FLIPPING ORAL PARTICIPATION IN EFL LESSONS DURING THE

COVID-19 PANDEMIC

ANDRÉS FELIPE HOYOS MOLINA

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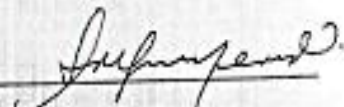Advisor: Juan Carlos Pastrana Muñoz
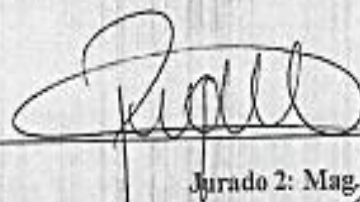
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Author Note

Andrés Felipe Hoyos Molina© The correspondence to the current research must be directed

to Andrés Felipe Hoyos Molina, Master's Degree in English Language Teaching, Human

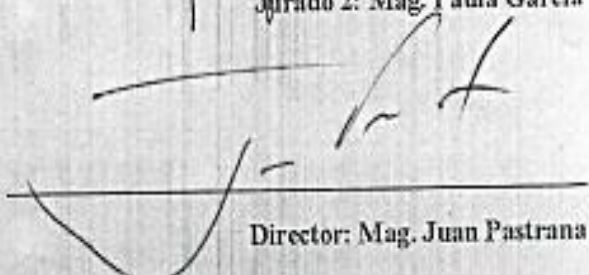sciences faculty, University of Córdoba, Colombia, Carrera 6 No. 76-103, Email:

ahoyosmolina@correo.unicordoba.edu.co

Nota de aceptación

Aprobado

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Jurado 1: PhD. Sol Herrera

Jurado 2: Mag. Paula Garcia

Director: Mag. Juan Pastrana

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DEDICATION

This thesis is wholeheartedly dedicated to my father, Luis, who passed away during the COVID-19 pandemic. Also, to my loving mother, Omaira, whose words of encouragement and push for tenacity ring in my ears. Both have been my source of inspiration and gave me strength when I thought of giving up. They continually provided me with moral, spiritual, and financial support. Their effort and struggles have allowed me to get the key to unlocking the mysteries of our world, and beyond. I promise both of you that it's not the end of my educational promise, it´s just the beginning and my footprints will redound society's benefits!

This thesis is also dedicated to the memory of Jean Pierre, who was about to be one of the participants of this study and never saw this adventure.

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Abstract

The current study explains changes in fourth graders' oral participation that study in a private institution located in Montería, Córdoba, Colombia, and learned English as a Foreign Language following a Flipped Learning Approach. The essence of this study is rooted in the change that the educational field experienced due to the COVID-19 pandemic that affected the world and provoked teachers, schools, and institutions worldwide to implement Emergency Remote Learning.

This study followed an explanatory research design to explain how those changes occurred. Observations, in-depth interviews, and documentation were used as methods to collect the data. Data were collected between April 2021 and September 2022. It was analyzed following the Marshall and Rossman model, pursuing their seven stages proposed to analyze the data. To increase the trustworthiness and legitimacy of this study, the data were triangulated, comparing different data sources and proposing rigorous conclusions. The findings revealed that the participants positively perceived oral participation in the flipped classroom. Important aspects such as the importance of participating orally in class and the influence of Information and Communication Technologies (ICT) were highlighted in those perceptions. A matrix was used to analyze changes in the frequency and quality of oral participation. In that sense, the findings evidenced that students' oral participation had increasingly significant changes. However, little changes were found in terms of the quality of oral participation in the flipped classroom. Also, this study revealed that affective factors such as self-esteem, anxiety, and motivation provoked changes in students' oral participation in the flipped classroom.

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Introduction

There is no doubt that English has become a global language that comes up with personal development, social evolution, and economic growth (Crystal, 2003). Since the process of teaching/learning a second language began to gain importance to support this development, many modalities have been used; some of the most common include either virtual education, face-to-face education, or a combination of the previous ones such as hybrid learning or blended learning. Considering this fact, many pedagogical approaches have been introduced in English classrooms in terms of responding to educational reform policies, the changing contexts, and the needs of each region. One of the most useful, researched, and, implemented methods during the last two decades has been the Flipped Learning Approach (FLA). According to Sakulprasertsri (2017), FLA has emerged as an alternative approach that integrates technology outside the classroom, drawing great attention from educators and teachers worldwide. Uzunboylu and Karagozlu (2015) define FLA as a pedagogical approach which means that activities that have traditionally taken place inside the classroom take place outside the classroom and vice versa. In this sense, the suggestion that the flipped classroom environment ensures that students become more active participants compared with the traditional classroom. Moreover, English language educators and teachers acknowledge this innovative approach as one of the choices in designing their classroom lessons. In flipped learning, this happens primarily using video resources created by the teacher (Tucker, 2012), freeing up time for collaboration, discussion, problem-solving, and application in class to help the teacher provide more

targeted support with what students find most troublesome, reflecting and consolidating their learning before moving forward.

A more specific issue regarding implementing FLA is the students' oral participation in the flipped classrooms. Dancer and Kamvounias (2005) define participation as active engagement that consists of five elements: participation, contribution to the discussion, group skills, communication skills, and attendance. Participation is the evidence of engagement towards a topic. In flipped classrooms it is required to review the contents before synchronous meetings and students are requested to generate a product in that meeting, that is why participation is so valuable during the class. Oral participation is the most recognizable form and is frequently graded by instructors (Jones, 2008). Although different authors/ studies suggest that FLA has resulted effectively for schools and institutes around the world in different contexts, the changes that learners have experienced during the implementation of this approach are still uncertain, and much more their oral participation.

During the last 2 years, education around the world changed abruptly from face-to-face learning to online learning due to a pandemic that has affected the world since 2019. This was an emergency that spread unexpectedly, exceptionally fast, and poorly understood; the COVID-19 pandemic brought numerous abrupt changes including school closures and social distancing measures, which limit physical engagement between students. Thus, schools, teachers, students, and all the educational ecosystems needed to adopt new tools, strategies, and methods to teach and learn all the subjects. Considering that English has attained importance in public and private institutions in the Colombian context, it is necessary to consider researching the changes that English as a Foreign Language (EFL)

learners have experienced while using virtual environments to learn this subject. During the pandemic, a great number of institutions in Colombia were forced to find a way to manage the teaching /learning process using remote education since all the people had to maintain social distancing. That is the case of a private institution located in Montería, Córdoba, Colombia, which has been working for the education of low- and middle-class students for more than 25 years. According to an assembly of teachers, parents, school directors, and the school's academic council, it was decided to implement FLA to tackle the situation. Consequently, each team (organized by areas/subjects) made decisions on strategies, organization, and time of the lessons.

The common aspects of all the subjects while implementing FLA are that all of them had to previously share materials with the students so that they could read, observe, or listen to the new topic before going to the class, and then the class discuss it, construct new ideas and get abilities to solve homework or a carry out a project. All of them had access to the school platform, and to the google license, the school got in 2020 to have the meetings using google meet. The school was aware that remote education was not a new methodology, but they were not aware of how important it was to implement modern techniques and methodologies such as FLA. This new pedagogical practice has been called *emergency remote education* (ERE) (Hodges et. al., 2020) and it has been used by schools, universities, and institutions to develop their curricula, syllabi, and weekly class hours on online platforms such as meet or zoom. In other words, this pandemic showed that ERE is a different online education application in emergencies. Thus, after almost two years of adaptation and implementation of FLA, in this private institution, the changes in students'

attitudes were visible but the patterns of their oral participation in the flipped classroom are still uncertain.

Among the positive outcomes of the implementation of FLA in EFL classrooms, authors such as Tucker (2012) and Hodges (2015) refer to increased teacher awareness of the technology affordances for learning, including better chances for providing personalized feedback, more intensive sharing of challenges and solutions adopted and consequent participation in professional communities, not to mention all the pre-COVID research results in support of remote learning in general; such as Kuama and Intharaksa (2016) who addressed that implementing appropriate strategies in online learning may result in academic success to students. It is a fact that the change in students' attitudes due to the new setting, also provoked a change in more specific aspects of their learning process. Leal et al. (2022) stated that the pandemic brought significant emotional, psychological, and mental stress, impacting students, faculty, and staff alike. Thus, their interaction and participation in this setting have been affected, however little is known about the changes in students' oral participation after implementing FLA in a private educational context in Colombia. It might be because few studies have been conducted on primary school students in the field of teaching/learning EFL. During the pandemic, almost all schools, institutions, and universities around the world were forced to teach through virtual environments, evident changes were visible according to institutional documents such as "observadores del alumno" and periodic reports, so it was necessary to assess the implications of this type of education concerning their oral participation. Although research in remote learning is still evolving, most of those studies which will be revised in upcoming chapters, focus on

postsecondary institutions in different countries apart from Colombia or other Latin American countries.

The contributions of researchers such as Ling & Hwang (2018) are completely exalted since they attempted to explore an approach to analyzing students' oral productions implementing FLA, nevertheless, the results showed unexpected categories such as values developed in the online community, but this was implemented in a modality of remote education rather than in emergency remote education. During the COVID-19 pandemic, Zeng (2021) researched a model that could help students improve their oral English proficiency in flipped classrooms, however, it was more focused on the quality of the participants to detect pronunciation errors and consequently generate an environment of self-correction. However, it did not consider the possible changes in their oral participation after implementing FLA in EFL classrooms. So, there is still a gap in focusing on those changes and analyzing the students' perceptions to improve teaching practices. It becomes a gap that needs to be researched and explained so that it can be used by future researchers, teachers, and institutions from the surrounding context as a guide to improving their practices. Thus, this explanatory case study emerged as a need in the education field to explain the factors that may influence changes in students' oral participation in flipped classrooms during remote education. During the pandemic, this specific population of ten students in a private school context suffered changes in the modality. Performing the role of teacher, homeroom teacher, and researcher of this study facilitated building a close relationship with them. The strategies to learn EFL, and the way materials were provided while implementing FLA was evident but the possible changes in their oral participation have not been inquired about. Based on diagnostics and classroom observations, possible

changes were addressed in their oral participation but they were not classified and students' voices have not been reflected in the process to make the practice successful and congruent with modern educational needs. Even without a lockdown, implementing FLA may result in many schools and institutions in general, so research on this topic may benefit language teachers and institutions to choose an accurate method to teach English during emergency remote education.

The purpose of this explanatory case study is to explain how the implementation of FLA in a private school context may cause changes in students' oral participation during the COVID-19 pandemic. At this stage in the research, oral participation is defined as the evidence of students' total integration, in which they are more active, participate spontaneously, appropriately, and naturally referencing the topic with which they have already had contact thanks to the FLA benefits of providing resources before the meeting. The explanation of these possible changes will be presented in a report that explains the trends or categories found after implementing FLA with a group of primary school students in a private institution.

Research questions

The research questions that follow from this purpose statement are:

Central question

How did oral participation change during the implementation of flipped learning approach in ERE during the COVID-19 pandemic?

Sub questions

1. What are students' perceptions about oral participation in the flipped classroom?

2. In what ways is students' oral participation benefited in the flipped classroom?

This study's findings will redound to society's benefits, considering that it will build and offer English teachers, language curriculum leaders, and school administrators the relationship between remote learning and students' oral participation. With the development of this study, the information will be gathered, analyzed, and used to explore possible changes students may have during this modality. First, it will provide more literature on the field. Few studies have addressed the topic under investigation in the field of foreign language learning. Second, it may contribute to improving the teaching of English at the primary educational level. Besides, this study will be significant to close a language gap that has not been deeply inquired due to the recently implemented modality in a private institution with primary school students that were used to develop their lessons in face-to-face education, so the findings of this study may result useful in future unexpected situations such as the COVID-19 pandemic. This is a fact that neither teachers nor institutions were ready to tackle a pandemic that forced the world to a lockdown; it does not mean that the study is suggesting there will be again a pandemic, but the education field will have resources and evidence of an approach to teach English and its effect on students' oral participation in unexpected situations.

This explanatory case study explains the possible changes in students' oral participation in the flipped classroom during the COVID-19 pandemic. This study is

divided into five chapters. Chapter two presents the literature review and the theoretical

underpinnings of the study. Chapter three describes the plan and strategy used to undertake

the study. This chapter is further divided into five major topics: (a) type of research and

research strategy; (b) research participants and context; (c) data collection procedures; (d)

data analysis strategy; and (e) ethical considerations. Chapter four shows the research

findings, chapter five presents a discussion of the findings and, finally, chapter six depicts

the research conclusions.

Theoretical Framework

This explanatory case study aimed to explain the changes in students' oral participation in the flipped classroom during the COVID-19 pandemic. In two sections – conceptual framework and literature review, this chapter discusses the main theories and revises critically the existing literature on the phenomenon under investigation to unfold connections between conceptual issues, the purpose, and research questions. Also, the review of the literature allows us to identify gaps or unresolved issues in the literature.

Conceptual Framework

This section provides a discussion of the theoretical bases and concepts on which this research study is based. To do this, relevant and authoritative literature on Remote Learning, Flipped Learning Approach (FLA) and Oral Participation will be presented. Different and innovative data sources were used to make connections between the concepts addressed and how they were useful to reconstruct meanings and give some way new contributions or perspectives to literature throughout this study.

Towards a definition of remote learning

The COVID-19 pandemic brought with it a big change in the life of school-going children across the globe. To maintain continuity in learning, schools, and teachers rapidly adopted distance learning using resources from global actors (Gavrielatos, 2020)**.** The new EdTech tools make education more effective, affordable, and connected to the circumstances of specific students (Zeide, 2016). With the increase in costs for providing education and concerns about financial responsibility, elevated awareness of teacher skills, and students' learning styles and needs, more focus is being placed on promises offered by

online software and educational technology (Regan & Jesse, 2019). Normally, remote education attempts to generate a space where teachers, students, and/or information sources carry out the teaching/learning process without the need for the traditional classroom environment. Ray (2020) stated that remote learning provides an opportunity for students and teachers to remain connected and engaged with the content while working from their homes. Besides that, opportunities for remote learning are typically linked to emergencies that pose a threat to student safety That is why, this concept matches appropriately with the issues exposed in this research study; although remote learning is associated mainly with educational activities or methods that take place online, the situation experienced with the pandemic forced institutions and teachers to implement emergency remote learning.

Emergency remote learning

Teachers and researchers gave rise to and started using the term "emergency remote learning" which is not the regular remote learning that the education field was used to implement. This new concept brought with it different guidelines according to the structure as revealed by the time management, the way communication is carried out, the way technology is used, and the way lesson plans are designed. Shisley (2020) has established important comparisons between online learning and the emergency remote learning that the education field has experienced due to the COVID-19 pandemic. This term suggests that what educators did during the pandemic was an alternative and unplanned method for delivering instruction from a distance because they are simply unable to be physically in a classroom with their students. Remote learning, on the other hand, is founded on an entirely different philosophical and conceptual model of learning that always envisioned the delivery of instruction online. In other words, emergency remote learning may take place online and share similar components as online learning, but it differs from online learning

because of its design. As is to be expected, the difference in design is the reason for several other

differences between emergency remote learning and online learning as seen in the table below:

Table 1
Differences between online learning and emergency remote learning

Aspect	Online learning	Emergency remote learning
Instructions	Online is always envisioned as the primary means for the delivery of instruction	Substitute for face-to-face learning because of circumstances.
Preparation	Course design requires substantial time, forethought, and preparation before the course begins.	A quick consolidation of a large amount of course material prepared for face-to-face learning into an online format. This transformation results in improvised solutions to accommodate a new modality of learning.
Course design	Courses are designed according to instructional design principles that concentrate on online learning.	Courses are designed for face-to-face delivery.
Delivery of instructions	Courses are mostly delivered in asynchronous formats with some synchronous meetings.	Courses mostly consist of synchronous meetings.
Structure	Instruction is delivered in various formats mostly because of the technology integration in the course.	A limited amount of time to learn new technologies may result in the repetitive delivery of instruction.
Instructional materials	A variety of instructional materials are used such as podcasts, videos, texts, websites, instructor-created resources, and multimedia.	Instructional materials usually consist of texts, handouts, and videos.
Learning activities	A variety of learner activities are carefully designed to facilitate the	The learning activities are usually designed to facilitate the learner's

	learner's achievement of course objectives in an online format. The learning activities are aligned with critical course components and promote active learning by supporting learner interaction.	achievement of course objectives in a face-to-face learning experience as a result, the learning activities may not adequately support active learning online and students may feel a lack of interaction with their peers and instructor.
Student's success	Most online students are older and more mature. These students already have or must quickly master self-discipline to be successful.	There is great diversity in the demographics of students. Educators may notice a lack of maturity and self-discipline in students not prepared for online learning.

