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MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN INGLÉS

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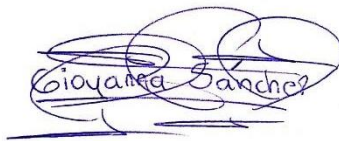---

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Giovanna Sánchez

DEDICATION

The current research study is dedicated to God, my beloved parents Rodrigo y Carmita, my dear brothers Gaby and Christian, and my lovely niece Emilia, who have always been the strength and support of my life.

Giovanna Sánchez

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TEMA:

THE FLIPPED CLASSROOM APPROACH AND THE DEVELOPMENT OF THE ENGLISH ORAL FLUENCY

AUTORA: Licenciada Giovanna Patricia Sánchez Andrade

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LÍNEA DE INVESTIGACIÓN:

- Métodos y medios para la enseñanza

FECHA: Enero 19, 2021

RESUMEN EJECUTIVO

La pandemia COVID-19 ha traído una nueva perspectiva de la educación a nivel mundial, mostrándonos la educación virtual como la mejor opción. Manteniendo esta modalidad, el presente estudio tuvo como objetivo investigar la efectividad del enfoque de aula invertida para mejorar la fluidez oral en inglés en un grupo de estudiantes de pregrado. La población de estudio estuvo conformada por 18 estudiantes de pregrado de diferentes carreras de la Universidad UNIANDES que cursaban el Segundo Nivel (Elemental A2) del programa de inglés en el Centro de Idiomas de CTT de los Andes en Ambato, Ecuador. Se utilizó un método combinado de pruebas pre y post de fluidez oral basadas en el examen de producción oral KET de Cambridge y una encuesta de percepción para examinar la eficacia de este enfoque en la fluidez oral de los participantes. En este estudio se empleó un diseño cuasiexperimental y los datos cuantitativos mostraron que la implementación del aula invertida fue un enfoque eficaz en el aula de aprendizaje del inglés como lengua extranjera. Los resultados de la *prueba t* de *muestras pareadas* realizada a través del software SPSS revelaron que hubo una diferencia significativa entre las pruebas de fluidez oral pre y post *t (17) = -6.70, p<0.001*. Además, se encontró que la fluidez oral en inglés de los estudiantes aumentó gradualmente después de la

implementación de las actividades de producción oral basadas en el enfoque de aula invertida. Por otro lado, los participantes mantuvieron una actitud positiva hacia los videos instructivos asincrónicos, las actividades de producción en pareja y en grupo en el aula y el uso de herramientas tecnológicas para mejorar su fluidez oral. El autor presentó recomendaciones pedagógicas para futuros estudios de investigación detalladas en la sección de recomendaciones.

Descriptores: actividades de producción oral, actividades en pareja y en grupo, actividades sincrónicas y asincrónicas, educación virtual, enfoque de aula invertida, fluidez oral, herramientas tecnológicas, pandemia covid-19, videos instructivos.

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THEME:
THE FLIPPED CLASSROOM APPROACH AND THE DEVELOPMENT OF THE ENGLISH ORAL FLUENCY

AUTHOR: Licenciada Giovanna Patricia Sánchez Andrade

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LINE OF RESEARCH:

- Methods and means for teaching

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EXECUTIVE SUMMARY

The COVID-19 pandemic has brought a new perspective of education worldwide, showing us the virtual education as the best option. Keeping this modality, the current study aimed to investigate the effectiveness of the flipped classroom approach to enhance the English oral fluency in a group of undergraduate students. The study population consisted of 18 undergraduate students from different careers from the UNIANDES University who were attending the Second Level (Elementary A2) of the English program at CTT de los Andes Language Center in Ambato, Ecuador. A combined method using pre- and post-oral fluency tests based on the KET speaking exam of Cambridge and a perceptions survey were used to examine the effectiveness of this approach on the participants' oral fluency skills. A quasi-experimental design was employed in this study and the quantitative data showed that the implementation of the Flipped Classroom was an effective approach in the EFL speaking classroom. The results of the *paired-sample t-test* done through the SPSS software revealed that there was a significant difference between the pre and post oral fluency tests *t (17) = -6.70, p<0.001*. Moreover, it was found that the English oral fluency of the learners increased gradually after the implementation of the flipped oral production activities. On the other hand, the participants held a positive attitude toward the asynchronous instructional videos, pair and group

speaking activities in the classroom, and the use of technological tools to enhance their oral fluency. The author presented pedagogical recommendations for future research studies and they are detailed in the recommendations section.

CHAPTER I

THE RESEARCH PROBLEM

1.1 Introduction

The current research project with the topic "The flipped classroom approach and the development of the English oral fluency" seeks to apply an innovative approach to develop the communicative skills on learners. During the previous teaching process to different levels of English in university students, they showed some problems when communicating in English. For this reason, the flipped classroom approach seeks to invert the traditional classroom instruction and become it more interactive and motivating, following a learner-centered teaching. In this study, the author applied a quantitative methodology following a quasi-experimental design by using a pre-test and a post-test to check the initial and final communicative development of the students, and a survey to know their perceptions about the flipped classroom approach. This study is distributed in the following way:

CHAPTER I: This chapter mainly focuses on the introduction, justification, and objectives of this study. It is a brief explanation of the topic and the different aspects of this investigation.

CHAPTER II: This chapter deals with the investigative background and encompasses the state of the art, which is a compilation of articles related to the topic of this study, and the literature review, which provides the theoretical part of both variables.

CHAPTER III: This chapter shows the methodological framework of this study and encompasses the location, equipment and materials, type of investigation, hypothesis testing, population and sample, information gathering, information processing and statistical analysis, and response variables or results achieved.

CHAPTER IV: This chapter shows the statistical results found in the methodological framework chapter and makes a discussion of them by using graphics and data.

CHAPTER V: This chapter encompasses the conclusions of the results, some recommendations for future investigations, and the bibliography and the annexes of this study.

1.2 Justification

The current study was conducted at CTT de los Andes Language Center in university students because many of them showed some inconsistencies in communicating in English such as fear to speak and lack of grammar and vocabulary to develop a fluent communication. In previous classes, it was common to start a class with a presentation and explanation of a topic, then some practice of the of it, and finally, assign homework to be developed at home. In other words, the teacher was the main character of the class who used to speak most of the time.

This study was **important** because it sought to change the traditional instruction to a new methodology that could make the students speak most of the time in the classroom and be the class center. The flipped classroom approach met the requirements because it inverted the traditional schema to a new one, starting with video-lectures before classes and developing interactive activities during class time.

The covid-19 pandemic that the world is currently facing has put many barriers in education, so the use of technology has become the only means for accessing to education. For this reason, this research had great **impact** since the flipped classroom approach involved the use of technology and technological tools for its development and the participants were highly familiarized with them.

This study was **feasible** since the researcher and the participants had the necessary resources for its implementation such as Internet connection, computers, and smartphones. Additionally, the material and interactive activities were presented through a variety of technological tools and applications that were available on Internet, so all the resources were free and easily accessible.

Despite of having several studies around the world about the implementation of the flipped classroom approach to develop the students' English oral fluency, it was the first time that this approach was implemented in this institution. The flipped classroom approach was a new means of teaching at CTT de los Andes Language Center, so it proved the **originality** of this study.

In conclusion, the results of this investigation will help to analyze and solve real problems in society because Ecuador is centered in the traditional instruction, especially in public institutions and this study will contribute to see the flipped classroom as an innovative means of teaching, not only for developing English oral fluency but also for developing any branch of education.

1.3 Objectives

1.3.1 General

- To investigate if the flipped classroom approach develops the students' English oral fluency.

1.3.2 Specific

- To explain the theoretical foundation of the Flipped classroom approach and some useful technological tools to develop the students' English oral fluency.
- To evaluate the students' English oral fluency performance before and after the application of the flipped classroom approach.
- To determine the students' perceptions about the implementation of the flipped classroom approach to develop the English oral fluency.

CHAPTER II

RESEARCH BACKGROUND

2.1 State of the art

In the last five years, there have been many studies regarding the Flipped Classroom approach and English language learning. In his section, we will summarize the most relevant studies in this area.

Taufik and Purbani (2020) aimed to improve the students' speaking performance by administering the flipped classroom approach inside and outside schools. This research was done by employing the action research method and it consisted on planning, acting and observing, and reflecting. The participants were 19 students from tenth grade of East Lombok high school in Indonesia. The authors gathered the qualitative data through observation, doing writing vignettes, taking pictures, and video recording. On the other hand, the authors collected the quantitative data from speaking tests, measuring the criteria: accent, grammar, vocabulary, and fluency. The data was analyzed using a Paired-Sample T-test of SPSS. The results revealed that there was a significant improvement in the participants' speaking skill, concluding that the flipped classroom approach significantly enhances the students' speaking performance.

Abdullah, Hussin, and Ismail (2019) conducted a study to examine the effectiveness of the flipped classroom approach on the development of the English speaking performance. This study was based on two relevant research questions. The first one was to know the extent in which the flipped classroom approach could improve the English speaking performance of the EFL learners. The second question focused on the reaction of the students toward the application of the flipped classroom model in learning speaking. Therefore, the researchers applied a quasi-experimental procedure to 27 undergraduate students who were attending an Advanced Communication Skills course. This study used pre and post oral proficiency tests based on the IPAF test (Individual Presentation Assessment Form) and the criteria was divided into 4 bands: 1 being poor and 4 the highest level of speaking performance. Besides, the researchers applied observations, and focus group interviews to collect information

about students' view of the flipped classroom model. Finally, the findings demonstrated that there was a significant difference between pre and post oral proficiency tests, so the English speaking performance of the participants increased gradually.

Abdullah, Hussin, and Ismail (2019) conducted another study in which they aimed to examine the effect of executing the Flipped classroom approach on Omani English as a Foreign Language Learners to encourage their improvement of their English speaking skills. The researchers focused on a quantitative method by using a questionnaire based on Motivation in English Speaking Performance. This questionnaire took three phases: before, during, and after the application of the Flipped classroom approach. In addition, this study focused on a qualitative dimension by collecting data from reflective journal forms to get more in-depth information. At the end of the experiment, the results showed that the implementation of the Flipped Classroom Approach helped to encourage the environment of the speaking class as well as the development of creativity.

AlKhoudary and AlKhoudary (2019) examined the impact of the flipped learning model on ESL students' speaking skills. The researchers guided four questions; however, the most relevant were: 1) To what extent does the flipped classroom model affect the speaking output of the participants? 2) Does the flipped classroom model change the students' attitudes toward the integration of technology in education? In order to carry out this study, the authors worked with 40 Omani participants from secondary school, dividing them into two groups, 20 students in the control group and 20 students in the experimental group. The researchers used a qualitative and a quantitative approach to analyze data. They administered a pre-test and a post-test in both groups. Furthermore, participants completed a questionnaire in which they expressed their attitudes to the integration of technology in education. The results showed that the experimental group exceeded the score of the control group, concluding that flipped learning contributed positively to the development of the participants' speaking output. Likewise, the results revealed positive attitudes toward flipping as a learning approach.

Bezzazzi (2019) aimed to investigate the way in which language learners' experience of flipped learning or conventional instruction affected their public speaking in

English. The author sat the following question: were there any differences between both instructions in the conventional group and the flipped group? This study applied a quantitative and a qualitative method to collect data. The author used a pre-test and a post-test based on speech and a reflective essay of 250 words at the end of the treatment. The study used the Mock TOEIC test for both speech and writing and 79 students took part in this research. At the end of the treatment, the findings revealed that the flipped learning group improved its body language and paralanguage as well as content and organization than the conventional instruction group.

Chen and Hwang (2019) wanted to explore the impact of concept mapping-based flipped learning as a strategy for developing listening and speaking on learning achievement. The authors also aimed to measure the EFL learners' critical thinking skills and speaking anxiety levels. One of the most relevant questions of this research wondered if the concept mapping-based flipped learning approach has a significant contribution on the development of the learners' speaking performance compared with the conventional learning approach. This study applied a pre-test and a post-test based on the IELTS speaking band test where the participants were asked three sets of questions to measure their speaking performance. The assessment criteria included fluency and coherence, lexical resource, grammatical range and accuracy, and pronunciation. The findings showed that the students' learning performance with the concept mapping-based flipped learning approach was significantly better than those students who participated in the conventional flipped learning instruction.

Jafarigohar, Haghighi, Khoshsima, and Vahdany (2019) aimed to examine the effect of the flipped classroom approach on developing speaking and listening skills on English as a foreign language learners. This study wondered if flipped and conventional models of instruction are significantly different in enhancing listening and speaking skills on English as foreign language learners. This study was carried out with 60 people from Iran by using the Telegram app as on online platform with the flipped group. The authors used an Oxford Placement Test, a listening test, a speaking test, a perception questionnaire, and a written self-report survey to collect data. The speaking test assessed accuracy, fluency, interaction, and coherence on a rating scale from 0 to 40. In addition, they applied the quantitative and qualitative analyses on the data collected. Finally, the findings showed that most participants of

the flipped group were satisfied with learning English and found that modern technology improved their speaking and listening skills.

Solimani, Ameri-Golestan, and Lotfi (2019) conducted a study to probe the effect of the Flipped Classroom Approach vs. the Unplugged Classroom Approach on Iranian EFL learners' oral proficiency, so the authors focused on two main questions. The first one was to know the differences among the conventional instruction, the flipped classroom approach, and the unplugged classroom approach in Iranian learners' oral proficiency. The second question was to know the Iranian learners' perceptions towards learning English through the flipped and the unplugged instruction. Ninety upper-intermediate participants took part in this study, so the researchers classified them randomly in three groups: one experimental group (Flipped Classroom model), one experimental group (Unplugged Classroom model) and one control group. This investigation followed a mixed-method design by using interviews and paper-based exams' posttest to evaluate learners' performance. The pre-test and post-test used the IELTS style interview and its rubric followed the criteria: pronunciation and intonation, lexical control, grammatical accuracy, and spoken fluency. Besides, the authors applied the Community of Inquiry (CoI) questionnaire and the instructor's observations for the non-conventional classrooms. The findings showed that both the flipped classroom approach and the unplugged classroom model were successfully implemented for promoting learners' oral proficiency. However, learners reported different perspectives about both instructions and suggested EFL teachers should expand learners' problem-solving techniques and enhance oral proficiency.

Yeşilçınar (2019) conducted a study to explore the advantages of Flipped Classroom Model in terms of improving speaking skills. The author applied a quasi-experimental design working with a pre and posttest to check the impact of the Flipped model on speaking. 22 non-English academicians of the State University of Turkish took part in this research, where 11 participants were in the study group (class A) and the other participants were in the control group (class B). This investigator applied both qualitative and quantitative methods by using the following instruments: a speaking rubric based on the criteria of the IELTS, class observations, a questionnaire of Flipped Classroom Satisfaction, a questionnaire of opinion about the Flipped Classroom, and group interviews. Results showed that the Flipped

Classroom model enhanced the speaking skill in learners and increased their motivation and satisfaction of using that model.

Lin and Hwang (2018) conducted a study to evaluate the effectiveness of the flipped classroom model by improving the students' oral presentation and the factors that affect the outcomes of their flipped learning. This study investigated if the flipped classroom approach could improve the student's oral performance by comparing it with conventional video-based learning. The study was developed with a quasi-experimental design by using an experimental group and a control group. The researchers applied three oral tests using a rubric to measure the students' oral performance regarding the dimensions: accuracy, comprehensibility and pronunciation, fluency, comprehension, content, and maturity of the language. In addition, they applied a survey questionnaire to know the students' perceptions of the flipped classroom approach. Findings showed that students were more motivated to learn by using their mobile devices in a variety of English input and they improved significantly in their online participation. In other words, they were more satisfied with the online community-based flipped classroom.

Othman and El-Hallim (2018) investigated the effectiveness of a flipped learning-based program in developing speaking skills on English as foreign language learners and their attitudes towards it in the Faculty of Specific Education at Zagazig University. This study fixed attention on the following questions: 1) What are the speaking skills that the EFL students at the Faculty of Specific Education require? 2) What are the main features that a program focused on flipped learning require for developing the students' speaking skills? This research worked with 40 students that were divided in two groups: a control group and an experimental group. The instruments that the authors used in this study were a speaking skills questionnaire based on fluency and coherence, lexical resource, pronunciation skills, and grammatical range and accuracy; a speaking skills test, and an attitude scale. The findings revealed that flipped learning was truly effective in speaking skills and attitudes towards this model.

Quyen and Loi (2018) intended to examine the students' speaking performance on English as a foreign language and the effects of applying a flipped classroom model. This study focused on the question: Does the flipped classroom improve the English

as a foreign language performance compared with those students who learn with the non-flipped classrooms? This research employed a quasi-experimental model with a control and an experimental group of students ranged between 19 and 21 years old. A pre-test and a posttest were used and they included assessment criteria based on pronunciation, grammar, vocabulary, content, and fluency. In addition, this study applied a questionnaire and semi-structured interview to collect data. To conclude, the results showed that learners improved their speaking skills thanks to the flipped classroom approach, and they had a positive attitude by using it.

Another research by Wang and Liu (2018) had as purpose to examine the effectiveness and feasibility of the flipped classroom approach in an English oral course of a college compared with the traditional classroom approach, so the researchers focused on two main questions. The first one was to know the difference in college students' achievements regarding English oral communication based on the traditional and flipped classroom. The second question intended to know the participants' perceptions about the flipped classroom approach. This study consisted of a quasi-experiment where the experimental group adopted the task-based flipped classroom model and the control group adopted the traditional classroom instruction. The current investigation applied a pretest and posttest based on pair work and short-answer questions where the criteria were accuracy, fluency, coherence, lexical range, and appropriateness. In addition, all the participants of the experimental group completed a questionnaire, followed by an interview where only some of the students took part. In conclusion, the results showed that the task-based flipped classroom teaching approach had a noticeably effect on improving the English communicative skill.

Al-Ghamdi and Al-Bargi (2017) wanted to explore the effects of implementing the flipped classroom approach on female English language students in Saudi Arabia. This study based its research on the following questions: 1) Do students of the flipped classroom environment show a greater degree of the English-speaking learning outcomes rather than students with similar conditions with the language in a traditional classroom? 2) What are the students' perceptions about the flipped model and the impact in their English-speaking skills? This investigation focused on a quasi-experimental design working with two groups: the control group and the

experimental group. In addition, the researchers applied a pretest and posttest before and after the treatment using an Achievement Speaking Test and two questionnaires about the students' view of the flipped model. The findings revealed that the flipped classroom model did not enough motivate the speaking skill of the experimental group to cause statistical significance compared with the controlled group. However, the participants kept a positive attitude about the use of instructional videos during the flipped classroom experiment.

Amiryousefi (2017) wanted to investigate the effects of the flipped classroom on English as a foreign language learners' L2 speaking, L2 listening, and engagement by using course materials and activities. The author wondered how the flipped and conventional classroom can influence the English second language learners' learning based on speaking and listening. This study worked with 67 English students from Iran, so they were assigned into three different groups such as structured flipped learning, semi-structured flipped learning, and conventional learning groups. The author applied two tests, one on listening and one on speaking, a learning experience questionnaire, and four open-ended questions to collect data. The speaking test focused on accuracy, fluency, interaction, and coherence on a rating scale ranging from 0 to 40 as criteria. The results demonstrated that the flipped classroom approach helped English learners improve their speaking and listening as well as be engaged with materials and out-of-the class activities.

Çetin and Çakır (2017) took aim at finding out the effects of the flipped classroom model on the speaking skills of pre-service English teachers, so they conducted the following question: Are there statistically significant differences in pre-tests and post-tests in both groups regarding fluency and coherence, lexical resource, grammatical range and accuracy, and pronunciation? The researchers designed a syllabus called OCS1FS based on the Flipped Classroom approach to work on an eight-week quasi-experiment. This study administered pretests and posttests in a control group and an experimental group to collect data. The evaluators used the TOEFL exam´s speaking topics and the speaking assessment rubric of the IELTS exam to evaluate the students' performance. Finally, the results showed that the flipped model was highly effective to develop fluency, coherence, lexical resource,

vocabulary, accuracy, grammar knowledge, and pronunciation regarding speaking in the experimental group.

Chen, Huang, and Wu (2017) sought to make a critical analysis of the mobile-based flipped learning to facilitate language learning by using the LINE application. To carry out this investigation, the authors guided two relevant questions: 1) What was the difference between the flipped instruction and conventional instruction with respect to the English oral proficiency of the participants? 2) What were the perceptions of the participants with respect to the LINE-assisted flipped oral learning? This study had 42 participants who were taking English Oral Training classes at the University of Taiwan, being between 20 and 21 years old. The authors applied a mixed-method to analyze the pre-test and post-test of oral proficiency and a technological acceptance model questionnaire to check the students' perceptions. The results showed that the scores on the post-tests in both treatments conventional and flipped were higher than the scores of the pre-tests. However, the scores of the post-tests were higher in the flipped instruction than in the conventional instruction, concluding that the flipped methodology particularly contributed to better learning outcomes than conventional instruction. Furthermore, the results revealed positive effects about the use of LINE in the mobile-based flipped instruction by the participants, accepting the integration of such technology in learning English.

