UNIVERSIDAD TÉCNICA DE AMBATO

DIRECCIÓN DE POSGRADO

MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA, COHORTE 2015

Theme: **"THE FLIPPED CLASSROOM AND THE ORAL PRODUCTION IN STUDENTS AT UNIVERSIDAD TÉCNICA DE COTOPAXI- LANGUAGE DEPARTMENT"**

Trabajo de Investigación, previo a la obtención del Grado Académico de Magíster en Enseñanza del Idioma Inglés como Lengua Extranjera.

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

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DEDICATION

First, I would like to dedicate this research work to Jehovah who has been my strength whole my life. To my lovely daughter who has been my motivation to succeed. To my little angel Mathias who has encouraged me to be the best mom and teacher.

Ana

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TEMA:

"THE FLIPPED CLASSROOM AND THE ORAL PRODUCTION IN STUDENTS AT UNIVERSIDAD TÉCNICA DE COTOPAXI- LANGUAGE DEPARTMENT"

AUTORA: Lcda. Ana Jacqueline Guamani Aymacaña

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FECHA: 25 de Septiembre de 2019

RESUMEN EJECUTIVO

El proyecto de investigación "EL AULA INVERTIDA Y LA PRODUCCIÓN ORAL EN ESTUDIANTES DE LA UNIVERSIDAD TÉCNICA DE COTOPAXI-DEPARTAMENTO DE IDIOMAS" tuvo como objetivo principal evaluar la relación entre las dos variables dependiente e independiente que son las siguientes Clase Invertida como variable independiente y la Producción Oral como variable dependiente. Esta investigación conserva un enfoque cualitativo, ya que las variables se midieron mediante datos numéricos y se calcularon mediante estadística la misma que nos ayudó a determinar el éxito de la propuesta. Por otro lado se llevó a cabo un estudio de investigación cuasi experimental de campo debido a que la implementación del estudio se lo realizó en dos grupos: el primer grupo es el experimental y un segundo grupo que es el de control. La población involucró a estudiantes del nivel A2 de Inglés, paralelo J y D, que pertenecían al Departamento de Idiomas de la Universidad Técnica de Cotopaxi. La investigación fue bibliográfica y de campo. Para la aplicación de la propuesta se tomó una prueba de diagnóstico antes de la aplicación de la propuesta y una vez terminada la aplicación de la propuesta se tomó una la prueba final los mismos que fueron los instrumentos utilizados en esta investigación. Las pruebas se aplicaron para evaluar la efectividad de Clase Invertida para mejorar la Producción Oral. Para verificar la hipótesis de esta investigación se utilizó Student - Test. Los resultados obtenidos muestran que la Clase Invertida mejora la Producción Oral. Se concluye que los

estudiantes fomentaron la Producción Oral después de la aplicación de la Clase Invertida.

Descriptores: Manejo del discurso, Comunicación interactiva, aula invertida, producción oral, interacción hablada, producción hablada, gramática, vocabulario, enfoques de aprendizaje, producción del lenguaje, enfoque en el estudiante, facilitador**.**

UNIVERSIDAD TÉCNICA DE AMBATO

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MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

RESEARCH TOPIC:

"THE FLIPPED CLASSROOM AND THE ORAL PRODUCTION IN STUDENTS AT UNIVERSIDAD TÉCNICA DE COTOPAXI- LANGUAGE DEPARTMENT"

AUTHOR: Lcda. Ana Jacqueline Guamani Aymacaña

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DATE: September 25th, 2019

ABSTRACT

The research Project "THE FLIPPED CLASSROOM AND THE ORAL PRODUCTION IN STUDENTS AT UNIVERSIDAD TÉCNICA DE COTOPAXI- LANGUAGE DEPARTMENT" had as main objective to evaluate the relationship between the dependent variable and independent variable which are the following: Flipped Classroom as an independent variable and Oral Production as dependent variable. This research had a quali- quantitive approach, since the variables were measured by numerical data and they were calculated using statistics which helped the researcher to determine the successful of the proposal. On the other hand,   a field Quasi- experimental research study was carry out due to the implementation of the study was developed in two groups: the first group is the experimental and the second group is the one control group. The population involved A2 English level students who belonged to J and D classrooms from the Language Department at Universidad Técnica de Cotopaxi. The research was bibliographical and field. A diagnostic test was taken before applying the proposal this is The Pre – test, once the proposal was applied a test was taken this is Post Test, those tests were used as instruments in this research. The purpose of applying the tests was to assess the effectiveness of Flipped Classroom to enhance Oral Production. To verify the hypothesis of this research Student – Test was used. The results obtained show that Flipped Classroom enhance Oral Production. It is

concluded that students foster Oral production after the application of Flipped Classroom.

INTRODUCTION

This research work titled "THE FLIPPED CLASSROOM AND THE ORAL PRODUCTION IN STUDENTS AT UNIVERSIDAD TÉCNICA DE COTOPAXI- LANGUAGE DEPARTMENT" main aim is to study the relationship between the Flipped Classroom and Oral Production variables. It provides relevant information associated to Flipped Classroom strategies and Oral Production elements. This research work was carried out because it was identified that there was not enough time for students to develop Oral Production during English classes. Furthermore, the material used in face to face classes was so unproductive and it took too much time for students to do the activities in class. It encourages the researcher to look for the best strategies to cover this learning hole which caused that students could not foster Oral Production. As consequence Flipped Classroom strategy was applied to solve the problem.

This study is based on a Quasi- experimental research because Flipped Classroom strategy was applied to a specific group where the main objective was to enhance their Oral Production. It had a quali- quantitive approach. The instruments used in this research were pre- test and post – test. It was satisfying to appreciate how students increased their Oral Production. Moreover, this research work contributed to determine that there are other alternatives which can facilitate the learning process and the development of Oral production efficiently. Additionally, its development was successfully done as consequence it can be used as a source for future research.

This research work is divided into six chapters:

CHAPTER I, presents the theme of the problem, its contextualization at macro, meso and micro levels, critical analysis, prognosis, the setting of the problem, research questions, research delimitation, justification, and objectives to be achieved.

CHAPTER II, entails the research background including previous studies related to the topic of research, philosophical foundations, legal basis, key categories, identification of variables, and the hypothesis.

CHAPTER III, describes the methodology applied in this research work, the level of research, the population, the operationalization of variables, and the method of data collection and the data collection and analysis.

CHAPTER IV, displays the data obtained from pre – test and post-test which was applied to students, it also presents the analysis and interpretation of results as well as the hypothesis verification.

CHAPTER V, incorporates the conclusions and recommendations according to the obtained results after the analysis and interpretation.

CHAPTER VI, presents the proposal which includes information about the topic, justification, objectives, feasibility analysis, theoretical basis, proposal development, methodology, administration and assessment.

In the last part, the annexes part contains: the proposal background, justification, objectives, feasibility analysis, theorical basis, proposal development, methodology, administration and assessment.

CHAPTER I

THE PROBLEM

1.1. Topic

"The Flipped Classroom and the Oral Production in Students at Universidad Técnica de Cotopaxi- Language Department"

1.2. Problem Statement

1.2.1 Contextualization

English is the language which has been so widely spoken and spread around the world, so it is known as a "Global language" hence, it is taught as a foreign language in almost every country, the main purpose is that people could be able to communicate properly in English. Unfortunately, the expected results have not been achieved due to several issues regarding Language teaching. According to a study which was carried out by an organization called Education First, **Latin America** has an average of 50,33% of the level of English and is the only region in the world that experienced a decrease in the English language skills average since 2017. (EF, 2018). Based on the same study, **Ecuador** is in the 65th place out of 88 countries with an average of 48, 52% which is considered a very low level of English. Taking into account that English is taught as a mandatory subject starting from the first year of middle school (8th year of EGB), students have not achieved the objectives described in the National English Language Curriculum. It says that at the end of high school, 3rd year of BGU, students should become independent users of the language which means a B1 according to the Common European Framework of Reference for Languages CEFR.

Having considered that the low level of English remains in every province in our country, it is evidenced in **Cotopaxi,** students in different universities or high education institutions struggle with the same difficulty at the moment of communicating ideas orally. Students mostly say utterances and hardly ever make a complete sentence leading classes become more teacher-centered. It could also be said that teachers don´t have enough time to focus on Oral Production in class.

In the Language Center at **Universidad Técnica de Cotopaxi**, it has been observed that students demonstrate shortcomings when speaking, problems in pronunciation, fluency and the ability to communicate ideas indeed are factors that that encourage teachers to prepare a class where teachers and students talk about several real situations, and thus, develop Oral Production as well as critical thinking skills. Another significant factor in this problem is that there is not enough time in the class period to work on speaking strategies and help students to develop Oral Production.

It can be concluded from the above analysis that teachers need to make a huge change in their methodologies to change the results and make a difference in their teaching practices through the application of new teaching trends as Flipped Classroom, taking advantage of technology and in that way, foster the Oral Production and the communication in a second language.

Problem Tree
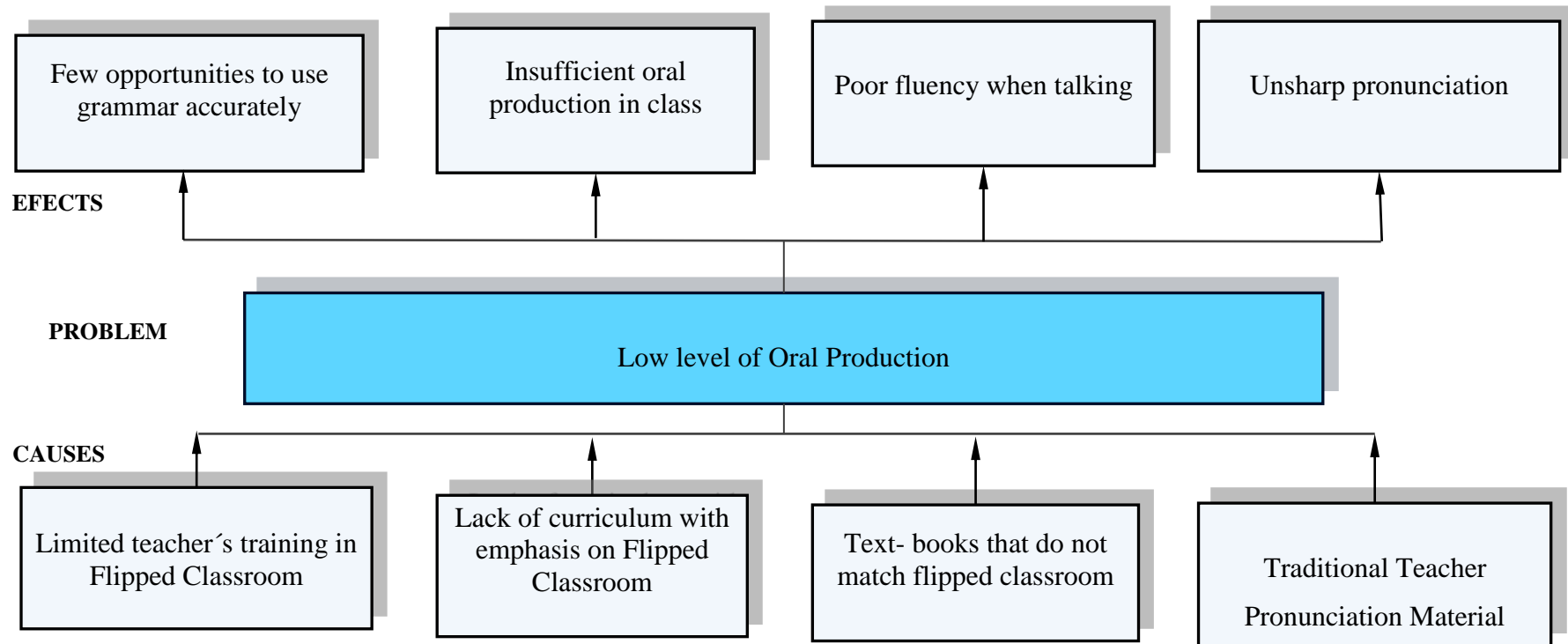
Figure 1. Problem tree analysis.

Created by: Guamani, A. (2019).

1.2.2 Critical Analysis

Oral Production has become a real challenge in class. Teachers try different ways to encourage students to speak and participate actively in class. However, oral production is limited and it only becomes a question-answer display where teachers monitor grammar understanding. As a result, students have a low level of oral production and they usually find it very difficult to express ideas and thoughts.

One of the main causes of this problem is the limited teacher´s training in the Flipped classroom. Forty-hour classes are too much time, so teachers do not have enough time for training. Therefore, students have few opportunities to use grammar accurately because students cannot take advantage of teachers training.

Another cause of the problem is that lack of curriculum with an emphasis on Flipped Classroom. In a common English class, teachers emphasize on activities where reading, writing, and listening skills are worked on through texts, the course book, general instructions, and worksheets. As a consequence, students have insufficient oral production in class.

Similarly, using textbooks that do not match Flipped Classroom cause that students have poor fluency when talking. According to Brown (1983), students feel that classroom-based speaking practice does not prepare them for real interaction (p. 8). As a result, the student cannot sustain oral interaction beyond short segments and communication breakdowns and spoken English doesn't sound natural.

Finally, teachers still use traditional material and students do not have the chance to construct their own knowledge. Thus, classes become teacher-centered where the teacher talks and students exclusively listen, work alone as a consequence students unsharp pronunciation. Furthermore, this type of class is low –tech, often relying on the use of the course book.

1.2.3 Prognosis

Research has shown that Oral Production is undoubtedly the key to communication and the most important skill to be mastered in learning a new language. If the Oral Production on students at Universidad Técnica de Cotopaxi elementary level does not improve, students will face several problems in their English training. They will not be able to communicate basic ideas on the target language as well as, their grades will be low due to the lack of oral activities. In the same way, if teachers continue using traditional methods in a tech-world, students will fail their attempt to learn a second language. As a consequence, they will carry the same problem in future courses.

On the other hand, if teachers use innovative teaching methods including technology and self-preparation encouragement as the Flipped Classroom, learners will be able to construct their own knowledge by using authentic material and thus, ideas will come up easily to be discussed in class and as a result, the Oral Production will improve. Evidently, students will get better grades on oral performance and their confidence in Oral tasks will overcome.

1.2.4 Research Problem Formulation

What is the relationship between the Flipped Classroom and Oral Production in students at Universidad Técnica de Cotopaxi- Language Department?

1.2.5 Research Questions

- What flipped classroom strategies can be applied to develop Oral Production?
- What is the level of Oral Production in A2 Elementary English students at Universidad Técnica de Cotopaxi?
- What is the alternative solution to the problem stated?

1.2.6 Delimitation of the Research Problem

Field: Education.

Specific Field: Language teaching.

Aspect: Flipped Classroom and the Oral Production.

1.2.6.1 Time Delimitation

Temporal scope: The study was carried out during 2019 second period.

1.2.6.2 Spatial Delimitation

This research study was developed with 80 students who belong to A2 English Elementary students at the Language Department of Universidad Técnica de Cotopaxi regular modality.

1.3. Justification

Searching methodology and alternative approaches to learn, know and master the English language is imperative nowadays and is the purpose of this work. If it could be demonstrated that traditional methodologies have not been effective and have not provided the expected result, it would be nonsense to continue using them. For that reason, the present research is **important** because it helps the analysis of the application of Flipped Classroom (FC) in Oral Production, in order to obtain specific information about the teaching methodology implemented in the classroom, thus evaluating the reality of pedagogical models that teachers prefer with greater frequency in the students' training.

Similarly, it is **relevant** to consider that every student of English should be able to communicate thoughts and ideas in an acceptable and accurate way in order to avoid misunderstandings. Hence, providing students with high tech education, using technology as they are used to it every day, will allow them to become fluent in the

language. Besides, learners will enjoy using applications to learn a second language.

This research has an **impact** because there are no experimental studies related to the Flipped classroom and deep analysis of the procedure of the online activities that help English learners to improve both cognitive skills and language skills. Furthermore, the proposal contributes with several strategies and activities that enhance the teaching process in face-to-face and out-of-class environment using technology and devices.

The education community, authorities, teachers and students can highly **benefit** from the results of the present research. English teachers can implement current teaching methodologies as Flipped Classroom to get better results in their teaching practices. As a result, students become interested in learning a foreign language and consequently, Oral Production will improve and learners will be able to interact and share ideas.

1.4. Objectives

1.4.1 General Objective

To determine the relationship between the Flipped Classroom and Oral Production in students at Universidad Técnica de Cotopaxi- Language Department.

1.4.2 Specifics Objectives

- To establish the strategies to apply Flipped Classroom to develop Oral Production.

- To identify the level of Oral Production in students at Universidad Técnica de Cotopaxi.

- To define an alternative solution to the problem stated.

- To develop a set of lesson plans which include flipped classroom strategy in order to enhance Oral Production in students at the Language Department of Universidad Técnica de Cotopaxi.

CHAPTER II

THEORETICAL FRAMEWORK

2.1   Research Background

Jun, Wen-Chi and Marek (2016) conducted a study to explore the benefits of the Flipped classroom model for EFL learners. The researchers used a flipped learning and Wen's output driven/input-enabled model to design a holistic oral training course that includes extensive online written and verbal communication for learning a wide range of English idioms. The participants were 48 students in an English Major where they were trained to learn English idioms by using the LINE smartphone app. A mixed research method was employed using multiple sources of data collection including a pre and post-test on idioms, class observation, and a semi-structured focus-group interview. The results revealed that the use of Flipped Classroom enhanced not only participants' motivation but also the idiomatic knowledge improved significantly. The author's present insights into the impact of theory-based flipped learning on the idiomatic acquisition.

Kang (2015) explored the efficiency and the students' perceptions of Flipped classrooms designed to integrate lecture-oriented videos and activity-centered off-line class for 24 students in a general English course. The overall study design included a mixed-methods; a pre and post-test, a questionnaire and interviews. To enhance research validity a student log, as well as an instructor log were recorded in each class. The results illustrated that only the Flipped Classroom produced statistically significant changes in both grammar and vocabulary knowledge by Wilcoxon signed-rank test. The result by ANOVA showed no difference due to non-normal distribution on both groups. The students' logs suggested that well-blended flipped classroom maximized learning goals.

An equally significant aspect regarding the Flipped Classroom was presented by Cabi (2018) with the research called The Impact of the Flipped Classroom Model on Students' Academic Achievement. The objective was to investigate the impact of the Flipped Classroom Model. It was an experimental design were the experimental group was taught in a blended learning context using the Flipped Classroom Model while the control group was taught in traditional blended learning. Both groups have administrated a pre and post-test. To analyze the data, a two-way ANOVA for mixed measures was conducted to compare test scores. The results showed that there was no statistically significant difference between the scores of the two groups. However, the FC Model presented positive aspects regarding Motivation, content, and learning.

Another analysis was carried out by Lowell & Verleger (2013) a descriptive study that provided a comprehensive survey of prior and ongoing research about the Flipped Classroom. Results of this survey showed that most studies conducted to explore student perception of the flipped classroom are somewhat mixed, but are generally positive overall. Authors revealed that 24 studies related to the Flipped Classroom were relatively consistent on the effectiveness of using the Flipped Classroom. Finally, researches suggested for future research to apply controlled studies that objectively examine student performance throughout a semester.

Infante (2018) researched analyze the relation between Task-Based Learning and the English Speaking Skill and how TBL increase oral production, an experimental research was conducted to 142 A2 students from different careers, the study project includes a pre-test and post-test, to prove validity students´ speaking tests were recorded in order to analyze them carefully. A rubric was used to assess performance. Results show that implementing TBL strategy for two months, six hours a week in students' classes enhanced their oral production successfully.

Vaca & Gomez (2017) conducted a study which main purpose was to examine how a group of students enhance their English Speaking Proficiency through Project-Based Learning. This study focused on 30 students from a public school in Bogota

which reported limited speaking activities that do not let them foster their Oral Production, mixed instruments were used to collect information; video recordings, extended notes, transcripts, and interviews. Three projects were developed to encourage students to speak English so that students achieved communicative needs. To validate this research, whole information was collected during the process. The results pointed out that Project - Based Learning played an important role in the development of Oral Production because it increased their language competences.

Philosophical Foundation

This research is based on the critical-propositional paradigm because the variables will be analysed with the discernment of the causes and effects of the specified problem through the knowledge and ethics of the researcher, giving preference to the development of theoretical and practical knowledge about the Flipped Classroom and the Oral Production, in order to develop a proposal that will help to solve the problem and the presentation of results.

Ontological substantiation.

According to the different fields of existing research in society it should be mentioned that the research topic is immersed in education- English language in order to bring something new to improve education at the Language Department Universidad Técnica de Cotopaxi. Narvaez & Murillo (2014) describes the ontology as the science that studies the being true, seeking a rational explanation to the phenomena of the physics. Therefore, this research focuses on a possible solution to the current problem.

Epistemological foundation.

Every human being has the ability to analyse the different criteria of knowledge and study of the science related scientific activity which makes the possessor of knowledge and a particular subject under study human being begin to be

inseparable, interacting with each other creating a continuous development and providing the opportunity to understand and see a textbook as a network of meanings.

Axiological substantiation.

Study of the nature of values and ethic standards for personal growth. As for education call this foundation as philosophical or existential axiology, it means the values that lead to a better state every day this is because the values that give meaning and coherence to our actions. Flipped Classroom plays a very important role in training people; teachers are obliged to create situations of constructive criticism, reflection, analysis, and motivation in order to contribute to the formation of rational beings. Aware that the temperament of a human being is an elementary basis for learning.

2.2   Legal Foundation

To support this research, the following articles of Reglamento de Regimen Académico of Consejo de Educación Superior are mentioned:

Ecuadorian Constitution (2015)

Art. 26. Education is the right of people throughout their lives and an inescapable and inexcusable duty of the State. It constitutes a priority area of the 17th public policy and state investment, a guarantee of equality and social inclusion and an indispensable condition for good living. People, families, and society have the right and responsibility to participate in the educational process

Art. 343. Establish a National System of Education that will have as an objective the development of individual and collective capacities and potentials of the population, which enable learning, the generation and use of knowledge, techniques, knowledge, arts, and culture. The system will center on the subject that

learns and will function in a flexible and dynamic, inclusive, effective and efficient manner.

- **Reglamento de Régimen Académico of Consejo de Educación Superior (CES)**

Art. 13.- Functions of the Higher Education System - Strengthen the exercise and development of teaching and scientific research at all levels and modalities of the system ". As it is established in article 15 of learning activities, literal b of the Regulation of Academic Regime, including the following component

b. Collaborative learning activities. - They understand the work of groups of students in permanent interaction with the teacher, including tutorials. They are oriented towards the development of research for learning and the display of collective experiences in projects related to specific themes of the profession. They are collaborative learning activities among others: the systematization of research-intervention practices, integration projects of knowledge, construction of 18 models and prototypes, problem projects and problem-solving or cases

Art. 80 Learning a Second Language: Learning a second language will be a requirement for graduation in the third level careers, according to the following levels:

a) For the third technical level at least A1 level is required and for the technological level, at least A2 level is required.

b) For the third grade level, at least a B1 level will be required.

