Flipping EFL Classroom and Integrating Metacognitive Strategies to Foster Listening Comprehension in Ninth Grade Students

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To my family, colleagues, professors and students who support me through this path. Especially to my beautiful daughter who definitely is the biggest motivation to improve every day.

A mi familia, compañeros, maestros y estudiantes quienes me apoyaron a lo largo de este camino. Y en especial a mi hija quien definitivamente es la motivación más grande para mejorar cada día.
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| AUTOR              | Heydee Johanna González Corso |
| DIRECTOR           | Antonio Quintana Ramírez |

ASPECTOS DE INVESTIGACIÓN

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<td>DESCRIPCIÓN</td>
<td>Throughout the implementation of a proposal which integrates Flipped Classroom (FC) and Metacognitive Strategies (MS) the aim was to promote Listening Comprehension (LC) in a group of ninth grade EFL students in a small public high school, in Bogotá, Colombia. Although results indicated that students’ English LC ability does not increased significantly after learning with FC and MS due to the short time it was developed (only seven weeks). They certainly showed positive attitudes towards using FC and MS in listening lessons since including this kind of model as part of the lessons provide a better understanding on the use of MS and ICTs. Besides it locates students in the center of the listening learning process.</td>
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FUENTES PRINCIPALES


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**CONTENIDOS**

Chapter 1: Introduction, it begins with statement of the problem. Besides it has the research questions, objectives and the hypothesis that predicts that there will not be a significant difference on LC after applying the model already mentioned. And gives an explanation for the researcher’s motivations to develop a proposal in the rational.  
Chapter 2: Literature Review describes studies carried out in similar issues in the background and surrounds the relevant theory related to the concepts of the project flipped classroom, listening comprehension in EFL and Metacognitive strategies.  
Chapter 3: Research Design presents the type of the study, methodological design, describes the researcher’s and participants’ characteristics and context. Moreover, the aspects concerning data collection procedures in a convergent mixed methods approach, qualitative and quantitative stages implemented. The reason for collecting both is to validate purposes to merge an overall interpretation of the issue. Chapter 4: clarifies the Pedagogical Intervention consisting in the steps and processes followed to accomplish the project as well as content of teaching, material and resources. Chapter 5: describes the Data Analysis and Findings where procedures of data analysis, data management, data reduction and categories are discussed. Finally, Chapter 6: displays the Conclusions of the study where the main one is that: participants did not improve their LC by applying FC and MS and by completing a disciplined listening process due to the short time it was implemented as well as how their idea of English learning positively changed highlighting the opportunities which flipped classroom provides like more interactive activities, collaborative learning and in-class feedback.

**METODOLOGIA**

This mixed methods study which according to Hesse-Biber (2010) it is a rich field for the combination of data because with this design, what is generally considered qualitative data—“words, pictures, and narrative”—can be combined with quantitative, numerical data on the same issue. Hence the rich narrative descriptions gathered in student’s artifacts and teacher’s field notes were combined to Pre-post-test and closed ended questions allowing research results to be generalized for future studies and examinations on both EFL Listening Comprehension and Metacognitive Strategies instruction. A convergent mixed methods design was used, and it is a type of design in which qualitative and quantitative data are collected in parallel, analyzed separately, and then merged. Participants were a group of 29 ninth grade students at a public high school in Bogotá, Colombia. The reason for collecting both quantitative and qualitative data is to validate purposes to merge an overall interpretation of the problem.

**CONCLUSIONES**

First there are an interesting number of studies on Flipped Classroom model. Actually,
it had a great evolution becoming even more than a pedagogical concept. In fact it is an opportunity to make teachers from all subjects aware of how they are developing their classes, how they are giving feedback and even more interesting how much are the students learning from their instructional contents. English language teachers nowadays have to face the challenge of offering different kinds of good auditory material to practice classroom contents, and why not by doing it in a flipped way. Also students preferred in-class activities much more than the traditional workshop activities. This study allows the researcher to corroborate that student’s improvement regarding to Listening comprehension was not significant. Likewise, this research allowed teacher-researcher to follow students’ process which was even better in the flipped classes because having the class time to participate and interact actively with all students was very valuable, specially taking into account their likes and learning styles. Listening comprehension worldwide there is a concern of teachers applying several strategies to improve students’ performance, metacognition has been representing the main alternative to reach this objective. Along the development of the research students also showed recognition of strategies like planning, monitoring, solving problems and evaluating, they certainly realized they had a better understanding when they apply them. Time is a key factor when doing this kind of research, seven weeks for applying the proposal were definitely not enough to reach the objective of fostering listening comprehension.
Abstract

This research discusses the problem that listening lessons are mainly text-oriented and communication-oriented rather than learner-oriented; due to language teachers tend to get learners to comprehend, on their own (Vandergrift & Goh, 2012). The purpose of this study was 1) to foster Listening Comprehension (LC) in a group of English as Foreign Language (EFL) students, through the implementation of a proposal which integrates Flipped Classroom (FC) and Metacognitive Strategies (MS) and 2) to describe students’ and teacher’s experience towards Flipped listening lessons and MS usage. The sample population for this study was 29 EFL ninth grade teens at a public high school in Bogota, Colombia. The study was conducted in seven weeks. The investigation applied mixed methods to collect qualitative data like teacher’s field notes from classroom observations and students’ artifacts and quantitative data one-group LC pretest-posttest design and a students’ questionnaire. The reason for collecting both quantitative and qualitative data is to validate purposes to merge an overall interpretation of the issue. The results indicated that 1) statistics showed students’ English LC ability does not increased significantly after learning with FC and MS due to the short time it was developed 2) students had a positive experience when using FC and MS in listening lessons. In conclusion, pedagogical implications are focused on including this kind of model as part of the syllabus and provide a better understanding on the use of MS and FC since they locate students in the center of the listening learning process.

Key words: flipped classroom, information and communication technologies ICTs, listening comprehension, metacognitive strategies, and English as a Foreign Language EFL.
Resumen

Esta investigación discute el problema de las lecciones de escucha, las cuales son principalmente orientadas hacia la comprensión de texto o a la comunicación en lugar de las habilidades de “Listening” del estudiante. Esto debido a que los profesores de idiomas tienden a dejarlos comprender, por su cuenta (Vandergrift y Goh, 2012). El propósito de este estudio fue: Primero; fomentar la comprensión auditiva (LC) de estudiantes de Inglés como lengua extranjera (EFL) a través de la implementación de una propuesta que integra Flipped Classroom (FC) y promueve el uso de Estrategias Metacognitivas (MS). Segundo; describir la experiencia de los estudiantes y el profesor hacia las lecciones de escucha in FC y el uso de las MS. La muestra de la población para este estudio fue de 29 adolescentes de noveno grado de EFL en una escuela secundaria pública en Bogotá, Colombia. El estudio se llevó a cabo durante siete semanas y aplicó métodos mixtos, se recogieron datos cualitativos como diarios de campo del maestro a partir de observaciones de clase, los artefactos de los estudiantes y los datos cuantitativos del diseño pre-test-post-test LC de un solo grupo y un cuestionario. La finalidad de recoger ambos datos es validar los propósitos de fusionar una interpretación global de la cuestión. Los resultados indicaron que 1) la estadística mostró que la Comprensión auditiva de los estudiantes de Inglés no aumentó significativamente después de aprender con el FC y MS debido al corto tiempo que fue desarrollado 2) los estudiantes tuvieron una experiencia positiva hacia el uso de FC y MS en las lecciones de escucha. En conclusión, las implicaciones pedagógicas se centran en la inclusión de este tipo de modelo como parte del programa de estudios y proporcionar una mejor comprensión sobre el uso de la EM y FC ya que ubican al estudiante en el centro del proceso de aprendizaje de escucha.

Palabras clave: aula invertida, tecnologías de la información y la comunicación (TIC), la comprensión auditiva, estrategias metacognitivas, y el aprendizaje del inglés como lengua extranjera
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Chapter 1 Introduction

During the last twenty years, English language and teaching learning has called attention of governments around the world due to globalization dynamics. Many countries are adopting national education policies, which demand curricular changes aimed at improving the teaching of English through the adoption of teaching methods more likely to help students to be conscious and place themselves as the center of their learning process on communicative competence, rather than just having the kind of knowledge about the language that is useful in test taking situations. (Green, 2011). Listening comprehension has been called the “Cinderella” skill, Nunan (1997) no matter how important it is for understanding general ideas or the foreign language itself. It is true that Listening Skill can be a complex work on, but it might become easier when the pupils have a proper classroom setting as well as if they apply strategies. As stated by Vandergrift and Goh (2012), teaching and learning listening in a foreign language needs a holistic approach in order to be more effective so when metacognition is involved it may provide a good answer. Hence, learners who are able to reflect about their learning process are successful in planning their assignments’, monitoring their comprehension, and in self-evaluating their advances.

A compared study on government policies in Latin America Sanchez, (2014) presented the laws, agreements or programs implemented by eleven countries from the region. Mexico, for instance has “Reforma Integral de Educación Básica” (RIEB) since 1993 that stated English teaching as mandatory in high school level. The Chilean program “Inglés Abre Puertas” started in 2003 and measured their students language
level in order to create standards and strategies based on the needs which they have identified; Ecuador implemented the Acuerdo N 41-14 since 2011 projects English teaching from second grade as mandatory by 2017; Uruguay pilot project “Ceibal en Inglés” began in 2012 and is the pioneer in integrating Information and Communication Technologies (ICT) to English language teaching through remote video-conferences.

Now then, Colombia since 1994 in “Ley General de Educación” stated that schools must offer a foreign language learning from the basic level, later by 2004 “Programa Nacional de Bilingüismo Colombia Aprende” took the Common European Framework of Reference (CEFR) to consolidate the proposal, then in 2006 they formulated a document with basic competences standards, and recently the program Colombia Very Well 2015-2025, which launched policies about language learning, making special emphasis on the development of the four language skills: Speaking, Reading, Writing and Listening. Besides, Colombia is one of the countries which is currently implementing and trying to also establish policies about ICT integration in education with plans and initiatives such as: “Vive Digital y Computadoras/Tabletas para educar”.

The role of ICT on today classroom dynamics around the world offers innovative tools to facilitate that learning process. One of the most popular is The Flipped Classroom model, mainly promoted by Sams & Bergman (2012); two American chemistry high school teachers, who found that podcasts lessons, online videos or PowerPoint presentations can definitely promote learning in all subjects in a very effective, funny and interactive way, since this class dynamic of inverting in-class and
out-class activities opened possibilities to learn cooperatively, at students own pace and respecting their learning styles.

Previous research studies in listening development received detailed attention in the role of metacognition, as well as the need of analysis, but there is a lack of information on the studies in high school context, most of the studies reviewed were developed in universities around the world and Colombia. Furthermore, Flipped Classroom model was not investigated deeply in secondary schools settings and even more in regards to EFL class.

For these reasons, the motivation to carry out this mixed methods study where qualitative ethnographic procedures such as classroom observations registered on teacher field notes, students’ artifacts and opened-ended questions in addition quantitative statistical results of pre-post Listening comprehension test and closed-ended questionnaire which aimed at observing whether the application of Flipped Classroom (FC) and Metacognitive Strategies (MS) influences ninth grade learners’ Listening Comprehension (LC) in EFL. Moreover, another interesting issue to analyze was learner’s perceptions towards the teaching process in metacognitive strategies while developing Flipped Classroom listening in-class and out-class activities.

This paper is organized into six different chapters. Chapter one gives an explanation for the researcher’s motivations to develop a proposal. Besides it has the research questions, objectives and the hypothesis that predicts that there will not be a significant difference on LC after applying the model already mentioned. Chapter two surrounds the relevant theory related to the concepts of the project and describes studies
carried out in similar issues. Chapter three presents the research design, the qualitative and quantitative stages implemented. The reason for collecting both is to validate purposes to merge an overall interpretation of the issue. Moreover, it describes the researcher’s and participants’ characteristics, and the aspects concerning data collection procedures in a convergent mixed methods approach. Chapter four clarifies the pedagogical intervention consisting in the steps and processes followed to accomplish the project. Chapter five describes the data analysis and findings. Finally, Chapter six displays the conclusions of the study where the main one is that: participants did not improve their LC by applying FC and MS and by completing a disciplined listening process as well as how their idea of English learning positively changed.

1.1. Statement of the problem

The problem is that listening skill development receives the least attention from English as Foreign Language (EFL) teachers and learners. There is a lack of exposure to the language or in Krashen’s words, (1982) Comprehensible Input, According to Vandergrift and Goh, (2012); Listening is an important skill since it enables language learners to receive and interact with language input and facilitates the emergence of other language skills. But compared with writing and reading, or even speaking, however, the development of listening has the least systematic consideration from teachers and instructional materials. They also said that although students are exposed to more listening activities in classrooms today, learners are still left to develop their listening abilities on their own with little direct support from the teacher. A possible reason for
this is that many teachers are themselves unsure of how to teach listening in a principled manner. Moreover, they firmly believe that every language teacher needs to have a clear understanding of the processes involved in listening and in particular how strategies can be used to manage comprehension efforts.

They as experts also pointed out that those Listening activities, in almost all language classrooms tend to focus on the outcome of listening rather than the process. Frequently, listeners are asked to take notes or repeat the details, or to explain the meaning of words in a passage they have heard showing how much they have understood or, more often, reveal what they have not understood. In addition, learners are often put in situations where they feel anxious about listening specially when they not only have to understand what the person is saying but must also respond in an appropriate way. Additionally, to anxiety, learners also face the challenge of not knowing how to listen when they encounter listening input.

Based on a survey of the various approaches to listening instruction done by Li, (2012) showed that listening has gained greater prominence in language teaching, but listening lessons have, until recently, been mainly text-oriented and communication-oriented rather than learner-oriented. The focus of much listening instruction has been on getting learners to comprehend, on their own and with little support, the meaning latent in a piece of spoken text. With time the focus has shifted to the comprehension of details and the gist of messages that have a communicative purpose. More recently, the authors saw a greater emphasis on how learners listen; however, even in situations where the learners and their learning have become factors for consideration in the planning and
delivery of the lesson, more could be done to engage learners directly in improving their listening comprehension and managing their own learning. (Vandergrift and Goh, 2012)

Now then, Colombia is currently implementing and establishing policies about English language learning such as the program Colombia Very Well 2015-2025 were all language skills development is presented in the curricular proposal of Basic Learning Rights as well as ICTs integration into education with plans and initiatives for example: “Vive Digital y Computadoras/Tabletas para educar,.”

In the context where the research was done EFL classes so far had not integrated ICTs or listening strategies yet for that reason this study attempt to account for the effect of applying Flipped Classroom and metacognitive strategies with a group of 29 ninth grade students over 15 to 17 years old, whom English level and motivation to learn the language is low. The investigation could display interesting results and evidences to improve Teaching and learning language processes, particularly listening comprehension.

1.2. Research Questions

1.2.1. Main Question
To what extend applying flipped classroom FC and metacognitive strategies MS influence EFL ninth grade students’ listening comprehension LC?

1.2.2. Sub-questions
• How do ninth grade students describe their experience of Flipped classroom and Metacognitive strategies proposal when they develop a listening comprehension activity?
• How does teacher-researcher describe her experience of Flipped classroom and Metacognitive strategies proposal when she carry out a listening comprehension activity?

• How can statistical data explain the influence of applying the FC and MS proposal in ninth grade students’ LC and EFL learning idea?

1.3. Objectives

1.3.1. General Objective
To understand the predicting influence of applying Flipped Classroom FC and Metacognitive Strategies MS proposal in EFL ninth grade students’ listening comprehension LC.

1.3.2. Specific Objectives
• To appropriate the state of the art and theoretical framework related to Flipped Classroom Model as well as EFL listening comprehension and metacognitive strategies.

• To describe ninth grade students’ experience of Flipped classroom and Metacognitive strategies proposal when developing an EFL listening comprehension activity.

• To describe teacher-researcher’s experience of Flipped classroom and Metacognitive strategies proposal when carrying out an EFL listening comprehension activity.

• To explain statistically how applying the FC and MS proposal influenced ninth grade students’ LC and EFL learning idea.
1.4. Hypothesis and variables

The hypothesis which supports this study is:

- It was hypothesized that after implementing the Flipped Classroom and Metacognitive Strategies proposal there would be no significant difference between students’ score in the Pre-test KET and those in the Post-test KET in Listening Comprehension.

Independent variable: For this particular study was identified the Flipped classroom FC and metacognitive strategies MS proposal implementation as the independent variable since it promotes learner’s foreign language learning process by using all elements that it has, such as videos or audio-visual content related to the topic for the lesson in order to understand in a better what they hear; moreover this process is done at student’s own pace during the out-class activities and then throughout the in-class activities teacher solves doubts and difficulties, students interact among them and also try to solve them, making group work possible.

Dependent variable: Listening comprehension LC is conceived as the one that is affected by the model and strategies applied in the light of promoting a conscious and reflexive learning process which is student-centered. The main listening strategies which can be adopted in order to make students learn them easily are these:

1) Listening for the gist (main ideas);

2) Listening for specific information;

3) Listening to predict.
All of them are related to the One-Way Listening Activities adapted to this proposal. As well, they are present in KET Listening test used as Pre and Post-test. Maybe one of the biggest reasons to focus on these three is based on participants English level, they are just starting a process of Listening comprehension in EFL and their vocabulary, grammar among other linguistic features play an important role that definitely make them the ones to take into account.

