UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
SCHOOL OF EDUCATION AND LANGUAGES
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

"ADVANTAGES AND DISADVANTAGES OF FLIPPED CLASSROOM MODEL TO IMPROVE READING SKILLS FOR FOURTH SEMESTER PINE STUDENTS."

RESEARCH PROJECT

As a prerequisite to obtain a:

BACHELOR´S DEGREE IN PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

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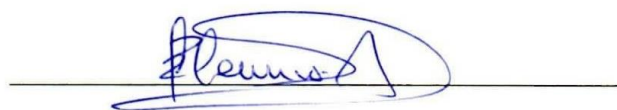
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La Libertad, February 9th, 2023

ADVISOR'S APPROVAL

In my role as Advisor of the research paper and title "ADVANTAGES AND DISADVANTAGES OF FLIPPED CLASSROOM MODEL TO IMPROVE READING SKILLS FOR FOURTH SEMESTER PINE STUDENTS" prepared by Elvia Geomayra Parrales Portilla and Lina Sofía Rivera Torres, undergraduate students of the 8° Semester Major, School of Educational Sciences and Languages at Peninsula of Santa Elena State University, I declare that after oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely,

Lcda. Rosa Elena Niola Sanmartin, MSc.

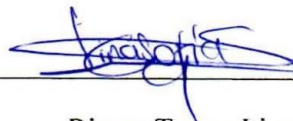**ADVISOR**

La Libertad, February 9th, 2023

STATEMENT OF AUTHORSHIP

We, ELVIA GEOMAYRA PARRALES PORTILLA with ID number 2450412784 and LINA SOFIA RIVERA TORRES with ID number 1006515715 undergraduate student from Universidad Estatal Peninsula de Santa Elena, School of Education Sciences and Languages, as a prerequisite to obtaining a bachelor´s degree in Pedagogy of National and Foreign Languages, in my role as author of the research project "ADVANTAGES AND DISADVANTAGES OF FLIPPED CLASSROOM MODEL TO IMPROVE READING SKILLS FOR FOURTH SEMESTER PINE STUDENTS" certify that this work is of my authorship, except for the quotes and reflections in this research paper.

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DECLARATION

THE CONTENT OF THE FOLLOWING GRADUATION WORK NAMED "ADVANTAGES AND DISADVANTAGESOF FLIPPED CLASSROOM MODEL TO IMPROVE READING SKILLS FOR FOURTH SEMESTER PINE STUDENTS" ISMY RESPONSIBILITY; THE INTELLECTUAL PROPERTY BELONGS TO UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA

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Acknowledgment

Thank God for giving me the life and strength to be at this stage, also thank my parents who have been a fundamental guide to be able to finish this stage of my student life.

I thank the new family that I gained from my partner who were mentors and supported me psychologically, financially, and physically.

And last but not least I thank my baby for having the patience to wait for me when I was busy studying. he has been an unconditional support in this stage.

Elvia Geomayra Parrales Portilla.

To the one who is always by my side, the mentor who made all this possible, and without him nothing has true sense, God. After this brief period of my academic life, he is always with me giving me the wisdom to take better decisions under his light and commands. Thank Father for taking care of me every second of the life that you gave me.

Lina Sofia Rivera Torres.

Dedication

I want to dedicate this research work to my baby boy, who is the engine of my life. he is the person who has come to transform everything and because of him I am always inspired. I want to mention that a child is not an impediment to achieve what one wants, it only depends on oneself.

With love,

Elvia Geomayra Parrales Portilla.

I want to dedicate this thesis to God, for being the one who encourages me to move forward all my days even when it turns hard. Also, I want to dedicate this thesis to my parents, for having patience, loving me, and supporting me; especially to my mom who has been the only one that always believed in me and motivates me to never give up, for giving me her strengths and her unconditional love. To my brothers, for their support even in the distance that separates us and for teaching me that there is nothing that cannot be achieved. Finally, to my best friend who was the one who stayed with me on midnights supporting me in my academic life.

With love,

Lina Sofia Rivera Torres.

Abstract

Developing reading skills could be a challenge for all students acquiring a second language. In this research project, the flip model was studied concerning reading skills. It is generally considered to be student-centered due to its development during class time under the guidance of the teacher; it provides a variety of possibilities in its execution, enabling students to develop autonomy and learn on their own. Nevertheless, there are also disadvantages, such as requiring higher levels of self-discipline, and it is common knowledge that students are self-directed but not as disciplined in some cases. This research project aimed to analyze the flipped classroom as an educational model and its relationship with reading comprehension skills in a natural educational environment with the fourth-semester PINE students. The research was based on the qualitative method using a focus group technique. The research affirmed details of the advantages and disadvantages and mentioned the importance of self-education in students to advance in their educational process.

Keywords: Advantages and disadvantages Flipped classroom model - Reading skills - student-centered.

Resumen

El desarrollo de las destrezas lectoras puede ser un reto para todos los alumnos que adquieren una segunda lengua. En este proyecto de investigación se estudió el modelo de aula invertida en relación con las destrezas lectoras. En general, se considera centrado en el alumno debido a que se desarrolla durante el horario de clase bajo la dirección del profesor; ofrece diversas posibilidades en su ejecución, lo que permite a los alumnos desarrollar la autonomía y aprender por sí mismos. Sin embargo, también presenta desventajas, como exigir mayores niveles de autodisciplina, y es sabido que los alumnos son autodirigidos, pero no tan disciplinados en algunos casos. Este proyecto de investigación tuvo como objetivo analizar el aula invertida como modelo educativo y su relación con las habilidades de comprensión lectora en un ambiente educativo natural con los estudiantes de cuarto semestre del PINE. La investigación se basó en el método cualitativo utilizando la técnica de grupo focal. La investigación afirmó detalles de las ventajas y desventajas y mencionó la importancia de la autoeducación en los estudiantes para avanzar en su proceso educativo.

Palabras clave: Ventajas y desventajas – Modelo de aula invertida - Competencia lectora - Centrado en el estudiante.

Index

TABLES

FIGURES

Introduction

English has become a global tool, and all educational areas today have implemented the learning of this language. Identifying difficulties in learning English as a foreign language for a Spanish speaker is relatively simple because English is a language related to Spanish. In addition, both Spanish and English share the same alphabet, the Roman alphabet, which is an advantage for Spanish speakers when learning English. However, everything is a process that must be carried with time and caution when practicing it.

The researchers were motivated to look for efficient and didactic alternatives that could be useful for teaching and learning in the classroom. Demonstrate the effectiveness of the use of interactive and more autonomous models such as the flipped classroom model helps the student to get out of the monotony and start creating their theories about what they learn daily in class and its adaptation to a versatile lesson plan in which students feel comfortable to learn.

On the other hand, show that there are disadvantages of this model, and is that for the reason of being a more modern model where the protagonist is the student, the student is charged with more responsibility and that is where the student sometimes falls into chaos. As we know, students at university age have so many responsibilities that sometimes they prioritize other activities, and education comes last. Then they need to grasp or receive the information imparted to them, and they decline academically.

