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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

TEMA: “FLIPPED CLASSROOM APPROACH AND SPEAKING PERFORMANCE”

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THEME: “Flipped Classroom Approach and Speaking Performance”

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LINE OF RESEARCH: Language learning

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EXECUTIVE SUMMARY

Speaking skill is one of the core abilities in the English language that has been affected in a society where online teaching has been established in the educational area. Thereby, through this review it is demonstrated the importance and contribution of the flipping classroom approach in the practice and advancement of speaking in online and face-to-face learning. The participants of the study were 56 students of the ninth grade in “Rosa de Jesús Cordero” High School in Cuenca, Ecuador, who were divided into control and experimental groups. The control group was made up of 30 learners, and the experimental group was made up of 26 subjects. Because of the current situation where the study was applied, the opportunity to show the impact of synchronous (in-class tasks) and asynchronous (out-of-class) tasks was seen. Lesson plans were created related to the applied approach and cohering to the level of the students. The use of the school’s lab was crucial and the learners showed a positive attitude and a sense of respect towards the facilities. The research was applied using a standard Cambridge pre and post-test focused on the speaking performance which evaluated aspects such as grammar and vocabulary, discourse management, pronunciation, and interactive communication. Besides, a Web 3.0 survey, a validated structured survey and a TAM survey (Technology acceptance model) were used as instruments to show the positive influence on the flipped classroom approach. Finally, good results were displayed due to the increase of the students’ average in the speaking performance which according to paired sample t-test statistics analyzed quantitative data and showed an advancement from 12,731 to 16,308. Consequently, as nowadays technology takes an important place by making the connection a way of living, the use of the flipped classroom approach can become an eye-catching resource when speaking a new language.

Keywords: Asynchronous, Flipped Classroom Approach, Speaking Performance, TAM, Technology, Synchronous, Web 3.0

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RESUMEN EJECUTIVO

La capacidad de hablar es una de las habilidades fundamentales de la lengua inglesa que se ha visto afectada en una sociedad en la que la enseñanza en línea se ha establecido en el ámbito educativo. Así, a través de esta revisión se demuestra la importancia y contribución del enfoque “Flipped classroom” en la práctica y el avance de la expresión oral en el aprendizaje online y presencial. Los participantes fueron 56 estudiantes del noveno grado del Colegio "Rosa de Jesús Cordero" en Cuenca, Ecuador, divididos en grupos control y experimental. El grupo control estaba formado por 30 alumnos y el grupo experimental por 26 sujetos. Debido a la situación en la que se aplicó el estudio, se vio el impacto de las tareas sincrónicas (en clase) y asincrónicas (fuera de clase). Se crearon planes de clase con el enfoque aplicado y de acuerdo al nivel de los alumnos. El uso del laboratorio fue crucial y los alumnos mostraron una actitud positiva y de respeto hacia las instalaciones. El estudio se aplicó mediante una prueba estándar de Cambridge previa y posterior centrada en el desempeño oral que evaluó gramática y vocabulario, el manejo del discurso, pronunciación y la comunicación interactiva. Además, se utilizaron como instrumentos una encuesta de la web 3.0, una encuesta estructurada validada y una encuesta TAM (Modelo de aceptación tecnológica) para mostrar la influencia positiva en el enfoque “Flipped classroom”. Finalmente, se vieron buenos resultados debido al aumento del promedio de los estudiantes en el rendimiento del habla, que según las estadísticas de la prueba t de muestras emparejadas analizaron los datos cuantitativos y mostraron un avance de 12,731 a 16,308. Por ende, como hoy en día la tecnología ocupa un lugar importante haciendo de la conexión una forma de vida, el uso del enfoque “Flipped classroom” puede convertirse en un recurso llamativo a la hora de hablar un nuevo idioma.

Descriptor: Asíncrono, Enfoque Flipped Classroom, Rendimiento del Habla, TAM, Tecnología, Sincrónico, Web 3.0

CHAPTER I

THE RESEARCH PROBLEM

1.1 Introduction

Nowadays, in a competitive world, learning English means personal and professional progress. Therefore, learning English improves people's professional abilities, and gives opportunities to know a variety of cultures, and keep conversations by meeting individuals from all over the world. Along with this idea, as English is known as the lingua franca in most of the countries of the world, the development of the language implies the progress of communication.

Within the educational area, to communicate in English implies an essential process, so that learning appears. Nevertheless, there is a change in the practice of speaking from face-to-face to virtual classes. Some examples are that students do not feel very motivated because they miss working with their friends, some of them do not domain how to work properly with technology or use specific interactive resources to develop their tasks. Thus, it becomes demanding to avoid the learners' feeling of shame when speaking in front of the class, which will lead the teacher to eventually prevent students from speaking in pairs or in groups.

Online courses take longer to plan and design than traditional face-to-face courses, and although the implementation of some trends have revolutionized the way students interact with educational content their success depends on the creation of a social presence environment as well as the use of competent strategies.

An accurate teaching methodology could solve some difficulties students face in their leaning environment. It has been observed that in the pandemic during 2019-2020 which we are still living nowadays, affected significantly the educational system. Al-Jarf (2021) mentions in his research "EFL speaking practice in distance learning during the coronavirus pandemic 2020-2021" that as the pandemic has affected directly the social interaction of people, in the case of students, the practice of the speaking skill has been left aside, and this, added to the lack of technological resources management by some students.

1.2 Justification

The COVID-19 pandemic has brought the online modality to the educational aspect and has affected the way students interact orally. It continues affecting the learning process due to the fact that after some time of isolation, people have started to re-active some areas, and education is included. In this case, the term flipped classroom approach appears as an innovation in the last century for acquiring knowledge in two modalities face-to-face and online instruction. Thus, the role of this approach, especially in speaking performance, has shown positive attitudes regarding oral interaction, participation, and oral domain of the language according to students' and teachers' points of view (Abdullah et al., 2019). Moreover, Abdullah in his study about flipping classroom on speaking performance shows that proper conversational tasks according to the students' level combined with technological strategies increase students' English performance.

The necessity of including different strategies to get the students' attention has brought the idea of focusing on flipping the traditional way. This way of teaching makes students develop and increase their abilities for individual and collaborative work increasing their higher level of thinking (Riza & Setyarini, 2020). Thus, this form of learning could support the students' acquisition of knowledge by making them the protagonist of learning as students nowadays are immersed into the technological era. The application of mentioned approach permits the creation of authentic materials for teaching as well.

Regarding learner's attention, this methodology improves this factor knowing the difficult situation each student is going through. Kusumawati (2020) in the study "Redesigning face-to-face into online learning for speaking competence during covid-19: Esp. for higher education in Indonesia" remarks a significant improvement of the speaking performance only if the instructors adapt their didactic planning, and thus, change their strategies to the students' interests. This becomes a great challenge, not only for teachers including new material to their established educational records but also for all the members in education meaning the detachment of the comfort zone.

Fitria (2020) mentions “In teaching online, technology is essential. It is not only as a background but also as a context for instruction in teaching because it can be the place where the teaching and learning process occurs”. Consequently, different online platforms have been identified as favorable at the moment of learning English language and the enthusiasm with which the participants showed themselves was notorious.

The researcher observed the results of the study and states that autonomous learning also takes noticeable importance using the didactic videos and audios for the disruption of the vertical teacher-student relationship. The placement of students as responsible agents for watching the materials plus different blending techniques makes the flipped classroom a path of learning innovation (Shamsuddin & Kaur, 2020).

Supporting the previous research, Türkben (2019) states that with some intervention from the teachers as a monitor in the acquisition of the language, through interactive teaching strategies, students can get the effectiveness in the speaking ability. Consequently, the use of flipped classroom approach inside a strong type of learning can become an eye-catching resource when acquiring a new language.

Conclusively, speaking performance should be supported by a solid approach, which is flipped classroom to enhance the speaking performance during the pandemic life, and if in the future there is a progressive return to face-to-face modality. Thus, considering the highlighted points, this research project is aimed at ninth-graders in Cuenca focusing on their speaking performance and intends to be applied to a group of 56 students similar in gender and age who will be divided into two groups, the control and treatments groups.

There has been planned some activities obeying the flipped methodology and focusing on the population’s resources and interests. The communicative purposes in each activity are noticeable and the process in each session is closely related to the learners’ reality, that is, the use of technological aids.

The flipped classroom approach offers the opportunity to use technology in games and activities, promotes students’ collaboration, and allows possibilities to improve the English language performance according to the learners’ pace. Ozdamli (2016) argues

that the students' responsibility in their own learning under the teacher guidance, increases the students' motivation inside and outside classes. The role of synchronous and asynchronous tasks is fundamental as the methodology follows the same learning cycle (engage-explore-explain-apply) proposed by Kolb (2010) with the advantage of getting the students' preparation before attending classes.

Within the flipped classroom approach, the practice of synchronous activities can be also developed if for any reason there is a transition from online to face-to-face modality. This mixed-modality could have some benefits either for students who will be immersed in a personalized learning environment or for teachers who can change their role from expositor into a guide for students' learning. The possible oral cooperative activities to be practiced in this approach are debates, role-plays, forums, chats, among others.

Thereby, the flipping classroom approach in speaking development brings some benefits as to find a variety of ways to look at a topic, to have access to different learning materials and to increase the speaking development of performance especially inside the current situation that students and teachers are living.

During the application of the study, the benefits or perhaps the disadvantages of the aforementioned approach will be examined. Probably, the use of mentioned methodology can help the way students learn in virtual or face-to-face classes if there is the case of a progressive return to the institutions. However, in any of the two types of modalities, the researcher will take into consideration the level of the students, available materials, technological supplies, student's interests, and some other different elements involved in the process of education.

To sum up, in the EFL context the domain of English-speaking performance has become a precedent for the study of English as a second language. Together with this idea, the attachment of a correct strategy, in this case, the flipped classroom fosters a more pleasant learning environment including interactive activities inside and outside the classroom environment, and transforming speaking ability into a real interactive process.

1.3 Objectives

1.3.1 General

To analyze the impact of the flipped classroom approach on the English-speaking performance of ninth-grade students in Cuenca, Ecuador.

1.3.2 Specific

- To determine how flipped classroom help in the speaking performance of ninth-grade students.
- To evaluate the speaking performance of ninth-grade students after the application of the flipped classroom approach.
- To analyze the students' perceptions after the study.

CHAPTER II

RESEARCH BACKGROUND

Dependent variable: Speaking skills

2.1 English language

English is the prior language of different countries around the world belonging to some world powers such as England and the United States. These countries have given vital contributions to the language (Richard, 2019). Thereby, as English is seen as a global language, its influence on peoples' cultures and advancement is notorious. Corresponding to Hogg & Denison (2006) in their book entitled "A History of the English Language", the evolution of the language has been observed thanks to different new words, phrases, slangs, and expressions that the language has adopted from other countries whose roots are Greek or Latin.

Therefore, the mentioned evolution has contributed as well to the attachment of the language to reality in the technological area. Morfareh (2019) mentions in his study "The Use of Technology in English Language Teaching" that the link of these factors, English and technology enables the progression of education which, with the correct use of the former one, could construct positive impacts with communicative purposes on the learning community. Hereby, the aim of this study, where the fusion of the English language and the technological resource is present, was achieved and gathered positive effects. It should be noted, however, the influence of the technology and a new approach on the speaking skill and each English subskill inside of it, as stated by Sun et al. (2017) in the study "Improving the English-speaking skills of young learners through mobile social networking". The participants were also divided into two groups, experimental and control, and the sub skills accuracy, fluency and pronunciation were measured. The researcher proved the research questions about the enhancement of the speaking skill in young learner because the results showed a positive impact over the control group who accepted the technological resources in their speaking practices and improved specific subskills inside the speaking ability. It can be concluded, therefore, that the proper online tools help the enhancement of the oral performance of English.

2.1.1 English language skills

Everybody is immersed in the use of a language, and as a way of expression, it influences on either the native or second language. The contexts can change from time to time, but the ability to learn and communicate a second language properly should exist. Therefore, the practice of the four skills of the second language is fundamental. Srinivas (2019) indicates in his article “The Importance of Speaking Skills in English Classrooms” that a researcher in English language teaching should increase the development of the skills in the English language, and it should be practiced by the students from early age in order to achieve success, no matter the field in which a person will try to progress. The practice of speaking skills can also be observed proceeding from the theory to the practice as in a research done in a university in southern Poland by Pitura (2022) in the study “Developing L2 speaking skills in English-medium EFL higher education”. The population was undergraduate students who received different assignments to practice speaking such as debates, presentations, and role-plays. Two groups participated in this study and the method was semi-structured online interviews inside modules that include in- and out-of-class activities. The results showed a positive attitude towards the use of mentioned activities in the classroom as well as an improvement in some speaking subskills such as range of vocabulary, pronunciation, coherence, and accuracy.

The goal, of course, at the moment of practicing a new language inside a classroom is to achieve an integral student-centered environment. Building on from described specific strategies, the use of authentic activities will lead to the learners’ progress and interest in EFL classes. Trinidad (2019) in his study “Understanding student-centered learning in higher education: students’ and teachers’ perceptions, challenges, and cognitive gaps” establishes the importance of using role-plays, games, and projects for effective classroom practice. The qualitative research focused on SCL (Student-centered learning) showed an improvement in participation among university students. Of course, the applied methodologies will always depend on the age and level of students; but if there is a correct selection of material, teachers can develop the indirect instruction without any inconveniences. The results of mentioned study displayed an enhancement in students’ motivation and participation in oral activities due to the tutors’ commitment at the moment of arranging classroom materials.

Therefore, it can be said that role plays and games engage learners into the content, locating the daily-life situations or real issue student live with the function of the language, that is, communicative purposes.

Those who are against the idea of applying role-plays are Nugroho et. al. (2021) in the study “EFL Teachers’ Challenges and Insights of Online Teaching amidst Global Pandemic” where 17 Indonesian EFL teachers were interviewed. Half of the participants said that the organization of material is time-consuming. It requires a lot of effort to prepare a student-centered class. Nevertheless, as the author mentioned, the quality of learning and the buildup of critical learners with accurate materials would help to improve learning and could be the core in present and future education.

2.1.2 Speaking performance

The English language speaking skill is as important as the other three abilities of the language: listening, writing, and reading. The correlation of the speaking skill with the rest of the abilities is notorious at the moment of keeping a fluent conversation. Halim (2017) in the study “Ecuador and Bilingualism A `Mirage or Reality?’ A Critical Look at English as a Foreign Language” remarks that the idea of learning a new language is a challenge that involves a series of abilities for mastering a second language. Some challenges are related to the grammar use, vocabulary domain, and the capacity to interact with the interlocutor because at the end of his study. In some cases, students continued having issues in a specific skill while learning the second language. Then, the domain of the speaking skill does not only rely on asking and answering, but in the capacity of maintaining a meaningful communication.

A current definition of “speaking” has been made by Torcky (2006), who defines this skill as: “A two-way process including a true communication of opinions, information, or emotions” (p.35). Therefore, “speaking” goes beyond giving and receiving information. Besides, the process deals with the enhancement of critical skills at the moment of the oral interaction. The connection of higher-order thinking skills “HOTS” proposed in the book “Taxonomy of Educational Objectives” by Benjamin Bloom (1956) with the speaking ability demonstrates that constructivist learning can increase when students perform analytical conversations, even if they are not immersed in the second language environment; a statement that is showed in the book by Purnama & Nurdianingsih (2019) “The Impact of Higher Order Thinking Skills (HOTS)

Instructions in Teaching EFL Speaking Skill from the Perspective of Students' Motivation”.

A tough reality some institutions live in nowadays is the lack of practice of this ability. According to EF EPI (2022), the English Proficiency Index, Ecuador is ranked 90 out of 112. It means that the country has a very low proficiency in the second language. Consequently, it can be concluded that starting from primary education, the second language should be a priority the moment of practicing the four skills. Leong (2017) in the research “An Analysis of Factors Influencing Learners' English-Speaking Skill” says that speaking is unfortunately an underestimated ability that is not practiced very often inside the classroom. It is possible that a non-English speaking country can denote a setback in the progress of learning a new language, because the unique chance of practicing the second language is with the classmates and teachers. The idea of the advancement of learning relates to several points and one of the most important is the practice of speaking plus the teacher's capacity to create a second language environment. It is equally supported by Jean-Pierre et al. (2021) in the study entitled “Enhancing the Learning and Teaching of Public Speaking Skills” where the authors assure that a pedagogy named “lightning talk” –a quick talk that focuses its ideas on building up an interaction with a target audience, was very useful for the effective teaching of a new language, specifically at the moment of practicing the speaking skill of English.

In consequence, speaking becomes essential, because it integrates the other three skills of the English language. Speaking, as a productive skill, has a significant connection with the reading and listening skills at the moment of inquiring information which is later processed and expressed through speaking.

Kunning (2019) states that:

“Today's world requires that the goal of teaching speaking should improve the students' communicative skills, because only in that way the students can express themselves and learn how to follow the social and cultural rules appropriate in each communication circumstance” (p.52)

Consequently, speaking has an enormous influence in education at the moment of communicating ideas. Following Kunning's statement, students' abilities of the

language should be remarkable when there is the social and cultural aspects connection to create a situational real application of communicative competence.

2.1.3 Speaking sub skills

In relation to the speaking ability, Kranjec (2020) in his book “Speaking subskills in EFL coursebooks” states that the speaking sub skills are specific conducts that integrate a macro skill which, in this case, is speaking. Lackman (2010) mentions in his book “Teaching speaking subskills” ten sub skills, and he considers that these “micro-skills” are closely bound to the learning experience inside the classroom. The micro-skills are the following:

1. Fluency
2. Accuracy with words and pronunciation
3. Using functions
4. Appropriacy
5. Turn-taking skills
6. Relevant length
7. Responding and initiating
8. Repair and repetition
9. Range of words and grammar
10. Using discourse markers

According to the ten sub skills identified in the book, the author considers “fluency” and “accuracy” to be the most challenging ones for the students at the moment of interacting with their peers. These sub skills are described below regarding some tips on what kind of activities can help develop each of these sub skills. After that, a short definition of the eight mentioned sub skills will be provided.

Fluency

The Oxford Learner’s Dictionary defines “fluency” as: “the quality of being able to speak or write a language, especially a foreign language, easily and well”. Kranjec (2020), a researcher of foreign languages, remarks in his book “Speaking Subskills in EFL Coursebooks” that fluency and spontaneity require more STT (Student-Talk-Time) under the guidance of the tutor in order to encourage students to participate orally as much as they can. Thus, at the moment of assessing fluency, it should be seen as a crucial part of the oral production.

This is the case described by Révész et al. (2014) in the study “The Effects of Complexity, Accuracy, and Fluency on Communicative Adequacy in Oral Task Performance” which aimed to prove that although their analysis involved some other dimensions, such as accuracy and linguistic/syntactic complexity, the fluency took a remarkable role that showed communicative adequacy in oral performance. The researchers had 80 participants who spoke other languages and 20 English native speakers. The individuals were divided into proficiency levels and given 5 oral tasks to gather at the end. Reading, listening and acting abilities with activities of sentence building, pronunciation and articulation were conducted. Although the positive results obtained at the end of the study, the group who obtained greater result was the advanced population. Therefore, researchers propose to work, if it is possible, with a specific level of students in further studies.

In this way, this study will focus on a specific level of students and carefully selected activities such as stories, short presentations, telling jokes, and role-plays to reinforce the fluency subskill; moreover, they are proper of the flipped classroom approach detailed inside the next variable.

Accuracy

“The ability to do something with skill and without making mistakes” is the definition provided by the Oxford Learner’s dictionary for accuracy. Lackman (2010) considers that this subskill is the second sub skill that demands learners to concentrate to the maximum. Hashemifardnia et al. (2021) in their research entitled “Effects of flipped instruction on Iranian intermediate EFL learners’ speaking complexity, accuracy, and fluency” explained the correlation of the oral practice with the flipped classroom instruction, something that is applied in this study as well. The methodology was the model Computer-Assisted Language Learning (“CALL”), considered a flipped instruction. The data collection measured speaking complexity, accuracy, and fluency. The population was 60 intermediate participants divided into experimental and control groups. The treatment was done through a speaking pre-and post-test where the accuracy and the fluency dimension showed a prime increase compared to the other analyzed sub skills. Thus, the findings of the study proved the effectiveness of flipped classroom approach concerning the accuracy and fluency sub skills.

Likewise, Safdari et al. (2020), in the study named “Investigating the role of dynamic assessment on speaking accuracy and fluency of pre-intermediate EFL learners”

describe how working with words and pronunciation in dynamic assessment, gives the students the opportunity to get involved into broad conversations. The research included 62 participants divided into control and experimental groups, a speaking pre-test, treatment and a post-test. Then, an interview was applied to see the participants' perceptions about dynamic assessment. The intervention lasted three weeks, and the participants were given a mediation during the dynamic assessment. The findings after applying the post-test indicated that participants' fluency and accuracy showed an improvement of 6% after the post-test, which denotes a satisfactory result. Equally, the interviews proved that the participants as a whole enhanced the speaking accuracy through dynamic assessment.

It means that, at the moment grammar, vocabulary and expressions are lined up together with coherence and cohesion, the ideas will flow at the moment of speaking. The researchers of the former study propose working with other subskills of the English speaking ability. Therefore, the attempt in this study is to improve some sub skills, and the accuracy sub skill through activities that support the use of the language fluency such as brainstorming and icebreakers.

