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**Flipped Classroom Methodology for EFL Teachers**

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Quito, febrero 2022

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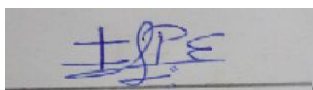
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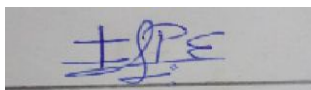
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MAESTRÍA EN PEDAGOGÍA DEL INGLÉS COMO LENGUA  
EXTRANJERA**

**FLIPPED CLASSROOM METHODOLOGY FOR EFL TEACHERS**

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**Date:**

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### **ABSTRACT**

The aim of this study is to explore to what extent the Flipped Classroom Methodology application improved the English language teaching process in some institutions in the south of Quito during the pandemic. For this reason, it is essential to identify the factors that influenced the performance of the teaching process in English teachers during this time. The data collection instruments used in this research were: a personalized questionnaire and a semi-structured interview applied to five teachers chosen at random; as well as quantitative and qualitative techniques were applied for the corresponding data analysis. The participants were fifty-three out of eighty-seven English teachers trained in using this methodology through an academic workshop. The rising results from the data analysis both in the questionnaire and in the interview were positive. Ninety-nine percent of the teachers surveyed agreed that the Flipped Classroom Methodology had contributed to improving the language teaching process; the content videos supported students' learning of language skills. Although this methodology is not classic for teaching English, it has greatly benefited the learning and motivation of students when it comes to learning.

**Keywords:** EFL teachers, English language learning, English language teaching, Flipped Classroom, perceived benefits

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**Fecha:**

**Febrero 2022**

**RESUMEN**

El objetivo de este artículo es analizar en qué medida la aplicación de la Metodología Flipped Classroom pudo mejorar el proceso de enseñanza del idioma inglés durante la pandemia en algunas instituciones del sur de Quito; de tal manera que es prioritario identificar los factores que contribuyeron al proceso de enseñanza aprendizaje de los docentes de inglés a lo largo de esta época. Los instrumentos de recolección de datos empleados en esta investigación fueron: un cuestionario personalizado y una entrevista semiestructurada aplicada a 5 docentes elegidos al azar, técnicas cuantitativas y cualitativas fueron aplicadas para el análisis de datos respectivo. Los participantes fueron 53 de 87 docentes de inglés quienes fueron entrenados en la aplicación de esta metodología por medio de un taller académico. Los resultados que se desprenden del análisis de datos en el cuestionario, así como en la entrevista fueron positivos. El 99% de los profesores están de acuerdo en que la metodología Flipped Classroom ha contribuido a mejorar el proceso de enseñanza del idioma, los videos de contenido favorecieron el aprendizaje de habilidades lingüísticas en los estudiantes. Aunque esta metodología no es típica de la enseñanza del inglés, ha beneficiado enormemente su aprendizaje y ha aumentado la motivación de los estudiantes a la hora de aprender.

**Palabras claves:** Profesores de inglés, aprendizaje del idioma inglés, enseñanza del idioma inglés, Aula invertida, beneficios percibidos

## 1. INTRODUCTION

It is well known that learning a language involves many factors, but one of them, and perhaps the most fundamental, before and especially during pandemic, is the methodology teachers use to teach a foreign language. Unfortunately, the methods teachers have been using with their students, and their lack of innovative methodologies have not allowed teachers or students to increase their English level. "Flipping the Classroom establishes a framework that ensures students receive a personalized education tailored to their individual needs." (Berghman, 2012). This practical methodology helps students learn at their own pace with the educational content video support, which provides everyone with the same learning opportunities. For this reason, this research was carried out under the title of Flipped Classroom Methodology and EFL teachers.

Education has been adjusted to students' and teachers' new lifestyles during this pandemic. A "Number of universities and educators taught themselves about popular software programs of video conferencing and online teaching. UNESCO reported approx. 1197.84 learners from 151 countries are affected by Covid-19" (Jhawar,2020). So that this pandemic has compelled almost everybody, including older adults, to learn to use technology to keep in touch with relatives, as such students have become increasingly skilled in technology. Teachers have been breaking barriers, crossing borders, and overcoming limitations to reach students with knowledge. Despite these circumstances, it has been possible to continue with the teaching-learning processes.

Besides, it is essential to take into consideration that "English teaching should not be limited to the study of its structure, but to the use of the language in different contexts in order to be adapted to this new reality." (Díaz Merino, 2010) as the author mentioned before the English-learning process should not be only based on the study of structures but in the application to student's real contexts. From this point of view, there are a great variety of methods; some of them involve students in the language by teaching grammar or others pronunciation. There are also innovative methods that pretend students learn to investigate through the language or learn by doing projects.

Latorre (2017), in his article, expressed that "Education and learning have the need to respond to the different educational and training needs for the future. In this sense, the Flipped Classroom methodology allows the development of skills for the 21st century". As the author mentioned, education must respond to needs, and what we currently have, is a virtual education with connectivity problems, lack of devices and resources, stopping the full performance of educational processes. That is why new and innovative methodologies will allow teachers and students to develop a blended learning system that will permit them to somehow cope with and solve the difficulties of Education. This Flipped Classroom Methodology inversed the traditional teaching method and made students the protagonists of their learning. Thus, the objective of this research is how EFL teachers can use the aforementioned Flipped Classroom methodology to improve English teaching. The research question for this study is: To what extent could the application of flipped classroom model have improved the English language teaching process during the pandemic in high schools in the South of Quito? For this purpose, two objectives were raised; the General Objective is:

- To identify which factors related to the Flipped Classroom Methodology enhanced the teaching process performance in English teachers during the pandemic.

The specific objective is:

- To analyze the positive changes in the teaching process of EFL teachers trained with the Flipped Classroom Methodology.

This research project on how the teachers apply the Flipped Classroom methodology is relevant for all the parties involved. First, there are case studies about the application of Flipped Methodology in the classrooms. However, this investigation purpose is to study EFL teachers trained on this Flipped Methodology and the application of this methodology with their students to boost the proficiency of their students' development of the English language skills. This study will demonstrate if that teacher's training modifies the process teachers follow to teach.

We cannot forget the ones who will directly benefit of the application of this methodology, namely, who will have the opportunity to try a new way of learning which will enable them to develop English language skills at their own pace, allowing

them to achieve autonomy in learning, the student. The role of the teacher for these students will differ so that teachers will be the guides of student's language learning acquisition and everything that involves learning like grammatical structures, vocabulary, and so on -in such a manner that teachers are not going to teach from the front, teachers are going to guide at their side.

