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DIRECCIÓN DE POSGRADO

MAESTRÍA EN LA ENSEÑANZA DE INGLÉS COMO LENGUA EXTRANJERA

Tema: “THE FLIPPED CLASSROOM METHOD IN ENGLISH SPEAKING
SKILL DEVELOPMENT”

Trabajo de Titulación Previo a la obtención del Grado Académico de
Magíster en la Enseñanza del Idioma Inglés como Lengua Extranjera

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Ambato – Ecuador

2019

**A LA UNIDAD DE TITULACIÓN DE LA UNIVERSIDAD TÉCNICA
DE AMBATO**

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AUTHOR: Licenciada. Silvia Paulina Telenchana Carvajal

TUTOR: Licenciada. Sarah Jacqueline Iza Pazmiño, Magíster.

DATE: January 25th, 2019

RESUMEN EJECUTIVO

Hablar es una de las habilidades productivas en el idioma Inglés, que permite proporcionar y compartir información. Un importante aspecto es hacer que los sonidos en el mensaje sean significativos utilizando una selección de sonidos claros. El maestro es la herramienta principal para que los estudiantes sigan el modelo apropiado para llegar a la práctica oral de una manera muy correcta, muchas veces esto se logra mediante prácticas supervisadas por el maestro. Probablemente, no solo radique el problema en el sistema educativo, ya que los maestros trabajan y solo cuentan con el material proporcionado por el ministerio de educación (libro) que ofrece pocas oportunidades para desarrollar la habilidad de hablar. Es muy importante contribuir para mejorar buscando diferentes estrategias y métodos para aplicar en el aula para mejorar el conocimiento de nuestros estudiantes y obtener mejores resultados. Por lo tanto, esta investigación tuvo como objetivo determinar la relación entre el Método “Flipped Classroom” como un modelo pedagógico que transfiere el trabajo de ciertos procesos de aprendizaje fuera del aula y utiliza el tiempo en el aula, junto con la experiencia docente y el desarrollo de las habilidades de expresión oral en 33 alumnos del primer año de bachillerato con edades comprendidas entre los 15 y los 18 años en la Unidad Educativa “Mario Cobo Barona”. Se realizó empleando una investigación de campo, bibliográfica e intervención social. Este trabajo aplicó un enfoque cualitativo-cuantitativo. Los datos se recopilaron a través de una encuesta, una entrevista / discusión en clase, y exámenes previos y posteriores. Los resultados indican que algunos beneficios potenciales de una aula invertida hacen que sea una metodología que los maestros no deben pasar por alto. El cuestionario fue respondido por 207 participantes. Los hallazgos revelaron que la aplicación de este método de clase invertida sea un modelo pedagógico efectivo en las clases, ya que los resultados mostraron un aumento relevante en las calificaciones de los estudiantes. Por lo tanto, el Método de clase invertida no solo promovió la habilidad de hablar, sino que también ayudó a los estudiantes a motivar y hablar inglés libremente.

Palabras clave: hablar, aula invertida, e-learning (aprendizaje virtual), sonidos, docentes, estudiantes, oportunidades, habilidad, estrategias y método.

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EXECUTIVE SUMMARY

One of the productive skills in English language is known as Speaking which is used to provide information. The most important step in making the sounds in the content meaningful is to use a selection of clear sounds. The teacher is the main tool for students to follow the appropriate model in order to reach the oral practice in a very correct way, many times this is achieved by means of practices supervised by the teacher. Probably, there is not just the problem the educational system, as teachers work just with the material provided by the ministry of education (book) which offers just few opportunities to develop the speaking skill. It is very important to contribute having training looking for different strategies and methods to apply in the classroom to improve our student's knowledge and having better results. Hence, this research aimed to determine the relationship between Flipped Classroom Method as a pedagogical model that transfers the work of certain learning processes outside of the classroom and uses classroom time, along with teaching experience and the development of speaking skills in 33 students of the of first year of Baccalaureate aged between 15 and 18 at Unidad Educativa “Mario Cobo Barona” It was conducted by employing a field, bibliographical and social intervention research. This work applied a qualitative-quantitative approach. Data was collected through a survey, a class interview/discussion, and pre and post-tests. My results indicate that some potential benefits of the flipped classroom make it a form of education that teachers should not overlook. The questionnaire was answered by 207 participants. The findings revealed that the application of this Flipped classroom method was an effective pedagogical model applied in classes since the results showed a relevant increase in students' grades. Therefore, the Flipped classroom Method did not only promote the speaking skill, it also helped students to motivate and to speak English freely.

Keywords: speaking, flipped classroom, eLearning, sounds, teachers, students, opportunities, ability, strategies and method.

INTRODUCTION

English is an international language, teaching it is a big challenge because students need to practice it in the classroom and outside as a real world to communicate with others. That is the reason because teachers in Ecuador need to be well prepared looking for new strategies and methods in order to help students to develop the speaking skill to communicate and get better opportunities to be included in good jobs and getting better opportunities to study.

The use of Flipped Classroom Method in the language classroom is not a common practice. One reason for this exclusion comes from generalized beliefs about the complexity of the investment of time and from the strengthened by negative experiences some language instructors have had. In fact, the use of this method promotes students can develop the oral ability in English Language. Moreover, it offers teachers big alternatives to practice English through the activities focussed on speaking skill, being the teaching and learning process meaningful and enjoyable.

The use of this method will help students being motivated through the use of technological appliances not just in the classroom, they can work at home and present for the others in the classroom and outside using real objects, knowing that, nowadays students are related with technology since they are children and they are immerse in a technological world.

Under these circumstances, this research project has attempted to determine and examine the effect that Flipped Classroom Method has on speaking skill of a specific group of students at Unidad Educativa “Mario Cobo Barona”. The findings show that through the experimental group students have developed and improved the speaking skill. The report of this study is structured in the following chapters:

Chapter I. This chapter presents the topic of the research. Additionally, the problem statement of the study is introduced, contextualized, and analysed. Likewise, the justification of the research project is provided, and its established objectives.

Chapter II. This chapter structures the Theoretical Framework of the study, which includes its research background, philosophical and pedagogical foundations, legal basis, and key categories. These elements give the study with scientific and bibliographical support.

Chapter III. The methodology, or research design, is explained in this chapter. This description includes an explanation of the study's approach, method, level, and type. Moreover, the population of the research is identified and described, and the operationalization of the variables is carried out. Finally, the data collection and analysis procedures are explained.

Chapter IV. This chapter covers the analysis and interpretation of the results which were obtained through the administration of survey and the application of pre and post-tests.

Chapter V. The conclusions and recommendations which were taken from the findings of the study are provided in this chapter.

Chapter VI. This chapter deals with the proposal for the incorporation of eBooklet with interactive speaking activities. This proposal encompasses a scheme of work for a five-week speaking lessons.

CHAPTER I

PROBLEM STATEMENT

1.1 Theme

“The flipped classroom method in English speaking skill development”

1.2 Problem statement

1.2.1 Contextualization

The Flipped classroom is a methodology that changes certain traditional processes. This methodology reverses the traditional form of a classroom where common activities are carried out outside the classroom through multimedia interaction (Lowell, *The Flipped Classroom: A Survey of the Research*, 2013). The Flipped classroom model is generating a lot of interest in the educational field.

The widespread use of new technologies among young students in recent years has led to a change in teaching methodologies. The teaching staff has made significant efforts to incorporate the digital material into their teaching work, thus adapting to what some "young technological people" were demanding and innovating in order to capture their attention and try to motivate them in the interests of good learning (Gardner, 2015).

In the global context, the flipped classroom emerged more than ten years ago in the United States. In order to help the learners, they encouraged several video recordings and distribution of their lessons, so that teachers would focus more attention on the individual needs of each student and would also allow students to use their brains in the classroom for more than just taking notes on what the teacher said, giving a noticeable twist to what is normally done in a class (Bergmann & Sams, 2014).

However, in Ecuador, education is in full acceptance of changes in the pedagogical and methodological aspects, but it is still necessary to know much more and to change methodical roles in the classroom process. The flipped classroom is a

significant issue in relation to the traditional methodology (Raymond, The Effectiveness of the Flipped Classroom, 2014).

In Ecuador, a different methodology that is in line with the technology is under development. The management and use of certain applications and tools for learning need to be applied and improved to develop the teaching role; however, these applications are currently being promoted and developed for the benefit of education. But there is a gap that lies mainly with teachers who lack access to new technologies and have problems using them (Timperley, Wilson, Barrar, & Fung, 2014).

In spite of existing debates in education, the Ministry of Education is seeking improvements to achieve great benefits. This educational entity calls on teachers to train and learn in ICTs so that teachers in institutions can improve their way of socializing the contents to their students; consequently, to be able to change their methodological role in teaching. For this reason, teachers should perceive its usefulness with great importance and learn to use it in a better way in the educational field (Talis, 2015).

In the province of Tungurahua, it has been determined that 22 institutions, both public and in particular represent a 100% representation of the middle level. So, the authorities should promote mandatory pedagogical counselling for all teachers in the different schools. Institutions at all levels to try to soak and develop the process of learning with new technologies with the support of the of information technology. In the province of

In Tungurahua, the Ministry of Education is responsible for updating and training teachers in order to provide students with an integral contribution to their education. The teaching of high school education is lagging behind traditional teaching, which generates non-significant learning and inadequate teaching because of the lack of creativity and education with limitations. Mario Cobo Barona is an institution where teachers are changing to get better results being innovative according to the students' needs through an active process, it is being applied to research, creativity, imagination and the development of thinking and reasoning skills.

For these reasons, the research work is aimed at providing answers about the use of the Internet and its different innovative and significant applications in learning, allowing students and teachers to make better use of the tools and technological resources in the institution. This generates a strong and important phase for the realization of complementary motivational, interactive and multimedia activities within the classroom.

This institution is located in Ambato where people are improving their knowledge as the potential use of computers to make a better job in an active way. It is necessary to apply different activities applying a new method causing a great impact for the benefit of student achievement. Teachers need to be aware of the scarce forms of teaching by not planning and using them virtually.

The research work is focused on an answer about the use of the Internet and its different innovative and significant applications in learning. As part of the work, the researcher has been able to demonstrate through an informal discussion with the authorities that the Unidad Educativa “Mario Cobo Barona” has technological material open to the Internet, which is little used by the teachers of the institution and also because of the little knowledge they possess, due to the lack of willingness to overcome and change their traditional methodology.

This research, which is being carried out, allows the student and the teacher to make better use of the tools and technological resources in the institution. This generates a strong and important phase for the realization of complementary motivational, interactive and multimedia activities within the classroom. For this to be efficient in the learning process, it is important to know its great usefulness and importance in the educational field and to know the appropriate management of ICTs. This is why the HPA (Tools for the Classroom) Reverse Classroom, a course given by the Ministry of Education in which it is possible to determine a relevant, innovative and current methodology, aimed at the advances of technology for the development of significant learning (Ministry of Education, 2015). This makes teachers think that it is wise to apply to the Unidad Educativa “Mario Cobo Barona” with high school students.

1.2.2 Problem tree

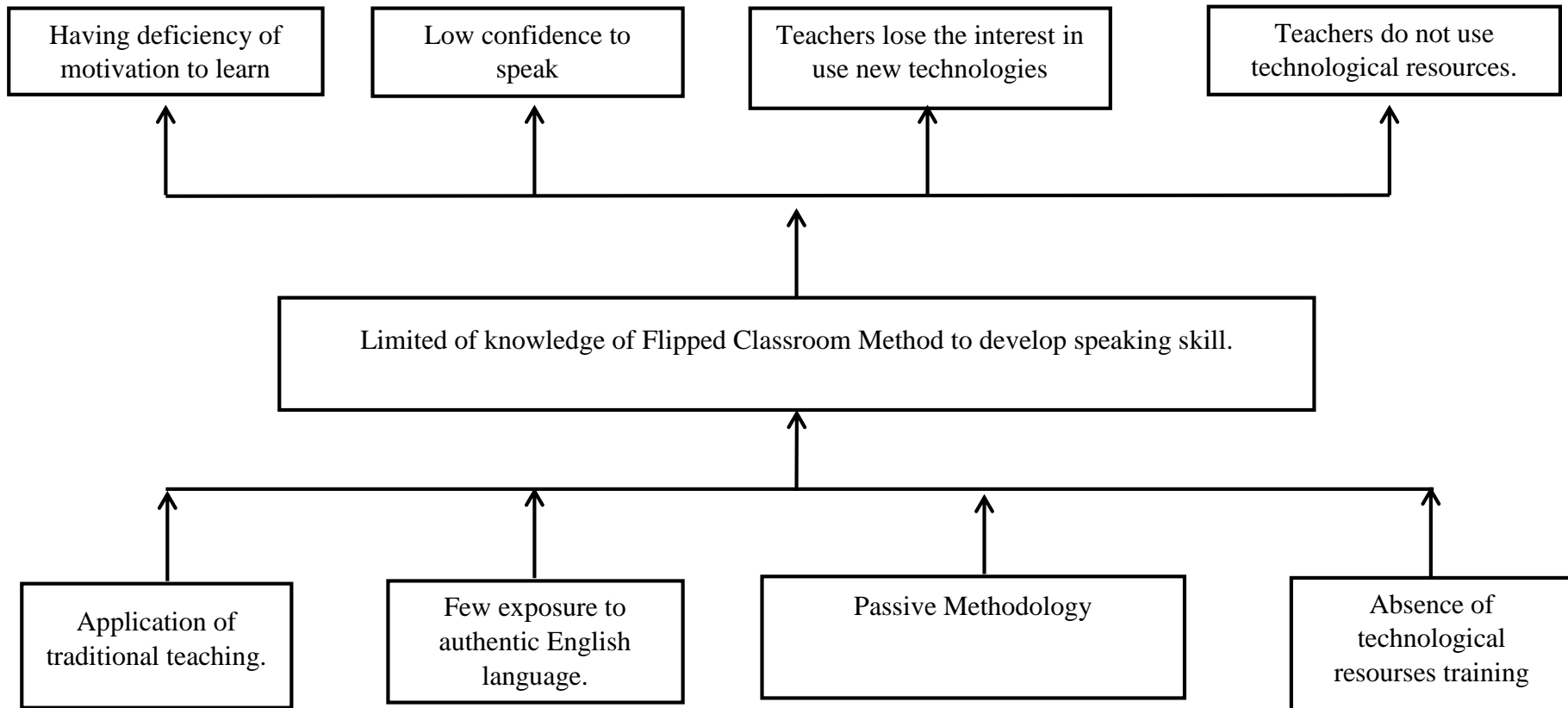


Figure 1. Problem Tree

Author: Telenchana, S. (2018)

1.2.3 Critical Analysis

Educational demotivation is one of the factors that imply low performance because students get bored easily and do not acquire the contents, the application of traditional teaching is detrimental to both physical and cognitive training, (Cox, 2015) as well as a methodology that do not promote the teaching with activities, strategies to ensure a comprehensive training. It is important to eradicate any learning problems, for this reason, teachers cannot make evaluations for absence of knowledge in students who do not know that answer the questions, however there are teachers who perform inadequate assessments. Most of the times, students do not feel confident to speak in a freeway. Hence, when teachers are teaching a language, it is useful to motivate learners to actively get engaged in the learning process.

Probably, there is not just the problem the educational system, as teachers work just with the material provided by the ministry of education (book) in the classroom and students are not able to practice English in a real way , and it offers just few opportunities to develop the speaking skill. (Loveless, 2018) Consequently, students get bored just with the same material. Indeed, teaching grammar, vocabulary, reading and writing too much time, teachers must focus on the speaking skill because it is one of the productive skill. Students must create an environment where they can get confident to speak and communicate easily. (Rana, 2017) The ability to communicate effectively, whether it be in your personal or professional life, is one of the most crucial skills one can have. When teachers provide material about student's real life they feel secure to speak.

It is very important to contribute having our own training looking for different strategies and methods to apply in the classroom to improve our student's knowledge and having better results. In addition teachers can train using the new technological appliances to get material and planning different activities to motivate the students. In addition, it is necessary to improve our knowledge as teachers investing time and if it is necessary checking resources on the web pages. When teachers use passive methodology are creating passive learners. (Gill, 2013) Passive

learners may quietly absorb information and knowledge without typically engaging with the information received or the learning experience. They can get lost easily or hate the subject. Teachers need to train getting new techniques and strategies to make an active teaching and learning process.

Finally, the difficulty in the management and process of the technology generated by the teacher of this institution is a weakness in view of the importance in applying new learning paradigms. (Nazzal, 2014) Also, the way of behavior of traditional teachers, developing in their problems of applying new effective dynamic methods of learning which in some cases are tedious and they feel tired about looking for more information. Furthermore, teachers with weak professional training are vulnerable to the use of technology, which affects the learning process. There are not enough training for the teachers about technological appliances to use in the learning- teaching process. This does not allow them to know and apply a "flipped classroom" due to the nonexistence of technological pedagogical advice in the education system and its different entities, which do not choose to advise teachers, avoiding teachers can invest time and their economic resources, it is quite important as teachers look for own personal training in order to provide a high quality of education.

1.2.4 Prognosis

Limited knowledge of flipped classroom method to develop speaking skill in students of first baccalaureate year at Unidad Educativa "Mario Cobo Barona" is not successfully solved now, it will continue having negative effects in the academic process. (Centre, 2017) Firstly, the application of a traditional teaching where the student does not acquire knowledge does not allow him/her to assimilate, even worse, to reach a meaningful learning. If this problem is not solved, the future of the students will remain stagnant, since they will not be able to develop critical thinking, logical thinking, reasoning, analysis or take advantage of the cognitive level that the students possess.

Secondly, to all this and more consequences can lead to the emotional imbalance of the teacher and problems of assimilation of the knowledge of the students significantly if this factor is not taken into account; to which it is possible to solve, re-educate and potentiate the development in the learning process. (GMS, 2016) Applying an adequate interactive inverse methodology; since it opens the possibility that if it is not applied it can be delayed in the computer field and lose an efficient, dynamic, relevant and significant learning for its daily development in the educational society and later to face social problems with the help of the advances of the technology. Through the use of this kind of methodology students get confident and act freely and secure to talk. For this reason, the reverse class will better adapt to the rhythms of work and improve the students' attitude towards the subject, avoiding frustration in them.

Thirdly, the application of this methodology will increase the interest, motivation, and degree of satisfaction of all involved (student, teacher, family). With this in the assisted classroom, it will promote social interaction and problem-solve in the student group. (Campinas, 2008)The teacher need to focus on resolving doubts and reinforcing knowledge will have enough time to work consciously. This extra time generated in the learning process will be used to carry out other more traditional activities in terms of teaching and to individualize their teaching, increasing the interest of the learner. Students are involved in a technological world and teachers need to include in it to get better results.

Finally, using inappropriate resources on students' oral performance is another issue that affects the speaking skill development. When teachers use technological appliances to include in the classroom students will get comfortable and they can speak freely. It is important to think students through the use of technologies can improve the knowledge including web pages that provides examples and they can practice too. (Starr, 2011) Teachers need to use effective communicative language

teaching techniques in their classes. It will affect in students 'lives in order to have better opportunities.

1.2.5 Formulation of the problem

¿How Flipped Classroom method promotes the teaching process in the development of English speaking skill?

1.2.6 Research Questions

- How effective could Flipped Classroom be in the development of Speaking Skill?
- What is the students' oral competence in English?
- What is the correlation between Flipped Classroom and the development of Speaking skill?

1.2.7 Delimitation

Field: Education

Specific field: Language teaching

Aspect: The Flipped Classroom Method

Specific place of research: Unidad Educativa "Mario Cobo Barona." in Ambato City of Tungurahua Province.

1.3 Justification

The present research work is aimed at addressing the problem of an inverted classroom and the development of speaking skill. The flipped class is **important** within education for several parameters appropriate for the student and for the teacher. This methodology prepares students to carry out activities in any place where they are located, it is enough for the student to be connected to the Internet so that he can enter to navigate through the different virtual multimedia spaces and applications. The reverse classroom provides the student with personal space and unlimited time to learn, freeing up discomfort caused by noise or distractions, developing attitudes of responsibility and organization.

It is **original** because there is not another similar research project in Universidad Tecnica de Ambato, in class A, B of the Magister program and in Unidad Educativa “Mario Cobo Barona”.

This research has an important **interest** between authorities, teachers, students and people who are involved in Education at Unidad Educativa “Mario Cobo Barona”. It will improve the learning process of each student through the application of Flipped Classroom in Speaking Skill Development.

The utility of this research is to make the methodological contribution of the invested class for the teachers, and in this way allow them to benefit the students in their speaking skill development process. The direct **beneficiaries** are the students, because they can improve their knowledge and to promote they develop their speaking skills without fear and they can speak in a freeway. Also, students can be involved in activities which they will be motivated using technological appliances.

This project is **feasible** because it involves the collaboration of all, seeking to improve the appropriate conditions necessary to strengthen the quality of education by trying to eradicate repetitive work and to get better results in order to get a better level in the educational system.

1.4 Objectives

1.4.1 General Objective

To investigate the Flipped Classroom method in the English-speaking skill development.

1.4.2 Specific Objectives

- To determine the effectiveness of The Flipped Classroom method to develop speaking skill in students of 1° Baccalaureate.
- To identify the students´ oral competence in English Language.
- To examine the correlation between The Flipped Classroom method in the development of speaking skill in students of 1° Baccalaureate.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Research Background

After research in the files of the Educational Institution, there is no evidence on the carrying out of studies on the proposed subject. Similarly, it has been reviewed in libraries and repositories with the aim of taking as a reference the research works that have some similarity with the development of the research, described below, and which will serve as support for the present problem.

A research elaborated by Uzunboyld (2015) with the objective was to fulfil the needs concerning the review of current literature on the use of the flipped classroom approach in education. The contribution of the flipped classroom to education is debated in relation to the changes in students' and instructors' role. Subsequently, flipped classroom applications in various disciplines of education are illustrated. The recommendations made in the literature for design specifications that integrate flipped classrooms with technology are discussed. This research concludes that a careful consideration of the warnings and recommendations made in the literature can help to produce effective flipped classroom environments and also it attempts to inform those who are thinking of using new technologies and approaches to deliver courses.

Some literature was explained in the research conducted by Braseby (2015) which explores the different uses of the term “flipped,” examines the research to date, and discusses how and why teachers are starting to use the new model. It offers suggestions for activities both inside and outside of the classroom to encourage deeper learning and greater conceptual understanding. One of those was the implications of the flipped classroom model are for teachers to find the best opportunities for students to achieve higher-order critical thinking skills and to help make learning relevant. Also, used effectively, the flipped classroom is not a vilification of the lecture or a dumbing down of content, nor is it a free-for-all discussion session. It is a carefully planned experience for students that allows for

deeper learning of the content, practice in learning collaboratively, and formative feedback as concepts are being learned. And, flipping a class in itself will not make students successful; effective teaching and meaningful learning have to happen to make the class successful.

Other research conducted by Lowell (2013) with the aim to provide a comprehensive survey of prior and ongoing research of the flipped classroom. Studies are characterized on several dimensions. These include the type of in-class and out-of-class activities, the measures used to evaluate the study, and methodological characteristics for each study. Results of this survey show that most studies conducted to date explore student perceptions and use single-group study designs. Reports of student perceptions of the flipped classroom are somewhat mixed but are generally positive overall. Students tend to prefer in-person lectures to video lectures but prefer interactive classroom activities over lectures. Anecdotal evidence suggests that student learning is improved for the flipped compared to traditional classroom. However, there is very little work investigating student learning outcomes objectively. We recommend for future work studies investigating of objective learning outcomes using controlled experimental or quasi-experimental designs. The author also recommends that researchers carefully consider the theoretical framework used to guide the design of in-class activities.

Raymond (2014) in his article the author explores the “flipped” or “inverted” classroom and its effects on student learning. The flipped classroom is a form of education in which students learn new content during out-of-class-time instead of the traditional review exercises that are normally given, which opens up class time for activities, problem solving, and other forms of instruction. During this study, a flipped classroom was implemented in a high school mathematics course. Data was collected from student grades, a pre and post survey, a class interview/discussion, and my personal notes from teaching. My results indicate that some potential benefits of the flipped classroom make it a form of education that teachers should not overlook.

Finally, Corso (2015) conducted an article with the aim to compare the impact of the master class with that of the classroom invested in the surgical learning

environment. The Dundee Ready Education Environment Measure (DREEM) questionnaire was used in four cohorts of students. The five domains and the overall score of the instrument were analysed with both strategies. The questionnaire was answered by 207 participants (men: 36%; age: 21.9 ± 1.49 years). DREEM's overall score and that of its domains were higher with the inverted classroom strategy, which would place it at a level of excellence. There were no differences between the ANOVA of each domain and the overall score of the questionnaire with the inverted classroom model, but there were differences with the master class strategy ($p < 0.01$). High levels of reliability (Cronbach > 0.90) were found for all measurements in both environments and coherence in all cohorts. Finally, the author concludes that the classroom strategy score invested in the DREEM questionnaire was at a level of excellence compared to that of the master class. It is crucial to determine the factors that scored negatively in order to promote the improvement of the learning environment, as well as to measure over time to ensure the quality and success of the strategy.

