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TOPIC

The Flipped Classroom for the development of Learning Styles in the English area

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DEDICATORIA

We dedicate this thesis to God,
for granting us countless opportunities to grow and strengthen ourselves along our journey.
To our beloved mothers,
for being a living example of life, effort, and unconditional love.
To our family,
a fundamental pillar that supported us every step of the way.
And to all the people who, with their support and words of encouragement,
inspired us never to consider failure as an option.

Estefanía María Pérez Párraga
Kristy Ivette Quintero Chilán

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RESUMEN

Esta investigación aborda el problema de la limitada implementación del Flipped Classroom en el desarrollo del proceso de enseñanza aprendizaje del inglés y las consecuencias que esto tiene en los estilos de aprendizaje y la motivación estudiantil. El principal objetivo fue analizar la relación entre la aplicación del Flipped Classroom y el desarrollo de los estilos de aprendizaje en el alumnado de octavo año de Educación General Básica Superior de la Unidad Educativa Municipal Sebastián de Benalcázar. Se optó por una metodología que combinaba enfoques, empleando métodos de recopilación de información tanto cualitativos como cuantitativos, y se realizaron encuestas y entrevistas tanto a profesores como a estudiantes para conocer la implementación del Flipped Classroom y los estilos de aprendizaje más prevalentes en clase. Los hallazgos revelan que, aunque los profesores recurren a ciertas herramientas tecnológicas, la aplicación del Flipped Classroom es de carácter limitado, y las estrategias de enseñanza tradicionales siguen siendo las que prevalecen. Partiendo de esto, se elaboró una guía didáctica basada en el modelo del Flipped Classroom, que incluye recursos en línea, tareas en grupo y evaluaciones formativas, fomentando la independencia, el interés y la participación activa. Los resultados obtenidos confirmaron que el Flipped Classroom puede utilizarse como una metodología innovadora que mejora el proceso de enseñanza-aprendizaje en el área de inglés, desarrollando los estilos de aprendizaje de los alumnos.

Palabras clave: Flipped Classroom, estilos de aprendizaje, enseñanza del inglés, innovación pedagógica, motivación.

ABSTRACT

This study investigates the issue of how the Flipped Classroom is not frequently implemented for improving the English teaching-learning process, and how that may impact students' learning styles and motivation. The primary goal of the study was to analyze the relationship between using the Flipped Classroom methodology and developing learning styles for eighth-grade students of Educación General Básica Superior at Unidad Educativa Municipal Sebastián de Benalcázar. The study followed a mixed-method approach that used both qualitative and quantitative methods to obtain data. Surveys and interviews were conducted with teachers and students in order to identify the level of implementation of the Flipped Classroom methodology and the predominant learning styles in the classroom.

The quantitative and qualitative findings further revealed that although teachers employed some technological tools, the use of the Flipped Classroom was limited and teachers primarily used traditional teaching strategies. Based on the findings, a didactic guide was created that is based on the Flipped Classroom methodology which contained online resources, group activities, and formative assessments that aimed to promote independence, interest, and active participation. The results confirmed that the Flipped Classroom could be considered as a new methodology to develop an English teaching-learning process by developing students' learning styles.

Keywords: flipped classroom, learning styles, English teaching, pedagogical innovation, motivation.

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INTRODUCTION

The Flipped Classroom for the development of Learning Styles in the English area emerges as an innovative and revolutionary methodology in which both students and teachers are the main actors in the educational process. From this point of view Bergmann & Sams (2012). Established in the foundational book 'Flip Your Classroom: Reach Every Student in Every Class Every Day. International Society for Technology in Education' in which the flipped classroom provides insights into how the methodology was developed and its early implementation in the educational system that includes kindergarten through 12th grade, focusing on children and adolescents' learning and development before entering college or university. Such transfer distills direct instruction out of the classroom and uses class time for active learning, individual attention, and self-development essential to the learning and growth of children and adolescents before they move to higher learning institutions.

In this way, education is elevated with its purpose of providing quality and warm education, recognizing and encouraging the individuals who are part of the educational process to enhance their individual and collective abilities, especially the main actors of the process, such as students and teachers. By empowering them with knowledge, they are enabled to fulfill and demand their rights and obligations without being underestimated due to ignorance". In this research, Fleming & Mills (1992). Their study established this study '' Not another inventory, rather a compound for reflection. To Improve the Academy '' introduced the VARK (Visual, Auditory, Read/Write, and Kinesthetic) model, an extension of the traditional VAK framework, to help educators understand and cater to different sensory modalities in learning. It highlights the importance of recognizing diverse preferences to enhance educational outcomes. This extension offers a better approach to understanding learning preferences, giving instructors a

way to improve the effectiveness of their instruction for specific students.

One of the most widely spoken languages in the world is English. The way this language is taught is significant. Teachers can be mentioned as a substantial part of the teaching-learning process, who are still not sufficiently trained, updated, or engaged in continuous professional development that enables the application of innovative methodologies in the classroom for the development of learning styles that improve English language acquisition. This undoubtedly hinders the development of the macro skills necessary for mastering a foreign language. This research is important because it is essential to understand that using the learning process through new methodologies could be easier for students and educators.

On the other hand, the development of this research benefits the teacher candidate to Mastering the English language, which is currently considered the language of international communication. Besides, this research work helps students to develop the learning styles that allow them to acquire better language. Furthermore, the present research work is a requirement for the researcher to get a master's degree in English Pedagogy.

It has been noticed that at Unidad Educativa Municipal Sebastián de Benalcázar, there is little knowledge regarding the application of the Flipped Classroom for the development of learning styles. The students' level of English is low, as they are at an A1 level, according to the Common European Framework of Reference for Languages, meaning beginner level. Additionally, the educational institution does not have teachers who apply this methodology in the educational process. Therefore, an innovative pedagogical methodology like the Flipped Classroom, which facilitates the development of Learning Styles, cannot be applied.

So far, no study has been proposed related to the Flipped Classroom for the development of Learning Styles in the English area, which could serve as a reference for the execution of activities that would facilitate the teaching and learning of the English language, That is why this

research as a problem to be solved presents the following question: How does the application of the Flipped Classroom methodology affect the development of different learning styles in the English area for eighth-grade students of upper basic general education at the Unidad Educativa Municipal Sebastián de Benalcázar, during the 2024-2025 academic year?"

The title of this investigation 'The Flipped Classroom for Developing Learning Styles in the English Area in A2 Level Students' is framed within these research lines and topics: Pedagogy, and management of education, as well as with assessment and application of educational methodology and pedagogical innovations, both established by Universidad Bolivariana del Ecuador. It also contributes to the pedagogical understanding of language teaching methods and explores the application of a specific educational methodology. This proposal is also aligned with the broader objectives of improving educational practices, evaluating instructional methodology, and promoting pedagogical innovations in education.

This research aims to analyze the relationship between the application of the Flipped Classroom methodology and the development of learning styles in eighth-grade students for improving English language learning. By exploring this research objective, the study aims to contribute to the existing knowledge in the field and provide valuable insights for language educators and researchers interested in promoting effective language teaching methodology and improving language proficiency outcomes for A2-level students.

The following specific objectives will achieve the general one: a) To determine the level of application of the Flipped Classroom methodology in the teaching of English to eighth-grade students. b) To recognize the predominant learning styles in eighth-grade students and their relationship with language learning in English. c) To design a didactic guide based on the Flipped Classroom that strengthens the development of learning styles in English.

In the proposed study, the independent variable is the Flipped Classroom, which has become so popular over the years, so teachers have implemented this methodology to shift away from rote and mechanical learning by using technology to provide a dynamic and interactive, constructivist approach. According to Bishop, J. L., & Verleger, M. A. (2013) ‘’The flipped classroom is a pedagogical model in which the typical lecture and homework elements of a course are reversed. Short video lectures are viewed by students at home before the class session, while in-class time is devoted to exercises, projects, or discussions.” (pp. 6219).

The dependent variable is the development of Learning Styles, which provides a conceptual framework that makes it possible to comprehend daily behaviors in the classroom and how they relate to learning styles and action types that can be more effective at a given time.

Keefe (1979) defines a learning style as characteristic cognitive, affective, and psychological behaviors that serve as relatively stable indicators of how learners perceive, interact with, and respond to the learning environment.”. (p. 4).

This action research project aims at exploring the effectiveness of flipped classroom methodology on the level of engagement and the learning approach of A2 level English students. It starts by stating that student learning preferences differ and tries to examine the impact of the flipped classroom methodology on the student’s perceived manner and efficacy in language learning. The plan suggests the development of pre- and post-intervention questionnaires for surveying students’ learning preferences and student perceptions of the flipped classroom. In the light of the result, other cycles of action research will introduce new strategies in teaching different styles of learning.

This research employs a quantitative methodology, characterized by the collection and statistical analysis of numerical data (Arias & Covinos, 2021). This methodology is operationalized through the administration of pre-tests and post-tests. The adoption of a

quantitative approach is pivotal, as it facilitates the objective of analyzing the relationship between the application of the Flipped Classroom methodology and the development of learning styles in eighth-grade students.

In conjunction with the quantitative methodology, this study incorporates a qualitative approach. This involves gathering and interpreting non-numerical data, such as observational data and survey responses (Espinoza, 2020). The significance of the qualitative approach lies in its ability to capture nuanced insights into the perceptions, concepts, or experiences related to the application of the Flipped Classroom for the development of Learning Styles in eighth-grade students. This dual-methodology framework enriches the research by providing a comprehensive understanding of the impact of technological tools on language acquisition.

The learners in the group of students taking part in this project get into age from eleven to thirteen years old. They progress from A1. to A2.1 according to the Common European Framework (CEFR). The class is made up of people from diverse cultural and linguistic backgrounds, it means that there exists a heterogeneous group. These students face challenges such as lack of parental direction, learning needs, poor study habits, low concentration, behavioral problems, carelessness, low self-stem, anxiety, etc

The study will be carried out at the Unidad Educativa Municipal Sebastián de Benalcázar. The classrooms and home will act as study contexts, with the flipped classroom being used to develop learning styles. The students will come from a variety of backgrounds. Teachers will supervise the procedure and collect essential data. The research context promotes a supportive and collaborative learning environment, encouraging active participation in meaningful work and real communication.

Unidad Educativa Municipal Sebastián de Benalcázar is in the Province of Pichincha,

Canton Quito, Iñaquito Parish, Bellavista Sector, belonging to Zone 9 of the North Educational District 17D05, circuit 17D05C02_10, and is municipally funded. It offers both morning and afternoon sessions in the in-person modality. The levels it offers are: Preparatory, Elementary Basic, Middle Basic, Upper Basic, Unified General Baccalaureate, International Baccalaureate, Flexible Upper Basic Education, and Accelerated Baccalaureate. The institution has 87 teachers and 1,619 students.

The flipped classroom provides students from eight grades at Unidad Educativa Benalcázar with more time to engage with the English language outside the classroom. Not only students will benefit from this proposal, but also teachers, with the development of this methodological approach, will improve linguistic ability in English acquisition, efficiently and effectively enhancing the development of learning styles and encouraging students to focus on autonomous and meaningful learning.

The research paper is structured into three main chapters. Chapter 1: Literature Review provides information derived from existing knowledge base on the subject under examination, concerning the gaps that this study aims at filling. It provides a conceptual model that would undergird the research that the paper seeks to undertake. Chapter 2: Methodology gives an account of the general research strategy, how data was collected and the various techniques employed in selecting the data, and the instruments utilized in collecting and analyzing data to enhance the credibility of the study. And finally, chapter 3: Implementation of resources that is related with the presentation and validation of the proposal, which intends to validate either theoretical or empirical its viability, feasibility, and benefits.

CHAPTER 1

Theoretical framework

This chapter begins with a review of the bibliographic sources that are key to supporting the study, in which different points of view that are related to the research topic are exposed. In addition, several studies carried out within the same area are presented to create a solid research base.

Together, the documentary review seeks to support how the flipped classroom methodology can improve the active learning of the English language, highlighting its advantages, form, classification and characteristics, and how these impact the learning process and contribute to the benefit of the student.

Finally, an evaluation analysis of Flipper Classroom in improving second language learning is presented, assessing its effectiveness and its contribution to the development of several teaching strategies that can be innovative and included in its professional work to improve the teaching of the English language.

1.1 Previous Investigation

As a first precedent we have the work carried out by Mónica Suntaxi in the year 2024, the postgraduate research was carried out within the Technical and Business University of Guayaquil under the theme "Flipped Classroom for learning English in the fourth year of primary school". The main objective was to evaluate the impact of the flipped classroom methodology on the communicative skills of the English language within students of fourth grade of basic education, for which a quasi-experimental pre-test and post-test approach was used with intact groups. This intervention consisted of implementing the methodology for four weeks in an experimental

group of 35 students with different levels of proficiency in the English language and difficulties in acquiring basic skills.

As a result, it was obtained that the group had significant improvements in oral communication skills and reading ability, another immediate effect was the appreciation of the language by the students. However, the study showed that writing ability was the most difficult to improve, therefore statistically there was no positive data in this area.

As conclusions, the author obtained that the classroom was Pedro proves to be effective for reading and oral skills. In addition, it suggests that factors such as the age of exposure to the method and external support influence the results and contribute to enhancing the benefits of the approach in future teaching-learning processes.

As a second antecedent, there is the research article published in the journal Horizontes, under the theme, the effect of flipped classroom on English learning systematic review, carried out by Guillermo Lina in 2023 in Peru. The author aimed to critically evaluate the influence of this method on English language learning in regular basic education contexts, considering factors such as language proficiency, communication skills, motivation and active participation. To do this, he carried out a systematic review using the prism method, which involves searching databases such as Scopus, Web of Science, Scielo and Eric, digital repositories that contain various bibliographic research documents. As results, the author evidenced that in 90% of the studies analyzed, the flipped classroom method has positive effects on English language learning, where communication skills, reading comprehension, vocabulary, grammar and pronunciation are improved. Together, this method achieves greater autonomy and encourages student participation and collaboration within the class, thereby exponentially improving learning experiences and preparing students for other digital environments.

Another relevant study for the research was the one carried out by Tatiana Jiménez in the city of Cuenca in 2023, which is entitled "implementation of the flipped classroom model in entrepreneurship and management teaching in high school students in Ecuador", the doctor aimed to implement and evaluate the effectiveness of flipped classroom in the teaching-learning process of a subject with high school students in Ecuador precisely in the context of the COVID-19 pandemic. For which he used a type of quasi-experimental research combined with a comparative study, through surveys, performance tests and interviews, applied in a sample of 78 students distributed in parallel A, B, C of the Unified General Baccalaureate, he manages to identify that a correct implementation of flipped classroom is successful because it favors the interaction, motivation and active participation of students in a virtual context.

This was evidenced in the increase in the averages of students in both genders after the application of the methodology, where males had an increase of 1 4 points over their general average and while females had: an increase within their general average. In evidence of these results, the author states that the flipped classroom methodology generates significant learning, this innovative methodology favors participation and collaborative learning and develops cognitive Arias that allow the faster absorption of knowledge, thus supporting its effectiveness and acceptance among teachers and students.

