

FLIPPING THE CLASSROOM WITH TEACHERMAN TO ENGAGE 10TH GRADE

STUDENTS

IN THE ENGLISH CLASS

(CASE STUDY)

JESUS TENORIO

EDUARDO NIETO



UNIVERSIDAD DE CÓRDOBA FACULTY OF EDUCATION

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JESÙS MIGUEL TENORIO COHEN

jemiteco@gmail.com

EDUARDO ANDRES NIETO LAMBERTINEZ

eduardoanni.lam@gmail.com

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Advisor

Ph.D. SONIA JEREZ RODRÍGUEZ.

UNIVERSIDAD DE CORDOBA

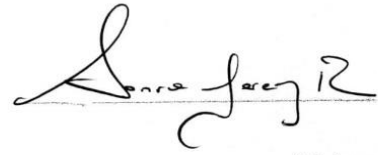
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ACCEPTATION PAGE



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ABSTRACT

The flipped classroom has become an excellent approach to help teachers to take advantage of technology in the learning process of a second language, and in the words of Keengwe et al (2014) it has become "an instructional approach that educators use to turn the traditional classroom lecture model into a more active learning classroom"(p.8). Bearing in mind that in public schools in Monteria there are scarce opportunities to use technology into the classroom and change the dynamics of learning a foreign language, this study aimed at investigating how flipped instruction mediated by the web 2.0 App Teacherman can foster 10th grade students' engagement in the English class at school San Jose in Monteria. Through an exploratory case study data was collected through participant observation, videotaping, a focus group, and the researchers' journal. Final outcomes signaled that flip instruction fostered students' emotional, behavioral and cognition engagement, and offered students a new learning environment. Although, the implementation stage was shorter than expected, the evidence collected suggested that students were able to interpret meaning and create new texts, collaborate and autonomously learn in and out classroom assisted by the teacher. Further research on the usefulness of flip learning and the role of the teacher is recommended.

Key words: Students' engagement, flipped classroom, Teacherman.

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RESUMEN

El aula invertida se ha convertido en un excelente enfoque para ayudar a los maestros a aprovechar la tecnología en el proceso de aprendizaje de un segundo idioma y en palabras de Keengwe et al. (2014) se ha convertido en “un enfoque de instrucción que los educadores utilizan para convertir el modelo de clase tradicional en un aula de aprendizaje más activa” (p.8). Sin embargo, en el contexto de las escuelas públicas en Montería, existen escasas oportunidades para llevar la tecnología al aula y cambiar la dinámica de aprender un idioma extranjero. Por lo tanto, este estudio tiene como objetivo investigar, a través de un estudio de caso de exploración, cómo la instrucción invertida mediada por la aplicación web 2.0 Teacherman puede fomentar la participación de los estudiantes en inglés como idioma extranjero en un aula de décimo grado en la escuela San José en Montería. Los datos fueron recolectados a través de la observación participante, videograbación, grupo focal, entrevistas semiestructuradas y el diario del investigador. Los resultados finales indicaron que la instrucción invertida fomentó el compromiso emocional, conductual y cognitivo de los estudiantes, y les ofreció un nuevo entorno de aprendizaje. Aunque la etapa de implementación fue más corta de lo esperado, la evidencia recolectada sugirió que los estudiantes podían interpretar el significado y crear nuevos textos, colaborar y aprender de forma autónoma dentro y fuera del aula asistidos por el maestro. Se recomienda realizar más investigaciones sobre la utilidad del flip learning y el papel del profesor.

Palabras clave: Participación de los alumnos, aula invertida, Teacherman.

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1. Introduction

The use of technology within the EFL classrooms has opened doors to new models of teaching in the classroom, and in the words of Keengwe et al (2014, P. 8) “the use of flipped classroom has become an effective approach to help teachers to take advantage of technology in the learning process of a second language, and turn the traditional classroom lecture model into a more active learning classroom”. In this line of thought, it seems that the use of both technology and flip classroom can change the dynamics of any class and bring benefits for students while they engage purposefully in learning.

Likewise, Albert states (2006) that “technology can be viewed as an activity that forms or changes culture. It means that technology contributes to the development of new strategies since it allows “the integration of websites, platforms with videos and interactive drawings that capture the students’ attention and motivate their oral participation” (p.4). In this regard, the flipped classroom has shown very important approaches to use institutional videos, critical lectures and exercises that engage and keep students motivated to learn a second language. This means that this approach has taken into account that young students enjoy the use of digital technologies and they can actually be used for teaching. In this regard, Evans, (201, p.7) states that “this positive impact of technology growth has influenced the development of instructional technology in education and replaced the use of the blackboard with online video lectures”. This means that the vast array of opportunities teachers can give students for reading, writing, listening and sometimes speaking with other people in and out of the classroom using digital technologies can be complemented with classroom work in a flip classroom.

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In fact during the last years there has been a concern on findings options to improve teaching and learning, and there are studies related to how the use of flipped classroom along with the integration of digital platforms can improve students` engagement in EFL classrooms (Solano, Cabrera, Ulehlova & Espinoza 2017; Garza 2014). However, in Colombia very few studies have been carried out in public schools about the integration of flipped classroom by teachers, particularly in the EFL class, and mainly discuss how students can become engaged in English language learning while they go through the stages of a flip classroom.

Thus, this study reports a study conducted at Institución Educativa San José. This school is currently part of the national bilingual program, and a computing lab for the English was assigned few years ago. However, this lab is hardly ever used to support students` language learning, in spite of the fact that there is Wi-Fi connection, and students can use the tablets that belong to the school. Additionally, there have not been opportunities to include mobile devices in their classes to mediate their language learning.

Thus, during some observations carried out at this school, we noticed that students were very fond of using technology in their private lives and that they usually shared with their classmates different web sites and texts in English, there were very few opportunities to use digitally mediated activities in the EFL class, since most classes emphasized reading and vocabulary learning. This type of learning activities seemed to disengage students and discouraged them to further improve their language competence given the learning routines they usually followed. Besides, we noticed that students` motivation was low for participating in the learning activities in the EFL class, they did not seem to enjoy the typical classes when the teacher wrote on the board and students copied in their notebooks, or when the teacher explained

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the lesson and assigned the homework. Thus, there was not an engagement to participate in the classroom.

In this line of thought, this study aimed at exploring other opportunities students could have to actively engage in language learning and participate in collaborative, communicative and creative activities in the English class. Therefore, this research sought to foster 10th students` engagement in the English class through a flipped classroom mediated by the technological platform called Teacherman. This app was designed by the researchers to offer students the possibility to make the most of their out and in time class to enhance English language learning. Thus, the teacher planned a lesson that could include the app Teacherman and designed learning activities the students could do out of class. These included a video, a reading text, questions and a task, combined with other activities in class. Also, the purpose of the app was to allow students do work out of class on a theme presented in class, and allow them to be better informed to participate in classroom activities. To this end, this qualitative study will answer the following question: How can flip instruction mediated by the web 2.0 App Teacherman foster 10th graders engagement in the English class?

This study focused on exploring how flip instruction mediated by the app Teacherman foster tenth grade students` engagement. In the first part of the paper, the concepts of engagement, flipped classroom and Teachearman platform will be carefully explained. The second chapter involves the literature review which describes national and international studies on the topic under study .The third section are a description of the methodology and data collection techniques that will be used. Then findings, discussion and conclusions are presented.

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2. Theoretical Framework

This chapter describes the most important concepts of this research: engagement, students' engagement through technology, the flipped classroom and flipping the classroom with Teacherman.

2.1. Conceptual Framework

2.1.1. Engagement: Students' engagement is viewed as multidimensional, involving aspects of students' emotion, behavior (participation, academic learning time), and cognition (Fredricks, Blumenfeld, & Paris, 2004). In other words, academic engaged time is important but not enough to accomplish the goals of schooling, student learning across academic, social-emotional, and behavioral domains (Christenson, Reschly, & Wylie, 2012). That means that student engagement is the mediator that links students out world and the classroom so they can achieve learning.

In this line of thought, Christenson, Reschly, & Wylie (2012) state that engagement is the constant student's participation in learning class work, and engaging students in the learning process offers better results. Likewise, Reeve and lee (2013, p. 529) add that "by engaging themselves effort fully, enthusiastically, strategically, and proactively, students have multiple effective pathways to translate their constructive motivational states (e.g., needs, goals) into better developed skills, achieved educational objectives, and academic progress more generally". Besides, Bergmann and Sams (2012) (cited by Moore, Gillett and Steele 2015) argue that students who feel more engaged with the class content can express themselves with more knowledge because they arrive at class with enough information and work enthusiastically in class activities.

