



UNIVERSIDAD  
BOLIVARIANA  
DEL ECUADOR

TRABAJO DE TITULACIÓN

UNIVERSIDAD  
BOLIVARIANA  
DEL ECUADOR



UNIVERSIDAD BOLIVARIANA DE ECUADOR

MAESTRÍA EN PEDAGOGÍA DEL IDIOMA INGLÉS COMO LENGUA  
EXTRAJERA

TRABAJO DE TITULACIÓN  
PREVIO A LA OBTENCIÓN DEL TÍTULO DE MAGÍSTER EN PEDAGOGÍA  
DEL IDIOMA INGLÉS COMO LENGUA EXTRAJERA

TEMA

The use of flipped classroom to develop high school students' speaking skills

**Autor/es:**

Ana Gabriela Murillo Marquez

**Tutor/a:**

Msc. Jhonny Segundo Campoverde

ECUADOR

2024



La Universidad para todos



UNIVERSIDAD  
BOLIVARIANA  
DEL ECUADOR

## TRABAJO DE TITULACIÓN

### DEDICATION

To my whole family, who always supports me, but especially to my sons Gabriel and Camilo, who are my driving force and my inspiration. Their smiles fill my days and push me to reach my goals.

Ana Murillo



La Universidad para todos





UNIVERSIDAD  
BOLIVARIANA  
DEL ECUADOR

## TRABAJO DE TITULACIÓN

### ACKNOWLEDGMENT

Thank God for giving me life, health, and wisdom for this project. To my family, my fundamental pillar, especially my children, who inspire me every day. To my friends for their unconditional support and shared moments. To my professors at the Universidad Bolivariana del Ecuador (UBE), for transmitting their knowledge and guiding me in my training. In particular, I thank my tutor, Msc Jhonny Campoverde, for his patience, dedication, and valuable teachings. This achievement is the result of all of you's joint efforts.

Ana Murillo



La Universidad para todos





## RESUMEN

Este estudio pretende conocer el impacto de la aplicación de la flipped classroom para mejorar las habilidades de expresión oral de los estudiantes de inglés como segunda lengua del Colegio Eloy Alfaro que presentaban deficiencias a la hora de expresarse en otro idioma. Además, las escasas horas de inglés en colegios públicos y con una gran cantidad de alumnos dificultan que se comuniquen entre ellos en inglés y no tengan una realimentación adecuada por parte de los profesores. Para solucionar este problema se realizó una propuesta metodológica que consistió en un sistema de acciones utilizando la tecnología. En este proceso de investigación se utilizó un método cuantitativo, abarcando una población de 32 estudiantes de segundo bachillerato con nivel A2 de inglés que fue tomada intencionalmente mediante el uso de una investigación cuasi-experimental con pre-test y post-test, rúbrica y encuesta. Al cambiar las clases tradicionales por lecciones previas en vídeo, el uso de aplicaciones de aprendizaje electrónico y la asignación de más tiempo en clase para actividades interactivas de expresión oral y debates colaborativos, se ha demostrado que los estudiantes mejoran sus habilidades de expresión oral, ya que la prueba previa mostraba 2,3, y la prueba posterior mostraba 3,5, lo que significa 21% de avance en dos meses. Los estudiantes pudieron compartir sus experiencias positivas con este modelo innovador sugiriendo que otras asignaturas.

Palabras clave: flipped classroom, e-learning apps, gramática, comunicación interactiva, speaking skill, pronunciación.



UNIVERSIDAD  
BOLIVARIANA  
DEL ECUADOR

## TRABAJO DE TITULACIÓN

### ABSTRACT

This study aims to know the impact of applying the flipped classroom to improve the speaking skills of Eloy Alfaro high school students of English as a second language who had deficiencies in expressing themselves in another language. In addition, the limited hours of English in public schools with a large number of students make it difficult for them to communicate among themselves in English, and they need proper feedback from teachers. In order to solve this problem, a methodological proposal was made, which consisted of a system of actions using technology. This research process used a quantitative method, covering a population of 32 high school students of second baccalaureate with A2 English level, which was taken purposively by using quasi-experimental research with pre-test and post-test, rubric, and survey. Shifting traditional classroom lectures to pre-class video lessons, the use of e-learning apps, and more in-class time allocated for interactive speaking activities and collaborative discussions have shown a result that students enhanced their speaking skills because the pre-test displayed 2,3, and the post-test showed 3,5, which means 21% of advance in two months. Students could share their positive experiences with this groundbreaking model by suggesting other subjects.

