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Running Head: LISTENING SKILL, FLIPPED LEARNING AND AUTONOMY

The development of listening skill and autonomous behaviors through the implementation of
flipped learning approach

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Research Report submitted

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LISTENING SKILL, FLIPPED LEARNING AND AUTONOMY

Declaration

We hereby declare that our research report entitled:

[The development of listening skill and autonomous behaviors through the implementation of flipped learning approach]

- Is the result of our own work and includes nothing which is the outcome of work done in collaboration except as declared and specified in the text;
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Abstract

This small-scale action research study examined the impact of implementing the four pillars of flipped learning to improve listening skills and develop autonomy through listening tasks. The study was conducted with false beginner English level children and teenagers students of two public schools in Bogotá, Colombia. Participants exposed their need to improve listening skills in their foreign language learning. In Colombia, there are two studies which investigate the impact of flipped learning in undergraduate population, but, there is not any which interrelate flipped learning, listening skills and autonomy on public schools. Data obtained from different instruments were analyzed through the grounded theory method. The results revealed that the adoption of the flipped learning approach had a positive impact on the participants' listening skills and the development of their autonomy; they contributed to the improvement of the teaching and learning process in aspects such as flexible environment, learning culture, intentional content and professional, educator; students had the opportunity to improve on individual variation, contextualized additional activities, motivation and strategic dimension; and to develop autonomous behavior such as responsibility, accessibility, active participation, prior knowledge and self-reflection.

Key words: Flipped learning; listening skills; Autonomy; Dimensions of the model of second language listening comprehension.

Resumen

Este estudio de investigación - acción en pequeña escala examinó el impacto de los cuatro pilares del aprendizaje invertido para mejorar las habilidades de escucha y desarrollar autonomía a través de tareas de escucha. El estudio fue llevado a cabo con niños y adolescentes, que se encuentran en un nivel “principiante” en dos colegios públicos en Bogotá, Colombia. Los participantes expusieron su necesidad de mejorar las habilidades de escucha en el aprendizaje del inglés. En Colombia, existen dos estudios los cuales investigaron el impacto del aprendizaje invertido en población de pregrado, pero no hay ninguno que relacione el aprendizaje invertido, las habilidades de escucha y autonomía en colegios públicos. Los datos fueron recolectados a partir de diferentes instrumentos, éstos fueron analizados a través del modelo de la teoría fundamentada. Los resultados revelaron que la adopción del enfoque del aprendizaje invertido tuvo un impacto positivo sobre las habilidades de escucha de los participantes y en el desarrollo de su autonomía; ellos contribuyeron al mejoramiento del proceso de enseñanza y aprendizaje en aspectos tales como ambiente flexible, cultura del aprendizaje, contenido intencional, mejoramiento profesional; los estudiantes mejoraron su variación individual, actividades adicionales y contextualizadas, motivación y dimensión estratégica; y desarrollaron conductas autónomas tales como responsabilidad, acceso, participación activa, conocimientos previos y auto reflexión.

Palabras claves: aprendizaje invertido; habilidades de escucha; autonomía; dimensiones del modelo de la comprensión auditiva de la segunda lengua.

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Chapter 1: Introduction

1.1 Introduction of the study

This action research study is intended to improve the English Foreign Language (EFL) teaching and learning processes in two public educational institutions in Bogotá - Colombia, making the implementation of the four pillars of flipped learning in regards to promote listening skills so that students develop autonomous behaviors in this process. First, the listening skill is vital in the language classroom because it provides input for the learner. As Rost argued, without understanding input at the right level, learning cannot begin. (as cited in Nunan, 1999, p. 200). Additionally, this receptive skill does not have the attention required, it is seen as a secondary skill, a means to other ends (Nunan, 1999, p. 199), also, listening skill tasks inside the classroom are limited by structural exercises which do not emphasize in the development of dimensions proposed by Flowerdew & Miller (2010). Second, the pedagogical approach called Flipped learning proposes four pillars for the planning, development, use of resources and evaluation of any topic in any subject. This kind of approach also triggers a different way for developing Low Order Thinking (LOT) and High Order Thinking (HOT) skills inside and outside the classroom. Hence, it is important to highlight that according to Bloom's taxonomy, the understanding and remembering stages are developed when learners have to watch the video and comprehend the topic explained in it at home, whereas, applying, analyzing, evaluating and creating stages are promoted in the class. In contrast, in the traditional learning model these four stages (analyzing, understanding, applying and remembering) are fostered inside the classroom, but, these last two (evaluating and creating) are not fully developed. Third, the development of autonomous

behaviors will be strengthened as learners are aware of their learning process and demonstrate those actions inside and outside the classroom.

As the scope of this research study is related to flipped learning and the effect it has on the development of students' listening skills in order to promote autonomous behaviors, the adoption of this learning approach will lead to a change in the EFL classroom, consequently in the roles assumed by the teacher (from a former to a facilitator) and the learners (from passive participants to active participants), thus, the dynamic in the English class may become a learner-centered scenario.

1.2 Rationale of the study

1.2.1 Needs analysis and problem statement.

The implementation of this action research study demanded the application of a needs analysis with the purpose of ascertaining the preferences students had in the teaching and learning process. Also, it was important to have into consideration different contextual factors that affected the teaching and learning process of English as a foreign language in two public schools located in Bogotá: Ciudad de Bogotá School and Nueva Colombia school.

On the one hand, a needs analysis was conducted in two schools of Bogotá: "Ciudad de Bogotá" school with third grade children and "Nueva Colombia" school with children of sixth grade, to get insights about learning needs and resources students had at home for learning purposes. For this, a need analysis questionnaire was applied (appendix A) consisting of two sections: general information and learning preferences. This needs analysis questionnaire was applied to students in the early stage of the research process (See chapter 3) and the data collected were organized in a MO Excel file. The results of such analysis showed that learners used the target language minimally in English class and they did not use it outside of it,

nevertheless, they were aware of the importance of learning a foreign language. Conjointly, learners reported a preference for improving the comprehension in the target language in order to become proficient on it. Also, they considered listening to the teacher, taking notes, learning by heart, using the whiteboard, creating and performing dialogues and doing activities from English web sources as good classroom practices. Additionally, students considered books, workshops, TV and websites as good materials to be used in the learning process.

On the other hand, some contextual factors are important to highlight from teachers' perspective such as time issues and lack of materials which affect the learning and teaching process. In the public educational system in Bogota, the time provided for English teaching is from two to three hours per week, it trusts the institutional organization, which is two hours for elementary learners and three hours for high school learners. This amount is not enough to develop the processes and skills that are necessary for learning a foreign language, for that reason, it is crucial to find strategies to optimize time inside the classroom and to provide students with procedures to learn outside of it, as a result, they can become independent learners.

Furthermore, in the institutions in which the present research study was conducted, it was possible to see that there were not materials like videotapes and audios which are the basic ones for developing listening skills. So, it became important to use and took advantage of the resources students and teachers had outside the classroom like technological devices and internet network. In this sense, the adoption of the Flipped learning approach reduced the negative impact the lack of materials produced inside the classroom as it allowed teachers and students to exploit the resources available outside the classroom making the teaching and learning environment flexible.

According to the needs analysis findings and other contextual factors described above, learners did not use English outside the classroom, but, they were interested in showing proficiency in the target language, starting by the comprehension of it, but due to the time limitations, lack of material in the institution this goal has not been fully achieved.

1.2.2 Justification of problem's significance.

In public education, for the short amount of time devoted to English instruction and the standardized nature of testing and teaching, little room is left for student centeredness and innovation. Thus, class time is used for knowledge delivery instead of being a space in which practical activities allow the reinforcement of what learners had learned, preventing the classroom physical space to be transformed into a learner-centered environment. Hence, a change in the methodology of language teaching is required in order to optimize class time and grant students to have the predominance in different scenarios, as actors of their own process. Consequently, to implement teaching strategies that respect each student' learning pacing and address their educational needs is important, This means that, to create materials that support both teaching and learning in a more effective way is a crucial need.

This study research is important because the implementation of flipped learning in a Colombian public educational context benefits all educational actors, especially to teachers, students, and parents. First, it generates fruitful learning environments inside and outside the classroom, since it “frees up time and increases student engagement outside the classroom by moving delivery of content to the out-of-class portion of the course” (Bauer - Ramazani, Graney, Marshal & Sabieh, 2016). Second, it transforms the roles of teachers and learners from informer and passive roles to a facilitator and an active participant respectively considering “flipped learning enhances meaningful input and interaction” (Bauer - Ramazani et al., 2016). Third, it

promotes the improvement of a language skill in depth since it “applies this new content learnt in communicative activities during class” (Bauer - Ramazani et al., 2016). Fourth, it promotes autonomy behaviors “by ensuring that students control the out-of-class content individually” (Bauer - Ramazani et al., 2016).

1.2.3 Strategy selected to address problem.

To address the problem that motivated this research study, the flipped learning approach suggested by Bergmann and Sams (2012) was used as the preferred strategy for instruction. This approach reconsiders fundamental aspects in the teaching and learning processes like time and space as it benefits the creation of the classroom as a center of learning instead of being a presentation station where teachers deliver the knowledge and students receive it. Consequently, when the flipped learning approach is adopted, the teacher design a series of instructional videos those are going to be seen by students at home, and as they watch them, a recap or note taking strategy will be needed in order for students to get themselves involved in their own learning. Likewise, class time will be used for adopting pedagogical methodologies like Project Based Learning (PBL), Universal design, Enquiry Learning and any other active learning pedagogies perspectives profitable for student - centeredness environment.

Through the adoption of such pedagogical approach, classroom is transformed into a collaborative space where individual spaces are created; to uphold student-centered learning environment, optimize learning time and spaces, create new material like videos in order for learners to have access to concepts, emphasize on learning instead of teaching and, most importantly, to promote autonomous behaviors on learners through the implementation of listening tasks.

As Nunan (1999) said, a learner centered dimension can be brought to the listening class in one or two ways: first, tasks can be devised in which the classroom action is centered on the learner, not the teacher: it is the learner who does the work. In tasks based on this idea, students were actively involved in structuring and restructuring their understanding of the language and in building their skills in using the language. Secondly, teaching materials, like any other type, can accomplish learner-centered dimension by getting learners involved in the process underlying their learning and in making active contributions to it. In this sense, listening is developed in two ways: firstly, while watching the instructional videos since learners must listen to the teacher who is the person that explains the topic, secondly, in the classroom because students must do listening activities related to the topic seen in the video, additionally, it is the classroom space which enhances feedback and scaffolding strategies because students had the opportunity to apply what they had learned in the video, reinforce their knowledge about the topic worked, participate on listening activities and evaluate their learning process.

1.3 Research question and objectives

1.3.1 Research question

The purpose of this study was to determine the effect that flipped learning had, if any, in the improvement of listening skills when implementing listening tasks which corresponded to listening comprehension model by dimensions in order to develop autonomous behaviors inside and outside the classroom. Thus, the research question was:

What happens to listening skill when flipped learning is purposefully applied to develop autonomous behaviors through listening tasks in third and sixth grade false beginners in two schools in Bogota?

In order to support the research question above, the following sub questions were considered

- What is the effect of the implementation of the four pillars of the flipped learning approach on young learners' English listening comprehension?
- What is the effect of the implementation of a model of listening comprehension by dimensions on young learners' English listening skill and the strategies involved in it?
- Which autonomous behaviors (i.e. responsibility, accessibility, self-reflection, active participation) will learners develop through the implementation of the four pillars of flipped learning and listening tasks?
- What will be the effects of the implementation of the four pillars of flipped learning on the EFL teacher?

1.3.2 Research objectives.

Taking into account the research question and sub questions; we proposed the following objectives.

1.3.2.1 General Objective

To describe the impact that the implementation of the flipped learning approach has on learners' listening skill and their autonomous behaviors in two public schools in Bogotá.

1.3.2.2 Specific Objective

- To improve students' listening skill through the application of tasks framed upon the flipped learning approach.

- To develop autonomous behaviors on students through the implementation of the four pillars of the flipped learning approach and listening comprehension model.
- To analyze the effectiveness of the flipped learning approach on both participant schools.

To sum up, it is necessary to propose tailored listening tasks to learners in order for them to comprehend and acquire the target language in an approach which lets them control their own way of learning inside and outside the school. In this way, the four pillars of flipped learning and tailored listening activities can make changes in the development of learner autonomy behaviors. Thus, it is important to mention some research studies and theoretical concepts in order to set basic notions for the implementation of this study. The following chapter presents the main constructs: Flipped learning, listening skills and autonomy, as well as the research that supported the results of the present research study

Chapter 2: Theoretical Framework and State of the Art

2.1 Introduction

The previous chapter underlined that there were three main areas to consider in the present qualitative action research study with the purpose of describing the impact of the implementation of the four pillars of the flipped learning approach on listening tasks which demonstrate learners' autonomous behaviors in two public schools in Bogotá. Firstly, it is important to understand the central processes involved in listening comprehension and also to consider the strategies that are most effective for developing listening skills in learners. Secondly, it is important to understand how and why the adoption of flipped learning could help learners to develop their listening skill. Finally, how autonomy would be favored with the implementation of flipped learning is crucial to understand since all students have the possibility to develop their own control on their learning process.

The constructs considered for this research study were: flipped learning, listening skill and autonomy. Accordingly, for flipped learning the main works were drawn from: Flipped Learning Network (2014), Sams and Bergmann (2013); for listening skill the fundamental sources were taken from: Richards (2009), Nunan (1999), Levy (2008), Becker (2012), Flowerdew and Miller (2010); and for autonomy the primary conceptions were adopted from: Holec (1981), Benson (1996), Allwright (1988), Wenden (1991), Pemberton (1996), Nunan (1996). These authors were chosen given the seminal quality of their work and the contribution they made to our understanding of the concepts worked. These writers, cited above, are among the seminal authors discussed throughout the chapter.

Additionally, there are several previous studies that have been consulted to strengthen this qualitative action research such as Hamdan, McKnight, K., McKnight, P., and Arfstrom (2013), Warter- Perez and Dong (2012), Strayer (2012), Freeman and Schiller (2013), Westermann (2014), Gaughan (2014), Arispe and Blake (2012), Berrio (2014), Parra and Medina (2014).

2.2 Theoretical Framework

2.2.1 Listening comprehension.

In the early stage of this research, the questionnaire applied (Appendix A) and its tabulation demonstrated that the skill students wanted to improve was the listening skill. For this reason, to know the processes involved in listening comprehension becomes important, so, teachers can create listening tasks and implement learning strategies that result effective and promote English language learning on students.

Listening tends to be one of the most complex skills for students to acquire. According to Richards (1983), in the listening comprehension process there is an interaction between the speaker and the listener. When a listener receives an oral message, this is stored in short-term memory to organize it and identify the content and function of the message, then the listener builds propositions to obtain the meaning of the message and when it is understood, it is stored in long term memory, so the form of the message received is deleted. To develop this process, Richards emphasizes that as listeners, we use not only prior knowledge but scripts and schema knowledge to interpret and understand the messages we hear, it means, that “we are able to understand many utterances from our general awareness of how people achieve goals and from our assumptions that most human behavior is purposeful and directed toward particular ends”.

(Richards, 1983, p.223). For this study, it is important to understand the process which is executed when a listening task is done for designing activities that are appropriate for the learners and allow students to acquire the desirable competence level in the listening skill.

Similarly to Richards, Nunan (1999) makes reference to the views of listening that have dominated language pedagogy over the last twenty years. The bottom- up approach which sees the listening as a process of decoding the sounds in a linear way and the top-down approach which considers the listener as an active constructor or rebuilders of original meanings using the prior knowledge to make sense of what she or he hears. Evidently, the top-down processing model is based on the schema theory used by Bartlett (1932). He argued that the knowledge we have in our heads is organized into interrelated patterns. They are like stereotypical mental scripts or scenarios of situations and events enhance from numerous experiences of similar events. (Nunan, 1999, p. 201). To recognize the theoretical process involved in the listening skill is relevant in this study, so as to develop comprehension and awareness about the foreign language, in this sense, the population concerned in this implementation will develop mostly bottom - up process of comprehension since they are at a beginning stage of learning.

Additionally to the bottom-up and top-down processing models, Rumelhart (1975) developed the interactive model which is a model that synthesizes the other two as they are required in listening comprehension. An important advantage of the interactive model over hierarchical models, whether they are bottom-up or top down, is that it allows for the possibility of individual variation in linguistic processing. From the pedagogical point of view, “this opens up the possibility of a model that is sensitive to individual learning styles, on the one hand, and group needs, on the other” (Flowerdew & Miller, 2010, p. 27). Although students develop the listening comprehension based mainly on bottom-up processes, how the interactive model

enables listeners to understand the context and the various aspects involved in listening tasks cannot be ignored.

On the other hand, Flowerdew & Miller (2010) stated that the listening comprehension processes in L2 listeners are considerably similar to those of an L1 listener, although, there are some difficulties in comprehension and additional processes that second language listeners must perform, thus, listening a second or a foreign language can be a difficult task. Once the message gets into long-term memory, the L1 listener has an array of schemata to match the message while for the L2 listener, the schemata may not be sophisticated, and even if the message is considered important, to retrieve it may be difficult once it is in the long term memory as the L2 listener may have filed the message in the “wrong” place. (Flowerdew & Miller, 2010, p. 28)

For that reason, Flowerdew & Miller (2010) proposed a pedagogical model for learning a second language which is composed of eight interrelated dimensions that contribute to the process of listening comprehension. The first dimension is called Individual variation (Flowerdew & Miller, 2010, p. 86). It relates to individualized learning proposed by Disick (1975) and Nunan (1996) where the main idea of a listening model is to create activities and tasks that tailor the needs of particular groups and the learning styles of each group of learners as beginners are more likely to need the development of basic bottom - up skills of decoding; contrary, advanced learners are more likely to emphasize on top down skills and apply schematic knowledge considering their learning of phonology and syntax. The population impacted by this research, as they are beginner learners, to apply activities that develop bottom up process is appropriate in order to boost this individualized dimension.

The second dimension is the Cross - cultural dimension (Flowerdew & Miller, 2010, p. 87). It regards the role of schemata and background knowledge, and how they influence different

cultural interpretations according to resources listened to. This dimension is presented in the resources that learners can listen to since they could find similarities and differences according to their schemata and background knowledge.

The third dimension is the Social Dimension (Flowerdew & Miller, 2010, p. 88). It address interactive dialogues, it means, the majority of listening exercises directs bottom - up processes because to analyze words, sounds or sentences is easy, nevertheless, in real life understanding and comprehension occur in interactive dialogues, for example, in a dialogue interlocutors affect the nature of the message and its interpretation, hence, a conversation can have stages such as: reformulation, turn-taking, and the like, thus, conversation and its stages are present in all listening tasks even in monologues, In addition, in listening comprehension the listener can take different roles: side participant (people taking part in conversation but not being addressed) and over hearers (people listening but not officially ratified as participants). In the Second Language Acquisition (SLA), learners take the role of over hearers. This generates that learners adopt a clandestine role and they do not have the opportunity to guide the interaction and learn how to apply strategies like back - channeling, reformulating, repair, and turn - taking in order to aid comprehension. Consequently, in this study research is necessary to integrate learners in an active process of listening where the purpose of the tasks are not to fill a gap, but to give the importance of communication, the particular words which aid the people who are talking for understanding each other, so learners can be aware of the conversation process, their use of utterances in a situation and they can use it.

The fourth dimension is the Contextualized dimension (Flowerdew & Miller, 2010, p. 89). It focuses on the integration of listening with other processes and activities, for example, in a lecture context, students do not just have to understand what the lecturer is saying, but they

have to take notes, make handouts, use visual aids, participate in pre - reading, written and verbal tasks, then, they will take an exam. So, when there is not presence of additional activities in listening, learners do not have enough materials in order to process different texts in a context, thus, when listening tasks are not related to the topic presented, for learners is more difficult to understand them even in real life. Accordingly, learners must recapitulate the information seen in the video prepared for each lesson, then, students are conscious of the basic concepts that they need to know in order to participate in the activities proposed for the class.

The fifth dimension is the Affective dimension (Flowerdew & Miller, 2010, p. 91). It affirms that comprehension can take place if individuals are motivated to listen. Hence, according to Mathewson (as cited in Flowerdew & Miller, 2010), there are four factors that may lead to a decision to read or listen:

- Attitude: they are attitudes determined by the content, format, and form of a text, a positive attitude toward listening and the source of material.
- Motivation: it can be described in terms of belongingness and love, curiosity, competence, desire to know and understand. It is an energizing process that is required before a positive attitude toward listening, so, it can be translated into a decision to listen.
- Affect: they are the feelings that may contribute to a decision to listen, it means, moods, intensity and quality.
- Physical feelings: they are all outside sources during listening which may affect feelings, such as background noise. The text itself may produce physical feelings like pleasure.

