

FLIPPED CLASSROOM FACING ENGLISH LANGUAGE SKILLS: THE CASE OF THE STUDENTS FROM THE CIENCIAS MÉDICAS Y CLÍNICAS FACULTY, UDELAS, SANTIAGO HEADQUARTER.

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RESUMEN

El propósito de este estudio fue evaluar el uso de Flipped Classroom para ayudar a mejorar las habilidades en Inglés de los estudiantes de UDELAS en la sede de Santiago.

El investigador decidió realizar una investigación de acción bajo el paradigma cuantitativo.

Se aplicaron dos pruebas: una prueba previa al inicio y una prueba al final de la última semana de clases después del tratamiento (Flipped Classroom).

Después de la intervención, el investigador pudo notar que el uso de Flipped Classroom tuvo un efecto positivo en las habilidades lingüísticas de los estudiantes.

Casi todos los estudiantes pasaron a tener una muy buena competencia en lectura comprensiva en inglés. La mayoría de estos estudiantes mejoraron significativamente su dominio del idioma en sus estrategias de conversación, su vocabulario, así como su competencia gramatical en inglés. Más de la mitad de estos estudiantes lograron mejorar significativamente sus habilidades de comprensión auditiva.

Palabras clave: Flipped Classroom Habilidades del lenguaje Enseñar Aprender Enfoque centrado en el alumno Competencia comunicativa

ABSTRACT

The purpose of this study was to evaluate the use of Flipped Classroom to help improve the English language skills of UDELAS students at the Santiago headquarter.

The researcher decided to carry out an action research under the quantitative paradigm.

Two tests were applied: a test prior to the start and a test at the end of the last week of classes, after treatment (Flipped Classroom).

After the intervention, the researcher was able to notice that the use of the Flipped Classroom teaching model had a positive effect on the language skills of the students.

Nearly all students went on to have very good proficiency in reading comprehension in English. Most of these students significantly improved their language proficiency in their conversational strategies, their vocabulary, as well as their grammatical proficiency in English. More than half of these students managed to significantly improve their listening comprehension skills.

Keywords: Flipped Classroom Language skills To teach To learn Student-Centered Approach Communicative competence

BACKGROUND

Learning a second language is a process that has some degree of complication. There are people who do not have much trouble reaching that competition, while there are others that cost them a lot and must overcome some obstacles to achieve it. Some linguists, especially in the study of the English language, point out that there are elements such as motivation, anxiety, learning styles and study strategies which play a relevant role in the process of learning a second language (Diaz, 2015).

Motivation is of paramount importance, especially when it relates to learning in any area, and of course it is no exception for those looking to turn on English. However, the Panamanian community has observed that public school students show a lack of interest in various subjects and this results in poor academic performance. It could then be said that the lack of teaching strategies on a motivating nature in the pedagogical process by teachers in the English area represents a variable to consider. In this sense, it is necessary to consider that most education experts are convinced, and without fear of mistake, that motivation is a fundamental piece for the achievement of academic skills (Montes-de.Oca, 2004).

Classrooms have been transformed by incorporating TV, video and the internet into the traditional English language teaching-learning process, where, in some cases, routine didactics envelop all actors in the process. Many universities, where teaching this language is compulsory, make great efforts to solve this serious problem; so, they have invested in expensive platforms and have developed links with institutions in other latitudes where the use of the English language is vital (Abarca, 2016).

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According to Weimer (2019), today's young adults are digital natives; have been born and grown surrounded by technology (computers, tablets, smartphones, and others). He stated that students have a different form of access, thought, and processing of information, which has a direct impact on how new skills are learned and acquired (Weimer, 2019). Considering this pedagogical conception, an innovative methodology called Flipped Classroom was presented which becomes an alternative to the problem perceived at Universidad Especializada de las Americas in terms of teaching-learning the English language.

METHODOLOGY

The type of research carried out in this work was an Action Research, in which the situation in question was interpreted in detail. It did not merely collect and tabulate data but also it included the interpretation of the meaning and importance of what was developed. The researcher decided to conduct the action research in order to determine what was better or the best for teaching and learning on the courses of English taught at UDELAS. This study was developed under the quantitative paradigm. The design in this type of study presents specific subjects that were measured before and after the treatment (Flipped Classroom).

For this study, the population was made up 166 students from the Faculty of Medical Sciences and Clinics who took the English course 448b, in Santiago, during the second semester of the 2020 academic year. Probabilistic samples are all elements of the population that have the same possibility of being chosen and are obtained by defining the characteristics of the population and the size of the sample, and by means of a random or mechanical selection of the analysis units (Sampieri, 2010). Consequently, 62 students were randomly chosen as the sample for this study which represents the 37.35% of the entire population.

