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Theme:

"FLIPPED TEACHING METHOD IMPLEMENTATION TO IMPROVE STUDENTS' VOCABULARY"

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DEDICATORY

This research project is dedicated to my Heavenly Lord, who is with me in each moment, who guides my path, who allows me to smile, who has provided me in days of need, who lifts me up and supports me with his powerful hand. I also dedicate it with all my love and affection to my beloved husband Héctor Bagua for his unconditional love and support and to believe in me and for his daily sacrifice to give us the best every day. To my beloved children Ariel and Gabriel for being my source of motivation and inspiration to be a better person every day. To my dear pastors Juan and Esther Taboada for their endless prayers and love they show towards my family. To my parents, brothers, especially my dear sister Elena Buenaño who has had the right words for me to encourage and motivate me to move forward and fight for my goals.

Verónica Buenaño

ABSTRACT

The objective of this research was to demonstrate the incidence of the flipped teaching method in students' vocabulary. The participants were 63 students from the eighth school year at "Fe y Alegría" School. They were between 13-14 years old. The research employed a quasi-experimental design including pre-test and post-test. At the beginning of the implementation it was necessary to know the perspectives of the current teaching practice to develop student's vocabulary in EFL classes. So, it was evident that students use limit words to express their ideas and thoughts. The pre-test and post-test were applied and analyzed on the basis of a validated rubric for eight year school learners. There were five questions to evaluate the vocabulary. The instruments were validated to ensure results reliability. The participants were introduced to the flipped teaching method activities, so the weekly lessons were planned for five weeks. Each weekly lesson involved 40 minutes virtual class and one hour of autonomous learning at home in order to practice the use of new vocabulary in real contexts. Participants were expected to be tested on the basis of a particular content taken from the institutional final assessments as a post-test after the implementation of the activities the results were analyzed through the statistical test of hypothesis: T-student test for dependent sample because the researcher aimed to demonstrate if the flipped teaching method improves students' vocabulary used in different activities to show their language performance. The results indicated that the implementation of activities with flipped teaching method improves students' vocabulary significantly, and they had a positive perception of the method. Therefore, teachers should consider implementing the flipped teaching method as a part of their classes to improve students' vocabulary. Moreover, the results showed the flipped method increases students' motivation as well as their confidence to participate more in class.

Keywords: flipped method, vocabulary use, vocabulary discrimination, virtual learning, teachers, students, strategies, method, teaching method, online resources.

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EXTRANJEROS MENCIÓN INGLÉS

TEMA:

LA IMPLEMENTACIÓN DEL MÉTODO DE ENSEÑANZA INVERTIDO PARA MEJORAR EL VOCABULARIO DE LOS ESTUDIANTES.

AUTORA: Licenciada Verónica Guadalupe Buenaño Campaña
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LINEA DE INVESTIGACIÓN: Métodos y medios para la enseñanza
FECHA: 17 de diciembre del 2020

RESUMEN EJECUTIVO

El objetivo de esta investigación fue demostrar la incidencia del método de enseñanza invertido en el vocabulario de los estudiantes. Los participantes fueron 63 alumnos de octavo curso del Escuela de Educación Básica "Fe y Alegría". Tenían entre 13 y 14 años. La investigación empleó un diseño cuasi-experimental que incluyó pre-test y post-test. Al inicio de la implementación era necesario conocer las perspectivas de la práctica docente actual para desarrollar el vocabulario de los estudiantes en las clases de Inglés como lengua extranjera. Por lo tanto, se evidenció que los estudiantes utilizan palabras limitadas para expresar sus ideas y pensamientos. El pre-test y el post-test se aplicaron y analizaron en base de una rúbrica validada para alumnos de octavo año de básica. Habían cinco preguntas para evaluar el vocabulario. Los instrumentos se validaron para garantizar la confiabilidad de los resultados. Se presentaron las actividades con método de enseñanza invertido a los estudiantes, por lo que se realizó la planificación de las lecciones durante cinco semanas. Cada lección semanal involucró 40 minutos de clase virtual y una hora de aprendizaje autónomo en casa para practicar el uso de nuevo vocabulario en contextos reales. Se evaluó en base a un instrumento de evaluación de contenido tomado de las evaluaciones finales institucionales como post-test posterior a la implementación de las actividades, los resultados fueron analizados a través de la prueba estadística de hipótesis: prueba T-student para muestras dependientes ya que la investigadora requirió demostrar sí el método de enseñanza invertido mejora el vocabulario de los estudiantes utilizando diferentes actividades para mostrar su desempeño en el idioma. Los resultados indicaron que la implementación de actividades con el método de enseñanza invertida mejoraron significativamente el vocabulario de los estudiantes y tienen una percepción positiva del método. Por lo tanto, los maestros deben considerar implementar el método de enseñanza invertido como parte de sus clases para mejorar el vocabulario de los estudiantes. Además, aumenta la motivación de los estudiantes para que participen más en clase.

Descriptores: método invertido, uso de vocabulario, discriminación de vocabulario, aprendizaje virtual, profesores, estudiantes, estrategias, método, método de enseñanza, recursos en línea.

CHAPTER I

THE RESEARCH PROBLEM

1.1 Introduction

Ecuadorian education has suffered significant changes during this quarantine period which forces teachers to look for techniques and methodologies that connect knowledge and practices as well in order to improve students' communication performance through the recordings class which help students practice the topics at home. This paper research is heading the implementation of flipped teaching method in English classes as a foreign language to contribute significantly to the improvement of students' vocabulary which requires a big effort of teachers and the selection of the most adequate strategies to be applied.

Therefore, the approaches to identify the problem at Fé y Alegría School in Ambato are qualitative and quantitative because it is focused on understanding a phenomenon from a closer perspective and determine the larger number of students who use this method. Besides that, the technique that is applied is the pre-test and post-test. Furthermore, two groups, control and experimental; are tested to establish the effectiveness of the method. In addition, this research considered quasi-experimental because the groups are not chosen randomly; the groups were assigned before the experiment.

The general structure of this thesis includes five chapters; each one contains information related to the research topic and it is presented as follows:

In CHAPTER I. - The particularities about the problem, justification are developed in this chapter as well as the general and specific objectives.
In CHAPTER II. - The facts related with the problem were established and included the research background. It also mentions a widely revision of scientific researches which were found based on the problem of this thesis.

In CHAPTER III. - It is about the methodology of the research from the quasi-qualitative aspect, the population, the place, also the hypothesis which was established through a scientific question, the results based on the variables, and tools and techniques used for the data collection.

In CHAPTER IV. - It covers the analysis and the interpretation of the results which are presented from the pre-test and post-test, which were applied to two groups, as well as the hypothesis verification.

In CHAPTER V. - The results let to state the conclusions and recommendations.

1.2 Justification.

The current research work is aimed at addressing the problem of flipped method implementation to improve students' vocabulary. The method which is suggested is considered **relevant** to improve students' vocabulary also it is appropriate for students as well as teachers. The implementation of innovative methodologies let to stay away from the traditional teaching methodologies. Teachers and students have specific roles assigned; teachers provide guidance and support before, during and after the learning process. On the other side, students are the main actors of this strategy because they have to develop a series of activities outside the classroom. These activities enable the student to get the opportunity to analyze the information in their own space and time.

The perspectives developed across this research were no part of any other project at Universidad Técnica de Ambato and Fé y Alegría School in Ambato. Moreover, this research is **pivotal** for the actors of the educational community due to not only it could improve the learning process of the students' vocabulary acquisition, but also motivation and self-confidence at language performance. The **beneficiaries** are the students because with flipping activities students develop strategies to improve vocabulary by themselves. On the other hand, it supplies teachers with didactic materials as lesson plans, recordings animated with interesting content that are implemented in virtual learning environments such as forums and relevant contemporaneously because it develops a current issue and intends to respond to one of the most important problems related to learning English, responding to the needs of students in vocational training.

The project was **feasible** because it involved the participation of all members of the educational community, seeking to contribute the learning process with a continuous, concrete, critical and innovative activities through synchronous and asynchronous methods tend to improve students' vocabulary acquisition. The current project has a significant impact on the traditional methods that teachers still use in a new educational trend. Besides, the proper use of the inverted strategy improves the development of the students' vocabulary, as well as their communication skills. Teachers need to master some flipped activities in order to facilitate students` comprehension.

1.3 Objectives.

1.3.1. General

To demonstrate the influence of the flipped teaching method implementation to improve students' vocabulary.

1.3.2. Specifics

1. To identify the flipped teaching method implementation elements.
2. To determine the level of students' vocabulary.
3. To implement the flipped teaching method to improve students' vocabulary.

CHAPTER II

RESEARCH BACKGROUND

A common element that concerns teachers of English as a foreign language is the effectiveness in their work, evidenced substantially in their pedagogical performance as well as in their permanent commitment to academic updating, depending on the evolution of the didactic and technological needs and innovations in language teaching. In both cases, a teacher can take advantage of the various elements that current trends in teaching languages offer, under the precepts of eclecticism, through the integration of paradigms that suppose a greater understanding of the learning needs of the students of a foreign language (Jeremy Harmer, 2007)

Based on these criteria, the proposal of the Flipped Classroom or Inverted Class model arises as an alternative to enhance language learning, registered in the Teaching of Foreign Languages as an area of knowledge, to index the teaching processes didactic strategies that, focused on the individual and collective production of the students, are suitable for improving their vocabulary. The studies described below serve as a support for the present research problem and contributes with a clear evidence that the application of the strategy in the analyzed studies was effective and it explained the most recent approaches to the didactics of the foreign language specifically to the teaching of the vocabulary.

Flipped method is being applied in most educational institutions around the world as a technological tool which complements the traditional methodologies, which helps in the current mode of education where the flipped method gains strength. The following studies focus on how students can improve their vocabulary through flipped method as well as the study cases where this research topic was applied and the analysis of the results after the implementation of suggested method. Moreover, the authors exposed their conclusions and some recommendations for teachers as well as for students to make flipped teaching method a great learning experience for both.

