UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

SCHOOL OF EDUCATION AND LANGUAGES

PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

`` EXPLORING ORAL PROFICIENCY DEVELOPMENT THROUGH THE

FLIPPED CLASSROOM APPROACH.´´

RESEARCH PROJECT

As a prerequisite to obtain a:

BACHELOR´S DEGREE IN PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

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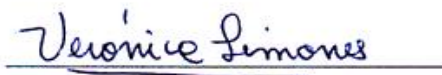**La Libertad – Ecuador**

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ADVISOR'S APPROVAL

In my role as Advisor of the research paper under the title **"EXPLORING ORAL PROFICIENCY DEVELOPMENT THROUGH THE FLIPPED CLASSROOM APPROACH"** prepared by **Guale Del Pezo Karen Nallely** y **Zamora Triviño Bertha Carelys** undergraduate students of the Pedagogy of National and Foreign Languages Major, at School of Educational Sciences and Languages at Universidad Estatal Peninsula de Santa Elena, I declare that after oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely,

Verónice Limones

Limones Borbor Julieta Verónica, MSc.

ADVISOR

Statement of Authorship

We, Guale Del Pezo Karen Nallely with ID number 2450014481 & Zamora Triviño Bertha Carelys with ID number 2400103863, undergraduate students from Universidad Estatal Península de Santa Elena, School of Education Science and Languages, as a prerequisite to obtaining a bachelor's degree in Pedagogy of National and Foreign Languages, in our role as authors of the research project " Exploring Oral Proficiency Development Through the Flipped Classroom Approach'', certify that this study work is our authorship, except for the quotes, statements, and reflections used in this research paper.

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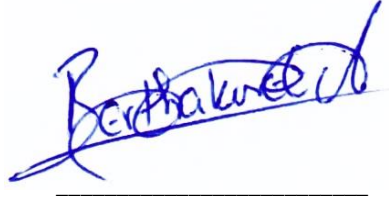
Declaration

The information and content in this degree and research work are the responsibility; the intellectual property belongs to Universidad Estatal Península de Santa Elena.

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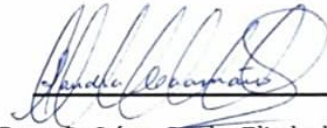Guale Del Pezo Karen Nallely

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Acknowledgement I

First of all, I would like to thank God for allowing me to reach these instances. In addition, I want to express my sincere thanks with love and gratitude to my parents José Guale and Soraida Del Pezo, whose unconditional support and wise advice have been the compass that has guided each of my steps. To my beloved husband Juan González for his love, company, and encouragement in difficult times. To my sisters Lady, Nohely, Natasha, and Dayanara for their constant encouragement and confidence in my abilities. Finally, to my thesis partner Carelys Zamora for believing in me and starting this project together. To all of you, thank you for being a source of inspiration and strength on this academic journey. Without you, this achievement would not have been possible.

- Guale Del Pezo Karen Nallely

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First, I would like to thank God for helping me to achieve this goal, to my parents Janer Triviño and Kervin Zamora for always supporting me and helping me to continue studying, to my sisters Mayte and Denisse, to my nieces and nephew, to my thesis partner Karen Guale, and to my professors. To all of you, thank you very much.

- Zamora Triviño Bertha Carelys

Dedication I

I dedicate this thesis to my dear parents and sisters, for their love, unconditional support and for being my constant source of encouragement; to my beloved husband, for his patience, love, and understanding at every step of the way; and at the end but not least to Kylian, my baby in the womb, his presence has been and will be my greatest inspiration and strength.

-With love, Guale Del Pezo Karen Nallely

Dedication II

I dedicate this thesis to my parents, who always believed in me and supported me throughout this journey, who accompanied me and waited for me in the car until I finished my classes or at the bus stop, and to my sisters for always giving me their support, and to my nieces and nephew who wait for my visit. Finally, thanks to all my family, because without their company I could not have reached this goal.

-   With love, Zamora Triviño Bertha Carelys

Abstract

 In English language learning, it is always looking to develop pronunciation, fluency, and communication in the target language. For this reason, this thesis aimed to explore the flipped classroom method in the development of oral proficiency, as well as to know the advantages and disadvantages of the flipped classroom, which are the most used strategies to achieve the development of oral proficiency, and especially to know the perceptions of teachers and students towards this method. Through qualitative research and data collection through interviews and questionnaires, this research was able to obtain favorable results that complement the objectives. This research concluded that teachers and students have a positive perception regarding this method. These results will help to increase the existing information about the development of oral proficiency and the flipped classroom method.

    Keywords: Oral proficiency, flipped classroom, motivation, development, participation, feedback.

Resumen

En el aprendizaje del idioma inglés, siempre se busca poder desarrollar la pronunciación, la fluidez, y la comunicación en el idioma de destino, es por esta razón, que esta tesis tuvo como objetivo el explorar el desarrollo de la competencia oral a través del método del aula invertida, así mismo conocer las ventajas y desventajas del aula invertida, cuáles eran las estrategias más usadas para lograr el desarrollo de la competencia oral, y sobre todo conocer la percepción de maestros y estudiantes hacia este método. Mediante una investigación cualitativa, y la recolección de datos mediante entrevistas y cuestionarios, en esta investigación se puedo obtener resultados favorables que se acoplaron a los objetivos. Esta investigación concluyo que los maestros y estudiantes tienen una percepción positiva hacia el método aula invertida, así mismo resaltando las ventajas sobre las desventajas de este método. Estos resultados ayudaran a ampliar la información existente con relación a al desarrollo de la competencia oral y el aula invertida.

Palabras Claves: Competencia oral, aula invertida, motivación, desarrollo, participación, retro- alimentación.

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Introduction

In the educational field, oral proficiency is a fundamental skill that facilitates not only effective communication but also academic and professional development of students. In this context, the present study focuses on exploring oral proficiency development through the flipped classroom approach. This pedagogical approach, which reverses the traditional teaching scheme, allocates theoretical work outside the classroom, and uses classroom time for practical and collaborative activities, promoting more active and meaningful learning.

The research is framed within a qualitative design, allowing a deep and detailed understanding of the experiences and perceptions of the participants. To collect the data, semi-structured interviews were used, which provided a rich and contextualized view of teaching practices and the impact of the flipped classroom method on the development of students' oral proficiency.

The study sample consisted of five teachers and sixteen students from UPSE University specifically from PINE mayor, who contributed a variety of perspectives and experiences, enriching the analysis and conclusions of the study. Through their stories and reflections, they seek to unravel how the implementation of the flipped classroom method can influence the improvement of oral proficiency, as well as identify the strengths and challenges associated with this pedagogical approach.

In summary, this thesis aims to contribute to knowledge on innovative methodologies in the teaching of oral competence, offering valuable insights for educators and academics interested in improving educational practices and, ultimately, students' communicative performance.

Chapter I

The Problem

1.1 Research Topic

Strategies and Oral Proficiency.

1.2 Title

Exploring Oral Proficiency Development Through the Flipped Classroom Approach.

1.3 Problem Statement

Learning a second language and speaking fluently without hesitations or doubts can be challenging. People who are studying a second language need to be able to speak and communicate without problems in that language. Nowadays, students do not feel fully prepared to express themselves openly and speak properly in another language due to problems such as insufficient practice, low motivation, and a deficit in the development of oral proficiency. Guerra Ayala et al. (2024) affirm that motivation in second language learning increases students learning and active participation, leading to the development of abilities such as oral proficiency.

Inadequate development of oral proficiency affects both teachers and students by limiting communicative experience in the target language and not allowing them to achieve goals within and outside the classroom. According to Yesilcinar (2019), EFL learners are exposed to English language instruction in short class time, which makes the development of skills in traditional teaching difficult. In addition, low oral proficiency development makes it difficult for students to talk about different topics in the classroom or of social importance with others.