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On the other hand, Skinner E. & Belmont J. (1993) state that engagement includes both, behavioral and emotional components. That means that children who are engaged show sustained behavioral involvement in learning activities, and they show generally positive emotions during ongoing action, including enthusiasm, optimism, curiosity and interest. Additionally, Fredricks, Blumenfeld and Paris (2004) address a third component of engagement which is cognitive and explained them as follows:

1. ***Behavioral engagement*** draws on the idea of participation; it includes involvement in academic and social or extracurricular activities and is considered crucial for achieving positive academic outcomes and preventing dropping out. (Fredricks, p.18)

2. ***Emotional engagement*** encompasses positive and negative reactions to teachers, classmates, academics, and school and is presumed to create ties to an institution and influence willingness to do the work. (Fredricks, p.18)

3. Finally, ***cognitive engagement*** draws on the idea of investment; it incorporates thoughtfulness and willingness to exert the effort necessary to comprehend complex ideas and master difficult skills. (Fredricks, p.18)

In the same line of thought Skinner and Pitzer (2012) claimed that the motivational conceptualization of engagement includes not only behavior but also emotion and cognitive orientation. Therefore, the behavioral dimension of engagement includes effort, intensity, persistence, determination, and perseverance in the face of obstacles and difficulties; emotional or affective engagement includes enthusiasm, enjoyment, fun, and satisfaction; and cognitive engagement encompasses attention, concentration, focus, absorption, “heads-on” participation, and a willingness to go beyond what is required”(p.24). Hence, following Skinner and Pitzer

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(2012, p. 24) this study sees engagement as “energized, directed, and sustained action, or the observable qualities of students’ actual interactions with academic tasks”.

Difference between engagement and motivation: An important distinction between engagement and motivation must be addressed since both keep a relation but are different concepts. Redondo r. & Martin j. (2015) express that is hard to find a clear and only definition due to its complex explanations, so they added several definitions of motivation to exemplify this concept:

- Crookes and Schmidt (1991) identified motivation as learners' orientation with regard to the goal of learning a second language.
- Madrid (1999) explained the concept of motivation as an individual state that is influenced by different factors such as beliefs, interests, goals, and wishes that demand an effort from students.
- Spolsky (2000) described motivation as the amount of time a learner is prepared to spend on learning tasks.
- Ortega Martín (2002) explained that motivation is an individual's disposition to learning a task that can be modified both by him- or herself and by the surrounding circumstances.

Furthermore, they added their own perception of motivation. Redondo r. & Martin j. (2015) stated that

“Motivation will be understood as what encourages students to freely devote their time to a specific activity. It encourages students not only to initiate the activity but also to continue working on it throughout their lives. These reasons are individual and personal and different in each individual context, and they can come from the students themselves or from external stimuli” (p.3).

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Comparing all these concepts, there is a difference between engagement and motivation, and this study agrees with Christenson S. and Reschly. A (2012, p.14) who explains that “motivation is considered to be intent and engagement is action”. Thus, engagement is defined as an observable, action-oriented subtype (behavioral) and two internal ones (cognitive and affective engagement) but then is differentiated from motivation as engagement being action (observable behavior), motivation as intent (internal)”. In simple words, motivation can be defined as the mental disposition to get involve in a task and having the desire to do it, while engagement is the action itself when performing the task.

2.1.2. Students’ Engagement through Technology: Educational technology is “the study and ethical practice of facilitating learning and improving performance by creating, using and managing appropriate technological processes and resources” (Richey, 2008, p.19). Thus, educational technology is not just about high technology but is anything that enhances classroom learning in the utilization of blended, face to face, or online learning. In this sense, there are many tools such as; electronic whiteboards, flipped learning, platforms and laptops, videoconferencing with international teachers classroom technologies among other technologies.

However, the development of new technologies has extended many opportunities in assisting language learning at all levels of education, especially through the use of Web 2.0, which implies that information is meant to be shared (Pelet, 2014). In fact, the use of technology in the classroom has opened up new possibilities for language education, thus, web generations have been contributing positively to the teaching-learning process as projectors, platforms, speakers, etc. For example; the first one developed was Web 1.0, which was used to send messages through a unidirectional system (Ban & Summers, 2010). Later, Web 2.0 opened a

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platform that allowed interaction, collaboration and better communication. Nowadays, Web 3.0 offers the possibility to expand the information allowing access of it in more than one tool for example cellphones, tablets and computers. Other examples include: opening an app (Instagram) or platform (YouTube) on smartphones and tablets at the same time with the same personal account to look for data with easy access. Miranda, Gualtieri & Coccia, (2010) Halili, Z. and Zainuddin, S.H. (2016) mentioned that the use of Web 2.0 technology in education can build professional relationships through collaborating, coaching, and mentoring for social interactions in sharing ideas.

In educational terms technology can be viewed as an activity that forms or changes the culture (Borgmann, 2006, p.4). Hence, technology contributes to the development of new strategies as integration of websites, platforms with videos and interactive drawings that capture the students' attention, engage them and motivate their participation. For instance, a blog is an online tool that can increase students motivation but also the engagement since it allows students to learn information from various modalities, and take action by participating. In this type of activities Roach (2014) suggests that students participate in an online platform to share the video lectures; and have access to watch one video per week that was available on a Blog, but what is more important is that they do it out of class and guided by the teacher.

2.1.3. Flipped Classroom: Flipped instruction is an approach that uses technology and digital technology in particular to transform the traditional classroom into a more didactic and dynamic learning environment. (Onchwari & Oigara,). Thus, flipped classroom is an academic strategy and a type of blended learning that reverses the typical learning environment by delivering instructional content, often online, outside of the classroom. Besides, According to Halili and Zainuddin (2016, p. 331) "the flipped classroom is an approach to teaching and

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learning activities where students watch a video lesson outside the class through distance learning and have hands-on activities in the class”. Of course and to clarify a flipped classroom is not a synonym for online videos or digital texts only; it is the interaction and the meaningful learning activities that occur during the face-to-face time (Cross & Board, 2014) that students have either in or outside the classroom but the assistance or guidance of the teacher.

There are 7 models of flipped classroom:

The Standard Inverted Classroom: It is the classic flipped classroom. “Students are assigned the “homework” of for example watching video lectures and reading any materials relevant to the next day’s class. During class time, students practice what they HAVE learned through traditional schoolwork, with their teachers freed up for additional one-on-one time”(Frydenberg,2017, p.3).Hence, the class time is reserved for practicing the concepts studied at home and to improve the students’ understanding in various ways like a one-to-one interaction with the teacher. This type of flipped classroom demands a lot commitment and self-directed learning from students. So perhaps these are students used to work autonomously since they are young students.

The Discussion-Oriented: Flipped Classroom: “This can be an especially useful approach in subjects where context is everything — think history, art, or English” (Freedenberg, 2017, p.3).Thus, Homework is assigned in the form of video lectures and external video resources. Discussions happen in the classroom time where topics are explored further.

The Demonstration-Focused Flipped Classroom: “In this model, the teacher uses screen recording software to demonstrate the activity in a way that allows students to follow along at

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their own pace.” (Frydenberg, 2017, p.3). In this sense, Subjects like Maths, Chemistry, Physics, etc. require careful instructions to deliver content.

The Group-Based Flipped Classroom: “This format encourages students to learn from one another and helps students to not only learn the what the right answers are but also how to actually explain to a peer why those answers are right” (Freedenberg, 2017, p.3). It means that the students learn by explaining concepts to each other, which improves retention.

The Virtual Flipped Classroom: “For older students and in some courses, the flipped classroom can eliminate the need for classroom time at all.” (Freedenberg, 2017, p.3). Teachers, like university professors, share all the resources and allocate time for individual sessions during office hours.

Flipping the Teacher: “The teachers Assign students to their record practice role-play activities to show competency, or ask each to film themselves presenting a new subject or skill as a means to teach the teacher”. (Frydenberg, 2017). Here, students are also asked to create videos demonstrating their understanding.

The Faux-flipped Classroom is a specific model targeting young learners. The aim is to replace the homework with instructional lecture-videos and another resource. Thereby, “this flipped classroom model instead has those students watch lecture video in class — giving them the opportunity to review materials at their own pace, with the teacher able to move from student to student to offer whatever individual support each young learner need” (Frydenberg, 2017, p. 3). For that reason, this model is appropriate in regard to this research.

The next figure explains the general flipped instruction cycle:

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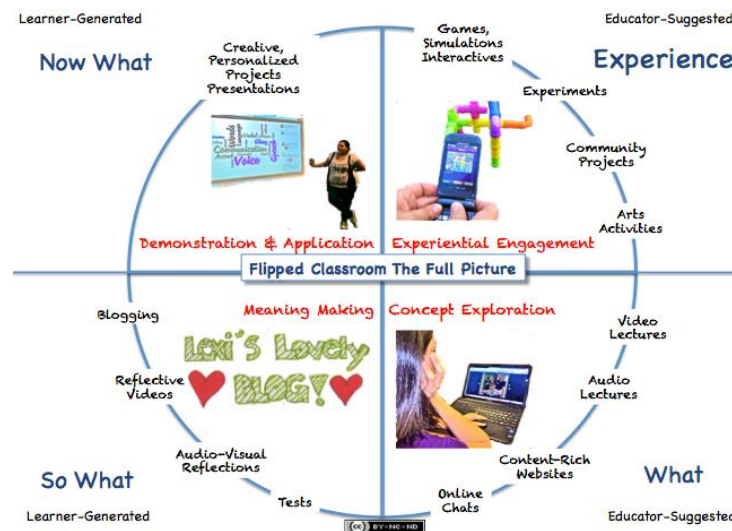


Figure 1. The flipped classroom cycle by Khan (2010)

The first stage of cycle is called The Experiential Engagement: This cycle often begins with an experiential exercise. This is an authentic material or activity created by the teacher, the main idea is engages the students in significant activities. Thus, learners “experience the now”. For example: *Word Games*: to learn storytelling, spellings etc. *Acting Games*: to practice basic acting skills, or learn how to act. *Treasure Hunt*: to learn drawing and inferring skills. *Board Games*: that makes learning fun and effortless.

