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Flipped Learning as an alternative methodology for teaching EFL common nouns to primary school children in 1st grade

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“Flipped Learning as an alternative methodology for teaching EFL common nouns to primary school children in 1st grade”

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ABSTRACT

In present-day advances in technology, recent ideas have opened new paths for education. Among all these new paths, Flipped Learning (FL) is the teaching methodology concerned in this study. El- Bassuony (2016) states that FL is part of the active learning where home instruction and technology to practice are linked. This pedagogical approach will transform the group learning into a more significant individual learning process. Therefore, this research seeks to look at the effectiveness of FL in an EFL class to teach common nouns to children in first grade of elementary school, besides the students' perception when comparing traditional class and FL is stated as well.

This experimental research has a group of 12 students from Instituto Los Sauces as participants. The tools used for collecting data were a pre and post diagnostic test to measure the participants' improvement and effectiveness of FL when learning EFL common nouns. In addition, a questionnaire to collect the participants' opinions was applied as well as a rubric to evaluate the EFL teacher when applying FL in class. The results of this inquiry suggest the effectiveness of FL when teaching common nouns in an EFL and demonstrates students' preferences about FL over traditional class. At last, the results attained in this study can be used as a reference to implement FL in the same age level.

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Chapter I

1.0 Introduction

Education has changed and it is time to incorporate technology to innovate and complement our daily life. Education is no longer what it used to be regarding the controlled environment by the teacher due to the fact that they were the source of knowledge. Now, technology is conducting our society to a new era and it will be the key for our society's development (Castells, 2006). For that reason, it is necessary to incorporate it in our lives instead of being afraid of it, as Castells (2006) said “we know that technology does not determine society: it is society” (p.3). Therefore, new generations are one click away from knowledge. Currently, Cortés (2020) divided the use of technology into six different categories such as personal use, as a cultural component, communication channel, data management, and as an academic and instrumental tool. This approach is gaining relevance around the world not just because of the pandemic but before, where the results have documented an improvement of academic results and motivation in students as stated by Bergman and Sams (2012). Some examples of the use of technology in class are taking from the authors Pichardo & Almenara (2020) who integrated technology with the Gamification method to teach triangles in geometry; also, Sanz (2020) documented the use of digital boards and changes in pedagogy to show the increased students' motivation and autonomy when using technology.

Education faces a moment where students are digital natives, and educators are digital migrants to use technology. This situation changed the way of approaching education in the classroom since students are losing interest in classroom education and teachers are indifferent to these changes. Vinent (2009) claims that the traditional model inspires

mechanical learning, where most of the information is learnt by repetition abandoning the need to learn and the process included in it. However, students need to be involved in the teaching-learning process of a foreign language. Particularly in this study, it is pretended to use technology through a new alternative method named *flipped method*. Therefore, this research aims to help elementary school EFL students in their grammar class to learn the present simple tense conjugation of verbs through the use of this teaching methodology.

1.1 Significance of the study

The importance of this study comes from the interest to support Flipped Learning methodology to improve the acquisition of English as a Foreign Language (EFL) and in a near future to develop better education for the future generations. This research will provide us with more specific information to improve EFL teaching practice. Gilboy, Heinerichs & Pazzaglia (2015) claim that flipped classrooms have many advantages allowing students to be aware of the learning process and be responsible for their learning, while teachers increase the opportunity to interact with the students and assess them in a better way. In addition, whereas much of the research regarding Flipped Learning Methodology (EFL) has been conducted before in different fields and countries like the U.S.A and Spain, it is paramount to look at schools in Mexico. Also, this research may be interesting for Mexican teachers who will teach EFL in their classrooms when bringing FLM to their context.

1.2 Purpose of the Study

The purpose of this research is to analyze how using flipped classes can cause better results when learning and recognizing common noun vocabulary in sentences. In this research, we will analyze, compare, and identify the possibilities of better learning of this grammatical structure in

English through the content on the internet. In addition, this study will ask participants to make a comparison between flipped learning and traditional classes.

1.3 Context of the research

The study obtained in this dissertation will be carried out at Instituto Los Sauces in a group of young learners in Puebla. It was founded in 2011, this school is divided into two sections: elementary and middle school. There are 107 students in both sections, it is a gender-differentiated education school with a religious background based on Opus Dei. This institution is in a transition to incorporate technology to the classroom base in the SAMR model. SAMR model seeks teachers to evaluate the way they are using technology in their classroom in order to know the impact on their students' learning-teaching process. According to Puentedura (2006) it is divided into four stages and two layers. The first two stages of substitution and augmentation are part of the enhancement layer and they imply the use of technology without disrupting the students' learning process. The second layer is transformation, and the two stages that form it are modification and redefinition which involve not just the use of technology as a tool but influence teaching methodologies and the learning process.

1.4 Objectives

The objectives of the proposed material through the use of Flipped Learning are that the pupils of English are capable of the following:

- Take a diagnostic exam to test their proficiency
- Use FLM to consolidate the learning objectives.

- Retake another test to evaluate their improvement
- Express how they felt after using the FLM

1.5 Research questions

To be able to fulfill the objectives of this research, the following questions have been established:

- *To what extent, the participants of this study demonstrated an improvement in recognizing a certain number of common nouns by using the Flipped Methodology in their EFL class?*
- *To what extent, do participants prefer to learn Common Nouns by using Flipped Learning in their EFL lessons?*

1.6 Chapter Summary

This chapter presented an introduction to the topic. It started with a brief introduction to the problem and a teaching alternative to improve the teaching-learning process. Then the significance of the study, the purpose, and the context of the research were described. Finally, the objective and research questions were established, which will be answered in Chapter IV. In the following chapter, the theoretical framework will be presented.

Chapter II

Theoretical Framework

2.0 Introduction

This chapter is about the literature review that can help to clarify some important concepts for this study. Here, topics such as traditional education, the inclusion of ICT in our lives, and the Flipped Learning model are stated.

2.1 Traditional education

Arredondo, Carranza, Huerta, Pliego and Rico (2014) agreed that traditional education is substantiated in scholasticism. This process involved many methods such as egocentrism, encyclopedism, verbalism, and passivity. In the opinion of Robinson et al. (2010), the education system was developed during the Illustration and the Industrial Revolution originated due to the industrialization needs. Traditional education implies memorization, mental routines and promotes repetition. Chavez (2011) added that traditional education suppresses the student as a person resulting in passive students. Supporting, Freire (2009) mentions that "the educator leads the learners to the mechanical memorization of the narrated content" (p. 10) in this type of education; he called this process Banking education. In this kind of education, students are considered depositories and teachers are depositors.

The role of the teacher is to be the center of the teaching and education process; in fact, Chickering & Gamson (1987) claimed that in a traditional session the only way to know the students' progress is to test it. As a result, this makes teachers the main source of information or, in other words, the center of the class. Benítez (2014) states that in traditional education, in an "specific moment and in a specific place the teacher transmitted knowledge in a unidirectional way to the learners" (p.3). Teachers' main tools are the books where the

answers and solutions are provided. The teacher within a traditional method uses time class to introduce concepts and knowledge, and at the same time converts students into passive actors in their process. Roehl, Reddy and Shannon (2013) corroborate this by claiming that exposing topics and doing homework is not enough to satisfy students' needs. Consequently, memorization is required and there is no adequate development of theoretical thinking resulting in learning facts. Koch (2016) declares that “when teacher-centered learning is dominant, teachers exercise too much control over their students, with the result that students tend to learn facts rather than deep concepts” (p. 110). To sum up, the philosophy of the Traditional School considers this the best way to prepare the child for life since his intelligence, his ability to solve problems, his attention and effort are based on the transmission of culture and knowledge to help the learner in the development of his personality, which today is maintained in contemporary education.

2.1.1 Disadvantages of Traditional Education

Traditional education represented a change of teaching, unfortunately, it has been here until this time. Schank (2007) describes traditional education as a teacher giving a frontal presentation and students taking notes and preparing themselves for a test. Below, there is a series of significant disadvantages of education from a more current chronological point. First of all, traditional education was planned for different periods of time, and as a result, it is considered inflexible. This statement is supported by Zabalza (1997) who says that traditional education has a rigid syllabus and at the same time it needs the presence of the students in a classroom. Another characteristic of traditional education is how it perceives and treats all the students as a unit and tries to change the students' attitudes and behavior. Robinson & Aronica, (2015) mentions that this traditional school was initially directed to a very large group of students that did not take into account the age, skills, and development of

each of them, generalizing the learning characteristics of each student and forming a single path. Therefore traditional education disregards the teaching-learning process and the internal and external factors involved in it (Vincent, 2009).

2.2 The Information Communication Technology

Life in our society has changed because of information and communication technology (ICT). ICT has influenced human activities in society, economy, and education; in fact, the use of technology will be “like air and drinking water, being digital will be noticed only by its absence, not its presence” (Negroponte, 1998, p. 1). ICT will lead to better and well-prepared students to face the challenges in the 21st century, Bransford, Brown and Cocking (2000) believe that ICT use can help students to develop the competencies needed for the current globalization. “This is because ICT can help students to develop their skills, boost up their motivation and widen their knowledge and information” (Hussain et al., 2011, p.26).

In order to take advantage of ICT, it is important as teachers to research, develop digital competencies, and incorporate them into our professional lives. Cabero (2004) believed that through time ICT changed the way of learning because of the amount of information and how it is used. It is necessary to integrate them in education for the purpose of increasing cognitive skills in the student and at the same time provide him with enough data useful for him. Mahmud and Arif (2008) define ICT integration as “the process of determining where and how technology fits in the teaching and learning scenario” (p. 25). The article ‘*Percepción de los estudiantes y profesores sobre el uso de las TIC en los procesos de cambio e innovación de la educación superior*’ from Sanabria and Hernandez (2010) has concluded that ICT had a great impact in education. At this moment, students are taking their

school lessons in real-time through the different online platforms, the new currency has been created and people can chat and watch their favorite T.V. series at the same time. The term postdigital in the book '*The membrane postdigital: imagination, technology and desire*', by Pepperell & Punt, 2000, established that digital processes were blurring the limits between the natural and the artificial. For instance; nowadays, models such as Technological Pedagogical Content Knowledge (TPACK) and Substitution, Augmentation, Modification and Redefinition (SAMR) have been developed by institutions.

Regarding TPACK, Mishra and Koehler (2006) proposed that, in order to promote an effective teacher, teachers must develop and include the three basic components: content (CK), pedagogical (PK), and technological knowledge (TK). The Content Knowledge (CK) is the kind of knowledge and abilities that teachers have in something like Math, Science, or Arts. The Pedagogical Knowledge (PK) denotes that CK is not only necessary in the teaching-learning process. Teachers must know how to plan, select resources and technology. This PK is vital for teachers with the purpose to manage the teaching learning process. The pedagogical knowledge (PCK) is focused on teaching teachers to adapt technology in the classroom (Mishra and Koehler, 2006). Moreover, Cabero, Díaz and Garrido (2015) mentioned that in order to include ICT in the education process it is necessary the interaction with the three elements: content, pedagogical and technological knowledge. Finally, the TPACK which mixes the three knowledge and at the same time allows the learning process to be holistic. *Figure 1* shows the *Technological Pedagogical Content Knowledge* that the teacher must master such as teaching skills, the content of the subject, and technological knowledge. Additionally, Cabero (2014) mentions that “the importance of this proposal lies in the importance they give to the didactic component, and its relationship of training with other curricular variables, openly rejecting that training focuses exclusively on technological and

instrumental elements” (p.4). In other words, the TPACK model redirects the use of ICT in the education field by allowing teachers to find an alternative to create and develop new and creative resources to enhance the teaching-learning process, and at the same time to guide new generations to use technology to enrich their skills.

