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CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS**

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FLIPPED CLASSROOM IN THE ORAL SKILL

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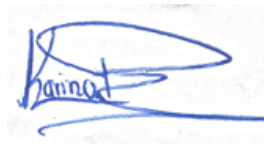
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I declare this undergraduate dissertation entitled “FLIPPED CLASSROOM IN THE ORAL SKILL” is the result of the author’s investigation and has reached the conclusions and recommendations described in the present study. Comments expressed in this report are the author’s responsibility.

A handwritten signature in blue ink, appearing to read 'Karina', is centered on the page. The signature is stylized and written over a light blue grid background.

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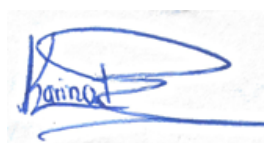
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DEDICATION

First, I want to dedicate this research work to God for giving me health and wisdom and allowing me to get to this point in my life. Then, to the two most important people in my life, my parents José and Martha, who have been my support and have given me all their support since I started my career, and they have never left me alone in this process. To my brother William, who has supported me on this journey that I have finished. To my grandmother Roma, who in one way or another has given me her support and to be a light in my life. To my uncle Raul, who has been my second father and has supported me in my career with all his love and affection. Finally, to my doggy children because even though they cannot express themselves they have filled me with his pure and sincere love.

Karina

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Karina

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ABSTRACT

UNIVERSIDAD TÉCNICA DE AMBATO
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Topic: “FLIPPED CLASSROOM IN THE ORAL SKILL”

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Date: December

The present research aims to cover the search with the topic "Flipped Classroom in the oral skill" which determines the influence of Flipped Classroom in the oral skill. The subjects of the research were 26 students of the third semester from “Pedagogía de los Idiomas Nacionales y Extranjeros” at Universidad Técnica de Ambato. To achieve the stated objectives, bibliographic research was carried out to obtain theoretical support for the variables. An experimental investigation was also carried out in which students were given a pre-test that evaluated their level of oral skill. Afterward, the students were exposed to activities for oral practice related to the applied method through different lessons including the stages of the Flipped Classroom. Finally, a post-test was applied to know if the activities developed in the experiment influenced the oral skill of the students. The results indicated that the Flipped Classroom method had a positive influence on oral skill. The application of this method promoted the improvement of the oral skill management of the students and helped to motivate themselves and be able to speak English freely without feeling fear.

Keywords: Flipped Classroom, activities, stages, oral skill, subskills.

INTRODUCTION

The development of oral skill is one of the greatest challenges for students when learning English. Speaking is the main way that the level of mastery of a language is demonstrated. Likewise, students need extensive language practice inside and outside the classroom. For this reason, this research work tries to propose the use of a modern and effective teaching and learning method, Flipped Classroom, helping students to feel motivated through the development of activities and the use of interactive and technological materials. Using this method allows students to work at home and present themselves in the classroom more prepared. Under these circumstances, this research has tried to determine the effectiveness of the Flipped Classroom method in the oral skill of students in the third semester from “Pedagogía de los Idiomas Nacionales y Extranjeros”. The report of this study is structured as follows:

Chapter I. Theoretical framework: Here different research works are mentioned to give theoretical support to this research. This chapter allows the researcher to provide information about the variables.

Chapter II. Methodology: This chapter provides details about the steps developed to achieve the established objectives. The type of research used in this research to verify if the Flipped Classroom method is efficient to improve an oral skill is also mentioned.

Chapter III. Results and discussion: In this chapter, the results obtained with the application of the evaluation instruments are statistically processed, so that the influence of the Flipped Classroom method in improving oral skills can be demonstrated.

Chapter IV. Conclusions and recommendations: Here some conclusions and recommendations are established from the theoretical research and the numerical data obtained. This is mentioned according to the objectives of the research wo

CHAPTER I. THEORETICAL FRAMEWORK

1.1 Investigative Background

(Quyen & Loi, 2017) published a research work with the topic "Flipped model for improving students' English speaking performance ". This research aimed to analyze the challenges of the inverted classroom method in the educational process and its impact in the speaking skill, which is highly sustained and in digital technology. In addition, this work considered the flipped classroom as a pedagogical form which begins with the autonomous work of the students, through the application of technology for the study of different contents outside the classroom. This research required the participation of 60 undergraduate students between 19 to 21 years old enrolled in two elementary to pre-intermediate level English classes at Can Tho University in the 2016-2017 school year. The study used a quasi-experimental design which included pre- and post-oral tests. A questionnaire and a semi-structured interview were applied to examine the effects of the application of the flipped classroom method in English as a foreign language. The research thoroughly explored the attitudes and acceptance of the students towards the model. The results showed that the students had an improvement in their oral expression skills thanks to the application of this modern teaching method. The study provided positive implications of the integration of the classroom invested in the teaching of foreign languages.

(Rudneva & Makeeva, 2020) elaborated a research with the name "Using flipped classroom in foreign language teaching: implementation of interactive educational technologies". The main of this study was to obtain information about the perceptions of teachers towards the flipped classroom method in Russian universities. To achieve this main, the authors used the methods: scientific literature and practical research analysis. In this research work, results of the use of Business English from the OOEC were presented for third-year students from three universities (Samara State Technical University, Samara State University of Social Sciences and Education, Samara National Research University) in face-to-face classes. The study covered 16 face-to-face sessions in 17 weeks. The course was divided into 8 subjects with graded control tests that were carried out in multiple options. The course ended with a final test that

included 60 multiple-choice questions. The final grade comprised the results of 4 control tests on each topic. The 4 control tests resulted in 40% of the total result, while the final qualification test scored 60%. The research gave the result that the flipped classroom had many benefits for foreign language teachers. In addition, the teachers felt comfortable with the application of the method as they were able to develop new and personalized forms of teaching for effective learning.

(Thangaraj & Kalpana, 2020) developed a study with the topic “An evaluative study of the oral skills of undergraduate agricultural students over their entry level”. The aim of this research study was to demonstrate the effectiveness of various communicative activities and in an interactive way in the development of oral skills. This study required the participation of 88 students from the Anbil Dharmalingam Agricultural College and Research Institute. For this evaluative study, a five-point analytical scale was used. The scale contained components of oral skills to be evaluated such as pronunciation, accent, fluency, vocabulary, and grammar. The students participated in a course called “Comprehension and Communication Skills in English” which was divided into three theory lessons along with different practice exercises. These activities were aimed at improving the management of oral skills. For the experiment, the participants were asked to perform different tasks that covered aspects of oral dexterity and their performance was evaluated at the end of the semester through the interactive mode. The tasks that were used were: practice of monologues, dialogues, narrations, design and explain mental maps, oral presentations. The auxiliary data was collected through a Google form. The information collected about activities carried out was represented through graphics. The results obtained showed that the application of communicative activities helped the students in their oral skills. However, it was also revealed that most students do not make use of online learning resources to help them improve their ability to speak and interact.

(Syomwene, 2013) published a research article with the topic “The teaching of oral communication skills in the English curriculum in primary schools in Kenya”. This research aimed to explore the different activities that the teachers selected for oral communication lessons in English and to analyze the methods that the teachers used to convey the meaning of language elements used during the oral lessons. This study applied a qualitative approach with a heuristic methodology. The epistemology of

constructivism was used as well as an exploratory research design. The population of the research was made up of 62 teachers, 28 were women and 34 were men of upper primary school of English teaching and 31 schools in the district. For the selection of students, the stratified random sampling method was applied. Then, the simple random sampling method was used to select four students from each category, male and female, which gives a total of eight students from each school. In total there were 310 participants. The data were collected through structured and focused group interview schedules and observation checklists. The researcher also observed 10 oral work class lessons. In addition, an analysis of the work plans, and teachers' lessons was developed, and the data was qualitatively analyzed. This study concluded that the learning activities selected by the teachers were inadequate to improve interaction in oral lessons. Teachers would avoid some interactive learning activities. On the other hand, it was also concluded that the methods used to convey the meaning of the new elements of language were inadequate to improve interaction between the student and the learning tasks

Currently, there are different investigations about the flipped classroom method and oral dexterity which were developed in different contexts since the objectives they want to achieve depend on the purpose of the researcher. In this case, the flipped classroom has emerged as a modern method developed a few years ago and used as a means of second language acquisition. With the information collected based on the different research works, it can be deduced that the flipped classroom method provides support to both teachers and students. In these years, the use of new teaching techniques has been developed with the help of online teaching resources and technology which have given students to develop their level in the English language, as well as develop their skills.

1.2 Theoretical framework

1.2.1 Independent variable

1.2.1.2 Flipped Classroom

(Bergmann & Sams, 2012) define flipped classroom as an environment in which the traditional way of teaching is changed and what was done in class before can now be done at home and what was done before as homework is now complemented in class. (Rajesh, 2017) says that flipped classroom is a method that responds to the principles of personalized learning. It is personalized because each student learns at their own pace and has the main role in the classroom. This method is student-centered and class time can be used for engaging and interactive activities. The role of the teacher changes to an observer and allows students to have more participation and be more active in the development of the class.

