



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

**“FLIPPED CLASSROOM AS A PEDAGOGICAL  
STRATEGY USED BY THE TEACHERS OF THE PEDAGOGY  
OF NATIONAL AND FOREIGN LANGUAGES CAREER OF  
UPSE”**

**RESEARCH PROJECT**

As a prerequisite to obtain a:

**BACHELOR'S DEGREE IN PEDAGOGY OF NATIONAL AND  
FOREIGN LANGUAGES**

**Author: Joselyn Rafaela Arias Montenegro**

**Advisor: Xavier Antonio Almeida Briones**

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### **ADVISOR'S APPROVAL**

In my role as Advisor of the research paper under the title **“FLIPPED CLASSROOM AS A PEDAGOGICAL STRATEGY USED BY THE TEACHERS OF THE PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES CAREER OF UPSE.”** prepared by **JOSELYN RAFAELA ARIAS MONTENEGRO** undergraduate students of the Pedagogy of National and Foreign Languages Career, Faculty of Educational Science and Language 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,**



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**Ing. Xavier Almeida Briones. MSc**

Advisor

## **Statement of Authorship**

The content of the following graduation work is my responsibility; the intellectual property belongs to Peninsula de Santa Elena State University.

I, **JOSELYN RAFAELA ARIAS MONTENEGRO**, with ID **1726453564**, undergraduate student at the Universidad Estatal Península de Santa Elena, School of Education Science and Languages, as a requirement to obtain the Bachelor's degree in Pedagogy of National and Foreign Languages in my role as author of the research project “**FLIPPED CLASSROOM AS A PEDAGOGICAL STRATEGY USED BY THE TEACHERS OF THE PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES CAREER OF UPSE**”, certified that this study work is my complete authorship.



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**Joselyn Rafaela Arias Montenegro**

AUTHOR

## Board of Examiners



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MSc. Eliana León Abad

**PEDAGOGY OF NATIONAL  
AND FOREIGN LANGUAGES  
MAJOR'S DIRECTOR**



---

MSc. Alfredo Jiménez Bilmonte

**SPECIALIST PROFESSOR**



---

MSc. Xavier Almeida Briones

**ADVISOR**



---

MSc. Leonardo Chávez Gonzabay

**UIC PROFESSOR**

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To my parents who with all their support and love encouraged me to continue on this long journey.

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I thank my teachers who guided me and shared their knowledge.

Finally, to my closest friends and family who have always been encouraging me and advising me so that I do not give up and do not give up in the face of this huge challenge.

## **Dedication**

I dedicate my project with all my heart to my family, which has been a fundamental pillar to achieve my goals.

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## **Abstract**

Currently the teaching of the English language has been modified according to various changes that have occurred. Including the pandemic that gave way to institutions and teachers to develop methods and strategies so that learning becomes more dynamic, attractive and participatory using new technology. One of these is the flipped classroom, which is a great alternative and which, according to several studies, is highly effective compared to traditional education. For this reason, the objective of this research was to analyze the implementation of the flipped classroom by the teachers of the Pedagogy of National and Foreign Languages career at UPSE. For this, the qualitative method was used through a phenomenological investigation, where the one-on-one interview technique was used. The main findings were that the implementation of the flipped classroom follows the principles of constructivism, active learning, collaborative learning and student-centered learning. This approach offers several benefits, but also certain challenges, although teachers are always looking for alternatives to overcome them. Likewise, to improve the implementation of the flipped classroom, it is necessary that it should be in accordance with the levels that the students have and their needs. In the same way, new pedagogical approaches and new technological resources that can contribute to improving the learning of the English language must be taken into account. This approach is definitely a great teaching alternative for both teachers and students.

**Keywords:** Flipped classroom, Educational innovation, Learning, ICT, Strategies.

## **Resumen**

Actualmente la enseñanza del idioma inglés se ha modificado conforme a diversos cambios que se han dado, incluyendo la pandemia que dio paso a que las instituciones y docentes desarrollen métodos y estrategias para que el aprendizaje se vuelva más dinámico, atractivo y participativo haciendo uso de las nuevas tecnologías. Una de estas es el aula invertida que es una gran alternativa y que de acuerdo con varios estudios presenta una gran efectividad a diferencia de la educación tradicional. Por esta razón, el objetivo de esta investigación fue el analizar la implementación del aula invertida por parte de los docentes de la carrera de Pedagogía de Lenguas Nacionales y Extranjeras de la UPSE. Para ello se usó el método cualitativo por medio de una investigación fenomenológica, en donde se empleó la técnica de la entrevista uno a uno. Los principales hallazgos fueron que la implementación del aula invertida sigue los principios del constructivismo, del aprendizaje activo, aprendizaje colaborativo y aprendizaje centrado en el estudiante. Este enfoque ofrece varios beneficios, pero también ciertos retos, aunque los docentes siempre buscan alternativas para superarlos. Asimismo para mejorar la implementación del aula invertida es necesario que esta sea acorde a los niveles que tienen los alumnos y sus necesidades, del mismo modo que se deben tener en cuenta los nuevos enfoques pedagógicos y los nuevos recursos tecnológicos que pueden contribuir a mejorar el aprendizaje del idioma inglés. Definitivamente este enfoque es una gran alternativa de enseñanza tanto para los docentes como para los estudiantes.

**Palabras clave:** Aula invertida, Innovación educativa, Aprendizaje, TIC, Estrategias.

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## Introduction

Nowadays, at a global level, the classic teaching models that were based on traditional classes with dependence on a textbook have been left behind. That is why many educational institutions and centers make use of pedagogical methods that are more motivating and attractive to students. This is because education has evolved by leveraging New Information and Communication Technologies (ICT), to modify traditional practices, leaving aside the figure of the teacher as a transmitter of information, to become the companion of the student's learning process. In such a way that the focus of attention is focused on the students themselves for the construction of their knowledge (UNIR, 2021; Cantuña & Cañar, 2020).

