

**UNIVERSIDAD INTERNACIONAL DE LAS AMÉRICAS**  
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**SCHOOL OF EDUCATION AND FOREIGN LANGUAGES**

**FLIPPED CLASSROOM ACTIVITIES TO IMPROVE ORAL  
PRODUCTION DURING VIRTUAL CLASSES OF STUDENTS IN  
TEENS 2 LEVEL AT ACADEMIA DE IDIOMAS CEDES DON  
BOSCO DURING THE FIRST QUARTER OF 2022**

**Thesis Submitted to Obtain the Bachelor in English with Concentration in Teaching**

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## **Abstract**

When it comes to teaching English as a Foreign Language virtually, the challenge is bigger for a professor, since they need to focus on teaching not only grammar, but also pronunciation and vocabulary and leave space, as well for the students to practice with their classmates, so they can feel comfortable with the topics seen in class. With the amount of work that virtuality provides, this space of practice, bonding and sharing has been challenging for the students due to the time spent on explaining a topic in a virtual class and not having granted the full class understanding the explanation of the teacher. Consequently, the flip classroom methodology could be a great acquisition to the virtual classes and to improve of the oral production. Therefore, the present research will include a deep inquiry on how Flipped Classroom Activities improve oral production in virtual classes for students of teens 2 level of Academia de Idiomas CEDES Don Bosco located in Concepcion of Alajuelita with students between 10 and 14 years old.

## Resumen

Cuando se trata de enseñar inglés como lengua extranjera de forma virtual, el desafío para los profesores es mayor, ya que necesitan enfocarse en enseñar gramática, pronunciación y vocabulario y dejar espacio, para que los estudiantes practiquen con sus compañeros y se sientan cómodos con los temas. Con la cantidad de trabajo que proporciona la virtualidad, este espacio de práctica, vinculación y compartir ha sido un reto para los estudiantes y profesores debido al tiempo dedicado a explicar un tema en una clase virtual y no lograr verificar que los temas vistos sean 100% comprendidos por los estudiantes. Es por lo que la metodología de aula invertida podría ser una gran adquisición para las clases virtuales y mejorar la producción oral. Por ello, la presente investigación incluirá una profunda investigación sobre cómo las Actividades de Aula Invertida mejoran la producción oral en clases virtuales para estudiantes de Adolescentes 2 de la Academia de Idiomas CEDES Don Bosco ubicada en Concepción de Alajuelita con alumnos de entre 10 y 14 años.

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## **Chapter I**

### **Introductory Framework**

In this chapter, the reader will be provided with the relationship of the background of all the information used in the research. As Wilkinson (1991) suggested, along the totality of the introductory framework, the purpose of this chapter is to help the readers to understand how this investigation is related with other research that include information about the main topic of this investigation. The topic for this investigation is flipped classroom activities to improve oral production during virtual classes of students in teens two level at Academia de Idiomas of CEDES Don Bosco during the first quarter of 2022. Therefore, the present investigation seeks to perform an analysis of the emerging method of Flipped classroom as a feasible model for the fulfillment of the oral production of students that are currently on virtual classes with the purpose of opening spaces in Costa Rican education, that leads to the usage of new pedagogical theories and methodological practices in the classroom and to introduce innovation within the teaching practice.

The main objective of the investigation is to analyze the viability of this teaching method, which uses constructivist methodologies, inquiry, project-based learning, and technological tools, in the planning of a class that the student develops at home, getting into the subject to study, and then arriving in the classroom to carry out support work with the guidance of the teacher. In the flipped classroom, the student builds his own knowledge with the use of tools and methodologies that the teacher provides. The new model and little information on utilization theory and practice of the flipped classroom in the Costa Rican educational system, is presented as the main limitation of the analysis. The research will be developed as a hands-on

investigation, taking as a target population the second level students of the Academia de Idiomas CEDES Don Bosco, in virtual classes, during the first quarter of 2022.

### **1.1 Problem Statement**

Virtuality has been in our world for many years. However, in education, it was born in the twentieth century, with the invention of new technologies used to obtain more benefits from distance education. Courses were broadcast on the radio. These courses served to educate both, children in times of war and to maintain radio frequencies for university education. Nevertheless, it is with the arrival of the Internet that a real step is taken into the virtual context. The creation of email cemented the foundations that characterize online education today (Caccia Villani, 2020). It's expansion in Latin America has raised countries like Colombia, Chile, Uruguay, and Brazil, to develop the virtuality in education. Even though, in Latin America, Costa Rica is not one of the pioneers of virtual education, it has been implemented day to day not only in universities, but in middle school and high school institutions, because of the well-known pandemic worldwide due to an illness caused by a novel coronavirus, now called severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2; formerly called 2019-nCoV). Consequently, the use of the virtual modality has increased in order to carry out the study objectives proposed by the Ministry of Public Education (MEP) since last year.

In Costa Rica, the need to innovate in classroom methodologies is relevant. For this reason, the Ministry of Public Education (MEP) is facing a dynamic of changes and training properly all educators, especially in platforms that help the students on virtual classes. However, virtuality is a tool to learn, but also a challenge for students and teachers. According to Lovón and Cisneros (2020), on a recent study on the Impact of Virtual Classes in Students, the responses were attached to a major quantity of school duties, more a stressful environment not only for the

students but the parents, and the main reason, the difficulty to understand the topics seen in class due to the mental fatigue that affects receiving virtual classes.

When it comes to teaching English as a Second Language virtually, the challenge gets bigger since the professor not only has to teach grammar but pronunciation and vocabulary and leave space, as well for the students to practice with their classmates. With the amount of work that virtuality provides, this space of practice, bonding and sharing has been challenging for the students due to the time spent on explaining a topic in a virtual class and not having granted that the full class to understand the explanation of the teacher. Which is why a flip classroom methodology could be a great acquisition to the virtual classes and improve of the oral production. Therefore, the present research will include a deep inquiry and provide the answer to the following question: How flip classroom activities improve oral production in virtual classes for students of teens 2 level of Academia de Idiomas CEDES Don Bosco during the first quarter of 2022?

## **1.2 Objectives of the Investigation**

### **1.2.1 General Objective**

To evaluate the use of flipped classroom activities to improve oral production in students of teens 2 level at Academia de Idiomas CEDES Don Boco during the first quarter of 2022.

### **1.2.2 Specific Objectives**

- To identify the difficulties that students face while adapting to virtual classes when it comes to the oral production.

- To apply flipped classroom activities to improve the oral production of the students during virtual classes.
- To determine students' performance outcome during virtual classes after the application of the flipped classroom methodology.

### **1.3 Justification of the Study**

Flip Learning is a pedagogical approach. According to Musallam (2014), the direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in a subject matter. Recent studies have confirmed the effectiveness of the flip learning model approach is gaining traction every year. According to a 2014 survey from the Flipped Learning Network, 78 percent of teachers said they had flipped a lesson, and 96 percent of those who tried it, said they would recommend it to other educators. This indicates that flipped learning inspires teachers to update traditional methods and bring new technology into their classrooms using video, screencasts, and more (Yarbro, Arfstrom, McKnight & McKnight, 2014). Proving this method, a new and technological way to improve education.

Implementing the effectiveness of the Flip Learning Model not only on Math, Science, and Algebra class, which are the most popular subjects to implement the flip learning model, but in languages, such as French, Spanish, and English. In addition, nowadays, the implementation of flip learning model on virtual classes has been a new pedagogical approach where teachers combine flip classroom and virtual classes, creating the definition of Virtual Flipped Classrooms (VFC). The virtual classroom (VC), according to S.S., & Abdulla, S.A. (2019), can be defined as a computer-based environment in which active learning can be applied since almost everything

that can be done in a real classroom can be done in a virtual one. The VC teacher's role is not much different from that in the real classroom. Students and teachers can collaborate using multiple communication channels such as audio, video, chat, and whiteboard. The VC environment provides students and teachers with the possibility to communicate both, synchronously and asynchronously.

Some years behind, there were not that many studies on the flip learning model with virtual classes, since it was a model that was implemented originally in 2007 by Jonathan Bergmann and Aaron Sams on Woodland Park on Colorado, EEUU. However, this has been modified when the founders experimented the efficiency and the interest of their students of this new model. Before the model, 1.300.000 students drop out their studies on US and only 69 percent finished it. Moreover, they valued the technological possibility and advances for education, the creation of digital content, and the reach of the technology the students now have.

In relation with the current situation regarding the education of Costa Rica due to the pandemic, all educative areas had to adapt and transform face-to-face classes to virtual classes. This has been a challenge not only for teachers but for students, since, due to the global situation, a lot of professors were not trained on the correct usage of technology, digital resources, and platforms for remote connection. Consequently, such issues have been reinforced at an unprecedented speed by the Ministries of Education with online resources and the implementation of programming on free-to-air television or radio. However, according to Álvarez Marinelli and others (2020), few people have national digital education strategies with a model that takes advantage of the Informational Communication Technology (TIC).

Being in front of a computer for hours, just listening half of the class, the professor explaining the topic, and then making a huge amount of homework, worksheets, book pages etc., have been big challenges for all students that are facing this virtual education model. This has been a major challenge when we talk about English lessons. Learning a second language virtually might be a difficult situation, since the students do not have the necessary amount of time to share with their classmates and to be more active in a class if the teacher is just explaining a topic. Making it difficult for them to learn the correct learning model of English as Second Language without speaking in the class.

The purpose of this research is to combine the pedagogical model of flip classroom during virtual English classes to help the teachers with more tools and activities to improve the oral production of the students. With this purpose, as a main point, it is desired a complete knowledge of the flip classroom model and the different activities the teachers may use. Thus, this will help them not only to achieve more efficient classes, but also to provide real time feedback and, consequently, more dynamic classes where students can practice the language more (e.g., debates, conversation clubs, videos, games where they must work as a group, etc.). Moreover, it is intended to help the students to improve their oral production by using the flip classroom, and to give them more time to interact with others and practice in class, while the teacher is helping them and providing feedback. This will provide the students with more confidence, as they will practice and homework real time with their classmates and teacher. Therefore, the benefit of this investigation will be for both sides of education, teachers, and students.

By doing different flip classroom activities with the students, providing the theory as homework such as videos, and a small questionnaire after watching the video, and creating more activities during class and exercises to practice more, is how the practical application of the

research will be made. A survey after each flip classroom class will be given to each student to measure how they feel with the flip learning model by providing the correct activities and tools to help students improve their oral production with this model.

#### **1.4 Antecedents**

It all started in 2006 at Woodland Park High School. The school year was taught traditionally, using a great deal of direct instruction in an engaging lecture style. One of the main frustrations Jonathan Bergmann and Aaron Sams two Chemistry professors, encountered while teaching at the small school, was the large number of absent students caused by school activities such as winding mountain pass, which made travel to school activities a time-consuming challenge. Therefore, the students frequently missed the last class of the day and difficult subjects (Bergmann & Sams, 2014). In 2007, Sams discovered a review of a computer program that recorded Power Point lectures, including digital “ink” with which a lecturer could write on the screen, as well as an audio component. Bergmann and Sams had the chairman of Woodland Park High School approval to invest \$100 dollars for two copies of the software. They started recording live lectures and later Bergmann and Sams started asking themselves: “What is the value of class time if a student can access all the content while not attending class?” “What do students really need a physically present teacher for?”, as the conversation continued Sams said: “What if we stopped lecturing in class and pre-recorded all of our lessons?” (Bergmann & Sams, 2006). After this exchange, neither of them ever used direct instruction as a whole-group, in-class teaching tool again. Thus, it was how the flip classroom model was created.

According to Flores, Del-Arco & Silva (2016), the usage of the flip classroom model is effective. The study investigates whether the model improves the teaching and learning processes, the satisfaction in the development of the course, the academic performance of

students, and the assessment of professors. Their study consisted of an evaluative study and the collection of data from both professors and students. Regarding students, they analyzed the following set of data: academic results, the survey, a questionnaire created and validated for the purpose of this study, and a focus group. Regarding professors, they collected data by interviewing the professors that organized the course. Flores, Del-Arco & Silva purpose was to confirm that the model contributed to the enrichment of teaching and learning processes; aspects related to the integration of concepts, the role of professors and students, the improvement of the processes of participation and communication, the integration of the ICTs, the improvement of academic results, and the promotion of students' interest in the course.

In the study Flores, Del-Arco & Silva focused on the independency and the critical thinking the students can have with a flip classroom model. The article includes the planning and implementation of the flipped classroom highlighting that the first key element that ensures the success of the process is the development of a well-organized teaching plan, which specifies the activities that will be carried out, as well as the resources and contents that will be consulted. In this way, the student will have a clear idea of the work schedule; will be able to locate the material needed on the resources provided; and will know when he/she is required to do the different activities. A detailed and explicit plan will result in a decrease of the student's anxiety and in an increase of his/her confidence regarding the working methodology (Flores, 2015).

To introduce the learning of English as a second language in a virtual way, Basantes, Cárdenas, Escobar & Barragán (2021) aimed on their article "The impact of virtuality on English language learning in higher education" to describe the impact that virtuality has caused in English language learning in university students, since it seeks to understand how they assimilate knowledge in a virtual world. The study opposes what it was stated, since the writers of the

article saw how the methodology used by the English teacher almost all the time is the same used in a physical class. Therefore, in most cases, it demotivates and does not adequately promote the learning of a second language. In a positive side of the article, Basantes, Cárdenas, Escobar & Barragán (2021) stated that “It was possible to establish that not all aspects were negative, but rather appear as an increasingly constant possibility among teachers when finding a number of free interactive platforms on internet which clearly promote an adequate communicative development in students, thus promoting their progress in English language skills at all levels.” As per the finding on the article previously mentioned, the use of tools has been increasing, even though virtuality is proven not that effective, and the usage of the flip classroom in a virtual model may increase their motivation and effectiveness in the learning area.

According to Ahmed and Abdulla (2018), on their study “Virtual Flipped Classroom: New Teaching Model To Grant The Learners Knowledge And Motivation,” it is introduced the new pedagogical approach, the Virtual Flipped Classroom (VFC) as an integration of two concepts: the Flipped Classroom and Virtual Classroom. To investigate the effect of VFC, the researchers applied it to students on a computer programming course in the Instructional and Learning Technology (ILT) department at the College of Education, Sultan Qaboos University (SQU). The students’ learning achievements and motivation were measured by two instruments, the Programming Achievement Test and Survey of Student Motivation respectively. One-group pretest posttest quasi-experimental design was followed. The sample, which consisted of 18 students, was taught some selective topics of the computer-programming prerequisite using the VFC model. A pretest and posttest were administered before and after using the VFC model. The researchers used independent sample t-tests and multivariate analysis of variance (MANOVA) to analyze the data obtained.

The main purposes of the researcher's study were to introduce and apply the new model of flip classroom in a virtual model, the effectiveness in providing students with the knowledge they needed, the effectiveness in solving problems in computer programming, and the effectiveness in the motivation of students to learn computer programming. The researchers, in their study, focused on explaining how virtual flipped classroom worked and how was tested accordingly to the subject wanted. The use of Active Learning (AL) strategies was adopted in the research, such as find error strategy, collaborative learning groups strategy, and think-write-pair-share strategy. As well, the implementation to its model the dialogue part, which is a great value feedback for the present study.

The results obtained in the previous investigation were interesting. According to Ahmed and Abdulla (2019), the study investigated the VFC as a new model to deliver the required prerequisite knowledge to students. The researchers faced challenges when comparing the results of this study with other studies. This is because this research is considered as the first attempt to integrate the concepts of VC and FC into a new teaching model, the VFC, according to the researchers' knowledge. To overcome this issue, the researchers compared the study results with the research results associated with each concept separately. The experiments were conducted to measure the students' levels of learning the prerequisite knowledge of computer programming and their motivation to study the computer programming content. Afterwards, the researchers investigated the levels of learning and the levels of motivation before and after applying the VFC. Which were satisfactory results on all areas measured and analyzed, recommending the usage of the Virtual Flipped Classroom model.

When it comes to studies in Costa Rica, the new model, and the low existence of information on theoretical and practical use of the flipped classroom in the Costa Rican educational system,

is presented as the main limitation of the analysis. However, there is a recent study by Olga Rojas (2019) about the analysis of the methodology of the flip classroom model for MEP program in Physics in 2018. Providing some national studies for the flip classroom model that will help the present investigation. According to Rojas (2019), the objective of the study was to analyze the flip classroom model as an emergent methodology to teach Physics for MEP program in a public school in tenth graders in Perez Zeledon, by verifying the feasibility of the application of the flip classroom model through surveys to teachers, students, and collaborators of the studied program to be used as a methodological support on Physics teaching.

The main purpose of this study was to provide the teachers with a methodological option for the fulfillment of MEP's study program based on the investigation of the flip classroom model. By using surveys and interviews for students and teachers, with the normal model of class versus the flip classroom model, it was concluded that the high reach that students have of technological tools and how they want to learn more hand-to-hand with the technology which is a positive side for the flip classroom model as it includes the usage of ICT. When it comes to a question provided if they were willing to watch a video before each class, 75 percent answered they be willing to do it, the accompaniment of the videos comes to reinforce the activities that the student must develop in the flipped classroom, which becomes particularly important when this resource is available, and can be used.

As a general conclusion of the mentioned investigation. Rojas (2019) stated that the students demonstrated acceptance of teaching by a technological innovation model as it is the flip classroom, as for the Physics teachers they do not present refusal to perform a work of planning that requires their commitment to design previous activities and class, which develop the model

of the flipped classroom and promote the inquiry methodology that governs the program of physics tenth level.

