UNIVERSIDAD DE CUENCA

FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

CARRERA DE LENGUA Y LITERATURA INGLESA

Flipped-Classroom Methodology: Didactic Material for Teaching Literature I to Students of the Fifth Level of the English Language and Literature School at Universidad de Cuenca.

Trabajo de investigación previo a la obtención del Título de Licenciado en Ciencias de la Educación en Lengua y Literatura Inglesa

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RESUMEN

Este proyecto de graduación se ha desarrollado teniendo en cuenta los problemas que enfrentan los estudiantes de Literatura del quinto nivel de la Escuela de Lengua y Literatura Inglesa de la Universidad de Cuenca. Debido que los estudiantes empiezan a estudiar asignaturas en Inglés; es innegable que surjan dificultades durante el estudio de la información, ahora, en contexto. Por lo tanto, el objetivo de este proyecto es proporcionar a los estudiantes una plataforma única que apoye el proceso de aprendizaje. La recolección y presentación del material están destinadas a facilitar la comprensión del contenido de la materia de Literatura I, promoviendo así el aprendizaje. Las teorías de la educación son la base tanto para la justificación de este proyecto como la recolección del material. La Teoría Cognitiva de Aprendizaje Multimedia, el Constructivismo y la metodología del Flipped Classroom son los fundamentos de este proyecto.

En consecuencia, los resultados obtenidos tras la aplicación de una encuesta a los estudiantes muestran la disposición de los mismos al uso de material multimedia durante el proceso de aprendizaje en la asignatura de Literatura I. La metodología del Flipped Classroom es propuesta por los autores de este trabajo para promover el aprendizaje.

Palabras clave: Literatura Inglesa, Cognitivismo, Constructivismo, metodología, Flipped Classroom, materiales multimedia, Literatura I.

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ABSTRACT

This graduation project has been developed considering the problems faced by fifth-level students of the English Language and Literature School in the subject of Literature I at Universidad de Cuenca. Since they start studying subjects in English, it is undeniable that difficulties may arise when understanding contextualized information.

Therefore, the aim of this project is to provide students with a single platform supporting the learning process. The collection and presentation of the material are intended to facilitate the understanding of the content of Literature I and thus promoting learning. Theories of education are the basis for both the justification of this project and the collection of material. The Cognitive Theory of Multimedia Learning, Constructivism and the Flipped Classroom Methodology are the fundamentals for this project.

The results obtained after the application of a survey evidence students' willingness to use multimedia material during the learning process in the subject of Literature I. The Flipped Classroom is therefore the methodology that the authors of this work propose for promoting learning.

Key words: English Literature, Cognitivism, Constructivism, methodology, Flipped Classroom, multimedia material, Literature I.

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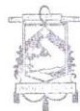Johanna Karina González Cabrera

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DEDICATION

To God, who is the motor in every step I walk in the way. To my friends and my faithful family who encouraged and prayed for me throughout the time of my research. To my mother and brother who have been the pillar and the inspiration for me to become who I am. To my dear partner and friend, Johanna, my wall and support during the development of this project.

-Maritza

To Maritza my partner and future college; to my family, my life-time stronghold and safe haven; to my husband who has been the reason to bring this project to a conclusion.

-Johanna

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INTRODUCTION

The implementation of technology in the educational field has shown to make great strides in the construction of knowledge. This strategy has been used in several branches of education by providing tools that complement the teaching-learning process. The purpose of this project is to provide multimedia content-based material to complement, through the Flipped Classroom methodology, the study of Literature I, a cornerstone subject in the School of English Language and Literature, Faculty of Philosophy, Letters and Educational Sciences at Universidad de Cuenca.

A virtual platform has been constructed with the purpose of promoting autonomous learning. The content of Literature I of the aforementioned Institution has been adapted using *Weebly (www.literatureucuenca.com).* All the multimedia material either designed or collected has been uploaded with the support of multimedia-based and teaching methodologies. This material is related to the units covered in the Literature I course, and it aims at facilitating the understanding of the topics studied.

The authors of this work designed, collected and uploaded material to the virtual platform, considering the results obtained after the application of a survey. The participants were students from the sixth level of the School of English Language and Literature at Universidad de Cuenca, who already took the subject. The purpose was to collect evidence to answer two main questions – *To what extent do students agree to the use of technology during their lessons?* and *what is their opinion about autonomous learning*?

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This work is divided in six chapters. The first chapter refers to the description of the problem, its justification, and the object of this study. The second chapter contains the literature review which is divided in four main sections. The first section contains information about technology in education which is explained in general terms.

The second section explains The Theory of Constructivism while the third one gives details about The Cognitive Theory of Multimedia Learning. Finally, the fourth section deals with the Flipped Classroom Methodology, in detail.

Chapter three explains the methodology used to collect data for this research; the main data collection technique was the application of a survey to sixty-two students of the English Language and Literature school at Universidad de Cuenca. Chapter four presents the survey results, their analysis, and their interpretation.

The fifth chapter features the collection of the material that has been exposed on the website. A guide has been included, containing a list of multimedia material that has been uploaded to the platform. Furthermore, chapter six provides a detailed explanation of the proposed activities for developing the lectures in the case that the teacher decides to use such material. Finally, chapter seven includes a set of conclusions and recommendations.

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THE PROBLEM

Topic

The present investigation project aims at collecting appropriate material which is to be uploaded to a virtual platform that can be used to teach the content of Literature I. The material will be collected from different on-line sources which work as a support for the topics studied on this subject. This material is distributed into two categories – the first one includes all the material related to the teaching of the subject, i.e., explanatory videos, pictorial material and interactive presentations using different software. The second one includes a variety of activities related to the topics to be studied. The main purpose is to use this multimedia material in the teaching-learning process of the Fifth Level *Literature I Course* of the English Language and Literature School at Universidad de Cuenca.

Description of the problem

Many students experience serious drawbacks when going from the fourth to the fifth level of the English Language and Literature School.

As can be noticed after the results of the survey conducted to students in the year 2012, the basic problem is based on the fact that while studying English in the third or fourth level, it was not necessary to focus on historical or cultural topics, as the main purpose was to acquire a correct and efficient use of the language itself. Conversely, in the fifth level, they start reading more complicated texts and therefore, higher level students' perspectives have allowed us to conclude that the main course of the aforementioned problem is

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the transition from studying English as a subject to study subjects in English. As Literature I is one of the most important subjects in our major, this particular topic has caught our interest.

Considering this, a need appears from the students to support their learning using a different methodology, including the use of educational multimedia material.

Justification

The notion of Flipped Classroom methodology comes from the conception of saving time through the inversion of the traditional way of teaching. This means that the lectures are not given in the classroom, but they are sent to be reviewed as homework; this allows the students to practice what has already been checked at home with the teacher in the classroom.

To support this idea, Brian Bennett, the co-creator of the Flipped Classroom Methodology, attests that the flipped classroom is about making connections with learners and differentiating instruction. If a teacher decides to use videos to enhance the flip instruction, it is entirely the teacher's choice. Bennett believes that this is an ideology, not a methodology. Also, he declares that, in his personal performance as a teacher, he uses videos because they meet the needs of his remediation classes and are good for students who need extra time (*What does a good Flipped Class look like?)*

After a brief explanation of the methodology, it is necessary to mention what the aim of this investigation is and how this method helps to provide an alternative that enhances motivation.

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One of the key elements within the educational environment is keeping students motivated, in order to obtain a positive and open response when constructing knowledge.

However, the results of preliminary interviews and surveys applied to students of the sixth level of the English Language and Literature Major, along with personal experience, have shown a low degree of motivation regarding the Literature I course.

The main purpose of this project is to provide a platform containing multimedia material to promote motivation and positive interaction between the students and the teacher. Therefore, it is expected to provide the English Language and Literature School with didactic material based on the Flipped Classroom Methodology, as academic support to the field of Literature.

Objectives

General Objective

- To design multimedia material based on the Flipped Classroom Approach by using the Virtual Platform *Weebly* to assist the teaching-learning process in a Literature I class at the English Language and Literature School in Universidad de Cuenca.

Specific Objectives

- To review the content of Literature I syllabus in order to define the topics to be covered.

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- To collect didactic material such as images, videos, picture stories related to the topics covered in Literature I.

- To use the collected resources and data in the development of multimedia material that is relevant to the topics to be developed throughout the Literature I class.

- To upload the created material to the *Weebly* Platform to make it available for the Literature I Professors.

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CHAPTER ONE: LITERATURE REVIEW

1.1. THEORIES RELATED TO THE USE OF MULTIMEDIA MATERIAL

1.1.1. Technology in Education

Through the last twenty years technology has become an essential part of education. History has evidenced the advent of technology as an important tool in educational environment; from the very beginning of the last century around 1920, technological instruments were already used to teach in public education; *radio instruction* is a clear example. Years later during the audiovisual era around 1930 the projection of videos occupied a very important place as a tool for teaching as well; and from then on, inventions such as the overhead projector, the television, the audiotape, the VCR, the computer, and with it the rise of the internet, have become an indispensable tool in all levels of education.

Lately, educators all over the world are capable of using pictures, photos, videos, and a variety of technological devices such as Lap-tops, desk computers, cell phones, video projectors, smart televisions and so on, to create lectures to teach any subject in almost any school. All these devices have contributed to change the perspective of students, teacher and the society in general.

It is assumed that the better the technology is in an Institution, better the results will be in the teaching-learning process. It has been therefore essential for educational institutions to adapt their practices and to be up to date with new challenges in education and technology. The speed of technological development and the ability of students to handle devices require teachers with

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a broader and more open social understanding; that allows them to get identified with these changes, and to serve as a guide in the proper use of technological devices. They need to go hand to hand with every change and methodology all the time as well as to create more interesting and creative ways of keeping on with the changes in education.

All these changes and progresses in technology have created the necessity to make changes in educational curricula and methodologies, thus, leading to the foundation of various new methods of teaching which are all supported by technology; and others which are a blend of contemporary methods and technology. This fact has brought advantages and disadvantages in the teaching-learning process, encouraging or restricting, in some cases, the correct use of this tool.

Some of the advantages of using technology for educational purposes are essential because technology promotes collaborative work, autonomous learning and problem-based learning. In addition, it strengthens the development of meaningful learning and allows the teacher to design alternative and innovative teaching materials. It also allows stabilizing classroom environments, facilitating the evaluation of students by showing significant results. It allows the teacher to set a much more personalized instruction, leading to a student-teacher and student-student communication.

All these advantages may arise from the teachers' and students' compromise to be up to date with the development of technology and its correct use.

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On the other hand, it is also undeniable that disadvantages can be found when using technology in the classroom. The most common can be related to social inequalities since not all students have access to technological devices. Another disadvantage is that students can become dependent on technology, then having the feeling of frustration when unable to use it. Sometimes it is not possible to control all the information that students are exposed to, leading to the misuse of this information. Yet, for teachers it requires a lot of time to plan the use of the tool. In most cases, teachers are not willing to aware students about the use of technology and the implications in the role of teachers (technology is sometimes misused by teachers who tend to waste time and leave students alone).

Technological changes promote new educational methodologies. The Flipped Classroom Methodology, for example, is a relatively new methodology founded in a High School in the state of Colorado in the United States by Chemistry teachers, Jonathan Bergmann and Aaron Sams, to satisfy certain necessities in their classes.

As the purpose of this method is to invert the traditional way of teaching, the use of technology has been considered imperative, especially for the creation of the lectures that students require aside from just listening to the teacher in a class. This methodology works essentially with interactive videos, which are recorded by the teacher as a supply for the explanations, commonly given in the classroom. Many applications have been created to help teachers develop the videos creatively.

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1.2 Constructivism

The theory of Constructivism, which is presented and explained by Jean Piaget, is one of the fundamentals of the Flipped Classroom Methodology. It supports how the Flipped Classroom works during the students' learning process, turning the learner into the protagonist of the class while the teacher becomes a guide. The construction of knowledge is based on active, interactive and constructive processes. Also, the relationship between the teacher and the students has a major shift, as explained by the experts at University College Dublin:

> In the constructivist classroom, the focus tends to shift from the teacher to the students. The classroom is no longer a place where the teacher (*expert*) pours knowledge into passive students, who wait like empty vessels to be filled. In the constructivist model, the students are urged to be actively involved in their own process of learning. (*Constructivism and Social Constructivism in the Classroom*)

In addition, these are some of the principles to be considered to support this project as exposed by Professor George E. Hein from Lesley College, Massachusetts:

> -Learning is an active process in which the learner uses sensory input and constructs meaning out of it.
> - People learn to learn as they learn

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- The crucial action of constructing meaning is mental: it happens in the mind.

- Learning involves language: the language we use influences learning.

- Motivation is a key component in learning. Not only is it the case that motivation helps learning, it is essential for learning.

1.3 The Cognitive Theory of Multimedia Learning

After the implementation of technology in education, many theories related to the use of multimedia material began to appear. One of these theories is Richard E. Mayer's Cognitive Theory of Multimedia Learning. Mayer affirms that there are two channels: auditory and visual, which allow connecting new data to the old one. Furthermore, Mayer declares that students obtain information more easily by keeping it in the long term memory. Thus, the pictures and the sounds will help students remember and recall all the details.

One case study which demonstrates Mayer's theory is explained in the article *Supporting visual and verbal learning preferences in a second-language multimedia learning environment*, where the authors explain that:

> English-speaking college students who were enrolled in a German course read a 762-word German language story presented by a computer program. For key words in the story, students could choose to see a translation on the screen in English (i.e., verbal annotation) or view a picture or video clip representing the word (i.e., visual annotation), or both. Students remembered word

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translations better when they had selected both visual and verbal annotations during learning than only 1 or no annotation; students comprehended the story better when they had the opportunity to receive their preferred mode of annotation. Results are consistent with a generative theory of multimedia learning that assumes that learners actively select relevant verbal and visual information, organize the information into coherent mental representations, and integrate these newly constructed visual and verbal representations with one another (Plass et al).

1.4 The Flipped Classroom Methodology

Keeping high motivation levels is one key element sought by teachers of every teaching-learning environment in order to achieve good educational results. With this aim in mind, a variety of methodologies and techniques have been developed throughout the years. Advocates and opponents of these methodologies have provided their arguments in each case.

The Flipped Classroom Methodology has not been an exception. It has been used as an object of study by many teachers who have found in this methodology a chance to increase motivation and opportunities for teaching and learning.

On the other hand, this methodology has been questioned by some teachers who do not believe that it is a good method to be used during the teaching-learning process. Therefore, along this paper, some ideas from different authors who support or dismiss the theory of the Flipped Classroom Methodology will be exposed.

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According to Brian Bennett, a professional in Learning strategies and digital teaching, Flipped Classroom is about making connections with learners and differentiating instruction. If a teacher decides to use videos to enhance the flip instruction, that is entirely the teacher's choice. Bennett states it is an ideology, not a methodology. He declares that he personally uses videos because those fit the needs of his remediation classes and are good for students who need extra time to understand the lectures.

On the other hand, Jonathan Bergman and Aron Sams, first teachers who put into practice this methodology in a classroom have mentioned, in the interview *Founders set the record straight* made by writer Stephen Noonoo for *The Journal*, the following:

> "One of the greatest benefits of flipping is that overall interaction increases: Teacher to student and student to student. Since the role of the teacher has changed from presenter of content to learning coach, we spend our time talking to kids. We are answering questions, working with small groups, and guiding the learning of each student individually" (Bergmann and Sams).

These experiences and contributions from different authors help to support and improve the use of the Flipped Classroom methodology. The positive or negative ideas about this methodology help to develop a deeper conception of it, allowing us support the development of this project on the basis of the Flipped Classroom Approach.

