UNIVERSITY OF EL SALVADOR

SCHOOL OF ARTS AND SCIENCES

FOREIGN LANGUAGE DEPARTMENT

UNDERGRADUATE RESEARCH:

"THE USE OF FLIPPED CLASSROOM TECHNOLOGY IN HIGHER EDUCATION REGARDING THE ENGLISH LANGUAGE TEACHING-LEARNING PROCESS AS RESEARCHED BY THE UNITED STATES DISTANCE LEARNING ASSOCIATION, EDUCATORS, TRAINERS, LEADERS, AND AUTHORS INTERESTED IN THE APPLICATION OF TECHNOLOGY IN THE CLASSROOM".

IN ORDER TO OBTAIN THE DEGREE OF:

LICENCIATURA EN IDIOMA INGLES: OPCION ENSEÑANZA

PRESENTED BY:

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SAN SALVADOR, EL SALVADOR, SEPTEMBER 13TH, 2021.

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I.   ABSTRACT

This work plan contains the subject of study that the research team decided to work on, which is "The Use of Flipped Classroom Technology in Higher Education Regarding the English Language Teaching-Learning Process as Researched by The United States Distance Learning Association, Educators, Trainers, Leaders, and Authors Interested in the Application of Technology in the Classroom". The research team includes two general objectives and two specific objectives that are going to guide the research project, in which the team established the main goals of the bibliographical research; these objectives are stated in detail in the next section, which is the introduction. Then, the methodology is included. It contains the research approach, the type of study, the research design and the techniques and instruments that were used all through this research work. It is quite important to state that the bibliographical research's team found positive results throughout the process of this research by studying the corresponding literature review. Indeed, one aim of the research was to overview the concept of the flipped classroom technology in the teaching and learning process. The research team also discovered that the flipped classroom is an excellent method to be used at different levels. Besides that, the team found in the flipped classroom a way to improve the teacher and student relations in order to increase engagement, responsibility from students, to create more opportunities for in-class discussions and to allow students to learn at their own pace among many other positive effects. To conclude, it was also found that this approach is useful for

teachers of all subjects so that the creativity and innovation can flourish in order to apply the flipped classroom method.

Key terms:

Flipped Classroom: A flipped classroom is a type of blended learning where students are introduced to content at home and practice working through it at school.

Subject: a branch of knowledge studied or taught in a school, college, or university.

Blended learning: In this blended learning approach, face-to-face interaction is mixed with independent study–usually via technology.

Technology: machinery and equipment developed from the application of scientific knowledge

Engagement: the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught.

Workload: the amount of work to be done by someone or something.

Peer: is someone at your own level.

Passive learning: is a method of learning or instruction where students receive information from the instructor and internalize it. It is a method "where the learner receives no feedback from the instructor".

Active learning methodology: Active learning is an approach to instruction that involves actively engaging students with the course material through discussions, problem solving, case studies, role plays and other methods.

Teacher centered: refers to learning situations in which the teacher asserts control over the material that students study and the ways in which they study it.

Student centered: also known as learner-centered education, broadly encompasses methods of teaching that shift the focus of instruction from the teacher to the student.

Traditional classroom: A traditional classroom is where a teacher moderates and regulates the flow of information and knowledge. Students are expected to continue developing their knowledge of a subject outside of school through homework exercises.

Sustainable development: Education for Sustainable Development allows every human being to acquire the knowledge, skills, attitudes, and values necessary to shape a sustainable future.

Academic Achievement: Academic achievement describes academic outcomes that indicate the extent to which a student has achieved their learning goals.

Science Subject: Science education is the field concerned with sharing science content and process with individuals not traditionally considered part of the scientific community.

Scientific research skills: The ability to use scientific knowledge to identify questions that can be answered through a scientific process and draw conclusions based on facts to understand the natural world and the changes made to it by human activity and to help to make decisions about it.