### **1.5 Scope**

There are plenty goals that this investigation wants to achieve. Those goals that can be significant for a society that can take advantage of the results obtained from this research. If teachers from other educational institutions in Costa Rica read this document, they can notice how their classes can drastically be improved in quality and significance for all their students. Here, it is shown the limits of the investigation and the results that can be found after experimenting with the target population, who are students of teens 2 level at Academia de Idiomas CEDES Don Bosco. As part of the desired projections, it can be mentioned that this research seeks the following:

- Create a base of efficient flipped virtual classroom activities for teaching English to students from 10 to 14- year-old.
- Analyze whether the flipped classroom activities were efficient and successful for oral production.
- Develop the research as a guide to any language academy and/or institute that wishes to apply flipped classroom activities in virtual English teaching courses.

## **Chapter II**

### **Theoretical Framework**

In this chapter, the researcher will include all the theory that will help the investigation to describe it and provide a background. Moreover, this section will help the researcher to get better results because the investigation can take advantage of the reality to apply it within a society to improve it.

#### **2.1 Literature Review**

In the following section, the components that are relevant for this investigation, such as the different techniques, methods, and approaches that can be used to improve oral production in students with flip learning are explained, as well as its history and models. Another important component is the oral production taking into consideration the level of speaking of each student and, the virtuality to implement the course accessibility considering the economic and technological resources the students have, to avoid this from becoming a potential lack of consistency and engagement during classes, so educational performance can be achieved through good interaction.

#### **2.2 Flip Learning**

According to an article of the Flipped Learning Network (2014), flipped learning is an approach that allows teachers to implement a methodology, or various methodologies, in their classrooms. It is also important to distinguish between Flipped Learning and Flipped Classroom, as these terms are not interchangeable. Flipping a class can, but does not necessarily, lead to Flipped Learning. Many teachers may already flip their classes by having students read a

text outside of class, watch supplemental videos, or solve additional problems. However, to engage in Flipped Learning, teachers must incorporate the following four pillars into their practice. To better understand the concepts, let us review its definition, 4 pillars, and methodology.

### **2.2.1 Definition**

According to Bergmann and Sams (2014), Flipped Learning is a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic and interactive learning environment, where the educator guides students as they apply concepts and engage creatively in the subject matter. The basic premise is that direct instruction, which is often referred to as lecture, is not conducted in large groups. In flipped learning, the direct instruction is delivered individually, usually-though not exclusively- through teacher-created videos. This time shift then frees up the face-to-face time for richer, more meaningful learning experiences for students.

Bergmann and Sams explained some components of successful flipped learning environments, that as a result of the interaction with different teachers, they agreed the components should be the following. Collaboration: it is important to involve the flipped learning with a co-teacher or the teacher next to your class, as constant feedback, as approaches are needed in order for the flipped learning model to succeed. The next component is Student-Centered Learning; too often, classrooms are centered around the teacher. The teacher is “teaching” by standing up and giving a presentation to their students. Even when this is done well, there are often students who are disengaged from the learning process. Bergmann and Sams observed that when the teacher steps off the stage and becomes a facilitator of learning rather than a presenter of content, the classroom becomes a center for learning where the focus of the

classroom is on the student. Optimized Learning Spaces; as teachers implement flipped learning and find that they are not consistently presenting content to all students at one time, many also make changes to their physical space. Even though, not all the teachers might change their space, according to Bergmann and Sams, there are some principles that are needed to highlight in order to have a better experience with the flipped learning method, creating collaborative and individual spaces, emphasizing student-centeredness of the class, and emphasizing learning, not teaching.

To continue with the rest of the components for a successful flipped learning environment, it can be stated the adequate time for implementation. A great deal of time is required to fully implement any new teaching strategy, and flipped learning is not the exception. There will be a steep learning curve as teachers not only rethink how their classes should operate, but also learn new technologies and implement new procedures. Finally, support from the administrators and the IT department and a thoughtful reflection. The teachers who are most effective at using flipped learning are thoughtful and reflective about their teaching practice in general. The teachers need to evaluate every aspect of their classrooms to determine if it is helping to achieve learning goals.

### **2.2.2 Methodology**

The flipped learning methodology is defined under 4 pillars of F-L-I-P according to an article by the Flipped Learning Network written by the FLN's board members: Aaron Sams, Jon Bergmann, Kristin Daniels, Brian Bennett, Helaine W. Marshall, Ph.D., and Kari M. Arfstrom, Ph.D., executive director, with additional support from experienced Flipped Educators. Just as no two traditional classrooms are identical, such is the case with flipped classrooms. Because Flipped Learning focuses on meeting individual student learning needs as opposed to a set

methodology with a clear set of rules, a cadre of experienced educators from the Flipped Learning Network, along with Pearson's School Achievement Services (2013), identified the key features, or pillars, of flipped classrooms that allow Flipped Learning to occur. The four Pillars of F-L-I-P are Flexible Environment, Learning Culture, Intentional Content, and Professional Educator.

*F: Flexible Environment*

Flipped classrooms allow a variety of learning modes. Educators, often physically, rearrange their learning space to accommodate the lesson or unit, which might involve group work, independent study, research, performance, and evaluation. They create Flexible Environments in which students choose when and where they learn. Flipped educators accept that the in-class time will be somewhat chaotic and noisy, as compared with the quite typical of a well-behaved class during a lecture. Furthermore, educators who flip their classes are flexible in their expectations of student timelines for learning and how students are assessed. Educators build appropriate assessments systems that objectively measure understanding in a way that is meaningful for students and the teacher.

<b>F.1</b>	<input type="checkbox"/> I establish spaces and time frames that permit students to interact and reflect on their learning as needed.
<b>F.2</b>	<input type="checkbox"/> I continually observe and monitor students to adjust as appropriate.
<b>F.3</b>	<input type="checkbox"/> I provide students with different ways to learn content and demonstrate mastery.

Table 1 Checklist for Flexible Environment Components. Source from: Flipped Learning Network (FLN). (2014).

*L: Learning Culture*

In the traditional teacher-centered model, the teacher is the main source of information, the teacher is the “sage on the stage” (King, 1993); i.e., the sole content expert who provides information to students, generally via direct instruction lecture. In the Flipped Learning model, there is a deliberate shift from a teacher-centered classroom to a student-centered approach, where in-class time is meant for exploring topics in greater depth and creating richer learning opportunities. Students move from being the product of teaching to the center of learning, where they are actively involved in knowledge formation through opportunities to participate in and evaluate their learning in a manner that is personally meaningful. Students can theoretically pace their learning by reviewing content outside the group learning space, and teachers can maximize the use of face-to-face classroom interactions to check for and ensure student understanding and synthesis of the material. Flipped educators help students to explore topics in greater depth, using student-centered pedagogies aimed at their readiness level or zone of proximal development, where they are challenged but not so much so that they are demoralized (Vygotsky, 1978).

<b>L.1</b>	<input type="checkbox"/> I give my students opportunities to engage in meaningful activities without the teacher being central.
<b>L.2</b>	<input type="checkbox"/> I scaffold these activities and make them accessible to all student though differentiation and feedback.

*Table 2 Checklist for Learning Culture Components. Source from: Flipped Learning Network (FLN). (2014).*

*I: Intentional Content:*

Flipped educators evaluate what content they need to teach directly, since lectures are an effective tool for teaching skills and concepts, as well as what materials students should be allowed to explore first on their own outside of the group learning space. They continually think about how they can use the Flipped Learning model to help students gain conceptual understanding, as well as procedural fluency. Educators use Intentional Content to maximize classroom time to adopt various methods of instruction, such as active learning strategies, peer instruction, problem-based learning, or mastery or Socratic methods, depending on grade level and subject matter. If they continue to teach using a teacher-centered approach, nothing will be gained.

<b>I.1</b>	<input type="checkbox"/> I prioritize concepts used in direct instruction for learners to access their own.
<b>I.2</b>	<input type="checkbox"/> I create and/or curate relevant content (typically videos) for my students.
<b>I.3</b>	<input type="checkbox"/> I differentiate to make content accessible and relevant to all students.

*Table 3 Checklist for Intentional Content Components. Source from: Flipped Learning Network (FLN). (2014).*

*P: Professional Educator*

Some critics of Flipped Learning have suggested that the instructional videos employed in the model will eventually replace educators. That is misguided. In the Flipped Learning model, skilled Professional Educators are more important than ever, and often more demanding, than in a traditional one. They must determine when and how to shift direct instruction from the group to the individual learning space, and how to maximize the face-to-face time between teachers and

students. Gojak (2012) noted that the right question for educators to ask themselves is not whether to adopt the Flipped Learning model, but instead, how they can utilize the affordances of the model to help students gain conceptual understanding, as well as procedural fluency when needed. During class time, educators continually observe their students, provide them with relevant feedback in the moment, and continuously assess their work. Professional Educators are reflective in their practice, connect with each other to improve their trade, accept constructive criticism, and tolerate controlled classroom chaos. While Professional Educators remain very important, they take on less visibly prominent roles in the flipped classroom.

<b>P.1</b>	<input type="checkbox"/> I make myself available to all students for individual, small group, and class feedback in real time as needed.
<b>P.2</b>	<input type="checkbox"/> I conduct ongoing formative assessments during class time through observation and by recording data to inform future instruction.
<b>P.3</b>	<input type="checkbox"/> I collaborate and reflect with other educators and take responsibility for transforming my practice.

*Table 4 Checklist for Professional Educator Components. Source from: Flipped Learning Network (FLN). (2014).*

### **2.2.3 How to Flip a Class?**

In planning for a flipped classroom, there is a need to consider the pedagogy before planning how can it be taught with technology. The flipped classroom is a different form of instruction that fosters new roles for teaching and learning. Instead of the “sage on the stage,” the instructor is now a “guide on the side” for learning (Miller, 2012). These differentiated roles for teaching and learning provide authentic opportunities for learners to engage and make meaning

out of the course content. Consider these five steps article adapted from the University of Texas Austin Center for Teaching & Learning page “How to Flip a Class” to know how to plan and create a flip class.

Step one: “Identify Where the Flipped Classroom Model Makes the Most Sense for Your Course.” Consider some questions when designing a flipped class around learning outcomes or specific course concepts. Some of the questions to consider are the following: “Do you currently have a course with an in-class or online synchronous activity that you rarely have time to complete during the class? Does this activity require students to apply their own knowledge and skills to the course material? and What topics would students benefit from applying within the classroom or synchronous online lesson where your expertise could guide their development?” These questions will give an idea to the teacher on what topics are the correct ones to plan as a flipped classroom.

As the second step is: “Spend class time engaging students in application activities with feedback.” Identify how it can be used the in-class or asynchronous online meetings. The activities you think on the in-class time are crucial to evaluate the understanding the students have on the topic and how many doubts the students have in order to cover them. It must be repurposed the class time to provide experiences and activities to challenge your students, as the teacher might leverage his/her expertise as a coach or guide depending on the topic and the focus of the lesson and what type of instructional strategies the teacher might implement: peer instruction, team-based learning, case-based learning, problem-based learning, or process-goal guided inquiry learning. Moreover, the teacher might also establish the type of assessment strategies that might inform of the understanding of the student learning, if its feedback, real-time data, engagement, preparation, etc.

The step three is to “Clarify Connections Inside and Outside of the Classroom.” The flipped learning model is designed to move the application-oriented “homework” into the classroom experience and the “lecture” before the class or asynchronous online meeting. On the planning process, the teacher must consider what do the students want to know and do as result of completing this sequence of the course, how does it fit into the bigger picture of the unit and course, and the practice the students need during class time to prepare for the larger assignment that will be completed after the in-class lesson. The teacher must consider, as well, if the students will make the connection between what is happening inside of class or synchronous meeting time and the assignment they will work on later, the content the students need to know before class to successfully engage in the learning activity during class, and the type of instructional activities and/or reflective learning the students will require. The after-class portion may consist of a wide variety of activities including completing the work started in class or reading deeper about the topic or working together on a larger assignment that extends several class periods or practicing on one's own.

The step four talks about the “Adaptation of the Materials for Students to Acquire Course Content in Preparation for Class.” Once the teacher has identified the course content and potential activities, he/she needs to consider how he/she can make their learning content more dynamic and how it will repurpose the content to deliver it in a new way before the next class meeting. The teacher must identify how the students will prepare before the class, if they have to read materials, online videos, audio content, podcasts, demonstrations, lectures etc. The teacher must define the technology they have to support the flipped classroom, the technology gaps the teacher has that might hinder the development of the flipped learning material, and, lastly but

one of the most important, what sorts of access to technological resources will the teacher provide for his/her learners, as well of the technological resources the students have.

The final step would be “Extend Learning Beyond Class Through Individual and Collaborative Practice.” Outline how content and skills learned peer-to-peer in-class best prepare students for learning outside the class or beyond the synchronous online meeting. What happens during the in-class or online meeting is crucial for students in gaining mastery and meeting the learning outcomes. The teacher on its planning process must define how the students will be encouraged to discuss ideas and elaborate on conversations in-class or during online meetings, where will the teacher present additional problems for the students to gain further practice beyond the class experience and provide feedback, and what type of assignments will the teacher create to encourage students to apply the skills and knowledge developed in class to a new situation or new way of understanding.

If we look up all the steps presented in a chart, the lesson plan chart will be as follows, in reference to Bergmann’s (2004) explanation of how to plan a flipped classroom video, where he explained the structure of a lesson plan with the flipped learning with objectives, before, during and after chart class, combine with the five steps above explained before.

Objectives: Step 1		
Before Class	During Class	After Class
<ul style="list-style-type: none"> <li>• Step 4</li> </ul>	<ul style="list-style-type: none"> <li>• Step 2</li> </ul>	<ul style="list-style-type: none"> <li>• Step 3</li> <li>• Step 5</li> </ul>

*Table 5 Lesson Plan Template in order with the 5 steps of how to create a flipped classroom. Source: researcher’s own creation.*

### **2.2.4 In – Class Activities**

The goal, when planning in class activities for a flipped classroom, is to maximize time for the teacher to interact with students who need help and to create opportunities for students to work together. The in-class environment in a flipped learning model should be student-led. In other words, the teacher should create lessons that allow students to work together without significant need for teacher direction. The teacher should be able to move about the classroom, providing feedback and assistance to students and groups who need help applying the content. The activities should allow for interaction among students, as well as independent practice that provides the teacher with the opportunity to assist individual students and determine how well the content is being mastered. There are a wide variety of evidence-based instructional approaches that create engaging class environments. Here are a few approaches being used to create collaboration and problem solving in small and large classes (adapted from the University of Texas Austin Center for Teaching & Learning page “How to Spend Class Time”).

The first approach is peer instruction, where students prepare for class and give instructors feedback about what they found confusing or difficult. During class, students experience cycles of mini lectures interspersed with peer discussion of conceptual questions that work to elicit, confront, and resolve misconceptions students may hold. As a second approach, there is the Team-based Learning (TBL), where students prepare before class and experience readiness-assurance quiz over the content at the start of class (first as individuals and then as a team). Teams get immediate feedback on their performance, while instructors address gaps in understanding via mini lectures. Next, teams engage in structured application activities that conclude with teams simultaneously making a specific choice. On a third approach, there is the case-based learning; where students work together in small groups with guidance from the

instructor to analyze the problem and evaluate a given course of action or decide on one of their own. And lastly, there is the process-oriented guided inquiry learning (POGIL) activities, which are designed around the learning cycle, where students explore data or information guided by questions, generate conclusions based on the data, and apply these concepts in new situations. The activities are structured to develop process skills, critical thinking, problem solving and collaboration.

After reviewing the different approaches for the in-class activities, the teacher may approach the in-class activities in one of two ways: individual or group-based activities. According to an article of the University of Waterloo (n.d.), individual activities can be most beneficial and relevant if your students have demonstrated difficulty in understanding the content or material introduced to them out of class. Individual exercises can be used in advance of group ones to help students navigate a “higher-risk” group activity. This can be helpful for students who need more individual reflective time to learn.

Some individual activities for a flipped classroom are the following.

*Word webs/concept maps*

Time on task: 30 to 45 minutes; Group size: 1 to 4. Done either individually or collaboratively, concept maps can reinforce concepts learned out of class and build connections among various topics. Students map out how concepts, ideas, or theories are thematically related in a visual manner. Any gaps can be useful inspiration for discussions either at a group or class level.

*Individual problem solving*

Time on task: 5 to 10 minutes; Group size: 1 to 4. In-class problem solving activities allow students to tackle problems during class with their peers and the instructor to discuss challenges.

Ideally used to increase practice time on problem solving and provide immediate feedback to students about misconceptions.

### *Polling or quizzes*

Time on task: 5 to 10 minutes; Group size: 1 to 2. Ideally, it is used to provide immediate feedback to students about concepts learned outside of class. In order to determine whether or not students have read and fully understood the out-of-class material, pose multiple-choice questions and poll students to gauge the variance in answers. When it comes group activities, they are often the goal of the in-class portion of the flipped classroom. Each student will bring their own individual understanding of the content to the lesson, and together, in small groups, they will be able to draw on each other's knowledge and understanding of the material to forge new understandings and better recall the content.

Some group activities for a flipped classroom are the following.

### *Think-Pair-Share*

Time on task: 5 to 15 minutes; Group size: 2. Take a central concept presented in the out-of-class material, or a particularly controversial quiz question from a prior assessment, and have students reflect on it individually and then discuss it further. The activity will be divided into three phases. First, in the think phase students work independently and flesh out their thoughts/arguments and may write their thoughts down. Secondly, the pair phase is when the students discuss their response with a partner and, finally, the share phase is when the instructor elicits responses from all members of the class and begins to engage students in a wider discussion demonstrating the many different perspectives.

### *Affinity grouping*

Time on task: 30 to 45 minutes; Group size: 3 to 5. Students individually write down ideas on a piece of paper and then in a group attempt to classify them while discussing why certain items deserve to be categorized together. This activity helps to ensure students are on the same page, before embarking on a more complicated in-class activity.