Keywords: flipped classroom, e-learning apps, grammar, interactive communication, speaking skills, pronunciation.



La Universidad para todos



TABLE OF CONTENT

<b>DEDICATION .....</b>	<b>7</b>
<b>ACKNOWLEDGMENT .....</b>	<b>8</b>
<b>RESUMEN .....</b>	<b>9</b>
<b>ABSTRACT .....</b>	<b>10</b>
<b>TABLE OF CONTENTS .....</b>	<b>11</b>
<b>INDEX OF TABLES .....</b>	<b>13</b>
<b>INDEX OF FIGURES .....</b>	<b>15</b>
<b>INDEX OF ANNEXES .....</b>	<b>16</b>
<b>INTRODUCTION .....</b>	<b>1</b>
<b>CHAPTER I: Theoretical foundations about communication language teaching and speaking skills.....</b>	<b>8</b>
1.1 Foundation, definition, and characteristics of Speaking Skill .....	8
1.1.1 Fluency .....	8
1.1.2 Rate of speech .....	9
1.1.2 Accuracy .....	9
1.1.4 Pronunciation .....	10
1.1.5 Grammar .....	11
1.1.6 Vocabulary .....	11
1.1.7 Lexical Density .....	12
1.2 Flipped Classroom Approach .....	13
1.2.1 Flipped classroom as a pedagogical model .....	13
1.2.2 Content Delivery .....	14
1.2.3 Pre-class activities in a flip class .....	15
1.2.4 In-class activities in a flip class .....	16
1.2.5 Collaborative learning .....	17





1.2.6 Support from peers .....	17
1.2.7 Technologic .....	18
1.2.8 Digital tools .....	19
1.2.8.1 Content Creation and Delivery Tools .....	19
1.2.8.2 Collaborative Learning Tools .....	20
1.2.8.3 Assessment and Feedback Tools .....	20
<b>CHAPTER II: Methodology for the development of the research and diagnostic study .....</b>	<b>22</b>
2.1 Conceptualization and operationalization of the main categories (Independent and dependent variables) .....	22
2.2 Statement and Justification of the Research Approach .....	23
2.2.1 Scope of the research .....	24
2.3 Description of the research methods and their purposes in the proposal context.....	24
2.3.1 Theoretical methods .....	24
2.3.2 Empirical methods .....	25
2.3.3 Diagnostic pre and post - test .....	25
2.3.4 Documentary analysis .....	26
2.3.5 Surveys .....	26
2.3.6 Statistical methods .....	27
2.4 Description of the instruments based on the selected research approach.....	27
2.4.1 Justification of the type of sampling and the sample selection procedures .....	29
2.5 Description of participants and their characteristics.....	29
2.5.1 The needs of the participants (strengths and weaknesses) .....	31
2.6 Description of the initial diagnosis: data processing.....	31
2.6.1 Student's survey .....	32
2.6.2 Pre-test results .....	33
2.7 Data analysis and ethical considerations .....	39



<b>CHAPTER III: Presentation and validation of the proposal</b> .....	40
3.1 Theoretical foundation, Characteristics, and Methodological Requirements for the System of Actions .....	40
3.2 Description of the intervention .....	43
3.2.1 Initial Phase .....	45
3.2.2 The treatment phase.....	45
3.2.3 Final Phase.....	59
3.2.3.1 Post-test .....	59
3.2.3.2 Post survey .....	69
3.3 Location.....	62
3.4 Equipment and materials .....	63
3.5 Hypothesis and research questions .....	63
3.5.1 Hypothesis .....	63
3.5.2 Research questions .....	63
3.6 Sample .....	64
3.6.1 Characteristics of the sample.....	64
3.7 Data Collection .....	65
3.7.1 Documentary techniques .....	65
3.7.2 Field Technique .....	65
3.7.3 Experimental technique .....	65
3.8 Research Instruments .....	65
3.8.1 The experiment (pretest-posttest) .....	65
3.8.2 The rubric .....	65
<b>Conclusions</b> .....	<b>67</b>
<b>Recommendations</b> .....	<b>67</b>
<b>References</b> .....	<b>69</b>
<b>Annexes</b> .....	<b>78</b>





