

**SYSTEMATIZATION OF THE ENGLISH REMOTE LEARNING PRACTICES DURING  
THE PANDEMIC AT UNIVALLE SATELLITE BUGA YEAR 2020-2022.**

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## Abstract

This research paper exposes the results of the systematization of an educational practice at Universidad del Valle in Cali Satellite Buga, during 2020-2022 in which the participants were students of the subject English for Academic and General Purposes (Inglés con Fines Generales y Académicos) and their teachers. The Valle university offers students a minimum of three levels and a maximum of four levels of English to all the programs. Besides of fulfilling the requirements each program must get graduated, the English program has a communicative approach in which students are aimed to developed basic communicative skills, in a bilingual and multicultural environment, where a second language favors the academic, personal, and professional life to students. The main objective of this systematization is to organize, analyze and interpret three remote English learning experiences in order to identify which strategies and good practices enhanced the English communicative competence of university students in terms of the four linguistic skills, listening, speaking, reading, and writing.

In addition, the following paper aims to critically analyze the most significant strategies, methodologies, and activities that have given either, positive or negative results in students from their application amid the three remote learning semesters during the Pandemic period. Above all, the idea is to carry out an investigation that integrates results and a proposal that contains a set of activities and strategies that are effective to enhance communicative skills in students at Valle university, Buga satellite that can be used nowadays as support for the face-to-face classes.

**Key words:** Systematization, English teaching, bilingualism, strengthening communicative skills, meaningful strategies, university education, online applications.

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## 1. Identification and delimitation of the systematization.

### 1.1 Tempo-spatial delimitation of systematization and the educational practice.

Since the end of the year 2019, and the beginning of 2020 the world started a big change in all its areas, due to the Pandemic Coronavirus Disease (Covid-19). The way humanity, animals, and even the environment used to do or have things done have been changed radically, in almost all fields. Regarding humanity, the WHO (World Health Organization) set some policies considerations for implementing a risk-based approach in order to avoid and reduce the outbreak and death from countries around the world. The main and most radical measure was firstly, the quarantine, and afterwards the lockdown. Because of the latter, health, and education had to change the physical way of doing things, for online alternatives, instead.

This study took place in Valle university Buga satellite during the pandemic time from the year 2020 to 2021-22. There were three consecutive semesters along this period. The first semester started in May 2020 and finished in September 2020. The second semester began in November 2020 and lasted until April 2021. And the last semester had almost three months delay, because there was a students' protest-strike that led to the extension of that semester. Having said this, this last semester started in June 2021, however, this could only be finished by December 2021.

### 1.2 Description of the historical and sociocultural context

Buga city Satellite is one out of the nine campus from the main public Valle University headquarter that is in Cali city. Most of Buga satellite students come from rural areas and small towns nearby where there is neither a proper internet access, nor signal. On top of

that, there are several homes that don't have appropriate electronic devices, such as, desktops, laptops, tablets, or cellphones. In addition, the lower income backgrounds that most of the students come from increases the issues to the already difficult context they should overcome. Consequently, the academic schedule has been atypical, after a series of students' strikes, so that the schedule from the past two years has been set as two semesters and a half per year to recover the delayed semester and being able to catch up with the normal schedule.

Buga, formally Guadalajara de Buga, is a city and municipality in the Valle del Cauca Department of Colombia. It is famous for its Basilica del Señor de los Milagros, which houses an image of Christ called el Señor de los Milagros ("the Lord of the Miracles"). Buga is a city with a cattle industry. It is 46 miles (74 km) from Cali. It's one hour north of Cali, the salsa-infused capital of Valle del Cauca, Buga is a quiet town founded in the 16th century. Buga, as Colombians call it, is one of the oldest cities in the country, and a celebrated pilgrimage site for the millions who flock to the Basilica del Señor de los Milagros to pray to a charred crucifix displayed above the central altar.

Guadalajara de Buga hosts Valle university, as one of its nine satellites that has its main headquarters in Santiago de Cali. The university project in the municipality of Guadalajara de Buga, began in 1984 with the creation of the Regional University Centers (CUR) until the creation of the Regionalization System in 1986 and exactly on October 6<sup>th</sup> of that same year, for its headquarters. Univalle occupies the historic center, with three buildings, colonial houses based on tradition and the historical memory of the city and its inhabitants, one of them the old cloister of the Academic College founded in 1743, an extraordinary building, restored, beautified and cared for by its staff; It is the university will to remain there, that is the decision of the Rector, Professor Edgar Varela and the Superior Council, because it is part of the mission of the university to contribute to protect and preserve the historical

heritage, and thus prevent the deterioration and decay of urban centers, one of the evils impossible to remedy in our time.

Since its origins, the University has contributed to the transformation and progress of the city and the region, not only contributing with its educational offerings, but also with its outreach and social projection programs, as well as with the research activity oriented to the resolution of problems of its environment, which is constituted by the municipalities of its geographical area of influence: Guacarí, Ginebra, Calima-Darién, Cerrito, Restrepo, San Pedro, and Yotoco.

The Universidad del Valle - Buga is a dynamic agent of economic, social, and cultural activity in the territory. Its presence is significant with 12 undergraduate academic programs: Business Administration, Foreign Trade, Social Communication - Journalism, Public Accounting, Industrial Engineering, Bachelor's Degree in History, Bachelor's Degree in Literature, Bachelor's Degree in Music, Psychology, Software Development Technology, Industrial Electronics Technology, Technology in Management of Tourism Organizations, with an average of 1,500 students per semester, who attend technological, scientific and humanistic disciplines. At present, the university has approximately 3,200 graduates, who support the university projection with three postgraduate programs: Master's in Didactics of Literature, Master's in Philosophy, Master's in Logistics and Supply Chains. It will soon have a Doctorate in Humanities that will surely contribute to the academic and professional strengthening of the region.

This academic and institutional strength that has been described allowed Univalle to obtain in 2021, by the Ministry of National Education (MEN) the highest qualification of institutional conditions whose extension in time is seven years. This is a period that adequately evaluates our strategic projection.

Before the pandemic, the English classes were going through a transition from the subject called Reading Academic Texts in English (Lectura de Textos Académicos en Inglés, for its translation in Spanish) to English for General and Academic Purposes (Inglés con Fines Generales y Académicos, for its translation in Spanish). Reading Academic Texts in English had ESP approach as its main focus, and there were five hours per week for sixteen weeks. The only linguistic component that was worked was the Reading skill. Also, the classes were planned regarding the sentences' structure, and the technical vocabulary depending on the program assigned. By 2017, the classes started focusing in the other three linguistic components: Speaking, Listening, and Writing and the main approach was the communicative approach along with other approaches as TBL, and Blended Learning.

The classes were split in two sections of three and two hours each with a different teacher. The teacher in charge of the first section of three hours class had to teach all related to Grammar structure, Reading, and Writing part of the topic. Likewise, the teacher in charge of the second section of two hours focused on the Listening and Speaking components and had to bring authentic activities where the students could be able to practice what they had learned before. The assessment and evaluation were based on two term Evaluations, class work, and a Reading and Final project for each level. The use of the university's Virtual Campus back then was little. Later, by 2018 the English courses started moving gradually to English for General and Academic Purposes. The classes were cut back to four hours, therefore the classes were taught by just one teacher, although they were still split in two sections. During this new course TBL, blended Learning approaches became part of the classes to enhance the Communicative approach. Furthermore, the use of the Virtual Campus, and online applications started to increase moderately.

## 1.1 Key actors in the systematization

Education field may have been one of the areas where big changes had to be made, even though virtual education was offered by some institutions before the pandemic for those students who were unable to attend face-to-face classes. Nevertheless, neither teachers, nor students were prepared or trained for this sudden change, and this change has led to some difficulties from both, teachers, and students. In some way, both teachers and students have been forced to adapt and adopt this type of education. Therefore, this became a big challenge from all the parties in education: institutions, teachers, and students. Besides the fact of having teachers and students trained for the remote teaching/learning or online classes it may also be important to bear in mind having appropriate internet connection, a computer, or a similar device in order to be able to give and take classes.

The majority of Univalle students start their studies right after they graduate from high school, therefore, their ages go from 15 years old up. Yet, there are students who are older, and attend mostly the night schedule because of their duties in their jobs. Students are motivated by the programs Univalle Buga offers them. From the programs 12 undergraduate academic programs: Business Administration, Foreign Trade, Social Communication - Journalism, Public Accounting, Industrial Engineering, Bachelor's Degree in History, Bachelor's Degree in Literature, Bachelor's Degree in Music, Psychology, Software Development Technology, Industrial Electronics Technology, Technology in Management of Tourism Organizations, students register every semester seeking a better profile to be competitive and have access to the labor field.

Most of Buga satellite students come from rural areas and small towns nearby where there is neither a proper internet access, nor signal. On top of that, there are several homes that don't have appropriate electronic devices, such as, desktops, laptops, tablets, or cellphones. In addition, the lower income backgrounds that most of the students come from increases



the issues to the already difficult context they should overcome. Consequently, the academic schedule has been atypical, after a series of students' strikes, so that the schedule from the past two years has been set as two semesters and a half per year to recover the delayed semester and being able to catch up with the normal schedule. Finally, the lack of training from both, teachers, and students, in remote teaching/learning may have triggered different feelings that could negatively affect the learning process.

Generally speaking, the English levels in terms of the four linguistic skills is mixed, although the low level is the one that predominates in all. First, we can find few students that have high level in English because some of them attended and graduated from local English institutions. Amongst these students we add those students who have learned through videogames, music, or TV series in English. Next, we can find another small group of students who have some knowledge of the language since they are in the process of learning English either attending English institutions, or by their own independent pacing. To end, we find a large group of students who have had little contact with the language, and sometimes, no contact at all. The latter is due to their education backgrounds in some cases, and the lack of English teachers in their rural schools.

Some of the English teachers' staff live in Buga, although other teachers live in Palmira and Cali. All the teachers have a long expertise regarding bilingualism, and there is a teacher with a Degree in law, too. Their academic studies reach Magister degrees, as well. I am a candidate to receive a Magister Degree in bilingualism from Icesi university. I have been working at the university since 2016. I have been part of the transition from the English subject "Lectura de textos Académicos en Inglés" to "Inglés con Fines Generales y Académicos en Inglés" (for their translation in Spanish). At the beginning of the pandemic, the teachers worked in several video conferences applications such as Teams, Meet, and Zoom to choose which one suited better in our teaching purposes. We agreed that Zoom

was the one in which we and the students could use almost all the features Zoom offers. Some of them are: Breaking rooms, control on students' microphones, waiting room, screen sharing, and the app is user friendly. The quality of the audio and sound works better, even though this also depends on the speed of the device, location, and the quality of the internet company's Wi-Fi. Personally, I use Edmodo platform as a support application for students. I have been attending webinars, trainings, and online camps regarding interactive applications for education that become popular in internet and teachers around. Throughout the three semesters that were taught on remote learning I had a constant reflection on which applications and strategies could be improved to keep using them in classes. Due to the reasons mentioned previously, as one of the teachers in charge of this process during the pandemic, I felt it was imperative for us to understand what happened during the pandemic, what strategies and didactics were more effective during this time and how we could integrate those new learning and teaching practices to our face-to-face classes. That is why the main objective of this research project (Systematization) is to know what strategies and didactics enhance the most the English communicative competence in Univalle students during the pandemic (2020-2022)

## 2. Pedagogical Implementation Description

I will describe briefly what happened during the pandemic in order to provide a better understanding of the analysis of the teaching and learning practices analyzed during this project research. During the Pandemic online classes, it was necessary to make a short stop. The latter was due to reorganize the classes, activities, methodologies, and way of assessment and evaluation. Nonetheless, the very first thing teachers had to do was to find

the video conference that suited them the better. After working and using the ones available, the best for the class purposes was Zoom. This video conference offers several features where the classes have similar behavior than in the face-to-face classes. The app allows you to control the microphone of the participants, create several groups, share screen, have general or private messages in the chat as you talk, and record the class, amongst others.

In second place, the university platform Virtual Campus (Moodle) was used to share complementary material, forums, quizzes, evaluations, mock exams, etc. Another app that was used was Edmodo. This user-friendly app was created for educational purposes, and it works like Facebook. It was used to upload complementary material, communication channel, assignments, and off-class tool to work.

Univalle has an external English App that has five different levels, and four linguistic components where students can go and work whenever they want. The platform is called Clarity English, and at the beginning was used as asynchronous work, and without any grade. After, it started to be given a percentage for the final grade. Also, the first three classes, besides presenting the program and content to be worked during the semester and the agreement regarding the way of assessment and evaluation, were taken as a training of the way students should present a class themselves. I showed them the apps and the activities they could choose to do their presentations. The students had to make nine groups first, and then choose the topic they were going to present to the class. This activity was supported by the Flipped Classroom methodology.

Finally, the way the Mid-Term and Final-Term evaluations were modified for the online classes. In face-to-face classes, the evaluations were in two different blocks: the first block was the written test, and the second block was the speaking test. The modification consisted in change the written tests for recorded or live performances regarding certain objectives, and they had their required rubric to the expected results. Almost in every new semester in

the Pandemic time the activities were checked and modified depending on the results. At the end of the semester, it was asked to answer a Google Forms survey regarding the activities they like or didn't like, and the performance of the teachers. Some proposals to improve the way the activities were run were asked, as well.