Direct Instruction: Instructional approaches that are structured, sequenced, and led by teachers, and/or (2) the presentation of academic content to students by teachers, such as in a lecture or demonstration. In other words, teachers are "directing" the instructional process or instruction is being "directed" at students.

II.   INTRODUCTION

This section contains the topic of study as stated in the section above, "The Use of Flipped Classroom Technology in Higher Education Regarding the English Language Teaching-Learning Process as Researched by The United States Distance Learning Association, Educators, Trainers, Leaders, and Authors Interested in the Application of Technology in the Classroom". This document also contains the main and subsidiary questions that were answered through the development of the study as follows:

MAIN RESEARCH QUESTION

- How can the flipped classroom method be used in higher education regarding the English language teaching-learning process?

SUBSIDIARY QUESTIONS

- How efficient is the use of the flipped classroom method in the teaching and learning of the English language in higher education?
- How is the concept of flipped classroom technology applied in the teaching and learning process in higher education?

This work plan, besides stating the previous important parts of this bibliographical research, also includes the general and specific objectives stated for the accomplishment of the whole research work, which are the following:

GENERAL OBJECTIVE

- To investigate how the flipped classroom method can be used in higher education regarding the English language teaching-learning process.

SPECIFIC OBJECTIVES

- To evaluate the efficiency of the flipped classroom in teaching and learning the English language in higher education.
- To overview the concept of flipped classroom technology in the teaching and learning process.

III.   IMPORTANCE

The flipped classroom is a concept where the workload shifts from in-class to homework and vice versa. That is, the activities traditionally done during class are done at home instead. Accordingly, the activities traditionally done as homework are done together with peers and the teacher as an in-class activity (Bergmann & Sams 2012: 13).

The rationale behind this concept is that the instructions move from a group learning space to an individual learning space. The effects in the in-class activities create an interactive and dynamic learning environment where all students can deepen their engagement as well as apply concepts with the help from a teacher (Flipped Learning). Two of the key principles behind the flipped classroom are 'active learning' and 'student-centered learning'. These principles are presented together with the contrasting terms: **"passive learning"** and **"teacher-centered learning".** In addition, this research gives a short explanation of what the traditional classroom stands for in this bibliographical research.

Crystal Kirch (2014: 44-45), a high school teacher in Math, describes her students as **passive learners** who did not take any responsibility for their own learning. She had created an environment where her students had become spoon-fed learners who passively sat at their desks without questioning or reflecting on the lessons' content. The principles supporting the flipped classroom approach are grounded in theoretical understandings of active learning (Bonnell & Eison 1991 in Hung 2015: 82).

Active learning is defined as an umbrella term which involves students in doing activities and at the same time thinking about the activity they are doing (Hung 2015: 82). The method encourages students to engage in their classroom activities by critically thinking about complex concepts, reflect on their learning, and explore ideas outside of what is taught during lessons, etc. Furthermore, it is suggested that active learning can help students develop self-awareness, thinking skills, and collaborative skills (McLaughlin et al. 2016: 30).

Teacher-centered learning refers to a classroom where the teacher has control over what material students' study and in which way, where, how, and at what pace students learn the material. In addition, the teacher tends to be the most active person and does most of the talking in the classroom while students spend most time listening and taking notes at their desks (The Glossary of Educational Reform n.d.).

In contrast, **student-centered** learning usually refers to a wide variety of educational programs and strategies that are intended to focus on every student's individual learning needs, interests, aspirations, as well as taking their sociocultural background into consideration. The flipped classroom is a student-centered learning environment where teachers can maximize the time spent in the classroom by guiding students how to solve problems, provide them with differentiated instructions, as well as create an environment where social interaction can occur (Hao 2016: 296).

Unruh et al. (2016: 40) argue that one needs to look closer at the concept of a **'traditional classroom'** in order to understand the components of a flipped

classroom. The traditional model is described as a classroom where all students' desks are aligned in rows pointing toward the teacher's desk and where students are taking notes or working independently on an activity. Furthermore, students are expected to absorb the content of the lesson and then practice it independently as homework after the lesson has ended. However, it is possible to change the classroom seating arrangement, for example to incorporate group work (Unruh et al. 2016: 40).