In the research conducted, students reported that the flipped classroom model caused them discomfort and that they felt that they had more doubts than usual in class instead of improving their writing skills. These opinions were collected through a focus group whose objective was analyze the flipped classroom as an educational model and its relationship with

reading comprehension skills implemented and improved in a class so that students can adequately develop the ability to read without so much complexity, this project aims to analyze the advantages and disadvantages of using reading materials in class.

This project aims to analyze the flipped classroom model's advantages and disadvantages in improving students' reading skills in the fourth semester of the Pedagogy of National and Foreign Languages major at the Peninsula Santa Elena State University. In addition, this thesis is divided into five chapters with the following information:

Chapter I: The Problem, this section describes the problem statement, objectives of the research, the research questions, and justification.

Chapter II: Theoretical Framework, this section includes background, pedagogical basis, theoretical basis, legal basis, and the variables of the study.

Chapter III: Methodological Framework, this part explains the method applied in the research, type of research, instruments, data collection processing and resources, and the population and sample.

Chapter IV: Analysis of Findings, his section describes the interpretation of data from focus group, the analysis and discussion of focus group within the correlation of the bibliographic review from chapter II.

Chapter V: Reflections of the Study, in this section the authors mentioned the findings related to the objectives of the project, how was the experience during the research process, and all the perks and challenges during the process of this research.

Chapter I

The problem

1.1 Research Topic

Teaching methods and Reading Skills

1.2 Research Title

Advantages and Disadvantages of Flipped Classroom Model to Improve Reading Skills for Fourth Semester PINE Students.

1.3 Problem Statement

The flipped classroom model is an innovative model that has significantly changed education. For example, students are more interested in classes and do deep research. In this research project, the advantages, and disadvantages of the flipped classroom model in the educational area are shown, taking as a sample student of the PINE career.

According to Oeamoum & Sriwichai (2020) in their article "Problems and Needs in English Language Teaching from the Viewpoints of Preservice English Teachers in Thailand" mentions that the problems and needs related to the teaching methods are the need for more English specialists in the educational area, the lack of suitable courses, and the lack of innovative teaching techniques. Teachers use uninteresting teaching techniques, decreasing the student's attention.

In recent years, a new learning model has been implemented. The learning model known as the flipped classroom is one of the developing ideas for enhancing the reading skills of students. In addition, "the general definition is that a flipped or inverted classroom delivers instructional content outside of the classroom and it moves activities that were traditionally considered

homework into the classroom*"* (A. Gerber, 2021). This model has been implemented in the educational field in recent years due to increased internet access and computer technology.

It is important to know that one of the features is that "Flipped classroom improves student satisfaction in majority of the studies" (Vanka A, 2020, págs. 213-226) that is to say, the flipped classroom transmits another perspective about education, and this helps students to feel comfortable with the educational environment that surrounds them. The flipped classroom model can also induce new information or clarify some activities.

As a result, positive advances have been obtained in the students, one positive effect being increased academic performance. The studies about this method point to the effectiveness of moving the lecture to the homework to save time and one-on-one work for the classroom experience, which also, makes the lecture model more interesting and productive. Implementing a flipped classroom enable more focused teaching and learning. In most flipped classrooms, the effectiveness of the in-class activities depends heavily on the extent to which students come to class having completed the out-of-class assignments (Shukla y otros, 2019).

However, innovating with learning models also has its consequences. According to Aqqal et. al (2017) "enabling and using flipped learning is a complicated task, not a straightforward goal that can be simply achieved through a combination of face-to-face and online activities" In this method, usually, the students are expected to do their research according to the topic of the class to obtain quality time with the student and develop tasks together with the guide (teacher) explaining in detail the instructions of the activity to be performed. This learning model requires more resources than the traditional model—For example, an internet connection inside the classroom.

It has been shown that the change to inverted classes has brought benefits to students in the learning process, achieving acceptance by teachers and students, and increasing reliability in the classroom. It is mentioned in the research that changes in the educational area are especially important for the development of student learning. An inverted classroom provides the opportunity to show students another perspective of learning according to their level and offers comfort for proper academic development, making known its benefits and the challenges that may arise during the process (Strelan, 2020).

Education has always been an enormous research topic, the challenges teachers and students face daily, and the new ways of adaptation it implies. It is crucial as professionals use efficient strategies and methods that allow both parties to complete the transfer of multidirectional knowledge successfully. Modern society requests upgrading the teacher training procedure; the educational field needs to innovate strategies to engage and encourage students to develop their potential through practical learning (Shandruk, 2017).

In this study, each positive and negative aspect will be detailed, showing the advantages and disadvantages of an inverted classroom and its characteristics to improve the educational environment with innovative strategies.

1.4 Problem Question

1.4.1   General Question

How does the flipped classroom model influence the development of reading comprehension skills in students of the fourth semester of pedagogy of national and foreign languages?

1.4.2 Specific Questions

- How can the use of the flipped classroom model enhance the development of reading comprehension skills in 4th semester students of Pedagogy of national and foreign languages?

- What is needed to improve the reading skill using the flipped classroom as a teaching-learning model?

- What are the advantages and disadvantages of flipped classroom model to develop reading comprehension?

1.5 Objectives

1.5.1 General Objective

To analyze the flipped classroom as an educational model and its relationship with reading comprehension skills in a natural educational environment with the fourth semester PINE students.

1.5.2 Specific Objective

- To identify information about the flipped classroom model to develop reading proficiency in higher education.

- To analyze whether the flipped classroom model brings positive or negative aspects in improving the reading proficiency of fourth-semester PINE students.

- To describe the experiences of fourth-semester PINE student with the flipped classroom model and the development of reading skill.

1.6 Justification

Flipped learning generally denotes instructional training where lecture content is assigned online for study before classroom teaching and in-class training. An advantage of this method is

its approach to student-centered learning, which emphasizes active learning to engage the student in deep learning; it implies that students are at the focus of the learning practice. Also, it focuses on individual choices' interest in student flexibility and independence. It brings excellent personal consequences such as responsibility and dynamic engagement that led the students to fulfill knowledge; Implementing new pedagogical and educational strategies can increase students' creative and cognitive development to improve their learning process. However, involving these techniques currently requires effort from teachers and students to obtain good results, although, in the process, there are challenges to implementing this technique.

Educationally changes involve innovating the school environment in which students' behavior and stages are developed. Therefore, students should be encouraged to follow these guidelines to make a change in education and avoid monotony in the classroom, thus achieving students capable of creating stability in any school environment. This research project is focused on fourth semester students of the PINE career to analyze through a focus group the experience of students using the flipped model: the methodology for this research is qualitative research.

This research can contribute by informing teachers, students and even parents about the flip classroom learning model, its advantages, and disadvantages in a real educational environment, since it analyzes the benefits obtained through this model such as the flip classroom, as well as the disadvantages that can affect the academic performance of students. It is important to note that in the teaching process, teachers use strategies to improve their educational environment and perceive students more comfortable, so this study provides a different option forteaching and learning.

Chapter II

Theoretical Framework

2.1. Background

Around the world, there are many students who have been exposed to acquiring and retaining problems in learning English as a second language. In addition, it is known that students learn languages with different learning styles.