## **2. THEORETICAL FRAMEWORK**

### **I. FLIPPED CLASSROOM METHODOLOGY**

“Which is traditionally done in class is now done at home, and that which is traditionally done as homework is now completed in class.” (Sams and Bergmann, 2014). This is the most common definition of this methodology, reversing the way teaching is done pretends to evolve the structure of traditional methodologies in which teachers' lectures are the protagonist of the lessons and students' development of skills are set aside due to the lack of time during class. This methodology aims for students to learn what they must learn according to their own pace through content videos teachers send to them, having the possibility to watch these videos repeatedly till they get enough knowledge to participate actively in class.

The expertise and application of new methodologies in the educational field and even more in the teaching-learning process of a foreign language have the primary purpose of achieving better results with the students' learning. In this way, many studies, projects, and books about Flipped Classroom Methodology prove that this is an innovative, functional, and practical methodology in the trying times of a pandemic. It is clear that this new way of teaching contributes to Learning Improvement.

### **II. FLIPPED CLASSROOM IN THE ENGLISH LANGUAGE TEACHING AND LEARNING**

#### **1. English learning performance**

Bergman and Sam (2012, p.6) affirmed that Flipped Classroom Methodology would ensure students receive personalized education tailored to their own needs. On the contrary, teachers working with traditional methodologies are not meant to pay attention to students' needs due to standardized education, trying to make it efficient for general goals, despite children or teenagers being leaving behind. What Flipped

Classroom Methodology aims to do is to make knowledge accessible to everybody. Teachers are not supposed to speak in front of the class for about 30 minutes or more; it is well known that long lectures are not working for kids anymore. Adopting this methodology permits students to acquire knowledge and skills at their own pace, being autonomous and assertive enough to go to class with sufficient knowledge to be part of an active class.

According to Basal (October 2015), the Flipped Classroom Methodology permits students to develop activities during class time, always with the teachers' support, taking care that each of the students learns effectively and actively. The author focused on the importance of listening to content videos with native speakers as many times as required to understand specific information. Despite the fact, adults, especially parents, may think that Flipped Classroom would increase the screen time of kids and teenagers, and although it may be true, education has to create adequate environments to make knowledge part of students' lives, and why not use tools and instruments that are part of their day-by-day activities. Developing the listening skill using cellphones and computers to watch content videos would be entertaining and practical instead of fighting against this. It is much more engaging to work in digital devices more than on paper.

"In other words, students study the basic concepts through the electronic means and comprehend them in depth in the classroom. This model enables students to spend the class time discussing the points further with their instructor and peers." (Abdullah, 2019), so the idea of giving students contents and relevant information utilizing videos sent as homework make students possess the information required to participate during class time actively, be an active element in group works and if something is not well comprehended, having the time and the assistance of the teachers would have better effects in learning a language.

## **2. Effects of Flipped Classroom in teaching the English language**

"Flipped Classroom is a teaching methodology proven effective in primary, secondary, and higher education settings." (Altemueller's, 2017). This methodology provides directions for more hands-on and student-driven learning during class time. Consequently, teachers using this Flipped Classroom Methodology would respect the

students' learning pace and increase their motivation, teachers would be able to modify the prepared task depending on the students' needs, and these lessons would consider the way students learn. In such a manner, students with educational needs are beneficiaries of this methodology since teachers can implement personalized strategies and resources according to the student's special requirements, which will result in inclusive and efficient practice.

According to the author, "Flipped Classroom enables the teacher to create an interactive, encouraging, and helpful classroom environment. The well-designed in-class and out-of-class activities based on cooperative and flexible learning, provide learners a constant speaking practice." (Abdullah, 2019). In this regard, the practice of speaking skills will be present during class hours, and more students will be able to use the language in the classroom.

### **3. Cooperative and Collaborative Learning**

Apart from the experience of teachers working in groups, Zainuddin found some essential facts in his research work. "From the above excerpt, we could infer that students preferred learning in the flipped classroom because of engaging in classroom activities and had more occasions to practice English with peers." (2017). Learning a language needs to be done as natural as possible, speaking activities should not only be expositions of topics learned, speaking activities ought to be done in pairs or small groups where students feel confident to speak because of the collaborative work they are immersed as for enough background and information he/she has learned at home through content videos.

Following the same perspective, Lioli Zhang, in her research article "English Flipped Classroom Teaching Model Based on Cooperative Learning," concluded that cooperative and interactive learning are essential to creating adequate learning environments. She mentioned that "Compared with traditional English teaching, cooperative learning in the flipped classroom model should not be reduced but should be increased." (Zhang, 2018) that is because Flipped Classroom forces students and teachers to work together to get the best results in learning processes

### **4. Planning the Flipped Classroom**

"In the traditional model, students would usually come into class confused about some of the homework problems from the previous night. In the flipped model, the time is completely restructured." (Sams,2012). Aaron Sam's shares a comparison of time between the traditional teaching method and Flipped Classrooms regarding the practice activity stage, and there is a vast difference on account of the traditional method only takes from 20 to 35 minutes to put into practice the acquired knowledge while Flipped Classroom 75 minutes as we can see in the table above. This fact is the principal learner's advantage, to do the activity guided by the teacher in class to solve comprehension problems and doubts. Hence, based on the abovementioned concepts and points of view about the benefits of flipping the classroom of different authors, it could be said that Flipped Classroom Methodology directs the knowledge to the real point.

Traditional Classroom		Flipped Classroom	
<i>Activity</i>	<i>Time</i>	<i>Activity</i>	<i>Time</i>
Warm-up activity	5 min.	Warm-up activity	5 min.
Go over previous night's homework	20 min.	Q&A time on video	10 min.
Lecture new content	30–45 min.	Guided and independent practice and/or lab activity	75 min.
Guided and independent practice and/or lab activity	20–35 min.		

## 5. Content Material Development in Flipped Classroom

Practice makes a master; teachers tend to be overwhelmed at first, it will not be easy to record a perfect video, seeing that it would take much of their time. Bergman and Sam (2012) pointed out two suggestions that seem to be valid. First videos do not need to be too long, no more than 15 minutes, they should be in bitesize pieces and above all one topic one video. Voice should be pleasant and exciting to hear, the inflection of voice should be changed to more natural and exciting. Basal considered,

"Generally, the flipped model has been presented using lecture videos outside the classroom. It allows teachers to spend class time on more engaging activities that enhance the lecture's content and contribute learning experiences outside the physical constraints of the classroom by using appropriate technologies". (2015) As technology advances, some innovative learning practices and methodologies have been improved, and as a result, education has been supported.