In postgraduate programs, the IES will define the function of the development in the area of knowledge, the level of mastery of the second language; if this is required each IES will decide the integration or learning of a second language in the curriculum of the degree or program. This provision does not apply to language career.

2.3 Fundamental Categories

Dependent Variable = Oral Production.

Independent Variable = Flipped Classroom.

2.3.1 Fundamental Categories Network
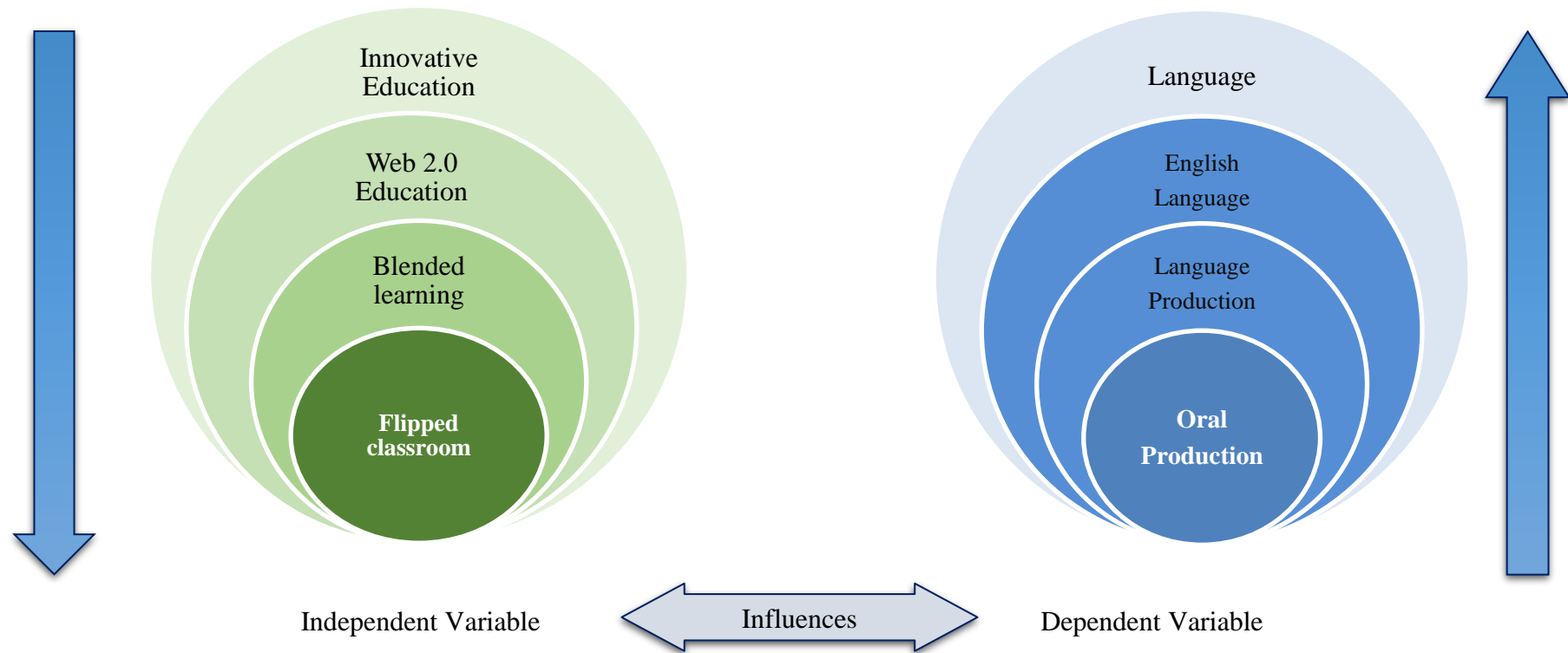
Figure 2. Fundamental Categories.
Source: Research data.
Created by: Guamani, A. (2019)

2.3.2 Independent Variable Interrelated Graphics
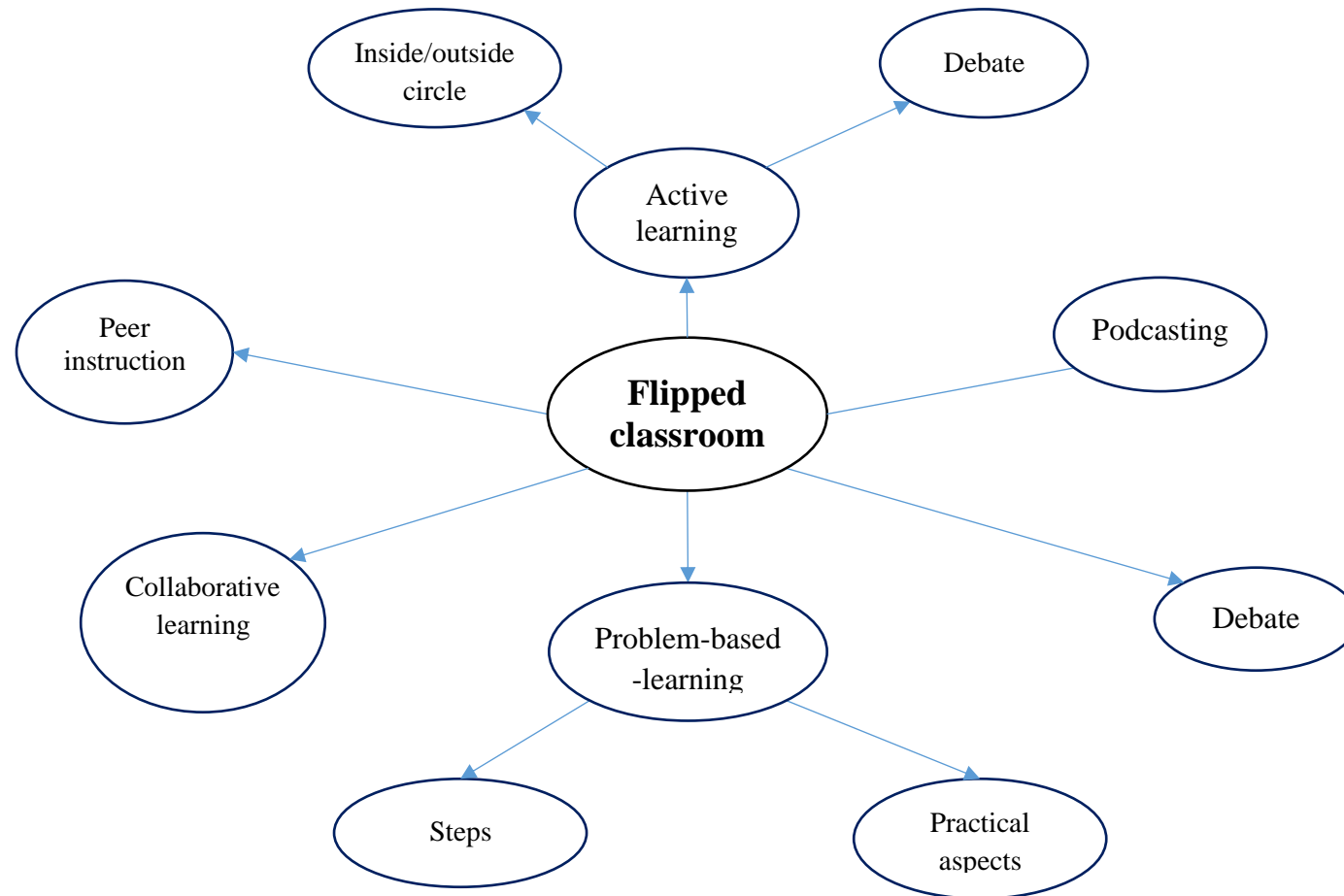
Figure 3. Graphics Independent.
Created by: Guamani, A. (2019).

2.3.3 Dependent Variable Interrelated Graphics
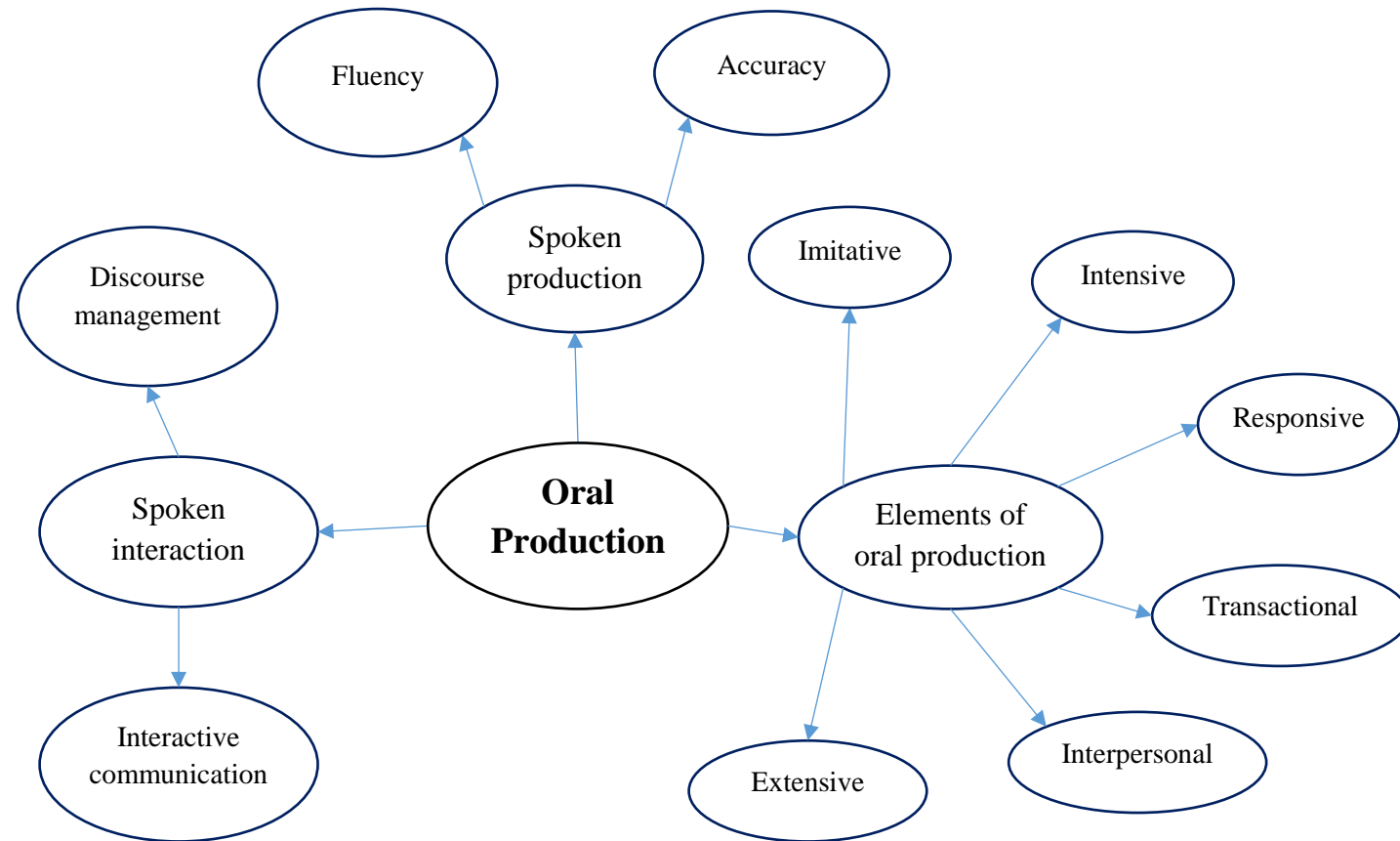
Figure 4. Graphics Dependent.
Created by: Guamani, A. (2019).

2.4   Dialectical View of Conceptualizing Variables

2.4.1 Independent Variable Flipped classroom

2.4.1.1 Innovative Education

Any kind of innovation introduces new things that provoke changes, these changes could be drastic and things could be done all over again. In any case, the reason for the change is to improve something. It means innovation is used to improve something. Drastic changes are usually expensive and they are used in limited situations; however, progressive changes usually are less expensive and they perfectly assumed.

Change and improvement are the two words that include any definition of innovative educations. As Sein-Echalue (2016) mentioned "Innovation in education is the application of an idea that produces planned changes in procedures, services or products that generate improvement for the formative objectives" This improvement could be distinguished by the following aspects: Reducing effort and costs, increasing time to get results and quality and satisfying new demands.

León (2002) defines innovative education as a set of systematized ideas, processes and strategies, through which it is about introducing and causing changes in current educational practices. Innovation is not an activity but a procedure or journey that stops to contemplate the life in the classrooms, the organization of the centers, the dynamics of the educational community and the professional culture of the teaching staff. Its purpose is to alter current reality, modifying conceptions and attitudes, altering methods and interventions and improving or transforming teaching and learning processes. Innovation, therefore, is associated with change and has a component, explicit or hidden, ideological, cognitive, ethical and effective.

By the same token, Ibermón (1996) states that Educational innovation is the method which explore and examine new ideas, concepts, proposal, or any kind of contribution which help to find a solution of a problematic situation, which help to succeed in the institutional teaching practice (p.64). This means that education needs a constant change to find a solution to problems faced in real classroom situations. As educators, there should be a constant search for ideas that help students not only improve results but also awaken a curiosity to learn and go beyond a simple textbook.

Escudero (2009) states that innovative education is considered as a battle to reality, because the mechanical and usual routine is forced of facts and the weight of inertia. It goes against what have been already constructed through creativity imagination, in order to transform the current system. In other words, innovation in education is to go through paradigms which enjoy traditional, perpetuation system modeled in the past.

The problem education is facing is mainly one of productivity and efficiency. Here, efficiency means the balance between resources invested and the outcomes in terms of students' performance and equity. Over the past decades, ever more resources have been invested in education. Looking just at school education, the average expenditure per student across OECD countries increased by no less than 17% between 2005 and 2013 in constant prices (OECD, 2016). But over roughly the same period, the Programme for International Student Assessment (PISA) data from the 2003 and 2012 surveys show no significant improvement in test scores. Instead, in most countries, the percentage of top performers has declined. And, while the PISA data show some progress in equity, huge gaps remain inequality of opportunity and education outcomes between various social groups (OECD, 2013)

Huerta Melchor (2008) suggests that reform is only one way of producing change; it implies a special approach to problem-solving. Sometimes changes in organizations are key parts of a reform but other reforms may produce little or no change. Change may be an intended or unintended phenomenon, whereas reform is a structured and conscious process of producing change, no matter its extent.

Reforms can occur in political, economic, social and administrative domains and contain ideas about problems and solutions and are typically understood as initiatives driven from the top of a system or organization

To sum up, innovation in education means doing what is best for all students. Teachers, lessons, and curriculum have to be flexible in order to find ways to keep learners interested. Innovation means change, making students productive and not only preparing them for a final test. It seeks challenging methods and strategies to support the success of all the students.

2.4.1.2 Web 2.0 Education

Valerio & Valenzuela (2013)state that Web tools or applications are defined as the Web 2.0 office tools, which are managed through an internet connection, using the computer as a way of accessing the remote application. Greenhow, Robleia and Huge (2009) as cited by Mendoza, Moreira, & Vásquez (2015) present three relevant characteristics for the production, participation and creative practices of students that are: **interactivity**, **interconnection,** and **mixing of contents**.

The internet has revolutionized the concept of information and its use, access, and management. Ten years ago, finding information was a lengthy, convoluted process (Hicks & Graber 2010). Today, not only individuals and computers produce thousands of gigabytes of information a minute, but this information is also networked collectively, which further increases the amount of information produced (Wesch, 2008). A very large proportion of human knowledge can thus be accessed within seconds by anyone and through a variety of devices.

The use of Web 2.0 tools (wiki's, blogs, RSS feed, social networks, podcast etc.) can support innovative teaching methods and is associated with concepts like communities of practice, syndicated content, learning as a creative activity, peer-to-peer learning, creation of personal learning environments, and non-formal education (Tyagi 2012).

Web. 2.0 tools

Figure 5. Essential tools of the Web. 2.0.
Source: Education Technology.

Web 2.0 benefits

A series of benefits have been found, according to Caccuri (2013), "the use of computer programs as support for teaching awakens the student's interest and active participation, which increases their motivation, and also favors exercise in an attractive and dynamic way" (p. 40 - 41).

The following benefits can be listed according to (Valerio & Valenzuela, 2013):

- The permanence of evidence. These tools allow students to create a sort of learning evidence portfolio. For example, the use of blogs as a periodical portfolio of learning reflections.

- Communities' creation. This sort of tools is conducive to community creation, as students go on identifying for example, through the profile or through certain types of content, similar interests.

- Multiple resources. Such tools provide access to a variety of information resources: presentations, documents, videos, images, etc. These resources often provide some learning activities.

- Massive and rapid scope. Students often access them several times a day, which is not usually the case with traditional learning platforms (LMS) or with the use of email address use for academic affairs.

- Creating and sharing knowledge. These tools help to foster the desire to create and share their knowledge with peers. By using these tools all peers see what each student does is important because in the process the students feel more involved in their own learning while contributing to the generation of knowledge in the course and sharing it with their colleagues.

- Playful environment. For students, a tool such as YouTube or Facebook makes them feel in their own environment, or at least in a neutral space, and not in an institutional one, a place where besides connecting with colleagues and friends for any given social event, you can also find out about other official activities.

2.4.1.3 Blended learning

In a technological era, blended learning has become a high-tech education in several education environments recently. B-learning refers to a class that uses a mix of face-to-face and online learning environments (Bonk & Graham, 2012). Thus it becomes an approach in learning and language teaching due to the role of technology in education nowadays. The use of devices as mobile phones, smartphones, PDAs, Netbooks, tablets, e-book readers is essential in every class to enhance learning in a meaningful way.

Coaten (2003) provided a simplest but precise definition of blended learning that is described as the combination of face-to-face and virtual teaching. The authors mentioned that one of the most relevant aspects of the B-Learning application is the selection of adequate resources for each educational scenario considering that students learn differently and have different needs. They have also taken into account the problems that societies face nowadays, which can be addressed through education as long as learners are given with the right tools for their personal and

professional development. B-Learning combines face-to-face, synchronous and e-learning activities as an integrated modality of learning [...] through the use of information and communication technologies (Parra, 2013).

Marsh (2003) mentioned that blended learning is not a new concept. He argued that for many years, educators have been combining lectures, exercises, role-plays, case studies, video, and tape recordings as well as tutoring sessions, which is exactly what B-Learning does through the use of technology. He emphasized at the same time, that technological advances have promoted the growth and expansion of this methodological strategy at all levels of education; however, teachers have been always adapting and improving the teaching and learning procedures to facilitate learning in students.

There are some essential characteristics of effective B-learning. Learning by doing must be one of the key principles of online learning because almost all learning happens when hands-on activities are used, practicing and experiencing. Since learners spend a lot of their studying time alone, open learning depends crucially on feedback to learners (Colibaba, 2007). All kinds of learners need to find out how their learning is going. The levels of appropriateness and quality of the feedback that learners receive as they learn by doing are the hallmarks of the most effective open learning materials, whether print-based or online. The feedback from the teacher needs to be as accessible and immediate as possible so that it reaches learners while they still have in mind what they have just done.

In its beginnings, blended learning bursts as an alternative formation, mixed or hybrid character, which mixes or combines E-learning techniques (the distribution online materials through web pages, discussion forums and/or email) with traditional teaching methods (lectures, in-person discussions, seminars or tutorials) (Graham, 2005). This first step responds to the conception of adding virtuality to face-to-face education (Valzacchi, 2005).

2.4.1.4 Flipped Classroom

Flipped Classroom learning model, as the name implies, aims to switch the roles of traditional teaching, where the subject is usually taught by the teacher, it can be attended in extra-class hours by the student through multimedia tools; so that practice activities are usually assigned for home, it may be made in the classroom through interactive methods of collaborative work, problem-based learning, and project-based learning. (Coufal, 2014). The expansion of the FCM (Flipped Classroom Model) was due to the diffusion of Bergmann videos and Sams on the Net, where they gain followers to formalize the organization called The Flipped Learning Network. In 2004, Salman Khan started a tutorial scheme on YouTube, giving rise to the Khan Academy, a very widespread tool for obtaining audiovisual material.

The Flipped Classroom model, considers as a central element, the identification of target competencies that students must develop. At this point, the teacher must classify the contents that need to be learned by direct instruction (video-conference) and those that are placed better in experimentation. To reach the objectives set, it is necessary to proceed with a methodology centered on the student; what leads to the planning of active and collaborative tasks that involve the deployment of higher mental activities within the classroom, where the teacher serves as facilitator or guide. Besides, it requires that from the beginning of the cycle, students should be notified about the objectives, the planning of the module, training in the use of the model, which allows the group to advance at personalized rhythms and, ideally, assessments according to the progress of each student. This structure provides the student with numerous opportunities to demonstrate, with the practice, the apprehension of the content (Bergmann & Sams, 2012, p.24).

Flipping Classroom tasks (extra-class content, classroom tasks) is justified in the fact that the review of declarative contents is based, according to Bloom's Taxonomy (2001), in low-level cognitive tasks, such how to remember and understand, while the practice of activities implies high-level tasks such as apply, analyze, evaluate and create.
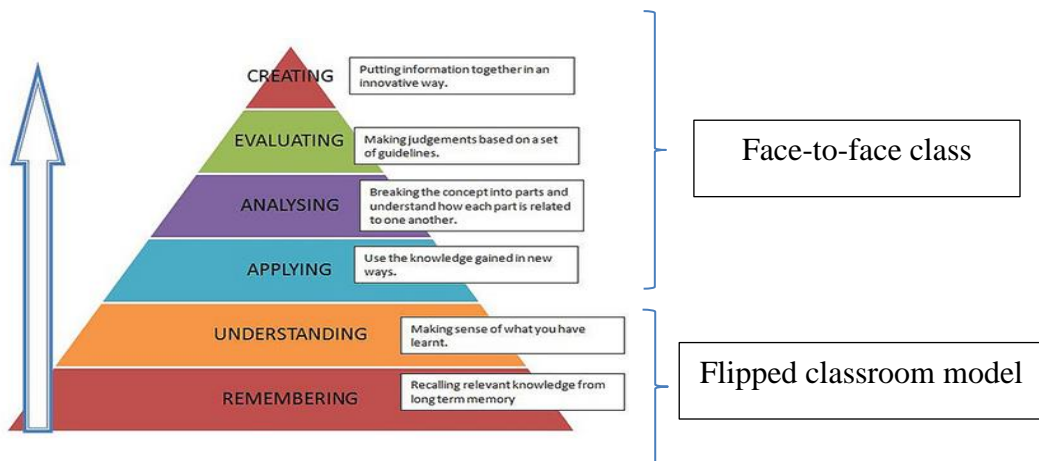
Figure 6. Bloom's Taxonomy.
Adapted from: Center for teaching.

According to Flores (2016), Flipped Classroom is considered as a paradigm that is centered in the role of the professor who spends less time explaining and more time advising, stimulating and supporting students, because Flipped Classroom helps students to develop critical and independent thinking, in this way students enhance their learning process and professors give students autonomy and flexibility to learn and expand their problem- solving skills.

