

***THE EFFECTS OF FLIPPING THE GRAMMAR STRUCTURES AND
VOCABULARY ON STUDENTS' ORAL PERFORMANCE IN AN A1 ENGLISH
CLASS OF THE JUAN XXIII SCHOOL***

MASTER'S REPORT

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Abstract

This action research study examined the effects that flipped the grammar and vocabulary had in A1 ninth graders' oral performance of a public school of Santiago de Cali. Data obtained from different instruments were analyzed through thematic analysis method. The results indicated that the implementation of the Flipped Learning approach developed had a positive impact on the participants' confidence and oral skill. The use of this approach engaged students to take control over their learning increased their level of autonomy and collaborative work to help struggling students.

Key words: oral competence, Flipped Learning Approach, Autonomy, confidence

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Introduction

During the last twelve years, the Ministry of National Education (MEN) through different strategic plans such as The National Bilingualism Program, The Program for Strengthening the Development of Foreign Language Competencies (PFDCLE), and Colombia Very Well have had as their main objective achieve citizens capable of communicating in English, in such a way that they can insert the country in the processes of universal communication, in the global economy and the cultural openness, with internationally comparable standards (MEN, 2015,p.6). According to Ramirez (2015), these plans have taken into account previous experiences (positive and negative), in order to implement new strategic activities to fulfill one part of the main objective: that all middle school students reach a B1 level according to the basic standards of foreign language proficiency, in line with the training in school.

Although each time the government is more interested in meeting the goal set, the implemented action plans such as donating teaching materials, training teachers, or providing electronic equipment to public schools are not enough. In these institutions where English is "taught as a subject" (Ipek, 2009, p.160), the time used for teaching, learning and practicing it does not exceed three hours per week making difficult its learning. In addition within that time, the teacher must take into account a set of individual variables of each student: the different learning styles, levels of linguistic competence in their mother tongue and the target language, interests, and abilities, to achieve greater effectiveness in learning the target language.

The traditional classes where the teacher is the center of the knowledge, still are common in the public educational system of Colombia. To experiment with new pedagogical models where the change of the teacher-centered classroom to a student-centered approach is the new challenge for those teachers that want to break with these kinds of models. Authors such as Bergmann & Sams (2012), Cunningham (2014), explain the potential that students will develop when they change the stages of remembering and understanding, "the easiest skills, on Bloom's taxonomy" (Kostka & Brinks, 2015, p.3) learnt in the classroom in a traditional model, to do it from their home with materials such as webpages, video clips, textbooks or photocopies, depending on their type of learning or the ease with which they can access the material. In this way, "the bulk of class time" (Bergmann, 2017, p.11) will be used in different activities in which students must develop "high-level skills" (Kostka & Brinks, 2015, p.3) like to apply the new knowledge, analyze it, and evaluate them, all these with teacher support.

Bergmann (2017), argues that the implementation of Flipped Learning (FL) in the classroom, helps teachers to create significant learning opportunities for their students by encouraging them to be autonomous and responsible with the suggested material, also encourage them to change their role from a simple consumer to a producer (Valencia, 2017, p.23). This is one of the most critical points that is possible, thanks to flipped learning. Besides, it is inclusive because learning becomes personalized according to the rhythm of each student. This type of approach is the one to be bet on especially for the teachers of public education where the groups are enormous, and very rarely it is possible to pay attention to the individual needs of each student. And as a plus, the teacher would not have difficulties when class schedules are affected by other institutional or governmental activities. That way, they could quickly meet the annual class planning.

FL can help teachers break down the barriers that hinder the learning of English as a foreign language, especially oral competence. Yang, Gamble, & Tang (cited in Valencia, 2015) talk about three significant obstacles that arise in the oral competence development: The first is the lack of an "authentic" (p.20) environment that allows them to practice the language. The second, teachers only focus on teaching and evaluating some linguistic aspects such as vocabulary, grammar and reading comprehension for training students to Pruebas Saber 11°, (a standardized evaluation), where to assesses only the reading competence (López., Roperó & Peralta, 2011). This practice reduces students' possibilities to have an oral interaction in English, favoring an environment of shyness towards the development of oral communicative competence (Valencia, 2015, p.20). The third is the lack of opportunities and activities offered to students to participate actively in a class where they need to implement the learned language in a communicative oral way.

All this supports the reason of implementing this approach in the ninth grade students of the Juan XXIII School, to increase the opportunities to develop their oral communicative competence in the English language, through the use of strategies that motivate them to follow learning with the development of autonomy value.

1. Research Problem

1.1 Context and importance of the study

This study was conducted in a public, urban school in Cali, Colombia, which was developed with 27 students in a ninth grade, from different socioeconomic strata 1, 2 and 3, their ages range from 13 to 17 years. Lack of family support in the educational process is reflected in the results of the state tests (Pruebas Saber 3°, 5°, 9°, and 11°) and place the

institution at a low level. Fifteen percent of the students continue their higher education when they finish school. Parents know that speaking a second language brings benefits for their children in the future, but they do not motivate them or look for learning alternatives. Furthermore, class time is only three academic hours per week, 55 minutes each, 120 hours a year; with all different school activities and government situations, that make academic calendar impossible to fulfill. The limited time to explain grammar, vocabulary and to practice what they have learned, causes in students lack confidence and “built up inhibitions in order to protect their language ego” Guiora (cited in Brown, 1994, pp.138-139) particular when they make mistakes in oral participation inside the classroom. The space to implement oral communicative activities and feedback between peers is hardly generated, producing in them these inhibitions. For this a need analysis questionnaire was applied (Appendix A) in the first stage of this research. The information collected were about electronic tools used and learning preferences. The results showed that the most use of these kind of tools were used by student to search an academic topic than to entertain or communicate. Furthermore they think that videos are a good strategy for learning. For those reasons the purpose of this study is to design and implement a series of strategies and proposals that involve the FL approach to the development oral skills in English of the ninth grade students and to observe the effects that these strategies produce through this approach, in their oral performance, autonomy and motivation.

1.2 Problematic situation

The Communicative Language Teaching (CLT) is the model implemented by the Juan XXIII institution according to the guidelines and the topics given by the (MEN, 2006)

through Suggested English curriculum structure based in the Common European Framework of Reference. In accordance with the curriculum suggested by the MEN the communicative competence of all students on ninth grade must be in the level (B1)

GROUPS OF GRADES	CEFR LEVELS	LEVELS FOR COLOMBIA
Tenth to Eleventh	B1	B1.2 Pre- intermediate 2
Eighth to Ninth		B1.1 Pre- intermediate 1
Sixth to Seventh	A2	A.2.2 Basic 2
Fourth to Fifth		A.2.1 Basic 1
First to Third	A1	A1 Beginners

Figure 1. List of standards per group of grades and CEFR level. Note. Retrieved from *Pedagogical principles and guidelines. Suggested English curriculum. MEN, (2016a), p.31, Colombia.*

According to the standards suggested by the level B1, students must: “understand the main point of standards input on familiar matters regularly encountered in work, school, leisure, etc. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes, and ambitions and briefly give reasons for opinions and plans”. (Council of Europe: Common reference levels (n.d). Based on the results achieved after implemented a simple oral exercise used as a pre-test in a daily English class, the grammar of comparative and superlative using ICT gadgets were included as a topic. The exercise was simple, but the lack of confidence did not allow the students to develop the proposed activity without reading from their notebooks. Even the conversations were in sessions where only the student couple and the teacher were because of the fear of reading in front of their classmates made it impossible to develop it. All this showed that to reach the level suggested by the MEN, and to achieve compliance with the

standards mentioned above it was necessary to address the oral competence from the design and implementation of strategies based on students' needs taking into account their context.

1.3 Research question

The problem led to the formulation of the following research question:

What effect does flipping the grammar structures and vocabulary have on students' oral performance in an A1 English class?

2. Objectives

2.1 General objective

To identify the effects of flipping the grammar structures and vocabulary on students' oral performance.

2.2 Specific objectives

To determine any significant difference on students' English oral performance after the implementation of the flipped learning approach.

To describe students' perspectives about flipped learning as an approach to improve their English oral performance.

3. Theoretical framework

3.1 Flipped learning

Flipped learning (FL) is a pedagogical approach where students are the center to be actively involved in the construction of their knowledge. According to Hamdan, McKnight, McKnight & Arfstrom (2013), this kind of approach helps teachers create flexible environments because it is not necessary that they learn the vocabulary and grammar at school, but that they do so from their homes, the library or wherever it is most accessible to them. Furthermore, teacher “establishes spaces and time frames that permit students to interact and reflect on their learning as needed” (Flipped Learning Network [FLN], 2014, para.4).

Hamdan et al. (2013) explain that, the use of the four pillars of the Flipped Learning as a frame of reference guide teachers to use the model effectively. These are: Flexible Environment, teachers organized the class time to teach the lesson in the way that they include “group work, independent study, research, performance and evaluation” (p.5). One crucial point in the Flipped Learning Approach success is that teachers understand the importance of to be “flexible in their expectations of student timelines for learning and how students are assessed” (p.5), with an appropriate system that be objectively and meaningful for both teachers and students. Second, Learning Culture; the change to teacher-centered to student-centered “creates opportunities to engage in meaningful activities” (FLN, 2014, para.5). Third, Intentional Content, the teacher determines what material develops in class and which the students "explores on their own” (para.6) to optimize the learning time using the appropriate strategies and obtain good results. Fourth, Professional educator, the teacher that implement FL must always observe her students and give them feedback during practice; she must also be thoughtful with the implemented and tolerant with criticism.

3.1.1 Benefits of the flipped model

According with Ramazani, Graney, Marshall, & Sabieh (2016), Flipped learning helps class time be dedicated to performing different communicative activities in the target language such as debates, role-play, mini-movies, videos, skits, becoming attractive for students. This approach helps students learn at their own pace by deciding when and where they see their lessons while in traditional models, everyone should learn at the same time, difficulting to some studens who has different types of learning. The inclusion is one of the positive results of this implementation. In special when teachers to dedicate more time to struggle students, while the advanced ones are carrying out their activities without help.

This approach encourages students to be responsible for studying the material presented by the teacher before class. The use of some platforms or Information and Communication Technology (ICT) tools can help teachers to monitor the personalized students' learning. With these tools, teachers can include different activities that motivate and teach them to become independent and reflective learners. According to Bergmann & Sams (2012) (cited in FLN, 2014), one of the great benefit "of the implementation of this pedagogical approach is the best use of class time in which students participate in activities that involve the development of higher level learning strategies." (para.2).

3.1.2 Challenges of the flipped approach

In the beginning, the resistance to this type of model that the student can show to the direct instruction on the part of the teacher can be an unfavorable point. The requirement to take responsibility for his learning, handling his time, and being prepared for classes can cause disappointment or buy-in. Parra & Medina (2014), talk about young people present low levels of self-discipline, and the lack of support from their families can cause interference in the success of this approach. Its implementation is also challenging for the

teacher. In addition to training his students to be responsible for their learning, he must choose or create the appropriate material taking into account the needs of his students and the objectives he wants to achieve. In Juan XXIII School implement this type of approach was a challenge because in the subject, English students were used to the teacher gave them everything during the class and rarely investigate on their own, making the class centered on the teacher.

3.2 The oral competence

One of the most important skills is oral competence because "it supports other languages skills" (Abd El Fattah, 2006, p.14), like reading, writing and listening. According to Bygate (1991), to be proficient in this skill helps students to have "confidence in order to carry out many of their most basic transactions" (p. vii). Understanding the importance to have the ability to speak the language, in the case of the English as a foreign language, for young people in the official sectors is complex. The fear to feel disapproval or mockery by their partners when they talk, causes that the majority do not even try speaking. Deficiency in vocabulary influences the desire to use their speech. The MEN promotes in schools the Communicative Language Teaching (CLT) as an approach that can facilitate the learning of the English foreign language. Howatt (cited in Richards & Rodgers, 2001) explains the difference between 'strong' and 'weak' version of CLT:

There is, in a sense, a 'strong' version of the communicative approach and a 'weak' version. The weak version which has become more or less standard practice in the last ten years, stresses the importance of providing learners with opportunities to use their English for communicative purposes and, characteristically, attempts to

integrate such activities into a wider program of language teaching. ... The 'strong' version of communicative teaching, on the other hand, advances the claim that language is acquired through communication, so that it is not merely a question of activating an existing but inert knowledge of the language, but of stimulating the development of the language system itself. If the former could be described: as 'learning to use' English, the later entails 'using English to learn it' (p.155).

According to Howatt says, in Juan XXIII school has been carrying out the practice of the “weak” version of the communicative approach where the student only uses the language to give minimum information, often memorized.

Brown & Yule (1983, cited in Nunan 1989) talk about two basic language functions in a: Transactional functions and interactional functions. Transactional functions “is an interaction that focuses on getting something done, rather than maintaining social interaction” (Richards, 2018, para.6). These include requests, orders, and suggestions. Interactional functions with the main purpose is the social interaction, according to Richards (2018), it can be like a small talk (an informal type of discourse) structured and "employed on particular occasions" (Lyons, 1968, cited in Ellis, 1994, p.84). People must know how to handle them in the right context, such as to know someone, to be part of a conversational group or to leave an uncomfortable situation.

These parts of the discourse are part of the "patterns of development" (Ipek 2009, p.1) that the learner must follow to acquire a second language, but in the case of the students of the Juan XXIII school have been stuck in the second step, the "formulaic speech" (Ellis 1994, p.84). This is evident thank to the oral evaluation designed to determine the level at which students were before the implementation of the Flipped

learning approach. In this, the following criteria were evaluated according to the rubrics suggested by the MEN (Appendix B and C). Content evaluation: ICT gadgets in daily life. Here was taken into account if the student included the subject when comparing the electronic articles in his conversation. Use of vocabulary: The student should include in his / her answers the vocabulary learned in class. Use of English: The student should use proper grammar rules related to superlative and comparative. Oral ability: It was evaluated if it was understood what the student expressed. Interaction and audibility: The tone as the student expressed his speech and the interaction with their audience. Preparedness and organization: If the student took the time to prepare what he was going to say and was not copied from his partner's ideas.

