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Flipping the English Class Content to Promote Oral Skills in the Classroom

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Abstract

This research study was carried out to determine how implementation of the In-Class Flip approach on student's oral interaction within an eighth-grade classroom at Lola González public school in Medellín. The study was developed with 37 students enrolled in the 802 course. Data collection involved four instruments: teacher journals, a student survey, an observation format, and an interview with the cooperating teacher. This research focused on investigating the effect of the In-Class Flip approach on student interactions, engagement, learning experiences and perceptions. The teacher-researcher's concerns about traditional homework assignments and the need to enhance oral interaction skills were addressed. The findings revealed the benefits of the In-Class Flip approach in enhancing students' oral abilities, fostering interactive and collaborative classroom settings, and empowering students to participate actively in their language learning process.

Key Words: Oral interaction, In-Class Flip, Homework.

Título en Español: Invirtiendo el Contenido de la Clase de Inglés para Fomentar las Habilidades Orales en el Aula.

Degree Requirement

This action research study was developed during my teaching practicum in 2023 as a requirement for the Bachelor of Education in Teaching Foreign Languages (English-French) at the Escuela de Idiomas, Universidad de Antioquia, in Medellin, Colombia.

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Preface

When I started the first practicum semester, I saw an opportunity to reconnect with Lola González High School, where I graduated 13 years ago. Because of this institution, I came to Medellín to play basketball, and now I call this city home. With the hope of giving back to the institution that received me and made me feel like I was part of something important, I applied for the practicum there and could not help but feel that I was retracing some steps.

After that, I met my Cooperating Teacher (CT), and this project's idea became tangible. The same person who had once seen my potential in the English language during my high school years, Sandra María Vergara Calderón, was now my mentor. At that time, Sandra encouraged me to continue my English studies, and I did. With the help and the trust she granted me, I started to observe the 802 group; the issue of traditional homework assignments appeared, and I felt the need to address it. This issue was the reason why I felt compelled to try something different and my choice was Flipped Classroom, precisely the In-Class Flip approach.

This preface is the beginning of a journey that explores my first teaching experience and my efforts to implement an innovative language approach to improve the students' learning process and their perspectives toward the beautiful world of English language.

Context Description

Lola Gonzalez is a public school located in Medellin's Santa Lucia neighborhood. It has been operating for 60 years, offering preschool, elementary, high school, and technical studies emphasizing on commerce, graphic design, software design, and sports. Its mission is to make students recognize and value their individual and collective potential. The institution strives to be recognized for excellence in human development, science, research, culture, and sports (Institution Educativa Lola González, n.d).

The campus has two levels, comprising 22 classrooms, two computer rooms, two laboratories, administrative offices, a sports room, a cafeteria, a school restaurant, an internal courtyard, and a coliseum. The English classroom is equipped with a projector, computer, speakers, internet connection, whiteboard, and the teacher's desk. Highschoolers devote three hours per week to English classes.

As for the 802 group, where this study was carried out, there are 37 middle-class students aged 12 to 15 years old. Their interests are sports, music, series, technology, and social networks. Despite not having particular interest in the target language, they usually behave in class, staying in their places and attending when the teacher in charge calls for attention.

The cooperating teacher graduated from this same program at the University of Antioquia in 1991 and has been teaching English at Lola González since 2003. Her methodology is grammar-oriented, focusing on sentence structures and grammatical rules. As for homework, it typically involves summarizing YouTube videos on grammar topics, completing workshops or creating bibliographical cards with English verbs and their translations.

Statement of the Problem

Homework is a primary issue in the educational process. For decades, it has been discussed the time and effort invested by school actors and its effectiveness in terms of the impact on learning and the achievement of educational goals. Through observations conducted for two months with a cohort of eighth graders at the Lola Gonzalez School, in the English class, I ascertained a significant reluctance level among students toward completing homework assigned by the Cooperating Teacher in charge (CT). As a result, a great part of the foreign language class is spent reviewing the same topics, thus leaving minimal room to work on communicative tasks that can foster interaction in the target language, which is a crucial part of the English course goals. This presents a major concern given that only three hours per week are devoted to the English class at the school, and during the observations, interactions, in English, among students have been minimal.

Assigning homework can present challenges like the amount of work given, its relevance to learners' needs and interests, and the learners' attitude towards it. I confirmed this in an informal conversation with four random students after a class session who mentioned that assignments could have been more interesting, shorter, and more varied.

Similarly, during a talk with the CT, she restated the student's unwillingness to develop homework. The teacher holds the belief that they are reluctant to perform these tasks since the Covid-19 pandemic. One of the main reasons that she found is the widespread adoption of computers and electronic devices, which led to students feeling unmotivated to address traditional assignments requiring research, writing summaries, workshops, and other at-home activities.