During the eight weeks in which this research was conducted, two tests were applied: a pre-test at the beginning of the first week of classes, and a post test at the end of the last week of classes. This study intended to use an instrument that met the above characteristics. For this reason, it was designed a test that identified the level of vocabulary, reading and listening comprehension, the level of grammar that each student had, and also a list of criteria to check their level of conversation in the English language. Depending on the score achieved by students in each category, the performance of the language skills was classified in terms of the following scale:

Reading:

4=VERY GOOD, 3= GOOD, 2= AVERAGE, 1= NEED TO IMPROVE, 0= POOR

Conversation Strategies:

9-10=VERY GOOD, 6-8= GOOD, 4-5= AVERAGE, 1-3= NEED TO IMPROVE, 0= POOR

Vocabulary:

9-10=VERY GOOD, 6-8= GOOD, 4-5= AVERAGE, 1-3= NEED TO IMPROVE, 0= POOR

Listening:

6=VERY GOOD, 4-5= GOOD, 3-2= AVERAGE, 1= NEED TO IMPROVE, 0= POOR

Grammar:

17-20=VERY GOOD, 13-16= GOOD, 10-12= AVERAGE, 6-9= NEED TO IMPROVE, 0-5= POOR

Resultados

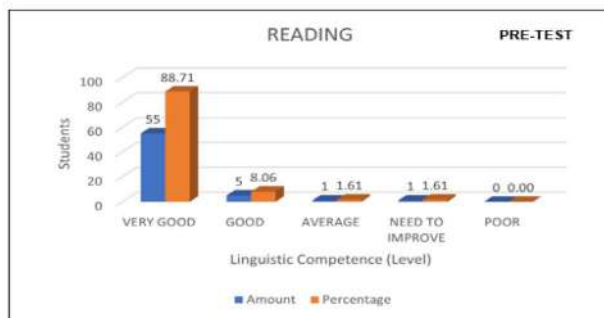


Figure 1: Reading (Pre-test)



Figure 2: Reading (Post-test)

In the figure #1 it can be seen that, of the 62 students who were part of this research work, 1.61% indicated needing help to improve, 1.61% showed to be within the range of the average, 8.06% had a good level of reading comprehension, and 88.71% had very good language proficiency in terms of reading comprehension. On the other hand, after the intervention, 4.84% had a good level of reading comprehension, and 95.16% had a very good reading comprehension competence in English. This implies that almost all students went from having a good and average competence in reading comprehension in English to a very good competence, indicating progress in the development of the competence in mention.



OTEIMA:

Quiero una ilustración para una charla sobre los desafíos para la educación ante el auge de la inteligencia artificial y **quisiera algunas ideas** de qué podría incluir en el diseño.

 **CHAT GPT:**

¡Claro! Aquí tienes algunas ideas que podrías considerar para la ilustración de tu portada:

- **Estudiantes interactuando con tecnología**
- **Equilibrio entre lo humano y lo tecnológico**

OTEIMA:

Puedes escribirme un **prompt** que pueda usar para generar la ilustración en una herramienta de inteligencia artificial?

 **CHAT GPT:**

¡Claro! Aquí tienes un prompt que puedes utilizar para generar una imagen:

Escena futurista con estudiantes usando pantallas táctiles, dispositivos e interactuando con robots

CREAR

Herramientas de inteligencia artificial utilizadas:



CHAT GPT



SCRIBBLE
DIFFUSION



BING
IMAGE CREATOR



PHOTOSHOP
BETA

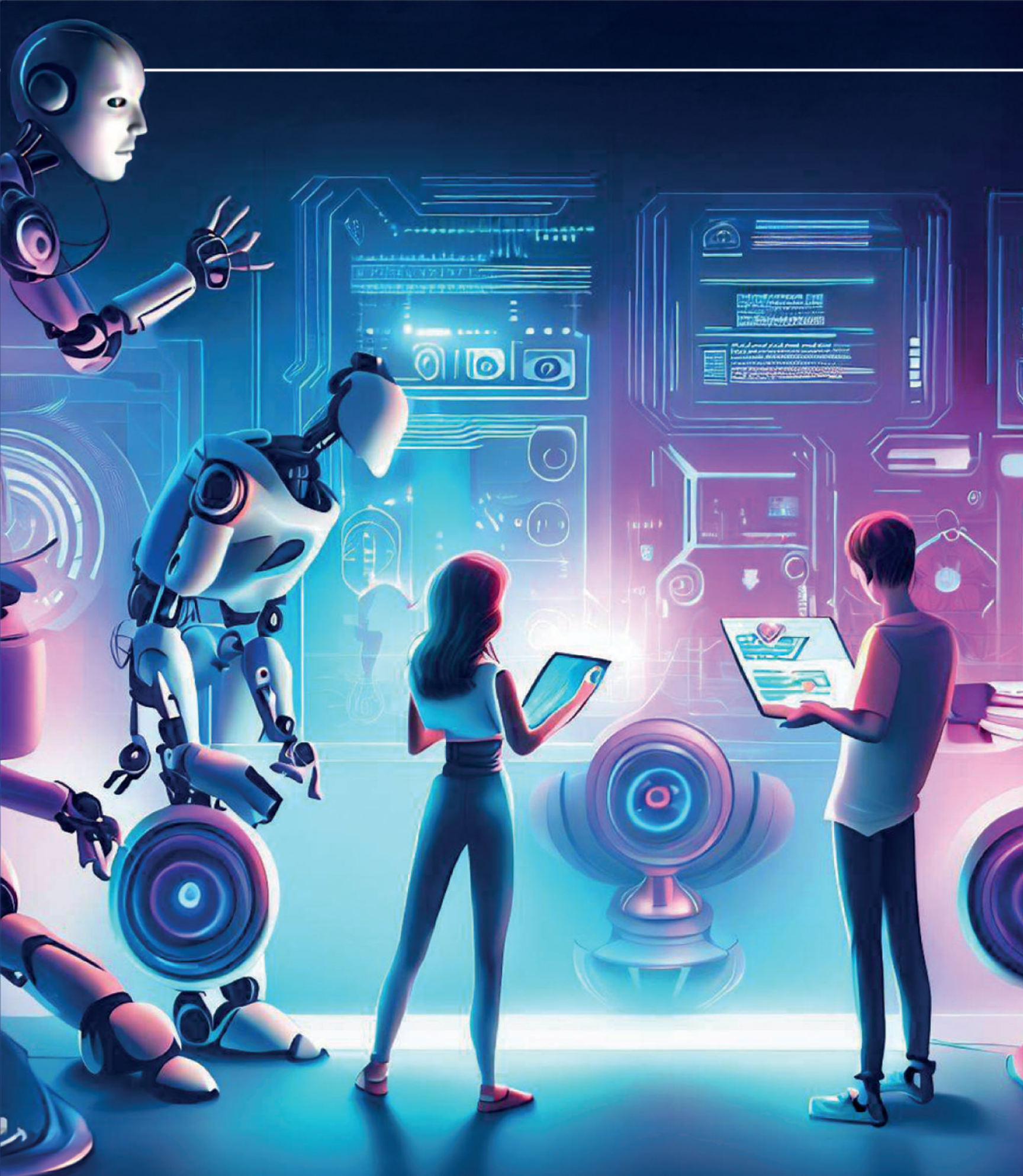


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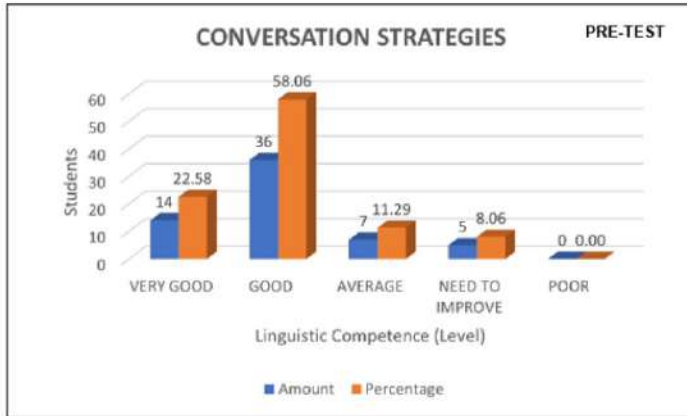


Figure 3. Conversation Strategies (Pre-test) Figure 4. Conversation Strategies (Post-test)

Figure #3 shows that, of the 62 students evaluated before the intervention, 8.06% needed help to improve their conversational skills in English, 11.29% had an average capacity, 58.06% had good conversational strategies, and 22.58% showed very good conversational strategies in English. But the figure #4 reflects that 6.45% had an average competence in conversation strategies in English, 32.26% had good proficiency, and 61.29% achieved very good competence in conversation strategies in English, after the post-test was applied. This implies that most of these students significantly improved their language proficiency in terms of conversation strategies, having been under the intervention period in this study.