According to Kurt (2017), the flipped classroom is a method that frees up time and workload for teachers. Students no longer have passive learning in which they just sit and listen to what the teacher tells them, rather they become active and become more involved in the content. (Hamdan, McKnight, McKnight, & Arfstrom, 2013) state that teachers can give instructions through videos and students carry out the activities established in the recording. Teachers can record videos and add interactive items or activities for their students. Students should watch these videos at home and come to class prepared to be actively involved. Using the internet, teachers can use the videos as an approach to bring the world into the classroom and are more engaging and motivating for students

(Millard, 2012) suggests that the flipped classroom can help the participation of students, teamwork, the personalized orientation that each student has, the classroom discussion and exchange of ideas, and the freedom of creativity of the teachers. (Enfield, 2013) finds this method as an effective way for students to learn content more easily and increases self-efficacy in the ability to learn independently. Flipped Classroom can eliminate traditional face-to-face teaching and can be replaced with the use of technology and a more personalized learning environment. Also, students feel better able to cope with class content and they are more prepared for active participation.

Implementation of a Flipped Classroom

(Abdullah, Hussin, & Ismail, 2019) mention that flipped classroom method can be partitioned into two learning conditions: outside and inside the classroom. The two sides must be totally incorporated for this model to be powerful and effective. The initial step for instructors is arranging in detail what will occur in every lesson. The subsequent step is choosing an assortment of proper exercises that address the requirements of all learners. The third step is to decide how to coordinate assignments and exercises that happen in the two conditions.

In a flipped classroom, videos are recorded before an exercise or class and sent to students over the Internet. As opposed to just caught addresses, these recordings must incorporate liveliness, tests, or different components that connect with student's needs (Boyraz & Ocak, 2017). Repetitive recordings will make them aloof students. For these reasons, videos should be upheld by Web 2.0 instruments, for example:

Table 1. Technological tools for Flipped Classroom.

Speakpipe	Is an online tool that allows students to record a voice message. Students can just snap a catch and leave a voice message. This voice message is sent to another email.
Learnclick	It is a creator of questionnaires that are used by the teachers, so they have the facility to create tests with questions of multiple, open questions, drag and drop questions, and filling exercises.
YouTube	It is a free website where teachers can upload and share their videos on a specific topic.
Google Forms	This online tool allows teachers to create quizzes with open and closed questions. The answers are received immediately by the teacher.
PowerPoint	It is a program that allows teachers to create simple or complex presentations. Presentations can include different texts, images,

	or videos. Presentations can also include sound effects and animated transitions.
Wordwall	It is an educational tool to create different interactive games or activities. Students can complete the activities individually or in groups.

Author: Palacios, K. (2020)

Source: (Boyraz & Ocak, 2017)

(Petillion & McNeil, 2020) state that with the flipped classroom method, students learn specific topics at home. After this, the classroom becomes an active learning environment in which students participate by applying the previously acquired learning. In this way of teaching, the teacher becomes a facilitator of instruments or contents and the main role is played by the students. Present students with primary knowledge before activities and exercises in class. In a flipped classroom planning, the teacher must follow the following steps:

Table 2. Planning in Flipped Class.

Before Class	Prepare activities to reinforce the prior knowledge of the students.
In-class activities	Prepare and develop classroom activities that focus on the learning objectives.
Post-class activities	Determine what students should do after class activities to continue learning or bridge to the next topic.
Evaluation	Evaluate students' understanding of the topic.

Author: Palacios, K. (2020)

Source: (Petillion & McNeil, 2020)

This method is intended to improve the way of teaching and learning through content and activities that contribute positively to the classroom. For the application of these it is necessary to establish the correct language teaching methodology which is related to each of the factors that intervene and help in the learning process such as resources, processes, techniques, strategies, theories, etc.

The application of a flexible methodology is essential for the learning process. Flexible teaching has a structure in which teachers provide it to their students so that they can understand their education (Bigum & Rowan, 2004). Teaching flexibility is a benefit for teachers because it allows them to attend to the needs of their students and respond to their abilities and thus encourage participation in the classroom. If it is inflexible, it is impossible for the teacher to understand the specific needs of the students and will not know how they will react to specific topics (Casey & Wilson, 2005).

Technology plays an important role in the application of a flexible methodology. Several studies have shown that students demonstrate a positive acceptance of the integration of technology in the classroom. The teacher adapts to the use of the web to revolutionize learning and to make the class more entertaining and attractive. Technological materials vary according to the educational purpose of each one. For this reason, teachers look for basic and easy-to-use tools to apply and generate meaningful learning in students (Francisco, 2020).

Flipped Classroom is considered a flexible way of teaching in which technological programs can be applied that is created for educational purposes and facilitate the teaching of the contents through videoconferences, exercises, individual and collaborative activities. This allows to create a positive and effective atmosphere in the classroom and increase the level of motivation and interest of the students and especially giving them confidence and broad participation in the contents.

1.2.2 Dependent variable

1.2.2.1 Oral Skill

Oral skill is the ability to produce verbal expression to convey meaning or oral texts to a particular audience. It is a process of construction of meaning and that consists of the production of information (Namaziandost & Nasri, 2019). In the classroom, the teacher can take advantage of all the speaking opportunities. One of the main objectives is to achieve that students realize their need for language and the importance of speaking and thus increase their fluency and confidence. As a productive skill, speaking is very important but today the speaking process has had its changes. Teachers try to motivate their students through interactive activities.

(Nunan, 1989) points out that to achieve the acquisition of oral skills the following subskills must be developed:

1. The ability of phonological articulation of language.
2. Experience in intonation, rhythm, and accentuation.
3. Good fluency
4. Interpersonal skills
5. Ability to speak in either short or long turns
6. Have good interaction management
7. Use appropriate words and phrases

Oral Subskills

Pronunciation

Pronunciation is an essential part of communication that includes important elements like making proper language sounds and using the correct intonation of words (Lee & Sidtis, 2017). The teaching of English occurs in various ways and for different reasons. Sometimes teachers can devote entire lessons to pronunciation development and others only apply short exercises. The process of teaching pronunciation depends on the teacher because there is no universal rule for teaching it. Some teachers apply the

“bottom-up” strategy where students deal with both forming and hearing sounds in the correct way (Qin & Tremblay, 2017).

Factors that can be evaluated in pronunciation are whether students use appropriate intonation when speaking, they use accent with accuracy in words and sentences, or whether individual sounds are articulated correctly and clearly. Another important factor is the intelligibility of the words, the comprehension of communication in certain situations and the quality of the voice signal.

Grammar and Vocabulary

(Nassaji, 2017) defines grammar as the system of rules used to create sentences. It refers to the knowledge of the parts of speech, syntactic structures, phrases, clauses that are used to correctly create sentences in the language. The goal of grammar instruction is to guide students to understand the rules for forming sentences from grammar units. Grammar is the focus of language teaching.

(Viera, 2017) emphasizes that vocabulary is the repertory of words that an individual must use in communication. The author suggests three categories that imply the knowledge of a word at a receptive and productive level: Form, meaning, use of the word. The objectives of teaching vocabulary should be more than covering a list of words. Teachers should seek strategies that help students understand the meaning of each word.

In these subskills it is evaluated if the students show a high control of the grammatical forms and can apply them correctly in sentences or phrases or if they can use a wide vocabulary in a conversation in any situation.

Interactive communication

Interaction is made up of two important processes. The first process is when the speaker has problems with pronunciation, vocabulary, and grammar; however, the important thing is how creative the speaker is in the language. Second, the listener also has his role, he must listen and pay attention to show if he understood the message (Sert, 2019). Interaction in the classroom refers to the communication that teachers and students have and active participation. Students' participation in interactions helps them enrich their linguistic resources and improve their confidence to communicate with other speakers in the English language (Mercer & Dawes, 2008).

This subskill is evaluated according to the ability of the students to maintain a fluid conversation or if they maintain simple exchanges when speaking. In addition, it is evaluated the understanding of what students are trying to say and if they place the correct words in the sentences they are saying.

Planning oral activities carefully

(Zhao, 2018) says that oral activities should be correctly structured especially with lower-level students so that students do not feel confused when developing these activities. Teachers should plan exercises and classroom activities in which students practice conversations using the language. Students may not have fluency or accuracy when speaking but they should not remain passive and silent during oral activities. When students become accustomed to doing controlled activities, they become more confident and then do free activities.

There are some activities in which students can practice their oral skills:

- Communication games and Information gap
- Roleplay and Simulation
- Discussions
- Group work and pair work.

(McDonough & Shaw, 2003) state that speaking in productive ability implies expressing ideas, opinions, or expressing a desire that you want to achieve, solve problems, and maintain social relationships. Speaking is the oral process to produce language and to transmit communication. On the other hand, writing is a productive ability in which the learner will transmit the language through writings such as letters, essays, summaries, etc. When we speak of writing there is a distinction between personal and institutional writing. Institutional writing includes textbooks, reports while personal writing includes letters or creative writing.

Currently, there are trends to become very popular with students for the development of their productive skills. With the innovation and expansion of applications and the use of the Internet, various methods of support for productive skills have been valued and are used more frequently. As well as the resources used to improve the productive

skills, it is also important to apply activities in which students have more practice speaking and writing, such as group discussions or the preparation of essays or written projects (Ampa & Akib, 2019).