However, neglect in the learning process is considered a weakness because the lack of educational resources impedes educational progress. Therefore, educators need help with the problems and disadvantages of students in the classroom in order to develop the four skills of the language: writing, speaking, reading, and listening.

Flipped model is not a new learning model. i.e., there are already articles, theses and books that can reinforce this research. some of the most relevant are the following ones:

Firstly, in "A flipped classroom model in higher education: a review of the evidence across disciplines" Hosam Al-Samarraie, Aizat Shamsuddin and Ahmed Ibrahim Alzahrani, Ahmed (2020) mentions that based on this research, the use of flipped classroom as a model promotes student engagement, metacognition, and attitude, performance, comprehension, and achievement. Furthermore, the flipped classroom model has traced changes over time. One of them is students' academic performance, which has caused positive expectations, encouraging the application of this educational model.

Secondly, in this article "Flipped classroom in the second decade of the Millenia: a Bibliometrics analysis with Lotka's law*"* This research focuses on the approaches, strategies, and perceived effectiveness of practitioners and students, with relatively less attention to the author's

contribution. The flipped classroom model positively affects students, such as time with the teacher. It will help students to have quality time with the teacher and clarify their doubts regarding the daily class. It is crucial to keep in mind that having the attention of students in class has been a challenge today, the new technologies, for example, the technological equipment today thing, therefore, education is forced to be updated to relate to these technological means and thus have the attention of students, and they can grasp the information that is imparted to them (Ahmi & Kushairi, 2021).

Thirdly, this study "The flipped classroom: Improving critical thinking for critical reading of EFL learners in higher education" The article implies that critical thinking for critical reading skills needs an adequate teaching and learning support environment that allows students to have self-study before class to develop flipped classrooms with critical thinking skills in reading effectively. It is essential to mention that students should be predisposed to study. This article mentions the ideal environment for students to develop their reading skills adequately and highlight their achievements with their own opinions (Yulian, 2021).

In addition, this study "Flipped learning design in EFL classrooms: implementing self-regulated learning strategies to develop language skills" It has examined the development of students' language skills in a flipped English foreign language course designed with self-regulated learning strategies. As a result, it was concluded that self-regulated learning strategies positively affected the development of language skills in the flipped classroom model. However, as it is known, there are also disadvantages in this model, such as the flipped classroom model, and for this reason, the research shows these qualities to know and learn from the learning models. Furthermore, it is essential to note the close relationship that the flipped classroom model has with

reading ability since it is possible to know new educational alternatives for improving the teaching-learning process (Öztürk & Çakıroğlu, 2021).

Finally, "The Impact of the Flipped Classroom Model on Students' Academic Achievement" Based on their research, they found positive aspects of the FC model that show us the reality of the educational environment. For example, a positive aspect was coming to class prepared and doing homework in class, so students did not have to do it at home. On the other hand, the also found problems in this model, which are shown as disadvantages in the research; however, they are classified into three main sections: Motivation, Content, and Learning (Cabı, 2018). These sections are important to mention because the research conducted has a relationship, the flipped classroom model motivates the student with its innovative way of transmitting education, the content is vital to have to transmit quality education to students, and learning is seen with the results that will be obtained after the educational process.

As a whole, all the titles mentioned above are somehow related to the main objectives of this research project: to analyze information about the flipped model to develop reading proficiency in higher education and to make known that the flipped classroom model gives positive or negative aspects in improving the reading proficiency of the 4th-semester PINE student. In addition, they also provide essential data to carry out this project in a better way. The results will be detailed to determine the flipped classroom model's effectiveness.

2.2. Pedagogical basis

2.2.1. Language Teaching Approaches to Second Language Acquisition

Teaching a foreign language involves essential aspects such as theories. Second language acquisition theories offer many features that students can learn and then put into practice in their academic performance. Also, according to their student's needs, teachers can use new learning

models, such as flipped classrooms with correct theories, to conduct a teaching process more comfortably and according to their educational environment. Teachers have hard work that involves control of the educational environment; this influences the teacher to have basic knowledge of theories based on the teaching-learning process to bring a healthy environment where the student can feel comfortable.

These theories focus on how the flipped classroom should be implemented and show their usefulness for developing this research project.

2.2.2. Humanistic

Humanistic psychology is a perspective that emphasizes looking at the whole person, and the uniqueness of everyone. It is important to know for academic development.

K D. C., (2021) reveals based on a study that teachers and learning materials developers use the humanistic approach to promote the materials and their classes to fit the needs and preferences of their students in order to facilitate the teaching process and the correct adaptation of new pedagogical models, e.g., flipped classroom model.

Aung, (2020) in his research, aimed to discover the relationship between the humanistic approach and education. This research is fundamental to understanding the close connection between delineating the person's education and moral sensitivity and investigating individual inheritance. Taking into account that it must be involved with the learning model.

2.2.3. Cognitivism

In relation is the cognitive process. It is stated as a progressive reorganization of mental processes resulting from the individual's biological maturation together with his or her environmental   experience.

Lobo L, (2019) mentions that Perceptual learning, according to the classical cognitivist view, is based on the enrichment of passively received stimuli, i.e. the knowledge that is imparted to students before a class can naturally be received passively and correctly, so that a linear operation can be represented on the sensations that leads to a representation of the original information.

José G. Vargas-Hernandez (2022) researched about meaningful learning that is involved with the flipped model classroom and mentions that students have more freedom and confidence to find their own answers to their questions and develop their own knowledge that will not only serve them in the educational area but will also help them in their practical life.

2.2.4. Constructivism

One of the founders of constructivism, Vygotsky, associates the cognitive intellectual as the result of a reciprocal interaction between individuals and society and how society shapes the individual. Constructivism is based on the construction of knowledge based on their experiences in the educational area.

Saif Husam Mohammed (2020) mentions that constructivism can be defined as a teaching style where the student is the priority and is in charge of self-education and understands the role that has for his proper acquisition of knowledge in education. It also mentions the role of the teacher as a mediator of the teachings given in the classroom and as a guide in the process.

Silalahi S, Zainal A and Sagala G (2022) mention in this article, that they believe that the learning process can be based on instructional design, i.e. that through instructions the learner can develop freely and act individually according to his or her mediator, and also mentions the commitment of the learners to achieve valuable knowledge and skills.

2.3. Theoretical basis

2.3.1. Flipped Classroom Model

One of the differences of the flipped classroom model with the traditional method according to Sair, Ajmal F and Hafeez M (2021), using the flipped classroom model, time is gained. That is, students receive the initial learning material at home, and when they arrive at class, the time is used to carry out the activities with their classmates, achieving cooperative learning; it is the opposite of a traditional classroom, but despite that, it is very significant the changes in education that have been achieved.

The Effect of Implementing Flipped Classroom a study was carried out to report the effect of implementing the flipped classroom model, according to Arash Hashemifardnia et. al (2018) investigated through a practical experiment, where they separated the students into 2 groups: an experimental and a control group; obviously the experimental group was the one to whom the flipped classroom model was going to be used. The results revealed that the experimental group outperformed the control group. It should be noted that the tests were based on reading skills and the students were selected for these activities.