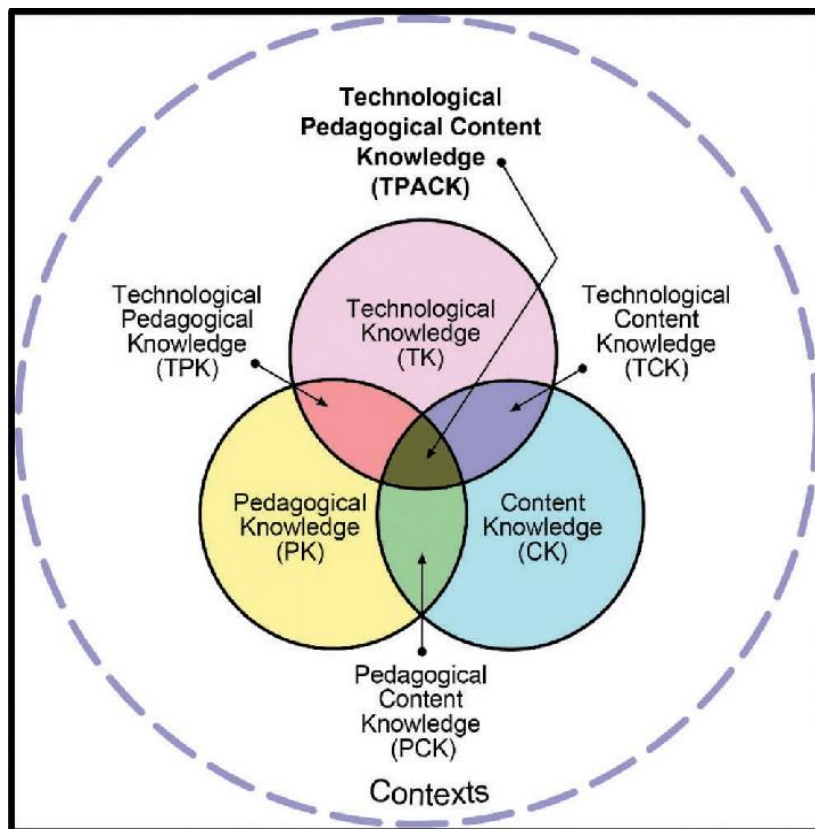


Figure 1. Technological Pedagogical Content (taken from Koehler, 2011, para. 1)

On the other hand, Puentedura (2006) developed the SAMR model. It is divided into two hierarchies: Transformation and Enhancement. Enhancement establishes the incorporation of technology without affecting students' learning process; meanwhile, Transformation implies the use of technology directly affecting the methodology and learning process. According to Puentedura (2006), there are four levels of technology integration in the classroom in each hierarchy: *Substitution, Augmentation, Modification* and *Redefinition*.

Puentedura (2006) proposes two levels in the SARM level. In the first level *Substitution technology* replaces a classroom's tool not affecting the learning process. The second level *Augmentation technology* replaces a tool affecting the learning process. The next level *Modification technology* redesigns the task. At last, *Redefinition technology* permits the teacher to create new and better tasks.

As it is observed, this model is useful to integrate classroom technology to improve the experience for educators and students. *Figure 2* shows the hierarchies and levels of technology integration (Puentedura, 2006).

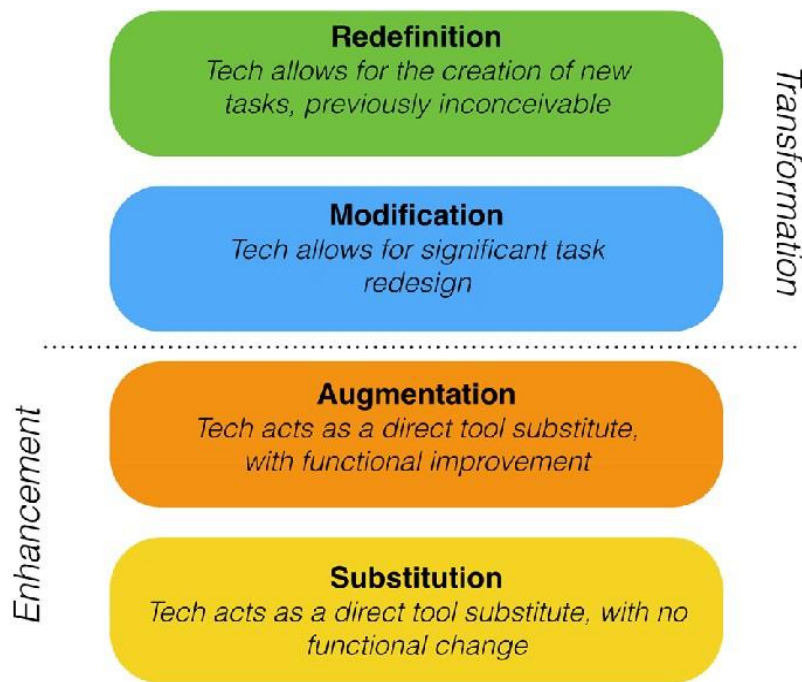


Figure 2. The SARM model (taken from Puentedura, 2006, p. 3)

2.3 Flipped Learning

The origin of this methodology begins with another method called peer instruction developed in 1996. Mazur (1996) developed an instructional strategy in which the pupils are the directors of their own learning and use ConcepTests that help to understand the difficulties

of the material in the class. Mazur (2013) mentioned: "It will change it absolutely dramatically. Rather than being the sage on the stage, the role of the instructor is going to be a coach or ... the guide on the side." (para. 18). From there, two professors took the term flipped classroom or inverted class in 2012. Bergmann and Sams (2012) started to record their classes and distribute them among their students. Those students showed great progress in terms of their knowledge and time to solve the problems and doubts in the actual class. In their work *Flip Your Classroom: Research Every Student in Every Class Everyday*, Bergmann and Sams (2012) said that "the weakness of the traditional approach is that not all students come to class prepared to learn" (p. 6). It clearly shows the importance of FL because students are prepared already, spending more time solving doubts. In the next point, we will explain what the inverted class is and its approach.

Flipped Learning is a pedagogical methodology that pretends to break the paradigm of traditional education by embracing ICT to improve the students' competencies. Bartolomé (2014) believes that FL unifies personal education with technology.

The Flipped Learning Network (2014) defines it 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 (p.1)".

In other words, the FL is a methodology that proposes to invert the traditional model in which students are exposed to online content before reaching the face-to-face class. This model is more than just different teaching technologies such as videos or online podcasts and online

content. As stated by Cross and Board (2014) FL is the synergy among the daily activities that take place in the classroom and the environment where students are responsible for their learning process becoming more significant and personalized. Through this teaching methodology, students become the center of the process of developing study habits, self-esteem and as a result be more interested in the information and building their knowledge. (Garcia, Traver and Candela, 2001). In other words, FL is to do what is normally done in class but at home; therefore, the class is what is usually done at home as homework. Specifically, in this model, Macy (2016) proposed a variety of what is called a combination of traditional classes with online content consisting of three phases that are the following: *Before the class*, *During the class* and *After the class*.

Figure 3, shows the organization of the three phases in FL. The first phase is taken at home, where the students learn through certain designed activities; later, they are ready for the second phase. The second phase is taken in the classroom, where the students apply the knowledge acquired and solve doubts. Finally, the third phase is where the students verify what they learnt. Anyways, all these phases promote active and meaningful learning in the student.

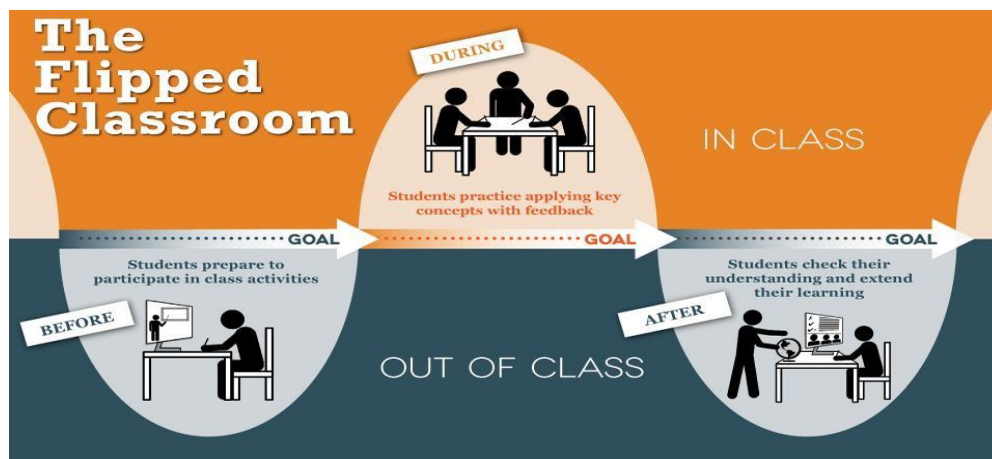


Figure 3. Description of the FL model (taken from The University of Texas at Austin, n.d., p 2015)

The following Figure 4 is from a research called ‘*El enfoque Flipped Learning en estudios de magisterio: percepción de los alumnos, de los profesores*’ by Santiago and Touron (2015). In *Figure 4*, the authors summarized the Ins and Outs in education, where FL proved to be at the vanguard. Specifically, this figure shows that ICT ensures better experiences for students and teachers promoting autonomy and creativity.

Education Ins	Education Outs
Learner as the center of instruction	Content as the center of instruction
Educator as a coach, mentor, guide, resource, and lead learner	Teacher as the expert and deliverer of content, tests, assignments, discipline
Use of the internet to get a pluralistic, broad perspective of a topic	Use of a single textbook to teach a subject
Failure and mistakes are seen as part of the learning process.	Perfection is explicitly and implicitly expected by and for both students and teachers.
Differentiated and personalized curriculum	One-size-fits-all curriculum
Ongoing, formative assessments for and by students to increase learning	Summative assessments for accountability of teachers and the school
Learning is multi-sensory, hands-on, authentic, and relevant	Learning is typically only focused with only with the brain in mind, sometimes not seen as relevant by the students
Learners produce as well as consume content	Students spend most of their time consuming content created by others
Learners doing more talking and working than the educator during class time	Teachers do most of the work and talking during class time
Technology seamlessly integrated into the curriculum	Technology as an add-on, specialty, or afterthought.
Misbehavior is viewed as an opportunity for growth & often resolved through group effort	Misbehavior is disciplined by the teacher
Social emotional learning seen as an integral to educating the whole child	Social emotional learning minimally or not integrated into learning

Figure 4. What would be in and out in education (Santiago and Tourón, p. 184, 2015)

Nevertheless, Flipped Learning needs an approach in which face-to-face teaching is mixed with a constructive learning perspective in which the phases of Bloom's Taxonomy are included (Bloom, Engelhart, Furst, Hill and Krathwohl, 1956). Bloom's taxonomy establishes six cognitive categories:

remembering, understanding, applying, analyzing, evaluation and creating. Particularly, all of them focus on knowledge which is more than recognizing or remembering an idea but being able to perform a more complex process. It makes us think, reflect, relate and summarize it in order to manipulate knowledge and use it in a new context. Schell and Mazur (2015) claimed that there are three principles that are attached to FL: first the knowledge, secondly the students' commitment, and finally a more meaningful experience for the kids. The following illustration shows Bloom's Taxonomy for the digital era.