At the level of Latin America, great efforts have been made to improve the learning of the English language through policies and programs, generating a greater number of people who have access to it. However, despite this, the results obtained through exams are poor, showing that the command of English is of low quality. Although teaching has indeed made progress in the countries that make up the region, it is necessary to implement new teaching strategies and methodologies that help improve levels of English language proficiency (Cronquist & Fiszbein, 2017).

According to the English Proficiency Index (EPI) report, the level of proficiency in Ecuador until 2021 was among the two countries with the worst score, only above Mexico, with its score being 440 out of 1000 points. Within this same report, it is indicated that it ranks 90th among 112 countries, considering that its score was slightly higher than that of 2020, which was 411, but that it fell from 81st position. This reveals the situation of English proficiency within the country and that despite efforts by the government the quality of teaching is poor compared to international standards (El Comercio, 2021).

The 3 provinces of the country with the best score in the country's ranking are Azuay with 489 points, Pichincha with 480 points, and Guayas with 475 points. The province of Santa Elena ranks eleventh with 387 points (El Comercio, 2021).

Flipped learning has been considered a teaching methodology to significantly develop students' oral skills and contribute to improving English proficiency levels. According to Talbert (2017), this regard, he mentions that the flipped classroom is a pedagogical approach where teaching is intended to move from the group learning space to individual learning. In other words, the instruction is carried out outside the classroom using platforms, as well as tools that favor learning, and the time in class is used to practice the knowledge previously acquired by the students, in such a way that the teachers act as a guide in the teaching process.

Citing Santillán et al. (2023) in many classrooms the reality continues to be traditional teaching, the use of technological tools has been included in these, the same ones that are key to an adequate teaching and learning process. However, it is not only about adding a new tool or strategy, but teachers must also implement adequate didactics, and it is through the flipped classroom that more meaningful learning can be achieved for students by making consistent use of ICT.

For their part, Yangari & Inga (2021) state that teachers and institutions must put aside the so-called traditional school and start using innovative methods that allow active and meaningful learning. The digital competence of teachers plays a key role in the implementation and effectiveness of the resources and approaches that are taken in terms of the flipped classroom.

For Qu & Miao (2021) teachers must motivate students to use their learning strategies and thus achieve a greater impact in their teaching. In addition, teachers can design activities that are more extensive, as well as make use of their teaching strategies to impact them and

make better use of the flipped classroom. The flipped classroom helps teachers have more time available in class and can use teaching strategies such as teamwork and language applications so that students feel stimulated to continue learning English.

According to Chou et al. (2021) the fundamental value of the inverted classroom is that the classes become a workshop in which students test their knowledge. In such a way, teachers act as coaches or consultants encouraging students to participate in group discussions or individual investigations. Thus, the flipped classroom can promote motivation and attitude towards learning in a better way than traditional teaching.

As already mentioned, there is a low level of English proficiency in the country, and students from the Province of Santa Elena also have a low level. Therefore, it is necessary to analyze the pedagogical strategies of the flipped classroom used by the teachers of the Pedagogy of National and Foreign Languages career of the UPSE, and thus determine if they are making use of these to promote the teaching of the English language. In addition to knowing the challenges that arise in teaching.

## **Chapter I**

### **The Problem**

#### **1.1 Research Topic**

Flipped Classroom and English language teaching.

#### **1.2 Title**

Flipped classroom as a pedagogical strategy used by the teachers of the Pedagogy of National and Foreign Languages career of UPSE.

#### **1.3 Problem Statement**

The problem of this research focusses on the low level of English language proficiency as many institutions continue to use traditional teaching methods that do not motivate students to learn English in a meaningful way. As a consequence of the Covid 19 pandemic, educational institutions found themselves in the need to implement different teaching strategies, one of them the flipped classroom. At UPSE, this problem is also current, that is why it is essential to examine the educational strategies that the teachers of the Pedagogy of National and Foreign Languages career at the UPSE apply in the context of teaching the English language through the approach of flipped classroom. And thus, propose recommendations that allow improvement the levels of English proficiency of students and thus make them more competitive at a personal and professional level.

According to Arslan (2020), the flipped classroom is an innovative method in which the student assumes a much more active role in their learning in which teachers provide the necessary information through digital tools or platforms where they can access the content. and prepare on your own, and then put this knowledge into practice. In addition, it provides the opportunity for students to increase their level of engagement and thus improve their understanding and retention.

According to Mahmood and Mohammadzadeh (2022), ICTs has become a great ally for education, proof of this is that with the Covid-19 pandemic it became necessary to use it to continue training students through virtual classes. These ICTs currently represent a great resource for the flipped classroom, because students spend more time connected to their technological devices, and being able to access content through them is a great motivation for students.

The flipped classroom model is an interesting method and if could be helpful for UPSE teachers, due to the use electronic devices and other technological tools students assume an active role in their autonomous learning and if the resources are used properly and the students know how to take advantage of them, they could be improving their level of comprehension and participation in their classes.

### ***1.3.1 Problem Question***

How do teachers of the Pedagogy of National and Foreign Languages course at UPSE apply flipped classroom pedagogical strategies?

### ***1.3.2 Specific Questions***

- What are the flipped classroom pedagogical strategies used by the teachers of Pedagogy of National and Foreign Languages career at UPSE?
- How do flipped classroom pedagogical strategies used by teachers affect student learning?
- What are the challenges faced by the teachers of Pedagogy of National and Foreign Languages career at UPSE in the implementation of flipped classroom model?
- How can teachers improve the implementation of flipped classroom model in the Pedagogy of National and Foreign Languages career at UPSE?

## **1.4 Objectives**

### **1.4.1 General Objective**

To analyze the flipped classroom pedagogical strategy used by the teachers of Pedagogy of National and Foreign Languages career at UPSE.

### **1.4.2 Specific Objectives**

1. To identify the flipped classroom pedagogical strategies used by teachers of Pedagogy of National and Foreign Languages career at UPSE.
2. To analyze the effectiveness of flipped classroom pedagogical strategies used by teachers in student learning.
3. To identify the challenges faced by teachers of Pedagogy of National and Foreign Languages career at UPSE in the implementation of flipped classroom model.
4. To provide recommendations to improve the implementation of flipped classroom model in the Pedagogy of National and Foreign Languages career at UPSE.