Finally, there is the study carried out at the Faculty of Philosophy and Letters, of the Autonomous University of Madrid in the academic period 2023 2024 carried out by Nina Czarnecka, with the title "the effectiveness of the flipped method that the course of the On one side reversed in the contexts of English as a foreign language and English as a second language: the systematic review of the literature.

In this study, the main objective was to analyze the effectiveness of this methodology in

the teaching of English, evaluating its academic impact, what is the motivation and perception of students in the context of the English language as a second language and as a foreign language, in addition the author sought to identify the limitations of this method and the importance of digital competence in its implementation. To do this, he used databases such as Scopus, Google escolar and día net, as the main digital sources. The sample consisted of 15 studies, in which metrics such as test scores, student participation rates, and opinions of students who experienced this method were assessed.

The results obtained were positive the author emphasizes that, compared to the traditional teaching methodology, flipped classroom exponentially increases the participation of students within the class, thus eliminating the prejudice to errors and mistakes that are common within a traditional teaching classroom. However, the author states that there are still digital divides and resistance to change on the part of teachers and students to implement these tools.

1.2. Independent variable: Flipped Classroom

1.2.1. Didactic strategies

1.2.1.1. Use of digital materials

The Flipped Classroom model applied to second language education has stood out as an innovative strategy that seeks to transform traditional teaching dynamics. According to Alves & Gomes (2021, p. 46), this model is characterized by inverting the traditional teaching logic, where students access theoretical content independently, through videos, readings, or other resources, and take advantage of the time in the classroom to carry out practical activities that promote interaction and the deepening of concepts.

This format allows the teacher to play the role of facilitator, guiding and mediating the activities, which favors the construction of knowledge in a more active and collaborative way.

According to Silva, Pareschi, and Oliveira (2023, p. 4): The Flipped Classroom is an active methodology, understood as a way of reorganizing times, spaces, and ways of teaching. In this methodology, students have prior contact with the content before class to prepare to discuss the topic and later develop collaborative activities with their classmates and teachers. Although it has been used for years, many authors still consider it to be in development.

It has been widely accepted among students and teachers due to the ease of execution and presentation of content through texts, videos, podcasts, among other resources, with which the student will learn in a self-managed way. In addition, to implement the flipped classroom, various technologies and tools are used to improve learning.

According to Fonseca and Pereira (2021, p. 50), digital platforms and multimedia resources, such as educational videos, podcasts, discussion forums, and online quizzes, are essential for the model to be viable, providing an interactive and flexible environment. These tools allow students to access and interact with content outside of the school environment at their own pace, contributing to the personalization of learning. In addition, they allow the teacher to monitor the progress of the students, providing them with real-time feedback, thus showing that the structure of the classroom invested in the learning of a second language is carefully planned to guarantee the effectiveness of learning.

According to Miller & Lima (2023, p. 31), the organization of the model involves the prior preparation of students through access to digital content, followed by the application of classroom activities that encourage problem-solving, debates, and other forms of interaction. This approach requires detailed planning by the teacher, including the selection of appropriate materials, the development of practical activities that actively involve students, and the creation of a classroom environment that is conducive to collaboration and reflection.

Prior preparation of students is essential, as it allows them to have a knowledge base at the time of class to deepen and apply the concepts learned, making class time more productive and focused on the development of practical skills (Teixeira & Guazzelli, 2023, p. 17).Therefore, the flipped classroom model in language learning not only transforms the way content is accessed but also requires a restructuring of pedagogical practices and an effective use of technologies to promote more dynamic and student-centred teaching.

1.2.1.2 Interaction on virtual platforms

The Flipped Classroom model in language education has several advantages that can contribute significantly to improving the teaching-learning process. According to Fonseca and Pereira (2021, p. 52), one of the main advantages of the model is the increase in student engagement, as it favors greater interaction during face-to-face classes, transforming class time into an active space for the exchange of knowledge.

By accessing theoretical content outside the classroom, students can learn at their own pace, which favors autonomy and the construction of more significant learning. In addition, class time is better used for practical and collaborative activities, such as debates and problem-solving, which contributes to the development of important skills, such as critical thinking and the ability to work in a team (Miller & Lima, 2023, p. 35).

According to Silva (2022, p. 46): With the use of the Flipped Classroom methodology, we observed a significant increase in the level of interaction between students, the content, and their peers. The dynamics of the class are transformed, as face-to-face moments are now characterized by collaboration, the exchange of experiences and the development of practical skills, in line with the demands of an education more connected to the contemporary context.

On the other hand, the implementation of Flipped Classroom also presents challenges that

need to be addressed to ensure its effectiveness.

Teixeira and Guazzelli (2023, p. 19) highlight that one of the greatest difficulties encountered is the resistance of students and teachers to change educational paradigms. Many students, for example, may not be used to the learning approach outside the classroom, which can lead to difficulties in terms of adaptation and commitment to self-directed study. In addition, resistance from some teachers, who are accustomed to traditional teaching, can make it difficult to adopt new methodologies, especially without adequate pedagogical training and institutional support.

Another important challenge is the need for adequate technological infrastructure, since the effectiveness of the Flipped Classroom depends directly on the availability of digital tools and internet access, which can be an obstacle in some educational institutions (Alves & Gomes, 2021, p. 48).

Therefore, while the Flipped Classroom offers significant advantages, such as increased participation and the development of autonomous learning skills, it is necessary to overcome the challenges related to the adaptation of students and teachers, as well as to the technological infrastructure, to ensure the success of the methodology in higher education.

1.2.1.3. Design of collaborative activities

The flipped classroom is a system that allows teachers to personalize teaching for each student. To do this, it incorporates elements that promote a learning environment. In addition to a series of objectives that respect the student's pace, it is a system in which all students progress through the material. As they learn the content, they can progress quickly, depending on their learning pace.

Therefore, there is no single flipped classroom methodology. However, the search for

experiences in this area involves the fundamental characteristics of the approach.These are: access to content in advance, the teacher's ability to understand students, high-level learning during class time.

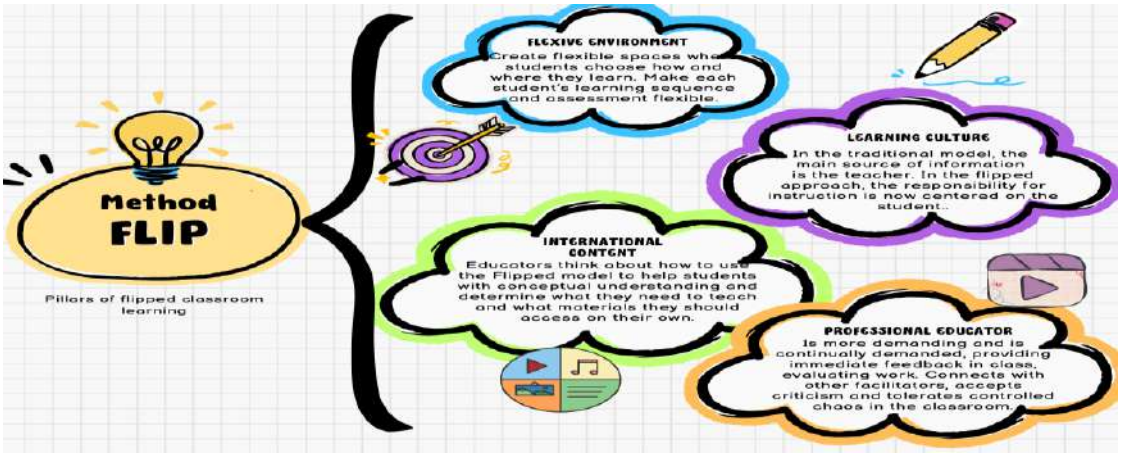
Therefore, adopting the flipped classroom takes both the student and the teacher out of their comfort zone. Thus, the activities of low cognitive level, which were previously provided by the teacher in the classroom, become the responsibility of the student, who must manage them at his own pace.

In addition, this methodology aims to promote more active learning by students, who begin to play a more active role in the construction of knowledge. Consequently, the goal of flipped classroom learning is to provide students with a more active and engaging experience, allowing them to explore the material on their own and work as a team to deepen their understanding.

It also allows teachers to focus more on guidance and problem-solving, rather than simply imparting information. Below are the four pillars of flipped learning, fundamental for the implementation of the methodology.

Figure 1

Flip method



Notes. Adapted from *Hanssen (2020)*. Prepared by: The Author

The flipped classroom offers a flexible and student-centered approach that allows for more meaningful learning. However, it is important to adapt this methodology to the specific needs of each class and subject. By effectively integrating technology and promoting active student participation, the flipped classroom can be a powerful tool to transform the educational process and prepare students for the challenges of the new century.

1.2.2. Pedagogical implementation

1.2.2.1. Frequency of application

Several case studies and practical experiences have been carried out to analyze the implementation of the Flipped Classroom model in language learning, highlighting the results and impacts of this methodology on the teaching-learning process.

Alves and Gomes (2021, p. 50) present a study carried out in an Educational Unit, where the model was applied in basic education courses. The results indicated a significant increase in student participation, who were more motivated to participate in practical activities in the classroom, after accessing theoretical content independently, through videos and digital materials. This experience reinforces the idea that Flipped Classroom can transform the learning environment, making it more dynamic and student-centered.

In addition, Fonseca and Pereira (2021, p. 53) report another implementation of the model in university courses, where the strategy was used in subjects in areas such as Administration and Engineering. The research showed that the use of Flipped Classroom allowed for greater collaboration among students, as the activities conducted in the classroom were interactive and focused on problem-solving. Analysis of the results also showed that students performed better on practical assessments, suggesting that the model favored the application of concepts more effectively.

Experience has shown, therefore, that Flipped Classroom can be an effective strategy for improving learning and understanding of complex content in various areas of knowledge.

According to Sousa (2020, p. 25): Studies show that the application of flipped learning changed the culture of student learning, from a teacher-centered class to a student-centered one; Students learned through hands-on activities using a variety of pedagogical strategies, e.g., project-based learning, problem-solving, peer learning, and/or group learning. [...] Classes using this teaching and learning model allowed students to practice the content with their peers and contributed to a better understanding of the use of technology in teaching and learning activities.

Additional studies on the effectiveness of Flipped Classroom indicate that this methodology contributes to the development of cognitive and social skills in students.

According to Teixeira and Guazzelli (2023, p. 22), a study conducted in a higher education institution revealed that students who participated in flipped classes reported a more enriching experience, as the model favored critical thinking and autonomy. Data analysis suggests that the methodology not only improves academic performance but also prepares students for the job market by developing skills such as the ability to make decisions and solve problems collaboratively.

These case studies demonstrate that the flipped classroom has been effective in promoting more active and participatory learning in higher education, although its implementation depends on several factors, such as institutional support and faculty adaptation. The analysis of the research results reinforces the idea that, when implemented correctly, the methodology can generate benefits for both students and teachers, promoting a richer and more meaningful educational experience.

1.2.2.2. Level of planning

Active teaching tools represent an innovative pedagogical approach that places the student at the center of the learning process, promoting their active participation, collaboration, and engagement. Unlike traditional teaching methods, which tend to be based on expository and passive classes, active tools encourage students to take a more active role in the construction of knowledge.

Jiménez (2022) suggests that active methodologies are therefore a crucial starting point for moving towards more complex reflection processes. Some elements are essential for successful learning: developing activities, challenges, and games that provide the skills needed for each phase that require relevant information, offer rewards, combining individual trajectories with enriching participation in groups, and using appropriate technologies.

About that Suntaxi (2024) they affirm that not only compliance with the guidelines of the National Curriculum Base, but also the social demands themselves have led to a change in the attitudes of both teachers and students. The latter, constantly surrounded by new information, has been driven to act more actively in learning situations, while the former has ceased to act solely as a transmitter of knowledge to become a facilitator of the process.

In addition, there has been a new configuration in the classroom, with more space for digital media as a form of literacy. The gradual loss of teacher visibility, according to Moral (2024) it does not imply the loss of its power. On the contrary, the further away the teacher is from the student's gaze, the greater his or her action on him or her and the more visible the learning objective will be, if there is preparation to occupy the spaces that are opened. To function properly in these spaces, it is important that the teacher invests in the planning, preparation and evaluation of the content to be worked on, moving away from the tendency to

offer all students the same product, as in an assembly line of processes.

A key feature of active tools is their ability to provide interactive and personalized learning experiences. These tools often incorporate multimedia elements, such as videos, audios, and images, which stimulate the different senses and make it easier to understand and retain content. In addition, active tools often provide immediate feedback, allowing students to monitor their own progress and identify areas for improvement. Another important aspect of active tools is their flexibility and adaptability to the different needs and learning styles of students.

By personalizing content and activities, these tools can meet individual student preferences, promoting more effective and meaningful learning. In the case of foreign language (FL) teaching, the main objective is communicative competence, as all language learning strategies focus on communication. The development of communicative competence requires real interaction between students, based on the use of contextual and meaningful language. In addition, learning strategies facilitate students' active participation in authentic communication (OXFORD, 1989).

In summary, active teaching tools represent a dynamic, student-centered pedagogical approach that seeks to enhance learning through active participation, personalization of content, and fostering collaboration.

On the other hand, studies on active methodologies include cognitive psychology, more specifically the concepts of metacognition and social constructivism, where metacognition reinforces "the importance of reflection and the autonomy of the student in the learning process" (Mota; Rosa, 2018), and social constructivism leads the student to be seen as "an active participant in the construction of knowledge" (Figueiredo, 2019, p. 61). Language practice is, above all, a social practice, and interactivity is a factor of great relevance for the learning of the

target language.

Vygotsky's (1998) studies present the individual as someone who learns from interaction with others. In a foreign language class, the individual not only learns from interacting with colleagues, speaking, narrating or asking questions, but also reflects on the processes acquired during language learning. In an online environment, during our research, we observed that this occurs in specific means of interaction, such as chat during synchronous classes in Google Meet, peer comments in forums in Google Classroom, sessions in pairs or groups to practice speaking with Google Meet, and video production by students, in which the identified errors were recorded and corrected before sending them to the teacher.

Therefore, it is stated that learning English is possible not only through interaction, but also through reflection that arises from natural interaction with other students and with the resources available in their language practice environments.

On the other hand, meaningful learning, which occurs during the so-called zone of proximal development, leads the individual to assimilate real and potential knowledge, the former being the one that the student can apply alone and the latter the one that he applies with the help of others. This help provided by a colleague can be stimulated by a teaching method known as the Flipped Classroom.

In this method, there is a change in the traditional way of teaching; That is, the content is studied at home, and the tasks are done during classes, which allows better use of the time in the classroom to clarify doubts and discuss the content to be learned. As Schneiders (2018, p. 1) explains:

The flipped classroom basically consists of doing at home what was done in class, for example, activities related to the transmission of knowledge, and, in class, the activities

designated to be carried out at home, responsible for the assimilation of knowledge, such as problem solving and group work.

When using the flipped classroom method, it is observed that greater emphasis is placed on the student, and his protagonism appears as a central element in this interval between what he can produce only after consuming the input offered by the teacher and what he can produce and use with other classmates. This construction of the knowledge acquired during classes can occur through video-classes, in which the student watches the material recorded by the teacher at his or her own pace, through synchronous meetings with the whole class through a videoconferencing platform or by commenting on the answers of his or her classmates in an online forum.