Additionally, learners might be more (or less) inclined to listen to a real person, as opposed to an audio or video recording. In this regard, L2 listeners want to understand the message but they also want to develop their listening ability and indeed their overall language

proficiency through listening. As the population of this study is interested on the listening skill, meaning in comprehension, their motivation to the language is really important in order to improve their abilities and have their willingness towards the activities proposed inside and outside the classroom.

The sixth dimension is the Strategic Dimension (Flowerdew & Miller, 2010, p. 92). Traditionally in language pedagogy the development of listening has been seen as an incidental to the learning of other knowledge and skills (most often syntax and lexis) and it has not been the focus of overt instructions. But, the learning dimension of an L2 model of learning must identify the specific learning strategies that are beneficial to the acquisition of the listening skill. In this regard, the implication of this model must be directed toward educating learners to identify their own preferred strategies as the adoption of such strategies can give learners the possibility of developing metacognitive processes, better described, students can monitor their use of language consciously with the purpose of enhancing it. Thus, one of the aims of this implication is to know the development of autonomous behaviors in learners, this concept will be explained further, for learners apply and recognize different ways which allow them to notice about the best way to learn is important, also, they need activities which concede them to be mindful of their learning progress and competence in the ability they chose to improve in the acquisition of a second language.

The seventh dimension is the Intertextual dimension (Flowerdew & Miller, 2010, p. 93). As the conversation is the focus of listening comprehension and understanding, it borrows or adapts utterances from media like advertisements and others in order to enrich the communication, the use of the language in a particular group or field of discourse (register), and, how the language is used in particular situations to achieve particular communicative goals

(genre) are types of intertextuality. So, different registers and genres have their own recurrent patterns of language use, or intertextuality, which listeners need to be able to recognize. Hence, intertextuality is pervasive in all forms of language including casual conversation, for that reason, intertextuality is an aspect of comprehension that demands a high level of familiarity with the target culture over and knowledge of the basic language system. In this research study this dimension is important because comprehend and learning a language is not just a coding process but it is the knowledge of the culture where the language come from, for learners understand the target language is important, in this case English, which has differences among words according to the country where it is spoken, thus, for learners, knowing this kind of cultural differences is wealth in the acquisition of the language.

Finally, the eighth dimension is the Critical dimension (Flowerdew & Miller, 2010, p. 94). In this dimension authors explained that listening skill is a political activity because what we hear is imbued with the assumptions or ideologies that are shared by the society that produced the texts. In this way, it arises a critical approach to listening, an approach that seeks to interpret language critically in light of the unequal distribution of power, hence, this is a critical component into listening model where listeners have to analyze the context in which what they hear is created and thereby deconstruct it so as to reveal the inequalities of power that the text reproduces. Thus, when a critical component is included in a listening model it promotes a level of sophistication in the learning language and it is preparing learners for responsible citizenship (Fairclough and Wodak as cited in Flowerdew & Miller, 2010, p. 95).

The teaching of listening comprehension, or of any language skill, involves considering the objectives we are teaching toward and the micro-skills our procedures cover. An educated response is dependent, in turn, on how much of an attempt we have made to appreciate the nature

of the listening comprehension process itself. Any informed methodology or teaching program looks both at techniques and classroom routines, and beyond them, to the broader principles which serve as their justification. (Richards, 1983, p. 238) For the purpose of this research study, Richards definition is going to be adopted as the foundation of this theoretical framework due to the listening skill needs stages, routines and parameters for being developed inside and outside the classroom in order for learners awake to their comprehension process and their long - term memory can be filled with correct information. Also, the dimensions proposed by Flowerdew & Miller (2010) are going to be adopted with the intention of identifying the dimensions developed in this implementation.

2.2.2. Flipped learning

As public school educators, time constraints and teacher - centeredness are key issues we face every day. So, to generate a change in the mentality among teachers to enable them to implement strategies in the classroom in order to improve the concerns mentioned might be necessary. For that reason, this qualitative action research study aims to evaluate how the implementation of the four pillars of the flipped learning approach can help the development and improvement of the listening skill on learners in English teaching and learning.

According to the Flipped Learning Network (FLN) (2014),

Flipped learning is a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter. (Paragraph 4)

Flipping learning in educational environments could facilitate the implementation of learning strategies inside the classroom that lead students to achieve high order thinking skills

which in turn will improve the processes of acquisition of the foreign language. In addition, class time could be used for dynamics of working which involve students actively enhancing student-centered approach rather than addressing the teacher as usually happens in public education classrooms. A Flipped classroom gives teacher the flexibility to meet the learning needs of all their students, and provides students the flexibility to have their needs tailored in multiple ways. Consequently, it creates a classroom that is truly student-centered. (Sams & Bergmann, 2013)

Even though videos have been the preferred means of instruction in flipped learning, they are not necessarily the only way to flip. As Bergmann and Sams (2013) mentioned, “flipped learning is not about how to use videos in lessons. It’s about how to best use in-class time with students” (p.28). In this sense, this approach in a public context might increase the use of time for English class since learners must be involved outside and inside the classroom, thus, students have the opportunity to practice and apply the language knowledge seen through videos and be aware of the kind of strategies they can use for enhancing their learning in the target language. Also, teacher dynamics change because he/she is not the center, the teacher’s aim is to make students get engaged with the explanations at home and activities in the school, it means, educators must provide the activities in order for learners to apply what they know from the comprehension process made outside class. In this way, it decreases the issue about the lack of appropriate material for teaching a foreign language in the school, since teacher guides learners to keep in touch with resources available outside the classroom like videos and others, so, students and teachers have the possibility to learn from other sources and broad the learning space and time.

2.2.3 Autonomy

Autonomy as a construct had different definitions proposed by different authors, but for this research, autonomy was considered as the management of the own process of learning. According to Holec (1981), autonomy is the “ability to take charge of one’s own learning” (p. 3). Nonetheless, in most Colombian public schools the teacher controls every action that occurs in the classroom, so, learners do not have any control over their own process. Then, in order to prioritize learners’ control on their learning process is imperative to train students in metacognitive strategies through the listening tasks proposed:

The implication of knowing about the strategies learners use is that teachers may be able to adapt their teaching methods to suit specific groups of learners, and they may consider introducing new strategies to expand learners’ repertoires so that they can listen effectively in different situations. (Flowerdew & Miller, 2010, p.69)

Thus, the integration of listening strategies in the language lesson promote the development of listening habits which encourage students to have control on their own learning process and develop autonomous behaviors inside and outside the classroom.

In this sense, Allwright (1988) suggested that autonomy is related with language pedagogy, classroom and tasks changes. Hence, autonomy is a term "associated with a radical restructuring of our whole conception of language pedagogy, a restructuring that involves the rejection of the traditional classroom and the introduction of wholly new ways of working" (p. 35) so, the classroom changes when the flipped learning approach is applied since not only cognitive and social strategies are developed but metacognitive strategies have a room in the development of the class, as a consequence, students and teacher have the possibility to create a learning environment where listening strategies are promoted. In regards to this point, Nunan (1995) affirmed that in “some degree of autonomy can be fostered in learners regardless of the

extent to which they are naturally predisposed to the notion, by systematically incorporating strategy training into the learning process.” (p. 13), so, to integrate activities which encourage learners to enhance strategies focused on developing autonomy into the classroom is necessary, additionally, the importance of those tasks is the time devoted for applying them, so, in order to train students in the listening strategies for acquiring listening habits those activities must have a systematic implementation in the stages of the lesson plan.

However, the homeroom is not the only place where autonomy can be developed. Once, learners are trained in autonomy, they are able to control their learning process inside and outside the classroom, thus Nunan (1995) mentioned that “autonomy is enhanced when learners are actively involved in productive use of the target language, rather than merely reproducing language models provided by the teacher or the textbook.” (p. 20) hence, when learners have access to the video and are involved in a flipped learning environment they can feel that they are not repeating what the teacher says but they can have the possibility to use the target language at home, “autonomy is enhanced when learners are given opportunities to activate their language outside the classroom” (Nunan, 1995, p. 23) when learners can see the video and be aware of what they are learning they can feel that classroom is not the only place where teacher can explain, also, students are keeping in touch with the target language and teacher, consequently the L2 can be improved and practiced.

Therefore, learners can have control on the learning resources. According to Benson (2001) the control of resources may constitute an argument for some form of self-access and the need for greater student control of what it makes available, so, autonomy has to do with resources control. For this research study: the video is the resource available outside the classroom, learners can manage their time and space for having opportunity to learn, it means,

learners can choose where and when to see the video for taking notes, and to develop certain activities the teacher may deliver to the student with the aim for the listening task be a support resource for the learner, and if they have doubts they can see the video as many times they want to consolidate the learning of a topic and have the information needed for the class at school.

As consequence, this research study aims that individual and social changes can occur in terms of autonomy. In the individual part, it is necessary that learners ask themselves about the importance of learning a target language and acquire the strategies which make them autonomous in their learning process, as Wenden (1991) declared “‘successful’ or ‘expert’ or ‘intelligent’ learners have learned how to learn. They have acquired the learning strategies, the knowledge about learning, and the attitudes that enable them to use these skills and knowledge confidently, flexibly, appropriately and independently of a teacher. Therefore, they are autonomous” (p. 15) but it is not enough to adopt autonomy strategies as individual, it is important to make changes in social environments, it means, the classroom where learners are involved, thus, it is necessary for them to develop peer - cooperation attitudes which make students in the classroom have teacher and peers support. As Pemberton (1996) mentioned “autonomy not only transforms individuals, it also transforms the social situations and structures in which they are participants.” (p. 34).

2.3 State of the art

The theoretical framework aforementioned allowed stipulating the main constructs for the present research study, however, it is important to illustrate other research experiences which had been registered in order to study deeply the influence of flipped learning in academic scenarios. It is relevant to clarify that there were not found research where the three constructs proposed (flipped learning, listening skill and autonomy) were developed as the essential pillars,

additionally, there were not found research where the listening skill was developed through the model by dimensions proposed by Flowerdew and Miller (2010). Nevertheless, the flipped learning as a pedagogical approach has been implemented in different academic fields for improving self - regulation, self - efficacy, motivation, autonomy and other features from the self - directed learning. As a consequence, the flipped learning research and its relation between autonomy will be the main focus of the state of the art presented below as global as national framework.

Although flipped learning is a recent pedagogical approach, its implementation in different educational contexts has shown positive results in some aspects of learners' learning. For instance in Byron Public High School (Minnesota, USA) where students obtained low math scores on state tests in 2006. In 2009, the school decided to implement the flipped learning approach in the mathematics department and after its implementation, teachers found that learners' engagement increased and also the state test's scores began to exceed expectations.

In 2007 in Woodland Park High School, a school in a rural community in Colorado, two chemistry teachers, Jonathan Bergmann and Aaron Sams, concerned about the constant absences of students who attended to different extracurricular activities at the end of the academic shift, decided to begin recording their lectures in order to the students catch up and get prepared for next classes. This strategy produced greater interaction among students even with other classmates. This experience got teachers to become the pioneers of what we know as Flipped learning nowadays.

In another school located in a close-in suburb of Detroit, lecture-centered teaching did not allow teachers to connect with their learners' needs, so the school principal decided in 2010 to implement the flipped learning in all freshman classes and after seeing that failure rates dropped

and discipline cases decreased, the school principal adopted the flipped model in the whole school in 2011.

Flipped learning was used in higher education. The results have been documented in students' academic performance and student and instructor morale. Kelly Walsh, Chief information Officer at the College of Westchester in White Plains, NY, became interested in how instructional technologies and tools could be used to improve learning outcomes by making learning more engaging and more productive for students and teachers. (Hamdan et al., 2013, p. 10)

Faculty at California State University, Los Angeles in 2008 flipped the freshman and sophomore Introduction to Digital Engineering course in order to increase opportunities for collaborative project-based learning. The shift was intended to address what was perceived to be the limited professor-student interaction and the prevalence of passive learning in engineering classrooms. In a post-course analysis, flipping the classroom seemed to be effective in helping students understand course material and develop design skills (Warter- Perez & Dong, 2012). Their findings were reinforced by satisfaction surveys and focus groups in which over 70% of students said the class learning environment was more interactive. In the same study, all students strongly agreed that the new learning environment allowed them to gain better hands-on design skills and agreed that the flipped class helped them to learn the content better. Overall, the results suggest that flipping the classroom in this instance had a positive effect on student learning and helped extend learning objectives. (Hamdan et al., 2013, p. 11)

On the contrary, Strayer (2012) compared the learning environments of a flipped introductory statistics class with a traditional introductory statistics class at the same university using the College and University classrooms Environment Inventory, field notes, interviews, and

focus groups. Students in the flipped classroom were less satisfied with how the classroom structure oriented them to the learning task in the course, but they became more open to cooperative learning and innovative teaching methods (Freeman, Herreid & Schiller, 2013, p, 63).

However, there are research studies in which Flipped learning was modified considering particular contextual factors. For example, in a History class, upper level, at San Antonio University in Texas, the video was changed by a primary source that could be a diary, a text, as Westermann (2014) mentioned:

In this case, however, the prefatory material did not consist of a video of a class lecture, but rather the introduction to the student of a primary source. Historians define primary sources as “the firsthand remnants of an event that come directly from a historical actor” (Benjamin, 2010, p. 25). In the discipline of history, primary sources include a wide range of materials ranging from eyewitness testimony such as letters, diaries, and journals, to newspaper accounts, government studies and reports, court transcripts as well as artifacts and photographs. (p. 47).

Also, learners had to participate in an online forum where teacher made comments individually, then, in the classroom they could exchange ideas and support each other, also, they had to create an essay where all the discussion could be involved. As consequence,

...finally, this ‘half-flipped’ approach addresses in part one of the major concerns voiced by educators in using the flipped paradigm, the loss of “engaging face-to-face Socratic teaching” (Hamdan et al, 2013).

One of the of this alternate approach to flipped learning with respect to the history classroom is that it not only relies on a great deal of collaboration, but it still allows for the use of significant in class time for lecture and Socratic discussion, a critical element in the classic humanities canon of instruction.

(Westermann, 2014 benefits, p. 55 - 56).

In this sense, it is possible to affirm, that flipped learning is not an approach where every stage must be followed, but, it gives the possibility to make changes according to the addressed population and the topic itself.

Also, Gaughan (2014) recognized the benefits that Flipped learning gave to a History Subject.

The online lectures have provided time in the classroom for a proliferation of discussion-based activities that I would not otherwise have been able to do. The result is that the students frequently engage in the act of doing history rather than hearing the results of historical work that others have done. The transition to the flipped classroom not only teaches them the work of the historian, but it also makes them critical readers and thinkers and teaches them to trust in their own ability to interpret texts and images and draw their own conclusions. (p. 228 - 229)

Likewise, the use of videos in Flipped environment could make the use of class time more effective considering the learning processes. In addition, learners could develop critical thinking, so, at the end of the course, learners had the possibility to express their opinion about the History class. First, length of videos was a trouble because they exceeded 25 minutes:

Each student reported having watched at least some of the videos. I asked them to explain why they did or did not watch the videos. Those students who self-reported that they watched most or all of the videos (about 75% of the students) found them useful. Most of those who did not watch them gave length as a reason for not watching them. (Gaughan, 2014, p. 229)

In this result, learners found that length of video must be shortened, in order, learning can be accessible, further, it is possible to change the material for a reading and joint a video which can explain some important points.

Second, learners felt they were more prepared for the class thanks to videos: “nearly all of them said that they were better prepared for class than they would have been without the

video.” (Gaughan, 2014, p. 230), since learners knew before the information that will be treated in class, they were prepared for the discussion and the hands - on activities related to the topic.

Bearing in mind Arispe and Blake (2012) research, they reported about the kind of cognitive and social aspects that characterize a successful hybrid learner. Since, this study implemented flipped learning and face to face meetings, it was a hybrid classroom. They found that due to lack of self - motivation in a learner, there were some learners who could feel the need for the teacher to be around all the time but they were not going to enjoy completely the experience in the virtual task, “given this participant’s lack of self-motivation, we can begin to understand his preference for the classroom teaching with the assistance of an instructor and constant reinforcements as opposed to the environment afforded by an independent learning track.” (Arispe & Blake, 2012, p. 459), in this sense, when a learner has low motivation and low consciousness about their learning process, they need the presence of a teacher all the time and their performance in the course can be lower, as it follows: “his low motivation, low conscientiousness, and preference for classroom learning coupled with his low-verbal scores all contributed to his poor performance in the course.” (Arispe & Blake, 2012, p. 459). Therefore, it is necessary to engage learners into their learning process through the metacognitive strategies in order for them to be conscious of their process, find their struggles and abilities into the learning and teaching process. So, in this manner flipped learning and autonomy can be a good tool for increasing motivation and consciousness.

In addition, due to the virtual task proposed in the study, Arispe and Blake (2012) found that some learners had a kind of freedom which respects their own pacing.

His satisfaction with the course was also due to the fact that he was given the freedom to learn language in an independent manner, where CALL enabled him to experiment and interact in the target language at his own pace, while still receiving the benefit of teacher feedback and scaffolding. He appreciated the

convenience of the course and the fact that he was not restricted to go at the same pace as everyone else.

(Arispe & Blake, 2012, p. 459)

In this sense, the flipped learning approach can give to the learner the freedom required for learning instead of losing motivation because they must go in the same pacing that their partners, also, students are responsible into their learning process and can control the time for learning and the teacher's help, since, educator provides feedback and scaffolding of the process achieved by the learners' own. Thus, "online learning may not be an ideal format for every type of language learner, and that students should be informed before enrolling in this format that a high degree of conscientiousness is required in order to do well." (Arispe & Blake, 2012, p. 459) hence, autonomy is required in order to learners will be mindful the kind of process they are going to accomplish and develop their metacognitive strategies along the learning process in order learners can be successful in the language learning process.

The research mentioned above provided a global perspective about the flipped learning in different academic contexts. Nonetheless, it is imperative to know what kind of flipped learning implementations had been done in national context in order to narrow the threshold of the pedagogical approach and its impact on learners autonomy, for that reason, it will be explained two research made in Colombia about flipped learning in undergraduate students since there were not found any implementation in primary or high school levels.

Thus, the first research study intended to describe the development of a flipped classroom for mobile robotics teaching at the mechatronics degree program in the UAC Autónoma del Caribe University (Barranquilla - Colombia). So, the lectures were videotaped for students to watch them before class, in this sense, teachers responded to the students' concerns at the beginning of each class and then they performed enforcement activities such as laboratories, research or problem solving activities. Through this experience, the role of the teacher changed

as Berrío (2014) expressed: “This is how the role of the teacher in the classroom has changed dramatically. He’s no longer the presenter of information but assumes a more important role of tutor, so he spends his time in room helping students with concepts that are stuck.” (Berrio, 2014).

Second, Medina and Parra (2014) presented a research where flipped learning is used under a blended program for teaching English as foreign language to undergraduate students, they found that learners had great troubles with self - regulation, because some of them did not do the tasks proposed in the platform and when they came to tutorial sessions they did not know anything and asked to the teacher the explanation provided in the Virtual Learning Resource Object.

Self- regulation is critical using the flipped classroom. “The idea is that you work at home the same amount of time and they don’t, so when they come to class they don’t know anything, they come to class and I have to explain from the very beginning, they come to class with zero. And of course I have only one hour and I cannot explain them all in one hour, because everything that they need to study on their own, they usually don’t do it and it’s very hard” (A Interview). (Medina & Parra, 2014, p.7)

Also, they had to take into account learners’ responsibility:

I’ll say that the challenges that they have to face are being more responsible because when you’re in the face-to-face the teacher is like on your head to complete this assignments but when it’s with the blended program” is more relaxed and they may tend to rush or not to take it seriously. (S Interview). (Medina & Parra, 2014, p. 7)

In this sense, autonomy plays an important role, since, learners must be conscious of the importance of the tasks before the class, it is just gained with the habit and the understanding of the class dynamic provided by Flipped learning approach.

2.4 Conclusions

This chapter presented significant contributions of some authors about listening comprehension that serve as a basis for understanding the processes that takes place when students are acquiring a foreign language, also, it has established the kind of different instruction methodology that can be performed in the classroom in order to enhance learning process. Chapter 4 will discuss the strategies that can be used in the classroom in order to develop and improve the listening skill within the foreign language classroom in detail. On the other hand, the chapter has emphasized in the various research studies that have been accomplished both globally and nationally about the flipped learning which are useful as they provide some ideas about the results that can be obtained in the educational context through its implementation.

Chapter 3: Research Design

3.1 Introduction

This chapter describes the design that was implemented to accomplish this qualitative action research. It will start talking about the type of study, then it will discuss in detail the research context and finally it will discuss the data collection instruments that were used to obtain information in order to answer the research question.