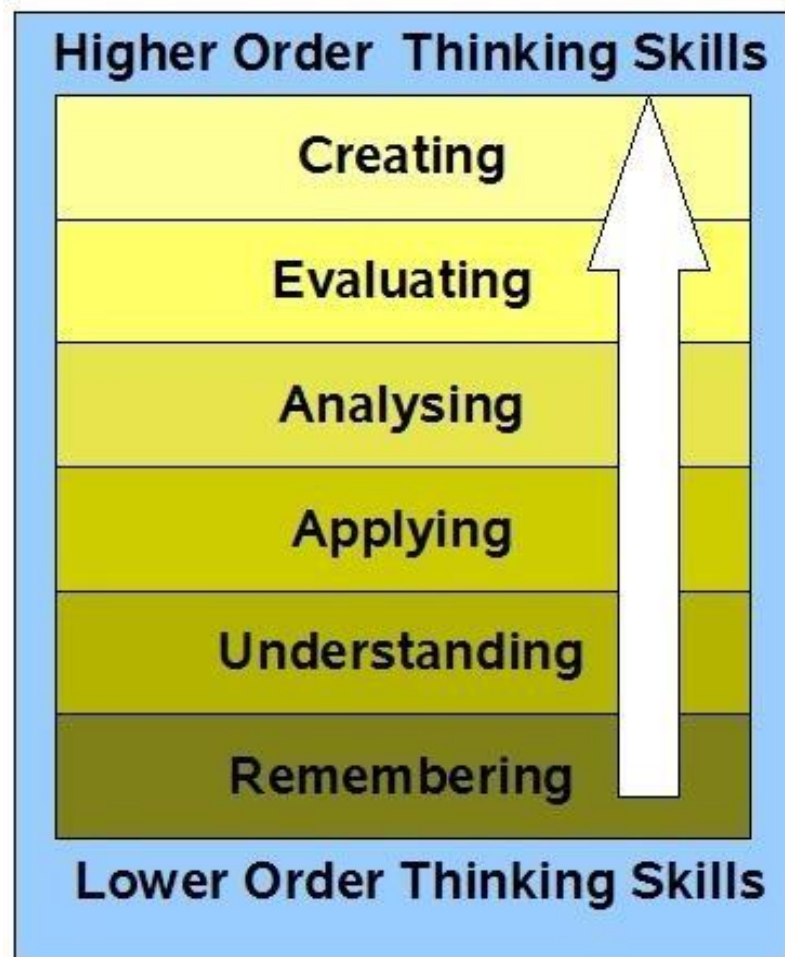


Figure 5. Bloom's Taxonomy for the digital era (taken from Churches, 2009 p.5)

Staker and Horn (2012) considered FL as part of a rotation model. This model proposes the students' rotation in a certain time according to the subject allowing students to

change between the face-to-face and virtual. This provides students the opportunity to interact with technology and develop new skills. Specifically, this study allowed students to study through videos, online platforms, and notes about *Common Nouns* which are classified into person, place, animal, or thing where they utilize Lower order thinking skills (LOTS) and promote students' independence (See below).

Person	Place	Animal	Thing
Police officer	Church	Sheep	Can
Man	School	Elephant	Bed
Woman	Hut	Dog	Car
Dad	House	Crocodile	Book
Paramedic	Hospital	Fox	Pencil
Firefighter	Forest	Goat	Notebook

Table 1. Common nouns to learn through Flipped Learning

During the class, students apply and solve their doubts about common nouns and get ready to apply what they learnt; this prepares them to apply the knowledge acquired in the real world developing high order thinking skills (HOTS). The following paragraphs are mentioning some important characteristics of FL.

2.3.1 Advantages and Disadvantages of Flipped Learning

The FL has represented a significant change in the current teaching model. Using new tools and resources that allow meaningful learning. At this point, we will expose the advantages and disadvantages of this pedagogical alternative as well as some opinions of some teachers who have implemented Flipped Learning.

Advantages

Flipped class has many characteristics that empower the student. First of all, the optimization of class time. Ramirez (2017) says:

“One of the advantages of using an in-class flip is that it allows teachers to focus their class time on monitoring, assessing, guiding, facilitating, clarifying, and supporting students’ learning in a more meaningful way, thus providing an up-close view of students’ process while they are carrying out a variety of individual or group activities and tasks (p.94).”

Martí et al (2014) declare that class time must be more practical than theoretical because this process was acquired in an autonomous way outside the classroom. Another characteristic is that It uses several technological resources that are the boom of this era. Bergmann and Sams (2016) affirm that nowadays all resources are on hand, and it is not necessary to record or design an activity, you will be free to use a resource from other teachers. For instance, the use of online platforms, exercises, and gadgets as well as approaches such as gamification promoted the intrinsic motivation of our pupils as well as their commitment (Bishop & Verleger, 2013). Bergmann and Sams (2014) claimed that another characteristic is the use of the time lesson for the exchange of opinions and putting into practice what has been learned through questions, dynamics, and activities that promote critical thinking and the application of knowledge; they say that it creates an environment of collaboration and participation in the classroom.- In addition, Martí et al (2014) say “Flipped Learning allows a teacher to detect the shortcoming of each of his students and in this way help them individually while undergoing a process of improvement” (p. 276). The last statement can be interpreted as the fact that using FL allows teachers to improve the students’ learning process individually.

Finally, Halili, & Zainuddin, 2015 agreed that one of the most important advantages is the feeling of motivation and increased self-esteem because of the work done before the class and class activities are focused on the students.

Disadvantages

This paragraph shows some of the disadvantages found in this methodology. Due to the fact that this methodology is new, teachers and students need time to get familiar and to develop the skills necessary to take advantage of it. Freeman and Schiller (2013) confirmed this by saying “students new to the method may be initially resistant because it requires that they do work at home rather than be first exposed to the subject matter in school” (p.63). Another disadvantage found in this approach is the students' participation in doing the activities at home. Kang (2015) has gotten important results using FL while teaching grammar and vocabulary, but at the same time corroborates that students not doing their task is a great disadvantage. On the other hand, teachers must have knowledge in the use of ICT because otherwise, it becomes a barrier to the designing process and as a result, not all teachers and students are ready to apply it (Halili, & Zainuddin, 2015, Al-Zahrani, & Abdulrahman, 2015).

2.4 Roles

First of all, the teacher plays an important role in the teaching-learning process. Shernoff et al. (2016) affirmed that when the teacher is worried about the classroom environment inspires students to learn more. This statement coincides with Martin and Dowson (2009) who claim that relationships between teacher and students accentuate learning, and develop commitment. In addition to the last statement, it is the teacher's job to create quality activities to ensure the acquisition of knowledge. Also, Reeve (2013) determines that positive engagement is directly related to interesting and motivating activities. In the next Figure 4,

The University of Texas at Austin (n.d.) compares the roles of the participants in a traditional class and FL class. It takes into account three phases of the session, *before*, *in*, and *after* the class. It is important to mention that FL allows the teacher to optimize the time. In the first phase, teachers in FL provides Ss with different and meaningful activities, due to the fact Ss come to class with a certain level of knowledge and doubts to be solved in the class. Student's role is active, during this phase, they must work autonomously by doing the activities planned and sent by the teacher. Bergmann and Sams (2014) declare that students are primarily responsible for their learning since they see the videos from their homes and are critical about the content. Complementing the last statement, Marti et al (2014) affirm that the student has a special role in FL. He develops autonomy by watching the videos before class and taking control of his or her participation and solving their doubts.

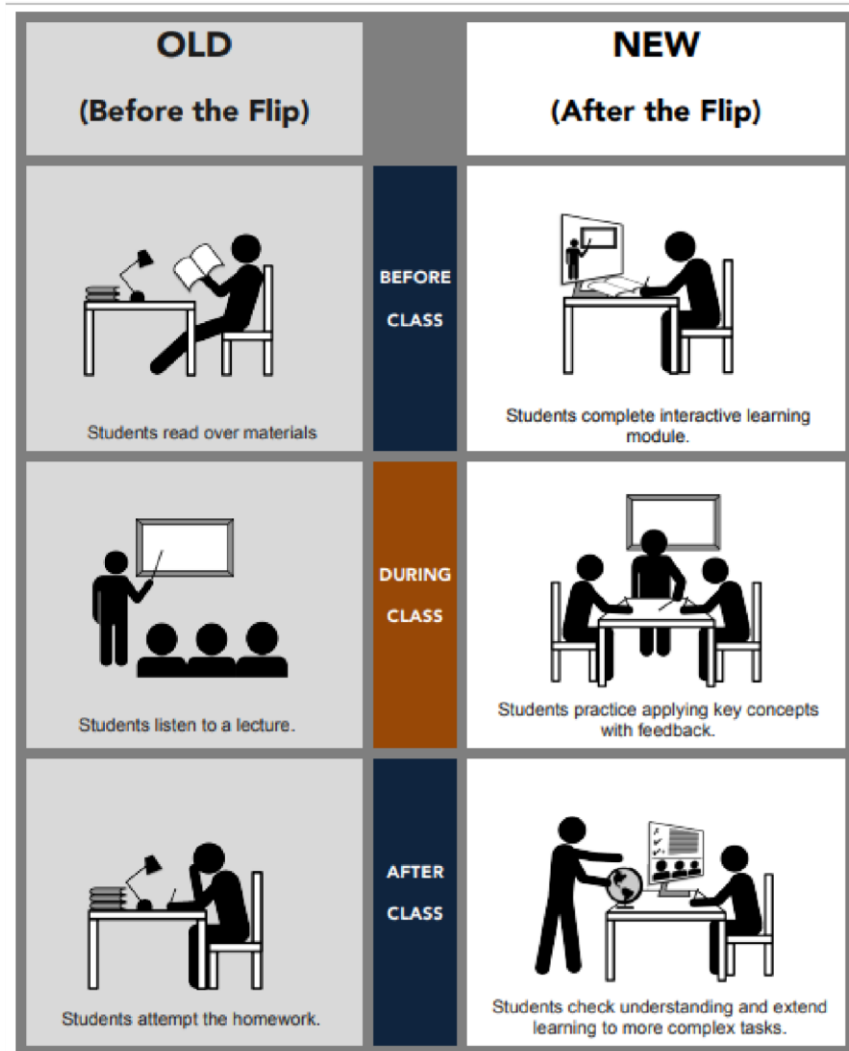


Figure 6. The roles of teachers and students in the Flipped Learning model (Taken from University of Texas at Austin, n.d., para. 1)

During the second phase, students apply their knowledge of the first phase of FL. The role of the teacher is to be a mediator. He is focused on solving problems and tests if students learnt the content while students continue working autonomously and actively. Class time in EFL sessions is important because it is the time to practice the language skills, for instance, oral production (Puppo, 2017). In the third phase, after class, feedback is important and becomes a useful tool to consolidate the knowledge, especially in EFL. The teacher's role still is a mediator. He highlights the weaknesses and strengths to empower the students to

overcome any problem. Student's role is active and autonomous, they are responsible to apply what they learnt (See Figure 6).

2.5 Conclusion

To sum up, this chapter presented the Flipped Learning foundation. Flipped Learning development went through many stages in order to be developed; thus, it was necessary to present the literature review needed to support the development of this study since it is important to be aware of the trends to make students achieve their goals. In the following chapter, the research methodology of this inquiry is presented

Chapter III

Research Methodology

3.0 Introduction

Flipped learning emerged as a new approach that helps teachers and students to improve the teaching-learning process in an efficient way (Bishop and Verleger, 2013); that is why this study is using FL as the main teaching methodology to teach Common Nouns. This chapter provides information about the research methodology used for this study. The place where this study is developed is described and well as the participants; those sections describe their characteristics. Finally, the research instrument that allowed us to collect the data and the data analysis for this research are explained in the last sections of this chapter.