The Flipped Classroom (Bergmann; Sams, 2012) invites students and teachers to reverse not only the way they teach and learn, but also the way they act in the learning environment. With this method, teachers and students change their roles and responsibilities in the learning process, which now falls on the student himself.

Likewise, in the flipped classroom, it occurs when students are offered information related to vocabulary, grammatical structure, pronunciation and sociocultural aspects of the target language, associated with moments of practice to solve problems and opportunities to express themselves in another language. For this to happen, there must be a change in the student's posture (Schneiders, 2018), who ceases to be a secondary actor in his learning process to become the main author, being responsible for the consumption of the information offered and its use with the mediation of his teacher and classmates.

An important consideration is that, for the flipped classroom, preparation is necessary. Starting with the teacher, who must select the available materials or prepare authentic materials and make them available to their students before classes. An example of authentic materials is

video classes, in which the teacher records their classes and guides their students to look for external references that complement the content taught. The teacher is mainly responsible for the materials that are made available to students in class, the interaction will facilitate joint linguistic practice, favoring the use of linguistic strategies.

1.2.3. Student Participation

1.2.3.1. Level of interaction

The impact of the Flipped Classroom on student participation has been one of the main points of analysis in several studies. According to Alves & Gomes (2021, p. 47), the model has shown a positive influence on the level of student participation, promoting a more active and interactive learning environment. Unlike traditional teaching, where the student occupies a more passive position, in the Flipped Classroom students become the protagonists of the learning process. They can prepare in advance for classes, accessing content independently, allowing for a more productive use of class time, focused on hands-on, collaborative activities.

This format encourages students to participate more actively, debating and applying concepts, resulting in greater class participation. In addition, comparative studies that analyze student participation before and after the implementation of the model show significant results.

Fonseca and Pereira (2021, p. 56) report that, in a survey conducted in undergraduate courses, a substantial improvement in student participation could be observed after the introduction of the Flipped Classroom. The survey showed that students, by having access to content in advance and independently, felt more prepared to participate in class discussions, increasing their interaction and collaboration during activities. In addition, the comparison between quantitative and qualitative data showed that, while in the traditional model students tend to remain more distant, in the Flipped Classroom participation was significantly higher,

which is reflected in a greater exchange of ideas and an in-depth study of the content worked on (Miller & Lima, 2023, p. 40).

These data highlight the positive impact of the Flipped Classroom on student engagement, not only in terms of the quantity of participation, but also in the quality of classroom interaction. The model favors more dynamic and collaborative learning, in which students feel more involved and motivated, resulting in a more enriching and meaningful educational experience. The comparison between the data before and after the implementation of the model reinforces the idea that the Flipped Classroom is an effective approach to promote student participation in higher education.

1.2.3.2. Autonomy in learning

The flipped classroom promotes student autonomy. Students are responsible for their own learning and need to organize themselves to study the content before class. This autonomy develops important skills such as time management, discipline, and self-confidence.

The profile of the students who enter this learning methodology includes autonomy in one of the ten areas of competence that students must develop to achieve their goals. This area of competence, called Personal Development and Autonomy, is explained as "the processes by which students develop self-confidence, motivation to learn, self-regulation, a sense of initiative and informed decision-making, learning to integrate thought, emotion and behavior, to increase their autonomy"(Suntaxi, 2024, p. 4).

By studying at their own pace, they arrive at class better prepared and with a solid foundation to make the most of their time. They become the protagonists of their learning. This makes classes much more productive, focused on practical activities, debates and resolution of doubts. The role of the teacher then becomes a mediator and facilitator of learning, while

students collaborate with each other, actively participating and applying knowledge more effectively (González & Abad, 2020).

The flipped classroom recognizes that information is not limited to school. Therefore, teachers take advantage of it using technological resources that are part of the daily life of young people. Making content available online also offers advantages, such as making learning more engaging for younger generations and making them feel engaged and can develop their autonomy.

1.2.3.3. Perceived usefulness of the model.

The effectiveness of the Flipped Classroom model in learning in education has been debated in several studies, which point to the benefits of this methodology in relation to traditional teaching methods. Fonseca and Pereira (2021, p. 55) highlight that, by allowing students to access theoretical content independently before classes, the model provides more productive class time, focused on practical and collaborative activities.

These favors understanding and applying concepts more effectively, as students can discuss and solve problems together, promoting active learning. In addition, the results of several studies indicate that, by adopting the Flipped Classroom, students develop more advanced skills, such as critical thinking and autonomy, which are essential in higher education (Miller & Lima, 2023, p. 38).

Compared to traditional teaching methods, the Flipped Classroom has proven to be more effective in promoting student engagement and improving academic performance. According to Alves & Gomes (2021, p. 49), while the traditional model is based on the presentation of theoretical content during classes, the Flipped Classroom inverts this process, dedicating class time to the application of knowledge through debates, case analysis, and collaborative activities.

This change in pedagogical approach translates into greater participation of students, who become the protagonists of their learning, compared to the traditional model, where learning is more passive and teacher centered. The analysis of the studies reviewed reveals that, in the courses that adopted the Flipped Classroom, students not only had a deeper understanding of the content, but also improved their performance in practical assessments, compared to students who followed the traditional methodology (Teixeira & Guazzelli, 2023, p. 20).

Therefore, the implementation of the Flipped Classroom has proven to be an effective strategy to increase learning in higher education. Compared to traditional methods, this model provides a more interactive and student-centered approach, resulting in greater engagement, skill development and better use of time in the classroom. The empirical evidence from the studies analyzed suggests that the Flipped Classroom is a pedagogical alternative that contributes significantly to improving learning in the academic context.

1.3. Dependent variable: Learning styles

1.3.1. Learning preferences

1.3.1.1. Identification of the predominant style

Each person learns differently, that is, the way the mind receives, and processes information is inherent to each human being. Several scholars have researched this line and served as the basis for this study, such as: Stander et al., (2019) It points out that there is no right way to learn or the best way to learn. In fact, there are several styles that adapt to different situations.

Each person has their own learning style and knowing how a person learns is the first step to knowing who they are. According to Tugsuu et al., (2022) The way a teacher teaches their classes, their personality, the way they present information, the instructional methods, and the assessment methods used all affect how students learn in different ways, depending on each person's personality and learning characteristics. Therefore, it is necessary to know these variables that affect the teaching-learning process.

According to Hadoussa,(2019) A student's learning in the classroom is governed in part by his or her innate abilities and prior preparation, and in part by the compatibility between his or her learning style and the teacher's teaching style.

The model of learning styles developed by these authors is fundamental for teacher training, since it allows teachers to know the profile of their students and their different learning preferences, and thus plan instructional activities to motivate and involve them in learning tasks. Students who are motivated, interested, and valued will perform better, and consequently, dropout and failure rates will become negligible numbers.

Thus, the Learning Styles Index (ILS) includes four dimensions of learning:

Active/Reflective, Sensory/Intuitive, Visual/Verbal, and Sequential/Global. Based on the answers to the eleven questions that make up each dimension, it is possible to identify the learning preferences of the respondents and diagnose their learning styles. The respondent's preference for one of the categories, e.g., sensation or intuition, may be strong, moderate, or almost nonexistent; may change over time and vary by subject or learning environment (Costa et al., 2020).

According to Hanssen (2020) active students tend to better understand and retain information by actively working, acting on something, either by discussing and applying the information or by explaining it to others; They tend to enjoy teamwork more, while reflective students prefer to reflect on information first and tend to enjoy individual work more. People are sometimes active and sometimes reflective. Their preference for one or the other category may be strong, moderate, or weak. Balance is ideal.

As for sensory and intuitive learners, sensory learners like to learn facts and solve problems with well-established methods, without complications or surprises. They prefer practical information and are methodical, while intuitive prefer to discover possibilities and relationships, like new things, and get bored with repetition. They prefer more concepts and theories; sensory learners tend to be more detail-oriented and are good at memorizing facts and doing hands-on work; Intuitive learners perform best in mastering new concepts.

Sensory learners tend to be more hands-on and caring than intuitive learners; Intuitive learners are faster at work and more innovative than sensory learners.

In the Visual/Verbal dimension, visual learners more easily remember what they have seen: figures, flowcharts, movies, demonstrations. They prefer the information they receive through images, diagrams, graphs, diagrams, diagrams, diagrams, diagrams, diagrams, diagrams.

Verbal learners have an easier time with words, written or spoken explanations. They prefer the spoken, the written, the formulas.

And finally, in the Sequential/Global dimension, sequential learners tend to learn in a linear fashion, in sequenced stages. Global learners tend to learn in leaps and bounds, assimilating material almost randomly, not seeing the connections, and then understanding the whole.

According to Lopez (2023) Learning styles reflect the way in which students perceive and process information and motivational stimuli that manifest during the learning process. It is necessary to use this information to better understand people and their needs, and especially the teacher when preparing their class.

On the other hand, as learning styles participate directly in the teaching process, which is extremely complex and is not limited to the acquisition of answers or even knowledge, but involves numerous variables that are combined in different ways and are subject to the influence of external, internal, individual and social factors (López, 2023).

According to Nikolaeva,(2020) Learning styles are related to the particular way of acquiring knowledge, skills and attitudes through experience or years of study and would be a subset of cognitive styles. Theories of learning styles consider them as results of heredity (genetic code), education, personality and the adaptation of the individual to the demands of the environment.

In the same vein, Stander et al., (2019)Based on studies by Keefe (1991), learning styles are cognitive, affective, and physiological traits that serve as relatively stable indicators of how students perceive, interact, and respond to their learning environments. In the classroom, there are a variety of types of learning. This diversity encompasses the ways in which students prefer

to perceive, retain, process, and organize knowledge.

Much has been said about learning models, which are the practical construction of the theory that generates the learning style. From this, models have been created to measure the dimensions of learning styles, each of which often captures and analyzes sets of different dimensions, resulting in a diversity of possibilities and, consequently, different nomenclatures for similar dimensions (Hanssen, 2020).

Costa et al., (2020) He warns that learning styles can change over time, depending on the maturity of the individual. It is the intensity with which each person learns differently from others that makes certain methods effective for one audience, while not for another. And the stronger a preference is, the more important it is to satisfy it to obtain greater effectiveness in the teaching and learning process.

1.3.1.2. Variability in learning styles

Since the subject is not passive and therefore attributes meaning, it is necessary to imagine that preferences also consider subjective aspects, such as emotions, values, beliefs, etc. In both face-to-face and distance learning, it is important for the teacher to be aware of their own learning preferences, as they may well use them as a reference for classroom management and materials available to students (Nikolaeva, 2020).

Knowing one's own preferences will allow the teacher to diversify the classes in ways and materials to satisfy everyone's preferences and, in addition, help their students to know themselves, verifying how each one records and retrieves information, as well as articulates and creates knowledge. It is, therefore, a growing spiral of knowledge that begins with the teacher who begins by recognizing his or her own preferences in order to also help the students in this personal recognition (Loor & Alarcón, 2021).

1.3.1.3. Adaptability to different strategies

Adaptive learning is a teaching methodology that seeks to adapt the content and learning process to the individual needs of each student. In this sense, it is based on the premise that each person learns differently.

It exists because traditional, standardized instruction does not meet the needs of all students. In other words, adaptive learning is part of the education of the future.

1.3.1.3.1. Operation

Adaptive learning uses a variety of technologies to collect data about the student, such as their performance in activities, preferences, and learning style.

This data is used to tailor the content and learning process to the specific needs of the student. Thus, it is possible to identify someone with difficulties in mathematics and who can be assigned reinforcement activities or simpler exercises.

Similarly, a student who learns best by listening can receive videos of explainers or podcasts. And another who learns better by doing can receive practical activities or projects.

1.3.1.3.2. Characteristics of adaptive learning

The main characteristics of adaptive learning are:

Personalization: Adaptive learning seeks to tailor the content and learning process to the individual needs of each student. This means that students should learn what they need to learn, at the pace they need to learn, and in the way they learn best.

Technology: Educational technologies are a valuable tool for implementing adaptive learning. There are several adaptive learning platforms and solutions, which offer various resources to personalize teaching.

Feedback: Individualized feedback is essential for adaptive learning. It must be clear, specific and timely. In this way, the teacher must provide individualized feedback to students to help them understand what they are learning and improve their performance.

Each of these characteristics is detailed below:

1.3.1.3.3. Personalization of learning

It is based on the premise that each person learns differently. In other words, some students learn best by listening, others by observing, and some by doing.

Therefore, adaptive learning seeks to meet the individual needs of each student by offering personalized content and activities. This can be done in a variety of ways, such as:

Diagnostic evaluations: They are carried out at the beginning of the course to identify the students' previous knowledge. The results of the assessments are used to personalize the content and the learning process.

Personalized activities and exercises: They are developed according to the individual needs of the students. For example, a student struggling with math may be given reinforcement activities or simpler exercises.

1.3.1.3.4. Technologies in adaptive learning

Technologies can be a valuable tool for implementing adaptive learning. There are various adaptive learning platforms and solutions available on the market with various resources to personalize teaching. These platforms offer features such as:

Artificial intelligence: Artificial intelligence makes it possible to collect data about students and automatically adapt the content and learning process.

Data analysis: Data analysis allows you to identify patterns in student achievement and personalize teaching more effectively.

Automated feedback: Automated feedback can be provided to students on a regular and rapid basis.

1.3.2. Academic performance

1.3.2.1 Academic results

The flipped classroom is a blended learning approach that has positively transformed the traditional teaching and learning environment in various educational sectors, from secondary education to higher education.

The idea to reverse the order of classroom dynamics came from chemistry teachers Jonathan Bergman and Aron Sams in 2007, while teaching at Woodland Park High School in Woodland, Colorado. At that time, teachers identified the need to help students who were missing class. Faced with this problem, they decided to record their live classes with the help of software. Thus, the entire theoretical part of the class, taught using PowerPoint, including voice and notes, was converted into videos and made available online so that absent students could view and access the content (Carreño & Carreño, 2019).

The next step was to record all the classes and make them available online in advance, thus taking advantage of the class time to help students with their doubts. In 2012, to help professionals involved and interested in better understanding the dynamics of the flipped classroom (CA) and flipped learning (AAI), Sams and Bergmann, along with other authors, created the virtual environment Flipped Learning Network (FLN). In 2016, this virtual community changed its mission and became a hub for sharing ideas, tools, and work among educators around the world (Larreategui et al., 2021).

The inverted methodology has transformed some previously unmet needs. Research such as the one carried out by Mandasari & Wahyudin,(2021) with high school students in the state of Michigan (USA) highlight that the failure rate in English decreased from more than 50% to 19%. In mathematics, which had a failure rate of 44%, it dropped to 13%. Research also indicates a decrease in the number of disciplinary problems.

Along the same lines, a study carried out in Dominguez et al., (2020), in Argentina from the Universidad Nacional San Luis. The researchers evaluated the methodology invested in the Faculty of Agricultural Engineering, with 210 students, one science teacher and two history professors. Three engineering classes were selected. In one of them, the flipped classroom methodology was used, while in the other two, the traditional method was maintained. The resources used ranged from videos to other multimedia content and were available on the Educational Portal. The results do not indicate a direct impact on the evaluations carried out on the content taught, but they were positively received by both students and teachers.