Hung (2017) examined the effects of SRS (Student Response System) on the speaking skill of English language learners, the availability to communicate, and the students' satisfaction through their flipped learning experiences. This study adopted a quasi-experimental design having two experimental groups of 20 Taiwanese university students. The researcher applied a pretest and a posttest based on three open-ended opinion questions in five minutes where the criteria were content and organization, fluency of speech, and accuracy of language use. In addition, this study applied two surveys: one to measure the participants' predisposition to interact with other participants in the flipped classroom; and a satisfaction survey to know the participants' satisfaction or dissatisfaction about the flipped classroom model. As a result, the findings demonstrated that the flipped classroom approach had an additional advantage for encouraging learners with low willingness to communicate to participate and interact with their peers and teacher in oral activities.

Li and Suwanthep (2017) aimed to examine the effects of integrating the flipped-classroom approach for teaching English speaking to EFL students. This project addressed the following research question: To what extent does the integration of the Flipped Classroom model and constructive role-plays affect EFL students' speaking skills development? This study focused on a quasi-experiment with two groups: an experimental group and a control group. The researchers applied a speaking pretest and a posttest to collect data about students' speaking improvement as well as student questionnaires and interviews to know the students' perceptions about the Flipped Classroom approach. The findings of the study showed that the students of the experimental group achieved higher improvement in speaking than those students of the control group. It means that the Flipped Classroom approach was more effective combined with constructive role-plays.

Wu, Hsieh, and Yang (2017) aimed to examine the impact of learning online in a flipped classroom environment by using mobile platforms on EFL learners and their perceptions. The researchers guided two relevant questions where the first was to know if there were any differences in the oral proficiency of the participants based on both instructional methods the conventional and the flipped learning. The second question was to know the overall learning experiences in participants via flipped learning. The participants were fifty English-majored sophomores who were divided in two groups. The researchers applied a pre- and post-tests on oral reading and comprehension questions using the criteria of the IELTS Assessment Speaking test to evaluate the students' oral performance. The criteria focused on fluency and coherence, lexical resource, grammatical range and accuracy, and pronunciation. Furthermore, this investigation used a CoI (Community of Inquiry) questionnaire and semi-structured focus-group interviews to collect data. The results indicated that the online learning community based on the flipped approach facilitated meaningful and positive collaboration in activities such as dialogue collaboration, storytelling, class discussion, and group presentation. In addition, it improved the oral proficiency of the students.

2.2 Literature review

2.2.1 Independent variable: Flipped classroom approach

The current study centers on the flipped classroom approach as a mean of teaching to develop the English oral fluency of university students of second level. This variable follows the key categories detailed below:

- Pedagogy
- Teaching methodologies and approaches
- The flipped classroom approach

2.2.1.1 Pedagogy

Pedagogy is the study of teaching methods involving the aims of education and the different ways in which these aims are attained. Tinning and Bailey (2009) state that pedagogy is a science of teaching and it involves didactics to describe the role of the teacher. Didactics is seen as teaching and learning processes focused on content knowledge. However, it also refers to the interaction that involves teachers, learners, learning tasks or activities, and the learning environment. Nind, Curtin, and Hall (2016) claim that pedagogy incorporates teaching, learning, curriculum, and assessment and it is concerned with the engagement of people in teaching-related activity, and what people perceive to be meaningful in this activity. Therefore, pedagogy deals with different teaching methodologies and approaches that contribute to language learning.

2.2.1.2 Teaching methodologies and approaches

Teaching English as a foreign language has focused on applying certain approaches and methods that allow teachers to facilitate their teaching. It also allows teachers to analyze their educational context and choose the best approaches that encourage their students to enjoy learning the language. Brown (2007) claims that an approach is a set of assumptions that deal with the nature of the language, teaching, and learning, so it means that it is the theory of the language learning. On the other hand, Brown (2007) describes a method as a plan of language presentation of a selected approach. It means that a method is the relationship between the theories and the classroom activities.

In the last years, several approaches have emerged to improve education, so the last teaching trends see language, teaching, and learning from a different perspective in which students take a more active role in their learning process and teachers use different methodologies and materials to teach. Some of the teaching methodologies chosen in this study as examples of teaching trends are CLIL, task-based language teaching, and communicative language teaching since they allow learners to be active and communicative in their learning process.

- **Content and Language Integrated Learning (CLIL)**

CLIL is an approach focused on teaching different types of subjects through a foreign language. Dalton-Puffer, Nikula, and Smit (2010) define CLIL as an educational approach where teachers teach subjects such as mathematics, biology, geography, etc. through a means of a foreign language. It means that CLIL lessons are seen as scheduled content-lessons in education. Speaking activities used in a CLIL classroom are question loops and partial sentences, surveys using questionnaires, word guessing games, group discussions, impromptu individual and group presentations, and the creation of visual aids and poster presentations (Morgado et al., 2015).

In addition, questioning is a good teaching activity in a CLIL classroom due to it allows to review and summarize previous content and lessons, evaluate students' preparation, motivate students to become actively involved in lessons, and develop critical thinking skills and inquiring attitudes. CLIL plays an important role in this study because it shows that learning English not only involves learning grammar and vocabulary but also it involves the use of authentic material in its content. The book chosen in this project is "Life" from National Geographic and it provides authentic readings and videos based on real-life situations around the world.

- **Task-based language teaching (TBLT)**

Task-based language teaching is an approach whose teaching methodology involves classroom tasks as the focus of instruction. Richards and Rodgers (2001) affirm that such focus of instruction is about the process rather than product and the tasks involve real communication to promote language learning. It means that the tasks are the central unit of planning and teaching. Brown (2007) defines "task" as a real-

world activity in which meaning is primary and it involves communication problem to solve. It means that the tasks in TBLT require learners to use language to attain an objective.

Some examples of tasks based on TBLT are listing, ordering and sorting, comparing, problem solving, sharing personal experiences, decision-making tasks, and opinion exchange tasks (Richards & Rodgers, 2001). On the other hand, Brown (2007) mentions that a job interview is a good example of real-world activity since it promotes communication. This approach contributes widely to this study due to its examples of tasks and activities allow learners to develop their oral communication, so these activities are considered in the flipped classroom treatment. Therefore, students will have a lot of interactive activities to improve their English oral fluency.

- **Communicative language teaching (CLT)**

Communicative language teaching is an approach in which learners are involved in real communication and the primary goal is to learn the language to communicate real meaning. Brown (2007) mentions that the communicative approach seeks an effective communication to convey meaning where fluency is an important dimension of communication and accuracy is judged in context. It means that learners create language according to their context and they learn by trial and error, so they do not follow any grammatical rules. Richards and Rodgers (2001) affirm that conversations and discussions sessions, dialogues and role-plays, improvisations, simulations, and debates are examples of social interaction activities.

The communicative approach is the main means of communication in this investigation due to it allows real communication on learners and they will have the opportunity to develop their oral fluency. On the other hand, technology also plays an important role in education because learners live in a technological era where they do everything through it. Therefore, the approaches regarding technology chosen in this study are computer-assisted language learning, blended learning, and the flipped classroom approach since they involve the use of different technologies.

- **Computer-assisted language learning (CALL)**

Computer-Assisted Language Learning (CALL) is an approach that focuses on teaching and learning languages through a computer, used as a tool for presentation, reinforcement, and evaluation of content, including interactive material (Hubbard & Levy, 2006). Beatty (2010) affirms that CALL is any process in which a learner improves his language by using a computer. It means that this approach is a type of e-learning where the computer is the means used in the context of language learning. Computers have improved in this twenty-first century, offering many up-dated characteristics that allow learners experience a better language learning. Beatty (2010) claims that CALL is technology driven because it offers many improvements in computers such as power, speed, storage, and software tools directed to pedagogy and research. Computers also show three special features that contribute to their innovative characteristics such as hypertext, hypermedia, and multimedia that offer something different in contrast with the traditional instruction and material. Beatty (2010) mentions that hypertext is linked among textual items such as the use of the mouse, trackball, and the finger on a touch-sensitive screen used to type; hypermedia involves some links with sounds, images, videos or animations; and multimedia involves the combination of both hypertext and hypermedia to produce content. This study focuses on the three aforementioned features since learners will learn content designed with these features during the flipped classroom treatment.

CALL not only deals with computers and their improvements but also, they involve some functions and online instruction. Beatty (2010) mentions that online instruction in CALL is carried out through the World Wide Web (WWW) by using emails, blogs, wikis, online social networking, and other interactive sites or services. Additionally, the Web 2.0 take an important role in this approach since it offers several technological tools used to develop speaking, reading, writing, and listening. Wankel and Blessinger (2013) claim that Web 2.0-based technologies enhance and transform the learning environment making it more interesting, meaningful, and authentic. This approach contributes fully to the development of the current project due to it requires the use of a computer and all its characteristics and functions to accomplish the general objective. Additionally, this approach allows students to surf

the Internet and find out all the applications and technological tools that the flipped classroom requires for its implementation.

- **Blended Learning**

Blended learning is an approach focused on the educational needs of a course or a program that involves the fusion of appropriate face-to-face and online activities (Vaughan, Cleveland-Innes, & Garrison, 2013). It means that this approach highlights a face-to-face interaction and key activities occur online, or vice-versa. Web 2.0-based technologies are important in blended learning, so Vaughan, Cleveland-Innes, and Garrison (2013) describe these technologies as a group of Internet-based applications that enhance creativity, information sharing, and collaboration among users. Some examples of these technologies are:

Web 2.0-based Technologies		
Type of technology	**Tool or application**	**Function**
Social bookmarking	Delicious, Reddit, or Diigo	It is used to save bookmarks to a publicly accessible website.
Blogs	Blogger or WordPress	It is a Web-based personal journal used for creating reflections or comment by using hyperlinks.
Wikis	Google Drive or TitanPad	It is a collection of webpages that can be edited by anyone at any time.
Social Networking Systems (SNS)	Facebook or LinkedIn	Facilitate users to create online communities for discussions and debates.
Social content technologies	PodOmatic, Flikr, or YouTube	Facilitate users to create audio, graphic, and video files and share them through social content applications.
Mashup applications	Intel's Mash maker or Yahoo Pipes	Mushups allow users to mix different types of data to create new meanings and present information.
Synchronous communication and conferencing	Skype, Zoom, or Adobe Connect	It involves text messaging, audio, and video and support real-time collaborative project-based work.

Table 1: Web 2.0-based technologies
Elaborated by: Sánchez, G. (2021)

Blended learning is important in this research since the flipped classroom approach is a type of blended learning and both involve a face-to-face interaction and online activities. Furthermore, blended learning offers many examples of technological tools that can be used in the flipped classroom approach.

2.2.1.3 Flipped classroom approach

Flipped classroom is a pedagogical approach that reverses the traditional learning instruction by delivering instructional content through video-lectures outside the classroom and guiding activities such as projects, assignments, worksheets, homework, etc. into the classroom. Bergmann and Sams (2007) state that flipped classroom refers to everything traditionally done at class is now done at home, and everything traditionally done at home is now done in class. One important aspect in flipping the classroom is that the class is centered in learners and not in the teacher and both the teacher and students have specific roles that contribute to the success of the flipped classroom implementation. Bergmann and Sams (2007) affirm that teacher and students have different roles in this approach, and they are detailed below.

Teacher's Roles

Before class

1. **Content:** The teacher is the creator or facilitator of content through video lectures or readings. Panopto (n.d.) mentions that lecture materials include short video presentations, curated recordings, podcasts, websites, or any other resources that the instructor considers suitable for presenting content.
2. **Guide:** The instructor becomes a solution guide, motivating students to learn, and not just to complete assignments.

During class

1. **Feedback**: The teacher is in charge of providing expert feedback.
2. **Support:** The instructor helps students in the classroom, but he does not deliver information, just clarifying doubts.

Students' Roles

Before class

1. **Checking content:** Learners are responsible of watching videos or reading the content delivered by the instructor. Besides, they are responsible of taking notes about the content.

2. **Practice:** Students must complete their work about the content.

During class

1. **Discussion:** Students are responsible of asking appropriate questions based on the previous content to clarify doubts.

2. **Individual learning:** Learners are responsible of taking advantage of the instructor to help them understand the concepts.

3. **Peer or group learning:** Students are responsible of completing and sharing their work with the other students and the teacher.

Implementation of the flipped classroom approach

Bergmann and Sams (2007) state that students are not assigned problems or activities from the book, but instead of it, they are assigned a video or a reading. It means that the implementation of the flipped classroom follows certain steps to be accomplished successfully and these steps are detailed below:

Homework

The flipped classroom approach allows instructors to use material already created by other instructors; however, if that material does not meet the needs of the lesson, the instructor have the option to create the material by scratch. Bergmann and Sams (2007) claim that the teacher must follow a process to the creation of his own content and it is detailed below.

1. **Planning the lesson:** The teacher must set the objective of the lesson and decide if a video or reading is appropriate to deliver the content. Panopto (n.d.) mentions that the teacher must identify the course material that will be covered as the first step of flipping the classroom.

2. **Recording the video:** The flipped classroom offers a great opportunity to deliver content material by using new formats and media as micro-lectures. For this reason, Panopto (n.d.) affirms that content can be developed from scratch or curated from across the web. It means that the instructors can create their own video lectures or use the material made by someone else.

3. **Watching video or reading content:** At home and before the class time, students check the content that will be applied next class. Panopto (n.d.) claims that students are responsible for attending to the class prepared and are responsible for completing the online lessons about the content.

Class time

1. Once the class begins, the teacher starts a question-and-answer session about the previous content. In this step, the teacher clarifies doubts and misconceptions.

2. After that, the teacher allows students to practice some problems related to the content. In this step, the teacher also provides a few examples that reflect the content that students learned in the previous content.

3. Next, the teacher assigns a problem to the students (individually, pair work, or group work) and they work to find a solution.

4. The teacher also walks around the classroom helping students with questions they have. After that, students present their tasks to the classroom. However, due to the COVID-19 pandemic, the lockdown, and the online education that students are receiving now, this study will be developed by using the Zoom tool. Therefore, students will work in groups through the breakout rooms of Zoom and the instructor will monitor them visiting each room and using the chat box.

5. To end the class, the teacher assigns the new content to be covered next class.

Tools used in the implementation of the project.

The current year has brought many problems around the world due to the COVID-19 pandemic, so both public and private educational institutions were required to work remotely to prevent more infections in citizens. In Ecuador, the Board of Education released some measures that all educational institutions in the country must follow to prevent the spread of the coronavirus in students and thus protect their health. Social

distancing is one of the prevention measures, so students must receive an online education. A remote education requires the use of computers and cell phones, Internet connection, and technological tools. This study will use the following technological tools, systems, or software:

- **Zoom**

The flipped classroom works with face-to-face interaction in the classroom and online activities, but due to the pandemic, this study will be carried out online, using Zoom as a video conferencing tool to work with the face-to-face activities. This application is very interactive since it allows the host to create small rooms to make students work in groups or in pairs. Additionally, the instructor can visit each room to check the students' work and progress in the task that is assigned and provide support and feedback if the students require it. Finally, students can share screen in the group, so they can contribute with the work.

- **Moodle**

Moodle is the learning management system used to deliver content. Rice (2015) claims that Moodle is a free learning management system enabling instructors to create flexible and engaging online learning activities. It means that this system is the means used to create online courses where the instructor provides the content, resources, and activities. In this study, learners will have the videos, readings, worksheets, quizzes, and unit tests through this learning management system, so they will have access to the material whenever they need it.

- **YouTube**

YouTube is a video sharing service where users upload videos of their own or watch videos made and posted by other users. Mjos (2011) affirms that YouTube is the most popular video community worldwide, having a competing web-based video services. This technological service is free and easy to use, so Mjos (2011) mentions that the instructor only must record the video, upload it to the platform, and publish it. This project will use YouTube to broadcast content, and it will embedded directly to Moodle for the easy use of the learners. Additionally, students will be required to

record their videos as homework, so they need to follow the process and share the link of the video to the instructor.

- **Google Forms**

Google Forms is a survey administration software used to collect information. This study seeks to know the perceptions of the students about the implementation of the flipped classroom approach, so Google Forms is the means to collect data. This application is free and easy to use and students only must direct to the URL provided by the instructor and complete the information that is required. This technological application not only works on computers but also on cell phones, so the students will have the chance to access to the tool and the survey at the moment they can.

- **Web Resources**

This study will use additional resources from different websites according to the topics from the book. For example, the MyELT platform is an online workbook provided by the Life 2 book where students will practice different topics of the book, including speaking and pronunciation. Additionally, the website LiveWorksheets is another online resource since it allows students to develop online activities with an immediate grade.

2.2.2 Dependent variable: English oral fluency

The current study focuses on the English oral fluency as a dependent variable, so it follows the following categories:

- Productive skills
- Speaking skill
- Oral fluency

2.2.2.1 Productive skills

Definition

Shastri (2009) states that learning English as a foreign language involves learning and developing reading, speaking, listening, and writing and they are classified into receptive and productive skills. Spratt, Pulverness, and Williams (2011) affirm that

writing and speaking refer to producing language instead of receiving it, so it means that productive skills include writing with the purpose of communicating the message by making sentences or a series of sentences, and speaking with the purpose of using speech to convey meaning to others. On the other hand, Spratt, Pulverness, and Williams (2011) claim that receptive skills involve reading and listening because these skills require responding to the language instead of producing it. Once clarified the difference between receptive (input) and productive (output) skills, the current research focuses on speaking as a productive skill.

Types of productive skills

As it was stated before, productives skills of the English language refer to the writing and speaking skills. Shastri (2009) affirms that productive skills focus on producing the language in both written and spoken. Therefore, this study pretends to show a short explanation of the writing skill to have a clear idea about the difference between writing and speaking.

- **Writing**

Spratt, Pulverness, and Williams (2011) claim that writing involves producing the language in a written way, so it means that writing is more structured than speaking. Brown (2007) affirms that writing products are the result of the previous procedures called thinking, drafting, and revisioning, so it involves the following steps:

1. **Developing ideas:** It allows learners to choose a topic of their own interest.
2. **Planning:** It allows learners to organize their ideas and choose the order of their ideas.
3. **First draft:** It allows learners to analyze the information and make changes if they consider necessary.
4. **Editing:** It allows learners to correct the information and improve the piece of writing.
5. **Proofreading:** It allows students to read the piece of writing and check the content to correct errors and make change accurately.
6. **Rewriting:** This is the last step, and it allows learners to write a second writing showing the improved version of it.

Spratt, Pulverness and Williams (2011) also mention that writing involves some sub-skills that focus on the accuracy of the language and these are writing, joining letters, and forming letters correctly, using correct punctuation, choosing a correct vocabulary, using appropriate grammar, and writing precise sentences but not long ones. Writing is also relevant in this study because it is part of the book's content. It means that each unit has five lessons and writing belongs to one of them. However, the main focus of this project is oral communication, so students will work on speaking activities most of the time but covering and developing all the lessons of the book.

2.2.2.2 Speaking skill

Speaking refers to producing the language orally since it focuses on the discourse or speech and its purpose is to transmit a message or code to others. Shastri (2009) claims that speaking is developed through exposure to the language and it includes its constant practice. Likewise, Spratt, Pulverness, and Williams (2011) argue that speaking involves using speech to convey meanings to other people. People speak for many reasons and purposes such as greeting people, asking and giving information, telling stories or anecdotes, reporting what others say, clarifying and explaining something, taking place in conversations and debates, answering questions, and so on.

When people speak, they do it by using different intonation, speaking with precision and even they make some small pauses and repetitions like those that a native speaker does in its own mother tongue. According to Brown (2007), there are some techniques that teachers can apply for teaching learners the conversation rules in nominating, maintaining a conversation, turn taking, interrupting, and ending. However, Spratt, Pulverness and Williams (2011) mention some simple steps in which teachers can encourage an apprentice to speak English and develop this skill. Therefore, these steps are the following:

1. Based on the grammatical structure that the teacher is going to work, he or she has to carry out introductory activities.
2. The teacher has to provide learners several and different topics that allow students to practice new grammatical structures.