Using functions

According to Lackman (2010), using functions makes students think in the reality of their contexts. The use of real objects is the key to earning students' interest and engagement in the use of the language. Christoffersen (2019) in his study "What Students Do with Words: Language Use and Communicative Function in Full and Partial Immersion Classrooms" supports the idea that communicative functions lead to a significant use of the language. This study worked with Spanish, French, and German as second languages and a group of 30 kindergartens: first and second graders as the stakeholders. The focus was to discover how children interact and use the language through immersion in the classroom. The observation was the main method of analysis used, and the instruments were objects from the classroom. The communicative competence was accomplished and the qualitative analysis of communication showed better interaction among subjects; however, distractors were a cause of loss of attention due to the students' age. Considering these factors, the current research project is aimed to use real objects but avoid the overestimation of materials that may cause amusement in learners.

Following this line, the study done by Gómez-Poyato et al. (2020) proposes role-plays as an active method to empower students' oral participation. In this case, the population of this study was 113 from the University of Zaragoza in Spain, and the interventions included sessions for oral presentation and hours of practice. The results showed the validity of the flipped classroom approach together with role-plays. Flipped classroom approach suggests the use of games, videos, role-plays, debates, among others inside and outside the classroom. Thus, role-plays in pairs and groups as a factor of the flipped classroom approach motivate the improvement of the “using functions” sub skill inverting the traditional classroom.

Appropriacy

The Cambridge dictionary defines this term as “the fact that a word or phrase sounds natural and is acceptable when used in a particular situation”. Appropriacy in the speaking performance means to apply the language to different people in specific situations with the correct expression and appropriate use of the language functions. Considering the idea of this term in the speaking skill, Lestari (2019) mentions in the study “Improving the Speaking Skill by Vlog (video blog) as Learning Media: The EFL Students Perspective” that the use of video blogs (Vlogs) helped to the enhancement of the speaking skills, mainly “appropriacy”, because of the videos that were the focus in the study. The researchers applied interviews and observations to a group of 5 students at the University of Malaysia. The YouTube website was the primary platform to create the videos, which included conversations and blogs about daily topics. After watching the videos, the classmates had the possibility of interacting with the owners of the videos and sharing of ideas took place. At the end of the study, there was an improvement in some speaking sub skills such as pronunciation, accent, vocabulary, appropriacy, cultural awareness, and fluency according to the researcher. Thus, students' new perspectives on learning a new language appeared.

Lackman (2010) in the book “Teaching speaking subskills” proposes to apply activities that involve changing roles in a conversation. The idea of flipping roles in some speaking assignments may cause another type of interest in students who are learning a second language. Thereby, this study aims to propose a different view of learning oral performance in the English language.

Turn-taking skills

Lackman (2010) relates this sub skill to the capacity of setting times for the communicative interaction, and the way students manage a conversation when providing and receipting information. Becker & Roos (2016) propose in their study “An approach to creative speaking activities in the young learners’ classroom” that the development of communicative competencies relies on the use of interactive activities and their proper organization among all the learners. The researcher worked with primary school subjects with speaking activities in their textbooks. Cooperative work through information-gap tasks was done, and oral question-answer activities were practiced during the intervention. The results of this study indicated that learners created the need of using the language where even some improvisations were granted by the students. Thereby, the EFL classroom was the setting where young learners strengthened their autonomy giving the chance that every person in the group has a period for practicing the language.

As noted in the presented research, Kranjec (2020) in the book “Speaking subskills in EFL coursebooks” agrees with the idea that the time a learner spends expressing their thoughts depends on the amount of the information he possesses. Therefore, activities related to board games and conversations with time are suggested. Namaziandost et al. (2020) in the study “The impact of cooperative learning approach on the development of EFL learners’ speaking fluency” proposes an interesting speaking activity called “Numbered heads or Think-pair-share” where through the use of the cooperative learning approach, as one of the current approaches in language, students obtain fluency in speaking. The population of this study was 90 students from a private institution divided into two groups: control and treatment. The control group was given the same teacher-centered instruction while the treatment group received the new instruction with the “think-pair-share” activity. The focus of the activity was the time of speaking at the moment of the game and the positive effects on the fluency were observed after the post-test comparing the two groups. Nonetheless, the author suggests arduous preparation by teachers for materials and students’ asynchronous practice to reinforce in-class-tasks.

Relevant length

Following Lackman's idea (2010), the relevant length refers to the student's capacity to distribute the time of speaking, depending on the situation and the people they are talking to. It will create a positive outcome, the avoidance of redundant information, and the message of the conversation will be clear.

Lin (2018) in the study entitled "To speak or not to speak in the new Taiwanese university: class participation and identity construction in linguistically and culturally diverse graduate classrooms" examines Asian students and their intercultural discussions during classes in order to provide a broad explanation about the importance of the speaking skill at the moment of interacting culturally. The study took place in a University of Taiwan where 82 graduate students were observed and interviewed due to the international students, who also attended classes in the institution. The results displayed that the international students had more challenges while expressing their ideas, but they made a considerable effort laying out the time of speaking with the distinct group of students in the classroom. According to the researcher, the interviews gathered information about the learners' perceptions on the speaking interaction, who claimed that they felt more comfortable when discussing with classmates of the same cultural group. A recommended activity for this sub skill is the use of cards with questions to be used in the warm-up phase of the learning cycle.

Responding and initiating

This sub skill is identified as the correct use of connecting words when speaking. Zohoorian (2021) in the study entitled "Effectiveness of the Picture Exchange Communication System in Teaching English Vocabulary in Children with Autism Spectrum Disorders: A single-subject study" states that pictures may be a source of interaction among learners. The study was done with two participants with an autism diagnosis, and the materials were a set of pictures, plastic boxes, and toys, among others. The researcher presented positive findings on the students' oral performance and an improvement of conversational chunks after the two weeks of application, because there was an enormous effect with the use of real objects.

In this case, the use of expressions that continue with the conversational thread is essential for the communicative activity. The use of flashcards and conversations to

switch roles with time is connected with the initiating and responding process. The advancement of this sub skill is supported by Güngör & Önder (2022) in their research “Development of English Picture Vocabulary Test as an Assessment Tool for Very Young EFL Learners’ Receptive and Expressive Language Skills” where the use of pictures and flashcards was remarkable in the students’ speaking advancements. This study involved 251 students from a pre-primary private school similar in genre and socio-economic settings. There were stages of pre-piloting and final piloting that included formal, informal, and alternative assessments. The main focus was the use of vocabulary to enhance answer and question interaction. In addition, the students’ expressions and use of language were analyzed during the study. In this study, the participants could provide oral responses in the second language, even though the first language was sometimes necessary. Results showed that the receptive and productive skills were practiced as a whole, but for further studies, the researcher recommends to carrying out this strategy of flashcards with vocabulary to heterogeneous groups of subjects.

Repair and repetition

The Oxford dictionary displays “repair something” as: “to fix something that is broken, damaged or torn”, and “repetition” as “the fact of doing or saying the same thing many times”.

Regarding spoken language, Lackman (2010), author of the principal book taken as reference, states that repair and repetition refers to the process in which students have the capacity of analyzing the phrases in the second language, and confirm or correct the information if there is any doubt about it. Also, in the phase of repetition, the use of phrases to recall information are necessary, plus the use of gestures and facial expressions. The latter described is the case presented by Zhai et al. (2018) in the study “Effects of corrective feedback on EFL speaking task complexity in China’s university classroom”. This study was done with 24 undergraduate students who were given some speaking tasks that included oral presentations. One of the sub-variables is repetition to fulfill the task. At the end of the study, the researcher notes that the repetition variable did not change although the proper feedback given in advance before each task. Even so, the researcher recommends the application of oral tasks and the immediate feedback with some aspects of clarification, recast, and repetition according to the complexity of the activities.

Regarding “repair” Nyborg et al. (2020) in the study “Teachers’ strategies for enhancing shy children's engagement in oral activities: necessary, but insufficient?” proposes the strategy of stimulating of students by providing them the possibility to recall the wrong information and correct it at the moment of speaking. The study involved a group of shy children from different elementary schools, and for the data collection, the use of observations to stimulate recall was done. Moreover, there was a phase of interviews where some teachers worked together with the groups of subjects applying activities such as games in pairs and individually to engage students for oral participation. Finally, the results clarified that, in this case, working with shy children represented some changes in the teachers’ methodology which demanded different adaptations to the content and activities.

Therefore, it can be concluded that after observing the results identified from the previous study this sub skill will be increased at the moment of application of the study. Moreover, an eye-catching activity to develop the sub skill of “repair” in the speaking performance could be a conversation in pairs and using cards with phrases, or puzzles with words.

Range of words and grammar

Lackman (2010) states that the use of a range of words and grammar deals with the amount of vocabulary and grammar a student possesses. From this idea, the interaction can be wider and more understandable. Rodge et al. (2016) in their research “Improving the General Language Skills of Second-Language Learners in Kindergarten: A Randomized Controlled Trial” remark on how some language components (vocabulary, grammar, and use of English) influenced the second language acquisition. The study included 115 kindergarten learners from a primary school in Europe divided into treatment and control groups. The groups were involved in pre and post-intervention which included taught, expressive and receptive vocabulary with activities regarding narration, and story-writing. The teachers in charge of the intervention proposed activities related to the creation of stories, writing activities, and paraphrasing words and expressions in brainstorming tasks because of the favorable results.

The findings in the case of the intervened group showed that especially the expressive

factor (expressive grammar and vocabulary) was observed thanks to the precise teaching of words and sentences with textbooks and storybooks. Thereby, the importance of the acquisition of grammar rules through an implicit way and the amount of vocabulary learners acquire are important factors in this current research.

Using discourse markers

Leuckert & Rüdiger (2021) consider “discourse markers” as linguistic units that join a variety of fragments so that the complete discourse is well-understood.

Mirzaei Jegarlooei & Allami (2018) consider the use of discourse markers as a sign of politeness at the moment of speaking. It is indicated in the study registered “(Im)politeness strategies and use of discourse markers” which was carried out with a group of EFL teachers, L2 learners, and American native speakers. The population had not experienced neither living in an English-speaking place nor having conversations in the second language; however, they were distributed according to their level of proficiency acquired from different sources. Therefore, for the study, the researcher used instruments such as role-plays, assessments, and questionnaires. After three phases of application, the findings showed that intermediate learners and teachers tended to use more modals and passives when discussing in a group. The researcher proposes a deep study using discourse markers in different fields. Hence, it can be said that the educational area could be another line to practice oral activities taking discourse markers as the phrases a student uses to continue with the conversational process, for example, “To begin...”, “To start...”, “First ...”, “Second(ly)”, “Next...”, “Then...”, “After that...”, among others.

Additionally, the Oxford dictionary states a discourse marker as: “a word or phrase whose function is to organize discourse into segments”. Considering this study and definitions, the researcher of this study proposes conversation in pairs or groups using stories and readings.

Finally, as it has been observed that the improvement of speaking skills is not an isolated process, but the fusion of all the sub skills that are consolidated inside the macro skill which is speaking. Even so, the path to reach that goal is finding an appropriate method or approach that provides all the support to empower students in the speaking production.

Independent variable: The Flipped Classroom Approach

2.2 Approaches and methodologies

The teaching process encompasses some factors, but the core of the system is the application of suitable methodologies. Therefore, the importance of teaching theory is linked to the practical outcome considering the students' different learning styles (Vokić & Aleksić, 2020).

Thus, it is fundamental to identify the methods deeply. For example, the teacher has to recognize the need of the student in a specific skill. In the case of speaking it could be to develop vocabulary, grammar, and pronunciation like in the oral approach/situational language teaching, or if the goal is the communication itself like in the audiolingual method. A study done by Cenoz (2015) entitled "Content-based instruction and content and language integrated learning: the same or different?" showed the connection between two methods: "Content-Based Instruction" (CBI) and "Content and Language Integrated Learning" (CLIL). The application of the programs was done in two institutions, but the results showed that each one worked properly according to the context where they were applied. It showed that the two models are proper in each setting and highlighted that the goal of the interaction of current methodologies with the environment is to achieve communicative competencies.

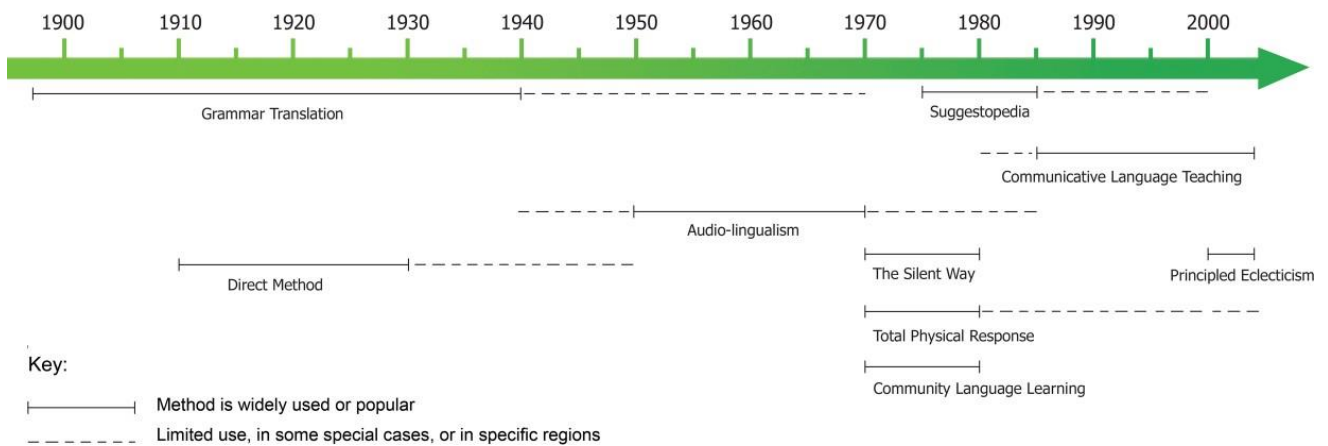
It has been seen that throughout history, learning a new language has been a task in which different theories take place. The learning-teaching process, then, requires methods that obey the students' necessities and according to their evolution, it could contribute to the learning of a new language (Alem, 2020).

Some methods applied for the teaching-learning process are the following:

Graph 1

Language Teaching Methods: An Overview Taylor, TJ (2021)

Timeline of Teaching Methods



Author: Colcha, V. (2022)

Source: Taylor, TJ

As it has been observed, the teaching methods change throughout history; and, with this process, the teachers' professional development becomes more rewarding when the typical role of the instructor is transformed into the role of a listener, monitor, and guide. Even if in history, there have been changes about language teaching methods, teachers must recognize the most suitable method for their students, considering the students' interests and facing the socio-cultural environment where students grow from time to time (Nagy, 2020).

Thereby, the current approaches related to the communicative process are closely related to the application of Communicative Language Teaching (CLT), Cooperative Language Learning (CLT), and Task-Based Learning (TBL). Haryani (2020) remarks on the importance of implementing interactive methodologies for teaching English for communicative purposes. In this way, Haryani mentions that the communicative language teaching approach will focus on the means and way of achieving the goals which are communicating in the target language. The next approach is cooperative language learning, also known as Collaborative Learning (CL). In this case, pair and group activities take enormous importance to acquire a second language. Attached to this idea, there is Task-Based Learning (TBL). The pre-task, task cycle, and language focus are the phases for this approach where the use of authentic language to complete meaningful tasks is the basis.

Hence, the use of any methodology would depend on several factors: the target population, the institution where the methodology will be applied, and the students' necessities.

2.3 Web 3.0

In addition to the development of new approaches in the teaching-learning process, the increase of technological factors in education has appeared. Cloete (2017) in the article "Technology and education: Challenges and opportunities" suggests technology as an opportunity to create an environment that is pleasurable for learning where learners can be motivated and given a realistic experience by using technology. The integration of technology will be the basis of this study, considering the different needs of the students.

Rather than passively receiving information, ICT allows students to proactively get information by selecting the exact recording tool they want. This permits students and teachers to collaborate beyond the confines of the physical environment. Furthermore, there is an ongoing debate about the potential of virtual reality (VR) to extend its capabilities to the exploration of the actual physical environment, such as the integration of multimedia or the use of perspectives not available in the real world. It is also possible to use the technology with other subjects, highlighting the technology's future potential (Davis et al., 2020).

Web 3.0 technology which is also called the "semantic web", emerges from the necessity to create meaningful and structured information. Its relation to education is described by Wadhwa (2015) who states that "in Web 3.0 environments, the focus is shifted to the student with fully self-directed and self-regulating with semantic web technologies" (p.151). Renigar & Waugh (2018) shows in the study "We learned a ton!": Web 3.0 for second language critical discourse studies" how the integration of the social media "Facebook" influenced positively on the students' critical consciousness about politics and Science. The mentioned study was conducted in an intermediate Italian class of 39 students for 16 weeks. The researcher studied some features of the language such as: vocabulary, grammar, and cultural topics in activities, among others; after that, they related them to political, and social issues. The use of "Facebook" pages was essential to show the fusion of web 3.0 to regular tasks, and the results showed an acceptance of a distinct strategy of learning.

Therefore, the students' interaction is observed deeply and their learning will focus on technological environments where "the communication" element is practiced at the students answer some questions when they give their points of view about the activity and what they observed.

2.3.1 Flipping classroom

The flipped classroom approach has its basis in 2000 when the American scholars Maureen Lage, Glenn Platt, and Michael Treglia arrived at the idea of changing the way students learn in a classroom. Therefore, they suggested the thesis "Inverting the Classroom: A Gateway to Creating an Inclusive Learning Environment". In the same year, the first definition of "Flipped Classroom" was given by the same scholars who mentioned: "Inverting the classroom means that events that have traditionally taken place inside the classroom now take place outside the classroom and vice versa" (Deng, 2019). Thereby, one of the aims of this study is to analyze and prove that indeed the traditional education can be flipped and the sense of responsibility can be observed outside the classroom under the teacher guidance with technological resources.

The previous idea presented by the scholars had a great impact on the educational context, due to the upstanding level of responsibility students enhanced in the process. The inverted classroom, a term which later was changed, offered more opportunities for learning by giving the students the freedom to acquire knowledge according to their necessities, interests, and pace.

Later in 2007, two chemistry teachers, Jonathan Bergmann and Aaron Sams, examined the current situation of their institutions and proposed an innovative method, especially for the students who did not have the opportunity to attend regular classes in face-to-face environments. Along with this idea, the teachers intended to teach using videos and lectures posted in advance on an online platform to be shared with the students in the future. These two teachers explain in detail in their book "Flip your classroom: Reach every student in every class everyday" that as each student has different interests, the teachers' goal should be to try to personalize the class and make it interesting with the use of videos, lectures, recordings, and projects (Bergmann, 2012).

According to Mohamed Noh Et.al (2021) in their study “Flipping The Classroom: A Step Forward towards Understand its Impact on Students’ Learning Satisfaction” This study was done with primary students who increased their cooperative, communicative and problem-solving abilities. Another finding after the application of the study was that based on some surveys applied to the control group, the student’s level of satisfaction increased significantly after the study. Although some of the students agreed that the subject of “History” (which was under the study) was a challenging subject; but, after using technology with organized materials and inside a flexible learning environment, the process was interesting and entertaining for them. Therefore, this study shows that if a class is well- organized, in this case, it followed the process: pre-lesson, during lesson, and post- lesson; the learning sessions will be effective, practical, and could be applied with other subjects and to different levels of learning.

Therefore, the general idea of the flipped classroom methodology relies on the flexibility it offers in the teaching-learning process. Nevertheless, a possible disadvantage noticed in the study “El Modelo Flipped Classroom” developed by Aguilera-Ruiz et al., researchers in the University of Almería in Spain, is that the teachers’ effort for preparing classes must be optimum which involves exhaustive work inside and outside the classroom. The same case in the current study where asynchronous and synchronous activities was prepared in detailed associating the content reviewed in classes with out-of-classes activities.

In addition, it is recommendable and required good facilities or equipment to carry out the flipped classes. It means that the ICT (Information and Communications Technology) inside the classroom is necessary to motivate students and fulfill the flipped tasks (Aguilera-Ruiz et al., 2017).

Akhmedovna (2021) describes flipped classrooms as “an instructional model that inverts the traditional lecture-plus-homework format” (p.635). Hence, the student’s focus is on the development of critical thinking skills increasing the opportunity to solve real-life problems as they are engaged in classroom discussions, evaluation and reflection.

In view of the described conception of a flipped classroom, Bjorgen et.al (2019), educators and researchers in Canada and the United Kingdom, in their article “History of blended and flipped learning”, give a deeper explanation of this method beginning

with the four pillars “F-L-I-P” that constitute this approach, which are the following:

1. F: flexible environment
2. L: learning culture
3. I: intentional content
4. P: professional educators (Bjorgen et.al, 2019)

These four pillars remark some important aspects to consider. First, the learning spaces which should be accurate for the flipped classes. A manageable space will bring support for the individual, paired, and group activities. It involves the learners’ freedom to choose the moment they want to learn and the available materials.

Secondly, the learning culture refers to the switching of the teaching model from teacher-centered to student-centered. It implies the development of the students’ knowledge by themselves and with the collaboration of their peers, which causes the construction of their own ideas for the class and for real situations.

