

The Use of Flipped Learning in the Classroom and students' perceptions

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THE USE OF FLIPPED LEARNING IN THE CLASSROOM AND STUDENTS'

PERCEPTIONS

3

Table of Contents

Abstract.....	5
Introduction.....	5
Chapter 1: Subjects	7
1.1 Language Didactics I	7
1.1.1 Assessment of the subject	9
1.2 Applied Linguistics 1	9
1.2.1 Assessment.....	10
Chapter 2: Activities	11
2.1 Language Didactics 1.....	11
2.1.1 Introduction to Didactics.....	11
2.1.2 Active Learning and Plans	12
2.1.3 A Differentiated Classroom	14
2.1.4 Differentiation tips and feedback.....	15
2.1.5 A Good Feedback.....	16
2.1.2 Assignments.....	17
2.2 Applied Linguistics	18
2.2.1 Introduction to Applied Linguistics	18
2.2.2 Master Graduation Project	20
2.2.3 Gamification	20
2.2.4 Self Efficacy.....	22
2.2.5 Flipped Learning.....	23
2.2.6 Critical Literacy	24
2.2.7 Bilingualism.....	25
2.2.2 Assignments.....	26
Chapter 3: Literature Review	26
Chapter 4: Assessment and conclusions from the experience	31
4.1 Self-Assessment.....	31
4.2 Conclusions.....	32
References.....	33
Appendixes	35

THE USE OF FLIPPED LEARNING IN THE CLASSROOM AND STUDENTS'

PERCEPTIONS

4

Appendix A. Sketchnote	35
Appendix B. Choice Board	35
Appendix C. Case Study	36
Appendix D. Annotated Bibliographies.....	36

THE USE OF FLIPPED LEARNING IN THE CLASSROOM AND STUDENTS' PERCEPTIONS

5

Abstract

Title: The Use of Flipped Learning in the Classroom and students' perceptions

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Description:

The main objective of this graduation project paper, under the modality of *Cursos en Especialización, Maestría o Doctorado*, is to obtain my foreign language teaching degree. This modality is based on the attendance of two different subjects from the same master program which is *Maestría en Didáctica de la Lengua* and the report of the classes. The subjects are Language Didactics I, and Applied linguistics I. These two subjects are recognized for their difference but also for the way they complement each other in the field of education. This paper will address the different activities carried out throughout this academic process, such as learning about teaching trends, doing exercises focused on those trends and the assessment of the tasks. Furthermore, this paper will discuss some concepts addressed in the courses presented in a literature review. Also, some personal description of each class will be presented. Lastly, this paper will display some experiences, evaluation and reflections of the subject.

Introduction

For my graduation final work, I selected the option to attend to 2 different courses from a master program. This modality is called *Curso en Maestría o Doctorado* and the master program that I chose is *Maestría en didáctica de la lengua*. The first subject is Language Didactics I, which started on January 28th and finishes on February 26th, after the delivery of this report. The second subject is Applied Linguistics I, which started on May 6th and finished on May 28th.

The selection of these two subjects comes from the belief that a language teacher needs to be well instructed in both sides of this undergraduate program. These sides are Linguistics and Didactics, which complement each other in the sense that balances the teacher-student understanding about the language and how to teach it.

Teachers should be aware of the principles of word formation in English They should be aware, for example, of such patterns as the d/s alternation in words... Teachers should be aware of certain accent placement regularities involving the suffixes (Fillmore & Snow, 2000)

Regarding this thinking, foreign language teachers gain not only knowledge about a language but how to identify students' problems related to the language and the way to approach those difficulties.

Understanding how languages can change and how dialects vary in their phonological rules provide teachers with insights into the pronunciation patterns of learners in a classroom, as well as an explanation for the consistent difficulties that language students experience in speaking (Grabe, Stoller, & Tardy, 2000)

Furthermore, these two subjects represent more than a belief, the attendance to both subjects represent ambition, aspiration, and advanced insights to become a better foreign language teacher.

In the following pages, a detailed report is presented regarding the subject's information, the activities carried out and the assessment of the methodology used by the professors. Besides, the content delivered in each session, a brief literature review regarding Flipped learning, its use in class and the perspective of students and a self-assessment.

Chapter 1: Subjects

The two subjects chosen from the *Maestría* are Language Didactics and Applied Linguistics. Which will have a section to describe each of them.

1.1 Language Didactics I

Before the description of the course, it is imperative to provide a brief contextualization of the topic itself. Language didactics is the way teachers prepare themselves and a class minding the engagement of their students. According to Leino 1979 (as cited in Pirjo Harjanne & Tella, 2007) language didactics is defined as “a part of educational sciences, whose task it is to give procedural instructions regarding design and implementation of language curricula”

Language didactics I belongs to the *Maestría en didáctica de la lengua* at Universidad Industrial de Santander. This course was completely virtual, it started on January 28th and will be finished on February 26th, its length is of 64 hours in which 39 are theoretical, delivered through

the video conference platform named zoom. The remaining 25 hours were dedicated to the asynchronous work that needs to be done before the synchronous sessions.

This course was directed by Professor Martha Ramirez from Universidad de los Andes, who uses the flipped learning as a methodology. The flipped learning approach implies that content is provided through resources that students access autonomously (Bergman & Sams, 2012). This approach is based on blended theory, where the work is divided synchronously and asynchronously, and they both are given the same relevance to develop the sessions and the whole course. Furthermore, the course has several specific objectives addressing every topic and the tasks to perform during and after the sessions. The topics established in the program are based on trendy strategies, these educational trends are being emphasized due to their efficacy and, of course, current emerging:

1. Growth mindset
2. Active Learning
3. Differentiation
4. Feedback

Regarding the tasks of the subject, students are expected to read about the topic before the class and to perform short activities proposed in the schoology platform. This platform is used as a resource for students to access each session information easily and to have into account the tasks.

According to the course information, the tasks have the same percentage each, which is 20%, this to give the same relevance and urgency to all the 5 assignments.

