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THESIS REPORT

THE USE OF THE FLIPPED CLASSROOM TO ACTIVATE LEARNING IN STUDENTS OF
FIRST LEVEL "D" OF SCIENCE AT MARIA AUXILIADORA SCHOOL IN ESMERALDAS

REPORTE DE TESIS

EL USO DE LA CLASE INVERSA PARA ACTIVAR EL APRENDIZAJE EN ESTUDIANTES DE
PRIMERO DE BACHILLERATO "D" DE CIENCIAS EN EL COLEGIO MARIA AUXILIADORA
EN ESMERALDAS

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And recommend that it be accepted as fulfilling the dissertation requirement for the Degree of Bachelor of Applied Linguistics in Teaching English.

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Final approval and acceptance of this dissertation is contingent upon the candidate’s submission of the final copies of the dissertation to the Graduate College. I hereby certify that I have read this dissertation prepared under my direction and recommend that it be accepted as fulfilling the dissertation requirement.

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STATEMENT BY THE AUTOR

I, ARACELLY PATRICIA ORTIZ CARRERA, affirm that the investigation in the present thesis report research is unique, authentic, and personal.

The content of this research is a limited legal and academic responsibility of the author and PUCESE.

ARACELLY PATRICIA ORTIZ CARRERA

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DEDICATION

I dedicate this work in first instance to God for helping in every moment and to my family that is the most important in my life, my husband and my beautiful son Daniel Aaron.

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ABSTRACT

To analyze the use of the Flipped Classroom Methodology to activate the English Language Learning process, a descriptive qualitative-quantitative investigation was done with the use of inductive, deductive, analysis, synthesis methods and the techniques of observation and survey which were applied to 10 students and 2 English teachers at Maria Auxiliadora School. The results obtained in this research reveal that the majority of students do not feel motivated to learn English, they lose the interest in the learning of a new language, in this case English, and this could be generated because of the methodology given or used by some teachers and how they developed it in classrooms. But, on the other hand, some students showed a lot of interest at the moment that was applied the Flipped Methodology in their classroom, they could express how comfortable they felt and how this new methodology caught their attention and the motivation they got to learn English through this new methodology.

Key words: Improve, methodology, motivate, activation, flipped classroom.

RESUMEN

Para analizar el uso de la metodología del Aula Invertida (Flipped Classroom) para activar el proceso de aprendizaje del idioma inglés, se realizó una investigación cualitativa-cuantitativa descriptiva con el uso del método inductivo, deductivo, análisis, síntesis y técnicas de observación y encuesta que fueron aplicadas a 10 estudiantes y 2 profesores de inglés en la escuela secundaria María Auxiliadora. Los resultados obtenidos muestran como resultado que la mayoría de los estudiantes del 1 de bachillerato “D” no se sienten motivados en el aprendizaje del idioma inglés, constantemente pierden el interés de aprender un nuevo idioma, en este caso inglés, esto podría ser suceder debido a la metodología dada o usada por algunos profesores y como es desarrollada en el aula. Pero, por otro lado, algunos estudiantes mostraron mucho interés al usar la metodología de la Clase Inversa en sus aulas, ellos pueden expresar cuán cómodos se sentían y cómo esta nueva metodología llamó su atención y como activó su motivación para aprender inglés.

Palabras clave: Mejora, metodología, motivación, activación, aula invertida.

Introduction

Theme Presentation

English crosses cultures, countries and industries and it is often used as “lingua franca” even if a person is a native speaker. This means, teaching people English can be truly rewarding because students of English have so many new opportunities and doors open to them thanks to their skills, that is why English is one of the most important languages around the world.

Nowadays, it is necessary for students to improve their knowledge from the low levels of educational institutions to higher level as university studies, that is why teachers use new methodologies in English classrooms to motivate students to learn in active ways and the motivation represents a fundamental condition in the academic performance, and this is recognize by parents, teacher and researchers.

The present study has as objective to investigate how effective the flipped classroom-teaching model is to activate the English Learning process in students of basic levels of English.

Problem Statement

In spite of the existence of methodologies, strategies and resources for the teaching of a new language, such as English, many students do not feel the need to learn a new language. Students do not like to practice English or even try to understand it; they express their insecurity at the moment to speak in English. Some teachers have looked for different ways to impart their knowledge but, in some cases, they have not good results.

Nowadays, students culminate their high school with a lower level in the understanding and using of English. For some of them it is necessary to take courses to improve their knowledge in this language. Students must finish the high school with a good level of proficiency, but the lack of new methods, strategies or methodologies made them lose the interest to learn English.

For this reason, the purpose of this research is: How can the Flipped Classroom Methodology improve the activation of the English Learning Process in the first level “D” of Science at Maria Auxiliadora School?

Justification

It is known that the way a teacher imparts the class; students can be motivated or demotivated to learn. People agree that the acquisition of a new language depends a lot on the way how it is taught. Teachers use a kind of methods at the moment they teach a new language, these methods have been used for years and some of them do not achieve the stated objective which is the learning and use of the language. Therefore, in view of the lack of interest of the students in learning English as a second language, this new pedagogical methodology called Flipped Classroom appears. This investigation has the purpose to investigate how the Flipped Classroom methodology can increase the learning process of students in the classroom, and by using this method of teaching, students can be motivated to investigate and learn new contents by themselves out of classrooms. It is essential to recognize some important characteristics of the learning methodology used as a proposal for educational innovation, since this way we can have a clear vision about the potentialities that it provides compared to traditional classes, and generate a basis for the evaluation of this research.

Objectives

General Objective

To analyze the use of the Flipped Classroom Methodology to activate the English Language Learning process in students from 1st level “D” of Science at Maria Auxiliadora school, Esmeraldas 2018.

Specific Objectives

- To define if teachers use the Flipped Classroom methodology in class.
- To determine if the teachers contribute to cooperative work and student’s interaction in class.
- To identify the students’ learning activation through the use of the Flipped Classroom Methodology.

CHAPTER I:

THEORETICAL FRAMEWORK

1.1. Theoretical and scientific foundation

1.1.1. THE FLIPPED CLASSROOM

The flipped or inverted classroom is a form of blended learning in which “events that have traditionally taken place inside the classroom now take place outside the classroom and vice versa” Lage et Al., as cited in Bishop and Verleger, (2013) p12. In this model, learning is divided into two parts – “interactive group learning activities inside the classroom, and direct computer-based individual instruction outside the classroom” Bishop, (2013).

Teachers, in the traditional class, proposes learning through master explanations and exercise, and then send one or more tasks of reinforcement at home; in the Flipped Classroom, the role of the teacher changes radically, because it becomes a guide in the process, facilitating the tools, designing and proposing the visualization of a video at home, for the next day creating the discussion in class and reinforcing by means of activities controlled by the teacher, who becomes an assistant, asking questions and generating discussions around the topic to be discussed.

Students watch videos; communicate with their classmates and teachers to discuss the subject to investigate. The involvement of the task with the key concepts takes place in class with the teacher's help. The Flipped Classroom intentionally shifts instruction to a learner centered model in which class time explores topics in greater depth and creates meaningful learning opportunities, while educational technologies such as online videos are used to deliver content outside the classroom.