Another equally significant articles regarding the effectiveness of flipped method on students' develop vocabulary was made at Universidad de Granada in Spain. The

authors emphasized the study on a new and innovative model: The Flipped Classroom model, or "inverted classroom". It was applied to 176 students from Universidad de Granada, where the results showed a positive view of the method. This article made a deep revision of the database from the Web of Knowledge, Research Gate and Scopus academic articles. At the end of the revision was concluded that all the articles included empirical and theoretical studies about the flipped method implementation and it can be suitable in almost any context, as we have seen previously, and more and more teachers are jumping on the class car inverted. (Aguilera, Manzano, Martínez, Lozano, Casiano, 2017).

(Given & Wallace, 2018), developed four sections of the study about the positive effects of flipped learning, and how it can promote students' English learning. A total of 79 students participated in the study, only 39 students used a communicative language teaching approach, and 40 studied English in a flipped learning manner. Data were collected from tasks, surveys and the instructor's notes on the students' engagement in the process of their English learning. Findings demonstrate that the students in the flipped classroom achieved higher average scores in their final three tasks than those in the non-flipped classroom, but only the final examination means score indicated statistical significance. However, surveys indicated that most students in this study seemed to enjoy learning English in a flipped learning environment. In addition, the instructor found the students in the flipped classroom to be more engaged in the learning process than those in the non-flipped classroom. The authors stated the usefulness of the flipped approach in EFL classrooms based on the outcomes, not just for the motivation and dedication it offers, but for the academic results it gives to students. Thus far, most of studies have analyzed the extrinsic motivation of different methods but only a few of them related extrinsic and intrinsic motivation that flipped method brings for students.

A research developed by (Anwar, 2017) with the objective was to fulfill the needs concerning the review of current literature on the use of flipped classroom as an alternative strategy to teach vocabulary for young learners. Most of Indonesian young learners, particularly elementary school students, are lack of vocabulary so that it is hard for them to improve their English skills such as speaking and reading. A novel strategy is needed to improve EFL (English as a Foreign Language) young learners'

vocabulary mastery. Flipped classroom in this paper is an instructional approach and a type blended learning type reversing the old traditional educational system by delivering instructional contents or materials, frequently conducted by online and done outside of the classroom. This paper is written based on some theories and the writer's analysis as well as reflection of the writer's teaching experience in classrooms. The data were collected by doing library research so that he got the data as the reference from books as well as journals regarding the object of the study.

To measure the effect of the flipped classroom on vocabulary learning in terms of both receptive and productive vocabulary the author developed a research implementing a post-test experimental research design. The participants of the study were 58 high school students. The experimental group was exposed to a four-week flipped instruction in which they worked on the pre-prepared videos designed by the teacher. The practice was done collaboratively inside the classroom. The control group was taught the target vocabulary in the traditional way in which the vocabulary presentation took place in the classroom and the practice was done as homework. Following the instruction of each group of words, a vocabulary quiz was administered to both groups. The results were analyzed by using the SPSS package program. The experimental group's perceptions of the flipped classroom were also evaluated through an open-ended questionnaire. Depending on the results, it can be stated that the flipped classroom holds promise for the language learning process in terms of vocabulary learning, (Kirmizi & Komec, 2019).

Finally, Investigating the Use of the Flipped Classroom Method in an EFL Vocabulary Course Sarah S. Alnuhayt 2018 This study investigated the efficacy of using the flipped classroom method in EFL vocabulary classes. The participants consisted of 45 fresh men students enrolled in the researcher's ENG.120 Building vocabulary course in the English program of Al-Mezahemiah Faculty of Education; Shaqra University. The control group was taught traditionally by lecture- style learning while the experimental group was taught using the flipped classroom method. Data collection instruments included pre-test and post-test and a questionnaire. Findings of the test indicated that the experimental group outperformed the control group in the post- test. Findings of the questionnaire indicated that students in the experimental group had

positive attitudes regarding using the flipped classroom method in the EFL vocabulary class.

2.2 Theoretical framework

2.2.1 Method

"In implementing flipped classroom, remembering and understanding as the lowest levels of cognitive domain are practiced outside the class hour" *(Krathwohl & Anderson, 2016)*. While in the classroom, the students concentrated on higher forms of cognitive work, including implementation, review, evaluation, and development. According to Bloom's updated taxonomy, the following Figure 1 illustrates the level of students' learning in the flipped learning. In essence, "flipping the classroom" means that students gain first exposure to new material outside the class, usually via reading or lecture videos, and then use class time to do the harder work of assimilating that knowledge, perhaps through problem-solving, discussion, or debates taxonomy.
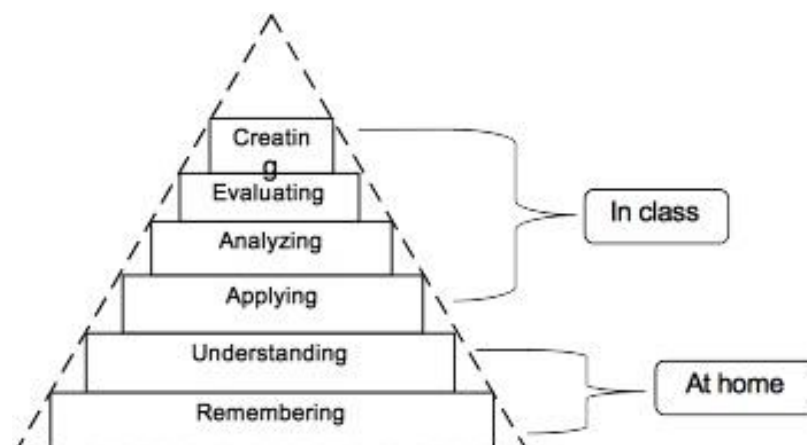
Source: Direct research
Figure 1: Bloom's Taxonomy

In terms of Bloom's revised taxonomy (Anderson & Krathwohl , 2001), this means that students are doing the lower levels of cognitive work (gaining knowledge and comprehension) outside of class, and focusing on the higher forms of cognitive work (application, analysis, synthesis, and/or evaluation) in class, where they have the support of their peers and instructor. This model contrasts from the traditional model in which "first exposure" occurs via lecture in class, with students assimilating knowledge through homework; thus the term "flipped classroom."

2.2.2 Teaching Method

Teaching strategies are any set of actions, plans, techniques, thoughts, or behaviors used to help students to understand, store, retrieve, and use data. The topic of teaching methods means to consider specific strategies for different students in the class. Most of teachers' individual approaches and strategies to imparting knowledge to students and inspiring them to learn are probably built on their academic education as well as their instincts and intuition. The Faculty Center promotes research-based instructional strategies and classroom techniques that improve student performance and learning. Because instruction at UCF takes place in many formats, environments, and class sizes, there is no single most effective teaching method for all contexts. However, research does support a practical range of methods that can be adapted to the various circumstances in which we teach. These strategies fall somewhere on the continuum illustrated below between teacher- and student-directed (University of Central Florida, 2021).

Source: Direct Research
Figure 2: Teacher-Student directed

(Hongwei, Liping, Weilian, Guan, 2016), developed a study about the adjustment and effects of vocabulary teaching strategies in flipped classroom. The study used a quasi-experimental method with two groups a control and experimental. The students in class A were taught with the flipped classroom model which was the experimental group and the students of class B in the traditional way which was the control group. A total of 63 students from the University in the northern part of China participated in the study. After the implementation of the experiment the authors concluded the flipped

method improved classroom efficiency, students can learn more words by themselves and they can put more time in language output. Also, the flipped method can increase the students' interest in vocabulary learning. Finally, students can use them in class. Teachers who were part of the experiment stated that flipped classroom teaching model promotes English vocabulary teaching outcomes.

In Turkey was held a study to measure the effect of the flipped classroom on vocabulary learning in terms of both receptive and productive vocabulary by (Ozkan, Funda, 2019) implemented a post-test to 58 high school students. The experimental group worked on the pre-prepared videos designed by the teacher for four-weeks. The practice was done collaboratively inside the classroom. The control group was taught the target vocabulary in the traditional way in which the vocabulary presentation took place in the classroom and the practice was done as homework. The findings were evaluated by a statistical program and a survey was also used to measure the expectations of the study. The findings of the experiment indicated that flipped instruction promoted the vocabulary development of English learners in a secondary education effectively and significantly.

(Zamudio, Noriega, Soto, 2019), analyzed the contribution of the flipped classroom as an English language teaching strategy. The study was descriptive quantitative with a quasi-experimental design. The participants were 60 students from the English 1 program who completed the first semester of a public baccalaureate in the mixed modality. In order to collect data, an interview was held by the teacher. The results obtained indicate 71% in the positive attitudes about the adoption of this didactic, which allowed the reinforcement of the topics of the course, as well as the favorable acceptance by the teacher in the use of this teaching methodology. In addition, the application of inverted activities in mix modality educational program promotes autonomy and a sense of responsibility in students. They also feel more motivated to learn and teachers feel more engaged to implement this instructional method in the program.

2.2.3 Flipped teaching method

Flipped teaching method is characterized by technology enhanced learning in and out of the classroom. Teachers provide a varied online resources for students to check the content in advance, it means before they meet to class. It is also known as the inverted classroom, reversed instruction, and blended learning which follow the learner-centered approach and active learning method. The figure 2 describes the differences between traditional and flipped classroom. That is evident the teachers and students roles. In flipping classroom teachers provide guidance to his students who feel a deeper engagement in completing the activity.

2.2.3.1 The key elements of the flipped teaching method

1. Provide an opportunity for students to gain first exposure prior to class.
The mechanism used for first exposure can vary, from simple textbook readings to lecture videos to podcasts or screencasts. For example, Grand Valley State University Math professor Robert Talbert provides screencasts on class topics on his YouTube channel, while Vanderbilt computer science professor Doug Fisher provides his students video lectures prior to class. These videos can be created by the instructor or found online from YouTube, the Khan Academy, MIT's OpenCourseWare, Coursera, or other similar sources. The pre-class exposure does not have to be high-tech, however; in the Deslauriers, Schelew, and Wieman study showed, students simply completed pre-class reading assignments (Brame, 2021).