3. The teacher has to allow students to choose a topic of their own interest in which they can work without problems.

Types of speaking performance

When people are learning English as a foreign language, they follow some steps since the beginning to acquiring a good level of the language. According to Brown (2007) there are some types of speaking performance that a student needs to follow in the classroom, and these are:

- **Imitative**

Brown and Abeywickrama (2010) affirm that imitative speech focuses on imitating a word, phrase, or a sentence. This type of speech deals with phonology to improve pronunciation, rhythm, and intonation of the words. The purpose of this speech is to retain short periods of language through imitation and repetition. Brown (2007) points out that imitative speech focuses on a particular element of language form rather than its meaningful interaction. Therefore, it allows students to try to identify certain vowel sounds or practice some contour intonations.

- **Intensive**

Intensive speech goes one-step beyond imitative speech but in this case, it includes any speaking performance activity (Brown, 2007). It means that this type of speech requires the practice of any phonological or grammatical aspects of the language. Brown (2007) also affirms that intensive speaking can be self-initiated and learners can perform it in pairs.

- **Responsive**

Brown and Abeywickrama (2010) state that responsive speaking deals with interaction, but it is limited and learners can only perform short conversation, talks, or standard greetings. Besides, Brown (2007) says that learners can make short replies to the teacher and even make student-initiated questions or comments. Therefore, responsive speaking can be authentic and meaningful.

- **Interactive**

According to Brown and Abeywickrama (2010), interactive speech differs from responsive speech in that interactive speaking involves many participants and multiple exchanges; however, responsive speech needs time and it is still complex to learners. Interactive speech involves two types of interaction: transactional language and interpersonal language. The purpose of transactional language is to exchange specific information; on the other hand, the interpersonal language's purpose is to maintain social relationships. Brown (2007) also argues that transactional dialogue is an extended form of responsive language.

- **Extensive**

Extensive speech already includes interactive activities that can be performed such as telling stories or oral presentations in which the purpose is to achieve an oral interaction. Brown and Abeywickrama (2010) affirm that this type of speech is like a monologue and these monologues can be planned. Therefore, intensive speaking allows leaners to design everything they want to tell or just improvise it. Brown (2007) says that summaries, oral reports, short speeches, etc. are good examples of extensive speaking. This study focuses on the interactive and extensive types in its methodology since they provide interactive activities where learners can develop their oral fluency in an interactive and wide way. Therefore, some examples of interactive and extensive speaking activities are the following.

Interactive speaking activities

Interactive speaking includes activities that involve long stretches of interactive discourse (Brown & Abeywickrama, 2010). Some examples of these activities are roles plays, interviews, discussions, conversations, and game since they allow students work in pairs or in groups and interact between each other communicating and sharing their English knowledge.

Extensive speaking activities

This type of speaking performance involves complex and length stretches of speaking discourse as monologues (Brown & Abeywickrama, 2010). Some examples of extensive speaking activities are oral presentations, picture-cued storytelling,

retelling a story, and translation. These types of activities contribute to the development of the students' English oral fluency since students must show their knowledge without memorizing information.

2.2.2.3 Speaking sub-skills

Speaking not only involves communicating the message accurately by using correct grammar but also employs a series of sub-skills that make speaking looks more natural. Spratt, Pulverness, and Williams (2011) claim that a speaker that transmits a code has to do it in a correct way, so it can facilitate the receiver of the message understand it and convey his own message as well. The sub-skills that belong to the speaking skill are the following:

- Body language.
- Turn taking: Using interactive activities.
- Pronunciation.
- Stress, rhythm, and intonation of words.
- Register: Formal and informal.
- Accuracy: Using the correct grammar, vocabulary and functions.
- Connected speech.
- Oral fluency and speech length.

The current study focuses only on the oral fluency of the English language since it is the dependent variable of the current project and the speaking sub-skill to be developed. Additionally, this sub-skill follows certain variables that contribute to the development of the students' oral communication, so oral fluency will be deeply discussed in the next section.

2.2.2.4 Oral fluency

Oral fluency is a measure of how ideas are communicated accurately and in a clearly way and how this communication is carried out. Spratt, Pulverness, and Williams (2011) define oral fluency as speaking at a normal speed and it involves little hesitation, repetition, or self-correction, and even it deals with smooth use of connected speech. On the other hand, Götz (2013) defines fluency as an overall oral proficiency in speech, which involves temporal variables such as speech rate,

mean length of runs, unfilled pauses, and phonation or time ratio. However, Wood (2012) mentions that oral fluency is measured following some variables such as amount, rate of speech, repairs, pauses, and length of runs between pauses. Having those different variables regarding oral fluency, this project focuses on the following ones.

1. Speech rate

Speech rate refers to the number of words that are spoken per minute (wpm). Thornbury (2005) argues that speech rate is the ability that a speaker must speak fast, and he mentions nsome types of speech rate.

- **Slow speech:** It is 110 words that are spoken per minute or less.

- **Conversational speech:** It occurs in two stages. The first one is 120 words per minute when the conversation is slow. On the other hand, the second one is between 160 to 200 words per minute when the conversation is faster.

On the other hand, Götz (2013) claims that speech rate is measured in words or syllables per minute and the product of those words is obtained by dividing the total number or words or syllables by the total speaking time and finally, it needs to be multiplied by 60''.

2. Pauses or hesitation

Pauses or hesitation when speaking occurs because the speaker needs to breathe to continue speaking. Götz (2013) mentions that there are two types of pauses and those are filled and unfilled pauses. Filled pauses refer to the sounds "uh" or "erm" when speaking but in contrast, unfilled pauses refer to the silence, breathing or noise that the speaker does when speaking.

3. Length of runs

Length of runs refers to the amount of speech that people utter between pauses. Wood (2012) argues that runs of speech are the size and quality of fluency that occur between pauses. On the other hand, Thornbury (2005) claims that a speaker sounds fluent when he makes longer runs.

4. Phonation or time ratio

Time ration refers to the percentage of time that a speaker spends as a percentage proportion of the time taken to produce the speech required. Götz (2013) claims that time ratio is obtained by dividing the time spent by the total speech time, and finally its product must be multiplied by 100.

Types of activities to develop oral fluency

Content and language integrated learning (CLIL), task-based language teaching (TBLT), and the communicative approach (CLT) offer many speaking activities that contribute to the development of the oral fluency of the learners. This study will center on some of the following activities, it depends of the content:

- Surveys
- Role-plays and dialogues
- Improvisations
- Interviews
- Discussions and conversations
- Word guessing games
- Oral presentations (Individual or in groups)
- Retelling a story
- Problem solving activities
- Sharing personal experiences
- Decision making tasks
- Opinion exchange tasks
- Comparing
- Listing, ordering and sorting
- Debates

How to assess oral fluency

The assessment of oral fluency of the English language involves the use of both a test and a rubric. Brown and Abeywickrama (2010) claim that it is important to determine the purpose of the test to design one for the students, so the aim of this study is to develop oral fluency of the learners by using oral communication

activities. This study will focus on the Standardized Tests of Cambridge, depending on the level of the students. Cambridge offers five types of tests used according to the English level of the students such as Key English Test (KEY or KET) A2, Preliminary English Test (PET) B1, First Certificate in English (FCE) B2, Certificate of Advanced English (CAE) C1, and Certificate of Proficiency in English (CPE) C2. Each test focuses on four sections that are Reading and Use of English, Writing, Listening, and Speaking, having a specific rubric each one.

Brown and Abeywickrama (2010) affirm that standardized tests are designed to apply a broad band of competences and they do not belong to a particular curriculum. It means that these types of tests have a specific purpose, and they will not always fit the researcher's objective or needs. The participants of this study are in Level 2 of the English program, having an Elementary A2 level of the Common European Framework (CEFR). Therefore, these students will be evaluated by using the Key English Test (KET) of Cambridge and following the criteria of its rubric.

Key English Test (KET) – Elementary A2

UCLES (2016) mentions that the Key exam is aimed at learners who use a basic level of English to share they can understand and use basic phrases and expressions and interact with English speakers. This project focuses on the speaking section, so the researcher will use the test and the rubric of the KET speaking test to assess the oral fluency of the students. UCLES (2016) mentions that this exam consists of two parts, taken by two candidates in 8 or 10 minutes. If there is a high demand of students, they can take this test in groups of three.

- **Part 1:** This section lasts 5-6 minutes. The interaction is between the interlocutor and the candidate, so the interlocutor asks questions to each candidate in turn. The candidates respond to questions giving personal or factual information.

- **Part 2:** This section lasts 3-4 minutes. The interaction is between candidates and the task is about information exchange. The candidates must ask and answer questions about factual, non-personal information and they have to use prompt material.

The rubric of this standardized test follows certain criteria, so UCLES (2016) mentions that the rubric consists of grammar and vocabulary, pronunciation, and interactive communication. Figure 1 illustrates the Ket speaking rubric of Cambridge and the criteria to be assessed.

KET Speaking Rubric

A2	Grammar and Vocabulary	Pronunciation	Interactive Communication
5	Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about everyday situation.	Is mostly intelligible and has some control of phonological features at both utterance and word levels.	Maintains simple exchanges. Requires very little prompting and support.
4	Performance shares features of Bands 3 and 5		
3	Shows sufficient control of simple grammatical forms. Uses appropriate vocabulary to talk about everyday situations.	Is mostly intelligible, despite limited control of phonological features.	Maintains simple exchanges, despite some difficulty. Requires prompting and support.
2	Performance shares features of Bands 1 and 3		
1	Shows only limited control of a few grammatical forms. Uses a vocabulary of isolated words and phrases.	Has very limited control of phonological features and is often unintelligible.	Has considerable difficulty maintaining simple exchanges. Requires additional prompting and support.
0	Performance below Band 1		

Figure 1: KET Speaking Rubric
Source: UCLES (2016)

This study focuses on developing oral fluency on students, so interactive communication fits perfectly with this sub-skill to develop English oral communication and assess oral fluency. Therefore, the variables speech rate, hesitation, length of runs, and time ratio will be adapted in the Interactive Communication criterion. On the other hand, the content of the "Life" book by National Geographic, used in this experimentation, centers on teaching the four skills of the English language, including grammar and vocabulary, and

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pronunciation that is another speaking sub-skill. For this reason, the author will keep grammar and vocabulary, and pronunciation as additional criteria to assess the content knowledge acquired on learners during the experimentation.

KET Speaking Rubric (Adapted)					
Level	Interactive Communication (Oral fluency)			Content Knowledge	
A2	Speech rate	Hesitation and Length of runs	Time ratio	Grammar and Vocabulary	Pronunciation
5	Speaks from 160 to 200 words per minute.	Produces responses which are extended beyond short phrases, with very little hesitation	Speaks the time required for the activity.	Shows a good degree of control of simple grammatical forms. Use a range of appropriate vocabulary when talking about everyday situations.	Is most intelligible, and has some control of phonological features at both utterance and word levels.
4	Performance shares features of Bands 3 and 5.				
3	Speaks 120 words per minute.	Produces responses which are extended beyond short phrases, despite hesitation	Speaks the 75% of the time required.	Shows sufficient control of simple grammatical forms. Uses appropriate vocabulary to talk about everyday situations.	Is mostly intelligible, despite limited control of phonological features.
2	Performance shares features of Bands 1 and 3.				
1	Speaks 110 words per minute.	Produces responses in short phrases with too much hesitation	Speaks the 50% of the time required.	Shows only limited control of a few grammatical forms. Uses a vocabulary of isolated words and phrases.	Has very limited control of phonological features and is often unintelligible.
0	Performance below Band 1.				

Table 2: KET Speaking Rubric (Adapted)
Elaborated by: Sánchez, G. (2021)

Technological tools to develop oral fluency

The twenty-first century offers a variety of technological tools called Web 2.0 tools, created, and designed to provide more interactive learning environments on students. These tools were designed to develop speaking, reading, writing, listening, grammar and vocabulary. However, this study only focuses on speaking and some tools to develop oral fluency in this study are the following:

- **SpeakPipe**

SpeakPipe is a voice recorder application or technological voicemail tool that allows the audience to create audio recordings directly from the browser by using the microphone of the computer. This tool allows the students to record the information that is required for any activities, listen to it to verify the content, record again if it is necessary to repeat the task, and save the recording. This application contributes to the development of the students' oral communication since they can check their own speaking recordings and improve them if it is necessary.

- **Flipgrid**

Flipgrid is an application created to record videos. It is an interesting tool that allows students to record their videos in both the computer or smartphone., so the teacher provides a code for an activity and the students enter or scan it and they can develop their speaking activity. This application is useful to enhance the students' confidence when they speak because they can speak and record themselves talking about any topics of interests and they can improve the task if they can observe any mistakes on it.

- **WhatsApp**

WhatsApp is a messaging application that allows to text, chat, and share media. This application includes the use of audio messages, in which students can record their speaking opinions about any activities and send the information to the class group. Furthermore, this application allows video-calling in pairs or groups, so students can start practicing their communication by using it. Additionally, this application is easy to use since all students know how it works and all functions that it offers to the users. Finally, this application is free, so students don't have to pay any money for using it.

- **Apowersoft**

Apowersoft is a free online screen recorder that allows users to record screen about any kind of information. It contributes to the development of the students' oral fluency positively since they can create PowerPoint presentations and record themselves presenting the information. This application also allows students to appear in the videos that is totally interactive and innovative for them. Additionally, students can check their tasks and improve them if they consider it is necessary. This application is useful since it increases students' confidence because they can record the information until it is clear and concise for delivering to the teacher.

- **VoiceThread**

VoiceThread is another interactive tool that allows users to create their own content or reply to others' content. This application is very interactive since students can work collaboratively, reply to the teacher's prompts, and listen to their classmates' recordings. Students can record the information required directly in the tool or they can record the information in the computer and upload it to the tool. It depends to the availability of the students' technological materials. Finally, this application allows students to check the information and improve it when it is required.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Location

The current study was developed at Centro de Transferencia y Desarrollo de Tecnología CTT de los Andes Language Center in Ambato, Ecuador. This institution is attached to the Uniandes University, so the participants were university students from different careers such as Medicine, Nursing, and Law. The students were in second level of the English program and all of them were among 19 to 26 years old. Besides, those students had the economic support of their parents, having the necessary resources for their learning such as computers, smart phones, and Internet connection. The students were from different cities of the country; however, due to the COVID-19 pandemic, this project was carried out via online and all the participants received virtual classes as well.

3.2 Equipment and materials

Due to the covid-19 pandemic, education is currently carried out online by using technology because all the people around the world are not allowed to return to normal classes. For this reason, this investigation was developed through the online modality by using the following materials.

- Computers and laptops
- Smartphones
- Internet connection
- Technological Tools

TOOLS	FUNCTION
Zoom	Video-communication program
Moodle	Learning Management System
YouTube	Video-sharing platform
Google Forms	Survey administration app
Whatsapp	Instant messaging app

Online Resources	Websites
Book resources	Life MyELT platform

Table 3: Technological tools
Elaborated by: Sánchez, G. (2021)

3.3 Research Method

The current study applied a quantitative research methodology with a quasi-experimental design. The quantitative method focuses on measurements and statistical analysis, which focuses on collecting data through surveys, questionnaires, and polls across groups of people to explain and verify a hypothesis. Ary, Cheser, Sorensen, and Razavieh (2010) mention that quantitative research uses objective measurement to gather numeric data with the purpose of answering questions or tests hypotheses. This research applied a pre-test, a post-test, and a survey to gather numeric data. The pre-test and post-test were designed and adapted by using the KET Cambridge Speaking Test. Both tests used nine questions based on the level of the students, Elementary A2, and the rubirc was adapted following some parameters of oral fluency.

On the other hand, the survey was designed to know the students' perceptions about the Flipped Classroom approach. This methodology is called quasi-experimental design because this project used an assembled group as the class Level 2H of the English program. Ary, Cheser, Sorensen, and Razavieh (2010) affirm that when the participants are not selected randomly for the experimental treatments for a study and instead, the researchers use already assembled groups such as classes, the research is called quasi-experimental.

3.4 Hypothesis - Research question - Idea to defend

In this study, the flipped classroom was implemented to develop the students' English oral fluency, so an experiment was conducted using some technological tools as means to collect and evaluate the students' performance. The research questions that guided this study were:

- What is the theoretical foundation of the flipped classroom approach and some technological tools to develop the students' English oral fluency?

- Is there statistically significant difference between the scores of the students before and after the application of the flipped classroom approach to enhance the English oral fluency?

- What are the students' perceptions about the implementation of flipped classroom approach to develop the English oral fluency?

The first question focused on showing the theoretical part of this innovative approach, so to answer this research question, the author detailed the stages of the flipped classroom approach on the literature review of this study as well as some technological tools for its development.

The second question focused on getting the students' scores about their English oral fluency performance before and after the implementation of the flipped classroom approach, so to answer this research question, the author guided a Null Hypothesis (H0) and an Alternative Hypothesis (H1), applying the test T-Student to sustain one of them.

- **H0:** There is not statistically significant difference between the scores of the students' English oral fluency before and after the application of the flipped classroom approach.

- **H1:** There is statistically significant difference between the scores of the students' English oral fluency before and after the application of the flipped classroom approach.

Finally, the last research question intended to find out information about the students' perceptions about the implementation of the flipped classroom approach to develop their English oral fluency, so to answer this research question, the author developed an analysis and interpretation of results about the survey using tables and figures, highlighting the highest percentage in each question of the survey.

3.5 Population or Sample

This research project was applied at CTT de Los Andes Language Center, a private English institution for higher education located in Ambato, Ecuador, having 18 students of second level of the English program who took part in this study. Due to the COVID-19 pandemic, it was impossible to work with two groups, one control group and one experimental group, so the eighteen participants that belonged to the

Level 2H class (Elementary A2) were the experimental group of this study and they were taught by using the flipped classroom approach. Table 4 shows the number of women and men who took part in the experiment of this research.

Participants	Population	Percentage
Women	12	66.7%
Men	6	33.3%
Total	18	100%

Table 4: Population
Elaborated by: Sánchez, G. (2021)

3.6 Data Collection

In this study, the author used a pre-test and a post-test as instruments to collect data; both included a rubric. In addition, a survey was used as instruments to collect the students' perceptions, so the instruments were validated by qualified English teachers from Universidad Técnica de Ambato. The collection data plan and the instruments are detailed in the tables below.

BASIC QUESTIONS	EXPLANATION
1. For what?	To achieve the objectives of the research.
2. To whom?	University students of Elementary A2.
3. About which aspects?	The Flipped Classroom approach and the oral fluency of the English language.
4. Who?	The researcher
5. When?	2020
6. Where?	CTT de los Andes Language Center
7. How many students?	18
8. What kind of instruments?	Pre-test, post-test, survey
9. In what situation?	In an open and flexible environment.

Table 5: Data collection plan
Elaborated by: Sánchez, G. (2021)

TECHNIQUES	INSTRUMENTS
Speaking Test	Questionnaire + Rubric (KET)
Strategy implementation	Rubrics
Speaking Test	Questionnaire + Rubric (KET)
Survey	10-item Questionnaire

Table 6: Techniques and instruments
Elaborated by: Sánchez, G. (2021)

Test: A test is considered a valuable measuring instrument used for education research to get individual scores. Ary, Cheser, Sorensen, and Razavieh (2010) claim that a test is a set of stimuli presented to an individual with the purpose of eliciting responses and get a numerical score based on the individual's behavior. This study created two tests and adapted some questions and assessment criteria from the KET speaking standardized test of Cambridge. Therefore, tests and rubrics are the instruments used in this study to get individual scores about the students' own performance and improvements in their English oral fluency.

Survey: A survey questionnaire is another instrument used in this study and it consists of a set of ten questions about the students' individual perceptions. Due to the COVID-19 pandemic, the researcher has created an internet survey by using the Google Forms tool for data collection. Ary, Cheser, Sorensen, and Razavieh (2010) argue that web-based surveys show a number of advantages, having the potential of allowing data collection in large populations than would be possible with a traditional survey. Therefore, the web survey questionnaire was sent to each student for gathering their own perceptions about the implementation of the flipped classroom for developing their oral fluency.

Rubric: The rubric was a relevant instrument in this study since it allowed the instructor to measure the students' oral communication and get their scores about the pre- and post-tests. Ary, Cheser, Sorensen, and Razavieh (2010) affirm that a rubric is an evaluation tool or a scoring guide used to evaluate the students' performance, a project, or a product. In the current study, the rubric was used to evaluate the students' speaking performance, so it was specifically designed to evaluate the English oral fluency of the participants. It is important to mention that the

instruments used in this study and the validated documents are attached in the Annexes section.

3.7 Data Processing and Analysis

This investigation applied one statistical model for the information processing. It was a T-Student test to analyze the significance value between the scores of the pre-test and post-test of the students. On the other hand, the perceptions of the students about the implementation of the flipped classroom approach will be discussed through analysis and interpretation of results.