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The notion of Flipped Classroom methodology comes from the conception of saving time through the inversion of the traditional way of teaching. This means that the lectures are not delivered in the classroom anymore, but they are sent to be reviewed as homework, allowing students to practice what they already checked at home, now, altogether with the teacher.

In agreement to the previous investigations, Harrison Keller, vice provost for higher-education policy at the University of Texas at Austin, which held a seminar on course flipping for its faculty in 2010 says:

> "If you do this well, you can use faculty members' time and expertise more appropriately, and you can also use your facilities more efficiently. More important, you can get better student-learning outcomes" (Keller).

He also adds:

> "Flipping allows colleges, particularly large research institutions with big classes, to make the traditional lecture model more productive" (Keller).

After the investigation, the most relevant studies that can be quarried to support the use of this methodology go over the practice that some teachers have made over this approach in different subjects.

Despite the absence of case studies in the area of Literature using the Flipped Classroom Methodology significant contributions that this methodology has brought to other subjects were taken into account.

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In a research carried out in the year 2007 by the Math teacher Jeremy Strayer in Ohio State University, he compares the use of the Flipped Classroom Methodology and the traditional class structure in two different math classrooms bringing out the following results:

> "In the flip classroom, an *Intelligent Tutoring System* (ITS) was used to deliver the lecture content outside the class. Students completed active learning projects in the classroom that often required the use of a spreadsheet computer program to help students work with the concepts in the course. In the lecture/homework classroom, students attended lectures on course content that featured PowerPoint slides, and then students practiced with the course concepts by completing homework from their books outside of class" (Strayer).

The basis of this investigation goes over the several difficulties beset the adoption and integration of technology in 21st century schools. Some schools are not well equipped with appropriate technology for effective classroom learning. Also, some teachers (especially the older ones) are not technology savvy to effectively deliver lessons using technological devices.

The other major problem is the fact that some of the research participants are from low income socioeconomic homes where they do not have access to computers or any other digital devices. Time for effectively watching and studying the flip videos at home could be a limiting factor for students who are involved in after school programs. At the light of the above challenges, the balance between classroom viability and effectiveness of technological

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innovations has been sought more than ever before making any commitment to the former. The Flipped Classroom Approach is one recent technological application that needs to be studied carefully.

The results that this research brought forth showed that Flipped Classroom students were less satisfied with how the structure of the classroom oriented them to the learning tasks in the course when using the traditional way of teaching.

Other studies such as the one made by Greg Green, principal of Clinton dale High School in Clinton Township, Michigan, who used this methodology in a ninth grade showed that when a student missed homework or an assignment, it was because he did not understand the material. Therefore, after a lot of researching, he concluded that:

> "Flipping the classroom allows an educator to record a lesson plan on video in the same fashion it would be presented to students. The structure of the video is an overview of the lesson, content, and ends with a summary. Educators can insert their voice, video clips, photographs and images, as well as work out problems in their own writing within the video, which is less than ten minutes long" (Green).

By taking notes at home, an additional thirty minutes of class time was added to learning time. This extra time allowed the teacher to directly work with students on projects, lab assignments or activities, ensuring along the way that students understood the material. He was also able to identify those students

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who needed extra help or were previously too shy to raise their hands requesting help.

The result was that they noticed a reduction in their failure rates, an improvement in their grades, and a decrease in their discipline rates while increasing their standardized testing scores.

Finally, a successful application of this method was presented through the experience of Aaron Sams, Science teacher in Woodland Park High School. Through his observations, he mentioned that "when students come to class, they do not show up to learn new content, they show up to apply the things they checked at home through videos" (Sams).

Since Science is such a practical subject, flipping the classroom has helped Mr. Sams to save time. Now, he does not teach in the classroom, instead he guides students in their practice, so they can learn by doing what they have already learnt at their homes.

This investigation has started from the consideration that students must learn by doing and discovering things by themselves. Therefore, they need time to explore, but they need to have the knowledge of what they are going to do. Consequently, they have time to clear their doubts and to practice.

In summary, as the aforementioned studies show, besides the lack of application in the area of Literature, we have found some valuable experiences of teachers who have applied the Flipped Classroom approach in their classes. Those experiences are helpful in our investigation because of the guide that is provided to us in the previous application of this methodology. All the problems presented in each case study are related to the purpose of this project.

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This approach might help students to develop a better understanding of Literature I subject. Therefore, it is expected that the correct use of this methodology combined with the material to be collected will help fitting the students' needs in Literature I.

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CHAPTER TWO: METHODOLOGY

The implementation of the Flipped Classroom Methodology during the teaching and learning process of Literature I at the School of English Language and Literature is supported by the results obtained through a survey applied to sixty two sixth-level students.

2.1 Human Subjects: description of participants

The participants were students who had already taken the course of Literature I. For this reason, their opinions were valuable to support the aim of this investigation. The sample of the survey was considered relevant to deliver reliable information.

The participants were Spanish native-speakers representing the four courses of fifth level going through the Literature I subject. It is also important to mention that this survey was applied to B1 level (CEFR), therefore, it was written in English.

2.2 Description of the survey

For the purpose of this investigation, a descriptive survey was applied to students of sixth level in order to determine their attitudes toward the subject. These results were helpful when identifying the concrete needs or constraints that could appear during the process of learning Literature I.

The survey consisted of two parts. The first one involved information about the extent to which students were willing to use ICTs while studying Literature I. Along this part, students found questions where they had to classify statements from 1 to 6 in question one, and from 1 to 3 in question two; being 1 the most

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important statement. Question number three was exposed using the *Likert Scale* to call for the students' response about their opinion concerning the use of ICTs in the classroom.

The second part concerned the concept of individual learning. This was planned to be an open-ended question where students had the opportunity to express their opinions about the topic and their disposition to use it in the Literature I lectures.

2.3 Description of the survey's process of application

The first step to apply the survey was to ask for the respective permission to the Principle of the School of English Language and Literature. Afterwards, the authors proceeded to apply the survey to the four courses (the two offered in the morning, and the two offered in the afternoon). Finally, the results were exposed in charts becoming part of chapter four of the present project.

This survey helped to increase the validity of the results. The analysis of these results provided insight into the necessities and attitudes of the students concerning the content, the methodology, the resources and the material used for the subject.

Moreover, the results of this survey have contributed to choose the specific bibliographic material for the topics concerning Literature I. As this survey's goal was to describe and reveal a necessity, qualitative information was collected and selected from the results.

Additionally, bibliographic material was collected to deeply analyze the Flipped Classroom Approach, its advantages, disadvantages, case studies, and

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every detail that could help explain the purpose widely. As aforementioned the results of the survey helped to choose the correct and relevant material used for the units studied in Literature I.

This bibliographic material has been analyzed according to the theories and experiences of the most important authors of this methodology, as well as the most relevant didactic material that can be used for the purpose of this proposal. Therefore, it was necessary to consider the level, the vocabulary, the different grammar points, and the variety of topics to be studied in the course, so the material can fit the necessities of the students while taking the course.

Finally, the collection of the material was based on the survey's results. These results provided the correspondent activities for each unit covered during the course with the purpose of solving them. The consequent analysis of the survey, which was carried out regarding the course's syllabus, also provided the project with a methodological and academic purpose.

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CHAPTER THREE: SURVEY RESULTS - ANALYSIS AND INTERPRETATION

A survey was applied to sixty two students in order to determine their needs, interests and concerns about self-learning and the kind of multimedia material necessary to accompany the process. Furthermore, the results will function as an important support for the purpose of the present investigation project.

3.1 Presentation and Analysis of the Survey Results.

Question 1: Classify the statements from 1 to 6, one being the most important. Which of the following materials do you consider important to use as reinforcement for the contents of Literature I?

CHART 1: PREFERRED MATERIALS TO IMPROVE THE CONTENTS

Source: Authors
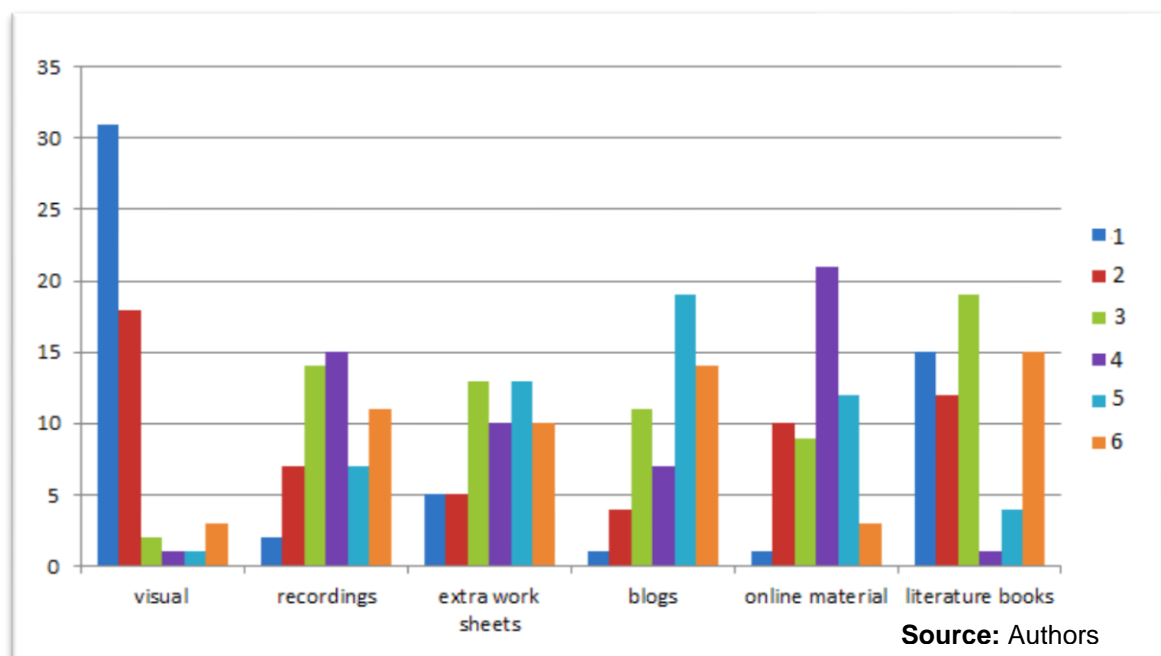
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The results suggest that studénts prefer visual material at the moment of taking a lecture about Literature I. It indicates that this kind of material could be a very important and useful tool. According to Richard Mayer's Cognitive Theory of Multimedia Learning, there are five cognitive processes in multimedia learning: selecting relevant words from the presented text or narration, selecting relevant images from the presented illustrations, organizing the selected words into a coherent verbal representation, organizing selected images into a coherent pictorial representation, and integrating the pictorial and verbal representations and prior knowledge. The previous results show that students prefer to work with audiovisual material. These results are related to Mayer's consideration about the selection of the material regarding the content of Literature I. Therefore, the images, the pictures, and the animations are all related to the topics which are covered in the Literature textbook taking into account these processes and the effects they can have on the student's process of acquiring and constructing knowledge.

Based on Mayer's theory, the material to be uploaded to the platform could help students to internalize the content of the subject by assisting them to gear the written concept with images and pictures related to the different topics.

Moreover, based on John Sweller's Cognitive Load Theory (1992), verbal and visual perception is extremely selective, and learners could focus their attention only on a small amount of auditory-verbal and visual-pictorial presentations at once (Baddeley). Consequently, it is important to use material where the student can relate the words to pictorial or audio material so that the content can be assimilated deeply.

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All these features can help to motivate students to get into the content of the subject and call their attention, which is one of the main purposes of the Flipped Classroom Methodology.

Furthermore, another objective of the Flipped Classroom Methodology is to increase both student-student and teacher-student interaction. As stated by Jonathan Bergman and Aaron Sams in their article *How the Flipped Classroom was born,* as the teacher becomes a guide to the students and spend less time explaining things, he uses this time to guide students interacting with them.

This has led to the introduction of blogs in the platform for the purpose of creating spaces where students can interact and expose their ideas about the content of the subject. The activities and topics included in the blogs will allow students to expose ideas as if they were in a debate essentially about the stories and their contribution to the language.

Furthermore, Charles A. Hill, a retired instructor from the University of California, when analyzing The Khan Academy's founder, Salman Khan's video about his experience with the use of multimedia material, states:

> "The most important benefit of the flipped model is not the use of relatively inexpensive technology, but the fact that it frees faculty to use their time with students in a learning environment more consistent with what they know about effective pedagogy: active students interacting with their instructor and fellow students rather than passive students sitting in a lecture hall" (1).

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Consequently, based on the different results obtained in this first question, multimedia material could work as a worthwhile tool when teaching Literature I and also when using self-learning as a way of acquiring new information and knowledge.

Question 2: Which one do you think is the most important reason for teaching Literature I by using the Multimedia Platform? Classify them from 1 to 3, one being the most important.

CHART 2: IMPORTANCE OF USING MULTIMEDIA PLATFORMS

Source: Authors

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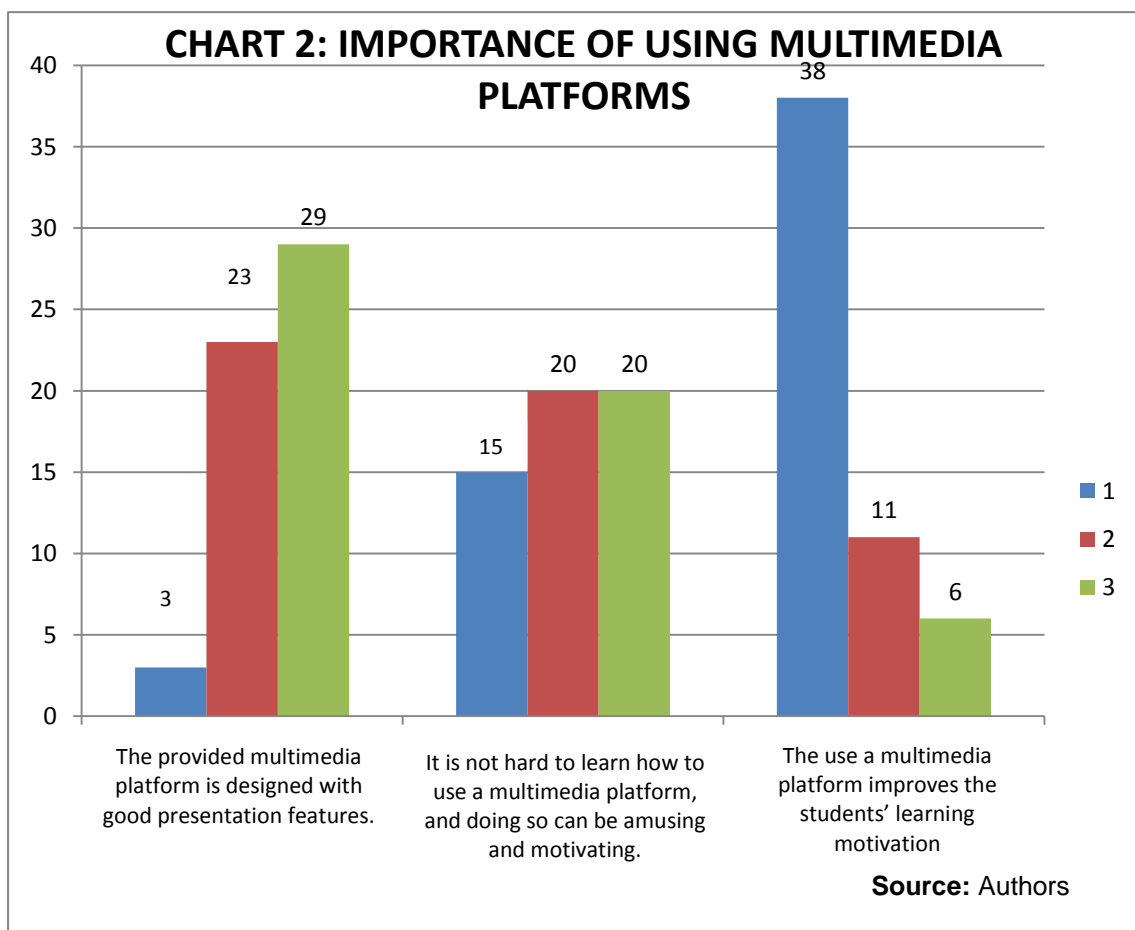
Question number two aims to determine the relevance of using a multimedia platform to learn Literature I.