Note: taken from Shisley (2020)

Considering the comparisons previously exposed and the circumstances, it is noticeable that educators who were forced into emergency remote learning took advantage of the limited resources although schools, neither students nor teachers expected a pandemic. Instructional designers and educators carefully design online courses that meet specific and rigorous standards and expectations according to the circumstances. That is the focus of ERL in this paper, not the regular remote learning which was known before the pandemic but the one that arose during the pandemic and provoked a change in the way classes were prepared, the time of the lessons, the means of communication, and the way of interaction; as this paper investigates, specifically their oral participation in the flipped classroom. In that way, the emergency remote learning implemented during the pandemic requires different management of its structure so that the teaching/learning could be as effective as possible.

As ERL requires special attention different from the given to remote education. There are different aspects to consider while implementing it. Ray (2020) suggested that "time is the first thing schools need to consider in ERL because it sets expectations and boundaries for both students and teachers, particularly, when to start the school day and how many hours it will entail" (para. 7) The time was one of the issues that institutions paid the most attention to; keeping in mind that it was not the normal environment for remote learning nor face-to-face education, but it had to combine aspects of both. The first decision at this point is associated with the time spent in a newly adapted schedule, then the time to teach each one of the subjects, and the suggested time to review materials necessary for the sessions.

Another key aspect when carrying out emergency remote learning is communication. Ray (2020) suggests that choosing a means of communication during the pandemic was crucial. Some institutions require the use of e-mail to communicate with school directors with teachers and parents, teachers with students and parents, and vice versa. Other schools may implement communication through their platform, phone calls, or even WhatsApp. The last important aspect to keep in mind when it comes to emergency remote learning is lesson design. Notably, lesson designs may need to be structured differently, considering the environment is different. Parents did not enroll their children in "virtual schools", but the pandemic forced everyone to use the advantages of technology to continue the education process. Ray (2020) suggests that lesson planning in emergency remote learning needs to carefully consider the time, the type of activities (before and after the lesson), and the strategies implemented to engage the students to achieve the objectives.

Remarkably, emergency remote learning did not work alone and was not enough to continue the education process. A more specific approach to flipped learning is necessary to follow guidelines and carry out lessons. In this study, the flipped learning approach was considered since it was the approach chosen by the school to tackle the emergency. That is why it is necessary to identify its characteristics, so it is deeply defined below.

Flipped learning Approach. The twenty-first century is recognized as the age of digital technology and knowledge exploration. Digital technologies have a huge influence on lifestyle and learning pedagogy. Digital education is the act of teaching and learning via digital technologies (Car et al., 2019), including a variety of teaching methods such as offline learning, online learning, serious games, mobile learning, or virtual reality (George et al., 2014; Kononowicz et al., 2019).) Consequently, many methods and techniques have emerged to facilitate remote learning and make contributions to teaching and learning processes. One of the most significant approaches in the last decade is FLA. It has been an approach adopted in the last decade that tries to facilitate the teaching and learning process using virtual environments, either remote learning or emergency remote learning. This innovative approach has been used by teachers and other educational institutions as a response to the need for education in pandemic and post-pandemic times. First, it is necessary to build a comparison between traditional learning and flipped learning due to the different settings and benefits that those types of learning could impact students' performance. Leis and Brown (2018) proposed the following table to summarize those differences:

Table 2

Differences between traditional learning and flipped learning

Type of learning	Before the class	During the class	After the class
Traditional learning	Students prepare for the class alone.	Students listen to the teacher explain the lesson content.	Students do practice exercises alone.
Flipped learning	Students watch a video explaining the lesson content.	Students do practice exercises under the teacher's supervision.	Students review based on the teacher's advice.

Note: Retrieved from Brown (2018, p. 4)

FLA has also received much attention from a wide range of teachers and schools in general. In the flipped classroom, teachers' explanations of the content of the textbook or grammar points, which are normally given during class time, are provided for students through some medium requiring use of the Internet. Because the students have already listened to their teachers explaining what was to be studied during class, more time is available for students to do practice exercises and tasks under the direct supervision of the teacher. With individualized instruction being an essential aspect of education (Keefe, 2007), teachers must look for ways to increase the possibility of making this a major part of their classrooms. The increased opportunity for personalized coaching which comes with the flipped classroom is perhaps the greatest benefit of this approach to teaching. Benjes and Tucker (2013) stated that a flipped classroom inverts the traditional educational model so

that the content is delivered outside of class, while class time is spent on activities normally considered "homework." For instance, students may access instructional material through videos, podcasts, or online tutorials before the class meeting. Then during class time, students work on activities that force them to apply what they have learned. They also support the idea that FLA has many benefits because the course materials are online, and the student has greater control over the pace of instruction: they can pause or rewind videos, retake tutorials, and re-listen to podcasts on their own time. However, this can be a feature that may change according to the context, the teacher, and parents' support during the process; even more in a primary school context such as the one, this study is focused on.

The concept of the flipped classroom was first proposed by Bergmann and Sams (2007), and it focused on switching the order of "acquisition of basic knowledge" and "practice of knowledge application". That means that students preview the lesson to acquire the basic knowledge by themselves through a video, lecture, or web-based tutorials before the class, and allows teachers more time to facilitate further discussions or practices in class so that students can develop deeper learning and apply the learning results (Missildine et al., 2013). It is remarkable how they used online videos to provide instruction to their students to free up more time for lab work; and to Salman Khan (2016), whose Khan Academy videos teaching people math techniques were so popular that teachers began assigning them to students to watch outside of school time. This approach of providing more guidance as students prepared for class, coined classroom flip by Baker (2000) and inverted classroom by other researchers (e.g., Lage, Platt, & Treglia, 2000), has allowed for communication between teachers and students to go beyond the constraints of the classroom, thus setting the tone for educators in the early years of the twenty-first century.

According to LaFee (2013), the Flipped classroom is fundamentally about upending time on task. Instead of holding forth at the front of a classroom- the traditional notion of the "sage on stage-teachers convert their lectures to videos, slide shows, or audio lessons that can be watched by students at home or elsewhere via the internet or other information transfer tools" Because of that reason, flipped learning has become so significant and crucial during all this time, due to the focus on giving students the choice of learning pace, place, path, and mode.

The term Flip has many faces, and it has certain connotations that do not do justice to the amazing educational uses of screencasting and other video production technology. In deep research carried out by Arnold-Garza (2014), she stated that:

"Instructors of all kinds cite strengths of the flipped model, including efficient use of class time (Cole, 2009), more active learning opportunities for students (Gannod, Berg & Helmick, 2008), increased one-on-one interaction between student and teacher (Lage, Platt, & Treglia, 2000), student responsibility for learning (Overmyer, 2012), and addressing multiple learning styles ("Flipped classroom offers," 2011; Gallagher, 2009; Gannod, et al., 2008). Each of these features has implications for student learning and may be more strongly or weakly demonstrated depending on the specific implementation" (Arnold-Garza, 2014, p. 8)

In other words, the term flip/flipped in the context of learning can be conceived as a model that facilitates time management for both students and teachers, the developer of significant learning experiences due to the principle that Bergmann and Sams (2012) named "hands-on learning", and to take advantage of the synchronous time to create and check

ideas cooperatively. According to Arnold-Garza (2014), other researchers have also researched the development responsibility for learning and that it is open to a diversity of learning styles while implementing FLA. Bermann, Overmyer, and White (2012) have also stated that the word flip refers to what its acronym means; defining it so that "F" means flexible environment, "L" means learning culture, "I" means intentional content and "P" means professional educator. So, for each one of the initials of the word "flip," they have stated what this approach requires.

  Perspectives of the Flipped Classroom. "Online instruction at home frees class time for learning" (Bergmann, 2012). This is the best definition for this environment that involves a 180° turn in the way lessons are given. Thus, the flipped classroom places the responsibility for learning on the student and they cannot be passive attendees, silently sitting through a session, because the instructor is not there to lecture or present, but to support their work. In a true flipped classroom, the workshop is all about learning through hands-on activities. The flipped classroom works better for those teachers, schools, or institutions that want to strengthen their students' skills rather than transmit content. According to Chica (2016), there is not only one way to implement the flipped classroom. He states that it can be implemented using 7 different perspectives:

- Traditional Flipped Classroom: Students watch the videos at home and school common activities are carried out in the classroom (solving exercises, doubts)

- Debate-oriented inverted classroom: the videos presented are focused on debates in the classroom.

- Inverted classroom for experimentation: the videos serve as demonstrations that students can then replicate.

- Flipped classroom as an approximation: students watch the videos in class in small groups and, later, the teacher goes through them to solve doubts.

- Group-based inverted classroom: students watch the videos on their own and in the classroom; they join in groups or teams to solve the tasks.

- Virtual inverted classroom: everything happens online: videos, tasks, evaluations, etc.

- Inverted classroom in which the teacher is inverted: the videos and other activities can be done by students if the teacher wants to value learning more deeply.

In the current study, the perspective that was considered to implement FLA was the virtual inverted classroom. Although the school tried to implement the Traditional Flipped Classroom before, at the time of collecting the data and conducting this study, the setting was virtual due to the COVID-19 pandemic. Karanicolas and Snelling (2010) suggested a teaching cycle implement the FLA. Figure 1 presents the stages to be considered when implementing FLA.

Figure 1
Steps to flip the classroom.
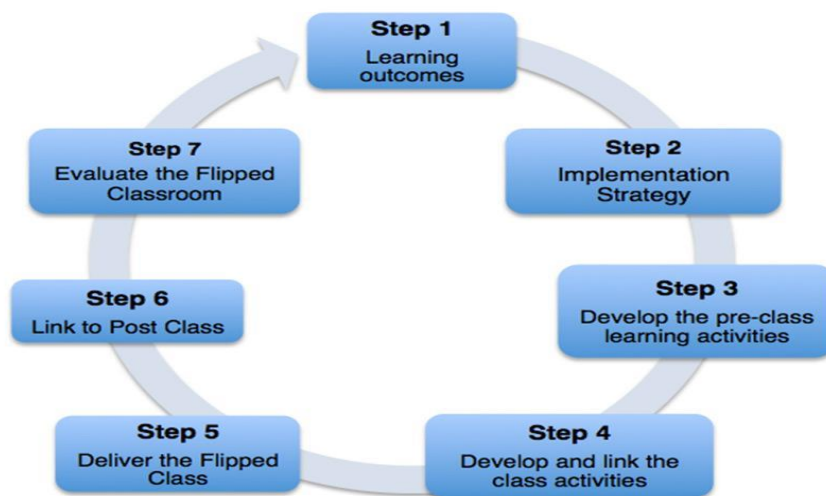
Note: taken from Karanicolas and Snelling (2010)

The role of stakeholders in FLA. After doing a review of the origin of the term, the characteristics of the approach, and the characteristics of the environment it is a fact that the roles involved in learning are greatly transformed. Bergmann and Sams (2012) explain that the role of the teacher is also inverted. So, the teacher plays the role of a guide or coach that facilitates learning. Also, the teacher must create adapted materials before the class including images, videos, infographics, readings, etc. Bergmann and Sams (2012) also suggest that the student becomes the protagonist of their learning, acquiring an active, autonomous, and collaborative role from the very beginning. They can choose the type of material that best suits their way of learning and work at their own pace. Also, Bergmann and Sams (2012) explain that the role of the family is fundamental, especially at the earliest ages, as they are the ones who will have to integrate this new way of learning at home and make their children understand it. In other words, teacher-family communication is fundamental.

To sum up, the flipped learning approach is a turn to education that is accomplished in two stages. In the first stage, students take instructions and learn from pre-loaded lecture videos (out-of-class learning). In the second stage, students carry out various activities such as group discussion, think-pair-share, group quizzes, etc. in presence of the instructor (in-class learning). Therefore, students get enough time to brainstorm on the topic from the pre-loaded lecture or video. This new learning pedagogy offers quality learning for many students. Moving instruction online and application into the classroom requires that the teacher relinquish some of their control to the students. In doing so, teachers using the FLA empower students to take an active role in their education. FLA is just of the many modalities that use remote education to carry out the teaching/learning process but due to its benefits and practicality to use it during the pandemic, it was the approach chosen to implement in the private context this study focuses on.

Oral participation

According to Hollander (2002), Oral participation refers to the interventions made by the students during the classes. The benefits of oral participation have been researched quite extensively over the past years. Authors such as Delaney (2012), Zhou (2015,) and Ataiefar (2017) have researched the topic of oral participation in terms of quality/quantity and from different perspectives. Furthermore, according to Tatar (2005), Active classroom participation played an important role in the success of education and students' personal development in the future Researchers suggest that second language (L2) learners' willingness to communicate in English is mediated by a multitude of situational and personal factors (Kang, 2005, MacIntyre et al., 1998). Variables of attitudes within the

learners toward oral participation include communication confidence, learner beliefs, learning motivation, investment in English learning, personality factors, affective factors, and international posture (Kang, 2005, Norton, 2000, Yashima, 2002). In the cases in which students are unwilling to participate in EFL oral activities a significant challenge for teachers emerges. Abebe & Deneke (2015), suggests in the context of an EFL environment "teaching and learning, students' verbal participation or engagement is essentially important in the classrooms". Moreover, they consider that students should develop their communicative competence at school and that students should contribute to creating the classroom discourse.

The connection between classroom participation and students' academic achievement is irrefutable. Research has shown that participation in classroom activities is important for effective learning to take place (Gomez, Arai & Lowe, 1995; Tsou, 2005). A study by Ferguson, Hessle, and De Jong (1991; cited in Theberge, 1994) also found that students who participate actively orally tend to have better academic achievement compared to students who do not participate. Swain (1997) believes that producing the language will enable students to focus more on the form and consequently promote accuracy. The students will be able to identify which linguistic items they do not know or know in some measure. It means, it is a way for the students to recognize and be conscious of their evaluation of the learning of a second language. Each turn of oral participation enables both the students and the teachers to identify trends and key points during the process. As it was stated before, even in pre-pandemic times, oral participation has been a topic that promotes discussions and generates great research. However, the understanding of the changes (if any) in oral participation during the implementation of flipped learning is still uncertain.