### 3. Problem Statement

It is a fact that in any field, named Education, Industry, Medicine, etc, its administrators must try to gather information that need to be analyzed to come up with better practices that enhance their field. By virtue of this, we as teachers have the duty to take advantage of all the new tools and pedagogical practices that we implemented on remote learning during the pandemic to select, organize and apply the meaningful strategies and activities in face-to-face classes. Yet, blended learning had been around for some time ago, neither most of the teachers, nor the students had had online classes for so long. So, due to those sudden changes was necessary to organize what had been done, analyze it, and hence, take the best out of those teaching practices to integrate them to the current educational practices. Subsequently, systematization was the most appropriate way to do so.

### 4. Justification

By the time the Pandemic arrived soundless the educators and the students had to face a sudden change in the way learning, teaching, and interaction was done before. In Buga satellite from Valle university started the slow transition from face-to-face classes to the remote synchronous classes in June 2020. It was not an easy move because most of the students live either, on the suburbs of the town or on the rural areas nearby the city. Besides, most of the students' families come from poor backgrounds, and sometimes they didn't have access to internet or proper devices to take their online classes. However, since the online classes were held for three semesters until December 2021 the university community started to feel more comfortable with the online classes. Therefore, it is important to analyze and reflect on which tools, methodologies or apps were somehow appropriate and successful during the online classes to be kept once the face-to-face classes start over again in February 2022.

The university has Moodle platform and Clarity English that can be used anytime and anywhere by the teachers and students. In addition, the university has usually offered several courses and trainings to help teachers introduce the blended learning to their classes where most of the teachers were not keen to take until the Pandemic time began. During the online classes, those trainings became more popular and helpful to the teachers. Also, the teachers were more willing to take any webinar, or training that were done online to enhance their teaching practices. Some of the courses the university offered are: Virtual Teaching Certificate Course, How to use Google Classroom app in your classes, Integrating online sources in your classes, amongst others. Thus, internet offered several apps and webinars to be used in the online classes, and some of them were chosen by the teachers such as: Edmodo, EdPuzzle, Quizziz, Genially, Nearpod, etc. Those apps were integrated smoothly in the classes along the three online semesters. At the beginning was difficult for the students to get used to those apps, but they learnt gradually how to use them.

In education field, the constant self-reflection and analysis on the way the teaching practices are done become a main point of teacher's growth in terms of better ways of teaching. Having said this, it is essential from teachers to have a follow up of the activities and methodologies that either, have good results, or didn't work as it was supposed to. After doing this reflection, it is necessary to organize everything to strength, modify, or articulate the information in order to make the changes needed for further successful classes. Therefore, this paper will be focused on those elements used during the pandemic classes to be proposed and integrated in the face-to-face classes.

The first time I had contact with Flipped classroom classes were in my master's modules. I felt that I had more control of my own learning, so it could be a good way to start implementing it in my own university classes. Hence, I did a pilot, as I usually do when I plan to implement some sort of new stuff/strategy, with an English four class. The latter happened right the semester before the pandemic moved the face-to-face classes to remote classes. Bearing in mind that from the English area teachers was to have more student's centered class rather than teacher's centered class we saw the chance to start implementing the Flipped classroom approach. Student's centered classes may lead to a more autonomous students in their own learning process. Even though, we started implementing the Flipped classroom activities we didn't know exactly its whereabouts and principles. I was the teacher in charge of "training" the first level English courses the three semesters in study. Privately, I explained to the classes from the very first class the way we were going to work. First, I told them that I was going to upload material for the classes in advance, not just in the university Virtual Campus, but also in Edmodo's application. Their responsibility was to see the material before the class, so they would be kind of prepare, or at least with questions for the incoming class. I also explained the students that Edmodo would be the application where we could communicate, upload their presentations, and share information. Second, I

taught the first three classes using applications, such as Genially, EdPuzzle, Quizziz, amongst others to model what I was expecting from the groups when they had their turn to be the presenters of the class. Nonetheless, I told them they were free to use the applications I used or any other they knew from before. Due to the low English level from some of the first semester students I told them to focus more on the presentation than in the pronunciation or fluency. Third, I set the number of the group's members and uploaded the classes' topics in the Virtual Campus and Edmodo at the same time for them to choose the topic they were going to present. The only condition was to create two dynamic activities where the students could practice what they had seen in class. I participated as a student myself, though I supported them whenever I felt was needed. Fourth, I introduce Clarity English software from the university for them to practice independently from their homes. Despite of not having a grade in the first semester I started giving a percentage in their final grade yet being more demanding with the conditions. In the first semester, they had free will to work in their own pace. Then, in the second semester I told them to work in two platforms, Tense Buster first, and once they had finished, they should continue with Active Reading or Clear Pronunciation. The deadline for the first platform was at the half of the semester to be upload evidence (certificate and screenshots) to an open file in Drive for this purpose. And the deadline for the second platform was one week after we had finished with the presentations. Lastly, we modify the traditional way we evaluated in face-to-face classes for a more focused of students' performance. Consequently, we notice that while we as teachers enhance the instructions and implementation of the Flipped classroom approach semester after semester the students started being more independent, thoughtful, and reflecting towards their learning process.

## 5. Systematization Questions

- a. How did the implementation of remote learning and teaching enhance or not students' English learning?
- b. How did the implementation of a flipped classroom strategy during the COVID-19 pandemic influence students' autonomy in the English learning and teaching process?
- c. What strategies and didactics were the most effective during the implementation of the English remote teaching and learning practices?

## 6. Systematization Objectives

- a. To analyze how the implementation of a remote English learning and teaching practice enhance or not students' English competence at Univalle.
- b. To analyze how a flipped classroom strategy integrated as part of the remote English learning practice influence students' autonomy in the English learning and teaching process during the COVID-19 pandemic at Univalle

## 7. Axis

### 1) Flipped classroom strategy to promote students' autonomy

- a) Flipped classroom Strategy based on Campos Virtuales influence on students' autonomy.
  - How and why the Virtual Campus helps the development of the students' autonomy?



- How and why the Virtual Campus have been a key part of the Flipped Classroom strategy?
  - What are the advantages and disadvantages the Virtual Campus give to the students during the implementation of the strategy based on the Flipped Classroom?
- b) Flipped classroom strategy based on Clarity English influence on students' autonomy.
- How and why Clarity English helps the development of the students' autonomy?
  - How and why Clarity English have been a key part of the Flipped Classroom strategy?
  - What are the advantages and disadvantages Clarity English give to the students during the implementation of the strategy based on the Flipped Classroom?
- c) Flipped classroom strategy based on online applications for presentations influence on students' autonomy.
- How and why Flipped Classroom strategy helps the development of the students' autonomy?
  - How and why Flipped Classroom strategy have been a key part of the Flipped Classroom strategy?
  - What are the advantages and disadvantages Flipped Classroom strategy give to the students during the implementation of the strategy based on the Flipped Classroom?
- 2) Flipped classroom strategy to promote students' communicative competence
- a) Flipped classroom Strategy based on Campos Virtuales influence on students' communicative competence in English.

- How and why the Virtual Campus helps the development of the students' communicative competence in English?
- How and why the Virtual Campus have been a key part of the Flipped Classroom strategy?
- What are the advantages and disadvantages the Virtual Campus give to the students during the implementation of the strategy based on the Flipped Classroom?
- Did the material post in the Virtual Campus enhance your learning towards the language? To what extent?

b) Flipped classroom strategy based on Clarity English influence on students' communicative competence in English.

- How and why Clarity English helps the development of the students' communicative competence in English?
- How and why Clarity English have been a key part of the Flipped Classroom strategy?
- What are the advantages and disadvantages Clarity English give to the students during the implementation of the strategy based on the Flipped Classroom?

c) Flipped classroom strategy based on online applications for presentations influence on students' communicative competence in English.

- How and why Flipped Classroom strategy helps the development of the students' communicative competence in English?
- How and why Flipped Classroom strategy have been a key part of the Flipped Classroom strategy?

- What are the advantages and disadvantages Flipped Classroom strategy give to the students during the implementation of the strategy based on the Flipped Classroom?
- d) Teacher's flipped classroom strategy influence on students' English communicative competence in English.
- How did the flipped classroom strategy enhance students' oral speaking development?
  - How did the flipped classroom strategy enhance students' writing skills development?
  - How did the flipped classroom strategy enhance students' oral reading development?
  - How did the flipped classroom strategy enhance students' oral listening development?

## 8. Methodological Design

Systematization gives alternative perspectives to the insights of the world from the scientific method, more critical and descriptive of social practices, the way these practices are conducted and identifying the process in a wide-angled observation , using meaningful actions targeting a different perspective of reality (Barnechea & Morgan, 2010) (Holliday, 2012). Systematization refers to a qualitative and analytical interpretation towards practices, aiming at identifying how to scaffold the process of practices, how linked each of the practices are and the correlation among all of them to draw a meaningful outcome. (Castaño et al, 2019). Castaño (2019) concludes that systematization is more like a “constructive

sorting of practices, reflexive and interpretative of the roles involved, building of knowledge and unraveling meaning for transformation”(p.7) for Martinic, cited by Carrillo & Cordero (2017) argue that systematization “seeks to come up with communicative interaction and the actions it implies” (p.13) giving the term systematization itself the integrative importance of redefining and rebuilding the teaching practice, all based on pragmatics, previously acquired by the teachers and organizing all the practice into methodologies that may become the product and transformation of research.

The benefits of systematization may be wide and concise at the same time. From the beginning to the end, systematization benefits and integrates critical thinking, involving and evolving teaching practices, identifying and encouraging the necessities of development in classrooms, for language teaching along the roles that can take an active part when the process is conducted. Systematization will make teachers follow a process in which they can find a chance to evolve, obtaining the most of classes can also refer to bringing the best from oneself, and of changing the whole wide angle of teaching practices, perhaps, learning from pragmatics will improve old practices that necessarily need a fresh update instead. Seeing systematization as a qualitative tool of performing new practices, learning from class may result a satisfactory step in which teachers can take over their own methodologies forwards. Next, we will mention briefly the six phases systematization recommended by Ávila et al (2020):

#### Phases of Systematization

1. Identification and limitation.
2. The design of the project based on the outcomes of the previous phase.
3. Practice is rebuilt through description, reflection, and interpretation.

4. Practice is seen as the outcome of the analysis obtained from the subjects through description, reflection, and interpretation.
5. The outcome that was gained through educational practices lead to evolution and transformation of the practices themselves promoting the growth of new concepts and knowledge.
6. The results will be presented to the educational community with the proper evidence and framework.

## Literature Review

### Flipped classroom during the pandemic

The need to find ways to start a class without much time to prepare it took us in a position where we barely feel comfortable. Nevertheless, we had to start applying several learning strategies and methodologies that could fit the temporary reality. Fullan et al. (2020) state that all the sudden chaos caused for the pandemic led educators to think faster in new ways to fulfil students' learning necessities. Similarly, Jessop (2020) admits that there is a chance to apply different pedagogical approaches that were used and asks for solutions. Generally, when it is regarding to solutions, being creative and innovative will come across with those who either, will support it, or undermine it. Regarding the latter, Crawford (2020) sees creativity as a rescuer, likewise as Kleon (2012: 137) when says that "when it comes to creative work, limitations mean freedom". On the other hand, creativity is sometimes seen as unpredictable (Nelson, 2018). Anyway, the need of the moment is to seek for possible answers and commit to the best outcomes. At this point, flipped classroom became a good option for it.

Certainly, the term Flipped learning or Flipped Classroom was not known properly for some educators, the big issue was with the learners. Bergman and Sams (2012) were the first

people who developed Flipped learning. Back in 2018, teaching Chemistry in Woodland Park High School in Colorado, they had to teach again to those students who were not able to attend a class. Therefore, they started recording the classes to upload them online. They realized that students gradually developed the Flipped learning, since they went back to those recordings to amend the lessons. The major objective of Flipped learning is to take instructions outside physical classrooms and is based on four pillars: Flexible Environments, Learning Culture, Intentional Content, and Professional Educators. First of all, videos resources created by the teachers is the key to Flipped learning (Tucker, 2012). Providing these materials in advance, may give students the opportunity of more room to collaborate, discuss, problem solve, so teachers will be able to support and clarify any doubts students may face. Afterwards, students are required to reflect to complement their knowledge to carry on with what is coming next. Primarily, Flipped learning was understood as the recorded material shared by the teacher to be watched for the students before class (Bergman and Sams, 2012). Even though, the aim of Flipped learning was to give instructions outside the physical classes, it also works well in other pedagogical contexts.

According to Bergman and Sams (2012), the four pillars are the foundation for a successful result in Flipped Learning. In first place, there should be a Flexible Environment, therefore having students working in pairs, groups, or individually will give students the chance to be in charge of their learning process. Thus, teachers must create class content that can be appealing and meaningful for students. Then, the Learning Culture pillar helps students understand better the language, so they would be more interested in learning it in their own pacing. It is the thinking of learning the Language to understand its Culture or Learning the Culture to understand its Language. Controlling by the teachers what the students need to know before the classes, so the class time could be used to go deeper in the learning process, here is when the Intentional Content plays an important role. And the final, but not

less important pillar is the Professional Educators. Even though, there may be the feeling of transferring the responsibility to the students, so the teacher would lose their importance in the students learning process, that is wrong. Teachers still are the ones who choose the content that will be taught, design the classes, organize the classes activities, and support students that may be behind the expected performance. Finding the right balance in those four pillars would meet the purpose of Flipped learning approach, which is to foster students' autonomy to enhance their learning process.