English, as a world language, opens doors to a competitive society. Therefore, constant practice is necessary not only in the classroom but also outside to broaden knowledge. Mostafa

et al. (2021) claim that students who are exposed to daily English practice can develop their oral proficiency, but unfortunately, it is complicated to carry it out without adequate help from teachers, as Abdullah et al. (2019) estimated that students face challenges that negatively affect the development of oral proficiency, such as the dominant role of teachers in traditional classes.

On the other hand, the teaching of a second language can be complicated for teachers too, as teacher-student interaction can be challenging if students do not have a sufficient level of English. This affects students who are studying to be future teachers and are in their last semester, influencing their confidence and academic performance. De Angelis (2022) estimates that in Ecuador, the level of English is still low despite its improvement. For that reason, it is necessary to investigate which strategies and methods aid the development of oral proficiency in university students. Methods and strategies such as the flipped classroom, according to Lee & Hong (2021) enhance the student's motivation, including those who do not participate during traditional classes.

For this reason, this research will focus on understanding how this method contributes to the development of students' oral proficiency, as well as exploring the strategies used by teachers, to give an analysis of the advantages and disadvantages that this method has within this competence.

1.3. 1 Problem Question

How Flipped Classroom approach contribute to the development of Oral Proficiency?

1.3.2 Specific Questions

- What are the most effective strategies used by teachers in flipped classroom to develop oral proficiency?

- How does this method develop oral proficiency?

- What are the advantages and disadvantages of flipped classroom?

1.4 Objectives

1.4.1 General Objective

To explore the Flipped Classroom approach in the development of Oral Proficiency.

1.4.2 Specific Objectives

- To identify the advantages and disadvantages of flipped classroom.

- To analyze the strategies for developing oral proficiency through the flipped classroom.

- To compare the perception of the flipped classroom method by teachers and students.

1.5 Justification

The present research aims to explore a topic of current relevance: the exploration of oral proficiency development through the flipped classroom approach. The significance of this topic is based on the analysis of how up-to-date teaching strategies, such as the flipped classroom method, guidance in the process of acquiring and improving oral communicative skills also, know what the advantages and disadvantages are, how this method is implemented, and comparing the perceptions of the flipped classroom by teachers and students. Important for students' academic, professional, and social development.

Nowadays, oral proficiency is a skill of utmost importance in education, because it allows people to express themselves clearly and coherently. In an environment in which every day is more interconnected and globalized, communication between people plays a fundamental role, this competence is essential for the achievement of success both in the university environment and professional life Sumaiya et al. (2022).

According to Aljaraideh (2019) the flipped classroom method is an innovative application that is used in the classroom as different from the traditional teaching model. In this method, students have access to the theoretical part of the subject before starting classes, either through readings, online platforms, or audiovisual materials. During the class, critical thinking and active participation are encouraged through discussions, debates, and the resolution of doubts.

The application of this method to oral proficiency provides a variety of advantages important for the correct teaching and learning of the students. The students who know the context of the class topic facilitate better use of face-to-face time to practice and receive feedback from the teacher and peers. It also promotes active and collaborative participation,

reducing the anxiety associated with public speaking, which favors an inclusive and motivating learning environment (Ansori & Nurun Nafi', (2022)

Nevertheless, it is necessary to explore the oral proficiency development of university students related to the flipped classroom method. Understanding opinions, experiences, and possible areas for improvement will allow adapting and optimizing the implementation of this pedagogical approach, thus ensuring its positive impact on the teaching-learning process.

In accordance with this, the present project proposes to carry out a qualitative study that explores the benefits of the flipped classroom method in the development of oral proficiency skills. It will carry out through interviews, and analysis of results. It is intended to identify the perceptions, attitudes, experiences, and suggestions of students regarding this method, as well as its influence on their learning process.

Lastly, this project is justified by the need to understand and analyze the development of oral proficiency through the flipped classroom method in students of the PINE mayor, to identify its strengths, limitations, and possible areas for improvement. The results obtained will contribute to enriching the academic implementation of innovative strategies in university teaching and guide future research and educational practices in this area.

Chapter II

Theoretical Framework

2. Background

In a fast-changing world, the teaching of a second language is changing day by day. Consequently, this makes teachers look for new methods, techniques, and strategies for their class that help students master their knowledge and skills, such as oral proficiency which is an active part of this learning. In relation to the above, the flipped classroom method helps to achieve these objectives. For that reason, it is necessary to conduct a research review to know how teachers and students perceive this method, as well as to find advantages and disadvantages, and especially the strategies used to achieve development in oral proficiency, which is important for the professional and social communication of a person. There are several studies and research papers related to the topic exploring oral proficiency development through the flipped classroom approach, this chapter will be analyzed both nationally and internationally. The most relevant are exposed below.

According to Elera Castillo et al. (2023) the flipped classroom has a positive impact on students, helping to improve their academic performance and motivation.

A study conducted in Jordan titled `` Students Perception of Flipped Classroom: A Case Study for Private Universities in Jordan´´ by Aljaraideh (2019) which sought to know the perception of students from different universities in this country regarding this method through questionnaires, found that students had a good perception of this method. Likewise, students considered it important for their learning as it awakened an interest and provided them with the use of multimedia tools. The results demonstrated that students were able to develop their thinking and problem-solving skills thanks to the flipped classroom method.

Another research carried out in Taiwan by Havwini & Wu (2019)   whose main aim was to examine the implementation of flipped classroom in improving English proficiency through two groups of control and experimental, established that students sympathized that this method allowed them to communicate with each other as well as motivated them to learn and practice English, thus seeing a good acceptance of this method by students as this method catches their attention more than in a traditional class.

On the other hand, Solimani et al. (2019) led a study in Iran with students in an English class. It was found that the flipped classroom method used in the development of oral proficiency resulted in students finding this method as an opportunity to talk and expand their ideas with other students. This also made students develop independent learning and learn from their mistakes thanks to teachers´ feedback.

In Chile, an investigation carried out by Troncoso Lobos (2023) in a regional university with students studying online English-Spanish translation and interpretation through qualitative research with a focus group found that students perceived this method as beneficial because it gave them the flexibility to study the class topic at any time, along with more control over the content to learn, allowing them to practice and discuss in class. This study also found that several students, especially female students, had problems when using the different applications and technological tools to perform asynchronous class activities, demonstrating a disadvantage of this method regarding the use of technology.

In Peru, Agüero Corzo & Dávila Morán (2023) based on their study with students at an undergraduate university for academic performance, found that the flipped classroom method is novel and helps the acquisition of new knowledge, where students can develop independence and self-learning. The authors concluded that this method is beneficial to students, as it helps

motivate them to study and gives them the freedom to learn at their own pace, improving their academic performance.

In Ecuador, a study by Avila & Tapia (2020) demonstrates that the implementation of flipped classroom in this country has had favorable results for both teachers and students. For students, it allows them to gain knowledge from home by increasing their interest and curiosity in the content, while for teachers, it allows them to use class time for participation, discussion, and question-solving, which has helped to improve the learning environment and academic performance.

Likewise, in Ecuador- Santa Elena province Vélez Vera (2023) in her thesis research, where the main aim was to find the relationship between the flipped classroom and speaking skills, found that this method helps to increase students' motivation by creating an active, interactive, and collaborative environment.

2.1 Pedagogical basis

Flipped Classroom

The flipped classroom method consists of students acquiring knowledge about class topics outside of class by using class time to discuss the contents, allowing them to engage in their learning by making students cooperative, responsible problem solvers, and explorers.

Carrasco & Carrasco (2019) mention that the flipped classroom method is necessary to invest class time, achieve objectives that help the practice of content, and know the specific difficulties of each student. Additionally, the authors say that this method allows the development of relevant and developed learning. Thus, demonstrating that this method is essential for the development of critical and communicative thinking in students.