Four classroom participation patterns have been observed in Liu's study (2001). The four continuum patterns are total integration, conditional participation, marginal interaction, and silent observation. In total integration, students participate actively in classroom discussions, knowing exactly when to speak up and what to say. Their classroom participation is usually spontaneous, appropriate, and natural. The second pattern, conditional participation, is constrained by several socio-cultural, cognitive, affective, linguistic, or environmental factors. Furthermore, these students are still figuring out when to speak and what to speak and are concerned with appropriate classroom behavior. On many occasions, they carefully reflect on their classroom participation after each attempt. Marginal interaction refers to students who are very attentive listeners but seldom speak up in class. Instead of actively participating in classroom discussions, these students opt for listening, note-taking, and after-class group discussion. As such, these students are less adventurous. However, when they occasionally speak up, they are usually poised and confident because each attempt results from careful thinking and internal rehearsal. Silent observation, on the other hand, is characterized by students' withdrawal from oral classroom participation. These students seem to accept whatever is discussed in class. To help them digest and confirm what has been communicated in class, these students use various strategies such as tape-recording, note-taking, or small group discussions after class. The following table summarizes the four types of oral participation patterns as described by Liu (2001):

Table 3
Patterns of oral participation

Patterns of participation	**Characteristics of students**

Total integration	✓ Most active. ✓ Know exactly when to speak, and what to speak. ✓ Participation is spontaneous, appropriate, and natural.
Conditional participation	✓ Constrained by sociocultural, cognitive, affective, linguistic, and environmental factors. ✓ Limited interaction between learner and learner, learner, and teacher. ✓ Figuring out when to speak, and what to speak. ✓ Concern with appropriate classroom behavior. ✓ Carefully reflect on their participation after each attempt.
Marginal interaction	✓ Attentive listeners. ✓ Seldom speaking up in class. ✓ Prefer listening, note-taking, and group discussion after class. ✓ Thinking carefully and internal rehearsal before attempting to participate.
Silent observation	✓ The least active. ✓ Seems to accept whatever is discussed in class.

	✓ Use various sorts of compensation strategies to help digest and confirm what has been communicated in class.

Note: taken from Liu (2001, p. 25)

After knowing about these patterns of oral participation proposed by Liu (2001), this study will have a reference to identify the initial pattern that best matches with the participants and then explain the changes of the pattern (if observed). Thus, some indicators based on this connotation will serve as a guide to later analyze the changes in participants' oral participation in the flipped classroom. According to Hwang (2018), oral participation is a key point when implementing FLA in remote education since it is one of the most relevant aspects to evidence engagement according to the lesson. But as previously stated, the possible changes in students' oral participation in the flipped classroom during the COVID-19 pandemic are still uncertain.

This section of the theoretical framework focused on establishing the main concepts that this study will focus on. First, a deep definition of remote learning was provided. Then, within this concept, the FLA was defined, and some facts about the perspectives and the roles of the stakeholders were provided. In the last part of the section, the oral participation concept was addressed. What follows is the literature review section which aims at summarizing the existing literature concerning the central phenomenon being researched.

Literature review

The literature revision proposed in this section is based on emerging topics in existing research regarding Flipped Learning Approach and Oral Participation. To do this,

several databases, such as eLibro, Scopus, and ProQuest were searched. To that end, the research studies that have been included were also critically read. This process was useful to identify gaps in the existing research to justify the need for this explanatory case study. Besides that, studies related to the research topic are presented to gain a deep understanding of what researchers have done to collect, analyze, interpret data, and present results. There has been significant interest in studying pedagogical approaches to teach EFL such as FLA, most of them point to understanding students' performance and development of language skills. However, little inquiry has been carried out on the changes in students' oral participation in the flipped classroom. Thus, the categorization of the studies reviewed was done considering the studies which have addressed the educational issue of affective factors influencing students' performance in the flipped classroom and the changes in students' oral production in the flipped classroom.

There has been a continuous interest in researching FLA and the strategies to implement it effectively. The majority of these studies involve big populations and postsecondary students or "the other side of the coin", by focusing on the strategies implemented by the teacher rather than the factors influencing students' performance in the flipped classroom which is also relevant for the theory. Authors such as Lee, Park, and Davis (2018), Sweetman (2020), and Alqahtani, et al. (2022) have conducted studies in which FLA is implemented in different contexts. The alignment of these studies points to verifying in large populations the effects of FLA on students' engagement and students' learning satisfaction. Although their implementation was carried out in different years, crucial to define as an indicator, studies before and post-pandemic, in other words to define if they were used for remote education or in Emergency Remote Learning,

Flipped learning and affective factors.

It is a fact that in the last decade, researchers have investigated the affective factors that affect students' performance in the flipped classroom. Davis (2018), Sweetman (2020), and Alqahtani, et al. (2022) filled a language gap concerning the benefits of FLA on students' affective factors and their improvement in terms of language skills. The review of these studies resulted in significance for the current study due to their contributions to literature and the way of using different research designs to conduct the studies while making connections to existing literature. These studies differ from the current study in terms of the research design. They used bigger populations from different educational levels to what this study aims to include. On one side, Lee, Park, and Davis (2018) aimed to improve the understanding of FLA outcomes by examining factors of learner engagement, academic capability, and epistemological beliefs. Thus, proposing their contributions to be seen from another perspective, it would be significant for literature and the field of education to follow these issues and collect and analyze the data also qualitatively. Also, due to the fact of the different populations to the one this study proposes, some implications of Lee, Park, and Davis's (2018) study involved analyzing the quality of the resources left before the meeting and having better resources to understand the pre-class and in-class engagement. However, the current study is focused on in-class oral participation; that is why the findings in terms of effects on FLA outcomes via behavioral and cognitive engagement become a point of reference to consider when collecting and analyzing the data. Another point to consider is that this study was conducted in pre-COVID times and the perspective of the flipped classroom they followed was traditional. Thus, this study will have a different

perspective, since the implementation of FLA was during the COVID-19 pandemic following a virtual perspective.

The scope of Sweetman (2020) is broader since the focus is on the transition from face-to-face education to virtual education. The review of this study provided practical perspectives and guidance for transitioning from in-person to virtual learning. Students' engagement was emphasized by providing synchronous and highly interactive virtual learning sessions. This study fits perfectly with the time and setting in which the current study was conducted. The author of this study highlighted a relationship between the quality of sources left virtually before the class, group organization, and students' engagement. The model proposed by this author, to implement FLA consists of following a cycle in which the teacher plays an important role and recalls students' learning with engaging materials and there is feedback on their group works and oral/written productions. Although the setting and participants in the study proposed by this author are similar to the current study, it is a fact the model of implementing FLA differs, and consequently, the considered skills and focus of the study take another way. For significance terms, the current study focuses only on the total integration pattern of oral participation. It does not mean that other language skills are not thought to be implemented or developed during the implementation of FLA, but there is still a gap in the literature concerning the changes in students' oral participation in the flipped classroom.

A different trend found in this review of the literature was that flipped learning has been implemented in many schools not just to teach EFL but other subjects proposed in distinct curriculums. Authors such as Alqahtani et al. (2022), Ebadi et al (2022), and Al-Naabi et al. (2022) conducted studies in which not only the affective factors but the

consideration of the teaching/learning of different subjects using EFL caused changes in students' performance when implementing FLA. One divergence with the study presented by Alqahtani et al. (2022) is that they presented in their study data from undergraduate students on the relationship between the flipped classroom (FC) approach and students' learning satisfaction (SAT), as well as the impact of online learning anxiety (OLA), so they considered a different context and different educational level to build this alignment of the implementation of FLA and affective factors. The contributions to the literature and the dataset are considered valuable resources for policymakers, stakeholders, and academics seeking to better understand the most effective ways to implement the flipped classroom approach. That is a good reference to consider the types of affective factors that may influence students' oral participation while implementing FLA. For the development of this study, understanding the implications and better ways to implement the flipped classroom is crucial. That is why the literature and the results of this study will be significant to construct meanings around this approach. However, this dataset was analyzed quantitively and in a different context. So, there is still a gap in the literature to analyze qualitatively, the affective factors that influence students' oral participation while implementing FLA.

The literature and findings of these studies may result significant to the development of this study in terms of the significance of the resources left before the synchronous meeting. The findings of these studies suggested that flipped vocabulary learning can be used as an effective instructional tool to help learners improve their listening achievement. The theoretical and practical implications for learners, teachers, and syllabus designers are discussed. So, it would be a good starting point to analyze the effectiveness of the resources

provided before the class and their influence on different skills. Although the researchers of these studies used teachers as participants, many aspects can be useful and used as references at the time of starting the journey of flipped learning. For instance, some aspects such as engagement and motivation will be considered in this study from a different point of view, considering this is a different context, population, and level. It is interesting how this study considered the teachers' perspective on future implementations of FLA. Furthermore, aspects such as strategies, advantages, and challenges of implementing FLA can be considered in this paper. However, the focus of the perspectives in the current study will be on the students since little is known about what they think or feel about their oral participation in the flipped classroom.

Finally, the review of literature on this category facilitated the identification of the trend in studies in which resources such as videos and readings provided before the synchronous meetings influenced students' attitudes towards their learning process. It is remarkable that not only in Emergency Remote Learning but also before the pandemic, pre-class activities played an important role in students' oral performance and of course their engagement. Lukasse, Pedersem, Nielsen, Wahl, and Sorensen (2014) researched the impact of FLA on students' motivation.   They examined how collaborative technology design is integrated into pedagogic designs to increase motivation and transfer from an educational setting into the student's education. Although the main approach here was not FLA, this paper is an account of an investigation into how online activities combined with the principles of Flipped Learning can create and enhance motivation. In the same way, Maya and Pangestu (2021) investigated the effects of FLA on students' engagement. Through this study, the effectiveness of students' engagement regarding online case-based learning and

flipped learning was analyzed. They stated that Learn, Practice, and Assess had a significant impact on effective online case-based learning and flipped learning related to students' engagement. From those findings, researchers can consider how several factors motivated students to engage in online teaching and learning processes, especially in case-based and flipped learning courses. Similarly, Zhu, J., et al. (2022) developed a study in which ty presented the first step to examine the impact of short videos on students' academic performance in such circumstances. The study indicated that short videos can greatly improve students' engagement; students' preference for short videos over long videos was evidenced. Although this study is quantitative and was carried out in a different context, the implications for course design for future online-flipped courses are ambitious and this study may result in significant since the literature and contributions can be taken as reference for the current study. All in all, the trends found in this emerging topic of the literature review, have demonstrated that there is a gap in the literature regarding the affective factors that influence students' oral participation. Although different populations were considered in different studies and different contexts, the revised literature demonstrates that few of them focused on students' oral participation in the flipped classroom. That is why a different topic emerged in this revision so that more similar contrasts between FLA and oral participation were significant to the current study. The keyword in the previous studies critically read is mentioned as performance or as the influence to improve language skills. The current study will consider their contributions in terms of the categories presented in their findings as students' performance is too general and more specific issues should be researched.   What comes next is the second emerging topic of this literature review.

Flipped learning and students' oral participation.

As stated in the previous chapter and sections of the literature review, it is a fact that little is known about the changes in students' oral participation in the flipped classroom in an Emergency Remote Learning setting. Researchers such as Ling and Hwang (2018) and, Zeng (2021) have researched the effects of FLA on students' oral participation. Notice that there is still a gap in student oral participation. However, those studies were reviewed to better understand the approach and skills involved in this study. On one side, Ling and Hwang (2018) investigated the effects of FLA on an oral presentation course. In this study, an online community-based flipped learning approach was proposed for an EFL oral presentation course; moreover, a learning analytics approach was used to analyze factors affecting the students' oral presentation outcomes. The results showed that the online community flipped classroom could provide learning materials and out-of-class learning for students and help them become more responsible and autonomous in their learning and communication. These findings could be valuable references for those who intend to conduct effective flipped classrooms with an online community to facilitate students' before-class learning participation and to improve their in-class learning performance. In the same way, Zeng (2021) studied the effectiveness of FLA on students' oral proficiency. This article uses flipped classroom, big data, and neural network technology to teach college oral English classes, to determine whether the flipped classroom model can help students improve their oral English abilities and self-learning ability, as well as explore students' attitudes toward the flipped classroom model. This paper first proposes a big data and deep neural network-based algorithm for detecting oral English pronunciation errors, which can be used for self-correction of students in the flipped classroom mode to improve

the quality of oral English teaching. The different issues add issues addressed in the two studies presented have gaps in the literature and divergence in recognizing that the quality of online discussions is heavily dependent on learners' motivational development (Cheung, Hew, & Ng, 2008; Hakkarainen, Jarvela, Niemivita, 1999; Jones & Issroff, 2005; Tuckman, 2007; Xie, DeBacker, Ferguson, 2006). Although the amount of literature on flipped learning is gradually increasing, as suggested by Lee and Wallace (2017), there is still a lack of studies investigating its effects on students' oral proficiency. In another study conducted in Taiwan, Hung (2015) concluded that students studying under the flipped learning approach tended to perform better than those who were not. One of the reasons suggested for this was that many East Asian students tend to prefer the passive style of learning that is seen in traditional classrooms. Many researchers have introduced the implementation of Flipped Learning in different contexts; however, little inquiry has been carried out on establishing the impact of Flipped Learning on students' oral participation. This lack of research in this area makes this study significant.

This theoretical framework section reviewed previous studies on remote learning, Flipped Learning, and oral participation. They were categorized concerning the development of language skills in remote education, the studies which suggest affective factors influencing students' performance in the flipped classroom, and studies that address the effects of students' oral proficiency in the flipped classroom. It is noticeable that no studies on the explanation of possible changes in students' oral participation were documented in Colombia in the databases searched for. What comes next is the methods chapter in which the methodological decisions of the current study are presented.

<center>**Methods**</center>

This chapter emphasizes the methodological decision that was made to answer the central question formulated in this inquiry, that is: What changes (if any) can be observed in students' oral participation during the implementation of flipped learning approach during the COVID-19 pandemic? Five major sections are addressed in this chapter: Research approach and design, Participants and context (including the researcher's positionality), data collection procedures, data analysis strategy, and ethical considerations.

Research approach and design

This research study ascribes to the qualitative tradition. Qualitative research design means researching issues pertinent to both people and contexts when such cannot be addressed using quantitative measures. When addressing the issue of constructing a well-structured qualitative research study, Baxter, and Jack (2008) state that "when the approach is applied correctly, it becomes a valuable method" (p.544). Following a qualitative research design means researching issues pertinent to both people and contexts when such cannot be addressed using quantitative measures. Although, it should not be perceived as a substitute to avoid statistical or quantitative study. In this sense, Creswell (2007) defines qualitative research as an approach held by the interaction of worldviews and perspectives, "It is a meaning and participants'-based approach in which the topics addressed by the researcher are "emotion-laden, close to people and practical" (p.43).

Sutton (2015) stated that in qualitative research, the researcher is seen as the main instrument of data collection, relying on textual descriptions to describe the phenomenon addressed. Also, qualitative research explores participants' life world by immersing them in

their everyday life experiences and interactions. It "is concerned with providing descriptions of phenomena that occur naturally without the intervention of an experiment or an artificially contrived treatment" (Seliger & Shohamy, 2001, p. 116). The researchers approach the insider's view to gather knowledge from the subjective perspectives of participants within a flexible structure characterized using multiple data collection tools. This is the sense this study will give to a qualitative approach; the main researcher will analyze and will provide tools to solve the issue associated with a community and describe the possible changes after the implementation of FLA.

Qualitative research explores the participants' lives by immersing in them their everyday life experiences and interactions. It "is concerned with providing descriptions of phenomena that occur naturally without the intervention of an experiment or an artificially contrived treatment" (Herbert & Shohamy, 2001, p. 116). The researchers approach the insider's view to gather knowledge from the subjective perspectives of participants within a flexible structure characterized using multiple data collection tools. Therefore, it is brought up the main research question in this study, which evidences a detailed understanding of the issue based on first-hand experience.