Thirdly, the intentional content has to do with the teachers’ capacity of analyzing the necessities for the class. The materials students may use in the class to grasp the meaning of the content, suitable methods to join synchronous and asynchronous activities, and strategies for a better understanding of the content.

Lastly, the professional educator pillar refers to the role of the teacher. It is clear that this approach demands hard work from the teacher. The educator, then, becomes a fundamental actor in a flipped classroom. Even so, teachers’ observations of the classes, the analysis of the development of the process, and reflections after each session could be a guide for further preparation.

2.3.2 Speaking within flipping classroom

The learners’ responsibility in their constructivism under the teacher guide is the core in a flipped classroom. Sidky (2019) in the research “The Flipped Classroom Enhances Students’ Speaking Skills” remarks the importance to make students interact using technology with the support of demonstration videos, class discussions, or recordings, learning appears. The aforementioned study done with a group of students from Cairo University, showed favorable findings such as progress in students’ fluency, an

increase of interaction and communication in the classroom, and positive students' attitudes towards the flipped classroom approach. Therefore, with the support of the results obtained from the mentioned study, the speaking activities can become the core of the flipped classroom approach, meaning that it could be the increase of communicative-learning opportunities.

The combination of visual resources along with the flipped classroom model is considered a remarkable procedure in the practice of speaking, according to Sidky (2019). Thereby, as technology increases in today's education, students' interaction and communication should be encouraged.

Aburezeq (2020) in the study "The Impact of Flipped Classroom on Developing Arabic Speaking Skills" mentions that a group of seventh-graders was subjected to the study of improving speaking skills. They were divided into two groups: experimental group and control group, where the former group was in touch with the flipped classroom approach. The results, according to the statistical data, displayed that the students' speaking performance changed positively, and there was a significant difference from the control groups. This indicates optimistic perceptions of the students. A deeper explanation of the results is done in chapter 4: Results and Conclusion.

Finally, a further study accomplished in Indonesia called "Developing Students' Speaking Skills through Flipped Classroom Model" involved senior high school students who were given flipped classroom implementation to discover the students' English-speaking after the treatment. The two groups that participated in the research were divided into control and experimental group. Students within the experimental group practiced listening and reading comprehension activities in addition to practicing speaking with the use of innovative and technological materials. In spite of the fact that there was a short-time application of the study, results displayed a 10% of difference from the pre-test to the post-test, meaning an effective outcome in the research (Sudarmaji et al., 2021).

A flipped class

Consequently, it has been observed that a flipped class merges activities in such way they become meaningful for the student's learning, Estes et al. (2015) propose in their study "A review of flipped classroom research, practice, and technologies" that there should be three stages in a flipped classroom, focusing on the speaking skill, consisting

on pre-class, in-class, and post-class learning activities which should be attached to in-class and out-of-class activities.

1. Pre-class activities consist of the use of videos, short recordings, audio lectures, or other technological-based activities. It is recommendable that pre-class activities focus on primary activities avoiding giving several details.
2. In-class activities refer to individual in-pairs and group learning communicative activities, where students can be involved in case studies, debates, meaningful worksheets, and problem-solving activities under the teacher's guidance.
3. Post-class, the last stage, deals with the application and demonstration of the contents; the communicative capacity of the student is to express their ideas in a significant way is observed during this phase. This stage is also fundamental as students have the opportunity for assessing themselves while the tutor provides feedback about the process.

Advantages and disadvantages of a flipped classroom

Shi-Chun et al. (2014) in the study "The Flipped Classroom—Advantages and Challenges" states that there are numerous advantages about the practice of speaking connected to an "inverted classroom". These advantages are related to the rhythm of learning which means the students' pace, students' and teachers' positive attitudes while working in a flipped class, social interaction, communicative experiences when practicing the second language, and higher-order skills' improvement, among others. The present study showed more advantages than disadvantages regarding the new approach. It was notable that the acceptance of the flipped classroom approach created an environment where the practice of oral activities was present without the persistence of the teacher.

On the contrary, there are also some drawbacks that the instructor should be aware of in order to carry out an appropriate flipped class, as finding adequate alternatives for the implementation of this approach. The disadvantages refer to the availability of the Internet and the technological equipment that sometimes institutions do not own and the assessment of asynchronous activities which can provoke the delay of the scheduled activities.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Location

This research has been conducted in a hybrid classroom (face-to-face and online modalities) at “Rosa de Jesús Cordero” High School, a private institution in Cuenca, Ecuador in order to investigate the improvement of the English-speaking skill performance in the students of ninth grade through the use of the flipped classroom.

3.2 Materials and equipment

As the two modalities of study (face-to-face and online) are involved in the research, the use of physical worksheets, lesson plans¹ and devices as cellphones, tablets and computers were needed. Due to the good economic level of the population, the use of technological materials was a positive factor in the research. The institution collaborated with the facilities such as the computer lab, the projector, computers for the students who were in the face-to-face modality, and the physical spaces in the institution for oral activities (role-plays, discussions and debates).

3.3 Research method

The research project was quasi-experimental including treatment and control groups where the treatment group received the implementation of the approach. In the quantitative part of the study, two variables were measured: dependent and independent.

The quantitative data showed the students’ oral performance with a recording where participants could share their ideas freely with the tutor. According to the scores, there was a comparison of pre-post oral tests after the application of the approach. The applied instruments are standardized pre-post tests on speaking based on a validated rubric which analyzed the students’ spoken performance.

In order to analyze the data, the researcher applied a web 3.0 diagnosis survey to the experimental and control groups regarding the use of technological tools in the research. A total of 56 students answered the survey which included ten questions

¹ Lesson plans: Monday 2 hours: listening and speaking. Tuesday 2 hours: reading, writing and speaking. Wednesday 2 hours: listening, writing and speaking. Thursday 2 hours: grammar. Friday 2 hours: speaking.

referring to general knowledge, use, advantages, and disadvantages of web 3.0 tools. The application of mentioned survey cooperated to triangulate the information from the pre and post-tests in the case of the experimental group and to know the appreciation of working with technology in the case of the control group.

The standardized test was a PET exam (B1 Preliminary English Test) concerning speaking and obeying the guidelines from the official website of Cambridge: Cambridge Assessment English. It analyzed specifically the “accuracy” sub skill, including the following criteria: grammar and vocabulary, discourse management, pronunciation, and interactive communication.

The rubric was also taken from the Cambridge website and both, the standardized test and the rubric measured the main subskill “accuracy”. A total of 56 students completed the pre-test and post-test.

A structured survey was applied in the study regarding the use of the flipped classroom approach in the classes. This survey was validated by three experts and was applied to both groups, experimental and control in the native language for the learners’ better understanding. A total of 56 students answered the survey. The survey was called “Flipped classroom approach and speaking performance”. The students’ responses were categorized into five categories and following the format of a Likert scale:

1. Strongly disagree
2. Disagree
3. Undecided
4. Agree
5. Strongly agree

Finally, a survey following the TAM “Technology Acceptance Model”, a term that was first introduced by Davis (1986), was applied exclusively to the experimental group at the end of this study. Following this idea, the researcher of this study developed a survey including ten questions which analyzed the speaking practice students had and their consideration of the new methodology for practicing speaking in the classroom. A total of 25 students answered the survey.

In this case again, the students' responses were categorized into five categories and following the format of a Likert scale:

1. Strongly disagree
2. Disagree
3. Undecided
4. Agree
5. Strongly agree

The application of the ADDIE (Analyze, Design, Develop, Implement, and Evaluate) methodology was done during the intervention with the experimental group, and it was a significant support for the connection of the activities obeying the students' realities. Branch (2010), Head of the Department of Career and Information in Georgia University in his book "Instructional Design: The ADDIE Approach" mentions:

"The application of ADDIE to instructional systems design facilitates the complexities of intentional learning environments by responding to multiple situations, interactions within context, and interactions between contexts" (p.1).

For the purpose of this study, the indicated model supported the process of application of the flipped classroom methodology with the proper stages using authentic interactive activities. A broad explanation of the mentioned methodology is provided in the data collection section.

Furthermore, another instrument was a validated lesson plan following the ESA process (Engage-Study-Activate) whose structure was proposed by Jeremy Harmer in his book "How to teach English" (2007). This lesson plan structured was adopted for this research due to the elements presented in the lesson plan which included: aims and objectives, procedures (including the ESA process), activities, materials and time. The author developed 5 lesson plans for each session and incorporated the new methodology with the stages described in the lesson plans.

3.4 Hypothesis – Research question – Idea to defend

Flipped classroom approach has a positive impact on the English-speaking skill. This investigation encourages the use of the flipped classroom for enhancing speaking skills, specifically the "accuracy" criteria which involves grammar, vocabulary, and

pronunciation. Findings support the idea of flipping the classroom where the application of interactive activities becomes the starting point allowing the effective communication of the learners.

3.4.1 Alternative hypothesis (H1)

The use of “flipped classroom approach” improves the speaking performance of ninth-graders in Cuenca, Ecuador.

3.4.2 Null hypothesis (H0)

The use of “flipped classroom approach” does not improve the speaking performance of ninth-graders in Cuenca, Ecuador.

3.4.3 Research question

How does the flipped classroom approach impact on the English-speaking performance of ninth-graders in Cuenca, Ecuador?

3.5 Population and sample

This research project was aimed at the ninth-graders of the “Rosa de Jesús Cordero” High School, a private institution in Cuenca, focusing on their speaking performance and applied to a group of 56 students. The subjects are similar in gender and age, and were divided into two groups: control and treatment. Currently, the students have a B1 English level regarding the Common European Framework of Reference for Languages (CEFR). The description of the population is done in the following table.

Table 1

Population

Description	Number of students
Ninth grade C (control group)	30
Ninth grade D (experimental group)	26
Total	56

Author: Colcha, V. (2021)

Source: Population

3.6 Data collection

3.6.1 Pre-test and post-test

The standardized PET pre and post oral tests were done through a recording in the researcher's cellphone to both groups. They lasted 2 to 3 minutes according to the validated test from the Cambridge website. Ten open-ended questions divided into two phases were answered by students:

1. The first phase included questions about personal information related to age, personal information and school.
2. The second phase included topics about school, family, past events and personal opinions regarding the language.

The participants were assessed with a rubric on English oral performance with some components regarding "accuracy" in speaking performance. The expected results were the correct use of grammar in the oral explanations and use of vocabulary related to the topic. Along with these factors the management of speaking and pronunciation were taken into account.

According to Puchta (2015), co-author of textbooks and resource books in the Cambridge University Press Online Platform, standardized oral tests are proposed for evaluating the speaking skill of the English language, as well as the rubrics for B1 level. The tests in this platform (established platform of the institution) contains some parameters according to the school-year contents the students reviewed.

The two variables involved in this study are English speaking performance and the flipped classroom approach. The dependent variable was the English-speaking performance of both groups at the beginning and the end of the study. This variable was assessed through a PET pre-oral test at the beginning and a PET post-oral test at the end of the study. The independent variable was the flipped classroom approach applied to the experimental group.

The intervention given to the mentioned group included different online and face-to-face speaking activities. According to Singh (2018), in his study "Flipped classroom approach for improving speaking skills of TVET trainees", the use of pre-test and post-test represented a positive instrument to identify the degree of improvement before and after the application of the flipped classroom approach with the use of YouTube videos as a teaching tool.

To measure the speaking performance after the application of the study, the same PET standardized test was used including the criteria and information taken from the content that students have been taught and expected to learn. The same rubric and procedures were applied in the standardized post-test to the two groups in the study in order to demonstrate the improvement of the accuracy aspect within speaking skills.

At the end of the process, the students' speaking performance from the treatment group was measured in comparison to the control group who did not receive the application of the approach. Singh (2018) in his study "Flipped classroom approach for improving speaking skills of TVET trainees" assures that the participants supported this methodology due to the enhancement in the communicative abilities they could achieve after the treatment.

3.6.2 ADDIE Methodology

The use of the ADDIE (Branch, 2010) methodology was applied in this study. The first phase "analyze" refers to the deep observation done to both groups immerse in the study (control and experimental). This process is essential because from this step the possible flaws are identified to be studied and processed. The second phase "designs" focuses on the development and structure of the methodology to be implemented, in this case "flipped classroom approach". The phase "development" involves the organization of synchronous and asynchronous activities, in this case, the interactive activities inside the flipped classroom approach. Then, the phase "implement" implies the revision and application of the materials in the methodology applied. Finally, "evaluate" means the assessment of the product to review the positive or negative aspects of the implied methodology.

Mentioned methodology, which was first applied by Florida State University, had military aims. Drljača et. al (2017) in their analysis "ADDIE model for development of e-courses" supports the implementation of this methodology in e-learning because of the achievements, but this study agrees with the idea that this model can have modifications in each stage in relation to the target population and contexts.

According to Ghirardini (2011), "The aim of applying ADDIE in instructional design is to generate episodes of intentional learning". Therefore, for this study, the author followed an arranged process where the activities had fundamental purposes and fulfilled a specific function in each stage of the ADDIE methodology.

Analysis

For this phase of the application, the author has followed some steps. Firstly, an examination of the population was done only to the subjects who were involved in the process, that is, the experimental group. Within the group, different types of learners were found, each student had his way of learning and it was an important evidence to plan the materials and resources. Then, a deep study was done to identify the most appropriate materials to be used in the application.

As it is known, the selection of the materials in an investigation is crucial due to the fact that in online and face-to-face learning student's self-study skills are enhanced only if the materials are appropriate and integrate technological innovation (Kalugina et al., 2018). Thereby, the use of applications such as Kahoot, Canva, Youtube, Mentimeter, Lino, among others, played an important role in the creation of synchronous and asynchronous activities. Finally, the establishment of goals was done to have a clear overview and to lead the study to the desirable outcome.

Design

Stage two refers to the design of the methodology. Design, according to Iswati (2019), in a research that follows the ADDIE model requires the observation of different factors such as "course description, course goals, learning objectives, materials, activities, and assessment". Therefore, the author of this study integrated the new flipped approach to the set planning that the institution had in its annual curriculum. The content was covered as a whole but the strategies varied according to the necessities of the study. At the end of this phase, the approval of the authorities was observed who also collaborated to organize the schedule to carry out the investigation.

It is observed that this phase was crucial for the advancement of activities because the online and physical materials and resources had a specific purpose to fulfill in each stage of the class, either for "engagement", "study", or "activation" (ESA methodology) of knowledge.

Development

The next stage was the creation itself of the materials. This phase was done after the examination of the previous phases and marked an important step for the subsequent stage. Then, a few activities are described as a summary below, which can be observed in detail in Annex 7 about lesson plans.

- Brainstorming in Lino, Jamboard, YouTube, and lyricstraining.com were developed with the purpose of activating the knowledge and remembering the previous content. Also, as the activities were developed in two modalities, face-to-face and online, students had the opportunity to review the materials posted in the institutional platform, Moodle, in advance.
- The use of online worksheets with online readings and interactive games was present to practice the given content and as grammar points were indirectly studied, these materials were designed to assess in a formative way the progress of the students inside and outside the class.
- Videos, songs, interviews, and other sources for listening were designed whose aim was to get the attention of the learners and with the assistance of remarkable topics according to the content already planned, the design of this phase was achieved.
- In order to practice the productive skills, writing and mainly speaking, which was the skill of study, the author designed activities that imply critical conversations. Consequently, discussions, a debate, and a role-play were designed with the objective of improving the speaking skill and developing confidence in learners at the moment of oral communication.

Implementation

According to Isik (2017) in the study “Do English Teaching Materials Foster Foreign Language Education Affectively?” assures the importance of connecting the materials with the learners’ real-life. As a result, the author implemented the activities planned in the four previous phases according to the students’ needs and interests to reach the learner involvement with the subject. The mentioned activities were related to topics that are popular songs, singers, actors, actresses, and known movies or clips, which had a strong relation to the topics discussed in the classroom.

Activities obeyed also to the time of planning according to the students’ schedule. This was an important factor because the cycle of teaching was completely fulfilled and the ESA (engage-study-activate) methodology was applied successfully. According to Taddese (2018) in the study “An Investigation of the Practice of Teaching and Assessing Speaking Skills in Spoken English Classes: Dilla University in Focus”, the ESA model suggested by Harmer motivated students in the teaching-learning process by integrating the language aspects which are grammar, vocabulary, and pronunciation

considering their time of implementation.

As a consequence, the implementation stage had the focus on the speaking skill but the integration of the three other skills (writing, speaking, listening) in the English language were observed during the sessions of application. The sequence that the author followed to practice all the skills in the English language was the following: during the first sessions, activities to perform receptive skill was applied, that is, reading and listening. Subsequently, productive skills, writing and speaking, were rehearsed. The last sessions of application were aimed at the production of the language inside and outside the classroom, where authentic communicative situations were provided to the students.

Evaluation

The last stage in the ADDIE model is evaluation. Evaluating meant making a formative assessment of the activities developed during the sessions which happened because of the circumstances where the study was done. Park & Huffman (2020) agree that evaluation involves some processes that lead to the understanding of the whole intervention.

The authors of this study gathered all the information (which is explained in detail in chapter four about analysis of data) through surveys and tests. In this way, the organization of recommendations and suggestions are also provided at the end of this study according to the evaluation done in this phase. The importance of this stage also relies on the fact that with the evaluation of the process, the researcher is able to redefine objectives and decisions that can be improved for further investigations.

3.6.3 TAM Model

The “Technology Acceptance Model” included ten questions regarding the use of the flipped classroom approach as a new methodology for the students. Masrom (2007) in his study “Technology Acceptance Model and E-learning” asserts that “Results showed that perceived usefulness is more important in determining intention to use than attitude toward using.” (Masrom, 2007). Therefore, in this research, the *perceived ease of use* was used rather than the *perceived usefulness*.

The affirmations were analyzed and the degree of acceptance of the new methodology was observed. Due to the fact that students were in constant contact with technology

during the application of the study; and although students have returned to the face-to-face modality, the TAM model survey and its results were based on the attitude of the learners towards the new methodology in the classroom.

The TAM model had a relation with the two variables inside this research, which were the flipped classroom approach and speaking performance. Thereby, the author distinguished ten questions as the most important ones to clarify the analysis and confirm the alternative hypothesis. The questions, included in the TAM survey and applied only to the experimental group, were the following:

1. The use of web 3.0 tools allows me to do my work faster.
2. The use of technological tools in virtual classes improves the quality of my work.
3. Technological tools make it easier for me to do my job.
4. In general, I find these tools useful in my work in virtual classes.
5. Learning to use gamification and technology tools is easy for me.
6. I find it easy to do what I want to do with the use of technology.
7. My interaction with a computer is clear and understandable.
8. Technological tools help me work in teams more frequently.
9. I have felt satisfied when carrying out activities with web 3.0 or gamification tools.
10. I would like to use this type of tool more frequently in the virtual classroom.

The author selected two questions, numbers nine and ten, considered the predominant ones, to provide evidence about the success of the flipped approach. A more precise explanation, and analysis of the results of this survey, is done in chapter 4 about results and discussion.

3.7 Data processing and analysis

For the data collection, descriptive statistics on the two variables were done and an independent sample t-test using the software Statistic Package for the Social Sciences

(SPSS) was used to identify if there is any significant difference between the students who received the treatment and the students who did not receive it.

3.8 Response variables or results

The speaking skill with the improvement of the “accuracy” sub skills is considered as an expected result at the end of this process meaning the enhancement of the dependent variable which is the English-speaking performance. The Preliminary English Test (PET) is measured to analyze the students' speaking performance. The independent variable is the flipped classroom approach. The use of online speaking interactive activities is done to analyze the students' speaking development or improvement.

3.9 Intervention

For the intervention, the experimental group had one week with two hours daily, and at the end of the week, ten hours of intervention were done. Ten sessions were done to the experimental group applying the flipped classroom approach. Each session lasted 2 hours and at the end of each session, the speaking skill was focused and practiced. Daily, the subjects were given different activities inside and outside of the classroom.

The activities were applied individually, in pairs and in groups, guided by the teachers and with communicative purposes in each session. Each session was divided into two stages as the following example:

Stage 1: Pre-class activities / Asynchronous activities: reading of short articles, passages, watching videos and brainstorming activities with vocabulary.

Stage 2: In-class activities / Synchronous activities: case studies, discussions, debates, role plays, listening activities and interactive readings.

The sessions are explained in detail hereunder:

The first day of the intervention, the experimental group participated in the asynchronous activity that was watching videos and brainstorming with some ideas about the topic “music”. In the synchronous activities, the teacher engages the students using some pictures and interactive platform such as Educaplay and Canva to present the information related to vocabulary of music. Later, students participated by giving opinions of an interview in Padlet.

During the second session, the asynchronous activity for the second day was a worksheet previously posted in Moodle (the institutional platform) which had to be completed with the vocabulary presented the first day of the intervention. The synchronous activities were done in Jamboard, Bamboozle and using online readings. It should be emphasized that each day the speaking ability was practiced along with the rest of the English skills. The platform Storyboardthat.com was used to activate the knowledge whose activities were related to the use of the vocabulary and the grammar in an implicit way. The use of W-H questions was the basis to fulfill a debate at the end of the class successfully. Students seemed motivated of participating in the activities and confident because they checked the information in advance.

