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Maestría en Lingüística Aplicada a la Enseñanza del Inglés como Lengua Extranjera

The Impact of the Flipped Learning Approach in the Development of the Speaking  
Skill  
in an EFL Class, University of Cuenca

Trabajo de titulación previo a la obtención del título de Magister en  
Lingüística Aplicada a la Enseñanza del Inglés como Lengua Extranjera

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EL objetivo de este estudio es investigar el impacto del modelo de Flipped Learning o aprendizaje a la inversa en el desarrollo de la competencia oral del idioma inglés en una clase con un grupo de estudiantes de Universidad de Cuenca. Este estudio se enfoca en las percepciones de los estudiantes sobre Flipped Learning, cómo este modelo ayuda en el desarrollo de la destreza oral y cómo los objetos de aprendizaje pueden activar la destreza oral. Este estudio experimental se realizó con 26 estudiantes de primer nivel, de los cursos del sistema de Créditos. La intervención se desarrolló teniendo en cuenta elementos validados para invertir la clase y diseñar actividades guiadas que fueron cumplidas por los estudiantes. Las herramientas para la recolección de datos incluyeron un pre-test y un post-test, 3 encuestas, una entrevista semi-estructurada, registros de estudio, y el diario del profesor. Los resultados corroboran la efectividad del modelo Flipped Learning en el desarrollo de la destreza oral, y específicamente el nivel de impacto de este modelo en los componentes de la destreza oral. A través de las percepciones y apreciaciones de los estudiantes, el estudio reveló el impacto positivo de este modelo de aprendizaje. Finalmente, los resultados obtenidos en este estudio pueden convertirse en un referente para la implementación de este modelo y por lo tanto contribuir al desarrollo de la destreza oral, en el marco del aprendizaje del inglés como Lengua Extranjera.

*Palabras claves:* Flipped Learning approach.-clase invertida, destreza oral del idioma, aprendizaje activo, aprendizaje autónomo, aprendizaje colaborativo



## Abstract

This study examines the impact of the Flipped Learning Approach (FL) on the development of the speaking skill in an EFL class at the University of Cuenca. This study focuses on the improvement of speaking skills, students' perceptions about this approach, and how Learning Objects can trigger speaking. This experimental study was carried out with 26 1st Level English students. The intervention took place taking into account validated elements to invert the class and design guided activities which were accomplished by the students. Tools for collecting data included a pre- and post-test, 3 surveys, a semi-structured interview, study logs and a teacher's journal. Findings appear to support the effectiveness of the FL Approach in developing the speaking skill and specify which elements of speaking are more positively impacted by this approach. Also, it confirms students' positive perceptions and appreciations towards this teaching model. Finally, the results obtained in this study can become a reference point for further implementation and, therefore, contribute to the development of oral skills in the context of learning English as a Foreign Language.

*Key words:* Flipped Learning Approach, speaking skills, active learning, autonomous learning, collaborative learning



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## Dedication

This study is dedicated to my daughter, Samara and my son, Caleb who motivated me to be persistent. Also, to my mother, who was the first to teach me hard work and to have faith in myself.



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## Introduction

“Education is for everyone, but the way we deliver education - and the way students receive it - is not the same for everyone” (Smith, 2015, p. 5). Many experienced teachers have agreed on the differences in students’ learning pace in the English class, making evident that some of them need more time and practice than others; since learning is considered a personal act. “We each place our own personal stamp on how we learn, what we learn and when we learn. We in effect have our own learning style” (Forrester, 1999, p. 2). Based on the necessities to help students’ cognitive processing of the language, Sams and Bergman have claimed that one of the approaches to be used is Flipped Learning (FL). FL, also known as “inverted class” is defined as:

...a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter (Flipped Learning Network, 2014, p. 1).

Prior research supports the effectiveness of the FL classroom since it is considered as one of the teaching methods to foster active learning (student-centered model). Active learning is associated with improved student academic performance. O’Dowd and Aguilar-Roca (2009) claimed that active learning increases student engagement, critical thinking, and better attitudes towards learning.



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Based on these prior results and some other thoughts on the benefits of this approach, more and more English teachers have been implementing the FL Approach and have claimed to achieve good results in their classes.

Thus, the idea of this study was to carry out a thorough research project on the impact of the implementation of this approach on speaking skill development.

This study looks at the FL Approach closely, and describes how this approach can be implemented as an effective strategy to promote autonomous learning, making students become more active agents of their own learning. In order to support this statement, some previous studies have also been analyzed.

An overview of the related theories is offered looking at how English could be taught by taking advantage of the benefits that the FL Approach offers, such as the promotion of active learning, collaborative learning, autonomous learning, and self-paced learning. It is said that these strategies plus the quality of the in-class-time activities help the students develop a favorable environment. This environment can provide opportunities for effective speaking practice in class, making students improve this language skill (e.g., Ngh, 2016; Hsieh, Huang, & Wu, 2016).

Despite the fact that, in its educational model, the University of Cuenca states that the pedagogy has to be student-centered (Universidad de Cuenca, 2015), the tendency in teaching English is still based on the teacher-centered approach. However, the Language Institute of the University actively endorses the use of the Moodle Online platform as a tool to help language learning and promote learner autonomy.



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Accordingly, the purpose of this study is to analyze the application of the FL

Approach as a

combination of in-class-time and the implementation of technological resources in the development of the speaking skill.



**1.1 Topic**

The impact of the Flipped Learning Approach in the development of the speaking skill in an EFL class at the University of Cuenca.

**1.2 Description of the Problem**

Nowadays, Ecuadorian college students are required to meet a certain English proficiency level. In addition, professors are expected to expose their students to different components of the learning process, namely autonomous, collaborative, teacher-guided and active learning (CES, 2017). Apparently, they have not been able to do so due to some barriers such as limited in-time-class practice used in the traditional methodology (teacher-centered model), large classes, or simply, national educational policies that put pressure on teachers to reach the established outcomes within a limited timeframe. All of these factors lower the opportunity to appropriately activate individual learning, practice, and oral production of English (speaking skill). In the teacher-centered model, in-class-time is used only for the instructor to introduce a concept (often via lecture mode) and students are passive actors of this so-called learning process, allowing them just a little or no practice concerning the speaking skill. Roehl, Reddy and Shannon (2013) confirm this deficiency found in traditional methodology arguing that exposing contents in class and doing the practice as homework at home is not fulfilling students' needs.

Thus, several teachers facing these problems have implemented Flipped Learning (FL) as a student-centered model, stating that they have achieved good results in



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their students' learning as well as their grades and performance. This model also allows student to take advantage of in-class-time to learn, apply, analyze, evaluate, and create (e.g., Little, 2015; Hsiu-Ting Hung, 2015; Sams & Bergmann, 2013).

### **1.2.1 Prognosis**

The switching between the traditional teaching method and the FL Approach in an EFL class has to be seen as an effective option to increase the quality of in-class-time practice, specifically for speaking. Therefore, it is assumed that if this approach is not implemented, the speaking skill will continue to not be able to reach the expected level.

### **1.3 Research Questions**

Searching for a solution for the problem described above, three research questions emerged:

1. What are the students' perceptions of the Flipped Learning Approach?
2. How does the Flipped Learning Approach enhance the development of the speaking skill?
3. How can Learning Objects -LOs (videos, podcasts, and readings) within the Flipped Learning Approach trigger speaking?

### **1.4 Defining the Object of Investigation**

#### **1.4.1 Spatial Defining**

The present research project was carried out during an intensive spring break 1st Level EFL class at the Language Institute, University of Cuenca, Ecuador.





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### **1.4.2 Temporal Defining**

The intervention was applied to a sample group of 26 students aged 19-35 years old, for a period of 5 weeks with a 3-hour session per day.

### **1.5 Justification**

Most of the Ecuadorian educational system is still led by and based on a traditional teaching philosophy. The use of this model is often justified by lack of time, the pressure to cover a large amount of material within a short period of time. The result is that students do not have sufficient speaking practice and, therefore, their communication skills (speaking) are deficient. This state of affairs results in frustration and an aversion towards the learning of English.

In view of all these facts, the FL method could provide a better practice of the language since this approach helps students get the most out of their in-class-time activities, which then promotes the strengthening of the speaking skill. Simon and Fell remark that “direct instruction outside the classroom makes room for engaging and communicative activities in class” (2013, para. 6).

Findings have also shown that the FL Approach promotes students’ autonomous and collaborative learning. These two types of learning seem to be crucial for the overall advancement of education in Ecuador.

Moreover, research in other disciplines, such as Mathematics and Chemistry, claims that the FL Approach is successful. However, to date there has been no sufficient amount of research carried out in linguistics and, more specifically, with regard to speaking in an EFL class. The research gap thus identified allows us to follow the path and analyze the impact that a student-centered (FL) approach may



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have on the speaking skill of 1st level students in an EFL course at the University of Cuenca.

Therefore, the implementation of the FL Approach and its components appears to be the best option to boost the practice and development of the speaking skill. The findings of this research may serve as the basis for further inquiry in different areas of EFL, and improve in-class-time activities and students' language acquisition.

### **1.6 The Objectives**

#### **1.6.1 General Objective**

- Determine the impact of the Flipped Learning Approach in the development of EFL students' speaking skills.

#### **1.6.2 Specific Objectives**

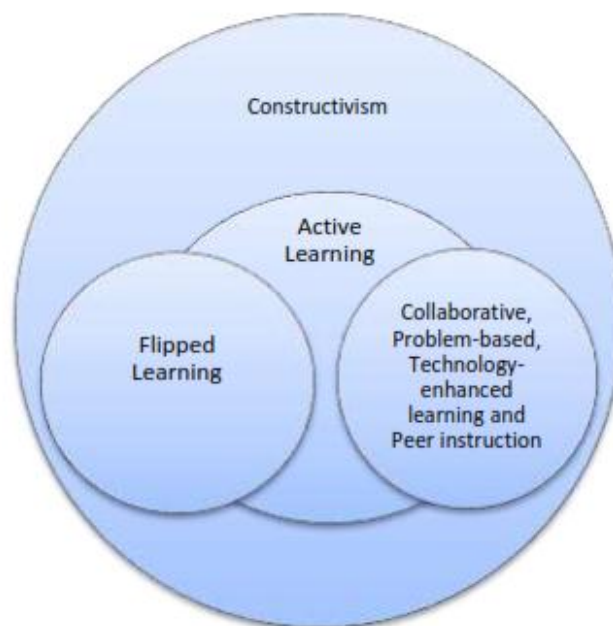
- Analyze how the use of material uploaded on the online platform can promote speaking in class.
- Establish to what extent the speaking components can be developed through the intervention.
- Determine students' perceptions toward the Flipped Learning Approach.

## Chapter II

### Theoretical Framework

#### 2.1 Theoretical Foundation

A schema that lies at the heart of the Flipped Learning (FL) Approach is presented below following the different concepts that the studies in the field have established.



*Figure 1.* The theories behind the FL Approach

##### 2.1.1 Constructivist Theory

The FL Approach is principally backed up by the constructivist theory. The constructivist approach sees learning as a process of constructing knowledge actively rather than acquiring knowledge (Ginola & Dameria, 2016). Partlow and Gibbs claim that “courses designed from constructivist principles should be relevant, interactive, project-based, and collaborative, while providing learners with some choice or control over their learning” (as cited in Kim & Bonk, 2006).



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Therefore, by providing students with content to be learned outside the classroom and having control over their own way of learning, they are primed for the active learning activities performed in class. Merriam, Caffarella and Baumgartner support this idea when claiming that “the constructivism theory hints that students learn through a process of connecting their previous experiences with new information that will build up new knowledge” (as cited in Smith, 2015, p. 16). The FL Approach and the constructivist theory are intrinsically related since the FL Approach is one of the teaching models that lies within this constructivist ideology of fostering active and autonomous learning.

### **2.1.1.1 Social Constructivism**

Another theory that supports the FL Approach is Vygotsky’s social constructivism. This theory states that learning is a process that takes place in social interaction with others and this is how knowledge is built (Merriam et al., 2007). Moreover, social constructivism proposes to change the role of the teacher from being the fountain of wisdom to a guide or facilitator for the students, creating a student-centered learning environment (Ahmed, 2016). These perspectives correspond with the philosophy of the FL Approach by fostering active (student-centered) learning and collaborative ways of working as one of its traits. Collaborative learning means learning from others while working in a collaborative environment (Smith, 2015), which is defined as an environment where “a teacher can make the most of freed-up class time for collaborative work and individualized support of tasks” (Ahmed, 2016, p. 431).

## **2.2 Bloom’s Taxonomy**

Sams and Bergmann (2013) also suggest that the FL Approach can be described as inverting Bloom’s revised taxonomy model in which learners start doing the lower

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levels of cognitive work (remembering and understanding) outside of class and the higher levels of cognitive work (applying, analyzing, evaluating and creating) in class (Brame, 2013). Meanwhile, Koch claims that in a traditional teacher-centered classroom, teachers exercise too much control over their students' learning, teaching them only facts rather than deep concepts (as cited in Alsowat, 2016).

The FL Approach reinforces the idea that it is crucial to give more relevance to the higher level learning goals and not simply to the basic skills. This means that by inverting Bloom's taxonomy, we can reach the objectives of the taxonomy's higher-order thinking skills. Bergmann and Sams (2012) contend that these higher-level thinking skills will be applied in the classroom, where students can have the teachers' immediate support. Moreover, Burns and Richards claim that, "in English language classrooms, language should serve as a means of developing higher-order thinking skills; students do not learn language for their own sake but in order to develop and apply their thinking skills in situations that go beyond the language" (as cited in Alsowat, 2016, p.110). Figure 2 explains the difference between Bloom's taxonomy in a traditional environment and Bloom's taxonomy in a FL environment.

