The Impact of Flipped Learning on Fifth Graders’ Oral Production

A research project submitted to obtain the degree of Bachelor of Arts in Humanities and Languages

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To our families and all the people who taught us to keep strong.

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Data collection instruments
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- Teacher's journal.
- Cornell Notes (CN)

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- Axial Coding.
- Selective Coding.

Subcategory #1: Flipping my Learning, Changing my Mind (Pre category: Flipped Learning)

Subcategory #2: Speaking From the very Beginning (Pre category: Oral Production)

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Introduction

This study has its roots into the necessity to teach English with a different methodology that might better encourage students to learn a foreign language. We were aware of the problem of learning a language, putting aside the practice or isolatedly teaching each ability, therefore, we decided to research on how the teaching process could be better carried out, by taking into consideration several learning paces and complying with the National Competence Standards in Foreign Languages, (MEN, 2006). After researching, we found that Flipped Learning was
thoroughly inclusive in terms of learning paces so, it is a methodology in compliance with the standards.

The first chapter mentions how it was decided to test students’ abilities through an international exam and the result was that speaking was the ability to focus our attention on. Thus, with the help of the chosen methodology, Flipped Learning, it was possible to provide learners with several opportunities to speak and practice in class. Besides, we were also able to be quite aware of the process of each student in real time. Regarding our goal, it was set the objective to determine if Flipped Learning methodology could ease student’s learning of a language and even though, there were some limitations such as the lack of technological devices at students’ homes or students being tired because of a long shift. It is important to highlight that a meaningful change was noticed with all the students at the end of the implementation. The meaning that this study has in the literature review and the previous studies is that a recent and technological methodology from the United States was carried out with children from a public school, so the study is reachable and applicable in any context and can be used not only in our professional lives but also by any English teacher worldwide.

The second chapter will include information in regards to the methodology, a qualitative approach was chosen under the Action Research Design and the participants were fifth graders from a public school in Bogotá. Then, the data collection instruments are described and how they were implemented on every class. Regarding the final chapter, it can be said that a main characteristic of this study is that each aspect of the data was deeply analyzed with the help of grounded theory and several assumptions regarding the learners, the process, the methodology and the teaching process were found. Moreover, three main characteristics emerged from the
analysis and were connected to each theoretical construct. The final part will show the conclusions by explaining how was finally answered the main inquiry and each objective.

Chapter One: Problem Statement

Problem description

During the practicum process at IED Antonio Nariño, specifically in the 502 class, it was observed that some students needed to enhance their speaking abilities. A proof of that situation is supported in the first journal (See annex A), which shows how students are not able to speak in class, some students used phrases about the class like “¿puedo hablar en español?”, “no sé cómo decirlo en inglés”, “no entiendo”, etc., even when the phrases were not that difficult. One of the reasons of this problem is that students do not have an English teacher during all their basic education. This role is taken by the practitioner who only has two hours per week to apply different methodologies in order to teach some topics.
Not only the time is not enough for the children to learn English as a foreign language but also the kids are tired in class because of some of them attend the 40x40 program created by the government, where extracurricular activities in which children are supposed to take arts and sports classes in the morning are provided. Students really love this program, but the issue is that in the afternoon, when they have to attend a class, they do not have enough energy to learn the required topics. So, the majority of the students struggle or tend to forget what was learnt in previous courses, the teacher’s journal was a research tool that allowed the pre-service teachers to identify this context.

For that reason, preservice teachers started to implement different methodologies in order to make the class more dynamic for students. The new lesson plans included a set of internet videos, games and activities which students had to be paying attention to. With this new implementation, children began to be more interested in class, they said a few words in English, like “can I go to the bathroom?” or giving feedback about the activities done “me gustó el video”, “los juegos están cheveres” (See annex B), etc., This new attitude gave us the motivation to create our own material based on Flipped Learning.

Another problem is that at the beginning of the year, a lot of students arrived at school for the first time but they had never been in a foreign language environment. That makes students English level varied. As they had not understood or they were not able to construct an idea, a standard test was applied in order to determine which ability had to be strengthened among listening, reading, writing and speaking. It was chosen a Cambridge Starters Standard Test (2003) without changing any question, the structure remained the same and the listening section was evaluated with the Cambridge record prescribed by the test. However, the exam was
shortened leaving just one activity per skill, as the original one was too long and had two activities per ability.

After the analysis, the results showed speaking as the skill which obtained the lowest score, see figure below.

*Fig 1. Cambridge Starters Exam. Pre Test Results showing speaking as the lowest proficiency*

As pre-service language teachers, we are conscious of the big importance that speaking has in the correct language development, and as we could identify throughout the teachers’ journal, this ability is not very well carried out, this resulted in a low skill progress. Taking into account all the instruments, the teacher’s journal, the fact of not having an official English language teacher and the diagnostic test showing the English level results, it is possible to affirm that the students’ weakness is regarding speaking. The present study will show how during the intervention the skill was impacted with the help of the selected approach.

**Research question**

What is the effect of the flipped learning methodology on fifth graders’ oral production at IED Antonio Nariño?
Objectives

General objective.

Analyze the impact of the flipped learning methodology on the oral production of fifth graders.

Specific objectives.

- Determine students’ speaking proficiency before and after the implementation with a Cambridge Starters Standard Test.
- Design and test flipped learning-like material such as videos and activities for the development of oral production in students.
- Interpret the process students carry out while the study is being applied with the help of the instruments selected.

Justification

English is widely known as one of the most used languages in the world in terms of business and research. Since the current economy, the globalism and mass media demand a specific language to actively spread information, a factual and clear language such as English has been chosen as the fastest way to communicate with each other.

After our experience as language students, we have noticed that speaking is a very important aspect in the development of effective communication. Nowadays, it is necessary to understand the impact that the speaking skill has on people’s interaction. Therefore, oral production proficiency is one of the principal goals of a language. The correct development of this skill makes foreign exchanges easier.
Throughout the observations with the infants we were working with, we realized that students did not have a good development in this skill as they were more focused on reading and writing. In terms of speaking, they relied on their native language to express their ideas and tried to translate them using the Spanish structure without the corresponding vocabulary. This is very common in Spanish speakers (Segura, 2012). The development of the speaking skill does not have the same efficiency than the acquisition of others skills, because students do not live in an English language context.

Based on the above, it was necessary for the researchers to come up with a methodology that could work on active learning in class. Hence, Flipped Learning was chosen as it allows to practice the language and to be able to express oneself using it. Through flipped learning, the class time is invested in practicing the language and homework introduces the main topic. Thus, the time is completely used on sharing experiences, practicing pronunciation and enhancing the oral production.

In many public schools, students have just one English class per week. As a result, Flipped Learning could increase learning time in English by practicing outdoors as well as in the classroom. Besides, this methodology is attractive for students, due to, it has more interaction with technological resources and students will not have any other homework apart from watching videos, which could incentivize them to practice at their own pace. This study, then provides new information regarding Flipped Learning on children from elementary schools in Colombia.
Background Studies

Local studies.

*Interaction strategy for the development of the oral production of sixth graders at I.E.D Nydia Quintero de Turbay. Universidad Libre: Bogotá. (Norato & Ramos, 2015).*

This project talks about the development of oral production on 6th graders from a public school. The study went through interaction strategies such as jumble dialogues, pictures, word cues and disappearing dialogues. It was done in 5 lessons with 36 students with the information being saved on raw data and exposed on statistical analysis.

This research furnishes our study because it develops speaking skills with students between 11 and 12 years old from a public school. It mentions several strategies to include in our lesson plans and how to motivate the students to learn while they enjoy the class and improve their English proficiency.


The project describes the importance of cooperative learning as a strategy to improve speaking skills, fluency and pronunciation in fifth graders. This study used a pre and post-test to identify the principal problems in oral production and the process that learners achieved at the end of the project. The students’ performance and activities were registered in 10 sessions in a journal. At the end of the study the fifth graders showed an improvement in organizing their ideas, but their pronunciation remained at a similar level.

The instruments taken were: *a test*, with multiple choice questions in order to identify the students’ knowledge; *the diagnostic test*, with personal information questions in order to verify the different aspects of language and so that students would be aware of their errors; *the journal,*
it was used in the observation sessions for creating the cooperative learning with peer-feedback; and finally, the procedures, they were based on the speaking levels of the Common European Framework and for this research, just 15 students were taken to the process.

The different activities proposed in this project had a big impact on the infants because they needed to improve their speaking skills for doing the activities in the correct way. The different instruments taken in this study were useful and it is important to bear in mind that cooperative learning is not only for improving oral production, but this methodology can also improve different abilities such as reading, listening and writing. This work helps our project because it shows us the importance of having an effective process with fifth graders and how they can improve their oral production with a good methodology.

National studies.

Teaching Speaking Skills through Language Games in a Fifth Grade of a Public School from Pereira. Universidad tecnológica de Pereira (Pereira, Toro & Velásquez, 2016).

This project was focused on using games to improve speaking skills in a public school of Pereira. The teaching objective was to enhance fluency while developing students’ speaking accuracy, whereas the learning objective was to increase the communicative approach learners had with the language by playing games. This project took a month and a half, and 34 students of 5th grade participated. The classroom project had 2 lessons per week and each of them consisted on explaining the topic, teaching games, checking the class and wrapping up about what they learnt. The information was saved on videos, photos, journals and observations.

The outcome was positive because students acquired more vocabulary, improved on the construction of simple sentences and developed confidence and motivation when speaking because of the usage of language games. However, there was an interference with the native
language because students struggled to use English grammatical structures instead they preferred to use the ones related to their native language. Besides, the improvement was focused more on writing than speaking. This project helps our current research because the grade is the same. The idea of it was to enhance speaking skills through games which is accurate and uses audiovisual resources.

*El modelo Flipped learning en la pronunciación del inglés: un estudio exploratorio con docentes en formación de lenguas extranjeras. Universidad de Antioquia: Medellín. (Gómez, 2016).*

The project describes flipped learning as a strategy through ICT (Information and Communication Technology), helping students at their own pace in order to improve their oral skills. The principal objective is to change the direct teacher’s role and start working on the student’s self-process in the furtherance of improving students’ learning experience. This study was taken with the course “introduction to phonetics” with students of foreign languages that were in fourth semester at Universidad Católica de Oriente, which had already taken Flipped Learning and phonetics classes. The data were checked in qualitative and quantitative ways to collect better information in the process.

This work is useful in the present study because the flipped learning is our principal guide to encourage students to create and improve their oral production. Also, it gives us ideas about how to make use of ICT applied in education and how we can identify the students’ processes with media resources and virtual dynamics towards motivation, self-creation learning and autonomy.

*International Studies.*

*The Flipped Classroom: Cultivating Student Engagement. University of Victoria: British Columbia. (Lynn, 2013).*
This project discusses about the engagement students develop throughout Flipped classrooms. Since the content was given with the help of media, students took better advantage of learning activities they received in class. Furthermore, this thesis focused on the social approach by making meaningful any interaction and it also showed the challenges of using this method because of the students’ lack of access to technology. The idea of including media increased students’ involvement since it is something that they are familiar with. The project was developed in three case studies in three different universities in Canada.

Even though there were some obstacles such as a lack of time, the access to technologies and some concerns about learning from videos, the outcome was positive because the Flip included teachers, students, families and teachers from other areas. The engagement significantly increased at the end of the study. This work helps us in our project because the Flipped Learning is deeply mentioned, besides, there are some strategies to reach out all of the students despite the fact that some of them did not have enough technological resources. It also shows how important social interaction is and how learners improved not only their level but also their engagement by flipping the classroom.


