



The Flipped Classroom Method Implementation to the Self-Management in Learning  
and Linguistic Skills Performance in EFL Face-To-Face Classes.

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## **Abstract**

The present research study aims to determine the challenges and overcomes of implementing Flipped Learning to promote the development of self-management with a group of A1 students. This research was conducted with 16 A1-level students. The diagnosis made at the beginning of the course showed several difficulties in students understanding instructions and basic vocabulary given by the English teacher and a dependence on translator applications to translate each word spoken or written. This study was carried out for approximately three months in which the teacher held an instructional design with the Flipped method approach during 10 classes. The process included two cycles. The first comprises the first two classes of diagnosis and the second, the remaining eight classes of implementation of the methodological approach. Finally, this study showed that despite the implementation and accompaniment of the teacher, some difficulties persisted until the end of the research, such as the development of language skills and lack of technological resources and connections. On the contrary, the proposal turned out to be satisfactory in encouraging meaningful learning and the development of self-management skills.

**Keywords:** Flipped classroom, EFL in Learning, Self-management skills – Technological tools- Google Classroom App.

## **Resumen**

El presente estudio de investigación tiene como objetivo determinar los desafíos y superaciones de implementar Flipped Learning para promover el desarrollo de la autogestión con un grupo de estudiantes de A1. Esta investigación se realizó con 16 estudiantes del nivel A1. El diagnóstico realizado al inicio del curso mostró varias dificultades en los estudiantes para comprender las instrucciones y el vocabulario básico dado por el profesor de inglés y una dependencia de las aplicaciones de traducción para traducir cada palabra hablada o escrita. Este estudio se realizó durante aproximadamente tres meses en los cuales el docente realizó un diseño instruccional con el enfoque del método Flipped durante 10 clases. El proceso incluyó dos ciclos. El primero comprende las dos primeras clases de diagnóstico y el segundo, las ocho clases restantes de implementación del enfoque metodológico. Finalmente, este estudio demostró que, a pesar de la implementación y acompañamiento del docente, algunas dificultades persistieron hasta el final de la investigación, como el desarrollo de habilidades lingüísticas y la falta de recursos tecnológicos y de conexión. Por el contrario, la propuesta resultó satisfactoria para fomentar el aprendizaje significativo y el desarrollo de habilidades de autogestión.

**Palabras claves:** Aula invertida, EFL en el Aprendizaje, Autogestión del aprendizaje-Herramientas tecnológicas- Aplicación Aula de Google.

## 1. Contextualization

The research takes place at the Fundación Alianza Social Educativa, specifically in Villemar El Carmen School located in Bogotá D.C. The foundation offers various courses for individuals, particularly those who are at risk of partial or no schooling for prolonged periods and limited resources in this school, there are approximately the top 50 students from each school in the Fontibón area.

The researcher will conduct the study specifically focusing on the Elementary course level A1.1. Within this level, there are 10 girls and 6 boys who require aid in improving their English skills. They depend on translation apps like Google Translator or Translate Translator App to search for information and complete written tasks. Even, when the teacher asks them to provide their own opinions, they prefer to translate their sentences or expressions using the Google Translate page. As a result, the English teacher uses various techniques for four hours each week to facilitate comprehension and memorization of vocabulary. These techniques include memory games, brainstorming, and didactic activities using colored papers and flashcards, among others. However, despite their efforts to learn and memorize vocabulary, the students struggle with applying it in practical situations. They cannot use the vocabulary they have acquired and instead choose to translate each sentence or expression using the Google Translate page.

According to the last paragraph, the learners also present difficulties in understanding instructions and ignore many basic vocabulary when the teacher talks to them or when she gives instructions about activities or commands. Furthermore, they prefer not to participate because they feel shy and fear committing mistakes, and then they opt to use the translator apps.

On the other hand, the research will employ the flipped classroom method to obtain results. This method is expected to enable learners to explore several materials, such as online games, videos, slide-shares, and books, to take part in the classroom based on their prior knowledge. The process involves students first exploring and studying the material, forming their ideas and opinions, and then bringing them to class.

Additionally, the flipped classroom method will ease active and meaningful learning through online resources, specifically through the Google Classroom webpage. Then, the students will be able to access information and practice vocabulary without relying on translator apps. Furthermore, this approach aims to create a classroom environment where students feel comfortable participating and are not afraid of making mistakes. They will be able to learn at their own pace and gradually build their knowledge and skills. As Zainuddin and Perera point out, "The flipped classroom model has changed the learning paradigm, enabling students the autonomy of their self-directed learning pace and to become acquainted with the current education" (2018, p. 281).

According to Torres et al. (2022), the Flipped Classroom method has the potential to regulate students' learning pace and enhance their motivation toward the activities they need to perform. For this reason, the researcher predicts that implementing the Flipped Classroom method will not only increase students' interest, but also foster a sense of responsibility, commitment, and independence from translator apps when completing activities both inside and outside the classroom. This approach will enable students to progress at their own pace and effectively keep up with their learning.

Finally, the research becomes relevant because it addresses the need for learners to receive support to improve and balance their English proficiency. It aims to foster independent thinking and the ability to work on simple activities without constant help. The goal is achieved through the implementation of various techniques eased by the Flipped Classroom method.

## **2. Research Statement**

This action research is proper to solve the problematic situation in the Elementary A1 group. Given the specific context of the learners, there is a clear necessity to implement a teaching method that can effectively balance students' English level and enhance their language abilities. Implementing different methodologies in the classroom presents an opportunity to incorporate an adaptive method, and according to Meinck et al. (2022) this kind of research has significant implications that the pandemic has had on education, including the organization of schools and the methods of teaching and learning. The results highlight the pressing need for incorporating more adaptive delivery methods and exploring innovative and alternative approaches to support students "particularly those who are at risk of experiencing partial or no schooling for extended periods" (Meinck et al., 2022, p. 5).

This inquiry describes the English learning process of the Elementary A1 group, with a specific emphasis on their English language learning within the classroom. The learners in this group are beginners who come from a vulnerable and needy population. Due to their different ages and backgrounds, their English teaching experiences have been insufficient. As a result, they struggle to understand basic instructions or questions such as "Sit down," "Choose a partner," or "How are you today?"

Furthermore, they cannot use basic vocabulary to express themselves. In the first class, the researcher conducted a diagnostic assessment to analyze and reflect on the extent of assistance they require. It was clear that they needed substantial help in developing their English language skills.

On the other hand, teaching has become challenging due to the lack of technological resources available to the learners at the foundation and home. These resources are crucial for successfully implementing the teaching method, which includes the use of videos, online games, etc. Consequently, the researcher is faced with the task of creating an online classroom to distribute and assign study materials. This approach will enable students to engage in self-management and encourage their learning through completing tasks and activities.

### **3. Research Question**

What are the challenges and overcomes of implementing Flipped Learning to promote the development of self-management with a group of A1.1 students?

### **4. Research Objectives**

#### **4.1. General Objective**

- To determinate the challenges and overcomes in the implementation of Flipped Learning to promote the development of self-management with A1 students

#### **4.2. Specific Objectives**

- To identify the necessities of learning in the students through a diagnostic.
- To implement the flipped classroom method with the Elementary A1.1 learners EFLclasses.

- To determine the influence of flipped classrooms in the learning and self-management of students A1.1.

## **5. Theoretical Framework**

### ***5.1. Flipped Classroom Method***

Strayer (2012) indicates that the flipped classroom method is a great strategy for teaching a second language since it uses technology to transfer lectures outside the classroom and uses learning activities to transfer practice with classroom concepts. This study exemplifies a bit of what is being worked on within the research that is, the use of technology such as "Google Classroom" where the material is sent for students to study and share their ideas and proposals in class, well, within the class, practice activities such as online games, workshops, among others, are carried out. Thus, the research looks for a new method where the students can learn and interact with the material at home and according to their time, they will share their opinions, questions, and doubts in face-to-face classes and practice the topics through interactive activities and in this sense, they will take the responsibility for their self-management learning gradually.

On the other hand, Strayer (2012) mentions that within his study a mixed method was obtained in university and school environments, which contributed to the stability and connectivity of learning communities in the classroom. So, this study is a starting point to understand what the flipped classroom is and how it can be implemented using not only technology as a teaching tool but also the mixed investigative approach in a school environment with A1.1 level students as described within this investigation.

In conclusion, the Flipped classroom method is the core idea of this research that will help the students get their self-management through online material such as videos, flashcards, online games, worksheets, and activities to practice in the classroom. This method makes the lesson more comfortable, innovative, and meaningful for the students because they can study using the technology from their home and at the time they want. In addition, for the teacher, this method makes the class because she needs to apply activities of practice and avoid spending a long time explaining the topic from the beginning.

### ***5.2. EFL (English as a Foreign Language)***

English as a foreign language is understood as the teaching and learning of the English language in a non-English-speaking country where English is not the primary language of communication. The EFL focuses on developing the language proficiency of individuals who have limited or no exposure to English in their daily lives. Kassim et al. (2021) support that EFL encourages students to take ownership of their learning process because they take the responsibility to learn and identify their strengths and weaknesses. Then, this contribution explains how meaningful and helpful the EFL for self-management is especially in this population. On one hand, students are beginners, and they need to discover the way they learn and how they study, and the flipped classroom method will be used in the EFL class for students that are not able to use their previous knowledge to express ideas, they require of translator apps and their social context is limited in the learning English inside their daily life, which was evidenced in the diagnostic applied in the first class. In conclusion, the EFL will let them take this responsibility and they will start to provide their ideas using vocabulary and common expressions.

### **5.3. Self-Management Learning**

Muluk et al. (2021) developed an investigation where they found positive results about self-management in their students, so they concluded that the success of the learners when they want to start their studies, or they want to reach personal goals depends on their ability to manage and organize their activities and time. Thus, the qualitative research examined students' self-management skills in the English Language Education Department. They looked at students' motivational and behavioral strategies and examined their time management, emotion, effort, and social and learning environments, and the impacts on their academic performance and social involvement.