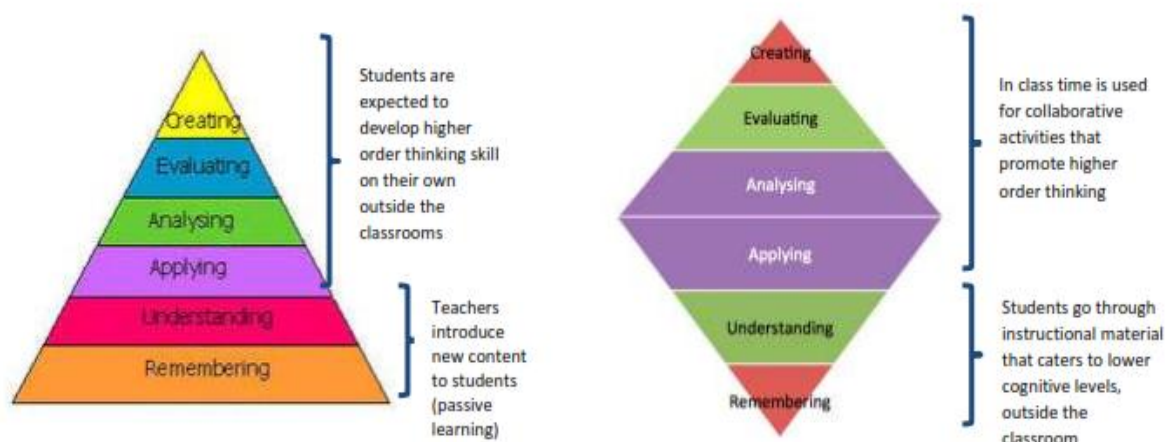


Figure 2. Bloom's taxonomy in a teacher-centered and in a student-centered (FL) class



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On the one hand, the figure on the left explains how the levels of Bloom's taxonomy are developed in a teacher-centered class, while the higher thinking levels are expected to be sorted out by the students individually, and most of the time there is no help from teachers. On the other hand, the figure on the right shows that in the FL Approach, the higher thinking levels are fully performed in class, where the teacher's help and guidance are crucial for conveying learning.

### **2.3 Active Learning**

Revans refers to active learning as "reflection on experience and states that learning is achieved through focusing on problems in a social context, i.e. managers learning from each other and enhancing learning through interaction and shared experiences" (as cited in Weltman & Whiteside, 2010, p. 2). Hung (2015) also affirms that active learning is related to an enormous choice of learning activities, instructional strategies, teaching methods, and any kind of system that enhances students' thinking while they are learning. Moreover, Bonwell and Eison (1991) state that the strategies that promote active learning are "instructional activities where students are doing things and thinking about what they are doing" (p. 1). In the same vein, Watkins, Carnell and Lodge claim that in an active learning environment, students need to reflect on their experiences, but in order to obtain real learning in classrooms, the forms in which the students make sense of what they are experiencing are vital (2007). Therefore, the activities that teachers create, both for inside and outside the classroom, need to meet the criteria that make students reflect on their learning.

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The FL Approach plays an important role for these moments of reflection, since a vital benefit of this approach is freeing up class-time. With more time in class, it will be possible to create an active environment in which all the steps for good oral practice and learning can be performed, as demonstrated in Figure 3.

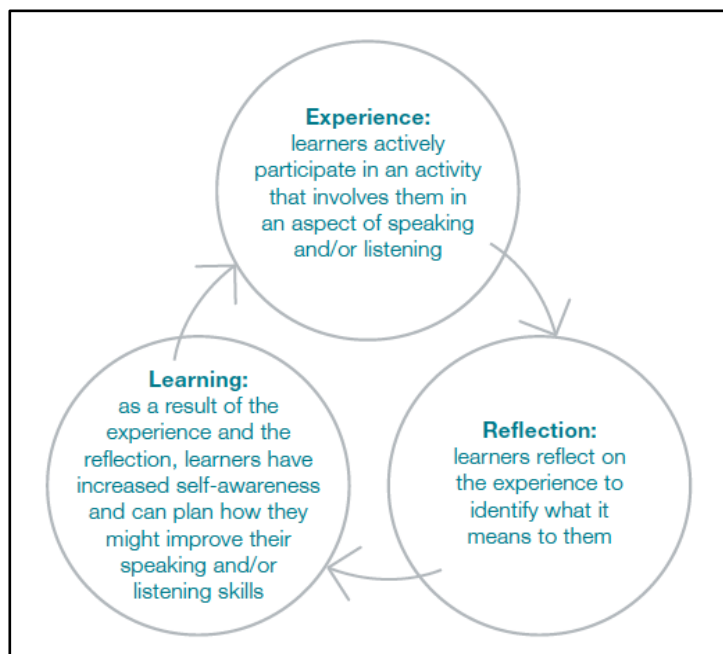


Figure 3. Active learning when speaking

Source: "Teaching speaking and listening: a toolkit for practitioners" by Cole, D., Ellis, C., Mason, B., Meed, J., Record, D., Rossett, A., & Willcocks, G. (2007), p. 2.

According to Fink (2003), FL helps to turn passive students into participatory or active learners. "In this model of learning students move from being the product of teaching to the center of learning where learning takes place in a manner that is personally meaningful" (Hamdan, P. Mcknight, K. Mcknight, & Arfstrom, 2013, p.5).

Therefore, theoretical research suggests that FL is one of the teaching methods or models that foster active learning. In an FL environment, the teaching moments (lectures) are reduced and the learning moments increase, making students active participants of their own learning (Ahmed, 2016).



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Finally, the FL Approach encompasses a flexible feature that allows combining it with other strategies for active learning, promoting a more effective and more practical teaching strategy. These strategies can be cooperative learning, problem-based learning, technology-enhanced learning, and peer instruction (Denetclaw, Gleason, Peeters, Resman-Targoff, Karr, McBane, & Thomas, 2011). In addition, the latter strategies were used as the base for designing and choosing activities for the intervention in this study. The theories behind these strategies are as follow.

### **2.3.1 Cooperative Learning**

“Cooperative learning is a form of active learning where students work together to perform specific tasks in a small group” (Lewis, 2016). Within the learning process, cooperation is better than competition among students in order to achieve positive learning goals (Prince, 2004). Lewis (2016) also states that cooperative learning is not only about putting students into groups, but creating these groups in a heterogeneous way so that each student can bring their strengths to the group effort.

### **2.3.2 Problem-Based Learning**

The principal objective of problem-based learning is to expose students to real-world situations and urge them to use higher order thinking skills to solve them. These problems can be solved by independent learning, teamwork, and communication strategies (Leong, 2009).

### **2.3.3 Technology-Enhanced Learning**

Goodyear and Retalis (2010) conclude that nowadays there are many types of technologies that can support and enhance learning. It can include all kinds of hardware, e.g. interactive whiteboards, smart tables, smart phones, among others. A





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great variety of software can also be found, such as online repositories of learning content, educational games, learning management systems, tutorial videos, just to mention a few. In this sense, “technology affords a range of opportunities that can transform the learning process, offering enhanced possibilities for knowledge and skills acquisition” (Goodyear & Retalis, 2010, p. 8).

### **2.3.4 Peer Instruction**

Some studies have proven that students master conceptual reasoning and problem solving better when working cooperatively (e.g., Cortright, Collins, & DiCarlo, 2005; Mazur, 1997; Michael, 2006).

This type of instruction in language learning involves social practice using the target language; when using peer instruction, students have the opportunity to both hear and speak the language (Michael, 2006).

### **2.4 Flipped Learning**

According to Goodwin and Miller (2013), in a traditional teaching model the lessons are implemented in class and then students go home and try to do the assigned homework sometimes in a “private hell of frustration and confusion” (p.78). Therefore, in a traditional method, most of the in-class-time is for students to receive content and practice them at home via homework. The FL Approach emerged from the quest for solving the problems that a traditional teaching model may entail; in fact, some teachers implemented it unconsciously even before it had been known as the FL Approach. The term is most often attributed to two American teachers, Jonathan Bergman and Aaron Sams, who began creating screencasts and podcasts for their students in 2006 (Makice, 2012).



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Contrary to the traditional teaching model, in a FL Approach what is taught in class is now performed at home. Then homework and practice are worked on in class, enhancing the in-class-time quality.

Freed from delivering whole-class instruction during that hour or so, the teacher can deliver targeted instruction to students one-on-one or in small groups, help those who struggle, and challenge those who have mastered the content (Sams & Bergmann, 2013, p.16).

Today, we can find lots of definitions of the FL Approach. Cockrum (2014) emphasizes the professional development aspect when he says that FL is a method that steadily improves teachers and lets them do several activities in class that they were not able to do before, due to time constraints.

FL is used by teachers to transform the traditional teaching environment into a more dynamic learning environment (Oigara, Onchwari & Keengwe, 2014).

El-Bassuony (2016) states that “Flipped Learning (FL) is considered to be one of the active learning approaches that focuses on switching in-class instruction time with at-home practicing time using technology, especially videos” (p.76).

Apparently, most of these definitions converge on the idea that students are exposed to new content at home through technological tools such as, for example, videos, podcasts, and online texts. They then use the freed in-class-time to actively work in applying this previous knowledge, supported by the teacher.

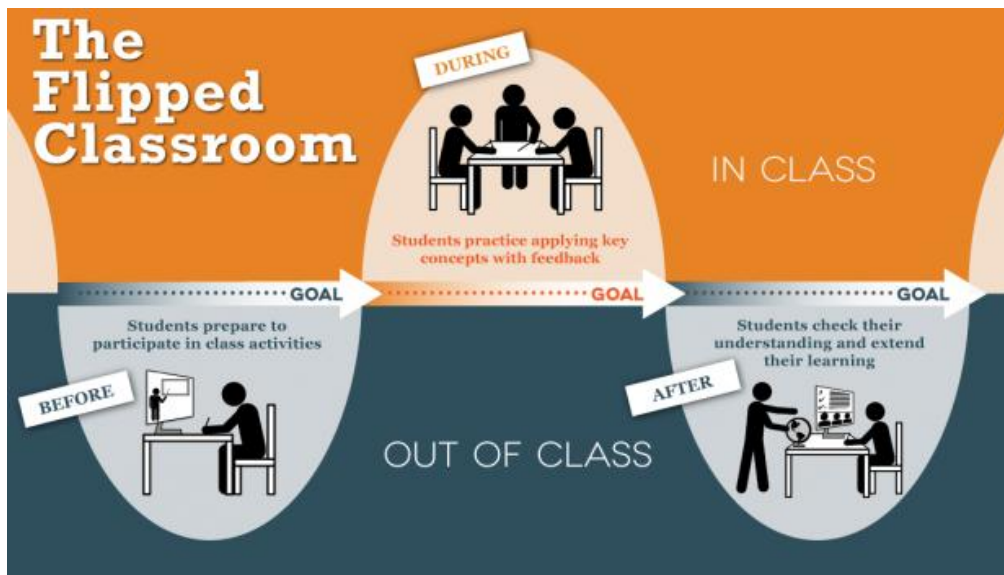


Figure 4. Flipped classroom model steps

Source: Center for Teaching & Learning. (2017), The University of Texas at Austin.

To be able to implement the FL Approach, it is paramount to understand that a key element to be taken into account is Learning Objects (LOs). “A learning object can be many things, including videos, instructional units, assessment items, and a collection of content items that are based on a single learning objective” (Blog, 2015). Within the FL Approach, the development and use of these LOs are very relevant since they are one of the principal traits of this approach. The most commonly used LO in an FL class is videos, but it can also include other resources such as books, periodicals, or online texts. But whatever it is, an effective LO has to be a useful and reusable digital component that serves a learning objective. It also has to present content, afford practice and assess the accomplishment of the objective (Thompson & Yonekura , 2005).



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### **2.4.1 Benefits of Flipped Learning**

There are many benefits to applying the FL Approach in a language learning environment. Here are some traits that are directly beneficial for language acquisition.

#### **2.4.1.1 Learner Engagement**

Engagement is relevant because when students are engaged, this mental and emotional state “increases their attention and focus, motivates them to practice higher-level critical thinking skills and promotes meaningful learning experiences” (University of Washington, 2017). A benefit of this engagement for oral production is that students can use the higher-level thinking skills (Bloom’s taxonomy levels) in creating a more critical and meaningful conversational context. Thus, when teachers address any kind of FL strategy in their classes, they are creating more opportunities for students’ engagement and hence help them to reach their learning objectives. Some studies, conducted by Rodgers (2008), Gardfield (1995) and Linnenbrink and Pintrich (2003) claim that students who are actively engaged in the learning process, gain more knowledge than when they are passive receptors of content.

However, students’ engagement will depend on the quality of activities that the instructor may create within an FL Approach class. “Teachers should offer interesting and motivating activities for students to guarantee their positive engagement” (Alsowat, 2016, p. 110). In addition, it is important to take into consideration that such activities have to be engaging inside and outside the classroom (Alsowat, 2016).



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### **2.4.1.2 Learner Autonomy**

Within the FL Approach, the responsibility for learning is directly placed on the students, which makes them responsible for their own learning (Bergmann & Sams, 2014). In the field of language learning, autonomy is the way of letting the learners initiate a conversation, solve problems in small groups, practice language in pairs, and use the target language in real contexts (Brown, 2007).

Scharle and Szabó (2000) state that “some degree of autonomy is also essential to successful language learning” (p. 4), since autonomy is closely related to students’ engagement and engagement is one of the imperative elements in the learning process.

Students who actively engage with what they are studying tend to understand more, learn more, remember more, enjoy it more and be more able to appreciate the relevance of what

they have learned, than students who passively receive what we teach them (Park, 2003, p. 183).

Moreover, some studies carried out by Obaydi (2015), Hashemian (2011), Ng, Confessore, Yusoff, Abdul Aziz, & Mat Lajis (2011) reveal that students’ autonomy and students’ academic performance are correlated.

### **2.4.1.3 Student’s Self-Paced Learning**

Learners are individuals who learn at a different pace; some of them will need more time than others to internalize contents (Forrester, 1999). Therefore, self-paced learning is a crucial aspect of learning and is another benefit within the FL Approach for students. It is relevant to mention that the FL Approach intends to personalize



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classes by allowing greater differentiation among students' learning pace, providing more choice and individualized time at learning (Bergmann & Sams, 2014).