#### *Team matrix*

Time on task: 10 to 20 minutes; Group size: 2. When new concepts, that are quite similar to one another, have been introduced, a team matrix can help parse the most salient features of each concept while differentiating between each, present pairs of students with a list of characteristics that may or may not be shared between concepts and have the students determine which characteristics belong to each (or both) concept(s) and discuss answers with the entire class afterwards to check comprehension.

#### *Think-aloud pair problem solving*

Time on task: 30 to 45 minutes; Group size: 2. The activity is about presenting students with a set of complex problems that require multiple steps to solve them, by pairing up students and asking one student to be the problem solver, who explains their thought process in developing a solution based on what it was learned out of class. The partner listens to this process and offers suggestions if there are difficulties or expresses confusion if there are parts that are difficult to understand. After the first problem has been solved, ask the students to switch roles and begin again.

#### *IF-AT cards*

Time on task: 5 to 15 minutes; Group size: 3 to 5. IF-AT (Immediate Feedback Assessment Technique) cards function like multiple-choice questions; however, rather than circling a letter or filling in a scantron bubble, a learner scratches the card to reveal the correct answer. This

assessment or group work method has two major benefits: it provides immediate feedback to students (so they do not falsely recall an incorrect answer as correct) and can provide opportunities for students to work collaboratively. Students begin by answering the list of questions on their own without the use of IF-AT cards; afterwards, students work with a group to answer the same questions, come to a consensus on what they think is the correct answer, and then scratch the card to discover if they are correct. If the students are incorrect, they can discuss the question again and make another attempt.

#### *Case studies*

Time on task: 1 to 2 hours; Group size: 3 to 6. Students review a case study concerning a specific, real-life problem or scenario. By applying what they learned in the out-of-class portion of the flipped classroom, the group will discuss how they would tackle the problem and what solution they would prepare. After that, each group can then debrief with the rest of the class and present their solution.

#### *Round robin*

Time on task: 5 to 15 minutes; Group size: 4 to 6. This activity is about small groups of students engage in rudimentary brainstorming. Each person is given the opportunity to say one word or phrase surrounding a central concept or topic. After that individual has contributed, the next person is given the opportunity to add an additional word or phrase to the list. The activity concludes after all members have participated at least once; each group can list four-to-six thoughts as a means of summarizing the topic before proceeding to more in-depth activities.

#### *Fishbowl discussion*

Time on task: 15 to 20 minutes; Group size: 3 to 5. Inside, remaining class outside of circle, fishbowl is about a small group of students sitting in a circle and engaging in a peer-

mediated discussion (with instructor intervention if necessary). The remaining students sit in a larger circle and watch the discussion, taking notes and critiquing the content and logic of the discussion. The outer circle can then discuss the interaction that occurred and provide additional insight into the topic and provide constructive feedback.

#### *Three-step interview*

Time on task: 15 to 30 minutes; Group size: 2, then 4. Students are initially grouped into pairs where each student takes a few minutes to interview the other about the material that was read online; then students come up with questions they would like to ask, and after each member in the pair has interviewed the other, the pair summarizes their partner's responses and then shares them with another pair of students.

#### *Role play*

Time on task: 15 to 45 minutes; Group size: 2 to 5. Role play can be facilitated in class to demonstrate varying perspectives on a topic (such as a controversial topic in the media). Students assume different roles in small groups and act out the parts with the varying perspectives they would have. After the role play, conclude with a larger discussion to see what approaches the groups or individual members took.

#### *Reaction sheets*

Time on task: 30 to 45 minutes; Group size: 4 to 6. By choosing a number of broader, overarching questions based on out-of-class material, divide the class into small groups and give each group one of these questions and a large piece of paper to record their responses. Each group spends ten minutes to write everything that comes to mind in relation to the topic, when the ten minutes is up, each group moves to another table and leaves the paper with the question and their responses on it behind. At their new tables, groups review the question and the

comments which have already been recorded and add additional comments. After each group has added comments to all other groups' questions, they return to the initial question, review the additional comments provided, and summarize to the entire class. This activity is useful for solidifying the understanding of a special topic or a threshold concept that the entire class needs to understand properly.

#### *Dyadic essays*

Time on task: 30 to 45 minutes; Group size: 2. Students come to class prepared with an essay question they have written concerning the topic or concept learnt online, as well as an ideal response to that question. Once in class, students will share their essay question with a partner, who will respond to it; afterwards, each student can discuss his or her response and compare it to an ideal response (prepared by the instructor) and discuss how they differ and how the responses relate to the concept.

#### *Critical debate*

Time on task: 1 to 2 hours; Group size: 4 to 6, then 8 – 12. Choose a controversial topic and determine what side of the argument the students would be in favor of during the out-of-class task. Once in class, separate the students into groups based on their alignment and have them argue for their chosen position, have students in each group choose specific roles in the debate process, and after having sufficient time to prepare an argument (thirty minutes or so), have each group pair up with a group of the opposing viewpoint and engage in a debate. Afterwards, synthesize the various points of debate in a larger class discussion.

#### *Group investigation*

Time on task: 1 to 2 hours; Group size: 2 to 5. Students should come to class prepared after having read an article for the out-of-class task. Once split into groups, students will discuss the article in depth, arguing its findings and their relevance or the general credibility of the article

itself. This is very similar to a seminar-style course, yet rather than having the instructor as the mediator of the discussion, students have to teach one another and come to agreements. Groups may be asked to produce a one-page summary at the end to be reviewed to ensure they understood the article sufficiently.

### **2.2.5 Tools**

Technology is the primary tool of the flipped classroom. This is because the students need to access to technology to be able to watch videos at home; equally important is educators' access to it, and comfort with, the technology necessary to film, edit, and upload their videos. According to the Ulster County School Boards Association (2016), there are a variety of different video recording devices that teachers may use. For educators who already use PowerPoint or SmartBoards in their classroom, the use of screen casting software that records screen movement and allows for narrations to be recorded may be the most convenient way to create lecture videos (Bergmann & Sams, 2012). Some teachers upload videos to YouTube and burn copies of lectures onto DVDs for optimum accessibility (Bergmann & Sams, 2012). Others make videos available through a district-based program, such as Office 365. Analyzing the various features of each potential website and picking out one that best suits the needs of the classroom is essential for the smooth implementation of the flipped classroom.

Creating the video itself takes much time and planning. There are three stages to this process: recording, editing, and publishing. The success of the flipped classroom is very dependent on video quality (Bergmann, 2014; Bergmann & Sams, 2012). Voice recordings must be done clearly with minimal background noise, and cameras or recording software must capture clear images. As for content, video recordings should be casual and use colloquial language that is accessible to students. The pace of the videos, their length, and the amount of information

conveyed in each should match students' capacity given their age, skill-level, and attention span. The editing function allows educators to add additional notes or comments to aid in understanding and to keep videos concise and engaging.

There are also multiple other great tools which offer features that are beneficial while you flip a classroom. According to Walker, Tan, and Keng, on their book "Flipped Classrooms with Diverse Learners: International Perspectives" (2020); some tools that can help the teachers as their first approach on a flipped learning are the following.

*Brainpop* which is a series of educational websites with thousands of animated movies combined with quizzes and related materials for multiple subjects. The student watches the required video first on Brainpop, then takes an accompanying quiz or learns from mind maps about the topic. Brainpop also provides possibilities for students to create their own games which may help increase their creativity, as well as their understanding of the topic.

*Edmodo* is a learning and teaching platform in which teachers can share lesson notes in digital format, with the help of its social network format. Both parents and students can access Edmodo. Apart from sharing lesson materials, teachers can also use Edmodo platform to distribute assignments. In addition, parents can create accounts to follow their children's progress. Students are able to upload their assignments independent from time and place, group discussions, and add comments on the lessons added previously.

*Edpuzzle* is an easy-to-use platform that allows teachers to make any video of their lesson. You can find video lessons created by other teachers with formative assessments included. Moreover, videos can be adjusted by embedding your own questions or audio during the video and assign it to the students. When viewing the videos, the students are not allowed to proceed unless they have answered the questions correctly. With the platform, you can also get analytics, who

watched the video, who did not understand the lesson, and who completed the assessments successfully. Students can re-watch the video as many times as they need, at their own pace.

*Educreations* is an application that allows each device to have their own whiteboard. On these whiteboards, teachers and students are able to create lesson materials. The created materials can be audio, video, or still images that are saved and shared as effective materials. Students can thus learn in entertaining ways, as well as share their own information. In addition, Educreations has an interactive whiteboard function that allows electronic note taking in class via tablets; these notes can be shared on social media or uploaded to other sharing platforms.

*Emaze* allows users to incorporate video, audio, and text offering unique potential for student engagement. Teachers and students can collaborate and share their work, convert their old presentations to an Emaze template, and make the learning experiences to be viewed in multiple platforms. Apart from presentations, Emaze also facilitates the creation of websites, e-cards, blogs, and photo albums.

*Flipgrid* is a tool through which teachers can create interactive video quizzes for their students. In return, students can answer their teachers' questions by making videos with the help of Flipgrid. As a result, students' can practice self-expression and communicate their understanding verbally.

*Go Class* is a particularly useful platform for making lesson plans. Teachers can use the Go Class framework of Show, Describe, and Ask a Question. Moreover, videos, documents, and lesson materials can be shared easily via a tool. Teachers may also provide immediate feedback by answering their questions individually or collectively.

*Google Classroom* integrates various Google tools like Documents, Sheets, and Slides. Though the use of Google Classroom, students can enjoy the benefits of cloud sharing and prepare

documents, presentations, and graphics without any subscription fees. Teachers can assign homework for students via Google Classroom. It is a medium that can be integrated into a perfect flipped classroom by using smart phones, tablets, and laptops.

*Padlet* allows teachers to prepare digital “boards” for students. Boards are essentially blank digital spaces which can be interactive or private. On these boards’ videos, texts, visuals, and files can be shared. Padlet can also be used in many lessons and fields such as social sciences, literatures, foreign learning language, and technology.

*Pearltrees* is a visual and collaborative curation tool that allows users to organize, explore, and share any URL they find online, as well as to upload personal photos, files, and notes. The product features a unique visual interface that allows users to drag and organize collected URLs, and other digital objects. With Pearltrees, students and teachers can combine all the information related to a lesson on an online medium that can be accessed freely and via multiple platforms.

All these tools are useful resources in order to teachers and students perform an active and more productive class with the flipped classroom model.

### **2.2.6 Benefits of the Flipped Classroom**

In a traditional teaching method, class time requires multitasking; students listen to an instructor speak, process the new information being conveyed, and write down key ideas for future reference. However, there is research that suggests that this may not be the best mode of transmitting new material. According to Cognitive Load Theory, the working memory is limited in the amount of information it is able to process and store; when it is overwhelmed with information the process of learning is disrupted (Hamdan, M., McKnight, P., McKnight, K., & Arfstrom, K., 2013). Flipping a classroom accounts for this problem by allowing students to learn new material

at their own pace: they can pause the video to take notes and process information; they can rewind and review the video if there is something they do not understand (Educause, 2012; Bergmann & Sams, 2012).

With the lecture delivered, teachers can dedicate class time to the active integration of new knowledge. In the flipped classroom model, class time is often used for student collaboration, skill development, presentations, problem solving – all to foster a deeper understanding of content (Mazur, Brown, & Jacobsen, 2015). Teachers can engage with individual students, or groups of students, to ensure the material has been understood. Dedicating classroom time to the practical application of content gives teachers more time to assist students who are struggling. This is particularly helpful because it allows teachers to witness mistakes students make as they are making them and, moreover, teachers gain a better sense of students' thought processes, which, in turn, enables them to better tailor instruction to assist that student (Houston & Lin, 2012). Students who have mastered the material can move ahead with more complicated tasks and engage in work that extends their learning (Herreid & Schiller, 2014). Finally, flipped classrooms also have the unique characteristic of being able to educate parents alongside their children. Parents can watch the video lectures; thereby connecting them more closely to their child's education (Bergmann & Sams, 2012).

### **2.2.7 Challenges of the Flipped Classroom**

The flipped classroom model is heavily dependent on technology. Students must have access to a computer (or similar device) and internet, so they can watch videos at home. Ensuring access to technology is the responsibility of educators. For students, who do not have access at home, schools can increase the operating hours of computer labs or increase access to library computers for the students to be able to connect to the activities out of class for the flipped

classroom model. Likewise, teachers must have access to, and be comfortable with, technology, as it will allow them to record and edit videos, and then upload them to the internet so that they are accessible to students.

Flipping a classroom requires considerable time and commitment on the part of the teacher. Planning, filming, and editing a quality video presentation is a time-consuming endeavor, especially for those not familiar with filming and editing technology. It takes time for teachers to become proficient with filming and editing equipment. In addition, striking the right tone and pace for a video presentation may take some experimentation. The engagement level of the videos is also critical. A lecture that is tedious in school will also be tedious on video. Teachers who have successfully flipped their classrooms state that the most promising videos are no more than 15 minutes long, depending on the age and attention-capacity of students, and often include some interaction between teachers (one teacher teaches, another asks questions) or interaction with a presentation format, such as Prezi or PowerPoint.

In addition to spending time creating videos, teachers must also re-conceptualize how they will utilize classroom time to accommodate more active learning. On the other hand, there are students' responsibilities. Teachers who have flipped their classrooms have found that they had to teach their students how to engage with the videos. At first, many students watched the videos quickly and without absorbing the information. Teachers found that they had to demonstrate their expectations about video viewing. Some teachers use time during the first few days of school to watch a video with their class and demonstrate appropriate engagement with the video, how to take notes, or rewind the video for clarification. Despite this effort, in some instances, videos may go unwatched. Just as with traditional homework assignments, some students will not complete them. Therefore, some teachers develop strategies to mitigate this, for

example by requiring students to take a quick quiz when they come into class the next day, or having students take notes on, or respond to questions in, the videos. Regardless, teachers must be prepared to deal with students who arrive to class unprepared, as class activities revolve around key components of the previous night's video.

As is true of all pedagogical approaches, the flipped classroom may be implemented poorly. Flipping a classroom creates the potential for active, engaged, student-centered learning, peer interactions, and personalized instruction. However, none of these results automatically from moving direct instruction outside of the classroom. Teachers need to be committed to transforming their instruction and their use of classroom time. Students must develop self-management skills that allow them to engage with the videos and then be active learners in class. For teachers and students alike, the transition to a flipped model takes time, effort, and commitment.

## **2.3 Oral Production**

Speaking is found on the tree as one of the branches. It is labeled oral production and is one of the skills students are to learn in their language development. The ability to converse is highly valued by students, but teachers often find it a skill that is hard to develop.

### **2.3.1 Definition of Speaking Skill**

In Webster New World Dictionary, speaking is to utter words orally, talk; to communicate as by talking; to make a request; to make a speech. Skill is the ability to do something well. Speaking is a skill which deserves attention every bit as much as literary skills, in both first and second language. To most people, mastering the speaking skill is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language. Speaking in a second or foreign language

has often been viewed as the most demanding of the four skills. When attempting to speak, learners must muster their thoughts and encode those ideas in the vocabulary and syntactic structures of the target language. People can define speaking as the way to carry out our feelings through words, conversation with other. Speaking is also used to communicate as by talking, to make a request, to make a speech. It means that people always use it in their life, because without speaking they will be dumb and never know everybody's means.

### **2.3.2 Teaching Speaking**

Teaching and learning process of English in Junior High School is based on the school-based curriculum. The latest approach stressed that language is acquired through communication. The basic language assumptions are the following. First, language as a means of communication is used to express meaning grammatically. Second, learning a foreign language is how to communicate using that language itself as a target language, written or orally. They are supported by the elements of the target language. Next, speaking is an interactive task, and it happens under real time processing constraints. It means that they will be able to use words and phrases fluently without very much conscious thought. Effective speakers need to be able to process language in their own heads and put it into coherent order, so that it comes out in forms that are not only comprehensible, but also convey the meanings that are intended. One of the reasons for including speaking activities in language lessons is to help students to be familiar with the oral use of language in English conversation. Speaking activities provide exercise opportunities in real life speaking in the safety classroom.

### **2.3.3 The Roles of the Teacher in Speaking Class**

Speaking is to communicate with others, it can be done in monologues or dialogues. The role of speaking in a human life is very important, because humans cannot live normally without

communicating with other people. However, the problem starts when learning a second language, since in a classroom most of the students are afraid to speak up and practice. It is difficult for the teacher to make them speak; since, the students are not only afraid to speak up but also, they do not have much vocabulary to speak. Therefore, the teacher has the important role of encouraging students to speak. The role of the teacher in the classroom can affect the success of the teaching and learning process. The teacher facilitates the communication in the classroom and due to this, the teacher must play different characters in the classroom to promote the speaking skill between students. Harmer states the roles as follows:

**Prompter:** Students sometimes get lost, cannot think what to say next, or, in some other way, lose the fluency the teacher expects of them. The teacher can leave them to struggle out of situation on their own, and indeed sometimes this may be the best option.

However, the teacher may be able to see the activity progress by offering discrete suggestion.

**Participant:** Teachers should be good animators when asking students to produce language. Sometimes this can be achieved by setting up an activity clearly and with enthusiasm. At other times, however, teachers may want to participate in discussion or role play themselves. That way they can prompt covertly, introduce new information to help the activity along, ensure continuing students' engagement, and generally maintain a creative atmosphere. However, in such circumstances, they must be careful that they do not participate too much, thus dominating the speaking and drawing all the attention to them.

**Feedback provider:** When students are in the middle of a speaking activity, over-correction may inhibit them and take the communicativeness out of the activity. On the

other hand, helpful and gentle correction may get students out of the mistakes or errors they have made.

