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The relevance of Flipped Classroom

Can it improve the English teaching-learning process?

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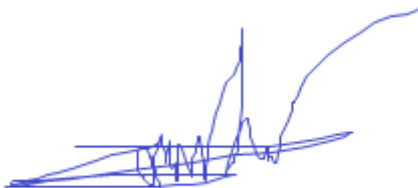


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Abstract

Spanish

El presente trabajo consiste en comprender los fundamentos teóricos del FlippedClassroom, sus principios metodológicos y cuándo empezó a surgir el método, así como descubrir si existen beneficios de esta metodología en el sistema EA del inglés en la educación actual.

Para conocer los beneficios del FlippedClassroom se lleva a cabo un estudio de comparación entre dos clases de 1º de ESO del colegio Singuerlin, una utilizando el FlippingClassroom y la otra mediante la enseñanza tradicional. De esta manera se comprueba si la metodología FlippedClassroom es beneficiosa para la enseñanza del inglés, a nivel de aprendizaje de idiomas, y centrándonos sobre todo en los beneficios de las habilidades comunicativas del proceso de aprendizaje del inglés que esta metodología puede ofrecer.

Los resultados del estudio procedían de la recogida de datos de 57 alumnos de ESO, 10 familias, 1 familiar de 10 alumnos y 5 profesores, pero debido al Covid-19 no se han podido obtener.

Palabras clave: Clase Invertida - FlippedClassroom (FC), metodología invertida, Segunda lengua de aprendizaje (SLA), beneficios de la metodología, habilidades comunicativas.

Catalan

El present treball consisteix bàsicament a entendre els fonaments teòrics de FlippedClassroom, en què consisteixen, en quins principis metodològics es basa i quan va començar a sorgir el mètode, així com descobrir si hi ha beneficis en la metodologia FlippedClassroom en el sistema EA a l'educació actual.

Per conèixer els avantatges de FlippedClassroom, es duu a terme un estudi comparant dues classes amb els estudiants de 1r d'ESO de l'escola Singuerlin, una amb FlippingClassroom i l'altra amb l'ensenyament tradicional; comprovant si la metodologia FlippedClassroom és beneficiosa per ensenyar anglès, a nivell d'aprenentatge de la llengua, i sobretot en les habilitats comunicatives de l'anglès que aquesta metodologia pot oferir.

Es suposava que els resultats de l'estudi provenien de la recopilació de dades de 57 estudiants de 1er d'ESO, 10 famílies, un membre de la família de 10 estudiants i 5 professors, però a causa del Covid-19 no s'ha pogut duu a terme.

Paraulesclau: Clase inversa – FlippedClassroom (FC), metodològia inversa, Segona llengua d'aprenentatge (SLA), beneficis de la metodologia, habilitats comunicatives.

English

The intention of this work is to understand the theoretical foundation of the Flipped Classroom, what it consists of, what methodological principles it is based on, and when the method began to emerge. Moreover, it aims to discover if there are benefits to the Flipped Classroom methodology and if they are relevant in the EA system in current education.

In order to discover if there are benefits to the Flipped Classroom, a study is carried out comparing two classes of 1st of ESO students from the school, Singuerlin, one class using the Flipping Classroom and the other class using traditional teaching; examining the results to determine if the Flipped Classroom methodology is beneficial for teaching English, at this level of language learning, and focusing above all on the benefits of communication skills in the process of learning English that this methodology can offer.

The results of the study were intended to come from the data gathering from 57 students of ESO, 10 families, 1 family member of 10 different students and 5 teachers but due to the Covid-19 pandemic, it has not been possible to complete the study.

Keywords: Flipped Classroom (FC), Flipped Methodology, Foreign Language, (FL), Second Language Acquisition (SLA), benefits of methodology, Communication Skills.

1.Introduction

Flipped Classroom consists on an inverting class method to teach. Basically, the theory is given through ITC resources before the physical attendance to class. In this way, the time in class could be used for practicing previously taught theory. By contrast, the traditional class uses class time to explain the theory and then does not allow time to be collaborative and practical. In other words, Flipped Classroom, also shortened to FC, promotes active learning improving the communicational skills of the English learning process.

In this dissertation, the Flipped Classroom is explained, when this term was founded and why. My interest in this issue is because, nowadays, the educational system is changing dramatically, mainly with new technologies. Therefore, education requires to develop to modern way as technologies change rapidly, as well as our students. We have to adjust our educational system to the new times. Thus, Flipped Classroom is a good, recently adapted tool to improve the teaching-learning process and searches for the best way to improve the English learning.

It is clear that different technologies are being developed daily in distinct fields. Consequently, these new advances are being implemented in classrooms in order to improve the educational system; working on digital competences is required by the educational system of the Generalitat. Thus, Flipped Classrooms are a good way to introduce an additional method of teaching, adapting technologies familiar to pupils. Nonetheless, not all students are that familiar with digital technology, and it can be a lengthy process to implement until they are accustomed to using it and take full advantage of it. In fact, the role of teachers must also change with the FC method and they have to develop their technology skills in order to use it fully.

Nevertheless, FC it can be a fruitful technique to achieve educational improvement. However, it can complicate the educational situation to begin with due to the effort that it can take to first implement this kind of teaching-learning process. There are studies that affirm that it is an easy way to obtain information daily, it is a benefit for students and

they have the knowledge at the click of a button. (Public Policy, 2017) Despite the initial efforts, it will be a benefit to their learning if there is quality management of this information. Thus, the role of the teacher in digital technology is to teach how to access to selected resources and use them effectively, according to the articles 58 and 59 of LEC (Llei 12/2009, del 10 de Juliol, d'educació), where it explains the basic competences of the use of new technologies that a teacher has to educate the students in. This will also be explained in further detail during the section of the teacher's role.

During my school placement in Singuerlin School, I observed a lot of use of technology in order to teach students. The students have a virtual campus, a WhatsApp group, their teacher uploads their power points before class and the students already know what they are going to talk about in the next class, and also, they can review these resources whenever they want.

It is known that having different ways to learn quickly is a benefit for students and the educational system. Thus, each learner can use the most efficient and comfortable strategy for them to learn. In any case, teachers should not have to "spoon-feed" the information to the students; the purpose is to teach a qualified use of digital technologies and then, students can work independently.

The objective of my dissertation is to decipher in which aspects Flipped Classrooms can be a useful tool to assist in the teaching English leading to effective learning. The effectiveness of this methodology is shown in specific goals. After this study, whether FC has a good impact in our teaching-learning process and especially in the English learning process will be discussed. Despite the discovery of the limitations that FC methodology has, students, teachers and families think that it is more beneficial than unhelpful, its limitations and benefits will be explored. In addition, if the process of the Flipped Classroom is more widely understood, what benefits does that have for English communication Skills?

It is a qualitative research based on other studies, beliefs and descriptions of people involved. Finally, I am going to give my interpretation of "Flipped Classroom" considering information gathered from questionnaires which are answered by teachers, students and families, which have vital information to inform my results.

2.Objectives

In this section I will define the objectives of my Dissertation. Firstly, it is important to know how the Flipped Classroom was created and the reasons of its existence. Secondly, expose the pros and cons of FC, giving information about the benefits of its methodology for English learning. Finally, verifying these benefits on students by testing them.

Can Flipped Classroom be beneficial for the English learning process?

- Objective 1: To understand the theoretical foundations of the Flipped Classroom
- Objective 2: To explore the benefits of the Flipped Classroom methodology for language learning.
- Objective 3: To explore the benefits of Communication Skills of students in the English learning process using Flipped Classroom methodology.

3.Theoretical Framework

3.1. Theoretical foundations of the flipped classroom

The concept of Flipped Classroom appeared in the early 19th century. The Military Academy of USA created some teaching methods in which students utilised resources provided by their teachers in order to learn before class, and the classroom time was dedicated to group cooperation. Thus, this kind of method is the basic concept of the Flipped Classroom, practising the linguistics skills, especially communication skills of Second language acquisition.