2. Provide an incentive for students to prepare for class.
In all the examples cited above, students completed a task associated with their preparation….and that task was associated with points. The assignment can vary; the examples above used tasks that ranged from online quizzes to worksheets to short writing assignments, but in each case the task provided an incentive for students to come to class prepared by speaking the common language of undergraduates: points. In many cases, grading for completion rather than effort can be sufficient, particularly if class activities provide students with the kind of feedback that grading for accuracy usually provides (Brame, 2021)

3. Provide a mechanism to assess student understanding.

The pre-class assignments that students complete as evidence of their preparation can also help both the instructor and the student assess understanding. Pre-class online quizzes can allow the instructor to practice Just-in-Time Teaching (Novak , Patterson, Gavrin , & Christian, 1999), which basically means that the instructor tailors class activities to focus on the elements with which students are struggling. If automatically graded, the quizzes can also help students pinpoint areas where they need help. Pre-class worksheets can also help focus student attention on areas with which they are struggling, and can be a departure point for class activities, while pre-class writing assignments help students clarify their thinking about a subject, thereby producing richer in-class discussions. Importantly, much of the feedback students need is provided in class, reducing the need for instructors to provide extensive commentary outside of class (Walvoord & Anderson, 1998). In addition, many of the activities used during class time (e.g., clicker questions or debates) can serve as informal checks of student understanding.

4. Provide in-class activities that focus on higher level cognitive activities.

If the students gained basic knowledge outside of class, then they need to spend class time to promote deeper learning. Again, the activity depends on the learning goals of the class and the culture of the discipline. For example, Lage, Platt, and Treglia described experiments students did in class to illustrate economic principles (2000), while Mazur and colleagues focused on student discussion of conceptual "clicker" questions and quantitative problems focused on physical principles (2009).In other contexts, students may spend time in class engaged in debates, data analysis, or synthesis activities. The key is that students are using class time to deepen their understanding and increase their skills at using their new knowledge.

(Guerrero, 2017), applied a combined teaching method based on FC and PBL in the progress of teaching and learning in Higher education in The Latin American context. The main objective was to offer Higher Education Institutions HEI's teachers a guide for the use of the new methodological and technological tools for teaching of their subjects. Surveys were applied to 14 teachers in charge of the course Office, to define the methods and strategies used by these in the teaching-learning process and a satisfaction survey to 4727 students of all schools that have completed the course to

determine the degree of satisfaction and performance of these. The results showed that FC and PBL allowed the students to be the center of the teaching-learning process because it seeks knowledge through technological and pedagogical tools provided by the teacher.

2.2.4 Vocabulary

(Kamil & Hiebert. , 2015), mentioned, vocabulary is knowledge of words and words meaning in both oral and print language and in productive and receptive forms. According to Hiebert (2010), vocabulary is learning of words and word implications. Firstly, words come in two structures: oral and print. Secondly, word learning additionally comes in two structures: receptive and productive. Hornby, stated, "Vocabulary is the total numbered of words in a language; all the words known to a person or used in a particular book, subject, etc; a list of words with their meanings" (Anwar, 2017) Whereas (Jackson & Amvela, 2000)state that the terms vocabulary, words, and lexicon are synonymous.,

2.2.5 Vocabulary discrimination

An awareness of the number of words needed is not sufficient. However, teachers also need to know what words to teach, this process is called discrimination and there are at least three aspects in which learners need to acquire vocabulary which are (1) knowing its form, (2) knowing its meaning, and (3) knowing its use (Nation I. , 2000). Lack of efficient process to discriminate the words for learning English must causes serious problems when learners need to practice their foreign language directly with their classmates. For those reasons, vocabulary should be regarded as one of the essential aspects of foreign language teaching and learning, and it should be given much attention in TEFL practices.

The study developed by Suci explored EFL students' gaming experience in acquiring a second language (L2) vocabulary is sparsely investigated. This study aims at exploring how EFL students' gaming experience assists the students in acquiring their second language (L2) vocabulary. The data of this study were gained from EFL students' experience. The results of this study indicated that the games, particularly

online games, have the potential to assist EFL students in acquiring second language (L2) vocabulary. Several principal reasons related to how games assist the students in acquiring new vocabulary emerged in this study. Pedagogically, this study contributes to the strategy of vocabulary teaching and learning which hopefully can be beneficial for EFL students and teachers. (Suci, 2019)

On the other hand, teachers must take into account the type of vocabulary they have to choose for their students. They could also categorize vocabulary into two broad categories: expressive and receptive vocabulary. Expressive vocabulary refers to the words that we use to express our thoughts and ideas. Receptive vocabulary, refers to all the words that you understand while "reading" books or "listening" to someone speak. In other words, all the words that you process while receiving information fall under receptive vocabulary (Thornbury, S. (2002) cited in Anwar, 2017, p.110). Listening vocabulary includes all the words that you hear and understand. Based on the explanations above, it can be stated that vocabulary is the total number of words that are needed to communicate ideas and express the speakers' meaning. That is the reason why it is important to choose the most appropriate groups of words that are going to be taught.

Moreover, Siriwan demonstrated that vocabulary plays a dominant part in learning to communicate effectively. Based on the diagram, vocabulary is categorized into four main groups as meaning/oral vocabulary, literate/written vocabulary, receptive vocabulary, and productive vocabulary (Siriwan, 2017). However, it is obvious that all vocabulary items are overlapped in meanings and functions the relationship between vocabulary and the four language skills:
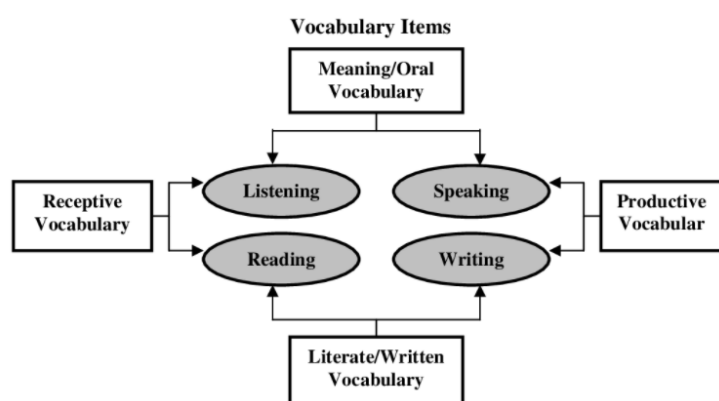
Source: Direct Research
Figure 3: Vocabulary and the four language skills

While conventional vocabulary teaching methods primarily improve receptive vocabulary awareness, recent approaches also encourage more active interaction with words to enhance the effective vocabulary knowledge of students. Vocabulary is mainly taught by conventional approaches in most language classrooms. The passive teaching approach needs to be restructured. It is necessary, to find more efficient ways to teach vocabulary to students. Teachers had involved students in vocabulary learning in a more autonomous and complex mode, rather than merely giving them word lists to memorize.

2.2.6 Vocabulary use

The purpose of learning vocabulary comes with the needs to express ideas or beliefs. In fact, teachers must consider some aspects before the class. First of all, the level of the students, because it could be difficult to understand the meaning. Then, it is necessary to connect the content with the words for the class, otherwise it could be confusing for students and finally the use of colloquial expressions or idioms. These are really interesting for students and increase their motivation. As every student has a unique learning preferences they also have a unique way to express their ideas based on their age, and a final consideration is being aware that if you focus on vocabulary that cannot be put to immediate and repetitive use in your students' day-to-day lives, it is relegated to the quicksand of short-term memory and soon forgotten, thus rendering all your hard work useless. Choose vocabulary that is connected to your students' lives and can be easily applied to their world outside of the classroom.

Suci states that every learner has a unique learning preference, and this is the reason why there are many learning strategies we can find in literature. The results show that through games, the students can acquire a second language (L2) vocabulary in many ways depending on their preferences in learning new vocabulary. Sometimes they learned from the audio of the game which means they practice their listening and pronunciation, and they sometimes also learn from the visualization of the game which means that game provides them to read or to portray the vocabulary they have learned. Another strategy portrayed in the findings is repetition so that, the students learn the vocabulary repeatedly supported by the context provided in games which made them easy to remember (2019). Related to this perception and results its necessary to

mention that the use of words depends on some facts that teacher must considered before.

2.2.7 Students' vocabulary

When students acquire more vocabulary which means improve their lexical knowledge, fluency improves as well. That is because of their confidence at the time to interact and express their ideas. I state that flipped method brings a lot advantages for EFL students not only in the way they learn thus the communicative development they can get. Thompson, states that it is really necessary to investigate young learners' word organization strategies to help teachers and researchers identify factors related to such strategies: Graeco-Latin words, word hierarchy, word shapes, word sounds, cognates, etc. The following studies were developed in order to analyze some factors related to the students' vocabulary and how teacher can help students develop some strategies to learn it.

(Hsia, Chung, & Wong, 2019), reported data collected by BA TESL students supervised by their instructor. The participants were total of 55 students from the secondary year. The results were analyzed descriptively and statistically. After the statistical analysis of the results, it could be stated that word grouping was a worthwhile strategy, because it lets students recognize the function of the words in the sentences and categorize them in the correct groups. In addition, it showed that if students can recognize words categories and functions they can use those words in real life contexts as well as improve their communicative performance.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Location

The current research took place at "Fé y Alegría" School in Ambato. The participants were students from the eighth Year of Basic Education. The learning of a foreign language is influenced by traditional teaching practices even when the Ministry of Education updates the material and suggests applying active methodologies. Teachers are still using strategies that make learning passive and theoretical most of the time. For that reason, the current research focused on quantitative and qualitative approach.

- Qualitative approach because it looked for the understanding of social phenomena oriented to the formation of hypotheses. (Herrera, Medina, & Naranjo, 2010). Moreover, because it tries to find the methodological characteristics that help student to develop their vocabulary.

- Quantitative approach because it looked for the causes of the facts that it studied with a controlled measurement oriented to the verification of replicable hypothesis inferences. (Herrera, Medina, & Naranjo, 2010). In addition, it allowed to analyze the data statistically for testing the hypothesis. It was verified using T-student test for dependent samples of the results obtained in the data collection.

- Quasi-experimental: This research is being conducted in field settings to evaluate the effectiveness of the flipped method in the vocabulary acquisition, it is going to be evaluated through the use of a pre-test and a post-test. (See annex 2).

- Exploratory: The study explores through an interactive, collaborative and critical work in order to analyze the effect of using in the flipped classroom method to improve vocabulary in students. Also, it measures the effect of the independent variable on the dependent variable allowing us to collect more data and information.

