

**EFL Students Learning through Video Tutorials within Flipped Learning during The
Pandemic of Covid-19**

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Bogotá, September 2022

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Acceptance Note

The titled research project “EFL Students Learning through Video Tutorials within Flipped Learning during The Pandemic of Covid-19” presented by Juan Carlos Gómez Grisales as a grade work to receive the grade of bachelor’s in Teaching English as a Foreign Language was approved.

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Dedicatory

I wish to dedicate the development of this project, first of all, to God, then, to my whole family, especially, my parents, my brother, my sister, my wife, and my children. In addition, I want to dedicate it to all of the people whom I have met throughout all these years as an English teacher and the people who have pushed me to keep forward, my wife, my friends Erick, Sara and Ana, and professor Emilena.

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Abstract

This paper describes the research process dealt during the implementation a set of video tutorials to EFL students within the context of flipped learning and the emergency remote teaching which appeared as a response to the Covid-19 pandemic. The topic arose as a response to the lack of interaction and communication skills practice in a group of EFL secondary students at Liceo Superior Rafael Pombo in Santander Colombia. The study followed the parameters of action research which encouraged the teacher to act as a researcher and looked for suitable decisions to optimize the classroom dynamics. Thus, as part of the process of data gathering, the research made use of students' questionnaires, students' artifacts, and the teacher-researcher's field notes.

The pedagogical implementation consisted in the application of a set of video tutorials and active learning lessons within the context of flipped learning. Data gathering and analysis conducted to determine the final positive results. Then, the research process made evident that participants' learning process was positively fostered in three important main ways which constituted the final categories. So, these categories were named EFL students evidencing learning engagement, EFL students showing positive attitude towards the videos as a learning resource, and EFL students activating their prior knowledge.

Key words: EFL, Flipped learning, communicative tasks, emergency remote teaching, active learning, video tutorials.

Introduction

The current research project is a response to a personal interest in identifying new ways or trends to develop teaching and learning processes in English language learning. In addition, this project responds to the requirement that the Bachelor in English as a Foreign Language at Universidad Santo Tomás demands from the students when finishing the academic process.

The current research study stands in the research line of the Bachelor in English as a Foreign Language which promotes innovation in the process of EFL teaching. Thus, identifying new ways or trends is closely related to innovation, which according to Gertner and Manzi, cited in Redding, Twyman, and Murphy (2013) “is the application of an idea or invention, adapted or refined for specific uses in its particular contexts”, (P. 6). Due to the evolution of technology in the last 20 years, education has been positively affected by the implementation of different tools, strategies, methods, and approaches that have impacted in all of the people who take part of the education sector. The emergence of blended educational systems, the radical change of distance learning mediated through technology are examples to determine that education has been transformed. However, the sector was not completely ready to confront a pandemic.

The Covid-19 health issue forced governments to close academic institutions and encourage students, teachers, and school leaders to use that innovation in technology to keep on moving forward, yet a great number of these actors of the education sector lacked the appropriate use of technology for the purpose of teaching and learning, and the pandemic made it evident.

Taking into account all above, this research project was developed with the purpose to determine how EFL students respond to the implementation of a new trend for the teaching and learning process in which technology and education merge to foster English learning.

In the flourishing of the use of technology for education, flipped learning, a new pedagogical approach, has been gaining an important role, moving the instruction out of the learning group to the individual learning space means that the first step for learning occurs before and outside the face-to-face sessions and through technological strategies and tools in order to make learning happens. But there are questions that are necessary to solve, for example, how does learning happen before and outside the classroom and in an individual way? What are the students' attitudes that drive this model? What is the teacher's role? What are the appropriate technological tools to make learning happens? These are some of the questions to keep the research in this area moving, and this project offers the first understanding of flipped learning.

This research project was organized in different sections according to the formal research process. The first section is the statement of the problem that establishes the context in which the research was carried out and the importance of determining the impact of the implementation of the project in the participants, finishing with the research question and the research objective.

The second section is the justification which mentions how this research project benefits the institution where it was implemented, the participants of the project and how it also benefits the researcher in his development as a teacher.

The third section is the theoretical considerations which guide the planning and designing of the project. The constructs here introduced enlighten the overall process in order to cause positive impact in learning.

The fourth and fifth sections correspond to the instructional and research design which, based on the theoretical considerations, indicate the steps for the development of the research project taking into consideration the context of implementation.

Finally, the last sections correspond to the research findings, conclusions, and pedagogical considerations. These sections summarize the results of the implementation of the project and set the path to keep research on flipped learning moving forward both for future implementation and for pre-service English teacher programs.

Problem Statement

The research problem dealt in the study basically emerges after doing an analysis of the current English teaching and learning practices at a ninth grade in a secondary private institution located in San Gil, Santander. It is worth to clarify that the starting points for this project appeared as a result of my own reflections on my teaching practices during the last 2 years I spent working at the research setting; besides, even though there was no formal process to do the analysis, continuous reflections and analysis took me to think about on the initial research topic to investigate. Thus, after having observed my lessons, the students' interaction, the students' learning, and the results in their learning process, I realized there were strong weaknesses which needed to be revised and worked.

After I started working in this institution, I noticed that the documents that supported the English language teaching and learning lacked the information and the current principles in language teaching and learning. The school handed me a document named "Plan de Área" which only indicated all of the academic levels in the school, from toddlers to 11^o grade, and the topics - in terms of grammar – the teachers were expected to deliver throughout the academic term. In addition, the school didn't have, and still doesn't have any pedagogical resource different from the ones provided by the teachers, more information about the problematic situation can be consulted in Appendix A: Liceo Superior Rafael Pombo's English Program for 9th grade. In general terms, what I found is that English learning and teaching processes had a strong emphasis on mechanization of language patterns, repetition, memorization, grammar translation, and so on, leaving communication skills aside. Besides, the documents were limited in terms of

pedagogical orientations for the language teaching, as a consequence, every English teacher of the institution was free to decide the method implemented in their lessons. After revisiting this condition in the school, and after noticing that the students basically did not interact and use communication skills as expected, I was able to conclude that it was necessary to make recommendations to the school at different levels in order to improve the English language teaching and learning process, however, the scope of this study is related to a pedagogical implementation to a group of 9^o graders of the school at a particular academic term.

In addition to the above mentioned, the year 2020 stroke the world with the health crisis due to the pandemic. Academic institutions were forced to shut doors and move teachers and students as well to a model of education that not everybody was prepared to embark, but it was the solution to keep the process going. Liceo Superior Rafael Pombo also took the necessary measures to confront this health issue. Teachers and students were also sent home, teachers were trained about the use of the G-suite of Google company, and a new learning process with the help of the technology began. At this point, it is worth to say that this research project is an appropriate response to the worldwide health crisis and to the EFL learning issues aforementioned.

After observation and reflection of the English language process in the school, and the effects the pandemic had on education, teachers and learners, as well, I concluded that these shortcomings could be happening because teaching dynamics were widely focused on grammar and vocabulary skills, as it is evidenced in the Appendix A previously mentioned. Besides, this reflection exercise made me think about the fact that learners' communication skills were left

aside. In addition, the pandemic created a new context for the implementation of the project. That is why, the very first idea to carry out this study was planned for the face-to-face sessions, nonetheless, the pandemic forced changing the implementation and moved to synchronous sessions through the use of Google Meet as the tool for the interaction with the students. Then, I re-started the revision of literature.

After literature review, I determined that within the approaches and methodologies to teach English as a foreign language, there are two perspectives mainly. One set is completely teacher-centered and another group more student-centered. The current research context, as most institutions, focuses on the teaching methodologies; it is the teacher the center of the process, as well as the teaching activities and materials. From my point of view, this doesn't tackle the learners' active learning and language skills development. Among the recent approaches for teaching and learning, flipping learning and teaching showed me a possible solution for the problem I was having in my classroom (students' lack of interaction and communication in English). The reasons that support my decision will be explained further.

As Campillo-Ferrer and Miralles Martinez (2021) mentioned, the participants in their research study, which was carried out during the pandemic, they concluded that their learners are more motivated, both intrinsically and extrinsically to learn through active methodologies despite of being passive recipients of the information, and despite the particular context the pandemic caused. In terms of flipped learning, students valued most positively the use of a wide range of online resources, the development of interactions different from teacher-student.

Likewise, as this study is intended to use video tutorials as part of the process for flipping the lessons, it is relevant to cite Öztürk and Çakıroğlu (2021). These researchers evidenced that the flipped classroom model positively influenced the students' writing skills through the video assisted interactive learning, and collaborative learning, as part of a previous self-regulated strategy the researchers implemented.

Correspondingly, Chivatá and Oviedo (2018) stated that their students were actively involved in flipped learning through its videos and online platforms, in addition, the students preferred to work collaboratively in groups during the face-to-face sessions, and finally, students mentioned they had more control of their learning process and more control of their learning pace.

After revisiting prior studies and identifying the benefits of these implementations, I reaffirmed my desire of shaping my research proposal in a way that learners could have more interaction or could have an active role in English lessons, so that they get deeply involved and committed in meaningful learning. Thus, I decided the use of flipped learning (FL) for the pedagogical implementation inherent to my investigation.

On flipped learning there have been research both at international and national level. Different authors have developed research studies in which the application of flipped learning has been a fundamental factor for the development of the language skills, and also to tackle difficult situations similar to the ones described above.

After revising literature, I found the following studies which enlighten my process of implementation of flipped learning due to the fact they are carried out in particular contexts which are quite similar to my context. For instance, Gonzalez-Corzo's study (2016) carried out a flipped learning and metacognitive strategies study in order to foster listening skills with ninth graders at a school in Bogotá. She evidenced positive results in her study. Besides, Torres-Velandia and Hernández-Herrera's study (2017), developed their research at a tenth graders level in two public schools in Bogotá, applying flipped learning and differentiation to improve writing skills. Results evidenced positive outcomes.

Taking into account the previous mentioned research, and some others which will be described further in the theoretical framework, I highlight that flipped learning is an attempt to involve learners in a continuous learning process that should be started by the learner him/herself, that is not located in a classroom, but it's the result of the learners' own work, commitment and engagement. Another point to highlight in the implementation of flipped learning is the use of innovative materials to learning. From this perspective, the idea of creating video tutorials started to become an important axis for the development of the research study. These issues, and others, derived me to think about the necessity of providing more English content for students to explore before the actual English classes. Therefore, I decided to carry out an implementation of flipped learning English tasks. Thus, the research topic was formulated in the research question and objective that come below:

Research Question:

How do the EFL students of 9th grade at Liceo Superior Rafael Pombo in Santander Colombia deal with English learning when exposed to content of video tutorials within flipped learning during the Pandemic of Covid-19?

Research Objective:

To determine how the EFL students of 9th grade at Liceo Superior Rafael Pombo in Santander Colombia deal with English learning when exposed to content of video tutorials within flipped learning during the Pandemic of Covid-19

Specific Objectives:

- To identify key EFL students' learning patterns when exposed to content of video tutorials.
- To determine how video tutorials have an impact on EFL students' learning process.

The following chapters of the research project are dedicated to present the theoretical constructs for the research, the instructional design, the research design, the research findings, conclusions and pedagogical implications of the project.

Justification

Education around the world has been challenged to incorporate new trends in order to achieve the purposes in learning. However, in the last months, this challenge has increased because of the Covid-19 pandemic which deepened the difficulties that many countries with low- or lower -medium-income have, and how to adapt their budgets in order to respond to all the needs the pandemic has forced to, not only in education but in all the branches of the governments.

Similarly, UNESCO has played an important role in supporting countries in order to “prevent a 'generational catastrophe' and build more resilient and inclusive educational systems.” (UNESCO, 2021, para. 5). Among the UNESCO’s concerns is the digital transformation and the future of education and stated that “nearly one-third of students around the globe cannot access remote learning”, and also states that “digital skills and learning must be incorporated into education systems in order address the injustice of the digital divide”. (UNESCO, 2021, Digital Transformation and future education, para. 2). This call for a transformation in educational systems and my motivation in enhancing students’ learning by the use of technology, in order to reduce the gap between province – rural areas and people in better conditions, has moved me to develop this research project in the institution in which I worked for 4 years.

The implementation of the current project benefits to Liceo Superior Rafael Pombo, which is a private institution that intends to provide educational services to 1, 2, 3 strata students in San Gil, Santander. When the school gave me the opportunity to work as an English teacher, I

had the opportunity to determine that the emphasis of the school was focused on developing grammar and vocabulary instruction, and students were not able to carry out communication in English language. This context, the Covid-19 condition, the UNESCO's call for reducing the digital divide, and my personal interest in innovating education through technology pushed me to carry out this project in an endeavor to foster the students' English communication skills.

Taking into account the aforementioned conditions, the project implementation brings some benefits for the institution and the research participants. The institution was benefited with the implementation of a cutting-edge methodology to foster students' learning process in and out the school. In addition, the project might set the touchstone for the immersion of the institution in a new educational trend for English language teaching and learning process mediated through technology. Then, the project also provides the base for updating the curriculum into a communicative skills-based approach.

In regards, the research participants, it was noticed that they became aware of the core dynamics of flipped learning (FL). Thus, flipped learning (FL) contributed to familiarize students with the presentation of new content outside the classroom and after, during the in-class session, the students were introduced in active learning activities which allowed them to consolidate their learning. Another important benefit for students corresponds to the familiarization of self-directed skills. When students approach content before and outside the class, they become aware of their autonomy to manage that content in order to make learning happens.

Finally, this study has also benefited me, as a teacher, and as a researcher. I have challenged myself into the quest of new trends for the development of communicative language skills in English language taking into account the use of technology and promoting the well-use and assisted time outside the classroom. In addition, the pandemic has also forced me to find new environments in which my students continued their learning processes. As a researcher, this study has strengthened my skills as a careful observer of different phenomena inside the classroom and follow the appropriate processes in order to find solutions that better impact institutions, partners and students, as well.

Theoretical Framework

This section presents a general view of the main constructs that frames the research project. These constructs are derived from the theoretical concerns involved in the research question and objective. Thus, the core constructs linked in the research topic and that this section discuss are learning theory, flipped learning, use of video tutorials, and the pandemic scenery in 2020.

Learning

Learning is a long-life process inherent to human beings. Since we are born, there is a need to supply our basic needs, and this necessity moves us to find different ways to satisfy these needs. Thus, this process of identification of multiple means to guarantee human needs, according to the person's needs, is called learning, (Burleson and Thoron, 2014); and, as the basic human needs are satisfied, it is possible as teachers to focus on the educational learning.

The definition of learning for education has been studied throughout the years and it is possible to identify a great deal of literature introducing the concept. From the basic perspectives of the dictionaries, the Merriam-Webster dictionary defines learning as “the activity or process of gaining knowledge or skills by studying, practicing being taught or experiencing something; the activity of someone who learns.” (Merriam-Webster, n.d.). According to the Collins dictionary, the definition of learn is “to acquire knowledge of or skill in by study, instruction, or experience; to become informed of or acquainted with; to memorize; to gain a habit, mannerism, etc by experience, exposure to example, or the like.” (Collins, n.d.) As it is evident, learning is a

process, which means that it is an action that happens during an amount of time, it is permanently progressing; it is a process of acquisition or gaining, in other words, the person who learns is getting that element of learning, and that element is going to be part of that person; it is the acquisition of knowledge, skills, and habits, referring to concepts, theories or abilities the person who learns is going to develop; and that acquisition happens through studying, practicing, memorizing, being exposed to examples, which refers to the different strategies the person may use to cause the action of learning. In deduction of the dictionary definitions, it is a process of permanent internalization of information, or abilities that are necessary for the person, through a set of strategies such as memorization, practicing, or experiencing that become part of the studying process.

But the definition of learning would be limited if only the dictionary definitions were taken for granted. Many educational researchers have also been investigating the definition of learning and have socialized their results. According to Merriam, Caffarella, and Baumgartner (2007) there are five basic orientations to learning, all these theories present different perspectives from which their authors have considered the process of learning. These orientations are Behaviorist, Humanist, Cognitivist, Social Learning, and Constructivist.

The Behaviorist learning orientation was originally developed by Watson and Skinner under the premise that learning occurs as a consequence of an external stimulus, positive or negative, that reinforces the behavior of the person, (Toutain and Byrne, 2012). This theory does not focus on learning as a process but as a result that is caused by a particular inducement. Nowadays, this learning theory still occurs in institutions and even more at home. Prizes, scores,

recognitions are still driving the academic processes for the students who get good marks, leaving aside those who haven't reached those good marks. At home, parents still negotiate with children permissions or gifts as a prize for appropriate behaviors or good marks at school.

The Cognitive learning orientation focuses on the mental process that individuals undertake in order to develop learning. Memory, retention of knowledge, interpretation of situations, mental models and schemas play a key role in this learning theory. (Toutain and Byrne, 2012). This model has been compared to the information processing system of a computer because the model emphasizes on manipulating information, monitoring it, and modifying thinking in response to the environmental demands, (Nagel and Scholes, 2016). This learning model takes into account the human processing information in students; however, it is important to bear in mind that the ones who process information are still humans who also may involve feelings and emotions, and they can also affect the learning process.

The humanist learning orientation poses its attention on the human beings as the center of the learning process. Learning occurs due to the experiences the person lives taking into account that the person is the one in charge of his / her own destiny. For humanists, a person is natural born good and will do his/her best to make of the world a better place, (Merriam, Caffarella, and Baumgartner, 2007). Humanism remarks two values as principles for their theory: human worth and dignity, (Nagel and Scholes, 2007). Two of the most relevant proponents of the humanism are Abraham Maslow with his pyramid of Hierarchy of Needs (1943), and the need of self-actualization as the inner desire for learning, and Carl Rogers with his theory of nurturing environment in order to promote self-regulation as his philosophy that people are free to learn,

(Merriam, Caffarella, and Baumgartner, 2007). All of these principles and ideas help in education to create a better learning environment for students in order to develop learning in the best possible way. If parents and institutions work collaboratively to develop a better context for the students, they will surely make the right decisions for learning, and will grow in all of his/her dimensions.

The Social Cognitive learning orientation considers learning as a process of interaction and observation of others in order to develop the learning of rules, skills, strategies, beliefs, attitudes, it is through the modeling of behaviors that people learn, (Toutain and Byrne, 2012). The Social Cognitive takes elements of the Behaviorist and Cognitive learning orientations, the modeled behavior is learned and replicated by people, however, Bandura, the most important representant of the Social Cognitive learning orientation considered that human beings were able to analyze the consequences or the impact that behavior has in society, (Nagel and Scholes, 2007). Bandura (1976, pag. 392), cited in Merriam et al. (2007) mentioned that learning can be vicarious: “Virtually all learning phenomena resulting from direct experiences can occur on a vicarious basis through observation of other people’s behavior and its consequences for the observer.” And also, he mentioned that another characteristic of learning is self-regulation: “persons can regulate their own behaviors to some extent by visualizing self-generated consequences.” (Pag. 392). Thus, classmates, teachers, situations at home, and all the environment in which students interact may be appropriate or stressful for the development of learning, on the other hand, teachers are also influenced by these working contexts which can be really stressful, and self-regulation plays a key role in the environment teachers create for the development of the process.

The Constructivist learning orientation states that learning is constructed through the person's experiences throughout lifetime. People create meaning through the inner analysis of the experiences everyone has, and in such way, learning occurs, taking into account previous and current knowledge (Merriam, et al., 2007; Toutain and Byrne, 2012). As a result, learning is not a passive process for the constructivist learning orientation, it is an active process that may also happens outside the classroom as stated by Jerome Bruner, (Snowman, McCown, and Bielher, 2009). All of the structured material designed by teachers to be developed inside the classroom limits learning to a process that depends on others, instead, according to Bruner, students should be confronted to situations or problems in which they are encouraged to figure out how to move forward, (Snowman, et al, 2009). Despite all these assumptions about the Constructivist learning orientation, it has two principal variations that remarkable theorists have worked in order to define the learning process. On one hand, Jean Piaget's Cognitive Constructivism, in which he states that the construction of knowledge occurs when an individual assimilates information effectively into existing schemas and develops new concepts or schemas from this assimilation process which is internal, and this is what Piaget called accommodation (Snowman, et al, 2009). On the other hand, Vygotsky's Social Constructivism, in which learning occurs when people are encouraged to use their cultural tool (language, mathematics, diagrams, or problem solving) in order to solve real-life situations. This way meaning construction is negotiated based in engaging social talks and discussions (Snowman, et al, 2009). According to Nagel and Schols (2007), "For social constructivists, making meaning is a dialogic process and, while a learner's cognitive capacities are important, it is the cultural tools at learners' disposal that shape learning through authentic, real-life activities to create common or shared understanding of some phenomenon"

Consequently, after revising all these theories of learning on which the educational processes have based to produce learning, I consider that the most relevant theory for the development of this research study is the Constructivist learning orientation. Constructivism may be seen as the evolution of the Cognitive learning orientation theory, as stated by Toutain and Byrne (2012), however, it also involves the individual's prior experiences and knowledge for the process of assimilation of new information and takes into consideration the social process of learning which collects real-life situations, engaging and authentic resources, and the social collaboration based on every individual's cultural background. In addition, as mentioned by Bruner, it may be conceived to be a process that is not strictly to occur into the classroom. All of these constructs previously mentioned validate the theoretical support for the use of flipped learning.

In addition to the aforementioned, I carried out a deeper literature review in order to expand the theoretical constructs of the Constructivist learning orientation as the main concepts for flipped learning.

The Constructivist learning orientation is a theory that explains that every person is in charge of creating or constructing their own understanding and knowledge of the world through the experiences the person has, and through the reflection upon those experiences in order to accommodate that new knowledge in combination with pre-existing knowledge, and even to discard that new knowledge just after clear reflection. (Bada, 2015). This idea debates the conception that learners are passive in the process, or that they are "empty vessels that need to be

filled with knowledge” (Bruner, 1996, Pag. 49); on the contrary, learning is acquired or gained from previous experience or knowledge, and this, drives or influences the variation of new constructs in every person. Every person has the possibility to make judgments about new knowledges and experiences in every day’s lives, and these judgements, based on the person’s life experience and culture evoke the creation or construction of new knowledge.

As far as it has been mentioned, knowledge construction seems to be an internal process that occurs in a single person’s mind, however, the construction of learning ends up being a social process when different people have reached multiple conceptions about a particular issue and come to the experience of exchanging that knowledge, debating those ideas in order to come up with a common idea, (Tam, 2000). Thus, learning construction is not a passive isolated process but an active learning process that involves the social construction of knowledge.

Snowman, et al. (2009), have mentioned four ideas that create the frame of the constructivist learning orientation:

- Learning is the active creation of knowledge structures from personal experience. It all starts from the prior knowledge that learners always bring into the classroom.
- Social interaction and the negotiation of understanding with others can help learners construct knowledge. Knowledge belongs just a person taking into account the person’s particularities of age, ethnicity, gender, etc.; thus, to make it a collective construct, it is necessary to interact with others in order to create a resulting idea from that discussion.

- Self-regulation by learners is a key to successful learning. Students need to develop the ability to know what questions to ask, and what position take, in order to increase learning.
- Authentic problems provide realistic contexts that contribute to the construction and transfer of knowledge. Setting real situations have students find real solutions, and this is engaging for students because it gives a sense of being able or being part of the solution.

However, if teachers want all this to happen in the classroom's settings, it is necessary to create the environment and promote the strategies for this to happens. As a response to all above discussed, is that video tutorials are proposed in the current study.

Therefore, the learning environment that teachers are encouraged to create in order to make learning construction happens must provide opportunities for active learning. Thus, Lebow (1993), cited in Tam (2000), has proposed "Five Principles Towards a New Mindset" that may influence the instructional design: (A) Maintain a buffer between the learner and the potentially damaging effects of instructional practices by: (a) Increasing emphasis on the affective domain of learning. (b) Making instruction personally relevant to the learner. (c) Helping learners develop skills, attitudes, and beliefs that support self-regulation of the learning process. (d) Balancing the tendency to control the learning situation with a desire to promote personal autonomy. (B) Provide a context for learning that supports both autonomy and relatedness. (C) Embed the reasons for learning into the learning activity itself. (D) Support self-regulated learning by promoting skills and attitudes that enable the learner to assume increasing

responsibility for the developmental restructuring process. (E) Strengthen the learner's tendency to engage in intentional learning processes, especially by encouraging the strategic exploration of errors.

As evident in these principles for the instructional design, the focus on learning is not only created to tackle knowledge itself, but it is also fostering the person's interests, and beliefs, also seeking the importance to maintain engagement throughout the whole process. That is particularly desirable in this research project.

Now that the concept of learning, and particularly the concept of the Constructivist learning orientation, has been introduced as part of one of the significant constructs for this research project, I am going to introduce the next construct of flipped learning.

Flipped Learning

Teaching and learning are two of the key central concepts associated to education, and bearing this in mind, educators around the world are always seeking for new trends in order to keep one of the principles in teaching and learning alive, they are dynamic and, thus, in constant progress. Responding to this principle, flipped learning emerged as a new trend in the process of learning offering new possibilities to teachers to re-set the learning process as one that merely occurs inside the classroom.