The flipped classroom: Improving critical reading based on Yulian R (2021) the results showed that the flipped classroom model helped to improve students' critical thinking in different aspects such as: accuracy, clarity, precision, depth, relevance and logic. The students were positive about the flipped classroom model because they were able to deal with the knowledge prior to the class, which gave them confidence. This study implies that critical thinking for critical reading skills needs a supportive teaching and learning environment that can allow students to have self-study   prior   to   class.

2.3.2. Reading Skill

(Eppley, 2019) defends the importance of reading with awareness and taking adequate time to interpret what is going to be read, he also mentions the time needed to read carefully and mentions that the place where this skill, which is reading, is developed must be adequate for its comprehension. that is to say, in the reading skill there are factors that must be taken into account such as time and space.

Review of the importance of technological pedagogical content knowledge in teaching reading skills, according to (M S. M., 2020) reading is an important skill like the other skills of listening, speaking and writing. this skill is able to improve motivation for learning, as well as linguistic competence. Although reading is an important skill capable of enhancing motivation for learning as well as language proficiency, the approach to teaching this skill is always far behind the interactive and effective movement.

2.3.3. Reading Comprehension Skills through a flipped classroom

A study found that the flipped classroom model effectively developed students' reading comprehension skills, according to Samiei F & Ebadi S (2021) (Ebadi & Samiei, 2021) the results of the study is the students' attitudes towards the flipped classroom model were also surveyed and it was revealed that the students had a positive attitude towards the effectiveness of this innovative model. finally, this model was recognized as an efficient and effective alternative.

In simple terms, in this research for Manoharan C & Birundha S (2019) (S, 2019), our fundamental pillars were unveiled to implement the flipped classroom model: Flexible environment, learning culture, intentional content and professional educators. Flipped classroom is a new model of learning that requires a pre didactic material so that students can analyze the

video and then gain time with the teacher in case they have doubts in class or to solve any inconvenience.

2.4. Legal basis

The articles mentioned above highlight the importance of education for every human being, as well as emphasize innovation in education.

This research project is supported by the following legal regulations: the Constitution of the Republic of Ecuador (2008) and the Organic law of Intercultural Education (LOEI). The states the following according to current standards: title II; rights: fifth section; education. Which states in art.27 of the Republic's Constitution stipulates that "education shall be human-centered and ensure the holistic development of the human being".

The Organic Law of Intercultural Education (LOIE) highlight important article:

Article 2, B; Education for change: "Education is an instrument for the transformation of society" following the outcomes of education section "n" presents the following:

Learning Community: Education has among its concepts the one that recognizes society as a learning entity. Society, as an entity that learns and teaches, is based on the learning community between teachers and learners, which is between teachers and students, considered as spaces for social and intercultural dialogue and exchange of learning and knowledge.

2.5 Variables of the study

According to Bhandari, dependent and independent variables are necessary to conduct research project, since they provide the relation between cause and effect (2022). Bearing this in mind; independent variables is the cause, whereas the dependent variable is the effect.

2.5.1. Dependent Variable

Can F & Biçer N (2021) **say** that reading is a process of interaction in which the reader is actively producing meanings through a set of mental processes. there is a relationship between the reader and the text is a union, which leads to an interaction to form clear concepts or ideas based on something that is in context. this is how reading is conducted, that is its purpose.

2.5.2. Independent Variable

For years we have been familiar with the traditional model of teaching, but according to Hosam Al-Samarraie, Aizat Shamsuddin and Ahmed Ibrahim Alzahrani (2020) a recent movement to integrate the flipped classroom model into higher education has resulted in significant changes that have altered teaching and learning practices. this study found that the use of the flipped classroom model in a variety of disciplines promotes student engagement, metacognition, and metacognition. attitude, achievement, performance, comprehension, and attainment, as well as other learning outcomes.

Chapter III

Methodological Framework

This chapter presents a description of the method to be applied for this study, the type of research, the data collection technique, the instrument, and the sample to analyze the information collected and show the results.

3.1. Methods

Qualitative methodology

The present research is based on the qualitative method "Qualitative research gathers participants' experiences, perceptions, and behavior. It answers the how and why instead of how many or how much." (Tenny y otros, 2022)

According to Adedoyin "the qualitative research in particular deals with gatheringand interpretation of non-numerical data for the purpose of understanding human and social environment" (Adedoyin, 2020); evidently, the qualitative research is used to understand and explain the different opinions, behavior and characteristics of a specific group.

Qualitative method, according to Loraine Busetto, Wolfgang Wick, and Christoph Gumbinger (2020) in this investigation researchers pre-define which types of participants or cases they need to include so as to cover all variations that are expected to be of relevance, based on the literature, previous experience or theory. The application of this methodology pretends to describe as accurately as possible all the variations in the research.

3.2. Type of Research

Phenomenological study

Phenomenological studies propose the rate of taking compound data through multiple perceptions using designs and processes it may involve the participation of several contestants and a varietyof data collection and procedures such as focus groups (McInally & Gray-Brunton, 2021).

The phenomenological study is closely related to the understanding and explanation of preceding experiences about the specific case of study. According to (Aslan, 2020), the aim of phenomenological research is to obtain insight into the living worlds of the participants in the research and to reveal the personal meanings through which they have structured their experiences. In this research project, the phenomenological research outline was used in order to examine the opinions of the students from fourth semester of PINE exploring into their experiences and the outcomes of reading skills through the application of flip method.

The phenomenological research methodology is associated with some approaches that, in turn, are applied to single cases or to the deliberate samples that are selected. With such individual studies, it is easier to identify issues that show discrepancies, failures, favorable inferences, and attention to distinct situations while conducting management research (Groenewald, 2004, as cited in Greening, 2019, page 87).

3.3. Data Collection Techniques

Focus groups on itself is a methodology that generates ethical challenges that do not fully correspond to any interview already planned and sometimes do not correspond to individual interviews. The objective of focus groups is to gather confidential information from groups of people who discuss a topic and come up with their best answer and then share it with the group (Sim & Waterfield, 2019).

Nowadays focus groups have attracted a lot of attention, not only for research but also widely in the educational system. Therefore, focus groups allow participants to tell their own stories, express their feelings along with valid opinions of their judgment regarding the research topic, all depending on the organization of the researcher (Adler y otros, 2019).

Focus group meetings should be carefully planned and conducted with precision and sensitivity. The results obtained through the meetings should be analyzed with adequate time to interpret the responses correctly and to obtain good results (Adler y otros, 2019).

3.4. Instruments

The instrument of this project is a focused interview with a group of students. An interview is understood as a conversational modality aimed at achieving specific objectives. During the interview, the interviewer asks and formulates a series of questions directed to the sample population, through these pre-selected individuals it is anticipated to obtain intelligible answers that assist the researcher to have a clearer vision of the project. 30 (Georgescu, 2021) Thus, the interview is required as sociological field research based on the experience of the students.

Implement questionnaires based on the topic is a helpful tool to improve the content of the research, there is the difficulty of creating good designs of questionnaires, but this depends only on the needs of the project (Mahapatra y otros, 2020). The characteristics to develop a questionnaire vary on the accomplishments that each researcher want to reach, however, here are some general characteristics are, avoid using technical or colloquial language unless the sample study requires it, the questionnaire is better develop using neutral language in the questions.