The third day of intervention started with the asynchronous activity done in Lino, a platform for brainstorming. Students answered to the question “*What do you think of the music bands your friends mentioned?*” and in class they had to opportunity to express their opinions about the topic. The use of YouTube videos, Visual Paradigm and Kahoot were done in this third day of intervention, and also a debate using pictures of famous singers was done. For the activation phase, students practiced writing of a short verse for any song using the grammatical point indirectly given.

After the three sessions, students showed more disposed to participate in the activities. The fourth day of intervention, for the asynchronous task, students worked on lyricstraining.com. It helped to motivate the learners in the topic they were practicing and using the grammar of the lessons. During the class, the teacher introduced vocabulary about how to create a script (as the role-play was the product of the week). Students had the opportunity to practice writing and at the end of the class, they explain the background of their scripts, rehearsing speaking at the same time. The evidence of the scripts was collected in teacher’s institutional OneDrive, and it was checked through paired-review in cooperation with all the students in the class.

The last day of intervention was intended to develop collaborative skills and creativity with oral presentations. Students practiced pronunciation, listening and critical judgement because a moment for opinions was given after each presentation. In this way, cooperative assessment was applied at the end of the study.

CHAPTER IV

RESULTS AND DISCUSSION

The information gathered from this research project developed in ninth-graders in “Rosa de Jesús Cordero” High School is explained in this chapter. It includes the analysis of the pre and post-test result, the analysis of the web 3.0 survey applied to the experimental and control group, a structured survey applied to both groups as well; and the TAM survey developed exclusively to the experimental group. Additionally, to verify the hypothesis, the author used the SPSS software and the T-test statistic.

The analysis of the web 3.0 included the students’ interpretation about using technological tools, the tools they use to learn, the frequency when using mentioned tools, the tools the teacher uses, the level of importance they have when using technological tools, and their consideration about using web 3.0 tools in education. However, the author focused on questions related to the use of web 3.0 tools, and the technological tools that students consider the teacher uses to present the information.

The structured survey “Flipped Classroom Approach and Speaking Performance” was used to triangulate the results. It was created by the author of this research and validated by three experts. It showed the students’ interpretations about how the teacher developed the activities within the flipped classroom approach, asynchronous and synchronous. The author concentrated the analysis on questions about the use of synchronous/asynchronous activities, and students’ participation in debates, discussions, and role-plays.

The TAM (Technology Acceptance Model) survey was applied to the experimental group which showed the students’ perception of the new methodology developed in the sessions, and their level of acceptance. The author only analyzed the questions corresponding to the acceptance or rejection of the new methodology.

Finally, the pre and post-test results were analyzed according to the four criteria included in the standardized rubric by Cambridge. The four criteria are grammar and vocabulary, discourse management, pronunciation, and interactive communication. In the tables and graphics are explained the students’ grades over 20 points (standard final

grade proposed by Cambridge) and over 10 points (the regular average proposed by the Ministry of Education).

4.1 Analysis and discussion of the results

4.1.1 Web 3.0 survey

In table 2, students from the experimental group answered question 6 which included 12 options: Choose the web 3.0 tools you use to learn.

Table 2

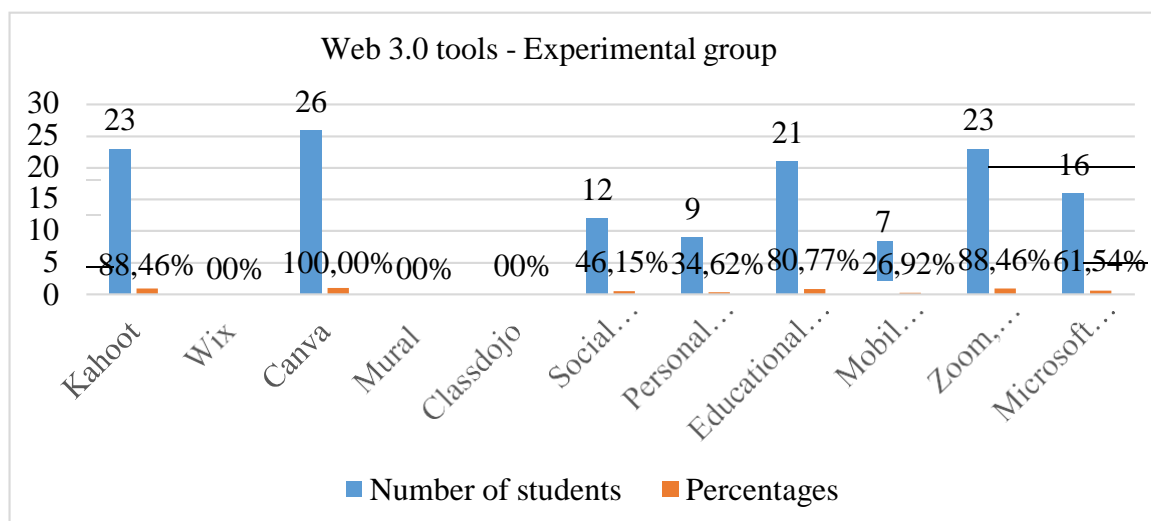
Web 3.0 tools - Experimental group

Web 3.0 tools options	Number of students	Percentages
Kahoot	23	88,46%
Wix	0	0%
Canva	26	100,00%
Mural	0	0%
Classdojo	0	0%
Social media (Facebook, Instagram, Tik-Tok)	12	46,15%
Personal page (Blog, e-mail)	9	34,62%
Educational platforms (moodle, easle)	21	80,77%
Mobil devices (WhatsApp, telegram, viber, etc.)	7	26,92%
Zoom, Teams,...	23	88,46%
Microsoft forms, google forms	16	61,54%

Author: Colcha, V. (2022)

Source: Web 3.0 survey

Graph 2: Web 3.0 tools - Experimental group



Author: Colcha, V. (2022)

Source: Web 3.0 survey

Analysis and interpretation

The results of the web 3.0 survey presented in table 2 were gathered from the experimental group which included 26 students. Students had 11 options in question 6. It is observed that Canva was chosen as the primary tool used by the students where 26 subjects agreed, representing the 100% of the group. In this case, the possible reason that students chose Canva as the most important tool is because this platform is known and popular in the institution. Results also show that in second place, students agreed on the use of Kahoot, Zoom, and Teams. These options were chosen by 23 students, which is equivalent to 88,46 % of the total of students. The use of Kahoot is very common in classes and as Zoom is the platform selected by the institution to hold online meetings, the use is known by the students.

The next option students chose is regarding the use of educational platforms such as Moodle and Easle. The results show that 21 students chose this option meaning the 80,77% of the population. It is important to mention that Moodle is the educative platform of the institution, thereby, its frequent use makes it a recognized platform by the students. Then, it is observed that the use of Microsoft forms and google forms was chosen by 16 students, equivalent to 61,54% of the population. Moreover, 12 students chose social media such as Facebook, Instagram, and Tik-Tok as used tools for learning which is equivalent to 46,15%.

Then, it is observed that 9 students selected that personal pages like a blog and e-mail are also used tools, representing 34,62%. In addition, it is observed that 7 students selected Mobil devices (WhatsApp, telegram, viber, etc.) as tools for learning which is equivalent to 26,92%. Finally, the unfamiliar platforms are Wix, Mural, and Classdojo which were not chosen by the students.

The findings show that platforms such as Canva, Kahoot, and Zoom are frequently used by students. The first two popular platforms call the attention of the students as they are presented as enjoyable platforms to learn and review information. Besides, the use of Zoom is chosen among all the platforms due to its frequent use in everyday online classes.

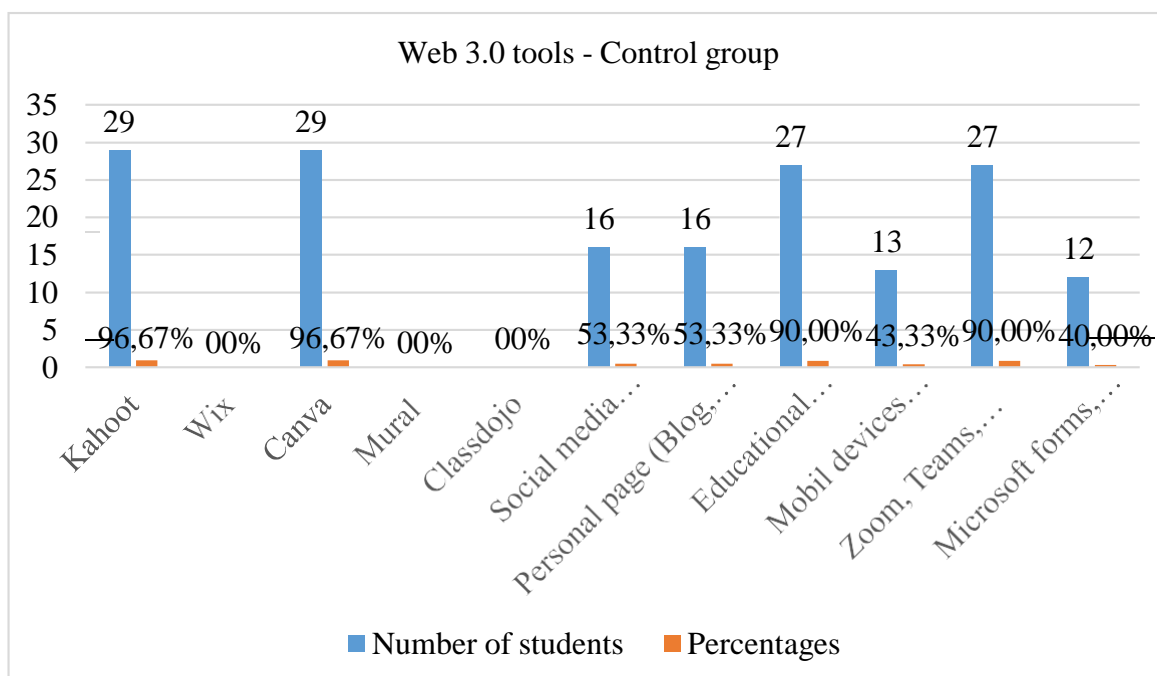
In the following table 3, students from the control group answered the same question 6 which included 12 options: Choose the web 3.0 tools you use to learn.

Table 3*Web 3.0 tools - Control group*

Web 3.0 tools options	Number of students	Percentages
Kahoot	29	96,67%
Wix	0	0%
Canva	29	96,67%
Mural	0	0%
Classdojo	0	0%
Social media (Facebook, Instagram, Tik-Tok)	16	53,33%
Personal page (Blog, e-mail)	16	53,33%
Educational platforms (moodle, easle)	27	90,00%
Mobil devices (WhatsApp, telegram, viber, etc.)	13	43,33%
Zoom, Teams,...	27	90,00%
Microsoft forms, google forms	12	40,00%

Author: Colcha, V. (2022)**Source:** Web 3.0 survey

Graph 3: Web 3.0 tools - Control group

**Author:** Colcha, V. (2022)**Source:** Web 3.0 survey

Analysis and interpretation

Similarly, to the previous group, the results of the web 3.0 survey presented in table 3 applied to the control group which included the responses of 30 students. The same 11 options are observed and, in this case, Kahoot and Canva were chosen as the main tool used by 29 students, which equivalence is the 96,67% of the group. The selection of these two platforms is because of the level of popularity of the platform among the subjects in the institution. In second place, students decided on the use of Educational platforms (Moodle, Easle) and Zoom and Teams. A total of 27 students chose these technological tools which is equivalent to 90,00 % of the population.

Then, on third place, the use of social media and personal pages were selected by 16 students which means the 53,33% of the total of students. Further, the use of Mobil devices (WhatsApp, telegram, viber, etc.) was chosen by 13 students which equivalence is 43,33%. Additionally, the results show that 12 students decided on Microsoft forms, google forms for learning, it means 40,00% of the population. Finally, as in the previous group, no students selected Wix, Mural, and Classdojo.

Similar to the experimental group, the control group chose popular platforms for learning, meaning that the influence over the students' learning is significant. In the same way, as it is observed in the table, students' contact with online tools is enormous and the frequency of use marks the impact these technological tools have on the students' learning development.

Table 4 includes information from students in the experimental group who answered question 8 with 5 options: What kind of technological tools does your teacher use for the presentation of information?

Table 4

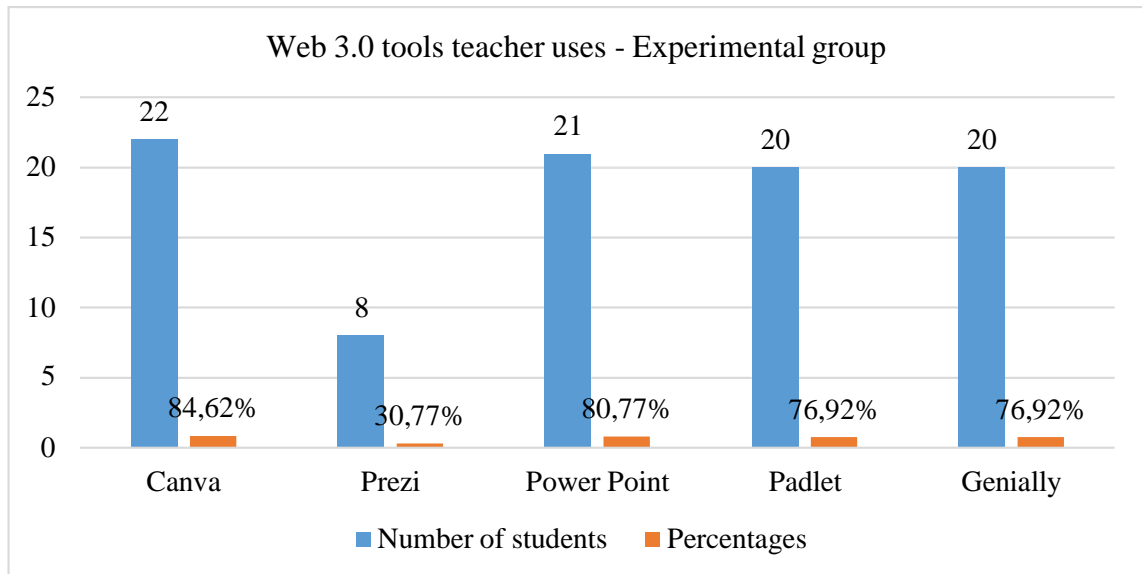
Web 3.0 tools teacher uses for the presentation of information - Experimental group

Web 3.0 tools options	Number of students	Percentages
Canva	22	84,62%
Prezi	8	30,77%
Power Point	21	80,77%
Padlet	20	76,92%
Genially	20	76,92%

Author: Colcha, V. (2022)

Source: Web 3.0 survey

Graph 4: Web 3.0 tools teacher uses - Experimental group



Author: Colcha, V. (2022)
Source: Web 3.0 survey

Analysis and interpretation

According to the results gathered from question eight, it is observed that 22 students mention that the teacher uses Canva for presenting the information which is equivalent to 84, 62%. Additionally, table 4 shows that 21 students indicate that the teacher uses Power Point to present the information which means the 80,77% of the total population. Therefore, 20 students show affirm that Padlet and Genially are also used by the teacher at the moment of presenting the information, it means the 76,92% of the total population. Finally, 8 students state that Prezi is another platform used by the teacher, which is equivalent to 30,77%.

The findings of this survey show in this question that in most cases the teacher uses the Canva platform to motivate students to engage in the learning process. However, although the most popular platform is Canva, teachers tend to use the traditional platform that is Power Point for presenting the information. It can be deduced that although the online modality is present nowadays, the use of collaborative interactive tools for presenting the information needs to be improved.

Table 5 includes information from students in the control group who answered the same question 8 with 5 options: What kind of technological tools does your teacher use for the presentation of information?

Table 5

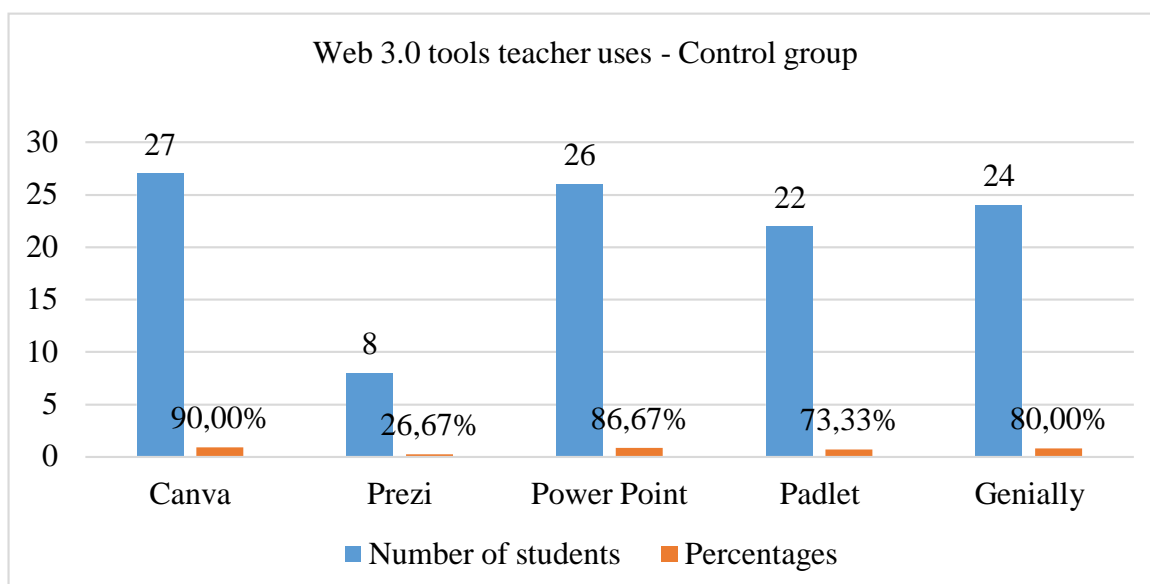
Web 3.0 tools teacher uses for the presentation of information - Control group

Web 3.0 tools options	Number of students	Percentages
Canva	27	90,00%
Prezi	8	26,67%
Power Point	26	86,67%
Padlet	22	73,33%
Genially	24	80,00%

Author: Colcha, V. (2022)

Source: Web 3.0 survey

Graph 5: Web 3.0 tools teacher uses - Control group



Author: Colcha, V. (2022)

Source: Web 3.0 survey

Analysis and interpretation

Table 5 shows in the results that 27 students agreed that the teacher uses Canva for presenting the information, which is equivalent to 90,00%. Therefore, 26 students state that the teacher uses Power Point in the classes, meaning 86,77 of the total population. Additionally, 24 students mention that Genially is used by the teacher for presenting the information which means the 80,00%. Finally, 8 students affirm that Prezi is used, which is equivalent to 26,67 % of the total population in the control group.

The findings in this specific group in the survey show that Canva and Power Point are the most popular platform for presenting new information. Therefore, from these results the application of new platforms is in process of development.

4.1.2 Structured survey

In the following table 6, which belongs to the structured survey “Flipped classroom and speaking performance”, students from the experimental group answered question 1 which included 5 options following the format of a Likert scale.

Table 6

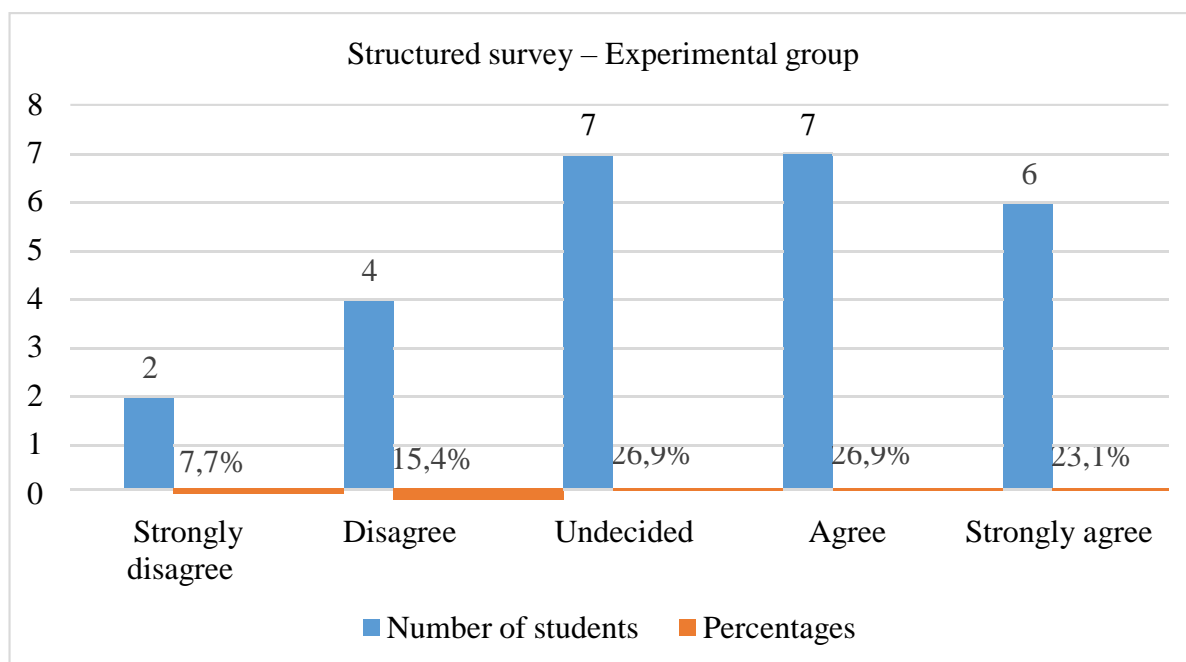
Structured survey: synchronous and asynchronous activities – Experimental group

Scale	Number of students	Percentages
Strongly disagree	2	7,7%
Disagree	4	15,4%
Undecided	7	26,9%
Agree	7	26,9%
Strongly agree	6	23,1%

Author: Colcha, V. (2022)

Source: Structured survey

Graph 6: Structured survey – Experimental group



Author: Colcha, V. (2022)

Source: Structured survey

Analysis and interpretation

The results shown in the above table represent the level of the agreement the experimental group state about the question related to the use of synchronous and asynchronous activities in the class. Therefore, the results show that 7 students marked that they are undecided and agree that the teacher uses synchronous and asynchronous activities, which is equivalent to 26,9%. Additionally, 6 students showed that they strongly agreed which means 23,1% of the total population.