Flipped Classroom also redefines in-class activities. In-class lessons accompanying flipped classroom may include activity learning or more traditional homework problems, among other practices, to engage students in the content. Class activities vary but may include: using math manipulative and emerging mathematical technologies, in-depth laboratory

experiments, original document analysis, debate or speech presentation, current event discussions, peer reviewing, project-based learning, and skill development or concept practice (Abeysekera & Dawson, 2014).

Flipped Classroom is defined as an educational model or technique that consists of two parts: individual instruction outside the classroom and interactive group learning activities inside the classroom.

1.1.2. FLIPPED CLASSROOM HISTORY

How did it all begin?

In 2007, Jonnathan Bergmann a teacher of chemistry, discovered some software that would record speeches live. In the spring of that year, he with his friend Aaron Sam had an idea for what is now known as the flipped classroom, where they stopped giving the classes. They started the following year to prerecording all their classes. At the beginning they did not call it “the flipped classroom” they called it pre-broadcasting and eventually it became known as the flipped classroom.

It is not just about the videos. The videos are a vehicle to get to a deeper learning. There is so much misinformation in the press. They think it is the Khan Academy model where a kid sits in front of a computer and answers all the questions, and that is not at all what we are talking about. For educators to support the model, they have to get on board with the expectation that students have the ability and the resources to watch these videos online at home, right?

So, just put the videos on flash drives to give them to the kids who had a computer at home but no internet and, for the kids that had no computer at home, we burned them on a DVD they could pop in their DVD player and watch on their television. We were able to reach all our students that way.

Now that is not to say that these methods will reach all students in all circumstances, but if it wants to do this and you are committed to using this model of instruction, then you need to figure out which students need additional access and get creative. Find a class set of iPods that can be checked out for the kids that do not have it at home. Many kids who do not have

internet at home have a cell phone that you could put a video on. A little ingenuity and the ability not let that be a roadblock go a long way Gaughan, (2015).

1.1.3. THE FLIPPED CLASSROOM APPLIED TO THE ENGLISH LANGUAGE TEACHING PROCESS

Teaching English through the Flipped Classroom has been driven by many teachers across the world who have embraced the idea. These educators are making a meaningful difference in how students learn and increase learning outcomes in the process.

However, because of the absence of flipped classroom models for teaching English as a foreign language, there is a demand for designing an EFL flipped classroom-teaching model to direct EFL instructors to the practical procedures that can be implemented systematically in EFL classrooms. The EFL flipped classroom-teaching model of the current study is called the "EFL Flipped Classroom Teaching Model (EFL-FCTM). Alsowat, (2016)

Learning English is much simpler and more attractive to students with this new method. Students can preview and work on the material at their own pace and according to their needs, while teachers can structure the time of their classes to optimize individualized attention and each of their students. All this in an environment that reinforces learning.

The flipped classroom or inverse classroom is becoming the pedagogical model of excellence for the teaching of languages in the classrooms within the education sector. This innovative methodology allows teachers to focus much more on helping their students develop their communication skills, which are fundamental to the mastery of a language.

Broadly, the flipped classroom label describes the teaching structure that has students watching pre-recorded lessons at home, completing in-class assignments, as opposed to hearing lectures in class, and doing homework at home. Teachers who implement the flipped classroom model often film their own instructional videos, but many also use pre-made videos from online sources.

A key benefit of the flipped classroom model is that it allows students to work at their own pace if that is how the teacher chooses to implement it. In some cases, teachers may assign the same videos to all students, while in others; teachers may choose to allow students to watch new videos as they master topics (taking on a more “differentiated” approach).

But despite this potential for more student-centeredness, flipped classroom models are still mostly based on a teacher's idea of how learning should happen and what information students need, making it chiefly teacher-centered. From a technology perspective, the system hinges on prerecorded lessons and online activities, meaning both students and teachers need a good internet connection and devices that can access it. Johnson, (2016)

1.1.4. THEORIES OF LEARNING ACTIVATION

Active learning is any instructional method that engages students in the learning process. This definition is itself broad enough to include many traditional classroom activities such as lectures (provided students are reflecting, taking notes, or asking questions).

Active learning instructional strategies can be created and used to engage students in thinking critically or creatively, speaking with a partner, in a small group, or with the entire class, expressing ideas through writing, exploring personal attitudes and values, giving and receiving feedback, and reflecting upon the learning process. Eison (2010).

However, in an effort to maintain contrast with traditional centered in the teacher approaches, these methods are systematically dismissed by explicit exclusion. Therefore, active learning acts as a superset for both peer-assisted and problem-based learning approaches.

1.1.4.1. Motivation as part of Activation

According to Martínez, (2001) the process of language learning involves the need for participation actively on the part of the subject that learns. The term motivation gives off a multidimensional character. It can be interpreted as the influence of the mental factors processes that lead to a conscious decision to act. It refers to the manifestation of a series of psychological processes involved in activation, direction and maintenance of a certain behavior. This cognitive and emotional states activation of the desire to learn a foreign language. The purpose of identifying with the culture of its speakers or to guarantee the consequence of an objective or external goal previously established. Perspectives Psychological studies defined the essence of motivation through the formulation of certain "action-reaction" theories that characterized her as that impulse to release internal tension and meet the needs.

1.1.5. WHAT IS CONSTRUCTIVISM?

Basically, it can be said that constructivism is the model that maintains that a person, both in the cognitive, social and affective aspects of behavior, is not a mere product of the environment or a simple result of their internal dispositions, but rather a construction of their own that leaves producing day by day as a result of the interaction of these two factors. Consequently, according to the constructivist position, knowledge is not a copy of reality, but a construction of the human being, this construction is made with the schemes that the person already has (previous knowledge), that is, with what he has already built in its relationship with the environment that surrounds it. Ferrar, (2010)

Meaningful learning arises when the student, as a constructor of his own knowledge, relates the concepts to be learned and gives them a meaning based on the conceptual structure he already has. In other words, it builds new knowledge based on the knowledge it has been acquired before.

Applying constructivism, in the flipped classroom students will learn by building new concepts in their own words using the information that they will be search for. Meaningful learning is sometimes constructed by relating new concepts to the concepts that you already have and others by relating the new concepts to the experience you already have.

1.1.6. Cooperative and Collaborative Learning

There are some differences between the cooperative and collaborative learning that can occur in the teaching learning process, such this:

Table 1: Differences between cooperative and collaborative learning

COOPERATIVE LEARNING	COLLABORATIVE LEARNING
Constructivist approach	Sociocultural approach
The teacher designs and maintains almost complete the control in the structure of interactions and the results that have been obtained.	The student designs his structure of interactions and they control the different decisions that impact on their learning

The students work in a joint to define a meaning	Interaction structure that facilitates the realization of a goal by the students.
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Source: (Jay, 2015)

In fact, it is affirmed that with cooperative learning relationships are favored positive interpersonal, autonomy is worked, competition is replaced by mutual aid, creative thinking is stimulated and greater responsibility of the student with regarding their learning, Jay, (2015). According to this information, the way how students will work in groups in a cooperative form, because in the flipped classroom students do not have the control of all the class, it will be structure in how student develop the information that they carry to the class among them but always being guided by the teacher.