1.1.1 Assessment of the subject

Assessment is a significant part of each subject. In language didactics the assessment includes self-assessment and teacher assessment, this for both sides to evaluate learning, process, and product. To achieve this, Professor Martha Ramirez provided a checklist for every evaluative task, and for the assignments of the class, she would congratulate students and then she would give recommendations and if something was missing, she would ask the student to complete it. Co evaluation or peer assessment was also a participant in this subject, it was used for class activities or presentations.

1.2 Applied Linguistics 1

Applied Linguistic I, belongs to the master's course called *Maestría en didáctica de la lengua*. Before describing the course, it is important to define Applied Linguistics. According to the Applied Linguistics society (Linguistics, n.d)(n.d) "The term 'applied linguistics' refers to a broad range of activities which involve solving some language-related problem or addressing some language-related concern"

The subject started on May 6th and finished on May 28th. This course was given by Professor Olga Lucía Uribe who currently works as a director in the language school from the university. Professor Olga used very tangible examples to teach each of the concepts we saw on the course. As the students from the master were teachers working on their final project,

THE USE OF FLIPPED LEARNING IN THE CLASSROOM AND STUDENTS' PERCEPTIONS

10

professor Olga focused on their projects topics and explained them 1 by 1 in each class, she would dedicate the whole class to the topics and would give us as many examples as she could. Besides, she involved us in own learning by asking us to do research on the themes.

The concepts studied with Professor Olga were

1. Gamification
2. Self-efficacy
3. Critical and digital literacies
4. Flipped learning
5. Bilingualism

As we would see the topics, we had to read papers for our only task. We had to do a list of 14 annotated bibliographies (See appendix d) all the related to the topic of the final master project. As I was not part of the master, I had to do my final task based on the combination of the two courses. I chose flipped learning because I saw the concept on both subject and because I am interested in the approach.

1.2.1 Assessment

The assessment plays a very important role in the learning of any subject. As we had only one task, professor gave us a rubric where she evaluated each annotated bibliography. The criteria were the purpose of the research, its objective, a summary of the research and the evaluation of the research. We had to deliver 7 annotations on May 21st and the other 7 annotation on May 28th. All the task completed the 100% of the final grade.

Chapter 2: Activities

In this section the content of each class corresponding to the master's program I chose to do for my final academic work to obtain my undergraduate degree, will be thoroughly described. Each subject will be divided into other subsections to deepen in aspects such as assignment, objectives, and assessment. Also, the first subject will describe the synchronic and asynchrony sessions throughout didactics I course in the following tables. As the second subject was developed in person, the tables will describe each session taken.

2.1 Language Didactics 1

2.1.1 Introduction to Didactics

Subject	Class No.	Objectives	Main topic	Takeaway of the lesson
	1			
Language Didactics	January 29 th , 2022	-To understand current teaching trends of your interest. -To reflect about your teacher mindset and the effects it has on your teaching.	Growth Mindset	Mindset can be growth or fix depending on the type of raising we received in our childhood.

The first class was carried out on January 29th from 8:00 am to 2:00 pm. First classes are often used as an introductory meeting of the course and for students to express their expectations towards the subject. This session opened with an ice breaker where professor got to know us, our teaching context and our teaching methodologies. Later, she introduced herself and the course, the assignments, the digital tools, and the percentages. After that, we start talking about growth mindset, to contextualize, growth mindset is someone's general attitudes and the way they typically think about things, it implies our beliefs, our faults and strengths and the way we assume challenges. Teacher explained that there are two types of mindsets, one is growth, and the other is fixed. This other type of mindset refers to how we limit our mind regarding an activity. The session continued by teacher combining growth mindset and how we can use it in our classrooms. We also read an article about the importance of teaching our students about mindset, the idea was to take notes about the tips and some takeaways of the reading. To conclude the session, professor asked to revise the online work and choose a teaching trend and create a sketch note of it. The teaching trend I chose is *Mindfulness*.

2.1.2 Active Learning and Plans

Subject	Class No.	Objectives	Main topic	Takeaway of the lesson
Language	2	-To reflect using	Active Learning	Active learning
Didactics	2022	sketchnoting as an active learning task		does not require activities

-To share an active learning strategy	involving fun games, on the
-To reflect about your mindset teacher characteristics	contrary requires interaction and communication.

Before this class, we read the documents for the session, and we designed the small tasks. Also, the main task was to create a sketchnote (See appendix a) by hand in a piece of paper and present it. The second remote session was on February 5th from 8:00 am to 2:00 pm. This second session comprised the understanding of growth mindset and active learning. The session started with feedback from the online work and last's class assignment. Later, the professor asked us to share our experiences with the creation process and the challenges we faced while drawing. After solving some doubts, we took our time to present our topics and to explain our sketch note in detail to the other students. My sketch note was about mindfulness, its principles, strategies and how to use it in a classroom. After we all finished presenting, we began with the explanation of active learning which is the interaction of the student with the learning process. Then, the discussion changed to the characteristics needed for this type of learning and the characteristics that each of us need to work on. The session centers in the explanation of the tasks, some of

which took longer than expected. The class ended and the teacher reminded again the online work and the readings.

2.1.3 A Differentiated Classroom

Subject	Class No.	Objectives	Main topic	Takeaway of the lesson
	3			
Language	February	-Reflect about choice		Differentiated
Didactics 1	12 th , 2022	board	Differentiation	classrooms allow
		-Demonstrate understanding on differentiation	n	students to choose according to their level of proficiency,
		-Brainstorm a solution to a case study for differentiation		their interest and their level of producing.

Ahead of this class, we read the documents and did the online homework which was to create a choice board according to a free topic and a grade we are or were teaching to. This third session was held on February 12th from 8:00 am to 2:00pm, the class starts by professor warming up with a question regarding self-evaluation and our perception of it. Later, the professor asks us to share our experiences with the creation process of the choice board and she also solve some doubts of the class. We continued with an activity that has time limit, each student talks 1 minute

about a star activity, then everybody stays silent for 30 seconds and then the students answer the questions that the other students have. Later, professor asked us to share our choice boards (See appendix b) , we took our time explaining every activity. Lastly, we were separated into groups to solve a case study that was evaluated in the following class.