Applying the Flipped learning may meet some needs at the beginning, although there is the need of going beyond giving instructions outside physical classrooms through video recordings. Videos need to be integrated to the learning process, so activities linked to the videos will maximize the opportunities for the students get more engage to their own learning process (Tucker, 2012). Nerantzi and Hannaford (2016) used Flipped learning in the field of academic development for a task about editing particular Wikipedia pages where they discuss the theories in class and got a better understanding. Students felt they learnt cooperatively and overcome that difficult assignment. Therefore, despite the initial purpose of Flipped Learning, it is necessary to include more supporting tasks to this method if we want to be more successful.

In consonance with Chang & Hwang (2019), Flipped learning has become a great alternative among researchers and teachers. Since the Covid-19 pandemic locked up the people and education had to move to the remote learning, Flipped learning approach took an important place in many teachers' lessons, due to its main purpose: giving instructions through videos or multimedia learning materials outside physical classes before the class (Lin & Hwang, 2018; Sams & Bergmann, 2013). The aim of Flipped learning is to engage students with their own learning process with the support of their teacher or peers, so they

will enhance their learning performance, problem solve, and critical thinking. In other words, the proper application of this approach could lead to students' autonomy.

In general, the use of current communication technologies within the classrooms as a learning device has ease the development of Flipped learning (Chen, Chiu, Huang, & Chang, 2011; Yin & Fitzgerald, 2015; Wang, 2016). However, the internet access, or quality in some rural areas of Colombia may affect the expected results. In addition, some teachers have reported that there are some problems when applying Flipped learning activities (Tsai, Shen, Chiang, & Lin, 2017). Teachers may not be able to know whether all the students understood the instruction given through the videos before class, hence this makes it hard to accomplish in class activities (Huang et al., 2015). Bearing in mind the latter, it is mandatory to search for more strategies that could help get the better of Flipped learning approach. Some strategies can go from using rubrics to measure students' achievements, to the use of gamification, peer instruction, and Task Based Learning before, during, and after the class. The strategies mentioned before could be performed in just one platform as Virtual Campus (Moodle) that most of the universities own. Other strategies implemented could be the applications sources that are available online where students can have access to use them in their learning process, complying with Hwang et al. (2015) that in the communication technologies used by teachers and students are useful regarding Flipped learning. Last but not the least, it is found that Flipped learning can be applied in any educational field and subject and could have the same results as it was demonstrated towards this regard in this special issue.

It is concluded that before the Flipped learning was just compared with the traditional instruction. Nonetheless, the research nowadays focuses more on how Flipped learning can be improved through new technologies, activities, and innovative strategies to make it more effective. So far, its primary goal is being accomplish and goes beyond that.



Flipped classroom allows the teacher more time in class to foster students' centered classes, problem solving, cooperative learning, since its approach of having students watch before the class the teacher's online videos, and instructions sort of prepare them for class. Generally, Flipped classroom approach has positive perceptions from teachers and students (e.g., Bernard 2015; Betihavas et al. 2016; Bishop and Verleger 2013; Chua and Lateef 2014; Giannakos et al. 2014; O'Flaherty and Phillips 2015; Presti 2016; Seery 2015; Zainuddin and Halili 2016; Zuber 2016), because promotes communication skills, more independent learners (autonomous), and apply new learning habits. When students realize the key to Flipped classroom, there will be more active production and meaningful learning. In spite of that, there are few studies where is said that students performed better in traditional classroom (e.g., Gundlach et al. 2015). We can deny that Flipped classroom approach in a general sense is positive, although needs some time to settle down with students. Most of public universities' students have been trained during their life with the traditional classroom approaches where the teachers are the center of the knowledge and classes. As a consequence of this, we may find students who are not comfortable with the sudden change to the Flipped classroom pedagogy. Educators must know this challenge and think on strategies to make sure this approach meets its aim: stimulates autonomy, students' centered classes, problem solving, cooperative learning, among others.

Despite of the focus of this research with K12 students, perhaps the similarity with university students regarding their attitude toward flipped classroom approach is not too different from each other one. The findings are that students were mainly satisfied with the Flipped classroom approach (e.g., Bhagat et al. 2016; Schultz et al. 2014; Snyder et al. 2015; Clark 2015). There were three advantages of Flipped classroom approach. In first place, students feel more prepare for classes by watching the video lectures beforehand (e.g., Cho et al. 2015; Grypp and Luebeck 2015; Huang and Hong 2016; Tsai et al. 2015; Wang 2016). In

second place, it was noticed that flipped classroom approach aided increase interactions with both, teachers, and students in class meetings (Chao et al. 2015; Chen 2016; Clark 2015; Schultz et al. 2014). Also, Bhagat et al. (2016) noted that Flipped classroom approach could give more opportunities to below the average students to be more noticeable by their peers and teacher. Finally, in third place, students felt more comfortable with problem solving, class discussions, and project-based learning than simply having teachers' lectures (Chao et al. 2015; Mazur et al. 2015; Schultz et al. 2014; Tsai et al. 2015; Kettle 2013; Bhagat et al. 2016; Clarks 2015). Certainly, once most of the students feel an active part of their own learning process, they will be more satisfied the way their classes are run with Flipped classroom approach. On the contrary, DeSantis et al. (2015) uncovered that flipped classroom satisfaction was highly lower than the traditional classroom. There are some students who don't like changes in the way they are used to have instructional approach (Chen 2016), hence they rather don't follow the Flipped classroom instructions resulting in a setback on the students' group dynamics. For the latter, Flipped classroom approach may face few challenges to be applied successfully, and needs effective strategies to implement it properly.

There were three main challenges identified and categorized: student-related challenges, faculty-related challenges, and operational challenges (Betihavas et al.'s 2016) with their own sub-categories. "Watching videos was considered the least effective and least enjoyable classroom activity" (Kettle 2013, 594), and "the video stood out as being particularly unhelpful" (DeSantis et al. 2015, p.50) were two negative comments student-related challenge toward video lectures. Likewise, Bhagat et al.2016, p.141 states, "students were not able to ask their questions immediately while watching the lesson videos". The university students, as it was mentioned earlier, are influenced by traditional instructions, therefore just a few of them use the Virtual Campus as a support source. Towards faculty

challenges, teachers face difficulties in terms of finding the proper material that matches his or her student's needs. For instance, "it is not easy task to find videos that perfectly match what a teacher wants his or her students to learn, and it is extremely time consuming to create their own instructional videos" (Chen 2016, p. 418). On top of the latter, we found some educators that were just able to use their own cellphones, but technology. Sometimes, the internet access was either poor, or none at all.

According to Betihavas et al. (2016) and O'Flaherty students would have a better achievement, or at least the same as in traditional classrooms. However, this doesn't assure that all the students like Flipped classrooms approach (Seery, 2015). Also, videos should be well designed because students may feel disconnected with long ones (Kettle 2013; Schultz et al. 2014; Snyder et al. 2014). Even though, instructional videos are the principles of Flipped classrooms teachers may have done some changes to that. Since Flipped classrooms approach it is sort of new in many classes, there must be a time to get used to it in the short term. Teacher could face some challenges applying the Flipped classroom, so he or she can have an overview on how much students learned or not from the lecture (DeSantis et al. 2015). Making sure that students are performing well from the time would help them accustomed to the Flipped classroom approach.

This article offers ten guidelines to bear in mind whenever Flipped classroom approach is taking into classes. Briefly, we will mention each one of them. The first guideline is opening up teacher-student communication before flipping. Students could feel confused with the Flipped classroom, so its success may be affected negatively (Clark 2015; Schultz et al. 2014; Snyder et al. 2014). The second guideline is demonstrating students how to learn through Flipped classroom. Changes are usually difficult to cope with, so as Grypp and Luebeck noticed in their calculus course, "even these academically advanced students needed further instruction on how work together productively and maximize the benefits of

this new learning model” (p. 192). In third place, we have the guideline of using cognitive theory of multimedia learning to guide video production. There are 12 design principles to improve the multimedia instructions by Mayer (2014). Yet, some teachers may have changed this way of giving instructions through videos. The fourth guideline is about retaining the workload when flipping a course. Teachers should keep the material as meaningful and precise, so students won't feel overwhelmed with it (Schultz et al. 2014; Snyder et al. 2014; Wang 2016). Following with these guidelines, providing students with communication platform outside classroom poses in the fifth place. Using off class online applications will help students on clarifying doubts at any time (Bhagat et al. 2016). These first 5 guidelines are addressing student-related challenges. The sixth and seventh guidelines address faculty challenges, while the last three guidelines address operational challenges.

Enriching teachers' knowledge of flipped classroom approach is placed as the sixth guideline. Grypp and Luebeck (2015) advocated, teachers “must first embrace the inherent value of this new structure and explore new uses of class time” (p. 192). Regarding this guideline, I personally believe that most of us (teachers) moved to Flipped classroom as an alternative for the sudden remote learning, although we didn't know much about its structure. The seventh guideline is preparing Flipped classroom learning materials progressively. Teachers spend time, either creating their own material, or finding material that matches his or her class needs. Chen (2016) said that “not an easy task to find videos that perfectly match what a teacher wants his or her students to learn” (p. 148). Addressing operational challenges, we have the guideline eighth: supporting the students who are limited by technology resources. Clark 2015 and Schultz et al. 2014 recommended that teachers could prepare additional copies of flipped learning materials to students who have no internet access where they live. Making sure that all the students can obtain the learning material regardless their internet connections may enhance the success of flipped classroom

approach. In the ninth guideline appears using LMS (learning management system) gamification to monitor and motivate student learning. The use of gamification in the education field engages students in learning (Hamari et al. 2014). It is a fact that applications such as Kahoot and Quizizz motivate students to participate, compete, and learn through the process of Flipped classes. The tenth and final guideline is providing institutional supports of Flipped classrooms. The extent of support and investment by schools in IT resources is a key factor for Flipped Classroom approach (Huang and Hong 2016; Wang 2016). Definitely, Flipped classroom approach requires the active work of, teachers, students, IT staff, amongst others, to meet its purpose.

Lastly, Flipped classroom approach has better results towards the performance of student's achievement than traditional classrooms. Yet, it is not the last word in the learning process field. The challenges in this instructional approach may be improved by using some of the 10 guidelines proposed in this paper. Nonetheless, the studies in this field are limited, also have been increasing recently (Giannakos et al. 2014). Further studies in Flipped classroom approach could be done in longer time term classes, as minimum as 1 year. Implementing a design-based research (Anderson and Shattuck 2012; Mazur et al. 2015) could bring more accurate practical guidelines for enhancing the use Flipped classroom approach in classroom settings.

Since 2013, when flipped classroom was becoming one of the most prominent approaches in the second part of XXI century, this approach has evolved in terms of methodologies, video lectures where mainly advised through the beginnings of the flipped classroom. (Bishop & Verleger, 2013) However, today, it could be said that changes and improving processes are seen through the use the approach, embracing many more aspects rather than video lectures and news articles or blogs, going beyond advised, involving students to also auto-regulate their process using online tests, voice recordings, podcasts, for instance

using social media like Tik Tok videos, and many more, giving the reason to Bishop & Verleger 2013 when they affirmed in their study that “ The affordable state of recording technology and ubiquity web-based dissemination tools make research on the flipped classroom both timely and cost-effective.” Therefore, social media tools are becoming increasingly unexpensive in Colombia, near to most of the citizens almost everywhere.

Measuring methodologies carried out in a flipped class will always be challenging, as teachers, identifying whether instructions provided in class would ever be successful may be a common concern, however, the use of pre-conceptions carried out by students and consciously studied through out-of-class activities can show teachers perspectives and perhaps achieving the goals based on linking analytics. (Abeysekeraa et al, 2015).

During pandemic, the use of flipped classroom may have become a must, even if many studies were still being underrated, the pandemic has made us wonder for new approaches that could aid teachers and students reach meaningful content and learning, “moving tasks in space and time” making homes become schools, making parents help with the teaching, having extra activities create that schema in students for a long lasting. (Abeysekeraa et al, 2015) As Bishop & Verleger 2013 mention, the flipped classroom “represents an expansion of the curriculum, rather than a mere re-arrangement of activities” taking the classroom home, more necessary in the days of COVID 19. Despite the fact of not having constant student-student interaction, highly important for reaching constructivism, flipped classroom was likely crucial for trying to maintain the flow of the classes.

Hence, giving the students the responsibility of leading their own process of learning, may for the good of the students, create and/or increase the level of autonomous processes, having students follow instructions and as Abeysekeraa et al mention in their study “by needs for autonomy, competence and relatedness, the flipped classroom approach is likely

to facilitate and generate intrinsic motivation in students” (p.9) making students work visible for the rest of the class, becoming active learning participants.

#### Autonomy in the process of learning a language

Indeed, autonomy can be defined as “the ability to make one’s own decisions about what to do without being influenced or instructed to do so” (Chiu, 2011, p2) playing such a role and being able to grow this skill in oneself, can perhaps refer to passing through meaningful guidance from the source, being managed and able to in a teacher- student process and having structured a path for reaching goals. (Chalupa & ter Haseborg, 2014).