“When students prepare before class by watching the instructor’s videos, they can learn at their own pace because they are able to pause, rewind, and replay the videos at will” (Hsieh, Wu, & Marek, 2016, p. 2). This shift offers students more autonomy since learning can take place according to their own needs and at their own pace (Bergmann & Sams, 2012). Further, the FL Approach gives students the liberty to elect what they want to work on and when (Cockrum, 2014).

In this self-paced learning environment, students have a great responsibility to administer their own time for learning, but it is important to emphasize that teachers have to give the necessary support to them to learn relevant time management strategies (Cockrum, 2014) so that they can utilize their own time most effectively.

### **2.4.1.4 More in-Class Time**

When direct instruction is moved outside the classroom, more room for active, engaging, and communicative activities is created in the classroom (Simon & Fell, 2013). The role of the teacher becomes really important here, since during this time, s/he can give feedback as needed. This is particularly useful in EFL classes where English is not the first language and students only have this in-class-time to practice the oral production of the target language (Puppo, 2017).

However, thinking about the quantity of time is not enough. It is important to think of the quality of time as well and that this time must be used effectively. Creating activities, which make the process of learning more gratifying for students and teachers (Cockrum, 2014) is paramount.



## **Chapter III**

### **Literature Review**

#### **3.1 Overview**

This chapter provides an analysis and focus on some of the characteristics and benefits of the Flipped Learning (FL) Approach.

##### **3.1.1. Flipped Learning in English Classes**

Flipped Learning is a relatively new approach that only became possible with the technological advances of the past decade. This is true even when we take into consideration that teachers may have used some of tools available unconsciously for decades. No wonder that the body of research related to FL is still scarce. However, there are clear signs that research in this field of language teaching has been expanding recently and, as the studies described below demonstrate, FL can be used for a number of specific learning tasks and objectives.

A quasi-experimental study was carried out in an English composition course at Tohoku University in northeast Japan by Adrian Leis (2015). The participants were 17 undergraduate students who were majoring in English. The aim of this research was to investigate the effects of using a flipped classroom model on the students' effort and proficiency in writing compositions in English in a foreign language-learning environment. The results demonstrated that the flipped classroom method helped students taking the English composition course not only by bringing about an increased level of engagement, but an improvement in their proficiency, too.

In order to find out if students in tertiary education taught by FL are more engaged in active



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learning than under traditional teaching methods, Hsiu-Ting Hung (2017) used a quasi-experimental design research at a Taiwanese University. He examined how classroom interaction can benefit students' language learning and development using the Student Response System (SRS) as a means to engage students in the flipped classroom and promote active learning. This study included two experimental groups with 20 voluntary participants each. These participants were studying English as a foreign language. The findings of this study showed that SRS, as a part of FL, is capable of providing interactive learning opportunities that enhance learners' willingness to communicate and it also aided their development of speaking, increasing their satisfaction with this learning experience. In addition, it was revealed that learners with low willingness to communicate and interact with the teacher and their peers were also motivated to do so.

Several relevant studies were also carried out in the Middle East in English as a Foreign Language (EFL) context. Samah Zakareya Ahmad (2016) conducted an experimental investigation aimed to gauge the effect of the flipped classroom model on EFL students' listening comprehension. The study took place in Egypt at Suez University, Department of Education, with a group of 34, third-year EFL students. Based on the results of this study, the researcher concluded that the flipped classroom model helped EFL students improve their listening comprehension.

Another quasi- experimental study was carried out by Hamad Alsowat (2016) in an English course at Taif University, KSA in Saudi Arabia. This study investigated the effects of the Flipped





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Classroom teaching model on students' higher-order thinking skills (HOTS) in English, as well as the relationship between higher-order thinking skills and engagement and satisfaction. The participants were 67 female students randomly assigned to an experimental and control group. The findings revealed that the flipped model is effective in increasing students' foreign language higher-order thinking skills, engagement, and satisfaction. The results also showed that students prefer to be in the center of the educational process and appreciate incorporating new technology in the classroom. The evidence from the study seems to suggest that students' engagement was derived from the way teaching took place.

A quasi-experimental study titled "The Effectiveness of Flipped Learning in Developing English" was carried out by Mahmoud El-Bassuony (2016), at Port Said military secondary school for boys in Port Said Governorate. The aim of this study was to examine the effectiveness of using FL in developing English grammatical performance in speaking and writing. The participants were 49 first-year secondary-stage students (normal and underachieving), who were randomly assigned into two groups, an experimental and a control group. In the experimental group, the teacher used FL to help students use grammatical rules in speaking and writing situations effectively while in the control group, grammatical rules were taught using the traditional method. The findings of this study revealed that FL significantly helped both underachieving language learners and their normal peers to improve English grammatical performance in speaking and writing.

Flipped Learning has reached the Asian continent as well, where several studies were carried



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out regarding collaborative learning and verbal communication. Myung-Jeong Ha (2016) carried out action research at a Korean university. The participants were 27 low-intermediate level students in a writing class. The aim of this study was to examine the effectiveness of using video lectures and Wikispaces to foster active participation and collaborative learning. The results of the study showed that in general, the flipped teaching approach facilitated students learning. Regarding the use of video lectures, about 52% of the participants felt “strongly” that the video lectures outside of class helped them improve grammar skills. In contrast, more than 50% of the students did not react positively with regard to the potential benefit of collaborative learning in Wikispaces.

A mixed method research was done by Jun Scott Chen Hsieh, Wen-Chi Vivian Wu, and Michael W. Marek (2016) at a university in central Taiwan. The purpose of this research was to explore the benefits of the flipped classroom model for English taught to Foreign Language learners. The researchers used Flipped Learning and Wen’s Output-driven/Input-enabled model to design a holistic oral training course that included extensive online written and verbal communication for the learning of a wide range of English idioms. The participants were 48 sophomore English-majors in two required English Oral Training classes. The results of the study revealed that the theory-based flipped instruction using extensive online interaction motivated the participants to learn English idioms and improved their oral skills. The approach effectively and significantly enhanced the participants’ idiomatic knowledge and oral output, making them more competent in using the learned idioms. It also engaged the participants in the learning tasks thus making them more active and competent in



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using the learned idioms for communicative interaction, storytelling, dialogue drafting, class discussion, and group presentations.

Chinese and Taiwanese scholars have been in the forefront of researching Flipped Learning. Sainan Li (2016) performed a study at the Huaiyin Institute of Technology, China, to determine students' satisfaction towards the flipped classroom model in college-level oral English teaching. The participants were 152 second-year non-English major students. The findings revealed that they were not only satisfied with flipped classroom teaching model, but they also approved of the improvement of the diverse abilities brought by the flipped classroom. An example for this is the satisfaction of the learners' demand for personalized learning, which helps to develop learners' autonomous learning and contributes to improving learners' oral proficiency.

Similarly, a study carried out by Zuo Xin-yue (2016) explored the use of the FL Approach in an English speaking class with 25 intermediate students in a vocational college in China. The results proved that the FL model stimulates students to invest more time and effort prior to instruction, and during class they participate more enthusiastically and also their progress in performance is evident.

In the study "Creating an Online Learning Community in a Flipped Classroom to Enhance EFL Learners' Oral Proficiency" by Wu, Hsieh and Yang (2017) carried out at a central Taiwan university, similarly, favorable results regarding the FL Approach were found. This study included 50 English-majored sophomore students in an oral training class divided into two groups. The purpose of this study was analyzing the impact of an online learning community in a flipped classroom, through mobile platforms, on EFL learners' oral proficiency and students' perceptions. The findings of this study indicated that the online learning community not only facilitated



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meaningful and positive collaboration, but also significantly improved the participants' oral proficiency.

The above literature review has, hopefully, provided a detailed account of the positive effects that the FL Approach has in different EFL contexts. However, there is still scarce research on speaking skill development through this approach , which leaves a gap to find out the impact that this way of instruction could have on various subskills related to speaking.



#### **4.1 Problem Formulation**

Technology has been rapidly advancing and its role in different fields, especially in education, has expanded enormously. Consequently, it has become a key tool for promoting learning in different areas. Nowadays, answers to different questions can be easily found by a single click. The basic thinking behind the Flipped Learning (FL) Approach is that teachers can use instruction time in a more efficient way, creating interactive activities and letting technology aid students with others that can be automated (Bishop & Verleger, 2013).

The present study aims at investigating how the FL Approach may contribute to the improvement of speaking skills in a 1st level EFL class. The objective of the intervention was moving the direct instruction out of class in order to free in-class-time and create a student-centered environment of active learning strategies for better oral practice of the language. The assumption was that learners would become more independent and more autonomous; meanwhile teachers could become monitors or guides of the learning process.

Regarding the effectiveness of learning-time, Bergmann and Sams claim that the FL Approach fosters the best use of class time through enriching learning activities and experiences (2014). For our group of 1st level students, time was a crucial concern since theirs was an intensive course, and these students were required to reach a certain level of proficiency in speaking by the end of the course.



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### **4.2 Research Setting**

The University of Cuenca is a public university in Cuenca, Ecuador, located in the province of Azuay. Beyond other language teaching-related activities, the Language Institute of the University offers EFL classes for students, who are required to take English classes in order to graduate.

The National Education Policies state that the students of these Institutes of Languages must achieve a B2 level according to the CERF (Common European Framework) by the end of the three-level program. It is important to mention that the material that teachers have to use in their English classes are self-prepared or selected and also that it is mandatory to use an online platform as a part of language practice.

### **4.3 Participants**

This study involved a non-random convenient sample group of 26 students, 9 male and 17 female. The students were 1st level young adult and adult learners, whose ages ranged from 19 to 42 years old attending a five-week intensive course of 3 hours a day at the Language Institute, University of Cuenca.

### **4.4 Ethical Considerations**

Regarding ethical considerations, the participants were informed verbally in detail about the purpose of the study, its duration, the steps to follow, the confidentiality criteria, and their right to decide if they wanted to take part in it. In this way, bias was diminished and overall, participating gave them a sense of comfort and self-respect. After the participants were thoroughly informed about the process, written consent forms (see appendix A) in their native language (Spanish) were distributed, so that they would read and sign it as proof of acceptance.



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Permission to carry out the research was also sought from the Language Institute Committee, University of Cuenca. Therefore, the authorities were fully informed and assured that the ethical considerations were observed throughout the research process.

### **4.5 Methodology**

Creswell (2014) remarks that authors of research studies are free to choose their methods or procedures and that the selection of a methodology has to be based on the nature of the research problem.

Therefore, according to the problem stated in this study, the proposed research used an experimental design that included an explanatory sequential mixed method in order to investigate the impact of using the FL Approach in an EFL class. This design aimed to seek possible relationships between the FL Approach – constituting the independent variable – and the speaking skill development as the dependent variable.

### **4.6 Intervention**

The intervention was administered during the Intensive Spring Break courses (January 30- March 3) during a period of 48 hours, 3 hours a day with 8 topics covered. In the implementation phase, students used the material selected by the researcher and suggested by previous studies, such as videos, charts or podcasts to prepare in advance and then come to class and work on activities that would help them develop the speaking skill. Therefore, this study provided students with a wealth of LOs (Learning Objects) to create autonomous and self-paced learning, and also it gave students the opportunity to come to class and be active participants of their learning process. Moreover, in class, students had the space where to bring all



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their doubts and questions so that they could be resolved and accomplished by collaborative learning and peer instruction strategies.

### **4.6.1 A Planning Model for FL Classes**

To carry out a systematic implementation of the FL model, it was necessary to divide the intervention into stages, which are elaborated next. The design of these stages has been taken from the University of Waterloo (2015) and adapted by the researcher.

### **4.6.2 Introduction of the Task**

As a starting point, it was crucial for teachers to make students aware that they were going to be part of this type of learning. Also, that one of the objectives of this approach was to maximize the time of their active participation in class. Moreover, it was important to make students understand the significance of the time they would spend on the tasks at home, and that the preparation for the in-class time activities was vital.

### **4.6.3 Out of Class Tasks**

At this point, it was important to keep in mind that the criteria to either select or design the LOs needed to be in accordance with the outcomes and the objectives of the lessons. Videos, online resources, or physical material for students were selected in some cases, and created in others, in order for students to recall previous knowledge required for this learning stage. Additionally, some tips or techniques on how students were expected to use the LOs were provided. For instance, how to take notes, the idea of pausing or rewinding a video, among others.





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### **4.6.3.1 Videos, a Key LO Within the FL Approach**

One of the principal out-of-class tools of the FL Approach is the wide-scale use of videos. Before creating or selecting the videos, it is recommended to analyze if this type of LO has the following characteristics:

- The video content must be aligned with the objective of the learning moment and address only one specific objective.
- The content of the video should be short, concise, and directly to the point.

The optimal length of the video should be around 5 to 10 minutes, because students, depending on their age, might get bored (Bergmann & Sams, 2012).

Teachers can produce their own videos or use other teachers' videos, but it is important to keep in mind that FL videos ought to be focused on a specific topic rather than a whole chapter (Neaupane, D., 2017).

### **4.6.4 Assessing Learning within the FL Approach**

Before the in-class time activities, it was important for the teachers and the students' benefit that students were sufficiently prepared to become active actors of the activities that were designed. Some activities, such as self-assessment quizzes, peer-assessments or forums where students could post their doubts or if anything was not clear, were good ways to assess the students' preparation (see Appendix B). Another way of assessment was a short assignment at the beginning of the class to have evidence of the students' preparation.

### **4.3.5 In-class Activities Preparation**

When preparing the activities, it was essential that they were designed to foster deep learning. For this purpose, these activities included peer instruction, cooperation, interaction (both student-student and teacher-students), and problem-



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solving tasks. The role of the teacher, in this instance, was that of a guide to help students to solve their problems and also a creator of spaces where students could apply their creativity, take risks, and learn by their own mistakes. For a full lesson plan within the FL Approach (see Appendix C).