2.1.4 Differentiation tips and feedback

Subject	Class No.	Objective	Main topic	Takeaway of the lesson
Language Didactics	4 February 19 th , 2022	- To apply visible thinking techniques to demonstrate understanding of differentiation - Provides praise and feedback to a small case	Differentiation and Feedback	A differentiated classroom, as its name indicates, is full of different students, with different levels of proficiency, different interest. This, has to be a motivator for teachers to apply differentiation which bases on choice.

Previously to this session, we had to do some group work and some reading about feedback and differentiation. This penultimate class was carried out on February 19th from 8:00 am to 2:00 pm. This session focused on differentiation, which is a teaching trend focused on how to approach my students according to their proficiency, their interest, and the thing they can do. We highlighted some tips from a video of Larry Ferlazzo, who is one of the references from this approach. After that, each group work presented the case study (See appendix c) with the solutions, the other students had to evaluate them by using the checklist provided by the teacher, each group presented and received proper feedback. Then, we moved on to a case in which we had to apply some tips and recommendation about our last topic, which is feedback, and among us we decided to contribute to the checklist of the last task which is a comic related to how to give good feedback.

2.1.5 A Good Feedback

Subject	Class No.	Objective	Main topic	Takeaway of the lesson
Language	4		Feedback	
Didactics	February 26 th , 2022			

Before this class, we had to watch a webinar about growth mindset and feedback practices. Then, we read some documents on how to provide good feedback, how to praise them and some strategies to give feedback. This session was carried out on February 26th. Professor started the class by asking us about a tip of feedback that we can work on, also she asked us to look at some situations and say which type of feedback we would give and why. For this class we had to make a comic where we would explain a situation and how we would handle it using feedback, we presented our comics and professor evaluated each comic giving examples on how to give good feedback. At the end of the class, we talked about the class tasks and the percentages.

2.1.2 Assignments

Tasks were delivered on time, and every class were revised. All of the tasks were digital as the course was delivered through remote classes. (See appendixes)

Task	Purpose	Deadline	Percentages	Feedback
Sketchnote presentation	The purpose was to present information in a different, engaging, and fun way.	February 5th- / Delivered	20%	Misses some of the points given in the checklist, yet the work was done with the specifications.
Twitter Challenge	The idea was to get out of the comfort zone and used social networking sites to explore and share our experiences.	Throughout the semester	20%	This feedback hasn't been received
Choice board	The choice board was used to present a clear example of differentiated classrooms and combined with active	February 12th/ Delivered	20%	The design was simple and had all the specifications of a choice board.

learning.				
Differentiation case study -in groups-	The purpose of this was to create group works and present a solution of a situation using active learning and differentiation strategies.	February 19th/ Delivered	20%	The checklist was followed and all the bullet points were integrated.
Feedback Comic	The goal with this task is to create a situation in which feedback is given and display it in a comic.	February 26 th / Delivered	20%	The checklist said that the comic integrated all the criteria and it was brief.

2.2 Applied Linguistics

2.2.1 Introduction to Applied Linguistics

Subject	Class No.	Objectives	Main topic	Takeaway of the lesson
	1			

Applied Linguistics	May 6 th , 2022	' -To introduce the course and expand our concept of applied linguistics	Applied linguistics and linguistics	Applied linguistics is everything that involves directly the language.
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This session was carried out on May 6th from 5:00 pm to 9:00pm. On this lecture we learned about the difference between Applied Linguistics and Linguistics itself. We started with some definitions that professor asked us to look for. Then, we read them, and we socialized the definitions found. After that, the professor showed us some definitions she found and we all analyzed the definitions word by word and scrutinized each one of them. We learned that applied linguistics is more language related problems and that it can belong to any field from anthropology to education. We finished the session with some thoughts from the classmates about their belief on applied linguistics. They said that they could not differentiate applied linguistics from linguistic and that they believed that applied linguistics was a deeper branch of linguistics.

2.2.2 Master Graduation Project

Subject	Class No.	Objectives	Main topic	Takeaway of the lesson
	2			
Applied Linguistics	May 7 th , 2022	-To share the research projects progress made by the master's .students.	Research projects	Research projects need to be well structured.

This session took place on May 7th from 8:00 am to 12:00 pm. There the presenters were the students who shared their progress on their master graduation project. Professor focused on each presentation and gave students some advice in order to improve their project and their research path. The whole class centered their attention to the presentations and also gave some comments about the projects. The session was only about the presentations.

2.2.3 Gamification

Subject	Class No.	Objectives	Main topic	Takeaway of the lesson
	3			

Applied Linguistics	May 13 th , 2022	-To introduce the topic of gamification	Gamification	Gamification is the implementation of a game attributes in a class to encourage students and motivate them.
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This session was carried out on May 13th, from 5:00 pm to 9:00 pm, we focused on gamification and the difference between game-based learning. Before introducing the topic, the students who couldn't present last class had to present on this class. After the presentations, professor started putting some riddles to present the topic. After that, professor divided us into 3 groups and asked each group to explain a topic. The group I was in explained game-based learning. We said that it is an active learning technique, that it borrows certain gaming principles and the idea of the game is to enhance students learning. Later professor showed us an activity with some game attributes, and we all played, the idea was to answer and win some points. We finished the class by giving some thoughts on both learning approaches.

2.2.4 Self Efficacy

Subject	Class No.	Objectives	Main topic	Takeaway of the lesson
Applied Linguistics	4 May 20 th , 2022	-To demonstrate the power of self-efficacy	Self- Efficacy	Self-efficacy is the belief we have in our capabilities to carry out an action.

This lesson was carried out on May 20th from 5:00 pm to 8:00pm and May 21st from 8:00 am to 12:00 pm. On that day we focused on self-efficacy and how to build it. Self-efficacy is the thought that anyone can have about themselves and their capabilities to do anything. Self-efficacy is not only having confidence but also having positive thinking, having a plan, and of course having self-confidence. With self-efficacy we become more aware of the social constructs, we are more resilient, and we can develop power of change. To develop self-efficacy, it is important to use peer models, to be mindfully aware, to have a vision and to embrace stress. Finally, we made some conclusions about the topic and how self-efficacy can be useful for our students and can help them to learn a second language.