Pšenáková et al. (2024) defined the flipped classroom method as the `` pedagogical model whose objective is the creation of dynamic and interactive learning´´ in which the teacher plays the role of guide, helping students to understand the concepts and actively participates in the subject since the teacher can assign activities and homework that allow students to go at their own pace. This demonstrated how the flipped classroom method allows students to learn according to their needs and how it gives teachers the flexibility to identify the difficulties of each student, allowing them to receive personalized learning.

For Sudarmaji et al. (2021) the flipped classroom method helps students improve their speaking skills as it allows students to review the material before class, gaining knowledge and practice using the target language. This allows students to be able to express themselves and discuss in class, as well as allowing the teachers to correct any mistakes made by the students.

Flipped Classroom: Advantages and Disadvantages

The advantages and disadvantages of flipped classroom are described based on a review of articles and research from where the results are shown.

For Rohmah & Aditya (2023) this method has the advantage of increasing flexibility within the classroom by changing the roles of teacher and students, acquiring knowledge through videos, and talking to peers while receiving feedback. However, they found that the objectives of the class and self-learning cannot be achieved if the students are not motivated or interested in the material to be used, since this method requires the collaboration of both the professor and the learners.

Likewise, for Guayasamín & Inga (2023) the flipped classroom has advantages for teachers, such as dedicating class time to solving problems and doubts for their students and providing tutoring, but also a disadvantage this method requires planning and preparation. On the

other hand, for students, the advantages of this method are to improve their oral skills and motivation in class, but as a disadvantage, the use of technological tools can create learning variations for those who do not have access to the internet.

Oral Proficiency

Oral proficiency is defined as the ability to communicate, express oneself, and speak fluently with other people. Ahmed (2022) states that for the development of communication in oral proficiency, teachers should plan lessons on the topics of interest that help students participate in these activities, as with these tasks, students can develop their proficiency when speaking.

The use of different activities to improve oral proficiency is necessary. For that reason, according to different authors, it was found that teachers use materials that help not only improve the student's oral proficiency but also motivate them to interact and talk with their classmates.

Regarding the material used to improve oral proficiency, Chamba & Gavilanes (2019) mentioned that the use of authentic materials such as voice recordings, videos, films, or articles helps to improve student's fluency by increasing their class participation.

In addition, Alomari (2024) argues that some strategies for the development of oral proficiency, such as forums with formal and informal discussions, debates, and presentations, make the students participate and create a learning scenario that allows them to improve their speech. They also interact with other students, which increases their confidence when communicating, as insecurity is a negative factor when developing oral proficiency.

Feedback in the Oral Proficiency

The use of feedback in the development of oral proficiency plays an important role for both teachers and learners, according to the following articles and research found below.

For Guerrero Vega (2020) feedback is a necessary element for students to know their weaknesses. Guerrero Vega says that it is essential to implement positive and negative feedback to highlight what the students have done correctly and highlight their mistakes. Additionally, the author mentions techniques such as informal feedback that can happen at any time during class, formative feedback that consists of constant monitoring by the teacher, and feedback based on comments that are given at the end of the student's speech, done by teachers, peers, or the student himself.

Sepehrinia & Torfi (2022) based on their research, state that correction makes students aware of their mistakes, but this should be implemented with care by teachers, as too much correction can negatively affect students` self-esteem.

Based on these articles, the authors emphasize the importance of the implementation of feedback for the development of oral proficiency, since it gives the students the autonomy to know their mistakes, weaknesses, and strengths when practicing this competence. On the other hand, it allows teachers to correctly evaluate the development the student is having.

2.2 Theoretical Basis

The approach of the flipped classroom method is based on constructivism, and active learning is based on pedagogical principles that guarantee a meaningful and student-centered teaching-learning process. These pedagogical foundations are important to understand how this approach can enhance oral skill development in PINE university students.

Erbil (2020) argues that Vygotsky, in his 1995 theory of constructivism, postulates that learning is an active and constructive process in which students build their knowledge through interaction with the environment and reflections on their experiences. With the flipped classroom method, students can obtain content autonomously before starting the class. This allows them to build an initial understating by generating questions and concerns that can be addressed and expanded in the classroom through interaction with the teacher and peers.

Active learning, according to the John Dewy theory created in 1910, is based on the idea that students learn correctly when they are actively involved in the process of acquiring knowledge rather than being passive recipients of information. According to Santos & Serpa (2020) the flipped classroom method encouraged the active participation of students by requiring them to perform independent learning activities before class.

On the other hand, to understand the importance of the flipped classroom approach in the development of oral proficiency, it is essential to address Vygotsky's theory on the Zone of Proximal Development (ZPD), created in 1931. Vygotsky showed that learning happens better when students are immersed in activities with their ZPD, which is the gap between what they can do independently and what they can get with the help of guides.

Erbil also postulated that by applying the flipped classroom approach to oral proficiency, teachers can create activities that place students in their zone of proximal development, allowing them to develop their language skills effectively. For example, students could be assigned to watch videos, listen to podcasts, or read material related to the assignment at home, while teachers can take advantage of this prior preparation to conduct discussions or guided practice activities that consolidate and expand learning.

2.3 Legal Basis

Constitution of the Republic of Ecuador:

El artículo 26 de la Constitución de la República de Ecuador establece que la educación es un derecho de las personas a lo largo de su vida y un deber ineludible e inexcusable del Estado, por ende, el estado garantizará un sistema de educación de calidad para todas las personas, que facilite el desarrollo de sus potencialidades y la formación de ciudadanos y ciudadanas críticos, reflexivos y competentes, capaces de insertarse en el mundo del trabajo y contribuir al buen vivir.

Por otro lado, el artículo 28 de la Constitución de la República, prevé que la educación responderá al interés público y no estará al servicio de intereses individuales y corporativos. Se garantizará el acceso universal, permanencia, movilidad y egreso sin discriminación alguna y la obligatoriedad en el nivel inicial, básico y bachillerato o su equivalente.

De la misma forma, el artículo 29 de la Constitución de la República, establece que el Estado garantizará la libertad de enseñanza, la libertad de cátedra en la educación superior y el derecho de las personas de aprender en su propia lengua y ámbito cultural. El Estado, en todos los niveles de gobierno, reconocerá, protegerá y promoverá la educación comunitaria, autónoma, filantrópica, solidaria y cooperativa, y garantizará la gratuidad de este servicio en todos sus establecimientos públicos, fiscomisionales y particulares, hasta la terminación del bachillerato.

Education in Ecuador is governed by the principles of equality, quality, relevance, interculturality, inclusion, solidarity, democracy, justice, freedom, autonomy, secularism, social and environmental responsibility, and cooperation. These principles are fundamental for the development of a pedagogical approach that promotes oral proficiency through the flipped classroom approach.

Ley Orgánica Intercultural

Art. 1.- Ámbito. - La presente Ley garantiza el derecho a la educación, determina los principios y fines generales que orientan la educación ecuatoriana en el marco del Buen Vivir, la interculturalidad y la plurinacionalidad tiene como fin promover el desarrollo de las capacidades y habilidades de las personas, así como el respeto a la diversidad cultural y lingüística del país. In relation to this, the flipped classroom approach is aligned with the principle of promoting students' participation in their learning process.

El Artículo 29 de la LOEI declara que el Estado garantizará la libertad de enseñanza, y el derecho de las personas de aprender en su propia lengua y ámbito cultural. Debe fomentar el diálogo intercultural y el respeto mutuo entre los diferentes grupos étnicos y culturales. The flipped classroom approach, by promoting oral communication and the exchange of ideas among students, contributes to the reinforcement of these skills.

Reglamento General de la Ley Orgánica de Educación Intercultural:

Art. 95.- Proyectos de innovación educativa. - Los proyectos de esta categoría propondrán acciones para la transformación educativa de forma integral con impacto en la cultura organizacional, que integren todos los aspectos de la gestión escolar, este reglamento destaca la importancia de utilizar recursos y tecnologías educativas que favorezcan el aprendizaje significativo de los estudiantes. The flipped classroom method, by using technological tools to access content outside the classroom and dedicating class time to the development of communication, is in line with this disposition.