Kasapoglu-Akyol (2010: 238) points out that in today's society we are surrounded by technology. Computers, internet access, and technology are part of our everyday life, which is why we should take advantage of the possibilities that they present. As Kasapoglu-Akyol (2010) and Hao (2015) state, students of today are 'Digital Natives', which offers apparent reasons to use technology as educational tools in a 21st century classroom. Therefore, there is a favorable environment where "THE FLIPPED CLASSROOM" can be exploited, developing not only self-study but also autonomous learning skills in the process of learning.

IV.   THE METHOD

a) Research Approach: qualitative research approach

The research approach used throughout the bibliographical research was the Qualitative research which involved collecting and analyzing non-numerical data (e.g., text, video, or audio) to understand concepts, opinions, or experiences. It can be used to gather in-depth insights into a problem or generate new ideas for research. **(June 19, 2020 by Pritha Bhandari.)**

b) Type of Research: descriptive bibliographical research

This research work belongs to the type of research named: descriptive bibliographical research which aimed to accurately and systematically describe a population, situation, or phenomenon. It can answer what, where and *how* questions, but not *why* questions. **(May 15, 2019 by Shona McCombes.)**

c) Research Design: Non- Experimental Cross Sectional Research Design

Non-experimental Cross Sectional Research Design is the type of research that lacks an independent variable. Instead, a researcher observes the context in which the phenomenon takes place and analyzes it to obtain information. https://www.questionpro.com/blog/non-experimental-research/

d) Research Technique and Instruments

Bibliographical documentation: It is a list of all the sources that helped you formulate the content of your paper, whether or not you have cited them, specifically in your text.

In APA format, this is called the References.

In MLA, Works Cited.

Bibliographical entries for both MLA and APA systems are arranged alphabetically according to the first word of the entry, usually but not necessarily the last name of the author.

Research Instruments:

The research instruments that the research group used for the research process are the checklist and index cards, which will ease the development of the bibliographical research since it is a valuable tool to confirm the essential elements in any type of research process Onwuegbuzie (2010).

V.   FINDINGS

Teachers have taught students for generations through the use of traditional lectures in the classroom and having students take work problems home. The thought behind this type of teaching is that the teacher gives the students their first exposure to material in the classroom, and then students work on a piece of homework to solidify their new information onto paper (Brame, 2012). If students had questions about the homework, they would bring the work to the teacher the following day and have a break in their acquisition of new material without completing the homework. A teacher would then review the lecture from the previous day and cover any questions over the homework during this review.

Teachers have taught in this manner with great student success. However, there are many drawbacks to this style of teaching (Kirschner, Sweller, & Clark, 2006). Teachers have moved away from traditional methods of educating because students have changed from the passive students of previous generations to more active individuals who can now interact with others in different ways through the use of technology as in flipped classrooms.

Didactic styles of teaching lecture have been shown to be outdated (Ash, 2012). Revealing information about modern student learning styles has been brought to the frontline of education (Brame, 2012). Direct instruction versions of the classroom have relied on passive students as opposed to students that construct their own learning by trial and error (Brame, 2012). Learning of material does not

show that students have retained the material or gained critical thinking skills needed in the collegiate environment or workforce.

Students have been forced to just listen to lecture and absorb the information through notes and it has been shown that this style of teaching is ineffective, inefficient, and irrelevant to the students of present times (Brunsell & Horejsi, 6 2013b). Teachers that lecture show only that they are the expert on subject matter and not a facilitator of learning (Gilmartin & Moore, 2010). Techniques have come to the forefront grounded in traditional educational theories that have shown promise in increasing student learning.