1.1.7. ZONE OF PROXIMAL DEVELOPMENT

Vygotsky, (1931) quoted in Samper, (2017) established that the zone of proximal development is the distance between the actual level of development determined by the ability to independently solve the problem and the level of potential development determined through the resolution of a problem under the guidance of an adult or in collaboration with another, more capable partner.

Zone of Proximal Development

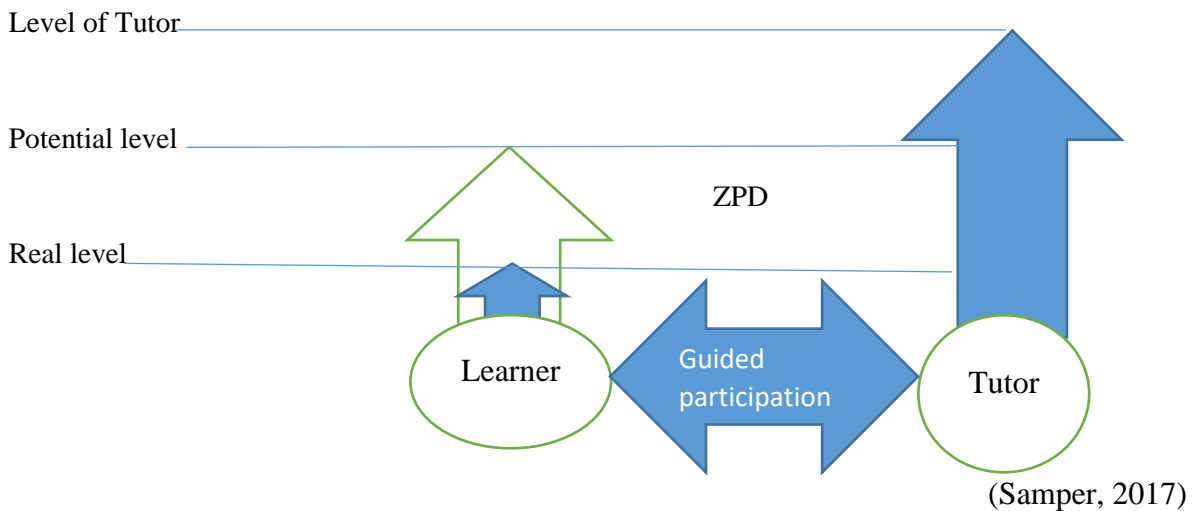


Figure 1: The Zone of Proximal Development

Source: (Samper, 2017)

The flipped classroom model of teaching will help students to interact among themselves and it will also encourage students to establish a closer relationship with the teacher. In this way, teachers will be able to improve the knowledge of the students by developing and increasing their potential. Teachers will give freedom to students but will help when it becomes necessary.

1.2. PREVIOUS STUDIES

Flipped classroom in higher education

Even though academics have access to numerous online teaching tools, it is known that teaching and learning is not all about the technology. Students are more likely to engage if educators who establish inviting learning environments, demand high results, and challenge higher order thinking supported them.

A scoping review made by Philips and O’Flaherty, (2014), shows how this methodology can be applied in higher education, the steps and how it works, and even how students react to this. Current educational approaches within higher education utilize blended learning; where students may for example, receive a combination of traditional face-to-face (F2F) instruction in class and are required to complete activities outside of the class, facilitated through a range of technological resources

Ledesma. (2017) establish that there are 4 basis called “Pillars of Flipped Learning” in which are based the efficacy of the classes is based.

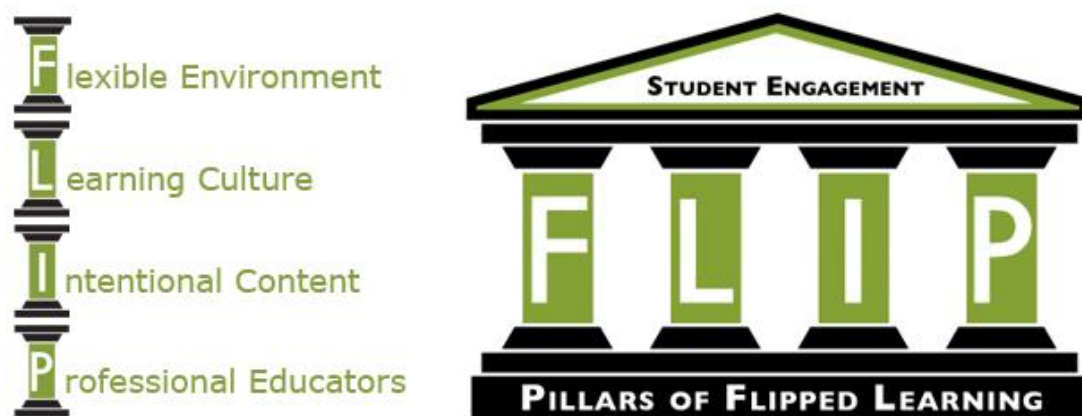


Figure 2: Pillars of Flipped Learning

Source: Anna Ledesma, 2017

Flexible Environment: Teachers are responsible for creating adaptable spaces for students to choose how and when to learn the different contents. Teachers are also flexible in terms of learning and evaluation.

Learning Culture: The flipped methodology completely changes the role of teachers and students. Students become the center of the teaching-learning process, in which they actively participate in building knowledge and exploring a great diversity of topics in depth. In addition, in the classroom, more learning opportunities are created and the students themselves evaluate their learning in a meaningful way.

Intentional Content: Teachers think about how to use the Flipped Classroom model to help their students understand the concepts and which are easily achievable. Teachers use intentional content to maximize time in class and use different methodologies centered on the student.

Professional Educators: Teachers observe their students, provide feedback and evaluate their work. In addition, they reflect on their practice and interact with each other to improve the quality of their teaching. They also accept constructive criticism and tolerate class "controlled chaos".

The Computer Aided Learning CAE, (2014) define the Flipped Classroom as the best pedagogical model to learn English for this reasons:

- Greater dedication of the student towards language learning

With this method, students dedicate much more time to learning the language, interacting with the base of the same through all the activities carried out individually and in depth outside the classroom. Through educational software and complementary online content the student immerses himself in depth in the new language, advancing at his own pace.

- Increased teacher attention to classroom diversity

With the flipped classroom the educators have much more time to dedicate their class to their students, something that with the traditional method they still would not want to have between 20 and 30 students in the class in one hour. The time in the classroom once the students have advanced in the knowledge of the language outside it, is to expand information,

answer questions and dedicate time to the student. In this way the teacher can reach many more students regardless of their learning pace. Teachers can also incorporate new activities and collaborative exercises in the classroom, which previously could not for a limited time.