The objective of these skills is to provide students with the correct use of words and especially the grammatical structure that they want to use. Through practice, the language will be developed correctly, and fluency and accuracy will be improved at the moment of interaction. Oral skill plays an important role within communication and mainly in language learning since through this we can share our ideas accurately or express the meaning of something.

1.3 Objectives

1.3.1 General Objective

- To determine the influence of Flipped Classroom in the oral skill in students of the third semester from "Pedagogía de los Idiomas Nacionales y Extranjeros".

1.3.2 Specific Objectives

- To identify the Flipped Classroom stages that intervene in the oral skill
- To study the English oral subskills that are applied in English lessons
- To diagnose the level of students' oral skill
- To apply Flipped Classroom stages to improve students' oral skill in English class

CHAPTER II. METHODOLOGY

2.1 Resources

For this research work were necessary human, technical and technological resources. It was fundamental the participation of students of the third semester from “Pedagogía de los Idiomas Nacionales y Extranjeros” to apply flipped classroom method, being the only human resources necessary. For technical resources, a computer was crucial to search and process collection data. Besides, it was important the use of technological resources such as the ability to surf on internet.

2.2 Methods

Basic Methods of Research

This work applied a qualitative approach since it was necessary to collect information about the characteristics of the flipped classroom method; it is also a quantitative approach because it was necessary to collect data and information for subsequent analysis through statistics. This research referred to the existence of new paradigms that, through previous knowledge about teaching, aims to improve learning through the application of a new method, the flipped classroom, which allows teachers to change their role and provide students with broad participation in their learning.

2.3 Basic mode of investigation

2.3.1 Field Research

Field research is known as a data collection method that aims to observe and understand people while they are in their natural environment (Malsch & Salterio, 2016). This research was field because it allowed collecting data directly about the subjects involved who are the students of the third semester from “Pedagogía de los Idiomas Nacionales y Extranjeros” career. For this reason, this research work aimed to find and obtain information about the problem and thus achieve the established objectives.

2.3.2 Bibliographic research

Bibliographic research is defined as research that requires searching for information in published materials. These materials can be books, magazines, newspapers, newspapers, or reports. Also, this includes audio or video recordings, websites, and bibliographic databases (Maggio, Kuffer, & Lazzari, 2017). This research work was bibliographic because it allowed the analysis of books, scientific articles, websites, online resources that allowed the use of the information to develop the two research variables the flipped classroom and the oral skill.

2.4 Level or type of investigation

2.4.1 Exploratory Research

Exploratory research is defined as an investigation that is used to investigate a problem that is not clearly defined. This type of research is applied to have a better understanding of the existing problem, that is, it is a means to identify problems (Reiter, 2017). This research work was exploratory since the nature of the problem was defined through an interactive and collaborative method. Besides, this allowed collecting more data and information about the variables.

2.4.3 Experimental Research

Experimental research is defined as a type of research with a scientific approach that uses two sets of variables. The first set is used as a constant which allows measuring the differences of the second set (Leppink, 2019). The present research work was pre-experimental because it determined the effectiveness of the use of the Flipped Classroom method in oral skills in students of the third semester from “Pedagogía de los Idiomas Nacionales y Extranjeros” and thus was obtained clear data on the incidence of one variable on another. An experiment was designed by the author considering the stages of flipped lessons to develop the oral skill and to diagnose the level of oral skill management of the students, for that it was necessary the use of a Cambridge A2 rubric which contains the oral subskills used in this research work such as grammar, vocabulary, pronunciation, and interactive communication. To measure the impact of flipped classroom method, it was necessary for one group named the experimental group. The group was formed by students of the third semester who took

a pre-test to know their level in oral skill. Then, students took a post-test to determine if the experiment had the expected results.

2.5 Population and Sample

The study was carried out with 26 people, 16 men (62%) and 10 women (38%), students of the third semester from "Pedagogía de los Idiomas Nacionales y Extranjeros". The students have an average age between 20 and 24 years old.

Population	Experimental Group	Total	Percentage
Men	16	16	62%
Women	10	10	38%
TOTAL	26	26	100%

Author: Palacios, K. (2020)

Source: Student's list

2.6 Data Collection

A pre-test from the Key English Test (KET) was applied through a speaking rubric validated by Cambridge to verify grammar, vocabulary, pronunciation, and interactive communication of students of the third semester from "Pedagogía de los Idiomas Nacionales y Extranjeros" at Universidad Técnica de Ambato. This rubric evaluated five criteria on a scale of 1-5. Likewise, a 2-part questionnaire was applied which was administered to the treatment group of 26 participants. Next, the participants were introduced to the new teaching and learning method, flipped classroom. For the planning of the classes, a lesson plan validated by the University of New York was used which contained different stages: before class, in-class activities, post-class activities and evaluation.

Then, 4 class lessons were developed. The first session was about tag questions in which the students carried out online activities and developed a conversation in pairs. In the second section the students reinforced their knowledge about symptom description vocabulary in which they developed a conversation in pairs using the vocabulary learned. The third section was about the grammar of the past perfect and

time expressions in which they did different activities online and at the end of the section they developed a dialogue. Finally, the fourth section was about the topic getting things done in which the students reviewed passive causative grammar and services vocabulary and they developed a short conversation to practice their oral skill. Each weekly lesson included 2 sections, one hour outside of class to watch the recorded videos about the topics to be developed and one hour of class to carry out the established activities and practice their oral skills. The treatment was based on activities and materials used in the flipped classroom method. Finally, the same oral rubric and questionnaire were used to apply the post-test to evaluate the oral ability of the students and to check if there have been improvements with the application of the flipped classroom method.

2.7 Hypothesis

Null Hypothesis

Flipped Classroom does not influence in the oral skill in students of third semester from “Pedagogía de los Idiomas Nacionales y Extranjeros”.

Alternative Hypothesis

Flipped Classroom influences in the oral skill in students of third semester from “Pedagogía de los Idiomas Nacionales y Extranjeros”.

CHAPTER III. RESULTS AND DISCUSSION

This chapter is based on the analysis of the experimental group that was carried out in the career of “Pedagogía de los Idiomas Nacionales y Extranjeros” at Universidad Técnica de Ambato and the subjects of this research were the students of the third semester. The experimental group consisted of 26 students of the third semester.

The present analysis begins with a graphical description of the results obtained in the application of the pre and post-test based on the elements of the Cambridge rubric of evaluation of oral skills such as grammar and vocabulary, pronunciation, and interactive communication.

Moreover, the pre and post-test results are shown globally, as well as the comparison of the results obtained by the students. Finally, the validation of the hypothesis is presented to show whether the Flipped Classroom method had an influence on the oral dexterity of the students.

3.1 Pre-test results

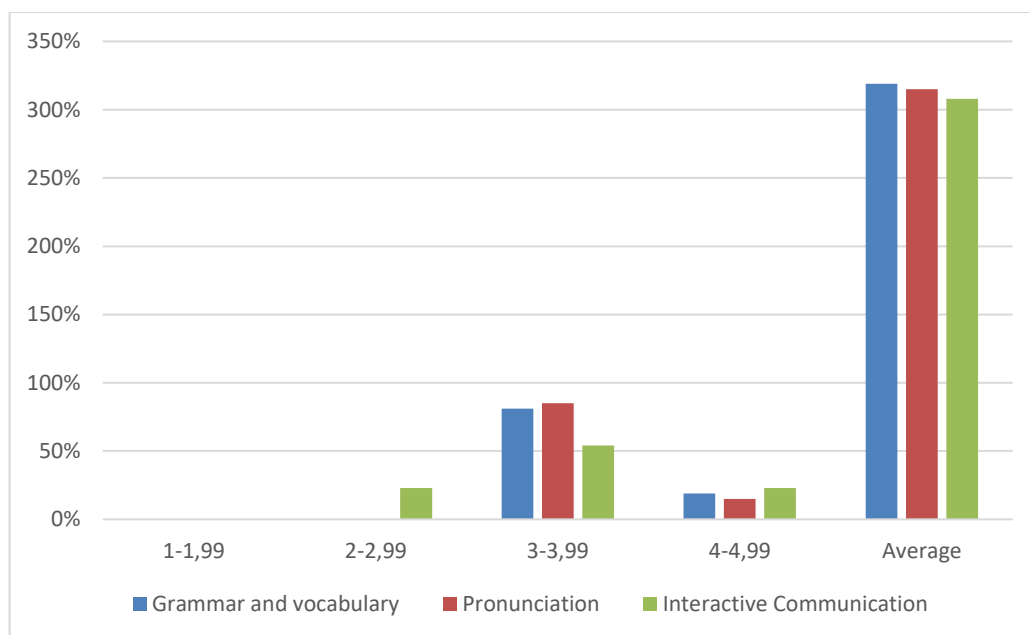
Table 1 Pre-test results

Criteria	Scale-Students				Percentage	Average
	1-1,99	2-2,99	3-3,99	4-4,99		
Grammar and vocabulary	0%	0%	81%	19%	100%	3,19
Pronunciation	0%	0%	85%	15%	100%	3,15
Interactive Communication	0%	23%	54%	23%	100%	3,08

Author: Palacios, K. (2020)

Source: KET

Figure 1 Pre-test results



Author: Palacios, K. (2020)

Source: KET

Analysis and interpretation of results:

The Key English Test (KET) applied to the 26 students of the third semester from “Pedagogía de los Idiomas Nacionales y Extranjeros” at Universidad Técnica de Ambato. It was graded according to the subskills of oral skill which are: grammar and vocabulary, pronunciation, and interactive communication with a scale of 1 to 5 points. Considering the results that were presented above, an average of each evaluated criterion of oral skill was made and it was determined that the students had a low level of skill management because they reached a general average of 3.14 which denotes a failure in the use and recognition of the English language.

