HOW

Perceptions on the Use of the Flipped Classroom in the EFL Class

Percepciones acerca del Uso del Aula Invertida en la Clase de Inglés

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Abstract

The present action-research study analyzes students' basic perceptions about the use of the Flipped Classroom as part of their EFL class in a Mexican technical high school. To this end, 47 5th-

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semester students took two versions of a survey, which combined provided an understanding of their views after having taken part of a six-week intervention. The intervention focused on what is typically considered the most challenging topic of the semester: the simple past and its functions included in the official syllabus. On the one hand, the 'flipped' part of the lessons was divided into before and after-class online activities following a set of principles for the Flipped Classroom, Communicative Language Teaching, and Multimedia Instruction. On the other hand, in-class activities focused on reviewing content and communicative oral practice. The Flipped Classroom was favorably regarded. Students perceived it as a technique to facilitate a rapid improvement of certain aspects of speaking performance, especially in regards to fluency, comprehension, and vocabulary.

Keywords: flipped classroom, communicative language teaching, speaking performance, student perceptions, high-school, action research, English as a foreign language

Resumen

El presente estudio de investigación-acción analiza las percepciones de estudiantes sobre el uso del Aula Invertida como parte de la clase de inglés como lengua extranjera en un bachillerato técnico en México. Para este fin, 47 estudiantes de quinto semestre tomaron dos versiones de una encuesta, las cuales al combinarse proporcionan una aproximación a sus puntos de vista tras haber participado en una intervención de seis semanas. La intervención se centró en lo que normalmente se considera el tema más desafiante del semestre: el pasado simple y sus diferentes funciones incluidas en el programa oficial. Por un lado, la parte 'invertida' de las lecciones se dividió en actividades previas y posteriores a la clase, para lo cual se siguieron principios del Aula Invertida, el Enfoque Comunicativo para la Enseñanza de Lenguas y la Instrucción Multimedia. Por otro lado, las actividades realizadas durante la clase se centraron en el repaso de contenidos y la práctica comunicativa oral. Si bien, los estudiantes proporcionaron retroalimentación sobre algunos aspectos tecnológicos de la intervención, el Aula Invertida fue percibida de forma favorable. Los estudiantes la consideraron una técnica para facilitar una rápida mejora de ciertos aspectos del desempeño oral, especialmente en lo que respecta a la fluidez, la comprensión y el vocabulario.

Palabras clave: aula invertida, enfoque comunicativo, producción oral, percepciones de los estudiantes, educación media superior, investigación acción, inglés como lengua extranjera

Introduction

The official study programs for public high schools in Mexico state that students must develop their communicative competence in English to an equivalent of a B1 level in regard to the Common European Framework of Reference or CEFR (SEP, 2018). Even when the school system seemingly assigns enough hours in middle school and high school to reach the suggested cumulative of hours for a B1 level proposed by the Council of Europe (2001), Herrera Villa et al. (2013) determines that newly admitted university students have a very basic domain of oral performance in the English language upon entry.

As a matter of fact, a diagnostic test applied as part of the preliminary analysis for this action-research found that 53% of the students that took part in this project were not able to provide any personal information beyond their name. According to Golkova and Hubackova (2014), this low level of performance can be attributed to insufficient practice and interaction in the target language, which in this case could be linked to a public education system that is characterized by limited economic, technological, and staff resources (Amador et al., 2014) as well as by overcrowded classrooms (Zorrilla, 2002).

This research was carried out in a public technical high school where students obtain both their high school diplomas and a certificate as a technician in one of seven technical programs related to marine ecosystems. Groups in this school are typically large, consisting of 50 to 65 students each. Existing research focused on large class management reports success in promoting autonomous learning (Abdelrazeq, 2018; Winke & Rawal, 2018), as well as in using technology in and outside the classroom (Jarvis et al., 2014; Marsh et al., 2003; Voelkel & Bennett, 2014), with the combination of in and out of class instruction being managed through blended learning models. According to Marsh et al. (2003), blended instruction can improve the quality of instruction in large classes especially due to its structure, reduced verbal loads, self-pacing, and automation possibilities.

The Flipped Classroom (FC) was of special interest to this research because through the transfer of instructional content outside the classroom, in-class time could be devoted to the practice of the language in agreement with the principles of Communicative Language Teaching (CLT). Within the foreign language learning field, the FC has proved to be effective for EFL learners in improving their performance in speaking (Amiryousefi, 2019; Köroğlu & Çakır, 2017; Teng, 2018; Wang et al., 2018; Wu et al., 2018; Zarrinabadi & Ebrahimi, 2019), as well as in other language areas (Ahmad, 2016; Ekmekci, 2017; Engin, 2014; Meléndez & Iza, 2017; Mo & Mao, 2017).