3.3. Autonomy

The purpose of using the Flipped Learning approach in the Colombian context is introducing the new concepts to the learners and provide additional practice in the little time that public institutions have. FL demands students to be autonomous to access the topics "at any time, any place, and as many times as they want" (Bergmann and Sams, 2012). According to Lopez (2011), giving the learners the responsibility to choose time, place, speed and access times could establish more control in the teaching-learning process since nobody better than they know their strengths and weaknesses (p.13). The teachers should obtain the trainer role to help them "to recognize appropriate strategies for their learning pace, letting them improve and move forward effectively" (p.13). To become active students that assume critical and self-evaluating positions in front of their learning process is the goal that every school wants. Autonomy is the key in this approach of

Flipped Learning works, and if the student does not develop this ability, it is impossible for it to be carried out.

3.4 ICT and language learning

ICT has been gradually introduced into the social life of people, and in schools, it is no exception. Unfortunately, in some sectors, it is used only as a tool to transmit knowledge and replacement of printed material (Troncoso, 2014, p.4), wasting the potential of these tools have in the appropriation of knowledge by the student. Kummar and Tammelin (2008), talk about the benefits of using ICT-based tools to help teachers have quick access to authentic material such as newspapers, webcasts, Skype, YouTube videos, chat rooms, etc. According to Drigas & Charami (2014), these kind of tech tools increase of opportunities for students to interact in a real world where they need to use their communicative skills can motivate them to ask for more chance to use the target language in forums, chats or when they share their thoughts with the teacher, peers, and natives. It also promotes collaborative work through the creation of common products such as wikis or videos where they learn to respect the opinions of their peers, by peer assessment. Is essential that teachers implement adequate activities to perform the oral skill and increase students' motivation.

4. Previous research

The majority of research that examining the effects of flipped classrooms started in high schools on The United States. In Colombia, the implementation of this method to learn English has been a bit the other way because there are more researches studies focused on higher education than in high school, particularly in public schools. According with

Sanchez (2016), the environment and conditions of public institutions and their students (age, social, economic and cultural factors) affect the result to implement this type of methodology where responsibility and autonomy are necessary. Changing the culture where the student only receive all the information by part of the teacher, it is a challenge that public institutions of secondary education seek to change to obtain more students engage with their learning. On the other hand, in higher education, most of the students know the importance of acquiring autonomy and responsibility. Also, if they do not have access to tech tools (computers, tablets or smartphones) they have the responsibility to find how to access the information given by the teacher.

Studies have demonstrated the efficacy of flipped learning in higher education. Bell (2015), talks about the experience of the flipped learning approach in teaching German as an L2 in Brigham Young University showing positive results in beginning students. Further, the teaching and practice of grammar and vocabulary take place outside of the classroom. Students and teachers are able to focus on using grammar and vocabulary to become proficient in oral and writing skill. In addition, flipped learning improves students' grammar skills. Doman, (2016) suggests that students increased comfort and confidence using English grammar through a grammar survey. Gains on actual achievement were significant.

The research done at the University in the West Indies, by Blair, Maharaj, and Primus (2015) showed that the flipped model did not show large differences in the results of the exams in a short term. Even so, teachers wanted to continue with the model because it allowed them to have more time to work with the students individually. This practice could show the personalized education solution that public education in Colombia wants

and cannot offer the student when placing him in large groups where the teacher cannot dedicate quality time to each one.

Hung (2017) demonstrated the effectiveness of a flipped classroom in a university in Taiwan with students considered shy or unmotivated in traditional English classes. The use of the flipped method creates a less intimidating and more attractive environment for the student with low levels of oral competence, helping them to increase their speech levels, confidence and their satisfaction with the experience.

Although there was not relevant significant difference in the learning of English grammar between two groups, experimental and control, in Arabia Saudi School. Positive attitudes were perceived in the students when using this approach because “they feel that they are responsible for their learning” (Al-Harbi & Alshumaimeri, 2016, p.70). The most important concern should be what kinds of activities, tasks are given, and how a teacher played the role of a facilitator within the principle of “a student-centered teaching and learning in and outside the classroom” (Sun, 2015, p.183).

In Colombia, as mentioned above, most of the research on the use of flipped learning focused on learning English in the official sector with elementary and high school students is limited. One of them is presented by Garay & Torregrosa (2016) in which the impact of the use of the four pillars of the Flipped Learning approach helped to develop listening skill and autonomy through content and listening activities set out by the teachers. Also thanks to the active participation showed by students, motivation was incremented and the development of the other language skills.

In the case of the teachers Torres & Hernandez (2017) in which the influence of Flipped Learning is explored as a strategy in the development of the writing process in 10th grade students who had difficulties with the vocabulary and the organization of ideas when

producing written texts. After the implementation of the activities, there was a noticeable improvement in the complexity, clarity and quality of the students' written texts, as well as the development of autonomy and motivation for learning English.

4.1 Conclusion of previous studies

All these investigations have shown positive effects in the acquisition of any of the skills of the target language, to a greater or lesser extent. The motivation plays an important role in this approach and depends on the integrative activities used by the teacher to engage the students effectively. Autonomy is one of the essential skill that cannot be ignored because without this the flipped learning is not successful. In the official sector it is necessary to develop this type of skill in the students because when they are motivated, they will seek to learn more.

5. Research methodology

5.1 Research design

In this study qualitative research was chosen for its "ability to capture the views and perspectives of the participants in a study" (Yin, 2011, p.8) through collecting, integrating, and presenting data from a variety of sources as a observation, record of the classes and a focus group, to evidence the validity of this research. Therefore a qualitative action research study was chosen, because it helps educators use data collection, rather inferences or hunches. Dyke, K, (n.d) express that action research makes "the process more scientific by nature, to propose ideas and theories that can be supported by data" (para. 4). When the teacher reflects on what he does in the classroom, it is easier to identify what problems

there are and how to solve them. This would be the ideal process for students to learn more effectively and for teachers to teach with more efficiency.

Burns (2010), explains that Action Research is a critical system with a self-reflexive approach made by the participating members of the research community, whose main objective is to identify problematic situations worthy of being investigated in order to produce “critically informed changes in practice” (p.5). According with Kemmis, S., McTaggart, R., & Nixon, R. (Cited in Burns 2010) teachers-researchers must complete four steps: Planning, in this phase teacher identifies a problem and formulate a plan with strategies to fix it. Action, is the development of the strategies in a certain period of time in this step teachers need to questioning their assumptions and “plan new and alternative ways of doing things” (p.8). Observation, in this phase is necessary documenting all “opinions, actions and context” (p.8) that teachers created that reflect the effects of the action. Reflection, in this step teachers “reflect, evaluate and describe” (p.8) the effects of the strategies implemented to understand the results and decide if is necessary or not to do more cycles “to improve the situation” (p.8).

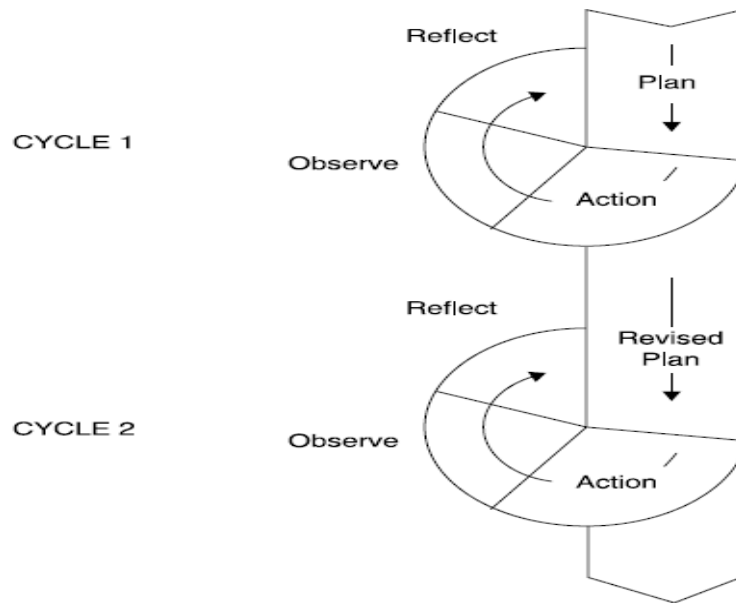


Figure 2. Cyclical AR model based on Kemmis and McTaggart, 1998. (Cited in Burns, 2010, p.9)

Following the action research cycle, the first step began with the planning stage where a problematic situation was identified through needs analysis (a survey, and an oral test). The next step was to establish a research question that must be answered at the end of the process. Once the question was raised, a review of the pertinent literature was done to have a solid theoretical basis that helps to implement the appropriate research methodology. In the action stage, intervention activities like flip videos, didactic sequences (Appendixes M and N), and rubrics to assess students' products (Appendixes B and C) were designed to be performed and answer the question posed above. Other methods of data collection were used during the research (class observation, teacher's journal, video recordings) to know students' perceptions and highlight any learners' progress in their oral skill. After the fourth session, the found data was analyzed and the activities were redesigned based on the findings; the second cycle started with the same methods of data collection. Finally, the data was analyzed and the findings were considered.

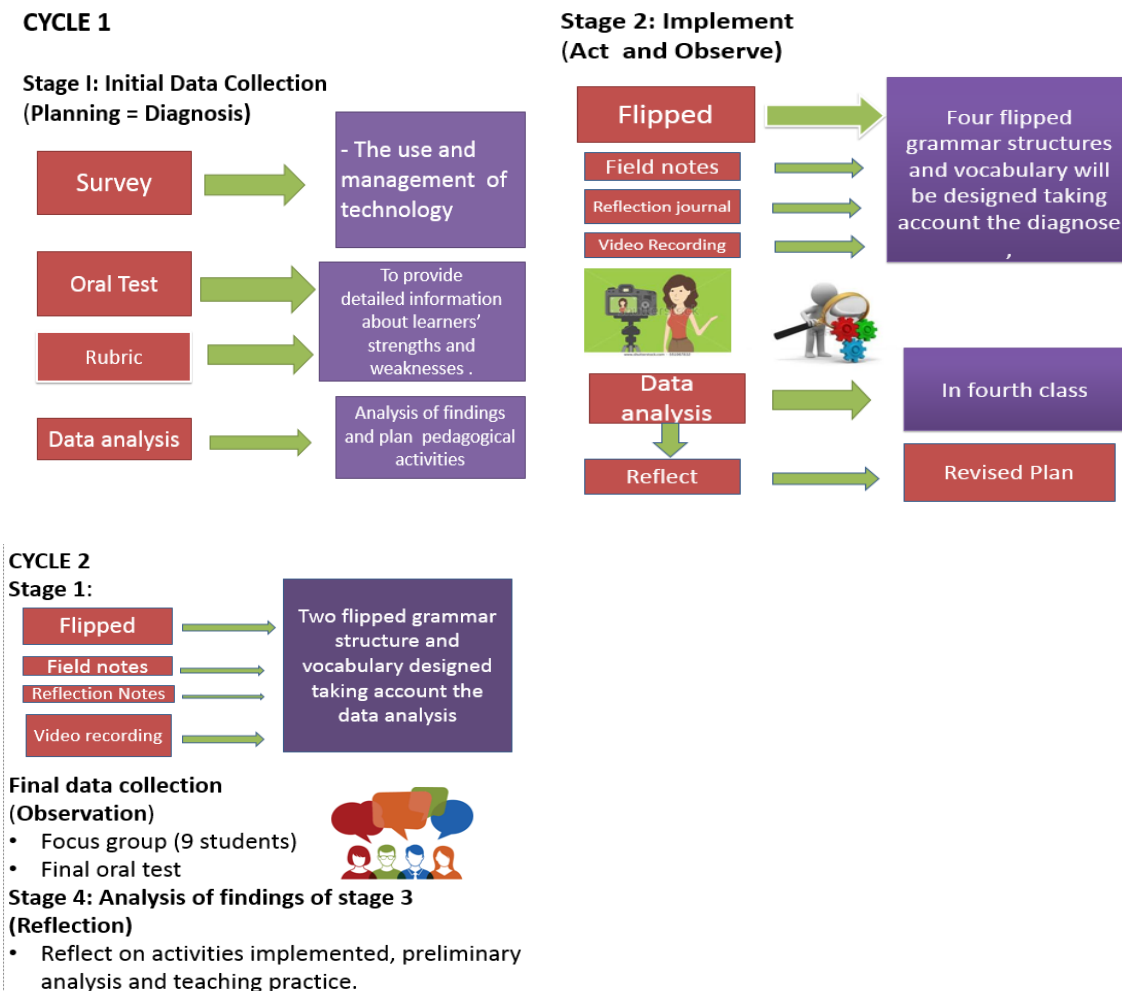


Figure 3. Steps of action research of flipping the grammar structures and vocabulary on students' oral performance in an AI English class

5.2 Participants

This research study is carried out in a public school in a neighborhood of southeast of Cali, Colombia. The majority of the students came from dysfunctional families where they know the importance of studying in their children's future but they give them little support in the academic and disciplinary part. Furthermore, a lot of social problems affect the majority of these students (family violence, unemployment parents, drug addiction, and minor drug traffic). In this context, where Spanish is the official language and students have

no contact with the English language, much less any practice other than in the English class. Here motivation plays an important role to engage these students. Twenty seven-ninth grade EFL learners participated in this research, 18 females and 9 males, whose ages range from 13 to 17 years. Some of them were failed the past school year. All students have a basic level of English (A1) according to the Common European Framework (CEFR) standards. They are shy and do not feel confidence when they have to do public speaking activities. Most of students have access to the internet through a computer, tablet or smartphone. The academic level of the group is regular and the disciplinary problems arise constantly. The students are very dependent on their teachers and have difficulties in the delivery of work or assignments on the assigned dates. Some of them copy the homework from their classmates. They have a wrong idea of what collaborative work is. But think that the best way to learn is with the use of videos as teaching strategy. Before start this fresearch the principal of school was informed about the research process to be carried out. Also parents were informed about the research and the confidentiality of all process, and their permissions were received through the consent letters (Appendix D and E).

5.3 Instruments

5.3.1 Oral Test

It is necessary to design an evaluation according to the context and the needs of the research, having as a requisite validity and reliability. In the design of the oral evaluation should take into account the measurement of some subscales of oral competence: fluency, content, audibility, vocabulary, and organization. For the teacher the most important thing was that the student used the vocabulary and grammar seen in class, the message created by him was clear and organized and encouraged to speak in public. This was based on the

subject that had been studying during the second period which was comparatives and superlatives. Students had to create sentences in which they compared modern electrical devices with old ones and gave an opinion on which was the best of them. The result showed that students did not have confidence in their pronunciation. Although they had done the exercise correctly in their notebooks they did not feel confident to pronounce their sentences in English.