### **4.4 Data-Gathering Techniques and Instruments**

The data were gathered by means of three surveys, one semi-structured interview, a study log for learners, the teacher's journal, and a pre-test and a post-test based on KPG exams criteria, which place students from A1 to A2 level competence according to the Common European Framework of Languages (CEFR).

#### **4.4.1 Data Gathering**

The data collection method was based on a Mixed Method design and it was divided into the following phases.

Phase 1: In order to collect information about the speaking proficiency level that the students had before the intervention, a pre-test was given at the beginning of the study. This pre-test was based on the criteria of the KPG exams (see Appendix D) to determine the students' level (A1 or A2). This test consists of a set of 3 speaking activities with some oral exercises such as questions, photo descriptions, and interaction. The final score from this pre-test was the average of the 3 speaking activities mentioned above and the components of the speaking skill, pronunciation and intonation, lexical range and appropriacy of linguistic choices, grammatical accuracy, fluency, communication strategies, and cohesion and coherence. All of them were over 5 points each. The rubrics were designed using a 5-point Likert scale for language performance, which represent the following:



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1= Unsatisfactory (**A1-** or unsatisfactory for A1)

2= Partly unsatisfactory (**A1** or partly satisfactory for A1)

3= Moderately satisfactory (**A1+** or satisfactory for A1)

4= Satisfactory (**A2-** or partly satisfactory for A2)

5= Fully satisfactory (**A2** or satisfactory for A2) (National and Kapodistrian

University of Athens, 2014)

Phase 2: It was important to keep students' study logs to gather information about their perceptions, the time allotted for the activities, and some suggestions. These study logs were completed according to the outcomes of each lesson, and were handed in after finishing each topic (see Appendix E). At the same time, a teacher's journal was kept as a record on the students' behavior and perceptions (see Appendix F).

Phase 3: After the intervention and in order to see if the students' perceptions about their autonomous learning are in accordance with the results of the post-test, a survey on how the FL Approach helped them to be autonomous in the different components of the speaking skill was carried out. This survey had 4 questions and used the 5 point Likert-scale design; each point of the scale was labeled never, rarely, sometimes, frequently and always, (see Appendix G).

Phase 4: A post-test that was designed exactly the same way as the pre-test, was given after the intervention. The results of the pre- and post- test were compared statistically at the end of the intervention to see if any variation in speaking skills had occurred.



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Phase 5: A semi-structured survey was administered in order to gauge the students' perceptions about the FL Approach and their own learning. This survey contained eleven questions and the 5 point Likert-scale method was employed (see Appendix H).

Phase 6: The next step was employing a survey with 10 questions to find out about the students' perceptions on how the LOs triggered speaking; as before, a 5 point Likert-scale was used (see Appendix I).

Phase 7: In order to triangulate the data, a guided interview was also applied. The interview contained 4 guided questions to learn about the students' perceptions on FL strategies used in class. A transcription of the data was necessary to facilitate codification and in order to have a clear idea about these perceptions (see Appendix J). It is important to mention that the surveys, study logs, and the interview were carried out in L1 (Spanish), since it eased comprehension and the participants could express themselves better and, therefore, the results obtained were probably more accurate.



**Chapter V**  
**Results**

In order to verify the results and come up with reliable ones, the quantitative and qualitative data were triangulated and some tools of data interpretation were used. A statistics program, SPSS, was employed to analyze the quantitative data that the pre-test, post-test, and the 3 perceptions surveys contained. To present these results in a visual manner, tables and figures were elaborated. The qualitative data from the interview, the study-logs, and the teacher's journal were transcribed and interpreted according to the emerging topics and presented in boxes and quotations for better and clearer understanding.

**5.1 Quantitative Data Analysis**

Quantitative data were collected in order to address the following three research questions: 1. What are the students' perceptions of the Flipped Learning Approach? 2. How does the Flipped Learning Approach enhance the development of the speaking skill? 3. How can the Learning Objects - LOs (videos, podcasts, readings) within the Flipped Learning Approach trigger speaking? The first question required qualitative data as well since this was the only way to obtain an all-rounded view and a clear vision of the students' perceptions toward the FL Approach.

The pre-test was administered to the group, and the components of the speaking skill were analyzed thoroughly. SPSS statistics 23 excel charts and graphics show the results obtained.

Three surveys about the students' perceptions were also analyzed and, once again, the SPSS statistics 23 and excel charts and graphics present the findings.



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It is vital to mention that the general objective of this study was to determine the impact of the FL Approach in the development of EFL students' speaking skill. The results of the post-test were meant to prove if the intervention was effective or not. Various components of the speaking skill showed the highest rate of improvement by the end of the intervention. The results are shown using SPSS statistics 23 and excel charts and graphics.

The results of the grades obtained are shown through measures of central tendency and dispersion. The test of normality for small samples (Shapiro Wilk) revealed that the behavior of the final grades data were normal at the end ( $p > 0.05$ ), for which the parametric test of comparison of T-Student of related samples was applied and the data are displayed in histograms. Further, to evaluate the change obtained by the participants after the intervention, the non-parametric Wilcoxon test was applied. Finally in order to establish the relationship between the students' perception about the necessity of the teacher's presence in their learning moments and the development of speaking components, the Spearman Rho correlation test was used.

Students' perceptions are presented by frequency of responses using stacked bar graphs. The data were processed using the statistical program SPSS 23 and the design of the tables and graphs with Excel 2016. The decisions were taken with a significance of 5%.

### **5.1.1 Overall Pre-test and Post-test Results**

The pre-test results, showed scores between 0 and 24 over 30 points with a mean of 10.08 (SD = 5.94), while in the post-test the scores obtained by the students ranged from 11 to 28 points

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over 30 with a mean of 20.77 (SD = 4.96).

The T-Student test for related samples revealed a significant change in means, with an average of 10.69 (SD = 5.5) points ( $p < 0.05$ ). ( $P = 0.009$ ). In addition, there were 25 positive changes and a tie as explained in Figure 5.

### Pre and Post- test

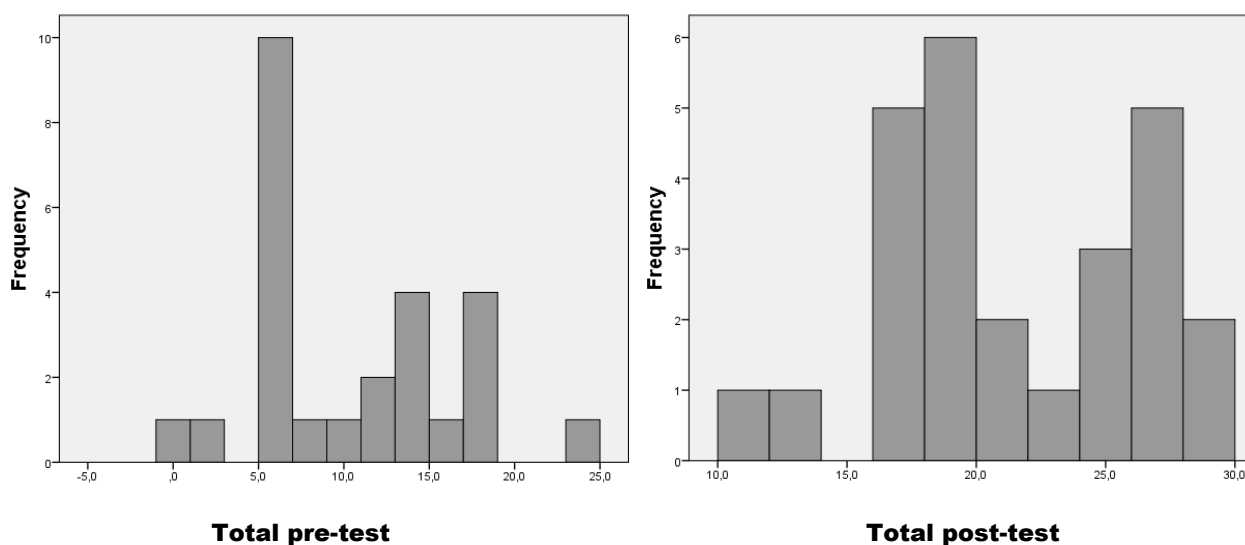


Figure 5. T-student test results

According to the CERF levels of English, Figure 6 shows that at the beginning, before the intervention, 50% of the students were in level A1-, 33% in A1, 13% in A1+ and 4% in A2-. The results also indicate that at this stage, two students could not be placed in any of the CERF levels, because they did not answer any of the questions.

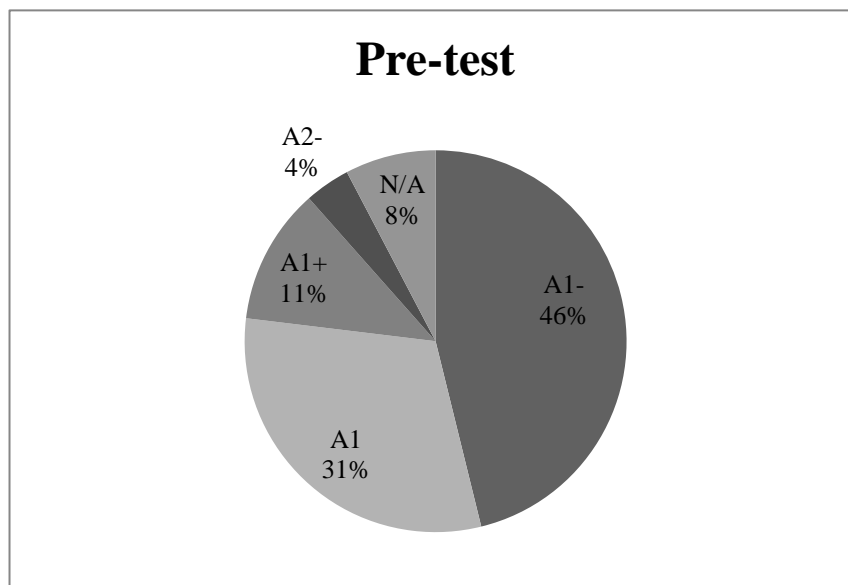


Figure 6. Percentage rates of the pre-test results according to the CERF levels

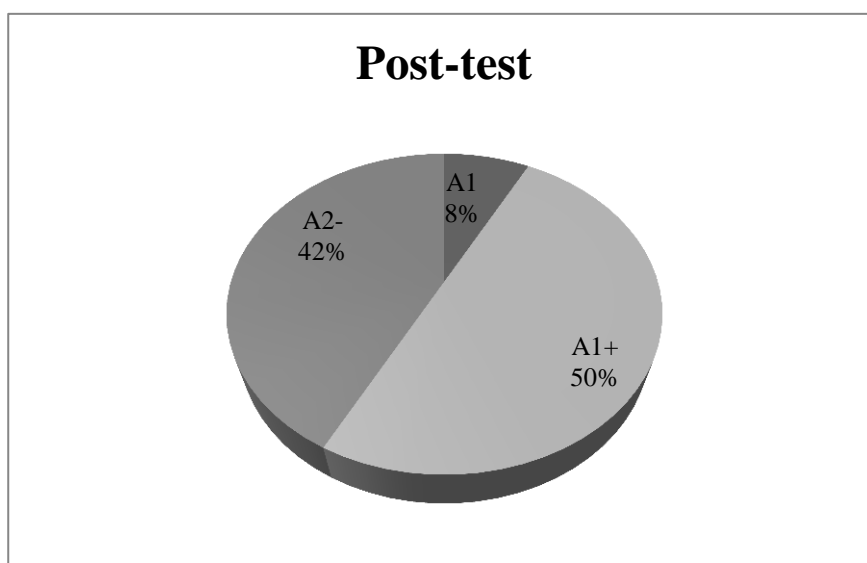


Figure 7. Percentage rates of the post-test results according to the CERF levels

Figure 7 displays that there was an increase in the students' grades after the intervention, placing them in the levels as follows: 50% of students were in A1+ 42% got A2- and 8% scored in A1.



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### 5.1.2 Speaking Components and Students' Perceptions

Initially, the participants obtained mean scores on the development of speaking components between 1.6 and 1.8 over 5, with "Pronunciation and intonation" having reached the highest score. After the intervention, mean scores between 3.3 and 3.6, over 5, were recorded, with "Grammatical Accuracy" reflecting lower marks with no significant differences found among the components of the speaking skill ( $p > 0.05$ ).

Positive changes were shown in all the components of speaking after the intervention, with mean progress from 1.62 points to 1.92 with a mean of 1.78 points and a low data dispersion ( $SD = 0.12$ ) The highest recorded progression belonged to: "Cohesion and coherence" followed by "Fluency" with recorded improvements of 1.92 and 1.85 points, respectively. The component with the lowest change exhibited corresponded to "Pronunciation and intonation" with a mean difference of 1.62 points. The result of the progress of the components of speaking skill in the pre-test and the post-test is presented in Figures 8 and 9.