In spite of the benefits, several criticisms have been made to the FC throughout the years. Song et al. (2017) explain that there is no clarity in how researchers design and implement the FC since many studies do not present or lack the pedagogical and theoretical principles underlying their courses of action. This criticism can be partially answered by Bergmann and Sams (2012) who assert that every class is different and teachers who aim at *flipping* their classes must personalize this technique for their own teaching. In other words, we should not understand the FC as a method, but as a flexible technique that allows teachers to manage the class time wisely to meet class goals.

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In view of the above, the present study seeks to answer the following research question: What are the students' perceptions on Flipped Classroom as a strategy to improve their speaking performance?

Conceptual Framework

There are four key concepts to the way this research was approached: the Flipped Classroom, Multimedia Instruction, Communicative Language Teaching, and Interaction; research has provided a series of guidelines on how to apply each of these constructs to the design of instruction. Within this study, the Flipped Classroom (FC) is understood as a blended learning strategy that allows English classes to transit towards a learner-center model in which class time is used to interact in meaningful communicative tasks. On the matter of what aspects to consider when designing flipped classes, two of the most essential principles of FC include providing an incentive for students to prepare for class and employing a mechanism to assess student understanding (Kim et al., 2014). According to Lo & Hew (2017), preventing students from feeling overwhelmed by the change in instruction is important; this should be achieved by maintaining a similar workload when *flipping* the course as well as fostering a learning community for students to discuss their doubts outside the classroom.

On the matter of technology, Kim et al. (2014) advocate for the use of technologies that are familiar and easy to access, while Mayer (2005) contributes a series of specific guidelines for the creation of multimedia resources, as part of what he has denominated Multimedia Instruction (MI). How the FC and MI can be integrated seems evident, with the FC dictating when and where contents and instruction should be delivered and MI aiding in the creation of suitable resources to support instruction. Mayer (2005) outlined three main principles for MI: segmenting, personalization, and signaling. The first, segmenting, emphasizes on the need of dividing content into a series of short videos that last between 1 and 6 minutes; the second, personalization, suggests conducting the presentation in a conversational style instead of a non-personalized or too formal style; and the third, indicates that instructional materials should include highlighting the most relevant information for students.

As for the content to be covered in the instructional videos, Tucker (2012) explains that "it's not the videos on their own, but how they are integrated into an overall approach, that makes a difference" (p. 82). This can be linked to another FC principle, which deals with establishing clear connections between in-class and out-of-class activities in order to guarantee coherence in the course of action (Kim et al., 2014). Since finding existing videos that comply with all the characteristics mentioned above is difficult, Herreid and Schiller (2013) conclude that teachers better create their own videos carefully tailored for their students. In doing so, teachers need to consider how they will extend that video content into class time.

In order to guarantee that the FC is used in a more structured, goal-oriented manner, Song et al. (2017) strongly suggest framing FC instructions within a theoretical background. Since the main purpose of the official program is to foster the development of students'

communicative competence (SEP, 2017), the course objectives for our intervention can be achieved through the use of the Communicative Language Teaching (CLT) approach. According to Larsen-Freeman and Anderson (2012), the CLT approach considers interaction in the target language not only as the goal to be achieved by students, but also as the means to do so.

That is to say, CLT is based on how learners engage in communication, which in itself allows learners to develop their communicative competence. The latter is understood as the use individuals make of their grammatical knowledge of morphology, phonology, and syntax, as well as their social knowledge to exchange information and negotiate meaning in communication (Cruz, 2020). Learners need to experience communication and to participate in the interpretation, expression, and negotiation of meaning (Savignon, 2018) while receiving instruction on the linguistic elements related to what is correct and appropriate (Larsen-Freeman & Anderson, 2012; Whong, 2011). Finding different interpretations of the roles of communication and linguistic form in CLT is possible; however, a balance between the two seems more in line with the purpose of this action-research.

It is known that thanks to interaction students are exposed to language models that constitute input. In a revised version of Long's Interaction Hypothesis, Ellis (1991) reaffirms the need for comprehensible input for language acquisition. Ellis also asserts that information-exchange tasks are more likely to facilitate L2 acquisition since these tasks involve interactional restructuring (clarification requests, confirmation and comprehension checks, repetitions). Ellis comments on the need of not only comprehensible input and interaction for acquisition but also on the need of opportunities for production; both of which can be related to the principles of the CLT approach.