According to the previous author, this study could help the researcher to clarify ideas about the Flipped classroom method to develop the self-management in A1.1 level students, since it allows them to work freely but they are the ones who take responsibility to face and solve difficulties by themselves. In this way, progressively they will learn to manage their own time and work at home and, provide ideas for classes, being independent of the constant use of translation applications. In other words, this article provides a better understanding of how self-management learning can benefit EFL students in terms of their language proficiency and motivation which have implications for teachers who which to encourage a more autonomous approach to language teaching and learning.

In conclusion, the previous concepts are relevant to highlight how the flipped classroom engages the learners with new materials for studying and a new perspective to learn a second language, such as lectures or readings outside the classroom typically through online resources that they can manage at home and progressively they will take the control

and the responsibility for their learning. Then, the classroom time will be used for collaborative discussions and problem-solving or activities to practice and reinforce the topics. Moreover, the EFL will be worked under the flipped classroom due to the teaching of this method will be for a non-English-speaking population that lacks English teaching and learning in their daily life. That is to say, their learning is not experiential inside their social context, and they need to manage and control their knowledge, time studying and learning to be competent according to what the current society demands us.

Finally, the research pretends to establish the influence of the method in self-management and meaningful learning in A1.1 learners due to it refers to the responsibility of students for their process of learning. In this case, it involves developing a variety of abilities and behaviors that allow them to establish goals, it involves monitoring their progress, regulate their learning strategies and reflect about their achievements. Then, self-management benefits the EFL students in terms of their language proficiency and motivation and empowers them to become active participants in their education.

## **6. Research Design**

### **6.1. Approach of Study**

This action research will be conducted through a qualitative approach that will be relevant to observing and analyzing their behavior and how learners take the method in their performance.

According to Tamayo (2011), the qualitative approach is a methodological procedure that allows quickly reaching situations and social contexts such as communities, groups, schools, or classrooms where several problematic situations are faced to analyze and observe their behaviors and their sociocultural context. Based on this foundation, this research

observes, analyzes, and reflects on the learning process of students through the flipped classroom method to develop self-management skills, their changes, and behaviors during school practice in the classroom. In other words, this study is carried out with a small group in a classroom and the life experiences they had during the classes based on this method are observed.

On the other hand, Tamayo (2011) considers that his emphasis is focused on small groups or individuals that have been selected to analyze and deepen a situation or problem, from there, hypotheses, variables, and dimensions of the object of study are formulated. In this study, the formulation of theories will be the point of arrival because of this investigative process.

This approach explores the lived experiences and perceptions of A1-level students regarding the flipped classroom method and self-management skills. The sample will consist of A1-level language students enrolled in a specific language course.

This qualitative approach aims to contribute to the existing literature by exploring the impact of the flipped classroom method on self-management skills among A1-level students. The findings will inform educators and practitioners about the potential benefits and challenges associated with implementing the flipped classroom method in language learning contexts, particularly for beginner-level students.

## **6.2. Action Research**

Regarding action research, Lufungulo et al. (2021) affirm that action research is an important tool to advance skills and knowledge and improve the students' achievement through pedagogical practice including the teaching and learning of EFL; also, authors deepen the concept as a systematic procedure which educators use to collect information and

improve the ways their particular educational setting works and to explore several solutions to real problems that researcher found in the classroom or she tries to develop the practices improving their student's achievement. Therefore, it is how the research will be conducted by Action research to collect data and solve the A1.1 learners' problems and in a certain way, to determine the results of the flipped classroom method implementation.

On the other hand, this research is carried out in the research field where the teaching and learning of English as a Foreign Language (EFL) is found since it is essential to cover the MacroResearch Project 1 that innovates teaching practices and the learning of English and the practices of future LLEI teachers. Furthermore, this research is oriented under the Research 1 sub-project for pedagogical innovations in the context of EFL learning and teaching. As indicated above, the study is fully connected in that the action research seeks to solve the problem within the EFL classroom and improve pedagogical practices for English teachers and pre-service teachers.

Finally, the action research not only aims to improve and innovate the pedagogical practices that are carried out in this study with Level A1 students through the analysis of data that is collected through surveys, interviews, and field notes, among others., but it understands and solves specific scientific problems of a community linked to a group, program, or community such as the Fundación Alianza Social Educativa.

### **6.3. Data Collection Instruments**

According to the qualitative approach, this research will use two main data collection instruments that work in the present study to take a starting point and conduct the process. There will be surveys and field notes. The first one is a data collection technique that is obtained through consultation, and its purpose is to know the opinion of people about a topic

or to have more information regarding a fact or event. On the other hand, the second one is a tool that allows the researcher to collect data during fieldwork, which has to do with observations and impressions.

### ***6.3.1. Surveys***

According to Useche et al. (2020), the survey is defined as the application of a standardized procedure to collect information orally or in writing from a sample according to the study subjects. Within this research, the survey is applied in written form to beginners A1 who is the population of interest to collect data and later analyze them; likewise, obtain a solid finding of the research process.

The survey contains 10 questions based on the lived experience of their social, family, and school environment face to EFL learning and the flipped classroom method as the central axis to develop and improve their self-management skills.

Finally, the researcher applies this instrument at the end of the research process, and it is carried out through a written technique to understand their social and scholarly context and in this sense, to determine the results of the implementation of the flipped classroom method in terms of their performance in EFL classes to develop and improve their self-management abilities.

### ***6.3.2. Field Note***

According to Deggs & Hernández (2018) field note is an instrument that the researcher can use to record the observed activities and analyze the behaviors, attitudes, environment, or social situation in which the subjects get on. The researcher in observation formats designs the technique of this instrument, they contain questions related to the class;

this instrument allows to remember and record the behaviors, activities, events, interests, and progress of the A1.1 students, therefore, the field note becomes a relevant instrument to obtain results and findings by the general objective of the research process.

In this study, the teacher decides to use this instrument to record those behaviors within the class, the student's attitude towards each topic, and the changes given during the implementation of the flipped classroom, since given this instrument the teacher can analyze the recorded data to understand the changes that are gradually generated and also determine the challenges and overcomes at the end of the research process.

On the other hand, the teacher implements this instrument through an observation format in which the date, number of participants, the objectives of the class, the research question, and the general objective of the study are recorded to have the reference and guide the instrument according to the research study. This instrument was used to record the student's information due to they are under age and the researcher has the purpose of using the data for academic informs. (Annex 1).

### **6.3.3. Journals**

The journal format is another technique of collecting data in each class that is carried out during this investigative process to try to discover all the details or facts about the research phenomenon and how they occurred, in other words, it allows the researcher to observe each behavior and fact happened in the classroom. On the other hand, Bashan & Holsblat (2017) indicate that these documents are written by participants or researchers in practical settings and that they constitute a narrative source of research therefore, this study raises the journals written by the researcher not only as a narrative source but also to collect and reflect on the events that occur in each class.

On the other hand, the teacher designs and implements this instrument through a format for each class, in which the level of the participants, the institution ‘name, and the teacher’s name are recorded, questions directed towards the reflection of the teaching and learning processes in class, the materials, changes made in the activities. The previous with the purpose of not only to see beyond the process of the participants but also to allows the researcher to evaluate and reflect on her work and her process during the research study. (Annex 2).

#### 6.4. Timetable and Stages

During the research process, the novice researcher developed 10 classes in total during March, April, and May. These lessons were carried out on Saturdays every eight days; therefore, this timetable is divided into cycles; The first cycle includes the diagnosis applied in the first two classes of March to obtain better information and a deeper analysis of it. The second cycle includes eight classes in which the data collection instruments were applied for their respective analysis and reflection. In this way, the timetable is represented in the following graphic:

**Figure 1**

*Timetable*

LESSONS TOPIC		DATE									
		MARCH				APRIL			MAY		
		4TH	11TH	18TH	25TH	1ST	15th	22ND	29TH	6TH	13TH
CYCLE 1	LESSON 1: Diagnostic										
	LESSON 2: Vocabulary: Introduce your self and verb to be										
CYCLE 2	LESSON 3: Discussing the flipped classroom method										
	LESSON 4: Joining to Google classroom for the material										
	LESSON 5: Describing people using material from Google classroom										
	LESSON 6: Verb to be and simple present: talking about daily Routines										
	LESSON 7: Midterm exam										
	LESSON 8: Listening comprehension and daily Routines and clothes										
	LESSON 9: Understanding main information in short texts about clothes										
	LESSON 10: Final exam										

## 7.

## Instructional Design

### 7.1. Approach

Today, most teachers prefer to use technological tools to vary the way they teach in their classes, so they choose to use videos or interactive games that help make their classes more dynamic and innovative. However, from this point of view, the use of technological tools in this approach is not only based on videos or games, but it is also based on the interaction of the same student in front of the material, but that also is, how the student interacts with texts, images, games, etc., and how he shares his ideas, comments, and questions in class according to his interaction.

Following the above, Bergmann & Sams (2007) consider that the role of students should not only be based on seeing the material and finishing, but they should also ask questions, comments, or opinions about it since at first students take time to adapt to this approach but as the school year progresses the teacher sees them asking better questions and thinking more deeply about the content. Therefore, this approach allows students to take ownership of their learning and gradually take responsibility for their self-management for EFL learning by limiting the use of translation applications by being independent of them.

On the other hand, this approach allows learning to be asynchronous so that each student personalizes their way of studying and learning, in this way, they not only get self-management skills in their learning but also in the study time that they invest freely and spontaneously.

In conclusion, this approach contributes significantly to the self-management processes of EFL learning in A1 level students who start from the need to develop these skills and who, in addition, students as the central axis appropriate their study and learning time not only to take responsibility but also independence and maturity, making the practice and dynamics of the classroom flexible when it comes to socializing and giving feedback on the learned content.