- Educational technology at the service of learning

The English classes with a textbook and the classic CDs with the listening are lagging behind, not only the students reject more and more this method but the teachers also demand a renewal. In fact, one of the frequent complaints of language teachers is that they do not have enough time in the classroom to practice communicative skills, that is, speaking, essential to master a language. With the addition of the flipped classroom, the educational soft wars and the blended learning format the student is much more prepared when giving the class so he can practice this skill more. In addition, the teacher has many resources to practice in class through videos, audios, interactive activities that make learning in the classroom much more effective by involving the student much more.

The method that helps students to acquire a confidence to realize their own investigation and the freedom to develop it in the way they feel better, is a new revolutionary way to improve the teaching learning process by themselves, and the efficacy is showed when they follow the process and learn at the same time by trusting in their abilities to complete a certain task successfully.

1.3. LEGAL BASIS

According to the Ministry of Education of Ecuador (2012) in its Art. 26 “La educación es un derecho para todos” which at the same time means quality education for all students. In the Ecuadorian government, it has been created an online tutorial which includes information about Ecuadorian in-service English Teachers Standards and the English language learning standards. And the main goal of it, is to guide and inform teachers about the current situation and management of English in the Ecuadorian context. For that reason, Ecuador provides the necessary rights to permit people to educate themselves in a foreign language that could be the aim of a person. In the whole country exist a very wide necessity of learning English because this country has many resources to export to other countries and for that reason Ecuadorians need a lingua Franca to communicate with foreigners and increase the commerciality of the product elaborated inside the country.

Furthermore, in the latest years the government has started to increase the hours of English in schools and high school with the goal that students finish their studies with a minimum English level of B1, what is a very ambitious aim but it can be possible with the increase of English teacher all around the country. That is the reason why for the government to know the results of this investigation must be very important and the legal bases support this statement. Reglamento General a la Ley Orgánica de Educación Intercultural. (2017)

1.3.1 Ecuadorian in-service (English Teacher Standards)

The Ecuadorian in-Service English Teacher Standards consists of the document written by the English Teachers to Speakers of Other Languages (TESOL) same as part of the organization K-12 ESL Teacher Standards (2009) which used all around the world, to mention some countries as Albania, Paraguay, and the United States. The document itself has five domains that are the following:

- The first domain states that Language includes specific domains for the structure of it and for the communication, the acquisition of language and development of fluency in the target language.

It is certainly true that Ecuador is a country with multiples cultures, a lot of Ecuadorian students that are in the process of learning English may descend from indigenous cultures.

- The second domain is about the importance of “Culture”. Teachers from Ecuador need to be aware of cultures and realize how it could influence on the English learning process
- The third domain takes as main knowledge the “Curriculum Development”, specifically, aspects related to making lesson plans for standards-based English.
- The fourth domain takes into consideration the “Assessment” which purpose is to include the different issues that are into it, for learners and for people related to language proficiency.
- The fifth domain involves the Professionalism and also the Ethical commitment which has as main goal to show teachers new ways of teaching English, and the research that has resulted in the English teaching field for a professional development of the educator.

Those domains are designed to improve the quality of the process of learning English in Ecuador.

CHAPTER II :

MATERIALS AND METHODS

2.1. Type of Investigation

The investigation that was carried out was a descriptive qualitative one. It was developed with the 1st “D” level of Science students of “Maria Auxiliadora” school in Esmeraldas, in the academic year 2018. It was decided to take this specific level because of the majority of students lack of basic vocabulary in English. In this form can be noticed how they learn through the Flipped Classroom taking into a count the level of knowledge of the students.

2.1.1. Population and sample

The Population of study was formed by 41 students from 1st “D” level of Science students of “Maria Auxiliadora” school in Esmeraldas, and the sample was the same.

It was decided to choose this group of students for the investigation because in this level students have showed they have not a lot of bases in English, for this reason it is easier to start from basic-elemental information to use this new method of teaching named Flipped Classroom.

2.2. Operationalization of variables. (Apendix A)

2.3. Methods

In this investigation the inductive method was used. The inductive method or intuitivism is a scientific method that obtains general conclusions from particular premises. Induction is a way of reasoning that will lead from the particular to the general. Newman,(2016)

The method of analysis and synthesis and hermeneutics were also used.

Techniques of investigation

2.4. Techniques

Observation: It was applied to 41 students of 1st “D” level of Science from “Maria Auxiliadora” school in Esmeraldas. The purpose was to analyze the effect that will have in the students the application of the flipped classroom method. (**Appendix D**)

Survey: The survey was applied to students and teachers to know the effectiveness of the method and how they feel being taught in that way. (**Appendices B and C**)

2.5. Instruments

To collect the data, the instruments designed were according to the different techniques that were used:

Observation sheet

The observation sheet was applied to the student in order to look how they react at English classes and to watch the development of the teacher.

Questionnaire

The questionnaire was applied to ask to the teacher how they develop their classes and the techniques they applied. It consist in open questions and close ones.

2.6. Data processing

All the information that was gathered in surveys and observation was processed by a manual percentage method and placed in figures and tables using the Microsoft Excel program.

Chapter III:

Results

3.1. Results of the survey applied to students from de 1st level “D” of science from Maria Auxiliadora high school.

In relation to students’ motivation to study English, as can be seen in figure 3, the majority of students got motivated at the moment to learn a new language.

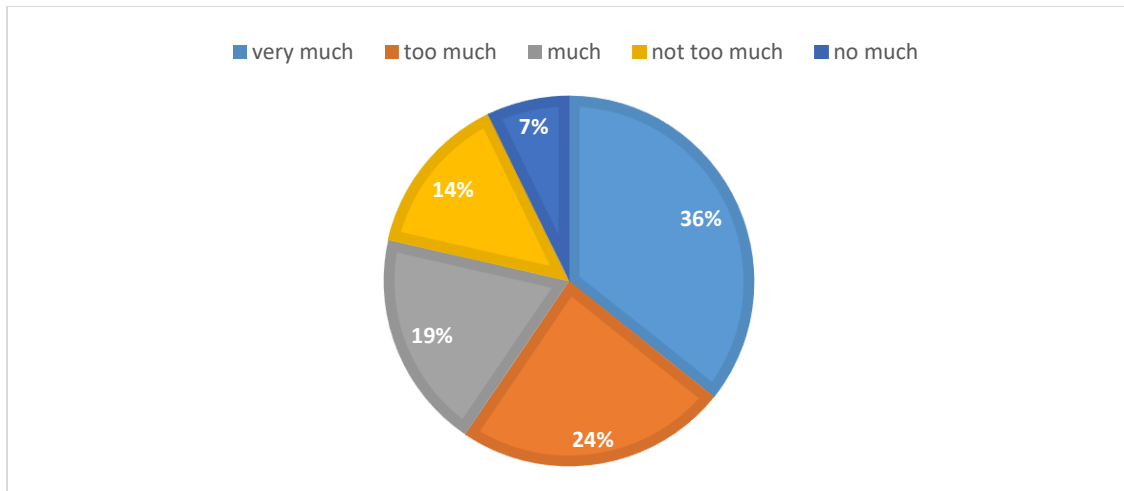


Figure 3: Related to motivation.