Overview of Flipped Classroom: Students use technology every day in many different ways, and teachers have been using this to their advantage for many years in many classes. The flipped classroom, or the inverted classroom as it was called in the late 1990s and early 2000s, moved what was traditionally done in the classroom to being done at home and the work done at home moved into the classroom (Lage et al., 2000). Technology is not required, however, as teachers have assigned introductory textbook reading for many years before modern technological advances. The use of technology in the flipped classroom approach has been "used for years in some disciplines, notably within the humanities" (Brame, 2012, p. 1). College level courses at Harvard, MIT and Stanford have used this teaching model frequently over the years with documented success (Bull, Ferster, & Kjellstrom, 2012).

The idea is that students have first contact of new material outside of the classroom and then incorporate that material into classroom activities the following day. In 2007, Bergmann and Sams (2012) began recording their lectures for students to use when absent which prompted great success implementing and expanding the idea of flipping the classroom. This approach was not a new concept as teachers have assigned reading homework to be completed before covering the material during the follow day's lecture (Springen, 2013). The acquisition of new knowledge can be through an online video of the teacher's lecture over the material, researching of a topic through classroom 7 approved websites, or simply as reading the material in advance (Brame, 2012). The flipped or inverted part of that model is when students used classroom time to enhance what they had initially learned at home by completing worksheets, doing lab activities, participating in debates, or engaging in other projects that involve higher level thinking. There have been no single correct ways of flipping the classroom (Bull et al., 2012).

The process could have been differentiated to engage all students at different levels of mastery learning with some students being given more free time to work if needed (Ash, 2012). Students would watch the videos on their own and advance through a series of activities to show that they understood the material at their own pace. The flipped classroom model has been anecdotally shown to increase both goal setting and time management (Bergmann & Sams, 2012). This educational model had also been shown to meet the needs of many different learning styles (Marlowe, 2012).

The use of flipped classroom moved the didactic, direct instruction lecture away from the classroom and into a more student-friendly environment of electronic technology. The main pedagogical concept did not change with the use of the flipped classroom but instead changed passive listening and learning to active participation of students in the classroom (Nolan & Washington, 2013). The use of videos made by the classroom teacher was not even necessary due to videos easily found on internet sites such as Khan Academy, YouTube, or Ted (Tucker, 2012). Students could have possessed a technology device that they use to access the internet.

Some schools have been experimenting with BYOD (bring your own device) structure with students (Schachter, 2012). Students that have their own laptop, tablet, smartphone, or other device would be allowed to bring those devices to class to enhance their learning in a BYOD school. With the increase in technology options for the classroom, the flipped classroom is one way of incorporating new ideas in schools and classrooms. Educators can form their own 8 technology experience and meld it with the students' to possibly increase learning and achievement.

The flipped classroom changes how teachers and students view education. A teacher debating to flip or not does not need to make the decision of all or nothing. There are many ways of completely or partially flipping the classroom with no single way being better than another that is yet proven (Nolan & Washington, 2013). If the teacher desires to increase technology usage in the classroom, the use of videos is the important part of flipping the classroom. Flipping the classroom has been at the intersection of novel approach to teaching and learning and emergent technology

(Bull et al., 2012). Support for Flipped Classroom Educators that have implemented the use of the flipped classroom have reported positive results in their classrooms. Students are more engaged in their own learning by collaborative problem solving with the teacher and the other students (Electronic Education Report [EER], 2011). Students began taking ownership of their own learning and teachers began to talk with students and not to the students (EER, 2011). Students received immediate feedback on material from their teacher instead of attempting the work at home and failing to complete the work due to missed information. The reduction of face-to-face didactic learning forces students to research and learn by other means such as collaborative work or peer instruction in the classroom (Gilmartin & Moore, 2010).