## ÍNDICE DE TABLAS

<b>Table 1:</b> Do you have internet in your house?.....	33
<b>Table 2:</b> Which electronic device do you use most during the day?.....	33
<b>Table 3:</b> Do you think using technology helps in your learning process?.....	33
<b>Table 4:</b> Have you ever used videos to learn a specific topic? .....	34
<b>Table 5:</b> How would you rate your overall English language proficiency?.....	34
<b>Table 6:</b> How confident do you feel about your speaking skills in English?.....	35
<b>Table 7:</b> How often do you get opportunities to speak English in class? .....	35
<b>Table 8:</b> How often do you practice speaking English outside of class?.....	36
<b>Table 9:</b> How do you prefer to learn new vocabulary? .....	36
<b>Table 10:</b> Do you feel that traditional classroom methods have helped improve your speaking skills? .....	37
<b>Table 11:</b> Reliability statistical .....	37
<b>Table 12:</b> Pretest results.....	38
<b>Table 13:</b> Summary of the intervention plan .....	44
<b>Table 14:</b> Lesson Plan 1 .....	47
<b>Table 15:</b> Lesson Plan 2.....	49
<b>Table 16:</b> Lesson Plan 3.....	51
<b>Table 17:</b> Lesson Plan 4 .....	53
<b>Table 18:</b> Lesson Plan 5.....	55
<b>Table 19:</b> Lesson Plan 6.....	57
<b>Table 20:</b> Post-test results.....	60
<b>Table 21:</b> Comparison of pre and posttest .....	61
<b>Table 22:</b> Summary of the sample .....	64



UNIVERSIDAD  
BOLIVARIANA  
DEL ECUADOR

## TRABAJO DE

**Table 23:** Operationalization of Independent Variable ..... 79

**Table 24:** Operationalization of Dependent Variable ..... 80



La Universidad para todos





## INDEX OF FIGUERES

<b>Figure 1:</b> Lexical Density .....	13
<b>Figure 2:</b> Bloom’s Taxonomy.....	14
<b>Figure 3:</b> Comparison of pre and post-test .....	61
<b>Figure 4:</b> Speaking rubric .....	66
<b>Figure 5:</b> Specific Authorization to Conduct Research from Principal of High School .....	78
<b>Figure 6:</b> Pre-survey .....	81
<b>Figure 7:</b> Post-survey (questionnaire of satisfaction).....	82
<b>Figure 8:</b> Pre-test .....	83
<b>Figure 9:</b> Post-test.....	85
<b>Figure 10:</b> Pre-test results .....	89
<b>Figure 11:</b> Pre-survey results.....	90
<b>Figure 12:</b> Post-test results .....	91
<b>Figure 13:</b> Post-survey results .....	92
<b>Figure 14:</b> Topworksheets platform .....	93
<b>Figure 15:</b> Vocaroo activities with TikTok and wordshare document .....	94
<b>Figure 16:</b> Quizziz activities.....	95
<b>Figure 17:</b> Quizalize activities.....	95
<b>Figure 18:</b> Activities sent by WhatsApp.....	96
<b>Figure 19:</b> Flipgrid speaking activities .....	97





## LISTADO DE ANEXOS

<b>Annex 1:</b> Specific Authorization to Conduct Research from Principal of High School.....	78
<b>Annex 2:</b> Operationalization of variables .....	79
<b>Annex 3:</b> Surveys applied to the students .....	81
<b>Annex 4:</b> Key speaking exam applied to the students .....	83
<b>Annex 5:</b> Pre-test results .....	89
<b>Annex 6:</b> Pre-survey results.....	90
<b>Annex 7:</b> Post-test results.....	91
<b>Annex 8:</b> Post-survey results .....	92
<b>Annex 9:</b> e-learning activities developed by students.....	93





## INTRODUCCIÓN

Speaking has emerged as one of the key language output abilities that has to be developed. According to (Ur, 2012) “of all the four skills (listening, speaking, reading and writing) speaking seems intuitively the most important” (p.117). Speaking has emerged as one of the key language output abilities that has to be developed. Also speaking is one of the key skills in language learning, according to (Erdem, 2016).

Speaking is the fundamental ability in language that allows one to communicate thoughts, opinions, feelings, and information (Muklas, 2017; Namaziandost et al., 2019). Furthermore, speech is necessary in order to communicate effectively in any language (Boonkit, 2010). Since humans must mingle and engage with others on a daily basis, they require the capacity to verbally communicate what is on their minds. Moreover, speaking fluency is regarded as the most crucial instrument for acquiring knowledge and information because English is utilized as a lingua franca (Hasan, 2014).

