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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

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EXTRANJEROS**

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de Licenciada en Pedagogía del Idioma Inglés.**

Theme:

“FLIPPED CLASSROOM AND THE LISTENING SKILL”

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Ambato – Ecuador

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SUPERVISOR APPROVAL

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I, Mg. Alba Paulina Hernández Freire, holder of the I.D No. 1803691029, in my capacity as supervisor of the Research dissertation on the topic:

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I declare this undergraduate dissertation entitled "Flipped Classroom and the Listening 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.



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DEDICATION

TO:

To God, who always took my hand on the process and never left me.

In the same way to my parents, Numa and Laura, who always filled me with love and motivation in every dream I've ever undertaken.

Kathleen.

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To God, for guiding me since the first moment I chose this major.

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Sincerely,

Kathleen.

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Date: February 12th, 2022.

"Aula invertida y la comprensión auditiva"

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The present research pretends to describe and apply flipped classroom in the development of listening skill. This study investigates different concepts about flipped classroom, its benefits and analyze the impact and influence of its application focusing on activities to develop listening skill. This research worked with twenty-four students of fifth semester in the Carrera de Pedagogía en Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato, who were an age range between 20 and 25 years old, that represented the group of study since the research applied a pre-experimental study which work only with a experimental group. Moreover, it was applied the listening section of Preliminary English Test (PET) as pre-test and post-test according to the B1 level. It consists of four parts: part 1, pictures with multiple choice questions; part 2, listen to six short texts for attitudes and opinions; part 3, complete notes; and part 4, longer recording and multiple choice questions. After the application of flipped classroom, the results demonstrated a significant improvement in the listening skill, represented in the scores of post-test taken by the experimental group. Furthermore, flipped classroom works due to technological tools as internet and online apps. Teacher must choose the correct activities according to the level, age, and what they want to develop in their student. Finally, it is worth mentioning that the importance of the flipped classroom is relevant today after the triggering of the Covid-19 pandemic which forced many educational institutions to adapt to a new modality that included autonomous work and academic reinforcement in an online way.

Keywords: Flipped classroom, development, English language, improvement, lesson plans, organization, receptive skill, listening skill.

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Abstract

La presente investigación pretende describir y aplicar el aula invertida en el desarrollo de la habilidad auditiva. Este estudio investiga los diferentes conceptos sobre el aula invertida, sus beneficios y analiza el impacto y la influencia de su aplicación centrándose en actividades para desarrollar la habilidad auditiva. Esta investigación trabajó con veinticuatro estudiantes de quinto semestre en la Carrera de Pedagogía en Idiomas Nacionales y Extranjeros de la Universidad Técnica de Ambato, quienes tenían un rango de edad entre 20 y 25 años. Eso representó el grupo de estudio ya que la investigación aplicó un estudio pre-experimental que trabaja solo con un grupo experimental. Además, se aplicó la sección listening del Preliminary English Test (PET) como pre-test y post-test según el nivel B1. Consta de cuatro partes: parte 1, imágenes con preguntas de opción múltiple; parte 2, escuchar seis textos cortos para actitudes y opiniones; parte 3, notas completas; y parte 4, grabación más larga y preguntas de opción múltiple. Después de la aplicación del aula invertida, los resultados demostraron una mejora significativa en la habilidad auditiva, representada en las puntuaciones de la prueba posterior tomada por el grupo experimental. Además, el aula invertida funciona debido a las herramientas tecnológicas como Internet y las aplicaciones en línea. El profesor debe elegir las actividades correctas según el nivel, la edad y lo que quiere desarrollar en su alumno. Finalmente, cabe mencionar que la importancia del aula invertida es relevante hoy tras el desencadenamiento de la pandemia del Covid-19 que obligó a muchas instituciones educativas a adaptarse a una nueva modalidad que incluía el trabajo autónomo y el refuerzo académico de una manera virtual.

Palabras clave: Aula invertida, desarrollo, idioma inglés, mejora, planes de lecciones, organización, habilidad receptiva, habilidad de escucha, comprensión auditiva.

CHAPTER I. THEORETICAL FRAMEWORK

1.1. Investigative background

This research study arose from students' desire to develop their listening skills on their own. In comparison to the regular classroom, the flipped classroom is a completely different procedure. The traditional approach focuses on activities that take place inside the classroom and are supervised by the teacher. The flipped classroom, on the other hand, focuses on activities that take place outside of the classroom and involve multimedia interaction (Lowell, 2013). Gilboy (2015) claimed that by focusing on student-centered instruction is an innovative approach.

Lara Valverde and Cauja Guaila (2020) conducted a research where the use of virtual platforms as a didactic strategy in the development of the English listening ability of the students of the First Semester of the Language major at the UNACH academic period October 2019 – March 2020 was analyzed through a qualitative method and being a descriptive research. An ethnographic method was used to collect the information in a direct and natural way and it was concluded that the platforms were rarely used, but when used the students acquired the knowledge in a better way and developed the activities in a better way, since it facilitated the control in their listening process by manipulating audios and videos by themselves, they could repeat and pause them which helped them to improve their listening comprehension and acquire vocabulary with support in transcriptions. An essential contribution in this research because flipped classroom has a virtual approach in which we work with digital tools, in this case, to develop the ability to listen.

Halili and Zainuddin (2015) contrast the traditional classroom, as the class is taught outside the classroom through online video lecture. Teachers record their explanations on video and upload it to websites like YouTube where they can share it for free with their students for them to watch outside of class. Being a new model for several teachers and students, this document explains it and shows some advantages such as the autonomy and protagonism of the student in class. As conclusion, it is mentioned that the learning process will take place inside and

outside of the classroom, and it is recommended that researchers use the flipped classroom in places with limited internet access.

Turan and Akdag-Cimen (2020) led a study whose main objective was to examine the trends and main findings of the studies concerning the flipped classroom method in the field of English language teaching. Being a new model for several teachers and students, this document explains it and shows some advantages such as the autonomy and protagonism of the student in class. We analyzed 43 articles using a systematic review as a research methodology and using a content analysis method. In addition, the study revealed that the flipped classroom became popular in 2014 and that speaking and writing skills were the most studied.

Martin and Lee (2020) evaluate the necessity to develop high-quality approaches to flipping without relying on instructional films, as well as establish rules for best practices in flipped classes. After participating in two flipped classroom sessions, the researchers looked at data from language learner surveys. A subgroup of students was interviewed in semi-structured interviews to obtain more about their experiences. Benefits stated by this group were learning help, autonomy, and the prevention of cognitive overload. Furthermore, suggestions for teacher training were gathered, as well as keys to excellent practices in flipped classrooms.

Zakaria and Yunus (2020) led a study whose main objective was to look at English as a Second Language (ESL) primary 3 students' perception in tense learning using the flipped classroom approach involving 36 students from a rural school in Negeri Sembilan, Malaysia. To measure student experiences, a survey with open-ended questions was used and it was found that most students were willing to learn using the flipped classroom model. The majority of pupils preferred learning grammar in a flipped classroom to traditional learning, according to this study.

Mendieta (2016) developed a research at Nicolas Sojos Jaramillo Elementary School focusing on the effectiveness of the flipped classroom model in improving writing skills. The collection and analysis of data was carried out through observations of a control and an experimental group, a previous research

survey, a pre-test and a post-test and it was obtained as a conclusion that the children of the experimental group improved writing skills and felt more motivated.

1.2.Theoretical framework

1.2.1. Independent variable and development (cause)

1.2.1.1. Computer-assisted language learning

Levy (1997) describes Computer-Assisted Language Learning (CALL) as the study of computer applications in language teaching and learning; and mentions that CALL was made useful by the computer's creation and continued development.

Lee (2000) lists several reasons to use CALL as:

1. **Experiential Learning:** It is possible for pupils to learn by completing tasks independently. They begin to become creators rather than merely receivers of knowledge.
2. **Motivation:** Students are more motivated by computers because they are connected with enjoyment, or because they are popular.
3. **Enhanced Student Achievement:** Students can increase their linguistic talents by improving their learning attitude, supporting them in establishing self-instruction techniques, and boosting their self-confidence via network-based training.
4. **Authentic materials for study:** At home or in the classroom, all students have access to reliable resources from a multitude of different.
5. **Greater Interaction:** Students can interact and connect with strangers as well as their own classmates. Some Internet apps provide learners with feedback as they correct their online activities.
6. **Individualization:** Working at their own pace allows students to reach their best potential.
7. **Independence from a Single Source of Information:** While students can continue to use textbooks, they can now explore numerous of information sources and break free from packaged knowledge.

8. Global Understanding: The Internet makes it easier to learn a foreign language in a sociocultural environment.

1.2.1.2. Web-based language learning

Cong-lem (2018) mentions that Web-Based Language Learning (WBLL) is becoming a popular term in the field of language education. WBLL includes linguistic input websites, blogs, communication channels, project-based learning tools, and learning management systems, among other things. While online language input, such web articles and videos, can help learners enhance their linguistic and background knowledge, other communication platforms have made interactions and cooperative learning more accessible.

Web-Based Language Learning is one of the multidimensional tools used in the Computer-Assisted Language Learning approach which takes part of the lesson and allows teachers take on less responsibility for delivering it and instead focus on other areas of teaching (Gorjian, 2012).

Son (2007) says that WBLL is the process of learning a language by use of the Internet and the use of Web-based materials, resources, apps, and tools. Web-based learning includes activities, learning resources, and a learning environment that aid in the learning and development of a language.

Toapanta and Narváez (2020) argue that Web-based language learning (WBLL) is focused on activities such as blogs, online games, e-mails, etc. that is why is necessary to design the activities in order to help to develop communicative skill in a foreign language as English.

1.2.1.3. Blended learning

Ibrahim and Nat (2019) define blended learning as a learning that combines e-learning (asynchronous encounters) with face-to-face (synchronous) encounters taking advantage of both types of learning. Blended learning is learning that combines e-learning (asynchronous encounters) with face-to-face (synchronous) encounters taking advantage of both types of learning.