Methodology

Research Design

The present study is classified as an action-research (AR) study based on an individual examination of the researcher's teaching practices and working context (Ferrance, 2000) for the purpose of defining which strategies, techniques, materials, etc., work best in a particular context. AR is problem-focused; it generally arises from a specific problem or issue that stems from the researcher's professional practice (Wallace, 2006). The current study has a qualitative design; thus, data were collected through a survey that was analyzed via coding. To enhance the validity of the results, within-method triangulation and data triangulation were applied to obtain students' perceptions, as suggested by Krefting (1991) and Arias (2000).

Sample

The sample of this study consisted of 47 students from the 5th semester of a public technical high school located in Veracruz, Mexico. These students were aged 17 and 18 years old at the time of the implementation; 22 of them were male and 25 female. In general, these students could be considered hard-working and quiet. However, they were not very participative (only a few students would answer questions asked to the whole group) but usually complied with all kinds of activities the teacher requested of them.

During speaking activities, most of them relied heavily on their notebooks or books, and seemed confused when asked to engage in free communicative activities (e.g., they struggled to express what they wanted to say and to understand their interlocutors). Only a minority of students, around 14%, showed advanced speaking skills. When engaged in conversation, most students neglected the use of basic communicative strategies to convey meaning, regardless of their role as either speaker or listener. Essentially, they did not use any interactional feature other than repetition to negotiate meaning. Whenever that failed, communication was hindered.

Data Collection

A survey was selected as the most appropriate instrument for this study because it would help gather data from all participants in a short period of time while also allowing them to answer anonymously, which was expected to encourage honesty in their answers. Thus, data were collected at the end of the implementation through a student-perception survey in two versions, with each version including a combination of open-ended and Likert-scale questions. The reasoning behind creating equivalent versions of the instrument was to validate the results through consistency of response. That is to say, both versions aimed to collect the same information through different wording in the questions. This equivalency was ensured by analyzing the questionnaires with the help of two reviewers. The survey was conducted in Spanish to avoid misunderstanding issues and student discouragement.

Data Analysis

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Data regarding student perception was reduced following the principles proposed by Miles and Huberman (1994) to facilitate its analysis. Afterwards, open-end coding was used as a means to enable researcher interpretation. Hence, for the purposes of this study, codes were assigned to similar data segments to identify patterns, which were then clustered into patterned codes or categories. Further analysis to establish associations amongst the patterned codes led to the decision of combining descriptive and evaluation coding since they complement each other (Saldaña, 2015). Data from the 94 surveys were introduced

in the software Atlas.ti version 8.4; then, students' answers were summarized in single words or short phrases through the 'citing' and 'open coding' functions. Similar or repeated information was clustered into higher patterns through the 'code groups' function.

Pedagogical Intervention

The main purpose of the intervention was to improve the participating students' speaking performance through the use of the Flipped Classroom (FC). Instructional materials were delivered prior to class to present and practice a topic, so that class activities could be focused on further practice and communication. The pedagogical elements of the intervention were based not only on the principles of the Flipped Classroom but also on those of Multimedia Instruction and Communicative Language Teaching. In the flipped lesson structure, both explanations and mechanical drills took place out of class, in a virtual environment. Out-of-class activities were set up on the learning management system (LMS) Edmodo. It is worth mentioning that the students were trained on the use of Edmodo prior to the start of the intervention.

In an effort to guarantee that the students would check the material before class, pre-class activities involved them taking notes or solving exercises as a requirement for face-to-face class the next day. As an additional measure, the students took low-stake online quizzes in Edmodo to assess their understanding. After-class activities included further grammar practice about the key points detected during communicative activities in class. Whenever the students had to complete an out-of-class activity, they were provided with videos containing either explanations or instructions for the activities to be carried out.

The intervention took place over the course of six weeks during the first two months of the spring semester of 2020, before the start of the sanitary contingency due to the COVID-19 pandemic. During this period of time, the class focused solely on the simple past which was exploited through the following communicative functions: (a) Expressing recent past activities; (b) Expressing how a holiday/important date was celebrated; (c) Talking about past vacations / an important trip; (d) Writing a journal; (e) Talking about memories; (f) Talking about their childhood; (g) Talking about past romantic relationships; and (h) Writing a short story.