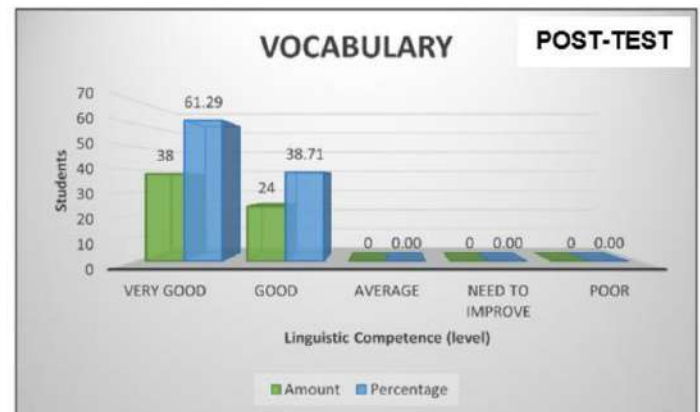
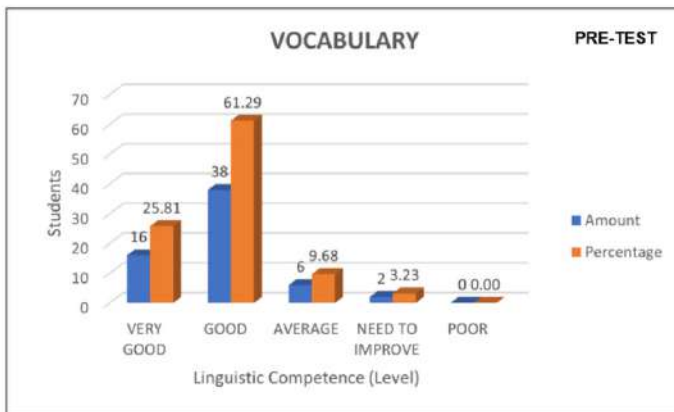


Figure 5. Vocabulary (Pre-Test)

Figure 6. Vocabulary (Post-Test)

It is observed in the figure # 5 that 3.23%, of the 62 students in this research, needed to improve their vocabulary in English, 9.68% had an average vocabulary, 61.29% had a good level of vocabulary, and 25.81% showed very good vocabulary professed in the English language. But figure # 6 shows that 38.71% achieved good vocabulary competence in English, and 61.29% of the students in this research obtained a very good level of vocabulary in the English language, at the time of applying the post-test. These percentages indicates that most of these students achieved a very good level of linguistic competence in terms of vocabulary in English, after the period of intervention in this research study.



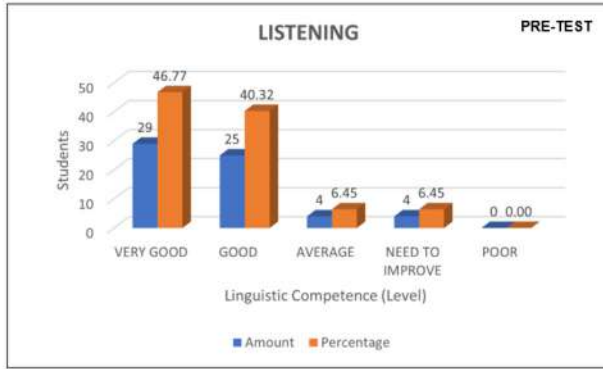


Figure 7. Listening (Pre-Test)

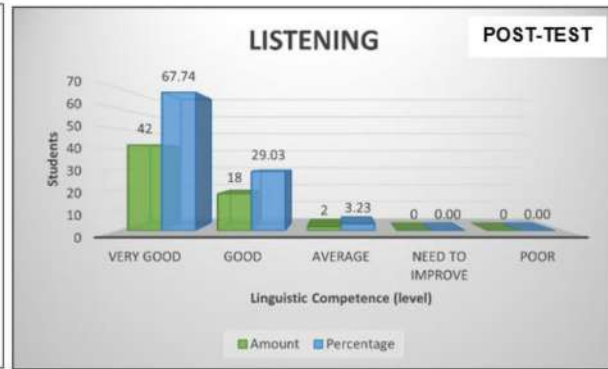


Figure 8. Listening (Post-Test)

It can be seen in figure # 7 that 6.45%, of the 62 students in this study, needed to improve their language skills of listening to audios in English, another 6.45% showed an average competence, 40.32% had good listening skills, and 46.77% presented very good competence to understand audios in the English language. Nevertheless, figure # 8 shows that 3.23% maintained an average of listening comprehension proficiency, 29.03% showed good competence, and 67.74% achieved a very good listening competence when applying the post-test. Consequently, these figures imply that more than half of these students managed to significantly improve their listening comprehension skills.