2.2.5 Flipped Learning

Subject	Class No.	Objectives	Main topic	Takeaway of the lesson
	5			
Applied Linguistics	Ap May 21st, 2022	-To introduce Flipped learning	Flipped learning	Flipped learning is a learning approach that promotes active and autonomous learning.

This session took place on May 21st from 8:00 am to 12:00 pm. This session focused on the revision of some papers related to flipped learning. The idea was to read the different academic research papers and to summarize the information and to share it with the classmates. My paper was an investigation carried out by Professor Martha Ramirez where she showed how to develop a class using flipped learning. The paper also stated some advantages such as up-close view of students process and the motivation to catch up with the rest of students. Furthermore, the paper pointed out some challenges that complicates the application of flipped learning, those are the planning of the class, the preparation of students and the time that takes to do all the

things. The research was in a small classroom, and she could conclude that although flipped learning requires a lot of preparation it helps students to thrust forward. The class shared their papers and the things they could see from flipped learning, then we all concluded that is an excellent approach, yet the teacher needs to be well prepared.

2.2.6 Critical Literacy

Subject	Class No.	Objectives	Main topic	Takeaway of the lesson
	6			
Applied Linguistics	May 27th, 2022	-To introduce Critical and Digital Literacies	Critical and Digital literacies	Critical literacy is the ability to use the technology in a critical way. This means to be able to select the right information.

This session was carried out on May 27th from 5:00 pm to 9:00 pm. This lecture focused on critical literacy. Critical and digital literacy is the proper use of information and technology. Professor explained that it is very important to teach our students to discern the information they find on the internet, also to push students to question issues of power, to promote deeper understanding, to develop critical thinking and teach the dangers of social media. Personally, I

find this topic interesting because it is not something regular and it should be taught on schools to develop critical thinking on students, also to show the reality they live in. Teaching critical and digital literacies comes with some key aspects that a teacher should be aware of. Those key aspects are to teach across and beyond the curriculum, to contribute to a change, to teach sociopolitical systems and to show the world and the social constructions on it. At the end of the class, we told some stories that happened using the internet, we talked about instant messaging and other things that comes with the internet.

2.2.7 Bilingualism

Subject	ClassNo.	Objectives	Main topic	Takeaway of the lesson
	7			
Applied Linguistics	May 28th, 2022	-To introduce Bilingualism	Bilingualism	Bilingualism is the coexistence of two languages within an individual.

This session was carried out on May 28th from 8:00am to 12:00pm. This was our last class. On that day professor explained the concept of bilingualism. Professor started by asking us

our definitions of the concept, then she explained that bilingualism is not only the use of a foreign language, but she also expressed that here in Colombia we are bilingual although our country only speaks Spanish. She reminded us that the indigenous communities where in fact bilingual because they use their native language and Spanish. Later, we read some definitions and we made a concept checking by listing some phrases and applying them to us. Finally, we end the class by talking a little bit of other cultures and customs of other countries.

2.2.2 Assignments

For this second subject we had an only task that would be developed throughout the whole month. As my classmates were preparing their final project, they had to read papers about their topic for their graduation project for the master and elaborate 14 annotated bibliographies. In that matter, I had to do the same with the exception that I would chose the topic related to both subjects Language didactics and Applied linguistic.

Task	Purpose	Deadline	Percentage	Feedback
7 annotated bibliographies	Collect information for the final project	May 14th / Delivered	50%	Some of the annotations were missing the evaluation.
7 annotated bibliographies	Collect information for the final project	May 28 th / Delivered	50%	Some of the annotations were missing ideas.

Flipped learning is a current approach that obtained its name around 2007, the activities and the pillars of flipped learning were implemented a long time ago in other theories and approaches. According to the flipped learning network (2014) Flipped Learning is an approach that allows teachers to implement a methodology, or various methodologies, in their classrooms. A more specific definition is that:

flipped learning is a pedagogical approach in which direct instruction moves from the group 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 (Musallam, n.d as cited in Bergman and sams, 2014).

As technology has evolved, many of the teaching practices have taken their paths into this new era, the implementation has changed, and the activities are easier to develop and can easily engage students. Flipped learning, as other theories, and methodologies, evolved from other approaches, where some of the pillars were similar. Those approaches, as Eppard & Rochdi (2017) state, are constructivism and mastery learning. Constructivism contributes to flipped learning, the concept of problem solving, and mastery learning provides to it the pace of students. Also, flipped learning approach has its key features in the acronym FLIP, that is Flexible environment helps create a Learning culture with Intentional content, which requires a Professional educator. (Panzavolta & Carvalho, 2013 as cited in Hao 2016). This literature

THE USE OF FLIPPED LEARNING IN THE CLASSROOM AND STUDENTS' PERCEPTIONS

28

review will display the impact the the approach has in the classroom and the perception of students regarding the approach.

FLIPPED LEARNING IN A CLASSROOM

Flipped learning is the method whose objective is to engage students through different activities outside and inside the classroom, this method can be used with every high school or university subject. As Hao (2016) states, the flipped learning approach, reverses the learning process from the traditional classroom by having students review learning materials before coming to class. The particularity of this approach is the use of technology and also the personalized learning that students obtain in classes (Bergman & Sams, 2012)

ENGLISH CLASSES AND THE IMPACT OF FLIPPED LEARNING

Flipped learning is born as a teaching strategy, yet student- teachers can use this methodology to learn by themselves. According to Akihiko Andrew Tohei. (2018) in *Flipping EFL Classes for Future Teachers* some student-teachers could have the experience of using the method not only for teaching their students but also for learning. This research carried out in a university in Japan showed that flipped learning engaged all students, allowed them to participate more actively, and their attitude towards the activities was positive. Apart from the above-mentioned effect, Caro Torres, & Parra Pérez, D. A. (2019). In their work *Effects of a Blended-Flipped English program on the learning of Academic and Administrative Staff in a Higher Education Institution*, state that flipped learning can help improve receptive skills. The results were positive, the analysis of the tests showed the clear effect that a flipped classroom has on the

THE USE OF FLIPPED LEARNING IN THE CLASSROOM AND STUDENTS' PERCEPTIONS

29

English receptive skills. In addition to the research results, the proficiency in the productive skills were noticeable even though the course was focused on the receptive skills.

