The Synchronous Online Flipped Learning Approach: The Teacher and Students' Perceptions in Two Mixed-ability Classes[1]

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Abstract

This phenomenological qualitative study reports the advantages and drawbacks of implementing the Synchronous Online Flipped Learning Approach (SOFLA) in two mixed ability English classes at the Technical University of Cotopaxi-Ecuador, during the COVID-19 pandemic. It attempted to identify the opinions of eleven students, who were pre-service teachers of two classes (Fifth, Groups A and B) and one English teacher about their experiences in eight online flipped productive lessons. The teacher was interviewed, and focus groups were conducted with strong, average, and weak students in three separate groups; thematic analysis was used to categorize the data. The findings suggested that the main advantages of SOFLA were a) creating a positive learning environment, b) improving English language learning, c) fostering collaborative learning, d) promoting learning from mistakes, and e) facilitating peer feedback. In addition, the teacher gave positive opinions about the SOFLA Framework and the SHAC (share, help, ask, and comment) peer feedback model because they were useful when giving online flipped lessons and made peer feedback more meaningful. Nevertheless, there were some drawbacks such as a) lack of compatibility in groups, b) peer teacher anxiety, c) time management, and d) limited internet connections. Most of these drawbacks were related to the variety of English levels, students' first experience with peer feedback and peer teaching, and access to technology. The teacher described difficulties with the peer teaching and peer feedback strategies as well as with time and technology. This suggests that SOFLA can be useful in teaching English online in foreign language classrooms; however, it is necessary for teachers to identify strategies to minimize the drawbacks.

Resumen

Este estudio cualitativo fenomenológico reporta las ventajas y desventajas de implementar el enfoque sincrónico de aprendizaje invertido en línea (SOFLA Framework) en dos clases de inglés con variedad de niveles en la Universidad Técnica de Cotopaxi-Ecuador, durante COVID-19. Este estudio buscó analizar las opiniones de once futuros profesores de quinto semestre A y B, y de una profesora de inglés sobre su experiencia en ocho clases de habilidades productivas en línea. Se realizó una entrevista a la maestra y tres grupos focales: estudiantes fuertes, promedio y débiles; se usó el análisis temático para categorizar los datos de las transcripciones. Los resultados muestran que las principales ventajas fueron: ambiente positivo de aprendizaje, aprendizaje del idioma inglés, aprendizaje colaborativo, aprender de los errores y aprender de la retroalimentación de los compañeros. Además, la profesora describió opiniones positivas sobre los modelos SOFLA y SHAC (compartir, ayudar, preguntar y comentar) porque son útiles para desarrollar clases invertidas en línea y realizar retroalimentación en parejas más significativas. No obstante, hubo algunos inconvenientes tales como: la falta de compatibilidad en los grupos, la ansiedad de los compañeros que ayudan, la gestión del tiempo y la conexión al internet. La mayoría de estos inconvenientes eran relacionados con la variedad de niveles de inglés, la primera experiencia de los estudiantes con la retroalimentación de sus compañeros y el acceso a la tecnología. La profesora describió dificultades con las estrategias de retroalimentación y la enseñanza en parejas, así como también con el manejo del tiempo y la tecnología. Esto datos sugieren que SOFLA es útil para enseñar inglés en línea en aulas de idiomas extranjeros; sin embargo, es importante que los profesores identifiquen estrategias para minimizar estas dificultades.

Introduction

Flipped classroom methodology has been well received by English learners. They have been satisfied and shown positive attitudes, describing it as exciting, motivating and engaging (Lee et al., 2022; Mohammed & Ahlam, 2018). This may be because classes are more interactive since class time is devoted to language use in productive skills through group interaction while any explanation of concepts and language samples is given through videos as homework (Marshall & Rodriguez-Buitrago, 2017). Marshall and Rodriguez-Buitrago (2017) and Marshall (2017) developed the Synchronous Online Flipped Learning (SOFLA) by

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combining the principles of two traditional modes, flipped learning and the synchronous online learning. They implemented this new approach in a five-week pedagogical grammar course with 24 English as a second language (ESL) participants. Data showed that participants enjoyed real time classes because there was a lot of interaction, and they had a specific meeting time. They said that the breakouts were engaging and claimed that the breakout room activities contributed most to learning. They also reported the challenges of using new technologies and other problems of any online course.

During the pandemic (COVID-19), when English teachers faced the challenge of revamping their teaching, Marshall and Kostka (2020) wrote a review article describing how to foster teaching presence in online flipped learning classes. They reviewed the literature on flipped learning and the asynchronous and synchronous pedagogical elements that form SOFLA. They also offered some reflections and suggested areas for further research. They presented a framework that was divided into asynchronous and synchronous stages to upgrade students' knowledge. The online flipped classroom uses different technological tools to provide students with review materials (usually reading texts or videos) about the content to be taught so that the students have previous knowledge before each class session. Thus, during the online class, teachers have time to promote students' engagement in learning, creativity, and a collaborative environment.

Lee et al. (2022) explored three aspects of SOFLA: learners' engagement, self-directed learning, and learning satisfaction. Data collected by means of interviews, reflection notes, and course evaluation showed that pre-service teachers of different teacher education majors (included English teaching) favored a synchronous online flipped learning because it engaged them in various collaborative activities through breakout sessions. The pre-class materials positively enhanced the self-directed learning process. The study made suggestions to implement online synchronous flipped learning in teacher education programs.

There is much research on the implementation of face-to face flipped learning (Lee et al., 2022; Marshall & Kostka, 2020; Marshall & Rodriguez-Buitrago, 2017; Mohammed & Ahlam, 2018), but no empirical evidence is known about the implementation of SOFLA in an English as a foreign language (EFL) classroom. For this reason, the objective of this study was to examine advantages and disadvantages based on the teacher and pre-service teachers' opinions towards implementing eight online flipped productive lessons in a public university. This research attempts to contribute to the development of SOFLA as an interactive teaching methodology for EFL classrooms. Students and teachers' experiences reported here can help teachers to plan their lessons with SOFLA better taking into account different learning situation. The research question was: What are the teacher and student's opinions towards their experience with SOFLA lessons?

Literature Review

SOFLA results from combining face-to-face flipped learning with online learning modes (Marshall & Rodriguez-Buitrago, 2017). The in-class activities are now developed synchronously online, and the out-of-class activities are developed asynchronously (Marshall & Kostka, 2020). Therefore, the advantages and disadvantages of flipped classrooms in English language learning are described below. Then the elements of SOFLA framework are presented. Finally, collaborative learning in flipped classrooms as well as peer teaching and peer feedback as main strategies to foster group work are explained.