Source: Survey applied to students.

As was illustrated in figure 4, the majority of students like to practice English in class, with their classmates and teacher. There is only a short percentage who don't like to practice English in public, specially in speaking activities.

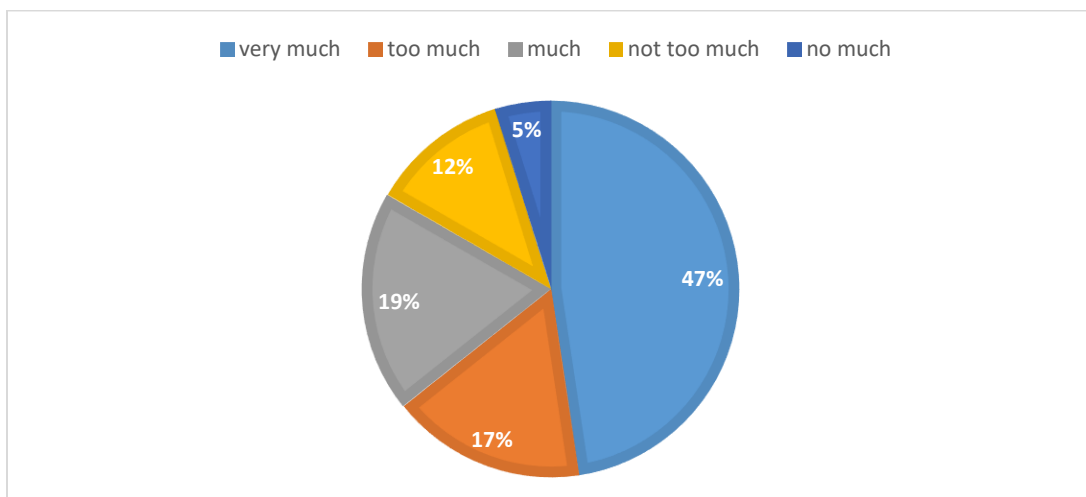


Figure 4: Practice in the English language in class.

Source: Survey applied to students

Some students agreed that they do not have too much opportunities to practice English in a cooperative and active way in English classes. As is shown in Figure 5

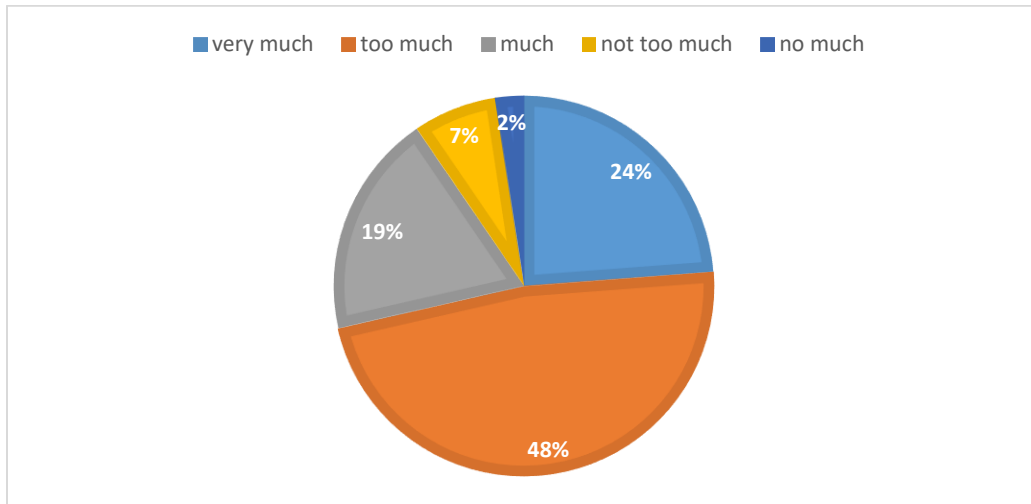


Figure 5: Practice cooperatively and actively in the English lessons.

Source: Survey applied to students

Related to the assignment given by teachers of looking for themes to work in the classroom, in figure 6 the results showed that the 36% of student agreed that teachers not all the time use works at home for looking for new information.

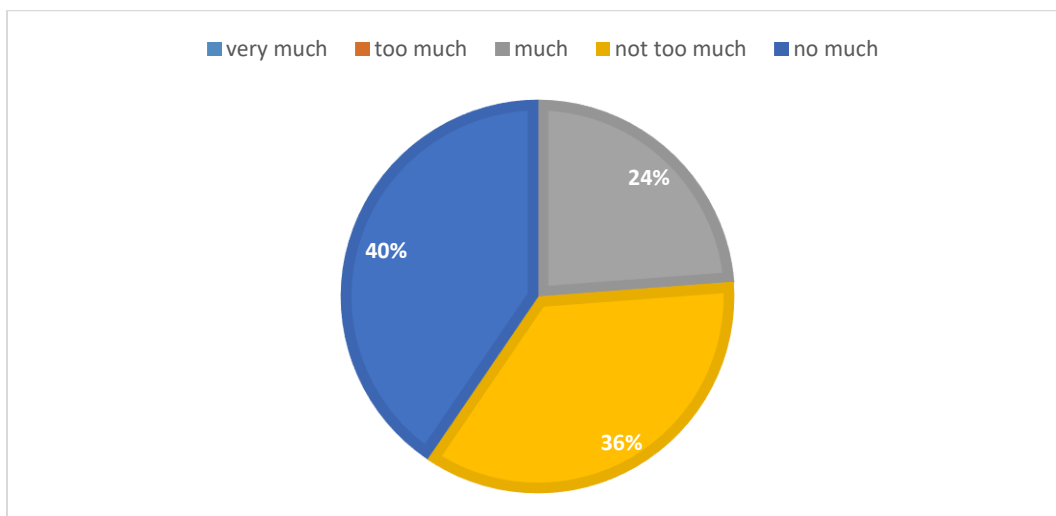


Figure 6: Assignments of themes to discuss them in the classroom.

Source: Survey applied to students

According to the questions if teachers work with all the books exercises in the classroom or innovate the classes, in figure 7 students report that in the majority of the classes, the teacher does not use the book exercises, they bring their own material to the classes.