3.1 Methodology

There are two different approaches, qualitative and quantitative. Hernandez, Fernandez, and Baptista (2014) claim that every research must be funded by one of each of the approaches qualitative or quantitative, or with a blended approach. This research uses qualitative research which means that results do not come from mathematical procedures. This is because, mainly, the research is going to be applied in a natural environment and the results need to be interpreted. Hernandez (2014) mentions that the qualitative approach allows the developing of hypotheses before, during, and after the research, as a result, more information can be added to the study. Consequently, a qualitative approach provides us with a deeper understanding of the problem. Also, Grays et al. (2013) claimed that qualitative research gives an invaluable instrument to create and prove new hypotheses. Morse (1994) believes that the process of qualitative analysis involves: comprehending, synthesizing, theorizing, and recontextualizing. It can be claimed that a qualitative approach is the one that

will lead the development of this study since FL is a new alternative that is emerging and the students' experiences are aimed to be explored and interpreted by the researcher. Moreover, observation through the use of a rubric will be done in order to collect data from the teacher who uses FL methodology, so a qualitative approach is the one that fits this study's necessities.

Particularly, the kind of methodology used in this study is experimental. Creswell (2014) comments that researchers are free to select a methodology that better suits their study's necessities. For that reason the proposed research used in this study is experimental. Sugiyono (2015) commented that the objective of experimental research is to find the relationship between the cause and the result and the variables in a controlled environment. Therefore, this study is experimental since half of a group of participants aim to use Flipped Learning to learn *Common Nouns* which were called *participants group 1* (PG1) while the other half would be named *participants group 2* (PG2), they took a traditional learning session.

3.2 Context

The research was carried out at the Instituto Los Sauces, it was founded in 2010 by a group of parents worried about their children's education. Instituto Los Sauces (n.d.) is a private differentiated institution that develops students in a positive way not just in the academic but the personal area. It is ruled by the spirit of the Opus Dei. According to Opus Dei (n.d), this philosophy is a prelature that makes you draw close to Christ in ordinary events. According to Instituto Los Sauces (n.d.), initially, this school started to work with 3 groups in Elementary, and three years later opened the middle school section. It is located in Calzada Zavaleta 4118 Col. Santa Cruz Buena Vista, in Puebla City. It is a bilingual school.

This institution uses ELI method which is based on the Social constructivism theory. It is in a transition to a new ecosystem called Knotion that establishes the use of ICT during classes and after it. Instituto Los Sauces (n.d.) is combining leading technology with strong values and scientific perspective to form a unit. This new system is based on the SARM which, according to Puentedura (2006), is a four-level approach based on Substitution, Augmentation, Modification, and Redefinition for the use of technology in education.

3.3 Participants

The research subjects are 12 children all males. They are between 6 and 7 years old; they are in the first year of elementary school. The subjects are Mexicans and they all live in the city of Puebla. They are starting elementary school. All of the subjects come from Kindergarten Los Sauces and they were taught with the same school methodology. They are about to begin differentiated instruction. They all speak and understand Basic English, all of them are learning English with an English male Mexican teacher. This group was divided into two teams and they were selected randomly.

3.4 Instrument

A method of data investigation is an indispensable tool for an investigation. In this study, there are three different research instruments that will help to triangulate data when analyzing information and obtaining results: tests, a questionnaire, and a rubric for observation.

Tests

The diagnostic test is a kind of assessment that is applied at the beginning of the course and it is designed with a particular objective, but at the same time, it can be retaken to identify their level of learning. Thorndike and Hagen (1970) mentioned that a *Diagnostic Test* is a kind of assessment that allows teachers to know students' debilities and previous knowledge of a topic. The diagnostic test applied for this study was designed according to the participants' age. The exam has 24 questions. All the instructions are written in English and it contains four sections. It was applied in two different moments. At the beginning, before the FL session and after the FL the same test was applied for both groups of participants, 1 and 2. In the first section, participants use their pencil colors to circle the picture that corresponds to each noun category. In the second part, participants should recognize nouns in sentences by circling them. In the third section, participants should discriminate among the words and highlight the common noun. Finally, using words in the box, classify them into four different categories. (See Appendix A).

Questionnaire

According to the needs of this study, the instrument chosen was a questionnaire due to the fact that it was important to collect information from many participants at the same time. Dörnyei (2003) noticed that questionnaires can gather three types of information such as factual, behavioral, and attitudinal. There are two kinds of items: open-ended items and closed-items. The closed-ended items provide us with limited options to be answered. The opened items give us free answers and complement the closed-ended items to get better data and go further (Dörnyei, 2003). Therefore, the instrument design for this study is a combination of both opened and closed items. It contains five closed-ended multiple-choice

items focused on the perception and experience using FL and three opened-ended items whose objective is to look for students' perspectives related to FL. In relation to the age and English level of the participants, all the items were written in Spanish (See Appendix B). All the items contain emoticons in order to make them more attractive and easy to comprehend. Additionally, a rubric was designed and given to a teacher in order to have another perspective, it is described below.

Rubric

A rubric is a kind of assessment that is used for instructional purposes. They consist of different levels of proficiency and informative feedback about strengths and weaknesses. Andrade (2000) commented that the perfect rubric is the one that provides the subject with an accurate explanation of errors but at the same time explains how the work achieves goals, everything led by the teacher even if he is not there. The rubric designed for this study was based on a rubric taken from Pedraz (2019). It consisted of four components such as work before class, recapitulation, participation, and monitoring. There is a scale of five levels that goes from zero to five. This scale indicated the level of development of FL. The rubric considered four components such as Work before class, recapitulation, participation, and monitoring to be ranked during the session and the professor performance (See Appendix C).

3.5 Overall Research Design

The description of the overall research design will be done into three different sections regarding the three different research instruments' design and application. Firstly, the *tests* were designed about the institution's policies. It took about a week to develop the tests and adapt them to the study's purpose. The first time, it was applied as a diagnostic test to prove students' level and reapplied during the session to observe the student's progress after the intervention of FL. Specifically, participants took a diagnostic exam to have an overview of their knowledge of Common Nouns. Then an FL and an activity to complete was assigned to half of the group (6 participants), the rest of the group took the sessions in a normal way (6

participants). After the sessions, the diagnostic exam was retaken in order to measure the advance of the students.

Secondly, the *questionnaire* was designed in two weeks; at the beginning, it was conceived with 8 closed-ended items. However, according to the objective of the study, it was decided to make a combination of closed-ended and open-ended items to have more indepth information and perspective of the participants. The questionnaire was applied after the session. It took about 20 minutes to be answered. It was guided by the teacher due to the difficulties in understanding some of the questions. At the end of the FL session, after the test application, the questionnaire was applied. Firstly, the difference between a traditional class and Flipped Learning was explained by the teacher in order to make students aware of the difference between them. Later, they answered the research instrument freely.

Third, the *rubric* was designed in 2 sessions. It was given to a teacher from another group two days before the session, he became the observer. The objective of the rubric and the study were explained to the observer. The observer entered the classroom and stayed quietly at the bottom of it for forty-five minutes. He was filling up the rubric according to what he observed and, at the end of the sessions, he handed it to the researcher to be analyzed.

3.6 Data analysis

The analysis of data allows us to discover topics and concepts collected for the final data. As stated by Alvarez-Gayou (2005) even though there are few participants, the amount of information is significantly enormous. Therefore, in order to do the data analysis, it is important to consider time. Miles and Huberman (1994) say words are more difficult to examine because they can come from different sources. This analysis permits us to obtain a

broader explanation in order to make our final conclusion. According to Álvarez-Gayou, 2005 this analysis is a systematic process. Therefore, the analysis of the collected data was done according to the different research instruments' necessities.

Firstly, regarding the *tests*, the two tests were uploaded in an excel sheet to compare the results of the participants and contrast if there is an improvement or not. Secondly, The data collected from the *questionnaire* was divided into items. The closed-ended items were classified on a table one by one according to the participants' answers. The opened-ended items were also classified based on conforming to the words that are in common among the participants. Finally, the rubric information was analyzed by the components and scale of development. Each component was studied separately and added to a table to obtain better results. Finally, in order to present the results of this analysis, the information will be presented through graphs thus the information will be better interpreted by the readers.

3.7 Conclusion

In conclusion, this chapter provided us with information about the methodology used in this study. It also helped us to understand the participants and the context as well as the instruments applied to collect the data, and finally, the description of the process to comprehend the study's data analysis was stated. The results from the diagnostic tests, the questionnaire, and the rubric information will be described extensively in the following chapter in order to have a better understanding.

Chapter IV

Results

4.0 Introduction

In this chapter, the results obtained during this investigation will be presented in three subsections: the first one is about comparing diagnostic tests and tests. The second subsection is about the participants' beliefs about the flipped learning methodology. And the third subsection is presenting a teacher observer's belief about flipped learning methodology used in this experimental study. After that, the research questions are stated as well as the discussion of these outcomes.

4.1 Obtained Results

This section includes the different results from the diagnostic test and the test applied before the class and at the end of the class to review the impact of the FL in the selected team.

It also includes the questionnaire answers that will provide us with the students' perceptions to prove the positive result of using FL. Finally, the results from the teacher's rubric which includes the evaluation of the four components and the scales are displayed in this results section.

4.1.1 Tests Results

This section aims to contrast the results from the test between the diagnostic and the post-test which were applied before and after the use of Flipped Learning.

Tests' Results from Group 1 (Using FL)

	Correct Items Diagnostic test	Correct Items Post-test	Improvement percentage
Participant A	10	20	50%
Participant B	6	14	31.28%
Participant C	8	18	41.6%
Participant D	5	13	33.28%
Participant E	2	11	37.44%
Participant F	7	19	49.92%

Table 2. Tests Results from Group 1 which is using FL

As we can observe in Table 2, *Participant A* got 10 correct items out of 24 during the application of the diagnostic test, which means he got 41.6 % average in the test, meanwhile, after the FL session, this average went up to 83.2 %. Therefore, he improved his results by 50%. *Participant B* got 6 correct items which means his average is 24.96 % out of 100% in the diagnostic test, while in the post-test the average was 58.24 %. His proficiency increased by 31.28%. *Participant C* obtained 8 correct answers which is 33.28% in the application of the diagnostic test, in the meantime, in the post-test application the average was 74.88%. This participant's results increased 41.6 %. *Participant D* had 5 correct answers equivalent to 20.8% in the diagnostic test before the application of FL; during the second application, the test displayed 54.08 %. Thus, this participant gained 33.28 %. *Participant E* got only 2 correct answers in his diagnostic test that is 8.32%. After FL application, the test was retaken and the average went up to 45.76%, this is showing an improvement of 37.44%. Finally, *Participant F* attained 29.12% in the diagnostic test. At the end of the second test application, this participant obtained 79.04%. This participant rose his average to 49.92%. In the following table, the results from students who were not learning *Common Nouns* through the use of FL are presented.