1.5. Rational

This mixed methods study addressed to understand the influence of applying Flipped Classroom FC and Metacognitive Strategies MS proposal in EFL ninth grade students’ listening comprehension LC. A convergent mixed methods design was used, and it is a type of design in which qualitative and quantitative data are collected in parallel, analyzed separately, and then merged. In this study, qualitative data as teacher’s field notes from classroom observations, students’ artifacts explored students’ LC and perceptions on EFL learning and quantitative data a pre-post-test on LC and a questionnaire were used to test the theory of FC and MS that predicts that they would positively influence LC on a group of 29 ninth grade students at a public high school in Bogotá, Colombia. It was collected in parallel, analyzed separately, and then merged. The reason for collecting both quantitative and qualitative data is to validate purposes to merge an overall interpretation of the problem.

Along this years of experience It has been noticed that some learning strategies are sometimes not enough given or supported, so students may try their best to involve in
language learning processes. Listening, for instance is developed by students on their 
own outside class time, but surely they may not know how to take advantage of these 
opportunities to improve their listening proficiency. Vandergrift and Goh (2012) 
ascertained that different from reading, where the teacher have the possibility to direct 
learners’ attention to specific parts of a reading passage or ask guiding questions to 
scaffold their thinking and comprehension, listening lessons do not typically offer such 
opportunities for learning. As a result, learners do not learn about strategies they can use 
to improve their listening ability, nor do they understand the processes that are involved 
in learning to listen in a new language. Many learners who desire to improve their 
listening participate earnestly in all class listening activities in the hope that these will 
help them become more successful listeners over time. They also look to their teachers to 
show them how they can improve their listening abilities.

Usually, the advice is to listen to songs more, watch more movies, listen to the 
radio or watch the news, and find native speakers as conversation partners. Most of these 
activities, when planned by the teacher, are accompanied by “homework” that requires 
learners to demonstrate some outcome of their listening. These outcomes can include 
writing a review of a movie or TV series they have watched or giving a response to 
something they have heard. (Vandergrift & Goh, 2012).

Taking into account that Colombia Very Well program has as its main objective 
in Elementary and High school education “Desarrollar las habilidades comunicativas 
para leer, comprender, escribir, escuchar, hablar y expresarse correctamente en una 
lingua extranjera” (MEN, 2013), it was possible to identify that precisely to allow our
pupils to access contents and why not to build and share their own ideas without having as an obstacle the competent management of the foreign language, English Teachers may use their professional and pedagogical experiences to integrate ICTs into their daily practice and additionally provide students with the tools to facilitate their comprehension since nowadays students spend most of their time in front of a screen having contact with many kinds of visual, audio and digital material, not only on computers but TV sets, mobile phones and tablets, receiving tons of information.

As well, The Flipped classroom (Bergman & Sams, 2012) which integrates ICTs, videos, Screencast lessons, in Educational Platforms where students can not only access to them but other kind of contents according to their own learning pace and style, generating that they were able to participate in forums with other learners or teachers in order to solve doubts in real time, making possible not only the use of this tool but other learning strategies for improving listening comprehension in EFL.

To close, it is clear that EFL learners need to be allowed to understand the listening processes they are using. Concisely, teachers need a new way to engage learners’ metacognition in teaching listening. Metacognition, as said by Vandergrift and Goh, (2012) is the act of thinking about thinking it refers to the ability of learners to control their thoughts and to regulate their own learning. It plays an important role in learning to listen. Although metacognition is a crucial aspect of learning to listen, it does not have a significant and explicit role in many language classrooms. As result, the aim of this report is to use qualitative and quantitative data to have a better understanding of the possible influence of Flipped Classroom and Metacognitive Strategies in EFL ninth
grade students and how this affect their Listening Comprehension results besides is interesting to observe how their perception towards EFL learning process change.
Chapter 2. Literature Review

This chapter gives an account for a review of literature related to concepts that are essential to the main emphases of this study. First, related research studies that have applied flipped classroom model, as well as other studies on the topic of metacognitive strategies for the improvement of listening comprehension are described in detail. After that, the theoretical framework is presented starting from a brief history of flipped classroom and a general review of listening comprehension in EFL. Finally, metacognitive strategies for listening skills are conceptualized.

2.1. Background

UNESCO, 2005 document “Towards knowledge societies” stated at first the idea of “Information society”, then it was defined as “Knowledge society” and now it is supposed that we are moving to a “Learning society”. This change or development is mainly due to the rapid expansion of scientific and technological advances. Factors like community construction, cooperative learning networks, and collective intelligence, among others which constitute the basis of the constant changing idea of society. It is clear that the way we access to content and how two fundamental concepts in pedagogy field such as learning and knowledge are seen nowadays, definitely have revolutionized teaching methodology in some areas, as well as economic, education and social policies making.

All these implies to handle some competences and foster some skills, in English learning case it is necessary to have special attention to the four language abilities: the
two comprehension skills: Listening and reading, and the two production skills: writing and speaking. They should be developed simultaneously as in mother tongue L₁ as in foreign language L₂. (MEN, 2006.)

Within this frame described above and taking into account English as Foreign Language teachers experiences for more than six years. It was possible to identify that it exists a special predisposition towards listening skill, due to low levels of exposure to the language in the environment and the authentic material in Listening. Likewise, It must be interesting, relevant, attractive, reflexive and high quality. Being the proper Input that fosters ninth grade students’ conscious to face contents that are presented and how they can appropriate, adapt and transform them according to their creativity, culture and needs.

2.1.1. Flipped classroom application studies

After making an extensive search about the last pedagogical models implemented in the teaching and learning processes especially the ones that include ICTs there were found all kinds of sources such as research articles, master thesis, book chapters about language and technology teaching, projects and some surveys. Most of them about implementation of flipped classroom; it allowed us to say that there is a path already covered in different areas, like math, engineering and science but not in the language field. Now then, this literature search reflects that some interests and concerns are totally shared by other teachers and researchers in more than twelve countries, some of the more significant are United States, Australia, Canada, China, Spain, among others. A research
elaborated on June 2013 by Jacob Lowell & Dr. Mathew Verleger revealed 24 studies related to flipped classroom, they created a matrix using a complete code according to certain characteristics such as type of publication, year, course, institution, type of study, sample size, instruments, theoretical framework, in-class activities, out-class activities (Table 1).

Table 1: Published studies on Flipped Classroom, Lowell & Verleger, 2013.

<table>
<thead>
<tr>
<th>Study Class, Primary Author</th>
<th>Grade Level</th>
<th>In-Class Activities</th>
<th>Out-of-Class Activities</th>
<th>N₁</th>
<th>N₂</th>
<th>Instrument type</th>
<th>Test Structure</th>
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<tr>
<td>Full Flip, Single – Group</td>
<td></td>
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<tr>
<td>Lage</td>
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<td>40</td>
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<td>O-X</td>
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<tr>
<td>Kaner</td>
<td>U</td>
<td>SGA</td>
<td>VL</td>
<td>-</td>
<td>-</td>
<td>O</td>
<td>O-X</td>
</tr>
<tr>
<td>Bergmann</td>
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<td>-</td>
<td>-</td>
<td>-</td>
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<td>Talbert</td>
<td>U</td>
<td>SGA;Q</td>
<td>VL</td>
<td>7</td>
<td>-</td>
<td>O</td>
<td>O-X</td>
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<tr>
<td>Gannod</td>
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<td>HW;SGA</td>
<td>VL</td>
<td>20,160 IP</td>
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<td>O</td>
<td>X-X</td>
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<tr>
<td>Toto</td>
<td>Jr</td>
<td>VL;Q</td>
<td></td>
<td>74</td>
<td>-</td>
<td>O</td>
<td>X₁-X₂</td>
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<tr>
<td>Zappe</td>
<td>U</td>
<td>SGA</td>
<td>VL;Q</td>
<td>77</td>
<td>-</td>
<td>O</td>
<td>-XX</td>
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<tr>
<td>Demetry</td>
<td>U</td>
<td>SGA</td>
<td>VL;Q</td>
<td>125</td>
<td>-</td>
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<tr>
<td>Full Flip, Controlled</td>
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<tr>
<td>Day</td>
<td>So-Gr</td>
<td>SGA</td>
<td>VL;HW</td>
<td>28</td>
<td>18</td>
<td>O;P</td>
<td>O-X</td>
</tr>
<tr>
<td>Foertsch</td>
<td>So-Jr</td>
<td>SGA</td>
<td>VL</td>
<td>415</td>
<td>234</td>
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<td>O-X</td>
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<tr>
<td>Partial Flip, Single-Group</td>
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<tr>
<td>Kellogg</td>
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<td>CM</td>
<td>-</td>
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<td>Warter-Perez</td>
<td>Fr-So</td>
<td>L;SGA</td>
<td>VL</td>
<td>25-30</td>
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<tr>
<td>Dollar</td>
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<td>CM</td>
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<tr>
<td>Tan</td>
<td>Fr</td>
<td>L;VL</td>
<td>HW?</td>
<td>75</td>
<td>-</td>
<td>P</td>
<td>O-X</td>
</tr>
<tr>
<td>Baker</td>
<td>U</td>
<td>SGA</td>
<td>RA;CM</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>O-X</td>
</tr>
<tr>
<td>Bland</td>
<td>So-Jr</td>
<td>HW</td>
<td>HW</td>
<td>-</td>
<td>-</td>
<td>O</td>
<td>O-X</td>
</tr>
<tr>
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<td>Fr-So</td>
<td>HW</td>
<td>HW</td>
<td>1074</td>
<td>-</td>
<td>-</td>
<td>-XX</td>
</tr>
<tr>
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</tr>
<tr>
<td>Thomas</td>
<td>U</td>
<td>HW</td>
<td>VL</td>
<td>405</td>
<td>275-668</td>
<td>P</td>
<td>O-X</td>
</tr>
<tr>
<td>Stelzer</td>
<td>U</td>
<td>L;SGA</td>
<td>VL;CM</td>
<td>500+</td>
<td>500+</td>
<td>O;P</td>
<td>O-X</td>
</tr>
<tr>
<td>Moravec</td>
<td>Fr-So</td>
<td>L;SGA</td>
<td>VL</td>
<td>795</td>
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<td>O;P</td>
<td>O-X</td>
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<td>Strayer</td>
<td>U</td>
<td>SGA</td>
<td>CM</td>
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<tr>
<td>Papadopoulos</td>
<td>U</td>
<td>L?</td>
<td>CM;HW</td>
<td>43</td>
<td>11</td>
<td>O;P</td>
<td>X-X</td>
</tr>
</tbody>
</table>

Note. Grade Level U= Undergraduate; Fr, So, Jr, Sr= First, Second, Third and Fourth year Undergraduate; HS=High School.
### In-Class and Out-of-Class Activities:
- **L**: Lecture; **VL**: Video Lecture; **HW**: Homework; **Q**: Quizzes; **SGA**: Small Group Activities; **CM**: Computer Modules (text-based).
- **IP**: In Progress.
- **Opinion Survey or Informal Assessment**; **P**: Objective Performance Test.
- **O-X**: Post-test Only; **X**: Matched Pretest-Posttest; **X-X**: Unmatched Measures; **XX**: Mid- and Post- Semester Measures.

Information for entries marked with – was missing or not available.

After making this matrix they stated that their paper provides a comprehensive survey of prior and ongoing research of the flipped classroom. Studies were characterized on several dimensions. Among others, these include the type of in-class and out-of-class activities, the measures used to evaluate the study, and methodological characteristics for each study. Results of this survey showed that most studies conducted to date explore student perceptions and use single-group study designs. Reports of student perceptions of the flipped classroom were somewhat mixed, but are generally positive overall.

Students tend to prefer in-person lectures to video lectures, but prefer interactive classroom activities over lectures. Anecdotal evidence suggests that student learning is improved for the flipped compared to traditional classroom. However, there is very little work investigating student learning outcomes objectively. For this reason, they recommend for future work studies investigating of objective learning outcomes using controlled experimental or quasi-experimental designs. They also recommend that researchers carefully consider the theoretical framework used to guide the design of in-class activities. Then, in this study in order to have objective students’ learning outcomes it was decided to use a quasi-experimental design as well as consider the theory to make in-class and out-class activities.
An investigation done by Cara Marlowe in 2012 studied the effect of the flipped classroom and associated differentiation to measure the impact on student achievement and student stress levels. The study group was comprised of students in Year 2 of the International Baccalaureate (IB) Standard Level Environmental Systems and Societies (ESS) course. The course has 19 students, including 5 boys and 14 girls. The ESS course runs over a two-year cycle and students completed external exams in May 2012. For the second semester of their senior year, students watched video lectures outside of class and completed assignments during class time. Students reported lower stress levels in this type of classroom environment compared to other classes. While semester grades showed improvement, exam grades did not show significant improvement. Overall, students displayed positive feelings towards the treatment and enjoyed the associated benefits of being able to choose their own assignments and explore concepts they found interesting more in-depth”.

Besides DeGrazia, Falconer, Nicodemus & Medlin (2012), also carried out a study on incorporating screencasts into chemical engineering courses. To implement the new inverted classroom for statics, a set of customized modules were newly created and delivered via the Moodle online courseware environment. Prior to each lecture, students must read one or two Modules (which consist of PowerPoint™ slide presentations) and complete corresponding exercises. To promote engagement, the Modules used animation within each slide to allow students to process information dynamically, incrementally, and logically, and the corresponding exercises were graded and provided feedback. They extended the idea of the Inverted Classroom to include a Problem-Solving Session.
following each lecture, which is a regular, structured session in which students initiated homework exercises with the assistance of the instructor, teaching assistant (TA), and other students. The Problem Solving Session inverted the burden of initiating help-seeking from the student to the instructor, and inverted the setting for doing homework from outside to inside the classroom environment.

The primary assessment data was derived from a detailed student survey given at the end of Fall 2009. Survey results indicated strong student preference for the “Inverted” model compared to “Standard” lecture-style courses. In addition, they administered the Concept Assessment Tool for Statics (CATS) in both the author’s “Inverted” sections and other “Standard” sections of Statics. The average post-test score from the Inverted cohort exceeded that of the Standard cohort, although differing measures offer differing assessments of whether this difference is significant. Because their students are 100% Hispanic, and most speak English as their second language (Spanish being their primary language), the results suggested that the Inverted method has potential to be effective across cultural and demographic boundaries (in addition, results provided the first CATS data derived from a homogeneous population of Hispanic, bilingual students). However, the average post-test score of even the Inverted cohort was at the low end of the range of post-test scores reported from other U.S. institutions. It is not yet clear whether language or other cultural issues influenced these results. This specially corroborates the fact that there is not many studies on language influence in learning processes when implementing this methodology of Inverted Classroom.
Other researcher’s studies examined student performance, for example, Moravec et al. (2010) actively engaged students in lecture to increase learning gains. In order to create time for active learning without displacing content they used two strategies for introducing material before class in a large introductory biology course. Four to five slides from 2007/8 were removed from each of three lectures in 2009 and the information introduced in pre-class worksheets or narrated PowerPoint™ videos. In class, time created by shifting lecture material to learn before lecture (LBL) assignments was used to engage students in application of their new knowledge. Learning was evaluated by comparing student performance in 2009 versus 2007/8 on LBL related question pairs, matched by level and format. The percentage of students who correctly answered five of six LBL-related exam questions was significantly higher (p 0.001) in 2009 versus 2007/8. The mean increase in performance was 21% across the six LBL-related questions compared with 3% on all non-LBL exam questions. The worksheet and video LBL formats were equally effective based on a cross-over experimental design. These results demonstrated that LBLs combined with interactive exercises can be implemented incrementally and result in significant increases in learning gains in large introductory biology classes.

While these results were encouraging, there are several short-comings to this study. First, in-class activities still carried a lecture component, even though time was provided for interactive activities. Second, the duration of the treatment was very short, and topics on both sides of the flipped topics were still taught with traditional methods.
This leaves open the question of whether similar results would be achieved across all topics if the entire class were flipped.

Day & Foley (2010) conducted their study in a senior-level computer interaction course throughout a semester. By using Web lectures to present lecture material before class, more in-class time can be spent engaging students with hands-on learning activities—using class time for more learning by doing, less learning by listening. A quasi-experiment was conducted over a 15-week semester with 46 students in two sections of the same course—one section using Web lectures and one using traditional lectures. Many control measures were in place, including each section being taught by the same instructor and blind grading being used. The Web lecture section's grades were significantly higher than the traditional lecture section, and Web lecture students reported increasingly strong positive attitudes about the intervention. The twofold contribution of this work was a novel use of existing technology to improve learning and a longitudinal, quasi-experimental evaluation of its use in context. Students in the flipped environment scored significantly higher on all homework assignments, projects, and tests. However, this is not sufficient evidence to generalize far beyond that situation. Further, the solution was very specific, rather than being based on established principles to guide adaptation. Thus, additional research is needed to examine the influence of flipped classroom instruction on objective learning outcomes. Once more studies suggest there is a lack of objectivity when examining students' learning outcomes, so this research project would attempt to cover it.
Another study by Johnson and Renner, 2012 examined the efficacy of traditional and flipped course delivery methods using a mixed-methods switching replications design. To examine the benefits, shortcomings, perceptions, and academic results of the flipped classroom model while using technology as a supporting tool, a traditional high school computer applications course was “flipped” so that direct instruction occurred prior to class time. Classroom instruction was the independent variable with two levels, traditional and flipped. Student academic achievement was a dependent variable, which in theory showed greater gains by students when participating in the more effective of the two classroom models. The cognitive level of questions asked by students and teachers during class served as a dependent variable that gauged the level of student cognition based on the levels of Bloom’s Taxonomy. Perceptions of course format served as a dependent variable that provided insight into teacher and student preferences of learning method. It was hypothesized that students in the computer applications class would benefit from the flipped method due to the transitioning of class time from lower-level activities to collaborative group work. Even though the results did not support this hypothesis, the study provided insight into further research on the topic as well as observations in relation to the findings. From this statement the intention of having a null hypothesis and conduct a mixed method design and study was made.