3.2 Type of study

The present study is a qualitative action research study. Action research is understood as “a form of self-reflective enquiry undertaken by practitioners in their own contexts of action. It is intended to lead to improvement in the practice of some professional activity – in our case in language teaching” (Nunan & Bailey, 2009, p. 226). This self-reflection process is needed to get a critical look at the educational practices since there are teaching areas that stand for improvement in benefit of learners’ learning processes; in addition to this, action research is a process where a problem is identified in the context of the practitioners in this case teachers. As a consequence, it is necessary to think and plan an appropriate action to address that issue and then, observe the outcomes and reflect on them. Finally, it is prominent to repeat these steps again (Nunan & Bailey, 2009, p 227). In other words, this study aimed at improving the teaching of the listening skill through the implementation of the flipped learning approach and develops autonomy in the English as a Foreign Language (EFL) classes in learners from Ciudad de Bogota and Nueva Colombia schools. In this sense, it was addressed action research goal which aim to

modify classroom in order to benefit the actors involved in it “action research is meant to lead to change and improvement in what happens in the classroom” (Nunan & Bailey, 2009, p. 227)

Consequently, the researchers in the present studies effectuated the identification of the problem, the planning of the implementation, the development of the implementation, collecting and analysis of data and reflection on outcomes.

Conducive to answer the research question, quantitative and qualitative data were collected, regarding the mixed method approach. According to Tashakkori and Creswell (2007) “research in which the investigator collects and analyses data, integrates the findings and draws inferences using both qualitative and quantitative approaches” (p. 4) consequently, this kind of approach allows a holistic analysis of the implementation for getting valid and reliable results and conclusions.

3.3 Context

This research study took place in two public educational institutions in Bogotá, Colombia: Ciudad de Bogotá School located in the south of the city (Tunjuelito) and Nueva Colombia School located in the north - west of the city (Suba). In addition, it was conducted with 34 third grade primary students belonging to Ciudad de Bogotá School and 18 sixth grade secondary students belonging to Nueva Colombia School. Ciudad de Bogota students received two hours of English per week (each one of 40 minutes), whereas Nueva Colombia learners received three hours of English per week (each one of 50 minutes).

Concerning the syllabus of both educational institutions, it is important to clarify that they were built based on the booklet “Estándares básicos de Competencias en Lenguas Extranjeras: Inglés” provided by Ministerio de Educación Nacional and they are in their majority grammar based.

3.3.1 Participants

The participants involved in this research were 52 from two public schools of Bogota, 34 from Ciudad de Bogota School and 18 from Nueva Colombia School, as it was mentioned before, and they were false beginners in the process of acquiring the A1 level according to Common European Framework (CEFR) standards. The participants selected to conduct this study correspond to students that were taking English classes with the teachers - researchers, that is to say, students who belonged to third grade from elementary school and students who belonged to sixth grade from high school respectively. However, considering the purpose of the investigation, it was only taken into account the data from those students who signed the consent letter in the early stage of the research study.

After applying a need analysis questionnaire (Appendix A), it was possible to gather some important information regarding students ages, expectations about the English classes and also to know what kind of technological devices were used and available for students to use them at home.

The students from Ciudad de Bogota School were children from 8 to 10 years old. They reported that they hadn't had much exposure to English in the previous years of school as the teachers they had were not bilingual, for that reason children had big expectations about learning English. Bearing in mind their internet connection and insights about English language learning, they mentioned that Learning English was important for academic and professional purposes as well as understanding different utterances from media resources. Taking into account the internet connection, 33% of the population did not have internet access while 67% did, also, 11% from the population did not have technological devices such as smartphones, laptops or tablets,

additionally, 90% from the population had the company from their parents for watching the video uploaded.

The students from Nueva Colombia School's ages ranged from 10 to 13 years old, the whole population studied English as a foreign language by more than four years, they saw the importance of the foreign language since it is useful for academic purposes, they liked to study English, according to the needs analysis (Appendix A) applied at the beginning of this research study, all learners preferred to improve their listening skill over the other language skills.

Regarding their access to technological devices, 94% of the population had access to smartphones, computers or tablets, in addition, 97% of students had access to internet, 59% had the company of their parents when they were surfing on the net.

3.3.2 Researchers' roles

In order to conduct this research study, the researchers assumed the roles of teachers-observers-designers. Thus, previous the lesson, teachers were designers of content in videos and had the responsibility to allow access to the learners; during the lessons, teachers were facilitators of students' learning process, promoting the development of autonomous behaviors through listening tasks. Similarly, teachers assumed roles as researchers which was present at all times to observe practices, reflect on them, collecting data, analyzing data and to allowing data to inform the changes that could be implemented in the classroom to benefit teaching and learning processes (Nunan & Bailey, 2009, p.228)

3.3.3 Ethical considerations

As part of the ethical considerations, it is important to mention that this research study provided guarantee of confidentiality, as the names of the participants were not be disclosed.

Even the participants were aware of such confidentiality because they were given a consent letter (Appendix B) at the beginning of the study. Similarly the school principals and coordinators (Appendix C and D) and the participants' parents were informed about the project through the consent letters (Appendix E).

3.4 Data collection instruments

This study aimed to know how the listening skill is improved with the implementation of the four pillars of flipped learning as well as the development of autonomous behaviors in learners, for that reason, three different instrument to collect data were selected: observations of each implementation, teachers' journals, and checklist of each implementation.

3.4.1 Description.

3.4.1.1 Observations.

It is a resource for collecting data which makes it possible to know what happens into the classroom when learners and teachers gather in the same space, according to that Nunan and Bailey (2009) mentioned, "*classroom observation* as a family of related procedures for gathering data during actual language lessons or tutorial sessions, primarily by watching, listening, and recording (rather than by asking)" (p. 258). Hence, there are three approaches for documenting observation: the use of observation systems to code data, recording and transcribing classroom interaction and producing ethnographic narratives. Transcribing classroom interaction approach was used for this implementation. These transcriptions were analyzed by coding students' autonomous behaviors, development of listening skills through the dimensions proposed by the model of comprehension and professional educator pillar "this procedure involves identifying

selected bits of data as belonging to a certain class or category of behaviors” (Nunan & Bailey, 2009, p. 263).

For this study, teachers recorded each one of their lesson and transcribed them. Once the transcriptions of the lesson were read and analyzed, data was coded to identify patterns and from these patterns some categories emerged, and the latter were compared with the theoretical framework exposed previously (See chapter 2). This process allowed recognizing and explaining the behaviors observed in the classroom.

3.4.1.2 *Teachers’ journal.*

This kind of data collection instrument belongs to introspective methods since it focuses on knowing the perceptions of participants “we want to understand what people do, we need to know what they think” (Nunan & Bailey, 2009, p. 284), in this sense, a journal “can report affective factors, language learning strategies, and his own perceptions” (Bailey and Oschner, 1983 as cited in Nunan & Bailey, 2009, p. 292), in this way, for this research study, it was important to take into account the ideas of the teacher - researchers in order to know the insights and perceptions that teachers had facing a new practice in the EFL teaching, the issues that arose because of that changed into the classroom practice and the benefits that they could perceive after each lesson, those perceptions and insights, became patterns of fourth pillar of flipped learning: Professional educator, listening dimensions development and autonomous behavior inside the classroom that were coding as the categories analyzed.

3.4.1.3 *Questionnaire.*

This kind of data collection instrument belongs to elicitation devices, because it aims to “cause people to do or say something, so an elicitation device in second language research is a

procedure for getting research subjects to do or say something in response to a stimulus.” (Nunan & Bailey, 2009, p. 124). For this implementation, a questionnaire was designed to know the perception of learners about the implementation of each lesson, as it is an appropriate instrument to collect perceptions since the data collected is not influenced by the researcher or others participants (Nunan & Bailey, 2009, p. 126). The questionnaire (Appendix F) applied had ten statements and questions organized according to the three pillars of flipped learning, it means, questions from 1 to 3 corresponded to flexible environment pillar, questions from 4 to 7 coincided with learning culture pillar and finally, questions from 8 to 10 dovetailed with intentional content pillar. In addition, each questions had a space for open - ended comments and the format used for answering was the likert scale from 1 to 5, it is “often used in applied linguistics research (including language classroom research) to investigate how respondents feel about a series of statements” (Brown, 2001, cited by Nunan & Bailey, 2009, p. 133). This questionnaire was applied at the end of each lesson and it was designed in their L1 in order for the learners to understand the information they had to fill. Although learners had to write their names, it was just for knowing their comments not for being public (see ethical considerations)

3.4.2 Validation and piloting

Prior to implementing the instruments previously mentioned, it was applied one of the lessons plans (Appendix G) created for this study with a different group from the same schools in the second semester 2015. On the one hand, once the questionnaire was applied at the end of the lesson, it was possible to identify that students needed an open space for writing comments about their answers and their perceptions about the experiences lived during the implementation. Also, this process allowed the researchers to modify the statements so that they were clear and easy to understand for young learners. On the other hand, teachers made their journals in notebooks but

they were not useful for the management of information, thus, they decided to use digital tools like MO word and Penzu.com for making the register on time and had a better organization on the information registered.

In order to establish validity and reliability in this action research it was necessary to take into account across - method from methodological triangulation. In this sense, the use of qualitative and quantitative data allowed teachers - researchers to confirm their findings from both resources. In consequence, they strengthened the outcomes of this study (Bekhet & Zauszniewski, 2012, p. 41); thus, the information gathered from observation transcriptions, teachers' journal and questionnaire could support the findings and outcomes which answered the research question of the present study.

3.5 Conclusion

In brief, this chapter illustrated the research design of the action research. It means, this research followed the action research cycle, the method for collecting data was mixed method approach, the instruments for collecting data were explained and the triangulation across - method was chosen for analyzing data in order to assure validity and reliability: also, the piloting process for proofreading and refining the instruments and implementation as well were explained. Additionally, participants, the role of the researcher and the ethical considerations involved were described. As consequence, the stages of the implementation, modifications and data collection are in the subsequent chapters.

Chapter 4: Pedagogical Intervention and Implementation

4.1 Introduction

The previous chapter provided theoretical guidance and tangible instruments for collecting data and set the stages for the implementation of the four pillars of flipped learning in order to improve the listening skill and develop tasks that point out autonomous behaviors in the aforementioned population. This pedagogical intervention took into account these constructs: four pillars of flipped learning, autonomy and listening comprehension model during the first semester of 2016 in English as a foreign language courses in two public schools in Bogota. This implementation regarded the vision of language, learning and curriculum, also, the lesson plans designed and applied and the proposal, issues and solutions in the implementation stage.

4.2 Visions of language, learning and curriculum

4.2.1 Vision of Language

For this research, it is important to understand that language is a system for the expression of meaning, thus, the conception of language was taken from Sociocultural theory. In this sense, “language could be analyzed, described and taught as a system for expressing meanings” (Nunan, 1999, p. 9) so, language is not a system of rules that learners had to learn in order to be like a native speaker but language has an important function of communication according to the meaning created for learners in order to produce utterances in the target language. Therefore, communicative competence as a term emerged, it is to “include knowledge of sociolinguistic rules, or the appropriateness of an utterance, in addition to knowledge of grammar rules” (Hymes, 1971 as cited in Savignon, 2001, p. 235). Thus, the focus of a language

is not just grammar but the rules involved in the society in order to communicate an idea and the effectiveness this has in the communication environments where is expressed.

4.2.2 Vision of learning

The present study viewed learning from the communicative approach perspective. According to Savignon (1987) learning a language is not just a matter of developing a communicative competence that is focused on comprehending and producing utterances from an ideal speaker but “Communicative competence has to do with real speaker - listeners who interpret, express, and negotiate meaning in many different settings” (p. 236). However, in order to narrow the learning of a language, the negotiation of meaning is not enough for understanding a text but comprehension of the context is necessary, it means, Why does the text (oral or written) exist?, To what does it refer?, What does it imply?, What is its function? (Savignon, 1987, p. 236) once, meaning and context are discovered is possible an interpretation of the language in the text (oral or written). Thus, the learning of a language is encouraged by pragmatic features regarding “how people talk, and what it means when they do” (Savignon, 1987, p. 236) Therefore, the aim of the communicative approach is to develop real - life communicative situations inside and outside the classroom allowing learners to use different strategies for developing negotiation of meaning, understanding of contexts and interpretations. Those strategies are not new for learners because they already communicate in their L1, so, learning experiences inside and outside the classroom could promote language learning through the development of learning language strategies (cognitive, socio affective and metacognitive strategies) (Flowerdew & Miller, 2010, p. 73 - 79).

4.2.3 Vision of curriculum

According to Savignon (1987) five components have been identified in order to represent cognitive, metacognitive, and socioaffective strategies in language learning: language arts, language for a purpose, personal language use, theatre arts and beyond the classroom. Those five components overlap each other in language learning allowing teachers and learners to have a variety of activities which increase their interaction with the target language (p. 238).

Accordingly, it is important to explain each one of the components Savignon (1987) mentioned in order to illustrate how each strategy fits each component. The first component: language arts focus on rules of usage and provide explanations of how language works. The second component is language for a purpose; it addresses the use of language for real and immediate communicative purposes like instructions, useful expressions in classroom (commands), preparation of recipes and a sort of activities that can join the topics proposed in the first component. The third component: personal language use, concentrates on the feelings and values that learning a language can arise in the learners, because the anxiety and motivation that a person can experiment when learning a language is different, for that reason it is necessary to explore the emotions and insights of learners. The fourth component: theatre arts, intends to promote occasions for language use, such as role playing and activities related to theatre as they allow learners to experiment the roles they play or will play in real life. Finally, the fifth component: beyond the classroom, regards to affirm those communicative competences learners acquired in the learning process for them to face the world when the class time is over, for example, foreign guests to the class, communication with partners in the target language or interchange with a community. (Savignon, 1987, p. 236 - 241)

The components mentioned above fit the purposes of this study in the sense that they provide a solid background to implement communicative strategies inside the classroom that can also be easily integrated with the flipped learning approach. To consider these strategies will provide important developmental processes required in the foreign language acquisition.

4.3 Instructional design

The instructional design was carried out following the stages of flipped learning. As a first step, students had to watch the video in the webpage designed for the project (Appendix H) and were asked to solve the questions proposed in the video as the recapitulation of the material there in presented. The design of the videos for both populations accomplished the general plan of MO PowerPoint presentation, proposed a questionnaire or an activity which encouraged the comprehension of the topic in the video proposed and they were uploading in a website. Nonetheless, the videos' content changed due to the students' ages and language proficiency since students from Ciudad de Bogota School were children, their videos' content evolved vocabulary learning while videos for Nueva Colombia school students explained grammar content. Once they attended to the English class, teachers and learners made the feedback of the answers about the video questions, subsequently, students made activities related to the listening skills which accomplished cognitive, socio affective and metacognitive strategies, they did those activities individually or in groups without teachers, meanwhile they were monitoring and solving questions that arose from the activity proposed, after, learners answered and reported some questions about positive and negatives perceptions about the topic learned, finally, learners solved the questionnaire proposed at the end of each lesson.

4.3.1 Lesson planning

The planning for pedagogical implementation was done using the lesson plan template adapted from Dr. Joan Rubin's lesson planner (Appendix G). This lesson plan contemplated different stages such as: preparation, presentation, self-evaluation, problem identification. A brief explanation of those stages is as it follows:

- Preparation: previous knowledge was activated.
- Presentation: video questions recap were solved.
- Practice: activities were done by students in order to apply the knowledge acquired in the video, which was itself a listening activity, intended to interrelate all English language skills.
- Learner - self-evaluation: teacher made a question about the activity done in class in order to reinforce the topic learnt in the video, the aim of that question is to know feelings and performance values in the activity done before.
- Problem identification: in this stage teacher asked questions about students' comprehension of the topic learnt and the possible solutions for overcoming those issues.
- Wrap up: in this stage learners reported a positive and a negative perception of the class also, they were aware about the accomplishment of the goals proposed for the lesson.
- Expansion: in this part of the class learners applied all that they had learned, and teachers monitored and gave feedback to the activity proposed.

Additionally to these stages, a space was included at the end of each class for learners to answer the questionnaire (it was proposed for evaluating all the implementation from the video

to the expansion stage). This type of lesson plan granted the implementation of the four pillars of flipped learning in class and tailored listening tasks in order to develop autonomous behaviors in the classroom.

4.3.2 Implementation

The pedagogical implementation, as it was mentioned before, was carried out in the first semester of 2016 in two public schools from Bogota. In this section, some emerging situations are explained to present the implementation in more depth to the reader. On the one hand, in Nueva Colombia School, due to logistic changes during the first stage of the implementation, the teacher-researcher could not make the intervention in her regular class. So, in order to execute her lesson plans, the teacher borrowed class time from her work colleagues for guaranteeing three meetings per week. In order not to affect students during the implementation process, the grades were taken into account only as extra points for the classes in which students were supposed to be, additionally, learners were not forced to attend the extra English class if they had any workshops or tasks to do in their scheduled class. Also, if the teacher in the other class planned to give an exam or make a high stakes activity, the teacher-researcher relinquished the time and space and did not make the implementation. Even though it is clear that this kind of modification might affect students' performance in the other courses, school colleagues understand the importance of English and the many difficulties faced facilitating the time and space for English class to happen. For that reason, it was planned to apply eight videos in order to develop eight lessons but due to colleagues need the students for giving an exam or made school activities as well as technical issues like electric damages, the lessons applied were reduced to three. Furthermore, at the beginning of the implementation, it was planned to work with 40 students from sixth grader but it was just collected 18 consent letters signed, so, teacher

worked with all her students, but the data that was gather and used for this research study belonged to those students who handed over the consent letter signed by their parents.

In order to illustrate the implementation in Nueva Colombia school, the table 1 below shows the different stages of implementation process:

Table 1

Research timeline Nueva Colombia School

| Phase | Date | Objectives | Instrument |
|--------------|------------------------------|--|--|
| Pre | January 15th 2016 | To get permission from the school's coordinators. | Institution Consent Letter |
| | January 25th - 29th 2016 | To get permission from parents and students in order to do the implementation | Consent letters students and parents |
| While | February 05th 2016 | To pilot the needs analysis questionnaire | Needs analysis |
| | March 01st - 04th 2016 | To create and upload the video about topic Lesson plan 1: greetings and goodbyes | Website http://nuevacolombiaschoo.wix.com/flippedlearnin-g602 |
| | March 08th - 17th 2016 | To apply Lesson Plan 1 | Teacher journal Checklist Observation transcriptions |
| | April 11th - 15th 2016 | To create and upload the video about topic Lesson plan 2: verb to be | Website http://nuevacolombiaschoo.wix.com/flippedlearnin-g602 |
| | March 29th - April 14th 2016 | To apply Lesson Plan 2 | Teacher journal Checklist Observation transcriptions |
| | April 25th - 30th 2016 | To create and upload the video about topic Lesson plan 3: ABC and Spelling | Website http://nuevacolombiaschoo.wix.com/flippedlearnin-g602 |
| | May 10th - June 09th 2016 | To apply Lesson Plan 3 | Teacher journal Checklist Observation transcriptions |
| Post | July 05th 2016 | To analyze data and present results | Statistics Axial Coding |

On the other hand, in Ciudad de Bogotá School the implementation started with 34 third grader students and finished with 30 students. The population modification was made since four students changed their residence so they had to change their school in order to be closer their new homes. Additionally, during the implementation process there were time issues due to institutional activities which demanded English time class was changed in order to develop the activities proposed by the school. Finally, the last two implementations were flipped-in class because the institutional schedule interfered with the classes and it was not possible for the teacher to tell her students when they have to visit the class webpage.

Table 2 illustrates the stages followed on the implementation that took place in Ciudad de Bogotá School.