There are advantages in blended learning such as time, objectives, place, learning styles, use of ICTs, and learning contexts inside the use of technologies

and emphasizes that teachers has an important role as being the responsible for to develop authentic learning experiences by creating material and looking for suitable technological tools for students (Rendon, 2020).

Ayob et al. (2020) argue that the use of internet tools and elements of technology like chat rooms, forums, discussions, podcasts, and self-assessment tools reinforce the blended learning methodology. This type of education not only involves using new elements of technology, also new elements of communication and new pedagogical models such as multimedia resources, virtual communication tools (forums, emails) video conferences (zoom, teams) documents and manuals that can be downloaded and flipped classroom.

Flipped classroom could be mentioned as a key component of blended learning which organize the educational process reversing the classroom activities and homework assignments (Evseeva & Solozhenko, 2015).

1.2.1.4. Flipped classroom

Jon Bergmann and Aaron Sams are two high school teachers who decided to change the way they taught their classes. In this way they became the pioneers of the educational modality known as flipped classroom or flipped classroom. (Barruecos, 2018)

Campion (2021) argues that Bergmann and Sams noticed that students frequently missed some classes for certain reasons (illness, for example). In an effort to help these students, they promoted video recording and distribution, but also realized that this same model allows the teacher to focus more attention on the individual learning needs of each student.

Fidalgo (2018) mentions that flipped classroom is a model also known as inverted classroom that is associated with a different order in the most important tasks of the process training: taking the lesson and performing homework. The flipped classroom is where students preview and content at home and then practice working through it at school.

Indeed, the process in a traditional model has a sequence where first the student acquires the lesson and then performs a homework applying and practicing the conceptual knowledge (Fidalgo Blanco, García Peñalvo, & Sein-

Echaluze, 2015). Nevertheless, the flipped classroom has a totally different methodology.

Berenguer (2016) claims that students taking an active role in their own learning process is the main objective of the inverted classroom method. Students focus on the prominence of practical classes, the teacher becomes an organizer and guide in the learning process, which provides the resources and support needed to enable students to develop their own learning process in this case by listening activities.

The student chooses the rhythm, the moment, and the way in which he realizes the learning. That leaves us teachers with a role of guides or assistants of that process that they are carrying out. (Villegas, 2014)

Sams and Bergmann (2014) point out that flipped classroom strategy could be define as a group of activities students reinforce in class after do it at home. Furthermore, according to Flores (2016), flipped classroom is a process where teacher spends less time explaining but more time supporting students and helping them to develop their own thinking. Furthermore, students learn to work in an autonomous work and get their skill of solving problems by themselves.

As claimed by Jinlei (2012) thanks to the flipped classroom there is a new plan where teachers and students change their roles. The technology and the activities that can be used by students build an individual and cooperative learning environment.

The flipped classroom methodology is revolutionary by nature because it proposes to turn around what has been done until now, calling into question the classical educational system. That is why it has gained importance in recent years, since with it you learn by doing and not memorizing. (Universidad Internacional de La Rioja, 2020)

Flipped classroom benefits

Arranz (2021) exposes some educational benefits in the application of the flipped classroom such as:

1. This model helps to improve school performance.

2. Students report increased organization, self-efficacy, planning, and self-regulation.
3. Classroom time is used more efficiently and this gives rise to certain individualization of learning.
4. Students have the content at their disposal and the possibility to access it when it suits them best.
5. It accustoms the student to work in a team, which is an important skill for their future social and work development and, in addition, generates the opportunity to develop social skills.
6. Improvement of student-teacher and student-student interaction due, mainly, to the time that is won in class for discussion, debate and conversation and to the role of the teacher changing from content presenter to guide in the learning process.
7. Lessons are more entertaining by exposing content in a format that students are used to—such as videos or podcasts through digital platforms—along with more dynamic, collaborative, and hands-on work in the classroom.

Besides, Berenguer-Albaladejo (2016) points out the following advantages:

- a) Increases student engagement by actively participating in problem solving and collaborative activities and class discussion.
- b) It allows students to learn at their own pace by having the possibility to access the material provided by the teacher whenever they want, from where they want and as many times as they want.
- c) Favors a more personalized attention of the teacher to his students.
- d) Encourages the critical and analytical thinking of the student and his creativity.
- e) Improves the classroom environment and promotes greater student-teacher interaction; ideas are shared, questions are raised, and doubts are resolved, thus strengthening collaborative work as well.

1.2.2. Dependent variable and development (effect)

1.2.2.1. Language skills

Language is a system of arbitrary vocal sounds by means of a social group cooperates (Bloch & Trager, 2018). This system is used as a way of communication, a human expression. As a system it has a process developing during giving and receiving information.

Husain (2015) claims that language means a group of words joined in sentences but each word having their own meaning. In fact, the words are joined to give a meaning and it is not randomly; language is a systematic behavior when it is accepted that certain systems have prescribed meanings.

Chomsky (2014) refers to the language as a natural object and a component of the human mind and he considers it is represented in physical way in the brain. He also says that language is an inherent capability of native speakers to set up grammatical sentences and understand them.

Language is a purely human and non-instinctive method to communicate ideas, feelings, and desires through a system of freely produced sounds (Sapir, 1921). Language is a set of sounds created and maintained by humans for the purpose of communication.

Language skills are communication skills that allow you to convey clear and accurate ideas. The development of language skills helps to become a competent communicator who knows how to express himself effectively (Harappa, 2021).

Girgis (2020) argues that when humans learn a language, they need four skills to complete communication. Furthermore, he considers that learning a native language has a process starting in listening, then speaking, then reading and finally writing.

There are four main linguistics skills of language and one of them is listening. Listening is the process of constructing meaning responding to verbal messages and receiving those messages in effectively way is called the ability to

listen. To understand the things from the point of view of another, it requires the development of listening skill (Tyagi, 2013).

Charter (2021) announces the importance of language skills specially in academic English to the learning process since without them it would not be possible to make sense or communicate understanding.

1.2.2.2. Receptive skills

Language skills are divided into receptive and productive ones. The receptive skills include listening and reading while the productive ones are speaking and writing (Fadwa, 2010). Reading and listening involve receiving information and so they are called the receptive skills. Speaking and writing are known as the productive skills because they involve producing words, phrases, sentences, and paragraphs (Ucles, 2018).

Ilaño (2018) argues that the main aim of receptive skills are to understand, comprehend and assimilate information instead of produce it. For that reason, receptive skills are linguistics skills also named as passive skills.

In addition, Al-Jawi (2010) mentions that people draw meaning from a speech they saw or heard thanks to receptive abilities and that the processes of reading and listening have significant differences and even more so in the ways we can teach these two skills in the classroom.

Receptive skills are listening and reading, because students don't need to produce a language to do this, they receive it and understand it. These skills are sometimes referred to as passive skills. (Alonso, 2018)

Pachina (2019) claims that receptive skills, reading and listening, are crucial abilities that every second language learner need to grasp while studying a new language. They are critical due to the fact they surround the real context and may be used with an objective and for entertainment.

1.2.2.3. Listening skill

Rost (2014) states that listening is crucial in the language classroom since it prepares the student with receptive skills. Without understanding by a receptive

skill at the right level, it can't easily start any learning. Consequently, there is not speaking without listening. Furthermore, there are resources to do activities for listening skill improvement in the flipped classroom, as podcasts, audiobooks, and videos. These resources could be applied for activities as transcribe audio and shadowing.

Samah (2016) mentions that listening is an important life skill. It is also important for obtaining comprehensible input that is necessary for language development.

Lin (2002) argues that learners with good listening comprehension abilities are more capable of participating efficiently in class. Therefore, language teachers should make more effort to improve their students' listening comprehension. It is important to remember that talking about the communication, the listening skill is part of the receptive skills as well as reading.

Listening is when the listener receives speech sounds as an active and interactive process because he tries to give a meaning to those spoken words. The listener is trying to understand the desired information of the oral message to answer effectively to oral communication" (Solak, 2016).

In the research "A Comparative Research on the Effects of While Listening Note Taking and Post Listening Summary Writing on Iranian EFL Learners' Listening Comprehension" by Ahour & Bargool (2015), it is mentioned that listening is the most important ability to learn a new language, and its main objective is to be able to understand what is the meaning intended by the speaker, proposing several strategies to improve this ability over time.

Listening skill is that ability that allows us to understand others, not only in relation to the information they transmit to us, but in knowing how to perceive feelings and perspectives of other people and be actively interested in their concerns. (Anayet, 2018)

1.2.2.4. Listening activities for flipped classroom

Vaughan (2014) states the learners often have easy and quick access to information and prefer to learn in active and collaborative environments.

Therefore, as Pierce (2013) points out, advances in technology, growth of available online content, and developments in cognitive science challenge traditional notions of teaching and learning. An innovative model which has restructured the traditional lesson using internet technology and online educational resources to support education is the flipped classroom (Strayer, 2012).

Thanks to technology we could use different apps to develop listening skills, for example, it could be used YouTube, where are found different videos, role plays, or podcast that are good tools used as teaching strategies.

Indeed, according to the development of the research, it will be determined that using activities based on the flipped classroom represent positive effect on the students' skills, focusing on the listening skill, because it motivates to listen, for example, podcasts and videos at home in order to increase their vocabulary, speech, and pronunciation.

Moreover, the ways learners choose to learn language are their learning strategies. Some examples of learning strategies that could be used in the flipped classroom to develop listening skills are “repeating new words in your mind until remember them” and “the silent period” (Spratt, Pulverness, & Williams, 2011). Besides, it includes the way they identify what they need to learn, process, remember and use new language. Furthermore, using the correct strategy at the correct time could help students learn the language in a better way.