Flipped classroom

Flipped classroom methodology (FCM) reverses the traditional reading and homework format. That is, tasks traditionally assigned as homework are now done inside the classroom, and tasks traditionally done in class are now done at home (Ahmad, 2016). Preparatory work and materials used before class to keep students engaged and motivated and to foster their autonomous work (Han & Klein, 2019). Classtime focuses on collaborative work to create a product, reflect, and share feedback with teachers and classmates. Öztürk and Çakıro!lu (2021) affirm that this methodology allows more time to learn English during in-class and out-of-class activities. It helps to address the constraints of teaching EFL. In this context, Urfa (2018) asserts that FCM helps to develop appropriate active language learning environments.

Grammar explanation, which was traditionally taught in class, is now learned autonomously by means of videos or other informative material to provide comprehensible input. Thus, students are involved in more productive activities during class time. Bezzazi (2019) concludes that FCM in teaching English public speaking is more effective than the traditional method. Abdullah et al. (2019) found that "the flexibility

offered by the flipped classroom environment, the well-designed in-class and out-of-class activities, and the constant practice of English speaking were all important factors that encourage students to do speaking activities with confidence and without any stress" (p. 143). Regarding writing skills, flipped classroom generates constructive comments that help improve student writing performance. In addition, students learn and build their own knowledge through group interaction and guidance (Pavanelli, 2018). FCM implementation improves students' compositions as they produced better final drafts (Bouchefra, 2021). FCM also improves vocabulary and accuracy through activities that are performed in a virtual mode based on collaborative work (Li & Suwanthep, 2017). Moreover, it enhances EFL learners' pragmatic competence (Haghighi, 2018).

However, FCM also requires students to do more challenging work. Consequently, time management in group work can be a problem for some students. Uzir et al. (2019) found that mid-performing and poorly performing students had more problems in time management compared with high-performing students. So, it is important to help students develop time management strategies such as goal setting for each task, prioritizing activities, organization, managing stress, reducing distractions, setting time limits, and having a clock nearby (Auld, 2020). Furthermore, teachers must plan activities considering the class time and students' learning pace. Espinosa and Soto (2020) point out that time given to each activity can motivate or demotivate students. Not all students can perform an activity at the same time. Some students would need extra time so that they do not feel frustrated or demotivated. In flipped classroom environments, teachers must consider two aspects for good time management. Firstly, they must write achievable learning objectives for work completed before, during, and after class time; this helps to clarify activities, to establish what students need to focus on, and to make the use of time more efficient. Secondly, they must help students manage their time effectively by setting clear expectations and making a calendar because students need pointers on how best to use the time in different activities (Talbert, 2019).

Online flipped lessons with SOFLA

Lee et al. (2022) explain that pre-service teachers benefited from SOFLA because it encouraged them to engage in various collaborative activities through *Zoom* breakout sessions. It helped to create a continuous and natural learning flow because it included eight sequential steps: "1) Pre-work; 2) Sign-in activity; 3) Whole group application; 4) Breakouts; 5) Share out; 6) Preview & discovery; 7) Assignment instruction; and 8) Reflection. The pre-work is developed asynchronously, and the other steps are synchronous" (Marshall & Kostka, 2020, para. 13).

Online flipped classrooms cannot be possible without access to technology, and technological problems can inhibit the teaching and learning processes and discourage students (Ansori & Nafi', 2019; Efriana, 2021). Evseeva and Solozhenko (2015) established that the major issues for learners with FCM in online classes were "(...) problems with the internet access, lack of time for completing online assignments, and difficulty with self-discipline to organize their work properly" (p. 209). When implementing traditional or online flipped learning, it is necessary to analyze the students' access to technology, especially in contexts with low socio-economic development because there is a negative correlation between poverty and access to technology (Farroq et al., 2020).

Collaborative learning in flipped classrooms

Collaborative learning through the flipped classroom methodology has had a positive impact on students' learning experiences and outcomes (Bezzazi, 2019; Bouchefra, 2021). It gives opportunities for oral practice since students must share ideas and negotiate processes to complete the work successfully. In the *breakouts stage* of the SOFLA framework, students must work on a task collaboratively. For this reason, students can develop group work skills, emotional awareness, learning motivation, critical thinking, and social competence (Idi et al., 2021). They also improve their content knowledge, upgrade their confidence, and clarify their understanding through discussions (Karim & Mohammed, 2018). In addition, group work in flipped classroom environments "… encourage[s] students to take risks and make mistakes while gaining experience in collaboration and expertise in the content" (Gomez-Lanier, 2018, p.1). In this context, Dubash and Farooq (2021) assert that mistakes are learning opportunities. Thus, the teachers should help recognize the mistakes and have the students fix them, and then the learning from mistakes can occur. Group work allows students to correct their mistakes and learn from each other. Therefore, teachers must encourage peer correction.

Nevertheless, working in groups may be challenging for both teachers and students. It can hinder the learning process because of students' differences in skills and commitment (Roskosa & Rupniece, 2016). Students can have disagreements about the work developed by each member of a group. In addition, in mixed-ability classes, some groups cannot finish their work on time. Thus, Axelsson (2007) suggests placing strong and weak students together. This can increase motivation and interest in the target language, which can improve linguistic skills. Siti et al. (2015) summarize the benefits of collaborative learning in flipped classrooms: self-directed learning, learning at their own pace, confidence, interactive learning, critical thinking, building diversity, and feedback form peers and from the teacher. But they also state some challenges: not all learners want to work in groups or lack of self-directed learning, and teachers need more training to monitor students' work.

Peer teaching

Peer teaching occurs when strong students work with weak students to help them improve their learning. It has diverse advantages. First, it may reduce the students' learning difficulties by improving their knowledge of the class material. Second, students can get better outcomes while they work with their peer teachers. Third, it upgrades the peer teachers' confidence and the learning of the content that was practiced. And fourth, the discussions that may occur during the peer teaching process can help to clarify the students' understanding of the content. Students tend to rely mostly on peer teaching when they have not understood the teacher's explanations. On the other hand, there are some disadvantages. Students' lack of knowledge about this strategy may produce difficulties such as not being involved in the class, poor participation, and a lack of interaction between the members of the group (Graziano, 2017; Karim & Mohammed, 2018; Liu & Devitt, 2012). This can lead to anxiety, which is present in almost all English language classrooms (Lui, 2006).

Peer feedback

Positive peer feedback can be very helpful in group work. In a university context, peer feedback enhances self-regulatory practice, metacognition, students' learning, and academic achievement (Simonsmeier et al., 2020). In the share-out stage of SOFLA, students must share their work with other groups to receive feedback. Students are in charge of sending comments about their partners' work done during the *breakouts* stage. The learning atmosphere is more active as peer feedback promotes more students' interaction, awareness, and reflection. Students learn to negotiate meaning and other strategies to provide comments (Janson et al., 2014; Sumardi et al., 2019). Although peer feedback is beneficial for learning, Bijami et al. (2013) assert that some students tend to give more value to the teacher's feedback rather than their classmates'. In fact, peer correction can be wrong. But with the teacher's help, students can clarify if it is right or wrong, leading to learning. Students need to gradually develop their skills in giving peer feedback on their classmates' work (Ramírez Balderas & Guillén Cuamatzi, 2018) and teachers should provide enough guidance, for example, the SHAC (Share, Help, Ask, Comment) model (Fethi, 2015). "By giving students this simple acronym, which provides just enough structure, the teacher gives students a guide to peer feedback that is at once nonthreatening and likely to elicit high participation in the process" (Marshall & Kostka, 2020, p. 24). Learners must share their work, help to improve their work, ask for more information or clarification, and comment on their classmates' work.