Ozturk in his article about self-regulated learning strategies, considers that Flipped Classroom methodology reverses traditional teaching and expects to give more to the class time to learn. Students could do hands-on activities, participate in the online discussion while learning the content they should do. The author firmly states that "well-designed class activities and practical learning management approaches are essential components to the success of flipped classrooms" (Ozturk, 2021)

"Online videos or audio talks, and podcasts for following up class discussion and analysis, explanation of grammar issues is required and essential to gain first exposure to introductory classes to provide an incentive for students to prepare for class." (Kvashnina, 2016). So having information in advance determines the quality of participating students will be in classes, as this methodology allows students to have the background of the topics to be discussed in class, have the security of having information about the topic, and feel safe at the moment of participating. In other words, the more information they have, the greater the class participation.

## **6. Assessment in the Flipped Classroom**

According to Fauzi and Aini (2020), self-assessment practice leads to more student-centered learning; due to this fact, it is said that one crucial characteristic of flipped classroom methodology is that the procedures developed are students' centered. Consequently, the evaluation system has to be centered on the students and their knowledge mainly which pertains to evaluate the development of the progress of the student more than a grade and the principal objective of teachers when evaluating students should be to give appropriate feedback in the learning process more than the grade by itself.

In addition, Flipped Classroom lessons create real opportunities for students to have more interaction during class time so that teachers can take advantage of this fact and make more efficient use of time, and as a result, immediate feedback can be given

by asking them questions about topics. Furthermore, evaluation in Flipped Classroom does not mean just written or online tests. Teachers can get more information with daily discussions and talking about the process on the top of that, something fundamental to take into consideration is that self-evaluation will help students to learn how to learn better so they will improve the learning process and get better results and eventually some other kinds of evaluation should be applied when using this methodology, leaving apart written evaluation—for instance, evaluating project, portfolios, self and peer assessment.

### **III. TEACHERS AND FLIPPED CLASSROOM**

#### **1. Advantages and Limitations**

According to Bergman and Sam (2012, pp.26-33), there are some benefits when teachers take the risk to exchange the way of teaching traditionally for this methodology which aims to fulfill the student's needs. Teachers are not just knowledge suppliers but motivators and inspiring models to follow. Flipping the Classroom could help build a better relationship and create positive environments for students, now it is possible to text message teachers to ask for extra help. Flipping the Classroom would also increase interaction as lectures are not the crucial part of the class; teachers guide activities, most of them in groups or pairs, so that students can interact with each other. Flipping the class will let teachers realize that groups include all types of students some of them excel, other students are average, and some struggle with content. This is an easy way to identify which students have the least capabilities and give them opportunities to improve and learn more.

Bergman and Sam (2012) recommended teachers not to use this methodology to skip teaching tasks; teaching is a lot more than delivering content to kids; once the content has been provided to students, it is the teachers turn to make this content practical and understandable for everybody; teachers should be ready with a great variety of activities to guide students learning next to them, flipping the class does not make teaching any easier, rather makes it more efficient and accessible for all the students. Millard (2012) wrote reasons for teachers to flip the classroom: It increases student engagement, reinforces team-based skills, gives personalized student guidance, works on classroom discussion, and supplies faculty freedom. Those reasons are

important in educational terms; if teachers keep students motivated to learn, pay attention to their particular needs, help them work collaboratively, and give them tools to learn autonomously, education will be in all students' hands.

## **2. Teachers' response to Flipped Classroom**

According to Muhammad Ansari and Nahar Nurun Nafi (2018), the results of their research were favorable; they could prove and, based on the presented evidence, that teachers were positive about using the Flipped Classroom Methodology with their English students during their classes. Teachers also mentioned some benefits when implementing this methodology to their plans; for example, it facilitates active English learning, develops collaborative teamwork, stimulates autonomous learning, and increases teacher-students interaction. Maybe this is the most crucial part of this methodology to pay more attention to the less advanced students in English so everybody will have equal opportunities to participate, ask and answer questions, and in general terms to learn.

In addition, teachers, students and families, in general, have had to adapt to a new way of teaching-learning during this pandemic that in some instances produced many inconveniences and student desertion. Teachers had to find new ways to give instructions to students. However, Zainuddin (2019), in his complete analysis of 48 flipped classroom empirical studies between 2017-2018, highlights that technological improvement had also been implemented during Flipped Classroom instructions, like Zoom video that was easy to establish. So, it does not mean that this platform's lack of internet connection would impede the use of these instructions.

## **3. Training teachers in Innovative Methodologies**

According to the EPI-EF Proficiency Index, based on the EF Standard English Test (EF SET), a free standardized English exam, Ecuador has ranked the 81st position out of 100 countries evaluated this 2020 (E.F. magazines, 2020). According to the Common European Framework, Ecuadorians English level is very low, equivalent to an A1 level. These results compel teachers to analyze the problem of the lack of efficiency in English teaching-learning. In 2017, Kathryn Cronquist and Ariel Fiszbien researched English learning in Latin America and mentioned why English learning is not efficient

in these countries. There is an unquestionable need to improve English teachers' training to face the shortages of qualified teachers in schools. It is indispensable to have well-prepared and trained teachers in pedagogy, innovative methodologies, proficiency in English, and how language works. (September 2017).

According to Knowles (1980), every person can learn something. Adult learners can learn if the trainers use an appropriate methodology and get them motivated. Understandably, learning will decline after 20, but it is also known that using the intellect can avoid this loss. Learning is an internal process that starts from how much motivation a learner has and the extent they think they need to learn to achieve a personal goal. They will invest all of their energy to get their purposes. There are ideal conditions of learning and principles of teaching that are important to make learners feel the need to learn in an environment of respect, help, and tolerance. Teachers should be respected for what they do every day, and it has to be taken into account that it is not the same to train a one-year-old teacher with experience as a teacher who has been in the educational field for more than ten years.

The quality of trainers also matters who is in front of the teachers trying to teach something should be efficient and knowledgeable and have pedagogical skills and all the possible information. The information teachers will get should significantly impact education purposes; it should be practical and updated.