This research focused on the importance of Flipped Learning as a strategy that can help teachers to improve their communication and interaction with students. This innovative methodology is carried out with the help of technology that provides the student with the opportunity of having access to online information. This research was done in three high schools focusing on math classes that were flipped to support the students’ learning. The principal objective was to assess the role of social media, educational technology, etc. in all the contexts of
Flipped Learning and what is necessary to improve for it to be successful. The surveys done were in qualitative and quantitative form in order to know how students work in groups and individually. In this project, it was evident that students enjoyed this methodology because they did less homework than in the traditional way. Flipped Learning does not only provide benefits for students but teachers also have the opportunity to increase their classes with different and more proactive supports, like assessments for learning, which is the most motivating manner to change the traditional classroom settings.

This research is a motivation for our project because it shows how students really enjoy the Flipped Learning in their classrooms. The world is changing and we have to change with it. As teachers, we need to get involved in our students’ world and try to teach them in a way that is relatable. This project shows that this is possible with good results and extra motivation from our students.

**Theoretical Framework**

In this section, there is an approach to the theoretical foundations that support the main objective of this study. Since the proposal is to determine the impact that flipped learning has on fifth’ graders oral production, the conceptual base below will delve into theories and techniques related to flipped learning, oral production and fifth graders’ cognitive and social behavior. From now on the concept of “Flipped Learning” will be referred as FL.

**Flipped Learning.**

FL is a pedagogical technique that consists of giving the lesson plan a complete inversion. The change includes doing homework in class and learning the main topic at home. Nederveld & Berge (2015) state that the four pillars of the FL are flexible classrooms, learning culture,
intentional content and professional educators. They will be explained in detail below based on the Flipped Learning Network (2014).

**Four pillars of Flipped Learning.**

*Flexible classrooms* are possible because of technology, the idea of sharing the main topic with help of audiovisual resources makes the difference because all the students will learn at their own pace by playing the video forwards and backwards. Besides, the term “flexible” also includes how to arrange the furniture and the materials for each activity. Also, timing is important, the way of having a test or assessment has to be coherent with the pace acquired by the learner.

*Learning culture*, the second pillar of FL talks about students’ as well as the teacher’s attitude. Both of them have to set all the necessary learning expectations in order to build the expected outcome and a significant knowledge. The biggest learning process influence relies on the students because the teacher is only supposed to guide them through a new content path.

*Intentional content*, the third pillar, is reached through a remarkable performance by the teacher. Since the classroom is flipped, the teacher has to find clear and didactic methods to introduce new concepts with all the required information. Furthermore, the material has to be split into two. The first part is the material that has to be taught during the class and the other one can be found by the student through their autonomous learning. This way the class will be focused on the student maximizing the established time.

*Professional educator*, the fourth pillar, implies that the teacher is not the center of the class, whereas the traditional method shows the teacher as the presenter of the content. Nonetheless, the FL changes the role of the teacher to mentor students and make them enjoy the class and to go deep in every term and every subject. Feedback and coaching are meaningful because as long as students receive regular and accurate feedback, they will go on without hesitation.
As seen, the four pillars are quite important because they promote an active learning, as per Bergmann (2016), the real objective or flipping a class is to work with active learning as it allows students to understand, practice and create knowledge.

**Roles in the approach.**

In FL both teachers and learners develop an important role in the learning process, none of them can be replaced by technology as many people believe. The lectures are recorded to increase the class time, allow practice and make teacher-student real interaction happen. However, as each role is important, each of them has specific characteristics.

*Teacher’s role:* the teachers are more valuable, they change the dynamic of the process, they record their lesson to teach the content but do not focus the class on delivering the content, the main teacher’s role is a facilitator of learning (Bergmann, 2016).

*Students’ role:* as per Bergmann (2012), students are responsible of their own knowledge, the professor is just a facilitator, but kids have to watch the video and take notes responsibly. They need to be engaged with the knowledge. Students cannot be passive, they have to complete all the activities provided by the teacher and be honest with the teacher when something is unknown, they have to be prepared to discuss what they learnt.

**Benefits of Flipped Learning and Technological Approach.**

Regarding the benefits and advantages of flipping the classroom, Sams & Bergmann (2012) state classes should be flipped because these can be more familiar with students due to the technological approach. Besides, flipping reaches every student, including the busy ones and the struggling learners who need to review the lesson by themselves.
In regards to teacher–student interaction, flipping allows learners to know each other better and the class will even involve parents. According to the Flipped Learning Network (2014), opportunity areas are detected faster and the management of the class is increased because the teacher is not in front of a group and the students are practicing their English nonstop. Regarding the most talkative students, they can be working by groups.

*Flipped learning deviations.*

Another characteristic of the assessment of FL is the incorporation of Project-Based Learning. This part is more used outside of class, students can access the information using mobile devices, and they can create a project like a video, in which each of them talks about a specific topic, the video is about 3 minutes per student or per topic.

The PBL (Project-Based Learning) includes activities for analyzing research results, synthesis through co-construction of meaning, and creation in the presentation of the video. It is very important that students can handle the topic very well to the correct development of the activity. This method helps the student to reinforce his knowledge.

Then, there are many things to take into account at the moment of applying FL in class. This methodology is appropriated for teaching English as a foreign language, because the idea of changing the class and giving the students the opportunity of being their own protagonists, increase the motivation and the autonomy in students. There are lots of challenges for the teachers to become tutors for children. One of these challenges is that the teacher needs to be more demanding at the moment of lesson planning, he needs more preparation time, the correct use of technology, applying motivational activities, sharing useful links, designing tasks to create critical thinking and investing more time to work at home or online.
**In-Class Flip.**

This is a deviation of the approach and was created in order to face the challenge of flipping with students who do not have any resource to watch the video or those ones who did not watch it. This modified version can also be defined by Ramírez (2018) as “doing a class station rotation while developing a flipped content” (p. 93), this definition means how some stations take place in the classroom.

Gonzalez (2014) states that In-class flip works as a traditional flip, the lesson is recorded and the material is shown to the students. However, this time the video is not going to be left as homework for them to prepare it before going to class, the video will be a station the children will pass through. The strategy is to organize the class into 4 or 5 stations, each station has to be deeply prepared in order to focus the people on the same subject with different activities. Even though the video will be shown in just one station, each activity will have clear instructions and didactic content for any participant to clearly understand. A constant monitoring will be made by the teacher as long as individual support if needed, the student who struggles with the activity could be sent to the recording station to enhance his knowledge.

Some benefits this version of the FL brings to us is the ability to observe what students are watching, sometimes the youngest ones are not watching the video properly or there is not any instructor at home for them to understand better, this variation allows the teacher to keep an overall view of all of them. Another benefit is that students are still in control of the pace of their learning, as according to Tucker (2012), the pacing is the same than in the tradicional flipped, students are allowed to pause, move forwards and backwards and the video will be also available online for students who want to strengthen the subject.
Stations settings.

As per Ramirez & Rodríguez-Buitrago (2018), there are three types of stations, flipped, practice and independent stations. Each of them is important in the circuit as they allow students to get involved with flipped content in a determined moment. Depending on the station setting a particular circuit can be implemented. There are sequenced, looped, half and half and mixed circuits, those are the way of setting the chairs in the classroom and organizing the stations in regards to the learning needs. All this information is based on Ramirez & Rodríguez-Buitrago (2018):

- **Sequenced**: a strict organization of both students and stations is followed, the stations come from easier to harder.

- **Looped**: the video is a station apart from the circuit, struggle learners can go outside and strengthen the subject to complete the rotation.

- **Half and half**: the class is split into two, one group is passing through the stations and the other group is having formal class with the teacher.

- **Mixed**: stations are organized randomly among flipped, practice and independent stations, students are passing through them without any sequenced order.

Assessment Process.

This approach has a big impact on the assessment process as it permits a more formative evaluation. The student has a constant and interactive checking of their own progress in real timing as the teacher has the opportunity of identifying the child’s needs and adjusting his teaching method based on the result and the regular feedback between the two parts (Bauer,
In order to accomplish an efficient development of the assessment, the teacher needs to create a good environment according to the topic that is going to be assessed. This formative assessment could be applied during class through observation or even recording data collection. Thus, the student will be more relaxed and the assessment fortifies the dynamic nature of FL.

There are three principal aspects to correctly develop the formative assessment: observation, diagnosis and feedback. First of all, the teacher needs to make a deep class observation, taking into account the material prepared, activities and class progress. Secondly, the teacher needs to be aware about the students’ evolution to determine if they are proceeding successfully; for a better diagnosis, it is quite important the students’ affective state, as well as the cognitive one. Finally, the feedback provided by the teacher through observations and diagnoses will give the professor the tools to reinforce his next activities as evaluation processes. The advantage of this formative classroom is that the teacher can act immediately fixing the problem and it provides him enough information to create more complex classroom activities.

Motivation.

The aforementioned aspects could be a problem for some teachers who are not used to implementing this kind of strategies, but it is necessary to make an effort with the purpose of increasing the educational motivation in students. The best work in FL is that the student is motivated to work out of class through online activities, and spend more time completing his/her learning by his/her own.

Challenges.

Challenges that were found in regards to this In-Class Flip are related to the time required, the preparation is demanding because 4 and even 5 activities have to be developed in
each class. Therefore, the setting and the material might be considered as time consuming. However, the more In-Class Flip activities you prepare the more material you will have to recycle (Gonzalez, 2014).

Another challenge is management, as students are learning on their own pace inside the class with different stations, a one period lesson plan is not enough, teacher has to be focused on the general and individual learning. This deviation reduces the idea of gaining more class time, as the instruction is shown, the class work will be reduced. However, the teacher will make sure all of the students watch the video and practice the subject enough. Furthermore, the idea of students who did not do the home viewing will disappear.

To sum up, it is important to make sure that FL is an innovative strategy that has many benefits for teachers and learners. The activities are more dynamic and amusing, especially in the acquisition of a foreign language, where the teacher implements language strategies in order to develop students’ skills more fluently. As teachers, one of our current challenges is to understand the importance of implementing technologies to our teaching processes, so students feel classes as another part of their lives and not something that is too distant from the technological world they live in.

**Oral production.**

The second construct to be addressed in this project is Oral Production, the concept will be developed from the input hypothesis suggested by Krashen (1985) to determine how the language is acquired and how speakers are able to produce or construct meaning in a second language according to different authors.
Foreign Language Acquisition and Input Hypothesis.

Language acquisition has been a concern for both linguistics and pedagogics since long time ago. Noam Chomsky (1986) assures that children are able to learn their mother tongue because of the innate knowledge they have of the possible grammar form from any language. As the language is something we are capable to learn and create with the same formula, humans are able to learn any language they want because of their natural ability, a difference of other species.

Despite of the fact that most of the research about language acquisition is not focused on pedagogics but linguistics, Krashen (1985) wrote an hypothesis about how input is essential when learning another language. Input is understood as the language exposure from listening or reading authentic material of the target language. This theory mentions that language is only acquired by understanding messages or receiving a comprehensible input and there is a natural order which allows us to gradually understand the structure, so grammar will be automatically presented. As input has to be understandable, learners will have a model to follow so an output will be easier to produce and the acquisition will be successful. This output can be seen as the result of the learning, the ability to write or speak in the target language ends in a comprehensible input.

On the other hand, Ellis (1997) mentions that language acquisition refers to the theory that teachers need to “provide learners with opportunities to hear and use the L2.” (p. 6). Some researchers had been trying to construct the language acquisition theory in order to make L2 teaching more effective, however, some others consider that teachers actually need to develop approaches that allow students to learn in a natural way instead of intervening in the second
language acquisition process. That statement has created a gap between Second Language Acquisition and Language Pedagogy, the former is considered more relevant as it brings studies from science, linguistics and cognitive psychology, while the latter has also potential but is not brought into attention because of its relationship with pedagogy.