The second stage is called Conceptual Connections: The What: In this part information is showed through websites, post casts and videos with academic content. This is where and when videos such as those archived by Khan Academy, Neo K-12, Teacher Tube, or other video services are used to help students learn the context concepts related to the topic. “Concepts

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should be presented in accessible form. By providing learners with online resources and downloadable media, learners can control when and how the media is used. This is the major value of flipping the classroom” (McCarthy, 2011). For example: All the content of activities and videos will be on the Teacherman platform and students will be able to watch them in and out of the classroom.

The next stage is named Meaning Making: The So What: “Learners can articulate and construct their understanding of the content or topic being covered through written blogs or verbal-based audio or video recordings. Within the standard school system, this would be the phase when students are tested about their understanding of the content” (McCarthy, 2011).this section is for reflection about what has been learned. For example: I will work with the students into the classroom to support them with their doubts during activities in class; for instance their understanding of the topic or the content from videos.

The last stage is Demonstration and Application: The Now What: “learners have to create something that is individualized and extends beyond the lesson with applicability to the learners’ everyday lives” (McCarthy, 2011).During this phase, learners get to demonstrate what they learned and apply the material in a way that makes sense to them. For example: Students will be able to complete and fulfill the activities with their own acquired knowledge through Teacherman platform and variety of activities this website will offer students to practice their oral skills.

2.3.4. Flipping the Classroom with Teacherman to engage students. Technology has offered the greatest technological tools to empower students’ language learning because with computers, cell phones, tablets learners can access different applications like internet, email,

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software, games, speech processing, digital videos among others which gives them the access to different authentic materials, sources and tools that will motivate them to learn and use English. Furthermore, “Many technological inventions were adopted education tools, in particular for oral communication, writing, later television and videos, more recently digital technologies such as Webs 2.0, computer networks, Online Learning Environments, LMS, E-learning, and social networks” (Bates, Tony, 2014). It means that the digital landscape today, with growing interest in digital artifacts such as mobile apps, webs 2.0, blogs and platforms could be one aspect in preparing for these significant societal challenges that are underway. Thereupon, Staker and Horn (2012) mentioned that the activity of teaching and learning is not only limited to behind the classroom wall, but can also take place outside the class. According (Pempek, Yermolayeva, & Calvert, 2009) digital platforms such as Academic Khan, YouTube, blogs and wikis allow the users to share text, pictures, and videos with other users during distance learning. Thus, Hung (2015) used a WebQuest to establish students’ active learning in and English language class. This study will be conducted with the Teacherman platform to improve and promote the oral participation into and outside the classroom. Horn (2012) mentioned that the activity of teaching and learning is not only limited to behind the classroom wall, but can also take place outside the class.

Teacherman is a technological tool but at the same time will be a app 2.0 that will help the teachers to integrate interactive and dynamic activities through the use of physical and digital materials such video-lecture games, pictures, drawings and readings for oral development. The teacher will mediate students’ classes with the flipped instruction cycle mentioned above in which students use the flipped instruction in four stages: *the experimental engagement; Conceptual connections: the what, meaning making: so what and demonstration and*

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application: the now what. Thus, students' engagement will appear in all these stages to generate opportunities for students to practice their oral skills either in the classroom or in distance learning. In this research students' engagement refers to students' communication with all the elements in the learning environment including the instructor, students, and content (Woo & Reeves, 2007). According to Fredricks (2004), three fundamental engagements should be established for successful teaching-learning with technology-based learning: *behavioral engagement, emotional engagement and cognitive engagement*. This research used flipped instruction particularly the faux flipped classroom allowing students to practice all kinds of engagements.

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3. Literature Review

In recent years the flipped classroom model has been researched in international contexts inside and outside the classroom to teach English. For example, Evseeva & Solozhenko (2015) explored that in Russia at Tomsk Polytechnic University, flipped classroom implies such an organization of the educational process in which classroom activities and homework assignments are reversed. Thus, technology in the learning process enhances students' engagement and improves their academic performance. In addition, many studies conducted abroad have proved that flipped classroom encouraged collaboration among students due to mutual projects and group work. As a result, the integration of the flipped classroom into the educational process led to increasing students' engagement and interest in learning. (Halili, Z. & Zainuddin, S.H. 2016; Coronado, N. and Díaz, G. 2018; Solano, L; Cabrera, P; Ulehlova, E. & Espinoza, V. 2017; Garza, S. 2015)

Likewise, Halili and Zainuddin (2016) carried out a study at the State Islamic University from Indonesia using flipped classroom in EFL classes through technology tools or online platforms to benefit students' four language skills. This study explained that that the activity of teaching and learning is not only limited to behind the classroom wall but can also take place outside the class. Findings of the study revealed that flipped classroom and technology devices such as webs or online platforms helped students to study virtually, watch learning subjects for free all the time and interact with students and instructors outside of the class. Results of this research showed that students' outcomes in a flipped classroom were significantly better than in a conventional classroom or control class, and students' perceptions of the learning environment were also improved according to speaking, reading, writing and listening.

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Another study by Coronado and Diaz (2018) explored students' perceptions when implementing flipped learning through instructional videos and materials uploaded to a Moodle website. This study was conducted in a Colombian public school in Montería and revealed positive improvements in eighth graders' listening comprehension suggesting another way to teach listening through flipped instruction with the implementation of audios, videos and listening exercises that let students develop their listening skills and also their motivation to participate. Findings of this study showed that learners demonstrated that flipped instruction had a positive impact on students' listening comprehension because students were able to respond correctly questions related to the main idea, specific information and inferences by using the tips and strategies learned in the Moodle webpage and in the in-class activities. In terms of students' perceptions, results of the study showed that it was important to focus on some aspects such as main idea, specific details or inferences when doing listening exercises. In this sense, students claimed that flipped learning was helpful for them since they learned many strategies provided in the interventions.

Regarding the use of technology in and out of the classroom as a means to mediate learning, the use of blogs, wikis, podcasts and webs 2.0 are applied to help English language students improve their learning skills. Solano, Cabrera, Ulehlova & Espinoza (2017) explored that in Ecuador the use of educational technology in EFL teaching, particularly YouTube videos, Padlet, podcasts, and Prezi could help foreign language learners strengthen their oral skills. Results demonstrated that researchers reported that technological tools are recommended to be used by teachers as supplementary resources because thanks to them students can learn the English language easier. However, these results also show that there was an effective use of technology on behalf of the teachers since they used a variety of activities and games into the

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classroom. That is in terms of engagement; the results of the study revealed that most students claimed that they were not afraid of working with technology and participate orally. Students also pointed out that technology allowed them immediate access to information, which facilitated the learning process and improving the speaking skills.

Likewise, digital platforms as YouTube and Academic Khan are meaningful tools of flipped instructions. A study conducted by Garza (2015) revealed that the Internet and Web 2.0 tools presented resources and opportunities for both students and teachers mainly because of these tools' communicative potentials. The study demonstrated that the use of these webs 2.0 in the flipped classroom for teaching methods delivers lecture content to students at home through electronic means. This literature review demonstrates that flipped instruction mediated by web 2.0 has resulted in positive outcomes to promote oral work in and out of the classroom. Thus, this study will astound with the introduction of a new platform web 2.0 called Teacherman using the flipped classroom model in a public school with students from 10th grade in Colombia where secondary teenagers are very fond of technology but very few opportunities are given to them to learn through apps and technology due to our public context situation. However, Teacherman platform can be a new bridge of opportunities to engage students in EFL classrooms in these graders.

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4. Methodology

In this chapter, the type of research this study followed is described as well as the context and participants. Additionally, the research design, data collection and analysis are explained.

4.1. Type of Research

This research is qualitative since its natural purpose is searching for information to understand a social situation and characteristics of individuals. According to Numan (1992) “qualitative research is a process of naturalistic inquiry that seeks in-depth understanding of social phenomena within their natural setting. It focuses on the "why" rather than the "what" of social phenomena and relies on the direct experiences of human beings as meaning-making agents in their everyday lives” (pp. 12-13). This qualitative research uses an exploratory case study defined by Yin (1984) “to explore any phenomenon in the data which serves as a point of interest to the researcher.”(p.25). Thus, its purpose is seeking those situations in which the intervention being evaluated has no clear, single set of outcomes. In our personal case to generate opportunities to engage students. Furthermore, this study includes the design of the app Teacherman as a resource for language teaching and learning in order to engage students to participate in creative, collaborative, communicative and self-directed activities in and out of the classroom mediated by digital technology in the flip classroom.

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4.2. Context and Participants

The present research was carried out at a public high school, Institución Educativa San José in Monteria city, located in El Mora neighborhood. This school offers different education levels: preschool, primary and secondary. Nowadays, the students have an English teacher with a degree in English Teaching from University of Cordoba.