3.2 Material and Equipment

The data collected were processed through the following instruments and techniques:

Pre-test

The validated pre-test based on The Ministry of Education MODULE 1 content from Educational Resources Module 1 for eight level. It was administrated to 63 students, 32 who belong to the experimental group, and 31 students who belong to the control group before the implementation of the research. The test assessed the vocabulary use in five questions. Every single question required an explicit use of words or group of words checked in the class which demand that students work independently.

Post-test

The validated post-test based on The Ministry of Education MODULE 1 content from Educational Resources Module 1 for eight level. It was administrated to 62 students, 32 who belong to the experimental group, and 31 students who belong to the control group after the implementation of the research. The test assessed the vocabulary use in five questions. Every single question required an explicit use of words or group of words checked in the class which demand that students work independently.

3.3 Research method

3.3.1 Field research

The pre-test and post-test were applied and analyzed on the basis of a validated rubric for eight year school learners. There were five questions to evaluate the vocabulary. The pre-test and post-test were validated to ensure results reliability by professors from Language Career at Universidad Técnica de Ambato. The participants faced to a pre-test in which they had to answer five questions.

After that, the participants were introduced to the flipped method activities, so the weekly lessons were planned for five weeks. Each weekly lesson involved 40 minutes (one academic hour) virtual class and one hour of autonomous learning at home in order to practice the use of new vocabulary in real contexts. Participants were expected to be tested on the basis of a particular content taken from the institutional final

assessments as a post-test after the implementation of the activities (See annex 3). The length must be 40 minutes.

3.4 Hypothesis

Ho = Flipped teaching method is not related to the students' vocabulary at Fé y Alegría School in Ambato.

Hi = Flipped teaching method is related to the students' vocabulary at Fé y Alegría School in Ambato.

3.4.1. Signaling hypothesis variables

Independent variable: Flipped teaching method

Dependent variable: Students' vocabulary

3.5 Population and sample

3.5.1 Population

This research was carried out with 63 students (31 students who belong to eight year A class and 32 students who belong to eight year B class) from Fé y Alegría School in Ambato. Therefore, the control group was 31 students and the experimental group was 32 students.

Table 1: POPULATION

Population	Number	Percentage
Control Group 31 students who belong to eight year A class at the Fé y Alegría School in Ambato.	31	49%
Experimental Group 32 students who belong to eight year B class at the Fé y Alegría School in Ambato.	32	51%
Total	63	100%

Source: Direct research
Author: Buenaño, V. (2020)

3.6 Data Collection

The application of the flipped method required a detail process of planning and design holding by the teacher. The vocabulary discrimination was a deep process to establish the number and group of words to be taught to improve students' vocabulary. The use of technology was a prior tool because the classes were developed through Teams app. Also, it was necessary for students to work individually at their homes in different interactive activities like: watching videos, reading texts and listening to some audios.

Table 2: BASIC QUESTIONS

BASIC QUESTIONS	EXPLANATION
What is the objective or purpose?	To achieve the research objectives
To Whom?	Students of eight school year.
About which aspects?	Flipped Classroom and the vocabulary acquisition
Who?	Researcher
When?	2020
Where?	Escuela de Educación Básica Fé y Alegría
How many students?	63
How?	Through the application of Pre-Test / Post-Test
What is the situation?	More confidence at using new words in English language.

Source: Direct research
Author: Buenaño, V. (2020)

3.7 Data Processing and Analysis

The following information brings out the main facts about the place where the investigation is taking place.

Address	Isidro Viteri 107 Avenue and Solanda passage
Educational service	It works from first to tenth grade, there are two parallels per school year
City	Ambato
Province	Tungurahua
Type of Education	Regular
History	Fé y Alegría is a Popular Education and Social Promotion Movement, which promotes the training of new men and women. Fé y Alegría is extended in 6 cities in Ecuador such as Ambato, Riobamba, Quito and Cuenca. It was founded in 1979 by the Chilean priest José María Vélaz (1910 - 1985), a member of the Society of Jesus.
Number of students	502
Number of teachers	28
Periods	Morning section from 1st to 7th / Evening section from 8th to 10th
Type of Educational Institution	Public-private finding
Region	Sierra
AMIE code	18H00022

Source: Public-private funding
Author: Buenaño, V. (2020)

Analysis:

The following steps were taken in order to process the information:

- Apply both control and experimental group pre-test

- Application to the chosen sample population of test instruments.

- Apply both control and experimental group post-test

- Application to the chosen sample population of test instruments.

- Analysis quantification results in frequencies and percentages.

- Design of frequency-and-frequency tables

- Review and understanding of outcomes of study.

- Elaboration of findings and recommendations.

3.8 Response Variables

For verification of the research project called: "FLIPPED TEACHING METHOD IMPLEMENTATION TO IMPROVE STUDENTS' VOCABULARY"

INDEPENDENT VARIABLE: Flipped Teaching Method
DEPENDENT VARIABLE: Students' vocabulary

CHAPTER IV

RESULTS AND DISCUSSION

4.1 Analysis of results

This chapter shows the instruments and the results after the implementation of the proposal of this current research. First of all, it required a documentary analysis to know the main facts about the flipped teaching method and the vocabulary. Its characteristics, benefits, and application issues. In addition, it employed a quasi-experimental design including pre-test and post-tests. The pre-test and the post-test contained 5 open questions, each one was graded over 2 points and a total of the test was 10 points. These questions were focused on the use of vocabulary students had learned in class. After the implementation of these tests, the obtained results were analyzed and interpreted in a statistical program.

4.1.1 Pre-test

At the beginning of the implementation it was necessary to obtain results from the pre-test applied to 31 students of the control group and 32 students of the experimental group. The results were analyzed through the statistical test of hypothesis: T-student test for dependent sample because the researcher aimed to demonstrate if the flipped method improves students' vocabulary. (Al-Achi, 2019) mentioned T-test, also known as T-student test, is widely used to compare groups' means for a particular variable. It was represented in the distribution tables and the calculation made to established the degree of significance.

The average of control group and experimental group was gather in order to compare the results from the experimental group. The table below shows the results before the implementation of flipped teaching method. It shows that both groups control and experimental had a mean less than 6.0 over 10 points that showed the level of students' vocabulary and the need of implement flipped teaching method to improve their vocabulary.

Pre-test Results

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Grupo Control	5,581	31	1,1188	,2009
	Grupo experimental	5,548	32	1,2339	,2216
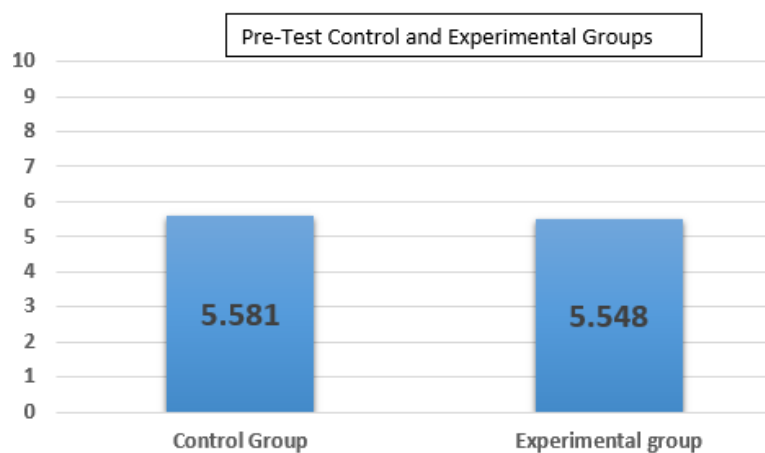
Source: Pre-test
Author: Buenaño, V. (2020)
Figure 4: Pre-test results

4.1.2 Post-test Results

The results of the experimental group have shown that the mean in the post-test are upper than the pre-test mean. The post-test contained 5 questions with 2 points every question a total of 10 points was given for the test. The case of flipped teaching method is remarkable, in which case the margin of improvement is 23.22%. The implementation of Flipped teaching method contributed to improve students' vocabulary significantly.

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Grupo Control	5,839	31	1,1575	,2079
	Grupo experimental	8,161	32	1,0984	,1973

Source: Direct research
Author: Buenaño, V. (2020)
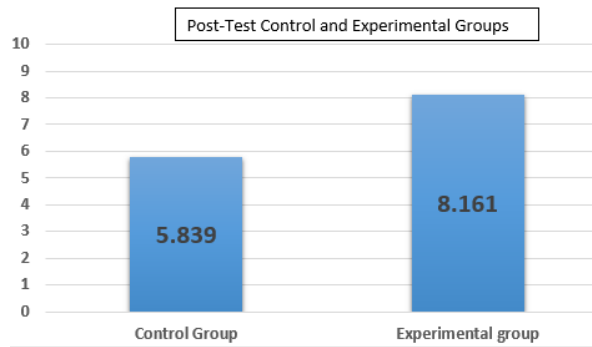
Source: Post-test
Author: Buenaño, V. (2020)
Figure 5: Post-test results

Table 6: FRECUENCY TABLE POST TEST

		Frecuency	Percent	Valid Percent	Cumulated Percent
	< 3	0	0.0	0.0	0
Valid (scores 0-10)	3.0	0	0.0	0.0	0.0
1. Where do you want to live?	4.0	0	0.0	0.0	0.0
2. Do you want to move to a warm or cold city?	5.0	0	0.0	0.0	0.0
3. Do you want to live in a small or big city?	6.0	2	6.3	6.3	6.3
4. Do you want to live in a calm or noisy city?	7.0	8	25.0	25.0	31.3
5. Give a short description about the place	8.0	12	37.5	37.5	68.8
where you live	9.0	5	15.6	15.6	84.4
	10.0	5	15.6	15.6	100
	Total	32	100.0	100.0	

Source: Post-test
Author: Buenaño, V. (2020)

ANALYSIS AND INTERPRETATION

The following frequency table shows the number of students per each score results obtained in the post-test. Out of total of 32 students, 94% of students got scores over 7.0/10. Therefore, through these values there was an increase after the implementation in the experimental group. In other words, the implementation of the flipped teaching method was effective for improving students' vocabulary.

