

IN-CLASS FLIP TO DEVELOP GRAMMAR AND FOSTER SELF REGULATION

The In-class Flip for Developing Grammar Skills while Fostering Self Regulation

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IN-CLASS FLIP TO DEVELOP GRAMMAR AND FOSTER SELF REGULATION

Declaration

I hereby declare that my research report entitled:

The In-class Flip Strategy for Developing Grammar Skills While Fostering Self -Regulation

- is the result of my own work and includes nothing which is the outcome of work done in collaboration except as declared and specified in the text;
- is neither substantially the same as nor contains substantial portions of any similar work submitted or that is being concurrently submitted for any degree or diploma or other qualification at the Universidad de La Sabana or any other university or similar institution except as declared and specified in the text;
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Abstract

This study focused on improving grammar while fostering self-regulation. The strategy of the In-class Flip was selected to provide students with a more student-centred approach and with an environment in which they could interact with content in different ways. The type of research design was a quantitative and qualitative one with a deep use of action research within the grounded theory design. The purpose was to expose students to the In-class Flip strategy in which they could access content and interact through metacognitive strategies, at the same time impacting their grammar abilities and self-regulation. There were 22 participants between the ages of 18 - 30, in a private language center located inside a public university in Riobamba, Ecuador. Due to few studies on the In-class Flip as a strategy for grammar and self-regulation in English language teaching in Ecuador, pertinent studies were included to complement the study.

Data collection instruments were used to discover grammar improvements and self-regulatory traits in the students after the period of implementation. The study concluded that the use of a student-centred environment promotes self-regulation and grammar development via flexible access to content materials and tasks.

Keywords: self-regulation; self-regulatory traits; metacognitive strategies; In-class Flip.

Resumen

Este estudio se centró en mejorar la gramática y fomentar la autorregulación. La estrategia del Flip en clase se seleccionó para proporcionar a los estudiantes un enfoque más centrado en el estudiante y un entorno de interacción con el contenido. El tipo de diseño de investigación fue cuantitativo y cualitativo con un uso profundo de la investigación de acción dentro del diseño de la teoría fundamentada. El propósito era exponer a los estudiantes a la estrategia Flip en clase en la que

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podían acceder al contenido e interactuar a través de estrategias metacognitivas, que a su vez afectaban sus habilidades gramaticales y autorregulación. Hubo 22 participantes entre las edades de 18 a 30, en un centro privado de idiomas ubicado dentro de una universidad pública en Riobamba, Ecuador. Debido a pocos estudios sobre el Flip en clase como estrategia para la gramática y la autorregulación en la enseñanza del idioma inglés en Ecuador, se incluyeron los estudios pertinentes para complementar el estudio.

Se utilizaron instrumentos de recolección de datos para descubrir mejoras gramaticales y rasgos de autorregulación en los estudiantes después del período de implementación. El estudio concluyó que el uso de un entorno centrado en el estudiante promueve la autorregulación y el desarrollo de la gramática a través del acceso flexible a materiales y tareas de contenido.

Palabras claves: autorregulación; rasgos de autorregulación; estrategias metacognitivas; Flip en clase.

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Chapter 1: Introduction

1.1 Introduction to the study

The main research purpose of this study was to foster self-regulation through the In-class Flip design as an approach for also developing the grammar competency skill. Students learned to set goals, self-monitor and assess their learning process. Additionally, in approaching students' grammar and self-regulation through the implementation of this In-class Flip model, the Flipped learning approach was discussed to help students achieve strategic ways to improve their autonomy, focusing on the improvement of grammar structures.

Flipped learning is an instructional approach where the whole flipping idea of taking the instruction home is reversed and more direct instruction is made available to the student through their individual space (Bergmann & Smith, 2017). Subsequently, the In-class Flip is a strategy in which developed through Flipped learning which focuses on students accessing content through the station and non-station work while improving their learning experience in the classroom through individual and group spaces (Ramirez, 2018a).

This study used a level three EFL language group with 22 students at the “Centro de Idiomas – Modalidad Extensión” in the city of Riobamba, Ecuador. Participants are expected to have at least an A2 level according to the Common European Framework of Reference for Languages (CEFR) (Council of Europe, 2011). The CEFR is an organization that uses guidelines to describe students' achievement in English from foreign countries.

At this “Centro de Idiomas – Modalidad Extensión,” one of the main aims is for students to reach a B1-B2 CEFR level at the end of the eighth level in which a PET test is applied. The PET examination is a B1 level English test of the Common European Framework of References for Languages (Cambridge English language assessment, 2017). Also, a student's

book is used as the central tool for their language acquisition which focuses on a combination of content and assessment (Doff, Thaine, Puchta, Stranks, & Lewis-Jones, 2015). For this reason, the In-class Flip strategy had a direct focus on certain aspects of grammar structures and an indirect focus on self-regulation. This strategy was implemented as a different option to the traditional flip which usually begins by a teacher-centered topic, then activities are completed and the teacher assigns work to be accomplished at home. During the traditional lecture, students take notes, listen, complete assessments, and complete assigned tasks at home (Edwards, Gairns, Redman, & Rimmer, 2015).

It was responsible for helping students to have more control over their learning allowing them to interact with others in their environment and become more conscious of their self-regulatory habits such as setting their goals and being aware of their outcomes (Mehring, 2018).

In many educational contexts, lessons focus on linguistic elements such as grammar rather than one also important aspect – autonomy (Ceylan, 2015). If self-regulation is not present, students may not be able to monitor their progress, assess their learning and set valuable and achievable objectives (Zimmerman & Kitsantas, 1997). Therefore, it was convenient to use a model that identifies and addresses these areas such as the proposed flip model in this study.

1.2 Rationale for the study

Even though most level three students from the “Centro de Idiomas – Modalidad Extensión” in Riobamba believe that they are autonomous (as described in chapter three), it was suspected that they struggled with self-regulatory aspects and with the application of strategies for learning, which was demonstrated in the semi-structured interview.

Undertaking this problem and finding strategies to help students redirect their focus on the importance of self-regulatory habits is vitally important; by monitoring their progress and

checking their developments provided them with self-efficacy and self-esteem. For this reason, the Flipped learning approach achieves elements such as flexibility, construction of concepts in learning and interaction with the teacher, peers, and content (FLN, 2014).

This approach requires students to take their tasks home; therefore, an approach that bridges this problem is necessary such as the In-class Flip in which tasks can be completed and solved in class. Unfortunately, there have not been many studies directly using the In-class Flip model per se but there have been many studies done by researchers regarding the Flipped learning approach.

In the Flipped learning, students access flipped content through different kinds of means in their own individual learning space while other students are within a group space interacting and engaging with content that facilitates their application of knowledge. Station and non-station work can be implemented if desired (Ramirez & Buitrago, 2017a). This is where the 'In-class Flip strategy' comes into work.

In the In-class Flip, the environment becomes a center for learning and students find a whole world filled with possibilities to learn and advance. It is considered for this research study for it facilitates student engagement and access to a flexible environment while acquiring meaningful knowledge.

The implementation of this strategy made the difference for both dependent variables, the students' grammar abilities, and self-regulatory habits. Also, students had the opportunity to engage more effectively with tasks inside the classroom, giving space for those who did not do their homework to overview it again.

The importance of the In-class Flip is its emphasis on a pedagogical principle behind the whole part of the learning process instead of just a part of it (by just flipping), and its space for the application of methods and strategies simultaneously.

1.2.1 Rationale for the problem of the study.

1.2.1.1 Needs analysis and problem statement.

The participants in this research study were one group of 18-30-year-old students at the “Centro de Idiomas – Modalidad Extensión” within a university of Riobamba, Ecuador. This study was performed within a 5-week period implementation, however, a week before, a pretest was used to test the students’ competence in grammar, and to gain insight into their opinions on their study and self-regulatory habits through an initial survey and semi-structured interview.

For the needs’ analysis, an initial survey was given to students so that a perspective concerning grammar and autonomy could be found. Additional to the survey, a semi-structured interview was used to deepen insights as to what their difficulties were and therefore obtain a clearer perspective. Subsequently, a pretest was given to discover whether students’ competence was at an A2 level.

As a diagnostic, this research project included gathering students’ perceptions of their grammar use and self-regulatory habits (appendix C), using a Likert scale to indicate to what degree aspects were difficult. The results of the needs analysis survey were assessed to gain insight into these phenomena which assisted in bringing clarity to the study before the implementation. For instance, when students were asked about whether writing sentences in different tenses was difficult for them, the majority of them disagreed.

In the survey, a significant aspect found was in question 8 “I enjoy the way I am learning English at the moment”, in which the majority strongly agreed. This discovery is consequential

because it demonstrates how students prefer a more teacher-centred and traditional lecture over a new strategy. In question 11, students stated that they set goals for their tasks, in which the majority disagreed showing that the majority are not accustomed to setting objectives. The results of the needs analysis survey are explained in more detail in appendix E.

Correspondingly, a semi-structured interview was conducted as a complementary instrument to the needs analysis. A focus group participated with the following questions: 1) What problems do you find while writing? 2) Do you find it difficult to access technological means and the internet and why? 3) Do you consider yourself autonomous in your learning process? 4) Do you have strategies to learn English? Which ones? If not, what kind of strategies would you like to improve your learning process? 5) What would you like to see in your English classes in terms of grammar? Why? And, 6) What would be a favorable environment in a classroom?

The students were not limited to these questions because during the course of the interview other inquiries were introduced to allow casual discussion rather than to follow a strict format. In this context, students expressed that they had difficulties not knowing when to use certain structures together but, when they were required to write just individual sentences, it was easier for them. Moreover, when they were asked whether they were autonomous in their learning and why they seemed reluctant to say that they were not. It may have been because their answers were influenced by some peer pressure and embarrassment.

Many expressed that they would like to acquire some strategies for improving their grammar and being able to recognize structures and why they are used in certain contexts within a text. This situation demonstrates that, even though students had stated that they were autonomous, they indeed lacked self-regulatory skills to monitor their learning. Additionally,

most students expressed that they felt comfortable with the teacher explaining the structures and use on the whiteboard rather than using any other means. This also indicates that the students feel more familiarized and comfortable with the traditional lecture. They stated to be contented with the traditional way of learning grammar.

The students also participated in a pretest to examine their grammar abilities and skills so the researcher gains understanding as to the problems they were undergoing before the implementation. In section 1 of the pretest, 14 students obtained a high score which indicates that these kinds of questions they do not have difficulties with (see appendix H for pretest results). On the contrary, in questions 4, 6 and 7 only an average of 8 students achieved a high score which means that the rest of the students had difficulties in changing the simple past sentences to present perfect tense with the correct verbs.

1.2.1.2 Justification of the problem's significance.

Children in many areas of Ecuador are denied the opportunity of learning English as a foreign language with proper instruction. This situation affects these children that when they get to university, they lack the English skills that they need to keep advancing in their education. Subsequently, producing skills later on, in the higher levels in universities or technological colleges, is compromised. Many low funded governmental universities have undergraduates who come from these backgrounds, and who have low motivation and lack of independence to learn English as a foreign language. However, most students at “Centro de Idiomas – Modalidad Extensión” are financially stable which helps them concentrate more on reaching their objectives. It is evident, through the gathered evidence of the needs analysis, that they have difficulties in the formation, conjugation and the use of grammar structures. They need guidance for the use of tools and strategies which can help them become self-regulated learners.

Considering this, facilitating a natural environment and a convenient model to follow within the classroom, positive results can be seen (Willis, 1996).

Therefore, this study focuses on using the In-class Flip model to address these grammar issues, while enhancing their self-regulation process. It is suspected that the students have problems in monitoring their process, setting goals and assessing their work (El Universo, 2014). The In-class Flip approach with its 'station' model inclination may help students to become less lenient upon the teacher and more focused on setting goals and objectives while monitoring their progress.

1.2.2 Rationale for the In-class Flip.

Students need to internalize what they have learned, making it necessary for a model that facilitates their knowledge development of grammar structures and the application of new strategies for independent learning. For this reason, the In-class Flip model will be applied to determine if students will gain more grammar as well as self-regulated strategies. As stated by Barnes and Gonzalez, cited in Ramirez (2018b), the In-class Flip strategy incorporates station-work in which a non-station model is possible alternating both or using one or the other to enable students to access different activities to enrich their knowledge while interacting with content (something they would not do at home). It is a new strategy that facilitates students with a different approach to learning, producing the need to explore and embrace the activities on their own through the flipping and practice stations where the teacher's presence is merely a guide. Similarly, this, in turn, yields in students a sense of autonomy where they can monitor their progress reducing the teacher explanations (Ramirez, 2018a).

Additionally, when students are self-directed, they control their learning and know-how to problem solve, can be effective goal-setters, and do frequent planning where self-monitoring

and self-assessment are in constant use; thus, making self-regulation the ideal way to foster these features (Raofifi, Chan, Mukundan, & Rashid, 2014). When a student can self-regulate his or her learning, they will be able to adjust their new acquired skills to self-monitor their progress and achieve their objectives (Zimmerman & Kitsantas, 1997). Therefore, this strategy may have a positive impact on their grammar skills (Ramirez, 2018a).

1.3 Research question(s) and objective(s)

1.3.1 Research questions.

This study aimed to analyze the impact of the In-class Flip strategy on grammar improvement and autonomy in students to determine its significance over self-regulation.

The research questions for this study were:

1) What is the impact of the In-class Flip strategy on grammar in A2 university students of the “Centro de Idiomas – Modalidad Extensión”?

2) What effect does the In-class Flip strategy have on self-regulation in the process of self-monitoring in A2 university students of the “Centro de Idiomas – Modalidad Extensión”?

1.3.2 Research objectives.

Considering the research questions above, these are the research objectives:

1) to discover whether the In-class Flip strategy improves grammar; 2) to promote self-regulation in university students through the implementation of the In-class Flip strategy

1.4 Conclusion

The ability to use grammar structures appropriately will facilitate students' usage of it in texts. It has been mentioned that the In-class Flip strategy will help students enrich their learning through different activities in which the focus can also be grammar. Students will benefit from this strategy because it will facilitate their learning process by contributing to their becoming independent learners and improving the way they approach their learning development.

According to Calle, Calle, Argudo, Moscoso, and Smith (2012), traditional methodologies have not been useful in regards to improving and building English skills in students. Thus, the In-class Flip may help students to experiment, practice and achieve positive results in their grammar through the rotating stations which allow students to receive instruction, and, on the other hand, go through the practice stations in which students consolidate their learning. The fact that the In-class Flip includes a rotating strategy suggests that the focus can be of any of the four skills, thus making it ideal for grammar improvement, autonomy, and self-paced tasks.

Lastly, this new learning strategy may be associated with autonomy. It is expected that students will learn how to become self-regulated by practicing self-monitoring skills and self-assessment in some of the stations whilst becoming independent in deciding when they are ready to move on to the next challenge.

Chapter 2: Literature Review

2.1 Introduction

This chapter discusses the research objectives and the constructs *Flipped learning*, *In-class Flip*, *Grammar* and *Self-Regulation*. Additionally, within the discussion of self-regulation, a mention of self-monitoring will require an important focus of attention. This chapter also presents different studies showing the results of the implementation of Flipped learning and its effect on self-regulation.

Only a minority of recorded studies have been accomplished under the In-class Flip approach, despite this fact, there have been significant studies on this new approach. Many studies of autonomy with connection to Flipped learning have been achieved, but few have been implemented with the Flipped classroom approach model.

It is important to note that the Flipped classroom and Flipped learning are two similar but somewhat distinctive in approach. Flipped learning is a more pedagogical orientation where the focus is based on the four pillars of learning, concentrating and moving the instruction from a group learning space to an individual one as indicated in the Flipped Learning Network (FLN, 2014). On the other hand, Stone (2012) describes the Flipped classroom as a recording made by teachers to give their instruction to students while actively learning new content during class time to solve difficult concepts. For this reason, the Flipped classroom differs from the Flipped learning approach because it demands more effective In-class design such as the one offered in Flipped learning where learning methods stimulate and strengthen students' interactions within the classroom environment, content, learning culture and teacher.

On the other hand, even though many researchers and authors have definitions for autonomy, it has not been easy for many to make one whole definition of the actual meaning of

the word. However, as Nunan (2002) and Benson (2001), cited by Tan, Debbita, Pandian Ambigapathy and Jaganathan (2017), state that autonomy is a way in which the learner can generate a change to their learning process.

2.2 Theoretical framework

2.2.1 Flipped Learning.

The Flipped learning approach can be defined as a pedagogical approach for learning that makes it easier for students to engage in the group learning space but not be limited to it, enjoying the dynamics of personal space within a classroom and having the opportunity to engage effectively with didactic materials and activities (FLN, 2014). The teacher becomes a facilitator rather than just one that gives instruction (Bergmann & Smith, 2017).

It is also considered a technique where learning and flexibility are counterparts that allow more room for interpersonal communicative opportunities between students and build relationships that promote a student-centred environment (Bergmann & Sams, 2014). In a Flipped learning environment, the group learning space converts into a more individual learning space where a more interactive approach can be applied and students can begin to apply newly learned knowledge and begin to create within the new tasks assigned (Bergmann & Smith, 2017). As a result, an engaging, energetic and assimilating atmosphere is obtained by the teacher becoming a facilitator of concepts guiding students.

Flipped learning is also an approach in which instructors could apply different methods in their lessons and when implementing this particular approach, it is important for instructors to integrate the four pillars which are: flexible environment, learning culture, intentional content, and professional educator (FLN, 2014). One of the most important features of Flipped learning is that more time is spent on the individual space of the learner during class time – making learning

more accessible for the student on their own time and not necessarily in a large group environment (Bergmann & Sams, 2014).

Flipped learning helps teachers and students to interact with each other whilst spending more time on the necessary aspects of the cognitive process as Bloom's Taxonomy theory suggests, spending more time analyzing, evaluating and creating. Students within the Flipped learning environment will focus on applying and analyzing which are the stages in which students struggle to comprehend and manage the most (Bergmann & Smith, 2017).

In the Flipped learning approach, the main idea is to build a more flexible and a more centered approach to learning inside classroom hours. In this way, students can dedicate their In-class time to creating and applying and actively immersing themselves with the content with more of a focus on the 'doing' rather than receiving the content in-class time. There is a strategy within the Flipped learning approach (Bergmann, 2016) in which the student can access instruction through pre-recorded videos in their individual space within a station rotation or non-station model setting in which students focus on collaborating with others applying their new knowledge gained through the videos or instructional content provided by their teacher. This strategy is called the 'In-class Flip' which will be briefly explained in the next sections (Tucker, 2016).

2.2.2 Flipped Learning and Bloom's Taxonomy.

When teachers flip their classrooms, they can apply Bloom's taxonomy pyramid. This pyramid was developed by Benjamin Bloom in 1956 with the idea to rank levels of cognition during lessons in which the lower parts of the pyramid such as remembering, understanding and applying were completed in the group space time of the lesson and by slowly reaching the top categories. It helps us understand how students learn (Bergmann & Sams, 2014), and it is a

model in which cognitive skills are classified into levels of learning so that students are encouraged to begin at the lower-level cognitive skills and build up to the higher-order skills. (Forehand, 2011). In Bloom's taxonomy, students can achieve goals and improve their higher-order skills to finally produce new or original work such as in figure 1.

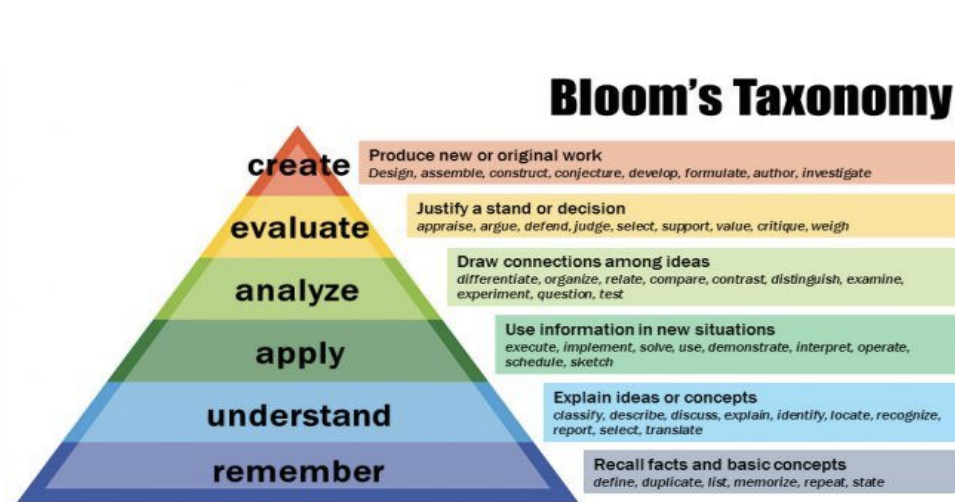


Figure 1. Bloom's pyramid (Vanderbilt University, 2016)

Subsequently, in figure 2 below the aim of Flipped learning is using Bloom's taxonomy but by flipping it entirely in which more time can be spent on the most difficult higher-order skills (referred to as the classification aspects of Bloom's Pyramid).

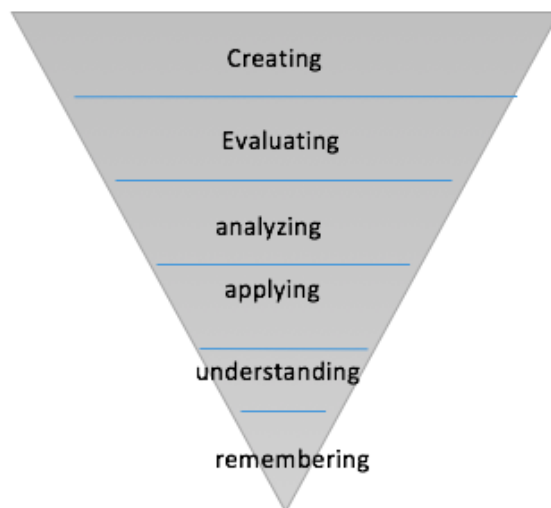


Figure 2. Inverted Bloom's taxonomy Adapted from 'Flipped Learning: Gateway to student engagement,' by Bergmann & Sams, 2014, p. 34

In reality, by flipping the pyramid upside down teachers consider spending more time on the higher-order thinking skills and work their way down the pyramid with less time being spent on the lower order thinking skills (remembering, understanding and applying) such as the pyramid in figure 2 above. However, the example above is only an illustration that it would be unrealistic to expect students to just spend most of their time creating and evaluating, a more flexible approach to the Bloom's taxonomy pyramid in which an 'Inverted Bloom's taxonomy' is contemplated, thus making Flipped learning and Bloom's taxonomy connect such as in a shape of a diamond. The following figure 3 is an illustration of how Flipped learning and Bloom's taxonomy interconnect.

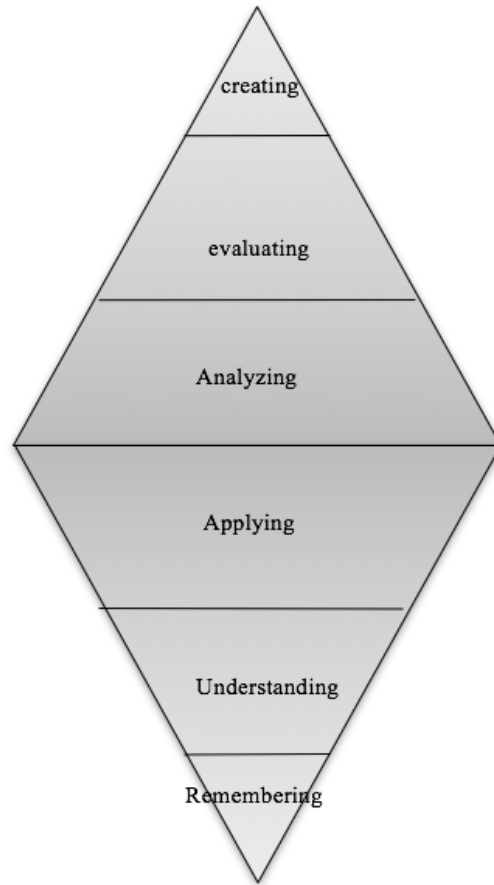


Figure 3. Flipped diamond shape. Adapted from 'Simplifying Flipped Learning' (Bergmann, 2016).

Accordingly, the Flipped learning approach in conjunction with Bloom's taxonomy is convenient for this study since it allows for students to participate more profoundly by engaging in tasks in their individual space at the remembering and understanding stage of the pyramid whilst having the opportunity to move along in the group space environment by analyzing and applying tasks collaboratively required for them to develop their grammar while fostering autonomy (Smith & Darvas, 2017).

2.2.3 The In-class Flip strategy.

This strategy consists of flipping the content in a classroom environment (as in the Flipped classroom environment explained earlier) but where students focus on instruction in their own time at home with video content. With the In-class Flip, this arrangement gives solutions to

internet and technological access problems some students experience, applying part of the learning process to the actual learning space in the classroom (Gonzalez, n.d.).

An example of an In-class Flip lesson can be done via station or non-station work (Ramirez & Buitrago, 2017a). The student receives the instruction through different forms of content such as an instructional video with the initial content to be taught, information sheets with the appropriate explanations of the content to be introduced, through readings with highlighted texts and written examples, audio files in which the student listens to the explanation (Santiago, 2014). The different kinds of support available to students provide them with the opportunity to ask questions of the content material, and in this way gain more insight (Sanz, 2015).

It is important to note that station and non-station work is not a new trend but rather how content is flipped and presented; and, how students move through each of the stations. These different configurations and rotations allow students to choose their pacing and grouping variations. Among the configurations, four have been identified: sequenced, looped, half-n-half and mixed which will be described in further detail.

Firstly, the sequenced Flip consists of stations being set up in a sequence (hence the term) and where learning is linear. It is formed by stations that consist of interdependent tasks and students move through the first station to the next by completing the tasks set on that station.

Secondly, the Looped configuration is similar to the initial Flip in its organization as mentioned above, but differentiates in the way students move through the stations. In this type of configuration, the students can start at any station only if they finish in the station they started that way closing the loop. The Flip station is outside the loop so that students who would like to

review or have doubts can access instructional tasks independently that they had already learned in a previous lesson.

Thirdly, the Half-n-half in which groups can be divided into two groups where one receives instruction at a Flip station independently through either videos, audio files, books, explanation worksheets, etc. while the other half work with the teacher. Once the tasks are finished from both environments, the class of one half of the room interchange. This configuration is a positive feature of the station rotation setting because it helps provide feedback, tutoring and to clarify doubts that a student may have on the flipped content.

Finally, the mixed Flip station where flexibility and choice are the main features. In this type of In-class Flip, students access content the way they feel comfortable. In this type of configuration, students have the choice to skip stations and move at their own pace that is why the independent station is necessary.

Non-station work consists of three types of configurations in which stations are not required: the solo, duo and group Flip. In the solo Flip students receive the flipped content individually within the group space in which content can be digital or paper-based. In this configuration, students access content individually while the teacher monitors them and facilitates their learning process. This form of the In-class Flip can be delivered in the same way but in a group or duo format (Bergmann et al., 2019).

Furthermore, because the In-class flip requires certain types of configurations, it is important to discover what the station setups consist of. There are three types of stations which have also been identified: flip station (where instruction is given through flipped content), practice station (different activities are available), independent station (any student can access

these lower-order activities meanwhile other stations are available) (Ramirez & Buitrago, 2017a).