2.1.2 Listening Comprehension studies

On the other hand, an overview of the listening skill research and of some of the processes involved, displayed that there are still many remaining factors that can
influence the effective use of the Cinderella skill (Vandergrift, 1997). Previous research helped to place present research into perspective, to offer a framework of sorts, and to provide a realistic starting place for discussion. Rubin (1994) reviewed over 130 studies of which over 115 report directly on research in listening comprehension. She presented a lively ongoing dialogue about how learners interact with oral input, how and when learners rely on top-down factors (background knowledge, semantics) and on bottom-up factors (acoustic features, stress and rhythm, syntax). Emerging from this dialogue Rubin stated five major factors that researchers believe affect Listening comprehension: 1) Text characteristics (variation in a list/passage/text or associated visual support); 2) Interlocutor characteristics (variation in the speaker’s personal characteristics); 3) Task characteristics (variation in the purpose of listening and associated responses); 4) Listener’s characteristics (variation in the listener’s personal characteristics); 5) Process characteristics (variation in the listener’s cognitive activities and in the nature of the interaction between speaker and listener).

At the same research paper she differentiated two types of processing language input, First, Cognitive Strategies that involve solving learning problems by considering how to store and retrieve information and second, metacognitive strategies which involved planning, monitoring, and evaluating comprehension. In addition to metacognitive strategies listeners used metacognitive knowledge about themselves and how they listen the best (person knowledge); about how much text to listen to, how difficult a text is, etc. (task knowledge); and about strategies and their relation to text and tasks (strategy knowledge). Research on Listening strategies also includes: work on
several languages (ESL most of all, but also French, Italian, Russian and Spanish); work contrasting strategy use at several proficiency levels; work with audio or video texts; work with interactive or transactional listening; work with cognitive and metacognitive strategies; work considering the relation strategy use to text, task and setting.

Besides Rubin distinguished a major approach to studying strategies use which is to consider the types of strategies used by Foreign Learner students in order to answer the following questions: 1) Are strategies used in different ways?; 2) with different frequencies?; 3) in combinations of strategies or strategies types such as cognitive or metacognitive?. For her these studies did not lead to confirm conclusions because the measures of students’ differences are quite subjective. As will be discuss later in the theoretical framework Rubin’s factor influencing listening comprehension were the basis to design One-way Listening in-class activities carried out in this study.

Thompson and Rubin (1996) (cited in Vandergrift, 1999) investigated the effects of metacognitive and cognitive strategy instruction on the listening comprehension performance of university students learning Russian. The performance of an experimental group who received systematic instruction in listening strategies was compared to the performance of a similar group who received no instruction over a two-year period. Gain scores in the pre- and post-test after the two-year period demonstrated that the students who received strategy instruction in listening to video-recorded texts improved significantly over those who had received no instruction. With regard to instruction in listening to audio-recorded texts, the control also showed improvement, although this result did not reach significance. Furthermore, anecdotal evidence indicated
that the use of metacognitive strategies helped students to manage their approach to listening. Although the research base is not large, preliminary evidence indicates that instruction in strategies can help students to capitalize on the language input they receive, and to improve their performance on listening tasks. For the present study metacognitive strategies instruction is definitely one of the key aspects to develop and fosters listening comprehension also in order to obtain better students ‘results. Moreover if these strategies were combined with the flipped videos proposed as out-class activities.

King & Behnke (2003) (cited in Giraldo et al, 2009) implemented some procedures; once they asked participants to take the test. There were assessments of levels of state anxiety and feelings towards the listening task before playing the audio or stimulus, two minutes into the listening, six minutes into the stimulus; at the conclusion of the stimulus tape, and at the conclusion of the fourteen item test following the stimulus tape. It is important to emphasize that during the listening, the audio tape was paused for about a minute in order to provide participants enough time to complete the assessment and measurement described in the five-item anxiety measure and the four-item affect measure.

As a result, King & Behnke (2003) found some significant arguments in their study, such as the variation of state levels of anxiety in listening caused by cognitive backlog (the amount of information learners have to retain taking into account the length of the audio and task requirements), the authors illustrated that such levels increase while learners are exposed to the listening task. That is, since the task is long and demanding the cognitive load increases; nonetheless, these levels of anxiety decrease at the end
when the task is completed. Then, the difference between listening and psychological pattern of public speaking, the authors also pointed out that while the pattern of state anxiety of public speaking (psychological pattern) is evidenced before the performance, patterns of listening anxiety are more related to the ones evidenced during the performance (physiological pattern). Last the dislike for the assignment and the negative correlation between anxiety and listening performance, the authors reported that as students have to remember information while exposed to the task and deal with its requirements, demands and length of audio, the result of this communication load leads to the dislike of the assignment.

The researchers noticed that there were substantial negative correlations between anxiety and listening performance found while the listening activity, in contrast to the ones observed the impact of images on listening comprehension tasks before and at the end of task which showed no significant factors of correlation. Therefore, the important element is that anxiety measures give clear perception of the differences of performance evidenced while learners are exposed to the task. Anxiety is a determinant factor influencing listening comprehension as well as dislike over the listening task itself so they were be taken into account when analyzing both qualitative and quantitative data.

Additional, Eva Macháčková (2009), bachelor thesis focused on teaching listening and outlines the features and benefits of listening. In the work she tried to concentrate on different learning styles and strategies as they influence the whole teaching process and teachers should be aware of them. The first part of that work involved the theoretical background of teaching listening. In this part she outlined the
teacher’s role; looked at student’s learning styles and strategies; touched purposes for listening and the listening process; summarized the most common problems connected with listening; and focused on the process of listening as such.

The practical part was based on the original teaching listening to a class of 18 students in which scaffolding is needed. In this part of the thesis she framed five lesson plans that were based on a survey. In the survey she asked students to describe their most common difficulties they had to deal with during a listening exercise. According to the students the most common problems connected with listening were not being accustomed to speakers’ pronunciation, not knowing the vocabulary, too fast speech of speakers, difficulty to concentrate when the listening text is long and disturbing noises on the recording.

During the listening practice she kept a self-reflective journal in which she reflected on each listening lesson. She also asked students to evaluate each lesson in their journals. She found this way as a very useful as her reflections and their evaluation helped her to realize the importance of listening in language teaching. Thanks to the original teaching she learnt how important it is for the students to be provided with language support which is regularly reduced because they will gradually get used to the partial understanding and focus on the prediction from the context of the listening text rather than on the meaning of the individual words.

She also learnt how efficient the strategy of guessing and predicting the possible answers was for the students because it could enable them to concentrate on specific information during the listening and they can use this strategy during the listening part of
the test. Her last hypothesis was about using visual aids and to be honest was not confirmed entirely because some of the students, predominantly students with linguistic intelligence, did not find it relevant to the listening. On the basis of these findings she would alter this activity. Instead of describing pictures she suggest to tell students a story or a joke that will be related to the topic and then write down some words from the story on the board and let students guess the theme of the listening. She thinks that this will not only help to the students with language intelligence, because they need to be exposed to the language as much as possible, but also to the students with visual because they can visualize the story. With respect to this fact she will try to combine both approaches in order to prepare all students for the listening.

Due to the frequent re-run of the exercises which have the similar form the students achieved better results with every listening and their improvement has had a positive influence on their motivation. Additionally, the students feel more confident and are less stressed during the listening. Their progress was evident during the five listening lessons as it arises from their results of listening. The thesis helped her realize the importance of scaffolding and its gradual reduction when teaching a class in which a language support is needed. Also it was found out how important it is to plan the listening lesson carefully and pay attention to each step in order to help students to develop good listening skills and strategies which are necessary in today’s multicultural world. Particularly this work contributes to this one in the way it established the importance of planning listening lessons and focusing on details as learning styles to reach all students attention.
Besides, Arteaga et al. (2009) project focused on analyzing the impact that videos have on listening skill for a group of five pre-service teachers: 4 females and 1 male; of first semester in a TEFL program (Basic English course) of a public university in Colombia, located in the coffee area. In this course, the students were supposed to have a proficiency level of English that is equivalent to the A1 according to the Standards of The Common European Framework for English reference level. They were native Spanish speakers and their ages ranged between 17 and 20. They were randomly selected from a group of 26 students. Although, we instructed the whole group, data were collected only from those five participants. The data collection was accomplished by means of students' reflection questionnaires posterior to the video sessions, field notes of the investigators, interviews and comprehension tests. The analysis was based on a constant comparison of data that were triangulated after being coded and categorized. The most important conclusion that they could draw from this study, was that video activities as teaching strategies in a TEFL class have a positive effect on English listening comprehension. This effect was reflected mainly in the comparative analysis on listening comprehension tests practiced during the whole process. It was evidenced how students obtained better results in the final test after implementing the video sessions. Consequently, those results let them to conclude that by means of video strategies the students were positively impacted in their listening comprehension skill.

Furthermore, they found that the students, in the interviews, mentioned how video exposure had increased their motivation because they could have contact with natural conversations, given by highly English proficient speakers with accurate
language components, which allowed them to practice pronunciation and intonation. It was also evidenced that specific features of the video such as body language and images facilitated the comprehension process. Besides, they stated that, planning video classes with suitable materials according to the students’ needs and level, engage students in a more active role, leading to a successful learning process. Finally, based on their experience of using videos to practice the listening comprehension skill, they affirmed that they are good teaching and learning tools to be implemented in English classes due to the advantages in cultural aspects, vocabulary and pronunciation that they offer to students that are in the process of learning a foreign language. For this reason the idea of using videos to foster listening comprehension is included in the present study but it also integrates flipped classroom in the form of out-class activities and metacognitive strategies like monitoring, evaluating and solving problems while watching them.

Similarly, Giraldo et al. (2009), study reported the impact of the incorporation of images on the design and implementation of listening comprehension tasks as well as described participants’ perceptions when being exposed to these tasks. In the same line, the objectives of the study aimed to inform about the importance of the declarative knowledge in the development of listening competences. The research was conducted in a state university located in the growing-region of Colombia with seven Spanish speaking students from different academic programs, who attend English courses at the foreign languages institute of the university. Such students were exposed to listening tasks designed by the research team, who also belong to the language institute teacher’s staff; such exposure took approximately two months. The results obtained reveal that
images foster the use of cognitive and memory strategies among students as they are exposed to image-supported listening tasks. Furthermore, a change in learners’ perceptions towards listening tasks was evidenced since prior linguistic and cultural knowledge is activated, increasing listening comprehension proficiency and active involvement.

As well, an article written by Baleghizadeh & Arabtabar (2011) was an attempt to introduce an innovative technique for a more effective teaching of L2 listening comprehension through a process-oriented approach. Much of what is traditionally known as listening practice is in fact testing material in which students are required to listen to a recording and answer a number of comprehension questions. However, as a preliminary step, teachers should focus on the process of listening comprehension by encouraging students to employ efficient learning strategies during the listening process and cooperatively evaluate them in the class. The suggested technique in this research provided students with appropriate metacognitive strategies, which pave the way for successful L2 listening practice. They have also suggested that the listening activity needs to be task-based and attractive for the students by getting them to make and verify hypotheses through discussion, negotiation and cooperation. Similarly, they argued that L2 listeners need to be encouraged to take more responsibility for the development of their listening ability through learning to listen by employing various metacognitive strategies. It is worth mentioning that a clearer understanding of the interaction among processing, proficiency level, and task would help teachers know what to emphasize and how much help to offer at different language levels for different tasks. Research into the
components of L2 listening would help teachers better understand what needs to be emphasized in listening instruction in various situations.

More to the point, Dr. Reheem Amin et al. (2011) presented a study which was undertaken to investigate the correlation between EFL students’ strategic listening and their listening comprehension skills. Eighty secondary school students participated in this study. Participants' strategic listening was measured by a Strategic Listening Interview (SLI), a Strategic Listening Questionnaire (SLQ) and a Strategic Listening Checklist (SLC) with think-aloud protocol. Their listening comprehension skills were measured by an EFL listening comprehension test. A Pearson correlation analysis was run to test the correlation between strategic listening and listening comprehension test scores. The findings revealed that the relationship between strategic listening and listening comprehension was positive and significant. The higher the level of strategic listening these students obtained, the higher the score they attained on the listening comprehension test and vice versa.

2.1.3. Listening Strategies and Metacognitive Strategies studies

What’s more Barbosa (2012), did a qualitative report based on an action research study, presenting the results of a project derived from the researcher’s inquiry according to observations and needs analyses. It was carried out at a Languages Institute of a Colombian university with a Fifth-level Economics English group. Initial analyses indicated that learners needed to reinforce their strategies to develop listening comprehension. Therefore, the Metacognitive Model of Strategic Learning, proposed by
Chamot, Barnhardt, El-Dinary and Robbins (1999), was implemented by means of e-tivities. The findings suggested that participants improved their selective listening comprehension by applying direct attention strategies and by completing a disciplined listening process. Moreover, it was found that this process provoked different feelings towards the development of the e-tivities, and learners engaged in strategic behaviors to develop linguistic awareness. In conclusion learners showed enhancement of cognitive and metacognitive awareness of the selective listening comprehension process. For this reason pedagogical implications are focused on including this kind of activities as part of the syllabus. This might bring positive outcomes in the autonomous learning through the use of ICT, hat is being promoted at the Languages institute In addition, EFL teachers would better understand the use of metacognitive strategies for online listening as an aid for learners to enhance their listening competence. This study combined technology in education and metacognition, also the structure is used to make e-tivities is an excellent sample to adapt them in this research project.

Wu Xiao et al. (2013). Research discussed the English listening comprehension problems of university international students from China. The research used a qualitative method to collect data from three China’s students taking English Listening Comprehension (ELC) in University Sains Malaysian (USM). That study was a research report related to the problems encounter by China’s students in ELC learning. Interview was conducted to investigate students’ perspective through the main question concerning the problems from the China’s students in their ELC self-learning process in three steps, which is the pre-listening, while-listening and post-listening. Findings from this study
indicated that the main problem faced by the China’s students was the lack of prior knowledge in English vocabulary, this inhibit their understanding in the listening process. Moreover, the differences in the ascent of the native speakers prohibit the proper understanding of the listening content, the short span of concentration, and the learning habit of China’s students were discussed as the problems of the ELC learning. This enhances the data availability and the interpretative analysis. In order to validate the data and the analysis, researcher experiences and documents analysis were conducted. This research laid a good foundation for further research; it provided useful information concerning the effective strategies to enhance students’ listening skills and improve the instruction of English listening class to achieve the win-win situation.

Likewise, Camacho, (2013) case study attempted to explore factors that affect listening skills and their implications in the development of communicative competence. The study was carried out at a public Colombian University of Pamplona with a class of advanced-level students enrolled in the Foreign Language program. Participants were expected to reach a degree of proficiency equivalent to a B1 level within the Common European Framework of Reference for Language. Participants were selected using purposeful sampling. This type of sampling enabled her to choose the participants whilst taking into account some criteria such as their behavior during the listening activities in their English classes, i.e. learners who expressed some difficulties with listening skills (piloting interview). She selected learners who had experienced those difficulties because they could provide with significant information about the phenomenon under study. Data were gathered through non participant observations and semi-structured interviews, then
analyzed using Hatch’s (2002) interpretive model and MAXQDA11. Findings revealed that factors affecting EFL participants’ listening skills are: motivation, paralinguistic features (such as the accent, noise, rate of delivery, pronunciation, and intonation), known vocabulary, concentration, teacher’s methodology, use of materials and learner’s background. Additionally, it was found that these factors are directly or indirectly implied in the development of communicative competence. Finally, this experience helped her to recognize the importance of research in the educational field because throughout it, teachers and learners can understand the phenomena that occur inside the classroom.

Despite differences among studies, in general they report students’ perceptions consistently and they tend to be positive, even though they show that generalization is definitely not possible when implementing new teaching and learning methods, since there are several factors that take part in both processes. Clearly, those studies were chosen because are dedicated to improve listening skill through different strategies or tools, just as I try to do with the present study. All the authors previously mentioned have taken different approaches to understand the learning process of a foreign language and help solving some difficulties which the students may have in this field.

Now then, all those studies contribute to make the decision of doing a mixed method study since most of them present richness on both qualitative and quantitative data, ethnographic techniques help to have a broad panorama of the issue, for this research it can provide a better understanding of student’s comprehension processes and teacher’s experience while combining ICTs and metacognitive strategies to influence
positively on ninth grade pupils as it was seen in Table 1. Quantitatively it was recurrent the use of pre and post-tests to compare students’ achievements, grades and performances during a flipped or inverted classes process, this certainly helps to build up the research design and pedagogical intervention in the way all instruments really accounts for more objectively results.

Inquiringly, there were no evidence of implementing Flipped Classroom and metacognitive strategies with high school students, all studies were carried out with university students which called researcher’s attention and motivated to take the risk of doing it in order to explore new ways of teaching and learning EFL. It could be interesting to find similarities and differences among this study and the others, how it can make available information that open several inquiries to be researched deeper.

2.2. Theoretical Framework

This part of the document contains a journey through the theory behind the three pillars of this study.

- First, Flipped Classroom (FC) since the very beginning to now, as it was already mention in the problem statement ICTs in the current society and even more in the educational field offer varied ways to make things affordable for everyone. In a high school setting integrating new technologies to classroom dynamic certainly may influence student’s learning processes therefore having a clear concept of a Flipped Class structure and its features strength this research project.
- Second, EFL Listening Comprehension (LC) is another concept that supports this document due to all background it has had through the time. It includes a revision of the listening process and listening skills meanwhile they help to comprehend design and structure this proposal.

- And last, Metacognitive Strategies (MS) which are perfectly related to LC hence they allow both teachers and students to make a conscious exercise of teaching and learning specially a foreign language.