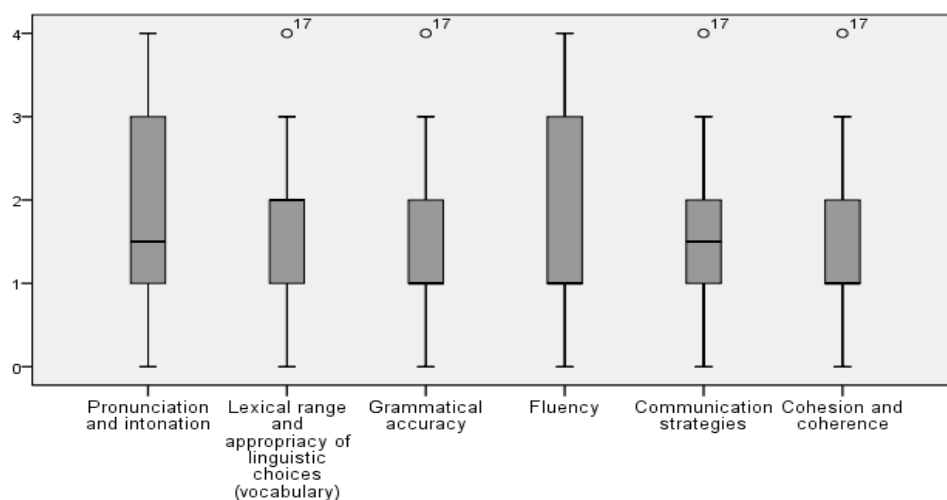


Figure 8. Pre-test speaking components results

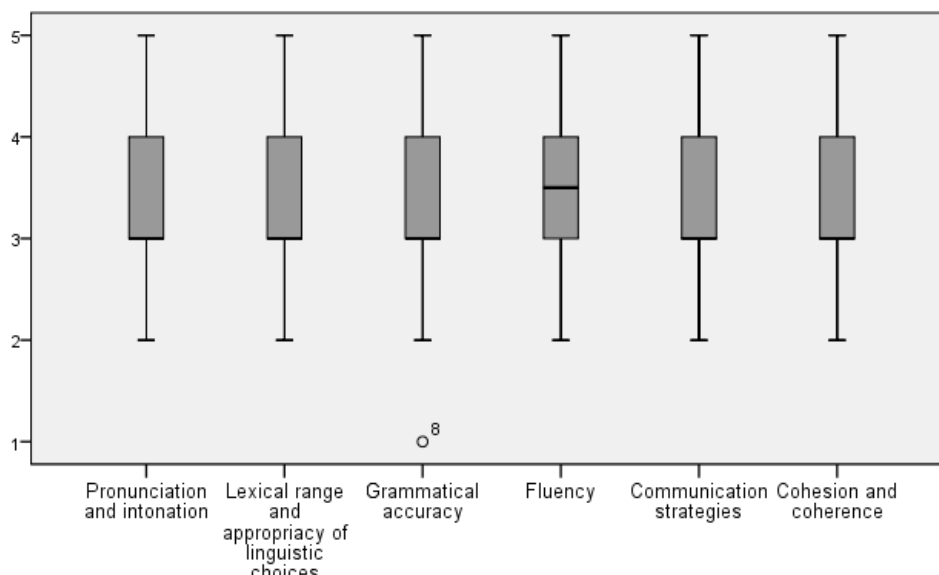


Figure 9. Post-test speaking components results

Table 1

*Correlations: Speaking components and needs (part 1)*

### 5.1.2.1 Speaking Components and Needs

Regarding the perceptions that students had, there were no significant correlations between the perception about the requirement of the teacher’s presence in some learning moments and the components of speaking. This was true for elements like "Pronunciation and intonation", "Lexical range and appropriacy of linguistic choices (vocabulary)" and “Grammatical accuracy” as revealed by the correlation coefficient for non-parametric data from Spearman's Rho demonstrated below in



Table 1.

A moderate inverse relationship was found between the requirement of the teacher's presence in learning new grammatical structures and the development of "Communication strategies". The more students perceive the need for the teacher's presence in learning new grammatical structures, the lower grades are presented in the "Communication strategies" component. Details are shown in Table 2.

Table 2  
Correlations: Speaking components and needs (part 2)

Requirement of teacher's presence in:		Fluency	Communication strategies	Cohesion and coherence	Total
New grammatical structures	Rs	-.271	-.430*	-.288	-.329
	p	.180	.028	.154	.101
	Rs	.138	.217	.113	.096
Requirement of teacher's presence in:		Pronunciation and intonation	Lexical range and appropriacy of linguistic choices (vocabulary)	Grammatical accuracy	
New grammatical structures	Rs	-.142	-.255		-.275
	p	.490	.208		.174
Pronunciation of words	Rs	.193	.210		.117
	p	.345	.303		.569
New words	Rs	.075	.077		.105
	p	.714	.707		.609
Auto-correction of mistakes	Rs	-.087	-.063		.068
	p	.672	.759		.741
	p	.500	.287	.581	.642
New words	Rs	.096	-.067	.183	.038
	p	.640	.746	.370	.855
Auto-correction of mistakes	Rs	.004	-.149	-.050	-.114
	p	.984	.467	.807	.579

Note: \*The correlation is significant at the 0.01 level (2 tails).

## 5.2 Perceptions about Learning Objects (LOs) Used in Class

The tendency of students' responses about the objects used for learning in all the items had a positive correlation. At least 14 participants mentioned that they "agree



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or strongly agree" with the positive contribution of the objects used for the learning process and the way they helped trigger the speaking skill. As regards the question on the decrease of anxiety in class participation by the end of the intervention, there were 4 students who did not answer.

The percentage rates of the data are shown in Figure 10. The items referring to the LOs: "Helped me to improve and increase my vocabulary and pronunciation" and "Facilitated my learning" were the ones that obtained the highest rated perception within the group with averages of 3.9, while " Decreased my anxiety when I got to participate actively in class" was the lowest score with an average of 2.9 (SD = 0.99).

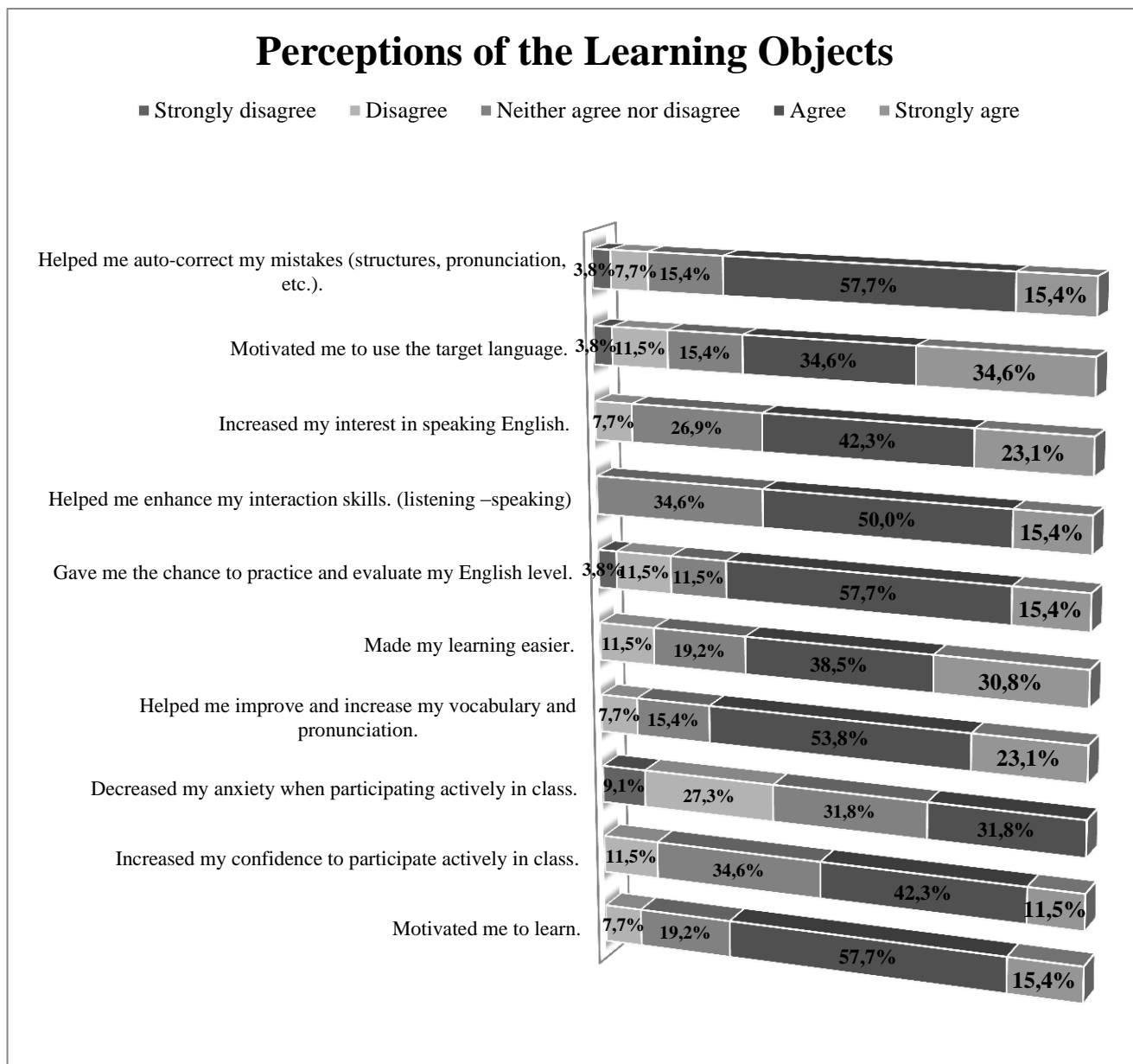


Figure 10. Percentage rates about students' perceptions of the LOs used in class

### 5.3 Perceptions about Methodology

The responses to the items: "Flipped Learning Approach is more engaging than classroom instruction", "The Flipped Learning Approach gave me greater opportunities to communicate



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with other students”, “I am more motivated to learn English in the Flipped Learning Approach”, “The Flipped Learning Approach gives me more class-time to practice English” and “ I found it easy to pace myself successfully when learning English through the course”, in general, obtained positive reactions with averages above the mean of the scale (3).

The students were neutral regarding the items "I prefer to watch a traditional teacher-led lesson than a lesson video" and "I feel more comfortable in a traditional class than in a Flipped Learning class". They got valuations equivalent to the average of the scale (3 and 3.1 respectively).

It was found that 21 participants considered that the Flipped Learning Approach gave them more practice time in class obtaining an overall mean of 4 (SD = 1.08). There were 19 students who disagreed with the item "I prefer to have the entire class at a single teaching pace, regardless of whether the content was clear to me or not", with a mean response of 2 (SD = 1). Figure 11 shows the perceptions about the methodology applied.



### Perceptions of the Methodology

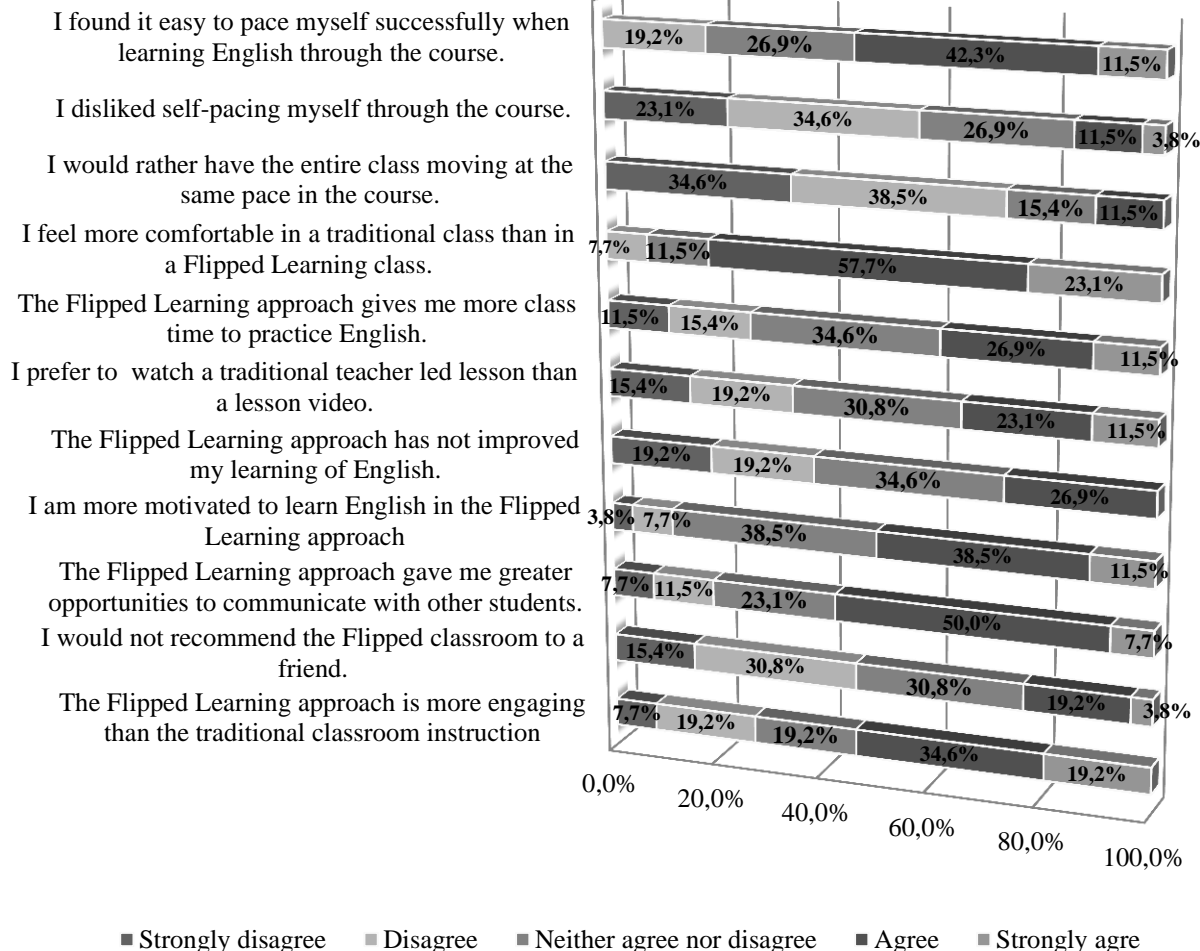


Figure 11. Percentage rates about students’ perceptions of the methodology used

### 5.2 Qualitative Data

In order to meet the objectives of this study, qualitative data were required to validate the quantitative results. In this section, the data are analyzed qualitatively to obtain a deeper insight into the students’ perceptions.

The qualitative data analysis of this study focused on answering the research question: What are the students’ perceptions of the Flipped Learning Approach?