In class, students still have a great responsibility to acquire knowledge, autonomy may be the methodology to acquire, driving them towards activating independence, plus what, when and how to learn. However, not only students should be responsible to gain autonomy skills, teachers as an axe for education, must be the facilitator for gaining and requiring students to take an active role for their own learning, providing students of strategies and having them be aware of skills that can be grown and managed along class time. (Yan, 2012)

Foreign language learning was highly affected to the new digital era, methods have come to the scene, improving for the good, the experience of language learning to students worldwide connecting large areas and making them become short distance. Using the Information and communication tools (ICT) that the new era has provided teachers, directing new digital natives to successfully embrace language learning through autonomy should be a must for the current teacher process, evolving together. (Gutierrez et al, 2015)

It may be well known that factors can go beyond teachers first sight in the process of language learning, they go as far as institutional syllabi and curriculum. In spite of this, there are still many factors that teachers can still control, and thus increase the relationship of students directly to autonomy, Chiu (2011) assumes some very common factors “the

knowledge, ability, attitude and motivation” (p.2) keeping the right balance, should be the aim of each student, factors as well, teachers may tend to pursue, scaffolding processes to reach interests in class and outmost fulfilling their minds with the information current students ask, as Chalupa& ter Haseborg (2014) assert “The need of learners to express autonomy has a profound effect on their motivation in learning a language”(p.71) fostering autonomy in class, can settle beneficial conditions for students that as White cited by Chiu(2011) refer when saying that “...actively seek out and evaluate the possibilities for language learning in their own contexts and learning communities” making relevant the environment most of the students shall target.

#### 9. Organization and reconstruction of the remote English learning practice at Univalle Satellite Buga

In 2020, Education’s world was abruptly forced to change its traditional form of teaching and learning practices as a result of Covid-19 pandemic. Regardless the training or not from the educators and students on the remote learning there was no choice, whatsoever. Thus, teachers had to start seeking for methodologies, strategies, and activities that could meet the new challenge in their classes. By this means, flipped classroom approach became one of the most popular approaches to implement on the remote learning. Why flipped classroom was one of the best options? Since its early aim was for students who couldn’t attend classes, so their teachers had to video record the instructions to be seen online by them. Having said this, flipped classroom approach perfectly fit the sudden teaching and learning



modality. In addition, flipped classroom approach could offer a good alternative for students to become more independent in their learning process. Even though, we were not expertise in remote teaching and learning we had to start looking for webinars, trainings from the university, or other sources. The aim was to get familiar with all the educational applications and practices to be implemented within our virtual classrooms. As it was said earlier, the challenges were demanding and in a such short notice.

Considering that remote learning was not new just for teachers, but also for students we had the responsibility about the smooth transition from face-to-face classes to the online classes. Therefore, our own training was vital to be transmitted to the students. Our first concern with remote learning was regarding students' engagement with the class. Also, we thought about the quality of learning they were going to get if they didn't know much about remote learning or technological devices. Lastly, our biggest concern was how we could guarantee the students' out-of-class commitment to their assignments. We had to think on a pedagogical design where students needed to get involve in the classes, likewise as in their own learning process. The main factor for the activities was to always work in groups, but individually.

Following this, we had to create our own surveys in Google Forms and interviews at different moments of the research to gather the information that could help us enhance the success of the remote classes, the student's performance, and our own teaching and pedagogical practices. The first document created was created for teachers (see annex 1). This document collected information regarding teachers' availability for meetings, teachers' doubts or ideas to improve the classes, and so on. Once we set the schedule for the meetings, we shared all the updates regarding the activities, the attendance, the issues, etc. Then, we helped each other with any issue we were facing at that moment. Also, we developed a survey for students at the end of each semester to find out their perceptions regarding the PAT classes, and the possible adjustments to improve them (see annex 2). In

this survey, we were able to see which activities, applications, and feedback was coming from the students related to the remote learning. For instance, we were able to select which activities needed to be applied or not the next semester. Definitely, this survey helped us improve the remote classes during the pandemic time. Similarly, we created a survey for focus groups of students and teachers, along with interviews at the end of the last semester (See annexes 3 and 4). These last surveys were used to listen to the experiences from students and teachers while we were on the remote learning modality. The questions for students were focused on the usefulness of the different applications and pedagogical strategy of Flipped Classroom towards their autonomy and learning process.

#### Flipped classroom Strategy based on Campos Virtuales

Virtual Campus (Campo Virtual) is the platform where the courses are upload by the university, and it is meant to share with the students the program, content, activities, and material week by week during the semester (see annex 5). Sometimes, it is also used as a means of communication between the teacher and the students. The first three classes of the three semesters I explained, and trained students how we use the Virtual Campus, and its objectives or purposes. What needs to be displayed each of the 18<sup>th</sup> weeks of the semester's program in the Virtual Campus is agreed beforehand by the group of the English teachers regarding each level's content (see annex 6). After each class, the content and material for the next week's class was displayed to enable students to see in advance the topic they were going to study. Students were due to try to understand the new topic, or at least to triggered by questions or doubts in them out of the topic to be clarified during the class (Flipped Classroom). Besides of presenting the program and content of the semester, the first and second class were to explain, train and agree on the way the classes were going to be run along the semester. I used several applications and activities to model the

way it was expected to have a class. The weeks 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>, 10<sup>th</sup>, 12<sup>th</sup>, 13<sup>th</sup>, and 14<sup>th</sup> are for the material regarding the topic seen in the level's content (see annex 8). The Quiz goes in the week 5<sup>th</sup>, and the Mid-Term Test in the week 9<sup>th</sup> (see annex 9). The week 11<sup>th</sup> is for the Makeup Test, so the week 17<sup>th</sup> is for the Final Term Test. Finally, the Reading and Final Projects are in the weeks 15<sup>th</sup>, 16<sup>th</sup> (see annex 10).

As far as I concern, the Virtual Campus is a platform that has been used for several universities as the official platform for the university's programs and courses a while ago. Since I was in charge of the English Levels 1 the whole three semesters that we had on remote learning modality, I will mention how each semester worked, and the changes, or modifications I made after the information I obtained from the students' survey at the end of each semester, so my own observation, as well. As we had not used the platform before the pandemic arrived, we had to start building it up from week to week. In the first semester from May to September 2020, students were instructed to log in the Virtual Campus every single week to check the material that was loaded up there. First semester's students at Univalle don't own an official university email account they are registered in the Virtual Campus with their personal account, although they could start having access to the platform after the second or third week of class. In the meantime, I shared the information and material in the platform Edmodo after creating the group for that purpose.

Coming, it will be described how the assignments, topics, and dates were given in the Virtual Campus. However, the Virtual Campus was the platform where the students could find the assignments, some of those assignments were uploaded, either on Edmodo (see annex 11), or on Google Drive, because the students were not allowed to do it in the same platform. The first assignment was posted in the third week "Describing people and places". The students had to do a presentation in any application about introducing one of their relatives. They had the model on how they could do it in the Virtual Campus. The deadline was on Sunday before the fourth week and had to be uploaded in Edmodo. The second and third

assignments were on the fourth week "Around the World". The first assignment was a grammar exercise to be shared at the beginning of the fifth week. The second assignment was a link that took the students to a page to practice vocabulary, listening, writing, and a short quiz. During the fifth week "Quiz" the students had their fourth assignment. It was posted a speaking rubric, a video where the students could have the model of what was expected in the speaking quiz. The fifth assignment was on week sixth "Daily Routines". The assignment was in a Ppt where the students had to do a brief description in any of their favorite applications to be uploaded on Edmodo two days before the next class. In the sixth assignment during the seventh week "Leisure Activities & Household chores" the students had to answer a workshop, and also, they had to describe their household chores to their classmates the following class. The seventh assignment appeared on the eighth week "Expressing likes and dislikes". The students had to answer a workshop to be practiced the next class. The eighth week, that was for the Midterm Test, the students had to carry out a Test mock in order to practice for the online Test. The ninth and tenth assignments were on the 10<sup>th</sup> week "This is my House", because had two topics in one: Parts of the house, and Family members. The first assignment the students had to do an exercise in their notebooks from a poster regarding the parts of the house and furniture. The second assignment was related to Family members, therefore the students had to do a brief presentation in any application, about describing one of their relatives to be presented the upcoming class. In the time of the 11<sup>th</sup> week, it was set for the "Make up test" (a test that students can take whether they fail or want to improve their Midterm test grade). Due to the good grades students had, this week was used to bring two Colombian-British English speakers guests, so the students had the chance to interact with them in the target language. By the 13<sup>th</sup> week "Describing the Weather", there were the 12<sup>th</sup> and 13<sup>th</sup> assignments. The first assignment was about answering a workshop related to the Present Continuous/Progressive. The other assignment was concerning of reading a poster information to be able to answer two

questions using the vocabulary and expressions in it: one about describing their favorite season, and the other one about describing all the seasons. The last two assignments took place on the weeks 15<sup>th</sup> and 16<sup>th</sup>, where the Final Project-Portfolio, and Reading Project were assigned. Both assignments have similar instructions, so it will be described as one. The students were allowed to work in groups no bigger than 4 students, although if there was any who wanted to do it alone, he/she was permitted to. With regard to the Reading Project (audiobook “The Three Musketeers” by Alexandre Dumas), the groups had to create ten comprehension questions with their correspondent answers in a Word document to be uploaded to an assigned file for this purpose on Google Drive (see annex 12). Ten of these questions were going to be selected from the groups to have an in-class gaming activity. As it was mentioned above, the Final Project-Portfolio had to be uploaded on Google Drive, too (see annexes 13 and 14). The deadline for each Project was two nights before the following class. As it can be noticed, Virtual Campus developed fifteen assignments to be done mainly by students independently, but the two last Projects. There were a couple changes or modifications with the assignments worked in that first remote class semester from May to September, due to a good response for the majority of the students towards the assignments. The first assignment that couldn't be applied the two following semesters was the one on the 11<sup>th</sup> week, because unfortunately was difficult to bring more guests to the class. And the second modification was the addition of a discussion in a Forum during the third week as regard to describing someone. Besides the latter, the Virtual Campus was one of the most used and meaningful platforms used by the university during the remote classes on the three semesters.

Flipped classroom strategy based on Clarity English

Amongst other supporting software license, Univalle provided teachers and students with Clarity English. Clarity English is a company that offers online resources for English Language Learners (see annex 15). The platform has five different English Levels: Elementary, Lower Intermediate, Intermediate, Upper Intermediate, and Advanced. All the levels have four linguistic components activity: Tense Buster, Active Reading, Practical Writing, and Clear Pronunciation, although Practical Writing applies from Intermediate Level up (see annex 16). During the three semesters students were asked to work on Clarity English as asynchronous work. Nevertheless, each semester had some changes on the way the platform had to be worked on. In the semester from May 2020 to September 2020, the first level students were proposed to work in Tense Buster in Elementary as asynchronous work, and on their free will. This work in the platform didn't have any assigned grade. This work was the pilot for the remote learning modality, even though it had some approach in the face-to-face classes before the Pandemic with former classes. The first class, I showed the students how they should register into the platform, and its use. ...In the semester run from November 2020 to April 2021, students were assigned Tense Buster again. I explained what they had to do, and the evidence they had to show at the end of the semester. I opened a file in Google Drive, so they could upload the evidence of their work (see annex 17) and the certificate (see annex 18). Correspondingly, I gave the students two (2) hours class every other week to do their activities in the platform. Lastly, I arranged with my colleagues to give 10% value added to the final grade. Finally, in the semester from June 2021 to December 2021 I modified the platform's instructions. This time, Active Reading was added to the Tense Buster work. Tense Buster had to be turned up in Google Drive by the 9<sup>th</sup> class, and Active Reading by the class 15<sup>th</sup> (see annexes 19 and 20). Moreover, I designed a rubric with the corresponding grade assigned to the percentage that appears in the certificate they get once they had finished their work (see annex 21). The percentage given to the final grade was now 15%.

What were the tasks students had to face to be able to get the certificate from Clarity English?

The students from English for General and Academic Purposes 1 at Univalle Buga that were the object of this research had to work on Tense Buster in the first semester of the pandemic, and then, Active Reading was added to their independent work in the coming two semesters that lasted this study. Both programs from Clarity English were on the Elementary Level. Whilst Tense Buster aids students with some key grammar themes, Active Reading aids students' progress on a wide field of reading skills such as: prediction, vocabulary strategy, inference, skimming, topic sentence, amongst others.

#### Tense Buster Program

This Program has eight grammar topics, that at the same time contains ten subtopics each, as a sort of building up learning and knowledge. Next, it will be described how Topic one- Am, is, are (To be), and its subtopics appear in the program. From top to bottom, the ten subtopics are: Intro, The rule, six practice activities, And now, and Your test. Once the students are in each subtopic, we can see some buttons at the top bar with the following functions: the Recorder button allows the student to record their own voice in some of the activities that is required. Every time the student answers each exercise, and as a sort of feedback, the system shows whether it is correct, or not, the correct answer, and at least two or more similar examples. Then, the Scoring button is to be used when the student has finished with the activity. It will show the percentage achieved, the correct answers, the incorrect answers, and the missing ones. Also, there is the Start again button that permits the student to do the activity again if he or she is not satisfied with the score. Last, there are the Previous and Next buttons for the student to move back and forth throughout the subtopics. Next, the ten subtopics will be explained in detail.