Furthermore, in 2000, Glenn Platt and Maureen Lage introduced the same method at the University of Miami, where the students had to watch teaching videos at home, and then, take part in cooperative group work in the classroom. Thus, it is a tool intended to be used in combination with face-to-face learning. So, students learn outside the class through ICT, their first contact with the subject and then, they can take part in activities in class designed to help them acquire a deeper learning with assistance from the teacher. In fact,

this supplementary use of resources through technology in this student-centred approach is what differentiates a Flipped Classroom from a traditional one. (Strayer, 2012)

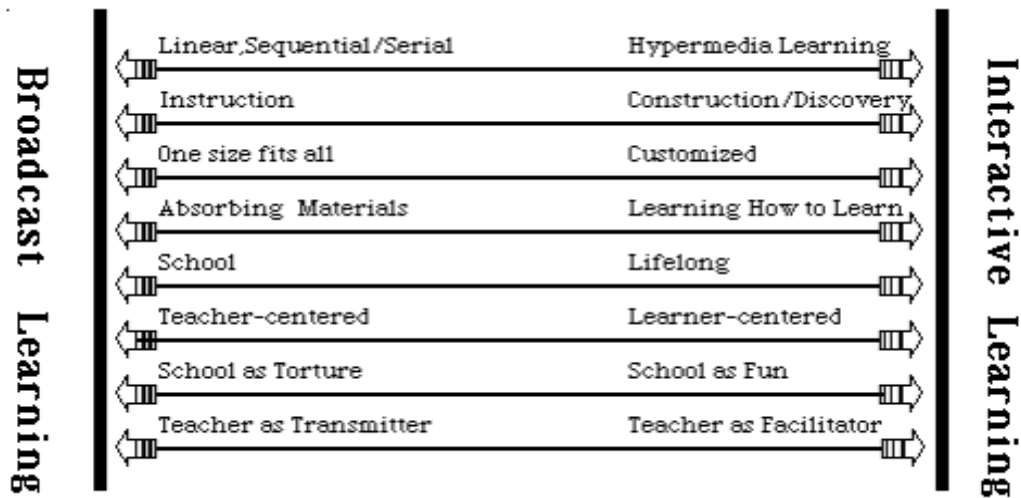


Figure 1 shows Tapscott’s continuum in learning technologies from broadcast to interactive learning (Tapscott, 1998)

3.2. Origins of Flipped Classroom and its future

The term, Flipped Classroom originated in North America with the promoters, teachers Jon Bergmann and Aaron Sams in Woodland Park High School (Colorado, EUA) and Clintondale High School. They came up with the idea in order to find a solution to school absenteeism. In 2007, Sams and Bergmann posted all their classes online and began to teach their subjects in this way. They motivated the recording and the distribution of videos and during this process, they realised that this method can allow teachers to pay more attention to diversity, that they could adapt more to the individual needs of each student.

A short while after, another teacher called Salman Khan followed this inverse teaching methodology and with the success of this method, began to introduce new teaching-learning models in Flipped Classroom. For instance, peer instruction, developed by Eric Mazur. It consists of setting out a hypothesis and a question where, students working in groups have to solve in class having previously read materials about it. It assimilates a technique called “just-in-time” like a complementary model of Flipped Classroom. Just-

in-time allows to the teacher to receive feedback from students the day before class, and it permits the teacher to plan responsively to prepare strategies and activities for the class in order to assist the students in a more targeted and efficient way. This Mazur model is concentrated in conceptual comprehension. This system is not necessary for a Flipped Classroom but it has good ideas which can improve and complement this new educational model. Nowadays, many teachers from all around the world are experimenting with it. For instance, in Spain “Sant Gabriel School” in Zaragoza is considered to be the first Flipped Spanish School, their attainment raised so much after starting to use FC that they embedded the inverted learning model across the entire centre. In fact, they call themselves; Flipped School. There is a high demand for places at this school due to the quality of education they provide.

Furthermore, there are projects like the Flipped Learning website, which is a non-profit organization that allows resources to be shared and investigations about this kind of Flipped learning. Moreover, there are events like European Congress Flipped Classroom which are obtaining an increasing amount of interest of this educative model. Due to the fact that FC is becoming an increasing popular methodology in the current educational system, they are campaigning for the implementation of this model around the world.

However, according to an article titled: “*Are you tech-ready for flipping?*”: *an analysis of the digital skills of Spanish teachers*” (Santiago, 2020), it is still a long road that needs to be travelled. He asks for the confidence of all teachers who should be the first professionals to implement this system in order to build credibility in the method. Santiago also thinks that it will be a change that affects everyone, not only teachers and students, but also their families. Society is accustomed to traditional learning and it is a difficult mentality to change. For that reason, it is a slow process with little influence yet. However, we have to fight for the student to become the protagonist of the creation and the selection of the content of their learning. Santiago says that we have to allow students to go into the class to be able to do significant things and take advantage of the class time. (Santiago, 2020)

3.3. Flipped Classroom Methodology

We know that 21st Century education is changing rapidly. There are many new methods of teaching. However, the *Flipped Classroom* can be a very radical change. It is a new method of learning which consists of inverting the teaching-learning tradition within the educational system. It suggests that the pupils study and prepare the lesson outside the class, at their own pace, at home, using technologies and then, come to class informed and prepared to engage in debate and interact with the other classmates through active learning; such as activities in groups with the teacher as a guide. (Musallam, 2011; Hamdan & McKnight, 2013). Thus, technology has a very important role in the active learning of the Flipped Classroom methodology, which is further explained in the following section. According to Lage et al., (2000), that system allows students to become more participative, analytical and experimental, meeting the needs of students with different learning styles by inverting the classroom and offering material via digital means (Lage et al., 2000).

For instance, a few years later, Salman Khan, founded Khan Academy, and he can confirm the value of the inverse classroom by providing videos before class time. Moreover, the psychologist Seymour Papert believed that students create their own learning experiences by being active participants aided by technology, he thinks that the traditional educational system is so structured to foster this active and inquisitive learning process. (Papert, 1993). According to Donald Tapscott (1998), the increasing availability of digital media has made Papert's studies more relevant representing the continuing of interactive learning.

Furthermore, according to Piaget's constructivism model, based on Vygotsky and his developed zone of proximal development, it is believed that the individualised social and active learning process for children require collaborative processes, questioning and problem solving in group work, students have to work in a collaborative way and build projects. FC basically, is based on the constructivist learning theory, in which learners have the active position to interpret information and build knowledge through the experiences of observation, problem-solving and processing. (Cooper, 1993; Wilson, 1997; Ertmer & Newby, 1993).

For that reason, it involves students in the learning process through active and cooperative learning based on the constructivist approaches of problem-based learning and peer-based

strategies, which require higher order thinking and collaborative skills to solve problems, through digital collaboration environments (Bentley, 2016). Furthermore, the importance of the educator is guiding the students in their self-directed and collaborative activities.

Flipped Classroom methodology also supports Dewey's idea about students having to be the protagonists. They are responsible for their implication and their motivation of their own learning. Flipped Classroom is a pedagogical model based on the different psychological basis of learning focused on the student. The time in the class is for taking part in activities where the student is the protagonist of the learning process. It reflects the theory of experiential learning of Kolb (1984), fomented in Piaget, Dewey and Lewing based on resolving problems, experimenting, thinking, observing and acting on the knowledge. Thus, the students became the centre; the learning is based on the student following the model of Concrete Experience and Abstract conceptualisations. Students work on Reflection, Observation and Active Experience, and for that reason, they are going to through the four steps of knowledge building; experimentation, reflection, thought and act of (Kolb i Yeganeh, 2009.)

Whereas in a traditional class, the students listen to the teacher and then they do the homework at home, with this inverse methodology the student arrives in class with previous knowledge about the subject and then they can put their acquired knowledge into practice, they can engage in dialogue, they can experiment and generate ideas with their other classmates. In fact, they have the support of the teacher present to answer questions, clarify and extended. This change of the student-centred learning coupled with technology, has modified the role of the teacher from a "knowledge provider" to a "knowledge resource" due to the self-access to information, the key feature of technology. (Trebbe, 2011).

Flipped Classroom is based on an integral combination of direct instruction with the constructivist methods, increasing the engagement and the implication of the students becoming the protagonists of their own learning process as mentioned before. (Kolb, 1984).

This student-centred learning environment requires consistent structure for developing individual meaning. (Hannafin & Land, 1997). Although Cook (2003), has found that some students progress more in highly structured environments, there exists the meta-

theory such as Bloom's taxonomy (Bloom et al., 1956) which can have some disadvantages due to the fact that understanding is not necessary in order to memorise but it is for learning-creating. Thus, if Bloom's taxonomy is successful, as an integral focus, with a FC all the stages of the learning period would be supported; Remember, Understand, Apply, Analyse, Evaluate and Create.