The participants of this study were 39 10th grade schools, 16 female and 23 male students, whose ages ranged between 15 and 19 years old. The institution has an updated computer room, but this is mainly used for the science class. Besides, the school does not offers access to free internet and Wi-Fi; but most of the students have computers, tablets or smartphones at home so the class could take advantage of these resources.

4.3. Data Collection Procedures

Data collections instruments such as class observation, videotaping, a focus group, and researchers' journals were used and are described as follows:

4.3.1. Observation: According to Marshall and Rossman (1989), observation is “the systematic description of events and behaviors, and artifacts in the social setting chosen for study” (p. 79). In this regard, observations facilitated to recognize the type of engagement that was taken place during the flipp classes and the actions students took to learn during the whole lesson using the app: Teacherman and while doing other tasks assigned.

4.3.2. Videotaping: In qualitative studies, many ways of collecting data are used, such as surveys, questionnaires, interviews and videotaping. This last one is also known such as “videorecording allows the researcher to record and replay the pictures and sound of an event. As

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such, it can be a valuable research tool.” (Edwards, 2004). It means that using video in research activity makes possible to capture random and transitory data. In addition, video recording is used in both analogue and digital formats; the latter is utilized most often with computer data software, multimedia, and websites. Furthermore, it is an important tool for the collection, analysis, and presentation of qualitative research data. In this sense, in this study the researchers followed the students. The camera focused on specific actions and records material that could be used for coding and interpretation, evaluation, or profiling purposes as a database. This study used videotaping to record the most important situations and parts where students showed engagement during the whole lesson.

4.3.3. Focus Group: Focus group interview is a type of interview which purpose is to talk with the participants about the study and discuss from their perspective and experiences the problem or situation the research was exploring (Powell R. and Single H ,1996). Focus groups include a moderator, who directs the conversation, encourages participation, and makes sure that data are collected on the research topic. The number of participants is also an important consideration (Harrell, M., & Bradley, M.2009) since if there are too few, then the conversation is not dynamic and generally proceeds more like an interview. If there are too many, then participants may not have the opportunity to fully engage with one another around the topic. Though there are no precise prescriptions, focus groups generally include 6 to 11 participants (Harrell, M., & Bradley, M.2009). In this sense, we chosen 12 students and we did a focus group interview applying semi-structured questions. These students were selected at random among all the participants of the study.

4.3.4. Semi-structured interview: Is used in the focus group served in this study as means to ask personal and structured questions. Following, Fisher (2005) questions can change

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according to the progress or path of the interview, and the aim is to identify participant's emotions, feelings, and opinions regarding a particular research subject. Moreover, Nunan (1991) "In a semi-structured interview, the interviewer has a general idea of where he or she wants to interview to go, and what should come out of it, but does not enter the interview with a list of predetermined questions" (p.149). In this sense, the study used a semi-structured interview in the focus group to gather information about feelings and certain opinions from the students regarding their acts of engagement, their engagement in the different stages of the flip classroom and the app Teacherman and the opportunities for learning that the class offered to students.

4.3.5- Journals: Following the Jerez's words (2008) "These served to register and reflect upon all the events that occurred during the development of the study" (p.97). It means, with journals collect ideas and observations on any number of things and put the happenings of each day into writing. In this study, the researcher's journals registered their reflections, perceptions, emotions, sensations and attitudes while following a flip classroom approach and using the app Teacherman to engage students. It means that 2 researchers followed their journals

4.4. Data Analysis

Based on the purpose of this study, which was to explore how flip instruction mediated by the app Teacherman can foster tenth grade students' engagement in the English class, a thematic analysis was used. According to Boyatzis (1998) "Thematic Analysis is defined as type of qualitative analysis. It is used to analyze classifications and present themes (patterns) that relate to the data. It illustrates the data in great detail and deals with diverse subjects via

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interpretations” (p. 2). Thus, the main purpose of thematic analysis is to identify patterns of meaning across a dataset that provide an answer to the research question. Moreover, (MacQueen 2012) “explained that thematic analysis goes beyond simply counting phrases or words in a text and moves on to identifying implicit and explicit ideas within the data”. There are many different ways to use thematic analysis (e.g. Alhojailan, 2012; Boyatzis, 1998; Javadi & Zarea, 2016). Thus, thematic analysis helps to identify, to classify and to interpret the collected data. In this example, I follow Braun & Clarke’s (2006) 6-step framework:

The first step this study was became familiar with the data; in any qualitative analysis is reading, and re-reading the transcripts and the data was transcribed. This step helped the researchers to identify certain initial codes that were obtained from observations using a checklist (appendix C), transcriptions from the videotaped classes, the focus group and the researcher’s journals. The second step was to generate initial codes; in this phase coding reduced lots of data into small chunks of meaning. The third step was to search for themes that related to students’ engagement and the new opportunities that offered flipped classroom. At the end of this step, the codes were organized into broader themes that seemed to say something specific about the research question. The fourth step was to review themes; during this phase, the findings were reviewed, modified and developed the preliminary themes. In other words, the themes worked in relation to the coded extracts; generating a thematic “map” of the analysis. The fifth step was to define themes; this was the final refinement of the themes and the aim was to “Identify the ‘essence’ of what each theme was about as it suggested by (Braun & Clarke, 2006, p.92). It means that clear definitions and names for each theme were generated so the last step was writing-up. A report of the analysis.

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The data collection techniques selected for gathering the data were analyzed with thematic procedures. For example, student's participation either oral or in reading or written activities was transcribed to analyze students' acts of engagement. Careful attention was paid to these acts since students showed in each stage of the flipped classroom how they did their homework and used the app purposefully and even looked for further information in the web even if they did it in Spanish. The researchers' journals turned out to be an excellent source of information since it registered not only the engagement but also the disengagement that some students had in class and these data provided evidence to pursue further studies. Finally, the Focus group interview was recorded and transcribed in order to find and identify feelings regarding the usefulness of App Teacherman for students' engagement.

Regarding to codes obtained, we followed the Gibbs' words (2012) "Coding is the way you define what the data is analyzed. It involves identifying and registering one or more passages of text, or other data as part of tables that in a certain sense, exemplify the same theoretical or descriptive idea."(p.56). Thus, we selected the most important aspects that we found in the researchers' journal, transcriptions from the classes and focus group interview, in order to find codes and then categories to identify one or more themes that were useful to response the research question. We also took into account that codes can be analytical, descriptive and theoretical (Gibbs, 2004). It means that codes can emerge from the literacy, interpretation and analysis of the data. In this line of thoughts, we codified acts and behaviors, moods, strategies, environment, participation, and interaction of the participants of the study. In the following table, it is observable the main codes, categories and the theme:

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| CODES | CATEGORIES | THEME |
|--|---|--|
| Enthusiasm Interest Disinterest Willing participation Attention Involvement | Acts of engagement | Flipping instruction as an opportunity to engage student in new learning environment |
| Creativity Self-learning Motivation Collaboration Demonstrating knowledge Communicating knowledge | New learning opportunities in English class | |

Table 1. Coding resulted from transcriptions and researcher journals.

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5. FINDINGS

How can flip instruction mediated by the web 2.0 App Teacherman foster 10th graders engagement in the English class?

5.1. Acts of engagement

Extracts from the transcript of the journal, interviews and classroom observation were used to exemplify the different acts of engagement students held during the classes (appendix A) while flip learning instruction was given to them. Acts of emotional, behavior and cognitive engagement are exemplified. The analysis of students' participation in class shows that students brought several different ways of getting engaged in the four stages from the flip instruction cycle, while a variety of activities were developed in class.

Thus, the lesson excerpts presented below provide examples of emotional engagement that 10th students show in the first part of the lesson where they were taken to the computing lab (appendix B) to be explained about new teaching methodology they will encounter in the English class for the last term. During this first part of the lesson (appendix C) the teacher's objective was to get students acquainted with a new learning environment, so desks were arranged differently while they sat in a semicircle to see a PowerPoint presentation about great leaders around the world. As soon as they arrived to the new classroom they expressed as follows:

“el primer impacto de los estudiantes es sentir un cambio de ambiente donde al momento de entrar al aula se notaron sus primeras expresiones de agrado y comentarios tales: ‘al fin algo diferente’ o ‘que rico aquí’ lo cual enseguida lleva a una buena predisposición de los estudiantes para escuchar lo que se va a realizar en la clase”

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As it was registered in the researcher's journal students demonstrated to be enthusiastic to be moved to a more comfortable room and to have access to other sources for learning. In this regard, a student commented:

“empiezo a hacer preguntas sencillas que van relacionadas con las imágenes que voy proyectando en el videobeam; uno de los estudiantes expresa “que bacano vamos a usar video beam”

Right after they sat down, the first class started and the teacher's purpose was to make students enthusiastic and willing to participate in the learning activities, giving them the opportunity to participate orally by asking them the names of some leaders. Thus, the teacher showed some photographs of some people and asked them if they knew who they were, where they were from, if they were famous, what they had done and what they had in common. In the following extract the student's participation was registered when a student answered and using the most accurate conventions to picture the literal student's answers (appendix D):

- 21 T now, my question is, why do you think I show you these pictures? ¿Por que creen ustedes que les mostre estas fotos? What do they have in common?
- 22 S? I want to say, why:: I want to say something why you show us the pictures about these people, these people... eeh this time...eeh, defend the values as... eeh peace... eeh I don't know how to say this word.
- 23 T Spanish
- 24 S? ehh igualdad
- 25 T Equality
- 26 S? Equality of gender...ehh you show us these pictures because you want to

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show us what these people do for the world.