At present, the use of new pedagogical techniques is being developed as the online teaching resources advance, therefore, the teacher must be updated and mainly to reduce the amount of work that has to be done in a traditional way; and the vain methodology that causes boredom to the student since the manual activities are not focused on how to learn to learn. The reverse classroom provides this important support in the interactive learning process and thus contributes to the development of knowledge in a meaningful and comprehensive way.

2.2 Philosophical Foundation

The present research is framed within the epistemological paradigm because new knowledge will be acquired. This branch of philosophy tries to explain what concepts, methods, and laws scientific knowledge uses. Knowledge is perceived as a permanent process that must be applied according to circumstances and technological progress. The mission of this foundation is to develop the human being in an integral way and that education must be approached in all its reality in

all its complexity. The student must adapt to the rhythm to solve everyday problems with creativity and construction for life.

2.2.1 Propositive criticism

Because it questions the reality that has become the object of study and because it is not defined in the research but seeks a permanent solution that benefits those affected by this problem.

2.2.2 Ontological Foundation

The ontology aims rationally to establish the fundamental categories of things and the principles that organize and guide the knowledge of being, as a part of reality.

2.2.3 Axiological Foundation

Through axiology, it can determine the values a person possesses in the social, economic and spiritual environment. To train in values is not to model attitudinal behaviour. These behaviours do not presuppose the internalization of a value. Good manners don't make you polite, just as the simple fact of belonging to solidarity organizations doesn't make you solidarity.

2.3 Legal Basis

The Flipped Classroom methodology is designed so that teachers have an initial approach to technology and gradually deepen their knowledge and use of it, as an instrument that improves their pedagogical task through the application of strategies for the design of interactive classes that encourage students' learning in the classroom.

Priority will be given to the teachers of the institutions that are participating in programs such as laptop delivery, tablet, induction to the use of platforms, teachers who will be studying for their master's degrees, or virtual Continuing Education programs.

This project is supported by the Ministry of Education of Ecuador, since the work that the teacher, the student and the didactic and pedagogical complements interact in the classroom and outside of it so that the learning is relevant and integral with the purpose that the students have a constructive and critical approach. For this the

teacher must be prepared in the technological field, constantly updating himself/herself in the flipped classroom field.

The constant technological innovations, make Ecuadorian Higher Education respond to the demands of national and international development, so it is very important to apply virtual learning environments, which today is becoming a modern strategy within education. The present work is based on the following laws that govern the Ecuadorian state: The Political Constitution of the Republic of Ecuador of 2008.

Title II of the rights, within Chapter II: Of the rights of good living, in its Fifth Section, First of Education

Art. 343.- affirms:

The purpose of the Ecuadorian national education system will be to develop the individual and collective skills and strengths of the population, which will enable learning; generate and use of knowledge, techniques, wisdoms, arts and culture. The system will focus on the individual that learns, and it will work in an inclusive, flexible, dynamic, efficient and effective way.

Article 385 numeral 3.- affirms:

Develop technologies and innovations that enhance national production, increase efficiency and productivity; improving the quality of life and contribute to the implementation of good living.

Article 387 .- affirms:

It will be the responsibility of the state: to provide and promote the incorporation into society of knowledge to achieve the objectives of the development regime. To promote the creation and production of knowledge, encourage scientific and technological research, and enhance ancestral knowledge, in order to contribute to the development of good living.

Article 388.- affirms:

The state will assign the necessary resources for scientific research, technological development, innovation, scientific training, recovery and development of ancestral wisdom, and the dissemination of knowledge.

2.4 Key Categories

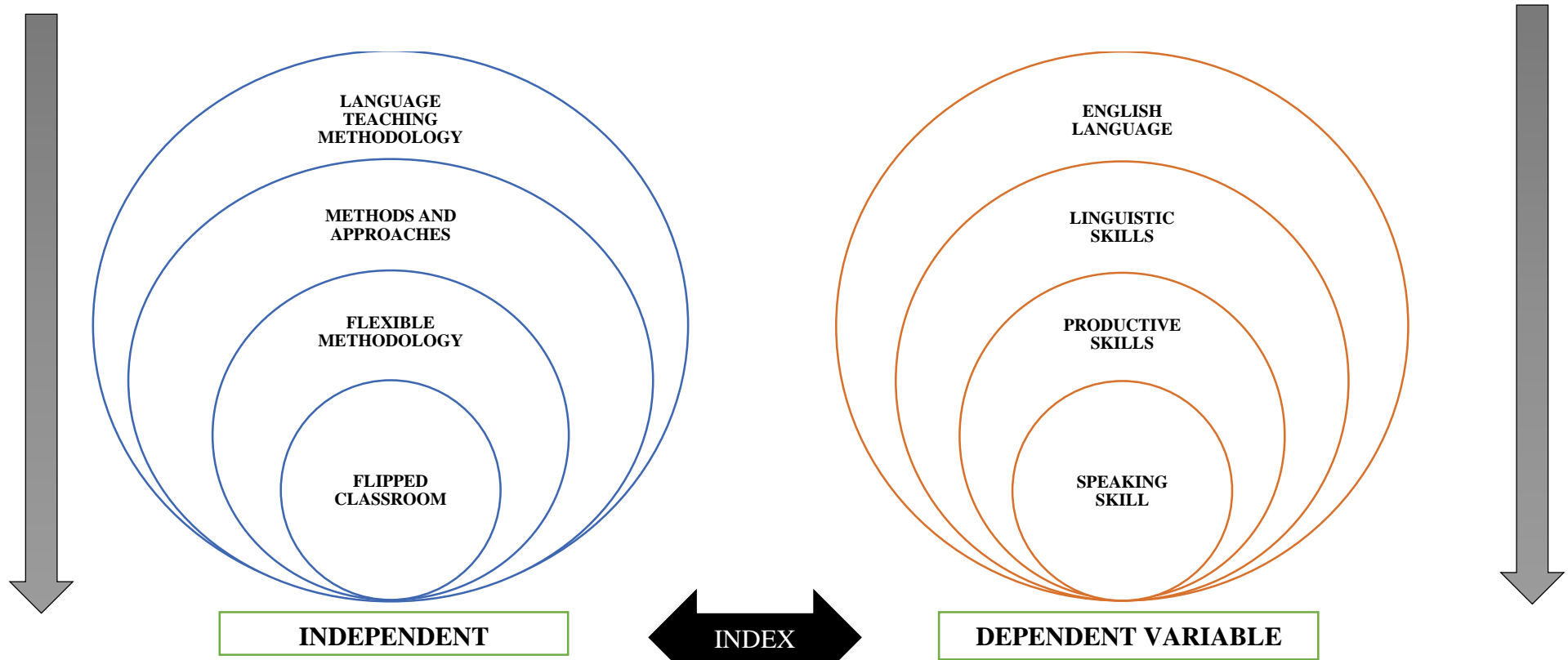


Figure 2. Key Categories

Author: Telenchana, S. (2018)

2.4.1 Independent Variable

LANGUAGE TEACHING METHODOLOGY

English is an international language, it lets teachers to access to understand the world of other cultures and their own. It lets to communicate, develop personal, social and intellectual skills. It is so important to know the methodology applied to teach it. (Council, 2018) “Methodology is a system of practices and procedures that a teacher uses to teach.” It is going to be useful because it is based on our beliefs about the nature of a language. They can be applied according to the needs of the learners. Teachers can mix some methods and approaches. It will depend on aims of each lesson, expectations and resources. Moreover, methodology is so different from the methods. (Rodgers, 2012) “In language teaching, methodology means the study of pedagogical practices in general, including theoretical implications and related research.” It can include the resources we use to teach.

English teachers need to know about methodology to teach a language to motivate people to know another culture, they must have develop some techniques in order to have positive results in some practices in the classroom and outside. (Stern, 2003) “ Language teaching, a great deal of theorizing, experimentation, innovation, debate, and controversy has occurred in the hope of improving practice and of making language teaching more manageable, more affective, and more interesting.” It is important to look for methods which can help teachers to develop the four skills in our students to have good results. English is learnt as a second language and that is the reason because it could be weaker to acquire easily. It is important to create conditions and to have a warm environment in order to have profitable results to get our aims.

2.4.1.1 METHOD AND APPROACHES

The active and interactive methodology allows learning and evaluation when participating in activities in which the main objective is not to show or exemplify the functioning of grammatical structures but to carry out actions in the foreign language (Verspoor, 2015). These methodologies allow students to be actors who use the foreign language to communicate actively both in the classroom and in environmental circumstances that require it. In this way, processes of socialization

and knowledge construction are fostered and links are built with others, which allows them to develop tolerance, respect, solidarity, and appreciation for themselves and for other human beings (Ullman, 2015).

There are some useful methods to teach English as a Foreign Language:

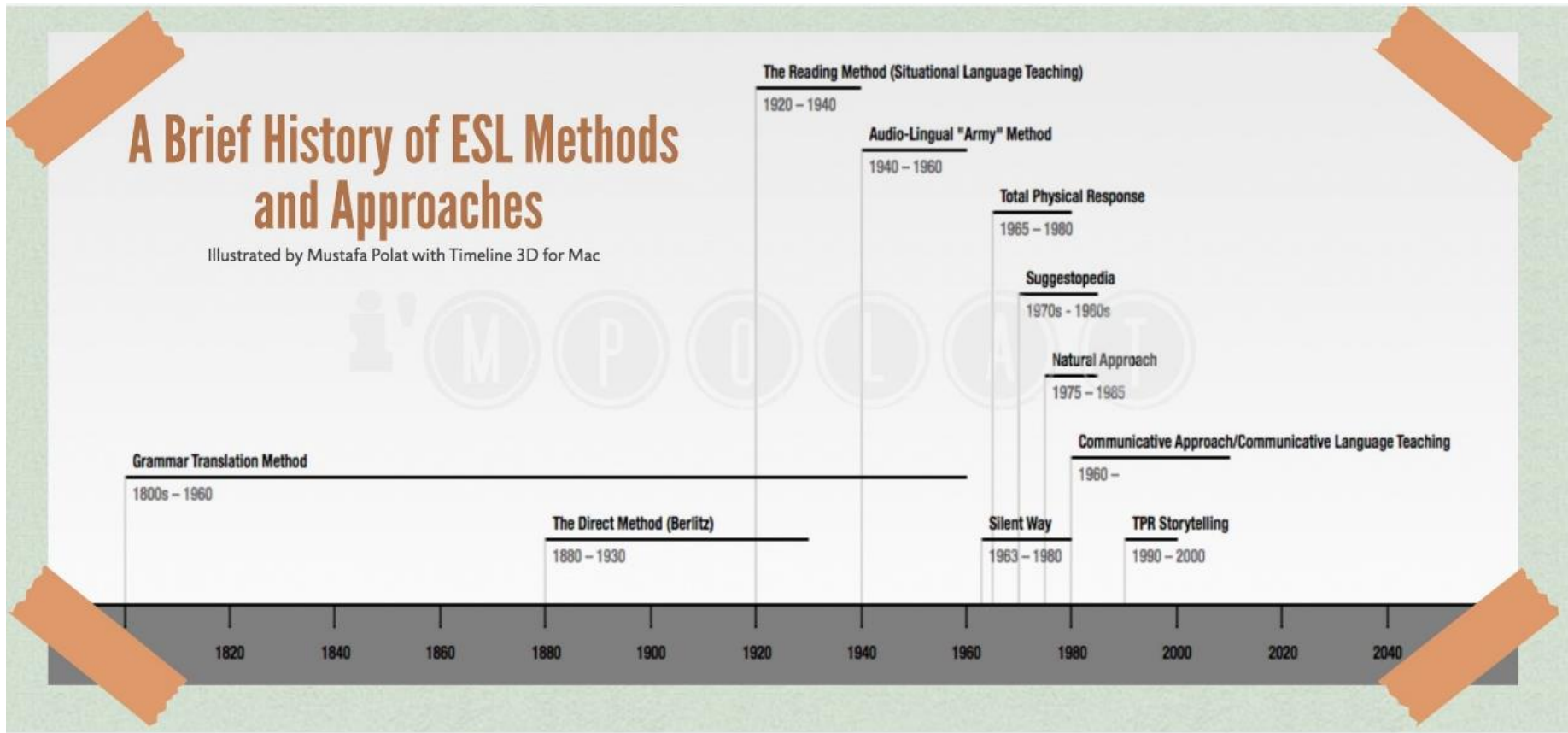


Figure 3 Methods to teach English through history Scullion, M. (2017)

Nowadays, there are new innovative methods:

2.4.1.2 Trends in 20th Century language teaching

Table 1. A technological and interactive class to learn English

METHOD	CHARACTERISTICS
Communicative Language Teaching.	Understanding of English through active Student's interaction: role plays, games and information games.
Task Based-Learning.	Content based on relevance to student's lives: topics, tasks and problem-solving.
The Flipped Classroom Method.	Students are introduced to content at home, and practice working through it at school. It was implemented in 2012/2013.

Author: Zhansaya, K. (2007)

The playfulness factor is a very important element in the student's life as it establishes a connection between his or her usual activities at home and in the neighborhood and what happens in the classroom (Spoelman, 2010). Playful activities have the advantage of having schemes known beforehand by the children and therefore provide a familiar framework for developing the new learning. In addition, they lead to the creation of a context that is shared and recognized by all and that allows students to significantly anchor new elements in something they already master.

2.4.1.3 Methodologies that integrate the known with the new knowledge.

This process of reflection is aimed at making them aware of the relationship between what they are learning and what they already know, to make room for the

knowledge and experiences that they bring to the classroom and show them that they form a coherent whole (Richards, 2003).

2.4.1.4 FLEXIBLE METHODOLOGY





Flexible methodologies allow students to use their learning strategies without the extreme rigidities of some traditional methodologies and offer teachers a variety of activities and the selection of appropriate techniques and procedures for each case (Schmitt, 2001).






2.4.1.5 Methodologies that value affective factors


Taking into account the primary role that affectivity plays in children's development (Bruner, 1975), the importance of creating an effective atmosphere in the classroom and reducing the effective filter in order to maximize the level of motivation and interest is highlighted (Krashen, 1981). Creating an equal environment for boys and girls gives them confidence and creates appropriate conditions for them to develop their autonomy and creativity together.

The technological materials are varied according to their purpose but most of them have an educational purpose, which is why teachers have seen the need to establish available and basic tools to apply and solve the subject and generate learning in the student that leads to the resolution of socio-educational problems. With regard to the Flipped Classroom methodology, there are programs created only to design to the degree or level that you think is convenient for those who want to apply for educational purposes and this time select programs that facilitate the creation and dissemination of videoconferences, activities and practical exercises on the content to be studied.

Table 2. Technological tools for Flipped Classroom

<p>Blog</p>	<p>A space on the web that allows interactive or passive materials to be shared sequentially and this gives the student the opportunity to contribute their own points of view. With this program, young people have the contents covered at their disposal whenever they need to revise them.</p>	
<p>Edmodo</p>	<p>Educational platform similar to a social network but different in its diffusion and proprietary so it is not open at the same time but by a specific group.</p>	
<p>Twitter</p>	<p>It is a free application on the Internet that allows you to write small texts, links or images that can be viewed by anyone.</p>	
<p>Facebook</p>	<p>The user sets his/her own profile, creates photo albums, shares videos, writes comments, creates events or shares his/her mood; it is open to everyone who is involved in this platform unless certain users are blocked or are not involved in the group.</p>	

Moodle	The free, flexible and basic program used for the creation and management of online courses, developing a virtual learning environment, its objective is to generate enriching learning experiences.	
Podcast	It is a sound file that can be found on the network can be stored on any portable audio device.	 Podcast
PowerPoint	This software allows you to create presentations that you can share through the theme without the need for the internet, each of the spreadsheets can incorporate text, photos, illustrations, drawings, graphics tablet, movies, etc..	
Keynote	This software allows you to design presentations with advanced effects and tools. It offers visual tools and allows to insert reflections and frames to the images and to order data in interactive graphics.	
YouTube	This software has more than seven hundred thousand educational videos. This implies a multitude of resources that the teacher must take advantage of, as long as it is related to the issues raised.	

Quizbox	This application allows you to insert multiple-choice questionnaires on our website, this benefits the teacher who wants to meet each group of students according to their educational needs	
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Author: Telenchana, S. (2018)

Source: (Bishop & Verleger, 2013)

2.4.1.6 THE FLIPPED CLASSROOM METHOD

The conceptual and basic idea of an inverted or flipped classroom is found in Bergmann and Sams' book (2012), which specifies that in a flipped classroom what was traditionally done in class is now done at home, and what was traditionally done at home is now completed in class.

Achútegui (2014) states that:

"Flipped Classroom is a pedagogical model that transfers the work of certain learning processes outside of the classroom and uses classroom time, along with teaching experience, to facilitate and enhance other processes of acquisition and knowledge practices within the classroom.

This constructivist model according to its definition makes a significant focus on the learning process, where the student occupies the necessary time and adequate place, according to their realities to acquire concepts and generate a simple and proper construct for their competence and the teacher also has time with this process to carry out other activities that benefit the learner enormously.

The invested class consists fundamentally of using the time outside the classroom to carry out certain teaching-learning processes that have been developed within the same generally, in the classroom time is fundamentally used to promote and facilitate other processes of acquisition and practice of knowledge (Ruiz, 2014).

The FC Guide is a compilation of best practices and community resources. It is a model that transfers the learning processes outside of the classroom, and at the

moment of attending the class, knowledge is reinforced by means of debates, group work, individualized work, etc.



Figure 4 Flipped Classroom

This new methodology opens another possibility to learn in a systemic, integrative, critical and meaningful way. This new model in education is generating relevant paradigms for the empowerment of knowledge and its development.

The "Flipped Classroom" is being applied by many of the institution's teachers nationwide prior to the knowledge acquired. This current methodology could fully support the interactive learning process through the identification of didactic sessions that are different from those that we apply today in traditional classrooms.

In the flipped class, working models change and the roles of the traditional class are reversed thanks to the support of ICT. The teacher's masterclass is replaced by a set of online materials, which can be videos, readings, etc. that the student can consult, view, and contain theoretical and procedural content on a given topic or subject (Prabaharan, 2014).

This methodological model is a good way to take advantage of ICTs. A pedagogical model that changes certain processes that in one way or another were linked to the classroom and transferred to the educational environment. That is, it reverses the traditional way of understanding a class.

Bishop and Verleger (2013) define the inverted class as an educational technique consisting of two parts, one that occurs inside the classroom with group learning

activities, and one part outside the classroom with direct individual lessons on the computer.

The fundamental pillars of the flipped classroom model according to Hamdan et al. (2013), which many authors cite including Little (2015), are four:

Table 3. Pillars of the Flipped Classroom

Pillar	Description
Flexibility	Flexible learning environments, in which the student chooses when and where to learn. In the same way, the teacher must be flexible when facing a new landscape in the classroom.
Change	A change to a learner-centered learning model, in which classroom time is invested in deepening previously selected topics or issues that arise in the process itself, and creating more enriching learning opportunities
Design	The teacher who chooses the flipped classroom model to develop his or her classes must choose which concepts, subjects, and themes are the most suitable to be explored individually, and which are the most appropriate to take to the classroom, where they must adopt different strategies.
Teaching	Expert and professional educators, who know how to identify and guide the class at all times and can move from an explanation of the whole to an individual approach, maximizing the time spent in contact with their students.

Author: Telenchana, S. (2018)

Source: Hamdan et al. (2013)

It is, therefore, a mixed learning in which the students at home carry out tasks such as learning online content through videoconferencing, reading and in class carrying out tasks that require greater interaction and collaboration with their classmates or a more personalized guide by the teacher. In this way, it promotes active learning, collaborative work and project work.

Another important factor to encourage in order to improve the teaching and learning process is motivation. Many of the failures in education are due to a lack of motivation, which causes the student to lose interest in learning. This fact is presented as learning difficulties in university students and can be attributed to the passive role they play during traditional classes (Andrews, Leonard, Colgrove, & Kalinowski, 2011). The authors themselves propose active learning as a possible improvement to this situation, to get the student to participate and play a leading role in his or her learning.

Wasserman, Quint, Norris, and Carr (2015) state that the flipped classroom methodology is seen as the solution to a combination of pedagogical problems. Educators are confronted with overly passive and disconnected students in traditional master classes. The flipped classroom is presented as a methodology that encourages more active and collaborative learning, which also facilitates adaptation both in time and in learning rhythms, promotes self-regulation and easily combines the corresponding space with formal and non-formal education.

How to do a Flipped Class?

Different resources and strategies can be used to invest in a traditional classroom, as many as teachers who decide to address these challenges may have ideas for. One of the possibilities is to create short videos and podcasts recorded by the teacher himself or to use other existing videos on the Internet with the necessary concepts and/or explanations. Another possibility is to use screencast videos, which are recordings of an explanation developed by the teacher on his or her electronic device (computer, tablet, etc.), is a kind of film of what the person recording can see on his or her monitor. Any of these formats must include key learning content and they will be viewed as homework (Abeysekera & Dawson, 2015).

Another option, less effective according to the cognitive theories of multimedia learning of Mayer (2009), is to use previous readings or static presentations of the basic contents. On the other hand, and according to Brown (2012), the students receive better recordings made by the teacher himself. In this way, a greater approach is achieved, reducing the possible distant perspective that an online explanation may provide.

Once classroom time is freed up, this time is invested in activities that encourage student participation in class, through questions, problem-solving, project development and application of ideas and concepts, constructivist teaching and learning methods (Tourón & Santiago, 2015).

These activities are usually carried out in small groups and are guided and led by the teacher in the classroom. Teachers can also use certain concept evaluation tests, carried out after watching videos at home, with questions on the subject matter included in a set of online questions. Through the analysis of these tests, the main shortcomings of the group and conflicting points in the learning process can be identified.

Santiago (2015) offers up to 100 different tools for visualization and/or video production, concept evaluation tests, teamwork, etc. Many resources that facilitate the development of the flipped classroom.

Virtual fields (considered as part of the so-called Learning Management Systems) act as the learning environment that the teacher will use to facilitate online content, encourage online discussions, collect answers to questions asked about the subjects covered, as well as any activity that is raised or used as a resource.

Rotellar and Cain (2016) propose a series of premises as initial recommendations when implementing and developing a methodological strategy based on the inverted class:

1. Use academic programming to determine what content should be presented outside the classroom and how to design classroom learning activities.
2. Facilitate possibilities for individual and group academic development to help university members in the paradigm shift.
3. Recognize that the natural dynamics of the classroom may require the need for support in the classroom.
4. Be aware that the rule change can overwhelm a large number of students who must be re-educated in how to succeed in this new classroom.
5. Correctly connect the activities prior to the class with the activities that will be carried out in the classroom.

6. Advise students to understand exactly what they need to know or do before going to class.
7. Give students options to ask questions and/or clarify information about the contents proposed and presented by the teacher outside the classroom.
8. Focus classroom activities to help learners think like future experts.
9. Promote opportunities for formative evaluation to understand what they know and what they don't know.
10. Resist the urge to retrain students who do not prepare properly. They must be made aware of their responsibility as future professionals.
11. Be careful not to overload students with too much content outside of class, too many videos, materials, readings, and other documents or resources.
12. Assess what knowledge, skills, behaviours, and attitudes are desired by students. There is no point in teaching and developing critical thinking and problem-solving in the classroom and only evaluating knowledge.
13. Be prepared to adapt teaching and learning activities as they are seen to contribute or not to learning.

Advantages of Flipped Classroom

As with any methodological approach, the inverse class has its advantages and disadvantages, and some of the great advantages offered to education can be mentioned, using this type of current methodology that implies a great help for the educational improvement of the learner and the educator.

- The Flipped Classroom or inverse class allows you to get completely involved in the subject, visiting the interactive activities designed as many times as you think necessary to understand.
- Outside the classroom, this programmed methodology allows for online participation through forums, debates, group and personal discussions with colleagues and the facilitator or tutor, making judgments of one's own values concerning the topic.
- Develops the student's critical and analytical thinking.
- In class, participate actively in problem solving and collaborative activities and discussion in class.

- It allows the student to become a protagonist and an essential part of his or her learning.
- It increases the student's commitment because this method makes him/her co-responsible for the learning process.
- Teachers are more efficient in their daily work because they have more time and space in their activities.
- Reduces the problem of stress generated by excessive teaching work.

However, there are also criticisms and disadvantages to this method of teaching that are indispensable to know in order to know under what circumstances this type of teaching can be developed and put into practice. There are some disadvantages that can be mentioned.

Also, Fulton (2012) and Roehl (2013) mentioned between the different advantages and potentialities the flipped classes are:

- The student advances at his or her own pace
- Doing homework in class causes teachers to observe students' different learning styles
- The teacher can more easily customize and update the materials to be provided to students
- It allows the integration of specific videos on the subject in question with class recordings, web sites, relationships, etc.
- It enables teachers to gain more knowledge related to student learning, mainly due to greater student-teacher interaction while they research and perform their tasks.
- Better use of the hours of physical presence in the classroom
- Technology support allows for more flexible and new approaches to learning
- Lectures are available at any time for students who are absent from class

Disadvantages of Flipped Classroom

- To apply this model requires a lot of dedication and effort on the part of the teacher to properly organize its contents and that they achieve the objectives.
- Although it is true that technology has made great strides in education, it is limited to the permanent connection to the Internet, which unfortunately is not available in some educational areas.
- Some students do not have their own technological devices, so they have to go to a centre for this purpose.
- To have Internet, this would be a limitation in the case of some students who do not have sufficient financial resources.
- Health is an important part of the company's human being, so if a child spends a lot of time in front of a screen, it could cause weight gain, sleep problems, inattention, anxiety, among others.