After a correct use of the already designed questionnaire, it will be possible to measure correctly what is intended in the research, offering in detail reliable results of the study. It is

important to mention that validity and reliability have been related as important sources to measure the precision and coherence of some research instrument.

Questionnaires are very helpful tools and their use is the most common, as they evaluate different aspects of the planned research, chose the right questionnaire for the research is a challenge, but with the respective modifications, a correct data collection can be achieved (Bahaadinbeigy & Hajesmaeel-Gohari, 2021).

The questions should be clear and simple, but at the same time encourage discussion among the participants. In this sense, it constitutes a guide or script for the moderator. In total were eight questions selected for the purpose of this research which led the project develop the objectives and answer the problem questions. The questionnaire is made up of 8 open-ended questions based on the topic of the research carried out, which is aimed at 4th semester students of the Pedagogy of National and Foreign Languages major.

3.5. Data Collection Processing and Resources

Table 1

Data collection information

Basic Questions	Explanation
What?	With the purpose of obtain the data, a focus group.
	interview was applied
Where?	At UPSE, fourth-semester-two students, Pedagogy of National and Foreign Languages
When?	January 5th, 2023
How?	Questionnaire, opened-ended questions

For what?	in order to identify the perspectives of the students about how they improve their reading skills through flip method to describe the previous experiences they have facing.

Note: the table shows the questions that will be used as an opening to collect the information for the research work.

Sample

To develop this research study, the students of PINE from the Fourth-semester, course 2 were taken as a representative sample for this research project, in total were population: 28 students of Pedagogy of National and Foreign Languages at Universidad Estatal Peninsula de Santa Elena academic period 2022-2, Sample: 9 students 4 women and 5 men. The participants were selected due to their common characteristics. For example, interest in learning English, average age that might influence motivation to develop reading skills, helps to identify patterns and perceptions with the development of the research. The focus group is usually conducted among 9 students to obtain information on a particular topic.

Table 2

Sample

Staff	Population	Sample
PINE 4/2	28	9

Note: this table shows the sample to be used for data collection.

Chapter IV

Analysis Findings

This section includes the interpretation of the data obtained from the focus group, it common words on the answers, the discussion of the responses among the students and its relation between the bibliographic review found in the chapter II.

4.1. Interpretation of data from the focus group

To begin with, it is significant to mention that to obtain better and more accurate results; the focus group was accomplished with the fourth-semesters students of PINE in 2022-2 period. All the results and interpretations of the eight open questions are explained below.

Figure 1

Question 1: How would you describe the flipped classroom model as strategy to improve a reading skill?

Note: This figure shows that the word most used by the interviewees based on the question was "read": nevertheless, there are more words that the interviewees frequently used, such as "can" and "student".

Most of the students agreed that the flipped classroom model is effective as strategy to improve reading skills. In the responses it is mentioned important characteristics of the flipped classroom such as: understanding between teacher and student, student participation, more active classes, student preparation before each class and exercises their reading skills. All of this leads to a good educational development that motivates students to enhance reading skills.

Figure 2

Question 2: The flipped classroom model is a model where students do the activities in class and research at home. According to you, how does the flipped method help you to reach the goal of reading comprehension?
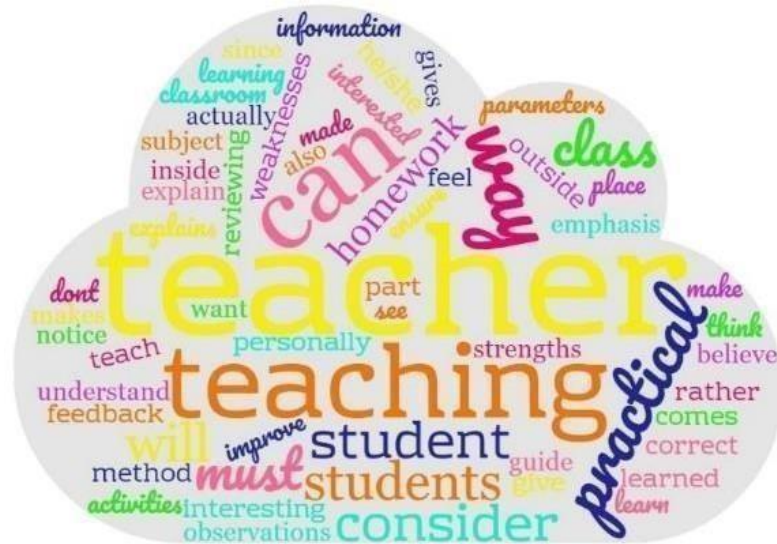

Note: This figure shows that the word most used by the interviewees based on the question was "reading": nevertheless, there are more words that the interviewees frequently used, such as "can" and "subject."

Some responses obtained said that with the flipped classroom model the student has the autonomous work of researching and trying to understand the topic on their own before the class. Some of them do not agree with the idea of research before starting the class. On the other hand, in some responses it is mentioned that sharing with all classmates the information that each one had already search about the lesson of the day helped to understand better the class and thus participate   more   with   the   teacher.

Figure 3

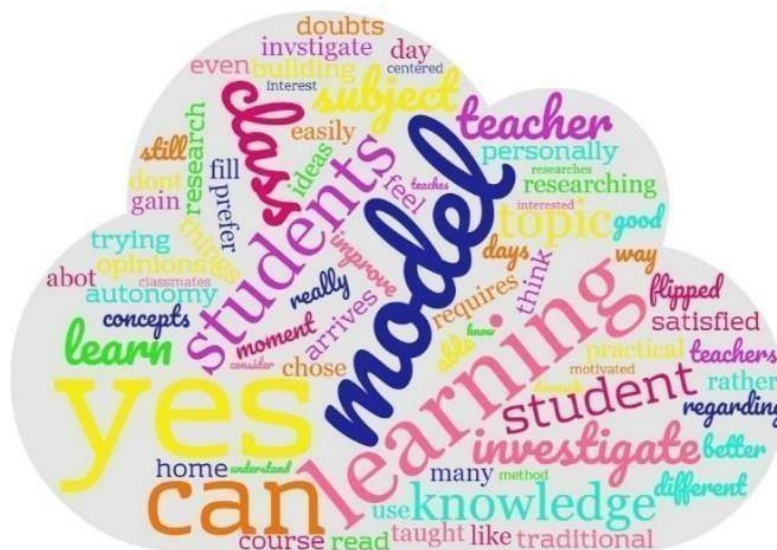*Question 3: How does the flipped classroom model changes the way you learn?*

Note: This figure shows that the word most used by the interviewees based on the question was "helps": nevertheless, there are more words that the interviewees frequently used, such as "way" and "model."

Most of the responses obtained agrees that the flipped classroom model changed their way of learning in a positive way, improving reading comprehension, building their own educational criteria, changing their approach to learning, improving the preparation of each class and increasing class participation, resulting in a more active class where everyone participate. Also, it is mentioned that it has influence on the way of thinking, as well as begin to look for new educational alternatives for learning and have increased academic responsibility.

Figure 4

Question 4: Does your reading comprehension improve with the flip method? How?