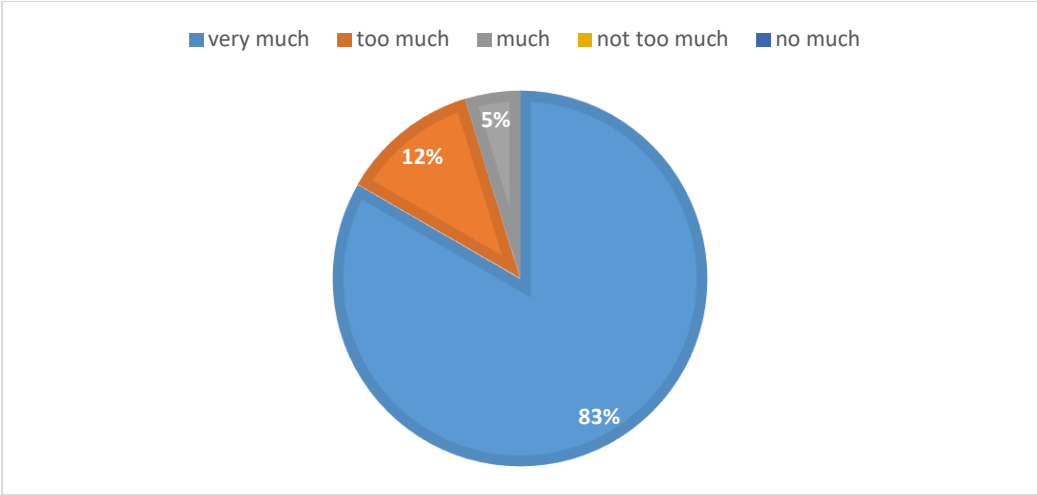


Figure 7: The use of English book in the classroom.
Source: Survey applied to students

In relation to the interest of the students to receive English classes in different ways and what they think what would be more interesting and useful , figure 8.

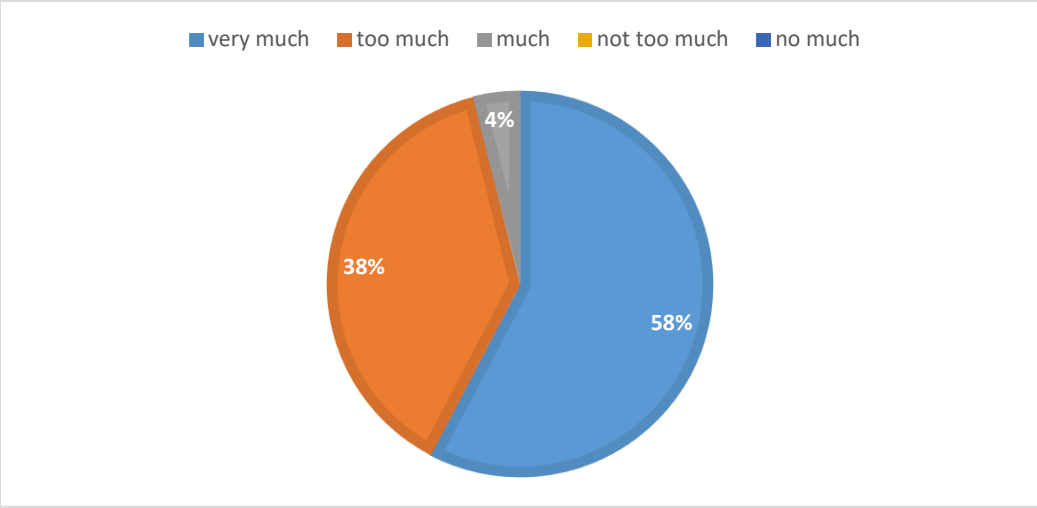


Figure 8: Receiving the English lessons in a different way.
Source: Survey applied to students.

3.2. Results of the survey applied to teachers of Maria Auxiliadora high school.

According to the question about motivation of students to learn English, in figure 9 the teachers answered that they motivated very much to the students at the moment of the class.

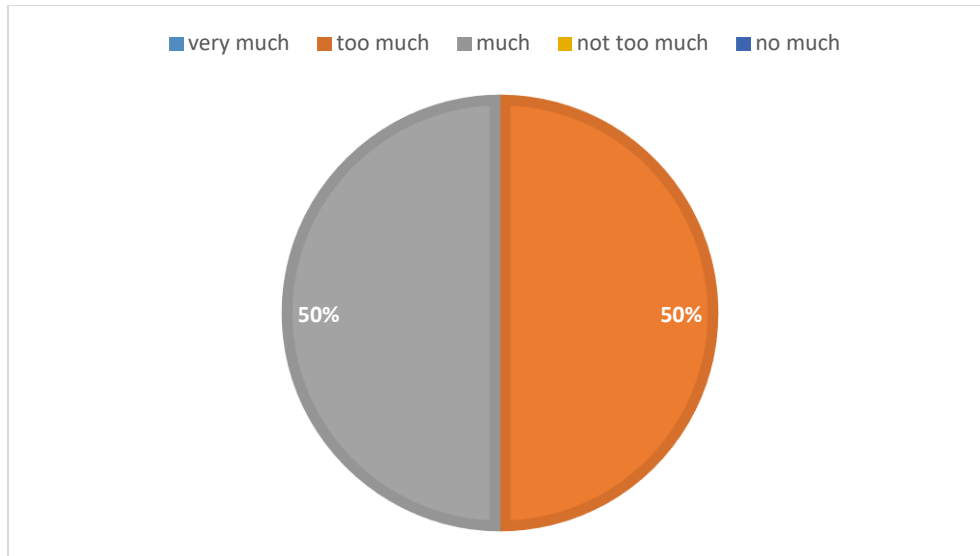


Figure 9: Motivation in English classrooms
Source: Survey applied to two English teachers..

When analyzing if students like to practice the English language with their classmates in the classrooms, in figure 10 see they want much and not too much practice English in class. It can be produced by the lack of confidence in themselves and insecurity.

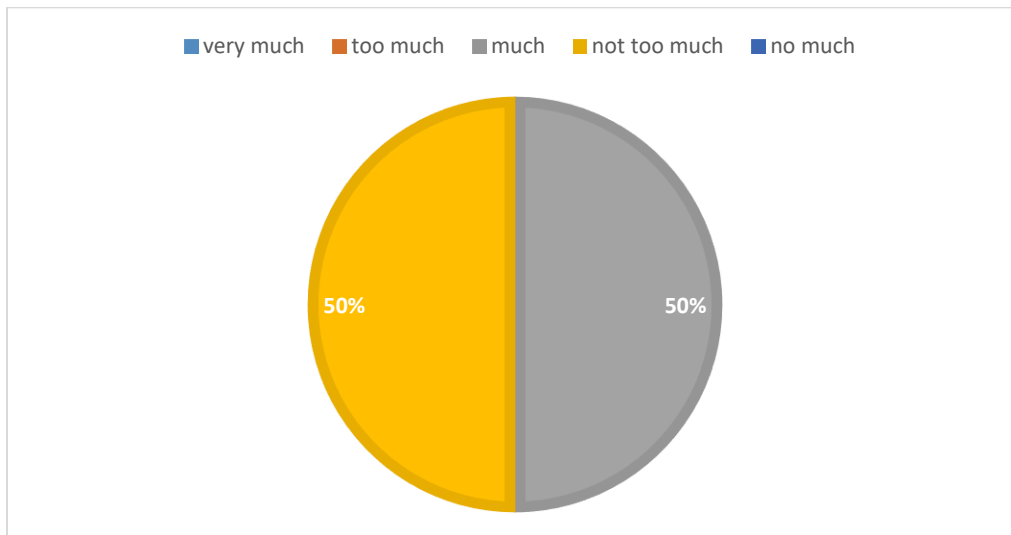


Figure 10: Practicing English in classrooms.
Source: Survey applied to two English teachers

About giving the students opportunities to participate cooperatively and actively in the English lessons. The teachers gave some different answers, one of them gave two answers choosing students are very much and too much interested in participated. He is giving opportunities all the time for them in the classrooms.