## **7.2. Design and Procedure**

This research began from an earlier diagnostic to visualize the context of the population in which the students developed, their needs, and the problem that was intended to be solved. This, lack of autonomy and self-management of learning was shown since most of the students limited themselves to translating everything through translation applications and expected the explanation and teaching directly from the teacher.

Furthermore, this research was based on three main constructs: “The Flipped Classroom, EFL (English as a Foreign Language), and self-management” which were central axes during the process of each class to achieve the general objective of this study and the objectives of learning, since the objectives of each class aimed at the development of self-management skills and the practice of these skills in an EFL class, for example, allowing the student to be able to use verb to be and simple present to provide personal information. Therefore, these learning objectives were directed towards the general objective to obtain information and thus determine the difficulties and overcomes of the implementation of the Flipped Classroom method in terms of performance in English as a foreign language classes to promote the development of

self-management in A1 level students.

The flipped classroom method is the methodological approach that was used in the research process, which consists of flipping the traditional class, the student is the one who studies and interacts with the material and in class asks questions, contributes ideas and thoughts according to the topic, in other words, A1 level students practiced and reinforced their knowledge in class. In this research process, the teacher spend 4 hours a week of study in which she applied activities to become the classroom into a practice space, that means, where the students asked their questions and cleared up doubts, contributed their ideas and in this way they constructed their learning, in addition to this, at the beginning of each class the teacher presented interactive games, videos or flashcards on the screen to verify if the students studied and understood the material afterwards, she applied practice activities to reinforce their knowledge and appropriate the topic.

For this process, the teacher assigned the study material through the use of an interactive board, which means a Google classroom in which students should join the class to view and study all the available material according to the topic; there, flashcards, videos, online games, among others were assigned. Moreover, practice activities, a pre-test, and a final exam were also assigned to assess and examine the progress of each student, as well as obtain results from the implementation of the flipped classroom method. In addition to the space in Google Classroom, with the authorization of directors and parents, a WhatsApp group was created to send academic information and notifications about Google Classroom activities.

The research process was carried out under the ASE foundation syllabus, taking into

account the appropriate content for level A1, since the teacher began with the simple topics from greetings, commands in class, personal information using verb to be, etc., to the most complex topics such as describing people and daily routines using present simple. These lessons were executed for approximately three months in 10 face-to-face classes, each lesson lasting 4 hours on Saturdays. In the first class, a diagnostic was applied to evaluate their knowledge, educational level, age, their social context, and existing problems. During the second class, the teacher taught vocabulary exercises, and common expressions such as good morning, how are you today? /What is your name? Did you understand? Say you do homework. Also, work began on "Introduce yourself" to talk about themselves. In this class, dialogue was held with the directors of the foundation to obtain authorization to carry out the investigation.

In the third class, the flipped classroom method was socialized as a methodological approach to work during the investigative process in which all the students agreed and agreed to join my class to review and study the material. During each class, records were made to analyze and obtain results about the implementation of the flipped classroom method.

To obtain the results, data was collected through video and photographic records, field diaries, surveys, and journals that allowed to analyze their behaviors and their progress, these, in turn, allowed the researcher to reflect on the added value that this study gives to improve her pedagogical practice and thus solve the problems presented in this context.

On the other hand, during the research process, the classes were synchronous and asynchronous. The first refers to each Saturday class in which the students had the opportunity to practice, share, and socialize their ideas, questions, and doubts. The second

refers to all the material that was assigned in Google Classroom, which the students appropriated and studied to socialize in the following classes: These asynchronous classes allowed the flexibility of space and time for each student to take initiative and responsibility for their own learning pace, in otherwords, they allowed the development of her self-management skills.

In the seventh class, a midterm exam was carried out to evaluate the learning process of the students and to reflect on the method, the needs of the students, and the aspects to be considered for the following classes. From this class, the "fashion show" activity that would takeplace on the closing day was socialized, this activity consisted of a representation of what the students had learned during the course, therefore, the students would parade and describe the costume of their classmates using the vocabulary and grammar learned under the flipped classroom method.

According to the previous paragraph, the teacher not only assigned the material in the Google classroom but in each lesson exercises were carried out regarding the topic to confirm if the students had studied and comprehended the material, to solve doubts, concerns and to practice the topic. In addition, the teacher applied various practice activities in each class not only to reinforce their knowledge but also to analyze, reflect, and evaluate their performance in self-management skills.

Keeping in mind this research process, this method can be replicated in several ways in any context, since this method consists of turning the class around because the learners explore the material and propose ideas for the class it means, the class becomes a practice environment to socialize, ask questions and reinforce your knowledge. In addition, this method can also be implemented for teaching other disciplines or combined with more

methodologies. On the one hand, teachers can record their own explanatory videos for the students and use technological tools to send material. However, if recording videos turns out difficult, the teacher can use and assign videos from other teachers or interactive videos that motivate and engage the students, as the researcher implemented in this study.

Bergmann & Sams (2007) suggest the use of interactive boards because they are also a great option to implement this methodology using technological tools that is to say, the possibility to use tablets or computers and show the information that students must receive; For example, the Google classroom as an interactive board is a good option for students and the teacher because it allows you to publish videos, slides, pictures, books and all kinds of material, in addition, it also allows the teacher to assign activities and exams to solve online and also makes grading and feedback more flexible for students.

In this methodology, the role of the teacher was essential for the support and guidance of the students' learning, since she provided the appropriate material with the accessible tools to facilitate their learning, it means, in this process the role of the teacher is key to make flexible the teaching and take advantage of class time with practice activities that allow the development of student self-management skills and abilities. On one hand, it is relevant to assign didactic and attractive material so that students show interest and pleasure in studying it, in this way, the teacher in the class takes advantage of the time to develop practice activities in which it is evident how much the students understood, What doubts or questions they have and what should be kept in mind for the next time when the teacher assigns the study material. In other words, the role of the teacher is key because she must facilitate students' learning to develop in them the skills of self-management and responsibility for their learning.

In addition to the role of the teacher, the student plays a very fundamental role in this process because they must show their commitment, responsibility, and interest in learning English. In this study, the students were very aware of the process and gradually they took the responsibility to study the assigned material and their disposition to carry out each of the activities. However, students must always be the protagonists of learning and they must receive specific guides and instructions on the use of the assigned material at all times so that they can easily understand it for example, explain to them if they should watch only one video, if they should search for more, if They must practice a game or if they must practice it and propose in class an exercise seen in the game to practice the topic learned.

Finally, Inside the practical classes that the tacher carried out in this research process, error correction was fundamental for the students' learning because the teacher's support was aware of the learning process; that means, the teacher must guide the students with the pronunciation of words, the confidence to read and participate without fear of error, for example, pronounce a word correctly and ask the student to repeat it to mechanize the pronunciation, it is also possible to help students in the text so that they can repeat the words that are difficult for them and thus simultaneously eliminate the fear of error and generate greater confidence in their participation.

Below is an example of one of the lesson plans designed and applied under the flippedclassroom method:

### **Example of a Lesson Plan Format 2022-2**

<p><b>Lesson Number:</b> 6</p> <p><b>Institution:</b> Fundación Alianza Social Educativa</p> <p><b>Pre-service Teacher's Name:</b> Lina Yeraldine Yepes Castañeda</p> <p><b>Grade/ Level:</b> A1.1</p> <p><b>Date Of Implementation:</b> April 15<sup>th</sup> - 2023      <b>Duration:</b> 4 hours</p>
<p>Learning Outcomes:</p> <p><b>1. Pragmatic:</b></p> <ul style="list-style-type: none"> <li>o By the end of the lesson. The students will be able to recognize the main daily activities through short texts.</li> <li>o By the end of the lesson, the students will be able to recognize the importance of supplied material in Google Classroom to socialize in each class.</li> </ul> <p><b>2. Use Of Language:</b></p> <ul style="list-style-type: none"> <li>o By the end of the lesson, the students will be able to use the present simple in short sentences to describe their daily routines through writing exercises.</li> <li>o By the end of the lesson, the students will be able to supply their ideas for the next class according to the activities and the material.</li> </ul>

<b>Warm-Up</b>	
<b>Procedure</b>	<b>Time</b>
In this stage, the teacher will ask to students to organize themselves in a circle. Then, the teacher will sign a “letter” and the students will say a word that will start with the letter, for example, A / “APPLE”, “AIR”, “AIRPLANE”, etc.	15 minutes
Moreover, the students will socialize what they explore with the material given by the teacher in Google Classroom, so they will say, what vocabulary they remember from the flashcards. <b>Annex 1</b>	5 minutes

Stage 1	
Procedure	Time
<p style="text-align: center;"><b>Methodology: Flipped Classroom</b></p> <p><b>Vocabulary:</b> In this stage, the teacher will show them flashcards to practice the vocabulary about daily routines and in this way, she will start the class. These activities will develop under the flipped classroom method, I mean, the learners will have already explored the material about the topic, and in the class, the teacher will guide their learning and she will apply several activities to enhance their performance. <b>Annex 2</b></p> <p>On the other hand, the teacher will show them an online game to review and make sure they are learning about the vocabulary for example: “<i>get up // take a shower // have breakfast // etc.</i>” So, in this activity, the learner will take part in giving the correct answer. <b>Annex 3</b></p>	<p>30 minutes</p> <p>20 minutes</p>

Stage 2	
Procedure	Time
<p><b>Grammar:</b> In this stage, the teacher will explain the present simple in an affirmative and negative form on the board and through several examples. The teacher will use the vocabulary to make sentences according to the grammar structure.</p> <p><b>For example,</b> <b>she gets</b> up at 8:00 am // <b>She doesn't</b> get up at 8:00 am</p> <p>Finally, the students will copy the grammar and the examples in their notebooks.</p>	<p>1 hour and a half</p>

Stage 3	
Procedure	Time
<p><b>Reading And Writing:</b> In this stage, the teacher will send them via Google Classroom and WhatsApp a short text to read and answer questions according to the information and daily activities, so, the teacher will choose students to read aloud and socialize the information.</p> <p>When the students end the activity, they will send a screenshot of their score, and the teacher will socialize the answers. <b>Annex 4</b></p> <p>Finally, the teacher will assign them an activity to explore and practice the topic at home, so they need to choose the best answer. <b>Annex 5</b></p>	<p>1 hour</p> <p>10 minutes</p>

**Assessment and evaluation (How the student will be evaluated through the activities proposed)**

According to the Fundación Alianza Social Educativa, the learners will be evaluated on a scale from 1.0 to 3.4 for students who have a bad score and need reinforcement to improve. The other score is from 3.5 to 3.9 for students who have a basic score, I mean, they can improve. Also, there is a score from 4.0 to 4.7 which is a good result, and they need to continue like this or improve. Finally, the last score is from 4.8 to 5.0 is the best score, so it is for students who have the best score.