Art 96.- Prácticas educativas innovadoras. - Establece la necesidad de promover prácticas pedagógicas innovadoras que permitan el desarrollo integral de los estudiantes. The flipped classroom approach, by focusing on student participation, aligns with this objective.

Chapter III

Methodological Framework

3.1 Qualitative Method

The purpose of the research is to explore oral proficiency development through the flipped classroom method. To obtain the necessary information, a qualitative investigation with a phenomenological approach will be carried out. In addition, the data collection will be obtained through research techniques such as interviews with open-ended questions to achieve these research objectives.

According to Cadena (2019) the main purpose of qualitative research is to understand and analyze social interaction, where the researcher gathers data information. Cadena also mentions that the results, which are interpreted with determination using the correct participants' quotes, offer a full understanding of the result, as the recompilation of information is crucial for the correct analysis of the results about oral proficiency development through the flipped classroom approach.

3.2 Type of Research

Phenomenological Research

For Fuster Guillen (2019) phenomenological research is the study of life experiences in connection with a topic or an individual's perspective. In addition, this qualifies researchers to explore in depth the events that happen in their area of interest.

Along with the phenomenological research, Fuster also mentions the phases of this type of research:

- Understanding the social environment.
- Information about the lived experiences of other people.

- Interviews or observations.

- Reflection of results.

Conducting a phenomenological study with Pine's students and teachers will allow the authors to get a better understanding of the experiences, perceptions, and thoughts in connection to the flipped classroom and the development of oral proficiency. Moreover, this type of research is essential as it provides accurate ideas and information about the problem to be investigated. On the other hand, phenomenological research is fundamental for reaching an analysis and conclusions from the results to give recommendations that will be used for further research.

3.3 Data Collection

Interviews

According to Utibe Monday (2020) the interview is a fundamental tool for collecting qualitative data and direct perspectives on the research topic. It is used to obtain detailed information, opinions, and experiences from participants, which enriches the analysis and provides a deeper understanding of the topic studied.

The interview will be conducted with teachers and students of the PINE mayor, a semi-structured type that will facilitate a better understanding of the topic Exploring Oral Proficiency Development through the Flipped Classroom Approach and be treated at certain specific points to collect opinions and comments that contribute to the research.

Questionnaires

Medina et al. (2023) argue that a questionnaire is a set of questions designed to collect specific data related to research. This is important because it provides a structured way of

collecting information directly from the study subjects, which allows quantitative and, in this case, qualitative data to be obtained, which supports the research conclusions.

The questionnaire will be used as the main instrument for obtaining and comparing data, which ensures that the information collected is consistent and standardized, making it essential for the validity and reliability of the research results.

3.4 Type of questions

Open-ended Questions

Ugwu & Val (2023) mention that open-ended questions are the base of a qualitative investigation, as they collect information where participants can openly express their ideas and thoughts. Also, these types of questions require precise responses and conclusions.

Open questions will be applied in the interview and will consist of five specific questions to obtain broader and more complex answers from teachers and students that help to understand how the flipped classroom method influences oral proficiency development.

3.5 Sample and Population

The population established for this project is set at the Universidad Estatal Península de Santa Elena, with the students and teachers of the Pedagogy of National and Foreign Languages (Pine) major during the period 2024-1.

The sample to be taken will be face-to-face with seventh-semester students, with a population of forty percent, who will write their opinions about the flipped classroom through a questionnaire to know the advantages and disadvantages of this method. Once the survey concludes, sixteen answers from students will be randomly chosen, as well as five teachers who work with this method. Since the main objective is to obtain feedback on the strategies they use

to develop students' oral proficiency, the interview will be both virtual and face-to-face. Both samples will help the authors identify the respondents' different perceptions of the method. In addition, the sample responds to the third specific objective, which is to identify the strategies of the flipped classroom method for developing oral proficiency.

      The samples and questions are related to the specific objectives of this thesis research. Once the survey and interview period have concluded, the authors will be able to obtain the necessary data to analyze and compare according to the specific questions in this project.

Chapter IV

Analysis of Findings

In this section, a detailed analysis of the results obtained from our study is presented. The first part presents the analysis obtained from the seventh-semester students of the PINE mayor. In the survey, sixteen answers were randomly chosen. In addition to complementing the analysis, five teachers of the same career were also interviewed to learn the perspective and experience when using the flipped classroom method to improve their oral proficiency, the advantages and disadvantages of this method, strategies, and if both parties consider important the application of the flipped classroom in the classroom.

In the second part, the interpretation of teachers and students was performed by relating both questions for a better understanding of the subject by analyzing question by question and relating it to the authors mentioned in chapter two. Valuable information was found that helped to understand the importance of applying this method and the benefits that can be obtained by using it.

4.1 Interpretation of data from the student's and teacher's interviews.

Student's Analysis

1. How do you perceive the use of the flipped classroom approach in enhancing your understanding and motivation for English language acquisition?

Students agreed that the flipped classroom is a useful method for English language learning. In addition, most of the students mention that it motivates their study and understanding of a second language, considering that this method is important for improving oral proficiency as they can practice their pronunciation.

2. What has been your experience learning through this method?

Divided opinions were found about this question, where various respondents did not have a good learning experience during the application of this method since they did not have time to perform the assigned activities or needed direct help from the teacher, resulting in gaps regarding the subject. However, most of the respondents stated that they have had good experience acquiring new knowledge by working at their own pace.

3. Mention an advantage and disadvantage that you have seen while teachers used this method in their classes.

It was found that there are more advantages than disadvantages. Respondents stated that this method brings independence to their learning since it motivates them to research and prepare the topic to be studied in class, and it also encourages them to practice their speech. Nevertheless, it was found that several students do not fulfill their responsibilities by not reviewing the material given by teachers, which shows a lack of interest in the subject to be studied.

4. What do you think about strategies such as group work, discussion, presentations, recording videos, educational applications, the use of technology, or the use of feedback by teachers? Has it helped you improve your speech confidence?

Regarding the strategies, learners confirmed that the strategies mentioned help to improve their oral proficiency and pronunciation since the students feel comfortable speaking and sharing ideas in the target language with their peers. In contrast, one part of the students agreed that these strategies have not helped their oral competence, making activities stressful, especially with group work.

5. How often do you perceive teachers using the flipped classroom method in their classes?

Students affirmed that their teachers use this method frequently in their classes, through presentations, homework assignments, group work, and research that makes the class more dynamic. They also mentioned that 'this method is significant in the acquisition of a second language.

Teacher's Analysis

1. How do you perceive the use of the flipped classroom for the development of oral proficiency, and how does this method enhance your classes?

Teachers perceive the flipped classroom method as one of the most efficient methods for developing oral proficiency because it helps students gain confidence and autonomy in their active learning, which helps improve oral proficiency.

2. How does the implementation of a flipped classroom model impact student engagement and participation compared to traditional teaching methods?

Teachers agreed that the flipped classroom method is the opposite of traditional teaching since the flipped classroom can encourage student participation through activities that motivate them to ask questions and investigate in class, improving their confidence. They also mentioned that this method allows them and their students to control the time for each activity.

3. What advantages and disadvantages have you perceived when implementing the flipped classroom method when practicing oral proficiency?

Regarding this question, teachers concur that there are more advantages than disadvantages. Among the advantages, it was mentioned that students improve their speaking skills as well as their performance by having more flexibility and freedom to work towards their own goals. On the other hand, as a disadvantage, teachers mentioned that if students do not research the class topic, they will not be able to participate in class.

4. What are the strategies you use during your classes to get students to develop their oral proficiency?

Interviewees mentioned strategies such as research with topics of interest, as well as direct questions and answers for immediate feedback, oral presentations, debates, interviews, discussions, group work, assigned videos, technological resources, and authentic materials, making the students active participants during class and enhancing participation and communication among them.