Method

Research design

This is a qualitative phenomenological study (Creswell, 2007) since its objective was to analyze the teacher and a group of students' opinions about their experiences with SOFLA in a mixed English level class at a public university in Ecuador during the academic term April-August, 2021. It describes what all participants had in common as they experience the teaching and learning process with the SOFLA Framework.

Research context and participants

Participants were a teacher and eleven pre-service teachers of two different classes (Fifth, Groups A and B) two mixed ability English classes studying a subject called B1 English at the Technical University of Cotopaxi—a public institution where English is studied as a foreign language. A purposeful sampling technique was used to recruit the participants. The teacher was a female active professional with fifteen years of experience in teaching English in the university context, seven years teaching English majors, and

eight years at the language center of the same university. The teacher participated in a workshop about SOFLA Framework in the TESOL 2021 International Convention, and she was tutoring a master's thesis about the same topic. The students were recruited based on the teacher's suggestion. She explained that the classes had variety of levels (A2, B1, and B1+ levels), so she decided to apply the peer teaching strategy grouping students with different levels together. Therefore, we decided to conduct three focus group interviews. The first focus group had four strong students, two from each class. The second focus group had four average students, two from each class. And the last group had three weak students, two from class A and one from class B because one student did not show up for the interview. Participants were informed about the objectives and scope of the investigation, and they signed an informed consent form in which they agreed to participate. They were identified with codes for anonymity (Table 1).

Group	Participants	Age	Gender	Code
Focus group 1	Student 1	22	Female	SSMC
	Student 2	25	Female	SSGC
	Student 3	25	Female	SSEL
	Student 4	20	Male	SSDS
Focus group 2	Student 1	30	Male	ASCM
	Student 2	23	Female	ASDC
	Student 3	24	Male	ASAJ
	Student 4	21	Male	ASDO
Focus group 3	Student 1	21	Female	WSMT
	Student 2	23	Female	WSEP
	Student 3	25	Female	WSCM
Interview 1	Teacher	38	Female	ETFC

Table 1: Research participants

Data collection

Four writing and four speaking lessons were developed including the peer teaching strategy. The teacher grouped students with strong and weak students together, so that the strong students could help the weaker. Participants were interviewed after the implementation of SOFLA, which was new for both the teacher and students.

Data were collected through a semi-structured online interview and three online focus groups (separate groups for students identified as strong, weak, and average). The interview guidelines (see Appendix 1) were designed to investigate the participants' opinions regarding their experience with the SOFLA lessons following Creswell's (2013) theory of the interview. First, the teacher was interviewed. Predetermined questions related to the research question, and other that emerged based on the interviewer's answers were used. Then, some of the predetermined questions we rewritten for the student focus groups based on the teacher's answers, and other questions that emerged during the interview.

Data analysis

A thematic analysis (Braun & Clarke 2006) was conducted to interpret and understand the data, which were transcribed and classified into positive and negative experiences and identified as advantages or disadvantages. Then, the advantages were identified with subthemes: positive learning experiences, English language learning, collaborative work, learning from mistakes, and learning from peer feedback. In the same way, the subthemes for the disadvantages were: a lack of compatibility in groups, peer teachers' anxiety, time management, and internet connection. Most of the subthemes contained excerpts from three groups of participants, strong, average, and weak students, as well as of the teacher. These excerpts were analyzed and discussed in the light of the existing literature.

Results and Discussion

Positive learning environment

The term learning environment encompasses many aspects of the teaching learning process. In this research, the term positive learning environment refers to the students' emotional dimension in the class (Great School Partnership, 2022).

Extracts from the teacher's interview

> *Estoy utilizando el SOFLA framework para la implementación del flipped classroom en modalidad virtual esto me ha permitido tener una idea clara de cómo organizar la clase.* [I am using the SOFLA framework for the implementation of the flipped classroom in virtual mode. This has allowed me to have a clear idea on how to organize the class.]—ETFC

> *La metodología permite potencializar el aprendizaje práctico y el trabajo colaborativo.* [The methodology permits the enhancement of practical learning and collaborative work.]—ETFC

> *Al inicio fue un poco difícil, pero poco a poco los estudiantes se van acostumbrando al proceso*. [At the beginning it was a bit difficult, but little by little the students are getting used to the process.]—ETFC

Extracts from the strong students' focus group

> *Si, la verdad si me he sentido cómodo*. [Yes, I really have felt comfortable.—SSDS

> *Sí, me siento cómoda.* [Yes, I feel confortable.]—SSEL

> *A mí me parecen actividades muy interesantes.* [They seem like very interesting activities to me.]—ASCM

> *Bueno, mi experiencia ha sido buena. Las dos primeras clases fueron algo difíciles*. [Well, my experience has been positive. The first two classes were somewhat difficult.]—ASDC

Extracts from the average students' focus group

> *A mí me parecen actividades muy interesantes.* [They seem like very interesting activities to me.]—ASCM

> *Bueno, mi experiencia ha sido buena. Las dos primeras clases fueron algo difíciles.* [Well, my experience has been positive. The first two classes were somewhat difficult.]—ASDC

Extracts from the weak students' focus group

> *Los primeros días no me sentía muy cómoda* […] *pero al final de todo desarrollamos bien las actividades.* [The first days I did not feel very comfortable […], but at the end we developed the activities well.] WSEP

> *Yo considero que ha sido una experiencia agradable.* [I consider that it has been a pleasant experience.]—WSCM

All participants described positive experiences in the application of flipped lessons with the SOFLA Framework. In the beginning, it was difficult, but little by little, students got used to the new learning process. The teacher asserted that the SOFLA framework helped her to have a clear idea of how to develop an online flipped class. SOFLA framework was a useful guide for planning smooth lessons with useful activities that maximized interaction during group work in the synchronous session (Marshall & Kotska, 2020). These findings suggest that SOFLA helps to provide students a positive learning environment because it replicates the most essential parts of flipped learning instruction—asynchronous and synchronous—smoothly facilitating learning. Thus, students are able to participate in real-time class sessions as they would do in face-to-face classes and interact with their peers (Marshal & Kotska, 2020). This study is similar to Mohammed and Ahlam (2018) and Lee et al. (2022) in which participants showed satisfaction and described flipped classroom as exciting, motivating and engaging. Like the traditional FCM, the SOFLA creates positive active language learning environments (Urfa, 2018). In consequence, it is suggested teachers plan and run their online lessons carefully following the stages of the SOFLA framework.