### **2.3.4 The Importance of Speaking**

When learning English, speaking is important to support students' ability to use the language. As one of language skill, speaking has given an important contribution to human work. Speaking can be important in daily activities and business activities. Speaking is an interactive task, and it happens under real time processing constraints. It means that they will be able to use words and phrases fluently without very much conscious thought. As McDonough and Shaw (1993) stated, such skill enables people to produce utterances, when genuinely communicative; speaking is desire (and purpose driven), in other words they genuinely want to communicate something to achieve particular end.

### **2.3.5 Models of Teaching Speaking**

Average people who want to learn the English language, most certainly have the same reason. It is that they want to speak English. Consequently, they learn the English language to try to speak English. Usually, failure of speaking causes bore situations in the class: unattractive, less fun, and silence. There are many models of learning speaking. According to M. Solahudin (Kiat-Kiat Praktis Belajar, 2009) Speaking, there are some models of learning speaking as follows:

Main class and study club. The main class refers to the meeting with the teacher, as the teacher as a students' advisor in the class. The teacher has an important role in the class, since all the activities made in class will be provided by the teacher. On the other hand, a study group is a group of learning, it is held to repeat the material seen in class with the

teacher; usually, the study group is guided by a different person that is not the teacher, providing this a free space for the students to ask questions, cover doubts, and do more practice.

Conversation. It is one of the speaking activities in which function is to not get bored in the class. Students can share about their daily routine, for example, so they can feel the conversation more clearly, attractive, and comfortable.

Discussion group. In the speaking's program is used only to talk about easy topics, because the program is addressed to train students to speak English. The purpose of the discussion is to train students to speak English more clearly.

Describing a picture. In this activity, the students have to describe pictures in front of the class. Each student gets one picture and must describe it. The purpose of this activity is to train students' imagination and retell a story in English. (p. 20)

There are more activities to practice in class to get students speaking. The researcher will have in consideration the activities talked before to implement them on a flipped classroom model to improve the oral production of the students.

## **2.4 Virtual Classes**

Nowadays, virtuality has been part of our daily routine and mostly of students. Going class online has become a new teaching method, as teachers must cover topics, grammar, doubts, and activities in a virtual way, and students have to pay attention, handle with virtuality, and understand each topic regardless the distance. Virtuality has become a real challenge for both teachers and students; however, with the correct tools and methods, it can become the teachers' best friend.

### 2.4.1 Definition

According to Huggett (2017), in her book *Virtual Training Tools and Templates: An Action Guide to Active Learning*, virtual learning is defined as “A highly interactive, synchronous online, instructor -led training class, with defined learning objectives, that has geographically dispersed participants, each one individually connected using a web classroom platform” (Huggett, 2017). By highlighting some words specific to this definition by Huggett (2017):

Highly interactive in which are participants engage frequently, at least every few minutes, with the facilitator, learning content, and virtual classroom tools.

Synchronous Online, participants meet at the same time. Live online

Instructor-led a professional or facilitator.

Defined Learning Objectives are clearly stated performance expectations that learners will be able to achieve because of actively participating in the session.

Geographically Dispersed learners are distributed and apart from one another, not in the same room.

Individually Connected. All participants join from their own devices and have their own audio or telephone connection.

Web Classroom Platform is a classroom version of a software program that allows for online screen and file sharing and has audience interaction tools such as polling, chatting, and breakouts. (p.10)

As it can be seen, virtual learning combines a lot of important things that students and teacher will have to understand and accomplish a successful process learning.

### **2.4.2 Key Takeaways of Online Learning**

The key takeaways, according to Hockenbary (2021), in her book “A Teacher's Guide to Online Learning: Practical Strategies to Improve K-12 Student Engagement in Virtual Learning,” are the essence of online learning design. The key takeaways are the following:

Do not replicate face-to-face instruction in an online environment.

Understanding when to use synchronous learning and when to use asynchronous learning is key to designing successful online learning.

Every student does not have to do the exact same thing at the exact same time.

Within the same time period, you cannot cover as much in online learning as you can do in face-to-face learning. You must whittle your curriculum down to the most essential learning objectives.

In online learning environments, proximity is not in your favor. You cannot stand over a learner’s shoulder and ensure a task is accomplished.

Your personality is one of your strengths as a teacher! Find ways to let it shine in a digital environment.

Organization and consistency are critical to online learning.

Maslow before you Bloom! You must focus on the social-emotional side of learning.

Relationship building does not come naturally in online learning, so teachers have to be intentional about consistently embedding relationship building activities into online learning.

Use technology to duplicate yourself to all learners regardless of when and where are learning.

Maintain constant communication with the learners.

In order for online learning to be successful, you must shift control from teacher to student. (p. 10)

Hockenbary talked about important points and what it is mandatory for a successful online learning, for the students to be comfortable, happy, and learning. The researcher will use these key takeaways to perform the investigation properly in an online environment.

### **2.4.3 Considerations of Learning Design**

There are certain factors that drive every decision when it comes to learning design. One important factor, according to Hockenbary (2021), is equity. When you add technology to the learning design, student data privacy becomes another overarching consideration.

#### **2.4.3.1 Equity**

When planning and designing online learning, equity should be at the forefront of all decisions. The definition of equity, according to Hockenbary (2021), is “justice according to natural law or right.” Equity means making sure every student has the support they need in order to be successful. It means understanding that individual needs vary from person to person, and systems have to be established to ensure every learner has an opportunity for success. On one hand, online learning can be very equitable, as it provides access to high quality learning regardless of time or place. On the other hand, online learning presents several equity challenges that both educational and teachers need to consider. According to Hockenbary (2021), some of the challenges might be the following.

*Home Environments and Personal Lives*

There are not equitable. With face-to-face learning, students are typically placed in the same physical environment and have a supervising adult to guide the learning process in real time. Online learning is not the case, the online teacher has to be intentional about designing learning experiences that do not require a specific type of home environment to success.

### *Access to Technology*

This includes access to quality devices as a model known as bring your own device (BYOD) or BYOD model. BYOD models are not equitable and can be challenging for teachers to manage. In an BYOD environment, students will be using devices with different operating systems (OS). An operating system is the software that supports the basic functions of a device. Some tools are compatible with certain operating systems and others not, which makes the access to technology not equitable. Looking for a web-based tools is a smart strategy to ensure that a tool is device agnostic.

### *Internet*

An important concern is that not all of the students will have internet access outside of a physical school building. In online learning, it is imperative that students have internet access from their home. Adding this topic to the planning steps for online learning is crucial to evaluate and resolve before time.

### *Accessibility of Learning*

Ensuring the accessibility to all of the students in learning environments is crucial as Pearson and Koppi argue, “the needs of learners with disabilities should be addressed at the design stage rather than attempting to retrofit solutions.” Ensure all videos have captions, accessible links, images with alternative text which describes the image, are some important factors teachers from online learning need to have in consideration for a good learning

experience for all the students (p. 35). All these points are crucial when it comes to online learning as equity should be in front of the class before anything else. The researcher will take in considerations these concepts to be applied as it should on the investigation process, so every student can have a good online learning experience.

## Chapter III

### Methodological Framework

Along this chapter, some characteristics about the technical characteristics that an investigation needs are going to be discussed. Moreover, some of the characteristics that need to be described within this methodological chapter, according to Martin Innes (2020) from the Oxford Scholarship Online, are the practices, procedures, processes, routines, conventions, theories, and techniques. For this investigation, the researcher will consider as the target population, the students of level 2 at Academia de Idiomas CEDES Don Bosco. In addition, it is going to be notated and described all the instruments that are going to be used in order to gather all the information to get the results for the investigation, hoping that they will not also fulfill the objectives set, but also other results that will give more importance to the process. After setting the instruments, the results that the investigator wants to obtain are also going to be set in order to have a mental map of where the investigation will go and its importance.

#### 3.1 Research Approach

In this part of the methodological framework, the three different research approaches will be described, and their characteristics will be mentioned. The three research approaches that an investigation can focus on are qualitative, quantitative, and the mix approach, which is a combination of the first two. This to let the reader know what the investigation will focus on within the society that will take advantage of the results.

##### 3.1.1 Qualitative Approach

According to Arianne Teherani, Tina Martimianakis, Terese Stenfors-Hayes, Anupma Wadhwa, and Lara Varpio (2015), qualitative research is the systematic inquiry into social

phenomena in natural settings. These phenomena can include, but are not limited to, how people experience aspects of their lives, how individuals and/or groups behave, how organizations function, and how interactions shape relationships. In qualitative research, the researcher is the main data collection instrument. The researcher examines why events occur, what happens, and what those events mean to the participants studied. This research approach is crucial for an investigation because its goal is to achieve the social objective of acquiring certain abilities that can be beneficial. This research approach does not worry about a specific number of people to study nor collects any kind of numerical data, but rather describes a whole society and tries to focus the study on behaviors and to apply new ones within society for their own benefit. This investigation takes benefit from this approach since the objective is to get the target population to improve engagement and academic performance.

### **3.1.2 Quantitative Approach**

Even though, this investigation will be based on the Qualitative Approach, the researcher will mention the quantitative approach for informational purposes and in order to understand the difference between the qualitative, quantitative, and the mixed approach. The quantitative approach, according to Bhandari (2020), is the process of collecting and analyzing numerical data. It can be used to find patterns and averages, make predictions, test causal relationships, and generalize results to wider populations. Quantitative research is the opposite of qualitative research, which involves collecting and analyzing non-numerical data (e.g., text, video, or audio). Quantitative research is widely used in the natural and social sciences: biology, chemistry, psychology, economics, sociology, marketing, etc. The quantitative approach divides into three methods that are the descriptive, correlational, and experimental research. According to Bhandari (2020), the descriptive research simply seeks an overall summary of the study

variables. The correlational research investigates relationships between the study variables, and the experimental research, systematically, examines whether there is a cause-and-effect relationship between variables.

### **3.1.2 Mixed Approach**

A mixed methods design is characterized by the combination of at least one qualitative and one quantitative research component. For the purpose of this article, we use the following definition of mixed methods research according to Johnson (2007),

Mixed methods research is the type of research in which a researcher or team of researchers combines elements of qualitative and quantitative research approaches (e. g., use of qualitative and quantitative viewpoints, data collection, analysis, inference techniques) for the broad purposes of breadth and depth of understanding and corroboration. (p. 123)

A mixed methods design, as a product, has several primary characteristics that should be considered during the design process. Purpose of mixing, theoretical drive, timing, point of integration, typological use, and degree of complexity. The overall goal of mixed methods research, combining qualitative and quantitative research components, is to expand and strengthen a study's conclusions and, therefore, contribute to the published literature. In all studies, the use of mixed methods should contribute to answering one's research questions.

### **3.2 Research Design**

According to Hernández (2014), the research design is the strategies and the plans that the researcher used to gather information to solve the problem set for the investigation. The research designs that are going to be used are the action and the descriptive research. These are

adapted to the methodology, the problem of the investigation, the time, and the budget that the researcher will use in order to get the experimentation phase done. Here, the investigator will describe each type of research and how they will be adapted to the whole investigation.

### **3.2.1 Action Research**

As the website [research-methodology.net](http://research-methodology.net) (2019) states, action research can be defined as “an approach in which the action researcher and a client collaborate in the diagnosis of the problem and in the development of a solution based on the diagnosis.” In other words, one of the main characteristic traits of action research relates to collaboration between researcher and member of organization to solve organizational problems.” Moreover, the website also mentions some features to use the action research in a better way. The first feature is that this method is used for improving specific practices, and it is based on action, evaluation, and critical analysis of the practices and to improve those collecting based data. Finally, this research designed is used in this investigation because the researcher needs to evaluate the student’s engagement and academic performance.

### **3.2.2 Descriptive Research**

The website [Formplus](http://formplus.com) (2020), in the article *Descriptive Research Designs: Types, Examples & Methods*, describes the definition of the descriptive research method within an investigation and gives some characteristics in order to fulfill this method in the best way within investigation research, that in this case is related to education. The website states that, descriptive research is a type of research that describes a population, situation, or phenomenon that is being studied. It focuses on answering the how, what, when, and where, rather than the why. This is mainly because it is important to have a proper understanding of what a research problem is about before investigating why it exists in the first place. [Formplus](http://formplus.com) (2020). Some of the

characteristics that the descriptive research must include in an investigation, according to the website, are described in a better way to understand them. The first characteristic is qualitative, which relates to collecting qualitative information, as it is more explanatory. The next characteristic is that the variables are uncontrolled; this means that the researcher cannot control the variables since they are not numbers, but characteristics. Finally, and perhaps the most important characteristic, is that the descriptive research must allow other people to keep experimenting and analyzing the topic with other research methods.

The previous information is important because in order to get all the details for the experimental phase, the researcher must describe the skills and capabilities of the students of teens level 2, ages from 10 to 14 at Academia de Idiomas CEDES Don Bosco, to be able to get all the information for the whole research and the results. In addition, this investigation gives room for further analysis since this same goal can be applied in other academies or schools within the country and also the results can be analyzed in a quantitative way. Activeness is related to collecting qualitative information, qualitative research is more explanatory.

### **3.3 Information Sources**

To gather information, it is going to be used three main types of information sources. These information sources will let us know the background history and the all the theory needed to fulfill the main objectives of the investigation. In this case, the researcher needs information sources about the flipped learning model and the oral production, strategies, and techniques on how to improve it, as well as information on its characteristics. For this, there are going to be 3 information sources, Primary sources, secondary sources, and tertiary sources. The website LIS BD Network (2016) explains all of them in a more specific way.

### **3.3.1 Primary sources**

Primary sources are original materials on which another research is based. They are from the time involved and have not been filtered through any interpretation or evaluation. They are usually the first formal appearance of results in physical, print, or electronic format. They present original thinking, report a discovery, or share new information. The definition of a primary source may vary depending upon the discipline or context. (LIS BD, 2016). Some of the examples of primary sources can be books, newspaper articles, and works of other people. The sources are used to as an important information that will be valuable for the results of the investigation. In other words, these will be the instruments that the person in charge of the study will use to evaluate the target population to eventually work on them depending on the objectives.

### **3.3.2 Secondary sources**

Secondary sources are information which are either compiled from or refer to primary sources of information. In other words, it is when the primary source or the original information has been modified or reorganized with a definite purpose for the users. Secondary sources are not evidence, but rather commentary on and discussion of evidence. However, what some define as a secondary source, others define as a tertiary source. Context is everything. The definition of a secondary source may vary depending upon the discipline or context (LIS BD, 2016). Some examples are bibliographies, commentaries from critical tables, magazines, and reviews. These will help the researcher get all the theory, so all the aspects within the application phase can be validated with certain information and strong bases.

### **3.3.3 Tertiary sources**

“Tertiary sources consist of information which is a distillation and collection of primary and secondary sources” (LIS BD, 2016). The examples of tertiary sources are dictionaries, encyclopedias, fact books, and manuals. These are a combination of both, primary and secondary sources. In other words, the tertiary sources are all the places or instruments where the information required for the investigation was taken.

## **3.4 Analysis Categories**

In this section, the researcher will analyze all the variables of the investigation through a qualitative point of view. The details that will be analyzed are conceptual definitions. According to Hernandez (2014), this is important because with all the information placed here, the researcher can place the items of the instrument with a better precision, so that way the experimentation phase will be better.

### **3.4.1 Flipped Learning**

In order to understand what flipped learning is, the following definition is found on an article of Flipped Learning Network (2014). Flipped Learning is a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter. Even though, the flipped learning method in Costa Rica is not a known method and most of the schools do not practice nowadays this learning process. In other countries, such as United States, Canada, and Europe and for other subjects such as Chemistry, Math, and Social Studies in recent years, flipped learning has been in constant growth. For the purposes of this research, it

will be possible to apply this process to teens of level 2 at Academia de Idiomas CEDES Don Bosco, and thus be able to evaluate the way in which these are carried out.

### **3.4.2 Oral Production**

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. Language functions (or patterns) that tend to recur in certain discourse situations (e.g., declining an invitation or requesting time off from work), can be identified and charted (Burns & Joyce, 1997). Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic competence), but also that they understand when, why, and in what ways to produce language. Finally, speech has its own skills, structures, and conventions different from written language (Burns & Joyce, 1997; Carter & McCarthy, 1995; Cohen, 1996). A good speaker synthesizes this array of skills and knowledge to succeed in a given speech act.

For this research, it is important since the interaction in the class will help the level 2 students at Academia de Idiomas CEDES Don Bosco to improve academically and their social relationships, as they will find in other classmates' people who share their concerns and will prepare them for the task. Lack of interaction can be a matter of shyness, incorrect knowledge of the language, or lack of confidence in what they are talking about.

### **3.4.3 Virtual Classes**

To understand the correct definition of virtual classes, the following definition is found on the website [universidadviu.com](http://universidadviu.com) (2020), It is an environment, space or virtual classroom for training refers to a limited and recognizable place in cyberspace that has a defined identity and structure for educational purposes. It is a virtual environment created with the pedagogical intention of stimulating, guiding, or supervising a learning process in a formalized way. (para. 1)

Virtual classes are nowadays a useful resource for students to learn and connect either synchronously or asynchronously, in order to fulfill their academic responsibilities. In recent years, virtual tools have been in constant growth. For the purposes of this research, it will be possible to observe the virtual classes of the students at Academia de Idiomas CEDES Don Bosco, and thus be able to evaluate the way in which these are carried out.

## **3.5 Data Collection Instruments**

To fulfill the objectives of this investigation, there are three instruments that will help the researcher to achieve the goals. The population under study are the teens 2 level at Academia de Idiomas CEDES Don Bosco, located in San José, Costa Rica. The instruments will be used to gather all the possible information. The instruments that are going to be used are going to be one survey, a lesson plan, and a test in order to know if the students can successfully understand all the information in the classes in which the flipped classroom method will be applied in order to improve their oral production.