### **3. RESEARCH METHODOLOGY**

#### **1. Context**

The present research was conducted to discover if the Flipped Classroom Methodology application improves English learning-teaching. A questionnaire and a semi-structured interview were the instruments used to collect data. Quantitative descriptive and qualitative techniques were used to analyze data. This research was carried out in July 2021.

#### **2. Participants**

There were 53 participants belonging to 38 schools in this research. These participants were chosen from 87 English teachers trained on Flipped Classroom Methodology by Santillana Publishing Company as part of the continuous training. The teachers belong to the South of Quito private schools who oversaw pre-school, primary

education, and high school students. The chosen participants have implemented this methodology as blended learning in their institutions.

### **3. Instruments**

A suitable and customized questionnaire for research questions and factors was distributed to 53 teachers out of 87 trained in this methodology at the end of the school year (July 2021). It was a google form. This questionnaire consisted of 20 level Likert scale items. Sixteen questions scored answers on a scale of strongly agree to strongly disagree. Moreover, there were four closed ended questions. Before distributing questionnaires to the teachers, a pilot test was required to measure the instrument's reliability; the questionnaire did not need any personal data to protect the participants' confidentiality

A semi-structured interview was also conducted with five teachers randomly chosen to gain in-depth data. The participants were asked to share their experiences and opinions about applying this methodology during their classes and if they think this methodology has helped them teach and learn the English language. These questions were sent to the teachers in advance to perceive the purpose of the interview and feel confident in answering the questions simultaneously. The interview was carried out in English to the teachers who mastered the language and Spanish to give more comfort and ease to teachers who did not. The six questions were developed in a period between 10 and 20 minutes through the Zoom platform.

### **4. DATA ANALYSIS AND FINDINGS**

The interviews were recorded, transcribed, and summarized to retrieve the required qualitative data for the analysis to follow. A thematic study was carried out so that the data coding allowed the identification of broad themes and patterns, which consisted of ideas, interactions, or phrases. Each piece was checked to obtain information about the participants' perceptions, ideas, and opinions. The collection of data through a thematic analysis was adapted to the reality of the present investigation to reveal the factors that influence the improvement of the teaching-learning process as specific patterns and themes were identified.

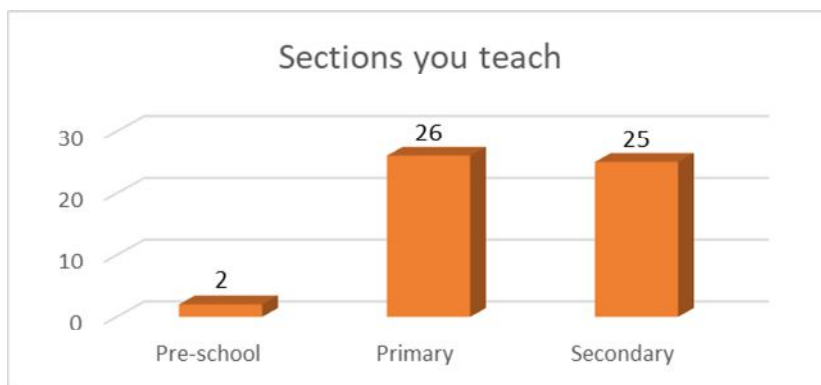
To analyze the questionnaire, a quantitative research method provided quantifiable, objective results. It was required to identify the scales of measurement,

which helped to organize the data. As the questionnaire tended to analyze the degree of agreement concerning Flipped Classroom Methodology, the Ordinal Scale is significant.

### 1. Teachers' answers to Flipped Classroom Application Questionnaire

The data was taken from English teachers in private institutions in the South of Quito who were trained in the Flipped Classroom methodology. 2% of teachers work in pre-school, 49.1% teach in the primary section, and 47.2% work with the secondary

**PICTURE 1**

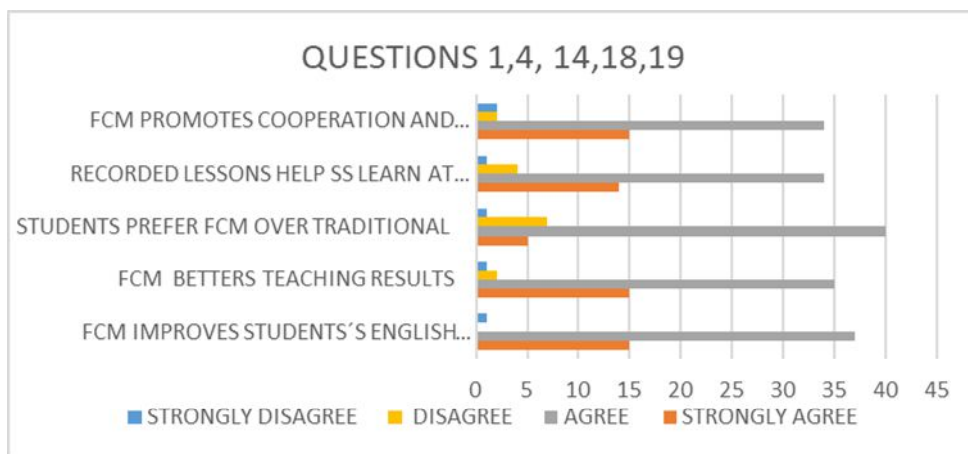


Done by: Pacheco, 2021.

Picture 2 displays a summary of the questions used to answer the research question: To what extent could the application of flipped classroom model have improved the English language teaching process during the pandemic in high schools in the South of Quito? Questions 1,17,18, and 19 from the questionnaire applied, were used to answer this. It can be observed that 99% of teachers strongly agree and agree that Flipped Classroom Methodology improves their students' English learning process, and just 1% of the teachers consider that this methodology has not helped in the process. The same results occurred when they were asked if FCM got better teaching results, most of them, 94.3% of teachers, agreed and strongly agreed on this statement, and only 5.7% disagreed. 75.5% of the teachers agree, and 9,4 % strongly agree that students preferred FCM over the traditional Classroom; meanwhile, 13,2% disagree, and 1,9 % strongly disagree on this aspect. When the participants were asked if FCM permits students to learn at their own pace, 90.6% agreed and strongly agreed, and less than 10%, 9.4%, disagreed or strongly disagreed about this aspect.