Besides, over time, there have been significant changes in the way that English language skills are taught. Traditionally, language teaching is based on behavioristic approaches. In its most basic sense, the behavioristic way of teaching involves “a transfer of knowledge from the teacher to the students and the purpose is to get the student to do something” (Richardson, 1996, p. 264). The teacher's job was to teach the pupils the material, and as the end goal was subject mastery, the students were therefore spoon-fed. But in the sphere of teaching languages, other pedagogies have also surfaced. For instance, social constructivism accepts that social contact plays a significant role in improving cognition and that learning occurs in social contexts, as (Kim, 2001) notes.

(Ur, 2012) claims that it would appear that a language course should include classroom exercises that help students become more proficient speakers of their own language. Certain courses are specifically created to encourage oral fluency, while others contain lessons that are referred to as "conversation classes". Students may occasionally need to work on developing their oral presenting skills in order to give formal, lengthy speeches. However, the main goal is usually to increase students' conversational fluency in casual settings.

Apart from this, an international ranking published by EF Education First (EF), a global for-profit educational business that offers language learning programs mentions that Ecuador has proven to be one of the countries with an extremely low level of English. (EF Educational First, 2023). Moreover, Ecuador is ranked in #80 out of 113 countries. Therefore, the main newspapers in Ecuador frequently include headlines criticizing Ecuadorians' poor command of the English





language: “Ecuador, the worst country in Latin America in English proficiency, according to report” (El Universo,2019); “Ecuador, the worst country in the region in English proficiency, according to study” (El Universo, 2020); “Ecuador maintains a low level of proficiency in the English language” (Castillo, 2021).

Additionally, to this most of English teachers have limited class time which makes them unable to finish the material (Gandaria et al., 2005). Furthermore, it appears hard to complete the English-speaking practice in a single meeting with so many students. As a result, the students' opportunity to practice the language in a single meeting is limited due to time constraints. Given the significance of speaking abilities, several English teachers in Ecuador have made every effort to help their pupils become more proficient speakers while encountering some challenges. The issues stem from the method of teaching languages that employed communicative language teaching, or CLT, in the context of teaching foreign languages. It is easy to identify the issues, which include large class sizes, an unsupportive classroom atmosphere for speaking English, and little practice time.

Given the significance of improving students' speaking abilities, several researchers have explored alternate approaches in EFL classrooms to address speaking instruction's challenges. Flipped classrooms are an interesting option. Furthermore, the approach is distinct due to the technology and social network. Language teachers have a great chance to employ social media as a teaching tool since it has permeated many facets of education, particularly the teaching of foreign languages (Ma'azi & Janfeshan, 2018). Moreover, social media and technology use help students become more proficient speakers (Sun et al., 2017).

The flipped classroom concept offers a mixed learning environment that combines in-person education with online components (Sudarmaji, Amaliyah, & Mulyana, 2021).

(Sönmez, 2020) says that “With the advancements in technology, on the other hand, new models of teaching and learning are developed. Flipped classroom is one of the models that was developed to bring a different way of teaching and learning the language”(p.3); “A key component for the ‘flipped’ class is the movement of lecture material out of the classroom through online delivery” (Baker, 2000, p.10).

For this reason, the flipped classroom uses online resources in addition to conventional classroom settings to teach language. Tetreault (2013) adds that active learning and instructional media are taken into consideration for the content delivery of





flipped classrooms, which are grounded in socio-constructivist theories. This indicates that, in line with social constructivist ideas, flipped classrooms establish settings where learning is somewhat digitalized and focused on getting students involved in group projects that allow them to interact with peers.

The impact of flipped classrooms on the development of students' speaking abilities is examined by (Al-Ghamdi & Al-Bargi, 2017). Furthermore, (Köroğlu & Cakir, 2017) examine the impact of the syllabus based on a flipped classroom on pre-service English language teaching students. It is determined that teaching speaking skills using flipped instruction was more successful than teaching speaking skills through traditional methods.

(Xu & Shi, 2018) researched the effects of flipped classrooms in undergraduate statistics courses. The outcome demonstrated that the kids' performance and attitude had improved. However, the responses of the students are not universally positive toward the flipped classroom.