According to the oral performance rubric, on the scale from 1 to 1.99 in the grammar and vocabulary part of the 26 students, 0% obtained this score, in pronunciation 0% and in the interactive communication part 0%. On the scale from 2 to 2.99 of the totals of students, in grammar and vocabulary 0% obtained this score, in the pronunciation part 0% and in interactive communication, 6 students representing 23% of the total obtained this score. On the scale from 3 to 3.99, in grammar and vocabulary 21 students who represent 81% of the total obtained this score, in pronunciation 25 students who represent 85% of the total and in the interactive communication part 14 students who represent the 54% of the total. On the scale from 4 to 4.99, in the grammar and vocabulary part 5 students representing 19% obtained this score, in the pronunciation part 4 students representing 15% and in interactive communication 6 students representing 23 % of the total. As average of each criterion, at the level of grammar and vocabulary, an average of 3.19 was obtained, in pronunciation 3.15, and interactive communication 3.08.

These results demonstrate the deficiencies that the students have because, in the grammar and vocabulary part, only the use of few grammatical forms and a vocabulary not very appropriate and limited to talk about hobbies and personal questions were noted. In the pronunciation part, it was observed that the students have limited handling of phonological characteristics and a little intelligible. In interactive communication, the use of short phrases was observed, as well as a little interaction and exchange of ideas and support.

3.2 Post-test results

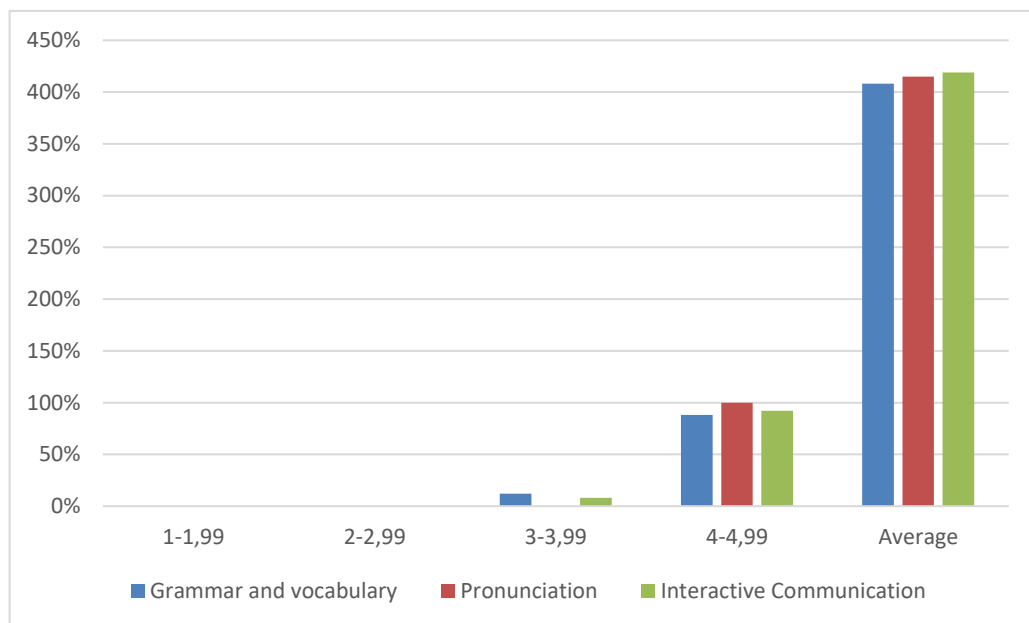
Table 2 Post-test results

Criteria	Scale-Students				Percentage	Average
	1-1,99	2-2,99	3-3,99	4-4,99		
Grammar and vocabulary	0%	0%	12%	88%	100%	4,08
Pronunciation	0%	0%	0%	100%	100%	4,15
Interactive Communication	0%	0%	8%	92%	100%	4,19

Author: Palacios, K. (2020)

Source: KET

Figure 2 Post-test results



Author: Palacios, K. (2020)

Source: KET

Analysis and interpretation of results:

The post-test had a similar procedure to the pre-test, but this showed significant advances in the oral skill of the students. The students developed in a better way the subskills of oral skill with the application of the flipped classroom method which allowed them to have a better performance in the evaluation process.

According to the oral performance rubric, on the scale from 1 to 1.99 of the 26 students in grammar and vocabulary, 0% obtained this score, in the pronunciation part 0% and in interactive communication 0%. On the scale from 2 to 2.99 in the grammar and vocabulary part, 0% obtained this score, in pronunciation 0% and in interactive communication 0%. On the scale from 3 to 3.99 in the grammar and vocabulary part, 3 students who are 12% of the total obtained this score. In the pronunciation part 0% and in interactive communication 2 students who are 8% obtained this score. Finally, on the scale from 4 to 4.99, of the total of students in grammar and vocabulary 23 students who represent 88% of the total obtained this score, in pronunciation the 26 students who represent 100% and in the interactive communication part. 24 students who are 92% of the total obtained this score. The overage of each criteria shown that in the grammar and vocabulary part an average of 4.08 was reached, in the pronunciation an average of 4.17, and interactive communication, it was reached an average of 4, 19. At the level of the general average, 4.14 was obtained, which shows an improvement and greater management of oral skill.

It can be assumed that the activities of the method used contributed in a positive and significant way to the improvement of the oral skill of the students. The results show that all the evaluated subskills had an improvement by the application of the experiment. In grammar and vocabulary, the use of different grammatical forms was already observed in the correct way, concerning vocabulary, a wide group of words was used appropriately when talking about different situations. The pronunciation improved and was more intelligible and with greater control of the phonological characteristics. Finally, in the interactive communication part, the students responded more appropriately and there was more interaction in the evaluation

3.3 Comparative results

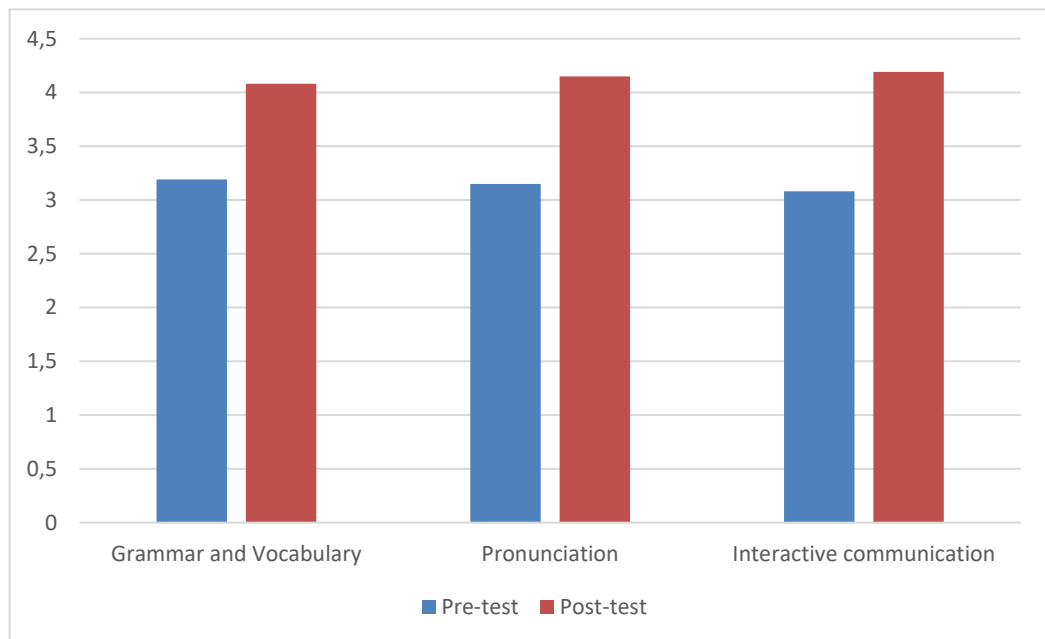
Table 3 Comparative results

Criteria	Pre-test	Percentage	Post-test	Percentage
Grammar and Vocabulary	3,19	35%	4,08	31%
Pronunciation	3,15	34%	4,15	34%
Interactive communication	3,08	31%	4,19	35%
General	3,14	100%	4,14	100%

Author: Palacios, K. (2020)

Source: KET

Figure 3 Comparative results



Author: Palacios, K. (2020)

Source: KET

Analysis and interpretation of results:

To check if the application of the flipped classroom method, a comparison of the results of the pre-test and post-test was made, which are observed in Figure 3. With this, the progress and improvement that the students have had in all the subskills evaluated can be observed which demonstrates the effectiveness of the method.