1.3. Objectives

1.3.1. General objective

To analyze the influence of flipped classroom in the development of listening skill of Fifth semester of Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato.

1.3.2. Specific objectives

To identify the benefits of the flipped classroom activities, have in the development of English listening skill.

To determine the effectiveness of flipped classroom activities that improve the listening skill in the students.

To compare the results of the pre-test and post-test to identify the efficiency of the flipped classroom activities on the development of the student's listening skill.

To achieve the objectives set out in this research work, the main goal is to obtain information about benefits and activities of flipped classroom through the bibliographic research. Then, apply a pre-test and post-test to students to measure their progress. Between those both tests, it was applied a set of listening activities under the flipped classroom modality. Finally, the results of pre-tests and post-test were compared in order to identify the efficiency of the flipped classroom activities on the development of the student's listening skill.

CHAPTER II. METHODOLOGY

2.1. Resources

To begin with, this study had a research tutor, two review tutors, a researcher and twenty-four students of Fifth semester of Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato as human resources who contributed to this study by providing a predisposition to carry it out.

Furthermore, there were Universidad Técnica de Ambato, Facultad de Ciencias Humanas y de la Educación, Carrera de Pedagogía de los Idiomas Nacionales as institutional resources thanks supply virtual libraries in which the researcher can obtain further information for this thesis.

Moreover, the materials used were technological tools in order to find docs, papers, articles, e-book, magazines, thesis and journals, even online applications as Google Drive, Youtube and Zoom Meeting were used to facilitate the process of an flipped classroom. There were also more materials as computer to facilitate the work. Finally, the economic expense was internet connection used to apply all the activities planned for the listening improvement.

2.2. Methods

2.2.1. Research approach

The current research study is pre-experimental because it seeks to collect data through a pre and post-test to know the level that students have in listening skills and there is no a control group (Hernández, Fernández, & Baptista, 2010). In addition, it is quantitative because it seeks to analyze the impact of the use of the flipped classroom on English learners to develop their listening skill through the statistical data collected (Watson, 2015).

2.2.2. Field based research

The current research seeks to apply the direct observation. Nevertheless, due to the global pandemic COVID-19 it was not possible. For that reason, the

research work was developed through virtual classes on Zoom application and use Google Drive as an online classroom platform.

In addition, this research work was based on the bibliographic – documentary modality, because it has information from scientific articles, journals, papers, and thesis, all of these were found on the internet.

2.2.3. Level or type of research

The research work was descriptive because it seeks to establish how the use of flipped classroom help to develop the listening skill in the learners of English as target language. (Dulock, 1993)

2.2.4. Techniques and instruments

The technique was used to collect information is a pre-test and post-test, and the instrument that was used to analyze the result is Preliminary English Test (PET).

The process to get the information starts with a pre-test from the listening part of Preliminary English Test (PET). This test contains a set of 25 listening questions according to the level of the students who will participate in this test and it includes pictures with multiple choice questions; listen to six short texts for attitudes and opinions; complete notes; and longer recording and multiple choice questions. The score on 25 points correspond to the 100% of average.

Then, the teacher worked with the students in the application of different flipped classroom activities for listening skill following a lesson plan according to the flipped classroom approach.

Finally, teacher gave a post-test using the same listening part of PET to be able to compare the first scores and the last ones to identify the influence of those flipped classroom activities and possible improvement in students listening skill.

CHAPTER III. RESULTS AND DISCUSSION

3.1. Analysis and discussion of the results

This research analyzes the results of the pre-test and post-test carried out in the fifth semester of Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato, applied on 24 students by a PET Cambridge exam focused on the listening section.

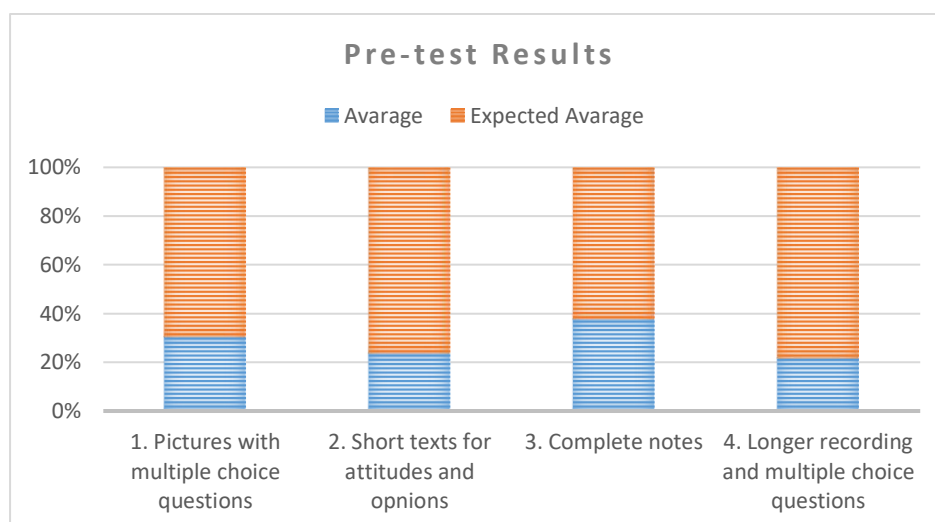
3.1.1. Pre-test results:

Table 1 Pre-test results

PRE-TEST RESULTS				
Parts	Points	Avarage	Expected Points	Expected Avarage
1. Pictures with multiple choice questions	3,08	12,33	7	28,00
2. Short texts for attitudes and opinions	1,88	7,50	6	24,00
3. Complete notes	3,63	14,50	6	24,00
4. Longer recording and multiple-choice questions	1,67	6,67	6	24,00
General	10,25	41,00	25	100

Source: Students from fifth semester of PINE at Universidad Técnica De Ambato.
Elaborated by: Muñoz, K. (2021)

Figure 1 Pre-test results



Source: Students from fifth semester of PINE at Universidad Técnica De Ambato.
Elaborated by: Muñoz, K. (2021)

Analysis and interpretation of result

This research applied the listening section of Preliminary English Test (PET) for level B1 to 24 students in fifth semester at Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros from Universidad Técnica de Ambato.

According to figure 1, the blue the average score shows that the 24 students achieved in the pictures with multiple choice questions, 12,33%; listen to six short texts for attitudes and opinions, 7,50%; complete notes, 14,50%; and longer recording and multiple choice questions, 6,67%. Give a total of 41% which is the general result of pre-test.

Moreover, the orange columns correspond to the expected average score to achieve by students for pictures with multiple choice questions, 28%; listen to six short texts for attitudes and opinions, 24%; complete notes, 24%; and longer recording and multiple choice questions, 24%. Given a total of 100%.

3.1.2. Post-test results:

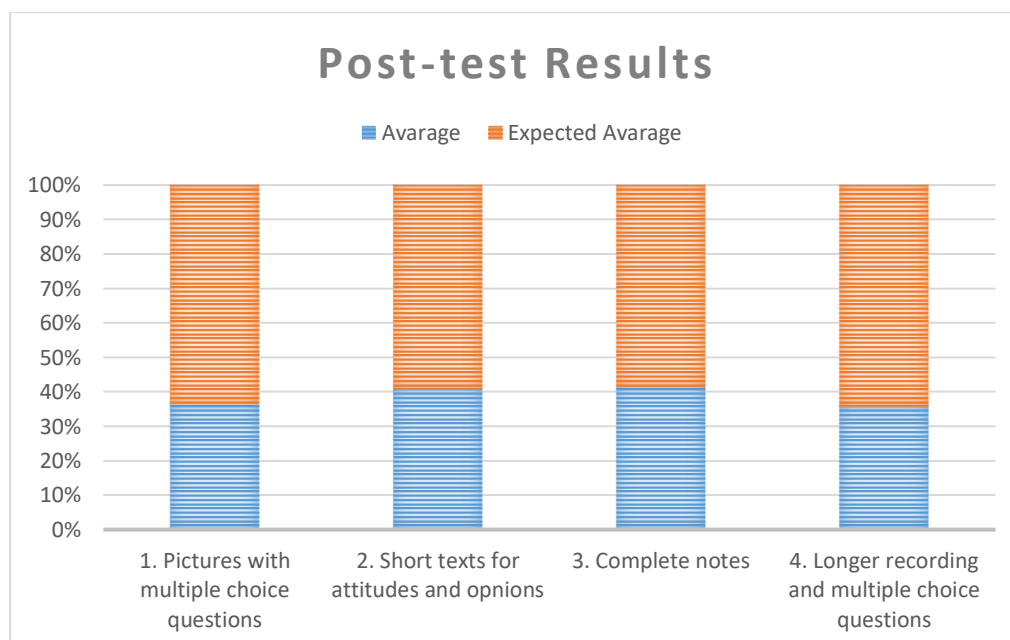
Table 2 Post-test results

POST-TEST RESULTS				
Parts	Points	Avarage	Expected Points	Expected Avarage
1. Pictures with multiple choice questions	4,00	16,00	7	28,00
2. Short texts for attitudes and opinions	4,13	16,50	6	24,00
3. Complete notes	4,21	16,83	6	24,00
4. Longer recording and multiple-choice questions	3,33	13,33	6	24,00
General	15,67	62,67	25	100

Source: Students from fifth semester of PINE at Universidad Técnica De Ambato.

Elaborated by: Muñoz, K. (2021)

Figure 2 Post-test results



Source: Students from fifth semester of PINE at Universidad Técnica De Ambato.

Elaborated by: Muñoz, K. (2021)

Analysis and interpretation of result

The same procedure was applied for both pre and post test. As anticipated, students improve their performance in listening skill due to the flipped classroom activities application carried out before the post-test.

According to figure 2, blue the average score shows that the 24 students achieved in the pictures with multiple choice questions, 16%; listen to six short texts for attitudes and opinions, 16,50%; complete notes, 16,83%; and longer recording and multiple choice questions, 13,33%. Give a total of 62,67% which is the general result of post-test.