Table 7: PAIRED SAMPLES TEST DIFFERENCES

		Paired Differences							
					95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1	Grupo Control - Grupo experimental	-2,3226	,9794	,1759	-2,6818	-1,9633	-13,204	30	,000

Source: Direct research
Author: Buenaño, V. (2020)

Analysis and interpretation:

As it is shown in Table 5, in the control group case (with the experiment), the pre-test was 5.548 over 10 which increase until 8.161 over 10 in the post-test. While in the experimental group case (with the experiment), the pre-test means 5.581 over 10 with increased until 5.839 over 10 in the post-test. The increase was 26.13% in the experimental group which means that the flipped teaching method causes an improvement effect in students' vocabulary. As more practice students had, more words they could retain because the theory is not only given in a formal teaching environment. This requires a change on perspectives of new Language teaching where students enjoy active methodology to activate knowledge.

4.2 Hypothesis verification

Flipping teaching method improves vocabulary students of eighth school year at "Fé y Alegría" School in Ambato.

H1 alternative hypothesis
Flipped teaching method is not related to the students' vocabulary at "Fe y Alegría" School in Ambato.

Null hypothesis

Flipped teaching method is related to the students' vocabulary at "Fe y Alegría" School in Ambato.

4.2.2 Formula

The statistical model T-student test. The test was applied to 31 students of eighth school year at "Fé y Alegría" School in Ambato.

H0: μ1 ≤ μ2

H1: μ2 > μ1

Where:

μ1 = population means in the pre-test.

μ2 = population means 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 flipped teaching method improves students' vocabulary.

The T-student test formula is the next:

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

Where:

t = T-student test from the data.

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

n = pre-test and post-test data number

Sd = standard deviation of the differences.

4.2.3 Specification of the regions of acceptance and rejection

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

4.2.4 Decision making

The null hypothesis (H0) will be rejected and the alternative (H1) 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 T-student value is on the null rejected region in the T-student test distribution, the alternative hypothesis (H1) will be accepted.

4.2.5 Selection of the level of significance

To verify the hypothesis, the following level of significance was used: $\alpha = 0.05$

4.2.6 Degrees of freedom

The formula to determine the degrees of freedom is the next: df : $n_A + n_B - 2 = 61$

Where:

n = pre-test and post-test data number (63 data in control and experimental groups).

df = degrees of freedom

Control group : df=31−1   df=30

Experimental group. df=32−1   df=31

According to the selected level of significance (0.05) and the degrees of freedom (61), T-student value is 13,204 in control and experimental groups.

4.2.7 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:

Control group		Experimental Group	
Student	**Vocabulary**	**Student**	**Vocabulary**
1	5	1	6
2	5	2	4
3	5	3	4
4	7	4	5
5	8	5	8
6	6	6	8
7	6	7	6
8	5	8	6
9	5	9	7
10	4	10	5
11	6	11	7
12	7	12	4
13	5	13	7
14	5	14	4
15	7	15	5
16	7	16	5
17	6	17	4
18	5	18	7
19	5	19	5
20	5	20	6
21	4	21	5
22	5	22	4
23	7	23	5
24	3	24	7
25	5	25	6
26	5	26	5
27	7	27	5
28	5	28	4
29	6	29	5
30	7	30	6
31	5	31	7
-	-	32	7
☐	**5.581**	**X**	**5.548**

Source: Direct research
Author: Buenaño, V. (2020)

Table 9: POST-TEST

Control group		Experimental group	
Students	**Vocabulary**	**Students**	**Vocabulary**
1	5	1	7
2	5	2	8
3	5	3	8
4	7	4	10
5	8	5	10
6	6	6	8
7	6	7	10
8	5	8	7
9	5	9	7
10	4	10	6
11	5	11	7
12	7	12	8
13	5	13	9
14	8	14	10
15	7	15	8
16	7	16	8
17	6	17	9
18	5	18	7
19	5	19	7
20	6	20	7
21	4	21	7
22	5	22	8
23	7	23	8
24	8	24	9
25	5	25	8
26	5	26	10
27	7	27	9
28	5	28	8
29	6	29	8
30	7	30	9
31	5	31	8
-	-	32	6
X	**5.839**	**X**	**8.161**

Source: Direct research
Author: Buenaño, V. (2020)

Table 10 and Figure 6 show the mean grades of pre-test and post-test for control and experimental group. Comparing the means, it is visualized that the value of the experimental group is higher than control group mean. This represents that the application of flipping teaching strategies to improve students' vocabulary allows students to obtain a better performance.

Table 10: PRE-TEST AND POST-TEST GRADES

Group	Pre-test			Post-test		
	Mean	N	Percentage	Mean	N	Percentage
Control group	5.581	31	55.81%	5.839	31	58.39%
Experimental group	5.548	32	55.48%	8.161	32	81.61%

Source: Direct research
Author: Buenaño, V. (2020)
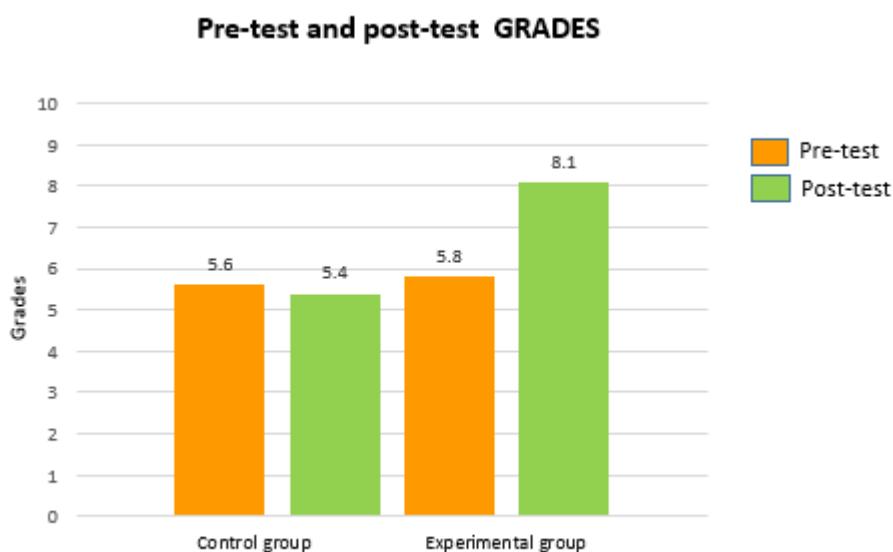
Source: Direct research
Author: Buenaño, V. (2020)
Figure 6: Pre-test and post-test Grades

4.2.8 Final Decision

The decision from the t calculates for the experimental group with 31 degrees of freedom and with 0.05 of unilateral significance level. Calculated T-student is 13,204 which is upper than critical value of 1.70. Therefore, it is on the null rejection region. It means that, the null hypothesis is rejected and the alternative one is accepted: "Flipped Teaching Method improves students' vocabulary" Therefore, the null hypothesis is rejected and the alternative hypothesis is accepted.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions

The following conclusions are stated after a deep analysis of all data which was collected and processing.

- The four key elements of the Flipped Teaching Method described by Brame were developed in order to enrich the implementation of the method. The first was about providing an opportunity for students to gain first exposure prior to class. Then, teachers provided an incentive for students to prepare for class. After that, a mechanism to assess student understanding was provided and finally teachers provided in-class activities that focus on higher level cognitive activities (2021).

- The level of students was determined based on Ministry of Education curriculum. It is detailed in Priorized Curriculum for the Emergency of English Area for current school year (Ministerio de Educación, 2020-2021). Before the implementation the level of students was A1 according to the Subnivel Medio of Basic General Education. After the implementation of the flipped teaching method the level of students increased and it was correspondent to the school year they are registered. It was A2 which belongs to the Sublevel Superior of Basic General Education (EGB). That showed that the teaching method must incorporate flipping activities to improve students' vocabulary.

- The implementation of flipped teaching method was done through the lesson plans which were developed during four weeks. Every class followed the elements for flipped teaching method in order to improve students' vocabulary in English. That leads to satisfactory results because the students' vocabulary increased remarkably. The manner students used new words reflected they had learned more vocabulary and were aware of how they use them.

5.2. Recommendations

After the implementation of Flipped Teaching Method to improve students' vocabulary, recommendations are set:

- Teachers should identify the flipping teaching method elements for developing students' vocabulary as the priority activity to activate the learning process so, it is necessary to incorporate activities according to the students' level. It is mandatory to diagnose students' vocabulary level to design activities closer to their real needs. This first step will make the method more effective to help students improve their lexicon.

- It is recommended to identify the level of students' vocabulary knowledge, in order to incorporate new words and plan appropriate flipping activities to make the learning process more significant. Most of the time, students feel frustrated because they cannot understand some words the teacher is presenting. It is important to develop a more conscious planning process considering some facts before being applied in the class. Those facts are related to the students´ level and interests and the material for the school year.

- Teachers should apply flipped teaching method more often in their virtual classes to help students improving their vocabulary acquisition. They can see significant results not only in the number of the words students can remember but the way they can use in productive skills.

Applying flipping method to improve the student's vocabulary during five weeks; should prove the increases of vocabulary in Basic Education eighth year students.

- It is recommended to study vocabulary related to grammar, pronunciation and fluency, those criteria are also beneficial with the implementation of flipped teaching method, because when students acquire more vocabulary which means improve their lexical knowledge, and fluency improves as well. That is because of their confidence at the time to interact and express their ideas. In addition, there is a positive relationship between flipped teaching and active learning which improved learners' verbal communication skills in certain ways which is supported by Farina and Sakina, in their study about the use of flipped learning as a method to teach communication skills among a group of ESL learners in one higher learning institution (2016).

5.3 References

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5.4 Annexes

ANNEX N° 1

CERTIFICATE OF APPROVAL

CARTA DE COMPROMISO

Ambato, 04 de mayo del 2020.