The first subtopic is the Intro. In this activity the student has to drag some words to unscramble a sentence. The subtopic is the Rule, where the student has to read and listen

to the grammar rule of the current topic. After, he or she has to do the exercise about filling some missing words. There is a sentence to model the exercise. Afterwards, there are the six practice activities. The activity in practice one starts by a short explanation with an example. Then, the student has to fill in the gaps in a sequence of sentences out of the multiple-choice type of question. Later, the student can listen to the complete sentences. Finally, the student can record his or her own voice repeating the sentences. After a short explanation, the activity in the second practice starts again with a short explanation. Then the student has to listen to the missing words and type them in the right gap. Similar to the latter, student can record his or her voice saying the sentences after clicking on the scoring button. The third practice activity continuous with a listening exercise. There are some scumble sentence in brackets to be written in the correct order from the listening activity. This activity doesn't have the Recorder button. In the practice number four there is a conversation with some missing words. The student has to choose the correct word from a multiple-choice type of question. There is a listening activity in the fifth practice that will help the student to fill in some missing information. After clicking on the Scoring button, the student can see the feedback regarding how the speaker uses the grammar. The last practice activity, number six, has a vocabulary exercise where is promoted a strategy to learn new vocabulary throughout two or more words related to the same topic, e.g.: man-woman; red-blue; big-small; cat-dog; elephant-animal, and so on. After the six practice activities the topic has the And now subtopic, and Your test subtopic. The And now subtopic gives some advice and recommendations to the student on how to keep learning away from the computer (sort of independent learning). The recommendations are done through examples. Learn words, learn sentences, draw pictures, write down words in his or her first language and English, write sentences describing his or her own feelings toward the new words, and practice saying the words are some of the recommendations given to the student. There are three recommended tips for the student. First, to buy a book. Second, to



find a good way to learn new words. And third, to learn ten new words every day, so he or she will learn 70 new words by the end of the week. This was how works one of the eight topics on Tense Buster in the Elementary Level. Following, it will be explained how works Active Reading in the same Elementary Level.

### Active Reading Program

In Elementary Level there are ten Units. Each unit has a topic and works different text type (Advertisements for homes; Website posts for part-time courses; Spoken instructions-notes from a friend; etc). Likewise, each unit works different various Reading focus (Reading for info; Understand why you are reading; Learning vocabulary in topics; etc). Every unit starts with a video where a teacher explains the learning outcomes and why they are important. The units also have a Resource center to see handy downloadable worksheets and the video transcripts. Some of the activities are the fill in type of exercise. When the student clicks on the Scoring button he or she can check out the exercise's feedback. We will take a look to the activities in Unit 5-Making a journey. This unit includes six activities: Getting started; Vocabulary: airports; Reading: a dialog; Vocabulary: repeat the sentence; Reading: write a note; and Visit three websites). Following, the six activities explain at length.

The getting started activity the student has to complete a gap in eight sentences. Every sentence has a hint word in blue to help the student choose the correct one. The missing words have to be drag down from the top of the exercise. In the Vocabulary: airports activity the learner has to match the ten airport words with the correspondent picture. After, in the Reading: a dialog task, the student has to read and listen to a conversation about a journey. Then, he or she has to answer eight comprehension questions and statements from the conversation out of two possible answers. Then, during the Vocabulary: repeat the sentence, the student is challenged to learn vocabulary by listening and speaking. Once the student completes the ten sentences gaps, he or she has to press the Scoring button. Afterwards, the student is allowed to listen to the sentences and repeating them using the

Recorder button. Next, in the Reading: write a note task, the student is requested to read a note to write a similar note to a friend using some blue words from the exercise's note. Visit three websites is the last activity the student has to do. The last activity in this unit is Visit three websites. In this activity the student is given three world's destination spots with some information to be searched in three given online websites. After completing the assignment, the student is requested to write all the new possible new words he or she learned from using the websites. The description above is how the student who uses Clarity English has to perform the activities in Tense Buster and Active Reading.

#### Flipped classroom strategy based on online applications for presentations

The remote classes were using educational resources available online semester after semester to foster autonomy and self-learning. Some of those applications are to practice and reinforce the topics seen in class, and also there were some for gamification to practice interactively. Edmodo has been an educational application that I use with my classes for the past 6 years, or so. I guided the students, step by step to register in Edmodo. This was the application where I posted appropriate information regarding the topic that was going to be seen the next class. Furthermore, I assigned homework, or quiz through this application, and it was where the students could upload any assignment from the classes, or their class' presentations. Then, from the 1<sup>st</sup> to the 3<sup>rd</sup> class I taught the class using some interactive applications such Genially, EdPuzzle, Power Point, Canva, Kahoot, Quizziz, Educaplay that I tried before recommending and proposing them to the students for their presentations to come. Usually, these online applications are free and user friendly, therefore I registered and created my own accounts and classes (see annexes 22, 23, 24, 25, and 26). However, students were free to use their own applications, too. The class was asked to create even groups to choose from the nine (9) remain topics of the semester to be presented by them.

Since the topics were given to the whole class between five (5) to six (6) days in advance in the Virtual Campus week, and Edmodo the groups had to prepare the class and one (1), or two (2) interactive activities to be performed after their presentation. These last activities were to practice the class the students had seen. The role during the groups' presentations was as a person who clarify, or complement the information given by the students. Each English class has four hours per week. In the first two semesters of the pandemic the classes were split into two (2) hours each and scheduled in two (2) different days of the week. The last semester the four (4) hours classes were scheduled in just one day. In both moments, the presentations were done in the first two (2) hours, and the last two (2) hours were used for me to practice the topic bearing in mind the linguistic components.

#### 10. Interpretation and reflection of the practice

Flipped classroom Strategy based on Campos Virtuales influence on students' autonomy and communicative competence in English

Post hoc analysis revealed that Campus Virtuales mainly had a positive impact on students' autonomy and communicative competence in English during the pandemic classes. Valentina from the first focus group (semester from May to September 2020) said "Definitely, I feel that the Virtual Campus foster my independent learning, because I was able to come back to it in order to review some topics". The courses in the Virtual Campus keep active until the teachers decide to delete them from the platform. This is why, the students have access at any time they feel the need to do so. Also, Dalyana from the second focus group (semester from November 2020 to April 2021) told "Yes. It does help us develop autonomy. The Virtual Campus keeps the information really handy and we could log in as many times

as we want to remember what we learned”. Most of the time, students start searching for information on their own pacing without realizing they are becoming more independent learners themselves. In regard the latter, the student Ana Maria from the third focus group (semester from June 2021 to December 2021) elicited “Quite a lot, because it is detached from the concept of dependence on a teacher or classroom, since the distance modality has these autonomous tools, so it was a learning and development of its own discipline, out of the common field”.

From some time ago, universities have introduced technology into their education resources due to keep teachers and students in contact out of classes. Besides of institutional e-mails, the Virtual Campus turned out to be the platform where the teachers upload their courses material, so their students know where to look in advance what content are in the upcoming classes. Ana maria (3<sup>rd</sup> F.G) added “ It is better to have the freedom to access the material because it depends on the dynamics of the class and the knowledge that one has, it is better to arrive with ideas of the topics and clarify doubts, besides this freedom also gives us students participation and it is not, as I said before, only the dependence on the teacher and how to stay waiting, but also to do things by oneself, to take the reins and start doing new things, out of the ordinary. This can motivate and develop a conscious autonomous activity to be applied in other areas as well”. As teachers, we need to keep reminding the students that knowing in advance what they would see in the following class would help them to be prepared regardless of whether they understood or not.

This section of the questionnaire required students to give information on the advantages and disadvantages of the Virtual Campus. It is a fact that when online resources are used in any field the success of this modality depends on some factors, such as connectivity, quality of the equipment, and the skills of the users in terms of technology. Even though, most of the students found different advantages, many of them agreed on the same

disadvantage: the platform sometimes was unstable. Valentina (1<sup>st</sup> FG) explained “A negative aspect was depending on the coverage and the devices to be able to see the class, many times it crashed down. Positive: there is a safe and reliable resource for the information needed in the class and it is also properly relevant. Negative: the platform is not always stable; the feedback process is distant because if there are doubts it is not easy to contact the teacher within the same page”. In the same line, Karen (2<sup>nd</sup> FG) stated “ My experience in the virtual campus was good, I learned how to handle new tools. Positive aspects: Learning how to insert files, links, videos, etc. Learning to manage my time when doing evaluations. Negative aspects: It does not notify when an activity has been left. Sometimes the page would remain loading and it would crash when logging in”. Finally, Carolina (3<sup>rd</sup> FG) added “It was a very supportive platform for autonomous learning, although sometimes it collapsed due to the number of students using it”. If we are equitable, what the students mention as a disadvantage relies more on external factors than in the platform itself.

Students were asked to indicate whether the material posted in the Virtual Campus enhance the learning towards the language. While the teachers are searching material to be posted on any education platform, they need to keep in mind few things. For instance, the level of his or her students, the usefulness of the chosen material, and the post class objective out of that material. Because the purpose of the teachers is to help his or her students improve their English level with the most appropriate material. Brandon (1<sup>st</sup> FG) briefly expressed “The material was appropriate”. Carlos (2<sup>nd</sup> FG) went beyond and conveyed “The information was good and sufficient. It helped me to get to know applications that supported me a little more with the strengthening of my English”. Furthermore, Ana Maria (3<sup>rd</sup> FG) commented in more detail “ Yes, because it went according to the topics, and not only visual support but auditory, videos, and activities to practice, not to mention that several things despite me

knowing English, that is good to reinforce and others that I really did not know, and I could learn thanks to the information published there”. I think is relevant to mention that the student Carlos, different from Ana Maria, hadn't had much contact with the target language because he comes from the rural area. However, both of them had akin opinions towards the material posted in the Virtual Campus.

Flipped classroom strategy based on Clarity English influence on students' autonomy and communicative competence in English

The current section of the survey was concern with the influence of Clarity English on students' autonomy and communicative competence in English throughout Flipped classroom strategy. It is relevant to remind the readers that this Educational software license had certain changes from semester to semester related to the requirements. In the first focus group we find opposites point of view from this matter. While one is radical about the effectiveness of the platform's aid towards autonomy, the other said the contrary. Let's not forget that this sudden move from face-to-face classes to remote classes modality was difficult to cope for many of us. Nonetheless, through the time most of us got accustomed to it. Paula (2<sup>nd</sup> FG) answered “In a large percentage, I think it did help with our independent learning”. While most of the students were concrete with their opinions, Ana Maria (3<sup>rd</sup> FG) had a profound opinion about that. She said “I had the challenge of doing so many units a day or later. So, in order not to reach the limit and be rushing, it was very enjoyable to do the activities. I was already implementing in my schedule to move forward, so it helped me to be much more responsible”. Whilst the first semester students had the freedom to work

on Clarity English, the two coming semesters had it as part of their final grade and as asynchronous work.

Clarity English became an important out of class resource, and its activities support the knowledge acquired in classes, the teachers started integrating it as complementary work. Since we were aiming to have more students' centered classes, we assigned the platform to the students to be worked at home. Yet, few students struggled to work on it. Brandon (1<sup>st</sup> FG) complained " It is annoying to use, it has so many sections that the simple fact of entering it is already a quite complex task". Fortunately, there were not many students as Brandon. Nicoll (2<sup>nd</sup> FG) commented "Yes, it had complete lessons, clear grammatical information and audios that helped to learn new things and improve the information". Also, Carolina (3<sup>rd</sup> FG) added "Yes, it is very important because it has a wide and explicit content". Ana Maria (3<sup>rd</sup> FG) completed Carolina's answer. She said, "Quite a lot, because it is didactic, fun in a way, it makes you participate and not just do activities for the sake of it, it is practically simple to use and all the activities complement each other and what you see in class". For some students, Clarity English may seem difficult to handle at the beginning. Nevertheless, once those students start learning, and knowing its benefits for their learning process, they would start appreciating it.

Flipped classroom strategy based on online applications for presentations influence on students' autonomy and communicative competence in English

This section would give information on online applications for presentations in relation to students' autonomy and communicative competence in English, all based on Flipped classroom strategy. Before the pandemic arrived at the world, just little amount of people was familiar with online applications for presentations or anything referring to it. Hence, teachers had to start looking for education applications that could be implemented on the

online classes, and besides that, a strategy that would made the classes more meaningful. Most of us started to attend trainings on applications, and how to use them on the remote learning. Likewise, the most appropriate strategy for that modality was Flipped classroom. The goal was to get students involve in their own learning process, and that in the short term the students were able to present a class. However, since this strategy was sort of new at the university, we need to train the students on how to do it. Amongst other applications, Edmodo became a good option to engage students in the learning process. Thus, this would be the platform where the communication was in real time, at the same time as the one for material related to presentations. Valentina (1<sup>st</sup> FG) told “ I thought it was good in the sense that you could have interaction with your classmates and the teacher”. Something similar was said by Dalyana (2<sup>nd</sup> FG). She mentioned “ I liked it because it was like a Facebook type of thing where if a colleague or teacher posted something, the notification would arrive, and you could find out in time”. It can be noticed that most of the students felt comfortable with this application. Ana Maria (3<sup>rd</sup> FG) complemented saying that “It was very interesting, dynamic, it was like a social network for academia, out of the ordinary, to make the space feel a little more narrow and not the wall between students-professor”. Surprisingly, Brandon (1<sup>st</sup> FG) completely disagreed with his classmates. He expressed “Edmodo seemed unnecessary to me, I would have liked to simply use classroom, which is simpler, so we would have avoided having so many heavy applications. some of us did not have much storage on the cell phone”. If we understand Brando’s comment, it is related to his cellphone’s storage rather than with the application’s performance. But his comment is as important as the others. According to what I saw from most of the students, they felt confident uploading activities on Edmodo. Even sometimes, they shared links to practice and improve their English with the class.