Transcript 1. Student's willingness to share what she knew.

In turn 21 the teacher asks the question to the whole group. One student raised her hand in turn 22 and expressed: "I want to say, why". Her participation showed her willingness to share what she knew about the characters that had been shown. As soon as the teacher asked, she raised her hand and expressed enthusiastically what she knew. Even though she lacked of enough vocabulary to say the answer, the student could still communicate that the characters shown in the pictures were recognized by their role as leaders. Additionally, in turns 22 to 26 the student was not shy as the teacher supported her by allowing the use of Spanish.

Then, the teacher introduced one of the world leaders: Mahatma Gandhi, and organized students in groups of three, explaining them that during the lesson they will support each other and work as a team, explaining them that it meant helping and supporting each other at all times either in the classroom or while doing homework out of the classroom. His purpose was to encourage students' collaboration while they used the app: Teacherman .This app (appendix E) was designed in this study as a resource for teaching and learning during the rest of the lesson. In this regard, once the teacher explained to the students the topic of the lesson, he commented that they were going to have this app on their phones, so they could have access to it at any time in or out class. In the case that a student did not have a smartphone they were allowed to use the tablets the institution provided. The fact that they were encouraged to use a mobile device to learn guided by the teacher generated an act of engagement by showing a positive attitude towards the class. The following fragment was registered in the researcher's journal:

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“Los estudiantes mostraron alegría al saber que iban a usar sus celulares para aprender inglés, comentando que les generaba emoción poder usar una aplicación como un medio de aprendizaje”.

Therefore, in order to confirm that students had actually felt emotionally engaged toward the use of the app in class and that this had foster learning, they were questioned in the focus group about the use of the app. Hence, the focus group interview was conducted with 12 students after the lesson had finished and they could share their experiences during the lesson as it is shown in the following transcript:

- 7 T Otra pregunta;¿Cuál fue tu actitud para realizar estas actividades en casa usando una aplicación diseñada por el profesor en este caso Teacherman?
- 8 S3 Pues muy buena, porque me pareció algo innovador, algo nuevo
- 9 T El que fuera nuevo te pareció difícil?
- 10 S3 Pues fácil y daban como ganas de hacerlo no era algo aburrido, que siempre algo normal, igual, era algo diferente.

Transcript 2. Student expresses that was enjoy work with the app: Teacherman.

Firstly, it is observable that in the turn 8 the student stated that the methodology was something “new” and “enjoyable”. Secondly, in turn 10 students gave his appreciation opening that he felt willing to work with the app since explaining that it resembled was something different. Also, he considered that it was not difficult to use the app, so that there is a sense of accomplishment even before the task had been done.

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At the end of the first class, the teacher had already explained the instructions students must follow to accomplish the task for the next class. The teacher assigned them to read a text about the life of Gandhi and watch a video through one of the links in the app. Additionally, the teacher gave some questions that served as a guideline for students so that they could focus on the information they had to look for. For the video the questions were who was Gandhi, Where was he from and what he did that made him a world leader. Additionally, there was a reading activity they could do and that was going to be discussed in class and in groups. These assignments had the purpose to ensure that students watch the video and read the text with a purpose in mind.

Later in class in the second session, the teacher organized students in groups as they had worked last class. First, he asked them to compare their answers and discuss the evidence that signaled their answers were correct according to the text. Meanwhile the teacher went around the classroom and checked if the students had actually done the task out of class. He also checked if the answers were correct by asking each group the true or false question (figure 2). This task gave evidence to the teachers that students had acts of cognitive engagement to elaborate their answers even if they did it in Spanish sometimes.

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ACTIVITY # 1

1. Mark true (T) and false (F)

- After living in England, Gandhi traveled to South Africa.
- Gandhi was a leader for Indian independence.
- Gandhi was born in 1869 in London
- Gandhi was jailed for leading protests.
- Violent was inspired by Gandhi

TRUE/FALSE

| | |
|--|--|
| | |
| | |
| | |
| | |
| | |

Figure 1. Activity True or Fals

At first sight, there were students who were not observed to be curious to explore the app. These students were registered in the researcher`s journal as disinterested mostly at the beginning of the lesson but as the lesson progressed their attitude changed and prepared for the class. For example, in the interview some of these students commented:

27 T Accediste un computador, Tablet o usaste un celular?

28 S8 Eh siempre use mi celular para usar la aplicación y traducir el texto de Gandhi que era lo que más me llamaba la atención

Transcript 3. Student showed interest to use other sources of information.

In this segment of transcript the student was interest with the information provided by the app. In turn 28, he decided to look for extra information or to translate some of it in order to understand better the text. Besides, in the next section of class at the moment of answering some teacher`s questions the students demonstrated some progress bringing his written ideas to class. Also, it was evidenced that most of the students watched the video and read the text at home. An extract of the research journal represented this:

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“Para esta clase se continuó con lo designado y claramente hubo mejoras en muchos estudiantes ya aunque muchos de ellos aún no mostraban participación ya trajeron ideas escritas y concretas acerca del tema.”

Even though students were not able to express fluently by saying their own ideas, they came to class with written ideas to share with the teacher and the rest of the group demonstrating interest and effort to understand even if these were in Spanish but were concise and clear. On the other hand, there were students who showed disengagement in class, and they did not do their homework. Therefore in class, they did not have any answers to the questions that the teacher was doing to each member of the group. This is confirmed in the next transcript of the group interview:

- 15 T Bueno otra, ¿leíste el texto sobre Gandhi sugerido por el profesor en casa?
16 S5 Si
17 T Con sinceridad lo hiciste
18 S5 Ah... en casa no

Transcript 4. Student’s Demonstration of disinterest

In the last segment, a student was asked to answer honestly if he had read the text about Gandhi outside the classroom, it means, at home, as it was assigned to complete the activities. The student’s answer was negative and demonstrated disinterest. This was not an isolated case, and several students were observed that they did not read the text or watch the video, so that they could not participate while the teacher asked about Gandhi's life. One of the researchers reflected in his journal

“identifique un bajo nivel de inglés, su poco vocabulario y muchas fallas gramaticales; por lo tanto el nivel que estaba en las lecturas y el video de la aplicación se les hizo muy complicado. Algunos comentaban que el inglés no les gustaba por lo

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que les parecía aburrido y un estudiante dijo: “aunque les trajeran mil cosas la flojera les gana ya que no quieren es aprenderlo”. La expresión lanzada por el estudiante me reveló otro reto por vencer en el salón de clases”

A part from the disinterest, the irresponsibility of some students was evident. Even the same students seemed to recognize the lack of enthusiasm for learning when one said

“aunque les trajeran mil cosas la flojera les gana ya que no quieren es aprenderlo”

Similarly, since students had a low level of English, lacked of vocabulary and grammar structures, it was difficult for most of them to understand the text they had in the app; as a consequence, the teacher had to spent one more class in the same activity giving them opportunity to read in class. Again in this class, the teacher reminded students to watch the video again and search for further information about Gandhi so they could participate more actively the following class.

In the third class, the teacher asked the students to continue the next part of the activities, which consisted on answering some open questions (figure 3). He also introduced the topic of personal opinions, and presented some language “I agree/disagree, I think/consider/believe” to give an opinion. Then students were guided to answer questions about Gandhi using information either from the video in the app Teacherman or the reading text.

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In this segment, a student expressed an opinion he was able to elaborate using the recycle language and using the information from the video without reading as it was asked by the teacher in turn 1; then in turn 2 the student gave his own point view. Thus, they participated orally although the student hesitated because he did not know a word in English; he continued speaking and completed the idea.

At the end of this session, the teacher asked students to bring some materials such as pencils, markers, rulers, cardboards and painting for next class. The teacher explained again that they if they had not read the text or watch the video they could do it again. He encouraged them to have the opportunity to gain knowledge on a topic that was not usual for them. He also explained that they would need to have a better comprehension of the topic to be able to develop the next task, which was going to demand them understanding and creativity. He also requested them to look for quotes that could represent Gandhi's life or leadership.

For the last class; the teacher organized the students in the same groups and explained them that they were going to design their own stamps. Since, he had previously asked them look for quotes about Gandhi, he demanded them to create a phrase based on the values Gandhi defended or on what they had learnt about Gandhi's ideology. Students were given a template in the example of how to do a stamp (figure 4) app so they can follow the example. Additionally, a template in paper was handed in to write, draw and color the assignment

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- It is your time to CREATE :

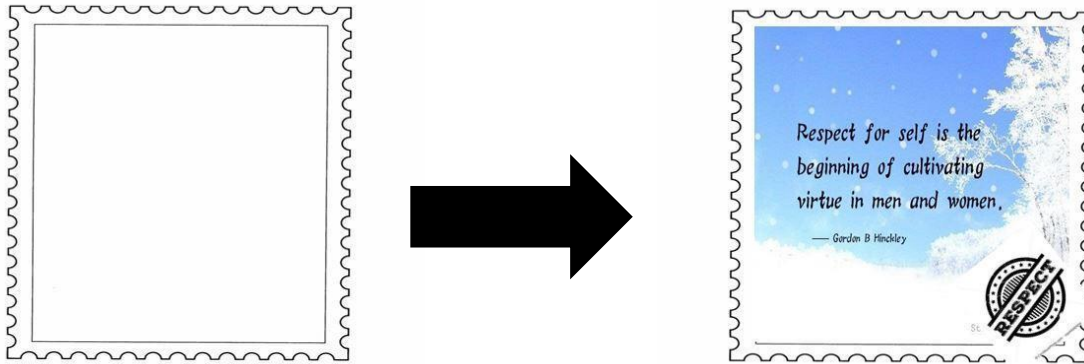


Figure 4. Example of stamp.