This new learning experience encourages learners to “...*engage in or complete some form of preliminary learning online in preparation for a structurally aligned learning activity on*

campus with their instructors and peers.” (Reidsema, et-al, 2017, p. 6). The rapid changes of the twenty-first century, particularly in terms of technology, has also motivated teachers to find or choose appropriate resources, that in combination with the best approaches, methods and strategies in education, develop learning in an engaging and innovative way; and flipped learning has emerged to respond to the demands of nowadays education. The next lines will develop some important aspects of flipped learning.

Definition of Flipped Learning

Defining flipped learning has been a challenging process due to the different conceptions that have been issued about the new teaching and learning process. Firstly, this new model was discussed under the name of inverted classroom by professor Lage and others at Miami University in 2000 (Yildirim and Kiray, 2016). Nonetheless, two American secondary school teachers, Jon Bergmann, and Aaron Sams, flipped their Chemistry class in 2007, and published their work under the name of “Flip your classroom: Reach every Student in Class Every Day” in 2012, (Mohan, 2018). The concept of flipped classroom emerged as a process in which the classroom was inverted, the content of the topic was moved out of the classroom before it was firstly taught by the teacher, and then the in-class sessions became a place of practice and consolidation of the process. However, at this point of literature, it may be evident that the process has focused on how the classroom is modified to invert the process, but years later researchers started to study the learning process.

In 2014, the Flipped Learning Network, an organization with the mission of providing educators with the knowledge, skills, and resources to implement flipped learning successfully

set the definition of flipped learning as “...*a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter.*” As it is evident, the key issue the network focused was learning, and they consider flipped learning as a “pedagogical approach” due to the fact it fosters a new process for learning. It was traditionally conceived as to happen into the classroom, as a consequence of the teacher’s job, but flipped learning has put that responsibility into the learner’s hands, has enhanced the learner to reflect upon his / her purpose in the educational equation. The content is moved out of the classroom; thus, it places the first responsibility of the learning process in the learner. As a result, the activation of prior knowledge increases higher, and the students feel confident and prepared for the face-to-face sessions.

In consequence, the development of the in-class sessions definitely needs to change. Teachers are encouraged to set a class environment in which students are motivated to share their learnings, discuss about their findings, and construct new knowledge, or consolidate content as a collective decision. Under flipped learning, important aspects related to the process of learning also occur. “Flipped learning provides the opportunity for students to develop other important learning outcomes beyond knowledge acquisition, such as higher-order thinking, communication skills, and metacognitive skills” (Roehling, 2018, p. 3). Outside the flipped classroom, learners need to develop metacognitive skills in order to find the appropriate way that best fits their own learning process, thus, that process encourages the emergence of low order thinking skills. Then, during the face-to-face session, learners need to socialize their findings supporting their ideas

through a communicative process. This way, they learn to take turns at the moment of speaking, become better listeners, and respect others' thoughts. During this interaction, higher-order thinking skills rise to consolidate their constructs by contrasting their ideas with their peers'.

Based on the literature revisited, I consider that flipped learning is an approach that appeared for the development of learning. Flipped learning presents the benefits for learning enhancement in, and out, the classroom setting, however, it also requires being used in combination as an instructional model (Teng, 2018) to promote learning. This means that flipped learning adapts to the delivery of different subjects, such as Science, Technology, Engineering and Math (STEM) classrooms (Reidsema, et-al, 2017), or in combination with problem-based learning, task-based learning, or communicative language teaching (Sakulprasertsri, 2017).

Principles and Characteristics of flipped learning

As previously stated, flipped learning expands the learning development by shifting the traditional classroom setting. The enhancement of the activation of prior knowledge through autonomous learning before and outside the classroom, the involvement of learners with the content, the collaboration inside the face-to-face sessions, and the development of communicative skills are some of the characteristics of flipped learning. In addition, the Flipped Learning Network (2014), stated that “flipping a class can, but does not necessarily, leads to flipped learning.” The organization considers that causing engagement in order to trigger learning depends on four pillars.

A flexible environment is the first pillar introduced. As teachers, we need to physically arrange the classroom, adjust a lesson, organize the interaction patterns, or to determine assessment in order to encourage learning, this way, learners may have the opportunity to choose where and when that process happens, opening possibilities for autonomy in students.

The second pillar introduced by the Network corresponds to the learning culture. As the learning development is shifted to happen in two different contexts, at home and at school, and flipped learning empowers learners in the initial part, leaving the second part of the process to enrich the dynamics in the classroom, learners are “actively involved into learning construction” (Flipped Learning Network, 2014) in a very meaningful way.

The third pillar is intentional content. This is process in change of the teachers. Despite the empowerment learners have in their learning processes, teachers still have the task of selecting the appropriate resources for the development of learning. During the pre-stage formative sessions, which occurs out of the classroom in an individual way, teachers are responsible of the delivering the appropriate videos, infographics, or documents in order to promote learning. Afterwards, during the in-class sessions, the teacher plans the strategies, and the dynamic activities that enhances collaboration, communication and content construction.

The fourth pillar presented by the Network is professional educator. As it was evident in the third pillar that planning is a must, the implementation of the plan in and out of the classroom demands from the teacher to adopt a reflective role throughout the lesson plan implementation, and make decisions about the appropriate moments to intervene to give feedback, assess, guide,

etc. Teachers also need to be open-minded to accept constructive criticisms and understand that chaos may happen during the in-class sessions but needs to be aware to control it the right way.

After having read, analyzed and expressed my understandings of the four pillars, I conclude that they all are involved in this research study. The flexible environment occurs when the content of the lessons was planned to be delivered through the video tutorials shared through the Edpuzzle platform, so students were free to decide where and when to access this content. In addition, students always had the chance to re-watch the video tutorials, even after being in the in-class sessions, in order to complement their learning.

The intention to migrate from a traditional learning culture was always present throughout the implementation of the project, however, it was difficult, and still will be. Empowering students, who have always been exposed to the traditional setting, demands time of exposure to the flipped learning environment, thus, their mindsets accommodate to the new learning culture. Nonetheless, there must always be a first time, and this was their first time for a new learning setting, and the project has opened the way for the coming future.

In relation to the intentional content, I consider it was one of the most relevant aspect in this research study. As this third pillar mentions, I created the video tutorials for the students to access the information at their own pace, but also, it was designed to be interactive by implementing the Edpuzzle platform, tackling the passiveness of students at the pre-stage, out of the classroom setting. Then, in concordance with active learning, during the face-to-face

sessions, the activities planned were dynamic and encouraged them to work collaboratively despite the remote context due to the pandemic.

The last pillar also evidenced in the research study was the professional educator understood as a reflective professional who carefully plans and observes his / her implementation. This research projects demanded a lot of reflection from the planning process. Firstly, the lesson planning was designed to be implemented in the face-to-faces session into the brick-and-mortar classroom, and everything was planned for that context, however, the lockdown began, and it was necessary to adapt the lesson plans for the new remote setting. Afterwards, during the implementation, reflection on how the learners adapted to the process of studying physically isolated but technologically interconnected and supporting them. Then, the adaptation to the video tutorials (self-directed learning) and reflecting on the needs of the students during the implementation of the lesson plans, and the appropriate amendments for the coming lessons. Finally, reflecting on the research project itself was also an additional factor.

In addition to the four pillars, previously mentioned, literature also introduces other characteristics of flipped learning. Phillip Kerr (2020) mentioned three potential advantages of flipped learning: personalization, active learning, and engagement and attitudes. In terms of personalization, Professor Kerr states that flipped learning helps students with learning difficulties by offering explicit and direct explanations through the use of different technological resources. In addition, learners may make decisions about the time, place, include other types of resources different from the ones shared by the teacher due to the differences in ability, aptitudes, interests and motivation that are found in any group of students; they may even feel

empowered and help others during the face-to-face sessions and this gives time to the teacher to evidence learners who struggle with the topic and address the appropriate teaching process.

In relation to active learning, flipped learning promotes the development of high order skills into the in-class sessions. The low order thinking skills are developed before, and outside the classroom, thus, this characteristic enhances the interaction in the classroom between students, and maximizes the exposure to the target topic, or in this case to the target language; and as the language is more frequently used there are more opportunities for feedback both from teachers and students as well. This frames the active learning.

In terms of engagement and attitudes, classroom management is one of the key issues for every teacher. Now that the explanation, or lecture, is moved out of the classroom, learners need no expose to probably long and bored teacher talking, and then be more engaged into dynamic hands-on activities in which they use what they have learned outside the classroom. Learners have already studied the topic before coming to the in-class session, then, they have some type of ownership of what they have learned, in consequence, interaction increases due to a cognitive-challenge atmosphere which promotes enjoyment in learners. In conclusion, to gain engagement, learners need to have positive attitudes towards their learning process, and in underage learners this requires parents' involvement which has been another aspect professor Kerr states. Outside and before the classroom, parents also have the possibility to address the study resources and get involved into the process of learning, and this an outstanding characteristic of flipped learning.

As flipped learning starts outside the classroom with the resources the teacher mediates, or creates, the video tutorials and other resources used during the implementation of this research study enhanced curiosity in learners and in some parents. Despite the little time of the implementation of the project, some learners evidenced interest in the process proposed through the resources, and engaged with ownership in the activities proposed, participating actively during the in-class sessions. Nonetheless, it was a short time to get learners to change their mindset towards the new proposal, but it was a great beginning.

Constructivism and Flipped Learning

As it was above mentioned, flipped learning is supported under the theory of constructivism in regard to the involvement to the learner's prior experiences and knowledge for the purpose of assimilation of new information, taking into account real-life situations, engaging and authentic resources, and the social collaboration based on every individual's cultural background. Besides, it is important to recall that this process does not strictly occur into the classroom. Different methods take these principles of the theory of constructivism, for example project-based learning, (Jumaat, et al, 2017) and inquiry-based learning, (Serafin, et al, 2015).

For instance, project-based learning remarks the authenticity of learning due to the fact that learners embark into the solution of real-life tasks that tend to give solutions to real problems or situations through hands-on activities. In addition, learners' activation of prior knowledge is a central factor because along the development of the new project, students are involving what they have already learned into the solution of the problem, and through experimenting and interaction with their peers, they construct meaning (Jumaat, et al, 2017).

In concordance, in inquiry-based learning, knowledge is created through the combination of problem solving and the system of the asked questions (Serafin, et al, 2015). According to Zalloum (2018), *“Inquiry process is usually driven by a question that enhances a learner’s curiosity to realize a fact, an observation or an actual fact. The process starts by noticing a phenomenon, questioning, making predications, searching, testing a hypothesis, discussing, and constructing knowledge.”* Thus, the teacher plays the role of a facilitator who creates the appropriate atmosphere for the questions to be formulated by students in order to highlight the concepts of the content material, therefore, knowledge is learned by students in a deductively way.

As it is evident, the aforementioned methods focus on enhancing learning on student-centered constructivism theories, in the social construction of knowledge but the decision of flipped learning for this research project is supported on the pandemic issue which enhanced an emergency remote teaching and learning (Hodges, et al, 2020), and confronted both teachers and learners with the constant interaction through technological applications and devices, and into a new way to construct knowledge and develop learning. Thus, based on all of these elements that reconcile flipped learning with the theory of constructivism; the pedagogical design of the research project evidences the implementation of the theories. However, it is relevant to deepen on literature that strengthens the concept of the flipped learning as a method supported on the theory of constructivism.

Mehring, in Mehring and Leis (2018), stated that the *“flipped classroom means personalized, intercommunication among the members of the learning environment; higher levels of personal responsibility on the students’ part; a combination of instruction from the teacher and constructivist learning; and students actively engaged in the learning outcomes.”*

Personalized, intercommunication, responsibility, active engagement are terms related to obtain the learning outcomes. Learning is the result of a collective construction of knowledge; thus, interactivity is central in order to reach knowledge empowerment. Learners are eager to start learning in an individual way out of the classroom, and before the class, this knowledge is brought into the classroom, and is discussed with their peers; this way, learning occurs from the conclusions of these constructive dialogues.

Pardo and Mirriahi (2017), cited in Reidsema et al, suggest that a successful constructivist learning in flipped classroom requires a Learning Partnership between students and the teacher, in which the students take ownership of their learning. The teacher takes the role of a facilitator of resources, facilitator of the learning process design, facilitator of content, and context for the development of learning, but the ownership mentioned by the authors demands responsibility, previously mentioned, in which they need to assume that learning does not occur just because of the teacher’s lecture but by their active disposition to learn.

Xu and Shi (2018), conclude that there are two key aspects that flipped classroom highlights from the constructivist learning theory: student-centered learning and self-directed learning. Based on the constructivist learning theory, teachers assist students through learning activities throughout the process, and thus, students are active constructors of meaning that starts

before class when students “preheat” knowledge through some media and develop autonomous meaning construction. As a consequence, students cultivate their learning independence. As teachers facilitate the learning process, students participate in collaborative information integration activities, constructing self-meaning, and becoming controllers and managers of their own learning processes. The authors’ conclusions are fundamental for this research project’s development as important aspects that were taken into account; however, time is a relevant characteristic to make these aspects evident.

In conclusion, the above-mentioned flipped learning’s characteristics and pillars draw its guidelines on the constructivist learning theories of active learning, personalization, engagement, content development, flexibility, self-directed learning. Flipped learning has to do with the individual learning environment before, and out of class, setting, where knowledge and skills construction begins, and with the collaborative, social learning during the in-class sessions. Bearing this connection in mind expands the opportunities for flipped learning to happen in diverse contexts of learning and with different methods in order to enhance learning.

In regards with this research project, constructivism, particularly, the principle of prior knowledge activation is considered for the design of the lesson planning and video tutorials. First of all, video tutorials resources proposed for the students during the pre-class activities are aimed to trigger learners’ prior knowledge and experiences; both the ones learners already possess, and the ones they need to build up for further stages of the learning process.

Roles of Participants in Flipped Learning

In the light of constructivism, which is a student-centered approach, the roles of the teachers are focused on promoting learners' knowledge and skills construction. As Applebee (1993), cited on Mehring and Leis (2018), states that "rather than treating the subject of English as a subject matter to be memorized, a constructivist approach treats it as a body of knowledge, skills, and strategies that must be constructed by the learner out of experiences and interactions within the social context of the classroom" (p.124). As it is possible to infer, the role of the English language teacher is of a facilitator of content through which the learner needs to assume the role of controller and responsible of his / her language development. However, flipped learning increases those roles.

The role of the teacher should make emphasis on offering enough guidance though the resources, explanations, and feedback, creating a learning environment in which the external control is gradually reduced and transformed into an internal self-controlled environment. This is reached through the stimulation of intrinsic motivation; thus, participation, collaboration, discussion and communication in class benefit the construction of knowledge, (Xu and Shi, 2018). Due to the fact that in flipped learning the process starts before and out of the class, the teacher needs to choose the appropriate resources and instruments to be used by learners to introduce the content particularly when he / she is not physically present, according to the third pillar of flipped learning (Roehling, 2018). During the face-to-face sessions, teachers need to select their best of their repertoire in order to connect the pre-stage content learning, through interactive communicative strategies, and develop high order thinking skills, bearing in mind permanent learners' motivation. This way, teachers need to design careful activities that promote social construction, constantly monitor the in-class groups, and offering appropriate feedback.

Kerr (2020) mentions the reconceptualization of the teacher's role based on Professor Ur's list of teacher's roles (2012). (a) Activator: both at the pre-stage individual context, introducing content, and in-class sessions designing the appropriate communicative tasks. (b) Provider of Feedback: As there is more interaction during the in-class session, there is more need to monitor learner's output and offer feedback. (c) Supporter: In terms of preventing lack of motivation during the in-class sessions and providing guidance with learning strategies and materials during the individual work. (d) Manager: The teacher provides clear instructions, selects the appropriate technology for pre and during stages, and organizes the learner groupings. (e) Motivator: It poses more attention during the individual pre-stage when students work on their own. (f) Assessor: In a learner-centered environment, formative assessment plays a big role, and teachers need to approach learners both individually and collectively. (g) Instructor: As content presentation is taken out of class, this role may be reduced, however, the teacher needs to be ready to respond to students' misconceptions. (h) Model: Multimodality needs to be present particularly during the learners' self-study.

The learner as a controller of their own process are now active participants and constructors of their knowledge. During the pre-stage, they are encouraged to adopt a self-directed learning in which they are responsible of access content shared by the teacher, implement different learning strategies, and contrast the teacher's and others' resources in order to make learning happen. Learners are encouraged to manage their own learning independently. At the in-class session, learners need to actively participate in dynamic activities, and recognize they are responsible of their learning process.

In relation to the current research project, in the role of teacher- researcher, I was in charge of the design of the lesson plans, the design of the research project, the design of the resources for the research implementation, including the infographics and the video tutorials. In addition, I was in charge of the delivery of the lesson plans designed for the emergency remote teaching context. The learners at Liceo Superior Rafael Pombo assumed the responsibility of this new pedagogical approach, by interacting in an individual way with their video tutorial through the Edpuzzle platform, complement the information, ask for clarification during the face-to-face sessions, participate in collaborative activities through technological tools that allowed interactivity from their homes in times of the pandemic.

Resources and Materials for Flipped Learning

The resources and materials have always played a key role in the process of education, still, the rapid advance of technology in recent years has opened a wide range of opportunities whether to select, curate, or to create resources for the suitable delivery of the lesson plans. Traditionally, these resources have been brought into the classroom to support the process of teaching and learning, for example, reading activities in sheets of paper, listening activities, then, it is obviously necessary a player and some speakers for the audios; video beams and computers for slide presentations, or videos; posters, and some other materials that perfectly fit for the process. Even so, flipped learning created a new scenario due to the fact that instruction is moved out of the classroom setting before the in-class sessions. In consequence, the teacher needs to carefully plan the content presentation in order to meet the learning goals at this stage in regards with the intentional-content pillar.

Bergmann and Sams (2012), who are considered the pioneers of flipped classroom, started flipping their classrooms by recording power point presentations and sharing those videos with the learners who had difficulties to attend to class. Even though videos seem to be the most appealing resource for flipped learning, it is necessary to determine whether the implementation of technology is feasible or not for every context. Marriott and Sanchez (2017) stated that there are two main issues for the implementation of technology: one has to do with the possibility of students' access to internet at home, which would prevent them from achieving certain tasks assigned by the teachers. The second issue corresponds to the lack of knowledge teachers have about technology, and this results in limitations in the creation, and dissemination of resources for the process. Even so, videos are not the only resource to make presentations for the pre-stage.

Schmidt and Ralph (2016) affirm that teachers are very creative with flipped classroom. The pre-stage may also imply reading a text and answer some questions, or even writing questions about the text to be clarified during the in-class session, having students identify or define vocabulary. Another resource recently used in education, including in flipped learning contexts, is the infographic. Professor Smiciklas (2012) defined an infographic as “a visualization of data or ideas that tries to convey complex information to an audience in a manner that can be quickly consumed and easily understood.” Infographics are visual aids that help recipients comprehend information in a synthesized and appealing way. They have been recently used to support teaching and learning processes. In flipped learning, they have had a relevant impact on students' learning triggering engagement and making instruction more

comprehensible, allowing “absorb concepts easier, memorize the information faster, and becoming more confident in the education process.” (Bicen and Beheshti, 2019).

In the research project, technology played a fundamental role before and during the implementation stages. Because of the pandemic, both pre-class and in-class settings were developed at home, but pre-class was asynchronous, and in-class was synchronous work. For the pre-class setting, I implemented interactive video tutorials through the Edpuzzle platform; hence, learners were not passive recipients but active students even at the individual, at home stage. For the in-class setting, I implemented technological tools that allowed collaboration despite the limitations of the pandemic. Learners used Google Classroom LMS as part of the school setting, they also used Google Docs which allowed them work synchronously in collaboration with their partners, they also played Jeopardy online games, and participated in listening and reading activities, among others.

Prior Research on Flipped Learning:

Research on flipped learning and flipped classroom has been increasing. Teachers and investigators have been implementing the new approach in order to validate the positive results in flipping learning.

Professors Zainuddin and Halili (2016) issued a paper in which they carried out a content analysis by revising 20 articles on flipped classroom from 2013 to 2015. Their findings determined that researchers employed different methodologies, areas of study, technology tools, online platforms to carry out their research projects. They also noticed that the benefits of flipped

classroom in students' academic improvement, motivation, confidence, interactive communication during the in-class sessions, studying at their own pace. Likewise, the researchers found out limitation in the implementation, for example, poor quality videos and video design, untrained teachers implementing the flipping which open opportunities for improvement and for new research projects.

Similarly, Van Alten et al (2019), carried out a meta-analysis that included 114 studies on flipped classroom. The researcher found out positive results on learning outcomes, however, they found out limitations in students' satisfaction and a considerable heterogeneity between studies. Despite all this, the researchers determine that flipped classroom is a promising pedagogical approach when it is appropriately designed.

For the purpose of this research project, three studies have been taken into account as previous research projects to revisit due to the opportunities they offered in terms of similarities in context, or decisions made by the researchers in terms of pedagogical implementations that may complement this study. A brief analysis I carried out in the revision of these studies will be presented in the following lines.

The three studies are named: (1) Integrated Language Skills through Theme-Based Learning and The Mediation of Flipped Classroom in Fourth Grade Students at La Colina School (2016), (2) Flipping EFL Classroom and Integrating Metacognitive Strategies to Foster Listening Comprehension in Ninth Grade Students (2016), (3) Exploring the Influence of Flipped Learning Strategy on Tenth Graders Writing Process at Two Public Schools in Bogota: A Route Towards

Differentiation (2017). The most relevant aspects I took into consideration in order to select these research studies correspond, first able, to the context in which the studies took place. During the literature review, it was evident that most of research carried out in flipped learning is at higher education level, at an international and national level. Research in flipped learning in Colombia has been increasing, nonetheless, it is still limited, and it is primarily focused on university level. These three studies have been carried out in Colombia, and at school level which resembles communality to my research project.

As flipped learning is considered an approach implemented to enhance learning in and out of class and adapts in an appropriate way with every academic field, research applying English language teaching and learning is limited as well, in addition to the previous aspect mentioned. The third aspect corresponds to pedagogical and research decisions the researchers made in terms of pedagogical implementation, data collection instruments, and type of research.

In Botero's study (2016) developed at La Colina school in Bogotá and responding to the requirement to obtain the Bachelor in English as a Foreign Language at Universidad Santo Tomás, she implemented Theme-Based Instruction in a merge with flipped classroom in order to encourage the integration of language skills with technology. Thus, the researcher's intention is to redesign the English language instruction in order to make it more appealing but responding to the academic needs of her context, and her students' needs which are similar to my research context: limited use of technology and limited development of language skills. The type of research Botero implemented was action research, developed a thematic analysis for her data analysis taking into account the six steps stated by Braun and Clark (2006), and used

questionnaires, the students' artifacts, and an interview about the physical and virtual classrooms in order to determine the students' experience. In her results, the author evidenced that impact was positive, and she had the opportunity to maximize time during the in-class sessions to foster the integrated communicative skills. This study was very helpful for the data analysis I carried out in my own investigation.

In Gonzalez Corso's study (2016), developed in order to reach the master's in education with emphasis on science and technology at Universidad Distrital Francisco José de Caldas, the author focused on understanding the influence of combining flipped classroom and metacognitive strategies to influence listening skills in ninth graders at a public school in Bogotá. In her analysis of her context, she determined that her students had a low level of English language, particularly on listening. In her theoretical constructs she states that technology is used in foreign language classrooms for the teachers to "record grammar lessons and conversations starters to create time in class to use language more practically". Despite the author implemented a mixed method research, she used her teacher's field notes, the students' artifacts and questionnaires in order to collect data and triangulate information gathered. In the author's results she states that despite her students' listening skills were not positive, the students considered the videos as a very useful tool.

In Torres Velandia and Hernández Herrera study (2017), intended to obtain the degree in master in English language teaching for self-directed learning at Universidad de la Sabana, she proposed as a research question how differentiated instruction can impact English process writing of A1 tenth graders at two public schools in Bogotá. The students who participated in the

research had limited English language skills, A1 according to the CEFR, however, they are respectful with the teachers and well-disposed towards working in class but with limitations to work independently. In their theoretical constructs, the author mentioned the term flipperatiated instruction in order to determine the merge between flipped learning and differentiated instruction. The type of research the author selected was action research, the data collection instruments corresponded to students' artifacts, surveys, entry and exit tests, and teacher's journals. For the analysis of the qualitative data, the authors implemented grounded theory methodology which allows a systematic analysis and interpretation of data of the codes found. The results evidenced that students identified that teachers are not the only source of information resulting in a tendency in autonomy, however, the researcher also identified that students invested most of their times surfing the web in entertaining videos instead of watching the academic videos suggested.

After revisiting these three studies I can conclude that the implementation of flipped learning with other approaches or methods result in positive impact to the learning process, flipped learning is the support for instructional methodologies in order to improve learning, and the importance of developing student's autonomy in and out the classroom as a result of the flipping the classroom process. Some aspects the studies do not mention correspond to the type of video tutorials, if they were created by the researchers or video curated and the possibility for the students to interact with these videos. Additional information about these studies can be found in the APPENDIX B of this document.