Note: This figure shows that the word most used by the interviewees based on the question was "yes": nevertheless, there are more words that the interviewees frequently used, such as "can" and "better".

The responses obtained mentioned that the reading comprehension improved because most of the students had to do more research on the topic previous of the class, the teacher clarified doubts that students may have according to the class. Moreover, it is mentioned that this model offers the opportunity for the students to maximize their learning in the classroom. Also, in the responses obtained agrees that preparing before each class is what has helped students the most.

Figure 5

Question 5: What challenges have you faced when practicing reading skills without the

teacher´s guidance?

Note: This figure shows that the word most used by the interviewees based on the
question was "reading": nevertheless, there are more words that the interviewees frequently
used, such as "information" and "clear".

The answers obtained say that the absence of the teacher in charge of the subject causes

confusion because there are extensive topics that despite doing prior research on the subject, the

class becomes tense and causes academic inequalities. There will be students who do grasp the

indications but there will also be students who do not know what to cases, students should improve

pronunciation   and   further   develop   their   reading   skills.

Figure 6

Question 6: What do you think about self-education?

Note: This figure shows that the word most used by the interviewees based on the question was "good": nevertheless, there are more words that the interviewees frequently used, such as "education" and "attended".

The responses obtained believed self-education is a responsibility and a choice that the student should make at the beginning of the class or in his free time. The positive intentions that this motivates are also mentioned, since self-education is synonymous with learning with autonomy, and there are clear examples of people who have self-educated themselves and are professionals.

Figure 7

Question 7: Do you consider that is it better when the teacher instructed the topic than supervise homework in class? Which one do you agree and why?

Note: This figure shows that the word most used by the interviewees based on the question was "teacher": nevertheless, there are more words that the interviewees frequently used, such as "practical" and "consider".

In the responses obtained it is found instructed the class, i.e. mentioning the educational environment the class, explaining each term and detailing the activities to be performed, so that with the prior knowledge that the students have and fulfill the information given in class.

Figure 8

Question 8: If you could choose a learning model, would you choose the flipped model classroom? Explain your answer.

Note: This figure shows that the word most used by the interviewees based on the question was "yes": nevertheless, there are more words that the interviewees frequently used, such as "model" and "learning".

Most of the answers were affirmative, they mentioned that self-education has been an easier way to learn, researching every concern helps to improve the academic interpretation and of course the increase of educational capabilities that this model allows to obtain. Ten percent of the answers mentioned that they preferred the traditional learning model since the new model has many details that according to the interviewee are boring.

4.2. Discussion of the focus group vs bibliographic review

Question number one is based on the description of the flipped classroom model to improve reading skills where the interviewees mentioned that it is effective as a strategy to improve reading proficiency. According to Hosam (2020). "The use of flipped classroom as a model promotes student engagement, metacognition, attitude, performance, comprehension and achievement" It is

effective as a strategy to improve reading skills. Also, it is mentioned important characteristics of the flipped classroom such as: understanding between teacher and student, student participation, more active classes, preparation of students before each class and exercise of their reading skills. All this results in a good educational development that motivates students to increase their education and develop their reading skills in a more enjoyable way. According to the research conducted, all these aspects are mentioned being the flipped model one of the most successful for the teaching-learning process in students.

Question number two is based on whether the flipped classroom model has modified the way in which students have improved their reading comprehension by using the flipped classroom model, "implies that critical thinking for critical reading skills needs an adequate teaching and learning support environment" (Yulian, 2021). The students interviewed gave their perspective based on their own experience and mentioned that they have indeed improved a lot since they used to come to class autonomously but with the surprise of just knowing what they were going to learn, now with the flipped model they go prepared with retained information already researched, prepared to be in front and share their opinions. The research conducted shows that there are many points in favor where the autonomy that the flipped classroom model offers is beneficial for the students.

Question number three is based on the student's experience in knowing whether the flipped classroom model has improved their educational system,; the interviewees mentioned that in a certain way this educational model has made them take a bit more responsible for their education, becoming more responsible students and open to adopt new opinions of their peers to increase their learning level and improve their education, as well as students have increased their intellectual capacity, motivating each other to study and investigate more of each topic mentioned.

It relates directly with the study of *"Flipped learning design in EFL classrooms: implementing self-regulated learning strategies to develop language skills"* which agrees that it "affected the development of foreign language skills in the flipped classroom model" (2021). In the research conducted, it is clear that the flipped classroom model does help students to develop autonomously and increase their confidence to express their ideals.

Question number four is based on whether students have seen a change or improvement in their reading skills with the flipped classroom model or it does not have any advantage, according to Ebadi Saman and Samiei Fatemeh (2021) "the results of the study is the students attitudes towards the flipped classroom model were also surveyed and it was revealed that the students had a positive attitude towards the effectiveness of this innovative model". Based on this research the method gives advantages to the students to understand what the class is going to be about, what terms they are going to learn and how to develop it without so much complexity.

Question number five is based on the educational experience where the following is made known if the role of the teacher as mediator is important in the course of the class. According to Husam Mohammed Saif and Kinyo Laszlo (2020) "the role of the teacher as a mediator of the teachings given in the classroom and as a guide in the process". The research conducted admits that the presence of the teacher in the classroom is important for the students to have complete information about the class in order to learn, i.e., the teacher prepares to give the respective explanation of the class and the students are listeners.

Question number six is based on personal opinion about self-education, where it was a unanimous response giving as a result that self-education is a choice of responsibility that each student makes to improve their education and implement their knowledge, also mentioned that self-education is synonymous with learning autonomy where the student dominates their ability to

Interact with others with the knowledge gained. The research conducted affirms these details and mentions the importance of self-education in students to advance in their educational process.

Question number seven is based on identifying whether the teacher fulfills his role better by being a guide or by explaining the class, where the interviewed population through their answers that indeed the teacher is seeing as a mediator, a guide in the activities that are carried out in class, and not only a teacher who explains classes. The importance of giving feedback on the progress made by the students from the beginning of the class to the end is also mentioned. Based on the research, this is totally true since it is mentioned that the teacher fulfills best role by participating in the class and resolving doubts that the students may have during the educational process.

Question number eight is based on the student's choice according to his or her comfort of learning. On the literature review according to Ding C, Wang Q, Zou J and Zhu K (2021) "the humanistic approach promotes the materials and their classes to fit the needs and preferences of their students in order to facilitate the teaching process and the correct adaptation of new pedagogical models e.g. flipped classroom model". Most of the answers given by the students reveal that this is an innovative model in which students have many opportunities to research about the subject and solve their academic doubts in class with the teacher as a mediator. there are also answers where students show disagreement with this model and even prefer not to use the model.

Thanks to the participation of the students, authors could notice some advantages that flip classroom brought to them such as the develop of their research and reading capacities. While asking question on the focus group students share their points of view most of them positive. However, not all students agree due to their own experiences on their learning-process it is better for them a traditional education where the reading skills is carried out within the teacher's guidance.

The problem established in this research project is related to the development of reading skills through the flip model, the progress of reading skills in students vary on themselves due to it being linked to their self-motivation most of the time; the responses obtained point to the acceptance of the model by students owing to it allows them to be ready for the class before starting. Also, the method empowers students to participate in class and get a wide knowledge under the teacher's guidance.