The In-class Flip allows students to inquire about any doubts that they might have during the instructional stage or at the later stages such as with the application, evaluation, and creation. The significance of this strategy lies in the fact that students have more of an opportunity to discover and take more ownership of their learning, thus producing in them the desire to learn and be inspired at the same time (Bergmann, 2016).

2.2.4 Self-regulation

The main focus of this study is self-regulation specifically self-monitoring where the student will learn to apply strategies for their monitoring process as they move forward in their learning development. When a student can self-regulate his or her learning, they can adjust their new acquired skills to their learning situation such as whether they can manage certain tasks on their own or whether they are discovering their strengths and weaknesses and develop problem-solving strategies to improve, thus, the student should be able to self-monitor their progress and achieve their objectives (Zimmerman & Kitsantas, 1997).

The main characteristic of self-regulated learning is that the student becomes autonomous by taking responsibility for their learning development (Carneiro, Lefrere, Steffens, & Underwood, 2012). Learners who become self-regulated usually perceive learning as an organized, step-by-step process in which they gain control contributing positively to their learning development (Zimmerman, 1990). According to Zimmerman (1990), students who gain these self-regulatory skills, can plan, set goals, monitor their task performance.

2.2.5 Self-monitoring.

A previous review of metacognition shall be discussed before analyzing self-monitoring which bridges the use of all strategies leading to autonomous habits. Metacognition is a way in which a person can think about their thinking to understand the processes they undergo while accomplishing a task Chick (2018). When a student internally activates their thinking, what is occurring is that they are creating their sense of meaning through monitoring what they understood (Bransford, Brown, & Cocking, 2000). In the self-monitoring stages, students can record information and correct their mistakes so that they can be aware of what adjustments are needed (Bransford et al., 2000). The aim of self-monitoring is to improve one's performance as they engage in learning activities and learn to reflect on their improvements (Document, 2007).

Accordingly, students will have the opportunity to make these reflections and become more aware of their learning through assessment checklists which will help them discover if they are using structures correctly through the development and progress of their completed tasks such as recurrent multiple-choice quizzes and different tasks every week.

2.2.6 Grammar instruction

It is a way in which students can deal with the form of any written task mainly in the functional features of language so it serves as a means of communication (Celce-Murcia, 1992). Before, many educators thought that the formal instruction of grammar was the only way to teach second languages. But now, new research studies show that it can be developed in other ways and more effectively (Celce-Murcia, 1992).

In this particular study, it is envisioned toward students' improvement and ability to distinguish different grammar structures together in texts. Students will practice and engage in different tasks which will strengthen their ability to use more than one tense and understand how.

Grammar generally deals with the form of language and the contrasts of meaning so that sentences can be formed (Crystal, 2006). Grammar instruction is of great significance because a student with accurate use of grammar will use it to communicate ideas in meaningful ways (Celce-Murcia, Brinton & Snow, 2014). Therefore, according to these authors, a student that is learning grammar can be proven important as a meaningful system where they can experiment and use it in authentic contexts (Celce-Murcia et al., 2014).

It is important to note that grammar is an area which many teachers perceive should be taught by only applying rules (Larsen-freeman, 2014). Another meaning was established by Harmer (2001) who stated that it is a grammatical structure of any given language through which different and meaningful sentences can be constructed. This provides an idea of how we can approach grammar with the In-class Flip as a strategy to combat many inconveniences with the application of rules, and, in the long run also obtaining the necessary ways in which different activities can be accessed (via different stations and configurations).

According to Celce-Murcia et al. (2014), it is vitally important to consider students' learning environment and whether the learning conditions are present so that they can use the grammar adequately. For this reason, the proposed strategy of the In-class Flip is appropriate because it allows for the use of grammar activities without having to compromise adequate learning conditions (individual and group space accommodations).

2.3 State of the art

Only some studies (thesis dissertations specifically) have been researched on the In-class Flip strategy. A brief outline of two of these dissertations and its conclusions will be explained and some studies completed concerning the In-class Flip, then the Flipped learning approach which will be discussed first.

2.3.1 Previous research on Flipped Learning.

Flipped learning will be discussed initially in this section because the In-class Flip strategy is fairly a new trend but initially was developed from Flipped learning. Therefore, it is important to consider and mention a study done with this approach primarily because it has the basis and foundational ground to which the In-class Flip strategy was taken from, making it easier to understand. It is a specifically significant concept to cover in this study for many researchers have recently implemented it and have made many favorable and positive remarks regarding the use of it in their classes as we will mention next.

Many researchers such as Seery (2015) undertook a literature review to examine the advantages of implementing the Flipped Learning approach (which was where the In-class Flip was taken from) gathered from the articles of different researchers in which embarked upon studies with chemistry students specifically at different universities within the United States. The data collection instruments varied because of the many articles used for evaluation. Overall, it targeted approaches of evaluation that included student opinion, commitment, and achievement such as pre and post surveys. In some instances, students reported that they were experiencing tension while trying to get accustomed to the change of a new approach and negative comments that included some having difficulty finding the time outside of their study hours to watch the lecture videos (which is why the In-class Flip in this example would be highly recommended) and some preferring a direct lecture from the professor. Even though there were some negative experiences, when measuring the scores between groups and examining the influence flipping had on their learning, students (included in all of the articles) perceived the approach as enjoyable.

Therefore, it was concluded that the results of the articles surveyed showed that the approach was very welcomed by students and that it was useful in many aspects; one being the improvement in motivation, examination grades and developing student autonomy. Because Flipped learning has been a teaching alternative to other traditional teaching methods (Lage, 2018), it could be assumed that it can be used in any teaching area of expertise whether it is chemistry or other areas of academia, in this case, it would be fair to state that it could be beneficial for English language learning purposes. Consequently, the In-class Flip strategy would target this difficulty allowing students to do this part of the process during their space time during their lesson making this strategy ideal for students' pace and time available.

Thus, other studies have connected Flipped learning and the effects the four Pillars have on students' approaches to learning which in this particular study of Indonesian students indeed had a positive effect in their learning process. One study in connection with this approach was in (Santosa, 2017) research study which aimed at helping students become competent English language teachers in which the main focus was using the Flipped learning pillars to help students improve their overall learning competence.

The study implemented data collection instruments such as a survey, tests and an interview which helped determine the effectivity of the Flipped learning approach in their learning.

The results determined that students' progress improved from low to high achievement and that students demonstrated the use of unique approaches to learning. Furthermore, the results from the interview showed patterns of students' motives for learning. Therefore, it was discovered that tasks that involved higher-order thinking skills can make a more profound impact on students' cognitive ability (Santosa, 2017).

In other studies, such as by Fathy, Said, and Fattah (2017), the Flipped learning approach was implemented to 33 fourth level English students (ranged between the ages of 18 and 34) in an English department in a university of Quassim Saudi Arabia. The purpose of this study was to explore the effectiveness of the Flipped learning approach on students' linguistic competence.

The students underwent a three-step process of learning which included a before, during and after stage in which helped students gain more knowledge on linguistic features. They engaged in other related activities and some web searches on lecture topics which they shared with their classmates and discussed it. According to these researchers, the results obtained through the Paired Sample T testing indicated that the use of Flipped learning through videos, PowerPoint presentations, online questions, brainstorming and mind mapping activities helped them to review, resolve problems and consolidated their newly acquired knowledge. Therefore, the results were positive and showed that applying this approach had a great influence on students' linguistic level.

On the other hand, in a comparative analysis done by Bormann (2014), which based his research on a literature review on various studies that had been done relating to Flipped learning he detailed a particular study done by Torres and Hernandez (2017) in which 49 undergraduate students participated in.

The purpose of the study above was to discover how effective the flipped model was compared to a traditional model of teaching in which the data collection instruments were surveys, assessments (the types of assessment were not specified) and discussions at the end of the course. In the discussions, students had revealed that they preferred the flipped model than the traditional model which confirmed the results found in the surveys implemented. These

events showed that the Flipped learning approach encompasses a wide use of higher-order skills that can have a rather large impact on learning.

Furthermore, the findings of this study showed that implementing the Flipped learning approach lead to a more dynamic and interactive atmosphere and that it helped students reach higher levels of learning.

Another study implemented by Torres and Hernandez (2017) explored the influence of Flipped learning strategy on students writing of tenth graders from two public schools in Bogota who exhibited problems with the organization of written texts. Additionally, data such as entry and exit writing tests, questionnaires, learners' artifacts, and teacher/researcher memoirs were collected and analyzed to which a conclusion was evidenced that the Flipped learning instruction improved students' writing quality in texts. The researcher states that the implementation of the Flipped learning approach was successful and helped students develop their writing competence and promoted autonomous learning.

Furthermore, a study also implementing Flipped learning by Rodriguez, (2018) aimed at implementing this approach to develop reading comprehension through the utilization of skimming and scanning. The study involved Colombian students, aged 9 to 11 in which data such as teachers' journal, three focus groups, reading tests and participants' artifacts were collected to be analyzed. Results demonstrated that using skimming and scanning for reading comprehension within a Flipped learning environment contributes to a successful understanding of texts and helped students to obtain valuable ideas from the readings.

Likewise, the focus of this next study done by Garay and Torregrosa (2016) was to develop the listening skill and autonomy through implementing the Flipped learning approach with children and teenage students of two public schools in Bogota, Colombia. It was based on action research which was to examine the impact of the approach by using the four pillars as the

main aspects to improve listening and promote autonomy. Through the results of the data which were realized through the grounded theory method, a positive effect on listening skills and autonomy was detected in which aspects such as the flexible environment, learning culture, intentional content and professional educator were contributors.

Finally, that is why the In-class Flip strategy would be ideal for this current study because it is a component of Flipped learning which has a great impact on student interaction and learning. It is believed that it is an opportunity for students to interact and dedicate their time for practice in engaging tasks (Hwang, Lai, & Wang, 2015). In one particular Chemistry study in which the Flipped learning approach was implemented, the results showed that indeed this approach improved the students' learning abilities including their self-esteem (Fautch, 2012).

2.3.2 Previous research on the In-class Flip

There is very little literature on the In-class Flip where English language learning is concerned. As Diaz & Ramirez (2018) explain, "due to the limited research on In-class flip in the language classroom with young learners and its impact on self-regulation, the research studies below may differ in population or subject taught." (Ramirez & Diaz, 2018, p. 42).

In the study of Ramirez and Diaz (2018), they researched the effects of the In-class Flip on improving writing and promoting self-regulation in primary school students in the city of Bogota, Colombia. Data was collected through teacher's journals, focus groups, writing artifacts, satisfaction survey and a self-regulation questionnaire to discover the effectiveness of the In-class Flip. Remarkably, the results collected and analyzed demonstrated that the In-class Flip approach elicited self-regulation and helped students improve their writing. It was concluded that by facilitating an appropriate environment for learning, self-regulation is produced.

2.3.3 Previous research on the In-class Flip to address grammar.

There have not been many studies using the In-class Flip to address grammar problems, it has been implemented in other areas such as written literacy, chemistry, and science. We can assume that the Flipped learning approach is flexible enough to apply in a grammar station-type setting with certain sequence stages (Ramirez & Buitrago, 2017a).

There have been some studies that have incorporated Flipped learning in their grammar lessons such as Avendaño's (2018) study, which focused on discovering whether it helped students improve grammar with two groups of EFL architecture students. The study included two groups in which one was exposed to the Flipped learning approach and the other a traditional approach. The purpose was to analyze student perceptions as well as examine their knowledge of certain grammar structures before and after the intervention. The data collection instruments used were a survey applied after the intervention, a pre and posttest, and quizzes throughout the whole process.

One of how grammar performance was calculated was keeping a record of the positive and negative patterns in students' scores across different tests throughout the implementation. In this way improvement in their grammar could be seen through the changes along the way. Students' knowledge was strengthened through grammar videos that were accompanied by sound, structure, images which displayed the function and use of the structures applied. According to the results, videos were a significant part of the process for students to gain an understanding of each topic. The results obtained from the pre and post-tests showed that students who were exposed to the Flipped learning approach scored higher in 9 of the 12 grammar topics learned.

Additionally, the teacher and students gave more positive comments about the Flipped learning approach. Some comments concerned their motivation levels and active learning, they

were more responsible for learning throughout the whole process of the intervention. This showed that students like the flexibility of having to watch videos on their own but still having the opportunity to ask questions to the teacher when they needed it. The findings of this study showed that using videos in creative ways, including varied materials and activities, students retained more than in traditional settings. Therefore, the Flipped learning environment helped students to improve their learning because how information and instruction were presented.

2.3.4 Previous research on grammar.

According to Clarke (2013), Flipped learning improves interaction among students as well as their grammatical competence by moving the direct instruction so that homework is completed in class. That is why the In-class Flip would be an ideal strategy to implement for it strengthens this part of the learning process focusing on the individual and group spaces and allowing instructors to be able to complement this part when the flipped content cannot be achieved outside of the classroom (Talbert, 2017).

In the book titled Teaching grammar, written by Larsen-freeman (2014), it is said that grammar does not have only morpho-syntactic structures but also ones that include an expression of meaning and specific usage in contextual situations. In a study analyzed in this book, students participated in grammar activities that focused on the meaning (semantics) and its usage (pragmatics), they could learn how to distinguish specific structures from one another and complete any type of activity involving recognition of specific written discourse (the PET exams which can generally be cloze type activities). A specific framework was created so that teachers could have an overview of grammar. This is why it is precarious to set the framework so that the grammatical objectives in this study are encountered (Larsen-freeman, 2014). One factor that

makes this portion of grammar significant is that whatever the level of the student, they are most likely to have previous knowledge and experience with structures.

2.3.5 Justification of research question/objectives.

The In-class Flip strategy has not been implemented much in ESL/EFL. It is precisely this that makes it necessary for further research studies to be executed. The In-class Flip has been implemented in various areas such as geometry, science, math and some EFL classes such as the one mentioned in the reflection done by Ramirez (2018).

As for the first question to be addressed in this study: ‘Does implementing the In- Class Flip strategy impact grammar in students?’ In the needs analysis of this study (see chapter 3 for details), the results showed that the majority of students had problems when completing texts (the Pretest particularly) where different grammar structures were included (see appendix H). This means it is necessary to address this problem so that students can improve.

The In-class Flip is a strategy that can address different types of content; therefore, it can make the at-home tasks a lot easier since it implements a model where station work and some sequences facilitate different kinds of activities (Ramirez, 2017). In this way, students may have a more interactive and facilitated option to access grammar, thus removing any meaningless or difficult situations.

In the second question: ‘Does implementing the In-class Flip strategy affect self-regulation in the process of self-monitoring?’ This is an important factor when determining the level of autonomy that the student may possess or not. According to the needs analysis, the majority of students in this Language Centre are not accustomed to using learning strategies on their own unless the professor guides them to do it. Even though the majority of students

considered to have sufficient autonomy to carry out learning tasks successfully, the written reasons given were not sufficient enough to support their claims.

2.4 Conclusion

There has not been much research done on the In-class Flip, however, previous research has focused on Flipped learning as a background foundation for the In-class Flip to develop. Based on these grounds, the strategy has been implemented to seek solutions to the grammar and self-regulation problems that these students face at this Language center. Even though the In-class Flip is not that common, some studies such as the literature class mentioned by Ramirez (2018b) showed to have a positive influence on students' learning while focusing on different parts of content, grammar, writing and comprehension. This supports the hypothesis that In-Class-Flip can produce positive results in language learning.

Chapter 3: Research Design

3.1 Introduction

This chapter outlines the research design of the study, participants, teacher's roles, ethical considerations, data collection instruments, piloting and validation procedures. The goals of this

study were to improve students' grammar through the implementation of the In-class Flip strategy and foster self-regulation. This study is grounded on action research which will be described in more detail in the 'Type of Study' later in this chapter.

According to Creswell (2012), research is a way in which people can gather information to analyze it and to gain more awareness about a topic or issue. He also states that it benefits researchers through a step by step process to solve problems that arise in their context. Therefore, the purpose of the research is that it adds to our current knowledge. In this case, exploring whether the In-class Flip will improve students' grammar while at the same time fostering their self-regulation skills. Consequently, due to more added knowledge, it is supposed that a profound educational impact can be made through the In-class Flip by improving grammar and helping students discover more ways that can foster their autonomy.

Furthermore, Creswell states that research also improves practice which means that the studies that are accomplished help us to progress in our training (in this case reflected in our teaching skills and experience), making us more successful English language instructors.

3.2 Context

This research study was implemented in the "Centro de Idiomas – Modalidad extensión" within a University in the city of Riobamba, Ecuador. This language center offers eight levels of English with 10-hour classes per week, over 9 weeks. The main aim of the program is to train students to take the PET exam and acquire a B2 level. The course entails a combination of content and assessment, helping them progress in their achievements and prepare them for PET exams (Doff et al 2015). Additionally, this language center abides by the standards of the Common European Framework of Reference for languages (CEFR) which focuses on providing

a method of learning and assessing while describing the level of achievement that a student has obtained (Council of Europe, 2018).

3.2.1 Type of study.

The type of study for this research project is based on an action research design. It was chosen because it helps the teacher not only to determine certain problems related to a particular phenomenon but also to help solve the problem. Borgia and Schuler (1996) define it as a way in which student development and improvement are provoked by teachers reflecting on their work to cause change. It is a planning, reflective and evaluating process in which assists the teacher in reflecting and modifying teaching methods. Additionally, Bailey and Nunan (2009) also refer to it as a way in which the researcher/teacher undertakes a self-reflection process that assists in the improvement of the students' learning. Furthermore, Reason and Bradbury (2001) affirm that its primary goal is to resolve a problem or that it can be a reflective development that involves research, analysis and taking action.

Action research can be done gradually and continually based on a seven-step process: 1) selecting a focus, 2) Clarifying theories, 3) identifying research questions, 4) collecting data, 5) analyzing data, 6) reporting results, and, 7) taking informed action (Sagor, 2000). The process begins with identifying a problem worthy of researching so that changes and effective outcomes can be contemplated. Once this aspect is discovered through a data collection process, a hypothesis can be conveyed. Afterward, the researcher begins to plan the implementation phase and data collection instruments which are later collected for examining. At the end of the intervention, the researcher analyzes the data in order to make adjustments where it is necessary. Hence, the idea is to examine whether the In-class Flip has a strong influence and produces positive changes in students' grammar and self-regulatory habits.

It is of a mixed-method approach that involves using qualitative and quantitative methods to deal with the problem. By mixing methods of approach more insight may arise as to why students choose certain structures over others. In a qualitative sense, students' behavior, perspectives and self-evaluation techniques are analyzed. In this case, it can be stated that qualitative measure is typically exploratory compared to the quantitative aspects of the study.

Quantitative research consists of trends and relationships among variables (Creswell, 2012), as it deals with numerical data forms using certain statistical enquiry. On the other hand, qualitative research comprises a more illustrative form of analyzing data by focusing on the views of the participants such as semi-structured interviews, focus groups, and surveys (examples of data analysis instruments implemented in the study). According to Creswell (2012), in qualitative research, it does not pay much attention to the literature part because the foremost emphasis is directed at interpreting a more meaningful set of aspects (mentioned earlier).

Although there are many differences in both methods, there are also many similarities that are worth mentioning as both are part of this action research design. One important aspect in which both methods share related significance is that they can both implement approaches such as interviews or observation (although the type of questions may differ – closed-ended questions rather than open-ended) (Creswell, 2012).

3.2.2 Participants.

The participants consisted of a group of 22 students of a level three with an approved A2 level (initiating a B1 lower-intermediate level) in the “Centro de Idiomas– Modalidad Extensión” which is located inside a local university. According to the Council of Europe (2011), students at an A2 level should be able to comprehend basic structures related to frequently used expressions relevant to personal and family information, shopping, local geography, and employment.

Additionally, in written discourse students should be able to write basic sentences with the use of connectors such as but, and, so and because. For specific grammatical accuracy, students can use a range of structures adequately but tend to confuse tenses.

The 22 students consisted of 18-21-year-old, in their first to the third semester in university, with the focus on obtaining the International certificate PET. As it was evidenced in the needs' analysis, many students had difficulties when dealing with distinguishing one grammar structure with another, while struggling with self-regulation.

3.2.3 Researcher's role.

The researcher's role is to collect data, analyze, interpret, report and evaluate the research study. In this current study where the In-class Flip has been implemented, the teacher adopted the role of the researcher with her class. The process requires the involvement of the researcher/teacher and this opens the space for the debate about objectivity. This element is important because any result that comes from a non-objective study is not reliable. Ethical considerations will be explained in the next section.

In the same sense, Wittmayer and Schöpke (2014) state that the tension between more descriptive-analytical and more process-oriented approaches require some ideal researchers' roles, such as change agent, knowledge broker, reflective scientist, self-reflexive scientist, and process facilitators. They concluded that these ideal roles will help to pursue clear and useful data that could be analyzed within intersubjectivity.

3.2.4 Ethical considerations.

Special considerations were taken into account such as the institution's Director of the faculty of Foreign language permission and the students' consent. A consent letter was given to them (Appendix A) so that they were aware of anonymity and detailing the reason for the study

(Creswell, 2012). The main principle of any academic is to keep as neutral as possible, especially in qualitative studies (Phillips, 1990). The objectivity of the researcher is linked directly to the ethical framework. Researchers have to consider the ethical issues in conducting the research and in data reporting (Creswell, 2012). The direct intentional engagement in the exploration or the manipulation of the data will produce incorrect results and, consequently, the investigation will fall into falsehood. According to Fink (2000), the line between the researcher and the data has to be clear in order to not interfere with the results.

3.3 Data collection instruments

Data collection instruments are ways in which we can evaluate and recollect information we need to prove something. According to Canals (2017), data collection refers to when the researcher sets certain scenarios for students to engage in, such as gaining students' perspectives on competence and learning. This implies that the collection of data is important because it helps the researcher gain insight. In the following sections, the description of each instrument used in this study will be thoroughly explained along with the importance of each one.

3.3.1 Descriptions and justifications.

It is important to use instruments to enhance the overview of students' insights and perceptions on their sense of self-regulation and grammar performance, utilizing tests to measure their initial competence and their gradual progress. This section aims to collect reliable and relevant data from the teacher's journal, exit slips, checklists, quizzes, student artifacts, and a post-test after the intervention.

3.3.1.1 Surveys.

According to Iftikhar, Shah, Azhar, and Qamruz (2014), a survey is an instrument used to gather information for testing and collecting data. Additionally, it is used for describing,

comparing and finding out the perceptions of participants of a given topic or study. Furthermore, they state that it is a significant part of the research process because it allows gaining information about particular circumstances. A paper-based survey was used to discover students' perceptions of grammar and self-regulation in the initial stages of the needs' analysis. This survey is illustrated in appendix C.

The exit slip was a different type of survey used in the implementation phase, which included questions on their self-awareness. According to Marzano (2012), exit slips are an easy way to incorporate into a daily lesson, helping students' awareness of the outcomes they achieved. These exit slips were given to students during the implementation, then gathered at the end of each lesson. The exit slips served as a valuable insight as to whether the students believed that their self-regulatory habits and grammar aspects improved.

3.3.1.2 *The pre and post-test*

According to Kuehn (2019), Pre and Post-tests are important ways in which students can be diagnosed before and after an implementation phase. In this study, the Pretest was used in the need's analysis and the Posttest after the implementation. they were included in this study to identify their use of grammar in a variety of texts with different tenses. Aspects of the pretest involved distinguishing similar tenses in a whole passage or text while checking for understanding of why each tense was used. Kuehn (2019) also states that the student uses previous background knowledge to be able to complete the pretest, while the post-test is the testing of newly acquired knowledge.

A2 grammar topics were included in the pretest to examine their current level when they were initiating level three (B1 pre-intermediate). In the posttest, A2 and B1 grammar topics were included to see whether their newly acquired knowledge was gained and previous content improved. Even though grammar topics such as the present continuous and present simple are known to be of an A1-A2 level (British Council, 2019), these topics were presented in the posttest for they are part of the student's B1 coursebook¹ (Doff et al., 2015). These topics go beyond the descriptions given in the CEFR guidelines, making learning spiral, so that the grammar topics may be seen at different intervals, as recommended by the Council of Europe (2011).

According to Yin and Sims (2006), the diagnostic test, which has served as the pretest in the needs analysis, has the purpose of helping the students to understand their strengths and weaknesses in their language acquisition. The authors recognize the limitations of the diagnostic

¹ The results of the present continuous section in the Post-test was not considered in this study

test given the fact that many variables are not tested. To be able to overcome these limitations, the validation of the test is significantly important to avoid the construction of a misleading baseline which will be discussed in ‘validation and piloting’ in this chapter.

3.3.1.3 *The semi-structured Interview.*

Semi-structured interviews serve a more focused purpose while not being limited to them, thus, letting the interviewer and the interviewees have more liberty to respond (Nunan & Bailey, 2009). Additionally, ongoing observation occurred using field notes to collect real occurrences in the classroom (an observation tool) (Ellis, 2012).

In the needs analysis, the semi-structured interview’s main purpose was to find out the perceptions of the participants in a way in which they felt comfortable. For this reason, the semi-structured interview was chosen because of its flexibility to ask other questions as the conversation moves along. You can find the semi-structured interview questions of this research in the table below and in Appendix F.

Table 1. *Semi-structured interview questions*

Interviewer:

No.	Questions
1	¿Qué problemas gramaticales encuentras al escribir?
2	¿Se te dificulta acceder a medios tecnológicos e internet? ¿Por qué? (eg; no tienes computador)
3	¿Crees que eres autónomo en tu aprendizaje? ¿Por qué sí o por qué no?
4	¿Tienes tu estrategias propias para aprender el inglés? Cuáles son? ¿Si no, qué tipo de estrategias quisieras aprender para mejorar tu aprendizaje?
5	¿Qué te gustaría ver en tus clases de inglés con respecto a gramática? ¿Por qué?
6	¿Cómo sería un ambiente favorable dentro clase?

According to Bernard (2012), the semi-structured interview is one that is organized and set but not dependent upon how the conversation may lead. There is the freedom to ask other

questions without losing direction of the aim of the interview which was to find out what the students thought of grammar and autonomy in terms of their self-regulatory habits.

3.3.1.4 *Teacher's observation journal.*

An observation journal is a way in which the researcher can record events occurring within the classroom. Nunan and Bailey (2009) describe observation as a mechanism to obtain data within the language. In this research, the teacher's observation journal was chosen as a manual way of collecting data.

The teacher posed as a researcher teaching while noting down observations and adding reflections as each session finalized. Reflections were important because this assisted the teacher in the follow-up process of the action research cycle. Therefore, ways in which student behaviour was recorded included: observation, recording details of procedures, and student behaviour in an observation journal (for more details see appendix I, teacher's observation journal).

3.3.1.5 *Self-assessment: Checklist*

Self-assessment was used to help students monitor their learning as they progressed through every task, and to evaluate whether they were reaching their goals in each lesson. Every week students engaged in tasks where their work was collected and marked. Therefore, as their learning habits developed during the week, they assessed themselves. This served as a data collection instrument so when comparing the scores of their weekly classwork and home tasks, the researcher used this as an analysis of whether objectives were achieved (appendix L). It is said that when students self-assess their ongoing development, they become more aware of their own accomplishments, direct their learning at a controlled pace, and feelings of high self-esteem (Covington, 1992).

3.3.1.6 *Students' artifacts*

Students' artifacts were collected to gain a thorough understanding of was grammar (see appendix P). These artifacts were specifically used so students' grammar improved after taking different multiple-choice tests on different weeks of the implementation. Students were asked to complete different kinds of tests in a particular station setting and then correct it themselves so they could keep track of their improvement.