As a result, using FCM help students to integrate different levels of competence allowing them to advance at their own pace outside the classroom, since they can repeat the content as many times as it is necessary and they can also practice in person with the adequate support of both the teacher and their peers, offering mostly individualized attention as well as space to provide feedback and enrich participation. Their characteristics placed the model as an instruction related to learning active and student-centered.

According to Lage et al. (2000) and Bergmann & Sams (2012), to enhance the use of Flipped Classroom, there is a sequence that teachers should follow:

- In a first face-to-face session, encourage students to review the prepared multimedia material (in various formats so that students have the opportunity to choose the ones that best suit their learning style)

- Provide printed material and questionnaires where notes are taken from the visualization of the presentations.

- At the beginning of the face-to-face sessions, the teacher must clear doubts in aproximate 10 minutes then, address experimental situations of practical use of the subject in question, varying levels of complexity in order to check understanding.

- Review the assigned questionnaires in small groups (which have been worked on individually in the off-class period FCM) and a once the answers are discussed, a small group presentation is prepared.

- Evaluate with exercises where students apply the revised concepts, through the exchange of ideas in small groups and presenting their conclusions to the group.
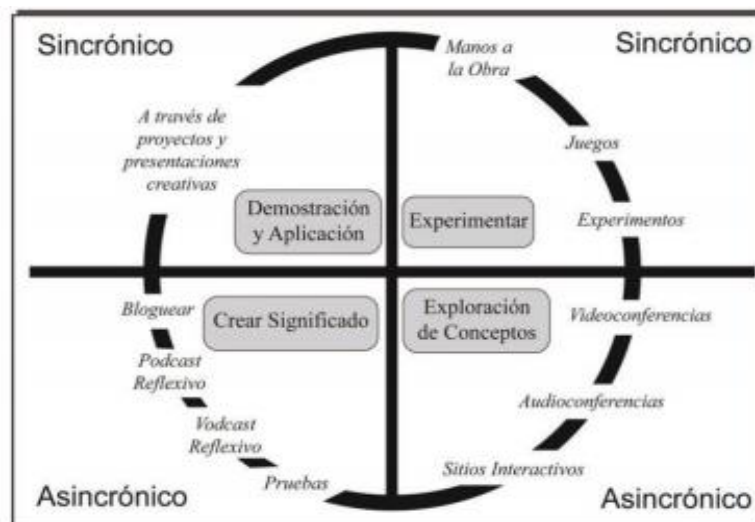
Figure 7. Flipped Classroom procedure.
Source: Aula Invertida, sustento e implicaciones.

Flipped Classroom Strategies

As Flipped Classroom is considered a method which focuses on students - centered learning, the professor has to reach and engage students attention, hence the

professor must master different learning styles and strategies to get valuable results. (Ghafoor 2018).

Flipped Classroom draws on strategies such as active learning, peer instruction, collaborative learning, and problem based learning, debate, and podcasting.

Active Learning

According to Carr et al (2015) active learning involves students own determination to construct their knowledge, Professors use techniques such as working projects in class, making group presentations, asking questions during a debate, participating in projects outside the classroom, and tutoring in peers, to engage students with active learning. It is also mentioned that active learning involves all activities that students can do to create their knowledge and understanding, those activities must require a high order thinking and metacognition so students can link the activities and learning.

Similarly Freeman et al (2014) states that active leaning motivates students in the learning process, this leaning process is through activities such as debates or class discussions, It emphasizes higher-order thinking and often involved in group work.

Active Learning Approaches

Vygotsky (1978, as cited Brame, 2016) states that Active learning approaches involved cooperative learning groups, which main purpose is to contribute social interaction that students can make. The author also emphasizes the connection between cognitive process and social activities that contribute to socio-cultural development, it proposes that learning turn up when the student solve problems by themselves in any situation. However professors, instructors or peer tutors must support them in several steps.

Haak et al (2011, as cited Brame, 2016) mention that active learning approaches advocate learning, hence active learning approaches are considered as an effective

instrument which becomes classroom more inclusive, by this reason active learning approaches is considered effective through disciplines (Ambrose et al 2010). In this way students are engaging in participatory learning, some of these approaches are:

Inside /Outside circle

As Rhmania (2017) suggest, inside / outside circle is a strategy which integrates actively all learners, besides, the Inside / outside circle is linked with cooperative learning strategy due to engages and motivates learners to develop their speaking skills. Therefore, it is a strategy that encourages discussion and enhances learners' English language because learner develops confidence and interest in learning a language.

Debate

Bambang (2006, as cited Mahmoud 2015) defines a debate as an important strategy which helps learners in improving their oral production. It is also mentioned that debate is a strategy where two groups are formed by two or three learners each one, its purpose is to interact actively giving pros and cons, in the same topic Meriady (2008: 16) argues that debate is a strategy where students fell motivated due to they can reinforce their convictions.

Peer Instruction

Brame (2018) mentions that Peer Instruction is a cooperative learning method that was first presented by Eric Mazur in 1991 (Mazur, 1997). It is an interactive teaching method where students- centered approach is used, and the main aim is to foster students' interaction during lectures, these lectures focus on key specific points where short conceptual questions are presented (Pinela 2015). Students who are asked to answer a conceptual question individually after a mini-conference develop critical thinking, problem solving and decision-making skills, so that they help students learn better, because students build their knowledge through a structured approach that presents debates with questions between peers. It has been

understood that peer instruction helps students to have a positive response and that facilitates their understanding of the course material and immediate feedback for further development. According to Johnson and Johnson (2009) this method increases student achievement on the course material. On the other hand, peer instruction gives students opportunities where individual success is strengthened by the success of others group members. Besides, Knight (2013); Zingaro and Porter (2014) emphasize that the difficulty of the question is not specifically defined by the level of cognitive activity where the student participates to answer the question.
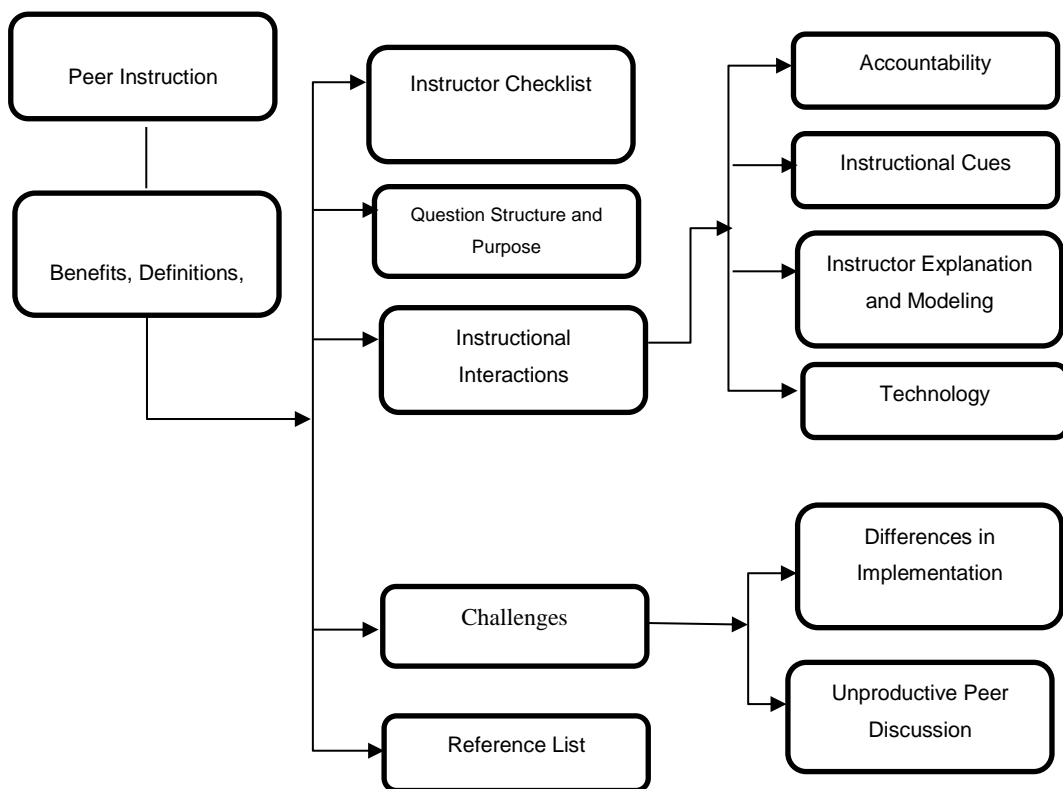
Figure 8. Peer Instruction procedure.
Source: Evidence-Based Teaching Guide.

Collaborative Learning

Ma Gregor et al (1990 - 1999 as cited by Laal 2011) state that collaborative learning is an approach which encourages students to work in groups to solve problems, complete and create a product. Teachers are the fundamental key for students to acquire good knowledge and can make their study material without relying solely on the teachers´ teachings. Through CL is based on the fact that learning must be put into practice not only in talks but in debates between students. Students should dialogue and compare their knowledge with each other. Collaborative learning main aim is joining a group in decision-making and not only from a single leader decision. (p. 491).

Similarly Paulson et al (2002) mention that Cooperative learning is one of the methodologies used for teachers and students to work together, at the same level, developing all learning activities. Panitz (1996) mentions that the traditional concept of CL indicates that, to get positive learning students must work in groups to support each other by imparting ideas, as well as, the skills that each one has in order to share group ideas. Professionals who apply CL are focused on group teaching for better knowledge so that students can impart this knowledge acquired in their homes in social groups among other places. (p. 493)

Bruffee (1996 as cited on Velez 2014) indicates that the teacher must have important topics to discuss in class so that students do not remain in doubt and can obtain new and true knowledge during the teaching process, teachers and students must have good communication. Panitz (1996) indicates that to have excellent performance students have to rotate from one group to another so they can contribute with new ideas and discuss and share information. Smith (1991) states that collaborative learning is a method where the teacher is responsible for finding a correct strategy for teaching students and so they can put into practice in any type of activity (p. 493).

Rojas -Drummond et al. (2014) point out that there are two main productive strategies between collaborative learning activities: (a) The dialogic styles of

interactions used in collaborations and group discussions and (b) For understanding and elaborating genre texts such as literary, journalistic and expository texts (p. 139)

Problem-based – learning

In education, teaching is considered as a process of classroom management where the teachers interact with students, to express their own opinion and respond to what the teacher expects to listen (Powell, 2013). The learning process focuses on teachers' effort to spread knowledge, so one of the strategies they use is Problem based learning. According to Kadir (2013) Problem Based Learning is a suitable model used in pedagogic activities, where students are asked to be active during the process of communicating pedagogical activities. When the teacher implements this model students are able to transmit their ideas and opinions clearly, furthermore this model helps students to develop critical thinking.

In addition, Mathews (2017) states that the role of the teacher in Problem Based Learning Model acts as a facilitator who provides students the tasks, which include appropriate problems to work in the learning process. However, Dewi (2015) research emphasize that the use of this model requires more teaching time hence the teacher must prepare the learning activities in advance and according to the established time.

Major and Palmer (2001, as cited Muñoz 2017) additionally state that Problem based learning is an educational approach which uses complex problems that serve as a learning stimulus in PBL classes, where students get in groups and solve real problems to develop skills such as collecting, evaluating and synthesizing resources. (p, 32). Arend (2017) advocates that Problem Based Learning is a learning model designed to push students to give and support their personal opinion while solving problems, which are given by the teacher. In this way, students reinforce confidence in front of the class, due to it helps students become more active in the leaning process.

Problem Based Learning - steps and practical aspects

Wood (2003, as cited Gorghui et al 2015) proposed the development of the following 7 steps for PBL. (p. 1869)

Step 1. Read carefully up to 3 times to understand the context presented; unknown words must be detailed on stage.

Step 2. Indicate opinions about the different problems expressed in the environment.

Step 3. The problems identified in the students' unfinished knowledge are expressed.

Step 4. The expressions of the problems are appreciated, to obtain solutions.

Step 5. The goals for learning are set out, and the teacher makes sure that they are selected.

Step 6. Independently required students to inquire about each goal set.

Step 7. The class demonstrates the resources found by themselves, and share them, hence the teacher controls that the learning was produced and may assess the group.

Gorghui (2015) listed the important aspects regarding the teaching process of the students.

1. Learning is center on the pupil: The teaching acquired by the students unfolds from the expression of the goals, respecting the characteristics of each one of them.

2. Learning is accomplished in a stimulating environment: For a better acquisition of knowledge, students have the possibility of technological tools that facilitates their education.

3. Learning is relevant: The real problems of the students are important for their teaching.

4. Learning is active and experiential: The group of students assumes their teaching through experimentation and information inquiry.

5. Learning is logical: The rationality of teaching is based on the understanding of knowledge.

6. Learning valorizes students' previous experience: Students´ experience is valued.

7. Students share their knowledge.

8. Learning is efficient: Voluntary and intellectual effort are two indicators which shows students' performance during individual activities.

9. Learning is authentic: Cognitive and metacognitive strategies are not the only ones which shows the development of key competences.

10. Learning is integrative: Students evaluate the achievements made in the different research areas.

Debate

Janssen et al. (2015) mention that debate is an essential part in our lives, due to people are exposed to be influenced and convinced about other people's opinions, hence debate occurs everywhere at any time, it can be formal or informal, in this way debate enhances debaters´ communication skills. It is also stated that debates encourage students to improve their reasoning abilities and language proficiency. (p. 925)

Mahmoud (2015) defines the debate as an excellent strategy to foster students´ oral production, this strategy helps students to develop critical thinking and

communication, besides debate engages students in a variety of linguistic and cognitive ways. Similarly, Valdez et al. (2016) point out that debate is a pedagogical tool which helps students to develop higher-order thinking, teamwork, collaboration and open-mindedness due to it is used as a competitive activity where few students take part. Leib (2007) states that debate is an important tool which enriches the learning experience.

Podcasting

Bamanger (2015) states that podcasting is a new mobile evolving technology which is used as an effective tool for a foreign language teaching context due to it supports digital recordings which are uploaded on the internet and everyone can have access to, and learners can download freely at any time and everywhere in their devices, it enhances students learning process.   Moreover, Cross (2014) mentions that Podcasting provides students the opportunity to find updated sources such as audio and video outside the classrooms to improve their language skills (p. 63, 64).

By the same token, Stanley (2016) mentions that podcasting empower students by giving them the chance to create and publish for real audience. It also facilitates the production of recording, distributing news broadcasts, developing brochures, creating or listening to teachers´ notes, recording lectures, recording meetings and conference notes which help students in their learning process (p. 4).

According to Stewart (2015), Podcasting is used for teachers to

- stimulate independent learning,

- encourage students,

- improve creativity in the classroom,

- select materials that can be matched to the students' abilities, needs, and motivation.

Moreover, the author also mentions some of the benefits of Podcasting in ESL learning.

- There is a free podcast on the net.
- Some podcast has an available transcript.
- Students have the opportunity to choose podcasts from a wide range of topics.
- There are podcasts which present authentic topics at natural speed.
- A great variety of podcasts are designed for English language learners.
- Students can create their library and share with other students
- Listening podcasts promote self- instruction.
- A Taxonomy of podcast helps teachers create and use podcasts in their classroom.

2.4.2 Dependent Variable Theoretical Framework

2.4.2.1 Language

Derbyshire (1967) states that language is undoubtedly a kind of means of communication among human beings. The Human being is able to communicate each other, and exchange ideas, thoughts, opinions, wishes, beliefs, feelings, among others there is no limit for communication, as consequence language is the only way that human beings have to communicate, we can define language as a mean of communication which is based on joining words to form sentences. Communication by means of language is known as linguistic communication, on the other hand, laughing, smiling, shrinking, signals and so on are considered as types of non – linguistic communication, it is compared with the language that non- human species use. However, language is defined as a human property due to its characteristics that make a comparatively clear difference between linguistic and non- linguistic communication meaningful.

Sapir (1921) mentioned that "language is a purely human and non-instinctive method of communicating ideas, emotions, and desires by means of a system of voluntarily produced symbols". Otherwise, It is mentioned, that language is a set (finite or infinite) of sentences due to our human brain is able to construct infinite different sentences using a finite group of sounds or symbols depending on the

language, in addition, child human brain is considered as productive since a child can produce sentences using words that have never heard or seen before (Chomsky, 1957)

According to Lyons (1970) language is a system of communication which is used by particular groups of human beings within a particular linguistic community where they are members.

2.4.2.2 English Language

Language is the first source of communication that exists in humankind. In the world, there are around 6,909 spoken languages according to the linguistic society of America. Each country has its national language and at the same time a variety of local languages. Some languages are more spoken than others, but in the world, there is a common denominator that serves as a means of communication that is the English language. English is known as the lingua Franca, originally was the language of England, but after the historical efforts of the British Empire, this has become the language of several of the colonies formed by the British. English is the language used by all the cultural and commercial spheres ruled by these countries.

There are many reasons why English is the lingua franca, first, it is the most spoken foreign language in the whole world, that is, two people who come from different countries and speak different languages use a common language to communicate, use the English, here lies the importance of English. If people want to communicate with people from other countries, not only English speakers, they should learn English

Crystal (n.d), a world authority in the English language, presents a lively and factual account of the rise of English as a global language. There are 110 countries where English is spoken natively, officially or widely as a second language. No other language is spoken as widely across countries (Pallavai, Shinoko, & Uwe, 2017).

In its role as a worldwide language, English has turned out to be a standout language in academic and professional tools. English is progressively perceived as, without a doubt, the most significant language to learn by the international community. This is a reality that is by all accounts irreversible. English has turned into the official language of the business and logical world, despite the fact that in scholastic and established researchers, formal English use has become the official language of the business and scientific world, although, in academic and scientific communities, formal English usage is prevalent. With creative and 146 flowery use of the language at a minimum, the development of International English often centers on academic and scientific communities. (Atkinson, 2015)

Alfitri (2012) a research proved that on the internet, more than 80% of the sites use English as the medium language while 20% of the rest use the other languages such as Indonesian, Chinese, and the other It indicates that if people do not learn English as their second language they will only acquire less than 20% of the new knowledge, for nowadays new knowledge is mostly shared through the internet.

2.4.2.3 Language Production

To communicate clearly and concisely, four skills are used fundamentally, all of these are developed by speaking, listening, reading and writing Then, when we learn a second language, the teacher is in charge of promoting the development of these skills depending on the planned activities. However, the ability to listen to English, is the main one, the more the student listens, the greater that they retain, retention of information and the greater will be the intensity of communication. Thus being able to develop other language skills must be something funny and exciting since there are many activities that facilitate the development of skills such as listening to music and trying to interpret the content.

The representation of the communication scheme is the guide that is used as the basis for the birth of skills: oral comprehension and oral production. These are the two primary skills because they are held in the oral-auditory medium, but if they are projected onto the visual (or written) medium, then two more arise reading

comprehension and written expression the domain of these four skills was the main aim of learning foreign languages. On the other hand, the skills were divided into active or productive skills and passive or recognition skills

It can be said that the four skills have been, and continue to be, the axis computer of the activities and of the didactic tasks, not only in this paradigm but also in the following ones:

Reading comprehension

Reading comprehension is defined as "a complex process that includes the conscious or unconscious use of various strategies, including those of problem-solving, to reconstruct the meaning that the authors wanted to communicate". Reading helps develop the understanding of culture and expansion of the vocabulary.

Oral comprehension

People who listen are capable of differentiating sounds, interpret emphasis and intention, understand vocabulary and the grammatical structures and retain and interpret all this both within the immediate context as of a broader socio-cultural context. Oral comprehension is a fundamental aspect of communication and in learning a foreign language (L2).

Written expression

Barranza (2014) states that writing establishes a powerful tool in the appropriation of any content and skill, much beyond a communicative skill that is the object of learning. The written skill is one of the most important skills when you are learning a second language as a means of communication.

Oral Expression

According to Baralo (2000), oral production activities must be designed to that the student uses the language with some concrete intention, to solve some problem, get information and transmit it, and make decisions according to different arguments.

The importance of integrating the four skills.

According to Brown (2001), there are five situations that require the combined use of some or all of these skills:

- When the foreign language is used as a means of instruction to teach different subjects
- In teaching based on "projects" that students must complete in groups.
- When it is taught with a very specific purpose.
- When the L2 samples are presented in such a way that they create a feeling of suspense in the student, which is thus more motivated.

2.4.2.4 Oral production

Human beings communicate primarily orally since the oral language is learned first and perhaps because when it is spoken it is automatically and does not require prior preparation, without the need for equipment, methods, means achieving efficient communication in public.

For the development of oral production, we need to quote (Novoa, 1980) who in his book expresses that "whenever the source is spoken, it emits sound signals that cause certain stimuli in the receiver, those signals will produce an answer, in terms of behavior change, as long as the receiver has experiences that allow him to correctly interpret these stimuli "(Novoa, 1981) That is, each of the ideas expressed will try to project an image with meaning in the receiver's mind.

For this it is important to emphasize that oral production is generated, mainly, in the left hemisphere of the brain, this being the one that controls the right part of our body Here conscious thought, rational analytical thinking and sequential of people.

Piestrak (1990) in his book entitled "The seven factors key to oral skills "states that" The ability to recognize the forms, the image as a whole and in a synthesized way, is found in our right hemisphere" (Piestrak, 1990) That is, all the acts of the people depend on our two hemispheres, the problem is that many times, the time of practicing, the acts are not well coordinated with the ideas that our brain, in other words, there is a certain level of deviation between what we can feel and what we say.

Spoken Production

Spoken Production has to be with what students can do with the language, for this reason, students have to be mastered in some speaking sub-skills such as Fluency and Accuracy

Fluency

Widdowson (1998) & Segaowitz (2000) state that "Fluency is related to using all Oral productions in the context of the time-bound nature of speaking. It relies on the speaker's ability to use facilitation skills (fillers, lexical phrases, ellipsis…etc.) and compensation skills (self-correction, rephrasing, or repeating) to cope with ongoing fast communication".

Brown (2007), remarks that fluency is linked with the flow of natural language and that in many cases, "it is probably best achieved by allowing the stream of speech to flow along with some details of phonology, grammar, or discourse can channel the speech on more purposeful course". (p.324). As well as, fluency is best achieved by allowing students to focus on elements of phonology, grammar, and discourse in their spoken output. To gain fluency and accuracy in foreign language students need to be exposed as much time as possible with the language, especially if they depend entirely on the university for input.

Accuracy

Lackman (2010) states that "Students need to be able to use and pronounce words and structures correctly to be understood", hence controlled practice activities are the most common way of working on spoken accuracy. Jahandar (2012) mentions that having accuracy in pronunciation does not mean to have native- accent, however, phonological characteristics in learners 'speech production must be mastered, likewise being able to distinct vowels and consonants. In the same instance, Van Den Doel (2007) states that for English as an International Language to function as an efficient medium, it would be advisable to take a broad rather than a narrow view of intelligibility. This means that EIL speakers attempt to make themselves understood not only to other non-natives but also to native speakers and also to those non-natives who favor a native-like model.

Table 1. Spoken Production.