The implementation of a multimedia platform in the learning process is for students to interpret the content of the subject from a different perspective, and for the teacher to reorganize his time so that he can properly interact with the students during the lectures. In addition, there are situations to be considered when using a multimedia platform, including the quality of the content over the quantity, and the interaction it may offer to the viewer over the physical characteristics of the presentation.

As Richard E. Mayer states in his Cognitive Theory of Multimedia Learning, multimedia presentations need to include a *multimedia instructional message,* which is the combination of words each, written or oral, with pictorial material either static or animated.

Another purpose of this question was to obtain information about students' perceptions on the use of a multimedia platform as a useful tool in the educational field.

According to the results obtained, students expect the material to be easier to internalize. Therefore, easiness is one of the most remarkable characteristics when using a platform, since it offers the users the opportunity to include a variety of educational resources which are more enjoyable and interactive.

All these resources are intended to help the teacher explain, in an easier way, the subject of Literature I, so it can save time for him and for the students.

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In addition, it is generally known that working with multimedia and online material is easier because every kind of information is available a click away.

A third purpose in this question is based on setting and obtaining results about the students' opinion concerning how motivating it results for students to use multimedia platforms to promote the learning of the contents in Literature I.

Bearing in mind that motivation appears like the most important aspect when using multimedia platforms, it is totally relevant to consider the Flipped Classroom as the methodology to enhance learning. One of the most important features of the Flipped Classroom Methodology is to provide motivation to students using multimedia material. As the student previews the content, it is easier for him to actively participate, increasing his motivation to learn.

Question 3: Select the option that best meets your experience, with regard to the use of ICTs to teach Literature I.

Question 3a: Studying Literature I through the use of ICTs will help me understand the vocabulary, the stories, and the content of the subject in a better way.

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CHART 3: USE OF ICTs

Strongly desagree

Disagree

Neither agree, nor disagree — 8

Agree — 42

Strongly agree — 12

| 1 | 5 | 9 | 13 | 17 | 21 | 25 | 29 | 33 | 37 | 41 | 45 | 49 | 53 |

■ A)   **Source:** Authors
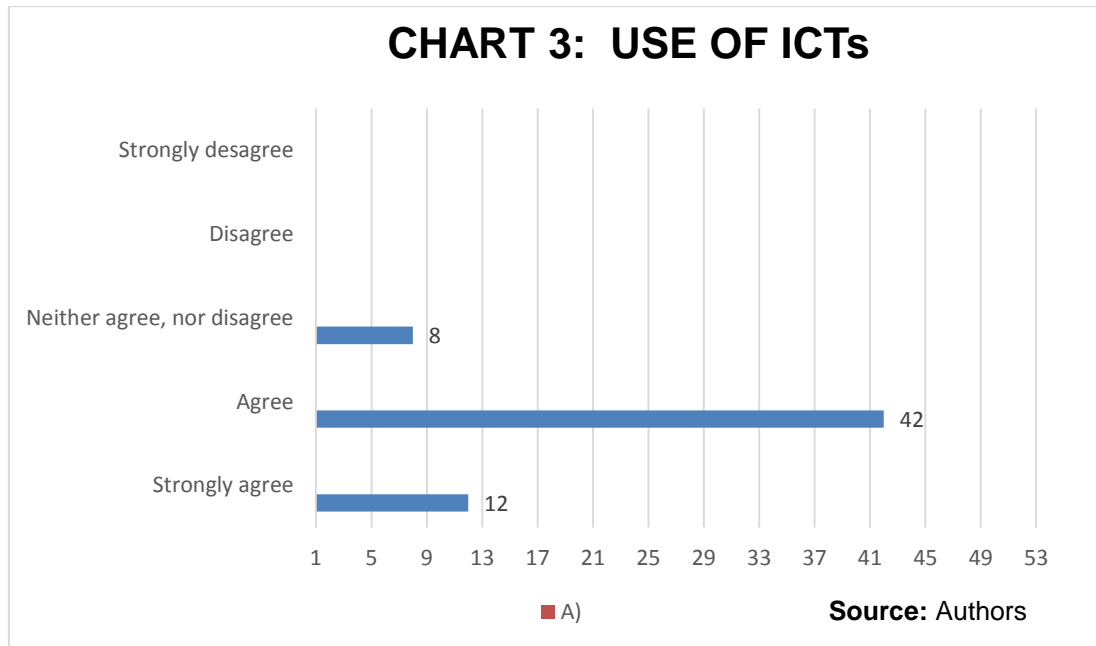
From sixty two students who were asked, forty two agreed and twelve strongly agreed to the exposed idea. It means that they supported the proposed idea of including multimedia material through the Flipped Classroom Methodology when teaching Literature I.

This question deeply helps understand pre-disposition that students may have about being in touch with multimedia material during Literature lectures. Students' willingness to start working the Flipped Classroom methodology by using multimedia material appears to be very necessary when they have to develop topics by themselves.

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Question 3b: It would allow me to review the material anytime I need to.

CHART 4: ACCESSIBILLITY

Response	Value
Strongly desagree	
Disagree	1
Neither agree, nor disagree	6
Agree	37
Strongly agree	18

1 5 9 13 17 21 25 29 33 37 41 45 49 53

■ B)

Source: Authors
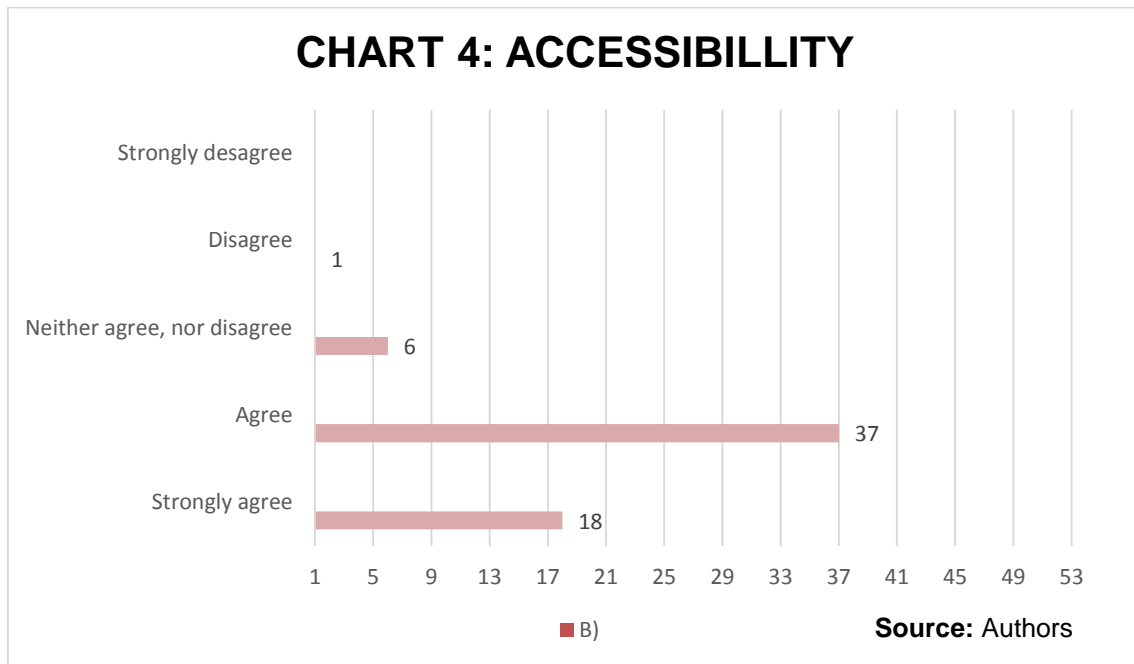
The results showed a majority of thirty seven students who agreed to the provided idea as well as eighteen students who strongly agreed to it.

The aim of this item was to determine whether or not students were comfortable with the idea of having the material available for them to check it anytime they needed to. The background of this item went over the Flipped Classroom consideration of self-directed learning. In the future, the content from the platform will be available for students, but it is necessary for them to be engaged with the analysis of the content.

One of the principles of this methodology is the self-directed learning and the attitude of learning in a new way. As the Flipped Classroom Methodology proposes, students will not be static and simply listeners of what the teacher is saying; but they are required to become part of the teaching-learning process as active communicators and participants of the lecture.

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Question 3c: It gives me the possibility to relate the content with videos, pictures and another kind of extra material.

CHART 5: RELATE CONTENT WITH VIDEOS, PICTURES OR EXTRA MATERIAL

Strongly desagree

Disagree

Neither agree, nor disagree — 4

Agree — 28

Strongly agree — 30

1 5 9 13 17 21 25 29 33 37 41 45 49 53

C)

Source: Authors
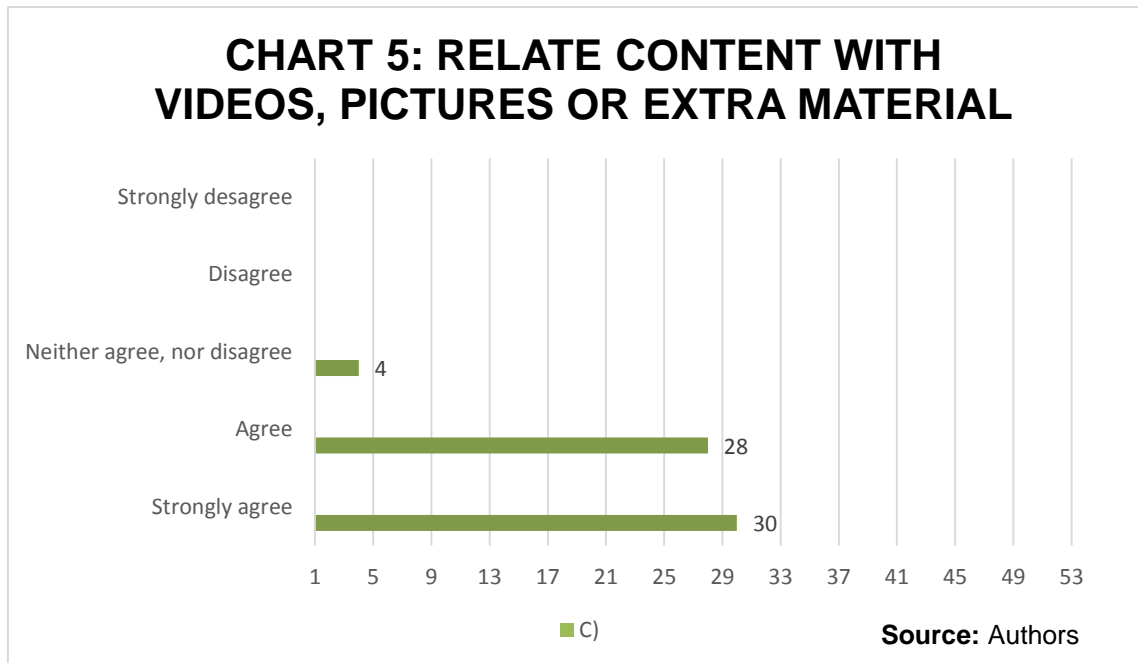
This item is very important to support the development of this project for it helps to prove that one of the students' needs goes over the use of multimedia material when teaching Literature I.

Thirty students, from sixty two who were part of this survey, strongly agreed to the idea of using multimedia material to relate the content from the textbook with images and videos. Twenty eight students also supported this idea.

The uploaded material is all related to the Literature I textbook. The topics which are proposed in the syllabus for this course have been checked and analyzed in order to relate the corresponding history and the stories to multimedia material for adding interaction and motivation to the lectures.

Mayer explains that different kinds of knowledge incorporation have place in each of the structures of memory allowing students to meaningfully acquire the

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new knowledge by perceiving, thinking, remembering, understanding language, and learning.

Question 3d: The distracting elements (e.g. social networks) that can be found while using multimedia platforms will negatively affect students' concentration and performance

CHART 6: DISTRACTING ELEMENTS

Source: Authors
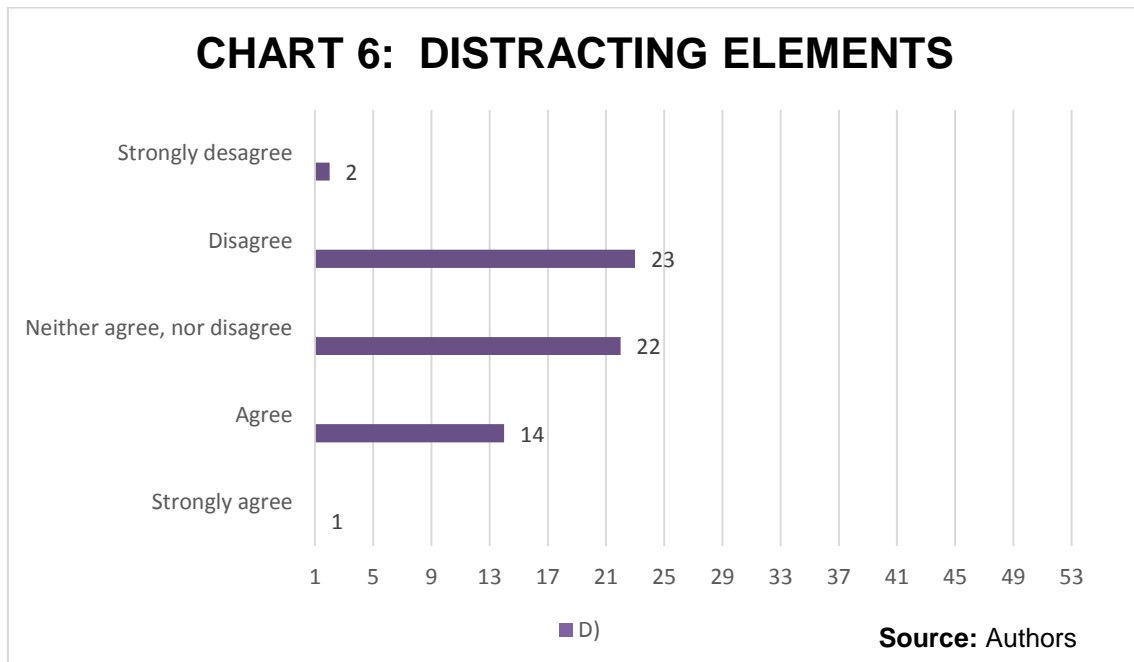
It is an assumption that when using multimedia platforms the elements which shape them could, in some way, distract the learners' attention and prevent them from the purpose of learning.