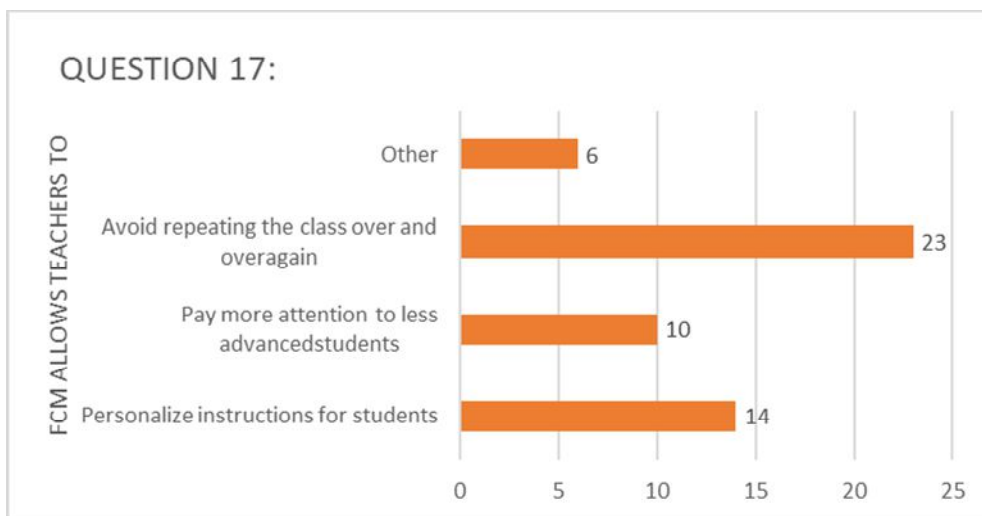
Answering the development of cooperation and collaboration in the classroom through this methodology, 7.6% of them disagree or strongly disagree; however, 92.4% of the participants agree with this statement. To conclude, teachers were asked about how FCM helps teachers in the process, picture 3, most of the teachers, 43.4%, think that this methodology avoids repeating the class over and over again, the 26.4% of the participants think that FCM helps teachers to personalize instructions for students, 18.9% of them consider that this methodology benefits to pay more attention to less advanced students, and the 11.3% did not choose any option.

**PICTURE 2**



Done by: Pacheco, 2021.

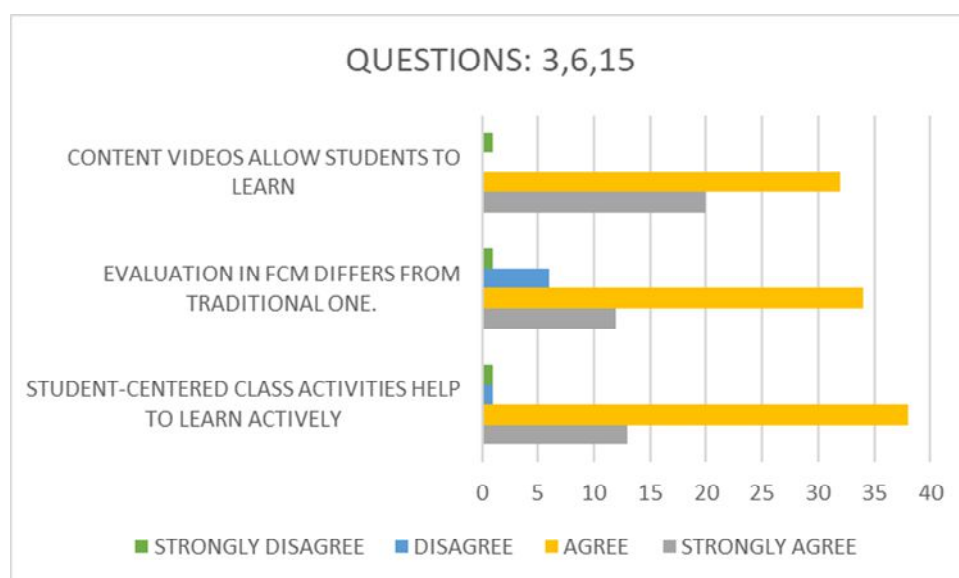
**PICTURE 3**



Done by: Pacheco, 2021.

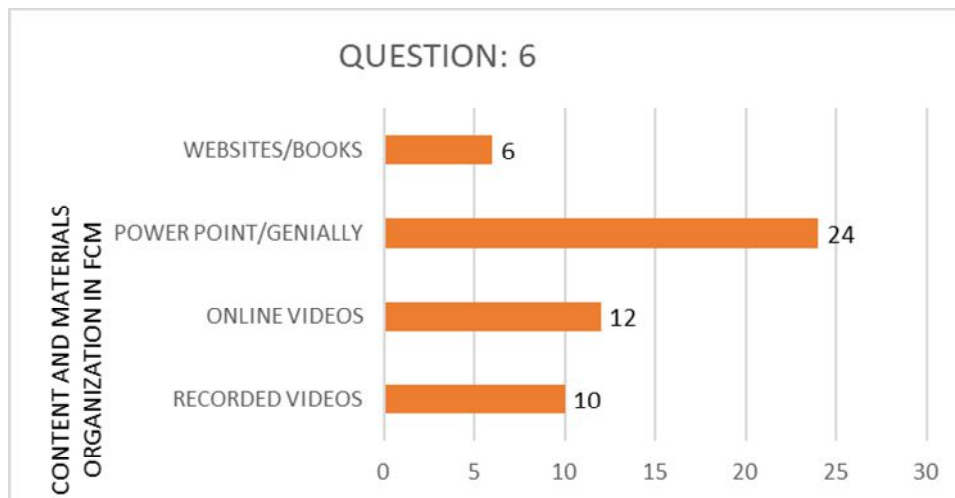
Picture 4 provides information to answer the general objective: identifying which factors enhanced the teaching process performance in English teachers during the pandemic. We will analyze the participants' answers to questions 3,6, and 15. One factor is content videos and their contribution to the learning process; the results are that 52 teachers, or 98.1% strongly agree or agree with this statement, one teacher out of 53, or 7.6%, thinks that content videos do not help. Most of the teachers agree and strongly agree (88,8%) that it is essential to evaluate students differently when using FCM; 13,2% do not agree with this statement. Other factors that have to be considered are the activities teachers apply to their students while working with this methodology, students' centered activities help to learn actively; 96.2% of the teachers agree and strongly agree with this statement. Still, 3.8% do not think these activities contribute to learning actively. In addition, there were some questions where teachers had to choose the correct answer according to them. Question 5 pretends to investigate the material commonly used to flip the classroom, 45.3% of the teachers use PowerPoint presentations or genially, 22.6% of teachers use online videos, 18.9% of the teachers agrees with recorded videos while 11,3% agree with websites or books, picture 5.