### **3.5.1 Questionnaire**

By doing a questionnaire to the students of teens 2 level of Academia de Idiomas CEDES Don Bosco, we can determine what kind of difficulties or roadblocks does the students have

when it comes to oral production. The questions are going to be focus on the reasons they don't like talking in English, the roadblocks they feel and how they think it can be improved. The first section of the survey is to know how comfortable they feel when they talk in English if they like it or not and what can be the reasons, they don't like it or don't feel comfortable when they talk in English. Then, the second section talks about resources they need in class to improve their oral production skill and how much support they have outside classes when it comes to practice their English. Finally, the last section of questions are about more specific details of what the roadblock of the students is when they talk in English and what activities would like to see on class to improve those areas.

### **3.5.2 Pre-test**

To recognize correctly and in a more specific method the roadblocks of the students of level 2 of Academia de Idiomas CEDES Don Bosco when it comes to the oral production, the researcher will create an activity for them before applying the flipped classroom method in order for them to speak in English. This activity will be measure with a rubric (see annexes 1) created by the researcher to measure how they are doing in oral production and what are they lacking off. The rubric is divided into four main blocks that are measure with a scale point, how the students are in speaking. The criterion of the rubric is based on grammar, vocabulary, pronunciation, content, and communicative skills with a scale from 1 to 3, when 1 is unaccomplished, 2 in progress and 3 accomplished.

### **3.5.3 Activities in between**

In order to make the target population improve their oral production skills, they need to receive activities with the flipped classroom method applied. In total, the researcher will create and apply 3 activities to the level of teens 2 at Academia de Idiomas CEDES Don Bosco.

The three activities will be divided into two classes that will have a plan with all the strategies and a specific plan for each session with a detailed explanation of each activity in order to be able to analyze a progress of the students within those 2 classes, with the 3 oral production activities. The activities will include the objectives and the topics they need to cover during the week, the investigator will work with them, but with the difference that all activity is going to be adapted to the Flipped Classroom Method.

#### **3.5.4 Post-test**

In the last class that will be imparted, within the activities for that day the researcher will apply a post-test. This pos-test will help the researcher to evaluate student's performance during oral production activities, as well as their improvement on the skill during the activities planned by the researcher.

### **3.6 Collection Data Process and Data Analysis**

In the last section of this chapter, there will be a general idea of how the data from the investigation will be collected and analyzed. The instruments that will be used in this investigation are going to oversee collecting all the data needed from the teens 2 level of Academia de Idiomas CEDES Don Bosco in order to get all the results from the experimentation phase. Once the data is collected, it needs to be analyzed by the researcher to understand and acknowledge the scopes that the investigation could achieve. After the analysis is done, the results that are going to be gotten from the investigation can be set, so the researcher will know how important the experimentation was for the children at the academy.

### **3.6.1 Steps to get the data and analysis**

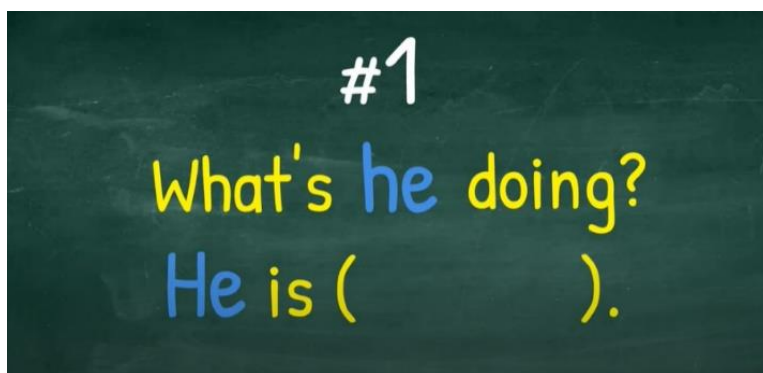
Starting with a questionnaire to understand the roadblocks and difficulties the students of teens 2 level of Academia de Idiomas CEDES Don Bosco have, this questionnaire will be assigned to each student virtually via google forms in a total of six questions, two of short answer and four of multiple choice. The questions are mainly related to the problems the students have when it comes to speaking, the root causes and ways they think can help them to improve the skill. By doing this, it can be discovered the primary difficulties the students have when it comes to talk in English. The questionnaire will be applied on March 4<sup>th</sup>, 2022. After reviewing the answers from the students, the researcher will have a better vision to plan the flipped classroom activities.

Secondly, the researcher will apply a pre-test activity to the students of teens 2 level of Academia de Idiomas CEDES Don Bosco based on the topics that the students are currently studying but with an adaptation of an oral production activity to measure with a rubric how the students are, in speaking criteria. ( See rubric on annexes) The activity will be about the topic countable and uncountable nouns, where students in groups will have to create a menu with entry, main dish, dessert, and an extra meal according to the event they are organizing and they will have to explain which ingredients are countable and uncountable nouns, by presenting to the rest of the class the menu they will provide. The students will be evaluated with a rubric that will be based in five big blocks such as grammar, vocabulary, pronunciation, content, and communicative skills, which it will be measure by a scale from 1 to 3, where 1 is not accomplished, 2 in progress, 3 accomplished.

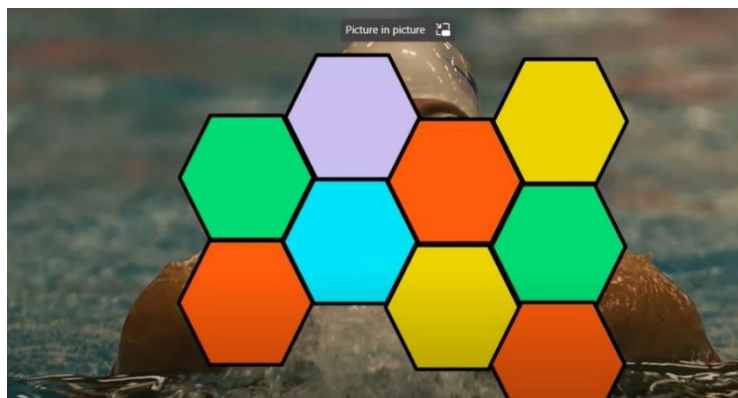
After pre-test results the researcher will evaluate in which rubrics the students are lacking off when it comes to oral production and will apply the flipped classroom activities based on the

results and topics seen in class. It is important to recall the flipped classroom activities will provide the researcher to have more time for activities and practices in class since the explanation of the topic will be provided to the students as homework. The flipped classroom activities will be sending videos of the topic explanation as homework and the in-class activities will be three different activities to improve their oral production with the topics seen on the homework. The researcher will be focusing the activities on the present continuous topic.

The in-class activities will be based on their English level and topics they must see according to the Teens 2 level program. The first and second task will be audiovisual activities in which they have to work as a group to discuss the videos presented in class, the first video is to guess the activity behind the shapes. (See picture 1 & 2). As for the second activity it will be with a music video where it happens a lot of activities at the same time and in groups the students must discuss and create sentences in present continuous about all the activities, they are able to observe on the video.



*Figure 1. Demonstrative picture from video of activity 1. Source: Games4ESL. (Productor). (2019). Present Progressive Tense | ESL Game. [YouTube]. Retrieved from: [https://www.youtube.com/watch?v=VaDS09\\_FJpY&t=76s](https://www.youtube.com/watch?v=VaDS09_FJpY&t=76s)*



*Figure 2. Demonstrative picture from video of activity 1. Source: Games4ESL. (Producer). (2019). Present Progressive Tense | ESL Game. [YouTube]. Retrieved from: [https://www.youtube.com/watch?v=VaDS09\\_FJpY&t=76s](https://www.youtube.com/watch?v=VaDS09_FJpY&t=76s)*

For the final activity which will be the one used to apply the post test, the researcher will provide a topic to the students, and they will have to do research about it, discuss and present it in class. The students will have to search about their favorite food recipe, applying the grammar topics seen in those two classes given, countable and uncountable nouns and present continuous, they have to research where does it come from, the ingredients and the steps of how to do it and present in the virtual class, this way the researcher will evaluate their oral production after 2 classes with the flipped classroom method applied.

Finally, to make sure the students improve in their oral production skills with the flipped classroom activities, it will be a post-test. The post-test will be applied on March 19<sup>th</sup>, 2022. After applying the post-test and analyzing the evaluation from the students, the investigator will know how and what exactly they have improved in their academic performance and oral production skill, which is the most important goal of the investigation, in other words applying the flipped classroom activities with the appropriate techniques for the level.

## **Chapter IV**

### **Data Analysis**

#### **4.1 Analysis and Interpretation of the Results**

In this section of the investigation, the results collected through the different instruments applied during the experimental phase, will be analyzed. With the following analysis, all the data collected will lead the conclusion of the whole research, as this can relate the information stated in previous chapters with real life evidence. Consequently, the data provided by each instrument will be mentioned and analyzed. After analyzing the results, proper conclusions and recommendations can be taken out to do better in future related research.

#### **4.2. Questionnaire**

With this questionnaire, the investigator could know the struggles of the students when it comes to the oral production skill. This questionnaire was made for a total of 19 students of teens 2 level of Academia de Idiomas CEDES Don Bosco, via google form. The students must answer six questions in total, two short answer questions and the remaining four of multiple choice. This questionnaire was applied on February 25<sup>th</sup>.

Question #1: Do you like to talk in English in public?

13 students (68.4%) of 19 students stated that they do not like to talk in English in public. The researcher started with this question to understand if they like it or not and for the students to start thinking on what the reasons why they do not like talking in English.

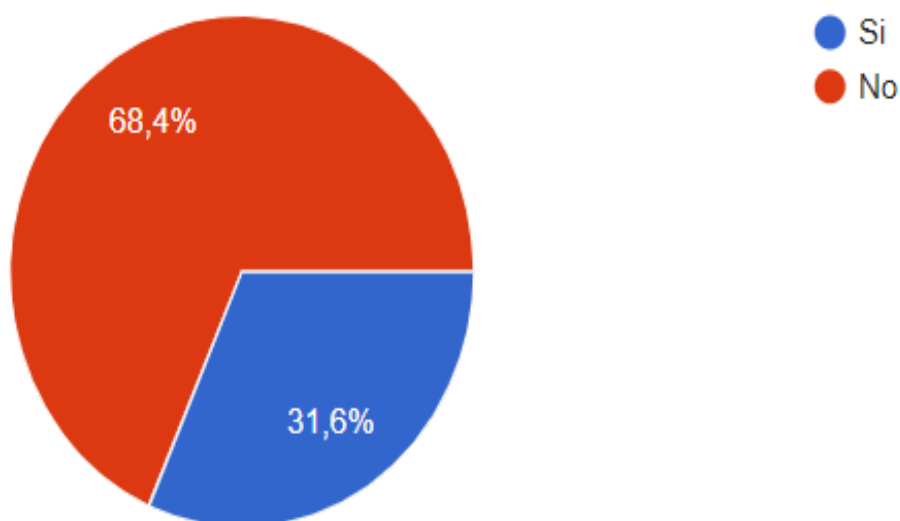


Figure 3. Illustrates the first answer of the questionnaire for the students of Teens 2 level of Academia de Idiomas CEDES Don Bosco. Source: Researcher's own creation.

Question #2: Select all the reasons you think you don't like taking in English?

The second question stated two major reasons the students do not like to talk in English, shyness and pronunciation. In this question, the students were able to choose more than one choice to understand better their fears with speaking. 13 students voted in each top category emphasizing shyness and pronunciation as their biggest fear. Pilkonis (1977) states "shyness is a tendency to avoid social interactions and to fail participating appropriately in social situations" (p.596.) Talking in English is a social situation since you need to communicate with someone else, which is why they fail or do not like talking in English since they have to talk with people they do not know.

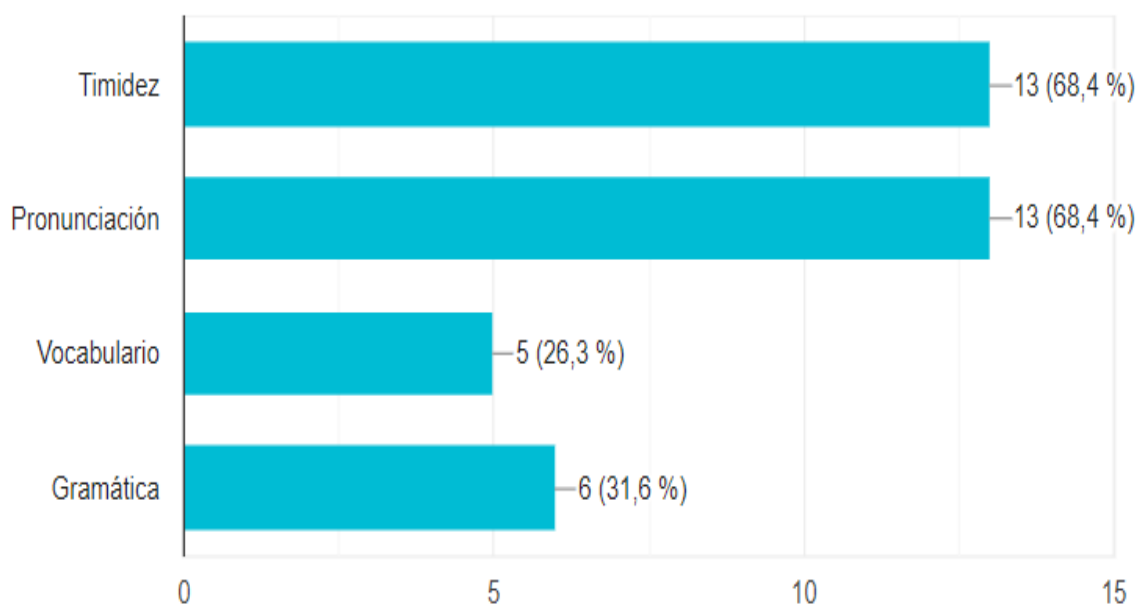


Figure 4. Illustrates the second answer of the questionnaire for the students of Teens 2 level of Academia de Idiomas CEDES Don Bosco. Source: Researcher's own creation.

Question #3: What do you think you need in class to improve your oral production?

The third question showed the several options that the students thought of when it comes to how to get better and how they would like to improve their oral production; a 60% of the students requested more games, videos, and dynamic activities since they stated they learn faster with those activities, and the other 40% stated that with more practice and explanations they can get better.

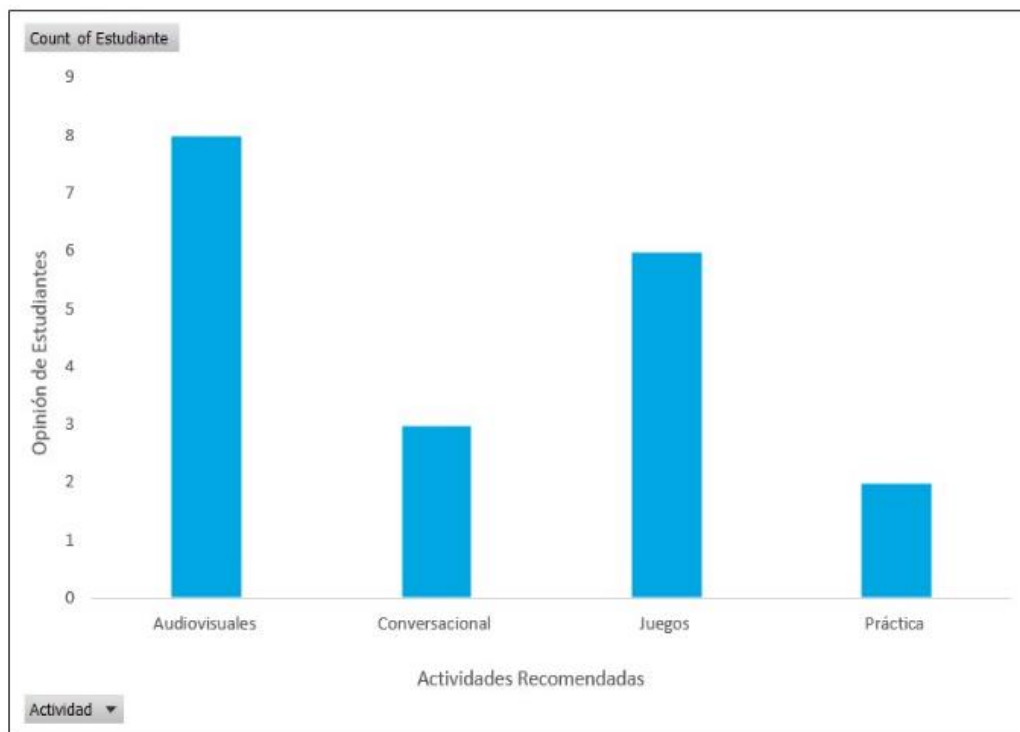


Figure 5. Illustrates the third answer of the questionnaire for the students of Teens 2 level of Academia de Idiomas CEDES Don Bosco. Source: Researcher's own creation.

Question #4: Do you have somebody at home, family, or friends that you can talk to in English?

68,4% of the students of teens 2 level of Academia de Idiomas CEDES Don Bosco stated that they have someone at their homes to practice speaking in English. This is a positive number, since practicing oral production with someone you know is better for the students in order to learn in a healthy space.