At home, students are able to pause and rewind the lecture to go back, find unknown answers, and review confusing information (Bergmann & Sams, 2012). Bergmann and Sams discussed multiple reasons that outlined the benefits of using the flipped classroom model (2012). Some of their reasons to this benefit were flexibility, individual attention, and changes in classroom management (Nolan & Washington, 2013). The educational 9 method also allowed for transparency in the education of students (Bergmann & Sams, 2012). Parents and administrators could also view the material to follow the path of the students' education. Despite all of the documented benefits to using the flipped classroom model, some teachers noted some drawbacks to using this style of teaching.

Disadvantages of Flipped Classroom: Educators found some problems with using the flipped classroom. The flipped model cannot inclusively use video for home

viewing (Milman, 2012). Using traditional lecture online rather than in the classroom did nothing to shift the type of learning for students (Ash, 2011). Brunsell and Horejsi, (2013a) emphasized an increase in active and engaging learning experiences along with the online videos was a more complete classroom flip than just showing online videos. A student that showed apathy in the classroom before flipping would continue to be apathetic after the flip even when given them more freedom in the educational model (Springen, 2013). If students did not have access to internet for viewing videos online, then teachers had to identify new ways of connecting those students to the presented information. Spingen (2013) identified this as the digital divide. Students that could not afford a computer at home or did not have internet access, or a device given to them to watch videos would be left behind. Schools that wanted flipped classrooms needed to address this issue by allowing better access at school.

Depending on the budget of the school district, the cost of flipping a classroom can be significant or reasonable with proper choices of technology (Lage et al., 2000). Good teachers using poor technology could still have been successful in the classroom; although, the use of technology could not make a poor teacher better (Levy et al., 2011).

One of the simplest resources that a teacher can use is YouTube to find videos that other educators have produced within specific subjects. A simple internet search showed an accumulation of materials including the Khan Academy for video presentations (Tucker, 2012). The Khan Academy is an online video library for

educational use and is designed for educators. As more teachers become comfortable with the use of digital technology, the increase in educational videos will continue. Teachers can also produce their own videos to provide a more familiar voice to the students they teach. The uses of online communities such as Blackboard, Camtasia, Coursera, Schoology, Haiku, and Moodle have also found their way into the flipped classroom with great success (Addy & Stevenson, 2012; Brame, 2012; Bull et al., 2012; Caverly & McDaniel, 2010; Dickerson et al., 2011; Fulton, 2012). These choices can help teachers of all technology levels. The choice of technology helped good teachers become better even if the technology was of poor quality. While some of the programs are overwhelming to some teachers, professional development can help a teacher that is technology deficient.

Self-Efficacy: Teachers have known for years that when students use their own experiences in the classroom, they take ownership of their own learning and their desire to learn more about a subject because it becomes personal (Ajzen, 2005). Positive personal experiences in learning can elicit an increase in classroom performance (Ajzen, 2005). Bandura (1997) also identified this as 11 the student's self-view to complete the task at hand. While working on their own at their own pace, it could be argued that an increase in self-view could also increase self-efficacy.

People with higher self-efficacy set higher personal goals and have been shown to have a better commitment to accomplishing those goals (Bandura, 1989). The idea is that when a student believes they can accomplish a task, they are more academically motivated to complete the task (Clayton, Blumber, & Auld, 2010).

Technology such as calculators or computers have been shown to increase self-efficacy and showed a positive correlation to assessments and grades, as well as a negative correlation to time needed to solve problems (Joo, Bong, & Choi, 2000; Zheng, McAlack, Wilmes, Kohler-Evens, & Williamson, 2009). Hommes and Van der Molen (2012) identified that students with strong self-efficacy were not only driven to learn material but also used that newly acquired knowledge. Performance in web-based learning could be related to self-efficacy in that the more self-efficacy a student possesses, the better they do in these types of classes (Wang & Wu, 2008).