English language learning

As people learn English as a second or foreign language, they must develop macro skills such as listening, speaking, reading, and writing as well as micro skills such as grammar, vocabulary, pronunciation, etc. Students in this study believed that SOFLA supported the development of these skills when they were asked about students' improvement.

Extracts from the strong students' focus group

> *Si, han mejorado, sobre todo en el speaking…* [Yes, they have improved, especially in speaking…]—SSEL

> *Creo que con respecto al vocabulario sí.* [Regarding vocabulary, I think so.]—SSMC

> *La verdad para mí sí, porque al momento de explicarles, antes de eso yo siempre reviso. Les corrijo a ellas en su pronunciación, y de paso también aprendo yo.* [To tell the truth, 'yes' because before explaining, I always review. I correct their pronunciation, so I also learn.]—SSEL

> *En comparación al presencial, para mí en lo personal he aprendido más en algunas áreas que no soy buena.* [Compared to face-to-face classes, for me personally, I have learned more in some areas that I am not good at.]—SSGC

Extracts from the average students' focus group

> *Las actividades que ha desarrollado la profe, en mi caso si me han servido bastante. Lo que no me gusta es que no entramos mucho en el estudio de la gramática o en el contenido que tenemos en el libro*. [The activities that

the teacher has developed, in my case, have been very useful for me. What I do not like is that we do not study grammar or the content we have in the book deeply]—ASDC

Si, notablemente mi inglés si ha mejorado. [Yes, my English has notably improved]—ASAJ

En lo que es el 'writing' yo creo que sí y más que todo porque la teacher siempre está enfocada en desarrollar la habilidad del writing. [Regarding writing, I think so. Particularly because the teacher is always focused on developing the writing skill.]—ASCM

Me ha ayudado mucho, en especial con las reglas gramaticales que debemos poner en práctica en un escrito. [It has helped a lot, especially with the grammar rules that we must use in a written text.—ASDO

Extracts from the weak students' focus group

Si considero que ha mejorado mi pronunciación y mis habilidades en general. [Yes, I consider that my pronunciation and my skills in general have improved.]—WSMT

Con respecto a la pronunciación si se ha podido mejorar. [Regarding pronunciation, it has improved.]—WSCM

Mis habilidades de 'writing' sí han mejorado con los trabajos grupales. [My writing skills have improved with the group work.]—WSCM

This improvement of students' English language learning is a second advantage of SOFLA. Study participants mentioned that they improved different skills. They said they enhanced their productive skills and some other micro skills such as vocabulary, grammar, and pronunciation. There were similar opinions among participants. The weak students mentioned that their skills had been positively developed in group activities while the strong students reported that their role as peer teachers helped their learning. This could be because SOFLA lessons provided them with more time to practice the language collaboratively. Thus, constant and correct application of this approach in online English classes can contribute students' communication skills. The teachers' role is important in the development of well-designed lessons with achievable and useful learning objectives. In the same way, their presence to offer support and feedback is crucial to meaningful language learning. These findings are similar to previous research that reports positive influence of flipped classroom in students' speaking, writing, vocabulary, accuracy and pragmatic competence (Abdullah et al., 2019; Bezzazi, 2019; Bouchefra, 2021; Haghighi, 2018; Lee et al., 2022; Pavanelli, 2018; Li & Suwanthep, 2017). By implementing SOFLA, teachers could promote better online learning experiences and improve students' English skills.

Collaborative learning

When students work together towards a common goal, this can be defined as collaborative learning. In online flipped classrooms, students work collaboratively during the synchronous learning in the breakout rooms. Many research participants mentioned their positive experience of collaborative work.

Extracts from the strong students' focus group

En lo personal, ha sido una grata experiencia porque las niñas con las que trabajo han tratado de mejorar. [Personally, it has been a great experience because the classmates I work with have tried to improve.]—SSMC

Entonces la distribución del trabajo es clave, por ejemplo, yo soy buena redactando, y ellas son buenas entendiendo. Yo en cambio no entiendo a veces muy bien las explicaciones de la profesora. [The distribution of the work is essential. For example, I am good at editing, and they are good at understanding. On the other hand, I sometimes do not understand the teacher's explanation very well.]—SSGC

Para mí no ha sido problema, me he sabido adaptar y ellas también se han sabido adaptar. Entonces sí hemos trabajado bien. [For me it has not been a problem. I have known how to adapt and they have also known how to adapt. So, yes. We have worked well.]—SSDS

Extracts from the average students' focus group

Con el tiempo yo considero que sí he aprendido a trabajar mucho mejor en equipo y eso ha sido positivo. [Over time I consider that I have learned to work much better as a team and that has been positive.]—ASDC

Lo más importante es que todos nos podemos ayudar y compartir el conocimiento necesario para realizar un buen trabajo. [The most important is that we can all help each other and share the necessary knowledge to do a good work.]—ASAJ

El trabajar en grupo ha facilitado el aprendizaje, en especial con las reglas gramaticales que debemos poner en práctica en un escrito. [Working in a group has facilitated learning, especially with the grammar rules that we must put into practice in writing.]—ASDO

Todo trabajo grupal desarrollado en clase es beneficioso tanto para el que ayuda como para el que es ayudado ya que te corrigen y corriges. [All group work developed in class is beneficial both for the one who helps and for the one who is helped since they correct you and you correct them.]—ASDO

Extracts from the weak students' focus group

Con respecto a las actividades grupales me gustan mucho porque son interactivas porque todos unimos nuestras ideas y podemos trabajar y nos va bien. [Regarding group activities, I like them a lot because they are interactive since we all put our ideas together, and we can work; it goes well.]—WSMT

Podría decir que me ha facilitado, nos hemos facilitado entre todos realizar las tareas en grupo. Ninguno se queda atrás, nadie se adelanta e intentamos que vaya al mismo nivel. [I could say that it has made it easier for me; we have made it easier for all of us to carry out the tasks in a group. No one is left behind, no one goes ahead, and we try to keep it on the same level.]—WSMT

Trabajar con los compañeros en grupo ha sido una interacción que sí nos aporta y ayuda a desarrollar nuestras habilidades. [Working with classmates in a group has been an interaction that does contribute and help us develop our skills.] WSEP

Thus, promotion of collaborative learning may be another advantage of SOFLA. Strong students and peer teachers had positive opinions since they learned more from guiding their partners. Furthermore, average and weak students mentioned that the group work was beneficial for their learning. In the collaborative portion of flipped classroom lessons, students must complete a group task, so they learned to work collaboratively; most of the lesson time was devoted to it. In this way, they learned from each other and helped each other solve problems. All in all, collaborative learning through flipped classroom methodology had a positive impact on the learning experience and in students' outcomes (Bezzazi, 2019; Bouchefra, 2021). This is due to the variety of team collaborative activities; the more interaction between classmates (the social aspect of getting to know teammates), the greater the possibility that assignments could be completed in class, and opportunities to improve time management, discussion, and hands-on problem-solving skills would present themselves. These findings are in line with other authors (Gomez-Lanier, 2018; Karim & Mohammed, 2018); Idi et al., 2021) who list benefits such as: content domain, clarifying understanding, learning motivation, development of creative, critical, communication, social; verbal and analytical skills, adaptability to working with others, and practical experience. Students can learn and build their own knowledge through group interaction and guidance (Pavanelli, 2018).