Ellis (1997) made a distinction between practical knowledge and technical knowledge to try to bridge the gap between SLA and Language Pedagogy as they need to work along and mediate perspectives, the differences were the following:

- **Technical Knowledge**: this one is explicit and is easily codified to be analytically examined. Second Language Acquisition provides technical knowledge about how a second language is acquired.
- **Practical Knowledge**: it is sequential, implicit and intuitive, has its roots in practice and experience and it is commonly used in Language Pedagogy as the teachers know through experience how to develop a lesson.

Ellis (1997) found that the relationship between these knowledges can be bridged or integrated by practitioners of Language Pedagogy producing technical knowledge based on previous researching as long as practical knowledge. Some of them are syllabus designers, test constructors and materials writers.

**Instructed Language Acquisition.**

One of the issues when learning or teaching a language is that everybody learns in a different pace. Factors such as learning style, personality, aptitude, etc, might create a diverse group with high differences in the rate of acquisition and the proficiency achieved. According to Ellis (1997), teachers are instructing learners to acquire a language based on its forms and
structures to finally demonstrate a pragmatic knowledge. However, Language Acquisition Theory describes two distinctions when processing L2: Explicit and implicit knowledge, the differences will be shown below:

- **Explicit Knowledge** is conscious and used with a deliberate effort. Explicit rules shown by the teacher are practiced with a relative speed.

- **Implicit Knowledge** is used unconsciously and without effort. The learner is not aware of the rule he used because it is implicit, he has a slowly access to that rule and acquired it by listening to someone else using it.

As most of the teachers use explicit knowledge, a marked effort is used when learning a language and the acquisition speed is the same for everybody, so passive learners are not able to reach the expected goal. Therefore, most of the learners fail to gain pragmatic skills and the knowledge remains in their conscious awaiting for the moment to use it and most of the times forgetting what was learnt. Taking into account all the above, we are going to proceed with the next stage of oral production process, “Output Period”.

**Output or Production Period.**

This period refers to learners producing meaning based on what was acquired in the input period. Developing output allows an accurate interaction in a foreign context and increases the proficiency faster than in other abilities as speaking falls into the most frequently used language skills, it is even more used than writing and reading in our daily life (Rashid, 2015). As showed by this author, speaking is the first ability acquired in a language but this is also the one that many speakers do not really care about, they leave this skill at the end of their learning process so it is not enough strengthened (Rashid, 2015).
As speaking is more interactive than other abilities, it is always necessary to take into account speaking accuracy and fluency for the correct development of oral production. Output could be easily affected by different circumstances like cognitive, linguistic and affective factors (Wang, 2014). When expecting output from learners, it might be a silent period that could appear as consented by the whole auditorium, however, as per Nunan, (1999), there is a natural instinct for interaction and talk, therefore, practical activities such as pair-working have to be done. Learners will only become good talkers by talking and they need to do it so much. Nunan (1999) states that they can learn the language just by using it.

The following part will show some other oral productions characteristics that goes from the first outputs to a final pragmatic knowledge. However, this study will just be focused on the speech production found during some of the student’s first outputs.

*Speech Production.*

According to Thornbury (2005), thousands of words are produced a day, auctioneers and politicians tend to produce more, so it is more likely to improve in a foreign language by speaking. Although, as speaking is natural and we forgot how it was achieved in our mother tongue, the process has to be done all over again in foreign languages.

To understand better what is involved in the human brain when speaking, Thornbury (2005) suggested a cycle explaining first of all, that speaking is linear as it takes place in real time. That linear characteristic includes words being followed by words and utterances being followed by more utterances (Understanding utterances as spoken sentences). Thornbury (2005) also says that speech production is contingent and spontaneous, brain works really fast to group categories and delivers utterances to an interlocutor, (that is also a hard part for learners because planning time
is quite limited so they do not have so much time to think their response). Once the interlocutor
receives the message, turns are taken from both locutor and interlocutor to contribute to the talk
before being interrupted by the other one. Moreover, speaking skills could be determined by the
cultural structure and interlocutor’s discourse level which makes that oral production depends on
the organisation and behaviors in a speech context. (Hughes, 2002)

Articulation.

Once the student already knows what he formulated, the information needs to be
articulated. One of the cognitive factors that are involved with the oral production is the
articulation that is the use or the movements of our organs in order to create sounds. “A stream
of air is produced in the lungs, driven through the vocal cords, and ‘shaped’ by, among other
things, the position and movement of the tongue, teeth and lips.” (Thornbury, 2005, p. 5). It is
fundamental to understand how our organs are working on to produce specific sounds. For
example, most of vowel sounds are produced by our tongue and lips, and the consonants sounds
have the characteristic of being an air obstruction at lips or teeth.

An English speaker can produce a range of over 40 phonemes based on the combinations
of all the variables above. The articulation of the sounds has to be individual, one at a time. As
per Isarankura (2015), different methods can be used to promote the good development of the
articulation, like audio-visual resources or the sound recognition and production activities. Once
learners understand how to pronounce a phoneme, they are able to put it into practise in a
complete sentence, creating a good speech development with a continuous stream, using every
vocal organ that allows a good airstream and a corresponding articulation that affects the
following sound and create new phonemes. There are some sounds that merge other sounds or
drop them completely, especially in fluent speech with the proficient speakers, who are estimated to produce 15 phonemes a second. In some cases, the fluent speech makes interference with neighbouring words causing pronunciation slips (Thornbury, 2005)

Fluency.

Now, how can we identify a fluent speaker? As per Thornbury (2005), the fluency makes reference not only to the ability of speaking fast but also the importance of having a necessary pause to breath or to make emphasis in a sentence or a word and “to allow the formulation of an utterance to catch up its conceptualization” (2005 p. 7). However, a lot of pauses in a speech is a synonym of a struggling speaker, it is more important the frequency of pausing than the length of them, taking into account the appropriate placement to put each pause in a sentence. There are some production strategies that fluent speakers use to have a better speech.

The first one is the pause fillers, this strategy consists of filling out the pauses with some sounds like uh or umm. The second one talks about the vagueness expressions like sort of or I mean to complete pauses between words. And the last one is the repetition of the last word in the sentence that helps to reduce the length of the pause. (Thornbury, 2005). We know that children are still developing their skills and are not supposed to use filler words or vagueness in their speech, we are just including a posible escenario for advanced learners.

Interaction.

We already know how the speakers act themselves at the moment of speaking. But now, it is necessary to understand the interaction that they have with their listeners or their audience. Most of the time, the oral production takes place in a face-to-face interaction, because, speaking is “an interactive, interpersonal process which does not lend itself easily to the requirements of
test designers” (Hughes. P. 73), but even if the speaker does not have their listeners in front of them, the message is going to be received by a listener or a receiver. For example, the monologic speaking or political speeches.

To achieve a successful interaction, it is fundamental the turn-taking. This is like an implicit rule that speakers have to understand the punctual moment of speaking and listening. The rule “implies that no two speakers should be speaking at once, at least not for any sustained period of time” (Thornbury, 2005, p. 8). This means that as listeners, we might listen and recognize the best moment to get a turn avoiding long silences.

There are some formal moments in which it is necessary to establish some rules to speak. For example, in a business meeting or in the school, these moments of turn-taking could be signaled by “the raising of one’s hand” (Thornbury, 2005, p. 8). In an informal speech, the rules are more implicit and the listeners use some discourse markers –Yes, but; that reminds me, like I say, etc.- to ask the turn to speak.

A good interaction is not only sharing a sentence of words, it is crucial to use some paralinguistic elements that help the speaker to give a message with a more complete meaning, or the listener to understand better the idea given by the interlocutor. Involving learners in cultural factors is key for a better social interaction and teachers have the responsibility of creating this good environment for learners. As Luk (2010) mentioned “Having come from the same sociocultural worlds and backgrounds, LETs [Local English Teachers] and their students probably have more to share in terms of interactive resources, cultural heritage, and practices, mental frameworks and ideologies”. (P. 5)
In a face-to-face conversation, some paralinguistic elements could be the gesture, a raising of the shoulders or the interactional use of eye gaze (Thornbury, 2005). In a phone talk, the speaker can use the intonation, the speech rhythm or pausing to express and extra idea. In the present research, we understand the importance of the interaction in the acquisition of speaking skills. For that reason, we motivate the students to work on that, through conversations model that they have to personalize with their own information and talk to their classmates. Their level was super basic, but they could improve it because they have clear instructions and the copy to follow.

**Pragmatic knowledge.**

The relationship that exists between the language and its context is called “pragmatics”. The speaker needs to take into account their environment to modify properly the message and the listener needs to contextualize the information given to make sentence of what they listened. (Thornbury, 2005). As per Van Dijk (1980), the context is a dynamic element with a link (temporal, local and causal) between no static facts and some of them are defined by the real context. The real context is the timelapse in which the actions or communications between the speaker and the listener are carried out, and which attend to the different physical, logical and cognitive properties of the environment (Dijk, 1980). This is manifested when, in a formal communicative act, the listener or receiver looks into the knowledge of the world they have to give a more concrete meaning of what the interlocutor was saying and these meanings can vary throughout the discourse.

Moya (2001) explained that, there are three different types of contexts. The first one is about the **linguistic context**, that implies the syntagmatic and paradigmatic relations of language,
this means that every element of a text is accompanied by another textual element that allows the interlocutor to create larger units and thus better understand the message. Secondly, we have the **situational context**, which wants to associate language, with the user, the environment and culture, since the influence of these socio-cultural factors intervenes in the interpretation of the message. The last one is the **cognitive context** or the cognitive aspect of the speaker, that is the idea expressed by the speaker and also, the process acquisition that the listener makes.

Thereby, we understand that a person who acquires a language, not only is able to make correct use of oral or written language, but also needs to appropriate the different extra linguistic factors that allow the total understanding of a speech sent. (cited by De Castro, 2017).

**Speech conditions.**

To being with the some speech conditions it must be said what are the roles that the affective factors play in the speech.

**Affective Factors:** they play a big role in the improvement of speaking skills. The sensation of anxiety or self-restriction has an impact on learners’ oral proficiency (Wang, 2014). Students constantly feel the sensation of being wrong, stupid or incomprehensible and this affects their speaking performance (As cited Wang, 2014). In the research that Wang did with Chinese EFL learners, she mentioned that students feel very nervous at the moment of speaking, especially when they have to express something with no preparation like an opinion on the spot or answer a question. Too much nervousness makes learners “tongue-tied or lost for words” (As cited Wang, 2014).

**Cognitive factors:** Based on the information above, conceptualization explains the importance of selecting information in the brain and match it with the respective meaning;
formulation, this means the relevance of choosing the correct words and follow a grammar structure to give the idea; and articulation, that is how organs act in order to produce words and meaningful speeches. Despite of the fact that some students accomplish the last factors, they can make other mistakes in oral production like hesitation, false starts, grammatical inaccuracies or limited vocabulary (Wang, 2014).

Thus, the speaking accuracy and fluency keeps on being affected and the teacher has to balance them with a proper approach. The factors above could be mixed if we familiarize the student with the topic, the genre, the interlocutors and some visual aids when the process is very demanding. We have to create a feeling toward the topics, if the student is interested in the topic, it is easier for them to be more fluent at the moment of speaking. Moreover, it is crucial to improve the self-consciousness to reduce the anxiety and bad sensations. (Thornbury, 2005)

Finally, It is important to be aware of the importance of oral productions in students because, this is a basic skill and it is necessary to emphasize on different activities in order to improve students’ speaking performance to get a better communication avoiding as much as possible misunderstanding the message, a cause of the inappropriate language usage. Also, as ELT teachers, we must contextualize the students with grammar topics in the different situations that they will confront in the future, because they can create a deeper learning about how to use the concept seen.