5.3.2 Rubric

“A rubric is a coherent set of criteria for students’ work that includes descriptions of levels of performance quality on the criteria” (Brookhart, 2013, para 3). Pineda (2012), talks that is necessary to design a relevant rubric that allows students to have an appropriate assessment depending on their context and the level of the language. The purpose of the rubric was, to be as objective as possible in special to evaluate the oral competence of students in L2. It also helps students to identify accurately their weaknesses and strengths. This tool was implemented in the two oral tests. The rubric used was extracted from the book *Way to go Teachers guide 8th*, suggested by the Education Ministry to evaluate oral ability and adapted for this exercise. (Appendix B and C)

5.3.3 Survey

A survey is a tool of data collection. Dörnyei (cited in Burns, 2010), talks about three types of information that can be obtained from a survey. Factual or demographics (background and experiences of the interviewees); behavioral (what they do or did) and attitudinal (opinions, beliefs, interests, and attitudes). The survey objective is to know the knowledge and experiences that students have regarding the use of Information and Communication Technologies (ICT) the factual or demographics survey is the correct. The

type of questions of the survey were rating scales because this gives the teacher a broader range of responses than yes / no. Google docs was used to create the survey of 10 questions in which students were inquired for the use of ICT tools, perceptions and preferences of learning strategies, and the use of technological device (Appendix A). This survey was applied as a pilot to another group that was not subject to experimentation, showing difficulties in the application of it, especially in the multiple response options. This gave the option to improve that part before apply it to the participants under study.

5.3.4 Observations

According to Fuertes (2011), the observation of school practices, used as an educational research technique, must have an intentional, specific and systematic nature that requires prior planning that allows us to collect information regarding the problem or issue that concerns or interests us. This kind of data collection tool helps us to know what happens in the classroom while the activities are being carried out. For this purpose a behaviour checklist was created to record students' behaviours items developed during the class. Three items were created for help teacher to analyze certain behaviors and attitudes of the students during the proposed activities because not all of them were recorded. For more control in each checklist the date of the class and students' name were included. For this study, only four classes were recorded but one of them presented sound problems. For that class as a register only the check list and teacher journal were included.

5.3.5 Teacher Journal

Journal writing is something of a 'classic' tool in AR as it allows teachers to record the events and happenings in their location, their reflections, beliefs and teaching philosophies, ideas and insights about their practice, and personal histories as a teachers-

researchers (Burns, 2010). This kind of electronic tool was used to record the thoughts and feelings of the teacher during the interventions with her students as soon as each class ended.

5.3.6 Focus group

According to Powell and Single (1996) a focus group is a research technique in which is selected a group of individuals to discuss in an interactional way, from personal experience, the topic that is the subject of the research. The researcher employs a guided discussion as a means of finding "the rich details of complex experiences and the reasoning behind [an individual's] actions, beliefs, perceptions and attitudes" Carey, M (Cited in Powell & Single, 1996. p.p.499-450). Nine students were chosen to participate and answer ten questions about their feelings during the oral activities, the use of electronic tools as a strategy of learning, the change of the class style, and their perceptions of their oral competence progress. (Appendix F).

6. Pedagogical Implementation

Since 2017, the implementation of teaching sequences forms part of the methodology of the Juan XXIII School, which was implemented in order for the teacher created sequenced activities that would allow a significant learning climate in the students (Barriga, 2013, p.1). He explains that in this kind of tool teacher should have disciplinary, pedagogical and experiential knowledge to conceive the exercises that help the student to learn through what he does and how he does it. Keeping this in mind this sequence was created to be developed in seven sessions, each of two classes, using the four pillars of

Flipped learning as the basis for developing oral competence in the 9th-grade students of the Juan XXIII School.

The sequence is developed during the third academic term with the topics suggested by MEN (2016b), in the curriculum structure were, Stereotypes, Health sexuality, and Teen pregnancy plus the grammatical component of modal verbs. This takes into account the two moments that should be developed in the flipped model: "the individual learning space" (Hamdan, et al. 2013 p.3), where the objectives according to Bloom's taxonomy "remembering and understanding" (Anderson, Krathwohl, & Bloom, 2001, p.30.), were developed through the videos assigned by the teacher and so the student knew and understood the vocabulary, and grammar through them. It should be noted that not all classes had a video assigned, they were also asked to read information on web pages, PowerPoint presentations or photocopies. All content were shared to the students through Edpuzzle, Google Classroom, and WhatsApp, the last one was the best technological tool that helped the student access the information more easily. In "the group learning space" (Hamdan, et al., 2013, p.3), the communicative activities designed by the teacher were developed in-class where the students had "analyze, apply and evaluate" (Anderson et al, 2001, p.30), the content and grammar learned in the individual learning space. All this helped to student came prepared before class and the time of it was used to solve doubts and perform activities individually or in groups effectively. The group worked seven sessions each one with two activities, some of them were developed with the same information of a single video and so deepened more on the topics, grammar, and vocabulary. Table 1 shows in detail the implementation process.

Tabla 1.

Pedagogical implementation timetable

STAGE	DATE	ACTIVITY	INSTRUMENT
Pre implementation 2018	July 23th-29th	Design and piloting of needs analysis instruments	ICT survey Oral exercise Rubric N° 1 Check list Teacher's journals
	July 30th-August 6th	Informing and getting school's authorization	School Consent letter
	July 30th-August 2th	Diagnostic oral test	
	July 30th-August 9th	Design Didactic sequences and workshops	Didactic sequence format Activities week 1 Activities week 2 Activities week 3 Activities week4
	August 14th	Needs analysis instrument	ICT survey
	August 15th-19th	Analysis of data	Check list Teacher's journal
	August 21th-23th	Training about use video explanations	
	August 27th	Informing and getting parents' authorization	Parents' Consent letters
	Sept 4th-6th	Topic	Oral performance Process
		Modal verbs	Grammar rules- Vocabulary use Motivation
	Sept 11th-13th	Stereotypes	Vocabulary use grammar rules Pronunciation Interaction
			Students' artifacts -Workshop: Modal verbs Check list Teacher's journal
			Students' artifacts -Mind map -Sentences giving advice about region stereotypes -Workshop : Perfect people

While implementat ion	Sept 18th-20th	Stereotypes	Vocabulary use Grammar rules Interaction Pronunciation	Check list Teacher's journal Students' artifacts Sentences about stereotypes Workshop: Should survey Check list Teacher's journal
	Sept 25th-27th	Stereotypes	Fluency. Vocabulary use Pronunciation Grammar rules Organization	Students' artifacts Written reflection about stereotypes Check list Teacher's journal
	October 18th- 23th	Health sexuality	Fluency Vocabulary use Pronunciation motivation	Students' artifacts Workshop: STD true or false workshop Check list Teacher's journal
	October 30th November 1st	Teen pregnancy	Grammar rules Vocabulary use Pronunciation Fluency	Students' artifacts Written opinions Teen pregnancy Check list Teacher's journal
	November 6th- 13th	How much does a Baby cost?	Grammar rules Vocabulary use Pronunciation Interaction	Students' artifacts Workshop: Mind map How much does a baby cost? Check list Teacher's journal
Post implementat ion	November 20th - 22th	Getting post implementation data		Exit test Focus group

	November 26th-30th	Data analysis and results presentation	Coding Paradigm
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First activity was an initial test where students had to write sentences in which they compared some electronic devices. For them that task was hard to do so without looking at their notebooks, in addition their lack of confidence caused by their low performance in the oral ability made them afraid. For this reason the design of didactic sequences with different oral and written strategies were necessary to develop by students during seven sessions.

The implementation of these didactic sequences were carried out during the second semester of the year 2018. In the preimplementation phase the students of ninth grade were finishing the second term. Although the third term began on August 20th and ended on November 23rd consisted of 13 weeks or sessions, the didactic sequences were programmed for only seven sessions , because there was taken into account all the activities of the institution and other governmental entities that interfered with the regular develop of the classes. In the first week the students were taken to the systems room to create their email accounts and the teacher showed them how to access the Google Classroom and Edpuzzle page so that they could see the assigned videos and performing the activities. Few students accesed the page from their own homes, watched the videos and did the exercises. They expressed to have difficulties accessing the platform or forgotten did it. To avoid further inconvenience, it was decided to create a whatsapp group to send videos, link pages and tasks that the students had to do or read before going to class.

Session No. 1. Modal verbs: In this session the student remembered what they had learned through a video saw in their individual learning space and analyzed how to use that information and apply it correctly. The activity consisted on organizing three sentences (Interrogative, affirmative and negative) with the modal verb "have to" (each sentence was scrambled) (Appendix G). This activity helped to the teacher to check if the students had learnt the grammar and the correct sentence structure to apply it. They could use their notes to assemble the sentences. The correct sentences were pasted on the board, each member of the team had to read one of the sentences. Then they had to explain to the teacher the rule that they used to organize them. As a final activity they had to fill the gaps in a worksheet using the same grammar. As few students saw the videos and did the proposed activities, the majority presented difficulties to perform the first exercise and required help from the teacher. As for the pronunciation of the sentences, only a few students could pronounce them correctly. In the filling the blanks activity using the modal verbs, few presented difficulty thanks to the support of their teammates. But in the final evaluation through Kahoot the winning groups were those in which there were students who had seen the videos.

Session No. 2. Stereotypes: the teacher evaluated the material so that the student would explore them, first in their individual learning space, through a Power Point presentation and two videos making them to learn meaningful content and vocabulary to develop their oral and written ability. As a task, students had to make a conceptual map (*Excerpt 11*), to organize information about stereotypes and to write a question about regional stereotypes using modal verbs. The class started with a session on questions and answers about the subject studied. Then we worked with the question that each student brought as homework using the modal verb should, which expressed his idea about

stereotypes that people in our country have (Appendix H). In pairs, they had to write in big strips their sentences and stick them on the board. Volunteers were asked to guess what each sentence said in Spanish. Then the teacher underlined the verbs by color, nouns and connectors of some sentences for the students to identify them. Then asked for volunteers to continue underlining the same vocabulary in the other sentences and confirm if they had learned to identify them. As a second activity students wrote and discussed a worksheet taken from Teach-This, about how they would like people to behave in a perfect world (Appendix I). Each student had to complete sentences using *must or mustn't* with the vocabulary learned before. When everyone had finished writing, they all discussed and compared their answers in groups. Then they shared their answers with all the class. In the first task (the mind map) a few students were responsible with the request. In the second activity about stereotypical questions, most of them made them. The motivation was evident when they guessed what said in the sentences pasted on the board. Students' participation in the exercise No. 3. *Perfect people* was massive even the majority completed the activity without help from the teacher because they used the vocabulary learned in the previous activity.

Session No. 3. Gender Stereotypes: students had access to knowledge in their individual space, in order to understand, evaluate, and use it meaningfully in the group space within the classroom. They used the vocabulary and the grammar rules learnt before to create as a by-product some questions for a survey, about gender stereotypes which was solved by their classmates in the next class (*Excerpt 14*). In this activity a half of the group created sentences like (men shouldn't cry or women shouldn't wear short skirts) without the help of the teacher. In the realization of the survey, the motivation was high, even when

they had to read the questions in English to their classmates, but when they had to fill the part of "more information" they did not know how to fill this part.

Session No. 4. Let's break down prejudices: the teacher used the appropriate material to encourage fluency through the learned vocabulary and the use of the grammar rules taught above. During the class, the teacher monitored, supported, and encouraged students to participate in a forum to express their thoughts. In the second activity and after watching two videos that showed a gender stereotype problem, students yielded as a by-product written and oral reflections (Appendix J), where they expressed a possible recommendation. The evident vocabulary dependency on the part of the students towards the teacher was noticed. Most of students continued reading their opinions as they talked, thus, the fluency skill must be developed.

Session No. 5. Health sexuality: the students learned, researched and organized, at their own pace, the content assigned by the teacher about Sexually Transmitted Diseases infections. The vocabulary learned helped them to significantly develop the exercises created by the teacher to encourage their confidence and oral ability. As a first activity students completed a True or False activity, to evaluate their knowledge about STD (Appendix K). In the second activity taken from Catchingon (2003), students reflect for a couple of minutes on what they saw as the risks of becoming sexually active. The teacher wrote their answers (breaking trust, getting an STD, getting pregnant, parental disapproval, community disapproval, and feeling used). Then the teacher gave them \$6000 in play money to spend on reducing these risks. While students were deciding how to spend their money as risk reduction, the teacher wrote the identified risks on envelopes. Then the teacher placed the envelopes around the room and asked to students move around of it, placing their money in the appropriate envelope. At the end most of the students

determined that the first risk to reduce was getting a STD and second getting pregnant. As a final activity a Jeopardy game about STD verified if students had understood the consequences of having sex without protection. In the *True or False* activity few students presented difficulties with the information on STD, because they had not consulted the assigned web page. The link was sent through whatsapp but the topic was not unknown for them. In the Jeopardy activity five groups were formed and two of them in the middle of the game felt that they would not win, losing their enthusiasm for the activity

Session No. 6. Teen Pregnancy: students developed and evaluated meaningful content using the grammar rules and vocabulary learned in class through videos. As homework, the teacher ask students to write their activities in a typical day that would be impossible or would dramatically change if they were pregnant. As a by-product students made a written reflection expressing the life change of a pregnant teenager. (Appendix L). Then, they pasted them on the board as a Padlet but first they had to read them in front of the group. Half of the students wrote their reflection without the help of the teacher, but some of their artifacts showed problems with sentence structures. When they read their notes still demonstrated difficulties with their pronunciation and fluency but they showed less fear by reading their daily routines and reflections in English in front of their classmates than in previous activities.

Session No. 7. How much does a baby cost?: the teacher used videos that show the consequences to become a teenager parent to encourage students to discuss the financial, personal, and social responsibility of taking care of a child. Their answers should include diapers, formula, child care, and clothing. Then they have to research the costs of these items for one month, making sure to find out the right amount for each item. The teacher

asked students to prepare a cost report including their findings and their answers to some personal questions inquiring about the impact a child could have on their social life, their future plans and their ability to support the child and themselves financially while at school. As a by-product, the students delivered a mind map where they explained the cost of becoming a teen parent. (Appendix M). At the end, they explained their mind map to all the class. The cooperative work was demonstrated in this exercise because each member took charge of their role within the group. All the students participated in this activity. The explanations were simple, and each group briefly explained what they found.