The impact of flipped learning can be observed in different settings, according to Dominguez-Torres, et al. (2021). in *Aula invertida a distancia vs. aula invertida convencional: un estudio comparativo/Distance Flipped Classroom vs. Traditional Flipped Classroom: A comparative study*, the approach can be used in virtual settings without changing its validity. This research was carried out in 2020 during the pandemic when teachers were forced to deliver classes through conference platforms. The authors made a comparative study where they concluded that the classes delivered in 2017 and 2020 using flipped learning did not change the development of students. Meanwhile, demonstrating that the levels of self-directed learning were similar in both cases. A similar result was obtained by García-Ramírez. (2019) in *It is not enough to flip your classroom. A case study in the course of Pavements in Civil Engineering*, where the author compared three different classrooms using a traditional model, traditional flipped learning and customized flipped learning, there the author found that the first two approaches had an identical outcome unlike the last approach that displayed a higher performance than the others. Along with this, Ventosilla Sosa, et al. (2021). in *Aula invertida como herramienta para el logro de aprendizaje autónomo en estudiantes universitarios*, claims that flipped learning serve as a tool to increase autonomous learning among students. Likewise, the authors observed that the approach increased both emotional and learning skills, as it encouraged students by decreasing anxiety and also developing competences, autonomous learning, collaborative learning, the implementation of emerging technology to education.

STUDENTS PERCEPTIONS OF FLIPPED LEARNING

Flipped learning approach has demonstrated some gains unlike traditional methods (Brame, C. 2013) leading students to claim activeness, collaborative learning, and concentration due to the use of flipped learning. According to Chivata, Y. P., & Oviedo, R. C. (2018). In their paper *EFL Students' Perceptions of Activeness During the Implementation of Flipped Learning Approach at a Colombian University*, students' perceptions on the approach were positive. They expressed that giving feedback after every class gave them the active role that flipped learning characterizes for. Moreover, Aguayo Vergara et al (2019). In *Perspectiva estudiantil del modelo pedagógico flipped classroom o aula invertida en el aprendizaje del Inglés como lengua extranjera* claim that students expressed that the model promotes learning inside and outside the classroom, listing the approach as dynamic and participatory, confirming good implementation of the model by reaching active learning. Along with that, student-teachers perspective as determined by García-Sánchez, & Santos-Espino, J. M. (2017). In their work *Empowering Pre-Service Teachers to Produce Ubiquitous Flipped Classes*, is that flipped learning transformed their classrooms by creating a teaching material using the approach. This, allowing students to participate more and to be more collaborative with their learning. Furthermore, as reported by García-Sánchez, & Santos-Espino, J. M. (2017). In *Empowering Pre-Service Teachers to Produce Ubiquitous Flipped Classes*, students claimed that flipped learning improved their participation and helped them concentrate more. Regarding all the papers, students' perceptions

toward the approach were mainly positive and reported in their majority the active role they had in the classroom.

As a conclusion of this literature review, it can be stated that flipped learning is an active approach that encourages teachers to be more creative in their teaching and allow students the opportunity to participate in their learning process while acquiring knowledge. Flipped learning, as well as other methods, seeks for the combination of both the implementation of technology and the interaction of students with their learning. This current approach grants the possibility of a new teaching era, where students come prepared to class and they can genuinely enjoy the lecture while gaining insights. As this approach can be used in any subject, it can be suitable for teaching ESL, avoiding second language anxiety and while contributing to participation.

Chapter 4: Assessment and conclusions from the experience

4.1 Self-Assessment

Across these months, I had the opportunity to take classes with graduated teachers who were also taking the Language Didactics and Applied Linguistic subjects. This experience enhanced my belief that there is always a different and better way to teach English.

The courses were edible, the tasks helped me to get out of the comfort zone as a teacher, and to use different resources to catch student's interest. Language didactics changed every thought I had on teaching and replaced it with a broader perspective with more awareness of my

students. This course also helped me with my practicum II, where I used some of the abilities and concepts to make my students feel motivated and to scaffold them to the language objective. Applied Linguistic encouraged me to observe how language functions and how it is intertwined with every aspect of our life. Also, the subject extended my teaching point of view.

For me, it was really enriching as I learnt that I must give choices to my students as they are the center of the class, I have to revise their work and also reach their interest by using the things they like. I cannot put the grammar first; I must put the language first. In Language Didactics I learnt concepts such as differentiation , flipped learning, growth mindset and in Applied Linguistic we learnt concepts as gamification, Bilingualism, game based learning, critical literacies.

4.2 Conclusions

The subjects were really engaging, and the materials used by the professors added this desire for learning. My learning experience was amazing, I learnt a lot and I could deepen in many concepts that were sketchy for me. Now, I can recognize when my students are struggling and how by applying all four concepts, seen in Didactics, which are growth mindset, differentiation, active learning and feedback; I am able to solve their language difficulties.

As a language student-teacher I highly recommend the two courses, I believe those subjects are well designed and would also ask to include them in the teaching program. The master program has a well-structured plan for teachers who just graduated. As soon as I graduate, I would like to attend to the master program and research more about flipped learning applied in universities and students' perspectives regarding this approach in Colombia.

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THE USE OF FLIPPED LEARNING IN THE CLASSROOM AND STUDENTS'
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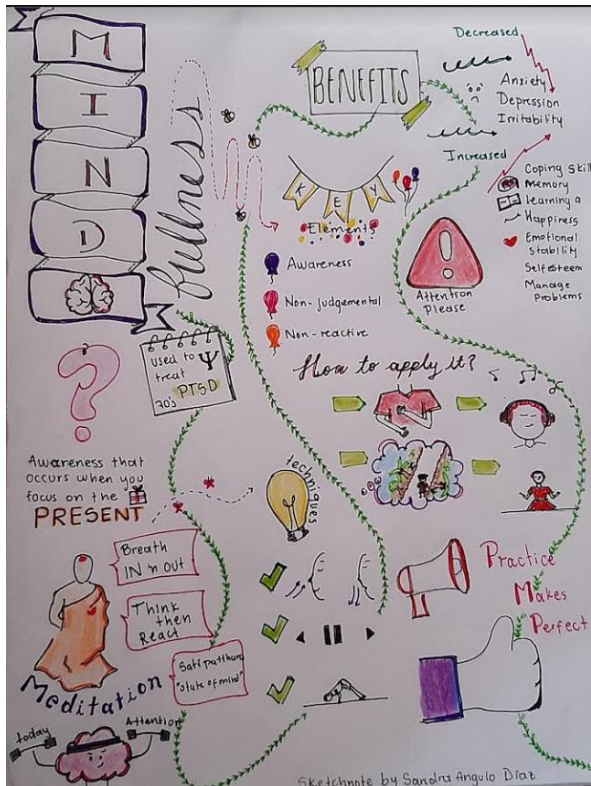
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Appendix