3.7.1 Experimental Design

Figure 2 illustrates the experimental design applied in this investigation, so the procedure to implement the oral activities based on the Flipped Classroom approach is detailed below.
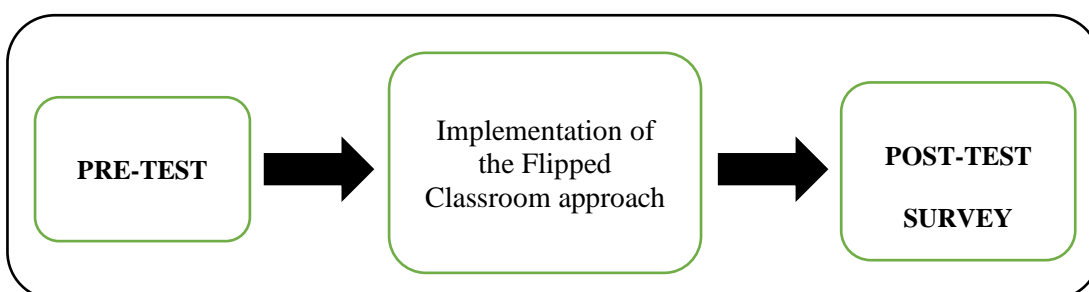
Figure 2: Experimental design
Elaborated by: Sánchez, G. (2021)

1. First, the researcher applied a speaking pre-test based on the Cambridge Speaking Rubric criteria: grammar and vocabulary, pronunciation, discourse management, and oral fluency.

2. Second, the implementation of the oral production activities based on the Flipped Classroom approach consisted of two parts.

   - **Before class time:** The students must watch videos and complete worksheets about Grammar and Vocabulary posted on the Moodle platform at home.
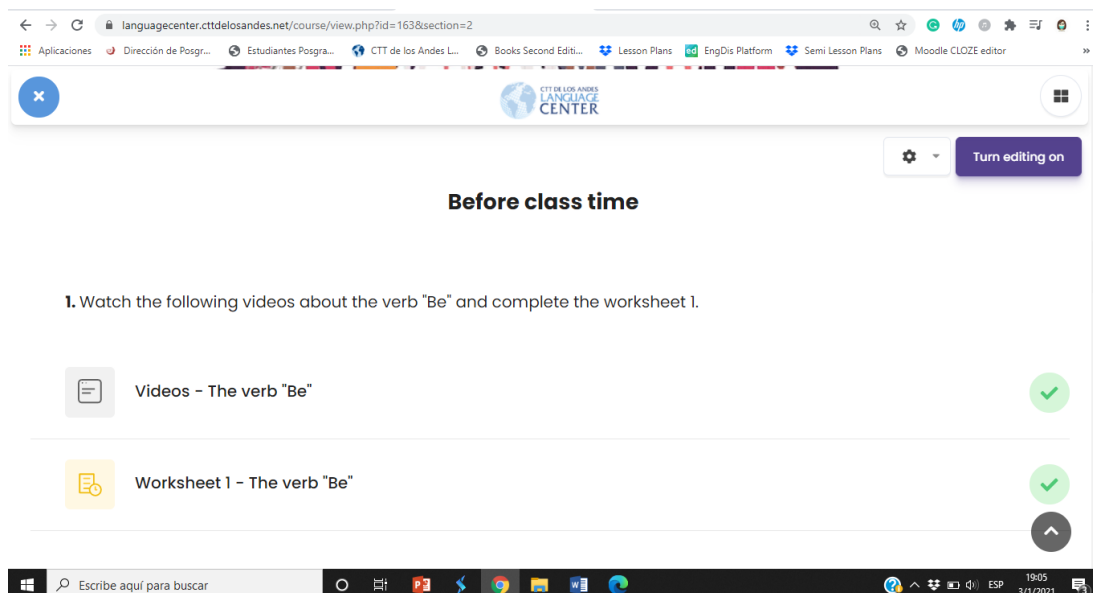
Figure 3: Before class time activities (Part 1)
Elaborated by: Sánchez, G. (2021)
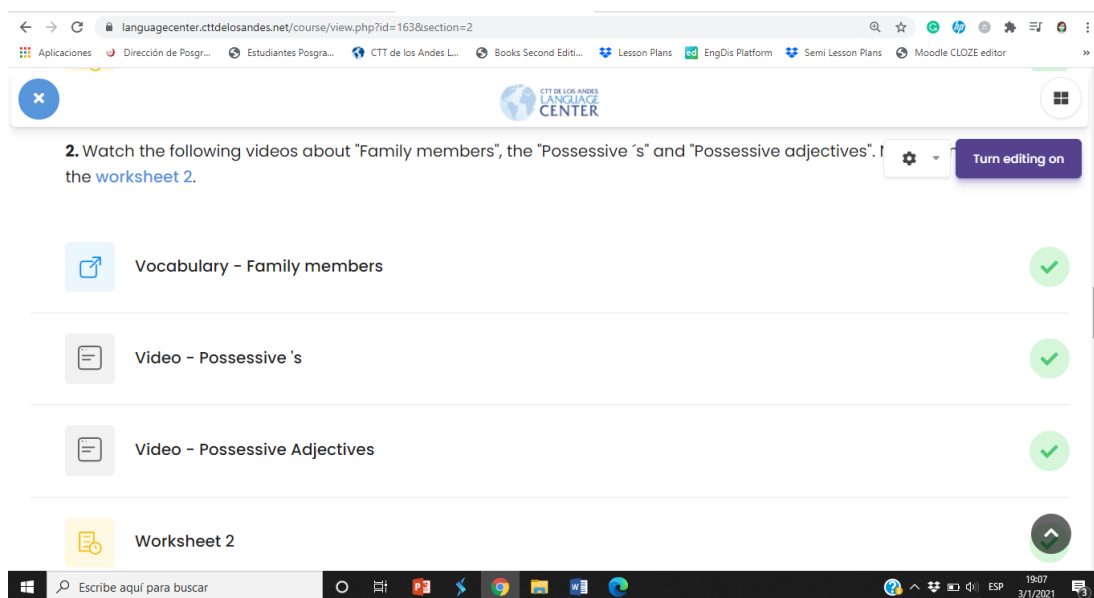
Figure 4: Before class time activities (Part 2)
Elaborated by: Sánchez, G. (2021)

- **During class time (Synchronous activities):** The students had to practice the previous Grammar and Vocabulary by developing speaking activities in the classroom.
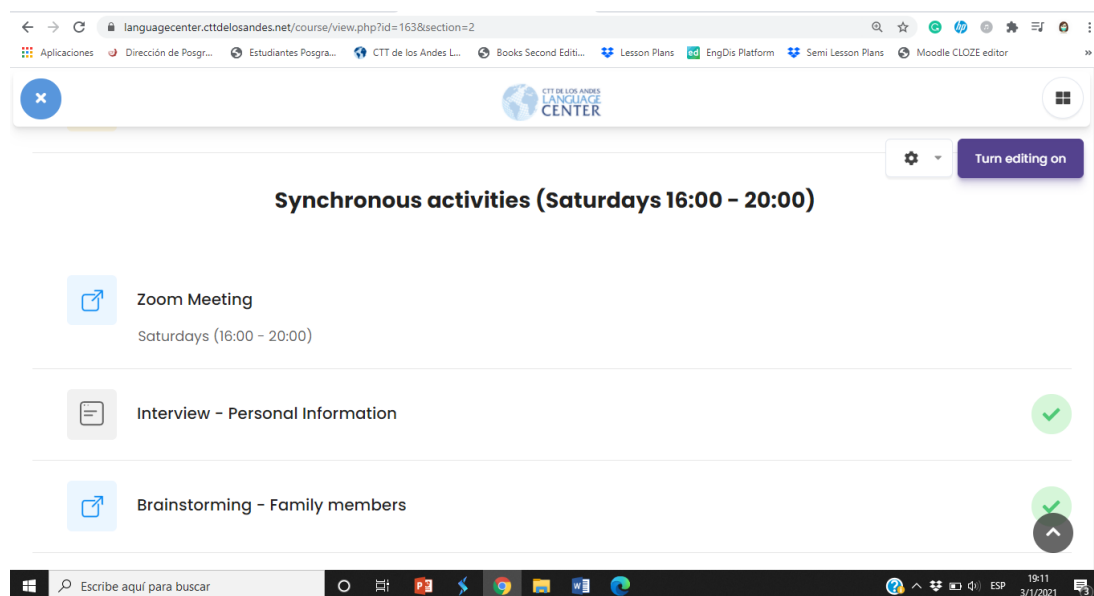
Figure 5: During class time activities
Elaborated by: Sánchez, G. (2021)

3. Next, the researcher applied the speaking post-test based on the Cambridge Speaking Rubric, following the same criteria of the pre-test.

4. After that, the researcher applied a survey about the students' perceptions of the application of oral production activities based on the Flipped Classroom approach to develop the English oral fluency.

5. Finally, drawing conclusions about the analysis of the results.

3.8 Response Variables or Results

3.8.1 T-Student Test

The researcher worked with one experimental group to carry out this study, considering the pre-test and post-test scores to determine the improvement of the students' English oral fluency by implementing the Flipped Classroom approach. Therefore, this study used the T-Student test for dependent samples to analyze data. Ary, Cheser, Sorensen, and Razavieh (2010) say that the t-test for dependent variables are well known as the correlated, or nonindependent, or paired t-test and it is suitable to analyze the paired scores; that is to say, pre-test and post-test scores of each individual are an example of paired scores. Furthermore, the researcher used the Statistical Package for the Social Sciences software (SPSS) to develop the statistical analysis. Figure 6 shows the formula for calculting the t-test.

Formula: Where:

$$t = \frac{\overline{D}}{\sqrt{\dfrac{\Sigma D^2 - \dfrac{(\Sigma D)^2}{N}}{N(N-1)}}}$$

$t = t$ ratio
$\overline{D} =$ average difference
$\Sigma D^2 =$ different scores squared, then summed
$(\Sigma D)^2 =$ difference scores summed then squared
$N =$ number of pairs

Figure 6: Formula for calculating the t-test
Elaborated by: Sánchez, G. (2021)

On the other hand, table 7 shows the significance level of the dependent t-test.

Significance Level of the T-student Test	
Significance level	Percentage of confidence
$\alpha = 0{,}05$	95% of reliability

Table 7: Significance level of the t-test
Elaborated by: Sánchez, G. (2021)

CHAPTER IV

RESULTS AND DISCUSSION

4.1 Research Question 1

The first research question focused on the theoretical foundation of the flipped classroom approach. This information was presented on the Literature Review section, so in that section, it can be found the stages of the flipped classroom approach, the teacher´s and students' roles that need to be accomplished during the implementation of this approach as well as the steps the instructor must follow to create their own content. Additionally, some examples of technological tools to develop the English oral fluency and how they work were detailed on that section.

4.2 Research Question 2

In order to gather data about the English oral fluency of the students, the criteria used in this study was: speech rate, hesitation, length of runs, and time ratio. Based on this criteria, the researcher got an average in each one, the pre-test and post-test, to determime the statistically significant differences between both scores of the students. Table 8 displays the average scores of each student in both pre-test and post-test.

STUDENTS	PRE-TEST SCORES	POST-TEST SCORES	PRE AND POST TESTS STANDARD SCORES
1	1	2	10
2	2,5	4,5	10
3	1,5	3,5	10
4	2,5	5	10
5	3	5	10
6	2,5	3	10
7	1,5	5	10
8	2,5	4,5	10
9	5	6	10
10	6,5	7,5	10
11	1,5	2	10
12	2	3,5	10
13	3,5	5	10
14	4,5	6,5	10

15	3,5	6	10
16	5	5	10
17	2	2	10
18	5,5	6,5	10

Table 8: Pre and post test scores
Elaborated by: Sánchez, G. (2021)

This table shows the number of students who took part in this study and the scores they got in both pre-test and post-test, having a minimum score of 1 and a maximum score of 6,5 in the pre-test. In contrast, the post-test shows a minimum score of 2 and a maximum score of 7,5.

RQ2: Is there statistically significant difference between the scores of the students before and after the application of the flipped classroom approach to enhance the English oral fluency?

This research question explores the differences between learners' English oral fluency performance before and after of the application of the Flipped Classroom approach. To achieve this purpose, the overall mean score of the students of the students' oral fluency pre-test is compared to the overall score of their post-test. Table 9 illustrates the descriptive statistics for the total mean scores of the pre- and post-tests.

		Mean	N	Standard deviation	Mean standard error
KET SPEAKING TEST	Pre-Test	3,1111	18	1.58630	,37389
	Post-Test	4.5833	18	1.63824	,38614

Table 9: The descriptive analysis of the pre and post oral fluency tests
Elaborated by: Sánchez, G. (2021)

Table 9 shows the score level of English oral fluency performance before and after the application of the Flipped Classroom approach to 18 students of English with A2 level of the Common European Framework. A paired t-test was used to compare both pre- and post-test scores of the students. The results show that the students' post-test total score (M=4.58, SD=1.638) is statistically higher than the total pre-test score (M=3.11, SD=1.586), which reveals that students' performance in the post-test was better than their performance in their pre-test.
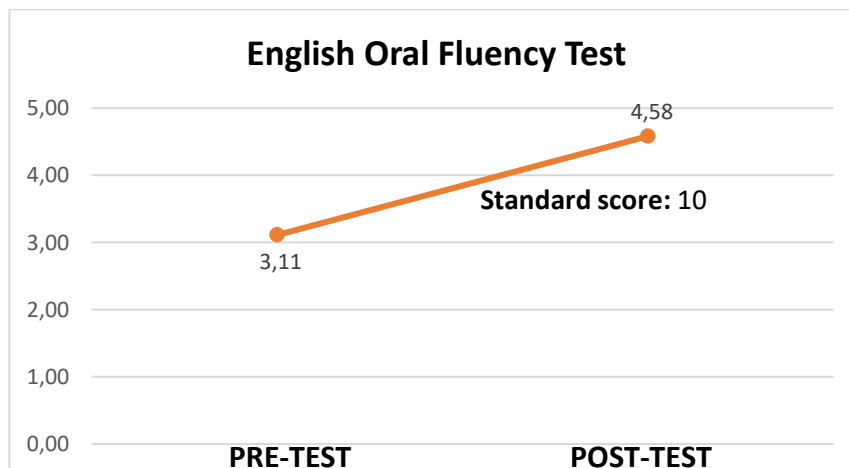
Figure 7: Total mean scores of pre and post oral fluency tests results.
Elaborated by: Sánchez, G. (2021)

Figure 7 visualizes the differences of the total mean scores of the pre-test and post-test results in the English oral fluency test.

Furthermore, a paired sample t-test (Table 10) was held to find out whether these observed differences between the pre-test and post-test scores were statistically significant at the p<0,05.

	PAIRED DIFFERENCES							
				95% confidence interval of the difference				
		Mean	standard					
	Standard	standard						
	Mean	Deviation	error	Inferior	Superior	t	df	Sig.
Pre-Test / Post-Test	-1,47222	,93104	,21945	-1,93522	-1,00923	-6,709	17	,000

Table 10: Paired-sample t-test between the pre and post English oral fluency tests
Elaborated by: Sánchez, G. (2021)

Table 10 illustrates the results of the paired-sample t-test showing that there is a significant difference between the pre- and post-tests t (17) = -6.70, p<0.001. The criteria says that:

- If the P-value is ≤ α, the Ho is rejected and H1 is accepted.
- If the P-value is > α, the Ho is accepted.

Table 11 shows the P-value got in the statistical t-test compared to the value of α proposed in the T-test as significance level.

Significance Level of the calculated *t* test	
Pre- and post-test	Dependent *t* test
P-value = 0,000	**α = 0,05**

Table 11: Significance level of the calculated t-test
Elaborated by: Sánchez, G. (2021)

Therefore, the null hypothesis "There is not statistically significant difference between the scores of the students before and after the application of the oral production activities based on the flipped classroom approach" is rejected. The descriptive and the paired sample t-test results showed that the students of the current study achieved better scores in their English oral fluency tests at the end of the Flipped Classroom approach application as compared to their pre-test scores. These results indicated that the application of the oral production activities based on the Flipped Classroom approach in the second level 2H of the English program has significantly impacted the students' English oral fluency performance.

4.3 Research Question 3

This study also seeks to know the students' perceptions about the application of the flipped classroom approach, so it guided the following question:

RQ3: What are the students' perceptions about the implementation of the flipped classroom approach to develop the English oral fluency?

To answer this question, a survey of ten items was applied to eighteen the students of second level 2H, so next, it is presented through the analysis and interpretation of results by using percentages in tables and figures. Table 19 shows a summary about the items, questions, and the frequencies of answers of the students.

Variables	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Item 1: The flipped classroom approach is more engaging than the traditional classroom instruction.	5	8	4	1	0
Item 2: The implementation of the flipped classroom approach gave me	7	7	3	1	0

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more time to practice English.					
Item 3: Watching videos about grammar and vocabulary has improved my confidence to develop speaking activities.	6	7	3	2	0
Item 4: The pair and group work activities based on the flipped classroom approach have increased interaction with my partners.	7	7	2	2	0
Item 5: The oral production activities based on the flipped classroom approach have given me greater opportunities to communicate with other students.	6	9	1	2	0
Item 6: My speaking skill has improved since I have more time to speak English in class.	3	8	4	2	1
Item 7: Technological tools such as SpeakPipe, Flipgrid, VoiceThread, and Whatsapp had an important role in the development of my speaking skill.	5	10	1	2	0
Item 8: The Moodle platform allowed me to have access to the flipped classroom material.	5	7	3	3	0
Item 9: The flipped classroom activities established in the Moodle platform gave more opportunities to practice my speaking skill.	6	9	0	3	0
Item 10: I feel my speaking skill is better now because of the use of the flipped classroom approach.	4	10	2	2	0

Table 12: Frequencies of the students' perceptions about the Flipped Classroom approach.

Elaborated by: Sánchez, G. (2021)

Reliability of the survey

Before the individual analysis and interpretation of the survey's results, the researcher developed a statistical analysis by using the Cronbach's alpha to verify the reliability of the instrument. To carry out this process, the author used the SPSS software to get the information, so Table 23 shows a total element statistic of the Cronbach's alpha.

	Mean scale if item has been deleted	Scale variance if item has been suppressed	Corrected total item correlation	Cronbach's alpha if the item has been deleted
Q1	35,39	49,428	,780	,927
Q2	35,22	52,065	,530	,938
Q3	35,39	46,958	,863	,922
Q4	35,28	46,212	,925	,919
Q5	35,28	47,389	,891	,921
Q6	35,78	50,065	,548	,939
Q7	35,33	48,118	,860	,923
Q8	35,56	50,732	,524	,940
Q9	35,33	48,706	,696	,931
Q10	35,44	47,908	,886	,922

Table 13: Total element statistics of the Cronbach's alpha.
Elaborated by: Sánchez, G. (2021)

Considering the previous analysis, Table 14 shows the reliability statistics of the instrument, having the following information.

Reliability Statistics	
Cronbach's alpha	No. of elements
,935	10

Table 14: Cronbach's alpha reliability statistics
Elaborated by: Sánchez, G. (2021)

The Cronbach's alpha measures the reliability that exists between the items of the survey, having the following scales:

- Strongly disagree (1),
- Disagree (2),
- Neutral (3),
- Agree (4)
- Strongly agree (5)

Table 14 shows that the Cronbach's alpha coefficient of the survey instrument is 0, 935 which is a high coefficient because when the alpha coefficient is greater than 0.7, the calculated result is accepted. Therefore, the survey instrument applied to the 18 students is reliable. The individual analysis and interpretation of the results is presented below showing specific observations of the students' answers.

Analysis and Interpretation

Item 1: The flipped classroom approach is more engaging than the traditional classroom instruction.