From the results dropped by the survey, twenty three students disagree and twenty two neither agree nor disagree. This shows that students do not consider the different elements that could be included in the multimedia material as distractors.
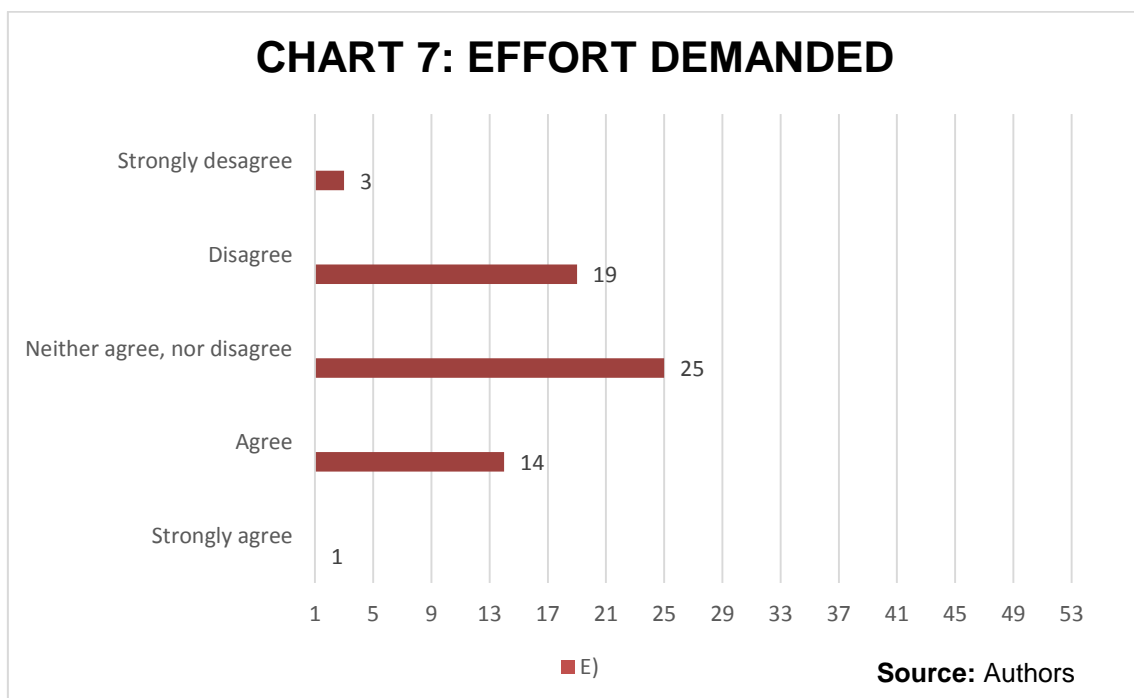
On the contrary, fourteen students consider that indeed those elements are distractors and for this, they could affect negatively student´s performance.

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However, it is necessary to site Professor J. He, a Chinese teacher who writes about the disadvantages of using multimedia material in an EFL classroom. He states that the disadvantages come from the improper use of multimedia material.

Question 3e: The information provided through the multimedia platform will meet my learning expectations, so no more effort from my part will be demanded.

CHART 7: EFFORT DEMANDED

Strongly desagree	3
Disagree	19
Neither agree, nor disagree	25
Agree	14
Strongly agree	1

Source: Authors

This question was asked to realize if students consider, or not, that by using multimedia material they will not need to make any other effort. It means, once they have all the material displayed, they will not need to read or look for further information.

It is important to take into account that one of the purposes of the Flipped Classroom Methodology is to facilitate the student and the teacher's job by proposing the student to prepare the class before getting into the classroom.

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However, it may be misconceived that students will not be asked to do anything else but to memorize the information given in the lectures without doing any further research.
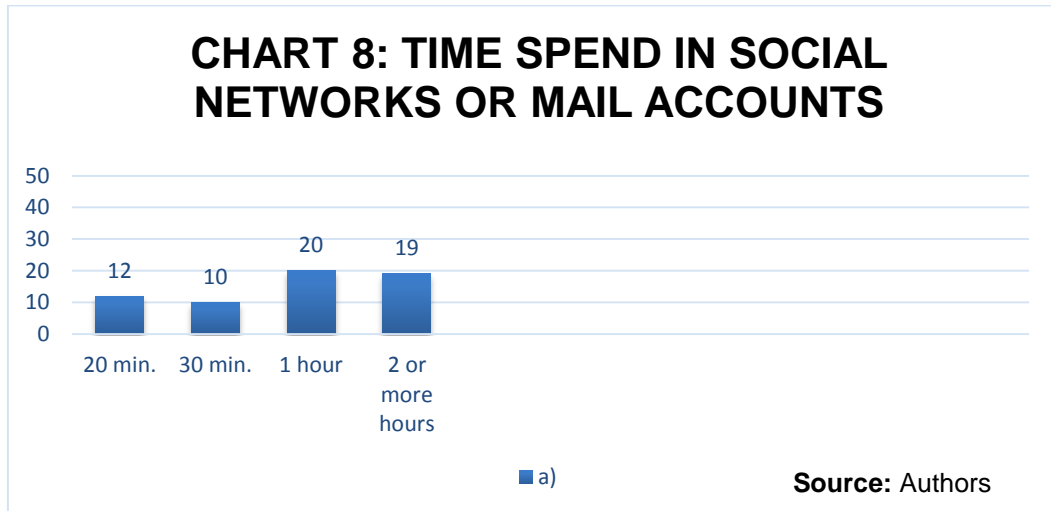
This question, indeed, proposes that students will have to go over deeper research after they review the written and the interactive material, and to this, most of them express neither agreement nor disagreement. This answer reflects the fact that students have never worked with this kind of methodology

Question 4: How much time per day do you think you spend in the next Web Pages when you are surfing the Internet?

The purpose of the this question is to find out the amount of time and which web pages students frequent in order to justify that the time they would be taking to preview the material for a lecture is the same they would use to surf the web for entertainment. Since self-directed learning is so important when using Flipped Classroom Methodology, and this project is based on multimedia and online material, it is necessary to know about students' interests and how they use their time on the web.
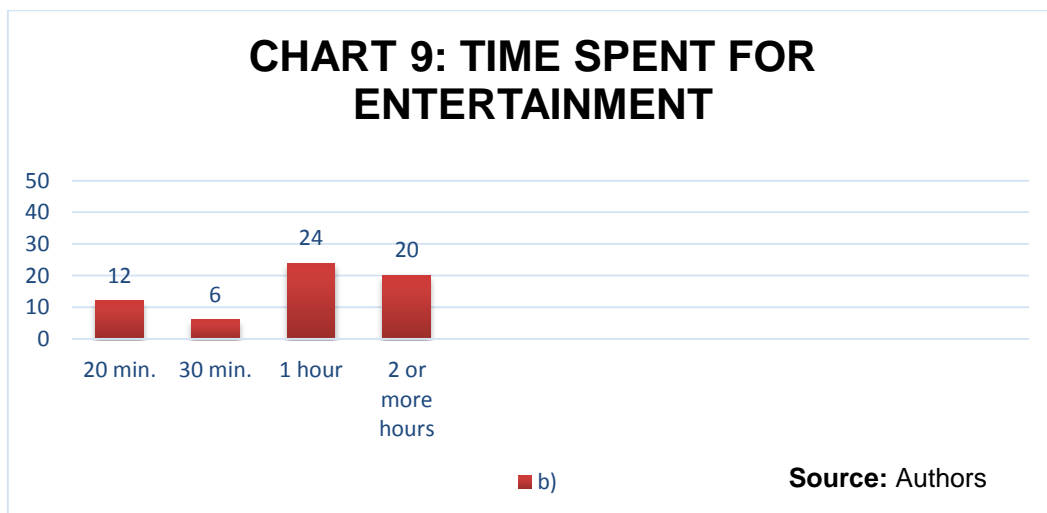
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Question 4a: Social Networks or mail accounts

CHART 8: TIME SPEND IN SOCIAL NETWORKS OR MAIL ACCOUNTS

12   10   20   19

20 min.   30 min.   1 hour   2 or more hours

a)

Source: Authors

Using the internet for entertainment has become one of the principal reasons for visiting the web. As chart eight evidences students spend one hour or more in social networks or mail accounts.

Despite the time that students spend in social networks and mail accounts, for the purpose of this project we can say that at least students have internet access, which is positive for the objectives established in this work.

Question 4b: Entertainment (YouTube-movies-books, etc.)

CHART 9: TIME SPENT FOR ENTERTAINMENT

12   6   24   20

20 min.   30 min.   1 hour   2 or more hours

b)

Source: Authors

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Watching videos, chatting, exchanging information, reading online books or magazines, has become a tendency while surfing the net. As popular as social media, are these spaces or web pages where students can find entertainment.

YouTube is the most common video platform where people can find multimedia material about all kinds of topics, and, therefore, the material which has been collected or created for the different topics concerning Literature I have been linked or directed to this platform where students can feel familiarized with the features and the characteristics of this web page.

Around the World Wide Web there is an enormous variety of educational pages where books, movies, short videos, and all kind of multimedia material has been uploaded for the user, however, it is difficult to find real and confident sources.

The material that students can find in the platform has been selected based on the considerations made by Richard Mayer in his book *Cognitive Theory of Multimedia Learning:*

> "Perhaps the most crucial step in multimedia learning involves making connections between word-based and image-based representations" (Mayer).

Therefore, multimedia material, such as social media and video platforms for entertainment has been used in the present project for students to be familiarized with the use of it, and to show that as these web pages can be used for entertainment, they can be used in the teaching-learning process as well.

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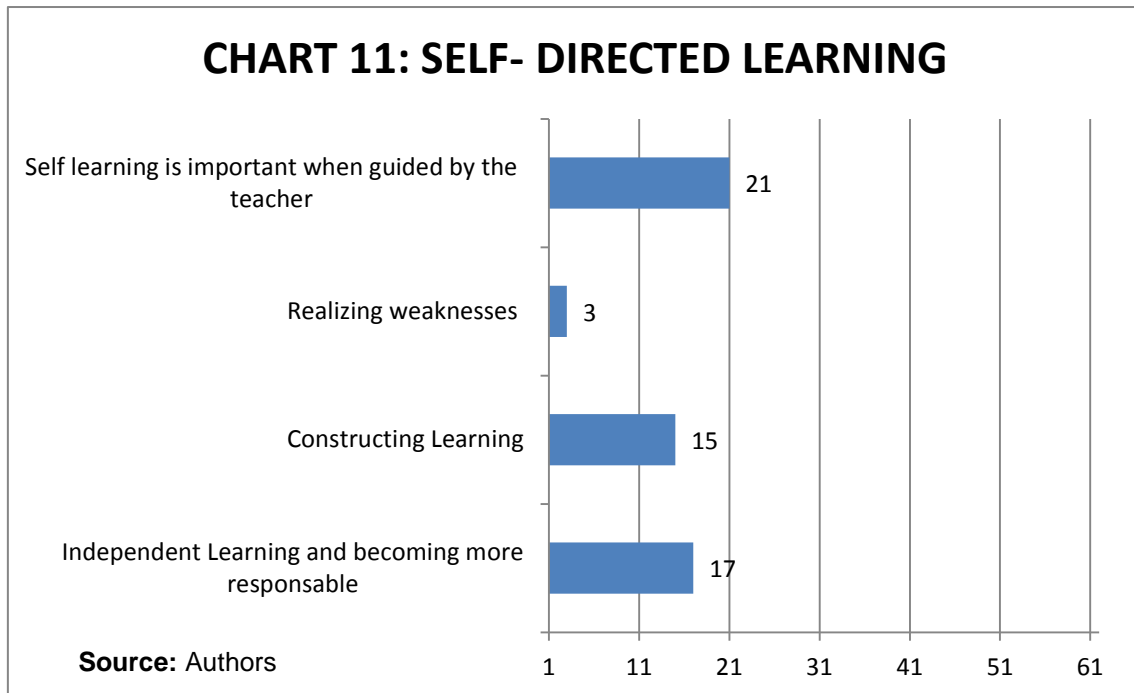**Question 4c**: Academic Research (Homework- Works)

CHART 10: TIME SPENT IN ACADEMIC RESEARCH

Source: Authors
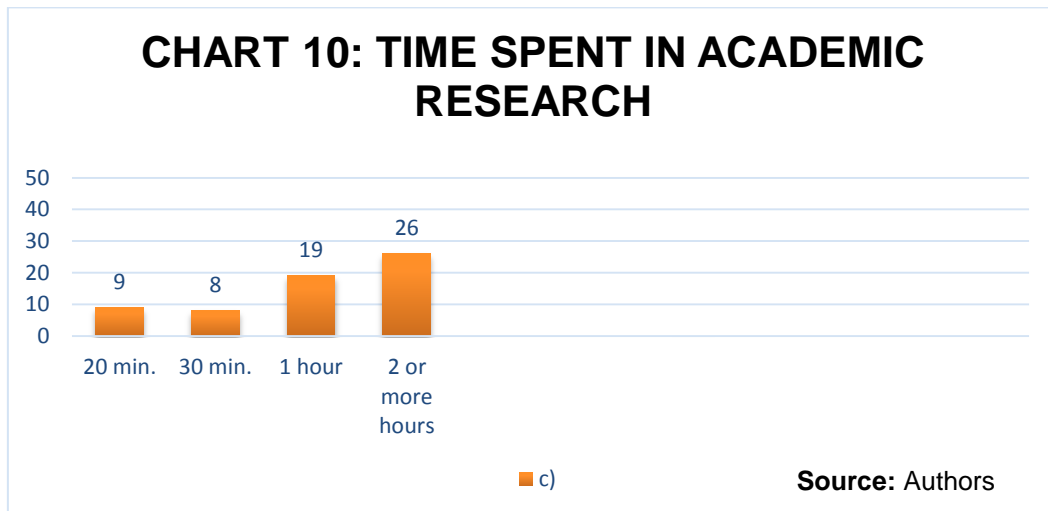
This item involves information about the amount of time that students use the internet to do academic research either for homework or investigation. From sixty two students who participated in the survey, twenty six affirmed that they spend two or more hours doing academic research for works or homework.

These results help demonstrate that the time to be engaged in the previewing of the material which is uploaded to the platform will not be different from the time they use to do research. Instead, as the material is collected and included into a single web page, students will be able to choose the topic to be previewed and be directly moved to the corresponding links, materials, and exercises.

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Question 5: What do you think about self-directed learning, or learning on your own?

CHART 11: SELF- DIRECTED LEARNING

Self learning is important when guided by the teacher — 21

Realizing weaknesses — 3

Constructing Learning — 15

Independent Learning and becoming more responsable — 17

Source: Authors

Above all the previous questions, this one has provided the most relevant information and support to the present investigation project. It was developed as an open question, which means students were not provided options to choose from; on the contrary, this question was thought as an opportunity to give students a chance to expose their ideas about this innovative way of learning.

It is important to mention that the researchers coded all the answers obtained and therefore the following aspects showed the agreement among the students:

1. Self-learning is important when guided by the teacher: Students agree to the idea of learning by themselves due to the challenges and responsibilities that are involved. Nevertheless, the role of the teacher is still important because it implies a guide during the learning process.

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2. Realizing weaknesses: This aspect is strictly related to assessment and feedback, since the role of the teacher, as previously mentioned, leads students to realize their weaknesses during the learning process, in this case, Literature I.

3. Constructing Learning: It implies that the construction of knowledge is not only focused on what is learned in the classroom but through other resources that arise from autonomous learning.

4. Independent Learning and becoming more responsible: Students consider that these characteristics appear as a result of self-directed learning, because of their effort and responsibility during the process.

Richard Mayer declares that a learner develops a long term memory because of the use of graphics and words which help him to engage past information with the new one through the main two channels, auditory and visual, and the correct way of organizing new data.

These two statements are according to the Flipped Classroom Methodology because it transforms the traditional way of teaching by using modern tools in the classroom. The methodology of the Flipped Classroom, as constructivism supports, affirms that students develop an independent way of learning without discarding the teacher's work. Teacher is not the center of attention in class anymore, however, he is considered as a guide for his students. Student becomes the protagonist during the class.