2.2.1. The Flipped Classroom concept

Possibly the simplest definition of the flipped, (or inverted) classroom is given by Lage et al. (cited by Lowell and Verleger, 2013). “Inverting the classroom means that events that have traditionally taken place inside the classroom now take place outside the classroom and vice versa” (p.32). While this description captures the rationale to use the terminology inverted or flipped, it does not really represent the practice of what researchers are now calling the flipped classroom. This explanation would imply that the flipped classroom basically represents a re-ordering of classroom practice and at home activities. In exercise, however, this is not the case.

Lowell & Verleger (2013) defined the flipped classroom as an educational technique that consists of two parts: interactive group learning activities inside the classroom, and direct computer-based individual instruction outside the classroom. A graphic representation of this definition is shown in Figure 1. They restrict this definition to exclude designs that do not employ videos as an outside of the classroom activity.
While a broad conception of the flipped classroom may be useful, definitions that become too broad suggest that assigning reading outside of class and having discussions in class constitutes the flipped classroom. They definitely reject these definitions.

Figure 1 Flipped Classroom by Lowell & Verleger (2013).

Sams & Bergmann defines The Flip Classroom Model, as this: that which is traditionally done in class is now done at home, and that which is traditionally done as homework is now completed in class.”(p. 13). Frequently they are credited with originating the Flip Classroom idea; however, they clarify in his book the following facts:

We would be remiss if we did not mention a few important facts: (1) We did not lecture exclusively in our classes before flipping; we have always included inquiry-based learning and projects. (2) We were not the first educators to use screencast videos in the classroom as an instructional tool, but we were early adopters and outspoken proponents of the tool, and for us, the flipped class would not have been possible without them. However, there are teachers who use
many of the concepts you will read in this book and who call their classrooms flipped, but do not
use videos as instructional tools. (3) We did not come up with the term flipped classroom. No one
owns that term. Although it has been popularized by various media outlets and seems to have
stuck, there is no such thing as the flipped classroom. (Sams & Bergmann 2012 p.6)

Most research on the flipped classroom employs group-based interactive learning
activities inside the classroom, citing student-centered learning theories based on the
works of Piaget 1967 and Vygotsky. The exact nature of these activities varies widely
between studies. Similarly, there is wide variation in what is being assigned as
"homework". The flipped classroom label is most often assigned to courses that use
activities made up of asynchronous web-based video lectures and closed-ended problems
or quizzes. In many traditional courses, this represents all the instruction students ever
get. Thus, the flipped classroom actually represents an expansion of the curriculum,
rather than a mere re-arrangement of activities.

Likewise, Strayer (2007 cited by Johnson & Renner 2012) reported that in most
instances where the classroom flip is used, the goal is to create an active learning
environment during class meetings, while ensuring content coverage. Strayer’s
conceptual framework is derived from Piaget’s theories of active learning. The
classroom flip is usually motivated by a desire to learn through active participation in the
classroom. What exactly is meant by active participation? Is not all learning active,
whether from a book, a lecture, or small group activity? Piaget says that learning occurs
not when a person merely copies an idea, but when a person acts on it. (Strayer, 2007,
cited by Johnson & Renner 2012 p. 45)
Electronic content delivery is not limited to audio and video. Animated and interactive simulations can similarly disseminate content to students in advance of class meetings. Sanger, Phelps and Fiengold (2000 cited by Johnson & Renner 2012) studied a chemistry class (n=70) that viewed a live demonstration during class that illustrated concepts of kinetic molecular theory. When quizzed on the principles demonstrated, the misconceptions were identified by analyzing student responses. The researchers then created an animated computer simulation and arranged for a sample of students view it, while a control group received remediation using an overhead, chalkboard discussion, and illustrations. The students who viewed the animation were more likely to give completely correct responses on a second examination compared to those who received traditional remediation.

Specifically, in foreign language classes, teachers are recording grammar lessons and conversation starters so as to create time in class to use the language more practically. This includes having more conversation, reading literature, and writing stories, all in the target language. Sams & Bergmann (2012) visited one of these classes, a level 1 class, and observed students actively speaking Spanish. They were responding and gesturing in ways that corresponded to the teacher’s instructions, which were entirely in Spanish. He would then ask students questions, and they would respond in Spanish. He reported to us how the videos had freed him up to do more of these engaging activities in his classroom. (Sams & Bergmann 2012 p. 48).

In the last two years, flipped educators have to face with many common misconceptions between “flipped Classroom” and “Flipped Learning,” so a group of
experienced flipped educators of the Flipped Learning Network (FLN) draws a
distinction between them which states the following: These terms are not
interchangeable. Flipping a class can, but does not necessarily, lead to Flipped Learning.
Many teachers may already flip their classes by having students read text outside of
class, watch supplemental videos, or solve additional problems, but to engage in Flipped
Learning, teachers must incorporate the four pillars into their practice.

Hence, taking the purpose of this study into account the concept of Flipped
learning will not be taken as one of the key constructs, however in the pedagogical
intervention the four pillars and indicators will be explained in detail since they were
incorporated to the flipped classes. After revising the theory behind Flipped Classroom
this paper took elements such as video lectures as out-class activities or “homework” by
using a Learning Management System Edmodo™, participants are already familiarized
with it and accessing to it in computers lab is one of the aspects the teacher-researcher
must assure in order to grante the flipped class, also in-class activities were interactive-
group ones and completely student centered, this allows teacher to move around
classroom listening students questions, solving doubts and promotes students
collaboration, use of the foreign language and other resources to develop tasks.

2.2.2. A Brief History of the Flipped Classroom

As early as 1982, Baker had a vision of using electronic means to “cover” rote
material outside of class (Baker, 2000 cited by Johnson & Renner 2012). The barriers he
found for achieving that aim included a delivery method of the material and the question
of “what to do with the time that moving the lectures allows” (Baker, 2011, p. 1). The delivery barrier disappeared with the arrival and implementation of the Learning Management System (LMS). In the fall of 1995, an early edition of an online content management system allowed Baker to place lecture notes online and retrieve them to show during class meetings. Then he realized during a lecture that the students were able to retrieve the slides themselves, and encouraged them to do so. Once he “gave away all the content for the class,” he comprehended he needed to make the class time more meaningful. So, he developed an action plan centered on four verbs: clarify, expand, apply, and practice.

The basic concept he applied in that class was to move the rote transmission of information that had been the content of his lectures out of the classroom (delivered instead through network-delivered presentations) and to use the opened-up class time for the students to work on application of the principles from that content while he was there to see what they were doing, answer questions and make suggestions. Baker presented the concept to conferences between 1996 and 1998, and in 1998 began to refer to the method as “The Classroom Flip” (Baker, 2011 p. 2 cited by Johnson & Renner 2012).

Simultaneously, Lage, Platt and Treglia (2000, cited by Johnson & Renner 2012) designed and applied a similar technique. They referred to the concept as “The Inverted Classroom” and likewise believed that students would view lectures in advance of class, then spend class time clarifying difficult concepts and working in small groups. They stated that “inverting the classroom means that events that have traditionally taken place inside the classroom now take place outside the classroom and vice versa. The use of
learning technologies, particularly multimedia, provides new opportunities for students to learn,” (p. 32). They implemented the inverted teaching method on five sections of an economics course. Student perceptions measured using a survey instrument with Likert-scale and open-ended questions revealed positive student perceptions about the course. Representative comments on student surveys revealed that it was easier to ask questions, learning from peers was different and enjoyable, and that the video lectures taught a lot.

Ideally, MIT took a significant step forward when it announced its OpenCourseWare (OCW) initiative in 2001. This opened access to information that had previously only been available to students who paid university tuition, which is over $40,000/yr at MIT. Ongoing this trend, MIT alum Salman Khan founded the Khan Academy in 2006, which has released a library of over 3200 videos and 350 practice exercises by 2012. The stated mission of the Khan Academy is to provide “a free world-class education to anyone anywhere (2012).” Perhaps it is the greatest contribution to flipping the classroom since the video library has evolved into a learning environment where teachers can see progress of students as they work through tutorials and practice exercises (Flipping the Classroom, 2011 cited by Johnson & Renner 2012). The Khan Academy has rearranged the flip, making it truthful for a teacher to assign direct instruction to a student to be completed out of class, for the reason that the video lecture has been created by Khan for student consumption.

Lastly by the year 2007 a pair of Chemistry high school teachers in Colorado, United States, Jonathan Bergmann and Aron Sams, decided to make their lectures for absent students by recording them as videos, hence, they were able to learn what they
had missed. Some students who were in class and heard the live lecture began to re-watch the videos. Some watched them when reviewing for exams. As videos were posted online, students and teachers from all over the world began thanking them for that idea. Students just like theirs who had struggled with chemistry found those videos and started using them to learn. “We never could have expected the side effects of posting our lessons online: the emails began.” (p.4).

Consequently, this theoretical revision will present Listening Comprehension in EFL in as much as it is the variable that this project wants to influence positively, taking into account its history as the Cinderella skill, participants’ fear and predisposition towards it is the reason to make it even more attractive to set it as one of the key concepts to cover for this study.

2.2.3. Listening Comprehension in EFL

There are several published studies about listening comprehension development and they all highlight how important it is to carry it out not just in the preliminary phases of foreign language learning but also in the advanced stages of the process. Linguists and theorists as Brown (1980), suggests that listening comprehension is the most powerful learning mode until at least sixth grade in high school, and approximately 60% of the school time of a student is used in listening. For instance, Krashen (1981), Dunkel (1986), Feyten (1991), Anderson and Lynch (2002), among others, estimated that Listening comprehension plays a dominant and central role in language learning process besides they coincided in the fact that children go through their first months of life
experience a “silent period” in their mother tongue, during it they received a great amount of inputs without producing any adult language; in the same way, a person who learns a language could favor from this silent period, while they are in contact with the language since they would not feel forced to produce it immediately.

According to Rubin (1995), "For second language/foreign language learners, listening is the skill that makes the heaviest processing demands because learners must store information in short term memory at the same time as they are working to understand the information" (p. 8). Likewise, as she expounds, "Whereas in reading learners can go over the text at leisure, they generally don't have the opportunity to do so in listening" (p. 8). O'Malley, Chamot, and Kupper (1989) claim that "listening comprehension is an active and conscious process in which the listener constitutes meaning by using cues from contextual information and from existing knowledge..." (p. 434). It is, of course, clear that we cannot see and observe the cognitive process of listening. Nevertheless, understanding it, we can help us to rethink the methods of teaching listening.

For this particular study the researcher took mainly Vandergrift & Goh (2012) work and experience in the field of Teaching and learning Second Language listening. They identified two processes during listening comprehension:

2.2.3.1. **Bottom-up processing**

It is seen as a decoding process which assumes that the comprehension process begins with information in the sound stream, with minimal contribution of information
from the listener’s prior knowledge of the world in order to focus on meaningful units to interpret the message. Listeners identify individual sounds or phonemes and patterns of language intonation, such as stress, tone, and rhythm of the target language and then they gradually build meaning from phonemes to words to increasingly larger units of meaning it means full sentences and larger chunks of discourse.

### 2.2.3.2. Top-down processing

On the other hand, primarily this processing involves the application of context of the listening event or the topic of a listening text to activate prior knowledge to interpret the message. It is seen as an interpretation process which assumes that comprehension begins with listener expectations about information in the text and subsequent application of appropriate knowledge sources to comprehend the sound stream.

It is necessary to emphasize that used alone, those processes for comprehension is not adequate, since listeners may not have all the prior knowledge needed, or share enough of the speaker’s perspective on the subject matter to interpret perfectly. In reality, top-down and bottom-up processes hardly ever operate independently. The degree to which listeners may use one process more than another will depend on their purpose for listening. For instance a listener who needs to verify a specific detail such as the price of an item or driving directions, for example, may engage in more bottom-up processing than a listener who is interested in obtaining an overview of what happened at a particular event. Vandergift & Goh (2012). Later it would be seen how this two processes were used in One-way-listening in-class activities during the implementation
of the proposal as it was said they operate simultaneously in the comprehension practice but depending on the listening skill worked in each one.

Furthermore, Anderson’s (1995) cited by Vandergrift & Goh (2012) provide further insight into how listeners construct meaning by three phases that are interconnected and describe what listeners do during the act of listening, how they can do this efficiently, and how they regulate these processes.

2.2.3.3. Perception

Throughout the perception phase, listeners use bottom-up processing to recognize sound categories (phonemes) of the language, pauses, and acoustic emphases, and hold these in memory. Listeners decode incoming speech by (1) attending to the text, to the exclusion of other sounds in the environment; (2) noting similarities, pauses, and acoustic emphases relevant to a particular language; and then (3) grouping these according to the categories of the identified language. This is the initial stage in the word segmentation process.

Even if they can recognize individual words, when spoken in isolation or presented in written form, listeners may not always be able to recognize those same words in connected speech. Furthermore, word segmentation skills are language-specific and acquired early in life. They are so solidly engrained in the listener’s processing system that these L1 segmentation strategies are involuntarily applied when listening to a non-native language. Difficulties reported by L2 listeners during the perception phase include (1) not recognizing words; (2) neglecting parts of speech that follow; (3) not
chunking the stream of speech; (4) missing the beginning of a sentence or message; and (5) concentration problems (Goh, 2000).

2.2.3.4. Parsing

Here listeners parse the phonetic representation of what was stored in memory and start to activate potential word candidates in long-term memory, based on cues such as word onset, perceptual salience, or conventions. Meaning is often the principal clue in segmentation and as language proficiency develops, listeners can more quickly activate successful word candidates related to the context or topic, and hold meaning in increasingly larger chunks of propositional content. In EFL listening comprehension they are known as content words. Difficulties reported by listeners during this phase include (1) quickly forgetting what has been heard; (2) being unable to form a mental representation from words heard; and (3) not understanding subsequent parts because of what was missed earlier (Goh, 2000).

2.2.3.5. Utilization

Finally, listeners relate the resulting meaningful units to information sources in long-term memory in order to understand the intended implications. This phase primarily involves top-down processing since they use information from outside the linguistic input to interpret what they have retained of the parsed speech. Using pragmatic and prior knowledge stored as schemata in long-term memory and any relevant information
in the listening context, listeners elaborate on the newly parsed information and monitor this interpretation for congruency with their previous knowledge and the evolving representation of the text in memory, as often as necessary within the time available. During this phase, listeners generate a conceptual framework against which to match their emerging interpretation of the text or conversation and to go beyond the literal meaning of the input, when warranted. When the automatic processes break down because of a comprehension problem, listening becomes a problem-solving activity. Listeners, for example, may need to reconsider inferences made. Difficulties reported by listeners during this phase include (1) understanding the words but not the message, and (2) feeling confused because of seeming incongruences in the message (Goh, 2000).

One of the main goal of this study is to see how students evidence these phases along the in-class activities where they are asked to express their understanding of words, recognition of some familiar sounds, identify key words and specific information. Furthermore difficulties mentioned above would appear as in students’ artifacts as in teacher’s field notes in order to have a wider understanding of listening comprehension process while implementing FC and MS.

**2.2.3.6. Knowledge Sources in Listening**

As listeners engage in the cognitive processes described previously, they draw on different knowledge sources: linguistic knowledge, pragmatic knowledge, prior knowledge, and discourse knowledge. For this study we will focus on the role of
Linguistic and Prior knowledge sources in the listening comprehension since participants of this research ninth graders are in an early stage of EFL listening process. They have not had listening instruction before as well their foreign language learning process have been interrupted frequently over the last three years. Then, integrating Flipped Classroom and Metacognitive Strategies as in-class activities and out-class activities may affect those fears and listening skills could change students’ perception on English listening comprehension and learning itself.

2.2.3.7. Linguistic Knowledge

Linguistic knowledge is fundamental to listening comprehension; vocabulary knowledge is a strong predictor of EFL listening success. In addition to it Vandergrift & Goh (2012) this knowledge includes phonological knowledge (phonemes, stress, and intonation) and syntactic knowledge (grammar) of the target language. They two help listeners assign meaning to word-level units and to the relationship between words at the discourse level. Linguistic knowledge also means knowing how to use someone’s knowledge of a language in real time. This is the real challenge of listening comprehension: EFL listeners need to be able to rapidly parse words out from a stream of sound. Some words are easily parsed and can be quickly mapped onto long-term memory. These include cognates for linguistically similar languages; sound effects and paralinguistic that are not culturally bound; and, increasingly, English words related to technology or the media (e.g., iPod) that are becoming universally understood. Other words will require deeper processing.
2.2.3.8. Prior Knowledge

Listening comprehension is comparable to a problem-solving activity: listeners match what they hear the linguistic input with what they know about how things work in the world that is their prior knowledge. The role of prior knowledge in EFL listening comprehension is well established (e.g., Macaro, Vanderplank, & Graham, 2005, cited by Vandergrift & Goh, 2012). This knowledge source plays a critical role in the utilization phase of the listening process. For this reason, it is important to provide listeners with the context of a listening text or event, before they begin listening. Contextualized listeners then have the necessary information to activate their prior knowledge on the topic and to develop a conceptual framework in order to parse the linguistic input for potential words and content. Using a mixture of questioning and elaboration which activates prior knowledge, listeners must continually consider different possibilities and monitor the emerging interpretation for congruency with their expectations and prior knowledge (Vandergrift, 2003).