GOAL	SCORE FROM 1 TO 5	TEACHER'S FEEDBACK
The student proves an understanding of the uses of the present simple tense when talking about different topics in their daily life.		

**Resources / APA References (Write the resources references according to APA rules)**

- Google Classroom
- Flashcards
- Online games
- Worksheets

**Annex 1:**

Word wall. (n.d.). Chapter 6 - routine – flashcards. Retrieved from: <https://wordwall.net/resource/25037709/chapter-6-routine-flashcards>

**Annex 2:**

British Council. (n.d). Daily routines flashcards. Retrieved from: <https://learnenglishkids.britishcouncil.org/print-make/flashcards/daily-routines-flashcards>

**Annex 3:**

Wordwall. (n.d). Daily Routines. Retrieved from: <https://wordwall.net/es/resource/4709724/daily-routines>

**Annex 4:**

Live worksheets. (n.d). Daily Routines reading. Retrieved from: [https://www.liveworksheets.com/worksheets/en/English as a Second Language \(ESL\)/Daily Routines reading\\_af516790oc](https://www.liveworksheets.com/worksheets/en/English%20as%20a%20Second%20Language%20(ESL)/Daily%20Routines%20reading_af516790oc)

**Annex 5:**

Wordwall. (n.d). Present Simple Practice. Retrieved from: <https://wordwall.net/es/resource/31790434/ingl%C3%A9s/present-simple-practice>

## 8. First Cycle

First, to carry out this research it was necessary to approach the educational institution "Colegio Villemar El Carmen" since the classes would be held there by the foundation. This space is a district educational institution that supplies its headquarters and time on Saturdays to carry out the investigative process for approximately two months every eight days.

Keeping in mind the approximate time in the research process, the methodological approach was applied, and data and evidence were collected during each class. This section highlights the carrying out of a prior diagnosis to assess knowledge and inquire into the several existing problems within this level A.1 English course. On the one hand, according to the results of the survey, this group belongs to a social context where learning a second language is difficult because they have never had the opportunity to travel abroad, few vocabularies influence their social context people and family who speak the language and English classes at school are not strictly in English. On the other hand, students have not had the opportunity to study in a private academy or pay for an English course to help them improve their second language learning.

According to the earlier paragraph, the diagnostic was made in the first class with the topic "prepositions"; in this class, students had to recognize basic vocabulary, simple expressions with verbs to be, and use them within texts and written activities. In this class, the difficulty of the students to recognize the vocabulary was seen, to understand the instructions of the class, and, especially, their dependence on the use of translator applications to understand each written word in the activities was very clear.

On the other hand, the students seemed to be quite confused and scared because they

stated that they could not understand any words that the teacher said from the greeting “Good morning” to a simple instruction such as: “You are going to choose” and, they were not able to answer with a “Yes” or “No”, they simply used their cell phones to search Google translate word by word until they understood the instructions for each activity.

Within this class, not only was the lack of autonomy of the students evident, but also the teacher could notice too much disorganization in the foundation because documents and data from students and teachers were requested; in other words, there were no parameters for the agenda, so the last activity could not be developed, therefore, the second class was used to get more information and teach basic vocabulary that would be used in all classes from this one on.

In the second class, the teacher began with a warm-up to motivate the students, that is, she taught them basic vocabulary such as "Good morning", "How are you today?" and "What is your name?" and it was practiced during the first and second stages of the class to observe in detail why they are afraid of learning a second language. Then, the teacher could notice that they have a good attitude, but they need to be more comfortable to make the learning of vocabulary and grammar easy. However, they again used translator applications because they did not feel confident enough to take the initiative and answer by themselves.

Given the observations of the first and second classes, the teacher considered implementing the flipped classroom method to figure out the results and solve those problems seen in this diagnosis that means, in the third class, the teacher socialized this method and demanded from the students their commitment to carry out the investigative process. In other words, in the third class, the flipped classroom method and Google Classroom were socialized as a means of assigning study material according to the topic to be

learned. The two first classes for cycle 1 are represented in the following graphic:

**Table 1**

*Cycle 1*

LESSONS	DATE	TOPIC	LEARNING OUTCOMES	FLIPPED CLASSROOM METHOD INTEGRATION
LESSON 1	MARCH 4TH	GIVING DIRECTIONS	<ul style="list-style-type: none"> <li>● <b>Pragmatic:</b> By the end of the lesson, the students will be able to ask, give, and locate directions according to the instructions by others.</li> <li>● <b>Use of Language:</b> Students will be able to recognize and use the main vocabulary and verbs inside a text and oral activities about giving directions.</li> </ul>	N/A DIAGNOSTIC LESSON
LESSON 2	MARCH 11TH	PERSONAL INFORMATION: VOCABULARY AND COMMON EXPRESSIONS	<ul style="list-style-type: none"> <li>● <b>Pragmatic:</b> By the end of the lesson, the students will be able to identify the vocabulary and introduce themselves giving information about them.</li> <li>● <b>Use of Language:</b> The students will be able to recognize and use correctly the verb <i>to be</i> and WH questions to ask and provide personal information.</li> </ul>	N/A DIAGNOSTIC LESSON

In this first cycle, an open coding is carried out in which the actions, perspectives, moreover, words of the study actors are questioned, reflected upon, and categorized, that is, all those actions and behaviors that the A1 level students appeared during the research process. This categorization is done using the raw data collected.

On the other hand, Mills et al. (2010) state that this is a process of critical translation in which the researcher word by word names and organizes the data into broad categories of words, behaviors, or actions described in the data collection instruments.

Open coding starts from scratch, that is, it starts by identifying relevant concepts and patterns that emerge from an open but very deep reading and reflection on that raw data.

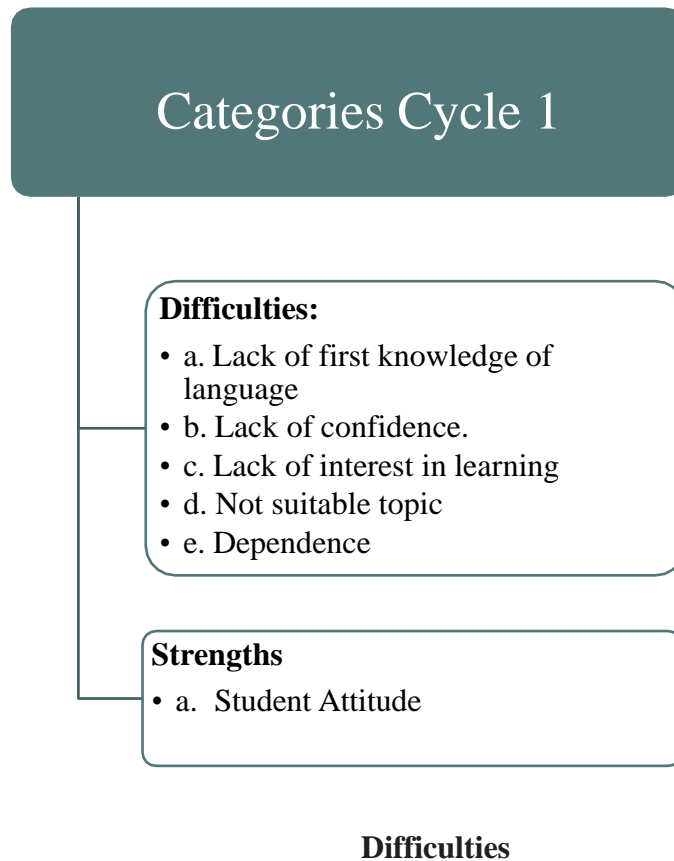
Mills et al. (2010) indicate that open coding must be an intensive interaction of an interpretative process of the data that arises from the collection instruments and that occurs amid the interaction between the researcher and the A1 level students.

Next, the codes found within the data collection instruments such as observation formats and journals are analyzed; these codes arise from words, events, or student behaviors and receive labels that are then grouped to form categories and subcategories.

In the observation formats and journals, these codes are set up by colors, which are categorized according to the analysis as follows:

**Figure 2**

*Categories Cycle 1*



In the first category, data showed that students present difficulties in carrying out a significant learning process and developing their self-management skills since they affirm that they understand English little. According to the category, the findings show five important aspects to consider:

**a. Lack of Prior Knowledge of the Language.**

According to what was collected during the diagnosis, the students stated on several occasions that they did not know the structures, vocabulary, or notions of the foreign language, since, in the first two classes that were used as a diagnosis to obtain information,

the teacher found behaviors, attitudes, and words that they emitted the students indicated that lack of knowledge of English for example, in the first observation the teacher highlights the following sentence: "They said: I don't understand anything" (Obs 1) in which the teacher, giving simple instructions in English, the students used their mother tongue to express that they did not understand anything she said. It evidences the existing problems and the urgency of seeking a methodology to alleviate their difficulties, that is, a methodology that allows them to improve not only their self-management capacity for learning but also contributes to the significant learning of vocabulary, grammatical structures, and oral skills.