Although homework has its downsides, it continues to be a prevalent practice in the second language (L2) classroom. Cooper (2007) defined homework as "tasks assigned to students by teachers to be completed during non-school hours" (p. 26), and for many educators, it remains an essential resource, as it complements classroom activities and can be used in several ways. For this reason, I believe that it is important to address the topic of homework in the 802 course and, at the same time, open more room to focus on the development of students' oral skills, and its application in real-world communication, key aspects in learning any language and that has been neglected in this group's learning process.

Theoretical Background

This research is based on the interest in improving the difficulty that students in grade 802 face with English homework assignments and to furnish spaces for oral interaction in the foreign language class. This theoretical framework aims at discussing the following concepts to better understand the project: Homework in language learning, Flipped Classroom and In-Class Flip, Oral Skills and Interaction.

Homework in Language Learning

Homework is an educational practice that has been a matter of importance in academia for decades. Despite the debate surrounding its merits and drawbacks, it continues to be a predominant pedagogical procedure. Cooper et al. (2006) asserted that homework reinforces learning, promotes student responsibility and autonomy, and provides opportunities to practice and develop skills. Doing schoolwork at home can positively affect students besides improving their performance and learning, as well as promoting the development of attitudes and skills like responsibility and self-regulation (Ramdass & Zimmerman, 2011). However, despite these

potential benefits, there are specific concerns within the context of the 802 course at Lola Gonzalez school requiring an examination of the possible shortcomings of assigning homework.

Wallinger (2000) identified some difficulties associated with homework assignments as an extension of class work, namely, teacher's lack of control over development of activities, the assessment of these tasks and especially, the completion of them, since in many cases, they are not carried out. This last factor is related to the problem observed in the cohort of students belonging to the 802 group. Despite the CT's efforts, there is resistance among students to complete the homework assigned. This situation has become an obstacle to achieving the educational goals of the English course, as it leaves limited time to work on communicative tasks and oral skills, which are vital components of language learning.

Similarly, in a meta-analysis on more than 120 studies on homework, Cooper (2006) remarked on negative factors, such as physical and emotional fatigue, loss of free time, lack of understanding of instructions, and repetition of errors hindering learning. Barnes & Gonzalez (2015) add other withdraws like limited access to the material and resources, lack of devices, reliable internet connection, spaces and support at home and lack of student commitment to homework as observed in this context. Besides that, home is an environment in which teachers have no influence, prompting the exploration of alternative approaches that maximize in-class time efficiency while actively engaging students in their learning, all within a teacher-supervised scenario like the classroom.

Although homework can promote attitudes and skills relevant to the learning process, in this context, its effectiveness is compromised due to some issues such as: only 50% of the class completing assignments, the need to review homework during class, diverting valuable time from communicative activities that favor oral interaction, and the notable disinterest of some

students in traditional homework types. Given this challenges, it would be beneficial to try alternative approaches such as the Flipped Classroom and its variant, the In-Class Flip approach.

The Flipped Classroom Approach

The Flipped Classroom is a teaching approach developed by Jonathan Bergman & Aaron Sams in 2007 and has since become widespread. This approach reverses the traditional role of the teaching and learning process, allowing students to access learning materials outside of the classroom (usually through video or online resources) and spend class time engaging in interactive activities, collaborative work, debates, and problem-solving (Bergmann & Sams, 2012). In sum, in the Flipped Classroom concept, students learn basic instructions and theoretical explanations as homework with the purpose of maximizing class time and investing it in practical and collaborative activities.

Another notion of the Flipped Classroom was suggested by Bishop & Verleger (2013); they defined it as a pedagogical approach consisting of two parts: the individual part and the group part. The individual part takes place outside the classroom and is mediated by technology, they define it as "direct computer-based individual instruction" (p.6) and the group part that takes place inside the classroom is defined as "interactive group learning activities" (p.6). Bishop and Verleger's definition highlighted the Flipped Classroom's commitment to enhancing the quality of in-class interactions and deepening the learning experience through collaborative activities by distinguishing between individual and group components. Nevertheless, this definition is certainly more rigid than others in terms of resources, as it implies that the instructional part must be computer-mediated, while other definitions may be more flexible on the issue of how the flipped content is delivered, which is essential to consider when implementing this approach, depending on the school context.

However, Bergmann & Sams (2012) remarked that there is no unique way to flip the classroom. Teachers can adapt this approach according to the needs and characteristics of their students and context. Some prefer pre-recorded videos as their primary resource, while others combine it with text, online resources, etc. Also, the time invested in classroom meetings can vary depending on the course goals and content. It is worth noting that in its traditional form, the success of Flipped Classroom heavily relies on the students' commitment to homework, and as I mentioned earlier, in this 8th grade classroom, several students struggle with that part. This situation led me to consider a variation of the Flipped Classroom. There are several models like The Flipped Teacher, Micro-Flipped Classroom, Virtual-Flipped Classroom, etc. The variation I chose is the In-Class Flip.