For example, at the grammar and vocabulary level, it started with an average of 3.19 out of 5 points, but at the end of the research, the average was 4.08, which shows an advance of 0.89. Concerning the pronunciation part, at the beginning, an average of 3.15 was obtained and at the end, 4.15 was obtained as an average, which shows an advance of 1. And finally, in the interactive communication part, an average was started 3.08 and finished with an average of 4.19 giving an advance of 1.11.

It is important to consider that at the beginning of the research the subskill with the lowest average of the students of the third semester from “Pedagogía de los Idiomas Nacionales y Extranjeros” was interactive communication where an average of 3.08 was obtained. However, at the end of the research, the subskills with the lowest average were grammar and vocabulary with an average of 4.08. In the general average, the progress of the students in the management of oral skills can be observed. At the beginning, the general average was 3.14 and at the end of the investigation the average was 4.14, which reveals average progress of 1.

3.4 Discussion of results

In this research it was possible to make known that the students of the third semester from “Pedagogía de los Idiomas Nacionales y Extranjeros” at the beginning presented difficulties in the management of oral skills since they did not use grammar and vocabulary correctly, their lexicon was low, their pronunciation was not good, and it was difficult to understand. Also, they did not have good interaction when talking and sharing their ideas.

(Leong & Ahmadi, 2017) state that oral skill is one of the most demanding skills to develop and acquire. In this skill, there are usually problems when structuring speech, fluency, and accuracy. Another reason why learners find oral skill difficult is because a wide knowledge of grammar, vocabulary, tone, and register must be used to use them correctly when speaking. With all these problems, teachers must change their teaching paradigm to facilitate the development of this skill. They should look for methods, strategies, or techniques that help students practice oral skills and interacting with other people.

Due to the difficulties of the students for the development of oral skill. This research work demonstrates how the application of the flipped classroom method facilitated and improved oral skills through the different stages of class planning. This can be demonstrated with the average obtained in the pre-test of 3.14 out of 5. In the end, in the post-test, an average of 4.14 was obtained. The result of this research is supported by another research, elaborated by (Quyen & Loi, 2017) who demonstrated the effectiveness of the flipped classroom method to improve oral skill. This was compared when buying two groups and the averages, in which the pre-test average was 2.5 and in the post-test 3.9. It is also supported by the research work carried out by (Rudneva & Makeeva, 2020) whose results showed that the flipped classroom method provides some benefits to teachers in their teaching process.

Moreover, (Enfield, 2013) determined that the flipped classroom method is an effective way for students to learn more easily and increase their self-efficacy. Besides, this method allows them to improve their ability to learn and manage their skills independently and with the guidance of their teachers since flipped classroom eliminates face-to-face teaching for personalized learning through technology.

3.5 Hypothesis verification

To verify the hypothesis proposed in this research, the statistical method of T-Student was used to compare two independent samples and thus establish if there are differences in the average of both.

Table 5 Mean T-Student

		Media	N	Desv. Desviación	Desv. Error promedio
Par 1	Average_PRETEST	3,1415	26	,49912	,09789
	Average_POSTTEST	4,1415	26	,43407	,08513

Author: Palacios,K. (2020)

Source: Hypothesis Verification - SPSS program

Analysis and interpretation

According to the data generated in the IBM SPSS statistical software, it is possible to observe that there is a difference between the means of the two groups analyzed. In the Pre-test, a value of 3,141 was obtained, while in the Post-test the average rose to 4,141.

Table 6 T-Student Test

Prueba de muestras emparejadas

Par		Media	Diferencias emparejadas				t	gl	Sig. (bilateral)
			Desv. Desviación	Desv. Error promedio	95% de intervalo de confianza de la diferencia				
					Inferior	Superior			
1	Average_PRETEST - Average_POSTTEST	-	,29696	,05824	-1,11994	-,88006	-	25	,000

Author: Palacios,K. (2020)

Source: Hypothesis Verification - SPSS program

Analysis and interpretation

In the same way, as observed in the previous table, it is stated that if there is a significant difference between the two groups since the p-value is equal to 0.000, which is less than the significance level that is 0.05. With these data obtained, the null hypothesis is rejected, and the alternative hypothesis is accepted, this means that Flipped Classroom does influence the oral skill in students of the third semester from “Pedagogía de los Idiomas Nacionales y Extranjeros”.

CHAPTER IV: CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

After the respective analysis of the data collected, it is possible to reach these conclusions:

- The Flipped Classroom influences in the oral skill of the students of the third semester from “Pedagogía de los Idiomas Nacionales y Extranjeros”. This could be verified since at the beginning in the application of the Pre-test the level of the oral skill of the students was low (3.14 over 5). After applying the Flipped Classroom method and carrying out the respective activities in which the students felt comfortable and practiced their oral skill, in the application of the Post-test the students increased their level, and an improvement was observed in this skill (4,14 over 5).
- In this research, the Flipped Classroom method has proven its effectiveness when implementing both interactive and technological activities. This could be developed through the identification of the stages of a flipped class which intervened in the oral skill of the students. Also, it was of great importance to choose the activities according to each stage which had the objective of motivating the students and making them feel safe when practicing their oral skills. These stages were included in the lesson plans which are: Before the class, In-class activities, Post-class activities, and Evaluation.
- The study of the oral subskills that were applied in the English lessons was of great importance as this facilitated the choice of activities that helped to improve and practice the students' oral skills. Each lesson was focused on improving the different subskills, which improved with the application of the flipped classroom method. Besides, with the study that was done about the subskills in the different lessons, good results could be obtained at the end of the experiment that was done in this research.
- In this research work, the level of management of students' oral subskills was diagnosed through tests and different activities carried out throughout the application of the experiment. First, in the application of the Pre-test a

percentage of 3,14% was obtained, a low level of the students was observed in the management of the oral skill. During the application of the class lessons, it was noted that the students were improving in the different subskills evaluated such as grammar and vocabulary, pronunciation, and interactive communication. Finally, in the application of the Post-test a percentage of 4,14% was obtained, the improvement in the management of the students' oral skills was observed.

- The application of the stages of the class lessons of the Flipped Classroom method helped to improve the oral skills of the students. This was due to the different activities that were done in each stage which allowed the students to better practice their skills. Also, through the stages, technological and interactive activities were applied. Therefore, the class lessons of the Flipped Classroom method promoted oral skill and helped students to motivate themselves and to speak English more safely and freely.

4.2 Recommendations

This research work focused on the application of the Flipped Classroom method to develop the oral skill; the following recommendations are made for teachers who wish to improve the learning of the English language of students in a positive way:

- It is recommended that teachers use many activities in which students can interact and thus improve their speaking skills. With this, they can improve communicative teaching inside and outside the classroom. Also, teachers must seek new ways of teaching that involve the application of technology and students can learn the English language and put their oral skills into practice.
- English teachers must pay attention to the preparation of lesson plans. The different stages used in a flipped class should be planned according to the needs of the students. It is important to include activities that motivate students to learn English and mainly that help them improve their oral skills. This can be achieved through adequate training and the necessary tools for students to have active participation and obtain good results in their learning.
- It is recommended that teachers know the weaknesses of students in oral skills

or in their subskills such as grammar, vocabulary, pronunciation, interactive communication. For this, students must develop activities that help them relate to the real world and that they know how to communicate in different situations. On the other hand, teachers need to continuously apply activities in which students can interact and thus teachers can know what aspects they need to focus on to help their students' oral skills.

- Teachers must have continuous monitoring of the development of their students' oral skills. They can do this with the use of assessments or communication activities. Besides, to know the level of English of the students or their weaknesses and strengths, technology can be used, since through different websites or applications they can check the improvement that their students have.
- The application of the Flipped Classroom method requires a good organization of the activities and the steps to be developed. For this reason, it is recommended that teachers choose resources or activities in which students can practice their skills now. Furthermore, by using the different stages of a flipped class, students can work with better motivation and can enrich their oral skills through a practical language environment.

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Annex 1: Approval

Ambato, 02/10/2020

Doctor Marcelo Núñez
Presidente
Unidad de Titulación
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros
Facultad de Ciencias Humanas y de la Educación.

Yo, Mg. Sarah Iza en mi calidad de Coordinadora de Tercer Semestre Paralelo "B" de la Carrera de la Pedagogía de los Idiomas Nacionales y Extranjeros, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: **"Flipped Classroom in the oral skill"** propuesto por la estudiante Karina Estefanía Palacios Quilligana portadora de la Cédula de Ciudadanía 1804971164, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros. 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.

 Firmado electrónicamente por:
**SARAH
JACQUELINE
IZA PAZMINO**

.....
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Annex 2: Pre and Post-test

Test 1

Part 1 (3-4 minutes)

Phase 1

Interlocutor

<i>To both candidates</i>	<p>Good morning / afternoon / evening. Can I have your mark sheets, please?</p> <p><i>Hand over the mark sheets to the Assessor.</i></p> <p>I'm, and this is</p>
<i>To Candidate A</i>	What's your name?
<i>To Candidate B</i>	And what's your name?