Moreover, the orange columns correspond to the expected average score to achieve by students for pictures with multiple choice questions, 28%; listen to six short texts for attitudes and opinions, 24%; complete notes, 24%; and longer recording and multiple choice questions, 24%. Given a total of 100%.

3.1.3. Comparative results

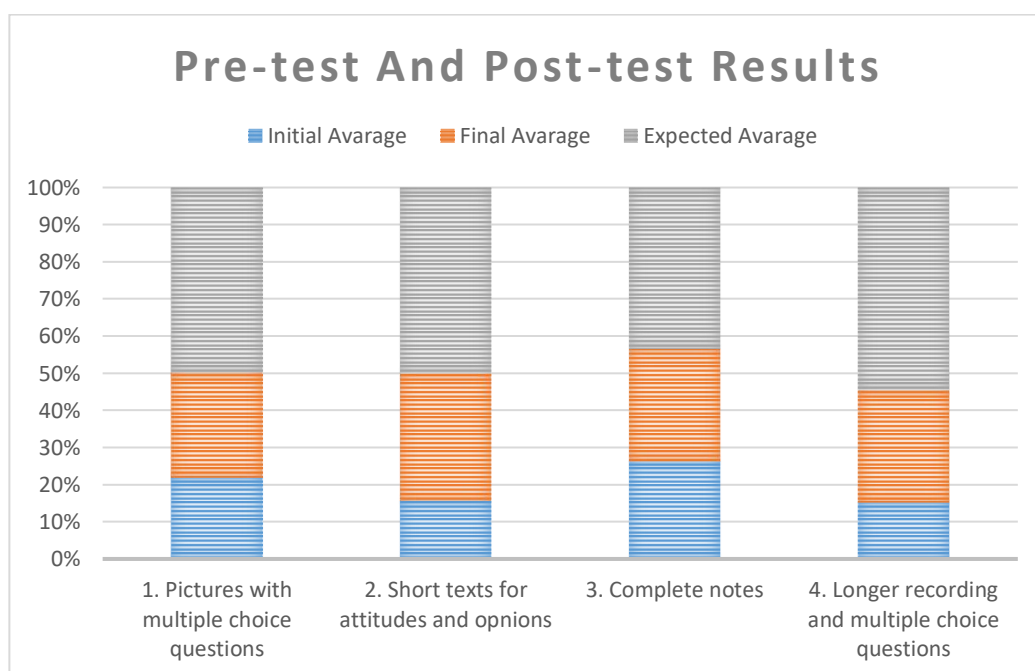
Table 3 Comparative results (Pre and Post test)

PRE-TEST AND POST-TEST RESULTS						
Parts	Initial Points	Initial Avarage	Final Points	Final Avarage	Expected Points	Expected Avarage
1. Pictures with multiple choice questions	3,08	12,33	4,00	16,00	7	28
2. Short texts for attitudes and opinions	1,88	7,50	4,13	16,50	6	24
3. Complete notes	3,63	14,50	4,21	16,83	6	24
4. Longer recording and multiple-choice questions	1,67	6,67	3,33	13,33	6	24
General	10,25	41,00	15,67	62,67	25	100

Source: Students from fifth semester of PINE at Universidad Técnica De Ambato.

Elaborated by: Muñoz, K. (2021)

Figure 3 Comparative results (Pre and Post test)



Source: Students from fifth semester of PINE at Universidad Técnica De Ambato.

Elaborated by: Muñoz, K. (2021)

Analysis and interpretation of result

In figure 3, a comparison between pre-test and post-test based is showed on the results obtained. There was an improvement in the students average scores showed in the difference between initial and final average.

At first, students scored 3,08 marks in the pictures with multiple choice questions which means 12,33%; 1,88 marks in listen to six short texts for attitudes and opinions, means 7,50%; 3,63 marks in complete notes, means 14,50%; and 1,67 marks in longer recording and multiple choice questions, means 6,67%. Give a total of 10,25 marks represented in 41% which is the general result of pre-test.

At the end, students scored 4 marks in the pictures with multiple choice questions which means 16%; 4,13 marks in listen to six short texts for attitudes and opinions, means 16,50%; 4,21 marks in complete notes, means 16,83%; and 3,33 marks in longer recording and multiple choice questions, means 13,33%. Give a total of 15,67 marks represented in 62,67% which is the general result of post-test.

The difference in the general avarages of pre-test and post-test corresponds to 5,42 which means a difference of 21,76%. Students also reflected an advancement in the listening skill.

3.2 Verification of hypotheses

H0: The use of Flipped Classroom does not have a positive impact on listening skill in students of Fifth Semester of Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato.

H1: The use of Flipped Classroom has a positive impact on listening skill in students of Fifth Semester of Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato.

The present research used the Paired T-Test statistical to verify the hypothesis proposed. This method compared the results obtained in the pre-test and post-test. It was chosen since the data were from the same listening skill before and after the application of flipped classroom.

Tabla 4 Mean T-Student

		Paired Samples Statistics			
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test Total	10,25	24	4,26	0,87
	Post-test Total	15,67	24	6,87	1,40

Source: Pre-test and post-test statistics.

Elaborated by: Muñoz, K. (2021)

In table 4, there is a remarkable difference between the mean of the pre-test and post-test, which started with 10,25, and then it increased to 15,67 with an advance of 5,42. The statistical software called IBM SPSS helped to generate the data presented.

Tabla 5 Mean T-Student

		Paired Samples Test					t	df	Significance
		Paired Differences							
Pair		Mean	Std Deviation	Std. Error Main	95% Confidence Interval of the Difference				
					Lower	Upper			
1	Pre-test Total – Post-test total	-5,41667	6,27567	1,28102	-8,06665	-2,76668	-4,228	23	0,001

Source: Pre-test and post-test statistics
 Elaborated by: Muñoz, K. (2021)

The hypothesis was checked according to the table 5 where the significance is 0.001, smaller than 0.05, which means that the alternative hypothesis is accepted, representing good results in the experimental group after the application of flipped classroom to develop listening skill.

To conclude, the accepted hypothesis was the alternative one and the rejected hypothesis was the null one which means that the experiment was effective.

CHAPTER IV. CONCLUSIONS AND RECOMMENDATIONS

4.1. Conclusions

This research has led the following conclusion:

- The use of flipped classroom model present benefits for students' listening skill. As was mentioned before in the theoretical framework, working on flipped classroom activities for the development of English listening skill has benefits as improvement school performance; increase organization, self-efficacy, planning, and self-regulation; individualization of learning; work in a team; improvement of student-teacher and student-student interaction; entertaining lessons; etc.
- The group of study presented an improvement during the development of its listening skill working through flipped classroom model. Its effectiveness was evidenced in the results of post-test where students obtained a higher score than the pre-test before the application; information represented in Table 3.
- The comparison between pre-test and post-test results showed a positive difference in the initial and final score. Initial score was 10,25 y the final score was 15,67 out of 25 marks. That means a significant improvement in the listening skill in the experimental group after the application of flipped classroom. Furthermore, the hypothesis accepted according to the statistics results was the alternative one (Table 5) which says "The use of Flipped Classroom has a positive impact on listening skill in students of Fifth Semester of Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato."

4.2. Recommendations

- This research suggests educators to apply flipped classroom to enhance listening skill in students. This model presents different advantages in the class as the increase student engagement; students to learn at their own, personalized attention of the teacher to his students, encourages the critical and analytical thinking and creativity, improves the classroom environment, etc.
- Teachers are encouraged to find new alternatives as new models, approaches, or techniques outside the traditional classroom, as flipped classroom which applies and use technology as online apps in their activities. Nowadays, there is technology, internet, and its tools; the use of new technologies in education helps in the learning process of students, because, thanks to them, there are digital educational resources that allow both the teacher and the student to perform exercises, tasks or project, in addition, allow to search and deliver quality information quickly and efficiently in real time.
- It is recommended to students to keep practicing and finding the ways they can improve their learning process. In flipped classroom students have autonomy and they are able to search the information necessary to the lesson and they clarify doubts checking that information as many times as they think necessary, at the time they want to follow their pace. All this thanks to technological tools such as Youtube where students can find countless lessons, classes, and exercises to practice the subject they require. In this case, they can improve their listening skill having an asynchronous work at home and a in an in-class work; working in teams and being able to acquire their own knowledge.

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ANNEXES

Annex N°1. Approval

CARTA DE COMPROMISO

Ambato, 28 de octubre de 2021.

Doctor

Marcelo Núñez

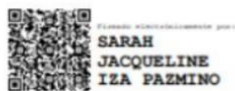
PRESIDENTE DE LA UNIDAD DE INTEGRACIÓN CURRICULAR
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

Yo, Lic. Sarah Iza Pazmiño, Mg. en mi calidad de Coordinadora de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Integración Curricular bajo el Tema: "Flipped Classroom and Listening Skill" propuesto por la estudiante Laura Kathleen Muñoz Rugel, portadora de la Cédula de Ciudadanía No 1600574196, 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.