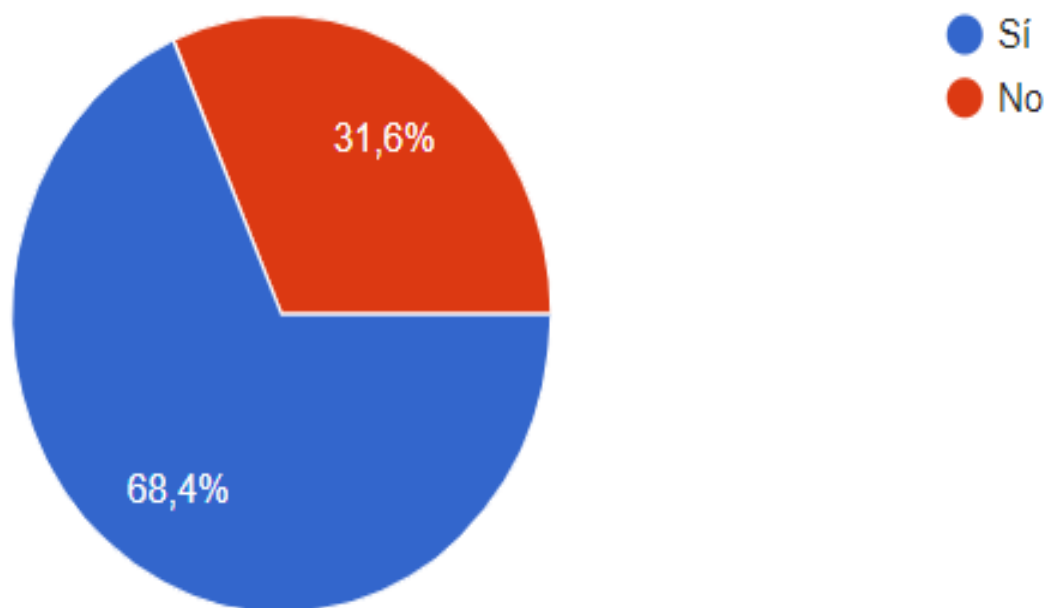
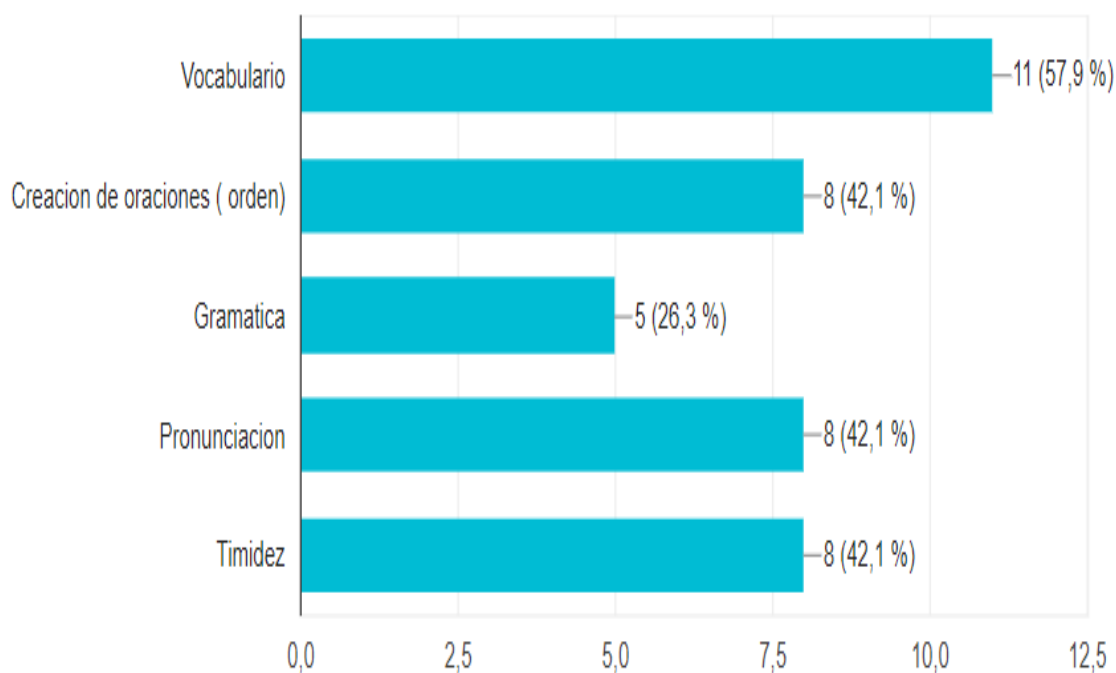


Figure 6. Illustrates the fourth answer of the questionnaire for the students of Teens 2 level of Academia de Idiomas CEDES Don Bosco. Source: Researcher's own creation.

Question #5: Which area is the most difficult for you when you are speaking English with someone?

Oral language is a construct that represents both social and physiological processes that support literacy development. Whorall and Cabell (2016) define it as “various skillsets including vocabulary (receptive and expressive), syntactic knowledge, and narrative discourse processes (comprehension and storytelling) “(p.336). As vocabulary is one of the various skillsets for oral production according to Whorall and Cabell, the 57,9% of students agreed that they are lacking vocabulary. Therefore, this an area of opportunity to work with the students applying the flipped classroom method.



*Figure 7. Illustrates the fifth answer of the questionnaire for the students of Teens 2 level of Academia de Idiomas CEDES Don Bosco. Source: Researcher's own creation.*

Question #6: Which activities would you like to develop in class to help you improve your oral production?

When it comes to the activities the students would like to see in class, they stated that they should be mainly dynamic activities that will help them to learn faster and easier as they stated on question 3 before.

### **4.3 Pre – test**

To analyze better the situation, the researcher applied an activity to analyze the oral production skills that the students of teens 2 level of Academia de Idiomas had. According to the topic seen in class, which was Countable and Uncountable nouns and Present Continuous, the researcher created an activity in groups, where they had to create a menu with entry, main dish,

dessert, and an extra meal according to the different activities they chose (picnic, graduation meeting, birthday party, meeting with friends). They got time to research the ingredients, the type of food they wanted to be served, the sentences using present continuous, and the time to discuss with their team about how they would present it. Each team was evaluated with rubric that measure the skills that oral production demands.

- A. Grammar: Students speaks with complete, coherent, and grammatically correct statements using the required structures according to the level. When it comes to grammar, 57% of the students are in progress, they are able to create grammatical structures and have the ability to identify correctly subject, verb, and complements. However, 42% of them were confused on sentence structure and verbs adding.

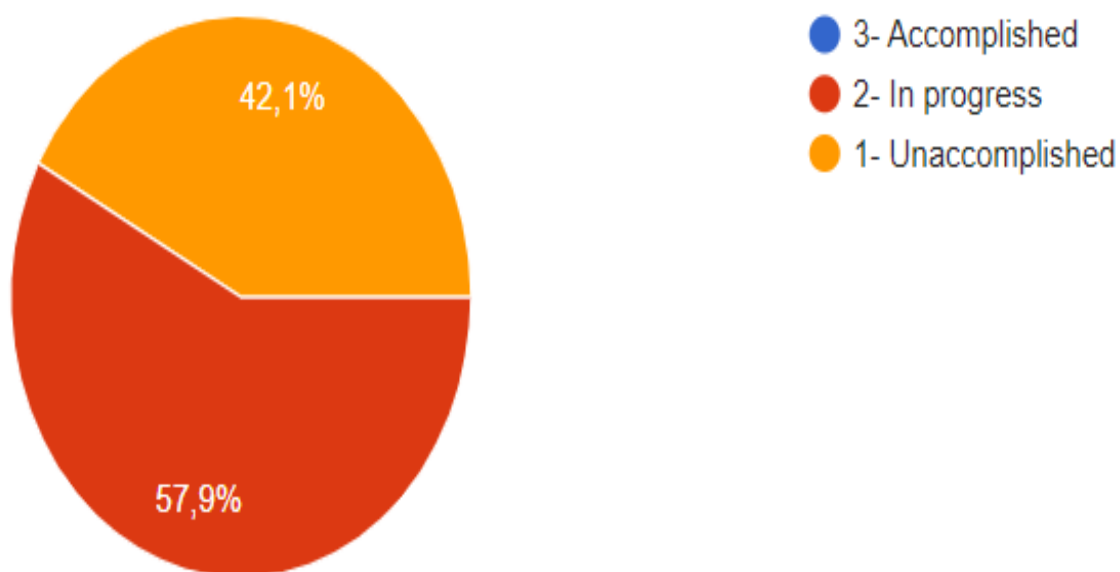
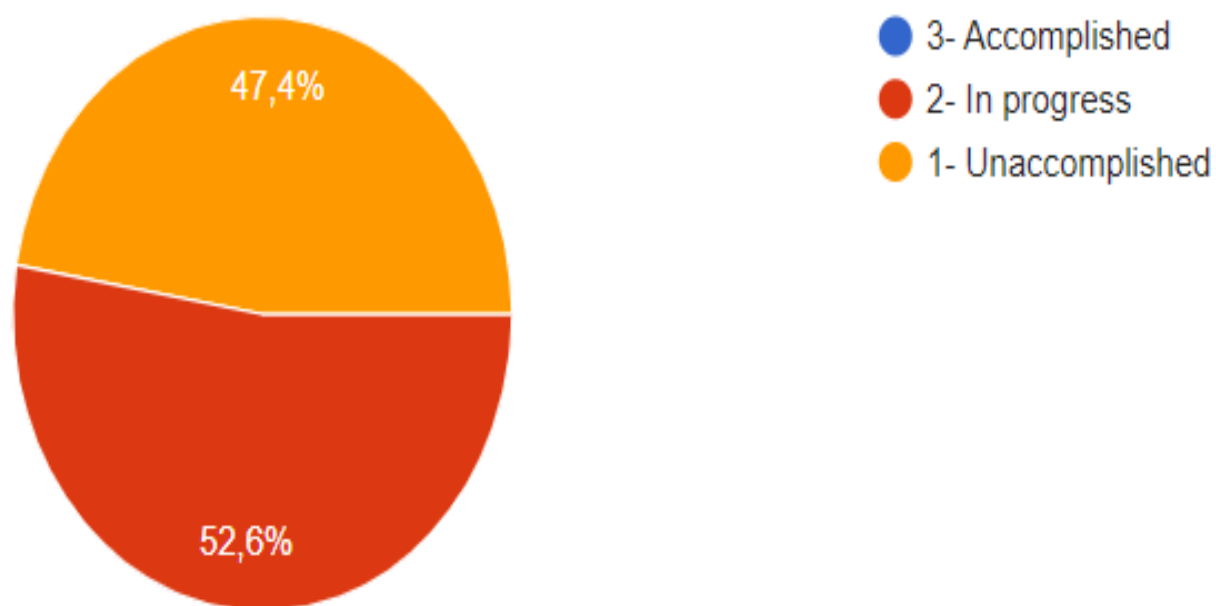


Figure 8. Illustrates the results of how the students are in the grammar skill of Teens 2 level of Academia de Idiomas CEDES Don Bosco before the flipped classroom activities. Source: Researcher's own creation.

B. Vocabulary: Students use appropriate vocabulary related to the topic. On the vocabulary part, the researcher noticed a similar path of grammar, even though most of the students are in progress to accomplish it, a significant part still lacks vocabulary, providing them a roadblock on the oral production part.



*Figure 9. Illustrates the results of how the students are in the vocabulary skill of Teens 2 level of Academia de Idiomas CEDES Don Bosco before the flipped classroom activities. Source: Researcher's own creation.*

C. Pronunciation: Sounds are clearly articulated according to the elements of standard English. Word stress is accurately placed. With the pronunciation part, 42% were having difficulties on certain vocabulary, which the researcher considers is related to a matter of practice instead of unknown topic.

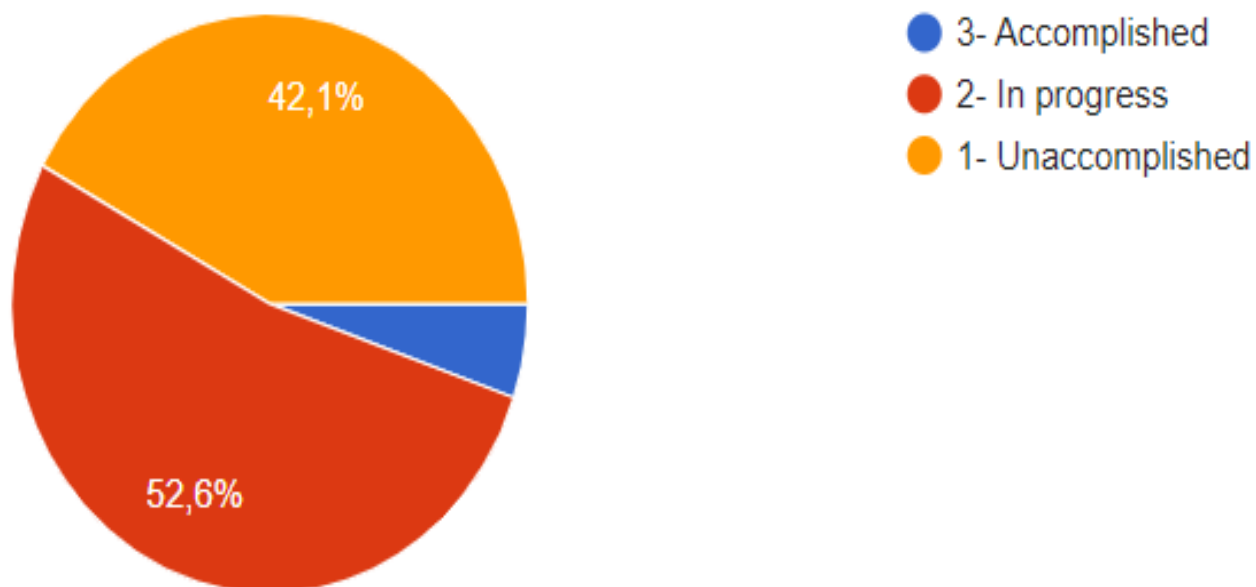
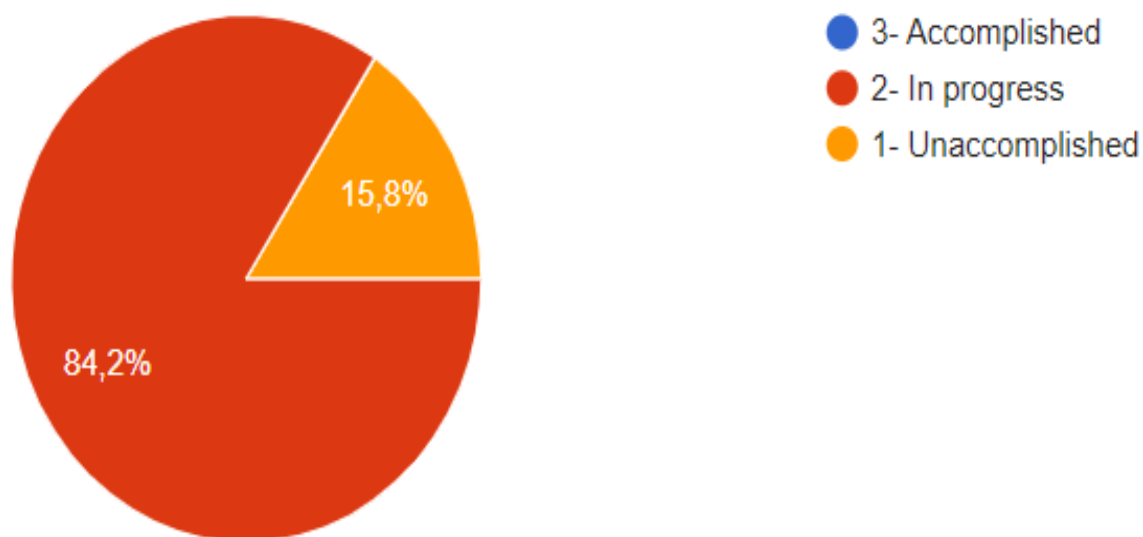


Figure 10. Illustrates the results of how the students are in the pronunciation skill of Teens 2 level of Academia de Idiomas CEDES Don Bosco before the flipped classroom activities. Source: Researcher's own creation.

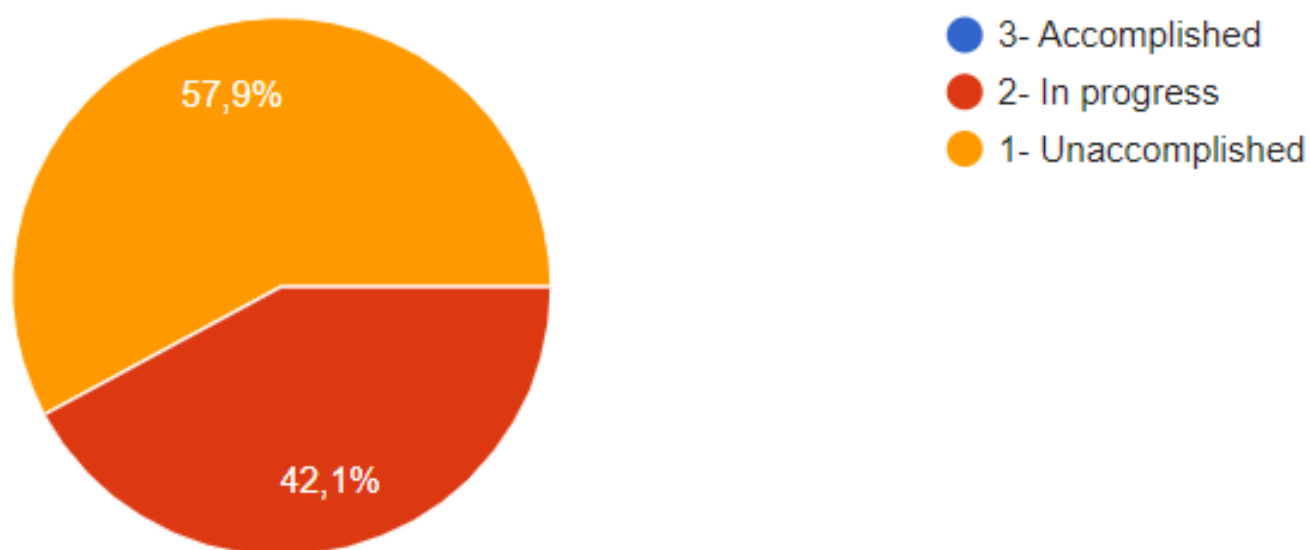
D. Content: Information is presented in a clear, organize, and logical way and provides the information of the topics required and studied in class.