Along the same lines, when presenting her experience with the flipped classroom model, Iriarte evaluated the experience as positive of using Flipper Classroom, highlighting the receptivity of students to novelty, their active participation and their motivation to learn online (Iriarte, 2021). According to the author, it is stated that, according to some students, "it is a different method and has very interesting multimedia content, easier to understand", and that "the content presented is excellent and well explained, quickly and clearly".

The flipped classroom provides interactivity, flexibility and a reformulation of pedagogical practices. This model transforms not only the way we teach, but also the way we learn, now offering students the opportunity to develop their knowledge while respecting their needs, pace and time.

1.3.2.2. Progress in linguistics competencies

In the Flipped Classroom, the language teacher can focus on developing more communicative activities that allow students to develop the four language skills: oral and written expression, listening comprehension, and reading comprehension. Finally, we highlight that, in the Ecuadorian context, the National Curriculum Base (*Early Childhood Education Curriculum – Ministry of Education*, 2022) understands that teaching must understand languages as a (geo)political, historical, cultural and social phenomenon, variable, heterogeneous and sensitive to the contexts of use.

In this sense, the teaching and learning process must be connected to the student's life so that school practices make sense both inside and outside the school. We also highlight that this document proposes the mobilization of linguistic practices in the digital universe, considering the technical, critical, creative, ethical and aesthetic dimensions, to expand the forms of meaning production. Therefore, it requires that language teachers be able to use technologies and methodologies compatible with these practices, so that students can develop the competencies and skills necessary for their education and effective participation in society through the use of the language (Morales, 2024).

Therefore, the Flipped Classroom is presented as a methodological possibility to develop, in the teaching and learning process, the linguistic, technical and creative competences, as well as the autonomy and motivation that are expected skills in the training of today's students.

1.3.2.3. Retention level of knowledge

The study carried out by xxx in this regard shows with numerical data how the absorption of knowledge by students is when they experience the flipped classroom method, for example when talking about the improvements in communication skills, in terms of the oral

communication variable, an evident change was observed in the pronunciation and fluency of students when speaking English, In initial evaluation, students had an average of 0.31, however, after a significant time learning with the flipped classroom method, students achieved an advance, the average reflects an increase to 2.74, which proves the impact that this methodology has on learning and knowledge retention.

Another important part of this study highlights the average reading skills obtained, which increased by 35% in vocabulary retention and 45% in the improvement of English grammar. In addition to this, the appreciation that students have about the English language was also valued, for those, Wilcoxon's statistics were carried out where a p test of less than 0.001 was obtained, which demonstrates a significant impact on learning and on an attitude of students towards the language.

Considering this data, it can be verified that the application of the flipped classroom methodology has a significant improvement and retention of foreign language knowledge in students in general.

1.3.3. Methodological adaptability

1.3.3.1. Student adjustment to the flipped classroom

The flipped classroom methodology has gained relevance as an innovative approach that redefines traditional teaching roles. In this model, according to Cam et al., (2022), "the teacher ceases to assume full responsibility for the teaching-learning process and becomes a mediator". This change allows him to guide students, promoting autonomy and participation in learning. Instead of being a transmitter of knowledge, the teacher becomes a facilitator, creating the conditions for students to actively appropriate the content.

Active methodologies, such as the flipped classroom, stand out as strategies aligned with

the demands of contemporary students, immersed in a digital environment and with diverse learning needs. Araya et al., (2021) They emphasize that this audience requires approaches that incorporate technological tools into the educational process, promoting interactivity and participation. In this context, Telegram emerges as a versatile and effective pedagogical platform to implement the flipped classroom.

According to Loor and Alarcón (2021) "the use of Telegram as a pedagogical tool has proven to be effective for interaction with students". This effectiveness is related to the possibility of using the application for various activities that complement the flipped classroom model. For example, teachers can share videos, readings, and other materials related to the content to be covered in class in advance, allowing students to prepare independently. In this way, face-to-face time can be used for more in-depth discussions, problem-solving, and collaborative activities. In addition, Telegram facilitates direct communication between teachers and students, which allows for the clarification of doubts and continuous feedback. The platform's groups and channels can be used to promote discussions on the topics studied, encourage the exchange of ideas and increase interaction among participants. Additional tools, such as surveys and quizzes, can also be integrated to assess content comprehension and encourage active student participation (Loor & Alarcón, 2021).

The flexibility of the platform allows learners to interact at their own pace, contributing to personalized learning. This is especially relevant in the flipped classroom, where the success of the methodology depends on the involvement and autonomy of the students. Therefore, by integrating Telegram into the flipped classroom model, it is possible to create a dynamic and interactive learning environment that meets the demands of the 21st century and promotes more meaningful learning (Loor & Alarcón, 2021).

In addition, flipped classroom flexibility allows students to learn at their own pace, as they point out Suntaxi (2024) This feature is especially relevant in various educational contexts, where the individual needs of each student can vary considerably. The possibility of reviewing materials and delving into concepts outside the classroom promotes more personalized and student-centered learning, strengthening their autonomy and responsibility.

Oliveira, Carreño & Carreño (2019) corroborate this perspective, arguing that the flipped classroom can contribute to the development of study habits and skills related to collaborative work. These skills are essential not only in the academic context, but also to prepare students for the professional and social challenges of the 21st century. Therefore, by combining face-to-face teaching with digital resources such as Telegram, it is possible to encourage more meaningful and active interaction between students and the content.

However, the effectiveness of the flipped classroom depends on careful and contextualized implementation. Mendoza et al., (2022) They emphasize that, in this sense, the adoption of active methodologies must be accompanied by teacher training and strategic planning, ensuring that digital tools are used intentionally and are aligned with pedagogical objectives.

At last Loor & Alarcón (2021) they highlight that the project using Telegram resulted in higher student participation and better performance in essays. This example illustrates how the integration of technologies can improve educational outcomes, promote active student participation and encourage the development of essential skills.

Therefore, the flipped classroom, mediated by digital tools, represents a significant opportunity to transform education, if it is applied rigorously and sensitively to the needs of the contemporary context.

1.3.3.2. Perception of effectiveness

The studies reviewed in this chapter allowed us to identify key conclusions about the effectiveness and challenges of implementing the flipped classroom methodology in the contemporary educational context. First, it was concluded that this methodology promotes a significant transformation in the teaching dynamics, shifting the focus from the teacher to the student, who becomes the main agent of the learning process. This approach encourages the development of crucial skills such as autonomy, collaboration, and accountability, as well as improving engagement and content retention, especially when combined with the right technology tools. The relevance of these findings is particularly relevant in the current scenario, where education faces the challenge of meeting the demands of a connected and constantly changing society.

The flipped classroom arises as a response to the limitations of the traditional model, allowing greater interaction between students and greater depth of learning. In addition, by creating spaces for personalization and inclusion, this methodology has the potential to reduce educational disparities and offer equitable opportunities for students with diverse profiles and needs.

These findings coincide directly with the contributions of other authors in the literature, such as Moral(2024) which highlighted the effectiveness of the flipped classroom to promote collaborative and interactive practices, while Casamen & Fontaines (2023) They emphasized the potential of digital platforms to create inclusive environments for students with specific needs, such as those with autism.

The study also corroborated the analysis of Iriarte (2021) on the challenges posed by inequalities in access to technology, showing that these barriers still represent a significant

obstacle to the effective implementation of the methodology. However, some limitations of the findings should be acknowledged. One is the reliance on technological infrastructure, which is not uniformly available in all educational contexts.

In rural areas or in schools with limited resources, access to digital devices and the internet is limited, making it difficult to implement the flipped classroom. In addition, the resistance of some teachers to adopt this methodology, as they point out Casamen & Fontaines (2023) can limit its impact. Many educators still lack adequate training to plan and implement activities that effectively integrate virtual and in-person components.

1.3.3.3. Satisfaction level with the methodology.

Regarding the variable of the level of satisfaction on the part of students and teachers when using the flipped Classroom methodology, the following data have been evidenced:

The study conducted by Iriarte (2021) showed that today students reported greater satisfaction with the method because they were able to learn at their own pace and take advantage of or improve face-to-face and virtual lessons. However, it was also reported that some students were unable to access different parts of the course, so more technological infrastructure is needed to avoid these problems.

On the other hand, the study carried out at the University of Engineering Studies(Fornons et al., 2021) showed that more than 90% of the students rated the flipped classroom methodology as effective in improving their vocabulary, grammar and vocalization, therefore the level of satisfaction in this work was quite high.

In the same vein, the study carried out by Domínguez et al., (2020) showed that students had more fun in the flipped classroom, when questioning students about their level of satisfaction, 87% of students mentioned that they feel satisfied with the methodology taught by

the teacher during classes, 92% indicated that the work material was excellent for promoting vocabulary memorization and practicing listening at different levels, and a percentage of 98% that they would continue Flipped classroom classes as the main methodology for learning another language.

Therefore, it can be seen that although 100% of the students do not feel totally satisfied with the methodology, a large percentage of them are, therefore it is suggested to combine traditional methods with the current one in order to have a greater impact on learning and the capture of another language, implementing different materials, resources and teacher support throughout the learning process.

CHAPTER 2:

Methodology for investigation and diagnosis

The steps of the investigation process are described in this chapter, along with its goal. The appendices that connect with the research complement it. Additionally, it has described the methodological description needs to address the goals of the research. Equally, the major categories' conceptualization and operationalization are independent and dependent variables. There is also include an explanation and defense of the research strategy as is in the framework of the proposal, it also includes a description of the research methodologies and their objectives. Finally, there is an explanation of the instruments according to the chosen research methodology; an explanation of the participants' features, and an explanation of the participants' needs describing the advantages and disadvantages.

Two kinds of research are employed to conduct the data collection. Quantitative research offers data that can be quantified into figures. In contrast, qualitative research is used to obtain other data which is non-numeric in a bid to explain certain notions, practices, or feelings. Therefore, the researcher administrates pre and post-test to the students. On the other hand, questionnaires, and field notes are deemed to acquire qualitative data.

2.1.Research approach

2.1.2. Quantitative Approach

From a quantitative perspective (Álvarez, 2011) mentions that scientific research is an organized, methodical activity that is conducted by specific procedures. Organizing a research project entail organizing the work under a rational decision-making framework and a plan that directs the pursuit of sufficient solutions to the stated research issues.

This study has a quantitative approach because it involves the collection and analysis of

numerical data using statistical methods through pre and post-tests. This approach is relevant because it allows us to quantify the level of application of the Flipped Classroom for the development of Learning Styles in eighth-grade students.

2.1.3. Qualitative Approach

According to Creswell (2014), qualitative research prioritizes understanding phenomena through detailed, context-rich exploration of participants lived experiences. By employing tools like surveys and questionnaires, the study integrates structured data collection with the flexibility to probe deeper into participants' responses. These instruments are particularly effective in qualitative research as they balance standardization with the ability to explore nuanced and subjective perspectives. The use of such tools aligns with the overarching goal of qualitative research to interpret the meaning and significance of participants' viewpoints in relation to the study's objectives.

2.1.4. Mixed Approach

The selection of a research method is essential for each kind of study. (Álvarez, 2011; Khotari & Verma, 2004; Sampieri et al., 2004) argue that a researcher has a variety of methodological options at their disposal. Sometimes a researcher will employ just one approach, which may be sufficient for their needs, out of convenience. The term for this is mono method. However, a researcher can feel that utilizing just one approach won't be adequate for their work. Here, researchers employ distinct methodologies. Stated differently, a researcher could integrate both qualitative and quantitative methodologies.

Thus, to make the research robust, scientific, objective, and reliable, triangulation is an application and combination that is developed in this study the collection of data on the same topic of research and validate the research through pre- test, posttest and survey

INDEPENDENT VARIABLE: THE FLIPPED CLASSROOM

Table 1

Operationalization of the variables

DEPENDENT VARIABLES	CONCEPTUAL DEFINITION	DIMENSIONS	INDICATORS	SCALES
The Flipped Classroom	The flipped classroom is a pedagogical model in which the typical lecture and homework elements of a course are reversed. Short video lectures are viewed by students at home before the class session, while in-class time is devoted to exercises, projects, or discussions (Bishop, J. L., & Verleger, M. A., 2013).	Didactic Strategies	Use of digital materials Interaction on virtual platforms Design of collaborative activities.	Always Often Sometimes Never
		Pedagogical Implementation	Frequency of application Level of planning	
		Student Participation	Level of interaction Autonomy in learning Perceived usefulness of the model.	

DEPENDENT VARIABLE: LEARNING STYLES

DEPENDENT VARIABLES	CONCEPTUAL DEFINITION	DIMENSIONS	INDICATORS	SCALES
Learning Styles	Learning styles are the characteristic cognitive, effective, and psychological behaviors that serve as relatively stable indicators of how learners perceive, interact with, and respond to the learning environment. (Keefe, J. W., 1979, Learning Style: An Overview).	Learning Preferences	Identification of predominant style Variability in styles Adaptability to different strategies.	Always Often Sometimes Never
		Academic Performance	Academic results Progress in linguistic competencies Retention level of knowledge.	
		Methodological Adaptability	Student adjustment to the Flipped Classroom Perception of effectiveness Satisfaction level with the methodology.	

Note. Elaborated by Estefanía Pérez / Kristy Quintero

2.2. Definition of the Variables

2.2.1. Flipped Classroom

It is an instructional strategy that reverses the traditional learning environment by delivering instructional content outside of class—often through videos or online materials—while classroom time is used for interactive, student-centered activities. According to Bergmann and Sams (2012), "The Flipped Classroom is a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter."

2.2.2. Learning Styles

Learning styles refer to the different ways individuals prefer to acquire, process, and retain information. According to Kolb (1984), "Learning styles are the unique ways in which individuals perceive, interact with, and respond to the learning environment, based on their cognitive, affective, and physiological characteristics."

2.3. Research Question

How does the application of the Flipped Classroom model affect the development of different learning styles in the English area for eighth-grade students of upper basic general education at the Unidad Educativa Municipal Sebastián de Benalcázar, during the 2024-2025 academic year?"

2.4. Population, sample and sampling selected

To calculate the sample size for the population of 143 A2-level eighth-grade students and 4 teachers, we can use the sample size formula for finite populations. The formula is:

Figure 2

Sample Formula

$$n = \frac{N \cdot Z^2 \cdot p \cdot (1-p)}{e^2 \cdot (N-1) + Z^2 \cdot p \cdot (1-p)}$$

Note. This formula calculates the sample size (n) needed for a population size (N) with a specified margin of error (e).

Where: no = required sample size

NN = population size (143 students + 4 teachers = 147)

ZZ = Z-score for the confidence level (1.96 for 95% confidence)

pp = estimated proportion of the population (0.5 is used for maximum variability, ensuring a conservative estimate)

ee = margin of error (0.05 for 5%)

Step-by-Step Calculation:

Population size **(**NN**)**: 147

Z-score **(**ZZ**)**: 1.96 (for 95% confidence level)

Proportion **(**pp**)**: 0.5 (default for maximum variability)

Margin of error **(**ee**)**: 0.05

Since the sample size must be a whole number, round up to 107.