The methodological principle that will underline the current study is an explanatory case-study approach. As stated in Baxter & Jack (2008), in a case study a phenomenon is "explored within its context using a variety of data sources" (p.544). The researcher addresses the phenomenon under study by considering different data collection tools, as the reality of the aspects studied is enlightened. This type of research seeks to answer the how, who, where, and what. As Yin (2003) defines, three main aspects detail its nature. For this study, two of them will be considered: 1) data is gathered using multiple sources, and 2) the

phenomenon can be examined in a real-life context. In the current study, data concerning students' oral participation during the implementation of flipped classroom learning approach will be recorded complying with the criteria mentioned in Yin (2003).

An Explanatory case study examines the data closely both at a surface and deep level to explain the phenomena in the data. For instance, a researcher may ask the reason why a student uses an inferencing strategy in reading (Zaidah, 2003). Based on the data, the researcher may then form a theory and set it to test this theory (McDonough and McDonough, 1997). Furthermore, explanatory cases are also deployed for causal studies where pattern-matching can be used to investigate certain phenomena in very complex and multivariate cases. Yin and Moore (1987) note that these complex and multivariate cases can be explained by three rival theories: a knowledge-driven theory, a problem-solving theory, and a social-interaction theory. The knowledge-driven theory stipulates that eventual commercial products are the results of ideas and discoveries from basic research. Similar notions can be said for the problem-solving theory. However, in this theory, products are derived from external sources rather than from research. The social-interaction theory, on the other hand, suggests that overlapping professional networks cause researchers and users to communicate frequently with each other. In this sense, the data will be collected using a variety of tools and the phenomenon will be examined in the light of students' perceptions and opinions. In that way, this case study research design entails establishing clear, credible, coherent, and strong "chains of evidence" (Gall, & Borg, 2005; Krathwohl, 1993; Yin, 1994).

The case study analysis can then take advantage of pattern-matching techniques (Yin, 2003). Identifying trends and then applying suitable data collection techniques, this

study attempts to explain the reason and the way an innovative methodology may impact students' oral participation, namely the contributions made by students during a lesson that is associated with the student's speaking skills.

Participants and context

This section describes the participants of the study, the educational context where the study took place, and the researcher's positionality. The ten participants belong to a group of 15 students who studied in a private institution located in Montería. This study included 5 boys and 5 girls. They were between the ages of 10 and 12 years old. One of the female participants has a language disorder and fits the criteria to participate in the study. The students were selected considering the following criteria:

- They attended all the meetings for the English class during the pandemic.

- They have been studying in the school for two years or more.

- They live in the urban area of Monteria and come from middle-class families. This ensures that they could attend all the online meetings with a good internet connection or electricity problems.

It is important to mention that informed consent was signed by each participant's tutor and the school director to allow their participation in the research (see appendixes 4 and 5). The school where this study took place is a private institution located in Monteria. The school has been running for 25 years and started as an institution to teach only preschoolers. After 10 years it was created, and the school started teaching also primary school students and secondary school students. Currently,

the school is recognized for providing a good educational level to its students according to Secretaria de Educación Municipal's reports and according to the results of the English program guided by Richmond solutions and socialized with other local private institutions. The bilingualism program has been piloted by an external expert and led by the researcher of the current study at the institution in question. The program consists of assessing students' English skills throughout the school year; it starts with an entrance test for the students, workshops, and meetings for the teacher to make decisions about students´ performance in terms of the RLP (Richmond learning platform) sources and "planes de area". The school program ends each year with the exit test applied to the students and the meeting where final decisions are made. The classes were taught in traditional classrooms until 2019. Considering a traditional class as the way of teaching lessons only in the classroom, where students did not have access to extra materials or resources to learn from the lesson and the assignments were done at home and slightly checked in the classroom. The traditional methodology focused more on the quantity rather than on the quality of the contents and with few spaces to promote students' interpretation and problem-solving skills. The tasks developed were mostly at home and in the school, they received the contents or guides to develop those tasks. In 2020 when the COVID-19 pandemic took place, classes and other academic activities were developed virtually. The school obtained a google domain and the meetings to carry out the classes were through google meet. During remote education time, the school schedule was different from face-to-face education. The 4 meetings during the day were carried out in a time of 60 minutes and a time of half-hour between those meetings was taken as breaks. In 2022, the school restarted face-to-face learning but flipped learning

was still being applied in remote education, considering the results obtained with the implementation of this approach in ERE.

To facilitate the implementation of Flipped Learning during remote education, different platforms and media were used. The main one was the Green Latin platform, which is a platform associated with the school domain. This platform was useful for teachers to upload materials such as reading, audio, images, and of course the own videos recorded by the teachers required to be observed by the students before the synchronous meeting. Also, communication through e-mail and a WhatsApp group was fundamental to sending communications and information regarding the classes and the required materials before the synchronous meetings.

Data collection procedures

This section contains the various data collection procedures that were used in this study. It conceptualizes, explains, and justifies the data collection procedures and how they are related to the research questions, describes the process of data collection, and provides details about the ways data was recorded. The interplay of the different grounds will reflect the use of a variety of data collection tools, specifically: observation filling in a journal, in-depth interviews, and documentation. The time to collect the data was aligned with the institutional schedule which comprehends four terms during the year, each one of eight weeks. For the current study, three terms were necessary to collect data. Below, each data collection tool is defined, noting its use and stating how they fit into the current study's development.

Observations

According to Duff (2007), observational work can help researchers understand the physical, social/cultural, and linguistic contexts in which language is used, and collect relevant linguistic and interactional data for later analysis. Thus, carrying out observations in this case study was crucial to get information in both settings so that the researcher uses the field notes to record every single piece of evidence of oral participation to be analyzed in the future. As stated by Duff (2007), in participant observation, the researcher plays another social role in the research site (e.g., as a student, teacher, or co-worker, a co-participant within the local culture). Since the researcher also plays the role of the teacher as an active participant in the study, it was necessary to collect information from the observations using a journal.

The data collection protocol consisted of writing in an online document the students' demographic information, the date of each lesson, the time spent, and comments about students' behavior and attitudes concerning oral participation in the flipped classroom. To carry out this process, two lessons in three sections of the second academic term of 2021 were observed so that the researcher could get information to answer the central question of this study, which addresses the possible changes in students' oral participation in the flipped classroom. Table 4 presents the dates and mean of the lessons observed.

Table 4
Dates and mean of lessons observed.

Dates	Mean
April 8th, 2021.	Google meet.

April 15th, 2021.	Google meet.
May 6th, 2021.	Google meet.
May 13th, 2021.	Google meet.
May 27th,2021.	Google meet.
June 3rd, 2021.	Google meet.

Note: self-elaboration.

The comments and contributions made on the online journal were done as each class finished. Considering that the time of the lessons was reduced due to the virtual setting, there was no time to make comments or add notes. Appendix 1 shows the excerpts from the teacher's journal that was useful to collect the information at this point of the research.

In-depth interviewing

According to Yin (2009) one, of the most important sources of case study information is the interview. Such an observation may be surprising because of the usual association between interviews and the survey method. However, interviews also are essential sources of case study information. In this study, the interviews aim to gather information about students' participation in both settings. Qualitative interviews do not follow a single expected method of being conducted, suited for every research design (Koven, 2014). In a suggested summary of the step-by-step process that guides interviewing in qualitative research design, Rabionet (2011) defines qualitative interviewing as "a flexible and powerful tool to capture the voices and the ways people make meaning of their experience" (p.563). Due to the fact of gathering qualitative data and non-exact or quantitative data, this study focused on collecting students' opinions and perceptions about

oral participation during the English Classes. Using this data collection tool allowed the researcher to navigate through the participants' discourse to gather perceptions, attitudes, and personal opinions. These follow a question-answer sequence, commonly tight to interaction patterns, often with "organization of topics less tightly formatted" (Flick, 2018, p.233).

The data collection protocol for the in-depth interview consisted of the use of open-ended questions asked by the researcher to each one of the ten participants. The researcher took control over the aspects brought to the conversation, without eliciting an expected response from participants, who were allowed to talk freely about the topic. The general structure of the interview covered the following aspects:

- Giving the context: The researcher explained to the participant the purpose of the interview and space for clarifications or doubts before starting is given. Also, the researcher explained to the participant that consent from the school and his/her parent was given to record the interview.

- Ice-breaking questions: This section of the interview consisted of asking general questions about the English class during the flipped classroom. In that way, an opinion of the English class during the COVID-19 pandemic was gotten.

- Perception questions: this section of the interview consisted of asking specific questions to the participant about his/her perception of his/her oral participation in the flipped classroom.

- Thank you statement: at this point, the researcher acknowledged the students' participation in the data collection process of the study.

As noticed in the guide of questions (appendix 2) the questions were asked in Spanish, considering that it is the student's native language so they could express fully their thoughts and feelings toward the research topic. Each one of the interviews was video recorded so that it facilitated the analysis process. 5 of the interviews were carried out through the meet platform and 5 interviews were carried out in person. For the online interviews, the researcher added the extension Tactiq to google meet, which was useful for immediately transcribing the interviews. For the in-person interviews, the researcher recorded a video using a cellphone and on the computer, there was a video call to facilitate the transcription of the interview using also the Tactiq extension.

Interviewing the students allowed us to capture the participants' thoughts on the phenomenon being investigated (students' oral participation in the flipped classroom) and to understand little-understood behaviors that called the researcher's attention during the videotaped sessions. The researcher took field notes during the videotaped sessions about those little-understood behaviors to be addressed in the interview.

Documentation

Yin (2009) defined it as a type of information that can take many forms and should be the object of explicit data collection plans. For instance, letters, memoranda, communique, agendas, announcements, administrative documents-proposals, progress reports, internal records, and formal studies or evaluations of the same "site" under study. In the current study, video recordings of the lessons were revised. According to Terri (2009), Video is a valuable tool for documentation and it can be used to facilitate information gathering.

The instrument used for this data collection procedure was a checklist (see appendix 3) which consisted of checking the aspects regarding oral participation and the implementation of flipped learning methodology according to the data gathered in the videos. The checklist was divided into three sections referring to the class stages (warm-up, development, and closure). In the war-up section, the topics, learning activities, and resources were assessed; in the development section, also the topic development, learning activities, and resources used were assessed; in the last section, the way oral participation was reflected in the assessment section was assessed. Each one of the sections had different criteria and a column to answer if it was visible or not, also having the possibility to add comments on each one of the sections of the lesson revised. Table 5 presents the dates, mean, and people video recorded in the lessons revised.

Table 5
Dates, mean, and people video recorded.

Dates	Place/mean	People video recorded
April 8th, 2021.	Google meet.	Fourth graders and Teacher Andrés.
April 15th, 2021.	Google meet.	Fourth graders and Teacher Andrés.
May 6th, 2021.	Google meet.	Fourth graders and Teacher Andrés.
May 13th, 2021.	Google meet.	Fourth graders and Teacher Andrés.
May 27th, 2021.	Google meet.	Fourth graders and Teacher Andrés.
June 3rd, 2021.	Google meet.	Fourth graders and Teacher Andrés.

Note: self-elaboration.

Data analysis technique

      This section explains the procedures that were used for sorting through and analyzing the data. It also provides details about the process of analysis and identifies the units of analysis. According to Yin (2003), the explanation-building procedure is mainly relevant for this kind of case study which attempts to explain a phenomenon. This process seeks to find patterns and to stipulate a presumed set of causal links about it. Creswell (2009) stated that qualitative data analysis is "an ongoing process involving continual reflection about the data, asking analytic questions, and writing memos throughout the study (p. 184). It means that the analysis process is mainly at the end, but since the researcher starts collecting the data, some memos can be written to optimize the analysis process and make it more efficient. That is what was done to reinforce the trustworthiness of this study, from the beginning, writing memos of each one of the data collected and at the end facilitating a triangulation process that facilitated the interpretation of the data.

      Considering this, the current study followed an analysis process proposed by Marshall and Rossman (2006). They stated that qualitative data analysis consists of seven phases: (a) organizing the data; (b) immersion in the data; (c) generating categories and themes; (d) coding the data; (e) offering interpretations; (f) searching for alternative understandings; and (g) writing the report for presenting the data. The following table illustrates an adaptation of this process into the six stages this explanatory case study followed to analyze the data:

Table 6
Stages of the analysis process

Number	Name	Description

1	Organizing the data	Transcribing the interviews and checking the information gotten in the observation form and the checklists.
2	Immersion in the data	Start reading the data by checking it in separately, writing memos, and re-reading the data if necessary.
3	Generating categories	Considering general trending in the data collected.
4	Coding the data	Similarities among the codes are significant to create categories in the analysis process.
5	Offering interpretations	Re-reading the data to check the information and start giving interpretations to what the data reveals.
6	Alternative understandings	Analyze the data from different perspectives to be partial and consider the different evidence of the data.
7	Writing the report	Writing a report in which the information is analyzed for the last time and includes an analysis connected to the research questions and the main underpinnings of the current research.

Note: Adapted from Marshall and Rossman (2006, p.156-163)

Besides considering the stages to collect and analyze the data, the findings were also analyzed through the implementation of triangulation. It provided the opportunity to contrast the different categories regarding the possible changes in students' oral participation in the flipped classroom during the COVID-19 pandemic. According to Campbell et al. (2020, p. 131) "Triangulation" is defined as a verification process in which researchers increase the legitimacy of their study by comparing different points of view with different data collection methods. Besides, triangulation is a mixture of two or more theories or methods in one study of a particular phenomenon. Moreover, Olsen (2004, p.107) mentioned that some authors' argument

for 'triangulation' is just for increasing the wider and deeper understanding of the study of a

phenomenon. In other words, triangulation is not only used to validate data or theories, but it

helped the researcher increase his understanding of the topic being studied.

Firstly, the data organization consisted of reading and re-reading the teacher's journal

(see appendix 1), transcribing the students' interviews to a more organized format different from

Tactiq's (see appendix 2), and completing the checklists used for the document revision (see

appendix 3). Also, editing the videos and the field notes taken while video recording, and

planning how to immerse into the data. Secondly, to start the process of category generation

based on the notes while reading the transcriptions of the interviews, the journal, and watching

the videos. Then, the data analysis in this study was directed to establish the categories from the

raw data, considering the initial codes. Those categories emerged by immersing in the data and

considering the research questions of the study. After finding similarities among those categories

in the data some codes were created to find similarities among them and name the categories.

Table 7 presents the initial codes used in this study:

Table 7
Codes used in this study.

Code	Meaning
Ssper	Student's perceptions of oral participation in the flipped classroom.
AfFac	Affective factors that influence students' oral participation in the flipped classroom.
BOp	Benefits of the flipped classroom in students' oral participation.

Note: self-elaboration.

As the codes were established, interpretations were offered to what was encountered. The

definitions of this phase were done to analyze the data before starting to analyze it; it was crucial

to make the study valid and reliable. It is a fact that re-reading the data, interpreting that, and concluding were necessary and constant elements during the data analysis so that the researcher could report in an organized way the findings.

Ethical considerations

As this study involves human participants, the researcher will consider some ethical considerations to protect the privacy and identity of the research participants and the research site. These ethical considerations involve:

- Using pseudonyms for naming the students and the teacher. The list was created in an excel document correlating the name of the participant and the pseudonym given to report the data, also a number was given to each one of them (e.g., student 1, student 2, etc.)

- Consent from the student's parents and the school to videotape, observe and interview the participants. This consent unfolded an agreement of not showing visual material to people not involved in the study; storing the recordings on a password-protected computer and accessing the google drive folder only on one personal computer using the institutional e-mail.

This chapter focused on describing the plan to answer the research questions of this study. It included the research strategy selected to address the research questions, the description of the research participants, the researcher's positionality, the different data collection procedures that were used, the strategy used to analyze and display the data, and some necessary ethical considerations to protect the research participants' identity.