At this point it will assume the classification of listening strategies considering them essential for this research project as its main goal is to have a better understanding of students’ listening comprehension in EFL after implementing a pedagogical proposal that integrates Flipped Classroom and Metacognitive strategies via mixed methods design, these listening strategies were quantitative tested in the pre and post-test and integrated in the in-class listening activities.
2.2.4. Classification of Listening Strategies

Researchers have classified listening strategies in different ways. Nunan (2001) says teachers need to make students conscious about what they are doing while listening and introduced eight strategies such as:

1. listening for gist
2. listening for purpose
3. listening for main idea
4. listening for inference
5. listening for specific information
6. listening for phonetic distinctions
7. listening for tone/pitch to identify speaker's attitude
8. listening for stress

H. D. Brown (2001) emphasizes that teaching effective listening strategies improves the chance of students' becoming good learners, and he presents the following eight strategies:

1. looking for key words
2. looking for nonverbal cues to meaning
3. predicting a speaker's purpose by the context of the spoken discourse
4. associating information with one's existing cognitive structure (activating background information) (p. 259)
5. guessing at meanings
6. seeking clarification
7. listening for the general gist
8. various test-taking strategies for listening comprehension

For this particular case a simplified classification of these strategies was adopted in order to make that ninth grade students can learn them easily. By cause of their previous foreign language experience, the absence of listening training, language level and even more for the requirements of Flipped Classroom activities and characteristics. Besides Metacognitive Strategies experts Vandergrift & Goh suggested focusing on making the learner conscious of his or her own pace and learning style. So, it was decided to divide the strategies into three kinds: 1) listening for the gist (main ideas); In this listening, students are not asked detailed questions. For example, they might just be asked the following general questions: "Where are the speakers talking?" "What are they talking about?" "Why are they talking?" In short, students have to grasp the main ideas without worrying about the details. Nihei (2002) 2) listening for specific information; In this listening, students are asked the following more detailed questions, such as "What time did this event happen?" "Who are they talking about?" Nihei (2002); 3) listening to predict; It is impossible for students to catch all the information as they listen. Thus, they have to guess what they cannot understand or what would come next by using many clues, such as speakers' gestures and facial expressions, rhetorical markers, key words, their own world or topic knowledge, etc. Nihei (2002)

Finally after having revised listening strategies and their relevance to this study, it will address the following discussion about the last theoretical pillar of this investigation report Metacognitive Strategies which allow giving a focus on comprehension from a
conscious processes that used to be ‘invisibles’ for language learners but at the same time they have a great pedagogical power when identifying them and make them evident in the learning process.

2.2.5. Metacognitive Strategies

Communicative language teaching highlights the importance of practicing listening skills, such as listening for details, listening for gist, predicting, listening selectively, and making inferences. The main goal of these listening lessons, however, is typically the achievement of successful comprehension. With a focus on the product of listening, every activity becomes a test of the learners’ listening ability only, rather than a means for understanding the social and cognitive nature of developing and using these listening skills. Although scholars have warned against using listening activities as a disguised form of testing (Sheerin, 1987), this practice is in fact quite commonplace in many language classrooms, even today.

The goal of this research paper was to demonstrate that some of the intrinsic challenges within the three types of listening strategies can be addressed by teaching within a metacognitive framework. Teachers need to enhance the current strategy approach to engage learners in a wider range of metacognitive activities about listening. These metacognitive learning activities should aim to deepen learner understanding of themselves as L2 listeners, raise greater awareness of the demands and processes of L2 listening, and teach learners how to manage their comprehension and learning. Research in first language (L1) and L2 comprehension shows those learners who successfully use
metacognitive knowledge of listening and strategies to improve their comprehension, will also experience increased motivation. Goh (2002, 2008) focused on a metacognitive approach that helps learners become more self-regulated and self-directed in their efforts to improve their individual listening abilities. In Vandergift and Goh’s book, they showed how these ideas can be incorporated effectively into a holistic learning experience for L2 listeners. For example, a research-based metacognitive pedagogical sequence (Vandergrift, 2004, 2007) was introduced and designed to help learners integrate the use of multiple strategies while focusing on the process of listening. At specific stages in a lesson sequence, learners are prompted to use strategies to regulate their comprehension and achieve successful comprehension.

In addition to pursuing comprehension, the sequence guides learners through important metacognitive processes such as prediction, verification, monitoring, problem solving, and evaluation—processes used by effective listeners and effective learners. This sequence not only raises learner awareness about the listening process, it also offers much needed scaffolding thus that listeners can learn from each other while working with listening texts. They referred to this as metacognitive instruction for L2 listening. It is an approach to listening instruction that explicitly elicits and enhances learner knowledge about learning to listen, as well as teaching effective strategies for managing comprehension and overall listening development. Vandergift & Goh (2012).

The importance of metacognition in comprehension, particularly research activity on the role of metacognition in L2 listening has been minimal. Much of what they know about the relationship between metacognition and successful L2 listening
comes from research into the strategies of skilled listeners. Using a think-aloud methodology (tapping the thought processes of listeners while they are actually engaged in the listening event), researchers record, transcribe, and analyze the “thinkalouds” of skilled and less skilled listeners for evidence of strategy use (Goh, 2002a; O’Malley & Chamot, 1990; O’Malley, Chamot, & Küpper, 1989; Vandergrift, 1998, 2003a). Skilled listeners reveal using about twice as many metacognitive strategies as their less skilled counterparts, primarily comprehension monitoring. A qualitative analysis of the think-aloud protocols has further revealed that successful L2 listening appears to involve a skillful orchestration of strategies to regulate listening processes and achieve comprehension (Vandergrift, 2003). This finding was also observed by Graham and Macaro (2008) in a recent listening strategy instruction study; they attributed the positive results to listener “clustering” of strategies.

Finally, in their validation of the Metacognitive Awareness Listening Questionnaire (MALQ), Vandergrift et al. (2006) determined that metacognitive knowledge, as tapped by participant questionnaire responses, was able to explain about 13 percent of the variance in L2 listening performance of university-level language learners. Although the evidence is only preliminary, it is clear that a certain amount of variance in listening success can be explained by metacognition: that is, learner knowledge and control of their listening processes. This finding echoes the research findings in L2 reading and writing for the substantial impact of metacognitive knowledge on success in these skills (Hulstijn, 2011).
In view of the foregoing, this investigation paper considers metacognition process and training as a fundamental factor to guarantee a successful listening development. Especially in terms of metacognitive strategies as planning, monitoring, solving problems and evaluating. Throughout a disciplined exercise ninth grade EFL learners could experience less anxiety when facing a listening activity moreover they could control their rhythm of comprehension focusing on the process rather than the outcome.

*Table 2 Aims and Objectives for Developing Strategies for Listening Comprehension and Overall Listening Development by Vandergrift & Goh, (2012)*

<table>
<thead>
<tr>
<th>Planning</th>
<th>Aim: Determine goals and means by which goals can be achieved.</th>
</tr>
</thead>
</table>
| Listening Comprehension | • Preview task demands and prepare for listening.  
  • Rehearse language (pronunciation of key words and phrases) needed for the task.  
  • Consider strategies for coping with potential challenges. |
| Overall listening Development | • Set personal goals for listening development.  
  • Seek appropriate opportunities for listening practice.  
  • Make plans and preparations to address challenges in learning to listen. |

<table>
<thead>
<tr>
<th>Monitoring</th>
<th>Aim: Check progress of efforts during listening and in learning to listen.</th>
</tr>
</thead>
</table>
| Listening Comprehension | • Check understanding of message by drawing on appropriate sources of knowledge (e.g., context, factual, linguistic).  
  • Check appropriateness and accuracy of understanding against old and new information. |
| Overall listening Development | • Consider progress of listening development in light of what has been planned.  
  • Assess chances of achieving learning goals. |

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Aim: Judge progress and success of efforts at listening and learning to listen.</th>
</tr>
</thead>
</table>
| Listening Comprehension | • Determine overall acceptability of understanding and interpretation of message/information.  
  • Check appropriateness and accuracy of understanding against old and new information.  
  • Assess the effectiveness of strategies for learning and practice. |
| Overall listening Development | • Assess effectiveness of overall plan to improve development listening.  
  • Assess appropriateness of learning goals. |
Chapter 3 Research Design

This chapter displays the explanation of the components that contributed and influenced the form of this study as presented in Table 2. The first section explains the type of research that emphasizes the principles and procedures of this research project as it is seen in Figure 3. The second describes the researcher’s role and its implications in mixed methods research. The third section accounts for the participants and their context. The fourth section provides a description of the data collection instruments used. The chapter concludes with the fifth section data collection procedures all was collected in seven weeks where the researcher started by stating both quantitative and qualitative approaches to gather it separately.

Table 3 General View of the Project

<table>
<thead>
<tr>
<th>Title</th>
<th>Flipping EFL Classroom and Integrating Metacognitive Strategies to Foster Listening Comprehension in Ninth grade Students.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Questions</td>
<td>Main Question</td>
</tr>
<tr>
<td></td>
<td>To what extent applying flipped classroom FC and metacognitive strategies MS influence EFL ninth grade students’ listening comprehension LC?</td>
</tr>
<tr>
<td></td>
<td><strong>Sub-questions</strong></td>
</tr>
<tr>
<td></td>
<td>• How do ninth grade students describe their experience of Flipped classroom and Metacognitive strategies proposal when developing a listening comprehension activity?</td>
</tr>
<tr>
<td></td>
<td>• How does teacher-researcher describe her experience of Flipped classroom and Metacognitive strategies proposal when carrying out a listening comprehension activity?</td>
</tr>
<tr>
<td></td>
<td>• How can statistical data explain the influence of applying the FC and MS proposal in ninth grade students’ LC and EFL learning idea?</td>
</tr>
<tr>
<td>Research Objectives</td>
<td><strong>General Objective</strong></td>
</tr>
<tr>
<td></td>
<td>To understand the predicting influence of applying Flipped Classroom FC and Metacognitive Strategies MS proposal in EFL ninth grade students’ listening comprehension LC.</td>
</tr>
<tr>
<td></td>
<td><strong>Specific Objectives</strong></td>
</tr>
<tr>
<td></td>
<td>• To appropriate the state of the art and theoretical framework</td>
</tr>
</tbody>
</table>
related to Flipped Classroom Model as well as EFL listening comprehension and metacognitive strategies.

• To describe ninth grade students’ experience of Flipped classroom and Metacognitive strategies proposal when developing an EFL listening comprehension activity.
• To describe teacher-researcher’s experience of Flipped classroom and Metacognitive strategies proposal when carrying out an EFL listening comprehension activity.
• To explain statistically how applying the FC and MS proposal influenced ninth grade students’ LC and EFL learning idea.

<table>
<thead>
<tr>
<th>Context</th>
<th>A small public high school in Bogotá, Colombia.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants</td>
<td>A group of 29 students between 14 and 17 years old of ninth grade at Colegio La Victoria I.E.D. They take English classes twice a week divided in one session of one hour on Mondays and second session of two hours on Fridays.</td>
</tr>
</tbody>
</table>
| Type of Study | Mixed Methods Research
Qualitative Classroom Observations (Field notes and journals)
Quantitative Pre-experimental O₁ X O₂ |
| Data Collection Instruments | Pre-test KET Listening Part.
Learning styles test.
Teacher’s field notes.
Students’ artifacts
Post-test KET Listening Part.
FC&MS Questionnaire |
| Data Analysis Approach | Convergent Design |
| Time Allotted | April 18th to May 23rd |

3.1. Type of Study

This research project trailed the principles of mixed methods approach which according to Hesse-Biber (2010) it is a rich field for the combination of data because with this design, what is generally considered qualitative data—“words, pictures, and narrative”—can be combined with quantitative, numerical data on the same issue, hence the rich narrative descriptions gathered in student’s artifacts and teacher’s field notes were combined to Pre-post-test and closed ended questions allowing research results to
be generalized for future studies and examinations on both EFL Listening Comprehension and Metacognitive Strategies instruction.

The philosophical worldview for this study comes from Pragmatism derived from Cherryholmes (1992), Morgan (2007) and Creswell (2014) work since it is not committed to any one system of philosophy and reality, the inquiries draw liberally from both qualitative and quantitative assumptions research. Also Creswell (2014) stated that the pragmatic researchers look to what in this case LC and how by FC & MS proposal to research based on the intended consequences. Thus, this view definitely opened the door to multiple methods, and different assumptions, as well as different forms of data collection and analysis.

Furthermore, this particular research is framed in the Convergent Parallel Design since the collection and analyzes of both quantitative and qualitative data were done during the same phase of the research process and then merges the two sets of results into an overall interpretation, Creswell (2014). The purpose of using it in this study is “to obtain different but complementary data on the same topic to best understand the research problem” Morse, (1991, p. 122) cited by Creswell (2014). Besides this design is used because it wants to directly compare and contrast quantitative statistical results in pre-test, post-test and FC&MS questionnaire closed-ended questions with qualitative findings in teacher-researcher’s field notes, students’ artifacts and FC&MS questionnaire opened questions in order to validate the hypothesis.
3.2. Methodological Design

The four major steps implemented in this convergent design are drawn in the procedural flowchart in Figure 4. The first step was carried out in a week where the researcher started by designing both quantitative and qualitative research questions separately, the quantitative ones in the light of evidencing the Pre and Post-test results on LC and also questionnaire closed-ended questions from the FC+MS=LC Questionnaire. On the other side, the qualitative started by designing Students’ artifacts where the Flipped out-class activity videos, OWLAs and journal reflections would be registered. Next, the researcher designed opened-ended questions for the FC+MS=LC Questionnaire. Last, the permissions from the principal of the school to allow the researcher to develop the study and parents’ permissions to allow their children to participate in the research project were written, printed, delivered and gathered.

In second step the teacher-researcher first, analyze the quantitative data using Microsoft Excel™ to apply descriptive statistics formulas on the Pre, Post-test results in
order to compare them and prove the hypothesis. Next, the same software was used for color coding technique (FC, MS and LC) on the closed-ended questions from the Questionnaire. Then, Microsoft Word™ was equally used to classify the parts from the teacher’s field notes which belong to FC, MS and LC assigning a color to each one, like it was mentioned above. Consequently, the researcher created a chart using Microsoft Word™ in order to store all students’ journals and another one with the OWLAs. To end with, homologation of the seven opened-ended questions for the FC+MS=LC Questionnaire by means of Microsoft Excel™ in order to identify related aspects to (FC, MS and LC.

In third step researcher generates the Graphics which accounts for Pre and Post test results. As well as support the validation of the hypothesis. After that, use the color coding technique on closed-ended questions, field notes, students’ journals and open-ended questions thus FC, MS and LC recurrent aspects started to give insights to draw preliminary categories.

Lastly, researcher interpreted the merged results by define categories related to FC, MS and LC which emerged from the quantitative and qualitative data. Likewise, create a discussion table to show how the results and categories converge, diverge, relate to each other and produce a more complete understanding of the research problem. All this process is presented below in Figure 4.
3.3. Researcher’s Role

The main role of the researcher in this study was of a teacher-researcher in assuming the responsibility for the development of the participants’ listening comprehension process. In this case, the researcher had an active role as a facilitator since the main action was to guide the application of a set of Listening in-class activities framed in the Flipped Classroom model which were carried out by ninth grade students.
The quantitative dimension of the study required the use of descriptive statistics so researcher compromised deeply when using the software (Excel) since the data analysis and the objectives demanded it. On the other hand, qualitative dimension as Merriam (1998) describes the researcher by highlighting his/her role as a “primary instrument for gathering and analyzing data”; this characteristic maximizes the chance to gather and generate meaningful information (p.20). Additionally, the teacher’s active role was supported by continuous assessment provided by constant reflection of the teaching practice. Such reflections allowed the investigator to continue working in order to improve problems with foreign language learners. The researcher was also participant in the implementation and examining in detail data collected to draw conclusions at the end of the process.

3.4. Context and Participants

This study was carried out at a small public high school in the south of Bogotá, Colombia. With a group of 29 ninth grade students aged 15 to 17 years old. They take English classes twice a week divided in one session of an hour and second session of two hours. Most of the them live near school and their families are humble; they manifested low level of English language specially in Listening Comprehension due to they have not had a constant learning process in the Foreign Language, they experienced many periods of time without English classes during the last three years, Though, they recognize the importance of English language learning for their future. Therefore, they participate actively in the flipped classes and interactive listening activities.
3.5. Data Collection Instruments

The instruments used to collect data to answer the research questions were:

3.5.1 Pre-test: KET Listening Parts 1-5 (Appendix A): Cambridge ESOL examinations was applied in order to measure students’ listening comprehension before the implementation, taking into account that the quantitative data part of this mixed methods study responds to a quasi-experimental research O1 X O2 that will be explained deeper in the section 3.6 of this paper. KET (Key English Test) Listening section is 30 minutes (including 8 minutes, transfer time). It has five parts ranging from short exchanges to longer dialogues and monologues. The test focus is to assess candidates’ ability to understand dialogues and monologues in both informal and neutral settings on a range of everyday topics. Moreover, KET is aligned to the Council of Europe Common European Framework of Reference (CEFR) for Languages Level A2.

3.5.2 Post-test KET Listening Parts 1-5 (Appendix B): Cambridge ESOL examinations. It was applied in order to measure students’ listening comprehension after the implementation, taking into account that the quantitative data part of this mixed methods study responds to a quasi-experimental research O1 X O2 that will be explained deeper in the section 3.6 of this paper. KET (Key English Test) Listening section is 30 minutes (including 8 minutes, transfer time). It has five parts ranging from short exchanges to longer dialogues and monologues. The test focus is to assess candidates’ ability to understand dialogues and monologues in both informal and neutral settings on a range of everyday topics. Moreover, KET is aligned to the Council of Europe Common European Framework of Reference (CEFR) for Languages Level A2.
3.5.3 Teacher’s field notes (Appendix C): Qualitative classroom observations were recorded on the teacher’s field notes they contained all the behavior and activities of participants at the research site. In these field notes, teacher-researcher recorded, in a semi-structured way (using research questions and objectives of the study), activities at the research place as well as direct reflections of the facts emerging from each topic. Creswell (2014) says that” typically these observations are open-ended in that the researchers ask general questions of the participants allowing the participants to freely provide their views recorded on teacher’s field notes”. (p.239). they are intended to be read by the researcher as evidence to produce meaning and an understanding of the phenomenon studied. According to Emerson (2011) “the ways in which you take notes during an observational study is very much a personal decision developed over time as you become more experienced in observing.