## **1.5 Justification**

The necessity to carry out this study stems from the need to delve into the specific use of flipped classroom approach by teachers of the Pedagogy of National and Foreign Languages career of the UPSE in the teaching of the English language. Over the years, the flipped classroom has gained great relevance as an alternative to traditional teaching and has been used at different educational levels. That is why it is important to investigate its application and determine what strategies teachers use to enhance the learning experience.

In addition to this research, it will identify the challenges teachers face in implementing the flipped classroom model and provide recommendations for its more effective implementation in the future educational contexts.

## Chapter II

### Theoretical Framework

#### 2.1 Background

Mastery of different languages over the past few years has become increasingly crucial in a globalized world, particularly English. Educators are faced with the challenge of discovering and perfecting effective approaches and techniques to teach this language in a way that is more interactive and stimulating. In this context, the flipped classroom method emerges as a promising pedagogical option. Therefore, it is essential to review investigations at both national and international levels that support their importance and relevance, which details their continuation.

In the study carried out in Aksaray-Turkey by Boyraz & Ocak (2017), they determined in an experimental group in which the inverted classroom method was used that the evaluations obtained surpassed those of traditional teaching. That is to say, favorable comments reached 73.77%, while unfavorable comments only represented 17.39%.

In Isfahan-Iran, the author Amiryusefi (2017) chose to use the Telegram messaging application as a tool, so that those involved in his study could collaborate on the preparatory tasks together. Therefore, they identified that the flipped classroom model enhances excellence in language teaching, specifically improving listening and oral comprehension, in addition to promoting greater commitment on the part of students with the materials and activities that are carried out outside the classroom.

In Chungli-Taiwan the authors Chou et al. (2021) planned that the inverted class improves the learning of students who present a low performance. The results showed that students acquired a better understanding of the topics taught, experienced an increase in their motivation to learn, improved the effectiveness of the learning process and stimulated their

creativity. Which generated a change from a passive attitude to a more active participation of students.

In Medan-Indonesia the authors Sohaya et al. (2021), presented as a result that the flipped classroom method is effective, as it allows teachers to focus on students adequately developing their English speaking skills within the classroom. Likewise, students anticipate the study content before applying it during classes. Furthermore, it was confirmed that this approach increases motivation and interest among students, allowing them to prepare autonomously. This methodology also contributes to a more proactive attitude in both students and teachers, because it encourages interaction and collaboration between them, which translates into more significant learning.

In Azoguez-Ecuador the authors Recino et al. (2018), determined that the flipped classroom method they implemented was successful. Obtaining as a result that students who started at level B1 in English were able to assimilate the content of a complex topic and, in the same way, they raised their communicative skills in English. This approach also enables students to develop skills in two categories: those of lower order, which include comprehension, retention and application of knowledge through various resources; and higher-order ones, such as the ability to evaluate, create, analyze and solve problems collaboratively.

Orrala (2018) in his research work in Santa Elena-Ecuador established that the implementation of the flipped classroom approach allows an increase in students' confidence in oral expression activities, both individually and in groups. In addition, it allowed students to review and analyze important information autonomously, thus improving their understanding. Also, the use of technology in the project helped students use digital resources to develop new concepts, thereby enhancing their critical thinking skills.

In Guayaquil-Ecuador, the authors Vanegas et al. (2017), obtained as a result that 74.1% of the students considered that the flipped classroom contributed to them learning the content of the class in a better way, 91.4% of the teachers observed a significant improvement in the students, while 83.3% mentioned that students showed a greater willingness to participate in classes.

## **2.2 Pedagogical Basis**

The pedagogical foundation of this work is based on constructivism, active learning, collaboration between students and a student-centered focus.

Quoting Shah (2019) in relation to the theory of constructivism, he explains that it is a psychological and educational plant that ensures that knowledge is not acquired in a passive way from the outside, but that is built actively through interaction with the environment, the elaboration of meanings and the formation of mental representations. In other words, people generate their knowledge by interpreting information based on their experiences and previous knowledge, which allows them to create new concepts and ideas from these. This implies that students should not simply be recipients of the information that their teachers provide, but that they should actively participate in the educational process, acquiring knowledge through investigation, exploration and problem solving.

Constructivism and the flipped classroom share a significant connection in the educational context. Constructivism is a theory that maintains that learning is a process that is active and personal within which students construct their understanding from their experiences and the prior knowledge they have acquired. The flipped classroom, for its part, is a pedagogical strategy that reverses the traditional distribution of teaching, encouraging students to acquire prior knowledge at home through resources before classes, and then use the time in class for applied and interactive activities. Both approaches complement each

other, because the flipped classroom facilitates an environment conducive to constructivist learning by allowing students to explore and apply their knowledge in a more active and collaborative way.

Regarding active learning, Driessen et al. (2020) indicate that it is a methodology that seeks to encourage the dynamic participation of students so that they build their own knowledge. According to this approach, students experience more effective learning when they are actively involved in the educational process. During this process, students actively participate in various activities such as practical projects, problem solving, group discussions and debates, among others. These dynamics allow students to reflect, enhance their critical thinking, make decisions and develop teamwork skills.

In relation to collaborative learning, Järvenoja et al. (2020) explain that this is based on the premise that the progress of students at an educational level is enriched when they work together and collaborate with each other, as opposed to doing it individually. This is due to interaction with other partners and teamwork fostering the development of emotional, social and cognitive skills. Students who participate in group activities have the opportunity to ask questions, exchange ideas, share their experiences and acquire new knowledge. Collaboration between members of the group contributes significantly to its ability to carry out critical reflections, encourage the generation of diverse ideas and solve challenges that are complex.

Finally, regarding student-centered learning, Abdigapbarova & Zhiyenbayeva (2023) postulate that this is based on which teaching and learning must be oriented towards the interests, needs and individual characteristics of students. From this perspective, the student is the center of the educational process, which implies that teachers must recognize that each student has a distinct learning rhythm, with their own preferences and styles. In such a way,

learning must be personalized, adapting strategies, methods and educational resources according to the individual needs of each student. This educational approach includes tools such as collaborative learning, project-based learning, problem-based learning and working in small groups.