The aim of this activity was to elicit in the emotional and cognitive acts of engagement on students. The activity took most of class hour but some students finished earlier and they asked if they could present to the whole class their stamp. Some students were willing to explain the message they had elaborated and communicate what they had understood to their classmates through their designs. In the following transcript, it was observed Kevin willingness to participate and how he elaborated his point of view on the topic:

- 1 T So guys, kevin what did you write this sentence in the stamp?
- 2 Kevin This sentence, What I write it is: sometimes the things that we have seen are not really the things that we seen ; why? is why persons apparent be other persons like good persons, [testis] jehovas ((Jehovah's Witnesses)) or other things [but] they are really drugs, robs and alcoholics.
- 3 T Mmm ok, thanks, anymore? That`s all?

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4 Kevin Yes, ya.

Transcript 6. Kevin's participation giving his reasons why he wrote his phrase

Kevin could not elaborate his answer further because he lacked of vocabulary, but he stated his point of view and explained it as much as he could to the class. His stamp was creative and personal (appendix F). He wrote a sentence in the stamp to make his own statement for an audience his teacher and classmates. The teacher asked the student the meaning beyond his phrase, which is observable in turn 2, the student first read the phrase and then tried to explain it; the explanation he gave can sound translated, it means, a literal translation from Spanish to English but the message is understandable. To highlight, the student exposed a good body language and also made an effort at the moment to speak trying to show fluency when he was explaining his thoughts.

5.2. New learning opportunities in English class

Following the flip instruction cycle new learning opportunities to engage students in English class were delivered. The teacher initiated his class with an experimental engagement stage in which he encouraged the students to infer meaning from photographs of the world leaders. These photographs showed Nelson Mandela, Martin Luther, Mother Teresa and Gandhi. Although, it was expected that students could participate saying who these people were or did, students did not risk saying their names. Students either did not know about them or they were anxious to speak in English. Therefore, the teacher tried to provide a flexible environment where students could express whatever they knew about them in English or in Spanish if necessary. In the researcher journal, it was registered the following reflection:

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“Al momento de empezar la clase; inicio buscando despertar la curiosidad de los estudiantes, empiezo a hacer preguntas sencillas que van relacionadas con las imágenes que voy proyectando en el videobeam; estas imágenes son acerca de varios líderes del mundo tales como Nelson Mandela, Martin Luther King y la Madre Teresa, empiezo a indagar preguntando si conocen a algunos, sin embargo solamente un estudiante respondió y concluyó que representaban valores, igualmente me doy cuenta que los estudiantes creen que por no decirlo en inglés es mejor no responder.”

However, once the teacher asked them if they had any idea who these world leaders were in Spanish they answered the following:

- 1 T So, is an unknown person for you?
- 2 SS NO
- 3 T ¿Es una persona desconocida?
- 4 SS YES

Transcript 7. Students' misunderstanding

So far, the students did not risk much to say anything in class but the researchers registered that they were attentive. Usually, these students read in class, completed sentences or used grammar but hardly interpret texts different from the copies or the book used at school. Therefore, after the teacher did this initial activity and presented the characters as world leaders, he explained them that they were going to use the app: Teacherman in class to support their learning and that this was part of a pedagogical approach called flip classroom. He continued and

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explained them that they were going to do some activities for the English class supported by an app called Teacherman. While he explained, it was registered in the researcher's diary that students paid careful attention to the instructions provided on the use of a new pedagogical approach and the app.

Then the teacher explained the lesson objectives and explained them how the app: Teacherman had to be used out of class or in the classroom. First, they were instructed to watch the video about Gandhi and second to read the text called Mahatma Gandhi at home. This was the beginning of the second stage: conceptual connections where students were requested to autonomously watch the video and look for answers about: who Gandhi was, where he was from, what he did to be a world leader? and if he was still alive. These questions were expected were provided to guide students while watching the video or reading the text: Mahatma Gandhi included in the app. At this stage new knowledge was provided and the teacher expected to raise students' curiosity. In this sense, in the focus group interview some students commented they had looked up for further information:

11 T ¿Tuviste acceso para ver el video sugerido en casa? ¿Consultaste otras fuentes de información para complementar el tema presentado en el video? (si, no) cual) que otro video o lectura)

12 S4 Sí, yo vi el video, me pareció muy chévere, interesante

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13 T Utilizaste otra fuente, como Wikipedia, otra opción para entender mejor el tema?

14 S4 Sí señor, para profundizar más y entender mejor de Gandhi, utilice Wikipedia.

Transcript 8. Student's looking extra information.

The fragment shows evidence that students went to the web to look for extra information to complement the knowledge or to obtain a better understanding of the reading. In turn 14 the student claimed to use Wikipedia, another source of information to deepen his knowledge about Gandhi. Besides, In turn 12, the student said that the video was interesting for him provoking to search for more information on internet. This means that students used technological devices such as smartphone, tablets or computer at home autonomously and with a purpose in mind.

As soon as students came back to the classroom the next class, regarding to the third stage, meaning making into the flipping cycle, they had the opportunity to demonstrate what they had learnt during the two previous stages, sharing their own concepts about what they studied at home expressing their own opinions and understanding of Gandhi's reading. Then, in activity 1, students built their own point of view about the statements presented by the teacher. Here, students had the capability to express ideas with their own words and state an argument. In the following transcript of class, this is evident:

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- 1 T Guys, the idea is that you express your opinions, yes? If you are disagree or agree for example Geraldine the first statement says the best way to overcome injustice is to follow the idea of nonviolence.
- 10 S1 I agree too with this affirmation because the justice is so far to have a solution for the injustice
- 11 T So, your opinion is that people can be violent
- 12 S1 Nooo, maybe I understood other think, if the people don't be violent with the others:: mm whatever, I understood other thing, that is how I see the justice is too slow for have a solution for the people, so I understand that and I said that I agree with that because justice is slow, not being violent.

Transcript 9. Student's arguments at the moment to express opinions.

Once the teacher asked the question to the student in turn 1, the student had different opinions. First, she said that she was in agreement with the idea that justice is slow for some people; as a result, the teacher in turn 11 tried to confirm if she thought that people should be violent to get justice; but here she denied that idea. She believed that even though justice is slow in some cases, people should not take their own justice. This student interpreted meaning from the texts assigned out of class and the discussion in class she was able to express her point of view based on her understanding and interpretation of following the idea of nonviolence how the best way to overcome injustice.

Furthermore, in this stage, a constant and evident aspect of flip was the collaboration between students when they worked together to complement or following a partner's idea. In the

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following transcript of the group interview, it is observable two different perspectives towards group collaboration:

50 T ¿cómo describirías el trabajo en equipo al realizar las actividades en clase?,
opinen ¿cómo fue sentirse trabajar en clase?

51 S2 me sentí como si nada porque todo lo hice yo

52 T eso sentiste tu. ¿alguien más?

53 S1 bueno, o sea, en mi grupo no es que hubiera una conexión así que todos trabajamos por igual. Yo estaba en el grupo en el que estaba Geraldine y Luis Mario, y a mí el inglés se me dificulta mucho y Geraldine fue la compañera que siempre nos estuvo diciendo: “pero ¿qué te hace falta?, yo te ayudo, ¿Qué no entiendes?” Siempre fue la compañera que nos estuvo apoyándonos ahí.

54 T osea, sentiste que hubo respaldo de tu compañera ?

55 S1 hubo respaldo ahí, y o sea también ella a veces con la traducción de los textos sacamos nuestras propias conclusiones ya que como a ella se le facilitaba más eso ella hacía más que todo lo de las traducciones.

56 S6 pues, en mi grupo fue muy chévere porque entre todos nos colaboramos, si uno no entendía el otro si tenía la posibilidad de entender y entre todos nos explicamos el tema y entre nosotros nos decíamos que podíamos argumentar o decir cuando tocaba el debate o argumentar las respuestas.

57 S7 en mi grupo, en lo personal fue un gran grupo. Este, como nosotros sabíamos muchas inglés, nosotros nos repartimos las preguntas y cuando no entendía una palabra le preguntaba a los demás “oye, ¿Qué significa esta palabra? Cuando llegó el examen, yo, en lo personal traduje todo el video y todo el

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texto según lo que yo entendí de Gandhi, para cuando llego el examen acumulativo, se lo pasaba a mi grupo.

58 T T: o sea, hubo bastante colaboración ahí.

59 S7 S7: sí hubo bastante colaboración.

Transcript 10. Students describe how they collaborate each other.