Video Tutorials:

A video tutorial is a resource that is gaining a lot of popularity in education due to the impact they have had on the learners' learning processes. Communicating ideas or sharing content with other people has always been an important aspect for humans, and the rapid evolution of technology has opened new paths to reach this goal. Radio and television were some of the first technological mediums of sharing content massively, and very few people had access to that type of technology. However, with the appearance of internet, communication dramatically changed.

YouTube, the most outstanding web-based video sharing tool hosted its first video in April 2005 (Asmelash, 2020), since that moment, and with the help of mobile devices, videos can be recorded anywhere, at any time, and be easily shared online through different web-based tools. Likewise, education evidenced that this was an important opportunity to approach learners through a combination of audio and visual aids.

Video tutorials is one of the most relevant tools implemented in the design of flipped learning scenarios. Research about flipped learning has also focused on the impact of video tutorials in the process of flipped learning and has also shared insights about the design of the videos in order to enhance learning as well, (Sangermán, et al, 2021; Annan, et al, 2019, Nielsen, 2020; Tse, et al, 2017; Slemmons, et al, 2018; Yu and Gao, 2022). In the following lines we will study some insights about video tutorials, their importance for education, and how they are implemented in this research study.

Definition of Video Tutorial

In the context of flipped learning and flipped classroom, there is different terminology employed in research to refer to the use of videos as a tool to enhance learning through this method. Some researchers have used the term “Video Lectures / Lecture Videos” (Bui and Bui, 2021; Tuna, et al, 2018; Snowden, 2012; Bergmann and Sams, 2012); some other researchers use the term “Instructional Videos” (Barnes, 2021, Arnold-Garza, 2014, Walsh, et al, 2021, Guy and Marquis, 2016, Kerr, 2020). For the purpose of this research study, I decided to use the expression “Video Tutorials” because it is an expression that is more commonly used in Spanish Language contexts, thus, it is simpler to guide to learners in these type of contexts. In addition, the definition of video tutorials by Professor Rodenas (2012) represents the idea of the video tutorial for this research project: “Un vídeo tutorial es una herramienta que muestra paso a paso los procedimientos a seguir para elaborar una actividad, facilita la comprensión de los contenidos más difíciles para los estudiantes y, al estar disponible en cualquier momento, permite al estudiante recurrir a él cuando desee y tantas veces como sea necesario.”

The expression “video tutorial” is principally used in Spanish language by teachers and professors who are implementing and studying this tool as a medium to share educational content (Massut and Rosich, 2018; Lapeña and Mayor, 2019; Cárdenas, et al, 2018; Arboleda, 2017, Barico, 2019). In English language the term is not widely implemented in research, but it is particularly used by researchers who are working with computing science with educational intentions as well (Worlitz et al, 2016, Vobornik, 2016). Hence, the expression “video tutorial” is not widely recognized in English language to refer to videos created for educational purposes, nonetheless, the term is widely used in Spanish language for this particular purpose, and this is the context in which this study takes place.

Similarly, in English language the term video is more common for research, and more recently, the term Vodcast for Education is gaining a wide recognition in educational research. Vodcast is an acronym of VOD (Video on Demand) in combination with broadcasting (Rae and McCarthy, 2017), and due to the technology used, this type of videos can be downloaded in mobile devices. Thus, they are considered to have a better connection with the students and, the interaction between learners and content also increases (Nwachokor, et al, 2019).

Despite the little differences in terminology, it may be possible to use the term “Video Tutorials” and “Vodcast for Education” in an interchangeably way when they are implemented for educational purposes.

Characteristics and Benefits of Video Tutorials

Video tutorials are really effective tools for education because they maximize the learners’ experience in relation to exposure to the target content. One of the theories that support the use of video tutorials in education refer to the Cognitive Theory of Multimedia Learning. Kanellopoulou, et al (2019), state that “the theory supports the idea that learners build meaningful connections between word and pictures and process them actively in long-term memory.” Thus, the learner has a role of active constructor of knowledge based on the multimedia resources designed for that purpose.

In terms of learning, the Cognitive Theory of Multimedia Learning bases the process of learning in the idea that information is accessed through two separate channels: auditory and

visual. In regard to the auditory channel, the verbal components such as text, spoken words/sounds, and narrations may be used, and in relation to visual channel, the visual components may include illustrations, pictures, graphs, photographs, videos and animations. As evident, it seems to be a lot of information for the learners' process of learning. Every learner has a limited capacity to process information, if "the learning activities demand more cognitive processing than the capacity of the learner's processing system, then, cognitive overload occurs", (Kanellopoulou, 2019). Therefore, learners are called to select and organize both visual and auditory components and integrate all new information with their prior knowledge in order to facilitate the processing.

In addition to the before mentioned, and in order to cause a deeper learning, the temporal contiguity principle of the Cognitive Theory of Multimedia Learning explains that when text, audio and video or animations are presented simultaneously, rather than sequentially or successively the long-term learning process is activated (Mayer, 2014). In conclusion, learners need to adopt an active role in use of multimedia component in order to make learning happens, but also there is a great importance in the teacher selection or designing of this type of resources.

The process of selecting the appropriate videos or multimedia resources is highly demanding due to the fact that there are different sources, for example, YouTube (Sangermán, et al, 2021) but very few of them correspond the learning outcomes or use a language that is not appropriate for the learners, or the videos are too long and may become boring. This is the reason why teachers need to make the decision of curating or creating video tutorials (Camiling, 2017, Hamdan and McKnight, 2013, Walsh, et al, 2021). Curating videos implies surfing the web in a

quest for the video that best fits my teaching context (place, learners, level of English), then, deciding the extension of the video or carefully planning which segments of the videos are going to be presented to the learners. On the other hand, creating a video is another different process.

Creating a video offers different benefits in terms that their contents are exactly correlated to the process of teaching and learning developed by the teacher, they facilitate the activation of prior knowledge, and long-term retention aforementioned, (Hamdan, et al, 2013) However, it is a great challenge because it demands the appropriacy of technological skills and creativity in order to make these videos appealing (Shnai, 2017). There are different types of teacher-made videos: lecture videos, in which the teacher records himself / herself introducing a topic in front of the classroom; presentation videos, in which the teacher creates his / her video by using presentation tools, such as power point, or prezi, include some pictures, text and animations and use any screen recording tool, for example, screencast-o-matic, screencastify, or Camtasia, and he / she explains with his / her voice the content. Another type of video is an animation video, in which the teacher uses animated characters and creates a story or introduces sample conversations. (Tuna, et al, 2020.) In the following paragraph, I will share some of the steps necessary to create a video tutorial.

The first step on creating video is planning the video according to the learning outcomes of the lesson. They are the base for the connection with prior knowledge. Then, there is the organization of the presentation, it refers to the sequence of the presentation in order to give it a beginning and end. Then, the selection of texts and pictures that will accompany the presentation including the animations the tools offer. After the slides are ready, it is advisable to practice the

recording with the purpose of measuring times, a video tutorial needs to have an extension from 5 to 15 minutes approximately (Slemmons, et al, 2018; Yun and Gao, 2022). Then, the recording process starts. For this process, it is necessary pre-view the slides in order to carefully think about the speech the teacher is going to give. In case of making mistakes, it is necessary to make a short pause, and then, retake the idea and continue recording. Finally, the editing process begins, in this process the teacher eliminates the unnecessary segments, the mistakes, and determines the appropriate connections for the video. (Neaupane, 2017, Buchner, 2018).

One last think to bear in mind is the interactivity with the video tutorial. In literature revisited that implemented video tutorials, students were passive receivers of the videos outside and before the class, as consequence, some learners explained that they suggested the videos were interactive in order to encourage participation from the very beginning. (Papadopoulou, 2016).

For the development of this research project, I decided to implement the power point presentation videos. I felt comfortable with this tool because I have had experience in using it. Then, I followed the steps previously mentioned, I made the recording by using Screencastify tool, and posted the video tutorial on the Edpuzzle platform in order to promote learners' interactivity with the video. This decision enhanced learners' active participation at the pre-stage which can be evident at the Edpuzzle analytics of the video tutorials posted on this platform.

Pandemic Covid-19

Difficulties in the learning and teaching processes have always been there, and they maximized in 2020 because of the global health issue “Covid-19” which forced school leaders, and teachers to implement a type of education which people have not been ready yet. Teachers and education stakeholders around the world made pedagogical decisions with the purpose to keep the educational process moving but preventing learners from getting contagious with the virus. Despite different academic authorities discussed about the implementation of online learning, experts on this area called on a wider dialogue due to the fact that the online learning setting demands particular principles and characteristics. The true fact was that both teachers and learners needed to interact remotely through the implementation of technological and physical tools and strategies. As a result, Professor Hodges and others (2020), proposed a “term for the type of instruction being delivered in these pressing circumstances: emergency remote teaching”

“...emergency remote teaching (ERT) is a temporary shift of instructional delivery to an alternate delivery mode due to crisis circumstances. It involves the use of fully remote teaching solutions for instruction or education that would otherwise be delivered face-to-face or as blended or hybrid courses and that will return to that format once the crisis or emergency has abated. The primary objective in these circumstances is not to re-create a robust educational ecosystem but rather to provide temporary access to instruction and instructional supports in a manner that is quick to set up and is reliably available during an emergency or crisis.”

Notwithstanding, the emergency also affected learners. Teachers were required to modify their teaching, but learners were also demanded to modify their learning process, they needed to

be confined at home interacting remotely with their partners without that physical contact among them that characterizes their relationships. Learners started to implement self-learning but without any guidance. For these reasons, I consider the term should be “emergency remote teaching and learning”

Similarly, at the beginning of 2020, the health crisis because of COVID-19 was considered an epidemic but as time passed by, and cases expanded throughout the world, the general director of the World Health Organization (WHO) declared the pandemic on March 11th, 2020, at a media briefing on Covid-19. As a consequence, the Colombian government proceeded to issue policies related to prevent the virus spreading at a national level. The resolution 385 from March 12th, 2020, from the Health Ministry, declared the Health Emergency state in Colombia, and emitted policies to prevent people from leaving their houses, and encouraged companies to use technology in order to promote working from people’s homes.

Thus, when the pandemic was declared in Colombia, the leaders of the ministry of education were concerned about the inability of school communities to attend regular face-to-face modality. Then, it was notified through television that teachers and students had to continue their academic processes from their own homes. There were no academic plans, strategies, there were no resources previously prepared. As a result of this situation, the Ministry of Education issued the “Circular 20” from March 16th, 2020. This “Circular” stated some guidelines in regard to the necessary amendments to the current year academic calendar with the purpose of making it flexible for students and teachers, as well; in addition, private institutions were encouraged to use ICTs, guides and any other method in order to keep education delivery going under the Health

Emergency state in Colombia. Afterwards, the MEN issued the “Directiva 05” on March the 25th 2020, which contained the guidelines under which education had to be delivered during the pandemic.

The aforementioned the document “Directiva 05” from March 25th, 2020, offered some guidelines for the schools and teachers to accomplish in order to keep the education process going. The Ministry of Education established the priority of implementing habits and routines appropriate to guarantee life and wellbeing of family members, thus, the importance in terms of education was on areas such as science, social studies, humanities, Math and arts. The Ministry also promoted the strategy called “Aprender Digital: Contenidos para Todos” in which teachers, students and parents were able to access around 80.000 resources to enrich the pedagogical mediation. Under the alliance with the Ministry of ICTs, the Ministry of Education fostered the use of “Sistemas de Medios Públicos” in order to set TV and Radio programs throughout the day in order to reach those students who were located in distant areas. This document also mentioned the importance that every institution needed to establish the process of designing and sending material to their students with the purpose to keep the process going. The Ministry of Education, supported on every institution’s autonomy, declared that the pedagogical methods for the delivery of education were in charge of every institution.

At Liceo Superior Rafael Pombo, the principal of the school followed the orientations of the Ministry of Education, she sent both teachers and students home on March 15th, 2020. The school took a couple of days to organize the educational delivery process to conclude the month of March. Thus, classes were organized one a day, one subject a day for the whole school.

Students received a PDF document through the WhatsApp groups created for every group, students needed to complete the activity, and send it back to the teachers. English class had 2 sessions from March 17th to March 27th. In the second session, I used videos in order to share not only a workshop but also an explanation of the topic and the activities to develop. Then, synchronous meetings were carried out in order to offer support to the students. Afterwards, from April 1st to April 30th the students were on vacation, but the teachers and the school were participating in technological training with the purpose to implement the GSuite from Google as the interaction tool for the educational delivery process. On May 4th synchronous classes started until the end of the year, implementing a new academic calendar for the institution. However, as soon as synchronous classes began, it was evident that students were related to technology at a social level but not at an academic level. Some students were recognizing tools that had been there before but both students and teachers were using for the very first time.

As it has been evident, the health crisis around the world due to the coronavirus has abruptly impacted education. On one side, teachers had to change their physical environments for the technological setting, and most of them, were not prepared to develop their pedagogical practices through technology, and this affected the quality of their teaching. On the other side, learners were sent back home, in a lockdown, that kept them apart from their friends, from the regular physical exercise, and immerse into a new process of learning they were not ready to take. The pandemic has left a big gap in education around the world, and the consequences will be evident in a very short term.

Instructional Design

Implementation of Flipped Learning

Theoretical Principles

For the process of planning and designing the implementation of the lessons with the participants of the project, there were three particular pedagogical constructs which provided the principles to shape EFL lessons within flipped learning. Those constructs were communicative language teaching, task-based language learning and flipped learning.

Communicative Language Teaching:

The study is carried out in the context of an English language course for ninth grade students which conceives the necessity of developing English language skills. However, and as it was previously mentioned in the statement of the problem, the current English guidelines of the school are focused on the development of grammar and vocabulary skills, as shown in APPENDIX A. Thus, it was necessary to plan and design a set of lessons with a more communicative purpose, so that students could see the use of the language in real-life contexts.

Taking into consideration this context, the guidelines the communicative language teaching approach were taken into account for the endeavor of the research project. This approach highlights the goal of teaching the communicative competence (Richards, 2006). According to this author, the development of the communicative competence implies “knowing how to use the language for a range of different purposes or functions, knowing how to use the language according to the setting and the participants, knowing how to produce and understand

different types of texts, and knowing how to maintain communication despite the having limitations in one's language knowledge", (P.3) All of these aspects were taken into account at the moment of planning and designing the lessons for the implementation of the research project. For instance, as the central topic of the thematic unit was traveling, the communicative functions intended to foster were describing places, comparing travel destinations, making decisions about items to take to the trips.

Task-Based Language Learning

In order to support the implementation of the communicative language teaching approach, and to make language learning meaningful for the participants of the study, I determined the implementation of the task-based language learning which completely integrates with flipped learning. Both task-based and flipped learning look for the student's deep involvement in the learning process. Similarly, both of them establish quite similar phases in the learning process (pre / while / post) stages, in addition, both of them look for students to achieve specific outcomes.

According to Ellis (2003), "tasks are activities that call for primarily meaning-focused language use". The premise establishes how pertinent it is to create an environment in which the students are enhanced to use the target language for real purposes of communication, so that the learning of the language becomes an incidental process rather than intentional one. Thus, "a task requires the participants to function primarily as 'language users' in the sense that they must employ the same kinds of communicative processes involved in real world activities", (Ellis, 2003, P. 3). All said about tasks, result in a purposeful-oriented environment designed by the

teacher in order to give the participants of the study a real-life goal to reach during the implementation in regards traveling.

Flipped Learning

As mentioned in the theoretical framework, flipped learning (FL) has to do with students' real engagement in learning by means of creating opportunities for self-study, self-regulation at a pre-stage phase, and collaborative consolidation of learning during the in-class sessions.

The implementation of technology in different educational processes has been gaining a significant role with the purpose of motivate learner's participation in order to create environments more appealing for them, and to offer leaders and teachers the opportunity to collect more information about their language learning process. However, the pandemic impacted the demand of the use of technology as almost the only way to keep the education process working.

Taking all these aspects in consideration, and the personal desire of implementing task-based language learning in order to foster communicative language skills in the participants of the study, and after revisiting literature about positive impact in the implementation of technology in education, I determined the implementation of this third approach: flipped learning.

Thus, flipped learning is an approach that encourages participants to interact with the content of a subject for the very first time before and outside the face-to-face sessions through

the use of technological resources, and opens opportunities for the students to deepen, extend and apply their understanding through active learning strategies during the in-class sessions.

(Reidsema, and others, 2017, Mehring & Leis, 2018, Voss & Kosta, 2019.) However, the pandemic forced students and institutions to move to a distance education environment without any kind of previous preparation. Even so, literature showed that it was possible to implement the project during the lockdown. As Marshall and Rodriguez Buitrago (2017) state, the synchronous online flipped learning approach in which online synchronous instruction combines with the flipped learning approach and allow both teachers and learners interact in synchronous in-class sessions in a remote way using technology in order to consolidate the content that was previously shared by the teacher before and out the synchronous session.

Organizing the Pedagogical Proposal

To start shaping the pedagogical proposal, it was necessary to incorporate some changes to the existing planning provided by “plan de área” (APPENDIX A) at the school. It is necessary to remark that this planning was completely focused on language and vocabulary items to be taught per course, and per terms. So, for ninth grade, the core grammar topics for the second term were “comparatives and superlatives”. Nonetheless, some other issues were necessary to consider at the moment of planning the Didactic Unit and the lesson Plans for the pedagogical proposal.

The implementation was intended to be carried out for about two months in which both teacher and learners needed to interact in synchronous sessions 4 hours a week. Taking into consideration the amount of time allocated for the delivery of the lessons, it was necessary to

design a Didactic Unit which responds to the school's linguistic needs and to the constructs developed at the theoretical framework. That is how the name for the didactic unit emerged: looking for the best tourist place, considering that learners have the task of choosing a travel destination based on facts such as distance, economy, some others which have them compare in order to make decisions.

After having read, analyzed and reflected on how to make communicative tasks based on flipped learning (FL), the preparation of a didactic unit for the implementation came. To design this unit, it was taken into consideration the elements which made part of communicative tasks and flipped learning namely. (1) Communicative and linguistic goals, (2) Name of the tasks, (3) Objectives of each task, (4) Stages of the tasks, (5) Materials and resources. There is a complete account on the didactic unit design which comes below.

Table 1

Didactic Unit Design for the Implementation Stage.

DIDACTIC UNIT: "LOOKING FOR THE BEST TOURIST PLACE" DESIGN FOR THE IMPLEMENTATION STAGE			
Communicative Goal: Students are expected to express information about their best touristic place to visit on vacation.			
Linguistic Objective: Students must use language items in regards comparatives and superlatives and use them when comparing touristic places.			
TASKS	OBJECTIVE OF THE TASKS	STAGES OF THE TASKS	MATERIALS AND RESOURCES
TASK 1 DESCRIBING FLIPPED LEARNING ESSENTIALS AND ITS RELATION TO OUR ENGLISH LESSONS.	Students will identify what Flipped learning is, and how it is adapted into our English lessons. Students will associate the main	PRE-TASK 1. Interactive video tutorial about Flipped Learning including the communicative objective of the project. https://edpuzzle.com/media/5edb97722bcb003f40b1d50c	Interactive video tutorial through Edpuzzle.
		WHILE-TASK - Consolidating the definition and process of Flipped Learning - Contrasting Traditional and Flipped learning.	- Group work. - Google-Docs sheets. - Hieroglyphics. - Google Meet – Video call. - Jigsaw Puzzles. - Jeopardy Game.

	communicative objective of the project to the Flipped learning process.		- Power-Point template for the game. - Audio clues.
		POST-TASK Consolidating learning of the task.	Padlet.
TASK 2 MAKING COMPARISONS ABOUT VACATION DESTINATIONS.	Students will compare some travel destinations based on their interests, and the destinations' features.	PRE-TASK 2. Interactive video tutorial, and infographic. https://edpuzzle.com/media/5f18c4353d3e063f38e7b884	- Interactive video tutorial through Edpuzzle. - Infographic – adjectives to describe places.
		WHILE-TASK - Checking comprehension of the interactive video tutorial. - Comparing national and international travel destinations. - Role-Play activity: Travel Agent and Tourist.	- Google-Slide sheet including Pear Deck tool. - Audios for the listening activity. - Google Meet – Video call. - Teleprompter and Google-Docs for the dictation. - Video tutorial for international travel destinations comparison.
		POST-TASK Consolidating learning of the task through a summary.	Tourist Guides about travel destinations.
TASK 3 MAKING CHOICES ABOUT A SUITABLE TRAVEL DESTINATION FOR NEXT VACATION.	Students will make decisions about the best travel destination, and the best items to take there.	PRE-TASK 3. Checking comprehension of the interactive video tutorial. https://edpuzzle.com/media/5f18c4e93d3e063f38e7ba9f Listening Activity.	- Interactive video tutorial through Edpuzzle. - Audio: Alice and Jack.
		WHILE-TASK - Checking listening comprehension. - Consolidating language. - Expanding the Travel Agency's Portfolio.	- Alice and Jack Conversation – Drag-and-Drop Activity. - Google Classroom: Alice and Jack Activity. - Google Meet – Video call. - Extreme Facts around the World. Power Point including Pear Deck tool. - Liveworksheets postcards. - Tourist Guides (Cancun, Punta Cana, Aruba).
		POST-TASK - Presentation of the Travel Agency Expanded Portfolio. - Introduction of the final assessment activity.	- Tourist Guides (Cancun, Punta Cana, Aruba). - Google Slide – Every Group Presentation. - Google Meet – Video call.
TASK 4 SOCIALIZING TRAVEL DESTINATIONS WITH CLASS PARTICIPANTS.	Students will create a brochure introducing the travel destination they have chosen based on their interests and supporting their decision by making comparisons.	PRE-TASK 4. Interactive video tutorial introducing an example of the information collected about a travel destination. https://edpuzzle.com/media/5f18c53625a7593f16d855ae Introducing the infographic.	- Interactive video tutorial through Edpuzzle. - Padlet to Publish Students' infographics.
		WHILE-TASK - Infographic Presentation. - Travel Destination comparison – written activity.	- Padlet to publish Students' infographics. - Google-Docs sheets. - Google Meet – Video call.
		POST-TASK Sharing opinions about decisions of travel destinations in a Padlet.	- Google-Docs sheets. - Padlet to publish Students' infographics. - Google Meet – Video call.

As evident in the table, this introduces the communicative and linguistic objectives of the unit, which are relevant in order to set the path for the global instructional design. After that, and taking into consideration Task Based Language Learning, the unit introduces the tasks that will guides students throughout their learning processes. Four tasks have been thought in order to accomplish the core communicative objective which is to determine the best tourist place. Every task introduces its objective in order to enlighten the path for the lesson planning and to set the connections among the tasks. Subsequently, the table presents the stages of the task, which according to theory, respond to TBLL and to flipped learning at their pre / while / post stages for the development of learning, taking into account that the Pre-task always starts with a video tutorial. Finally, the table shows the materials and resources necessary for the development of every task. Now, as tutorials are one of the main aspects of this research project, I am going to explain with more detail the process of their creation in the following lines.

Taking into consideration the process for the creation of video tutorials previously mentioned in the Theoretical Framework, it was firstly necessary to bear in mind the communicative and the linguistic goals of the Didactic Unit, and the pedagogical approaches involved in the teaching and learning process in order to determines realistic scenarios that match the linguistic features to develop. In addition, it was necessary to remember the scaffolding introduced task by task in order to set the limits of every video tutorial. And now, the planning process began.

Due to the fact that I have skills with power point, and particularly with its tools for animation, I decided to use this program for the design of slides to be further recorded. Then, I

started selecting the appropriate pictures, and choosing the texts the program offers to organize them in a suitable order with the purpose to support my discourse. After this, I started practicing my presentation taking into account my speech, the most appropriate language for my students, and the length of time of the video. When I was ready to record, I used a free online tool named Screencastify in order to make the videos. Thanks to the recording of the videos, I learned that at the moment of making mistakes while recording it is not necessary to stop or pause the recording, I just stopped for a few seconds and retook the presentation. The magic to fix the issue just came at the editing process.

In order to conclude sharing my new experience as an educational video creator, I have to say that I have learned to interact with the tools, to keep track of the time the tool allows me to record, to be concise in my discourse but to express exactly what I need to communicate, and particularly to stop being afraid of confronting media resources.

Another important aspect for the implementation was the Edpuzzle platform, which allows interactivity with the video tutorials and pushes students to be active learning while watching the videos. Now, I would like to share the resources I created and posted on this platform.

Video Tutorial 1:

<https://edpuzzle.com/media/5edb97722bcb003f40b1d50c>

Video Tutorial 2:

<https://edpuzzle.com/media/5f18c4353d3e063f38e7b884>

Video Tutorial 3:

<https://edpuzzle.com/media/5f18c4e93d3e063f38e7ba9f>

Video Tutorial 4:

<https://edpuzzle.com/media/5f18c53625a7593f16d855ae>

I strongly believe that after any professional educator watches the video, there will be comments about amendments in order to improve the video tutorials, actually, I have already noticed some to make, but this was my first attempt as a video creator, and I consider it was an excellent first step.