On the other hand, 4 students mentioned that they disagree, which is equivalent to 15,4%. Finally, 2 students who selected the option strongly disagree with the idea, which is the 7,7% of the total population.

The findings in this survey show that some of the students agree with the idea that synchronous and asynchronous activities are applied in the class. The reason for having this notion is that in the institution these terms were rarely mentioned, and the idea behind these terms was present but not completely understood by the learners.

In table 7 belonging to the structured survey “Flipped classroom and speaking performance”, students from the control group answered the same question 1 with 5 options.

Table 7

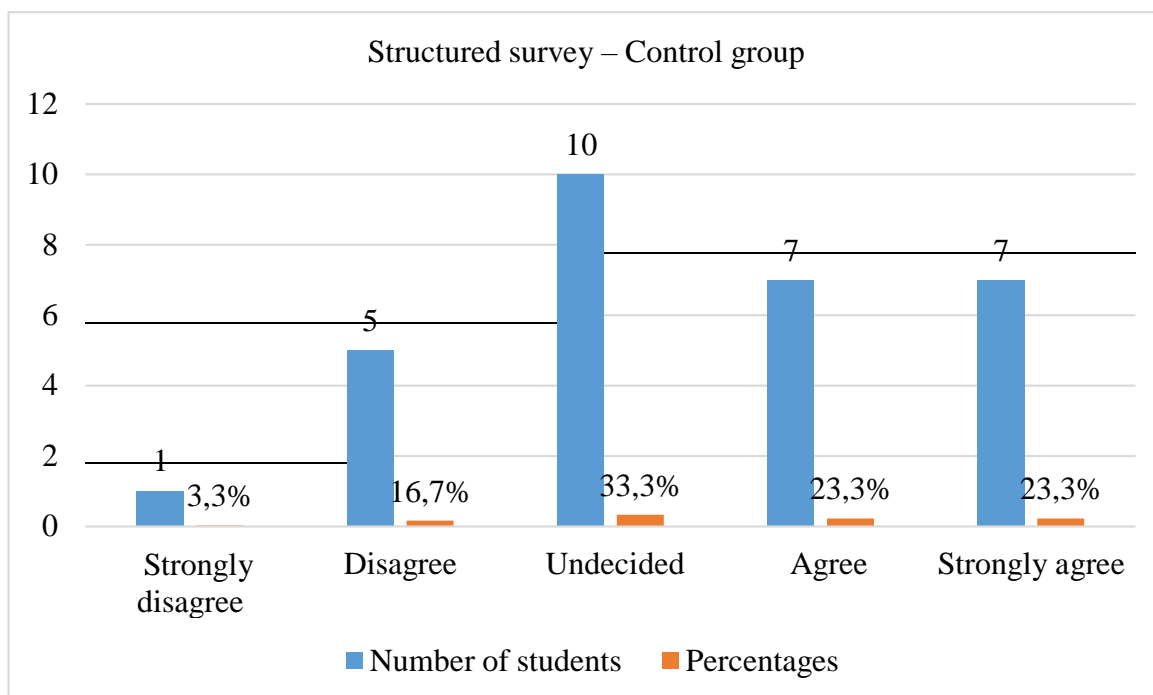
Structured survey: synchronous and asynchronous activities – Control group

Scale	Number of students	Percentages
Strongly disagree	1	3,3%
Disagree	5	16,7%
Undecided	10	33,3%
Agree	7	23,3%
Strongly agree	7	23,3%

Author: Colcha, V. (2022)

Source: Structured survey

Graph 7: Structured survey – Control group



Author: Colcha, V. (2022)

Source: Structured survey

Analysis and interpretation

Table 7 presents the students' appreciation of the statement: In my English classes the teacher assigns synchronous and asynchronous activities. The findings can be observed and 10 students show that they are undecided, which is equivalent to 33,3 %. Therefore, 7 students mention that they agree and strongly agree with the idea, which means 23,3 % of the total population. Then, 5 students disagree, meaning the 16,7 % of the population. Finally, 1 student shows strong disagreement, which represents the 3,3% of the population.

According to the survey in this group, the majority of the students were not sure, agreed, and showed a strong agreement about the idea of applying synchronous and asynchronous activities in the class. From these results, it can be deduced that some students felt not familiarized with the terms, and had a vague idea about the terms' meanings.

In table 8 within the same structured survey “Flipped classroom and speaking performance”, students from the experimental group answered question 5 regarding the students' involvement in oral presentations, debates, discussions, and role-plays in the classes. This question has 5 options following the format of a Likert scale.

Table 8

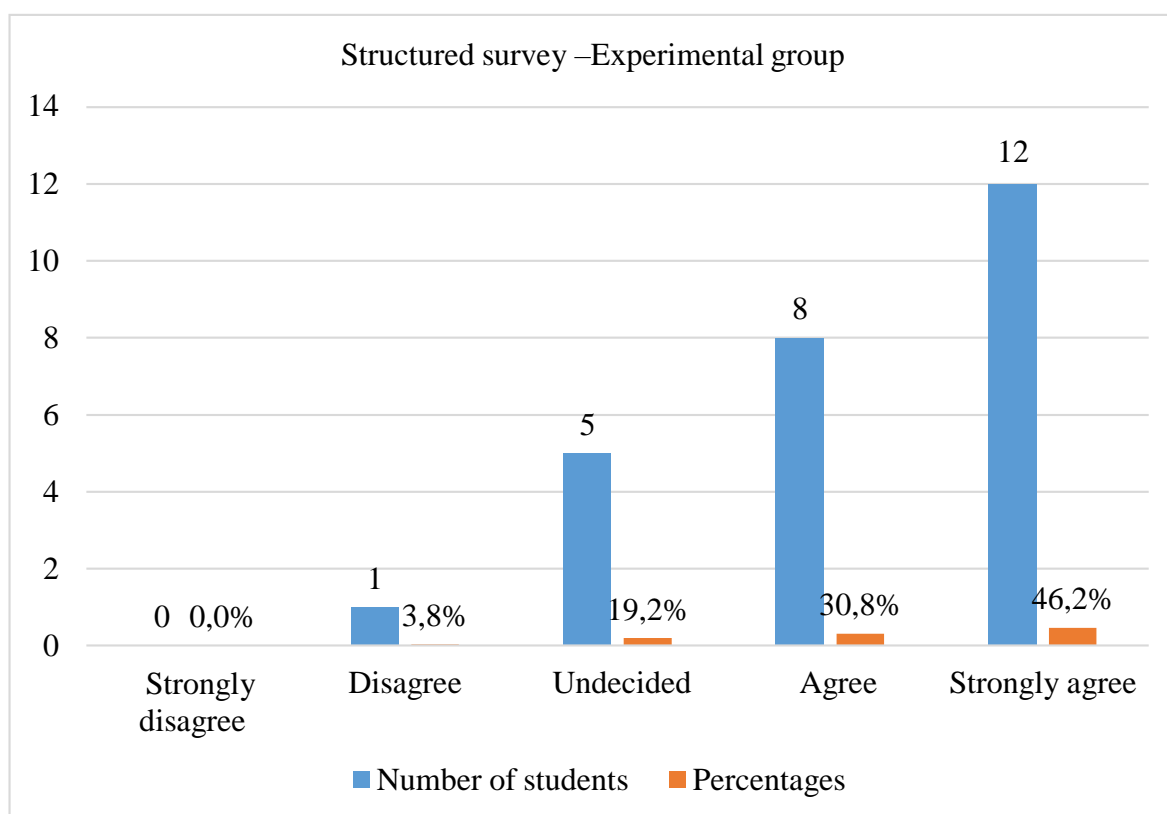
Structured survey: Students' involvement in activities – Experimental group

Scale	Number of students	Percentages
Strongly disagree	0	0,0%
Disagree	1	3,8%
Undecided	5	19,2%
Agree	8	30,8%
Strongly agree	12	46,2%

Author: Colcha, V. (2022)

Source: Structured survey

Graph 8: Structured survey – Experimental group



Author: Colcha, V. (2022)

Source: Structured survey

Analysis and interpretation

As it is observed in table 8, 12 students showed that they strongly agreed on the idea that they participated in oral presentations, debates, discussions, and role-plays in the classes, which means 46,2% of the population. Besides, 8 students agreed on the same statement, which is equivalent to 30,08%. Additionally, 5 students felt undecided about it, meaning the 19,2% of the total population. Finally, 1 student disagreed with that idea, which means the 3,8 % of the population.

Students' participation in activities individually, in pairs, and in groups is a characteristic of English classes; however, it is fundamental that most of the students in the class take part of the learning with interactive activities.

In table 9 below within the same structured survey "Flipped classroom and speaking performance", students from the control group answered the same question 5 regarding the students' involvement in oral presentations, debates, discussions, and role-plays in the classes.

Table 9

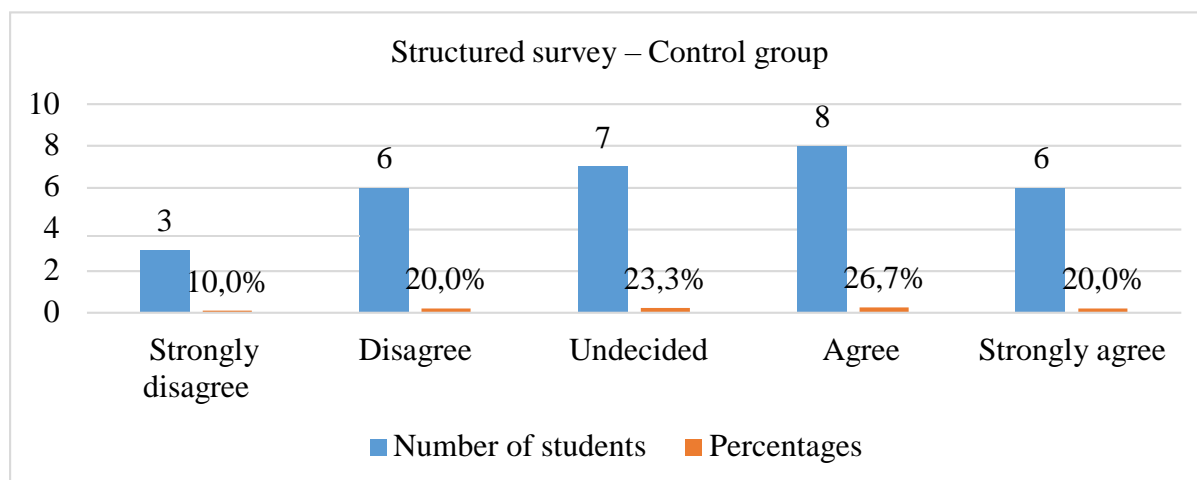
Structured survey: Students' involvement in activities – Control group

Scale	Number of students	Percentages
Strongly disagree	3	10,0%
Disagree	6	20,0%
Undecided	7	23,3%
Agree	8	26,7%
Strongly agree	6	20,0%

Author: Colcha, V. (2022)

Source: Structured survey

Graph 9: Structured survey – Control group



Author: Colcha, V. (2022)

Source: Structured survey

Analysis and interpretation

Table 9 displays the results about the previous question, the student's involvement in oral presentations, debates, discussions, and role-plays in the classes. Therefore, 8 students agreed on that statement, which is equivalent to 26,7% of the population. Likewise, 7 students showed that they were undecided, meaning the 23,3% of the total in the class. Then, 6 students strongly agreed on the idea of the student's involvement in activities, meaning the 20,0% of the total population. However, the same number of students, 6, showed also that they disagreed, showing again the 20,0 % of the total. Finally, 3 students strongly disagreed on the main idea, which means 10,0 % of the total population.

According to these results, in the control group, there are different opinions about the appreciations of the learners' involvement in oral presentations, debates, discussions, and role-plays in the classes. Nevertheless, the ideal goal is to achieve all the student's participation in these types of activities.

4.1.3 TAM test

In this section the author includes the description of the TAM (Technology Acceptance Model) survey which was applied only to the experimental group at the end of the study.

In the following table 10, it is explained question 9 with 5 options following the format of a Likert scale, whose statement was: I have felt satisfied when carrying out activities with web 3.0 or gamification tools.

Table 10

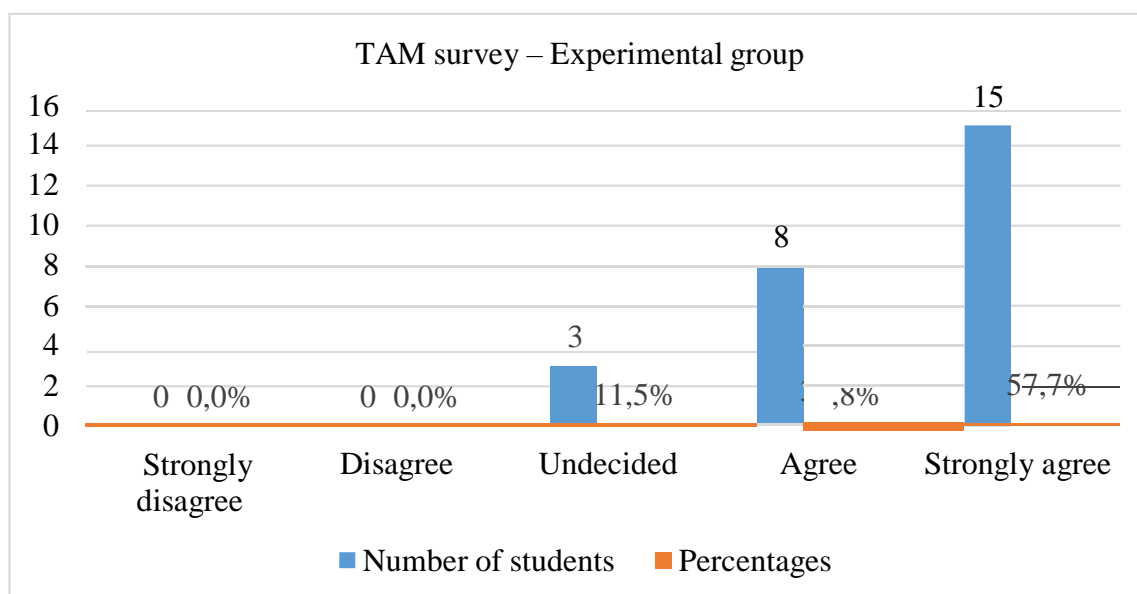
TAM Survey: Students' satisfaction – Experimental group

Scale	Number of students	Percentages
Strongly disagree	0	0,0%
Disagree	0	0,0%
Undecided	3	11,5%
Agree	8	30,8%
Strongly agree	15	57,7%

Author: Colcha, V. (2022)

Source: TAM survey

Graph 10: TAM survey – Experimental group



Author: Colcha, V. (2022)

Source: TAM survey

Analysis and interpretation

Table 10 shows that 15 students strongly agreed on the idea of continuing working with web 3.0 tools or gamification tools, which is the equivalent to 57,7 % of the total of the students in the experimental group. Additionally, 8 students agreed on the idea to continue carrying out activities related to technological tools. Nevertheless, 3

students felt undecided about the idea which means the 11,5 % of the total of the population.

In conclusion, the percentages show a significant amount of students willing of maintaining the web 3.0 tools in classes, and they felt satisfied with the application of activities regarding technological elements.

In table 11, question 10 describes the level of acceptance of the new approach. It contains 5 options following the format of a Likert scale and the statement says: I would like to use this type of tool more frequently in the virtual classroom.

Table 11

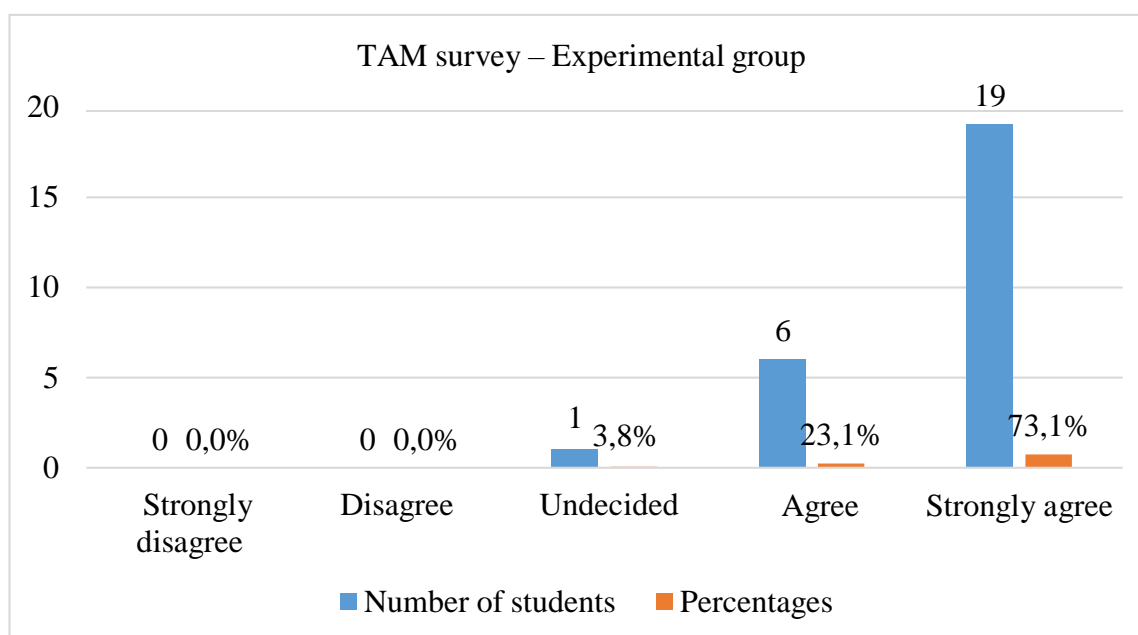
TAM Survey: Use of flipped classroom approach – Experimental group

	Number of students	Percentages
Strongly disagree	0	0,0%
Disagree	0	0,0%
Undecided	1	3,8%
Agree	6	23,1%
Strongly agree	19	73,1%

Author: Colcha, V. (2022)

Source: TAM survey

Graph 11: TAM survey – Experimental group



Author: Colcha, V. (2022)

Source: TAM survey

4.1.4 Pre-test results

Table 12

Pre-test experimental group

Student	Grammar and vocabulary	Discourse management	Pronunciation	Interactive communication	TOTAL /20	TOTAL /10
1	3	3	4	3	13	6,5
2	3	3	3	3	12	6
3	3	3	3	3	12	6
4	4	3	3	3	13	6,5
5	4	3	3	3	13	6,5
6	4	3	3	3	13	6,5
7	3	3	3	3	12	6
8	3	3	3	3	12	6
9	4	3	3	3	13	6,5
10	3	3	3	3	12	6
11	3	3	3	2	11	5,5
12	3	3	3	3	12	6
13	3	4	3	3	13	6,5
14	3	2	4	3	12	6
15	3	3	3	3	12	6
16	3	4	3	3	13	6,5
17	3	3	4	3	13	6,5
18	4	2	2	3	11	5,5
19	4	3	4	3	14	7
20	3	4	4	3	14	7
21	4	2	4	3	13	6,5
22	4	3	4	3	14	7
23	3	2	4	3	12	6
24	3	3	3	3	12	6
25	4	3	4	2	13	6,5
26	4	4	5	4	17	8,5
X	3,384615385	3	3,384615385	2,961538462	12,73076923	6,3653846

Author: Colcha, V. (2022)

Source: B1 Preliminary speaking assessment rubric

The average of the pre-test in the experimental group is 12,73 over 20 points which means 6,36 over 10 points.