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Before-class Activities

Before-class activities aimed at providing the students with the basic knowledge necessary for in-class activities. The materials shared through Edmodo included videos, online grammar exercises, quizzes, Quizlet vocabulary activities, worksheets, PowerPoint presentations, texts, and audios. Videos were recorded as if the instructor was talking face to face to the students and asking them directly to do some activities in their notebooks before

continuing with the explanation. The first videos focused on structure as well as function, the latter focused mostly on function. Moreover, there was a set of videos targeted at noticing and correcting errors that the students made when writing or speaking during face-to-face instruction. All the videos were uploaded to a YouTube channel specifically created for this project. At the end of most videos, questions were posed so as to elicit an answer from the students or to foster student-student interaction in the target language; the students were encouraged to post their answers on YouTube.

Besides the video activities, the students practiced grammar with online exercises that offered them immediate feedback. Vocabulary presentation and practice was covered with the use of Quizlet. This platform was used to creating vocabulary sets that the students could learn through interactive flashcards and practice by means of varied exercises including spelling, multiple choice, listening, and writing. PowerPoint presentations (PPT) featured questions with vocabulary related to the topic or function and sample answers, as well as broader explanations that complemented information presented in videos.

In-class Activities

Since both before and in-class activities were designed as part of the same lesson plan or didactic sequence following the principles of the Flipped Classroom, before-class contents were recovered during in-class activities. That is to say, the grammar, vocabulary, and expressions presented and drilled mechanically out of class were exploited in face-to-face conversations in class. This was expected to boost student participation as well as to promote communication and interaction in the target language while consolidating the use of the language structures and functions.

Class activities focused on reviewing content of the digital materials shared in the platform (review activities), checking doubts, and giving the students the chance to interact with their partners (interaction activities). Review activities included transformation exercises and formulation of questions, team competitions, listening exercises, and gamified quizzes. Interaction activities usually involved conversations in pairs, surveys, collaborative writing, group discussions, team presentations, role plays, communicative games, and mingling activities.

The students were also asked to interact in Edmodo uploading photos and short texts and posting comments to each other. During speaking activities, the students were encouraged to use some strategies to negotiate meaning. More advanced students were asked to rephrase their questions when their partner did not understand them as well as to model answers to facilitate understanding. Less advanced students were reminded of the common expressions to ask someone to repeat a question, explain something, say the English word for something, etc.

Results

Flipped Classroom Engagement

More than half of the group (57%) reported to have worked in Edmodo on a regular basis, while the other half expressed that they had worked in the platform only a few times. Three participants stated that they had never used Edmodo. When asked about their views on Edmodo as a learning platform, the students' opinions leaned towards 'regular' and 'good' (See Figure 1).

What do you think of Edmodo as a learning platform?
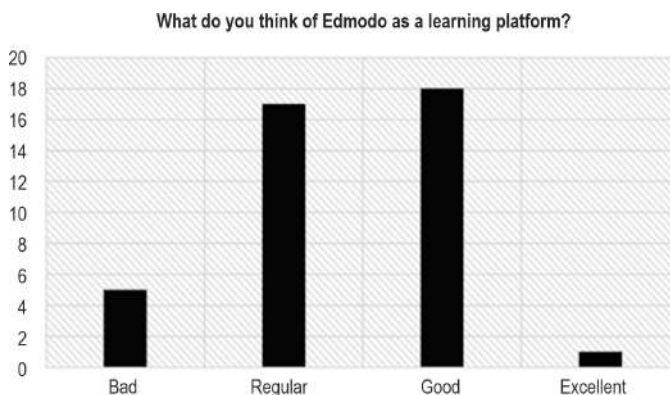
Figure 1. Student's Perceptions of Edmodo as a Learning Platform

A follow up question revealed negative comments regarding the lack of notifications (e.g., when a new video or activity was uploaded), and errors in the platform functions when uploading files, opening links, commenting, etc. Amongst the positive comments, the students mentioned Edmodo is user-friendly, as well as useful to learn and reinforce class contents.

Three quarters of the group reported to have watched all the videos or at least most of them (See Figure 2).

The following extracts illustrate that the students who did not watch the videos seem to have acted this way because of either apathy or forgetfulness:

S22: "I usually forgot to watch the videos"

S26: "I was a bit slack sometimes"

However, some blamed the absence of notifications from Edmodo as well as technical problems such as broken links:

S25: "I didn't get the notifications and saw the videos too late".
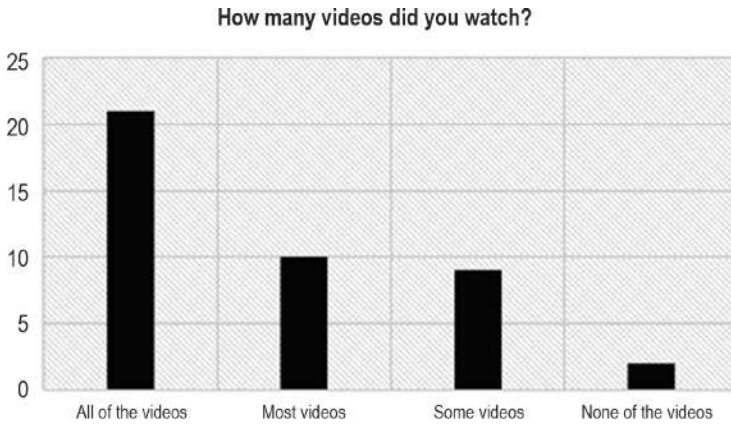
Figure 2. Student's Report on the Number of Instructional Videos Viewed

Even though half of the group assured to have watched the videos, only a third of the students expressed they had completed the activities by themselves without help or cheating. The rest of the group indicated they had done most (40%) or some (30%) activities on their own. When the students were asked about their reasons, half of them acknowledged it was due to apathy or forgetfulness:

S17: *"The truth is that I forgot, or I lost track of time"*

S22: *"Sometimes I cheated just to comply with the homework"*

Flipped Classroom Instruction

When asked to compare video instruction with face-to-face instruction, 37% of the students mentioned video instruction was more effective, and 55% of them considered it as equally effective to face-to-face instruction (See Figure 3).

The students perceived that the teacher explained the topic in the videos as she would do it in class, as reported by 28% of the students:

S2: *"She explained things almost the same as when we're in class"*

S25: *"The teacher explained exactly the same as in class, very active"*

S35: *"She did everything the same way"*

However, some students expressed that they did not do some of the out-of-class-activities due to a lack of understanding of the instructions, as we can appreciate in the following extracts:

How effective were the videos compared to face to face explanations?
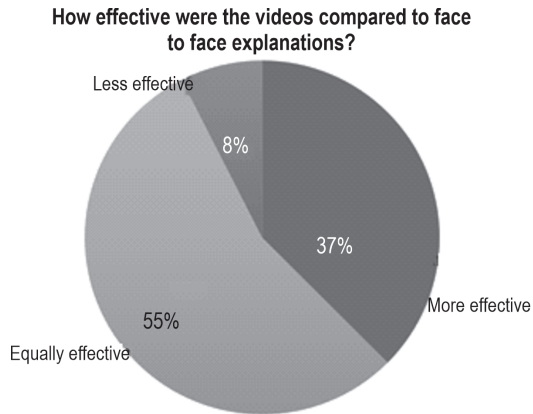
Figure 3. Students' Perceptions Regarding Effectiveness of Instructional Videos

S34: "Sometimes it was difficult for me to understand"

S40: "Because I struggle, and I didn't understand much"

The students were also asked whether they considered that practicing grammar and vocabulary prior to class had made any difference for them. 88% of the participants indicated that prior practice was helpful while 38% of them felt that they were better prepared for class (See Figure 4).

Benefits of grammar and vocabulary practice
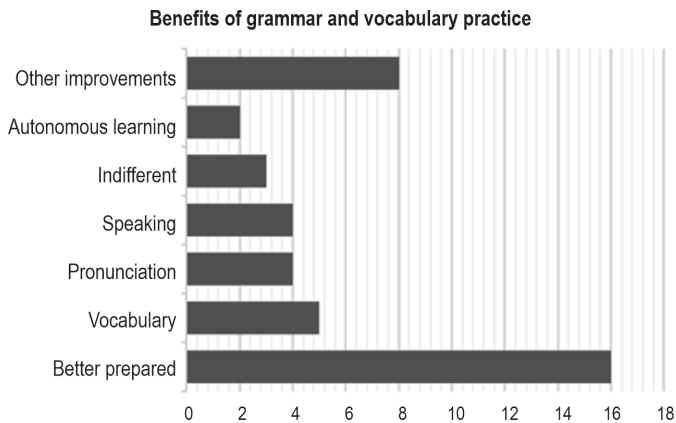
Figure 4. Students' Perceived benefits of Practicing Grammar
and Vocabulary Prior to Class

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As a matter of fact, the students explained that the benefits of practicing grammar and vocabulary prior to interacting face-to-face in the target language helped them understand better:

S16: "I got to class with more knowledge and I could reinforce that in class"

S19: "I put it in practice with my classmates, in pairs or in teams"

S28: "It was easier to grasp the topic because I already knew something"

S31: "I knew what the class would be about and I understood more"