As a result, this question is an important key element to support the bases and conceptions of the present investigation. It concerns about the students'

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opinions and preferences about self-directed learning and the way they learn or acquire knowledge. It is important to mention that these students have not been exposed to this kind of material during a Literature class and, even though, they still think that it is useful in the learning process. Therefore, as mentioned above, and according to the Prince's theory explained by Professors Jacob Lowell and Bishop Dr. Matthew A. Verleger who affirm:

> "The importance of these (student-centered) learning theories to the flipped classroom cannot be understated. Without these, the flipped classroom simply does not exist. The flipped classroom is made up of two components: one component that requires human interaction (in-class activities), and a second component that is automated through the use of computer technologies such as video lectures (outside activities)" (Lowell Bishop and A Verleger)

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CHAPTER FOUR: CREATION OF THE VIRTUAL PLATFORM

The process of selecting material to create the platform, which would be used by teachers who apply the Flipped Classroom Methodology as supporting material to teach Literature I, is described with the purpose of presenting details about the steps which have been taken to present the platform, and where all this material has been collected from.

In order to create the Educational Web Page or platform where all the collected material is to be uploaded, it has been considered to use the web page *Weebly*. This is an application which allows creating new web pages, blogs, platforms and web sites offering the designer the possibility to manage the page by adding diverse styles and personalities so it gets people's attention.

Succeeding, the steps to be followed to create the aforementioned web page will be exposed graphically and in a detailed way so those can be seen as proof of the veracity of this work.

The Web page to be used in order to create the Educational Platform is called *Weebly*, and to access this page the link to be typed is **www.weebly.com**. Once the user has gotten into the web page, the site requires a user name and a password so the material and ideas in the site cannot be stolen or copied.

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4.1 PRINCIPAL PAGE

Immediately, the site leads the user to the front page of what will be the Web Site, or in this case the Educational Platform.

Image 1. Tools
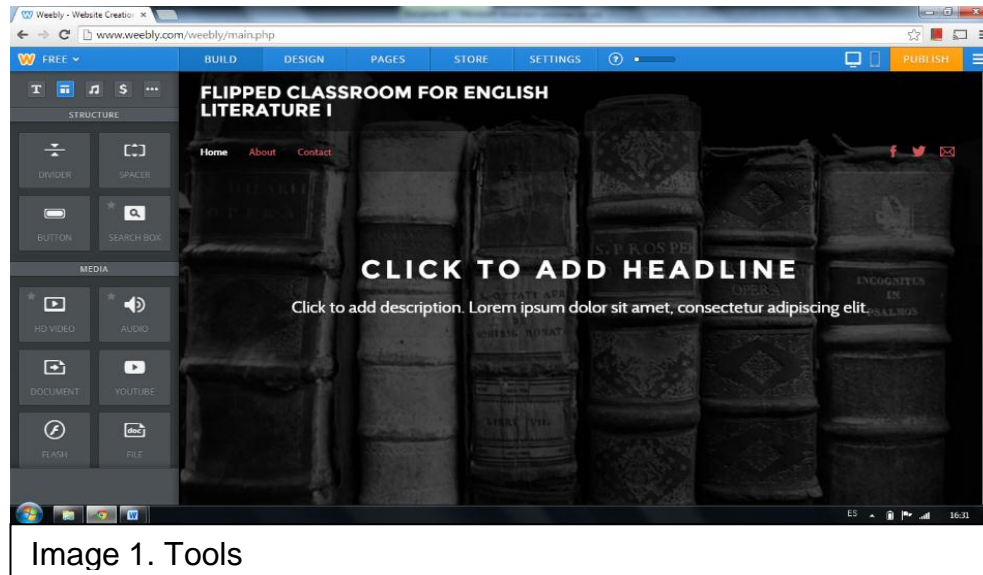
As it can be observed in the picture, this section of the platform allows writing the title that has been chosen. In this case, the supporting material to teach Literature I is to be uploaded.

Once the designer has chosen the title, the site offers him the possibility to choose from a variety of tools which help to upload, attach, search, link, and create documents, images, videos, audio clips, power point presentations, another web pages, among others.

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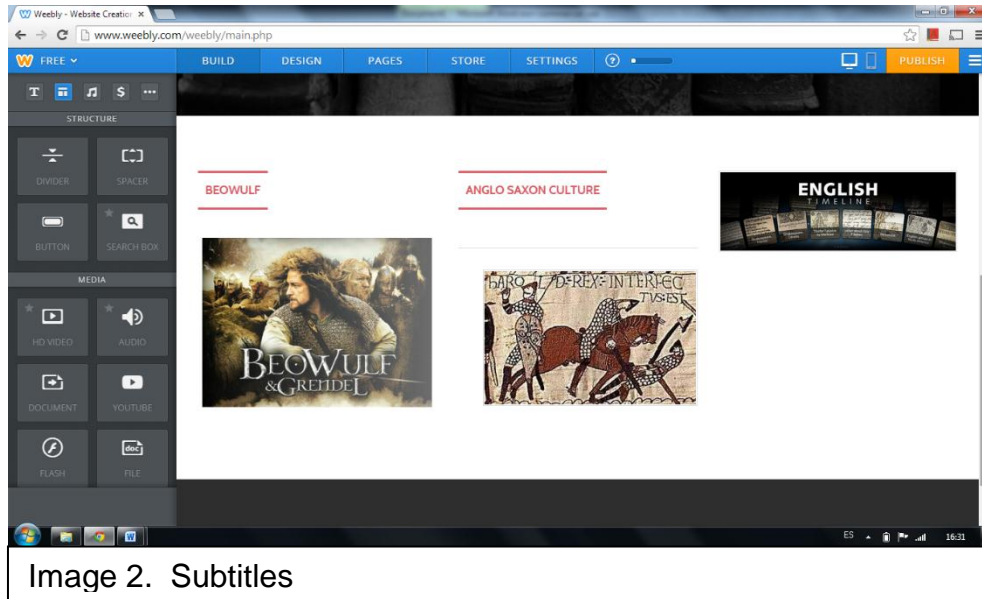
Image 2. Subtitles

In this picture, there is a description of how the site allows creating subtitles with images which at the same time can lead the user to links, videos, or another website. The Educational Platform will encompass the topics to be covered in the subject of Literature I, therefore, the subtitles will be linked and related to content about Beowulf, The Anglo-Saxon Culture, an English Timeline of the development of Literature, Geofrey Chaucer and his *Canterbury Tales*, England after Chaucer, The Elizabethan Age and its most important authors and literary works.

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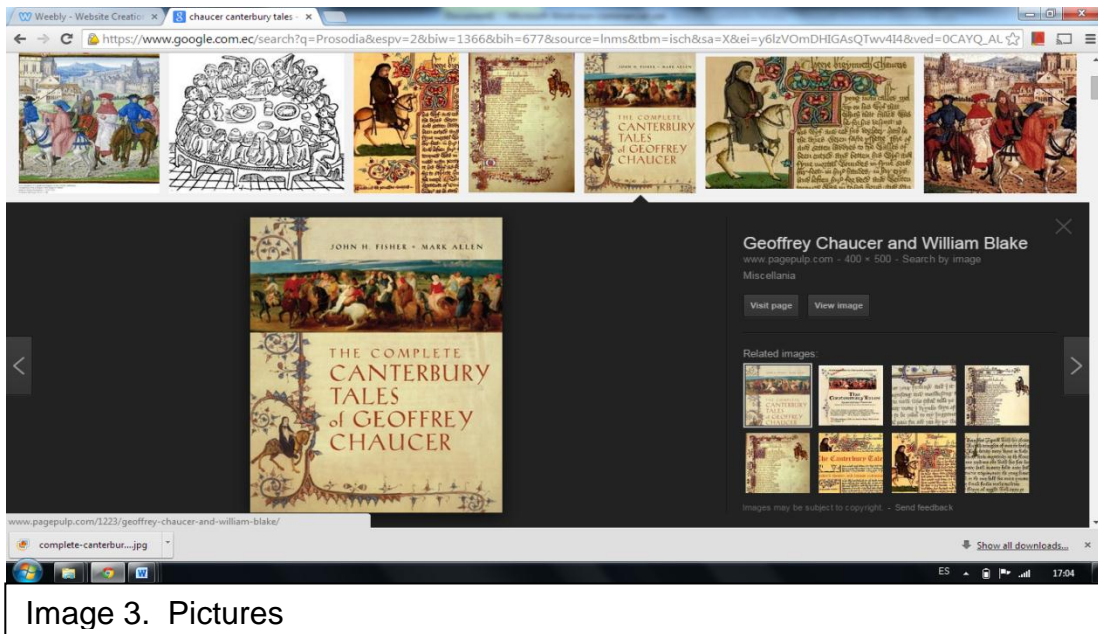   Johanna Karina González Cabrera

Image 3. Pictures

The pictures for the subtitles have been collected from different sources looking for them to call the attention of the users.

As previously mentioned, this platform also permits uploading slides with basic information about the topics. Above we can see the process to create and upload a slide containing some literary works and their most important characteristics.

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Image 4. Paint
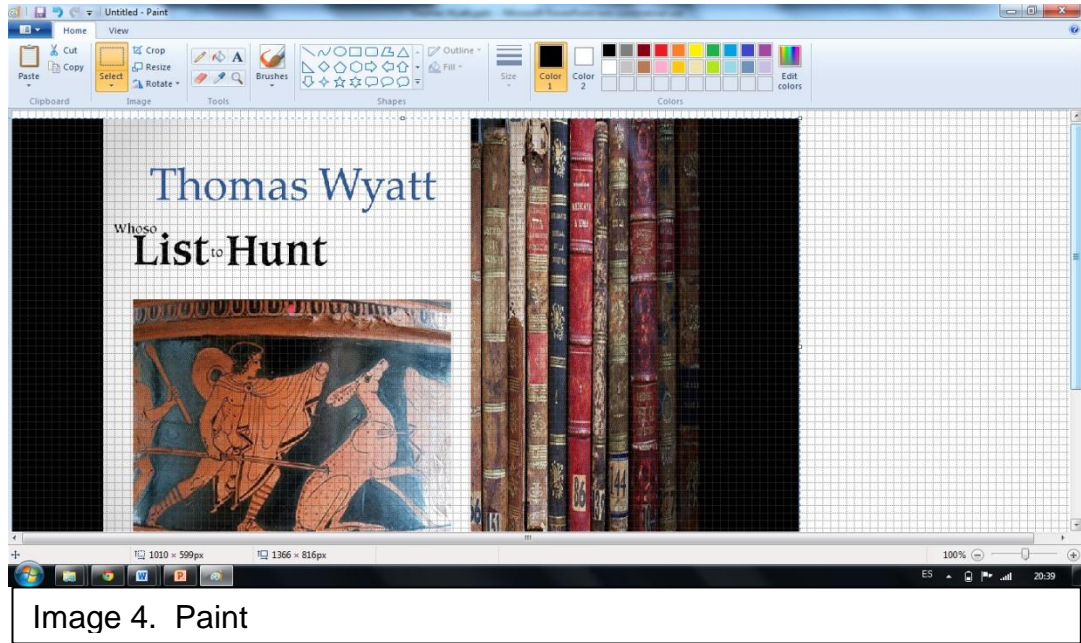
Before uploading the PowerPoint presentation, it is essential to delimit some details which give it personality. Consequently, as it is shown in the picture above, an image has been downloaded and edited using Paint, so it can be edited until it fits the needed profile to be pated in the PowerPoint presentation as background of the main titles of the literary works to be presented.

Image 5. Power Point Presentation

The Picture has been used as background to fill the slides with the name of the main literary works corresponding to the Elizabethan Age.

Finally, the PowerPoint presentation is uploaded to *Weebly* to be part of the educational platform where it will be available for the users once the page is published.

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4.2 POWTOON WEB APPLICATION

The next step in the process of creating the web page was to link videos related to the topics to be covered along the course. As the first topic was the story of Beowulf, an attention-calling video was created, so that students may watch it, after or before reading the story from the book.

Image 6. Powtoon1
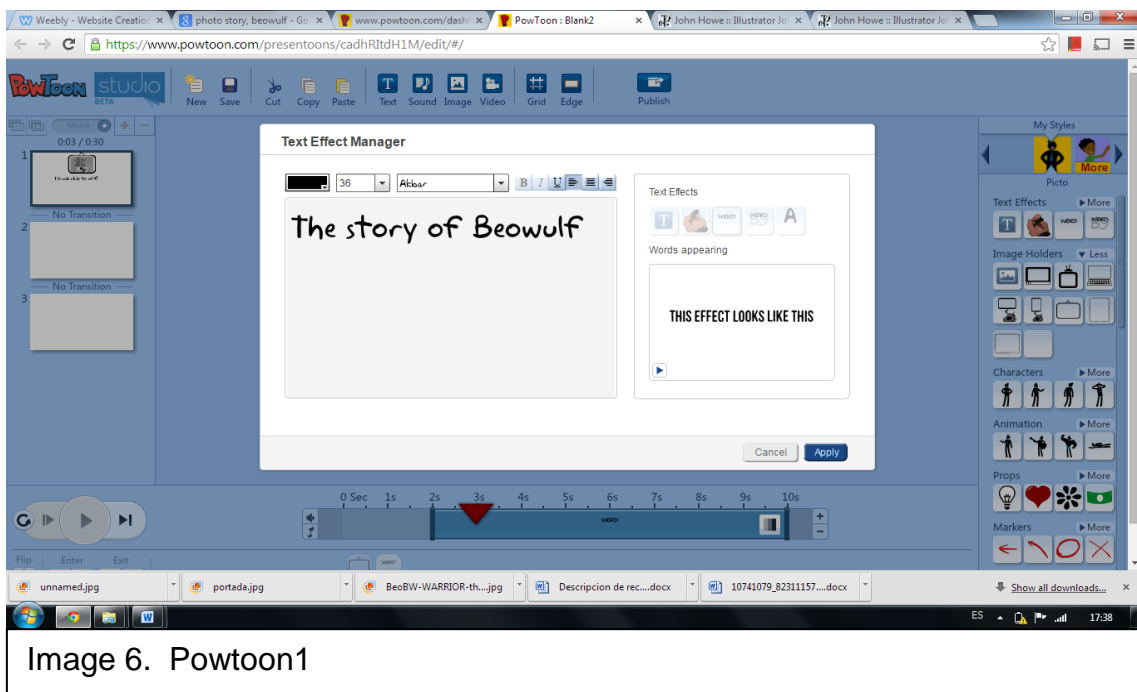
Therefore, to generate the video, the web page *PowToon* worked as a tool. The original purpose of this web page is for businesses presentations; however, it can be used as an educational tool due to its versatility and easiness. These characteristics allow the user, in this case the teacher, to create motivational, interesting, animated and communicative videos and presentations to call the attention of the students.