For this study, the chosen sample size of 107 participants is calculated from a population of 143 A2-level eighth-grade students and 4 teachers, ensuring a high degree of precision. The sample size is determined using a 95% confidence level and a 5% margin of error. This calculation provides a balance between statistical rigor and practical feasibility, ensuring that the data collected is both reliable and representative of the broader population. The sample is large enough to allow for meaningful analysis and to detect significant trends or differences relevant to the research objectives.

The sampling method used in this study is simple stratified sampling, which ensures that the population is divided into distinct subgroups (strata) based on key characteristics, such as learning styles, academical level, and age. This approach guarantees that each subgroup is proportionally represented in the sample, minimizing selection bias and ensuring that the sample accurately reflects the diversity within the population. By using stratified sampling, the study maintains its alignment with the objective of analyzing the relationship between the application of the Flipped Classroom model and the development of learning styles in eighth-grade students.

The chosen sample size and sampling method align closely with the study's objectives, ensuring a comprehensive evaluation of the flipped classroom's application in developing learning styles among eighth-grade students. The large and representative sample enables an in-depth analysis of how the flipped classroom is applied within the English area and its effectiveness in fostering learning styles. Specifically, the study aims to contrast current teaching practices with innovative methodologies, providing insights into how teachers use the flipped classroom to enhance pedagogical processes. Additionally, the sample allows for a detailed examination of various learning styles, such as auditory, visual, and kinesthetic, and their

interaction with flipped classroom strategies.

Furthermore, the findings will guide the development of alternative solutions to address the limited application of the flipped classroom, offering targeted interventions and recommendations to foster learning styles and improve English language teaching.

Table 2

Sample Population

Participants	Sample Population	Percentage
Women	88	60 %
Men	59	42 %
Total	147	100%

Note.Elaborated by Estefanía Pérez / Kristy Quintero

2.5. Research Context

This study will be conducted at Unidad Educativa Municipal Sebastián de Benalcázar," situated in Quito, Ecuador. This educational institution is part of District 05, catering to approximately eighty-seven teachers and 1,619 students. Instructional activities are scheduled for the morning and the afternoon, with English language instruction comprising three pedagogical periods per week, each lasting 45 minutes. According to the Common European Framework of Reference for Languages (CEFR), the student body is classified at the A1 level, indicative of beginner proficiency in English.

The research encompasses a sample of 107 participants, aged between 11 to 13 years, with a gender distribution of sixty-one boys and eighty-eight girls. The pedagogical resources currently employed include English modules, which are digital textbooks accessible through the Ministry of Education's website, and supplementary homework sheets provided by the English

teacher. While the school lacks a dedicated English laboratory, a range of technological resources are utilized for English language activities, supported by consistent internet access available to both teachers and students in their classes.

2.6. Research Stage

The investigation was divided into six periods: delimitation of the problem, theoretical revision, elaboration of the instruments, application of the instruments, data analysis, and redaction of the conclusions and recommendations. In the initial phase, a careful pre-test was used, which served as a basic tool for diagnosing institutional problems. This crucial step was not just a data collection exercise, but a complicated process of defining the focus of the study and selecting the most appropriate methodological approach.

Moving to the second phase, the researcher began a comprehensive review of previous scientific work, reviewing extensive literature, questioning theoretical frameworks, and analyzing previous projects that had explored similar areas. This intellectual excavation was essential in shaping an informed course of the study. The third phase involved the careful design of the research instruments, each precisely produced to ensure comprehensive data collection. These instruments – a pre-test, a post-test, and a survey underwent rigorous testing and refinement and ultimately received validation from two subject matter experts.

The fourth phase then involved the strategic use of pretest, posttest, and survey among the selected student participants. This crucial step aimed at uncovering raw and unfiltered information, essential for the upcoming analytical insight. In the fifth phase, a sophisticated analysis process decoded the collected data and distilled significant patterns and trends. This study clarified the extent of student progress and provided an empirical basis for evaluating

educational progress. Finally, in the sixth and culminating phase, the findings were summarized in a comprehensive report. Here, conclusions emerged, recommendations took shape, and the totality of the research efforts were synthesized into a coherent and usable body of knowledge: an intellectual roadmap for future institutional inquiry and refinement.

Table 3

Stages of the research project

Stage	Description	Activities	Performers
Problem delimitation	Clearly define the study's goal and methods.	Review of previous information and research.	ResearcherTutor
Theoretical revision	Explain the theoretical structure.	Explore bibliographic information.	Researcher
Instrument elaboration	Define the conditions that must be met to collect study data.	Elaboration of a pretest, a posttest and survey.	Research Experts to validate the instruments.
Instrument application	Utilize the tools to collect data.	Apply for the pretest, posttest and survey	Researcher
Data analysis	Create a detailed report based on the findings to understand the students' positions.	using statistical analysis on the collected data to draw conclusions.	Researcher
Redaction of recommendations and conclusions	Compile the findings from the study.	Use the data to create a final report that includes conclusions and suggestions	Researcher

Note. Elaborated by Estefanía Pérez / Kristy Quintero

2.7. Justification of data collection

The chosen sample size and sampling method align closely with the study's objectives, ensuring a comprehensive evaluation of the flipped classroom's application in developing learning styles among eighth-grade students. The large and representative sample enables an in-depth analysis of how the flipped classroom is implemented within the English area and its effectiveness in fostering learning styles. Specifically, the study aims to contrast current teaching practices with innovative methodologies, providing insights into how teachers use the flipped classroom to enhance pedagogical processes. Additionally, the sample allows for a detailed examination of various learning styles, such as auditory, visual, and kinesthetic, and their interaction with flipped classroom strategies. Furthermore, the findings will guide the development of alternative solutions to address the limited application of the flipped classroom, offering targeted interventions and recommendations to foster learning styles and improve English language teaching.

2.8. Scope of the research

The scope of this research is defined by its use of explanatory research to address the research problem, including details about the sample size, duration, selection criteria, methodology, and geographical context. The study employs a cross-sectional, non-experimental design, which is probabilistic in nature. This design allows for the collection of data at a single point in time, providing a snapshot of the relationship between the Flipped Classroom model and learning styles. The application of this study is focused on understanding how task-based instruction within the Flipped Classroom framework influences the development of diverse learning styles among eighth-grade students, ensuring that the findings are both representative and generalizable to the target population.

2.9. Research purpose

The implementation of task-based learning activities with eight-grader students seeks to improve their English skills. The aim of this project is to achieve better results in the acquisition of the target language. The main problem that Unidad Educativa Municipal Sebastián de Benalcázar is that teachers, as a fundamental part of the teaching-learning process, are not sufficiently trained, updated, or engaged in continuous professional development that would enable the implementation of innovative methodologies in the classroom to support the development of learning styles that enhance English language acquisition. This undoubtedly hinders the development of the macro skills necessary for mastering a foreign language. Thus, the general objective of this project is to analyze the relationship between the application of the Flipped Classroom model and the development of learning styles in eighth-grade students for improving English language learning.

2.10. Research proposal justification

During the initial diagnostic period, with the application of the pretest became evident that students showed diverse learning styles that significantly influenced their English language acquisition process. Traditional instructional methods often failed to cater to these varied styles, resulting in limited engagement and retention. To address this issue, the implementation of the Flipped Classroom methodology was explored to enhance language learning by adapting to students' predominant learning preferences.

This period lasted two weeks from January 6th to 17th divided into two periods of two-hour classes each week. The results obtained in this stage provided the required information to decide that students needed to improve their english skills by incorporating dynamic strategies

that blended asynchronous and synchronous learning. Students engaged with digital resources, including pre-recorded instructional videos, interactive quizzes, and guided exercises, before attending in-person sessions designed for active participation. These face-to-face interactions focused on collaborative activities, problem-solving tasks, and peer discussions, fostering a more immersive learning environment.

The study aimed to analyze the relationship between the Flipped Classroom methodology and the development of students' learning styles, particularly in the context of English language acquisition. Throughout the intervention, students' engagement levels, comprehension progress, and adaptability to self-directed learning were closely monitored. Data was gathered through observational records, pre- and post-intervention assessments, and student feedback forms, ensuring a comprehensive evaluation of the effectiveness of this approach.

To enhance the methodological foundation of the project, a tailored instructional framework was developed, integrating elements of differentiated instruction with the Flipped Classroom methodology. This proposal emphasized the use of adaptive technologies, gamified learning experiences, and scaffolded content delivery to align with students' diverse learning needs.

The study began on January 6th up to March 14th, 2025, revealing that the strategic application of the Flipped Classroom model not only strengthened students' learning styles but also led to a measurable improvement in their English language proficiency. By fostering autonomy, engagement, and interactive learning, this approach proved to be an effective pedagogical tool for optimizing language acquisition among eighth-grade students.

2.11. Instruments derived from the selected methodology

The instruments selected to be applied according to the methodology were a pretest and a posttest. The pretest was applied during the first week of January and the posttest was applied during the first week of march. Both tests were taken in a two-hour class which meant 90 pedagogical minutes. The survey was conducted during the second week of February. The survey was completed to achieve wider information about the study. The instrument was focused on the independent and dependent variable.

2.11.1. Application of the pretest-post test

The pretest questionnaire was performed on January 6th, and it was an individual exam. It was formed based on assessing the 4 skills in 5 dimensions, each one containing 3 to 4 questions. Thus, the questionnaire had 21 items to be evaluated. Each question was revised and analyzed to obtain a grade and to identify the weaknesses of the students. The questionnaire was qualified under 10 points. The four dimensions that were evaluated were listening, reading, writing and speaking. Every dimension was graded over 2 points. Students were given 45 minutes to complete the test.

The post-test was performed on March 14. The exam contained four dimensions: use of language, accuracy, vocabulary, and spelling. Each dimension had four items which were conveyed in a 20-item test. The test was quantified over 10 points which means that each dimension was graded over 2.5 points to obtain the desired progress from the students. Learners had 120 minutes to complete the test.

Students worked on a survey consisting of ten questions and teachers worked on a survey consisting of twelve questions on February 18th, to assess the independent and dependent variables. The survey was designed to determine how the students and teachers felt about the

research methods and activities that they had worked on.

Over the course of three months, two pedagogical classes were held as part of this project. There were twenty classes in all. Students' English proficiency was assessed via a pretest during the first week of January. They go through another evaluation in the final week of March using a posttest to compare their progress and determine how much their englsih skills had improved. With a lesson plan centered on their learning styles and Flipped classroom model, they worked twice a week for a total of 45 minutes per period. Ultimately, during the final week of March.

2.11.2. Rubric for research

The rubric was elaborated after the diagnosis stage which proved that ‘there is not the implementation of innovative methodologies in the classroom to support the development of learning styles’ was the main problem that students and teachers presented. Stiggins (2001) stated that rubrics make the learning target clearer and that students’ performance will be better. Arter and McTigue (2001) claimed that rubrics guide instructional design and provide achievable outcomes. Andrade & Ying (2005) declared that rubrics make the assessment process more accurate and reasonable since they provide students with tools for self-assessment and peer feedback. This instrument was formulated for the four dimensions that had to be evaluated. The sum of these concepts was 10 points as the highest grade. The interpretation of these scores was formulated according to the Ministry of Education Guide for educators and students. The criteria are the following dominates learning (9-10); reaches learning (7 – 8.99); needs improvement (5 – 6.99); and unsatisfactory (4.99 – 01).

2.11. Ethical considerations and Data analysis

In this research, participants are asked to give their written or verbal consent before the research begins. Their responses are treated confidentially, and identities (their names and the name of the organization) are anonymous. Individual privacy is maintained in all published and written data resulting from the study. The research participants are not advantaged or disadvantaged in any way. They are reassured that they can withdraw their permission at any time during this project without any penalty. There are no foreseeable risks in participating in this study.

2.11.1. Findings: Initial Diagnose

The pre-test was taken to the three eight Grade sections (A, B, C and D) at different times. Students were provided with the objectives of the research as well as the assignment to be done: answer the test questions based on the knowledge they have. Students were provided with 40 minutes to answer the 20 questions proposed, each of which was worth 0,5 points. The results of the placement pre-test, administered at the outset of the study to establish baseline proficiency levels, are presented below and VARK questionnaire was taken in order to identify students' preferred learning styles (Visual, Auditory, Reading/Writing, or Kinesthetic) based on their responses.

The analysis encompasses performance data from both the experimental group, which subsequently engaged with the flipped classroom and the learning styles. These initial measurements served as a reference point for evaluating the impact of incorporating the digital resource on students' skills development.

2.11.2. Pretest results.

Table 4

VARK Pre-Test Results

COURSE / STYLE	8 "A"	8 "B"	8 "C"	8 "D"	TOTAL
AUDITIVE	24 %	20 %	18 %	17 %	20 %
KINESTHETIC	31 %	34 %	33 %	33 %	33 %
VISUAL	45 %	46 %	49 %	50 %	47 %
					100 %

Note. Elaborated by Estefania Perez and Krsity Quintero (2025).

The VARK assessment applied to 143 eighth-grade students revealed a predominant preference for the visual learning style (47%), followed by the kinesthetic style (33%), and lastly the auditory style (20%). When analyzing the distribution across the four classes (8th "A," "B," "C," and "D"), the results show a consistent trend: visual learning remains the strongest preference in all groups (ranging from 45% to 50%), while auditory learning consistently registers the lowest percentages (between 17% and 24%).

This clustering indicates that most students process and retain information more effectively through visual stimuli such as diagrams, images, and written text, whereas kinesthetic learning strategies also play an important role for a third of the cohort. The relatively lower

percentage of auditory learners suggests that strategies relying exclusively on oral explanations may be less effective for the majority.

Table 5

Placement Results

COURSE / SKILL	EIGHT				
	A	B	C	D	TOTAL
Listening	32 %	26 %	43 %	38 %	35 %
Reading	45 %	52 %	35 %	48 %	45 %
Writing	53 %	45 %	28 %	30 %	39 %
Speakikng	22 %	25 %	32 %	20 %	25 %

Note. Elaborated by Estefanía Pérez and Krsity Quintero (2025).

The pre-test assessment offered a general overview of eighth graders' English proficiency across the four main language skills. The findings showed that 45% of the students demonstrated satisfactory performance in reading, making it the strongest skill among the group. Listening was achieved by 35% of learners, while 39% showed competence in writing. In contrast, speaking emerged as the most challenging area, with only 22% of students attaining an acceptable level of performance. These results suggest an imbalance in the development of the four skills, with receptive skills (reading and listening) being stronger than productive ones (writing and especially speaking).

2.11.2. Pre survey results.

The pre-survey was administered in Spanish during English class to both the control and

intervention groups, as it was essential to gather all participants' perspectives on the use of flipped classrroom and learning styles. A total of 143 eight-level students and 4 teachers completed the questionnaire, which employed a four-point Likert scale ranging from Always to Never. The survey explored students' perceptions, and their preferences for traditional or digital english acquisitions. It also assessed the frequency of the flipped classroom use by teachers and its perceived effectiveness in their learning skills.