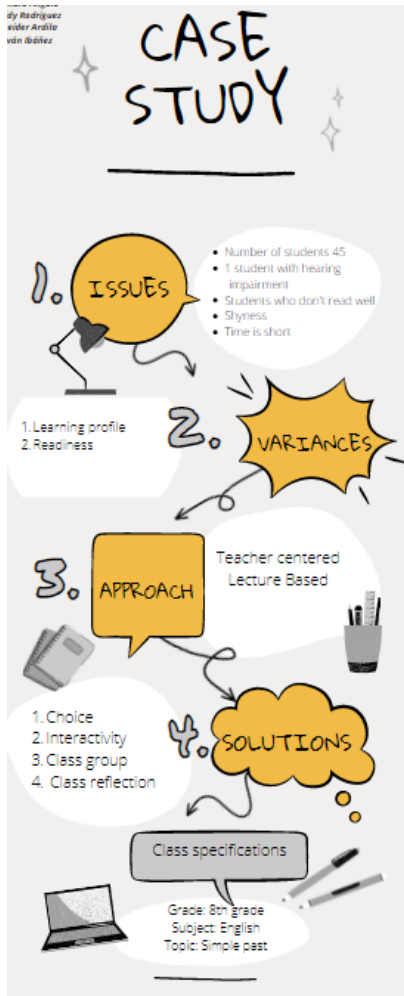
Appendix A. Sketchnote



Appendix B. Choice Board

<p>INTERVIEW Prepare an interview to a discriminated minority leader</p>	<p>COLLAGE Create a collage related to wh questions and gender</p>	<p>GAME Develop a game using Wh questions and gender identity</p>
<p>TED TALK Create a ted talk script based on gender identity, use wh questions</p>	<p>Student choice activity (Teacher's approval)</p>	<p>DRAWINGS Define the vocabulary words about gender with sketches or drawings</p>
<p>DEBATE Prepare a debate related to gender identity</p>	<p>SONG Create a song in which you explain the use of wh questions</p>	<p>QUESTIONS Write at least 10 wh questions using your classmates names</p>

Appendix C. Case Study



Appendix D. Annotated Bibliographies

Aguayo Vergara, Bravo Molina, M., Nocetti de la Barra, A., Sarabia, L. C., & Aburto Godoy, R. (2019). Perspectiva estudiantil del modelo pedagógico flipped classroom o aula invertida en el

THE USE OF FLIPPED LEARNING IN THE CLASSROOM AND STUDENTS' PERCEPTIONS

37

aprendizaje del Inglés como lengua extranjera. *Educación (Universidad de Costa Rica)*, 43(1), 97–112. <https://doi.org/10.15517/revedu.v43i1.31529>

This quantitative research carried out in Chile seeks for the perceptions of university students towards the implementation of flipped learning in the English course that is mandatory for every program. The participants were students from architecture and Civil Chemistry engineering from a public university in Chile. The instrument employed for this research was a questionnaire where students answered 24 questions about the classes, the material, the after class learning and the flipped learning approach. The process started with the planification of the course, the selection of the online platforms and the socialization with students about the flipped model, its objective and resources. The results showed that the flipped learning approach is a very suitable model for students, they expressed that the model promotes learning inside and outside the classroom. Students also declared that the process was dynamic and participatory and this confirms the good implementation of the model by reaching active learning. This study could have researched for the students performance as well, but it would have been more demanding, despite that, the research complements the beliefs on flipped learning as a good teaching strategy.

2

Akihiko Andrew Tohei. (2018). Flipping EFL Classes for Future Teachers. ResearchGate;

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This study presents an implementation of the flipped learning model in a university classroom. The participants were future teachers from a university in Japan taking the English communication course. The course used this teaching model so the future teachers could study outside the classroom and inside the classroom they could improve their abilities and perform among their peers. Also, the author evaluated students' perception towards the implementation of the flipped approach. The course also allowed the use of technology so students could participate more actively. The participants were positive about the use of flipped learning and shared their opinions, most of them said that the activities were really funny, the way they get to choose topics and partners, the different activities brought to the class and the way they received the class. Students' feedback proved the effectiveness of the class and encouraged the teacher to implement this model into every course. Besides that, This paper is interesting and displays how students can learn by themselves a teaching model they can use with their own students.

3

Caro Torres, & Parra Pérez, D. A. (2019). Effects of a Blended-Flipped English program on

the learning of Academic and Administrative Staff in a Higher Education Institution.

International Journal of Applied Linguistics & English Literature, 8(3), 118.

<https://doi.org/10.7575/aiac.ijalel.v.8n.3p.118>

This article presents the effect of using flipped learning in an English as a foreign language class at a private university. The participants were 202 people from academic and administrative staff taking the English course. This experimental study looked for the effect of a flipped classroom in the receptive skills which are reading and listening. The process was to carry out a placement test, then make the intervention using the flipped learning approach and assess the reading and listening skills by applying reading and listening exams. After the evaluation, the authors applied a closed survey to determine the participants' perceptions and ended the course. The results were positive, the analysis of the tests showed the positive effect that a flipped classroom has on the English receptive skills. In addition to the research results, the proficiency in the productive skills were noticeable even though the course was focused on the receptive skills. This research demonstrates that the use of a good approach can increase students' proficiency and performance, yet the authors also mention the necessity of teaching learning strategies to students so that flipped learning can help them evolve even more.