Doctor
Víctor Hernández del Salto
PRESIDENTE DE LA UNIDAD DE TITULACIÓN DE POSGRADO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
UNIVERSIDAD TÉCNICA DE AMBATO
Presente.-
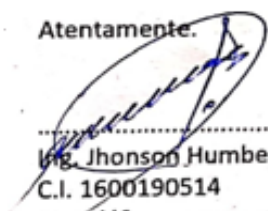
Yo, Jhonson Humberto Castillo López portador de la cédula de ciudadanía NO 1600190514, en calidad de Director de la Escuela de Educación Básica Fe y Alegría, me permito evocar conocimiento, la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema:
"FLIPPED TEACHING METHOD IMPLEMENTATION TO IMPROVE STUDENTS` VOCABULARY" propuesto por la estudiante Verónica Guadalupe Buenaño Campaña, portadora de la Cédula de Ciudadanía NO 1803778230, de la Maestría en Pedagogía en los Idiomas Nacionales y Extranjeros Mención Inglés Cohorte 2019, de la Facultad de Ciencias Humanas y de La Educación de la Universidad Técnica de Ambato.
A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.

REVISADO

0 4 MAY 2020

NOTA**NOT**

Ing. Jhonson Castillo, Msc.

Ing. Jhonson Humberto Castillo López **DOCENTE**
C.I. 1600190514
No teléfono convencional: 032512214
No teléfono celular: 0987062712
Correo electrónico: jhonh_01@hotmail.com

ANNEX N° 2

PRE-TEST APPLIED TO CONTROL AND EXPERIMENTAL GROUPS

PRETEST

UNIDAD EDUCATIVA FE Y ALEGRIA

Fe y Alegria

Isidro Viteri 707, Pasaje 180205

Name: _____ Course: _____ Date: _____

Objective: This test is to identify the students' English language proficiency regarding the vocabulary they have learnt.

Instructions:

- The test is taken online for 3 minutes to express their opinions
- The test has two parts.
  - Part 1: Students express their opinions by answering each teacher's questions.
  - Part 2: Students describe pictures using the vocabulary and grammar appropriately.
- The score is given individually based on the rubric.

PART 1: Listen to your Teacher carefully and answer the questions. **(2 minutes)**

Where do you come from?
Where do you live?
Do you like small or big houses? Why?
Do you like to live in a small or big city? Why?
Do you like this city? (Picture A) Say why or why not?

PART 2: Describe each city using the adjectives from the box.

| clean | dirty | quiet | noisy | small | big |
| calm | populated | nice | ugly | warm | cold |

ADAPTED FROM MODULE1.MINEDUC_INGLES8 PAGE 29

SPEAKING																				
GRAMMAR				VOCABULARY				COMPREHENSION				PRONUNCIATION				FLUENCY				
0.5	0.1	1.5	2.0	0.5	0.1	1.5	2.0	0.5	0.1	1.5	2.0	0.5	0.1	1.5	2.0	0.5	0.1	1.5	2.0	—— 10

ANNEX N° 3

LESSON PLAN: Implementation for the proposal development

<p align="center">**Table 11:** Lesson plans Topics</p>

LESSON PLAN	TOPIC	OBJECTIVES	TIME
Week 1	Describe your city	Describe cities by using adjectives.	2 hours autonomous work at home 2 hours virtual class
Week 2	Describing people in your family	Describe their family using adjectives	2 hours autonomous work at home 2 hours virtual class
Week 3	Comparing people	Make comparisons between two people.	2 hours autonomous work at home 2 hours virtual class
Week 4	Make comparisons between two people.	Talk about feelings and how they react in different situations.	2 hours autonomous work at home 2 hours virtual class
Week 5	Our artists!	Talk about national artist in Ecuador	2 hours autonomous work at home 2 hours virtual class

Source: Direct research
Author: Buenaño, V (2020)

ANNEX N° 4

LESSON PLANS: Implementation for the proposal development

MODULE 1: Who are you?

Lesson A	Describe your city
Course	Eight EGB
Week	1

Learning Objectives

Students will be able to describe cities by using adjectives.

Student Learning Resources at Home

Have students view the video/presentation found at:
https://www.youtube.com/watch?v=xv7zmrRPHZs

Students can find more information about adjectives to describe homes and apartments https://www.youtube.com/watch?v=zsOnTTchXgQ

Student learning activities at home

Students have to answers to the general questions:
1. Where do you want to live?
2. Do you want to move to a warm or cold city?
3. Do you want to live in a small or big city?
4. Do you want to live in a calm or noisy city?
5. Give a short description about the place where you live

Classroom Activities

0-10 min: Students will work into five groups to discuss their answers to the four questions related to their experiences. Students will present their information by group to the class.

10-20 min: Every group will make a description using the adjectives from the video and the structure suggested. Teacher monitors them while there are participating in groups.

20-30 min: Give students 3-5 minutes to work and share their ideas to be showed in virtual class

30-40 min: Take a post-quiz to be completed before leaving virtual class. Oral Exam next class

Assessment

Diagnostic assessment:

Review student responses to the four open questions assigned and provide feedback if necessary.

Formative assessment:

Check and goes around the classroom to answer individual student questions during break-out activity from 0- 10 min and worksheet activity from 10-20 min. briefly go over each question with the class and address any further questions.

Summative assessment:

Apply post-quiz, include adjectives to describe cities. Oral Exam next class Students will bring a picture from their home.

Source: Recursos Educativos – Mineduc 2021
Author: Buenaño, V (2020)

clean   dirty   quiet   noisy   small   big

calm   populated   nice   ugly   warm   cold

1   2   3

MODULE 1: Who are you?

Lesson B	Describing people in your family
Course	Eight EGB
Week	2

Learning Objectives
Students will be able to describe their family using adjectives

Student Learning Resources at Home
Have students view the material/presentation found at: https://recursos2.educacion.gob.ec/portfolio/sup_mod1_8vo_ingles/   Students can find more information about adjectives to describe people in my family   VIDEO 1: https://www.youtube.com/watch?v=PTdkO9mrzdQ   VIDEO 2: https://www.youtube.com/watch?v=dgqFsUAuP24

Student learning activities at home
Students have to answers to the general questions: 1. How many sisters does Rosie have?   2. How old is Rosie's grandmother?   3. Who's Carlos?   4. What does Carlo do as a job?   NEXT CLASS: BRING A PICTURE OF A PERSON IN YOUR FAMILY

Classroom Activities
0-10 min: Students will work into five groups to discuss their answers to the four questions related to Rosie's family. Students will present their information by group to the class.   10-20 min: Every group will make a description using the adjectives from the video 1 and the structure suggested. Teacher monitors them while there are participating in groups.   20-30 min: Give students 3-5 minutes to work and share their sentences to be showed in virtual class.   **Time for activity 2: VIDEO 2:** Students answers the following questions related to the person in the photo.   What is she/he like?   What does he look like?   How old is he?   What is he wearing?

30-40 min: Take a post-quiz to be completed before leaving virtual class.

Assessment

Diagnostic assessment:

Review student responses to the four open questions assigned and provide feedback if necessary.

Formative assessment:

Check and goes around the classroom to answer individual student questions during break-out activity from 0- 10 min and worksheet activity from 10-20 min. briefly go over each question with the class and address any further questions.

Summative assessment:

Apply post-quiz, include adjectives to describe cities.
Students will bring a picture from a person in their family.

Source: Recursos Educativos – Mineduc 2021
Author: Buenaño, V (2020)

MODULE 1: Who are you?

Lesson C	Comparing people
Course	Eight EGB
Week	3

Learning Objectives

Students will be able to make comparisons between two people.
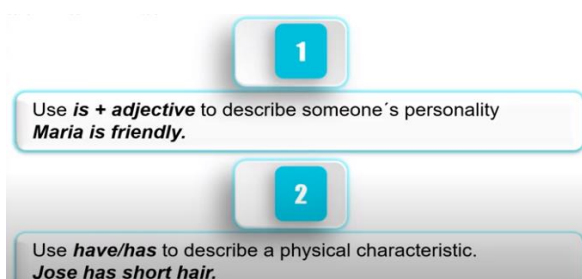
Student Learning Resources at Home

Have students view the video/presentation found at:
Vocabulary: Adjectives https://www.youtube.com/watch?v=sip0nbImXJ8

Students can find more information about adjectives to describe people
Making comparisons: https://www.youtube.com/watch?v=oyZ5t8mk3iI

Student learning activities at home

Use *is + adjective* to describe someone´s personality
Maria is friendly.

Use *have/has* to describe a physical characteristic.
Jose has short hair.

Look at Ana and Toni's IDs MODULE 1 PAGE 7 and read the examples given in the chart below.
Can you make other comparisons between the two kids? Write more comparisons on the lines below.

Classroom Activities

0-10 min: Students will work into five groups to discuss their sentences about comparisons they could write at home.

10-20 min: Every group will make a description using the adjectives from the video about the people in the group. Teacher monitors them while there are participating in groups.

20-30 min: Teacher explain students the task they have to do as a homework.
- Students have to record themselves saying a description of a person in their family.
- Then they have to send it to the teacher by WhatsApp or email.

30-40 min: Next class teacher share the audios to let students participate in a guess who? activity.

Assessment
Diagnostic assessment: Review student responses to the four open questions assigned and provide feedback if necessary.   Formative assessment: Check and goes around the classroom to answer individual student questions during break-out activity from 0- 10 min and worksheet activity from 10-20 min. briefly go over each question with the class and address any further questions.   Summative assessment: Next class audio record

Source: Recursos Educativos – Mineduc 2021
Author: Buenaño, V (2020)

MODULE 1: Who are you?