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Image 7. Powtoon 2

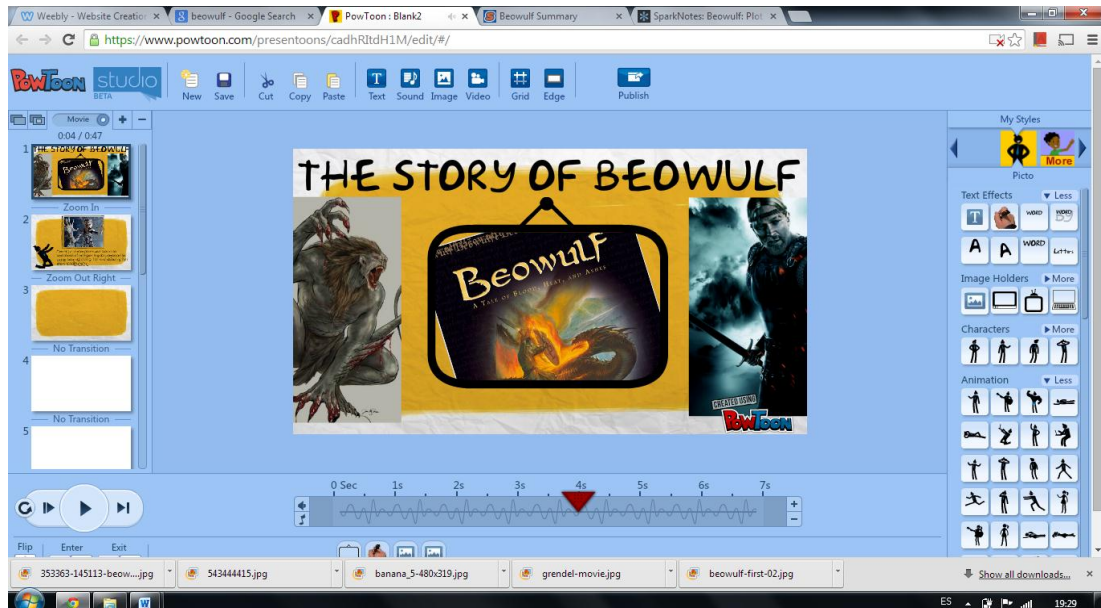Concerning the creation of the platform the first step was to subscribe to the page under a username and a password. Immediately, the site allows the user to create videos and presentations.

The next stage was the recollection of pictures which could better describe *The Story of Beowulf* from the very beginning.

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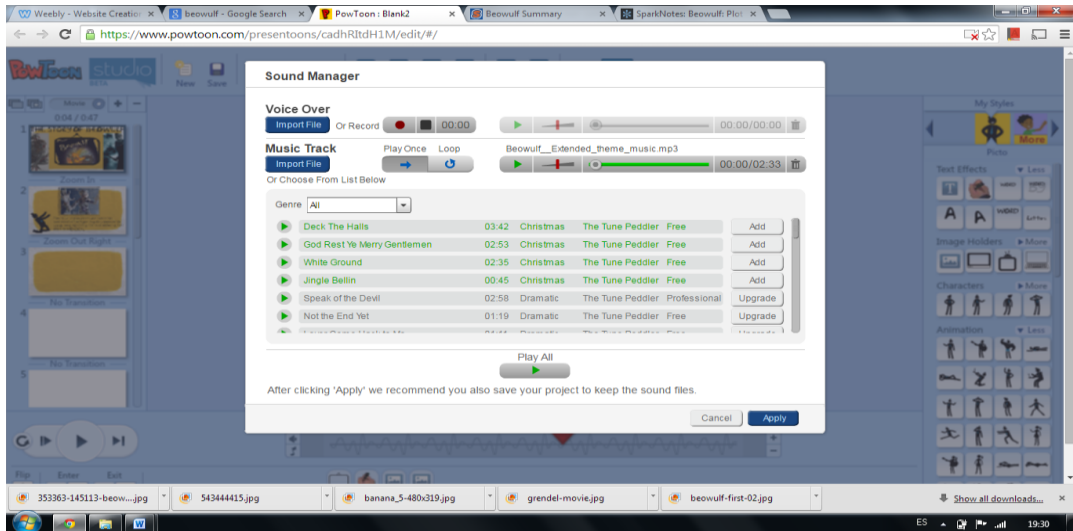　　　　　 Johanna Karina González Cabrera

Image 8. Music

The music was chosen from the original movie of the story of *Beowulf* produced in 2007 which was recorded and uploaded to *PowToon* to be part of the video.
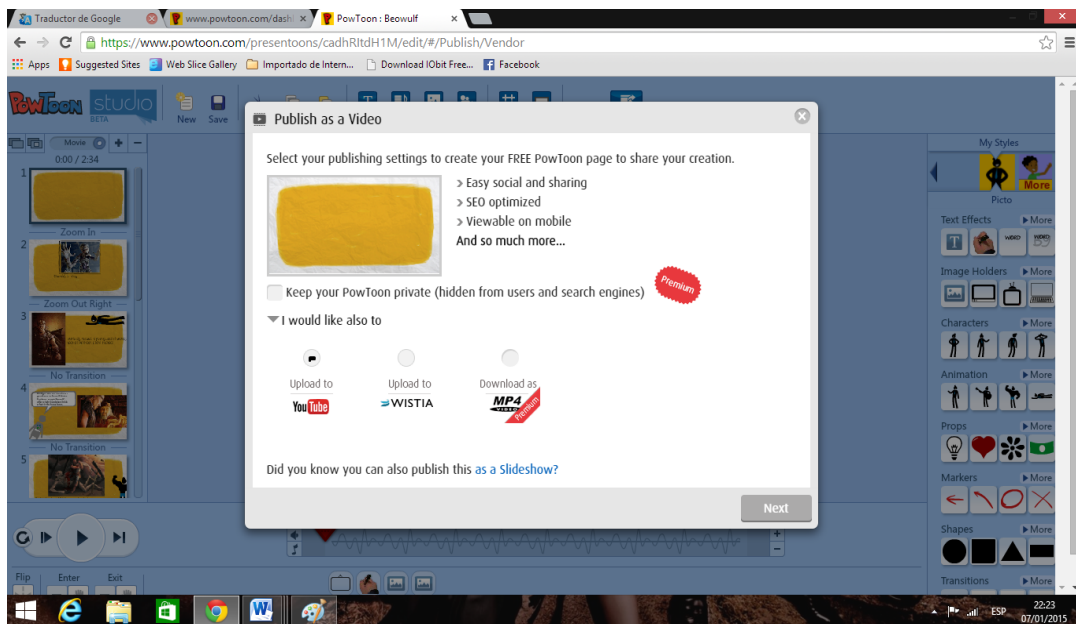

Image 9. Upload to Youtube

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Thus, after the compilation of the necessary pictures and music and the corresponding creation of the video, it was ready to be uploaded to Youtube.com under the name of *Beowulf*. The last step in this stage is to link the video to the educational platform where it would be available once it has been published.

4.3 EXERCISES
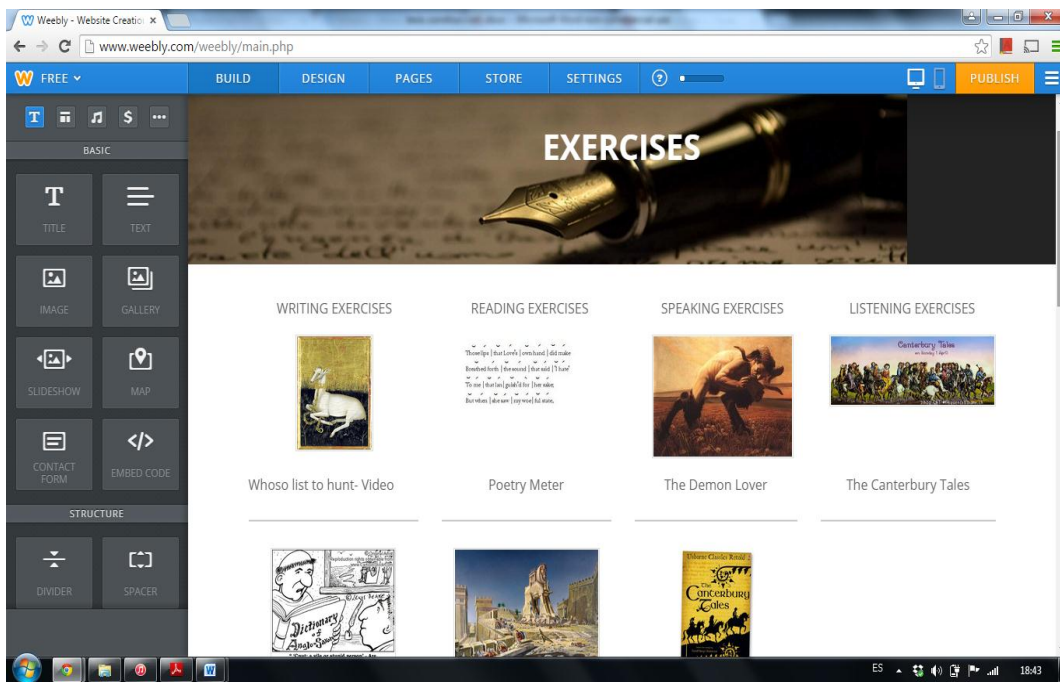
Image 10. Exercises

An important section that was developed on the website concerns exercises that will hopefully serve as a reinforcement tool after each topic the student reviews. The exercises were designed considering the four skills of English language: reading, speaking, listening and writing. Many of them are focused on improving the skills of speaking and writing. The exercises were made in Microsoft Word and uploaded to the platform.

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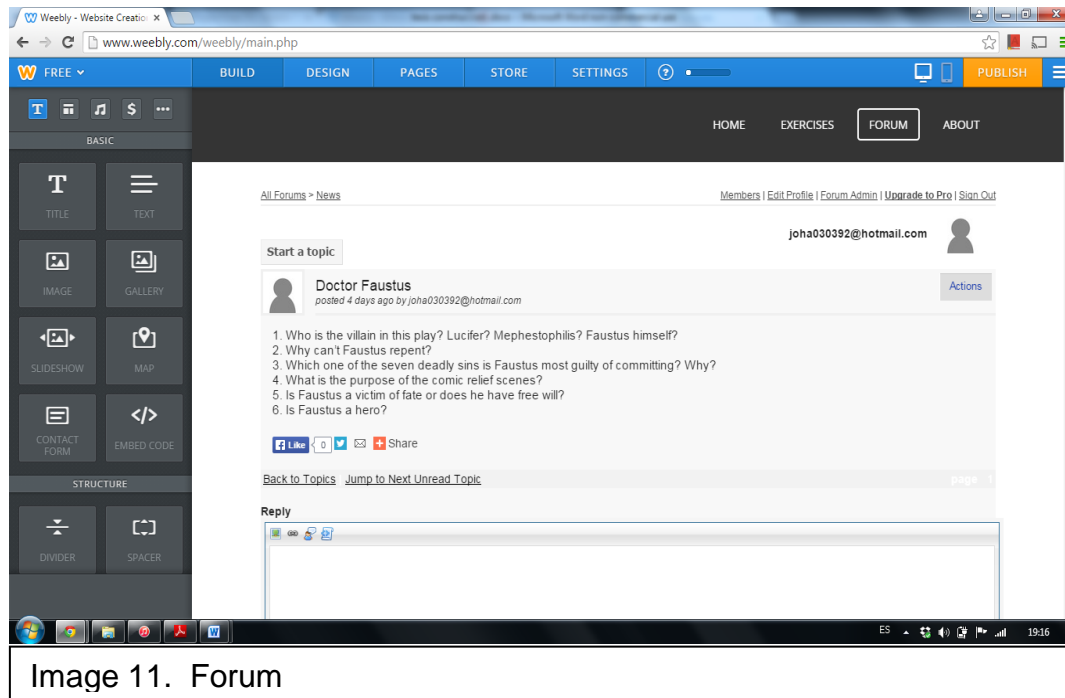
Image 11. Forum

Finally, another component that was developed on the web page is the forum section in which students and teachers can interact and discuss the topics. In addition, they could share ideas that will create dialogues inside and outside the classroom.

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4.4 SECTION *ABOUT*

Image 12. About

The last element of this webpage was the *ABOUT* section, which was included to provide information regarding time, location, and authorship of design.

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CHAPTER FIVE: PROPOSED GUIDE TO USE THE MATERIAL

Once the material has been collected and uploaded to the digital platform *Weebly*, the user has a very suitable tool regarding the content studied in Literature I. This platform and the material included have been selected considering the results obtained from the survey applied to sixth-level students of the English Language and Literature School at Universidad de Cuenca. Therefore, every unit to be covered is presented through videos, short stories, *Prezi* presentations, timelines, and audios that illustrate in a more interactive way the material regarding the most important topics to be covered along the course.

Image.13 Logos

Image.14 Home Page

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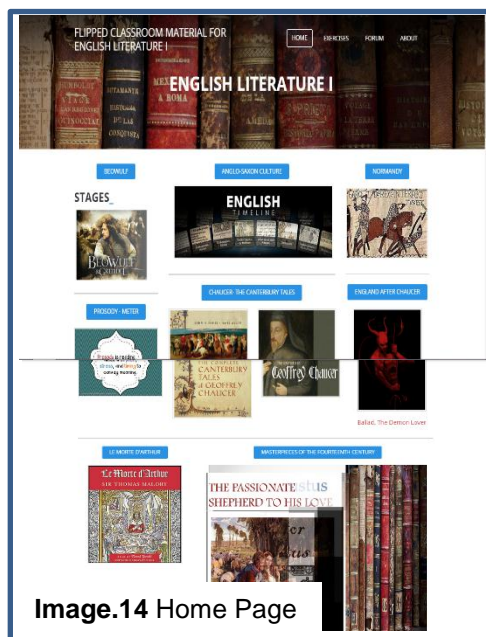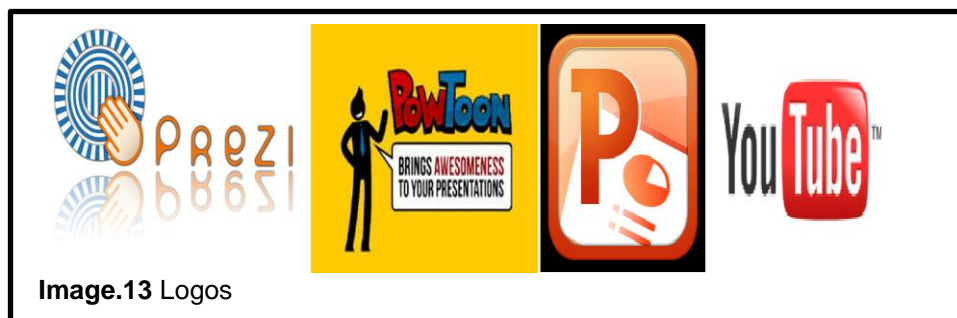
The user can fit this material to the necessities of his lectures by selecting the most attractive ways to present or develop each topic. As follows, a list of the collected material and a proposed guide for its appropriate use have been included, so that students and teachers can collaboratively work during the course.

The material has been arranged by topics, being the first *The beginnings of English Literature* which explains the different changes that English Literature has come through to become what we know today as English Language. The main subtopic which is analyzed in this first unit is the study of *Beowulf*.

5.1 Contents

5.1.1 Beowulf

By the end of this unit students will be able to know the main ideas about the background story of *Beowulf* and when it was written.

As the Teacher presents and develops the topic, he can go over the material which has been uploaded in the link *Beowulf* and find material such as:

- A Powtoon video presentation about the story of *Beowulf.*
- A Prezi presentation about the most important invasions to England.
- A slide presentation about the 4 stages of evolution of *Beowulf*.
- Videos about the story of *The Fight in the Mere*.
- Proposed activities about *Beowulf.*

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5.1.2 Anglo Saxon Culture

By the end of this lesson students will be able to identify dates, events and places related to the most important invasions to Britain.

The Second topic in the book is *The Anglo-Saxon Culture*. Regarding this topic, there will be material such as:

- Videos about the culture of the Anglo Saxon peoples.

- A Prezi presentation which includes the six most important invaders who came to Britain and their most important contributions to the English Language.
    - This Prezi presentation concerns the whole unit because it alone contains the subtopics to be covered in the unit.
    - Therefore, when the teacher starts explaining about The Iberians, he can click in the topic and it will display a large list of content, videos and pictures about the topic. He can close the presentation and come back the next lecture to reopen the Prezi project to study the next topic which could be about the Celtic people.

- Proposed reading and writing activities where students can go further and find out new information about the invasions to Britain and the contributions that each invader left to the language.

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5.1.3 Norman England

By the end of this unit students will be able to identify and interpret the most important contributions made by the Normans to the culture and the Literature of Britain.