Considering the theories proposed by the authors, it is possible to conclude that the fusion of the active construction of knowledge, active learning, collaboration between students, the student-centered approach and the inverted classroom method constitute an educational approach that is highly effective. This approach empowers teachers to encourage student participation, achieve deeper understanding and facilitate meaningful learning.

## **2.3 Theoretical Basis**

### **2.3.1 *Flipped Classroom***

Lopez et al. (2020) express that the flipped classroom represents an educational approach in which students acquire prior knowledge through the use of either materials or resources that are provided by teachers. This method seeks to improve educational results by adapting pre-class activities, as long as students have assimilated the content before the scheduled classes. The flipped classroom model opens opportunities for more flexible proposals, exploring new ways of teaching classes.

Radojewski (2020) indicates that the main benefit of the flipped classroom model is that teachers have more time to assist their students and clarify concepts that students find more difficult to understand. He also mentions that in traditional educational methodology, it is difficult to imagine that teachers have enough time to address all the concerns of their students. However, through the use of the flipped classroom, teachers can reinforce the knowledge that students have previously acquired and explain those topics that they have not completely understood.

Hung (2017) notes that the flipped classroom restructures the educational process by offering students the opportunity to study learning materials or lessons taught outside the classroom on their own. This allows them to anticipate and gain new knowledge before being guided by teachers to complete tasks and apply what they have learned. Consequently, this approach encourages students to play a more active role in their own learning process, unlike the traditional method.

Ngo & Yunus (2021) mention that the flipped classroom presents significant advantages not only for students, but also for language teachers. This allows them to focus on the interaction and active participation of students during classroom sessions. At the same time, it offers opportunities for greater learning outside the traditional environment, since students can access online resources such as information on the web, audios and videos, which are prepared in advance by their teachers. These materials can be used later in the classroom through different collaborative activities.

Riza & Setyarini (2019) state that currently, the flipped classroom method is considered one of the most effective options for the appropriate development of students' oral skills. In addition, it enables adequate preparation of students for oral activities before classes.

Turan & Akdag (2019) state several studies have shown that the flipped classroom approach significantly improves academic performance, increases the level of participation and reduces the cognitive load of students. Additionally, it can have a positive impact on improving language learning by moving some of the instruction outside of the classroom, thus allowing more space for practice and other activities within the classroom environment. It is especially beneficial for teaching foreign languages, such as English, because it fosters

two aspects crucial to success: autonomy so that students learn at their own pace and a student-centered pedagogical approach.

Al-Said et al. (2023) state that the main advantages of the flipped classroom approach include personalization of learning, flexibility for each student to progress at their own pace, student-centered approach, availability of resources at necessary times, accessibility to content from anywhere and at any time, and the ability of students to devote greater attention to class activities such as debates or creative work. Likewise, this approach allows students to ask questions to teachers about aspects that they have not understood and gives teachers more time to resolve their students' doubts.

For Akçayır & Akçayır (2018) the flipped classroom also presents certain challenges that are mostly related to activities outside of class. These are: more time is required to design flipped classroom courses, it is difficult to regulate the behavior of some students, failure of students to schedule their time to understand the resources to be carried out outside of class, resistance from students or teachers to change their teaching approach and that not all students have access to the resources provided by teachers.

### ***2.3.2 Technology in the Flipped Classroom***

For Al-Said et al. (2023) in recent years, technology has experienced rapid advancement that has transformed lifestyles and how things are done, as well as the way people relate to each other. In the educational field, this technological evolution has left its mark on the way teaching is provided. A clear example of this is the rapid transition to online education that many educational centers had to adopt as a measure during the Covid-19 pandemic. This would have been impossible without access to the technology that exists today, which is available to virtually everyone.

The authors also indicate that educational approaches have had to adjust to this new technological environment in which students carry out most of their activities using electronic devices, which demonstrates the relevance of technology. In the case of the flipped classroom, it uses these technological resources, since they are used by teachers to share educational materials with students, who can access them from their homes at a time that is convenient for them. This access allows them to progress in their studies and prepare for pre-class activities.

Sheerah (2022) expresses that significant technological innovation has had a high impact in the educational field, renewing traditional language teaching strategies. Although the flipped classroom approach has gained notoriety in recent years, its rise can be attributed to the accessibility of new technology, even though this teaching method is not recent. Currently, technology has become a highly valuable resource that facilitates personalized teaching and encourages interaction between students without the limitation of distance. In addition, it enables instant online collaboration, contributing to more effective feedback and evaluation.

Lundin (2018) states that social networks have become an excellent means of disseminating educational resources in multiple ways, including blog posts, videos on platforms such as YouTube and other media through different social networks. In addition, the communities present on these platforms have also played a significant role in the advancement of the flipped classroom model, by allowing teachers and students to share educational experiences and resources.

Mittal (2020) indicates that students are increasingly putting pressure on higher educational institutions to update teaching methods and their curricula to adapt to the digitalized learning environment. In this context, the flipped classroom approach becomes

highly relevant by making use of the technological platforms and resources available to provide teaching. This methodology offers students the opportunity to participate in active and collaborative learning. Currently, the educational landscape must adjust to the new demands of students so that they can acquire the necessary skills in a digitalized environment.