A1	I can use simple phrases and sentences to describe where I live and the people I know.
A2	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.
B1	I can directly connect phrases to describe experiences and events, my dreams, hopes, and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.
B2	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

C1	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.
C2	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.

Source: Common European Framework Cervantes Institute

Spoken Interaction

Soler (2002), states that "the nature of oral communication encompasses comprehension skills and production of oral discourse, the study of Oral Production involves considering the mechanisms used by the speaker in the spoken interaction "On the other hand, taking as a reference the criterion of Álvarez (2004), the oral skill "is the interaction, the dialogue exchange, the broadcast and the understanding of statements"

The development of Oral Production is limited by the context in which one learns since in the learning of a foreign language (L2) the user will always predominate of the native language (L1) so it becomes even more difficult. Besides, the practice of L2 is simply reduced to the classroom.

According to Moreno (2002), in everyday life, listening comprehension is the first skill that occurs in the learning of the mother tongue, while, oral production is the skill that follows, although not immediately: only after a longer or shorter period of being "exposed" the child can begin to use oral language in an appropriate way.

Table 2. Spoken Interaction.

A1	I can interact directly with the person which is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.
A2	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.
B1	I can deal with most situations likely to arise whilst traveling in an area where the language is spoken. I can enter unprepared into conversation on familiar topics, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).
B2	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.
C1	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.
C2	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.

Discourse Management

According to Balboa (2018) discourse management deals with how words, phrases or sentences are put together to covey meaning. On the same talk Pollard (2017) states that Discourse Management is one of the main components assessed in spoken language, due to it denotes the fluency that a student has while producing extended written and spoken texts. (p. 145).

Interactive Communication

According to Balboa (2018) interactive communication is based on the ability to transmit ideas, it requires at least two interlocutors who take turns discussing about a given talk. The main purpose of interactive communication is to maintain an active, natural and collaborative communication, for this, the most relevant elements of oral production take place, those elements are Transactional (specific information exchange) and Interpersonal (maintain social interaction) which shape the interaction between the participants (p. 145).

Elements of Oral Production

According to Brown (2001), there are six elements which help students to develop oral production in class: imitative, intensive, responsive, transactional, interpersonal, and extensive.

Imitative

According to Sulispriyanto (2015), the imitative element is the ability to imitate or repeat a word, a phrase or a sentence, focusing on oral production, pronunciation. Its main purpose is that the students retain the chunk of new language which was imitated. Manurung (2018) indicates that students should practice imitative speech as this allows them to get easy learning and encourage them to participate and

understand that there are different types of sounds and structures, which must be learned through the imitative element (p. 91).

Imitative speech assessments

Word repetition task (repeat after me)

Test - takers hear

- Beat / bit - bat / vat

- I bought a boat, yesterday,

- The glow of the candle is growing,

Test-takers repeat the stimulus.

Phone pass test (Versant)

The computer produces an oral production assisted by a telephone. People read it aloud, chant sentences, answer questions and chant some words.

Part A: choose some sentences and repeat them aloud.

Part B: the phone dictates a sentence that must be repeated.

Part C: You must answer a question or a small phrase to a question.

Part D: Link in a sentence with three different groups of words that will be understood in a random arrangement.

Part E: the phone will dictate a specific topic and will have 30 seconds to comment.

Intensive

Ria (2018) explains that practicing phonological or grammatical aspects help to perform speaking skills in a better way since it is related to the production of short sections in oral production, furthermore intensive speaking performance focus on the production of oral language to show the grammatical, lexical, phrasal, or phonological relationship. Rahmawan and Ertin (2015) mention that intensive

speaking element differs from imitative speaking element due to the intensive element does not focus on pronunciation, hence intensive element foster grammatical aspects, consequently, students have to understand the exact meaning to solve a task. The intensive speaking element can be self-initiated or it can be part of a pair work activity where students interact using different forms of the language.

Intensive Speaking Assessment.

Direct Response Task

It elicits a particular grammatical form of a sentence.

Tell me he went to work.

Tell me that you like rock music

Tell me that you are not interested in tennis.

Tell him to come to my house tonight.

Remind him when the party is.

Read – Aloud Task

It is an easy technique which is based on selecting a passage that incorporates test aspects and by recording the test takers´ output.

Responsive

Sulispriyanto (2015) mentions that Responsive element contains interaction and test comprehension, but at the somewhat limited level of short conversations, standard greetings and small talks, comments and simple requests. The stimulus is using prompts to preserve authenticity. Additionally, Ria (2018) remarks that Responsive Element uses short responses which cannot extend into dialogues, for example, standard greetings, comments and simple requests.

Responsive assessment

A: Mary: Excuse me, Do you have the time?

   Doug: Yeah. Nine fifteen.

B: Ted: What is the most urgent environmental problem today?

   Lucas: I would say massive deforestation.

C: Jeff: Hey, Steve, How´s it going?

  Steve: Not bad, and yourself?

   Jeff: I´m good.

  Steve: Cool. Okay, gotta go.

Transactional

Transactional Oral Production element is linked with the responsive element, which the main purpose is to convey and exchange specific information, a conversation is a good example of transactional. Moreover, it facilitates the communication process due to it shows a high level of empathy and reciprocal understanding (Schneider et al, 2018, p. 12). Consequently, when students try to speak, they have to face up with the reduced knowledge of phrases and vocabulary, for this, using transactional element is an important strategy which helps students to express better during the communication process. Once the language is used with the transactional element the purpose is to transfer the message and make oneself understood (Richards, 2015).

Similarly, Muñoz & Ramirez (2018) conclude that transactional communication strategy improves speaking skill, in grammar, vocabulary, fluency, pronunciation, and attitude, moreover it minimize negative speaking features such as limited vocabulary, poor grammar, lack of confidence, long pauses while speaking which are normal when students are exposed to oral interaction; students weaknesses are reduce when they use this strategy.

Interpersonal

Interpersonal element is carried out in a dialogue like a transactional element. Its main purpose is to maintain the social relationship for transmitting information. Those dialogues are kind of confused due to students have to link factors such as slangs, ellipsis, sarcasm, a casual register in the oral production, this kind of factors make students get confused and misunderstood the message (Manurung, 2018, p. 91).

Extensive

As Sulispriyanto (2015) has noted Extensive Oral Production Element task consists of oral presentations, speeches, and storytelling where students have the opportunity to foster their oral interaction. The language style is formal that means that this task has to be planned, however, the teacher cannot rule out some monologues which information must vary depending on students real activities (such as my vacation, my plans for the future or my favorite dish). Besides, extensive Oral Production tasks such as speeches, reports, and summaries can be impromptu or planned and the length of the activity depends on students' English proficiency. These activities include complex, moderately sections of discourse, generally with minimal verbal interaction (Ria, 2015).

2.5   Hypothesis

Null hypothesis

Flipped Classroom is not related to the Oral Production in students at Universidad Técnica de Cotopaxi – Language Department.

Alternative Hypothesis

Flipped Classroom is related to the Oral Production in students at Universidad Técnica de Cotopaxi – Language Department.

2.6   Identification of variables

2.6.1 Independent Variable

Flipped Classroom.

2.6.2 Dependent Variable

Oral Production.

CHAPTER III

METHODOLOGY

3.1   Basic Method Of Research

3.1.1   Quali-quantitative Approach

This research followed a quali-quantitative study. The one that created the root for the proposal which was based on the creation of a Methodological Guide on how to use the Flipped Classroom in Oral Production in the students of the Universidad Técnica de Cotopaxi.

3.2   Basic Research Modality

3.2.1   Descriptive

The descriptive research performed a situational analysis of the study problem, with accurate information on the research variables, detailing the causes and effects, describing attitudes, knowledge, experiences about the Flipped Classroom and the Oral Production through instruments such as survey questionnaires and the observation form.

3.3   Level of Research

3.3.1. Field Research

Field research was the one that takes place where the problem occurs, with all the actors involved in the research process, in this case, teachers, students and parents who had experience, knowledge, and information about the current situation.

Additionally, the researcher had the opportunity to observe and analyze the situation of the students regarding the Flipped classroom and Oral Production through their participation in class. In the same way, the researcher had direct contact with the population and environment of the research to get the information to achieve the proposed objectives of the research.

3.3.2. Exploratory

The exploratory research was based on examining information with greater precision of topics that has not been contemplated in other studies, in order to expand the information obtained for a greater knowledge of it, making a comprehensive assessment of the Flipped Classroom and the Oral Production, with a specific revision of its theoretical contents and the practical application of instruments for data collection.

3.3.3. Correlational

Correlational research designs determined the strength of the relationship between the variables (cause) Flipped Classroom and Oral Production (effect). In other words, it examined whether one variable influences the other. Walliman (2011) asserts that the purpose of carrying out this type of research is to demonstrate how a variable may affect and produce a chance over the other variable. In this case, how the Oral Production may improve when students put in to practice guide online activities using the Flipped Classroom Method.

3.4 Design of research

3.3.4. Quasi-Experimental

According to White and Sabarwal (2014) a quasi – experimental design is used when the researcher wants to make a comparison between control and experimental group, the research is quasi – experimental due to it test the causal hypothesis, and it lacks random assignments.

3.5 Population y sample

3.5.1 Population

This research was carried out with 80 elementary students (40 students who belong to A2 D class and 40 students who belong to A2 J class) from Universidad Técnica de Cotopaxi. Therefore, the control group was 40 students and the experimental group was 40 students.

Table 3. Population.

Population	Number of students	Percentage
Controlled Group 40 students from A2 D classroom at the Language Department from UTC	40	50%
Experimental Group 40 students from A2 J classroom at the Language Department from UTC	40	50%
	80	100%

Source: Population.
Elaborated by: Guamani, A. (2019).

3.3. Operationalization of Variables

Table 4. Operationalization of the Independent Variable. Flipped classroom.

Conceptualization	Dimensions	Indicators	Items	Techniques	Instruments
Flipped Classroom The Flipped Classroom (FC) is a strategy that consists of a group of activities which can be individual or in groups	Strategy Flipped Classroom	Individual Activities	• When you finish iClickers or polling activities, do you provide immediate feedback? • Once students do Word Webs and Concept map activities, Do you reinforce concepts and build up connections? • Do you consider that Individual Problems activity, allow students to tackle problems? • When students practice Problem Solving Activity do you provide immediate feedback to students' misconceptions?	Survey	Teacher Questionnaire
		Group activities	• When you finish Think–Pair–Share activity, do you have students reflect on it individually and then discuss it in groups? • While students are developing Team Matrix activity, do you consider it is necessary to check comprehension? • When you develop IF-AT cards Activity, do you think it is important to apply Immediate Feedback Assessment Technique?		

Source: Research theoretical Framework
Elaborated by: Guamani, A. (2019)

Table 5. Operationalization of the Dependent Variable. English vocabulary retention.

Dependent Variable	Dimensions	Indicators	Item	Technique	Instrument
Oral Production It is a productive sub-skill that helps to develop oral proficiency to speak and communicate effectively in the English language through spoken production and spoken interaction.	Spoken Production	Accuracy Fluency	• What is your name? • What´s your surname? • Where do you live? • Do you live in a house or in an apartment?	Test	Student Questionnaire
	Spoken Interaction	Discourse Management Interactive Communication	• Describe the picture? • What can you see in the picture? • What are the people doing? • What would you do in that situation? • Would you like to be in that situation? And why?		

Source: Research theoretical Framework
Elaborated by: Guamani, A. (2019).

3.4. Information Processing and Analysis Plan

3.6.1 Method

Pre-test

The speaking part of Preliminary English Test (PET) (see annex N° 2) was administrated to 80 students, 40 who belong to the experimental group, and 40 students who belong to the controlled group before the implementation of the research. The test assessed four criteria (grammar and vocabulary, discourse management, pronunciation and interactive communication) which demand that students work independently and collaboratively in order to solve the test.

Post-test

The speaking part of Preliminary English Test (PET) (see annex N° 3) was administrated to 80 students, 40 who belong to the experimental group, and 40 students who belong to the controlled group after the implementation of the research. The test assessed four criteria (grammar and vocabulary, discourse management, pronunciation and interactive communication) which demand that students work independently and collaboratively in order to solve the test.

3.6.2. Data Collection Plan

Table 6. Data collection plan.

BASIC QUESTIONS	EXPLANATION
What is the objective or purpose?	To achieve the research objectives
To Whom?	Students of elementary level.
About which aspects?	Flipped Classroom and the Oral Production
Who?	Researcher
When?	2019
Where?	Universidad Técnica de Cotopaxi
How many students?	80

What kind of tool?	Test
What is the situation?	At a good classroom environment.

Created by: Guamani, A. (2019)

Analysis

- For the processing of the information the following steps were fulfilled:
- Design of research instruments such as the survey and the indicators observation sheet in the Linkert Scale.
- Apply pretest to both control and experimental group
- Correction of survey errors and observation file through a review test.
- Definitive validation of the research instruments.
- Application of the research instruments with the selected study population.
- Quantification of research results in frequencies and percentages.
- Design of tables and cakes with frequencies and percentages.
- Analysis and interpretation of research results.
- Development of conclusions and recommendations.

CHAPTER IV

ANALYSIS AND INTERPRETATION

4.1 Analysis of results

Based on the recordings analysis, the measurement of the oral production was developed taking into consideration the rubrics criteria from the PET Test in order to provide an accurate way of assessing students. Four sub-skills were taken into account in the assessment: grammar and vocabulary, discourse management, pronunciation, and interactive communication. The results are described below:

4.1.1 Grammar and vocabulary

Table 7 and Figure 9 show the Grammar and Vocabulary means and the percentages:

Table 7. Grammar and vocabulary grades.

Group	Pre-test		Post-test	
	Mean	Percentage	Mean	Percentage
Control group	2,73	54,50%	3,48	69,50%
Experimental group	3,25	65,00%	3,75	75,00%

Elaborated by: Guamani, A. (2019).
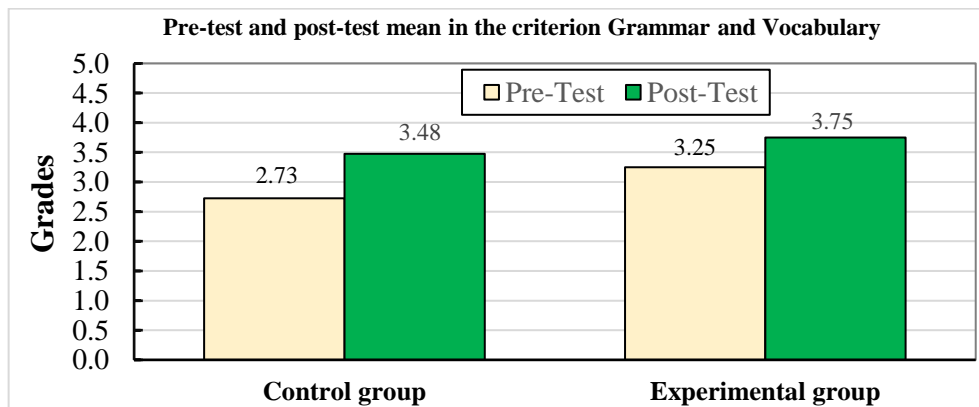
Figure 9. Grammar and vocabulary grades.

Elaborated by: Guamani, A. (2019).

Analysis and interpretation:

As it is shown in Table 7 and Figure 9, in the control group case (without flipped classroom), the pre-test mean was 2,73 over 5 which increased until 3,48 over 5 in the post-test. While in the experimental group case (with flipped classroom), the pre-test mean was 3, 25 over 5 which increased until 3, 75 over 5 in the post-test. But the increase was 15% in control group and 10% in experimental one. It means the flipped classroom did not cause an improvement effect in the Grammar and Vocabulary sub-skill.

4.1.2 Discourse management

Table 8 and Figure 10 show the Discourse management means and the percentages:

Table 8. Discourse management grades.

Group	Pre-test		Post-test	
	Mean	Percentage	Mean	Percentage
Control group	2,83	56,50%	3,08	61,50%
Experimental group	2,93	58,50%	3,75	75,00%

Elaborated by: Guamani, A. (2019).
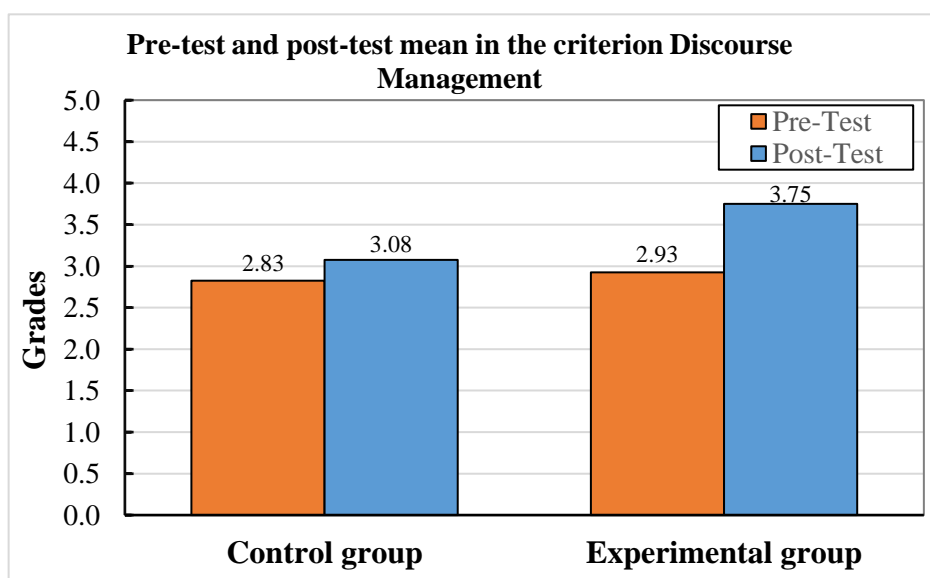
Figure 10. Discourse management grades.

Elaborated by: Guamani, A. (2019).

Analysis and interpretation:

As it is shown in Table 8 and Figure 10, in the control group case, the pre-test mean was of 2,83 over 5 which increased until 3,08 over 5 in the post-test. While in the experimental group case, the pre-test mean was of 2,93 over 5 which increased until 3,75 over 5 in the post-test. The increase of the mean was of 5% in control group and 16,5% in experimental one. It means the flipped classroom caused an improvement effect in the discourse management sub-skill in comparison to traditional teaching strategies.

4.1.3 Pronunciation

Table 9 and Figure 11 show the Pronunciation means and the percentages:

Table 9. Pronunciation grades.

	Pre-test		Post-test	
Group	Mean	Percentage	Mean	Percentage
Control group	2,85	57,00%	2,88	57,50%
Experimental group	2,68	53,50%	3,90	78,00%

Elaborated by: Guamani, A. (2019).
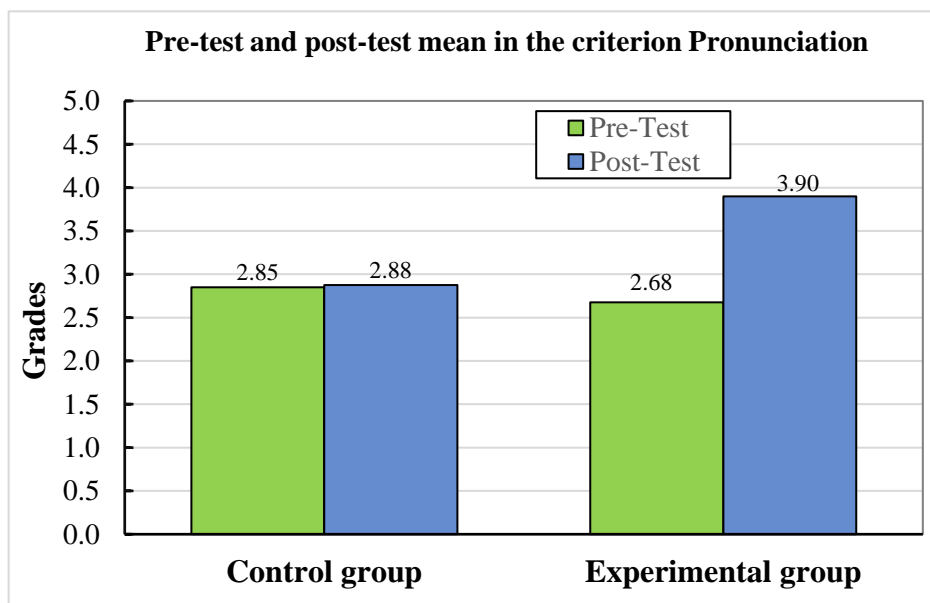
Figure 11. Pronunciation grades.
Elaborated by: Guamani, A. (2019).

Analysis and interpretation:

As it is shown in Table 9 and Figure 11, in the control group case, the pre-test mean was of 2,85 over 5 which increased until 2,88 over 5 in the post-test. While in the experimental group case, the pre-test mean was of 2,68 over 5 which increased until 3,90 over 5 in the post-test. The increase of the mean was of 0,5% in control group and 24,5% in experimental one. It means the flipped classroom caused an improvement effect in the pronunciation sub-skill in comparison to traditional teaching strategies.

4.1.4 Interactive communication

Table 10 and Figure 12 show the Interactive Communication means and the percentages:

Table 10. Interactive communication grades.

	Pre-test		Post-test	
Group	Mean	Percentage	Mean	Percentage
Control group	2,88	57,50%	3,08	61,50%
Experimental group	2,30	46,00%	4,40	88,00%

Elaborated by: Guamani, A. (2019).
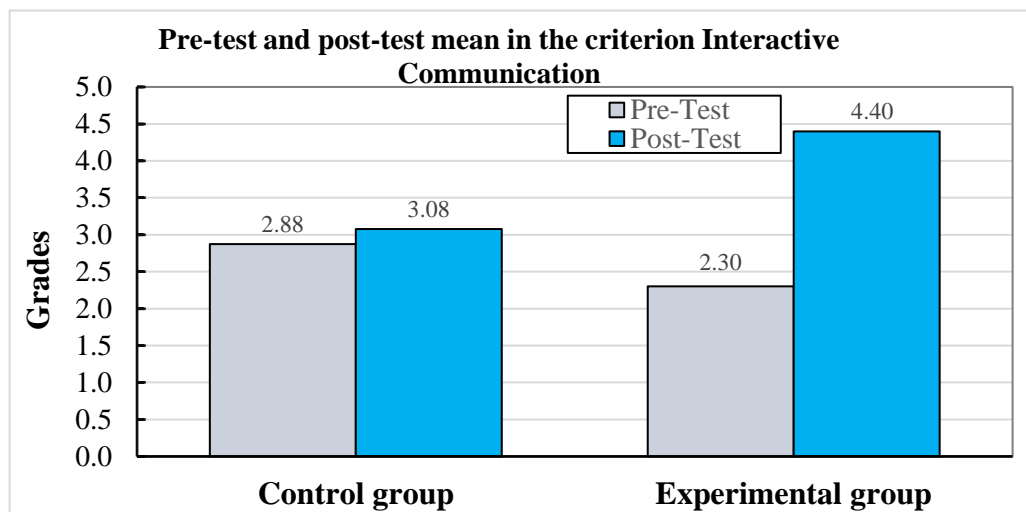
Figure 12. Interactive communication grades.