In terms of the most appropriate, easy, and dynamic application to do the class presentations the students preferred almost the same ones. For example, Kahoot was the one that everyone wanted to use in his or her presentations. Paula (2<sup>nd</sup> FG) mentioned “kahoot was a good tool”. Students loved Kahoot because they usually competed between them. Leidy (2<sup>nd</sup> FG) told “There were many applications, especially those involving games in which everyone could participate”. Genially was also one of the students’ favorite. Almost all the applications are free, and they are users friendly. When the students had the chance to select his or her application and the material for their presentations, even if they had it already on the Virtual Campus, they felt teachers themselves. And they are, indeed. Karen (2<sup>nd</sup> FG) expressed “Genially, since I could prepare the topics for the presentations and activities that the teacher assigned us”. Whenever the teacher sees his or her students doing class’ presentations, and also using the applications that have been shared or new ones, the teacher would notice more active role from his or her students. And we know that current education is what is all about. Don’t we?

Teacher’s Flipped classroom strategy influence on students’ autonomy and communicative competence in English

The most appealing part of this survey was the role that teachers play to implement the flipped classroom to improve students’ level of English. Therefore, the teachers are the fourth Focus Group. I must admit that almost all of us struggled to implement the Flipped classroom strategy, but we didn’t have many options. Systematizing our teaching practice during those three semesters helped us modified and enhance its implementation. My colleagues and I answered the relevance that Flipped classroom strategy have on our classes and students. Similarly, how it can be improved and the importance of its implementation to better students’ linguistic skills (listening, speaking, reading, and writing).

And finally, which applications would be kept in the classes. The teacher Danilo said, “For strategies such as the inverted classroom to work in the best way, it is essential to have the infrastructure, equipment, and resources necessary for students and teachers to successfully develop all activities”. The teacher Jhenice continued and expressed “Students should understand what the inverted classroom is. They should have an attitude of commitment and autonomy in their learning. They should not wait for the teacher to give them everything they need but should arrive prepared so that the class is more dynamic and focused on complementing and clearing up doubts”. Personally, I agreed with both of my colleagues. We had to understand how the Flipped classroom worked. Then, we needed to try to implement it in the new modality, that meant, remote learning. All of us were aware that we didn’t have much experience with that strategy and modality, because of this we needed to support each other to solve any issue we would face back them. In addition, as the teacher Danilo said, we needed better equipment, infrastructure to improve the implementation of the Flipped classroom. Due to the students’ background, the latter was the most difficult to overcome due to the rural areas where some number of students lived. However, that issue improved the last two semesters of the pandemic. Next, we noticed that applying the Flipped classroom strategy, the students started building up some sort of autonomy. We would see certain improvement in the students’ linguistic skills. Certainly, during and at the end of the three semesters we used to get together to discuss which activities were working to strengthen them, and which ones would be modified or changed. The teacher Jhenice commented on the development of autonomy through Flipped classroom strategy “I totally agree. So much so that there are already schools that are implementing it to promote learning, for example the Comfandi Buga school is the pilot in the municipality from ninth to eleventh grade”. Likewise, the teacher Danilo added “Of course it is, since by developing a strategy that is more student-centered than teacher-centered, students will necessarily have to work more autonomously”. Finally, we discussed

on which applications we would carry on using, and the outcomes were the following. The teacher Danilo mentioned “There are several online applications that are very useful for the development of the flipped classroom, as well as university virtual campuses and specialized software with institutional licensing”. The colleague Jhenice answered in a more general way and declared “To be frank I don't have specific ones; it depends on what I am looking for and that they fit the need of the moment. But all of them are important and very helpful as a tool to strengthen, deepen and make students use them to be autonomous and owners of their learning which varies in its pace”. I kept using the ones that worked for me from the beginning. Some of them were the ones I learned how to use just before the pandemic time, and the first semester. Though, there are other applications that I have learned from the own students when they were doing their presentations. It has been a sort of sharing stuff between all the education community. It is a fact that nor this Flipped classroom strategy, nor any other strategy is static, therefore systematizing our teaching practices constantly would lead us to a bigger improvement on its application. The results suggest that improving the implementation of the Flipped classroom strategy would lead to more autonomous students, and hence in the long run there would be better English performers in all the linguistic skills.

## Discussion

The Theoretical framework helped us develop the aim of this research towards Flipped classroom strategy and autonomy on remote learning at Univalle Buga on pandemic. Teachers should bear in mind that this strategy must be completely crystal clear for them, so it could be applied and transmit properly to their students. Hence, it would guarantee autonomy from the students and their learning process would be more effective. Nonetheless, remain prepared for any unexpected outcomes. After the pandemic time, we don't know what would come next. The findings of this paper suggest that not just the use

of the Virtual Campus, but also the achievement of Clarity English and the online applications for presentations through Flipped classroom strategy would aid students in their own autonomy and learning outcomes. In addition, teachers must be diligent with the systematization of their teaching practices at the end of each process regarding Flipped Learning four key pillars. Reaching out a fair balance amongst them, would meet this meaningful approach purposes: fostering students' autonomy that in the meantime would improve the students communicative competence in English. Further research in this field would be of great help in the application on the face-to-face classes.

## 11. Annexes

Annex 1. Teacher's survey-Google Form

Zoom meetings availability

This survey is regarding our availability within our schedule to set up the meetings we will have regarding the semester 2020-1. As we agreed previously, we need to work on the setting of the courses in the Virtual Campus. Thanking in advanced your help.

Correo \*

Correo válido

Este formulario registra los correos. [Cambiar configuración](#)

Full name (e.g. José Fernando Moreno)

Respuesta corta

This was the first survey created during the remote classes. Its purpose was to set the schedule for the teachers' meetings. These meetings were used to discuss any doubt or problem that any of the teachers were facing in this new modality, and as a team we could recommend an action plan for it.

#### Annex 2. Student's survey about PAT-Google Form

Valoración Área Inglés 12020-1

Resuestas 119

Cuáles de las actividades y aplicaciones te gustaron más y con las cuales crees que aprendiste algo nuevo? (presentaciones, Edpuzzle, Google Forms, Kahoot, Edmodo, Genially, las compartidas por tus compañeros, etc)

Texto de respuesta larga

Con el ánimo de estar en el continuo mejoramiento del Módulo de Inglés para futuros cursos: \*

- 1) Cómo describirías el rendimiento del Profesor?
- 2) Qué sugerencias podrías dar para seguir creciendo en la calidad de la enseñanza-aprendizaje de manera virtual?

Texto de respuesta larga

This survey was designed for the students. Since teachers and students have no experience with remote classes, this survey collected information regarding students' perceptions towards the methodology and applications teachers were using in class. This survey was applied at the end of each of the three online classes semesters.

#### Annex 3. Students' survey Focus group-Google Form



This survey was constructed for students of the Focus groups to answer the questions regarding the three out of the four axes of this research. The three axes were seeking the result of Flipped classroom strategy and autonomy's relevance towards Virtual Campus, Clarity English, and Applications for online presentations.

#### Annex 4. Teachers' Focus group-Google Form



This survey was developed for teachers of the Focus group to answer the questions regarding one out of the four axes of this research. It aimed to the influence of the Flipped classroom regarding students' autonomy.

#### Annex 5. Virtual Campus-Front Page



This annex shows the online front page of the Virtual Campus where teachers, and students go to log in. On this front page we can find several links or video tutorials that may help us with any problem we could have to log in.

#### Annex 6. English 1 content

<b>Universidad del Valle</b> Área de Lenguas Extranjeras Sede Buga		
Session	Goals	Grammar Structure
<b>1. Nice to Meet You!</b>  November 23 <sup>rd</sup> - 25 <sup>th</sup>	<ul style="list-style-type: none"> <li>Introducing the course program.</li> <li>Classroom language</li> <li>Introducing people for the first time.</li> <li>Greetings and farewells</li> <li>Spelling and giving information about yourself</li> </ul>	<ul style="list-style-type: none"> <li>Basic personal questions</li> <li>Numbers and alphabet</li> <li>Using the verb to be</li> <li>Personal pronouns</li> </ul>
<b>2. Describe Yourself</b>  Nov 30 <sup>th</sup> -Dec 5 <sup>th</sup>  December 7 <sup>th</sup> -12 <sup>th</sup>	<ul style="list-style-type: none"> <li>Telling someone your occupation</li> <li>Describing people and possessions.</li> </ul>	<ul style="list-style-type: none"> <li>Possessive adjective and pronouns</li> <li>Adjectives for describing things - opposites</li> <li>Questions words</li> <li>Nationalities</li> </ul>
<b>3. The World</b>  December 14 <sup>th</sup> -19 <sup>th</sup>	<ul style="list-style-type: none"> <li>Giving directions</li> <li>Explaining where objects and places are located</li> </ul>	<ul style="list-style-type: none"> <li>Prepositions of time and place</li> <li>This/that</li> <li>There is/There are</li> </ul>
<b>4. Quiz</b>  January 11 <sup>th</sup> - 16 <sup>th</sup>	<ul style="list-style-type: none"> <li>Checking what has been worked on.</li> </ul>	<ul style="list-style-type: none"> <li>The ones worked on the previous sessions.</li> </ul>
<b>5. Daily Routines</b>  January 15 <sup>th</sup> - 23 <sup>rd</sup>	<ul style="list-style-type: none"> <li>Describing everyday activities</li> <li>Telling the time</li> </ul>	<ul style="list-style-type: none"> <li>Simple present</li> <li>Connections: first, later, after that, next, then, finally</li> <li>Routine vocabulary</li> </ul>
<b>6. Leisure Activities and household chores.</b>  January 25 <sup>th</sup> - 30 <sup>th</sup>	<ul style="list-style-type: none"> <li>Talking about daily activities</li> <li>Asking how often you do activities</li> </ul>	<ul style="list-style-type: none"> <li>Simple present: Do/Does</li> <li>Third person rules</li> <li>Expressions and adverbs of frequency</li> <li>Connectors: first, later, after that, next, then, finally</li> </ul>
<b>7. Expressing Likes &amp; Dislikes.</b>  February 1 <sup>st</sup> - 5 <sup>th</sup>	<ul style="list-style-type: none"> <li>Telling people preferences</li> </ul>	<ul style="list-style-type: none"> <li>Auxiliary do - does review</li> <li>Negative statement: don't and doesn't</li> </ul>