#### **2.4 Legal Basis**

The legal bases of this research are based on the Constitution of the Republic of Ecuador, the Organic Law of Intercultural Education, and the General Regulations of the Organic Law of Intercultural Education. The articles that can be considered from the Constitution of the Republic of Ecuador (2021) are the following:

- Art. 26: La educación es un derecho de las personas a lo largo de su vida y un deber ineludible e inexcusable del Estado. Constituye un área prioritaria de la política pública y de la inversión estatal, garantía de la igualdad e inclusión social y condición indispensable para el buen vivir.
- Art. 27: La educación se centrará en el ser humano y garantizará su desarrollo holístico, en el marco del respeto a los derechos humanos, al medio ambiente sustentable y a la democracia; será participativa, obligatoria, intercultural, democrática, incluyente y diversa, de calidad y calidez; impulsará la equidad de género, la justicia, la solidaridad y la paz; estimulará el sentido crítico, el arte y la cultura física, la iniciativa individual y comunitaria, y el desarrollo de competencias y capacidades para crear y trabajar

The articles that can be taken based on the Organic Law of Intercultural Education (2021) are the following:

- Art. 87: Secretaría de Educación Intercultural Bilingüe y la Etnoeducación.- La Secretaría de Educación Intercultural Bilingüe y la Etnoeducación, especializada

en el desarrollo de los conocimientos, ciencias, saberes, tecnología, cultura, lenguas ancestrales y las lenguas de relación intercultural, es una entidad autónoma administrativa, técnica y financieramente. Será responsable de la planificación, organización, innovación, dirección, control y coordinación de las instancias especializadas en los niveles zonal, distrital y comunitario del Sistema Educativo Intercultural Bilingüe y la Etnoeducación.

- Art. 92: Currículo.- El currículo intercultural bilingüe, en donde se incluirá la etnoeducación como parte del mismo, fomentará la soberanía epistémica a través del fortalecimiento de las identidades culturales, aplicando en todo el proceso las lenguas ancestrales, idiomas y dialectos de relación intercultural, los saberes y prácticas socioculturales ancestrales, valores, principios, la relación con la Naturaleza, de conformidad con cada entorno geográfico, sociocultural y ambiental propendiendo al mejoramiento de la calidad de vida de los pueblos y nacionalidades reconocidas en el país.

Finally, the articles that can be taken into account from the Reform to the Intercultural Organic Law (2022) are:

- Art. 87: Propuesta pedagógica.- La propuesta pedagógica tomará como marco de referencia los principios que señala la Ley Orgánica de Educación Intercultural para que, desde su contexto sociocultural, la institución proponga acciones educativas encaminadas al desarrollo integral de la población estudiantil.
- Art. 94: Innovación educativa.- Una innovación educativa plantea la implementación de cambios significativos en los procesos educativos. Esto incorpora cambios en aspectos de la didáctica, la pedagogía, la tecnopedagogía, la gestión educativa y la gestión escolar.

- Art. 96: Prácticas educativas innovadoras.- Aportan al proceso de transformación educativa con cambios que se enmarcan en procesos pedagógicos específicos, teniendo como eje principal el interés de fortalecer la calidad de la enseñanza y el aprendizaje de un grado o curso, subnivel o nivel educativo, área del conocimiento o programa.

## **2.5 Variables**

The independent variable in this study is the flipped classroom, which is a pedagogical strategy that can be implemented by teachers as needed. Consequently, the impact of this variable will be reflected in the dependent variable. The latter corresponds to academic performance, which will be influenced by the way in which teachers use flipped classroom strategies. Measures of this performance may include grades, language skills assessments, or test results, reflecting how the strategy is applied and affects student performance.

## Chapter III

### Methodological Framework

#### 3.1 Methods

For this research, the qualitative method will be used. As Busetto et al. (2020) point out, qualitative research is based on a detailed and deep study of the nature of phenomena, paying attention to their quality, manifestations, context, and perspectives. It is characterized by using data in the form of words instead of numbers and seeks to understand the complexity and diversity of phenomena from the perspective of the participants.

It is important to make use of this method because it will be possible to have a deeper understanding of the study phenomenon, in such a way that it is possible to know the perspectives of the participants, who in this case are the teachers. To establish how effective the flipped classroom methodology they use is, what are the challenges it faces, and thus propose recommendations to improve the implementation of this method.

#### 3.2 Type of Research

##### 3.2.1 *Description of Type of Research*

The type of research is phenomenological, as expressed by Larsen & Adu (2022) the phenomenological analysis investigates the essence of a subjective experience, focusing descriptively and minutely on the phenomena clearly as they appear in the individual's consciousness, and it is based on the conception that phenomena cannot be reduced to scientific statements or already existing beliefs, but can only be studied directly in their natural form, and it also means an organized procedure of specifications and information coming from the phenomenon without judgments or antecedent hypotheses to obtain hidden conjectures from the experience.

This type of research will allow us to explore how teachers perceive, interpret, experience, and implement the flipped classroom in their educational practice, which will help to deeply understand the cognitive and pedagogical aspects related to the implementation of this strategy.

### **3.2.2 Data Collection Techniques**

Regarding data collection, the one-on-one interview technique will be used. Considering Straw et al. (2023) who expresses that this interview modality is based on a simple scheme where there is only one interviewer and one candidate, besides being the most comfortable and manageable format for the interview moderator and the interviewee, this concludes that it is the most practiced model. Although the information obtained from the questionnaire is very rarely the impression of an individual, it should also be considered that this interview system can begin and end in a period of fewer than 24 hours or develop over a long time.

### **3.2.3 Instruments**

The questionnaire will be used as a research instrument, it will be structured, that is, it has been carried out previously and no more questions will be added so that the answers obtained from the investigation are standardized. The questions will be open, in addition to the fact that the interview will be carried out personally by the author of this investigation.

The questions to ask are the following:

1. What motivated you to implement the flipped classroom approach in your English classes?
2. How do you select and provide course materials for students to study at home?
3. What are the benefits you have observed when using the flipped classroom in teaching English?

4. How do you structure classroom activities after students have acquired the background knowledge at home?
5. What kind of additional support or resources do you provide students to facilitate their independent learning at home?
6. Have you encountered any challenges when implementing the flipped classroom in your English classes? How have you approached them?
7. How do you assess student progress and learning in the flipped classroom approach?
8. Have you received any feedback from students about using the flipped classroom? What comments have you received?
9. What advice or recommendation would you give to other teachers who are interested in implementing the flipped classroom in the teaching of English?
10. Do you think the flipped classroom approach is suitable for all levels of English learners? Why?

### **3.3 Data Collection Processing and Resources**

The interview will be carried out in the month of June 2023 within the province of Santa Elena with the teachers of the Universidad Estatal Península de Santa Elena (UPSE). To carry out the interview, it will be necessary to use previously printed A4 sheets with the questions to be asked, a pen to write down what the teachers say, and a recorder to support the information provided by them.