3.3.1.7 *Quizzes*

The quizzes included in this study were the multiple-choice, sentence completion, gap filling, and comprehension tests. Multiple-choice tests helped teachers understand the errors that students made with certain grammar structures. Rashidi and Safari (2014) say that these types of examinations advance grammatical competence and give more information in terms of higher-level grammar proficiency. In this current study, multiple tests were used on various occasions every week of the implementation so that the tests could demonstrate whether they improved their grammar skills. All of the tests were analyzed and a significant overview of the results was also executed.

3.3.2 *Validation and Piloting.*

Instruments were piloted by the thesis director, two English teachers who were currently employed at the "Centro de Idiomas – Modalidad Extensión", a Professor from a different institution, and a group of students which was selected randomly from the class under observation.

The piloting of the pretest and posttest was extremely important to prove the strength of the test to make it coherent to the purpose of the study. The first group helped to guarantee the scope of the study; the second group ensured the correction of questions or items that could be

misunderstood; the group of students took the test which helped to correct some mistakes in the wording of the instructions.

The survey was validated with two groups of teachers who were familiar with the topic of research and could ensure the absence of common mistakes. The surveys have followed the recommendations of Krosnick and Presser (2009), who listed some principles that were the guideline: use simple, familiar words; avoid words with ambiguous meanings; avoid leading or loaded questions; and, ask one thing at a time.

During the process of triangulation, reliability and validity were confirmed due to the variety of different data collection instruments.

3.4 Conclusion

This study was conducted with a needs analysis in which some data collection instruments were implemented to determine whether there were problems in grammar and self-regulation; an analysis of the results; and an implementation period in which certain instruments were also implemented to confirm if students were progressing in their grammar and self-regulation.

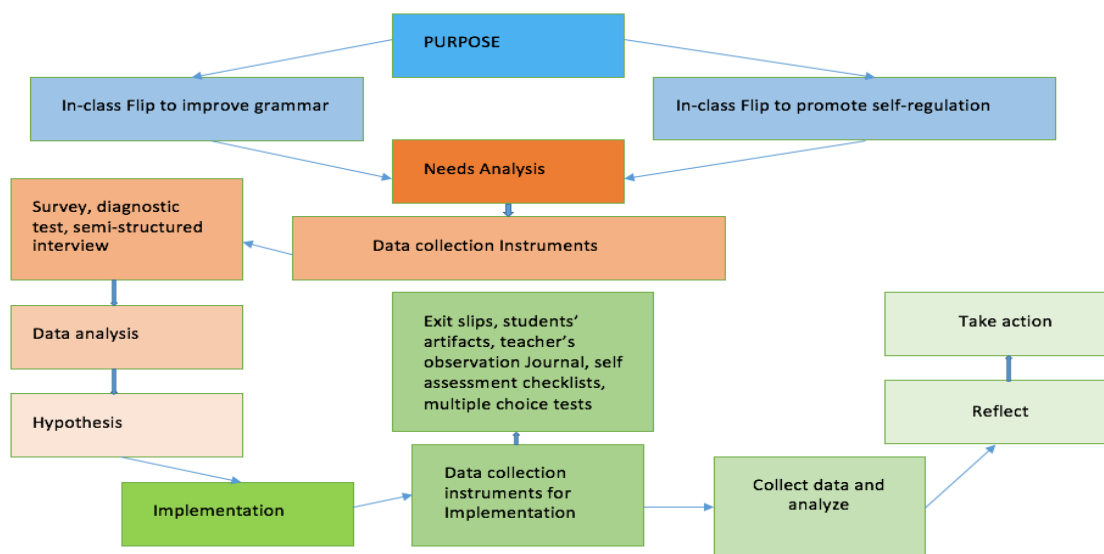


Figure 4. Process of the instrument collection

All processes mentioned in figure 4 assure the validation of each instrument so that there is a clear and reliable diagnosis of results. Quantitative and qualitative tools such as the pre and post-tests, checklists, exit slips, teacher's observation journal, and students' artifacts were explored to respond to the necessity mentioned in this study which demonstrated the need students had for improving their grammar and self-regulation.

Chapter 4: Pedagogical Intervention and Implementation

4.1 Introduction

The vision of language, learning, and curriculum are discussed to introduce the pedagogical implementation, its features, and processes. Lesson plans and data collection instruments were used to measure students' grammar and self-regulatory habits during the In-class Flip strategy. A frame of activities was implemented so students were able to move within a station work environment to address structural grammar deficiencies and self-regulation aspects.

4.2 Visions of language, learning, and curriculum

4.2.1 Vision of language.

Language is a means of communication as an ultimate goal. Whether it may be for oral or written discourse, the aim is the same – its purpose is communication Drobot (2016). In this context, because the vision of language demands interaction of some sort for communication, the fact that students cooperated within a station set up a model and with an In-class Flip direction was a positive experience. Nunan (2007) describes language as a complex set of experiences that involve communicative components as a tool that goes farther than the information available.

4.2.2 Vision of learning.

When considering the purpose of language learning, a set of stages have to be contemplated first before understanding the process. These set of stages are based on learners not realizing what or how much they know about something as they develop within a learning environment. Therefore, by understanding this model, instructors can recognize students' initial needs and help to develop their objectives (Training Industry, 2017). The aim of associated learning with the objectives of this study is to improve students' grammar usage.

4.2.3 Vision of curriculum.

The curriculum is essential for the overall teaching purpose so that students can reach the desired outcomes and objectives (Jadhav & Patankar, 2013). Curriculum planning has to be executed by an analysis of the students' overall needs in the educational context. According to Nation and Macalister (2010), the curriculum is an influential structure in which procedures are combined and connected. Additionally, Graves (2014) states that curriculum design is a set of principles that must be planned and organized to meet the needs of the course. This research

contemplates meeting the students' needs by implementing the In-class Flip while strengthening the curriculum in grammar and self-regulation.

4.3 Instructional design

The current study was accomplished via station and non-station work. The implementation started in April with ten sessions over a period of five weeks (table 3 'Synthesis of lesson plans'). Before the implementation, students were encouraged to watch videos and listen to explanations of the In-class Flip strategy with its station and non-station models to gain an idea of how it worked with flipping worksheets, realia, videos, and posters. The rotation from one station to another was guided by a bell. At the final stages of each lesson, students explained the differences between the grammar tenses given to create an interactive environment with feedback. After the third lesson, a reflective approach was carried out to make modifications to certain parts of their learning process.

4.3.1 Lesson planning.

The lesson planning and format were based on those suggested by Ramirez (2014) which is organized in station work activities in order of sequence (see Appendix O). The lesson planning was developed in stages, selecting the format and activities that needed to be included while preparing materials for each stage of the station work set up.

4.3.2 Implementation.

The students were encouraged to follow the instructions to move freely from one workstation to another. The instructions were typed on sheets placed in plastic envelopes which were provided on each station before the students arrived. The students were asked to read the instructions so that they could carry out the activities successfully. During the setup, the teacher/researcher observed and recorded data in an observation journal.

4.3.2.1 *Lesson plan process*

This implementation was planned for 10 lessons (two lessons every week) for 5 weeks. Regarding the days in which the In-class Flip was not exercised, students focused on reading, speaking, listening and writing, obtained from their student book. The main focus was to expose students to grammar comparisons each week. Therefore, the contrast of different grammar structures helped to build their self-regulatory skills via pair activities and exit slips. In this phase, a teacher's journal, exit slips and checklists were implemented. The description of the lesson plans used for every class is reported below in the 'lesson plan sequence'.

4.3.2.2 *Lesson plan sequence.*

In table 2, a summary of the instruments and protocol of the needs analysis is described.

Table 2. *Synthesis of needs analysis*

Needs Analysis date:	Instruments used	Protocol
01/04/2019	Survey	Students were first given a consent form and then a survey which lasted approximately 20 minutes
02/04/2019	Pre-test	Students took the test and were told scores would be collected for research
03/04/2019	Semi-structures Interview	5 students were chosen at random and interviewed

Table 3. *Synthesis of lesson plans*

<i>Intervention</i>	<i>Flipped content</i>	<i>Flip and activity</i>	<i>Data collected</i>
lesson plan #1 date: 08/04/2019 Time: 1hour and 30 minutes	-Written copies of the simple present with pictures -copies of simple present story from Unit 1B 'The fast and the furious.' (Edwards, Gairns, Redman et al., 2015)	Sequenced In-class Flip: Review and understand the simple present by identifying, reading and answering comprehension questions	Exit slips Teacher's Journal Checklist
lesson plan #2 date: 09/04/2019/ Time: 1hour and 30 minutes	Solo Flip: -video of the present continuous Duo Flip: -Power point presentation of the simple present and the present continuous	Solo and Duo Flip: Recall simple present tense structures and understand the present continuous and how it differs from the simple present through an instructional video and PowerPoint presentation	Exit slips Teacher's Journal
<i>Intervention - Week 2/date</i>	<i>Flipped content</i>	<i>Flip and activity</i>	<i>Data collected</i>
lesson plan #3 date: 15/04/2019 Time: 1hour and 30 minutes	-video of the simple present tense and the present continuous -copies with explanations and examples of both tenses -Poster with explanation of both tenses	Mixed: To review simple present tense and the present continuous through a video presentation and written explanations	Exit slips Teacher's Journal Checklist
lesson plan #4 date: 16/04/2019 Time: 1hour and 30 minutes	Duo Flip: -Short written texts of a story on small pieces of paper with simple past structures underlined the simple past Unit 2A 'Yes man changed my life.' (Edwards, Gairns, Redman et al., 2015) - written explanation	Duo Flip: To introduce the past simple through a series of short stories and show understanding by completing comprehension questions	Exit slips Teacher's Journal

	on small cards		
Intervention - Week 3/date	Flipped content	Flip and activity	Data collected
Lesson plan #5 date: 22/04/2019 Time: 1hour and 30 minutes	Poster with a timeline, explanation and examples	Group Flip: To analyze and understand the past continuous through instructional posters, card game, quizzes, short stories and a dialogue	Exit slips Teacher's Journal Checklist
Lesson plan #6 date: 23/04/2019 Time: 1hour and 30 minutes	-video based on the simple past versus the past continuous -sheet explanation with both structures -audio explaining both structures -a reading with both structures Unit 2B 'Did you mean Capri?' (Edwards, Gairns, Redman et al., 2015)	Looped: Understand simple past and past continuous via a video, sheet, audio and reading activity. Also an unscrambling, multiple choice, chart and matching exercise.	Exit slips Teacher's Journal Checklists (x1) Students complete two checklists; one, related to the In-class Flip aspects (self-regulation and grammar); second, related to the end of the unit
Intervention - Week 4/date	Flipped content	Flip and activity	Data collected
Lesson plan #7 date: 29/04/2019 Time: 1hour and 30 minutes	-Poster and picture flashcards -mobile devices	Duo Flip: Understand the present perfect through a poster, board game, wordsearch and cloze activities	Exit slips Teacher's Journal Checklist
Lesson plan #8 date: 30/04/2019 Time: 1hour and 30 minutes	-video explanation of the present perfect versus the past simple -Information chart -Short readings of both structures -audio Story with both tenses	Mixed: -Review the Present Perfect versus the Past Simple, -Understand the differences of the present perfect and the past simple through video and apply the concept of the present perfect and the past simple through	Exit slips Teacher's Journal

<i>Intervention - Week 5/date</i>	<i>Flipped content</i>	<i>Flip and activity</i>	<i>Data collected</i>
Lesson plan #9 date: 06/05/2019 Time: 1hour and 30 minutes	-Information chart of the present continuous and going to for future -Reading with highlighted sentences -Instructional booklet	Sequenced In-class Flip: Understand the Present Continuous and Going To for future tense by using a chart, reading a text, sentence formation, picture matching and synthesizing with a mind map	Exit slips Teacher's Journal Checklist
Lesson plan #10 date: 07/05/2019 Time: 1hour and 30 minutes	-Video of the present continuous -Information chart -Reading with audio	Looped: Revise the Present Continuous and Going To for future tense via a video, chart and unscrambling, matching, picture dictation, stories and organizing activities.	Exit slips Teacher's Journal

4.3.2.3 *In-class Flip stages*

Different configurations of the In-class Flip set ups were used for the lessons. Sequenced: lessons 1, 9; solo flip: lesson 2; c) looped: lessons 6, 10; d) mixed: lessons 3, 8; e) duo flip: lessons 2, 4, 7; f) group flip: lesson 5. All of these configurations were implemented taking into account the students' needs (starting a new topic or revising a previous one).

Before the warm-up activities, the stations were already set up according to the type of configuration of that lesson, in the case of the sequenced configuration the stations were duplicated to fit the number of students. The teacher signaled through a bell sound which indicated the time students should be close to finishing and change to the next station (flip, practice or independent).

At certain stages of the lessons, students were required to self-assess through checklists (excerpts 7, 20, 21, 22 and 27) that served as an important tool for analysis. Subsequently, at the

end of each lesson, an exit slip was given so that students' perspectives were recorded and collected for further analysis.

4.3.2.4 *Activities.*

To maintain a context of adaptability and an easy rhythm environment within the flip station rotations, certain types of tasks were used: content review; reading tasks; matching exercises; cloze and multiple choice-type tests; unscrambling activities; and, writing emails. Regardless of the type of flip incorporated each week, these tasks were used as a means for learning the differences, similarities, and uses of grammar structures.

The objectives of each lesson plan were related to each task and station, focusing on the remembering, understanding, applying, and analyzing of Bloom's taxonomy pyramid of learning. Additionally, for each lesson plan, there was a warm-up activity with the subsequent station and non-station work activities with a final wrap up and post classwork (Appendix O) (Ramirez, 2014).

4.3.2.5 *Flipped content*

The configurations were organized according to the flipped content presented through video demonstrations, grammar explanations, readings, posters and charts. Depending on the station and flip, content such as charts with information about the structure, images and examples were available at Instructional flip stations. At different intervals, a poster was presented along with a chart so that students had a variety and choice of how to access content through their individual learning styles. When the videos were implemented, they allowed the explanation of structures with images, words, and written examples. Most of the content materials such as handouts, audios, videos and quizzes were accessed from the internet which allowed the teacher/researcher to focus more on lesson planning, observing, monitoring and assessing.

4.3.2.6 *Modifications*

Modifications in the lesson plans were made for improvement in pedagogy such as task changes in the wording, replacing readings with more interesting storylines and format; similarly, implementing more feedback at certain stages of development of group work; and, configurations such as the sequenced flip where an extra set up of an independent station was necessary for the fast finishers.

4.4 Conclusion

The chapter aimed to view the vision of language as a process in which students can accomplish their goals, to describe the instructional design focusing on the important aspects of the pre-implementation, pedagogical processes and the implementation phase. The description of the lesson plans was also included in which content, instruction and strategies were explained.

Chapter 5: Results and Data Analysis

5.1 Introduction

The main focus in this chapter is to display the results, analysis and conclude to answer the questions posed in this research study: What is of the In-class Flip strategy on grammar in A2 university students of the “Centro de Idiomas - Modalidad Extensión?” And, what effect does the In-class Flip strategy have on self-regulation in the process of self-monitoring? The data collection instruments used in the pre-implementation and implementation stages were: survey, pretest, semi-structured interview, teacher’s observation journal, checklists, student artifacts, and exit slips. The hypothesis that through the In-class Flip strategy students’ grammar would improve and self-regulation strengthened was confirmed by the results.

5.2 Data management procedures

The data instruments that were analyzed were: the teacher observation journal, exit slips, and checklists except for the posttest and the quizzes (appendix J) which were tabulated and analyzed through a quantitative process to compare the results.

5.2.1 Validation

Triangulation is a methodological process in which you rely on not one but several sources to validate your findings (Kennedy, 2009). Two methods of triangulation were used in this study to verify and validate the results of each data instrument (Kennedy, 2009). According to Burns' (2010) words, “...this data collection means that a combination of angles on the data will help give us more objectivity.” (p. 95) The triangulation methods assist in providing more evidential support for the results and reducing bias (Kennedy, 2009). The sources used were: surveys, exit slips, semi-structured interview and teacher observation journal.

5.2.2 Data analysis methodology.

Within qualitative research, data is categorized so it is manageable and can be seen through different perspectives using the gathered instruments (Corbin & Strauss, 2008). The inductive analysis provides a specific and narrow position of the data that leads to a general one (Trochim, 2006). According to Hatch (2002), this process helps researchers to “identify themes, discover relationships, develop explanations, make interpretations, mount critiques, or generate theories. It often involves synthesis, evaluation, interpretation, categorization, hypothesizing, comparison, and pattern finding” (p. 147). The method assists in combining information as well as explaining, comparing, observing the data and results of any identified patterns (Hatch, 2002).

This study employed descriptive statistics of the pretest, posttest, medians and standard deviation to indicate considerable differences after implementing the In-class Flip Strategy. A pretest was handed to 22 students and then collected by the researcher/teacher. A summary of the results is given in figure 5.

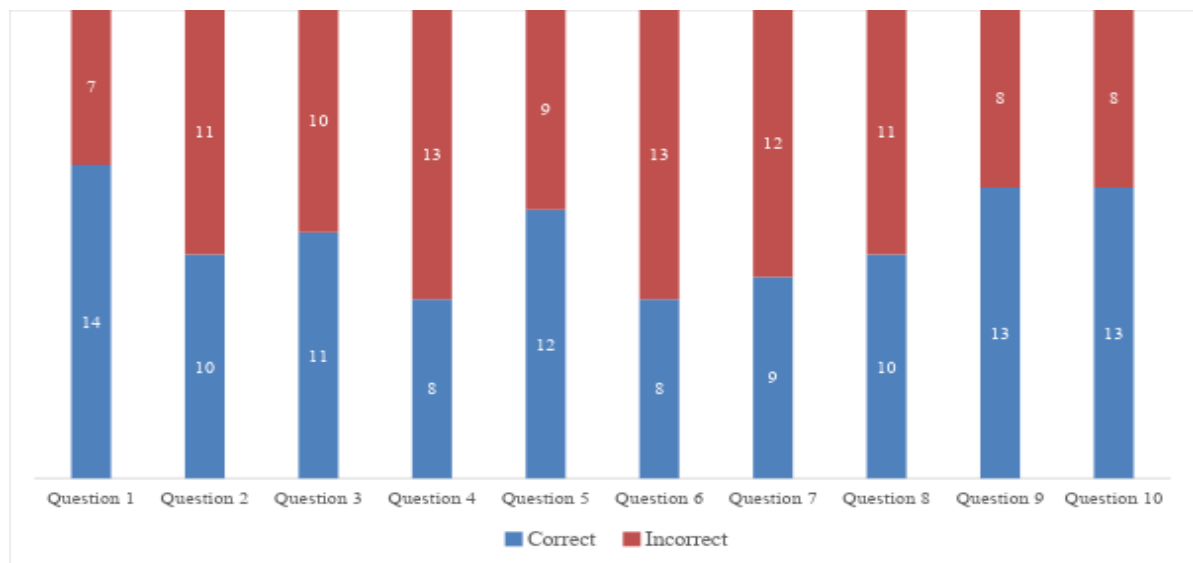


Figure 5. Pretest results

In figure 5, the results demonstrate that the pre and post-tests have a considerable difference. When analyzing the results in the variance analysis, the F and T-tests were impossible to run because the distribution of the pre-test was not normal. As shown in appendix N, and figure 6,

the distribution of the pre-test has two peaks, which makes the variance analysis, and the F and T-tests, unreliable.

The posttest was also given to the same twenty-two students after the implementation. The tests were taken within the same context, meaning space and time. Figure 6 below shows the students' performance after the implementation.

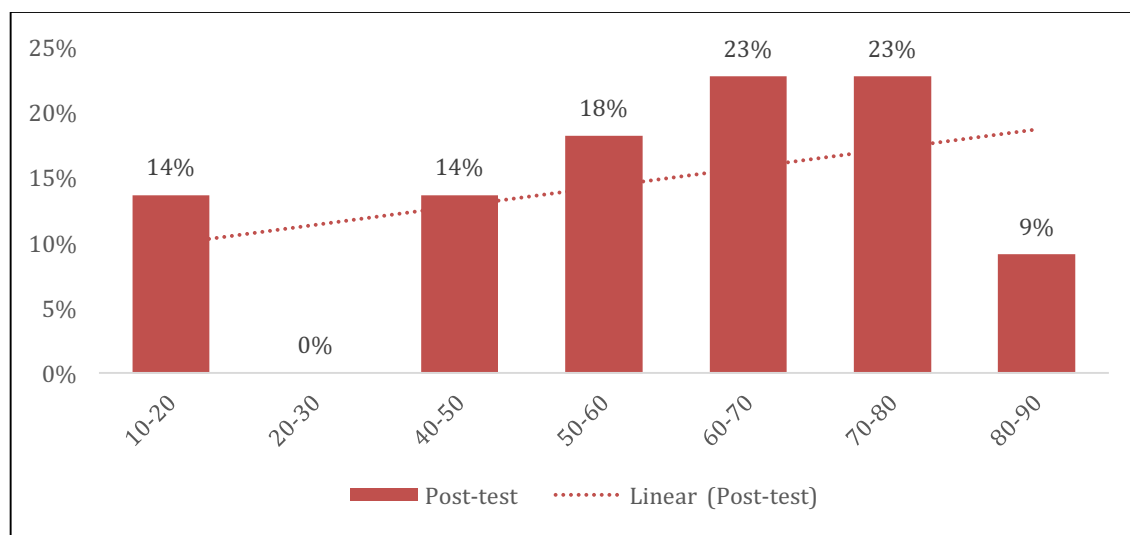


Figure 6. Students' performance on posttest after the implementation period

In the Posttest, the tendency line shows clear growth. The test consisted of a scale of 100 points, which is shown on the horizontal axis, while the percentage of students for each score is shown on the vertical axis. 56% of the students obtained a score higher than 60 points, 32% obtained a score between 40-60 points, the remaining scored between 10-30 points. The results display an improvement after applying the In-class Flip strategy. During the pre-test, only 37% obtained a score above 60 points; it is also noticeable that, while the posttest only shows 14% with a score lower than 30 points, during the pre-test, 47% obtained a score below 30 points. The tendency line illustrates the improvement after the implementation of the strategy.

As it is visible in table 4 and figure 7, the pre-test does not have a normal distribution because it presents two peaks: one in the scale of 10-20 points; the second, in 70-80 points.

Table 4. *Pretest and posttest results*²

Student	Pre-test	Post-test
1	22%	46%
2	53%	68%
3	16%	55%
4	70%	57%
5	27%	86%
6	53%	63%
7	23%	64%
8	28%	73%
9	30%	75%
10	28%	20%
11	73%	68%
12	70%	71%
13	26%	16%
14	72%	71%
15	76%	71%
16	85%	52%
17	76%	16%
18	24%	66%
19	43%	46%
20		54%
21		84%
22		48%

Source: appendix H

² Only 19 students took the pre-test, during the implementation, three more students were included in the group, thus, the post-test involved 22 people. This was considered for the results through an average for each lesson.



Figure 7. Pretest and posttest results.

The posttest presents a normal distribution, with one clear peak at the scale between 60-80 points. The posttest reveals that the majority were above the scale of 50-60 points, this means 55% of the students. Then, comparing the pretest and the posttest, the difference in the number of students with higher grades is 18%.

As presented in figure 7, the pretest and posttest means show a difference of 11%. As seen in figure 8, this demonstrates that the class moved from an average of 47% to 58%, which concludes that the difference between the pre-test and the posttest scores are considerable. Moreover, the standard deviation of the pretest is 24%, and the posttest is 20%. This shows that the results of the pretest had a bigger range of data spread within the grading system.

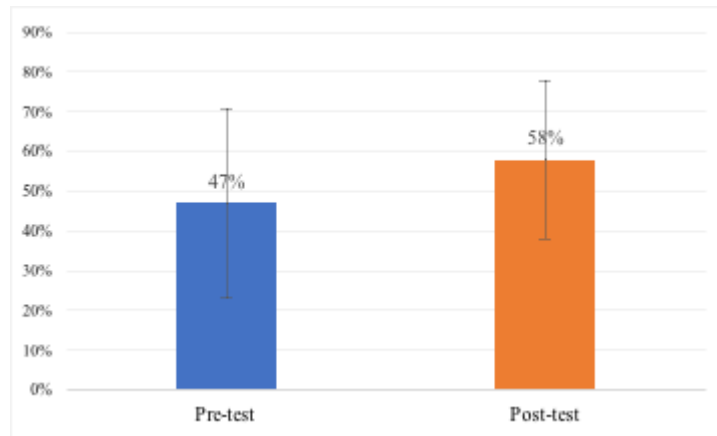


Figure 8. Pretest and posttest median and standard deviation (Hatch, 2002)

Three remarks can be made: first, the difference with high grades between the two tests is significant; second, the class improved their average by eleven points; third, the distribution of the results of the post-test is more compact than the distribution of the pretest.

The quizzes were collected each week, in the final week of the implementation they were analyzed and examined to see whether there was an improvement. When the students finished the multiple-choice tests, they interchanged their quizzes and checked them with an answer sheet. Additionally, the scores were analyzed based on the score between 70-100 on each quiz. In figure 9, these results were analyzed.



Figure 9. High scores from quizzes

This graph presents the learning curve of the 10 lessons. The scores were valued out of twenty points. The lessons included four types of tests: multiple choice, gap filling, completing sentences, and comprehension. After registering scores, an average of the lesson was obtained to graph the tendency of the whole class. As it can be appreciated, the learning curve shows clear learning progress. There is a better performance in “completing sentences”, and average performance in “multiple choice”.

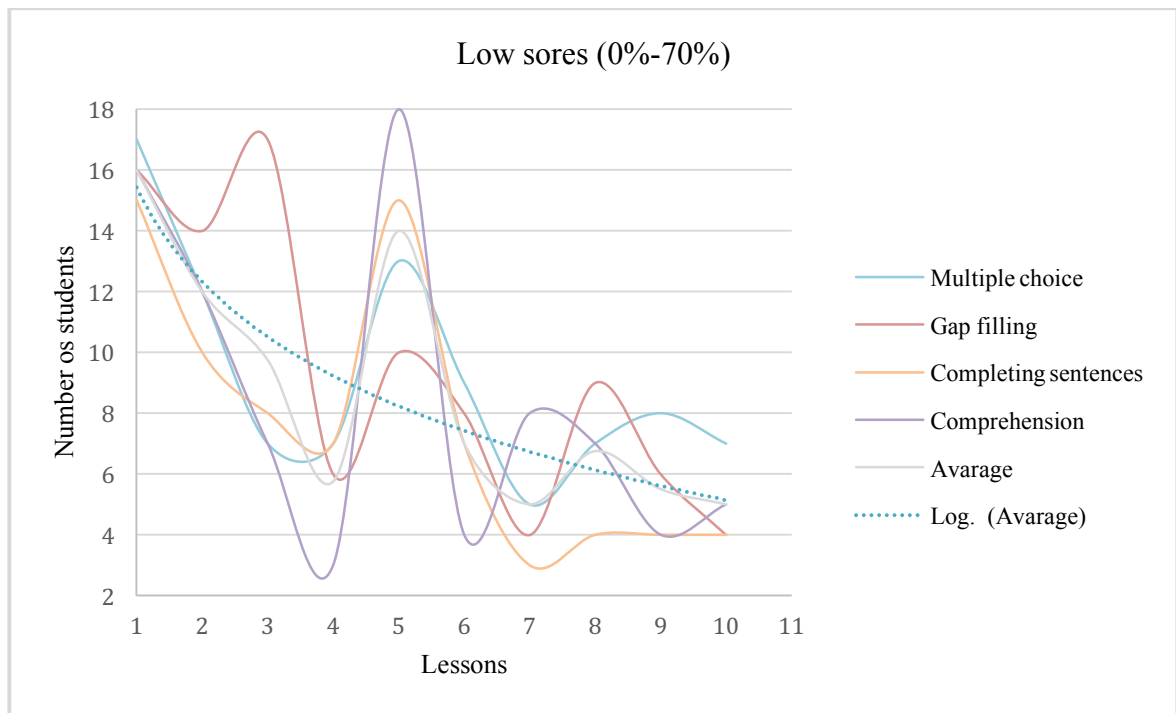


Figure 10. Low scores from quizzes

The learning curve of the low scores in figure 10 presents a normal development. In the earliest stages of the learning process, students present a greater improvement compared to the last stages (Anzanello & Fogliatto, 2011). This means that, in the majority of the learning activities, students presented a major acquisition of knowledge at the beginning of the process compared to the end.