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7. Results

In order to answer the research question that guided the present study, *what effect does flipping the grammar structures and vocabulary have on students' oral performance in an AI English class?*, data were collected and analyzed through thematic analysis. According with Braun and Clarke, (2006), thematic analysis “is a method for identifying, analysing, and reporting patterns (themes) within data” (p. 6). It is a flexible and useful research tool that helps to easily organize the data, explain, and interpret them to detail (p.5). This analysis is driven by the research question and the first step is to “organize the data in a meaningful and systematic way” (Maguire & Delahunt, 2017, p.5). The data were collected through the responses of the students in the initial survey and the focus group, in addition to the class observation and the teacher's reflection journal entries. The students' products were evaluated by means of the rubric (Appendix L). Initially each data collection instrument that was relevant was coded. The codes that emerged from the systematic analysis were organized into broader themes that described interesting information. Table 3 illustrates the convergent points in the open coding stage that helped to establish common categories and subcategories for the research findings.

Tabla 2.

Open coding analysis

Theme Oral Performance	Theme Flipped Learning Approach	Theme Autonomy	Theme Motivation
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<ul style="list-style-type: none"> - Few strategies to improve pronunciation and intonation - Lack of students' confidence - Activities increase students' oral interaction - Fluency - Organization - L1 Interference - Students' fear 	<ul style="list-style-type: none"> -Class environment change -Anticipate explanation -Class time meaningful -Students get frustrated with some ICT tools -Flexibility -Peer cooperation -Self reflection -Teacher support -Flexible assessment -Strategies to accessibility -Real material -Anticipate explanation -Meaningful activities 	<ul style="list-style-type: none"> -Students dependence -Lack of students' responsibility -Lack of students' learning habits -Students time -Students learning Autonomus culture -Students need teacher explanation 	<ul style="list-style-type: none"> -Intentional content -Students' participation -Students' behavior change -Students' thoughts
Theme: Methodology	Theme: Assessment	Theme: Grammar and vocabulary	
<ul style="list-style-type: none"> - Individual learning space -Class learning space -Group work -Teacher improve more students' oral interaction -Student-centered 	<ul style="list-style-type: none"> -Flexible -Students' participation -Students' task -Students learn at their own pace -Teacher's feedback 	<ul style="list-style-type: none"> -More grammar videos in L1 - More strategies to learn how can use connectors - More strategies to learn grammar rules 	

Subsequently, based on the research question and the convergent points in the open coding stage, three categories and two subcategories prevailed as it can be seen in the axial coding in Table 3.

Tabla 3.

Categories and subcategories after the axial coding procedure

Theme : Oral performance	Theme: Flipped learning approach	Theme: Grammar and content
<ul style="list-style-type: none"> -Lack of students' confidence -Teacher improve more students' oral interaction - Fluency -Organization - L1 Interference -Students' fears -Teacher feedback -Real material 	<ul style="list-style-type: none"> -Class environment change -Anticipate explanation -Class time meaningful -Students get frustrated with the use of some ICT tools -Flexibility Assessment -Peer cooperation -Self reflection -Teacher support -Flexible assessment -Teacher strategies to accesibility 	<ul style="list-style-type: none"> - More grammar videos in L1 - Lack strategies to learn how can use connectors - Few strategies to improve pronunciation and intonation
	Subtheme:Methodology	
	<ul style="list-style-type: none"> Individual learning space Group learning space Student-centered Student learn at their own pace Anticipation explanation Intentional content Meaningful activities Students' participation Students' behavior change 	
	Subtheme:Autonomy	
<ul style="list-style-type: none"> -Students dependence -Lack of students' responsibility -Lack of students' learning habits -Students' time -Students learning Autonomóus culture -Students task -Need to teacher support 		

Finally, in this last step the objective was, “to identify the ‘essence’ of what each theme is about” (Braun & Clarke as cited in Maguire & Delahunt, 2017. p.33511) and how they interacted with the sub-themes. Figure 3 shows a final thematic map which showed the main category that emerged from data analysis which linked all the categories found before and answered directly the question of this research project.

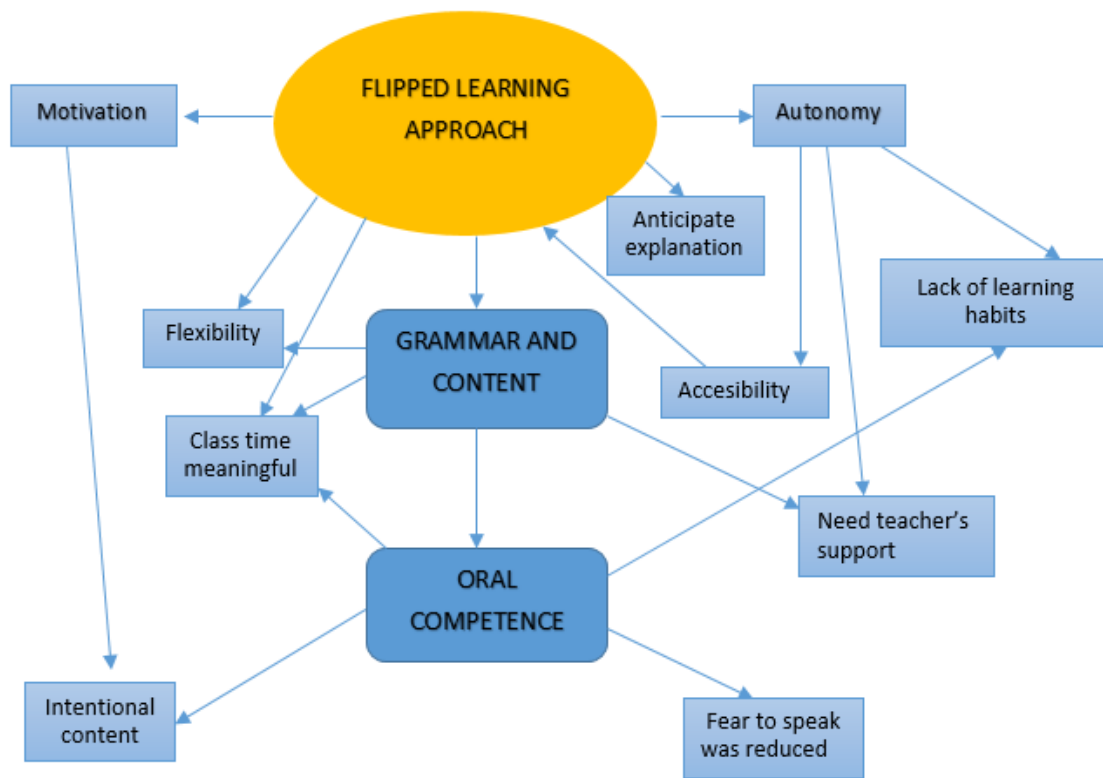


Figure 4. Thematic map: categories and subcategories that answered research question

8. Analysis and discussion

In the initial test students' oral ability and interaction were low. As an evaluative activity students had to use comparative and superlative sentences to compare electronic tools. But they only read their sentences which showed poor pronunciation and fluency. Despite of not implementing pronunciation exercises due to lack of time, students showed some favorable results in the final test. The students had to express their opinions in a short paragraph about adolescent pregnancy. It was noticed that their level of confidence to express their opinions in front of their peers increased. Although there were few who did it without looking at the notebook the progress in their pronunciation was better than in the first evaluation. Figure 4, illustrates and compares the number of the students and their performance before and after of the implementation of the strategies proposed during the didactic sequences.

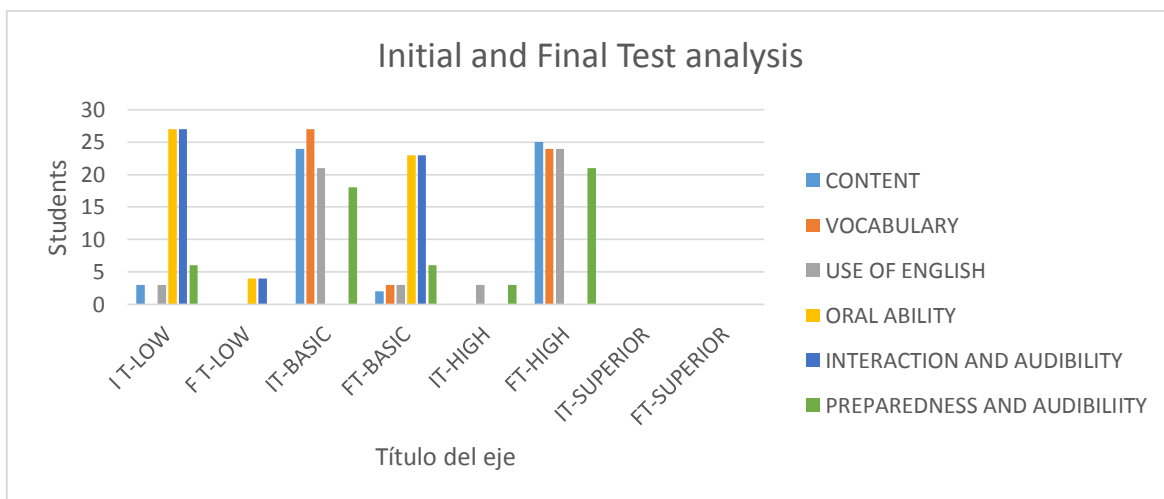


Figure 5. Initial (IT) and Final test (FT) analysis

8.1 Descriptions of categories

8.1.1 Flipped Learning Approach.

With the use of the Flipped Learning approach, students concluded that studying the content and grammar prior to class was a benefit for them because remembering and understanding the information was easier. Also, most of the students agreed that FL helped them to have the control of their learning process. But for those who did not comply with the task before the class, the need for the teacher's explanation, was evident, and even sometimes they were not successful in their artifacts. Excerpt 1, illustrates students' feelings in regards to the value of class preparation for in-class performance.

“veníamos más preparados para la clase y se entendía más lo que
había que hacer” (Participant 1)

“yo vi los videos y escribí todo lo que decían ahí y cuando Ud. contestó las preguntas en
clase ahí entendí todo, además los ejercicios que se hicieron después me ayudaron a
entender más”.(Participant 6)

Excerpt 1. Final survey: Question 2.

Students that did not fulfill the task of watching the videos or taking notes, arrived to class without the necessary knowledge, requesting all time my support. In the first sessions I helped them but I noticed that they only "sit and get" (Bergmann and Sams, 2012, p.60) losing the essence of Flipped Learning.

Excerpt 2. Teacher's Journal: Entry 1

With the Teacher-centered model students' learning culture were based on the fact that teacher is the one who gives them all the information. The students were used to just

"sit and get" (Bergmann and Sams, 2012, p.60) and changing this kind of habit was not easy in special in Juan XXIII school where the student should be responsable for their learning before class, even some of them expressed the desire to return to the traditional methodology where the teacher is who explains and gives them all the information.

“Yo vi los videos pero no sabía que hacer, no me gusta lo de los videos en inglés, es mejor que Ud. lo explique”. (Participant 4)

Excerpt 3. Final Survey: Question 2

Even for them it was normal to copy the answers or activities of their classmates showing the lack of learning habits that some of them had. In the initial survey some students reported that they did homework in school. Figure 4 shows that 25.9% of students have deficiencies in the levels of autonomy and responsibility for their learning.

8. ¿En dónde haces tus tareas?

27 respuestas

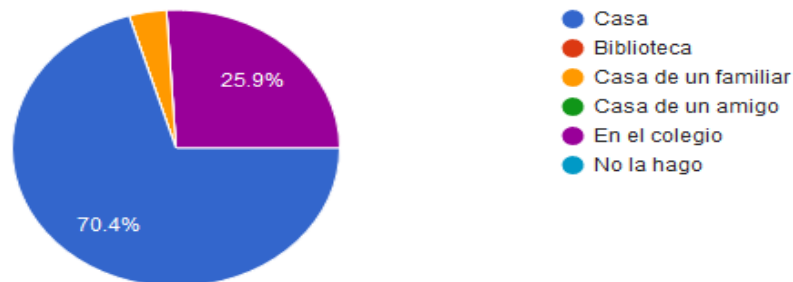


Figure 6. Preliminary survey. Question 8.

The culture of autonomous learning must be practiced constantly so that the student can make it part of their life, even more Flipped learning where in addition to commitment the student is "required to develop their learning capacity" (Bergmann & Sams, 2012. p. 71), by putting into practice in a meaningful way what they have learned and not just memorizing the vocabulary

8.1.1.1 Class time meaningful.

After several sessions the resistance to change was decreasing and students felt that in-class time changed interactively with dynamic and cooperative activities that engaged them to apply what they learned in home in a meaningful way buy into them to use the L2 and develop fluency (FLN, 2014).

“ A mí me gustó lo que aprendimos y en todas las clases hacíamos ejercicios donde teníamos que movernos y hablar, eso me gusto porque no eran iguales a las clases antiguas donde nos la pasábamos solo escribiendo”. (Participant 6.)

Excerpt 4. Final survey: Question 3

With the increase of oral activities, the students felt more confident to use the L2 and received the teacher's support to refine and improve their oral production.

“Pues a perderle el miedo si, ya uno se arriesga mas porque todos estamos en lo mismo”
(Participant 2)
“A mí me daba pena pero a la final me arriesgué y me fue bien”. (Participant 8)
“Además Ud. está ahí para decirle a uno lo que le quedo mal y así uno aprende”
(Participant 5)

Excerpt 5. Final survey: Question 10

The time of the class was used to such an extent that all the subjects proposed in the school syllabus designated for the third term were worked satisfactorily reducing the pressure of the teacher to teach all the subjects in such a short time (Brinks Lockwood cited in Kostka and Marshall, 2018), the time that was used to teach grammar and vocabulary learned by the student in their individual space, allowed for in-time to practice what they learned and answered questions.

Despite a lot activities were presented during the last term and that affected the school calendar, especially with the focus group, this was not affected because a large number

of students arrived prepared to class and the time of this was used to develop all the proposed activities in a meaningful way.

Excerpt. 6. Teacher's journal entry 2

8.1.1.2 Accesibility.

The access to the material that the student had to explore in their individual space was an essential part of this type of approach and the students who had difficulties accessing them and adding the lack of learning habits produced in them frustration.

“Eso de usar el código no me gusto porque yo no pude usarlos y me dio rabia no poder entrar a esa plataforma y ver los videos”. (Participant 9)

Excerpt 7. Final Survey: Question 2

Even though the students of Juan XXIII school could be considered digital natives because of their age, it does not indicate that they are "digitally competent" (Li, Y., & Ranieri, M. 2010, p.7) because they only handle basic social media platforms like YouTube or Google. Interacting with some educational applications like Google Classroom or Edpuzzle was a challenge for most of them.