Table 6

Teachers Pre-Survey Results

N.	QUESTIONS	1. Always	2. Often	3. Sometimes	4. Never
1	Do you consider that, as a teacher, you should be the unique transmitter of knowledge in the classroom process?	0	0	0	4
2	Do you think the Flipped Classroom is a different and interactive way to teach English content?	0	1	1	2
3	Do you believe that by reversing roles in the classroom, students learn English more meaningfully?	0	1	1	2
4	Does your institution have laboratories or technological equipment that allow you to implement the Flipped Classroom approach?	4	0	0	0
5	Do you use the Flipped Classroom to enhance English language learning within the teaching-learning process?	0	0	2	2
6	Do you believe that implementing the Flipped Classroom in the classroom increases students' motivation to learn English?	0	1	2	1
7	Do you think that using technological tools in the learning process enhances students' attention and perception?	3	1	0	0
8	Do you consider that identifying students' individual traits would improve their meaningful acquisition of English knowledge?	2	1	1	0
9	Do you believe that students' specific traits positively impact their English learning process?	2	1	1	0
10	Do you take cognitive, affective, and physiological aspects into account when teaching an English class?	0	0	2	2
11	Do you think that enhancing learning styles and adapting lessons to each style with differentiated resources would help students learn English more effectively?	2	1	1	0

12	Do you believe it is important to develop a solution to the limited application of the Flipped Classroom as an innovative methodology to support Learning Styles in eighth-grade students of General Basic Education at Unidad Educativa Municipal Sebastián de Benalcázar?	3	1	0	0

Note. Elaborated by Estefanía Pérez and Krsity Quintero (2025).

The data show that the educators saw the value of moving beyond a traditional teacher-centred approach as no one saw themselves as the "only transmitter" of knowledge. Nevertheless, the educators had a limited understanding and application of the Flipped Classroom approach. A small number expressed it as an interactive methodology or connected the idea of meaningful learning; rather the majority had doubts that its potential would come to fruition. Regardless, the educators agreed that their schools had adequate technological capacity, which means they are not limited in access to resources.

In terms of using the Flipped Classroom approach, only half of the teachers indicated they engage with it "sometimes" in their English classes and their beliefs related to Flipped Classroom impacting motivation, were divided. The educators appreciated that all tools are digital and are advantageous to attention and engagement, some teachers noted the importance of understanding personal characteristics of students to aid learning. The teachers agreed that differentiated instruction is important because they regularly modify resources to suit learners' needs; however, their attention to cognitive, affective, and physiological concerns related to learning is non-existent, weak, or erratic.

Positively, all teachers were overwhelmingly supportive to develop and utilize the Flipped Classroom model to cater to their students' learning styles. This observation illustrates that while a willingness to innovate exists, current practices may not properly represent that willingness. Thus, if teachers can consolidate their understanding and application of the Flipped

Classroom then there could be more harmony between perception and practice and ultimately strengthen the development of students learning styles in the English domain.

Table 7

Students Pre-Survey Results

N.	QUESTIONS	1. Always	2. Often	3. Sometimes	4. Never
1	Does your teacher only present concepts in the classroom?	95	25	12	11
2	Does your teacher use interactive tools when teaching English classes?	44	33	27	39
3	Do you think you would learn English more efficiently if the classes were more practical, dynamic, and participative?	102	24	17	0
4	Do you believe that watching videos before the classroom session can help optimize your learning?	87	30	20	6
5	Are you motivated to learn English using interactive digital tools such as Kahoot, Genially, etc.?	111	32	0	0
6	Does your teacher deliver knowledge in the same way to all students?	73	38	21	11
7	Do you feel that your teacher considers your individual way of learning English?	36	19	40	48
8	Do you think that if your teacher understood your individual way of learning, acquiring knowledge in English would be easier?	97	27	19	0
9	Does your teacher enhance your way of learning English in the classroom by using various strategies or incorporating technological tools?	47	21	15	60
10	Would you like your teacher to use an innovative and different way of teaching English, considering your individual learning style with a strong focus on practical content?	108	18	17	0

Note. Elaborated by Estefanía Pérez and Krsity Quintero (2025).

The results of the survey reveal a persistent mismatch between the pedagogies currently employed within English classrooms, and the expectations and preferences expressed by the students. While students indicate in their responses that teachers are still structuring lessons through direct instruction; however, students also expect lessons to be dynamic, participatory,

and technology-based. This implies that while learner centredness is a developing practice, students are prepared and willing to engage in more innovative pedagogies such as a Flipped Classroom approach. The reported levels of motivation associated with digital platforms and pre-class video are particularly noteworthy as students consistently view these as stimulating and educationally efficient. In many ways, the survey corroborated the aims of the Flipped Classroom, wherein the teacher utilizes technology to establish a delivery platform beyond the classroom for passive content delivery and engages students in collaborative practice in the classroom. Hence, student attitudes have shown indifference toward Logic to successfully apply and as the typical instructional model within English.

Similarly, the findings have highlighted serious flaws in practice. Many students reported that their teachers rarely differentiated, or took their individual learning style into account. This standardization did not recognize diversity among learners and hindered opportunities for valuable engagement. Of note, students themselves highlighted that having an awareness of their own learning styles would improve their acquisition of English, showing that there is an apparent need for personalisation. Taken as a whole, the evidence suggests that students are not slow to change; they are demanding it. Their feedback indicates a desire to identify methods that go beyond repetition, embrace digital sources, and validate individual differences.

2.11.3. Conclusion initial diagnose

In conclusion, the findings indicate a disconnect between the limited use of Flipped Classroom instruction by teachers and the high expectations for engaging, technological, and individualized instruction by students. Teachers had a theoretical openness to trying new ideas with a type of flipped classroom, but students would need them to take action to meet their

expectations to improve motivation and their individual ways of learning. The disconnect highlights the challenge of matching teacher practices with learner expectations and supports the use of the Flipped Classroom as an approach that could balance both positions and improve meaningful English language learning for students.

CHAPTER 3

Presentation and validation of the proposal

3.1. Introduction

The proposal section of this study investigates the relation between the application of the Flipped Classroom methodology and the development of learning styles in eighth-grade students for improving English language learning. The research questions address the succesful application of the flipped classroom in the development of the different learning styles to improve their skills.

The initial test results show average performance, with few students scoring near to the level A2, indicating potential areas for enhancement to obtain better result with the application of the flipped classroom with the learning styles development. The intervention plan outlined in the planning section incorporates the Flipped Classroom methodology through the use of interactive and participatory activities. This approach not only addresses the identified weaknesses but also allows students to engage with content before class, fostering active involvement, adaptability to diverse learning styles, and a more meaningful acquisition of English.

The analysis of the intervention's effectiveness reveals considerable improvements in the post-test scores, demonstrating a significant enhancement in student performance and underscoring the utility of Flipped Classroom with the development of their different learning styles . Additionally, survey feedback indicates a favourable view of Flipped Classroom as an educational methodology, highlighting its effectiveness in making engish learning more engaging, encouraging active participation, and building confidence related to the learning styles.

Overall, the findings underscore the potential of integrating dynamic and interactive tools into traditional teaching practices to enrich the learning environment and enhance student engagement and outcomes.

3.2. Objectives

3.2.1. General Objective

To design a didactic guide based on the Flipped Classroom methodology for the development of learning styles in the English area among eighth-grade students of Unidad Educativa Municipal Sebastián de Benalcázar.

3.2.2. Specific Objectives

To select technological tools and content that strengthen the proposed didactic guide.

To implement the didactic guide for the development of learning styles in eighth-grade students of Unidad Educativa Municipal Sebastián de Benalcázar.

To share and disseminate the didactic guide with the teachers of Unidad Educativa Municipal Sebastián de Benalcázar.

3.3. Feasibility

The research presents a proposal that is considered feasible within the socio-cultural context, as the teaching staff demonstrates a willingness to implement the Flipped Classroom

methodology in the teaching-learning process for the development of learning styles. This methodology seeks to achieve the stated objectives and foster educational improvement through the use of a didactic guide that promotes meaningful learning of English. Its user-friendly interactive methodology, and the variety of engaging activities it offers, making it a practical choice for classroom implementation. Additionally, the school has granted permissions for this study, and the parents of the students have also consented, ensuring that all ethical considerations and requirements are met. This study includes pre- and post-assessments and systematic data collection through surveys, allows for a thorough evaluation of outcomes.

3.4. Benefits

The implementation of the Flipped Classroom as a pedagogy, provides huge benefits for the students' learning styles. The study involved eighth-grade students at A2 level in English and teachers, predicted that there would be a significant increase in the students' language learning acquisition and understanding. Also, since the Flipped Classroom pedagogy is interactive and student-centered, it will improve students learning motivation and engagement during the learning activities. Motivation is extremely important because they will make sure the students would not lose their interest and meaningful engagement throughout the learning process. Finally, we expected the results of this study to provide valuable information for teachers and students in choosing a new more innovative pedagogy to use in the classroom; this proposal may also be viewed as a contribution to the curriculum and to other teaching strategies being used to promote better learning outcomes and improve the English language teaching quality .

3.5. Theoretical Foundations

The application of the Flipped Classroom as an innovative methodology with the development of learning styles in eighth-grade students for improving English language learning in EFL A2 students in a public school in Quito, Ecuador, is supported by several theoretical perspectives outlined in the theoretical framework. The integration of technology in language learning skills, has been a key focus in modern education due to its impact on student engagement and cognitive processing.

In language classes, teachers using the Flipped Class method can transform the classroom environment into an interactive and dynamic space, allowing for hands-on oral activities and group assignments, stimulating debates and discussions, and enriching students' active learning. To achieve this, teachers can record or make available instructions and content in advance to allow time in class to answer questions and to practice speaking, reading, and writing in the target language (Iriarte, 2021).

According to this quote illustrates the instructional possibility of the Flipped Classroom methodology in a language learning context, where teachers gives instruction outside of the classroom so students can use classroom time for language learning opportunities that are communicative and collaborative. This type of transformation encourages students to have real and meaningful interaction while also building essential language skills within an authentic learning experience, in a safe and effective way. This perspective aligns with the current research, which emphasizes the need to maximize instructional class time and accommodate students' varied learning styles and facilitate their overall language ability.

This methodology allows teachers to pay more attention to each student's difficulties and abilities, encouraging collaborative learning and encouraging students to be creative,

participatory, and autonomous. When using the flipped classroom methodology, it is important for teachers to be sensitive when preparing their classes (Larreategui et al., 2021).

This highlights the two sides of the Flipped Classroom approach to language learning, as it allows real opportunities for engagement, creativity, autonomy, and collaborative tasks for students, while allowing teachers to pay special attention to learners' strengths and weaknesses, providing more personalized instruction and enhancing inclusive learning environments. As Larreategui et al. (2021) point out, the success of this model depends on how sensitive and prepared teachers are to design lessons that originally respond to students' needs and eventually develop their language skills. In this way, the citation is a strong basis to provide the current research as it highlights both the pedagogical benefits and the methodological aspects to implement the Flipped Classroom to develop these learning styles.

3.6. Characteristics of the Proposal

The present proposal was designed based on a comprehensive literature review and the theoretical foundations of the Flipped Classroom methodology, learning styles theory (visual, auditory, and kinesthetic) and constructivist approaches in language learning. It is a formal didactic guide which aims to improve English learning in eighth-grade students at Unidad Educativa Municipal Sebastián de Benalcázar, using interactive and learner-centered strategies in order to develop differentiated learning styles.

The didactic guide specifies students' responses based in learning styles. For the visual learner, there are suggestions for videos, VideoScribe, or worksheets that directed towards supporting listening and speaking skills. For the auditory learner, there are suggested blogs, podcasts, and activities on sites like Lyrics Training and Murally to promote active listening and oral production. The kinesthetic learner takes on active tasks that are focused on opportunities

for interactive PowerPoint opportunities, quizzes, and games that support their reading and writing with doing and movement. Furthermore, multi-disiplinary activities supported with tools like Kahoot and Genially allow students to collaborate and integrate their learning experiences.

The proposal is designed with pedagogical alignment, technological feasibility, and practical applicability. The proposal integrates synchronous and asynchronous tools that allow autonomous learning beyond the classroom and collaborative learning in-class practices. Moreover, evaluation rubrics associated with each learning style ensure that assessment congruently encompasses personalized approaches articulated by the Flipped Classroom methodology.

The design of this guide aims to address the limitations identified in the diagnostic phase, specifically the emphasis on traditional, teacher-centered approaches and limited emphasis on learning differences. By applying flipped methodology based on learning styles, it is predicted that students will increase autonomy, motivation and meaningful engagement in English.

Finally, the proposal enhances educational innovation in Ecuadorian context through a replicable guide that incorporates digital resources and active methodologies to narrow the gap between theory and practice thereby establishing a more dynamic, inclusive, and effective process for the acquisition of the English language.

3.7. Structure and dynamics of the proposal components

The intervention proposal is framed through a didactic resource guide based on the Flipped Classroom methodology given activities focusing on students' learning styles (visual, auditory, kinesthetic) in the English subject. The activities are structured in an educational way whereby they contain an asynchronous and synchronous phase, and technological resources that promote interaction, autonomy and meaningful learning.

Therefore, the Flipped Classroom were organized through different topics in four activities. Each activity had its own theme focus on their learning styles. In this proposal, there are fourplanned activities that will center on support reading, writing, speaking and listening one at a time and incorporating linguistic and technological concepts or competencies too. During the asynchronous phase, students get familiar with interactive tools, which engage in individual exploration of the proposed activity solidifying prior knowledge. In the synchronous phase, teachers managed the tasks, led students in lots of dynamic and exciting activities and provided constructive feedback to help with clarification and collaborative learning. Because there is an activity for each of the four learning styles, each activity has an assessment phase and Rubric specifically aligned four Learning Style and Task Outcomes.

The opportunity for tech integration enables learning tasks to be gamified which increases motivation and allows students to interact with activities in an active and participatory way. Technology also helps to adjust different styles of learning and makes the activities more inclusive and effective.

The dynamic structure of this proposal ensures a balance between autonomous learning outside the classroom and guided practice within the classroom, aligning with the Flipped Classroom model. Furthermore, by integrating evaluation rubrics, the guide guarantees systematic monitoring of progress, while promoting self-regulation, reflection, and the development of critical and creative thinking in English learning.

The dynamic structure in this proposal promotes to a formal balance between autonomous learning outside the classroom and guided practice guided during class organizing information in alignment with the Flipped Classroom model. In addition, by including evaluation rubrics, the guide also guarantees systematic and continuous progress tracking, while also

developing self-regulation, reflection, and critical- and creative-thinking skills in English learning.

3.7.1. The intervention plans

Table 8

Gant's Chart

Topics	February				March				April				May			
	W1	W2	W3	W4	W1	W2	W3	W4	W1	W2	W3	W4	W1	W2	W3	W4
Pretests																
Learn by looking at yourself					Lesson plan 1											
Learn by listening to yourself						Lesson plan 2										
Learn while moving							Lesson plan 3									
Learn by discovering yourself								Lesson plan 4								

Note. Elaborated by Estefanía Pérez and Krsity Quintero (2025).

3.8. Requisites

In a well-structured flipped classroom designed to support the development of learning styles, the students used laptops, cellphones, or any preferred electronic device to enable students to access materials before class that included pre-recorded lesson videos, interactive games, audio podcasts, and readings of varying lengths. Three stages composed the 55 minutes of learning, which consisted of 15 minutes of asynchronous class, 30 minutes of synchronous class, and 10 minutes to assess progress, and all focused on some aspect of student engagement and their learning styles.