### **3.4 Population and Sample**

The study population is made up of 7 teachers from the UPSE Foreign Language Pedagogy Career. As the population was small, then proceeded to take all of this as the study sample. These English teachers have been selected for the interview because due to the pandemic, they had to face the need to continue with distance learning. These teachers have

taken advantage of the flipped classroom approach as an effective strategy to facilitate student learning from home.

## Chapter IV

### Analysis of Findings

After conducting the interviews with the teachers, proceeded to interpret the qualitative data that came from the investigation, for this, it was necessary to make graphs of word clouds according to the subject and the content to be investigated. In addition to the interpretation of the bibliographic data, to finally carry out an analysis and discussion between both tools used.

#### 4.1 Interpretation of data from the interview

##### Figure 1

*What motivated you to implement the flipped classroom approach in your English classes?*



Author. Joselyn Arias.

The use of the flipped classroom was motivated as a response to the pandemic generated by Covid 19, although this approach was already used this led to an increase in its use because there was a need to change the teaching methodology. There was a need to adapt to a hybrid modality, likewise, the reduction of interaction time in the classroom was decisive to implement this approach. This approach serves as an effective alternative to encourage active student participation and promote their autonomy, as it allows them to develop research and work skills at their own pace. In addition to the fact that today the use of technology is essential within the flipped classroom to motivate students so that they become familiar with the use of technological tools to learn outside of class.

**Figure 2**

*How do you select and provide course materials for students to study at home?*



Author. Joselyn Arias.

Teachers consider various aspects to select and provide resources for students to study at home. These are: they adapt the material according to the level of the students so that it is more understandable and useful; provide a variety of additional resources to supplement the curriculum; take into account the availability and access of resources that are available to students and that are related to classes; prioritize the simplicity of information and activities since students work independently at home; carefully select materials to improve fluency in speaking and writing.

**Figure 3**

*What are the benefits you have observed when using the flipped classroom in teaching English?*



Author. Joselyn Arias.

For teachers, the flipped classroom approach offers many benefits, as it helps to improve oral expression skills and listening comprehension, as it prepares them so that they

can actively participate in class discussions or activities. It gives students greater commitment since when they review the material, feel more involved in the learning process. This approach contributes to the autonomy of students and the search for information since students have access to multiple resources and materials before classes, which allows them to search for additional information and thus demonstrate their initiative.

**Figure 4**

*How do you structure classroom activities after students have acquired the background knowledge at home?*



Author: Joselyn Arias.

According to teachers, class activities must be structured so that they are accessible and understandable for students, as well as attractive according to the subject matter. For this, audiovisual materials must be used and encourage the active participation of students in the review and discussion of the content. Activities should be assigned that encourage group work and that are carried out by the students themselves, as well as a follow-up and feedback activity by the teachers. It is also important that practices are carried out in which the subject and learning are evaluated.

**Figure 5**

*What kind of additional support or resources do you provide students to facilitate their independent learning at home?*



Author. Joselyn Arias.

Additional resources that teachers stated they provide to facilitate independent learning at home include hands-on activities, which can be questions, quizzes, or videos. Likewise online resources such as links to vocabulary, listening, grammar, and reading materials. As well as interactive games that provide additional support and allow students to practice continuously. Other resources are also websites, books, articles, and libraries for various topics and skills. Teachers emphasize that it is important to involve students by fostering their love for the language, and creating situations so that they can interact naturally in English, which represents a valuable resource for support and autonomous learning at home.

### Figure 6

*Have you encountered any challenges when implementing the flipped classroom in your English classes? How have you approached them?*



Author. Joselyn Arias.

The implementation of the flipped classroom for teachers implies significant challenges, such as the motivation of students to work independently at home. For some

students, this approach generates great displeasure because they want to do other activities at home. Another challenge to consider is the availability and quality of educational material since finding resources on a specific topic can be difficult. In the same way, evaluating the progress of the students is quite a challenge, since there are difficulties in evaluating that all the students have carried out the assigned activities. Another big challenge is internet access for some students, which limits them to work independently. However, despite these challenges, strategies are sought to overcome them and promote meaningful learning using the flipped classroom approach.

**Figure 7**

*How do you assess student progress and learning in the flipped classroom approach?*

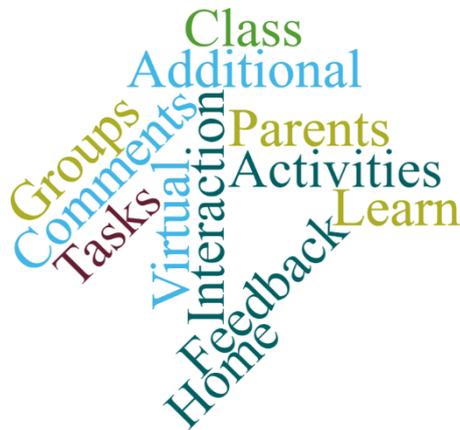


Author. Joselyn Arias.

There are various strategies according to teachers to assess the progress and learning of students. Formative evaluations can be carried out through questions about the content, verifying the activities carried out, and following up on the work they have done. Diagnostic tests such as homework assignments, video reviews, individual activities, and participation in group activities can also be carried out. In addition to the fact that it is relevant to evaluate the comprehension and expression of the students, in such a way that it is possible to avoid cheating.

**Figure 8**

*Have you received any feedback from students about using the flipped classroom? What comments have you received?*



Author. Joselyn Arias.

According to the teachers, the students indicate that virtual classes are difficult and that they prefer face-to-face interaction with teachers. In other cases, they point out the need to work in a group or ask for additional activities or help with the material provided to them.

**Figure 9**

*What advice or recommendation would you give to other teachers who are interested in implementing the flipped classroom in the teaching of English?*



Author. Joselyn Arias.

The recommendations that teachers mention for other teachers who want to implement the flipped classroom are based on several key factors. These are: identify the

level of activities and develop various tasks that suit all students, that is, both advanced students and those who require support; design activities that are attractive and motivating for students, in such a way that they feel inspired to actively participate in the learning process both in class and outside of class; keep up to date with new technologies based on education and on the pedagogical approaches that are most effective and relevant in terms of the flipped classroom. If these recommendations are applied, teachers will be able to provide enriching and effective experiences in the implementation of the flipped classroom.