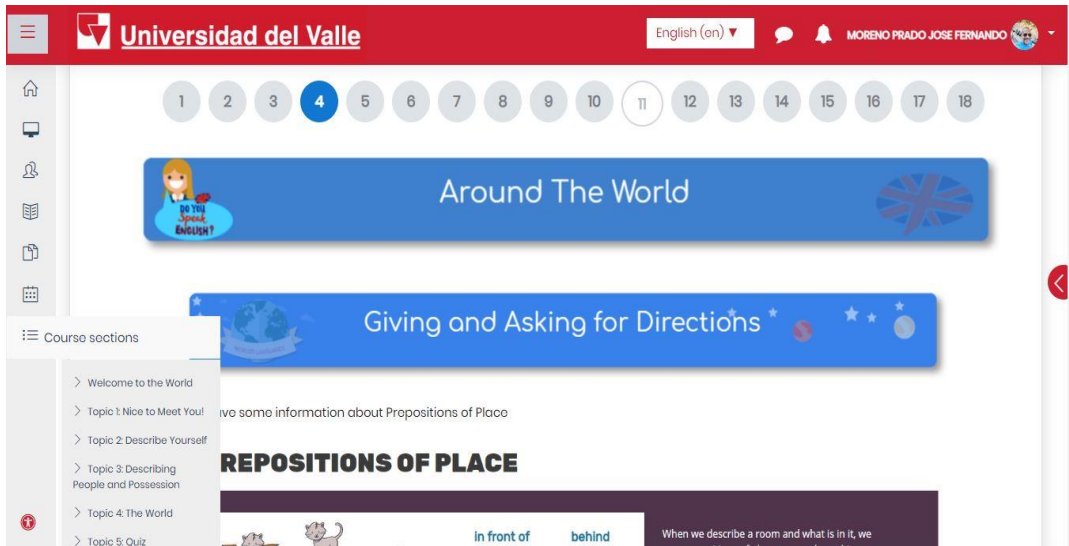
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<b>8. Mid Term Test</b>  February 5 <sup>th</sup> - 13 <sup>th</sup>	<ul style="list-style-type: none"> <li>Checking the knowledge gotten during lessons above.</li> </ul>	<ul style="list-style-type: none"> <li>Topics studied before.</li> </ul>
<b>9. This is my house!</b>  February 15 <sup>th</sup> - 20 <sup>th</sup>	<ul style="list-style-type: none"> <li>Describing parts of the house</li> <li>Talking about family members</li> </ul>	<ul style="list-style-type: none"> <li>There is/there are review</li> <li>Have/has</li> <li>Family members</li> </ul>
<b>10. Makeup Test</b>  February 22 <sup>nd</sup> - 27 <sup>th</sup>	<ul style="list-style-type: none"> <li>Improving the result from the midterm test.</li> </ul>	<ul style="list-style-type: none"> <li>Topics from sessions 1 to 8</li> </ul>
<b>11. What are you wearing?</b>  March 1 <sup>st</sup> - 5 <sup>th</sup>	<ul style="list-style-type: none"> <li>Describing clothes and accessories</li> </ul>	<ul style="list-style-type: none"> <li>Present continuous: verbs</li> <li>adjectives</li> <li>Adverbs</li> </ul>
<b>12. Describing weather</b>  March 5 <sup>th</sup> - 13 <sup>th</sup>	<ul style="list-style-type: none"> <li>Describing ongoing activities</li> <li>Expressing abilities</li> <li>Using basic connectors</li> </ul>	<ul style="list-style-type: none"> <li>Present continuous</li> <li>Weather vocabulary</li> <li>Seasons and clothes</li> <li>Outdoor activities</li> <li>Can and can't</li> <li>And, nor and but</li> </ul>
<b>13. Future plans</b>  March 15 <sup>th</sup> - 20 <sup>th</sup>	<ul style="list-style-type: none"> <li>Talking about future plans.</li> <li>Discussing real situations</li> </ul>	<ul style="list-style-type: none"> <li>Future time expressions</li> <li>Going to</li> <li>Question words</li> <li>Zero conditional (Factual)</li> </ul>
<b>14. Reading Project</b>  March 22 <sup>nd</sup> - 27 <sup>th</sup>	<ul style="list-style-type: none"> <li>Checking what has been worked on the Reading assigned to the level 1-The Three Musketeers.</li> </ul>	<ul style="list-style-type: none"> <li>Presentation about the Reading.</li> </ul>
<b>15. Final Project</b>  April 5 <sup>th</sup> - April 10 <sup>th</sup>	<ul style="list-style-type: none"> <li>Checking knowledge gotten throughout the semester</li> </ul>	<ul style="list-style-type: none"> <li>Portfolio that gathers all the topics seen throughout the semester.</li> </ul>
<b>16. Final make-up test</b>  April 12 <sup>th</sup> - 17 <sup>th</sup>	<ul style="list-style-type: none"> <li>Improving the final projects' results.</li> </ul>	<ul style="list-style-type: none"> <li>The ones worked on the previous sessions.</li> </ul>
<b>17. Final Grades</b>  April 19 <sup>th</sup> - 24 <sup>th</sup>	<ul style="list-style-type: none"> <li>Grades</li> </ul>	

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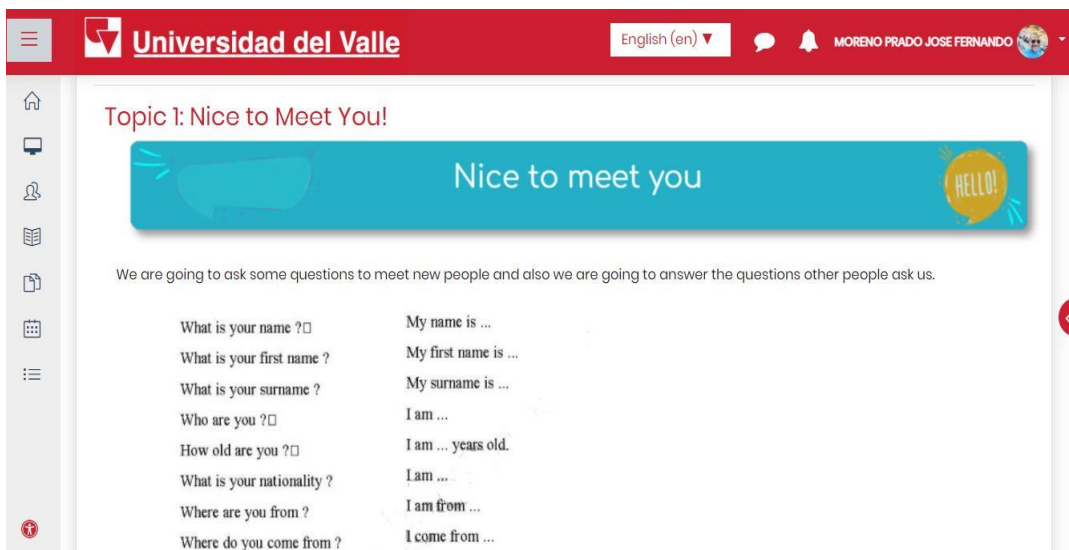
This annex shows the official document that is shared with the students and their correspondent program with the semester's content and dates.

#### Annex 7. Virtual Campus-18 weeks



This annex shows the whole eighteen weeks with their content and activities that are displayed on the Virtual Campus. Teachers and students can access anytime they want as long as they are registered in the course and have internet service.

#### Annex 8. Virtual Campus-Topics



In this annex is shown how the content is posted in each week and topic. The material displayed has information related with the grammar structure, videos, English usage, listening, exercises, amongst others.



## Annex 9. Virtual Campus-Mid-term Test

The screenshot shows the 'Universidad del Valle' virtual campus interface. At the top, there is a red header with the university logo and name, a language dropdown set to 'English (en)', and a user profile for 'MORENO PRADO JOSE FERNANDO'. The main content area is titled 'Topic 9: Midterm Test' and features a blue banner with the text 'Midterm Test' and a globe icon. Below the banner, the section is titled 'Instructions'. The text explains that the Midterm Test is meant to check students' knowledge regarding the first eight (8) weeks from this semester. It will be in two main sessions:

**1st Session:**

There will be a written part which will test the following skills: Listening Comprehension, Grammar structure, vocabulary usage, Reading Comprehension, and Writing. The timing for this part will be one (1) hour. Cameras must be on all the time during the test.

**2nd Session:**

The second part is a video about a conversation in a group of a maximum of five (5) students. The conversations must be included in all the topics seen in the previous eight (8) classes. The video should be between five (5) to ten (10) minutes. Every student should participate in the same amount of time that his/her group mates. The video will be graded according to a Rubric designed for it. Next, there are the topics for the video/conversation:

- Greetings
- Introducing yourself and others
- Describing people (appearance and personality) and places
- Location and directions
- Simple Present (Daily Routines, Leisure Activities, Household Chores)

This annex we can see the instructions about the Midterm Test method of test. We can see the date of the Test, the rubric that was going to be used, and the online test itself.

## Annex 10. Virtual Campus-Final Project

The screenshot shows the 'Universidad del Valle' virtual campus interface. At the top, there is a red header with the university logo and name, a language dropdown set to 'English (en)', and a user profile for 'MORENO PRADO JOSE FERNANDO'. The main content area is titled 'English 1 Portfolio' and features a blue banner with the text 'English 1 Portfolio' and a snowflake icon. Below the banner, the section is titled 'English 1 Portfolio'. The text explains that the portfolio may be done by the same groups that did the video-Roleplay back in the Mid Term Test. The groups are free to use all the apps, online tools, and creativity for this matter. The purpose of this Portfolio is to recycle and practice all that should have been learned in the whole semester. The due date for this Final Project is within the week 15th, March 22nd-27th.

Next, the topics that were seen during this semester which must be included in the Portfolio:

- Nice to meet you
- Describe yourself
- The World
- Daily Routines
- Leisure Activities and Household Chores
- Expressing Likes and Dislikes
- This is my House
- What are you Wearing?
- Describing the Weather
- Future Plans

PS: According to the pacing, that week will be the last time we have classes this 2020-2 semester.

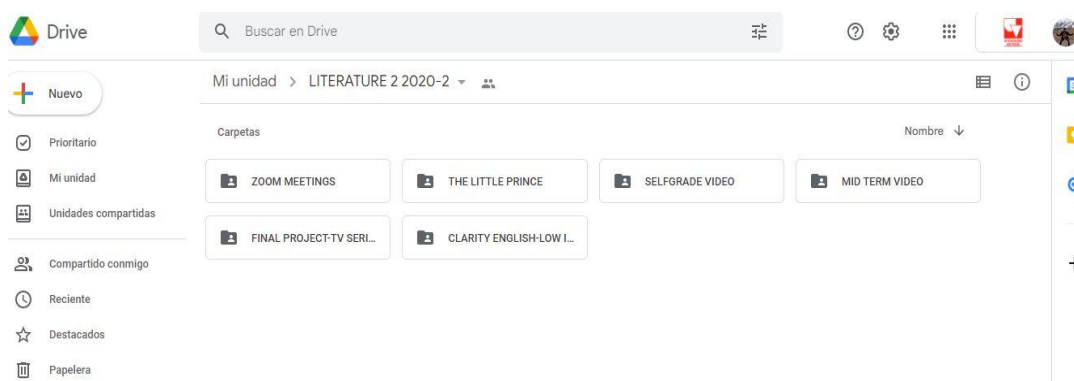
This annex we can read the steps to follow about the Final Project (Portfolio). It had the dates when the students must turn in the Project. Similar to this was the information for the Reading Project.

## Annex 11. Edmodo Platform



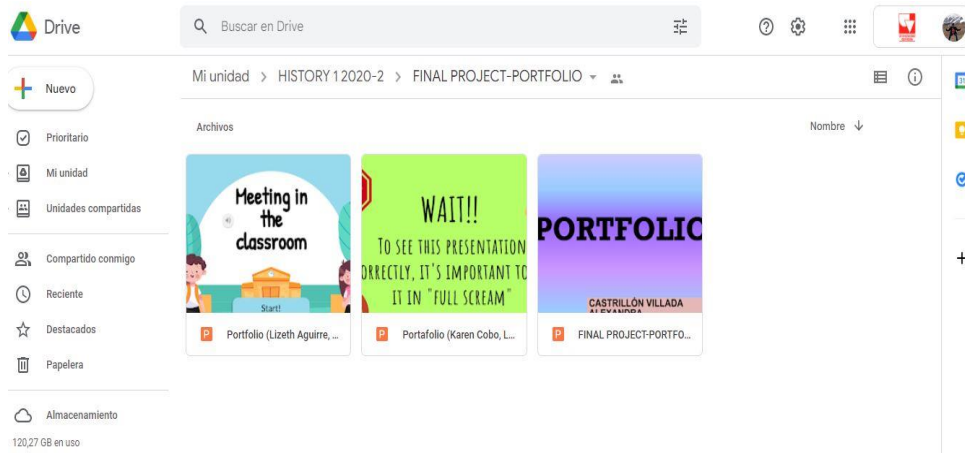
Edmodo was an educational platform quite similar to Facebook. It was used as an alternate platform to stay in constant and real time communication with the students. Furthermore, it was used to post more material regarding the topics seen in class, and also to assign tasks, or homework that students had to upload within a deadline for each activity. It is a user's friendly application.

## Annex 12. Google Drive-Files



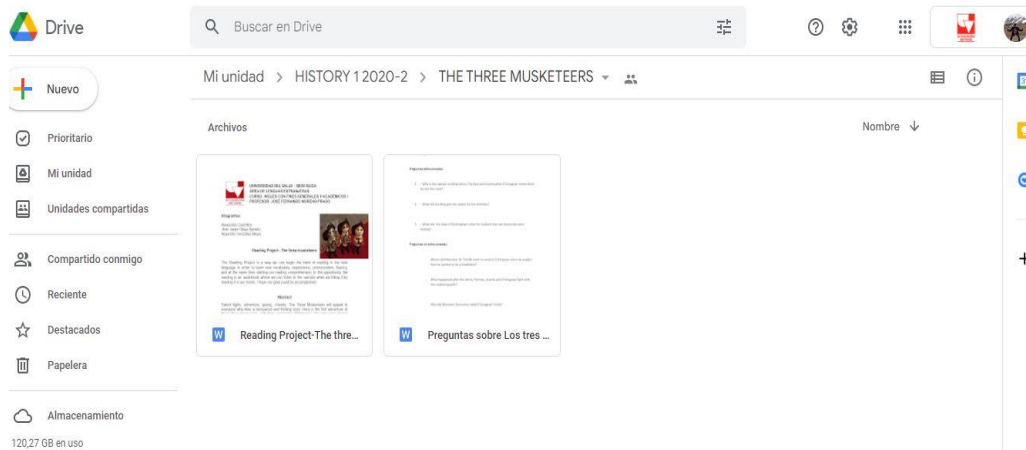
Google Drive had different files created by the teachers for the students being able to upload the assignments, and Projects that they had to turn in. Also, the students had access to the recordings of the Zoom classes in the case they were not able to attend class.

## Annex 13. Google Drive-Final Project



Since the Virtual Campus doesn't allow students to upload any document, Google Drive offered a good option to do so. This is the file where the students uploaded their Final Project-Portfolio.