However, all field notes generally consist of two parts: A descriptive information, in which teacher-researcher attempted to accurately document factual data such as date, time, settings, actions, behaviors, and conversations observed; and, a reflective information, in which thoughts, ideas, questions, and concerns were record as you the observation happened. For accomplishing the purpose of this study they were fleshed out as soon as possible after each observation was completed. Additional details were added as soon as possible after the observation, because important facts and opportunities for fully interpreting the data would not be lost.

3.5.4 Learner’s artifacts OWLAs (Appendix D): The evaluating sections of each One-way listening activity were taken and organized as the student’s journal. This choice
of procedure provided evaluative section as the reflective space for learners to express their thoughts on aspects that went well and not so well during the listening activities, aspects to improve, and strengths and weaknesses among other commentaries. All Learners’ artifacts were used as a source of data to merge the information thus, Burns (2003) define as documents all the data accumulated in the curse of this study that can give information on various aspects of practice. Among the documents that Burns (2003) distinguishes are students’ portfolios or written work, lesson plans materials, letters, class memos, newsletters, and previous tests or examination papers. These documents can provide insights about theoretical and practical issues. Therefore, for this research, learners’ products of each listening interactive activity were used to obtain information to answer research questions.

3.5.5 Questionnaire FC+MS=LC (Appendix E) The questionnaire FL+MS=LC was applied after the implementation. It was chosen in order to gather data based on the characteristics given by Burns (2003). Questionnaires have the advantage of being easy and no time consuming; therefore, participants could answer them in a short time. For this study, they were designed with both open and closed-ended items for learners to have the opportunity to choose or freely express the option they felt was the one which reflects their opinions and ideas about the strategies, the flipped classes and the listening comprehension process. As Burns (2003) demonstrates, “the aim of these types of items is to explore the informants’ own perceptions, beliefs or opinions and to provide opportunities for unforeseen responses or for those which are richer and more detailed
than responses obtainable through close questioning” (p.131). Consequently, the questionnaires helped the researcher answer the research questions.

3.6. Data Collection Procedures

This section describes in detail the stages followed to carry out the data collection. They were organized in pre, while and post stages. The last section depicts a description of the ethical concerns for the study. All the data was collected in seven weeks where the researcher started by stating both quantitative and qualitative approaches to gather it separately as it is displayed in Figure 3. Firstly, taking the ethical considerations of the research into account Principal’s and Parent’s permissions were given and collected during the first week.

**Figure 5 Data collection.**
3.6.1. Pre-stage

An online calculator (Appendix I) was used for identifying the recommended sample size for a Pre-experimental study of one group Pre-test and Post-test design $O_1 X O_2$. This tool considers the following aspects to establish it, 1) error percentage acceptance; 2) wished confidence level; 3) the population size and 4) answers distribution. Therefore, taking to heart that error percentage acceptance is 5%; the wished confidence level is 95%, the population size is 31 ninth grade students and answers distribution is 50% the Pre-test must be applied to 29 ninth grade students. It was done through Google™ forms (Appendix A) in one hour session at the computers lab where each student had a desk computer with internet access since this test needed to be done simultaneously as soon as the audio was played. The aim of this pre-test was to compare it with a post-test in order to contrast student’s performance with their listening comprehension skill.

3.6.2. While-stage

Then, Flipped Classroom and Metacognitive Strategies proposal was implemented in four sessions of one hour, and four sessions of two hours each during four weeks. Students’ artifacts with FC+MS model structure clearly presented were gathered. This document also included the time to do the evaluation MS where students answer questions and commented any extra material they used for developing the tasks. Data collected from this part constituted the learners’ journals. Those questions were focused on a reflection about things that went very good, good or not so good during the One-way
Listening Activity (OWLA) (Appendix D). They also included ideas to improve and how to do it, reflections about weaknesses and strengths, and all learners’ thoughts about the OWLAs. Moreover, Classroom Observations were registered in teacher’s Field notes as in an Ethnography study, after each OWLA the teacher-researcher developed and wrote in a template with two columns to add comments based observations her insights and observations of the OWLA sessions. This was a reflective space that served for analysis to answer the research questions. This instrument was also focused on the learner’s participation, comments and the feedback provided, among other aspects (Appendix C).

3.6.3. Post-stage

In this final stage of the process the same 29 ninth grade students took the post-test aimed at obtaining the final results of their process in listening comprehension and at comparing them with the pre-test applied in the pre-stage process. It was done through Google™ forms (Appendix B) as well in one hour session at the computers lab where each student had a desk computer with internet access since this test needed to be done simultaneously as soon as the audio was played.

Moreover, in order to see and gather enough information to analyze the pupil’s processes and their thoughts in regards to the use of the FC+MS model, the FL+MS=LC questionnaire (Appendix E) was applied in one hour session at the computers lab under the same conditions of the Pre and Post-test. This helped to obtain learner’s opinions and perceptions about specific strategies they had been using up during the intervention, the final results and the insights the OWLAs left them. Table 3 illustrates the processes followed during the data collection.
## Table 4 Instruments and Processes

<table>
<thead>
<tr>
<th>Stage of the process</th>
<th>Instrument</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-stage</strong></td>
<td>Pre-test KET Listening Parts 1-5</td>
<td>To have an initial record of the student’s listening comprehension.</td>
</tr>
<tr>
<td><strong>While-stage</strong></td>
<td>One-way Listening Activities 1-4</td>
<td>These artifacts were used to get data to answer the research questions.</td>
</tr>
<tr>
<td></td>
<td>Pre-listening (flipped video –out-class activity- and Planning strategy)</td>
<td>For each One-way listening activities it was a flipped video provided from which the template to work with the FC+MS. Only the last one was without it so students’ can show the MS appropriation.</td>
</tr>
<tr>
<td></td>
<td>While listening (monitoring strategy)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Post-listening (solving problems and evaluation strategies)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students’ Journals</td>
<td>After each One-way Listening Activity (OWLA) learners had to reflect on their process so at the end of the implementation there were enough data to Triangulate. This data obtained from evaluation strategy was organized as the learner’s journal.</td>
</tr>
<tr>
<td></td>
<td>Teacher’s field Notes</td>
<td>After each (OWLA) teacher reflected on them to have a continuous process of improvement aimed at offering the best possible guidance. Moreover, as instruments journals served for the purpose of getting enough data to triangulate.</td>
</tr>
<tr>
<td><strong>Post-stage</strong></td>
<td>Post-test KET Listening Parts 1-5</td>
<td>To have a final record of the student’s listening comprehension and to compare it with the pre-test.</td>
</tr>
<tr>
<td></td>
<td>FC+MS=LC Questionnaire</td>
<td>Learners’ insights from the process were obtained with the questionnaire. Data was gathered to answer both research</td>
</tr>
</tbody>
</table>
3.7. Ethical Concerns

The ethical concerns for this study were taken into account from different perspectives.

- First, permission was given by the Principal of the school La Victoria IED (Appendix F) to develop the study in the afternoon shift.

- Second, there was signed consent given by students’ parents allowing students to participate in the study (Appendix G) for the purpose of this study their identities were completely anonymous since their names were not taken into account. This was necessary since they were all under eighteen years old.
Chapter 4. Pedagogical Intervention

This chapter describes in detail the proposal foundations on Metacognitive Strategies and Flipped Classroom. Then, the pre, while and post- stages followed to carry out the implementation of the FC+MS proposal. The chapter accounts for the instructional design of the One-way Listening Activities (OWLAs) and the description of the action plan. The last section depicts a description of the materials and resources for Flipped Classes.

The Figure 6 represents the integration of key elements from Flipped Classroom (FC) such as out-classes activities named Flipped videos in this study, they were proposed as the traditional lecture source done in pre-listening stage, here the Metacognitive Strategy (MS) used was Planning, however it does not mean students did not use others, they certainly could apply all the ones they needed to prepare themselves to participate in the in-class activities. For this particular proposal in-class activities are called OWLAs and they were developed during the while-listening stage; they also integrate the MS specifically two of them monitoring and solving problems. Finally, the out-class activity developed in the post-listening stage where students check their understanding and extend their learning watching related videos or reading materials proposed for the next in-class activity. It is very important to clarify this process is not always done in the same order or using the same MS or listening stage, they can be used and apply according to each students’ needs or learning preferences which in fact is the richness of the proposal, place pupils in the center of their EFL listening learning process.
Figure 6 FC+MS Proposal

4.1. Stages

4.1.1. Pre-stage

In this first stage, there was a session of one hour in the computers lab with pupils to help them understand the way to work in terms of using the Edmodo™ platform (Appendix H), First, Students were provided with relevant information through The Learning Styles Prezi™ presentation. Second, for the identification of their own Learning Style, they took an online test with twenty-four multiple choice questions each answers corresponded to a particular learning style: Visual, Auditory or Kinesthetic, the purpose to take this information was in order to make them aware of their own learning process.
Later, the correct instruction about each Metacognitive Strategies (Planning, Monitoring, Solving Problems & Evaluating) was given mainly based on Vandergift & Goh, (2012).

4.1.2. While-stage

This stage consisted of four weeks during the implementation of four hours of Flipped content videos through Edmodo™ Platform which was considered the out-class activities Bergman & Sams, (2012) here students’ note taking strategy was mainly conducted. The out-class activities were asynchronous; participants could manage their time according to their needs and styles. Then, eight hours of in-class One-way Listening Activities (OWLAs) that included a listening task that followed the MS in the template divided into planning, monitoring, solving problems and evaluation sections.

At this stage, the teacher-researcher taught the model explicitly since the main goal of metacognition was to make learners aware of their own learning process. Regarding this Chamot et al.(1999) states that learners need to be conscious about the use of the model and there must be explicit implementation of in order to “be able to exercise control over their learning because they will know how, why, and when to engage in specific strategic behaviors” (p.12). Therefore, the strategies and the stages of the model were explained in order to give learners the opportunity to take control over the model for the upcoming One-way Listening Activities (OWLAs). Also they are framed in Content Based Instruction (CBI) defined by Moser &Raphan (1994) as and approach where students acquire subject matter expertise and a greater proficiency in English, the medium of instruction. Additionally, they learn to master skills necessary for
academic success. As well OWLAs involve a subject of interest to students in the video and listening task, small groups work and a final product.

4.1.3. Post-stage

This final stage of the process was developed in the computers lab for an hour where students could access Edmodo™, there it was the link to answer twenty four questions since the idea was to see students’ processes and their thoughts in regard to the use of the MS, the preferred flipped videos or out-class activities, and also their perceptions on in-class activities so the FC+MS=LC questionnaire was applied after session four. This definitely helped to obtain learner’s feelings and insights about specific strategies they had been using along the implementation and the insights that the OWLAs left them. As it was explained before this questionnaire had both opened-ended questions that provide valuable qualitative data and closed-ended questions that also give important percentages and statistical information helping the researcher to merge into a better understanding of the problem underlying the study.

4.2. Content of Teaching

The content of teaching was based on as students’ interests and needs as Content Based Instruction (CBI) since it has become increasingly popular as a means of developing language abilities. But a greater reason to choose this approach was that it shares principles from the FC model stated by F-L-I-P™ (2014) (Appendix J) and at the same time with the Metacognitive Pedagogical Sequence suggested by Vandergrift (1999,2004,2007). In Table 4 the Out-class activities that have the content of each session
presents the name of each video its url, the four Metacognitive Strategies and its corresponding task to be developed i.e. note taking, resource use, etc.

Table 5 Out-class Activities: Flipped videos.

<table>
<thead>
<tr>
<th>Flipped Videos</th>
<th>Name of the Video</th>
<th>PLANNING</th>
<th>MONITORING</th>
<th>PROBLEM SOLVING</th>
<th>EVALUATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Out-class activity video: Born to Learn.</td>
<td>Direct attention.</td>
<td>Take notes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><a href="https://www.youtube.com/watch?v=falHoOEUFz0">https://www.youtube.com/watch?v=falHoOEUFz0</a></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Out-class activity video: The benefits of a bilingual brain - Mia Nacamulli</td>
<td>Direct attention.</td>
<td>Take notes</td>
<td>Use resources (subtitles)</td>
<td>Identify difficulties.</td>
</tr>
<tr>
<td></td>
<td><a href="https://www.youtube.com/watch?v=MMmOLN5zBLY">https://www.youtube.com/watch?v=MMmOLN5zBLY</a></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Out-class activity video: Are Elvish, Klingon, Dothraki and Na’vi real languages? - John McWhorter</td>
<td>Direct attention.</td>
<td>Take notes</td>
<td>Use resources (subtitles and earphones use)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><a href="https://www.youtube.com/watch?v=a5mZ0R3h8m0">https://www.youtube.com/watch?v=a5mZ0R3h8m0</a></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>In-class activity video: The poet who painted with his words - Geneviève Emy</td>
<td>Direct attention.</td>
<td>Take notes</td>
<td>Use resources (subtitles)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><a href="https://www.youtube.com/watch?v=YJ0x1Y0uMwQ">https://www.youtube.com/watch?v=YJ0x1Y0uMwQ</a></td>
<td></td>
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</tr>
</tbody>
</table>

4.2.1. Materials and Resources

The Edmodo™ platform is an online networking application also known as a Learning Management System (LMS) for teachers and students; its interface is similar to Facebook™, but in a safe and controlled environment appropriate for school. It was used as the virtual space for learners to have the opportunity to watch the out-class videos,
access to the pre and post-test, the FC+MS=LC questionnaire, consult for other contents related to the in-class OWLAs and interact with teacher to solve doubts.

*Table 5* displays the One-way Listening Activities (OWLAs) with their corresponding video number and name, each Metacognitive Strategy and one or two listening skills which were worked during them for instance predicting, prior knowledge activation, key words identification and self-evaluation. The selection of the strategies was done based on the topic of the videos, on the learners comments about their preferences over the strategies and on the listening sub-skill that they needed to develop for this particular study. On the other hand, the topics of the videos were selected according to learner’s needs and wants.

*Table 6 One-way Listening Activities*

<table>
<thead>
<tr>
<th>OWLA Number</th>
<th>PLANNING</th>
<th>MONITORING</th>
<th>PROBLEM SOLVING</th>
<th>EVALUATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>OWLA No.1: “22 surprising facts about Albert Einstein”</td>
<td>Predict, activate prior knowledge.</td>
<td>Ask questions to clarify</td>
<td>Use resources</td>
<td>Evaluate yourself</td>
</tr>
<tr>
<td>OWLA No. 3: Pablo Picasso</td>
<td>Activate prior knowledge. Identify Key words.</td>
<td>Identify details. Direct attention</td>
<td>Identify specific information.</td>
<td>Evaluate yourself.</td>
</tr>
<tr>
<td>OWLA No. 4: “The Lazy Song by Bruno Mars.”</td>
<td>Predict, activate prior knowledge.</td>
<td>Ask questions to clarify</td>
<td>Use resources</td>
<td>Evaluate yourself</td>
</tr>
</tbody>
</table>
Chapter 5. Data Analysis and Findings

This chapter presents the results of the implementation by describing the processes carried out through the principles of mixed methods research. The design and validation process, procedures for data analysis, data management and reduction, as well as data display and verification, are explained in this chapter. In addition, the categories and subcategories that emerged from the analysis of the instruments in terms of quantitative statistical results and quantitative ethnography procedures are discussed. These procedures were used to analyze the data derived from the application of Flipped Classroom FC and Metacognitive Strategies MS by mean of One-way Listening Activities OWLAs on ninth grade students’ Listening Comprehension LC.

5.1. Instruments Design and Validation

This section presents the data collection instruments used during implementation and the ways in which they were applied. For the implementation of data-collection instruments included 1) Pre-test KET Listening (Appendix A); 2) post-test KET Listening (Appendix B); 3) teacher’s field notes (Appendix C); 4) student’s artifacts OWLAs (Appendix D); 5) FC+MS=LC questionnaire (Appendix E). All the instruments were piloted by with a group of 31 students of ninth grade from the same school, other language teachers and researchers.

From this process, some changes were made to formulate the questions clearer in terms of form. The Pre and Post-test KET Listening (Parts 1-5) Cambridge ESOL’s examination is certified as meeting the internationally recognized ISO9001:2000 standard for quality management. This examination has validity taken to be the extent to which a
test can be shown to produce scores which are an accurate reflection of the candidate’s true level of language skills. And **Reliability** concerns the extent to which test results are stable, consistent and accurate, and therefore the extent to which they can be depended on for making decisions about the candidate. Impact concerns the effects, beneficial or otherwise, which an examination has on the candidates and other users, for this study these are mainly educational.

The questionnaire was adapted from a previous study done by another Languages teacher Barbosa, (2012) who implemented the Metacognitive Model of Strategic Learning MMSL to foster selective listening comprehension in a group of university students. It was necessary to adapted it since the instrument she used had open-ended questions but for this particular study the researcher decided to use the closed-ended questionnaire since the results could be displayed quantitatively taking into account this is a mixed method research. All the questions were revised by three teacher-researchers from the Master’s program.

Finally, student’s journals and teacher’s field notes were built from the reflections made during the evaluation stage and reflective component after each OWLA. The process was validated by analyzing the data with five teacher-researchers who were acquainted with the research study.

To sum up, the design and validation process was done by taking the piloting, modifications and application of the research instruments into account. They were analyzed for verifiability and reliability during the previous stages. Furthermore, their
design and piloting were applied with observations and support by master-researchers teacher, language teachers and students-participants of the project.

5.2. Procedures for data analysis

This section shows the corresponding theory and actions carried out along the analysis of data. *Table 6* illustrated two databases in a Joint display; Creswell (2014) this procedure is to merge the two forms of data that arrays the key concepts Flipped Classroom, Metacognitive strategies and Listening comprehension on the vertical axis and then two columns on the horizontal axis indicating qualitative responses and quantitative results to the concepts.