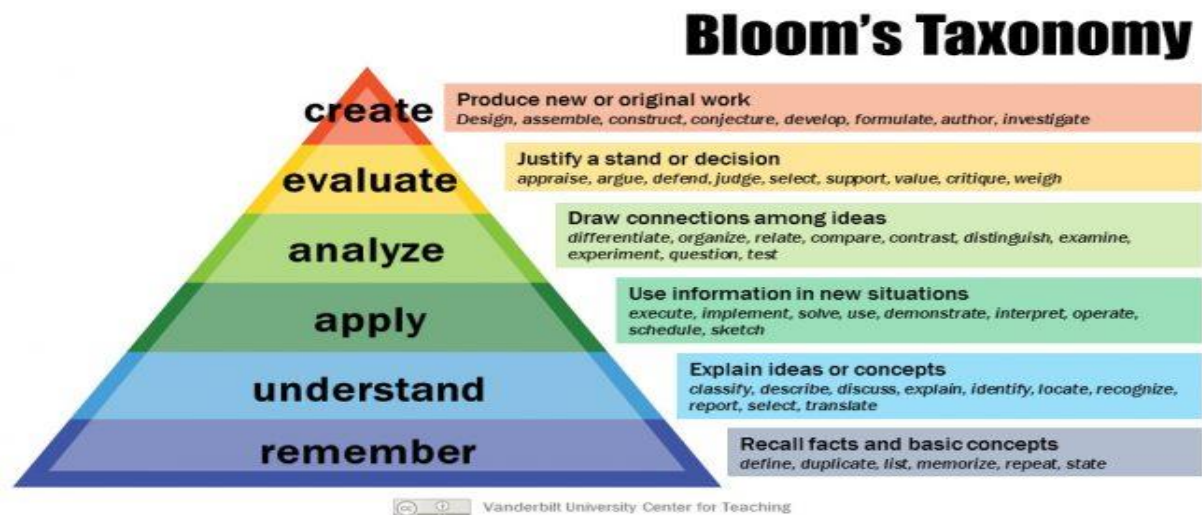


Image extracted from Vanderbilt Centre for Teaching - Vanderbilt University

According to a study case in Hungary, an experiment was conducted on two different teaching methods, the FC and the traditional class. The experiment took place in a secondary school called Central Hungarian Regional Agricultural Vocational Training Centre to students of 4th of ESO, in January of 2016. After have delivered the two classes their separate methodologies, the students had to answer some question about the theory explained by the teacher in traditional class and the video in the FC.

The results demonstrated a significant difference between the two groups. The students of the Flipped Classroom were more successful in their answers which were about previous knowledge. So, it was discovered that without the help of a course book the student was able to retain the main aspects of the information. According to “the forget curve” of Ebbinghaus. Spiro (2015), the studies determined that students can remember information more efficiently from their researches through visualization such as images and videos, rather than from the teacher's explanation alone.

Nowadays, there are several studies which demonstrate that students' attention spans are reduced after some minutes of being in class (Johnstone y Percival, 1976; Burns, 1985), thus, at the end of a session, students can only remember and retain 20% of the information given. (McManaman, 1970). As a consequence, the limitations of the traditional class are clear and the necessity to substitute it with more active methodologies.

3.4. The role of the Teachers and technologies

According to UNESCO (2010), the Technologies of Information and Communication is a tool to complement, enrich and transform education in a virtual way. Flipped Classroom is a new pedagogical model which transfers different learning processes outside class. It facilitates and develops the acquisition process and practice knowledge inside class. (Persky and McLaughlin, 2017)

In recent years this new pedagogical model has been progressively rolled out into classes and these technological changes give new opportunities to teach and to learn. In fact, the FC method may not have developed so extensively without the support of Technology. Thus, it is a new pedagogical approach paired with technology.

The most common way to teach through the Flipped Classroom method is through audiovisual material, for example, posting an educative video with explications of the session which students can watch as many times as they require until they understand or retain the information. Moreover, this methodology can be implemented across all subjects, not only in English class, considering the ACTIC (digital competences of Generalitat).

The juridical Spanish code, in article 2 of section 2 of the Real Decree 1105/2014 reduces the eight competences in foreign languages into one; the linguistic competence. This part justifies the need of traditional teaching renovation, like a didactic methodology as the evaluation process. This innovation is based on active social participation. (Real Decreto 1105, 2014, p. 170). As mentioned before, there are educative projects such as Calvillo (2014) which talk about the learning process of Wesley Baker, who ensures information is available to students before and after class, the peer instruction of Eric Mazur, who is

efficient with the time in class to do activities, and Day and Foley in 2006 who investigate the benefits of the inverse class.

As a consequence, the use of technologies inevitably changes the role of teachers. ICT changes communication between teacher and student. It changes the educative resources available as well as the learning process. The teacher plays another in this virtual surrounding. Thus, the role of teacher changes from the traditional known. Therefore, teachers have to reconsider the physical space of the classroom to accommodate active and more meaningful approaches to learning. Considering the study of Tschannen-Moran and Hoy (2001) at university of Turkey by Kurt, G. (2017) which defined a teacher as responsible of the students' engagement and learning (p. 783). Thus, the results of their research about FC indicated the teachers' effectiveness and behavior management of this methodology (e.g., Gibson & Dembo, 1984; Welch, 1995).

Besides, according to Marc Prensky (2010), it is not about students, but the teachers who are the main guides by incorporating these active learning strategies and being responsible for student engagement in the learning process. "Active learning is an umbrella term for pedagogies focusing on student activity and student engagement in the learning process." (Prince, 2004).

Moreover, the materials should be presented to the students in advance and the content should be taught directly to help students "acquire conceptual understanding and procedural fluency" through constructivist approaches. For that reason, the class time is crucial for the teacher to determine if students have understood, among others, the understanding of a subject. (Hamdan & McKnight, 2013).

Flipped Classroom also has positive effects for teachers during the development of their profession. It increases their need for creativity as well as imagination. Thus, they have to go outside their comfort zone, and it implies a lot of risk but also, new discoveries which can be beneficial tools for educational improvement and change. (Prensky, 2010). Also, teachers have to be able to be more flexible regarding the results; they have to tolerate the "controlled disorder" aptly named by founders of Flipped Learning website.

Furthermore, sharing information and knowledge with students, families and the community permits more involvement from families from the beginning of the learning process of their child and they can participate. (Rupérez, 2014). Also, this kind of methodology of learning increases the interaction between other professors. They have to share the information and knowledge in order to improve the quality of their teaching. Strayer (2007) It would be better if all the videos and useful materials were at everyone's disposal to avoid repetition of topics and to moderate learning, being aware of all the knowledge and the level that their students are at.

The content is intentional as the teacher chooses the content in order to provide direct instruction. Thus, teachers have to be accessible, individually as well as in small groups or class groups. The evaluation will carry out through observation of the theory taking into practice. (Hamdan & McKnight, 2013) In addition, the technology integrated into the flipped classrooms supports individual learning, assisting in the individual learning process by increasing engagement. Indeed, the use of technology in the learning process will provide students with improved contemporary skills in the education System, implementing innovation. (Overmyer, 2014).

Some of the ITC which helps integrate the Flipped model into our educational System are for example; Google Drive, Camtasia, Jing, Sangit, Screener, ShowMe, Prezi, SlideShare, Movenote, Edpuzzle, Kahoot, Educanon, Gmail, Facebook, YouTube, Twitter, Instagram, tools like Blogger, WordPress, Tumblr, or audios like Soundcloud, Audioboom, o Spreaker (Barreras, 2016). Moreover, for instant feedback, teachers can use Gmail, GoogleDocs or platforms such as Blackboard and Moodle, (Hernando y Martínez, 2015).

Furthermore, the use of ICT develops several transversal competences, not only the improvement of communication skills but also interpersonal communication, collaborative and cooperative learning (Bishop and Verleger, 2007) developing creativity and deleting integration barriers. Thus, ICT also promotes an inclusive educational System.

3.5. The flipped classroom methodology in additional language learning

The fact that Flipped Classroom or Inverse Classroom is based on the B-learning model, the material is learned outside the class through the incorporation of ICT in the current educational context, implements the use of the inductive method in order to acquire new knowledge with the fundamentals of constructivism. It means autonomy for students, the increasing of metacognitive skills and collaborative work with the instructions of conductivity. According to Bishop and Verleger (2013), in “The Flipped Classroom: A Survey of the Research, 120th ASSE International Conference and Exposition.”, flipped learning improves students’ verbal communication skills. Due to the fact that the lessons are designed previously in class, the class time takes the maximum capacity of learners combining a variety of activities especially practicing face to face interaction to enhance their communication skills.

Therefore, the sessions in class become more practical and experimental increasing collaborative skills (Bentley, 2016). Furthermore, the class time is inverted in practicing Communicational Skills improving in this way, the use of English language learning in that sense. The fact that the inverse method used in FC allows to the students to be prepared before class time (Musallam, 2011), and gives them opportunity to practice the knowledge acquired with the teacher inside class (Persky and McLaughlin, 2017).

Referring to be prepared before class, it was shown in some studies that it provokes motivation to learn in students. For example, there is a study conducted by Nuñez and Gutierrez (2016), which investigated the level of motivation and satisfaction of the students and their families about Flipped methodology. In addition, pupils said that watching a video before class made them confident and more motivated to be more prepared to come to class, in fact, parents said that they saw their children more interested in learning English.

As far as knowledge of English is concerned, there is an experiment by Ruiz (2016) which studies the motivation in his English classes, his experiment between two classes discovered that students not only were more motivated, but also their marks in SLA reflected a significant improvement. Furthermore, there is a study by Monino (2015),

where he put a program into practice based on High School English Lectures using the FC methodology. For several months he studied different groups of ESO with the FC method and the results were that 75% of the students had better marks and 80% thought that FC was useful to improve vocabulary, pronunciation and comprehension of English. Another man who analyzed two courses with the same content, but one with FC and the other with traditional classes was La Puerta (2016). 80% of students received good results in English with the FC, as opposed to the 25% who received traditional teaching.