These are some of the disadvantages that the teacher must be aware of in order to look for suitable alternatives to put his new methodology into practice, but it is believed that any innovation is good and just as there are disadvantages there are also advantages that make a project of change emerge positively.

The inverted class is not exempt from its disadvantages as they may be:

- Give more relevance to technology than to pedagogy and focus only on recording the classes, forgetting that the key will be methodological changes.
- Thorough preparation is necessary to make it really work, which requires more effort and time for the teacher.
- It should be borne in mind that teachers will upload their videos to YouTube and not all students have adequate access to mobile devices and the Internet.
- It means that students spend more time in front of the screen.

Teachers' role in Flipped Classroom

The class is not an adequate methodology in the teaching-learning process if the teacher does not have an extraordinary level of knowledge of the subject, is not

really motivated and does not have good communication skills. The flipped classroom is presented as a methodology that compensates for these shortcomings of the teaching staff, encouraging much more constructivist learning.

Mason et al. (2013) in their research project, remember that implementing this methodology requires a substantial initial waste of time for video recording and editing. To this should be added extra time to identify and develop sufficient and appropriate problems, activities and tasks to be carried out during class time. It is evident that once this investment of time has been made, the material designed can be recycled in future courses, always with the extra enrichment provided by each different group of students.

Teachers face different challenges when deciding to follow this methodology, including developing appropriate elements that will be used both inside and outside the classroom. According to Ni et al. (2015), not only the students but also the teachers require certain skills in order to face this methodology, such as handling multimedia presentations and digital technology, capacity for collaboration and communication.

On the other hand, the teacher who takes over the Flipped Classroom must again consider what to do with the time in class that was previously allocated to the master class. It is not only a question of discussing the content previously visualized, the time in class is very valuable and the teacher must make the best use of it to use his or her knowledge, experience and skills to help students think, reason and build knowledge according to the discipline in question (Rotellar and Cain, 2016).

The table shows an adaptation of Tourón and Santiago (2015) on the role of teacher and student in reverse learning.

Table 4. Teacher and students' roles in Flipped Class

Time	Roll	Traditional class	Flipped Classroom
BEFORE THE CLASS	Students	They read and perform certain exercises.	After watching a video (usually), they answer a package of questions, the answers to which are collected.

	Teacher	Prepare the exhibition or master class.	Prepares diverse and enriched activities.
BEGINNING OF THE CLASS	Students	They have little previous information	They have concrete questions prepared to guide their learning.
	Teacher	Assumes what is important and relevant	You can and should anticipate where students will have the most difficulty
DURING THE CLASS	Students	They're trying to keep up.	They develop skills by carrying out collaborative work, problems, and exercises of different difficulty.
	Teacher	Develop the lesson with the previously prepared material. And try to cover the entire curriculum.	The teacher acts as guide and counselor, according to the needs of the group. Develops micro-lessons that delve into key points, more advanced or deficient levels.
AFTER THE CLASS	Students	They carry out activities and exercises at home related to the subject matter.	They continue to apply the knowledge acquired in greater depth after clarifying doubts and with the teacher's instructions.
	Teacher	Corrects/supervises/qualifies activities and exercises performed at home.	Provides additional explanations, provides new resources and monitors work
TUTORIAL HOURS	Students	They ask for confirmation on what to study, what is more important. They ask questions about concepts explained in class.	They are able to apply for help in areas where they have the greatest shortcomings.
	Teacher	Frequently repeats excerpts from class.	Continue orientation and guidance until further learning.

Author: Telenchana, S. (2018)

Source: (Tourón & Santiago, 2015)

This description of roles to be assumed by the teaching staff and students in a CF coincides with the structure proposed by other authors such as Kuiper et al. (2015) among others.

2.4.2 Dependent Variable

2.4.2.1 ENGLISH LANGUAGE

English is considered the language of science and technology (Geysler, 2010). Consequently, if a person is able to communicate in English, it brings with it many benefits: it gives access not only to current and relevant information from primary sources but also to communicate with people all over the world.

The English language has made its way around the world, it is used in the academic, scientific, technological and business areas, and this is why it has become a real necessity to learn it (Baker, 2003). It can be argued, then, that English is one of the most important languages after Mandarin Chinese in the era of globalization.

In Ecuador, the Ministry of Education has made it compulsory to learn English in accordance with the needs of a linguistically and culturally diverse population. (Educación, 2016) That is why new curricula have been inserted where students, regardless of their mother tongue, learn the English language at primary, secondary and higher levels to meet the needs of today's world, where one of its objectives is to develop the personal, social and intellectual skills necessary to reach their potential and participate productively in an increasingly globalized world. On the other hand, the ministry proposes as a principle a communicative approach to the language, where it is better learned as a means of interacting and communicating, and not as a set of knowledge to be memorized.

It also establishes the levels of English language proficiency that students in Basic General Education (EGB) and Unified General Baccalaureate (BGU) must achieve.

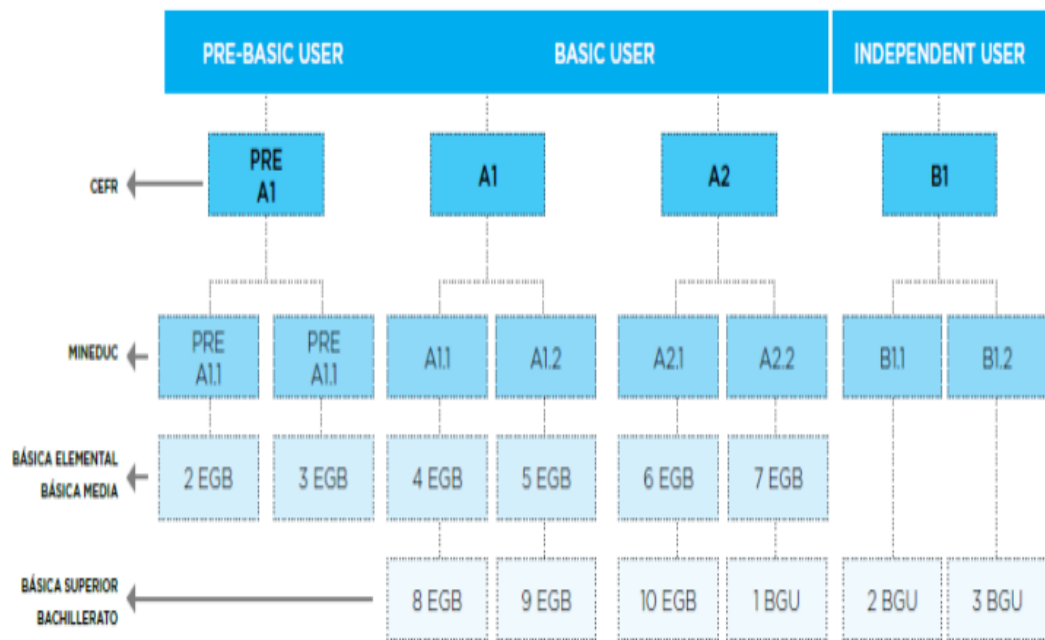


Figure 5 English language proficiency. Ministry of Education (2016)

2.4.2.2 LINGUISTIC SKILLS

Linguistic skills

It is clear that this skill is about producing words in an appropriate way so that there is the adequate reception of information. It includes a process for participants to create their own environment by taking into account their own or collective experiences to be used in speaking. However, this is not planned in most cases.

According to Willis (2012), listening, speaking, reading and writing language skills cannot be isolated; in real life, they must be integrated for communication to occur. Language skills then measure people's ability to understand and express themselves, both in written and spoken form.



Figure 6 Linguistic skills. (Willis, 2012)

Widdowson (2001) mentions that all four English language skills are classified in two ways. The first, speaking and listening are related to the expression of language through listening, while reading and writing are related to the expression of language through the visual medium.

The second way to classify them is by the speaker's usage activity; the skills are divided into active skills or productive speaking and writing skills and passive skills or receptive skills: reading and listening.

	Active/Productive Skills	Passive Skills
Auditive medium	Speaking	Listening
Visual Medium	Writing	Reading

PRODUCTIVE SKILLS

Productive skills are more communicative than receptive skills, in the same way, these are the basis of the learning process, and thus enable the student to achieve communicative competence. (Coll, 2008).

However, (Publishers, 2015) it is very true that in English language instruction, more emphasis is placed on receptive skills for many reasons, whether these are internal or external.

Oral skill (Speaking)

The productive skill in English is known as Speaking which is used to provide information. (BBC, 2010) The most important step in making the sounds in the

content meaningful is to use a selection of clear sounds. In order to obtain and reach this objective, the teacher is the main tool for students to follow the appropriate model in order to reach the oral practice in a very correct way, many times this is achieved by means of practices supervised by the teacher.

It is very important the time given to this type of practice, the more practice there is, better results will be that will provide high oral performances. (Leicester, 2009) Among other important points to follow, the grammatical structure must be taken into account in a clear way, which at the same time helps to accelerate both oral and written skills because at the moment of speaking these two English language skills are put into practice. The means and tools to understand structures are seen in the use of grammar obtained from the English language, they help us to share our thoughts in a foreign language, and they also help us to relate grammar in a practical way.

Likewise, oral expression involves the written skill that is the productive ability in the English language. (Allen, 2017) Once communication has emerged, understanding and production skills will become more effective. This skill, while it is true, has to be acquired in the most obvious way possible, and it is done by speaking, practicing if possible within a proper environment in which phonemes, stress, sounds and applied movements are taken into account so that the results are greater and better.

(Thurman, 2011) Knowing how to express oneself helps a lot to make it easy to understand and in this way people create communication, in this process, it is essential to take the following into account:

- What does someone say?
- Why does someone say?
- What's the point of saying that?
- To whom it is addressed what is said?

Micro Skills

- To produce sentences (chunks) of different lengths.
- To produce different patterns of accentuation, rhythm, and intonation.

- To use the appropriate number of words to achieve a purpose.
- To monitor oral production and use of textual cohesion (e.g. pauses, self-correction, etc.) to improve message clarity.
- To use grammatical word classes (nouns, verbs), systems (tenses, pluralization), word order, patterns, rules.
- To use cohesion mechanisms.
- To use communicative functions appropriately according to situations, participants, and objectives.
- To use appropriate logging and conventions in conversations.

Macro skills

- To use cohesion mechanisms in spoken discourse.
- To use communicative function according to situations, participants, and objectives.
- To use appropriately registration, implications, grammatical conventions and other sociolinguistic features in face-to-face conversations.
- To use connectors between communicative events: for example, logical connectors between the main idea and the supporting ideas.
- To use facial expressions, body language, and other nonverbal signs in conjunction with verbal language to convey the message.
- To develop and use speech strategies such as keywords, reformulation, providing a context for interpreting the meaning of words.

2.4.2.3 SPEAKING SKILL

Oral communication, reading, and writing are curricular discussions, which include specific skills related to the use of ICT to support and enhance the ability of oral and written expression, which facilitates organization, autonomy and independence. Today's students must, therefore, be equipped with the learning strategies that enable them to become effective lifelong learners (Kurani & Muho, 2014).

Speaking as it is well known is a productive language skill that involves the use of speech to express meanings to others. Develops the student's ability to express him/herself easily orally in a foreign language. That is why speaking is defined as a productive skill in the oral modality. (Juel, 1999).

This type of oral production activity in which the user of the language produces an oral text is received by an audience of one or more listeners. This confirms that speaking is a process of construction of meaning that involves the production, reception, and processing of information (Brown D. , 2007).

Aspects that measure oral proficiency level

Pronunciation

Pronunciation is conceptualized as a necessary part of speaking (oral communication) that includes three important elements such as: making correct sounds of a particular language, understanding how to indicate the greatest intensity in the pronunciation of words and how to use proper intonation. (Boyer, 2008).

Grammar

Grammar is the study of the rules and principles of a language that govern the way words are used and organized in a sentence. According to Batstone (2003), grammar is an integral part of the language, it is a set of rules that deal with the syntax and structure of words (morphology) of a language in order to have coherence in each sentence.

Vocabulary (Range)

There are many definitions of the term vocabulary; however, Lang (2009) emphasizes that vocabulary is the repertoire of words that a person has to communicate. The author suggests three types of categories that involve knowledge of a word at both the receptive and productive levels

- A form of the word: includes both spoken and written form, as well as parts of words (suffixes, prefixes)
- Meaning of the word: Forms of connection and meaning.

- Use of the word: Includes grammar functions, derivatives, and usage restrictions.

Accuracy

Riddell (2014) mentions that accuracy in the handling of a language involves the correct use of a language's system; both of grammatical structures and of vocabulary and pronunciation. On the other hand, precision is understood to mean how close the structure of the unit of analysis of oral discourse is to the target language (Ljungberg, 2011).

Fluency

The term fluency is commonly used in a broad sense, as equivalent to global oral competence (Conklin, 2005). However, it can be used in a more limited way to refer to the way of expressing oneself (Crouch, 2007) as a component of language performance. Fluency tends to be assessed holistically by standardized test evaluators and has been characterized in terms of comfort, eloquence, ease, and degree of resemblance to native speech.

However, researchers in the field of second languages prefer a more precise definition of fluency and agree that fluency itself is multidimensional. Skehan (1996) distinguishes three dimensions of fluency: speed (speed and density of the linguistic units produced), the breakdown of fluency (number, length, and location of breaks), and repair of fluency (false starts, formulation errors, self-correction and repetitions).

Interaction

Good interaction is made up of two processes according to Vercelloti (2015). First, the speaker may have difficulty with grammar, vocabulary, and pronunciation when communicating; however, at this point, the important thing is how creative the speaker is with the language he or she knows. Second, the listener also has responsibilities, must listen carefully and provide feedback to show if the message was understood.

CAPITULO III

RESEARCH METODOLOGY

The methodology put into practice with this experience is an active and participative methodology in which the student becomes the central axis of the teaching-learning process being the creator of the content that will form part of the development of the subject in subsequent courses.

3.1 Basic method of research

This research arises from the existence of new paradigms that through previous knowledge acquired in the training, is intended to improve the learning process with the application of a new interactive pedagogical approach, flipped classroom, that allows teachers to change their role in the well-being of themselves and the student.

This work applied a qualitative-quantitative approach that allowed to develop an interactive learning with significance according to the technological advance. It is well known that technology walks at a great pace, so it is necessary to go hand in hand with technology. The teacher as the fundamental axis in the learning process must take advantage of a suitable methodology, the Flipped Classroom.

It is a bibliographic documentary because it is based on reference sources such as books and texts. Internet, which allowed the use of a variety of concepts recorded in certain documents to carry out the proposed research. Bibliographic research methods will be the means to identify and select the necessary information from the existing literature on the application of evaluation tools.

3.2 Level or type of research

- **Qualitative:** This investigation is qualitative because the application of the flipped class as a complement to the interactive learning process. It can be qualified with non-numerical parameters in which there is an organization such as unsatisfactory, satisfactory, very satisfactory.
- **Quantitative:** Interactive learning can be graded with numerical values, the same that allows to determine figures correlated with the object of study,

with the percentages of the results referring to the support that the inverted classroom provides to interactive learning.

- Descriptive: It helps to describe the characteristics of the population, it is used to concrete conclusions about the phenomenon that we are investigating. Moreover it lets teachers to take decisions about using this kind of method. So, a survey is used with ten questions will be employed and applied to both students and teachers based on both variables of the thesis.(See annex 1)
- Quasi-experimental: This research is being conducted in in field settings to evaluate the effectiveness of the flipped method in the speaking English development, it is going to be evaluated through the use of a pre-test (See annex 2) and a post-test. (See annex 3).
- Exploratory: The study explores through an interactive, collaborative and critical work in order to analyse the effect of using in the flipped classroom method to enhance the speaking skill. Also, it measures the effect of the independent variable on the dependent variable allowing us to collect more data and information.

The process in this investigation was:

1. Apply the pre-test February 19th, 2018. (See annex 2)
2. Experiment February 19th to March 23rd 2018.
3. Application of the interactive activities (eBook) February 19th to March 23rd 2018.
4. Apply the post-test March 23th, 2018. (See annex 3)
5. Tabulate the date February to July 23rd 2018.
6. Apply the survey March 23th, 2018. (See annex 1)
7. Present the results. July 23rd 2018.

3.3 Population

The research was applied to first-year students of technical baccalaureate of “Mario Barona” high school. The population involved in the study were 66 students. In order to take the lathe current research project a questionnaire was applied to the population of the treatment group.

Two groups (teenager learners over 14 years old) of First-year students of technical baccalaureate at Unidad Educativa “Mario Cobo Barona” were compared as the treatment and the control group. The treatment was carried out from February 19 to March 23 2018. 33 students participated in the research study involving 25 hours of teaching in each group, plus 4 hours of testing (2 hours each for the pre-test and the post-test). Regarding the participants, this research involved two groups of teenager learners of the same age range, 14-16 years old, whose English level proficiency was “A2.1 beginner” and whose native language is Spanish. The course of 33 students: “A”, with 15 females and 18 males, and course “B”, with 14 females and 19 males. There was no specific sampling procedure for the selection of the study groups. The groups were assigned by the school according to its policies and may be considered intact classes. However, the classes are comprised of similar demographics. Each class was taught with the same curriculum, and for the same amount of time - 5 hours per week - during a month period. Each group was coded. Course “A” (treatment group) is A2 A, and course “B” (control group) is A2 B. The aim of this research was to identify which group / class learned more in order to improve the speaking skill.

The EFL students in the treatment group spent English classes using speaking material designed by the researcher specifically for the study according to institutional English curriculum. The learners in the control group used only the speaking activities presented in the Ecuadorian Institutional English course book entitled “English A2.2”.

- Scope: Unidad Educativa “Mario Cobo Barona”
- Time: February 19 to March 23 2018, five hours weekly for the duration of five weeks.
- Element: Two regular A2.2 Level English courses.
- Sample: N = 66 students (Non-random sample group).

- The study was carried out with 66 people, 37 men (56%) and 29 women (43.9%), students of the Unidad Educativa “Mario Cobo Barona” who studied English level A2.2 during the period from February to July 23 2018.

Object of study	Quantity
First-year students of technical baccalaureate	33
Teachers	1

3.4 Operationalization of Independent and Dependent Variable

3.4.1 Independent Variable

Independent Variable	Dimensions	Indicators	Item	Techniques and instruments
<p>THE FLIPPED CLASSROOM METHOD Characterizations</p> <p>It is based on "inverting" the traditional class, on the fact that students identify disciplinary content, through the use of the flipped classroom method. Technology has a positive impact in the education process and makes teaching speaking skills more interesting and fun. It really motivates students to learn and use the target language.</p>	<p>1. The flipped classroom method</p> <p>2. Speaking</p> <p>3. Motivation</p>	<p>-Monitoring of the learning process to the students permanently. Establish methodological strategies according to technological advances</p> <p>-Interact efficiently with the educational community</p> <p>-Active and collaborative learning -Autonomy and creativity</p>	<p>Does it apply a different methodology, with technological resources for classroom activities and homework submission?</p> <p>Do you know the Flipped classroom or Reverse Class methodology?</p> <p>Would you like to apply a new innovative "Reverse Class" model in conjunction with Interactive Learning to improve the learning process?</p> <p>Do you think the new "Reverse Class" model and Interactive Learning will be more effective than Common Learning and Traditional Class?</p> <p>Will the use of a new Flipped classroom pedagogical model help students improve their cognitive skills and abilities?</p>	<p>Technique: Observation</p> <p>Instrument: Questionnaire</p>

3.4.2 Dependent Variable

Dependent Variable	Dimensions	Indicators	Item	Techniques and instruments
<p>SPEAKING SKILL Characterizations</p> <ul style="list-style-type: none"> • It is the linguistic skill that a person develops the oral proficiency to speak and communicate correctly in the English language, it is available through the use of new classroom speaking techniques. 	<ul style="list-style-type: none"> • Skills • Oral proficiency • Classroom speaking techniques 	<ul style="list-style-type: none"> • Micro speaking skills • Macro speaking skills • Pronunciation • grammar • Interaction • Accuracy • Vocabulary • Interaction • Discussions • Role Play • Simulations • Information Gap • Storytelling • Interviews • Picture Narrating • Picture Describing • Find the Difference • Story Completion 	<p>Do you think hearing is a skill that allows you to speak English correctly?</p> <p>From your experience, do you consider reading to be a skill that allows you to speak English?</p> <p>Do you believe that Effective Communication is a skill within speaking the English language?</p> <p>Based on your daily classes, do you consider interpersonal relationships to be skills that a person develops when he or she speaks English correctly?</p> <p>Do you believe that the application of new strategies in speaking skills will allow for greater effectiveness in the expression of the English Language?</p>	<p>Technique: Observation</p> <p>Instrument: Pre-Test Post –test</p>

This study has been developed in a five-week period during the February 19, 2018 to March 23, 2018 at Unidad Educativa “Mario Cobo Barona” to identify the pre-treatment academic speaking skills of the participants, a pre-test was applied . This pre-test (See annex 2) required participants to face a situation in which they have to answer 5 questions and make 5 questions. A rubric (See annex 4) was used to grade the students speaking performance.

Next, the participants were introduced to the new way of teaching and learning process, flipped classroom. Then, weekly speaking lessons were held for five weeks. Each weekly lesson encompassed two one-hour sessions devoted to in-class activities and one hour of collaborative learning in order to practice speaking. The treatment was based on Bretzmann’s (2013) practical strategies for flipping a class and Thornbury’s, (2005) suggestions about teaching speaking. The interactive activities were compiled in a manual called “Flipping A2.2 class” in Chapter VI, also referred to as the Proposal.

After the treatment, participants were required to perform a short speech according to a specific topic taken from the institutional final tests as a post-test (See annex 3). It must be from 2 to 3 minutes long.

Complementarily, a multiple choice survey was administered at the end of the treatment with the aim of gaining a self-reported perspective from the participants regarding the application of flipped classroom and its influence on the development of their speaking skills.

3.5 Method of data collection

Both primary and secondary data collection techniques and instruments were used. The survey (See annex 1) that allows the collection of information through the application of questionnaires addressed to teachers, authorities and students of the Institute.

Scientific reading with the use of education books, evaluation, evaluation techniques, learning evaluation, curricular updating of speaking. Undergraduate thesis on the Evaluation of Learning in the English Area.

The information gathering technique to be used in this paper was investigative using subject modality and also a survey (See annex 1) based on the traditional classroom process with the Flipped Classroom.

3.6 Data collection and analysis

The data collected is processed according to certain procedures: Critical review of the information collected. Also, the cleaning of faulty information: contradictory, incomplete, not relevant etc. Then the repetition of the collection of, in certain individual cases, to correct response failures. Finally, the tabulation or tables according to variables and statistical studies of data for presentation of results.

The representation of the results was made by means of a pie chart, each one with its own. At the end of the processing, the respective conclusions and recommendations were established.

3.6.1 Information Collection Plan

The process of collecting, processing, analysing and interpreting the information in the final report were as follows. For the process of collecting, processing and interpreting information, the following instrument techniques were used.

RESEARCH TECHNIQUES	DATA COLLECTION INSTRUMENTS
Secondary information. 1. Scientific reading. 2. Primary information. 3. Observation. 4. Poll. 5. Pre-test. 6. Post-test.	1. eBooks, PDFs about the virtual classroom and Interactive Learning 2. Grade Thesis on the "Reverse Class" and its impact on the Interactive Learning process of the English subject. 3. Electronic internet documentation. 4. Observation sheets. 5. Questionnaire. 6. Rubrics.

3.6.2 Data analysis

The pre and post-treatment (Annex 3) data gathered through the speaking institutional tests were analysed on the basis of a validated rubric specifically developed for A2.2 language learners Ecuadorian Ministry of Education (2016). This rubric assesses five criteria on a 0.2-5 scale. These criteria are c range, accuracy, fluency, interaction and coherence. A sample of the rubric can be found in Annex 2. It is important to mention that, in order to ensure result reliability, both the pre and post-test were validated (Annex 3) by two TEFL professors from Unidad Educativa “Mario Cobo Barona”. Additionally, the results gave quantitative results which were analysed by a professional statistician. This analysis comprised the overall grade that was assigned to each speaking test, as well as the performance in each individual rubric criterion. Likewise, the questionnaire was taken from Ecuadorian Ministry of Education (2016) which was administrated to the intact treatment group of 33 students to collect data regarding their feelings, attitudes, perceptions and suggestion toward flipped classroom model. It was administrated at the end of the study.

CHAPTER IV

ANALYSIS AND INTERPRETATION

4.1 Analysis of results

4.2 Data Interpretation

4.2.1 Pre-test

The results of the collected data are based in these aspects.

- Range
- Accuracy
- Fluency
- Interaction
- Coherence

There are the scores of the tests:

- PRE-TEST (Control and experimental)
- POST-TEST (Control and experimental).