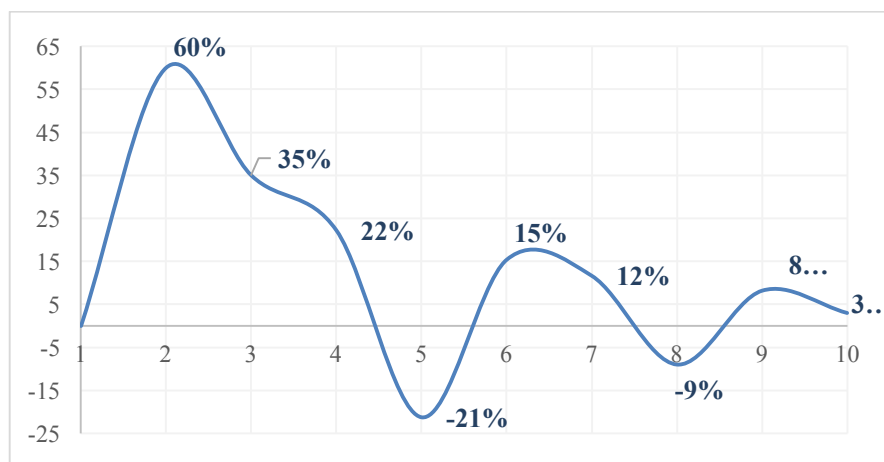


Figure 11. Percentages of improvement

The percentages of the learning improvement are higher in the first lesson than in the last: the improvement moves from 60% to 3% (figure 11).

5.3 Categories

5.3.1 Overall category mapping.

A coding process was used to determine the qualitative data collection instruments in terms of results. The coding process is a method of decoding all the data in a way that is easy to interpret. As mentioned earlier, Corbin and Strauss (2008) state that it provides a thorough explanation of the data, conceptualized in a series of steps. Researchers color-code the responses from each data instrument and extract the general categories to discover the core category.

In the current study, open coding, axial coding and selective coding were used for this process. During the open coding stage, categories and subcategories of the responses in the teacher’s observation journal, checklists and artifacts were identified. The results of this initial stage are shown in table 5.

Table 5. Initial concepts after the open coding procedure

Research Question	Concepts		
<p>In-class Flip to develop grammar and foster self-regulation</p> <p>Research Question: What effect does the In-class Flip strategy have on self-regulation in the process of self-monitoring?</p>	<ul style="list-style-type: none"> • Learning environment • Flexibility in station and non-station rotation work • More group work • Teacher support • Peer support • Pair work • Group support • Collaborative work • Understanding concepts • Time management • Teacher involvement • Student centered environment • Learning styles • Active learning • Teaching as a facilitator • Independent work • Team work 	<ul style="list-style-type: none"> • Self-regulatory behavior • Positive response to obstacles • Tasks easier with peers • Aware of learning procedures • Aware of strengths and weaknesses • Understanding instructions • Teacher feedback support • Peer correction • Peer assessment • Peer feedback • Students more confident • Comprehension of grammar structures • Responsible • Poor reflection • Aware of learning process • Over confident • Capable • Creative • Finding new concepts independently • Completing tasks without asking the teacher 	<ul style="list-style-type: none"> • Variety of tasks and strategies facilitate self monitoring • Thinking about processes more • Strategy implementation • Resolving problems with peers • Ability to solve problems autonomously • Easy instructions • Interactive activities • Engaging tasks • Facilitated instruction • Self-correction • Comprehensible input • Variety of Strategies • Building concepts

In the following map, three categories can be found from the qualitative data instruments developed through the axial coding process to answer the research question: “What effect does the In-class Flip have on self-regulation in the process of self-monitoring?”.

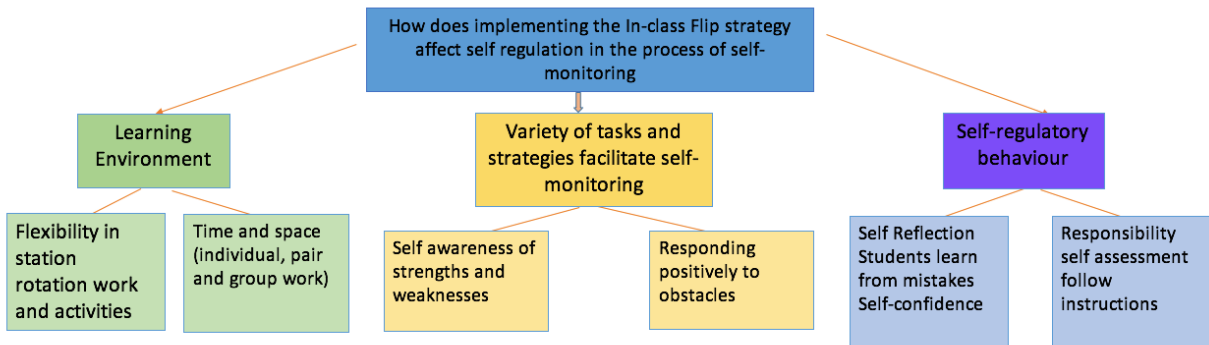


Figure 12. Open coding for categories

After this codification process was analyzed, the core category was detected and the relationships and similarities were identified among them in the selective coding process. The following map was used to show the findings of these relationships including the subcategories discovered (see appendix R for coding information).

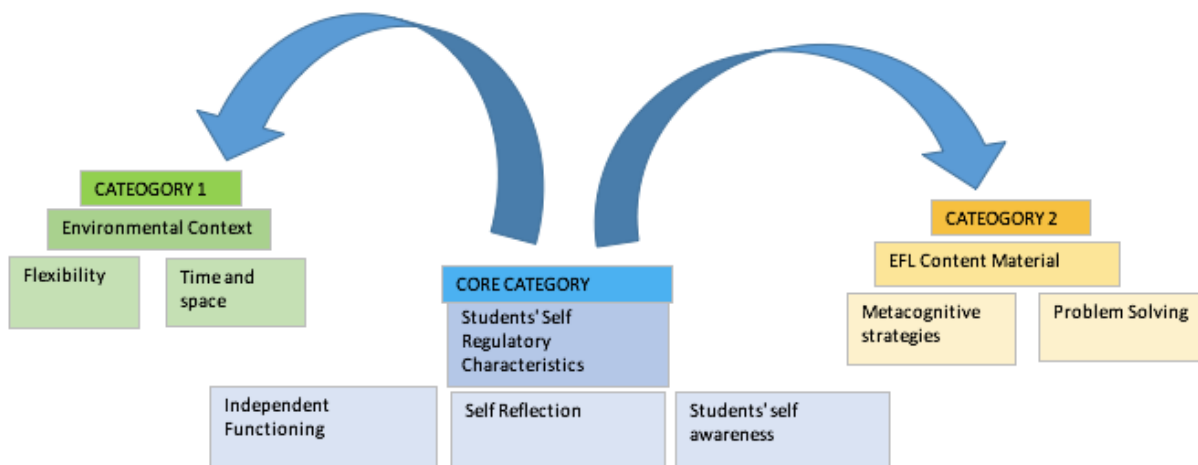


Figure 13. Final categories, subcategories and core category after the coding process

5.3.2 Discussion of categories

The results of the coding process with categories and subcategories demonstrated that the In-class Flip impacted students' self-regulatory characteristics, which were evident in the students' perceptions and responses made on the exit slips and self-assessment checklists.

A thorough overview of the quantitative results of the exit slips and checklists will also be discussed and summarized in this section (see appendix K and L). Even though the exit slips helped determine the students' preferences and their reasons, the checklists also played a vital role in their progress and goal orientations.

5.3.2.1 *Environmental context*

Informal education, the learners' needs are considered as well as the content involved, which help negotiation and assessment (Anderson, 2002). Likewise, during the stages of the implementation, many aspects of students' learning started developing. At many stages of the In-class Flip station and non-station configurations (sequenced, loop, mixed, and the solo, duo and group flip), the teacher reported frequent peer support when confusion or problems arose. A lack of self-regulatory characteristics was present at the beginning of the implementation. Consequently, one of the featured pillars of Flipped learning was the environment which allowed to accommodate the logistics, space and materials so that students can work with others (FLN, 2014), and acquire self-regulation.

According to the students' responses on the exit slips and the follow-up question on "how?", it showed that they acquired more knowledge when they worked in pairs or groups because there was a high level of interaction in reviewing each other's work and in sharing ideas, as seen in figure 14.

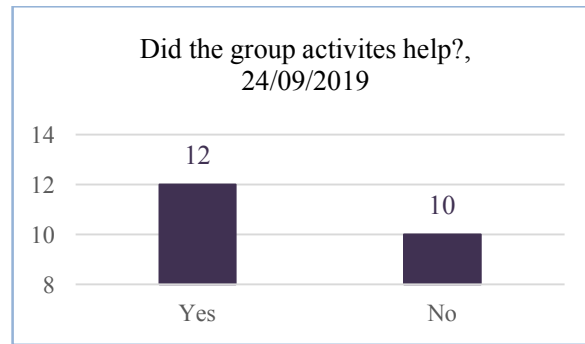
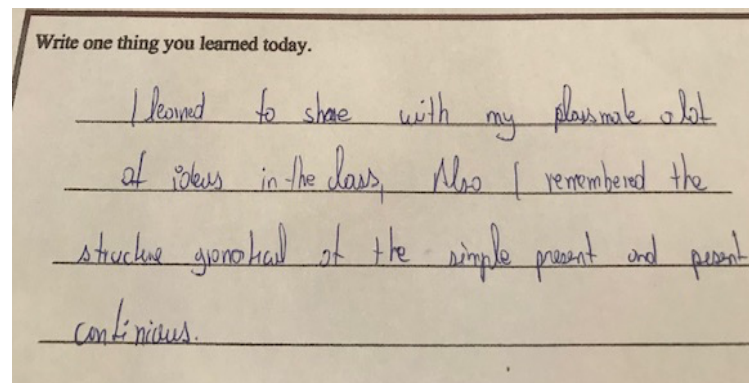


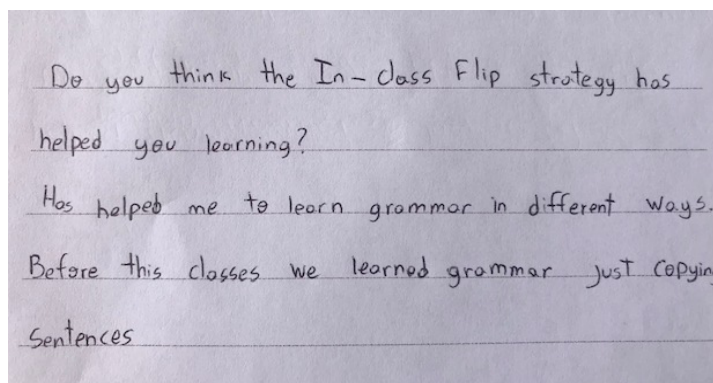
Figure 14. Results of Exit slips

The environment was needed to feel support from each other to advance in the learning of the use of a particular structure. The environmental changes included logistics, meaning the way in which students could socialize and move through stations; in the case of the non-station configurations, students could access material in flexible ways. An example to support this occurrence is illustrated in excerpt 1, in which a student expressed that he or she learned to share ideas and communicate more with their peers.



Excerpt 1. An exit slip "Write one thing you learned today", an anonymous student

Additionally, there were responses such as the excerpt example below:



Excerpt 2. An exit slip “Do you think the In-class Flip strategy has helped your learning?”, anonymous student.

In this excerpt, the student stated that it helped them learn grammar in different ways, showing that they could improve through the In-class Flip. Moreover, the comments made by the teacher were used to verify whether the environmental context influenced behavior and student learning. Below is an example of the observations made by the teacher.

Result	What observations took place
Setting: Many students made comments of how they engaged in collaborative support on their exit slips	Students were unwilling to help each other with tasks and in some cases only one student helped the rest and resolved all of the task without cooperation from the rest of the group; however, as time and practice advanced students became more aware of their learning, so pair and group work was reinforced.

Excerpt 3. Teacher’s observation journal, Lesson 2. April 9th, 2019

Similarly, more of these comments were made by more than half of the students stating that they learned through helping each other and working in a group (FLN, 2014).

Another aspect observed in the students was the comparison of answers (multiple choice, gap filling and cloze activities) with the answer sheet given to them. This helped them verify mistakes and learn from them by obtaining feedback from the teacher. Even though the teacher

did not directly grade some tests, students clarified uncertainties they had with the grammar structures. Teacher observation demonstrated how the students progressed from being dependent learners to a more responsible attitude toward learning. Likewise, the checklist made a significant impact upon their self-regulatory habits for they learned to analyze and meditate on their progress. In most checklists, students were honest about their progress as they advanced through the subsequent topics, making the concluding checklists more revealing. With these self-assessment checklists, they gradually assessed their accomplished objectives.

5.3.2.1.1 Flexibility.

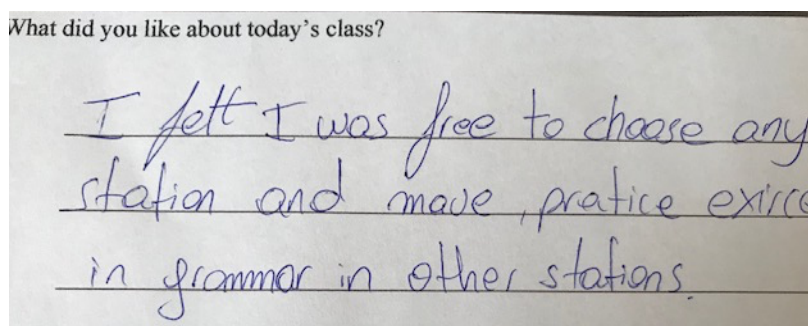
One particular advantage that the station-rotation In-class Flip model includes how a student can move through it depending on the station model of that lesson (Ramirez, 2017). This gives students the choice to move in different ways, accessing different materials and tasks and interacting with others individually, in pairs or groups.

This model offers freedom and variety in which content and learning can be accessed through different station configurations including the solo, duo and group Flip to access flipped content. This flexibility helped students become more autonomous as they made decisions about which station to move to and what activities to complete. According to the teacher's journal reflections, this particular aspect was seen in the facial expressions and body language when the students moved from one task to another. This model allowed for flexibility and triggered encouragement and self-regulation by making choices based on their needs. The following observation was made by the teacher/researcher.

Result	What observations took place
Setting: Many students made comments about not only their socialization but the physical setting of the station and non station work and that it helped and guided them on what to do relating the tasks and where to go in terms of direction.	Students at the beginning were confused and frustrated as they moved through the stations but then they showed more enthusiasm which indicated that they were happy with the setting (set up of stations).

Excerpt 4. Teacher observation journal, Lesson 6. April 23rd, 2019

In the exit slips, students revealed that they enjoyed moving from one station to another because this allowed them to make decisions, to finish their tasks at their own pace or direct themselves to the independent stations. Excerpt 5 is an example regarding this issue is shown.

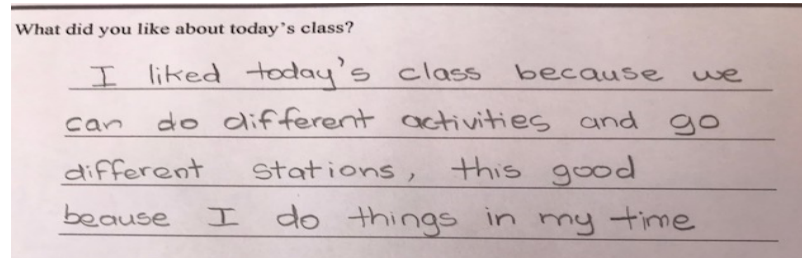


Excerpt 5. An exit slip "What did you like about today's class?", student 8

This example gives a valid demonstration of how flexibility influenced their overall learning and self-regulation within the In-class Flip environment (Ramirez & Buitrago, 2017b).

5.3.2.1.2 *Time and Space*

Time and space are important when considering students' needs, providing a way in which students thought about their learning while they moved from task to task. While they were engaging in certain activities, students had the opportunity to think about their learning in terms of whether they understood the activity enough to proceed to the next one such as in excerpt 9 below.



Excerpt 6. An exit slip “What did you like about today’s class?”, student 4

In excerpt 6, it is clear that the student felt the liberty to choose when to move to another station, this shows that students enjoyed tasks more when they were not pressured to finish promptly. Along with this exit slip, an additional question was added: “Did you like today’s activities?”

As registered in the teacher’s journal, behaviors such as unwillingness to move from one station to the other was noticed at the beginning. This suggests that students felt overwhelmed in trying something new. In the beginning, students delegated others to read the instructions for them, which suggested the lack of autonomy to follow simple instructions individually. As lessons progressed, students encountered problems such as interpreting instructions, however, they worked cooperatively in pairs to complete tasks and soon conquered these initial obstacles.

Working independently and solving problems on their own was a common difficulty. Students soon realized how flexible each station was and became aware of their learning. They began to resolve problems individually instead of seeking help from others or the teacher. Students expressed that they were encouraged by the spontaneity of station and non-station work on their own and at other times in pairs or a group. They also stated that they liked how they could move on to the next task at their own pace and make decisions based on whether they consolidated their learning.

1	I am able to follow instructions efficiently without supervision	X
2	I stayed focused	✓
3	I am able to work on my own without help from the teacher	✓
4	I am able to use both tenses without difficulty	✓
5	I have proofread my work and have corrected some mistakes	X

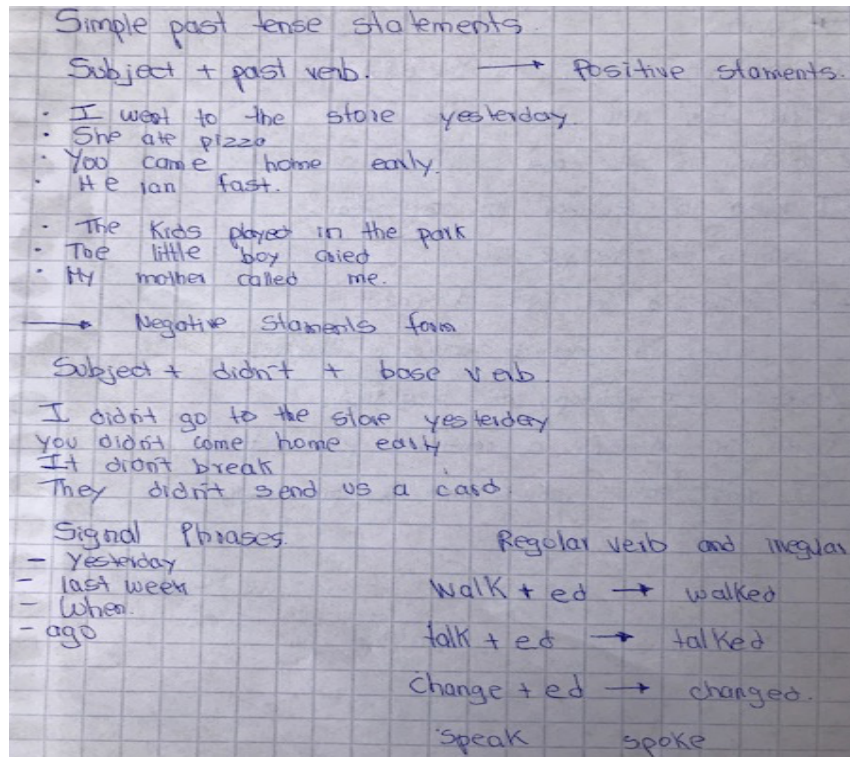
Excerpt 7. Self assessment checklist. Lesson plan 1, April 8th, 2019. Anonymous student

In the students' checklists in lessons 1 and 2, 68% admitted to staying focused on the tasks and being able to work independently, but they required help to understand the instructions of each task. Excerpt 7 is an example of this situation.

5.3.2.2 *EFL student content material.*

According to the teacher's journal, the In-class Flip strategy had an impact on students' self-regulation levels. This was discovered by observation and through the correction of students' work. When considering content material, language is proven effective to produce meaningful situations within the learning context (Snow et al., 1989, cited by Rodriguez, 2018). By the teacher proofreading and guiding, it was found that the majority of students were concentrating on each task effectively in approximately the third week.

One of the important pillars in Flipped learning is intentional content in which students have the opportunity to engage in a variety of tasks and strategies that will help increase their understanding of concepts (FLN, 2014). Evidence of students' work is indicated below.



Excerpt 8. Student's artifacts. Lesson plan 4, April 16th, 2019. Student 10

Excerpt 8 was an initial task that students were required to engage. The purpose was to write down notes and show understanding before moving to the next station in which they applied new knowledge. In the beginning, the students seemed to dislike writing down notes. However, as time lapsed, students showed engagement in tasks actively with a positive attitude.

Students interacted with tasks that built their grammar and self-regulation skills. They engaged in flipped content; tests such as multiple choice tests including cloze activities; unscramble type tasks; reading and comprehension; matching, comparing and contrasting activities; poster presentations; and, writing activities such as emails (appendix P). As their practice became more intense and regular, students seemed to enjoy attempting to do difficult grammar tasks in which they had to determine which structure to use and think about the reasons why. The desire to learn these structures in different ways is presented in excerpt 9.

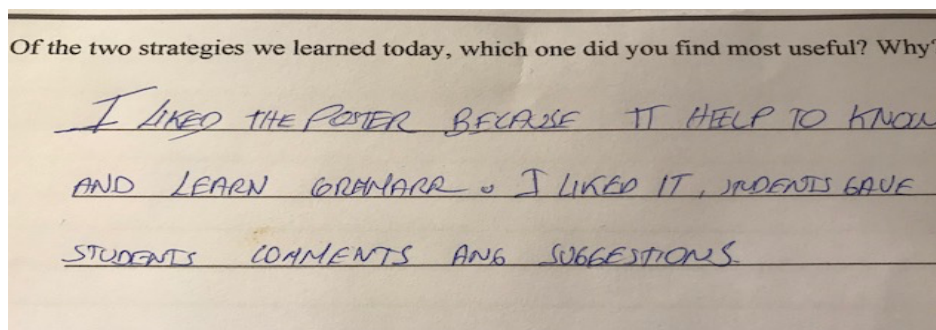
“...es que mientras más largo el texto de lo que estamos leyendo, es más complicado realizarlo entonces es ahí cuando hay problemas con los tiempos gramaticales. Mas es entre el presente continuo y el present simple en lo que se ha dado más confusión, bueno en mi caso por lo menos. Hay confusión en usar el uno o el otro en lo que se lee. Seria bueno poder hacer actividades que nos ayuden a practicar eso.” (student 5)

Excerpt 9. Semi-structured interview. Question 1. Student 5 March 25th, 2019

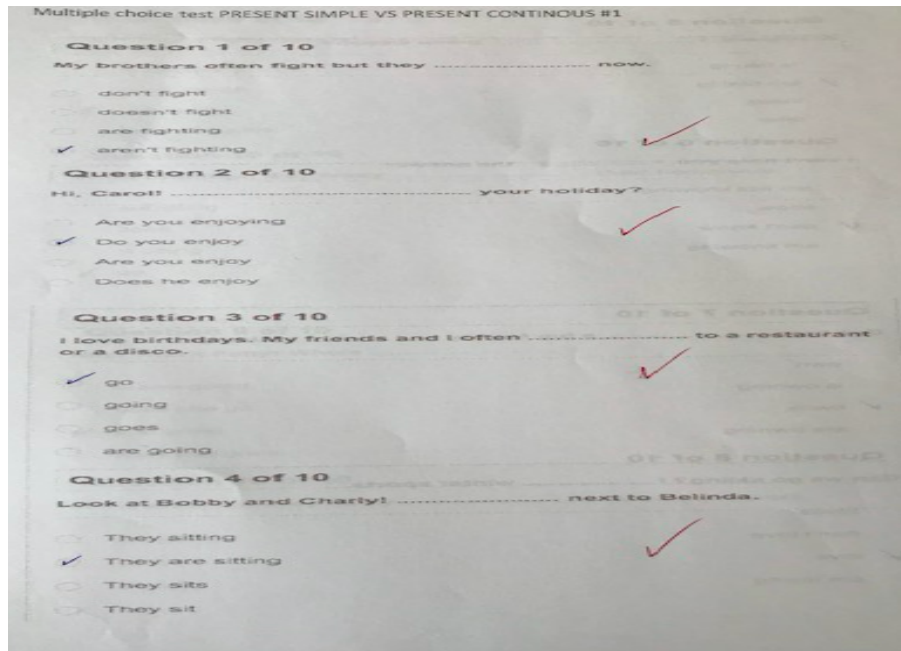
“... as longer as the text is, the more complicated it is to do it then that is when there are problems with grammatical times. But it is between the present continuous and the present simple in which there has been more confusion, good in my case at least. There is confusion in using one or the other in what is read. It would be nice to be able to do activities that help us practice that.” (student 5)

Excerpt 10. Semi-structured interview translation into English. Question 1. Student 5 March 25th, 2019

In the poster activities, students enjoyed the tasks and learned how to use both grammatical structures of that lesson. Most students expressed that the poster activity helped them to consolidate the use of the structures. Some excerpts of these activities are illustrated below.



Excerpt 11. An exit slip “Of the two strategies we learned today, which one did you find most useful?”, anonymous student.



Excerpt 12. Student's artifact. Lesson plan 2, April 9th, 2019. Anonymous student

Excerpt 12 was an evaluation tool for this part of the study, the short multiple-choice and cloze tests indicated how they improved in grammar. They were able to correct their responses with answer sheets and analyze their errors, then feedback was given by the teacher.

In excerpt 13, students were tested on whether they could recognize and use both tenses (present simple and the present continuous) which was intended concerning students' progress.

Simple Present and Present Continuous Challenge

Directions: Draw a subject, verb, and punctuation card. Write two sentences. One in the simple present and one in the present continuous. Don't draw new cards until everyone in our group has written the sentences.