The content part is the area that the students accomplished the most since they presented a clear and organize presentation with concise ideas.



*Figure 11. Illustrates the results of how the students are in the content skill of Teens 2 level of Academia de Idiomas CEDES Don Bosco before the flipped classroom activities. Source: Researcher's own creation.*

E. Communicative Skills: The students use emphasis, pauses, and speak at a rate that enables understanding. Appropriate eye contact, average time, and enthusiasm. This area is the one that needs more work, due to the virtual classes, most of the students are not able to practice the communicative skills or they feel more awkward about it since they are in front of a computer.



*Figure 12. Illustrates the results of how the students are in the communicative skill of Teens 2 level of Academia de Idiomas CEDES Don Bosco before the flipped classroom activities. Source: Researcher's own creation.*

#### **4.4 In-class activities**

The classes for the in- class activities were taught on March 4<sup>th</sup> and 11<sup>th</sup> on a virtual class of Teens 2 level of Academia de Idiomas CEDES Don Bosco. The students had a great time since the researcher took in consideration all the activities, they wanted to include in class to learn better and practice more English speaking. The students of Teens 2 level of Academia de Idiomas CEDES Don Bosco enjoyed a lot the video activities. They had fun and were very entertained when watching the videos. In the first video, which was about activities, most of the students shared their hobbies and thoughts about each activity that was showed up. Moreover, the researcher was able to build rapport during this activity, since researcher and students got to know that there were swimmers on the class and started talking with confidence and in an easygoing manner with their classmates about their likes, hobbies, and dislikes.

As for the second in-class activities with a video, the researcher presented two music videos of two famous movies. This was something that caught their attention right away and started talking in English about the movies and their favorite part of it. If they did not know how to pronounce a word, they asked the researcher as she explained to them how to ask, “Teacher how do you say: \_\_\_\_\_ in English?”. With this activity, the students not only were able to talk in English, but also to learn new vocabulary regarding the activities that the people on the video were doing.

After the students finished the first two activities, the researcher observed a big improvement when it comes to the facility of speaking, pronunciation, and fluency. Moreover, they got to know each other and having a good time, in a safe and relax environment. Then, the researcher proceeded to explain the students about the last speaking activity and the rubric that the researcher would use to evaluate them with. The activity consisted of the students researching about their favorite food, where did it come from, ingredients used and moreover, they also had to explain if they were countable or uncountable nouns, as well as the steps regarding how to prepare their favorite food. The students seemed excited about talking of their favorite food. They received some minutes to research about the origin of their favorite dish and made some brainstorming about facts they wanted to share with the class. The researcher provided extra help, going one by one of the students in breakout rooms in the platform ZOOM to see what the dishes were and to help them with vocabulary, pronunciation, grammar, and sentence structure. Due to the time and since the topic was already explained as homework, the researcher had enough time to assist each of the students; therefore, they had enough time to create a nice and clean presentation with only ideas to talk to the class and not read. When all the students were ready with their research, they started doing the presentation using different

websites such as Canva, Genially, Mural, Mirror, to do banners or collages that the researcher provided to them with to have visual aids and present the rest of the class the dish.

The activity took in total 45 minutes with all the presentations ready. The students started presenting one by one. Before the presentations, the researcher provided them with some instructions, for example to pay attention to the classmate presenting, and to take notes if they had a question about a word which they were not familiar with. Moreover, after each presentation, the researcher made different questions to see if students were paying attention. The students started to present their oral presentations, and thanks to the previous activities mentioned before, the students were completely relaxed and not nervous and felt ready to start it, since they felt they have practiced enough to sustain an oral production by themselves and enjoyed the presentation. There was a big improvement when it comes to pronunciation, fluency, and grammar structure, since the students had the enough time to produce their presentations and the researcher was able to go one by one reviewing and helped them in order and help them if they had doubts.

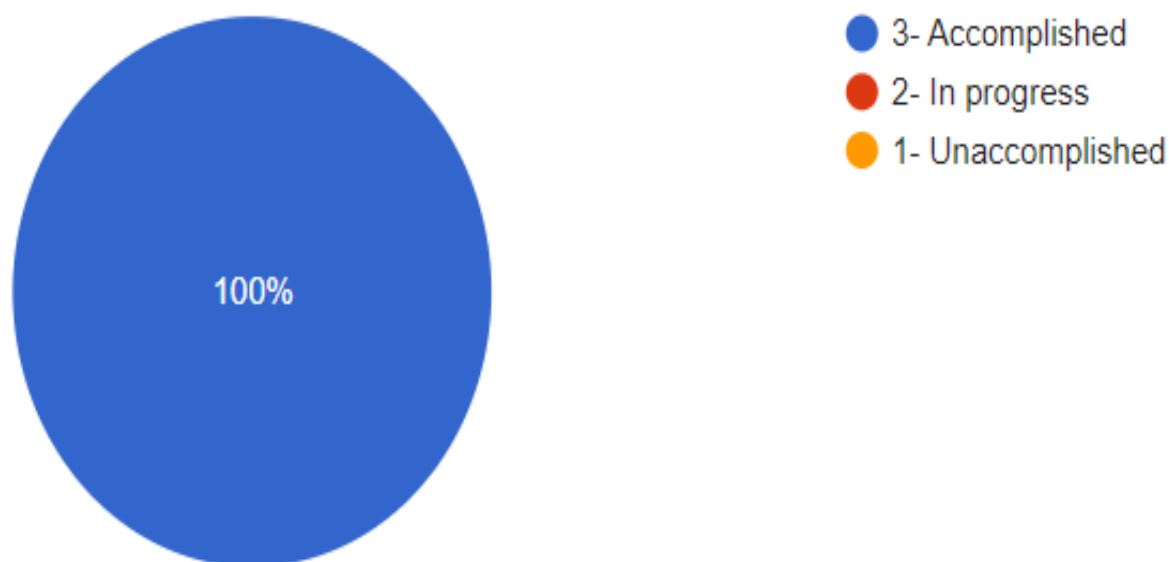
#### **4.5 Post – test**

To evaluate if the flipped classroom activities improved the oral production of the students of Teens 2 level of Academia de Idiomas CEDES Don Bosco, the researcher applied a final activity. The evaluation rubric applied was the same as in the in-class activities and the pre-test in order to measure and to analyze the oral production skills that the students of teens 2 level of Academia de Idiomas acquired after the activities. The final activity of the research dealt with the students speaking about of their favorite dish, and each student was evaluated with a rubric that measure the skills that oral production demands as the same for the pre-test, the evaluation focused on grammar, vocabulary, pronunciation, content, and communicative skills. The results

of the test after the in-class activities applying the flipped classroom activities where the following.

- A. Grammar: Students speak with complete, coherent, and grammatically correct statements using the required structures according to the level.

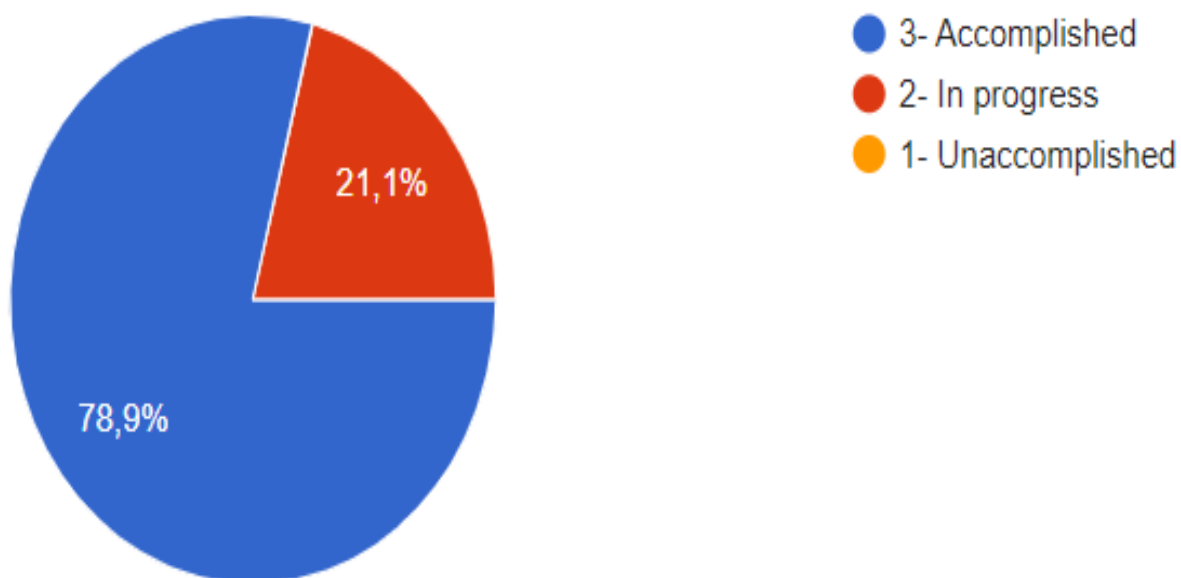
After the in-class activities taught by the researcher, that included games and music, the students were able to understand the grammar topics ( Countable & Uncountable nouns and present continuous) properly in order to achieve a 100% in grammar in their final oral presentation.



*Figure 13. Illustrates the results of how the students are in the grammar skill of Teens 2 level of Academia de Idiomas CEDES Don Bosco after the flipped classroom activities. Source: Researcher's own creation.*

- B. Vocabulary: Students use appropriate vocabulary related to the topic.

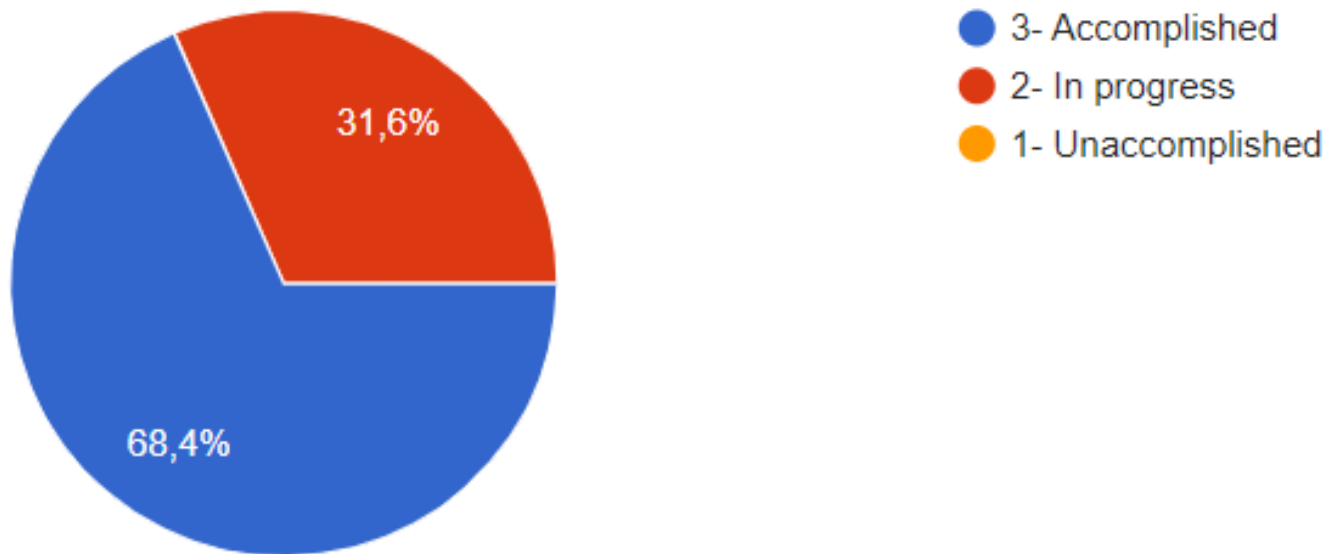
On the vocabulary part, the researcher was able to notice a big improvement, due to the activities that involved rapport, and the students started talking about their activities and new hobbies, providing them with the sense of curiosity on learning new vocabulary to be able to communicate with the rest of their classmates.



*Figure 14. Illustrates the results of how the students are in the vocabulary skill of Teens 2 level of Academia de Idiomas CEDES Don Bosco after the flipped classroom activities. Source: Researcher's own creation.*

C. Pronunciation: Sounds are pronounced clearly articulated according to the elements of standard English. Word stress is accurately placed.

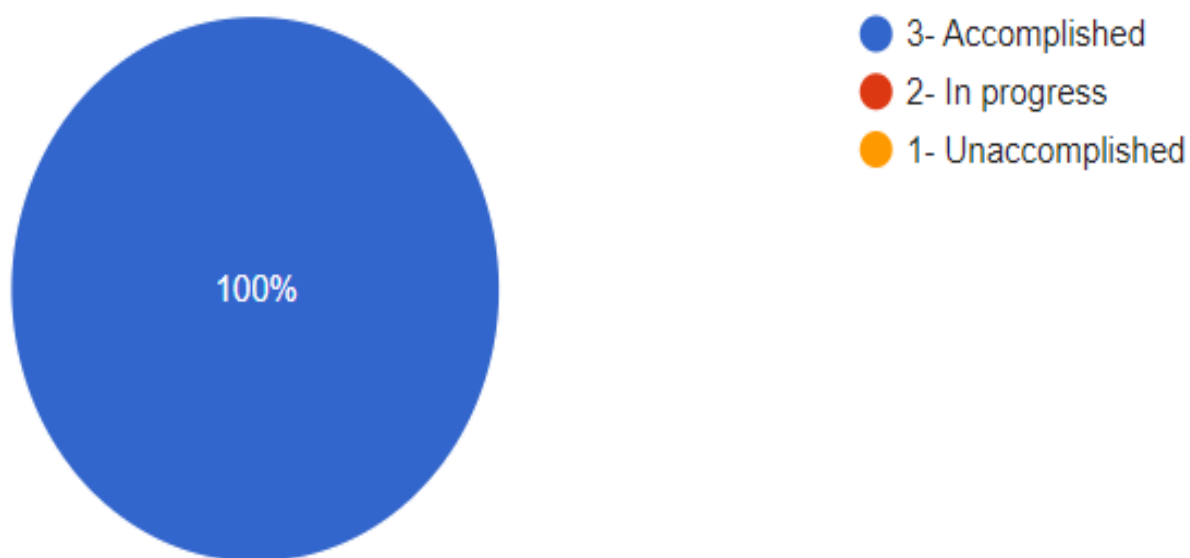
With the pronunciation part, even though, there is a 31.6%, in total, that is 6 students that are in progress, 68% that is 13 students left, were able to achieve on their oral presentation the pronunciation of the words, although the vocabulary on most of the presentations was new to them.



*Figure 15. Illustrates the results of how the students are in the pronunciation skill of Teens 2 level of Academia de Idiomas CEDES Don Bosco after the flipped classroom activities. Source: Researcher's own creation.*

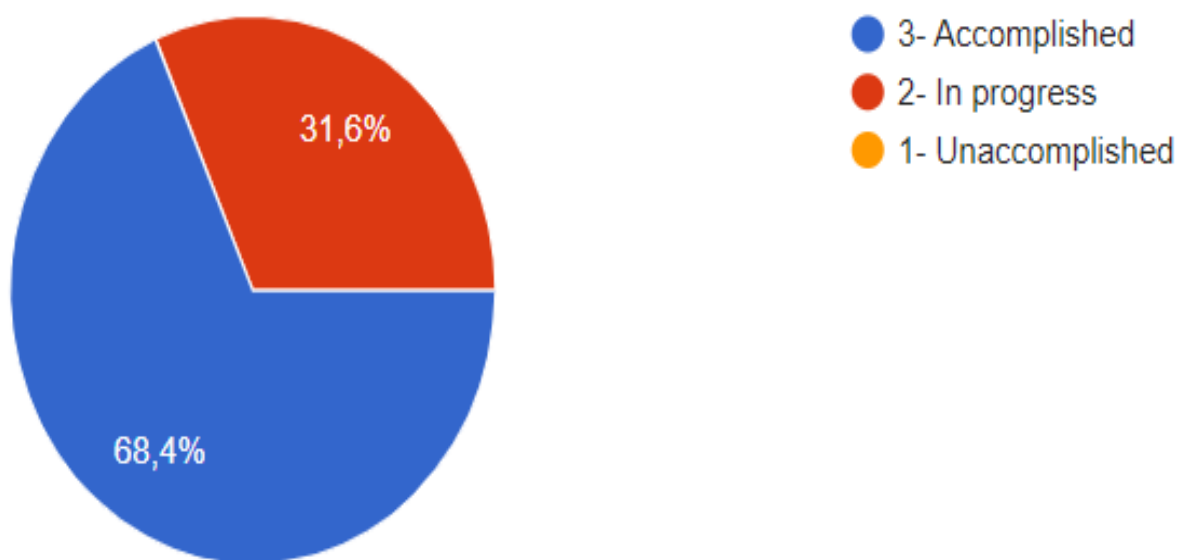
D. Content: Information is presented in a clear, organize, and logical way and provides the information of the topics required and studied in class.

The content part was the area that the students were better since they presented a clear and organize presentation with concise ideas and as a result, with feedback and patience, the students were able to add explicitly the vocabulary in bullet points, the correct content for their presentation, achieving a 100% of this criteria.