As for the students' preferences regarding the inclusion of Flipped Classroom, the great majority indicated to have liked it. Some students expressed a strong preference towards this technique, while a minority declared to be indifferent to it (See Figure 5).
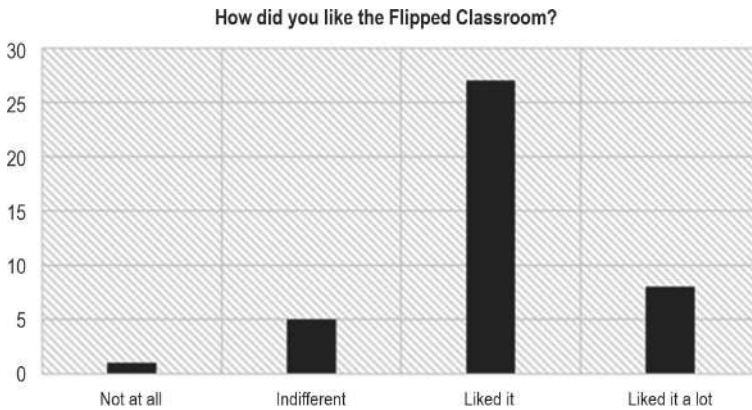

Figure 5. Students' Preferences regarding FC

Self-perceived Oral Performance through the Use of the Flipped Classroom

A latter question of the survey aimed at establishing whether the students had noticed any changes in relation to their speaking performance. A great number of respondents (89%) said to have noticed some type of improvement in contrast to the ones that perceived no improvement at all (11%). The students appreciated, sorted in descending order, improvement in overall speaking, fluency, understanding, and vocabulary. Some examples of their comments are:
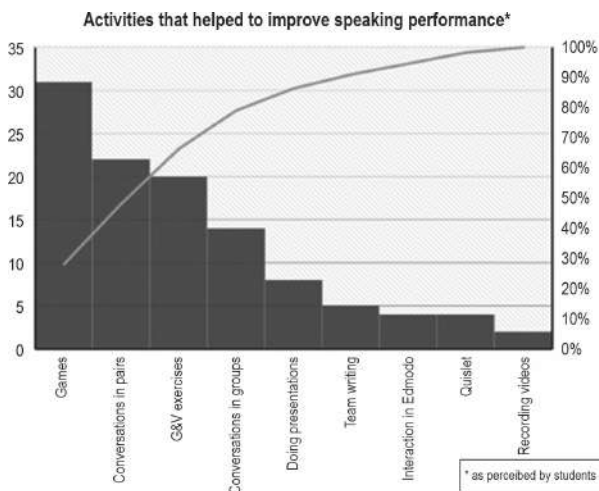
S2: "A little, I learned to have conversations with my partners"

S18: "I can talk more, have a longer conversation"

S30: "…less embarrassment and more fluid"

S5: "It helped to expand my vocabulary and expressions"

According to the students, games were the most beneficial activity in class, followed by conversations in pairs and grammar-vocabulary exercises (See Figure 6).

Figure 6. Activities Considered by Students to help Improve their Speaking Performance

Discussion

After analyzing the results, the following assertions emerged in relation to the students' perception of using Flipped Classroom to enhance their speaking performance:

1. Flipped Classroom contributes to enhancing certain aspects of students' self-perceived speaking performance within relatively short periods of time: From the results presented in the previous section, FC influences student perception over different aspects of oral performance, impacting fluency and vocabulary the most. The benefit of using this strategy to enhance students' confidence is acknowledged: learners that feel prepared for class are prone to participate in information exchange. As Boonkit (2010) realized in his study, "building up confidence in speaking was mainly reported as a factor that strengthened speaking performance" (p. 1308).

    The reason for the participating students' overlooking the grammar aspect when asked about the benefits of FC could be that some speaking skills may need longer periods of time to develop than others. Within a cognitivist view, McLaughlin and

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Heredia (1996) state that complex behavior is composed of simpler processes that are integrated into regular performance through time and practice. The present implementation lasted six weeks, a period of time that may have not been long enough for certain students to develop a new grammatical structure.

2. Video explanations are more or at least as effective as face-to-face explanations: The main reasons why over two thirds of the group considered videos were equally effective or even more effective than traditional classes were the opportunity to repeat the videos as needed as well as how close video explanations resembled the teacher's face-to-face explanations before the implementation and the close resemblance with teacher's face-to-face explanations. Bonk and Graham (2012) and Marsh et al. (2003) had already mentioned greater flexibility, access, and self-pacing amongst the advantages of blended learning.