The information obtained was merged with the progress of the students by comparing the results of their pre-test and post-test results, with the progress seen in their artifacts, and teacher’s field notes. The software to display and analyze quantitative data was Microsoft Excel™, since the instruments Pre-test, post-test and FC+MS=LC Questionnaire were collected through Google Forms™ and this tool store the data on it. Besides it allows the researcher to use descriptive statistics and paired sample t-test for effect sizes which are required for this mixed methods study. More emphasis was given to the qualitative results, leading to the conclusion that this study favored the qualitative research. However, these reports on the results from the two databases were followed by an analysis of key findings in which the quantitative and qualitative results were compared for supportive and non-supportive findings.
Table 7 Joint display.

<table>
<thead>
<tr>
<th>Themes</th>
<th>QUALITATIVE</th>
<th>QUANTITATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flipped Classroom</td>
<td>Learning and teaching reflections on class time and activities.</td>
<td>Questionnaire results on closed-ended questions 1, 2, 15, 17, 19, and 20.</td>
</tr>
<tr>
<td></td>
<td>Content based instruction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Open-ended Question 18</td>
<td></td>
</tr>
<tr>
<td>Metacognitive strategies</td>
<td>Evidences of appropriation of MS in the OWLAs and teacher’s field notes.</td>
<td>Questionnaire results on closed-ended questions 3, 8, 9, 11, 12, 13, and 14.</td>
</tr>
<tr>
<td>Listening comprehension</td>
<td>Teacher’s field notes reflections towards students reactions observed and</td>
<td>Pre-test and post-test results, statistics</td>
</tr>
<tr>
<td>processes</td>
<td>students’ answers.</td>
<td>Questionnaire results on closed-ended questions 5, 6, 7, 10 and 16.</td>
</tr>
<tr>
<td></td>
<td>Open-ended Question 4.</td>
<td></td>
</tr>
</tbody>
</table>

5.3. Data management

To store and organize data during the implementation and analysis stages both kinds of data qualitative and quantitative were saved in a Google Drive™ digital folder named Data. There, the artifacts and students’ journals were labeled with numbers in this was they were saved from OWLA No.1 to OWLA No. 4. The screencast displayed on table 7 shows the process followed to store and organize documents.

Table 8 Data Storage process

<table>
<thead>
<tr>
<th>Storage Process</th>
<th>Folder</th>
</tr>
</thead>
<tbody>
<tr>
<td>Google</td>
<td></td>
</tr>
<tr>
<td>Drive</td>
<td>My Drive</td>
</tr>
<tr>
<td>DATA</td>
<td></td>
</tr>
<tr>
<td>grammaractivity</td>
<td></td>
</tr>
<tr>
<td>KET</td>
<td></td>
</tr>
</tbody>
</table>
### Content of folder

<table>
<thead>
<tr>
<th>Google</th>
<th>Search Drive</th>
</tr>
</thead>
</table>

**Drive**

- My Drive
- Shared with me
- Google Photos
- Recent

**QUAN Content**

<table>
<thead>
<tr>
<th>Google</th>
<th>Search Drive</th>
</tr>
</thead>
</table>

**Drive**

- My Drive
- Shared with me
- Google Photos
- Recent

**Questionnaire**

<table>
<thead>
<tr>
<th>Google</th>
<th>Search Drive</th>
</tr>
</thead>
</table>

**Drive**

- My Drive
- Shared with me
- Google Photos
- Recent

**Post-test**

<table>
<thead>
<tr>
<th>Google</th>
<th>Search Drive</th>
</tr>
</thead>
</table>

**Drive**

- My Drive
- Shared with me
- Google Photos
- Recent

**Pre-test**

<table>
<thead>
<tr>
<th>Google</th>
<th>Search Drive</th>
</tr>
</thead>
</table>

**Drive**

- My Drive
- Shared with me
- Google Photos
- Recent
5.4 Data reduction

According to Creswell (2012), identify content areas represented in both data sets were grouped into codes for later be compared, contrasted and/or synthesized as the results in a discussion table is the process to reduced data and build categories that
emerged during the steps followed in the convergent design. The final integration of categories is done during the selective stage of the analysis process. This will be explained in the following sections (see Table 9):

5.4.1. Step 1:

This first step was carried out in three days where the researcher started by analyzing both quantitative and qualitative data separately, the quantitative one using Microsoft Excel™ software in order to organize the Pre and Post-test results. Also does with the closed-ended questions from the FC+MS=LC Questionnaire. On the other side, the qualitative data analysis started by scanning Students’ artifacts where the Flipped out-class activity videos, OWLAs and journal reflections were registered. Last, the researcher organized the opened-ended questions for the FC+MS=LC Questionnaire by means of Microsoft Excel™.

5.4.2. Step 2:

In this second step the teacher-researcher first, analyze the quantitative data using Microsoft Excel™ to apply descriptive statistics formulas and a paired sample t-test on the Pre, Post-test results in order to compared them and prove the hypothesis. Next, the same software was used for color coding technique (FC, MS and LC) on the closed-ended questions from the Questionnaire. Then, Microsoft Word™ was equally used to classify the parts from the teacher’s field notes which belong to FC, MS and LC assigning a color to each one, like it was mentioned above. Consequently, the researcher created a chart using Microsoft Word™ in order to store all students’ journals and another one with the OWLAs. To end with, homologation of the seven opened-ended
questions for the FC+MS=LC Questionnaire by means of Microsoft Excel™ in order to identify related aspects to FC, MS and LC.

5.4.3. Step 3:

In this third step researcher generates the Graphics which accounts for Pre and Post test results. As well as support the validation of the hypothesis. After that, use the color coding technique on closed-ended questions, field notes, students’ journals and open-ended questions thus FC, MS and LC recurrent aspects started to give insights to draw preliminary categories.

5.4.4. Step 4:

Lastly, researcher interpreted the merged results by define categories related to FC, MS and LC which emerged from the quantitative and qualitative data. Likewise, create a discussion table to show how the results and categories converge, diverge, relate to each other and produce a more complete understanding of the research problem. All this process is presented below in Table 9.

<table>
<thead>
<tr>
<th>Table 9 Data managements Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Steps</strong></td>
</tr>
<tr>
<td><strong>Step 1</strong></td>
</tr>
<tr>
<td><strong>Step 2</strong></td>
</tr>
</tbody>
</table>
| Step 3 | Generate the Graphics which accounts for Pre and Post test results. As well as support the validation of the hypothesis.  
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>After color coding closed-ended questions, field notes, students’ journals and open-ended questions FC, MS and LC recurrent aspects started to give insights to draw preliminary categories</td>
</tr>
</tbody>
</table>
| Step 4 | Write down the results from descriptive statistics to present the validation of the sturdy hypothesis.  
|        | Define categories related to FC, MS and LC which emerged from the quantitative and qualitative data. Likewise, Create a discussion table to show how the results and categories converge, diverge, relate to each other and produce a more complete understanding of the research problem. |

### 5.5. Data Display

This stage of the research paper was aimed at drawing conclusions by the organization of data. First, quantitative data from FC+MS=LC Questionnaire offers fascinating students’ insights about pedagogical proposal implemented mainly in three concepts. Firstly on Flipped Classroom (videos, in-class and out-class activities). Figure 7 shows question 1 it asked students if they believe videos helped them to improve listening comprehension. 81,5% answered positively and 18,5% answered negatively. It means most of them firmly believe videos contribute to improve their listening performance. Arteaga et al. (2009) found also in students’ interviews that videos had increased motivation and facilitated comprehension process due to there were evidence on specific features such as body language and images.
Class dynamic according to Flipped Classroom setting provide teachers with time to support students learning process in class instead of being the centre of the class and not having time or space to observe and reach all students. Question 15 displayed seven statements about classroom arrangements, according to students answers 64.8% think teacher provided different ways to learn content classes, 46.3% think teacher was able to be there for all students individually or by groups during the class when needed and 38.9% said there were time and space to interact and reflect about learning processes. Here Moravec et al. (2010) results discussed about time provided for interactive activities and how in-class activities still had a traditional lecture component. It is challenging to master flipped lessons at first, so it is a fact that at the beginning there is a small part of traditional classes on this proposal even though students recognized they had time to interact, reflect and solve doubts in the class as they did not do before.
Students not only approved videos as listening factor to increase comprehension but they also consider videos very useful 44.4%, somewhat useful 44.4% and 9.3% a little useful. It is similar to Arteaga et al (2009), who said video activities had a positive effect on English listening comprehension. Eventhough, in this study the results to measure listening comprehension were not as positive there is a recognition of this idea according to this responses.
An important factor when applying FC is class time, Baker (200) placed class timing as an opportunity to use it for students to work on application of the principles from content while he was there to see what they were doing, answer questions and make suggestions. Question 20 stated that the fact of watching the videos previously for classes opened the space to have more time in-class to participate, read, write, create and speak in English, as it is seen in the Figure 16 64.8% of students answered they agreed and 29.6% completely agreed with the statement, recognizing the time to practice what they learnt.

Figure 10 FC+MS=LC Question 20

Regarding to second fundamental concept Metacognitive Strategies (Planning, Monitoring, Solving problems and Evaluating) question 8 where students were asked if they think that strategies use sucha as monitoring, planing, evaluating or solving problems helped them to understand better what you listen inn English. 85.2% of them answered yes and 14.8% answered no.
Furthermore, question 9 searched how MS have helped them to comprehend better what they listen in English. 59.3% recognized they understand better the audios, 44.4% affirmed they differentiate key words easier. Thompson and Rubin (1996) who also investigated the effects of MS instruction stated that anecdotal evidence indicated that the use of metacognitive strategies helped students to manage their approach to listening. Similarly to this study the research base is not large.
Second, Quantitative data analysis will be displayed. In relation to the null hypothesis and to support the fact that there is no a significant difference in participants listening comprehension (LC), Pre-test and Post-test (Appendices A and B) as it is shown in Figure 7.

![Figure 13 Pre and Post-test results on LC by participant](image)

The results present that 12 participants who correspond to 42% improved their listening comprehension comparing the Pre-tests and Post-test, another 12 participants that also correspond to 42% of the sample got worse performance and 3 students that correspond to the 16% of the sample just keep the same score on both tests. Now then, descriptive statistic data regarding to the average performance of the sample in LC pre-test it is possible to observe the following results in Figure 8: 1) that 13 students (44, 8% of the sample) obtained a score equal or higher than the average. 2) 16 students (55, 2% of the sample) obtained a lower score than the average. Now then, concerning to the average performance of the sample in LC post-test is possible to see the following
outcomes: 1) that 14 students (48, 3% of the sample) obtained a score equal or higher than the average. 2) 15 students (51, 7% of the sample) obtained a lower score than the average. Different from Thompson and Rubin (1996), report which listening performance improved significantly after systematic instruction in listening strategies, in this research the average performance showed there was not a significant improvement after FC and MS systematic instruction. It is a clear that time difference is an important variable to consider here since this study took only five weeks and Rubin’s was developed during two-years. Another dissimilarity was the type of study, they had a control group who did not received the same instruction on listening strategies, this study all participants received the proper instruction on both components FC and MS.

![Figure 14 Average Performance in listening comprehension pre-test and post-test.](image)

From the results found students reached equal or higher scores than average in the pre-test (44,8%) and the reached equal or higher score than average in the post-test (48,3%), students who obtained a lower score than average in the pre-test was (55,2%)
and in the post-test lower score was (51.7%), thus there was a different on both of (3.5%). Taking this percentages and differences into account is possible to say that after implementing FC and MS proposal ninth grade students there was no significant improvement on Listening Comprehension.

However is interesting to see how test parts changed in the light of Listening strategies tested and the processes done during the test. Figure 9 KET part one shows something that called researchers’ attention, students’ scores were worse in the post-test, according to King & Belmke (2003) students have to remember information while exposed to the task and deal with its requirements, in this case is listening for key information, this part included images as visual aids for learners understanding. Though, the result leads to the dislike for the assignment and negative correlation between anxiety and listening performance because they had to do them simultaneously.

Figure 15 Listening KET Part 1 Pre and Post-test results.
Parts two and three shown in *Figure 11* on the other hand showed some improvement in the pot-test scores, Macháčková (2009), highlighted in her study how efficient the strategy of guessing and predicting the possible answer was for learners because it could enable them to concentrate on specific information during the listening. This part demanded students to predict what to hear because they had eight options to choose, there is no images as the previous one but a bigger amount of words to pick the correct one could make it easier. During the FC+MS implementation planning metacognitive strategy included predicting possible words to be heard in the audio was deeply worked then it may contribute students listening comprehension improve in this test part.

![Listening KET Parts 2 & 3](image)

*Figure 16 Listening KET Pre and Post-test results.*

To finish, the aim for making this quantitative analysis at the beginning was to understand deeply listening comprehension performance in the pre-test and post-test and also to see the results from the questionnaire, however there were not a significant
improvement in listening comprehension there were important facts taken from this quantitative analysis for marge into a general idea of the problem stated at the beginning.

5.6 Categories

To begin, the main category accounts for the general findings of this research study which are related to the effects that applying FC+ MS had on learners’ listening comprehension. The constant analysis made and the integration of the main categories emerged during the step followed in the convergent parallel design allowed the researcher to see an Enhancement of Metacognitive Awareness of the listening comprehension process.

First, it was evident that learners developed a scaffolding process that influenced their cognitive awareness. According to Chamot (2009), students begin to experiment proficiency in their language when scaffolding processes appear to provide them with instructional support with a gradual involvement in the language skill. In this way, learners’ belonging to this research study developed conscious ness about metacognitive strategies used during the training process. Therefore, the familiarization with the Metacognitive strategies Table 2 enhanced their cognitive awareness. At the same time, the inclusion of Flipped Classroom model allowed learners to become more autonomous in their own learning style and process followed during the OWLAs.

In sum, the MS awareness developed had a positive impact on their listening comprehension process. This fact is better explained in the following sections in which each category is presented and supported with evidence.
The category emerged to answer the main question of the study. The categories account for how the FC+MS model caused positive effects on students’ listening comprehension. To support this fact, arguments are explained with some samples taken from the instruments applied during both quantitative and qualitative perspectives. First, the application of direct attention on the flipped video helped them to focus on specific aspects of their listening activities. According to Jones (2004), when L2 listeners comprehend a videotext, they select relevant pictorial and/or linguistic information from it, convert this information into coherent visual and verbal mental representations, and then integrate these into a new mental model of text comprehension.

Also in the Excerpt No. 1 and No. 2 form the field notes we can see how the researcher mentions the advantage of using flipped classroom since it gave her the opportunity to go around the class to help students to do the activities.

**Excerpt No 1. Field note 3 April 22nd**

- They had to copy them in English and make use of their prior knowledge in terms of vocabulary to try to understand them. So they did it, they realized they could understand more than they thought.
- They liked them. I go around the classroom helping them to organize their ideas, to find the correct translation word, because they search the words in the dictionary or translator app and there appeared many possibilities so they needed the clarification about using context to choose the correct one.
Excerpt No. 2. Field note No. 5 May 6th

Do it in English, so this time I said firmly that they must do them in English and write the answers in English too. They complained at the beginning, but finally, they did it. Most of them stood up and asked me if they were doing it right, I walk around the classroom helping them to make the sentences and once I gave them the words they made the exercise by themselves. Then they had my approval, they walk to look for someone to ask the questions.

They used the Google translator to make the questions instead of asking for help but then they asked me to revise if they were ok. Some students did not finish the activity and they asked if they had to do it as homework so I said yes.

Now, the way in which the student plan to address the listening activity, before watching the video she is reflecting on the implications and specific actions to take when watching the video. Deciding in advance where attention will be focused is a way to keep concentrated on the listening task. This helps avoid distractions like in the case of learners who do not know specifically what to do during the task. According to the observations made during the study, applying metacognitive strategies had a direct influence in learners’ performance in terms of listening comprehension. Here the second category emerged.

<table>
<thead>
<tr>
<th>CATEGORY 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategies time: Let’s Plan, Monitor, Solve problems and Evaluate.</td>
</tr>
</tbody>
</table>

At the beginning of the process learners were not able to ascertain the intent of the video. After training in the strategies, learners became better able to recognize key
vocabulary, recognize small details, observe images, and select specific strategies to focus their attention. In addition to helping learners concentrate on specific details of the video, the metacognitive strategies were taught as shown in excerpt No. 3. The activities were designed to raise awareness of the existence of this and other strategies that had a positive impact on learners’ consciousness of the use of strategies.

**Except No. 3. Field note No. 3 April 22nd**

Regarding metacognitive strategies they were using them but not consciously, they make some monitoring in the translation process, as well as solving problems based on what they asked me and what other classmates did. They see S18 doing it so they said it worked. Let’s see how it is used next time. I wish they really understand the idea of using them and what are each one of them used for.

On students’ artifact No. 4, 8, 13 and 19 we could see they recognized the difficulties on speed, vocabulary, or other languages skills like reading as important factors to influence their listening comprehension. Macháčková (2009) mentioned the most common problems connected with listening were not being accustomed to speakers’ pronunciation, not knowing the vocabulary, too fast speech of speakers, difficulty to concentrate when the listening text is long and disturbing noises on the recording.

**Artifact No. 4**
Artifact No. 8

Was it difficult to understand what the person in the video said?

se me dificil por el idioma English

Which part was the hardest to understand?

me parecio dificil por que el sujeto hablaba muy rapido

Which part was the easiest to understand?

lo mas facil fue que desde nino se puede aprender varios idiomas.

Artifact No. 13

- What difficulties did I face?
  la dificultade era escuchar por que habia un poco de ruido.