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These perceptions encompassed different topics, such as the effort the students put into the whole process during the delivery of the treatment, the attitudes towards the activities, the most helpful LOs, among others. The answers to this question are closely related to one of the specific objectives of the present study, namely, an attempt to gauge the students' perceptions of the FL Approach. Information was collected in three steps; the first one was a semi-structured interview, the second was the students' study logs according to the different topics that were treated in class, and the third was the teacher's journal. The information was transcribed and coded according to the frequency of answers and took into account the most frequently occurring topics.

### **5.2.1 Interviews**

The aim of an interview conducted with the participants in an educational context is to let the students express their perceptions, ideas, and thoughts in a free way since this instrument allows for a less rigorous and structured approach (Mackey & Gass, 2005). Therefore, after the intervention, in order to collect data about the students' perceptions about their experience in a FL class, a semi-structured survey was carried out. These interviews were conducted with each of the 26 participants with the researcher taking notes while interviewing the participants. It is important to mention that the interviews were conducted in L1 (Spanish) so that the students would have the opportunity to express themselves more freely and, therefore, the data could reflect more accurate information.





<b>Question1:</b> What was something specific that you enjoyed about the FL model?
<ol style="list-style-type: none"><li>1. Videos</li><li>2. In-class-time activities</li><li>3. Video access and repetition facility (self-paced learning)</li><li>4. Autonomous learning practice</li><li>5. Games</li><li>6. Having previous knowledge to bring to class</li><li>7. Catch up with content that has been missed due to skipping classes</li></ol>

Box 1 shows that seven components emerged from this first question. These components have been ranked from the most frequent to the least. The participants stated their thoughts as follows:

“I liked the idea that I can catch up with the contents when I miss a class” (Student 4).

“I liked watching videos because you can concentrate more with them and also they are easier to access” (Student 12).

“The motivation to self-learn since you can search information on your own” (Student 13)

“I liked complementing learning about the topic with the in-class activities” (Student 14)

“I liked that I could replay the videos as many times as it was necessary and that I could watch them whenever I wanted” (Student 20).



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Box 2 shows the students' responses regarding the difficulties they encountered during the learning experience; they are listed starting with the most frequently occurring ones.

Box 2

*Interview, question 2*

**Question 2:** What were some specific difficulties that you had during the application of the FL model? (In brackets, number of times students who mentioned this aspect.)

1. Lack of vocabulary ( 8 students)
2. No difficulties (7 students)
3. The absence of the teacher (5 students)
4. Time for working (5 students)
5. New experience (1student)

Below is the summary of some of the reflections:

"I had some problems with listening and understanding the video explanation due to a lack of vocabulary" (Student 8). Others manifested that they did not have any difficulty throughout the experience. Some students stated that they considered that the absence of the teacher during their out-of-class learning was sometimes difficult to deal with. Four students mentioned that the difficult part was to find the time for watching the videos and working at home on their own. "Finding time between home chores and school is difficult." (Student 13).

One student out of the 26 brought up a real problem, one that most of the students faced during this experience, and caused them to struggle with the strategies they had to adopt at the beginning of the intervention. "I found it difficult to



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become more responsible for my own autonomous learning since we are not used to doing so, and it was hard” (Student 16).

Box 3

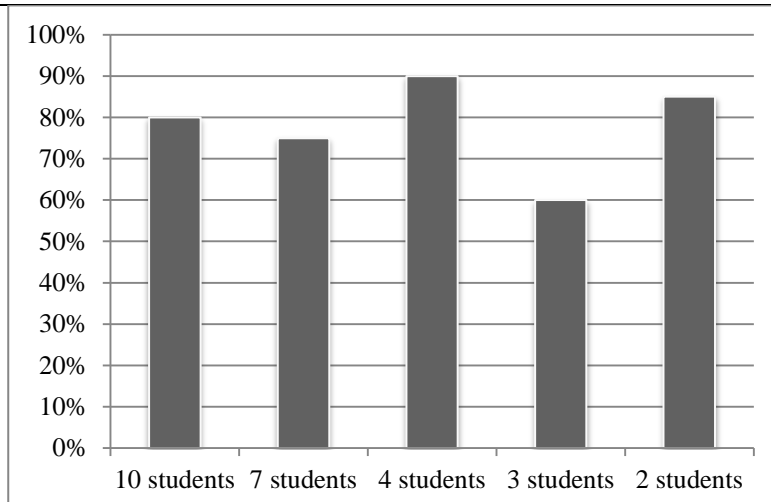
*Interview, questions 3 and 3.1*

**Question 3:** What strategies and specific steps did you use when you worked on your own (out-of-class tasks)?

Most of the participants had a structured mechanism for studying. (in this sequential order)

1. Watch the video
2. Repeat if necessary
3. Take notes
4. Work on the guiding sheet
5. Comment on the forum
6. Make their own list of vocabulary for each
7. Look for further related videos

**Question 3.1:** If you were to assign a percentage to the effort you put in your autonomous-learning, what would it be?



*Figure 12. Percentage rates about students' effort*

In Question 3, the findings reflected that most of the students adopted a structured strategy following the researcher's tips given at the beginning of the intervention. Regarding Question 3.1, Figure 12, the average effort they put into learning was quite satisfactory reaching a mean of 78%. These results showed that most of the participants were engaged and interested in trying to be autonomous learners and learning at their self-paced rhythm. Some of them were more motivated for searching for other sources on their own in order to complete or improve their learning experience. However, there are a few students who admitted to have put in only 60% of an effort.

Box 4 shows that most students agreed that the FL Approach helped them to feel more motivated to accomplish their auto-learning.



<b>Question 4:</b> Did you notice a change in the way you learn?
1. More motivated to my auto-learning (14 students)
2. Became more responsible of my own learning (10 students)
3. Put more effort in class (2)

Students also stated that they became more responsible with their own learning, and others mentioned that this approach helped them put more effort into their work in class. To support these findings some quotations are listed here:

“I felt motivated to do my own learning because videos made learning easier and fun” (Student 13).

“I was interested in finding out what I didn’t know by myself and would not wait for my teacher to explain these contents. It motivated me to carry out my autonomous-learning” (Student 20).

“I felt that I put in more effort in class than I used to do” (Student 12).

### **5.2.2 Study Logs**

In this section findings from the study logs are discussed and presented. The aim of using

study logs as a research tool was to collect the students’ perceptions about various topics, such as the time allotted to the selected topics, the most helpful LOs, the contents they learned, but most

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importantly, all their suggestions and appreciations. The intervention covered 8 topics (grammar-lexical content), but only three of them (simple past, simple present, giving directions) were selected randomly to be analyzed and explained. After completing each topic, participants were asked to fill in the study logs. These study logs had 4 questions for each topic, and are detailed below.

**Question 1a:** How much time did you devote to the out-of-class material?

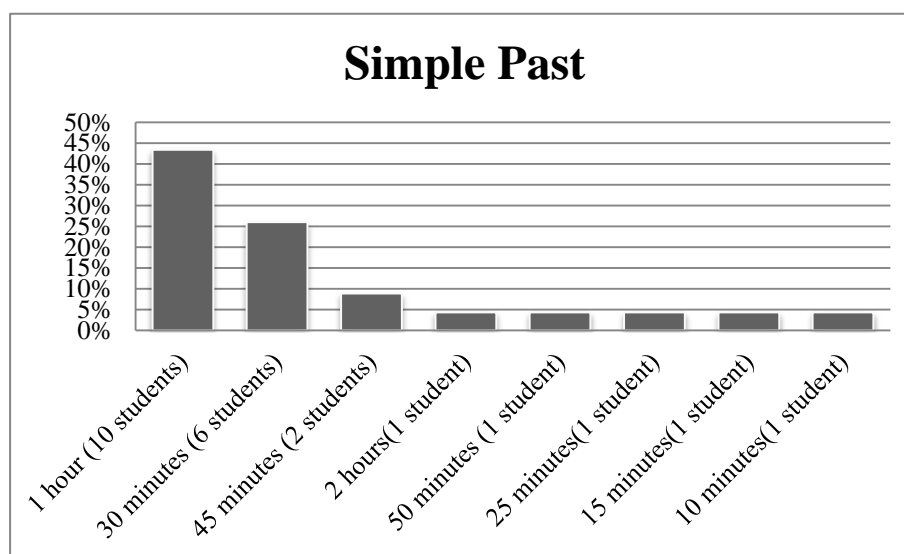


Figure 13. Percentage rates about the time allotted for the simple past video and materials

Note: 23 students answered this study log

Figure 13 shows the results regarding simple past. Only one student stated that he/she spent 2 hours. Most of the students agreed that they spent one hour studying the material that was uploaded by the researcher. Six students mentioned that they studied the material for 30 minutes. A minority in the group reported that they spent between 10 and 90 minutes.

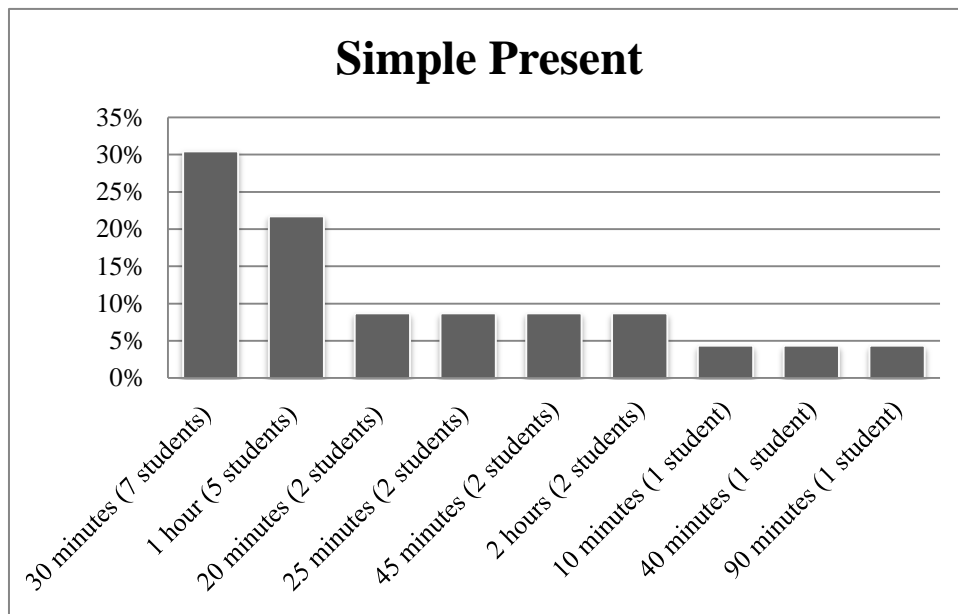


Figure 14. Percentage rates about the time allotted for the simple present video and materials

Note: 23 students answered this study log

Figure 14 displays that seven students allotted 30 minutes to study the contents. Five students studied for 1 hour. A small group of participants studied the material for anything between 10 to 45 minutes. One student required two hours to prepare the content.

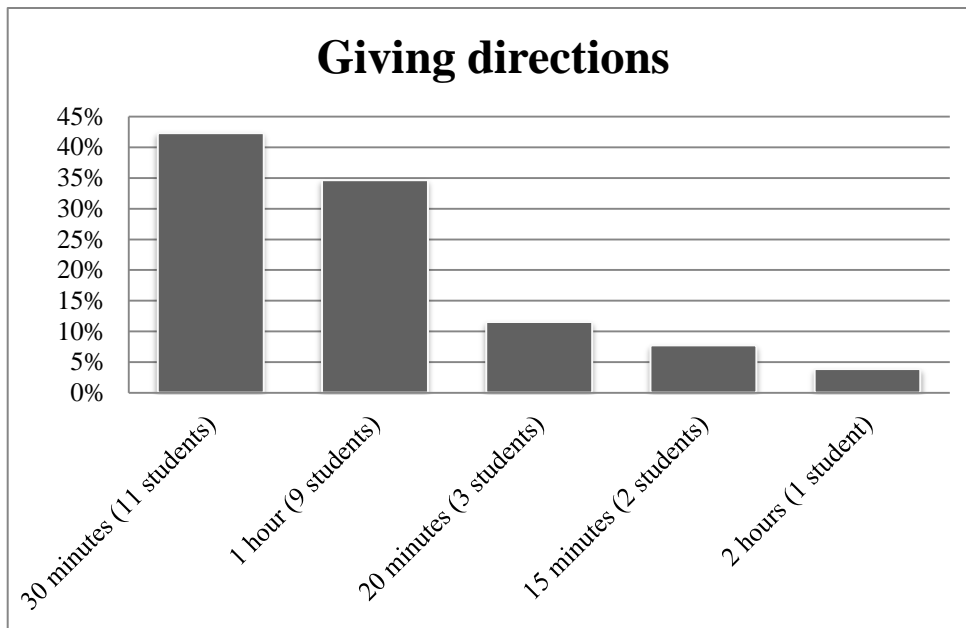


Figure 15. Percentage rates about the time allotted for giving direction video and materials

Figure 15 shows that the majority of the students allotted between 30 minutes and 1 hour to their studies. A few students spent between 15 and 20 minutes. One participant dedicated 2 hours to the studying of the material.

The data displayed in the bar charts above reflect that each student learnt at a different pace and in a different style. It also shows that they had taken their own time to repeat, rewind or stop the video to their convenience and learning needs. It is clear that some of them needed a lot more or a lot less time than others to deal with the tasks.





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Box 5

Study log, question 1b

Question 1b: How many times did you watch the video or checked the material for this lesson?					
Simple Past		Simple Present		Giving directions	
Repeated times	Number of students	Repeated times	Number of students	Repeated times	Number of students s
2 times	10 students	3 times	10 students	2 times	12 students
3 times	7 students	2 times	8 students	3 times	7 students
4 times	3 students	4 times	4 students	4 times	4 students
1 time	1 students	5 times	2 students	1 time	2 students
7 times	1 students	1 time	1 students	5 times	1 students
		8 times	1 students		

Box 5 reflects that most students did watch the videos several times if they did not fully understand the topic. According to the data presented here, the topic with the most repetitions was the simple present. These findings also show that the students found this topic harder than the others, and needed to watch it more times than in the case of the others. There were only few students who watched the video only once; apparently, they are learners who study faster than the average.