Fifth graders’ cognitive and social behavior.

The third construct takes into account the behavior that fifth graders have, and how that can impact the development of their English skills. This part of their lives is crucial because they are
confronting a lot of social, cognitive and physical changes as they are having the transition of being the biggest in elementary school to become the little ones in the middle school. The main characteristics of this population will be explained as well as their cognitive, social and affective behavior.

**Characteristics.**

Regarding their most common characteristics, as per Anderson (2011), fifth graders are quite interested in chatting, this is a prominent characteristic that can be considered a challenge for teachers who want a calm and safe classroom. However, chatting is just one of the main characteristics found in a complex group of all of them. Anderson (2011) grouped the common characteristics in social-emotional, physical, cognitive and language, these ones will be further explained below:

- **Social-Emotional:** fifth graders are usually happy, they enjoy family, peers and even teachers. They easily get along easily in groups, they are truthful and develop a mature sense of what is good and what is wrong. They are also sensitive and able to resolve issues regarding what is fair. They enjoy cooperative and most of all competitive games.

- **Physical:** regarding their physical characteristics, fifth graders tend to develop large muscles quickly, their handwriting is messy and they like outdoor activities as far as physical challenges. They can easily get tired and are frequently hungry.

- **Cognitive:** when it comes to cognitive aspects, fifth graders are quite good memorizing facts, their abstract thinking is amazing so they are able to resolve problems faster, they enjoy rules, logic, collecting, classifying, organizing, etc. They are used to be pride of their schoolwork.
• **Language**: they are quite expressive and talkative, they like to explain things, are good listeners and the interest in reading becomes stronger in this period.

Anderson (2011) also mentions that any teacher has to think about learners’ necessities whenever planning a class. He listed the common needs of this particular population, fifth graders:

- **Frequent Breaks**: as they need to get some physical movement and chat with friends, spare time has to be provided, little breaks can be given or they will struggle if waiting too much time for lunch or break.

- **Alternate silent and interactive periods of the day**: as they are natural chatters, silence can be difficult for them, teacher has to avoid back to back activities which require them to be quite and silent, interactive learning is more meaningful for them.

- **Social time for transitions**: fifth graders are challenged because of the amount of activities they have from one subject to the next one, so if the teacher provides the corresponding time to transition one idea with the other, students will understand the class as a complete topic and not as an independent one.

*Classroom Setting and Other Strategies.*

When it comes to arrange a classroom, an aspect such the kind of children has to be also considered. In regards to Fifth graders, some teachers might think that they are experienced enough to make a line, follow instructions and respect rules. However, as they are still part of elementary school, they have to be taught about how to line up, to raise their hands to speak, teaching them classroom rules and make students follow them. Anderson (2011) mentioned that arranging the classroom is a good idea to refresh knowledges with peer working and to also develop the natural instinct to talk for this age. He also suggests to keep a daily or weekly routine
for them to follow while they get used to complete tasks by themselves. Some key routines for teachers are the following:

- **Signals for attention**: teacher can keep a personal signal to attract students’ attention.
- **Visual Signal**: Visual signals are more effective, the teacher is suggested to raise his hand or wait for the classroom to be quiet while staring at them. In most of the cases they will wrap up what they are doing, stop the chatting and get back to work.
- **Auditory signal**: this is used when the previous ones do not work, teacher is suggested to use a bell or a rainstick to get the attention of the learners.

**Cognitive-behavioral dimension.**

The cognitive differences between boys and girls are not as substantial as people think. However, it is more common that girls develop a higher level of language than boys, according to PISA 2003. (Bätz, K., Wittler, S., Wilde, M. 2009), but there is not a significant difference. The real difference comes from the stereotype because the behavior is affected by social pressure based on gender label.

**Transition.**

Fifth graders experience a transition that comes from being the highest grade in elementary school to the lowest grade in middle school. Since they become the lowest grade, they are more vulnerable to bullying. (Farmer, T.W., Hamm, J.V., Leung, M-C., Lambert, K. and Gravelle, M. 2011)

The concerns students have during the transition vary depending on gender, race and social class. Females tend to be worried about getting lost, peer pressure, being bullied and their
academic performance. Males are more worried about getting lost, changing clothes and being bullied.

Regarding Farmer, et. al’s (2011) concerns depending on race, African-American students are more concerned about using a locker and white students are more concerned about having enough time to eat lunch. On the other hand, the concerns depending on social class are related to making new friends, belonging to the right clubs and having enough time to eat lunch.

Chapter Two: Methodological Aspects

Methodological approach: qualitative research

A qualitative research was chosen because this approach provides evidence of all the qualitative process carried out with a specific population. This study was focused on a group of children by measuring their qualitative improvements in speaking. It consisted of using different instruments such as interviews, personal experience, observations, etc., in order to analyze qualitative characteristics of each participant (Vasilachis, 2009).

Type of study

This study was made under the Action Research Design, which is in charge of making teachers aware of their own practice. This type of research arised from an issue found in the classroom, which implies data collection and a detailed analysis which ended in a deep reflection or application to teaching (Wallace, 1998).

As per Cohen, L., Manion, L., & Morrison, K. (2011), the step by step process with this type of research is the following:

- Initial awareness
- Exploration.
- Initial response
- Creating a plan.
- Doing the plan.
- Evaluating the plan
- Reporting the outcomes

The previous steps led the present study into an organized sequence that guided the researchers during the whole process.

**Participants and sample**

In regards to the population, this study took place with 28 students who were between 10 and 13 years old, they were fifth graders at Antonio Nariño Public School. Among the participants, 17 of them were females and 11 were males. The classroom was composed of students of 2nd and 3rd social-economical level. All the students had been studying English at school, but their level was basic because they did not have an English teacher.

For this project, the implementation was done with the whole group, all of them completed all the activities and were tested at the beginning and at the end. However, only 10 students were analysed. When it comes to the sample, the students chosen were the most constant in class, those ones who actually carried out the all the instruments. Regarding the *sampling technique*, it was chosen a Purposeful Sampling, this technique occurs when the researcher relies on an specific judgment in order to collect some qualitative information. There are some types of purposeful sampling depending on the researcher’s needs, the one we chose is called “Homogeneous sampling”. As per Palinkas, Horwitz, Green, & Wisdom. (2013), an homogeneous sampling is commonly used to select a particular subgroup with similar or
homogenous aspects, this time as it was needed to select the ones who completed the whole process, so this technique was the most appropriated.

**Data collection instruments**

Finally, the data collection instruments will be showed to conclude this chapter. Taking into account the problem statement raised in the research, it was crucial to select the most suitable data collection instruments in order keep the students’ process on, the impact that the methodology had on them in every class, their perception of the videos and the activities implemented in class. Based on that, three different instruments were chosen and they will be explained below:

**Pre & Post Test.**

This instrument was chosen to measure students’ proficiency before taking the test. We had to follow a Cambridge Starters Test to apply it in the classroom and students had to fill it out. In the pre test all the skills were evaluated in order to identify the lowest ability they had. Once students demonstrated that speaking skills had to be developed, it was decided to focus the post test just on this skill with the same questions already asked in the pre test (*See Annex I*). Then, the results were compared to determine the improvement. As per Griffee (2005), pre and post tests are commonly used in language testing to collect background information and analyze the needs of the population for determined purposes.

**Teacher's journal.**

It was the second instrument selected because reliable data can be gathered through observations in every class to follow the students’ process (Griffee, 2005). In other words,
students were not only a result, they were a process that needed to be followed. For that reason, a specific chart was created (See annex C), in which researchers wrote what was happening in the classroom while teachers and students worked shoulder to shoulder. After that, a reflection about the class was done in order to identify some class weaknesses and strengths to create the next lesson plan and fix out problems found.

**Cornell Notes (CN)**

It was necessary to also hear some students’ reflections in order to understand how students were appreciating the video and which new words they learnt to say in English. They were asked to write the word they learnt in the speaking station from the circuit. To get this done, it was created a user-friendly format (See Annex D) for them to fill some information such, as the video’s summary, new words which were learnt during the video and which their favorite station was. It was created closed-ended questions in order to save time. Regarding the process, every time a video was showed, a CN in blank was given to students. Researchers did not interpoise in students’ answers, as they could write whatever they thought about the video by following the model and filling out the “what new word you learnt?” file.

**Implementation summary**

According to what was already mentioned, the following figure will summarize what was done during the eleven implementations, how the data were collected and the videos that were applied (See Annex H). Basic Competence Standards of English as a Foreign Language (2006) were taken to complete the timeline and the topic to follow in every class.

*Table 1. Summary of the whole implementation.*
<table>
<thead>
<tr>
<th>Class</th>
<th>Topic</th>
<th>Video</th>
<th>Instruments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Icebreaker</td>
<td>NA</td>
<td>Needs Analysis Survey</td>
</tr>
<tr>
<td>2</td>
<td>Starters Test</td>
<td>NA</td>
<td>Pre Test</td>
</tr>
<tr>
<td>3</td>
<td>Daily Routines</td>
<td>Link</td>
<td>Cornell Notes - Teacher's Journal</td>
</tr>
<tr>
<td>4</td>
<td>Greetings</td>
<td>Link</td>
<td>Cornell Notes - Teacher's Journal</td>
</tr>
<tr>
<td>5</td>
<td>Physical Description</td>
<td>Link</td>
<td>Cornell Notes - Teacher's Journal</td>
</tr>
<tr>
<td>6</td>
<td>Places</td>
<td>Link</td>
<td>Cornell Notes - Teacher's Journal</td>
</tr>
<tr>
<td>7</td>
<td>Personal Information</td>
<td>Link</td>
<td>Cornell Notes - Teacher's Journal</td>
</tr>
<tr>
<td>8</td>
<td>Animals</td>
<td>Link</td>
<td>Cornell Notes - Teacher's Journal</td>
</tr>
<tr>
<td>9</td>
<td>Feelings</td>
<td>Link</td>
<td>Cornell Notes - Teacher's Journal</td>
</tr>
<tr>
<td>10</td>
<td>Manners</td>
<td>Link</td>
<td>Cornell Notes - Teacher's Journal</td>
</tr>
<tr>
<td>11</td>
<td>Starters Test</td>
<td>NA</td>
<td>Post Test</td>
</tr>
</tbody>
</table>

This table shows the amount of classes, each topic, where to find the video and the instruments used during the implementation.

In this section it will be described how the process was on each implementation, which was the topic, whether a video was applied and the instruments that supported the study. Following this short paragraph, the first implementation can be found:

Class #1.

**Objective:** Get to know the children and understand their needs.

**Content Type:** Icebreaker.

**Methodology:** NA.

**Task, Question, or Activity:** Fill out a needs analysis survey.

**Time:** 120 minutes
Date: February 21st, 2018.

Assessment: Self-assessment.

Materials: Survey, pen or pencils.

During the first session an icebreaker was carried out, the main idea was to identify the participants, their needs, their hobbies, the classroom arrangement, if there were technological devices in the classroom and how learners’ experience when learning English was. A survey that helped us out was a needs analysis survey (See Annex F) as we gathered some information about devices they had at home, who they lived with, what they liked, etc.

Class #2.

Objective: Identify Students’ English level.

Content Type: Apply a Pre Test to know students’ English level.

Methodology: NA.

Task, Question, or Activity: Complete a test.

Time: 120 minutes

Date: March 7th, 2018.

Assessment: Formative assessment.

Materials: Test, pen or pencils.

During the second session, it was decided to test their knowledge with an international exam, the class was planned to test the four abilities with a Cambridge Starters Standard Test (2003). Students began with the listening section, in the first question they were not confident.
However, in the following ones they seemed to be understanding as it can be seen in teacher's journal #2. They asked to play the recording twice. While the children were filling out the reading and writing section, the teacher was asking individually to each of them some questions as part of the speaking test. Once one student ended the reading part, he was called to the teacher’s desk to take the oral exam.