Table 2

Research timeline Ciudad de Bogotá School

| Phase | Date | Objectives | instrument |
|--------------|----------------------------|---|--|
| Pre | January 18th 2016 | To get permission from the school's principal | Institution Consent Letter |
| | January 25th - 29th 2016 | To get permission from parents and students in order to do the implementation | Consent letters students and parents |
| | February 05th 2016 | To pilot the needs analysis questionnaire | Needs analysis |
| | March 7 - 11Th - 04th 2016 | To create and upload the first video about colors, clothing and creation of sentences | Website http://my-learning-space.weebly.com/ |
| | March 16th - 2016 | To apply Lesson Plan 1 | Teacher journal Checklist Class transcriptions |
| | March 21st - 25th 2016 | To create and upload the second video about the weather | Website |
| | March 30th 2016 | To apply Lesson Plan 2 | Teacher journal Checklist Observation transcriptions |
| | April 4th - 8th 2016 | To create and upload the third video about the parts | Website |

| | | | |
|-------|---------------------------|---|---|
| | April 13th 2016 | of the house To apply Lesson Plan 3 | Teacher journal Checklist Observation transcriptions Webpage |
| | April 18th - 22th 2016 | To create and upload the fourth video about expressions: where is she/he? She/he is in the,... | Webpage |
| While | April 27th 2016 | To apply lesson plan 4 | Teacher journal Checklist Observation transcriptions Webpage |
| | May 2nd - 6th 2016 | To create and upload the fifth video about activities at the park | Webpage |
| | May 11th 2016 | To apply lesson plan 5 | Teacher journal Checklist Observation transcriptions Webpage |
| | May 16th - 20th 2016 | To create and upload the sixth video about modal verb: can /can't | Webpage |
| | May 25th 2016 | To apply lesson plan 6 | Teacher journal Checklist Observation transcriptions Flipped-in class |
| | June 30th - June 3rd 2016 | To create the seventh video about food | Flipped-in class |
| | June 8th 2016 | To apply lesson plan 7 | Teacher journal Checklist Observation transcriptions Flipped in class |
| | July 18th - 22th 2016 | To create the eighth video about expressions: I like... / I don't like... | Flipped in class |
| Post | July 27th 2016 | To apply the lesson plan 8 | Teacher journal Checklist Observation transcriptions |

4.4 Conclusion

This chapter illustrated the visions of language, learning and curriculum in order to provide a framework for the pedagogical implementation. Hence, language is a system of meaning that each learner builds according to internal and external aspects, in this sense, when the learning process is seen under the communicative approach criteria, that system can be modified by the learning strategies applied with the purpose of understanding and producing

utterances under negotiation of meaning, considering the context and the interpretation features, for that reason, it is necessary to apply activities which are focus on language accuracy, language use for a purpose, personal development through the language, theatre arts and go beyond the classroom. Therefore, the lesson plans created for this implementation included those stages in order to develop learning strategies and listening skills according to the communicative approach framed under the four pillars of flipped learning, moreover, the issues and modifications faced when the implementation was carried out were explained in each school as well as tables which explained the process in a clear way. Then, a careful description of data collection and analysis is presented on the subsequent chapter.

Chapter 5: Results and Data Analysis

5.1 Introduction

This chapter exposes the methodology for collecting and analyzing data in order to answer the research question about what happens to students' listening skills when the four pillars of flipped learning are applied for developing autonomous behaviors towards listening tasks in third and sixth grade false beginners in Ciudad de Bogotá and Nueva Colombia schools. Bearing in mind the mixed method approach, qualitative and quantitative data were collected, which were treated using the grounded theory method.

Grounded theory is a systematic theory, using systematized methods of theoretical sampling, coding, constant comparison, the identification of a core variable, and saturation. Grounded theory is not averse to quantitative methods, it arose out of them (Glaser 1996) in terms of trying to bring to qualitative data some of the analytic methods applied in statistical techniques (e.g. multivariate analysis). In grounded theory the researcher discovers what is relevant. (Cohen, L. Manion, L. Morrison K., 2007, p. 491)

Thus, sufficient data was collected in order to construct a theoretical answer for the question proposed, it was designed three instruments for collecting data in order to validate the information; also, it was carried out the three types of coding proposed by Grounded Theory: open, axial and selective coding, hence the data were organized into codes to create categories of analysis and they were matched with the core category. The aforementioned process of coding was validated through the constant comparison in order for categories to fit with the data collected, so the core category could emerge from the data and the saturation.

5.2 Data management procedures

The study was accomplished adopting the mixed method approach, as the nature of the data collected was both qualitative and quantitative. The teachers-researchers' journal and the classes transcriptions represented the qualitative data; the questionnaire that was applied to students at the end of each class corresponded to the quantitative data. Both data, qualitative and quantitative, were organized systematically by the researchers to keep track of the progress during the implementation stage. The data obtained was tabulated and organized in order to be analyzed, for this, the grounded theory method (open, axial and selective) was adopted. Open coding were applied using color coding method for identifying each code; for the axial coding the patterns were introduced into the categories corresponding to flipped learning, autonomy and listening skills; Finally, the selective coding corresponded to the implementation of the four pillars of flipped learning which allowed the researchers to organize the qualitative data, in this sense, the quantitative data was analyzed by means of descriptive statistics such as: mean, mode, and median for complementing the coding and data analysis above mentioned.

5.2.1 Validation

With the purpose of establishing validity to the research study, researchers analyzed and triangulated the qualitative and quantitative data in order to find similar patterns which subsequently created categories and finally such categories became a core category which answered the research question proposed. The coding and categories techniques were supported by excerpts from each instrument designed and applied in both schools.

5.2.2 Data analysis methodology

The data analysis methodology was achieved following the coding techniques stated in the grounded theory method. The qualitative instruments (observation transcriptions and teachers' journals) were analyzed through open coding, identifying patterns. Then, the quantitative instrument (questionnaire: checklists) was analyzed using descriptive statistics: mean, mode and median. Once, quantitative and qualitative findings were gotten, they were organized in categories (axial coding) in an MO Excel file, then, they were analyzed for establishing the core category, hence the selective coding emerged as the theoretical answer for responding the research question.

5.3 Categories

According to grounded theory coding technique (Cohen, Manion, Morrison, 2007) Three categories were emerged, twelve subcategories and one core category were emerged.

5.3.1 Overall category mapping

The data obtained from the different instruments used during the research process, as it was mentioned above, were subjected to an encoding process, based on grounded theory, starting with an open coding stage, followed by an axial coding stage and ending with a selective coding stage (Creswell, 1998).

At the open coding stage, data was analyzed and several recurring patterns were found, however these patterns showed variations when the two populations were compared due to their differences (i.e. age, level, etc.). For example, data obtained from the instruments applied in Ciudad de Bogotá school, having a population of children, showed greater student dependence on parents and consequently a greater need for adult assistance and support in the learning

process. Results from the questionnaire evidenced how parents highly appreciated the availability of videos for their children study time. They also mentioned how, at cases, the entire family gathered around the class video. This suggests the relevance of scaffold video material for younger learners, and the need for parental involvement in homework doing.

In contrast, data from the instruments used in Nueva Colombia school, evidenced a lack of family support in the process because of the pre-teens' ages and the detachment from their parents. The questionnaire applied to these learners depicted a lack of commitment on their part towards watching the videos due to a lack of parental supervision while at home. As participants are teens and the school is located in a low socio-economic stratum, we can conclude their time at home is normally spent alone or with the company of a relative who is not engaged in their education. Thus, they leave students to decide what to do with their free time without paying attention to their school homework. Class observations showed that students arrived in class without having approached the homework assigned, and regular parent meeting conversations evidenced parents' lack of interest towards their children's learning process because of their occupations. Below, Table 3 illustrates the categories and subcategories found during the open coding procedure.

Table 3

Open coding

| Research Question | Categories | Nueva Colombia School | | Ciudad de Bogotá School | |
|---|-----------------|---|--|--|--|
| | | Subcategories | | Subcategories | |
| What happens to listening skill when flipped learning is purposefully applied to develop autonomous behaviors through | Listening Skill | <ul style="list-style-type: none"> ● Activity tailored for students ● Schemata ● Affect ● Background knowledge ● Cultural interpretation ● Decoding - bottom up | | <ul style="list-style-type: none"> ● Decoding - bottom up ● Contextualized and additional activities ● Motivation | |

listening tasks in third and sixth grade false beginners in two schools in Bogota?

Flipped Learning

- Interpretation
- Register
- Audio
- Contextualized and additional activities
- Dialogue
- Motivation
- Top down - phonetic
- Physical feeling
- Repair
- Attitude
- Reformulation
- Self - access
- Video
- Feedback
- Monitoring
- Future instruction
- Direct instruction
- Differentiated instruction
- Scaffolding
- Time and space to interact about their learning
- Teacher availability
- Agreements
- Demonstrate mastery
- Recording data
- Activity without the teacher
- Transforming practice
- Help each other
- Formative assessment
- Classroom topic explanation avoided
- Parental control
- Learners access
- Responsibility
- Learners control
- Directed attention
- Performance evaluation
- Learners time
- Problem identification
- Class preparation
- Activate language outside the classroom
- Productive use of target language
- Learners class evaluation
- Learners control on resources
- Lack of responsibility
- Lack of self - management
- Motivation
- Previous knowledge

Autonomy

- Time management
- Differentiated instruction
- Learning confidence
- Class participation
- Peer - feedback
- Peer - cooperation
- Observation
- Parents' roles and opinions
- Accessibility
- Learning habits
- Self - reflection
- Active participation
- Previous knowledge

Subsequently, in the axial coding stage, the similarities that emerged from the open coding technique from both school were compared in order to identify similar patterns, as Cresswell (1998) mentioned axial coding aims to the interconnectedness of categories (p. 57), nevertheless, bearing in mind the differences between both populations, autonomy subcategories implied different development.

So, for children population accessibility, learning habits, active participation and previous knowledge was strongly appreciated in class observations. Due to the parental supervision and companion on children's' learning process, students and parents were worried about the access of the video and asked for it in other devices like USB or CDs, also, to watch the video started to being a habit among the students and parents involved in the learning process, additionally, as the video provided useful input for the class and learners and parents were committed with watching it, when students were in the classroom the previous knowledge built was reflected in the active participation in the tasks proposed and developed.

Although, due to the close relationship between adults (parents and teacher) and students, they did not express critical comments about their learning process, it means, their self - reflection or performance evaluation was highly joined to adults' conception. Class observation provided evidence about children were looking for teacher's approval on the tasks performed, additionally, in the questionnaires applied after each lesson, children did not write any comment, they limited their answer to wrote the mark in the place they thought teacher wanted, thus, it demanded teacher to made clarifications about their freedom to express their point of view several times, furthermore, to provide pertinent scaffolding and feedback in order to make students feel reliable on their abilities for performing tasks.

Whereas, for teenagers accessibility, responsibility and learning habits, previous knowledge were subcategories which required more development. Due to the parental detachment in learning process and bad habits like copying homework answer in break time made students did not have a good performance in the first activities proposed into the classroom due to their lack of previous knowledge which was provided in the video, nevertheless, when students were aware about the importance of watching the video in order to develop the tasks in class they started to watch it, it implied that teacher offered more tools for having access to the resource like USB or CDs, and, she remembered students several times that class time was not devoted for giving explanations about the topic, moreover, teacher and partners pertinent scaffolding and feedback allowed learners to overcome the lack of previous knowledge and had a good performance in class activities.

In spite of the fact, those subcategories aforementioned needed an extra effort for being developed, performance evaluation and self - reflection was showed in different class observation in a critical way, for students answering thought - provoking questions about their performance were a clear task and proposing options for solving any learning situation were not complicated, additionally, students wrote comments in each questionnaire applied without bearing in mind teacher opinion and proposed activities for the class, it implied teacher took into account those comments and strategies proposed for enriching the class environment and applied them in order to made possible a learner centeredness classroom.

Concerning this Figure 1 summarizes the categories and subcategories yielded after the axial coding procedure.

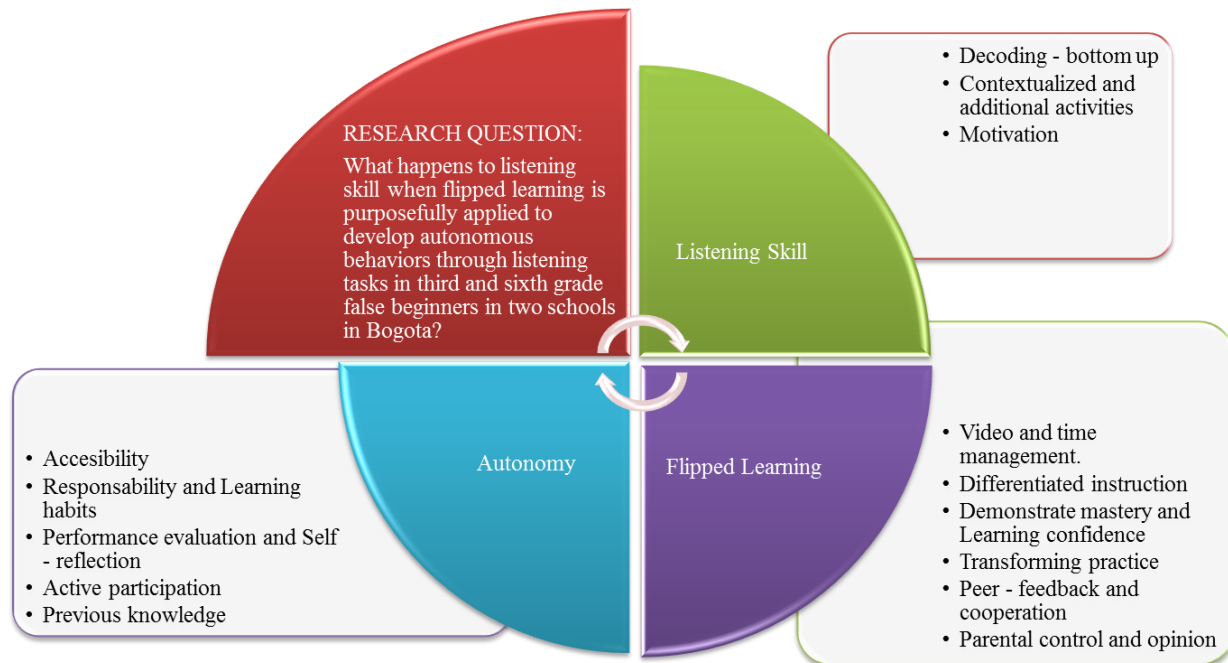


Figure 1. Categories and subcategories after the axial coding procedure

Finally, in the selective coding stage, the categories were interrelated in order to find one category that emerged from data analysis which also supported all the categories found before in regards to answering directly the question of this research project, according to Cresswell (1998) in selective coding, researchers identifies a “story line” and writes a story that integrates the categories in the axial coding model (p. 57). Thus, Figure 2 presents the core category, categories and subcategories that answered the research question.

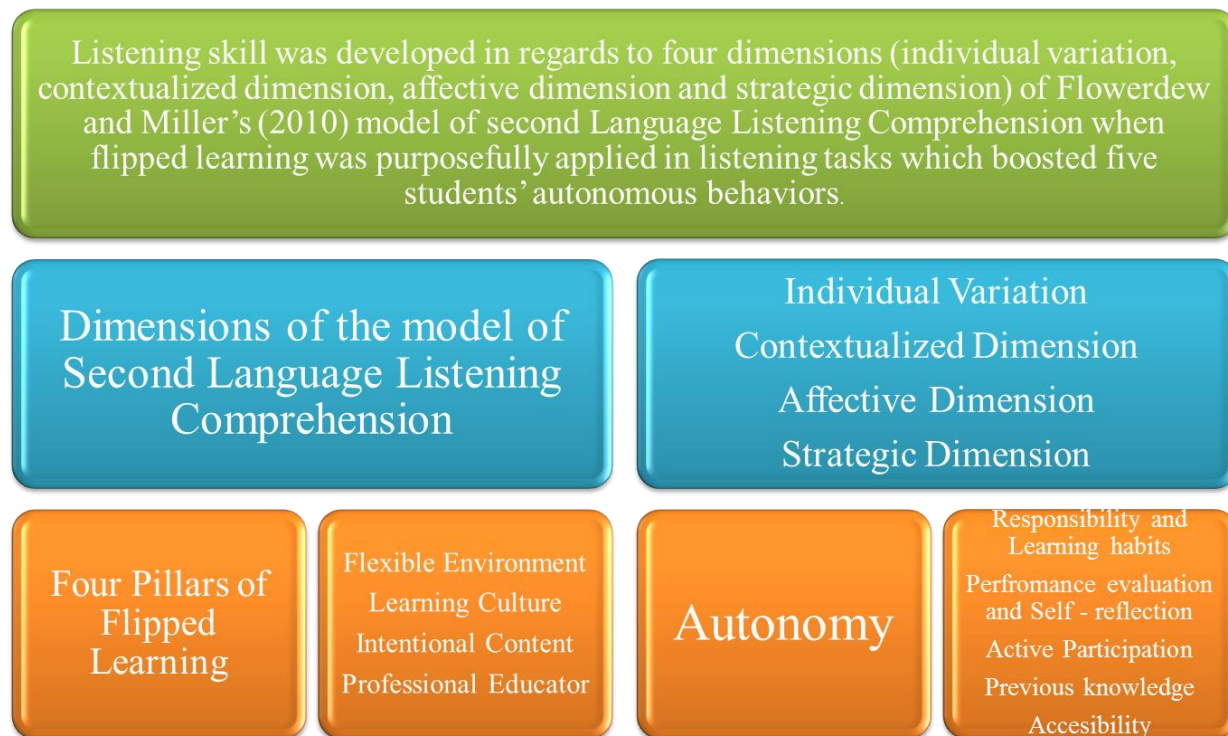


Figure 2. Core category, categories and subcategories that answered research question.

5.3.2 Discussion of categories

5.3.2.1 Dimensions of the model of Second Language Listening Comprehension

According to the theory: the dimensions of the model of Second Language Listening comprehension proposed by Flowerdew and Miller (2010) there were eight dimension but in regards to the data collected four dimensions emerged: Individual Variation, Contextualized dimension, affective dimension and strategic dimension. Therefore, listening skill was developed through the four dimensions in a flipped learning framework which allowed the presence of autonomous behaviors, so, this category answered the sub questions proposed: What is the effect of the implementation of a model of listening comprehension by dimensions on young learners' English listening skill and the strategies involved in it?

5.3.2.1.1 Individual Variation.

As the populations addressed in both schools were false beginners it was a predominantly occurrence of decoding - bottom up process in listening comprehension as these excerpts represent:

Teacher, mira que yo vi el video y ya sabía esas cosas que vimos en clase, ósea eso de garage, bedroom y así

Excerpt 1. Observation transcription

As it is exposed in the excerpt aforementioned, students got the vocabulary for the house parts from the video, in this sense, video provided input for bottom up process.

What does it mean? qué significa esto? I?
students: esto
Teacher: yo, say means decir and you say tu dices, aja, don't you remember who say I say?
students: el niño
teacher: the boy and you say
students: mujer, la niña
Teacher: the girl, what about this know? what does it mean know? que significa know?
students: significa nuevo,
Teacher: nuevo, are you sure on that S.? k - n - o - w what does it mean that? no, no idea S., estás buscando?
Teacher: so know is saber and I remembered that the class of the sentence we can hear in the song was I don't know si se acuerdan que la oración era esta? I don't know
W: yo
teacher: excellent W, yo don't significa no yo no que es know
students: saber, yo no saber
Teacher: yo no sé, do you remember in the song who said I don't know? se acuerdan en la canción quien decía yo no sé? the girl the boy or both
students: both
Teacher: both yes ambos decían esa frase I say yes you say no I don't know and both of them say that, what does with mean? no? con why porqué that means why por qué y estos venían con I don't know recuerdan que decía I don't know why entonces como era yo no se
W: porque
teacher: porque, se acuerdan quien decía esto the girl the boy
students: boy
Teacher: the boy, good memory and means y, low what does it mean low? (teacher gets down)
students: agacharse

teacher: low and make the same movement
students: abajo
Teacher: bajo, who say low, quien decía esa frase? the boy the girl
students: la niña, the girl
teacher: the girl, perfect, high if low is that (she gets down) high is (she stands up on her tiptoes)
W: alto
Teacher: alto eso, who say high? quien decia alto?
students: el hombre
Teacher: boy great, go, what does it mean go?
students: vamos,
teacher: no
student: huir
teacher: no
student: ir
Teacher: ir excellent. who said I say go?
Students: both, the girl, boy
Teacher; the boy yes, what does it mean stop?
student: parar
Teacher: exactly detente alto who says stop?
students: la girl
teacher: the girl,

Excerpt 2. Observation Transcription No. 5

In the excerpt 2 it was possible to see how decoding was put into practice since learners were acquiring vocabulary from the song heard for talking about greetings.

Also, decoding was used in class in order to understand the task learners had to do, in this sense, translation as a cognitive strategy is applied (Flowerdew & Miller, 2010, p. 75) this excerpt depicts this strategy:

Un minuto para que la resuelvan les digo que significa could you know what kind of relationship sabemos que significa relationship?... ¿Cómo a que les suena en español?
¿Relation, relation a que les suena?
Student: realización
Teacher: una más cercana relation
Student: relación
Teacher: perfecto que tipo de relación que es people... que es people....
Qué tipo de relación que es people? persons?
Student: personas
Teacher: personas qué tipo de relación las personas in the dialogue en el diálogo tienen

Excerpt 3. Observation transcription No. 6

In brief, decoding and bottom up process were developed in and outside class activities for acquiring vocabulary and understand the activities they had to do for the class. However, those activities did not have any sense if they were not contextualized or if they did not provide more information for learners in order to reinforce their listening skill.

5.3.2.1.2 Contextualized Dimension

For developing this dimension in learners, teacher provided different activities in order students could reinforce the topic learnt in the video and improve their listening skill in regards to their previous knowledge.

In the moment in which the teacher presented the picture cards to the students, some of them stood out because they could create sentences in a very confident and quick way, showing that they had a good understanding about what they were doing inside the classroom.