CATEGORY	FREQUENCY	PERCENTAGE
Strongly agree	5	28
Agree	8	44
Neutral	4	22
Disagree	1	6
Strongly disagree	0	0
TOTAL	18	100%

Table 15: The flipped classroom vs. the traditional instruction.
Elaborated by: Sánchez, G. (2021)
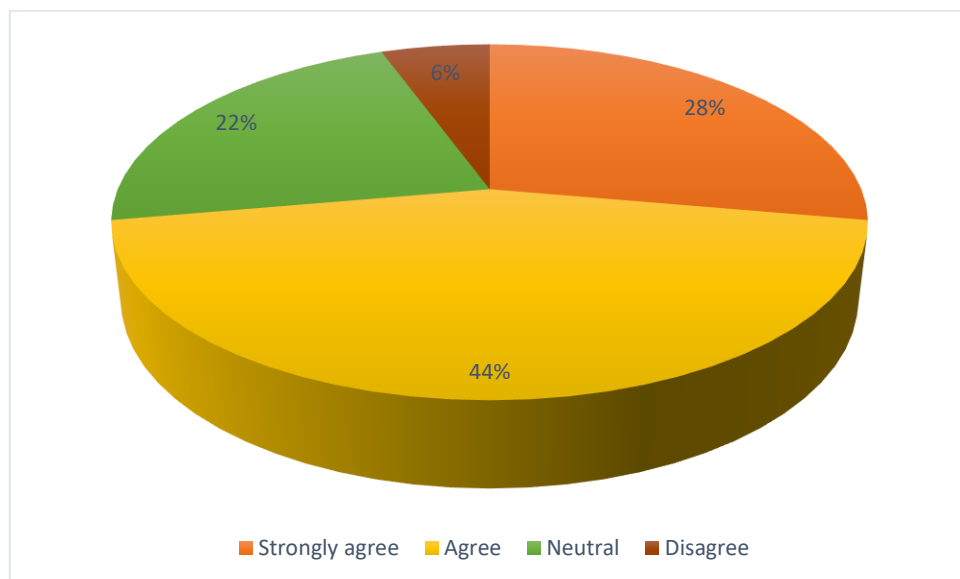
Figure 8: The flipped classroom vs. the traditional instruction.
Elaborated by: Sánchez, G. (2021)

Figure 8 illustrates the percentages in each item of the criteria, having the higher percentage of 44% of students who agreed that the flipped classroom approach is more engaging than the traditional instruction. Similarly, the 28% of them strongly agreed about this statement. Finally, the 22% of the students felt neutral and the 6% of them disagreed about this statement. Therefore, the majority of the students felt the flipped classroom was very useful as a new approach for developing speaking.

Item 2: The implementation of the flipped classroom approach gave me more time to practice English.

CATEGORY	FREQUENCY	PERCENTAGE
Strongly agree	7	39
Agree	7	39
Neutral	3	17
Disagree	1	5
Strongly disagree	0	0
TOTAL	18	100%

Table 16: The implementation of the flipped classroom to practice English.
Elaborated by: Sánchez, G. (2021)
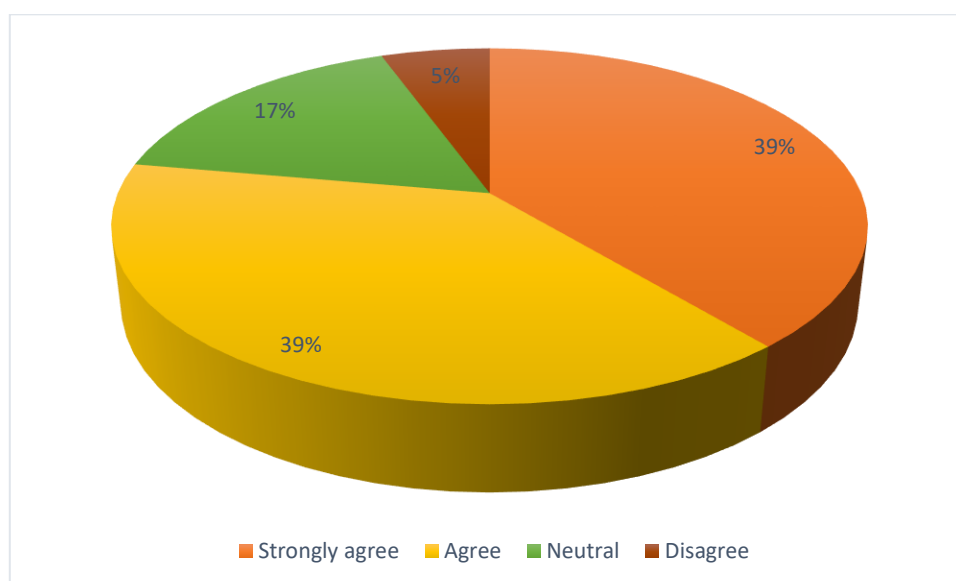
Figure 9: The implementation of the flipped classroom to practice English.
Elaborated by: Sánchez, G. (2021)

Figure 9 shows the percentages in each item of the criteria; in this statement, there are two higher, equal percentages, having a 39% of the students who strongly agreed that the implementation of the flipped classroom approach gave them more time to practice English. Similarly, the other 39% of the students also agreed about this statement. Finally, the 17% of the students felt neutral and the 5% of them disagreed this statement. Therefore, this implementation of the flipped classroom approach had a positive attitude on the students for developing their speaking skill.

Item 3: Watching videos about grammar and vocabulary has improved my confidence to develop speaking activities.

CATEGORY	FREQUENCY	PERCENTAGE
Strongly agree	6	33
Agree	7	39
Neutral	3	17
Disagree	2	11
Strongly disagree	0	0
TOTAL	18	100%

Table 17: Videos of grammar and vocabulary to improve the students' confidence.
Elaborated by: Sánchez, G. (2021)
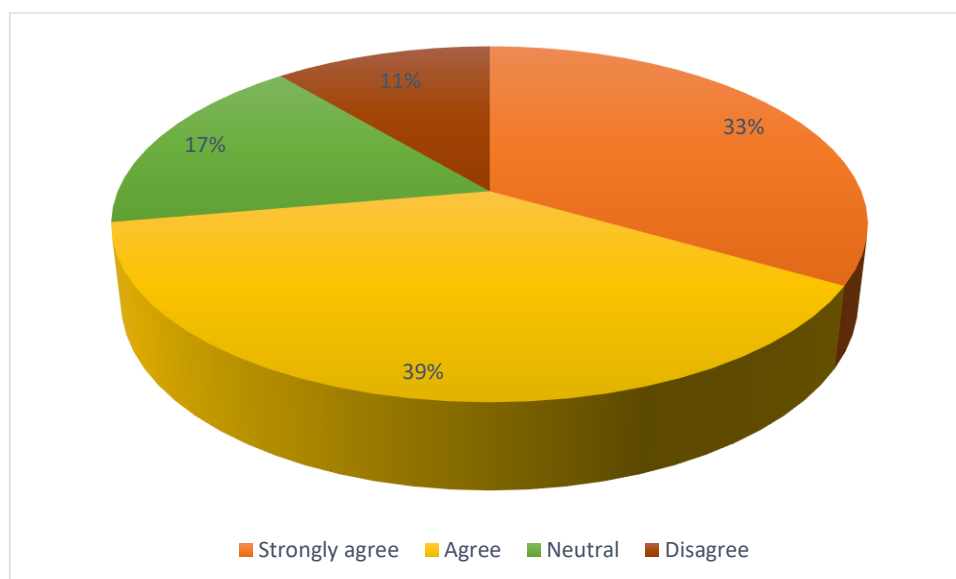
Figure 10: The implementation of the flipped classroom to practice English.
Elaborated by: Sánchez, G. (2021)

Figure 10 illustrates the percentages found in each item of the survey, showing that the 39% of the learners agreed that watching videos about grammar and vocabulary has improved their confidence to develop speaking activities. On the other hand, the 11% of them, the lowest percentage of students, disagreed about this statement. Therefore, the highest percentage showed that watching videos at home increased their confidence to speak English.

Item 4: The pair and group work activities based on the flipped classroom approach have increased interaction with my partners.

CATEGORY	FREQUENCY	PERCENTAGE
Strongly agree	6	33
Agree	7	39
Neutral	3	17
Disagree	2	11
Strongly disagree	0	0
TOTAL	18	100%

Table 18: Pair and group work activities to increase interaction with others.
Elaborated by: Sánchez, G. (2021)
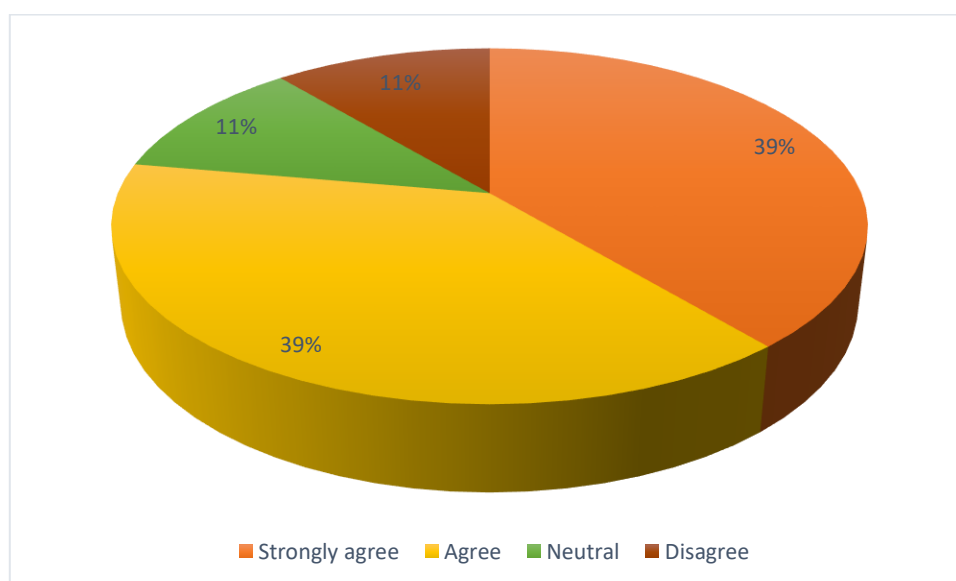
Figure 11: Pair and group work activities to increase interaction with others.
Elaborated by: Sánchez, G. (2021)

Figure 11 displays two equal percentages in the items of the survey, the 39% of the students strongly agreed that the pair and group work activities based on the flipped classroom approach have increased interaction with their partners". Likewise, the 39% of the students agreed about this idea. In contrast, the 11% of the students was neutral and the 11% of them disagreed about this statement. Hence, both high percentages showed that group-speaking activities also had an important role during the implementation of the flipped classroom approach.

Item 5: The oral production activities based on the flipped classroom approach have given me greater opportunities to communicate with other students.

CATEGORY	FREQUENCY	PERCENTAGE
Strongly agree	6	33
Agree	9	50
Neutral	1	6
Disagree	2	11
Strongly disagree	0	0
TOTAL	18	100%

Table 19: Oral production activities to communicate with other students.
Elaborated by: Sánchez, G. (2021)
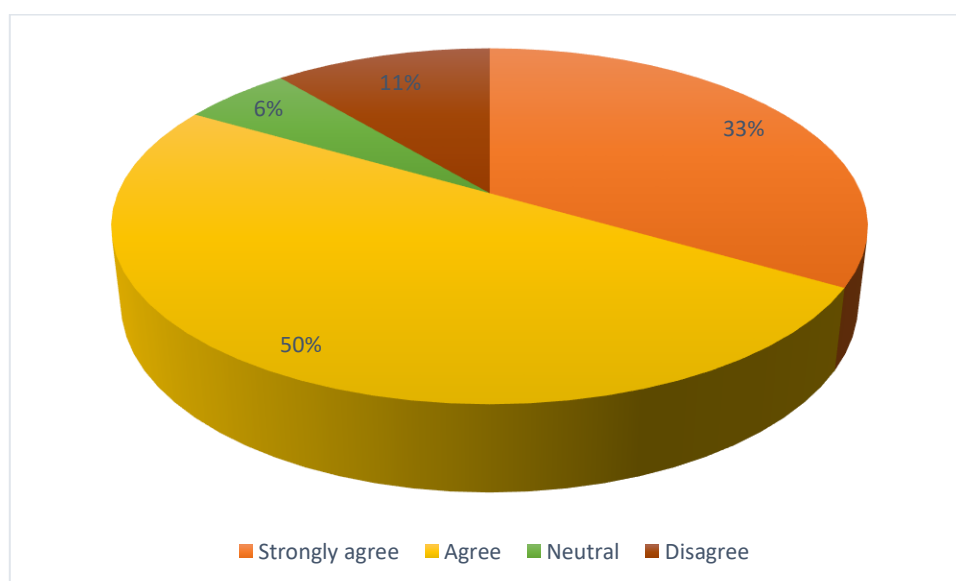
Figure 12: Oral production activities to communicate with other students.
Elaborated by: Sánchez, G. (2021)

Figure 12 shows that the 50% of the learners agreed that the oral production activities based on the flipped classroom approach have given them greater opportunities to communicate with other students. Next, the 33% of the students strongly agreed about this statement, so they saw these activities as something positive in the classroom. In contrast, the 11% of the learners disagreed and the 6% of them felt neutral about this statement. As a result, the flipped classroom to develop speaking skill was a highly useful approach during its implementation.

Item 6: My speaking skill has improved since I have more time to speak English in class.

CATEGORY	FREQUENCY	PERCENTAGE
Strongly agree	3	17
Agree	8	44
Neutral	4	22
Disagree	2	11
Strongly disagree	1	6
TOTAL	18	100%

Table 20: Time to improve the speaking skill.
Elaborated by: Sánchez, G. (2021)
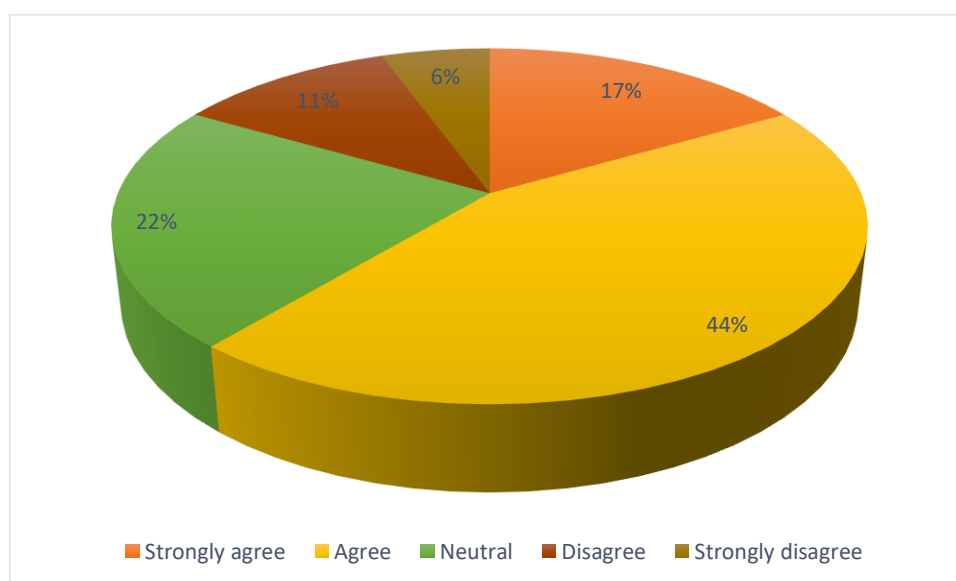
Figure 13: Time to improve the speaking skill.
Elaborated by: Sánchez, G. (2021)

Figure 13 demonstrates that the 44% of the students agreed that their speaking skill has improved since they have more time to speak English in class. On the other hand, the 6% percentage of the students strongly disagreed about this statement. Taking into account both opinions, it could be appreciated that the highest percentage supports this statement, being very positive for the application of the flipped classroom approach.

Item 7: Technological tools such as SpeakPipe, Flipgrid, VoiceThread, and Whatsapp had an important role in the development of my speaking skill.

CATEGORY	FREQUENCY	PERCENTAGE
Strongly agree	5	28
Agree	10	56
Neutral	1	5
Disagree	2	11
Strongly disagree	0	0
TOTAL	18	100%

Table 21: Technological tools to develop speaking.
Elaborated by: Sánchez, G. (2021)
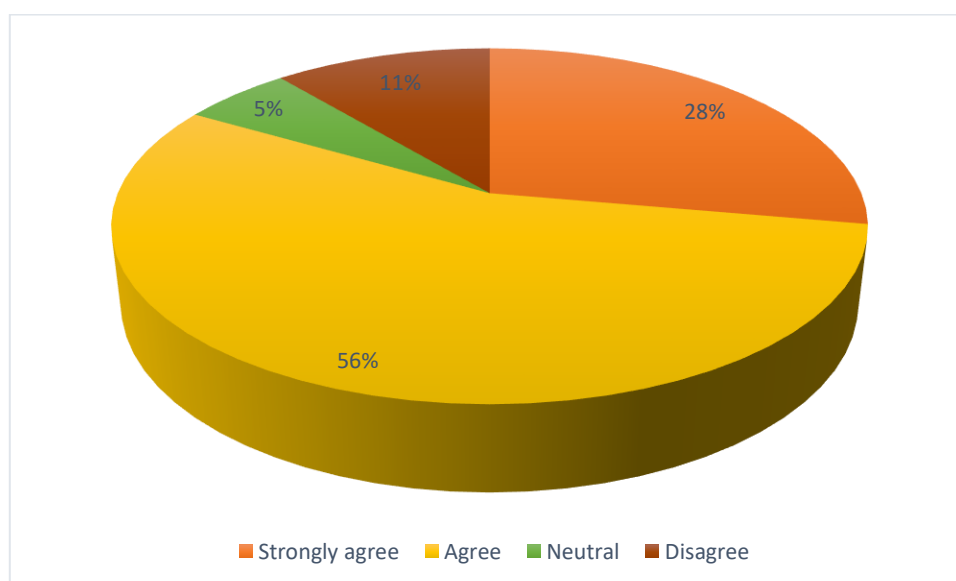
Figure 14: Technological tools to develop speaking.
Elaborated by: Sánchez, G. (2021)

Figure 14 illustrates that the 56% of the students agreed that technological tools such as SpeakPipe, Flipgrid, VoiceThread, and Whatsapp had an important role in the development of their speaking skill. In contrast, the 5% of them were neutral about this statement. Having the highest percentage of 56, it was verified that students liked the use of technological tools during the implementation of the flipped classroom to develop their speaking skill.

Item 8: The Moodle platform allowed me to have access to the flipped classroom material.

CATEGORY	FREQUENCY	PERCENTAGE
Strongly agree	5	28
Agree	7	39
Neutral	3	17
Disagree	3	17
Strongly disagree	0	0
TOTAL	18	100%

Table 22: Moodle and the flipped classroom material.
Elaborated by: Sánchez, G. (2021)
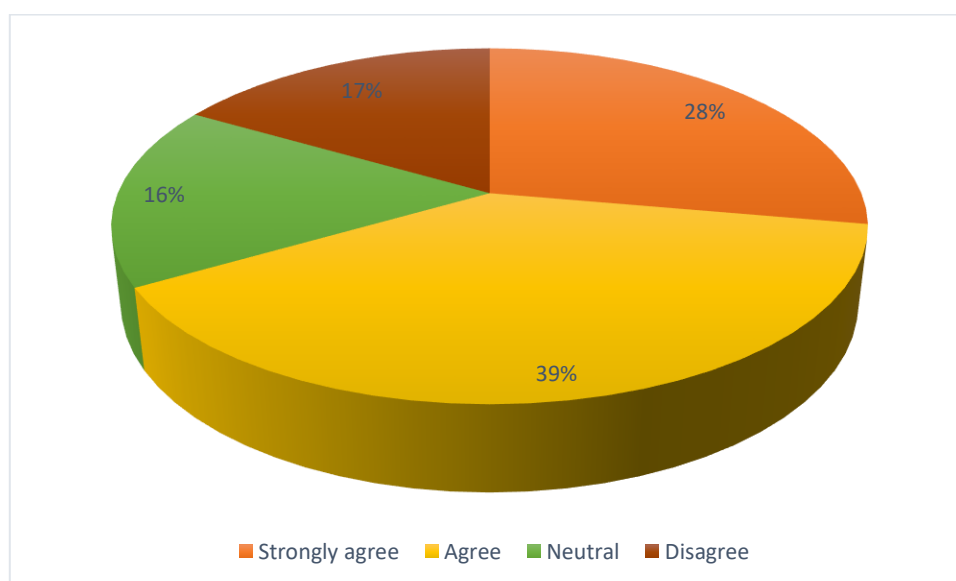
Figure 15: Moodle and the flipped classroom material.
Elaborated by: Sánchez, G. (2021)

Figure 15 shows that the 39% of the students agreed that the Moodle platform allowed them to have access to the flipped classroom material. Similarly, the 28% of them strongly agreed about this statement. In contrast, the 16% of the learners felt neutral about this affirmation. Taking into account the highest percentage, it was appreciated that the Moodle platform took an important role in the development of the students' speaking skill because it facilitated them the material during the implementation of the flipped classroom approach.

Item 9: The flipped classroom activities established in the Moodle platform gave more opportunities to practice my speaking skill.