Lic. Mg. Sarah Iza Pazmiño, Mg

0501741060

0984060528

sj.iza@uta.edu.ec

Annex N°2. Pre and post test

B1 Preliminary (PET) Listening Part

Pre-test link: <https://forms.gle/pSwhFLjsxax7jEe99>

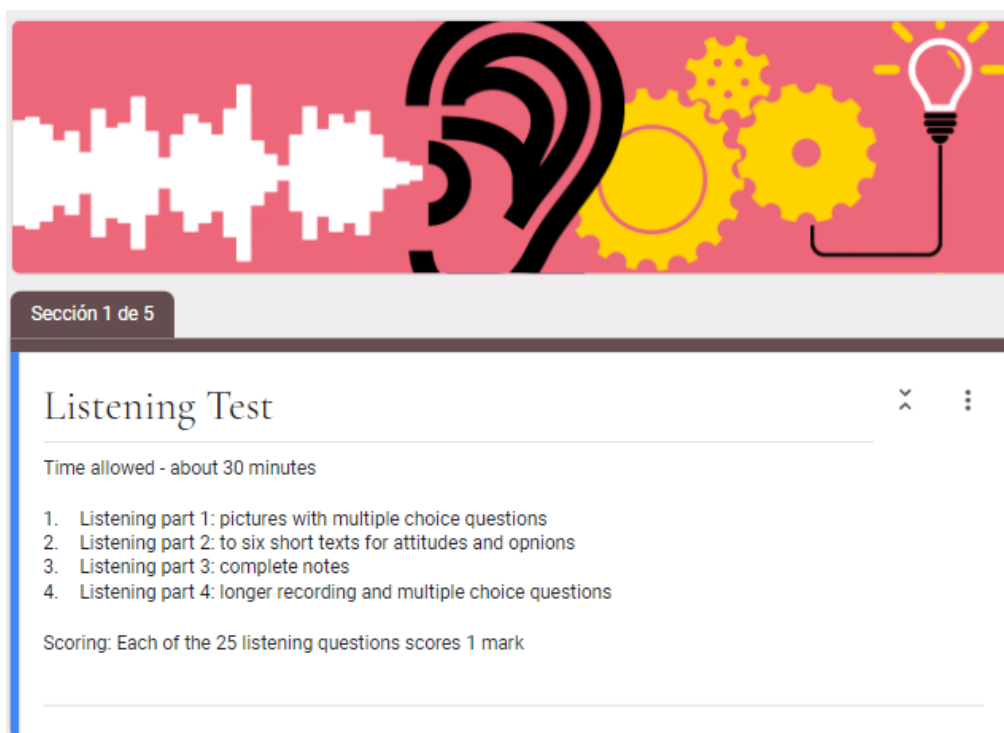
Post-test link: <https://forms.gle/p8xSpn1WSeK3re188>

Time allowed - about 30 minutes

1. Listening part 1: pictures with multiple choice questions
2. Listening part 2: Listen to six short texts for attitudes and opinions
3. Listening part 3: complete notes
4. Listening part 4: longer recording and multiple-choice questions

Scoring: Each of the 25 listening questions scores 1 mark.

View:



Name: *

Texto de respuesta breve

Institutional E-mail: *

Texto de respuesta breve

Cellphone Number *

Texto de respuesta breve

Gender *

Female

Male

Age *

Texto de respuesta breve

Instructions

- Read the instructions carefully before you start each section.
- Read the questions before you listen. You will hear the audio twice.

Sección 2 de 5

Part 1



In part 1 you listen to seven short recordings and for each recording you have to choose the best of three pictures. You can listen to the audio twice.
There are seven questions in this part. For each question, there are three pictures and a short recording. Click on the correct picture.

1. What will the weather be like at the weekend? *

A



B



C



2. What did the woman do on holiday? *

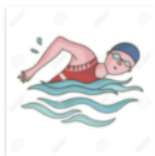
A



B



C



3. Where is the man's book? *

A



B



C



4. What do they need to buy? *

A



B



C



5. What is the woman's son studying at the moment? *

A



B



C



6. What is in the suitcase? *



A



B

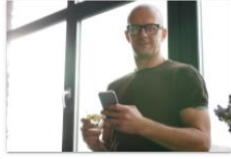


C



7. What does the man's brother look like? *

A



B



C



Sección 3 de 5

Part 2



In part 2 you listen to six short recordings for attitudes and opinions, and choose the right option (A, B, C). You can listen to the audio twice.
There are six questions in this part. For each question listen to a short recording and answer the question.

1. You will hear two friends talking about buying a new camera. Where does the woman recommend buying one? *

A. From a website.

B. From a mail.

C. From a local shop.

2. You will hear two friends talking about a film they have just seen. They agree that the film would be better if... *

A. It had fewer special effects.

B. It was shorter.

C. the costumes were better.

3. You will hear a man talking about a job he has just been offered. Why does he feel happy about it? *

- A. He has always wanted a job like this.
- B. He will not have to travel far.
- C. He will be able to learn new skills.

4. You will hear two people talking about an arrangement they have made with a friend. The woman thinks that if their friend is late, they should ... *

- A. wait for her.
- B. go without her.
- C. go somewhere nearer.

5. You will hear two people talking about local curry restaurant. They both agree that... *

- A. the food is good quality.
- B. the service was good.
- C. the price was reasonable.

6. You will hear two people talking about climbing. The woman wants the man to... *

- A. give her some climbing advice.
- B. help her choose some climbing shoes.
- C. work out with her.

Sección 4 de 5

Part 3



This is a longer monologue. While you listen you need to complete some notes.

There are six gaps to complete.

You can listen to the audio twice.

You will hear a radio announcer giving details about a local Motor Show. For each question, fill in the missing information in the spaces. Write no more than three words and/or a number.

Eastbrook Motor Show

Complete the boxes:



1. *

Date:

Texto de respuesta breve

2. *

Location:

Show Ground

Texto de respuesta breve

3. *

Displays:

Old cars and buses

Cars of the

Texto de respuesta breve

4. *

Famous People: Jack Tyler from the Television Show

Top Racing Driver Michael Boreman

Texto de respuesta breve

5. *

For Ladies:

Stalls selling gifts, jewellery and clothes

Competition - Guess the number of

in the car

Texto de respuesta breve

6. *

**Price of Family
Ticket:**

£

Texto de respuesta breve
.....

Sección 5 de 5

Part 4



In part 4 you listen to a longer recording and answer 6 multiple choice questions.
You can listen to the audio twice.
You will hear a radio interview with the manager of a summer activity course.
For each question, choose the correct answer.

1. This year, the course will run for... *

- A. six weeks.
- B. seven weeks.
- C. eight weeks.

2. The problem last year was that... *

- A. few people wanted to attend.
- B. there were too few workers.
- C. there was nothing to do on rainy days.

3. This year, for the first time, children will... *

- A. do creative activities.
- B. do new outdoor sports.
- C. organise events.

4. Molly doesn't think children will come for six weeks because... *

- A. it's too expensive.
- B. they will do the same activities again and again.
- C. their parents will want to spend time with them.

5. The course isn't open to teenagers because... *

- A. Molly thinks they aren't interested in the activities which are available.
- B. Molly thinks they should spend time with young people of a similar age.
- C. Molly's staff think that teenagers are difficult to please.

Annex N°3. Students list and teacher authorization

Universidad Técnica de Ambato					
Facultad de Ciencias Humanas y de la Educación					
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros					
October 2021-March 2022					
Tutor: Lcda. Mg. Alba Hernández			Semester: Fifth		
	Student	Gender	Age	Institutional E-mail:	Cellphone
1	Acosta Acosta Erika Lucía	Female	21	erika_l2324@hotmail.com	0958847513
2	Acosta Calderón Adrián Sebastián	Male	21	aacosta8977@uta.edu.ec	0958804350
3	Alvarado Salinas Brenda del Rocio	Female	22	balvarado7659@uta.edu.ec	09998914685
4	Carrera Sanchez Ricardo Sebastian	Male	20	rcarrera7511@uta.edu.ec	0993953971
5	Carvajal Álvarez Dayana Estefanía	Female	21	dcarvajal3107@uta.edu.ec	0983915920
6	Cevallos Oñate Leonardo Daniel	Male	23	lcevallos9298@uta.edu.ec	0999776790
7	Chimba Ronquillo Cristian Xavier	Male	24	cchimba8838@uta.edu.ec	0992505475
8	Espín Guevara Kevin Andrés	Male	22	kespín0251@uta.edu.ec	0998217320
9	Espinosa Herrera Verónica Alejandra	Female	20	vespinosa5007@uta.edu.ec	0997343233
10	Guadalupe Lozano Heber Jaaziel	Male	20	hguadalupe3711@uta.edu.ec	0996002222
11	Guanoluisa Toapanta Carina Marisol	Female	20	cguanoluisa1871@uta.edu.ec	0998980351
12	Labre Caiza Paola Stephanie	Male	21	stephanielabre123@gmail.com	0997180933
13	Landazuri Oñate José Gabriel	Male	20	gabrielandazuri2001@gmail.com	0984084473
14	Machaquiza Tubon Gissela Abigail	Female	21	gmachaquiza9758@uta.edu.ec	0981994761
15	Masaquiza Serrano Viviana Jacqueline	Female	22	vmasaquiza3227@uta.edu.ec	0984930974
16	Mayorga Salazar Christian Sebastián	Male	20	cmayorga3506@uta.edu.ec	0979689676
17	Méndez Arevalo Jhoffre Alexander	Male	23	mjhoffre@gmail.com	0999011864
18	Mora Garces Solange de los Angeles	Female	20	smora4731@uta.edu.ec	0961587799
19	Moreta Pachacama Evelyn Tatiana	Female	22	emoreta9477@uta.edu.ec	0998509075
20	Mullo Aimacaña Dayana Lisseth	Female	22	dmullo5622@uta.edu.ec	0996001519
21	Naranjo Chimborazo Joselyn Belen	Female	22	jnaranjo2472@uta.edu.ec	0959858551
22	Toapanta Bedón Victor Ismael	Male	25	vtoapanta6198@uta.edu.ec	0987851488
23	Torres Muñoz Carlos Alejandro	Male	21	ctorres6274@uta.edu.ec	09988675566
24	Zurita Tustón Shirley Betsabe	Female	22	szurita6470@uta.edu.ec	0983542073



Firmado electrónicamente por:
**ALBA PAULINA
 HERNANDEZ
 FREIRE**

Fifth Semester Teacher
 Lcda. Mg. Alba Hernández
 C.I. 1803691029
 albaphernandezf@uta.edu.ec

Annex N°4. Lesson plan templates

Lesson plan 1:

Flipped Classroom Lesson Plan

READINESS

TOPIC: Weather.