Learning from mistakes

Mistakes play a relevant role in language learning because they allow learners to experiment with the language and indicate their progress (Spratt et al., 2012). When students learn from their mistakes, they realize what they did wrong and make sure not to do it again. Learning from mistakes was a frequent theme in the focus groups.

Extracts from the strong students' focus group

Yo soy la que tengo que corregir los verbos, o a veces el sentido que quiere dar a las oraciones. [I'm the one who has to correct the verbs, or sometimes the meaning they want to convey in the sentences.]—SSGC

Cuando tienen alguna mala pronunciación en alguna palabra, ahí mismo les digo y les hago repetir. [When they mispronounce a word, I tell them right away and make them repeat.]—SSEL

Yo tengo que estarles corrigiendo una y otra vez. Ahora, de mi parte, yo me tengo que autocorregir. [I have to correct them over and over again. Now, on my part, I have to correct myself.]—SSDC

Extracts from the average students' focus group

Todos pueden aprovechar de los errores de los compañeros y de los errores que uno comete. [Everyone can take advantage of the classmates' mistakes and his or her own mistakes.]—ASAJ

Mis compañeros han intentado explicarme ciertas cosas que no comprendo y corregir errores gramaticales, pronunciación, y otras cosas. [My classmates have tried to explain certain things to me that I do not understand and correct grammatical errors, pronunciation, and other things.]—ASCM

Aprender estructuras gramaticales en grupo es beneficioso porque nos corregimos y corregimos a nuestros compañeros. Esto nos ayuda a mejorar esta habilidad. [Learning grammar structures in group is beneficial because we correct ourselves and our peers. This helps us to improve this skill.]—ASAJ

Al encontrar algún error, ellos están allí para corregirme y esto es favorecedor para mí. [On finding a mistake, they are there to correct me and this is helpful for me.]—ASAJ

Extracts from the weak students' focus group

> *Algunos compañeros tienen un nivel de inglés más alto y nos ayudan a corregir las tareas y mejorar nuestros escritos.* [Some classmates have a higher level of English, and they help us correct the tasks and improve our writing.]—WSEP
>
> *Mis compañeros me han corregido, me comentan sobre alguna mala pronunciación o escritura. Entonces con eso he mejorado.* [My classmates have corrected me. They have commented on incorrect pronunciation or writing mistakes. So with that I have improved.]—WSMT
>
> *Ellos me corrigen cuando tengo un error y yo también les corrijo; eso sí nos ha ayudado*. [They correct me when I have a mistake, and I also correct them; that has helped us.]—WSMT
>
> *Hay veces en las que escribimos mal y uno de mis compañeros corrige y nos comenta cómo deberíamos hacerlo.* [There are situations in which we write incorrectly and one of my classmates correct and tell us how we should do it.]—WSMT

Learning from mistakes is another advantage of SOFLA. Students indicated that they acquired more knowledge correcting or being corrected. First, strong students mentioned that they had to correct their classmates in vocabulary, pronunciation and grammar. On the other hand, average students affirmed that they corrected each other and learnt from their mistakes. Similarly, weak students gave positive comments about their partners' corrections. Language mistakes are a natural part of the learning process. When working in groups, students have great opportunities to correct themselves and others. This collaborative way of correcting mistakes makes learning more meaningful and provides a more supportive atmosphere. These results are related to previous research on peer correction. For instance, Ramírez Balderas & Guillén Cuamatzi (2018) claimed that students participate actively in the correction since feedback received from classmates is less threatening and the learning responsibility is shared, which shows them that their opinion is valued. This highlights the importance of planning explicit peer correction activities so that learners can provide and receive more meaningful feedback.

Peer feedback

In the language learning process, students can have an opinion on learners' ability by checking their work, perhaps with some help from the teacher (Spratt, 2012). Research participants commented on peer feedback in the following extracts.

Extracts from the teacher's interview

> *Hay mucha problemática en cuanto a la resistencia de los estudiantes en hacer un verdadero peer feedback. También hay situaciones en que los estudiantes no están en la capacidad de reconocer los errores y hacer un buen peer feedback. Cuando los 'weak students' cogen los trabajos de los 'strong students' piensan que todo está bien, entonces ponen todo está correcto.* [There are a lot of problems in terms of students' resistance to participate in true peer feedback. There are also situations in which students are not able to recognize mistakes and give good peer feedback. When the weak students check the strong students' work, they think that it is correct, so they just say everything is correct.]—ETFC
>
> *Estoy también usando el SHAC peer feedback model (comparte, ayuda, pregunta y comenta); es un formato que te permite organizar de mejor manera la corrección en parejas. Ha sido muy útil porque el estudiante sigue un proceso y con el ejemplo sabe que hacer exactamente.* [I am also using the SHAC peer feedback model (share, help, ask, and comment); it is a format that allows you to organize the peer correction better. It has been very useful because the student follows a process, and with an example he/she knows what to do exactly.]—ETFC

Extracts from the strong students' focus group

> *Con nuestros comentarios podemos dar a conocer errores a nuestros compañeros y ellos a nosotros para tenerlos en cuenta y trabajar en corregir.* [With our comments, we can point out our mistakes so that we notice them and try to correct them.]—SSDS
>
> *El mayor problema es que siempre pueden quedar errores sin identificar, o que los comentarios a nuestros compañeros sean tomados de mala forma, lo que crea un mal ambiente de trabajo*. [The biggest problem is that errors can always remain unidentified, or that our comments are not well received by our partners, which creates a bad working environment.]—SSDS

Extracts from the average students' focus group

> *Me pareció algo muy bueno, ya que de esta forma se puede obtener una evaluación objetiva de nuestro trabajo.* [It was something positive since we could receive an objective assessment of our work.]—ASDC

Es un método muy completo que nos ayuda a verificar los aciertos y los errores de manera rápida y simultánea, incentivando también el desarrollo de criterio autónomo. [It is a very complete method that helps us to verify the successes and errors quickly and simultaneously. Also, it encourages the development of their individual opinions.]—ASAJ

Sí ayudó a desarrollar el pensamiento crítico ya que muchas veces uno piensa que su respuesta está bien, pero con este formato fue posible ver las fallas que cometía al revisar los trabajos de otros grupos. [It helped to develop critical thinking since many times we think that our writing is correct, but with this format it was possible to identify the mistakes I made by reviewing the work of other groups.]—ASCM

Siempre hace falta el refuerzo académico que brindan los docentes. Nosotros como estudiantes tenemos un vacío de conocimientos que debe ser complementado por los maestros. [The academic feedback provided by teachers is always needed. As students, we have gaps of knowledge that must be filled by teachers.]—ASAJ