CATEGORY	FREQUENCY	PERCENTAGE
Strongly agree	6	33
Agree	9	50
Neutral	0	0
Disagree	3	17
Strongly disagree	0	0
TOTAL	18	100%

Table 23: Flipped classroom activities on Moodle to practice speaking.
Elaborated by: Sánchez, G. (2021)
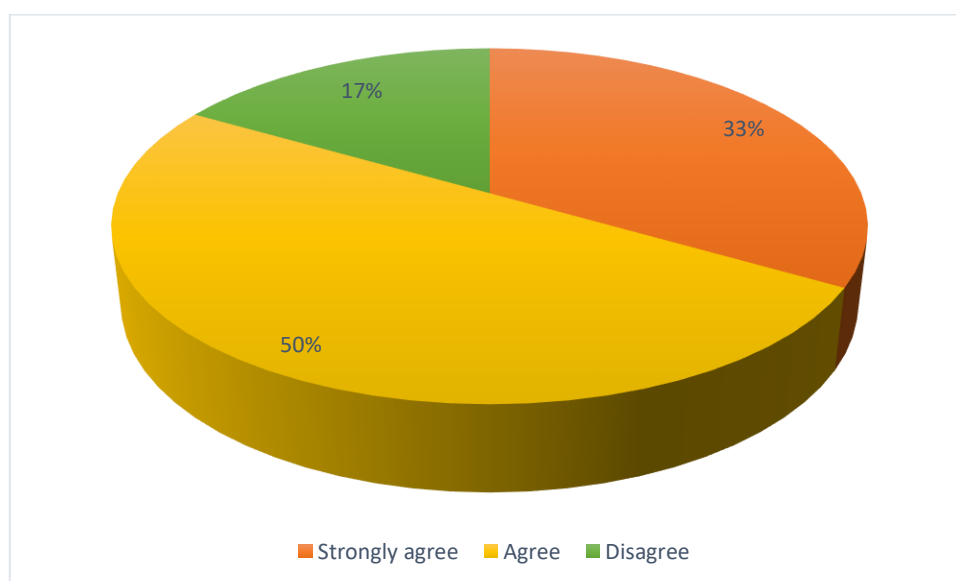
Figure 16: Flipped classroom activities on Moodle to practice speaking.
Elaborated by: Sánchez, G. (2021)

Figure 16 displays only three percentages in the results of this statement, having a 50% of the students who agreed that the flipped classroom activities established in the Moodle platform gave them more opportunities to practice their speaking skill; followed by the 33% of them who strongly agreed about it. Finally, the 17% of the learners felt neutral about this statement; hence, the highest percentage affirms the impact of the Moodle platform to provide activities for the development of the students' speaking skill, being highly positive during the implementation of the flipped classroom approach.

Item 10: I feel my speaking skill is better now because of the use of the flipped classroom approach.

CATEGORY	FREQUENCY	PERCENTAGE
Strongly agree	4	22
Agree	10	56
Neutral	2	11
Disagree	2	11
Strongly disagree	0	0
TOTAL	18	100%

Table 24: Improvement of the speaking skill.
Elaborated by: Sánchez, G. (2021)
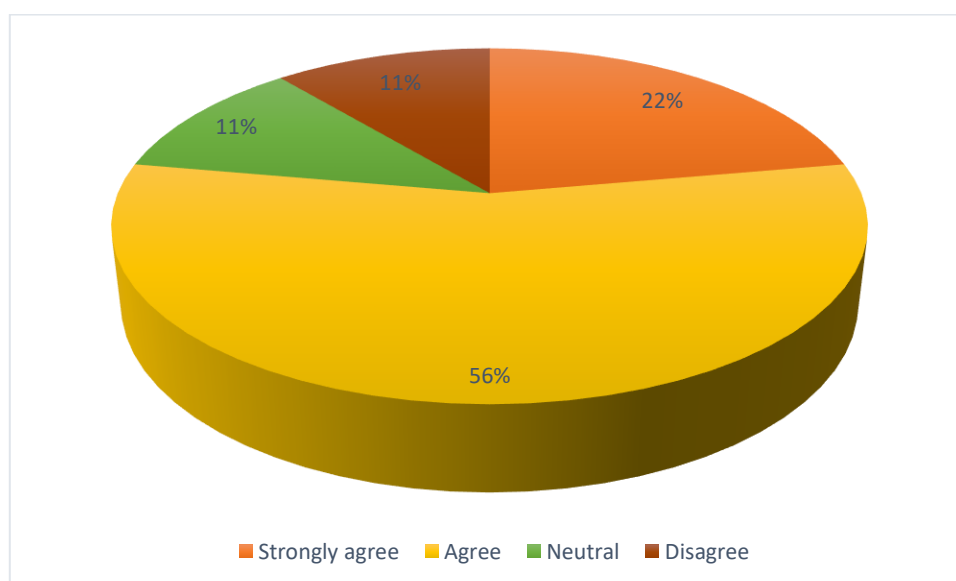
Figure 17: Improvement of the speaking skill.
Elaborated by: Sánchez, G. (2021)

Figure 17 illustrates four percentages about the last statement, showing a 56% of the students who agreed that they feel their speaking skill is better now because of the use of the flipped classroom approach. It is also followed by a 22% of them who strongly agreed about it. Finally, the 11% of them felt neutral and the 11% disagreed about this idea. Therefore, it is confirmed that the majority of the students felt that they improved their speaking thanks of the implementation of oral production activities based on the flipped classroom approach.

After the individual analysis and interpretation of the results, the author applied the Likert scale by using the SPSS software to analyze the frequency of the results and their percentages. Table 25 shows the options that were valid for the analysis as well as their frequencies and percentages.

Frequencies and Percentages of the Survey Results

		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid options	Disagree	1	5,6	5,6	5,6
	Neutral	1	5,6	5,6	11,1
	Agree	9	50,0	50,0	61,1
	Strongly agree	7	38,9	38,9	100,0
	Total	18	100,0	100,0	

Table 25: Frequency and percentages of the survey results
Elaborated by: Sánchez, G. (2021)
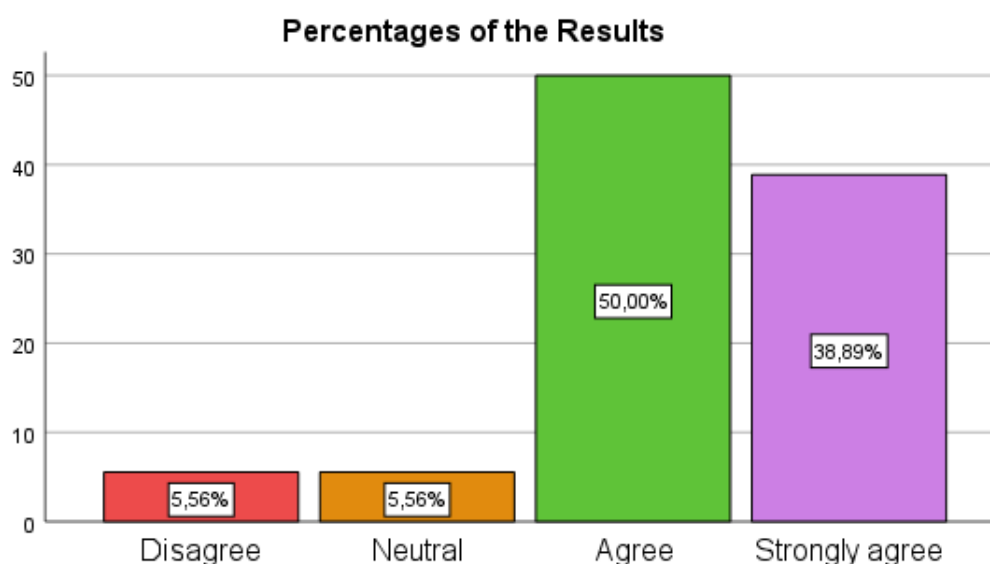
Figure 18: Frequency and percentages of the survey results
Elaborated by: Sánchez, G. (2021)

Table 25 shows the highest frequency in the answers of the survey, having the option Agree = 9 and Figure 18 illustrates the percentage of the frequency Agree = 50%. This result shows a clear pattern in students' perceptions about the implementation of oral production activities based on the flipped classroom approach. Therefore, the result reveals a positive view towards the Flipped Classroom approach by the participants.

CHAPTER V

CONCLUSIONS, RECOMMENDATIONS, REFERENCES, AND ANNEXES

5.1 Conclusions

Overall, the results of this study have some pedagogical implications to consider.

- To start with, the findings showed an evident increase of the English oral fluency in the students after the application of the flipped classroom approach, showing an overall post-test score of 4,58 compared with the pre-test score 3,11. Hence, the flipped classroom is an appropriate approach to improve the English oral fluency skills of the learners.

- Regarding the survey results, 56% of the students showed positive attitude toward the use of technological tools to develop their oral fluency during the implementation of the flipped classroom approach. Therefore, technology and technological tools are fundamental to succeed during the implementation of this innovative approach.

- Moreover, 50% of the overall survey results showed students felt a positive attitude about the synchronous speaking activities based on the flipped classroom approach, concluding that they had more time to speak in English; therefore, they improved their English oral fluency.

5.2 Recommendations

Based on the findings and discussion of the current study, the researcher sets the following recommendations for further research studies.

- The flipped classroom approach follows certain procedure in its implementation, doing class activities at home and doing home activities in the classroom, so the researcher should clearly explain the steps of this approach to the participants and the important role they take during the process for an effective implementation.

- The current study was developed with one experimental group, showing excellent results after the implementation of the flipped classroom approach. Therefore, it is recommended to carry out future research by examining both control and experimental groups to observe a new perspective of this approach.

- Because the current study showed positive attitudes (56% of the learners) concerning the use of technological tools such as SpeakPipe, Flipgrid, VoiceThread, and WhatsApp to develop the participants' oral fluency, more attention should be directed to increase the learner's positive perceptions about the chosen technologies with particular focus on oral fluency.

- In this study, the implementation of the flipped classroom approach was held in five sessions, showing excellent results in the students' English oral fluency and getting positive attitudes on students toward this approach. Hence, it is recommended to implement the flipped classroom approach in more sessions to take advantage of all its benefits.

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5.4 Annexes

5.4.1 Annex 1: Institution authorization

CARTA DE COMPROMISO

Ambato, Jueves 23 de Abril de 2020

Doctor
Víctor Hernández del Salto
PRESIDENTE DE LA UNIDAD DE TITULACIÓN DE POSGRADO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
UNIVERSIDAD TÉCNICA DE AMBATO
Presente.-

Yo, Cristina Elizabeth Salazar Paredes, en mi calidad de Coordinadora Académica Nacional del CTT de los Andes Language Center, institución adscrita a la Universidad Autónoma de los Andes, UNIANDES, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: **"THE FLIPPED CLASSROOM APPROACH AND THE DEVELOPMENT OF THE ENGLISH ORAL FLUENCY"** propuesto por la estudiante Giovanna Patricia Sánchez Andrade, portadora de la Cédula de Ciudadanía N° 1804107165, de la Maestría en Pedagogía de los Idiomas Nacionales y Extranjeros Mención Ingles Cohorte 2019, de la Facultad de Ciencias Humanas y de La Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente,

Lic. Cristina Salazar Mg.
Cédula de Ciudadanía: 1803694460
No teléfono convencional: 032825317
No teléfono celular: 0984083986
Correo electrónico: cttlc.coordinacionacademica@cttdelosandes.com

UNIVERSIDAD TÉCNICA DE AMBATO

Programa de Maestría en Pedagogía de los Idiomas Nacionales
y Extranjeros Mención Inglés

BOOKLET

EXPERIMENTAL DESIGN

"The Flipped Classroom approach and the development of the
English Oral fluency"

By
Giovanna Sánchez

ACADEMIC CALENDAR

CTT DE LOS ANDES LANGUAGE CENTER

ACADEMIC CALENDAR

Oct. 2020 - Feb. 2021

Modalidad Híbrida

| Actividades Sincrónicas (ZOOM) | Actividades Asincrónicas (PLATFORM) |

Schedule: Saturday PM

(Saturday & Sunday)

MONTH	DAY		TIME	CONTENT
November	Saturday	21	16H00 - 20H00	UNIT 1
	Sunday	22	8H00 - 12H00	
	Saturday	28	16H00 - 20H00	UNIT 2
	Sunday	29	8H00 - 12H00	
December	Saturday	5	16H00 - 20H00	UNIT 3
	Sunday	6	8H00 - 12H00	
	Saturday	12	16H00 - 20H00	UNIT 4
	Sunday	13	8H00 - 12H00	
	Saturday	19	16H00 - 20H00	UNIT 5
	Sunday	20	8H00 - 12H00	
January	Saturday	9	16H00 - 20H00	UNIT 6
	Sunday	10	8H00 - 12H00	
	Saturday	16	16H00 - 20H00	Review Units 1 - 6
	Sunday	17	8H00 - 12H00	
	Saturday	23	16H00 - 20H00	MIDTERM TEST
	Sunday	24	8H00 - 12H00	
	Saturday	30	16H00 - 20H00	UNIT 7
	Sunday	31	8H00 - 12H00	
February	Saturday	6	16H00 - 20H00	UNIT 8
	Sunday	7	8H00 - 12H00	
	Saturday	13	16H00 - 20H00	UNIT 9
	Sunday	14	8H00 - 12H00	
	Saturday	20	16H00 - 20H00	UNIT 10
	Sunday	21	8H00 - 12H00	
	Saturday	27	16H00 - 20H00	UNIT 11
	Sunday	28	8H00 - 12H00	
March	Saturday	6	16H00 - 20H00	UNIT 12
	Sunday	7	8H00 - 12H00	
	Saturday	13	16H00 - 20H00	Review Units 7 - 12
	Sunday	14	8H00 - 12H00	
	Saturday	20	16H00 - 20H00	FINAL TEST
	Sunday	21	8H00 - 12H00	
	Saturday	27	16H00 - 20H00	Recuperation Classes
	Sunday	28	8H00 - 12H00	Remedial Exam

EXPERIMENTAL DESIGN

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┌─────────────────────────────────────────────────────────────────────────┐
│  ┌───────────┐        ┌──────────────┐        ┌───────────┐  │
│  │           │        │ Implementation│        │           │  │
│  │ PRE-TEST  │  ──►   │  of the Flipped│  ──►  │ POST-TEST │  │
│  │           │        │   Classroom   │        │           │  │
│  │           │        │   approach    │        │  SURVEY   │  │
│  └───────────┘        └──────────────┘        └───────────┘  │
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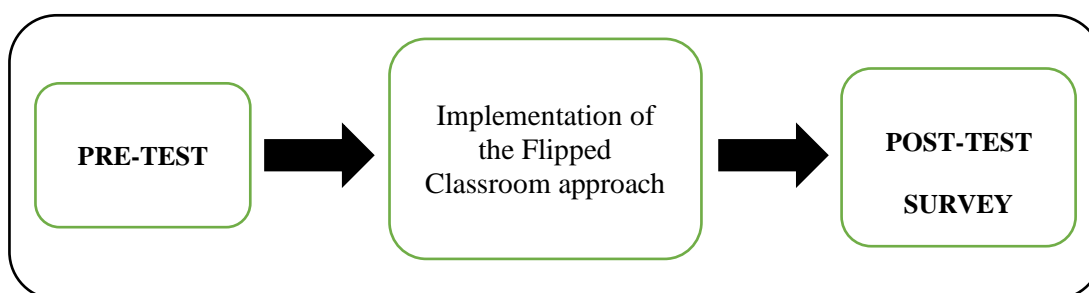
IMPLEMENTATION OF THE FLIPPED CLASSROOM APPROACH

CONTENT AND ACTIVITIES					
Topic: "The Flipped Classroom approach and the development of the English oral fluency"					
Level: 2H (Elementary A2)			**Number of students:** 18		
Number of sessions: 5 Saturdays			**Schedule:** 16:00 to 20:00		
Hours per session: 4			**Total hours:** 20		
Units to be covered: 5			**Teacher:** Giovanna Sánchez		
DATES	CONTENT	ORAL FLUENCY	FLIPPED CLASSROOM APPROACH STAGES		
Session 1	Unit 1: People	Oral fluency Variable (s)	Before class time	During class time	Asynchronous activities
November 21st, 2020	**Lesson A:** - Vocabulary: Personal information **- Grammar:** The verb be	- Speech rate - Hesitation	- Video - Worksheet	- Interview: Asking for personal information	
	Lesson B: - Vocabulary: Family - Grammar: Possessive 's and possessive adjectives	- Speech rate - Hesitation	- Video - Worksheet	- Oral presentation: Family tree **(Apowersoft)**	
	Lesson C: - Reading: The face of seven billion people.				- Reading and worksheet

	Lesson D: - Spelling - Speaking: Meeting people for the first time **Lesson E** - Writing: Personal description - Writing skill: and / but	- speech rate - hesitation		- Role play: Meeting people for the first time	- Video - Writing: Write your personal description.
Session 2	**Unit 2: Possessions**	**Oral fluency Variable (s)**	**Before class time**	**During class time**	**Asynchronous activities**
November 28th, 2020	**Lesson A** - Vocabulary: Furniture - Grammar: There is / There are Grammar: Prepositions of place	- Length of runs	- Video - Worksheet	- Oral presentation on Jamboard	
	Lesson B - Vocabulary: Useful objects - Grammar: Plural nouns - Grammar: this/ that/ these/ those	- Length of runs - Time ratio	- Video - Worksheet	- Oral presentation using real objects **(FlipGrid)**	
	Lesson C - Vocabulary: Countries and nationalities Reading: Global objects				- Video - Reading and worksheet
	Lesson D - Vocabulary: Prices and currencies - Speaking: Shopping	- Length of runs - Time ratio		- Role play about shopping	
	Lesson E - Writing: Ads - Vocabulary: Adjectives - Writing				- Create an add by using adjectives

		skill: Describing objects with adjectives				

Session 3	**Unit 3: Places**	**Oral fluency Variable (s)**	**Before class time**	**During class time**	**Asynchronous activities**
December 5th, 2020	**Lesson A** - Vocabulary: Describing cities - Grammar: Simple present I/ you/we/they (sentences and questions)	- Speech rate - Hesitation	- Video - Worksheet	- Oral description by using pictures.	
	Lesson B - Vocabulary: Places of work - Grammar: Simple Present he/she/it (sentences and questions)	- Speech rate - Hesitation	- Video - Worksheet	- Oral description to guess professions and places of work. **(SpeakPipe)**	
	Lesson C - Vocabulary: Ordinal and cardinal numbers - Reading: Places and languages				- Video - Reading and Worksheet
	Lesson D - Vocabulary: Places in a city - Speaking: Giving directions	- Speech rate - Hesitation		- Role play: Giving directions	
	Lesson E - Writing: A description of a place - Writing skill: Capital letters				- Writing: Description of a place.
Session 4	**Unit 4: Free Time**	**Oral fluency**	**Before class time**	**During class time**	**Asynchronous activities**

		Variable (s)			
December 12th, 2020	**Lesson A** - Vocabulary: Verb + noun collocations. - Grammar: like/love + noun or -ing	- Length of runs - Time ratio	- Videos - Worksheet	- Examples of sentences. - Conversation in pairs.	
	Lesson B - Vocabulary: Everyday activities - Grammar: Adverbs of frequency - Grammar: Expressions of frequency	- Length of runs - Time ratio	- Videos - Worksheet	- Oral presentation about everyday activities (PowerPoint)	- Listening: "Free time in the Artic".
	Lesson C - Vocabulary: Sports - Grammar: can / can't - Reading: Extreme sports				- Reading: "Extreme Sports".
	Lesson D - Speaking: Talking about abilities and interests	- Length of runs - Time ratio		- Recording about abilities and interests **(WhatsApp)**	
	Lesson E - Writing: Short emails - Writing skill: Reference words				- Writing: short email about abilities and interests.
Session 5	**Unit 5: Food**	**Oral fluency Variable (s)**	**Before class time**	**During class time**	**Asynchronous activities**
December 19th, 2020	**Lesson A** - Vocabulary: Food - Grammar: Countable and uncountable nouns with a / an / some / any	- Speech rate - Hesitation	- Video - Worksheet	- Picture description	
	Lesson B - Grammar: A		- Videos	- Interview in	- Listening

	lot of and much/many - Vocabulary: Quantities and containers - Grammar: How many/ how much **Lesson C** - Reading: An eater's guide to food labels **Lesson D** - Vocabulary: Menus - Speaking: Ordering a meal **Lesson E** - Writing: Instructions - Writing skill: Punctuation	- Speech rate - Hesitation - Length of runs - Speech rate - Hesitation - Length of runs	- Worksheet	pairs - Role play about ordering food	activity: "Famous for food". - Reading activity: "An eater's guide to food labels" - Writing: Instructions to make a dish.