**PICTURE 4**



Done by: Pacheco, 2021.

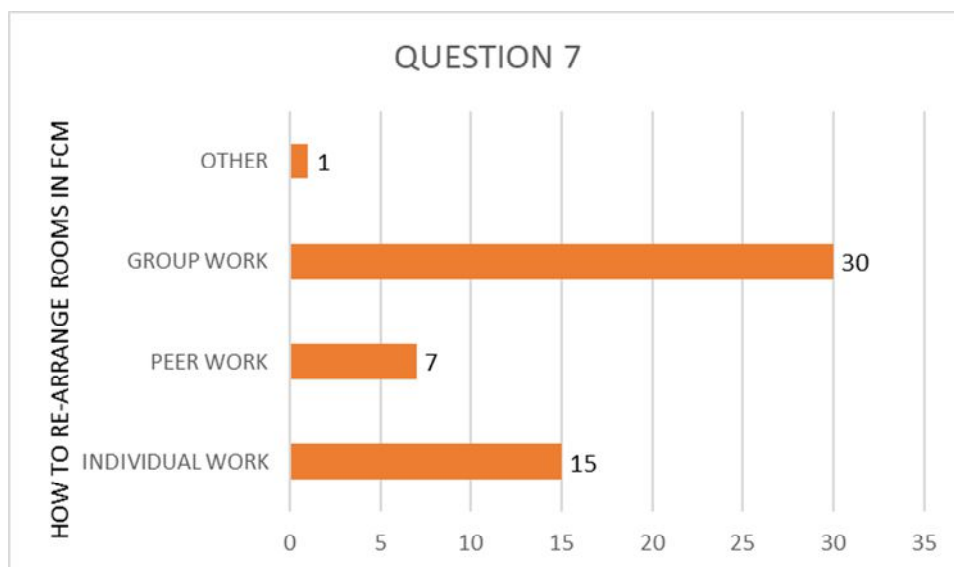
**PICTURE 5**



Done by: Pacheco, 2021.

In picture 6, it is noticeable that most of the teachers tend to make students work in groups when applying FCM, this represents 56,6% of the surveyed population, 28.3% of the teachers used individual work in the classrooms, and the last technique teachers used in their classes is peer work activities representing the final 13,2%.

**PICTURE 6**

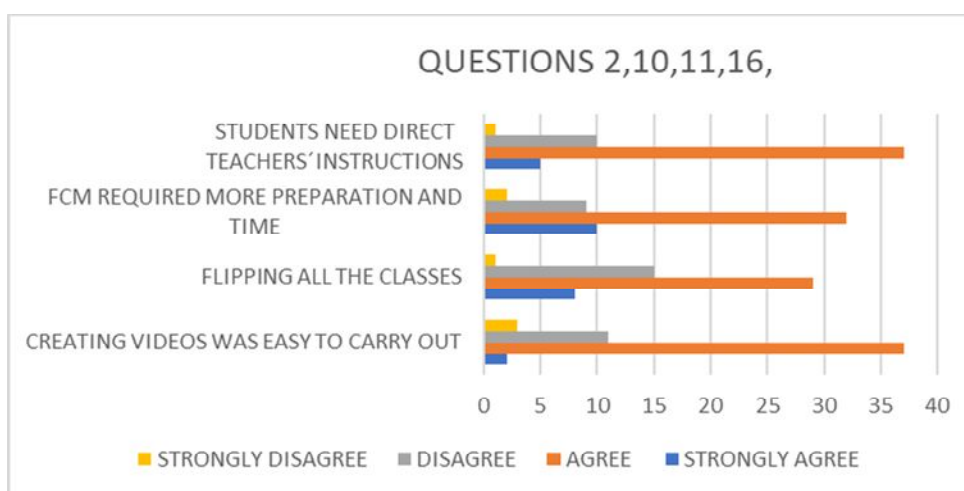


Done by: Pacheco, 2021.

According to picture 7, some **positive changes** in the teaching process of EFL that teachers who trained with the Flipped Classroom Methodology had are: the creation

of their videos to teach, 73,6% of the participants consider that it was easy to carry out, on the other hand, 26.4% found it complicated. Another aspect teachers got from this methodology is that applying FCM requires more time to prepare than traditional methodologies; 79.1% consider implementing FCM requires more time, 20,9% think it does not. In addition, 79.2% of the participants think that students need the teacher's instructions despite FCM, 20,8% disagree and strongly disagree with this aspect. Another positive aspect is that 69,8% of the teachers think it is possible to flip all the classes; however, 21,2% consider it is impossible. Something essential to remark is that 62.3% of the teachers who answered the questionnaire agree that they would like to learn more about FCM through workshops, and 1.9% of them through books.

**PICTURE 7**



Done by: Pacheco, 2021.

## 2. Teachers' answers to Flipped Classroom Application Interview

In the first place, to conduct this qualitative analysis, the five interviews were transcribed. Subsequently, the five teachers' responses were coded using descriptive codes to analyze data and find similarities or differences in the teacher's opinions. In this way, to answer the first question concerning what the five teachers think about the Flipped Classroom Methodology, opinions were grouped into the code "positive aspects."

Among the positive aspects of this methodology was the existing agreement, in the sense of acceptance by English teachers. The criteria of being an excellent

methodology that teachers like very much can be highlighted. The chosen teachers have used this methodology a lot during this pandemic as it has allowed them to develop their students' critical thinking and motivate them to learn a language. According to the opinion of the five teachers, this Flipped Classroom methodology supported their English teaching; it allowed the students to know what their classes were about through a video watched beforehand, avoiding the repetition of the lecture during class time, they could achieve interaction between the teacher and the students and thus provided the corresponding feedback with the students who required. It is an exciting and essential methodology for teaching a language.

Additionally, O.S. Kvashnina and E.A. Martynko (2017) pointed out that the Flipped Classroom is an approach used to organize the learning process and content, which outlined several challenges and benefits to teachers and students, enhancing the student's motivation and improvement of their autonomous learning. They mentioned that students were aware of their learning style when reviewing the course content in advance and using class time for more engaging and productive interaction activities. In the end, these students felt more motivated and more confident.