Excerpt 4. Observation transcription

In the excerpt above pictures were used in order to reinforce the vocabulary learnt in the video, thus, it allowed learners had a good performance in their EFL learning.

Este es otro escucha que vamos a hacer hoy otro distinto que tiene que ver mucho con el que hicimos de la niña en la librería

Excerpt 5. Observation transcription No. 7

Also, the listening tasks provided kept the knowledge explained in the video in order learners could reinforce their knowledge and mastered it in listening activities. So, the result of reinforcement tasks was presented where learners had to create and perform activities for demonstrating their mastery on the knowledge acquired as it is described in excerpt 6:

Do you remember when we listened to the recording about the girl and the teacher? And you wrote the kind of questions that we ask when we have to start a conversation.

Si se acuerdan cuando vimos escuchamos el listening del maestro y la niña que en una columna ustedes debían escribir ¿cuáles preguntas nosotros nos hacíamos para iniciar una conversación? ¿Sí? eso mismo vamos a hacer acá entonces vamos a crear ese diálogo vamos a hacer esa pregunta social y vamos a preguntar y dar respuesta de la información personal con las preguntas que hemos aprendido.

Excerpt 6. Observation transcription No. 12

In brief, the contextualized and additional activities applied into the learning culture pillar assured the comprehension and providing more activities interrelated for learners improve their listening skill and EFL knowledge. But, those activities had not been done if learners did not have the willingness for developing the tasks proposed.

5.3.2.1.3 Affective Dimension.

Bearing in mind affective dimension the subcategory which emerged in both schools were motivation for listening and learning EFL.

During the class activity children were motivated to participate when they had to listen to the characters location inside the house.

Excerpt 7. Observation transcription

In the excerpt aforementioned, it is remarkable the participation of learners in order to listen to a material related with the topic learnt (parts of the house), this motivation increased due to the characters and the house were the same that learners watched in the video, so when they

realized that the characters were in the classroom and they could see them, they felt enthusiastic and with the motivation to listen to and recognize their location in the house.

In this class, something that really caught my attention was that children were very motivated to participate in class and this implied that they were using and practicing the vocabulary and the expressions worked.

Excerpt 8. Teacher's journal

In this excerpt learners increased their motivation because of the knowledge acquired, in this sense, learners demonstrated more participation in the classroom. Thus, anxiety level was decreased and motivation triggered the process of learning a language, so learners developed a positive attitude in regards to listening activities in the classroom since they were not unknown in their expressions and EFL topics.

When, we did the listening they enjoyed because it was a song

Excerpt 9. Teacher's journal entry1

Again, learners developed motivation when the listening resource is something that they liked. According to the excerpt 9, learners liked songs so for them it was amazing when teacher brought to the class a song for reinforcing a topic such as greetings.

Finally, it is important to consider affective dimension in listening skill tasks since it allowed that learners motivation increased and their aptitude for participating in class were positive for them. Therefore, learners were able to develop some strategies which helped in their EFL learning process.

5.3.2.1.4 Strategic Dimension

The strategic dimension that learners developed on doing listening tasks was performance evaluation or self - reflection, this will be analyzed in depth in autonomy category.

5.3.2.2 Four Pillars of Flipped Learning

The four pillars of flipped learning provided a framework where four dimensions of the listening comprehension model (Flowerdew & Miller, 2010) were developed. From these dimensions, students showed five autonomous behaviors during that process inside and outside the classroom for EFL learning. This category answered the sub question: What is the effect of the implementation of the four pillars of the flipped learning approach on young learners' English listening comprehension?

5.3.2.2.1 Flexible Environment

By adopting a flexible environment as a component of flipped learning approach, it was possible to think about creating spaces where students had somehow the option to choose how and when to learn. Similarly, teachers could think of different strategies to provide support for their students, in the classroom, considering their particular needs. In this sense, in order to get insights about the perceptions of students related to this pillar, questions from 1 to 3 of the questionnaire applied during the implementation stage, intended to investigate that component. From the answers obtained to these questions, it was possible mainly to conclude that students had a very positive perception regarding the design and use of instructional videos to understand the topics that were going to be developed in class, as they were accompanied by activities which reinforced the explanation given through the videos, as 68, 7% percent of the students from Ciudad de Bogota School and 45, 5% of the students from Nueva Colombia School reported.

Figures 3 and 4 show the answers given in question number 3: the activity solved complement the topic watched in the video and made me to comprehend, understand and memorize it.

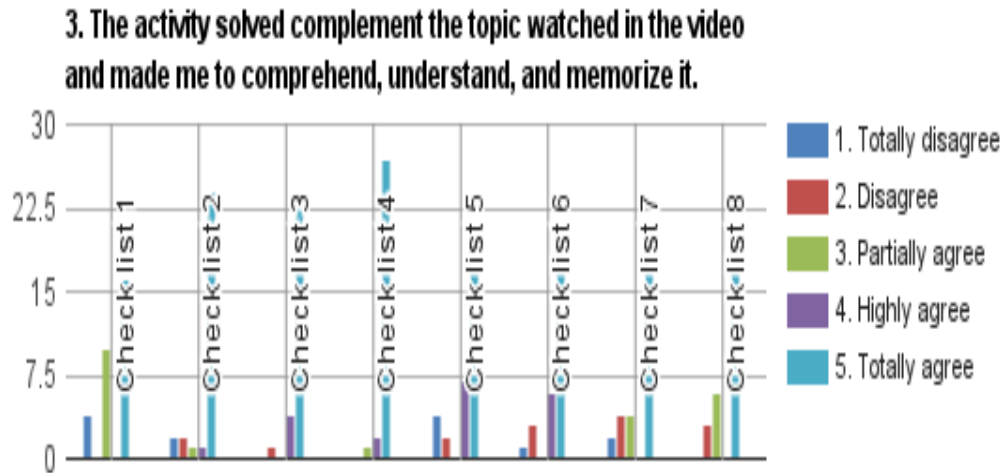


Figure 3. Ciudad de Bogota School answers question 3 questionnaires

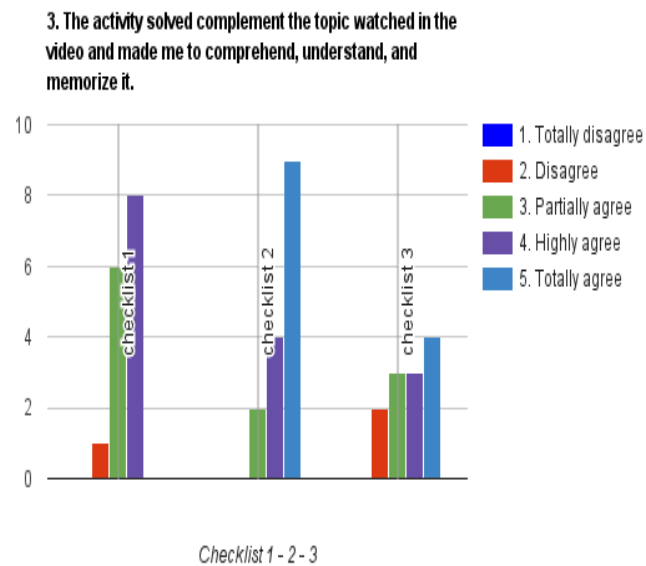


Figure 4. Nueva Colombia School answers question 3 questionnaires

In addition, despite age differences between populations, it was possible to draw some other conclusions. On the one hand, students' perceptions demonstrated that the input provided outside the classroom contributed to the development of the individual dimension regarding the listening dimension. In the other hand, the creation of a flexible environment made possible for students to develop responsibility and awareness of their own learning process.

Moreover, transcriptions and teachers' journals illustrated three subcategories from the Flexible Environment Pillar, those were: demonstrate mastery, learning confidence and class participation. These categories were noticed due to learners watched the video and according to the acquired knowledge they could participate in class in a positive way. These excerpts illustrate these behaviors in students from Ciudad de Bogota School:

Also, children were able to construct phrases using the expressions and the vocabulary taught in the videos and inside the class. This was evident in children's class participation.

Excerpt 10. Teacher Journal entry No.1

Some students show themselves confident about the words that are being worked on in the classroom.

Excerpt 11. Teacher's Journal entry No. 1

In Nueva Colombia School, learners demonstrate mastery in class after seen three videos and started creating with the teacher a dialogue activity:

*Teacher: ¿Cuál fue la primera pregunta que vimos?
 student: Hola
 teacher: what's your name?
 Student: profe no es what is your name?
 Teacher: bien J. si lo que pasa es que en Inglés sucede lo mismo que hacemos en Español tu puedes escribir y hacer una buena articulación*

Student: profe cuando yo escribo es diferente a como yo pronuncio
Teacher: cuando tú hablas ellos lo que hacen es contraer todo por eso decimos what's your name? y ¿qué va a responder este estudiante?
Student: el nombre
Student: my name is, is
Student: my name is
teacher: my name is larala y será que le vuelve a hacer esta pregunta
students: noo
teacher: como le dice
student: my name is
Teacher: nooo ¿y tú? and you?.. listo siguiente pongamos la otra pregunta
Students: que te gusta, cómo te llamas, cuántos años tienes
Teacher: ¿cómo se dice en Ingles?
students: how old are you?
Teacher: excellent J. and V. y que le responde el B
Students: and you?
teacher: I am aquí le colocan el número
students: years old

Excerpt 12. Observation transcription No. 12

Today we started the performance about dialogue using all the questions learnt in videos seen and classes done.

Excerpt 13. Teacher's journal Entry No. 08

In short, the creation of flexible environments in the learning of English as a foreign language affects not only the dynamics that are commonly used inside and outside the classroom, but also enables the development of the listening skills as it is provided greater input and language exposure in spaces different from classroom. Somehow, the creation of flexible environments implies the achievement of other processes in students in order to create habits that allow them to be responsible and consistent in the effective use of resources given by the teacher such as videos and activities to develop prior to the class. For instance, for children from Ciudad de Bogota School the flexible environment created in the website (see instructional design) and the parental support contributed to the development of autonomous behaviors such as responsibility, accessibility, previous knowledge and active participation. Therefore, these

students built habits which allowed them to have a discipline at home and discovered that school is not the only place for learning, also, these strategies boosted on learners provide them with the control over their own learning process, thus, parents assumed an accompanying role where they were witness about the activities made at home by their children, as a consequence, learners could apply these strategies learnt in different subjects in an easy way in the future since the habit is already created.

Even though, for teenagers from Nueva Colombia school was difficult to get used to the website provided and made the activities proposed, at the end, the majority were aware of the importance of activities outside the classroom. for this kind of students is not enough to proposed a webpage, but it is important to explain the process about how to get in, since their parents do not pay attention to their learning process because their children are older and they must be responsible, also, it is imperative to provide different ways to have access to the flexible environment created through the video, this could be done with the use of USB and CDs, additionally, it is important that teacher do not forget his/her new role as facilitator because he/she is not going to give a lecture, and students must comprehend the new dynamic of the class, so, teacher must recall their students that class time is for activities not explanations. Hence, learners became aware of their responsibility with this new flexible environment and spite of the fact it takes more time, finally students create the habit and ask teacher about video as a homework, so, students start to realize that they need to get class prepared through watching the video proposed and in some way they really become independent of the adults at home who do not follow their learning process.

5.3.2.2.2 Learning Culture

The learning culture pillar refers to the creation of learner-centered environments “where in-class time is dedicated to exploring topics in greater depth and creating rich learning opportunities. As a result, students are actively involved in knowledge construction as they participate in and evaluate their learning in a manner that is personally meaningful” (FLN, 2014, paragraph 5). In order to obtain information from students about this pillar when developing the listening skills, questions from 4 to 7 of the questionnaire applied, were created to know how the activities done by the students inside the classroom allowed them to applied what they saw on the video; to know if the class organization allowed students to solve doubts that arose when doing the activities proposed and finally, to recognize if the class activities contributed to the English listening skill improvement.

The answers obtained on those questions showed that students perceived as pertinent the class organization and activities done inside of it, since they helped them to improve their listening skill and to work on weaknesses they had when having the possibility of solve doubts as 75 % of students from both schools reported. Figures 5 and 6 exemplify the results obtained in question 6: the activities made in the classroom improved my listening skills in English due to they allow me to apply what I learned.

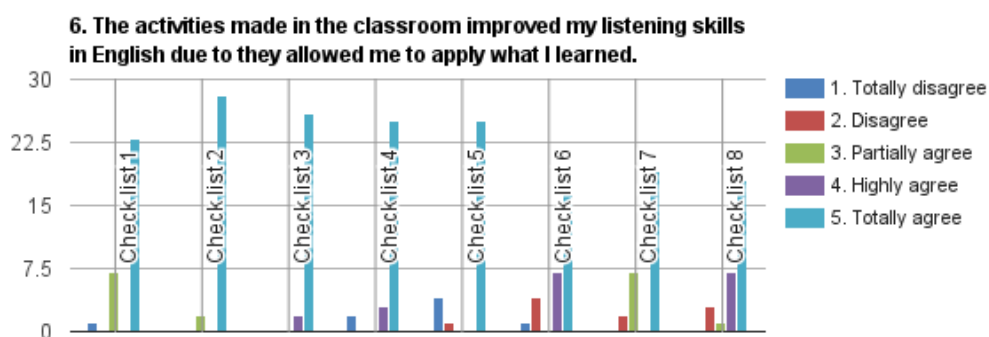


Figure 5. Ciudad de Bogotá School answers question 6 questionnaires

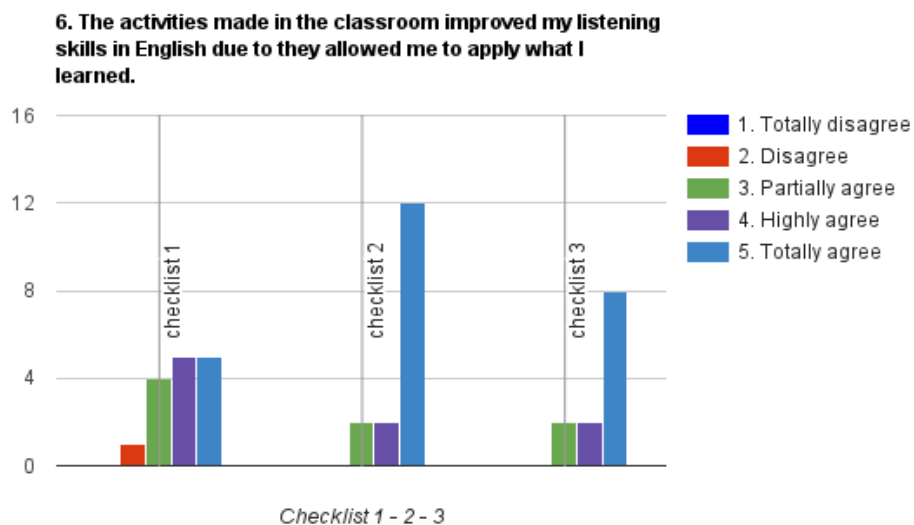


Figure 6. Nueva Colombia School answers question 6 questionnaires

Considering the qualitative data, in both schools two subcategories emerged from data that belonged to the “learning culture” pillar, which were as it follows:

- differentiated instruction, which is explicitly included into the Learning Culture pillar.
- peer - feedback and peer - cooperation which emerged as a subcategory that was not directly explained into this pillar in regards of theoretical constructs, however, it was pertinent to include it since this subcategory was part of the actions made in the classroom by learners.

In ciudad de Bogota School, differentiated instruction was depicted by the helpful resource of the video and its help for learners, this excerpt illustrates the functionality of video as follows:

This methodology turned out to be very useful when students didn't attend the class and I the particular case that I have of a student that had a surgery and despite their health condition,

she was able to catch up with the explanations and activities that were proposed.

Excerpt 14. Teacher's journal entry 5

The fact that video could be seen for absent learners in the class and they could do the activities proposed in it, like recap questionnaire, made a difference among learners. The video where the topic for the class was explained allowed learners to control and respect their own pacing.

Bearing in mind, peer - feedback and peer - cooperation in Ciudad de Bogota School, learners gave feedback to their peers based on listening comprehension and pronunciation (see subcategory listening comprehension dimension model) and video knowledge, in the same way, learners offered their proficiency on the topic in order to help other students for making the activities proposed in the class. These excerpts show the behaviors mentioned before.

*Es que usted tiene que pronunciarlas bien para saber qué está diciendo porque no le entiendo.
Mire, se pronuncian así: can /ken/ y can't /kent/, ahora usted a ver...*

Excerpt 15. Observation transcription

Hagamos una cosa, dígame las palabras que usted ya se sabe y después practicamos las que aún no se sabe

Excerpt 16. Observation transcription

Those excerpts aforementioned demonstrated the improvement that feedback made by students in the classroom which allowed them to improve their listening proficiency and pronunciation. The peer feedback could be illustrated in different excerpts like the one that follows:

No, la habitación es bedroom y el baño es bathroom, usted lo está diciendo mal, ¿luego es que no vio el video y no escuchó a la profesora cuando estaba explicando?

Excerpt 17. Observation transcription

In addition, learners helped other to improve due to their own proficiency in the topic learnt in class, this excerpt exemplify this kind of peer - cooperation:

Qué necesita, venga yo le ayudo que yo ya me sé las palabras en inglés.

Excerpt 18. Observation transcription

As a consequence, teacher observation and continual monitoring on the tasks made in classroom confirmed the appearance peer - cooperation and peer - feedback attitudes on the learners from Ciudad de Bogota School

I could observe that the students correct each other the pronunciation of the modal verbs both affirmative and negative

Excerpt 19. Teacher's Journal entry 3

In the excerpt aforementioned it is possible to recognize the peer - feedback in regards to listening comprehension and oral production, at the same time, learners proficiency in a topic were previously were recognized.

When students are asked to compare their answers with their classmates, it could be observed a positive interaction between students where they gave and received feedback, and even in some cases, it is observed that some students made corrections to their peers when they detected mistakes in the sentences they were supposed to write in their notebooks

Excerpt 20. Teacher's journal entry 4

In the excerpt mentioned before, teacher - researcher were aware of the influence of peer - feedback, it helped learners to accurate their performance in the activity proposed, for this case, a writing task, hence, it is not teacher who had the knowledge or the power to correct and remark mistakes but learners, due to their proficiency in the topic learnt, could recognize and correct the partners' mistakes, in this sense, they provided fruitful feedback for their pals.

Taking into account, differentiated instructions in Nueva Colombia School were highlighted in the activities made as a tool for creating groups and learners worked in it in order to reinforce and solved the doubts they had when doing a task:

¿Qué fue lo último que habíamos aprendido de lo que ya conocíamos? ahora les voy a dar tres minutos les voy a dejar ver lo que sigue de la transcripción y quiero que ustedes escriban en el Learned las expresiones que para ustedes son nuevas o sea que usted nunca

W: nunca habíamos visto antes

teacher: exacto no tienen ni idea que es, nunca la había escuchado, listo? tres minutos entonces voy a bajar desde acá, ahí ya se termina, es éste listo tres minutos

Student: ¿profe que es lo que tenemos que hacer?

teacher: mira te estoy dando la otra parte del diálogo si? debajo de eso que escribiste how old are you? en la tercera columna quiero que mires esto (she points out TV screen) y escribas ahí debajo todas aquellas expresiones nuevas las que no conozcas de esto que ves acá ok? si para ustedes no hay cosas nuevas pues obviamente no van a escribir nada ...

con esas palabras nuevas que acabamos de escribir vamos a buscar tres personas más que tengan lo mismo en ese mismo cuadro y nos vamos a sentar juntos solamente por ese momento quiere decir si por ejemplo L. V. tiene lo mismo que tiene J. que tiene M. y que tiene M. A. así están los dos M. entonces quiere decir que L. V. se va a hacer allá con ellos en un grupo de cuatro que tengan lo mismo lo mismo listo? entonces quiero ver grupos de cuatro no cinco, seis, siete, ocho no cuatro , cuatro ok?

Excerpt 21. Observation transcription No. 5

Accordingly, differentiated instruction showed in the excerpt aforementioned was reinforced in journals of teacher as a good way for working in the classroom since learners were focus on the activity that they had to do once they created the groups.

I saw that learners can work in differentiated instructions and they like it, because when they have a minute for copying and answering the questions about the information in the listening

activity they were organized and disposed to work.