#### Annex 14. Google Drive-Reading Project



#### Annex 15. Clarity English-Online

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#### IELTS preparation

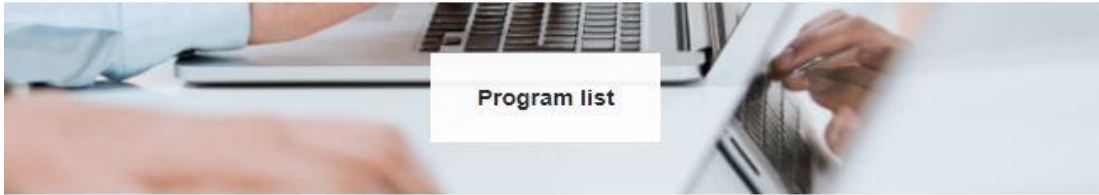
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IELTS

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This is the free online platform for Clarity English. The online version offers a variety of services that are not in the software license hired by the universities.

Annex 16. Clarity English- Program



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#### Practical Writing

#### General English

Practical Writing is for students at Intermediate to Advanced level who need to use written English both at school and in their personal life.

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In this annex we can see the different platforms that Clarity English offers to students who want to practice and enhance the performance of their English. There we can find different platforms that focus in three of the four linguistic components: Reading, Writing, and Listening.

Annex 17. Tense Buster-Evidence

Unit	Exercise	Score	Date	Time (mins)
Am, is, are (to be)	And now?	N/A	23 November 2020	< 1
Am, is, are (to be)	Vocab: big - small	N/A	23 November 2020	< 1
Am, is, are (to be)	Practice: filling in a form	100%	23 November 2020	3
Am, is, are (to be)	Practice: an interview	100%	23 November 2020	1
Am, is, are (to be)	Practise saying hello	83%	23 November 2020	2
Am, is, are (to be)	Practice: I'm - I am	80%	23 November 2020	4
Am, is, are (to be)	Practice: old, big, rich	90%	23 November 2020	1
Am, is, are (to be)	The rule	100%	23 November 2020	3
Am, is, are (to be)	Introduction	88%	23 November 2020	2

This annex shows the evidence that students had to show for Tense Buster work. The evidence was a screenshot of the score details of the activity, and it had to be uploaded on Google Drive.

#### Annex 18. Tense Buster-Certificate



In this annex it is seen the Tense Buster certificate the students received once they had finished with all the activities. The certificate provided the name of the students and his/ her score by percentage.

#### Annex 19. Active Reading-Evidence

Unit	Exercise	Score	Date	Time (mins)
Taking a course	Getting started	100%	1 December 2020	1
Finding a home	Find your dream home	N/A	1 December 2020	< 1
Finding a home	Listening: fill in a form	100%	1 December 2020	2
Finding a home	Reading: find a home	50%	28 November 2020	2
Finding a home	Vocabulary: choose a home	90%	28 November 2020	4
Finding a home	Reading: four advertisements	75%	28 November 2020	5
Finding a home	Getting started	100%	28 November 2020	1

This annex shows the evidence that students had to show for Active Reading work. The evidence was a screenshot of the score details of the activity, and it had to be uploaded on Google Drive.

#### Annex 20. Active Reading-Certificate



In this annex it is observed the Active Reading certificate the students received once they had finished with all the activities. The certificate provided the name of the students and his/ her score by percentage.

#### Annex 21. Clarity English-Rubric

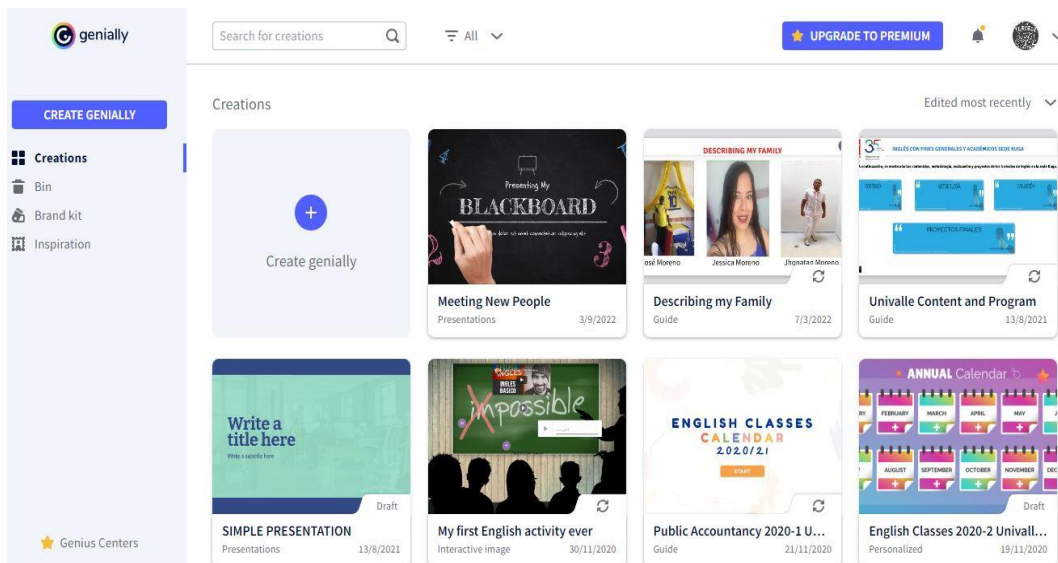


## CLARITY ENGLISH GRADES

TENSE BUSTER ACTIVE READING	PORCENTAGES	GRADES
<b>AVERAGE</b>	10% - 30%	2,0
<b>AVERAGE</b>	31% - 60%	3,0
<b>AVERAGE</b>	61% - 80%	4,0
<b>AVERAGE</b>	81% - 100%	5,0

This annex indicates the rubric that was created in the third semester. This rubric gives a grade depending on the score percentage the students had in their certificate.

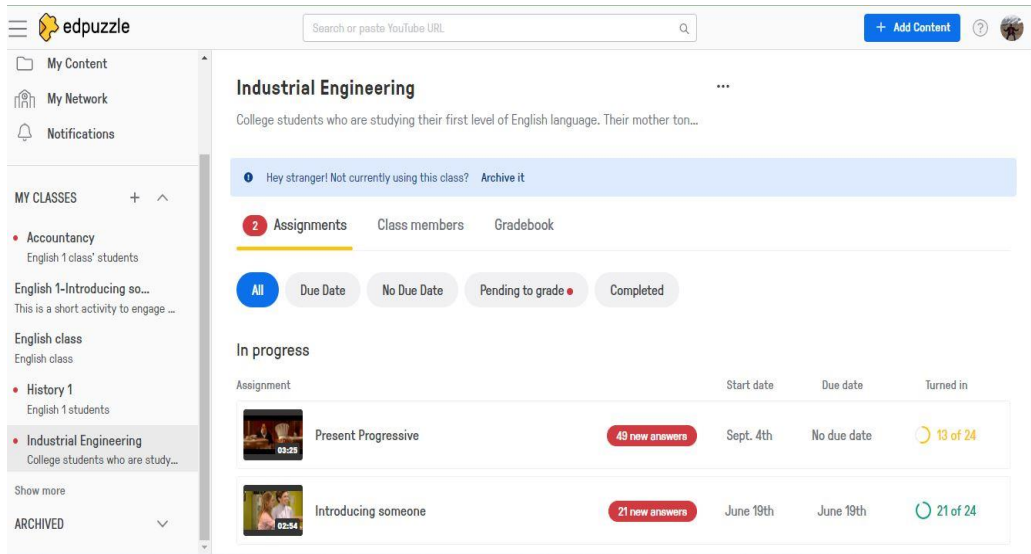
### Annex 22. Genially application



Genially is a free online application and software for creating interactive content. It allows you to create images, infographics, presentations, amongst others. It can be provided with interactive effects and animations.

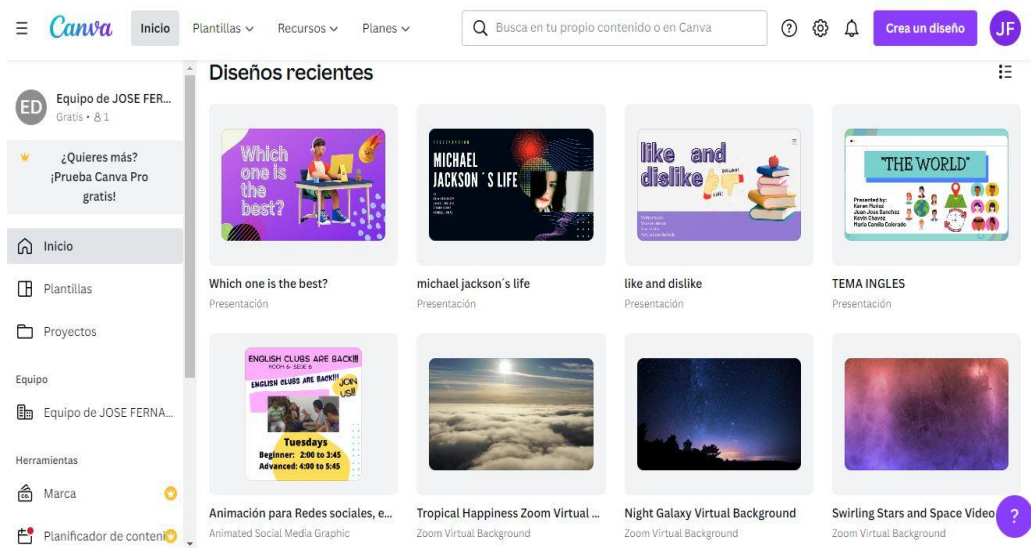
### Annex 23. EdPuzzle application





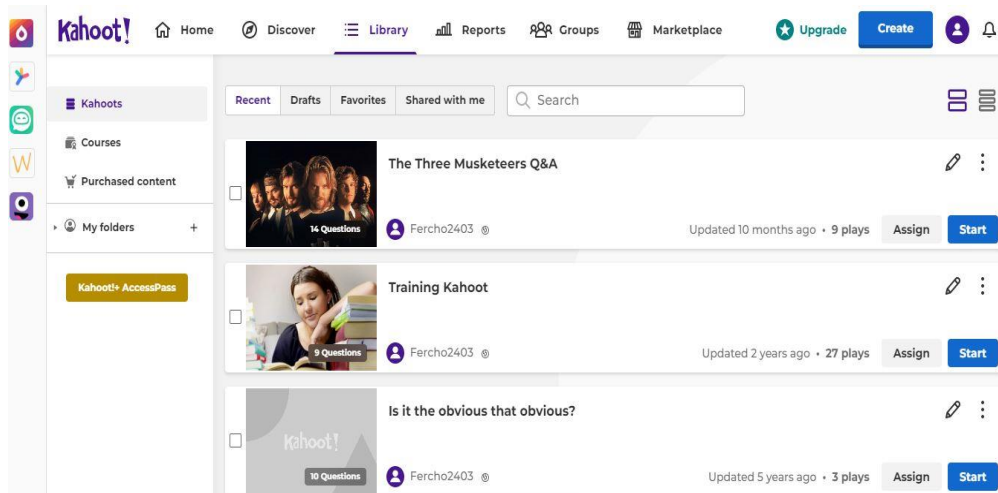
EdPuzzle is a free web application for educational purposes since allows to create evaluations or assessment questionnaires out of a video. It is based on the Flipped classroom methodology.

#### Annex 24. Canva application



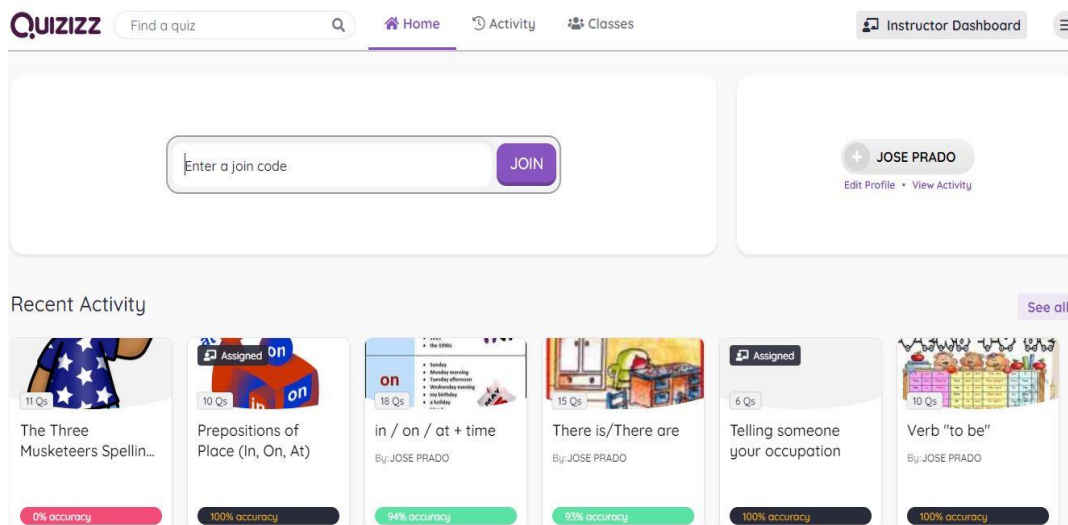
Canva is a free editing application that can be used on your electronic' devices. It allows you to create presentations, posters, artwork, amongst others.

#### Annex 25. Kahoot application



Kahoot is a free web application that allows you the creation of evaluations, assessment, quizzes, or a library where you can find the one you need. It is great to reinforce students' learning.

#### Annex 26. Quizziz application



Quizziz is a free educational application to create gamified student engagement activities. It is great for pop quizzes, assignments, and formative assessments, amongst others.

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