Back-up prompts

	B , do you work or are you a student?	Do you work? Do you study? Are you a student?
<i>For UK, ask</i>	Where do you come from?	Are you from (Spain, etc.)?
<i>For Non-UK, ask</i>	Where do you live?	Do you live in ... (name of district / town etc.)?
	Thank you.	
	A , do you work or are you a student?	Do you work? Do you study? Are you a student?
<i>For UK, ask</i>	Where do you come from?	Are you from (Spain, etc.)?
<i>For Non-UK, ask</i>	Where do you live?	Do you live in ... (name of district / town etc.)?
	Thank you.	

Phase 2

Interlocutor

Now, let's talk about **friends**.

A, how often do you see your friends?

What do you like doing with your friends?

B, where do your friends live?

When do you see your friends?

Extended Response

Now **A**, please tell me something about one of your friends.

Interlocutor

Now, let's talk about **home**.

B, who do you live with?

How many bedrooms are there in your house / flat?

A, where do you watch TV at home?

What's your favourite room in the house?

Extended Response

Now, **B**, please tell me something about the things you like doing at home, at the weekends.

Back-up prompts

Do you see your friends every day?

Do you like going to the cinema?

Do your friends live near you?

Do you see your friends at weekends?

Back-up questions

Do you like your friend?

Where did you meet your friend?

Did you see your friends last weekend?

Back-up prompts

Do you live with your family?

Are there three bedrooms in your house / flat?

Do you watch TV in the kitchen?

Is your bedroom your favourite room?

Back-up questions

Do you like cooking at the weekends?

Do you play computer games at the weekends?

What did you do at home, last weekend?

Part 2 (5-6 minutes)

Phase 1

Interlocutor

⌚ 3-4 minutes

Now, in this part of the test you are going to talk together.

Place **Part 2** booklet, open at **Task 2a**, in front of candidates.

Here are some pictures that show **different places to eat**.

Do you like these different places to eat? Say why or why not. I'll say that again.

Do you like these different places to eat? Say why or why not.

All right? Now, talk together.

.....
⌚ Allow a minimum of 1 minute (maximum of 2 minutes) before moving on to the following questions.

Interlocutor /

Candidates

Use as appropriate.
Ask each candidate
at least one
question.

Do you think...
...eating on the beach is fun?
... eating in restaurants is expensive?
...eating at home is boring?
... eating at college/work is cheap?
... eating in the park is nice?

Optional prompt
Why?/Why not?

What do **you** think?

Interlocutor

So, **A**, which of these places to eat do you like best?
And you, **B**, which of these places do you like best?

Phase 2

Interlocutor

□ Allow up to 2 minutes

Now, do you prefer eating with friends or family, B? (Why?)

And what about you, A? (Do you prefer eating with friends or family?) (Why?) Do you prefer eating at home or in a restaurant, A? (Why?)

And you, B (Do you prefer eating at home or in a restaurant?) (Why?)

Thank you. That is the end of the test

Do you like these different places to eat?



KET RUBRIC

A2	Grammar and Vocabulary	Pronunciation	Interactive Communication
5	<ul style="list-style-type: none"> Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about everyday situations. 	<ul style="list-style-type: none"> Is mostly intelligible, and has some control of phonological features at both utterance and word levels. 	<ul style="list-style-type: none"> Maintains simple exchanges. Requires very little prompting and support.
4	<i>Performance shares features of Bands 3 and 5.</i>		
3	<ul style="list-style-type: none"> Shows sufficient control of simple grammatical forms. Uses appropriate vocabulary to talk about everyday situations. 	<ul style="list-style-type: none"> Is mostly intelligible, despite limited control of phonological features. 	<ul style="list-style-type: none"> Maintains simple exchanges, despite some difficulty. Requires prompting and support.
2	<i>Performance shares features of Bands 1 and 3.</i>		
1	<ul style="list-style-type: none"> Shows only limited control of a few grammatical forms. Uses a vocabulary of isolated words and phrases. 	<ul style="list-style-type: none"> Has very limited control of phonological features and is often unintelligible. 	<ul style="list-style-type: none"> Has considerable difficulty maintaining simple exchanges. Requires additional prompting and support.
0	<i>Performance below Band 1.</i>		

Annex 3: Lesson plan template

Flipped Lesson Plan Template

Lesson Title:

Subject:

Level:

Prerequisite skills or knowledge (connect to prior lesson):

Time Requirements for First Exposure & Incentive:

Time Requirement for In-Class Activity:

Time Requirement for Post-Class Activity:

Worksheet for preparing what students will do before, during, and after the lesson

The success of your flipped class depends on the alignment of the what you want your students to accomplish before, during, and after the class.

Step 1: Define Content Scope, Learning Objectives, & Instructional Strategies

What is the scope of your topic? Defining scope is important in terms of providing your students relevant and connected content that is not too granular or wide in terms of scope, otherwise students will have difficulty building a mental model and connecting content. Concept maps are useful exercises to help define scope.

How will students use or apply the material? Clearly write the learning objectives and outcomes that align with the activities students will do before, during, and after the class. It is not enough to for students to just read, listen, watch, and take notes. They need to use it to really learn it. Creating and communicating the learning objectives will help you to align your lesson and clearly define what you want your students to accomplish before, during, and after the class. When writing the learning objective including cognitive, affective, interpersonal, psychomotor domains. Describe what students will need to be able to know and do using active verbs from Boom's revised taxonomy. Use the chart below to fill out each goal.

Goal 1:

Content Type	Learning Objective	Task, Question, or Activity

Which instructional approach fits best for the main learning activity? Choose the evidence based instructional approach will fit the main learning activity (i.e.: direct or indirect instruction, peer-instruction, team-based learning, case-based learning, process-oriented guided inquiry learning)

Step 2: Student's gain familiarity with new material before class

What instructional materials and resources will you use for students to familiarize themselves with the content prior to class? The pre-class work should set the scene for the in-class activity. Plan through how you will communicate the new instructional ideas. Would students benefit more from watching a video demonstration outside of class at their own pace and as often as needed or would some other media type (i.e.: text, animation, graphic) serve the presentation of instructional content more effectively? Review research literature for best uses of media and technology for your audience, topic, and objectives.

Step 3: Activities that motivate students to prepare before class

What kinds of activities will motivate students and prepare them for class? What questions will I ask students? What should students be able to do to prepare? Align & match these activities with the learning objectives. Identify the kinds of incentives or motivations that will engage students in the new instructional material and prepare for the in-class activity. Determine how you can provide feedback to students about what they know and do not know prior to class. NYU Classes has tools that can provide students immediate feedback on their progress, strengths and weaknesses.

Step 4: In-class activities that provide students opportunities to deepen understanding

What kind of in-class activities will focus students to attain higher-level cognitive abilities? Align & match these activities with the learning objectives.

In all these examples prepare clear instructions for distribution to students in-class.

Use a timeline work plan to help you keep manage the activity and keep students on task.

Step 5: Post-class activities that extend student learning

How will students continue the learning experience from the inside class activity to outside of class? Align & match these activities with the learning objectives. Note, we do not retain well what we may learn from just one exposure to the materials but over an extended period of practice.

Describe how you will connect this lesson to the next lesson so that they flow coherently.

Step 6: Ongoing Evaluation and Assessment

How will you evaluate student's learning and progress? Evaluation and assessment are ongoing throughout the process. Plan how you will evaluate the effectiveness of the flipped experience and assess student understanding at all stages.

Review the Plan above to ensure Alignment. *Is everything well connected? Is the lesson coherent? Have a colleague review your plan and give feedback.*

Annex4: Experiment design



UNIVERSIDAD TÉCNICA DE AMBATO



FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

LESSON PLANS OF FLIPPED CLASSROOM

Karina Palacios

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1. Introduction

Flipped Classroom is a method that responds to personalized learning, each student can learn at their own pace and takes the main role in their learning process. This teaching-learning method is mainly focused on the student and they can use class time in the development of interactive activities (Rajesh, 2017). Based on the data obtained in the first test to know the level of oral skill management of the students of the third semester from “Pedagogía de los Idiomas Nacionales y Extranjeros” it was necessary the elaboration of different lesson plans, in these the different stages of flipped classroom were included and in each one was specified the activity that the students did according to the different class topics.

For the elaboration of the lesson plans used in this research work, the format of a lesson plan validated by the University of New York was used. The activities that were included in the plans aimed to improve the students' oral skills. For this, technological resources were used which motivated the students in their learning and to feel more comfortable when developing their oral activities. Besides, the students worked outside and inside of class, since for the teaching of the different class topics it was necessary to use videos recorded by the researcher so that the students could watch them outside of class time and have prior knowledge to develop the activities in class.

2. General guide

In this part of the research work, scope of the experiment is presented in which the general topics that were taught are presented.

The lesson plans are presented in the order that they were used to experiment with their respective materials, activities, and technological resources which were adapted for the implementation of the Flipped Classroom method for the development of oral skill.