On the other hand, in the first journal carried out for this diagnosis, other difficulties with prior knowledge of English were also highlighted because the teacher describes in it that the students were able to learn the vocabulary but did not know how to use it within sentences, for example: "they can learn vocabulary but they forget to use them inside sentences or expressions, so they do not have self-management skills"(Jour 1, class 1) this phrase not only indicates the problem when implementing the vocabulary to express their ideas but also do not have basic vocabulary bases to form it. Therefore, taking into account the information in this subcategory, the lack of prior knowledge is evident, and it is urgent to find a new method that contributes to the Input to transmit more knowledge to students.

According to the survey carried out at the end of the investigative process, the novice researcher considers that the lack of knowledge in the students is also due to their family and social environment since very few people speak English and this affects their daily practice, for example, The students were asked the following question: Within your family environment, how many people speak English? This question had response options between 0 to 1 people, 2 to 3 people, 3 to 4 people, and 5 or more people, of which 85.7% indicated

that 0-1 people speak it, 7.1% indicated from 2 to 3 people and another 7.1% indicated that from 3 to 4 people. In conclusion, given these results, their social and family environment greatly influence this problem found.

Finally, the above problem is affected by their social and family environment since English is little influenced by their daily practice and this is related to what was mentioned by Kassim et al. (2021) which indicates that the EFL focuses on developing the language proficiency of people who have limited or no exposure to English in their daily lives, in addition, it impacts the linguistic competence and motivation of EFL students at the A1 level.

**b. Lack of Confidence.**

Within this subcategory, another difficulty in the learning of A1 level students stands out since they prefer to remain silent and not participate in the class, according to the result of the diagnosis applied, the teacher expresses in her observations phrases such as: " I could notice that the students were shy and they felt scared to commit mistakes" (Obs1), therefore, this result indicates that the students still do not have confidence and feel afraid when speaking or solving a problematic situation, so they choose for using translation apps to give answers in class and thus avoid the feeling of concern.

On the other hand, in the first journal, it is evident not only the lack of confidence and security of the students but also the dependence on translation applications such as Google Translate, since the teacher expresses the following phrase: "They did not feel comfortable to use in oral speaking activities and they prefer to resort and depend from translate apps" (Jour 1, class2) this is an indicator for the search for a method that allows students to gain self-sufficiency and self-management of learning to deal with this feeling of

fear and mistrust.

In conclusion, this difficulty implies the need to find a methodology that allows students to acquire knowledge and self-management skills for their learning in this way, they will have more confidence when participating and providing information since Muluk et al. (2021) consider that success in student learning depends to a large extent on their ability to manage and organize their activities.

### **c. Lack of Interest in Learning**

This subcategory describes various behaviors, phrases, and words that the teacher highlights there to refer to the little interest that students have in learning since it is their first English course apart from the classes they receive at school and they are not responsible nor are they aware of the importance of this learning process. For example, the novice researcher says the following: "They do not have the sense of the importance of the English language learning, they just wanted to play and share with their friends" (Obs 1), which indicates that the majority of students do not have interest in learning and they are not aware of the process that will take place.

Another example that the teacher highlights in this subcategory is: "They constantly use their cell phones and they did not pay attention," (Obs 2) emphasizing the lack of interest on the part of the students. Therefore, this subcategory describes another problem in student learning and requires immediate attention from the teacher through the implementation of a methodological approach that motivates and involves the active and spontaneous participation of the student.

Finally, the novice researcher considers it highly relevant to implement the Flipped

classroom as a methodology that motivates students and enhances their learning of English as a second language in other words, as highlighted by Torres et al. (2022) this method has the potential to regulate the learning pace of students and improve their motivation towards the activities they need to perform.

#### **d. Unsuitable Topic**

In the first place, in the first class, the diagnosis shows as a result that the topic was not adequate for the A1 level students since it was difficult for them to understand it grammatically and orally; The teacher highlights some phrases said by the students in gray: “so they tried to do their best but unfortunately, it was not easy for them. In conclusion, they expressed the topic was difficult and they could not understand anything, and I should change the topic to a topic for beginners A1” (Obs 1).

Secondly, in the second class, the diagnosis shows that the topic and material were adequate for the students since they showed more understanding of the vocabulary and managed to pay a little more attention to the class compared to the first class. However, their concentration and interest were for a very short time since they turned to the phones again to use Google translate and thus translate each word and sentence said by the teacher, that is, although the topic and material were suitable for the level of students, it is still necessary to implement a methodological approach that allows them to improve their self-management learning skills and also gain independence from translation applications, a clear example of what the teacher expresses is: "they, paid attention to me for a couple of minutes but after that, they require their cell phones again” (Obs 2).

Finally, it is relevant to design and implement activities on a theme according to the

age and level of the students since before the first class, the teacher did not know what the level or the group of students she would teach would be, for this reason the lack in the subject not appropriate for the level of the students is highlighted and it is necessary to create content that fills the gaps that the students present as described by Tucker (2012), change the common instruction approach through videos teacher-created and interactive lessons that enable optimal second language learning.

**e. Dependency**

The dependence on translator applications such as Google translate is evident in observations 1 and 2 and journal 1, these results are displayed in dark blue since some words and behaviors observed by the teacher indicate that the students use their cell phones as a medium alternative to understand each exercise, each word already learned and each expression, that is, they make constant use of these applications to translate and understand each word without trusting their learning abilities. For example, in the first observation, the teacher describes the difficulties with the student's attention to the class: "They used to watch their social media, games, videos, etc., and, they did not pay attention to the class and the activities" (Obs 1)

On the other hand, in observation 2, the teacher emphasizes that the students manage to pay a little more attention to the class, even they turn to their phones again to search and translate each expression, for example: "They paid attention to me for a couple of minutes but after that, they require to their cell phones again" (Obs2) therefore, this dependence on cell phones, translators and above all on the teacher's instruction limits the student's capacity and does not allow their self-management and autonomy to be actively involved in classes for fear of making mistakes. Given the above, the teacher considers applying and obtaining

results from the implementation of the flipped classroom to solve all the problems thrown by the results of the diagnosis.

In conclusion, the novice researcher considers the implementation of the Flipped Classroom method appropriate because it promotes the self-management of learning and the autonomy of each student, as Zainuddin & Perera (2018) point out, the Flipped classroom method allows students the autonomy of their pace of learning self-directed learning and knowledge of current education.

### **Strengths**

#### **a. Students attitude**

Given the analysis of the diagnosis, the teacher evidences several positive and assertive behaviors on the part of the students, since they show respect and acceptance of suggestions by the teacher; these behaviors are highlighted in pink by the teacher in the data collection instruments, in the observations 1 and 2 and the first journal, there are some examples and one of them is: "This group is assertive face to behavior, that is to say, they followed instructions in complete order and they accept my suggestions" (Obs 1). According to what the teacher highlights in the observation, it is evident that the students have good behavior and a willingness to work that is; even though they lack interest in learning, they do not refuse the opportunity to learn to improve their communication skills.

On the other hand, the teacher describes the following: "the students showed a better attitude face to the class because I started the lesson with easy and dynamic activities to teach them vocabulary and questions about themselves" (Obs2) This description states that the students showed better attitude towards the class and the teacher, since the activities and the topic were to their liking and according to their age and level, in addition to this, the students

felt comfortable and more confident when interacting, this means that The implementation of the flipped classroom method could generate a great positive impact on their learning self-management thanks to the good attitude and disposition that the students expressed during the application of the diagnosis, since taking into account what was mentioned by Kassim et al. (2021) the EFL encourages students to take ownership of their learning process because they take responsibility for learning, therefore this methodology would be relevant since the willingness of the students would support this investigative process.

Finally, the results evidenced in the observations and journals account for the main reason why the teacher decides to implement the flipped classroom method. These results not only show the difficulties that the students presented during the diagnosis but also the great possibility of implementing this methodological approach which allows students to generate self-management learning strategies so that they have more confidence in themselves when it comes to participating so that they have study material, which they can explore and appropriate for theirself-study and also improve active participation during EFL classes.

In conclusion, the teacher decides to implement and apply this method not only to determine the results but to improve the quality of life of the students, that is, to help them generate self-sufficiency and self-control of their learning, which will improve their level of English and your independence to use your previous knowledge in an EFL class without fear of making mistakes, but on the contrary, to learn spontaneously and self-taught.

## **9. Second Cycle**

First, the second cycle summarizes eight classes in which the data collection instruments were applied for their respective analysis; therefore, these eight classes are represented in the following graphic:

**Table 2***Cycle 2*

LESSONS	DATE	TOPIC	LEARNING OUTCOMES	FLIPPED CLASSROOM METHOD INTEGRATION
LESSON 3	MARCH 18TH	GIVING PERSONAL INFORMATION: VERB TO BE AND COMMON QUESTIONS	<ul style="list-style-type: none"> <li>● <b>Pragmatic:</b> By the end of the lesson, the students will be able to provide personal information and describe people through writing and speaking exercises.</li> <li>● <b>Use of Language:</b> The students will be able to recognize the verb to be in sentences to ask and give personal information.</li> </ul>	In the class the flipped classroom method was introduced to the students, which means, the teacher explained the parameters to carry out the research process and Whatsapp group to send academic information. The teacher assigned some material to study.
LESSON 4	MARCH 25TH	DESCRIBING PEOPLE: ADJECTIVES	<ul style="list-style-type: none"> <li>● <b>Pragmatic:</b> By the end of the lesson, the students will be able to provide personal information and describe people through writing and speaking exercises.</li> <li>● <b>Use of Language:</b> By the end of the class, The students will be able to recognize the verb to be and present simple in sentences to ask and give personal information.</li> </ul>	The teacher showed them the Google Classroom platform and the activity of vocabulary was developed inside this platform to teach them how it works and engage them to work through the flipped Classroom.