Simple Present (always, usually, sometimes, never)	Present Progressive (right now, at the moment)
Example: I usually eat breakfast.	Example: Right now, I'm eating breakfast.
1. The kids never wake up early	1. The cat is going to eat something right now
2. The bird always sings at the morning	2. The bird is singing at the morning
3. The boss doesn't do his work	3. The boss isn't doing his work
4. Do they come to class?	4. Are they coming to the class?
5. The girls play with the ball	5. The girls are playing with the ball
6. Does Jimmy do the tasks?	6. Is Jimmy doing the task right now?
7. We don't like fast food	7. We aren't listening to this music
8. The family always is important	8. The family are visiting me
9. Sandy walks every morning in the park with her friends	9. Sandy is walking in the park with her friends
10. Does she hug her boyfriend?	10. Is she loving to spend time with her boyfriend?
11. Kamal studies at the high school	11. Kamal is studying at the high school only for this year
12. The toddlers play together all the day	12. The toddlers are playing together
13. The scientist doesn't develop the cure	13. The scientist is developing the cure
14. The women sometimes arrive late	14. The women are arriving late this week
15. The taxi driver sometimes is unkind.	15. The taxi driver is talking about his wife

Excerpt 13. Student's artifact. Lesson plan 3, April 15th, 2019. Anonymous students

In this activity, done in the mixed station configuration, students played a game with different types of cards which they had to draw from piles whilst making sentences with the present simple and present continuous tense to see the differences in the structure and use. Students worked in pairs so that they could help and correct each other's answers. As can be seen, the task was corrected and the teacher gave feedback on the mistakes. Correcting peer's work helped students gain insight into their learning abilities and become self-regulated.

Students demonstrated a generally positive attitude toward the In-class Flip strategy. One of the most significant results the question in figure 15.

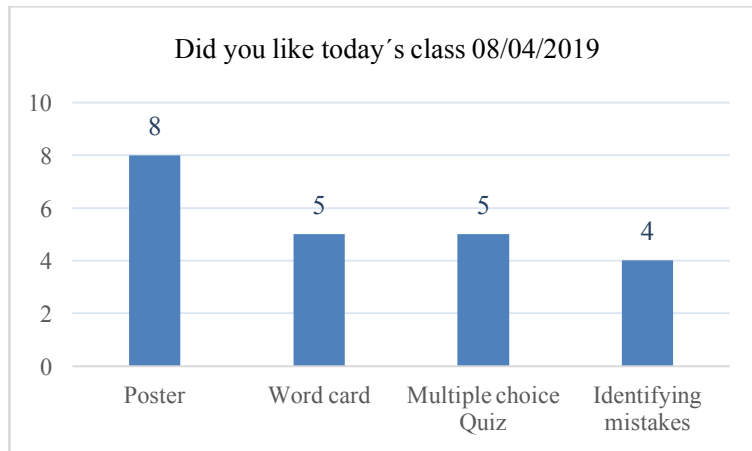


Figure 15. "Did you like today's class?"

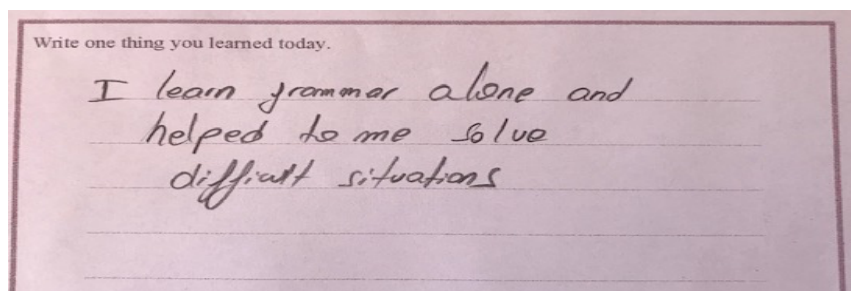
The purpose of this question was to establish whether they enjoyed the activities and which task they liked the most and why. The majority of students expressed their preference for the poster because they could interact with their peers and learn the content in a more didactic way.

5.3.2.2.1 Metacognitive strategies.

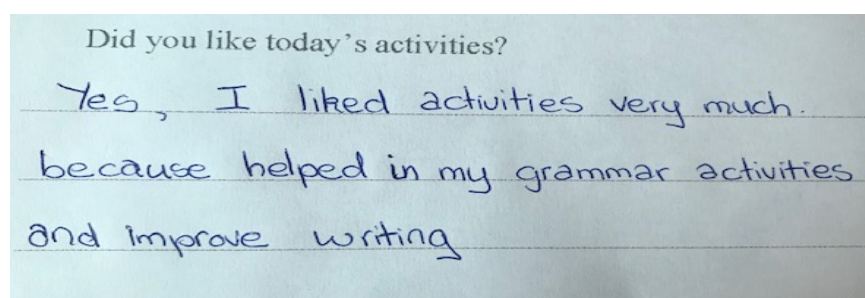
When a student reflects and thinks about their learning processes this is called metacognition (Anderson, 2002). In the process of implementation students selected and used some strategies to monitor their learning. Through the use of the self-assessment checklists, students learned to assess their learning and think about how they were progressing. During the implementation process, students began to learn how to think while they interacted with material and their peers. Students learned the ability to use strategies rather than just seeking the teacher.

Through each station, students' actions, flexibility and engagement with tasks enabled them to work individually with the checklists. Throughout the last weeks of the implementation, students showed progress in the use of strategies without help from the teacher. The activities in which students were seen attentive and engaged was in categorizing, matching and games, here students strengthened their understanding of the grammar structures. At the end of every lesson,

the students were handed an exit slip so that they could answer a question related to the content, strategy or configuration as shown in excerpt 14.



Excerpt 14. An exit slip “Write one thing you learned today”, an anonymous student Excerpt 14 was attached to the initial question “Did you like today’s activities?” to gather more information to demonstrate what students liked about the activities. An example is provided below:



Excerpt 15. Exit slip “Did you like today’s activities?” an anonymous student In excerpt 15, many students mentioned that they learned to think about what they were doing and the reason for this. Students expressed that they had never learned to do this, before, they were required to listen to instructions and engage in tasks without focusing on ‘what’ or ‘why’ of the actual process. Students noticed their progress in their self-regulatory habits and through thinking and being aware, they could reach their objectives.

An additional question was provided. The results showed that 91% of students expressed that they liked the activities, with more than half stating it assisted in their grammar writing and helped them become more independent (figure 16).

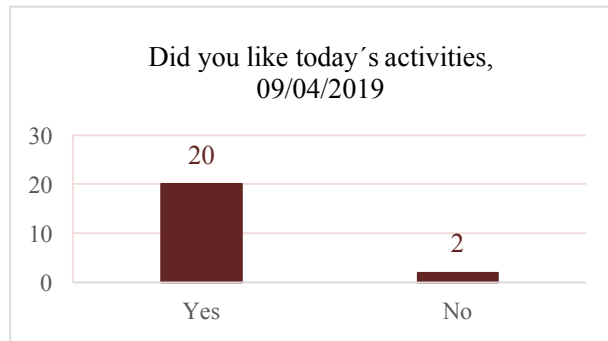
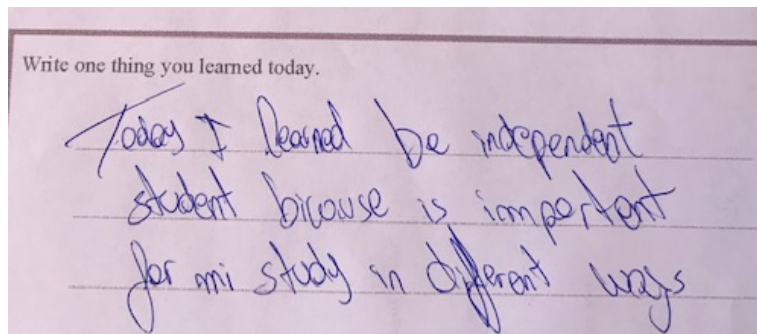


Figure 16. Results of exit slip

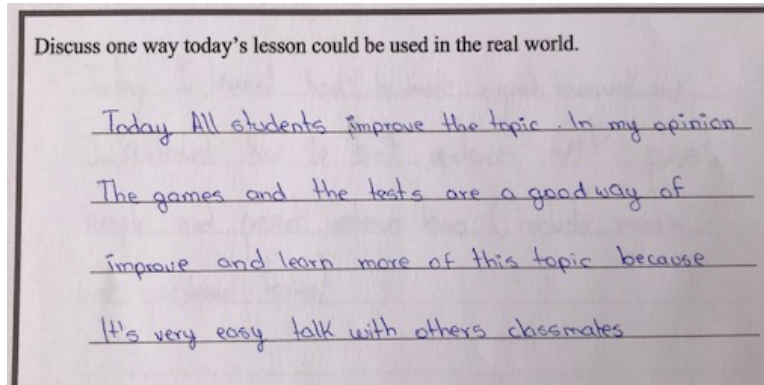
Another exit slip showed a similar view of metacognition such as in excerpt 16.



Excerpt 16. An exit slip "Write one thing you learned today", student

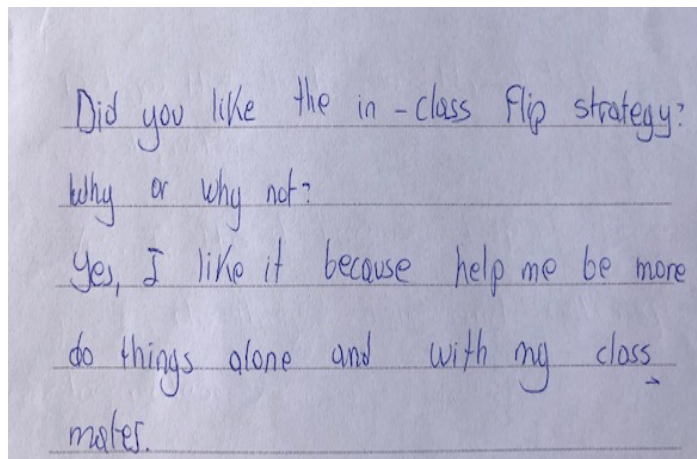
In the previous examples of what students expressed, it is clear that students experienced a sense of self-regulation within the different stages of their learning development and noticed that it was enriching.

Another example of an exit slip that represented other similar responses is given below in excerpt 17.



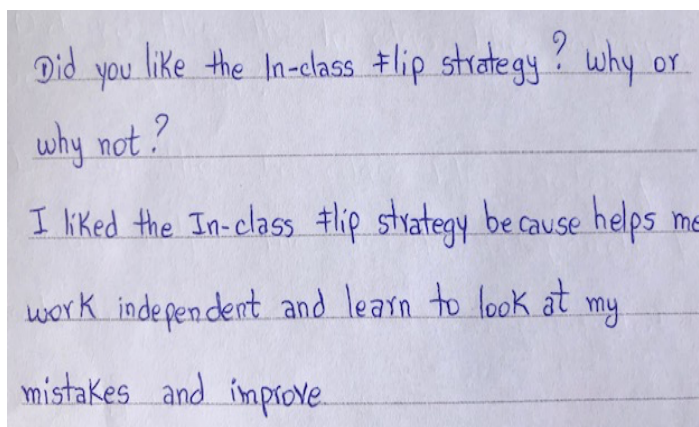
Excerpt 17. Exit slip “Discuss one-way today’s lesson could be used in the real world”, Student 2

In excerpt 17, it is clear that the use of games and tests was a positive way of helping students learn. Students also indicated that the In-class Flip made them more independent while engaging in their tasks. See excerpts 18 and 19 below:



Excerpt 18. An exit slip “Did you like the In-class Flip strategy? Why or why not”, anonymous student.

In the question, “Did you like the In-class Flip strategy?”, more than 50% of students explained their reasons for their preference for learning in a more critical thinking process. The reasons why they preferred it is in the following excerpt:



Did you like the In-class Flip strategy? Why or why not?

I liked the In-class Flip strategy because helps me work independent and learn to look at my mistakes and improve.

Excerpt 19. An exit slip “Did you like the In-class Flip strategy? Why or why not”, anonymous student.

The results of the exit slips helped determine whether the In-class Flip became popular among the students and the reasons for this. It is clear that apart from the fact that they enjoyed all the In-class Flip features and configurations, they learned from the process.

5.3.2.2.2 *Monitoring and problem-solving*

According to Chamot et al. (1989), learning strategies such as self-monitoring, are ways in which students can understand meaningful input, process it, remember and extract new information. Additionally, Chang (2007) says that the importance that self-monitoring has upon students' self-regulation is high and helps to assess their work by being aware of what they are learning and whether they are reaching their goals. The students were happy looking at their progress as they checked their work through self-correction and allowing others to assess their work. Moreover, by problem-solving the difficult situations, there were signs of self-regulation. Example checklists that students completed and used to assess their work are illustrated below.

1	I am able to follow instructions efficiently without supervision	<input checked="" type="checkbox"/>
2	I stayed focused	<input checked="" type="checkbox"/>
3	I am able to work on my own without help from the teacher	<input checked="" type="checkbox"/>
4	I am able to use both tenses without difficulty	<input checked="" type="checkbox"/>
5	I have proofread my work and have corrected some mistakes	<input checked="" type="checkbox"/>

Excerpt 20. Self-assessment checklist. Lesson plan 3, April 15th, 2019. Anonymous student

This checklist demonstrates how students began the whole process. Students were encouraged to be honest and were told that their responses were anonymous. As can be seen in excerpt 20, in the beginning, the majority of students admitted to not following instructions correctly, and to needing help and assistance from the teacher. Only a small percentage of students marked 'I can use both tenses without difficulty', which indicates that in the first couple of lessons, a minority still had problems with the use of these structures. Concerning their self-regulation, they considered that they still needed more guidance with tasks.

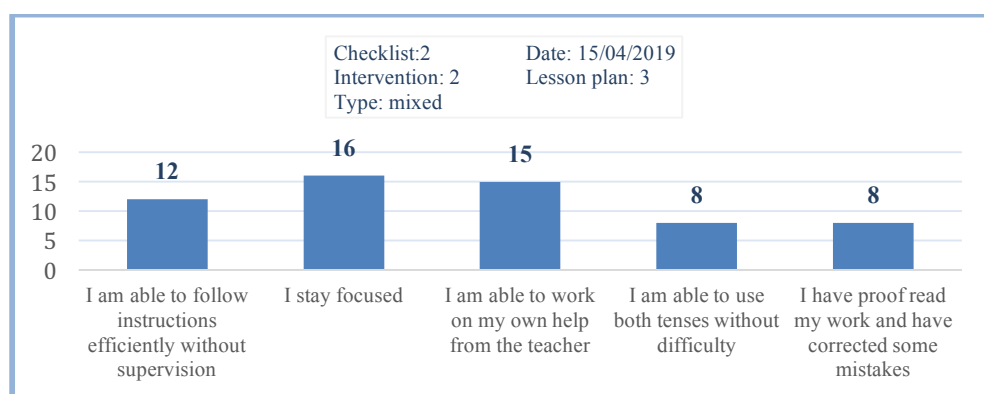
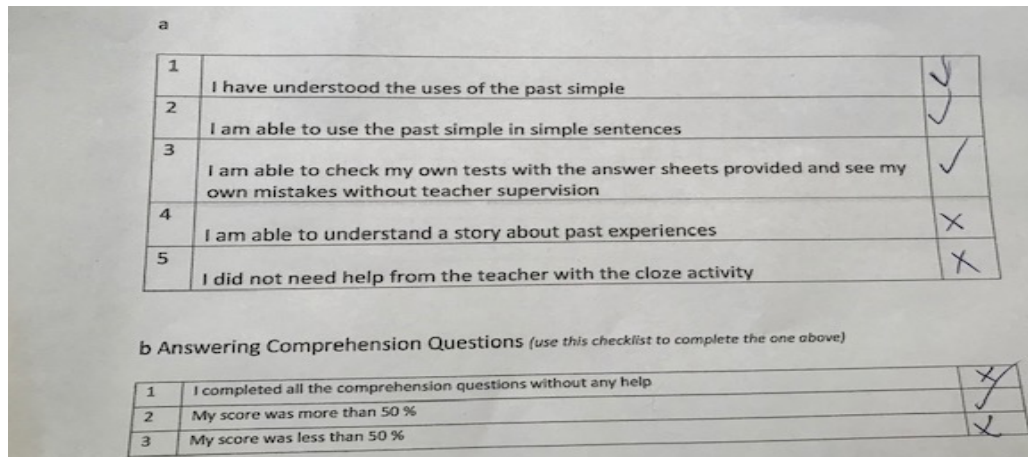


Figure 17. Results of the self-assessment checklist

54% of students believed to follow instructions correctly, which means that the other percentage indicated that they still had problems with this aspect. However, at this stage in the process (lesson three), 36% of students indicated that they were able to use both tenses without difficulty, the majority still had problems with both tenses. Additionally, 36% of students expressed that they proofread their work.



Excerpt 21. Self-assessment checklist. Lesson plan 5, April 22nd, 2019. Anonymous student

In this checklist, more than half of the students chose ‘I am able to check my own tests with the answer sheets provided and see my own mistakes without teacher supervision’, which shows that students, at the fourth lesson, considered that they were autonomous in their learning. However, most students agreed that they still needed help when completing comprehension questions. The results are in the figure below:

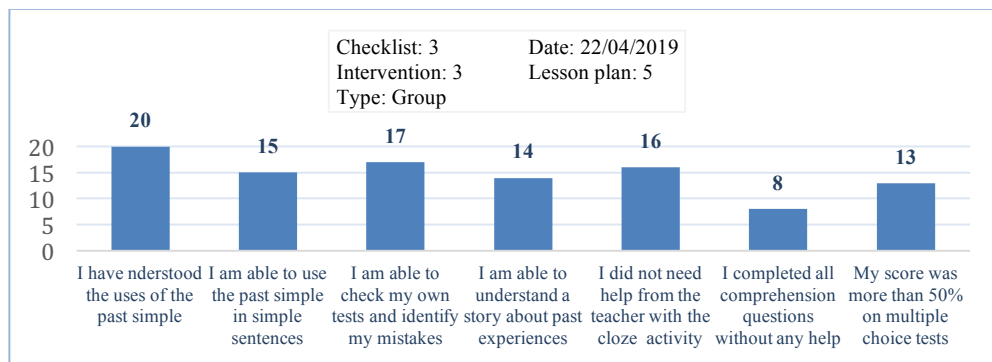


Figure 18. Results of the self-assessment checklist

At this stage of the intervention it is clear that students show that they are mastering content relating to the grammar activities whilst acquiring self regulatory habits. The results clearly show that 90% of students believe that they have mastered the uses of the past simple. However, only 36% of students could complete the comprehension questions without any help

which indicates that more feedback was needed. Lastly, students calculated the overall scores of their multiple-choice tests and 59% obtained a score superior to 50%.

1	I have included a variety of sentences in both tenses	✓
2	I am able to use the past simple past in simple sentences	✓
3	I am able to use the past continuous in simple sentences	✓
4	I am able to use both without difficulty	✗
5	I have proofread my draft and have corrected some mistakes	✓

Excerpt 22. Self-assessment checklist. Lesson plan 6, April 23, 2019. Anonymous student

In this checklist, most students chose number five “I have proofread my draft and have corrected some mistakes” which indicates that students were beginning to do an activity which they would not normally do without having being told to do so. This shows that students were gradually becoming independent learners and realized that they were implementing these strategies. The results of this checklist are in the figure below:

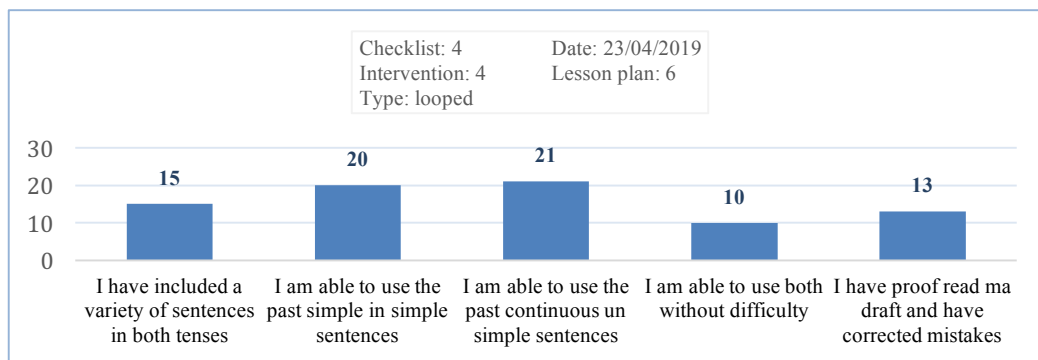


Figure 19. Results of the self-assessment checklist

As it can be visualized, 95% of students indicated that they were able to use the past continuous in basic structure forms. Additionally, a high 91% indicated that they were able to use the past simple in basic structures. This demonstrates that, as the lessons progressed, students’ grammar improved. Even though these results reflect what the students believed, it is

still a valuable tool to have more insight as to whether in fact, the In-class Flip had a positive influence on their grammar and self-regulation (Appendix L).

5.3.3 Students' self-regulatory characteristics.

Self-regulatory characteristics are those that arise through implementing learning strategies that foster self-regulation, these traits can be self-awareness and certain behaviors that students can develop. The In-class Flip made a significant impact on their self-regulation and behaviour, which was showed through interaction, tasks, observation and by their answers in the last exit slip.

According to the exit slip responses with regards to the question, “Did you like the In-class Flip strategy? Why or why not? What things did you like/dislike about it?” Most students reported that the In-class Flip strategy helped them to become more “responsible” and “aware” of their learning experiences. One student said, “I liked the In-class Flip because helped me be more responsible with my learning”, another said, “I loved the In-class Flip method because I am aware of more things now and feel I can do more activities with no problems.” (Excerpt 4. An exit slip “Did you like the In-class Flip strategy? Why or why not? Anonymous student.)

Therefore, the strategy of the In-class Flip helped students develop these self-regulatory traits. Students engaged in active roles surrounded by opportunities to use metacognitive strategies, which made them realized that making mistakes and reflecting upon these are a constant meaningful process in learning (Zimmerman, 1989). As seen in excerpt 23, during the semi-structured interview before the implementation, a student stated that they needed strategies to help them become independent learners. Even though these excerpts were examples from the needs analysis stage, students' insights beforehand can be seen and considered as valuable toward the objective of self-regulation.

“Yo por ejemplo no me considero autónomo pues hay muchas cosas que no se entiende y uno necesita ayuda por ejemplo poder utilizar estrategias específicas en casa para aprender más de gramática o vocabulario y cumplir objetivos que uno se propone.” Student 4

Excerpt 23. Semi-structured interview. Question 5. Student 5 March 25th, 2019

“For example, I do not consider myself autonomous because there are many things that are not understood and one needs help, for example, to be able to use specific strategies at home to learn more about grammar or vocabulary and meet objectives that one sets out.” Student 4

Excerpt 24. Semi-structured Interview translation into English. Question 5. Student 5 March 25th, 2019

Most students in this particular interview expressed that they were autonomous even though some responded without really understanding what autonomy is, as in excerpt 25. This helped to have an overall view of some students’ mindsets while addressing the ‘real’ situation which was a lack of autonomy.

“Por ejemplo cuando yo buscaba paginas de internet, ahí entraba y buscaba y se puede repasar el inglés eso es una manera creo de ser autónomo.”

Excerpt 25. Semi-structured interview. Question 3. Student 1 March 25th, 2019

Even though students believed to be autonomous, the response shows that the student was not quite certain of what autonomy was, which was the position observed in other students who responded the same. This revealed the necessity to teach certain strategies such as a checklist and to give feedback to their peers on their work.

5.3.3.1 Independent functioning.

By providing situations in which learners can develop self-monitoring skills, students will become more independent. According to Quigley, Muijs, and Stringer (2018), when students are independent learners, there is an increase in their overall learning. The author also states that working independently is to be able to monitor one’s progress and engage in self-evaluation. In

the beginning, students affirmed that they were not able to follow instructions independently (checklists within the first three weeks of the implementation).

Therefore, students needed guidance until they adapted to new situations such as this one, which required students to do a lot of reading to understand and carry out the activities. Students needed to develop more self-awareness to work independently and understand instructions and the tasks (these students were accustomed to teacher centered classrooms). Students showed self-monitoring skills when they engaged in self-assessment through persona checklists, self-correction (with the multiple-choice and cloze tests) and checklists.

On some exit slips, students manifested that they learned to work more autonomously through the checklists and other activities that required to give feedback and peer support. The following checklist was available to check their peer's written email. The excerpt 27 is a checklist that a student used to assess a travel blog done by their classmate.

The student is able to:		
1	Incorporate the two tenses with some or no difficulty	✓
2	Write how they felt about their experience by using the two structures learned	✓
3	Write what they saw and did in the blog	✓
4	Write about who they saw and what they talked about	✓
5	The two tenses are without mistakes	✗

Excerpt 27. Self-assessment checklist. Lesson plan 8, May 6, 2019. Anonymous student

Excerpt 28 is another checklist of a student who assessed themselves based on the completion of unit 2 (working with the book in the different flips and station rotation configurations).

REVIEW YOUR PROGRESS

How well did you do in this unit? Write 3, 2 or 1 for each objective.
3 = very well 2 = well 1 = not so well

I CAN ...

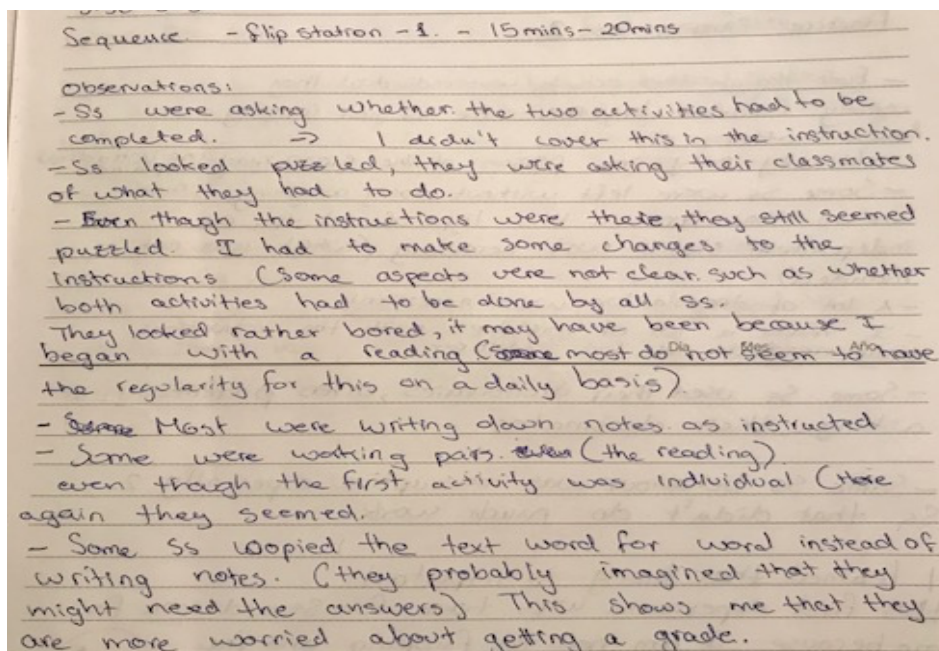
Talk about past holidays	3
Describe difficult journeys	2
Ask for information in a public place	3
Write a travel blog	1

Excerpt 28. Students' artifacts. Lesson plan 6, April 23, 2019. Anonymous student (Doff et al., 2015).

Students had completed all the parts of unit two from their books which covered the past simple and past continuous within the loop flip that consolidated their learning.