Self-Efficacy and Learning: Students who believe in their abilities in the classroom (i.e., high self-efficacy) are able to rely on their own learning abilities when educational challenges are presented to them (Bandura, 1997). There have been numerous papers and research done on student self-efficacy and its place in the classroom (Arslan, 2013; Bandura, 1997; Louis & Mistele, 2012; Peters, 2013; Velayutham, Aldridge, & Fraser, 2012). Arslan (2013) identifies a reciprocal effect between self-efficacy and academic achievement with self-efficacy predicting achievement and achievement as a source of self-efficacy. Students that possess higher self-efficacy have also shown to perform better in math and science classes and pursue STEM fields (Peters, 2013).

Self-Efficacy and the Flipped Classroom: Teachers that implemented the flipped classroom model showed that students performed better on exams, they were better motivated, teachers were impressed by the content of work produced by students, and teachers identified a reduction in student stress levels (Marlowe,

2012). Nolan and Washington (2013) noted a "66% improvement in student behavior due to the increased time of one-on-one instruction and improved relations between the teacher and student" (p. 1). Students that displayed a positive effect from class also displayed an increase in self-efficacy (Ajzen, 2012). Many students in a flipped classroom showed an improvement in behavior and retention of material (Nolan & Washington, 2013). The flipped classroom's use of technology and web-based learning is also showing promise with students that already show strong self-efficacy.

Therefore, it is necessary to know the fundamentals or criteria on which the effective flipped classroom is built. Such criteria include: 1) Culture of learning is centered on the student who becomes the center of teaching and learning processes. 2) The teacher identifies the content that students will learn outside of the classroom in order to invest the time in classroom in applying what is prepared by students. 3) The role of teacher in the flipped classroom is greater than his/her role in the traditional learning. In classroom, the teacher provides immediate feedback for students, facilitates further activities, and evaluates their works.

Positives of flipped classroom: According to Strohmyer [18] applying flipped classroom strategy achieves many benefits. These benefits include that flipped classroom: 1) guarantees for teacher making good use of classroom period; so, he/she makes use of time in guiding and helping, 2) enhances the critical thinking, self- learning, building experiences, communication skills, and cooperation among students, 3) provides a technique to evaluate the students' understanding because tests and short tasks that students perform are indicators of weaknesses and

strengths in their understanding of content. Alshahry [4] added some other positives of flipped classroom that include: 1) developing the role of teacher as a lecturer to become a guide and supervisor and developing the role of student to become a researcher participating in the teaching and learning processes, 2) helping students' self- learning according to their abilities and individual differences, 3) providing students with excited educational environment, and enhancing high thinking skills such as critical thinking skills. Alzain [5] asserted that the flipped classroom is a modern technological solution for treating academic weaknesses of students and developing levels of their skills of thinking. Al-Zain added that the flipped classroom strategy provides teacher with enough time to converse and discuss with students in classroom instead of memorization. Furthermore, through applying the model of flipped classroom the intellectual abilities of learners can grow up. By utilizing this method learners can develop their knowledge in scientific, practical and behavioral sides. Dickenson [12] addressed that the flipped classroom is considered as one of the active practices that enable the learner to link between what is learned and his/her personal life and experiences. In such process, learner will be able to link what he/she learns with his/her intellectual behaviors, until it becomes a part of his/her personality.

Obstacles of flipped learning: Although the flipped classroom model has many advantages, Tully [21] mentioned some issues related to applying flipped classroom strategies. These issues include that this teaching strategy depends on using internet and technological devices at students' homes. Therefore, it is difficult for students who have not such devices to benefit from this strategy. Further, it

requires a motivated teacher who has the will to follow up students' progress. This requires providing additional working hours and effort from teachers. Furthermore, teachers should be professional in integrating modern technological tools in education. Therefore, implementing this strategy could be difficult for educators who are not qualified in using technology or communication skills. The educational and learning process may face some obstacles while applying technology tools in the classroom. These obstacles include: 1) the lack of devices and software used in recording and preparing lessons, 2) the lack of teachers' skills in using the technology tools skillfully to develop teaching methods, motivation and communicating with students, 3) the insistence of teachers to follow the traditional method in their teaching process. However, those teachers can be convinced through presenting successful practices of applying technology in the classroom comparing with the traditional method.