Table 13*Pre-test control group*

Student	Grammar and vocabulary	Discourse management	Pronunciation	Interactive communication	TOTAL /20	TOTAL /10
1	3	4	4	4	15	7,5
2	4	4	3	4	15	7,5
3	3	3	4	3	13	6,5
4	4	3	3	2	12	6
5	3	3	3	3	12	6
6	3	2	3	2	10	5
7	3	2	4	2	11	5,5
8	3	3	4	3	13	6,5
9	3	4	4	4	15	7,5
10	2	2	3	2	9	4,5
11	3	3	4	2	12	6
12	3	3	3	3	12	6
13	3	2	3	2	10	5
14	2	2	3	2	9	4,5
15	3	4	3	4	14	7
16	3	2	4	3	12	6
17	4	3	4	4	15	7,5
18	4	3	4	3	14	7
19	3	3	4	3	13	6,5
20	3	3	4	3	13	6,5
21	3	3	4	2	12	6
22	3	2	3	3	11	5,5
23	3	2	3	2	10	5
24	2	3	4	3	12	6
25	3	3	4	3	13	6,5
26	3	2	4	3	12	6
27	3	3	4	2	12	6
28	3	2	2	3	10	5
29	2	3	2	2	9	4,5
30	3	3	2	3	11	5,5
X	3,000000	2,800000	3,433333	2,800000	12,03333333	6,016667

Author: Colcha, V. (2022)**Source:** B1 Preliminary speaking assessment rubric

The average of the pre-test in the control group is 12,03 over 20 points which is equivalent to 6,01 over 10 points.

4.1.5 Post-test results

Table 14

Post-test experimental group

Student	Grammar and vocabulary	Discourse management	Pronunciation	Interactive communication	TOTAL /20	TOTAL /10
1	4	3	5	5	17	8,5
2	4	4	4	4	16	8
3	4	4	5	4	17	8,5
4	4	4	5	3	16	8
5	3	4	4	5	16	8
6	4	3	4	3	14	7
7	4	4	4	5	17	8,5
8	4	5	4	5	18	9
9	4	5	5	5	19	9,5
10	4	3	4	3	14	7
11	4	4	4	5	17	8,5
12	4	4	5	4	17	8,5
13	4	3	4	4	15	7,5
14	4	4	5	4	17	8,5
15	4	4	5	4	17	8,5
16	3	3	4	3	13	6,5
17	4	3	4	3	14	7
18	4	4	4	3	15	7,5
19	4	4	5	5	18	9
20	4	4	5	4	17	8,5
21	3	3	4	3	13	6,5
22	5	4	5	4	18	9
23	4	5	4	4	17	8,5
24	4	5	5	4	18	9
25	3	3	4	4	14	7
26	5	5	5	5	20	10
X	3,923076923	3,884615385	4,461538462	4,038461538	16,30769231	8,1538462

Author: Colcha, V. (2022)

Source: B1 Preliminary speaking assessment rubric

The average of the post-test in the experimental group is 16,30 over 20 points which means 8,15 over 10 points.

Table 15*Post-test control group*

Student	Grammar and vocabulary	Discourse management	Pronunciation	Interactive communication	TOTAL/20	TOTAL /10
1	3	3	3	4	13	6,5
2	3	3	4	3	13	6,5
3	3	4	4	3	14	7
4	3	3	4	3	13	6,5
5	3	4	4	3	14	7
6	3	3	4	3	13	6,5
7	3	2	4	3	12	6
8	3	3	4	3	13	6,5
9	3	4	3	3	13	6,5
10	3	2	3	3	11	5,5
11	3	4	3	4	14	7
12	3	4	4	4	15	7,5
13	4	3	4	3	14	7
14	3	4	3	3	13	6,5
15	3	3	3	3	12	6
16	4	2	4	3	13	6,5
17	3	4	4	3	14	7
18	3	4	4	3	14	7
19	3	3	3	3	12	6
20	4	3	3	3	13	6,5
21	3	3	4	2	12	6
22	3	3	3	3	12	6
23	3	3	3	3	12	6
24	3	3	3	3	12	6
25	3	3	3	3	12	6
26	3	2	4	3	12	6
27	3	3	3	3	12	6
28	3	3	3	3	12	6
29	3	3	2	2	10	5
30	3	2	2	2	9	4,5
X	3,1000000	3,1000000	3,4000000	3,0000000	12,6000000	6,3000000

Author: Colcha, V. (2022)**Source:** B1 Preliminary speaking assessment rubric

The average of the post-test in the control group is 12,60 over 20 points which is equivalent to 6,30 over 10 points.

4.1.6 Pre-test results

Table 16

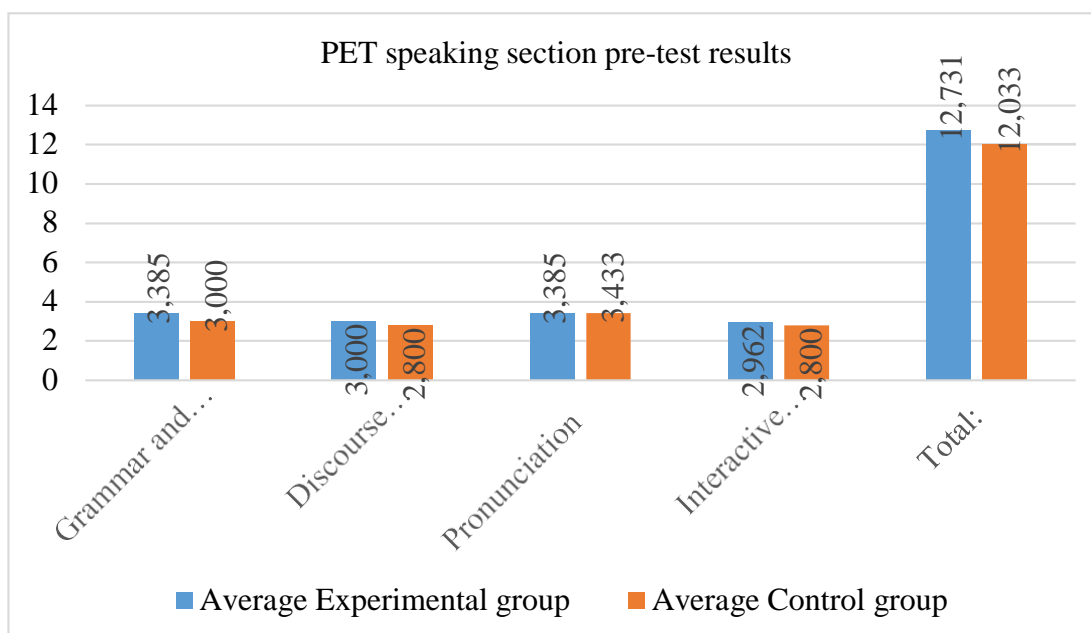
Pre-test results experimental and control groups

Phases	Speaking skill	Average	Average
		Experimental group	Control group
Phase 1 & Phase 2	Grammar and vocabulary	3,385	3,000
	Discourse management	3,000	2,800
	Pronunciation	3,385	3,433
	Interactive communication	2,962	2,800
	Total:	12,731	12,033

Author: Colcha, V. (2022)

Source: B1 Preliminary speaking assessment scale

Graph 12: PET speaking section pre-test results



Author: Colcha, V. (2022)

Source: B1 Preliminary speaking assessment scale

Analysis and interpretation

Table 16 above shows the grades over 20 points from the population's pre-test in the two groups, the experimental and control. Within the speaking section, the average of the grades is described according to the four evaluation criteria over 5 and proposed by Cambridge (2020) which is somehow similar in some aspects showing the result of 12,73 in the experimental group and 12,03 in the control group.

Regarding grammar and vocabulary, the experimental group's average is 3,38 in comparison with the control group's average which is 3,00 which shows a small difference. The next criteria related to discourse management describes that the experimental group obtained 3,00 and the control group 2,80. In both groups, sometimes repetition of ideas was frequent. The pronunciation part indicates that the average in the experimental group is 3,38 and in the control group 3,43. It means that although students conveyed the meaning of ideas, rules such as intonation, and stress were common difficulties. Finally, interactive communication results show that the average in the experimental group was 2,96 and the control group 2,80. It is due to the responses offered by the students where there was an inconvenience at the moment of interacting with the teacher.

4.1.7 Post-test results

Table 17

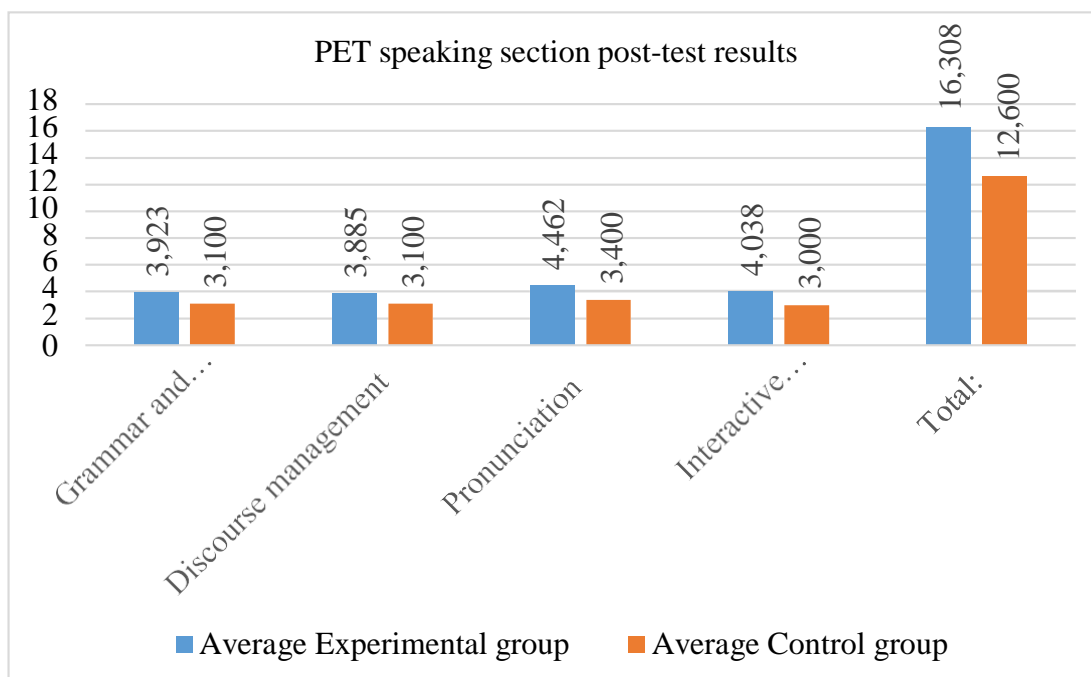
Post-test results experimental and control groups

Phases	Speaking skill	Average	Average
		Experimental group	Control group
Phase 1 & Phase 2	Grammar and vocabulary	3,923	3,100
	Discourse management	3,885	3,100
	Pronunciation	4,462	3,400
	Interactive communication	4,038	3,000
	Total:	16,308	12,600

Author: Colcha, V. (2022)

Source: B1 Preliminary speaking assessment scale

Graph 13: PET speaking section post-test results



Author: Colcha, V. (2022)

Source: B1 Preliminary speaking assessment scale

Analysis and interpretation

Table number 17 shows the results over 20 points from the population's post-test from the two groups at the end of the study where only the experimental group received the treatment. Likewise, the four evaluation criteria are over 5 each one and it was proposed by Cambridge (2020). The final average shows a significant advancement of the experimental which obtained 16,30 over 20 points compared to the control group which achieved 12,60 over 20 points. A deeper description of the grades and its equivalence over 10 points is done in the previous tables 14 and 15.

In the grammar and vocabulary section, experimental group's average is 3,92 in comparison with the control group's average which is 3,10. The difference relies on the fact that the grammar and vocabulary, in relation to the contents of the subject, was practiced and improved. Regarding discourse management, there is a difference from the experimental group which obtained 3,88 and the control group with an average of 3,10. In the case of the experimental group, with the application of the new approach, students contributed with more relevant ideas and avoiding repetition. Then, the

average in the pronunciation part showed a significant improvement between the experimental group with 4,46 and the control group with 3,40. It demonstrates that students from the experimental group enhanced the intonation and word stress in their speaking besides conveying the meaning of ideas. Finally, interactive communication results are also improved in the case of the experimental group. The average of mentioned group was 4,03 in comparison with the control group whose average is 3,00. The reason of the experimental group's advancement is due to the use of the flipped approach because it included activities that supported the practice of interacting communication in the classroom.

4.1.8 Pre-test and post-test results

Table 18

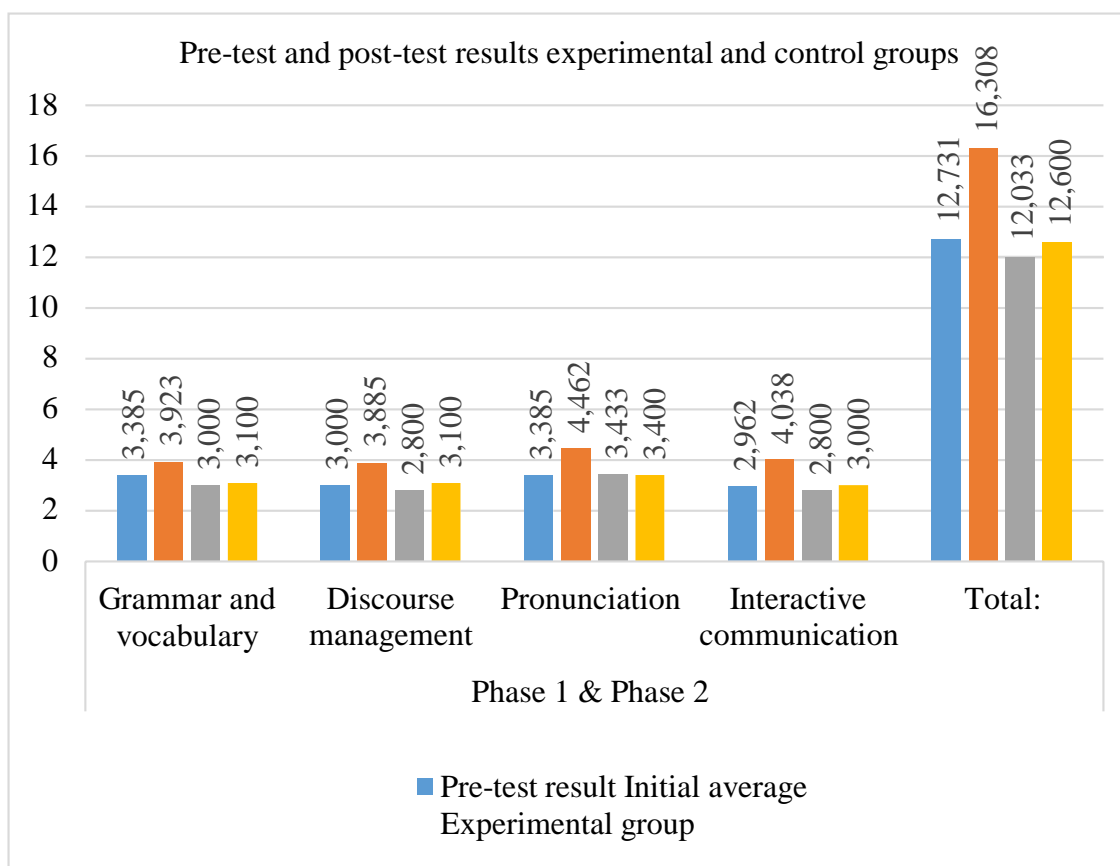
Pre-test and post-test results experimental and control groups

Phases	Speaking skill	Pre-test result	Post-test result	Pre-test result	Post-test result
		Initial average Experimental group	Final average Experimental group	Initial average Control group	Final average Control group
Phase 1 & Phase 2	Grammar and vocabulary	3,385	3,923	3,000	3,100
	Discourse management	3,000	3,885	2,800	3,100
	Pronunciation	3,385	4,462	3,433	3,400
	Interactive communication	2,962	4,038	2,800	3,000
	Total:	12,731	16,308	12,033	12,600

Author: Colcha, V. (2022)

Source: B1 Preliminary speaking assessment scale

Graph 14: Pre-test and post-test results experimental and control groups



Author: Colcha, V. (2022)

Source: B1 Preliminary speaking assessment scale

Analysis and interpretation

Table 18 shows the final average between the experimental and control groups in their two stages, before and after the study and including the two phases included in the standardized test. Thus, for better understanding the graphic 11 shows the comparison in each criteria of the exam in the pre-test and post-test, and displays the results of the initial and final average in the experimental and control groups respectively.

Therefore, as it can be observed in the experimental group the initial average is 12,73 over 20 points. The average at the end of the study in this group shows a significant enhancement because it is 16,30 over 20 points. Thereby, it is analyzed in each criterion there is an improvement provoking a different a better average in the experimental group.

On the other hand, graphic 11 shows that in the case of the control group, after analyzing the four criteria of the pre and post-tests, there is a similar value in the initial and the final average. The initial average, that is the pre-test, is 12,03 over 20 points. Then, in the post-test without any intervention, the final average is 12,60 over 20 points.

4.2 Pre-test and post-test average and difference

Table 19

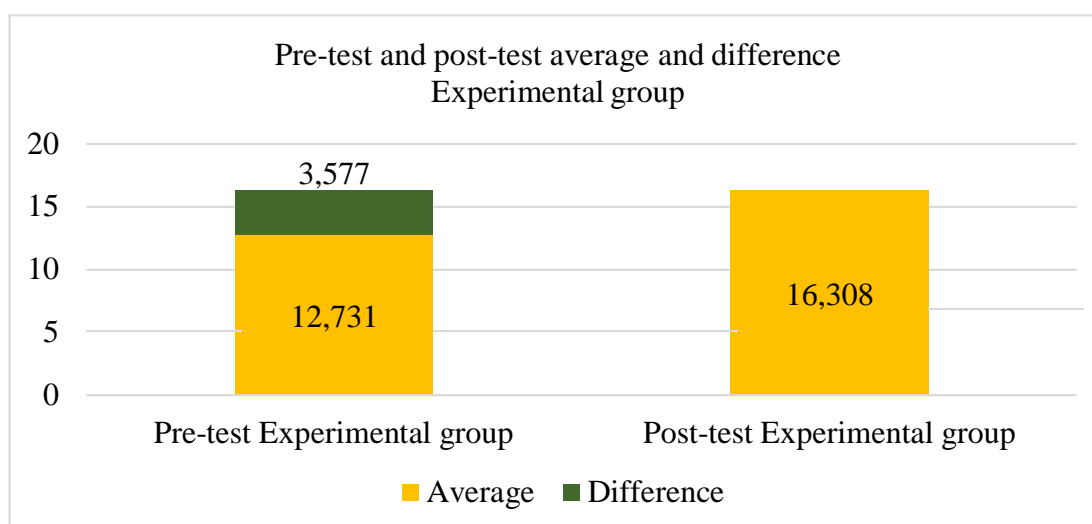
Pre-test and post-test average and difference

Results	Pre-test	
	Experimental group	Control group
Average	12,731	12,033
	Post-test	
	Experimental group	Control group
Average	16,308	12,600
Difference	3,577	0,567

Author: Colcha, V. (2022)

Source: B1 Preliminary speaking assessment scale

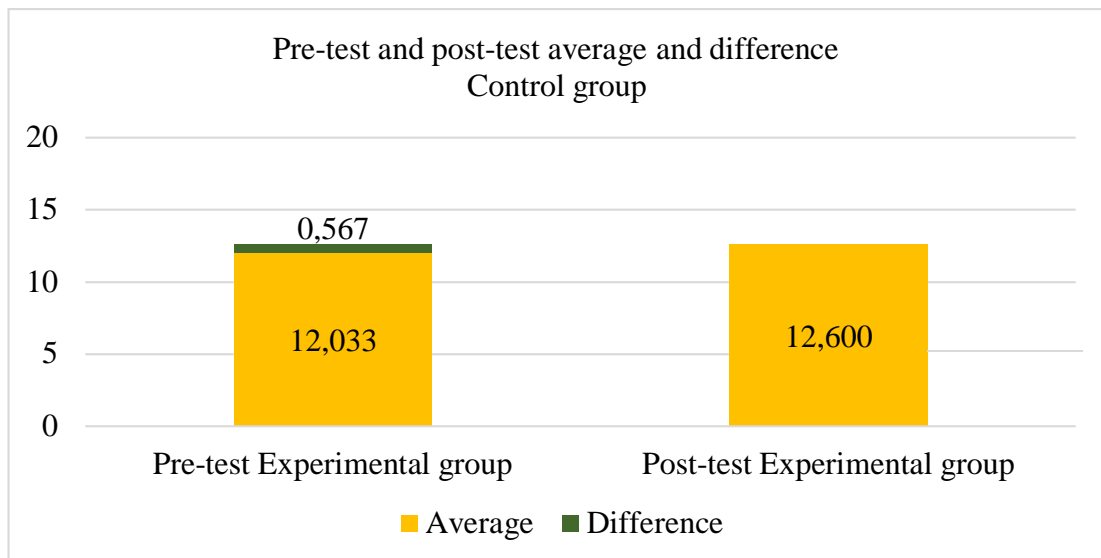
Graph 15: Average scores pre-test and post-test experimental group



Author: Colcha, V. (2022)

Source: B1 Preliminary speaking assessment scale

Graph 16: Average scores pre-test and post-test control group



Author: Colcha, V. (2022)

Source: B1 Preliminary speaking assessment scale

Analysis and interpretation

Table 19 shows the difference in the average between the experimental and control groups in the pre and post-tests. In the pre-tests in both groups, there is not a notorious difference. Nevertheless, in the post-test the difference is focused on the experimental group. Graph 13 shows that there is a difference of 3,57 from the pre-test to the post-test. On the contrary, graph 14 shows that in the control group the difference from the pre-test to the post-test is 0,56.

In conclusion, the experimental group which participated in the application of the new approach of learning shows a significant improvement in speaking performance according to the data collected and the analysis of results.