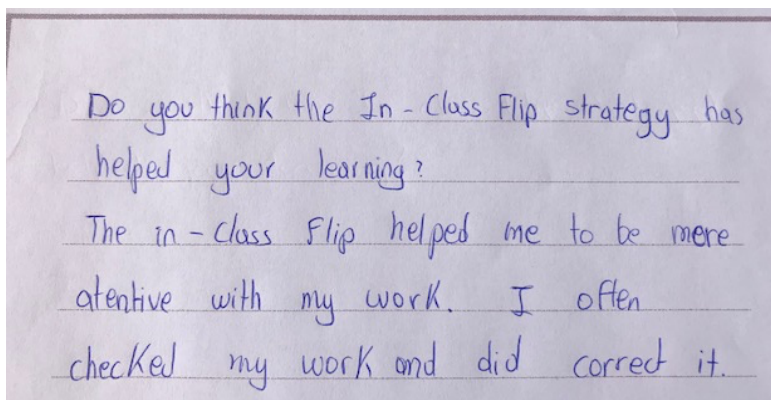
5.3.3.2 *Self reflection.*

According to Yang (2010), self-reflection is a way in which a student can engage in problem-solving activities through their mental thinking processes. Students learned to self-reflect after they engaged in their activities through exit slips. The exit slips helped them to think about different aspects of their learning and reflect on whether their learning developed. Through individual and peer activities, students showed their capacity in self-reflection by reviewing their work through the use of self and peer assessment checklists. Additionally, through activities such as poster presentations, students reflected on whether they understood the use of that particular structure. An excerpt of the teacher's observation notes will be illustrated along with a brief summary of the observations.



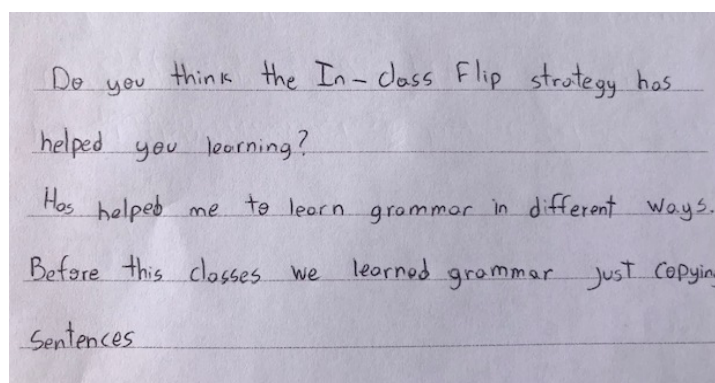
Excerpt 29. Teacher's observation journal, Lesson 1. April 8th, 2019

This image was taken from the teacher's observation notes which shows difficulties including students misbehaving, and negative attitudes toward the In-class Flip and the station rotation model configuration on this first day. Many students were uncomfortable seemingly because they were used to the teacher giving instructions before any activity and showing the grammar on the whiteboard. When they encountered these new experiences (they were required to read the instructions and the information to learn), they looked rather confused and unwilling to follow the process of the sequenced configuration. However, as time progressed, and they engaged in many tasks that required reading instructions, filling out checklists and finalizing with exit slips, it gradually was appealing to them. This had a high impact on their learning and self-regulation, as in the student's excerpt below.



Do you think the In-class Flip strategy has helped your learning?
The in-class Flip helped me to be more attentive with my work. I often checked my work and did correct it.

Excerpt 30. An exit slip “Do you think the In-class Flip strategy has helped your learning?”. Anonymous student.



Do you think the In-class Flip strategy has helped you learning?
Has helped me to learn grammar in different ways.
Before this classes we learned grammar just copying sentences

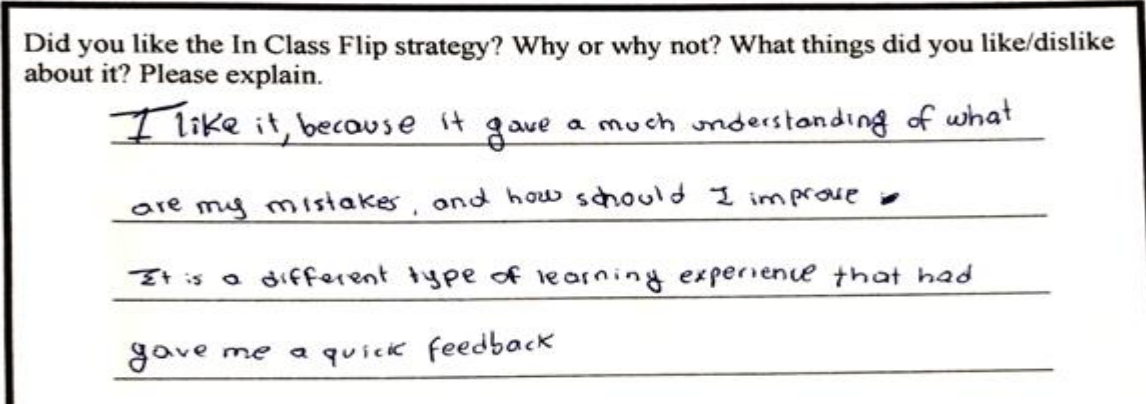
Excerpt 31. An exit slip “Do you think the In-class Flip strategy has helped your learning?”. Anonymous student.

In the teacher’s observation journal, detail of their facial expressions, body language, and attitudes was recorded to understand their behaviour in terms of their self-regulation (appendix I). In the journal, there is a table displaying a summary of the observations that took place and how the organization, instructional activities, activities and exercises, presentation skills, rapport, and clarity impacted on student learning and self-reflection.

5.3.3.3 Students' self awareness

During the process of implementation, most students acquired new skills produced self-awareness. They were aware of the notion of time and how that was expressed through the content available in grammar form. Even though self-awareness cannot be seen by mere observation, the results were displayed in their answers in the exit slips in which students realize the retention of information through tasks when they focus on a particular aspect.

When the exit slips were given to the students at the end of the class, students were encouraged to be as honest as possible with the questions posed. Students gave their opinions and reasons on the strategy as in excerpt 30 which is a positive reflection toward the In-class Flip.



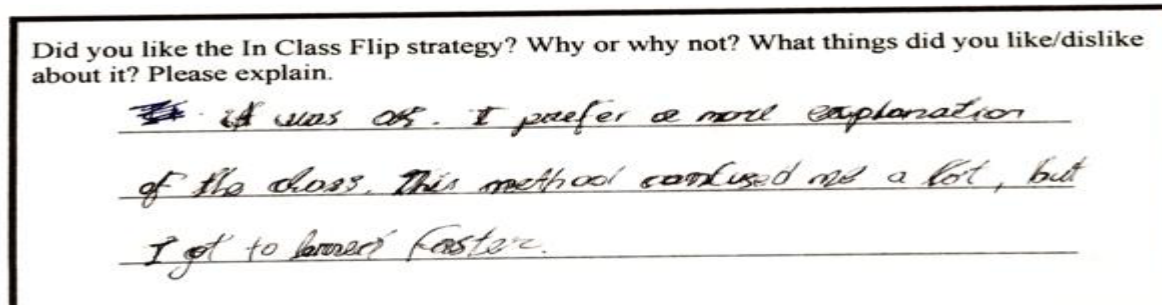
Did you like the In Class Flip strategy? Why or why not? What things did you like/dislike about it? Please explain.

I like it, because it gave a much understanding of what
are my mistakes, and how should I improve

It is a different type of learning experience that had
gave me a quick feedback

Excerpt 32. An exit slip "Did you like the In-class Flip strategy? Why or why not? What things did you like/dislike about it?" Anonymous student

This is evidence that the strategy has a significant impact on student learning in many ways. Even though some students answered 'no' to the initial question, the majority agreed that they did in fact like the In-class Flip as a strategy for learning.



Excerpt 33. An exit slip “Did you like the In-class Flip strategy? Why or why not? What things did you like/dislike about it?” Anonymous student

The exit slip was given on the last implementation session, which was based on whether they liked this strategy, a figure was created to show how many students approved it.

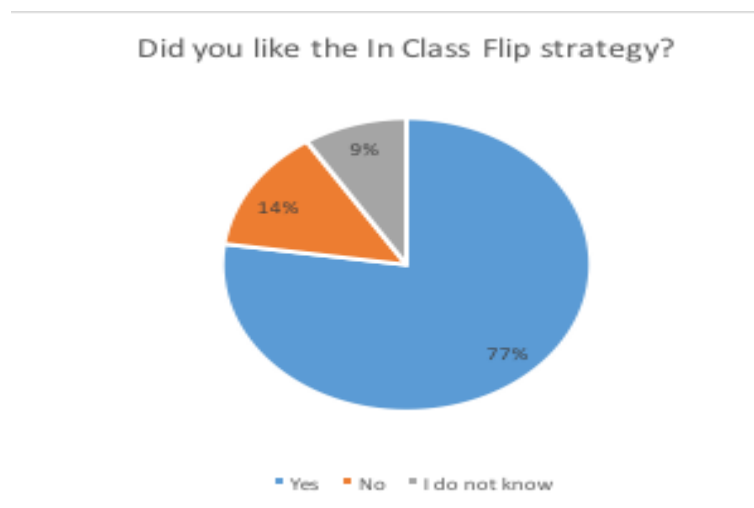


Figure 20. The exit slip given to students at the last intervention

This figure shows that the In-class Flip is preferred to what they were accustomed to. It also demonstrates that students felt their progress. The exit slips presented demonstrate the effect of the In-class Flip on the environmental context, flexibility, time and space, EFL content, metacognitive strategies and self-awareness of the students. On these terms, the findings of the students' perceptions provided by lead to the conclusion that there was an overall improvement of self-regulation and grammar. The checklists were also a positive aspect of their self-monitoring skills, awareness and problem-solving.

5.4 Conclusion

The complete results of the pre and posttests demonstrated that the In-class Flip strategy help to improve grammar in students. The In-class Flip helped students in their self-regulation and strengthened other skills such as speaking.

The results through the category encoding process showed that students' self-regulatory habits improved and that self-monitoring skills were consolidated. Even though the length of time for the implementation was minimal, the different tasks and instruments incorporated were influential enough to make a significant change in students' learning and autonomy. The implementation of checklists and exit slips promoted self-regulation and improved their overall autonomy. Students gained self-monitoring skills, self-awareness and problem-solving skills, which indicates that In-class Flip helped students reach their learning goals.

Chapter 6: Conclusions and Pedagogical Implications

6.1 Introduction

The research questions “Does the In-class Flip strategy improve grammar in students?” and “Does implementing the In-class Flip strategy affect self-regulation in the process of self-monitoring?” were explored to find out whether the In-class Flip made an impact in both grammar and self-regulation. The evidence in the previous chapter demonstrates that there was an improvement in students’ grammar and self-regulation.

6.2 Comparison of results with previous studies’ results

This study examined the effects the In-class Flip had on grammar and self-regulation and used it with the station rotation model and the solo, duo and group Flip. Using this strategy helped students become more self-aware and be more responsible for their learning. Through different environmental circumstances and appropriate materials, students’ grammar improved in a significant way.

Self-regulation became the first feature that was consolidated in students through their work. Also, they displayed collaboration and self-monitoring skills when they corrected their work such as the tests and quizzes they completed. This confirms the study done by Seery (2015) which mentions that the In-class Flip within the Flipped learning approach framework can influence students’ motivation grade results and self-regulatory habits. The only differentiating factor was that the videos in Seery’s study were watched at home while in the current study they were watched during class.

Also, other studies such as of Santosa (2017) also confirmed that the connection of the four pillars within the Flipped learning environment had a considerable effect on students’ learning development. Correspondingly, in this current research study, the higher-order thinking

skills used in certain tasks such as comparing tenses and categorizing them with flashcards made a significant impact on students' cognitive skills. In both studies, there was more self-reflection and the opportunity to self-monitor.

Moreover, an increase of engagement during class and higher learning development was noticed in other studies such as ones implemented by Fathy et al (2017) in which the Flipped learning approach showed to be successful. In the current research study, the results of student behaviour and their engagement were witnessed by the teacher/researcher in which the impact on students' self-reflection was evidenced. (for detailed information go to appendix I, teacher's observation journal).

Additionally, Hwang et al. (2015) found that within the Flipped learning environment students could engage successfully in tasks while dedicating time to practice. What they suggest seems well-founded because it echoes the current study's findings where students developed many self-regulatory skills by engaging, practicing and dedicating time to each task effectively.

In the Flipped learning approach, the aspects of the four pillars such as flexible environment, learning culture, intentional content and professional educator were corroborated through Garay and Torregrosa's (2016) study in which these aspects had a positive influence on students' autonomy.

In Ramirez and Diaz's (2018) study, it was demonstrated that student's writing skills were consolidated as well as their self-regulation through the In-class Flip configurations implemented which supports the results of this current study. Also, Ramirez (2018b) in which the researcher suggested that the In-class Flip helps students develop self-awareness. Likewise, the same process occurred in this study where students became more aware of their learning leaning then to more autonomy with also positive comments toward the end of the class on their exit slips.

6.3 Significance of the results

The results and findings of this current research demonstrated that the In-class Flip strategy helps promote self-regulation and improve grammar aspects. It was clear through the results that students formed habits that they did not have before such as proofreading their work, assessing their assignments through checklists which were outlined in the core category in the previous chapter. Students developed these self-regulatory characteristics due to the impact of the environmental factors, especially the station configuration model which helped students engage with others effectively. The results suggest three conclusions:

First, students developed self-regulation due to the facility to work with certain strategies guided by the teacher within the In-class Flip model. This was evidenced not only through teacher observation but through the students' reflections on the exit slips. Within the In-class Flip strategy, students were able to help, assess and learn from each other through different activities. Correspondingly, students gained independence through the ease of working flexibly through stations or tasks.

Second, students received certain content material based on their needs which in the end produced self-monitoring skills. The material included was a variety of multiple-choice type tests, matching exercises and categorizing. The In-class Flip allows for the tasks to be given in different ways such as accessing material at different intervals. In this way, students not only focused on the particular material they had in front of them but also decided how and when to access it depending on the configuration of that lesson. The type of content material presented to them allowed students to be challenged enough to either advance or strengthen their current skills. This produced in them independence because students worked on certain tasks on their own and began using their metacognitive skills to fulfill their objectives.

Lastly, the self-regulatory traits that were attained were all due to the independent functioning that they acquired through the environmental factors talked about in the previous chapter, the EFL student content materials along with the different metacognitive strategies used.

6.4 Pedagogical challenges and recommendations

Teachers from all countries are dealing with many pedagogical challenges regarding the improvement of the four skills. One of the main factors in our local context is transforming self-regulatory habits into positive experiences. Many students need more support in terms of autonomy and ways they can become self-directed students so that they can reach their goals and objectives in almost anything.

There were some major challenges faced by the teachers and students during the implementation. One of the main ones was the adaptability of students in the transition period (the first couple of weeks of the implementation). The second challenge faced was the organization of the material chosen by the teacher. The last challenge was the difficult task of working with the book in parallel with using the In-class Flip. The following figure shows these challenges.

Challenges experienced during the implementation period

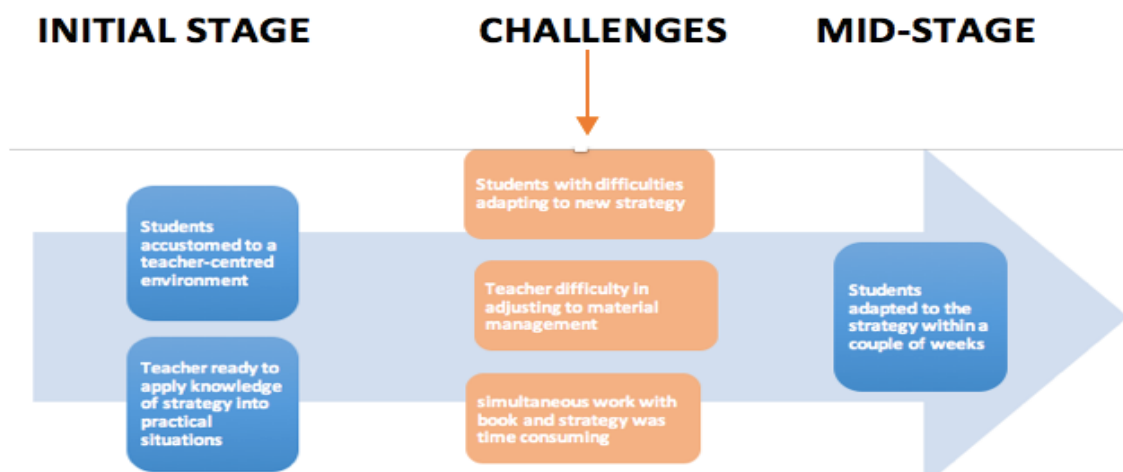


Figure 21. Timeline of pedagogical challenges faced during the implementation phase

In the initial stage, in which students initially showed dependency upon the teacher to give instructions. In this initial stage, the teacher applied knowledge of the strategy to the classroom setting. Next, the ‘challenges’ stage consisted of the difficulties experienced by both the student and teacher during the first couple of weeks. The first one was the students’ adaptation to the new setting which was manifested by their reluctance to work on tasks and move to and from stations, their inability to follow simple instructions which they received in written form.

Another challenge was the teacher’s management of both the content of the book and all that the In-class Flip involved: lesson planning, organizing and managing video/audio materials as well as flashcards and so forth. This caused stress in the teacher and consumed a lot of time which could have been spared. In the mid-stage however, students indicated contentment with the strategy.

To comply with the hours spent on the book, the time had to be meticulously managed so that students finish their workbooks and the tasks needed to be accomplished through the In-class

Flip strategy within the station non-station rotation settings. During the third week of the implementation, students began to show indications of satisfaction and responsibility which were expressed through the exit slips.

6.5 Research limitations on the present study

It is important to consider limitations of this study which had an impact on the overall research such as the adaptation period for the students and teachers, the time frame chosen for the study and the selection and use of content material by the teacher. First, in the beginning, there was a transition phase in which students needed to adapt to the new circumstances and get accustomed to the new material, while they moved through the stations in the solo, duo and group flips. After a couple of weeks, students began to show indications of positive attitudes toward the whole process (this was gradually observed by their remarks, facial expressions, and body language). Additionally, for the teacher, there was also the same adaptation period to the organization of the lesson plans; the selection and use of content material.

Second, the time frame chosen for the study seemed to be too short for the amount of time required to see more results, unfortunately, this was not considered before applying the In-class Flip. During the implementation, when weeks passed by, students were adapting to the variety of materials and configurations and flips available to meet their needs. When the five weeks had ended, some students reported that they would have liked more time to improve their grammar in between units (every unit included one to two grammatical structures). In the long term, the results would have possibly been even higher in terms of grammar and in self-regulatory habits. Even though the study could have been longer with more interventions, improvements in students' grammar and self-regulation were accomplished. An optimal period

could be a whole semester consisting of 5 months with more observations and adjustments that can allow perceiving behavior patterns and trends in learning abilities.

Finally, regarding the content material chosen, choosing appropriate material took many hours because it had to be turned into tasks that met the students' needs'. The teacher was compelled to look for the most appropriate materials so that these activities (especially the multiple-choice tests) would provide the best possible knowledge and instruction. This procedure would cause stressful moments to the teacher because the materials were to be placed in every station so it had to be as didactic as possible. This tedious exercise took too much time whereas time could be spent on organizing the stations and its activities.

6.6 Further research

Future research on the In-class Flip must be done even though there were positive results that emerged from the data of this current research. In grammar being a sub-skill, it needs more attention in these kinds of settings (station and non-station work) and even though it has been thoroughly explored in other contexts, it has not been specifically connected in relation to the In-class Flip itself. Moreover, the teacher should research a more meaningful approach to grammar, which could help in the enrichment of the students' experience with the In-class Flip, not only for self-regulation but also for other sub-skills. Some further research could focus on grammar directly and how the In-class Flip can influence students' skills.

Another important factor that should be researched on is the transition period of the students to adapt to the different environments that the In-class Flip brings. As it was reported in chapter five, many students reported to have felt overwhelmed at the beginning. Similarly, the teacher made comments that students found it difficult to adapt to the new strategy.

Furthermore, another aspect that needs to be taken into account is the design of materials. Even though teachers design materials themselves or find alternative content online, there needs to be more research on the effectiveness of the materials and content provided to students. This could assist teachers, giving them more insight to improve the design of the content material. Teachers can then adapt the material with more ease while at the same time it provides students with appropriate tasks that will build their self-regulation and grammar.

6.7 Conclusion

The findings in this current research showed that using the In-class Flip strategy self-regulation can be fostered in students as well as the improvement of grammar. As students worked through and applied metacognitive strategies, they learned to be more independent without having to resort to the teacher. This allowed students to gain self-directed attitudes and allowed to improve the learning atmosphere by producing more cooperation and interrelationships.

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Appendix A: Consent Letter

Consentimiento para participar en un estudio de investigación para estudiantes de la Modalidad Extensión del Centro de Idiomas de la Escuela Superior Politécnica de Chimborazo (ESPOCH)

Tema de la investigación: The In-class Flip strategy for developing grammar skills while fostering self regulation (La estrategia del In-class Flip para desarrollar habilidades gramaticales mientras se fomenta la autorregulación)

Investigadores: Soraida Grimaldos Urrea

Departamento: Idiomas

Phone: 0987973199

Introducción

- Se le pide que participe los estudiantes en un estudio de investigación de “The In-class Flip strategy for developing grammar while fostering self regulation” (*La estrategia del In-class Flip para desarrollar habilidades gramaticales mientras se fomenta la autorregulación*)
- Usted fue seleccionado como posible participante porque forma parte del programa de inglés en el Centro de Idiomas Modalidad Extensión (ESPOCH)

Le pedimos que lea este formulario y haga cualquier pregunta que pueda tener antes de aceptar estar en el estudio.

Propósito de la investigación

- El propósito del estudio es ver si la estrategia del In-class Flip tiene un impacto positivo en el aprendizaje de gramática en inglés y en su autonomía.
- En última instancia, esta investigación puede presentarse como un artículo científico en el futuro próximo.

Descripción de los Procedimientos del Estudio

- Si acepta participar en este estudio, se le pedirá que haga lo siguiente: participar en este estudio durante un período de 5 semanas 3 horas a la semana, participar en grupos focales, observación directa, un examen de diagnóstico inicial para evaluar conocimientos y un post-test para analizar si los resultados se lograron.

Riesgos / molestias de estar en este estudio

El estudio tiene los siguientes riesgos. Algunos estudiantes puede ser que no alcancen a terminar sus actividades durante clase.

Confidencialidad

Este estudio es anónimo. No recopilaremos ni conservaremos ninguna información sobre su identidad.

- Los registros de este estudio se mantendrán estrictamente confidenciales. Los registros de investigación se mantendrán en un archivo bloqueado y toda la información electrónica será codificada y asegurada usando un archivo protegido por contraseña.

Derecho a formular preguntas y a reportar inquietudes

- Usted tiene el derecho de hacer preguntas sobre este estudio de investigación y de tener esas preguntas respondidas por mí antes, durante o después de la investigación. Si tiene alguna duda sobre el estudio, en cualquier momento no dude en ponerse en contacto conmigo, Soraida Grimaldos Urrea en liberatiohumanitas@gmail.com o por teléfono al 0987973199.

Consentimiento

- Su firma abajo indica que usted ha decidido ser voluntario como un participante de investigación para este estudio, y que ha leído y entendido la información proporcionada anteriormente. Se le dará una copia firmada y fechada de este formulario para guardar, junto con cualquier otro material impreso que los investigadores del estudio consideren necesario.

Nombre del sujeto: _____

Firma del sujeto: _____

Firma del investigador: _____

Source: (Liliana Cuesta Medina, 2017).

Appendix B: Carta de acceso solicitando permiso para conducir la investigación

Riobamba, marzo 26 de 2019
Centro de Idiomas (ESPOCH)
Lic. Washington Mancero
Director del Centro de Idiomas ESPOCH

Me place extenderle un cordial saludo. Yo, Soraida Grimaldos Urrea con cédula de identidad 060561764-6, estudiante de la Maestría: Didáctica del Inglés para el aprendizaje autodirigido en la Universidad de La Sabana (Chia, Colombia), solicito el debido permiso de Usted para realizar mi Proyecto de Tesis en el Centro De idiomas Modalidad Extensión (ESPOCH), lugar donde laboro, con el objetivo de obtener información que me permita desarrollar el proyecto de trabajo de maestria.

El tema propuesto de mi investigación es: The In-class Flip strategy for developing grammar skills while fostering self regulation. (La estrategia 'In-class Flip' para desarrollar habilidades gramaticales mientras se fomenta la autorregulación.)

Los objetivos del estudio son:

- (a) Determinar si la estrategia 'In class-Flip' desarrolla la gramática en los estudiantes
- (b) Si influencia la autonomía de los estudiantes

Si necesita más información, no dude en ponerse en contacto conmigo o con mi supervisora.

Nuestros datos de contacto son los siguientes:

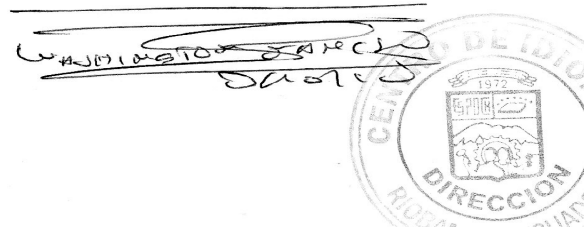
Profesor: Lic. Soraida Grimaldos Urrea 0987973199

Mgs. Martha Ramirez +57 318 7853922 (Colombia)

Con saludos cordiales y a tiempo de agradecerle su atención a esta solicitud.

Atentamente,


Lic. Soraida Grimaldos Urrea



Appendix C: Needs Analysis Questionnaire

CENTRO DE IDIOMAS MODALIDAD EXTENSIÓN

The In-class Flip strategy for developing grammar while fostering self regulation

Survey

Level III EFL Students

Esto es una encuesta estudiantil que tiene la intención de obtener sus percepciones de los aspectos relacionados a la gramática en inglés. Esta encuesta está dirigida a estudiantes de nivel III (B1) de la Modalidad Extensión del Centro de Idiomas (ESPOCH) Riobamba, Ecuador. Lo que se medirá en esta encuesta es el uso tecnológico en clase, preferencias gramaticales, antecedentes educativos y hábitos autónomos.

Me gustaría agradecer de antemano su participación en este estudio que es ampliamente apreciado y ayudará a contribuir a los estudios e investigaciones en el campo de la gramática y autonomía. Esta encuesta y otras técnicas de recopilación de datos se utilizarán estrictamente sólo con fines educativos y no serán divulgadas sin autorización.

Este cuestionario tiene una duración de aproximadamente 20 minutos.