LESSON PLANS

EFL Flipped Classroom Lesson Plan 1

Institution:	CTT de los Andes Language Center
Topic of the lesson:	People (Unit 1)
Class	Level 2H
Date:	Saturday, November 21, 2020
Lesson duration:	4 hours
Teacher's name:	Giovanna Sánchez
Oral fluency variables(s)	Speech rate and hesitation

Learning Objectives
Students will be able to: • Ask and share personal information by using the verb be.   • Talk about their family trees by using the possessive 's and possessive adjectives.   • Introduce another person by using "starting and ending" phrases.
Student Learning Resources at Home
Have students watch some videos at Moodle platform.   The verb be: https://www.youtube.com/watch?v=929jxBdtUSM&feature=emb_logo   Wh-questions + be: https://www.youtube.com/watch?v=vJ_ryuTX3Dg&feature=emb_logo   Family member: https://www.vocabulary.cl/english/family-members.htm   The possessive 's: https://www.youtube.com/watch?v=d7HCHSbfe8Q   Possessive adjectives: https://www.youtube.com/watch?v=rF070hPFbas&t=314s
Student Learning Activities at Home
- Have students check the previous videos about grammar and complete some worksheets on the Moodle platform.
Classroom Activities
Before class time   (16:00 – 16:15) Attendance and guidelines about the activities of this semester.   (16:15 – 17:30) Pre-test about speaking in pairs. Meanwhile the rest of the students have to watch the videos and complete the worksheets.   **During class time**   • **LESSON A**   (17:30 – 17:50) Have students introduce themselves. (whole class)   (17:50 – 18:00) The teacher asks students some questions about the first video "The verb be" and clarifies some doubts.   (18:00 – 18:10) The teacher asks students to brainstorm some vocabulary about personal information such as name, last name, age, etc. (Whiteboard)

(18:10 – 18:20) The teacher plays a video interview about asking for personal information and ask students some questions about it.

(18:20 – 18:30) The teacher creates some breakout rooms on Zoom and send students to work in pairs and practice an interview with their own personal information, similar to the previous video. (Breakout rooms)

(18:30 – 19:00) The teacher chooses new couples and asks them to start an interview about personal information.

- **LESSON B**

(19:00 – 19:10) The teacher asks about the previous video and clarifies doubts about the possessive 's and possessive adjectives.

(19:10 – 19:20) The teacher asks students to brainstorm some vocabulary about family members using Google Docs.

(19:20 – 19:40) The teacher asks students to create their family tree by using PowerPoint and record a video-presentation by using the Apowersoft app.

https://www.apowersoft.es/grabador-de-pantalla-gratis

- **LESSON D**

(19:40 – 19:50) The teacher plays an audio track about people introducing another person and asks students to fill some missing words. (Asynchronous section)

(19:50 – 20:00) The teacher explains some phrases to the class such as "Nice to meet you", "See you later, etc. and asks them to record a video as homework introducing another person. (Asynchronous section)

Asynchronous

- Record a video presenting their family tree using the possessive's and possessive adjectives. (Individual)
- Record their videos about "Introducing another person" in groups of three people.
- Watch a video about the difference between "and" and "but" and write your own profile in a Moodle Forum using "and" and "but".
- Develop the writing activity.

Assessment

Diagnostic assessment:

Students take a pre-test in pairs about Speaking. (Sunday, November 21, 2020).

Formative assessment:

Visit each breakout room to help students and clarify any doubts about the interview of personal information.

Summative assessment:

Students must complete the My ELT platform and take a Unit test after finishing each unit on the Moodle platform.

Lesson plan adapted from: http://harper-academy.net/on_demand/flipped_class/story_content/external_files/Flipped_Classroom_Lesson_Example.pdf

EFL Flipped Classroom Lesson Plan 2

Institution:	CTT de los Andes Language Center
Topic of the lesson:	Possessions - Unit 2
Class	Level 2H
Date:	Saturday, November 28, 2020
Lesson duration:	4 hours
Teacher's name:	Giovanna Sánchez
Oral fluency variable (s)	Length of runs and time ratio.

Learning Objectives
Students will be able to: • Describe the parts of the house and the furniture on it by using there is, there are, and prepositions of place. • Describe objects by using demonstratives this, that, these, and those. • Talk about shopping situation by using the vocabulary of prices and currency.

Student Learning Resources at Home
Have students watch some videos at Moodle platform. Parts of the house: https://www.youtube.com/watch?v=rtdsciznDYg&feature=emb_logo There is / There are + Furniture: https://www.youtube.com/watch?v=i7kyJs7GR_c&feature=emb_logo Prepositions of place: https://www.youtube.com/watch?v=3LVCGgK46jM&feature=emb_logo

Student Learning Activities at Home
- Have students check the previous videos about grammar and complete some worksheets on the Moodle platform.

Classroom Activities
 DURING CLASS TIME • **LESSON A** (16:00 – 16:10) The teacher asks students to describe all the parts of the house. (16:10 – 16:25) The teacher forms some groups and assigns them a part of a house. Then, she asks them to create a collage with al Furniture they can find in that part of the house by using the Jamboard application. (16:25 – 16:40) The teacher asks students to present their collages to the class. The teacher gives feedback about some mistakes on vocabulary. (16:40 – 17:00) The teacher asks students to share information about there is / there are and prepositions of place. Then, she clarifies any doubts about this grammar point. (17:00 – 17:10) The teacher asks students to choose their favorite room in their houses y paste the

picture of it on Jamboard.

(17:10 – 17:50) The teacher asks students to describe all the furniture in their rooms by using there is, there isn't, there are, there aren't, and prepositions of place. (Graded)

- **LESSON B**

(17:50 – 18:00) The teacher asks students to brainstorm all useful objects they use daily. Then she checks all the examples.

(18:00 – 18:10) The teacher asks students to write all plural nouns of all these objects they have brainstormed.

(18:10 – 18:40) The teacher presents some rules about plural nouns. Then, she explains some information about demonstratives (this / that / these / those).

(18:40 – 19:00) The teacher asks students to record a 1-minute video on Flipgrid describing the objects they have around them by using demonstratives. https://info.flipgrid.com/

- **LESSON D**

(19:00 – 19:10) The teacher plays an audio track about prices and currencies and asks students to listen to the pronunciation.

(19:10) – 19:20) The teacher plays an audio track about shopping and asks students complete some information.

(19:20 – 19:30) The teacher asks students to work in pars and create a 2-minutes conversation about shopping by using prices and currencies. (Breakout rooms)

(19:30 – 20:00) The teacher asks students to perform their role plays.

ASYNCHRONOUS

- Complete a worksheet about plural nouns and demonstratives.
- Develop a reading activity.
- Create an add by using adjectives.

Assessment

Formative assessment:

Students are provided feedback on each speaking activity and are evaluated by using a rubric.

Summative assessment:

Students must complete the My ELT platform and take a Unit test after finishing each unit on the Moodle platform.

Lesson plan adapted from: http://harper-academy.net/on_demand/flipped_class/story_content/external_files/Flipped_Classroom_Lesson_Example.pdf

EFL Flipped Classroom Lesson Plan 3

Institution:	CTT de los Andes Language Center
Topic of the lesson:	Places - Unit 3
Class	Level 2H
Date:	Saturday, December 5, 2020
Lesson duration:	4 hours
Teacher's name:	Giovanna Sánchez
Oral fluency variables (s)	Speech rate and hesitation

Learning Objectives
Students will be able to: • Describe places and cities by using adjectives and the simple present tense. • Describe professions, its characteristics, and places of work by using the simple present. • Give directions by using prepositions of directions.
Student Learning Resources at Home
Have students watch some videos at Moodle platform. - Simple present: affirmative / negative / interrogatives https://www.youtube.com/watch?v=L9AWrJnhsRI&feature=emb_logo - Simple present: Wh-questions: https://www.youtube.com/watch?v=rxgEYDnVeRc&feature=emb_logo - Adjectives to describe cities: https://www.youtube.com/watch?v=illyGhiL2p8 - Occupations and places of work: https://www.youtube.com/watch?v=Ql5uCPcbiK4
Student Learning Activities at Home
- Have students check the previous videos about grammar and complete some worksheets on the Moodle platform.
Classroom Activities
DURING CLASS TIME • **LESSON A** (16:00 – 16:20) The teacher starts the class with a guessing game. She shows some pictures of places and asks students to describe them by using adjectives. (16:20 – 16:30) The teacher asks students some information about the simple present and clarifies some doubts. 16:30 – 16:50 The teacher asks students to choose one place in Ecuador and describe it by using adjectives. • **LESSON B** (16:50 – 17:00) The starts with a guessing game. She provides some characteristics and places of

work of people and students guess the professions.

(17:00 – 17:10) The teacher asks students to brainstorm all the professions they know and their places of work.

(17:10 – 18:00) The teacher asks students to choose one profession and give characteristics of it. Then she asks to record an audio with the information on SpeakPipe. Finally, she asks students to listen to the recordings and guess the professions. (Graded) https://www.speakpipe.com/

- **LESSON D**

(18:00 – 18:15) The teacher asks students to brainstorm all the places students can find in a city.

(18:15) – 18:30) The teacher plays an audio track about giving directions. The teacher asks students some questions about the listening.

(18:30 – 18:40) The teacher asks students to provide some ideas about giving directions from the listening.

(18:40 – 19:00) The teacher asks students to create a conversation in pairs by using some places and streets from their own cities. (Breakout rooms)

(19:00 – 20:00) The teacher asks students to perform their role plays in front of the class. (Graded)

ASYNCHRONOUS

- Complete a reading activity about Places and Languages.
- Complete a listening activity about Places of work.
- Write a description of a place by using the correct capitalization.

Assessment
Formative assessment:
Students are provided feedback on each speaking activity and are evaluated by using a rubric.
Summative assessment:
Students must complete the My ELT platform and take a Unit test after finishing each unit on the Moodle platform.

Lesson plan adapted from: http://harper-academy.net/on_demand/flipped_class/story_content/external_files/Flipped_Classroom_Lesson_Example.pdf

EFL Flipped Classroom Lesson Plan 4

Institution:	CTT de los Andes Language Center
Topic of the lesson:	Free Time – Unit 4
Class	Level 2H
Date:	Saturday, December 12, 2020
Lesson duration:	4 hours
Teacher's name:	Giovanna Sánchez
Oral fluency variables (s)	Length of runs and time ration

Learning Objectives
Students will be able to: • Talk about their tastes by using like/love + noun or -ing. • Describe their everyday activities by using adverbs and expressions of frequency. • Talk about their abilities and interests by using the modal can and can't.
Student Learning Resources at Home
Have students watch some videos at Moodle platform. - Wordbuilding: Verb + noun collocations: https://www.youtube.com/watch?v=NWnECLAIDVQ - Grammar: like / love + noun or -ing: https://www.youtube.com/watch?v=NWnECLAIDVQ - Vocabulary: Daily activities: https://www.youtube.com/watch?v=zNDIhOXy3IU - Grammar: Adverbs of frequency: https://www.youtube.com/watch?v=vAHD0rqlj8I - Grammar: Expressions of frequency: https://www.youtube.com/watch?v=Z-cYBbRAitE
Student Learning Activities at Home
- Have students check the previous videos about grammar and complete some worksheets on the Moodle platform.
Classroom Activities
DURING CLASS TIME • **LESSON A** (16:00 – 16:15) The teacher starts the class with a game, matching verbs + nouns to form collocations. (16:15 – 16:30) The teacher asks students some questions about the structure like/love + noun or -ing, and she clarifies any doubts about the grammar point. (16:30 – 16:50) The teacher asks students to give four examples of sentences by combining collocations and the grammar point. (16:50 – 17:10) The teacher asks students to create a 2-minutes conversation by using the previous grammar. (Breakout rooms) (17:10 – 17:40) The teacher asks students to perform their conversations. (Graded) • **LESSON B**

(17:40 – 17:50) The teacher plays a video about two people talking about their routines.

https://www.youtube.com/watch?v=TqrMWx_aK4M

(17:50 – 18:00) The teacher asks students to brainstorm all daily activities they do.

(18:00 – 18:15) The teacher asks questions about adverbs and expressions of frequency and clarifies some doubts.

(18:15 – 18:35) The teacher asks students to create a PowerPoint presentation by describing all their everyday activities, but only using clues.

(18:35 – 19:00) The teacher asks students to present their everyday activities by using adverbs and expressions of frequency. (Graded)

- **LESSON D**

(19:00 – 19:05) The teacher asks students to talk about their abilities and interests.

(19:05) – 19:15) The teacher explains to the students the use of can and can't, asks some questions and clarifies any doubts.

(19:15 – 19:25) The teacher plays an audio track about "Talking about abilities and interests" and complete some gaps.

(19:25 – 20:00) The teacher asks students to talk about their abilities and interests by using can and can't. She asks students to record their responses on WhatsApp. (Graded) https://web.whatsapp.com/

ASYNCHRONOUS

- Complete a listening activity "Free time in the Artic".
- Develop a reading activity "Extreme Sports".
- Write a short email talking about their abilities and interests.

Assessment
Formative assessment: Students are provided feedback on each speaking activity and are evaluated by using a rubric.   **Summative assessment:**   Students must complete the My ELT platform and take a Unit test after finishing each unit on the Moodle platform.

Lesson plan adapted from: http://harper-academy.net/on_demand/flipped_class/story_content/external_files/Flipped_Classroom_Lesson_Example.pdf

EFL Flipped Classroom Lesson Plan 5

Institution:	CTT de los Andes Language Center
Topic of the lesson:	Food - Unit 5
Class	Level 2H
Date:	Saturday, December 19, 2020
Lesson duration:	4 hours
Teacher's name:	Giovanna Sánchez
Oral fluency variable (s)	Speech rate, hesitation, and length of runs

Learning Objectives
Students will be able to: • Describe the ingredients of a meal by using a / an / some / any. • Ask and answer questions about food and dishes by using a lo of / much / many / How much / How many. • Order food in a restaurant by talking about types of food and drinks.
Student Learning Resources at Home
Have students watch some videos at Moodle platform. - Vocabulary: Food: https://www.youtube.com/watch?v=ROl8kRESCvM - Grammar: Countable and uncountable nouns a/a, some/any: https://www.youtube.com/watch?v=M0qSNaC7H4s&feature=emb_logo - Grammar: a lot of, much, many: https://www.youtube.com/watch?v=KWakR6i9Kzs&feature=emb_logo - Vocabulary: Quantities and containers: https://www.youtube.com/watch?v=juCgKo19jZA
Student Learning Activities at Home
- Have students check the previous videos about grammar and vocabulary and complete some worksheets on the Moodle platform.
Classroom Activities
 DURING CLASS TIME • **LESSON A** (16:00 – 16:15) The teacher starts the class with a Kahoot game about food vocabulary. (16:15 – 16:30) The teacher asks students some questions about the use of a/an/ some/ any and clarifies any doubts. (16:30 – 17:00) The teacher asks students to choose a meal and describe all the ingredients that it requires by using a/an/some/any. She asks students to record their information on VoiceThread. (Graded) https://voicethread.com/

- **LESSON B**

(17:00 – 18:10) The teacher asks students give some examples of quantities and quantifiers.

(18:10 – 18:25) The teacher asks students some questions about <u>a lot of/ much/ many/ how much/ how many</u> and clarifies some doubts about the grammar point.

(18:25 – 18:40) The teacher starts asking some questions to the students by using How much / How many.

(18:40 – 19:00) The teacher asks students to create some questions by using How much and How many and interview their classmates. (Pair activity – Breakout rooms) (Graded)

- **LESSON D**

(19:00 – 19:10) The teacher shows to the students some examples of menus with different types of dishes and asks them to guess the names of the dishes.

(19:10) – 19:20) The teacher plays an audio track about two people ordering food in a restaurant.

(19:20 – 19:30) The teacher asks students to work in groups of three and create a short conversation ordering food.

(19:30 – 20:00) The teacher asks students to perform their role plays about "Ordering food in a restaurant". (Graded)

ASYNCHRONOUS

- Listening activity: "Famous for food".
- Reading activity: "An eater's guide to food labels"
- Writing: Instructions to make a dish.

Assessment
Formative assessment:
Students are provided feedback on each speaking activity and are evaluated by using a rubric.
Summative assessment:
Students must complete the My ELT platform and take a Unit test after finishing each unit on the Moodle platform.

Lesson plan adapted from: http://harper-academy.net/on_demand/flipped_class/story_content/external_files/Flipped_Classroom_Lesson_Example.pdf

5.4.3 Annex 3: Pre-test and validation matrix

CTT DE LOS ANDES LANGUAGE CENTER
ENGLISH PROGRAM
PRE-TEST

Class: Level 2H (Elementary A2)
Name: _____   **Date:** _____

Introduction: This test is based on the Key English Test.

Objective: To evaluate the students' oral fluency performance before and after the application of the flipped classroom approach.

Instructions:

- The test will last 8-10 minutes and it will be taken online through the Zoom tool.
- The test will be taken in pairs (Student A and Student B).
- The test will have two parts:

  Part 1: Students will give factual or personal information by answering the teacher's questions individually.

  Part 2: Students will interact between each other asking and answering questions about factual, non-personal information using prompt material.

- The score will be given individually based on the rubric.

<div align="center">

PART 1
</div>

Listen to the teacher and answer the following questions.

Key English Test (KET)	
STUDENT A	
Personal Information	**Comments**
1. What's your name? 2. How old are you? 3. Where do you come from? 4. Where do you live?	
Friends	**Comments**
5. How often do you see your friends? 6. What do you like doing with your friends? 7. Where do your friends live? 8. Please tell me something about one of your friends.	

Key English Test (KET)	
STUDENT B	
Personal Information	**Comments**
1. What's your name? 2. How old are you? 3. Where do you come from? 4. Where do you live?	
Home	**Comments**
5. Who do you live with? 6. How many bedrooms are there in your house/flat? 7. What's your favorite room in the house? 8. Please tell me something about the things you like doing at home, at the weekends.	

PART 2

Look at the picture.

9. Do you like these different places to eat? Why or why not? Talk to each other, please.

Student A – Comments	Student B – Comments

Adapted from Key Speaking Sample Tests: https://www.cambridgeenglish.org/exams-and-tests/key/exam-format/

FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO "PRE-TEST" PERTENECIENTE A LA INVESTIGACIÓN:

TÍTULO DEL TRABAJO

"THE FLIPPED CLASSROOM APPROACH AND THE DEVELOPMENT OF THE ENGLISH ORAL FLUENCY"

AUTORA: Giovanna Patricia Sánchez Andrade

Señale mediante un ✓, según la validación para cada pregunta:

1D- DEFICIENTE   **2R- REGULAR**   **3B- BUENO**   **4O- ÓPTIMO**

PARÁMETROS / PREGUNTAS	Pertinencia de las preguntas del instrumento con los objetivos				Pertinencia de las preguntas del instrumento con las variables y enunciados				Calidad técnica y representatividad				Redacción y lenguaje de las preguntas			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
SPEAKING TEST PART 1																
STUDENTS A - B																
Pregunta 1 What's your name?				✓				✓				✓				✓
Pregunta 2 How old are you?				✓				✓				✓				✓
Pregunta 3 Where do you come from?				✓				✓				✓				✓
Pregunta 4 Where do you live?				✓				✓				✓				✓
STUDENT A																
Pregunta 5 How often do you see your friends?				✓				✓				✓				✓
Pregunta 6 What do you like doing with your friends?				✓				✓				✓				✓
Pregunta 7 Where do your friends live?				✓				✓				✓				✓

Pregunta 8 Please tell me something about one of your friends.				✓				✓				✓				✓
STUDENT B																
Pregunta 5 Who do you live with?				✓				✓				✓				✓
Pregunta 6 How many bedrooms are there in your house/flat?				✓				✓				✓				✓
Pregunta 7 What's your favorite room in the house?				✓				✓				✓				✓
Pregunta 8 Please tell me something about the things you like doing at home, at the weekends.				✓				✓				✓				✓
SPEAKING TEST PART 2 **STUDENTS A - B**																
Pregunta 9 Do you like these different places to eat? Why or why not? Talk together, please.				✓				✓				✓				✓

Observaciones:

Realizado por:

Lic. Giovanna Patricia Sánchez Andrade

CI: 1804107165

Validado por:

Mg. Ana Jazmina Vera de la Torre

CI: 1801249341

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UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
POSGRADO
MAESTRÍA EN PEDAGOGÍA EN LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN INGLÉS, COHORTE 2019
Avda. Los Chasquis y Rio Payamin, Ambato - Ecuador

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1D- DEFICIENTE   **2R- REGULAR**   **3B- BUENO**   **4O- ÓPTIMO**

PARÁMETROS / PREGUNTAS	Pertinencia de las preguntas del instrumento con los objetivos				Pertinencia de las preguntas del instrumento con las variables y enunciados				Calidad técnica y representatividad				Redacción y lenguaje de las preguntas			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
SPEAKING TEST PART 1																
STUDENTS A - B																
Pregunta 1 What's your name?				✓			✓					✓				✓
Pregunta 2 How old are you?				✓			✓					✓				✓
Pregunta 3 Where do you come from?				✓			✓					✓				✓
Pregunta 4 Where do you live?				✓			✓					✓				✓
STUDENT A																
Pregunta 5 How often do you see your friends?			✓				✓					✓				✓
Pregunta 6 What do you like doing with your friends?			✓				✓					✓				✓
Pregunta 7 Where do your friends live?				✓			✓					✓				✓

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Pregunta 8 Please tell me something about one of your friends.				✓				✓				✓			✓
STUDENT B															
Pregunta 5 Who do you live with?				✓			✓					✓			✓
Pregunta 6 How many bedrooms are there in your house/flat?				✓			✓					✓			✓
Pregunta 7 What's your favorite room in the house?				✓			✓					✓			✓
Pregunta 8 Please tell me something about the things you like doing at home, at the weekends.				✓			✓					✓			✓
SPEAKING TEST PART 2 **STUDENTS A - B**															
Pregunta 9 Do you like these different places to eat? Why or why not? Talk together, please.				✓				✓				✓			✓

Observaciones:

Realizado por:

Lic. Giovanna Patricia Sánchez Andrade

CI: 1804107165

Validado por:

Mg. Fanny Vega M.