In-Class Flip Approach

The term In-Class Flip was introduced by Colombian author Jennifer González in 2014 (Ramírez & Rodríguez, 2018), and as the name suggests, this variant focuses on implementing the flipped part of learning inside the classroom rather than assigning it as homework. Instead of having access to instructional material at home, students can have the input and practical part in the school environment in the form of stations (Ramírez & Rodríguez, 2022). This definition presents several key advantages that make it a compelling approach for this context. First, it eliminates the need for traditional homework and for devoting valuable class time to reviewing it, by shifting the whole learning process inside the classroom. Also, In-Class Flip addresses the issue of students' interest in more varied and engaging activities by making the learning experience more interactive. Instead of passive work like the one the students in this context have been assigned, by watching YouTube videos and summarizing them, students can actively

move through stations tailored to their interests and needs, which could promote enthusiasm towards the English Class.

Ramirez & Buitrago (2022) proposed two different ways of doing the In-Class Flip: Station Work and Non-Station, also known as In-Situ Work. In station work, students move around the different bases arranged in the classroom, this variation offers four different configurations or settings. 1. Sequenced, students follow a structured path, starting at station one, then moving to the next station. 2. Mixed, this configuration allows students to choose where to start and proceed at their own rhythm. 3. Looped, students can begin at any station they choose but must complete the full circuit, and 4. Half & Half, ideal for smaller groups. This setup divides the class into two halves. One half interacts directly with the teacher, while the other focuses on the flipped content. After a set time, they switch stations. On the other hand, the Non-Station version, proposes self-paced lessons where students can engage with the content which is presented in multiple formats, and they can work individually (solo), in pairs (duo) or in groups (group) depending on the student's needs and the lesson's goals.

Both versions have distinct strengths. Station Work provides structured options suitable for physical classrooms, fostering dynamic movement and engagement. The Non-Station variation offers flexibility in pacing and group configurations, and adapts to diverse learning environments, including virtual ones. The choice would depend on considering unique needs of students and the specific context such as class size, learning objectives, and available resources.

Notably, Ramirez & Buitrago's approach (2022), unlike Barnes & Gonzalez's (2015) emphasizes that a successful In-Class Flip doesn't require the use of technology. This focus on flexible teaching tools distinguishes their proposal and offers educators new ways to effectively implement In-Class Flip strategies in this context.

Overall, the In-Class Flip approach with various stations presents an appealing option to boost student engagement and language learning effectiveness. A research review on eight studies about Flipped Classroom and speaking skills development, confirmed that this approach offers a meaningful, collaborative, and active learning setting that enables students to interact and communicate in English through engaging activities (Sönmez, 2020). Therefore, by providing diverse activities and opportunities for active participation, this approach could maximize classroom interaction time, promote meaningful practice, and help students develop language skills that have not been the learning focus in this 8th-grade classroom, such as oral skills and student interaction.

Oral Skills Development in the EFL Classroom

Expressing orally in an effective way is a fundamental skill in foreign language learning, yet this ability poses a great challenge for beginners. Nunan (1991) stated that speaking proficiently is considered the most fundamental aspect by most foreign language learners; likewise, success in speaking a language is determined by the ability to maintain fluent and effective conversations in that target language. In the same line, Richards (2009) argued that many second or foreign language learners prioritize improving their spoken English skills. They often measure their language learning success and evaluate the effectiveness of their English course based on how much they feel they have improved their oral proficiency. However, in the 802 group, students often have difficulties expressing themselves in English. Most students tend to avoid active participation when it involves speaking, which is hindering their learning process and affecting their attitude towards the language. Moreover, the current emphasis on traditional homework assignments has diverted valuable classroom time away from developing these crucial oral communication skills.

Oral skills are still a paramount issue in the field of language learning and teaching, and as discussed before, the oral component has received less attention in group 802 compared to the writing and reading components. This imbalance, along with the considerable time invested reviewing incomplete homework, poses a critical issue that should be addressed. Equally, the communicative aspect of the language, especially oral abilities, and its application in real-life exchanges are important resources for students (Rivers, 1987). These aspects are perfectly aligned with my vision of the true purpose of learning a foreign language.

Oral Interaction

Oral interaction involves two or more individuals engaging in spoken communication to construct meaningful discourse. It comprises a range of functions, from everyday conversations to discussions, collaborations, and various forms of dialogue (Common European Framework Reference -CEFR-, 2020). This interactive process is fundamental in both real-world communication and educational contexts. Brown (2001) emphasized the importance of oral interaction in communication, as it encompasses the exchange of messages, interpretation within a specific context, and collaborative efforts to achieve shared purposes or meanings.

Furthermore, it involves individuals sharing their thoughts, emotions, or ideas, leading to a significant mutual influence. In the pursuit of enhancing language learning for grade 802 students and considering the particular challenges of the context as the low homework completion rates, consumption of valuable class time for homework review, and student disinterest in conventional homework, it is crucial to acknowledge that oral interaction is not merely an element of language development.