Despite having a class to explain how to enter the Edpuzzle platform, only six students did the exercise, most reported having difficulties with the registered email or not knowing how to access the aforementioned app.

Excerpt 8. Teacher's Journal entry 3

Although in the first classes the majority of the students did not watch the videos due to the causes mentioned above, the use of more accessible means of communication (whatsapp and photocopies), encouraged them to investigate what was requested.

“Yo no vi los primeros videos, pero si trabaje con las fotocopias, los otros videos que hablaban sobre estereotipos y el embarazo si los vi porque use el link, igual la página web sobre las enfermedades de transmisión sexual”.(Participant 1)

Excerpt 9. Final survey: Question. 1

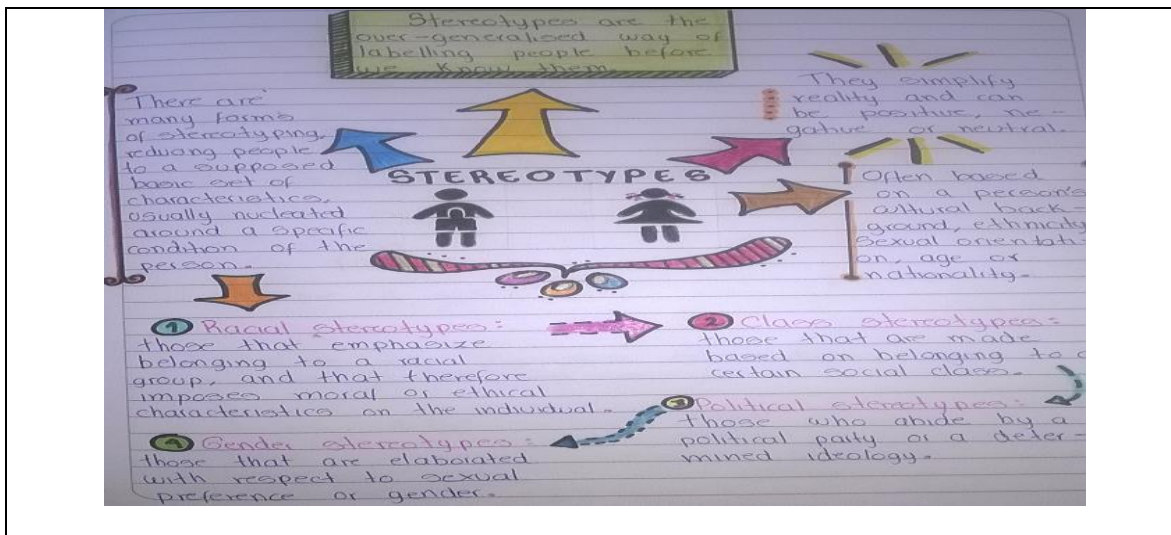
Regardless of the difficulties to watch the videos some of the activities carried out in class obtained a satisfactory participation; Collaborative work during the activities helped those students who were behind for not having seen the videos. And even many of the students who had a low academic performance and disciplinary issues showed greater effectiveness in their responses.

Activities where the student walks around the classroom and interacts with peers asking questions about personal information, encourages him to lose the fear of speaking in English and motivates him to meet his goal.

Excerpt 10. Teacher’s Journal. Entry 4

8.1.1.3 Intentional Content.

The videos, web pages and PowerPoint presentations used to explain grammar and teach content helped to improve the "remembering and understanding, the lower thinking skills" (Anderson et al, 2001, p.30). Along with note-taking strategies, mind map and answer questions, the high skills analyze and creating were developed too. Some students' artifacts showed effectiveness of these strategies.



Excerpt 11. Student's artifacts: Stereotypes mind map. Participant 3

The sessions where the topic suggested by the MEN helped to encourage transversality and to promote a multidisciplinary approach of social, ethical and moral problems, present in the students' daily context. The selected topics served as a bridge between the academic and social aspects, tied in a dynamic way the school "to the comprehension of these dilemmas". (MEN, 2014 cited in MEN 2016a. p.21). When the students felt identify with the topics, the motivation increased to investigate and reflect in the possible solutions

"El tema nos entusiasmó a investigar más sobre lo que se hablaba allí. Pero si no me llama la atención no buscaría por mi cuenta" (Participant 7).

Excerpt 12. Final Survey. Question 7

8.1.2. Grammar and content

Most of students manifested that some videos were bored in special grammar content and they felt alone when they had doubts.

“Yo si lo hice, vi el primero en español y tuve idea sobre lo que explicaban cuando vi el video en ingles copié todo lo que decían, que era muy parecido a lo que decían en español. Lo malo es que si uno tiene dudas ¿a quién le pregunta? Hay que esperar hasta la clase. (Participant 3).

Excerpt 13. Final survey. Question 2

The tasks where the student had to apply the grammar learnt to create sentences on gender stereotype and region (Appendix H), to apply them later in a survey, helped to reinforce the correct use of that vocabulary showed them that it was possible to write and speak in English.

Should Survey		
Find someone who believes...	Name	Why?
people over 70 years old should work		
... men shouldn't cry	S	Because they look like gay
...women shouldn't wear short skirts	L	Because men do not respect them
...men should help with the childcare	I	Because no all the responsibility for the women
...mothers of young children shouldn't work outside home	J	is better for their children
...women shouldn't drive a car	A	Women not are good drivers
men shouldn't be cheat	G	they should respect their girlfriends
teenagers shouldn't dance reggaeton		

Excerpt 14. Student's artifacts: Stereotype gender survey. Participant 1

Regarding the content on stereotypes and sexual health despite the fact that the videos were in English, the student perceived the message. The vocabulary learnt during

the observations increased their level of confidence that was demonstrated little by little in the interventions that the students did in English during the exercises in class. Excerpt 14 and 15 show the interventions of the students in the first and last forum.

Teacher: Ok students, What do you think of the three models that showed to people?

Student 1: uno era black, por eso la gente le tenía miedo.

Teacher: Do you believe people judge him by his skin color?

(the teacher writes the word skin color on the board)

Student 1: Yes teacher, a los negros siempre los tratan de... How do you say ladrones?

Teacher: Thieves

Student 1: A los negros siempre los tratan de thieves

Teacher: People think that color people are thieves

(the teacher writes color people and thieves on the board)

Students: Yes

Student 2: fue más por su ropa

Teacher: Do you say by his appearance? the teacher points out her clothes

Student 2: yes, by his appearance

(the teacher writes appearance on the board)

Teacher: and what do you think about the Granny?

(the teacher points out the image of the old woman)

Student 3: ella debería estar en la casa viendo novelas.

Students laugh

Teacher: Is that what all grandmothers should do?

Students 4: for security yes.

Teacher: For their security

Student 4: Their security

Teacher: What stereotype should we change?

Student 5: Sobre color people, hay ladrones y asesinos blancos también, pero siempre juzgan a los negros.

Students: yes

Teacher: Ok, the skin color stereotype. Not all people of color are dangerous, white people too.

Student 5: Yes, teacher, white people too.

Excerpt 15. Observation transcription N°1

Excerpt 15, showed teacher's role to guide the students to use the vocabulary learnt during the forum about stereotypes. The L1 interference was notorious. In the adolescent pregnancy forum, Excerpt 16, which was the last forum, the students used their reflections to participate showed more fluency than the first.

Teacher: who wants to share their findings with the class? Ask you the question What would happen if I was pregnant or my girlfriend was pregnant?

Student 1: I could not get up at 10:00 A.M. (student read their opinion with acceptable pronunciation and fluency)

Teacher: Ok, excellent answer.

Another volunteer?

Student 2: I could not study. I would have to work. (Student express their opinion without read)

Teacher: Good! Another volunteer?

Student 3: I could not practice Karate or go to competitions. (student express their opinion without read)

Teacher: Perfect

Student 4: I would have to eat lots of fruits and vegetables. (Student read with low pronunciation and fluency)

Teacher: Good!

Excerpt 16. Observation transcription N° 2

8.1.3. Oral competence.

According to Kayi (cited in Anwar & Pratama, 2016), the oral competence is the ability that helps human being expressing emotions, ideas or feelings. A crucial part of learning language "starts when the learner knowing letters, producing words, and arranging those words into sentences" (p.286). All this is necessary so that the student has a base to start expressing himself. With the use of the authentic material shown in most of the videos and web pages indicated in the teaching sequence, the student was supported with the necessary vocabulary and grammar to develop a fluency pronunciation, and the necessary confidence to demonstrate initiative in the use of the learned. Excerpt 17 showed student's feelings when used the L2 with fluency.

"A mí me gusta y me siento bien cuando ud me entiende lo que digo". (Participant 5)

Excerpt 17. Final Survey: Question 10

Although at the beginning the students were afraid to talk in English, little by little and thanks to the different hand-out and activities where the student needed to interact with their classmate, solve situations and create content, produced in them the feeling that if is possible to learn a foreign language to talk about matters that concern them.

Learning a new language fluently is not achieved in seven sessions. The evidence support that the level of motivation in students increased helping them to feel comfortable to put aside their fears and lack of confidence. They are agreed that Flipped learning approach teaching them a great possibility to start with this difficult but not impossible challenge.

“Yo aprendí mucho vocabulario pero me cuesta conectar todo, pero si seguimos así vamos a aprender rapidito a hablar en inglés”. (Participant 3)

Excerpt 18. Final Survey. Question 10

9. Conclusion

In spite of the great efforts of the government to increase the level of English proficiency of Colombian students, the different factors such as class time per week, context, student motivation, teacher pedagogy, and the resources of institutions and students make it difficult to fulfill. This desire not only by the Colombian government but also by many parents, students and teachers that know the importance of learning a foreign language for children's future (MEN 2016).

In the past, English classes at ninth graders of Juan XXIII School were focused on reading activities, filling gaps and answer questions. Speaking activities were impossible to perform because of the level of terror that this implied in the students, when someone tried to do it was teased because of their low fluency and pronunciation. The classes were boring and long, especially when grammar was taught. For students to learn grammar was very difficult and the sensation that it was not meaningful for them made it less attractive to learn.

Taking into account the interest that students present about online and social media resources like YouTube, Facebook, Whatsapp, and Google and the fact that most of them have technological tools such as computers, tablets, and cell phones which can "provide authentic English language input" (Kostka & Marshall, 2018.p.3) to students of sectors of the expanding circle, where the "target language is not the dominant" (p.3). One of the best alternatives to develop all this potential that technology allowed us was Flipped Learning Approach which is based on to create dynamic environments that help the student to use all that they had learning in a meaningful way in their group space together with the Communicative methodology, supported the development of the ninth grade students' English skills, especially oral competence.

Through of the analysis, interpretation and observation of the performance of the participants under study during the designed strategies that were applied on a regular basis (2 months, three hours a week). The validity of this research was determined with the achievement of the objectives. The information collected through the Teacher's journal, checklist, rubrics, and survey, allowed to identify that the results obtained were not random but as a direct result of the designed strategies.

Flipped Learning has as its main characteristic that it moves certain lower level tasks for the student to work at home at their own pace. In the official sector, and especially in Juan XXIII school, the students were reluctant to change especially because they felt that watching videos about grammar in English was not easy, and investigating on their own was not the best option. Developing the discipline of autonomy and accountability in young people who are accustomed to the teacher giving them all the information was very difficult, even in the seven sessions a few students never did the activities proposed for their individual space. The change that this type of approach requires will always be the Achilles heel for those who want implement it.

The level of intonation and pronunciation of the students had a minimum increase because the corresponding activities to develop them were not done due to lack of time but the level of fluency improved noticeably in many students. As a positive part the peer work helped those students who did not do the activities in their individual space. Interestingly some of them showed good attitude and participation in-class activities.

The difficulties that arose with the use of the Edpuzzle and Google Classroom platform, two of the most recommended by the Flipped Learning Network, showed that is necessary to have a great knowledge of the use of these, in addition to adequate technological tools. The majority of the students of the Juan XXIII School had obsolete

technological equipment hindering the use of these Apps. In addition, the deficiencies to use these online resources properly, demonstrated that in spite of being considered digital natives they only handle basic online resources such as WhatsApp, Facebook and YouTube.

The use of class time was the strongest argument of this approach. The classes changed completely and the student became the center of it. The student arrived prepared on the topics to be studied before the class, allowing that in-class time to be used to participate in activities where they had to create sentences, ask their classmates and read their opinions, thus, mixing the native language with the target. All this increased their motivation helping to diminish their lack of confidence in their ability to use the foreign language because with interactive and meaningful activities they began to realize that if it is possible to communicate in the English foreign language.

10. Recommendations for further studies

The present research addressed the effects of Flipped Learning Approach on A1 ninth grader's oral performance through the implementation of the Communicative Language Teaching activities in a Public school from Cali (See Part 1).

This study served as a way to transform traditional instructional practices of English as a foreign language in a public school of Cali. Thanks to FL students became active participants in their learning processes focused on speaking skill, which is very necessary to express their feelings and ideas in another language.

The use of intentional content such as Sexual Health and Stereotypes increased the students' motivation to participate in the activities in which they had to produce written and oral artifacts. This confirms that the topics where the student feels identified promote their

critical and reflective capacity. Therefore, it is necessary to include these kinds of contents in the academic syllabus. The implementation of technological tools in intonation and pronunciation activities in and out class must be fundamental because the development of oral competence helps to increase the levels of students' confidence in the use of the L2.

It is necessary that teachers find different resources to implement FL when the school and their students do not have tech tools. Most of the activities in the individual student's space can be done through texts, books, CD, and the most common social media apps that are accessible to old gadgets.

To train the student when watching the videos out class to identify which are the essential points that he must to know to resolve his task is the first exercise that the teacher must implement to prevent students' frustrations by not having teacher's support (Bergmann & Sams. 2012, p.14).