5. How beneficial and important is the use of feedback for the student to develop the skill of oral competence?

It was found that the interviewees consider the use of feedback beneficial for the development of oral proficiency, as it makes students practice their speech and know when and where mistakes are made, improving their fluency. Likewise, it was mentioned that 'feedback motivates students to work hard to improve their skills' as this strategy can be implemented throughout the whole class.

4.2 Interpretation of Bibliographic Review.

The first question was aimed at knowing the perceptions of teachers and students related to the flipped classroom method for the development of oral proficiency, and it was found that both agreed that the flipped classroom helps to improve oral proficiency thanks to the motivation and confidence that students acquire when applying this method.

The second question explores the difference between the flipped classroom method and traditional teaching, where it was found that teachers prefer the flipped classroom approach to motivate and improve their students' self-confidence as they have control over the activities to be performed. This concurs with Carrasco & Carrasco (2019) who state that in the flipped classroom method, students can expand their critical thinking, which allows them to actively solve problems and interact with their peers thanks to the teacher's guidance, unlike in traditional classes, which provide individualized learning to their students. Nevertheless, it was found that some students have difficulties when working independently, as they may need the help of a teacher.

The third question is related to the advantages and disadvantages of the flipped classroom in oral proficiency, where both participants (teachers and students) highlighted more advantages than disadvantages, such as motivation to research the class topic, autonomous learning, and the achievement of goals. On the other hand, as disadvantages, it was concluded that if students do not have academic responsibility, they will not be able to actively participate in class, affecting their oral competence, as mentioned by Rohmah & Aditya (2023) who consider students' participation and collaboration important for the understanding of the class content.

The fourth question aimed to find the strategies that teachers apply when practicing oral proficiency through the flipped classroom approach; they mentioned oral presentations, debates,

group works, authentic materials, discussions, and technological resources as this allows students to communicate in the target language as these activities create a comfortable environment for students, as insecurity in speaking is a negative factor in the development of oral proficiency according to Samuelfolk (2019).

Finally, the fifth question focuses on understanding the importance of the use of feedback in oral proficiency, where favorable results were found in both groups of interviewees who mentioned that this strategy helps the students to be aware of when they make mistakes while having immediate correction, resulting in the students feeling motivated to work more to improve their oral competence, as mentioned by Guerrero Vega (2020) who states that feedback is crucial for students to encourage their motivation to optimize their academic results.

Table 1

Teachers and Students perception of the flipped classroom method in the development of oral proficiency

Question				
	How does the implementation of a flipped classroom model impact students engagement and participation compared to traditional teaching methods?	**Mention an advantage and disadvantage that you have seen while teachers used this method in their classes.**	**What are the strategies you use during the classes to get students to develop their oral proficiency?**	**How beneficial and important is the use of feedback for the students to develop their skill of oral competence?**
Answers				
	In the flipped classroom methodology, students get involved more than in the traditional method, because they tend to believe more in their own peers.	An advantage would be that students are encouraged to investigate and learn more things.	To encourage conversation because I need to create opportunities for students to practice language, because by having social interaction they discuss and debate.	I think it can be beneficial because it can improve the language skill, another benefit could be motivation, because effective feedback can motivate learners.
Author	Carrasco & Carrasco (2019) support this, noting that the flipped classroom enhances critical thinking and peer interaction under teacher guidance.	Rohmah & Aditya (2023) emphasize the importance of student participation and collaboration for understanding class content.	These activities create a comfortable environment for communication, countering the insecurity in speaking that hampers oral proficiency development, as noted by Samuelfolk (2019).	Guerrero Vega (2020) supports this, stating feedback is crucial for motivating students to enhance their academic results.

Chapter V

Conclusions and Recommendations

The data found in the bibliographic review of this research are supported by the ideas and opinions given during the data collection by teachers and students; these results are coupled with the objectives of this thesis, which allowed the authors to have clear and concise conclusions and recommendations. The conclusions and recommendations are shown.

5.1 Conclusions

The data found during this research showed a positive perception of the flipped classroom approach, concluding that this method is very beneficial for the development of oral proficiency according to the perspective of teachers and students because this method gives the freedom to control activities and designate them according to the needs of the students, making them work at their own pace since this method is based on carrying out activities previously from home where students investigate and can participate in classes.

The study showed that the use of strategies is of major importance for the development of oral proficiency, considering that these strategies allow students to have greater confidence when speaking and implement their pronunciation since this allows them to share ideas and opinions. Among these strategies were oral presentations, interviews, debates, discussions, and feedback, which caused the student to get involved in class activities to continue perfecting their oral proficiency.

During the realization of this research, the authors found that the students are mostly motivated to communicate and express their ideas openly thanks to the implementation of the flipped classroom approach, giving them independence and autonomy when speaking English,

which enhances their active learning, dominating the advantages that this method has for the impulse of the development of the oral proficiency.

5.2 Recommendations

It is recommended that teachers look for different ways to make the classroom environment more enjoyable when implementing the strategies mentioned in the conclusions since it was discovered that students may have problems when performing class activities and may become frustrated and stressed, which can affect motivation, engagement, and communication between students.

The continuous use of feedback is recommended to increase the development of oral proficiency since it is considered important because, in this way, students can know their mistakes instantly. Therefore, it is recommended that teachers not only provide feedback once but, on the contrary, follow up by both parties to see the improvement of the student's oral proficiency.

It is recommended that future researchers continue looking for innovative strategies to improve oral proficiency, tailored to different levels and study modalities. These strategies should ensure inclusive, relevant, and personalized learning for diverse abilities and learning styles.

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Annexes
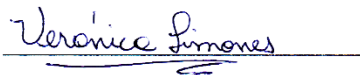
Annex A: Certified Anti-plagiarism System.

La Libertad, 24 de junio de 2024

Certificado Sistema Anti-Plagio

En calidad de tutor/a del Trabajo de Integración Curricular denominado "EXPLORING ORAL PROFICIENCY DEVELOPMENT THROUGH THE FLIPPED CLASSROOM APPROACH" elaborado por el/la estudiante **Guale Del Pezo Karen Nallely y Zamora Triviño Bertha Carelys** de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio COMPILATIO, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación,se encuentra con 4 % de la valoración permitida, por consiguiente se procede a emitir el informe ,para proceder a la revisión por parte del especialista.

Atentamente,

Lic. Limones Borbor Julieta Verónica, MSc.

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2		CHAMBA JENNIFER - PONCE ROMINA - THESIS.docx	CHAMBA JENNIFER ... 4/25908 ● El documento proviene de mi grupo 8 fuentes similares	2%		Palabras idénticas: 2% (114 palabras)
3		Documento de otro usuario ... ● El documento proviene de otro grupo 8 fuentes similares	1%		Palabras idénticas: 1% (94 palabras)

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2		accedacris.ulpgc.es https://accedacris.ulpgc.es/bitstream/10553/55657/0233386_00008_0005.pdf	< 1%		Palabras idénticas: < 1% (10 palabras)

Annex B: Students Questionnaire

Exploring Oral Proficiency Development Through the Flipped Classroom Approach.

B *I* U ⊝ 𝗫̶

Hello students! The purpose of this questionnaire is to know your perceptions about the flipped classroom method in the development of oral proficiency. We appreciate your participation!

Nickname *

Texto de respuesta breve

1. How do you perceive the use of the flipped classroom approach in enhancing your understanding and motivation for English language acquisition?   *

Texto de respuesta largo

2. Mention an advantage and disadvantage that you have seen while teachers used this method in their classes.   *

Texto de respuesta largo

3. What do you think about strategies such as group work, discussion, presentations, recording videos, educational applications, the use of technology, or the use of feedback by teachers? Has it helped you improve your speech confidence?   *

Texto de respuesta largo

4. What has been your experience learning through this method? *

Texto de respuesta largo

5. How often do you perceive teachers using the flipped classroom method in their classes? *

Texto de respuesta largo

Annex C: Teachers Questionnaire

Interview for Teachers

The purpose of this questionnaire is to know your perception of the flipped classroom method in the development of oral proficiency. We appreciate your participation!