Tests' Results from Group 2 (Using TC)

	Diagnostic	Post	Improvement percentage
Participant 1	11	17	24.96%
Participant 2	9	13	16.718%
Participant 3	4	11	29.12%
Participant 4	10	15	20.8%
Participant 5	2	8	24.96%
Participant 6	12	20	33.28%

Table 3. Test Results from Group 2 which is about the Traditional Class

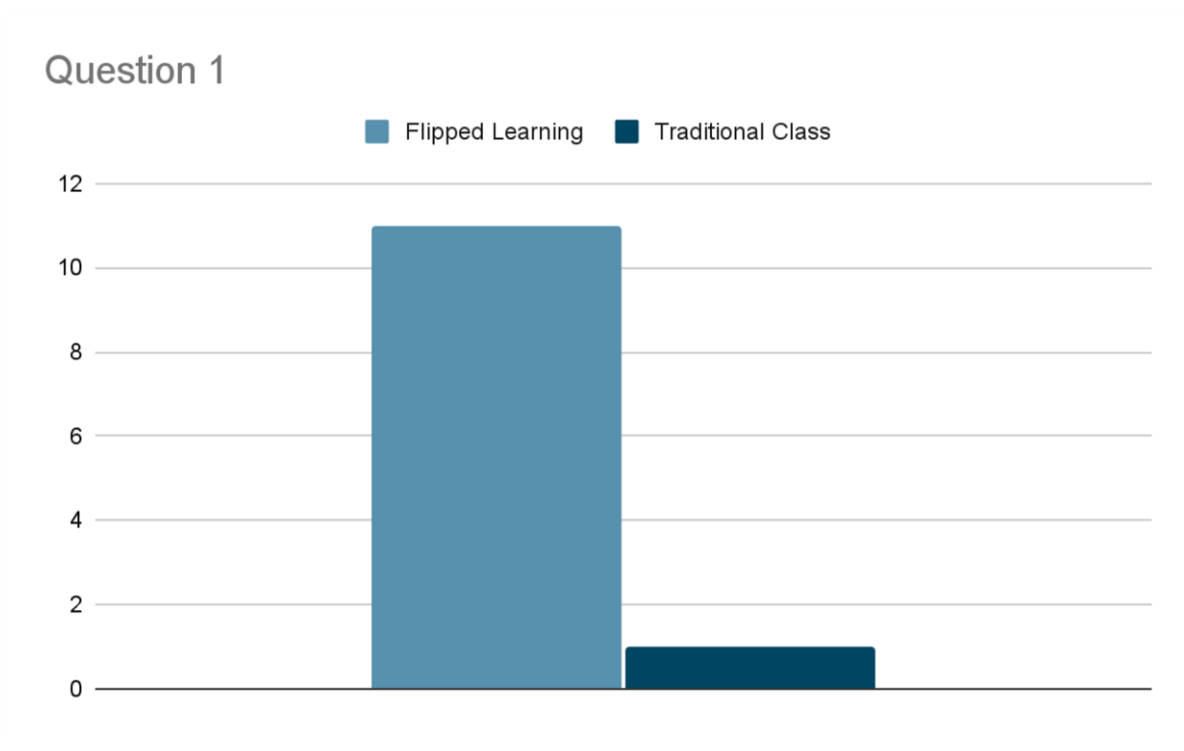
In Table 3, participants from Group 2 showed a higher proficiency in the diagnostic test compared with Group 1, in most cases. As well as in the FL session, participants' proficiency went up, however, the difference between the diagnostic and the post-test is not as significant as in Group 1. *Participant 1* obtained 45.83% during the diagnostic test, in contrast, after the Traditional session his proficiency went up to 70.83 % showing almost 25% improvement. *Participant 2* got 9 items correct out of 24, this represents 37.44% of achievement, after the session, in the post-test he showed 54.08% of academic performance which represents 16.64% of improvement. *Participant 3* had 4 correct questions which are equal to 16.64% in the diagnostic test; after the post-test his academic performance increased to 45.76% which resulted in 29.12% of advancement. *Participant 4* attained 10 responses correct which constituted 41.6% of achievement in the diagnostic test; however, in the second post-diagnostic test the average got 62.4 % showing an improvement of 20.8 %. *Participant 5* obtained 2 correct answers resulting in 8.32% in the first application; contrary, in the postdiagnostic test this participant had 33.28% of academic performance, leading to an

enhancement of 24.96%. Finally, *Participant 6*, whose achievement was 50% in the first diagnostic test, showed 83.2% in the post-test. It raised his score to an average of about 33.3%.

4.1.2 Questionnaire Results

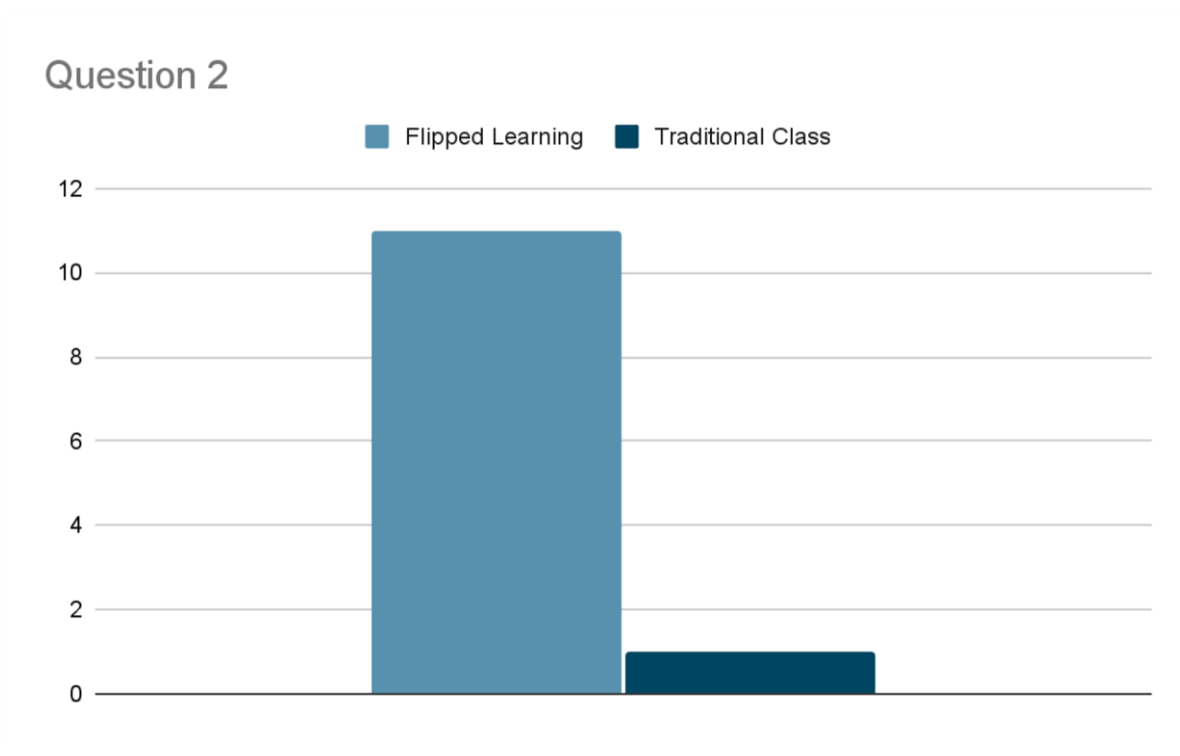
The questionnaire was applied for both groups 1 and 2. Due to the fact that both groups form a single group during the present school year. It needs to be clarified that groups 1 and 2, from this study, are familiar with the Flipped Learning approach. Knowing their perception after this practice is important for this study.

Graph 1 is presenting the answer to the first question regarding which type of class is more interesting for participants: *Flipped Learning vs Traditional class*. As we can observe, in Graph 1, eleven participants said that the most interesting classes are when using Flipped Learning, meanwhile, only one student thinks that the normal class is more interesting. Based on the answers given by the participants, 91.6% of them said that Flipped Learning (FL) is more interesting than a traditional class. Cunningham (2016) stated that besides the attraction generated by digital resources, what makes it more attractive is that students can use it whenever they want. Digital resources are mostly used in FL.



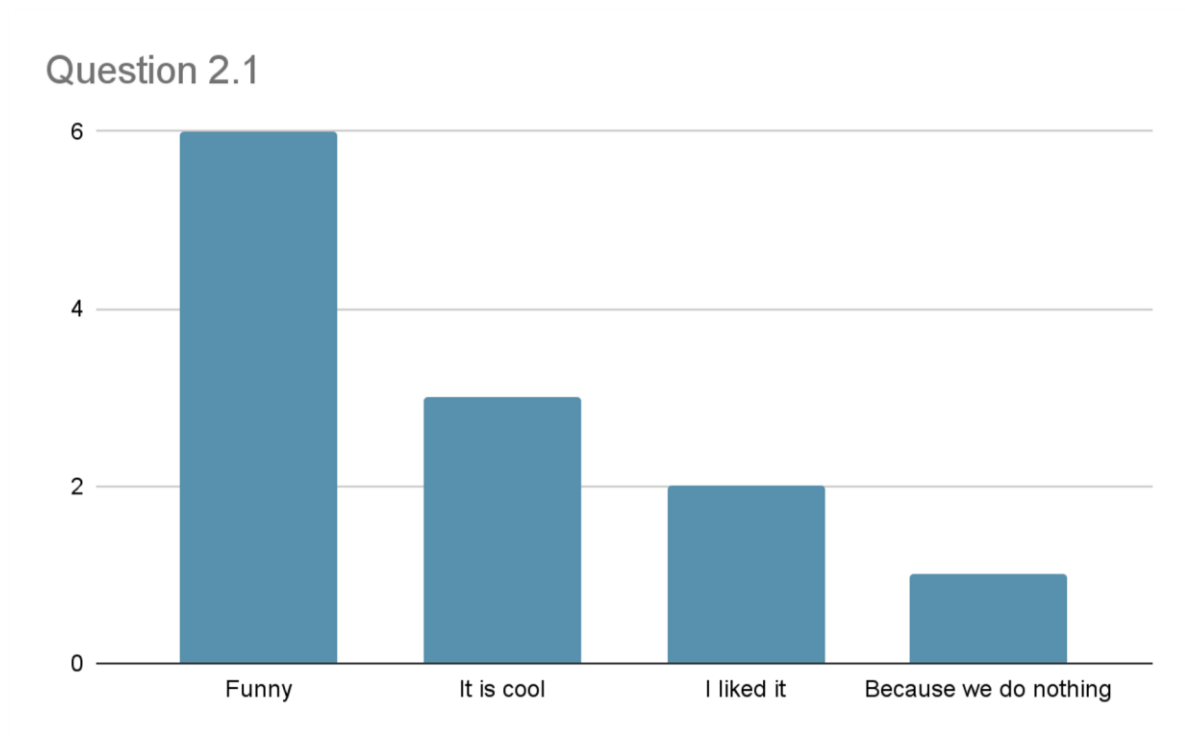
Graph 1 ¿Qué clase te pareció más interesante?

Graph 2 shows their preference between Flipped Learning and Traditional class. Twelve participants answered the questionnaire were 91.6% of participants demonstrated to prefer Flipped Learning over traditional class. This helped us to determine that the activities done in FL had a positive influence on the students. The activities done before class and during the class were decisive to make participants choose between FL and normal class. The evidence provided supports what Bergmann & Sams (2012) said: “Basically the concept of a flipped class is this: that which is traditionally done in class is now done at home, and that which is traditionally done as homework is now completed in class” (p. 13).



Graph 2 ¿Qué clase te gustó más?