Lesson D	Make comparisons between two people.
Course	Eight EGB
Week	4

Learning Objectives
Students will be able to talk about feelings and how they react in different situations

Student Learning Resources at Home
Have students view the video/presentation found at: SCRIPT: https://recursos2.educacion.gob.ec/portfolio/sup_mod1_8vo_ingles/ MODULE 1 PAGE 9   Students can find more information about adjectives to describe homes and apartments FEELING AND EMOTIONS ADJECTIVES: https://www.youtube.com/watch?v=7uY2HrQ9qQ8

Student learning activities at home
Students have to identify the adjective and the different situation where they could feel that way.
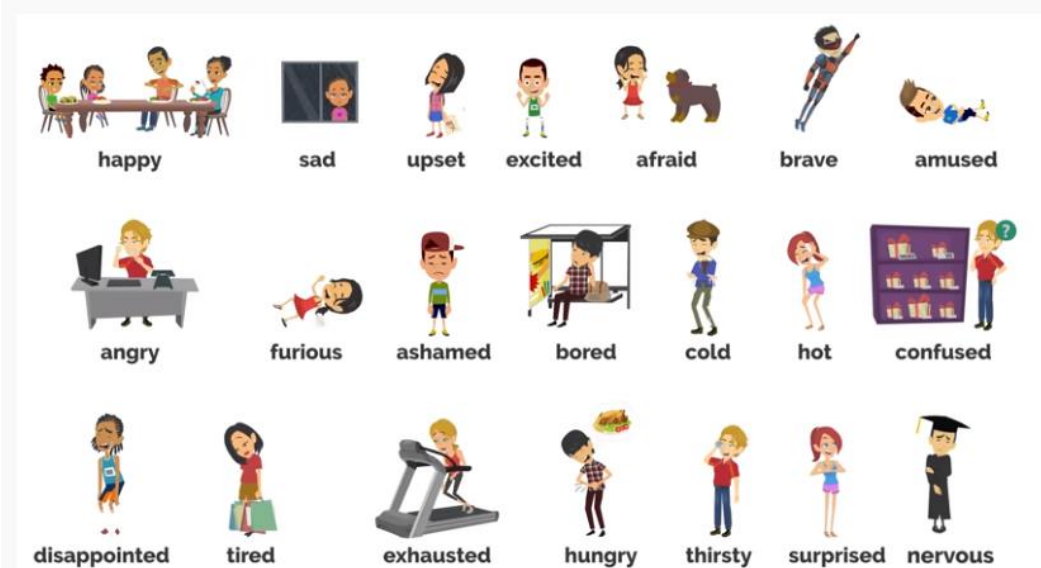
Classroom Activities
0-10 min: Students will work into five groups to talk about the reason these people feel in each picture. Students will present their information by group to the class.
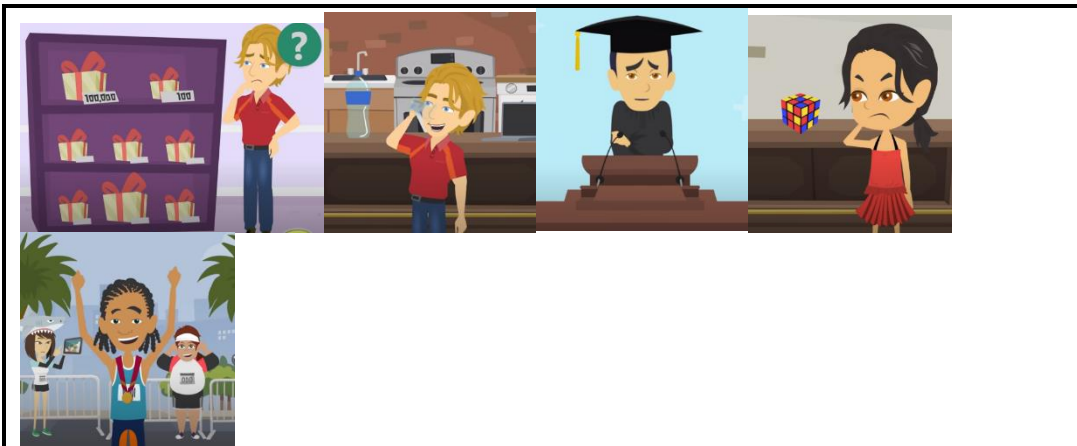
Teacher monitors them while there are participating in groups.

20-30 min: Give students 3-5 minutes to work and share their ideas to be showed in virtual class

The mas is confused

WHY DOES THE MAN FEEL CONFUSED?

Because he can't decide what to buy.

30-40 min: Students work on PADLET to write the reasons people feel in each picture.

Assessment

Diagnostic assessment:

Review student responses to the four open questions assigned and provide feedback if necessary.

Formative assessment:

Check and goes around the classroom to answer individual student questions during break-out activity from 0- 10 min and worksheet activity from 10-20 min. briefly go over each question with the class and address any further questions.

Summative assessment:

Mingle activity in class PADLET
Students send their answers to the app

Source: Recursos Educativos – Mineduc 2021
Author: Buenaño, V (2020)

MODULE 1: Who are you?

Lesson E	Our artists!
Course	Eight EGB
Week	5

| **Learning Objectives** |
|---|
| Students will be able to talk about national artist in Ecuador |
| **Student Learning Resources at Home** |
| Have students view the video/presentation found at: https://recursos2.educacion.gob.ec/portfolio/sup_mod1_8vo_ingles/ MODULE 1 PAGE22

 Students can find more information about SUPERLATIVES https://www.youtube.com/watch?v=J7oWQiW6UlY |
| **Student learning activities at home** |

Music is one of the most entertaining hobbies in our lives. But we never think of who is behind the music we like to listen to.

If we look at singers around the world, many have big fortunes because they have different forms to get money. For example, they have the benefit of studios for their recordings. They also have the most professional staff. In countries like Ecuador, the situation is difficult because national artists don't receive much outside support. They work with their own money. For many, the most difficult aspect is gaining acceptance and popularity. They invest a lot to get a hit and when they perform in concert, people don't go because they prefer to listen to international singers.

We have to support our artists by buying their original CDs, t-shirts, posters, and going to their concerts.

Read the following paragraphs and list 5 superlative forms.

Classroom Activities

0-10 min: Students will work into five groups to complete the following exercise: Use the correct superlative form of the adjectives in cyan.

a. Babies are nice. A baby is_____ the person in this world.
b. My dad is good. He is the _____ worldwide.
c. Canada is really cold. It is the _____ country of North America.
d. That is a big hamburger. It is the _____ in this restaurant.
e. My family is really important to me. They are the_____in my whole life.

10-20 min: Every group will make a description using the superlatives from the video and the structure suggested. Teacher monitors them while there are participating in groups.

THE NATIONAL ARTISTS OF ECUADOR

RESPONSIBLE   **CREATIVE**   **FUNNY**
POPULAR

Oswaldo Guayas amín:
AUDI:
David Reinoso:
Carlos Michelena:

20-30 min: Give students 3-5 minutes to work and share their ideas to be showed in virtual class

30-40 min: Take a post-quiz

Assessment

Diagnostic assessment:

Review student responses to the four open questions assigned and provide feedback if necessary.

Formative assessment:

Check and goes around the classroom to answer individual student questions during break-out activity from 0- 10 min and worksheet activity from 10-20 min. briefly go over each question with the class and address any further questions.

Summative assessment:

Apply post-quiz, include adjectives to people. Oral Exam next class

Source: Recursos Educativos – Mineduc 2021
Author: Buenaño, V (2020)

ANNEX N° 5

Validation pre-test and post-test - EXPERT 1

FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO DE EVALUACIÓN "Pre-test" PERTENECIENTE A LA INVESTIGACIÓN:

TÍTULO DEL TRABAJO

"FLIPPED TEACHING METHOD IMPLEMENTATION TO IMPROVE STUDENTS' VOCABULARY"

AUTOR/A: Verònica Guadalupe Buenaño Campaña

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

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

PARÁMETROS / PREGUNTAS	Pertinencia de las preguntas del instrumento con los objetivos				Pertinencia de las preguntas del instrumento con las variables y enunciados				Calidad técnica y representatividad				Redacción y lenguaje de las preguntas			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
Speaking part 1																
Pregunta 1 Where do you come from?				✓				✓				✓				✓
Pregunta 2 Where do you live?				✓				✓				✓				✓
Pregunta 3 Do you like small or big houses? Why?				✓				✓				✓				✓
Pregunta 4 Do you like to live in a small or big city?				✓				✓				✓				✓
Pregunta 5 Do you like this city? (Picture A) Say why or why not?				✓				✓				✓				✓
Speaking part 2																
Pregunta 6 Was student able to express their ideas and responses with ease in proper sentence structure and tenses?				✓				✓				✓				✓

Pregunta 7 Was student`s vocabulary rich, precise and impressive usage of vocabulary words learned in and beyond of class?			✓				✓			✓				✓
Pregunta 8 Was student`s able to comprehend and respond to all of the questions and the topics that were being discussed with ease?			✓				✓			✓				✓
Pregunta 9 Was student's pronunciation very clear and easy to understand?			✓				✓			✓				✓
Pregunta 10 Was student's fluency effortless and smooth with speed that comes close to that of a native speaker?			✓				✓			✓				✓

Observaciones:

_____

_____

_____

_____

Realizado por:

Lic. Verónica Guadalupe Buenaño Campaña

CI. 1803778230

Validado por:

Mg. Edgar Encalada Trujillo

CI: 0501824171

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Validation pre-test EXPERT 2

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

FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO DE EVALUACIÓN "Pre-test" PERTENECIENTE A LA INVESTIGACIÓN:

TÍTULO DEL TRABAJO

"FLIPPED TEACHING METHOD IMPLEMENTATION TO IMPROVE STUDENTS' VOCABULARY"

AUTOR/A: Verònica Guadalupe Buenaño Campaña

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

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

PARÁMETROS / PREGUNTAS	Pertinencia de las preguntas del instrumento con los objetivos				Pertinencia de las preguntas del instrumento con las variables y enunciados				Calidad técnica y representatividad				Redacción y lenguaje de las preguntas			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
Speaking part 1				✓				✓				✓				✓
Pregunta 1 Where do you come from?				✓				✓				✓				✓
Pregunta 2 Where do you live?				✓				✓				✓				✓
Pregunta 3 Do you like small or big houses? Why?				✓				✓				✓				✓
Pregunta 4 Do you like to live in a small or big city?				✓				✓				✓				✓
Pregunta 5 Do you like this city? (Picture A) Say why or why not?				✓				✓				✓				✓
Speaking part 2				✓				✓				✓				✓
Pregunta 6 Was student able to express their ideas and responses with ease in proper sentence structure and tenses?				✓				✓				✓				✓

Pregunta 7 Was student's vocabulary rich, precise and impressive usage of vocabulary words learned in and beyond of class?			✓				✓			✓					✓
Pregunta 8 Was student's able to comprehend and respond to all of the questions and the topics that were being discussed with ease?			✓				✓			✓					✓
Pregunta 9 Was student's pronunciation very clear and easy to understand?			✓				✓			✓					✓
Pregunta 10 Was student's fluency effortless and smooth with speed that comes close to that of a native speaker?			✓				✓			✓					✓