All the information included above is quite important since it has been written by very outstanding writers specialized in the matter of technology in flipped classroom education. Besides, having some intervention of the research team in the writing of the before-stated information was necessary so as to include opinions based on real-life experiences regarding the topic under study.

VI.   CONCLUSIONS

The bibliographical research team found positive results throughout the process of this research by studying the corresponding bibliographical data obtained. One aim of the research was to overview the concept of flipped classroom technology in the teaching and learning process. Having our first research question in mind, the research team found out that the flipped classroom is an excellent method to be used at different levels. Besides that, the team discovered that the flipped classroom is an approach really useful to improve the teacher and student relations, increase engagement, responsibility from students, create more opportunities for in-class discussions, and allow students to learn at their own pace, among many other positive effects. As the research team was not only looking for studies with a language-subject area, it was found that this approach can also be useful for teachers of all subjects so that creativity and innovation will flourish in order to apply the flipped classroom.

Looking at the first subsidiary research question, how the method can be used in the English as a second language classroom, the team searched that the flipped classroom approach is suitable for the subject of EFL and ESL. Several authors noted that students struggled with the transition from a 'traditional classroom' to a 'flipped' one; due to this fact, the transitions to a flipped classroom should be done step by step and taking into account students' needs and resources; once the needs and resources are fulfilled, the norm of a teacher-centered classroom with passive

learners should be eradicated. In regard with the second subsidiary question, the team discovered that the flipped classroom method enables some of the concepts which the communicative classroom is based upon. Also, the method increases in-class discussion activities, which should lead to more spontaneous conversations since the students are supposed to discuss the pre-work during class. Eventually, the team concludes that the flipped classroom pedagogical approach aims students to take responsibility for their own learning process.

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VIII. APPENDICES

CHECKLIST TO EVALUATE BIBLIOGRAPHICAL RESEARCH WORK	
ELEMENTS	**COMMENTS**
1. Statement of the problem	The problem or statement of the problem that has been found during the bibliographical work is relevant and describes a delimitated and concrete problem which encourages you to investigate enthusiastically in order to find positive results.
2. Organization	The information has a good structure since it is well organized and coherent. The ideas are presented in a logical order. The comprehension of concepts and theories is easy to understand and interpret. The transition of ideas is also fluent which helps with the finding of positive results based on the statement of the problem.
3. Writing	There are no writing errors, spelling, and punctuation as well as the structure of the information is correct.
4. Quality of the information.	The information that the group has gathered to research the flipped classroom methodology is very well related with the topic. It gives clear ideas, as well as concepts, examples, main and secondary ideas, implementation, advantages, and disadvantages, etc. which has helped the group finding the information needed for the research on the topic flipped classroom.
5. Materials and Procedures	The different works found describe the material used during the research through their corresponding references. Also, they present in very detailed way how the process of the research during every step.
6. Conclusion	The conclusion is clear and specific which gives an answer to the statement of the problem as well as the questions proposed at the beginning of the research.
7. Personal interpretation.	The sources of information are varied and multiple. The information gathered has relation with the topic flipped classroom. Also, it is relevant and updated. The sources are reliable, well cited and contribute with the development of the bibliographical research work.

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Topic: "THE USE OF FLIPPED CLASSROOM TECHNOLOGY IN HIGHER EDUCATION REGARDING THE ENGLISH LANGUAGE TEACHING-LEARNING PROCESS AS RESEARCHED BY THE UNITED STATES DISTANCE LEARNING ASSOCIATION, EDUCATORS, TRAINERS, LEADERS, AND AUTHORS INTERESTED IN THE APPLICATION OF TECHNOLOGY IN THE CLASSROOM"

Objective: To find out the use of flipped classroom as a pedagogical approach in higher education regarding the process of teaching and learning the English language.

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