4

Chivata, Y. P., & Oviedo, R. C. (2018). EFL Students' Perceptions of Activeness During the Implementation of Flipped Learning Approach at a Colombian University. *Gist: Education and Learning Research Journal*, (17), 81-105.

This action research was carried out in a public university in Colombia. The participants of this research were 84 students taking English as a foreign language as a complementary part of their undergraduate program. This paper intends to gather students' perception of activeness towards the application of flipped learning. The researchers used their own English course to develop this work. The idea was to teach a whole semester, 16 weeks, using the flipped learning approach, where students received a more student-centered lesson. Each class students would give their feedback on the lesson so the teachers-researchers could obtain the data needed and at the end of the semester, the researchers asked students to fulfill an online questionnaire and to attend a focus group interview. The data collected revealed that students' perceptions of activeness towards the use of flipped learning were mainly positive and that bestowed students with an active role. This research clearly demonstrates that active roles can be achieved by students and that in Colombia it is possible to apply this new approach.

5

Dominguez-Torres, Vega-Pena, N. V., Sierra-Barbosa, D. O., & Pepin-Rubio, J. J. (2021).

Distance Flipped Classroom vs. Traditional Flipped Classroom: A comparative study. *Iatreia (Medellín, Colombia)*, 34(3), 260. <https://doi.org/10.17533/udea.iatreia.104>

This comparative research explored the differences between a conventional flipped learning classroom versus a virtual flipped learning classroom. The participants were 75 students from Universidad de la Sabana, in Chía, Colombia. The authors analyzed the levels of self-directed learning in a Surgery classroom in 2017 versus a Surgery classroom in 2020. It is

important to highlight that the classrooms in 2017 were totally different than in 2020 due to the pandemic; this forced teachers to deliver their classes through video call conferences platforms in order to have a closer contact with students. The purpose of the paper was to prove that the levels of self-directed learning were similar in both models. These two models had the same process, the flipped occurred at home while giving students the material and the exploration occurred in the classroom or virtual conference by analyzing clinical cases. At the end of the research, the authors concluded that there is neither a positive or negative influence by using the virtual model and that it can be an alternative when students and teachers cannot have a physical interaction. This research is really interesting, and it shows that using a very interactive and problem-solving approach is beneficial in both virtual and conventional models of teaching.

6

Fauzan, A., & Ngabut, M. N. (2018). EFL students' perception on flipped learning in writing class. *Journal on English as a Foreign Language*, 8(2), 115. <https://doi.org/10.23971/jefl.v8i2.792>

This survey research was carried out in Indonesia, specifically in a university in the Kalimantan province in 2018. The participants were students from writing III class in the fourth semester learning English as a foreign language. This study seeks for students' perception towards the implementation of flipped learning in the English classroom, meaning the advantages and disadvantages that the implementation of the flipped approach generated in the students' learning. The research tool for this survey research was a questionnaire, this tool was

THE USE OF FLIPPED LEARNING IN THE CLASSROOM AND STUDENTS' PERCEPTIONS

42

delivered at the end of the intervention. In order to obtain students' perception, the questionnaire format was a Likert scale and the statements of the questionnaire were related to the activities done inside and outside the classroom. The results indicated that the majority of students agreed that the flipped approach helped them in their learning process, which means that the approach was successfully implemented. This was also proven in the written tasks that students delivered to the class. This work

7

García-Ramírez. (2019). It is not enough to flip your classroom. A case study in the course of Pavements in Civil Engineering. *Ingeniería e Investigación*, 39(3), 62–69.

<https://doi.org/10.15446/ing.investig.v39n3.81426>

This article shows the implementation of a comparative research where the aim is to observe the differences between three different classrooms each using different approaches such as the traditional teaching model, the traditional flipped learning approach and a customized flipped learning approach. The authors highlight that the customized model was the result of students' comments who were taking the traditional flipped approach the year before. The purpose of this study is to determine if the use of flipped learning and a customized flipped learning can influence and improve students' performance. The participants were university students from civil engineering taking a subject corresponding to their program, called pavements. The methodology was to use 3 different courses lasting 12 weeks from different

years, using a different approach with each one and employing the same tool which is a questionnaire and students' scores. The results did not show a significant variance between the course taking a traditional model versus the course taking a traditional flipped model, yet the course taking the customized model had a slightly higher performance than the others. Despite the similar results, this study seems interesting because the customized model were the corrections made to the traditional flipped model.

8

García-Sánchez, & Santos-Espino, J. M. (2017). Empowering Pre-Service Teachers to Produce Ubiquitous Flipped Classes. *PROFILE Issues in Teachers' Professional Development*, 19(1), 169–185. <https://doi.org/10.15446/profile.v19n1.53857>

This case study was developed in the Universidad de las Palmas located in Gran Canarias, Spain. The participants were 90 students from a master program between 25 and 50 years old. The intention of the researchers is that students must create teaching material useful for a flipped classroom. ~~All the 90~~ participants were divided according to the foreign language they teach and were asked to create a video where they include all the teaching skills and a video format which could be storytelling grammatical, role play or instructional. All of these videos were uploaded to an anonymous blog where the same participants would comment, discuss and give feedback on their partners without them knowing. This blog's intention was to connect their perspectives as learners and pre-service teachers. This paper showed that the preservice teachers videos created a transformative learning classroom where students collaborated more and

participated more. This work is useful due to the empowerment it gave to teachers and how those teachers reached their master program objective and included this to their own way of teaching.

9

García-Sánchez, & Santos-Espino, J. M. (2017). Empowering Pre-Service Teachers to

Produce Ubiquitous Flipped Classes. *PROFILE Issues in Teachers' Professional Development*,. *Revista mexicana de investigación educativa*, 24(81), 593–614.

This paper presents a study executed in Medellin, Colombia. This exploratory study seeks for students' perception on the use of flipped learning in a high-level education classroom. The participants were 15 students from the Instituto tecnológico de Medellin taking the differential calculus subject. The methodology consisted of giving them the whole class units, also sharing with them the links for the instructional videos and inside the class students socialize with their classmates and work in problem solving situations. At the end of the class, students enhance the topics by researching themselves and practicing new exercises. The tool used for this research was a survey that contained 2 sections, one qualitative and the other quantitative, both sections were designed to obtain students' perception on the approach. The results proved that students were positive towards the use of flipped learning in the classroom and that it allowed them to be more concentrated and to participate more. The authors highlight that the approach is really time consuming and that it is necessary to combine it with emerging technologies. This article emphasizes on the planification and correct implementation of flipped learning to improve students' performance.