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Appendixes

Appendix A: Need Analysis instrument

Uso y Manejo de la Tecnología

<p>1. ¿Cuál de los siguientes artefactos posee en su casa? (Puedes escoger más de una opción)</p> <p><input type="checkbox"/> TV</p> <p><input type="checkbox"/> DVD</p> <p><input type="checkbox"/> Smart Phone</p> <p><input type="checkbox"/> Computador</p> <p><input type="checkbox"/> Tablet</p> <p>2. ¿Cuánto tiempo al día pasas usando los artefactos nombrados anteriormente?</p> <p><input type="checkbox"/> 1 hora o menos</p> <p><input type="checkbox"/> 2 horas o más</p> <p><input type="checkbox"/> Más de 4 horas</p> <p><input type="checkbox"/> Ninguna de las anteriores</p> <p>3. ¿Desde dónde te conectas a internet?</p> <p><input type="checkbox"/> Plan de datos</p> <p><input type="checkbox"/> Café internet</p> <p><input type="checkbox"/> Biblioteca</p> <p><input type="checkbox"/> Colegio</p> <p><input type="checkbox"/> Casa de un amigo</p> <p><input type="checkbox"/> Zona WI-FI</p> <p><input type="checkbox"/> Ninguna de las anteriores</p> <p>4. ¿Qué actividades realizas en internet?</p> <p><input type="checkbox"/> Correo electrónico</p> <p><input type="checkbox"/> Mensajería instantánea</p> <p><input type="checkbox"/> Foros (chats)</p> <p><input type="checkbox"/> Investigación/Escuela</p> <p><input type="checkbox"/> Redes sociales</p> <p><input type="checkbox"/> Jugar</p> <p><input type="checkbox"/> Ver videos o películas</p> <p><input type="checkbox"/> Otro ¿Cuál?</p> <p>5. ¿Te parece importante el internet para aprender?</p> <p><input type="checkbox"/> Muy importante</p> <p><input type="checkbox"/> Importante</p> <p><input type="checkbox"/> Neutral</p> <p><input type="checkbox"/> Poco importante</p> <p><input type="checkbox"/> Nada importante</p>	<p>6. ¿Qué fue lo último que aprendiste en internet?</p> <p><input type="checkbox"/> Una receta</p> <p><input type="checkbox"/> Una manualidad</p> <p><input type="checkbox"/> Como reparar algo</p> <p><input type="checkbox"/> Tema académico</p> <p><input type="checkbox"/> Una canción</p> <p><input type="checkbox"/> Pasos de un baile</p> <p><input type="checkbox"/> Otro ¿Cuál?</p> <p>7. ¿Qué programas manejas?</p> <p><input type="checkbox"/> Word</p> <p><input type="checkbox"/> Excel</p> <p><input type="checkbox"/> Photoshop</p> <p><input type="checkbox"/> Final cut pro</p> <p><input type="checkbox"/> Wordpress</p> <p><input type="checkbox"/> Prezi</p> <p><input type="checkbox"/> Knovio</p> <p><input type="checkbox"/> Powtoon</p> <p><input type="checkbox"/> Power point</p> <p><input type="checkbox"/> Otro ¿Cuál?</p> <p>8. ¿En dónde haces tus tareas?</p> <p><input type="checkbox"/> Casa</p> <p><input type="checkbox"/> Biblioteca</p> <p><input type="checkbox"/> Casa de un familiar</p> <p><input type="checkbox"/> Casa de un amigo</p> <p><input type="checkbox"/> En el colegio</p> <p><input type="checkbox"/> No la hago</p> <p>9. ¿Qué crees tú que hace las tareas más interesantes?</p> <p><input type="checkbox"/> Video</p> <p><input type="checkbox"/> Audio</p> <p><input type="checkbox"/> Canción</p> <p><input type="checkbox"/> Sketch</p> <p><input type="checkbox"/> Un programa de televisión</p> <p><input type="checkbox"/> Fotocopias</p> <p><input type="checkbox"/> Libro</p> <p><input type="checkbox"/> Otro ¿Cuál?</p> <p>10. ¿Qué te gustaría hacer de tarea?</p> <p><input type="checkbox"/> Investigar</p> <p><input type="checkbox"/> Crear</p> <p><input type="checkbox"/> Construir</p> <p><input type="checkbox"/> Contestar ejercicios</p>
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Appendix B: Rubric Initial Test

Criteria	Low Performance (1.0 to 2.9)	Basic Performance (3.0 to 3.9)	High Performance (4.0 to 4.5)	Superior Performance (4.5 to 5.0)
Content ICT in daily life	Has difficulty covering the expected content points.	Covers with some difficulty parts of the intended topic, but the message is not badly affected.	Covers the expected content successfully.	Easily covers the expected content successfully.
Vocabulary Use: To describe a gadget old fashion model, super brand, awesome, great, terrific, terrible, a piece of junk, unnecessary, awful, a lemon.	Has difficulty using vocabulary related to the topic.	Uses with a certain amount of difficulty some appropriate vocabulary related to the subject studied, but the learner can make himself/herself understood.	Uses vocabulary which is appropriate to the subject studied.	Easily uses extensive and appropriate vocabulary related to the subject studied.
Use of English Comparatives- superlatives	Has difficulty using grammar rules related to the subject; has problems expressing himself/herself clearly.	Uses with some difficulty grammar rules related to the subject to make himself/herself understood.	Uses correctly most of the grammar rules related to the subject and expresses himself/herself clearly.	Uses grammar rules related to the subject extensively and expresses himself/herself clearly.
Oral Ability (Pronunciation / Intonation / Fluency)	Speech is impossible to understand or hard to follow due to very poor pronunciation, intonation of key words and slow, hesitant speech.	Even though speech is difficult to understand, the speaker has the creativity to make himself/herself understood.	Speech is generally well pronounced and fluid, with a few hesitations. However, the speaker has some pronunciation and intonation problems.	Speech is well articulated, pronounced and fluid, with very few or no hesitations. It is easy to understand and uses correct intonation.
Interaction and audibility	Has difficulty maintaining appropriate interaction with audience or speaking partner, which impedes communication. Speaks very softly, making it extremely hard to hear and impeding understanding	Sometimes maintains appropriate interaction with audience or speaking partner, but communication is occasionally impeded. Often speaks very softly, making it hard to hear and therefore frequently impeding understanding.	Interaction with audience or speaking partner is appropriate most of the time, although some mistakes are made. Level of speech in terms of sound is well adjusted to setting and surroundings most of the time.	Always maintains appropriate interaction with audience or speaking partner, which facilitates communication. Level of speech in terms of sound is well adjusted to setting and surroundings, facilitating understanding.
Preparedness and Organization	Does not appear to have prepared for the speech	Somewhat prepared and organized for the speech	Most of the time the speech are prepared and organized	Very prepared and organized speech

Retrieved from: Way To Go Teachers Guide. Rubrics for Speaking. MEN (2016b), p.362

Appendix C: Rubric Final Test

Criteria	Low Performance (1.0 to 2.9)	Basic Performance (3.0 to 3.9)	High Performance (4.0 to 4.5)	Superior Performance (4.5 to 5.0)
Content Teen Pregnancy STD infections	Has difficulty covering the expected content points.	Covers with some difficulty parts of the intended topic, but the message is not badly affected.	Covers the expected content successfully.	Easily covers the expected content successfully.
Vocabulary Use: Getting pregnant Sexual relationships Chlamidia- Gonorrhea Herpes - HPV (Human Papillomavirus) HIV&AIDS -- Hepatitis B Genital warts -- Syphilis Pubic Lice	Has difficulty using vocabulary related to the topic.	Uses with a certain amount of difficulty some appropriate vocabulary related to the subject studied, but the learner can make himself/herself understood.	Uses vocabulary which is appropriate to the subject studied.	Easily uses extensive and appropriate vocabulary related to the subject studied.
Use of English Modal verbs Must Have to Should	Has difficulty using grammar rules related to the subject; has problems expressing himself/herself clearly.	Uses with some difficulty grammar rules related to the subject to make himself/herself understood.	Uses correctly most of the grammar rules related to the subject and expresses himself/herself clearly.	Uses grammar rules related to the subject extensively and expresses himself/herself clearly.
Oral Ability (Pronunciation / Intonation / Fluency)	Speech is impossible to understand or hard to follow due to very poor pronunciation, intonation of key words and slow, hesitant speech.	Even though speech is difficult to understand, the speaker has the creativity to make himself/herself understood.	Speech is generally well pronounced and fluid, with a few hesitations. However, the speaker has some pronunciation and intonation problems.	Speech is well articulated, pronounced and fluid, with very few or no hesitations. It is easy to understand and uses correct intonation.
Interaction and audibility	Has difficulty maintaining appropriate interaction with audience or speaking partner, which impedes communication. Speaks very softly, making it extremely hard to hear and impeding understanding	Sometimes maintains appropriate interaction with audience or speaking partner, but communication is occasionally impeded. Often speaks very softly, making it hard to hear and therefore frequently impeding understanding.	Interaction with audience or speaking partner is appropriate most of the time, although some mistakes are made. Level of speech in terms of sound is well adjusted to setting and surroundings most of the time.	Always maintains appropriate interaction with audience or speaking partner, which facilitates communication. Level of speech in terms of sound is well adjusted to setting and surroundings, facilitating understanding.
Preparedness and Organization	Does not appear to have prepared for the speech	Somewhat prepared and organized for the speech	Most of the time the speech are prepared and organized	Very prepared and organized speech

Retrieved from: Way To Go Teachers Guide. Rubrics for Speaking. MEN (2016b), p.362

Appendix D: Parents consent letter

Santiago de Cali, 18 de Septiembre de 2018

Señores
PADRES DE FAMILIA
 Estudiantes grado 9-3
 I.E.T. Comercial Juan XXIII
 Cali
 |

Respetados Padres:

Actualmente me encuentro realizando la investigación titulada: *"The effects of flipped the grammar structures and vocabulary on students' oral performance in an A1 English"* como requisito para optar el título de grado en la Maestría en la Enseñanza del Inglés como lengua extranjera en la Universidad ICESI.

Esta investigación tiene como fin contribuir en el proceso oral de los estudiantes en lengua extranjera (Inglés), atendiendo a los principios del aprendizaje diferenciado y a través del enfoque del aprendizaje invertido, fortaleciendo así su autonomía como aprendiz dentro y fuera del aula de clase.

Para tal fin, los estudiantes de este curso han sido seleccionados como participantes del proyecto mencionado el cual redundara en beneficios tanto individuales como grupales en el proceso de aprendizaje de su hijo(a) para el futuro. Con este propósito durante este tercer periodo del año 2018, se llevarán a cabo varias actividades tales como encuestas, videos, cuestionarios, forums, exposiciones, que constituirán el insumo para la realización de este estudio. Estos se desarrollaran durante los espacios de clase estipulados durante el horario y con el acompañamiento de la docente sin afectar el desarrollo del programa en esta asignatura, dado que fueron diseñados de acuerdo al currículo institucional.

Por lo anterior, comedidamente solicito su consentimiento y colaboración diligenciando el desprendible adjunto, autorizando a su hijo (a) a participar en este importante estudio. Por otra parte a su hijo(a) se le garantizará absoluta confidencialidad con la información que se obtenga mediante el uso de seudónimos para mantener su identidad en el anonimato en todas las publicaciones que la investigación origine.

Atentamente;

SAYONARA SALAZAR SÁNCHEZ
 Docente de Inglés

Favor diligenciar este formato y enviarlo a la profesora de inglés

Yo, _____, con cédula de ciudadanía No _____ autorizo a mi hijo (a) _____ del grado 9-3 para participar en el proyecto de investigación *"The effects of flipped the grammar structures and vocabulary on students' oral performance in an A1 English"*, adelantado por la docente Sayonara Salazar Sánchez y auspiciado por el departamento de lenguas extranjeras de la Universidad ICESI.

 Firma
 C.C.

Appendix E: Juan XXIII school consent letter

└ Santiago de Cali, 30 de Julio de 2018

Rectora
GLADYS RIVAS ARENAS
Ciudad

Respetada Señora

Dentro de la formación de pogrado de la Maestria en la enseñanza del Inglés como lengua extranjera de la universidad ICESI, las actividades de investigación son un requisito primordial, por esta razón me gustaría aelantar mi trabajo de grado en la Institución Educativa en la que laboro implementando el enfoque Flipped Learning para mejorar la habilidad oral en los estudiantes de grado noveno de la sede Ciudad de Cali.

Con el anterior proposito, el de poder realizar encuestas, observaciones, grabaciones audiovisuales de las actividades realizadas durante el tiempo de investigación, y material visual tales como fotografías. Le solicito su consentimiento y respaldo a usted como representante de la Institución Educativa Juan XXIII para llevar cabo dicho trabajo. Es importante recalcar que toda la informacion recolectada sera tratada de manera confidencial y solo para fines investigativos, por lo tanto no se revelará informacion personal ni institucional.

De antemano, muchas gracias por su atención y quedo atenta su respuesta.