Class #3.

**Objective:** Follow and give instructions by passing through a circuit.

**Content Type:** Instructions

**Methodology:** In-Class Flip.

**Task, Question, or Activity:** Passing through a circuit completing activities.

**Time:** 120 minutes

**Date:** March 14th, 2018.

**Assessment:** Peer-assessment, Self-assessment and Formative assessment.

**Materials:** Markers, tables, pens, video beam, computer, papers.

**Stations:** (10 min each)

1. Students watched a video about instructions and took notes.
2. Students watched a “Simon says” 3-minute video, while it was played students repeated, then, some of them became Simon and the rest of students repeated again.

3. Pictureka game, someone drew the action and someone else acted it out.

4. Chinese Whispers, a list of 10 words was played.

5. Rock Paper & Scissors, the winners gave the instruction and the losers followed them.

During this session, In-Class Flipped was implemented, in the first part of the class all the students watched the video, after that, they were asked to complete a circuit, all the stations had clear instructions for the children to follow and the first station had the video for the struggling ones who needed to watch the video once again.

Class #4.

Objective: Identify common greetings by playing games.

Content Type: Greetings

Methodology: In-Class Flip.

Task, Question, or Activity: Passing through a circuit completing activities.

Time: 120 minutes

Date: March 21st, 2018.


Materials: Markers, tables, pens, video beam, computer, papers.

Stations: (10 min each)
1. Students watched a video about greetings and took notes.
2. Students did a word search in order to identify some greetings.
3. Students completed a greeting crossword.
4. Students personalized a dialogue inspired in Anchor Charts.

Each station tried to develop all the abilities on the students. At the end, when wrapping up, it was reinforced what was learnt through another activity called Music Beat, it was played a song and then paused, when the classroom was in complete silence the teacher asked a question and the student had to reply with a greeting in order to complete a peer and formative assessment.

Class #5.

Objective: Identify and describe physical appearance by playing games.

Content Type: Physical Appearance

Methodology: In-Class Flip.

Task, Question, or Activity: Passing through a circuit completing activities

Time: 120 minutes

Date: April 5th, 2018


Materials: Markers, tables, pens, video beam, computer, papers.

Stations: (10 min each)

1. Students played hangman with 6 words.
2. Students played ‘operating’ in order to identify 6 words. They had to color the part suggested in the instruction.

3. Students built a Frankenstein with the physical characteristics given in the instructions.

4. Students played “Guess who?” One student provided details about a character and the others guessed who was.

This time when wrapping up students just had time to complete to Cornell notes, information about what was learnt was gathered and few questions about the topic in order to handle peer and formative assessments. The cornell notes were used as self-assessments.

Class #6.

Objective: Identify some prepositions of places by playing games and watching a video

Content Type: Prepositions of places

Methodology: In-Class Flip.

Task, Question, or Activity: Watch the video about prepositions and passing through a circuit completing activities.

Time: 120 minutes

Date: April 11th, 2018.


Materials: Markers, tables, pens, video beam, computer, papers.

Stations: (10 minutes each)
1. **Video about prepositions:** The video was showed for the whole class and students had to complete the first part of the CN.

2. **Where is Waldo?** In the first station, students had to find Waldo, circle him and write a little description about where he was using prepositions of places.

3. **Matching game:** Students had to match the corresponding drawing with the correct preposition of place.

4. **Mystery House:** Students had to paint the monster that were in the Mystery House and write a brief description using preposition of places.

5. **Your dream house:** Students had to draw their dream house and put some prepositions to locate the places.

At the end of the session, students told the teacher some words that they remembered and teacher did a brainstorming on the board with the new vocabulary given.

**Class #7.**

**Objective:** Identify how to give and ask personal information by watching a video and playing games.

**Content Type:** Verb To Be

**Methodology:** In-Class Flip.

**Task, Question, or Activity:** Watch the video about personal information of famous people and pass through a circuit to complete activities.

**Time:** 120 minutes

**Date:** April 18th, 2018.
Assessment: Peer-assessment and Self-assessment.

Materials: Markers, tables, pens, video beam, computer, papers.

Stations: (10 minutes each)

1. **Video:** The video was showed for the whole class and students had to complete the first part of the CN.

2. Students completed a worksheet called “Guess who I am” in which they had to read brief descriptions about some characters like SpongeBob-SquarePants or Superman and match the description with the corresponding image.

3. Students had to fill up a worksheet with their personal information.

4. Students got in pairs and personalized a conversation model in which one student asked and the other answered with their own information.

5. Students played a game called “getting to know each other” in which they had to ask questions given in a piece of paper.

As a conclusion of the topic, students played tingo-tango in order to share the new expressions learnt. Then, they selected a classmate and asked them questions about their personal information.

Class #8.

**Objective:** Recognize animals by watching a video and completing some activities.

**Content Type:** Animals

**Methodology:** In-Class Flip
Task, Question, or Activity: Watch the video about animals and pass through a circuit completing activities.

Time: 120 minutes

Date: May 2nd, 2018

Assessment: Self-assessment.

Materials: Markers, tables, pens, video beam, computer, papers.

Stations: In the first part of the class, the video was shown to all students and they filled the CN up to start rotating. (10 minutes each)

1. Students had to draw their favorite animal and write a brief description of it.
2. Students personalized a conversation model given by the teacher in order to talk about their favorite animal and its description.
3. Students completed a crossword about animals.
4. Students completed a worksheet about animals.

At the end of the class, students sang a song called “Old McDonals had a farm” and some of them presented the drawing and explained following a model given by teachers.

Class #9.

Objective: Recognize some feelings by watching a video and doings activities.

Content Type: Expressions of feelings.

Methodology: Flipped Learning.
**Task, Question, or Activity:** Watch the video about animals and pass through a circuit completing activities.

**Time:** 120 minutes

**Date:** May 16th, 2018.

**Assessment:** Peer-assessment, Self-assessment.

**Materials:** Markers, tables, pens, video beam, computer, papers.

**Stations:** From this part of the implementation, students had already watched the video at home. However, the teacher played the video once to remind information. Moreover, the teacher continued using stations to develop the class. As a warm up, we recollected vocabulary on the board to confirm that all students watched the video. (10 minutes each)

1. In the first station there was the question “how do you feel today?” and students had to answer it using the corresponding vocabulary and following a short model.
2. In the second station, students played a matching game in which they had to identify the feeling and match it with the properly name.
3. In the third station, student had to draw a face with a specific feeling using the information given on the paper.
4. The fourth station was a “charades game” in which one student was in front of the others with a feeling pasted in their forehead. Their classmates had to give the student descriptions to guess the feeling.
To conclude this class, The teacher asked to some students how they felt that day, the answered using the model given in the first station. All of them agreed that the best station was the last one.

Class #10.

**Objective:** Create a song about manners by working in groups.

**Content Type:** Expressions of manners.

**Methodology:** Flipped Learning.

**Task, Question, or Activity:** Watch the video about animals and pass through a circuit completing activities.

**Time:** 120 minutes

**Date:** May 23rd, 2018.

**Assessment:** Peer-assessment, Self-assessment

**Materials:** Markers, tables, pens, video beam, computer, papers.

**Stations:** As in the previous class, students knew what was the topic for this class, they gave a little summary and a short explanation about the topic with some examples. (10 minutes each)

1. In the first part of the circuit, students had to complete a wordsearch about manners.

2. In the second part, students had to find words about manners in a list of a lot of vocabulary.
3. In the third part, students personalized a little conversation using manners and following the model given.

4. In the last station, every group created a short song using manners.

As the conclusion of this class, every group showed the song written and the rest of the class had to identify the manners used by the group.

Class #11.

**Objective:** Test students' final English proficiency after the implementation.

**Content Type:** Post-Test

**Methodology:** NA.

**Task, Question, or Activity:** Answer the post-test- questions.

**Time:** 120 minutes

**Date:** May 30th, 2018.

**Assessment:** NA.

**Materials:** Test, pen or pencils.

For this part of the project, students took the exam again but only focusing on their speaking skills. For that reason, the teacher asked each of them the same questions than the Pre-Test. The result was very different since they understood most of the question asked. They could identify some animals, express feelings and give personal information.
Final Chapter: Analysis and Results Discussion

Results analysis

This final part is the analysis of results. It was taken into account the relationship among all the data collection instruments with the theory and the methodology, in order to generate a discussion with results. Moreover, this analysis allowed us not only to describe, but also to understand the outcomes and organize them accordingly. Below it will be found a brief description of the analysis theory that was chosen and how the results were analyzed.

Analysis categories: grounded theory

As Charmaz (2006) states, Grounded Theory is also a reflection process because it is a fluid, interactive and open-ended process, this way researchers are actually a part of what they
are studying and they are not separated or isolated from it. As Charmaz (2006) “analytic directions arise from how researchers interact with and interpret their comparisons and emerging analyses rather than from external prescriptions.” (p. 178). Therefore, after the interaction with the data collected, a deep analysis has to be followed. The next part will show how the process of gathering and organizing information was.

**Open coding.**

Coding is a crucial process in every research project. In the theory that we were working on, there are three types of coding. The first one is the open, that is the initial step for analyzing data collection. This step consists of interpreting the events, actions and interactions that students had in the implementation, and finding out the similarities and differences among them. After that, researchers must create a general code for each action found and summarize them in categories and subcategories based on the resemblance codified. As a result, a core category can emerge from the information gotten.

Below, there are the codes created to open the codification in the present research.

*Table 2. List of open coding*

<table>
<thead>
<tr>
<th>#</th>
<th>Code</th>
<th>#</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AI - Attitude Issue</td>
<td>25</td>
<td>POS - Problem of shyness</td>
</tr>
<tr>
<td>2</td>
<td>AQM - Answering questions motivation</td>
<td>26</td>
<td>PS - Pronunciation Skills</td>
</tr>
<tr>
<td>3</td>
<td>ATD - Activities too difficult</td>
<td>27</td>
<td>PWFM - Production without following a model</td>
</tr>
<tr>
<td>4</td>
<td>BB - Bossy Behavior</td>
<td>28</td>
<td>RMT - Resources made by teachers</td>
</tr>
<tr>
<td>5</td>
<td>CI - Concentration issues</td>
<td>29</td>
<td>RR - Rehearsal or Repetition</td>
</tr>
<tr>
<td>6</td>
<td>CIBD - Concentration issues because of discipline</td>
<td>30</td>
<td>RTFTL - Real time feedback to learn</td>
</tr>
<tr>
<td>7</td>
<td>CIL - Clear Instructions Limitations</td>
<td>31</td>
<td>SCB - Students competitive behavior</td>
</tr>
<tr>
<td>8</td>
<td>CN - Cornell Notes</td>
<td>32</td>
<td>SG - Students Gender</td>
</tr>
</tbody>
</table>
This table contains the 47 codes that emerged from the analysis with their respective initials.

**Axial Coding.**

According to Strauss and Corbin (1990), axial coding is the next step to qualitatively analyze data as part of the grounded theory. It is about creating or grouping categories from the open coding in order to organize all the information and explore if any new important category emerges. Those new categories can be determined by checking similar patterns, such as effectiveness in the research, similar outcomes, behavioral aspects or even cognitive ones. As per Böhm (2004), the relationships to group or organize information may be formal. Regarding content aspects, they may be temporal, spatial, cause and effect, argumentative or motivational. Below the whole axial coding that emerged from the pre categories (Flipped Learning, Oral Production, Fifth Graders) will be shown:
Table 3. List of axial coding from the pre categories.