Table 5. Pre-test control group

Student	Range	Accuracy	Fluency	Interaction	Coherence	Total
1	1	0,5	1	1	0,5	4
2	1	1	0,5	1	1	4,5
3	1,5	1	1	1	0,5	5
4	1	1	1,5	1	1	5,5
5	0,5	1	0,5	0,5	1	3,5
6	1	0,5	1	0,5	0,5	3,5
7	1	1	1	1	1	5
8	1,5	1	0,5	0,5	1	4,5
9	1	1	0,5	0,5	1	4
10	1	1	1,5	1	0,5	5
11	1	1	0,5	0,5	1	4
12	0,5	0,5	1	0,5	1	3,5
13	1	1	1	1	1	5
14	1,5	1	0,5	0,5	1	4,5
15	1	1	0,5	1	1	4,5
16	0,5	0,5	1	1	1	4
17	1	1	1	0,5	0,5	4
18	1	1	0,5	0,5	1	4
19	1	1	0,5	0,5	1	4
20	0,5	1	1	0,5	1	4
21	1	1	0,5	0,5	0,5	3,5
22	1	2	1	1	1	6
23	1	1	0,5	0,5	1	4
24	0,5	1	1	0,5	1	4
25	1	1	1	2	1	6
26	2	1	1	2	1	7
27	1	2	0,5	0,5	1	5
28	1	1	1	0,5	0,5	4
29	1,5	1	1	0,5	1	5
30	1	1	1,5	2	1,5	7
31	1	1	1,5	2	1	6,5
32	1	1,5	1	2	1	6,5
33	0,5	1	1	0,5	1	4
X	1	1,0151515	0,878787 879	0,878787879	0,909090909	4,68181 8182

Author: Telenchana, S. (2018)

The media or average of the control group regarding the pre -test is 4,68 over 10.

Table 6. Pre-test experimental group

Student	Range	Accuracy	Fluency	Interaction	Coherence	Total
1	1,5	0,5	1	1	0,5	4,5
2	1	1,5	0,5	1	1	5
3	1,5	0,5	1	1	0,5	4,5
4	0,5	1	1,5	1	1	5
5	0,5	1,5	0,5	0,5	1	4
6	1	0,5	1	0,5	0,5	3,5
7	1	1	0,5	1	1	4,5
8	1,5	1	0,5	0,5	1	4,5
9	1	1	0,5	0,5	1	4
10	1	1	1,5	1	0,5	5
11	1	1	0,5	0,5	1	4
12	0,5	0,5	1	0,5	1	3,5
13	1	1	1	1,5	1	5,5
14	1,5	1	0,5	0,5	1	4,5
15	1	0,5	0,5	1	1	4
16	0,5	0,5	1	1	1	4
17	1	1	1	0,5	0,5	4
18	1	1	1	0,5	1	4,5
19	1	1	1,5	0,5	1	5
20	0,5	1	1	1	1	4,5
21	1	1	0,5	0,5	0,5	3,5
22	1	2	0,5	1	1	5,5
23	1	1	0,5	0,5	1	4
24	0,5	1	1	0,5	1	4
25	1	1	1	2	1	6
26	2	1	1	2	1	7
27	1	2	0,5	0,5	1	5
28	1	1	1	0,5	0,5	4
29	1,5	1	1	0,5	1	5
30	1	1	0,5	2	1,5	6
31	1	1	1,5	2	1	6,5
32	1	1,5	1	2	1	6,5
33	1	1	1	0,5	1	4,5
X	1,0151515	1,015	0,8636	0,9090909	0,9091	4,7121212

Author: Telenchana, S. (2018)

The media or average of the experimental group regarding the pre - test is 4,71 over 10.

4.2.2 Post-test results

Table 7. Post-test control group

Student	Range	Accuracy	Fluency	Interaction	Coherence	Total
1	2	2	1,5	1	1,5	8
2	1	1,5	1	1,5	1	6
3	1	1	1,5	1	1,5	6
4	2	1,5	2	1	1	7,5
5	1	1	1,5	1	1	5,5
6	1,5	1,5	1	1	1,5	6,5
7	1,5	1	1,5	1	1	6
8	2	1	1,5	1,5	1	7
9	1,5	1,5	1	1,5	1	5
10	2	1,5	2	1	1,5	8
11	2	1	1,5	1,5	1	7
12	1,5	1,5	2	1,5	1	7,5
13	1	1	2	1	1	6
14	1,5	1	1,5	1	1	6
15	1,5	1	1,5	1,5	1	6,5
16	1,5	1,5	1	2	1	7
17	2	2	1,5	1,5	1	8
18	2	2	1,5	2	1	8,5
19	1	1,5	1,5	1,5	1	6,5
20	2	1,5	1	1	1	6,5
21	1	2	1,5	1,5	0,5	6,5
22	1,5	2	1,5	2	1	8
23	1,5	1	1,5	1,5	1	6,5
24	2	1	2	1,5	1	7,5
25	1	1,5	2	2	1	7,5
26	2	2	2	2	1	9
27	1	2	1,5	2	1	7,5
28	1	2	2	1,5	1,5	8
29	1,5	1	1,5	1,5	1	6,5
30	1,5	1,5	2	2	1,5	8,5
31	1	2	2	2	1	8
32	2	1,5	1,5	2	1	8
33	2	1	1	1	1	6
X	1,53030303	1,4090909	1,560606061	1,46969697	1,07575	7,0454

Author: Telenchana, S. (2018)

The media or average of the control group regarding the post - test is 7,04 over 10.

Table 8. Post-test experimental group

Student	Range	Accuracy	Fluency	Interaction	Coherence	Total
1	1,5	2	2	1,5	1,5	8,5
2	2	1,5	1	2	2	8,5
3	2	2	2	2	1,5	9,5
4	2	1,5	2	2	2	9,5
5	2	2	1,5	2	2	9,5
6	2	2	2	2	2	10
7	2	2	2	2	2	10
8	2	2	2	2	2	10
9	2	2	2	2	2	10
10	1,5	2	1,5	2	1,5	8,5
11	2	2	2	2	2	10
12	1,5	2	1,5	1,5	1,5	8
13	1,5	2	1,5	2	1,5	8,5
14	2	2	1	1	1,5	7,5
15	2	2	2	2	2	10
16	1,5	2	1,5	2	1	8
17	1,5	2	1,5	2	1	8
18	1,5	2	1,5	2	1,5	8,5
19	2	2	2	2	2	10
20	2	2	1	2	1,5	8,5
21	2	2	1	1	1,5	7,5
22	2	2	2	2	2	10
23	2	2	2	1,5	2	9,5
24	2	2	1,5	1,5	2	9
25	2	2	2	2	2	10
26	2	2	1,5	2	2	9,5
27	2	2	1,5	2	2	9,5
28	2	2	2	2	1,5	9,5
29	2	1,5	2	2	2	9,5
30	1,5	2	2	2	2	9,5
31	2	2	2	2	1,5	9,5
32	2	2	1,5	2	1,5	9
33	2	1,5	1,5	1,5	2	8,5
X	1,8787878	1,93939394	1,6969696 97	1,863636364	1,757575758	9,1363636

Author: Telenchana, S. (2018)

The media or average of the control group regarding the post - test is 9,13 over 10.

Table 9. Range-vocabulary results

Range- Vocabulary	Results
Pre-test control	1,00
Pre-test experimental	1,00
Post-test control	1,53
Post-test experimental	1,87

Author: Telenchana, S. (2018)

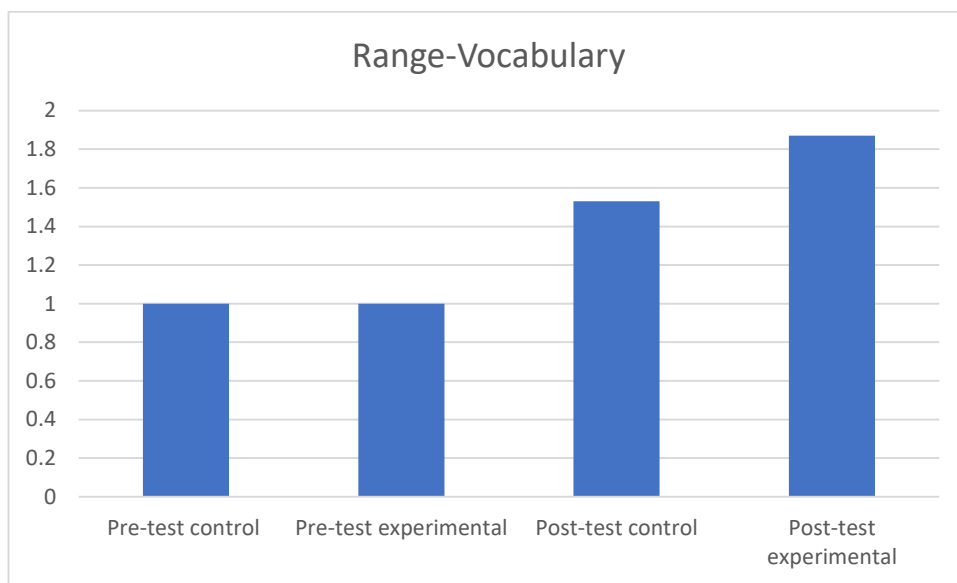


Figure 7 Range from pre-test and post-test. (Telenchana, 2018)

ANALYSIS AND INTERPRETATION

Range-vocabulary in the pre-test, the average of 33 students in the control group is 1,00 and the experimental group is 1,0. These values show that both groups have almost the same average in the range-vocabulary applied in the pre-test. Likewise, the average in the post-test of the control group is 1,53 and the average of the experimental group is 1,87 . Therefore, through these values there was an increase of 0,86 in the average after the application in the experimental group. In other words, they are conscious about the use of the flipped classroom method students developed the speaking skill in order to answer effectively.

Table 10
Accuracy results

Accuracy	Results
Pre-test control	1,01
Pre-test experimental	1,01
Post-test control	1,40
Post-test experimental	1,93

Author: Telenchana, S. (2018)

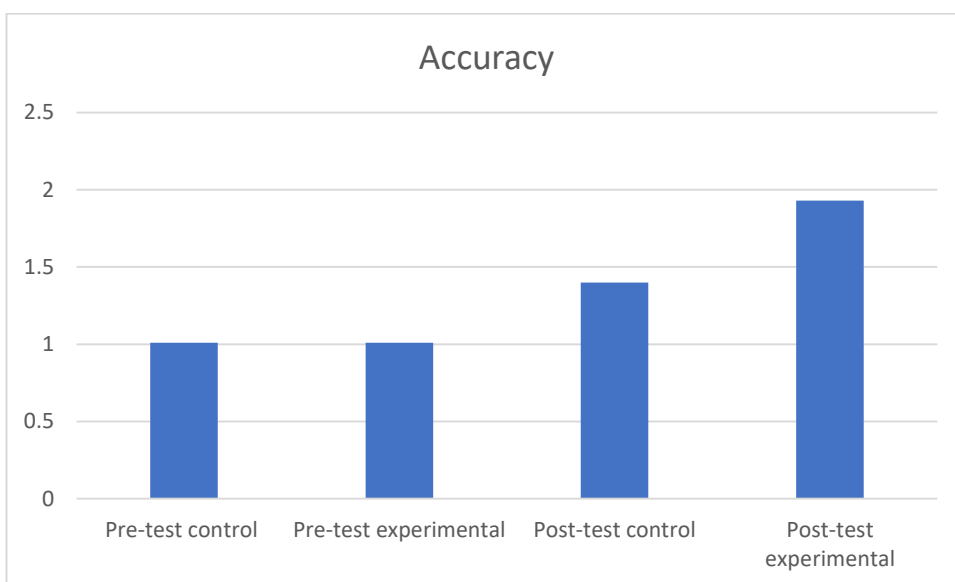


Figure 8 Accuracy from pre-test and post-test

ANALYSIS AND INTERPRETATION

Accuracy in the pre-test, the average of 33 students in the control group is 1,01 and the experimental group is 1,01. These values show that both groups have the same average in the accuracy applied in the pre-test. In the same manner, the average in the post-test of the control group is 1,40 and the average of the experimental group is 1,93 . Therefore, through these values there was an increase of 0,93 in the average after the application in the experimental group. Thus, taking advantage of the use of new techniques allow students to practice the target language in a meaningful manner.

Table 11

Fluency results

Fluency	Results
Pre-test control	0,87
Pre-test experimental	0,86
Post-test control	1,56
Post-test experimental	1,69

Author: Telenchana, S. (2018)

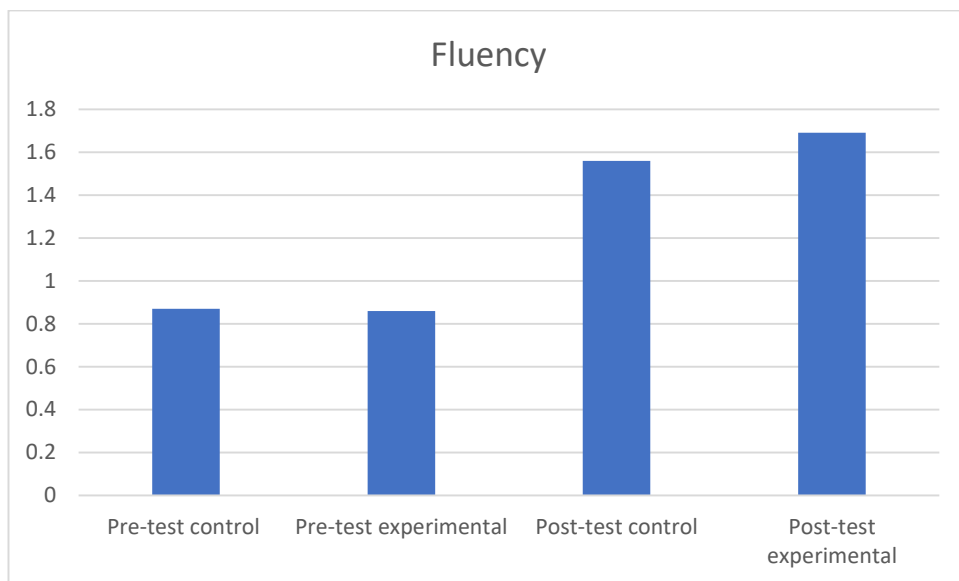


Figure 9 Fluency from pre-test and post-test

Autor: Telenchana, S. (2018)

ANALYSIS AND INTERPRETATION

Fluency in the pre-test, the average of 33 students in the control group is 0,87 and the experimental group is 0,86. These values show that both groups have almost the same average in the accuracy applied in the pre-test. In the same way, the average in the post-test of the control group is 1,56 and the average of the experimental group is 1,69. Consequently, through these values there was an increase of 0,83 in the average after the application in the experimental group. Happily, there was a significant increase, helping the use of new techniques to develop the speaking skill.

Table 12

Interaction results

Interaction	Results
Pre-test control	0,87
Pre-test experimental	0,90
Post-test control	1,46
Post-test experimental	1,86

Author: Telenchana, S. (2018)

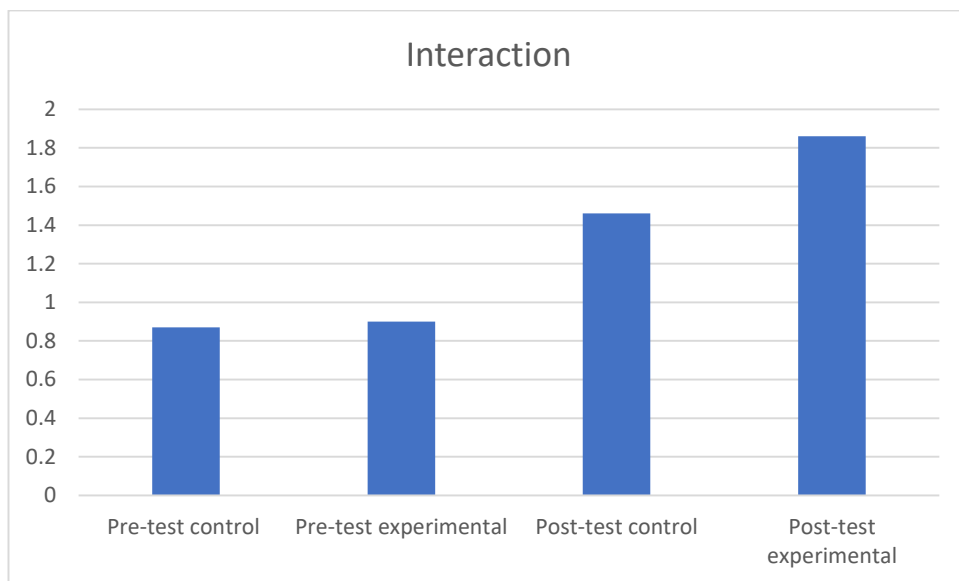


Figure 10 Interaction from pre-test and post-test

Author: Telenchana, S. (2018)

ANALYSIS AND INTERPRETATION

Interaction in the pre-test, the average of 33 students in the control group is 0,87 and the experimental group is 0,90. These values show that both groups have almost the same average in the accuracy applied in the pre-test. In the same manner, the average in the post-test of the control group is 1,46 and the average of the experimental group is 1,86. Consequently, through these values there was an increase of 0,96 in the average after the application in the experimental group. In general, the activities carried out students to develop their speaking skill.

Table 13.

Coherence results

Coherence	Results
Pre-test control	0,90
Pre-test experimental	0,90
Post-test control	1,07
Post-test experimental	1,57

Author: Telenchana, S. (2018)

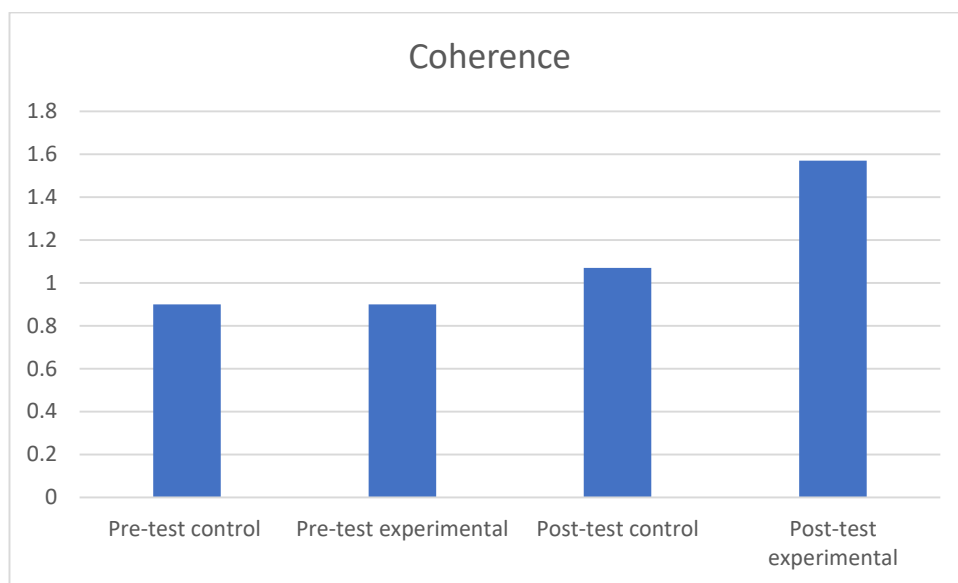


Figure 11 Coherence from pre-test and post-test

Author: Telenchana, S. (2018)

ANALYSIS AND INTERPRETATION

Coherence in the pre-test, the average of 33 students in the control group is 0,90 and the experimental group is 0,90. These values show that both groups have the same average in the accuracy applied in the pre-test. In the same way, the average in the post-test of the control group is 1,07 and the average of the experimental group is 1,57. Therefore, through these values there was an increase of 0,67 in the average after the application in the experimental group. Therefore, there were activities that helped students to develop their speaking skill in order to work effectively.

4.1.2. Questionnaire results

This 10-questions survey Ecuadorian Ministry of Education (2016) was administrated to the participants of the study (33 students) to collect data regarding their feelings, attitudes, perceptions and suggestion toward flipped classroom model. It was administrated at the end of the study.

The data and analysis of the results are presented through tables and figures.

1. How do you describe your English class?

Table 14

Students' description about their English class.

OPTION	FREQUENCY	PERCENTAJE
Based on Technology	25	75,76%
Based on the book.	8	24,24%
Total.	33	100,00%

Note. From post questionnaire by Telenchana, S. (2018)

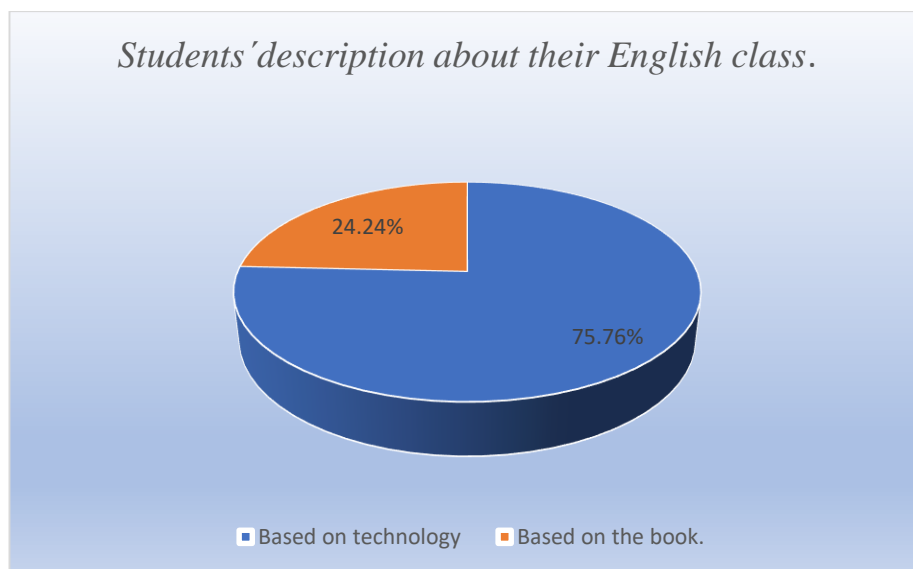


Figure 12 Students' description about their English class

Author: Telenchana, S. (2018)

Out of total of 33 students, 75,76% describe their English classes are based on Technology, while 24,24% describe their classes are based on the book. The results

demonstrate that students really show interest in learning English when the teachers plan activities based on technology. In other words, the majority of the students are interested in learning English when technology is part of the class.

2.- Do you use platforms to do homework?

Table 14

Students use platforms to do homework.

OPTION	FREQUENCY	PERCENTAJE
Yes	23	69,70%
No	10	30,30%
Total.	33	100,00%

Note. From post questionnaire by Telenchana, S. (2018)

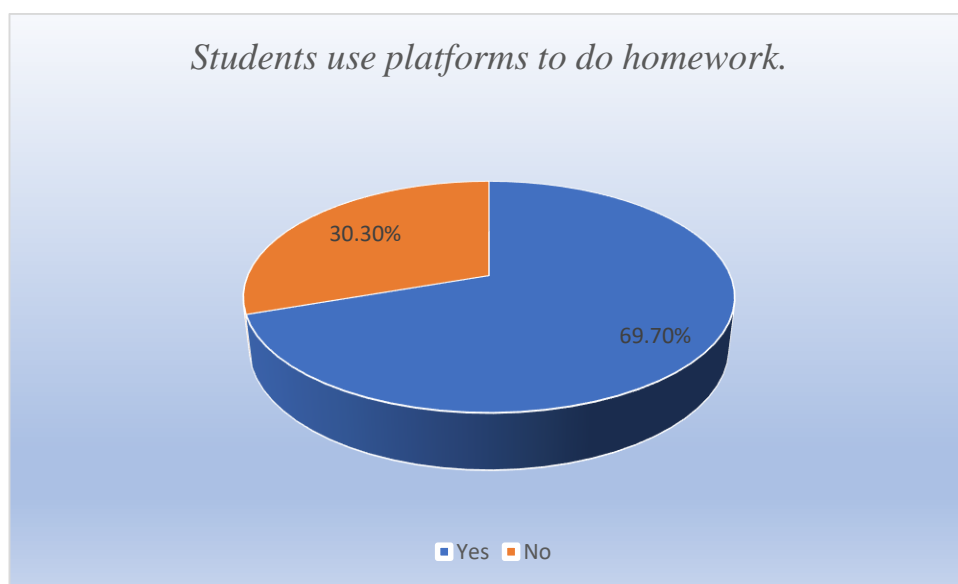


Figure 13 Students use platforms to do homework

Author: Telenchana, S. (2018).

Out of total of 33 students, 69,70% use platforms to do homework, while 30,30% do not use platforms to do homework. The results demonstrate that the majority of the learners use platforms to do homework. This is a clear evidence that platforms help students to do homework in learning English. Only a few of them do not use platforms and they are able to use other strategies.

3.- How often do you use platforms in your English class?

Table 15

The use of platforms in English class.