For this topic, there is a Prezi interactive presentation where the user can find information about the Norman culture and the contribution of these peoples to the English Language.

5.1.4 Geoffrey Chaucer

By the end of unit number four, students will be able to know the main ideas about Geoffrey Chaucer's biography and his main contributions to English Literature.

- This section includes a PowToon slide presentation about Geofrey Chaucer´s life and his background at the time he wrote *The Canterbury Tales.*

5.1.5 Prosody – Meter

By the end of this unit, students will be able to use meter to identify the rhythm of the presented poetry. This section includes the following:

- A PowToon slide presentation about *The Canterbury Tales* where students will find a brief summary and a video.
- A reading activity of meter recognition.

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5.1.6 The Canterbury Tales

By the end of this unit, students will be able to recognize the different characteristics of *The Canterbury Tales* and the most important masterpieces of this collection of stories. This section includes the following:

- A Prezi presentation about the characteristics of *The Canterbury Tales* including the *links* and the *background story*. It also contains six tales with the corresponding summary and a video.
- A speaking activity about the *background story* of *The Canterbury Tales.*
- A listening activity about the *links* of *The Canterbury Tales.*

5.1.7. England after Chaucer

By the end of this unit students will be able to recognize the most enlightened works of the English Literature which were created along this period. This section includes the following:

- A PowToon video presentation which contains the story of *The Demon Lover.*
- A speaking activity about predictions of the story.

5.1.8 The Elizabethan Age

Students will be able to identify the most important authors and their masterpieces belonging to the period in Literature known as the Elizabethan Age. This section includes the following:

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- An explanatory PowToon video presentation about the meter of *The Faerie Queene* poem.

- Two videos about the story told in the poem.

- A link which directs to full online page about *The Passionate Shaper to his Love* and every characteristic of the poem.

- A PowToon video presentation about the story told in the poem *Whoso List to Hunt.*

- A PowToon slide presentation about the author of the translation of T*he Aeneid* and an explanatory video about blank verse.

- Writing, speaking and reading activities assigned to each of the masterpieces from this age.

5.2 Methodology

The authors propose the following methodology for using this material. In order to get the best of it, and as aforementioned in the methodology of the Flipped Classroom, it is imperative that the student is already familiarized with the topic to be covered. It is recommended for the student to pre-read the material presented in the book, so the teacher can use this material in an interactive way to present and analyze it.

5.2.1 Unit 1 - Beowulf

- The teacher can use the Powtoon video presentation to expose the story and the life of Beowulf.

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Image.15 Beowulf-Video

The Prezi presentation about stages of the evolution of *Beowulf* can be used to state the dates and parts of the story when this masterpiece changed its form to become what is today.

Image.16 Beowulf-Prezi
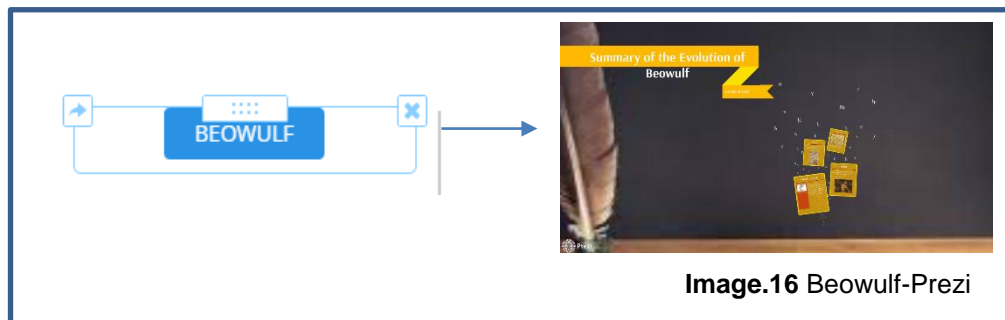
For this Unit, the proposed activities go from a Summary of *The Fight in the Mere* to questions about the story and the background story of *Beowulf* so students can remember and reinforce the main topics covered in unit one.

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Image 17. Beowulf-

5.2.2 Unit 2 – Anglo - Saxon Culture

Along this topic, material such as videos about the Culture of the Anglo Saxon invasions and a Prezi presentation which includes the six most important invaders who came to Britain and their most important contributions to the English Language.

The teacher can use the videos related to the Anglo-Saxon invaders to present and explain the unit. The videos contain information about the six main invaders, their culture, their characteristics and their contributions to the language.
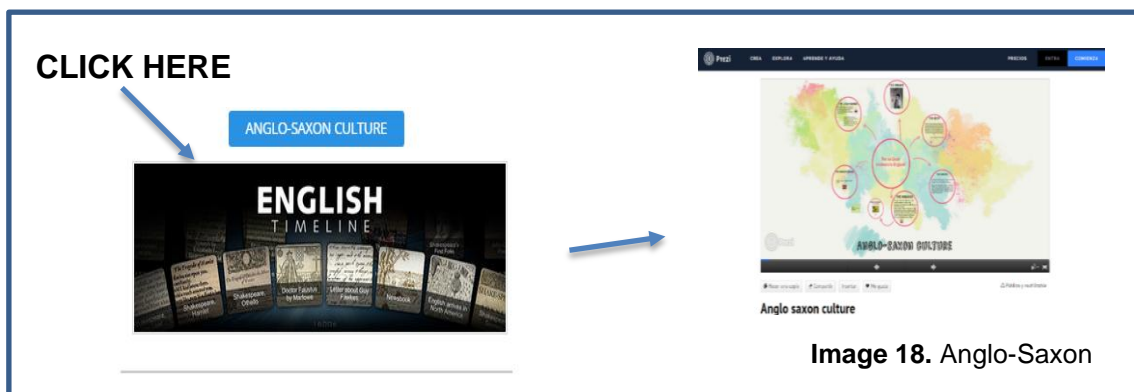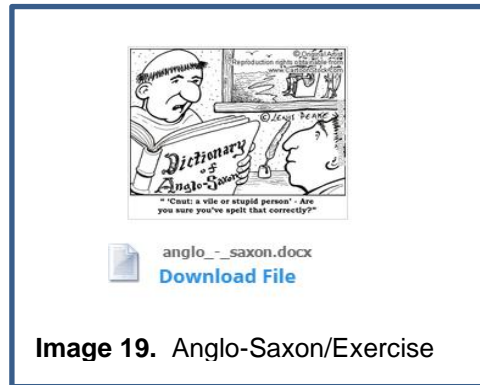

Anglo saxon culture

Image 18. Anglo-Saxon

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The proposed activity included for this topic is based on writing skills where students have to create a timeline selecting the most important details of the British invasions.

Image 19. Anglo-Saxon/Exercise

5.2.3 Unit 3 - Norman England

One of the slides in this Prezi presentation includes Norman England which belongs to the invasions to Britain. The student will be redirected to the Prezi Presentation about the *Anglo-Saxon Culture*, and there, he can find information concerning *The Normans* and their characteristics as well as videos about these people and their traditions.

- Aside from the Prezi presentation, the page is redirected to a web site where students can get further information about this topic.

Image 20. Norman

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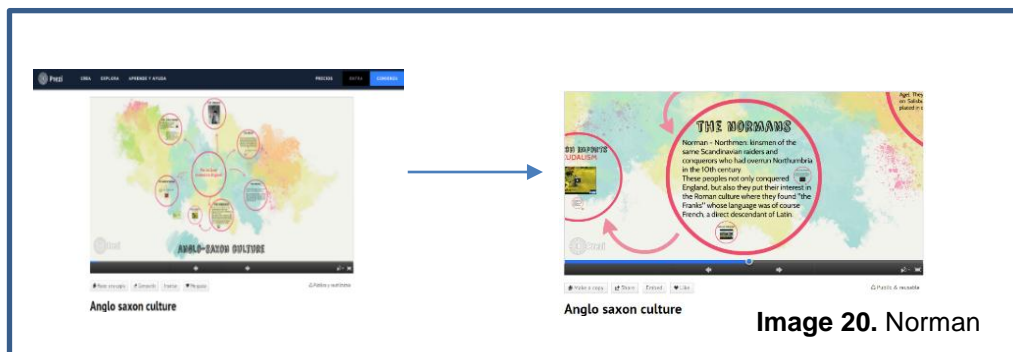
- The assigned activity for the Anglo-Saxon culture could be dispensed for this topic as well.

5.2.4 Unit 4 - Geoffrey Chaucer

The material is presented through a PowToon presentation concerning Chaucer's life and his background at the time he wrote his masterpieces. Furthermore, there is another Prezi presentation where the user can find the summaries, the characteristics and the features of each of *The Canterbury Tales* exemplified in the Literature textbook.

- The PowToon presentation contains the most interesting and important details of Geoffrey Chaucer: his life, his influences in the English Language and his inspiration to write *The Canterbury Tales*.
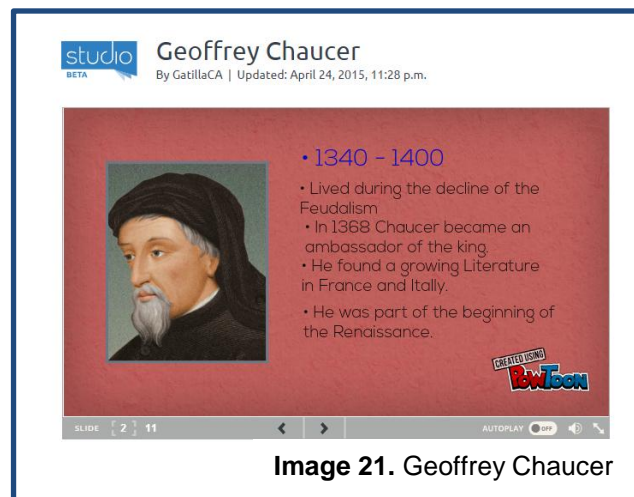
Image 21. Geoffrey Chaucer

5.2.5 Unit 5 – Prosody – Meter

Another interesting aspect, which is part of Chaucer's Literature, is the study of the meter. As popularly known, Geoffrey Chaucer wrote *The Canterbury Tales* using a unique meter for what he is famous for: Iambic Pentameter. In

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this section there is a chapter dedicated to the study of the different meters that can be used in Literature. This section includes the following:

- A PowToon video uploaded to YouTube where the user can find a brief presentation of the different meters to be studied along the unit.
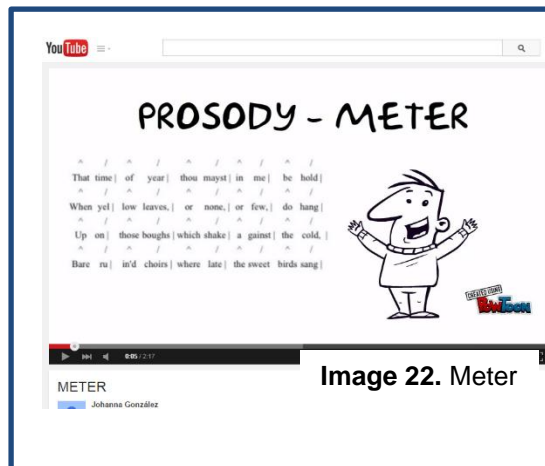
Image 22. Meter

- The reading activity assigned for reinforcing the knowledge of meter consists in scanning some lines of *The Faerie Queene* poem.

Image 23. Meter-Exercise

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5.2.6 Unit 6 -   The Canterbury Tales

The material for this topic is exposed through a Prezi video which contains the background story, *the links* and the six stories which are mentioned in the textbook.
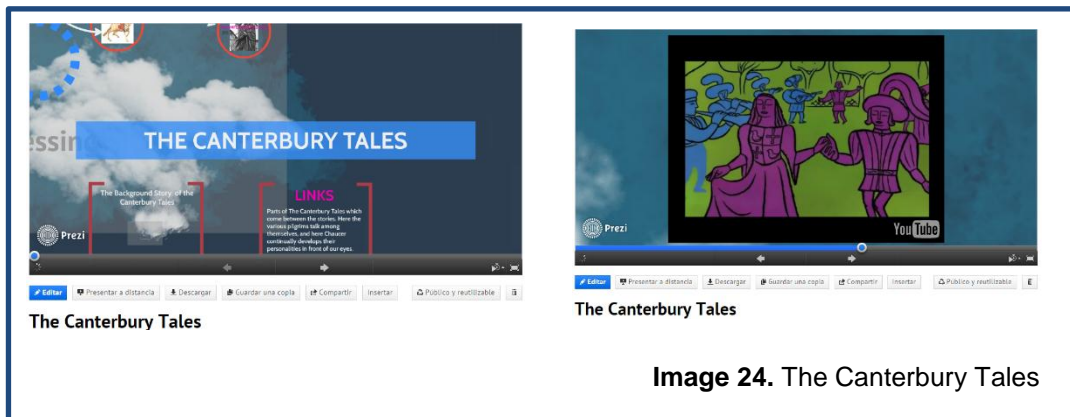
Image 24. The Canterbury Tales

- There are two activities proposed for this topic which are basically related to *The Canterbury Tales*. In the first one, students have to create a brochure, advertising about the trip to Canterbury.

In the second one, students are given a topic about the pilgrimages in the past and in the present and they are given time to share ideas about it as they answer some given questions.

Image 25. Canterbury

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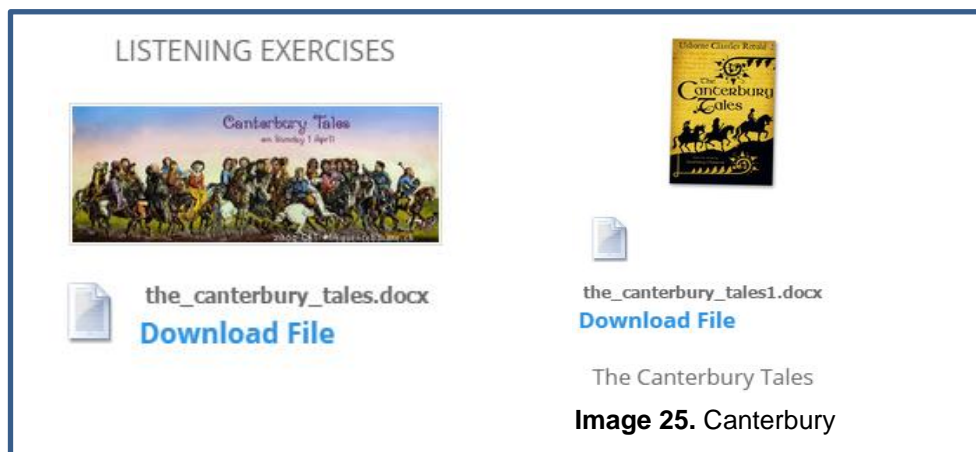
These activities can work to develop the topic deeper during the lecture. The teacher can take the time to show the videos from the platform as to relate them to the content in the book, so once the students have reviewed the material, they can go over the activities along with the teacher in the classroom.

5.2.7 Unit 7 - Elizabethan Age

After the study of Chaucer, which is the last unit focused on single topics, the presentations are based on the most important authors and their masterpieces which became icons in the English Literature along history.

Each story has a PowToon video or slide presentation for the user to review and reinforce the reading from the textbook.

5.2.7.1 Morte D' Arthur

This topic is supported with a video created using PowToon which tells the story about *King Arthur* and how he dies. The student can take a look to the video and then start to read about it in the textbook.

Image 26. Le Morte D'Arthur

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The proposed activity for this story is to create an alternative ending for the story of *The Morte D' Arthur* using the online program named *Storybird*.

Image 27. D'Arthur

5.2.7.2 Whoso List to Hunt

There is a video created in PowToon containing a summary of the story and the most important features about it. Students can use this material to support their reading in the textbook.