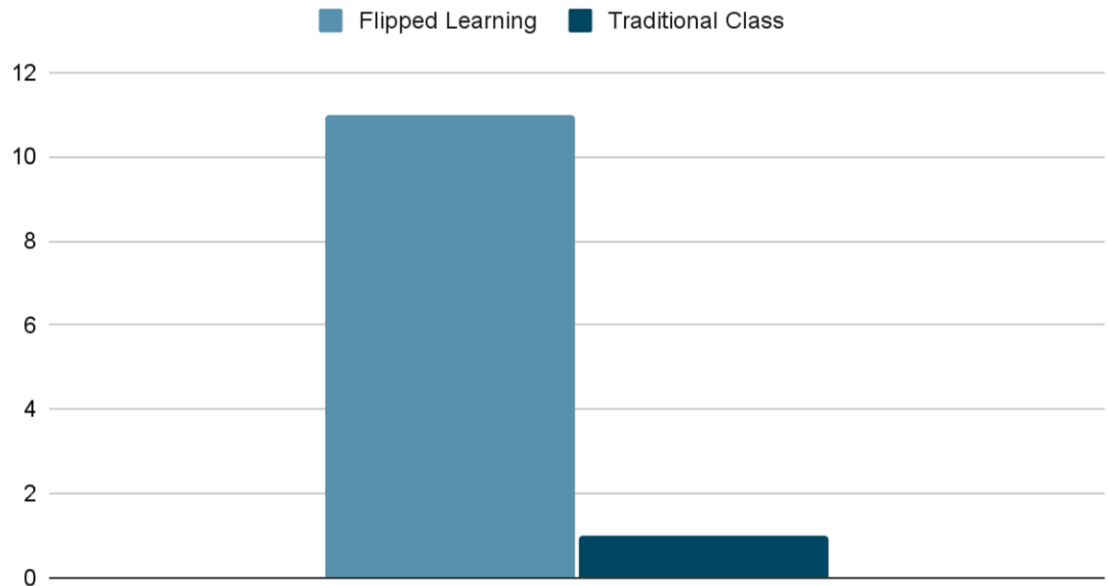
Additionally, Graph 2.1 shows deeper information about the reason why they like FL. This item collected a variety of answers. About 50% percent of students agreed that the reason they preferred FL is that *it is funny*, 25% percent agreed that *FL is cool*, 16.6% percent said that *they just like it* and the participant that chose the traditional class stated that he believes that *students do nothing*. This finding can make the researcher conclude that this participant is not used to working after classes. In a classroom, all of the students interact with different personalities and there are many possibilities that FL may not be suitable for all students, based on the previous statement, Strayer (2007) proved that students did not like FL for reasons such as the adaptation of a new approach or because they prefer to work alone rather than in group learning activities.



Graph 2. ¿Por qué?

Graph 3 mentions that participants are aware of their performance. About 91.6% percent of them believe that taking classes and using FL helps them to do better during the class, and 8.3% percent of participants think that FL does not affect their performance in class. These responses agree with some studies that have been carried. For instance, Sophia Learning (2014) carried out an online poll where 2358 professors answered a questionnaire of 36 items which showed that the use of FL increased learning development in many subjects including English where it increased from 11% in 2012 to 23% in 2014. This means that due to the good results of FL, many teachers have added it to their professional life.

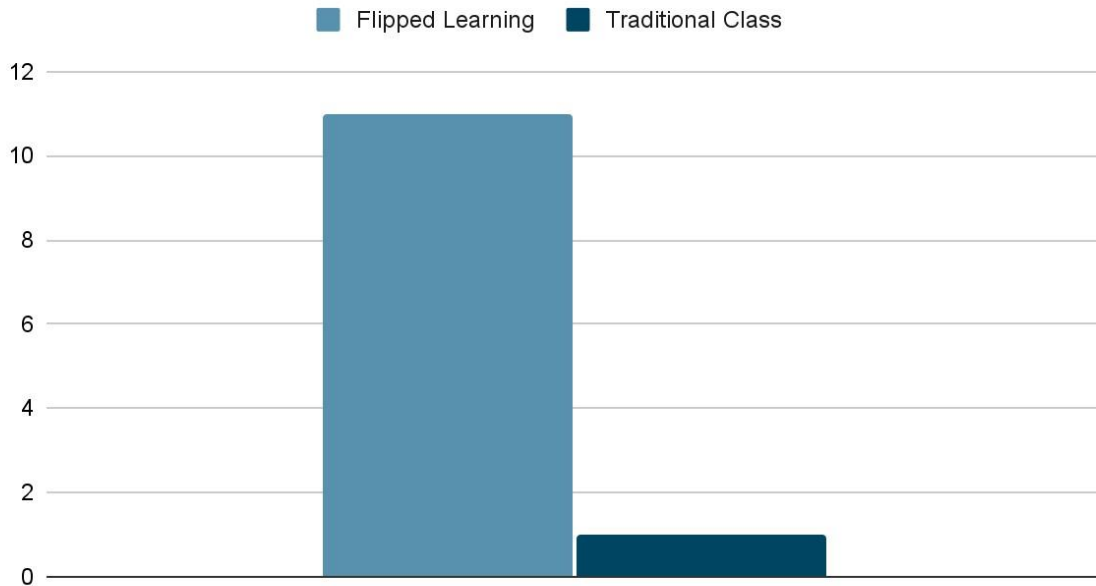
Question 3



Graph 3 ¿En qué clase obtuviste mejores resultados?

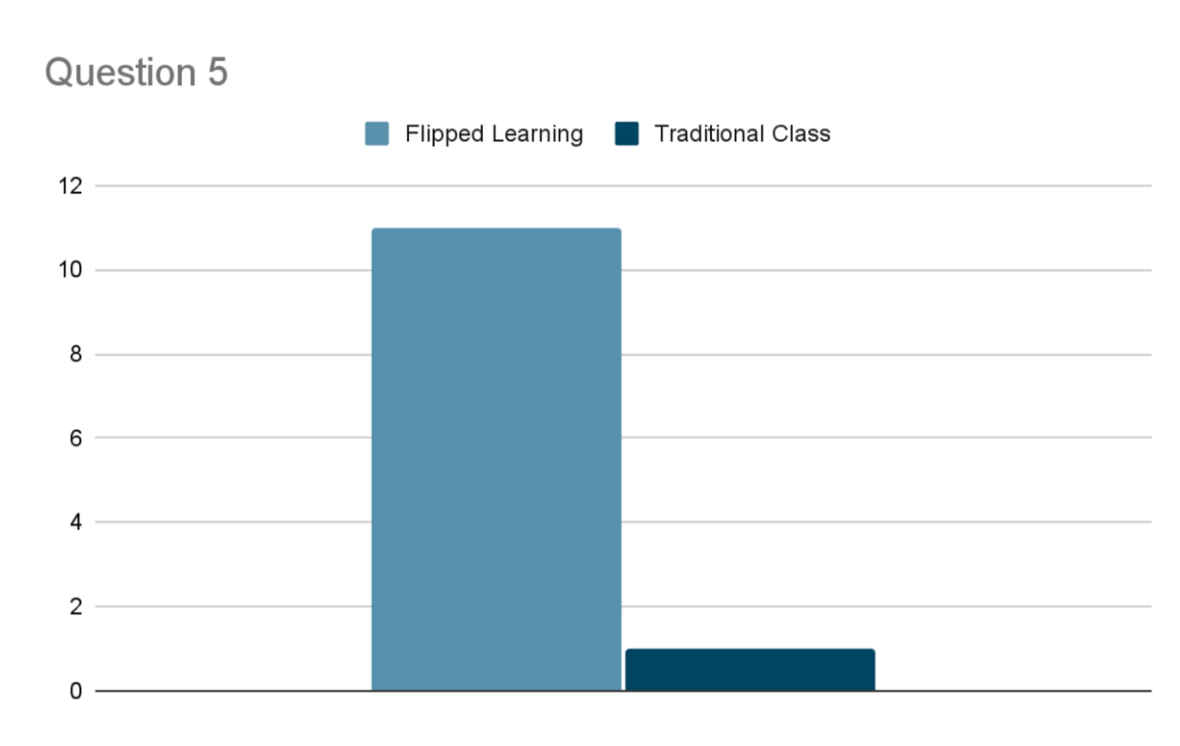
Graphs 4 indicates their preferences between Flipped Learning and Traditional class. The answers gathered in this item demonstrate that 91.6% percent of participants would like to have Flipped Learning rather than the traditional class. On the other hand, about 8.16% of the sample answered that he prefers to continue with the Traditional class. Hsiu-Ting Hung (2015) stated that Flipped Learning encourages active learning while learning English. That is probably the reason why students prefer learning when their teacher uses FL when learning EFL.

Question 4



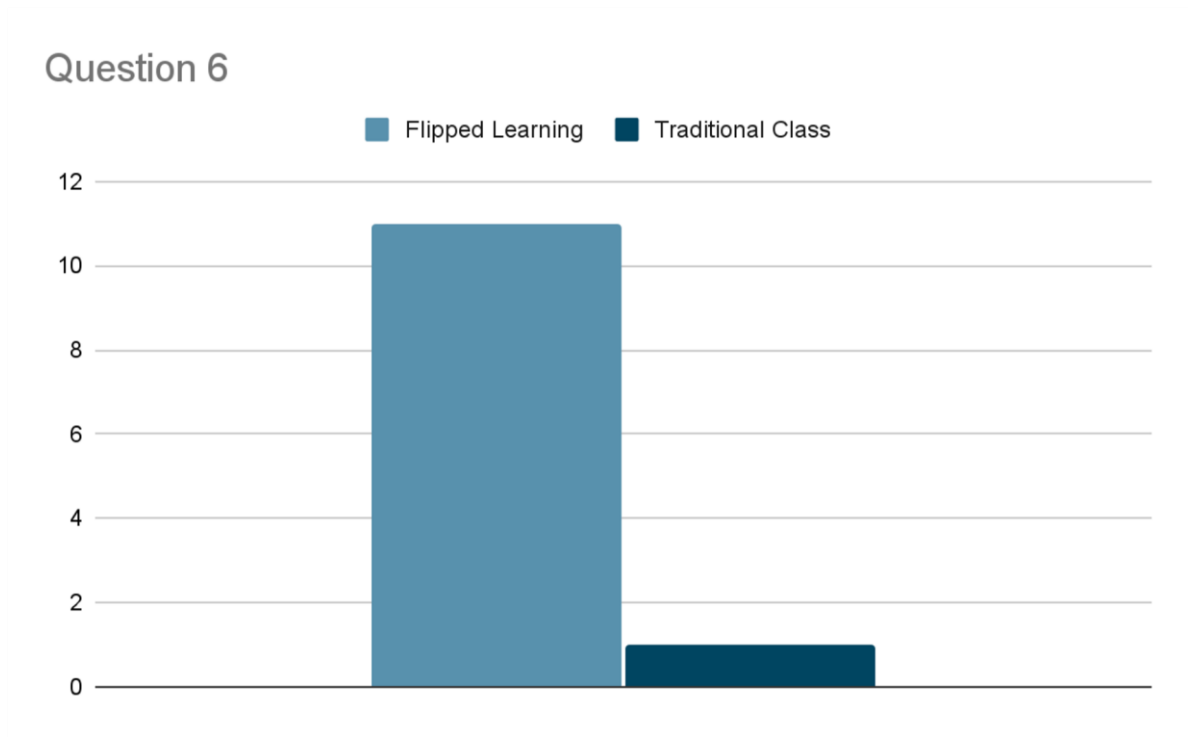
Graph 4: Cuál de las dos clases te gustaría que tu profesor utilizará?