OPTION	FREQUENCY	PERCENTAJE
Always	11	33,33%
Sometimes	22	66,67%
Never	0	0%
Total.	33	100,00%

Note. From post questionnaire by Telenchana, S. (2018)

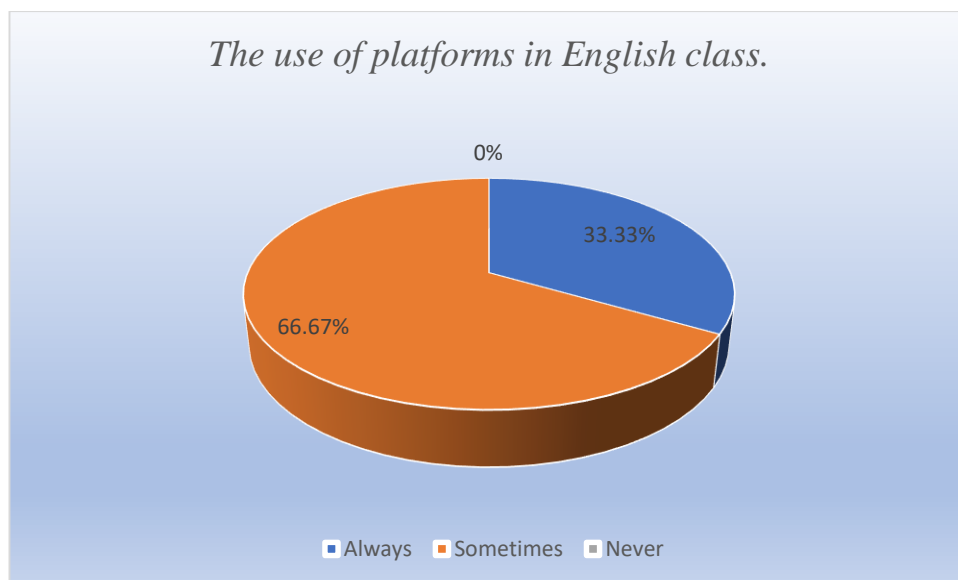


Figure 14 The use of platforms in English class.

Author: Telenchana, S. (2018)

Out of total of 33 students, 66, 67% use platforms in English class, and 33, 33% do not use platforms in English class. This results demonstrate that the majority of the students use platforms in English class. Only a few of them do not use platforms in English class but they are able to use other resources.

4.- Are you included in a virtual environment, in the use of platforms or social nets?

Table 16

Students are included in a virtual environment, in the use of platforms or social nets.

OPTION	FREQUENCY	PERCENTAJE
Yes	24	72,73%
No	9	27,27%
Total.	33	100,00%

Note. From post questionnaire by Telenchana, S. (2018)

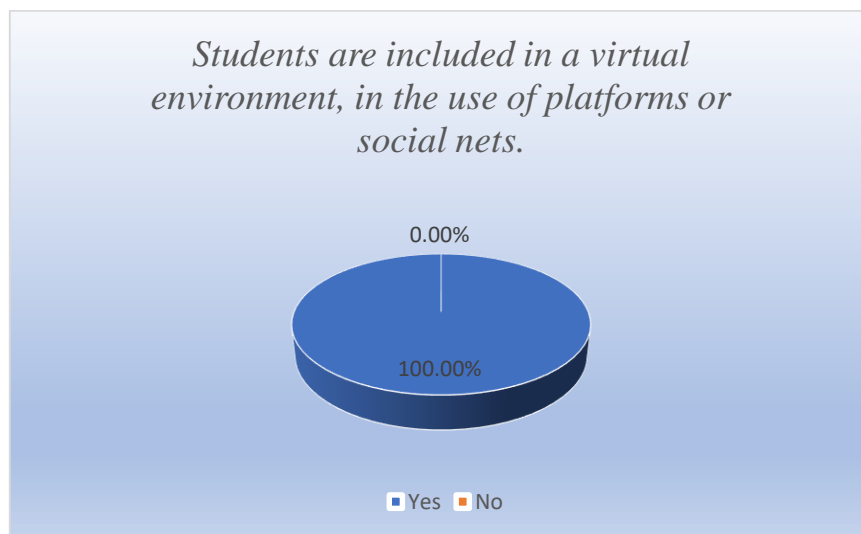


Figure 15 Students are included in a virtual environment, in the use of platforms or social nets

Author: Telenchana, S. (2018)

Out of total of 33 students, 100% of students are included in a virtual environment, in the use of platforms or social nets. This result means that students are interested in being part of an interactive world with the technology and the learning English.

5.- Do you consider that a technological and interactive classes would help in the English learning?

Table 16

Technological and interactive classes would help in the English learning.

OPTION	FREQUENCY	PERCENTAJE
Yes	24	72,73%
No	9	27,27%
Total.	33	100,00%

Note. From post questionnaire by Telenchana, S. (2018)

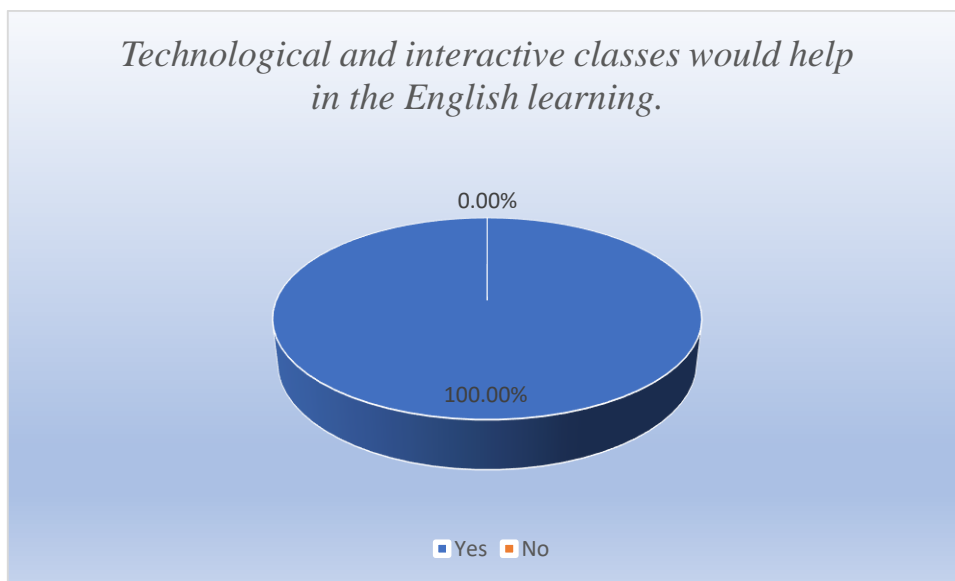


Figure 16 Technological and interactive classes would help in the English learning

Author: Telenchana, S. (2018)

Out of total of 33 students, 100% of students agree that technological and interactive classes would help in the English learning. This result means that students are interested in being included in a technological environment.

6.- How do you feel when you speak English in class?

Table 17

Students' feelings in English classes.

OPTION	FREQUENCY	PERCENTAJE
Free to speak	21	63,64%
Insecure to speak	12	36,36%
Total.	33	100,00%

Note. From post questionnaire by Telenchana, S. (2018)

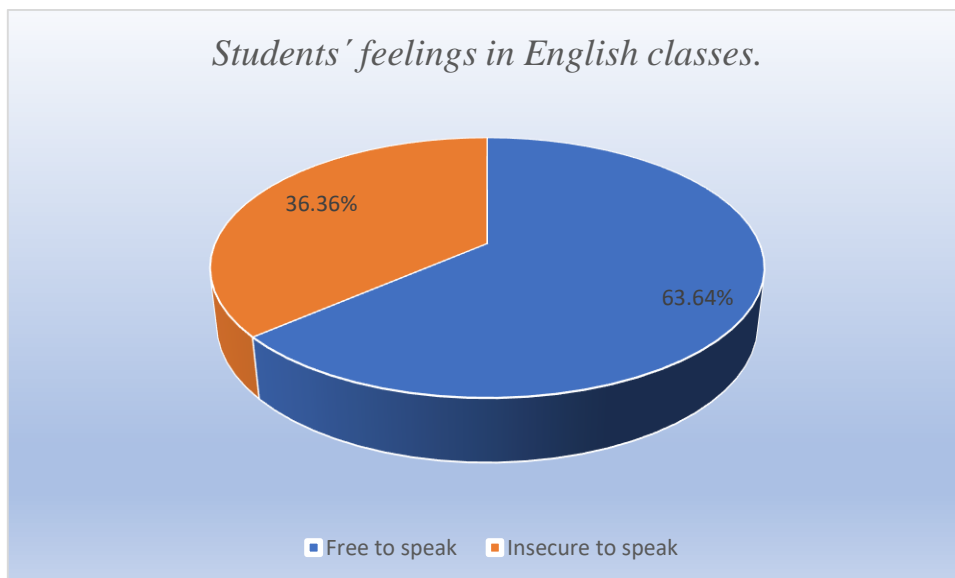


Figure 17 Students' feelings in English classes

Author: Telenchana, S. (2018)

Out of total of 33 students, 63, 64% feel free to speak English in class, while 36,36% feel insecure to speak English in class. The results demonstrate that the majority of the students feel comfortable to speak English and the rest of them can be involved using other strategies.

7.- How often do you speak English in class?

Table 18

Students speak English in class.

OPTION	FREQUENCY	PERCENTAJE
Always	18	54,55%
Sometimes	12	36,36%
Rarely	3	9,09%
Total.	33	100,00%

Note. From post questionnaire by Telenchana, S. (2018)

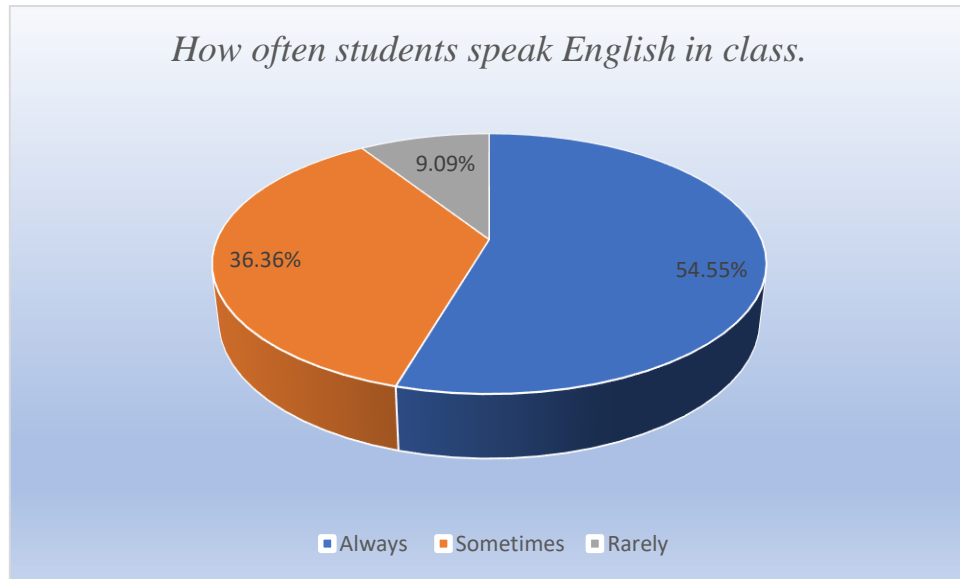


Figure 18 How often students speak English in class

Author: Telenchana, S. (2018)

Out of total of 33 students, 54,55% always speak English in class, 36,36%, sometimes 33,33% speak English in class and 9,09% rarely speak English in class. The results demonstrate that the majority of the students speak English in class. Sometimes, some of them speak English in class and very a few of them speak rarely. That means a big group of students develop the speaking skill in class.

8.- How do you measure your speaking competence?

Table 19. *Measurement of speaking competence.*

OPTION	FREQUENCY	PERCENTAJE
Very good.	15	45,50%
Good.	18	54,50%
Bad.	0	0,00%
Total.	33	100,00%

Note. From post questionnaire by Telenchana, S. (2018)

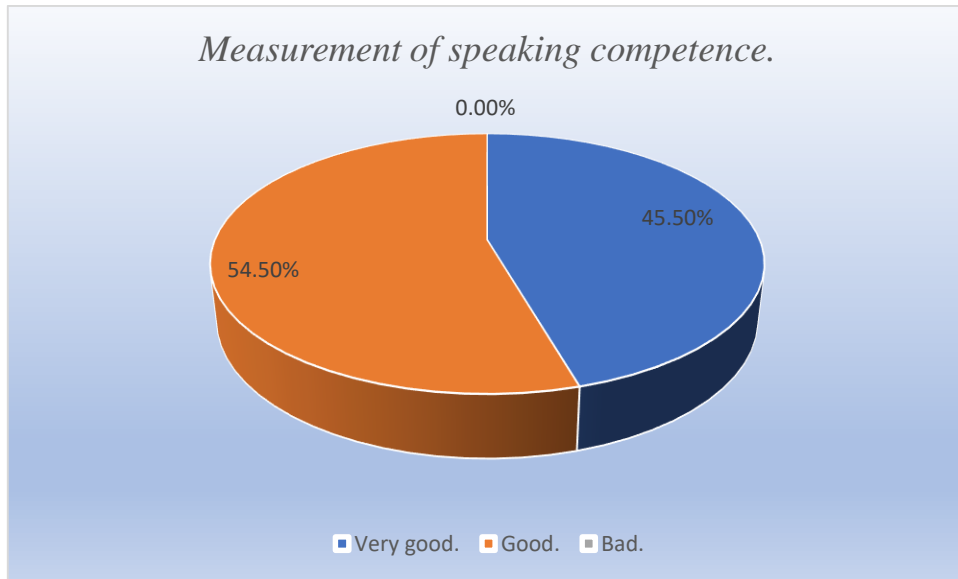


Figure 19 Measurement of speaking competence

Author: Telenchana, S. (2018)

Out of total of 33 students, 54,50% are able to speak English very good, 45,50 speak English good and none of them speak badly. Therefore, students are motivated to use technological and interactive planning to develop their speaking skill in a better way.

9.- Do you consider that through a technological and interactive class, your speaking skill would be better?

Table 20

A technological and interactive class would be better for students' speaking skill.

OPTION	FREQUENCY	PERCENTAJE
Yes	33	100,00%
No	0	27,27%
Total.	33	100,00%

Note. From post questionnaire by Telenchana, S. (2018)

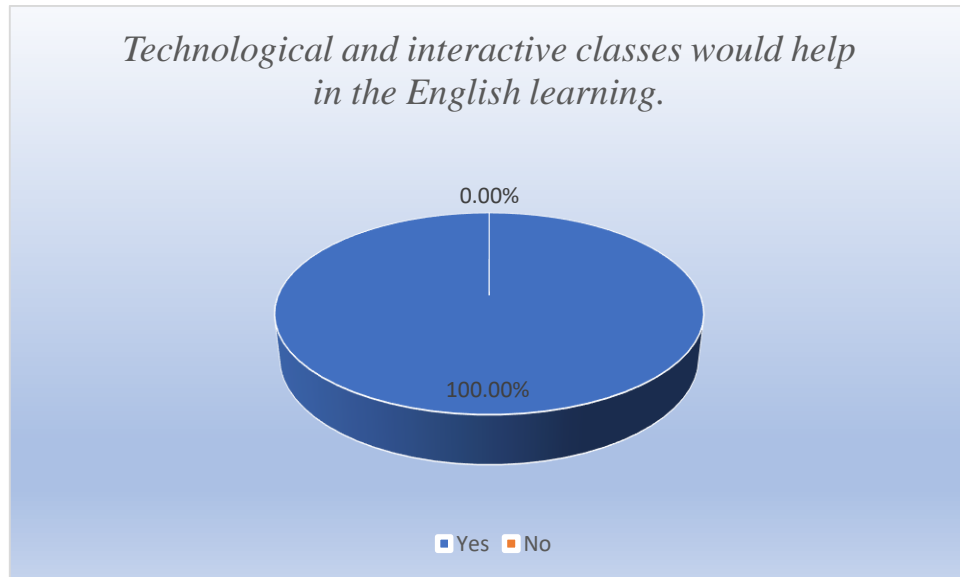


Figure 20 Technological and interactive classes would help in the English learning.

Author: Telenchana, S. (2018)

Out of total of 33 students, 100% of students consider that a technological and interactive class would help them to develop their speaking skill better in order to feel secure when they speak and interact with other people.

10.- Would you like to have technological and interactive classes to learn English?

Table 21

A technological and interactive class to learn English.

OPTION	FREQUENCY	PERCENTAJE
Yes	33	100,00%
No	0	27,27%
Total.	33	100,00%

Note. From post questionnaire by Telenchana, S. (2018)

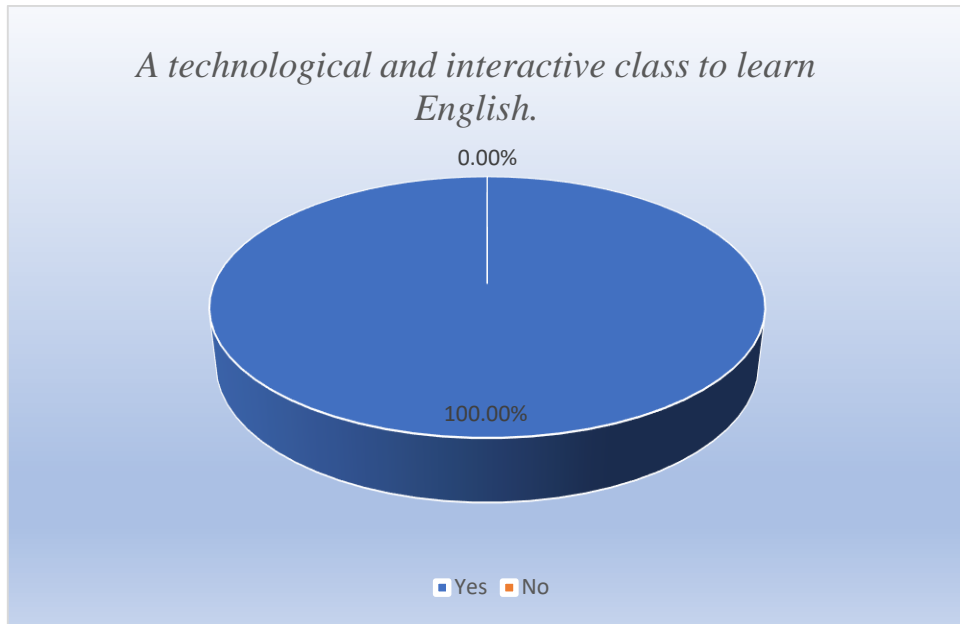


Figure 21 A technological and interactive class to learn English

Author: Telenchana, S. (2018)

Out of total of 33 students, 100% of students agree that a technological and interactive class would be help them to develop their speaking skill. Thus, they are motivated to be included in a technological environment.

4.3 Hypothesis verification

The hypothesis verification was done through the statistical test T-student. Since the population of this inquiry was small, thirty-three (33) students. (Britannica) Student's t-test, in statistics, a method of testing hypotheses about the mean of a small sample drawn from a normally distributed population when the population standard deviation is unknown.

4.3.1 Null hypothesis and alternative hypothesis statement

H0: The Flipped classroom Method does not promote the speaking skill on English language learners.

H1: The Flipped classroom Method promote the speaking skill on English language learners.

4.3.2 Mathematical model

H0: $\mu_A = \mu_B$

H1: $\mu_A \neq \mu_B$

μ_A : media experimental group

μ_B : media control group

s_A : Standard deviation of experimental group.

s_B : Standard deviation of control group.

t_c : Statistic t student calculated.

t_t : Statistical t student theoretical.

4.3.3 Statistical model

$\bar{x}_A = 9,13$

$s_A = 0,79$ $s^2_A = 0,62$

$\bar{x}_B = 7,04$

$s_B = 0,97$ $s^2_A = 0,94$

Error α = Significance level 5%

Confidence level = 95 %

$$t_c = \frac{\bar{x}_A - \bar{x}_B}{\sqrt{\frac{(n_A - 1) * s^2_A + (n_B - 1) * s^2_B}{n_A + n_B - 2} \left(\frac{1}{n_A} + \frac{1}{n_B}\right)}}$$

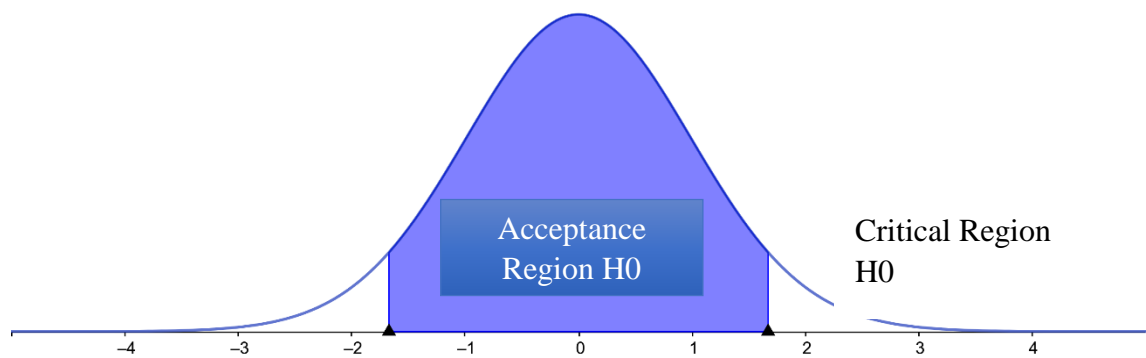
$$t_c = \frac{9,13 - 7,04}{\sqrt{\frac{(33 - 1) * (0,79)^2 + (33 - 1) * (0,97)^2}{33 + 33 - 2} \left(\frac{1}{33} + \frac{1}{33}\right)}}$$

$t_c = 9,59$

$$t_t = 1,67$$

If $t_c > t_t$ is rejected H_0 is accepted H_1

As $9,59 > 1.67$, therefore, H_1 is accepted with 95% confidence, which expresses:
The Flipped Classroom Method promote the speaking skill on English language learners.



4.3.4 Significance level

C = 95% of confidence level

$$\alpha = 0.05$$

4.3.5 Degrees of freedom

$$\text{d.f.: } n_A + n_B - 2 = 64$$

4.3.6 Bell curve 67

4.3.7 Decision making

According to the results $9,59 > 1.67$, therefore, H1 is accepted with 95% confidence, which expresses that The Flipped Classroom Method promote the speaking skill on English language learners. Therefore, the null hypothesis is rejected and the alternative hypothesis is accepted.

CHAPTER V

CONCLUSIONS AND RECOMENDATIONS

5.1 Conclusions

After the analysis of all the data collected, it is possible to have these conclusions:

- The use of the Flipped Classroom Method in this research have shown the effectiveness by implementing the technological and interactive activities. Furthermore, students agreed that these kind of activities have helped students a lot motivating to develop their speaking skill and feeling security to talk, so they felt comfortable getting their goals and learning a second language in an interactive and productive way.
- The Flipped classroom Method developed the speaking skill in English language learners. As the results, at the beginning the level of the speaking skill in the students was low (4,71 over 10) and after applying The Flipped classroom Method, the level increased and their grades were better (7,04 over 10), it is shown that applying activities which students get involved they feel comfortable and the results are better.
- There is a big correlation between the Flipped classroom Method in English Speaking Skill development, as the final results presented in the students' grades. Moreover the researcher could find out the learners and enjoyed it a lot applying technological and interactive activities in classes. Therefore, the Flipped classroom Method did not only promote the speaking skill, it also helped students to motivate and to speak English freely.

5.2 Recommendations

This research focused on The Flipped classroom Method use to improve the speaking skill, the following suggestions are made for teachers who want to help students in a positive way:

- It is recommended that teachers need to use many communicative teaching techniques in the classroom to see effectiveness in and outside of it. Also, teachers have to look for new strategies or techniques which involve technology because students are involved in a technological world and they enjoy learning through technology a foreign language.
- As teachers, it is important to have competent students who can face a real world when they graduate, that is the reason because students need to be well prepared to get a job or continue studying. Students who can communicate using English are going to have more opportunities or to interact in real life situations. Furthermore, teachers have to give the appropriate guidance and the necessary tools to have active participation and successful results.
- A recommendation for teachers at Unidad Educativa “Mario Cobo Barona”, is to apply the Flipped classroom Method to motivate students to enhance English speaking skill. Using the proposed handbook, it is believed that students will work with satisfaction and they will enjoy it. They will enrich the speaking skill in a practical, fun and interactive language setting.

CHAPTER VI

PROPOSAL

Topic: Teaching eBooklet as a resource of the Flipped Classroom Method in English Speaking Development.

6.1 Informative data

Name of the institution: Unidad Educativa “Mario Cobo Barona”

Beneficiaries: English teachers and A2.2 English students

Person in Charge: Silvia Telenchana

Start date: September 03, 2017

End date: July 03, 2018

6.2 Background of the Proposal

A large number of experts and educators claim (Redwood, 2011) that there are obvious advantages of using a booklet since it can serve as a tool for supporting teachers. Most TEFL teachers consider booklets to be valuable aids that offer useful adapted material which supports students with a specific students' educational need. Likewise, this teaching eBooklet as a resource of the Flipped Classroom Method in English Speaking Development is an accurate way to guide students towards the hard process of learning the target language. *Flipping A2.2 class* eBooklet reinforces the teacher's work and offers interactive material for further learning and revision. The aforementioned proposal is feasible because it is a collection of interactive speaking activities which were proven in a real educative Ecuadorian context. This collection transforms traditional learning process into a truthful environment in which the students feel praised and encouraged to practice the target

language in real life situations. The present eBooklet contains interactive activities designed based on flip classroom technique in order to take advantage of technology which our digital native students really enjoy since they grow up in this digital age. Taking it into consideration this manual was an electronic version to learn and practice the target language any place at any time, and a printed one to use in class.

6.3 Justification

Researchers assert (Consulting, 2016) that over a decade ago education has changed. Generations of students have grown up surrounded by computers, video games, instant messaging and smartphones, seemingly from a gradually younger age. Now, these students are called Digital Natives and they think and process information differently.