Image 28. Whoso List to Hunt

The activity which has been proposed for *Whoso List to Hunt* is a speaking task where students analyze the allegory and share their ideas and comments with the entire class.

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Image 29. Whoso List to Hunt/Exercise

5.2.7.3 The Greek Horse

A PowToon slide presentation helps to support the material essentially about Christopher Marlowe and his translation of *The Trojan Horse* from *The Aeneid*. There, the user can find information about the author and his contribution to the English Language.

Image 30. The Greek Horse
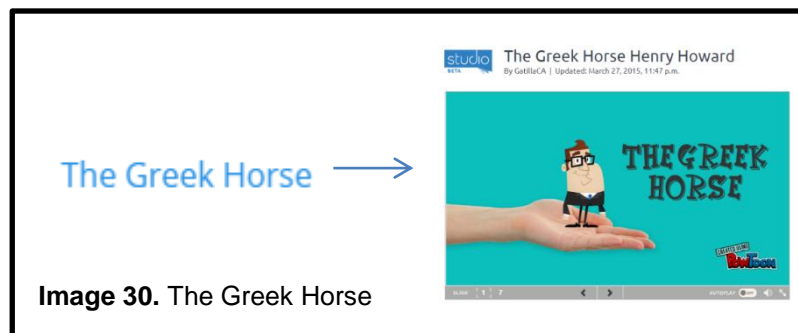
The chosen activity for this topic is based on a creative task where students, after watching the explanatory video, create a sequential story about how *The Trojan Horse* was introduced into Greece.

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Image 31. TGH/ Exercise
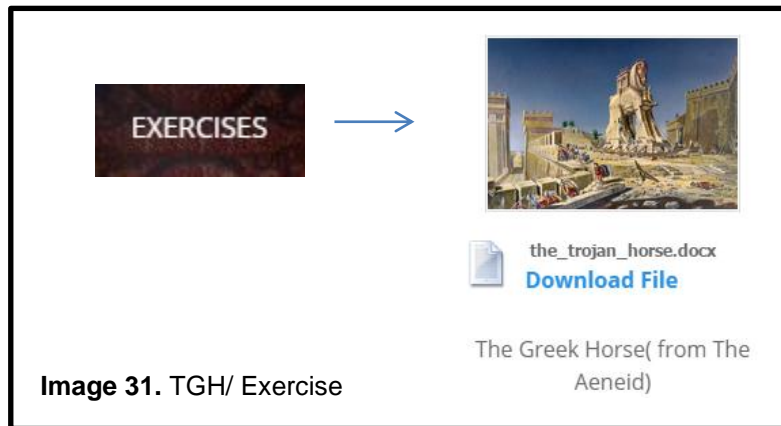
5.2.7.4 The Faerie Queene

This topic is supported by three videos that can help students understand this masterpiece. They can go over the explanatory video to reinforce the knowledge about the meter which was used for this poem. Students can also watch another video about the story told in the poem.

Image 32. The Faerie Queene

The activity included in the platform related to this topic is based on a writing task where students have to create an alternative ending for this story.

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5.2.7.5 The Passionate Shepherd to his Love

The story of this poem written by Christopher Marlowe is exposed through a PowToon video that students can use as a way to support their reading.

Image 33. The Passionate S.

For this unit, students are proposed to work in a debate about some essential facts from the story. The teacher can use the proposed questions to start the debate or he can make out some of his own as well.

5.2.7.6 Doctor Faustus

The story of *Dr. Faustus* is supported by a PowToon video presentation where the user will find information about the author and the story. The student can review the topic by checking this video and then go to the textbook to extend his knowledge about the topic.

Image 34. Doctor Faustus.

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A forum has been created for this topic in the platform. The page contains the questions to be discussed and the teacher can set the time and the conditions for the correct development of this activity.
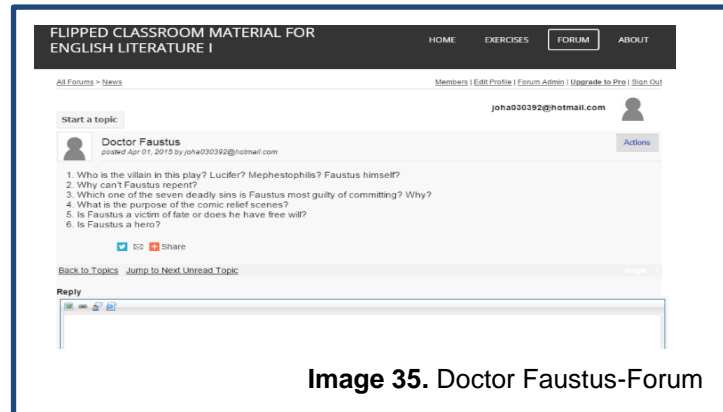

Image 35. Doctor Faustus-Forum

5.2.7.7 The Demon Lover

The story of *The Demon Lover* is presented through a video, telling the story of this famous piece of Literature. Students can find the most important details about the story to support their reading from the textbook.

Image 36. The Demon

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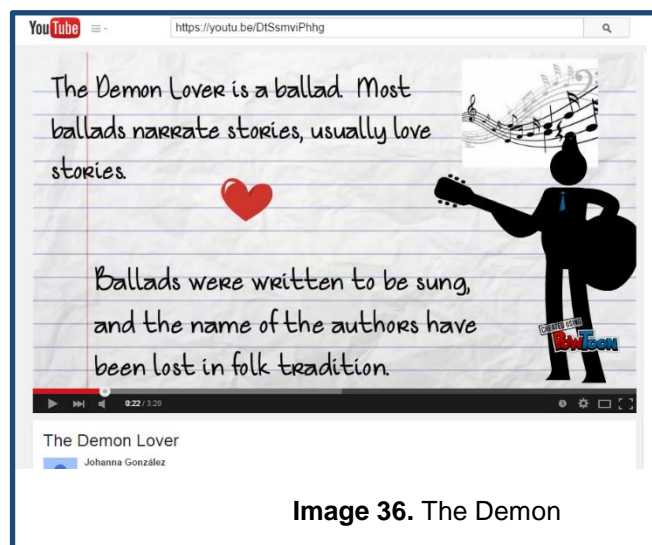
An activity using predictions has been proposed for this unit. Students will read the chunk of the story presented in the textbook; they will work with pictures and will make predictions about them. After, students will share their ideas and compare their inferences with the real story by watching the video.

Image 37. The Demon Lover-

The material uploaded has been collected with the purpose of covering the topics related to the Literature I course. The teacher can use the activities to provide feedback and to support the content of the textbook

It is necessary to remark that the exercises which are uploaded in the platform are not intended to replace the teacher but to be used as supporting activities during the learning process. It is only the teacher's decision to use this platform in the way he considers suitable.

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CONCLUSIONS AND RECOMMENDATIONS

It is important to start this section by saying that this project has been carried out in order to improve and help the students' learning process, which the authors of this work consider must be accompanied by the teacher's guide.

For the development of this project the authors analyzed the content of Literature I syllabus, the students' opinion obtained from the results of the survey, and bibliographic sources in order to collect the necessary back up information to achieve the aims of this project.

Consequently, the data collected and analyzed for this project demonstrates that students of the fifth level of the English Literature major at Universidad de Cuenca regard multimedia material as a tool to promote learning in the subject of Literature I.

In the last twenty years, technology has become a very important part of the teaching-learning process, and thus students are frequent users of this tool to learn and acquire information. The use of multimedia material in the learning process has shown to be very effective.

Even though it has been demonstrated that students spend their time in social networks, it can be stated that this distracting elements will not interfere while exchanging ideas in a forum or posting comments in a blog as they analyze the material updated in the *Weebly* platform.

Therefore, the insertion of technology to the teaching-learning process will not be something new for the students because they are already familiarized

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with a lot of sources of multimedia material, and they know how to use it for their own benefit.

The use of the Flipped Classroom Methodology could be thought as an alternative because it is known that some students can suffer from throwbacks as they go from studying English as a subject to study subjects in English. Being Literature I one of the cornerstone subjects in the curricular program, it is imperative to make sure that students reinforce their knowledge in a suitable way, i.e., the information is exposed in a visual, auditory and written way.

Students expressed that they were willing to use this type of methodology. However, from results obtained from the survey, it was clearly expressed that they would prefer to work along with the teacher. Then, fulfilling his role as proposed by the Flipped Classroom Methodology, the teacher acts as a guide for the students.

The authors of this project strongly recommend the implementation of this methodology in the School of English Language and Literature at Universidad de Cuenca. Moreover, it should be emphasized that the use of the Weebly platform or any other does not imply preventing students from the use of books, which should remain being used as a fundamental source of knowledge in the learning process of the subject previously mentioned.

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APPENDICES

Appendix 1: Survey Template

Survey applied to the sixth-level students at English Language and Literature, Universidad de Cuenca.

SURVEY

This survey is carried out in order to provide insights about students' needs and attitudes concerning the content, methodology, resources, and material used in Literature I.

1. Classify the statements from 1 to 6, one being the most important. Which of the following materials do you consider important to use as reinforcement for the contents of Literature I?

   ☐ Visual material (pictures, videos)

   ☐ Recordings

   ☐ Extra worksheets

   ☐ Blogs

   ☐ Online material

   ☐ Literature Books

2. Which one do you think is the most important reason for teaching Literature I by using a multimedia platform? Classify them from 1 to 4, one being the most important.

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☐ The provided multimedia platform is designed with good presentation features, such as the number of lines of information in each s and appropriate font sizes.

☐ It is not hard to learn how to use a multimedia platform, and doing so can be amusing and motivating. It allows the users to reflect on a lesson and correct any changes.

☐ The use a multimedia platform improves the students' learning motivation, as it gives more authentic material for study, encouraging interaction between the teacher and the students.

☐ Reinforcement using extra material would help to increase students' performance:

3. Select the option that best meets your experience and consideration, regarding the use of multimedia platforms to teach Literature I.

a) Studying Literature I through the use of multimedia platforms will help me understand the vocabulary, the stories, and the content of the subject in a better way.

Strongly agree / Agree / Not agree neither disagree / Disagree / Strongly disagree

b) It will allow me to review the material anytime I need to.

Strongly agree / Agree / Not agree neither disagree / Disagree / Strongly disagree

c) It gives me the possibility to relate the content with videos, pictures and another kind of extra material.

Strongly agree / Agree / Not agree neither disagree / Disagree / Strongly disagree

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d) The distracting elements (e.g. social networks) that can be found while using multimedia platforms will negatively affect students' concentration and performance.

Strongly agree / Agree / Not agree neither disagree / Disagree / Strongly dis agree

e) The information provided through the multimedia platform will meet my learning expectations, so no more effort from my part will be demanded.

Strongly agree / Agree / Not agree neither disagree / Disagree / Strongly dis agree

4. How much time per day do you think you spend in the next web pages when you are surfing the net?

   a) Social Networks or mail accounts
      a. 20 min   b. 30 min   c. 1 hour   d. 2 or more hours

   b) Entertainment (YouTube – movies – books, etc.)
      a. 20 min   b. 30 min   c. 1 hour   d. 2 or more hours

   c) Academic Research (Homework – Works)
      a. 20 min   b. 30 min   c. 1 hour   d. 2 or more hours

5. What do you think about self-directed learning, or learning on your own?

   _____

   _____

   _____

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Appendix 2: Exercises provided in the platform.

Beowulf

1. History of the language

* Summarize the *Development of the Western Civilization* using a concept map. Write about the main characteristics of each stage in the development of the western civilization including: the name, the period of time, the geography, the cultures and its influences, and the literary works.

2. Beowulf

- Identify the four stages of *Beowulf*. Describe them.

- Provide arguments to evidence that the events related to the story actually occurred

- The Scops: Characteristics

- The story arrives to England

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- The first English literary work

- Based on the characteristics of an Epic, make up a role play using the events

in *Beowulf*.

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ANGLO – SAXON

1. Watch the Powtoon presentation about the Anglo – Saxon culture.

2. Make groups according to the numbers of students.

3. Create a time line about the main British Invasions.

4. Include dates, names of the countries, and contributions that each country made to the English Language.

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THE CANTERBURY TALES

1. Watch the video about the background story of *The Canterbury Tales*.

2. Create a poster or travel brochure advertising Canterbury Pilgrimages starting from the Tabard Inn in Chaucer's time.

3. Include appropriate details from *The Canterbury Tales* such as the name of the Inn's owner, the name of the place, among others.

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THE CANTERBURY TALES

1. Work in small groups to share what you know about pilgrimages throughout history.

2. Answer the following questions:

   - Can you name some reasons why people might undertake a pilgrimage?

   - If you were about to go on the pilgrimage, what expectations would you have about it?

3. Share your ideas in the class.

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POETRY METER

Pattern	Name	Example
˘ ´	Iamb/Iambic	compose
´ ˘	Trochee/Trochaic	Martian
˘ ˘ ´	Anapest/Anapestic	to the beach
´ ˘ ˘	Dactyl/Dactylic	underwear
´ ´	Spondee/Spondaic	blue-black

1.- Watch the explanatory video about poetry meter.

2.- Now, in the following poem, make the scansion and identify the meter in each verse.

THE FAERIE QUEENE

But full of fire and greedy hardiment,

The youthfull knight could not for ought be staide,

But forth unto the darksome hole he went,

And looked in: his glistring armor made

A little glooming light, much like a shade,

By which he saw the ugly monster plaine,

Halfe like a serpent horribly displaide,

But th'other halfe did womans shape retaine,

Most lothsom, filthie, foule, and full of vile disdaine.

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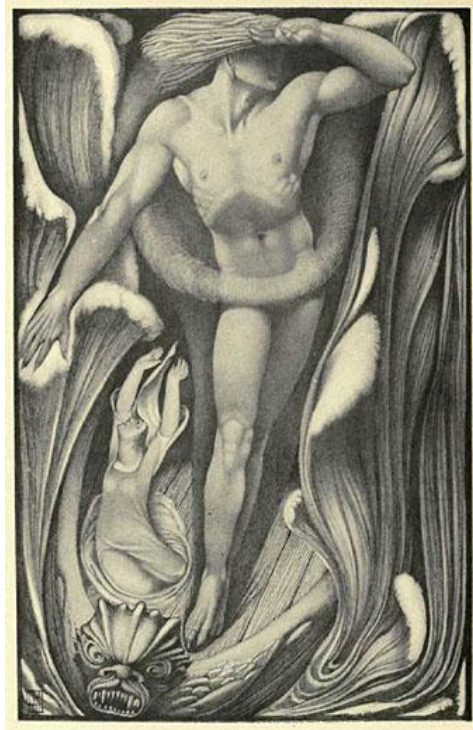Johanna Karina González Cabrera

3.- SCAN. Identify the meter.

If you don't see my uncle in church you'll be meeting his wife in the park.

METER:

_____

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THE DEMON LOVER

1. In groups, choose one picture from the six presented to you.

2. Prepare a two-minute presentation about the character in your picture.

3. Make a prediction about what the story will be about according to the pictures.

4. Finally, watch the video and compare your story with the one in it.

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LE MORTE D' ARTHUR

1. Watch the video about The Morte D' Arthur.

2. Create a *Storybird* account.

3. Tell an alternative end for the fight between King Arthur and his son

   Mordred.

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WHOSO LIST TO HUNT

1.- After reading the poem, interpret what you just read. What can you figure out from this allegory? Share in the class.

2.- Write a paragraph explaining your interpretation.

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THE GREEK HORSE

1. - Watch the video about *The Trojan Horse*.

2.- Look at the comic below and create your own, based on the video you just watched.

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THE FAERIE QUEENE

1. Watch the three explanatory videos about *The Faerie Queene* poem.

2. write down an alternative end to *The Faerie Queene* story.

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