Questions:

1. How do you perceive the use of the flipped classroom for the development of oral proficiency, and how does this method enhance your classes?

2. How does the implementation of a flipped classroom model impact student engagement and participation compared to traditional teaching methods?

3. What advantages and disadvantages have you perceived when implementing the flipped classroom method when practicing oral proficiency?

4. How beneficial and important is the use of feedback for the student to develop the skill of oral proficiency?

5. What are the strategies you use during your classes to get students to develop their oral proficiency?

Annex D: Letter of Participation for Teachers

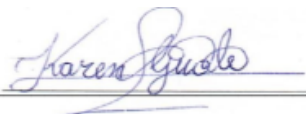Viernes, 24 mayo 2024

MSC. _____

Docente de la carrera Pine

Estimada/o Docente _____ es un placer dirigirnos a usted, nosotras Guale Del Pezo Karen Nallely Zamora Triviño Bertha Carelys estudiantes que nos encontramos realizando el proyecto de titulación con el tema 'Exploring Oral Proficiency Development Through the Flipped Classroom Approach', el cual tiene como uno de los objetivos el poder comparar la percepción de estudiantes y maestros sobre el flipped classroom y el desarrollo de la competencia oral.

Como estudiantes hemos podido visualizar durante estos años de estudio que usted ha utilizado este método durante sus clases a la vez hemos visto su dedicación para poder ayudar a los estudiantes a desarrollar su competencia oral, por lo cual le pedimos su colaboración a una entrevista la cual se realizaran los días 27 y 28 de mayo, debido a que su conocimiento y experiencia son de gran relevancia y nos ayudaría a poder tener una acercamiento amplio sobre el tema de investigación y a la vez nos dará resultados valiosos.

Pendientes a su respuesta, nos despedimos y esperamos contar con su colaboración. Muchas Gracias.

Att:

Guale Del Pezo Karen Nallely   **Zamora Triviño Bertha Carelys**

Annex E: Students Answers

Question 1

How do you perceive the use of the flipped classroom approach in enhancing your understanding and motivation for English language acquisition?

S1: I consider that **is an interesting method to motivate learners** to learn a second language.

S2: I think that is a very useful method, and **students manage the hours of study**, but it is a little difficult to assign an activity like that, because students sometimes prefer to do other activities.

S3: I think that in terms **of motivation, this methodology is not so good** but in terms of understanding **it can be good for some students who learn better** through research and not so much with the help of the teacher

S4: It can be useful for many students to find easily information.

S5: It could enhance students to **read**. However, is better if they read something that shows their interest.

S6: I think that this is a strategy where we can **improve our level of English language and motivate our learning.**

S7: Oh **is amazing for me**, cause the most thing I love is **discussing** something

S8: It's cool to know more about a specific topic and **it's necessary for our skills and abilities**

S9: Yes, it is a form for demonstrating skills in speaking

S10: I think that **improves participation in class**, and also, **we can practice our pronunciation**

S11: Sometimes is good, but it depends on the teacher who says that some knowledge will be analyze in the next class.

S12: **This could be really useful,** but it depends on the kind of the students.

S13: **It is very motivating** because you talk about something you already investigated

S14: The flipped classroom approach, also known as flipped classroom, is an **educational methodology that has proven to be effective in improving** students' understanding and motivation **in the acquisition of languages** such as English.

S15: I think that the flipped classroom **method helps to improve our English pronunciation** because we can use that to **share and change information with others.**

S16: It's Important to develop cooperative Learning for the better. We Can Learn with Flipped Classroom.

Question 2

Mention an advantage and disadvantage that you have seen while teachers used this

method in their classes.

S1: An advantage that **get motivation**, a disadvantage **would be the way how the learners are interested.**

S2: A disadvantage is very common that students do not do their homework when is through a flipped classroom. An advantage is that **if students really do their homework they can learn more and have more knowledge**, it can be vocabulary or a topic, and it is very important in the process of English learning.

S3: An advantage would be that **students are encouraged to investigate and learn more things.** A disadvantage could be that not everyone learns this way, so this method usually leaves many gaps in the students.

S4: The students are independent and the disadvantage is some students need help from the teacher.

S5: One of the advantages could be that **students will be able to prepare outside**. On the other hand, one of the disadvantages is that some students will not show the interest that the reading needs.

S6: Advantage. This method **helps our motivation** Disadvantage. Maybe, this method is difficult for the Child.

S7: No one, cause any student who really wants to learn might read and research to get knowledge and share in class and show how much they love to learn

S8: An advantage is that **students have a serious problem to concentrate** and sometimes teacher have problems to explain very well some topic.

S9: The problem is nervous. In many cases the students have this problem and feel panic in front of many people and advantage is students may speak according you the vocabulary if student read before speak learn about the topic

S10: One advantage is that the students try to speak in English their ideas or opinions

S11: Students pay attention in class, but on the other side students use that time to do other activities, there is few students who recognize that time and do not waste time.

S12: I think the advantage **could be the freedom of choose the topic,** maybe can be recreative for the students; and the disadvantage could be topic, because is difficult to find a perfect topic for everyone.

S13: Advantage, **students have previous knowledge** Disadvantage, some teachers only wait right answers

S14: One advantage I have seen when using the flipped classroom approach in language classes such as English is the **greater personalization of learning**. By allowing **students to access study material individually before class,** teachers can tailor classroom activities to **address each student's specific needs.** This can lead to more personalized and effective learning, as additional support can be provided to those students who need it and those who are more advanced can be challenged. On the other hand, a disadvantage that I have observed is the need to ensure that all students have completed prior preparation outside the classroom. **If some students have not reviewed the material or fully understood it,** it can create challenges during in-class activities and hinder the progress of the group as a whole.

S15: An advantage of this method can be that students practice their English skills, but a disadvantage is that **not all students talk in public because they feel embarrassed to make a mistake.**

S16: Some students pay attention and learn, but some students don't pay attention to the class and don't learn much.

Question 3

. What do you think about strategies such as group work, discussion, presentations, recording videos, educational applications, the use of technology, or the use of feedback by teachers? Has it helped you improve your speech confidence?

S1: I think so, **could improve your speech confidence**

S2: I consider that **all of those strategies are useful to the teaching-learning process.**

S3: I think it is good to use these strategies more than anything when students already have somewhat structured knowledge in which they can defend themselves when speaking. **Personally, these strategies have not helped me in terms of speech confidence**

S4: Yes because the student **can have self-confidence** when he or she talks something.

S5: I think so, because through cooperative working **student will be able to feel comfortable talking between their partner and giving ideas.**

S6: I think **these strategies are important for good learning.** For this reason, teachers are capable of using this method. I consider **this method to improve your pronunciation.**

S7: Yes, absolutely, all of that works Make the students get the skills necessary to face the life

S8: To be honest sometimes the groups **work it's difficult because it's stress between partners**

S9: It helps a student is essential to practice collaboration with partners.

S10: I think that is a good technique because sometimes this is comfortable for students.

S11: Yes, it has been helping me to be sociable and meet friends, develop a relationship, and adapt the way of distribution in some groups according to topics or the autonomous study where some classmates support with correction of speech to improve ourselves.

S12: Sure, **all of those points are important to improve the English vocabulary** about the topics what the teacher choose.

S13: These are very significant strategies because this is how we work as a group and how we learn to talk in front of others

S14: I believe that all the strategies mentioned, such as group work, discussion, presentations, video recording, the use of educational applications, technology, and feedback from teachers, **are valuable tools to improve learning and skill development,** especially in the area of language.