Findings

This chapter presents the findings of the study. As stated in the previous chapter, Marshall's and Rossman's (2006) model was used to analyzing the data of the study. The report presented in the current chapter focuses on the analysis of the data obtained from classroom observation (video-recorded lessons), in-depth interviewing (using the guide of 10 questions), and document revision (using a checklist to assess the flipped classroom experience according to the videos revised)

The presentation of data is structured in one section using categories that emerged from the analysis and taking into consideration the research sub-questions: (a) students' perceptions about oral participation in the flipped classroom, (b) benefits of students' oral participation in the flipped classroom and an emergent category named (c) Affective factor affecting students' oral participation. All the categories bring to the current report the participants' voices and perceptions about the changes that their oral participation had in the flipped classroom.

Students' perceptions of oral participation in the flipped classroom

Data revealed that the perceptions of the participants about their oral participation in the flipped classroom were mostly positive (see table 8). As can be observed, the data showed that a great majority of students had a positive perception of oral participation in the flipped classroom. Students' views showed that through oral participation they could demonstrate that they were able to understand the topics, so, it was important for them to demonstrate that knowledge. Furthermore, some of the participants stated that technological resources played an important role and influenced their oral participation in the flipped

classroom in the "emergency remote learning". From a similar perspective, other

participants mentioned that participation was important for them to explain the topics being

explained. So, it evidenced that some of their oral contributions in the flipped classroom

were done to help their classmates understand the topics being explained. According to the

participant's responses and classroom observations, family support was crucial in the

flipped classroom; first, because students are still children and they needed attention in ERL.

Also, their parents established their oral participation as a requirement of their performance

in the flipped classroom. However, according to the classroom observations, it was

noticeable that the pattern of oral participation was of total integration considering the

attitudes and actions matching with the concept reviewed in previous chapters. In most of

the cases, they demonstrated that it was important for them to participate, not specifically

for a grade or to fulfill a parent's requirement.

Table 8

Students' perceptions of oral participation in the flipped classroom

Participant	Utterances
Student 1	"Participar en las clases virtuales era importante para mí porque me ayudaba a demostrar cosas que yo sabía porque como ya había estudiado el tema" "Participating in virtual classes was important for me because it helped me demonstrate things that I knew because I had already studied the subject"
Student 2	"… tener los juegos o imágenes ahí me ayudaban a entender más el tema y por eso hablaba más o preguntaba más en clases" "... having the games or images there helped me understand the subject more and that's why I talked more or asked more questions in class"

Student 3	"Era una forma de explicarle a mis compañeros cosas que no entendían y que ya yo había visto porque como lo repasaba antes de la clase" "It was a way of explaining to my classmates, things that they did not understand and that I had already seen because I reviewed it before class"
Student 4	"Pues si se notó la diferencia. Es que en la casa mis papás siempre estaban vigilando si hablaba o estaba pendiente a la clase o estaba era jugando. Entonces para que no estuvieran así diciéndome que participara, ya yo sabía que revisaba lo que íbamos a dar y participaba sin que me preguntaran… claro ya eso se volvió como importante para mí, de hecho lo sigo haciendo" "Well, the difference was evident. It's just that at home my parents were always watching if he was talking or was watching the class or playing. So that they wouldn't be like that telling me to participate, I already knew that I was reviewing what we were going to give and participated without being asked... of course, that became important to me, in fact, I, still do it "
Student 5	"Suena un poco raro profesor, pero como las clases quedaban grabadas y a mi si de pronto no me quedó algo claro volvía a ver la clase y ahí veía las veces que participaba. Me di cuenta de que siempre era como para hacer alguna pregunta o aclarar algo que no entendía y ahí de paso me servía para cuando estaba haciendo las tareas sola" "It sounds a bit strange, teacher, but since the classes were recorded and if suddenly something was not clear to me, I would see the class again, and there I would see the times that I participated. I realized that it was always like asking a question or clarifying something that I did not understand and that was useful for me when I was doing my homework alone"
Student 6	"…Entonces si yo veía que el profesor no decía nada de eso yo preguntaba y así de paso los demás sabían cómo era la tarea… si, lo hacía como por

	ayudarlos a ellos también porque yo sé que algunas veces no entendían y cuando yo preguntaba les quedaba más claro"
	"...So, if I saw that the teacher didn't say anything like that, I would ask and that way the others would know what the homework was like... yes, I did it as if to help them too because I know that sometimes they didn't understand and when I asked It was clearer to them
Student 7	"Mi punto de vista sobre la participación es que era importante. Lo que yo más siento que ayudaba a participar es que la clase era corta y dinámica. Usted siempre empezaba la clase mostrando un video o una imagen y ya de ahí nos preguntaba algo sobre el tema que íbamos a dar. Entonces viendo eso que en la clase presencial no podíamos ver porque no hay video beam era como más divertido a pesar de que a algunos no les gustaban las clases virtuales"
	"My point of view about participation is that it was important. What I feel most helped me to participate is that the class was short and dynamic. You always started the class by showing a video or an image and from there you would ask us something about the topic we were going to give. So, seeing what we could not see in the face-to-face class because there is no video beam was more fun, even though some did not like the virtual classes"
Student 8	"Bueno yo sí creo que era importante participar porque eso daba nota. Entonces tenía que buscar la manera de hablar cuando el profesor me llamara o hablar así sin que me llamaran porque si no después la nota me salía bajita… por lo que le había dicho antes que casi no sabía hablar en inglés entonces yo hablaba en español y usted me decía que era <in English> por eso era por lo que a veces me daba pena o no me sentía cómoda participando"
	"Well, I do think it was important to participate because that was graded. So, I had to find a way to speak when the teacher called me or speak like that without being called because if not later the grade would come out low...

	from what I had told him before I hardly knew how to speak English so I spoke in Spanish and You told me you were <in English> that's why sometimes I felt sorry or didn't feel comfortable participating"
Student 9	"Para mi si era importante aunque no participaba tanto sino cuando me llamaban a mi específicamente o cuando veía que nadie estaba hablando" "For me, it was important, although I don't participate as much as when they called me specifically or when I saw that no one was talking"
Student 10	"Si porque ahí mis compañeritos me escuchaban y yo quería me vieran y a veces cuando yo no sabía algo en seguida ellos me ayudaban" "Yes, because my classmates listened to me there and I wanted them to see me, and sometimes when I didn't know something they helped me right away"

Note: self-elaboration.

Equally, most of the students' points of view addressed that participating was important to ask questions and solve doubts associated with the topic or a specific task. Some participants mentioned that participating orally was crucial to clarify a general doubt that their classmates had. So, participating orally to add a comment or to ask something was a way of demonstrating fellowship. The participants highlight that having the lessons virtually was in some way helpful to get access to different resources that in in-person education was difficult to access. From a different perspective, student 8 explained that it was not easy for her to participate using English because she did not feel comfortable, once she tried to use Spanish the teacher suggested her to English. Also, she thinks that the importance of oral participation was specifically to get a good grade; otherwise, her grade would have been lower. Also, one of the participants did not match the total integration

pattern because he preferred to wait until he was asked to participate or in some cases, to wait until no one else was talking. Finally, some of the participants stated that their participation was important to receive classmates' and teachers' feedback about misunderstandings of a specific topic.

Classroom observations and revision of the video recording of the lessons played an important role to understand the students' perceptions about their oral participation in the flipped classroom. It was observed and interpreted that the learning environment was accurate and engaging for the students to participate. The total number of students facilitated the communication and their oral participation. Also, it was evidenced that their oral participation was voluntary and most of the time was not prompted. Their attitudes demonstrated that their oral participation was natural considering different kinds of participation: reading aloud, making questions, adding a comment related to the topic, or simply saying something based on their backgrounds. Considering the researcher's positionality in this study, it is important to mention that in the lessons observed and revised through documentation, there was a space to evaluate the classes and their perceptions of the topics. In those evaluations (established in the documentation checklist as assessment) the observations evidenced an interest to know students' points of view, not directly about their oral participation but about the setting in which the classes were developed. In some annotations, it was described the students' interest to participate orally in the class because of the importance to share their thoughts. In some way, they felt that having ERL was pushing them to have fewer interactions with other people, and oral participation was the way to demonstrate that they were active, that they were involved in the learning process, and that they were committed to the FLA requirements.

The findings in the student's responses in the interviews are congruent with the classroom observations and documentation. The notes in the checklists used to assess the flipped classroom experience evidence that in their interventions, the students make comments on the topic before introducing it and during the development of the lesson. Although the focus was not to assess the students' attitudes towards their oral participation, the notes show that aspects such as body language, facial expressions, and literal comments of the students demonstrate their positive perspective of their participation in the flipped classroom. When it comes to the classroom observations, the notes evidence the way the oral participation was perceived by the students.

"Uno de los estudiantes expresa que se siente más cómodo participando en la clase de inglés virtual porque acá se siente más escuchado y que pensaba que por el tiempo, la clase iba a ser solo del profesor hablando" (classroom observation, lesson 2)

This comment, which was taken from the initial journal in the Spanish version; evidences a new perspective of a student according to a background based on a misconception of the flipped classroom. It is a fact that it was a new methodology for the students, so, they certainly perceived at the beginning FLA as a teacher-based approach, and comments like this evidence that a new conception was built as FLA was implemented.

This category has shown the responses that evidence the participants' perceptions towards oral participation in the flipped classroom during the pandemic. Most of the students have a positive perspective by highlighting the importance of communicating their thoughts orally. Other students expressed that their perception of oral participation was based on the influence of technological tools, meaning that having close contact with the

resources in ERE facilitated looking for extra information or confirming what they wanted

to say before participating orally. One of the participants had a negative perception of her

oral participation in the flipped classroom; she mentioned that the only reason for doing that

was to get a grade because she did not feel comfortable using English to communicate their

thoughts.

Benefits of students' oral participation in the flipped classroom

To obtain information for this category, a matrix for analyzing the changes in

the frequency and quality of oral participation was created. According to the

perspectives proposed by Delaney (2012), those aspects were represented in this matrix.

It was useful to build a relationship between the ideal characteristics of oral

participation, considering them in quality and quantity and what was found as pieces of

evidence in each one of the criteria. The contrast of the data collected in the three data

sources made in the matrix (see table 9) was useful to triangulate the information and

explain the possible changes in students' oral participation in terms of the frequency

and quality indicators.

Table 9

Matrix for analyzing the oral participation in the flipped classroom.

Criteria	Analysis
Frequency of oral participation	Data revealed that in the flipped classroom, students' oral participation was increasingly significant. During the lessons observed, the great majority of the participants participated orally following a total integration pattern. It means that their participation was spontaneous and constant, without prompting. The way of

in the flipped classroom.	evidence this is that the students talked freely about the topic, or the explanation was given. Some of them admitted in the interviews that although they did not like to interrupt because many of the classmates wanted to talk at the same time, they wrote messages on the chat or raised their virtual hands to ask to participate orally. When it comes to the checklist for analyzing the flipped learning experience, there was a criterion that says: The same student(s) make 3 or more contributions about the activity; in this criterion, it was described in the checklists' observations that in the development section, most of the students asked to participate more than three times. However, because of reasons of time, the teacher regulated this practice. In other words, there was no time to listen to all of them more than three times because the meetings of the classes observed lasted around sixty minutes. It is important to mention that in FLA materials are shared with the students before the lesson so that when they go to the class they have an idea of the topic and during the lesson discuss new meanings. The lessons observed and used to fulfill the checklists showed an increase in oral participation. Consequently, this idea was supported by the participants in the interviews by affirming that since they had contact with the topic before the lesson, they were more confident to participate in different moments of the class.
Quality of oral participation in the flipped classroom.	It was found that although the students were engaged to participate orally during the lessons observed and deeply analyzed using the checklist; Some of them participated using their native language (Spanish) or the turn was unclear due to grammatical, pronunciation, or language choice mistakes. Data revealed that throughout the implementation of the FLA, the students maintained the same pattern of oral participation when it comes to quality. Following this order: 5 students in total integration pattern, 4

	students in conditional participation, and 1 student in marginal interaction. In other words, these data do not show evidence of a notable change in the quality of oral participation of the participants. The checklists showed up that there was a common pattern of using L1 to express their thoughts or to ask questions related to the topic. This information was contrasted with the journal and the information provided by the students in the interviews and most of them admitted that their participation was the same as it was before the pandemic. One of the participants expressed that her oral participation improved during the pandemic in terms of pronunciation and ability to organize ideas. An associated aspect that supports participants' oral participation in the flipped classroom is a common positive thought towards the resources left in the school platform before the real meeting since they admitted it was useful to get an insight into the topic and they were able to read, watch videos or study the topic before going to the synchronous meeting.

Note: self-elaboration

As it is explained in the matrix, the quality of oral participation of the study's participants followed the same pattern in the flipped classroom as in in-person education right when the pandemic started. When it comes to the frequency of oral participation, there was an evident change in most of the participants due to the contributions the participants wanted to do in the flipped classroom. Table 10 presents students' views addressing their responses extracted from the in-depth- interviews regarding those aspects of this category.

Table 10

Students' responses about the frequency and quality of oral participation

Participant	Utterances	Aspect addressed
Student 1	"yo creo que sí es totalmente diferente, aunque no me acuerdo muy bien porque estaba en segundo y estaba muy pequeña pero por lo que en la pandemia ya estaba más grande y era como más libre de decir las cosas en la clase virtual, hablando **cuando tenía una duda** o **quería preguntarle algo** al teacher, yo creo usted se debe acordar porque yo era bien preguntona en las clases virtuales"	Frequency of oral participation.
Student 2	"para mí fue igual, porque yo entendía igual lo que usted decía en las clases y cuando yo hablaba creo que **me entendían igual** que en el colegio. Lo único que me decían era que hablara más duro porque casi no se me escuchaba pero eso no era de las clases virtuales sino que yo hablo así… los videos y las imágenes que estaban en la plataforma me servían para practicar la pronunciación de las palabras, algunas veces las escribía en el traductor y ya ahí sabia como se decía"	Quality of oral participation.
Student 4	"La verdad yo siento que en las clases virtuales si **hablaba más**, yo me volví más hablona porque ya sabía de qué se iba a tratar la clase, entonces mi mamá me decía que hablara, que no estuviera	Frequency of oral participation.

	ahí callada porque iban a pensar que no entendía. Entonces yo lo hacía como para ganar más puntos y también para demostrar que ya entendía el tema o al menos algo del tema"	
Student 6	"Yo **hablaba más** era para **hacer preguntas** porque había muchas cosas que se dejaban en la plataforma de Richmond y entonces eso no lo sabía resolver solo. Entonces si yo veía que el profesor no decía nada de eso yo preguntaba y así de paso los demás sabían cómo era la tarea"	Frequency of oral participation.
Student 8	"Bueno yo para hablar en ingles si sentía que **no me iba tan bien** pero si entendía lo que decían. Yo recuerdo que en las clases virtuales tenía que decir algunas cosas en **español** porque si no lo sabía decir. Igual antes también hacia eso"	Quality of oral participation.
Student 9	"En ciertas cosas yo creo que estuvo igual porque trataba de no hablar tanto, como veía tanta gente hablando cuando el profesor preguntaba algo. Yo mejor esperaba que me llamaran o algunas veces levantaba la mano y esperaba que el profesor me diera la palabra. Ahí era que aprovechaba y decía todo lo que iba a decir antes porque **como varios hablaban varias veces**"	Frequency of oral participation.