It is important to mention that students shared their point of view about whether they believe that the flipped classroom model would cause an improvement in their reading skills, since it gives them the freedom to reinforce and search for new and relevant information that will allow them to share their knowledge in class with teachers and classmates. because this model has improved the way some students learn, since due to the limited time in the classroom, students can obtain information from web pages and videos that help them to complete their knowledge.

Useful information about the classroom and the students was collected from a questionnaire with open-ended questions. topics related to the inverted classroom were included in order to obtain the necessary information and analyze how beneficial an inverted classroom can be. In addition, disadvantages were found in the research, such as lack of concentration, which directly affects the student, since there are students who do not control the technologies and find it   difficult   to   do   research.

Chapter V

Reflections of the study

The research project presented "Advantages and Disadvantages of Flipped Classroom Model to Improve Reading Skills for Fourth Semester PINE Students" was carried out with the main goal to analyze the flipped model classroom to improve reading skills in a real learning environment. To accomplish the investigation process and purposes, the authors applied different techniques, to get relevant information relates to the topic mentioned; following the sequence of the collected data, the participation of Fourth-semester PINE students was significant for this investigation.

Given the research, the information obtained created a change of perspective based on what was stipulated, that is, before the research, the concepts of the new learning models were a sustainable basis and the concepts were created on them, now with the results, a different reality is perceived where the situation and the conditions that were given to teach cause discomfort that affect previous knowledge.

Through the study process, each part of the research is known, detailed, analyzed and a comparison is made to show the advantages and disadvantages of the use of the inverted classroom. It is important to recognize that having a clear understanding of the advantages and disadvantages of the inverted classroom can help to improve the learning process and to improve the quality of education.

Developing reading skills have been challenging for the students, some of them find it hard read long texts on websites because the topics are not for their interests. Since reading skills can be learned autonomously through short articles or stories to catch the student's attention, they

prefer the guidance of the teacher inside the classroom to help them clarify some doubts that could come while reading at home independently. The flip method has changed how students learn by themselves because it can be adapted to different learning styles and the needs of each student, it seems that this method is flexible and easy-going for the students.

The experience of carrying out this research project was grateful due to the opportunity to expand the previous knowledge of teaching-learning models. On the web, there is a lot of information, articles and research paper that contributed to the development of this research making it interesting for the readers. The challenges faced during the investigation were not easy to deal with. For instance, the use of different tools for carrying out this research, the time that the investigation took, and different obstacles presented along the path, however, perseverance was the best ally to continue.

One of the biggest perks found while researching on this project is that this project helps not only to understand the flipped method itself but also how it contributes on students fourth semester. Also, it gives access to the knowledge already acquired during the major and enhances them. Additionally, this investigation project is aware of new methods that could be applied in the learning environment, inside and outside the classroom.

There are a lot of life lessons learned while the investigations were carried out. The first lesson is related to time management, acquiring the ability was not an easy task due to external factors that intervened. The second lesson is how to work truly in pairs, it may seem easy however miscommunication and misunderstood were present. By contrast, having a partner is having someone that motivates you when the process gets complicated.

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Annexes

Annex 1: Tutor Assignments

UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
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Formato No. BIB-009

CERTIFICADO ANTIPLAGIO

La Libertad, 9 de Febrero de 2023

En calidad de tutor del trabajo de titulación denominado "ADVANTAGES AND DISADVANTAGES OF FLIPPED CLASSROOM MODEL TO IMPROVE READING SKILLS FOR FOURTH SEMESTER PINE STUDENTS.", elaborado por la estudiante Lina Sofia Rivera Torres egresada de la Carrera de Pedagogía de los Idiomas Nacionales y extranjeros, de la Facultad Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, previo a la obtención del título de Licenciada en pedagogía del idioma Inglés, me permito declarar que una vez analizado en el sistema anti plagio URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con 3% de la valoración permitida, por consiguiente se procede a emitir el presente informe.

Adjunto reporte de similitud.

Atentamente,

Rosa Elena Niola Sanmartin, Msc.

CI: 0105193676

TUTORA

58

CERTIFICADO DE ANÁLISIS
magister

RIVERA Y PARRALES

3% Similitudes

5% Texto entre comillas
< 1% similitudes entre comillas
< 1% Idioma no reconocido

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Annex 3: Interview Transcript

INTERVIEW TO FOURTH SEMESTER PINE STUDENTS.

Advantages and Disadvantages of Flipped Classroom Model to Improve Reading Skills for

Fourth Semester PINE Students.

The research Autor's undertakes to maintain the commitment of confidentiality with respect to

the information and material generated by virtue of the interview, indefinitely after the end of the

present study.

Question 1: How would you describe the flipped classroom model as strategy to improve a reading skill?

Answer 1: This is a tool that can be effective.

Answer 2: Through the inverted classroom can improve reading skills as the student tries to prepare and fill himself with knowledge, clear and understandable concepts, to be able to participate in classes and have a better understanding when the teacher explains the subject.

Answer 3: Good, since the student accesses knowledge, on websites, autonomously, reading, exercising, and developing reading.

Answer 4: I think that it is an interesting way to improve the reading skill, because the student must read while search information to prepare them before the class.

Answer 5: I believe that the flipped class would be very important to improve reading skills through the assignment of readings by the teachers and the students must read them and so in the class they can talk about the subject and that it is a participatory class and at the same time very interactive.

Answer 6: I think it is a good strategy for students that really understand the objective of using this strategy, so they can read by their own interest and then can share something that he has read. And probably the student would like to talk about the topic that he/she has read because is something that the student likes.

Answer 7: This model is easy-going in the class. Students can improve their reading skill through their rhythm. Using material that has been given for the teacher.

Answer 8: I think this method helps students read more. They must have a brief knowledge to understand the topic.

Answer 9: We can practice reading by ourselves at home, and thus improve our reading skills.

Question 2: The flipped classroom model is a model where students do the activities in class and research at home. According to you, how does the flipped method help you to reach the goal of reading comprehension?

Answer 1: This is possible with short stories with questions about reading.

Answer 2: In the inverted method the student has to investigate and try to understand the subject on their own before class. To achieve a good reading comprehension, the student searches some sources on the subject and investigates the meaning of unknown words for a better understanding, and in this way reach the goal of reading comprehension.

Answer 3: It helps me a lot because I have many websites where I can research and read.

Answer 4: In my experience, when I have the main idea or the base concept before the class, I can understand better the class.

Answer 5: For me, the flipped class helped me learn more, if I had any doubts in any class, through research and then share it in class, well, learning that helped me to know much more about the subject.

Answer 6: When what I read is something of my interest. If is something that I don´t like, I probably try to understand what the text is about... but only for my grade. But if it is something that I like reading, I would try to understand everything of the text so I can share the information with my teacher and classmates.

Answer 7: Is an effective way to rich the goals. Based on my experience I can say that my knowledge has been developed more high than other methods.

Answer 8: This method has helped me a lot to better understand the topics, because sometimes the class time is limited and it is not possible to understand everything, but I can get home and research the topic by reading a PDF or watching a video that helps me reinforce my knowledge.