In turn 51, one student said that he felt his did not collaborate in anything, he had to do all the activities without help from his partners. On the other hand, S1 in turn 53 and 55 affirmed clearly that the whole group received help from one specific member: Geraldine, since he claimed that she had a good level of English, and he expressed that in some activities they supported each other. Besides, in turn 56 and 57, the S6 and S7 claimed to have a full collaboration between all the partners of the group; in fact, the students expressed that they collaborated a lot. For example, in turn 57, they provided evidence that when someone did know the word, someone else supported looking for the word. Indeed, the S7 affirmed that the group had a good level of English; they prepared together the questions that the teacher asked them. In turn 59 it was confirmed by students in the group that they always worked collaboratively to achieve the aim of activities. They searched for different alternatives to complete the assignments; for example, while one student looked for the translation the other student watched the unknown word from the video.

In the last session, the final stage of the flip instruction cycle called Demonstration and Application, students were expected to communicate what they learnt through creating a stamp with the materials previous requested by the teacher. Student's possibility explored their

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creativity while designing and portraying their ideas in the stamp (appendix F). Finally, students displayed in their designs how this stamp and their phrases or sentences expressed meaning according to their own lives and experiences. In the next transcript of class, two students explained the meaning of what they wrote in the stamp:

- 5 T It is ok, Geraldine your sentence.
- 6 Geraldine Ok ehh (.3)
- 7 T Go, show us.
- 8 Geraldine I do this sentence...ehh see...if you want the equality you need to be the change too mm I do that because if you want the change with the people, the people be more equality more respect with the others, did you understand?
- 9 T YES,yes.
- 10 Geraldine Eh hh if they want a change they need be the change, it is the point.
- 11 T It is a good point, thanks Geraldine; so finally with Samuel .
- 12 Samuel Ok, I write the best weapon in war times is the love. I write it because::: ehh if we do everything with love we can make a change we can make xxx take another to see the life we can help something some people with their problems if they think they in war with the brain or the thing we can help they with love

Transcript 11. Students' demonstration of knowledge

Geraldine in turn 8 explained how in a clear manner how her phrase has sense with her arguments. She wanted to leave a reflective message using two simple words equality and

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respect. Similarly, Samuel did the same but he claimed that love is the best weapon to help the people. Also, he said that people who are mentally ill can be cured with love. Students applied all the knowledge obtained and expressed complex concepts which were inferred from the text they had read and discussed in class with the teachers and classmates.

Furthermore, other student in the group interview also participated and expressed how while doing this task he wanted to let their classmates listed to him:

- 72 T ok listo, ¿qué mensaje deseabas transmitir a través de la estampilla?
- 73 S7 Yo buscaba con mi frase este hacer que las personas reflexionen sobre sus vidas, y que de mi frase que sean mejores personas. Mi valor fue la fidelidad, porque yo pienso que ser fiel a una persona es importante para dar confianza a alguien y hoy en día hay muy poco de eso.

Transcript 12. Student's meaning of his phrase

In turn 72 the teacher asked to the group what they wanted to communicate in their stamps. Then in turn 73 the S7 explained the had written a phrase to explain with his own words loyalty, then he clarified what is this a value hardly ever people put in practice to gain trust from others.

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6. DISCUSSION

Based on the findings that give answer to the question: how flip instruction mediated by the app Teacherman can foster 10th grade students' engagement in the English class, we emphasize that whereas in the traditional classroom the acquisition of knowledge takes place inside the classroom and practice is done at home, the inclusion of flip instruction in the English class allowed 10th grade students in this study to review recorded or written materials several times, as well as skip the content they have already mastered. In agreement with Hwang et al. (2015) they consequently required a shift from an instructor-centered to student-centered pedagogy where learners had to inverse the traditional teaching and learning processes.

Our analysis suggests that in this study students were asked to learn in- and out-of-the class settings, guiding them to construct knowledge before, during, and after the lessons. Although, students were not used to this type of instruction, the instructor's guidance and scaffolding were combined with dialogue and collaborative interactions among peers in the classroom even if these happened in their native language. The classes supported by the app Teacherman were more than asking them to watch a video or read a text out of class, and instead showed students that they had a purpose in mind to fulfill and that they could autonomously find further information to complement the topic in class. Using such a holistic pedagogical design enhances engagement of students in the learning processes and following Kidron & Kali (2015); also helps learners to increase learning satisfaction.

In addition, the role of technology in our study supported the shift in the role of the students as more independent learners and acted as a facilitator of engagement which according to Sinclair et al. (2003) have the potential to influence learning. Furthermore, once the class was

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flipped and during the flip instruction cycle, Behavioral, emotional and cognitive acts engagements were observed. Although, cognitive engagement was the less developed in the development of the lesson given that there was not enough time to explore the lesson some students provided evidence that could elaborate their answers and be creative.

Likewise, there was evidence that flip instruction provides students a new learning environment where they could work together in activities assigned by the teacher. Students' collaboration was more evident during the third stage of the flip instruction cycle (meaning making) since students tried to help each other when the teacher asked questions, when they had to share materials to design the stamps and while they wrote a sentence that could summarize the topic they had studied about the world leaders.

It was in the final stage of the flip instruction cycle when student demonstrated by communicating and being creative the knowledge they have acquired during the previous lessons. These results are consistent with Halili and Zainuddin (2016) who state that students' outcomes in a flipped classroom are significantly better than in a conventional classroom or in a control class, and that this helps students to change their perceptions towards the learning environment since they can practice speaking, reading, writing and listening to communicate meaning.

On the other hand, students' engagement was not constant and many students demonstrated negative attitudes towards the new teaching approach. Even though the teacher used different learning activities, allowing and encouraging students to discover by creating a classroom context that supported the development of increasingly more self-determined learning, some students demonstrated a lack of responsibility and interest towards the flip instruction.

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Therefore, some students expressed that they did not want to use their time out of class to study, investigate or prepare for the activities for the next class. These negative attitudes are considered in this study as part of the change students faced during the implementations of new teaching methodology. This somehow affected the pace of the class since the teacher had to repeat the video and do the reading interpretation in class, but at the same time it was an opportunity for those who had made an effort to do the activities out of class, and reinforce their understanding of the topic and help others in class to understand.

However, most of the students demonstrated interest to accomplish the activities and did the activities out of the class and were prepared to pursue the activities. It was in the final stage of the flip instruction cycle when student demonstrated by communicating with others and being creative the knowledge they had acquired during the previous lessons. In the light of these findings, the flip instruction cycle proposed by Evseeva & Solozhenko (2015) classroom activities and homework assignments can enhance learning.

The study also unveiled that the use of flip instruction offers opportunities to create a new learning environment. In this regard Garza (2015) revealed that the Internet and Web 2.0 tools present resources and opportunities for both students and teachers, since these tools' communicative potentials. In this case, the App Teacherman created a new connection between students' learning and the academic content through dynamics activities to motivate and engage students. Taking into account the difference between motivation and engagement as explained by Christenson S. and Reschly. A (2012, p.14) "motivation is considered to be intent and engagement as action". In this study students' engagement was observable, and the actions students held and did in and out of the classroom demonstrated that they were not only satisfied

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or motivated but they actually held acts of engagement in class to demonstrate they were learning.

All in all, we hereby that the use of flip classroom can foster students' engagement and create a new learning environment where students improve their creativity, collaboration and participation in the English class. Additionally, it allowed the teacher to use technology as a resource to mediate learning and allowed not only flexibility in the learning process and content accessibility, but also transformed Dewey's "Learning by Doing" to "Learning by Networking" (Chen et al., 2014).

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7. CONCLUSIONS

The purpose of this study was to explore how flip instruction mediated with the app Teacherman can foster students' engagement. Thus, the results of this study showed that the flip classroom allowed students to engage in behavioral and emotional acts of engagement mostly, while cognitive engagement was the least observable. The main reason why this last one was less evident due to the fact we only had the opportunity to apply one lesson using flip instruction.

However, during this lesson it was evident that flip instruction represents a good opportunity to engage students in the English class. Additionally, the inclusion of the app Teacherman was a distinctive feature in this study that mediated students' language learning and provided students a resource for learning since the app included different type of texts that guided students outside the classroom. These students as it was explained in the introduction have not ever had these types of activities in their English class, and this meant that they have not been asked to use their own mobile devices or tables from the school to learn while they watched a movie or read a text in an app. By doing this, the teacher triggered some of the students' enthusiasm which later transformed into the acts of engagement already explained in the results.

Although, we experience some difficulties when leaving the guidelines for the reading and watching the videos, many students followed the instructions. This made us aware that teachers' guidelines for doing classwork out of the classroom are equally important as the ones given in the classroom when using flip instruction. These instructions have to be clear and organized, to guarantee the success of the task. Likewise, if teachers want to use mobile devices using apps these can be either found in the Web or if designed these require a lot planning so

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they can match the objectives of the lesson. Likewise, these apps are better if they 3.0 and allow them to interact online.