3. Scope

NUMBER OF LESSON PLAN	UNITS	TOPICS	N° HOURS	STAGES OF FLIPPED CLASSROOM	ELEMENTS OF ORAL SKILL
Lesson Plan N°1	Unit N°1	Tag Questions	Week 1: 2 hours	<ul style="list-style-type: none"> • Before Class 	<ul style="list-style-type: none"> • Grammar
Lesson Plan N°2	Unit N°2	Describing symptoms	Week 2: 2 hours	<ul style="list-style-type: none"> • In-class activities 	<ul style="list-style-type: none"> • Vocabulary
Lesson Plan N°3	Unit N°3	The past perfect	Week 3: 2 hours	<ul style="list-style-type: none"> • Post-class activities 	<ul style="list-style-type: none"> • Pronunciation
Lesson Plan N°4	Unit N°4GGG	Getting Things Done	Week 4: 2 hours	<ul style="list-style-type: none"> • Evaluation 	<ul style="list-style-type: none"> • Interactive Communication

Author: Palacios, K. (2020)

Source: Lesson Plans

4. Lesson Plan N°1

Universidad Técnica de Ambato
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros
“Flipped Classroom in the oral skill”
Lesson Plan N° 1
Karina Palacios

Flipped Lesson Plan Template

Lesson Title: Make a Small Talk

Subject: English

Level: Third semester

Time Requirements for First Exposure & Incentive: 10 minutes

Time Requirement for In-Class Activity: 30 minutes

Time Requirement for Post-Class Activity: 20 minutes

Step 1: Define Content Scope, Learning Objectives

<i>Content Type</i>	<i>Learning Objective</i>	<i>Task, Question, or Activity</i>
WARM-UP	To activate students' prior knowledge	Students should complete an online activity about tag questions.
PRESENTING PPP	To review the use of tag questions with examples	Students look at the video about tag questions and electronic devices vocabulary
PRACTICING	To practice grammar	Students do online activities to practice tag questions
EVALUATION	To prepare a conversation in pairs	Students are going to make a short conversation using the grammar and vocabulary learned.

Step 2: WARM-UP

- Students review the unit 1 and do an online activity to activate their prior knowledge about tag questions

Link: <https://www.learnclick.com/quiz/show/53761>

Step 3: PRESENTING PPP

- Students look at the video about the explanation of the correct use of tag questions with different examples and some vocabulary about electronic devices

Link: <https://youtu.be/vdJSpNb25A>

Step 4: PRACTICING

1. Activity# 1

Students enter the link to complete each statement with the correct tag question

Link: <https://forms.gle/R1MgQvQaeFzGM4ki8>

2. Activity# 2

Students carry out the following activity to expand their knowledge about the use of tag questions

Link: <https://wordwall.net/es/resource/6075839/class-activity>

Step 5: EVALUATION AND ASSESSMENT

- Students will create an account in Speak Pipe page, and they will record a conversation in pairs

Link: <https://www.speakpipe.com/>

Instructions:

1. Students can make a zoom meeting or use WhatsApp to work in pairs
2. Recorder a conversation (two or three minutes) in pairs using the grammar learned about the tag questions, include the vocabulary used about electronic devices.

Conversation model

A: I David! How are you?

B: Hi Sofia, I'm so sad

A: Why?

B. I lost my cell phone

A: That's a big problem. You will buy another cell phone, won't you?

B: Yes, I will. I need to gather the necessary money.

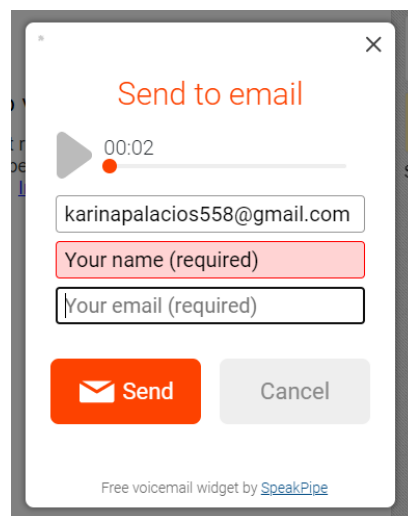
A: Karla's parents sell electronic devices, don't they?

B: I don't know. I should ask her. What about you? You told me that you bought a new computer

A: Yes, I did. It is fantastic it has many programs.

B: Good!

3. When you finish your recording, send the audio to the following email: karinapalacios558@gmail.com



Answer Key

Warm-up Answers

- 1) can't she
- 2) does she?
- 3) does he?
- 4) aren't they?
- 5) won't he?
- 6) don't they?
- 7) can't you?
- 8) don't we?
- 9) would she?
- 10) won't you?

Activity #1 Answers

- 1) didn't he?
- 2) can she?
- 3) am I?
- 4) wouldn't she?
- 5) isn't he?
- 6) won't you?
- 7) didn't she?
- 8) were they?
- 9) can he?
- 10) won't you?

Activity #2 Answers

- 1) don't I?
- 2) can you?
- 3) wasn't she?

4) am I?

5) would she?

5. Lesson Plan N°2

Universidad Técnica de Ambato
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros
“Flipped Classroom in the oral skill”
Lesson Plan N° 2
Karina Palacios

Flipped Lesson Plan Template

Lesson Title: Describing symptoms

Subject: English

Level: Third semester

Time Requirements for First Exposure & Incentive: 10 minutes

Time Requirement for In-Class Activity: 30 minutes

Time Requirement for Post-Class Activity: 20 minutes

Step 1: Define Content Scope, Learning Objectives

<i>Content Type</i>	<i>Learning Objective</i>	<i>Task, Question, or Activity</i>
WARM-UP	To activate students' prior knowledge	Students play an online games about symptoms vocabulary and grammar about “will be able to” and modals
PRESENTING PPP	To review grammar: will be able to; modals and symptoms vocabulary	Students look at the video about the explanation of grammar and vocabulary
PRACTICING	To practice grammar and vocabulary	Students do online activities to practice vocabulary and grammar learned
EVALUATION	To talk about recommendations on how to treat some symptoms	Students are going to talk about how to treat symptoms such as: dizzy, vomiting, weak, sneezing, etc. Using the grammar learned

Step 2: WARM-UP

- Students review the unit 2 and play an online games to activate their prior knowledge about symptoms vocabulary and “Will be able to” and Modals grammar.

Game # 1

Instructions: Order letters correctly to make words about symptom vocabulary.

Link: <https://wordwall.net/play/6314/326/683>

Game #2

Instructions: Put each sentence according to its category: possibility, future ability, or conclusions.

Link: <https://wordwall.net/es/resource/6326653>

Step 3: PRESENTING PPP

- Students look at the video about a review of symptoms vocabulary and “Will be able to and Modals grammar

Link: <https://youtu.be/jJTHPuPMtj8>

Step 4: PRACTICING

3. Activity# 1

Students enter the link to complete the activity. They should complete each sentence with the correct modal.

Link: <https://wordwall.net/play/6339/202/502>

Activity# 2

- Students complete the following activity. They must write the correct answer for each item, the answers are about the vocabulary and grammar learned

Link: <https://forms.gle/HLNeVmb5LVB9K9Fe8>

Step 5: EVALUATION AND ASSESSMENT

- Students will record their voices in the page of “Speakpipe”

Link: <https://www.speakpipe.com/>

Instructions:

6. Students will work individually, and they must give 10 recommendations for different symptoms. For example: dizzy, vomiting, weak, sneezing, etc.

7. Recorder the recommendations using the vocabulary about symptoms and grammar learned about “Will be able to” and modals

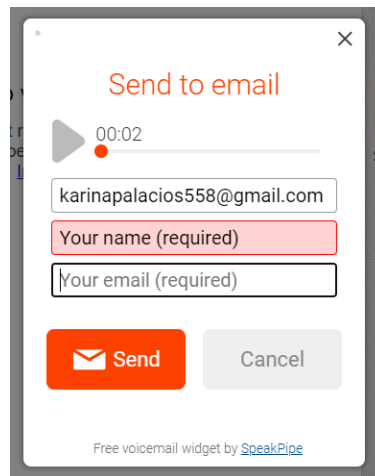
Examples:

Recommendation 1: If you’ve been sneezing, you may see the doctor for a checkup.

Recommendation 2: If you have pain in your ribs, you might need an X-ray.

Recommendation 3: If you feel weak, you must be able to make an appointment for a blood test.

8. When you finish your recording, send the audio to the following email: karinapalacios558@gmail.com



Answer Key

Warm-up Answers

Game #1

1. in my chest
2. vomiting
3. sneezing
4. weak
5. dizzy
6. nauseous
7. in my stomach
8. in my ribs
9. short of breath
10. wheezing
11. in my hip
12. coughing

Game #2

FUTURE ABILITY:

1. He will be able to come here tomorrow.
2. I won't be able to finish my work this week.
3. Martin will be able to go home soon.

POSSIBILITY:

1. You may choose any subject that you like best.
2. He might not read this book today.
3. My classmate may be able to complete the activity tonight.

CONCLUSIONS:

1. You must be able to study the lesson.
2. Sofia must be able to go to the beach this weekend.
3. They must not be able to leave the room without permission.