    The fact that the participating students perceived no difference between teacher's videos and in-class explanations means that the principles proposed by Mayer (2005) were successfully accomplished. As Mayer suggested, videos were kept short, lasting on average less than three minutes. The personalization principle was key during video elaboration; survey results demonstrate that conversational style was such that watching a video was "exactly the same" for the students as having the teacher in front of them providing an explanation.

3. Students had a positive perception about the Flipped Classroom: The participants commented that FC implementation had helped them be better prepared for English classes and noticed positive results in certain aspects of their speaking performance. They mainly mentioned improvement in vocabulary, pronunciation, and speaking in general. Amiryousefi's (2019) classroom experience findings coincide with the aforementioned: students reported that the use of online platforms and course materials prior to class made them more prepared for in-class discussions and tasks. Various authors have also concluded from interviews and questionnaires that students regard FC positively for several reasons: it allows them to study at their own pace (Wang et al., 2018), classes are more enjoyable (Amiryousefi, 2019), it increases student participation (Köroğlu & Çakır, 2017; Teng, 2018), and promotes learner autonomy (Teng, 2018; Wu et al., 2018) as well as student engagement (Wu et al., 2018).

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Nevertheless, the participating students also provided some recommendations to obtain full benefit of future FC implementations: (1) there were various comments on technological improvements; (2) some students expressed their satisfaction with the implementation as it was; (3) other students recommended longer explanations and to increment the number of activities; (4) a few students advised to create more

engaging videos, consider students' interests, more collaborative work, and more games. Additionally, the students recognized that they did not get as involved in the project as they could have.

Conclusions

The present study explored students' perceptions on using Flipped Classroom to increase opportunities for communicative tasks in an English class. As the results suggest, FC facilitates a rapid self-perceived improvement of certain speaking performance aspects, namely: fluency, vocabulary, and readiness to take part in communicative activities. Nevertheless, FC was not perceived as particularly effective for acquiring new grammatical structures. This aspect of oral performance may require more time to develop, considering that the present intervention lasted six weeks. In regard to students' overall perceptions towards FC, these were mostly positive inasmuch as they reported that video explanations were quite effective, they felt more prepared for classes, and perceived that their speaking performance had improved.

As for the study limitations, strategies to maintain student engagement were obviated in this intervention. This is certainly an area of interest to focus on in future studies. Additionally, technological resources were not optimal given that various students complained about the lack of notifications from Edmodo and failure to use the functions of uploading, commenting, or opening links in the platform. Since this study focused on exploring the perceptions of technical high school students who were mainly beginner learners, with specific characteristics as a group, the results hereby obtained should be read in the light of these conditions.

To date, there has been little examination of the use of blended learning as an alternative to manage large foreign language classes and use class time productively in the southeast region of Mexico. The present study analyzed only students' perception towards the use of a blended learning model. Hence, future research on Flipped Classroom should focus on both recording students' perception and assessing their oral communicative competence through a mixed methods approach. Over the past two years, we witnessed how education hastily shifted from a presence-based to an online modality. In the future, education could be expected to shift to a blended modality. A broad understanding of the implications, benefits and challenges of blended learning techniques would allow teachers to prepare for a new era in the educational setting. In this scenario, the Flipped Classroom has the potential to be useful and effective in contributing to the development of language learners' speaking skills.

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Appendix A: Student perception survey.
Version 1

Es sumamente importante que tus respuestas sean honestas y lo más claras posibles. La información que proporciones se mantendrá totalmente privada y no afectará en ninguna forma tus calificaciones en esta clase.

1. ¿Viste todos los videos antes de clases?
    Sí
    No: ¿Por qué? _____
    _____

2. ¿Hiciste tú mismo todos los ejercicios de gramática y vocabulario de tarea?
    Sí
    No: ¿Por qué? _____
    _____

3. Elige la opción con la que más te identifiques
    a)   No hice nada en Edmodo
    b)   Trabajé pocas veces en Edmodo
    c)   Trabajé seguido en Edmodo
    d)   Siempre trabajé en Edmodo

4. ¿Cómo describirías tu experiencia en general al usar la plataforma Edmodo?
    Mala   Regular   Buena   Excelente
    ¿Por qué? _____
    _____

5. Me parece que la explicación de los temas…
    a)   Es más efectiva con videos
    b)   Es más efectiva en clase
    c)   Ambas opciones me parecen igual de efectivas
    ¿Por qué? _____
    _____

6. Siento que al hacer ejercicios de gramática y vocabulario antes de la clase…

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    a)   Voy mejor preparado a clase porque ya vi el tema y practiqué en casa

    b)   No noto ninguna diferencia, es lo mismo que hacer los ejercicios en clase

    c)   Me confundo más y/o entiendo menos

7. ¿Qué tan útil te pareció Quizlet para aprender y practicar vocabulario?