|

SAYONARA SALAZAR SANCHEZ
DOCENTE INVESTIGADOR

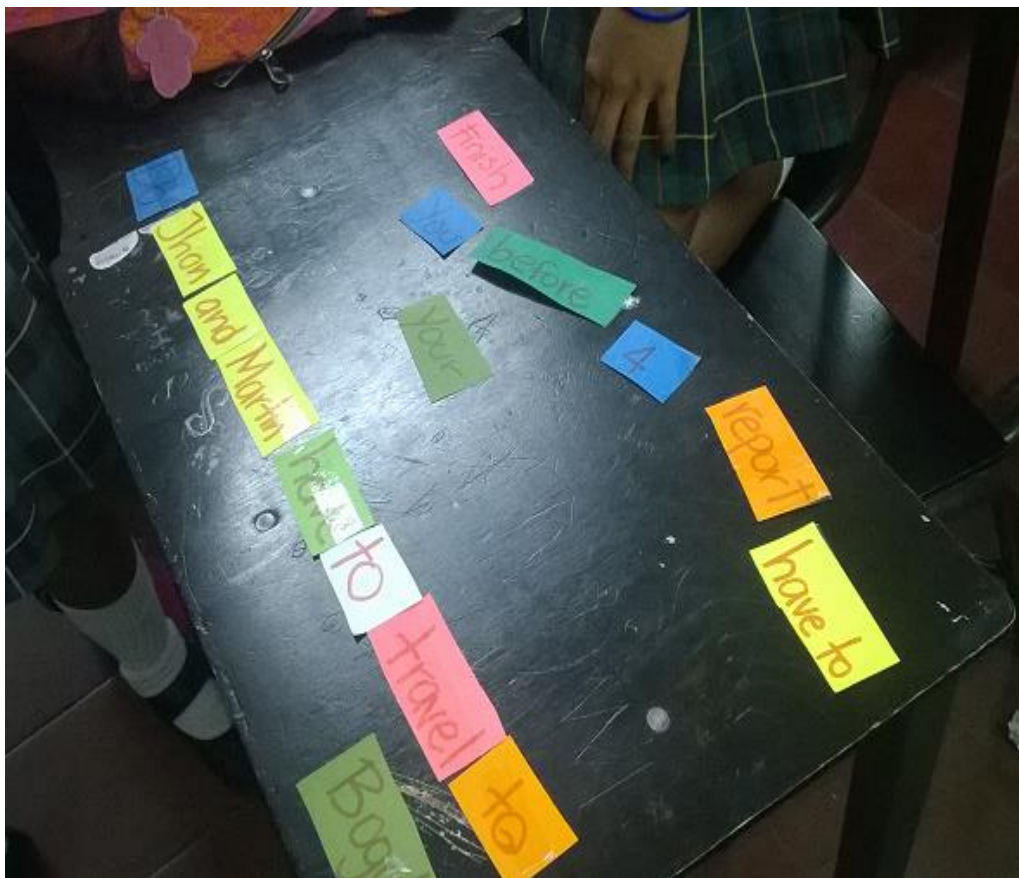
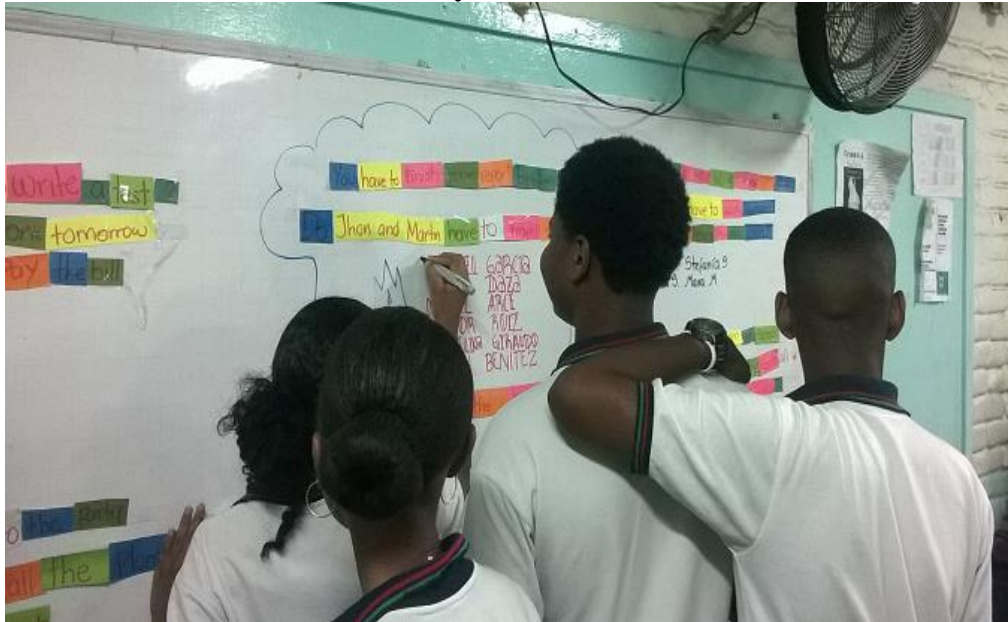
Appendix F: Focus Group Interview

Focus Group

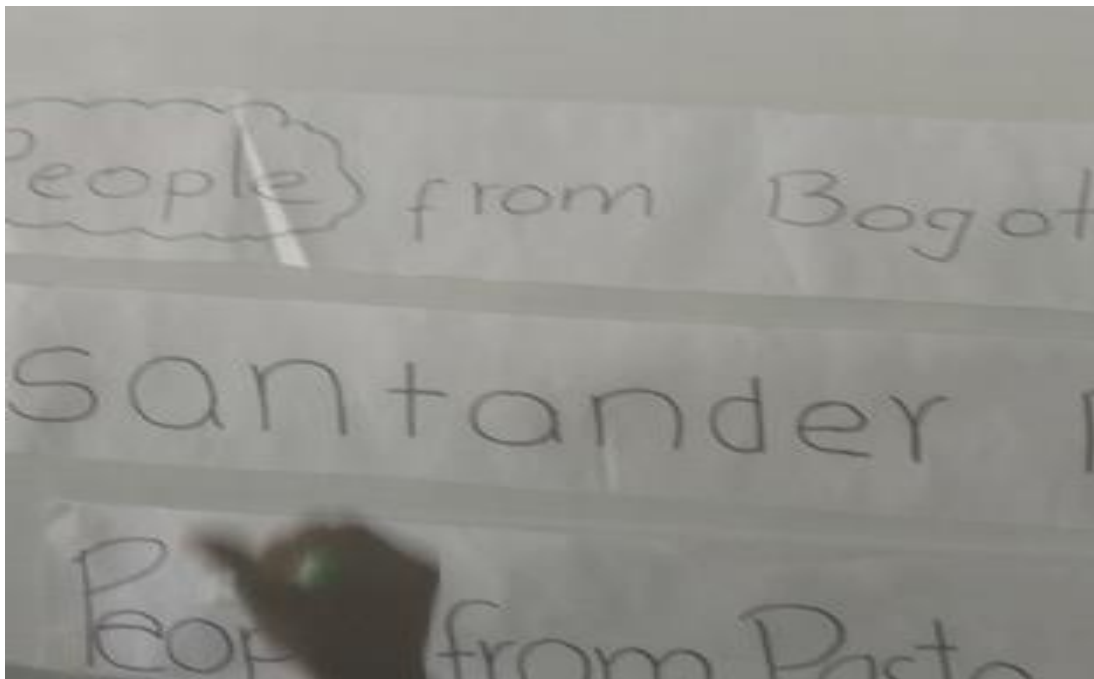
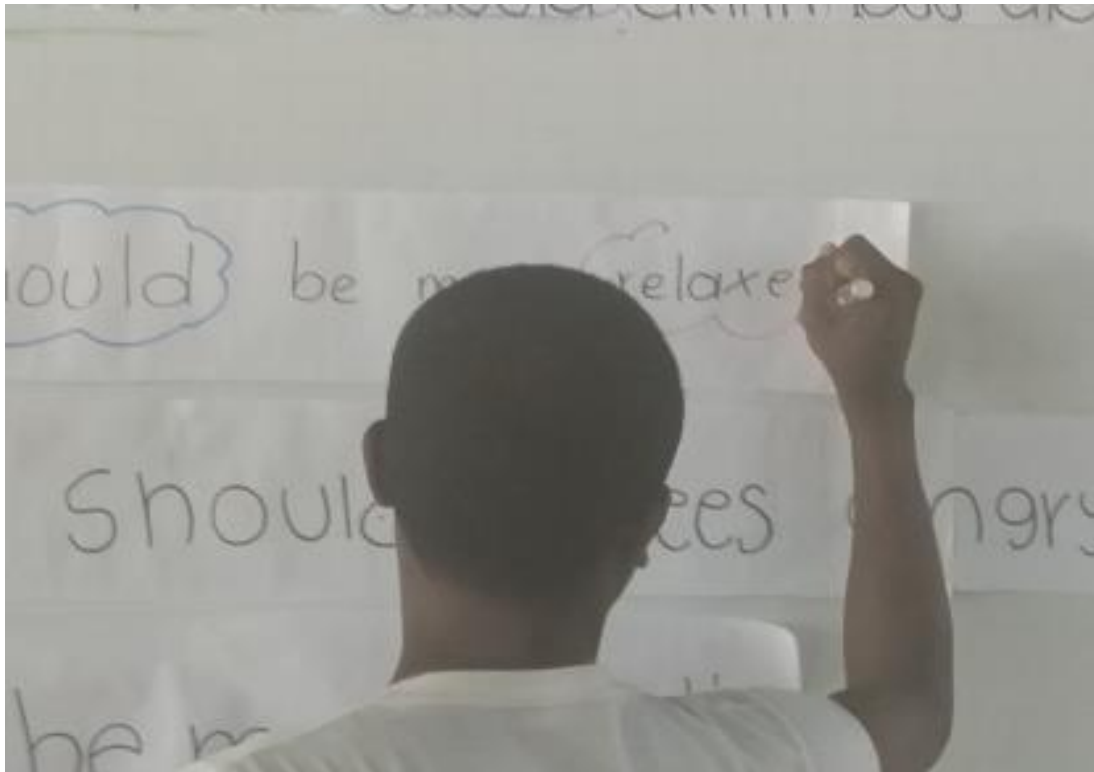
November 21st/2018

1. **¿Viste los videos asignados por la docente?**
2. **¿Les gusto el uso de videos para explicar los temas y la gramática? ¿Cuándo aprendieron sobre los Modal Verbs?**
3. **¿El tiempo de la clase fue usado efectivamente?**
4. **¿Te pareció beneficioso estudiar el tema antes de ir a clase**
5. **¿Fue fácil estudiar en tu casa solo?**
6. **¿Las clases fueron distintas?**
7. **¿La metodología usada por la docente te motivó a estudiar por tu cuenta?**
8. **¿Cómo les gusta más, que el docente te enseñe o investigar por tu cuenta?**
9. **La forma de evaluar los ejercicios les ha parecido mejor?**
10. **Esta metodología les ayudo a aprender a hablar en inglés?**

Appendix G: Scramble sentences activity



Appendix H: Students' artifacts. Region Stereotypes



Appendix I: Printed worksheet sample

MODAL VERBS OF OBLIGATION AND PROHIBITION

PERFECT PEOPLE



A good friend must

A good friend mustn't



A good teacher must

A good teacher mustn't



A good classmate must

A good classmate mustn't



A good brother or sister must

A good brother or sister mustn't



A good waiter must

A good waiter mustn't



A good doctor must

A good doctor mustn't



A good neighbour must

A good neighbour mustn't



A good shop assistant must

A good shop assistant mustn't



A good politician must

A good politician mustn't

Appendix J: Students' artifacts. Gender stereotype

Womens
Should be
DRESSED
as they
want ♥
T.P.

Women should play
all the sports that
they want
A.B.

Parents should teach
to boys to be respectful
with girls.
L.T

Our society shouldn't create whereable
womens
m.f

you should not play nude
sports to be a men
R.C

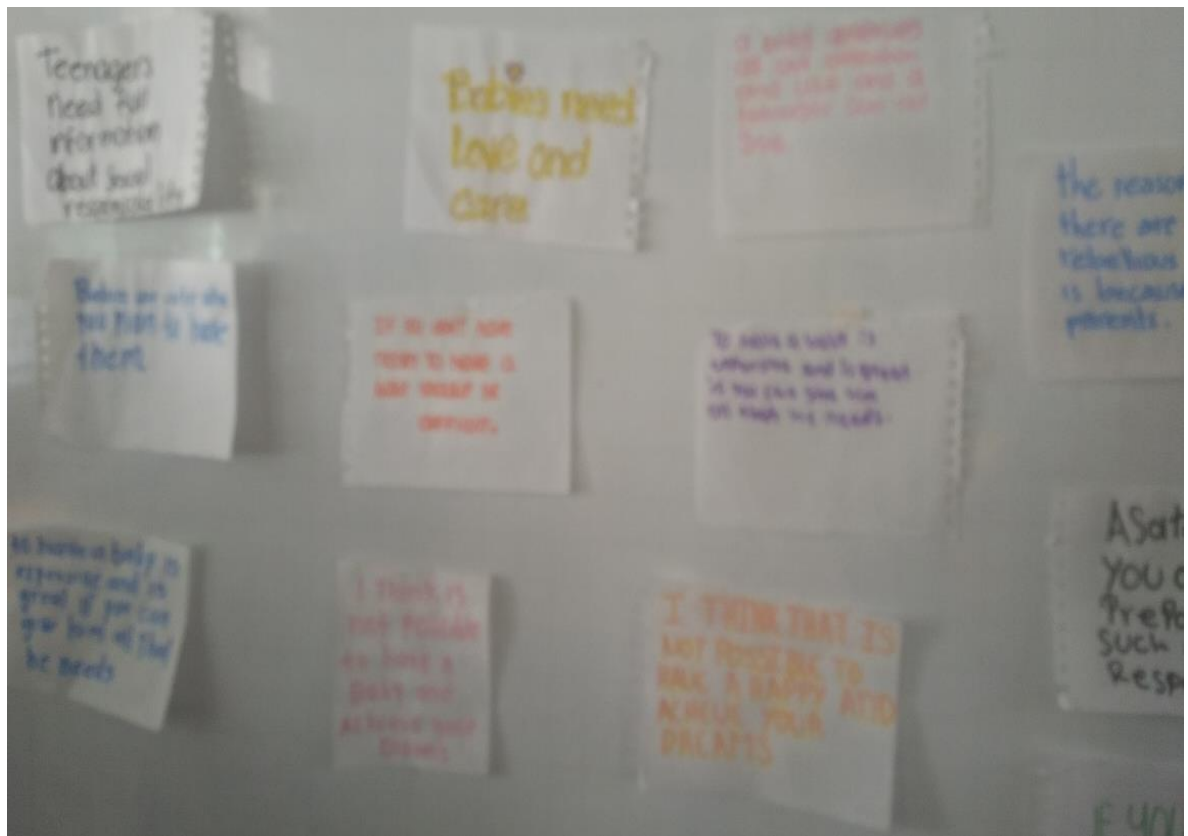
Mens should help
with the chores house
p.c