The second group of opinions and ideas under the code skills have to do with the ideal English skills to work with this methodology. It is essential to consider what the following authors mentioned in their publication about skills and the benefits of working with them with Flipped Classroom. "Self-regulated learning strategies positively affected the development of foreign language skills in the Flipped Classroom Model." (Öztürk and Çakıroğlu, 2021), they stated that this methodology supported teaching in speaking, reading, writing, and grammar. Besides, according to what the authors mentioned, Flipped Classroom allows intercommunication activities in the language to be carried out during class time. Likewise, the authors also rescue that students can take advantage of this methodology by studying the grammar through a video sent by the teachers since the grammar principles will be reviewed beforehand. The authors affirm that using this methodology with students, the responsibility for learning is shared and does not fall directly on teachers.

At this point, the teachers interviewed referred to the skills that have worked the most through this methodology. Furthermore, despite the various answers, they all agree

that all language skills can be worked on using Flipped Classroom Methodology. In the same way, the authors mentioned above confirmed that, when three out of the five teachers interviewed had used this methodology when teaching grammar, facilitated the learning of grammatical structures which were already learned at home, needing only to provide feedback and practical exercises in class. In addition, if the students did not remember any aspect, there was always the possibility of reviewing the video to remember, becoming autonomous students and responsible for their learning.

Another skill in which teachers had good results was speaking (oral communication) because teachers had the opportunity to record tongue twisters, stories, and songs and send them home to share what they learned and interact with the teacher and classmates during class time.

"Flipped lessons helped students to get better learning outcomes, developed better attitudes toward the learning experience." (Alsowat, 2016). Achieving good results in language learning has a lot to do with the methodology that teachers use, if students are capable of learning, respecting their own learning pace., being autonomous in their learning, having sufficient background to interact in class, having the teacher's guidance during class time, good results will be achieved. In this way, the third group of the teachers' ideas taken from the answers given, were grouped under the code results which were obtained through Flipped Classroom Methodology. Surprisingly, these teachers achieved excellent results, which had not been achieved by working with the traditional methodology. These results range from the knowledge and skills acquired by most students through the videos assigned, to get students to achieve excellent results in international assessments, raising the students' English level from B2 to C1 or from B1 to aB2 on results delivered through the certifying company.

Noteably, the interviewed teachers felt proud of getting their less advanced students to take part in forums and opinions on the proposed topics because they already knew the subject. This fact helped students feel more secure than before and have active class participation, and what is more, these students successfully participated in the school pedagogical days.

The following code has to do with the strategies that teachers have put into practice to get students to watch the videos at home; the interviewees mentioned that

students' irresponsibility by not watching the videos sent by teachers is a negative aspect of this methodology has. Teachers are aware that these students were lost during class without the background required to continue learning. For this reason, one of the strategies they used was to start the class with feedback about the video, the students themselves made this feedback, and they all contributed ideas and examples. Zamzami Zainuddin (2017), in his research work, mentions something significant; he could see that the students of his control group affirmed that the role that teachers assumed to improve learning through feedback was of vital importance in that research.

Additionally, teachers sent worksheets or questions for students to watch the video and answer as they understood. They managed their learning times. Two of the teachers mentioned in their interview that the success for students to watch the content videos before class is the quality of the material which is assigned to them; it must be motivating, exciting, and fun.

"With a better use of class time activities for practicing English language, students were able to demonstrate their understanding and knowledge by exchanging idea and asking more questions" Zainuddin (, 2017). The teachers interviewed were asked about the activities they used to improve their student learning; their answers were grouped under the code activities; teachers mentioned that once the students watched the video at home, they prepared activities to demonstrate how much they learned from the material sent home. The teachers prepared games, question wheels, songs. They also elaborated speaking activities so that students could interact in the classroom and communicate effectively.

When answering the question under the theme: additional resources preparation, the teachers' opinions were labeled under the code time, the time used to prepare support material; the five interviewed teachers expressed that working with this methodology required them to prepare their videos. This preparation took much longer than anticipated as various external factors had to be considered. At the same time, they expressed that the preparation of worksheets or suitable material took more time than expected.

The last theme, Flipped Classroom and teacher's support under the code called contribution, arises from the question of whether this methodology helped teach English

to students. Some teachers had the opportunity to help their students overcome difficulties in the language using this methodology because class time was better used. Using this methodology, teachers expressed that their classes were more interactive and exciting, and they managed to motivate students to learn the English language.

## **5. DISCUSSION**

As stated by Sam (2012), “In the traditional model, students would usually come into class confused about some of the homework problems from the previous night. In the flipped model, the time is completely restructured.”. That is the starting point for applying innovative methodologies, which should be taken as an opportunity to improve the way teachers develop their classes. The existence of some studies which proved that FCM improved English learning in students, including the data collected in this paper, shows that this methodology has a high level of effectiveness and acceptance in learning a language.

Conforming to the collected data in this paper, almost all the teachers interviewed agreed that this methodology helps them handle better the teaching process, and they feel that a significant quantity of students preferred this methodology to the conventional ones. As Zainuddin (2017) cited in his article, “From the above excerpt, we could infer that students preferred learning in the flipped classroom because of engaging in classroom activities and had more occasions to practice English with peers.” In addition, both sides can explain some reasons; this methodology permits students to understand their learning pace. When teachers allow students to have the information on their hands and use that as much as they require, they feel motivated and secure; they will study respecting their rhythm of learning with no distractions or some urgency to learn because the rest of the students do it at once. Having the possibility to learn at home with the content material teachers send and what is more than the following class, teachers will use strategies to reinforce like peer work, group work, or even individual works for cooperative or collaborative learning is the way students acquire a language effectively.

On the other hand, teachers are beneficiaries of this methodology as well, not because it implies less effort than the conventional ones but because it is an alternative to working more in class next to the students, doing practices, discussions, activities, and interactions and not only in the front explaining the class repeatedly. Zainuddin (2017) also affirmed that "In the flipped classroom instruction, the students learn through hands-on learning activities in the class and limited time is dedicated to lectures; this means that students use class time for real-world activities to solve problems and discussion." Therefore, teachers are free to plan student-centered activities to help students learn and apply what they learn. Students with special needs will take advantage of this methodology; using FCM will permit teachers to pay attention to all the students in the classroom, different to lecturing which does not allow the teacher to focus on individual students when teaching.

In this regard, teachers trained in this methodology have stated that a positive factor that has favored teaching the English language during the pandemic is the creation of content videos that have not required a significant amount of effort, or the lecture recording has produced stress. In agreement with the evidence presented, it is affirmed that its elaboration was easy to carry out for most teachers. Additionally, teachers are comfortable with the Flipped Classroom Methodology, so that more than half of the teachers surveyed agree that it is possible to flip all their classes, which would probably let teachers spend more time with less advanced students.