At this stage the teacher directed the importance of being active participants and encouraged the students to participate by using the resources provided and with each other based on their visual, auditory, kinesthetic, and integrated learning styles. The students were directed to be reflective of their learning during practical activities, discuss their ideas and application of knowledge. Not only did the methodology made the lessons dynamic and student-centered, it also matched the learners individual needs while creating an environment in which to develop and use effective, individualized, learning strategies.

3.9. Application methods

3.9.1. Lesson 1. Draw my school life

First Session: In the asynchronous period students were asked to watch a short video regarding school life and then to take notes of the main vocabulary and expressions connected to daily routines, classmates and school supplies; it had a nice visual and auditory appeal, and students were able to make meaning that connected to their own experiences.

Second Session: In the synchronous period the teacher offered clarifications around any

questions with the video and reinforced vocabulary through interactive worksheets and group exercise. Students participated together to identify and provide school life environments using complete sentences and the session provided listening & speaking practice in an interactive context.

Third Session: For the evaluation period students were scored based on the oral presentation, in which they described their school life using the new vocabulary. The teacher used the visual learning style evaluation rubric to evaluate performance. The rubric's criteria included how well students remembered and used the information from visual objectives (images, charts, or videos), how they organized and recalled vocabulary, and how they demonstrated feelings in their speaking through facial gestures. It included how students visualized concepts in detailed ways, motivation while working with technological tools, as well as depth of reflections. What's more, group work evaluation was measured by whether learners respected other learners' ideas, and if they each contributed to the best of their ability to finish a task. All criterion were received a score of Achieved (3 points), In Process (2 points), or Not Achieved (1 point). The feedback revealed not only recall of vocabulary, fluency, and pronunciation but also strengths and next steps in terms of visual learning strategies and collaborative skills.

3.9.2. Lesson 2: My best friend

First Session: In the asynchronous period, students were exposed to podcasts as a pedagogical tool. Students used their time to listen to the assigned podcast on friendship and had to pay attention to the main ideas and details, in addition to answering some reflective questions on the ideas in the podcast, how would they describe the characteristics of best friends? It was

great to have students working independently to see what authentic listening material is like; this allowed students come with the ability to interact with their peers in the next session.

Second Session: The synchronous activity allowed the teacher to address some questions about the podcast before encouraging a conversation using the guiding questions as launching prompts, as well as ask students to pass on comments or questions from what their partner shared about their creation of the mural. Students used the digital tool Mural.ly, working with a partner to visually explain their best friends, while promoting collaboration, use of narrative skills, and implementing vocabulary in English. With a visual use, a topic like friends opened the door to creative use of the medium; I monitored student use closely and if needed supported students in forming complete sentences and using adequate expressions.

Third Session: In the evaluation period, students presented face to face their murals to the class. The teacher evaluated the students using a rubric based on criteria: comprehension, creativity, and effective use of vocabulary. In addition, it was also included an evaluation rubric (Auditory Learning Style) based on the criteria such as remembering the information that they heard, the order of the information they heard, emotionally verbalizing, using technology, and their level of reflection. The students were also evaluated as a group based on respect for their peers' ideas and participation. Each student was assigned a rating of Achieved (3 points), In Process (2 points), or Not Achieved (1 point) according to rubric descriptors. Feedback was also provided indicating strengths, and what they may want to develop further. This session summarized the lesson, while reinforcing students' oral skills, collaboration and their confidence presenting a personal background.

3.9.3. Lesson 3. Spelling Bee

First Session: The asynchronous period of this lesson was a motivational video presentation. Students were encouraged with a video narrative related to spelling and vocabulary. With that idea, students were asked about self-prior knowledge by reflecting on their own experience with spelling words. This period helped to set up the learning context to prepare students to be engaged in all upcoming lesson activities in a familiar way.

Second session: In the synchronous period, the teacher led students through some active spelling activities using the digital tool *Educaplay*. In pairs, students used the interactive website to complete their spelling, reading, and recognition play activities. During the lesson, the teacher provided reinforcement in real time, corrected mistakes, and reinforced collaboration between peers, keeping student engagement during all of the active spelling activity.

Third Session: The final part was the evaluation, a process in which students were assessed individually with a rubric. Three areas were measured -- spelling accuracy, spelling fluency, and specific kinesthetic learning criteria. It was reflected when students could not perform the required tasks, such as learning and recalling through movement-based tasks, demonstrating the process of muscle memory when spelling specific words, and being able to show understanding through body involvement when needed. The teacher also considered their personal participation in doing the tasks, using the technology available in the classroom, and being able to reflect on the learning process itself. Group activity performance were evaluated whether or not students listened to their peers while developing their ideas and if the group work was collaborative. This evaluation provided the teacher specific feedback on both pedagogical

progress and learning strategies, reinforcing the objective of building vocabulary and spelling in a holistic manner.

3.9.4. Lesson 4. Grow Through Letters

First Session: In the asynchronous period of the plan, students were introduced to the Genially tool. Using their previous knowledge, students used a "clickable" interactive activity that allowed them to explore the various stages of a game focusing on vocabulary and spelling. This task encouraged the development of their linguistic language skills independently, and preparing them for the synchronous period.

Second Session: In the classroom, the teacher clarified students' doubts and facilitated collaborative activities. Students used Quizizz, and were motivated in interactive exercises that could reinforce vocabulary and spelling within meaningful contexts. Students practiced, identified and applied grammar knowledge all while working in pairs or groups. During these tasks they received immediate feedback, corrections and stimulate through prizes from the teacher, reinforcing students' collaboration and skills, both linguistically and technologically.

Third Session: The final part of the plan was focused on personal evaluation. Each student had to complete an evaluation based on the Integrated learning style rubric. The rubric assessed various aspects of the students' performance, for example, whether or not the students demonstrated the skill to use various learning styles (visual, auditory, kinesthetic) to complete tasks to the best of their ability, storing the information and applying it in a meaningful way, and how their and emotions were expressed during activities. The rubric also evaluated the student's skill to integrate details with a global vision (seeing, listening, doing), the level of motivation

when using technological tools, and the reflective level of thinking about learning experiences. As part of this evaluation, group work was also included; specifically, respect for fellow classmates' contribution and active participation in group discussions. Each criterion was achieved a rating of Achieved (3), In Process (2), or Not Achieved (1). The students were in their accuracy in vocabulary and their level of understanding; the evaluation was framed not only in the integral learning process but also, on personal reflection and collaboration. In addition, feedback allowed students to see their strengths as well as specific aspects to improve as a learner.

3.10. Limitations

There were some limitations in this study on the application of the Flipped Classroom in the development of the learning styles in eighth-grade students at A2 English level and its four teachers. One limitation was the students' level since some of them faced some difficulties with the pre-class materials such as videos and digital reading independently, which needed more teacher support. Another limitation was technological accessibility and reliability to various forms of technology; even though the Flipped Classroom mainly consisted of digital technology, not every student had regular access to a device or the Internet at home, which limited their participation.

Teacher-related factors also represent a limitation, subsequently differences in their digital competence, their teaching strategies and their adaptations to the Flipped Classroom influenced its implementation in a reliable manner. The limited time the researchers had to conduct and complete this study also limited the intervention's scope and possibility of observing the long-term effects of the Flipped Classroom on students' learning style development.

CONCLUSIONS

The research indicated a limited usage of the Flipped Classroom in teaching English. The survey suggested that most teachers do not use the Flipped Classroom as a new teaching methodology. Traditional practices persist in teaching English, As a result, English learning remains largely traditional, mechanical, and memorization-based The Flipped Classroom intends to create a different experience that incorporates media technology and uses that to create dynamic and active learning! It offers a learning experience where students play many roles, with diverse styles of learning and a way to learn in a way that is interactive, meaningful, motivated, autonomous, and creates collaborative places for educational process.

Another conclusion is that significant aspects of students' individuality continue to be disregarded. Survey data reported by most eighth-grade students indicated that their teachers did not consider their preferred learning styles when teaching English. When this happens, it does not allow for the proper development of visual, auditory, and kinesthetic learning styles in the language acquisition of English as a foreign language. By overlooking these aspects, teachers fail to recognize students' unique strengths and capabilities, which in turn hinders students from approaching their learning in more cooperative, interactive, and purposeful ways. This was a significant issue, as it inhibits learners' ability to construct knowledge with their dominant learning style, and diminishes the opportunity for more individual, and effective learning.

Finally, the study revealed the lack of an effective alternative to deal with the limited implementation of the Flipped Classroom as an innovative methodology for learning styles in the area of English. This is especially notable in the case of eighth grade students at Unidad Educativa Municipal Sebastián de Benalcázar and demonstrates an immediate need to create alternatives to address the differences between teachers' actions and students' learning needs.

RECOMMENDATIONS

It is recommended that the Flipped Classroom methodology needs to be used more frequently in English learning environments. Teachers should become constantly trained in these and use it in their classrooms, eventually converting teachers out of their linear ways of teaching, and allowing students to reconstruct and demonstrate their learning in cooperative, collaborative, and interactive ways. The practices developed would also encourage metacognitive engagement, and meaningfully and pertinently educate students.

It is further recommended that teachers consider the students' learning styles, to understand their classroom behavior, and the impact they have on acquiring English. By recognizing these differences, teachers create an environment that develops critical and reflective thinking, assists students in developing their confidence with what they know. Additionally, it would motivate students to comprehend the importance of knowledge as a tool to solve real-life problems of immediate applicability and high-impact methodologies.

In response to the current challenges, the design of a didactic guide is proposed for the implementation of the Flipped Classroom as an innovative methodology that relate the development of learning styles in the area of English. The guide will be a useful resource for eighth-grade students at Unidad Educativa Municipal Sebastián de Benalcázar in their engagement with education that acknowledges learner differences in a way that produces a more meaningful and interesting English learning experienc

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VARK Questionnaire

Objective: To **identify students' preferred learning styles** (Visual, Auditory, Reading/Writing, or Kinesthetic) based on their responses.

Instructions: Answer each question by choosing the option that best describes your preference. You can select more than one option if it applies to you.

1. You are learning something new. You prefer to:

a) See diagrams, charts, or graphs.

b) Hear someone explain it.

c) Read about it or use written instructions.

d) Try it out and learn through doing.

2. When preparing for a presentation, you prefer to:

a) Use graphs, images, or visual aids.

b) Explain it aloud to others or yourself.

c) Write down notes or make detailed outlines.

d) Demonstrate or involve your audience in practical activities.

3. You need directions to a new location. You prefer to:

a) Look at a map or diagram.

b) Listen to someone tell you the directions.

c) Read written instructions.

d) Physically go to the location and figure it out.

4. In class, you learn best when the teacher:

a) Uses visual aids like diagrams and charts.

b) Talks and explains things verbally.

c) Provides handouts or textbooks for reading.

d) Includes hands-on activities or experiments.

5. When studying for an exam, you prefer to:

a) Create visual summaries like mind maps or flowcharts.

b) Recite information out loud or listen to recordings.

c) Read through notes, textbooks, or study guides.

d) Practice by solving problems or doing activities.

6. To remember a new word in another language, you prefer to:

a) See it written down or visualized.

b) Hear its pronunciation multiple times.

c) Read its meaning in a sentence or dictionary.

d) Use it in a sentence or conversation.

1.24.2.

Scoring and Interpretation:

- **Mostly responses A: Visual Learner** - You learn best with images, graphs, and visual organization.
- **Mostly responses B: Auditory Learner** - You prefer learning through listening and speaking.
- **Mostly responses C: Reading/Writing Learner** - Text-based learning suits you best.
- **Mostly responses D: Kinesthetic Learner** - Hands-on and experiential learning works best for you.

Elaborated by Pérez Estefanía and Quintero Kristy (2025)

Questionnaire for teachers

QUESTIONNAIRE FOR TEACHERS							
OBJECTIVE: Analyze the relationship between the application of the Flipped Classroom model and the development of learning styles in eighth-grade students at Sebastián de Benalcázar Municipal Educational Unit during the 2024–2025 academic year.							
INSTRUCTIONS:							
Read carefully the following questionnaire.							
Mark with an "X" as requested in the box corresponding to the general items.							
In the response options box, mark with an "X" according to your expectations and interests. **1. Always / 2. Often / 3. Sometimes / 4. Never**							
GENERALES ITEMS:							
COURSE	EIGHTS						
CLASS	A	B	C	D			
AGE	FROM 11 TO 13 YEARS						
N°	SPECIFIC ITEMS	RESPONSE OPTIONS					
		1	2	3	4		
1	Do you consider that, as a teacher, you should be the unique transmitter of knowledge in the classroom process?						
2	Do you think the Flipped Classroom is a different and interactive way to teach English content?						
3	Do you believe that by reversing roles in the classroom, students learn English more meaningfully?						
4	Does your institution have laboratories or technological equipment that allow you to implement the Flipped Classroom approach?						
5	Do you use the Flipped Classroom to enhance English language learning within the teaching-learning process?						
6	Do you believe that implementing the Flipped Classroom in the classroom increases students' motivation to learn English?						
7	Do you think that using technological tools in the learning process enhances students' attention and perception?						
8	Do you consider that identifying students' individual traits would improve their meaningful acquisition of English knowledge?						
9	Do you believe that students' specific traits positively impact their English learning process?						
10	Do you take cognitive, affective, and physiological aspects into account when teaching an English class?						
11	Do you think that enhancing learning styles and adapting lessons to each style with differentiated resources would help students learn English more effectively?						
12	Do you believe it is important to develop a solution to the limited application of the Flipped Classroom as an innovative methodology to support Learning Styles in eighth-grade students of General Basic Education at Unidad Educativa Municipal Sebastián de Benalcázar?						

Questionnaire for students

QUESTIONNAIRE FOR STUDENTS				
OBJECTIVE: Analyze the relationship between the application of the Flipped Classroom model and the development of learning styles in eighth-grade students at Sebastián de Benalcázar Municipal Educational Unit during the 2024–2025 academic year.				
INSTRUCTIONS:				
Read carefully the following questionnaire.				
Mark with an "X" as requested in the box corresponding to the general items.				
In the response options box, mark with an "X" according to your expectations and interests. **1. Always / 2. Often / 3. Sometimes / 4. Never**				
GENERALES ITEMS:				
COURSE	EIGHTS			
CLASS	A	B	C	D
AGE	FROM 11 TO 13 YEARS			

N°	SPECIFIC ITEMS	RESPONSE OPTIONS			
		1	2	3	4
1	Does your teacher only present concepts in the classroom?				
2	Does your teacher use interactive tools when teaching English classes?				
3	Do you think you would learn English more efficiently if the classes were more practical, dynamic, and participative?				
4	Do you believe that watching videos before the classroom session can help optimize your learning?				
5	Are you motivated to learn English using interactive digital tools such as Kahoot, Genially, etc.?				
6	Does your teacher deliver knowledge in the same way to all students?				
7	Do you feel that your teacher considers your individual way of learning English?				
8	Do you think that if your teacher understood your individual way of learning, acquiring knowledge in English would be easier?				
9	Does your teacher enhance your way of learning English in the classroom by using various strategies or incorporating technological tools?				
10	Would you like your teacher to use an innovative and different way of teaching English, considering your individual learning style, with a strong focus on practical content?				