SECCIÓN 1: Información personal

INSTITUCIÓN:	
TIPO DE INSTITUCIÓN	Pública () Privada ()
EDAD:	18-21 () 22-25 () 26+ ()
FECHA:	
NIVEL DE INGLÉS:	Básico () Intermedio () Avanzado ()
CIUDAD:	
ETNIA:	Blanco () mestizo () afrodescendiente () indígena () otro ()

SECCIÓN 2: Aspectos demográficos**Seleccione la respuesta que aplica para usted**

1. En qué tipo de colegio estudió la secundaria?
 - Público
 - Privado
2. Indique el sector en donde vive
 - Campo
 - Ciudad

SECCIÓN 3: Accesos Tecnológicos

3. Tiene acceso a internet en casa?
 - Sí
 - no
4. Qué tipos de herramientas tecnológicas tiene? (Smart phone, Tablet, computer, laptop, etc.)
 - Smart phone
 - Tablet
 - Computer
 - Laptop
 - Ninguna de las anteriores
5. Ha usado alguna herramienta tecnológica para aprender el inglés en algún momento?
 - Sí
 - No
6. Si su respuesta es afirmativa en la pregunta anterior, donde usó esta herramienta tecnológica? (Si su respuesta fue negativa no conteste esta pregunta). _____

Marque con una X en la opción que más se acerca a su opinión y responda el porqué

		Totalmente en desacuerdo	En desacuerdo	Ni en desacuerdo ni de acuerdo	De acuerdo	Totalmente de acuerdo	Porqué?
7	Me dificulta escribir oraciones en diferentes tiempos gramaticales p. ej.(presente perfecto vs pasado simple)						
8.	Me gusta la forma en que aprendo gramática en estos momentos						
9.	Me considero un estudiante en las cuales usa estrategias propias en el proceso de aprendizaje						
10.	Me considero un estudiante en las cuales usa estrategias propias de monitoreo en el proceso de aprendizaje						
11.	Me propongo objetivos para mis actividades de aprendizaje						
12.	Cuando no entiendo las instrucciones de alguna actividad le pregunto a mi profesor/a de forma inmediata						
13.	Busco información para hacer mis deberes fuera de clase aun cuando mi profesor/a no me ha indicado hacerlo						
14.	Busco información después de clases sobre el tema tratado para						

	mejorar mi aprendizaje						
15.	Se me hace difícil escoger una actividad cuando mi profesor/a me da opciones						
16.	Identifico fácilmente mis debilidades y fortalezas en la comunicación escrita en inglés						
17.	Uso herramientas de evaluación propias para evaluarme en el proceso de aprendizaje						

Source: Author's creation based on Universidad Técnica Particular de Loja, 2016.

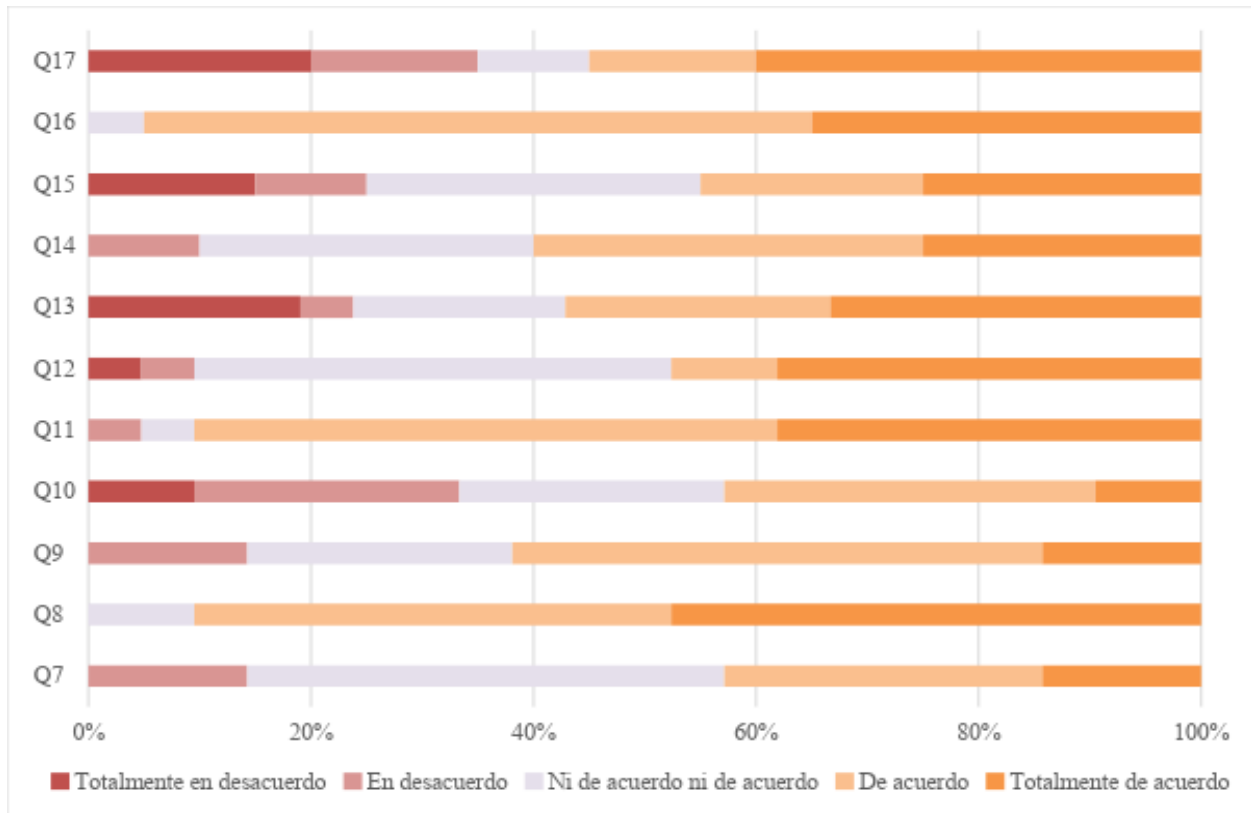
Appendix D: Sample of a Student's Survey

		Totalmente en desacuerdo	En desacuerdo	Ni en desacuerdo ni de acuerdo	De acuerdo	Totalmente de acuerdo	Porque?
7.	Me dificulta escribir oraciones en diferentes tiempos gramaticales p. ej. (presente perfecto vs pasado simple)				X		Porque se me pierden los verbos, es complejo.
8.	Me gusta la forma en que aprendo gramática en estos momentos					X	Es una materia más sencilla y clara.
9.	Me considero un estudiante en las cuales usa estrategias propias en el proceso de aprendizaje		X				Porque yo sé como estudiar pero cuando me enseñan, solo voy a lo que me enseñan.
10.	Me considero un estudiante en las cuales usa estrategias propias de monitoreo en el proceso de aprendizaje	X					Me gusta controlar de las cosas.
11.	Me propongo objetivos para mis actividades de aprendizaje		X				No acostumbro proponerme objetivos.
12.	Cuando no entiendo las instrucciones de alguna actividad le pregunto a mi profesor/a de forma inmediata					X	Más vale preguntar que no preguntar.
13.	Busco información para hacer mis deberes fuera de clase aun cuando mi profesor/a no me ha indicado hacerlo					X	En ese caso busco información extra.

14.	Busco información después de clases sobre el tema tratado para mejorar mi aprendizaje		X				A veces cuando el tema es complicado.
15.	Se me hace difícil escoger una actividad cuando mi profesor/a me da opciones					X	A veces que se me ordena lo que debo hacer.
16.	Identifico fácilmente mis debilidades y fortalezas en la comunicación escrita en inglés				X		Porque aún falta en tiempos gramaticales.
17.	Uso herramientas de evaluación propias para evaluarme en el proceso de aprendizaje	X					Solo me baso en los parámetros.

Source: Author's creation based on Universidad Técnica Particular de Loja, 2016.

Appendix E: Results of Needs Analysis Survey



Appendix F: Semi - Structured Interview

The recording session of each semi-structured interview will begin with an introduction and greeting, then, to get the participant's consent, the research and the presence of any recording devices will be pointed out and explained.

The questions will be asked in Spanish because of their low proficiency in the English language.

Interviewer:

No.	Questions
1	¿Qué problemas gramaticales encuentras al escribir?
2	¿Se te dificulta acceder a medios tecnológicos e internet? ¿Por qué? (eg; no tienes computador)
3	¿Crees que eres autónomo en tu aprendizaje? ¿Por qué sí o por qué no?
4	¿Tienes tu estrategias propias para aprender el inglés? Cuáles son? ¿Si no, qué tipo de estrategias quisieras aprender para mejorar tu aprendizaje?
5	¿Qué te gustaría ver en tus clases de inglés con respecto a gramática? ¿Por qué?
6	¿Cómo sería un ambiente favorable dentro clase?

Appendix G: Grammar Pretest

CENTRO DE IDIOMAS MODALIDAD EXTENSIÓN (ESPOCH)

The In-Class Flip strategy for developing grammar skills while fostering self regulation

EFL Level III Grammar Pre Test

Names:

Date:

Level:

PRE TEST – GRAMMAR

SECTION 1

➤ Complete this entry in Danielle's journal. Select the correct verb forms.

It's 12 midday. It's been/was a difficult morning, but it's not finished yet! I've got many chores and activities to do but I have to work on my essay for school. I've started/started it yesterday, and so far I've done/did a lot. However, I've written/wrote three pages but I need six in total. And, I have to hand it in tomorrow! Studies have been/were very hard lately. I've worked/worked on my essay everyday this month so I feel quite tired. I haven't had/ didn't have much rest lately. And, I've missed/missed my boyfriend Tom because we haven't been/weren't able to see each other as much as we did before. Our relationship is slowly slipping and deteriorating. We've lived/lived apart for too long and now I fear it could be over. Oh, I think he's just written/just wrote to me on WhatsApp. I hope it's him.

SECTION 2

➤ Use the words in parentheses and write questions with the present perfect simple

example:

(How long/be engaged)

How long have you been engaged?

1. (How long/he/work/ in the city?)

2. (How long/you/live/you/ in Melbourne?)

3. (you/ever/be/ to Italy)

4. (you/ever/shut/you/ a gun?)

- _____
5. (Where/you/travel?)
- _____
6. (What/sports/you/play?)
- _____
7. (you/ever/ride/ a camel?)
- _____
8. (you/ever/scream/at someone in public?)
- _____
9. (What/you/do/this week?)
- _____
10. (How long/you/live/together?)
- _____

SECTION 3

➤ Complete the following phone conversation between Danielle and her boyfriend Tom. Use the present perfect or the simple past form of the verbs in parentheses. (the first example is done for you)

TOM: Hi, sweetie! How was (be) your week? You must be happy you have finally finished your essay.

DANIELLE: Well, I'm kind of tired actually. Even though I _____ (not/finish) the essay, I still have to complete a report. The only time I _____ (rest) was yesterday. Honestly, I _____ (feel) stressed out the past week.

TOM: You _____ (be) tired for weeks now. You should relax. Hey, why don't I come over for the weekend? That way we can see each other again because we _____ (see) each other only once this month.

DANIELLE: That sounds good. The only thing is that the last time we _____ (spend) too much time together, I _____ (not do) any work.

TOM: I know sweetie. You're right. I will help you this time. But, you should relax and drink a coffee!

DANIELLE: (laughs) You make me laugh! You know I actually _____ (already have) three cups today so far. But yesterday I _____ (have) several glasses of water. I should be drinking water and healthier drinks instead!

TOM: Hmm...so you _____ (have) a difficult and tiring week.

SECTION 4

TOM: Hmm...so you _____ (have) a difficult and tiring week.

SECTION 4

Tom and Danielle met in the 1980s. Since then Tom has changed. Use the words below and write down how Tom has changed.

In the 1980s

1. be/religious leader
2. wear/elegant clothes
3. live/Jerusalem
4. be/single
5. have/long hair
6. have/beard
7. be/thin
8. be/religious

Since then

- become/unemployed
- dress/casually
- live/in a dangerous neighborhood
- get/married
- wear his hair/very short
- have/a moustache
- gain/weight
- not/be/religious

1. In the 1980s Tom was a Religious leader

Since then, he has become unemployed

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____



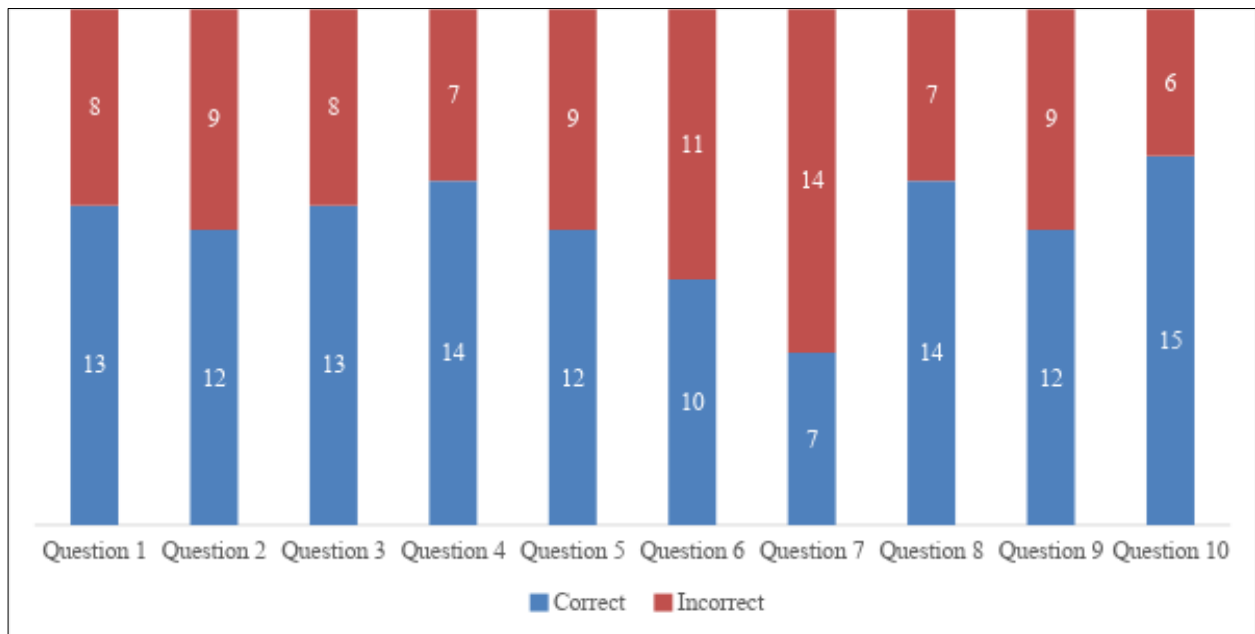
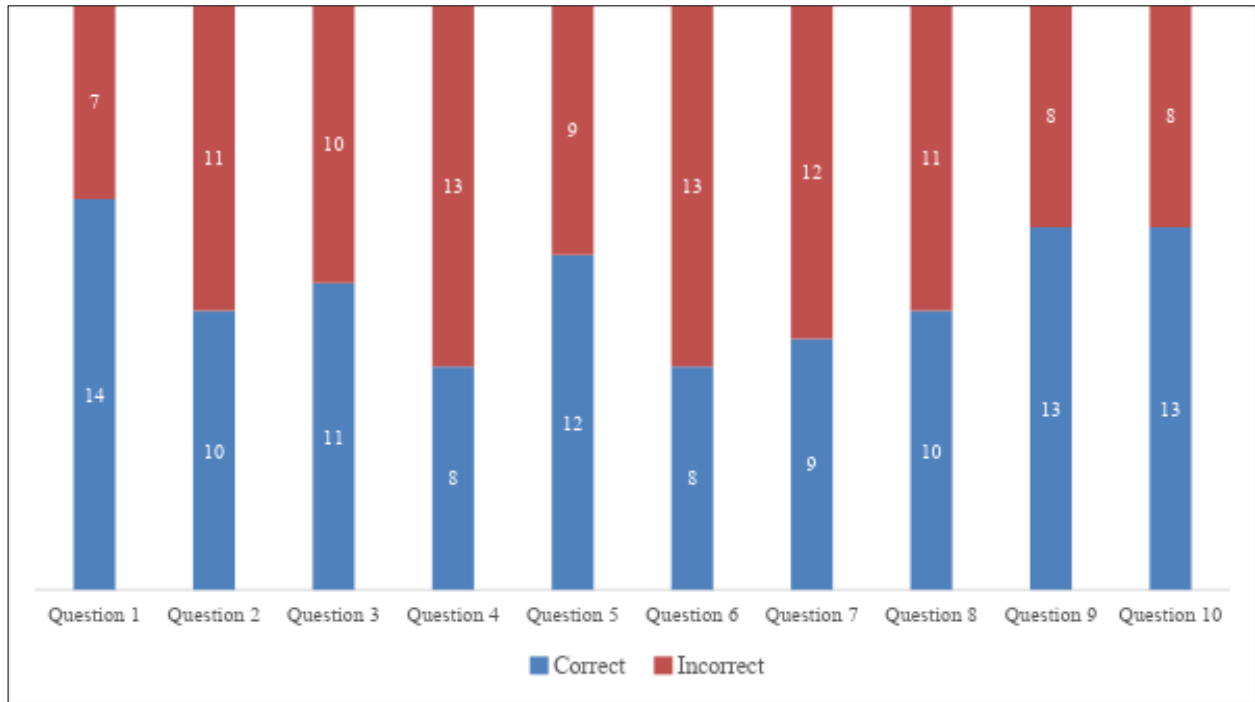
Source: Giovanni, 2007

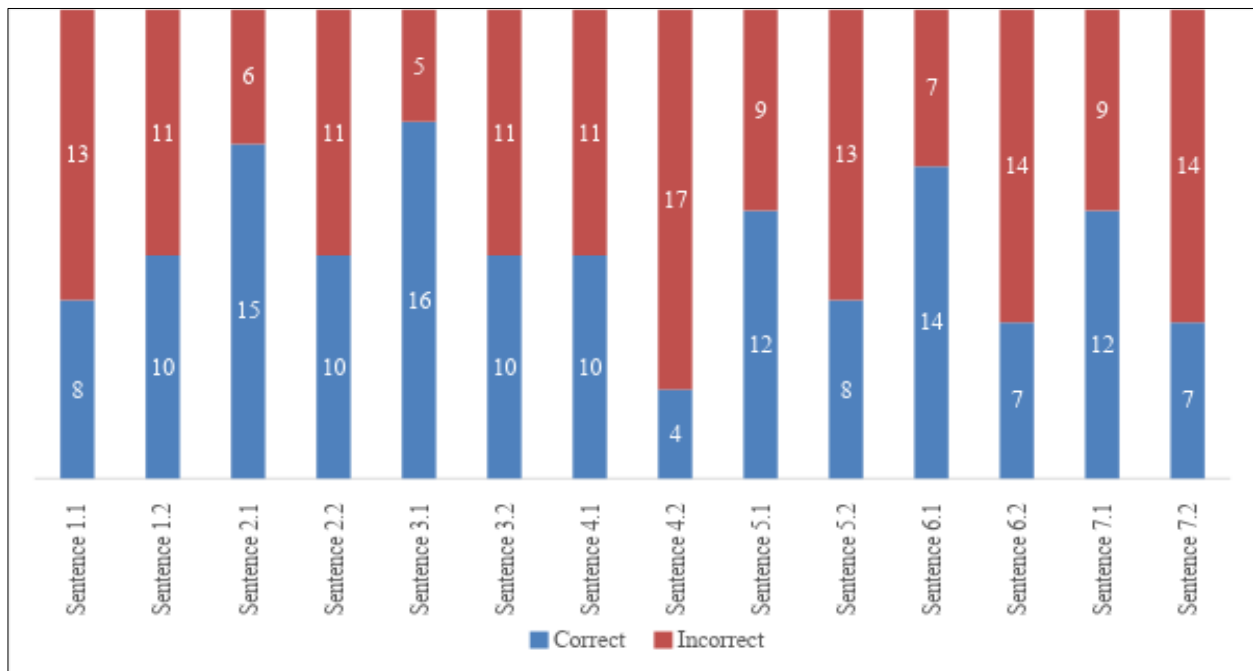
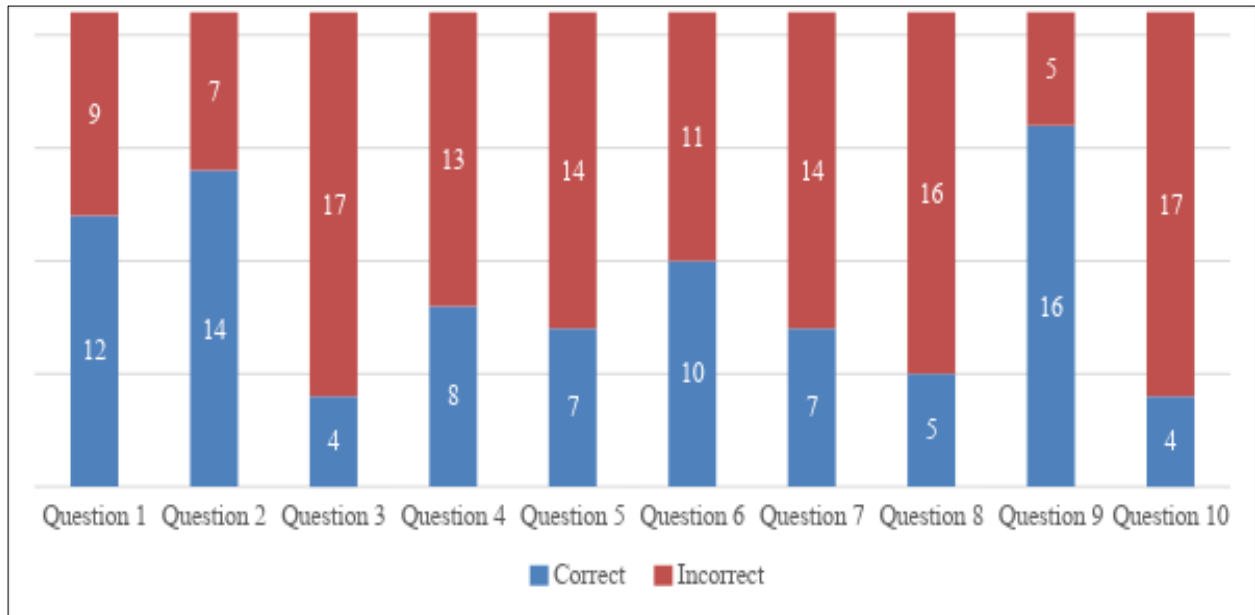


Source: Zenjazzygek, 2014

Adapted from: Fuchs, Bonner, & Westheimer, 2006.

Appendix H: Pretest Results





Appendix I: Teacher's Observation Journal

Observer: Soraida Grimaldos Urrea

Date: 08/04/2019 – 07/05/2019

Area	Observations	Comments (on what was observed)
<p>Organization</p> <ul style="list-style-type: none"> · Students' use of time and their focus on tasks 	<ul style="list-style-type: none"> · Teacher observed positive attitudes by facial expression and body language as they moved through stations and completed tasks · Teacher observed students focus on each task in which improved as each lesson was given 	<p>At the beginning of the implementation, in the sequenced configuration, there was misbehavior and students showed that they were bored. This may have been because they did not have any experience in these types of configurations and were accustomed to teacher-centred classrooms. However, as time passed students began to enjoy these configurations more and did not misbehave nor did they seem to get bored. The main problem detected in students was that they did not enjoy the fact that they had to read instructions on their own and did not understand the concept of working on their own and with others without a 'usual' teacher-centred teaching.</p>
<p>Instructional Strategies</p> <ul style="list-style-type: none"> · Students' reaction to different levels of challenge in tasks · Student engagement 	<ul style="list-style-type: none"> · Students experienced more difficulty in the matching and the categorization of grammar usage and concepts (there were more questions and doubts raised) · Students' behaviour showed that the majority of students enjoyed most of the station rotation In-class Flip approach · Students expressed at different intervals that they enjoyed having to do their home tasks in class rather than at home 	<p>While students interacted with content they experienced problems due to the different levels of difficulty in certain tasks, when this occurred they did not think about it but went straight to the teacher to ask what they should do. Although students did not grasp the concept of student centred activities straight away, they became more familiarized as time went by and seemed to show more enthusiasm with all the process. Additionally, on many occasions, students told the teacher</p>

		<p>personally that they were used to doing home tasks outside of class but with this opportunity they could improve and clear any doubt that they had of that particular task.</p>
<p>Activities and exercises</p> <ul style="list-style-type: none"> · Confidence in task completion · Development of self regulated skills · Student centred 	<ul style="list-style-type: none"> · Students showed more confidence as they completed different tasks especially the ones they had challenges with · Students at the beginning asked a lot of questions and did not seem to follow instructions but as the weeks passed, this improved in most students · As the weeks passed, students enjoyed the opportunity to choose what and how they learned through the wide variety of content available 	<p>Students showed confidence by finishing the tasks with almost no help from the teacher and questions minimized. At the beginning of the implementation, students showed a lot of frustration whilst doing some activities because it seemed difficult at times due to not only the type of activity but because sometimes it was individual. Furthermore, students had difficulty following simple instructions at the beginning and at times they delegated that to just one student in the station to translate and tell them what they had to do. Students enjoyed the opportunity they had to move freely from one task to another and engaging together with their peers in cooperative learning.</p>
<p>Presentation Skills</p> <ul style="list-style-type: none"> · Eye contact, use of space, enthusiasm 	<ul style="list-style-type: none"> · Students made a lot of eye contact with the teacher and other students when working in pairs or groups and helped each other more than at the beginning · Students level of enthusiasm increased as they learned more from each configuration and Flips. · Students seemed to enjoy working more in groups than individually. 	<p>While they were engaging in their tasks, they seemed engaged because they had their eyes fixed on the task in front of them (when they were doing individual, pair or group work). They seemed to be happy as they moved around laughing and smiling with each other. At times, students seemed to enjoy being more in a group than alone perhaps this was so because they felt more support than when they were working on their own. However,</p>

	<ul style="list-style-type: none"> · When receiving instruction individually, students looked engaged. 	<p>when they were reading instructions (approximately around the 3rd week) they seemed more engaged than at the beginning of the implementation.</p>
<p>Rapport w/students</p> <ul style="list-style-type: none"> · Student interaction with material and peers · Flexibility 	<ul style="list-style-type: none"> · Interaction with the material at the beginning was low but gradually improved as students got comfortable with the strategy. · Students enjoyed the flexibility to move within stations and with different variety of tasks. 	<p>Students seemed to experience some problems with some tasks more because on some occasions the tasks had to be done individually and they struggled to problem solve. Additionally, many times students seemed to like having the choice of tasks and moving between stations</p>
<p>Clarity</p> <ul style="list-style-type: none"> · Directions and instructions · Questions and doubts · explanations 	<ul style="list-style-type: none"> · Students unable to carry out simple instructions but within a couple of weeks they began understanding · In the first two weeks, students raised many questions regarding instructions, tasks and exercises · Explanations and feedback were given to the students 	<p>Students struggled to carry out simple instructions but as time and practice went by they were able to just read and understand what they were supposed to do. Similarly, the same happened with doubts and questions, they would first ask the teacher straight away when they had doubts about the instructions and tasks, but over time they would first ask their peers then the teacher. After a while, they seemed to not only get used to the configuration types but also learned that they could solve things on their own. In this case by observation it was assumed that they began adopting these habits as they realized they could resolve it on their own. Also, feedback was given only when they had tried other ways first to resolve any activity.</p>

<p>Impact on student learning</p> <ul style="list-style-type: none"> Development of self monitoring and problem solving skills 	<p>Through the different tasks students learned to self monitor and problem solve first independently before asking the teacher for help</p>	<p>During the first stages of the engagement of activities, students had difficulties applying strategies such as proofreading their work, asking their peers, correcting their own work. This happened because at the beginning their expression of worry was evident. The reason for this could be assumed that they may not have known what to do (instructions), feel shy to ask the teacher (it was a new strategy being introduced to students), did not know what to do in terms of problem solving.</p>
<p>Additional Comments</p>		

Appendix J: Student's Exit Slips

Did you like the In Class Flip strategy? Why or why not? What things did you like/dislike about it? Please explain.