- Were my strategies useful?
  conseguireme demasiado para poder escuchar
Now then, working with metacognitive strategies allowed learners to become in the listening tasks by better comprehending and evidence the application on the strategies. They support learners’ reflection in regards to their comprehension for instance, excerpt No.4 evidences the ability the learner has to focus her attention on key words she previously had in her mind and on a key question that appeared in the video. These two actions proved that the learner made the decision of directing her attention to specific details that helped her better understand what she heard.

**Excerpt No 4. Field note No. 5 May 6th**
Besides, students ‘artifacts No. 2, 3, and 7 shows their feelings and useful strategies to be applied next time, concentration, paying attention were the most mentioned when developing the listening in-class activities. This fact is related to Macháčková (2009), statement of how important it is to plan the listening lesson carefully and pay attention to each step in order to help students to develop good listening skills and strategies which are necessary in today’s multicultural world.

Artifact No. 2

Artifact No. 3
Artifact No. 7

- How did you feel this time?

 bueno, bien, por que?

Artifact No. 11

- How did you feel this time?

buen/me denti mas, preocido

Artifact No. 18

- Write down strategies you think can be useful for better understanding next time.

conocer primero el tema y que
se va al hablar, concentrarse en
el audio para entender mejor
Chapter 6: Conclusions

After all process and revising qualitative and quantitative data is this conclusion section of the paper and merging of a better understanding of listening comprehension instruction and process developed under the Flipped Classroom and Metacognitive Strategies proposal. We start by saying that as there are an interesting number of studies on Flipped Classroom model. Actually, it had a great evolution becoming even more than a pedagogical concept. In fact it is an opportunity to make teachers from all subjects aware of how they are developing their classes, how they are giving feedback and even more interesting how much are the students learning from their instructional contents. I dare to say that English language teachers nowadays have to face the challenge of offering different kinds of good auditory material to practice classroom contents, and why not by doing it in a flipped way. Furthermore, Lowell & Verlerger, 2013 had reported of student perceptions of the flipped classroom were somewhat mixed, but are generally positive overall. In their findings they said students tend to prefer in-person lectures to video lectures, but in this study the tendency was to prefer video lectures. They also stated that students preferred interactive classroom activities over lecture which definitely was an important finding in this study, as it was shown in the previous chapter students answered they enjoyed the in-class activities much more than the traditional workshop activities.

This study allows the researcher to corroborate that student’s improvement regarding to terms grades was not significant but their feelings positively changed, Cara Marlowe in 2012 also presented how students displayed positive feelings towards the
treatment and enjoyed the associated benefits of being able to choose their own assignments and explore concepts they found interesting more in-depth”. Likewise, this research allowed students to express their feelings, interests and fears about English language learning. This was one of the objectives to describe how they feel about listening. Having the opportunity to follow their process was very valuable but it was even better in the flipped classes because having the class time to participate and interact actively with all students, taking into account their likes and learning styles provided teacher with motivation to continue doing her best and keep changing the perception on learning process.

OWLAs applied during this research suggest that a necessary condition for successful language learning is “comprehensible input” which requires focusing on the meaning rather than the form. The development of good receptive communicative skills is the foundation on which productive skills are based. Listening materials were rich in the way they integrate elements such as time, length, accent, visual aids, etc. Listening comprehension worldwide there is a concern of teachers applying several strategies to improve students’ performance, metacognition has been representing the main alternative to reach this objective. Hence, Thompson and Rubin (1996) (cited in Vandergrift, 1999) indicated that the use of metacognitive strategies helped students to manage their approach to listening. Although the research base is not large, preliminary evidence indicates that instruction in strategies can help students to capitalize on the language input they receive, and to improve their performance on listening tasks. Along the development of the research students also showed recognition of strategies like planning,
monitoring, solving problems and evaluating, they certainly realized they had a better understanding when they apply them. In Latin America initiatives had also try to develop language skills in the last twenty years, but research on listening comprehension itself is a field that needs more attention. Moreover, Colombian English teachers are growing on researching on this particular skill there is a lot aspects that can be investigated yet.

Time is a key factor when doing this kind of research, seven weeks for applying the proposal were definitely not enough to reach the objective of fostering listening comprehension. Anyway it provided many interesting insights about the potential of ICTs in a language classroom. Also the learning process for both teacher and students during it open the door to continue looking for new ways of doing classes, homework, and activities, among others. Equally, Moravec et al (2010) firmly reported the duration of the treatment was very short, and topics on both sides of the flipped topics were still taught with traditional methods. This leaves open the question of whether similar results would be achieved across all topics if the entire class were flipped. Here the difference is that the pedagogical intervention was entire flipped and the results also provided fascinating perceptions on its implementation, one of them is the re-signification of the “Homework”, there is a tendency to mistreat the role of this amazing learning tool even making it seem useless or nonsense, but making the flip of this concept and how to use it to promote autonomous learning in the Flipped classroom pedagogical approach is necessary to continue developing this differentiation of what is worthy and what is not.
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Appendixes
Appendix A

Pre-test Listening KET 3 by Cambridge University ESOL examinations
https://docs.google.com/forms/d/e/1FAIpQLSdOSMUezyTQh6bDhiSzn8ZVnyqLA60Agqz5AmUYgBBmSGTPyQ/viewform

Listening Test KET - PART 1
QUESTIONS 1-5

You will hear five conversations.
You will hear each conversation twice.
There is one question for each conversation.
For questions 1-5 select only the right answer.

*Required

1. When did Gary start his new job? *

   ○ A
   ○ B
   ○ C
Appendix B

Post-test Listening KET 3 by Cambridge University ESOL examinations
https://docs.google.com/forms/d/e/1FAIpQLSfNPv0m5uJVF7YHcpGEpQQxsVeZgZCU3PePuMrFOzr1yepy-A/viewform

Listening Test KET (Post-test)

1. When will they go on holiday? *
   ○ A
   ○ B
   ○ C
Appendix C

Teacher’s field notes

**FCM + MS = LC - FIELD NOTES**

### Date: Friday, April 22nd / 2016
### Group: 902
### Lesson Time: 2 hours.
### Topic: 22 SURPRISING FACTS ABOUT ALBERT EINSTEIN
### Quotes (Part 2)

**Listening purpose:** To listen to a story, understand its theme and plot development in order to create a mind map.

**Listening skills:** Listen for global understanding, listen for main points, listen and predict.

**Proficiency level:** Pre-Intermediate

### Descriptive Content

The class setting is the CR1 room, students sit as they are used to. (See tables chart). This time the noise outside was not a problem. The way in which participants interacted within the setting was proper. They respond very interested to the facts, and they really seemed interested about Einstein’s quotes; the class dynamic was very good.

First I asked them to take the material from the previous class out, then they reminded some aspect that called their attention. Then I gave to each table a set of 6 quotes by Albert Einstein about different aspects such as curiosity, knowledge, insanity, information, experience, time, race, school, etc. They had to copy them in English and make use of their prior knowledge in terms of vocabulary to try to understand them. So they did it, they realized they could understand more than they thought. They liked them. I go around the classroom helping them to organize their ideas, to find the correct translation word, because they search the words in the dictionary or the correct expression in their mother tongue. To express them in their mother tongue.

There is a student who likes to sit down alone, he rejects working in group at first, so I had to ask him to do it. He accepted and worked very well the rest of the class. Patterns of interaction; were most of the time between students, specially when they were trying to translate and understand the quotes. During the listening third time by chunks the communication requires, the teacher to speak in order to they pay attention and concentrate on what it is being said; mobile gadgets were allowed to use the app dictionary.

Communication patterns includes lots of code switching between English and Spanish and also non-verbal communication for clarifying vocabulary and main ideas, teacher uses a lot of gestures and examples for comprehension and instructions.

Students reject the use of English but they asked if they have to do it in English, I dare to say they are getting used to it in the written form and some utterances.

Specific behavioral events, such as, conflicts: some students in T1 at times they are just doing nothing they comb their hair, they just chat and do not follow the class dynamic. Specially S3 and S5. I had to asked them constantly to pay attention and work on the activity.

### Reflective Content

They are disposed for the class and the exercise itself. The speaker was adequate and the volume made it possible to concentrate on the audio. The audio was long and their attention span was lost at times. The listening process this third time was done by chunks. It was easier to understand and focus on key words and general idea. So the bottom-up process works better they like going to the part to the whole and not the opposite, anyway it is necessary to have both in the activity.

I had the complete session not only 1 hour, the time was enough. So I need to guarantee that for all the other sessions.

Most of the students follow the instructions and answer the questions. Only a few try to do it in English. I don’t want to push them too hard about that, I consider that their answer are more authentic when they can express them in their mother tongue. Besides they said they get confused when giving sense to the quotes by chunks to know what was the correct word. The context helped but not that much.

They said that following the text while listening each chunk definitely make a difference in understanding.

About the flipped video “born to learn”. They share with the others what they had understood and what they liked. They mentioned Albert Einstein, the brain, the baby learning process, as the aspects they remember the most. And that they understand why the listening in the in-class activity was about him.

Taking into account they had a lot of trouble the previous day with the language barrier, I decide to show them previously it means on Monday session.

Regarding to metacognitive strategies; they were using them but not consciously, they make some of monitoring in the translation process, as well as solving problems based on what they asked me and what other classmates did. They see S16 doing it so they said it worked. Let’s see how it is used next time. I wish they really understand the idea of using them and what are each one of them used for.
Appendix D

Learner’s artifacts OWLAs

**OWL No. 1**

**Name:** __________________
**Date:** ________________

**Out-class activity (Homework video): Born to learn**

**IN-CLASS ACTIVITY**

Taking your notes about the video “Born to learn” into account answer these questions:

- What is the main idea of the video?

- Do you like what you watched? Why or why not?

- Was it difficult to understand what the person in the video said?

- Which part was the hardest to understand?

- Which part was the easiest to understand?

- What did call your attention the most?

**Topic: 22 SURPRISING FACTS ABOUT ALBERT EINSTEIN**

**Listening purpose:** To listen to a story, understand its theme and plot development in order to create a mind map.

**Listening skills:** Listen for global understanding, listen for main points, listen and predict.

**Proficiency level:** Pre-Intermediate

**Lesson Time:** 1 hour and 30 minutes

**Planning (Pre-Listening)**

The audio you will listen is called *22 Surprising Facts about Albert Einstein*, so based on the name of this listening answer these questions:

- What do I know about this topic?

- What type of information can I expect to hear?

- What words can I expect to hear?

- What difficulties can I expect?

**Monitoring: (listening)**

- Listen to the text. Place a check mark beside the ideas that you predicted and that were in fact mentioned in the text, and write down any other ideas that you had not predicted but were mentioned.

8. __________________________
9. __________________________
10. __________________________

- After verifying your predictions please answer these questions:

  - What have I understood?

  - Was I able to make use of my prior knowledge about the topic?

  - What difficulties did I face?

  - Were my strategies useful?

**Solving problems (listening 2nd time)**

- Now discuss your listening results with your partner based on his/her responses to the previews questions.
Appendix E

FC+MS=LC Questionnaire (adapted from a previous study done by Barbosa, (2012)
https://docs.google.com/forms/d/e/1FAIpQLSdnbB1rD4VXAWha8tqOcE92aVZHxRSaBiC-j3L4IGz9vGqgw/viewform

STUDENTS QUESTIONNAIRE

COLEGIO LA VICTORIA I. E. D/ c i u e c o 901-002
Universidad Distrital Francisco José de Caldas/ Facultad de Ciencias y Educación/ Maestría en Educación
The effect of Flipping the EFL classroom and integrating Metacognitive Strategies to promote Listening Comprehension in cycle IV students.
Docente Investigador: Heydes Johanna González Cortés

*Required

Querido estudiante,

Como es de tu conocimiento este instrumento hace parte de la investigación de Maestría que estamos llevando a cabo. Por lo tanto, las siguientes preguntas tienen por objeto conocer tu opinión para mejorar el proceso de aprendizaje relacionado con la comprensión de escucha en inglés y a su vez mejorar la experiencia de las clases. De antemano agradezco tu participación y la sinceridad en tus respuestas, recuerda que no se trata de una evaluación para calificar.

1. ¿Crees que el trabajo con videos ha servido para mejorar tu comprensión auditiva en inglés? *

☐ SI
Appendix F

Principal’s letter

Universidad Distrital Francisco José de Caldas
Facultad de Ciencias y Educación
Maestría en Educación

Bogotá Febrero 15, 2016

Rosa Margarita Cuadros Álvarez
Rectora
Colegio La Victoria I.E.D.

Estoy actualmente trabajando en un proyecto de investigación para la Maestría en Educación en el Énfasis en Ciencias de la Naturaleza y la Tecnología de la Universidad Distrital Francisco José de Caldas. El estudio tiene como objetivo principal impactar positivamente en el proceso de aprendizaje del Inglés a través de la implementación del Modelo Flipped Classroom (Aula Invertida) y estrategias metacognitivas para mejorar la comprensión auditiva en los estudiantes victorianos de ciclo IV. Con el deseo de contribuir en el desarrollo de dicho proyecto de investigación y enriquecer el proceso de aprendizaje de los estudiantes, solicito muy cordialmente su permiso para llevarlo a cabo.

Este tendrá una duración de 21 horas lo cual implica que los estudiantes trabajaran tanto dentro de las tres horas semanales de clase como fuera de ellas debido a que ellos harán uso de la plataforma Edmodo para acceder a los videos-lecciones y desarrollar las actividades. El plan de estudios y la malla curricular no se verán afectados ya que el proyecto también busca fortalecer las temáticas allí planteadas.

El proyecto será aplicado a los estudiantes de 901, 902 y 801 de la jornada tarde. Igualmente contaré con el permiso de los padres de familia de los estudiantes participantes explicando claramente cual es objetivo de la implementación del proyecto, así como también, ellos sabrán que su identidad y datos son totalmente confidenciales. Por lo tanto ellos firmaran una carta de consentimiento, sobre el uso de los datos recolectados para mi tesis final de Maestría y futuras presentaciones en eventos nacionales.

Cordialmente,

Heydee Johanna González Corso
Lic. en Educación Básica con Énfasis en Inglés
Esp. En Educación en Tecnología
Universidad Distrital Francisco José de Caldas

Consentimiento:
SI____ NO____
NOMBRE: _________________________________________ FIRMA: __________________________
Appendix G

Parents’ permissions

Bogotá, D.C. Febrero de 2016

Señores Padres de Familia
Curso 901, 902 Jornada Tarde

Querido Padre de Familia,

Como es de su conocimiento me gustaría contar con la participación de sus hijos en un proyecto de investigación que estoy llevando a cabo para mi Maestría en Educación con Énfasis en Ciencias de la Naturaleza y la Tecnología de la Universidad Distrital Francisco José de Caldas. Éste tiene como objetivo analizar la influencia del Modelo Flipped Classroom (Aula Invertida) y las estrategias metacognitivas en el desarrollo de habilidades para la comprensión auditiva en Inglés como lengua extranjera.

Para tal fin, se pretende implementar talleres que impliquen una participación de 21 horas. Por tanto, se hará uso de la plataforma Edmodo con la cual se facilitará el desarrollo de las actividades. Además, para este proyecto su identidad será de total confidencialidad y su nombre real no aparecerá en los resultados de éste. Por otra parte, la participación con el proyecto trae beneficios en términos de conocimiento. De tal manera, el proceso de aprendizaje del inglés puede verse positivamente influenciado. Además, con su participación se pueden obtener resultados que ayuden a identificar mejores métodos en la comprensión del inglés y la relación de éstos con el uso de tecnologías.

Finalmente, es importante aclarar que la participación de sus hijos es voluntaria y que ésta no tiene incidencia alguna en las notas del curso.

Cordialmente,

Heydee Johanna González Corso
Lic. en Educación Básica con Énfasis en Inglés
Esp. En Educación en Tecnología
Universidad Distrital Francisco José de Caldas

Por favor indique su decisión:
Si acepto____ No acepto____
Nombre:____________________________________________________
Nombre no real para el proyecto (nickname):_________________________
Fecha:______________________________
Appendix H

Edmodo™ 902 English group
https://www.edmodo.com/home#/group?id=19264249
Appendix I

Online calculator.

http://med.unne.edu.ar/biblioteca/calculos/calculadora.htm
Appendix J

The Four Pillars of F-L-I-P™

F  Flexible Environment

Filoded Learning allows for a variety of learning modes: educators often physically rearrange their learning spaces to accommodate a lesson or unit, to support either group work or independent study. They create flexible spaces in which students choose when and where they learn. Furthermore, educators who flip their classes are flexible in their expectations of student timelines for learning and in their assessments of student learning.

L  Learning Culture

In the traditional teacher-centered model, the teacher is the primary source of information. By contrast, the Flipped Learning model deliberately shifts instruction to a learner-centered approach, where in-class time is dedicated to exploring topics in greater depth and creating rich learning opportunities. As a result, students are actively involved in knowledge construction as they participate in and evaluate their learning in a manner that is personally meaningful.

I  Intentional Content

Filoded Learning Educators continually think about how they can use the Flipped Learning model to help students develop conceptual understanding, as well as procedural fluency. They determine what they need to teach and what materials students should explore on their own. Educators use Intentional Content to maximize classroom time in order to adopt methods of student-centered, active learning strategies, depending on grade level and subject matter.

P  Professional Educator

The role of a Professional Educator is even more important, and often more demanding, in a Flipped Classroom than in a traditional one. During class time, they continually observe their students, providing them with feedback relevant in the moment, and assessing their work. Professional Educators are reflective in their practice, connect with each other to improve their instruction, accept constructive criticism, and tolerate controlled chaos in their classrooms. While Professional Educators take on less visibly prominent roles in a flipped classroom, they remain the essential ingredient that enables Flipped Learning to occur.