Research Question

How can the implementation of the In-Class Flip approach promote the development of students' oral interaction in the 802 course at Lola Gonzales School?

Objectives

General Objective

To determine how the implementation of the In-Class Flip approach promotes the development of students' oral interaction in the 802 course at Lola Gonzales School.

Specific Objectives

1. To monitor students' oral interactions throughout the different activities implemented under the In-Class Flip approach.
2. To analyze students' perceptions and experiences regarding the In-Class Flip approach and the focus on oral interaction.
3. To establish which aspects, favor or hinder the development of students' oral interaction during the implementation of In-Class Flip scenarios.

Action Plan

This study aims at determining how implementing the In-Class Flip approach can promote the development of oral interaction among students in the 802 course at Lola Gonzales School. This action plan outlines a roadmap consisting of three stages presented in Table 1.

In the initial stage, I will introduce the teaching approach and delve into students' interests and preferences to select suitable class topics through a needs analysis. In the second stage, the In-Class Flip approach will be executed across two cycles. I will be implementing

Non-Station work for the first cycle and Station Work for the second cycle, following the proposal of Ramirez and Buitrago (2022). Each cycle will take at least two weeks. Class sessions within these cycles will be observed, serving to gather essential data focused on monitoring oral interaction among students and establishing which aspects favor or hinder this process.

Additionally, the activities that could foster the development of oral interaction will be created or adapted, and implemented. Lastly, I will conduct a survey to gain insights about student's experiences and perception towards the In-Class Flip approach. Finally, the third stage will be centered on the analysis of the data collected.

Table 1

Stages, Activities, Time frames, and Participants in this Research Study

Activities	Time frame	Participants
<p style="text-align: center;">Stage 1: Initiation</p> <ul style="list-style-type: none"> ● Designing the consent form for parents. ● Designing the survey on students' likes and interests and carrying it out. ● Selecting, adapting, or designing the activities according to the syllabus and student's interests/needs. 	From August 1 st to August 22 nd	Eighth graders Student-teacher Parents CT
<p style="text-align: center;">Stage 2: In-Class Flip Cycles</p> <ul style="list-style-type: none"> ● Implementing the 2 cycles of in-class flip approach. ● Implementing the activities created/adapted. ● Observing class sessions. 	From first September to last week of October	Eighth graders CT Student-Teacher
<p style="text-align: center;">Stage 3: Data Analysis</p> <ul style="list-style-type: none"> ● Administering student survey. ● Analyzing data instruments results. 	Last week of October and first week of November	Eighth graders Student-Teacher

Development of Actions

The development of the actions for this study took nine weeks, of which four were devoted to the implementation of the two cycles of In-Class Flip and the rest to the design of the informed consent, the data collection instruments: teacher journal(see appendix A), observation format (see Appendix B), student survey (see Appendix C), CT interview (see Appendix D) and the respective administration and analysis of the information obtained from them.

During the first week of August, the informed consent form was distributed. All the 37 students and their parents gave their authorization to participate in this research. The start of the first cycle, scheduled to begin immediately upon receipt of the consents, was delayed until September 5 due to a special request from the cooperating teacher (CT). However, once the first cycle began, it was carried out according to the original plan, with a duration of two weeks.

In this initial stage, the Non-Station work modality was implemented. Students were provided with two readings. They had the flexibility to choose the order in which they wanted to begin and to complete them according to their own pace and work process. These activities were carried out in pairs This was done with the purpose of encouraging the use of English in the classroom and promoting oral interaction among students.

For the second cycle, the "Station Work" modality was implemented. At this stage, six different stations were established: practice, game, individual work, pair work, and the feedback/support stations. At the beginning of the class, students were provided with a detailed explanation of the flipped content and the rotation process. Students were then organized into groups of six or seven, and each group started at a different station. Rotations were carried out every 20 minutes.

This phase of the project was carried out during the last week of September. There was a three-week gap without classes, requiring the last week of the cycle to be scheduled for October 17. Despite these inconveniences, the cycle was completed by adjusting the dates from the initial action plan.

In each session of the cycle, I constantly monitored the interaction of the students through the observation format which were filled out with information collected with the assistance of monitors, placed in each group and my own direct observation. Additionally, at the conclusion of each session, I wrote the details and relevant aspects of the class in my personal teacher journal which was also adapted from an existing journal template (unknown author). Based on the data gathered, I created the students' survey and the teacher's interview. I followed Bell's (2005) suggestions to ensure their appropriateness in terms of content, questions, and appearance. Both instruments were piloted before being administered with close relatives and two university classmates. Finally, I chose these last tools to validate and contrast the information already obtained in the first two instruments. The CT's responses to the interview were relevant to add robustness to the study and a different perspective to the data interpretation.