<table>
<thead>
<tr>
<th>PRE CATEGORIES</th>
<th>Oral Production</th>
<th>Fifth Graders</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flipped Learning</td>
<td>List of coding</td>
<td>List of coding</td>
</tr>
<tr>
<td>SR - Station Rotation</td>
<td>IAS - Interaction among students</td>
<td>AI - Attitude Issue</td>
</tr>
<tr>
<td>IFC - In flip class</td>
<td>LABR - Language acquisition by repetition</td>
<td></td>
</tr>
<tr>
<td>FS - Favorite Station</td>
<td>PWFM - Production without following a model</td>
<td>EIBN - Environment Issue because of noise</td>
</tr>
<tr>
<td>RMT - Resources made by teachers</td>
<td>TL - Target Language (English)</td>
<td>SCB - Students competitive behavior</td>
</tr>
<tr>
<td>ICFS - In class flip stations</td>
<td>OD - Oral Development</td>
<td>CIBD - Concentration issues because of discipline</td>
</tr>
<tr>
<td>TRIT - Teacher's role introducing a topic</td>
<td>TAM - Teacher as a model</td>
<td>POS - Problem of shyness</td>
</tr>
<tr>
<td>SI - Station instructions</td>
<td>IWT - Interaction with the teacher</td>
<td>SMB - Students motivation behavior</td>
</tr>
<tr>
<td>SS - Stations Setting</td>
<td>AQM - Answering questions motivation</td>
<td>SIP - Social interaction preferences</td>
</tr>
<tr>
<td>SQAV - Students questions about the video</td>
<td>SMS - Students' motivation to speak</td>
<td>SG - Students Gender</td>
</tr>
<tr>
<td>AV - Appreciation of video.</td>
<td>PS - Pronunciation Skills</td>
<td>CPL - Children Preferences to Learn</td>
</tr>
<tr>
<td></td>
<td>IP - Input Provided</td>
<td>WTL - Willing to learn</td>
</tr>
<tr>
<td></td>
<td>OP - Output produced</td>
<td>BB - Bossy Behavior</td>
</tr>
<tr>
<td></td>
<td>RR - Rehearsal or Repetition</td>
<td></td>
</tr>
</tbody>
</table>

In the table above the axial coding that emerged can be found, those were grouped into each theoretical construct to organize the data.

The following four are some categories that emerged apart from the ones we were looking for. Even though they were not part of the analysis, it is important to mention these findings. Those categories were listed into the table which can be appreciated below:

Table 4. List of unexpected coding not emerging from any pre category

<table>
<thead>
<tr>
<th>UNEXPECTED CODING</th>
<th>Learning</th>
<th>Time limitations</th>
<th>Collecting Data</th>
<th>New knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>List of coding</td>
<td>List of coding</td>
<td>List of coding</td>
<td>List of coding</td>
<td>List of coding</td>
</tr>
<tr>
<td>LGC</td>
<td>TLBS - Time limitation because of students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TS</td>
<td>SSTTL - School snack taking too much</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CI</td>
<td>TLBSA - Time limitation because of school activity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PK</td>
<td>CRTOH - Class reduced to one hour</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DTS</td>
<td>NA - Needs Analysis</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RTF</td>
<td>CN - Cornell Notes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIL</td>
<td>VA - Vocabulary Acquisition</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ATD</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SQ</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This table shows some new categories that emerged from the analysis and that were found without searching them.

**Selective Coding.**

This is the next part of the analysis, it is related to the interpretation of what came up from the axial coding stage. One of those has to be selected as the “core concept” depending on the needs of the research. According to Böhm (2014), in this step the researcher is and active author because the actual theory or paradigm is being established at this part and all the necessary details are gathered to build the outcome, once it is set it will be described as the “core category”.

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Fig 2: Relation between the three subcategories and core category. It can be appreciated how the three subcategories emerged from the pre categories.

In the next part, each subcategory is going to be defined and will show how the process was throughout the whole research. We will analyze the impact of the methodology and students’ perception with the help of the instruments applied.

**Subcategory #1: Flipping my Learning, Changing my Mind (Pre category: Flipped Learning)**

We wanted to explain everything about the process carried out with the children, regarding their exposure to Flipped Learning and how this methodology helped them to change their mind as long as the stereotypes of how to learn a language. Therefore, we named this subcategory “Flipping my Learning, Changing my Mind”. This first subcategory will mention some aspects such as the importance of a different class development based on Flipped Learning
and the whole process the students went through, the appreciation of each video, how they felt with the class, the arrangement and also the implication of the setting on the way they learnt.

To understand better what Flipped Learning means for children, it is important to mention that, as Bergmann (2012) says, practice is widely important, so students really need to exercise on what they learn and the teacher has to reach each student and guide them during the process. So we looked for the best way to give the classroom a flip, by firstly knowing the students’ needs, what their expectations were and if they were equipped to check the material at home. With this in mind, in the next part, we will mention which data collection instruments helped us in the creation of this subcategory.

A needs analysis survey was made just to know some students’ personal information, it showed evidence of the music they liked and the cartoons they watched (so we could include that information in the videos and make them engaging). Another outcome of the survey was that 2 of the students did not have internet at home (See annex F), however, Flipped Learning is very inclusive, and a deviation called In-Class Flip helped us to design Flipped Learning material to develop in class and to make that every child got access to the content at their own pace. As Ramirez & Rodríguez-Buitrago (2018) establish, In-class Flip can help youngers to get involved with the method due to sometimes they are not quite autonomous to watch the video at home, they do not have the resources or they can even do not know how to watch it. Therefore, we focused our attention on flipping the class within the same class, as part of also changing students’ mind having to adjust themselves to a class instead of the class being flexible with them.

When we tried to walk the students through the process of In-Class Flip for the first time, it was used a specific arrangement. The results can be appreciated in the following extract: “I
played the video twice about greetings. Students were divided into 4 groups of 6 children each to complete 4 stations. I selected the students for the groups” (Teacher’s Journal #3). The previous passage is an evidence of how students were grouped so they could reach all the content and practice by their own pace, in contrast with the traditional method students are used to know.

Cornell notes (from now on it will be referred as CN), is the second instrument that showed more about the reflection of each student and how they felt with the methodology, Students were actually asked if they liked the video, which new words were learnt and what station was the preferred one. In general, most of the students enjoyed the video while some of them were not so much focused because they were getting used to the traditional class arrangement.

As we can see in the following extract, during the first implementations concentration was affected because of some different aspects “Most of the students were not concentrated, they wanted to do their own groups.” (Teacher’s Journal #3). As they preferred to work with their friends, little attention was paid. On the other hand, there were also some factors affecting the class environment as we can see in the next part “There was a problem with the 4th station because there was a lot of noise and students were not concentrated to complete the Cornell Notes.” (Teacher’s Journal #3). As the goal was slightly reached, we took advantage of that experience and did a reflexion of what happened and by that experience, it was decided to organize the group differently.

According to Ramirez & Rodríguez-Buitrago (2018), a class might be arranged in several aspects, there are looped, mixed and sequenced circuits. We took sequenced circuits to keep an order in class and also identified that children are quite competitive so, it was decided to arrange the teams into boys versus girls. An evidence of this can be found in the following passage: “One
A group of boys and one of girls came to the board for the first station with me, we played Hangman and in the first round the girls won the point. Students are very concentrated on the videos and the games. They were very motivated all the time and they completed properly the Cornell Notes given. They are more cooperative in their groups when they are divided by gender (Teacher’s Journal #4). Thanks to that, it was realized that the activity was properly appreciated because they were very concentrated on the videos and the games. Regarding the arrangement by gender, the results were immediate and effective as they showed themselves as more cooperative.

Once the group organization issue was fixed, another task to know how flipped learning was changing students’ minds was to check whether they liked the videos. The first impression was that students seemed more concentrated as we, the researchers, actually appeared on the video. The following reflection will show how the experience was: “they actually asked how I did the video, so I knew they were motivated” (Teacher’s Journal #4). As seen, learners demonstrated a reaction with the material. According to Bergmann (2012), students are more exposed to get a meaningful learning when the teacher actually appears on the video.

As we already knew the perception about the material, we wanted to know how the process was going with the content, so we reviewed the cornell notes to check what was happening with their learning process. In the next passage it will be shown how were students’ perceptions about what they understood from a video: “El video se trata de las características o el físico de una persona” (Student 8, CN #2) or “El resumen el vídeo se trata de animales,como se pronuncian en inglés” (Student 10, CN #7). Based on that, we found that most of them caught the general idea.
Besides, as long as more videos were showed, more comments about them and some implications because of timing or external difficulties let us know how focused they were, we will see an example in the following feedback: “no me gustó porque no dejaron terminar de ver el vídeo” (Student 5, CN #2). When it comes to general feedbacks, we found out that the methodology was actually allowing them to learn in a different and meaningful way, so their mind was actually changed. An evidence can be found in the following part: “The teacher asked them if they liked the video and some answers were “sí me gustó el video porque allí yo aprendí modales” (Student 1, CN #7), while some of them explained that the video was useful in their learning process “me gustó el vídeo porque aprendo más” (Student 2, CN #4). However, some students thought that the videos were not according to their age. For example, in the activity of personal information, we found comments like “No me gustó el vídeo porque es muy cursi”, (Student 5, CN#1) or “No me gustó el vídeo porque es muy aburrido” (Student 3, CN #1). This happened with the first video shown and this feedback was very useful because we continued creating videos but more dynamic and with different images. From that moment, we noticed that students did not write more negative comments about videos. As per Bergmann (2012), the most important in FL is that, as teachers, we are in a continuum feedback with the learners, and their comments is our backbone to know how to develop our classes in the properly way in order to catch students’ attention.

As we previously noticed that students attention was already caught, it was also noticed that motivation also increased, that was something we could realize in the classroom participation and some of the questions that came out regarding how the video was recorded. The following passage will show an example of that: “¿cómo hicieron el vídeo?” (Student 2, CN #1), “¿qué programa usaron para hacer el vídeo?” (Student 3, CN #2). The goal of getting the
students’ recognition was a very positive check or outcome in the present research and as Sams & Bergmann (2012) mentioned, students feel more comfortable and familiar with the video when the professor appears on it so the motivation is more susceptible to increase.

In order to conclude this subcategory, we consider that this process was meaningful for learners, they had the opportunity to meet one new methodology apart from the traditional one. Moreover, the fact that the teacher serves as a listener, asks for feedback of each class and is also aware of the learning process and the students’ needs, increases pupils’ motivation, with no doubt. We consider that one of the most significant parts was to learn during the evolution of each class and to let students know that everything was prepared and planned according to their own pace. That is a satisfactory part for teachers and learners.

Subcategory #2: Speaking From the very Beginning (Pre category: Oral Production)

Across this second section, we will talk deeper about how it comes that children from that age are able to produce something in another language. We will contrast somehow, those theories where children are supposed to deductively learn grammar during a long part or their life before producing a word. This process is stipulated by Ellis (1997) and our principal goal is to create a better implicit knowledge instead of the explicit one. We will focus our attention on how to develop oral production skills from the very beginning is quite positive for children so they will not face reluctance to speak in future. According to Nunan (1999), when a non-native speaker is immersed in a foreign country and does not know anything from the language, a reluctance might take place up to 6 months. If the speaker is not immersed, that could take his whole life. So it will be discussed how the theory went along with the methodology in order to help the students out to produce their first outputs.
Therefore, this subcategory will talk about how speaking can be developed in students of fifth grade from a public school. In the first teacher’s journal it is shown the low English level that students had. For that reason, the results of the oral exam were not good. Students did not understand the questions asked by the teachers. Thus, we decided to focus the project on oral skills and create our own content by showing videos which included some expressions that students could use, at the moment of speaking or to describe situations. Since, the input is given by the teachers, students are able to produce the output with the information learnt in order to increase their language proficiency (Rashid, 2015).