Extracts from the weak students' focus group

De esta manera podemos descubrir errores de nuestros compañeros y dejarle sugerencias para que puedan mejorarlas. [In this way, we can discover our classmates' errors and give them suggestions so that they can improve.]—WSCM

Fue muy fácil de usar, fue útil porque nos ayudó mucho a corregir nuestros errores y a poder compartir críticas constructivas a nuestros compañeros. [It was very easy to use, it was useful because it helped us to correct our mistakes a lot and to be able to share constructive comments with our classmates.]—WSMT

El recibir las sugerencias de nuestros compañeros es de gran utilidad ya que de esta manera se pueden mejorar cada una de las distintas habilidades. [Receiving suggestions from our classmates is very useful; in this way we can improve our different skills.]—WSCM

The teacher stated that she used the SHAC model to involve students more actively and facilitate peer feedback. The students mentioned that this model helped them to recognize mistakes, and so, give and receive useful comments. The teacher mentioned that weak students could not identify mistakes or may have believed that strong students did not make mistakes. Students also considered that the teachers' feedback was necessary. Students can feel limited in doing appropriate feedback if they do not receive enough guidance. Thus, teachers need to provide appropriate tools and materials so that the peer feedback results can be favorable. Similar to Sumardi et al. (2019), and Janson et al. (2014), all the students and the teacher gave positive comments about the peer feedback in online lessons. The teacher and students considered that the SHAC model was useful to provide feedback. Not only did SHAC allow teachers and students to recognize their mistakes, but also they were able to provide and receive useful recommendations (Marshall & Kostka, 2020). However, there could be problems regarding students' resistance to peer feedback or inability to identify mistakes. Thus, teachers' feedback must not be neglected. Ramírez Balderas and Guillén Cuamatzi (2018) stated that some peer feedback may be wrong, but with the teachers' help, students can gain clarity and still benefit from the peer feedback. In fact, some students tended to give more value to the teacher's feedback rather than that of their classmates' (Bijami et al., 2013). Thus, the SHAC model that has been previously used in traditional flipped classroom can also be useful for online environment with careful planning.

The drawbacks of implementing SOFLA Framework are mismatched in heterogeneously assigned groups, peer teachers' anxiety, time management, and issues with internet connectivity.

Mismatch in heterogeneously-assigned groups

Heterogeneously-assigned groups are formed by the teacher with the aim of creating balanced groups of people with different skills, abilities, backgrounds, etc. Problems of mismatching may occur in this type of groups due to the work being unequally divided and the major work falling on individuals who take more responsibility of the work (Nhan & Nhan, 2019). These problems were mentioned by research participants in the following extracts.

Extracts from the teacher's interview

Hay otra estrategia que estoy manejando 'peer teaching'. Lo que he hecho es seleccionar a aquellos estudiantes que mejor se desenvuelven y ubicarles con aquellos que menos se desenvuelven para fortalecer el trabajo en grupo. [There is another strategy I am using 'peer teaching'. I have selected those students who have better development and group them with the ones who have lower development to reinforce the group work.]-ETFC

Extracts from the strong students' focus group

Bueno, creo que al inicio fue una experiencia un tanto frustrante porque uno a veces está acostumbrado a trabajar con ciertas personas que tal vez ya saben cómo tú trabajas. [Well, I think at the beginning it was a

frustrating experience because we are used to working with certain people who maybe know how we work.]—SSMC

Cuando la licenciada escoge nuestro grupo vemos las falencias que hay en cada quien y su nivel de inglés. A veces uno que sabe más tiene que tratar de darles la manito y ayudarles, o a veces tratar de hacer todo el trabajo para no verse afectado. [When the teacher chooses our group, we see the deficiencies that exist in each of our classmates and their level of English. Sometimes, we, who know more, have to try to give a hand and help them, or sometimes try to do all the work so as not to be affected.]—SSGC

Extracts from the average students' focus group

*No todos tenemos la misma capacidad y muchas veces hemos tenido que tomar el rol del maestro. En ocasiones ha habido tanta discrepancia que a lo mejor no hubiera pasado con un grupo de confianza o por afinidad. [*We do not have the same ability and many times we have had to take the teacher's role. Sometimes, there has been so much disagreement that might not have happened with a group we trusted.]—ASCM

La profe nos formó los grupos al azar, no fue por afinidad. Entonces, fue un poco difícil acoplarse al trabajo con los compañeros. Además, el nivel de inglés de cada uno es disparejo. [The teacher created the groups randomly; it was not by affinity. So, it was a bit difficult to catch up to work with colleagues. In addition, the level of English of each one is different.]-ASDC

Extracts from the weak students' focus group

A mi parecer ha puesto a los que menos saben con uno o dos que sepan un poco más. Eso ha logrado que los que menos sabemos aprendamos de los que más saben y los que saben más pueden reforzar lo que ya sabían. [In my opinion, she has put those who know less with one or two who know a little more. This has made it possible for those of us who know less to learn from those who know more, and those who know more can reinforce what they already knew.]—WSMT

Creo que la profe organizó los grupos con una persona que sabe mucho y con otro al que le falta más nivel de inglés y eso ha sido bueno. [I think the teacher organized the groups with a person who knows a lot and with other who lacks a higher level of English; that has been good.]—WSEP

Pero al principio sí fue difícil porque a pesar de estar en quinto semestre no compaginamos con ciertas personas. [But at first, it was difficult because despite being in the fifth semester we did not get along with certain people.]—WSCM

The first drawback is the mismatches in groups because they were not student-selected groups. The teacher created heterogeneous groups to implement the peer teacher strategy—stronger students teaching weaker ones. Strong and average students reported difficulties when working with this type of group; for example, different levels of English, getting used to working with new people, feeling a sense of responsibility for the quality of work. They would have preferred to create their own groups. On the other hand, weak students believed that it was helpful that the teacher had organized groups in this way. These results are in line with Karim and Mohammed (2018) who assert that pairing weak students with strong students foster group work and improve the learning of weak students. Findings also confirm that mismatches reported by Nhan & Nhan (2019) are real. Some strong and average students affirmed that it was difficult to work with people that they had not been used to working with. Regarding this issue, Roskosa and Rupniece (2016) claim that working in groups may hinder the learning process because of students' differences. Students will have disagreements about the work completed by each member of a group. Working in groups chosen by the teacher affected the students' development since they felt outside their comfort zone. Many cooperative learning methods suggest heterogeneous group composition as to reflect the diversity of student abilities and background in the class, but these findings suggest exploring alternative grouping strategies to help weak students when doing collaborative work, particularly in flipped classroom environments.

Peer teachers' anxiety

Peer teaching is a strategy to engage students in classroom activities by pairing students who have more abilities to comprehend the class content with those who cannot comprehend it completely (Karim & Mohammed, 2018). In this study, we identified peer teachers' feelings of worry due to the responsibility this entails.