*Figure 16. Illustrates the results of how the students are in the content skill of Teens 2 level of Academia de Idiomas CEDES Don Bosco after the flipped classroom activities. Source: Researcher's own creation.*

- E. Communicative Skills: The students use emphasis, pauses, and speaks at a rate that enables understanding. Appropriate eye contact, average time, and enthusiasm. This was the area that needed more work, due to the virtual classes, the students were not communicating correctly due the lack of confidence with their classmates. However, after building rapport with the in-class activities made, the students were able to improve a 68.4% (13 students) the communicative skills and a 31.6% ( 6 students) were in progress, with small mistakes to improve, such as tone of voice and enthusiasm.



*Figure 17. Illustrates the results of how the students are in the communicative skill of Teens 2 level of Academia de Idiomas CEDES Don Bosco after the flipped classroom activities. Source: Researcher's own creation.*

### **Comparison results pretest and post test**

In order to evaluate if the flipped classroom activities for the students of Teens 2 level of Academia de Idiomas CEDES Don Bosco worked, the researcher will compare the results of the pretest criteria with the posttest applied to the students, as the same rubric was used in both activities. Starting with the grammar criteria, the students at the beginning were struggling when it came to grammatical structures of the present continuous, lack of present simple review, and understanding of the differences between the present simple and present continuous. After the video explanation was sent as homework and a small explanation on the class and a lot of practice together, individual and as a group, the students were able to succeed in a 100% on this criteria, as they understood how to use the present continuous correctly.

As for the vocabulary and pronunciation, the pre-test showed how 40% of the students in both criteria were not achieving these two aspects, the researcher was able to observe that this was not achieved due to a lack of participation in class and speaking activities. After applying the flipped classroom activities, the students were able to know new vocabulary and practice the pronunciation of words, since the researcher asked to practice every new word they learned during the activities, improving these two aspects to an 80% of the students with vocabulary and pronunciation accomplished and 20% in progress.

When it comes to the content area, even though that was a criteria that most of the students had mastered, the effective time in class to work on different activities helped not only to receive feedback from the researcher, but also to work with patience the content they wanted to present and discuss and evacuate doubts when it came to prioritize ideas. As a result, after the final oral presentation a 100% of the students accomplished this criteria and understanding, as content is an important part for oral production as it works for a facilitator in case you forget any idea.

The final criteria was communicative skills. It has to be stated that when it comes to virtual environments, it is hard for the students to communicate since they do not know each other in person and some of them do not even turn on their cameras. Moreover, the researcher was able to observe that on the pretest some of the students were having a hard time communicating and speaking with others due to lack of trust since they did not know each other. Pre- test results stated that a 57% of the students did not accomplish the communicative skills, meaning that they were not performing, talking in an adequate tone of voice, or even looking up to the camera with enthusiasm. After applying the in-class activities with the flipped classroom method, the students thanks to the activities were able to get to know the different hobbies, likes,

and dislikes their classmates had, and even noticing things they have in common. This was as a result obtained due to the diversity of activities made and talking as a group while making them, providing the students with more confident and built rapport not only with the researcher but among themselves, improving a 68% of students accomplishing the criteria and a 31% in progress on the final activity.

## Chapter V

### Conclusions and Recommendations

#### 5.1 Purpose of the conclusion

According to the Sacred Heart University (2020), conclusions are the results of the main arguments stated on a theoretical framework of each research. It is not a secret that in order to wrap up an investigation report, some conclusions are as the result. The main reason of having conclusions is that the researcher will prove and demonstrate the effectiveness of the instruments used, if they worked as planned, and if the target population could take advantage of those results. Later in this chapter, detailed descriptions of the conclusions of the whole research will be pointed out objective by objective, as well some recommendations in order to make sure that future researchers applying the same methodology might be able to carry out the investigation with no fails or seatbacks.

#### 5.2 Conclusions

As mentioned before, a detailed description of the results gotten from the investigation will be detailed objective by objective. In that way, all results can be analyzed in a more organized and better way. With, the following conclusions were determined after finishing the whole investigation process.

##### **5.2.1 To identify the difficulties that students face while adapting to virtual classes when it comes to the oral production**

After observing the students and analyzing the answers of the questionnaire applied to them, it was concluded that they faced several difficulties while adapting to virtual class when it came to the oral production. Some of those challenges were areas easy to fix, whereas some

others needed more time and different methods, for example building rapport and their confidence by talking in class. After applying the flipped classroom activities in their classes and creating dynamic activities that caught more their attention and were easy to learn, talk in English, and to build trust, it was observed that the difficulties they had during virtual classes when they spoke in English could be switch into opportunities. Although, students have been dramatically impacted by this change, and even though it was an improvement in their oral production skill, they must understand that an important part of life is learning to adapt to the circumstances and changes.

### **5.2.2 To apply flipped classroom activities to improve the oral production of the students during virtual classes**

From this objective, the conclusion that was reached was that certainly that the flipped classroom activities methodology helped the target students to improve their oral production. As based on the results obtained, students got engaged more on their class, they improved their participation, created trust and confidence not only on the researcher, but also among themselves, and consequently improved their oral production during their virtual classes. In addition, the in-class activities, and the posttest evaluation for each student, allowed the researcher to reach and support them and to make sure they would fulfill the objectives for each single activity and, consequently, to improve their current oral production skills into a more fluent and clearer one. Within the activities used, the students really enjoyed them, practiced, and had fun in an online class, as they were more motivated and confident, and this obviously helped them to interiorize better what they have learned and were more open to the oral production experience without any fear, insecurity, or doubt in front of the class.

### **5.2.3 To determine students' performance outcome during virtual classes after the application of the flipped classroom methodology**

Throughout the investigation of the theory that supported this research, it could be found that by applying the flipped classroom activities starting from assigning theory on the topics assigned as homework to take advantage of this during class and to create more dynamic, attractive, and speaking activities to the students. Therefore, their academic performance can be improved during virtual classes. It is important to take into consideration that virtuality for students at Academia de Idiomas CEDES Don Bosco was a big adjustment and affected their oral production skill; however, since the flipped classroom method was applied with the correct out and in class activities, the students had a huge change in their performance outcome.

### **5.3 Restatement of the Research Question**

For this investigation the problem that the researcher decided to solve was how flip classroom activities improve oral production in virtual classes for students of teens 2 level of Academia de Idiomas CEDES Don Bosco during the first quarter of 2022? After extensive research carried out and with the support of the instruments set in this project in order to improve the oral production skill of the students, the researcher needed to take into consideration the background and roadblocks of the target audience to know how to implement methods that involve the students in their classes in a way they could improve their oral production skill with dynamic activities, as well. Consequently, the research question does not need any modification, as the researcher can state that this specific target audience improved their oral production skill by implementing the flipped classroom activities. This was notable and reachable with very positive results.

#### 5.4 Unexpected Results

Throughout the experimental phase, many results were found when working with the target population, which were children from 10 to 14 years old of teens 2 level of Academia de Idiomas CEDES Don Bosco in Concepcion, Alajuelita, Costa Rica. These results were satisfactory because it could be proven that the objectives of the research could help the target population, as well as to set a new beginning for the students and teachers. Therefore, some of the most meaningful unexpected results were very positive. First, it is necessary to remark that the reaction and behavior of the students was better than expected, since at the beginning, they were very shy, reserved, and nervous, so their speaking skill were very poor, even in advanced students, this because it was a new topic and a new person in the class. However, by carefully reaching out to them, carefully choosing the activities and methodology needed and hearing their needs, students were committed to orally express their ideas, participate more in class, and interact more among themselves and with the researcher, as well. In addition, they also learned how to implement the different rules and structures used in this extraordinary language.

It is important to recall another unexpected result as the students really appreciated the effort that the researcher did due to all her patience and explanation not only on the flipped classroom activities, but also in the creation of the activities that helped to understand better the topics learned seen in class, since at the beginning the students did not manage to interiorize all topics, but with patience and more techniques they were able to really learn and apply all that knowledge. This led the students to have an open mind and improving the acquisition of future knowledge regarding more complex topics.

Finally, students at Academia de Idiomas CEDES Don Bosco were even more commitment to learn, as they improved their level of understanding after interacting with the

new implemented techniques and activities within the methodology. At the beginning, the students who did not participate at all, were the ones who ended up participating the most due to the confidence and trust the activities and the rest of the class showed while doing the activities as a group. This shows that with the correct approach, students who would seem a “basket case” for some, were able to show their potential, even when the activities were not interesting for them.

### **5.5 Recommendations**

First, it is important to establish rules in the class; although, classes are taught in a virtual environment and the students are not in a class. These rules include discussing topics such as appropriate attire, when to be on mute, raising the hand on the virtual platform whenever the student wants to talk, when to use the chat and how to do it, use of virtual backgrounds, no cellphones allowed, how to clap, and what to do when there’s internet connection issues.

Then, for the students it is highly recommended to carry out the activities that the teacher will assign as homework considered as out of class activities such as video explanation of the topic made by the teacher or search on the internet and take the necessary time to understand them and review them, since the out-class activities are the ones that explain the theory of the topics for the in- class activities. It is important to arrive to the class prepared with doubts and notes taken correctly on the topic, so the teacher can review them in a high level and start sooner the activities and exercises that would help the student to understand better the topic seen in the video homework.

In addition, a recommendation for the teacher is to create accessible content and material. This means, reducing barriers of comprehension, ensuring that all content shared and assigned is accessible to everyone, including those with disabilities.

For future students and researchers, it is necessary to create an agreement between companies and school with the aim of providing the necessary tools to the students of scarce resources.

As a recommendation of the flipped classroom activities the researcher will recommend this methodology in order to work another skill or subskill that the teacher wants to improve such as listening, pronunciation, spelling, or reading since the flipped classroom activities adapt for any skill or subskill if the teacher creates the activities in a wisely manner for the students to practice in an entertain and safe environment.

Finally, to make students' participation and classroom interaction increased during virtual classes, it is important to take in consideration activities that motivate the students. As children, they need to learn in a way they like and catches their attention, mainly due to the circumstances of a new world of virtual education.

## Annexes



**Student: Adriana Diaz Muñoz**

**This questionnaire was created for Academia de Idiomas CEDES Don Bosco teens 2 level students for the investigation Flipped Classroom Activities to Improve Oral Production During Virtual Classes of Students in Teens 2 Level At Academia de Idiomas CEDES Don Bosco During the First Quarter of 2022.**

**Objective: To evaluate how virtuality affects the students in their oral production skill.**

**The questionnaire will be applied in a virtual class to the students.**

**Cuestionario para estudiantes de Teens 2 de Academia de Idiomas de CEDES Don Bosco.**

### Oral Production Difficulties

**Responder las siguientes preguntas basándose en su producción oral en inglés y las dificultades o barreras que tiene con la misma.**

**1. ¿Te gusta hablar en inglés en público?**

**a. Si**

- b. No
2. **¿Cuáles de las siguientes razones considera usted es por qué no te gusta hablar en inglés?**
- a. **Timidez**
  - b. **Pronunciación**
  - c. **Vocabulario**
  - d. **Gramática**
  - e. **Otro: \_\_\_\_\_**
3. **¿Qué cree usted que necesite en clase para mejorar la forma de hablar en inglés?**
- 
4. **¿Tiene usted a alguien en casa con quien practicar el inglés? ¿Ya sea amigos, o familiares?**
- a. **Si**
  - b. **No**
5. **¿Cuál es el área que más se le dificulta al momento de hablar en inglés con una persona o en clase? (Se puede marcar más de una)**
- a. **Vocabulario**
  - b. **Creación de oraciones (orden)**
  - c. **Gramática**
  - d. **Pronunciación**
  - e. **Timidez**
6. **¿Qué actividades le gustaría desarrollar en clase que le ayudarían a mejorar a la hora de hablar inglés?**

## Pre- test Activity



**Program: Teens Level: 2 Teacher's name: Adriana Diaz**

**Topic: Countable & Uncountable nouns – Present Continuous**

**Topic:** Food.

**Unit (s): 6**

### Instructions:

1. In groups create a whole menu for one of the following activities:
  - Graduation Party
  - Birthday Party
  - Picnic
  - A night with your friends
2. The menu must include the following:
  - Entry
  - Main Dish
  - Dessert
  - Something extra you want to give to your guests.
3. Include the expressions a/an, some and any, divide the ingredients into countable and uncountable nouns.
4. Include vocabulary related to food, ingredients, vegetables, fruits, and products from animals.
5. Add sentences about the activities and the schedule of the dinner using present continuous.
6. Practice and present it to the class.

**\*\*Reading is not allowed\*\***

Time requirements: 2 minutes.

### Delivery Tips for Students:

1. Talk to your audience. Avoid turning your back to the audience.
2. Try to keep eye contact with your audience whenever possible.
3. Use presentation-software, such as PowerPoint®, for illustrating your talking points; do not read the text of the slides to your audience. Avoid including more than four notes in every slide and try to use few words.
4. Practice your presentation with your multimedia aids several times.
5. Pay attention to your body language, especially with respect to your legs, hands and eyes.

### Evaluation Rubric for pre-test activity

<b>Name:</b>	<b>Percentage (10%)</b>
<b>Date:</b>	<b>Grade (out of a 100)</b>
<b>Teacher:</b> Adriana Diaz Muñoz	<b>Level: Teens 2</b>

#### EVALUATION RUBRICS AND CRITERIA

#### COMMENTS

<b>A. Grammar</b>	<b>Grade</b>	
Speaks with complete, coherent and grammatically correct statements using the required structures according to the level.		
<b>B. Vocabulary</b>		
Uses appropriate vocabulary related to the topic.		
<b>C. Pronunciation</b>		
Sounds are pronounced clearly articulated according to the elements of standard English. Word stress is accurately placed.		
<b>D. Content</b>		
Information is presented in a clear, organize, and logical way and provides the information of the topics required and studied in class.		
<b>E. Communicative Skills</b>		
The student uses emphasis, pauses, and speaks at a rate that enables understanding. Appropriate eye contact, average time, and enthusiasm.		
<b>OBTAINED POINTS</b>		

<b>Scale</b>	<b>3-</b> Accomplished
	<b>2-</b> In progress
	<b>1-</b> Unaccomplished

## Flipped Classroom Activities

### First video homework assigned links:

Video 1: <https://www.youtube.com/watch?v=nKIOHbieDrQ>

Video 2: <https://www.youtube.com/watch?v=JTOQMysFNr4>

Video 3: [https://www.youtube.com/watch?v=Zy5b9vR\\_MCs](https://www.youtube.com/watch?v=Zy5b9vR_MCs)

### Second video homework assigned links:

Video 1: <https://www.youtube.com/watch?v=Z7nMDr80arQ>

Video 2: <https://www.youtube.com/watch?v=PUIQUOUzrnU>

Video 3: <https://www.youtube.com/watch?v=1AZ4FBx-wG0>

### In- class activities

#### Video from first activity: Guess the action

[Present Progressive Tense | ESL Game - YouTube](#)

#### Videos from second activity: Talk about the actions going on in the video.

[Will Smith - Prince Ali \(From "Aladdin"\) - YouTube](#)

[Shut Up And Dance Flash Mob Scene | The Kissing Booth 3 | Official Clip | Netflix - YouTube](#)

## Post-test Activity



<b>Program: Teens    Level: 2    Teacher's name: Adriana Diaz</b>	
<b>Oral Presentation</b>	
<b>Topic:</b> Food.	<b>Unit (s):</b> 6
<p><b>Instructions:</b></p> <ol style="list-style-type: none"> <li>7. Prepare a speech about your favorite dish. (Students cannot repeat dishes).</li> <li>8. Include the expressions a/an, some and any, and present continuous.</li> <li>9. Include vocabulary related to food, ingredients, vegetables, fruits, and products from animals.</li> <li>10. <b>You must do a digital presentation to show your information. In the presentation there must be the following:</b> <ul style="list-style-type: none"> <li>*Name of the Dish and a picture or drawing to illustrate.</li> <li>*Necessary ingredients for the selected dish.</li> <li>*Steps to prepare the selected dish.</li> </ul> </li> <li>11. Practice and present it to the class.</li> </ol> <p>**Reading is not allowed**</p> <p style="text-align: right;">Time requirements: 2 minutes.</p>	
<b>Delivery Tips for Students:</b>	<ol style="list-style-type: none"> <li>6. Talk to your audience. Avoid turning your back to the audience.</li> <li>7. Try to keep eye contact with your audience whenever possible.</li> <li>8. Use presentation-software, such as PowerPoint®, for illustrating your talking points; do not read the text of the slides to your audience. Avoid including more than four notes in every slide, and try to use few words.</li> <li>9. Practice your presentation with your multimedia aids several times.</li> <li>10. Pay attention to your body language, especially with respect to your legs, hands and eyes.</li> </ol>

### Evaluation Rubric for post-test activity

<b>Name:</b>		<b>Percentage (10%)</b>
<b>Date:</b>		<b>Grade (out of a 100)</b>
<b>Teacher:</b>	<b>Adriana Díaz Muñoz</b>	<b>Level: Teens 2</b>

#### EVALUATION RUBRICS AND CRITERIA

#### COMMENTS

<b>F. Grammar</b>	<b>Grade</b>	
Speaks with complete, coherent and grammatically correct statements using the required structures according to the level.		
<b>G. Vocabulary</b>		
Uses appropriate vocabulary related to the topic.		
<b>H. Pronunciation</b>		
Sounds are pronounced clearly articulated according to the elements of standard English. Word stress is accurately placed.		
<b>I. Content</b>		
Information is presented in a clear, organize, and logical way and provides the information of the topics required and studied in class.		
<b>J. Communicative Skills</b>		
The student uses emphasis, pauses, and speaks at a rate that enables understanding. Appropriate eye contact, average time, and enthusiasm.		
<b>OBTAINED POINTS</b>		

<b>Scale</b>	<b>3-</b> Accomplished
	<b>2-</b> In progress
	<b>1-</b> Unaccomplished

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