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# Fostering Oral Production in Adult Students of EFL through Flipped Learning



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## Introduction

Adult students of a basic level show difficulty expressing orally in English, due to different factors such as fear of public speaking and lack of vocabulary. The importance of this study lies in its innovation since Flipped Learning will be used to promote oral production and therefore effective communication in English as a foreign language.

## Research Question

How can the use of Flipped Learning foster the development of oral production in English of adult students with a basic level of the Extension Courses at Universidad Libre?

## Theoretical Framework

- **Oral Production:** It is an interactive process of constructing meaning that involves producing, receiving and processing information. (Burns & Joyce cited in Torky, 2006)
- **Flipped Learning:** It is a pedagogical approach in which first contact with the new concepts moves from the group learning space to the individual learning space in the form of structured activity. (Talbert, 2017)
- **Andragogy:** It is the art and science of adult learning. It is equivalent to pedagogy, but based on their Greek meanings, they are different. Pedagogy means "child-leading" while Andragogy means "man-leading". (Knowles, cited in Kearsley, 2010)

## Techniques and Instruments for Data Collection

In order to collect data that is useful to the development of the study, the following instruments/methods were implemented:

**Diagnostic Test:** It was designed to identify both strengths and weaknesses in student's oral production.

**Participant Observation:** It is the type of research that involves the social interaction between the researcher and the informants in their context, and during which data are collected in a systematic way and not intrusive (Bogdan, 1984).

**Field notes:** These are notes made by the researcher in the course of qualitative fieldwork, often observations of participants, locations or events (The Association for Qualitative Research, 2013)

**Recordings:** This refers to the recording of participant's contributions to research in audio and visual media (The Association for Qualitative Research, 2013) The researcher will record student's activities in order to see their process and progress regarding oral production.

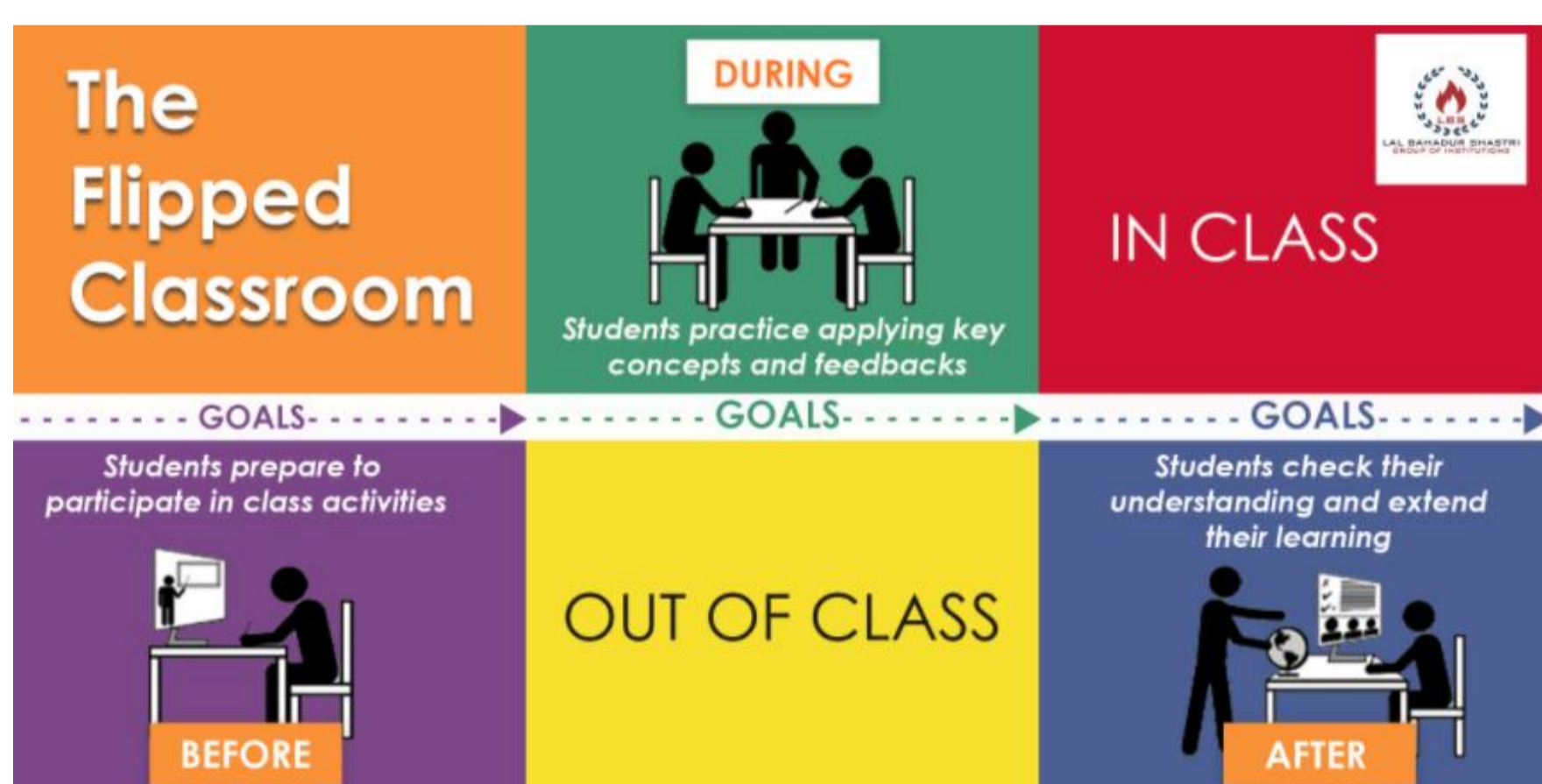


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## Research Background

Previous studies on the relationship between Flipped Learning and Oral Production have examined the impact of the use of technology in an EFL class to improve oral ability in different populations. In addition, these studies have shown that the use of these tools enhances engagement and autonomous work in students, making them aware of their own learning process (Ramírez, 2018)

## References

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## Action Plan

Based on the results of the diagnostic test regarding student's weaknesses and strengths in oral production, the path to follow was defined. Given that the explanation of grammar topics requires much time in class, Flipped Learning was selected as the approach to free class time for the development of oral production. The grammar component has been flipped so that students access content out of class and devote more class time doing hands-on activities in which they have to interact and communicate with others.