The systematic process of speaking, listening and understanding feed directly from communication skills. Most people are born with the ability to talk but we have to learn to speak well in order to communicate effectively. It is something that one can improve through the practice of speaking and listening, understanding the non-verbal communication. That fact only occurs when one can observe the behavior perceived from other people. For that reason, the practice of various methods, such as class discussions in teamwork with decision-making can be effective in developing communication skills.

According to Prince (2004) active learning is described as any instructional method that engages students in the learning process, they became more active and motivated to speak in class. This active learning is based on the interaction between students, debating knowledge which has previously been studied. Thus, this structured interaction encourages learners to go out with their comfort zone and therefore, forced to expand the oral communication, pronunciation, grammar implementation and listening comprehension. For that reason, the participative learning of the student with autonomous interaction in listening and oral practice (Lage et., 200) can improve and develop the communication skills of English language. (Rivers & Temperley, 1978)

The definitive role of the student is to learn by discovery; being the teacher is being a guide in their learning process, a person who helps, observes and deepens the learning of communication skills. As mentioned previously, it promotes autonomy, responsibility and organization of the student's themselves. However, schools which promote this educational method have had to be proactive, innovative, and open minded in the latest pedagogical and ICT methodologies. Moreover, teachers should be informed and taught about new technologies and current theories within the whole system of education.

Theoretical explanations developed at home through different technological methods allow students to adapt at different rhythms and pace of learning. That procedure involves two transversal competences of Generalitat JULIOL 2008, inside the interpersonal communication and collaborative dimension. It allows students to participate in group activities using ICT which promotes collaborative work, such as sharing virtual publications and practicing speaking skills in the English language outside of the classroom.

Precisely, there is a study in Malaysia by Farina NozakiahTazijan, Sakina Sofia Baharom and Azianura Hani Shaari called “Building communication skills through Flipped Classroom”. This paper discusses the use of flipped learning as a method to teach communication skills among a group of ESL learners. 75 students were the object of the study, analyzing the effectiveness of FC method in communication skills was the goal. Findings indicated that flipped teaching enhanced, as a direct consequence, the active learning. The evaluation of the experiment was based on presentation skills and oral discussion activities between students; thus, this kind of active learning implies an improvement in verbal communication.

3.6. What are the benefits of flipping the classroom?

These principles of constructivism, which rest upon this Flipped Classroom methodology, can be contributed to a rise of disengagement in the learning process. If the students are the protagonist of their pace of learning, it can produce a setback effect in their educational evolution, because if it depends on the motivation of the student, not all students are going to be equally motivated to learn and at the same pace, and the impact can be a step back in the educational system. For that reason, all the studies founded explain the pros and the cons of this methodology.

The active learning that a Flipped Classroom permits inside the class encourages the exploration and the application of new ideas. It is clear that this participation promotes the critical thinking which allows students to become imaginative and creative people.

The use of this technological way of learning has the following benefits in the educational system for students. FC allows more attention to diversity. According to the teacher Raul Santiago Campion, FC allows more flexible and personalized teaching. The teaching is adapted to the pace and needs of the students, providing appropriate information and support to then go in-depth and explore addressing their challenges. (Casey & Wilson, 2005). Due to the fact that it permits students to come back to the information, they have access to the content provided by teacher at any time; the knowledge can be more successfully retained, such as we can see in the case study in Hungary (2016), where one of the benefits of an asynchronous learning environment is that it permits students to learn at their own speed. Thus, according to Mazur (2009), Westerman (2014) and Hutchings & Quinney (2015) the learning is deeper and more significant. In addition, in the study of Kurt (2017), mentioned before in my paper, finds a significant efficacy of the flipped classroom method on improving students' academic achievement (e.g., Davies et al., 2013; McLaughlin et al., 2014; Marcey & Brint, 2012). Moreover, the fact that they can watch the videos any time they want as many times as they need confirms the findings of McLaughlin et al. (2014), Strayer (2009), and Rowe, Frantz and Bozalek (2013).

In addition, the students reinforce their autonomy and responsibility. (Overmyer, 2012). The student's role is fundamental for their own learning. The role and the participation of students becomes the real learning process (Freire, 2009). One has to be more involved in order to achieve a good understanding which develops more skills for handling of information. For instance, there are some studies which demonstrate a considerable impact on learning effectiveness: *"in one survey of 453 teachers who flipped their classrooms, 67 percent reported increased test scores, with particular benefits for students in advanced placement classes and students with special needs; 80 percent reported improved student attitudes; and 99 percent said they would flip their classrooms again next year (Flipped Learning Network, 2012)"*. (Goodwin-Miller 2013)

There is a collaborative learning atmosphere inside the class, which allows for entertaining activities, dynamic and fun classes, even motivated classes. A Learning Culture is created and developed outside the class. It gives the opportunity to engage with significant activities accessible to the students through distinction and retroaction. In addition, the students have the opportunity to instruct themselves in ICT resources and be

in contact constantly with the latest technologies. It is a flexible environment which allows for a better use of technologies, acquiring more digital competences working with it, just as The Generalitat require as one of the transversal competences needed in education.

Also, there is an optimization of teaching time. It means that both teachers and pupils can make the most of their time, avoiding meaningless homework and students therefore, have more time for family, friends and extracurricular activities. (Santiago, 2020) In fact, there is a study case in Spain, in a higher education training cycles of Architecture in Madrid during the course 2013-2014 where the opinions of the students were favorable to the FC method. The possibility of studying through Multiplatform Applications before the final exams was put to the students. The year group was compared to the previous year that had a traditional method of study. The results were that the grades of the students were higher than other training units with traditional methodology. Thus, after the experiment the students were required to complete a questionnaire about their satisfaction of the Flipped Classroom methodology, and the feedback was positive. They liked FC more when comparing it to the traditional method. (Camacho Ortega, 2014).

3.7. What are the limitations of flipping the classroom?

According to the article “*Aprendre I ensenyaren línia*” (Universitat Oberta de Catalunya), Flipped Classroom has some disadvantages and isn’t yet a perfect Learning-Teaching model. Sometime, due to the vast information that is available online, the validity of the contents or the materials available in the networks is questionable and may not be up to date. In addition, there is a possibility of screen addiction which creates anxiety, distraction and other mental disorders that can affect the normal development of the adolescent personality. Moreover, other physical problems could present themselves like sedentary lifestyle, with headaches, exhausted vision.

Moreover, the environment can be distant and indifferent due to the fact that there are no physical references or face to face relationships. Thus, the dialogic interaction can be rigid and with an impersonal dialogue.

In addition, by contrast of a traditional class which has Synchronic learning, Flipped Classroom implements an asynchronous learning method in which one does not have feedback instantly. Therefore, the student has to wait for the arrival of class time for this feedback. However, if the teacher wants to, they can be in contact with their students remotely via email or even WhatsApp nowadays.

Furthermore, it requires a large compromise of responsibility and autonomy from the students and it can vary in each person. Also, if the Flipped Classroom only has theory just with text, not with images or so much information, it can be laden and boring for the student and it can become counter-productive in the Learning-Teaching process. For instance, it can produce discouragement, apathy or indifference in the subject.

In addition, this kind of inverse class requires a lot of devoted time from teachers. It implicates a personal effort greater than the traditional education style. It needs a minimum infrastructure, appropriate equipment, reliable internet connection, antivirus, programs and not all families have the same opportunities or economic levels to have all that is needed for Flipped Classrooms. Also, there can be technical problems with the internet which complicates the learning process.

4. Empirical Study

This section intends to describe the process of my practical research, although it was not completed. Then, it develops into next steps, described as: the location of the study, the methodology, the TOI (Technology of Information) used, the objectives and the procedure of the project which involves; the different population of the study, the dimensions of the instruments, the plan of application and the calendar and time frame.

4.1. Methodology

The methodology used in this dissertation is a mix of Quantitative and Qualitative research, because when the questions are complex, the combination of these two methods allows for a deeper analysis. In this regard, Chen, 2006; Johnson et al., 2006 (cited in Hernández, R., Fernández, C., and Baptista, P., 2010) define this method as such:

“Mixed research methods are the systematic integration of methods quantitative and qualitative in a single study in order to obtain one more “photograph” completed of the phenomenon. These two methods can be joined approaches retain their structures and original procedures. Alternatively, these methods can be adapted, altered or synthesized to conduct the research and deal it with efforts of study.” (p546)

Due to the fact that it is a methodological framework of empirical-analytical type, it describes an external reality at a specific time using questionnaires and interviews. For that reason, when these two methods (quantitative and qualitative) are, it increases the confidence of a faithful, genuine and reliable summary of what has happened during the phenomenon studied.

Besides the research of theory about contextualization and other studies about Flipped Classroom, the teaching-learning process and the importance of FC in communication is also explored. Furthermore, it also combines an action plan for controlling experimental groups in order to find a clearer result from different perspectives from people who are involved in this educational change, such as teachers, students and families.