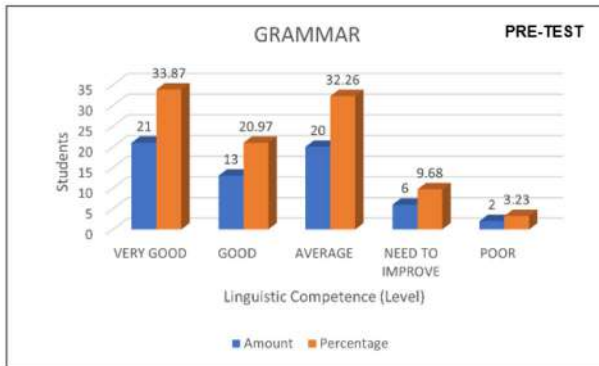


Figure 9. Grammar (Pre-Test)

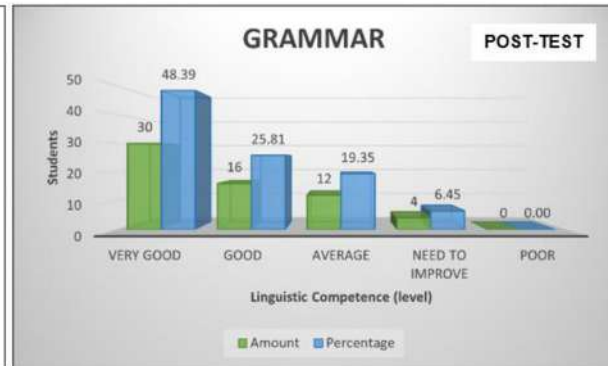


Figure 10. Grammar (Post-Test)

Figure # 9, shows that, of the 62 students under this study, 3.23% had poor grammar competence in the English language, 9.68% needed to improve this competence, 32.26% showed average proficiency, 20.97% had good proficiency, and 33.87% showed very good grammatical competence in the English language. In comparison, figure #10, shows that 6.45% showed the need to improve their grammar proficiency in the English language, 19.35% had an average grammatical competence, 25.81% achieved a good level of grammatical competence, and 48.39% achieved very good competence of English grammar, after the period of intervention in this research study. These results imply that most students went from having an average and good competition to obtaining a very good grammatical competence of the English language, after being under the Flipped Classroom mode during the period that lasted this research study.



DISCUSSION

The experience lived during the intervention and the results of this research work coincide with Jeoffrey's (2017) research "Exploring a Flipped Learning Approach in Teaching Grammar for ESL Students" by demonstrating the effectiveness of Flipped Classroom for educators who wish to implement it in their English Grammar classes using technology as a means which allows ubiquitous access to information from mobile phones, tablets, and computers. The results of this research study also agree with what Perez (2017) found in her research "The Flipped Classroom method in the English Classroom as a Foreign Language in Secondary Education: Perceptions of Students", University of Almeria, where a positive perception by students of the Flipped Classroom method was evident. This led her to conclude that this model was accepted and considered by students as an innovative resource within the teaching of foreign languages.

For his part, Pinzón (2019), in her work "Flipped Classroom in teaching foreign languages". Universidad Internacional De la Rioja, headquarters in Bogota, stated that the use of this model with the integration of the new methodologies contributed to a real and motivated approach to language learning, achieving the acquisition of skills and an improvement in the use of the foreign language.

With the results achieved in this research, the usefulness of Flipped Classroom can be reaffirmed as a methodology with very positive effects on the teaching of English.

CONCLUSIONS

Having carried out this research work, the following conclusions were reached:

- The use of Flipped Classroom helps improve the English language skills of UDELAS students at the Santiago headquarters, which proves the effectiveness of this methodology to help improve the English language skills of university students.
- UDELAS students at the headquarters of Santiago presented an average and good level in terms of language skills in English at the beginning of the intervention. This indicates an acceptable English language management in students before taking the subject of their curriculum.
- Students under this research made significant progress when they received English classes through the Flipped Classroom instruction model, highlighting greater effectiveness in English language vocabulary and conversation strategies competences.

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