Graph 5 discusses their likes among the activities. According to it, 91.6% of participants enjoyed FL activities over the 8.33% percent of the participants who liked more traditional activities. Bergmann and Sams (2014) claimed that in FL responsibility is transferred to students and makes students independent and autonomous in the teaching learning process.



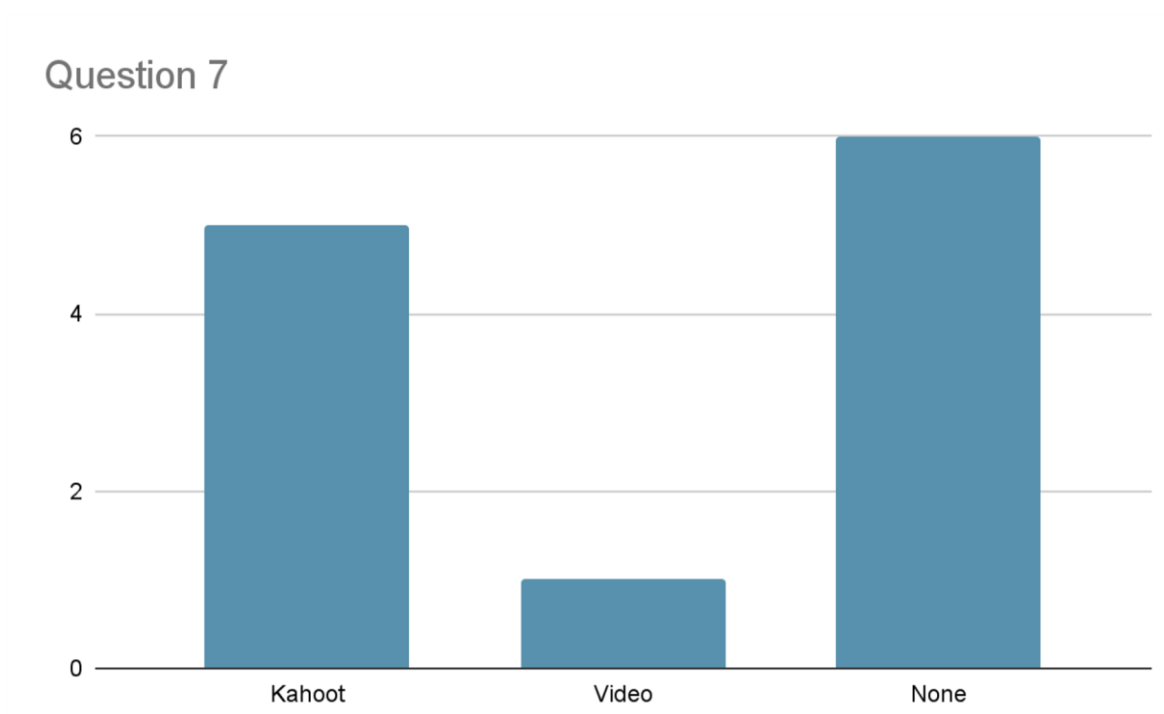
Graph 5 ¿Qué actividades te gustaron más?

Graph 6 presents the possibility to recommend taking classes with FL to other students. The graph shows that 91.6% of them stated that they would recommend learning through FL to a friend. Meanwhile, 8.33% percent of them would recommend a traditional class.



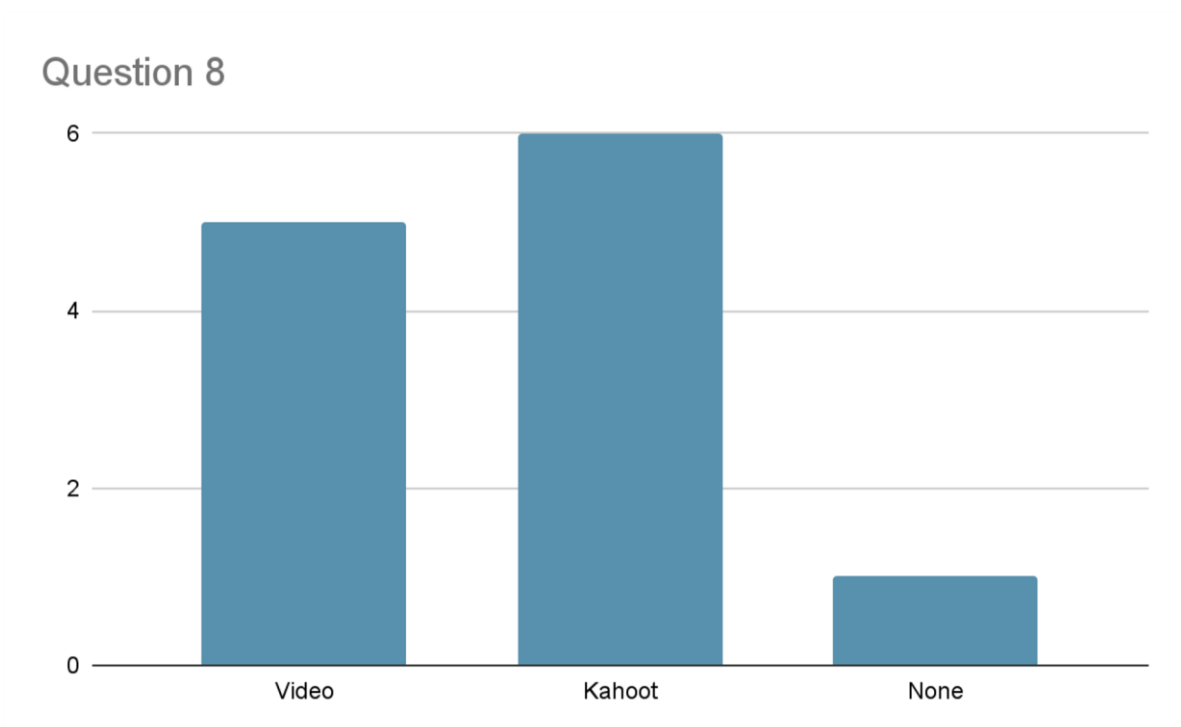
Graph 6: *Qué clase recomendarías a tus compañeros?*

Graph 7 displays what the most difficult activities in FL are. All answers were classified into three main categories: *Kahoot*, *Video*, and *None*. Around 41.6% percent of participants mentioned that the most difficult part was the Kahoot. 8.3% percent of them said that the hardest part of the FL session was the video and finally 50% percent of participants said that they did well; therefore none was included in the graph. In this outcome, we can conclude that most participants did not have difficulties at the time of learning through FL.



Graph 7. Lo más difícil de Flipped Learning es...

Graph 8 finally indicates to what extent participants considered it easy to use Flipped learning in the activities. In the opinion of 41.6% of participants, the video was the easiest part. Secondly, 50% of participants believed that Kahoot was easier than the video; and finally, 8.3% of the participants thought that it was very challenging. Ming (2020) believes that Kahoot is a tool that makes students want to study, and because of its nature can be used in both synchronous and asynchronous.



Graph 8. Lo más fácil de Flipped Learning es.

4.1.3 Rubric Results

Flipped Learning

Observer: Gonzalo Francisco Gómez Contreras

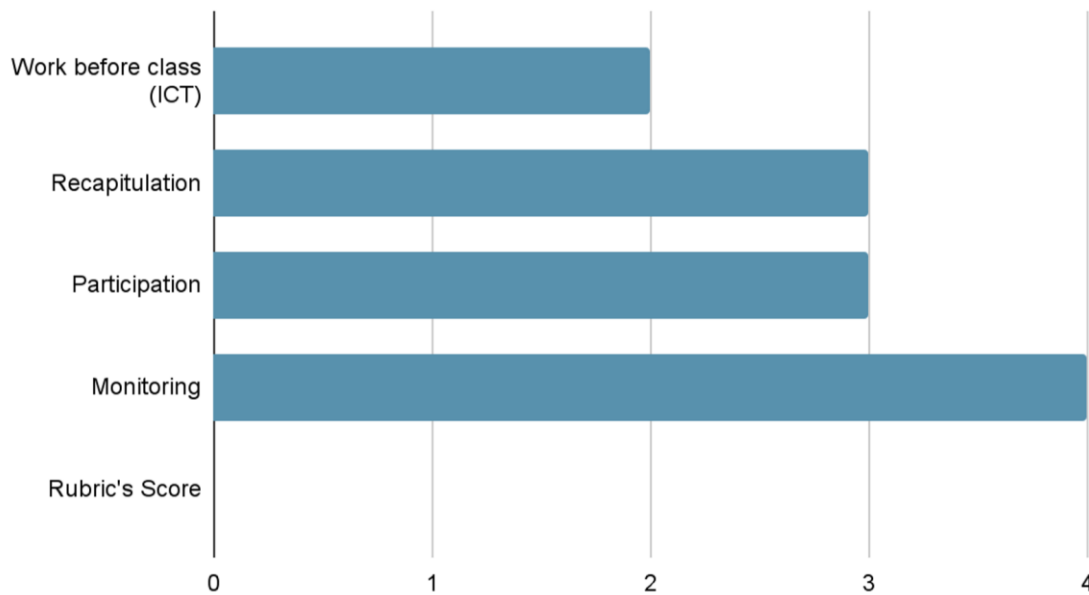
Date: 21-09-21

		Rubric				
		4	3	2	1	0
Work before class (ICT)		Ss has seen the whole video, answered the activity and took notes and wrote questions about the topic.-	Ss has seen the video, answered the activity and took some notes about the video	Ss has seen the video and answered the activities. ✓	Ss has seen only the video.	Ss has not seen the video.
Recapitulation		Ss is able to answer correctly the questions about the topic.	Ss is able to answer correctly most of the questions about the topic. ✓	Ss is able to answer correctly some questions about the topic.	Ss is able to answer few questions about the topic.	Ss is not able to answer the questions about the topic.
Participation		Ss participates actively during the session and share ideas to improve.	Ss participates during the session and share clear ideas. ✓	Ss occasionally participates during the session and share some ideas.	Ss occasionally participates in the session but it is not clear.	Ss does not participate in the session.
Monitoring		Teacher always monitors students and does not interfere unless is requested.	Teacher usually monitors students and rarely interferes during the session.	Teacher often monitors students and sometimes interferes during the session.	Teacher seldom monitors students and normally interferes during the session.	Teacher never monitors students and always interferes during the activity.

Figure 7. Rubric of FL Observation

Graph 9 reflects what the teacher observed during the session and is shown in the rubric (See Figure 7). He observed four components and scored them according to the scale of 0-4. The results are described in the following paragraphs.

Rubric's score according to observation



Graph 9. Rubric's score

In the section *Work before class*, it is evaluated the performance of the task to do at home such as the video, taking notes, and the activity related to it. The observer scored this component using scale two which mentions that students had seen the video and answered the activity proposed for them. This result is because participants were not assigned all the activities. Due to the students' age, the sections of recapitulation and participation require students' level of proficiency in EFL; therefore, it was difficult to achieve those points.

Secondly, in the factor of *Recapitulation*, there is explained the process in which the teacher presented the topic by asking questions. The observant graded this component with three points. This

scale says that the students were able to answer most of the questions. The third evaluated factor was *Participation*. This section rates the students' participation during the session. The teacher marked this component in three, which says that the students participate most of the time and share clear ideas. Finally, the fourth factor evaluated was *Monitoring*. This item evaluates the teachers' role during the session. The professor rated this with a four, which is the highest grade. This item says that the teacher always monitors students and does not interfere unless it is necessary.