Excerpt 22. Teacher Journal Entry No. 2

Equally important, the subcategory peer - feedback and peer - cooperation is exposed in Nueva Colombia School, so, this excerpt manifest how teacher asked a learner to assist a partner who had a question while she was registering a grade in students' notebook:

Teacher: J. por favor explícale a la compañera la pregunta (student explains his partner the meaning of the question)

Excerpt 23. Observation transcription No. 11

Again, learners used peer - collaboration in a spelling game made as an activity in the class, this excerpt exemplifies how learners helped each other in order to get the goal which was the accuracy in spelling:

(students collaborate each other with the person who has the paper, they lend their notebook and want to know the name or surname that he/she has)

Excerpt 24. Observation transcription No. 10

On the whole, learning culture pillar admitted the achievement of tailored and contextualized listening skill tasks which devoted time to develop the individual dimension of listening of each student and assumed a positive willingness faced the activities proposed, as consequence, the actions made in the classroom reinforce the knowledge and input acquired about the topic in the videos outside the class, also, feedback strategy was presented and this strategy was not just given by the teachers but also by the students allowing the appearance of peer - feedback and peer - cooperation, moreover, differentiated instruction in activities in the classroom granted learners focused on the activities and management of their time and space for

task development (See autonomy subcategory). Consequently, a learner - centered classroom appeared because the attention was focus on learners and their performance in activities.

However, this learning culture implies that students need to be prepared before the class.

5.3.2.2.3 Intentional Content

This pillar concentrates on the way that concepts are delivered to students in order they could understand the topic before get in the class. According to that “Flipped Learning Educators continually think about how they can use the Flipped Learning model to help students develop conceptual understanding, as well as procedural fluency. They determine what they need to teach and what materials students should explore on their own. Educators use Intentional Content to maximize classroom time in order to adopt methods of student-centered, active learning strategies, depending on grade level and subject matter” (FLN, 2014, paragraph 6). Accordingly, questions from 8 to 10 of the questionnaire applied to students aimed to explore how coherent were the topics worked through videos and lessons considering the syllabi of both schools; to know if the quality of videos were excellent in aspects such as sound, image, topic explanation and language use; and finally, if the webpage where the videos were uploaded was of easy access and had good layout.

From answer obtained by students of both schools, it is possible to affirm that they had a high positive perception as 70% of students from Ciudad de Bogotá School and 60.9% of students from Nueva Colombia school reported on these questions. Figures 7 and 8 exemplify the results obtained in both schools regarding question 8: The topic explained in the video was the same that I could find in my English notebook syllabus.

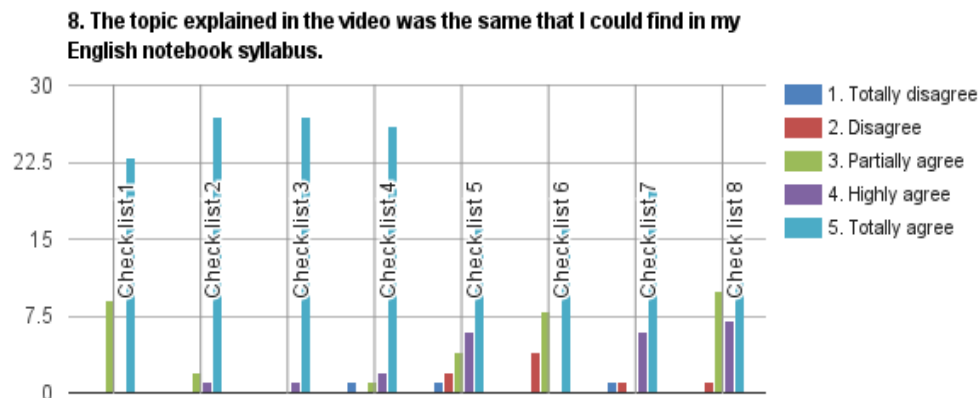


Figure 7. Ciudad de Bogota School answers question No. 8 questionnaires

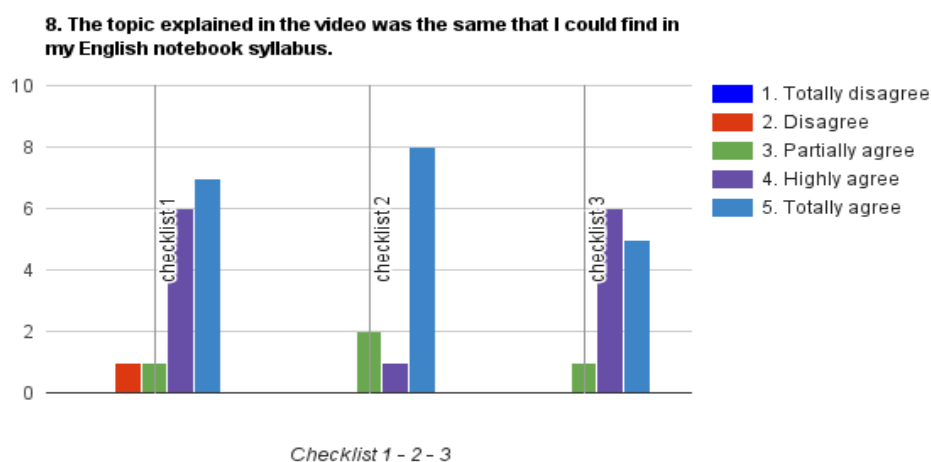


Figure 8. Nueva Colombia School answers question 8 questionnaires

One important aspect to mention is that some students had to deal with some accessibility difficulties as they did not have Internet connection at home. That was the reason why teachers had to opt for presenting different options to students such as recording the videos in USB devices or CD's. This helped to students to have access to the videos and strengthening the implementation process as well.

Therefore, the intentional content pillar is seen in both schools through the resource used by teacher - researchers in order to make topics accessible for learners, they were videos. The video as a resource helped to provide input outside the classroom in regards to improve students' listening skill, to improve the use of time in class and made efficient the control of knowledge by the learners. This excerpt showed this video functionality:

The time management is an aspect that has improved because this methodology allows focusing on the practice of the vocabulary and expressions taught to students without spending so much time to teach them inside the class.

Excerpt 25. Teacher's journal

Also, the video were used as a summary of the topics learnt in order to close a lesson:

Teacher: si pero todavía no la hacemos si se acuerdan que al final del tercer video yo les ponía todas las preguntas que hemos visto y debían contestar entonces esas son las preguntas.

Excerpt 26. Observation transcription No. 12

Additionally, teacher had to make accessible the video in order to learners could have the opportunity to watch it:

Mañana si vamos a comenzar con el video que les deje de tarea quiere decir que si de pronto el fin de semana alguien no lo vio o de pronto lo vio a la mitad lo puede el día de hoy en la noche o en la mañana verlo si? necesito que por favor me digan cuales son las personas que de pronto tienen la USB o que no han podido ver el video que necesitan que se los dé para así de ahora en adelante yo saber

(a student gives his USB to the teacher)

Teacher: ¿alguien más? ¿Alguien más trajo la USB o algo para llevárselo? ¿Quién no lo ha visto porque en definitiva no tiene acceso a internet? Cinco

Excerpt 27. Observation transcription No. 15

Therefore, this made that learners were aware of the importance of the video, since without it they could not understand the topic and did the tasks proposed in the classroom

I loved the comment that a learner made about the video seen at home, he said that he has understood the verb to be, that was amazing for me, because I can see that videos at home can be fruitful for teacher and students.

Excerpt 28. Teacher's journal Entry No. 2

Nevertheless, learners needed to get acquainted about the habit and their responsibility in regards to watch the video, since; teacher was not going to explain the topic in the class because the time of the class was for carrying out activities which applied the knowledge acquired in the video.

I must do the explanation that I am not going to explain but they have to see the video.

Excerpt 29. Teacher's Journal Entry No. 10

Likewise, parents made positive comments about their children's learning process in Ciudad de Bogota School, it means, the transformation of the practice was not just affected the students' performance but also parents view of EFL learning, these excerpts pointed up parents' comments in the process performed:

One nice thing that I want to mention is that a student's parent came to me and told me that her child feels happy with the videos and that she thinks that is a good way to motivate the students to learn English.

Excerpt 30. Teacher's journal

Somehow the methodology allowed the parents to be more in control of what their children do at home when using technology

Excerpt 31. Teacher's journal

The results obtained in this regard, evidenced that a lack of parental control over students from Nueva Colombia school affected the implementation, since parents were not aware of the students' behavior in the school, it affected negatively the fulfillment of academic activities as it is seen in this excerpt:

Yesterday I could not do the implementation because I had an attendance trouble and 601 group had presented a bad behavior.....

Misbehavior has been a big trouble and parents do not do anything. In spite of the fact, teacher Karina met parents last week, they are not aware about the behavior of their sons and daughters and they think teacher is the person who attacks their children and have a wrong idea about learners.

Excerpt 32. Teacher's journal entry 4

In brief, in both schools, intentional content pillar were accepted in terms of the videos, its features and accessibility, also, the videos were a good resource for changing the perception about learning EFL, made an efficient use of time in class, made learners were aware of the topics proposed in the syllabus, and created responsible habits (See Autonomy Category). Additionally, on one hand parents influence was positive considering the comments made about the methodology implemented, on the other hand, their influence could be negative because their lack of discipline rules for their children could prevent from the normal academic development in school. Hence, it is missing the pillar which takes into account the teachers' vision and their reflection process about their insights and visions emerged from the observation of their practices.

5.3.2.1.4 Professional Educator

In this pillar the importance is to recognize the role of teacher into the flipped classroom and flipped learning process. According to Flipped Learning Network (2014) mentioned that the role of teacher is more demanding than in a traditional classroom, because they make observation during class time, provide relevant feedback and assess their work (paragraph 7). Thus, the findings found in this pillar answered the sub question: What will be the effect of the implementation of the four pillars of flipped learning approach on the EFL teacher? In this sense, from teachers' journals emerged a subcategory called transforming practice.

First, teacher had to design videos and webpages which support and gave access to learners, so, the video had the aim to extend the classroom to outside the school and made a profitable use of inside classroom time, hence, this excerpt demonstrates the effectiveness of this aspect of practice transformation

As a teacher I can see that students are getting used to the class methodology as they are being responsible with their assignments and of course this have created a sense of a more productive class as we can work on tasks with so much explanation of the topics.

Excerpt 33. Teacher's journal

Additionally, teachers proposed listening tasks that improve students' listening skills (See Listening Comprehension model category) through the game and activities which included other resources like TV, smart board, listening webpages and others, it made that classroom development was seen for teachers as the time to hand on with the previous knowledge that learners brought to the class. These excerpts describes these changes

Today we made the spelling competition. They (learners) enjoyed participating

Excerpt 34. Teacher's journal entry 2

Also, as immersion classroom was empty after 5:30 p.m. I took the decision to take learners to this classroom and make the implementation there, because, I have smart board, sound, laptop and my own internet access device.

Excerpt 35. Teacher's journal entry 2

Equally important, following the flipped learning approach, teachers noticed that learners were aware about the process of being assessed by themselves in a conscious manner. That is, teachers were not the only person who assesses learners' performance but they could do it following some criteria established by teacher. This excerpt depicts this fact:

Also they can evaluate their partners so they like that. It is nice because learners get more use to evaluate and being evaluated from someone else than teacher.

Excerpt 36. Teacher's journal entry 8

In a word, teachers transformed their practice since the videos and classroom resources made possible applied activities which encouraged EFL learning in learners focus on listening activities, also, they made activities that they did not do before the implementation and it made learners worked better on the tasks proposed up to the point of they were aware of the assessment process.

In sum, flexible environment, intentional content, learning culture and professional educator, the four pillars of Flipped Learning, gave a profitable framework for the implementation of listening tasks that developed autonomous behaviors.

5.3.2.3 Autonomy.

From the data collected in the implementation stage, it was observed the appearance of some subcategories that were grouped under the label of "autonomy". These subcategories allowed demonstrating the behavior of students in which there was a development of autonomous behaviors or a reinforcement of it, all under the framework of the four pillars of flipped learning and the development of listening skill tasks in the foreign language learning. Now, one of the sub questions raised in this research study was: Which autonomous behaviors (i.e. responsibility, accessibility, self-reflection, active participation) will learners develop through the implementation of the four pillars of flipped learning and listening tasks? To answer this sub question and to make explicit the autonomous behavior students evidenced, five subcategories (accessibility, responsibility and learning habits, performance evaluation and self - reflection, active participation and previous knowledge) emerged from the class observations and teacher journals.

5.3.2.3.1 Accessibility

This subcategory evidenced a direct relationship with flexible learning environment as the creation of suitable contexts allowed students to choose when and where to access to the knowledge that had been shared by the teacher for the student to get to it outside the classroom. This suitable environment admitted students to make decisions about their learning and developing autonomy on their own learning process, additionally, the access to the videos provided to students the development of their individual variation since they received the required input for the class time at school. In the case of Ciudad de Bogotá school, these behaviors are illustrated in the excerpts that follow.

“profe yo no vi el video porque no estuve en mi casa pero igual yo puedo entrar a la página en éstos días y me pongo a día”

Excerpt 37. Class transcription entry 3

As a way to solve the difficulties of access some students have, I am burning the lessons I’ve recorded on a cd, that way students are able to go over the lessons anytime they want.

Excerpt 38. Teacher journal entry 7

5.3.2.3.2 Responsibility and Learning habits

This subcategory had a direct relationship with learning culture and intentional content as pillars of flipped learning. On the one hand, during the stage of implementation, the teachers had to constantly reflect on ways the material students would explore could be more effective; and on the other hand, flipped learning led to students to generate habits that allowed them to be ready in class to apply what they learned independently at home.

Some excerpts that were part of this subcategory are as follow:

As a teacher I can see that students are getting used to the class methodology as they are being responsible with their assignments and of course this have created a sense of a more productive class as we can work on tasks with so much explanation of the topics.

Excerpt 39. Teacher journal entry 5

The excerpts that were part of this subcategory, even though they were not displayed here, evidenced that students were gradually developing habits that allowed them to improve responsibility on their own learning process.

5.3.2.3.3 Performance Evaluation and Self-reflection

Like the previous subcategory, this one relates to the culture of learning pillar of flipped learning approach and the metacognitive listening strategies training provided for the students, so, they showed, at different times, they were able to reflect and evaluate their own learning and that became a meaningful way to monitor themselves. Excerpt 40 evidenced how students were able to reflect about their own achievements and use the video as a useful tool to strengthen their own language learning.

“Profe, yo no me acordaba de las palabras que salían en el video, pero luego me puse a repasar y ya me las sé, por eso cuando tú las dijiste, yo ya sabía de lo que estabas hablando”

Excerpt 40. Teacher journal entry 6

5.3.2.3.4 Active Participation

By changing the methodology of the class, there were changed not only the roles that are generally assumed both by teachers and students, but the attitude, motivation and active participation of students was evident, as it is illustrated by the excerpts that are part of this subcategory because in certain way, students felt empowered in the learning environment that was created within the classroom, enabling them to feel confident and increasing their participation and motivation as well. The following excerpts showed the aspects mentioned before.

I feel that students motivation has increased lately compared with the regular classes that they are used to take, because they ask for the videos and somehow they feel more empowered to participate in class because they feel they have more resources to do so.

Excerpt 41. Teacher's journal entry 8

Also, children were able to construct phrases using the expressions and the vocabulary taught in the videos and inside the class. This was evident in the children class participation.

Excerpt 42. Teacher's journal entry 4

5.3.2.3.5 Previous Knowledge

The flexible environment and the intentional content provided for students allowed them to come to the classroom with some prior knowledge that were previously delivered by the teacher in a different space from the classroom. This work dynamic granted students to generate some prior knowledge that would be potentiated in the classroom through different activities and strategies that would take place inside of it. The excerpts found in data collection instruments illustrated the focus this approach brings to the construction of students' previous knowledge.

In the reading activity, students worked quickly as they already were familiarized with the words they could read on the worksheet.

Excerpt 43. Teacher's journal entry 3

In this part of the class it was evident that children had a previous knowledge of the pronunciation of the words because most of the students say the correct word when they looked at the picture even before the teacher said the corresponding word.

Excerpt 44. Teacher's journal entry

5.3.3 Core Category

After analyzing and reducing data to specific categories and subcategories in order to answer the research question of the present study: What happens to listening skill when flipped learning is purposefully applied to develop autonomous behaviors through listening tasks in third

and sixth grade false beginners in two schools in Bogota? the researchers identified as the response main category that *Listening skill was developed in regards to four dimensions (individual variation, contextualized dimension, affective dimension and strategic dimension) of Flowerdew and Miller's (2010) model of second Language Listening Comprehension when flipped learning was purposefully applied in listening tasks which boosted five (see Figure 2) students' autonomous behaviors.*

Consequently, results demonstrated that the improvement of listening skill through the adoption of a model of second language listening comprehension applied in the flipped learning approach framework granted six changes in the EFL teaching and learning process in two public schools in Bogota in order to contribute to the development of autonomous behaviors in students. First, the video allowed that learners matured their individual variation since their bottom up process were boosted through the use of the resource, also, it permit students received input outside the classroom, so, they increased their previous knowledge before got in the class. Second, the contextualized dimension provided tailored listening tasks which reinforced the content provided in the video and the development of listening comprehension patterns that belong to the topic learnt, besides, motivation to listening tasks increased since students felt secure about the knowledge acquired, but, if they have any doubts teacher feedback or peer - feedback gave them a direct solution to their doubts, likewise, differentiated instructions allowed that learners could work in groups and had different and pertinent results in any task which increased the knowledge process construction in the classroom and the peer - collaboration. Third, affective dimension was promoted since students showed an active participation in the activities proposed in the class; they had positive aptitudes for performing and achieved the goal proposed by each task. Fourth, strategic dimension was generated since students developed

responsibility value for watching the video and had access to it in order to be prepared for the class, improved the management of time in class due to class time were not used for explanation but for practicing what was learnt in the video, learners had more control over the class because they were aware of the assessment process on a task, they felt responsible for the activities they had to develop inside and outside the classroom because it was part of their learning process. Fifth, teachers modified their pedagogical practices since they dared to create and design videos for the learning of English topics outside the classroom, they looked for different listening activities pertinent for learners, they changed the teacher - centeredness classroom by a learner - centered one. Sixth, parents influence appeared when they saw a different way of using technology for addressing their children's EFL learning process but it was important that they made a team with teachers in order to cooperate with the academic development inside and outside the school.

5.4 Conclusions

In brief, this chapter exposed the data management of the three instruments for collecting data such as: questionnaires, teachers' journal and class observations, how they provided quantitative and qualitative data which was organized in categories following the procedure of grounded theory methodology proposed by Creswell (1998) in regards to answer the research question (see chapter 1).

Therefore, the listening skill was refined through the four dimensions emerged, it means, individual variation, contextualized dimension, affective dimension and strategic dimension were developed in the framework provided by the four pillar of flipped learning (flexible environment, learning culture, intentional content, professional educator), as a consequence, five autonomous behaviors were recognized in students: responsibility and learning habits,

performance evaluation and self - reflection, active participation, previous knowledge and accessibility. Finally, subsequently chapter illustrates the interpretation of the results and its importance as well as the pedagogical implications.

Chapter 6: Conclusions and Pedagogical Implication

6.1 Introduction

This study explored the effect of four pillars of flipped learning on listening tasks which developed autonomous behaviors in false beginner learners from two public schools in Bogota (See Chapter 1). Answering this questions was remarkable because four pillars of flipped learning provided a pedagogical framework which overcame time limitations for teaching EFL in public schools and lack of material outside the classroom affordable for students, so, that flipped atmosphere allowed the implementation of skills tasks which made possible that learners gained comprehension on the topics proposed for the learning of the target language and presented autonomous behaviors inside and outside the classroom.

Therefore, the findings of this research are connected with other research studies made in Colombia (Berrio, 2004; Parra & Medina, 2014) which favored Flipped learning as an important frame for teacher's role change and learners self - regulation. Other relevant findings are interrelated with this study since learners felt they learnt the content better (Warter - Perez & Dong, 2012). Also, learners became more open to cooperative learning and new technologies (Freeman, Herreid & Schiller, 2013). Additionally, the use of the time is more effective (Gaughan, 2014). So, flipped learning respects learners pacing and increase their motivation (Arispe & Blake, 2012). As a consequence, the results of the present research study are important to support the evidence of the researcher aforementioned and contribute to the research field of flipped learning in primary and high school levels in Colombia as there is not information about flipped learning on this kind of population.

However, this study had limitations in the pedagogical implementation design, along the research process, but those limitations made possible for teachers - researchers to improve their video material, the website where videos were uploaded and to pilot the implementation with another population with the purpose of proofreading the data collection instruments before their application. Moreover, researchers faced some lack of resources in their schools (classrooms, TV's, videos beams or laptops, internet access or tape recorders). Other limitation had to do with time issues as there were scheduled different institutional activities that interfered with the application of the research study. Although, learners had the half of the class, the time for hands - on activities were delayed. Also, at the beginning of the implementation, it was difficult that learners and parents were aware of the importance of watching the video before the class; additionally some of them did not have enough resources for having access to videos, technological devices or internet network. Nevertheless, this kind of issues and the results provided from the implementation made that teachers - researchers think about continue with the research project based on flipped learning and autonomy for improving target language skills that any population in public school need to improve.