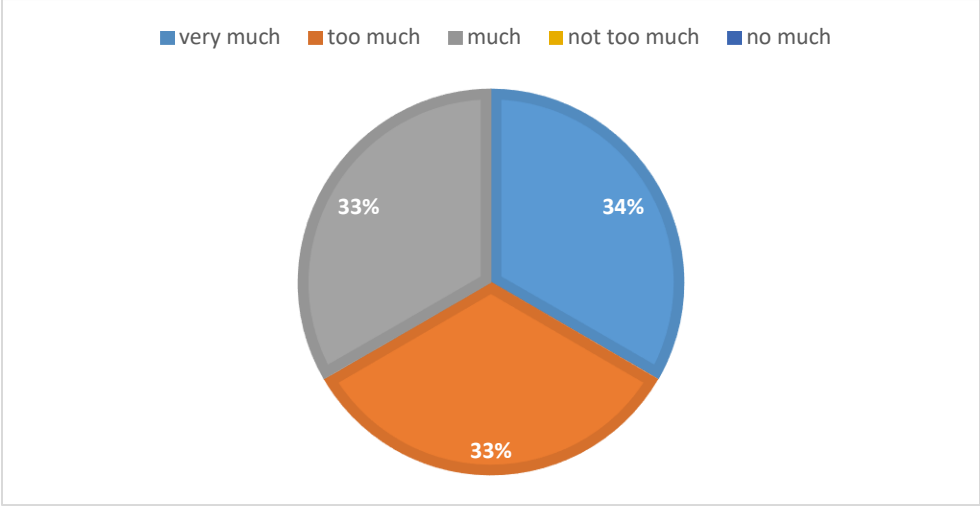


Figure 11: Students opportunities to participate cooperatively and actively.
Source: Survey applied to English teachers

Respecting to the assignment of students the study of themes at home to discuss them in the classroom, teachers almost agree they do not send too much and not much work at home in this way, they prefer classic homework.

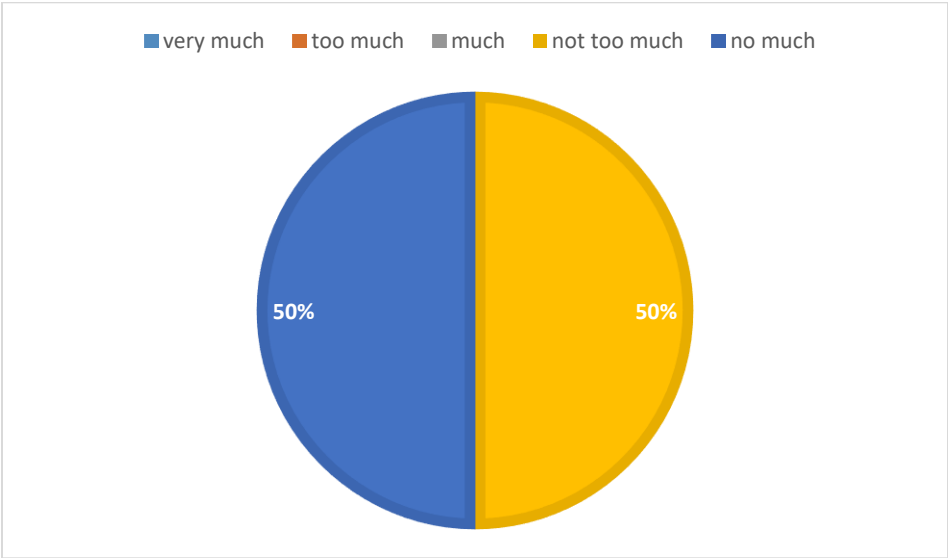
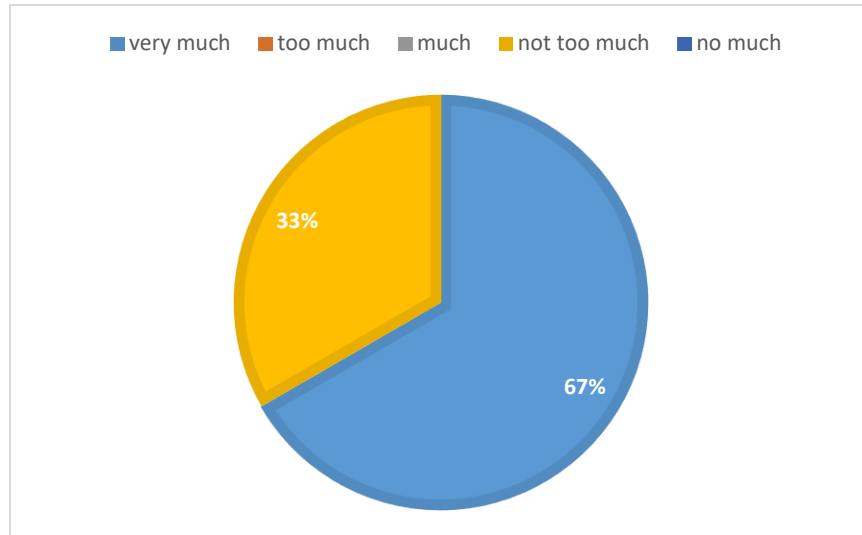


Figure 12: To assign students the study of themes at home.
Source: Survey applied to English teachers

About the question if teachers teach all the book exercises in the classroom, both agree that the majority of the time they prefer to use only the exercises in the book.

Respecting to the question if teacher would like to teach the English lessons in a different way, one of them would like to change her teaching strategies. On the other hand, the other teacher did not agree too much to change the way teacher impart the classes.



*Figure 13: Teaching English lessons in a different way.
Source: Survey applied to English teachers.*

3.3. RESULTS OF THE OBSERVATION APPLIED TO STUDENTS OF 1ST LEVEL “D” OF SCIENCE FROM MARIA AUXILIADORA SCHOOL.

In order to get information about student's learning activation an observation was realized to analyze the behavior they have at the moment of the class and how it is developed. At the beginning, it was a bit easy for the teacher to catch the attention of students to present the topic by a set of questions that involve the general class, which was used as a warm up. For the majority of students this was not as easy as they can do it, they presented many difficulties to answer the questions in English showing the difficulties they have to communicate. In spite of students tried to understand teacher's questions and at the same time tried to answer it. The engagement was not so easy either because of the bad understanding of the topic they had. Something good to highlight was the enthusiasm they had to participate asking questions in order to understand the topic and develop it very well. There was not too much time for students to interact among them, the teacher had all the time the control of the class, and that is good, but sometimes is necessary to give some freedom to students to develop the topic for a better understanding. In spite of the time, students desire to participate was varied, sometimes they participate and sometimes they just do not want to speak.

Concluding, the information between teacher and students was not good, the development of the class was not too successful as it could be.