ANNEXE 7

Lessons Plans

LEARNING BY LOOKING AT YOURSELF			
Activity 1 for the flipped classroom	*DRAW MY SCHOOL LIFE*		
Objective	To show the development of school life chronologically, using freehand or software-assisted drawing sequences to get involved with the language in a real context.		
Skill (main)	**Listening – Speaking**		
Time	Asynchronous Activity: 15 minutes	Synchronous Activity: 30 minutes	Evaluation: 10 minutes

PREVIOUS ASYNCHRONOUS ACTIVITY	**SYNCHRONOUS OR IN-PERSON ACTIVITY**	**EVALUATION**
Development The teacher motivates students to watch a video before class at home, about the visual and auditory creation of a student, showing his/her proficiency in the English language, along with their technological skills in their school cycle.	**Development** The teacher clarifies any doubts about the previous video. The teacher provides material with exercises related to school experiences (execution of vocabulary and application of English in context); this can be done virtually or physically. Students develop the activity. Students find a work partner to collaborate on the activity. Students, with the teacher's guidance, reinforce and practice the activity exercises, strengthening and improving acquired learning.	**Development** The teacher grades using an evaluation rubric according to the learning style and the visual, auditory, and technological strategy applied. This evaluation can be virtual or face-to-face.
Virtual tool: https://drive.google.com/file/d/1wbi-Q0gBp7Y5e7VVSufYwnaIWXp6RMN/view?usp=sharing 	**Virtual Tool:** https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/School_subjects/Grade_10_Theme_1_School_Life_Page_11-12_kg1206658az 	**Rubric:** At the end of the activities, the corresponding rubric will be applied.

METACOGNITION	**ALTERNATIVE ACTIVITY**
The student must answer the reflective questions in their workbook. • What are the most relevant moments in your school life? • What obstacles would you face when creating a video with similar characteristics? • Write a couple of questions for the teacher regarding the video.	At the end of the work, students are encouraged to carry out a similar activity to reinforce the knowledge they have acquired. https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Vocabulary/School_life_oo3154715ec

LEARNING BY LISTENING TO YOU			
Activity 2 for the flipped classroom	*MY BEST FRIEND*		
Objective	To promote students' appreciation of social and cultural diversity through involvement in a real context, to respect and value differences.		
Skill (main)	**Listening – Speaking**		
Time	Asynchronous Activity: 35 minutes	Synchronous Activity: 30 minutes	Evaluation: 10 minutes
PREVIOUS ASYNCHRONOUS ACTIVITY	**SYNCHRONOUS OR IN-PERSON ACTIVITY**		**EVALUATION**
Development The teacher familiarizes students with the term 'podcast' and motivates them to use this tool in a meaningful way. Students listen to the assigned podcast at home, along with guiding questions provided by the teacher, related to the information given in the audio message. It is intended that students reflect and prepare questions for the following synchronous session.	**Development** The teacher clarifies doubts about the selected audios and guiding questions. The teacher presents the tool "Mural.ly", and with its help, students will build their own mural in pairs, narrating their experiences with their best friends in English. Students work collaboratively in pairs, creating a mural as evidence of their experience. Students present their audio description in English. With the teacher's guidance, students reinforce and organize their ideas, improving oral expression and vocabulary.		**Development** The teacher evaluates students using a rubric focused on oral comprehension, creativity, and the correct use of vocabulary, either virtually or face-to-face.
Virtual tool: http://easyenglish.blogspot.com/2011/10/recording-room-cry-best-friend.html 	**Virtual Tool:** https://www.mural.co/ 		**Rubric:** At the end of the activities, the corresponding rubric will be applied.
METACOGNITION			**ALTERNATIVE ACTIVITY**
Students must answer the following reflective questions in their workbook: - What new information did you learn from this activity? - What difficulties did you face when developing the activity? - What strategies did you use to solve these difficulties? - How did you feel when completing the activity? - Write a pair of questions related to the activity for the teacher.			Considering students' prior knowledge, it is suggested that they create a short story in which they present their best friend. This activity can be developed virtually or physically, narrating the story in English and incorporating visual resources, such as images or digital drawings, for support. https://storyboardthat.com/

LEARNING BY MOVING			
Activity 3 for the flipped classroom	*SPELLING BEE*		
Objective	To reinforce vocabulary by practising spelling and grammar through practical exercises to improve students' ability to spell.		
Skill (main)	**Reading - Writing**		
Time	Asynchronous Activity: 15 minutes	Synchronous Activity: 30 minutes	Evaluation: 10 minutes

PREVIOUS ASYNCHRONOUS ACTIVITY	**SYNCHRONOUS OR IN PERSON ACTIVITY**	**EVALUATION**
Development The teacher motivates students with a presentation video so they can activate prior knowledge to develop the proposed activities based on spelling and reading.	**Development** The teacher provides students with spelling exercises. During class, the teacher explains how to use the digital tool 'Educaplay' to perform the exercises collaboratively and interactively. Students complete spelling, reading, and reinforcement activities. The teacher provides guidance to strengthen students' learning, correcting mistakes, and promoting collaborative participation.	**Development** The teacher evaluates students individually using an observation rubric that values spelling and reading skills, either virtually or in person.
Virtual tool: https://www.youtube.com/watch?v=7Rh sVYYRkEA&ab_channel=TheTenMinuteTutor 	**Virtual Tool:** https://www.educaplay.com/learning-resources/15531-spelling_bee.html 	**Rubric:** At the end of the activities, the corresponding rubric will be applied.

METACOGNITION	**ALTERNATIVE ACTIVITY**
Students must answer the following reflective questions in their workbook: - What did you learn from this activity? - What difficulties did you have while developing the activity? - What strategies did you use to solve those difficulties? - How did you feel while carrying out the activity? - Write a pair of questions for the teacher related to the activity.	Taking into account students' prior knowledge, it is suggested that they develop a short dictation activity using the Educaplay tool. This activity can be done either virtually or physically, using short sentences or selected words for spelling reinforcement. https://www.educaplay.com/learning-resources/5618150-spelling_bee.html

LEARN BY DISCOVERING YOURSELF			
Activity 4 for the flipped classroom	*GROW THROUGH LETTERS*		
Objective	Put into practice vocabulary, spelling, and grammar knowledge through practical exercises that allow you to develop the three learning styles along with certain linguistic and technological skills.		
Skill (Main)	**Reading – Writing**		
Time	Asynchronous Activity: 15 minutes	Synchronous Activity: 30 minutes	Evaluation: 10 minutes
PREVIOUS ASYNCHRONOUS ACTIVITY	**SYNCHRONOUS OR IN PERSON ACTIVITY**		**EVALUATION**
Development The teacher familiarizes the student with the "Genially" tool and encourages them to explore it. Students work on the activity using their prior knowledge of the topic. The teacher will provide the link to the work to be developed and will address their questions and concerns during the class. Students begin to participate in the interactive activity, completing the stages of the game. They develop their technological skills along with their linguistic abilities, expanding their knowledge.	**Development** The teacher addresses any questions and concerns regarding the previously developed activity. Students work on the interactive activity, which assesses their knowledge. With the teacher's guidance in the classroom space, they review the activities that can be developed, reinforcing and providing feedback on their learning. At the end, the teacher encourages students to expand their knowledge by searching for similar study sources.		**Development** Individually, the teacher grades using an assessment rubric based on the comprehensive cross-cutting learning style. This assessment can be conducted either virtually or in person.
Virtual Tool: https://view.genial.ly/[illegible]/interactive-content-poke 	**Virtual Tool:** https://quizizz.com/admin/presentation/[illegible] 		**Rubric:** At the end of the activities, the corresponding rubric is attached.
METACOGNITION	**ALTERNATIVE ACTIVITY**		
The student must answer the reflective questions in their workbook. • Do you find the way the information was presented attractive? What could be improved? • Would your learning process improve if more interactive tools were used? • Write a couple of questions for the teacher regarding the activity presented.	Considering that this is an integral activity aimed at working simultaneously on the four main English language skills, it is suggested that students use the **Duolingo app** on their mobile devices. duolingo		

ANNEX 8

Evaluation rubrics

Evaluation Rubric (Auditory Learning Style)

Evaluation Criteria	Achieved (3 points)	In Process (2 points)	Not Achieved (1 point)
Learns and remembers what they hear	Recalls and applies more than 80% of the information heard in activities.	Recalls and applies between 50%–79% of the information heard.	Recalls less than 50% of the information heard.
Stores information sequentially and in whole blocks	Organizes and reproduces ideas in a clear, logical, and complete order.	Organizes ideas with some sequence errors but conveys general meaning.	Shows disorganized or incomplete ideas without logical order.
Easily expresses emotions verbally	Expresses emotions clearly and appropriately using complete sentences in English.	Expresses emotions with limited vocabulary or short phrases.	Struggles to express emotions verbally or uses only isolated words.
Works motivated with technological tools	Uses digital tools independently, completes tasks successfully, and shows enthusiasm.	Uses digital tools with some guidance and completes most tasks.	Avoids or struggles to use digital tools, needing constant support.
Reflects through the activities carried out	Provides detailed reflections, identifying strengths and areas for improvement.	Provides basic reflections but without depth or self-analysis.	Does not provide reflections or give unrelated responses.

Group Activity

Evaluation Criteria	Achieved (3 points)	In Process (2 points)	Not Achieved (1 point)
Respects others' ideas	Listens actively and values others' contributions without interrupting.	Occasionally respects ideas but may interrupt or dismiss them.	Rarely respects others' ideas, showing little tolerance.
Contributes ideas to the group and participates actively	Consistently shares relevant ideas, supports peers, and takes initiative.	Shares ideas occasionally, but participation is irregular.	Rarely participates or does not contribute to group work.

Observations

(Space for teacher comments)

Evaluation Rubric (Kinesthetic Learning Style)

Evaluation Criteria	Achieved (3 points)	In Process (2 points)	Not Achieved (1 point)
Learns through movement (what they touch and do)	Consistently learns and remembers content when engaging in movement-based activities.	Sometimes learns and remembers content through movement, but requires support.	Rarely or never demonstrates learning through movement.
Stores information with muscle memory	Accurately performs tasks from memory without guidance.	Performs tasks from memory with occasional errors or support.	Cannot recall or perform tasks from memory.
Expresses emotions comfortably through movements	Clearly expresses emotions through body movements with confidence.	Sometimes expresses emotions through movements, but with limited clarity.	Does not express emotions through movements.
Personally engages in an activity	Actively participates and demonstrates full personal involvement.	Participates occasionally but with limited engagement.	Shows no personal engagement in the activity.
Works are motivated by technological tools presented	Uses technological tools enthusiastically and independently.	Uses technological tools with occasional motivation or requires reminders.	Shows little or no motivation when using technological tools.
Reflects through the activities carried out	Provides thoughtful reflections and connections to their learning process.	Provides basic reflections but lacks depth or detail.	Does not provide reflections about activities.

Group Activity

Evaluation Criteria	Achieved (3 points)	In Process (2 points)	Not Achieved (1 point)
Respects others' ideas	Always listens and shows respect for peers' ideas.	Sometimes respects peers' ideas but needs reminders.	Rarely or never respects peers' ideas.
Contributes ideas to the group and participates actively	Frequently contributes ideas and collaborates actively.	Occasionally contributes ideas with limited participation.	Does not contribute or participate in group activities.

Observations

(Space for teacher comments)

Evaluation Rubric (Visual Learning Style)

Evaluation Criteria	Achieved (3 pts)	In Process (2 pts)	Not Achieved (1 pt.)
Learns and remembers what they see	Consistently remembers and applies information learned through visual aids (e.g., images, charts, videos).	Sometimes remembers and applies visual information but needs occasional reminders.	Rarely remembers or applies information presented visually.
Stores information quickly and in any order	Efficiently organizes and recalls information regardless of sequence.	Stores information with some organization, but occasionally needs guidance.	Has difficulty storing or recalling information without strong support.
Expresses emotions through facial gestures	Clearly and frequently communicates emotions through facial expressions.	Sometimes communicates emotions through facial expressions.	Rarely or never expresses emotions through facial gestures.
Visualizes in detail	Accurately visualizes concepts and provides detailed mental or drawn images.	Visualizes concepts with some detail but may lack precision.	Struggles to visualize or provide details of concepts.
Works motivated with technological tools	Actively engages and stays motivated when using technological tools.	Participates with moderate motivation when using technology.	Shows little to no motivation when technological tools are used.
Reflects through activities	Provides consistent and thoughtful reflections on activities.	Provides partial reflections, sometimes lacking depth.	Rarely reflect or reflections are incomplete.

Group Activity

Evaluation Criteria	Achieved (3 points)	In Process (2 points)	Not Achieved (1 point)
Respects others' ideas	Always listens and respects peers' opinions.	Sometimes respects peers' opinions but occasionally interrupts.	Rarely listens or shows respect for peers' ideas.
Contributes ideas and participates actively	Consistently contributes relevant ideas and actively engages in group tasks.	Occasionally contributes ideas or participates with prompting.	Rarely contributes ideas or shows active participation.

Observations

(Space for teacher comments)

Evaluation Rubric (Integrated Learning Style)

Evaluation Criteria	Achieved (3 points)	In Process (2 points)	Not Achieved (1 point)
Learns integrally using all learning styles	Consistently applies different learning styles (visual, auditory, kinesthetic, etc.) to complete tasks effectively.	Sometimes uses different learning styles but needs guidance.	Rarely uses different learning styles; relies only on one method.
Stores information meaningfully	Retains and applies knowledge accurately in new contexts.	Retains partial information but struggles to apply it in new contexts.	Fails to retain or apply information meaningfully.
Expresses emotions easily	Clearly expresses emotions and feelings verbally or non-verbally in activities.	Occasionally expresses emotions, but not always clearly or confidently.	Rarely or never expresses emotions during activities.
Shows a detailed and global vision (seeing, listening, doing)	Consistently connects details with the overall idea when observing, listening, and performing tasks.	Sometimes connects details with the overall idea but misses some aspects.	Rarely connects details; shows a fragmented understanding.
Works motivated with technological tools	Uses technological tools effectively and with enthusiasm to complete tasks.	Uses technological tools but shows limited motivation or needs help.	Avoids using technological tools or shows no motivation.
Reflects through activities performed	Consistently reflects on learning experiences and can explain what was learned.	Sometimes reflects but needs support to identify learning outcomes.	Rarely reflects or cannot explain what was learned.

Group Activity

Evaluation Criteria	Achieved (3 points)	In Process (2 points)	Not Achieved (1 point)
Respects others' ideas	Always listens respectfully and values peers' contributions.	Sometimes respects others' ideas but may interrupt or dismiss them.	Rarely respects others' ideas; often dismissive or interruptive.
Contributes ideas and participates actively	Consistently shares relevant ideas and actively participates in group work.	Sometimes contributes ideas but participation is limited.	Rarely contributes or participates in group activities.

Observations

(Space for teacher comments)

TRIBUNAL PROYECTO DE TITULACIÓN

(Permite dejar constancia de los miembros del tribunal)

Nombre y Apellidos
Presidente

Nombre y Apellidos
Secretario (a)

Nombres y
Apellidos
Profesor (a) tutor
(a)
del Proyecto de Titulación