Practicing Answers

Activity #1

1. must be able to

2. may
3. might be able to
4. won't be able to
5. might not
6. must not be able to
7. will be able to

Activity #2

1. ribs
2. must not be able to
3. may not
4. vomiting
5. stomach
6. might not be able to
7. will be able to
8. coughing
9. might be
10. won't be able to

6. Lesson Plan N°3

Universidad Técnica de Ambato
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros
“Flipped Classroom in the oral skill”
Lesson Plan N° 3
Karina Palacios

Flipped Lesson Plan Template

Lesson Title: The past perfect

Subject: English

Level: Third semester

Time Requirements for First Exposure & Incentive: 10 minutes

Time Requirement for In-Class Activity: 30 minutes

Time Requirement for Post-Class Activity: 20 minutes

Step 1: Define Content Scope, Learning Objectives

<i>Content Type</i>	<i>Learning Objective</i>	<i>Task, Question, or Activity</i>
WARM-UP	To activate students' prior knowledge	Students should complete an online activities about past perfect and time expressions
PRESENTING PPP	To review the use of past perfect and time expressions	Students look at the video about the explanation pf past perfect and time expressions.
PRACTICING	To practice grammar and vocabulary	Students do online activities to reinforce their knowledge about the past perfect and time expressions
EVALUATION	To prepare a dialogue in pairs	Students are going to make a short dialogue using all the grammar and vocabulary learned

Step 2: WARM-UP

- Students review the time expressions vocabulary through a game.
Students should choose the correct definition for each word

Click on “PLAY SINGLE PLAYER GAME”

Link: <https://www.wisc-online.com/users/karinapalacios/games/107721/time-expressions>

- Students complete the game about the past perfect

Link: <https://www.purposegames.com/game/jtAxdR9NITd>

Step 3: PRESENTING PPP

- Students look at the video about the explanation of Pas Perfect tense and Time Expressions

Link: <https://youtu.be/gREYQsnv4YY>

Step 4: PRACTICING

4. Activity# 1

Students enter the link to complete a multiple-choice activity about past perfect grammar

Link: <https://forms.gle/eFEYmvWQLdG5BbC78>

5. Activity# 2

Students enter the following link to write sentences in past perfect tense using some verbs and time expressions.

Link: <https://forms.gle/vdbhjkGWowgA1FKJ7>

Step 5: EVALUATION AND ASSESSMENT

- Students will use Speak Pipe page, and they will record a dialogue in pairs

Link: <https://www.speakpipe.com/>

Instructions:

4. Students can make a zoom meeting or use WhatsApp to work in pairs
5. Recorder the dialogue (two or three minutes) in pairs using the grammar learned about past perfect tense including some time expressions.

Conversation model

A: Hi, Alex. What's up?

B: Hey, Cami. I went to a movie with my girlfriend, yesterday.

A: Good. How was the movie? Did you guys enjoy it?

B: Not really. Before we went to the theater, we had had an argument.

A: I'm sorry to hear that! What were you arguing?

B: When I told her which movie, we were going to watch, then she said no.

A: Why not?

B: She had already seen it last week, so she did not want to see it again with me.

A: Then why did you make her do it?

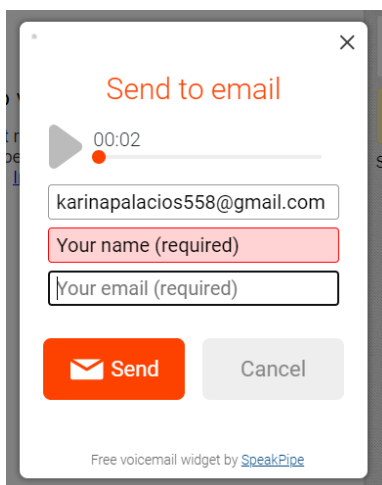
B: I'd heard that the movie was really scary, so I didn't want to see it alone.

A: Well, you could have invited someone who hadn't seen the movie. Did she still see it with you at the end?

B: Yes, she did. And she made me pay for it.

A: That sounds fair.

6. When you finish your recording, send the audio to the following email: karinapalacios558@gmail.com



Answer Key

Warm-up Answers

Game #1

1. To talk about an action that happened after something else.
2. To talk about an action that happened immediately before something else.
3. To talk about an action that happened before something else.
4. To talk about an action that didn't happen before something else happened.
5. To connect an action that has happened or will have happened before a second action.
6. To emphasize that something was completed before something else happened.
7. To mean 'next'

Game #2

1. had met
2. had left
3. had never played
4. had just left
5. had finished
6. had already done
7. had ended

Practicing Answers

1. had written
2. had just put
3. had finished
4. hadn't understood
5. hadn't disturbed
6. had already eaten
7. had arrived
8. had studied
9. had left
10. had just called

7. Lesson Plan N°4

Universidad Técnica de Ambato
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros
“Flipped Classroom in the oral skill”
Lesson Plan N° 4
Karina Palacios

Flipped Lesson Plan Template

Lesson Title: Getting Things Done

Subject: English

Level: Third semester

Time Requirements for First Exposure & Incentive: 10 minutes

Time Requirement for In-Class Activity: 30 minutes

Time Requirement for Post-Class Activity: 20 minutes

Step 1: Define Content Scope, Learning Objectives

<i>Content Type</i>	<i>Learning Objective</i>	<i>Task, Question, or Activity</i>
WARM-UP	To activate students' prior knowledge	Students should complete an online activities to reinforce their knowledge about The passive causative grammar and services vocabulary.
PRESENTING PPP	To review the correct use of passive causative grammar and services vocabulary	Students look at the video about a explanation of passive causative grammar and services vocabulary
PRACTICING	To practice grammar and vocabulary	Students do different online activities to practice the grammar and vocabulary learned.
EVALUATION	To prepare a conversation in pairs	Students are going to make a short conversation about “Requesting a service” using the passive causative grammar and vocabulary.

Step 2: WARM-UP

- Students review services vocabulary through the following activity.

Link: <https://wordwall.net/play/6841/495/976>

- Students complete the following activity about the passive causative grammar.

Link: <https://wordwall.net/play/6866/719/141>

Step 3: PRESENTING PPP

- Students look at the video about information of passive causative grammar and services vocabulary

Link: https://youtu.be/KoGpu_y--rY

Step 4: PRACTICING

6. Activity# 1

Students enter the link to look at the exercises to complete. They will write the answers on a separate sheet of paper and take a photo. The photo will be sent to the mail: karinapalacios558@gmail.com

Link: <https://learningapps.org/15192836>

7. Activity# 2

Students complete the following multiple-choice questions about the grammar and vocabulary learned.

Link: <https://edpuzzle.com/media/5fb338d80a56c541355004e5>

Step 5: EVALUATION AND ASSESSMENT

- Students will use Speak Pipe page, and they will record a conversation in pairs

Link: <https://www.speakpipe.com/>

Instructions:

7. Students can make a zoom meeting or use WhatsApp to work in pairs.
8. Recorder a conversation (two or three minutes) in pairs about “Requesting a service” using the grammar about the passive causative, including the vocabulary learned.

Conversation model

A: Good morning!

B: Good morning. How can we help you?

A: Here you offer some services, right?

B. True

A: My shoes are ripped. Could I have my shoes repaired by tomorrow?

B: Sure. No problem.

A: Do you also dry-clean clothes?

B: Yes, we offer any services

A: I need to have my suit dry-cleaned this afternoon

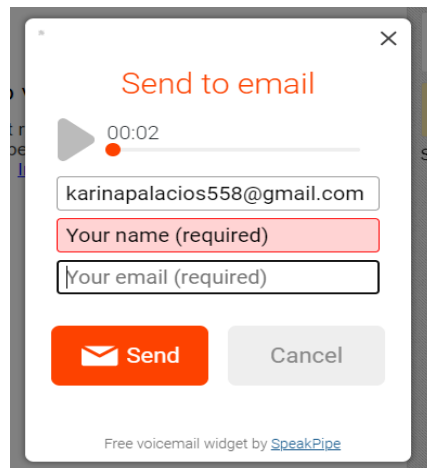
B: This afternoon? Sorry, that is not possible.

A: Oh no! I need that urgently.

B: Could we have your suit delivered tomorrow morning?

A: I really appreciate it. Thank you very much!

9. When you finish your recording, send the audio to the following email: karinapalacios558@gmail.com



Answer Key

Warm-up Answers

Activity# 1

1. dry-clean a suit
2. repair shoes
3. frame a picture
4. deliver a package
5. lengthen/ shorten a skirt
6. print a sign
7. copy a report

Activity# 2

1. I got my temperature taken this morning
2. The manager had the report written next week
3. We've had the new protocol checked and certified.
4. Penny had their house sold by her husband.
5. I get/have my shoes polished

Practicing Answers

Activity# 1

1. have -repaired
2. had – printed
3. have – delivered
4. have- lengthened
5. having – shortened
6. had – copied
7. have – dried
8. have – prepared
9. have – prepared
10. have – taken

Activity# 2

1. had - delivered
2. have-repaired

3. got – printed
4. got – copied
5. get - dry- cleaned
6. have – shortened
7. have - framed

Urkund Result



Urkund Analysis Result

Analysed Document:	FLIPPED CLASSROOM IN THE ORAL SKILL_TESIS.docx (D92025469)
Submitted:	1/13/2021 6:45:00 PM
Submitted By:	kpalacios1164@uta.edu.ec
Significance:	6 %