4.3 Hypothesis validation

Table 20

Paired Samples Statistics

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test EG	12,73	26	1,185	,232
	Post-test EG	16,31	26	1,828	,358

Author: Colcha, V. (2022)

Source: Hypothesis verification

Table 21

Paired Samples Correlations

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre-test EG & Post-test EG	26	,280	,166

Author: Colcha, V. (2022)

Source: Hypothesis verification

Table 22

Paired Samples T-Test

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test EG - Post-test EG	-3,577	1,880	,369	-4,336	-2,818	-9,702	25	,000

Author: Colcha, V. (2022)

Source: Hypothesis verification

Analysis and interpretation

Tables 20 displays the statistical data done with the comparison of the pre and post-test in the experimental group. Table 20 shows the results obtained over 20 points, the set score by Cambridge which denotes a considerable difference between the means and the standard deviation. Thereby, the mean of the 26 subjects involved in the study was 12,73 in the pre-test. After the application, the mean increased to 16,31 in the post-test.

Moreover, in table 22, the statistical analysis highlights that according to the 95% confidence interval of the difference of means, the P-value (or significant level) is 0,000 less than 0,05. Consequently, the null hypothesis H₀ is rejected and the alternative hypothesis H₁ is accepted. To conclude, according to the results in the statistical analysis, the use of flipped classroom approach contributed to the improvement of the speaking performance of ninth-graders in “Rosa de Jesús Cordero” High School.

4.4 Discussion

Primarily, after the analysis in the study, the results show that as students are immersed in the technological era, their adaptation to new methodologies is noticeable. The survey about web 3.0 tools is a sample that new online platforms are accepted for learning a new language. In addition, the results of the structured survey about the flipped classroom approach showed that students feel willing to learn in innovative online platforms, which are suitable for their learning, considering the students’ interests and facing the real socio-cultural environment. Thus, according to the surveys, students prefer technological platforms and online materials the moment of practicing the speaking skill and sub skills.

Another considered point in this chapter is the level of acceptance the flipped classroom approach had over the students. The TAM (Technology Acceptance Model) test was a fundamental survey to realize the students’ perceptions about the use of a new approach of learning in a specific skill of the English language.

The results indicated that at the beginning of the research, subjects presented some difficulties in the speaking sub skills “fluency” and “accuracy” which are related to the use of grammar & vocabulary, discourse management, pronunciation, and interactive communication. Nevertheless, after the sessions of intervention students

presented more desirable results.

Finally, after the compilation of results, the reached idea in this study is that the flipped classroom approach contributes positively to integrating both, the use of meaningful interactive activities and the development of the speaking skill. The evidence of the results obtained from the statistical software SPSS clearly states that the students' speaking performance is enhanced and the flipped classroom approach had a great impact on the subjects' learning. Therefore, by the creation of accurate lesson plans inside this approach, speaking performance in ninth-graders has been affected positively.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

The results and analysis of this research have proved that the use of flipped classroom approach had a great impact on the speaking performance of ninth graders from “Rosa de Jesús Cordero” High School. Thereby, some conclusions are presented based on the data analysis and gathered evidence:

1. The analysis of data, the surveys, and the standardized test were a fundamental part to show at the beginning of the study the speaking level of the students. As a matter of fact, due to the hours of English the institution provides to the students, which are ten per week, and the International Baccalaureate (IB Diploma Programme) to which the institution belongs, contributed to the application of a new approach in the English subject. Nevertheless, the evidence provided after the post-test with positive results gives a valid demonstration to apply mentioned approach in the future. The aforementioned results proved an advancement in the speaking sub skills such as fluency and accuracy which were focused on the study proving the accomplishment of the first objective in this study. Therefore, Kranjec’s idea (2020) related to the students-talking-time and accurate use of words in pronunciation was observed. In fact, after this study, according to the data the fluency sub skill was noticeably improved thanks to the application of the flipped classroom approach.
2. Flipped classroom approach has a positive impact on ninth-graders’ speaking performance indicating the objective achievement. Thus, the surveys applied to the students show evidence that the connection of a new language, English, is for students a process that goes beyond the fact of learning grammar or new words, but it means the internalization of the new language. Therefore, this new approach integrates the technological aspect students are involved in with the cultural aspect to shape the way they learn a second language to communicate satisfactorily. In this way, Cloete’s statement (2017) is confirmed when he says that technology empowers students’ learning with suitable online collaborative tools. In addition to the satisfactory results about the use of tools applied in

this study, the integration of proper multimedia collaborated to a better speaking performance supporting the ideas stated by Aguilera (2017), who says that communication, technology and interaction are the perfect fusion for flipped classes.

3. Regarding the perceptions of the speaking level of ninth-grade students after the study, the TAM (Technology Acceptance Model) survey was applied to the experimental group which was the basis to confirm the considerable level of acceptance the flipped classroom approach method had on the subjects. Thereby, it supported the idea of placing students in the center of the teaching-learning process with the application of innovative synchronous and asynchronous activities. Masrom's explanation (2007) about the *perceived ease of use* was verified, and based on this survey's results, it can be concluded that students' perceptions were favorable. The assistance of the web 3.0 survey and structured survey also supported the acceptance of the approach in the TAM test showing the agreement of this approach when at the end, 15 students (57,7%) over 26 strongly agreed on the use of flipped classroom.

5.2 Recommendations

Considering the significant impact that the flipped classroom approach had on the speaking performance, whose results are proof of it, some recommendations are presented for further studies:

1. The speaking skill should have a leading role in the classroom and the attachment to the technology should be presented and promoted in the learning environment. Thus, it is recommendable that teachers implement the flipped classroom approach considering the speaking skill with the connection of the hours for presenting the materials while practicing mentioned skill. It means to take into account the several educational online platforms that can be used for the implementation of this approach, considering the speaking skill, the students' interest and pace of learning.
2. As flipped classroom approach provides a range of possibilities to help students in different English skills; it is suggested that teachers integrate the four skills of the English language to be practiced with the use of the flipped classroom approach. Consequently, the exercise of synchronous and asynchronous activities, proper of a flipped class, can go along with the combination of writing, reading, and listening interactive activities.
3. Taking into account the students' reflections and approval of the new approach for their learning process regarding the speaking performance, the flipping classroom; it is advised that teachers encourage the use of this approach with suitable online materials and experiential activities. In this way, according to the observed results, in-class and out-of-class activities along with the technology enrich the students' communication and its improvement obey to their situational reality and contexts.

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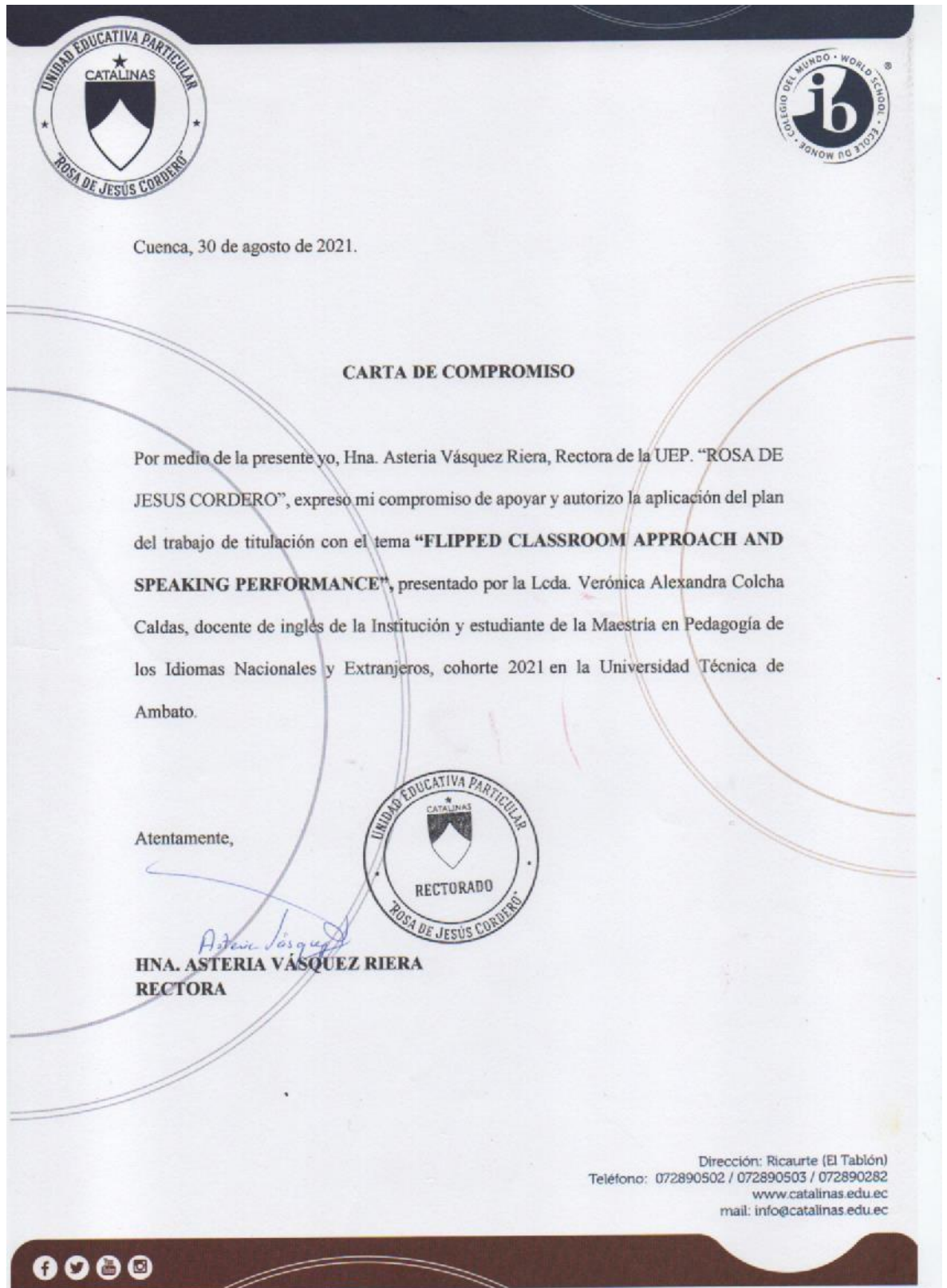
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5.4. Annexes

Annex 1: Approval



Annex 2: Web 3.0 survey

Experimental group: <https://forms.gle/a1GJtU4Pr18XXuAk6>

Control group: <https://forms.gle/SmQ9B4iXu16anWwh7>

Sección 1 de 4

WEB 3.0 SURVEY

Objective: To diagnose the use of web 3.0 tools in collaborative learning.

INFORMATION DATA

Descripción (opcional)

Student's name

Texto de respuesta breve

1. Institution's name:

Texto de respuesta breve

2. Sector *

Public

Private

3. Level of education you belong: *

Initial education

Basic elementary education

Middle basic education

Higher basic education

4. Choose the age to which you belong: *

- 2-3
- 4-7
- 8-11
- 12-15
- 16-19
- 20-23
- 24-27
- 28 or more

5. Gender *

- Male
- Female

Después de la sección 1 Ir a la siguiente sección ▼

Sección 2 de 4

GENERAL KNOWLEDGE ABOUT WEB 3.0 TOOLS

Descripción (opcional)

6. Choose the Web 3.0 tools you use to learn: *

- Kahoot
- Wix
- Canva
- Mural
- Classdojo
- Social media (Facebook, Instagram, Tik-Tok)
- Personal page (Blog, e-mail)
- Educational platforms (moodle, easle)
- Mobil devices (WhatsApp, telegram, viber, etc.)
- Zoom, Teams
- Microsoft forms, google forms

Sección 3 de 4

USE OF WEB 3.0 TOOLS



Descripción (opcional)

7. How often do you use 3.0 technology tools for learning? *

- Never
- Rarely
- Occasionally
- Frequently
- Very Frequently

8. What kind of technological tools does your teacher use for the presentation of

*

- Canva
- Prezi
- Power Point
- Padlet
- Genially

Después de la sección 3 Ir a la siguiente sección

Sección 4 de 4

ADVANTAGES AND DISADVANTAGES OF WEB 3.0 TOOLS

Descripción (opcional)

9. How important is the use of Web 3.0 tools in your learning? *

- Unimportant
- Of little importance
- Moderately important
- Important
- Very important

10. Do you consider that the development of Web 3.0 resources by teachers is important to improve teaching in virtual education to improve the quality of education? *

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

Author: Colcha, V. (2022)
Source: Web 3.0 survey

Annex 3: Structured survey “Flipped classroom approach and speaking performance”

Experimental group: <https://forms.gle/72UCawQpxAP45Qs46>

Control group: <https://forms.gle/V79Mi1R7shoBeCzJ7>

"FLIPPED CLASSROOM APPROACH AND SPEAKING PERFORMANCE"

Gracias por su participación en esta encuesta. Para cada enunciado marque con una "X" el nivel de acuerdo en una escala en la que 1 es "el más bajo" y 5 "el más alto".

Correo electrónico *

Correo electrónico válido

Este formulario recopila correos electrónicos. [Cambiar la configuración](#)

1. En mis clases de Inglés la profesora asigna actividades sincrónicas y asincrónicas. *

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. La profesora proporciona materiales para repasar en el trabajo asincrónico. *

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Repaso las lecturas y veo videos fuera del aula. *

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. La profesora utiliza herramientas tecnológicas para la presentación de la información durante las clases sincrónicas. *

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Participo en presentaciones orales, debates, discusiones y juegos de rol en las clases. *

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. La profesora proporciona ayudas visuales para las actividades en clase. *

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Doy mi opinión en las actividades de resolución de problemas. *

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Participo activamente en actividades de expresión oral en colaboración con mis compañeros * y profesora.

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Author: Colcha, V. (2022)

Source: Structured survey

Annex 4: Tam survey

<https://forms.gle/7ZoJBfYHzwiFeV8i8>

TAM TEST-“Flipped classroom and speaking performance”

To analyze the students' perceptions about the application of flipped classroom approach in speaking activities.

INSTRUCTION:

Choose 1 the lowest and 5 the highest.

The use of web 3.0 tools allows me to do my work faster. *

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The use of technological tools in virtual classes improves the quality of my work. *

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Technological tools make it easier for me to do my job. *

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In general, I find these tools useful in my work in virtual classes. *

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Learning to use gamification and technology tools is easy for me. *

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I find it easy to do what I want to do with the use of technology. *

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

My interaction with a computer is clear and understandable. *

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Technological tools help me work in teams more frequently. *

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I have felt satisfied when carrying out activities with web 3.0 or gamification tools. *

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I would like to use this type of tool more frequently in the virtual classroom. *

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Author: Colcha, V. (2022)

Source: TAM survey

B1: Preliminary Speaking Test

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

Hand over the mark sheets to the Assessor.

I'm and this is

What's your name? Where do you live/come
from? Thank you.

And what's your name? Where do you
live/come from? Thank you.

Back-up prompts

B, do you work or are
you a student?

Do you have
a job? Do
you study?

What do you do/study?

What job do you do?
What subject do you study?

Thank you.

And **A**, do you work or are
you a student?

Do you have
a job? Do
you study?

What do you do/study?

What job do you do?
What subject do you study?

Thank you.

Phase 2
Interlocutor

*Select one or more questions from the list to ask each
candidate. Ask Candidate A first.*

Back-up prompts

How do you get to work/school/university
every day?

Do you usually travel by car? (Why/Why
not?)

What did you do yesterday evening/last weekend?

Do you think that English will be useful for you in the future? (Why/Why not?)

Tell us about the people you live with.

Thank you.

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

Will you use English in the future? (Why?/Whynot?)

Do you live with friends/your family?

Author: Colcha, V. (2022)

Source: B1 Preliminary speaking assessment

Cambridge English

Assessing Speaking Performance – Level B1

B1	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Produces extended stretches of language despite some hesitation. Contributions are relevant despite some repetition. Uses a range of cohesive devices. 	<ul style="list-style-type: none"> Is intelligible. Intonation is generally appropriate. Sentence and word stress is generally accurately placed. Individual sounds are generally articulated clearly. 	<ul style="list-style-type: none"> Initiates and responds appropriately. Maintains and develops the interaction and negotiates towards an outcome with very little support.
4	<i>Performance shares features of Bands 3 and 5.</i>			
3	<ul style="list-style-type: none"> Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about familiar topics. 	<ul style="list-style-type: none"> Produces responses which are extended beyond short phrases, despite hesitation. Contributions are mostly relevant, but there may be some repetition. Uses basic cohesive devices. 	<ul style="list-style-type: none"> Is mostly intelligible, and has some control of phonological features at both utterance and word levels. 	<ul style="list-style-type: none"> Initiates and responds appropriately. Keeps the interaction going with very little prompting and support.
2	<i>Performance shares features of Bands 1 and 3.</i>			
1	<ul style="list-style-type: none"> Shows sufficient control of simple grammatical forms. Uses a limited range of appropriate vocabulary to talk about familiar topics. 	<ul style="list-style-type: none"> Produces responses which are characterised by short phrases and frequent hesitation. Repeats information or digresses from the topic. 	<ul style="list-style-type: none"> Is mostly intelligible, despite limited control of phonological features. 	<ul style="list-style-type: none"> Maintains simple exchanges, despite some difficulty. Requires prompting and support.
0	<i>Performance below Band 1.</i>			

Author: Colcha, V. (2022)

Source: B1 Preliminary speaking assessment rubric

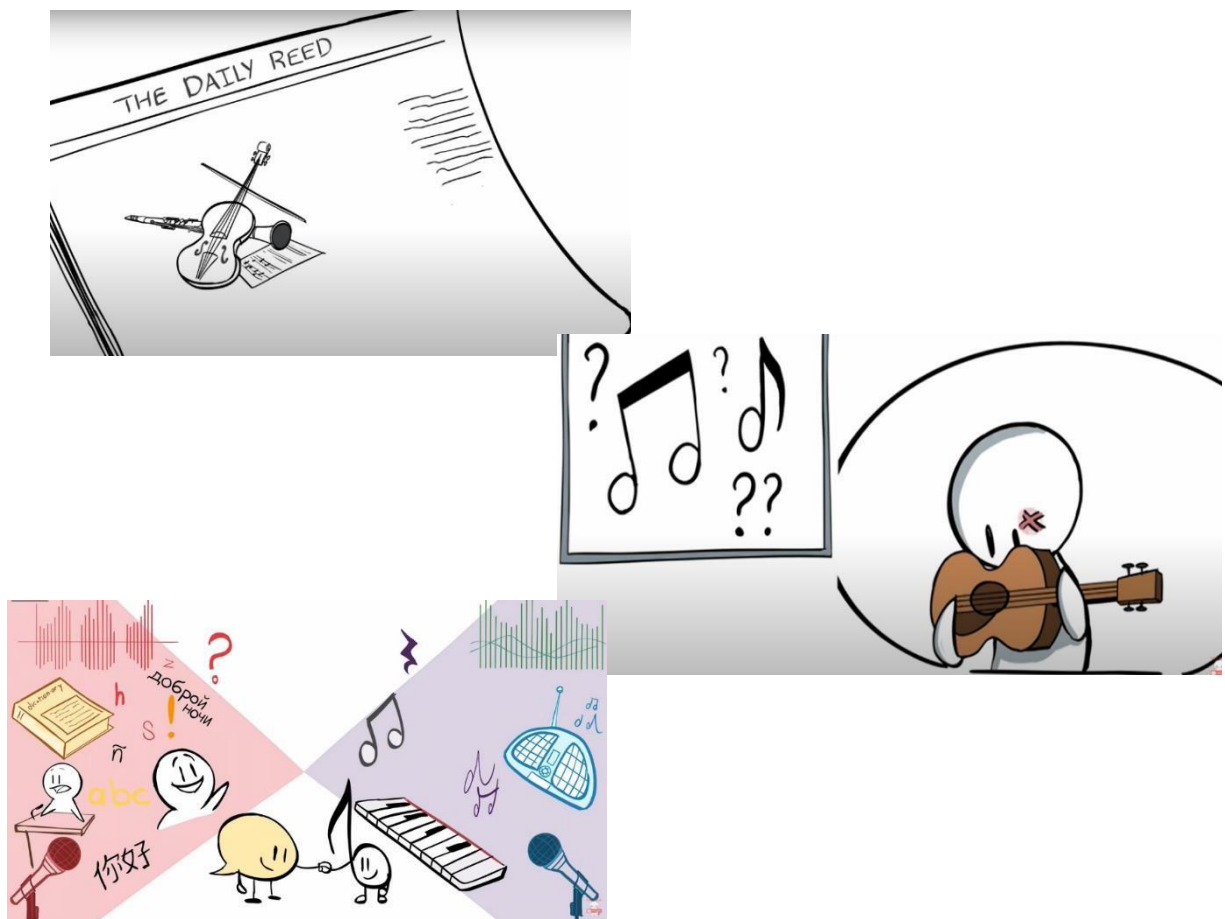
Annex 7: Lesson plans

LESSON PLAN 1		
Teacher's name: Verónica Alexandra Colcha Caldas		
Date: 13/12/2021	Time: 12:20-13:40	Length of lesson 1: 80 minutes
Level: B1 (Intermediate)	Grade: D	
Unit 2: My life in music	Resources: YouTube video, IdeaBoardz, Canva presentation, Educaplay Online interview, Padlet, notebooks.	
Language skills: listening, speaking		
General objective: Students will be able to talk about their favorite band or singer using present perfect.		
Specific objectives:		
<ul style="list-style-type: none"> • To practice new vocabulary about music and “musical instruments”. • To listen to an interview to a famous singer. • To answer W-H questions using present perfect. • To practice pronunciation sharing opinions in groups. 		
PROCEDURE		
Time	Activities	Materials
10 minutes (outside classroom)	ASYNCHRONOUS ACTIVITIES: Before class: <ul style="list-style-type: none"> • Students watch a video (link1) posted in Moodle about music “7 interesting psychological facts about music” and take notes about the seven facts. • Students brainstorm their ideas in IdeaBoardz (link2) 	YouTube Link 1: https://www.youtube.com/watch?v=HcFFwK4ot1k
20 minutes	SYNCHRONOUS ACTIVITIES: During class: ENGAGE <ul style="list-style-type: none"> • Students look at pictures taken from the video they watched in advance and describe them orally with the ideas posted in IdeaBoardz. • Students practice vocabulary through a crossword about music and musical instruments in Educaplay (link4). • The teacher introduces the vocabulary about music and musical instruments in Canva (link 3) and students complete some sentences using examples with the present perfect tense. 	IdeaBoardz Link 2: https://ideaboardz.com/for/9TH%20D/4237697 Canva Link 3: https://www.canva.com/design/DAExKeBpudl/O7igqQlxvLEuHztrc8yIYg/view?utm_content=DAExKeBpudl&utm_campaign=designshare&utm_medium=link&utm_source=sharebutton
20 minutes	STUDY <ul style="list-style-type: none"> • In pairs, students listen to an interview (link 5) to a famous singer, Selena Gomez and answer some W-H questions using present perfect. 	Educaplay Link 4: https://es.educaplay.com/recursos-educativos/11028983-musical_instruments.html
20 minutes	ACTIVATE	Listening activity-interview