Elaborated by: Guamani, A. (2019).

Analysis and interpretation:

As it is shown in Table 10 and Figure 12, in the control group case, the pre-test mean was of 2,88 over 5 which increased until 3,08 over 5 in the post-test. While in the experimental group case, the pre-test mean was of 2,30 over 5 which increased until 4,40 over 5 in the post-test. The increase of the mean was of 4% in control group and 42% in experimental one. It means the flipped classroom caused an improvement effect in the interactive communication sub-skill in comparison to traditional teaching strategies.

4.1.5 Comparison by groups

4.1.5.1 Control group

In order to illustrate the results of the four sub-skills means for the control group, Table 11 and Figure 13 are presented, as shown below:

Table 11. Pre-test and pot-test grades by criteria-Control group.

CONTROL GROUP	Pre-test		Post-test	
CRITERION	Mean	Percentage	Mean	Percentage
GRAMMAR AND VOCABULARY	2,73	54,50%	3,48	69,50%
DISCOURSE MANAGEMENT	2,83	56,50%	3,08	61,50%
PRONUNCIATION	2,85	57,00%	2,88	57,50%
INTERACTIVE COMMUNICATION	2,88	57,50%	3,08	61,50%

Elaborated by: Guamani, A. (2019).

Analysis and interpretation:

When comparing the results of the control group, it can be seen that the Grammar and Vocabulary criterion had the most important increase in the post-test respect to the pre-test. In that case, the increase represented 15%, unlike the other sub-skills that improved less than 5%. This means that traditional teaching did not contribute significantly to the improvement of the discourse management, pronunciation, and interactive communication sub-skills.
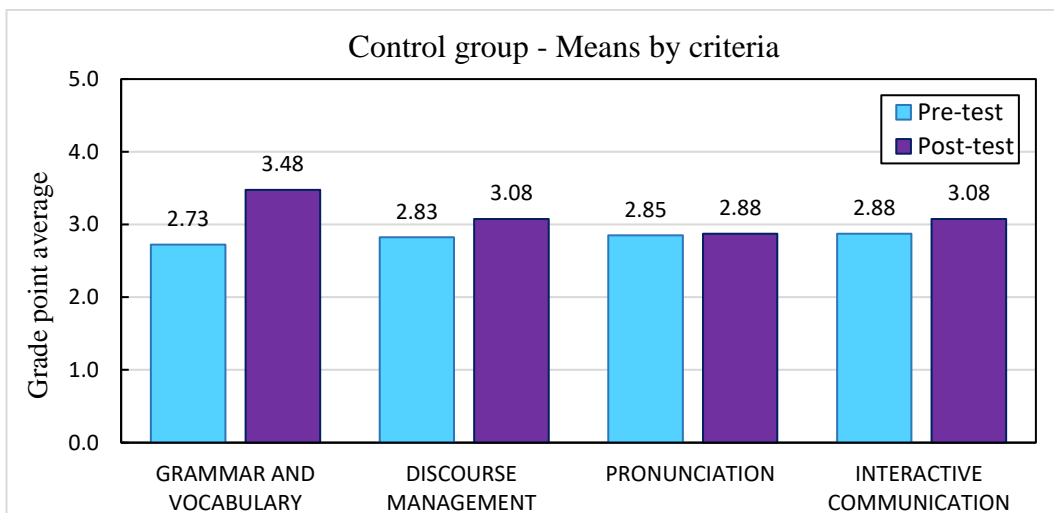
Figure 13. Pre-test and pot-test grades by criteria-Control group.
Elaborated by: Guamani, A. (2019).

4.1.5.2 Experimental group

In order to illustrate the results of the four sub-skills means for the control group, Table 12 and Figure 14 are presented, as shown below:

Table 12. Pre-test and pot-test grades by criteria-Experimental group.

EXPERIMENTAL GROUP	Pre-test		Post-test	
CRITERION	Mean	Percentage	Mean	Percentage
GRAMMAR AND VOCABULARY	3,25	65,00%	3,75	75,00%
DISCOURSE MANAGEMENT	2,93	58,50%	3,75	75,00%
PRONUNCIATION	2,68	53,50%	3,90	78,00%
INTERACTIVE COMMUNICATION	2,30	46,00%	4,40	88,00%

Elaborated by: Guamani, A. (2019).
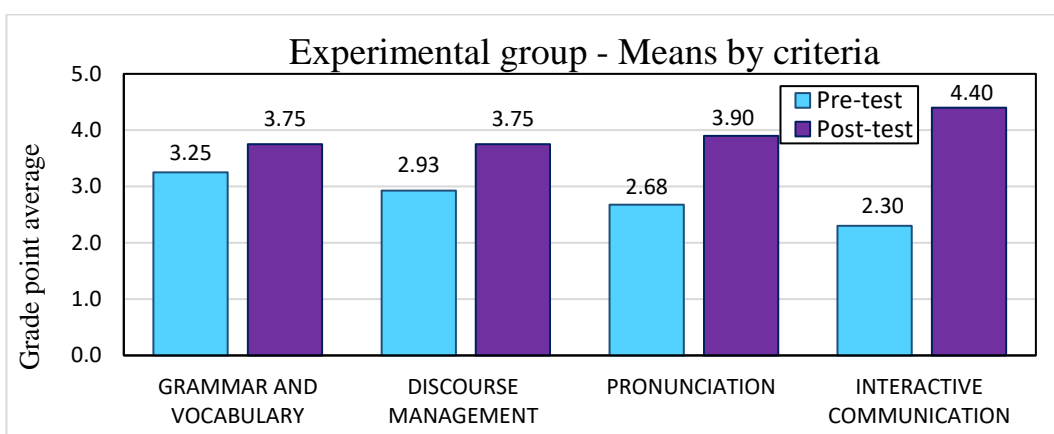
Figure 14. Pre-test and pot-test grades by criteria- Experimental group.
Elaborated by: Guamani, A. (2019).

Analysis and interpretation:

The results of the experimental group have shown that the grades in the post-test are upper than 10% compared to the pre-test grades in all cases. However, the improvement is more evident in the pronunciation and discourse management sub-skills. The case of management's sub-skill is remarkable, in which case the margin of improvement is 42%. The implementation of lesson plans based on Flipped Classroom contributed to improve the oral production of students at Universidad Técnica de Cotopaxi-Language Department.

4.2   Hypothesis verification

Null Hypothesis H$_0$: Flipped Classroom is not related to the Oral Production in students at Universidad Técnica de Cotopaxi – Language Department.

Alternative Hypothesis H$_1$: Flipped Classroom is related to the Oral Production in students at Universidad Técnica de Cotopaxi – Language Department.

4.1.1   Variables

Independent variable: Flipped Classroom.

Dependent variable: Oral Production.

4.1.2   Description of the population

The researcher considered a control and an experimental group of 40 students from A2 D and J classroom, respectively, at the Language Department from UTC.

4.1.3   Mathematical model

The mathematical model of the test is the next:

H$_0$: $\mu_1 \leq \mu_2$

H$_1$: $\mu_2 > \mu_1$

Where:

μ_1 = population mean in the pre-test.

μ_2 = population mean in the post-test.

In this case it is considered a statistical test of hypotheses to a single tail because the researcher aims to demonstrate if graphic organizers improve reading comprehension skills in English. (Post-test mean is upper than pre-test mean).

The Student t-test formula is the next:

$$t = \frac{\bar{x}_d}{\frac{S_d}{\sqrt{n}}}$$

Where:

t = Student t-test from the data.

$\bar{x}_d$ = differences average in the sample.

n = pre-test and post-test data number (40 data).

S_d = standard deviation of the differences.

4.1.4 Specification of the regions of acceptance and rejection

The distribution under the null hypothesis of the variable t is a Student t-test with (n - 1) degrees of freedom.

4.1.5 Decision making

The null hypothesis (H_0) will be rejected and the alternative (H_1) will be accepted if the 'p' value or level of bilateral significance is smaller than or equal to a (0.05). It means if the Student t value is on the null rejected region in the Student t-test distribution, the alternative hypothesis (H_1) will be accepted.

4.1.6   Selection of the level of significance

To verify the hypothesis, the following level of significance was used: **α = 0.05**

4.1.7   Degrees of freedom

The formula to determine the degrees of freedom is the next:

$$df = n - 1$$

Where:

n = pre-test and post-test data number (40 data in control and experimental groups).
df = degrees of freedom

$$df = 40 - 1$$
$$df = 39$$

According to the selected level of significance (0.05) and the degrees of freedom (39), Student t value is 1.6849 (see Annex 5) in control and experimental groups.

4.1.8   Data collection and calculation of statistics

The results the pre-test and post-test from both the experimental and control groups were compared and analyzed. They are presented in the tables below:

Table 13. Data collection control and experimental group.

CONTROL GROUP				EXPERIMENTAL GROUP			
No.	Pre-Test	Post-Test	Differences	No.	Pre-Test	Post-Test	Differences
1	10	12	2	1	11	18	7
2	12	13	1	2	13	15	2
3	12	13	1	3	12	17	5
4	12	13	1	4	14	16	2
5	11	13	2	5	9	17	8
6	11	12	1	6	13	17	4
7	10	13	3	7	12	16	4
8	12	13	1	8	11	16	5

CONTROL GROUP				EXPERIMENTAL GROUP			
No.	Pre-Test	Post-Test	Differences	No.	Pre-Test	Post-Test	Differences
9	11	13	2	9	9	15	6
10	10	12	2	10	12	17	5
11	10	12	2	11	11	17	6
12	11	12	1	12	13	16	3
13	11	12	1	13	8	13	5
14	12	12	0	14	14	16	2
15	10	12	2	15	10	15	5
16	11	12	1	16	13	16	3
17	10	12	2	17	9	15	6
18	12	12	0	18	14	16	2
19	12	13	1	19	11	15	4
20	12	12	0	20	13	16	3
21	9	11	2	21	13	15	2
22	12	13	1	22	10	16	6
23	14	15	1	23	10	15	5
24	12	13	1	24	12	15	3
25	9	11	2	25	10	16	6
26	9	11	2	26	11	16	5
27	12	14	2	27	9	16	7
28	14	15	1	28	11	15	4
29	16	16	0	29	10	15	5
30	9	13	4	30	12	15	3
31	9	11	2	31	12	15	3
32	9	10	1	32	11	16	5
33	14	14	0	33	10	16	6
34	12	12	0	34	8	15	7
35	13	13	0	35	11	18	7
36	10	11	1	36	12	16	4
37	13	13	0	37	10	16	6
38	11	11	0	38	12	15	3
39	10	12	2	39	10	16	6
40	12	13	1	40	10	16	6

Source: Test applied to students.
Author: Ana Guamaní (2019).

4.1.9   Student T-test results

Through the use of a statistical software, the following results were obtained:

Table 14. Paired sample statistics.

Paired sample statistics		Mean $\bar{x}_d$	N	Standard deviation S_d	Standard error of the mean $\dfrac{S_d}{\sqrt{n}}$
Control group	Pre-test Total	**11,28**	40	**1,62**	0,26
	Post-test Total	**12,50**	40	**1,20**	0,19
	Differences (Pre-Post)	**1,23**	40	**0,92**	0,14
Experimental group	Pre-test Total	**11,15**	40	**1,61**	0,25
	Post-test Total	**15,80**	40	**0,94**	0,15
	Differences (Pre-Post)	**4,65**	40	**1,66**	0,26

Source: Test applied to students.
Created by: Ana Guamaní (2019).

Figure 15 shows the means grades of pre-test and post-test for control and experimental group. When comparing the means, it is visualized that the value of the experimental group is higher than control group mean. This represents that the adoption of strategies for speaking skill teaching based on Flipped Classroom (experimental group) allows students to obtain a better performance in comparison with a traditional teaching methodology (control group).
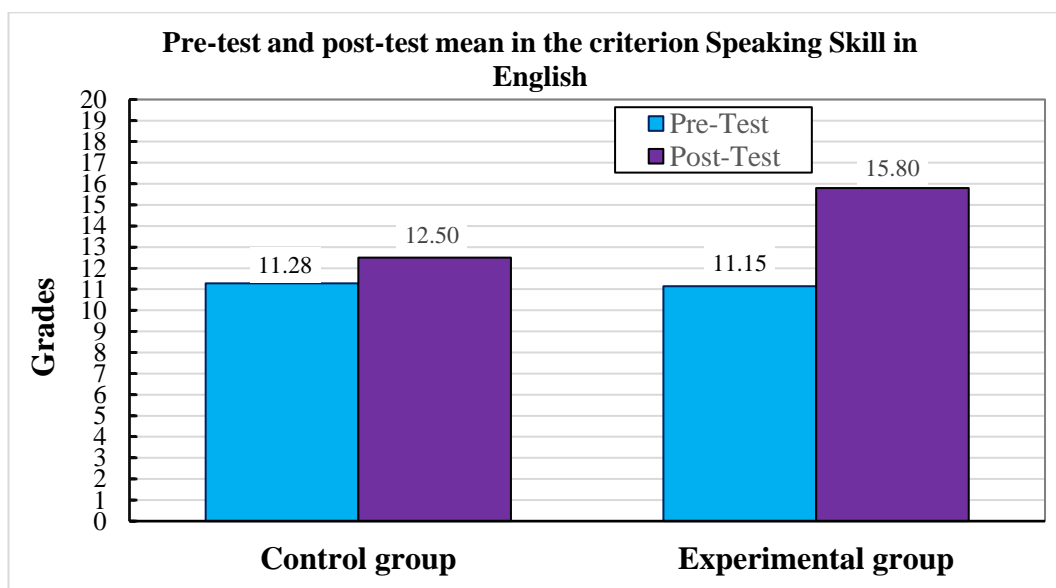
Figure 15. Comparison between pre-test and post-test experimental.
Created by: Ana Guamaní (2019).

It is also observed that the grades obtained are more uniform in the experimental group in the post-test, given that a lower standard deviation was obtained compared with the pre-test.

$$t = \frac{\bar{x}_d}{\frac{S_d}{\sqrt{n}}}$$

Control group:

$$t = \frac{1,225}{0,145}$$

$$\boldsymbol{t = 8,44}$$

Experimental group:

$$t = \frac{4,65}{0,262}$$

$$\boldsymbol{t = 17,75}$$

The resolution through the use of statistical software allows obtaining the same results, as it is showed in the following table:

Table 15. Student t test to paired sample statistics.

Paired sample statistics									
		Paired differences							
					95% of difference interval of confidence				Sig.
		Mean	Standard deviation	Standard error of the mean	Lower	Upper	t	df	(unilateral)
Control group	Pre-test Total - Post-test Total	1,225	0,920	0,145	0,931	1,519	**8,426**	**39**	$1,29 \times 10^{-10}$
Experimental group	Pre-test Total - Post-test Total	4,65	1,657	0,262	4,12	5,18	**17,747**	**39**	$1,41 \times 10^{-20}$

Source: Test applied to students.
Created by: Ana Guamaní (2019).

As it can be seen in the last table, the differences are more significant in the experimental group than in the control group.

4.2.11 Final decision

The decision from the t calculated for the experimental group with 39 degrees of freedom and with 0.05 of unilateral significance level, p = 1,41 x 10^{-20} (1,41 x 10^{-18} %) which is lower than α = 0.05 (5%). Similarly, calculated Student t is 17,74 which is upper than critical value of 1.6849. Therefore, it is on the null rejection region. It means that, the null hypothesis is rejected and the alternative one is accepted: "**Flipped Classroom is related to the Oral Production in students at Universidad Técnica de Cotopaxi – Language Department**".

The Student t distribution for the experimental group is the next:
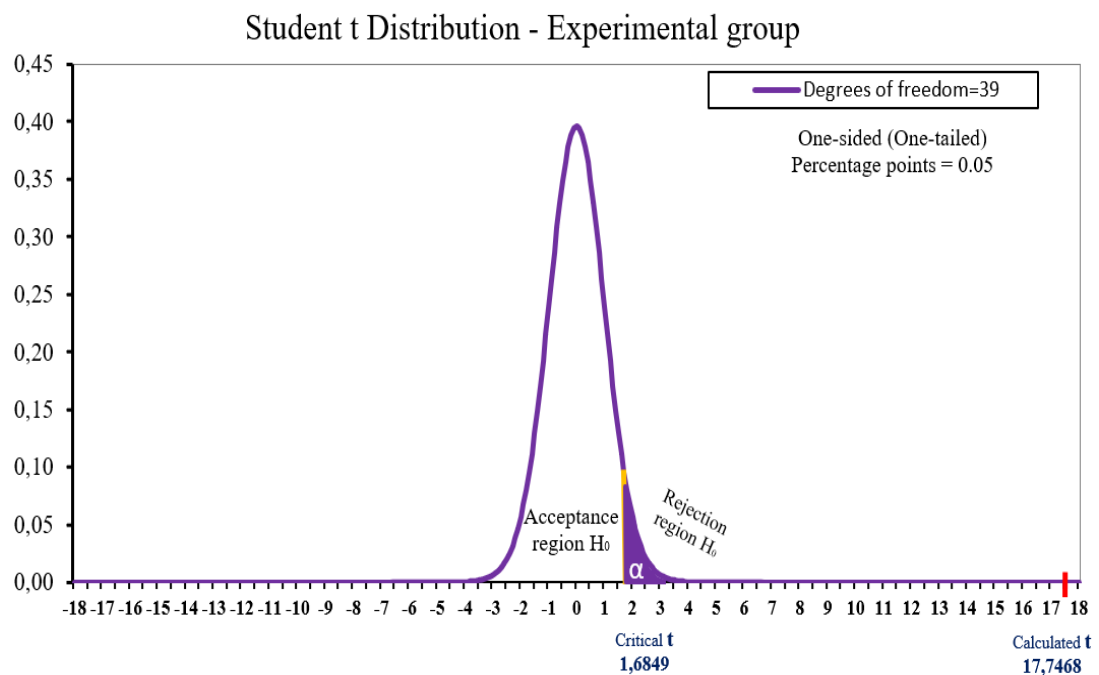
Figure 16. Student t-test distribution experimental group**.**
Source: Test applied to students.
Author: Ana Guamaní (2019).

The Student t distribution for the control group is the next:
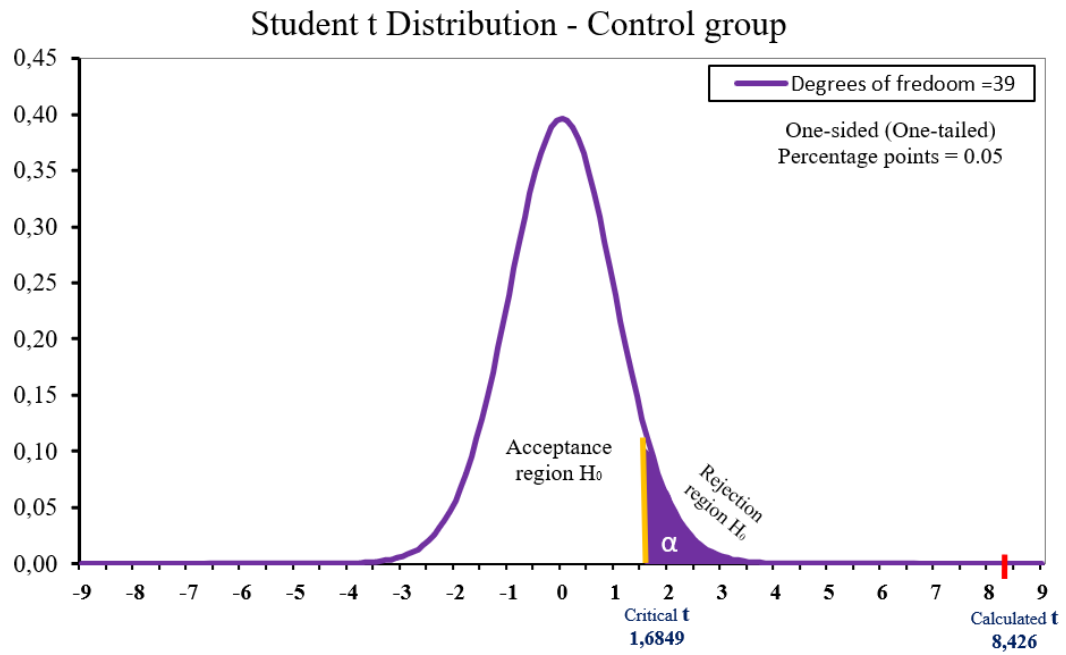
Figure 17. Student t-test distribution control group**.**

Source: Test applied to students.
Author: Ana Guamaní (2019).

Additionally, it is observed that flipped classroom allowed to obtain better results in oral production compared to a regular teaching methodology, when the researcher compare the results of control and experimental groups.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

The research project aimed to provide evidence how Flipped Classroom enhances the Oral Production in students at Universidad Técnica de Cotopaxi- Language Department. The application of lesson plans based on Flipped Classroom activities reached the objectives set at the beginning of the project and the following conclusions are drawn:

- Flipped Classroom is a student – centered strategy, and the role of the teacher is to facilitate the tools for learning. Flipped Classroom draws on strategies such as Active Learning, Peer Instruction, Collaborative Learning, Problem Based Learning, Debate, and Podcasting. In the study which is of a quasi-experimental type, it was considered the implementation of lesson plans based on the Flipped Classroom aimed at experimental group of students. The results were compared with those obtained by a control group.

- The measurement of the oral production was developed taking into consideration the rubrics criteria from the PET Test in order to provide an accurate way of assessing students. Four sub-skills were taken into account in the assessment: Grammar and Vocabulary, Discourse Management, Pronunciation, and Interactive Communication. The results of the experimental group show the grades are upper than 10% in the post-test compared to the pre-test grades in all cases. The case of management's sub-skill is remarkable, in which case the margin of improvement is 42%.

- According to the results there is a relationship between lesson plans based on Flipped Classroom activities and the Oral Production in students. It was evident because the alternative hypothesis was accepted with a level of significance less than 5% while the null hypothesis was rejected.

- It was shown that the Flipped Classroom activities have a favorable effect on three of the four sub-skills of Oral Production. Above all, the case of Interactive Communication was the most successful which is an exchange of ideas where both participants, whether human or machines, it is a dynamic, two-way flow of information.

5.2 Recommendations

After the implementation of Flipped Classroom activities, the following recommendations are set:

- To apply Flipped Classroom activities in class in a permanent way because it will help students to enhance their oral production and speaking skill.

- To develop academic planning incorporating lessons based on Flipped Classroom because the fact it is a strategy which reinforce students Oral Production.

- To assess students' oral production by dividing it into sub-skills: Grammar and Vocabulary, Discourse Management, Pronunciation, and Interactive Communication because it will provide a more detailed evaluation.

CHAPTER VI

THE PROPOSAL

TOPIC:

"THE FLIPPED CLASSROOM AND THE ORAL PRODUCTION IN STUDENTS AT UNIVERSIDAD TÉCNICA DE COTOPAXI-LANGUAGE DEPARTMENT".