No usé Quizlet*   Nada útil   Poco útil   Útil   Muy útil

*¿Por qué? _____

_____

8. Al final de este parcial considero que mi habilidad oral es… que al principio

Peor   Igual   Un poco mejor   Mucho mejor

9. Comenta cuáles fueron las actividades (dentro y fuera de clase) que consideras que te sirvieron para mejorar tu habilidad oral

_____

_____

10. Elige la opción con la que te identifiques mejor

    a)   En general, no me gustó trabajar con Aula Invertida en mi clase de Inglés

    b)   En general, me fue indiferente trabajar con Aula Invertida en mi clase de Inglés

    c)   En general, me gustó algo trabajar con Aula Invertida en mi clase de Inglés

    d)   En general, me gustó mucho trabajar con Aula Invertida en mi clase de Inglés

11. ¿Qué sugieres para mejorar el uso del modelo de Aula Invertida?

_____

_____

¡Gracias por tu participación!

Appendix B: Student perception survey.
Version 2

Esta encuesta tiene por objetivo recabar información acerca de tu experiencia con el modelo de Aula Invertida durante tus clases de inglés. Es sumamente importante que respondas todas las preguntas, que tus respuestas sean honestas y lo más claras posibles. La información que proporciones se mantendrá totalmente privada y no afectará en ninguna forma tus calificaciones en esta clase.

1. ¿Qué tan seguido trabajaste en Edmodo?
   a) Nunca
   b) Pocas veces
   c) Regularmente
   d) Siempre

2. ¿Qué te pareció Edmodo como plataforma educativa?
   Mala   Regular   Buena   Excelente
   ¿Por qué? _____
   _____

3. Los videos me resultaron _____ que escuchar la explicación de la maestra en clase
   a) Más efectivos
   b) Igual de efectivos
   c) Menos efectivos
   ¿Por qué? _____
   _____

4. Elige la opción con la que más te identifiques
   a) No vi ninguno de los videos subidos por la maestra
   b) Vi algunos videos subidos por la maestra
   c) Vi la mayoría de los videos que subió la maestra
   d) Vi todos los videos que subió la maestra
   ¿Por qué no viste algunos de los videos (si los viste todos, no contestes esta pregunta)? _____
   _____

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5. Elige la opción con la que más te identifiques
   a) No hice ninguno de los ejercicios de gramática/vocabulario (o los copié de algún compañero)
   b) Hice algunos ejercicios (o me copié algunas veces)
   c) Hice la mayoría de los ejercicios
   d) Hice todos los ejercicios de gramática/vocabulario por mí mismo(a)

   ¿Por qué no hiciste algunos de los ejercicios (si los hiciste todos, no contestes esta pregunta)? _____

   _____

6. ¿Crees que estudiar y practicar la gramática y vocabulario antes de clase te ayudó o hizo alguna diferencia?   Sí   No

   ¿Por qué? _____

   _____

7. Elige la opción con la que te identifiques más
   a) No usé Quizlet para aprender y practicar vocabulario*
   b) Quizlet no me pareció útil para aprender/practicar vocabulario
   c) Quizlet me pareció algo útil para aprender/practicar vocabulario
   d) Quizlet me pareció muy útil para aprender/practicar vocabulario

   * ¿Por qué no lo usaste? _____

   _____

8. ¿Hubo algún cambio en tu habilidad para conversar en Inglés en este parcial?
   Descríbelo _____

   _____

9. Elige las actividades que te parecieron útiles para mejorar tu habilidad oral (puedes elegir más de una opción)
   a) Hacer ejercicios de gramática y vocabulario
   b) Interactuar en Edmodo con mis compañeros (preguntar y responder en posts)
   c) Hacer exposiciones de los temas que veíamos
   d) Escribir textos en equipo
   e) Tener conversaciones en parejas

    f)   Conversar en grupos (4 o 5 alumnos)

    g)   Juegos y competencias

    h)   Otro: _____

              _____

10. En general, el uso del Aula Invertida en mi clase de Inglés…

No me gustó   Me fue indiferente   Me gustó un poco
Me gustó mucho

11. ¿Cómo crees que se hubiera podido aprovechar mejor el Aula Invertida?

_____

_____

¡Gracias por tu participación!

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