Data Analysis

In this Action Research study, 37 eighth graders from Lola Gonzalez Educational Institution participated. All the data was derived from four sources: an observation format, a teacher's personal journal, a student survey, and an interview with the CT. This study is mainly qualitative; however, I also did some quantitative analysis as I collected both types of information from my sources. I followed the process suggested by Altrichter et al. (2005), which comprises a four-stage process: reading, selecting, organizing, and presenting the information, to then, analyzing and drawing conclusions. This process was first applied to the teacher's journal

and the observations format since they were complete by the end of the teaching actions. Then, it was conducted with the rest of the tools.

After receiving the results from the 802 student's survey, I read all the responses to gain a deeper understanding of them and identify possible relevant pieces of information regarding my research question and specific objectives. Then, I organized the information into summary sheets to facilitate the analysis as suggested by Bell (2005). I coded students by number and then, I color-coded the different extracts of data to make distinctions in it and find patterns, thus allowing categories to emerge. Afterwards, I transcribed the audio responses from the interview and repeated the process of data analysis.

Finally, I contrasted the four sources of information to triangulate the data and cross-validate the findings to ensure the quality and validity of the research. It is worth noting that before starting the analysis, I already had some categories in mind such as Student's Oral Interaction, Student's Interests and Participation, Collaborative Work Strategies, but other categories emerged along the process of data analysis: Rotations, the Variety of Activities and the Focus on Oral Skills, which allowed an inductive and deductive process (Creswell, 2014).

Findings and Interpretations

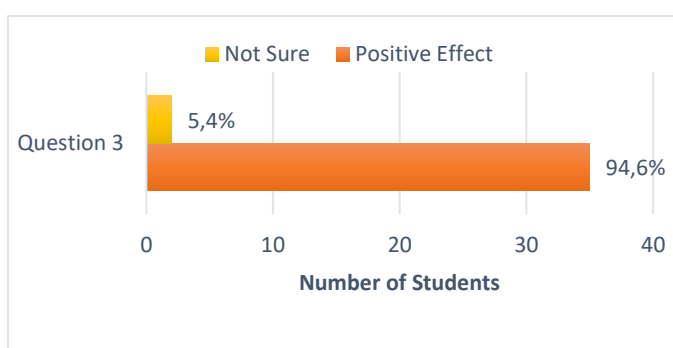
Once the analysis process was completed, the next phase consisted of interpreting the data. Here are the findings presented in three main categories: In-Class Flip Method and Student's Oral Interaction Development, Student's Perceptions Towards In-Class Flip Method, and Aspects that favor or hinder the development of students' oral interaction.

In-Class Flip Method and Students' Oral Interaction Development

The analysis of the students' survey revealed a consensus among participants (S) confirming a positive effect of the method on the development of their oral interaction. 94.6% of them (35S) stated that the activities implemented in the In-Class Flip method have had a positive effect on their oral interaction in English classes as shown in Figure 1. Additionally, in question one, when students were asked to explain why this process was positive, 56,6% (21S) expressed that they have experienced significant improvements in key aspects such as pronunciation and confidence when speaking in English, for instance: S10: *hay más interacción y se habla más el inglés durante la clase*, S14: *he mejorado mi vocabulario y he interactuado más con mis compañeros.*, S15: *me han ayudado a soltarme un poco más y a hablar más en inglés con las actividades interactivas y aprendí mucha pronunciación.*

Figure 1

Effect of In-Class Flip on Student's Oral Interaction



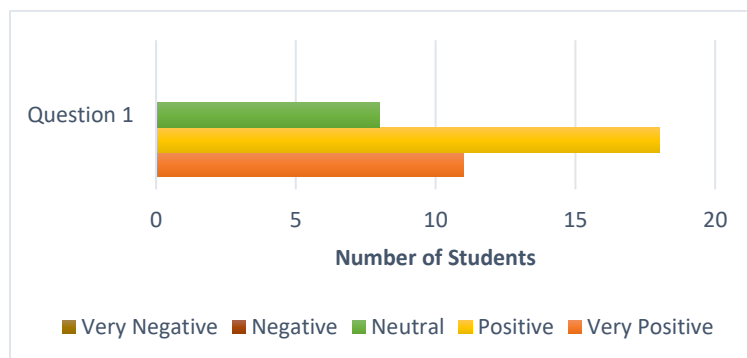
These answers suggest that the method has been effective in promoting not only oral interaction among students but improving other oral aspects like pronunciation, use of vocabulary, and other benefits such as increased confidence when using the language, as some of them confirmed: S23: *Sí porque ayuda a que seamos más abiertos y seguros a participar en*

clase. S25: Sí ya que vamos agarrando confianza y mejoramos oralmente al practicar con nuestros compañeros. S37: Sí, ya que me he quitado el miedo a hablar en inglés en frente de varias personas.