### Figure 10

*Do you think the flipped classroom approach is suitable for all levels of English learners?*

*Why?*



Author. Joselyn Arias.

For some teachers, the flipped classroom can be applied to different levels and types of students, adapting the method to the level of the students and providing appropriate materials. On the other hand, for others it is not suitable for all students, especially the youngest ones. Teachers highlight the need for student engagement and independence to learn through the flipped classroom.

## 4.2 Interpretation of bibliographic review

In such a globalized world, learning a language, especially English becomes imperative. That is why institutions and teachers must develop methods, strategies, and approaches to make teaching more attractive, dynamic, and participatory. Therefore, the

flipped classroom is a great pedagogical alternative that is enriching for students as well as for teachers.

In several studies it has been possible to determine the effectiveness of the use of the flipped classroom, demonstrating that by implementing this approach the results obtained were much higher than traditional teaching. Well, it enhances the quality of teaching by improving the oral and listening comprehension of the students, they also become more involved with the activities to be carried out at home and with the materials that are provided. In addition to the fact that the students increased their interest and motivation to learn since they must prepare themselves autonomously using technological resources. In the same way, the teachers who have implemented this approach have noticed that there are positive changes in the students and that they are more participatory. Students can develop higher and lower-order skills.

The flipped classroom is related to the principles of constructivism, active learning, collaboration, and student-centered since it focuses on the construction of knowledge by promoting a more active and participatory approach to learning; as well as promotes the active participation of the students, because the students get involved in their learning and can apply what they have learned in real environments or situations; it also contributes to education focusing on the individual needs of students to provide more appropriate and meaningful learning.

The flipped classroom is a pedagogical approach through which teachers provide resources for students to carry out activities and acquire new knowledge independently at home before classes are given, and when classes are given, they can put these into practice. This approach, unlike traditional teaching, allows teachers to have more time to focus on students and their needs and help them with any problems or doubts they may have about the

subject they are dealing with. As well as to reinforce the knowledge that students have learned through activities carried out at home. The flipped classroom is a learning that is centered on the students so that they can have a more active role in their learning.

There are several benefits that this approach offers for students, among them the fact that greater learning is obtained outside the classroom where students not only access the resources provided by teachers but also additional resources; helps students improve their oral skills and increase their participation; favors academic success; grants more time for practice and additional activities within the classroom, promotes autonomy and student-centered learning; they can access the materials at any time and from anywhere; students can learn at their own pace; teachers have more time to help their students so that they have meaningful learning.

It also presents challenges that are related to activities outside of class, such as the need for more time to design the courses. It is difficult to control the behavior of students. Students fail to adequately schedule their activities to carry out the activities that teachers send them. Resistance to change in the way of teaching both by students and teachers. And access to the internet, since not all students have it.

With the pandemic, many educational institutions had to modify their teaching methodology, moving to online teaching, which was possible thanks to technological advancement and access. Technology today has become very important since students carry out most of their daily activities through electronic devices. Due to the pandemic and the great technological advance, institutions and teachers have sought new ways to renew traditional and alternative approaches using technology. As is the case of the flipped classroom, the same one that has gained great importance in recent years, even though this teaching approach is not new. Teachers can take advantage of technology to provide

educational resources, just as they can use it to have personalized interaction with students. Students currently demand that institutions adapt their curricular designs and traditional pedagogical instructions to digitized learning.

#### **4.3 Analysis and discussion of the interview vs bibliographic review**

Considering the data from the interviews and the consulted bibliography, it was possible to determine that as strategies, the teachers of the UPSE adapt the materials and resources according to the level that the students have. So that in this way they are more understandable and useful when learning on their own. They also provide additional materials that serve as a supplement to the previous curriculum. In addition to taking into account the availability and access that students have to access these resources, the same ones are related to the classes taught. They look for the information to be simple so that students can understand it since they do it autonomously. In the same way, they adequately select the materials seeking to improve fluency when speaking and writing by the students.

This is consistent with the principles of constructivism and student-centered learning, as teachers prioritize their strategies and the resources they provide based on students and their English levels. They focus on what students need, offering information that contributes significantly to their learning. Just as they build knowledge through an active and participatory approach because students must learn the materials they are given on their own and then put them into practice in face-to-face or virtual classes. This is also consistent with the fact that teachers have more time to focus on students, since if they were to apply traditional teaching, it would be unlikely that they would be able to do this.

The flipped classroom offers multiple benefits, of which the one that helps to improve oral expression and listening comprehension skills stands out. Because it allows students to be participatory in class activities, it involves them in the teaching process, so that students

have the autonomy to develop their learning. But to take advantage of these benefits, it is necessary that when classes are structured, consideration should be given to making them accessible and understandable to all students. These classes must be attractive by making use of audiovisual material and thus encourage the active participation of students. In the same way that the activities that are assigned to the students contribute to collaborative work, in addition to the fact that the learning acquired must be evaluated from time to time. Teachers also use additional resources to facilitate student learning at home. These activities are quizzes, questions, videos, online resources (vocabulary, listening, grammar, and reading materials), websites, books, and scientific articles.

This goes hand in hand with active learning and collaborative learning because teachers are clear that this approach has many benefits that they take advantage of by structuring their classes better. So that in this way students have a more active participation in their learning, getting involved with the resources that they provide and being more participatory both personally and in group work. This is why teachers develop activities that allow them to promote this in their classes, and later evaluate the progress they have made. It also agrees with the benefits that other authors mentioned about the flipped classroom. Denoting that by implementing the flipped classroom, students have greater learning outside the classroom, taking advantage of the resources provided by teachers, which are sometimes also additional resources that are not specifically part of the subject. But they can contribute significantly to improving their ability, and also improve their oral skills through more time for practice and activities in class.