Lesson Planning within Flipped Learning

As previously mentioned in the organization of the pedagogical proposal, every lesson plan was carefully thought in order to meet the core objectives of the didactic unit and the objectives of every task.

Every lesson plan highlights important aspects that are relevant for the delivery of the lesson itself and also for the research project namely. (1) Task per lesson, (2) Stages of the task-based language learning, pre-task – while-task – post-task, (3) Purposes of the tasks, (4) Materials and resources, (5) Data collection sources for the research process. The following table is an example of one of the four lessons plans implemented in this study.

Table 2

Lesson Plan – Task 2

LESSON PLAN TASK 2	
PEDAGOGICAL DESIGN DECISIONS	RESEARCH DESIGN DECISIONS

					(Data collection sources)
TASK 2 MAKING COMPARISONS ABOUT VACATION DESTINATIONS.	STAGES OF TASK – BASED – LEARNING.	PRE-TASK <i>“Where would like to travel?”</i> Introducing expressions for offering and some features of travel destinations in order to promote <i>“comparative forms”</i> . Using infographics to describe places.	PURPOSE This activity is aimed to provide students with the input about the language they need for the lesson. This tool is aimed to introduce students some basic adjectives to describe places.	MATERIAL AND RESOURCES Interactive video tutorial through Edpuzzle. (Appendix 1.) Infographic – adjectives to describe places. (Appendix 2.)	Edpuzzle’s interactivity results. Google Form asking for video tutorial and interactivity feedback.
		WHILE-TASK Checking interactive video tutorial comprehension. Online Running Dictation: Medellín vs Cali.	PURPOSE This activity is aimed to validate students’ comprehension of the interactive video tutorial. This activity is aimed to strengthen students’ listening and speaking skills about information to compare two cities.	MATERIAL AND RESOURCES Google-Slide sheet including Pear Deck tool. (Appendix 3.) Audios for the listening activity. (Appendix 4.) Google Meet – Video call. Paragraphs describing Medellín and Cali. (Appendix 5.) Teleprompter free online tool. (Appendix 6.) Google-Docs documents for the dictation. (Appendix 7.) Google Meet – Video call.	Google-Slide sheet results. Class video recording analyzing results and instant feedback with Pear Deck. Class video recording analyzing students’ comments while the teleprompter activity. Teacher’s field notes.
		Comparing Medellín and Cali.	This activity is aimed to get students to compare Medellín and Cali.	Google-Docs documents for the dictation. (Appendix 7.) Google Meet – Video call.	Google-Docs documents to check students’ production. Class video recording analyzing students’ questions while doing the activity. Teacher’s field notes.
		Comparing London and Paris.	This activity is aimed to strengthen students’ knowledge and awareness about comparing two possible travel destinations.	London vs Paris video tutorial. (Appendix 8.) Google Meet – Video call.	Class video recording analyzing students’ comments, questions, and responses about the activity. Teacher’s field notes.
		Role-Play activity: Travel Agent and Tourist.	This activity is aimed to get students to produce language in a simulated real-life context where they implement everything they have learned throughout the lesson.	Google-Docs documents for the dictation. (Appendix 7.) London vs Paris video tutorial. (Appendix 8.) Google Meet – Video call	Class video recording analyzing students’ role-play presentation. Teacher’s field notes.
		POST-TASK Where would you like to go: Cancun or Punta Cana? – Tourist Guide Activity.	PURPOSE This activity is aimed to assess students’ awareness about the comparative topic in the	MATERIAL AND RESOURCES Cancun Tourist Guide. (Appendix 9.) Punta Cana Tourist Guide. (Appendix 10.)	Google Slide Presentations. Class video recording analyzing students’ presentations.

			context of comparing two travel destinations.	Google Slide – Every Group Presentation. Google Meet – Video call.	Teacher's field notes.
LESSON PLAN APPENDIXES: Interactive Video tutorial: https://edpuzzle.com/media/5f18c4353d3e063f38e7b884 Infographic – Adjectives to describe places.  Google-Slide – Including “Pear Deck” tool: https://docs.google.com/presentation/d/1kErLhM9i1JfwXwKNfwCdCaTwRXFXOnpgTXaVSuYqyWo/edit?usp=sharing Audios for listening activity 2: Shared through Google Drive. Paragraphs describing Medellín and Cali. <i>Medellín</i> is a wonderful and cosmopolitan city with around 3.5 million residents. It is also called The City of the Eternal Spring because of its beautiful climate. Medellín is the hometown of important artists like the sculptor Fernando Botero. He was born here, and you can see his big sculptures of people and animals everywhere in the city. The Botero Plaza is in the center and has a lot of sculptures created by him. If you want to save time between places, take the metro or the cable car over the city. And in the afternoon, when the sun gets very hot, go inside the Museo de Antioquia to see Botero's paintings. <i>Cali</i> is a city located very close to the Pacific coast. Its climate is hot, in average 29 Celsius degrees. People in Cali work hard, but they also know how to have a good time. The city is famous for its music and dance, and there are lots of concerts and nightclubs. It's also the home of Colombian salsa: you can take classes with some of the best dancers in the world. The annual Festival of Pacific Music and the World Festival of Salsa are in August and September, so these are good months to visit. Teleprompter Free Online Tool: https://es.teleprompter.online/ Google-Docs documents for the dictation. These slides are created by the teacher for every student through Google Docs but in the @lisurp.com account which is the school's Google account. London vs Paris Video Clip: https://drive.google.com/file/d/1JULDuvAsWgemrZe6Qq6JO3jCE2lxN3_R/view?usp=sharing Cancun Tourist Guide. https://drive.google.com/file/d/1YO_WG9HjSa1RAgu_N4Y_inHaDAPmM11M/view?usp=sharing Punta Cana Tourist Guide. https://drive.google.com/file/d/1rYqT5--KlIQJJTgJ-w_66ctUQDMYrrm9/view?usp=sharing					

In addition to the information introduced in table 1, this table introduces the purpose of every activity at the pre / while / post stages and presents the data collection sources that will further benefit the data analysis. The following lines will discuss some pedagogical aspects the lesson plans introduced.

Every lesson contains the three stages, pre-task, while-task, and post-task, according to the task-based language learning construct and flipped learning theory. The Pre-task is always aimed to activate students' prior knowledge on the specific topics of the lesson, and this activity is carried out through the video tutorials designed by the teacher researcher. The while-task had to do with the practice and meccanization of language and content of the lesson through interactive activities such as questions and answers, role-play activities, students' presentations,

and competitions. Finally, in the post-task activities, students were usually involved in consolidation activities, such as presentations, quizzes, group and peer assessment.

The development of the tasks also included evaluation activities in pre, while, and post stages of the tasks. This evaluation was eminently formative, continuous and qualitative although due to the internal academic – administrative processes of the school sometimes those activities were quantitative type.

In addition, the lesson plans were designed considering the insights of flipped learning (FL) in which the pre-task stage was set before and outside the in-class sessions, and content was shared through video tutorials created by the teacher. In order to make the videos tutorials dynamic and interactive, the design of the lesson plans took into account the Edpuzzle platform, as previously mentioned, which allows the delivery of the video tutorial including open, or multiple choice, questions as a strategy to monitor students' understandings.

For the in-class sessions, the implementation was carried out through Google Meet in synchronous online sessions due to the fact the school accessed a Google Suit account for the whole community. During the in-class sessions the teacher planned a number of active learning activities that started by the revision of the comprehension of the video tutorials previously watched.

When comparing the lesson plan proposed for the implementation of this study and the document shared by the school when I started working in the institution, it is clearly evident that

the improvement is clear, not only in terms of pedagogical design but also in terms of communicative and linguistic objectives. In order to complement the whole pedagogical implementation, the rest of the lesson plans will be shared on the APPENDIX C.

Research Design

To carry out this project, I based on the definition principles and procedures of action research stated by Burns (2009). Thus, we started with the identification of a problematic situation, namely English students' lack of communication and interaction skills; the identification of the problem was widely discussed in the section of the problem statement. As action research indicates, it is proposed to create a pedagogical plan of action to overcome the problem stated, in this case, I decided for the implementation of video tutorials to enhance flipped learning (FL). Simultaneously, while implementing video tutorials, I gathered data to determine the effectiveness of the plan of action. In further subsections, there is more detailed information on how the research design was conducted.

Research Context

The research participants involved in the study were 19 students in 9th grade, boys and girls, whose level of English was quite limited because of the lack of communication and interaction skills. Due to the current circumstances of health crisis because of coronavirus, they were moved to emergency remote teaching and learning environment as a solution to keep offering the educational service. Then, it is under these circumstances that the research took place. For the identification of the research participants in the data analysis, it is worth to have in mind that a code was assigned for every student to maintain privacy on their identities. Codes were given in correspondence to the course list, starting from S1 to S19.

Action Research

For the development of the current study, I decided to implement Action Research (AR) for several reasons. First of all, this is a research friendly design suggested by research literature for teachers to carry out research in their own classrooms. Secondly, in AR, problematic situations imply the implementation of a pedagogical action; in this case, students' lack of interaction and communication in EFL lessons is intended to overcome through of the use of video tutorials within flipped lessons. Thirdly, the teacher's role during the research process becomes in a teacher-researcher who not only is in charge of the teaching practices, and video creator, but also in reflecting, analyzing, and evaluating his/her job in a systematic way as stated by AR.

Defining Action Research

Action research (AR) is understood as the reflective and systematic process that teachers do in their own classrooms in order to modify or change problematic situations. In Burns' words (2009), "AR is to intervene in a deliberate way in the problematic situation in order to bring about changes and, even better, improvements in practice." (p. 2). This is one way action research is conceived in educational contexts.

Similarly, Carr and Kemmis (1986, p.162) also defined AR as "simply a form of self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own practices, their understanding of these practices, and the situations in which the practices are carried out" (p. 162). As it is evident, previous authors'

words highlight that AR enhances research participants' reflection, assessment and improvement of their practices.

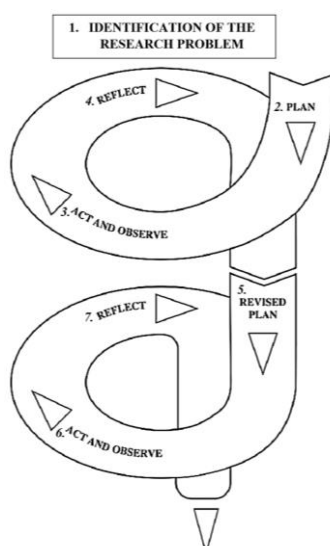
Despite, many theoreticians argue that AR has to do with changing problematic situations, Nunan (1992), considers that AR also entails the comprehension and understanding of facts being investigated. In this particular research study, it is intended to understand the phenomena, in this case, flipped learning, the research participants' role (9^o grade students and English teacher-researcher), and the impact of the pedagogical implementation prepared to overcome the problem identified.

Stages in Doing Action Research

In regards the research stages of action research, I essentially followed what Kemmis and MacTaggard (1990) proposed. To sum up, the action research model goes in a cyclical form by observing, acting, and reflecting as indicated in the figure below.

Figure 1

Action Research Cycle.



Note. Researcher's Adaptation from Kemmis and MacTaggard, (2000, 278).

The first phase, *identification of the problem*, consisted of the identification of the problematic situation in English lessons, that is the lack of students' interaction skills. The second phase, *planning*, in this study has to do with the organization of lesson plans under the parameters of flipped learning and task-based language teaching; and particularly the creation of video tutorials to be delivered in the first stage of flipped learning, in pre-class stage. Third phase, *Act and observe*. In regards the acting stage, it was proposed to implement four-flipped learning (FL) lesson plans, and particularly the implementation of video tutorials to provide learners with content before the classes themselves.

In the regards the *observing stage*, data was collected from research participants in an attempt to monitor the implementation; then, students' artifacts (students' work, students' responses, students' tests or quizzes) were taken from the Google Classroom platform, the learning management system chosen by the school during the pandemic in order to maintain online classroom settings. The fourth phase in action research is aimed to *reflect* and *evaluate* how action took place, and the effectiveness of the pedagogical plan of action being implemented. Then, in here, the teacher-researcher revised both data gathered from the students and from his field notes in order to incorporate changes or amendments in the coming flipped lessons.

The stage called *revised planned* had to do with the evaluation and assessment that the teacher-researcher does on every lesson previously applied; particularly on identifying sources of improvement of the video tutorials, thus, as a result of this assessment, the latest videos were improved in terms of instructions, content, and instructional language adaptation.

These phases previously described were repeated in accordance with Kemmis and MacTaggard cycle, making emphasis on the teacher-researcher's reflection as a continuous and formative process.

Data Collection and Analysis

The sources used for data collection were students' artifacts, the researcher's field notes, and students' questionnaires. Further paragraphs explain in detail each data collection source.

1) Students' questionnaires. In qualitative research, it is suggested to collect data through open and semi structure questionnaires and interviews in order to gather a great variety of data. For this study, two questionnaires were applied. The first one, a semi-structure questionnaire (Appendix D) was aimed to identify students' perceptions and reactions towards video tutorials. After observing data gathered, I noticed the participants' answers were particularly oriented to the impact of the video tutorials, leaving aside their reflections on their own learning process. That is why; I applied a second open questionnaire (Appendix E).

2) Students' artifacts. In research, artifacts are defined as objects produced or shaped by human beings. For the current study, I meant by students' artifacts, all their productions during the implementation stage. Thus, I call students' artifacts their responses to quizzes and tests about video tutorials, their oral and written responses in class activities, and their answers to the final questionnaire. This information was recalled from video recordings of the lessons, the records of Edpuzzle platform where video tutorials were hosted. Examples of students' artifacts are located in the appendix section (APPENDIX F)

2) The teacher – researcher’s field notes. In AR, the teacher-researcher takes a relevant role in terms of being aware of multiple issues of his/her pedagogical practice. Then, journals, diaries and field notes are proposed as sources to keep track of the researcher’s job. In this particular study, I chose to use field notes having into consideration I was going to play the role of teacher, researcher, material designer, and tech-supporter which demanded lots of time and effort. Then, field notes were the appropriate resource to write down personal reflections, comments, students’ key ideas shared during the in-class activities in order to make the particular adjustments for the coming lessons.

Data Analysis

For the data analysis, it was decided to have in mind thematic analysis (TA) as the data gathered was qualitative, and the purpose of the research was to determine how the EFL students of 9th grade at Liceo Superior Rafael Pombo in Santander Colombia deal with English learning when exposed to content of video tutorials within flipped learning during the Pandemic of Covid-19. According to Braun and Clark (2012), this method is a way of identifying what is common to the way a topic is talked or written about, and of making sense of commonalities in regards a topic being investigated. Then, when analyzing data under the parameters of TA, the researcher identifies what is really important in relation to the particular topic and research question being explored. TA allows to find out the answer for the research question stated.

Similarly, Selinger and Shohamy (1989) when explaining how to conduct data analysis within qualitative research, established two ways to analyze data. One procedure is inductive,

this implies to observe every data segment, and derive categories or emerging patterns from the data itself. A second procedure that is eminently deductive has to do with applying some pre-established categories or themes which arise from a conceptual framework, or the core theoretical issues involved in the research topic. The first procedure is the one chosen for the analysis of data in this study. More detailed information about it will be discussed in the section of research findings.

Research Findings

As mentioned in the organization of the pedagogical proposal, the initial information the school provided about the language teaching and learning processes was very limited. Thus, in addition to designing the didactic unit, it was also necessary to design four lesson plans in order to carefully detail the step-by-step process of the implementation bearing in mind the theoretical considerations and the insights of the constructs previously mentioned. Now that the pedagogical implementation was recalled, the next paragraphs will provide some context on how data was gathered and analyzed.

As indicated in the research design, the data sources selected were students' questionnaires, students' artifacts (research participants' work, papers, interactions), and teacher – researcher's field notes. The students' artifacts were collected from the Edpuzzle platform, and from the class video recordings, so data was gathered along the process. Due to the fact that the questionnaires were aimed to identify the research participants' reactions and attitudes towards flipped learning these instruments were applied by the end of the implementation, it is when all the tasks had been implemented. For more detailed information, see appendix D and E. Appendix D gathers the students' perceptions in regards video tutorials while appendix E intends to collect data on how they perceived the learning process during the pedagogical implementation.

In regard to the teacher – researcher's field notes, it is necessary to remark there were not complete, and systematic accounts on every session, but notes, comments, and reflections which

are key resources for the analysis later. At this point, I would like to remark that being teacher and researcher is not an easy task, in addition to the pandemic, and working remotely with the technology, limited me from having systematic data collected in my field notes, however, the comments and key words I wrote in my agenda, helped me to reflect, and recall important information at the moment of doing the data analysis and research report.

Up to this point of the report, I have dealt the summary of the process to collect the data. In the following paragraphs, I am going to share the process I implemented for the analysis of the data collected. The type of analysis I carried out was the Thematic Analysis which will be explained in detail below.

Doing a Thematic Analysis

Bearing in mind the type of research of this study is action research - and the characteristics of this kind of investigation, the criteria to analyze the data is based on the thematic analysis.

Thematic analysis is a data analysis qualitative method that has been implemented with the purpose of unveiling the key factor, or factors, which underlie a particular phenomenon. Some authors consider thematic analysis as a basic method for the analysis of data (Boyatzis, 1998; Roulston, 2001), however, it is still a widely used method in qualitative research.

Braun and Clarke (2006) stated that “Thematic analysis can be an essentialist or realist method, which reports experiences, meanings and the reality of participants, or it can be a constructionist method, which examines the ways in which events, realities, meanings, experiences and so on are the effects of a range of discourses operating within society.” As it is

evident, thematic analysis is used to describe the real life of a community, in this case the community of 9^o English graders at Liceo Superior Rafael Pombo, involved in flipped learning, it collects experiences and opinions, and interprets all these thoughts in order to enlighten the phenomenon - their own learning - is intended to explain.

That way, I carried out the data analysis process recommended by Braun and Clarke (2006) named as the phases of thematic analysis. These phases are now described: (1) *Familiarization*: This stage has to do with revisiting all the audio – visual, text data, reading and rereading the data, and making notes about basic and general ideas. (2) *Generating initial codes*: Coding relevant characteristics of the data in a systematic particular way – using highlighters, colors, underlining - across the entire data set of resources, sorting data to each code. As an example, see the table Matrixes to generate Initial Codes which comes later. (3) *Searching for themes*: Sorting codes into potential themes, collecting all relevant data to each potential themes which are closely related to the research question stated. (4) *Reviewing themes*: Verifying the relation of the themes to the coded extracts. At this stage some themes are grouped, some others are discarded in an attempt to respond to the research question. (5) *Defining and naming themes*: Creating clear definitions and names for each theme. In this study, these themes are also called final categories, (Guest, et al, 2014), which are three that respond to the research question in the current study. It is important to clarify that themes are also shaped because of the background discussed in the theoretical framework in regard to the pillars and principles of flipped learning as the central topic of this study. (6) *Producing the report*: This final stage intends to organize all the information previously systematized, organized, and analyzed, and at the same time include

examples of vivid, convincing extract of the evidence, that support each final theme or category responding to the research question.

Matrixes to generate Initial Codes

In this stage, after having transcribed and organized data gathered, I started to read it and analyze how every piece of evidence provides the information to respond to the research question. Then, I've found a great deal of codes about the students' way to approach their learning and the use of video tutorials, for instance, in the initial stage of the coding, it was common to find codes such as *students' self-confidence and low anxiety, learning awareness, students value positively the videos, innovation, students awareness about their role out of class, use the language from videos in further activities, prior knowledge activation*, among others.

These codes emerged after carefully revisiting all data collection resources (questionnaires, lesson recordings, students' artifacts, and field notes). I started grouping students' comments from the questionnaires in a matrix to generate the initial codes, then, I carefully read all of these comments in order to determine the pedagogical aspects the students were addressing, I wrote those aspects in the matrix below every comment and assigned a color, green, blue, and yellow. After that, I identified 32 codes which I, subsequently, grouped taking into account similarities in terms of videos and learning. Afterwards, I counted the number of comments about every code and identified what students mentioned the most, and that helped categorize the most relevant codes. Finally, after reviewing the constructs one more time, I reflected upon the codes and literature, and came up with the core categories. The students' artifacts, and my field notes helped me in the process of triangulation in order to validate the

analysis I had completed from the questionnaires. In conclusion, that initial list of codes was grouped into three core topics which were important in the theoretical framework, namely: *Learning Engagement*, *Positive attitudes towards the videos as a learning resource*, and *Activation of Prior Knowledge*. The next table presents how the process was carried out, however, due to the extension of the process, and the number of tables in excel, I share a link which allows access to the overall process: shorturl.at/jpqS0

Similarly, in the final research report readers can have an overview of the results of the investigation, and a wide analysis and discussion of those results. It is worth to highlight that the final categories resulted as an attempt to gain more understanding on the constructs involved in flipped learning.

The Final Research Report

In this part of the study, I am introducing the final categories to respond to the research question. Then, first of all, there will be a chart with the summary of the final categories and subcategories, and later, there will be a section dedicated to discussing every category independently, with their corresponding analysis, evidence, and discussion.

Table 3

Summary of Categories Responding the Research Problem Stated.

Research Question How do the EFL students of 9th grade at Liceo Superior Rafael Pombo in Santander Colombia deal with English learning when exposed to content of video tutorials within flipped learning during the Pandemic of Covid-19?

Research Objective To determine how the EFL students of 9th grade at Liceo Superior Rafael Pombo in Santander Colombia deal with English learning when exposed to content of video tutorials within flipped learning during the Pandemic of Covid-19.

Final Categories	Subcategories
EFL students evidencing learning engagement.	• Self-confidence increasement – low anxiety • Learning awareness • Questions and interest towards learning • Language engagement & commitment • Diversity in didactics • More participation in in-class activities • Students spent more time exploring videos and solving quizzes.
EFL students showing positive attitudes towards the videos as a learning resource.	• Ss values positively the teacher' videos • Innovation. • Teacher made videos. • Videos helped Ss to become aware of great ICT resources.
EFL students activating Prior knowledge	• Prior knowledge activation to other sceneries • Students incorporate language expressions. • Ss use new expressions in in-class activities. • Ss gained awareness about their role as learners out class. • Use of language from videos in further activities.

Final Categories Appraisal

Category 1 - EFL Students Evidencing Learning Engagement.

This category refers to the students' involvement in the learning process effectively in accordance with the assumption that the students must be meaningfully engaged. As Kerr (2020) suggests, when students feel they have some control and ownership of their learning process and

are involved in collaborative and cognitively interesting tasks; they are responsible of their learning at their self-pace. Besides, literature remarks that engagement is effectively fostered by technology, and this was a core resource in this pedagogical implementation.

This category is manifested in different ways namely - Self-confidence increasement – low anxiety, learning awareness, questions and interest towards learning, language engagement & commitment, diversity in didactics, more participation in in-class activities and students spent more time exploring videos and solving quizzes. As evidence of this category, we can analyze the next pieces of information brought from the data gathered in students’ artifacts and final questionnaires, and videos. The procedure for the analysis will be the following: In the first place, I present a table with some excerpts of data taken from the different sources of data collection that illustrate the category, and later, I will discuss each example.

Table 4

Examples of EFL Students Evidencing Learning Engagement

Examples	Data Samples
Example 1	(Teacher asking students for their opinions about the previously watched video tutorial.) Teacher: ...I want to listen, and you have five minutes, no more, five minutes to make comments (para hacer comentarios), you have five minutes to make comments about the video that you had yesterday, please...No comments? Wow!!! Everything is clear, everything is perfect. S11: Pues profe, ehhhh yo si pues tuve todos los temas claros, pero el ultimo que era cuando se le ponía el “er” si tuve como algunas...tuve como una duda ahí, ehhhh, con ese tema, pero, la verdad en el video las explicaciones estuvieron muy claras. Teacher: Ok, thank you very much. Any other comment? S3: Pues profe, yo la verdad no es que hubiera entendido muy bien pero pues si tengo más o menos la idea. Teacher: Ok, thank you.
Example 2	(Teacher and S3 student after asking for activity comprehension and student used the video tutorial for clarification.) Teacher: Compañeros, ¿eso de la división de sílabas está claro? S3: Profe, la actividad de ayer no me quedó clara, y los adjetivos que puse me quedaron mal pues porque conté las sílabas poniéndole el “er” y pues era el este, el original. (Participation in August 5th class is really high due to the technological tool teacher proposed for the in-class synchronous session: “Pearl Deck”)

Example 3	(Students participating in an activity) Teacher: ...Si nosotros hacemos acá el análisis de que la temperatura de Medellín es 28°C, y la de Cali es 30°C, inmediatamente nosotros podemos analizar cuál ciudad es más caliente que la otra. Ahora, ¿cuántas sílabas tiene la palabra “hot”, cuántas sílabas? S3: una S1: una S2: (a través de chat): 1 S9: (a través de chat): 1 S19: (a través de chat): 1 S12: (a través de chat): 1 Teacher: Una sílaba, correcto, tiene una sola sílaba. Ahora, ¿qué particularidad tiene el adjetivo “hot”? S9: Que se repite... S11: lo de vocal, consonante, vocal? S1: Se repite la “t” porque... S7: consonante, vocal, consonante. S1: Exacto. Teacher: ok, consonante, vocal, consonante, correcto (..) S17: (a través del chat): hotter Teacher: No, pero la oración completa S17, listo? La oración completa, Cali es ta, ta, ta, ta que Medellín. Vamos, quiero ver sus escrituras para empezar a fortalecer eso.
Example 4	“Esta metodología que fue utilizada, me ayudó a reforzar ciertos temas en los que encontraba dificultad y a motivarme por aprender cada vez más este idioma.” (Taken from Questionnaire 2 – Question 1 – Applied to students to see how flipped learning and videos contribute to students’ learning.)
Example 5	“Cambié mucho, comprendí que podemos aprender de forma didáctica, no solo escuchar a un profesor hablando por horas, los videos son muy didácticos y aprendí mucho más rápido” (Taken from Questionnaire 2 – Question 2 – Applied to students to see how flipped learning and videos contribute to students’ learning.)
Example 6	“Sí, en la parte que tuve un gran avance fue en el listening porque tengo más facilidad para escuchar audios en inglés y poder comprenderlos.” (Taken from Questionnaire 2 – Question 3 – Applied to students to see how flipped learning and videos contribute to students’ learning.)
Example 7	“The flipped learning meets the learning objective in a new way that is much more didactic and that motivates students in their class.” (Taken from Questionnaire 1 – Question 15 – Applied to students to see how flipped learning and videos contribute to students’ learning.)
Example 8	“Con una ayuda de unos videotutoriales, los cuales son realizados por el mismo docente y son explicadas de una manera muy clara en el cual hace que se logre entender la información dada durante este video” (Taken from Questionnaire 1 – Question 15 – Applied to students to see how flipped learning and videos contribute to students’ learning.)