Answer 9: I like it because that way I can learn new words, vocabulary, and that way I can improve my reading and practice over and over again.

Question 3: How does the flipped classroom model changes the way you learn?

Answer 1: My learning would change in a positive way.

Answer 2: I think that this inverted classroom model helps a better understanding of the subject that is going to be treated in classes, because you already build a prior knowledge at the time   that   it   is   researched.

Answer 3: it changes in that it is a different approach to teaching where the student incorporates information before class and later participates in its development.

Answer 4: In flipped classroom model can learn about how we can prepare us before the class.

Answer 5: The flipped class model changed my way of learning, my way of studying, since I was used to the fact that the teacher was the one who provided all the information and I learned everything from the teacher, but now, and I apply it. It is possible to learn much more if we ourselves carry out more research on study. This is something that we all know, but we are used to the teacher giving us all the information.

Answer 6: It makes me talk and share what I have read with my classmates... That helps a lot because you must do your job (to read) in home, no matter what,

Answer 7: Because we change our thinking. We see a lot of alternatives to learn.

Answer 8: I think it's a way of learning that also helps me improve my reading skills, since reading a lot is highly recommended in my career.

Answer 9: It has changed my way of studying because it teaches me to investigate homework by myself. And so, I have learned more and it is very important to apply this method in our study.

Question 4: Does your reading comprehension improve with the flip method? How?

Answer 1: Because I will need help from my teacher.

Answer 2: Yes, because by researching and reading about the subject and if I don't understand a word, I can look for its meaning and thus have a better understanding. In addition, there is a better understanding, as it is researched through some sources.

Answer 3: Yes, because this method is shown to provide better opportunities for students to maximize their learning in the classroom.

Answer 4: Thanks to the techniques of flipped classroom we can know how to read and after the practicing with that, we can improve the reading comprehension.

Answer 5: Yes, my reading comprehension has improved, since having to investigate a certain topic I have had to read more, and thus Find the best way to understand the context of what is said to be clear about the information.

Answer 6: Yes, because I read something of my interest in my home, and I do my own research to understand what I don´t know about the topic I'm reading. With the objective of sharing what I read with my classmates and teacher, there is no other option.

Answer 7: Because we can prepare us in the house with audio about pronunciation.

Answer 8: My comprehension has improved with this model, because I also find novel words and learn their meaning.

Answer 9: Yes, this helps improve my reading comprehension because I can see other ways to learn at home, using technology and other resources.

Question 5: What challenges have you faced when practicing reading skills without the teacher´s guidance?

Answer 1: Reading short stories with questions about reading.

Answer 2: There are times when some topics are not entirely clear in the pages or that in some, they say an information and in others it says something different.

Answer 3: In which there are certain words or meanings that do not exist in Spanish and therefore it is difficult for us to understand a 100% reading.

Answer 4: Wen I practice with the reading skill, I usually make mistake in the pronunciation, and what is the best reading according to my level.

Answer 5: Some of the things that have made it a bit difficult for me to read with this method have been that sometimes the information I have has a context, not so clear and it is necessary to analyze it several times and also, through the practice of continuous reading they have helped to overcome This, by practicing and having more information in mind, I can understand a greater number of things.

Answer 6: The truth is that there has not been a lot of times when we can do this.

Answer 7: It's doesn't easy because, you don't know how to start what kind of activities are effective.

Answer 8: I have come across words or expressions that have various uses in English and sometimes the Internet does not have a clear answer about these things.

Answer 9: Not knowing how to pronounce a word or not understanding the reading at all.

Question 6: What do you think about self-education?

Answer 1: If the student is responsible and he wants to learn, he will achieve proficient reading comprehension.

Answer 2: It is good because it encourages you to investigate from some sources, and to try to understand it with your own words in order to create a better knowledge, but you also need a guide that corrects if there is something to correct or if you do not understand the topic well that tries to clarify it in order to have a good understanding.

Answer 3: For me, self-training is a strategy that allows us to learn topics that we did not master at the time. It is very practical and helps you solve problems on certain topics.

Answer 4: The self-education is the good way to understand, learn and know about different topics, but we don't have a professional. And whit that we can improve gradually our techniques of investigation.

Answer 5: Self-education, I consider that it is one of the most important tools that we have, not only through the internet but through books if someone does not have access to it. There are even people who, although they have never attended a traditional school, have educated themselves and have a higher level of knowledge than a person who has attended one.

Answer 6: I think that is a good option for students that want to learn and like to learn. But maybe it is not the best option for students that are not interesting on learning, because they need more guidance.

Answer 7: I always have been supportive against self-education; I consider is an opportunity to be autodidact students.

Answer 8: For me, self-education is difficult, because nothing replaces having face-to-face contact with our teachers. They are extremely helpful for my education.

Answer 9: I think that is very important because if we study by ourselves we can better learn and understand the subject.

Question 7: Do you consider that is it better when the teacher instructed the topic than supervise homework in class? Which one do you agree and why?

Answer 1: It is more practical to teach, this way the teacher can make you some observations.

Answer 2: I consider that the teacher is more practical when it comes to teaching homework. because it explains and gives the correct parameters to do the homework inside or outside the classroom.

Answer 3: Some teachers are more practical in class because they want to give the information and explain each part which we don't understand.

Answer 4: Personally, I think that the teacher will be more practical when teaching, since with this method, the student must learn on their own, also, and rather, the teacher will place more emphasis when reviewing the homework, as you must ensure that the student learned.

Answer 5: "Because they are in the class", being with the students the teacher can see what the strengths and weaknesses are in what they are learning. In This way the teacher can notice what he/she can improve at teaching.

Answer 6: I Consider, the teacher is an only guide. Feedback is made for the teacher.

Answer 7: I believe that teaching in a practical way and with interesting activities makes students feel interested in the subject.

Answer 8: That the teacher teaches better in class because that way we learn more about the subject and when supervising homework, we can show our results learned in class.

Question 8: If you could choose a learning model, would you choose the flipped model classroom? Explain your answer.

Answer 1: No, personally, I would prefer the traditional way of learning.

Answer 2: Yes, because personally I like it and I feel that I learn better by researching on my own and building my own concepts on a topic.

Answer 3: Yes, because at home you can investigate more about the topic that was taught in class so that you do not have any doubts.

Answer 4: Yes, I chose the flipped model because the student can gain autonomy, and the teacher can know about if the student doesn't interest to learn.

Answer 5: Yes, because I consider that it is a model that requires us not to be satisfied only with what the teacher teaches us, but rather that we do our own research and be able to fill ourselves with even more knowledge.

Answer 6: I am still learning about learning model. But yes... It is a good model. They can do research of things that they are really interested in. The students are more motivated now of investigate or trying to understand.

Answer 7: Yes, I would. I would choose this learning model is more practical and the class is centered in the students. Students improve their knowledge easily.

Answer 8: In my course there are teachers who use that method. The downside of that is that many classmates do not read at home. Some of us read or investigate the subject days before and when the day of class arrives there are different ideas and opinions regarding the subject.

Answer 9: Yes, I would use this method. Because I can teach myself and practice at home, learning new expressions and vocabulary.