LESSON 5	APRIL 1ST	PERSONAL INFORMATION AND DESCRIBING PEOPLE REVIEW: VERB TO BE AND SIMPLE PRESENT	<ul style="list-style-type: none"> <li>● <b>Pragmatic:</b> By the end of the lesson, the students will be able to provide personal information and describe people through writing and speaking exercises.</li> <li>● <b>Use of Language:</b> By the end of the class, The students will be able to recognize the verb to be and present it simply in sentences to ask and give personal information.</li> </ul>	The learners should join Google Classroom and they interact with the previous material and activities about describing people.
LESSON 6	APRIL 15TH	DAILY ROUTINES: SIMPLE PRESENT	<ul style="list-style-type: none"> <li>● <b>Pragmatic:</b> <ul style="list-style-type: none"> <li>o By the end of the lesson. The students will be able to recognize the main daily activities through short texts.</li> <li>o By the end of the lesson, the students will be able to recognize the importance of the provided material in Google Classroom to socialize in each class.</li> </ul> </li> <li>● <b>Use of Language:</b> <ul style="list-style-type: none"> <li>o By the end of the lesson, the students will be able to use the present simple in short sentences to describe their daily routines through writing exercises.</li> <li>o By the end of the lesson, the students</li> </ul> </li> </ul>	The teacher assigned material in Google Classroom to study the daily routines and they expressed what they understood from this material, they asked questions and practiced the topic in the class.

			will be able to provide their ideas for the next class according to the activities and the material.	
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LESSON 7	APRIL 22ND	MIDTERM EXAM (PRE-TEST)	<p>● <b>Pragmatic:</b> By the end of the lesson, the students will be able to use all the vocabulary to introduce themselves, describe people, and talk about their daily routines.</p> <p>● <b>Use of Language:</b> By the end of the lesson, the students will be able to use the correct grammar such as verb to be and simple present in short writing tests.</p>	The teacher assigned material to study the topics that they already learned in previous classes. Then, in the class, they explained and said what they remembered.
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LESSON 8	APRIL 29TH	DAILY ROUTINES: LISTENING & WRITING SKILLS	<p>● <b>Pragmatic:</b> By the end of the lesson, the students will be able to comprehend the main information in listening conversations about daily routines.</p> <p>● <b>Use of Language:</b> By the end of the lesson, the students will be able to use vocabulary and grammar such as simple present in writing exercises.</p>	The teacher assigned material about daily routines such as videos, online games, and flashcards to study at home and the students practiced the grammar and vocabulary through a worksheet.
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LESSON 9	MAY 6TH	CLOTHES: READING & WRITING SKILLS	<ul style="list-style-type: none"> <li>● <b>Pragmatic:</b> By the end of the lesson, the students will be able to comprehend the main information in short texts about clothes</li> <li>● <b>Use of Language:</b> By the end of the lesson, the students will be able to use vocabulary and grammar such as simple present in reading and writing exercises.</li> </ul>	<p>In this class, the teacher had assigned them material about clothes. Then, the students should use their knowledge to correct and complete their scripts about the closing ceremony.</p>
LESSON 10	MAY 13TH	FINAL EXAM (POST-TEST)	<ul style="list-style-type: none"> <li>● <b>Pragmatic:</b> By the end of the lesson, the students will be able to comprehend the main information in short texts about all topics they have already learned.</li> <li>● <b>Use of Language:</b> By the end of the lesson, the students will be able to demonstrate their knowledge of the topics learned in the A1.1 level.</li> </ul>	<p>The teacher had assigned material in Google Classroom to study for the final exam. Then, they had to evidence of what they learned in this English course.</p>

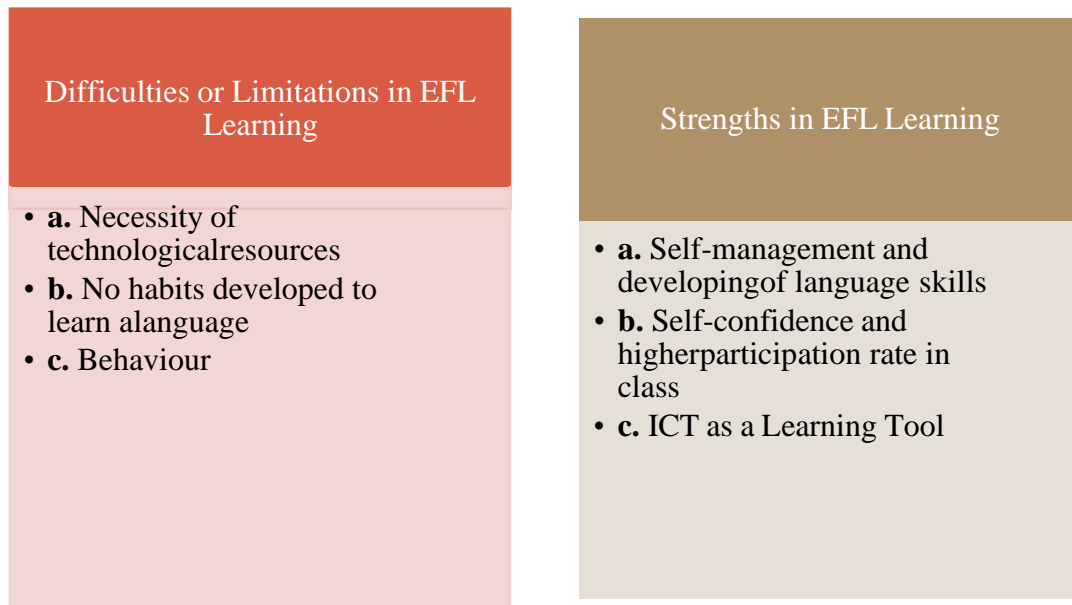
In this second cycle, the results recorded in the observations are analyzed following the same model established by Mills et al. (2010) in which open coding, axial coding, and selective coding are performed. The first refers to the identification of relevant concepts and patterns that emerge in each class based on a deep reading and reflection of the data, that is, within this open coding, as already explained in the previous cycle, words are taken, phrases or particular situations that show the investigative process from the implementation of flipped classroom and these concepts are assigned a color to establish categories and subcategories. The second refers to the process of relating the categories to the subcategories and the results of open coding. Finally, selective coding allows the novice researcher to demonstrate the central phenomenon of the study.

Keeping in mind the results recorded during this investigative process, the researcher highlights the progress that the students had in the Final exam concerning the Midterm exam, that is, the advance and progress that the students obtained through the Flipped Classroom method were not only evidenced in their participation in the class but also these two exams evidenced it with the grades obtained, for example, in the Midterm exam 4 students failed the exam and 12 passed it while in the Final exam, no student failed, therefore all 16 students passed the course.

Given their advance, the novice researcher found several results classified by the following categories.

**Figure 3**

*Categories Cycle 2*



**Category 1: Difficulties or Limitations in EFL Learning**

In this category, there are some difficulties that the students presented until the end of the investigative process since some of them were not able to get study habits at home to appropriate the material from Google Classroom due to the lack of technological resources and connection, therefore, three subcategories emerge from this category that supports the difficulties that remained until the last lesson.

**a. Subcategory 1: Necessity of technological resources.**

This subcategory supports several difficulties that the students had until the end of this investigative process due to the need for technological and connection tools for example, within the observations the teacher describes the following: “We need to use more technology resources due to the foundation does not provide them” (obs3). On the one hand, the teacher affirms that the ASE foundation has technological tools in each classroom, such as a television, speaker, and

internet but at first, the teacher was not authorized to use them, so she had to provide the material to the students using their resources.

On the other hand, in later classes the teacher describes the following: "I took the liberty to use the TV and I provide my resources to carry out the class" (obs5) which indicates that despite not being authorized, she decides to use the television to show the students the various activities, didactic material and online games during each meeting and thus, in this way try to solve this difficulty a bit maintained until the end of this investigative process.

According to the previous paragraph, this difficulty was not only highlighted within the observations that the teacher made in each class, but also the journals support it since a clear example that the teacher describes is: "the limitation for this class is the few resources because in the classroom there is a big TV and a big speaker but teachers are not allowed using those elements" (journal 1, class 3) a limitation for the full development of the class because it was difficult to verify or provide feedback on the material that the students had studied at home.

Another difficulty that remained until the end of this investigative process regarding the need for technological resources and connection was found in codes that the teacher highlighted, for example: "all the students need to join my class in Google Classroom to study the material" (obs4) in which he refers to the requirement of the union and use of Google classroom for all students because until fourth class not all students did the exercise, so their commitment was essential for the total class development. However, in each class, the teacher highlighted that not all students committed to joining and reviewing the Google Classroom material, for example: "It is important to demand them the use of Google

Classroom to encourage them to study the material” (obs5) In this way, the teacher expresses the difficulty that she has had in each class for absolutely all the students to carry out the exercise, this is because approximately two students did not have a computer or internet at home to carry out this exercise and thus she expressed it in one of the last classes: "two girls seemed worried because they don't have access to the internet at home to study the material" (obs 8), this was a great difficulty for the students and the teacher since she had to remedy this difficulty every Saturday.

In conclusion, the teacher not only had to solve this difficulty by providing her resources in each class to encourage them to practice work, exams, or online activities but also this difficulty did not allow the students to work completely under the flipped classroom method as well as Mills et al. (2010) indicates, since in this method the use of technological tools for teaching and learning English is essential; also, transfer lectures outside of the classroom using learning activities to carry out practice with classroom concepts.

#### **b. Subcategory 2: No Habits Developed to Learn a Language**

The second subcategory sustains another of the difficulties that remained until the end of this investigative process, since not having technological resources made it difficult for some students to develop study habits at home to practice, verify and appropriate the study material, also because their social and family environment, very few people speak English, as evidenced by the teacher in the survey carried out at the end of the process, since the students were asked the following question: "Within your social environment, for example friends, neighbors, etc.

How many people speak English? This question had several response options, between 0-1 people, 2 to 3 people, 3 to 4 people, and 5 or more people, and as a result, it was evidenced that 78.6% indicated that 0-1 people speak English, while that 21.4% indicated that 2 to 3 people speak the language.