Note: self-elaboration

As was addressed by the participants, most of the benefits of their oral participation in the flipped classroom are rooted in frequency aspects rather than quality aspects. It can be observed that the participants support their idea by saying that the frequency of oral participation was due to doubts or questions that were done very often. Also, regarding the frequency aspect, the participants mention that they became more active and participative in the flipped classroom and they could express their ideas freely. Furthermore, considering the classes were at home and parental involvement was crucial, her mom's stimulus played an important role in their oral participation becoming more participative in the English classes.

On the other hand, students stated that their frequency of participation increased due to doubts or necessary questions that they could have. So, a great majority of students felt the necessity to talk, to ask, or to participate to clarify doubts and so the other students had the opportunity to do it likewise. Other participants explained in the interviews that there were no changes in their oral participation having as a reference in-person education. One of them stated "In certain things, I think he was the same because he tried not to talk so much, as he saw so many people talking when the teacher asked something. I rather waited for them to call me or sometimes I raised my hand and waited for the teacher to give me the floor. That was when he took advantage and said everything he was going to say before because as many people spoke several times" (interview 9, in-person communication, 2022). The pattern of oral participation followed was the same as in in-person education, also, some of them used the L1 to make their contributions understandable, considering that one of the participants mentioned she did not feel comfortable using English to communicate her ideas. From this point of view, the participant explained that his participation was the same

as it was in-person education. However, a positive aspect that he mentions is that the resources allowed him to explore the topic and the pronunciation of the vocabulary before the synchronous meeting. It means that relatively, it helped to reinforce the topic and check the associated words so that when the class started it was easier to express his ideas.

Some changes were benefits of students' oral participation in the flipped classroom were addressed by the participants. However, some of those benefits cannot be addressed as quality or frequency aspects. That is why it is necessary to explain some aspects that influenced students' oral participation and were classified as benefits. The data collected on the classroom observations and the document revision by using the journal and the checklist respectively, were significant to establish those aspects.

Also, the data revealed that students' oral participation benefited due to the flipped learning requirements. This experience allowed the students to take from the topics, the learning activities, and the resources and become them in benefit from their oral participation. According to the data collected in the checklists and the classroom observations, the students made comments about the topic that was being explained. Some observations address that the topic was interesting for the students considering their active participation and their facial expressions made through the cameras. The benefit found at this point is that the alignment between the topic of the lesson and the class organization benefited students' oral participation in terms of the frequency and motivation towards oral participation. Also, the learning activities in which technological resources were involved facilitated students' oral participation. One of the aspects of the checklists attempted to identify if students made comments to the group during the learning activities. The observations in this aspect showed that when there was a game, or an activity presenting the

screen like a video or picture, the students explained to their classmates the purpose or steps of the activity. Throughout the video recordings documented and used to apply the checklists, it was found that the topics and the learning activities promoted the participants' oral participation. The observations addressed in lessons 1 and 2 were that the students made comments once or twice to add a comment or to ask about the topic being discussed. In the upcoming lessons, these observations demonstrated that students' oral participation increased.

When it comes to the assessment section that was analyzed using the checklists, it was found that another benefit of oral participation in the flipped classroom was immediate feedback. In the observations, it is described how the students received immediate feedback when they participated, and what contributed positively to future participation in terms of the organization of the comments or contributions.

The other benefit of the flipped classroom in students' oral participation is inclusion. It is a fact that one of the participants (student 10) has a language disorder and was diagnosed with autism. At the time of choosing the participants of this study, she fits perfectly in the criteria. The data showed that her attitude toward oral participation benefited. In her interview, she stated that "I liked to talk more in virtual classes because I felt that my classmates helped me and did not judge me like in class at school" (interview to student 10, turn 17, 2022) meaning that before the flipped classroom she was judged when talking, but in the flipped classroom she felt included. The checklists' observations describe how immediate feedback or comment after this student's intervention was done. Those interventions were done with a good attitude and to clarify what she wanted to say or to ask.

After triangulating the information, it was found that this aspect benefited the students' oral participation indirectly.

Affective factors affecting students' oral participation.

This emergent category aims to describe and present the findings about emotional factors that influence students' oral participation in the flipped classroom. Most of the evidence in this category emerged from the students' interviews. Considering those human behaviors are very difficult to identify by observing them. Thus, it was necessary to analyze the students' interviews, so that affective factors arose. It was found that negative and positive factors can influence the students' oral participation in the flipped classroom. Those affective factors are associated with the emotions participants showed when participating orally. According to what data revealed, the affective factors that can influence students' oral participation are self-esteem, motivation, and anxiety. Also, classroom observations and the checklist were used to revise the videos provided information to categorize the most visible affective factors that can influence students' oral participation in the flipped classroom. Table 11 presents students' utterances in the interviews associated with affective factors.

Table 11

Students' responses about affective factors influencing their oral participation.

Participant	Utterances	Type of affective factor
Student 4	"… el hecho de que ya yo podía ver esos videos antes de la clase me ayudó a ser más **segura** en la clase como tal.	Self-esteem

	La mayoría de las veces o bueno, siempre yo revisaba antes lo que tocaba y como le dije antes porque mi mamá estaba pendiente de eso. Entonces viendo lo que íbamos a dar ya yo podía estudiar y es como si en la clase ya llevara un paso adelante porque yo veía que no todos estaban como pendientes de las tareas o del tema que se iba a dar pero yo si lo hacía"	
Student 6	"yo creería que en lo que más me ayudó fue a **creer más en mi** porque yo dudaba mucho para hablar antes de la pandemia y a veces como que no estaba tan seguro de lo que iba a decir. Ya en la virtualidad era diferente porque cuando hablaba sentía que todo el mundo me escuchaba y ya tenía todo ahí a la mano para hablar … prácticamente no podía quedar mal porque tenía todo ahí."	Self-esteem
Student 7	"Sinceramente fue muy raro como ese cambio. Porque en la pandemia yo sentía que mi habilidad de habla mejoró. Así como usted nos ha explicado en inglés necesitamos tener cuatro habilidades… entonces como las clases eran diferentes yo creo que	Self-esteem

	no solo a mi sino a varios compañeros se sentían más seguros para hablar. Debía ser porque nadie nos estaba viendo ni nos iban como a decir algo"	
Student 8	"… con respecto a eso yo creo que lo más importante es que yo sentía como esas ganas de participar. Algunas veces porque el tema me gustaba y otras porque era como algo nuevo eso de tener las clases virtuales entonces era la forma de hablar con mis compañeros y compartir con ellos"	Motivation
Student 10	"Me sentía triste, porque a mí me gusta dar las clases con mis amigos aquí en el colegio… para hablar me ayudaba mi profe o ella me ayudaba a escribir porque a veces sentía que no me entendían"	Anxiety

Note: self-elaboration

The responses above demonstrate that students' oral participation can be changed depending on students' affective factors. Although few cases of affective factors causing changes in students' oral participation were found, the ones addressed are related and point to positive or negative factors. Self-esteem was found as an affective factor that can influence their oral participation. The participants mentioned the word confidence; so, there was a belief that they were able to participate orally in a successful way. In the same way, other participants address it as a change in their attitudes that made them participate more in

the English class. Also, one of the participants mentioned the desire to participate because she liked the topic or because it was one of the ways to interact with her classmates.

It is important to keep in mind that the setting in which students had the lessons was what has been named in this paper as "emergency remote learning" due to the COVID-19 pandemic. So, as this participant mentioned, one of the ways to interact with her classmates was through oral participation. It demonstrates the student's ability to emphasize personal choices according to the situation that they and the entire educational field had during the pandemic. In the same sense, students' autonomy towards the learning process is a benefit that influences their oral participation in the flipped classroom. It was observed that students were able to check the resources before the synchronous meeting. It allowed them to become autonomous as soon as they got used to the methodology. Checklists one, two, and three mention that the participation was lower than the classes four, five, and six. In the interviews, participant 2 mentioned that having the resources before the meeting was useful for her to check the topic and so she was more confident in the class to add comments or contributions.

On the other hand, there was also a negative factor that can influence students' oral participation in the flipped classroom. One of the participants remarked that she felt sad, pointing to anxiety as the feeling or factor influencing her oral participation in the flipped classroom. However, throughout the interview, a different position was found due to the change it had in the flipped classroom. That is why the triangulation of the different sources of data resulted significantly to obtain rigorous conclusions. Thus, this special case can be interpreted from different perspectives; in this case, a student that expressed anxiety due to the setting, in the classroom observations and documentation could be evidenced that she

was respectful and followed the instructions avoiding interrupting while a classmate or the teacher was talking. It demonstrated that the pattern of oral participation was not total integration but conditional participation.

Furthermore, some aspects of the checklist used to assess the flipped learning experience evidenced the influence of affective factors in students' oral participation in the flipped classroom. In the warm-up section, there is a criterion that establishes that "Students make comments to the group during the learning activities". In this criterion, it is explained that some students are empathic with their classmates while helping them or explaining a new topic, in some cases because the other students did not check the school platform and in other cases because some students did not understand what the topic was. Also, in the same section, there is a criterion that says "Students make a comment not related to the topic introduced" some of the observations done in this aspect point to a relationship between teacher and students. The observations reflect a good environment in which discussions were generated about different topics before starting the class so that a good relationship was built.

This chapter presented the findings of this study. Three categories were presented to answer the central question and the two research sub-questions. The talks with the participants, classroom observation, and documentation were crucial to understanding the factors that influence students' oral participation in the flipped classroom. The triangulation among the different data sources facilitated drawing conclusions and having a clear perception of those internal factors that were not visible in the lessons observed or documented. What comes next is the discussion chapter in which this study's findings will

be summarized and the correlation with the review of the literature and the significance of

the study will be presented.

Discussion

As stated before, little had been researched about the possible changes in students' oral participation in the flipped classroom using EFL. This study could be focused as a reference for researching an approach that is significatively changing the process of teaching/learning. As presented in the previous chapter, the findings of this study pointed to a positive perspective of the great majority of the participants about their oral participation. Also, this study found that the main changes in students' oral participation are rooted in the frequency of oral participation, and little changes were addressed in terms of the quality of oral participation in the flipped classroom. At the end of the chapter, affective factors such as self-esteem, anxiety, autonomy, and motivation were addressed as factors that could provoke changes in students' oral participation in the flipped classroom during Emergency Remote Learning.

Throughout the development of this research, new aspects and aspects addressed in the literature reviewed were reflected. It is a fact that due to the significant advances of this approach many schools and teachers in isolated ways have implemented FLA. This was initiated in 2006 by two chemistry teachers, Jonathan Bergmann, and Aaron Sams, who proposed it as an innovative methodology that leads to a more dynamic and interactive learning environment; today it is still an innovative approach that served as a tool to carry out the teaching and learning process during the pandemic. Overall, this study has implemented what other studies have proposed concerning the recommendations or aspects to consider when implementing flipped learning. The studies critically read, were points of reference to identify attitudes concerning affective factors than can influence students' oral participation in the flipped classroom. This review facilitated the identification of students'

control of their learning, as stated previously by different authors such as Arnold-Garza (2014) no matter the context or the age of participants, students are responsible for their learning. However, it was found in this study that this autonomy of the learner can be connected to other affective factors that influence their oral participation.

On the other side, it is a fact that previous studies conducted by Davis (2018), Sweetman (2020), and Alqahtani, et al. (2022) researched the influence of pre-lesson resources on students' performance. This study's findings demonstrated that videos and other resources shared with the students before the synchronous meetings can resources strengthen their confidence to make them participate in English classes. Students' responses and classroom observations were crucial to endorse these contributions of (Gavrielatos, 2020) as the data demonstrated that videos, documents, and audios left before the class were significant to increase their motivation about the topic and to have resources to review other sources of information about what was about to be discussed.

Studies critically read and reviewed in the literature review section showed that there was a gap in students' perceptions about their oral participation in the flipped classroom. The findings of this study demonstrated that there is a more specific perception when it comes to students' oral participation. The participants' socioeconomic level, their ages, and even the teacher's role could be factors that influence those perceptions.

Considering the positive perceptions of students' oral participation found in this study and the influence that pre-class resources had on students' oral participation. The current one presents a different perspective on the frequency and quality of oral participation. Through this study, it was demonstrated that students' oral participation in

terms of quality maintained following the same pattern, and the use of L1 increased as a communication strategy to get meaning across. Besides that, the frequency of oral participation significantly increased. It is a fact that the interaction and feedback of oral participation in the flipped classroom virtually are more individualized (Kumar, 2020)

After contrasting this study's findings with this study's significance and other studies in the field of investigation, it is important to highlight that further studies should consider implementing FLA in different contexts and at different educational levels. While most of the students in this study showed positive perceptions toward oral participation in the flipped classroom, some implications and recommendations for future research are provided based on the current experience. Firstly, individual differences and learning styles in one class should be considered, it may lead to the school or teachers creating more individualized materials to improve their experience in the flipped classroom. Also, different perspectives on the implementation of the FLA should be considered. Teachers' or parents' roles can be analyzed and researched for a better understanding of the changes in students' oral participation in the flipped classroom. Although it was not the focus of this study, it provided evidence such as the fact that during the development of this study, little training was done to improve the learners' abilities using ICTs. So, developing students' information technology skills is a need for them to deal properly with virtual flipped learning. The possible changes in students' oral participation in the flipped classroom need to be further studied in the field of language teaching/learning. Future studies in this field may be focused on implementing the flipped learning experience in face-to-face education. This is an approach that the school in which this study was developed intended to implement before the pandemic. However, because of this emergency, it was organized better and

implemented which has been named emergency remote learning. Although this study tried to be comprehensible as possible, more research is needed to research students' changes in oral participation in the flipped classroom. The flipped classroom is an approach that schools and teachers are still implementing in in-person education. Future researches may focused on changes in students' oral participation in different contexts such as public institutions and distinct levels of education.

Conclusions

To answer the central research question, it was necessary to analyze the data gotten from various sources. Considering the essence of an explanatory case study, this study focused on understanding the participants' perceptions. Firstly, it described how the participants have a positive perception of oral participation in the flipped classroom demonstrating them through fellowship, evidencing the importance of oral participation, and highlighting the relevance of ICT to promote their oral participation. Then, significant changes in participants' oral participation in terms of frequency were explained and found using a matrix that also allowed the collection of information about the quality of oral participation. Also, some affective factors influencing students' oral participation were found based on students' utterances. Self-esteem, anxiety, and motivation were cataloged as responsible for changes in some of the participants' oral participation.

Initially, it was planned to get more pieces of data from diverse groups in primary school. Data were planned to be collected in two academic terms (April 2021- September 2021). However, due to the new protocol provided by the government to start returning to schools, the institution in which this study was conducted had to change the setting. That is why the criteria for choosing the participants and the amount of data collected had to change. The advantage was that it was mandatory to record all the lessons and upload them to the institutional google drive. So, the first pieces of data that were gotten were the recording of the lessons. Then, the journal was organized since it was also a requirement in the institution, and it included several aspects from which some excerpts were taken to accomplish the study. The last pieces of data gotten were the interviews with the students. Firstly, it was planned to interview fourteen participants. Then, three of them moved to

different schools, and 11 participants were established to accomplish the study.

Unfortunately, one of the participants passed away in a tragic accident. This incident

provoked emotional reactions in the rest of the participants since they studied together.

Consequently, it was necessary to wait until early September 2022 to conduct the

interviews. While it was possible to conduct the interviews, three piloting interviews were

conducted face-to-face. It allowed the researcher to practice aspects such as time

management, questions to get more information, and of course checking the conditions to

collect the data.