CHAPTER IV:

DISCUSSION

According to the results showed in the survey applied to students and teachers of Maria Auxiliadora School, some of the methods applied by English teachers are not working as they would like or as they would prefer. So, the English learning process is getting stuck and sometimes a little bit frustrating to them. Students agreed they do not feel too much interest to learn English, and based on the observation done, it can be said that the lack of interest is because of the use of the methodology of teaching that sometimes is not developed or well structured, that is why sometimes students do not get engaged in the learning process.

Through the use of mixed methods, the experiences and perceptions of the flipped classroom model realized in the classroom with the students of first level of science “D” in Maria Auxiliadora School were examined and changes in students' knowledge and subjective learning perception were evaluated after their participation in the course. They got engaged from the beginning of the class because they have looked for the information at home. It was noticed the participation of students was more confidently and active than before, and the knowledge they acquired at home could be developed in the classroom.

The use of a different methodology can motivate students to learn in an active way. An “active way” means that students are participating in a lively way with use of this different methodology. Students feel engaged and the most important, they live the language they are learning, the topics catch their attention of them, and they like to participate more than other classes before.

The results obtained agreed with the previous studies, this method can be applied in higher educations with excellent results and proving that the efficacy of flipped classroom is showed by the confidence of students at the moment to realize their activities, either home or in the classroom. So, in this case students showed a lot of confidence at the class moment, they could express in the way they felt comfortable and gave an excellent participation.

It was possible to agree with the study realized by Ledesma (2017), in which she explained the pillars of learning. It can be noticed that it was necessary to apply those pillars at class

time with the Flipped Methodology. The class was realized in a flexible environment in which students had the freedom to commit mistakes.

For a better learning, students were the center of the class; this is the opposite of a regular class in which the teacher has the control and is the center of the class.

Students got a complete understanding of the topics because of the additional and intentional content given by the teacher and this has given much time at class to develop the topic. It was necessary to give a feedback to clarify any doubt in the students.

In conclusion, this new method as tool is not a guarantee that students will learn correctly and fast a new language, but it is demonstrated that a Flipped Class can open minds in students to the world through new experiences in learning, and overall nowadays, with the use of the technology more than ever they can acquire abilities that cannot be developed before. The classes can be sent by the teacher and watched at home for the students to be prepared, so that facilitated the understanding and the research of the information.

CHAPTER V:

CONCLUSIONS

- English teachers of the 1st level “D” of science at Maria Auxiliadora School did not use the Flipped Methodology fully in class. The majority of the time they made emphasis on teaching the book exercises in class. This could be because they do not know about this methodology and how to apply it in class. It happens in schools where teacher just work with books given by the government and they are not interested in looking for more strategies or methodologies for a better teaching learning process.
- Teachers helped the students to work cooperatively in class by working in groups and pairs, but some students did not keep the interest to participate, so the interaction in class among students is not good all the time, but at the moment they get engaged in the new learning process.
- The students were actively engaged to the English class because of the information they carried from their home. Many exercises were done in class with a previous preparation of the main content outside the class.
- The success of the Flipped Classroom methodology was proved in the first level of science in the way that students got engaged with the topic sent for home they felt comfortable and understood the process, and the activation could be tested trough the participation of the majority of students.

CHAPTER VI:

RECOMMENDATIONS

According to the conclusions found in this investigation, we can generate some recommendations are made to English teachers of the 1st level “D” of science of Maria Auxiliadora School.:

- To train teachers with new methodologies to teach English. It is not just a job for the students to learn a new language, it is necessary for that learning that teachers can be able to provide their knowledge in a good and different way in order to students get the information in an excellent, easy and why not a funny way to learn. Using the Flipped class methodology students can feel more involved in the learning process.
- To look for strategies to catch the attention of students, in this way they can work in a cooperative way creating a good environment among students, which are the center of the class, being supervised by the teacher.
- To identify contents to use the Flipped Methodology in order to get a better development of the class.
- To incorporate the Flipped Methodology in the English class fully so that the students may be active to learn the language.
- To continue this research with a pedagogical experiment to evaluate the use of the Flipped Classroom to activate English language learning at Maria Auxiliadora School and in other levels.

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APPENDICES

Appendix A

Variables	Conceptual Definition	Operational definition	Dimensions	Indicators
The Flipped Classroom (I V)	Flipped Classroom is an educational model or technique that consists in individual instruction outside the classroom and interactive group learning activities inside the classroom	Flipped Classroom is an educational model or technique that consists of two parts: individual instruction outside the classroom and interactive group learning activities inside the classroom.	Cooperative work	Group work Pair work
The activation of the English Learning Process (D V)	Learning activation is achieved when the teacher mobilizes the intellectual, moral, volitional and physical forces of the students in order to achieve the specific objectives of teaching.	When there is a correct response to English language teaching language through participation and social interaction.	Participation Extra learning process Interaction in class learning process	Frequency of answers Response frequk Interactivity

**Appendix B: SURVEY THAT WAS APPLIED TO STUDENTS OF 1st LEVEL “D” OF
SCIENCE OF MARIA AUXILIADORA SCHOOL**

Objective: To get information about how students feel about their English classes

Read and mark the answer, taking into consideration that 5 is the highest mark

5. Very much 4. Too much 3. Much 2. Not too much 1. No much

1.-Do you feel motivated to learn English?

5	4	3	2	1

2.-Do you like to practice the English language with your classmates?

5	4	3	2	1

3.-Do you have opportunities to participate cooperatively and actively in the English lessons?

5	4	3	2	1

4.-Does your teacher assign you the study of themes at home to discuss them in the classroom?

5	4	3	2	1

5.-Does your teacher teach all the book exercises in the classroom?

5	4	3	2	1

6.-Would you like to receive the English lessons in a different way?

5	4	3	2	1

**Appendix C: SURVEY THAT WAS APPLIED TO TEACHERS FROM MARIA
AUXILIADORA SCHOOL**

Objective: To get information about the English language teaching-learning process

Read and mark the answer, taking into consideration that 5 is the highest mark

5. Very much 4. Too much 3. Much 2. Not too much 1. No much

1.-Do your students feel motivated to learn English?

5	4	3	2	1

2.-Do they like to practice the English language with their classmates?

5	4	3	2	1

3.-Do you give the students opportunities to participate cooperatively and actively in the English lessons?

5	4	3	2	1

4.-Do you assign your students the study of themes at home to discuss them in the classroom?

5	4	3	2	1

5.-Do you teach all the book exercises in the classroom?

5	4	3	2	1

6.-Would you like to teach the English lessons in a different way?

5	4	3	2	1

Appendix D: *OBSERVATION SHEET TO BE APPLIED TO STUDENTS OF 1st LEVEL “D” OF SCIENCE OF MARIA AUXILIADORA SCHOOL*

Objective:

- To get information about students’ learning activation

OBSERVATION SHEET

ASPECTS	ASSESSMENT			
Teacher:	Excellent	Good	Fair	Poor
TOPIC				
Development of warm ups				
Students’ engagement				
Participative class (Group, pair work)				
Time devoted for students’ interaction				
Students’ desire to participate				