Additionally, the adoption of the flipped classroom had both positive and negative outcomes, according to the findings of earlier study. The results of the earlier research above indicated the ambiguity surrounding the effectiveness of the flipped classroom model, despite the fact that some studies have been conducted to investigate the effectiveness of the flipped classroom in improving and developing several skills in different fields, including English language skills. Therefore, the purpose of this study was to investigate how the flipped classroom paradigm affects the growth of high school students' speaking abilities.

Hence, the research project's title was taken in order to solve the speaking problems in Eloy Alfaro High School students of second baccalaureate parallel "A".

Particularly in the area of innovation and applied technologies are under university research lines first of all, because this study is associated with the application of educational models, which is primarily concerned with developing group activities that enhance the possibility of involvement and interaction amongst various classmates both within and outside of the classroom.



The main **object** of this research is to examine the effectiveness of the flipped classroom model in enhancing the skills of Eloy Alfaro high school students. By shifting traditional teaching-center instruction to a student-centered approach, this study aims to determine if flipped classrooms can address the challenges of limited English language instruction time and inadequate oral practice opportunities, ultimately leading to improved speaking fluency, accuracy, and confidence among high school learners, through a number of exercises aimed at raising the quality of language production and comprehension in a wide range of contexts, from academic environments to everyday life. Dialogues, role plays, discussions, public dissertations, debates, expositions, descriptions of photographs, and situations from everyday life are some of the ways that these specific situations are rehearsed and performed both individually and in groups.

During this developmental period, the professor's role is to provide appropriate feedback and corrections while avoiding self-awareness and boosting students' confidence and self-esteem while they are learning and utilizing the language.

The **general objective** of this investigation is to apply The Flipped Classroom method in English-speaking skill development at Eloy Alfaro High School students.

The flipped classroom model, a pedagogical approach that inverts traditional classroom instruction, has gained significant attention in recent years. This study aims to investigate the effectiveness of this innovative method in enhancing the speaking skills of high school students. Specifically, this research seeks to answer the following **research questions**:

1. To what extent does the flipped classroom method improve the speaking skills of young students?
2. How do speaking skills improve through the flipped classroom method in high school students?
3. What is the relationship between flipped classrooms and speaking skills in students at Eloy Alfaro High School?

The **variables of the study** are the following: Flipped classroom implementation as the independent variable and English speaking skills improvement as the dependent



variable. The following theoretical support was divided into three (pedagogical, social, and technological) dimensions, where concepts and definitions were summarized to describe this innovation's variables.

The essential **specific objectives** to perform the research are stated below:

1. To review the state of the art regarding the methodology of the flipped classroom aimed at improving oral ability in students of English as a second language.
2. To determine the level of students' speaking skills at the beginning and at the end of the course.
3. To determine the connection between speaking ability and the flipped classroom approach.

The **methods of investigation** to be used are the following:

#### **Theoretical methods**

The chapter about the theoretical underpinnings of the research project will be completed by reviewing a variety of information and inquiry sources, including PhD theses, academic journals, scientific reviews, and educational websites. The analytic-synthetic and inductive-deductive approaches will be used to review, summarize, and properly reference each of these sources.

#### **Empirical methods**

To collect empirical data for this research, a mixed-methods approach will be employed, combining quantitative and qualitative techniques.

- **Pre-test & Post-test:** A standardized speaking test will be administered before and after the intervention. This will measure changes in speaking fluency, accuracy, and complexity (*Dugard & Todman, Analysis of Pre-test-Post-test Control Group Designs in Educational Research, 2006*).
- **Documentary analysis:** It will be necessary to base the investigation on previous academic English theses, as well as on academic journals, scientific reviews, lesson plans, the Ecuadorian National Curriculum of English EFL,



and, lastly, the Common European Framework of Reference for Languages (CEFR) in order to fulfill this requirement.

- **Survey:** This instrument will be used to gather quantitative data on students' perceptions of the flipped classroom model, their engagement levels, and their perceived improvement in speaking skills.

### **Statistical method**

Regarding the statistical section, the methodology will be in line with selecting the study sample and then organizing this specific data utilizing statistical and numerical tools like Microsoft Excel. Ultimately, the information gathered will be used to interpret the results and validate the research study's factors.