One aspect that must be considered according to the results obtained is that 79.2% of the teachers surveyed think that the application of this methodology requires more preparation time by teachers concerning traditional methods. This is because comprehension activities must be prepared for the videos sent as the student-centered activities to be developed during class. Continuous training focused on active methodologies for teachers is invaluable for the process of teaching language learning, the most appropriate ways for them and according to the results got, attending workshops on the flipped classroom methodology would contribute to the learning and mastery of that, it must also be considered that very few of them would learn through books.

## 6. CONCLUSIONS:

The main objective of this academic article was to evaluate whether the application of the Flipped Classroom Methodology could improve the English teaching in the students of some institutions in the south of Quito to some extent. It can be concluded that based on the results obtained in the questionnaire and interview carried out with the English teachers of these institutions, that, better results were attained in terms of the level gained by the students during the school year, the ease and confidence that the students demonstrated by participating in forums, conversations, or pedagogical days were also evidenced. Students learned to be autonomous because teachers sent content material or videos for them to review by themselves. They were able to manage their times and learn at their own pace. Students felt motivated and excited to see what was happening next. Overall, it may be said that the teachers felt supported by this methodology, the lectures were put aside, and the activities in class were present on a day-to-day basis.

On the other hand, it can be concluded that there are many specifically done methods created for teaching English but using Flipped Classroom Methodology to improve learners' English learning and, above all, to ease the teaching process is essential. According to the data collected in this paper, some factors which enhance the teaching process performance in English teachers during the pandemic are the use of online or recorded content videos, elaboration of power points or genially presentations is highly accepted by the teachers interviewed, the use of websites or online books for teaching outside the class, planning, and execution of student-centered activities are applied during the class-time. Creation of different types of assessments according to the FCM, re-arranging the virtual Classroom into peer o group work to reinforce cooperative and collaborative learning in students are some other observations that can be drawn from the analyzed results. These factors have improved how teachers develop students' skills inside and outside the classroom.

To sum up, the videos that the teachers recorded and sent to the students are of great importance and help, what is more, the fact that the student can have access to the information repeatedly ensures understanding of the content, which is undoubtedly one of the factors that influence the improvement of language learning. The fact that

teachers are not lecturing allows less favored students to count on the teacher's help. The activities carried out collaboratively in class are undoubtedly enriching as they strengthen knowledge and provide valuable feedback to students. Besides, teachers learned to create student-centered activity worksheets appropriate to class time, and the evaluations responded to the Flipped Classroom Methodology criterium.

Unquestionably, education cannot remain static; it must be changed and evolved according to societies' moments traverse. In this retrospect, the world was faced with a terrible pandemic, this fact implied the change of how all those involved in the educational system think about teaching. Thus, the teachers, and the teachers who oversee teaching English to their students, have had to modify the English language teaching and adapt this process to the students and institution's needs, varying the methodology used to teach children or teenagers.

To conclude, Flipping the Classroom has transformed the teachers' practice; I consider that flipping has also taught students to learn more efficiently and be aware of their own progress and what their pace is. At present, teachers are thinking about the practice and application more than in repeated lectures to get enough understanding from students; the general view of what teaching means has changed a lot because teachers have internalized that is not how effective our lecture is but the fundamental objective is what students learn to do by themselves and during class time. They can apply, talk, share, create what they know, using cooperative and collaborative learning, students take opportunities to create something new with someone else's help. The flipped Classroom has been an alternative to improve the teaching process and enhance students' English learning.

## **7. RECOMMENDATIONS**

A recommendation that should be considered is the insufficient sample size of teachers considered to interview; this sample size was representative concerning the number of teachers trained in The Flipped Classroom Methodology during April and May. Five out of fifty-three teachers in the South of Quito were chosen for this investigation, which is insufficient to get accurate data. For future studies, it would be required to interview a more representative sample size of trained teachers.

In addition, although this research was indeed directed to teachers to know how practical this methodology is when teaching English, there has been no contribution from the students who are the protagonists of this process. So, it is recommended to make students part of future studies.

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## **Appendix 1: FCM Questionnaire**

### **1. Link google forms:**

<https://forms.gle/XyL9EbdT8HbAd7hJ9>

### **2. Link google form answers:**

<https://docs.google.com/forms/d/1IU5ozijcvNg8825fitonn-dfp6Volw69Bx9uLt-289s/viewanalytics>

## **Appendix 2: FCM Interviews**

### **1. Interview Questions in English:**

1. What do you think about Flipped Classroom Methodology?
2. Which topics or skills are ideal for flipping your English classroom?
3. Can you perceive better results using Flipped Classroom Methodology in comparison with another methodology? How?
4. How can you ensure that your students watch the videos and acquire enough learning during home study to arrive at class ready to work? What if students do not watch the videos?
5. Which activities do you do during class time to improve your students' English learning now that you are not lecturing?
6. Do you need to prepare more additional resources to work with this methodology? Is that time-consuming?
7. From your point of view, has Flipped Classroom Methodology helped you to teach English during this pandemic?

### **2. Interview Questions in Spanish:**

1. ¿Qué opinas sobre la metodología Flipped Classroom?
2. ¿Qué temas o habilidades son ideales para utilizar esta metodología?
3. ¿Puede percibir mejores resultados utilizando la Metodología Flipped Classroom en comparación con otra metodología? ¿Cómo?
4. ¿Cómo puede asegurarse de que sus estudiantes vean los videos y adquieran suficiente aprendizaje durante el estudio en casa para llegar a clase listos para trabajar? ¿Qué pasa si los estudiantes no ven los videos?
5. ¿Qué actividades realiza durante el tiempo de clase para mejorar el aprendizaje del inglés de sus estudiantes ahora que no está dando clases?
6. ¿Necesita preparar más recursos adicionales para trabajar con esta metodología? ¿Eso consume mucho tiempo?

7. Según su punto de vista, ¿la metodología Flipped Classroom le ha ayudado a enseñar inglés durante esta pandemia?

### **3. Recordings of the Interviews Conducted on the Zoom Platform**

[https://1drv.ms/u/s!Ar\\_az4jAfBCLlhzywoOIFDUwXjY?e=NmSn9L](https://1drv.ms/u/s!Ar_az4jAfBCLlhzywoOIFDUwXjY?e=NmSn9L)