These results were triangulated with my own observation, as one of my journal entries states: *Students who usually do not participate in class activities or who have low performance, were interested in asking questions, asking for clarification, and developing all the activities in collaboration with the assigned partner.* (Teacher's Journal, September 8, 2023). Furthermore, this data can be supported by similar findings in a previous study that concluded that Flipped Learning creates collaborative learning environments that provide spaces for meaningful interactions, ultimately improving the learners' oral skills (Sönmez, 2020). Evidence from the survey responses, personal observations, and previous research consistently converges on the effectiveness of the In-Class flip approach in promoting active student participation and improving oral communication skills.

Students' Perceptions and Experiences Regarding In-Class Flip and Oral Interaction

The results of the student survey revealed a mostly positive student perception towards the In-Class Flip approach. As shown in Figure 3, 78.4% (29S) of the students responded that they had had a positive or very positive experience with this approach, with 29.7% (11S) of them very positive and 48.6% (18) positive. In the rationale as to why their experience was such, students highlighted aspects including improvement in their understanding and learning, fun and entertainment provided by the activities, and appreciation of the variety and creativity of the approach as depicted in Table 2. On the other hand, 21.6% (8S) of the group reported having had a neutral experience, while no student reported a negative or very negative experience.

Figure 3*Student's General Experience with In-Class Flip Method***Table 2***Most Significant Aspects Highlighted by Students in the In-Class Flip Approach*

Aspect	Improvement in Learning and Understanding	Fun and Entertainment	Variety and Creativity in Activities	Non-Applicable
Students	27%	24,3%	27%	21,6%

This information is in line with an entry in the teacher's journal, in which I observed positive attitudes of the students towards the class:

The first session of the first cycle of In-class Flip in grade 802 went very well (..) all students were working on what they were supposed to do. Everyone seemed interested and focused.(..) everyone was excited to finish one activity and move on to the next one, almost as if it were a race. (Teacher's Journal, September 8, 2023)

Furthermore, in the final survey, students described the classroom environment as "active", "fun", "interactive" and "collaborative", highlighting the relevance of these aspects that are vital in the implementation of the approach. They were also asked about the preference

between traditional and In-Class Flip approaches. 86.5% (32S) expressed favoritism for In-Class Flip. Overall, these results not only indicate student acceptance of the In-Class Flip approach, but also suggest a significant appreciation of the activities, the environment and the learning dynamics offered by this approach.

Aspects that Favored or Hindered the Development of Students' Oral Interaction

The aspects that promoted and hindered the development of students' oral interaction in the classroom using the In-Class Flip approach are critical to understanding its effectiveness. After analyzing all the data, these emerging subcategories were the most highlighted.

Rotations

Rotations was one of the most persistent aspects that seemed to favor the development of student's oral interaction. In response to question 13 of the survey: *What do you think of the rotations?* 32 students said they liked the rotations; this represents an 86.5% approval rate among the class. Likewise, the CT expressed in the interview that rotations and group distribution of students are beneficial as they promote interaction among students and healthy competition: "Las rotaciones y la distribución del grupo en equipos o en mesas de trabajo, pues favorece la interacción oral entre ellos y la sana competencia porque ellos se esfuerzan para poder pasar a la otra base". This finding indicates that rotations, which is a paramount characteristic in the In-class Flip, were not only well received, but played a key role in promoting interaction as it provided an environment conducive to collaborative work, which lead to an increased oral interaction. The widespread approval of the students and the additional benefits identified, such as healthy competition and motivation, highlight the rotations as a valuable pedagogical strategy.

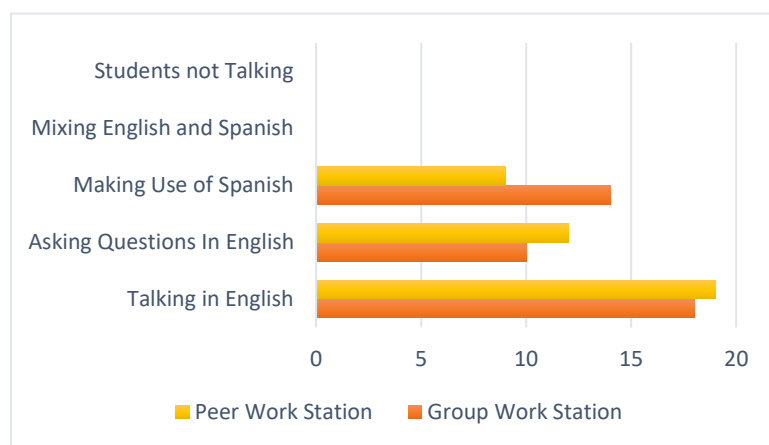
Although the research findings yielded mostly positive aspects, it is important mentioning some issues encountered. In response to the question: *What difficulties have you encountered in adapting to the In-Class Flip method?* 13,5 % (5S) mentioned issues related to the rotations. These included a sense of disorder in the classroom, confusion about the stations assigned, and in one case, lack of attention to the instructions given. Taken together, these difficulties mentioned by a few students point to specific areas that may require adjustments in the implementation. Addressing these problems is essential to ensure that the approach is effective and that all students can fully benefit from the In-Class Flip approach. Feedback on the difficulties also provides opportunities for improvement in future applications of activities that involve rotations or a different class configuration than the traditional one.