<p>10 minutes</p>	<ul style="list-style-type: none"> In groups, students research about their favorite singer/band and the instruments they play. Students answer the questions in Padlet: <ol style="list-style-type: none"> What is her/his favorite instrument? How long have they played it? Have you downloaded any of their songs? Which one? Why has she/he become your favorite artist?" Students post their answers and include a picture of their favorite singer or band in Padlet (link6). <p>After class:</p> <ul style="list-style-type: none"> Students explain orally their information they posted in PADLET about the topic using the new vocabulary. <p>Assessment:</p> <ul style="list-style-type: none"> (Formative assessment) Each group of students presents their ideas in front of the class using Padlet. 	<p>Link 5: https://en.islcollective.com/video-lessons/interviews</p> <p>Padlet Link 6: https://padlet.com/verocolcha77/m7ngntss9fq4o5bw</p> <p>Pictures Notebooks Cellphones Moodle Laptops Computers</p>
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LESSON 1 MATERIALS:

- PICTURES FROM THE VIDEO**



LESSON PLAN 2		
Teacher's name: Verónica Alexandra Colcha Caldas		
Date: 14/12/2021	Time: 12:20-13:40	Length of lesson 2: 80 minutes
Level: B1 (Intermediate)	Grade: D	
Unit 2: My life in music	Resources: YouTube video, Jamboard, Bamboozle, online reading, Storyboardthat.com	
Language skills: reading, writing, speaking		
General objective: Students will be able to describe the history of a famous band using present perfect continuous.		
Specific objectives:		
<ul style="list-style-type: none"> • To reinforce vocabulary about music and the use of gerunds in a song. • To answer W-H questions using been + -ing through examples. • To create a short story about the history of a famous band. 		
PROCEDURE		
Time	Activities	Materials
10 minutes (outside classroom)	ASYNCHRONOUS ACTIVITIES: Before class: <ul style="list-style-type: none"> • Students answer to a personality quiz taken from their student's book and posted in Moodle, about what type of music they like and prepare a short oral presentation using their results. • Students watch a video of a song "Counting stars" (link1) by One Republic and write in Jamboard (link2) any verb with -ing they find. 	YouTube Link 1: https://www.youtube.com/watch?v=YGz1ebMY49U
20 minutes	SYNCHRONOUS ACTIVITIES: During class: ENGAGE <ul style="list-style-type: none"> • Students share their answer of the quiz "Does music rock your world? Could you live without it?". • In pairs, students read the verbs they wrote from the song previously analyzed and listen to the song one more time to check information. • Students practice present perfect continuous and gerunds through a game in Bamboozle (link3) and read some examples. 	Jamboard Link 2: https://jamboard.google.com/d/1znPGqQpRjynECgHBh7i0iUG5JqbmNObs7rEhXeQa8Y/edit?usp=sharing
20 minutes	STUDY <ul style="list-style-type: none"> • In groups, students read a short story (link4) with the present perfect continuous tense and answer to some W-H questions in the reading. 	Bamboozle Link 3: https://www.baamboozle.com/game/448075
20 minutes	ACTIVATE <ul style="list-style-type: none"> • In groups, students research and read about the history of their favorite band. Then, they write a short story to explain the history of the band using pictures in 	Online reading: Link 4: https://www.really-learn-english.com/support-files/present-perfect-progressive-story-1.pdf
		Storyboardthat.com Link 5: https://www.storyboardthat.com/es

<p>10 minutes</p>	<p>storyboardthat.com (link5). They use present perfect continuous in the story and answer to the following information:</p> <ul style="list-style-type: none"> ✚ How they started? ✚ How long have they been playing together? ✚ What projects have they been thinking about? ✚ What activities have they been doing as a band recently? <p>After class:</p> <ul style="list-style-type: none"> • Students present orally their short stories in groups. • Students debate about which one is the best music band by giving reasons of their choices orally. <p>Assessment:</p> <ul style="list-style-type: none"> • (<i>Formative assessment</i>) Each group of students presents their ideas in front of the class using storyboardthat.com 	<p>Notebooks Moodle Cellphones Laptops Computers</p> <p>Student's online book (pages 50 and 51)</p>
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LESSON 2:

- **PERSONALITY QUIZ:**

Does music rock your world? Could you live without it?

Take our quiz and find out just how important music is in your life.

For each question, choose the sentence that describes you best. Then work out your score and find out just how music mad you are.

1 A I only listen to music when I'm happy.
 B Music makes me feel better when I'm feeling down.
 C I listen to different music depending on how I feel.

2 A I have loads of memories connected to different songs.
 B I never listen to music from when I was younger.
 C I get bored with songs quickly.

3 A My musical taste influences the clothes I wear.
 B Music has nothing to do with fashion.
 C I don't really think about what I wear.

4 A I have the same musical tastes as my best friends.
 B I like different music from most of my friends.
 C I always know if I'm going to be friends with someone when they tell me their taste in music.

5 A I always listen to the lyrics in songs.
 B Melody is more important than lyrics.
 C Melody and lyrics are both really important in a song.

5-8: Music doesn't rule your world. You like it and you probably listen to it, but it's not so important.

9-11: Music plays an important part in your life, but it isn't the only thing that matters.

12-15: Music is your world and you would find it difficult to live without it.

Key

Q1 A-1 B-2 C-3
Q2 A-3 B-2 C-1
Q3 A-3 B-1 C-2
Q4 A-1 B-3 C-2
Q5 A-1 B-2 C-3

LESSON PLAN 3		
Teacher's name: Verónica Alexandra Colcha Caldas		
Date: 15/12/2021	Time: 12:20-13:40	Length of lesson 3: 80 minutes
Level: B1 (Intermediate)	Grade: D	
Unit 2: My life in music	Resources: Lino, YouTube, Visual paradigm, Kahoot, Liveworsheet.com	
Language skills: listening, writing, speaking		
General objective: Students will be able to create short verses for a song using present perfect simple vs. present perfect continuous.		
Specific objectives:		
<ul style="list-style-type: none"> • To reflect on the classmates researches from the previous class. • To compare two songs in present perfect simple vs. present perfect continuous. • To answer yes/no questions with “How long...” • To develop critical thinking skills through a debate using the grammar given. • To develop creativity by writing short verses for a song. 		
PROCEDURE		
Time	Activities	Materials
10 minutes (outside classroom)	ASYNCHRONOUS ACTIVITIES: Before class: <ul style="list-style-type: none"> • Students write a short reflection in Lino (link 1) about their classmates' presentation of the history of the music bands in previous classes by answering: “<i>What do you think of the music bands your friends mentioned?</i>” 	Lino: Link 1: http://linoit.com/users/verocolcha77/canvases/Some day
30 minutes	SYNCHRONOUS ACTIVITIES: During class: ENGAGE <ul style="list-style-type: none"> • Students share their reflections in Lino. • In groups, students listen to two popular songs: “We are the champions” by Queen and “In the shadows” by Rasmus (links 2,3), look at the lyrics and identify some differences. • Students create a simple chart in Visual paradigm (link 4) with all the differences they found by listening to the songs. • Students practice present perfect simple vs. present perfect continuous in a Kahoot game (link 5). 	YouTube: Links 2-3: 2: https://www.youtube.com/watch?v=O71fetlkCZo 3: https://www.youtube.com/watch?v=UuOL4IJukBU
30 minutes	STUDY <ul style="list-style-type: none"> • In pairs, students practice present perfect simple vs. present perfect continuous by answering and completing yes/no questions with “How long...” and choosing the correct form of the tenses in liveworksheets.com (link 6). • The teacher divides the class into two teams, shows pictures (links 7,8) of famous singers and students participate in a debate with the question: <i>Michael Jackson or Billie Eilish?</i> 	Visual paradigm Link 4: https://online.visual-paradigm.com/drive/#diagramlist:proj=0&dashboard Kahoot Link 5: https://create.kahoot.it/share/present-perfect-continuous-vs-present-perfect-simple/da3a7518-

<p>10 minutes</p>	<p>ASYNCHRONOUS ACTIVITIES: ACTIVATE After class:</p> <ul style="list-style-type: none"> • Students invent and write one short verse for any song using sentences in present perfect simple vs. present perfect continuous. • Students upload their verses to OneDrive (link 9) • Students get ready to present their verses in front of the class the next day. <p>Assessment:</p> <ul style="list-style-type: none"> • (<i>Formative assessment</i>) Students write their verses and upload it to OneDrive. 	<p>c7dc-4c62-95e7-3e14853c5885</p> <p>Liveworksheet.com Link 6: https://www.liveworksheets.com/worksheets/en/English as a Second Language (ESL)/Present Perfect Simple and Continuous/Present perfect simple or continuous by31479zi Pictures Links 7,8: https://starsunfolded.com/michael-jackson/ https://parade.com/1178038/jessicasager/billie-eilish-net-worth/</p> <p>OneDrive Link 9: https://catalinasedu-my.sharepoint.com/:f:/g/personal/veronica_colcha_catalinas_edu_ec/EuRFb8E4NclFmGyerSVbhvoBQkzgxKJWsZZwWwHB0d0NKQ?e=cibUZ5</p> <p>Notebooks Moodle Cellphones Laptops Computers</p> <p>Student's online book (page 53)</p>
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LESSON 3:

- **DEBATE**

Michael Jackson or Billie Eilish?



<https://starsunfolded.com/michael-jackson/>



<https://parade.com/1178038/jessicasager/billie-eilish-net-worth/>

LESSON PLAN 4		
Teacher's name: Verónica Alexandra Colcha Caldas		
Date: 16/12/2021	Time: 12:20-13:40	Length of lesson 4: 80 minutes
Level: B1 (Intermediate)	Grade: D	
Unit 2: My life in music	Resources: Lyricstraining.com, YouTube	
Language skills: writing, speaking		
General objective: Students will be able to describe the characteristics of a new music band using present perfect simple vs. present perfect continuous.		
Specific objectives:		
<ul style="list-style-type: none"> • To review the grammar through songs. • To identify the steps for creating a script. • To write a script about a new music band that students will create. • To develop collaborative abilities, problem-solving, and creativity. 		
PROCEDURE		
Time	Activities	Materials
10 minutes (outside classroom)	ASYNCHRONOUS ACTIVITIES: Before class: <ul style="list-style-type: none"> • Students choose a song in lyricstraining.com (link1) that includes the grammar studied these days and complete the lyrics of the song. 	Lyricstraining.com Link 1: https://es.lyricstraining.com/
30 minutes	SYNCHRONOUS ACTIVITIES: During class: ENGAGE <ul style="list-style-type: none"> • Students present their verses they wrote in the previous class and share it in front of the class. • Students share the songs they chose in lyricstraining.com and give opinions if they like their classmates' choice or not. 	YouTube Link 2: https://www.youtube.com/watch?v=3O_ISCHsaUw OneDrive Link 3: https://catalinasedu-my.sharepoint.com/:f/g/per

30 minutes	<ul style="list-style-type: none"> The teacher introduces vocabulary about how to create a good script for a role play in a short video in YouTube (link2) and students take notes in groups. <p>STUDY:</p> <ul style="list-style-type: none"> The teacher gathers students in groups, and they brainstorm in their notebooks about a new band they would like to create, the name and the characteristics of this band. Students start writing a first draft of the script for a role-play following some guidelines posted in Moodle and given by the teacher. 	sonal/veronica_colcha_catalinas_edu_ec/EgQJLAtxRDVMrXKY73gZQy8BCyaZ9HF_1ugfQrmE1xnUmQ?e=bqQsEu Moodle Cellphones Laptops Computers
10 minutes	<p>ASYNCHRONOUS ACTIVITIES:</p> <p>ACTIVATE</p> <p>After class:</p> <ul style="list-style-type: none"> Students finish writing their scripts and upload the final draft to OneDrive (link3) <p>Assessment:</p> <ul style="list-style-type: none"> (<i>Formative assessment</i>) Each group of students uploads the scripts for their role plays. The teacher reviews the script submitted to OneDrive. 	

LESSON 4 MATERIALS:

• **ROLE-PLAY GUIDELINES:**

1	Create a script (Upload it to OneDrive)
2	Include at least 2 sentences using Present Perfect Simple.
3	Include at least 2 sentences using Present Perfect Continuous.
4	Include at least 4 vocabulary words about music or musical instruments.
5	The role-play should last 3 to 5 minutes.
Note: For the presentation bring costumes, props, and be ready with good preparation.	

LESSON PLAN 5		
Teacher's name: Verónica Alexandra Colcha Caldas		
Date: 17/12/2021	Time: 9:00-10:20	Length of lesson 5: 80 minutes
Level: B1 (Intermediate)	Grade: D	
Unit 2: My life in music	Resources: YouTube, Nearpod	
Language skills: listening, speaking		
General objective: Students will be able to present their role-plays in front of the class using present perfect simple vs. present perfect continuous.		
Specific objectives:		
<ul style="list-style-type: none"> • To review the grammar through songs and games. • To practice listening with oral presentations. • To develop collaborative skills and creativity with oral presentations. • To practice pronunciation in oral presentations. 		
PROCEDURE		
Time	Activities	Materials
5 minutes (outside classroom)	ASYNCHRONOUS ACTIVITIES: Before class: <ul style="list-style-type: none"> • Students listen to different famous songs, guess and take notes of the singer/ band and the name of the song from a YouTube video “Guess the 2021 song music quiz” (link 1) 	YouTube Link 1: https://www.youtube.com/watch?v=BABjg43J8_I
10 minutes	SYNCHRONOUS ACTIVITIES: During class: ENGAGE <ul style="list-style-type: none"> • Students share their notes about the music quiz they took in advance. • In pairs, students review the grammar through a game in Nearpod (link2). • The teacher explains the rubric for the oral presentations. 	Nearpod Link2: https://nearpod.com/t/english-language-arts/6th/verb-tense-68-L109384658
60 minutes	STUDY: <ul style="list-style-type: none"> • Students present their role plays. 	Moodle Cellphones Laptops Computers
5 minutes	ACTIVATE After class: <ul style="list-style-type: none"> • Students assess the groups by giving opinions about the presentations. Assessment: <ul style="list-style-type: none"> • (<i>Formative assessment</i>) Each group of students presents their role play. • (<i>Pair-assessment</i>) Students assess their classmates through opinions. 	

LESSON 5 MATERIALS:

- RUBRIC**

 AÑO LECTIVO 2021-2022	RUBRICA DE EVALUACION EXPOSICIONES ORALES	 PÁGINA 1 DE 2
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1. DATOS INFORMATIVOS		
GRADO/CURSO: Ninth	PARALELO: A,B,C,D	UNIDAD N. 1, 2, 3, 4
ASIGNATURA: English		
FECHA:		

Activity: Role-Play

RUBRIC: ORAL PRESENTATION

	Excellent	Good	Unsatisfactory	Needs improvement
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
Speaks Clearly	Speaks clearly and distinctly all the time. Mispronounces very few words.	Speaks clearly and distinctly most of the time. Mispronounces some words.	Speaks clearly and distinctly sometimes. Mispronounces several words.	Often mumbles or cannot be understood. Mispronounces many words.
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
Vocabulary	Uses vocabulary appropriate for the audience. Extends audience vocabulary by defining words that might be new to most of the audience.	Uses vocabulary appropriate for the audience. Includes 1-2 words that might be new to most of the audience, but does not define them.	Uses vocabulary appropriate for the audience. Does not include any vocabulary that might be new to the audience.	Uses several (5 or more) words or phrases that are not understood by the audience.
Time-Limit	Presentation is 3-5 minutes long.	Presentation is 2 minutes.	Presentation is 1 minute.	Presentation is less than 1 minute.

ELABORADO	REVISADO	APROBADO
<small>DOCENTE:</small> VERÓNICA COLCHA	<small>DIRECTORA DE ÁREA</small> GABRIELA FARRIGUANA PAJARDO	<small>VICEDIRECTORA DE GRADUACIÓN DE INGLÉS</small> DINA LUISA MENESES
Firma:	Firma:	Firma:
Fecha:	Fecha:	Fecha:

Author: Colcha, V. (2022)

Source: Institutional IB rubric

Annex 8: Validated instruments



UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
 POSGRADO
MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS, COHORTE 2021
 Avda. Los Chasquis y Río Payamín, Ambato - Ecuador

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

"FLIPPED CLASSROOM APPROACH AND SPEAKING PERFORMANCE"

AUTOR/A: VERÓNICA ALEXANDRA COLCHA CALDAS

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
Pregunta 1: En mis clases de Inglés la profesora asigna actividades sincrónicas y asincrónicas.				✓				✓				✓				✓
Pregunta 2: La profesora proporciona materiales para repasar en el trabajo asincrónico.				✓				✓				✓				✓
Pregunta 3: Repaso las lecturas y veo videos fuera del aula.				✓				✓				✓				✓
Pregunta 4: La profesora utiliza herramientas tecnológicas para la presentación de la información durante las clases sincrónicas.				✓				✓				✓				✓
Pregunta 5: Participo en presentaciones orales, debates, discusiones y juegos de rol en las clases.				✓				✓				✓				✓
Pregunta 6: La profesora proporciona ayudas visuales para las actividades en clase.				✓				✓				✓				✓
Pregunta 7: Doy mi opinión en las actividades de resolución de problemas.				✓				✓				✓				✓
Pregunta 8: Participo activamente en actividades de expresión oral en colaboración con mis compañeros y profesora.				✓				✓				✓				✓

Observaciones:

Realizada por:

Lic. Verónica Alexandra Colcha Caldas



VALIDADA POR:
 WILMA ELIZABETH
 SUAREZ MOSQUERA

Validada por:

Dra. Wilma Suárez

CJ 1802859841

Author: Colcha, V. (2022)

Source: Expert 1



UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
 POSGRADO
MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS, COHORTE 2021
 Avda. Los Chasquis y Río Payamín, Ambato - Ecuador

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

"FLIPPED CLASSROOM APPROACH AND SPEAKING PERFORMANCE"

AUTOR/A: VERÓNICA ALEXANDRA COLCHA CALDAS

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
	Pregunta 1: En mis clases de Inglés la profesora asigna actividades sincrónicas y asincrónicas.				✓				✓				✓			
Pregunta 2: La profesora proporciona materiales para repasar en el trabajo asincrónico.				✓				✓				✓				✓
Pregunta 3: Repaso las lecturas y veo videos fuera del aula.		✓				✓				✓				✓		
Pregunta 4: La profesora utiliza herramientas tecnológicas para la presentación de la información durante las clases sincrónicas.				✓				✓				✓				✓
Pregunta 5: Participo en presentaciones orales, debates, discusiones y juegos de rol en las clases.				✓				✓				✓				✓
Pregunta 6: La profesora proporciona ayudas visuales para las actividades en clase.				✓				✓				✓				✓
Pregunta 7: Doy mi opinión en las actividades de resolución de problemas.				✓				✓				✓				✓
Pregunta 8: Participo activamente en actividades de expresión oral				✓				✓				✓				✓
en colaboración con mis compañeros y profesora.																

Observaciones: La pregunta 3 me queda en duda ya que entiendo que es para evaluar la aplicación del enfoque "flipped classroom" y siento que la tercer pregunta evalua si los estudiantes han cumplido la tarea de revisar el material brindado.

Realizado por:
 Lic. Verónica Alexandra Colcha Caldas

Validado por:
 Mgt. Jorge Villavicencio R.
 C.I.:...0105079909.

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Annex 10: Evidence