6.2 Comparison of results with previous studies' results

The implementation of four pillars of flipped learning helped participants to develop autonomous behaviors in class and outside of it in order to improve their listening skill. So, learners had to be responsible for being prepared for the class, it means, they had to see the video and answered the questions proposed, at the same time, they were receiving teachers' input of the target language which Medina and Parra (2014) considered important because the responsibility rest on self - regulation.

Equally important, as teachers as learners had to be aware about the topics they were learning, the flipped learning helped students to recognize their curriculum and the importance to notice about the learning process they were developing, in this sense, Hamdan et al (2013) agreed that flipping a classroom helps to extend learning objectives, because learners know what they are going to learn and can control or advice modifications to the content and objectives they want to learn and accomplish.

Further, videos were designed and created bearing in mind population range of ages due to learners could get tired easily if the video last more than twenty five minutes, so, according to Gaughan (2014) a short and pertinent video is affordable for learners' accessibility in order they can understand important points from the explanation provided in the outside classroom resource. Besides, learners perceived that they were more prepared for the class and it was noticeable in their participation in class activities, as Warter - Perez and Dong (2012) illustrated in their findings as well as Gaughan (2014).

In addition, participants increased their motivation for participating in listening tasks provided in the classroom and outside of it. According to Arispe and Blake (2012) learners increased their motivation since their pacing was respected, they did not need to go at the same pace as everyone else, thus, when the students came to the class he/she received the feedback and scaffolding that he/she needs for developing successfully a task and increase their learning process.

Hence, the feedback was not just provided by the teacher but also by partners, and the differentiated instructions were good strategies for grouping and improve performance as Freeman, Herreid and Schiller (2013) mentioned that flipped learning made students became more open to cooperative learning and innovative teaching methods.

Moreover, the role of teachers was modified, because teacher did not give information but provided useful tasks, monitored the development of learners, observed the dynamic of the class and planned future instructions for improving their students learning process, as Berrio (2014) assumed that teacher is no longer the presenter of information but he/she adopts a role of tutor in order to help their students to overcome those concepts that stuck them.

6.3 Significance of the results

This study demonstrated the benefits of implementation of four pillars of flipped learning which encouraged to development of autonomous behaviors through listening tasks; so, listening skill was improved in learners of primary school and high school from two public schools. The findings suggest six important benefits for the local and global educational community. First, it was developed educational resources in order learners could keep in touch with the knowledge outside the classroom, thus, learners started to be aware about the importance of learning not just in the school but in other places. Second, the good use of technology accomplished the needs of 21st century generation, and allowed them to open their knowledge about the use of technology, it means, internet network and technological devices are not just for exploring social networks but for learning in a properly way. Third, it is important parents were involved overall with learners from primary levels since on this stage parents have a close contact with the teacher and their children learning process, thus, parents companion is vital in order to reinforce autonomy behavior outside the classroom. Fourth, the change of methodology increased as teachers and as learners' proficiency since time in class was profited for making interesting and affordable activities of EFL listening tasks, also, it overcame the lack of time presented in public schools for teaching a language because learners had the possibility to keep in touch with the lesson before class starts. Fifth, content in videos for primary level and high school must be different since

former learners were just having their first contact with the foreign language, so, the videos were focused on vocabulary and some basic expressions, while, high school learners had been in contact with the L2 before so, videos could deal concepts more grammatical, phonetic, and explain process of production such as how to make a dialogue it depends on what skill learners had chosen to develop. Therefore, in first levels is teacher and parents who are aware about the benefits and modifications classroom must suffer in order to keep improving the learning process, while in high school, learners are aware about the changes they wanted for the class and the space in the classroom is affordable for making evaluations about the class process, their learning process, the topic learnt besides assess the learning process. Sixth, it was overcome motivation issue and lack of material for explaining a topic because learners increased their motivation when they saw teacher explanation about an English topic at home through a video, so, their pacing was respected, also, teacher had to focus on hand - on activities in the classroom in order to develop what learners had learnt previously in the video or had learnt before the video, in the case of high school learners.

As a consequence, it is possible to make a change in the methodological approach in English teaching and learning process on public schools in Bogota and Colombia as well. Where teacher resources and roles changed, from an informer to a monitor and facilitator, also, the listening skill were developed in regards the dimensions proposed by Flowerdew and Miller (2010) because learners looked for comprehend target language, it is not necessary to develop all the dimensions because it depended on learners process but it made that learner were aware about their process and autonomous behaviors like responsibility will be developed inside and outside the classroom.

Furthermore, this study exposed that the use of flipped learning for improving listening skill and develop autonomous behaviors helped parents, teachers and learners to develop a learning culture about EFL, in this sense, as the present research is the former one made in Colombia in two public schools about the approach proposed it opens the path to replicate this kind of studies in other Colombian localities and populations. Additionally, encourage parents and teachers to have a different point of view about Second language learning and be facilitators in students learning process; also, it gave to learners lifelong learning strategies which they have to take into account for developing any future academic or nonacademic tasks. Thus, it gives to the English Language Teaching (ELT) another perspective about the teaching and learning process, since flipped learning approach is a field unexplored in Colombia schools, besides, it focus the attention in the primary need of learners about comprehend the language that they are learning, it means, improve their listening comprehension and being familiar with the target language, also, the listening tasks allow that students can develop autonomous behavior in their process learning.

6.4 Research limitations on the present study

One limitation that was found in the present study is the fact that the flipped learning approach is new for students and parents and at the beginning it was difficult for them to get used to it. Thus, additional training was necessary for both, parents and students, in the expected depth of the video viewing exercise. Also, more scaffolding was required as lessons progressed so that students could tackle the videos on their own. Hence, as Raths (2014) affirmed that it is necessary to get students buy - in and teach parents too in order they could get involved from the beginning of the implementation.

A second limitation had to do with the issue of accessibility, as some students did not have access to Internet at home and for some of them was really difficult to pay to watch the videos on an Internet Café. This limitation must be considered since the beginning of the implementation of similar studies with the aim of having different options of accessibility, such as using USB or burn the videos on a CD as it was done in the present study, so that students can really be benefited with the flipped learning approach. Additionally, if learner did not see the video, it will not mean they need to be punished because of that, instead of that, teacher must encourage their learners to watch the video and recognize the importance of being prepared for the class (Raths, 2014).

A third limitation was the lack of resources into the classroom made difficult the implementations of listening activities. Some of the listening activities proposed by teacher needed laptop and internet access but the schools did not provide such resources because they did not exist. In this sense, teachers provided the resources for conducting the implementation, so, it is necessary for principals, coordinators, leadership in general in the schools and government to be aware about the need of quality in education and provide basic resources to classrooms in general. Hence, the lack of resources was a challenge since class time was not any more for lectures but for activities, teachers-researchers must focus on high - order activities (Bergmann & Sams, 2014) which could be done with the resources provided in the classroom or with those provided by them.

Fourth, a limitation that is important to highlight was to meet the demands of the curriculum and the implementation times as many of the institutional activities interfered in the time that had contemplated since the beginning of the study. According to the Law 115, Article 86 it established that academic schedule must be organized in 40 weeks by year or 20 by

semester (Ministry of National Education, 1994, p. 19), in spite of the time provided for scholarly activities according to the law mentioned, they are interrupted by extra academic activities related to additional projects proposed by the government. In this research, the implementation of flipped learning approach reduced the impact of the lack of the time due to the extra activities; however, as the class time is valuable for empowering learners of their learning process, that progress was affected by the situation mentioned before. So, it was a strong challenge to overcome, in this sense, activities must be adjusted in order to complete and accomplish the learning process for the students, for instance, flipped - in strategy could work in order to surmount the lack of time provided as it happened in the current research study (see chapter 4).

To conclude, the limitations exposed imply challenges for future researchers where the flipped learning will be used for developing or improving any target language skills, in public educational context, since this kind of environment present similar features, it means, the implementation of new methodologies required an engagement of the different educational actors (students, teachers, parents, principals, coordinator, etc.). In addition, the lack of resources and accessibility facilities, both inside and outside the schools, could be an aspect that new researchers may face, for that reason it is relevant to think about different resources which allow the knowledge access shared by the teacher. Finally, the public educational scenario is constantly facing different extracurricular activities such as strikes, cultural events, and other activities that avoid a constant academic pace with students.

6.5 Further research

With the purpose of either to confirm the results obtained in this research study or to explain more broadly the impact of flipped learning on listening skills and the development of autonomy, the researchers suggest to conduct a longer research study. Further studies could also

include assessment issues in order to provide feedback during the whole implementation, that way students could become more aware of their own strengths and pitfalls in their learning process. Also, they could explore other skills like reading, speaking and writing which have the same importance as listening.

Additionally, it would be pertinent to consider web 2.0 tools for making videos and provide efficient access to learners and parents. Also, it would be nice to create projects into class that will be related to different instructions and peer - collaboration and feedback in order to develop autonomous and technological behaviors.

6.6 Conclusion

Nowadays society requires human beings prepared for assuming situations in an autonomy way besides comprehend the different stages of communication according to a context and negotiation of meaning aspects. So, learning to comprehend a language from the basic level such as decoding until the expert one like as adopting critical positions facing an utterance or discourse is an important process that must be developed in any EFL classroom. This process can be developed by means of flipped learning approach which provides criteria for developing autonomous behaviors through tasks inside and outside the classroom for improving any skill, concept or procedure. In the present study, primary and high school learners from both public schools were immersed in a flipped learning context in order to improve their listening skill through listening activities which allow them to develop autonomous behaviors. Thus, this study explored the effects of four pillars of flipped learning in regards to develop dimensions of the model of second language listening comprehension and provide skillful tasks that allowed learners to develop autonomy behaviors. Hence, the results demonstrated that the four pillars of flipped learning (Flexible environment, learning culture, intentional content, and professional

educator) provide a framework for developing tasks related to the four dimensions of the model of second language listening comprehension (individual variation, contextualized dimension, affective dimension and strategic dimension) thus, it made possible the appearance of four autonomous behaviors (responsibility, self - reflection, active participation, previous knowledge and accessibility).

To conclude, this study illustrated the importance of the implementation of four pillars of flipped learning for developing listening tasks that allowed learners to had control over their space and time for learning a topic outside the classroom, make different activities according to their English level and cognitive needs, demonstrate mastery and show learning confidence through their participation in class, provide peer - feedback and peer - cooperation, made activities focus on their bottom up process of comprehension, made contextualized and additional activities which reinforce the topic learnt outside the classroom, increase their motivation to listening tasks appropriate for their learning level, all this made that learners develop autonomous behaviors like having learning habits or responsibility for access to the tasks proposed at home, be aware about the importance of evaluate their performance in any activity in class, the active participation in any task proposed since it contributes to their learning process and the importance of previous knowledge in order to have control on their own knowledge and they ways they are developed. As a consequence, teachers changed their roles into the class because they become monitors and facilitators as well as parents became active companions in their children's academic tasks outside the classroom through technological devices.

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Appendix A: Needs Analysis**CUESTIONARIO DE INICIO DEL CURSO**

Estudiante curso 601/301,

Recibe un cordial saludo y nuestros más sinceros agradecimientos por tu tiempo y participación.

El objetivo de este cuestionario es identificar tus habilidades y preferencias en el aprendizaje del inglés para cambiar un poco las cosas en clase y tener en cuenta tus necesidades. Este cuestionario es anónimo y tus respuestas no serán conocidas por otra persona sino por la profesora de inglés.

Te pedimos que respondas de acuerdo a las situaciones que son reales en tu vida por eso te solicitamos que de la manera más honesta y sincera respondas el siguiente cuestionario marcando con una X las opciones que consideres describen mejor tus verdaderos intereses.

Tiempo de desarrollo: 15 minutos

Parte 1

Información general

1. marca con una (x) el rango de edad en el cual estás.

- 7 años 10 años
 8 años. 11 años
 9 años mayor de 11 años.

Escribe tu edad si eres mayor de 11 años _____

2. ¿Cuánto tiempo llevas estudiando inglés en el colegio?

- Menos de un año 3 años
 1 año 4 años
 2 años más de 4 años

3. ¿Cómo usas el inglés en tu vida?

- En casa para viajar
 Para chatear no lo uso
 Para estudiar otro. Cuál: _____

4. ¿Para qué crees que podrías necesitar el inglés en tu vida?

- Para estudiar para entablar relaciones interpersonales
 Para trabajar otro. Cuál: _____
 Para viajar

5. ¿Te gusta aprender inglés?

- Si
 No

6. ¿Te gustaría hablar mejor en inglés?

- Si
- No

7. ¿Quieres entender textos en inglés?

- Si
- No

8. ¿Te gustaría escribir en inglés mejor?

- Si
- No

9. ¿Te gustaría entender mejor a alguien cuando habla en inglés?

- Si
- No

Parte 2

Preferencias de aprendizaje

1. ¿Cuentas en tu casa con un computador, tableta o Smartphone el cual puedas usar?

- Si
- No

2. En caso de responder sí a la pregunta anterior ¿Tiene el computador, tableta o Smartphone acceso a Internet?

- Si
- No

3. En caso de responder no a la pregunta anterior, ¿podrías tener acceso a un computador, tableta o Smartphone con conexión a internet en un café internet, una biblioteca cercanos o en la casa de un amigo o familiar?

Si ()

No ()

¿Dónde? _____

4. ¿Al usar alguno de los anteriores dispositivos cuentas con el acompañamiento de algún adulto?

- Si
- No

¿Quién? _____

5. ¿Cómo evaluarías tu capacidad para interactuar mediante páginas web?

- Excelentes
- Buenas
- Regulares
- Deficientes

Explica brevemente tu respuesta:

- Realizando las tareas establecidas por el profesor
- Realizando grabaciones evaluadas por el profesor
- Revisando tu propio progreso realizando grabaciones y escuchándolas
- Creando tus propias tareas con tus compañeros
- Utilizando el lenguaje que has aprendido en una situación real
- Realizando evaluaciones y quizzes
- Haciendo exposiciones
- Otra ¿Cuál? _____

13. ¿Cuándo te sientes más cómodo con la información sobre tu progreso en inglés...?

- Cuando te califican con notas numéricas (1,0, 2,0, 5,0, etc.)
- Cuando te califican con notas en letras (Deficiente, Insuficiente, Bueno, Aceptable, etc.)
- Cuando el profesor te dice que has progresado
- Cuando te ponen una actividad difícil y la puedes hacer sin problema
- Cuando te dan un sticker o te ponen un sellito
- Cuando te ponen en el cuadro de honor
- Otra ¿Cuál? _____

Agradecimiento

Queremos dar un gran agradecimiento a los estudiantes que participaron en este cuestionario de manera voluntaria y honesta, tu información será de gran ayuda para mejorar procesos de aprendizaje y enseñanza del inglés como Lengua Extranjera.

Appendix B: Student's consent letter**CONSENTIMIENTO INFORMADO**

Yo, _____ estudiante del curso _____, autorizo a la docente _____ realizar diferentes actividades que pretenden recolectar información mediante cuestionarios, entrevistas, fotos, videos y grabaciones y hacer uso de tal información con propósito meramente investigativo y académico.

Mi profesora hará uso de la información para su Proyecto de Tesis de la Maestría en didáctica del inglés para el Aprendizaje Autodirigido, sobre el tema: “El uso del Flipped learning o aprendizaje invertido con el fin de potenciar habilidades comunicativas en el aprendizaje en la lengua extranjera: Inglés y la autonomía en los estudiantes”.

Por consiguiente, se aclaran los siguientes puntos:

- Mi condición como estudiante no repercutirá en mis actividades ni evaluaciones programadas en el curso.
- No haré ningún gasto, ni recibiré remuneración alguna por la participación en el estudio
- Se guardará absoluta confidencialidad sobre los datos obtenidos producto de mi participación, con el uso de seudónimos que protegerán mi identidad.
- Si en los resultados de mi participación como estudiante se hiciera evidente algún problema relacionado con mi proceso de enseñanza – aprendizaje se me brindara orientación al respecto
- Puedo solicitar al final del estudio, información actualizada sobre el mismo al investigador – docente.

Nombre y Firma del participante _____

Ciudad y Fecha: _____

Firma Docente - Investigador

Appendix C: Ciudad de Bogotá School consent letter

Bogotá, D.C., Enero 15 de 2016

Señora
AMANDA UBATÉ RUSINQUE
Rectora
I.E.D. Ciudad de Bogotá

Respetada Señora Rectora,
Reciba un cordial saludo,

Mi nombre es Tania Marcela Torregrosa Marengo soy estudiante de la maestría en didáctica en inglés para el aprendizaje autodirigido en la Universidad de La Sabana (Master in English language teaching for self directed learning) como requisito de grado debo realizar un trabajo de investigación en el aula en el que se analicen aspectos relacionados con la enseñanza y el aprendizaje del idioma inglés. He decidido trabajar en el tema: Implementación del Aprendizaje Invertido con el fin de mejorar la habilidad de escucha y promover hábitos de autonomía en el proceso de aprendizaje - enseñanza del inglés y quisiera contar con su autorización para hacer la recolección de datos para mi proyecto con los estudiantes del curso 3o.

Cabe mencionar que dentro del proyecto de investigación uno de los objetivos fundamentales es de mejorar las prácticas pedagógicas y metodológicas a través de los hallazgos arrojados durante el proceso. Por tal razón, tanto la institución como los estudiantes se verán beneficiados con este proceso.

Por consiguiente, de ser autorizada por usted para llevar a cabo el proyecto, y dado que el curso que se me asignó para trabajar este año es tercero, el proceso de investigación se llevará a cabo con los estudiantes cuyos padres autoricen su participación. Teniendo en cuenta que los actores incluidos en el proceso serán además de la institución los padres de familia y estudiantes, ellos tendrán una carta de consentimiento escrito en donde avalen su participación en el proyecto.

Con el análisis preliminar de posibles métodos de recolección de datos, se podría decir que para el desarrollo del proyecto se realizarán entrevistas, cuestionarios, grabaciones audiovisuales de las entrevistas así como de los espacios académicos, y material visual tal como fotografías. De igual manera, es importante resaltar que toda la información recolectada será tratada de manera confidencial y que será usada con fines meramente investigativos, por lo tanto, no se revelará información personal ni institucional.

Cualquier tipo de información adicional puede ponerse en contacto con la docente de su institución. Adicionalmente, podrá contactar a la coordinadora del programa de maestría: **Claudia Acero**, comunicándose al siguiente teléfono PBX: (571) 861 5555 Ext. 41302 quien se encontrará dispuesta a suministrar la información requerida y relacionada con el proyecto de investigación.

Cordialmente,

TANIA MARCELA TORREGROSA MARENCO

Appendix D: Nueva Colombia School consent letter

Bogotá, D.C., Enero 15 de 2016

Señoras

DEYAMIRA CELY

MARITZA MALDONADO

Coordinadoras

I.E.D. Colegio Nueva Colombia

Respetadas Señoras Coordinadoras,

Reciban un cordial saludo,

Mi nombre es Natalia Andrea Garay Vasquez y soy estudiante de la maestría en didáctica en inglés para el aprendizaje autodirigido en la Universidad de La Sabana (Master in English language teaching for self directed learning) como requisito de grado debo realizar un trabajo de investigación en el aula en el que se analicen aspectos relacionados con la enseñanza y el aprendizaje del idioma inglés. He decidido trabajar en el tema: Implementación del Aprendizaje Invertido con el fin de mejorar la habilidad de escucha y promover hábitos de autonomía en el proceso de aprendizaje - enseñanza del inglés y quisiera contar con su autorización para hacer la recolección de datos para mi proyecto con los estudiantes del curso 6o.

Cabe mencionar que dentro del proyecto de investigación uno de los objetivos fundamentales es de mejorar las prácticas pedagógicas y metodológicas a través de los hallazgos arrojados durante el proceso. Por tal razón, tanto la institución como los estudiantes se verán beneficiados con este proceso.

Por consiguiente, de ser autorizada por ustedes para llevar a cabo el proyecto, y dado que el curso que se me asignó para trabajar este año es Sexto, el proceso de investigación se llevará a cabo con los estudiantes cuyos padres autoricen su participación. Teniendo en cuenta que los actores incluidos en el proceso serán además de la institución los padres de familia y estudiantes, ellos tendrán una carta de consentimiento escrito en donde avalen su participación en el proyecto.

Con el análisis preliminar de posibles métodos de recolección de datos, se podría decir que para el desarrollo del proyecto se realizarán entrevistas, cuestionarios, grabaciones audiovisuales de las entrevistas así como de los espacios académicos, y material visual tal como fotografías. De igual manera, es importante resaltar que toda la información recolectada será tratada de manera confidencial y que será usada con fines meramente investigativos, por lo tanto, no se revelará información personal ni institucional.

Cualquier tipo de información adicional pueden ponerse en contacto con la docente de su institución. Adicionalmente, podrán contactar a la coordinadora del programa de maestría: **Claudia Acero**, comunicándose al siguiente teléfono PBX: (571) 861 5555 Ext. 41302 quien se encontrará dispuesta a suministrar la información requerida y relacionada con el proyecto de investigación.