Teaching eBooklet in a flipped class is a methodology that prepares student to carry out activities in any place where it is located at home or in class, it is enough for the student to be connected to the Internet so that he can enter to navigate through the different virtual multimedia spaces and applications. (Learning, 2017) Teaching eBooklet in the flipped classroom provides students with personal space and unlimited time to learn, freeing up discomfort caused by noise or distractions, developing attitudes of responsibility and organization.

In this context and bearing into that the participants in this research are digital natives, it was imperative to design an electronic Booklet (eBooklet) with worksheets to give them the opportunity to use it in class, anywhere and anytime using their devices like computers, tablets or smartphones. Moreover, it contains six lesson plans in order to guide the teacher how to use it in an accurate way. It

was administrated during a school period. It was improved according to the problems the researcher had to face in each class. Liveworksheets.com was a useful-free web page to create *Flipping A2.2 class* eBooklet.

It is an important tool that teacher has to manage to be immerse in eLearning. Increasing the use of this methodology helps us to be more practical, saves time and resources. This is related to the contents according to the plans and printed resources.

The task starts with an interactive "At home activity" in which students have the opportunity to review and practice the grammar point in context in order to accomplish the next activities. This online activity lets students to take advantage of technology as Flipped Classroom method states. It provides teachers and learners with a structure of teaching and learning, methodological that support and reduces the heavy load of preparation, saves time of work and makes teaching and learning process cooler.

6.4 Objectives

6.4.1 General Objectives

To create a Teaching eBooklet as a resource of the Flipped Classroom Method in English Speaking Development.

6.4.2 Specific Objectives

- To Identify interactive speaking activities to be used through the Flipped Classroom Method.
- To compile strategies to help students reduce speaking difficulties and to araise speaking competence.

- To design a Teaching eBooklet to develop Speaking Skill.
- To socialize how to use the Teaching eBooklet with EFL teachers.

6.5 Feasibility analysis

The manual is feasible since it contributes with currently assumptions and activities that are an easy and motivating option in the teaching-learning process. Likewise, it has the support of the authorities (Anex 4) , the EFL teachers and the computer teacher of the Unidad Educativa “Mario Cobo Barona”. Likewise, it is important to state that the project was assisted by a virtual educational expert with five years in the field. The proposal is framed in the educational, cultural, political and social environment, both in the country and in the city, and especially in the institution educational needs. The activities are focused on meaningful learning for the improvement of the oral communicative skill. The "Flipping A2.2 class " eBooklet is easy and practical to use in the current Ecuadorian educative context.

This manual is based on eLearning that is growing exponentially around the world since our students grow in a digital era. It provides accurate and actual ideas and activities regarding the actual tendencies in education to help students to develop their speaking skills allowing the teacher and students a great opportunities to interact in such a motivating way.

6.6 Theoretical-scientific foundations

Braseby (2015) states that the flipped classroom model allows teachers to find the best opportunities for students to achieve higher-order critical thinking skills and to help make learning relevant. Likewise, used effectively, the flipped classroom is not a vilification of the lecture or a dumbing down of content, nor is it a free-for-all discussion session. It is a carefully planned experience for students that allows for

deeper learning of the content, practice in learning collaboratively, and formative feedback as concepts are being learned. And, flipping a class in itself will not make students successful; effective teaching and meaningful learning have to happen to make the class successful.

ELearning: Paulsen (2003) defines eLearning as the interaction between students and the learning materials online which gives precise feedback to the students' performance.

Interactive learning: Interactive learning is a hands-on, real-world approach to education. Interactive learning actively engages the students in wrestling with the material. It reinvigorates the classroom for both students and faculty. Lectures are changed into discussions, and students and teachers become partners in the journey of knowledge acquisition (Study.com, 2019).

Productive skills: are more communicative than receptive skills, in the same way, these are the basis of the learning process, and thus enable the student to achieve communicative competence. (Coll, 2008).

Speaking skill: it is a language skill that involves the use of speech to express meanings to others. Develops the student's ability to express him/herself easily orally in a foreign language. That is why speaking is defined as a productive skill in the oral modality. (Juel, 1999).

EBook: is short for "electronic book." It is a digital publication that can be read on a computer, e-reader, or other electronic device (TechTecterns, 2019)

eBooklet: According to eBook definition an eBooklet is an electronic publication which is available in several different formats. It can be read on multiple devices like computers, laptop, smartphones, and others.

6.7 Methodology

The operative model is focused on varied activities, of interactive and group type among students and student-teacher, with useful recommendations to achieve the role of an eLearning instructor. The activities are based on the Flipped classroom, encouraging the teachers to take advantages of technology in students' educational needs.

Moreover, this eBooklet contains 10 worksheets with 10 lesson plans each in order to guide the teacher how to use it in an accurate way with an online home activity letting students to review the grammar point and discussions in groups in each activity. These were created based on the topics of the institutional English course book A2.2. Each worksheet tends to encourage the students to use the target language in a real life situation. Since it was administrated during a school period, it could be improved according to the problems the researcher faced in each class.

It is an importance educative tool that teachers must use because the lesson plans in this manual provide a set of step-by-step instructions based on the Office Educational Technology's (2017) format which has some arms: a) The basic objectives of the unit b) A collection of teaching, learning activities and strategies to participate actively. c) Assessment methods. Likewise, they tell teachers how the teaching is progressing with the contents of the unit. Finally, alongside planning there is a rubric like the post-test and pre-test to evaluate students' oral

communicative performance in each activity. This manual is a great way to reinforce students' knowledge the last week of class before the unit test each month. Moreover, this booklet has two versions: one to be printed and an online format which is available any time allowing students to review it anywhere. Students by clicking a link, they will open the eBooklet.

In order to work online it is necessary to have a computer with the following features or better:

- Core i3 is a dual-core computer processor, available for use in both desktop and laptop
- multiple speeds, ranging from 1.30 GHz up to 3.50 GHz, and
- features either 3 MB or 4 MB of cache.
- with LGA 1150 or LGA 1155 socket on a motherboard.
- DDR3 1333 or DDR3 1600 processor.

6.8 Administration of the proposal

The proposal is addressed exclusively to teachers and students of the English language of the Unidad Educativa "Mario Cobo Barona", the same that will be applied in the institution with the approval of the respective authorities in order to verify its effectiveness and to encourage EFL teachers to take advantage of technology to help their students to enhance their language skills.

Table 10. Administration of the proposal

ADMINISTRATION OF THE PROPOSAL	OBJECTIVE	ACTIVITY	RESOURCES	PERSON IN CHARGE	TIME
Identify interactive speaking	To be used through the Flipped Classroom Method.	Research on the web	<ul style="list-style-type: none"> • Ecuadorian course book • EFL books • Web pages 	Researcher	40 hours
Compile strategies	To help students reduce speaking difficulties and to arise speaking competence.	Organize strategies according to speaking skills.	<ul style="list-style-type: none"> • Ecuadorian course book • EFL books • Web pages 	Researcher	10 hours
Design a Teaching eBooklet	To develop Speaking Skill	Adapt the activities according to the students' book content.	<ul style="list-style-type: none"> • Ecuadorian course book • EFL books • Web pages • Virtual teaching expert 	Researcher Virtual teaching expert	100 hours
Socialization	To inform the teaching staff, authorities and students about the correct operation of the manual	Meeting with teaching staff, authorities and students	English lab	Researcher	2 hours

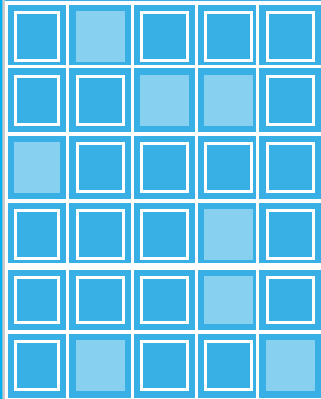
Plan	To schedule activities for the application of the manual.	Meeting with teaching staff, authorities and students	English lab	Researcher	3 hours
Demonstration and evaluation	To state what is established in the manual	Explain the essential activities of the manual	English lab	Researcher	1 week
Implementation	To execute the activities of the manual			Researcher	4 weeks

Author: Telenchana, S. (2018)

Flipping A2.2 class

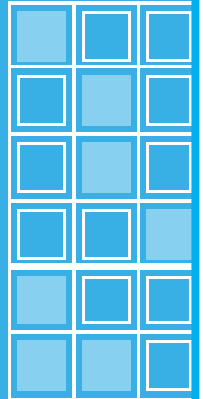


Bachillerato General Unificado



ENGLISH

EFL Speaking



development

By Silvia Telenchana

Ambato-Ecuador

Level

A2.2

STUDENT'S BOOK - PRIMER CURSO - BGU

2019

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EL
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PRESENTATION

The present eBooklet attempts to encourage EFL teachers to know the importance of Flipped Classroom Method towards improving speaking skills of A2.2 Ecuadorian English level students. Teachers will be able to successfully teach speaking without a sense of overwhelm, since the method helps EFL students learn quickly.

The material was designed in order to encourage students to use speaking in their daily lives. This is very helpful to students because the four skills are integrated since one skill is not performed without another, in order to communicate accurately.

The eBooklet contains:

- 1. Cover: “Flipping A2.2 class”**
- 2. Introduction**
- 3. Table of contents:**
- 4. What is Flipped Classroom Method?**
- 5. Flipped Classroom in Speaking Skill Development**
- 6. Technological tools for Flipped Classroom**
- 7. How to do a Flipped Class?**
- 8. Worksheets**

INTRODUCTION

In the global context, the flipped classroom emerged more than ten years ago in the United States. In order to help the learners, they encouraged several video recordings and distribution of their lessons, so that teachers would focus more attention on the individual needs of each student and would also allow students to use their brains in the classroom for more than just taking notes on what the teacher said, giving a noticeable twist to what is normally done in a class (Bergmann & Sams, 2014).

The lesson plans in this manual provide a set of step-by-step instructions which has some paths:

First, students have to practice online the grammar point learned in class. Next, they have to do speaking activities which allow them participate actively in pairs or groups. Then, the teacher has to evaluate students' oral communicative performance with a standardized speaking rubric.

1. What is Flipped Classroom Method?

Achútegui (2014) states that "Flipped Classroom is a pedagogical model that transfers the work of certain learning processes outside of the classroom and uses classroom time, along with teaching experience, to facilitate and enhance other processes of acquisition and knowledge practices within the classroom.

2. Speaking Skill

Oral communication, reading, and writing are curricular discussions, which include specific skills related to the use of ICT to support and enhance the ability of oral and written expression, which facilitates organization, autonomy and independence. Today's students must, therefore, be equipped with the learning strategies that enable them to become effective lifelong learners (Kurani & Muho, 2014).

Speaking as it is well known is a productive language skill that involves the use of speech to express meanings to others. Develops the student's

ability to express him/herself easily orally in a foreign language. That is why speaking is defined as a productive skill in the oral modality. (Juel, 1999).

This type of oral production activity in which the user of the language produces an oral text is received by an audience of one or more listeners. This confirms that speaking is a process of construction of meaning that involves the production, reception, and processing of information (Brown D. , 2007).

Aspects that measure oral proficiency level

Pronunciation

Pronunciation is conceptualized as a necessary part of speaking (oral communication) that includes three important elements such as: making correct sounds of a particular language, understanding how to indicate the greatest intensity in the pronunciation of words and how to use proper intonation. (Boyer, 2008).

Grammar

Grammar is the study of the rules and principles of a language that govern the way words are used and organized in a sentence. According to Batstone (2003), grammar is an integral part of the language, it is a set of rules that deal with the syntax and structure of words (morphology) of a language in order to have coherence in each sentence.

Vocabulary (Range)

There are many definitions of the term vocabulary; however, Lang (2009) emphasizes that vocabulary is the repertoire of words that a person has to communicate. The author suggests three types of categories that involve knowledge of a word at both the receptive and productive levels




- A form of the word: includes both spoken and written form, as well as parts of words (suffixes, prefixes)
- Meaning of the word: Forms of connection and meaning.





- Use of the word: Includes grammar functions, derivatives, and usage restrictions.




Accuracy

Riddell (2014) mentions that accuracy in the handling of a language involves the correct use of a language's system; both of grammatical structures and of vocabulary and pronunciation. On the other hand, precision is understood to mean how close the structure of the unit of analysis of oral discourse is to the target language (Ljungberg, 2011).

Table 1. Technological tools for Flipped Classroom

Blog	A space on the web that allows interactive or passive materials to be shared sequentially and this gives the student the opportunity to contribute their own points of view. With this program, young people have the contents covered at their disposal whenever they need to revise them.	
Edmodo	Educational platform similar to a social network but different in its diffusion and proprietary so it is not open at the same time but by a specific group.	
Twitter	It is a free application on the Internet that allows you to write small texts, links or images that can be viewed by anyone.	

<p>Facebook</p>	<p>The user sets his/her own profile, creates photo albums, shares videos, writes comments, creates events or shares his/her mood; it is open to everyone who is involved in this platform unless certain users are blocked or are not involved in the group.</p>	
<p>Moodle</p>	<p>The free, flexible and basic program used for the creation and management of online courses, developing a virtual learning environment, its objective is to generate enriching learning experiences.</p>	
<p>Podcast</p>	<p>It is a sound file that can be found on the network can be stored on any portable audio device.</p>	
<p>PowerPoint</p>	<p>This software allows you to create presentations that you can share through the theme without the need for the internet, each of the spreadsheets can incorporate text, photos, illustrations, drawings, graphics tablet, movies, and others.</p>	

Keynote	This software allows you to design presentations with advanced effects and tools. It offers visual tools and allows to insert reflections and frames to the images and to order data in interactive graphics.	
YouTube	This software has more than seven hundred thousand educational videos. This implies a multitude of resources that the teacher must take advantage of, as long as it is related to the issues raised.	
Quizbox	This application allows you to insert multiple-choice questionnaires on our website, this benefits the teacher who wants to meet each group of students according to their educational needs	
<ol style="list-style-type: none"> 1. Author: Telenchana, S. (2018) 2. Source: (Bishop & Verleger, 2013) 		

3. How to do a Flipped Class?

Different resources and strategies can be used to invest in a traditional classroom, as many as the teachers who decide to address these challenges may have ideas for. One of the possibilities is to create short videos and podcasts recorded by the teacher himself or to use other existing videos on the Internet with the necessary concepts and/or explanations. Another possibility is to use screencast videos, which are recordings of an explanation developed by the teacher on his or her electronic device (computer, tablet, etc.), is a kind of film of what the person recording can see on his or her monitor. Any of these formats must include key learning content and will be viewed as homework (Abeysekera & Dawson, 2015). Another option, less effective according to the cognitive theories of multimedia learning of Mayer (2009), is to use previous readings or static presentations of the basic contents. On the other hand, and according to Brown (2012), the students receive better recordings made by the teacher himself. In this way, a greater approach is achieved, reducing the possible distant perspective that an online explanation may provide.

Once classroom time is freed up, this time is invested in activities that encourage student participation in class, through questions, problem-solving, project development and application of ideas and concepts, constructivist teaching and learning methods (Tourón & Santiago, 2015).

These activities are usually carried out in small groups and are guided and led by the teacher in the classroom. Teachers can also use certain concept evaluation tests, carried out after watching videos at home, with questions on the subject matter included in a set of online questions. Through the analysis of these tests, the main shortcomings of the group and conflicting points in the learning process can be identified.

Santiago (2015) offers up to 100 different tools for visualization and/or video production, concept evaluation tests, teamwork, etc. Many resources that facilitate the development of the flipped classroom.

Virtual fields (considered as part of the so-called Learning Management Systems) act as the learning environment that the teacher will use to facilitate online content, encourage online discussions, collect answers to questions asked about the subjects covered, as well as any activity that is raised or used as a resource.

Rotellar and Cain (2016) propose a series of premises as initial recommendations when implementing and developing a methodological strategy based on the inverted class:

1. Use academic programming to determine what content should be presented outside the classroom and how to design classroom learning activities.
2. Facilitate possibilities for individual and group academic development to help university members in the paradigm shift.
3. Recognize that the natural dynamics of the classroom may require the need for support in the classroom.
4. Be aware that the rule change can overwhelm a large number of students who must be re-educated in how to succeed in this new classroom.
5. Correctly connect the activities prior to the class with the activities that will be carried out in the classroom.
6. Advise students to understand exactly what they need to know or do before going to class.
7. Give students options to ask questions and/or clarify information about the contents proposed and presented by the teacher outside the classroom.
8. Focus classroom activities to help learners think like future experts.
9. Promote opportunities for formative evaluation to understand what they know and what they don't know.
10. Resist the urge to retrain students who do not prepare properly. They must be made aware of their responsibility as future professionals.

11. Be careful not to overload students with too much content outside of class, too many videos, materials, readings, and other documents or resources.
12. Assess what knowledge, skills, behaviors, and attitudes are desired by students. There is no point in teaching and developing critical thinking and problem-solving in the classroom and only evaluating knowledge.
13. Be prepared to adapt teaching and learning activities as they are seen to contribute or not to learning.

4. Worksheets

UNIT ONE

Name: Inspirational People

Learning Objective: To describe inspirational people's lifestyles and to talk about a person's experiences

Level: Intermediate A2.2

Interaction: Groups of work

Class Time: 200 minutes a week / 6 hours class- each one of 40 minutes.

Resources: Book, worksheet-computers-cell phones.

Procedure:
GETTING STARTED
(40 minutes)

1. First, students have to activate their previous knowledge doing some online activities.
2. Students have to watch the picture and talk about him or her in five sentences.
3. In class, students get in groups to work effectively. Give the materials to each group: a copy of the worksheet.

SHARING IDEAS
(80 minutes)

- In pairs:
1. Students have to answer four questions about Lionel Messi.
 2. Students must organize their ideas in order to talk about Lionel's life in groups.

DISCUSSION
(80 minutes)

- In groups:
1. Students are going to make a short presentation about an inspirational person.
 - a) Give a basic introduction of the person they have chosen.
 - b) Talk about his/her personality.
 - c) Explain clearly why they chosen that person.
 2. In groups of five the students have to make a short presentation about the topic, using key words or phrases:

Reflect on Grammar			
Ways to express future		Ways to express desire, necessity and decision	
• I 'll be a great taekwondo actress!	• Our team needed to win . (necessity)		
• You 'll probably be the best.	• I want to take drama classes. (desire)		
• Do you plan to become a pro soccer player?	• I 'm going to take up taekwondo and continue doing drama. (decision)		
Use gerunds after these verbs.		Use infinitives after these verbs.	
He keeps practicing sports.	I wanted		
He enjoyed taking sports classes.	She planned to be an actress.		
He'll finish studying soon.	You would like		
Notice:	She is going		
I'll start practicing chess.			
begin to practice			
continue to practice			

	<p>Useful Expressions</p> <ul style="list-style-type: none"> • To Introduce the group: Good morning, this is my group ... I'm ... and this is... • To introduce the topic: We're going to talk about... • To list one of the many qualities of the person: We admire this person because for one thing,... • To give reasons: He's our VIP (very inspiring person) because... <p>3. Students have to upload their speaking videos in Flipping A2.2 Youtube channel allowing their mates to watch their speaking performance.</p> <p>Give your Presentation</p> <ul style="list-style-type: none"> • Give a basic introduction of the person you chose and his / her personality. • Talk about the different aspects you investigated. • Explain clearly why you chose that person as someone who inspires you. • Give biographical information to illustrate those aspects.
<p>Variations: There are two versions of the same unit worksheet and teacher can choose one of them or let the students to choose their favourite. Also, the number of players in each team may vary depending on how many learners you have in class, and how much time he/she wants to invest in the activity. Similarly, there is the time to practice alone their speech.</p> <p>Suggestions: Provide help students in each team. For example, select a strong language student in each group to be the leader so that he/she may help the rest of the players better understand and orally perform in the speaking tasks. Another student can make sure the rules of the activity are being properly held.</p> <p>Success Indicator: Students are able to carry out the speaking activities accurately.</p> <p>Evaluation: The teacher has to evaluate students' oral production through the speaking rubric at the bottom.</p>	

Inspirational People -A-

GETTING STARTED

TIP: Do the following online activities

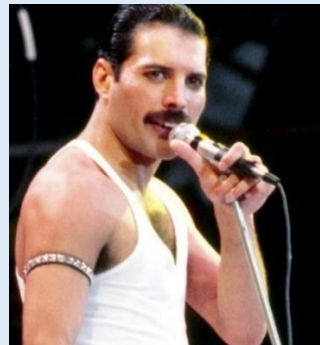
1. Play the following online game.

Link: <http://www.eslgamesplus.com/past-simple-irregular-verbs-esl-grammar-interactive-activity-online/>

2. Complete the following information.

Link: <https://www.englishexercises.org/makeagame/viewgame.asp?id=2325>

1. Students have to review the grammar point at home
2. Watch the picture and talk about him or her in five sentences.



3. Take five minutes to prepare your short presentation.
4. Share your ideas with your partner.

SHARING IDEAS

In pair: Answer the questions.

The screenshot shows a web browser window titled "Lionel Messi Trivia". The interface includes a menu bar (File, Edit, View, Window, Help), a title "Lionel Messi Trivia", and a prompt: "You think you know a lot about your favorite soccer star? Answer these questions." There are four trivia questions with multiple-choice options:

1. What's Messi's full name?
 a. Leonardo Messi
 b. Lionel Andres Messi
 c. Lionel Nicolas Messi
2. Where was he born?
 a. Buenos Aires
 b. Mendoza
 c. Rosario
3. How old was Messi when he began to play professionally?
 a. 12
 b. 17
 c. 16
4. What is Messi's position?
 a. defender
 b. forward
 c. midfielder

There are two images of Lionel Messi: one in a red and blue soccer jersey, and another in a red and blue soccer jersey holding a trophy. A soccer ball is also visible. A "Listening Strategy" box on the right says: "Before listening, get familiar with the topic and type of activity."

5. Complete some information in the chart in order to prepare your presentation about Lionel's life.

The form is titled "Biography Research" and contains the following sections:

- Name:** A rectangular box for writing the person's name.
- Persons Name:** A rectangular box for writing the person's name.
- Picture:** A rectangular box for pasting a picture.
- Early Life:** A rounded rectangular box for writing about the person's early life.
- Family Life:** A circular box for writing about the person's family life.
- Major Accomplishments:** A rectangular box for writing about the person's major achievements.
- 3 Interesting Facts:** A large rectangular box for writing three interesting facts.

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DISCUSSION

In groups of four: Make a presentation. Take turns to talk about a person who inspires you. Complete the Biographic Organizer.

*Key Points

Give your Presentation

- Give a basic introduction of the person you chose and his / her personality.
- Talk about the different aspects you investigated.
- Explain clearly why you chose that person as someone who inspires you.
- Give biographical information to illustrate those aspects.

Useful Expressions

- To Introduce the group: Good morning, this is my group ... I'm ... and this is...
- To introduce the topic: We're going to talk about...
- To list one of the many qualities of the person: We admire this person because for one thing,...
- To give reasons: He's our VIP (very inspiring person) because...

Inspirational Person

Name _____ Date _____

Biography Organizer

Name of Famous Person _____

List three facts about this person's life.

List two important things that this person has done.

Quote:

List three words to describe this person.

Why should kids learn about this person?

Adapted from: http://www.timeforkids.com/files/ns2004_19_go.pdf

SPEAKING RUBRIC

Topic: _____
Excellent: 2.5 Very Good: 2 Good: 1 Fair: 0.5 Poor 0.2 No Production: 0

1. Fluid expression, consistent pronunciation and intonation, clear speech, confident in speech	
2. Effective and appropriate responses to given questions	
3. Well-developed and coherent content, clear progression of ideas	
4. Effective use of language (basic grammar and vocabulary)	
TOTAL	/10

Inspirational People -B-

GETTING STARTED

TIP: Do the following online activities

3. Play the following online game.

Link: <http://www.eslgamesplus.com/past-simple-irregular-verbs-esl-grammar-interactive-activity-online/>

4. Complete the following information.

Link: <https://www.englishexercises.org/makeagame/viewgame.asp?id=2325>

6. Students have to review the grammar point at home
7. Watch the picture and talk about him or her in five sentences.



8. Take five minutes to prepare your short presentation.
9. Share your ideas with your partner.

SHARING IDEAS

In pair: Answer the questions.

The screenshot shows a web browser window with a menu bar (File, Edit, View, Window, Help) and a window title bar. The main content is a trivia game titled "Lionel Messi Trivia". It features a purple box with the text: "You think you know a lot about your favorite soccer star? Answer these questions." Below this are four multiple-choice questions, each with a radio button and three options (a, b, c). The questions are: 1. What's Messi's full name? (a. Leonardo Messi, b. Lionel Andres Messi, c. Lionel Nicolas Messi); 2. Where was he born? (a. Buenos Aires, b. Mendoza, c. Rosario); 3. How old was Messi when he began to play professionally? (a. 12, b. 17, c. 16); 4. What is Messi's position? (a. defender, b. forward, c. midfielder). There are two small images of Messi: one in a red and blue soccer jersey and another holding a trophy. A "Listening Strategy" box on the right contains the text: "Before listening, get familiar with the topic and type of activity." A soccer ball is visible at the bottom left of the trivia page.