Observaciones:

_____
_____
_____
_____

Realizado por:

Lic. Verónica Guadalupe Buenaño Campaña

CI. 1803778230

Validado por:

Dr. Narcisa Fuertes, PHD

CI: 1002091161

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Validation pre- and post-test - EXPERT 3

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

FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO DE EVALUACIÓN "Pre-test" PERTENECIENTE A LA INVESTIGACIÓN:

TÍTULO DEL TRABAJO

"FLIPPED TEACHING METHOD IMPLEMENTATION TO IMPROVE STUDENTS´ VOCABULARY"

AUTOR/A: Verònica Guadalupe Buenaño Campaña

Señale mediante un ✓, según la validación para cada pregunta:
1D- DEFICIENTE   2R- REGULAR   3B- BUENO   4O- ÓPTIMO

PARÁMETROS / PREGUNTAS	Pertinencia de las preguntas del instrumento con los objetivos				Pertinencia de las preguntas del instrumento con las variables y enunciados				Calidad técnica y representatividad				Redacción y lenguaje de las preguntas			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
Speaking part 1																
Pregunta 1 Where do you come from?				✓				✓				✓				✓
Pregunta 2 Where do you live?			✓					✓				✓				✓
Pregunta 3 Do you like small or big houses? Why?			✓					✓				✓				✓
Pregunta 4 Do you like to live in a small or big city?			✓					✓				✓				✓
Pregunta 5 Do you like this city? (Picture A) Say why or why not?			✓					✓				✓				✓
Speaking part 2																
Pregunta 6 Was student able to express their ideas and responses with ease in proper sentence structure and tenses?			✓					✓				✓				✓

| Pregunta 7
Was student`s vocabulary rich, precise and impressive usage of vocabulary words learned in and beyond of class? | | | ✓ | | | | ✓ | | | ✓ | | | | ✓ |
| Pregunta 8

Was student`s able to comprehend and respond to all of the questions and the topics that were being discussed with ease? | | | ✓ | | | | ✓ | | | ✓ | | | | ✓ |
| Pregunta 9
Was student's pronunciation very clear and easy to understand? | | | ✓ | | | | ✓ | | | ✓ | | | | ✓ |
| Pregunta 10
Was student's fluency effortless and smooth with speed that comes close to that of a native speaker? | | | ✓ | | | | ✓ | | | ✓ | | | | ✓ |

Observaciones:
_____
_____
_____
_____

Realizado por:

Lic. Verònica Guadalupe Buenaño Campaña
CI. 1803778230

Validado por:

Mg. Lina Mariela Sanchez Sailema
CI: 180333879-5

ANNEX N° 6

Oficio - Autorización uso de imagen

AUTORIZACIÒN USO DE IMAGEN

Ambato, 08 de enero del 2021

PPFF

Octavo EGB

ESCUELA DE EDUCACIÒN BÀSICA FE Y ALEGRIA – AMBATO

Presente.-

De mi consideración,

Yo, Verónica Guadalupe Buenaño Campaña, portadora de la cédula de Ciudadanía N| 1803778230, docente de la asignatura lengua extranjera – Inglès me dirijo muy comedidamente a ustedes para solicitar de la manera más comedida autorizar el uso de imagen de sus representados, para evidenciar la implementación de la investigación realizada en el marco del trabajo de titulación con el tema: "FLIPPED TEACHING METHOD IMPLEMENTATION TO IMPROVE STUDENTS´ VOCABULARY", cuyo objetivo es demostrar la incidencia del método invertido para el desarrollo de vocabulario.

Segura de contar con su favorable respuesta reciba mi agradecimiento.
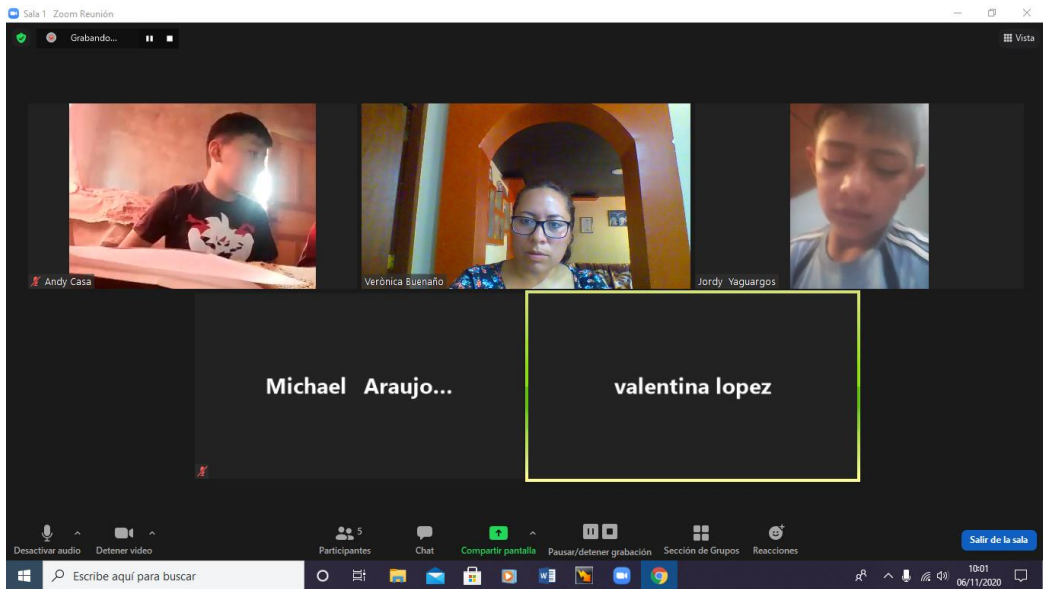
Atentamente,

Lic. Verónica Guadalupe Buenaño Campaña
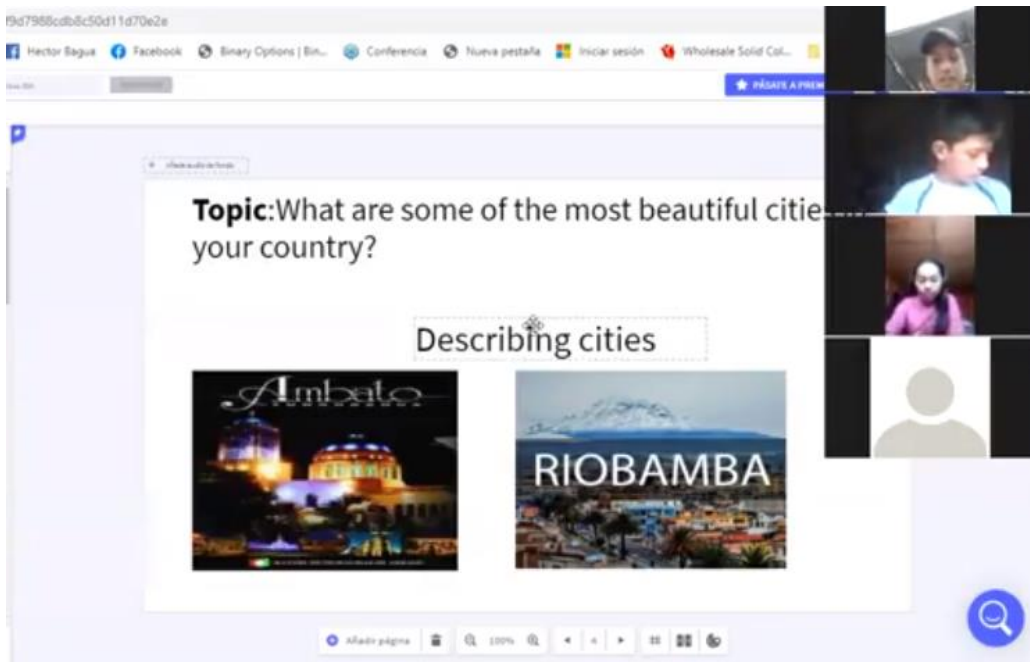
DOCENTE DEL ÀREA DE INGLÈS

ANNEX N° 7

EVIDENCE: Pre-test application

EVIDENCE: Captures of the implementation

WEEK 1: Describe your city

EVIDENCE: Captures of the implementation

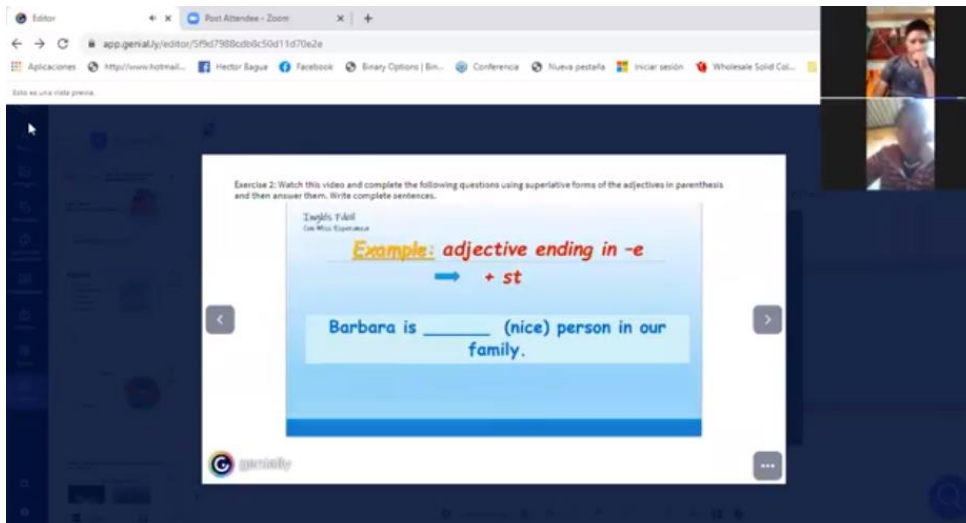**WEEK 2:** Describing people in your family

EVIDENCE: Captures of the implementation

WEEK 3: Comparing people

EVIDENCE: Captures of the implementation

WEEK 4: Make comparisons between two people.

EVIDENCE: Captures of the implementation

WEEK 5: Our artists!