Extracts from the teacher's interview

> *Ella me dijo que se había sentido un poquito molesta porque no querían hablar, no querían decir nada.* [She (peer teacher) told me that she had been a little upset because they didn't want to talk; they didn't want to say anything.]—ETFC

> *Por eso mismo, los trabajos que hacen los peer teachers no son evaluados para que no digan "como va a evaluar, yo quiero tener buena nota, entonces cojo y hago yo mismo."* [For this reason, the peer teachers' work is not evaluated so they don't say "as it is going to be evaluated, and I want to get a good grade, so I will do it by myself."]—ETFC

> *Yo les aclaré que lo que yo voy a hacer es evaluarlos en función de que tanto ayudan a los demás.* [I made it clear to them that what I'm going to do is evaluate them based on how much they help others.]—ETFC

Extracts from the strong students' focus group

> *Si ha sido un poco difícil ayudarlas porque a veces no lo entienden, de verdad no entienden.* [If it has been a little difficult to help them because sometimes, they do not understand, they really do not understand.]—SSEL

> *A veces la idea que se tiene que transmitir en el escrito no la entienden. O a veces es la frustración de que la explicación no fue suficiente.* [Sometimes, they do not understand the idea they want to communicate in their writing. Or sometimes it is the frustration that the explanation was not enough.]—SSGC

> *Yo les ayudo, y esto es una carga más para mí que tengo que saber para ayudarles.* [I help them, and this is one more burden for me because I have to know to help them.]—SSDS

> *Mi grupo no es que tenga un buen nivel de inglés. Entonces a veces eso dificulta mucho la realización de las actividades.* [My group does not have a good level of English. So, sometimes that makes it very difficult to develop the activities.]—SSMC

> *La profe nos ha dado una responsabilidad, si se le puede llamar así, que te exige a ti igual poder entender tanto el contenido, como también poder explicar y también hablar.* [The teacher has given us a responsibility if you can call it like that, which requires you to be able to understand the content as well as be able to explain and to speak.]—SSMC

The teacher applied the peer teaching strategy to support weak students' learning and reinforce strong students' knowledge. Even though the peer teachers were not assessed by the product of the group work, they felt pressured during the group work time. The peer teachers reported different problems: lack of understanding, low English level, and poor involvement, participation, and interaction. Peer teachers also felt pressure to comprehend the topics to explain to their classmates; they felt that their explanations were not enough. In consequence, the study concludes that peer teachers felt anxiety and took their groupmates as a hindrance. Anxiety exists in almost every aspect of second or foreign language learning, and it can hinder or facilitate learning because it may produce mental block or motivate students to work harder (Liu, 2006). No prior research investigating anxiety in peer teaching was found, but the problems reported here can be analyzed as the causes of such anxiety. Therefore, it is necessary to recognize limitations of this strategy, such as the students' lack of motivation and knowledge about the strategy and its benefits, the number of students in each classroom, and insufficient class meeting time (Karim & Mohammed, 2018). Taking into account these limitations can help teachers to better structure the strategy and benefit from it. Peer teaching not only helps students with learning problems but also helps peer-teachers while they teach their classmates. Peer teaching forces students to be active learners and to talk to each other (Liu & Devitt, 2012). Generally, students have positive perspectives on peer teaching in EFL classes to enhance students' learning and language abilities. They report seeing it as useful for students who teach and those who are taught (Graziano, 2017).

Time management

Time management "is defined as behaviors that aim at achieving an effective use of time while performing certain goal-directed activities" (Claessens et al., as cited in Ahmad et al., 2020, p. 4). These authors assert that it is one of the most important aspects in getting the benefits of the flipped classroom approach.

Extracts from the teacher's interview

> *Yo planifico con un determinado tiempo. Entonces voy monitoreando y digo 'cinco minutos más' o 'diez minutos más'.* [I plan for a certain time. Then, I monitor and say 'five minutes more' or 'ten minutes more'...]—ETFC

> *Lo que siempre hago en la planificación es probar las actividades, si a mí me lleva cinco minutos, entonces les doy diez minutos o si sé que el curso se demora, entonces quince minutos. Siempre es el doble o el triple del tiempo del que yo me demoro.* [What I always do in planning is to try out the activities. If it takes me five

minutes, then I give them ten minutes. If I know the class is slow, then fifteen minutes. It is always double or triple of the time that I need.]—ETFC

Extracts from the strong students' focus group

Un factor que teníamos en contra era el tiempo (…), son muchos chicos que tienen dificultad en el idioma, entonces por ende necesitan más tiempo tanto como para la explicación, como para la realización de la tarea. [One factor that we had against us was time (...), there are many guys who have difficulty with the language, so they need more time both for the explanation and for the completion of the task.]—SSMC

Dentro del tiempo de la profe, no se toma en cuenta este tiempo de explicación, sino ella da un tiempo donde ya solo se empiece con la tarea. Entonces si ha traído inconvenientes. [Within the teacher's planning time, time for the explanation is not taken into account. She only gives the time to start the task right away. So there have been problems.]—SSMC

Extracts from the average students' focus group

No todos tenemos el mismo nivel de aprendizaje; unos se van a tardar más y otros menos. Entonces, por mi parte esa es una dificultad. [We do not all have the same level of learning; some will take longer and some will take less time . So, for my part, that is a difficulty.]—ASDO

Tenemos la dificultad del tiempo. Muchas veces las actividades finalizan una hora después de que terminó la clase. [We have the difficulty of time. Activities often end an hour after class ends.]—ASCM

Considero que el tiempo que nos da la profesora es muy corto y sinceramente es como que un poquito estresante realizar las cosas al apuro. [I consider that the time the teacher gives us is very short, and honestly it is like a bit stressful doing things in a hurry.]—ASDO

Extracts from the weak students' focus group

En este parcial la profesora si es más flexible con el tiempo porque el anterior a veces nos daba menos tiempo. [In this term the teacher is more flexible about time because in the previous one sometimes she gave us less time.]—WSEP

Yo considero que el tiempo que la profesora nos ha dado para desarrollar las actividades es algo corto. [I consider that the time that the teacher has given us to develop the activities is somewhat short.]—WSCM

La profesora ha sido muy comprensible y flexible con el tiempo, siempre nos da cinco minutos, diez minutos más o lo que sea necesario para que podamos terminar con las actividades. [The teacher has been very empathic and flexible with time; she always gives us five minutes, ten more minutes or the necessary time so that we can finish with the activities.]—WSMT