First, the teacher indicates that during the classes there were several difficulties with the development of study habits and the responsibility of some students, for example, the teacher states the following: "There is a limitation to work under the flipped classroom method due to there are two girls who ensure they do not have access to the internet at home and they can not join Google Classroom or study the material, so it could be hard to work under the flipped classroom method with them because they do not get study habits and they need to interact with the material I each class". (Journal 2, class 4) This is not only difficult for the teacher to carry out the flipped classroom method, but also for the students who failed to develop study habits, since on many occasions, they had to wait until class day to observe and interact with the material and could not fully understand the topic.

Second, the teacher reports in her journals and observations that at first several students did not have technological resources at home and therefore it was difficult to develop these study habits. However, over time they were looking for solutions and taking responsibility for their learning until they were able to achieve this goal, as described by the teacher with the following example: "They need to take responsibility and the study habits to explore the material". (Journal 2, class 7)

Despite their efforts, not all the students developed some study habit, as two students had this difficulty until the end of the process and did not look for any solution to solve this

problemeither for example, the teacher highlights the following phrase: "There are still two girls that don't have access to internet or computers at home, although they are worried for that, they don't have study habits at home either, so it was a difficulty to work under the flipped classroom method with them". (obs 9), With this example, it is concluded that this difficulty persisted until the last session, impairing the learning process of the students under the Flipped classroom method and the study habits, which would allow them not only a better understanding of the topics but also give way to the development of self-management skills to investigate information and explore material other than the one that the teacher assigned in Google classroom.

Finally, this subcategory reflects that the Flipped classroom method can be carried out in any context but requires the participation and responsibility of each student to face certain difficulties that are beyond the scope of the researcher, since she provided all possible material in the class and implemented various techniques to encourage autonomous work, which, most of the students responded to this stimulus and although the students seemed to be worried, they never looked for a way to solve this difficulty and presented low performance in their final results of the exam and notes of various activities, because through the following example given in the last class, the teacher highlights it: "Other challenge for two students have been the management of Google classroom, so, they said that they do not have connection to practice at home. Then, it is difficult to encourage their self-management". (Journal 3, class 8). This is not only argued by the teacher's analysis but is also reflected in the results of the research carried out by Muluk et al. (2021) in which they conclude that the success of students when they want to start their studies or want to achieve a personal goal depends on their ability to manage and organize their activities and their time, which was a

great difficulty for these students.

### c. Subcategory 3: Behavior

According to the obtained results in the observations, the teacher concludes that the behavior of the students presented significant changes during each class due to the control that she took in each meeting and not due to the implementation of the flipped classroom method, due to the results obtained from them, for example, at the beginning the teacher described some patterns about their attitude and behavior as follows: "*they are respectful but they hate when I change their position and separate them from their friends*" (obs3), in this class, the teacher affirms that although the students are respectful towards her, they do not like to change the position of their seats because they always tend to be together with their best friends talking too much, which constantly interrupts the class, they get lost in the instruction given by the teacher and also, they take more time than stipulated to carry out each activity.

However, the teacher had to struggle with this difficulty since it is also reflected during the fourth class in which the students finally accepted the changes made by the teacher, although not in all classes. For example: "*They sometimes disagree but finally they respect and they attend to my suggestions and my instructions*" (obs4), this indicates that for the students at first, it was difficult and annoying because they refuted the teacher's decision and made gestures in bad taste but, finally, they ended up complying with this order given by her.

Gradually, the students were taking a better behavioral attitude in each meeting and it was no longer necessary to call them attention to this difficulty presented when working on class activities, for example, the teacher describes in class 8 the following: "They followed

my instructions and they agree with my suggestions, so in this class, there was not necessary to tell them off several times due to they already work in complete order”. (obs8). Despite this positive change in the classes, some students presented difficulties when rehearsing for the fashion show because due to the difficulties of study habits, they did not practice at home and arrived at practice lost and without any memory of the speech. that they had to prepare, as the teacher indicated not only in several classes but also in the last session: “I told them off for their behavior when the time comes to practice the fashion show presentation because they promised to have good behavior for this practice to enhance their speech and fluency”.(obs10), therefore, the behavior during the practice of the fashion show was a difficulty that remained with the students who had problems managing their time at home and developing study habits, that is, not only the lack of study habits significantly affected the learning process, but also the behavior and commitment when rehearsing for this final event.

Keeping in mind the significant changes in the behavior of the students, it is necessary to indicate that these occurred due to the control that the teacher had during each class but not due to the implementation of the flipped classroom method, that means, this methodological approach did not generate a great positive impact on the self-control of the students because there were ups and downs during each class and they were regulated by the teacher's management. In conclusion, the flipped classroom method did not generate any positive impact on the behavior and coexistence of the students in front of the EFL class because it only allowed the teacher to focus on the interaction and socialization of the students in the classroom, as Avary (2019) refers the flipped learning lets language teachers focus on interaction and socialization in the classroom while offering more learning opportunities

outside of the classroom.

## **Category 2: Strengths in EFL learning**

Unlike the first category, this category registers three subcategories that describe those strengths that the Flipped Classroom method contributed to the learning process of A1 level students. The first subcategory of Self-management and development of language skills covers some positive changes that are generated during each lesson to promote not only meaningful learning but also self-management learning strategies that this study aimed at from the beginning. The second subcategory of self-confidence and higher-class participation rate mentions those patterns and behaviors that students show during each class, demonstrating their confidence to express ideas, their prior knowledge, and even their participation without fear of being wrong. Finally, the third subcategory of ICT as learning tools represents those that the students carried out using their cell phones and computers both at home and in classes.

### **a. Subcategory 1: Self-Management and Developing of Language Skills**

This subcategory highlights a great positive impact left by the implementation of the Flipped classroom method regarding the self-management of learning English, since taking into account the observations, the journals and the survey carried out at the end of the study, the students proved to be independent and autonomous of their own learning and study time. This is confirmed by what was mentioned by Torres et al. (2022) because the Flipped classroom method has the potential to regulate the pace of student learning and improve their motivation toward the activities they need to carry out, therefore, the researcher highlights

and mentions some examples that demonstrate this analysis.

First, during the fourth class, the teacher recorded the individual work of the students and, she described how they worked alone, putting into practice their autonomy and their abilities to solve various exercises that their self-management and prior knowledge required according to the assigned material. previously in Google Classroom, for example: "they worked alone because the practice of the content helped them to learn and use their abilities to solve several exercises" (obs4) then, not only the class material was essential to start their self-management, but also the demand of the teacher when practicing individually and when facing their fears to respond assertively and accept mistakes as part of their learning.

Second, not all students had joined Google Classroom and others joined but did not study the material. However, this was not a problem to motivate them and engage them with the responsibility of their learning since they were also able to observe, study, and participate in class activities, for example The teacher mentions the following: "The students who did not attend the previous class or all those who did not join my class could see and understand the topic to work in this class" (Obs4) therefore, these students not only understood the topic but also sought a way to respond assertively to each activity.

Third, through time, the classes were more and more meaningful because most of the students not only joined Google Classroom but also took more sense of responsibility with the learning, since they were already able to recognize the image with the correct word, for example, the teacher shows the following: "Most of the students recognized the picture according to the daily routine and it means they had already studied at home" (ob6), the above shows that the majority of students from the creation of Google Classroom they joined

the class and reviewed the study material in their free time.

In addition to what was recorded by the observations, journal number 3 also had a great positive impact on the self-management of the students because they were not only satisfied with the information in the material assigned by the teacher but also looked for extra information to practice, for example. , the teacher mentions the following: “The students had already checked the flashcards and online games to socialize and talk about the topic in the class even, they already looked for more online games, they asked me to practice with others because they already knew. Then, the flipped classroom method helped me to encourage them to be more independent and they have improved their self-management. For this reason, I could accomplish the goal of this class” The above shows that the students not only studied and appropriated the material assigned in Google Classroom, but they also searched for more games within the same web page that were assigned and asked the teacher to practice them because they already knew the answers and already knew how to win the game.

Therefore, the above shows that the Flipped Classroom method allowed students not only to study the subject to socialize and practice in class but also to gain a sense of responsibility, self-management of their learning, and control of their free time at home since this is related to what was said by As Zainuddin and Perera (2018) where they indicate that "the Flipped classroom method changes the learning paradigm because it allows students the autonomy of their self-directed learning pace and knowledge of current education.

Finally, it is essential to mention that at the end of the investigative process, a survey was carried out, which yielded a positive result, since the students were asked the following:

In your free time, how many hours do you spend learning English? This question had several response options between one hour to four or more hours of study, to which 78.6% answered that they spend one hour of their free time and 21.4% spend two hours studying English.

In conclusion, these results show that the Flipped classroom method contributed to the development of self-management skills for learning and resilience when solving exercises and activities based on student's prior knowledge and available resources.

**b. Subcategory 2: Self-Confidence and Higher Participation Rate in Class.**

This second subcategory also shows another positive impact left by the Flipped classroom methodological approach since all students showed self-confidence and this increased their proactive participation within each class. For example, the teacher exemplifies the following: "They participated according to the instructions and they seemed interested in the topic they had already studied and they already learned the vocabulary so, it made them feel more comfortable to participate in class" (Jour 2, class 4), the above evidence that the students showed more confidence in their abilities and knowledge as their self-management and autonomy increased, since having basic knowledge of a subject generated more confidence when participating and asking questions without fear of being wrong.

This is related to what was mentioned by Kassim et al. (2021) by indicating that the EFL encourages students to take ownership of their learning process because they take responsibility for learning and identify their strengths and weaknesses; For this reason, students show a high range in their self-confidence and participation within the classes,

since by taking responsibility and appropriation of the material to study, they feel more confident to participate and ask questions when they have doubts about a topic, that is, They are aware not only of the learning process but also of their strengths and weaknesses about their knowledge.

On the other hand, the teacher highlights within the observations that students when participating also strive to find ways to answer even if they do not know it or ask for help to solve a situation for example, the teacher describes the following: "They showed interest in learning because they asked for help constantly to understand the information and do their task correctly" (Obs3) because in this class they not only showed interest in learning but also the confidence and responsibility to solve situations correctly. Another great example that the teacher highlights is the way to improvise, that is, their ability to think and solve various situations on their own without fear of error for instance, she highlights the following: "This aspect was hard for them but they tried to speak according to their partner's clothes and it means that they have self-management skills to think and provide answers" (Jour 3, class 10) in which students were not authorized to use their notes, but had to remember the information or improvise by observing their classmates.