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Box 6

*Study log, question 2*

<b>Question 2:</b> Which resources (LOs, guiding sheets, in-class activities) helped me most learning English?
<ol style="list-style-type: none"><li>1. Videos and class activities</li><li>2. Videos and guiding sheets</li><li>3. Only videos</li><li>4. Class activities</li><li>5. Guiding sheets</li></ol>

The data in Box 6 explains that according to the student' perceptions, they learned more from some combinations of the LOs, ranked from the most useful to the least useful ones. They also thought that these elements helped them strengthen their language learning

Box 7

*Study log, question 3*

<b>Question 3:</b> What did you learn in these sessions?
Results from the three topics mentioned above in total, aggregating all three topics (78 mentions) <ol style="list-style-type: none"><li>1. Grammar structures (36 )</li><li>2. Vocabulary (24)</li><li>3. Phrases from the lessons (18)</li></ol>



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Box 7 shows that students perceived that they gained most knowledge in grammar structures; vocabulary and phrases from the lesson were mentioned as well.

As for the students' feedback on the intervention as well as their suggestions for the future, the picture that emerges is shown in Box 8.

Box 8

*Study log, question 4: emerging topics*

<b>Question 4:</b> Appreciations and suggestions?
<b>Appreciations:</b> <ol style="list-style-type: none"><li>1. Effective model for learning</li><li>2. Good methodology</li><li>3. Videos are an effective way of learning</li><li>4. Neither good nor bad reactions</li></ol>
<b>Suggestions:</b> <ol style="list-style-type: none"><li>1. Provide more examples in the videos</li><li>2. Create captions in L1 (Spanish)</li><li>3. More pronunciation videos</li><li>4. More exercises within the video.</li></ol>

Most of the participants (23) felt that FL was a worthwhile exercise that was both engaging and instructive. Student 7, for example, stated “I consider that this is a good methodology, using videos to teach and the guiding sheet plus the reinforcement in class.” Student 23 claimed that “The videos are an effective way of learning since we can repeat them as much as necessary.” Student 13 said “I think that the



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methodology using videos is very good, because it motivates us to learn autonomously. Besides, the videos give you the chance to take notes and to access content anytime, anywhere.”

Regarding the students’ suggestions, there were some relevant recommendations about the videos, specifically about their structure and the language used in them. Students requested, among others, the following: “Provide more examples in the video” (Student 4). “Create captions in Spanish for the videos” (Student 24). “Create more videos to practice pronunciation” (Student 16). “Create exercises within the video” (Student 2).

The quotations listed above express the satisfaction that most of the students felt towards the FL Approach. Only three out of 26 students stated having neither good nor bad reactions about this approach.

### **5.2.3 Teacher’s Journal**

A teacher’s journal encompasses an individual judgment of the teaching process. In it the teacher describes the different attitudes that learners have related to classroom learning and teaching (Mackey & Gass, 2005). The objective of using a teacher’s journal was to gain a deeper insight into the students’ reactions and behavior during the intervention.

This teacher’s journal was focused on four relevant topics: in-class-time activities, collaborative work, doubts and questions that have emerged in class, and strategies and behavior throughout the out-of-class-time activities.



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### **5.2.3.1 In-Class-Time Activities**

From the beginning, most students were very engaged and ready to work in class. They participated enthusiastically in the activities prepared such as games, role-plays, group discussion, and speaking tasks. It is worth mentioning that for all of these activities they used only L2 (English). Some students, at the end of the class, claimed that they liked the games and the activities as well as the videos, stating that the latter were really good and practical. However, 1 or 2 students struggled with the practice or the tasks aimed at reinforcing the contents covered because they claimed that they did not have enough time to work on the tasks at home. The effect of this lack of time was noted when they had neither the sufficient vocabulary nor the correct structures to work on the tasks.

### **5.2.3.2 Collaborative Work**

Students used mostly L1 to communicate among them. It was notable that in each group there were one or two students that had mastered the contents of the lessons. Such students helped the others who needed more explanation or had any difficulty.

It was also clear that they felt more comfortable and confident when asking for help from their classmates and they would get engaged in helping each other and trying to solve the questions and doubts.

### **5.2.3.3 Doubts and Questions Emerging in Class**

In this regard, there were some students that claimed that they needed the videos to be in their L1 (Spanish) and captions should be added to help with the translation. The majority of the students came to class bringing at least one question or concern to be explained and clarified in class. Some others stated that they could answer their questions when looking for extra sources on the internet.



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### **5.2.3.4 Behavior throughout Out-of-Class-Time Activities**

Most students followed the pattern provided by the researcher, not in the same order, though, to study at home. The strategies taught by the researcher for the out-of-class activities helped them to establish good study habits for the course of the intervention.

The sequence applied was often as follows: the students had watched the video and taken notes. Then some questions or comments on the forum were posted and they handed in their guiding sheets. All of these tasks were observed when the researcher asked them to submit their homework as a way of evaluating their behavior during the period of out-of-class work.

It was clear that students were engaged in the activities carried out in class. Collaborative group work was a vital help for those who struggled with the language.

To sum up, it can be concluded that the findings from the interviews, the study logs, and the teacher's journal aimed to analyze the students' perception toward the FL Approach point to the same conclusion, namely, that this approach can enrich and improve learning. The results obtained for the purposes of triangulation were similar, showing that most students had positive perceptions about this kind of learning experience. The activities in class and the videos were the most helpful and engaging tools for learning. Besides, most students felt more responsible for their own learning and were motivated to learn autonomously.



**Chapter VI  
Discussion and Limitations**

**6.1 Discussion**

The objective of this study was to determine the impact of the Flipped Learning (FL) Approach in the development of the EFL students' speaking skill in a 1st level class at the University of Cuenca. The study was carried out with a group of 26 students and intended to answer these three research questions: 1. What are the students' perceptions of the Flipped Learning Approach? 2. How does the Flipped Learning Approach enhance the development of the speaking skill? 3. How can the Learning Objects - LOs (videos, podcasts, readings) within the Flipped Learning Approach trigger speaking? The research project also had three specific objectives to analyze, namely, how the use of material uploaded in the platform can promote speaking in class, to what extent the speaking components can be developed throughout the intervention and how students perceive the Flipped Learning Approach itself.

At the beginning of the intervention, the data from the pre-test showed that the 50% of the students were placed in an A1- level, 33% in A1, 13% in A1+ and 4% in A2-. After the intervention, the post-test showed an increase in the scores: 50% of the students reached A1+. 42% got to A2- and 8% was now in A1. Statistically, therefore, there was a significant difference between the results of the pre-test and the post-test (see Figure 5), from a mean of 10.8 in the pre-test to a mean of 20.77 in the post-test. Similar results were found in a study conducted by Sainan Li (2016) and Obari and Landbacher (2015). These studies confirmed that the FL Approach



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had helped students to develop learners' oral proficiency; hence there was an improvement in their scores.

Regarding the components of the speaking skill, such as pronunciation and intonation, lexical range and appropriacy of linguistic choices (vocabulary), grammatical accuracy, fluency, communication strategies and cohesion and coherence, significant progress was observed in all the components. The average before the intervention was around 1.7 and increased to an average of 3.4 over 5. (See figures 8 and 9)

Component by component, the results from the data show that in the pre-test, pronunciation and intonation was the highest scored component, while the lowest scored component was grammatical accuracy. After the intervention, results from the post-test indicated that cohesion and coherence improved most, while pronunciation and intonation were the aspects showing the least progress. This suggests that students focused more on how to connect their ideas and make them coherent and cohesive, than the way the words or phrases were pronounced and intoned.

Moreover, an interesting element that emerged was the fact that students' opinions did not manage to relate the scores of speaking skills, pronunciation and intonation, lexical range and appropriacy of linguistic choices (vocabulary), grammatical accuracy, fluency, and cohesion and coherence, except the communication strategies where the data showed the more they required the teacher's presence, the lower their scores got. This does not necessarily imply that the communication strategies employed by the students are wholly dependent on the teacher's presence or absence, but it clearly shows that further input might be required in this regard.





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It is worth pointing out that so far no studies have been identified that presented similar results in the improvement of the components of the speaking skill separated out as it was done in the present research project, whose results, therefore, can be perceived as filling a research gap in EFL. Nevertheless, there is at least one study (El-Bassuony, 2016) that aimed to examine the development of English grammatical performance in speaking and writing and concluded that FL can bring about significant improvement in these skills.

Sainan Li (2016) performed a study aimed to determine English learners' satisfaction in a tertiary education context when applying Flipped Learning for oral practice. The results of that study are fairly similar to the ones obtained by the present piece of research, namely, beyond acquiring skills to study autonomously, the participants claimed that they were satisfied with the manner of instruction.

Students of the present study perceived that the LOs used in the FL model were effective and helped them trigger the speaking skill since they enriched their vocabulary and pronunciation. It also increased their interest in speaking English and helped enhance their interaction skills. The methodology within the FL Approach was seen as positive, showing their acceptance of this new model. Nevertheless, the students were neutral when they were asked if they prefer a traditional class or an FL model class. These findings are in concordance with those of Obari and Lambacher (2015), who carried out a similar study and found that students were satisfied and had a positive attitude towards their flipped classroom lessons.

Furthermore, it is worth emphasizing that students' perceptions toward the activities



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performed in this study, specifically the videos and the in-class time activities, were positive. Some students noted that they found it hard to understand the videos because of their lack of vocabulary or because they did not have enough time to work on them at home. The students put an average of 78% of effort into their studies at home, which means that they were dedicated to preparing for their classes. The students' attitude underlines the fact that they have changed their learning attitudes and have become more responsible for their own learning. This implies that they ended up being more motivated about their autonomous learning and also put more effort into the activities conducted in class. Similar results were found in the study titled "The effects of a flipped English classroom intervention on students' information and communication technology and English reading comprehension" by Huang and Hong (2016) as well as in the study "Flipping the classroom for English language learner to foster active learning" by Hsiu-Ting Hung (2015). The results of both these studies showed that students had more positive attitudes toward their learning experience and devoted greater effort in the learning process.

In the study "The Implementation of a Flipped Classroom in Foreign Language Teaching" carried out by Ahmet Basal (2015) the results revealed that the FL Approach was beneficial for students' self-paced learning. The results of the present study also confirmed the idea that with the use of LOs and the ease of access by either repeating or stopping videos, students directly benefited since they were able to learn at their own pace.

Furthermore, most students were satisfied with and engaged in the class activities. The results are, therefore, in agreement with those found by Alsowat



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(2016), who demonstrated that flipped instruction increased student engagement and satisfaction, and that these two aspects were significantly related. Collaborative work was a key point in the students' learning and speaking skill development since they felt more comfortable when sharing ideas or raising concerns with their pairs or in their groups. A study performed by Mehring (2015) showed similar results which demonstrated that there were two significant benefits from collaboration: firstly, students' language abilities improved and secondly, since collaboration offered opportunities for more clarity, students often looked for clarification from each other.

Generally, this study showed positive results in the development of the speaking skill. These findings may lead us to the conclusion that teachers must start trying out new strategies in EFL classes in order to solve lack-of-time problems. Employing novel methodological approaches can improve the development of the speaking skill by creating a student-centered environment, and principally helps students to acquire the language while being able to leave behind the traditional teacher-centered model.

### **6.2 Limitations**

During the development of this study, some issues have arisen and are listed as limitations that might inform further research.

- The time allotted to do this study was a constraint, since it would have been better to have a longer period of time to research the different strategies that could be combined with the FL Approach.
- Data collection was limited to only one teacher.



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- The sample for this study was relatively small (26 students) and considering the size of the population from which this sample was taken (3000), it could be said that the results are not generalizable.
- The internet access, in class, during the intervention was sometimes restricted, which meant that on some occasions the researcher had to modify the activities planned for the sessions.
- Some students might have been reluctant to be forthcoming with the responses to the survey because the researcher was the teacher.



## **Chapter VII**

### **Conclusions and Recommendations**

#### **7.1 Conclusions**

This study aimed to determine the impact of the Flipped Learning (FL) Approach on the development of the speaking skill in a 1st level EFL class. The principal reason for carrying out this study was the need for meaningful speaking practice within the English classes at the University of Cuenca. Sometimes, due to the pressures of time, the contents to cover, and large class sizes, this skill is neglected and this state of affairs makes it difficult for students to reach the required proficiency level.

The literature suggests that the FL Approach gives students the opportunity to be engaged in learning, become more independent learners, who learn at their own-pace and, therefore, the improvement in the development of the speaking skill is an achievable objective. Besides this approach helps students develop higher order thinking skills when solving problems and urges them to work collaboratively.

The FL Approach has, undoubtedly brought about positive effects in the speaking skill development of the sample group. Their progress was strongly related to the effort they put in their autonomous learning and the quality of the in-class-activities that were performed, both as regards their design and accomplishment. Moreover, the attitude of the students proved that learners are actually very concerned about their progress and are prepared to engage when the right approach is employed. Some of them can even become totally independent learners while taking advantage



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of the teacher's presence for deeper practice or turning to their instructors as guides, who can facilitate achieving their goals.

There are three aspects that can be identified as major foundations in the accomplishment of higher level speaking skills. First, the autonomous learning process adopted by most of the students when tasks at home were done responsibly. It implied watching videos (or reading charts), taking notes, working on exercises and searching on their own. Second, the in-class-activities were a key element in the students' progress since the tasks were based on the social constructivist theory, which involves activities that are socially performed, such as pair activities, peer instruction, collaborative work, and problem solving. All of them include the participation of different students going in the same direction. Third, the use of the FL Approach makes students conscious that they are responsible for their own learning and they are offered an opportunity to proceed at their own pace.

A further outcome of the present study was that some students changed their point of view about learning English since they were able to experience that English is not as difficult as they thought it was. They realized that it is possible to learn English on their own with the sources that are made available to them. Additionally, they began seeing the teacher as a guide instead of a knowledge creator.