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9. APPENDIX

9.1.1 Appendix A: Instrument 1. Register students' engagement during the flip class stages while using the app Teacherman during the lesson in the journals.

| Key points to observe in the Experience Stage | comments |
|--|----------|
| Ss are engaged in the first activity of the lesson | |
| Ss use activities independently designed for the class using | |
| Ss feel enthusiastic to be engaged in significant activities | |
| Ss get involved in inferring activities | |
| Ss pay attention to the instructions for using of the App:Teacherman | |

| Key points to observe Conceptual connections | comments |
|--|----------|
| Ss learn content through the App teacherman | |
| Ss have access to information or content | |
| Ss are provided online resources and offline resources | |

| Key points to observe Meaning making | comments |
|--|----------|
| Ss construct their own understanding | |
| Ss respond to questions to check their understanding | |
| Ss support each other | |
| Ss are supported by the teacher | |

| Key points to observe demonstration and application | comments |
|--|----------|
| Ss create new texts related to their everyday lives (make sense) | |
| Ss complete and fulfill activities with the knowledge acquired | |
| Ss use arguments to demonstrate what they have learnt | |

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9.2. Appendix B: Computing Lab environment



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9.3. Appendix C: Lesson Plan

| TASK/PROJECT/PROBLEM | Performance Indicators | Lesson Teaching Points |
|--|---|--|
| <p>Students design a stamp using the resources given by TeacherMan platform about specific values in which they must write a sentence and make a drawing. (creativity)</p> | <ul style="list-style-type: none"> ● Knows the different values of a person and how to give an opinion. ● Expresses personal opinion in a specific topic. ● Knows how to use the app to develop interactive activities in class. ● Is aware of the importance of the values that a leader should have to be a good leader. ● Recognizes the utility that digital resources might have to enhance his/her performance in class. | <p>Recycled vocabulary Students use the meaning of values: respect, honesty, loyalty, and relate them with the activities to foster their own meanings.</p> <p>Students use simple present tense to complement when they try to express their opinion: values are...respect is...a brave person helps...etc.</p> <p>Students use personal opinions, such as I think, I consider, in my point of view, to express a value while they are working on the app.</p> |

INSTRUCTIONAL ACTIVITIES

| Warm-up | Resources/Materials | Time |
|---|-----------------------------|------------------|
| <p>Teacher explains what is TeacherMan and how to use the app showing the students the contents and its use.</p> | | <p>5 minutes</p> |
| <p>Core activities</p> <p>1. Teacher starts the class showing on the board using the overhead projector pictures about mother Teresa, Mahatma Gandhi, Nelson Mandela. Then the teacher asks questions such as: who are they?, where are they from? Are</p> | <p>Video beam /pictures</p> | |

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| | | |
|--|---|---|
| <p>they live or dead? What do you know about them? What do they have in common?</p> <p>2. After, the teacher shows on the board using the video beam the `` Great Social Leaders around the world`` and he asks some other questions to inquire about the meaning of “being a leader” asking them: what do you think it means to be a leader? What do you need to be called a leader? The teacher explains these concepts and shows the relation of the title with the pictures previously showed.</p> <p>3. Students have to open Teacherman in their cellphones or tablets, each student must watch a video about Gandhi’s life, and also read a lecture about what were his contribution for his country. On Teacherman, students are going to find a set of vocabulary as leadership, nonviolence, etc. About all the content that was showed on the lecture and video.</p> <p>4. With the previous step done; Teacher provides each student with a worksheet when they are to work on in pairs. In this part students must answer and discuss with the partner some open questions about some values and what would you do? What would happen if Gandhi was use the violence?</p> | <p>Videobeam/pictures</p> <p>Teacherman App</p> <p>Worksheet on Teacherman App.</p> | <p>10 minutes</p> <p>10 minutes</p> <p>15 minutes</p> |
| <p>Closure.</p> <p>5. According to the Gandhi’s video and lecture (App Teacherman), students have to design a postage stamp to promote non-violence. They should convey the message of treating people with respect, tolerance, love, honesty, etc.</p> | <p>Colors, markers</p> | <p>20 minutes</p> |

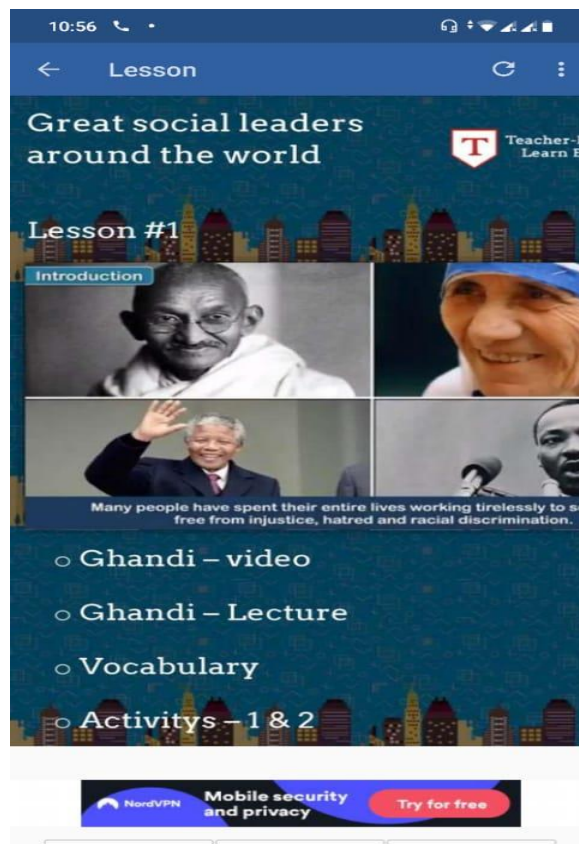
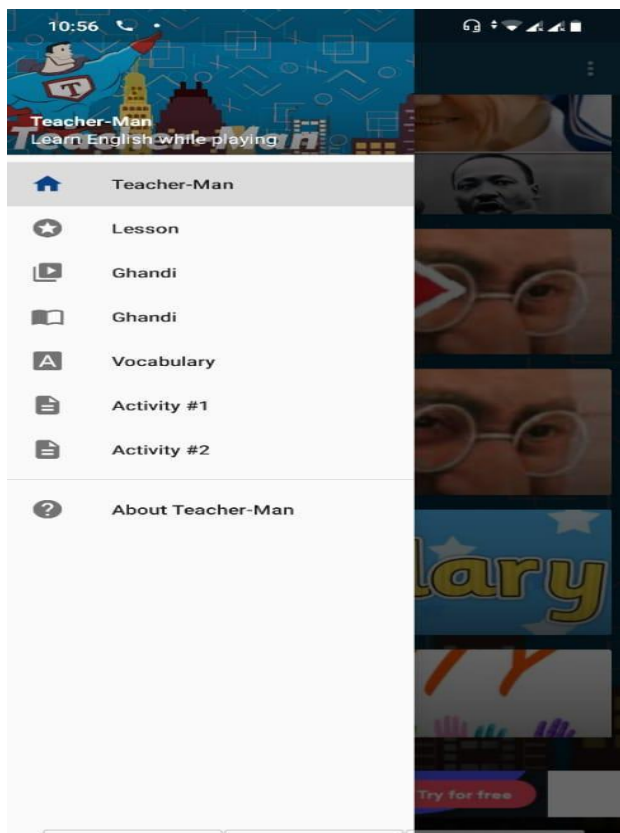
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9.4. Appendix D: Transcription conventions

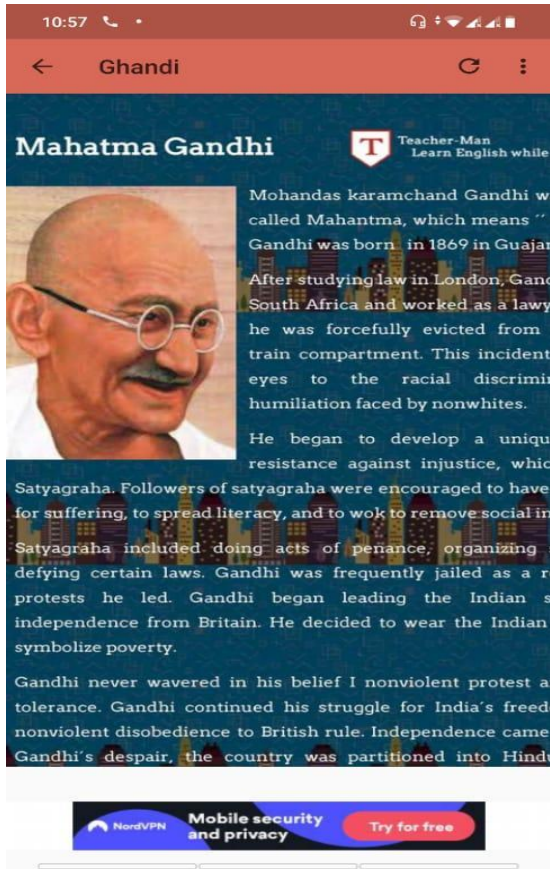
| | |
|----------|--|
| (...) | one-second pause |
| ::: | lengthening of preceding sound |
| [] | mispronounced words |
| XXX | Unclear |
| () | Comments or translation |
| (.2) | pause whose length is indicated by the number within the parentheses |
| CAPITALS | capitalized word was pronounced with emphasis |

Table 2. Transcription conventions.

9.4. Appendix E: App Teacherman



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9.5. Appendix F: Example of stamps