I. Goals/Objectives/Materials:

A. Goal:

At the end of this lesson, students will be able to identify the different types of weather.

B. Objective:

Students will learn about each different type of weather.

Students will learn describe each different type of weather

Students will expand their vocabulary.

C. Materials:

Zoom Meeting, Google Drive, YouTube Videos. Jamboard, Canva.

II. Home Based Study – DAY 1 (15 minutes):

At home students will watch the video provided on the class website explaining the activity we will be completing in class the next day. It will include a personal example of a collage for them to follow. Then for the assignments the students will brainstorm a list of the types of weather they want to include in their collage.

III. In-Class Lesson Study -DAY 2 (10 minutes):

Anticipatory Set

- Watch a video of how to describe the weather.

https://youtu.be/LYO3_pRbuLg

- Lead class discussion about how many types of weather they find.
- Make a brainstorm on the screen of the types of weather listed from the video.

IV. Lesson Presentation (30 minutes):

- Ask the students about the video, ask a few to share some ideas they came up with for the types of weather.

<https://youtu.be/BclvAM2mUyo>

-What is the difference between a sunny day and a windy day?

Give time for response

-What is the difference between a cloudy day and a rainy day?

Give time for response

- Show the students an example of a collage about types of weather on the screen.
- Give the students examples of apps they can use and allow them to create their own collage like the example shown.

V. Closure/ Conclusion/Review (10 minutes):

- After they have had time to make their collage have two/three (depending on time) students' groups to share what they have created and explain it.

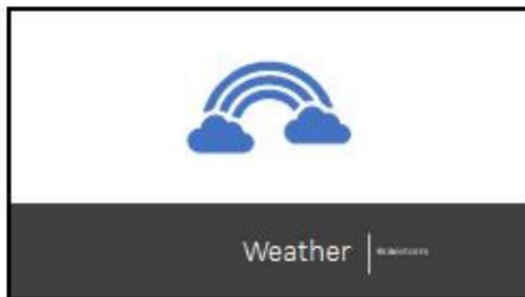
VI. Annexes:



1



2



3



4



5

Lesson plan 2:

Flipped Classroom Lesson Plan

READINESS

TOPIC: Bathroom

I. Goals/Objectives/Materials:

A. Goal:

At the end of this lesson, students will be able to identify the different vocabulary about accessories in the bathroom.

B. Objective:

Students will learn about each bathroom accessories vocabulary.

Students will learn to identify each bathroom accessory.

Students will expand their vocabulary.

C. Materials:

Zoom Meeting, Google Drive, YouTube Videos. Jamboard, Canva.

II. Home Based Study – DAY 1 (25 minutes):

At home students will watch the video provided on the class website explaining the topic we will be completing in class the next day. It will include an example of activity for the next day for them to follow.

<https://youtu.be/FW4QtFDXxAQ>

III. In-Class Lesson Study -DAY 2 (15 minutes):

Anticipatory Set

- Watch a video about Bathroom accessories vocabulary.

<https://youtu.be/vDyg5AyuGAK>

- Lead class discussion about: What do you think are the 3 most important accessories in your bathroom? Not counting the toilet and shower.

IV. Lesson Presentation (30 minutes):

• Students complete an online activity where they listen and watch the accessories to match them with the correct name.

<https://learnenglishteens.britishcouncil.org/vocabulary/beginner-vocabulary/bathroom>

- Explain the students the Listen and Draw game.
- Play Listen and Draw with the vocabulary about Bathroom accessories.
 - Draw a shampoo in the center of your paper.

- Draw a toilet paper on top of the paper.
- Draw a towel in the upper right corner.
- Draw a mirror next to the shampoo.

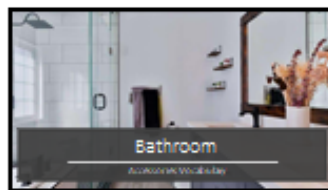
V. Closure/ Conclusion/Review (10 minutes):

- After they have had time to complete the game, they share their own personal result to compare it.

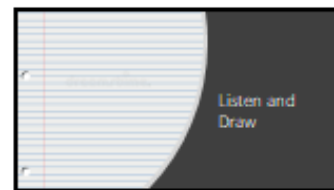
VI. Annexes:



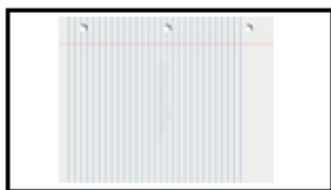
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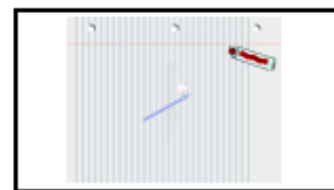
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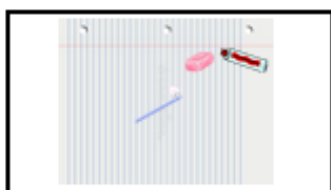
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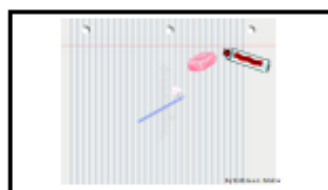
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7



8

Lesson plan 3:

Flipped Classroom Lesson Plan

READINESS

TOPIC: Appearance Description

I. Goals/Objectives/Materials:

A. Goal:

At the end of this lesson, students will be able to describe people physically

B. Objective:

Students will learn about appearance description.

Students will learn to identify each physical description.

Students will expand their vocabulary.

C. Materials:

Zoom Meeting, Google Drive, YouTube Videos. Jamboard, Canva.

II. Home Based Study – DAY 1 (25 minutes):

At home students will watch a movie provided on the class website to make easier the topic we will be completing in class the next day. It will include an example of activity for the next day for them to follow.

<https://youtu.be/p5ZvZ9wlc8Q>

III. In-Class Lesson Study -DAY 2 (15 minutes):

Anticipatory Set

- Watch a video about describing appearance.

<https://youtu.be/Jq9juAScEdg>

- Lead class discussion about: How do you describe yourself.

IV. Lesson Presentation (30 minutes):

- Students play a game guessing the name of a character of the movie by listening their appearance description.

<https://es.liveworksheets.com/tj1989889pg>

- Divide the class in groups, and each group will prepare a presentation of specific appearance description.

Group 1: Height and Build appearance.

Group 2: Age and Eyes appearance.

Group 3: Hair appearance.

Group 4: Face appearance and accessories or extras.

V. Closure/ Conclusion/Review (10 minutes):

- After they have had time to make their presentation all the students' groups to share what they have created and explain it.

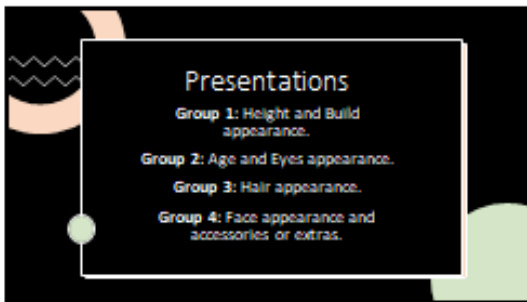
VI. Annexes:



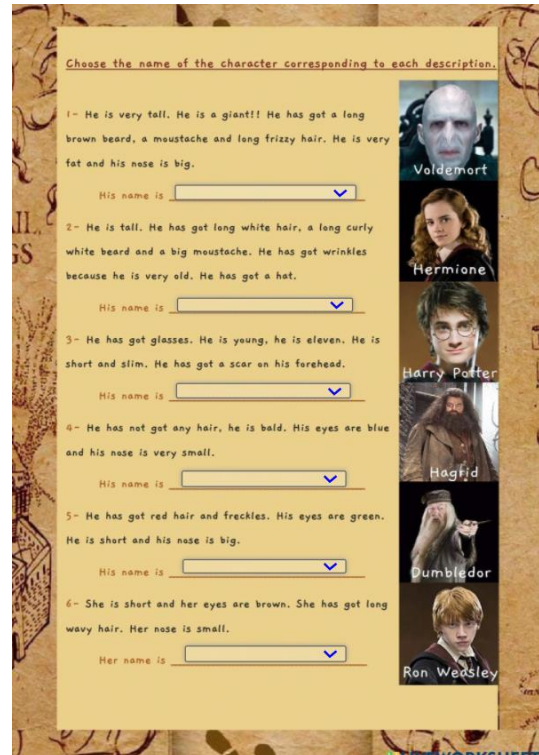
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2



3



Lesson plan 4:

Flipped Classroom Lesson Plan

READINESS

TOPIC: Jobs and Occupations

I. Goals/Objectives/Materials:

A. Goal:

At the end of this lesson, students will be able to identify Jobs and Occupations

B. Objective:

Students will learn about Jobs and Occupations.

Students will learn to identify each Job and Occupation.

Students will expand their vocabulary.

C. Materials:

Zoom Meeting, Google Drive, YouTube Videos. Jamboard, Canva.

II. Home Based Study – DAY 1 (25 minutes):

At home students will watch a video provided on the class website to explain the topic we will be completing in class the next day. It will include an example of activity for the next day for them to follow.

https://youtu.be/so2QHzbU_Eg

III. In-Class Lesson Study -DAY 2 (15 minutes):

Anticipatory Set

- Watch a video about describing appearance.

<https://youtu.be/235MNImlko>

- Lead class discussion about: How do you describe yourself.

IV. Lesson Presentation (30 minutes):

- Students play a game guessing the jobs and occupations by a quickly description.

<https://youtu.be/1oxb7WRuijw>

- Divide the class in 3 groups, and each group will prepare an activity about the topic

For example: a matching game, a word search.

V. Closure/ Conclusion/Review (10 minutes):

- After they have had time to make their presentation all the students' groups to share what they have created and explain it.