CI: 1802616969

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
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MAESTRÍA EN PEDAGOGÍA EN LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN INGLÉS, COHORTE 2019
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PARÁMETROS / PREGUNTAS	Pertinencia de las preguntas del instrumento con los objetivos				Pertinencia de las preguntas del instrumento con las variables y enunciados				Calidad técnica y representatividad				Redacción y lenguaje de las preguntas			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
SPEAKING TEST PART 1																
STUDENTS A - B																
Pregunta 1 What's your name?				✓				✓				✓				✓
Pregunta 2 How old are you?				✓				✓				✓				✓
Pregunta 3 Where do you come from?				✓				✓				✓				✓
Pregunta 4 Where do you live?				✓				✓				✓				✓
STUDENT A																
Pregunta 5 How often do you see your friends?				✓				✓				✓				✓
Pregunta 6 What do you like doing with your friends?				✓				✓				✓				✓
Pregunta 7 Where do your friends live?				✓				✓				✓				✓

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Pregunta 8 Please tell me something about one of your friends.			✓				✓			✓				✓
STUDENT B															
Pregunta 5 Who do you live with?			✓				✓			✓				✓
Pregunta 6 How many bedrooms are there in your house/flat?			✓				✓			✓				✓
Pregunta 7 What's your favorite room in the house?			✓				✓			✓				✓
Pregunta 8 Please tell me something about the things you like doing at home, at the weekends.			✓				✓			✓				✓
SPEAKING TEST PART 2 STUDENTS A - B															
Pregunta 9 Do you like these different places to eat? Why or why not? Talk together, please.			✓				✓			✓				✓

Observaciones:

Realizado por:

Lic. Giovanna Patricia Sánchez Andrade

CI: 1804107165

Validado por:

Mg. Xavier Sulca

CI: 1802447548

5.4.4 Annex 4: Post-test and validation matrix

CTT DE LOS ANDES LANGUAGE CENTER
ENGLISH PROGRAM
POST-TEST

Class: Level 2H (Elementary A2)

Name: _____   **Date:** _____

Introduction: This test is based on the Key English Test.

Objective: To evaluate the students' oral fluency performance before and after the application of the oral production activities based on the flipped classroom approach.

Instructions:

- The test will last 8-10 minutes and it will be taken online through the Zoom tool.
- The test will be taken in pairs (Student A and Student B).
- The test will have two parts:

  Part 1: Students will give factual or personal information by answering the teacher's questions individually.

  Part 2: Students will interact between each other asking and answering questions about factual, non-personal information using prompt material.

- The score will be given individually based on the rubric.

PART 1

Listen to the teacher and answer the following questions.

Key English Test (KET)	
STUDENT A	
Personal Information	**Comments**
1. What's your name? 2. How old are you? 3. Where do you come from? 4. Where do you live?	
Music	**Comments**
5. How often do you listen to music? 6. What kind of music do you like best? 7. What is your favorite instrument? 8. Please tell me something about your favorite singer or group.	

Key English Test (KET)	
STUDENT B	
Personal Information	**Comments**
1. What's your name? 2. How old are you? 3. Where do you come from? 4. Where do you live?	
Shopping	**Comments**
5. Where do you like to go shopping? 6. What do you like to buy with your money? 7. What can you buy near your house? 8. Please tell me something about presents you buy for your friends.	

PART 2

Look at the picture.

9. Do you like these different holidays? Why or why not? Talk to each other, please.

Student A – Comments	Student B – Comments

Adapted from Key Speaking Sample Tests: https://www.cambridgeenglish.org/exams-and-tests/key/exam-format/

UNIVERSIDAD TÉCNICA DE AMBATO
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POSGRADO
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Avda. Los Chasquis y Rio Payamin, Ambato - Ecuador

FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO "POST-TEST" PERTENECIENTE A LA INVESTIGACIÓN:

TÍTULO DEL TRABAJO

"THE FLIPPED CLASSROOM APPROACH AND THE DEVELOPMENT OF THE ENGLISH ORAL FLUENCY"

AUTORA: Giovanna Patricia Sánchez Andrade

Señale mediante un ✓, según la validación para cada pregunta:

1D- DEFICIENTE   2R- REGULAR   3B- BUENO   4O- ÓPTIMO

PARÁMETROS / PREGUNTAS	Pertinencia de las preguntas del instrumento con los objetivos				Pertinencia de las preguntas del instrumento con las variables y enunciados				Calidad técnica y representatividad				Redacción y lenguaje de las preguntas			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
SPEAKING TEST PART 1																
STUDENTS A - B																
Pregunta 1 What's your name?				✓				✓				✓				✓
Pregunta 2 How old are you?				✓				✓				✓				✓
Pregunta 3 Where do you come from?				✓				✓				✓				✓
Pregunta 4 Where do you live?				✓				✓				✓				✓
STUDENT A																
Pregunta 5 How often do you listen to music?				✓				✓				✓				✓
Pregunta 6 What kind of music do you like best?				✓				✓				✓				✓
Pregunta 7 What is your favorite instrument?				✓				✓				✓				✓

Pregunta 8 Please tell me something about your favorite singer or group.			✓				✓			✓				✓
STUDENT B														
Pregunta 5 Where do you like to go shopping?			✓				✓			✓				✓
Pregunta 6 What do you like to buy with your money?			✓				✓			✓				✓
Pregunta 7 What can you buy near your house?			✓				✓			✓				✓
Pregunta 8 Please tell me something about presents you buy for your friends.			✓				✓			✓				✓
SPEAKING TEST PART 2 **STUDENTS A - B**														
Pregunta 9 Do you like these different holidays? Why or why not? Talk to each other, please.			✓				✓			✓				✓

Observaciones:

Realizado por:	Validado por:
Lic. Giovanna Patricia Sánchez Andrade	Mg. Ana Jazmina Vera de la Torre
CI: 1804107165	CI: 1801249341

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
POSGRADO
MAESTRÍA EN PEDAGOGÍA EN LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN INGLÉS, COHORTE 2019
Avda. Los Chasquis y Rio Payamin, Ambato - Ecuador

FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO "POST-TEST" PERTENECIENTE A LA INVESTIGACIÓN:

TÍTULO DEL TRABAJO

"THE FLIPPED CLASSROOM APPROACH AND THE DEVELOPMENT OF THE ENGLISH ORAL FLUENCY"

AUTORA: Giovanna Patricia Sánchez Andrade

Señale mediante un ✓, según la validación para cada pregunta:

1D- DEFICIENTE   2R- REGULAR   3B- BUENO   4O- ÓPTIMO

PARÁMETROS / PREGUNTAS	Pertinencia de las preguntas del instrumento con los objetivos				Pertinencia de las preguntas del instrumento con las variables y enunciados				Calidad técnica y representatividad				Redacción y lenguaje de las preguntas			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
SPEAKING TEST PART 1																
STUDENTS A - B																
Pregunta 1 What's your name?				✓				✓				✓				✓
Pregunta 2 How old are you?				✓				✓				✓				✓
Pregunta 3 Where do you come from?				✓				✓				✓				✓
Pregunta 4 Where do you live?				✓				✓				✓				✓
STUDENT A																
Pregunta 5 How often do you listen to music?				✓				✓				✓				✓
Pregunta 6 What kind of music do you like best?				✓				✓				✓				✓
Pregunta 7 What is your favorite instrument?				✓				✓				✓				✓

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Pregunta 8 Please tell me something about your favorite singer or group.			✓				✓			✓					✓
STUDENT B															
Pregunta 5 Where do you like to go shopping?			✓				✓			✓					✓
Pregunta 6 What do you like to buy with your money?			✓				✓			✓					✓
Pregunta 7 What can you buy near your house?			✓				✓			✓					✓
Pregunta 8 Please tell me something about presents you buy for your friends.			✓				✓			✓					✓
SPEAKING TEST PART 2 **STUDENTS A - B**															
Pregunta 9 Do you like these different holidays? Why or why not? Talk to each other, please.			✓				✓			✓					✓

Observaciones:

Realizado por:

Lic. Giovanna Patricia Sánchez Andrade

CI: 1804107165

Validado por:

Mg. Fanny Vega M.

CI: 1802616969

FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO "POST-TEST" PERTENECIENTE A LA INVESTIGACIÓN:

TÍTULO DEL TRABAJO

"THE FLIPPED CLASSROOM APPROACH AND THE DEVELOPMENT OF THE ENGLISH ORAL FLUENCY"

AUTORA: Giovanna Patricia Sánchez Andrade

Señale mediante un ✓, según la validación para cada pregunta:

1D- DEFICIENTE   2R- REGULAR   3B- BUENO   4O- ÓPTIMO

PARÁMETROS / PREGUNTAS	Pertinencia de las preguntas del instrumento con los objetivos				Pertinencia de las preguntas del instrumento con las variables y enunciados				Calidad técnica y representatividad				Redacción y lenguaje de las preguntas			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
SPEAKING TEST PART 1																
STUDENTS A - B																
Pregunta 1 What's your name?			✓				✓				✓					✓
Pregunta 2 How old are you?			✓				✓				✓					✓
Pregunta 3 Where do you come from?			✓				✓				✓					✓
Pregunta 4 Where do you live?			✓				✓				✓					✓
STUDENT A																
Pregunta 5 How often do you listen to music?				✓				✓				✓				✓
Pregunta 6 What kind of music do you like best?				✓				✓				✓				✓
Pregunta 7 What is your favorite instrument?			✓				✓				✓				✓	

Pregunta 8 Please tell me something about your favorite singer or group.			✓				✓				✓						✓
STUDENT B																	
Pregunta 5 Where do you like to go shopping?			✓				✓				✓						✓
Pregunta 6 What do you like to buy with your money?			✓				✓				✓						✓
Pregunta 7 What can you buy near your house?		✓				✓				✓							✓
Pregunta 8 Please tell me something about presents you buy for your friends.			✓				✓				✓						✓
SPEAKING TEST PART 2 STUDENTS A - B																	
Pregunta 9 Do you like these different holidays? Why or why not? Talk to each other, please.			✓				✓				✓						✓

Observaciones:

Realizado por:

Lic. Giovanna Patricia Sánchez Andrade

CI: 1804107165

Validado por:

Mg. Xavier Sulca

CI: 1802447548

5.4.5 Annex 5: Speaking rubric

KET Speaking Rubric (Adapted)				
Level	**Interactive Communication (Oral fluency)**			**Content Knowledge**	
A2	**Speech rate**	**Hesitation and Length of runs**	**Time ratio**	**Grammar and Vocabulary**	**Pronunciation**
5	Speaks from 160 to 200 words per minute.	Produces responses which are extended beyond short phrases, with very little hesitation	Speaks the time required for the activity.	Shows a good degree of control of simple grammatical forms. Use a range of appropriate vocabulary when talking about everyday situations.	Is most intelligible, and has some control of phonological features at both utterance and word levels.
4	Performance shares features of Bands 3 and 5.				
3	Speaks 120 words per minute.	Produces responses which are extended beyond short phrases, despite hesitation	Speaks the 75% of the time required.	Shows sufficient control of simple grammatical forms. Uses appropriate vocabulary to talk about everyday situations.	Is mostly intelligible, despite limited control of phonological features.
2	Performance shares features of Bands 1 and 3.				
1	Speaks 110 words per minute.	Produces responses in short phrases with too much hesitation	Speaks the 50% of the time required.	Shows only limited control of a few grammatical forms. Uses a vocabulary of isolated words and phrases.	Has very limited control of phonological features and is often unintelligible.
0	Performance below Band 1.				
SCORE	**/10**				

Adapted from Cambridge English Key Handbook: https://www.cambridgeenglish.org/images/168163-cambridge-english-key-handbook-for-teachers.pdf

5.4.6 Annex 6: Survey and validation matrix

CTT DE LOS ANDES LANGUAGE CENTER
ENGLISH PROGRAM
STUDENTS SURVEY

Class: Level 2H (Elementary A2)

Name: _____   **Date:**
_____

Objective:
   ✓ To determine the students' perception about the implementation of the Flipped Classroom approach to develop the English oral fluency.

Instructions:
   ✓ Read the following items and mark with an (X) the correct scale based on your personal experience about the implementation of the flipped classroom approach in your class.

	Scales / Items	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	The flipped classroom approach is more engaging than the traditional classroom instruction.					
2	The implementation of the flipped classroom approach gave me more time to practice English.					
3	Watching videos about grammar and vocabulary has improved my confidence to develop speaking activities.					
4	The pair and group work activities based on the flipped classroom approach have increased interaction with my partners.					
5	The oral production activities based on the flipped classroom approach have given me greater opportunities to communicate with other students.					
6	My speaking skill has improved since I have more time to speak English in class.					
7	Technological tools such as SpeakPipe, Flipgrid, VoiceThread, and Whatsapp had an important role in the development of my speaking skill.					
8	The Moodle platform allowed me to have access to the flipped classroom material.					
9	The flipped classroom activities established in the Moodle platform gave more opportunities to practice my speaking skill.					
10	I feel my speaking skill is better now because of the use of the flipped classroom approach.					

FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO "STUDENTS SURVEY" PERTENECIENTE A LA INVESTIGACIÓN:

TÍTULO DEL TRABAJO

"THE FLIPPED CLASSROOM APPROACH AND THE DEVELOPMENT OF THE ENGLISH ORAL FLUENCY"

AUTOR/A: Giovanna Patricia Sánchez Andrade

Señale mediante un ✓, según la validación para cada pregunta:

1D- DEFICIENTE   2R- REGULAR   3B- BUENO   4O- ÓPTIMO

PARÁMETROS / PREGUNTAS	Pertinencia de las preguntas del instrumento con los objetivos				Pertinencia de las preguntas del instrumento con las variables y enunciados				Calidad técnica y representatividad				Redacción y lenguaje de las preguntas			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
Item 1 The flipped classroom approach is more engaging than the traditional classroom instruction.				✓				✓				✓				✓
Item 2 The implementation of the flipped classroom approach gave me more time to practice English.				✓				✓				✓				✓
Item 3 Watching videos about grammar and vocabulary has improved my confidence to develop speaking activities.				✓				✓				✓				✓
Item 4 The pair and group work activities based on the flipped classroom approach have increased interaction with my partners.				✓				✓				✓				✓
Item 5 The oral production activities based on the flipped classroom approach have given me greater opportunities to communicate with other				✓				✓				✓				✓

students.													
Item 6 My speaking skill has improved since I have more time to speak English in class.			✓			✓			✓				✓
Item 7 Technological tools such as SpeakPipe, Flipgrid, VoiceThread, and Whatsapp had an important role in the development of my speaking skill.			✓			✓			✓				✓
Item 8 The Moodle platform allowed me to have access to the flipped classroom material.			✓			✓			✓				✓
Item 9 The flipped classroom activities established in the Moodle platform gave more opportunities to practice my speaking skill.			✓			✓			✓				✓
Item 10 I feel my speaking skill is better now because of the use of the flipped classroom approach.			✓			✓			✓				✓

Observaciones:

Realizado por:

Lic. Giovanna Patricia Sánchez Andrade

CI: 1804107165

Validado por:

Mg. Ana Jazmina Vera de la Torre

CI: 1801249341

FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO "STUDENTS SURVEY" PERTENECIENTE A LA INVESTIGACIÓN:

TÍTULO DEL TRABAJO

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	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
Item 1 The flipped classroom approach is more engaging than the traditional classroom instruction.				✓				✓				✓				✓
Item 2 The implementation of the flipped classroom approach gave me more time to practice English.				✓			✓					✓				✓
Item 3 Watching videos about grammar and vocabulary has improved my confidence to develop speaking activities.			✓				✓					✓				✓
Item 4 The pair and group work activities based on the flipped classroom approach have increased interaction with my partners.				✓				✓				✓				✓
Item 5 The oral production activities based on the flipped classroom approach have given me greater opportunities to communicate with other				✓				✓				✓				✓

students.													
Item 6 My speaking skill has improved since I have more time to speak English in class.		✓				✓				✓			✓
Item 7 Technological tools such as SpeakPipe, Flipgrid, VoiceThread, and Whatsapp had an important role in the development of my speaking skill.			✓				✓			✓			✓
Item 8 The Moodle platform allowed me to have access to the flipped classroom material.			✓				✓			✓			✓
Item 9 The flipped classroom activities established in the Moodle platform gave more opportunities to practice my speaking skill.			✓				✓			✓			✓
Item 10 I feel my speaking skill is better now because of the use of the flipped classroom approach.			✓				✓			✓			✓

Observaciones:

Realizado por:

Lic. Giovanna Patricia Sánchez Andrade

CI: 1804107165

Validado por:

Mg. Fanny Vega M.

CI: 1802616969

UNIVERSIDAD TÉCNICA DE AMBATO
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POSGRADO
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Avda. Los Chasquis y Rio Payamin, Ambato - Ecuador

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AUTOR/A: Giovanna Patricia Sánchez Andrade

Señale mediante un ✓, según la validación para cada pregunta:

1D- DEFICIENTE   2R- REGULAR   3B- BUENO   4O- ÓPTIMO

PARÁMETROS / PREGUNTAS	Pertinencia de las preguntas del instrumento con los objetivos				Pertinencia de las preguntas del instrumento con las variables y enunciados				Calidad técnica y representatividad				Redacción y lenguaje de las preguntas			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
Item 1 The flipped classroom approach is more engaging than the traditional classroom instruction.				✓				✓				✓				✓
Item 2 The implementation of the flipped classroom approach gave me more time to practice English.			✓				✓					✓				✓
Item 3 Watching videos about grammar and vocabulary has improved my confidence to develop speaking activities.				✓				✓				✓				✓
Item 4 The pair and group work activities based on the flipped classroom approach have increased interaction with my partners.			✓					✓				✓				✓
Item 5 The oral production activities based on the flipped classroom approach have given me greater opportunities to communicate with other				✓				✓				✓				✓

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students.																	
Item 6 My speaking skill has improved since I have more time to speak English in class.				✓				✓				✓					✓
Item 7 Technological tools such as SpeakPipe, Flipgrid, VoiceThread, and Whatsapp had an important role in the development of my speaking skill.			✓					✓				✓					✓	
Item 8 The Moodle platform allowed me to have access to the flipped classroom material.			✓					✓				✓					✓	
Item 9 The flipped classroom activities established in the Moodle platform gave more opportunities to practice my speaking skill.				✓				✓				✓					✓
Item 10 I feel my speaking skill is better now because of the use of the flipped classroom approach.			✓					✓				✓					✓	

Observaciones:

Realizado por:

Lic. Giovanna Patricia Sánchez Andrade

CI: 1804107165

Validado por:

Mg. Xavier Sulca

CI: 1802447548

5.4.7 Annex 7: Urkund report

Ambato, enero 19 de 2021

Doctor
Víctor Hernández del Salto
PRESIDENTE
UNIDAD ACADÉMICA DE TITULACIÓN
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
UNIVERSIDAD TÉCNICA DE AMBATO
Presente.

De mi consideración:

Por medio de la presente pongo en conocimiento el reporte del URKUND del trabajo de investigación con el tema "**THE FLIPPED CLASSROOM APPROACH AND THE DEVELOPMENT OF THE ENGLISH ORAL FLUENCY**", elaborado por la maestrante Giovanna Patricia Sánchez Andrade, estudiante de la Maestría en Pedagogía de los Idiomas Nacionales y Extranjeros Mención Inglés, cohorte 2019, el mismo que evidencia un 3% de similitud, como se puede observar en la captura de pantalla siguiente:

URKUND

Urkund Analysis Result

Analysed Document: Sánchez Giovanna Master's Dissertation.docx (D92754732)
Submitted: 1/19/2021 12:10:00 AM
Submitted By: bgiova19@gmail.com
Significance: 3 %

Particular que comunico para los fines pertinentes.

Atentamente,

Firmado electrónicamente por:
WILMA ELIZABETH
SUAREZ MOSQUERA

Dra. Wilma Elizabeth Suárez Mosquera, Mg.
Directora