Furthermore, the study has taken reliability into consideration, which is the quality of information retrieval techniques to ensure that the results obtained are as close as possible to reality. In this way, to demonstrate the rigor of qualitative research, numerous authors have tried to adapt the credibility demands that arise from the paradigm positivist to this type of research. We highlight Guba (1989) as they consider that four concerns have been raised:

As for the value of truth, it refers to the confidence that results extracted in the research are truthful, as qualitative research succeeds through credibility.

In addition, in the study has addressed its neutrality. It means the relationship between the discoveries of the research and the interests of researchers, comes down to the concept of trust, already that objectivity is impossible or even not very desirable, in this

way, what it is all about is that they are the data and interpretations of what they can be confirmed by different means, such as triangulation. In this, they will be in account “triangulation of methods, subjects, moments and triangulation of experts” (Santos Guerra, 1998, p.116).

- The triangulation of methods using multiple techniques to address the same situation, contrasts the emerging differences in the valuation of the reality.
- The triangulation of subjects, which is requested from external staff, formed by the set of parents of students who contrast the information by providing us different points of view. Thus, each person performs different interpretations on the same phenomenon, by which through this triangulation, possible biases are eliminated.
- The triangulation of moments, which allows us to observe whether the educational fact is even when we find it at other times.
- Triangulation by experts, as they are the ones who will contrast the results of our analysis. Thus, triangulation requires us to review the information that we produce, so expert triangulation procedures can serve to add various interpretations to the one already elaborated.

The questionnaire offers closed questions with a selection of an answer as well open questions so that the participant can write what they think about the question. In contrast, the interviewees will collect the contributions of the interviewees and also, if possible, the information in an audio file (recording of the interview). The same questions will be asked as in the questionnaire in order to apply triangulation and increase the reliability of the strategy. The collection of information in the interviews will be gathered using the same language and wording, where possible, for the interviewees to give the maximum reliability.

As far as validity of the results is concerned, it is determined by the usefulness of the information retrieval technique used for the purpose of the research. To ensure this, in depth specifications and its methods are detailed here for better understanding:

- a) Selection of constructs: determination of objectives and formulation of questions related to the deepening of the objectives set.
- b) Review of expert judgment: review by experts, to guide on the perfection of the strategy.

c) Pilot application: application to 5 teachers, intentionally selected, in virtue to a scenario similar to the one to be explored, to give validity to this technique.

A table of specifications will be made below, as it allows the argument that the information collected meets the investigation needs for the objective of the dissertation.

The first questionnaire consists of 15 questions, and the second questionnaire and the interview have 30 questions each. The questions are created with the purpose of answering the 3 objectives of my research. The first 10 questions are to discover if participants understand what the concept of Flipped Classroom is, the subsequent 10 question are to determine if the participants think that Flipped Methodology has benefits, finally, the remaining 10 questions are about the effectiveness of the Flipped Classroom in the development of Communication Skills. Thus, the validity is based on 75 questions which become 100% of the results.

Table 1: Validity			
	Dimension (Objectives:1-2-3)	Items	Total
Questionnaire 1	O1. Knowledge about what a FC is	1-5	(33'33%)
	O2. Benefits of FC methodology	6-10	(33'33%)
	O3. Communication Skills	11-15	(33'33%)
Total			15 (100%)
Questionnaire 2	O1. Knowledge about what a FC is		
	O2. Benefits of FC methodology	11-20	(33'33%)
	O3. Communication Skills	21-30	(33'33%)
Total			30 (100%)
Interview	O1. Knowledge about what a FC is	1-10	(33'33%)
	O2. Benefits of FC methodology	11-20	(33'33%)
	O3. Communication Skills	21-30	(33'33%)
Total			30 (100%)

4.2.Location of the study and participants

Although this study will not be officially conducted, we wanted to select the Singuerlín School in Badalona as the educational centre in which to perform the study.

The school team is made up of, the director, the head of studies and the secretary; in addition, there are non-teaching staff, extracurricular activities staff, official qualified teachers and APA (Association of Parents of Students).

The centre where the study was to be conducted is situated in the town of Badalona and is held in high regard by all types of families due to the quality of education it offers. It is a Catholic educational centre and it has services such as, dining service and extracurricular activities in the afternoon, after regular classes.

Singuerlín was founded 50 years ago and it growing each year with the incorporation of new teaching staff as well as new pupils. The Management Team, on the other hand, has been the same for the past 4 years.

The study is primarily focused on the follow participants; the year group of 1st of ESO, class A and class B, with the roll of 28 and 29 students respectively. The classes are formed of boys and girls between the ages of 12 and 14 years old.

In addition, 10 family members (1 from 10 different students) are selected from volunteers. Furthermore, 5 members of the teaching staff from Singuerlin school who are present in the experiment and who witness of both methodologies and their results, regardless of their teaching speciality will also participate in the questionnaire.

4.3. Instruments used to obtain the information

In order to obtain a broad view of the subject to be studied, four techniques were used to obtain information according depending on the audience: three instruments and a strategy. Firstly, the strategy used in the study will be comparing one class with traditional teaching, named Class A to a class using the Flipped Classroom teaching methods, named Class B. In order to accomplish this, several different materials and instruments need to be used. It will be carried out in two 1 hour sessions. One session to explain the theory and practising through language exercises and the second class will be a mock exam about the Past Simple in order to assess the knowledge acquired.

On one hand, group A will have traditional teaching in class, the teacher will explain the theory of past simple for approximately 25 minutes and then students will complete tasks

on it the remaining time. The two worksheets with the tasks on the Past Simple which will be distributed to the students are included the annexes of my dissertation.

On the other hand, Group B will have the Flipped Classroom experience, which involves delivering the theory to the students through ICT before class with a 10-minute video about the Past Simple. Consequently, students should arrive at class with the theoretical information acquired, then during class time, the teacher facilitates activities, such as the same two worksheets that class A are given, in order to practise the theory, to assess if pupils have understood the past simple and, due to having more time in class, the teacher will apply a practical exercise to establish if the students can implement their knowledge in a real life situation.

4.3.1. The questionnaires

According to (Arribas, 2004, p. 23), *"the questionnaire is an instrument used for the gathering information, designed to be able to quantify and universalize this information and standardize it. Its purpose is to achieve comparability of information."*

Two questionnaires will be used, one distributed before beginning the strategy and another one towards the end of this research with the same questions for the different subjects however, focusing on three different perspectives: the families, the teachers and finally the students. Thus, it allows for a wider reach and a higher number of participating subjects in the study in order to determine what they think, feel and / or act on the subject. Hence these two instruments will determine the opinions of Flipped methodology, before its application and afterwards.

4.3.2. The interview

This kind of instrument is a very useful technical tool in qualitative research. Basically, the interview consists of gathering data through the answers of different individuals when questioned issues relating to FC. Questions were formulated prior to the study and were based on the action plan. Thus, using an interview as an information gathering technique in research allows for a wider perspective of the people who participated as they answer and share their opinions in a more spontaneous manner. The interview will be conducted

after the final questionnaire and it will be used to distinguish any misunderstandings of the participants regarding the two educational methods in order to improve the FC teaching-learning process.

At the end of the experiment, after conducting both the Flipped and traditional methodologies in the two classes, the flipped methodology will then also be used in another class for preparation for their final exam. It will be based on previously learned theory and which will be put into practice in an oral presentation. Due to the relevance of the introduction of new technologies, the exam can be set up through the Kahoot app. Then, in the oral presentation, students can use the ICT of their choice in order to deliver their weekend holidays presentations. This mock exam will establish the knowledge obtained of the Past Simple and allows the teacher to evaluate the students in a holistic context. Moreover, after the experimenting with two teaching methods, it will establish if there are differences in the knowledge acquisition and confidence in applying the knowledge between the students in the FC and the traditional class, and in which aspects there is an improvement, if any. As a result, the mock exam is part of the evaluation process of the subject, it is an instrument of research to obtain data gathering about improvements in English learning, such as grammatical knowledge as well as oral educational learning process.

To clarify the dimensions of TOI, the table below is a representation of the dimensions associated with the strategy used and their instruments.

Table 1: Dimension of TOI			
Benefits of using Flipped Classroom	Strategy/Instruments		Dimension
	Performance	Scene: Group A (Traditional Teaching)	Benefits/Limitations
		Scene: Group B (Flipped Classroom)	Benefits/Limitations
	Questionnaires	Before and after the study	Opinion

	Exam	Kahoot for theory Oral presentation for practice	Differences about Knowledge acquired and communication skills between the two methods.
	Interviews	At the end of the study	Improve FC method

Source of the table: Own elaboration

4.4. Procedure of the project

At the beginning of the process of the project, all the participants will be informed about the procedure of the project. The steps to be followed will be explained, such as the development of the Flipped Classroom in Group B and the traditional teaching in Group A with both being taught the Past Simple tense. The school will know about the requirement of distributing the questionnaires and the conducting of interviews after the strategy has been carried out. It will be explained to the participants that in 15 days completing questionnaires would be required of them with the possibility of being asked for a personal interview depending on their answers in the questionnaires.