Annex N°5. Pre-test results

Grade	Marks	/10	Student:	Part 1: pictures with multiple choice questions							TOTAL PART 1	Part 2: Listen to six short texts for attitude						TOTAL PART 2	Part 3: complete notes						TOTAL PART 3	Part 4: longer recording and multiple-choice						TOTAL PART 4		
				1. What	2. What	3. Where	4. What	5. What	6. What	7. What		1. You	2. You	3. You	4. You	5. You	6. You		1.	2.	3.	4.	5.	6.		1. This	2. The	3. This	4. Moll	5. The	6. It's in			
7 / 25	7	2.80	Acosta Acosta Erika Lucía	A	B	C	A	A	A	B	3	A. Fron	A. It ha	A. He h	A. wai	B. the	B. he	1	28 February	Greater	female	designing co	best	30	1	A. six	C. the	A. do	A. it's	B. Moll	B. choo	2		
5 / 25	5	2.00	Acosta Calderón Adrián Sebastián	A	B	A	A	A	C	C	3	A. Fron	A. It ha	B. He w	C. go	B. the	A. gr	0						0	A. six	A. few	A. do	C. the	A. Moll	B. choo	2			
12 / 25	12	4.80	Alvarado Salinas Brenda del Rocío	B	B	A	B	A	A	A	2	C. Fron	A. It ha	C. He w	B. go	B. the	A. gr	3	18 July	3 trees	Future	fast driver	bears	30	4	A. six	B. the	A. do	B. they	B. Moll	B. choo	3		
8 / 25	8	3.20	Carrera Sanchez Ricardo Sebastian	B	B	C	C	A	C	C	3	A. Fron	C. the	B. He w	A. wai	A. the	C. wo	1	july	amb	future	fast drivers	bears	30	4	B. seve	C. the	A. do	B. they	C. Moll	B. choo	0		
12 / 25	12	4.80	Carvajal Álvarez Dayana Estefanía	B	B	B	A	B	B	B	4	B. Fron	A. It ha	A. He h	C. go	C. the	B. he	1	18th July	Three Tree	Future	Fast Driver	bears	30	6	A. six	A. few	B. do	rB. they	C. Moll	B. choo	1		
8 / 25	8	3.20	Cevallos Oñate Leonardo Daniel	B	B	C	C	A	B	C	2	C. Fron	C. the	C. He w	B. go	B. the	A. gr	3	Friday 12th	England	famous peop	Sorry I didn't	kilometer	50	0	A. six	A. few	A. do	C. the	B. Moll	A. pay t	3		
16 / 25	16	6.40	Chimba Ronquillo Cristian Xavier	B	A	B	C	A	C	A	5	A. Fron	B. It wa	C. He w	C. go	C. the	B. he	3	18th July	Three Tree	Future	Fast Driver	bears	30	6	B. seve	A. few	B. do	rB. they	B. Moll	C. inform	2		
5 / 25	5	2.00	Espín Guevara Kevin Andrés	B	B	A	C	A	C	C	3	A. Fron	A. It ha	B. He w	C. go	A. the	C. wo	1	December 25	States	year	Michael Jack	clothes	25	0	A. six	C. the	B. do	rB. they	A. Moll	A. pay t	1		
14 / 25	14	5.60	Espinosa Herrera Verónica Alejandra	B	B	B	A	A	C	B	6	A. Fron	A. It ha	B. He w	A. wai	B. the	C. wo	0	18th July	Three tree	Future	Fast Driver	bears	30	6	A. six	A. few	B. do	rB. they	C. Moll	C. inform	2		
10 / 25	10	4.00	Guadalupe Lozano Heber Jaaziel	B	B	A	B	B	A	C	1	C. Fron	B. It wa	A. He h	B. go	B. the	A. gr	3	18th July	Three tree	future	fast driver	bears	30	6	B. seve	C. the	A. do	B. they	C. Moll	A. pay t	0		
10 / 25	10	4.00	Guanoluisa Toapanta Carina Marisol	C	A	B	B	B	B	C	3	A. Fron	A. It ha	A. He h	A. wai	A. the	A. gr	1	july	three three	future	fast driver	bears	30	4	A. six	B. the	B. do	rB. they	C. Moll	B. choo	2		
21 / 25	21	8.40	Labre Caiza Paola Stephanie	B	A	B	A	A	C	A	6	C. Fron	B. It wa	A. He h	A. wai	B. the	B. he	3	18th July	Three Tree	Future	Fast Driver	bears	30	6	A. six	B. the	C. org	C. the	B. Moll	C. inform	6		
9 / 25	9	3.60	Landazuri Oñate José Gabriel	B	A	C	B	B	B	B	3	A. Fron	B. It wa	B. He w	A. wai	A. the	B. he	3	20/10/1998	its	future	driver	packages	80	1	B. seve	B. the	B. do	rB. they	B. Moll	A. pay t	2		
10 / 25	10	4.00	Machaquiza Tubon Gissela Abigail	A	B	C	A	A	C	A	3	A. Fron	B. It wa	A. He h	A. wai	A. the	B. he	3	18th July	Three tree	beautiful con	jack tyler	best	30	3	A. six	A. few	A. do	B. they	C. Moll	B. choo	1		
10 / 25	10	4.00	Masaquiza Serrano Viviana Jacquelin	B	A	C	A	C	C	C	4	A. Fron	C. the	B. He w	C. go	B. the	C. wo	0	July		school	Fast driver	bears	30	3	A. six	A. few	C. org	A. it's	B. Moll	B. choo	3		
10 / 25	10	4.00	Mayorga Salazar Christian Sebastián	A	B	C	C	B	C	A	1	C. Fron	A. It ha	A. He h	A. wai	A. the	A. gr	2	18th July	Three tree	Future	Fast drivers	Bears	30	6	B. seve	C. the	A. do	B. they	C. Moll	C. inform	1		
14 / 25	14	5.60	Méndez Arevalo Jhoffer Alexander	B	B	B	C	A	B	A	3	C. Fron	B. It wa	B. He w	A. wai	B. the	A. gr	1	18th July	Three tree	future	Fast Driver	bears	30	6	A. six	B. the	A. do	C. the	C. Moll	B. choo	3		
2 / 25	2	0.80	Mora Garces Solange de los Angeles	C	B	C	C	B	A	C	1	A. Fron	A. It ha	A. He h	B. go	B. the	A. gr	2	last year	333	driver	five straim	and	12	and	0	B. seve	C. the	A. do	A. it's	C. Moll	B. choo	0	
8 / 25	8	3.20	Moreta Pachacama Evelyn Tatiana	B	A	C	A	A	B	C	4	A. Fron	A. It ha	B. He w	A. wai	A. the	A. gr	1	18th July	three trees	future	fastest driver	win a bea	30	3	B. seve	C. the	A. do	B. they	C. Moll	B. choo	0		
13 / 25	13	5.20	Mullo Aimacaña Dayana Lisseth	B	B	C	B	C	B	A	B	3	A. Fron	B. It wa	A. He h	B. go	A. the	B. he	4	18th July	33 street	future	fast driver	bears	30	5	A. six	A. few	A. do	B. they	C. Moll	B. choo	1	
10 / 25	10	4.00	Naranjo Chimborazo Joselyn Belen	A	B	B	B	A	A	C	2	C. Fron	A. It ha	C. He w	C. go	C. the	A. gr	2	18th July	Three tree	future	The new mot	bears	30	5	A. six	C. the	A. do	B. they	A. Moll	B. choo	1		
16 / 25	16	6.40	Toapanta Bedón Victor Ismael	B	A	B	B	B	C	B	5	C. Fron	B. It wa	A. He h	A. wai	A. the	B. he	4	18th July	Three tree	future	Fast driver	bears	30	6	B. seve	B. the	A. do	B. they	C. Moll	A. pay t	1		
4 / 25	4	1.60	Torres Muñoz Carlos Alejandro	A	B	C	B	B	B	B	1	C. Fron	C. the	B. He w	C. go	B. the	C. wo	1	I didn't hear		I didn't hear			0	A. six	A. few	C. org	A. it's	C. Moll	B. choo	2			
12 / 25	12	4.80	Zurita Tustón Shirley Betsabe	A	B	C	B	C	B	B	3	C. Fron	C. the	A. He h	C. go	A. the	A. gr	2	18 th july	three tree	Future	Fast Driver	bears	30	6	A. six	A. few	A. do	A. it's	A. Moll	B. choo	1		
Average	10.25										Average	3.08												Average	3.63							Average	1.67	10.25