10. Complete some information in the chart in order to prepare your presentation about Lionel's life.

The form is titled "Biography Research" and contains the following sections:

- Name:** A rectangular box for writing the person's name.
- Biography Research:** A large central rectangular box.
- Persons Name:** A rectangular box for the person's name.
- Picture:** A rectangular box for a photograph.
- Early Life:** A rounded rectangular box for early life details.
- Family Life:** A circular box for family-related information.
- Major Accomplishments:** A rectangular box for significant achievements.
- 3 Interesting Facts:** A large rectangular box for listing three interesting facts.

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DISCUSSION

In groups of four: Make your presentation. Take turns to talk about a person who inspires you. Complete the Biographic Organizer.

***Key Points**

Give your Presentation

- Give a basic introduction of the person you chose and his / her personality.
- Talk about the different aspects you investigated.
- Explain clearly why you chose that person as someone who inspires you.
- Give biographical information to illustrate those aspects.

Useful Expressions

- **To Introduce the group:** Good morning, this is my group ... I'm ... and this is...
- **To introduce the topic:** We're going to talk about...
- **To list one of the many qualities of the person:** We admire this person because for one thing,...
- **To give reasons:** He's our VIP (very inspiring person) because...

Inspirational Person

Name _____ Date _____

Biography Organizer

Name of Famous Person _____

<p>List three facts about this person's life.</p>	<p>List two important things that this person has done.</p>
<p>Quote:</p>	
<p>List three words to describe this person.</p>	<p>Why should kids learn about this person?</p>

Adapted from: http://www.timeforkids.com/files/ns2004_19_go.pdf

SPEAKING RUBRIC

Topic: _____

Excellent: 2.5 Very Good: 2 Good: 1 Fair: 0.5 Poor 0.2 No Production: 0

5. Fluid expression, consistent pronunciation and intonation, clear speech, confident in speech	
6. Effective and appropriate responses to given questions	
7. Well-developed and coherent content, clear progression of ideas	
8. Effective use of language (basic grammar and vocabulary)	
TOTAL	/10

UNIT 2

Name: Experience Culture

Learning Objective: To talk about the most significant learning experiences in the context of cultural literacy.

Level: Intermediate A2.2

Interaction: Groups of work

Class Time: 200 minutes a week / 6 hours class- each one of 40 minutes.

Resources: Worksheet-computers-cell phones

<p>Procedure: GETTING STARTED (40 minutes)</p>	<ol style="list-style-type: none"> 1. First, students have to activate their previous knowledge doing some online activities. In groups: 2. Students in groups of three have to describe three places in three sentences each. 3. Ask students to share ideas in works of three. 																		
<p>SHARING IDEAS (80 minutes)</p>	<p>In pairs:</p> <ol style="list-style-type: none"> 1. Ask students to discuss about learning experience. 2. They have to watch the pictures and answer three questions. 3. Students must organize their ideas in a brainstorm. 4. They have to share their answers in pairs. 																		
<p>DISCUSSION (80 minutes)</p>	<p>In groups:</p> <ol style="list-style-type: none"> 1. Students are going to make a short presentation about learning experiences. 2. In groups of four: students have to check one of their partner's answers. 3. Then, they must tell their partners about their mate's impressions. 4. In groups of five the students have to make a short presentation about the topic. Using these structures and phrases: <div style="background-color: #f4d03f; padding: 10px; margin-top: 10px;"> <p style="text-align: center; color: #8e44ad;">Present Perfect tense</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">I</td> <td style="width: 15%; border: 1px solid #ccc; padding: 2px;"><i>have</i></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> </tr> <tr> <td>You</td> <td style="border: 1px solid #ccc; padding: 2px;"><i>have</i></td> <td style="border: 1px solid #ccc; padding: 2px;"><i>been</i></td> <td style="border: 1px solid #ccc; padding: 2px;">a member of</td> <td style="border: 1px solid #ccc; padding: 2px;">this museum</td> <td style="border: 1px solid #ccc; padding: 2px;">for 2 weeks.</td> </tr> <tr> <td>She</td> <td style="border: 1px solid #ccc; padding: 2px;"><i>has</i></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> </div> <p style="margin-top: 10px;">Useful Expressions</p> <ul style="list-style-type: none"> • To introduce your campaign 	I	<i>have</i>					You	<i>have</i>	<i>been</i>	a member of	this museum	for 2 weeks.	She	<i>has</i>				
I	<i>have</i>																		
You	<i>have</i>	<i>been</i>	a member of	this museum	for 2 weeks.														
She	<i>has</i>																		

	<p>We're running a campaign for/against... We have worked on a campaign...</p> <p>have created a campaign...</p> <p>have launched a campaign...</p> <ul style="list-style-type: none"> • To express the purpose of the campaign <p>The purpose of this campaign is...</p> <p>to create awareness...</p> <p>to change a habit...</p> <ul style="list-style-type: none"> • To engage students into the activity your group is promoting <p>We have learned... We have talked to...</p> <p>Invite your parents to...</p> <p>Consider doing... Start interacting with...</p> <p>To show the possibilities for learning...</p> <ul style="list-style-type: none"> • To give tips <p>We want to share with you these tips...</p> <p>5. Students have to upload their speaking videos in Flipping A2.2 Youtube channel allowing their mates to watch their speaking performance.</p>
<p>Variations: There are two versions of the same unit worksheet and teacher can choose one of them or let the students to choose their favourite. Also, the number of players in each team may vary depending on how many learners you have in class, and how much time students want to invest in the activity. Similarly, give time to practice alone their speech.</p> <p>Suggestions: Assist students in each team. For example, select a strong language student in each group to be the leader so that he/she may help the rest of the players better understand and orally perform in the speaking tasks. Another student can make sure the rules of the activity are being properly held.</p> <p>Success Indicator: Students are able to carry out the speaking activities accurately.</p> <p>Evaluation: The teacher has to evaluate students' oral production through the speaking rubric at the bottom.</p>	

Experience Culture –A-

GETTING STARTED:

TIP: Do the following online activities

1. Play the following online game

<https://www.englishexercises.org/makeagame/viewgame.asp?id=3365>

2. Practice using past and present perfect

<https://www.eslgamesplus.com/present-perfect-vs-past-tenses-rally/>

In groups of three describe these places in three sentences.



Planetarium

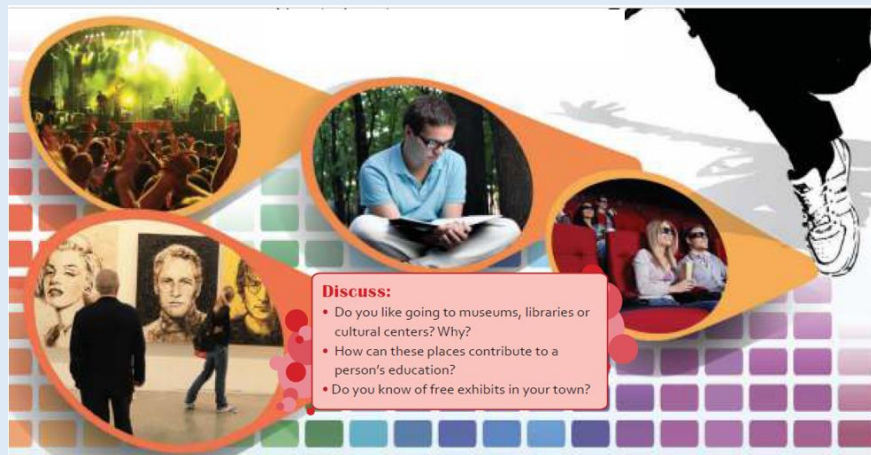


Roman coliseum

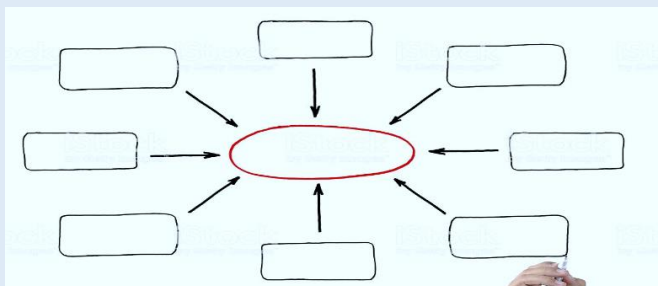


Church

SHARING IDEAS: You are going to discuss about learning experience. Watch the following pictures and answer the questions.



Organize your answers using short ideas



1. In pairs: Discuss the questions.

DISCUSSION:

1. You are going to talk about your learning experience. Check your answers.

1. Discuss your experience.

Rank these out of class-learning activities according to their importance.
(1 the most, 10 the least)

- going to museums or exhibits hanging out with friends attend conferences
- going to the movies listening to music talking to parents
- joining a hobby group participating in campaigns traveling

Other



Check what you think is true about your group work.

- | | |
|--|--|
| <input type="checkbox"/> There is a lot of creativity. | <input type="checkbox"/> There's not much creativity. |
| <input type="checkbox"/> There's respect for all members' ideas. | <input type="checkbox"/> There's no respect for all members' ideas. |
| <input type="checkbox"/> Information to carry out the project is enough. | <input type="checkbox"/> Information to carry out the project is not enough. |
| <input type="checkbox"/> We spent time appropriately. | <input type="checkbox"/> We didn't spend time appropriately. |
| <input type="checkbox"/> We collected information in a timely manner. | <input type="checkbox"/> We didn't collect information in a timely manner. |
| <input type="checkbox"/> Everybody collaborates. | <input type="checkbox"/> Not everybody collaborates. |
| <input type="checkbox"/> There is a lot of motivation. | <input type="checkbox"/> There is not much motivation. |

In groups of four: Check your one of your partner's answers. Then, tell your partners about your classmate's impressions.

SPEAKING RUBRIC	
Topic: _____	
Excellent: 2.5 Very Good: 2 Good: 1 Fair: 0.5 Poor 0.2 No Production: 0	
1. Fluid expression, consistent pronunciation and intonation, clear speech, confident in speech	
2. Effective and appropriate responses to given questions	
3. Well-developed and coherent content, clear progression of ideas	
4. Effective use of language (basic grammar and vocabulary)	
TOTAL	/10

Experience Culture –B-

GETTING STARTED:

TIP: Do the following online activities

3. Play the following online game

<https://www.englishexercises.org/makeagame/viewgame.asp?id=3365>

4. Practice using past and present perfect

<https://www.eslgamesplus.com/present-perfect-vs-past-tenses-rally/>

In groups of three describe these places in three sentences.



Museum

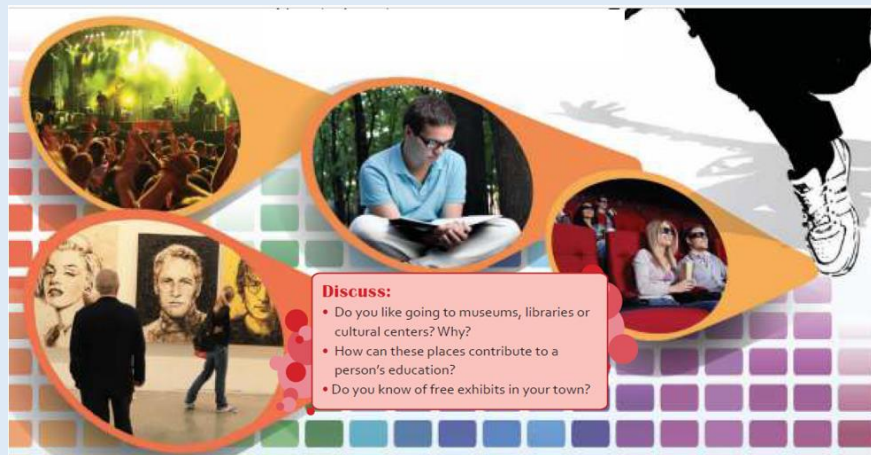


Library

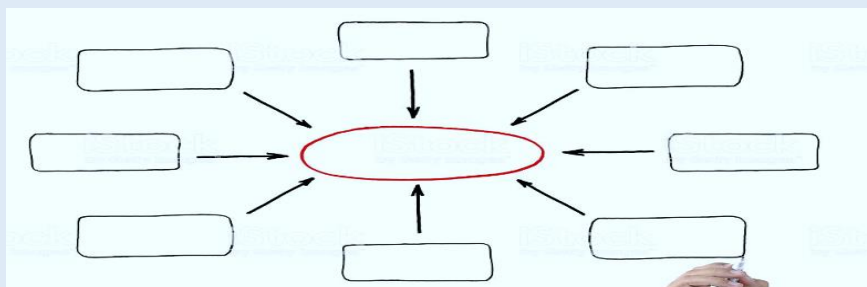


Ruins

SHARING IDEAS: You are going to discuss about learning experience. Watch the following pictures and answer the questions.



Organize your answers using short ideas



2. In pairs: Discuss the questions.

DISCUSSION:

2. You are going to talk about your learning experience. Check your answers.

1. Discuss your experience.

Rank these out of class-learning activities according to their importance.
(1 the most, 10 the least)

- | | | |
|--|--|--|
| <input type="radio"/> going to museums or exhibits | <input type="radio"/> hanging out with friends | <input type="radio"/> attend conferences |
| <input type="radio"/> going to the movies | <input type="radio"/> listening to music | <input type="radio"/> talking to parents |
| <input type="radio"/> joining a hobby group | <input type="radio"/> participating in campaigns | <input type="radio"/> traveling |

Other

Check what you think is true about your group work.

- | | |
|--|--|
| <input type="checkbox"/> There is a lot of creativity. | <input type="checkbox"/> There's not much creativity. |
| <input type="checkbox"/> There's respect for all members' ideas. | <input type="checkbox"/> There's no respect for all members' ideas. |
| <input type="checkbox"/> Information to carry out the project is enough. | <input type="checkbox"/> Information to carry out the project is not enough. |
| <input type="checkbox"/> We spent time appropriately. | <input type="checkbox"/> We didn't spend time appropriately. |
| <input type="checkbox"/> We collected information in a timely manner. | <input type="checkbox"/> We didn't collect information in a timely manner. |
| <input type="checkbox"/> Everybody collaborates. | <input type="checkbox"/> Not everybody collaborates. |
| <input type="checkbox"/> There is a lot of motivation. | <input type="checkbox"/> There is not much motivation. |



In groups of four: Check your one of your partner's answers. Then, tell your partners about your classmate's impressions.

SPEAKING RUBRIC

Topic: _____

Excellent: 2.5 Very Good: 2 Good: 1 Fair: 0.5 Poor 0.2 No Production: 0

5. Fluid expression, consistent pronunciation and intonation, clear speech, confident in speech	
6. Effective and appropriate responses to given questions	
7. Well-developed and coherent content, clear progression of ideas	
8. Effective use of language (basic grammar and vocabulary)	
TOTAL	/10

UNIT 3

Name: Story Time

Learning Objective: To tell stories and reflect on their messages.

Level: Intermediate A2.2

Interaction: Groups of work

Class Time: 200 minutes a week / 6 hours class- each one of 40 minutes.

Resources: Book, worksheet-computers-cell phones

<p>Procedure: GETTING STARTED (40 minutes)</p>	<ol style="list-style-type: none"> 1. First, students have to activate their previous knowledge by doing some online activities. In groups: 2. Students in groups of three have to talk about some movies or books using grammar structures or useful phrases. <div style="border: 1px solid purple; padding: 5px; margin: 10px 0;"> <p style="text-align: center; color: purple;">Vocabulary Strategy</p> <p>To make adverbs, add -ly to adjectives. Adverbs of <i>manner</i> and <i>attitude</i> mysterious – ly careful – ly fortunate – ly surprising – ly Adverbs that describe manner and attitude towards an event usually go at the beginning of a sentence. Immediately, she picked it up and examined it carefully.</p> </div>						
<p>SHARING IDEAS (80 minutes)</p>	<p>In pairs:</p> <ol style="list-style-type: none"> 1. Ask your students to tell a story based on four pictures. Give them from 7 to 10 minutes to organize ideas. 2. They have to share their stories in pairs. 						
<p>DISCUSSION (80 minutes)</p>	<p>In groups:</p> <ol style="list-style-type: none"> 1. Students are going to make a short presentation about their favourite story, using some structures and phrases. <div style="border: 1px solid orange; padding: 5px; margin: 10px 0;"> <p style="text-align: center; color: orange;">Past Perfect</p> <p>She missed / had missed the school bus, so she decided / had decided to go back home.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">She had missed the school bus.</td> <td style="width: 33%;">She decided to go back home</td> <td style="width: 33%; text-align: right;">now</td> </tr> <tr> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> <td style="text-align: right;">X</td> </tr> </table> </div>	She had missed the school bus.	She decided to go back home	now	X	X	X
She had missed the school bus.	She decided to go back home	now					
X	X	X					

Reflect on Grammar

Conditional Sentences

- Use **first conditional sentences** when you think a future situation is possible.

If I **cut** this tree down, I **will make** good money.

- Use **second conditional sentences** when a situation is very unlikely (almost impossible) to happen or is contrary to reality.

If I **were** you, I **wouldn't cut down** that tree.

If a fairy **granted** me a wish, I **'d ask** for a hot sausage.

- In the second conditional,
 - a. the if clause uses the **simple present / simple past**.
 - b. the result clause uses **would ('d) / simple past**.

Notice the form of the verb **be** in the conditional:
If I were you, I wouldn't cut that tree.

Useful Expressions

- Introduce your story like this...

Once upon a time...

You won't believe this but...

Here's what happened long ago... When

Legend has it that ...

- To talk about the story...

This story is about a woman who...

This is based on...

2. The have to organize the story in 10 minutes.
3. Students have to upload their speaking videos in Flipping A2.2 Youtube channel allowing their mates to watch their speaking performance.

Variations: There are two versions of the same unit worksheet and teacher can choose one of them or let the students to choose their favourite. Also, the number of players in each team may vary depending on how many learners you have in class, and how much time you want to invest in the activity. Similarly, give time to practice alone their speech.

Suggestions: Assist students in each team. For example, select a strong language student in each group to be the leader so that he/she may help the rest of the players better

understand and orally perform in the speaking tasks. Another student can make sure the rules of the activity are being properly held.

Success Indicator: Students are able to carry out the speaking activities accurately.

Evaluation: The teacher has to evaluate students' oral production through the speaking rubric that is at the end of the unit 3.

STORY TIME -A-

GETTING STARTED:

TIP: Do the following online activities

1. Play the following online games

<https://www.eslgamesplus.com/irregular-past-tense-esl-grammar-jeopardy-quiz-game/>

<http://www.eslgamesworld.com/members/games/grammar/perfectpast/spin%20wheel%20present%20past%20tenses.html>

In groups of three talk about these movies.



SHARING IDEAS: You are going to tell the following story. Watch the following pictures and organize your ideas.

Organize your ideas.



1

2

3

4

Conclusion:

DISCUSSION:

In groups of four: You are going to tell your favorite story. Next, each one gives opinions about the story.

Organize your ideas:

Name: _____ Story Title: _____

Story Timeline

Choose 13 important events from the story and place them in order on the timeline.
The first 7 go on pg.1 and the rest continue on the next page.

© Alan Watts 2013

Give your Presentation

- Tell the class the name of the story and some background information.
- Invite the class to predict what the story is about. Show your visuals.
- Tell the story. Create a lot of suspense by using a special tone of voice together with interesting body language.
- Invite people to talk about the message or just opinions about the story.

Useful Expressions

- **Introduce your story like this...**
Once upon a time...
You won't believe this but...
Here's what happened long ago... When Legend has it that ...
- **To talk about the story...**
This story is about a woman who...
This is based on...

SPEAKING RUBRIC

Topic: _____

Excellent: 2.5 Very Good: 2 Good: 1 Fair: 0.5 Poor 0.2 No Production: 0

9. Fluid expression, consistent pronunciation and intonation, clear speech, confident in speech	
10. Effective and appropriate responses to given questions	
11. Well-developed and coherent content, clear progression of ideas	
12. Effective use of language (basic grammar and vocabulary)	
TOTAL	/10

STORY TIME -B-

GETTING STARTED:

TIP: Do the following online activities

2. Play the following online games

<https://www.eslgamesplus.com/irregular-past-tense-esl-grammar-jeopardy-quiz-game/>

<http://www.eslgamesworld.com/members/games/grammar/perfectpast/spin%20wheel%20present%20past%20tenses.html>

In groups of three talk about these books.



SHARING IDEAS: You are going to tell the following story. Watch the following pictures and organize your ideas.

Organize your ideas.



1

2

3

4

Conclusion:

DISCUSSION:

In groups of four: You are going to tell your favorite story. Next, each one gives opinions about the story.

Organize your ideas:

Name: _____ Story Title: _____

Story Timeline

Choose 13 important events from the story and place them in order on the timeline.
The first 7 go on pg.1 and the rest continue on the next page.

© Alan Watts 2013

Give your Presentation

- Tell the class the name of the story and some background information.
- Invite the class to predict what the story is about. Show your visuals.
- Tell the story. Create a lot of suspense by using a special tone of voice together with interesting body language.
- Invite people to talk about the message or just opinions about the story.

Useful Expressions

- **Introduce your story like this...**
Once upon a time...
You won't believe this but...
Here's what happened long ago... When Legend has it that ...
- **To talk about the story...**
This story is about a woman who...
This is based on...

SPEAKING RUBRIC

Topic: _____

Excellent: 2.5 Very Good: 2 Good: 1 Fair: 0.5 Poor 0.2 No Production: 0

13. Fluid expression, consistent pronunciation and intonation, clear speech, confident in speech	
14. Effective and appropriate responses to given questions	
15. Well-developed and coherent content, clear progression of ideas	
16. Effective use of language (basic grammar and vocabulary)	
TOTAL	/10

UNIT 4

Name: Traveling the world

Learning Objective: To describe, compare and give opinions about travellers and touristic activities.

Level: Intermediate A2.2

Interaction: Groups of work

Class Time: 200 minutes a week / 6 hours class- each one of 40 minutes.

Resources: Book, Worksheet-computers-cell phones

<p>Procedure: GETTING STARTED (40 minutes)</p>	<p>1. First, students have to activate their previous knowledge doing some online activities using the linkers provided about tag questions.</p> <p>In groups:</p> <p>2. Students in groups of three have to talk about their favourite activities or placer in a trip.</p>
<p>SHARING IDEAS (80 minutes)</p>	<p>In pairs:</p> <p>1. Ask your students to organize their information about their travelling experience.</p> <p>2. They have to complete the chart.</p> <p>3. They have to share their answers in pairs.</p>
<p>DISCUSSION (80 minutes)</p>	<p>In groups:</p> <p>1. Students are going to make a short presentation about travelling experiences.</p> <p>2. In groups of four: students have to talk about their travelling experiences using grammar structures and useful expressions:</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">Reflect on Grammar</p> <p>Jane prefers to travel by bus, doesn't she?</p> <p>He has traveled by bicycle, hasn't he?</p> <p>Neil doesn't like to sleep in tents, does he?</p> <p>Jane stayed in a cabin on her last vacation, didn't she?</p> <p>We all know who's a much greener traveler, don't we?</p> <p>Oscar is a green traveler, isn't he?</p> <ul style="list-style-type: none"> • To make tag questions, use the auxiliary verb in the corresponding tense. You must make it negative if it is affirmative in the main clause, or make if affirmative if it's negative. </div>

	<p>Useful Expressions</p> <ul style="list-style-type: none"> • Our tour begins at... • If you want to go sightseeing, you'll love to go to... <p>There people can...</p> <ul style="list-style-type: none"> • There are many interesting monuments in... • This is a convenient / great / exciting / eco-friendly place because... <p>3. Give them from 7 to 10 minutes to prepare their speech.</p> <p>4. Students have to upload their speaking videos in Flipping A2.2 Youtube channel allowing their mates to watch their speaking performance.</p>
<p>Variations: There are two versions of the same unit worksheet and teacher can choose one of them or let the students to choose their favourite. Also, the number of players in each team may vary depending on how many learners you have in class, and how much time students want to invest in the activity. Similarly, you can give time to practice alone their speech.</p> <p>Suggestions: Assist students in each team. For example, select a strong language student in each group to be the leader so that he/she may help the rest of the players better understand and orally perform in the speaking tasks. Another student can make sure the rules of the activity are being properly held.</p> <p>Success Indicator: Students are able to carry out the speaking activities accurately.</p> <p>Evaluation: The teacher has to evaluate students' oral production through the speaking rubric that there is at the bottom.</p>	

Traveling the world –A-

GETTING STARTED:

TIP: Do the following online activities

1. Practice using past and present perfect

<https://www.youtube.com/watch?v=RpunLrghIjo>

<http://learnenglishteens.britishcouncil.org/grammar/intermediate-grammar/question-tags>

2. Play the following online game

<https://www.eslgamesplus.com/tag-questions-game/>

In groups of three describe your favorite activities.

What Kind of Traveler Are You?

1. Number the pictures. Then classify them under the corresponding column.

Word Bank

1. kayaking
2. a tent
3. hiking
4. a hotel
5. by plane
6. by canoe
7. on foot
8. a cabin
9. sightseeing
10. a campsite
11. a bicycle trip
12. a bus tour
13. a cruise

Key Expressions
To go green: to be an eco-friendly person

Vocabulary Strategy
Classify words to remember them better.

SHARING IDEAS: In pairs: You are going to talk about your travelling experience.