Appendix K: True or False activity

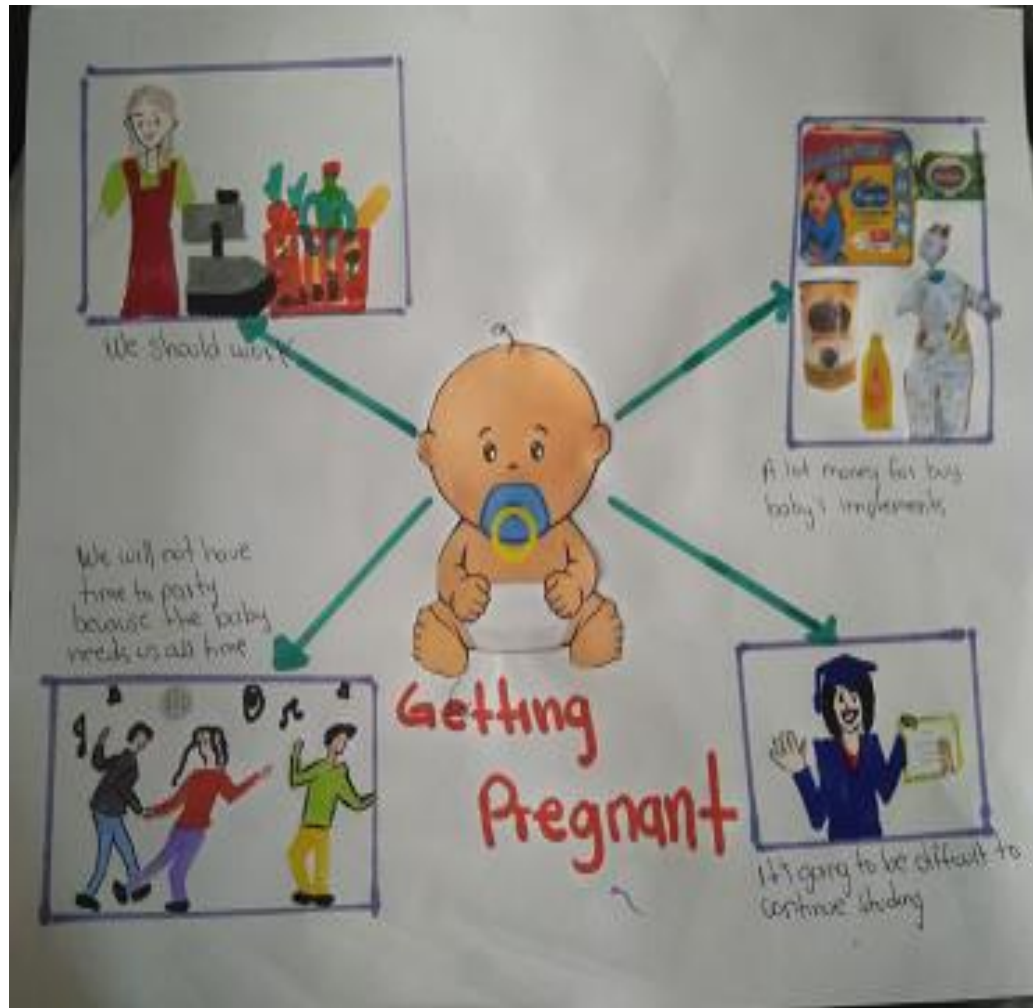
Please answer the remaining questions by putting a tick in the True or False column		
	True	False
1. A man can have a sexually transmitted infection without any obvious symptoms.
2. A woman can have a sexually transmitted infection without any obvious symptoms,
3. Apart from HIV, all sexually transmitted infections can be cured,
4. Chlamydia is a sexually transmitted infection that affects only women,
5. Chlamydia can lead to sterility among women.
6. Once a person has caught genital herpes, then they will always have the virus.
7. People who always use condoms are safe from all STIs
8. Gonorrhoea can be transmitted during oral sex.....
9. Genital warts can only be spread by sexual intercourse.
10. HIV only infects gay men and injecting drug users.
11. Cold sores and genital herpes can be caused by the same virus.
12. Hepatitis C has no long term effects on your health.....
13. It is possible to be vaccinated against Hepatitis A.
14. It is possible to be vaccinated against Hepatitis B.
15. It is possible to be vaccinated against Hepatitis C.
16. People who have injected drugs are not at risk for Hepatitis C.....
17. Hepatitis C can be transmitted by tattooing and body piercing.....
18. Hepatitis B can be transmitted sexually.
19. All people that have Hepatitis C. can be cured.
20. Hepatitis C. can be transmitted by sharing razors and toothbrushes.

Smith, A., Dyson, S., Agius, P., Mitchell, A., & Pitts, M. (2003) Cited in Catching On (2003), p.87

Appendix L: Students' artifacts Teen pregnancy reflections



Appendix M: Students' artifacts mind map



Students' artifacts: Participant 6

Appendix N: Stereotypes lesson plan.

Teacher: Sayonara Salazar	Topic: Stereotypes	Class outcome: students express their thoughts about stereotypes in our country and how can change them	
Objectives: Students understand what a stereotype is and how can change them.			Date: August 21st to September 27th
Accountability activity (ILS): Given advices using modals verbs in oral and written way. Students reflect about how stereotypes affect them			Entry ticket: The meaning of the word stereotype
LOCATION	Bloom's taxonomy stage	Actions	Outcomes
<p>Individual learning space</p> <p>1. Watch a video about use of modal verbs (have to, must and should) and take notes. Then in Edpuzzle watch the video and answer the questions about modal verbs</p> <p>https://www.youtube.com/watch?v=w5vVaWgUcZ0&list=PLCAr8lxqx-5TGPU0bUvySS7cjNEnnIq5D</p> <p>https://www.youtube.com/watch?v=N-4CRUEIcIc</p>	<p>UNDERSTANDING (Making sense out of information) To answer questions during a video about the use of modal verbs</p> <p>REMEMBERING To take notes about the correct use of modal verbs</p> <p>APPLYING (Use information in a new situation) To Apply correctly modal verbs in different situations</p> <p>ANALYZING Identify the correct use of some modals verbs in a sentence</p>	<p>Session N° 1. 3 hours</p> <p>To clarify students' doubts about modal verbs</p> <p>Activity 1. Organize negative, affirmative, and interrogative sentences with the modal verb have to.</p> <p>The students must organize sentences with the modal verb "have to" (each sentence is in disorder). They can use their notes to assemble the sentences. The correct sentences must be paste on the board, then they must explain to the teacher the rule that they used to organize the sentences.</p> <p>Activity 2 Fill in the blanks sentences with modal verbs. (Worksheet)</p> <p>Kahoot activity about the use of modal verbs</p>	<p>Students learn about modal verbs are, and their way to use them.</p>
<p>2. Powerpoint presentation explained what stereotype is.</p> <p>https://www.youtube.com/watch?v=4MRZbWuUmkk</p> <p>https://www.youtube.com/watch?v=GrMfXttHH2Y</p> <p>3. To make a mind map explaining what is stereotype. -To write one sentence expressing a stereotype idea (e.g. People from Bogota should be more funny. Caleños shouldn't be gossip).</p>	<p>REMEMBERING To recognize stereotypes vocabulary and some modal verbs</p> <p>UNDERSTANDING To explain the concept of stereotypes in a short and organize way.</p> <p>APPLYING (Use information in a new situation) To Apply correctly modal verbs in different situations of the real life</p>	<p>Session N° 2. 3 hours</p> <p>Activity 1 What is a stereotype? Teacher ask students about what is a stereotype, types and origin.</p> <p>Activity 2 First, the students write in an anonymous way the sentences they made in their homes about stereotypes in paper strips given by the teacher to be pasted on the board. Second, the teacher asking for volunteers to read each sentence and think what it says in Spanish. Third, the teacher underlines with different colors the verbs, connectors, and nouns for students to</p>	<p>Students explain the meaning of stereotypes in a mind map</p> <p>Students apply correctly the modal verb should to give advice</p>

	<p>To challenge student's beliefs how stereotypes in Colombia and in the world affect them?</p> <p>ANALYZING (Take info apart and explore relationships) To study how people from different places see themselves and how they would like to be seen by others.</p>	<p>identify them and can use them as a guide in the following exercise.</p> <p>Perfect People</p> <p>Students write and discuss how they would like people to behave in a perfect world. Each student must complete sentences in a worksheet using must or mustn't with the vocabulary learned before. When everyone has finished writing, all discuss and compare their answer in groups. Then they share for all the class their answers</p>	<p>Students apply correctly the modal verb must and mustn't for talk about people behave</p>
<p>Individual learning space</p> <p>Watch the video https://www.youtube.com/watch?v=nrZ21nD9I-0</p> <p>4. Then write sentences using the modal verb should that express their opinion about stereotypes (e.g Men shouldn't cry or women shouldn't wear short skirts)</p>	<p>CREATING (Use information to create something new) Students construct sentences using the modal verb should, to express their opinion about gender stereotypes in our society.</p>	<p>Session N°3. 3 hours</p> <p>Activity 1 Based on the video, in pairs, students give to the teacher sentences using the modal verb should, to express their opinion about gender stereotypes in our society. The teacher corrects the sentences with each couple. Some sentences will be include in a survey that the teacher will do in the next class.</p> <p>Activity 2</p> <p>Each student is given a copy of the survey. Then they move around the classroom finding someone who believes in the sentences written in the survey. They can complete the survey in "more information part" using the Wh-word "Why" for asking and "because" for an answer of their partners about their believes</p>	<p>students apply correctly the modal verb should to ask questions about stereotypes</p>

<p>5. Watch the video and give your opinion about it in a forum https://www.youtube.com/watch?v=LRs-nd_8oA0</p>	<p>ANALYZING (Take info apart and explore relationships) To study how people from different places see themselves and how they would like to be seen by others.</p>	<p>Session N°4. 3 hours</p> <p>Activity 1 Forum. Students express if they agree or not with the message presented in the video</p>	
<p>https://time.com/4948607/gender-stereotypes-roles/ https://www.youtube.com/watch?v=jKS_VJccq7M https://www.youtube.com/watch?v=xkkTf5dXMeM https://www.youtube.com/watch?v=oFQ2DEZgWa4</p>	<p>EVALUATING (Critically examine info & make judgements) Students reflect and create a possible solution of a gender stereotype situation</p>	<p>Activity 2 Teacher show them some videos. In groups students write a possible solution (advice using modal verbs and the vocabulary used in the classes)</p>	<p>Students show a gender situation problem and give a possible solution</p>
<p>ASSESSMENT</p>	<p>Students can express their thoughts about stereotypes and if is good or not use them in our society (Forum) and how we can change them.</p>		
<p>Exit ticket</p>	<p>Students write about possible solutions of different problems about stereotype</p>		

Appendix O: Health Sexuality lesson plan

Teacher: Sayonara Salazar	Topic: HEALTH SEXUALITY	Class outcome:	
Objectives: To identify some of the risks associated with being sexually active.			Date: October 2nd-November 16th
Accountability activity (ILS): Students demonstrate knowledge of STD			Entry ticket: STD meanings
LOCATION	Bloom's taxonomy stage	Actions	Outcomes
<p>Individual learning space</p> <p>Students read and take notes about STD, their characteristics, symptoms, and spread</p> <p>https://www.plannedparenthood.org/learn/stds-hiv-safer-sex</p> <p>Group learning space Jeopardy Game</p>	<p>REMEMBERING (Find or remember information)</p> <p>Students</p> <p>Students demonstrate knowledge of different STD and the characteristics of each, including symptoms and methods of transmission</p>	<p>Session N° 5: 1- 3 hours</p> <p>Activity 1 Ask them to complete a True or False workshop to evaluate their knowledge about STD</p> <p>Activity 2 What Are the Risks?</p> <p>Students reflect for a couple of minutes on what they see as the risks of becoming sexually active. The teacher writes their possible answers (e.g trust/breaking trust getting an STD, getting pregnant, parental disapproval, community disapproval, feeling used)</p> <p>Then the teacher gives students \$6000 to spend on reducing these risks. Students have a few minutes to decide how they will spend their money. While students are deciding how to spend their money as risk reduction, the teacher will need to write the identified risks on envelopes. Then place them around the room allowing enough space for students to move about freely without other students closely observing them. Students move around the room, placing their money in the appropriate envelope. Determine the priorities and report back about what was considered the most important risks to reduce.</p>	Students demonstrate a working knowledge of STD and how prevent their spread
	<p>UNDERSTANDING (Making sense out of information)</p> <p>Students understand the consequences of having sex without protection</p>	<p>Activity 3</p> <p>Jeopardy, a "game show," designed to entertain while educating the students of the concepts learned before. The teacher adapted this game according to students level. For this reason, she gave them the concepts (illness, spread, and symptoms) and the questions (what are the Chlamydia symptoms?, How Gonhorrea is</p>	Students recognize signs and symptoms of a STD

		spread?) in categories and they should match them.	
<p>Individual learning space Students write their activities for one day. They need to answer the following questions in their notebooks:</p> <p>What time do you wake up?</p> <p>What time do you go to sleep?</p> <p>What do you eat during the day? Be specific: include fruits, vegetables, and junk food.</p> <p>How much time do you spend with friends?</p> <p>What activities do you participate in? How much time do you spend at each?</p> <p>Are you tired during the day? If so, Are you able to nap?</p> <p>https://www.youtube.com/watch?v=e9G3UR2fi5s&feature=youtu.be</p> <p>Group Learning Space</p> <p>At the end of the program ask students create activities in a campaign to reinforce ideas about safe sex and show them to students of Juan XXIII school.</p>	<p>APPLYING (Use information in a new situation)</p> <p>Students give their point of view about practice sex without protection.</p>	<p>Session N°6 : 3 hours</p> <p>Activity 1</p> <p>Ask students to consider how being pregnant would affect their daily routines. Ask them to take about 10 minutes to highlight the activities in a typical day that would be impossible or would dramatically change if they are pregnant. Not only might they detect time and financial restrictions, but they might also recognize physical limitations that occur during pregnancy that limit what activities they can do.</p>	<p>Students share their thoughts in front of their group</p>
	<p>CREATING (Use information to create something new)</p> <p>Students must create activities about to prevent STD and pregnancy to development in a campaign.</p>	<p>Next have students consider the implications of becoming a parent. Begin by discussing how their daily routines would change if they had a child to take care of. Then focus them on the long-term challenges they would face as teen parents. How would having a child affect their education? Other aspects of their future? What kinds of financial responsibilities come with being a parent?</p> <p>Ask them to share their thoughts with the class, they can write their thoughts in a piece of paper and paste it in the board as a padlet but first they must read it in front of the group.</p>	
	<p>ANALYZING (Take info apart and explore relationships)</p> <p>Students analyze financial, personal and social responsibilities of taking care of a child</p> <p>EVALUATING (Critically examine info & make judgements)</p> <p>Students reflect about the consequences to be sexually active without protection</p>	<p>Session N° 7 - 3 hours</p> <p>How Much Does a Baby Cost?</p> <p>Discuss with students the financial responsibility of taking care of a child. Have students brainstorm about what expenses are involved in a month of parenting an infant. Their answers should include diapers, formula, child care, and clothing. They should research the costs of these items for one month, making sure to find out the amount of each item. Then students have to prepare a cost report using their findings and answer these questions : How much would they need to earn to support a child for one month and still remain in school? Could they still have a social life? Could they still save for their future and their child's?</p> <p>As a final product Students create a mind map showing their findings</p>	<p>Students evaluate the the financial, personal and psychological impact that produce to become a teenager parent</p>

ASSESSMENT	<p>Students participated actively in class discussion; demonstrated above-average ability to discuss issues with maturity and insight; demonstrated good understanding of the responsibilities associated with being a parent; showed strong ability to apply what the student has learned to his or her own life.</p> <p>Evaluate the team work methodology and the role of each student in the same.</p> <p>Evaluate the validity of recommendations to present in a campaign</p>
Exit ticket	<p>Students express their ideas about to be a teenager sexual active without protection in a campaign</p>