Although questions cannot be answered anonymously, the data collected will be confidential and they can only be reviewed by the members of the management team, myself, the director of the school and head of studies. After analysing the answers of the questionnaires, if some results are ambiguous or it is perceived that someone does not understand the basis of a Flipped Classroom, they will be asked in person or by email to have a personal interview.

The interview will be in the Management office with suitable light, with the interviewer and the interviewee sitting in front of each other without any furniture between them. The interview will be based on the questions from the questionnaire that were answered in an ambiguous way to obtain a clearer response. If it is possible, clarification will be offered in order to elucidate the Flipped Classroom method or another relevant question relating to the process will be posed.

4.4.1. Instrument one: Pre-experiment Questionnaire

Firstly, a questionnaire about Flipped Classroom will be distributed to the students. Due to the students being the essential part of this process, it will be interesting to know the reservations that they may previously have had about the innovation of the FC method. In this way, we can be sure that students are on board with the method and they are open-minded to accept changes. An example of an adequate questionnaire is one proposed by Hernando y Martinez, (2015, p.1119) shown in the following image. With this first tool, we can realize if the students are able to form part of our study as a good subject group to obtain realistic and reliable results.

1. ¿Te gusta trabajar en grupo en clase? <input type="checkbox"/> Sí <input type="checkbox"/> No <input type="checkbox"/> Me da igual	4. Estoy dispuesto a dedicar todos los días 30 minutos fuera de la clase a estudiar teoría a través de textos, vídeos, presentaciones, etc. <input type="checkbox"/> Sí <input type="checkbox"/> No <input type="checkbox"/> No lo sé
2. ¿Te gustan las clases de idiomas donde los estudiantes hablan más que el profesor? <input type="checkbox"/> Sí <input type="checkbox"/> No <input type="checkbox"/> Me da igual	5. Estoy dispuesto a participar de forma activa en clase y a trabajar en grupo con mis compañeros <input type="checkbox"/> Sí <input type="checkbox"/> No <input type="checkbox"/> No lo sé
3. ¿Te gustaría estudiar la teoría en casa para dedicar el tiempo de clase a practicar la lengua? <input type="checkbox"/> Sí <input type="checkbox"/> No <input type="checkbox"/> Me da igual	6. ¿Puedes llevar tu ordenador portátil a clase para trabajar con él? <input type="checkbox"/> Sí <input type="checkbox"/> No <input type="checkbox"/> No estoy seguro

Previous questionnaire of willingness to participate in the FC methodology. (Hernando y Martínez, 2015, p.1119).

4.4.2. Strategy: The use of traditional and Flipped methodology in two different classes

Secondly, the strategy of the two different methods used in class will take place. Then in completing the study, a comparison has to be made between the two classes with the two different educational methodologies. The classes are a focused group 1st of ESO, class A and B, which have 28 and 29 students respectively.

Prior to the first session, class B will use an online 10-minute video via an app called Click EDU, which shows a power point explaining the rules of Past Simple with some examples. Students will have to watch the video at home before the first session, therefore, the video will be shared online with them 1 week before the physical class. After that, during the physical hour-long class, the teacher will distribute two worksheets of exercises to be completed in class and finally, they will have a final project to complete. Working in groups of four, their project will consist on practicing Past Simple tenses by role playing a drama of their weekend.

In class A, there is not any material shared prior to the physical class and the theory about the Past Simple will be explained by the teacher during the first session. In the remaining time after the explanation, students will complete the exercises of the same two worksheets which were shared with class B.

In the second class, students will be evaluated through a mock exam consisting of short questions on the grammar rules of the Past Simple, which will take 20 minutes. Following that, in the remaining 40 minutes, they will give an oral presentation in groups of four, detailing their last weekend or their last holiday, using the Past Simple tense.

Thanks to the two different methods used in the two classes, objective 3 of my study will be possible; comparing the benefits between the traditional teaching and the Flipped Class specifically communication skills in English learning.

The following table illustrates, in a more schematic way, how the steps of strategy will be divided. Moreover, it shows how the teacher's role is different in each methodology. During the hour of traditional class, the teacher is more explicative; giving grammar rules and examples of the Past Simple, he/she has to be ready to answer questions about it and has to create a set of tasks to do. Nevertheless, in the class with Flipped methodology, the teacher has to be more organised; the video has to be prepared to be given before class, and then during the hour of the physical class, the most efficient and profitable way to use the time is to use the new skills, therefore, the teacher has to be more dynamic, collaborative, inventive in creating practical sequences, and always guiding of the process.

Table 2: Performance				
	Subjects	Home time	Class Time	Teacher
Group A	1rst ESO 28 students	Homework to do at home after being present in class	1h Theory of Past Simple and grammatical written exercises	-Explain -Give examples -Answer questions -Set the tasks
Group B	1rst ESO 29 students	10 minutes of video about Past Simple	1h Activities in groups Projects Speaking English	-Dynamic -Collaborative -Fun -Inventive -Practical -Guided

Source of the table: Own elaboration

4.4.3. Evaluation exam

After the performance of the two teaching methods, we are going to evaluate the improvement of English language within group A and group B respectively. The assessment will last an hour the day after the experiment. Firstly, we will carry out a mock exam on the theory, using the ICT app Kahoot, composed of 20 questions about the grammar rules of the Past Simple. This portion will last 30 minutes, the remaining 30 minutes of the class will consist of oral presentations about the students' last trip. Thus, the teacher can observe if the students not only have understood the grammar of Past Simple, but also if they are able to use it in a practical context.

The results of this evaluation will be the proof to ascertain whether group B participating in FC has more improvement in English language than group A with a traditional class setting, especially with regards to communication skills.

4.4.4. Instrument two: Post-Strategy Questionnaires

After delivering the lesson to the two different groups in the above teaching styles, and after the mock exam on the past simple given in order to observe the knowledge acquired

is given to group A and B, the second questionnaire will be developed and the interviews organised. The questionnaires will be distributed online due to the ease of delivery of the document to the participant and back to the person analysing the data. Nevertheless, the questionnaire will also be available in a physical paper format as not all participants have access to a computer or the internet. There will be approximately 90 participants. All the involved students (28 and 29 pupils), a minimum of 5 parents for each class (10 families) and the teachers that wish to contribute 2 or 4. The school will provide a computer if it is necessary. Finally, they will be given 15 days to fill out the questionnaire and then results will be collected and compared.

The next table shows how to be shared the second questionnaire

Table 3: Questionnaires		
Criteria	Detail	Justification
Media	Online or paper	Facilitating the majority of people to obtain the most results possible.
Distribution	Individual and personal	Ensuring privacy in order to guarantee honest and accurate results.
Timing	15 days to answer	Giving enough time to answer to give good quality answers, taking into account individual live after school social lives.
Results reception	Online via Google Forms	The results will be handled in a Google database to facilitate data analysis and its comparison.

Source of the table: Own elaboration

4.4.5. Instrument three: Interview

At the end, after the results of the questionnaires are compiled, the physical interviews will be conducted and only to those who, in the questionnaires, answered ambiguously or very opposing views to the rest of the participants. Thus, when interviewing, the size of the subject group will be reduced.

Table 4: Interviews		
Criteria	Detail	Justification
Media	Oral and Face-to-Face	Carried out in person, face-to-face as there will be more personal questions with extended answers. Also, it gives more confidence.
Distribution	-Management office -Individual	Giving privacy in order to guarantee higher degree of honesty, therefore, accurate results.
Timing	10 minutes	Giving enough time to answer calmly.
Results reception	Audio record and notes.	The results will be studied and analysis with the permission of the subject.

Source of the table: Own elaboration

4.5. Calendar of the research

The timing of the research will be done in a flexible way. During the strategy the lessons will be delivered to the two classes, A and B, within the first month, distributing the questionnaires just after the experimental process. Subjects will have 15 days to answer, 5 days will be allowed for the analysis of the data and to select relevant participants for the interviews. The chosen interview participants will be contacted with a choice of day for the interview. As the number of interview participants cannot be predicted beforehand, interviews could all be scheduled on the same day or spread out over several days. If scheduled over various days, participants will be grouped in order to be time efficient. The research can be done in 3 months.

Table 5: Calendar		
Phases	Objectives	Data
Preparation	<ul style="list-style-type: none"> • Determined subject of study • Delimitation of the field of Study • Create and carry out the PowerPoint for Flipped Classroom, the questionnaires and the interviews. 	18/02/20- 14/05/20

Validation	<ul style="list-style-type: none"> • Revise the video of the FC and the questions of the instruments • checking the validation of the material 	14/05/20- 30/05/20
Application	<ul style="list-style-type: none"> • Empiric Analysis • Obtain information 	18/02/20- 14/05/20
Results and Analysis	<ul style="list-style-type: none"> • Interpretation of the information obtained. 	30/05/20- 16/06/20

Source of the table: Own elaboration

4.6. Analysis of the information

The analysis of information is the continuous and interactive process, which as we are immersed, involves a set of manipulations, reflections and checks performed from the information in order to collect the relevant meanings of the same.