Finally, it is concluded that Flipped Learning might be effective in order to develop the components of the speaking skills, pronunciation and intonation, lexical range and appropriacy of linguistic choices (vocabulary), grammatical accuracy, fluency, and cohesion and coherence. However, the communication strategies might need the teacher's presence regarding the students' perceptions.



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### **7.2 Recommendations**

Right from the beginning of this study, it was apparent that there is a lack of research about the FL Approach and its impact on EFL classes in Ecuador. Therefore, educators may dedicate time and effort to investigating how this approach could impact the different skills in foreign language acquisition. The use of larger samples to determine the positive effects of the FL Approach on the development of speaking skill may also be advisable as found in (Hsieh, Huang, & Wu, 2016; Li, 2016; Xin-yue, 2016).

Furthermore, it might be interesting to gauge if the students' attitudes, after being trained and having acquired an autonomous way of learning, remains the same, evolves or returns to their traditional method of study.

A further recommendation that could be made concerns the administration of the University of Cuenca, namely, the creation of opportunities for continuous professional development so that teachers could be trained in current methodologies that focus on students as the center of the learning process.

As for further research, this study proposes projects that take into consideration that students have different learning styles and teachers also have their own individual teaching styles. Teachers should become more interested in seeking new and effective methods and approaches to make language learning more meaningful for students and, wherever possible, make their own personal contribution.



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**APPENDICES**

**APPENDIX A**

**CONSENTIMIENTO INFORMADO DE PARTICIPACION**

**Título de la investigación: THE IMPACT OF FLIPPED LEARNING IN THE DEVELOPMENT OF THE SPEAKING SKILL IN AN EFL CLASS**

**Investigador: María de Lourdes Carreño**

Yo, María de Lourdes Carreño, estudiante del programa de maestría en “Lingüística Aplicada a la Enseñanza del Inglés como Lengua Extranjera”, de la Universidad de Cuenca, previo a la obtención del título de Máster debo realizar mi proyecto de investigación, para lo que me propongo estudiar el impacto que podrá tener la implementación de la técnica conocida como clase invertida (Flipped Learning) en el desarrollo de la destreza oral del Inglés.

El objetivo de esta investigación es ayudar a los estudiantes a una mejor práctica y desarrollo la destreza oral del Inglés como lengua extranjera a través del uso del Flipped Learning , al tiempo que asisten a clases regulares.

Si usted no está de acuerdo con la participación, tiene plena libertad de negarse. Si durante el curso del proyecto usted decide retirar su consentimiento está en pleno derecho de hacerlo sin que esto perjudique su evaluación final.

Yo, \_\_\_\_\_, estudiante del \_\_\_\_\_ he leído esta información y estoy de acuerdo en participar en el proyecto.

Firma \_\_\_\_\_ (del participante)

Fecha:

Firma \_\_\_\_\_ (investigador)

Fecha:



## APPENDIX B FORUM TO COMMENT OR MAKE A QUESTION ON THE MOODLE PLATAFORM

Re: Abilities

by Al [redacted] day, 6 February 2017, 10:19 PM

He can and I can not be understood as a verb more in the sentence?

[Permalink](#) | [Show parent](#) | [Edit](#) | [Delete](#) | [Reply](#) | [Export to](#)

Re: Abilities

by [redacted] Monday, 6 February 2017, 10:25 PM

Very explained the video is very clear to me

[Permalink](#) | [Show parent](#) | [Edit](#) | [Delete](#) | [Reply](#) | [Export to](#)

Re: Abilities

by Al [redacted] Monday, 6 February 2017, 10:25 PM

The video is very important because our help to express of an appropriate manner.

I can defend me. I can play soccer. I can run. I can cook. I can dance.

[Permalink](#) | [Show parent](#) | [Edit](#) | [Delete](#) | [Reply](#) | [Export to](#)

Re: Abilities

by Je [redacted] Monday, 6 February 2017, 10:34 PM

Excellent video.

I express my abilities with..

I can play soccer. I can drive. I can cook. I can ride a bike

Re: Present simple video

by [redacted] day, 30 January 2017, 4:36 PM

Buenas Tardes Teacher tengo una inquietud, en la parte del video donde se encuentra **conjugating the present simple (affirmative)** porque en los pronombres personales **She/He** va aumentado una **s** en los verbos?

[Permalink](#) | [Show parent](#) | [Edit](#) | [Delete](#) | [Reply](#) | [Export to portfolio](#)

Re: Present simple video

by [redacted] Monday, 30 January 2017, 7:16 PM

Teacher disculpe el does y el aumento de la S tambien se le utiliza en el IT?

[Permalink](#) | [Show parent](#) | [Edit](#) | [Delete](#) | [Reply](#) | [Export to portfolio](#)



**A LESSON PLAN (FL APPROACH)**

**Flipped Class: Personal Information**

Time taken: 2 hours

**Objectives:**

Students will be able to:

- Ask and answer some personal information questions.
- Introduce themselves and others.

**Assessment evidence**

- Introducing myself to the class.
- Recording their own information by Whatsapp and in class.

**Learning Plan**

**Flip:**

Students will:

- Watch a video with some explanation of phrases used in meeting new people.
- While watching the video students work on a guiding sheet: conversation completion, phrases practice
- Ask them to record their personal information and send it by whatsapp

**In-class-activities:**

**Day 1:**

- As a warm up: Play the hot seat using the personal information they have already known
- Watch a short clip where people are meeting a famous person
- Work in groups and introduce themselves to the group. ( teacher goes checking and solving some doubts)
- At a party: *Meet new people role-play*

**Reflection tasks at home:**

Students will

- Complete a lesson study log.
- Write down questions in their notes from the flipped video when they don't understand something.
- Bring the questions to class and ask the teacher for help and clarification.

**Materials**

- Internet and computer in class, with projector and sound system.
- Guiding sheet
- Video uploaded to the platform:



APPENDIX D

KPG EXAM SPEAKING RUBRICS

QUALITY OF PRODUCTION				
	1 Unsatisfactory	3 Moderately satisfactory	5 Fully satisfactory	
<b>Pronunciation and intonation</b>	Articulation is unclear. L1 interference in pronunciation and stress is distracting and the output is often unintelligible.	Articulation is generally clear but with quite a few mispronunciations. L1 interference in stress and intonation is very evident. Limited control of phonological features.	Articulation is clear, but a few mispronunciations may occur. L1 accent is noticeable but generally the output is intelligible.	
<b>Lexical range and appropriacy of linguistic choices</b>	Uses a few scattered words, makes inappropriate word choices or there is no response.	Uses a very basic and limited repertoire of mostly memorised words and simple phrases that are generally morphologically correct but not always appropriately used. The message gets across though not always very clearly.	Uses a basic repertoire of mostly memorised words and phrases reasonably accurately and appropriately. The message gets across clearly.	
<b>Grammatical accuracy</b>	Makes constant errors of grammar and syntax which obscure communication or there is no response.	Uses a limited range of simple grammatical structures and sentence patterns in a memorised repertoire, but not always correctly. Basic errors are common and are rarely self-corrected, but the message gets across without much difficulty in most cases.	Uses some simple structures and a repertoire of frequently used routines and patterns correctly but makes surface mistakes which are occasionally self-corrected. Nevertheless, the message gets across clearly.	
<b>Fluency</b>	No fluency; communication is impeded by exceptionally long pauses to search for words, or there is no response.	Manages very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions and words. Hesitations and quite long pauses are systematically present, which may tire the listener and affect fluency.	Makes him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident, but do not tire the listener. Maintains a simple flow of speech without too much effort.	
<b>Communication strategies</b>	Does not maintain communication and cannot overcome difficulties even after clarifications have been given.	Has difficulty in overcoming gaps in communication or facilitating the flow of conversation through the use of appropriate communication strategies. Generally manages to communicate with excessive body language or after clarifications have been given.	Uses simple strategies (synonyms, paraphrase, body language) to facilitate the flow of conversation and overcome knowledge gaps. Occasionally requires additional prompting and support.	
<b>Cohesion and coherence</b>	Does not organise his/her utterances in a logical way, produces incoherent speech or there is no response.	Organises information in a more or less logical way, occasionally linking words with very basic linear connectors (e.g., <i>and, then</i> ). Hesitations and false starts are systematically present and occasionally disrupt coherence.	Organises information clearly and uses simple cohesive devices (e.g., <i>and, but, because</i> ). Hesitations and reformulations are common and do not disrupt coherence.	
TASK COMPLETION				
	1 Unsatisfactory	3 Moderately satisfactory	5 Fully satisfactory	
<b>ACTIVITY 1</b> Interview	Barely responds to the questions, gives wrong or irrelevant answers or no answer at all.	Responds to the A1 questions effectively, including most of the main content points, but has difficulty with or may not respond to the A2 questions.	Responds to all questions in a fully satisfactory manner, including the most important content points in his/her answers.	
<b>ACTIVITY 2</b> Talking about photos	Has difficulty in replying even to the A1 questions of the task, gives wrong or irrelevant answers or no answer at all. Ineffective or no use of visual prompts.	Responds to the A1 questions of the task effectively, using the visual prompts and including most content points, but has difficulty with or may not respond to the A2 questions of the task.	Responds to both the A1 and A2 questions of the task in a fully satisfactory manner, using the visual prompts effectively and including all content points.	
<b>ACTIVITY 3</b> Giving and asking for information	Has difficulty in responding even to the A1 part of the task, gives wrong or irrelevant answers or no answer at all. Ineffective or no use of multimodal text.	Responds to the A1 part of the task effectively, using the multimodal texts and including most content points, but has difficulty with or may not respond to the A2 part of the task.	Responds to both the A1 and A2 parts of the task in a fully satisfactory manner, using the multimodal texts effectively and including all content points.	
<b>1= Unsatisfactory</b> (OUTPUT UNSATISFACTORY FOR A1)	<b>2= Partly unsatisfactory</b> (OUTPUT PARTLY SATISFACTORY FOR A1)	<b>3= Moderately satisfactory</b> (OUTPUT SATISFACTORY FOR A1)	<b>4= Satisfactory</b> (OUTPUT PARTLY SATISFACTORY FOR A2)	<b>5= Fully satisfactory</b> (OUTPUT SATISFACTORY FOR A2)





**APPENDIX E**

**STUDY LOG**

Name:

Please complete with the required information

Lesson: \_\_\_\_\_

<p>1a. How much time did you devote for the out-of class material?</p>          <p>1b. How many times did you watch the video or checked the material for this lesson?</p>	<p>3What did you learn in this lesson?</p>
<p>2. Which resources (Los, guiding sheets, in-class activities) helped me more learning English?</p>	<p>4. Suggestions and appreciations?</p>



**TEACHER'S JOURNAL TEMPLATE**

<b>Date:</b>	<b>Topic:</b>	<b>Students participation</b>	<b>Emerging situations</b>	<b>Recurrent situations</b>

**Notes:**

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**APPENDIX G**

**AUTONOMOUS LEARNING PERCEPTIONS**

**Survey 1. Please check your answer**

Questions	Never	Rarely	Sometimes	Usually	Always
1. I require my teacher's presence when I am self-learning new grammatical structures through the FL approach (video, audio)					
2. I require my teacher's presence when I am self-learning the pronunciation of english words through FL approach (video, audio)					
3. I require my teacher's presence when I am self-learning new words in English through FL approach (video, audio)					
4. I require my teacher's presence when I am self-correcting my mistakes through FL approach (video, audio)					



**APPENDIX H**

**PERCEPTIONS OF THE METHODOLOGY**

**Survey 2. Please check your answers**

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
1. The Flipped Learning approach is more engaging than the traditional classroom instruction					
2. I would not recommend the Flipped classroom to a friend.					
3. The Flipped Learning approach gave me greater opportunities to communicate with other students.					
4. I am more motivated to learn English in the Flipped Learning approach					
5. The Flipped Learning approach has not improved my learning of English.					
6. I prefer to watch a traditional teacher-led lesson than a video lesson					
7. The Flipped Learning approach gave me more class time to practice English.					
8. I feel more comfortable in a traditional class than in a Flipped Learning class.					
9. I prefer to have the entire class at a single teaching pace.					
10. I disliked self-pacing myself throughout the course.					
11. I found it easy to pace myself successfully when learning English throughout the course.					

Adapted from Johnson ,G. (2013). *Student perceptions of the Flipped Classroom*. The University of British Columbia. Okanagan



**APPENDIX I**

**PERCEPTIONS OF THE LOs**

**Survey 3.** About the videos, flyers, audio, charts (Learning Objects). Check your answer

Indicators	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
1. The Learning Objects helped me motivate me to learn.					
2. The Learning Objects increased my confidence to participate actively in class.					
3. The Learning Objects decreased my anxiety when participating actively in class.					
4. The Learning Objects helped me to improve and increase my vocabulary and pronunciation.					
5. The Learning Objects made my learning easier.					
6. The Learning Objects gave me the chance to practice and evaluate my English level.					
7. The Learning Objects helped me enhance my interaction skills. (listening –speaking)					
8. The Learning Objects increased my interest in speaking English.					
9. The Learning Objects motivated me to use the target language.					
10. The Learning Objects helped me auto-correct my mistakes (structures, pronunciation, etc.).					

Adapted from Hirschel, R., Yamamoto, C., & Lee, P. (2012). Video self-assessment for language learners. *Studies in Self-Access Learning Journal*, 3(3), 291-309.



**APPENDIX J**  
**INTERVIEW TEMPLATE**

Student's name	
1. What was something specific that you enjoyed about this FL model?	
2. What were some specific difficulties that you had during the application of the FL model?	
3. What strategies and specific steps did you use when you worked on your own (out-of-class tasks) 3.1 If you were to assign a percentage to the effort you put in your autonomous-learning what would it be?	
4. Did you notice a change in the way you learn?	

Adapted from Hung, H.-T. (2015). Flipping the classroom for English language learners to foster active learning. *Computer Assisted Language Learning*, 28:1, 81-96.