It is a fact that most of the teachers, schools, and students were not warned to live in

a situation like this. After conducting this study, it is considered that this experience split the

history of education into two: how education was after the pandemic, how it was tackled

during the pandemic, and what the educational field will continue applying. Thus, this study

fulfilled its significance of providing more literature on the field of education, providing the

teachers, school administrators, and the community with general contributions on the topic

investigated. Besides that, the development of this study it was demonstrated the importance

of valuing comprehensive research strategies. That is why it is not enough to collect an

amount of data but triangulate this information gotten in those observations, interviews, and

documents. Furthermore, going into the case involves understanding and re-reading it to be

able to build conclusions and avoid generalizations. It must be admitted that this process

was time-consuming. It may be due to the modality or due to my active participation in the

study. However, this time is reflected in the findings and deep explanations that were given

in the categories presented to answer the research questions.

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Appendices

Appendix 1

Teacher's journal excerpt

Grade	Date	Attendance	Observations	Comments on F&Q of OP
4th	April 8th, 2021.	Complete.	Lesson time: 9:30 a.m. Topic: Abilities in the past. Length: 53:55	Students' participation was active, and they mentioned previous pieces of knowledge they had about the topic. In the beginning, they thought the topic was about free time activities. Once the teacher introduced the topic they remembered the resources left on the school platform and they shared their opinions. During the explanation of the topic, the teacher used slides and a guessing game to know about their abilities in the past. There was an

				assignment in which they had to present their ability in the past and they asked about the assignment. One of the students said an example and the type of materials she could use in the presentation.
4th	April 15th, 2021.	Students *** send excuse for int issues and energy service.	Lesson time: 9:30 a.m. Topic: Learning styles. Length: 57:20	The topic was new for the students. The expression "styles" was confusing for them. However, they mentioned at the beginning of the lesson a video left on the platform saying that it referred to the likes/or dislikes. The topic was explained, and the participation increased depending on the examples shown. Example: when the teacher explained the social learning style some of them said that it was their favorite and said some examples of doing it. Then, an activity was done using the virtual book, some students asked

				questions and turned off the microphones to participate without prompting. A review of the lesson was done, and they participated, and some students added comments and asked questions about the assignment left for the next class.
4th	May 6th, 2021.	Student * missing for personal issues.	Lesson time: 9:30 a.m. Topic: Sports Length: 49:17	Even before introducing the topic, they revealed what the topic was. They expressed that it was interesting and most of them participated saying a sport he or she likes. In the development of the lesson, the vocabulary was practiced and while they practiced it, the students showed agreement or disagreement with the sport mentioned. There was a listening activity that spent around 15 minutes, while doing that, no spontaneous participation was evident,

				but they participated when they were asked to do so.
4th	May 13th, 2021.	Complete.	Lesson time: 9:30 a.m. Topic: Adverbs and adjectives Length: 54:42	The topic seemed to be new and non-engaging at the beginning of the lesson. No volunteer participation was evident in the warm-up, but while explaining the topic and developing the activities, they shared their opinions and possible answers, or questions associated with the topic. Regarding the other lessons, in this one increased participation with clearer and elaborated sentences shared orally was evident. At the end of the lesson, some questions were made by some students to clarify the topic. A quiz was scheduled for the next meeting and the students asked questions using L1 to clarify doubts.
4th	May 27th,2021.	Complete.	Lesson time: 9:30 a.m.	The students expressed at the beginning of the lesson that previously they had

			Topic: Comparatives Length: 52:10	practiced and studied the comparatives. Some students mentioned the rules that were introduced in the school platform in a video. During the development of the lesson, spontaneous participation and questions about the topic were done by the students. A game was done in the closure and most of the students participated, the others had issues with the internet but were observing the teacher's screen.
4th	June 3rd, 2021.	Students ** missing for personal issues and connectivity problems.	Lesson time: 9:30 a.m. Topic: Countries and nationalities Length: 58:30	This lesson was engaging to the students since the class started. In the beginning, some students were asking about the flags of the countries using the social studies notebook in which they had learned about some countries. Then, the class was officially introduced by the teacher using a short video "quiz about

				countries" in this starting activity, most of the students were participating either orally or written, but mainly orally since it was allowed to turn on microphones. Then, during the development of the lesson, flashcards, and visual aids were used to explain the topic. The students maintained the same level of participation during the class. Most of them used Spanish to make their thoughts more understandable, but a significant part of the contributions made was Spanish. An activity to socialize the next in class was explained: students had to choose a country and present the name of the country, the name of the city, and the demonym. At this stage of the lesson, most of them shared examples, and ideas of how to do the homework.

Appendix 2

Students' interview

ENTREVISTA A PROFUNDIDAD: "Flipping oral participation in English as foreign language lessons during the COVID-19 pandemic: an explanatory case study"

Propósito: Determinar las percepciones de los estudiantes sobre posibles cambios de su participación oral durante la implementación del aula invertida en la pandemia Covid-19.

Hora de la entrevista: 4:00 P.m.

Fecha: 29 de septiembre de 2022

Lugar: Entrevista virtual – Google meet.

Entrevistador: Andrés Hoyos

Entrevistado(a): Carlos (pseudonym)

(Proporcionar un <u>contexto</u> y <u>propósito</u> de la entrevista)

Guía de preguntas

1. ¿Te gusta el inglés? ✓ – *juegos
2. ¿Crees que el inglés es importante? * Futuro jugador de fútbol.
3. ¿Qué recuerdas de las clases de inglés durante la pandemia? ✓
4. ¿Qué te gustaba de esas clases? ✓
5. ¿Qué aspectos del proceso de aprendizaje del inglés se vieron beneficiados (por ejemplo tu motivación, interés, vocabulario) durante la experiencia con el aula invertida? ✓
6. ¿Qué te motivaba a participar en la clase de inglés durante la pandemia? ✓
7. ¿Cuál era tu forma favorita de participar? * mano virtual.
8. ¿De qué manera el aula invertida te ayudó a mejorar tu participación oral? – igual
9. ¿Puedes comparar tu participación oral antes y durante la pandemia?
10. ¿Cuál es tu opinión sobre los videos que se dejaban en plataforma para ver antes de la clase de inglés? ✓

(Agradecimientos por participar en la entrevista. Confirmar la confidencialidad de las respuestas)

Interviews transcriptions

Turn	Speaker	Transcript
1	Researcher	Listo Camila damos inicio…Como ya te había comentado el objetivo de esta entrevista, es determinar las percepciones de ustedes como estudiantes los posibles cambios de su participación oral durante la implementación del aula invertida en la pandemia del COVID-19, listo, entonces como para darte un contexto, recordemos que durante la pandemia de COVID-19 en la institución estuvimos trabajando con el aula invertida que era dejar los recursos antes de dar una clase las clases que se dan por medio de la virtualidad ¿las recuerdas?
2	Camila	Si, si las recuerdo.
3	Researcher	Perfecto, entonces teniendo en cuenta esas clases que se daban en la virtualidad. Es que te voy a hacer estas preguntas el día de hoy. Primero, vamos a empezar con unas preguntas en general. Cuéntame todo lo que recuerdes todo lo que quieras comentarme recuerda que durante este proceso de entrevistas se te asignará un nombre distinto al tuyo para reportar las respuestas que tú me estás dando entonces ya no va a ser …sino que va a ser, por ejemplo Camila, entonces no va a ser revelado tu nombre, ni afectará obviamente tu desempeño en la asignatura de inglés. Entonces la primera pregunta que quiero que me respondas es: ¿Te gusta el inglés?
4	Camila	A mí sí me gusta el inglés, aunque un por qué si o por qué no, no lo tengo. Yo simplemente como que hubo un tiempo donde me fue gustando el inglés y de ahí me animé más,

		porque al inicio yo pensé que era que solo quería aprender el idioma, pero después me di cuenta de que yo quería aprender la historia del inglés, quería aprender muchas cosas del inglés. Que es igual con muchas cosas que ahora mismo me gustan, pero yo no sé por qué entonces no tengo un porqué porque si estoy definida que me gusta el inglés.
5	Researcher	Ok, súper bien, o sea, no hablando solo de la materia como tal específicamente sino el inglés en general… siguiendo la misma línea de preguntas, te hago la siguiente pregunta, ¿crees que el inglés es importante?
6	Camila	Pues en mi opinión sí, porque aunque el inglés puede ser un idioma más, pero es como idioma es como la forma en donde una persona se puede expresar. Es como el mismo español acá dicen que el español es un idioma importante porque así no podemos hablar entre otros entonces me imagino que también podría ser importante porque me podría expresar hasta con personas de otros países, que también hablen inglés. Entonces si es importante porque me ayuda a comunicarme y también voy a saber un idioma nuevo. Yo pienso que el inglés ayuda mucho porque yo he visto que como que si yo voy a otro país tan solo con hablar inglés, puede ser que me conozca con personas entonces yo creo que es como una forma en la que puedo hablar con las personas sin saber el idioma específico de ese país.
7	Researcher	Perfecto, es decir el inglés hoy en día es un idioma mundial, no necesariamente de un pais y sin límites de fronteras. Perfecto Camila, entonces siguiendo la misma línea de preguntas para hacer como un recorderis de la pandemia,

		como tal te pregunto ¿qué recuerdas de las clases de inglés durante la pandemia?
8	Camila	Pues yo recuerdo muy poco, pero sí cuenta de algo, recuerdo que hacíamos las clases virtuales y que usted traía como algunos juegos como para practicar lo que aprendimos en la clase. También recordar lo que vimos en las clases anteriores y en los temas anteriores, pues también recuerdo que usted hacía como preguntas para saber si nosotros habíamos entendido y que también teníamos que dar como que comentar y responder preguntas en la plataforma donde nosotros teníamos que dar nuestra opinión o lo que nosotros pensábamos y nosotros lo podíamos decir allí.
9	Researcher	Ok perfecto, muy bien. Entonces algunas de las cosas que más recuerdas son esas preguntas que hacíamos durante la clase de inglés y los juegos. ¿y en general que te gustaba de esas clases?
10	Camila	Bueno, de las clases me gustaban los juegos, por eso lo recuerdo y me recuerdo que si yo tenía alguna pregunta o si alguien tenía una pregunta, nosotros podíamos preguntarle y nos respondía. Aunque nos quitaba la duda porque eso había otras clases donde no podíamos hacer eso literalmente, entonces como que nos quitaba la duda enseguida de alguna pregunta o alguna duda que nosotros tengamos.
11	Researcher	Cuando me dijiste de otras clases ¿eran otras clases de otras asignaturas o de la misma clase de inglés, donde no podías hacer eso?
12	Camila	Si, en otras asignaturas.

13	Researcher	Entonces ya siendo un poco más específicos … ¿qué aspectos del proceso del aprendizaje del inglés se beneficiaron con el aula invertida es decir, la motivación, el interés, el vocabulario? Es decir el hecho de mantener el aula invertida durante la pandemia ¿en qué crees que te benefició?
14	Camila	Qué me benefició o qué fue interesante… cada día el inglés me gustaba más, aunque no lo mostrará tanto pero como era yo podría como aprenderme el vocabulario de memoria, porque estaba en la plataforma y yo no tenía que escribir específicamente sino que yo iba a la plataforma y buscaba como esa semana la asignatura de la semana y ya había vocabulario y también digamos como imágenes de lo que era.
15	Researcher	Entonces lo más relevante era que tenías acceso al vocabulario, por ejemplo antes de la clase de inglés (del encuentro como tal) y eso te mantenía interesada. Perfecto, siguiendo entonces con la otra pregunta: ¿qué te motivaba a participar en la clase de inglés durante la pandemia? es decir, teniendo en cuenta la participación ya sea hablar o escribir algo durante los encuentros.
16	Camila	Yo ahora me recuerdo que yo pensaba siempre que me iba a equivocar. Al inicio dudaba si el decirlo porque tenía miedo de equivocarme, pero con el tiempo me fui dando cuenta de que como que otros se equivocaban porque eso me motivó. Gracias a eso yo pude como seguir… participando y me fui animando porque veía que lo hacía bien y comprobaba si lo que yo pensaba estaba bien, entonces era como una motivación para mí.

17	Researcher	Ok, entonces digamos como ese miedo inicial era porque durante las clases virtuales supongamos que se prestaba como que más atención ¿cierto? es decir, los demás compañeros te prestaban más atención. Yo lo recuerdo porque en el momento en que la persona encendía un micrófono, todo el mundo estaba como que atento y enfocados en esa persona no es como en el colegio que todos hablan al tiempo y de pronto se pierde lo que dice. Muy bien, entonces la siguiente pregunta sería: ¿cuál era tu forma favorita de participar?
18	Camila	Pues me gustaba participar más por chat porque por micrófono o por la manito, podía ser que hubiera muchas personas que también tenían la mano levantada y se acababa la clase y no me podía responder preguntas o no pudieras mirar lo que yo pensaba por chat. Como que yo escribía y como que la pregunta quedaba ahí y ya me podían contestar o en esa clase o en la otra o me lo podía contestar mientras usted estuviera explicando, podía contestarme una pregunta. Entonces por eso me gustaba más o lo que yo hubiera entendido o una respuesta de alguna pregunta que alguien más hizo.
19	Researcher	Perfecto, muy bien. Entonces una pregunta más sería: ¿puedes comparar tu participación oral antes de la pandemia y durante de la pandemia?
20	Camila	Pues creo que cogí más confianza porque yo antes como en las clases, yo no hacía nada de inglés. Primero porque no le tenía tanto interés y porque en ese momento yo tenía aún más penas de lo que le tuve cuando inició. Con el tiempo se me fue quitando un poquito la pena o el miedo. Más bien,

		cuando estábamos en virtualidad, se me quitó totalmente y aunque ya no me da miedo y en esa parte ya no me daba miedo expresar como yo pensaba porque era mejor que me corrigieran y así quedarme con un buen pensamiento o entendimiento.
22	Researcher	Ok, súper. Ya para finalizar, la última pregunta sería: ¿cuál es su opinión sobre los vídeos que se dejaban en plataforma para ver antes de la clase de inglés?
23	Camila	Bueno, la verdad, a mí sí me ayudaban porque como yo los veía y yo, podía entender aunque no hubieran explicado el tema. Yo podía tener una idea de lo que iba a ser el tema o lo que iban a dar en la clase, entonces era más fácil comprender y entender lo que iban a dar.
24	Researcher	Perfecto, muy bien Camila. Muchas gracias, entonces por tu tiempo y por las respuestas muy breves y específicas. Que siga pasando una feliz tarde. Chao.

Turn	Speaker	Transcript
1	Researcher	Listo Sara, entonces como ya te había comentado el objetivo de esta entrevista que te voy a hacer el día de hoy es determinar las percepciones que tienen ustedes como estudiantes sobre los posibles cambios de su participación oral durante la implementación del aula invertida en la pandemia del COVID-19. Entonces para darte un contexto de qué va a ser la entrevista recuerda que van a ser unas preguntas abiertas en la cual tú te puedes expresar libremente tu punto de vista… Entonces

		sin más preámbulo empecemos con la primera pregunta ¿te gusta el inglés?
2	Sara	Pues a mí como tal siempre me ha gustado. O sea, siempre desde que lo empecé a ver ya que de uno aquí en el colegio que lo empieza desde pequeños y siempre me ha llamado la atención y pues también porque pienso como en cómo voy a ser yo de grande y si lo voy a llegar como a necesitar cuando ya esté más grande y ya sea una profesional.
3	Researcher	Ok, podrías ilustrarme, por ejemplo ¿profesional en qué?
4	Sara	Pues yo sé que muchos piensan que no. O sea que no nos sirve para nada, pero hoy primero que todo para lo que yo pienso a futuro me sirve, pero también es importante porque uno por ejemplo, yo quiero viajar a Estados Unidos entonces uno viajar ir al lugar con diferentes idiomas, por ejemplo lugares en los que se habla inglés, entonces es necesario porque si yo ya necesito como comunicarme con las demás personas y además no descarto la idea de en un futuro ser profesora de inglés, porque de verdad me gusta mucho.
5	Researcher	Entonces a partir de eso creo que ya me ha respondido, te pregunto: ¿crees que el inglés es importante?
6	Sara	Es demasiado importante porque me ayuda a comunicarme y me ayuda a ser más abierta al mundo y como me gustaría enseñarlo entonces desde ahora puedo ir aprendiendo.