6.1 Informative Data

Proposal: Lesson Plans based on Flipped Classroom activities to enhance The English Oral Production.

Executing Institution: Universidad Técnica de Cotopaxi- Language Department

Beneficiaries: Students at Universidad Técnica de Cotopaxi – Language Department

Project Responsible: Ana Guamani Aymacaña; Lcda. Lorena Meléndez, Mg.

6.2 Background of the Proposal

This research study emerges from the students' need to communicate fluently with their partners and teacher during the English class, to overcome with this issue a handbook was perfectly planned, taking account A2 students of the Language Department at Universidad Técnica de Cotopaxi weaknesses. The application of a pre – test to students evidenced that students have difficulties with grammar / vocabulary, discourse management pronunciation and especially with interactive communication, as consequence the development of Oral Production was limited.

For that reason, Flipped Classroom Strategy was considered one the best options to face with this problem, a deep bibliography study was done before applying the strategy, in order to understand how Flipped Classroom can help students to enhance Oral Production, hence, a set of lesson plans focused on Flipped Classroom and Oral Production were organized.

This handbook will cover contents from the students' book, which will include a set of activities for the development of Oral Production in A2 students.

6.3   Justification

English is one of the most dominant languages around the world, because half of the world's population speak it, moreover English learning has become one of the most important subjects in education, however developing Oral Production has been a problem because acquiring a language in a non-native speaking country such as in Ecuador becomes a challenge. For this reason several strategies has been explored to help students to foster Oral Production, in this proposal Flipped Classroom has been successfully proved in learning classes, this strategy is student – centered, and the role of the teacher is to facilitate the tools for learning, for example videos, readings, and audios are uploaded so students are able to use them at any time and everywhere.

This handbook will benefit teachers and students, due to it incorporates Flipped classroom strategies in their lesson plans, hence the classes become more interactive and students will develop confidence at the same time of fostering oral production.

6.4 Objectives

6.4.1 General Objetive

To develop a set of lesson plans which include flipped classroom model in order to enhance Oral Production in students at the Language Department of Universidad Técnica de Cotopaxi.

6.4.2 Specific Objetives

- To choose the most relevant activities which enhance Oral Production through the use of Flipped classroom.

- To apply strategies which reinforce students Oral Production.

- To evaluate the efficacy of Flipped Classroom through a pre – test and post - test evaluation.

6.5 Feasibility analysis

This proposal is considered as feasible due to the fact the university principals, teachers and students agree on the implementation. They are aware that the results obtained through the application of Flipped Classroom will be beneficial for the institution and most importantly the students who will foster their Oral Production.

6.6 Theoretical basis

6.6.1 Flipped Classroom

Sams and Bergmann (2014) define flipped classroom strategy as a group of activities which are done at home instead of school, and homework done at home is completed or reinforced in class. The activities done at home are required the use of online videos, audios, podcasts, power point presentations, and note taking, or getting some questions that students do not understand and that can be discussed in

class using debates, group working, problem solving and making a suggestion (Ozdamli, 2016, p. 99). In this way the teacher transfer the learning responsibility to the student, as a consequence students begin to take more ownership of their own learning, so students become active and productive learners. Furthermore, they develop critical and independent thinking. Otherwise, students can learn at their one pace and absent students will be able to get engage with the activities (Sams and Bergmann, 2014, p. 26).

6.6.2 Innovative Education

According to Mykhailyshyn et al (2018) Innovative Education is a process of education and students innovative study which enhance people creative skills and self- learning skills. Its main essence is educational innovation, which main purpose is to create, optimum, maintainable, structural, methodical, methodological and administrative setting which provide sustenance to innovative approaches in order to complement the educational process, which main purpose is to integrate scientific and educational potential at universities. It means that Innovative Education must foster institutions while implementing new approaches to reach strategic objectives, in order to gather society, state, employees, students and others (p. 11).

6.6.3 Blended Learning

Lalima and Dangwal (2017) state that blended learning is a learning process which includes both face to face teaching and teaching supported by ICT, furthermore it incorporates direct and indirect instruction, collaborative teaching and individualized computer assisted learning, in order to implement blended learning, it is relevant to identify some important elements during the teaching process for example, teacher, student, content designing, and infrastructure. Thus, teachers and students get more time for creative and collaborative exercises in class. As a result students develop qualities such as self – motivation, self-responsibility and discipline.

6.6.4 Language Production

According to Treiman et al (2013) Language Production is the production of spoken and written language which focuses on how people produce single words first and then how people produce sentences using various levels of syntactic, semantic, and structure. On the same topic, it is said that producing single words are planned in several steps, which produce a detailed type of representation, and information is conveyed between representations through the diffusion of activation. The first step is planning what a person wants to express, the second step has to be with the selection of a lexical unit which correspond to the chosen concept, the third step is generate the form of the word. Then the production of sentences has to be with how the speaker select the words in sequence (Meyer et al 2003).

6.6.5 Oral Production

Hymes (1972 as cited by Fuentes 2013) defines Oral Production as "The capacity to communicate proficiently within a particular speech community that wants to achieve its purpose" Similarly, Harmer (2001) states that there are two important elements to define oral production, those are the knowledge of the language and the ability to process the language, it means what a person can do with the language (p. 269).

6.7   Proposal development

6.7.1   Flipped Classroom guide to enhance Oral Production

Table 16. Flipped Classroom Guide to Enhance Oral Production.

N° LESSON	TOPIC	AIM- SWBAT	TIME	MATERIALS	TEACHER´S ROLE	STUDENT´S ROLE
1	I am from….	• Give short introduction about themselves. • Talk about family members • Use the present simple VERB TO BE correctly and appropriately in their speech.	8 hours	Video Worksheet	Facilitator-Guide	Student-centered
2	Daily Life	• Invent a poem using simple present tense. • Talk about daily activities. • Use present simple tense correctly and appropriately in their speech.	8 hours	Video Worksheet		
3	Mystery	• Create a story based on past events • Use the past simple correctly and appropriately in their speech.	8 hours	Video Worksheet		
4	Life Experiences	• Discuss about dreams and life experiences. • Use the present perfect appropriately and correctly in their speech.	8 hours	Video Worksheet		

N° LESSON	TOPIC	AIM- SWBAT	TIME	MATERIALS	TEACHER´S ROLE	STUDENT´S ROLE
5	Life Events	• Discuss about milestones in one´s life • Identify details and descriptions of personal experiences. • Use modals for predictions will- might correctly and appropriately in their speech.	8 hours	Video Worksheet		
6	Amazing Views	• Describe different types of buildings, structures and different geographical features. • Use comparatives and superlatives correctly and appropriately in their speech.	8 hours	Video Worksheet		

Source: Lesson Plan Flipped Classroom.

Author: Guamani, A. (2019).

UNIVERSIDAD TÉCNICA DE COTOPAXI
LESSON PLAN N° 1

MODULE 1	I am from……
COURSE	A2
TIME	First week of the course
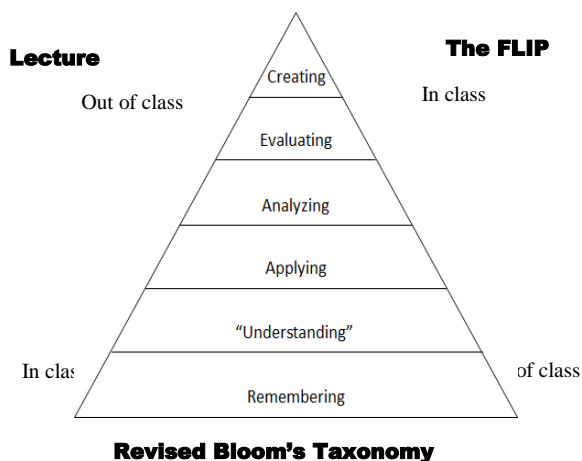
Purpose: What do students need to be able to <u>do</u> at the end of this lesson?

Lecture

Out of class

The FLIP

In class

In class

of class

Revised Bloom's Taxonomy

Action verbs to get started:

Creating: combining, rearranging, producing, planning
Evaluating: critiquing, judging, reviewing, testing, defending
Analyzing: comparing, organizing, connecting, examining
Applying: implementing, using, playing, demonstrating
Understanding: describing, explaining, summarizing, discussing
Remembering: defining, listing, memorizing, recalling, repeating

Students will be able to (SWBAT)

- To give a short introduction about themselves.
- To give information about family members.
- Use the present simple tense verb to be correctly and appropriately in their speech.

PRIOR TO CLASS   **Learning Outcomes:**

Students will be able to (SWBAT)

OUT of CLASS

- Identify basic personal information.

To achieve the outcome(s), students are going to watch the video and complete Activity 1.
http://moviesegmentstoassessgrammargoals.blogspot.com/2016/05/sponge-bob-verb-to-be.html?m=1

Students will answer some questions about the video.

IN CLASS

Learning Outcome:

Students will be able to distinguish the use of the verb to be.

To achieve this outcome, students are going to work in pairs and report the use of the present simple verb to be in a conversation.

IN CLASS

Learning Outcome:

Students will be able to tell personal information about a character from the video.

To achieve this outcome, students are going to work in an inner circle and they are going to receive an envelope, which contains pictures about the main characters from the video, and then they are going to choose one and ask their partner to give personal information about the character.

IN CLASS

Learning Outcome:
Students will be able to create cartoon characters.

To achieve this outcome, students are going to work in groups of three and they are going to draw five characters using their family members to create a new cartoon fashion show.

How will class end? [What are students doing to show you they "get it"?]

Students will show the cartoon fashion show in front of the class. After the class, students are going to make five cartoon characters using their classmates' basic information.

UNIVERSIDAD TÉCNICA DE COTOPAXI
LANGUAGE DEPARTMENT
MOVIE ACTIVITY 1

Name: _____ *Date*:_____

VERB TO BE

A. IDENTIFY EACH CHARACTER.
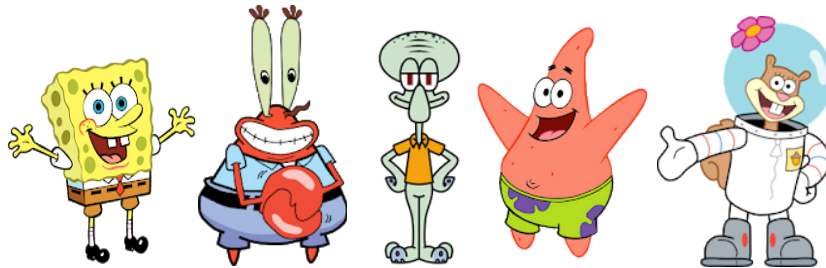
1. MR. KRABS
2. SANDY CHEEKS
3. PATRICK STAR
4. SPONGE BOB
5. SQUIDWARD

B. Watch the video segment. Complete the dialog with the words from the box.

| you're / water / that's / challenge / I'm / we're not / this is it /isn't / we're / |
| land creatures / sea creatures / is / isn't / Up here |

Sandy	Look, unless you can stay above _____ for one measly minute, you forfeit the contest and prove that _____ are better than_____!
SpongeBob	No, way, San-day. We can take on your _____!
All	Yeah!
SpongeBob	_____ afraid of your dumb old land!
All	Yeah!
SpongeBob	_____ sea creatures!

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All	Yeah!
SpongeBob	Okay! Well, _____.
Mr. Krabs	Wait, boy! Make it last.
SpongeBob	Thanks, Mr. Krabs. Okay! Here I go! Hey, this _____ so bad. We can do this! Hey, Patrick, come on up! The air _____ fine!
Patrick	_____ gonna do it quick and get it over with. Cannonball! Hey, I lost my trunks! Hi, SpongeBob!
SpongeBob	All right, Pat, you made it! Come on, Mr. Krabs! _____!
Mr. Krabs	All ashore _____ going ashore, Mr. Squidward! Land ho!
SpongeBob	Looking good, Mr. Krabs!
Patrick	Yeah! Yeah! Whoo-hoo!
SpongeBob	Come on, Squidward, _____ missing all the dry. Come on, Squidward!
All	Squidward! Squidward! Squidward! Squidward!

C. Complete the sentences with IS, ISN'T, ARE, or AREN'T.

a. Sandy _____a sea creature. She _____ a land creature.

b. Mr. Krabs _____ a sea star. He _____ a crab.

c. Squidwards _____an octopus. He _____a squid.

d. SpongeBob, Patrick, Squidward, and Mr. Krabs _____land creatures. They _____ sea creatures.

Grammar

The verb be			
Infinitive form		be	
Present simple:	+	I am, I'm You are, You're He/She/It is, He/She/It's	We are, we're You are, you're They are, they're
	?	Am I? Are you? Is he/she it?	Are we? Are you? Are they?
	-	I am not, I'm not You are not, You aren't,	We are not, We aren't, We're not You are not, You aren't, You're

The verb be		
Infinitive form	be	
	You're not	not
	He/She/It is not, He/She/It isn't, He's not	They are not, They aren't, They're not

Vocabulary

Use the forms of the verb To Be (AM / IS / ARE) to write and talk about you as a famous character.

_____

_____

_____

_____

_____

Cambridge English

Assessing Speaking Performance – Level B1

B1	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	• Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. • Uses a range of appropriate vocabulary to give and exchange views on familiar topics.	• Produces extended stretches of language despite some hesitation. • Contributions are relevant despite some repetition. • Uses a range of cohesive devices.	• Is intelligible. • Intonation is generally appropriate. • Sentence and word stress is generally accurately placed. • Individual sounds are generally articulated clearly.	• Initiates and responds appropriately. • Maintains and develops the interaction and negotiates towards an outcome with very little support.
4	*Performance shares features of Bands 3 and 5.*			
3	• Shows a good degree of control of simple grammatical forms. • Uses a range of appropriate vocabulary when talking about familiar topics.	• Produces responses which are extended beyond short phrases, despite hesitation. • Contributions are mostly relevant, but there may be some repetition. • Uses basic cohesive devices.	• Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	• Initiates and responds appropriately. • Keeps the interaction going with very little prompting and support.
2	*Performance shares features of Bands 1 and 3.*			
1	• Shows sufficient control of simple grammatical forms. • Uses a limited range of appropriate vocabulary to talk about familiar topics.	• Produces responses which are characterised by short phrases and frequent hesitation. • Repeats information or digresses from the topic.	• Is mostly intelligible, despite limited control of phonological features.	• Maintains simple exchanges, despite some difficulty. • Requires prompting and support.
0	*Performance below Band 1.*			

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UNIVERSIDAD TÉCNICA DE COTOPAXI
LESSON PLAN N° 2

MODULE 2	Daily life……
COURSE	A2
DATE	Second week of the course

Lecture
Out of class

The FLIP
In class

Creating
Evaluating
Analyzing
Applying
"Understanding"
Remembering

In class

of class

Revised Bloom's Taxonomy

Action verbs to get started:

Creating: combining, rearranging, producing, planning

Evaluating: critiquing, judging, reviewing, testing, defending

Analyzing: comparing, organizing, connecting, examining

Applying: implementing, using, playing, demonstrating

Understanding: describing, explaining, summarizing, discussing

Remembering: defining, listing, memorizing, recalling, repeating

Purpose:

Students will be able to (SWBAT)

- Invent a poem using simple present tense.
- Use the present simple tense correctly and appropriately in their speech.

PRIOR TO CLASS   **Learning Outcomes:**

Students will be able to (SWBAT)

OUT of CLASS

- Listen to a song and list present simple verbs.

To achieve the outcome(s), students are going to listen to a song and list the simple present verbs that they can hear. https://youtu.be/tH2w6Oxx0kQ

Students will answer some questions about the song, and then they will list some verbs on the board.

IN CLASS

Learning Outcome:

Students will be able to distinguish simple present verbs.

To achieve this outcome, students are going to work in pairs and highlight present simple verbs in a lyrics song and compare with the list they do at home.

IN CLASS

Learning Outcome:

Students will be able to debate about "How we can´t control life or death.

To achieve this outcome, students are going to work in pairs and analyze the song and get the ideas about how we cannot control life or death and then students are going to make a graphic organizer to explain it.

IN CLASS

Learning Outcome:

Students will be able to invent a poem using simple present tense.

To achieve this outcome, students are students are going to work in groups of three and they are going to write a poem choosing Death or Life topic using simple present.

CLOSING

How will class end? [What are students doing to show you they "get it"?]

Students will present the poem in front of the class. After the class, students will record the poem in order to compile all class poems.

UNIVERSIDAD TÉCNICA DE COTOPAXI

LANGUAGE DEPARTMENT
VIDEO ACTIVITY 2

Name: _____ *Date*:_____

1. Listen to the song and highlight the verbs in simple present tense.

Dust In The Wind

Kansas

I <mark>close</mark> my eyes
Only for a moment
And the moment's gone
All my dreams
Pass before my eyes, in curiosity

Dust in the wind
All they are is dust in the wind

Same old song
Just a drop of water in an endless sea
All we do
Crumbles to the ground though we refuse to see

Dust in the wind
All we are is dust in the wind

Now, don't hang on
Nothing lasts forever, but the earth and sky
It slips away
And all your money won't another minute buy

Dust in the wind
All we are is dust in the wind

Dust in the wind
Everything is dust in the wind

---

2. Analyze the lyrics song and organize a debate about. "How we can't control life or death"

3. Using the ideas collected from the debate, invent a poem and record it.

Cambridge English

Assessing Speaking Performance – Level B1

B1	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	• Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. • Uses a range of appropriate vocabulary to give and exchange views on familiar topics.	• Produces extended stretches of language despite some hesitation. • Contributions are relevant despite some repetition. • Uses a range of cohesive devices.	• Is intelligible. • Intonation is generally appropriate. • Sentence and word stress is generally accurately placed. • Individual sounds are generally articulated clearly.	• Initiates and responds appropriately. • Maintains and develops the interaction and negotiates towards an outcome with very little support.
4	*Performance shares features of Bands 3 and 5.*			
3	• Shows a good degree of control of simple grammatical forms. • Uses a range of appropriate vocabulary when talking about familiar topics.	• Produces responses which are extended beyond short phrases, despite hesitation. • Contributions are mostly relevant, but there may be some repetition. • Uses basic cohesive devices.	• Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	• Initiates and responds appropriately. • Keeps the interaction going with very little prompting and support.
2	*Performance shares features of Bands 1 and 3.*			
1	• Shows sufficient control of simple grammatical forms. • Uses a limited range of appropriate vocabulary to talk about familiar topics.	• Produces responses which are characterised by short phrases and frequent hesitation. • Repeats information or digresses from the topic.	• Is mostly intelligible, despite limited control of phonological features.	• Maintains simple exchanges, despite some difficulty. • Requires prompting and support.
0	*Performance below Band 1.*			

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UNIVERSIDAD TÉCNICA DE COTOPAXI
LESSON PLAN N° 3

MODULE 3	MYSTERY
COURSE	A2
DATE	Third week of the course

Purpose:

Revised Bloom's Taxonomy

Action verbs to get started:

Creating: combining, rearranging, producing, planning

Evaluating: critiquing, judging, reviewing, testing, defending

Analyzing: comparing, organizing, connecting, examining

Applying: implementing, using, playing, demonstrating

Understanding: describing, explaining, summarizing, discussing

Remembering: defining, listing, memorizing, recalling, repeating

Students will be able to (SWBAT)

- Create a story based on past events.
- Use the present simple tense and past continuous correctly and appropriately in their speech.

PRIOR TO CLASS   **Learning Outcomes**

Students will be able to (SWBAT)

- Identify past events and past events in progress.

To achieve the outcome(s), students are **going to** watch a video "The Springfield Files"

- https://kisscartoon.xyz/episode/the-simpsons-season-8-episode-10/.

➢ Students are going to list the most important information.

Students will sequence the story.

Learning Outcome:

Students will be able to outline information about Homer.

To achieve this outcome, students are going to work in pairs and compare the information.

Learning Outcome:

Students will be able to construct a story using sequence words.

To achieve this outcome, students are going to get in groups and use the sequence sentence to write a story and post them in a collage using pictures, so they can present it in front of the class.

Learning Outcome:

Students will be able to construct a story using sequence words.

To achieve this outcome, students are going to get in groups and use the sequence sentence to write a story and post them in a collage using pictures, so they can present it in front of the class.

How will class end?

Students will prepare a role play script about the story. After the class students will study the role play to present in front of the class.

Name: _____ *Date*:_____

The Springfield files

Act. 1: Complete the sentences in the past simple or past continuous.

a. It _____ (HAVE) big eyes. It _____ (GLOW) with a green light and it _____ (WALK) in the forest. ☐

b. He _____ (RUN) when he _____ (SEE) the word "die" and _____ (SCREAM). ☐

c. They _____ (HAVE) breakfast when he _____ (TELL) his family that the creature _____ (BE) an alien. ☐

d. He _____ (WALK) in the forest when he _____ (HEAR) a strange sound. A bus _____ (COME). It _____ (BE) the Springfield Orchestra. ☐

e. Homer _____ (BE) at Moe's bar. He _____ (DRINK) some beer. ☐

f. He _____ (TRIP) over. He _____ (FALL) to the ground. ☐

g. He _____ (SEE) a very strange creature. ☐

h. He _____ (GET) home. When he _____ (ENTER) the bedroom, Marge _____ (WAIT) for him. It _____ (BE) 2 am. ☐

i. It _____ (SAY) "Don't be afraid". Homer _____ (RUN) away. ☐

j. He _____ (BE) drunk. He _____ (DECIDE) to walk home. ☐

Act. 2: Watch the video segment. Put the events (a-j) in the correct order (1-10).

<u>Act. 3: Record homer´s full story using the words in the box to connect the
sentences.</u>

One evening, ……	so…….	Because…..
Suddenly ……..	After that……	In the end, ……………

Act. 4. Talk about the worst or best experience you had in your life.