The flipped classroom, like any other method, involves various challenges that are of great importance, including motivating students to carry out activities outside the classroom. Because for some students this approach is not so attractive because they want to do other things in their spare time. The availability and quality of resources is another problem, as

teachers do not develop their material, but rely on resources that are already available on the internet, and it is sometimes difficult to find resources on particular topics. Another challenge is to evaluate the progress of the students because it is difficult to determine in each class if they have carried out the requested activities, this can only be determined through diagnostic tests and formative evaluations. Internet access also presents drawbacks for certain students, which makes it difficult for them to access resources and complete the assigned activities, although teachers are always looking for new strategies to overcome each of these challenges and continue implementing the flipped classroom.

This agrees with the challenges established in the bibliographic review since there is resistance to change on the part of the students. In the same way, it is difficult to control the behavior of the students and thus evaluate if they carry out the activities that are sent to them. In addition, not all students have internet access. There are other additional challenges considered by teachers but that may be specifically related to the context of these students and how the implementation of the flipped classroom is given in this environment. But in the end, the challenges can be overcome and the teaching practices can be improved with effective strategies and by what the students require.

The recommendations provided by teachers for other teachers who wish to implement the flipped classroom are based on key aspects. For this reason, the activities and resources provided must be consistent with all levels of students, taking into account each of their needs. The activities that are developed must capture the attention of the students and motivate them to be participants in their teaching process. Keep up to date with new pedagogical approaches and new technological resources related to the education they teach.

However, this approach may not be appropriate for all levels of students. However, if it is implemented, the level of the students must be taken into account and resources adapted

according to those levels. In such a way that the resources are adequate and significant learning can be done without presenting inconveniences within the teaching process. In addition, it is important that students commit to learning independently and developing activities at home.

This coincides with the fact that the flipped classroom is learning where the center is the student so that they have a much more active role in their learning. Just as today technology is of vital importance and its new developments must be taken advantage of to provide better resources, for this reason the teacher must stay updated. For this reason, both institutions and teachers can implement this approach according to the demands that students currently demand to improve their English language skills and be more professionally competitive in their personal and professional development.

## Chapter V

### Conclusions and Recommendations

#### 5.1 Conclusions

As strategies for implementing the flipped classroom, teachers adapt both materials and resources according to the level of the students, offer additional materials, appropriately select materials, and provide easy-to-understand information.

The flipped classroom approach is effective, as it allows students to improve their oral expression and listening comprehension, by actively involving them in the learning process, and providing them with additional resources that complement the curriculum.

There are several challenges in implementing the flipped classroom, such as student motivation, availability and quality of resources, progress evaluation, and resistance to change. Addressing these challenges proactively and strategically will allow for a more effective implementation of the flipped classroom model, thus creating a more dynamic learning environment adaptable to the current needs of students.

To improve the implementation of the flipped classroom model, teachers can focus on designing diverse activities (case studies, interactive games, integrating multimedia resources and discussions) offering challenges for more advanced students and support for those who need it. As well as creating motivating and attractive tasks that stimulate the active participation of all students. In addition to taking advantage of new technologies for personalized interaction and staying up to date on educational tools.

#### 5.2 Recommendations

It is recommended that teachers design a plan regarding the flipped classroom that includes specific strategies to adapt resources and materials according to the level of the students. This plan must consider the specific needs of each student, as well as the characteristics of the content to be taught.

To strengthen the flipped classroom approach and improve students' speaking and listening skills, it is recommended that teachers create multimedia resources that are diverse and stimulating. These resources can be interactive videos, podcasts, and listening activities that encourage active participation and communicative exchange among students.

It is recommended that teachers develop a comprehensive approach to address the challenges of flipped classes. It is about creating motivation strategies that encourage the active participation of students, as well as guaranteeing the accessibility and quality of available educational resources. In addition, a flexible system aimed at student progress should be established, which adapts to the flipped class format. Also, it is important that they implement training programs for teachers and students, in order to reduce resistance to change and promote knowledge of this innovative educational model.

It is recommended that teachers constantly explore new innovative pedagogical tools and approaches. This implies that they participate in workshops, courses or educational communities that provide updates on educational technology and more effective teaching methodologies for the flipped classroom model. In addition, to encourage experimentation and adaptation of these tools to the specific needs of students.

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## Annexes

### Annex A Certified Anti-plagiarism System

#### Certificado Sistema Anti-Plagio

En calidad de tutor del Trabajo de Integración Curricular denominado **“FLIPPED CLASSROOM AS A PEDAGOGICAL STRATEGY USED BY THE TEACHERS OF THE PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES CAREER OF UPSE.”** elaborado por la estudiante **JOSELYN RAFAELA ARIAS MONTENEGRO**, de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio COMPILATIO, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 2 % de la valoración permitida, por consiguiente se procede a emitir el informe.

The screenshot shows the COMPILATIO anti-plagiarism system interface. At the top, it displays the document title 'CHAPTER II-V JOSELYN ARIAS-2 8-12-2023' and a similarity score of 2%. A summary box indicates: 2% Textos sospechosos, 0% Similitudes entre comillas, < 1% Idioma no reconocido, and 0% Textos potencialmente generados por la IA. Below this, document metadata is provided: 'Nombre del documento: CHAPTER II-V JOSELYN ARIAS-2 8-12-2023.docx', 'ID del documento: c0cbe654083d1d9d19d7d-c799b5159d33851c6ca', 'Tamaño del documento original: 48,29 kB', 'Depositante: XAVIER ANTONIO ALMEIDA BRIONES', 'Fecha de depósito: 8/12/2023', 'Tipo de carga: interface', and 'fecha de fin de análisis: 8/12/2023'. It also shows 'Número de palabras: 6417' and 'Número de caracteres: 42.588'. A section titled 'Ubicación de las similitudes en el documento' shows a progress bar with three vertical markers. The 'Fuente principal detectada' section contains a table with one entry:

N°	Descripciones	Similitudes	Ubicaciones	Datos adicionales
1	Documento de otro usuario <small>#f85bae4</small> El documento proviene de otro grupo	2%		Palabras idénticas: 2% (106 palabras)

Atentamente

Ing. Xavier Almeida Briones. MSc  
TUTOR