In addition to the confidence they felt to solve various problem situations, the students were also able to face their fears when they could not understand some instruction or information about some activities for example, the teacher mentions the following: "They faced their fear when they did not understand the ideas in listening activities or grammar exercises" (obs8), then, the students showed confidence to face these problematic situations asking and asking for help without fear of getting a low grade but, on the contrary, with the

encouragement and responsibility to learn.

Finally, in the last class the students showed themselves ready and prepared to present the final exam, because taking into account the comparison between the Midterm exam and the Finalexam, not only could their self-confidence be evidenced in the observations and the journal 3 but also In addition, their improvement and progress concerning knowledge and progress was notorious, for example: "They seemed comfortable and sure about their knowledge and effectively it could be evidenced in their exam's results" (obs10) the teacher highlights this comment because her Results showed how much they learned and how much they studied to pass this exam with a higher grade.

### **c. Subcategory 3: ICT as Learning Tools**

This third subcategory explains how the implementation of the Flipped Classroom method not only allowed for greater self-management of student learning and increased participation but also generated a great positive impact regarding autonomy and responsibility to use technological and computer tools, that is, as The students went from the problem of constant use and dependence on translator applications to the responsibility of using them to search for extra information or using them at specific times to decipher key words in a text. For example, the teacher mentions the following: "They used their cellphone to look for information and just for the activities. I mean, they took advantage of their cellphones to complete the worksheet of daily routines" (Obs6) in this class it is evident that the students were aware of the correct use of these applications, which indicates that the Flipped classroom method generated a great impact on self-management and autonomy to look for extra

information and also find answers and solve various difficulties in activities proposed by the teacher.

Another great example that the teacher mentions is: “They already use their cellphones just to find relevant information; they used them to develop the exam” (Obs 7) In this class, the teacher not only verified and confirmed the correct use of these technological devices but also the students were aware of their correct use; that is, they knew that the use of the cell phone during the exam was exclusively to develop it through Google classroom because they knew that when they changed the web page they would lose their answers, in this way their awareness and honesty to answer the exam was achieved.

This is closely related to what was mentioned by Mills et al. (2010) since it indicates that the flipped classroom method is a great strategy to teach a second language through the use of technology to transfer lectures outside the classroom and apply practice activities; In this case, not only was Google Classroom used to transfer information through the study material, but also the students used their mobile phones to enter this platform, search for relevant information, and solve activities or exams proposed in class for this reason. The students became aware of the correct use of their mobile devices. In conclusion, despite presenting difficulties with the lack of technological tools and connection, the researcher managed to carry out the research process satisfactorily, the Flipped classroom method generated a great positive impact in this aspect because the students not only developed self-management skills in their learning but also developed them to become aware of the correct use of their electronic devices such as cell phones and study the material before presenting the final exam, since the teacher highlights how the students demonstrated their knowledge and participation in the class before present it: “they provided their opinions and answers in several exercises before to start with the final test,

so they participated actively talking about what they understood from the material in Google classroom” (Jour 3, class10) that is, they demonstrated their knowledge, cleared up doubts and They actively participated, especially since the correct use of electronic devices was reflected both at home and in class.

Finally, the previous categories and subcategories reflect the results obtained from the investigative process after implementing the Flipped Classroom method, since this methodological approach was satisfactory for the researcher because it generated great positive impacts that the study intended to solve by finding the problems in the diagnosis, in addition, despite the difficulties persisted until the end, they were not an obstacle to completing said process, but rather generated learning about the implementation of this methodology in the educational context of A1 level students.

## **10. Conclusions**

This section concludes the general results based on the findings, difficulties, and strengths of the data analysis concerning the research question and the general objective of the study. The implementation of the Flipped Classroom method left great positive and negative impacts that the beginning researcher values not only for her learning but also for future studies that are carried out based on this research; then, the novice researcher highlights the following reflections of each category found in the collected data.

According to the results of this first category, the Flipped classroom method did not generate some positive impacts in this population with A1 level students due to the lack of technological tools and connections in the foundation. One limitation the teacher had since

the beginning of the course and it causes that the pre-service teacher had to provide all the material for example speakers, flashcards, computer, and internet for the students, etc. In addition, some students did not have the support material at home either and were not able to carry out this research process satisfactorily as expected.

Additionally, those students who did not have technological tools at home did not develop study habits to study and appropriate the material either, it is closely related to the progress of their learning, the responsibility, and the interest they showed during EFL classes because they did not there was no evidence or visualization of any effort on the part of the students to join the class, develop tasks or look for information and academic resources when studying for an exam. Therefore, the novice researcher considers that to work under the Flipped classroom method it is necessary to keep in mind the context and the technological resources available to the participants since these difficulties are beyond the reach of both the method and the teacher, and it turns out to be a problem challenge to teach in a vulnerable population where the context and resources are scarce.

On the other hand, the student's behavior not only depends on themselves but also depends on the teacher's didactics to carry out practice activities in an EFL class. Therefore, the flipped classroom method did not generate any positive change in this aspect since during the process the teacher found instabilities, the behavior varied and was regulated according to the teacher's didactics.

Finally, the Flipped classroom method can be used in any classroom, but the context and the population must be kept in mind since it can generate certain limits and difficulties, as occurred in this study, because it is out of reach and depends to a large extent on the

participants and their environment.

Unlike the first category, the Flipped classroom method generated several positive and satisfactory impacts for the researcher, since she was not only learning but also improving in EFL classes, at a methodological level, it generated flexibility when teaching and practicing each topic. On the one hand, the novice researcher noticed a great change comparing the difficulties presented at the beginning of the course because thanks to the method the students developed self-management learning skills that they used to their advantage in each problematic situation. During the research process, the students they were taking responsibility and awareness about their learning when studying the material at home to ask questions and practice the topics in EFL classes, which was reflected not only in the teacher's observations but also in the exams presented midway through of the process and at the end of the process marked this positive and satisfactory impact for the study.

In addition to the development of self-management learning skills, this method generated another positive result since the students gradually became more and more interested in the methodology and, their participation was more active because having material at home such as videos, flashcards, online games they learned to use this material and the technological tools in an ideal way both at home and in the classes. Likewise, this high degree of responsibility and self-management allowed them to feel more confident when participating and solving doubts without fear of error.

The flipped classroom method turned out to be very satisfactory in promoting meaningful learning and the development of self-management skills since this positive result solves the problems found from the beginning and turns out to be very practical

when teaching the class since the teacher saves time in explanations and the EFL class becomes more enriching and productive for the practice of the content, likewise, the students were able to keep pace with their learning and self-control of study time.

Despite the limitations that arose when carrying out the study and the difficulties that persisted until the end, this methodological approach provided not only the aforementioned strengths but also added value for the novice researcher since it made her a manager of the development of self-management skills for learning. In conclusion, this study turns out to be very productive for future generations because today's society demands the use of technological tools, innovation in teaching, and a total development of the autonomy of students to make them more competitive in a global world. Therefore, it would be interesting to apply this study keeping in mind the context and the population of the participants for greater effectiveness of the methodological approach.

This study goes beyond leaving great learning and reflection for the beginning researcher since it would be suggestive to carry it out in different contexts where the population has a variety of technological resources and where the level of English is higher than A1; For example, private schools are a good choice because most of them have technological and connection resources that are available to all teachers, in addition to this, it would be an advantage for the researcher because time would greatly support this study that is to say, the daily school day of a private school would allow the researcher to enrich his data collection instruments much more, get to know his students better and keep full control of the rhythm and progress of each student.

Finally, the Flipped Classroom method could be registered not only for teaching English in an EFL class, but also for teaching other disciplines such as science, social sciences, mathematics, etc., or even, it could even be merged with more methodologies such as CLIL to teach English in an EFL class through these disciplines, as well as enrich knowledge and encourage meaningful learning to develop self-management skills.

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## 12. Annexes

**Annex1:** Links observation formats

[https://usantotomaseduco-my.sharepoint.com/:f:/r/personal/linayepes\\_usantotomas\\_edu\\_co/Documents/Observations?csf=1&web=1&e=3hO8dZ](https://usantotomaseduco-my.sharepoint.com/:f:/r/personal/linayepes_usantotomas_edu_co/Documents/Observations?csf=1&web=1&e=3hO8dZ)

**Annex2:** Journals

[https://usantotomaseduco-my.sharepoint.com/:f:/r/personal/linayepes\\_usantotomas\\_edu\\_co/Documents/Journals?csf=1&web=1&e=4NbraF](https://usantotomaseduco-my.sharepoint.com/:f:/r/personal/linayepes_usantotomas_edu_co/Documents/Journals?csf=1&web=1&e=4NbraF)

**Annex 3:** Links videos:

Adjectives: <https://www.youtube.com/watch?v=ERuvoeOiOT8>

Fashion show Ana: <https://www.youtube.com/watch?v=mgcoUaiJhBw>

Fashion show: <https://www.youtube.com/watch?v=w98lUdnJEFU>

Clothes: [https://www.youtube.com/watch?v=F3q2AU\\_xkpY](https://www.youtube.com/watch?v=F3q2AU_xkpY)

Introducing yourself: <https://www.youtube.com/shorts/CrNIUpZzdVY>

Listening exercise: [https://www.youtube.com/watch?v=IF5Z\\_LrGckI](https://www.youtube.com/watch?v=IF5Z_LrGckI)

Midterm exam: <https://www.youtube.com/watch?v=dpmxfkq-MMQ>

Four lesson Introduce myself Danna:

<https://www.youtube.com/shorts/x9M820K14EE>

Material google classroom: <https://www.youtube.com/watch?v=RfJEzGF18iU>