Varied activities with focus on oral skills

Another aspect remarked after analyzing the data was the use of varied activities, specifically those that implied the oral component. In response to question 2: *What aspects of the In-Class Flip approach do you find most important in your learning experience?* The most voted option was varied activities in class, with 33 responses, which translates into 89.2% of the students. This together with question 9, in which the students responded to what activity they found most attractive or useful to develop their oral skills, 59,5% (22S) responded with specific activities such as the interview in pairs or the roulette where they were asked to answer a question in English. This data confirms the results from the classroom observation format (see Figure 3) where it is evidenced that the stations where students spoke English the most were the group station and the peer station, where the roulette activity and the interview had taken place respectively.

Figure 3

Student's use of English According to the Station Type



This indicates that students value a dynamic classroom environment that emphasizes oral interaction and differs from traditional teaching approaches. The specific mention of the interviews and the roulette as preferred activities underscores the importance of interactive and communicative exercises for the students. The data from the observation format denotes that these activities contribute significantly to students' interaction and use of the target language. In sum, the incorporation of varied and interactive activities, particularly those that emphasize oral communication, seem to be a good option to enhance the learning experience and boost the development of oral skills in the classroom.

Conclusions and Suggestions

This project has achieved its main goal of determining how the implementation of the In-Class Flip approach promoted the development of students' oral interaction in the 802 course at Lola Gonzales School. The research results successfully demonstrate that the In-Class Flip method has contributed to the development of students' oral interaction in English classes. Noticeable improvements in pronunciation, vocabulary and confidence were found, indicating a

holistic enhancement of students' oral skills resulting from the interaction between them. The positive reception by the students is also consistent with the increased engagement and participation observed. It was also possible to identify some key aspects that contribute to the success of the approach, such as the rotations, the varied activities, and the dynamic and collaborative classroom environment. Likewise, some limitations were also observed by some students in terms of organization, clarity of instructions and time constraints.

In the context of language teaching and learning, this study suggests that the application of the In-Class Flip method can lead to a more engaging and participatory classroom culture. Advantages include improved oral skills, interaction among students, increased confidence, and a favorable perception of the learning environment by students. Educators can leverage these results to reconsider and adapt their teaching strategies. For those educators in similar contexts, I suggest a thoughtful implementation of rotations, addressing the specific challenges encountered by some students. Clear Instructions, interruptions, necessary time, and personalized and engaging content are paramount considerations. In addition, the success of varied activities, particularly the ones that emphasize oral communication, also underscores the importance of incorporating diverse and interactive exercises to maintain students engaged and interested.

Now, in terms of projection and possible future implementations, the ongoing development and exploration of teachers in this field is essential. This will ensure that teachers have the knowledge to incorporate different, innovative, and sometimes necessary approaches into their teaching practice. Also, it would help educators to address the new challenges of teaching at a time when it is increasingly difficult to capture and maintain students' interest. This leads me to wonder what additional activities, according to the students' preferences, could be incorporated to improve the In-Class Flip method?

In sum, the results not only validate the success of the research study in achieving the goals, but also provide valuable information for educators and learners in similar contexts, offering a basis for future action and exploration in the field of language teaching.

Reflection

My practicum experience was much more than I could have asked for. It contributed to my professional development and also to my personal and emotional growth. It was the point between theory and practice where I was able to apply many of the things I learned during these six years and see my teaching practice expand and improve in a great way. On the personal side it was also a great opportunity to improve my confidence and believe in my abilities. Building relationships with students and having the opportunity to help them in their learning process is an invaluable experience that I will treasure forever. On the other hand, assuming the challenges that come with teaching in a large group, in a new role for me, was very daunting, but it taught me to adjust my expectations, to connect with my creativity and to recognize the importance of adaptability under any circumstance.

This process of teacher investigator has played a crucial role in the gestation of my career as an educator. It made me realize that being a teacher is much more than transmitting a specific knowledge, it is also about questioning your beliefs, assumptions, the practice itself and delving into issues that both students and teachers face every day.