Based on the information above, we organized the classes by proposing some steps to follow. The introduction of the topics was taken the first minutes of class, in order to give to students the contextualization and what they have to do. We applied a survey to know students’ likes and their technological resources. For that reason, we showed the students the Needs Analysis survey and how to fill it up, and they were given some English instructions, as it can be seen in the following excerpt: “They filled the survey and were taught how to pronounce 'survey' in English, a girl asked loudly, ‘teacher, so I'm pronouncing it right?’” (Teachers Journal #1). Students really enjoyed the activities and they had the best attitude to start practicing what the teacher was explaining to them and did not hesitate to ask. For example, in one of the journals, it is mentioned: “they [referring to the students] used phrases such as ‘¿puedo hablar en español?’ ‘no sé cómo decirlo en inglés’, ‘no entiendo’. They are worried about their pronunciation and they like real-time feedback.” (Teacher’s journal #1). Students were very receptive from the very beginning of the implementation and the teacher, as Krashen (1985) states, played an active role in order to be a model to follow.
The second step was the implementation of the pre-test so as to identify students’ English level (See Annex J). As it was shown in the problem statement, the biggest difficulty for them was at the moment of speaking, because they did not know how to express what they were thinking, they were not used to practice their oral skills and the pressure made them feel more uncomfortable. This is presented in the following comment: “the students understood the question and they repeat it in Spanish but they do not know how to give a correct answer, even if the question is very basic, like ‘what is your name?’” (Teachers Journal #2). As Halliwell (1992) mentioned, it is crucial to create a constant practicum with kids by using practical activities and models, to improve their oral proficiency. Hence, we started thinking about all the possible activities and expressions for them to use, with the principal objective of making them feel more comfortable at the moment of speaking. The interaction with their classmates was crucial at this part because they were working with people of their same age and language level, so, they started working with role plays and taking turns to speak (Thornbury, 2005).

From this part of the research, we started with the implementation using videos and the CN format. We modeled some instructions with our personal information as it is said in the following quote “I introduced myself because children did not know me” (Teachers Journal #3) and we noticed that students felt very motivated for their active participation in class “they always want to answer when teacher asks something” (Teachers Journal #3), this was a big motivation for us as researchers, because we understood that we could really impact students’ learning, that is the backbone of our professional development.

Once the first video was showed, we gave them the instructions to fill out the CN. We will report about how we did it “I explained how they have to complete it and I played the video twice” (Teachers Journal #4), they were a little confused, however, they could summarize the
video and some answers were “El video mostraba como decir el físico de una persona” (Student 3, CN#2) or “es como se saluda o se despide en Inglés, por ejemplo decir ‘hello’ y ‘goodbye’” (Student 4, CN #2). From this part, they started to use those expressions in every class and we changed the CN format in order to make it easier to understand.

These answers continued in the whole implementation, since the last CN applied had a complete summary, for example “Lo que yo aprendí de los modales es que se dice ‘haz silencio, por favor,’ en vez de ‘cállate’” (Student 10. CN#11). This means that the instructions were clearly given along with the main topic of each video. Moreover, the good development of this ability was increased on every class. The example was written as “the students already know how to express basic questions like ‘can I go to the bathroom’ or ‘Teacher, how do you say this?’” (Teachers Journal #3). Although, they needed their mother tongue to give a clearer idea. For example “At 5:00, students reorganized the classroom and I started to ask question about animals like ‘what animal do you like the most? And why?’ Students understood the questions but they answered them with the help of their native language” (Teachers Journal #9). This means that it is not enough one class per week, it is necessary to work harder in order that they can give ideas with simple sentences without using Spanish.

Another useful resource to make them speak was the conversation models, in which they had to follow and complete with their information. With this in mind, students constantly asked about how they could say words like “cómo se dice ‘está feliz en inglés’?” (Student 4, CN #4), and we realized that students were very interested in the pronunciation of some words. A student’s question will be shown from here: “¿por qué cuando uno habla inglés hace como que se le traba la lengua?” (Student 2. CN #2). Reason why, we not only worked on the use of expressions but on pronunciation too. Students really enjoyed those kinds of exercises.
At the end of the implementation, we applied once again the Cambridge test but the results were very different, students understood most of the questions asked by us (See Annex K). It can be demonstrated in the last observation that said “The students showed a better oral proficiency because they could answer basic questions about their life. The questions are the same than the first test, but this time they know what information they have to give in order to complete their ideas” (Teacher’s journal #12).

![Sample Results - Pre vs Post](image)

*Fig 3: Pre and Post test, the graphic shows the results and the difference between pre & post tests of the 10 students from the sampling.*

![Individual Results - Pre vs Post](image)

*Fig 4: Pre and Post test individual results of each student from the sample.*
As a conclusion of this category, we strongly believe that working hard with the technological resources that students know and taking into account their needs, the speaking skill could be developed even if they had never worked on this ability. Oral production is one of the most important skills to create communication, and the use of some daily expressions will significantly improve the speaking level. This was a great opportunity for us to understand how to work with students that never had a real contact with the foreign language. The contextualization, the dynamic of every class and giving them the opportunity to speak, helped us to enhance their English level in short time.

**Subcategory #3: The Way I am Growing up (Pre category: Fifth Graders)**

This final category is going to explain how students were able to learn through a new methodology, that actually took into account the way they are growing up, the stage where they are regarding their age and some of their most common characteristics, such as social-emotional, physical, cognitive, etc. It will be deeply explained how was the process of working with fifth graders and how they felt with the teacher being adapted to their needs, while they interact among themselves by learning a language.

This first part is going to mention the first impression we had with the students, we knew that they were not too little and that we needed to catch their attention from the beginning, with activities and videos. The latter had to be attractive and engaging. Therefore, the first part was to collect some information about themselves, their preferences, the music they liked, their interests when learning. One survey that helped out to gather information was a Needs Analysis (*Annex F*), in there we asked for their favorite cartoon or tv show, their favorite kind of music and so on. When analyzing the results it was found out the following:
**Fig. 5: Results of Favorite Program**

- CN: 4
- Disney XD: 4
- Disney Channel: 2
- TNT: 1
- Simpsons: 1
- Netflix: 1
- Disney Junior: 1
- Rápido y furioso: 1
- Varies: 1
- Clarence: 1
- Las ardillas: 1

**Fig. 6: Results of Favorite Kind of Music**

- Reggaeton: 6
- Electronica: 4
- Chmpeta: 2
- Trap: 1
- Pop: 2
- Bachata: 3
- Anuel: 1
- Vallenar: 1
- Rap: 1
It was understood that even though they still liked tv shows for kids, they also preferred music for teenagers, so they could be considered as a challenge because of how they act and how they interact. It was firstly evidenced that some of them even acted as teenagers, an example of this was found during the first sessions when making groups, because they disagreed with working in groups and refused not to have the right to decide how the class would be arranged, an illustration can be found in the following extract: “I selected the students for the groups and students disagreed. Most of the students were not concentrated, they wanted to do their own groups.” (Teacher’s Journal #3). As we can see, their attitude can be negative when they are asked to do something they do not like, so we had to seek for strategies and analyze how they rather work in class by checking how was better to understand their own development as human beings at their specific age.

It was needed to understand better this population, Anderson (2011) mentioned that among fifth graders’ social-emotional characteristics, they are shown as happy persons, they like to laugh and enjoy cooperative and competitive games, so the teams were divided into boys and girls. At that moment it was realized that activities were found more interesting because of their natural sense of competition. The following extract will show how it was: “Then, I divided them into 4 groups, 2 groups of girls and 2 of boys. They are more cooperative in their groups when they are divided by gender” (Teacher’s Journal #4). By that time, students were better arranged into boys and girls in order to keep them motivated and concentrated, so the results were that they began not only to complete the activities but also to enjoy them, the example is in the following citation: “Students are very concentrated on videos and games. They were very motivated all the time and they completed properly the Cornell Notes given.” (Teacher’s Journal #4). As it can be seen, the strategy worked and students’ attention was attracted by identifying
their natural behavior. In order to evidence their reaction, the following quote will show the student’s answer “Me gustó el video porque salía Bob Esponja diciendo good morning” (S4, Cornell note #9).

As we wanted to make learners’ process meaningful and to take into consideration all the characteristics for them to grow up properly while learning, so the next part of this category is going to explain how the process was when it comes to the link between the theory and the practicum. Some other characteristics are defined by Anderson (2011), when he mentions that fifth graders are quite expressive and talkative, they love chatting and explaining things. That was a good feature as we wanted them to develop some speaking skills, the issue we firstly had was regarding the noise they used to make in class, Frequently, class time could be properly exploited but noise was too much. The following extract will provide an example of that: “The time is an important aspect and a big problem because the Wrap up could not be applied and children make a lot of noise at the end of the class” (Teacher’s Journal #5). As it was identified, they were so talkative at the point of compromising some class time; therefore, another strategy had to be implemented to complete all the activities and to let all the students hear themselves.

This time the strategy that was implemented was to always ask for learners’ opinion, so they were able to share their thoughts as they are natural chatters and talkers, an example is presented in the following quote: “I noticed that games and exercises are meaningful for them because most of them could give good examples about the topic. Students said that their favorite station was “Where is Waldo” game (station four).” (Teacher’s Journal #6). We knew that they will be still chatting, however, as it was necessary to take advantage of this common characteristic, it was decided to include more participation in order to organize a little bit the class and to know that learners will be listening to what they wanted to say.
As per Anderson (2010), some fifth graders’ needs are frequent breaks, alternate silence, interactive periods and social time for transitions. Those needs were taking into consideration when flipping the class, as the students were asked to pass through some stations, they had time to take little breaks among the stations and to talk to each other in order to complete the circuit.

At the end, it was realized that students’ attitude changed a lot during the last sessions. Students were aware of their process and gradually completed all the activities they were supposed to. The following quote is going to provide a clear example of that: “This time, they completed the conversation model without any problem. I did a little activity with a song about manners, students tried to repeat it” (Teacher’s Journal #11). As it can be seen, despite of fifth graders being known as reluctants with some activities, they overthrew those boundaries and began to sing a song to improve their proficiency. On the other hand, their consciousness also changed and they began to take care of their development. As shown in the following evidence, fifth graders ended up to assume their own process: “I told them that next class they will have the test. They agreed and class ended.” (Teacher’s Journal #11), and we consider that they actually improved not only in the language but in their lives.

In order to sum up or to delimitate the outcomes of this last subcategory, we can say that working with fifth graders was a demanding task, even though at the first time it was difficult, the results can be widely analyzed and time by time, each interaction is more meaningful. The fact that students are growing up while learning and each learning process or theme suits properly into their needs, it is a quite positive factor that will contribute into their lives and how they learn a foreign language. We can expect that their motivation keeps on increasing and that their encourage remains for future courses.
Conclusions

In this last section, the final answer to the main inquiry will be mentioned as long as if the objectives or purposes were finally reached. It will be explained what was obtained and what the goals and results were. After that, in order to summarize clearly all the data and close the study, a final perception will be shared.

Firstly, in regards to our main inquiry “What is the effect of the flipped learning methodology on fifth graders’ oral production at IED Antonio Nariño?”, it can be said that this study actually proved that Flipped Learning can have a positive impact on learners’ oral skills. As it was previously analyzed, students demonstrated their first outputs in English thanks to the different arrangement and planning of the class. Student’s final results were 3.10% higher than the first test as students were able to answer the questions outlined in the Starters international test. It can be also said that some categories that emerged from the analysis such as a motivation increasement and teamwork, are part of the impact that fifth graders experienced when learning a language with this particular methodology. So the main inquiry was addressed since the impact was positive in qualitatively and quantitatively terms.