10

Mccredden, J., Reidsema, C., & Kavanagh, L. (2017). *Designing an Active Learning*

Environment Architecture Within a Flipped Classroom for Developing First Year...

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https://www.researchgate.net/publication/315655361_Designing_an_Active_Learning_Environment_Architecture_Within_a_Flipped_Classroom_for_Developing_First_Year_Student_Engineers

This paper presents a case study developed in an Engineering school. This study aims to create and deliver a teaching course by using a flipped classroom approach. The idea of the authors is to use this method to convey a more complemented class in which students evolve their fundamental skills and knowledge for the engineering course. It is important to highlight that their necessity comes from the urge to teach students real life situations. A big portion of the course was delivered through an online platform by solving some modules where the academic components of the engineering course were established. Also, the participants were given a series of resources and workshops to scaffold their abilities such as practical skills, thinking skills and design skills besides teamwork, self-management and problem solving which are required in the course. The results showed that students from this course were able to accomplish not only the course objectives which were: academic skills via online modules and hands-on workshops and practitioner skills via real-world but also the research objective.

THE USE OF FLIPPED LEARNING IN THE CLASSROOM AND STUDENTS' PERCEPTIONS

46

11

Ramirez, M. (2018). *In-Class Flip: Flipping a Literature Class for Student-Centered*

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[https://www.researchgate.net/publication/321538584_In-](https://www.researchgate.net/publication/321538584_In-Class_Flip_Flipping_a_Literature_Class_for_Student-Centered_Learning)

[Class_Flip_Flipping_a_Literature_Class_for_Student-Centered_Learning](https://www.researchgate.net/publication/321538584_In-Class_Flip_Flipping_a_Literature_Class_for_Student-Centered_Learning)

This paper describes the implementation of the flipped learning approach in a literature class from a private institution in Colombia. The author explains the process carried out in order to improve students' writing performance. The participants were students from 7th grade taking the English literature class required in the school. For this intervention, the author prepares a 90-minute class where students had to rotate in order to accomplish all the tasks proposed and accomplish the main assignment. The author explains that the pre-tasks were an important factor for the class, yet the intervention was elaborated so the students who didn't do the tasks could also participate in the class. The purpose of this activity was to create a biography by themselves, for this they needed linguistic resources, information about the genre and a space for writing. The results from this article expose that the flipped learning approach requires a lot of planification for the activities before class, in class and after class. Also the author mentions that emerging technologies are facilitators of the work but does not mean they are strictly necessary. Although the intervention was a success, there were small details that the author noticed, also it is important to highlight that challenges and improvisation can occur during class implementation.

12

Song, & Kapur, M. (2017). How to Flip the Classroom – “Productive Failure or Traditional Flipped Classroom” Pedagogical Design? *Educational Technology & Society*, 20(1), 292–305.

This quasi-experimental study was carried out in secondary school in Hong Kong, the participants were 7th graders from 11 to 12 belonging to two different classes. Each class used a different curriculum design, both involving flipped learning. The main idea was to compare a traditional flipped classroom and a productive failure-based flipped classroom. These two approaches showed an improvement in students' development in concept understanding and problem-solving skills. The research method was to use the same resources at different times and to teach the same topics in the same period, in the TFC students used the resources before the classes and in the PFFC students used the resources at the end of the class. Both groups showed an increase in their knowledge and problem-solving skills, yet the PFFC class showed a better understanding on the concepts. This study cannot be used as a generalization due to the class size, the different teachers for the classes and the time spent on this research. The results also showed that the use of PFFC allows students to discover and explore inside the class. This research demonstrates that flipped approach is meant for all subjects.

13

Ventosilla Sosa, Santa María Relaiza, H. R., Ostos De La Cruz, F., & Flores Tito, A. M. (2021).

Aula invertida como herramienta para el logro de aprendizaje autónomo en estudiantes universitarios. *Propósitos y Representaciones*, 9(1), 1–12.
<https://doi.org/10.20511/pyr2021.v9n1.1043>

This paper presents a quasi-experimental study whose purpose is to determine the influence of the flipped learning approach as a tool for autonomous learning in university students. The participants were 73 students that belong to the English as a foreign language teaching program from Universidad de Lima. The tool for this research was a questionnaire that contained 20 questions. This questionnaire was applied at the beginning of the research and at the end in order to analyze the level of autonomous learning that each person had. The results demonstrated the hypothesis that a flipped learning classroom influences autonomous learning. The authors concluded that flipped learning not only served to take advantage of technology but also of the emotional part of the human being because it increases collaborative learning. According to the researchers, the benefits are endless, it helps to develop competences, autonomous learning, collaborative learning, anxiety decrease and of course the implementation of emerging technology to education. This study displays all the influence that flipped learning can have in any classroom.

technology-enhanced language learning. *Computer Assisted Language Learning*, 33(3), 240–274. <https://doi.org/10.1080/09588221.2018.1557692>

This experimental research is a 3-year study carried out in Macau, Colombia and the United States. The participants were 128 students from higher education and three English teachers from different contexts. The purpose of this research was to know students' attitudes towards the use of technology in a flipped learning classroom in universities. The teachers-researchers motivation for this project is the need to develop 21st century skills in students so they can integrate technology and education by themselves. This study gathered data throughout the 3 years by using different data collection methods such as technology survey, focus group, reflective essays, pre and post-tests, observations and teacher reflections. Also, it used control and experimental groups to compare the differences. The results of this work showed that students engaged more with the flipped classroom by using technology, besides, students' anxiety decreased and used their English classes not only to discuss the things learned before class but also to develop their communicative skills. This study affirms that students' nationalities did not interfere in the learning, but students' context displayed a variety of necessities for each country. This study enhances the methodology of a conventional flipped classroom.