Once the analysis process has been developed, we will organise the information collected, transforming it to establish in this way, relationships, interpret and draw conclusions. Thus, this phase of analysis will mainly consist of giving meaning to the information collected, organising the data and discovering the meanings that are hidden through this information. All of this is to be done after the fulfilling the teaching in a FC versus traditional teaching and after observing the behaviours and the results of the practical proof.

Once at the analysis phase, we will find some flexibility in terms of order as it is the next phase in data collection.

a) Data reduction

The large amount of data collected must be reduced in a manner consistent with the objectives of the research itself. This phase must be performed constantly and must collect:

-Separation of units (according to the defined criteria).

-Identification and classification of elements (coding and categorisation).

-Synthesis and grouping (creation of meta categories).

b) Disposition and transformation of data

One can organise and inter-relate the information collected in a way that facilitates the drawing of conclusions.

b) Elaboration and verification of conclusions

This is the process of interpreting the meanings of the study phenomenon. It consists of an initial stage of comparison and contrasting of data and subsequently continues with the search for patrons that rely on the construction of meanings and is finalised with the verification of the conclusions through interrelation and the analyses carried out. For processing information on issues that Google Forms uses to classify it, switching to a post-interview company after a Google Docs document. This program not only allows the organisation, storage and retrieval of data in a much faster way but also allows for the administrations and with the analysis phases which are set out here to be swifter.

The last phase that is developed in our research will be the realisation and dissemination of the report. The report is the story of what is done and in it there are reflections in all decisions that do not have an origin and the results obtained. Its main objective is to be informative, through qualified statements of the results of our research, gaining special relevance in the process, which will be the way others know the process and the results of all our research. Once the interim report has been prepared, it will be delivered to the main participants in our research and returned by the same methods, so comparisons can be made of the different contributions and comments on our interim report and in this way, preparation of the final report can begin (García, Gil and Rodríguez, 1996).

4.7. Proposals to work at the management level

Flipped Classroom as a good model of second language learning process will be implemented in schools. That fact implies a formation of the teaching staff in this regard.

Depending on the results of the research, the Management Team should design proposals which are considered relevant with the intention of implementing this system, as well as applying skills that must be followed by working teachers, students and families respectively.

For instance, training courses can be provided for families and teachers in TIC and CLIL in order to effectively use the Flipped Classroom method. Different educational departments can collaborate with conferences, meetings or seminars related to FC uses in English learning. In this way, teachers will be prepared to teach students in all these aspects knowing how to use functional tools, new techs, apps, and required materials to achieve enhanced learning.

Receiving all the facilities and resources which exist regarding FC in the centre will be an effective process, the FC will, each day, become more tangible, constructive and favoured.

Another important point to be made is being able to give a human response before possible doubts and problems that may arise in relation to these issues. They may keep in mind the diversity of family cases related to the social and economic demographic, in order to facilitate all the tools and information needed.

Only with the FC teaching practice will the results be shown. Thus, we will discern the benefits and the real limitations that FC has in the teaching of English Language with this practical proof realised between class A and B.

5. Conclusions

My dissertation consists of explaining the concept of what a Flipped Classroom is and putting FC into practice through an action project between two classes. Thus, through the creation of FC for group B, which is the experimental group, and the other group, named A, continuing their learning in a traditional class, inevitably, differences will arise.

After the study of different theories some affirmations it can be deduced:

- The methodology of Flipped Classroom learning consists on inverting the teaching-learning tradition within the educational system.
- Technology has a large role in the active learning of the Flipped Classroom methodology. It facilitates and develops the acquisition process concentrated in conceptual comprehension of Eric Mazur's model.
- Flipped Classroom methodology encourages Dewey's idea about students having to be the protagonists of the creation and the selection of the content of their learning. (Strayer, 2012)
- The role of the student is promoting autonomy in learning, responsibility and organisation. It means the increase of metacognitive skills, and collaborative work with the instructions of conductivity. (Overmyer, 2012).
- FC involves students in the learning process through active and cooperative learning in class based on the constructivist approaches becoming more practical and experimental therefore, increasing collaborative skills (Bentley, 2016).
- The participative learning of the student with autonomous interaction in listening and oral practice (Lage et., 2000) can improve and develop communication skills in the English language. (Rivers & Temperley, 1978). Thus, it encourages two transversal competences of Generalitat. JULIOL 2008, inside the interpersonal communication and collaborative dimension.
- The teacher plays another role in this virtual surrounding. This change of the student-centred learning coupled with technology has modified the role of the teacher from a "knowledge provider" to a "knowledge resource" due to self-access to information, the key feature of technology. (Trebbe, 2011).
- Teachers have to be instructed, or given the opportunity to instruct themselves in ICT resources. Moreover, the digital competences of the Generalitat require transversal competence need in education.
- The evaluation will be carried out through observation of the theory when putting it into practice. Thus, class time is crucial for the teacher to determine if students

have understood, among others, the understanding of a subject. (Hamdan & McKnight, 2013).

- This autonomous learning requires the engagement of families to reinforce the improvement of values of their children. (Rupérez, 2014)

This new method of understanding, the process of Teaching-Learning of Flipped Classroom or Inversion Classroom has a lot of benefits for students according to different studies. (Cases of Spain, Hungary and my experiment)

- Better grades and higher attainment. (Hungarian study, 2016)
- Students prefer FC when compared to the traditional method. (Camacho Ortega, 2014).
- FC allows more attention to diversity. The teaching-learning style is more flexible and personalised. (Santiago, 2020)
- FC permits students to go back to the information; thus, one can learn in their own speed.(Mazur 2009; Westermann 2014; Hutchings&Quinney, 2015)
- Some limitations existed such as not having feedback instantly due to the asynchronous learning method.
- The validity of the contents of the information or materials available online can be questionable and may not be up to date.
- In addition, there is a possibility of screen addiction which creates anxiety.
- There can be technical problems with the internet at home which complicates the learning process.

After the experiment, my conclusion consists on reflective observation of the educational system by teachers, children and also the families of those involved. Thus, the results will be based on focus groups, interviews and observations in this field. A variety of different instruments are used, such as questionnaires and interviews, asking the participants opinions about FC methodology, and these drive the possible hypothesis suggested.

As far as the results are concerned, according to Kirkpatrick & Kirkpatrick's (2007) model of evaluation that was chosen, determines the effectiveness of the reaction of the students to the Flipped Classroom received, what students learn by engaging in the

initiative, moreover, if the participants identified any changes between the two methods and the opinions of how FC methodology could be improved.

5.1. Limitations and prospective studies

There are some limitations in my article, not only because of the confinement due to the Covid-19 pandemic, but also for the unique context in which it is based, I am conscious that my study is adapted only in a single context and it would need to be a deeper, more comprehensive study if carried out with more classes, more schools, and even in other countries.

This is a pilot study because it is only based in a specific school, in a specific course, and in only one trimester. It would be interesting to conduct a study like this on a larger scale; across more age groups, in more schools and not only in one country.

There are no doubts that the results of a large study like this will be more reliable and valid. It would be a more useful project in order to improve the objectives of this dissertation. The fact that it would be carried out across a larger quantity of people would be a positive point regarding understanding and being more aware of what a Flipped Classroom consists of. Furthermore, in order to study the benefits of the method and in addition, the beneficial improvements of communication Skills, a larger amount of establishments participating with higher numbers of students would produce more reliable and valid results.

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ANNEX 1. Questionnaire

The following questionnaire forms part of the development of the Flipped Classroom process. It is accepted by the management team of the Singuerlin School. All the beneficial responses that these answers have on the Flipped Classroom model as a good teaching-learning process for English students, will be the subject of study on whether to implement it in the school at a later date.

The questionnaire should take 5 minutes and all the answers will be private. Thank you for your collaboration. Please answer the questions with complete honesty.

Mark only one correct option.

1. Do you think you have understood what a Flipped Classroom consists of?

- Yes, I completely understand it.
- Yes, I further understand the process of FC.
- No, I am not sure if I understand what a FC consists of.

2. The best definition for Flipped Classroom is...?

- An inverse class.
- An app for studying.
- Working on the theory of the subject in class.

3. The role of the families is...?

- To be aware of the homework of their children.
- To do nothing about the studies of their children.
- To do the homework of their children.

4. The role of the teachers is...?

- To upload the Flipped Classroom resources and not give any feedback.
- To give feedback to students constantly.
- To upload the Flipped Classroom resources, guide their students and then practise the theory in class.

5. The role of the student is...?

- To work as a traditional class as always.
- To watch the online video about the FC and then nothing more.
- To prepare work on FC online at home in order to be ready to work in class.