Cambridge English

Assessing Speaking Performance – Level B1

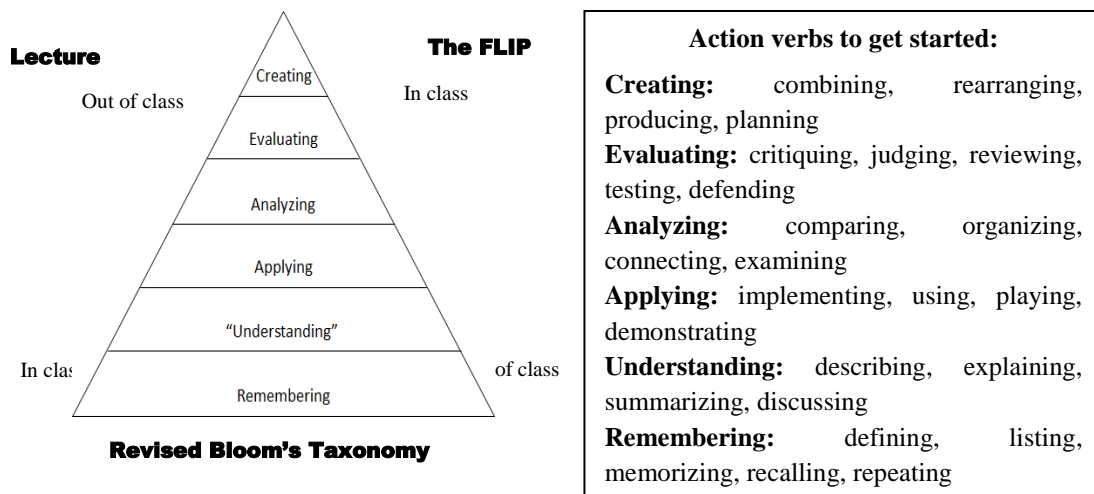| B1	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	• Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. • Uses a range of appropriate vocabulary to give and exchange views on familiar topics.	• Produces extended stretches of language despite some hesitation. • Contributions are relevant despite some repetition. • Uses a range of cohesive devices.	• Is intelligible. • Intonation is generally appropriate. • Sentence and word stress is generally accurately placed. • Individual sounds are generally articulated clearly.	• Initiates and responds appropriately. • Maintains and develops the interaction and negotiates towards an outcome with very little support.
4	*Performance shares features of Bands 3 and 5.*			
3	• Shows a good degree of control of simple grammatical forms. • Uses a range of appropriate vocabulary when talking about familiar topics.	• Produces responses which are extended beyond short phrases, despite hesitation. • Contributions are mostly relevant, but there may be some repetition. • Uses basic cohesive devices.	• Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	• Initiates and responds appropriately. • Keeps the interaction going with very little prompting and support.
2	*Performance shares features of Bands 1 and 3.*			
1	• Shows sufficient control of simple grammatical forms. • Uses a limited range of appropriate vocabulary to talk about familiar topics.	• Produces responses which are characterised by short phrases and frequent hesitation. • Repeats information or digresses from the topic.	• Is mostly intelligible, despite limited control of phonological features.	• Maintains simple exchanges, despite some difficulty. • Requires prompting and support.
0	*Performance below Band 1.*			

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MODULE 4	LIFE EXPERIENCES
COURSE	A2
DATE	Fourth week of the course

Purpose: What do students need to be able to <u>do</u> at the end of this lesson?

Lecture

Out of class

The FLIP

In class

Creating

Evaluating

Analyzing

Applying

"Understanding"

Remembering

In class

of class

Revised Bloom's Taxonomy

> **Action verbs to get started:**
>
> **Creating:** combining, rearranging, producing, planning
> **Evaluating:** critiquing, judging, reviewing, testing, defending
> **Analyzing:** comparing, organizing, connecting, examining
> **Applying:** implementing, using, playing, demonstrating
> **Understanding:** describing, explaining, summarizing, discussing
> **Remembering:** defining, listing, memorizing, recalling, repeating

Students will be able to (SWBAT)

- Discuss about dreams and life experiences.
- Use the present perfect tense correctly and appropriately in their speech.

PRIOR TO CLASS **Learning Outcomes**

Students will be able to (SWBAT)

- Annotate basic information about life experiences.
- Identify important dates and events.
- Outline basic information.

OUT of CLASS

To achieve the outcome(s), students are going to watch a video "The Man with the Golden Voice" and identify relevant information, and answer some questions https://www.youtube.com/watch?v=WH7hUgdQV3I&t=194s.

➢ Students ***are going to*** read "Ted Williams Life Experience" and highlight words that they do not understand and google them for better understanding.

➢ Students ***are going to*** read "Ted Williams Life Experience" and summarize important information about the reading.

Students will answer some questions about the video and the reading activity.

IN CLASS

Learning Outcome:

Students will be able to report life events.

To achieve this outcome, students are going to work in groups of 4 and discuss about relevant information from the video and the reading activity.

IN CLASS

Learning Outcome:

Students will be able to check important life events.

To achieve this outcome, students are going to work in the same group and highlight and agree on important life events.

IN CLASS

Learning Outcome:

Students will be able to design a power point presentation about life events, and present in front of the class.

To achieve this outcome, students are working in groups and use the most important information about the reading and the video to present to whole class.

CLOSING

How will class end?

Students will present their power point presentation in front of the class and at the end of the presentation students will ask some questions related to it to the auditory.

After the class students will prepare a collage about their own life experience.

Name: _____ *Date*:_____

1. Watch the video twice and pay attention to important information. https://www.youtube.com/watch?v=WH7hUgdQV3I&t=194s.

2. While watching the video answer the following questions.

2.1 Who is the homeless man?

_____

2.2 How long has the man been homeless?

_____

2.3 How long has the man been sober?

_____

2.4 What is the man´s mission?

_____

2.5 What is the man´s dream?

_____

2.6 What have you done in Ted Williams situation?

_____

READING ACTIVITY 4

NAME:

"The Man with the Golden Voice"

A homeless man who has lived on the streets of Cleveland, USA for years, has shot to fame, after a clip of his mellifluous radio voice went viral on the internet.

Ted Williams, was filmed by a local cameraman holding a cardboard sign that read: "I'm an ex-radio announcer who has fallen on hard times". Williams is seen in the video asking for money in exchange for a quick blast of his "God-given voice". Now that the video has had millions of hits on YouTube, Williams, has become an overnight sensation.

He has spent today appearing on talk shows across America, sporting a new haircut and a smarter appearance than on the clip that made him famous.

Since his story broke, he has received numerous job offers from big broadcasting names including ESPN, MTV, ABC, CBS and CNN and The Cleveland Cavaliers. Williams has been on the streets for years and has struggled with drug and alcohol addiction for years.

The story of the "homeless man with the golden pipes" has lifted the spirits of a recession-hit nation in the week that it has returned to work after the Christmas holidays. However, the instant hero has attracted so much attention that reporters have started digging into his background and they have discovered that Williams has struggled with drug and alcohol addiction for years and has pressed the self-destruct button previously in his life. Asked if the media storm around him may cause him to relapse into addiction, he said, "I'm going to meetings and I have called my sponsor."

Accusations have also surfaced that Williams acted as a pimp during his years on the streets. In response, Williams said, "Don't judge a book by its cover – everyone has their own little story. I'm just so thankful. God has blessed me deeply. I'm getting a second chance. Amazing." There are fears though that Williams will not be able to cope with his new status as an instant hero.

They say that he will be a flash in the pan and his fairytale story is being used by the

Cambridge English

Assessing Speaking Performance – Level B1

B1	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	• Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. • Uses a range of appropriate vocabulary to give and exchange views on familiar topics.	• Produces extended stretches of language despite some hesitation. • Contributions are relevant despite some repetition. • Uses a range of cohesive devices.	• Is intelligible. • Intonation is generally appropriate. • Sentence and word stress is generally accurately placed. • Individual sounds are generally articulated clearly.	• Initiates and responds appropriately. • Maintains and develops the interaction and negotiates towards an outcome with very little support.
4	*Performance shares features of Bands 3 and 5.*			
3	• Shows a good degree of control of simple grammatical forms. • Uses a range of appropriate vocabulary when talking about familiar topics.	• Produces responses which are extended beyond short phrases, despite hesitation. • Contributions are mostly relevant, but there may be some repetition. • Uses basic cohesive devices.	• Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	• Initiates and responds appropriately. • Keeps the interaction going with very little prompting and support.
2	*Performance shares features of Bands 1 and 3.*			
1	• Shows sufficient control of simple grammatical forms. • Uses a limited range of appropriate vocabulary to talk about familiar topics.	• Produces responses which are characterised by short phrases and frequent hesitation. • Repeats information or digresses from the topic.	• Is mostly intelligible, despite limited control of phonological features.	• Maintains simple exchanges, despite some difficulty. • Requires prompting and support.
0	*Performance below Band 1.*			

MODULE 5	LIFE EVENTS
COURSE	A2
DATE	Fifth week of the course

Purpose: What do students need to be able to <u>do</u> at the end of this lesson?

Lecture
Out of class

The FLIP
In class

Creating

Evaluating

Analyzing

Applying

"Understanding"

In clas

of class

Remembering

Revised Bloom's Taxonomy

Action verbs to get started:
Creating: combining, rearranging, producing, planning
Evaluating: critiquing, judging, reviewing, testing, defending
Analyzing: comparing, organizing, connecting, examining
Applying: implementing, using, playing, demonstrating
Understanding: describing, explaining, summarizing, discussing
Remembering: defining, listing, memorizing, recalling, repeating

Students will be able to (SWBAT)

- Discuss milestones in one´s life.
- Identify details in descriptions of personal experiences.
- Use the modals for prediction will and might, correctly and appropriately in their speech.

PRIOR TO CLASS

Learning Outcomes:

O U T o f C L A S S

*Students will be able to (SWBAT)*Interpret and identify major life events from people in the reading.

To achieve the outcome(s), students are going to read "The Milestones of Life" and underline the most important information.

➢ Students *are going to* search the words that they misunderstand in a dictionary.

Students will answer some questions about Milestones of Life.

IN CLASS

Learning Outcome:

Students will be able to identify people´s experiences.

To achieve this outcome, students are going to decide if the sentences related to life experiences are true or false.

IN CLASS

Learning Outcome:

Students will be able to Rate the top ten milestones.

To achieve this outcome, students are going to work in pairs make a top ten list about milestones.

IN CLASS

Learning Outcome:

Students will be able to create a collage about "The Milestones of Life".

To achieve this outcome, students are students are going to work in groups of three and they are going to prepare a collage about Milestones of life and they are going to explain each one.

CLOSING

How will class end?

Students will present the collage in front of the class. After the class, students will vote for the best collage.

Name: _____ *Date*:_____

THE MILESTONES IN LIFE

1. Answer the following questions.

    1.1 What life events do you remember most clearly?
    _____

    1.2 What is your happiest memory?
    _____

    1.3 What memory is the most important to you in your life?
    _____

    1.4 What milestones are you waiting to experience?
    _____

2.   Read the following text on page 95 and decide if the following sentences
     are TRUE or FALSE

    2.1 Izzi´s dad will enjoy life during his retirement.   _____

    2.2 Dave expects he´ll grow during his college years.   _____

    2.3 Len does not have many memories of his mom   _____

    2.4 Jessie thinks she will have a better diet in her 30s   _____

    2.5 Marina does not want to have another baby soon.   _____

    2.6 Adrian asked his girlfriend to marry him last month.   _____

3. Make a Top Ten List about "The Milestones of Life", share the list with
   your group, and explain why you chose those moments.

"The Milestones of Life" List	
1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

Cambridge English

Assessing Speaking Performance – Level B1

B1	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	• Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. • Uses a range of appropriate vocabulary to give and exchange views on familiar topics.	• Produces extended stretches of language despite some hesitation. • Contributions are relevant despite some repetition. • Uses a range of cohesive devices.	• Is intelligible. • Intonation is generally appropriate. • Sentence and word stress is generally accurately placed. • Individual sounds are generally articulated clearly.	• Initiates and responds appropriately. • Maintains and develops the interaction and negotiates towards an outcome with very little support.
4	*Performance shares features of Bands 3 and 5.*			
3	• Shows a good degree of control of simple grammatical forms. • Uses a range of appropriate vocabulary when talking about familiar topics.	• Produces responses which are extended beyond short phrases, despite hesitation. • Contributions are mostly relevant, but there may be some repetition. • Uses basic cohesive devices.	• Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	• Initiates and responds appropriately. • Keeps the interaction going with very little prompting and support.
2	*Performance shares features of Bands 1 and 3.*			
1	• Shows sufficient control of simple grammatical forms. • Uses a limited range of appropriate vocabulary to talk about familiar topics.	• Produces responses which are characterised by short phrases and frequent hesitation. • Repeats information or digresses from the topic.	• Is mostly intelligible, despite limited control of phonological features.	• Maintains simple exchanges, despite some difficulty. • Requires prompting and support.
0	*Performance below Band 1.*			

CAMBRIDGE ENGLISH
Language Assessment
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UNIVERSIDAD TÉCNICA DE COTOPAXI
LESSON PLAN N° 6

MODULE 6	AMAZING VIEWS
COURSE	A2
DATE	Sixth week of the course

Purpose: What do students need to be able to <u>do</u> at the end of this lesson?

Lecture

Out of class

The FLIP

In class

Revised Bloom's Taxonomy

In clas·

of class

Action verbs to get started:

Creating: combining, rearranging, producing, planning
Evaluating: critiquing, judging, reviewing, testing, defending
Analyzing: comparing, organizing, connecting, examining
Applying: implementing, using, playing, demonstrating
Understanding: describing, explaining, summarizing, discussing
Remembering: defining, listing, memorizing, recalling, repeating

Students will be able to (SWBAT)

- Describe different types of buildings, structures and different geographical features.
- Use comparatives and superlatives, correctly and appropriately in their speech.

PRIOR TO CLASS   **Learning Outcomes:**

Students will be able to (SWBAT)

O U T o f C L A S S

- Research the differences from buildings on the past and in the present.
- Summarize the basic information about "The seven wonders of the world".

To achieve the outcome(s), students are going to read, "Building on the Past" on page 105 and make a chat with the most relevant features from each building.
➢ Students *are going to* google information about the same buildings but in the present, and make a chart with that information.
➢ Students *are going to* read "The seven wonders of the world" and underline the most relevant information.
➢ Students *are going to* search the words that they misunderstand in a dictionary.

Students will brainstorm ideas about Buildings in the past.

Students will answer some questions about "The world´s largest cave".

IN CLASS

Learning Outcome:

Students will be able to compare buildings in the past and in the present.

Students will be able to distinguish features that make things unique.

To achieve this outcome, students are going to work in groups of 4 and they are going to compare their   searched information and they are going to prepare a chart with the differences.

To achieve this outcome, students are going to read "The seven wonders of the world" and complete a chart about the things that make unique every wonder.

IN CLASS

Learning Outcome:

Students will be able to debate about buildings in the past and buildings in the present.

Students will be able to   defend their point of view about students´ favorite wonder of the world.

To achieve this outcome, students are going to work in groups of six and discuss, report the comparisons of buildings in the past, and present.

To achieve this outcome, students are going to work in groups and using a chart they are going to give reasons to support their thoughts.

IN CLASS

Learning Outcome:

Students will be able to create a video where students report the differences between buildings in the past and in the present.

Students will be able to design newspaper where student will inform about the seven wonders of the new world.

To achieve this outcome, students are going to work in groups of six and they are going to interview their classmates. The interview will be recorded and then edited.

To achieve this outcome, students are going to search on the internet information about the seven wonders of the new world and then they are going to design the newspaper, which will be distributed at the end of the class.

CLOSING

How will class end?

Students will present the video and newspaper in front of the class. After the class, students will vote for the best video and newspaper.

UNIVERSIDAD TÉCNICA DE COTOPAXI
LANGUAGE DEPARTMENT
VIDEO ACTIVITY 6

Name: _____ *Date*:_____

1. IMPORTANT FEATURES ABOUT BUILDINGS IN THE PAST AND PRESENT

BUILDINGS	
PAST	PRESENT

2. READ THE FOLLOWING TEXT AND LIST THE THINGS THAT MAKE THE WONDERS UNIQUE IN THE WORLD.

Seven Wonders of the World

Several writers in ancient times wrote lists of what they thought were the most amazing structures ever built by man. Herodotus, a Greek historian, compiled a list in the 400's B.C. Callimachus of Cyrene in North Africa and Philo of Byzantium, both in the 200's B. C. also made up lists. The usual number of structures on the list was 7. This number must have had some special meaning for the ancient peoples. Most of the wonders were Greek. Usually the lists agreed in all but one name. A matter of interest is that not all the wonders existed at one time.

The only one of the original seven wonders which still survives is the Ancient Pyramids at Giza. Giza is in Egypt north of Cairo on the west bank of the Nile River. Three pyramids were built between 2500 and 2700 B.C. They were built to be tombs for rulers of Egypt. The largest pyramid is that of Khufu. It covers 13 acres. It was the tallest building in the world until the 1900s. The sloping walls of the pyramids began as steps leading up to the top to bring large blocks of stone by means of rollers. Later, the steps were filled in. Inside the pyramids were lots of small rooms and corridors made to stop thieves from stealing the wonderful treasures buried with the rulers. However, most of these treasures were stolen in the few hundred years after the pyramids were completed.

According to stories, in 600 B.C., King Nebuchadnezzar II of Babylon built a beautiful hanging garden as high as 75 feet in the air on his palace near the Euphrates River. He wanted his wife to feel less lonely for her home in Persia. It was built on a large stone platform on stone columns. Builders must have devised a system of irrigation to bring water up from below using pumps and other pieces of machinery. This wonder is officially called the Hanging Gardens of Babylon.

Zeus of Olympia was a huge statue of Zeus, the king of the gods, which stood in the temple in Olympia in Greece. It was 40 feet tall and almost reached the top of the temple. It was sculpted by Phidias around 450 B. C. and remained in Olympia

for eight centuries until Christians asked for it to be removed. It was taken to Constantinople where it was later destroyed in a fire.

The Temple of Artemis at Ephesus was really two temples built on the same site, one built in the 500's B. C., and the second in the 300's B.C., after the first was destroyed by fire. Ephesus was an important Greek port city on the west coast of modern-day Turkey. The temple contained 127 60-foot marble columns and a huge statue of the goddess Artemis.

The Mausoleum at Halicarnassus was a tomb built by the wife of Mausolus, king of a country in Asia Minor (now Turkey). He died in 353 B.C. It was a building made up of three layers of white marble for a total of 135 feet. The tomb itself was on the roof of the building along with a 20-foot high sculpture of a four-horse chariot. The structure was mostly destroyed in an earthquake in the 1200's.

The Colossus of Rhodes was a giant bronze statue of the sun god Helios. It was 100 feet high, the tallest in the world, and stood in the harbour of Rhodes, an island in the Aegean Sea near Greece. It was finished by Chares, a sculptor, around 280 B.C. and destroyed by an earthquake about 60 years later.

The Lighthouse at Alexandria was completed in 270 B.C. during the reign of Ptolemy II. The lighthouse stood on the island of Pharos in the harbour of Alexandria at the mouth of the Nile River in Egypt. It is estimated that it was 380 feet tall and was constructed of three tiers with a 16-foot statue (of Ptolemy or Alexander) at the top. It was destroyed by an earthquake about 700-1000 years later.

WONDER	FEATURE
PYRAMIDS AT GIZA	
HANGING GARDEN OF BABYLON	

WONDER	FEATURE
STATUE OF ZEUS	
THE TEMPLE OF ARTEMIS	
THE MAUSELEUM AT HALICARNASSUS	
THE COLOSSUS OF RHODES	
THE LIGHTHOUSE AT ALEJANDRIA	

3. 3. Talk about your favourite Wonder of the World?

Cambridge English

Assessing Speaking Performance – Level B1

B1	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	• Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. • Uses a range of appropriate vocabulary to give and exchange views on familiar topics.	• Produces extended stretches of language despite some hesitation. • Contributions are relevant despite some repetition. • Uses a range of cohesive devices.	• Is intelligible. • Intonation is generally appropriate. • Sentence and word stress is generally accurately placed. • Individual sounds are generally articulated clearly.	• Initiates and responds appropriately. • Maintains and develops the interaction and negotiates towards an outcome with very little support.
4	*Performance shares features of Bands 3 and 5.*			
3	• Shows a good degree of control of simple grammatical forms. • Uses a range of appropriate vocabulary when talking about familiar topics.	• Produces responses which are extended beyond short phrases, despite hesitation. • Contributions are mostly relevant, but there may be some repetition. • Uses basic cohesive devices.	• Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	• Initiates and responds appropriately. • Keeps the interaction going with very little prompting and support.
2	*Performance shares features of Bands 1 and 3.*			
1	• Shows sufficient control of simple grammatical forms. • Uses a limited range of appropriate vocabulary to talk about familiar topics.	• Produces responses which are characterised by short phrases and frequent hesitation. • Repeats information or digresses from the topic.	• Is mostly intelligible, despite limited control of phonological features.	• Maintains simple exchanges, despite some difficulty. • Requires prompting and support.
0	*Performance below Band 1.*			

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6.8 Methodology

Table 17. Methodology.

Phase	Objectives	Activities	Resources	Responsible	Time
Socialization	Research the material and students´ course book	Checking the material along with the Thesis Tutor	Computer Projector Internet Student´s and teacher´s book Worksheets	Ana Guamaní	One Week
Planning	Define the best task to enhance Oral Production, and adapt them to the course book.	Planning lessons using Flipped Classroom	Computer Projector Internet Student´s and teacher´s book Worksheets	Ana Guamaní	One Week
Proposal Implementing	Apply Flipped Classroom in each class.	Applying the activities which enhance Oral Production.	Computer Projector Internet Student´s and teacher´s book Worksheets	Ana Guamaní	One Month
Evaluation	Evaluate the effectiveness of Flipped Classroom.	Pre – Test Post – Test	Computer Video camera Test Pictures Teacher´s book	Ana Guamaní	One Week

Source: Researcher.
Author: Guamani, A. (2019).

6.9 Administration

The Author of this research conducted the proposal, where Flipped Classroom activity were apply to enhance Oral Production. It was applied to A2 students at Universidad Técnica de Cotopaxi, Language – Department. It lasted a month and a half, 8 hours per week.

Table 18. Administration.

INSTITUTION	RESPONSIBLE	ACTIVITIES	BUDGET	FINANCING
Universidad Técnica de Cotopaxi. Language Department	Ana Guamaní	Individual, peer and group activities.	350 dollars	Researcher

Source: Researcher.
Author: Guamani, A. (2019).

6.10 Assessment

Before applying Flipped Classroom strategies, a pre – test was taken to students, in order to identify the students´ English language proficiency, and then decide which are the best activities to use do at home and the discuss in class to enhance Oral Production. A post – test was also applied in order to notice the progress after the proposal implementation. The test used for this purpose was a validated exam from Cambridge University Press webpage, it is called PET, and the students took a sample test based on PET. Furthermore, to evaluate students' performance, a rubric taken from Cambridge web page was used. This rubric evaluate the following parameters: grammar / vocabulary, discourse management, pronunciation and interactive communication.

Table 19. Assessment.

BASIC QUESTIONS	EXPLANATION
1. What to evaluate?	Proposal importance
2. Why to evaluate?	To check the objectives accomplishments
3. What to evaluate for?	To identify possible mistakes
4. Which criteria is used to evaluate?	Effectiveness
5. Indicator	Quantitative : Students´ grades Qualitative: Students´ performance
6. Who is the evaluator?	The researcher

BASIC QUESTIONS	EXPLANATION
7. When to evaluate?	Before and after the proposal implementation
8. How to evaluate?	Speaking Test
9. Which test is used?	PET Test
10. Which instruments are used to evaluate?	Rubric- PET test by Cambridge.

Source: Researcher.

Author: Guamani, A. (2019).

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ANNEXES

ANNEX N° 1:

CERTIFICATE OF APPROVAL

Universidad
Técnica de
Cotopaxi

CENTRO DE IDIOMAS

Memorando No. UTC-CCI-2019-105
Latacunga, julio 26 del 2019

PARA: Licenciada Ana Guamaní
DOCENTE CI-UTC

ASUNTO: Autorización para realizar la investigación de tesis *"THE FLIPPED CLASSROOM AND THE ORAL PRODUCTION IN STUDENTS AT UNIVERSIDAD TECNICA DE COTOPAXI – LANGUAGE DEPARTMENT"*

Luego de expresarle un atento saludo, por el presente y en atención a su comunicado de fecha 26 de los corrientes, comunico a Usted que su pedido para realizar la investigación de tesis *"THE FLIPPED CLASSROOM AND THE ORAL PRODUCTION IN STUDENTS AT UNIVERSIDAD TECNICA DE COTOPAXI – LANGUAGE DEPARTMENT"* previa la obtención del título de Maestría en la Enseñanza de Inglés como Lengua Extranjera, es AUTORIZADO por esta Dirección.