Complete the following information

Destination:	<h3 style="margin: 0;">Travel & Vacation</h3> <p style="margin: 0;">brainstorm list</p> <p style="font-size: small; margin: 0;">WildTalesof.com</p>	Dates:
ACTIVITIES/TOURS	RESTAURANTS/ FOODS TO TRY	
SHOPS	NATURAL WONDERS	PARKS & TRAILS

DISCUSSION:

1. You are going to talk about your travelling experience.
2. Use visuals (pictures, short video, or presentation)
3. In groups of four you have to talk about your travelling experiences.
4. Follow the instructions above.
5. You have 7 minutes to prepare your presentation. Take turns.
6. Everybody has to make a question about your favorite activities.

Give your Presentation

- Make a little introduction of your place and ask your classmates how much they know about it.
- Show your visual aids and the different interesting sites within that place. Describe, compare and give opinions about your place.
- Talk about tourist activities and the facilities there are, and give green recommendations.

Useful Expressions

- Our tour begins at...
- If you want to go sightseeing, you'll love to go to...
- There people can...
- There are many interesting monuments in...
- This is a convenient / great / exciting / eco-friendly place because...



SPEAKING RUBRIC

Topic: _____

Excellent: 2.5 Very Good: 2 Good: 1 Fair: 0.5 Poor 0.2 No Production: 0

1. Fluid expression, consistent pronunciation and intonation, clear speech, confident in speech	
2. Effective and appropriate responses to given questions	
3. Well-developed and coherent content, clear progression of ideas	
4. Effective use of language (basic grammar and vocabulary)	
TOTAL	/10

Traveling the World –B-

GETTING STARTED:

TIP: Do the following online activities

3. Practice using past and present perfect

<https://www.youtube.com/watch?v=RpunLrghIjo>

<http://learnenglishteens.britishcouncil.org/grammar/intermediate-grammar/question-tags>

4. Play the following online game

<https://www.eslgamesplus.com/tag-questions-game/>

In groups of three describe your favorite places to visit.



SHARING IDEAS: In pairs: You are going to talk about your travelling experience.

Complete the following information

Destination:	Travel & Vacation brainstorm list WildTalesof.com	Dates:
ACTIVITIES/TOURS	RESTAURANTS/ FOODS TO TRY	
SHOPS	NATURAL WONDERS	PARKS & TRAILS

DISCUSSION:

7. You are going to talk about your travelling experience.
8. Use visuals (pictures, short video, or presentation)
9. In groups of four you have to talk about your travelling experiences.
10. Follow the instructions above.
11. You have 7 minutes to prepare your presentation. Take turns.
12. Everybody has to make a question about your favorite activities.

Give your Presentation

- Make a little introduction of your place and ask your classmates how much they know about it.
- Show your visual aids and the different interesting sites within that place. Describe, compare and give opinions about your place.
- Talk about tourist activities and the facilities there are, and give green recommendations.

Useful Expressions

- Our tour begins at...
- If you want to go sightseeing, you'll love to go to...
- There people can...
- There are many interesting monuments in...
- This is a convenient / great / exciting / eco-friendly place because...



SPEAKING RUBRIC

Topic: _____

Excellent: 2.5 Very Good: 2 Good: 1 Fair: 0.5 Poor 0.2 No Production: 0

5. Fluid expression, consistent pronunciation and intonation, clear speech, confident in speech	
6. Effective and appropriate responses to given questions	
7. Well-developed and coherent content, clear progression of ideas	
8. Effective use of language (basic grammar and vocabulary)	
9.	
TOTAL	/10

UNIT 5

Name: News Media

Learning Objective: To report news about general interest topics and major disasters.

Level: Intermediate A2.2

Interaction: Groups of work

Class Time: 200 minutes a week / 6 hours class- each one of 40 minutes.

Resources: Book, eBoklet, computers, cell phones

Procedure:
GETTING STARTED
(40 minutes)

1. First, students have to activate their previous knowledge by doing some online activities provided in the linkers.
- In pairs:
 2. Option A: Students have to complete a conversation, then, they have to act it.
 - Option B: Students have to complete a report, then, they have to read it aloud.
3. Optionally, they can record their voices using a smartphone in order to check their pronunciation.

SHARING IDEAS
(80 minutes)

- In pairs:
1. Students are going to talk about their favourite source of news.
 2. They have to complete a chart in order to organize their ideas.

DISCUSSION
(80 minutes)

- In groups:
1. Students are going to talk about an important news in their city, country or around the world using grammar structures and useful expressions.

Reflect on Grammar		
Passive Voice		
Use the Passive Voice to emphasize on actions or when the doer of the action is not known or not important.		
Present Asteroids are made of rock and/or metals. Past 180 donuts were stolen. Future The earth will be hit by an asteroid in 350 years. Passive Voice sentences require auxiliary verb to be and the past participle form of the main verb.	Use the Passive Voice to focus on the <input type="checkbox"/> a. doer of the action <input checked="" type="checkbox"/> b. the action itself Use the preposition by to introduce the doer in the Passive Voice.	
Irregular verbs: similar past and past participle forms left: left found: found made: made	Regular verbs: similar past and past participle form trapped: trapped adopted: adopted captured: captured	
Different present, past and past participle forms steal, stole, stolen see, saw, seen		Similar present, past and past participle forms cut, cut, cut hurt, hurt, hurt hit, hit, hit

Useful Expressions

To introduce yourself

This is _____ with the
(your name)
_____ news.
(kind of news)

To quote a source

The police officer said / announced / commented:
" _____ "
(the direct quote)

To introduce an interviewee

Mr. _____ is here with us to talk
(name of the person)
about...

2. Ask them to watch 2 videos and check some tips to be a great reporter.
 - a. <https://www.youtube.com/watch?v=hJOReSdDytY>
 - b. <https://www.youtube.com/watch?v=oeTcjO-aqLw>
3. They can use visuals (pictures, short video, or presentation)
4. They have 7-10 minutes to prepare your presentation.
5. They have from 2-3 minutes to act as a reporter. Take turns.
6. The teacher or a volunteer have to record your performance with a smartphone or camera.

Variations: There are two versions of the same unit worksheet and teacher can choose one of them or let the students to choose their favourite. Also, the number of players in each team may vary depending on how many learners you have in class, and how much time you want to invest in the activity. Similarly, give time to practice alone their speech.

Suggestions: Assist students in each team. For example, select a strong language student in each group to be the leader so that he/she may help the rest of the players better.

Let students to participate in speaking tasks. Another student can make sure the rules of the activity are being properly held.

Success Indicator: Students are able to carry out the speaking activities accurately.

Evaluation: The teacher has to evaluate students' oral production through the speaking rubric that there is at the bottom.

DISCUSSION
(80 minutes)

In groups:

1. Students are going to talk about an important news in their city, country or around the world using grammar structures and useful expressions.

Reflect on Grammar

Passive Voice

Use the Passive Voice to emphasize on actions or when the doer of the action is not known or not important.

Present	Asteroids are made of rock and/or metals.	Use the Passive Voice to focus on the a. doer of the action ✓ b. the action itself
Past	180 donuts were stolen.	
Future	The earth will be hit by an asteroid in 350 years.	

Passive Voice sentences require auxiliary verb **to be** and the **past participle** form of the main verb.

Use the preposition **by** to introduce the doer in the Passive Voice.

Irregular verbs: similar past and past participle forms left: left found: found made: made	Regular verbs: similar past and past participle form trapped: trapped adopted: adopted captured: captured
Different present, past and past participle forms steal, stole, stolen see, saw, seen	Similar present, past and past participle forms cut, cut, cut hurt, hurt, hurt hit, hit, hit

Useful Expressions

To introduce yourself
This is _____ with the _____ news.
(your name) (kind of news)

To quote a source
The police officer said / announced / commented: _____
(the direct quote)

To introduce an interviewee
Mr. _____ is here with us to talk about....
(name of the person)

2. Ask them to watch 2 videos and check some tips to be a great reporter.
- <https://www.youtube.com/watch?v=hJOReSdDytY>
 - <https://www.youtube.com/watch?v=oeTcjO-aqLw>
- They can use visuals (pictures, short video, or presentation)
 - They have 7-10 minutes to prepare your presentation.
 - They have from 2-3 minutes to act as a reporter. Take turns.
 - The teacher or a volunteer have to record your performance with a smartphone or camera.

Variations: There are two versions of the same unit worksheet and teacher can choose one of them or let the students to choose their favourite. Also, the number of players in each team may vary depending on how many learners you have in class, and how much time you want to invest in the activity. Similarly, give time to practice alone their speech.

Suggestions: Assist students in each team. For example, select a strong language student in each group to be the leader so that he/she may help the rest of the players better.

Let students to participate in speaking tasks. Another student can make sure the rules of the activity are being properly held.

Success Indicator: Students are able to carry out the speaking activities accurately.

Evaluation: The teacher has to evaluate students' oral production through the speaking rubric that there is at the bottom.

News media –A-

GETTING STARTED:

TIP: Do the following online activities

GAME 1 :

<http://www.eslpuzzles.com/Grammar%20Games/Passive%20and%20Active%20Games/Active%20and%20Passive%20Grammar%20Game%20Basketball.html>

GAME 2 :

<http://www.eslpuzzles.com/Grammar%20Games/Passive%20and%20Active%20Games/Active%20and%20Passive%20Grammar%20Game%20Duel%20Game.html>

In pairs complete the conversation.

A. Complete the following conversation.

B. Choose roles and act the conversation.

A: Koichi, was your house destroyed or damaged by the earthquake in Japan?
B: Well, Frank, yes, my house and my school were completely destroyed, so I've come to study in America for a year.
A: Oh, what a shame! I heard it was the strongest quake ever. 9.0 on the Richter scale. wasn't it?
B: Yeah and that's not all. After a strong seaquake, more destruction comes with tsunamis.
A: Why? What is destroyed by a tsunami?
B: All the nearest sea towns are destroyed and lots of people are killed by it.
A: That's terrible! Will quakes be predicted one day?
B: Well, I really hope so.

T F +

***Extra activity: Record your conversation using a smartphone and check your pronunciation mistakes.**

SHARING IDEAS: In pairs: You are going to talk about your favorite source of news.



Complete the following information

How do you prefer to be informed?	What's your favorite kind of news?

DISCUSSION: Whole class activity

7. You are going to talk about an important news in your city, country or around the world.
8. Watch the videos: and check some tips to be a great reporter.
 - c. <https://www.youtube.com/watch?v=hJOReSdDvtY>
 - d. <https://www.youtube.com/watch?v=oeTcjO-aqLw>
9. Use visuals (pictures, short video, or presentation)
10. You have 7-10 minutes to prepare your presentation.
11. You have from 2-3 minutes to act as a reporter. Take turns.
12. The teacher or a volunteer is going to record your performance with a smartphone or camera.



SPEAKING RUBRIC

Topic: _____

Excellent: 2.5 Very Good: 2 Good: 1 Fair: 0.5 Poor 0.2 No Production: 0

1. Fluid expression, consistent pronunciation and intonation, clear speech, confident in speech	
2. Effective and appropriate responses to given questions	
3. Well-developed and coherent content, clear progression of ideas	
4. Effective use of language (basic grammar and vocabulary)	
TOTAL	/10

News media –B-

GETTING STARTED:

TIP: Do the following online activities

GAME 1 :

<http://www.eslpuzzles.com/Grammar%20Games/Passive%20and%20Active%20Games/Active%20and%20Passive%20Grammar%20Game%20Basketball.html>

GAME 2 :

<http://www.eslpuzzles.com/Grammar%20Games/Passive%20and%20Active%20Games/Active%20and%20Passive%20Grammar%20Game%20Duel%20Game.html>

In pairs:

- Complete the following report (check page 71 English A2.2).
- Choose roles and read the report.

About 1,200 people _____ (a) yesterday when a tornado hit the city of Joplin. After the disaster, most people _____ (b) in the basement of the houses. The Fire Department and the National Department for Emergencies rescued them today in the morning. Some people _____ (c) to hospitals where they're recovering now. Some old buildings resisted the tornado but they _____ (d) so people living there _____ (e) today because they are in terrible condition and might collapse any minute. "These buildings _____ (f) to fall in any moment" said the national security officer.

***Extra activity:** Read and record your voice using a smartphone and check your pronunciation mistakes.

SHARING IDEAS: In pairs: You are going to talk about your favorite source of news.



Complete the following information	
How do you prefer to be informed?	What's your favorite kind of news?

DISCUSSION: Whole class activity

1. You are going to talk about an important news in your city, country or around the world.
2. Watch the videos: and check some tips to be a great reporter.
 - e. <https://www.youtube.com/watch?v=hJOReSdDytY>
 - f. <https://www.youtube.com/watch?v=oeTcjO-aqLw>
3. Use visuals (pictures, short video, or presentation)
4. You have 7-10 minutes to prepare your presentation.
5. You have from 2-3 minutes to act as a reporter. Take turns.
6. The teacher or a volunteer is going to record your performance with a smartphone or camera.



SPEAKING RUBRIC	
Topic: _____	
Excellent: 2.5 Very Good: 2 Good: 1 Fair: 0.5 Poor 0.2 No Production: 0	
5. Fluid expression, consistent pronunciation and intonation, clear speech, confident in speech	
6. Effective and appropriate responses to given questions	
7. Well-developed and coherent content, clear progression of ideas	
8. Effective use of language (basic grammar and vocabulary)	
TOTAL	/10

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ANNEXES

Annex 1. Survey



UNIVERSIDAD TECNICA DE
AMBATO
TEACHING ENGLISH AS A FOREIGN LANGUAGE



Survey number

Objective : To determine the benefits of The Flipped Classroom Method in the English speaking skill development.

Select the answer according to your opinion.

1. How do you describe your English class?
Based on technology _____ Based on the book _____
2. Do you use platforms to do homework?
Yes _____ No _____
3. How often do you use platforms in your English class?
Always _____ Sometimes _____ Never _____
4. Are you included in a virtual environment, in the use of platforms or social nets?
Yes _____ No _____
5. Do you consider that a technological and interactive classes would help in the English learning?
Yes _____ No _____
6. How do you feel when you speak English in class?
Free to speak _____ Insecure to speak _____
7. How often do you speak English in class?
Always _____ Sometimes _____ Rarely _____
8. How do you measure your speaking competence?
Very good _____ Good _____ Bad _____
9. Do you consider that though a technological and interactive class, your speaking skill would be better?
Yes _____ No _____
10. Would you like to have technological and interactive classes to learn English?
Yes _____ No _____

Done by : *Lcda. Silvia Telenchana.*

Reviewed by: *Lcda. Sarah Iza, Mg.*

Annex 2. Pretest

Speaking		Candidate A
Bus City Tour		
Look at this information. Answer your partner's questions about the tour. Introduce yourself to the customer.		
Begin like this:		
Hello, this is _____.	Starts	8:30 AM
I'm your tour guide.	Finishes	5:00 PM
	Activities	Visit to the pyramids, the National Museum and the Street Market
	Price	\$ 35 each person
	Meals	Lunch included
	Tickets	Entrance to the pyramids and the museum not included

Taken from English Book Level A2.2. of the Ministry of Education.

Annex 3. Post test

Speaking		Candidate B
You're interested in going on a bus tour around the Central City. Ask the receptionist questions about the tour. Be very polite.		
Example:		
Could you tell me what time the tour begins?		
Ask about:		
a. The time the tour begins and finishes		
b. The activities offered by the tour		
c. The price		
d. If meals and the tickets are included		
e. Finally, decide if you're interested in the tour and make or don't make the reservation		

Taken from English Book Level A2.2. of the Ministry of Education.

Annex 4. Rubric

Test Training - Rubrics					
Qualitative Aspects of Spoken Language: Interaction (10 points)					
GRADE SCALE	0.5	1.0	1.5	2	FINAL GRADE
Range	Has a very limited repertoire of words and expressions to ask and answer questions about an imaginary futuristic gadget.	Has a limited repertoire of words and expressions to ask and answer questions about an imaginary futuristic gadget. Confuses words and expressions systematically, which may cause communication failure.	Has a good repertoire of words and expressions to ask and answer questions about an imaginary futuristic gadget.	Has an outstanding repertoire of words and expressions to ask and answer questions about an imaginary futuristic gadget.	
Accuracy	Shows insufficient control of grammatical structures and patterns to ask and answer questions about an imaginary futuristic gadget. Excessive confusion and inaccurate use of these structures and patterns impedes communication.	Uses, with a lot of effort, grammatical structures and patterns to ask and answer questions about an imaginary futuristic gadget. Confuses these structures and patterns systematically, which causes communication breakdowns.	Uses a basic repertoire of Grammatical structures and patterns to ask and answer questions about an imaginary futuristic gadget. Some confusion may be present, but this does not impede communication.	Uses grammatical structures and patterns to ask and answer questions about an imaginary futuristic gadget. The appropriate use of these structures and patterns facilitates communication.	
Fluency	Manages only very short, isolated sentences and fragmented speech. Utterances are mainly pre-packaged, with a lot of pausing to search for expressions. Speech is slow and hesitant.	Can make himself / herself understood in very short utterances, even though pauses, false starts and reformulation are evident. Speech is slow and hesitant and takes time to complete sentences with appropriate fluency.	Has enough language to keep going comprehensively, even though pauses for grammatical and lexical planning. Repair is evident, especially in longer stretches of production. However, this does not greatly affect communication.	Has an outstanding language command to keep going comprehensively, even though occasionally pauses for grammatical and lexical planning.	
Interaction	Has great difficulty asking or responding to simple statements. Finds it hard to begin and hold a face-to-face conversation about an imaginary futuristic gadget. In spite of repetition and paraphrasing by the other speaker, lack of comprehension causes communication failure.	Can, with a lot of effort, ask or respond to simple statements. Hardly begins, maintains, and closes a face-to-face conversation about an imaginary futuristic gadget. Rarely understands enough to keep a conversation going of his / her own accord. Repetition on part of the other speaker is required.	Can, with some hesitation, ask or respond to simple statements. Also, can begin, maintain and close a face-to-face conversation about an imaginary futuristic gadget. Responses are adequate in the ongoing conversation most of the time.	Can successfully ask and respond to simple statements and can begin, maintain and close a face-to-face conversation about an imaginary futuristic gadget. Is able to provide extra details. Spontaneously in the ongoing conversation. Elicits information and monitors himself / herself.	
Coherence	Does not organize his / her ideas, especially when asking or answering specific questions. Total or notable omission of task input. Meaning is not conveyed.	Connects ideas inappropriately, especially when asking or answering specific questions. Task input is inadequately covered or omitted and the meaning usually gets lost.	Can organize, with some sufficiency, his / her ideas when talking about an imaginary natural disaster. The message is clear although there are some hesitant sentences. Task input is used to a certain extent.	Is able to organize his / her ideas successfully when talking about an imaginary natural disaster. The message is clear and concrete and task input is fully used.	
TOTAL					


Taken from English Book Level A2.2. of the Ministry of Education.

Annex 5. Validation Pre-test – Post-test

VALIDACIÓN DE CONTENIDOS DEL INSTRUMENTO SOBRE "THE FLIPPED CLASSROOM METHOD IN ENGLISH SPEAKING DEVELOPMENT".
CORRESPONDENCIA DE LAS PREGUNTAS DEL INSTRUMENTO PRE - TEST

PREGUNTAS PARA LOS ESTUDIANTES


ITEMS	CATEGORÍAS	(A) CORRESPONDENCIA DE LOS ITEMS CON LOS OBJETIVOS, VARIABLES E INDICADORES		(B) CALIDAD TÉCNICA Y REPRESENTATIVIDAD				(C) LENGUAJE, GRAMÁTICA Y ORTOGRAFÍA		OBSERVACIONES	
		P= PERTINENTE	NP= NO PERTINENTE	O	B	R	I	A	I		
		P	NP	O	B	R	I	A	I		
1.	Speaking One : City Bus tour a) What time does it start and finish? b) What can you visit there? c) How much does it cost? d) What meals are included?	P		O					A		
		P		O					A		
		P		O					A		
		P		O					A		
2.	Speaking Two: City Bus tour. a) Say the time it starts and finishes. b) Explain what you can visit there. c) Give the cost. d) Add extra information.	P		O					A		
		P		O					A		
		P		O					A		
		P		O					A		


Firma: Lic. Frutos Ruiz David Oswaldo
C.I. 180241952-1
Fecha: 5 de Febrero, 2018.

VALIDACIÓN DE CONTENIDOS DEL INSTRUMENTO SOBRE "THE FLIPPED CLASSROOM METHOD IN ENGLISH SPEAKING DEVELOPMENT".
CORRESPONDENCIA DE LAS PREGUNTAS DEL INSTRUMENTO PRE - TEST

PREGUNTAS PARA LOS ESTUDIANTES

ITEMS	CATEGORÍAS	(A) CORRESPONDENCIA DE LOS ITEMS CON LOS OBJETIVOS, VARIABLES E INDICADORES		(B) CALIDAD TÉCNICA Y REPRESENTATIVIDAD				(C) LENGUAJE, GRAMÁTICA Y ORTOGRAFÍA		OBSERVACIONES	
		P= PERTINENTE	NP= NO PERTINENTE	O	B	R	I	A	I		
		P	NP	O	B	R	I	A	I		
1.	Speaking One : City Bus tour a) What time does it start and finish? b) What can you visit there? c) How much does it cost? d) What meals are included?	P		O					A		
		P		O					A		
		P		O					A		
		P		O					A		
2.	Speaking Two: City Bus tour. a) Say the time it starts and finishes. b) Explain what you can visit there. c) Give the cost. d) Add extra information.	P		O					A		
		P		O					A		
		P		O					A		
		P		O					A		



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Post-test

VALIDACIÓN DE CONTENIDOS DEL INSTRUMENTO SOBRE "THE FLIPPED CLASSROOM METHOD IN ENGLISH SPEAKING DEVELOPMENT".
CORRESPONDENCIA DE LAS PREGUNTAS DEL INSTRUMENTO POST - TEST

PREGUNTAS PARA LOS ESTUDIANTES


ITEMS	CATEGORÍAS	(A) CORRESPONDENCIA DE LOS ITEMS CON LOS OBJETIVOS, VARIABLES E INDICADORES		(B) CALIDAD TÉCNICA Y REPRESENTATIVIDAD				(C) LENGUAJE, GRAMÁTICA Y ORTOGRAFÍA		OBSERVACIONES	
		P= PERTINENTE	NP= NO PERTINENTE	O	B	R	I	A	I		
		P	NP	O	B	R	I	A	I		
3.	Speaking One: Trip through Africa. e) What is your name? f) Where are you from? g) Have you ever been in Africa? h) What are you going to do there?	P		O					A		
		P		O					A		
		P		O					A		
		P		O					A		
4.	Speaking Two: City Bus tour. e) Say the name. f) Explain where you are from. g) Give information about countries you have visited. h) Add extra information.	P		O					A		
		P		O					A		
		P		O					A		
		P		O					A		


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VALIDACIÓN DE CONTENIDOS DEL INSTRUMENTO SOBRE "THE FLIPPED CLASSROOM METHOD IN ENGLISH SPEAKING DEVELOPMENT".
CORRESPONDENCIA DE LAS PREGUNTAS DEL INSTRUMENTO POST - TEST

PREGUNTAS PARA LOS ESTUDIANTES

ITEMS	CATEGORÍAS	(A) CORRESPONDENCIA DE LOS ITEMS CON LOS OBJETIVOS, VARIABLES E INDICADORES		(B) CALIDAD TÉCNICA Y REPRESENTATIVIDAD				(C) LENGUAJE, GRAMÁTICA Y ORTOGRAFÍA		OBSERVACIONES	
		P= PERTINENTE	NP= NO PERTINENTE	O	B	R	I	A	I		
		P	NP	O	B	R	I	A	I		
3.	Speaking One: Trip through Africa e) What is your name? f) Where are you from? g) Have you ever been in Africa? h) What are you going to do there?	P		O					A		
		P		O					A		
		P		O					A		
		P		O					A		
4.	Speaking Two: City Bus tour. e) Say the name. f) Explain where you are from. g) Give information about countries you have visited. h) Add extra information.	P		O					A		
		P		O					A		
		P		O					A		
		P		O					A		


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Annex 6 Authorization

Ambato, 21 de Junio del 2018

Dr.

Jorge Guevara Granja.

RECTOR DE LA UNIDAD EDUCATIVA "MARIO COBO BARONA"

Presente.-

De mi consideración:

Reciba un cordial saludo por parte de la Lic. Silvia Paulina Telenchana Carvajal portadora cédula 1803560448, docente de la unidad y estudiante de la Universidad Técnica de Ambato en la obtención del título " MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLES COMO SEGUNDA LENGUA"; la presente tiene por objeto solicitarle de la manera más comedida, se permita realizar la investigación de tesis " THE FLIPPED CLASSROOM METHOD IN ENGLISH SPEAKING SKILL DEVELOPMENT", con el primer año de Bachillerato Técnico Contabilidad "A" Matutina, en vista que será para beneficio de los estudiantes y mejora en el proceso de aprendizaje, adjunto listado de estudiantes.

Por la atención que se digne dar a la presente, anticipo mi agradecimiento.

Atentamente,



Lic. Silvia Telenchana

Rosita
Autorizado
Emitir un certificado
de aceptación
22/06/2018



Annex 7 . Pictures



Pictures taken at Unidad Educativa "Mario Cobo Barona".