Secondly, the main objective which was to analyze the impact of the flipped learning methodology on fifth grader’s oral production was definitely reached. As the analysis was made under the light of grounded theory, several aspects were found. The first one was that as pre-service teachers we were also impacted. Class after class each formative assessment and class flows helped us to realize which activity was more effective for the students’ development.

Hence, every upcoming class was thought taking into account the mistakes made on the previous one in order to improve, the same situation happened with videos, stations, practices,
warming ups, etc. On the other hand, we consider that from time to time Flipped learning helped students to become aware of their own process, as they were asked to complete a Cornell note format, it was noticed that the last ones were more elaborated and had more information about what was learnt, (See annex E). That was a quite positive part of the analysis and so was to evidentiate how students’ interaction with preservice teachers and among them also increased. They were able to work in groups without any problem and ask to the teachers different questions not only about the topic but also about us. (See annex G). 

Furthermore, it is crucial to highlight that knowing students’ English level was the first step to the correct development of the research, since understanding how students worked and what their needs were, helped us create a stronger relationship which facilitated the communication and the efficiency in the process. For that reason, the standard test was applied at the very beginning and at the end of this project, to determine their initial and final speaking proficiency. As well as the first test taken by them showed that they had a low English level, the motivation, the dynamic activities, the teachers performance and the technological resources had a big impact in them and allowed students to get clear upgrade and improve their English speaking proficiency. (See annex K)

Talking about technological resources, it is concluded that the material made by teachers was very useful for students, not only to acquire English expressions and learn how to use them, but also to feel more comfortable because they already know what is the topic about and do not get lost in class. As it can be appreciated in the following quote “can I go to the bathroom?” (See annex B) was an expression they acquired thanks to the video #10 (See Annex H). As per Bergmann (2016), students feel more interested in the videos when teachers appear on it. We realized that creating a video using images and students’ likes was an excellent strategy too,
because it catches their attention more easily and they are able to contextualize the examples given.

On the other hand, it is very important to be aware of how the world is working today and we should take advantage of the new resources that are carried out with this, which is in constant renovation. Videos are a practical tool that allows students to work on their own pace without being interrupted by external people. Watching videos at home is an excellent advantage not to waste time in class explaining the topic and to give students the opportunity of playing it as many times as they want.

Finally, the instruments used in the study are a key to follow the process of students. In a normal class with many students, a lot of things happen and students have a constant interaction among them or with the teacher. Those moments are clue to carry out classes and to identify their attitude and knowledge. Based on that, the teacher’s journal was the guide that helped us to recognize the good students’ process and how through the class-to-class basis they had a significant increase in their English proficiency. Thanks to the observation applied, it was evident the achievement done and the good results in the post-test.

References

Anderson, M. (2011). *What Every 5th Grade Teacher Needs to Know about Setting up and Running a Classroom*. Massachusetts: Center for Responsive Schools Incorporated

Bailey, G; Rogers, S; G; Rebecca, M. (2015). *An Investigation of the Concerns of Fifth Graders Transitioning to Middle School*. Columbia: RMLE, Research in Middle Level Education. Volume 38, No. 5.


Ramirez, M. & Rodríguez-Buitrago, C. (2018). *In class flip activities*. *Flipped Learning 3.0 Certification Level ll. Online Course*. (Section 2.4 Station Rotation Models and 2.5 Non-Station Rotation Flip) Retrieved from: https://learn.flglobal.org/


Annexes

Annex A
<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>REFLEXION</th>
</tr>
</thead>
</table>
| The class started at 3:45 am but SSTTL the kids were ready at 4:00 pm after school snack. The course have 29 children, more boys than girls and that day attended just 25. Children between 10 to 12 years and there are children from all regions of the country. English class rules were explained and two monitors were selected. TS Tingo Tingo tango was played to designate the monitor and the kids did not agree because the children left as monitor had problems of discipline. It was concluded that each period a new monitor will be selected so that everyone will have the same opportunity. TS in explaining the rules of the class the children were very receptive and helped chosen rules to follow. WTL They asked if I was going to teach the class in English CPL and were told I was going to determine their level first. They filled the survey and were taught how to pronounce ‘survey’ in English PS, a girl asked loudly, “teacher, so I’m pronouncing it right?” WTL She was told yes. RTFTL. After the survey, they were told to organize themselves into groups and each group was assigned a topic of conversation IAS, were given five minutes and they took them, then they began talking very hard EBN, were instructed to make silence and monitors helped silence the room. Students were asked to talk about their hobbies but most of them were confused and struggled to speak in English, they used phrases such as “¿puedo hablar en español?”, “no sé cómo decirlo en inglés”, “no entiendo”. The class was carried out in Spanish but time was over TLBS, were the outstanding rest for another class.

<p>| | Children are taking too much time taking school snack. SSTTL. This is a mixed group regarding cultural aspects SG, full lesson plans can be made DTS. Students are so much participative SMS, all of them want to be monitors SCB. They like fast games such as Tingo, Tingo Tango DTS but they are not that friendly with all of them, some of the students are jealous. AI Students are very receptive and are willing to learn WTL, they want the class in English TAM. They are worried about their pronunciation SMS and they like real time feedbacks RTFTL. They are too disorganized to work in groups DI but monitors are a good figure to help the teacher control discipline BB. The time was not enough to finish the activity TLBS I have to be aware of timing. |</p>
<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>REFLEXION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Today was the last implementation. I started the class at 4:05 pm with</td>
<td>It is easier for them to understand the instructions and explanations</td>
</tr>
<tr>
<td>a game called “discover the feeling.” I wrote on the board the date and</td>
<td>in English. TS</td>
</tr>
<tr>
<td>the objectives of the class. TS</td>
<td>They have more vocabulary to express what they want to say. VA</td>
</tr>
<tr>
<td>At 4:15, we discussed about the manners and the video TAM. Ss told me</td>
<td>They can complete short conversations about the topic. OD</td>
</tr>
<tr>
<td>they really liked the video and all the Ss could watch it. IWT They</td>
<td>They can give examples and answer questions. OD / IWT</td>
</tr>
<tr>
<td>gave me the Cornell Notes and I played the video once to clarify</td>
<td>Their English level has grown meaningfully. Even one of them told me</td>
</tr>
<tr>
<td>questions. At the end someone said “me gustó el video”. FL / RMT.</td>
<td>“can I go to the bathroom?” before ending the class.</td>
</tr>
<tr>
<td>They divided the classroom and complete the exercises of each stations</td>
<td></td>
</tr>
<tr>
<td>as usual. SR This time, they completed the conversation model without</td>
<td></td>
</tr>
<tr>
<td>any problem. IAS</td>
<td></td>
</tr>
<tr>
<td>At 5:00 o’clock, I put more examples on the board TAM and Ss gave me</td>
<td></td>
</tr>
<tr>
<td>more. LGC</td>
<td></td>
</tr>
<tr>
<td>At 5:10 pm, I made a little activity with a song about manners TAM, Ss</td>
<td></td>
</tr>
<tr>
<td>tried to repeat it. OD and one of them said “los juegos están cheveres”</td>
<td></td>
</tr>
<tr>
<td>At 5:30 pm, I told them that next class they will have the test. They</td>
<td></td>
</tr>
<tr>
<td>agreed and class ended.</td>
<td></td>
</tr>
</tbody>
</table>
### Annex D (Cornell Notes user-friendly format)

<table>
<thead>
<tr>
<th>Title:</th>
<th>Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summary - Resumen</td>
<td>Questions - Preguntas</td>
</tr>
</tbody>
</table>

Did you like the video? ¿Te gustó el video? Sí/No ¿Por qué?

Favorite Station - ¿Cuál fue tu estación favorita?

¿Qué aprendiste a decir el día de hoy?

---

### Annex E

[Image of handwritten notes]
Annex F (Needs Analysis Survey)
Data collection

Edad ________________

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th>Observation</th>
</tr>
</thead>
<tbody>
<tr>
<td>¿Qué te gusta hacer en tu tiempo libre?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>¿Qué es lo que más te gusta hacer en el colegio?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>¿Qué es lo que menos te gusta hacer en el colegio?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>¿Qué te gusta hacer en el colegio?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>¿Quiénes conforman tu familia? ¿Quién te ayuda a hacer tareas?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>¿Cuál es tu programa de televisión favorito?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>¿Qué música escuchas?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>¿Cuándo cumple años?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>¿Cuál es tu deporte favorito?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>¿Cuál es tu deporte favorito?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>¿Cuál es tu comida favorita?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>¿Qué películas te gustan?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>¿Tienes computador en tu casa?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>¿Tienes Internet en tu casa?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>¿Tienes dónde ver videos de YouTube en tu casa?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Annex G

**UNIVERSIDAD LIBRE FACULTAD DE CIENCIAS DE LA EDUCACIÓN LICENCIATURA EN EDUCACIÓN BÁSICA CON Énfasis en Humanidades e Idiomas Diario de Campo No 6**

<table>
<thead>
<tr>
<th>Preservice teacher:</th>
<th>Geraldine Barón Romero</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>April 11th, 2018</td>
</tr>
<tr>
<td>Class time</td>
<td>2 hours</td>
</tr>
<tr>
<td>Students</td>
<td>27</td>
</tr>
<tr>
<td>Grade</td>
<td>5th</td>
</tr>
<tr>
<td>Area</td>
<td>English</td>
</tr>
<tr>
<td>Subject</td>
<td></td>
</tr>
<tr>
<td>Observation Goal</td>
<td>Talk about my neighborhood or places that I know by speaking with my classmates.</td>
</tr>
<tr>
<td>How is this observation related to your project?</td>
<td>Ss will be able to understand the correct use of there's and there are to describe their neighborhood and places that they already know.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>REFLEXION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Today, we started implementation and once again I had two hours for the class. TTDC I began the class at 4:00 pm, as usual, with a short exercise about the previous topic (physical appearance). I gave the students the Cornell Notes, they already knew how to complete it and did it very fast. I divided the class into four groups: SR, V/A, AI, and SMB. Each group was responsible for making a poster. After that, I played the video twice on the TV about places: IPC. I noticed that the Ss were very organized and they followed all the instructions very well. However, I had to be strict and clear because they were not used to work with these methods.</td>
<td></td>
</tr>
<tr>
<td>Ss were very organized, they were happy because the 2 hours of class went well. They knew how to use the different techniques. They have some problems of coexistence yet, there are some Ss they don't like to work with. DI / EI.</td>
<td></td>
</tr>
<tr>
<td>Ss were very organized, they were happy because the 2 hours of class went well. They knew how to use the different techniques. They have some problems of coexistence yet, there are some Ss they don't like to work with. DI / EI.</td>
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<td></td>
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<tr>
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<td></td>
</tr>
</tbody>
</table>

**LGC**: Ss said that their favorite station was “Where is Waldo?” game (station four). FS
Annex H

FLIPPED LIKE MATERIAL
Annex J

Transcription of the Pre-Test taken

T: What is your name?

S: Ummm, ¿qué?

T: Your name, for example, my name is Geraldine, and yours?

S: Ummm ay no sé

T: Where do you live?

S: Ummm no

T: How old are you?

S: Good?

T: What is that animal?
S: Ah?
T: What is that animal?
S: Perro
T: What is she doing?
S: ...
T: What is that feeling?
S: ...
T: Happy, sad, worried?
S: No sé.

Annex K

Transcription of the Post-Test taken

T: What is your name?
S: María.
T: Complete it, for example, my name is Geraldine, and yours?
S: My name is María.
T: Where do you live?
S: In Engativa
T: How old are you?
S: Ten years,
T: What is that animal?
S: Ummm es un dog?
T: Very good! What is she doing?
S: ...
T: What is that feeling?
S: ¿Qué?
T: Happy, sad, worried...
S: Ahhhhhhh! happy.