Seguro de contar con su gentil atención, con esta oportunidad reciba mi agradecimiento.

"POR LA VINCULACIÓN DE LA UNIVERSIDAD CON EL PUEBLO"

UNIVERSIDAD TECNICA
DE COTOPAXI
CENTRO CULTURAL DE IDIOMA
DIRECTOR

Lic. M. Sc. Víctor Hugo Romero
DIRECTOR CENTRO DE IDIOMAS

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ANNEX No. 2

PRE-TEST SPEAKING SAMPLE TEST PET – CAMBRIDGE UNIVERSITY PRESS

| Preliminary English Test |
| Speaking Test |

Part 1 (2-3 minutes)

Phase 1
Interlocutor

A/B Good morning / afternoon / evening.
Can I have your mark sheets, please?

(Hand over the mark sheets to the Assessor.)

A/B I'm .... and this is ....
He / she is just going to listen to us.

A Now, what's your name?
Thank you.

B And what's your name?
Thank you.

Back-up prompts

B	Candidate B, what's your surname? How do you spell it? Thank you.	How do you write your family / second name?
A	And, Candidate A, what's your surname? How do you spell it? Thank you.	How do you write your family / second name?

(Ask the following questions. Use candidates' names throughout. Ask Candidate A first.) Where do you live / come from? *Adult students* Do you work or are you a student in ...? What do you do / study? *School-age students* Do you study English at school? Do you like it? Thank you. *(Repeat for Candidate B.)*	Do you live in ...? Have you got a job? What job do you do? / What subject(s) do you study? Do you have English lessons?

Source: Cambridge Assessment English (2016). PET Sample Test.

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Phase 2
Interlocutor

(Select one or more questions from the list to ask each candidate. Use candidates' names throughout. Ask Candidate B first.)

Back-up prompts

Do you enjoy studying English? Why (not)?   Do you like studying English?

Do you think that English will be useful for you in   Will you use English in the future?
the future?

What did you do yesterday evening / last   Did you do anything yesterday evening /
weekend?   last weekend? What?

What do you enjoy doing in your free time?   What do you like to do in your free time?

Thank you.

(Introduction to Part 2)
In the next part, you are going to talk to each other.

Speaking Test (City visit)

Part 2 (2-3 minutes)

Examiner
Say to both candidates:

I'm going to describe a situation to you.

A young man is going to visit a city for the **weekend**, but he **doesn't** enjoy **sightseeing**. Talk together about the different things he could do in the city and say which would be most **fun** for him.

Here is a picture with some ideas to help you.

*Ask both candidates to look at picture * on page * of the Student's Book and repeat the frame.*

I'll say that again.

A young man is going to visit a **city** for the **weekend**, but he **doesn't** enjoy **sightseeing**. Talk together about the different things he could do in the city and say which would be most **fun** for him.

All right? Talk together.

Allow the candidates enough time to complete the task without intervention. Prompt only if necessary.

Source: Cambridge Assessment English (2016). PET Sample Test.

PART 2

Source: Cambridge Assessment English (2016). PET Sample Test.

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Speaking Test (Doing things at home)

Part 3 (3 minutes)

Examiner
*Say to both
candidates:*

> Now, I'd like each of you to talk on your own about something. I'm going to give each of you a photograph of **people doing things at home.**
>
> Candidate A, here is your photograph. *(Ask Candidate A to look at photo *B on page * of the Student's Book.)* Please show it to Candidate B, but I'd like you to talk about it. Candidate B, you just listen. I'll give you your photograph in a moment.
>
> Candidate A, please tell us what you can see in the photograph.

(Candidate A)   *Approximately one minute*

If there is a need to intervene, prompts rather than direct questions should be used.

Ask Candidate A to close his / her book.

> Thank you. (Can I have the booklet please?)

Retrieve Part 3 booklet from Candidate A.

Examiner

> Now, Candidate B, here is your photograph. It also shows **people doing things at home.** *(Ask Candidate B to look at photo *C on page * of the Student's Book.)* Please show it to Candidate A and tell us what you can see in the photograph.

(Candidate B)   *Approximately one minute*

Ask the candidates to close their books before moving to Part 4.

Part 4 (3 minutes)

Examiner
*Say to both
candidates:*

> Your photographs showed **people doing things at home.** Now I'd like you to talk together about the things **you have** to do at home and the things you **like doing** at home.

Allow the candidates enough time to complete the task without intervention. Prompt only if necessary.

> Thank you. That's the end of the test.

Back-up Prompts

1. Talk about the things you have to do at home.
2. Talk about the things you like doing at home.
3. Talk about your favourite room in your home.
4. Talk about inviting friends to your home .

PARTS 3 & 4

A

B

Source: Cambridge Assessment English (2016). PET Sample Test.

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ANNEX No. 3

POST-TEST SPEAKING SAMPLE TEST PET – CAMBRIDGE UNIVERSITY PRESS

Preliminary English Test for Schools
Speaking Test

Part 1 (2-3 minutes)

Phase 1
Interlocutor

A/B   Good morning / afternoon / evening.
Can I have your mark sheets, please?

(Hand over the mark sheets to the Assessor.)

A/B   I'm ………… and this is ………… .
He / she is just going to listen to us.

A   Now, what's your name?
Thank you.

B   And what's your name?
Thank you.

Back-up prompts

B Candidate B, what's your surname? How do you spell it? Thank you.	How do you write your family / second name?
A And, Candidate A, what's your surname? How do you spell it? Thank you.	How do you write your family / second name?

(Ask the following questions. Ask Candidate A first.) Where do you live / come from? Do you study English at school? Do you like it? Thank you. *(Repeat for Candidate B.)*	Do you live in …? Do you have English lessons?

Source: Cambridge Assessment English (2016). PET Sample Test.

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Phase 2
Interlocutor

(Select one or more questions from the list to ask each candidate. Use candidates' names throughout. Ask Candidate B first.)

What's your favourite school subject? Why?

Tell us about your English teacher.

What do you enjoy doing in your free time?

Tell us about your family.

Thank you.

(Introduction to Part 2)
In the next part, you are going to talk to each other.

Speaking Test 1 (Leaving present)

Part 2 (2-3 minutes)

Interlocutor
Say to both candidates:

I'm going to describe a situation to you.

A boy is **leaving** his school because his parents are going to work in **another country**. The students in his class want to give him a **present**. Talk together about the **different** presents they could give him and then decide which would be **best**.

Here is a picture with some ideas to help you.

*Place **Part 2** booklet, open at **Task 1**, in front of candidates.*

Pause

I'll say that again.

A boy is **leaving** his school because his parents are going to work in **another country**. The students in his class want to give him a **present**. Talk together about the **different** presents they could give him and then decide which would be **best**.

All right? Talk together.

Allow the candidates enough time to complete the task without intervention. Prompt only if necessary.

Thank you. (Can I have the booklet please?)
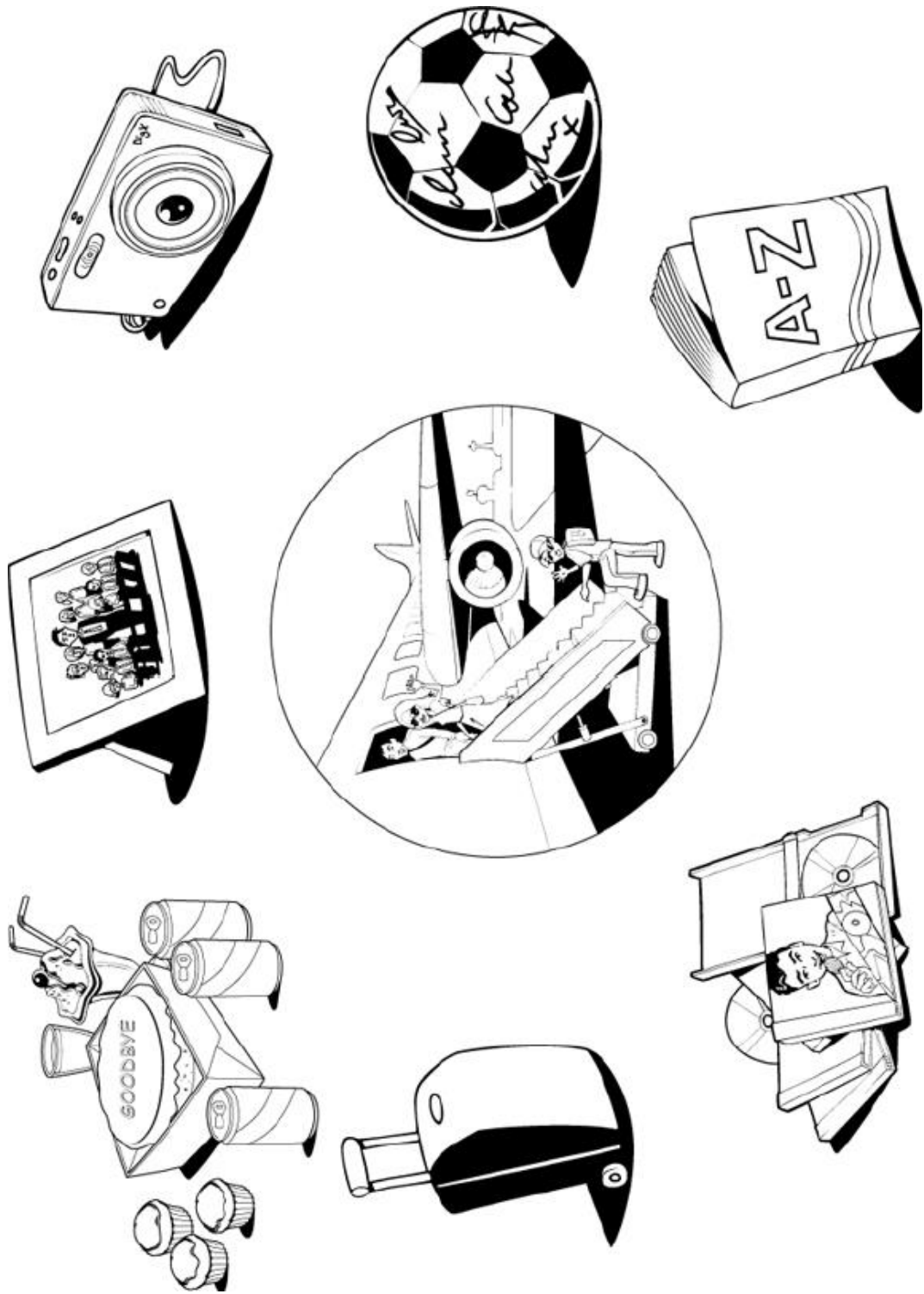
Retrieve Part 2 booklet.

About **2-3 minutes** (including time to assimilate the information)

Source: Cambridge Assessment English (2016). PET Sample Test.

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Speaking Test 1 (Teenage bedroom)

Part 3 (3 minutes)

Interlocutor *Say to both candidates:*	Now, I'd like each of you to talk on your own about something. I'm going to give each of you a photograph of teenagers in their **bedrooms at home.** Candidate A, here is your photograph. *(Place Part 3 booklet, open at Task 1A, in front of Candidate A.)* Please show it to Candidate B, but I'd like you to talk about it. Candidate B, you just listen. I'll give you your photograph in a moment. Candidate A, please tell us what you can see in your photograph.
(Candidate A)	*Approximately one minute* *If there is a need to intervene, prompts rather than direct questions should be used.* Thank you. (Can I have the booklet please?) *Retrieve Part 3 booklet from Candidate A.*
Interlocutor	Now, Candidate B, here is your photograph. It also shows a teenager in his **bedroom at home.** *(Place Part 3 booklet, open at Task 1B, in front of Candidate B.)* Please show it to Candidate A and tell us what you can see in the photograph.
(Candidate B)	*Approximately one minute* Thank you. (Can I have the booklet please?) *Retrieve Part 3 booklet from Candidate B.*

Part 4 (3 minutes)

Interlocutor *Say to both candidates:*	Your photographs showed teenagers in their **bedrooms at home.** Now, I'd like you to talk together about the things you have in your bedrooms at home **now** and the things you'd like to have in your bedrooms in the **future.** *Allow the candidates enough time to complete the task without intervention. Prompt only if necessary.* Thank you. That's the end of the test.

🕐 **Parts 3 & 4** should take about **6 minutes** together.

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Source: Cambridge Assessment English (2016). PET Sample Test.

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ANNEX No. 4

ASSESSING SPEAKING PERFORMANCE RUBRIC – CAMBRIDGE UNIVERSITY PRESS

Cambridge English: Preliminary Speaking Examiners use a more detailed version of the following assessment scales, extracted from the overall Speaking scales on page 63.

| B1	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. Uses a range of appropriate vocabulary to give and exchange views on familiar topics.	Produces extended stretches of language despite some hesitation. Contributions are relevant despite some repetition. Uses a range of cohesive devices.	Is intelligible. Intonation is generally appropriate. Sentence and word stress is generally accurately placed. Individual sounds are generally articulated clearly.	Initiates and responds appropriately. Maintains and develops the interaction and negotiates towards an outcome with very little support.
4	Performance shares features of Bands 3 and 5.			
3	Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about familiar topics.	Produces responses which are extended beyond short phrases, despite hesitation. Contributions are mostly relevant, but there may be some repetition. Uses basic cohesive devices.	Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	Initiates and responds appropriately. Keeps the interaction going with very little prompting and support.
2	Performance shares features of Bands 1 and 3.			
1	Shows sufficient control of simple grammatical forms. Uses a limited range of appropriate vocabulary to talk about familiar topics.	Produces responses which are characterised by short phrases and frequent hesitation. Repeats information or digresses from the topic.	Is mostly intelligible, despite limited control of phonological features.	Maintains simple exchanges, despite some difficulty. Requires prompting and support.
0	Performance below Band 1.			

Source: Cambridge Assessment English (2016). PET Sample Test.

ANNEX No. 5

Apéndice III

Valores percentiles (t_p)
correspondientes a
la distribución t de Student
con ν grados de libertad
(área sombreada $= p$)
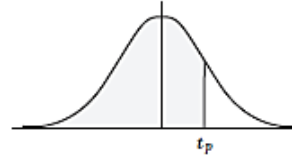
ν	$t_{.995}$	$t_{.99}$	$t_{.975}$	$t_{.95}$	$t_{.90}$	$t_{.80}$	$t_{.75}$	$t_{.70}$	$t_{.60}$	$t_{.55}$
1	63.66	31.82	12.71	6.31	3.08	1.376	1.000	.727	.325	.158
2	9.92	6.96	4.30	2.92	1.89	1.061	.816	.617	.289	.142
3	5.84	4.54	3.18	2.35	1.64	.978	.765	.584	.277	.137
4	4.60	3.75	2.78	2.13	1.53	.941	.741	.569	.271	.134
5	4.03	3.36	2.57	2.02	1.48	.920	.727	.559	.267	.132
6	3.71	3.14	2.45	1.94	1.44	.906	.718	.553	.265	.131
7	3.50	3.00	2.36	1.90	1.42	.896	.711	.549	.263	.130
8	3.36	2.90	2.31	1.86	1.40	.889	.706	.546	.262	.130
9	3.25	2.82	2.26	1.83	1.38	.883	.703	.543	.261	.129
10	3.17	2.76	2.23	1.81	1.37	.879	.700	.542	.260	.129
11	3.11	2.72	2.20	1.80	1.36	.876	.697	.540	.260	.129
12	3.06	2.68	2.18	1.78	1.36	.873	.695	.539	.259	.128
13	3.01	2.65	2.16	1.77	1.35	.870	.694	.538	.259	.128
14	2.98	2.62	2.14	1.76	1.34	.868	.692	.537	.258	.128
15	2.95	2.60	2.13	1.75	1.34	.866	.691	.536	.258	.128
16	2.92	2.58	2.12	1.75	1.34	.865	.690	.535	.258	.128
17	2.90	2.57	2.11	1.74	1.33	.863	.689	.534	.257	.128
18	2.88	2.55	2.10	1.73	1.33	.862	.688	.534	.257	.127
19	2.86	2.54	2.09	1.73	1.33	.861	.688	.533	.257	.127
20	2.84	2.53	2.09	1.72	1.32	.860	.687	.533	.257	.127
21	2.83	2.52	2.08	1.72	1.32	.859	.686	.532	.257	.127
22	2.82	2.51	2.07	1.72	1.32	.858	.686	.532	.256	.127
23	2.81	2.50	2.07	1.71	1.32	.858	.685	.532	.256	.127
24	2.80	2.49	2.06	1.71	1.32	.857	.685	.531	.256	.127
25	2.79	2.48	2.06	1.71	1.32	.856	.684	.531	.256	.127
26	2.78	2.48	2.06	1.71	1.32	.856	.684	.531	.256	.127
27	2.77	2.47	2.05	1.70	1.31	.855	.684	.531	.256	.127
28	2.76	2.47	2.05	1.70	1.31	.855	.683	.530	.256	.127
29	2.76	2.46	2.04	1.70	1.31	.854	.683	.530	.256	.127
30	2.75	2.46	2.04	1.70	1.31	.854	.683	.530	.256	.127
40	2.70	2.42	2.02	1.68	1.30	.851	.681	.529	.255	.126
60	2.66	2.39	2.00	1.67	1.30	.848	.679	.527	.254	.126
120	2.62	2.36	1.98	1.66	1.29	.845	.677	.526	.254	.126
∞	2.58	2.33	1.96	1.645	1.28	.842	.674	.524	.253	.126

Fuente: R. A. Fisher y F. Yates, *Statistical Tables for Biological, Agricultural and Medical Research* (Tablas de estadísticas para la investigación biológica, agrícola y médica) (5a. edición), Tabla III, Oliver and Boyd Ltd., Edinburgh, con autorización de los autores y editores.
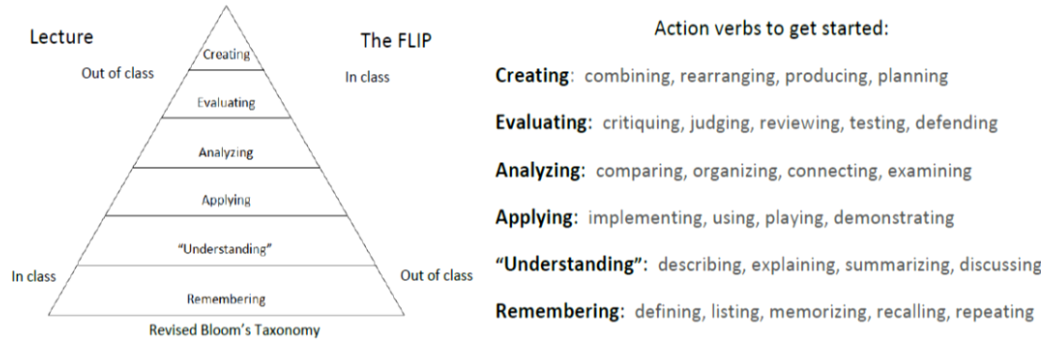
Source: Spiegel & Stephens, 2009, p.563.

ANNEX No. 6

FLIPPED CLASSROOM LESSON PLAN

Lesson Plan EXAMPLE

Date for Lesson: _____   Topic of Lesson: <u>Create a healthy PB&J sandwich.</u>

Action verbs to get started:

Creating: combining, rearranging, producing, planning

Evaluating: critiquing, judging, reviewing, testing, defending

Analyzing: comparing, organizing, connecting, examining

Applying: implementing, using, playing, demonstrating

"Understanding": describing, explaining, summarizing, discussing

Remembering: defining, listing, memorizing, recalling, repeating

Purpose: What do students need to be able to <u>do</u> at the end of this lesson?

Students will be able to [begin with action verb] <u>**create a** healthy PB&J sandwich.</u>

_____

_____

PRIOR TO CLASS   **Learning Outcomes:** [Choose activities that address a **lower** level of Bloom's Taxonomy than you will use in class.]

Students will be able to (1) <u>list and **describe** each of the ingredients needed to make a PB&J sandwich; (2) **list** the parts of</u>

<u>a nutrition label.</u>_____

_____

OUT of CLASS

To achieve the outcome(s), students are [What are students doing to prepare to achieve the purpose of the lesson?]

<u>(1) Students will watch a video of a chef making a PB&J sandwich and post their own descriptions of the ingredients</u>

<u>based on the video and their experiences eating PB&J sandwiches; (2) Students will find an example of a nutrition label</u>

<u>for one of the ingredients in a PB&J sandwich and post a picture to the discussion board.</u>

INTRODUCTION   **When students arrive to class, what are they doing? How will class begin?** [What is the Focusing Activity?]

<u>Students will complete a quiz based on the information presented in the video and their discussion board posts.</u>_____

_____

Now go back and refer to the purpose of the lesson. Write the learning outcomes and plan the activities.

↳ *Continued on back*

Learning Outcome: [Choose activities that address a **higher** level of Bloom's Taxonomy than you used for the out-of-class LO.]

Students will be able to use nutrition labels to compare the different types of (1) bread, (2) peanut butter, and (3) jelly.

IN CLASS

To achieve this outcome, students are [What are the students doing during class to achieve this outcome?]

working in small groups and comparing the different nutrition labels for each of the ingredients.

Learning Outcome: [Choose activities that address a **higher** level of Bloom's Taxonomy than you used for the out-of-class LO.]

Students will be able to rank the healthiest types of ingredients for the (1) bread, (2) peanut butter, and (3) jelly.

IN CLASS

To achieve this outcome, students are [What are the students doing during class to achieve this outcome?]

filling in a worksheet to rank each of the ingredients and providing justification for their rankings.

Learning Outcome: [Chose activities that address a **higher** level of Bloom's Taxonomy than you used for the out-of-class LO.]

Students will be able to create a healthy PB&J sandwich.

IN CLASS

To achieve this outcome, students are [What are the students doing during class to achieve this outcome?]

developing a plan to conduct taste tests and creating a rubric to capture the results and feedback.

CLOSING   **How will class end?** [What are students doing to show you they "get it"?]

Students vote in class on the rankings for each of the ingredients. After class, students go interview 3 people about their

preferences for types of bread, peanut butter, and jelly. Their responses will be the focusing activity for the next class.

   ↳ *Remember, the end of this lesson plan is the beginning of the next.*

Source: FLIP It Consulting (2017).

ANNEX No. 7

URKUND CERTIFICATE

Reporte URKUND

URKUND

Urkund Analysis Result

Analysed Document: Tesis Ana para URKUND.docx (D56002026)
Submitted: 25/09/2019 1:44:00
Submitted By: lm.melendez@uta.edu.ec
Significance: 4 %

Sources included in the report:

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