1. Información General

<table>
<thead>
<tr>
<th>Título del Trabajo de Grado</th>
<th>The Impact of Flipped Learning on Fifth Graders’ Oral Production</th>
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<tbody>
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<td>Palabras Claves</td>
<td>Flipped Learning, In-Class Flip, Fifth Graders, Oral Production,</td>
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2. Descripción del problema

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. During the practicum process at a public school in a fifth grade class, it was observed that some students needed to enhance their speaking abilities. They were not able to speak in class and some of them used phrases 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 did not have an English teacher during all their elementary education, so the role was taken by the practitioner who only had one hour per week to apply different methodologies in order to teach some topics.

Apart from the researchers’ observation, where students evidenced a low English level, it was necessary to assure this perception with another instrument. Thus, a Cambridge Starters Standard Test (2003) was applied without changing any question, the structure remained the same taking into account all the skills.

Reason why, the researchers decided to delve into how the teaching process could be better taking into consideration several learning paces and complying with the National Competence Standards in Foreign Languages (MEN, 2006). After researching, it was found that Flipped Learning was ideal to comply with all the expectations. Consequently, the present study will walk the reader through the whole experience of flipping a class with little technology and will finally mention how the analysis was. Hence, the research inquiry of the present study is: What is the effect of the flipped learning methodology on fifth graders’ oral production? The main purpose is to analyze the impact of the flipped learning on the oral production of fifth graders.

3. Contenidos

Flipped Learning.
Roles in the approach.
Benefits of Flipped Learning and Technological Approach.
Flipped learning deviations.
### 4. Metodología

Methodological approach: qualitative research

This study was made under the Action Research Design

This study took place with 28 students who were between 10 and 13 years old, they were fifth graders at Antonio Nariño Public School

Data collection instruments: Pre & Post Test, Teacher’s journal, Cornell Notes (CN).

Grounded Theory

### 5. Conclusiones

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 oral production can have a positive impact on learners. 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.
6. Bibliografía


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

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<td>Fecha de elaboración del Resumen:</td>
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