6. Who is the protagonist of Flipped Classroom methodology?

- The Teacher.
- The Student.
- The Family.

7. What material is needed for a FC?

- Book and pencils.
- Blackboard.
- Internet and willingness to learn.

8. Order the steps of FC?

- Practicing, homework and theory.
- Theory and homework.
- Homework, clarifying any doubts on the theory and practising.

9. Do you see a big difference between the FC and a traditional one?

- Yes.
- No.
- I am not sure.

10. What ideas do you add to this method?

11. What is the role of student?

- To be autonomous and participative.
- To work alone and never in groups.
- To do less than in a traditional class.

12. What kind of teacher has to be managing the FC?

- Open-minded, engaged and inventive.
- Detached and unconcerned with their pupils
- Organised, strict and be the focus of the class.

13. What are the benefits for families?

- Being closer to their children's educational journey.
- Having more time.
- None. They have more responsibility and it is a disadvantage.

14. What will the face-to-face class be like after a FC?

- Dynamic, collaborative and practical approach.
- Waste of time.
- A lot of theory and explanations by the teacher.

15. What kind of problems do you think that a FC can have at home?

- Technical problems. (No internet connection)
- None.
- Material problems. (Not having computers or laptops)

16. Do you think FC is more beneficial than a Traditional teaching class?

- Yes.
- No.
- I don't know.

17. Can you perceive a lot of disadvantages in a FC?

- Yes.
- No.
- I don't know.

18. What is more important for the student with FC?

- Putting into practice the theory in a participative class.
- Knowing the theory.
- Doing the homework.

19. What does this FC method improve?

- The autonomous work of the teacher.
- The assimilation of the knowledge acquired by FC online.
- The calligraphy and handwriting of the student.

20. What will children improve the most with FC methodology?

- Working alone.
- Autonomy and communication skills.
- Responsibility.

21. Do you think the English language is used more with a FC?

- Yes, I totally think so.
- Yes, but with the traditional class also.
- No, English language is not used at all.

22. Do you think that you practise more English in a traditional class?

- Yes, it is possible.
- No, there is no time to explain the theory and then practice it.
- Yes, activities can be put in practice for oral communication skills and not only the written grammar.

23. In what aspects of English learning does FC improve the most?

- Grammar.
- Reading.
- Listening and talking.

24. Does a traditional class have a better impact on language practice?

- Yes, students can listen and talk with the teacher in class.
- No, the lesson is to explain the theory which has to be practiced through grammar homework first.
- Yes, students can practise at home.

25. Which communication skills are more important to develop?

- Face-to-face communication (verbal and non-verbal) giving more self-confidence.
- Ability to write clearly and effectively and listening.
- Both the above statements.

26. Communication Skills are more developed in FC or in a traditional class?

- Flipped Classroom.
- Traditional class.
- Both are the same.

27. What could you change in a traditional class in order to further improve English language communication skills?

28. What could you change in the FC method in order to further improve English language communication skills?

29. Do you see a big difference on the impact of FC in contrast to a traditional class?

- Yes.
- No.
- I am not sure.

30. Do you think it is possible to implant this FC in our educational system?

- Yes.
- Yes, but it requires a lot of changes.
- No, it is impossible in our current educational system.

ANNEX 2. Interview

Introduction

Good afternoon (name of the interviewee), thank you very much for coming and talking to me. How are you? Can I offer you something to drink? Is this your family? (Some more personal questions). Is there anything I can do to make you more comfortable?

Explanation

After analyzing the answers to the questionnaires from all the members of the faculty, we noticed that there are some questions that we would like to ask again so that we can talk more about them. They are the same ones that that were asked in the questionnaires but with more of an opportunity for you to give more open, fuller answers.

This interview will last around 20 minutes.

Ask for permission and be grateful

For the interview to proceed, I need to make you aware that we require audio to be recorded; do you have any problems with this? Thanks. Do you have any questions? Has everything that has been explained clear enough? Great, if you're happy with it all we'll get started. I have chosen specific questions for you based on your answers from the questionnaire.

Example of possible questions

- 1. What is your biggest concern about this kind of teaching style?**
- 2. Who do you think gains the most from FC?**
- 3. For you, what are the most interesting parts of FC? Justify your answer.**
- 4. Do you prefer a traditional class in contrast with FC? Justify your answer.**
- 5. What would need to change in order to improve English language learning?**
- 6. What part of FC is most difficult to understand? Explain why.**
- 7. What part of the FC is easiest to understand? Explain why.**
- 8. Is there a specific aspect of FC process that you like and would investigate on your own?**
- 9. Do you want more information about Flipped Classroom methodology?**
- 10. Do you have any relevant questions about it?**

ANNEX 2. Exercises and PowerPoint

SIMPLE PAST

Peter and the wolf



Complete the text with the simple past of the verbs in brackets.

Peter _____ (be) a young boy who _____ (live) in a small village in the Russian countryside. He _____ (not have) father or mother, so he _____ (live) with his grandfather.

The people of the village _____ (ask) Peter to take their sheep to the meadows.

So, early in the morning, he _____ (walk) up the hill with lots of sheep around him. During the day he _____ (look) after the sheep, _____ (count) them, _____ (play) his flute, _____ (climb) up the trees and he _____ (talk) to the sheep but they _____ (not answer) him, of course. So, he _____ (feel) very lonely and bored up there in the mountains.

One day he _____ (have) an idea to try to have some fun. He _____ (decide) to play a trick on the people of the village.

He (cry) _____ for help as loudly as he _____ (can): "Wolf, wolf, please help me!"



Some men and women _____ (get) out of their houses and _____ (run) up the hill to help Peter. But when they _____ (arrive) there, there _____ (be) no wolf at all. Peter _____ (laugh) like crazy at the villagers but they _____ (not be) very pleased with him. And they _____ (go) back home.

Some days later when Peter _____ (be) watching over the sheep in the meadows, a real wolf appeared and attacked the sheep. The boy _____ (try) to fight the wolf but it _____ (become) too dangerous. So Peter _____ (cry) loudly for help again: "Wolf, wolf, please help me!"

But this time nobody _____ (show) up. The people of the village _____ (stay) at home because they _____ (not believe) in Peter anymore.

Poor Peter, nobody _____ (help) him and he _____ (have) to run to the village for help.

That _____ (be) a good lesson he _____ (learn) that day.

PAST SIMPLE WORDSEARCH

Change the regular verb into the past simple:

carry		love		stop	
copy		plan		travel	
dance		play		try	
enjoy		rob		visit	
laugh		smile		watch	
live		stay		work	

Find all the verbs in the past simple form:

E	D	F	X	A	E	D	E	P	P	O	T	S	N	E	D	F	L	P
D	S	T	O	P	R	D	L	O	L	L	A	P	R	D	A	Y	E	D
C	V	M	P	L	A	E	D	B	A	E	D	C	P	E	L	O	L	E
O	I	L	I	V	E	Y	V	A	Y	H	F	X	E	B	E	P	L	Y
P	W	A	T	L	C	H	I	D	E	D	A	N	C	B	K	L	E	A
I	C	A	R	R	E	D	S	O	D	R	O	B	E	O	D	A	S	T
E	A	L	A	R	N	D	I	W	O	R	K	E	D	R	J	N	M	S
D	D	L	S	Y	C	E	T	X	D	A	R	H	E	O	D	N	I	T
T	R	A	V	E	L	L	E	D	D	C	O	O	H	B	E	E	L	O
T	E	M	T	D	E	A	D	E	E	M	W	L	C	E	I	D	T	P
R	G	U	D	E	H	G	U	A	L	A	E	D	T	D	R	F	D	R
A	R	P	E	T	O	S	S	I	E	O	D	G	A	K	R	I	E	D
V	E	L	D	O	L	T	V	K	Y	E	V	O	W	U	A	T	T	C
E	T	A	T	U	D	E	C	N	A	D	A	E	C	S	C	E	A	R
L	E	I	U	E	D	P	L	L	Y	L	T	D	D	S	D	D	S	Y
E	D	E	I	R	T	P	P	E	D	E	N	J	O	Y	E	D	D	E

PAST SIMPLE VERBO TO BE

+



I was
You were
He was
She was
It was
We were
You were
They were

-



I wasn't
You weren't
He wasn't
She wasn't
It wasn't
We weren't
You weren't
They weren't

?



Was I?
Were you?
Was he?
Was she?
Was it?
Were we?
Were you?
Were they?

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Past Simple

Regular Verbs

ending -e +d

change → changed
believe → believed

vowel+consonant

stop → stopP
commit → commitT

ending -y

study → stud +ied
try → tr +ied

Past Simple

PRONUNCIATION

p, f, k, s

looked → lukt
kissed → kisst

b, g, l, m, n, v, z

yelled → jeld
cleaned → klind

-d, -t

ended → end/id/
waited → weit/id/

Past Simple

To Be

Irregulars Verbs

was/were

be → was/were
can → could
do → did
have → had

I → was
you → were
he/she/it → was
we → were