This investigation used a paired sample t-test because it will be used to compare the pre-test and post-test scores of the experimental group and assess the impact of the flipped classroom intervention. The target population of this study consists of 32 high school students enrolled in English language classes at Eloy Alfaro High School. A purposive sampling technique will be employed to ensure a representative sample. This method involves selecting participants based on specific criteria, such as their English language proficiency level and willingness to participate in the study. By carefully selecting participants, the researcher aims to maximize the validity and reliability of the findings. These students are 32 of second baccalaureate parallel "D" which represent the total of the population, they are in A2 level of English.

The goal of this research is to encourage low-level students to improve their language skills while, conversely, encouraging students with A2 and B1 levels to keep improving their communicative abilities in the language. This group is diverse, though, as a small portion of these learners are below the A2 level, while another small group is above this level.

This research proposal will be developed in a public school in Quito with insufficient infrastructure, resources, and facilities to carry out the research because this school does not have laboratories or internet. In public schools, students only receive three hours of English per week, which makes it difficult for students to practice in class and





have adequate feedback. That is why the flipped classroom is proposed as a solution to this problem since most students have internet and at least one electronic device at home.

The current proposal's significance originates from the learners' needs in relation to their oral English proficiency. Additionally, it aims to level the skills of every group of second BGU students in order to accomplish the standards and components established for that specific academic level by the Ecuadorian National Curriculum and CEFR.

Given that Ecuador is currently regarded as a nation with low levels of English proficiency, it is also crucial to look for new methods and resources to help students improve their speaking abilities. This proposal aims to serve as a new formula to assist professors in teaching speaking appropriately while also allowing students to enjoy their education and be aware of their own speaking skill development.

Moreover, this research on the flipped classroom model has the potential to make significant practical contributions to English language education. By demonstrating the effectiveness of this innovative approach in enhancing speaking skills, the study can provide valuable insights for educators, policymakers, and curriculum developers. The findings can inform the development of more effective language teaching practices, particularly in contexts where traditional classroom models may be limited by time constraints or resource availability. Additionally, the research can inspire educators to explore and adopt innovative teaching methodologies that can improve student learning outcomes and foster a more engaging and effective learning environment.

Three chapters provide an overview of the present research's progress. The theoretical underpinnings of the investigation are explained in Chapter 1, along with an argument and synthesis of the relevant sources. The inquiry technique and the use of empirical and statistical methods are presented in Chapter 2, mostly to analyze the consequences of the instruments used and provide examples of the interpretations. The methodological proposal, including its foundations, features, structure, and components, is explained in Chapter 3. It explains its confirmation similarly.



## CHAPTER I: Theoretical foundations of the flipped classroom and speaking skills.

The study scrutinized the innovation of using flipped classrooms to improve speaking skills. The study's variables are Flipped classroom implementation as the independent variable and English-speaking skills improvement as the dependent variable. The following theoretical support was divided into three (pedagogical, social, and technological) dimensions, where concepts and definitions were summarized to describe this innovation's variables.

### 1.1 Foundation, definitions, and characteristics of speaking skill

Since speaking is the primary means of communication between individuals to convey sentiments, emotions, experiences, information, and ideas, speaking skills must be cultivated. Spoken Production must focus on the linguistic skills of the pupils. Because of this, pupils need to be proficient in a few speaking subskills, such as accuracy and fluency.

(Bygate, 1987) mention that speaking is an interactive process of *making meaning* that includes producing, receiving, and processing information. It is regarded as combining sounds systematically to form meaningful sentences.

According to Hussain (2017), Language is primarily speech, and it is learned by speaking it first after listening to the sounds, words, phrases, and sentences in the surroundings. In their mother tongue, children get a very natural opportunity to listen and speak in their surroundings.

(Rao, 2012) express that listening and speaking are taught in quick succession, speech is the best introduction to other language learning skills, and it brings fluency, correction, and accuracy among EFL learners. Notably, encourage students to speak from the first day, tolerate repeating, let them use whatever English knowledge they have, propose structures, let them use it in a different situation, drill as much as possible, organize role-play and pair-work, and supervise the learners to correct the active ones and activate the passive ones.

Speaking competencies envelop two fields, fluency and accuracy. According to (Mazouzi , 2013) accuracy and fluency are both crucial in the communicative approach. Through classroom practice, students should become proficient communicators; at the same time, they should understand how the language system functions properly and suitably.

#### 1.1.1 Fluency

Teachers teach speaking skills with the primary goal of helping students become fluent speakers. Speaking fluency is the ability to produce the spoken language (Skehan, 1996) says that



“without undue pausing or hesitation” (p.22) Speaking with too many pauses and hesitations might make it difficult to talk fluently and depress the speaker.