Contrary, in the Traditional Class the school's methodology was planned in 7 moments of the EFL class. First, students were activated through a puzzle. Then, there was a moment for orientation of the theoretical content, meanwhile, students took notes in their notebooks. Next, using an online activity students recapitulated the information during that lesson. After the recapitulation, students had the opportunity to answer an exercises page from their workbook in teams; and finally, they had to reflect on the process.

4.2 Research Questions' Answers

This section of Chapter IV aims to answer the research questions that were set since Chapter I. The first answer is: *To what extent the participants of this study demonstrated an improvement in recognizing a certain number of common nouns by using the Flipped Methodology in their EFL class?*

Improvement Percentage	
Flipped Learning	Traditional Class
PA: 50%	P1: 24.96%
PB: 31.28%	P2: 16.718%
41.6%	29.12%
33.28%	20.8%
37.44%	24.96%
49.92%	33.28%
Average: 40.58%	Average: 24.97%
Difference between FL vs TC: 15.61%	

Table 4. Improvement Percentage FL vs TC

As it is shown in Table 4, there exists an actual improvement between acquiring vocabulary in a Flipped Learning class versus a Traditional class of EFL. The average improvement percentage obtained in the FL class from all the participants is 40.58%. While the improvement percentage obtained in the Traditional Class is 24.97%. If we compare both results, we can observe a difference between FL and Traditional class students' results at the time of learning Common Nouns. Specifically, there is an improvement of 15.61%. In the relation to the last statement, Wishart and Bleases (1999) argued that, when technology is

used appropriately in the classroom and with an innovative purpose, it can generate a considerable improvement in the teaching-learning process.

The second research question is: *To what extent, do participants prefer to learn Common Nouns by using Flipped Learning in their EFL lessons?* In relation to the participants' beliefs toward Flipped Learning, the results concluded that they prefer Flipped Learning over Traditional Class. In accordance with the answers, eleven participants that represent 91.6% of the total group are convinced that FL helped them to improve their performance in class, contrary to one participant 8.4% that is not convinced of the improvement using FL (See graph 3). Moreover, eleven participants 91.6 % of the group would recommend others to take classes through the use of FL methodology. Nevertheless, there is a participant (8.4%) who would not recommend it at all (See graph 6). These data agreed with Obari and Lambacher (2015) who discovered that pupils were happier and had a good disposition toward the FL as well.

4.3 Discussion

It is evident the need to find alternatives to improve the vocabulary acquisition process. Teachers around the world need to know not only about the theoretical part of class content but the correct use of a teaching methodology in their teaching practice. Nowadays, many approaches have appeared in order to have different ways to teach a lesson, in this particular case Common Nouns in EFL. Thus FL seems to be one of the approaches that try to cover the lack of time and space in the teaching practice. Bergmann and Sams (2012) in the second phase of FL time is used to potentialize other learning processes. That was the reason to develop a study where FL needed to test the reliability of itself as an approach to teach common nouns to students in first grade of elementary.

As it was stated in both research questions' answers, the improvement to recognize common nouns through the use of FL demonstrated an average of 15.61 % of enhancement over traditional learning. Therefore, it is proven that, by using FL, students obtain better results when acquiring vocabulary. Bormann (2014) declared that FL promotes commitment among students and as a result students get higher levels of achievement in their learning process. Also, it is very interesting that not only academic results favor the use of Flipped Learning at the time of acquiring vocabulary in an EFL class, but students' preferences as well. 91.6% of this study's participants decided that FL is the approach that they preferred to increase their academic performance whereas only 8.4 % of the participants disagreed; exactly the same result in Hung's (2015) study. As a consequence, students' satisfaction rose. To sum up, Flipped Learning demonstrates to be a reliable approach that increases the students' academic performances and at the same time is accepted by them.

4.4 Conclusion

In conclusion, this chapter provided us with information related to the results of this study. It helped us to interpret in detail the information provided of the three instruments.

The diagnostic test showed us the students' improvement after taking FL. The questionnaire sought for experiences and perception of FL and finally, the rubric provided us with an evaluation of the teaching practice when using FL. The following chapter will offer the conclusions of the study, as well as contributions, suggestions, and limitations.

Chapter V

Conclusion

5.0 Introduction

This chapter will present the conclusions of the study. It will explain in detail the outcomes of the study that support the use of the FL approach to teach common nouns. It also contains the constraints found in the research along with the suggestions for further studies. In addition, a personal reflection that explains how this research affected the researcher in his professional and personal life is stated as well as a final conclusion of this thesis.

5.1 Research contributions

This study contribution is to change teachers, students, and schools' attitudes toward incorporating other approaches such as Flipped Learning. The findings in this research have shown that students have gotten better results regarding motivation and satisfaction, besides academic development. Also, the results obtained in the investigation would help teachers to understand FL and how to use it in their EFL lessons. Moreover, this study would help teachers to persuade schools to adapt their teaching methodologies and integrate FL into their school environments.

According to the data, FL is a favorable approach to develop autonomy in students and be the protagonist in their teaching-learning process in EFL vocabulary acquisition; therefore, the results of this thesis will help students to prepare them for their future lives. Finally, this research contributed to support the fact that the FL approach must be taken into consideration to improve the recognition of common noun categories and in sentences. It also establishes another panorama for future studies.

5.2 Limitations of the study

Throughout the development of the study, many issues have emerged and are catalogued as limitations that need to be considered for further studies. First of all, the number of participants was small (twelve students). To be clear, the population of the Instituto is one hundred eighteen (118); however, it was impossible to make everyone participate in this inquiry. Therefore, the results cannot be generalized either in the institution statistics nor the elementary school level in Mexico. Second, this study was not specifying any specific application use since the school policies are against app installations on students' iPads. Sometimes the researcher had to wait a long period of time to obtain permission to install some apps. Third, the context of this study is in a private institution where participants have access to technology; therefore, the results of this study cannot ensure that students who do not have access to it can have the same outcomes.

5.3 Suggestions for further research

In relevance of the limitations stated in the previous section, this section aims to suggest some changes for further research which will enrich this study or will provide a new standpoint of FL. Firstly, since the number of participants was small, future studies will need to have a bigger sample of participants in order to get an important amount of information that allows us to make generalizations. Secondly, this study's sample only included participants from a private school that provides students with their own devices; therefore, the suggestion will be to conduct the study in public institutions where there are other limitations to consider. Thirdly, due to the fact that this research was applied in the early stages of education, it would be beneficial to take into account different age groups or levels of education. Finally, applying different instruments for data collection will also robust this study's outcomes.

5.4 Reflection

Once this study was carried out and the results were obtained, I realized the impact of FL in younger students when learning common nouns in my EFL class. In addition, it is important to mention that, besides the improvement in my academic performance, there increased my motivation to use FL methodology in my teaching practice. Moreover, it is important to reflect on the possibilities to incorporate ICT in our professional life in order to get better results. At the end of this research, I feel more confident to apply what I have learnt in this period of time. I have grown professionally and personally. Also, I believe that if we start to think out of the box to be better teachers, we can do it. Finally, I have the commitment To share with my colleagues what I have acquired in this study as a must.

5.5 Conclusion

In conclusion, the objectives of this study were achieved. Specifically, this inquiry answered two research questions about students' results that showed the effect of FL vs traditional class. Mainly, the data revealed that the implementation of the FL approach does potentialize the recognition of nouns. Group 1 achieved better results in the diagnostic test than in traditional class, thus FL seems to be more beneficial. Group 2 also showed improvement, but it improved at a lower level. To conclude this study, it is important to mention that Flipped Learning requires preparation in order to implement it. It needs time investment as well as a certain level of knowledge of ICT and creativity from teachers; also, a lot of commitment from students is required. Additionally, it is always worthwhile to try and break the barriers and seek alternatives to improve the teaching-learning process of EFL.

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Appendix A

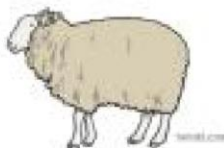
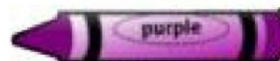
Tests



Diagnostic Text

Name: _____

Circle the nouns according the instruction.

Person**Place****Animal****Thing**

Circle the noun in each sentence.

1. My dad is in Puebla.
2. The fire fighter puts off fire.
3. The paramedic went to the hospital.
4. My house is big.

Underline the common noun among the words.

- | | | |
|--------------|-------------|----------|
| 1. Crocodile | 2. Big | 3. Is |
| 1. Are | 2. Fast | 3. Book |
| 1. There | 2. Elephant | 3. Green |
| 1. Dog | 2. Pink | 3. Run |

Classify the nouns according to the category.

Goat	Pencil	Notebook	Forest	Man	Church
------	--------	----------	--------	-----	--------

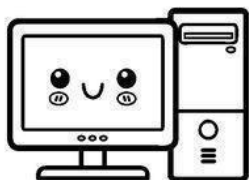
Person	Place	Animal	Thing

Appendix B

Questionnaire

Tacha el emoticon para responder el cuestionario.

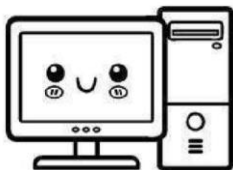
Flipped Learning



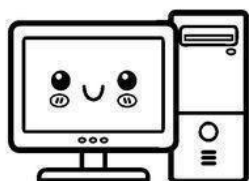
Clase normal



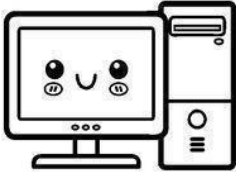
1. ¿Qué clase te pareció más interesante?



2. ¿Qué clase te gustó más? ¿Por qué?

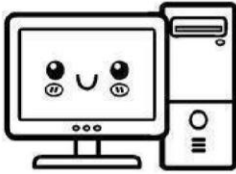


3. ¿En qué clase obtuviste mejores resultados?

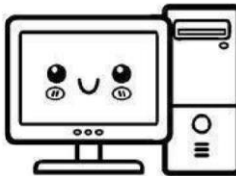


4.

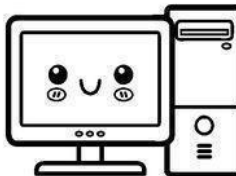
¿Cuál de las dos clases te gustaría que tu profesora utilizará?



5. ¿Qué actividades te gustaron más?



6. ¿Qué clase recomendarías a tus compañeros?



7. Lo más difícil de Flipped Learning es _____

8. Lo más fácil de Flipped Learning es _____

Appendix C

Rubric

Flipped Learning

		Rubric				
		4	3	2	1	0
Work before class (ICT)	Ss has seen the whole video, answered the activity and took notes and wrote questions about the topic -	Ss has seen the video, answered the activity and took some notes about the video	Ss has seen the video and answered the activities.	Ss has seen only the video.	Ss has not seen the video.	
Recapitulation	Ss is able to answer correctly the questions about the topic.	Ss is able to answer correctly most of the questions about the topic.	Ss is able to answer correctly some questions about the topic.	Ss is able to answer few questions about the topic.	Ss is not able to answer the questions about the topic.	
Participation	Ss participates actively during the session and share ideas to improve.	Ss participates during the session and share clear ideas.	Ss occasionally participates during the session and share some ideas.	Ss occasionally participates in the session but it is not clear.	Ss does not participate in the session.	
Monitoring	Teacher always monitors students and does not interfere unless is requested.	Teacher usually monitors students and rarely interferes during the session.	Teacher often monitors students and sometimes interferes during the session.	Teacher seldom monitors students and normally interferes during the session.	Teacher never monitors students and always interferes during the activity.	