological Processes* (2nd ed.). United States of America: Michael Cole, Vera John-Steiner, Sylvia Scribner, and Ellen Souberman
- Wang, Y., Han, X., & Yang, J. (2015). Revisiting the Blended Learning Literature: Using a Complex Adaptive Systems Framework. *Journal of Educational Technology & Society*, 18(2), 380-393. Retrieved from <https://search-proquest-com.ucuenca.idm.oclc.org/docview/1683511641?accountid=36749>
- Zou, D. (2020). Gamified Flipped EFL Classroom for Primary Education: Student and Teacher Perceptions. *J. Comput. Educ.* 7, 213–228. <https://doi.org/10.1007/s40692-020-00153-w>