I like it, because it gave a much understanding of what

are my mistakes, and how should I improve.

It is a different type of learning experience that had

gave me a quick feedback

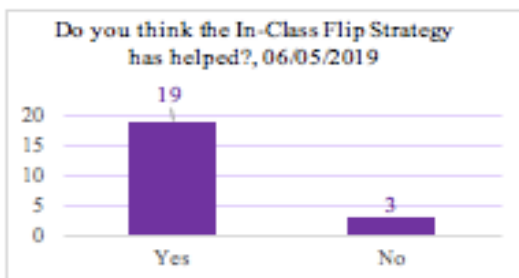
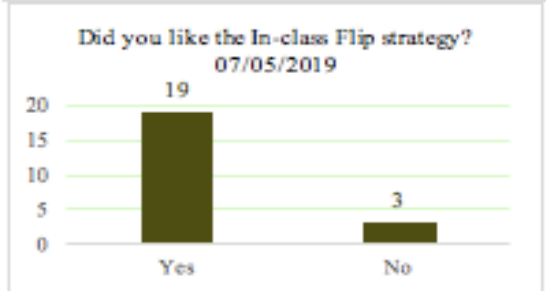
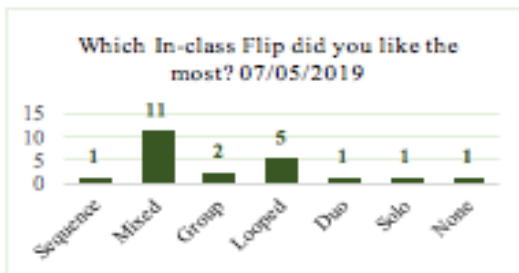
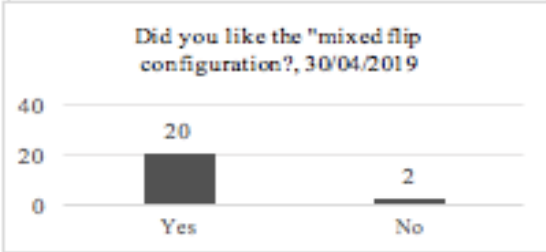
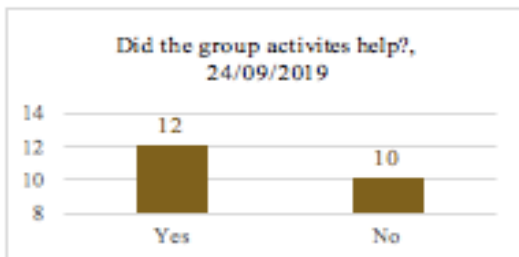
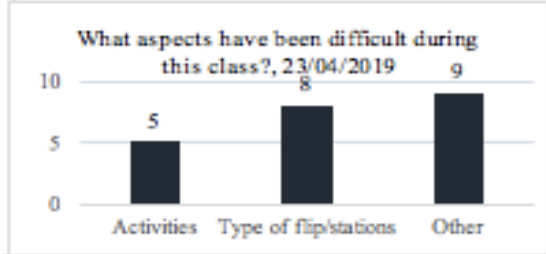
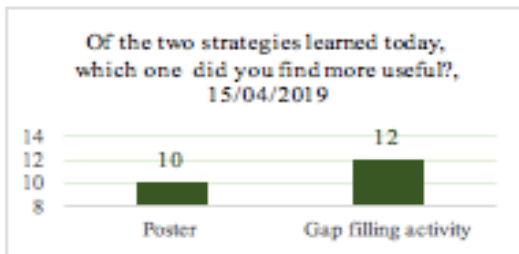
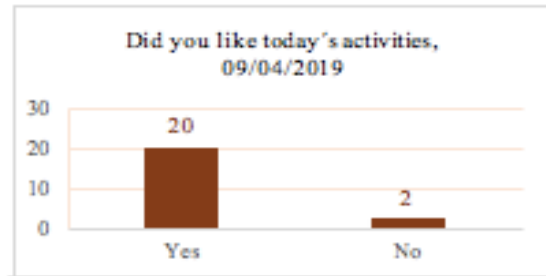
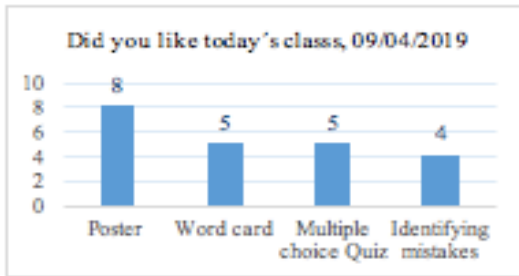
Did you like the In Class Flip strategy? Why or why not? What things did you like/dislike about it? Please explain.

~~It~~ It was ok. I prefer a more explanation

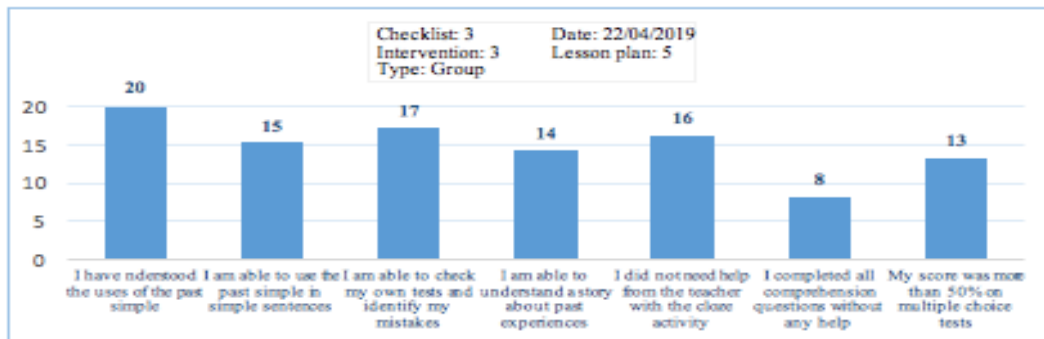
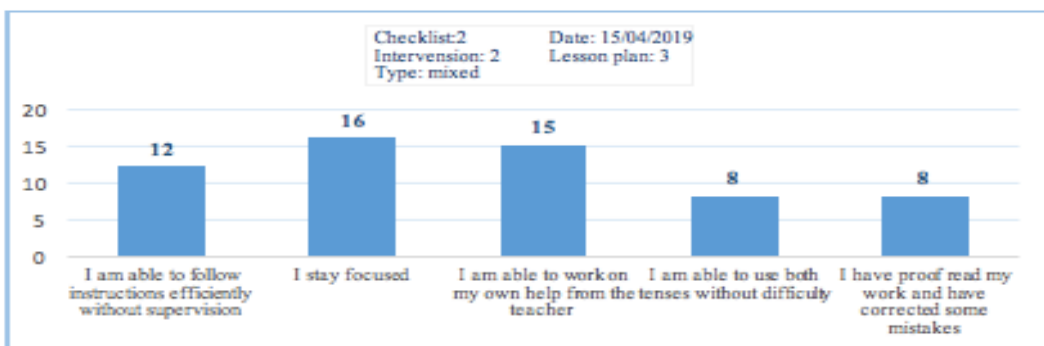
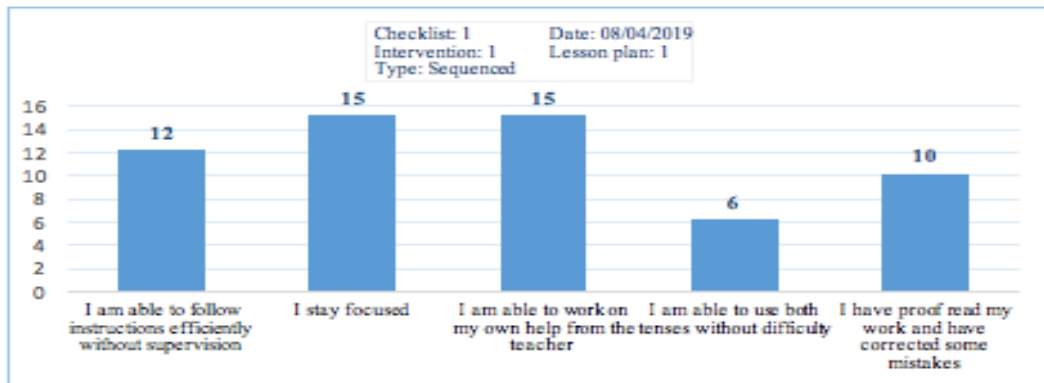
of the class. This method confused me a lot, but

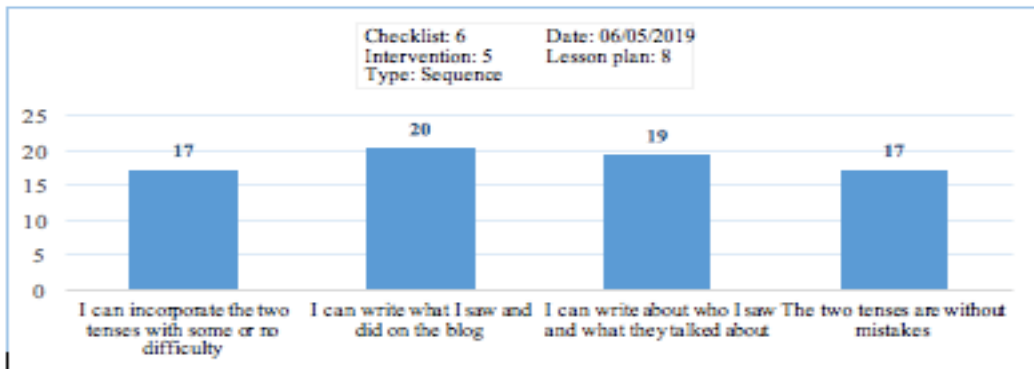
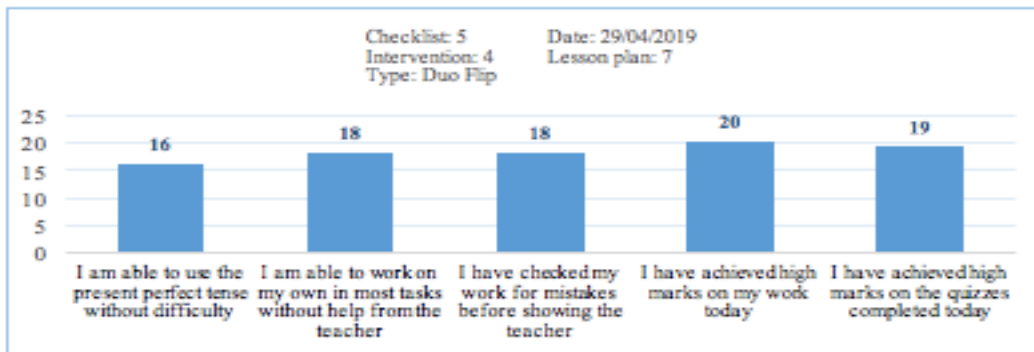
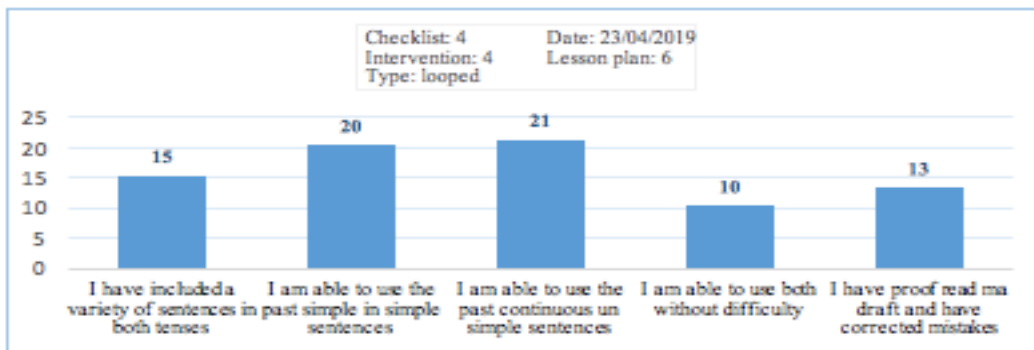
I got to learn faster.

Appendix K: Results of the Exit Slips



Appendix L: Results of the Checklists





Appendix M: Grammar Posttest

CENTRO DE IDIOMAS EXT. (ESPOCH)

The In-class flip strategy for developing grammar skills while fostering self regulation

EFL Level III Post Grammar Test

Names:

Date:

Level:

POST TEST – GRAMMAR

SECTION 1

- Complete this article. Use the correct form of the verbs in parenthesis – simple present or present continuous. Sometimes there is more than one correct answer. One attempt has already been done for you.

Right now Sandy is taking 1 (take) a test, but she _____ 2 (not know) it. She _____ 3 (focus) on what she _____ 4 (write) — on how her handwriting _____ 5 (look). The person who will analyze the test is a graphologist—someone who _____ 6 (study) handwriting. Graphologists _____ 7 (believe) that a person's handwriting _____ 8 (give) an indication of his or her personality and character. These days, many businesses _____ 9 (use) graphologists to help them decide who to hire. Sandy once said, "I always _____ 10 (look) for clues to possible behaviour." She also explained that the position of the sample page was also important.

SECTION 2

- Read this personal journal entry. There are seven mistakes in the use of past progressive and the simple past. The first mistake is already corrected. Find and correct six more. Remember to look at punctuation!

happened

What ~~was happening~~ to my aunty today was so terrible! She walked down fifth avenue while a man stopped in front of her and asked her for directions to the nearest supermarket. At that moment, she was seeing her friend Tom acrossing the street. She called out to him and asked him to wait for her. Luckily for her, he did. Tom saw everything: While my aunt talking to the man, a thief was put his hand into my aunt's bag. Tom started to walk away. My aunt thought Tom didn't want to wait for her, but she was wrong. When Tom saw the thief he went to call the police. They were arriving immediately. The police arrested the man and the thief. What an experience!


SECTION 3

- Sam is on holiday in Cartagena, Colombia. Complete his postcard, choosing verbs from the list below (some verbs can be used more than once). Use either the simple past or present perfect form of the verb.

do	walk	eat
go	spend	take
have		

Hi guys!

I am definitely having the time of my life in Cartagena (1) _____ at least 30 kilometers, and I (2) _____ lots of other fun things. Yesterday, I (3) _____ on a boat trip to an island called 'Boca Chica', and on Wednesday I (4) _____ a few hours of snorkeling class on the 'Islas Margaritas.' I (5) _____ several salsa shows so far. Three night ago, I (6) _____ to see a salsa band on the pier. For the salsa show, I (7) _____ front seat tickets. I enjoyed wonderful food and company (I was with a nice lady I met on the trip) for those nights in Cartagena! (8) I _____ some delicious meals. Yesterday, I (9) _____ lobster for the first time. See you next week.



SECTION 4

- Put the verb into the correct form, present continuous or present simple
- Let's go out to the movies, it _____ (not/raining) now.
 - Our dog _____ (run) very fast today – much faster than usual.
 - We usually _____ (do) our exercises in the morning, but today we _____ (be/not).
 - Normally I _____ (finish) my classes at three, but this month I _____ (study) until six to get ready for my exams.
 - Can we stop running soon? I _____ (start) to feel tired and hungry.
 - Who is that woman? Why _____ (she/look) at us?
- Put the verb into the correct form, past continuous or past simple
- I _____ (see) Sam in town yesterday, but he _____ (not/see) me. He _____ (look) the other way.
 - I _____ (run into) Tom and Jane at the airport a few months ago. They _____ (go) to Madrid and I _____ (go) to Athens. We _____ (say) a quick 'hello' while we _____ (wait) for our flights.
 - I _____ (ride) my motorcycle home last night when a woman _____ (step) out into the road in front of me. I _____ (go) quite fast, but luckily I _____ (manage) to stop in time and _____ (not/run) her over.
 - Danielle _____ (wait) for me when I _____ (arrive).
 - I was in a very difficult situation. I _____ (not/know) what to do.
- Put the verb into the correct form, present perfect simple or past simple
- He _____ (stop) talking for a while, but now he is talking again.
 - The city is very different now. It _____ (change) a lot.
 - What do you think of his Spanish? Do you think it _____ (improve)?
 - Where's my hat? It _____ (be) on the couch in the lounge room, but it's not there now.

5. I did Indonesian at school, but I _____ (forget) most of it now.

Put the verb into correct form, present continuous or going to for future. Do not forget that Be Going to is for PERSONAL plans e.g.: I'm going to study Arabic in September and Present continuous for plans with OTHER people (arrangements, appointments) e.g.: I'm seeing an old friend on Wednesday

1. Jack and I in London this Saturday. (meet up)
2. Sam around Thailand this autumn. (travel)
3. Jane writing a blog soon. (start)
4. John in a concert this Saturday night. (play)
5. Maggie In a year in South Korea teaching English. (spend)

SECTION 5

Complete the conversations, using the present perfect or the simple past of the verb in parentheses. The first one has been done for you.

1. A: Excuse me, madam, we're doing a survey. Can I ask you for a few questions?
 B: Sure, go ahead.
 A: Have you ever used Wonder White toothpaste? (you/use/ever)
 B: No, _____ it. (I/try/never)
 A: Why not?
 B: _____ my teeth I guess enough to buy something worth trying. (I/look after/never).
 A: What about you sir? _____ your teeth with Wonder White toothpaste? (you/brush/ever)
 C: Actually, yes.
 A: When _____ it for the first time? (you/try)
 C: _____ it for the first time about four months ago. (I/use)
 A: What did you think of the results?
 C: Truly amazing!

2. A: _____ any books by foreign authors? (you/read/ever)
 B: Yes, I _____. I _____ a great novel by a British novelist a couple of years ago. (read)
 A: Which one?
 B: I _____ his name. (forget) He _____ in the Royal Air Force during the Second World War. (serve)

Appendix N: Pretest and Posttest Results

Pre test		
Student	Percentage	Grade /37
1	22%	8
2	53%	19,5
3	16%	6
4	70%	26
5	27%	10
6	53%	19,5
7	23%	8,5
8	28%	10,5
9	30%	11
10	28%	10,5
11	73%	27
12	70%	26
13	26%	9,5
14	72%	26,5
15	76%	28
16	85%	31,5
17	76%	28
18	24%	9
19	43%	16

Post test		
Student	Percentage	Grade /56
1	46%	26
2	68%	38
3	55%	31
4	57%	32
5	86%	48
6	63%	35
7	64%	36
8	73%	41
9	75%	42
10	20%	11
11	68%	38
12	71%	40
13	16%	9
14	71%	40
15	71%	40
16	52%	29
17	16%	9
18	66%	37
19	46%	26
20	54%	30
21	84%	47
22	48%	27

Scale	Pre-test	Post-test
10-20	5%	14%
20-30	42%	0%
40-50	5%	14%
50-60	11%	18%
60-70	0%	23%
70-80	32%	23%
80-90	5%	9%
90-100	0%	0%

Pre-test descriptive statistics	
<i>Pre-test</i>	
Media	47%
Standard error	5%
Median	43%
Mode	53%
Standard deviation	0,24
Variance	6%
Kurtosis	-1,72
Coefficiente de asimetría	0,24
Range	69%
Minimum	16%
Maximum	85%
Number	19
Higher (1)	85%
Lower (1)	16%
Nivel de confianza (95,0%)	11%
Post-test descriptive statistics	
<i>Post-test</i>	
Media	58%
Error típico	4%
Mediana	63%
Moda	71%
Desviación estándar	0,20
Varianza de la muestra	4%
Curtosis	0,463151756
Coefficiente de asimetría	-0,98383519
Rango	70%
Mínimo	16%
Máximo	86%
Cuenta	22
Mayor (1)	86%
Menor (1)	16%
Nivel de confianza (95,0%)	9%

Appendix O: Lesson Plan 1

Name: Soraida Grimaldos Ulrea	Level: Three (B1 pre intermediate) Number of students: 22	Time: 90 minutes	Type of in-class flip <input type="checkbox"/> Solo <input type="checkbox"/> Duo <input type="checkbox"/> Group <input type="checkbox"/> Loop <input type="checkbox"/> Sequenced <input type="checkbox"/> Mixed <input type="checkbox"/> Half n' half	Date: 08/04/19	
Lesson Objectives: Review the Simple Present Tense Review the simple present tense by identifying the simple Present (structure and meaning) in a story To show understanding of the story by answering comprehension questions To understand the use of simple present tense by answering question on a board game					
	Student Interaction (individual, pairs, group)	Time	Bloom's Taxonomy (remember, understand, apply, analyze, evaluate, create)	Station/activity description	Materials/resources
Warm-up (engaging activity)	Group	15	Remember	Ball game in which students make two lines and each has a ball and says a simple present verb that they can remember from the past level (two)	White board Two balls
Flipped activities: What content will be flipped in class? How will students be accountable for their learning?	Individual pair	20	Understand and apply	Present Simple Activity 1: Students learn the present simple tense by reading the rules and highlighting any relevant information then students share their information with each other by talking about the rules and examples Activity 2: Students identify the Simple Present by reading the text, highlighting the structures in the story and taking notes of the examples	Written rules for the Flipped station Written copies of the simple present with pictures (23) Notebook Copies of simple present story



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LESSON PLAN: IN-CLASS FLIP

Practice activities: What activities will students do? How will they be grouped? How will you assess students' work in the different tasks?	individual pair	25	Apply and analyze	<p>Activity 1: Students are instructed to read the questions first correctly and any word they do not know they are to look it up in their dictionary. Once they have done this, they begin answering the questions. The last phase is that they are to talk about their answers with their partner and about the story.</p> <p>Activity 2: Students read questions on the board game with their partner and use dictionary where necessary. Students think of many possible ways of answering the questions and jot them down for reference. After this, they can play the game by answering the questions from the board.</p>	<p>Notebook Sheet of paper Board game (5 in total) Small dice tokens</p>
	individual	25	Apply and create	<p>Activity: Students then apply their knowledge by making their own present simple sentences in their own cartoon series. Students are given different templates of pictures and they have to invent their own story with these. Students then complete a checklist available to them at this point.</p>	<p>Pen Template stories (23)</p>
Wrap-up:	group	5		Students share and	



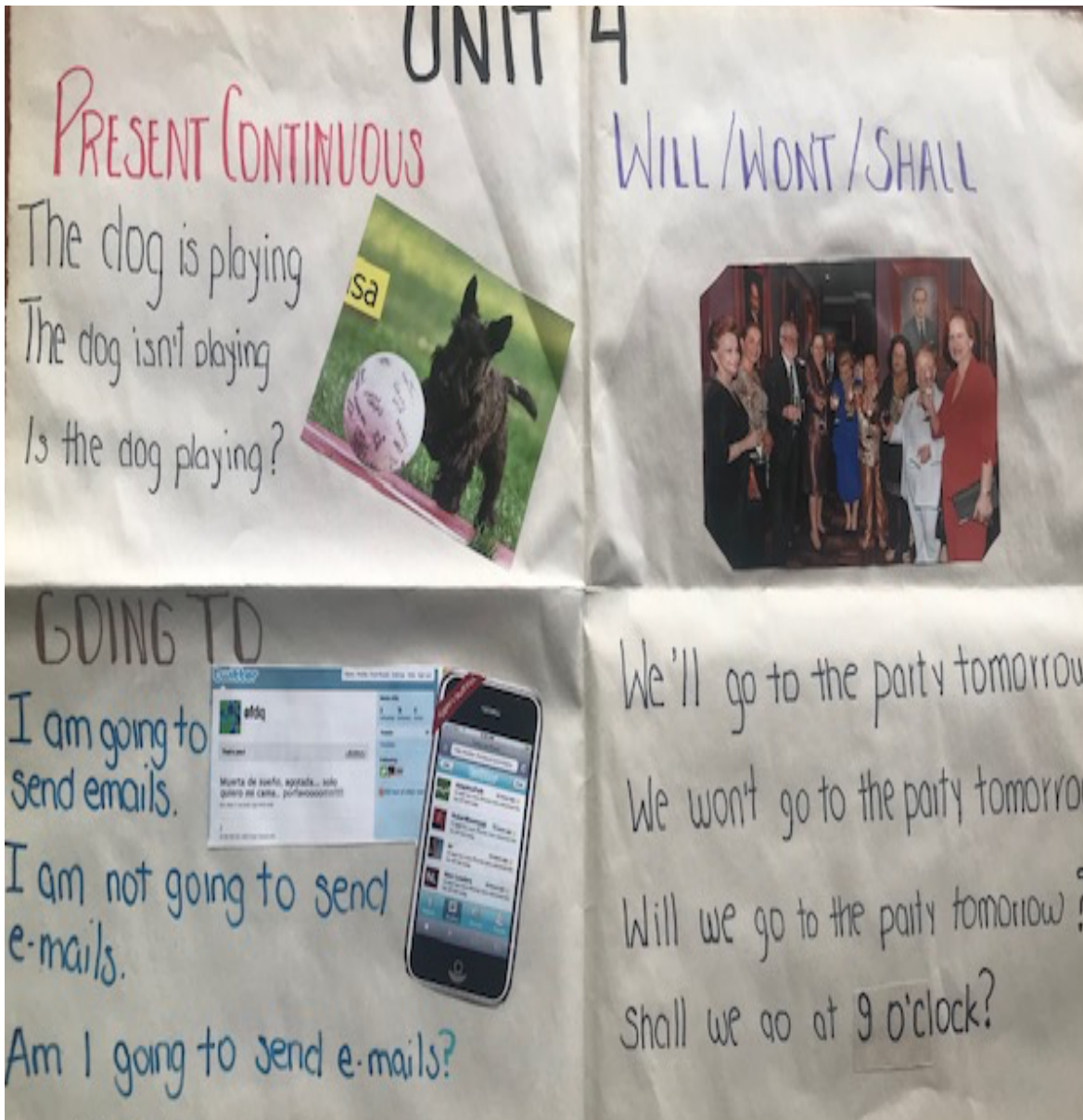
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				compare their cartoon stories	
Post class work: Will Ss be assigned any out of class work?	Exit slips				
Reflection/comments: What worked well? What could you change?	Even though instructions were given, students still found it difficult to follow through some aspects of the tasks. At the start of the lesson, the problem was that they did not know what they were required to do even though the instructions were clear. Students were asking classmates what they needed to do (in Spanish) and frequently asked me questions. Students seemed uncomfortable with process (by their behaviour, facial expressions and comments).				



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Appendix P: Student Artefacts



Appendix R: Codes

Students' artifacts	Green
Teacher's journal	Yellow
Check lists	Blue
Exit slips	Orange

Category Mapping		
Environmental context	Students' Self regulatory characteristics	EFL Content Material
Flexibility in station and non station rotation work	Positive response to obstacles	Thinking about processes more
More group work	Tasks easier with peers	Strategy implementation
Teacher feedback	Aware of learning procedures	Resolving problems with peers
Peer support	Identifying errors	Ability to solve problems autonomously
Pair work	Aware of strengths and weaknesses	Easy instructions
Group support	Understands instructions	Interactive activities
Collaborative work	Teacher Feedback support	Engaging tasks
Understanding concepts	Peer correction	Facilitated instruction
Time management	Peer assessment	Self-correction
Teacher involvement	Peer feedback support	Comprehensible input
Student centered environment	Students more confident	Variety of Strategies
Learning styles	Comprehension of grammar structures	Building concepts
Active learning	Responsible	
Teacher as a facilitator	Poor reflection	

Independent work	Aware of learning process	
Team work	Over confident	
	Capable	
	Creative	
	Finding new concepts independently	
	Completing tasks without asking the teacher	