Cordialmente,

NATALIA ANDREA GARAY VASQUEZ

Appendix E: Parents consent letter

Bogotá D. C., Enero 18 del 2016

SEÑORES PADRES DE FAMILIA

Cordial saludo,

Como estrategia de mejoramiento del proceso educativo de sus hijos e hijas y en especial en lo referente a la enseñanza y aprendizaje de la segunda lengua: inglés, las coordinadoras y/o rectora han autorizado a la docente _____, del área de Humanidades, para que, con la orientación de la Universidad de La Sabana, adelante un ejercicio de práctica como parte de una investigación acerca del uso del flipped learning o aprendizaje invertido para el desarrollo de la autonomía en el aprendizaje del inglés, usados por los estudiantes tanto en su vida académica como cotidiana.

El objetivo de este estudio es poder determinar la influencia de los ambientes virtuales de aprendizaje en el desarrollo y mejoramiento de las habilidades comunicativas en la lengua inglesa y a su vez percibir cómo los procesos de autonomía se desarrollan durante este proceso, por ello, se pueden generar nuevas formas de aprendizaje en el aula y fuera de ella las cuales redundarán en mejorar el proceso educativo de los estudiantes.

Para tal fin, se hace necesario que sus hijos e hijas participen en una serie de actividades a partir de las cuales se obtendrá información en torno al tema, en donde se aplicarán cuestionarios, se realizarán observaciones de manera audiovisual, se tomarán fotografías, y se recopilará material escrito de los educandos en las clases de inglés. Este trabajo se realizará en horario escolar y fuera del mismo, durante el año lectivo y únicamente con el curso 601, sin afectar el desarrollo de ninguna clase y con el acompañamiento de la docente anteriormente mencionada quien es la directora del grupo.

Por esta razón, estamos solicitando a usted la autorización para que su hijo (a) haga parte del grupo con el que se desarrollará el estudio y nos permita tomar la información aplicando los recursos ya mencionados. Los resultados del trabajo se socializarán en la última reunión de Padres de Familia del año en curso.

Coordinador /rectora institución

Docente investigador

AUTORIZACIÓN

Yo _____, acudiente del estudiante _____ del curso _____, autorizo a mi hijo (a) para que haga parte de la iniciativa anteriormente mencionada y de esta manera aporte la información necesaria y participe del estudio.

Appendix F: Questionnaire

Marca en la opción que mejor defina tu respuesta de acuerdo a lo que hemos hecho hasta ahora desde el ingreso a la página en internet para ver el video hasta la actividad final que hemos hecho en clase. Si deseas agregar un comentario para tu respuesta puedes llenar el cuadro inmediatamente siguiente a la pregunta.

5 Puntos: Completamente de acuerdo

4 Puntos: altamente de acuerdo

3 Puntos: Parcialmente de acuerdo

2 Puntos: En desacuerdo

1 Punto: En total desacuerdo

Nombres y Apellidos Completos: _____

| AMBIENTE FLEXIBLE | 1 punto | 2 puntos | 3 puntos | 4 puntos | 5 puntos | Comentarios |
|--|----------------|-----------------|-----------------|-----------------|-----------------|--------------------|
| 1. El video que vi fuera de clase me sirvió para entender el tema de la clase de inglés. | | | | | | |
| 2. Realicé el cuestionario o guía que acompaña el video de manera fácil y completa en el cuaderno de Inglés | | | | | | |
| 3. El cuestionario que realicé complementa el tema abordado en el video y me ayudó a comprenderlo, entenderlo y memorizarlo. | | | | | | |
| CULTURA DE APRENDIZAJE | | | | | | |
| 4. Las actividades realizadas en el salón me permiten aplicar lo que vi en el video y resolví en el cuestionario. | | | | | | |
| 5. La organización de la clase permite que la docente resuelva las preguntas que tengo al realizar la actividad en grupo de manera fácil y clara. | | | | | | |

| | | | | | | |
|---|--|--|--|--|--|--|
| 6. Las actividades hechas en clase mejoran mi nivel de escucha en inglés ya que me permite aplicar lo que he aprendido. | | | | | | |
| 7. ¿Cuándo solucionamos la actividad del video en el salón mis respuestas son todas correctas? | | | | | | |
| CONTENIDO INTENCIONAL | | | | | | |
| 8. Los temas tratados en los videos son los mismos que puedo ver en el plan de asignatura que tengo escrito en el cuaderno de Inglés. | | | | | | |
| 9. Los videos vistos fueron excelentes en su sonido, imagen, explicación del tema y uso del inglés. | | | | | | |
| 10. La página en la cual está montado el video es de fácil acceso, colores e imágenes llamativas y la información en ella resuelve todas mis dudas. | | | | | | |

Appendix G: Lesson Plan sample

DEFINING AND IMPLEMENTING TEACHING STRATEGIES TO FOSTER SELF-DIRECTED LANGUAGE LEARNING IN COLOMBIA RESEARCH PROJECT PART 2 (On-going Work) 2012

LESSON PLAN TEMPLATE FOR INTERVENTION

Adapted from Dr. Joan Rubin's Lesson Planner, ICELT lesson plan template and Weekly Planner 2012-02 Department of Languages and Cultures, Universidad de La Sabana

| | | | |
|---|------------|---|----------|
| Name of co-researcher: Garay Vasquez Natalia Andrea | | | |
| University Code Number: 201324484 | | | |
| Institution: Colegio Nueva Colombia I.E.D. | | | |
| Date of Class: 26 APRIL 2016 | | Time of Class: 5:35 p.m. - 6:20 p.m. | |
| Week No. <u>2</u> | | Length of class: 45 minutes | |
| | | Time Frame: 6 periods of class (Within which to accomplish the lesson; could take more than one class period) | |
| Class/grade: Sixth | | Room: 27 | |
| Number of students: 40 | | Average age of Students: 10-14 years old | |
| Number of years of English study: 4-5 | | Level of students: False Beginners | |
| Lesson Number | | Research Circle Leader: Carolina Rodriguez Buitrago | |
| 1 | 2 x | 3 | 4 |
| 5 | 6 | 7 | 8 |
| Set Lesson Goals (Select kind of genre or text you will work on and consider learners' language level. Describe the session task) Learners will listen to a dialogue where they can comprehend and discuss about the personal information bearing in mind the grammar use of verb to be. | | | |
| Language Goal (This goal should be selected from where you are in your course/curriculum. What do you want students to know and be able to do? What important content and concepts will students gain? What competences will they be able to do at the end of the lesson?) Students will be able to understand an English dialogue about personal information and the use of verb to be. | | Assessment Criteria (How will you know that your students have reached the lesson goal? What evidence will you use to assure yourself that your students have reached the lesson goal?) Students will complete a KWL chart about the pragmatic feature of a dialogue. Students will answer six questions about Verb to be video | |
| Learning to Learn Goal Establish a Learning to _____ | | Assessment Criteria (How will you know your students have reached the _____ communicative skill goal? What evidence will you use to assure yourself that you have done so Students will be able to comprehend phrases | |
| (Communicative Skill) Goal What aspects of planning do you want your students to be able to use: Goal setting, criteria setting, | | | |

| | | |
|--|--|----------|
| <p>time-line setting OR Task Purpose, Task Classification, Task Demands. <i>This goal should be consistent with your language goal.</i></p> <p>Develop listening strategies for comprehend a dialogue about personal information.</p> <p>Recognize and understand the use of verb to be.</p> | <p>according to their intonation, meaning and context about personal information in a dialogue.</p> <p>Students will answer five questions according to the video about verb to be</p> | |
| <p>Identify a topic for the lesson</p> <p>The topic is not a goal, but it will help you develop your goals. The topic may be determined largely by your curriculum and textbook. If you have some flexibility in the choice of topic, consider your students' interests and availability of materials at appropriate level.</p> <p>Personal information - verb to be.</p> | | |
| <p>Materials and Resources</p> <p>Describe and write a rationale (why will you use it) for all the materials that you are going to use in the lesson, and attach copies/photocopies with their proper referring citation. Write a list appropriate level material (video, audio, worksheets, copies, online resources, etc.) to support your goals. Include copies of your materials and number them.</p> | | |
| <p>Material 1 Name: Listening dialogue</p> | <p>Rationale: the dialogue of extra activity for giving more information about the use of verb to be for giving personal information. Randall, D (1998 - 2015) Nice to meet you. <i>Randall's ESL cyber Listening Lab</i>. Retrieved from: http://www.esl-lab.com/childintro/childintrord1.htm</p> | <p>1</p> |
| <p>Material 2 Name: KWL chart</p> | <p>Rationale: This chart allows developing listening strategy of taking notes and assessing the comprehension of students.</p> | <p>2</p> |
| <p>Material 3 Name: listening dialogue</p> | <p>Rationale: This material is necessary because it is the input of the class. British council (2016) At the</p> | <p>3</p> |

| | | |
|--|--|--|
| | library - giving personal information. <i>Learnenglishteens.</i> <i>British Council.</i> Retrieved from: http://learnenglishteens.britishcouncil.org/skills/listening-skills-practice/library-giving-personal-information | |
| <p>Assumed knowledge Write a description of the language/skills/competences that students already know/have that will serve as a basis for new language/skills input. Personal information: name, age, nationality, occupation, relationship status, address, telephone number. Verb to be.</p> | | |
| <p>Anticipated problems and planned solutions Describe briefly what problems may your students face in the lesson and the proposed solutions to overcome them Students do not know what strategies they can use to take notes in a listening exercise for that reason they can be divided in groups in order to follow their process and their way of developing the task. Students do not watch the video, at the end of the class some students can watch the video and answer the questions proposed.</p> | | |
| <p>Description of language item / skill(s)</p> | | |
| Form | Listening skill | |
| Meaning | Personal information | |
| Use | Taking notes and comprehension | |
| Skill(s) and sub skill(s) | Listening, meaning. | |
| <p>(For CLIL) Content <u>Communication</u> <u>Cognition</u> <u>Culture</u></p> | <p>Content : Communication: Language of Learning: Language for learning: Language Through learning: Cognition: Culture:</p> | |

Sequence the lesson to accomplish your goals

| Teacher's role (Facilitator, model, encourager, etc.) | Stage | Aim | Procedure Teacher and student activity | Interacti on | Time |
|---|--|--|---|-----------------------|---------------|
| facilitator and monitor | Lead in/Preparatio n (+SDL Learning Strategy highlighted) | To inform the learners about the objectives for doing the activity. To make students use a cognitive strategy in the listening process called personal elaboration. | Students will be asked how they feel when they have to introduce themselves in front of the class in their native language and in the foreign one. Teacher and students will answer the questions proposed in the video seen at home. Students will be aware about the dialogue they will listen and some known phrases. | Teacher- students | 10 minutes |
| model | Presentation Modeling (+SDL Learning Strategy highlighted) | To introduce KWL chart for taking notes. To make students use a cognitive strategy called resourcing | Teacher will model the way of filling a KWL chart by listening the first part of the dialogue, students can write the information in their chart if they agree with the teacher's information on the board. | Teacher- Students | 15 minutes |
| model and facilitator | Practice (+SDL Learning Strategy highlighted) | To address students to use the KWL chart before, while and after listening. to make learners use a cognitive strategy called note taking | Students will be asked to write on the KWL chart individually. They will listen to the dialogue and then write what they know about it: context, people, tones, words or phrases. Then, they will do the pre - listening proposed by the webpage. Once, they have finished that part, they will | Students- Students | 30 minutes |

| | | | | | |
|------------|---|---|--|------------------|------------|
| | | | <p>listen the dialogue a second time in order to write what they want to know about the dialogue or those sounds, phrases or words they are not familiar with.</p> <p>then, they will listen to the dialogue the third time and make two exercises proposed in the webpage for listening comprehension.</p> <p>after, they write what they learnt according to what they want to know and the new information learnt from the exercises proposed by the webpage.</p> | | |
| monitor | Learner self-evaluation (+SDL Learning Strategy highlighted) | To make students check their KWL chart Learners will develop socioaffective strategy called cooperation. | Students will compare among them the information written in the KWL chart and they will make groups of four who has similar information in the KWL chart. | Students | 20 minutes |
| encourager | Problem Identification/ solution (+SDL Learning Strategy highlighted) | To make learners know what they can do and reassure the ideas about the dialogue. the students will develop metacognitive strategy called directed attention | <p>Students in groups will be asked to answer on the other side of the KWL chart these questions:</p> <ul style="list-style-type: none"> - could you understand in the dialogue the questions about personal information? - Could you understand where the people are? - Could you understand in the dialogue the word: surname? - Could you know what kind of relationship the people in the dialogue have? | Teacher-Students | 20 minutes |

| | | | | | |
|---|--|--|--|----------|------------|
| | | | <p>- Could you know why the people in the dialogue have this kind of conversation?</p> <p>Then, teacher will give the answers for the questions proposed. After, learners will compare and adjust their answers</p> | | |
| encourager | Wrap up (+SDL Learning Strategy highlighted) | <p>To interchange students' results about the answers of each question made before.</p> <p>To report the weaknesses and strengthen of KWL chart for taking notes</p> | <p>learners will report the answers they have for all the class, and say what could be the possible cause for having those results.</p> <p>After, teacher and students will have a discussion about the use of KWL chart, it means, if they like to use it, it was easy or difficult, they would like more exercises like this in further situations, what they do not like it.</p> | | 20 minutes |
| facilitator | Expansion/ Independent Study (+SDL Learning Strategy highlighted) | <p>To encourage students to apply what they have learnt.</p> <p>learners will develop a cognitive strategy called academic elaboration.</p> | <p>Students will listen to a dialogue about personal information which is in a webpage and apply KWL chart, in the groups that they are, they will be asked to write certain aspects like: personal information questions, answers using verb to be, information given in the listening according to the group they are. Also learners will answer the questions proposed by the webpage.</p> <p>After, learners will answer the checklist for evaluating the class.</p> | Students | 15 minutes |
| <p>Teacher's Evaluation of his/her lesson plan</p> <p>If changes or adjustments are to be made on specific sections of the class, describe here the situation and how to improvement. You may write some quick notes after the class about what worked well and what needs improvement</p> | | | | | |

Appendix H: Screenshot Videos uploaded website

H.1 Ciudad de Bogotá videos uploaded screenshot website



Figure 1. “Screenshot webpage Ciudad de Bogota School: <http://my-learning-space.weebly.com/>”

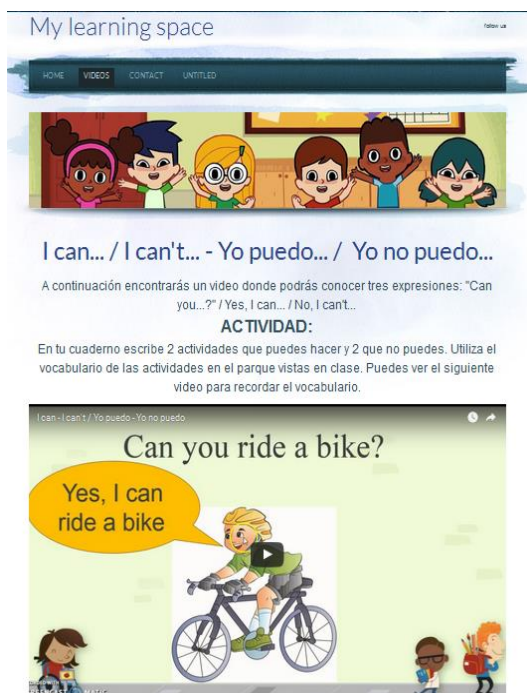


Figure 2. “Screenshot webpage video Ciudad de Bogota School: <http://my-learning-space.weebly.com/videos.html>”

H.2 Nueva Colombia School videos uploaded screenshot website

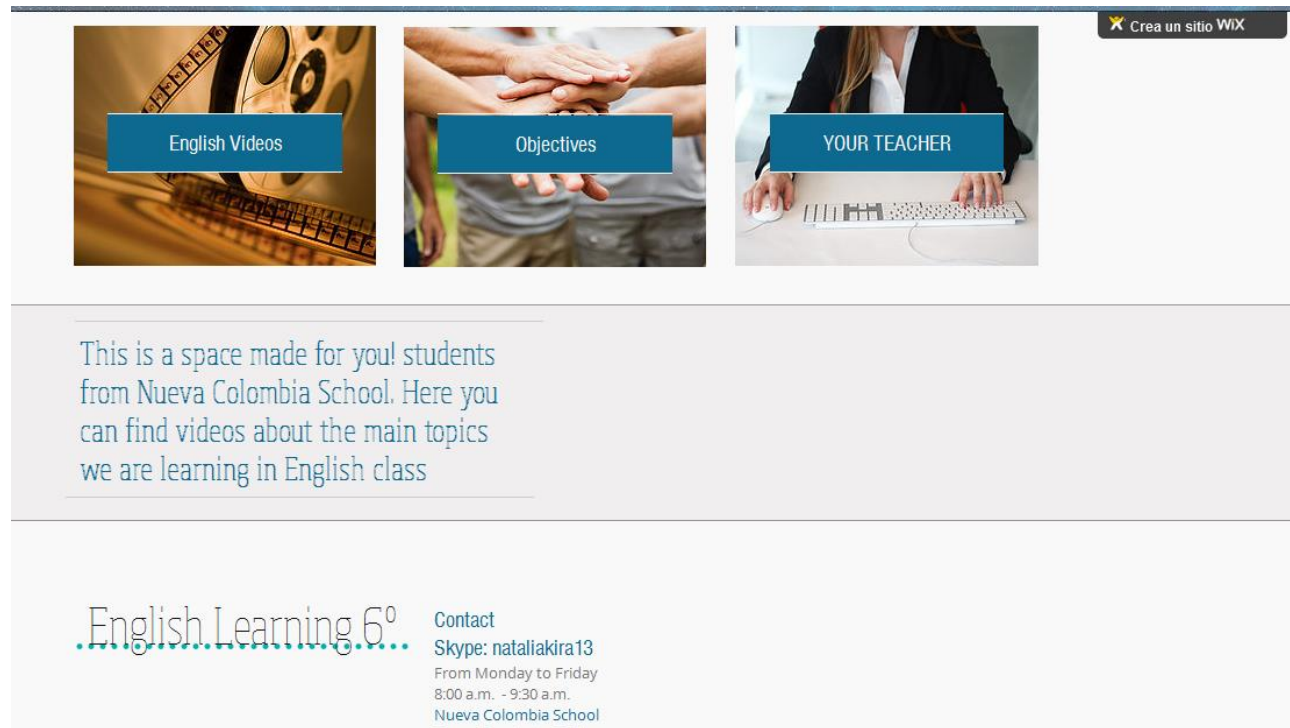


Figure 3. “Screenshot Nueva Colombia webpage:

<http://nuevacolombiaschoo.wixsite.com/flippedlearning602> “

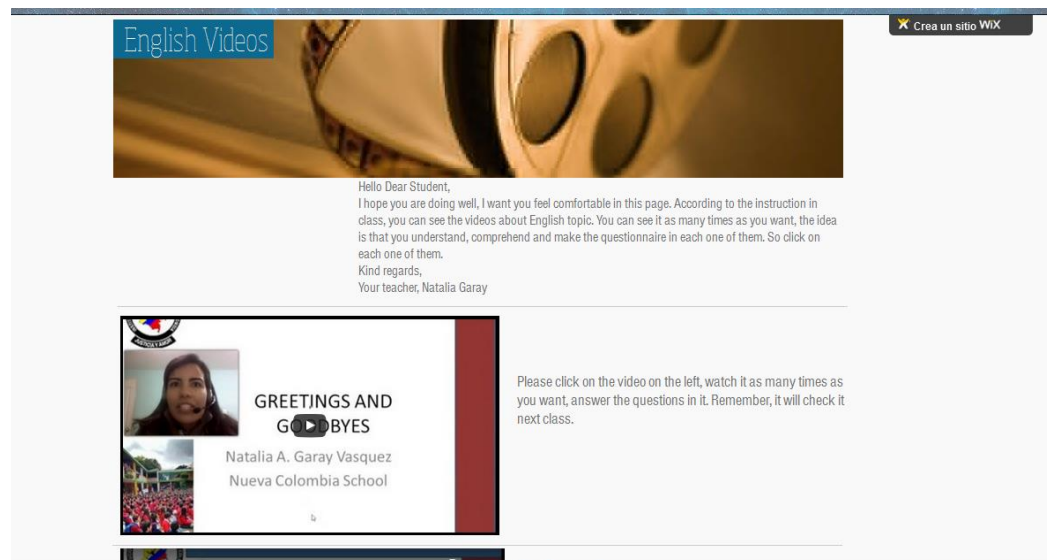


Figure 4. “Screenshot webpage video Nueva Colombia School:

<http://nuevacolombiaschoo.wixsite.com/flippedlearning602/english-videos> ”