S15: I think that is important because **when we speak in a group work or presentation our partners and teachers help to correct our pronunciation.**

S16: Yes, I'm Learning based on different topics to know more vocabulary and grammar.

Question 4

What has been your experience learning through this method?

S1: Discussions

S2: Personally, **I prefer other methods**, because in many cases **I do not have enough time to research more information,** just the time in class.

S3: Personally, I don't like it because it is not my way of learning, generally from time to time I am left with some gap regarding the subject

S4: I need a teacher to explain to me any topic.

S5: Personally, **I like this method**. However, sometimes there are some thing or some readings **that do not show interest for me and that is a little bit difficult.**

S6: My experience with this method was interesting because **it helps me with the motivation.**

S7: I can say that **this method made me improve myself in several aspects such as speaking memorizing and comprehension.**

S8: It's 50/50

S9: **Nice**, let reflection on the flipped classroom

S10: **Is really good, we can improve our speaking and acquire new knowledge**

S11: It has been a good experience, **it gives me time to work according to my time.**

S12: **This method gives us great results,** and is not overwhelming to study.

S13: **Very good, I like it**

S14: In terms of "learning experience", my **improvement and updates are based on feedback received from users**, incorporating new data and knowledge, and optimizing my capabilities to provide more accurate and useful answers.

S15: In my experience **has been good because several times the teacher helped me to improve my pronunciation**

S16: In my personal opinion **it is very dynamic and fun to learn different points of view.**

Question 5

How often do you perceive teachers using the flipped classroom method in their

classes?

S1: Frequently

S2: Sometimes, it is more common to teach everything in class and then assign the homework.

S3: Almost **every semester the professors use this methodology,** more than anything it is used more here at the university

S4: I have seen few times where teachers use this method.

S5: In our major that is hybrid **is usual that teachers use that method.**

S6: Yes, because the **teachers must using this method where the motivation is meaning in its used for English language acquisition.**

S7: Well, I see this like the most tool employed till now

S8: Sometimes

S9: Don't ever is effectively depend as student show ability in class according to speak section

S10: On many occasions we have had the opportunity to look for something at home and come and discuss or talk about it.

S11: Yes, sometimes students search information with personal purpose, increase the goal.

S12: In fact, this does not happen nowadays but when **we practice using that method is really practice.**

S13: Some teachers doesn't use this , but **other use it in the half of their classes in all the semester**

S14: little

S15: Now in this semester I think that teachers apply this method in class **during presentations or group works.**

S16: They do this from time to time to make the class more dynamic.

Annex F: Teachers Answers

Question 1

How do you perceive the use of the flipped classroom for the development of oral proficiency, and how does this method enhance your classes?

T1: Flipped classroom, for me, in my experience, **is considered one of the most efficient methods to teach Englis**h, I have used, I have implemented this method for a long time, and believe me, **it works.**

T2: The Flipped classroom has been used for many years already, not only for English teaching and learning purposes but also for other subjects, on personal notes I do use flipped classrooms a lot because I **like students to research before they come to classes** and that is flipped classroom all about, students came to the classroom and they explain the topic that we are going to do that day. So, to answer your questions, yes, **I do approve of flipped classrooms and use a lot.**

T3: Well, first of all we must understand that in order to work with flipped classroom is important that the teacher must prepare all the resources appropriately and accordingly so the students won't have any problem at home at the moment that he or she is preparing for the class, so remember flipped classroom is when you prepare the material before the class and the students at home works during this introduction or presentation of the class and then he comes to the class to the practical part, if we applied this correctly, I consider **that flipped classroom is very a good form of working oral proficiency**, because in this case the students will have more **time at home** and will depend on the **students pace,** on the rhythm of each student, one student will need one hour, other thirty minutes, two hours, and they had that amount time to prepare at

home, at the moment this student come to the class has already practiced enough, **so is a good form of developing,** because you know, a least you supposed that your students has worked enough to come to class to show me and demonstrate all his practice at home.

T4: The flipped classroom is one of the methods that give us to add in our students' **confidence and autonomy**, **students become more confident when they work on their ow**n as autonomous resources, so the flipped classroom is one of the keys for them in order to reach the goal of the students which is learned without supervision because the flipped classroom is a method that **helps to improve our student's active learning**, and of course **set confidence**, because implementing flipped classroom base on my experience, my students **develop confidence in their speaking ability** because they know nobody is supervision and they feel free of doing what they want, so I think that flipped classroom is one of the methods to develop our student's confidence.

T5: When the teacher is in the classroom with the student, time is dedicated to interactive activities and also to developing oral skills, **it is very effective** because it **promotes active learning** and engagement of the students with the activities that we can apply during the classes because we focus on specific topics and the **students are well prepared** because they come to the class with enough knowledge to **interact or to participate in class** and to give opinions and discuss the topics.

Question 2

How does the implementation of a flipped classroom model impact student engagement and participation compare to traditional teaching methods?

T1: **It is really the opposite considering the traditional method** because students must research before the class**,** which is something that Americans usually do, the American educational system does that, before you go to class you **have to read, you have to research** and then you discuss that subject in class, be careful with that. So, in consequence, this method allows **students to go deeper into research and participate more in class.**

T2: In the flipped classroom methodology, **students get involved more than in the traditional method**, because they tend to believe more in their own peers, and t**hey feel confident enough to ask questions** among themselves. Whereas, in the traditional method is always the teacher who provides the class, and the students sometimes feel like they do not have the confidence enough to ask questions, therefore when we use the flipped classroom methodology students **feel more motivated to participate in the classroom.**

T3: Well, in my case, I think in the flipped classroom you can **impact and engage students' participation in the activities** that the teacher must prepare for the students at home if the activities are **engaging, challenging, and motivate** the students to be on the computer or to prepare the posters, or to do something that is going to present, to be proud or very happy to show what she or he has done at home, that is going to be a motivation, it will be motivated enough so **it can cause a good impact on the student,** and the student is going to come to class

to present, to show me, to talk about it very motivating. It **is the teacher's responsibility** to prepare good resources at home so they **can motivate students** and impact students, so they come to the class with enough information to share, and **is different from the traditional teaching method** because I teach in class, I control my time so maybe I don't have enough time for every student's need, it should be more general because I don't have enough time, in this case, is different, **I don't teach I just guide** to the student find out different resources or have alternatives, so the student feels motivate in what they are interesting or what they want, so that is different from traditional teaching method.

T4: Actually, **it increases engagement** when students want to **work in an autonomous way,** and they feel that this is an engagement for them in order to work during hours with **active learning,** I think that **the impact of flipped classroom on our students is really high,** so the higher interaction with the foundation content already covered what teachers can use time, **discussion, problems, debate** or different activities they can develop by themselves but the **student participation compared to the traditional teaching method is really big,** so the students works in order to their own wishes, responsibilities and it helps to create in our students values, independent from a teacher that is in the classroom monitoring what they are doing.

T5: I think with this methodology, the students **are more engaged** because they **feel confident because they know about the topic** and the time that they participate in class they feel more **motivated to participate,** and depending on the activities that the teacher prepares, for example, **forum groups, or working peers** it promotes collaborating learning, so they are in continues the oral practice, so that helps them to develop the oral skills, and to develop other skills because they listen effectively.

Question 3

What advantages and disadvantages have you perceived when implementing the flipped classroom method when practicing oral proficiency?