Based on the examples above, I could conclude the students were really engaged into their learning process throughout the implementation of video tutorials during the project. In example 1, the students made evident they watched the video tutorial, because of that, they brought questions to ask in in-class session. In example 2, one of the students used the video tutorial to clarify why she had not performed well on an activity proposed the day before, so after checking the tutorial she could figure out what she was doing wrong. In example 3, it is evident that some students were ready to participate and gave their answers to the questions proposed by the teacher. In addition, it is worth to remark that both examples 2 and 3, students not only evidenced a positive engagement in the lesson, but also some awareness on language patterns, In this case, the use of comparatives.

In examples 4 to 8, whose data was taken from questionnaires applied to students to assess engagement in flipped learning, student mentioned important elements that support they are committed with their learning process. In example 4, the student remarks how important this approach was for his learning process, for his motivation. In example 5, the student highlights fast learning and how didactic this approach was and the importance of managing the teacher talking time during the video and the class as well. In example 6, the student states the importance of improving his listening skills thanks to the video tutorials. In examples 7 and 8, the students emphasize on motivation and the didactic approach of the video tutorials.

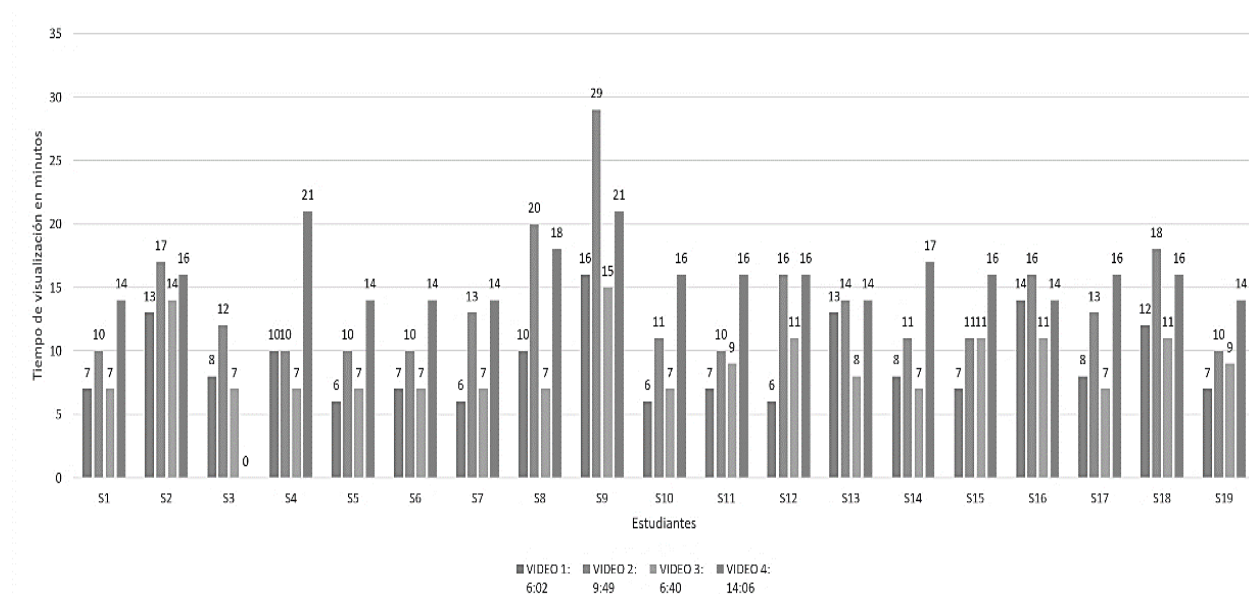
Finally, to conclude the analysis of this category, I also find important to mention that the engagement of the students could be seen in the amount of time they spent watching the video. Accordingly, I made two graphics with the data provided by the Edpuzzle platform, where the videos were posted, and what I could notice is that the time spent by the students watching the videos increased in average 10 minutes according to the total length of the four videos in the platform. The next paragraphs will be spent to discuss additional evidence taken from figures 2 and 3 which come below.

The figure 2 shows the time every student spent watching each video, taking into account the length of time every video tutorial lasts. As illustrated in the figure, the first video lasts 6:02 minutes, the second video 9:49, the third video 6:40, and the last video tutorial lasts 14:06 minutes. In the figure 2, every student has 4 bars which represent the time they spent watching every video, and this time can be contrasted with the length of every video tutorial. 18 students

out of 19 watched all the videos, and only 1 student (S3) was not able to watch the last video tutorial because of connectivity issues.

Figure 2

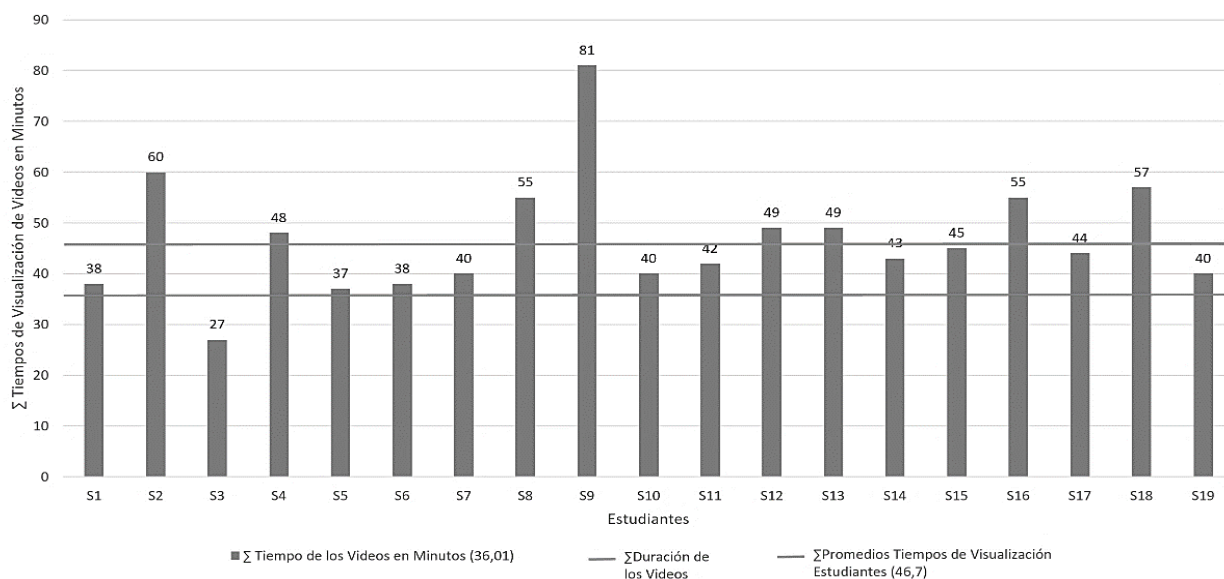
Example 9 - Students' Interaction with the Video Tutorials



The figure 3 shows the total number of minutes every student spent watching the four videos, and the total number of minutes after adding the length of the four videos (36:01 minutes). In average, the total number of minutes the whole class spent watching the video tutorials is calculated in 46:07 minutes which allowed me to conclude that the time spent by the whole class in average increased in approximately 10 minutes. As additional information, the platform also informed that most students watched some parts of the videos several times in order to get the correct answers.

Figure 3

Example 10 - Number of Students interacting with videos



In every learning process, at any subject, it is important the students get involved into it and take responsibility implementing the strategies that best work with them. The project proposed a series of video tutorial, infographics, and in-class sessions with active learning activities for the students to reach goals. The examples show that students were really engaged and interested towards learning, they spent the appropriate time watching the videos and this made them feel more confident in class to participate because they felt they owned what they had learned through the material shared before the in-class sessions. (Hibbard, Sung, Wells, 2015).

Despite the new approach was challenging at the beginning of the process for the students both because they were under difficult circumstances and were facing a new process for their learning, they rapidly adapted to the process of the video tutorials and managed to modify their learning strategies in a positive way. In addition, the students also highlighted the multiple

didactics planned by the teacher in order to make the teaching and learning process more appealing for them.

Finally, on my field notes, it was recurrent to have ideas highlighting the students' interests and commitment in front of English lessons, despite, they were in isolation during the pandemic time. I could see they were behaving in a different way as they worked with the video activities on their own without the constant supervision of the teacher. I also noticed that the video tutorials allowed students take part more actively in the in-class activities as they had spent prior time in the pre-task activities.

Category 2 - EFL students showing positive attitudes towards video tutorials proposed.

In this category, I grouped key socio-affective findings I identified in data, and which contributed to respond the research question. Then, it assembles the students' positive responses towards the use of video-tutorials during the development of English flipped lessons. Among the salient interaction patterns grouped in here, I highlight for instance that the research participants valued positively the teacher's video tutorials, they consider it was really positive to have their teacher's explanations right in front of them as they were accustomed in face-to-face sessions. They also realized how ICT resources were useful for English learning. To support this category, let us see and analyze the next students' opinions shown in table 5.

Table 5

Examples of EFL Students Showing Positive Attitudes Towards Video Tutorial Proposed

Subcategory	Students' Opinions
-------------	--------------------

Students'
Opinions about
the Flipped
Learning
Implementation
Project

S1. Sinceramente, los videos me sirvieron de mucha ayuda y de bastante apoyo para las clases y actividades propuestas por el profesor. (...) Fue bastante dinámico y un tema muy entretenido para mi parecer. Otro punto bueno es el de la plataforma en la cual se adjuntan los videos. Es muy fácil de manejar, esto da un poco más de entendimiento a la hora de realizar una actividad o ejercicio.

S9. Los videotutoriales fueron realizados por el mismo docente y son explicados de una manera muy clara, en el cual hace que se logre entender la información dada durante ese video. En clase, había como un tipo de retroalimentación, en el cual era como fortalecer la información que había en el video por medio de actividades tanto dinámicas como interactivas.

S10. Podemos adquirir nuevos conocimientos como lo hacíamos día a día como se hacía de manera presencial. Es una herramienta que nos puede ayudar cuando regresemos al aula de clases, a hacer que nuestra manera de aprendizaje sea más didáctica y fácil.

S11. Durante las clases nos preguntaba, los compañeros que tenían dudas, se las contestaba, en mi caso no tuve dudas pues porque siento que el profesor se explicó muy bien (...) Los videos no eran pura explicadera, eran muy dinámicos, entonces, también se necesitaba de la falta de atención necesaria, pero de verdad esos videos fueron de un gran apoyo.

S12: Bueno, el método que utilizó el profesor Juan Carlos en este Segundo trimestre me pareció super interesante ya que no solo podíamos aprender de inglés sino también de cultura general, y el video que más se me dificultó, por decirlo así, fue el primero ya que íbamos empezando, íbamos aprendiendo a utilizar este nuevo método.

S13. En flipped learning se aprende haciendo dinámicas, ejercicios, videos, participando, haciendo las clases más dinámicas y no memorizar por la clase. (...) Esta modalidad me ayudó muchísimo a entender el tema de la mejor forma posible (...) y cada video, cada actividad fue de mucha ayuda para mí y para el aprendizaje de este tema.

S14. Los videos fueron interactivos muy buenos, lo que me pareció raro recibir actividades en la tarde, pero pues por lo que no estaba acostumbrada, pero fue muy bueno, no fue una correría.

S15. The influence of this was very necessary because we were used to traditional learning all the time, (...) it was routinary, but with FL we got out of this context and we proved with new tools, and experiences, apps and activities really didactics and interesting, (...) motivates students in class.

S17. Fue muy buena ya que gracias a esta herramienta fortalecimos más nuestros conocimientos de una manera más divertida y didáctica. Esta también nos ofrece distintos tipos de participación y aprendizaje porque no solo la utilizábamos en horas de clase sino que también en horas extra para ir mejorando cada vez más. También es una forma nueva para la enseñanza del docente y que las clases no se vuelvan monótonas y nos aburran, sino al contrario, nos daba más motivación y tener cada vez más ganas de aprender. Lo que más me gusto es que aprendí más, tenía más motivación y se me facilitaron muchas cosas.

S18. Otro que me gusto es que me gusta es que cuando salían los ejercicios a las preguntas solo se podía responder ahí mismo, y si usted no lo respondía no lo dejaba avanzar. Otra cosa es que había un botón, una opción de retroceso automático que si usted no entendió la explicación, usted espichaba ahí, en el botón, en la opción, y le retomaba otra vez toda la explicación para poder hacer el ejercicio o la pregunta. Lo que si algo que no me gusto, no me pareció es que yo lo hacía intencionalmente, no? yo hacía, colocaba la respuesta e intencionalmente le colocaba el botón de respuesta lista o siguiente, cuando usted oprimía ese botón, ya no le dejaba editar la respuesta, y eso era lo que me pasaba a mí, yo intencionalmente oprimía la opción de siguiente y no me dejaba Volver a editar y la respuesta ya me quedaba así.

(Taken from Questionnaire 1 – Question 15 – Applied to students to see how flipped learning and videos contribute to students' learning.)

Students' comments about video tutorials focused particularly on how interactive they were, they were teacher-made, not YouTube videos or any other type of video. Most students considered the videos were appropriate in terms of time-length for learning. But also, the students' comments remarked the use of the Edpuzzle platform which allowed the interactivity. It is worth to clarify that video tutorials involved embedding open questions or multiple-choice questions to check students understanding while they were watching them.

Students' comments also emphasize how the approach positively affected their learning processes, for example, due to the lockdown, and recognizing the importance of the video tutorials, the students had the sensation of being in their face-to-face sessions with their teacher. Besides, one of the comments remarked they were not accustomed to have this types of tasks during the afternoons, as expressed by S14, but they could rapidly adapt to the times of the new proposal. Another comment highlighted the change from a traditional learning process to a new trend which was more dynamic and could be used when returning to face-to-face sessions, as mentioned by S10 and S15 comments. But students' opinions did not only concentrate on the video-tutorials but also, in the in-class sessions.

Students also considered that the in-class sessions were also dynamic and interesting, and they allowed them to practice what they had previously studied on the video tutorials. Some students used the expression “didactic” meaning the lessons were enjoyable and interesting. S12 went beyond linguistic features, she considered that lessons not only allowed her to learn English but also have cultural enrichment both in pre-class and in-class sessions. From my perception, the development of tasks within flipped learning involved students in communicative and purposeful use of English which was to plan their trip and how could this be done by using Google.

After revisiting my field notes, the process of designing the video tutorials is highly demanding because it was necessary to take into account the delivery of every lesson, into an appreciate amount of time, making it enjoyable, and adapted to the interactivity the Edpuzzle platform permits, however, when the comments of the students during the synchronous in-class

sessions show how interesting this new approach called out their attention, I felt the reward of the time spent and the effort I put on this project.

As a teacher trying to innovate in teaching and learning processes, I firstly considered that the implementation of flipped learning was only a process to develop in face-to-face environments, in other words, being in the physical classroom with my students after they watched and interacted with their video tutorials, but the pandemic and further literature review helped me comprehend that synchronous online sessions are another way to implement flipped learning as stated by Marshall & Rodriguez Buitrago (2017). Technology is in constant change, and education is taking advantage of this opportunity to adapt to different scenarios in order to make learning happens.

Finally, another aspect to reflect upon, as a teacher video-creator, is how the pandemic forced us to be at home without face-to-face interaction with our students and, despite these 19 students had permanent synchronous interaction, many other students had little opportunities to use platforms, but the video tutorial shared even through WhatsApp is a way for the teacher to be with the student and make them feel their teacher close, as some of the students pointed that being in flipped learning and using video tutorial was like having their teacher in their own homes.

Category 3 - EFL Students Activating Prior Knowledge.

This category compiles evidence and information on the way the research participants used the video tutorials provided by the teacher for the pre-class activities within flipped learning

lessons. First able, it is necessary to refresh what I mean by activation of prior knowledge in accordance with the literature review done. Authors consider that activation of prior knowledge implies both eliciting from students what they already know and building initial knowledge that they need to access upcoming content (Ferlazzo and Sypniewski, 2018). Secondly, within this category I found a set of indicators or subcategories which made evident that students had activated their prior knowledge in response to the pedagogical activities proposed. Those indicators were evidenced in patterns such as -students used new English expressions in in-class activities and other sceneries, students incorporate ideas from the videos in further interaction, they made connections among ideas and integrate new ones in their speech, students showed awareness about their role as learners out of class.

Some evidence about this category can be seen in the next excerpts of information brought from data gathered in the different sources and compiled in table 6.

Table 6

Examples of EFL Students Activating their Prior Knowledge

Examples	Excerpts brought from Participants' Interactions
Example 1	<i>(Student was not able to be the whole class because the day before she had a doctor's appointment).</i> Teacher: S13, ayer no tuvimos la posibilidad de contar con tu presencia, ¿quisiera saber tu... S13: Hola profe Teacher: ¿quisiera saber tu opinión sobre cómo te fue con el video tutorial, saber si lo comprendiste, tuviste alguna otra duda? S13: Profe, es que pues yo estuve desde la mitad de la clase hacia acá y no sé si usted no me escuchaba, pero yo le intentaba hablar, y pues ya había llegado y la cita se demoró menos de lo que pensé y pues yo ahí más o menos entendí todo y pues también iba como haciéndolo y eso, y entiendo eso. Teacher: ¿Quiere decir eso que para ti el videotutorial fue suficiente y al mismo tiempo con lo poquito que terminaste de ver en la clase reforzaste, entiendo así? S13: Si señor. Teacher: Pues si porque estoy viendo que tu respuesta fue positiva al audio, ¿ok? very good, very good.

Example 2	<i>S7: Profe, una pregunta, ¿cuál es el país más visitado?</i> Teacher: Which one is the most visited? ¿Más visitado entre esos 2? <i>S7: No, no, no, no...en el planeta...es que ahí dice que es el segundo, London es el segundo más visitado.</i> Teacher: ¿mira el video que ahí lo dice...listo? Mira el video que ahí lo dice precisamente. <i>S13 (a través del chat): ahí lo dice.</i> Teacher (a través del chat): Thank you.
Example 3	Teacher: ahora Did you get the concept of “Cosmopolitan”, si o no? <i>S16: Profe, yo sinceramente, no.</i> Teacher: Ok, listo, gracias...¿alguien más que no...? <i>S11: Pues...yo si medio lo tengo claro porque usted explica en el video que era como un lugar que tiene muchas, como muchas culturas, pues eso es lo que yo entiendo por “cosmopolitan”.</i> Teacher: Very good S11, very good, that's very good S11.
Example 4	<i>S1: Profe, la verdad, pues de mi parte escogí “more” porque creo que en el video...nos hablaban de eso, y pues me acordé...y pues creo que es “more”.</i> Teacher: Ok, listo. ¿alguna otra pregunta? <i>S3: Si profe, opino lo mismo que S1.</i> <i>S9: Yo profe, esto...es “more”, y yo al alcancé a tomar unos apuntes que dice que cuando tiene más de 2 sílabas se le empieza a poner el “more”</i> Teacher: ¿más de 2 sílabas o 2 o más? <i>S9: 2 o más sílabas.</i>
Example 5	Era un refuerzo para el tema ya que el video tenía ejemplos y explicaciones con imágenes lo que hace que todo sea más claro. (Taken from Questionnaire 2 – Question 2 – Applied to students to see how flipped learning and videos contribute to students' learning.)
Example 6	Sí, cambie mi forma de prepararme para los trabajos notando una gran diferencia en las calificaciones. (Taken from Questionnaire 2 – Question 2 – Applied to students to see how flipped learning and videos contribute to students' learning.)
Example 7	Sí, porque al ver los videos se tiene una idea del tema y cuando estamos en clase con el profesor se hace más entendible el tema. (Taken from Questionnaire 2 – Question 4 – Applied to students to see how flipped learning and videos contribute to students' learning.)
Example 8	Ventajas si las hay, cada estudiante podía repetir la sección del video que estaba visualizando y entender mucho mejor. (Taken from Questionnaire 2 – Question 4 – Applied to students to see how flipped learning and videos contribute to students' learning.)

When revising examples above, it is noticed that in the four excerpts there is evidence of students' activation of prior knowledge because of the implementation of video tutorials for pre-class activities. In examples 1 and 2, prior knowledge activation took place at the level of language and content learning, then, students manifested understanding in regards adjectives and superlative expressions. Then, in the examples 3 and 4, the students' interaction evidenced they had become aware of the use of one rule for making comparisons.

The examples 5 to 8 are students' comments from the questionnaires applied after the implementation of the whole project. As it is evident in the comments, students mentioned the benefits of having contact with the topics before class, they express how positive this was for their motivation and how they can interact with the video tutorials, particularly when a specific

part of the explanation was not really clear, they were able to rewind the video a rewatch it. In addition, the students highlight the importance in their results in their quantitative assessment.

It is worth to remark that even the students' interaction is mostly in Spanish, they were manifesting their understanding of videos content. As a researcher, I consider that students use very often L1 as a resource to interact; but through their utterances I also perceived they are going ahead in their leaning process. From my view, the main purpose of the video tutorials within flipped learning was widely achieved, as the students got basic knowledge required for interaction in in-class activities, Challob (2021).

Finally, after having analyzed the three categories, I can also say that the implementation of the video tutorial in pre-class activities contributed to optimize the interaction during the in-class sessions by freeing up the face-to-face sessions of language patterns and giving more time for students' interaction through communicative activities. Besides, it is worth to remark that students' comments were not left aside, they were used to improve further video tutorials and the in-class activities as well.

Another important aspect to discuss is that after completing the revision of the students' comments, some other issues were mentioned by the students, but they were not as recurrent during the analysis process but are important to recall. Gamification was one of the topics mentioned by the students in terms of the activities addressed during the synchronous sessions, they considered they were dynamic. Another issue that one of the students mentioned about

flipped learning is related to the use of this approach in other subjects different from English due to the fact of the benefits it brings for the students' motivation and the learning process, as well.

Despite all these benefits of video tutorials, it is necessary to recall some of the notes of my field notes in which the challenges about creating the video tutorials emerged. They were time-consuming and demand a new type of perspective from teacher in order to carefully plan the delivery of the content of the video to make it appealing to the students, And, last but not least, the teacher's technology skills to select the appropriate tools to create, edit and share the videos. All these issues were also part of other flipped learning implementations. As Hidayat (et al, 2021) state the inability of teachers in collaborative learning in flipped classroom contexts, lack of skills in classroom management, the inhibiting factor of dealing with media, the difficulties to select and create videos due to the enormous amount of time, and that was exactly what teachers faced during the time of the pandemic, and many of us were confronted to a context which was totally new without any previous training or guidance. In conclusion, video tutorials produce a high impact in students' learning but the impact in the teacher - researcher is really high, too.

Conclusions

Flipping learning (FL) as a learning approach is being implemented in different educational contexts around the world, and it has demonstrated that offers several benefits for the students' learning process. Although, this represents challenges for teachers and students; particularly in circumstances like the ones I had to face because of the corona virus pandemic, it is worth to highlight its endeavor for encouraging student-centered learning, as suggested by Pozo Sanchez, et al, (2019) and Altemueller & Lindquist, (2017).

The current research had been thought to be carried out within regular face-to-face modality; however, it was not possible because of the health circumstances previously mentioned. Nonetheless, the project had to be developed during the pandemic 2020 after having restructured the research proposal and adapted the teaching conditions to what was called emergency remote teaching. Despite previous shortcomings, the project was meaningful for the research participants. Thus, students were attracted by the innovation of flipped learning approach as this caused on them interest, effective learning engagement on new content created and delivered by their teacher through video tutorials. Final conclusions of the project make it evident.