Time management in group work is another drawback participants experienced in SOFLA. The teacher said that she tried out the activities to estimate the time students would need for the activities and doubled or tripled the time she used. However, students could not complete the group work on time, so she had to add extra time. Strong students said that they needed more time to explain the content to their peers, give instructions, and correct them. Equally, average students did not have enough time and they needed to keep working after the time limit. These students said that they had difficulties finishing the task on time because of their different English levels and that it was stressful. Similarly, the weak students explained that the time was not enough even though the teacher gave them more time. Flipped classroom tasks are more challenging, so time management can be a problem in classes with little or no experience with the methodology. The peer teachers stated that they needed time to clarify the class content and the task they had to do in their group. It seems that these students came to class with little or no knowledge of the class content, affecting the time devoted to classwork, which was exclusively for productive activities. This points out the need to revise students' role in each stage of the flipped lessons and strategies to improve comprehension of content in the pre-work activity. Along these lines, a study conducted by Ahmad et al. (2020) mentions that in order for students to contribute successfully to group work, they need to gain sufficient knowledge in the pre-work stage. Students need to allocate time to both online preparatory activities and face-to-face components since both of these factors have proven to be predictors of academic success. In addition, Talbert (2019) explains that the key to managing time in flipped lessons and avoiding disasters is to set meaningful and achievable learning objectives and to help students manage their time. With respect to the latter, Auld (2020) explains that students need to develop time management strategies such as goal setting for each task, prioritizing activities, organization, managing stress, reducing distractions, setting time limits, and having a clock nearby.

Internet connection

In order to participate in SOFLA, people must connect to internet using technological devices. Internet connection was the primary resource for education during the COVID-19. Regarding internet conection, participants said the following.

Extracts from the teacher's interview

> *No sé si son pretextos o si en realidad tienen problemas con el internet. Siempre dicen eso, bueno no todos.* [I do not know if they are excuses or if they actually have problems with the internet. They always say that, well not everyone.]—ETFC

Extracts from the strong students' focus group

> *Hay problemas de internet que interfieren con la participación*. [There are internet problems that interfere with participation.]—SSGC

> *El único inconveniente es cuando mis compañeros en las actividades grupales no tienen acceso a internet, es un poco fastidioso porque no pueden ayudar a completar la actividad.* [The only downside is when my classmates in group activities don't have internet access. It's a bit annoying because they can't help complete the activity.]—SSDS

Extracts from the average students' focus group

> *Hay muchos problemas con el internet y las páginas de trabajo.* [There are many problems with the internet and web sites.]—ASDC

> *No todos tenemos la misma calidad o acceso a internet.* [Not all of us have the same quality or access to the internet.]—ASAJ

Extracts from the weak students' focus group

> *A veces si tenemos dificultades en conexión a internet.* [Sometimes we have difficulties connecting to the internet.]—WSEP

> *La conexión de internet afecta bastante en el desarrollo de la clase.* [The internet connection greatly affects the development of the class.]—WSCM

Limited internet connection was the final factor that affected the implementation of the online flipped learning approach. The teacher said that she did not know if connectivity problems were real since it was recurrent in some students. However, all students gave negative opinions about internet connection. They reported that it affected some students' participation and the fulfillment of the group work. This could be associated with the students' socioeconomic factors. In spite of advances in technology, there are groups that still do not have appropriate access to internet. The lower strata tend to have more limited access to technology. Farroq et al. (2020) "statistically confirm that poverty is a leading cause of digital divide worldwide" (p. 415). Problems with internet access are not new in the context of flipped and online learning. Some authors (Ansori & Nafi', 2019; Efriana, 2021; Evseeva & Solozhenko, 2015) establish that the major issues of online classes and flipped classroom are internet access and electricity. Thus, teaching English in an online environment requires an in-depth study of the students' needs such as students' external problems that could affect the educational process.

Conclusion

This study suggests that the main advantages of implementing the flipped classroom methodology by means of the Synchronous Online Flipped Learning Approach (SOFLA) were: a) creating a positive learning environment, b) improving English language learning, c) fostering collaborative learning, d) promoting learning from mistakes, and e) facilitating peer feedback. Students perceived a positive learning environment, which motivated their learning and language improvement. They asserted that they learned from collaborative work, helped each other, and learned from mistakes. In addition, SHAC model (Share, Help, Ask, Comment) was useful for peer feedback since students could give and receive useful comments on their work. On the other hand, there were also some drawbacks, which must be taken into account in future occasions: a) lack of compatibility in groups, b) difficulties for peer teachers, c) time management, and d) connectivity. Some students did not feel comfortable working in groups established by the teacher. Peer teachers felt responsible for their classmates' learning. Students reported that the lack of time affected their group work. In addition, the teacher made positive comments about SOFLA Framework and the SHAC peer feedback model because the former helped her to organize the flipped lessons and the latter helped her students provide feedback successfully. Nevertheless, she also described difficulties such

as students' lack of commitment or knowledge to do peer feedback well, problems with the peer teachers, time management and technological problems.

These results are subject to some limitations such as sample size and limited contact of participants with SOFLA. A larger-scale study is needed for further recommendation since the learning context could be different from classroom to classroom.

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Appendix

Semi-structured Interview Guidelines for the Teacher

1. *Por favor, ¿podría describir sobre usted y su formación profesional?* [Please, can you tell us something about you and your professional profile?]

2. *Háblenos un poco sobre su experiencia con el online flipped classroom, ¿cómo planifica y lo aplica?* [Tell us something about your experience with the online flipped classroom? How do you plan and apply it?]

3. *¿Considera usted que esta metodología ha ayudado al aprendizaje del inglés en sus estudiantes?* [Do you consider that this methodology has helped your students' English learning?]

4. *¿Cómo organiza el trabajo grupal y la retroalimentación?* [How do you organize the group work and feedback?]

5. *¿Ha notado usted complicaciones en la aplicación del online flipped classroom? o ¿Ha habido algunas limitaciones como el internet o con la organización de los grupos?* [Have you noticed difficulties in the application of online flipped classroom? Have you had some limitations with internet o with the organization of groups?]

6. *¿Cómo planifica usted la distribución del tiempo que va a requerir cada actividad?* How do you plan the distribution of time for each activity?]

Semi-structured Interview Guidelines for Students' Focus Groups

1. *Por favor, ¿podrían describir brevemente sobre ustedes como estudiantes?* [Please, can you describe yourself briefly as students?

2. *¿Cómo desarrolla la 'teacher' las clases de inglés?* [How does the teacher develop the English classes?]

3. *¿Cómo te has sentido en las clases de inglés?* [How have you felt in English classes?]

4. *¿Cuál ha sido tu experiencia con respecto a los trabajos grupales?* [Can you describe your experience in group work?]

5. *¿Consideras que tus habilidades en inglés han mejorado con los trabajos grupales?* [Do you consider that your English language skills have improved with group work?]

6. *¿Crees que la retroalimentación realizada a los trabajos grupales te ha ayudado en el aprendizaje?* [Do you think that the feedback developed in group work has helped you in your learning?]

7. *¿Qué piensas del formato SHAC utilizado para dar feedback a los trabajos?* [What do you think about the SHAC format used to provide feedback?]

8. *¿Cuáles ha sido los principales problemas durante las clases?* [What were the main problems during the classes?]