7	Researcher	Perfecto, entonces ya metiéndonos un poco más con el tema de la pandemia, te hago la pregunta: ¿qué recuerdas de las clases de inglés durante la pandemia?
8	Sara	Pues ahora mismo no recuerdo mucho, creo que recuerdo los comandos algo, así, no sé si se llama comando. que era de sit down y stand up=pararse, o sea más que todo como las actividades como sentarse a hablar, mirar, es como lo que más me acuerdo ahora.
9	Researcher	Ok, pues ya siendo como un tema específico y en general las clases, ¿cómo eran? el tiempo… ¿recuerdas cómo se daban? O qué implementaba el docente durante las clases.
10	Sara	Pues bien, la verdad, yo aunque eran cosas muy fáciles, o sea, no eran cosas así difíciles que fuera para nosotros los estudiantes difíciles de entender, pero para mí era muy fácil. Lo que yo entendía muy bien eran las explicaciones. El tiempo como tal de la clase, pues bien, porque teníamos tiempo para explicar el profesor para que el profesor explicara, para hacer una que otra actividad de para poder entender o comprender más el tema.
11	Researcher	Ok, súper y de acuerdo con eso te pregunto ¿qué te gustaba de esas clases? ¿hay de pronto algo en especial que te llamaba la atención de esas clases?
12	Sara	Pues sí, porque yo por lo general siempre llevaba como todo y de hecho lo sigo haciendo. Que llevo como el tema hablando de inglés, si hay algo en plataforma, que lo puede llevar, que me pueda servir como para ya llevar ir

		como con algo claro, sabiendo de qué se va a tratar la clase.
13	Researcher	Muy bien, además de eso ¿qué aspectos del proceso de aprendizaje del inglés se vieron beneficiados por el aula invertida? por ejemplo, la motivación el interés recordar vocabulario, ¿en qué te ayudó?
14	Sara	Yo diría que a aportar cosas que me quedaron no solo en la pandemia sino que hoy todavía utilizo, como revisar el tema antes de la clase. También como al inicio se dan los temas que uno va a ver en el periodo, uno puede irse adelantando para no llegar sin nada a la clase. Eso sería como que responsabilidad.
15	Researcher	Muy bien. Entonces la siguiente pregunta sería: ¿qué te motivaba a participar en la clase de inglés durante la pandemia?
16	Sara	Pues creo que lo que más me motivaba era que ya sabía o sea, ya lo tenía claro, entonces como participar pues también primero porque aporta para nota y eso. También pues por si sabes, o sea la idea, es que si sabes participes y como que hables o cuentes lo que piensas te ayuda a comprobar eso y que el profesor te diga si estas bien o no.
17	Researcher	Ok, entonces considera que no eran participaciones más más que como que por dudas ni hacer preguntas, sino por demostrar, que ya tú tenías como cierta parte del tema claro.
18	Sara	Sí, o sea, de vez en cuando obviamente alguna pregunta que yo decía no entiendo o no entendía el tema y necesitaba como otras explicaciones. Ahí también

		participaba y lo otro pues eso es que si ya uno tiene el tema claro la idea es participar y de paso explicarles a los compañeros que no lo tienen claro.
19	Researcher	Muy bien, entonces siguiendo en esa línea de preguntas, te pregunto ¿cuál era tu forma favorita de participar?
20	Sara	Me gustaba levantar la mano pero a veces como el profesor estaba presentando o mostrando alguna actividad yo hablaba, de hecho recuerdo que era una de las que más hablaban. Entonces a veces hablaba en seguida porque no me gustaba quedarme con las dudas.
21	Researcher	Te entiendo. Entonces te pregunto: ¿de qué manera el aula invertida te ayudó a mejorar tu participación oral?
22	Sara	Me ayudaba ya a ir aprendiendo cosas que de pronto el profesor no decía, pero estaban ahí, entonces era como algo nuevo algo que aprendí.
23	Researcher	Ok, o sea, que ¿si eras el tipo de estudiante que se veía los vídeos y revisaba todo lo que había en plataforma antes de la clase?
24	Sara	Sí, lo hacía, por ejemplo, en la clase ahora de inglés que había un PDF y pues yo llevo todo ese y porque también ayuda porque de pronto para hacer pregunta algo que esté ahí lo tengo, te ayuda antes, pues como mi mamá me lo decía como recomendación hablando del año pasado mi mamá me lo decía como para bien. Ella me lo hacía para tener el tema claro que es como lo lógico, pero ya ahora ya lo hago ya como un hábito normal revisar la plataforma. Eso lo hago para ver lo que hay, muchas veces llevo las tareas que son para un día, pero yo la llevo

		un día antes, un día adelantado y también es como menos trabajo.
25	Researcher	Ok, súper entonces como para optimizar el tiempo y para hacer más autónomo. Muy bien y ahora ya para ir finalizando, ¿puedes comparar tu participación oral antes y durante la pandemia?
26	Sara	Pues antes hablando ya de antes de la pandemia, pues yo pienso que o sea era como menos participativa, o sea sabía las cosas. Todavía me sigue pasando que me da pena hablar y como decir las cosas y me da miedo a veces como equivocarme y que esté mal y eso, pero ya durante en la pandemia, ya hablaba, no sé por qué, pero ya como que lo decía ya con más seguridad y ya participaba más.
27	Researcher	Ok súper el tema que has tocado de la seguridad. Ya para finalizar, la última pregunta: ¿cuál es su opinión sobre los vídeos que se dejaban en plataforma para ver antes de la clase de inglés?
28	Sara	Pues yo creo que era de lo que más me ayudaba. Porque algunos videos eran de YouTube y uno se quedaba ahí viendo y daban como sueño. Pero los que eran del profesor eran más cortos y directo a lo que se iba a hablar en la clase entonces servía para revisar en el libro o averiguar sobre ese tema.
29	Researcher	Perfecto. Muchas gracias por haber participado y por sacar el espacio para comentar y decir libremente tus respuestas a estas preguntas…que sigas pasando un feliz resto de tarde. Chao, chao.

Appendix 3

Document revision checklist

Checklist to assess the flipped learning experience

SESSION N°: 3

DATE: May 6th, 2021

N° OF STUDENTS: (14) - (10 of the participants

TIME: 9:30 a.m.

TIME RANGE: 55:54

Class stage	Aspect	Criteria	What was observed.
Warm-up	Topics	Students make comments on the topic before/while introducing it.	Yes. There was a video on the Plat. and they mentioned it.
		Students make a comment not related to the topic introduced.	Yes. Some of them though the topic was Free time activities.
	Learning activities	Students make comments to the group during the learning activities.	No. It was just a question on the platform and the Teacher socialized it
		Students make opinions orally when asked to do so.	Yes. To clarify their opinions.
	Resources	Students mention the materials shared before class to support their participation.	Yes. A video and the Flashcards left in the platform.
Development	Topics	Students make a comment about the topic being explained.	Yes. They add comments orally, sometimes interrupt.
		Students expressed orally their affinity with the topic.	Although it was new, some mentioned it was interesting
		The topic presented engaged the students to participate orally or to ask questions.	Yes. most of them were active and wanted to say something.
	Learning activities	Students ask the classmates/teacher for help.	It was not observed.
		The core activities promoted students' oral participation.	Yes. They needed to ask questions to their classmates
		The same student(s) make 3 or more contributions about the activity.	Yes, to ask something or to add a comment.
		Students make explanations and elaborations in an organized way.	Not completely but they use L1 or body language to express their ideas.
	Resources	The ICT tools promoted students' oral participation.	Yes. There was an interactive game that made them talk.
		The ICT tools were engaging for the students so that they maintained interest in the lesson.	Yes. It was useful also to maintain discipline and ask the SS to remain quit for a moment
Closure	Assessment	The students were involved (participating) in the assessment of the topic.	Not observed. Since the topic was new, there were no clear assessment techniques.
		The teacher used oral participation to assess students' knowledge and understanding.	* questions were made and SS answered.

Appendix 4

School consent to take part in the study.

COLEGIO LATINO
MONTERÍA – CÓRDOBA
Reconocimiento oficial para los Niveles de Pre-escolar, Básica Primaria, Básica Secundaria y Media Académica, naturaleza privado, según Resolución No 5282 de Diciembre 21 de 2006 emanada de la Secretaría de Educación y Cultura del Departamento de Córdoba.
NIT 34966481 – 9 - Cód. DANE 323001006944 - Cód. ICFES 116764
"El mejor lugar para educar su hijo"

CONSENTIMIENTO INFORMADO PARA LA INSTITUCIÓN

En aras de darle continuidad a los procesos educativos y del campo de la investigación, yo, Andrés Felipe Hoyos Molina, docente de inglés de básica primaria del Colegio Latino de Montería y aspirante a magister en la enseñanza del inglés de la universidad de Córdoba, le informa a usted, Angelica Salgado García, Rectora del Colegio Latino de Montería que me he propuesto desarrollar el estudio "Flipping oral participation in English as foreign language lessons during the COVID 19 pandemic: an explanatory case study". Con este estudio de carácter cualitativo pretendo explicar los cambios de la participación oral de los estudiantes de quinto grado en las clases de inglés mientras se implementa enfoque de aula invertida.

Para este fin, se acudirán a grabaciones de las clases de inglés durante el tiempo de confinamiento a raíz de la pandemia COVID 19, conservadas en Google drive institucional, se realizará una entrevista de preguntas abiertas los 10 participantes seleccionados por criterios previamente estipulados. Es de aclarar, que una vez se utilicen las grabaciones de las clases y se extraiga la información necesaria, las grabaciones serán destruidas. Además, imágenes, grabaciones, nombres del colegio y de los estudiantes serán tratados confidencialmente por el líder de la investigación. Si usted como rectora del colegio Latino de Montería, acepta el desarrollo de la investigación en la institución, marque el primer ítem. De lo contrario marque el segundo.

X Autorizo el desarrollo de la investigación en la institución.
No autorizo el desarrollo de la investigación en la institución.

Firma:

ANGÉLICA SALGADO GARCÍA
RECTORA

Fecha: 18 de julio de 2022

Si tiene alguna pregunta durante cualquier etapa del estudio puede comunicarse con Andrés Hoyos. Contacto: 3053795226 Email: ahoyosmolina@correo.unicordoba.edu.co

Manzana 159 lote 13 Etapa 16 La Pradera Tel: 7867452 Cel: 3013903065 Montería – Córdoba
info@colegiolatino-monteria.edu.co

Appendix 5

Parents' consent to allow the students to take part in the study.

CONSENTIMIENTO INFORMADO PARA ACUDIENTES

Yo _Carlos Antonio Jobelo Buelvas_ acudiente de _Gabriela Jobelo Jiménez_, estudiante del grado quinto del Colegio Latino de Montería, declaro que he sido informado(a) para que mi acudido(a) participe en la investigación denominada "Flipping oral participation in English as foreign language lessons during the COVID-19 pandemic: an explanatory case study", la cual está liderada por el docente de inglés de básica primaria de dicha institución y candidato a magister en la enseñanza del inglés de la Universidad de Córdoba, Andrés Hoyos y avalada por el consejo directivo del Colegio Latino de Montería.

Entendiendo que la investigación busca explicar los cambios de la participación oral de los estudiantes en las clases de inglés mientras se implementa enfoque de aula invertida, se acudirán a grabaciones de las clases de inglés durante el tiempo de confinamiento a raíz de la pandemia COVID-19 y se realizará una entrevista de preguntas abiertas para identificar posibles cambios de actitud en cuanto a la participación oral en la clase de inglés. Es de aclarar, que una vez se utilicen las grabaciones de las clases y se extraiga la información necesaria, las grabaciones serán destruidas. Además, imágenes, grabaciones y nombres de su acudido serán tratados confidencialmente por el líder de la investigación, en este punto es de aclarar que se utilizarán pseudónimos para reportar los hallazgos en cada uno de los participantes. Teniendo en cuenta lo anterior, se ratifica que durante el desarrollo de esta investigación se protegerá a los participantes ante cualquier riesgo potencial.

Si acepta la participación de su acudido, marque el primer cuadro. De lo contrario, marque el segundo.

[X] Autorizo que mi acudido(a) sea grabado(a) y posteriormente se le realicen entrevistas asociadas con la investigación.

[ ] No autorizo que mi acudido(a) sea grabado(a) ni que se le realicen entrevistas asociadas con la investigación.

Firma: _Carlos Jobelo_

Fecha: _18 - 07 - 2020_

Si tiene alguna pregunta durante cualquier etapa del estudio puede comunicarse con Andrés Hoyos. Contacto: 3053795226 Email: ahoyosmolina@correo.unicordoba.edu.co

CONSENTIMIENTO INFORMADO PARA ACUDIENTES

Yo _Jus Angel Galeano Redondo_ acudiente de _Thiago Reyes Galeano_, estudiante del grado quinto del Colegio Latino de Montería, declaro que he sido informado(a) para que mi acudido(a) participe en la investigación denominada "Flipping oral participation in English as foreign language lessons during the COVID-19 pandemic: an explanatory case study", la cual está liderada por el docente de inglés de básica primaria de dicha institución y candidato a magister en la enseñanza del inglés de la Universidad de Córdoba, Andrés Hoyos y avalada por el consejo directivo del Colegio Latino de Montería.

Entendiendo que la investigación busca explicar los cambios de la participación oral de los estudiantes en las clases de inglés mientras se implementa enfoque de aula invertida, se acudirán a grabaciones de las clases de inglés durante el tiempo de confinamiento a raíz de la pandemia COVID-19 y se realizará una entrevista de preguntas abiertas para identificar posibles cambios de actitud en cuanto a la participación oral en la clase de inglés. Es de aclarar, que una vez se utilicen las grabaciones de las clases y se extraiga la información necesaria, las grabaciones serán destruidas. Además, imágenes, grabaciones y nombres de su acudido serán tratados confidencialmente por el líder de la investigación, en este punto es de aclarar que se utilizarán pseudónimos para reportar los hallazgos en cada uno de los participantes. Teniendo en cuenta lo anterior, se ratifica que durante el desarrollo de esta investigación se protegerá a los participantes ante cualquier riesgo potencial.

Si acepta la participación de su acudido, marque el primer cuadro. De lo contrario, marque el segundo.

[X] Autorizo que mi acudido(a) sea grabado(a) y posteriormente se le realicen entrevistas asociadas con la investigación.

[ ] No autorizo que mi acudido(a) sea grabado(a) ni que se le realicen entrevistas asociadas con la investigación.

Firma: _Jus Angel Galeano_.

Fecha: _18 | 07 | 2022_.

Si tiene alguna pregunta durante cualquier etapa del estudio puede comunicarse con Andrés Hoyos. Contacto: 3053795226 Email: ahoyosmolina@correo.unicordoba.edu.co

Appendix 6

Study calendar

Activity	Months											
	January	February	March	April	May	June	July	August	September	October	November	December
Invitation to participate in research. Consent forms.												
Proposal presentation and defense												
Data collection tools preparation												
Conducting in-depth interviews (Main researcher)												
Journal and checklists fulfillment												
Transcriptions from interviews												
Data analysis												
Initial findings writing, corrections, and thesis project document adjustments.												