Anyway, I, as a researcher, consider there were important findings that I want to recapitulate in this section having in mind that my research problem was aimed to determine how EFL students of 9th grade at Liceo Superior Rafael Pombo in Santander Colombia deal with English learning when exposed to content of video tutorials within flipped learning during the

Pandemic of Covid-19. As explained in more detail in the data analysis section, the findings were grouped into three main categories which are briefly summed up below.

The first final category compiled evidence of students' learning engagement. Data analysis made evident that students were more involved in their learning process. So, they spent great deal of time watching and interacting with the videos, students' participation in in-class activities also increased as more students asked questions, other students helped answering them. Thus, it was evident that students started to look like more empowered and committed with their learning process because of watching and interacting with the videos proposed. These findings agree to what (Marshall & Rodriguez Buitrago, 2017) say about Synchronous Online Flipped Learning Approach; so, they support that in-class sessions through synchronous online environment can also promote students' interests and participation and a strong preference of this model above any other traditional educational context.

The second category dealt with the positive students' responses towards video tutorials implemented. In-class sessions' video recording as well in the final questionnaire, the students' comments about the video tutorials were positive. They considered the length of the videos were appropriate for their level and own process. They also found them interesting, didactic, and useful to learn English. Likewise, they also mentioned that the Edpuzzle platform was important for the process because it permitted to stop the videos to reply to questions about the topics recently watched and allowed them to repeat parts of the video they needed to revise deeply. As a teacher - researcher, I saw Edpuzzle platform as a great tool to gather important information on every student noticing the amount of time spent watching each video tutorial, number of times and visits, parts of videos which needed more revision and of course the scores on their replies. I

also, saw how much useful was to consider criteria offered by literature when planning and applying videos. So, length, interactivity, leading teachers' own creations, and content development, always count, (Mehring and Leis, 2018, Roehling, 2018; Poniatowski, 2019; Martin and Campión, 2016; Beatty, Merchant, and Albert, 2017)

The third category was named activation of students' prior knowledge. Thus, it compiles student's interaction patterns with the video tutorials provided for pre-class activities. Then, what was often seen was the students had the opportunity to revise contents, exercise listening and reading skills and reply to open and multiple-choice questions the videos asked. That is the way, the students' activation of the prior knowledge took place out, and before the class itself. Data analysis also showed that the students recalled and learnt language before the in-class sessions. Moreover, related subcategories also made evident that some students helped their partners with questions about the video tutorials. I could find that as lessons passed by, learners were getting experience about their role as active learners in the pre-class setting by analyzing, taking notes, rewinding the videos as many times as it was necessary for them to comprehend, taking their questions and wonderings to the in-class sessions for further clarification. I could finally say that video-tutorials prepared students for in-class activities which in accordance with what literature supports, the students had the opportunity to repeat, practice, and use the resources in the videos as many times as they wanted and at their own pace (Najmi, 2020).

To sum up, I consider despite the short time the study took place, the findings above provide positive insights to respond to the research question as previously mentioned. I would also add that students evidenced responsibility in watching the videos before the in-class sessions, they started incorporating strategies such as note taking, repetition of the videos, and

bringing questions to the in-class sessions. The students also participated more actively in classes, making them more dynamic and didactic. Thus, video tutorials resulted in resources which brought learners enjoyment and learning at the same time.

Pedagogical Implications

Even though, positive conclusions about the incorporation of the content of video tutorials within flipped learning during the Pandemic of Covid-19, it was evident that other relevant aspects arose in the process and could be considered for further reflection and research.

Despite, the implementation of the research project was just for a short period of time, I noticed the students could adopt and adapt themselves soon to the new methodology. From my perspective, a longer time doing the implementation could bring more issues for data analysis and, of course, increase the validity of the results.

When designing and implementing the videos, I, as a teacher-researcher, dealt with many questions which always become in sources of improvement. Among these questions I asked myself: “Are videos only informative? Do students watch attentively the videos? How much input do videos need to provide? These questions emerged when it was necessary to clarify questions the students brought into the classroom. At the end, I realized that this is the permanent job of a teacher doing action research.

The implementation of flipped learning could work effectively within a cross curricular approach, as language study and learning needs integration with other subjects of the curriculum. This reflection came when dealing with a session in which students had to plan a trip and so I noticed, they did not have basic prior knowledge on cultural and geography issues like countries, locations, seasons, weather and so on. Then, to do the task, it was necessary to do a review of

those concepts in Spanish. Something similar happens when noticing that some students even have not had the experience of been in an airport or flying in a plane.

As a teacher researcher, I must be flexible and ready to adapt to changes. This current research project was ready to be implemented by April 2020, however, the pandemic changed everything including the implementation of the lessons. It was necessary to re-adapt the whole proposal and in turn the activities proposed for the in-class setting within a synchronous setting. Then, it took about three months to reorganize everything to respond both to educational demands and to a new reorientation of the research project, it is the implementation of flipped learning within emergency remote teaching.

Working through online synchronous sessions allowed me to record everything during the in-class sessions, which resulted in a positive factor for this research. This helped me to have a lot of data gathered and have it ready to revisit it, when necessary, in the data analysis. Then, as video recordings were now part of the institutional measures, I did not have to deal with that number of permissions and consents researchers usually must do to gather data. In this way, the time allocated to those procedural activities was spent in preparing the pedagogical resources for the implementation.

A further research process should deepen on the how to make effective EFL students' self-directed learning. It is to determine metacognition strategies students might use in order to exploit flipped learning resources (video tutorials, infographics, podcast, and so on and so far.) Similarly, it would be worth to initiate a process of familiarization with other teachers and courses at the school, so that more participants can be involved in flipped learning environment.

Furthermore, I strongly believe that flipped learning could be one of the core pedagogical approaches implemented in virtual learning and distance education scenarios in which learners are demanded from independence, autonomy and self-regulation.

In terms of the whole research project, despite it took a very long time to carry it out, I have to say that it has strengthen my qualitative research skills. The project confronted me to carefully review qualitative data analysis particularly on the process of coding, which reminds me when studying the subject Discourse Analysis. In addition, I had to revisit the document many times in order to make improvements as new literature emerged and encouraged me to make changes where necessary, and as everything in research, there will be many things to change when other reader takes it and finds new issues to improve. Summing up, this research project was an excellent real lab for my professional profile.

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Appendixes

Appendix A: Liceo Superior Rafael Pombo – Syllabus – 9°

PLAN DE ÁREA HUMANIDADES: IDIOMA EXTRANJERO DEPARTAMENTO DE HUMANIDADES LICEO SUPERIOR RAFAEL POMBO SAN GIL 2017

Grado	Trimestre	Indicador Expresivo	Indicador Cognitivo	Contenido Temático	Indicador Expresivo	Indicador Cognitivo	Contenido Temático
Noveno	1	Expresa de manera verbal y escrita preguntas en diferentes tiempos gramaticales	Identifica los auxiliares y el orden para la elaboración de preguntas en diferentes tiempos gramaticales.	Auxiliares Estructura gramatical	Reconoce textos y actividades de audio preguntas en diferentes tiempos gramaticales	Identifica los auxiliares y el orden para la elaboración de preguntas en diferentes tiempos gramaticales.	Auxiliares Estructura gramatical
	2	Expresa de manera verbal y escrita adjetivos para comparación.	Identifica las reglas para formar comparativos de los adjetivos.	More, Er, ler, As....As, Less	Reconoce en textos y actividades de audio el uso de adjetivos para comparación.	Identifica las reglas para formar comparativos de los adjetivos.	More, Er, ler, As....As, Less
	3	Expresa de manera verbal y escrita cláusulas relativas y condicionales para especular sobre situaciones que podrían ocurrir.	Identifica las cláusulas relativas y el condicional if.	Who – Whom – Which, If-then	Reconoce en textos y actividades de audio cláusulas relativas y condicionales para especular sobre situaciones que podrían ocurrir.	Identifica las cláusulas relativas y el condicional if.	Who – Whom – Which, If-then

Appendix B: Prior Research in Flipped Learning

1. Integrated Language Skills through Theme-Based Learning and The Mediation of Flipped Classroom in Fourth Grade Students at La Colina School (2016)

KEY ELEMENTS	KEY INFORMATION
Author information	Jeymy Viviana Botero, a research project submitted in partial fulfillment of the requirements for the degree of bachelor's in teaching English as a Foreign Language, Universidad Santo Tomás, Bogotá.
Research Question/objective	Research questions Main question How do theme-based instruction and the mediation of flipped classroom enable and encourage integrated language skills development in a group of 4th graders at La Colina School? Sub-questions How do 4th graders enhance the use of English through the integration of theme-based learning and the mediation of flipped classroom at La Colina School? How do 4th graders respond and perceive the experience of participating in a flipped classroom at La Colina School? Research objectives Main objective To evidence how theme-based instruction and the mediation of flipped classroom enable and encourage integrated language skills development in a group of 4th graders at La Colina School. Specific objectives To describe how 4th graders enhance the use of English through the integration of theme-based learning and the mediation of flipped classroom Schoolology at La Colina School. To portray how students' respond and perceive the experience of participating in the flipped classroom Schoolology.
Research context	The research carried out at La Colina School in Bogota involved a group of 4A students, 20 in total, between 12 girls and 8 boys from 9 to 10 years old. The school is a bilingual school and English is taught 10 academic hours a week (each hour is 45 minutes). That means that students take English lessons every day for one hour and thirty minutes. Teachers must follow a prescribed curriculum, which is based on the Common European Framework of reference, and it creates a struggle for the teacher who should accomplish the goals of the school with the real conditions taking place in the classroom. They have a set of standards they must work on throughout the year and they do not make use of a textbook. Teachers are required to plan their lessons every day and prepare their own materials and guides. In order to do this, teachers have a library of resources where they can find a great variety of textbooks they can use to plan their lessons and prepare worksheets with concepts and exercises for the students. Teachers are required to give quizzes and exams. For this research I followed a criterion sampling. Michael Patton (Patton, M. 2015, p. 56) states that criterion sampling is "to review and study all cases that meet some predetermined criterion of importance." In this case, I conducted the research on a group of students that met the same criterion: they lacked work with technology to aid them in the learning process and they needed to enhance their language skills.
Central constructs supporting its frame	Integration of technologies for English teaching and learning English language teachers around the world are starting to engage students in the use of technology in order to foster language learning, enhance student interaction and improve their language skills. However, in countries like Colombia, this may be obstructed by the lack of resources students, teachers and even the educational institutions may have. Chapelle, C (2003) summarizes three different perspectives on technology and its implications for ELT. First, the vision of the technologists focuses on the potential that technology has on teaching and learning and argues that teachers need to learn about how technology can aid their work and improve, change and innovate their practices. The second vision has to do with social pragmatism which focuses on human practices in technology use. This view argues that issues with technology, such as lack of internet service or access to a computer device, as well as human practices, may act as a constraint that affects technology use. Due to this, teachers need to analyze their options and be aware of their context and its limitations. The third perspective comes from the critical analysts who question the assumption that technology is inevitable, positive and culturally neutral (Chapelle, 2003). There is a battle between traditional teaching and learning styles versus the more modern and innovative idea of blended learning. An article written for the Journal of College Teaching and Learning by Allen Jackson, Gaudet, Laura, McDaniel, Larry and Brammer, Dawn titled, Curriculum Integration: The Use of Technology to Support Learning, they argue that people learn in multiple ways, and this is supported by Howard Gardner's Theory of Multiple Intelligences. The authors of this paper recognize the importance of understanding how people learn best and that technology can be used as a tool to better reach students and provide activities that are adapted to their specific needs. They also mention that "the use of technology should not occur without thinking about how people learn best. To actively engage diverse learners in higher education, the instructor should have a good understanding of the

overall nature and purpose of the group, as well as the ability to interact well within the learner's unique world. The instructor must also be able to structure learning activities to meet their learning needs.” In the Colombian context, it is imperative that the teacher also understands the specific context in which they carry out their teaching practice and the limitations they might have. However, whenever possible, technology can be a great way to innovate and make our classes more fun, interesting, interactive and productive in terms of language learning.

The appearance of blended learning in the English classroom

Thorne, K. (2003) mentions that blended learning is “the most logical and natural evolution of our learning agenda” (p. 16). The author also claims that blended learning is a great way to tailor learning to the specific needs of students while taking advantage of the advances in technology. However, this also presents a few drawbacks such as lack of knowledge on how to effectively use it and lack of information concerning its use and usefulness.

Blended learning may provide a wonderful learning opportunity for primary learners as it would optimize their interactions and skills by engaging them in the use of innovative online resources that go according to their learning needs at school. It may also provide an additional space to engage students outside of class and encourage them to practice their language skills.

The mediation of flipped classroom in English Learning and Teaching (ELT)

A flipped classroom “is a pedagogical model in which the typical lecture and homework elements of a course are reversed” (Educause, 2012, p. 1).

The flipped model puts more of the responsibility for learning on the shoulders of students while giving them greater impetus to experiment. Activities can be student-led, and communication among students can become the determining dynamic of a session devoted to learning through hands-on work. What the flip does particularly well is to bring about a distinctive shift in priorities—from merely covering material to working toward mastery of it. (Educause, 2012, p. 2)

Price, P. (2003) conducted an action research on the effects of using the flipped classroom on ninth grade physical science classes at a Minnesota public high school. The conclusion was that this strategy increases classroom time spent doing other types of activities that involve experimentation and application of concepts in a given context. Students had the opportunity to discuss theory and apply what was previously learned at home during the face-to-face lessons. This was beneficial to the learning process as students could spend more time applying theory to practice.

This project also aims at fostering the use and integration of the four language skills through a flipped classroom mediation and encouraging them to do so by increasing the amount of interaction among them. Learning environments where students have opportunities to interact with each other allow for a more productive and effective learning experience.

Interaction is defined by Brown, H (2007) as “a product of negotiation, of give and take, as interlocutors attempt to communicate” (p. 53). Therefore, classroom and online activities should provide these kinds of opportunities for students to interact with each other. According to Brown, H (2007), this can be done by doing more pair and group work; receiving authentic language input in contexts that are relevant to them, thus producing communication that is both, genuine and meaningful.

Learning of a second or foreign language is a process that happens naturally so long as enough comprehensible input is provided. The idea with the flipped classroom is to provide students with enough comprehensible input outside of the traditional classroom and additional exposure to the language in order to maximize the students’ opportunities to learn and practice.

Young Learners have affective, cognitive and social needs which should be taken into account when planning a lesson. A virtual learning environment provides a great opportunity for teachers to tackle those particular needs and create a safe learning space in which interaction can be fostered. In the case of second language learning, this interaction also affects their learning development and the integration of the four language skills.

Flipped classroom activities

Typically, the flipped classroom is organized into learning videos that students watch prior to the face-to-face lesson. However, there are other features that teachers can use in order to effectively reverse the classroom. Such activities include forums, discussions, games and online assignments that focus on the four language skills. For this research, the learning platform Schoology offered a great variety of tools to create a virtual classroom that was complete in terms of features. Even though the teacher is in charge of creating and uploading all the material, the platform has plenty of resources and tools to make this possible. Students were able to watch the learning videos prior to the face-to-face lessons and work on various assignments in order to practice vocabulary, structures, listening, reading, writing and speaking. Activities focused on vocabulary and structures included games, matching activities and fill in the gaps. Listening and reading activities included comprehension questions, discussions and summarizing. Writing activities involved forums, storytelling and discussions and speaking activities were done through videos made by the students. Additionally, students had a group in which they could interact among themselves and with the teacher. They were also able to share pictures from the face-to-face classroom activities done throughout the year. Schoology also allows the teacher to add external links for games and online dictionary and has a gradebook in order to keep a record of students’ work and badges to praise students’ performance. It also shows students’ attendance and the amount of time students spent on each activity.

Bringing Theme-Based instruction into the flipped classroom

Diana Mumford (2000) defines theme-based units as “a vehicle for teaching a range of skills and content by integrating curriculum areas around a topic. This method of teaching links curriculum strands and capitalizes on children’s interests, creating a sense of purpose and community in the classroom. By building on their interests and life experiences, young people’s attitudes, skills and knowledge are developed in meaningful ways. Inquiry

	and communication are activated by a desire to know more, resulting in enthusiastic participation in the learning process” (p. 4). The role of the teacher and the students in the 21st century has considerably changed. Nowadays, teachers ought to be a guide who provides communicative activities to ensure interactive learning, and who monitors the activities assuring proper use of structures and effective communication. Teachers also have different roles throughout a lesson, and they should be able to adapt to the classroom dynamics and the individual performance of the students in it. Teaching should be fun, interactive, effective and engaging, which is what a flipped classroom promises to do for the learning classroom, both face-to-face and online. It is, therefore, a tool that aids the teacher’s work. This combined with theme-based instruction ensures that students will have a learning environment that is relevant to their particular needs and the things they like. It generates engagement in the students’ own learning, encourages them to use the tool and fosters the use of the four language skills. Integrated language skills Studies have shown that integrating the four language skills maximizes students’ chances to learn and practice in a way that is more meaningful. Brown, D. (2007, p. 286) mentions the following observations in regard to integrating language skills: • Production and reception are quite simply two sides of the same coin; one cannot split the coin in two. • Interaction means sending and receiving messages. • Written and spoken language often (but not always!) bear a relationship to each other; to ignore that relationship is to ignore the richness of language. • By attending primarily to what learners can do with language, and only secondarily to the forms of language, we invite any or all of the four skills that are relevant into the classroom arena. • Often one skill will reinforce another; we learn to speak, for example, in part by modeling what we hear, and we learn to write by examining what we can read.
Type of research design	This research study used a descriptive tradition. Ellis (2012) mentions that “classroom descriptive research aims to produce qualitative and quantitative accounts of classroom processes, the factors that shape these and their implications for language learning” (p. 41). It was therefore the author’s intention to work on a particular issue she identified concerning her 4th grade students at Colegio La Colina and language skills, and she implemented a combination of theme-based learning with a flipped-classroom-type of teaching strategy and analyzed how this may or may not encourage students to practice more often and participate more actively. There was a desire to innovate the practices currently taking place at the school which is a key aspect of this type of research tradition. In addition to this, she took the role of both, the teacher and the researcher which means that she was fully involved in the research process. The research design of this project was action research. This type of research design “is conducted by those inside a community (teachers, administrators, community members) rather than by outside experts.” (Hinchey 2008, p. 4)
Pedagogical implementation	The needs analysis conducted during the first stage of this study at La Colina School in Bogotá with 4th grade students evidenced lack of engagement in the activities done in the classroom and the students’ skills showed difficulties and constraints for the teacher in regard to the level required for the students, the course syllabus and the reality in the classroom for me as the English teacher. Pedagogical aims 1. To propose the integration of theme-based learning in the virtual classroom Schoology through the mediation of flipped classroom in a group of 4th graders. 2. To design engaging activities in both the physical classroom and the virtual scenario to encourage students’ participation and English learning. 3. To adapt the design and implementation of theme-based learning according to the course syllabus and the learning objectives of 4th graders at La Colina School. 4. To assess students’ participation and learning goals through activities in both the physical classroom and Schoology. Proposing an approach to integrate the mediation of a flipped classroom When it comes to second language learning, learners should be exposed to situations where they must use the language to communicate. As stated by Littlewood (1981) “The learner can be placed in situations where he must use language as an instrument for satisfying immediate communicative needs, and where the criterion for success is functional effectiveness rather than structural accuracy” (p. 7). During English lessons, students should be given functional activities to practice real language and relate the structure to their actual communicative function. The functional view of language also states that the syllabus should include “not only elements of grammar and lexis but also specify the topics, notions and concepts the learner needs to communicate about.” (Richards and Rodgers, 1986, p. 21) For this reason, theme-based learning and flipped classroom offer students considerable opportunities to communicate in a relevant and meaningful setting. Theme-based learning effectively integrates the four language skills around a topic that is relevant to the students. This flipped classroom was designed around topics or themes and the activities done in the face-to-face classroom and the virtual learning environment were both planned around said thematic units. Design of the flipped classroom The school syllabus, which is based on the Common European Framework, was chosen, taking into account the school’s standards. The teacher – research assumed the role of facilitator, even for technological issues. Schoology was used as the LMS to share the materials, videos, lessons, matching activities, quizzes, games, pictures, forums, and discussion threads. Firstly, an adaptation for the design and implementation of theme-based learning according to the course syllabus and the learning objectives of 4th graders at La Colina School. Such adaptation implied examining the

	school's standards and sub-processes and inquiring the students' interests in order to align topics with the development of the syllabus. Secondly, students were assigned work on Schoology prior to the face-to-face lessons. This could be a video they had to watch, which introduces a new concept, a game to practice, an assignment or any other kind of activity that allows them to practice the four language skills. The virtual classroom linked the face-to-face lessons. The development of theme-based instruction implied the introduction of a topic related to students' interests. Each unit was divided into themes and the integration of the four-skills was done taking said theme into account. Finally, the didactic unit was designed in order to organize the whole teaching and learning process. For the Flipped Classroom delivery, prior to the face-to-face classroom lesson, students were asked to watch a video on Schoology which had the new concept. When the classroom lesson started, students had a few minutes to go over questions and doubts about the video they saw. After that, the class started with an activity to practice the concept. Such activities included games, discussions, debates, role plays and/or dialogues in which students could put into practice what they learned previously on Schoology. Additionally, students had listening, reading or writing activities which involved comprehension, inferring meaning from context, matching, fill in the gaps, understanding general ideas and details, storytelling, etc. Finally, students were asked to log in to Schoology in the afternoon and work on additional practice tasks such as a forum, discussion thread, listening or reading and videos. For the assessment process, students carried out their activities and evaluation guidelines provided in both the physical and virtual classrooms which allowed me as their teacher to assess their work on Schoology and evidence their integration and use of the four language skills. Students' work on every unit was assessed in both, the face-to-face classroom and the learning environment, by checking that they were using the new language accurately. This was done through forums, writing and speaking activities.
Data collection	Semi-structured questionnaire (Griffiee, 2012) It has the purpose of identifying students' difficulties in the English classroom prior to this study and to inquire students' interests about technology. Applied to 4th graders at La Colina School. Students' artifacts in the physical and virtual classrooms. They aim to collect evidence of student engagement and integrated use of the four language skills. Applied to 4th graders at La Colina School. Students' interview about the experience of the physical and the virtual classrooms. It aims to describe students' experience and how using Schoology had an impact on their language learning and classroom performance. Applied to 4th graders at La Colina School.
Data analysis	The author chose thematic analysis to interpret collected data from the students' work during the face-to-face lessons and their work on Schoology. According to Braun and Clarke (2006), there are 6 steps in the process of analyzing data. The first step implicates getting to know the data "to the extent that you are familiar with the depth and breadth of the content" (p. 16). At this point, data is transcribed into written form and all other data gathered is analyzed in detailed. The second step entails the generation of codes. Once the researcher is familiar with the data, codes emerge. Braun and Clarke (2006) mention that codes "identify a feature of the data (semantic content or latent) that appears interesting to the analyst" (p. 18). Step three involves searching for themes. In this step the analysts start to analyze the codes and "consider how different codes may combine to form an overarching theme" (Braun and Clarke, 2006, p. 19). Themes and sub-themes emerge in this step based on the codes that were previously established. On step four those themes are reviewed and refined. Some themes may not be themes at all while others may merge with a theme that at first was thought of as different. Braun and Clarke (2006) argue that "data within themes should cohere together meaningfully, while there should be clear and identifiable distinctions between themes" (p. 20). Step five involves defining and naming themes. At this point themes are defined and the data within them will be analyzed. Lastly, step six consists of producing the report. The report "needs to do more than just provide data. Extracts need to be embedded within an analytic narrative that compellingly illustrates the story that you are telling about your data, and your analytic narrative needs to go beyond description of the data and make an argument in relation to your research question" (Braun and Clarke, 2006, p. 23). For this research, the mediation was set up using Schoology and 6 different units were created there for students to practice. Each unit is comprised of videos with explanations of concepts, online games to practice, discussions to practice writing, listening and reading activities and assignments. The data was collected from Schoology and each of the units students worked on. Information regarding the average amount of additional time students spent there from February to May, the activities students participated in and the evidence of the use of the language is also analyzed. Each individual unit was analyzed, taking into account the theme, sub themes, evidence in the classroom, on Schoology and the lesson plans. The objective was to see how students responded to the use of English through the mediation, how they used the language, and their participation and interaction Similarly, the author collected information on students' notebooks, which has some of the written work they did during their face-to-face lessons. Additional data was collected from the lesson plans, which evidence the work that was done during face-to-face lessons in relation to the work on Schoology. In summary, there is evidence that students came to the face-to-face classroom prepared thanks to the work they did previously on Schoology. They were able to study and get ready for their face-to-face encounter and use that space to solve doubts and ask questions. They were also able to practice more during classes instead of spending time on learning the new concepts. Schoology also helped them work on the four language skills more effectively and become more aware of the accurate use of the language. Through this mediation, students were

	able to receive immediate feedback and interact with each other more frequently. Additionally, students gained control of their own learning process and gained confidence to perform classroom activities. They had easy access to material to study and practice and both, face to face and virtual classroom material was planned around a theme that students liked so as to make it more significant.
Findings & conclusions	The analysis of the data collected during this research suggests that using a theme-based instruction and the mediation of flipped classroom enabled and encouraged integrated language skills effectively. Theme-based instruction allowed the content to be meaningful and relevant to the students while at the same time it allowed me as the teacher to integrate reading, writing, listening and speaking in a real-life context. The flipped classroom provided the space to carry out this strategy and the tools to effectively combine the four language skills. It also provided the means for students to learn and practice outside of class. This research presented evidence of the advantages of using flipped classroom and theme-based learning to integrate language skills and how this strategy helps with student achievement, which is a natural result of practicing constantly. Students showed commitment to study and this mediation allowed them to take control over their own learning process. It also provided more classroom time to spent working on other types of time-consuming activities such as role plays, dialogues, debates and oral presentations. Furthermore, students enjoyed having a virtual learning environment that allowed them to learn through games, to practice through reading, writing, listening and speaking activities and to interact among themselves. Being able to come to class prepared encouraged them to participate more and gave them the necessary tools to gain confidence.
Criticisms	As a teacher-researcher, The author noticed that the mediation of a flipped classroom saves a lot of classroom time spent working on introducing new concepts, which gave her additional face to face time to work on other types of activities such as speaking. It made my job during class a lot easier because she did not need to spend time introducing new concepts or doing drillings. Students came to class prepared, so she was able to focus on their written work on their notebooks and real-life speaking activities. However, it is important to note that this mediation also requires the teacher to invest time and effort on preparing the virtual classroom, uploading or creating all the learning material and checking and providing constant feedback. It requires an extra amount of work on the teacher's part, which could be a hindrance for some. It also entails the teacher to be creative, innovative and skilled in computers. The institution was made aware of this project and its preliminary results and it now wants to apply the same mediation next school year (2016-2017) and expand it to other areas in Elementary school. The idea is to see how students would respond to the mediation in other areas of learning such as science and math.