T1: Well, I see **more advantages than disadvantages,** I have seen that my students **improve their speaking skills using this method**, probably disadvantages when **you are not used to speaking** that is a disadvantage just in case when you are **not used to participating in a class** that may be disadvantage, but if you do it correctly, believe me, **there are more advantages than disadvantages.**

T2: When we as teachers encourage English proficiency**, it is very advisable to use flipped classroom methodology,** for two points, the first point is that t**he** night before the class students will prepare for the class and will do the research that is the first purpose. The second purpose is that on the day of the class, students are already and prepared to provide the class to participate more. Whereas in the traditional method, students normally sit back and relax and wait for the teacher to provide the class and concepts, so the flipped classroom **is very advisable in that regard.**

T3: Well, **as an advantag**e as I said before, **there is more student teaching time, and it can be controlled by the student's** need, the student may have free time to develop their activities in one hour or five hours, that is one advantage. **One disadvantage** is that it really **n**eeds **the student to be responsible enough to complete the task at home and prepare** (complete) all the activities that the teacher has set for the students because I don't know if that

going to be enough, I am not at home as teacher, so I need to trust that my students has already done all the activities that I ask them to do, but that will be one disadvantage, because if they don't do it so the flipped classroom when they come to class will not be effect.

Another advantage could be at home they have more materials, access to websites, and technology that are limited at school, public institutions they limit, for example, Netflix, YouTube, or something you can use just because they are not for educational purposes, so in class maybe you cannot use all of them. **A disadvantage could be also connectivity,** sometimes all the students don't have a device, so maybe if you have that problem I will recommend not only depend on technology, you can also send students some printed activities, cut and paste, organize, prepare a poster or graphic organize, and they are going to prepare the information before my class. For oral proficiency, specifically is to trust that students really practice at home, if they really complete all the tasks **that is an advantage**, but if they do **not do it at home that is a disadvantage.**

T4: **There are many advantages more than disadvantages**, so the advantages can be that the flipped classroom **improve performance** in our students, they reach, or they achieve their own goals, and this particularly item with the oral production or different other skills are based on how students act by they own to improve the performance, and I think one the most important could be **flexibility,** they are not tied to follow strict rules that other method have, so the flipped classroom is really flexible, and with that flexibility **students feel free on working by their own** respecting their schedule and taking their own time. A disadvantage, maybe the time, it could be a disadvantages f**or students who are not focused on study**, or like to work by pressure and they need other person to guide them because they don't have those kind of abilities and could be a challenge for students for students to so they need to deal with different activities

when they are not ready, because they need to go forward than in other traditional method, so as disadvantage could be time and the students who work with pressure need to be ready to change that, this can be focus on students who don't have clear expectations, **but I think it have more advantages than disadvantages.**

T5: The advantages could be some the ones that I have mentioned before, **motivation, engagement** that we perceive and see from our students, and also the **feedback** that exist during the class activities and during the participation of the students, because they **give opinions, it promote critical think** which is important for oral proficiency, they **practice pronunciation** and grammar, **a disadvantage** could be maybe if they are not prepared or if they don't come prepared to the class, if they don't read the articles, or not seen the videos, so they are not inform it could be difficult for them to participate in the class, or depending on the materials that the teacher chooses because it need to be according to the level of the students, because if the students don't understand the material they have to read or watch that is going to be a disadvantage for them and for the class, because maybe they wouldn't be able to understand.

Question 4

How beneficial and important is the use of feedback for the student to develop

the skill of oral competence?

T1: Extremely beneficial, that made the students **practice and practice** speaking skills, I have seen in my fifteen years how my students improve this ability when a teacher, in this case, I have implemented this strategy, the flipped classroom is not new just in case, probably here it may be or may sound a new method but is not, as I said, as I mentioned before, American for example implemented this method a long time, it is extremely beneficial for students.

T2: The feedback has to be used in about every subject especially in English proficiency, because we need as teachers to **let our students know when and where they are making mistakes**, not only in grammar use but also in pronunciation, if we as teachers do not provide feedback to students, how does the students know their English pronunciation is correct, or the grammar is correct? So, the feedback in any class, any subject is **very useful.**

T3: In my opinion, **is super important to have feedback** at every single moment in the class, especially when you are working with oral competence because even though we have now, for example, the translator that I can write the word and listen to the pronunciation, is not the same as the human contact when they explain and give you the feedback, explain why the sound is like 'ed' why the sound is like a t, so is important to have this feedback, because the student needs first of all the interaction, the human interaction, especially for oral skills, and second they need to reinforce or reaffirm what they thought could be a good or bad pronunciation, you need validation and correction that feedback is the only one you can have.

T4: I think it can be beneficial because **it can improve the language skill**, feedback helps and **improve fluency and complexity of learners'** speaking abilities, they are who practice a lot, and they know or realize when they are speaking there is nobody behind them and they feel do it, and they can improve their language skill based on that. Another benefit could be **motivation** because **effective feedback can motivate learners** to work hard and enhance their skills, and also be reflective learning, the students who reflect, know how to act and perform by their own, so I think the importance of benefit flipped classroom in our students to develop oral proficiency are really high.

T5: Well, **the feedback is always necessary** because it is important that the student is corrected, the **student realizes the mistakes that are making,** in that way he can improve if the teacher gives individualized feedback so the students are going to realize about their mistakes, in that way is going to be **beneficial for them** because they going to know where they are failing and what is need to improve, so the feedback **can be giving during the whole sessions**, and other students can help also to make them realize their performance, so constructive feedback during the sessions is **very beneficial for the class, students and teachers.**

Question 5

What are the strategies you use during your classes to get students to develop

their oral proficiency?

T1: Okay, what I try to do every time that I implement this method, is to **come up with interesting topics,** a topic that students **like to research, something current, something actua**l, probably something that joins students like to research, I think that is the key, let's say for example if I ask my students to research about war, believe me, students are not interesting in war or if I ask a student to research on cancer for example, there are not interesting, but if I ask my students to research an actual and current topic, believe me, they will do the research correctly and they will improve their speaking skills.

T2: According to scholars and psychologists, there are many strategies. The strategy that I normally use is **the direct approach,** and what is the direct approach? I give the **questions and answers directly to students,** which means that I will call a name and ask the question directly, and I will really pay attention to every student's answers, this way I can notice their pronunciation, about grammar, so **I provide feedback** right away, so one of my strategies is direct approach.

T3: It depends on the level of students, but for the most basic ones, **I use repetition**, my repetition could be a good strategy because students when they are at basic levels cannot produce in English but they can have a text and repeat oral and they can feel they pronounce well in that level. I also use, **oral presentations**, depending on the level it could be an oral presentation

because in that case, I can get to know my students' likes and dislikes I can get to know them better because I give them a free topic, and they can talk about what they like or don't like, I get to know about them better but I also force them to speak, but an **oral presentation is a good strategy**. Another strategy is to have **a debate** because in a debate you can learn not only the correct way of presenting your ideas, because the debate is not fighting, a debate is following a protocol, an order, positive- negatives, so it is like they start to have a certain order in speaking but they also learn about the correct way of having an academic discussion, and for the oral proficiency, I really like when students answer questions when they are being interviewed, it could be by their partners or by the teacher because I understand in an interview the students get too nervous, but again, is a form of forcing students to speak, because if I said give a video or just send a WhatsApp audio, in my case is not very effective because is too long, too informal, there is no way to having right feedback, but in those cases, I have the opportunity to have immediate feedback for my students for that reason I like those.

T4: Based on my own way of teaching, I think that strategies during classes are basically **to encourage conversation** because I need to create opportunities for students to practice language, because by **having social interaction they discuss and debate**, and models and tactics chapters are demonstrating that our students can help how to develop their speeches, to help students build in the oral language skill, and listening skill is a strategy that attends to a crucial communication learning, so that helps as to develop in our students the interaction, because if the students know what she or he is listening, they know what must answer, so it is an exchange of oral and listening interaction in only one.

T5: Well, in the flipped classroom we need to **assign videos, readings,** and all the necessary material that students need to check before coming to the class, so with the materials the students come prepared to the class, and it going to be useful to develop their oral communication, so they have to be prepared for **discussions or presentations**, so that is an advantage, in that way when you give them the required material try to use **authentic materials,** so it can motivate the students, for example, real material, it motive them to **read or watch the video,** so in those situations, they can be involved in the discussion and that way they enhance their oral skills.