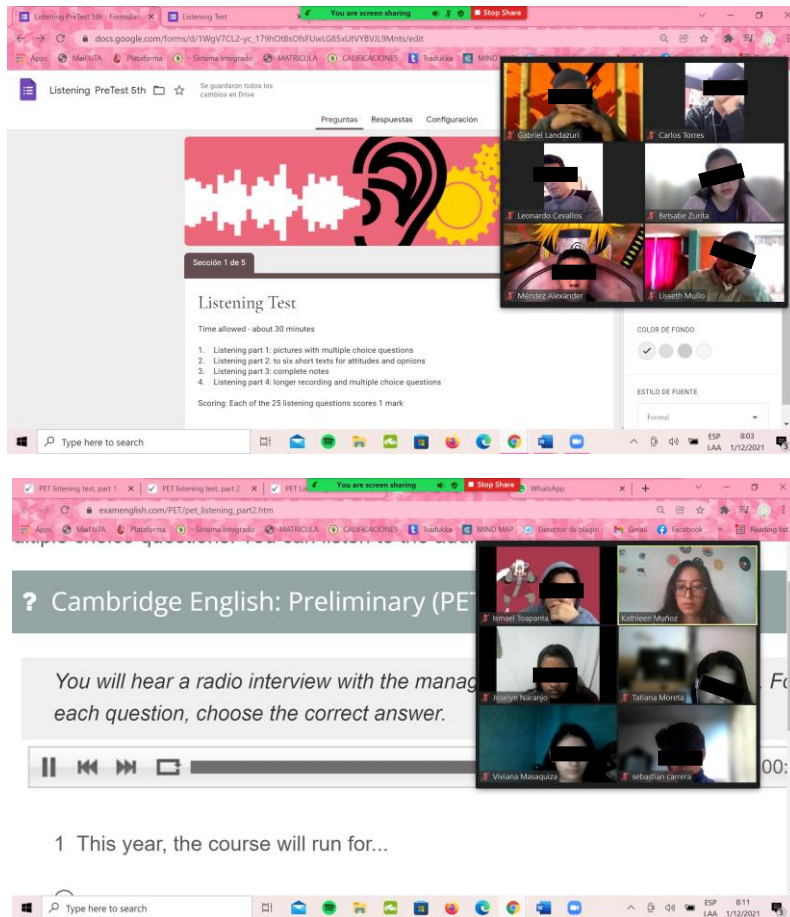
AVERAGE

Annex N°6. Post-test results

Grade	Marks	/10	Student	Part 1: pictures with multiple choice questions							TOTAL PART 1	Part 2: Listen to six short texts for attitude						TOTAL PART 2	Part 3: complete notes						TOTAL PART 3	Part 4: longer recording and multiple-choice						TOTAL PART 4		
				1. What	2. What	3. What	4. What	5. What	6. What	7. What		1. You	2. You	3. You	4. You	5. You	6. You		1.	2.	3.	4.	5.	6.		1. This	2. The	3. This	4. Mol	5. The	6. It's			
1	25 / 25	25	10.00	Acosta Acosta Erika Lucía	B	A	B	A	A	C	B	7	C. Front	B. It wa	C. He	B. go	A. the	B. he	6	18th July	Three Tree	Future	Fast Driver	bears	30	6	A. six	B. the	C. org	C. the	B. Mol	C. info	6	
2	10 / 25	10	4.00	Acosta Calderón Adrián Sebastián	A	B	B	A	A	C	B	5	C. Front	A. It ha	C. He	B. go	C. the	B. he	4	13 May	-	-	-	-	320	0	A. six	C. the	A. do	B. the	A. Mol	A. pay	1	
3	16 / 25	16	6.40	Alvarado Salinas Brenda del Rocio	B	C	B	B	A	A	B	5	C. Front	B. It wa	A. He	C. go	A. the	C. wor	3	July, 18th	three tree	future	fast driver	bears	30	6	A. six	A. few	B. do	C. the	C. Mol	A. pay	2	
4	16 / 25	16	6.40	Carrera Sanchez Ricardo Sebastian	A	A	B	C	A	C	C	4	C. Front	B. It wa	C. He	C. go	A. the	B. he	5	July, 18th	three tree	future	fast driver	bears	30	6	A. six	C. the	B. do	B. the	C. Mol	B. cho	1	
5	4 / 25	4	1.60	Carvajal Álvarez Dayana Estefanía	A	B	C	A	B	B	C	1	C. Front	A. It ha	A. He	C. go	A. the	A. qiv	2	-	-	-	-	-	0	0	A. six	A. few	B. do	B. the	A. Mol	B. cho	1	
6	11 / 25	11	4.40	Cevallos Oñate Leonardo Daniel	B	B	A	A	B	A	B	3	C. Front	A. It ha	C. He	A. wa	A. the	B. he	4	18 July	Three tree	Movie	Will be sign	Beds	30	2	B. sew	A. few	A. do	C. the	C. Mol	C. info	2	
7	23 / 25	23	9.20	Chimba Ronquillo Cristian Xavier	C	A	B	A	A	C	B	6	C. Front	B. It wa	C. He	B. go	A. the	B. he	6	18th July	Three Tree	Future	Fast Driver	bears	30	6	A. six	B. the	C. org	C. the	A. Mol	C. info	5	
8	14 / 25	14	5.60	Espin Guevara Kevin Andrés	B	A	B	C	A	A	C	B	5	C. Front	C. the	A. He	A. wa	A. the	B. he	3	18th July	Three tre	Future	Fast Driver	Bears	30	4	B. sew	C. the	C. org	B. the	B. Mol	A. pay	2
10	24 / 25	24	9.60	Espinosa Herrera Verónica Alejandra	B	A	B	A	A	C	B	7	C. Front	B. It wa	C. He	B. go	A. the	B. he	6	18th	Three Tree	Future	Fast Driver	bears	30	5	A. six	B. the	C. org	C. the	B. Mol	C. info	6	
11	17 / 25	17	6.80	Guadalupe Lozano Heber Jaaziel	B	C	B	A	A	A	C	B	5	C. Front	B. It wa	C. He	B. go	A. the	B. he	6	January 12th	park	metallic	Tobey Magu	people	27	0	A. six	B. the	C. org	C. the	B. Mol	C. info	6
12	9 / 25	9	3.60	Guanoluisa Toapanta Carina Marisol	A	C	A	A	B	A	B	2	A. Front	C. the	B. He	C. go	A. the	A. qiv	1	18th july	Three tree	future	fast driver	bears	30	6	B. sew	C. the	B. do	B. the	C. Mol	B. cho	0	
13	24 / 25	24	9.60	Labre Caiza Paola Stephanie	B	A	B	A	A	C	A	6	C. Front	B. It wa	C. He	B. go	A. the	B. he	6	18th July	Three Tree	Future	Fast Driver	bears	30	6	A. six	B. the	C. org	C. the	B. Mol	C. info	6	
14	23 / 25	23	9.20	Landazuri Oñate José Gabriel	B	A	B	A	A	C	B	7	C. Front	C. the	C. He	B. go	A. the	B. he	5	18th July	Three tree	future	Fast driver	bears	30	6	A. six	B. the	C. org	C. the	A. Mol	C. info	5	
15	21 / 25	21	8.40	Machaquiza Tubon Gissela Abigail	B	C	A	A	A	C	A	B	3	C. Front	B. It wa	C. He	B. go	A. the	B. he	6	18th July	Three Tree	Future	Fast Driver	bears	30	6	A. six	B. the	C. org	C. the	B. Mol	C. info	6
16	8 / 25	8	3.20	Masaquiza Serrano Viviana Jacqueline	C	B	C	A	A	C	A	C	1	A. Front	A. It ha	C. He	B. go	A. the	B. he	4	last year	tree	1920s		19	30	1	A. six	C. the	A. do	C. the	A. Mol	B. cho	2
17	8 / 25	8	3.20	Mavorqa Salazar Christian Sebastián	A	B	A	A	C	C	A	2	C. Front	C. the	A. He	C. go	A. the	B. he	3	18th July	Big	1920	fast driver	luck	12 po	2	B. sew	C. the	B. do	B. the	C. Mol	C. info	1	
18	16 / 25	16	6.40	Méndez Arevalo Jhoffer Alexander	B	C	A	B	A	C	B	4	C. Front	A. It ha	B. He	A. wa	A. the	B. he	3	18th July	Three Tree	Future	Fast Driver	bears	30	6	A. six	C. the	A. do	C. the	C. Mol	C. info	3	
19	10 / 25	10	4.00	Mora Garces Solange de los Angeles	A	C	A	A	A	C	A	C	1	C. Front	C. the	A. He	C. go	A. the	B. he	3	18th July	Three Tree	Future	Fast Driver	bears	30	6	B. sew	A. few	A. do	B. the	C. Mol	B. cho	0
20	20 / 25	20	8.00	Moreta Pachacama Evelyn Tatiana	B	A	B	B	A	A	C	C	5	C. Front	B. It wa	B. He	B. go	A. the	B. he	5	18th July	Three tree	future	Fastest driv	best	30	4	A. six	B. the	C. org	C. the	B. Mol	C. info	6
21	22 / 25	22	8.80	Mullo Aimacaña Dayana Lisseth	B	A	B	B	A	C	B	5	C. Front	B. It wa	C. He	B. go	A. the	A. qiv	5	18th July	Three Tree	Future	Fast Driver	bears	30	6	A. six	B. the	C. org	C. the	B. Mol	C. info	6	
22	24 / 25	24	9.60	Naranjo Chimborazo Joselyn Belen	B	A	C	B	A	A	C	B	6	C. Front	B. It wa	C. He	B. go	A. the	B. he	6	18th July	Three Tree	Future	Fast Driver	bears	30	6	A. six	B. the	C. org	C. the	B. Mol	C. info	6
23	17 / 25	17	6.80	Toapanta Bedón Victor Ismael	B	A	C	A	C	C	B	3	C. Front	C. the	B. He	B. go	A. the	A. qiv	3	18th of July	Three Tree	earlys 2	Fast Driver	bears	30	5	A. six	B. the	C. org	C. the	B. Mol	C. info	6	
24	2 / 25	2	0.80	Torres Muñoz Carlos Alejandro	A	B	C	C	C	A	B	1	C. Front	C. the	B. He	A. wa	C. the	A. qiv	1	Ends of july	In a school	90s 20s			0	0	C. eight	A. few	A. do	B. the	C. Mol	B. cho	0	
25	12 / 25	12	4.80	Zurita Tustón Shirley Betsabe	A	C	B	C	A	C	B	2	C. Front	A. It ha	B. He	B. go	B. the	B. he	3	18th July	Three Tree	Future	Fast Driver	Bears	30	6	A. six	A. few	A. do	A. it's	C. Mol	B. cho	1	
Average				15.67	Average							4.00	Average						4.13	Average						4.21	Average						3.33	15.67

A v a r a g e

Annex N°7. Photographies










Annex N°8. Urkund report



Document Information

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SA	UNIVERSIDAD TECNICA DE AMBATO / MUNOZ_KATHLEEN_FINAL PROJECT.pdf Document MUNOZ_KATHLEEN_FINAL PROJECT.pdf (D92492974) Submitted by: Imunoz4196@uta.edu.ec Receiver: deadv.pved.02.uta@analysis.orkund.com		2
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