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Appendix A

TEACHER JOURNAL

DATE:
CYCLE:

TOPIC:

THOUGHTS & REFLECTIONS

THREE GREAT THINGS THAT HAPPENED TODAY:

ASPECTS TO IMPROVE:

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PENDING STUFF / TO

NOTES / REM

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Note: Adapted from Canva

Appendix B

Student's Oral Interaction Observation Form

Student Teacher: _____ Grade: _____

Date of Observation: _____ Class Time: _____

Observer: _____

Group Work Station	Number of Students	Comment(s)
Students talking in English		
Students asking questions in English		
Students making use of Spanish		
Students mixing English & Spanish		
Students not talking		
Peer Work Station	Number of Students	Comment(s)
Students talking in English		
Students asking questions in English		
Students making use of Spanish		
Students mixing English & Spanish		
Students not talking		
Teacher / Feedback Station	Number of Students	Comment(s)
Students talking in English		
Students asking questions in English		
Students making use of Spanish		
Students mixing English & Spanish		
Students not talking		
Independent Station	Number of Students	Comment(s)
Students talking in English		
Students asking questions in English		
Students making use of Spanish		
Students mixing English & Spanish		
Students not talking		
Additional Comments		

Note: Adapted from Studylib.net

Appendix C

Encuesta a los estudiantes: In-Class Flip and Oral Interaction

Gracias por participar en esta encuesta. Tus comentarios son muy valiosos para ayudarme a entender las experiencias que tuviste con el método In-Class Flip y su impacto en la interacción oral en la clase de inglés. Por favor, responde con completa honestidad las siguientes preguntas, las respuestas son anónimas y solo se usarán para efectos de mi estudio.

1. ¿Cómo describirías tu experiencia general con el método In-Class Flip? (Marque una sola opción)
 - Muy positiva
 - Positiva
 - Neutral
 - Negativa
 - Muy negativo

¿Por qué?
2. ¿Qué aspectos del enfoque "In-Class Flip" te parecen más importantes en tu experiencia de aprendizaje? (Seleccione todos los que apliquen)
 - Actividades variadas en clase
 - Oportunidades de aprendizaje colaborativo
 - La posibilidad de hacer preguntas durante la clase
 - Discusiones interesantes en clase
 - Oportunidades para realizar actividades prácticas

Otros (especifique):
3. ¿Consideras que las actividades desarrolladas en In-Class Flip han tenido un impacto positivo en tu interacción oral en la clase de inglés? Explica por qué sí o por qué no.
4. ¿Qué ha sido lo más significativo del enfoque In-Class Flip en tu experiencia de aprendizaje de inglés?
5. ¿Qué dificultades, en tu caso, has encontrado al adaptarte al método In-Class Flip?
6. Califica tu nivel de comodidad a la hora de hablar en inglés con tus compañeros o profesor durante las clases de In-Class Flip (Marque una sola opción)
 - Muy cómodo: Me siento confiado y a gusto
 - Cómodo: En general me siento cómodo, pero a veces un poco nervioso
 - Neutral: Mi nivel de comodidad varía en función de la situación
 - Incómodo: A menudo me siento nervioso o dudo al hablar
 - Muy incómodo/a: Me siento muy incómodo y raramente participo
7. ¿Con qué frecuencia participas activamente en interacciones orales (por ejemplo: preguntas y respuestas, actividades de grupo, juegos de rol, juegos de mesa) durante los ciclos de In-Class Flip? (Marque una sola opción)
 - Siempre: Participo activamente en todas las oportunidades
 - A menudo: Participo con frecuencia

See the whole students' survey here:

https://docs.google.com/document/d/1R4Pb5Zkv_Er5nhedh-

[dthFJDQvzCp1PI/edit?usp=sharing&ouid=105899213056752564177&rtpof=true](https://docs.google.com/document/d/1R4Pb5Zkv_Er5nhedh-dthFJDQvzCp1PI/edit?usp=sharing&ouid=105899213056752564177&rtpof=true)

[dthFJDQvzCp1PI/edit?usp=sharing&ouid=105899213056752564177&rtpof=true](https://docs.google.com/document/d/1R4Pb5Zkv_Er5nhedh-dthFJDQvzCp1PI/edit?usp=sharing&ouid=105899213056752564177&rtpof=true)

Appendix D

CT Interview

1. ¿Cree que hubo cambios en los estudiantes durante el desarrollo de las actividades basadas en In-Class Flip? ¿Cuáles?
2. ¿Considera que con la implementación del enfoque In-Class Flip, la interacción oral ha aumentado en el grupo 802? Sí/No ¿Por qué?
3. ¿Qué opina de la interacción estudiante- profesor durante la implementación del proyecto?
4. ¿Qué opina de la relación estudiante – estudiante durante la implementación del proyecto?
5. ¿Qué le parecen rotaciones, la distribución del grupo?
6. ¿Qué piensa de las diferentes formas de acceder al contenido?
7. ¿Cuál es su opinión respecto al el rol del docente en este enfoque?
8. ¿Cree que se podrían seguir incorporando actividades de este tipo en este grupo o en otros? ¿Por qué?
9. ¿Qué cambios implementaría o ajustaría en futuras actividades/proyectos de este tipo?