2. Flipping EFL Classroom and Integrating Metacognitive Strategies to Foster Listening Comprehension in Ninth Grade Students (2016)

KEY ELEMENTS	KEY INFORMATION
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Research Question/objective	Main Question To what extent applying flipped classroom FC and metacognitive strategies MS influence EFL ninth grade students' listening comprehension LC? Sub-questions How do ninth grade students describe their experience of Flipped classroom and Metacognitive strategies proposal when they develop a listening comprehension activity? How does teacher-researcher describe her experience of Flipped classroom and Metacognitive strategies proposal when she carry out a listening comprehension activity? How can statistical data explain the influence of applying the FC and MS proposal in ninth grade students' LC and EFL learning idea? General Objective To understand the predicting influence of applying Flipped Classroom FC and Metacognitive Strategies MS proposal in EFL ninth grade students' listening comprehension LC. Specific Objectives To appropriate the state of the art and theoretical framework related to Flipped Classroom Model as well as EFL listening comprehension and metacognitive strategies. To describe ninth grade students' experience of Flipped classroom and Metacognitive strategies proposal when developing an EFL listening comprehension activity. To describe teacher-researcher's experience of Flipped classroom and Metacognitive strategies proposal when carrying out an EFL listening comprehension activity. To explain statistically how applying the FC and MS proposal influenced ninth grade students' LC and EFL learning idea.
Research context	This study was carried out at a small public high school in the south of Bogotá, Colombia. With a group of 29 ninth grade students aged 15 to 17 years old. They take English classes twice a week divided in one session of an hour and second session of two hours. Most of them live near school and their families are humble; they manifested low level of English language specially in Listening Comprehension because they have not had a constant learning process in the Foreign Language, they experienced many periods of time without English classes during the last three years, Though, they recognize the importance of English language learning for their future. Therefore, they participate actively in the flipped classes and interactive listening activities.

Central constructs supporting its frame	Most research on the flipped classroom employs group-based interactive learning activities inside the classroom, citing student-centered learning theories based on the works of Piaget 1967 and Vygotsky. Strayer (2007 cited by Johnson & Renner 2012) reported that in most instances where the classroom flip is used, the goal is to create an active learning environment during class meetings, while ensuring content coverage. Strayer's conceptual framework is derived from Piaget's theories of active learning. Piaget says that learning occurs not when a person merely copies an idea, but when a person acts on it. Electronic content delivery is not limited to audio and video. Animated and interactive simulations can similarly disseminate content to students in advance of class meetings. Specifically, in foreign language classes, teachers are recording grammar lessons and conversation starters so as to create time in class to use the language more practically. This includes having more conversation, reading literature, and writing stories, all in the target language. In the last two years, flipped educators have to face with many common misconceptions between "flipped Classroom" and "Flipped Learning," so flipped educators of the Flipped Learning Network (FLN) draw a distinction between them which states the following: These terms are not interchangeable. Flipping a class can, but does not necessarily, lead to Flipped Learning. Many teachers may already flip their classes by having students read text outside of class, watch supplemental videos, or solve additional problems, but to engage in Flipped Learning, teachers must incorporate the four pillars into their practice. Hence, taking the purpose of this study into account the concept of Flipped learning will not be taken as one of the key constructs, however in the pedagogical intervention the four pillars and indicators will be explained in detail since they were incorporated to the flipped classes. Listening Comprehension in EFL There are several published studies about listening comprehension development and they all highlight how important it is to carry it out not just in the preliminary phases of foreign language learning but also in the advanced stages of the process. Linguists and theorists as Brown (1980), suggests that listening comprehension is the most powerful learning mode until at least sixth grade in high school, and approximately 60% of the school time of a student is used in listening. According to Rubin (1995), "For second language/foreign language learners, listening is the skill that makes the heaviest processing demands because learners must store information in short term memory at the same time as they are working to understand the information (...) Whereas in reading learners can go over the text at leisure, they generally don't have the opportunity to do so in listening". O'Malley, Chamot, and Kupper (1989) claim that "listening comprehension is an active and conscious process in which the listener constitutes meaning by using cues from contextual information and from existing knowledge...". It is, of course, clear that we cannot see and observe the cognitive process of listening. Nevertheless, understanding it, can help rethink the methods of teaching listening. metacognitive learning activities should aim to deepen learner understanding of themselves as L2 listeners, raise greater awareness of the demands and processes of L2 listening, and teach learners how to manage their comprehension and learning. Research in first language (L1) and L2 comprehension shows those learners who successfully use 67 metacognitive knowledge of listening and strategies to improve their comprehension, will also experience increased motivation. Goh (2002, 2008) focused on a metacognitive approach that helps learners become more self-regulated and self-directed in their efforts to improve their individual listening abilities. In addition to pursuing comprehension, the sequence guides learners through important metacognitive processes such as prediction, verification, monitoring, problem solving, and evaluation—processes used by effective listeners and effective learners. This sequence not only raises learner awareness about the listening process, it also offers much needed scaffolding thus that listeners can learn from each other while working with listening texts. They referred to this as metacognitive instruction for L2 listening. It is an approach to listening instruction that explicitly elicits and enhances learner knowledge about learning to listen, as well as teaching effective strategies for managing comprehension and overall listening development. Vandergrift & Goh (2012). The importance of metacognition in comprehension, particularly research activity on the role of metacognition in L2 listening has been minimal. Much of what they know about the relationship between metacognition and successful L2 listening 68 comes from research into the strategies of skilled listeners. Using a think-aloud methodology (tapping the thought processes of listeners while they are actually engaged in the listening event), researchers record, transcribe, and analyze the "thinkalouds" of skilled and less skilled listeners for evidence of strategy use (Goh, 2002a; O'Malley & Chamot, 1990; O'Malley, Chamot, & Küpper, 1989; Vandergrift, 1998, 2003a). Skilled listeners reveal using about twice as many metacognitive strategies as their less skilled counterparts, primarily comprehension monitoring.
Type of research design	Mixed Methods Research Qualitative Classroom Observations (Field notes and journals) Quantitative Pre-experimental O1 X O2
Pedagogical implementation	These are the proposal foundations on Metacognitive Strategies and Flipped Classroom. Then, the pre, while and post- stages followed to carry out the implementation of the FC+MS proposal. The chapter accounts for the instructional design of the One-way Listening Activities (OWLAs) and the description of the action plan. The pre-stage In this first stage, there was a session of one hour in the computers lab with pupils to help them understand the way to work in terms of using the EdmodoTM platform (Appendix H). First, Students were provided with relevant information through The Learning Styles PreziTM presentation. Second, for the identification of their own Learning Style, they took an online test with twenty-four multiple choice questions each answers corresponded to a particular learning style: Visual, Auditory or Kinesthetic, the purpose to take this information was in order to make them aware of their own learning process. 87 Later, the correct instruction about each Metacognitive Strategies (Planning, Monitoring, Solving Problems & Evaluating) was given mainly based on Vandergrift & Goh, (2012). The while-stage

	This stage consisted of four weeks during the implementation of four hours of Flipped content videos through Edmodo™ Platform which was considered the out-class activities Bergman & Sams, (2012) here students' note taking strategy was mainly conducted. The out-class activities were asynchronous; participants could manage their time according to their needs and styles. Then, eight hours of in-class One-way Listening Activities (OWLAs) that included a listening task that followed the MS in the template divided into planning, monitoring, solving problems and evaluation sections. At this stage, the teacher-researcher taught the model explicitly since the main goal of metacognition was to make learners aware of their own learning process. the strategies and the stages of the model were explained in order to give learners the opportunity to take control over the model for the upcoming One-way Listening Activities (OWLAs). Also, they are framed in Content Based Instruction (CBI) defined by Moser & Raphan (1994) as an approach where students acquire subject matter expertise and a greater proficiency in English, the medium of instruction. The Post-stage This final stage of the process was developed in the computers lab for an hour where students could access Edmodo™, there it was the link to answer twenty four questions since the idea was to see students' processes and their thoughts in regard to the use of the MS, the preferred flipped videos or out-class activities, and also their perceptions on in-class activities so the FC+MS=LC questionnaire was applied after session four. This definitely helped to obtain learner's feelings and insights about specific strategies they had been using along the implementation and the insights that the OWLAs left them.
Data collection	Pre-test KET Listening Part. Learning styles test. Teacher's field notes. Students' artifacts Post-test KET Listening Part. FC&MS Questionnaire
Data analysis	This section shows the corresponding theory and actions carried out along the analysis of data. This procedure is to merge the two forms of data that arrays the key concepts Flipped Classroom, Metacognitive strategies and Listening comprehension on the vertical axis and then two columns on the horizontal axis indicating qualitative responses and quantitative results to the concepts. The information obtained was merged with the progress of the students by comparing the results of their pre-test and post-test results, with the progress seen in their artifacts, and teacher's field notes. The software to display and analyze quantitative data was Microsoft Excel™, since the instruments Pre-test, post-test and FC+MS=LC Questionnaire were collected through Google Forms™ and this tool store the data on it. Besides, it allows the researcher to use descriptive statistics and paired sample t-test for effect sizes which are required for this mixed methods study. More emphasis was given to the qualitative results, leading to the conclusion that this study favored the qualitative research. However, these reports on the results from the two databases were followed by an analysis of key findings in which the quantitative and qualitative results were compared for supportive and non-supportive findings.
Findings & conclusions	The first question asked students if they believe videos helped them to improve listening comprehension. 81,5% answered positively and 18,5% answered negatively. It means most of them firmly believe videos contribute to improve their listening performance. Class dynamic according to Flipped Classroom setting provide teachers with time to support students learning process in class instead of being the center of the class and not having time or space to observe and reach all students. Question 15 displayed seven statements about classroom arrangements, according to students answers 64,8% think teacher provided different ways to learn content classes, 46,3% think teacher was able to be there for all students individually or by groups during the class when needed and 38,9% said there were time and space to interact and reflect about learning processes. Here Moravec et al. (2010) results discussed about time provided for interactive activities and how in-class activities still had a traditional lecture component. It is challenging to master flipped lessons at first, so it is a fact that at the beginning there is a small part of traditional classes on this proposal even though students recognized they had time to interact, reflect and solve doubts in the class as they did not do before. Students not only approved videos as listening factor to increase comprehension, but they also consider videos very useful 44,4%, somewhat useful 44,4% and 9,3% a little useful. Even though, in this study the results to measure listening comprehension were not as positive there is a recognition of this idea according to these responses. An important factor when applying FC is class time, one of the questions stated that the fact of watching the videos previously for classes opened the space to have more time in-class to participate, read, write, create and speak in English, 64,8% of students answered they agreed and 29,6% completely agreed with the statement, recognizing the time to practice what they learnt. Regarding to second fundamental concept Metacognitive Strategies (Planning, Monitoring, Solving problems and Evaluating) one of the questions asked students if they think that strategies use such as monitoring, planning, evaluating or solving problems helped them to understand better what you listen in English. 85,2% of them answered yes and 14,8% answered no. Another question searched how MS have helped them to comprehend better what they listen in English 59,3% recognized they understand better the audios, 44,4% affirmed they differentiate key words easier. In relation to the null hypothesis and to support the fact that there is no a significant difference in participants listening comprehension (LC), descriptive statistic data regarding to the average performance of the sample in LC pretest it is possible to observe the following results: 1) that 13 students (44, 8% of the sample) obtained a score equal or higher than the average. 2) 16 students (55, 2% of the sample) obtained a lower score than the average. Now then, concerning to the average performance of the sample in LC post-test is possible to see the following outcomes: 1) that 14 students (48, 3% of the sample) obtained a score equal or higher than the

	average. 2) 15 students (51, 7% of the sample) obtained a lower score than the average. In this research the average performance showed there was not a significant improvement after FC and MS systematic instruction. It is a clear that time difference is an important variable to consider here since this study took only five weeks. From the results found students reached equal or higher scores than average in the pre-test (44,8%) and the reached equal or higher score than average in the post-test (48,3%), students who obtained a lower score than average in the pre-test was (55,2%) pre-test post-test equal or higher 44,80% 48,30% lower 55,20% 51,70% and in the post-test lower score was (51,7%), thus there was a different on both of (3,5%). Taking this percentages and differences into account is possible to say that after implementing FC and MS proposal ninth grade students there was no significant improvement on Listening Comprehension. Categories emerged from the process of reading students' artifacts and the teacher's journal. Conclusions: It is an opportunity to make teachers from all subjects aware of how they are developing their classes, how they are giving feedback and even more interesting how much are the students learning from their instructional contents. I dare to say that English language teachers nowadays have to face the challenge of offering different kinds of good auditory material to practice classroom contents, and why not by doing it in a flipped way. Based on the literature review in which researchers mentioned students preferred in-person lectures to video lectures, but in this study the tendency was to prefer video lectures. They also stated that students preferred interactive classroom activities over lecture which definitely was an important finding in this study, as it was shown in the previous chapter students answered they enjoyed the in-class activities much more than the traditional workshop activities. This study allows the researcher to corroborate that student's improvement regarding to terms grades was not significant, but their feelings positively changed. This research allowed students to express their feelings, interests and fears about English language learning. Flipped classes were better because having the class time to participate and interact actively with all students, taking into account their likes and learning styles provided teacher with motivation to continue doing her best and keep changing the perception on learning process. OWLAs applied during this research suggest that a necessary condition for successful language learning is "comprehensible input" which requires focusing on the meaning rather than the form. The development of good receptive communicative skills is the foundation on which productive skills are based. Listening materials were rich in the way they integrate elements such as time, length, accent, visual aids, etc. Preliminary evidence indicates that instruction in strategies can help students to capitalize on the language input they receive, and to improve their performance on listening tasks. Along the development of the research students also showed recognition of strategies like planning, monitoring, solving problems and evaluating, they certainly realized they had a better understanding when they apply them.
Criticisms	Time is a key factor when doing this kind of research, seven weeks for applying the proposal were definitely not enough to reach the objective of fostering listening comprehension. Anyway, it provided many interesting insights about the potential of ICTs in a language classroom. Also, the learning process for both teacher and students during it open the door to continue looking for new ways of doing classes, homework, and activities, among others.

3. Exploring the Influence of Flipped Learning Strategy on Tenth Graders Writing Process at Two Public Schools in Bogota: A Route Towards Differentiation (2017)

KEY ELEMENTS	KEY INFORMATION
Author information	Francia Catalina TORRES Velandia and Andrea Paola HERNANDEZ Herrera. Research Report submitted in partial fulfillment of the requirements for the degree of Master in English Language Teaching for Self-Directed Learning at Universidad de la Sabana.
Research Question/objective	The research question that drove this study was how differentiated flipped instruction can impact English process writing of A1 tenth graders at two public schools in Bogota. Based on the stated question, the following objectives have been stated: • To determine the effectiveness of the differentiated flipped learning approach to improve the writing skill. • To analyze the gradual improvement of students' written products during the implementation. • To contribute new methodologies for enhancing the English teaching and learning process to public schools.
Research context	This study was carried out at Débora Arango Pérez (DAP) and José Francisco Socarrás (JFS) schools, two public schools located in Bosa, in the south of Bogotá. The students come from low income and challenging socio-economic conditions, most of the participants' parents only have elementary or high school level of education, making it difficult for them to support their children in tasks and homework activities. Nevertheless, most students have internet access at home which facilitated their participation in this study, allowing the flipped learning paradigm to be fully implemented. While the group from JFS school belongs to the morning shift, DAP students have classes the whole day, but in both schools, the syllabus implemented is adapted mainly from the guidelines issued in The Basic Standards of Competence in Foreign Language: English (MEN, 2006). The participants were 68 tenth graders, between 14 and 17 years old, from both schools, taking English lessons with the teachers-researchers to follow one of the characteristics of action research and contribute to the improvement of teachers-researchers field of activity. Although the groups in both schools are large (between 40 and 43 students), only the mentioned number was selected as they presented the consent letter signed at the beginning of the current study. About 80% of the learners have between A and A1 English proficiency level according to the CEFR, which means they had similar needs to use class time for more practice, improve their English language skills, and be prepared for the state exams to be taken next year.

	Both groups are quite similar regarding students' creativity and attention spans, but heterogeneous in their skills and interests. Learners are very dependent on their teachers and have difficulties working collaboratively. They also have difficulties following timelines and finding the right tools to support their learning. As an advantage, all of them are very respectful of teachers' suggestions and are well-disposed towards working in class but they have trouble working independently in other spaces, so they need to recognize the way they learn to improve their learning processes.
Central constructs supporting its frame	Flipped Learning Bishop & Verleger, (2013) claimed FL foundations focus on student – centered learning theories. The pioneers in FL Bergmann & Sams and the Flip Learning network defined this as “a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space and the resulting group learning space is transformed into a dynamic, interactive learning environment where the educator guides the students as they apply concepts and engage creatively in the subject matter. This definition introduces three core principles: first, pre-teaching, referred to the activities that traditionally were done in class but now at home (Bergmann & Sams 2012). Secondly, FL is learner centered because it's main goal is learning by offering the possibility of “meeting students' needs with a wide variety of learning styles” (Lage et al, 2000, p. 37). And the class time, used for the construction of meaning rather than for information transmission, intended to be active and interactive by carrying out experiential engagement, demonstration and application phases from the learning cycle adapted by Gerstein (2011) The Flip Learning Network (FLN), (2014) defined four main pillars for FL, closely related to the principles listed above. The pillars imply five main changes in essential aspects from traditional approaches: first, the focus from the curriculum pacing guide, by shifting the lecture-centered instructional model to students' learning needs as the driver of instruction (Hamdan et al, 2013). Secondly, the teacher's role, who knows and teaches the students, but becomes a facilitator, a guide who leads from behind (Marshall, 2014) and a better supporter of struggling students (Bergmann & Sams, 2012). In the third shift, learning becomes active, understood as “the process of having students engage in some activity that forces them to reflect upon ideas and their accurate use” (Michael 2006, p.160). Freeing classroom from lectures creates the potential for active, engaged, student-centered learning, peer interactions, and personalized instruction (Hamdan et al, 2013), peer instruction, collaboration and projects (Marshall, 2014), associated with improved student academic performance by the development of high order thinking skills. Fourth is direct instruction received in the individual learning space through different resources (Forsey, Low & Glance, 2013) as homework was done before, reviewed and controlled at students' own pace, according to their needs or interests (Gerstein, 2011). Lastly, time in face-to-face sessions can be invested to develop open ended, cross curricular projects which engage students and bring real-life relevance to their skills (Fulton, 2012). In this environment students receive more personalized instruction, with activities designed to help them master the material, meeting them at their readiness level (Hamdan et al., 2013) and addressing those specific doubts of each learner. Other authors defined and used flipped learning as “a model of ‘peer instruction’ in which the teacher provides material for students to prepare and reflect on before class and then, they used class time to encourage deeper cognitive thinking” (Crouch and Mazur, 2001). Differentiated instruction. According to Kyriacou (2009), ability, motivation, social class, gender, race and special education needs are the main differences among students; interpretation sustained on student diversity, learning styles, brain research and multiple intelligences theories (Subban, 2006). As a support in this field, differentiated instruction (DI) appears as the strategy to deal with diversity among the students in the same class group in contrast to the standardized tendency: the one-size-fits-all curriculum being used although it no longer meets the needs of the majority of learners. Differentiation is referred as a philosophy with the premise that students learn better when their teachers accommodate, plan and design strategically to achieve targeted standards (Tomlinson, 1999). It means effective teaching (Kyriacou, 2009), involving catering for those differences (Tomlinson, 2005), for planning strategically aiming to provide equity of access to excellence for every student (Tomlinson, 2014). Its purpose is to offer challenging and appropriate options for them, in order to reach success through becoming self-directed, productive problem solvers and thinkers (Gregory & Chapman, 2007). Different instructional strategies must be used to support DI, for instance: stations, interest centers, rafts, graphic organizers, scaffold reading/writing, intelligence preferences, tiered assignments, learning contracts, menus, tic-tac-toe complex instruction, independent projects, expression options, small-group instruction and literature circles, as suggested by Tomlinson (2014), as well. Flippedifferentiated instruction. Hirsch (2014) coined the term Flipperentiation by claiming that if differentiation is the engine, flipped learning is the grease. Flipperentiation provides rich opportunities to cater to diversity due to the flexibility rooted to its use. Then, “students first explore their learning on a single, self-guided path; afterward, navigate with others, a map of interlocking trails to discover their ultimate destination” (Hirsch, 2014). Through this blended model, student engagement will likely rise due to an emphasis on meaning making and more personalized contact with information. As teacher focuses the lesson on learners' needs; then, instructions and activities are formulated to accomplish particular instead of general demands. Writing As a complex skill, writing needs to be taught and improved permanently according to its use for people's specific purposes (Langan, 2009). Writing starts with the simple action of transferring thoughts and feelings from one's head into words. However, most of the time it becomes complicated, involving a great deal of time to achieve the desired written product. In comparison to speaking, writing involves more actions like selecting the

	correct vocabulary, grammar, spelling, punctuation, style, kind of text, type of readers, among others (Langan, 2009, p.10). Writing Process WP is a set of stages to follow before presenting a final product, as a help to plan, organize better, and improve the required information in different aspects throughout the process. Such stages do not follow a linear sequence but can be reviewed depending on the author. For Murray (1997) the WP itself can be divided into three stages: prewriting, writing, and rewriting; whereas for Tribble (1996:39) the four stages of the writing process are: prewriting, composing/ drafting, revising and editing. However, they agree with the idea of a cyclical process in which the writer can return to pre-writing when necessary (Badger & White, 2000). The product approach also has four stages: familiarization, controlled writing, guided writing and free writing but they intend to produce a final written product, and during each stage, the learners are guided and suggestions are given on what and how to write (Badger & White, 2000). Here, the teacher plays an active role as controller of each learner action throughout the sequence of writing. Autonomy Benson (2001) defined autonomy as “the control of one’s own learning” (p. 47); while Holec (1981) defined it as the capacity to take charge of one’s own learning. Little (1991) in Benson (2009), argued that learners’ autonomy can “take numerous forms, depending on their age, how far they have progressed with their learning, what they perceive their immediate learning needs to be, and so on” (p. 15). After these perceptions, Benson defines autonomy vaguely as “a multidimensional capacity that will take different forms for different individuals and even for the same individual in different contexts or at different times” (Benson, 2001, p. 47). Capacity explained by Little as “a capacity for detachment, critical reflection, decision-making, and independent action” (p. 47), which is also shown in the way the learner learns and transfers what has been learned to wider contexts” (1991). One of the possible outcomes regarding autonomy in language learning has to do with “learners’ responsibility towards their learning, dependent of the learner needs, purposes, capacities, and ultimate achievement” (Little 1994) in Huang (2013, p. 28). At the same time, teachers and classmates (co-learners) play a special role at helping each other to build their knowledge (Lennon, 2012, p. 19). If learners are responsible of their learning, they will find ways to consult, develop tasks and improve autonomously.
Type of research design	A collaborative, practical action research with mixed method data collection was carried out to systematically study the particular school contexts involved here with a view towards improving education practice, students’ learning and teachers-researchers’ professional development. Mills (2011) defined action research designs, as systematic procedures done by teachers (or other individuals in an educational setting) to gather information about, and subsequently improve, the ways a particular educational setting operates, their teaching, and their student learning. Additionally, Creswell (2014) indicated that using quantitative and qualitative data opens a possibility for the researcher to involve philosophical assumptions and theoretical frameworks, in order to understand better the research problem of a study.
Pedagogical implementation	The flipperentiated written process led the whole implementation, therefore the lessons and materials were designed and implemented in both groups in the same way as they had similar characteristics and a similar English proficiency level. The lessons followed three general stages: at home stage, in class stage, and end of class stage. During the first step of each lesson, completed outside of class, students watched a video or presentation uploaded on a technological platform that introduced the writing stage to work on. The resources were designed to instruct in how to carry out the writing process steps, presenting definitions, types, examples and everything that would be included in the traditional in-class lecture on the topic. Then, students completed an activity related to the resource watched to verify and reinforce their learning. The activities included a great variety of tasks involving listening, reading and writing in English like multiple choice, matching, gap fill, sentences completion, comprehension questions among others, as can be seen in. During the lessons, the flipping continued by verifying exercise answers or making a whole class application exercise which aimed to clarify doubts, receive feedback and elicit the understanding of the information delivered outside the class. Later, learners worked on the differentiated activities, with their teacher’s permanent support, that were designed to reinforce the target writing skills and general language contents as input to accomplish the two writing workshops. The activities were completed either individually, by pairs or in groups according to students’ preferences, needs or readiness, but always fostering active learning and students’ engagement. Moreover, these activities were differentiated using strategies like color grouping and learning menus. At the end of each lesson, learners were granted some time to work on their writing workshops that progressively led them to complete the two writing products required for the study. Both products were narrative texts: the first one was an autobiography related to their own lives, a famous or an imaginary person’s life; and the second one, a real or imaginary short story. The pedagogical implementation was carried out between the second semester of 2016 and the first one of 2017 in both, JFS and DAP Schools. Different resources were created to support this implementation process, among them are two writing workshops that, through the writing process approach, scaffolded students in the writing of two products of their own creation and a writing tool kit that supplied students with resources like lists of linking devices, irregular verbs, proofreading marks, and the scoring criteria that students could use for all class activities, in order to foster their autonomy, vocabulary, spelling and punctuation.
Data collection	In this study, data were collected to know whether the WP, introduced through a differentiated flipped learning approach, contributed to improve learners’ writing skills and foster their autonomy towards language learning. Hence, learners’ artifacts, two surveys, entry and exit tests, and teachers’ journals were the instruments to gather such data. Learners’ artifacts

	As action research is formative, learners' artifacts documented students' process and progress in writing skills when following the WP stages. Merter (2007) in Mills (2007) described artifacts as "written or visual sources of data that contribute to our understanding of what is happening in our classroom" (p.72). These artifacts were collected in each lesson designed for the implementation step, where learners worked on two writing workshops developing the stages of the writing process. In this study, the artifacts were the learners' written productions. The researchers analyzed the learners' improvement in terms of writing more complex and comprehensible texts, with a better use of vocabulary, grammar structures and punctuation, among other language factors that can be improved by following the stages in the writing process in each workshop. Surveys The initial survey took place during the needs analysis, and it had one sections about the learners' perceptions of their learning and a second one about the resources available to support that learning; the latter with four sub-sections: independence and responsibility, learning strategies, learning, and use of technological resources, for a total of twenty-seven questions. The second survey was about learners' perceptions towards writing and its importance in their learning process. Entry and exit tests A test based on the reading and writing sections in a KET for Schools test was applied before and after the implementation stage. The entry test helped to determine English proficiency level in the participants before the study, in order to design the other instruments with the accurate language level for both groups, as part of the differentiation strategy. Teachers' memoir journals Memoir journals keep accounts of times during the process when the researchers want to articulate their values and theories as teachers by registering significant moments that influenced their teaching practice. Teachers-researchers made hand-written notes on specific aspects they observed before, during and after the implementation which were later exchanged in order to determine any possible adjustment needed in instruction.
Data analysis	The data were gathered using the instruments presented in the data collection section under the mixed methods research design. All the students' responses to the surveys, registers in the teachers' journal, and findings from students' artifacts were stored in excel spreadsheets, and the students' artifacts were collected in individual folders. The entry and exit test results were registered in spreadsheets. They were studied through their different sections, comparing also each student's written texts and the general scores got in both occasions. The qualitative data were collected by means of students' answers to the different questionnaires and surveys applied in the pre and postimplementation stages of the process, and the teachers' registers in the memoir journals. Finally, students' written products were assessed, registered and compared by means of the scoring criteria (Appendix D) and through careful examination to identify all possible changes in their content and form. The data collected were revised in detail and analyzed according to their quantitative or qualitative nature. In the case of quantitative data, using a Microsoft Excel file they were managed by statistical analysis. Thus, data tables and frequency graphs were created to evidence and represent the changes in terms of students' progress in their writing skills. The findings were used in the triangulation step to establish the categories, providing meaningful insights in their descriptions and reinforcing the qualitative results. Regarding the qualitative data, grounded theory methodology guided its analysis and interpretation. Strauss and Corbin (1994) in Cohen, Manion & Morrison (2000) remark: 'grounded theory is a general methodology for developing theory that is grounded in data systematically gathered and analyzed' (p. 491). The aforementioned theory emerged from the systematic analysis and interpretation of the data carried out following open, axial and selective coding procedures. Initially, the codes found from each school were organized based on the research question of the study. Then, axial coding was evidenced when organizing qualitative and quantitative findings. Therefore, categories emerged and based on a deeper analysis, the core category was established as a way to reach the selective coding that could answer the research question of the study. Categories From the data gathered, analyzed and interpreted through the statistics and the grounded theory approach, two main categories, seven subcategories (four and three subcategories in each case) and one core category, emerged. Many patterns appeared and the researchers observed that many of them were recurrent in both schools bearing in mind the research question, and its main components. All the codes that resulted from the two schools' data were classified in a table, where they were grouped according to three main elements in the research question: Writing process, flipperentiated methodology and autonomy. The convergent points in the open coding stage helped to state the axial coding and subsequently establish common categories and subcategories for the research findings.

Findings & conclusions	Students have modified in a certain way their view of teachers as the only source of knowledge. This aspect also reinforces the tendency among students from both schools to appeal to different sources of information and overcome difficulties when learning certain topics. All this implied a certain degree of autonomy to explore the concepts presented thanks to the flipperentiation strategy. The teacher-researchers noticed that some students were having trouble accessing the out-of-class resources and all the drawbacks that this situation brought to implementation. So, the difficulties had to be addressed by granting all the students the conditions to receive the instruction before facing the rest of the activities. The analysis of the situation described above, reveled a contradiction between the results of the needs analysis and what was happening in the implementation. The amount of time that students spend daily surfing on the internet oscillates between one and three hours in approximately the 75% of the students. The results presented suggest that students invest most of the time they are surfing the web in their entertainment and videos leaving apart academic growth, which means that the learners' commitment and responsibility to carry out assigned tasks out of the classroom still needs to be cultivated.
Criticisms	Time was crucial for the design of lesson plans, materials and resources which took too long given the great variety of factors to be considered for applying the flipperentiated strategy, delaying the time for starting with the implementation and the rest of the process with it. In the same way, the limited time for the implementation of the strategy caused mainly by schools' dynamics affected the thorough completion of the writing process workshops. Another important limitation was about the "out of class stage of the lesson" (watching the supplied resources and completing activities about them) which specifically demanded learners' commitment and compliance. Despite the permanent encouragement to show students the importance of watching those resources for the next steps of the lessons, some of them did not manage to accomplish this stage which affected their overall performance in this process. The third limitation had to do with the thorough implementation of the writing process approach. Revising, editing and rewriting resulted in very hard steps for students. Hence, some learners did not follow the complete writing process, presenting their "final product" with many weaknesses that could have been overcome by finishing all the stages of the process. Additionally, some students opted for working on the writing process workshops, by developing the prewriting in Spanish or using the online translator. These situations required a closer monitoring from their teacher to evidence that the writing process was applied, and the texts were created using the learner's own effort. Finally, the students' problems in reading the instructions and understanding the examples were decisive. This demonstrated the strong dependence learners have on teachers and how they are used to being told everything they are supposed to do. Besides, learners were very dependent on the summative assessment, and they did not realize the importance of the formative assessment in their process to identify their improvement regarding writing process awareness.

Appendix C: Implementation Stage – Lesson Planning

IMPLEMENTATION STAGE TASK 1					
PEDAGOGICAL DESIGN DECISIONS					RESEARCH DESING DECISIONS (Data collection sources)
TASK 1 DESCRIBING FLIPPED LEARNING ESSENTIALS AND ITS RELATION TO OUR ENGLISH LESSONS.	STAGES OF TASK – BASED – LEARNING.	PRE-TASK	PURPOSE	MATERIALS AND RESOURCES.	
		Interactive video tutorial about Flipped Learning including the communicative objective of the project.	This activity is aimed to provide students the input about Flipped Learning and get them ready for the further activities.	Interactive video tutorial through Edpuzzle. (Appendix 1)	Edpuzzle's interactivity results. Google Form asking for video tutorial and interactivity feedback.
		WHILE-TASK	PURPOSE	MATERIALS AND RESOURCES.	
		Consolidating the definition of Flipped Learning through Google-Docs sheets group work.	This activity is aimed to consolidate the definition of Flipped Learning in students.	Group work. Google-Docs sheets. Hieroglyphics. (Appendix 2.) T – Ss. Google Meet – Video call.	Google-Docs sheets. Class video recording.
		Flipped Learning process through the Jigsaw Puzzles with the images from the video tutorial.	This activity is aimed to solidify in the students the Flipped Learning process.	Jigsaw Puzzles. (Appendix 3) Google Meet – Video call.	Class video recording analyzing students' comments and questions. Teacher's field notes.
		Jeopardy Game to contrast the difference between Traditional and Flipped learning at the pre / while / post stages.	This activity is aimed to reinforce in the students the difference between these two models and the role of the pre / while / post stages.	Jeopardy Game. (Appendix 4) Google Meet – Video call.	Class video recording analyzing students' responses to the activity. Teacher's field notes.
		Clue-Less Game with the Power Point Template, audio – clues.	This activity is aimed to lead students to the objective of the whole implementation class.	Power-Point template for the game. (Appendix 5.1) Audio clues (Appendix 5.2.) Google Meet – Video call.	Class video recording. Teacher's field notes.
		Teacher's speaking time to develop the main goal of the whole class design.	This activity is aimed to introduce students to the main goal of the whole classes which is determining the best travel destination.	Google Meet – Video call.	Class video recording analyzing students' questions about the main goal of the whole class. Teacher's field notes.
		POST-TASK	PURPOSE	MATERIALS AND RESOURCES.	
		Presentation of everything learned throughout the lesson.	This activity is aimed to get students sum up everything they have learned throughout the lesson.	Padlet. (Appendix 6.)	Padlet presentations. Class video recording analyzing students' presentations. Teacher's field notes.

APPENDICES:

- Interactive Video Tutorial:
<https://edpuzzle.com/media/5edb97722bcb003f40b1d50c>
- Hieroglyphics.

What is flipped learning?



- Jigsaw Puzzles:
 - <https://www.jigsawplanet.com/?rc=play&pid=212d0aa7ac4d&authkey=747d7e1b367aa8b8c62201a51f2cd586>
 - <https://www.jigsawplanet.com/?rc=play&pid=0680e2ce1028&authkey=747d7e1b367aa8b8c62201a51f2cd586>
 - <https://www.jigsawplanet.com/?rc=play&pid=2714cafb862&authkey=747d7e1b367aa8b8c62201a51f2cd586>
 - <https://www.jigsawplanet.com/?rc=play&pid=161e82271675&authkey=747d7e1b367aa8b8c62201a51f2cd586>
 - <https://www.jigsawplanet.com/?rc=play&pid=262c121c62c6&authkey=747d7e1b367aa8b8c62201a51f2cd586>
- Jeopardy Game:
 - <https://jeopardylabs.com/play/flipped-learning-vs-traditional-learning#.XuQdXUUicT4.gmail>
- Power Point Activity:
 - Power Point Template: Shared through Google Drive.
 - Audio Clues: Shared through Google Drive.
- Padlet:
 - <https://padlet.com/profesorjuangomez1/q179c5u7kjdw9xt>

IMPLEMENTATION STAGE TASK 3					
INSTRUCTIONAL DESIGN DECISIONS					RESEARCH DESIGN DECISIONS (Data collection sources)
MAKING CHOICES ABOUT A SUITABLE TRAVEL DESTINATION FOR NEXT VACATION.	STAGES OF TASK – BASED – LEARNING.	PRE-TASK	PURPOSE	TYPE OF ACTIVITY.	
		Interactive video clip introducing language “comparative” and “superlative” forms.	This activity is aimed to provide students with the input about the language they need for the lesson and activate previous knowledge.	Interactive video clip through Edpuzzle. (Appendix 1.)	Edpuzzle's interactivity results. Google Form asking for video clip and interactivity feedback.
		Listening Activity: Couple conversation about a deciding where to go for next vacation.	This activity is aimed to foster students' listening skills about the language they are developing.	Audio: Alice and Jack. (Appendix 2.)	
		WHILE-TASK	PURPOSE	TYPE OF ACTIVITY.	
		Checking listening comprehension.	This activity is aimed to review students' comprehension of the couple listening activity, and of the interactive video clip.	Audio: Alice and Jack. (Appendix 2.) Alice and Jack Conversation – Drag-and-Drop Activity. (Appendix 3.) Google Classroom: Alice and Jack Activity. (Appendix 4.) Google Meet – Video call.	Screenshots on Google Classroom. Class video recording analyzing comments and questions. Teacher's field notes.
		Extreme Facts around the World.	This activity is aimed to strengthen students' awareness about the use of the language of the lesson.	Extreme Facts around the World. Power Point including Pear Deck tool. (Appendix 5.) Google Meet – Video call.	Pear Deck tool results. Class video recording analyzing students' comments and questions about the Pear Deck activity. Teacher's field notes.
		Sending postcards.	This activity is aimed to develop language through a reading comprehension activity.	Liveworksheets postcards. (Appendix 6.) Google Meet – Video call.	E-mails with the activity completed. Class video recording analyzing students' comments and questions while doing the activity. Teacher's field notes.
		Expanding the Travel Agency's Portfolio.	This activity is aimed to get students produce the language of the lesson through a speaking activity.	Lesson 2 - Cancun Tourist Guide. (Lesson 2 - Appendix 9.) Lesson 2 - Punta Cana Tourist Guide. (Lesson 2 - Appendix 10.) Aruba Tourist Guide. (Appendix 7.) Google Meet – Video call.	Class video recording analyzing students' comments, and questions, about the activity. Teacher's field notes.
		POST-TASK	PURPOSE	TYPE OF ACTIVITY.	
		Presentation of the Travel Agency Expanded Portfolio.	This activity is aimed to assess students' awareness about the comparative and superlative forms in a real-life context.	Lesson 2 - Cancun Tourist Guide. (Lesson 2 - Appendix 9.) Lesson 2 - Punta Cana Tourist Guide. (Lesson 2 - Appendix 10.) Aruba Tourist Guide. (Appendix 7.) Google Slide – Every Group Presentation. Google Meet – Video call.	Google Slide Presentations. Class video recording analyzing students' presentations. Teacher's field notes.
Introduction of the final assessment activity.	This activity is aimed to get students familiar with the most important details related to the final assessment activity and the completion of the main goal.	Google Meet – Video call.	Class video recording analyzing students' comments and questions about the assignment.		
APPENDICES: 1. Interactive Video Clip: https://edpuzzle.com/media/5f18c4e93d3e063f38e7ba9f 2. Audio: Alice and Jack. Included in Google Drive. 3. Alice and Jack Conversation – Drag-and-Drop Activity. https://h5p.org/node/965540 4. Google Classroom: Alice and Jack Activity. This activity is located at the Google Classroom Platform created to the school under the domain @lisurp. 5. Extreme Facts around the World. Power Point This activity is included in Google Drive. 6. Sending Postcards. https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Comparatives_and_superlatives/Comparative_Superlative_mj85155ie 7. Aruba Tourist Guide. This activity is included in Google Drive.					

IMPLEMENTATION STAGE TASK 4					
INSTRUCTIONAL DESIGN DECISIONS				RESEARCH DESIGN DECISIONS (Data collection sources)	
SOCIALIZING TRAVEL DESTINATIONS WITH CLASS PARTICIPANTS.	STAGES OF TASK – BASED – LEARNING.	PRE-TASK	PURPOSE	TYPE OF ACTIVITY.	
		Interactive video clip introducing an example of the information collected about a travel destination.	This activity is aimed to provide students with an example of the appropriate information collected for the final task.	Interactive video clip through Edpuzzle. (Appendix 1.)	Edpuzzle's interactivity results. Google Form asking for video clip and interactivity feedback.
		Introducing the infographic.	This activity is aimed to get students to publish their infographics at PADLET tool.	Padlet to Publish Students' infographics. (Appendix 2.)	Students' infographics published on Padlet.
		WHILE-TASK	PURPOSE	TYPE OF ACTIVITY.	
		Infographic Presentation.	This activity is aimed to get students make the presentation of their infographics.	Padlet to publish Students' infographics. (Appendix 2.) Google Meet – Video call.	Class video recording students' presentations. Teacher's field notes.
		Travel Destination comparison – written activity.	This activity is aimed to assess students writing comparisons about the travel destinations introduced by themselves and their partners.	Google-Docs sheets. (Appendix 3.) Google Meet – Video call.	Google-Doc sheets students' writing production. Class video recording analyzing students' comments and questions about the activity. Teacher's field notes.
		POST-TASK	PURPOSE	TYPE OF ACTIVITY.	
		Sharing opinions about decisions of travel destinations.	This activity is aimed to assess students' decisions of travel destinations taking into account the language introduced throughout the whole class.	Google-Docs sheets. (Appendix 3.) Padlet to publish Students' infographics. (Appendix 2.) Google Meet – Video call.	Google-Doc sheets students' writing production. Class video recording analyzing students' comments and arguments about their points of view related to the travel destinations. Teacher's field notes. Google Form collecting students opinions about the whole class delivery.
APPENDIXES: 1. Interactive Video Clip: https://edpuzzle.com/media/5f18c53625a7593f16d855ae 2. Padlet to Publish Students' infographics. https://padlet.com/profesorjuangomez1/atflvu1bvzvsuo8d 3. Google-Docs Sheets. These documents are located at the Google Classroom Platform created to the school under the domain @lisurp.					

Appendix D: Students' Experience with Flipped Learning – Video Tutorials

Mi Experiencia Flipped Learning - Video-Tutoriales

El presente formulario es diseñado con el fin de recoger información relacionada con su experiencia en el proceso Flipped Learning trabajado con su profesor de Inglés. El formulario está dividido en varias secciones las cuales representan los distintos ámbitos de la experiencia vivida. Por favor, sienta la tranquilidad de responder cada una de las preguntas con total naturalidad, sus opiniones no afectarán sus procesos académicos ni su interacción con su docente.

***Obligatorio**

1. Dirección de correo electrónico *

Tipo de Video

Los videos compartidos en las sesiones fueron contruidos por el docente de inglés.

2. 1. ¿Cada uno de los videos satisfizo sus expectativas académicas y personales? *

Marca solo un óvalo.

- ☐ Si
☐ No
☐ Mas o menos

3. 2. ¿Fue necesario recurrir a otros videos (Youtube) para complementar información? *

Marca solo un óvalo.

- ☐ Si
☐ No

4. 3. La oportunidad de interactuar con el video le pareció... *

Marca solo un óvalo.

- ☐ muy interesante.
☐ normal.
☐ poco intersante.

5. 4. El hecho de que los resultados generados por sus respuestas, a las preguntas que se plantearon en los videos, se hayan convertido en calificaciones... *

Marca solo un óvalo.

- ☐ le generó motivación
☐ le generó desmotivación

6. 5. En relación con la estructuración del contenido de cada video, ¿Qué opinión le merece? *

Marca solo un óvalo.

- ☐ El orden de presentación de la información es completamente claro
☐ El orden de presentación de la información es parcialmente claro
☐ El orden de presentación de la información no es claro

7. 6. ¿Cuántas veces visualizó cada video? *

Marca solo un óvalo.

- ☐ 1 vez
☐ 2 veces
☐ 3 veces
☐ 4 veces
☐ 5 veces o más

8. 7. En relación con la duración de los videos, éstos fueron... *

Marca solo un óvalo.

- ☐ muy largos.
☐ muy cortos
☐ apropiados.

9. 8. En su opinión, ¿Cuál es la duración de apropiada de un video tipo educativo? *

Marca solo un óvalo.

- ☐ hasta cinco(5) minutos de duración.
☐ Entre cinco (5) y diez (10) minutos de duración.
☐ Entre diez (10) y quince (15) minutos de duración.
☐ Entre quince (15) y veinte (20) minutos de duración.
☐ Más de 20 minutos de duración.

10. 6. En algún momento de visualización de cada video, ¿tuvo la necesidad de hacerle preguntas a su profesor de inglés sobre los temas allí planteados? *

Marca solo un óvalo.

- ☐ Si
☐ No

Actividades
Post-video

Esta sección se enfoca en las actividades realizadas durante el tiempo de clase, después de haber visto cada video

11. 7. ¿Considera que el haber visto cada video le ayudó para el desarrollo de las actividades propuestas luego en clase? *

Marca solo un óvalo.

- ☐ Si
☐ No
☐ Tal vez

12. 8. ¿Las actividades realizadas en clase por el profesor de inglés le permitieron reforzar lo estudiado a través de los videos? *

Marca solo un óvalo.

- ☐ Si
☐ No
☐ Más o menos

13. 9. ¿Considera las actividades trabajadas en clase fueron dinámicas, participativas, es decir, de su agrado? *

Marca solo un óvalo.

- ☐ Si
☐ No
☐ Más o menos

14. 10. ¿Considera que aprendió el tema propuesto por el profesor a través de la metodología Flipped Learning? *

Marca solo un óvalo.

- ☐ Si
☐ No
☐ Más o menos

Opinión personal

15. 11. Por favor, grabe un video de máximo 1 minuto, en el cual exprese lo que le gustó de trabajar con los videos, las actividades propuestas en las clases (puede mencionar la que más le haya gustado, y la que menos), y qué aspectos considera que se pueden mejorar para una próxima oportunidad de aplicación. *

Archivos enviados:

Appendix E: Students' Experience with Flipped Learning – Questionnaire 2

Flipped Learning - Formulario 2

Con el propósito de recolectar datos sobre el proceso de investigación que estoy realizando en relación con la metodología Flipped Learning en la enseñanza del idioma inglés, comparto unas preguntas adicionales que le agradezco responda con total honestidad y precisión, es decir, sin preocuparse por alguna consecuencia negativa. Algunas de las preguntas tienen opción de respuesta "sí" o "no", sin embargo, se requiere que explique el porqué de esas opiniones. Por tanto, le agradezco brinde toda la información requerida con el fin de poder analizarla muy en detalle y encontrar en ella los aspectos más relevantes. Gracias.

**Obligatorio*

1. De acuerdo con la metodología Flipped Learning, ¿considera usted qué los video tutoriales trabajados durante el proyecto mejoraron su proceso de aprendizaje?

Marca solo un óvalo.

☐ Sí

☐ No

1.1. Por favor, explique detalladamente su respuesta anterior. *

2. ¿Su forma de estudiar y aprender para la asignatura de inglés cambió de alguna forma al aparecer la metodología Flipped Learning, en particular con los video tutoriales? *

Marca solo un óvalo.

☐ Sí

☐ No

2.1. Por favor, explique detalladamente su respuesta anterior. *

3. ¿Cree usted que su nivel de inglés mejoró en aspectos como listening, speaking, reading, writing, grammar, vocabulary? *

Marca solo un óvalo.

☐ Sí

☐ No

3.1. Por favor, explique detalladamente su respuesta anterior. *

4. ¿Considera que hay ventajas o fortalezas por el hecho de trabajar los video tutoriales propuestos dentro de la metodología Flipped Learning? *

Marca solo un óvalo.

☐ Sí

☐ No

4.1. Por favor, explique detalladamente su respuesta anterior. *

5. Así mismo, ¿considera que hay debilidades por el hecho de trabajar los video tutoriales propuestos dentro de la metodología Flipped Learning? *

Marca solo un óvalo.

☐ Sí

☐ No

5.1. Por favor, explique detalladamente su respuesta anterior. *

Google no creó ni aprobó este contenido.

Google Formularios

Appendix F: Students' Artifacts



A. After watching the video, classify the information in the following chart:

CATEGORY	ADJECTIVES INVOLVED
1. pollution affection	polluted
2. most visited cities	visited
3. cost of living	expensive-cheap
4. tourist attractions	touristic
5. temperature	sunny-cold
6. population's average age	old - young
7. extension metropolitan area	large - small
8. foundation	old-new
9. population	crowded

B. Compare the two cities. Write the comparative sentences using: **...er than** or **more...than.**

1. London is more crowded than Paris.
2. In the last 8 years London has been more visited than Paris.
3. London is more polluted than Paris.
4. The cost of living in London is more expensive than Paris.
5. London is larger than Paris.
6. Paris is more ancient than London.
7. In the summer, Paris is hotter than London.
8. In winter London is colder than Paris.