According to (Hughes, 2002) mention that fluency is the learners’ ability to speak understandably and not break down communication because listeners may lose interest.

(Oppenheimer, 2008) acknowledges that the capacity to hear words and comprehend them immediately is known as fluency. They are able to read aloud and pronounce a word correctly if they see it written down. One way to help them with this is to have them read aloud from passages. Another option would be to have your pupils read aloud in front of the class. This increases their self-assurance and improves their pronunciation.

Some authors like (Friesen, Shannon, & Cruz, 2005) consider that in the context of reading and literacy, fluency and rate of speech are also important factors in reading comprehension and fluency. On the other hand, the rate of speech is often used as a measure of speech production in individuals with fluency disorders, such as stuttering or cluttering.

### **1.1.2 Rate of speech**

According to ( Dhamani, 2020) The rate of speech is the average number of words spoken per minute and is an important factor in effective communication. The accepted ideal speech rate is 140-160 words per minute, with most people speaking between 120-150 words per minute in normal conversation. Speaking faster than usual can convey enthusiasm, passion, urgency, or excitement, while speaking slower can convey calmness, control, and formality. However, speaking too fast can make the speaker appear nervous, tense, and anxious, while speaking too slowly can bore the audience. (Barnard, 2022)

Krause (1995) claims that speaking skills are influenced by more than simply the rate of speech. They include voice hygiene, communication style, nonverbal cues, loudness, intonation, and articulation. Speaking abilities may be assessed using a variety of factors, including accuracy, vocabulary, pronunciation, communication, interaction, and fluency. Indeed, clear communication depends on pronunciation, and good conversational engagement is demonstrated by interpersonal skills. Conversely, fluency is the capacity to communicate smoothly and without pausing often, demonstrating ease of communication.

### **1.1.3 Accuracy**

Another skill competence is accuracy (Collins, 2023) mentions that speaking with accuracy is using language correctly and precisely, which includes using the correct vocabulary, grammar, and pronunciation. It is essential to good communication since it guarantees the recipient will



understand what is being said. Regular practice with grammar drills, vocabulary exercises, pronunciation exercises, and speaking with native speakers or language partners is necessary to improve speaking correctness. Accuracy and fluency development also require exposure to real-world circumstances and immersion in the target language.

According to (British Council, 2023) accuracy is known as grammar, or the proper application of the language system, which encompasses vocabulary and pronunciation, has always been and will continue to be a crucial component of studying foreign languages in any language. However, perfectly spoken grammar is different from correctly written phrases in an exam. Keep an ear out for the grammatical structures and strategies your pupils have learned when they talk.

(Verner, 2023) remarks that Accuracy is frequently highlighted in the context of language acquisition as being equally important to communicative language education as fluency. Accuracy and fluency in language usage are the main objectives of communicative language instruction. Hence, teachers can use various strategies to accomplish this, including reviewing how language is used in the classroom, emphasizing the creation of appropriate examples of language, practicing language outside of context, practicing short language samples, managing language choice, and evaluating speaking accuracy.

To sum up, precision is essential to both good communication and language acquisition. It is accomplished by consistent practice, immersion in the language, and emphasis on vocabulary, grammar, and pronunciation. Accuracy and fluency are fostered together in language instruction so that students can speak correctly and successfully in various settings.

#### **1.1.4 Pronunciation**

One fundamental aspect of learning a language is pronunciation. (Verner, 2023) Although most ESL students will never sound like native speakers, mispronounced words can hinder communication and make it difficult for them to express themselves. Besides, the author gives some recommendations for assessing pupils' pronunciation: one is to pay attention to pronounced words. Another is odd spellings that are pronounced correctly and acceptable assimilation and contractions. Finally, pay attention to tone as well.

Hancock (2018) claims that teaching pronunciation is different from teaching other parts of the English language because it involves listening to how the language sounds and noticing and understanding rules and patterns that lie beneath the surface of speech.

(Sanchana, 2023) asserts that improving pronunciation not only benefits communication but also contributes to increased confidence, credibility, and professional success. By focusing on clear



pronunciation, learners can ensure that their message is conveyed accurately and effectively, making it easier for others to understand them.

(Hişmanoğlu, 2006) Suggest some tips to enhance pronunciation, such as learners engaging in active listening, familiarizing themselves with phonetic symbols, practicing challenging sounds, recording their speech for self-assessment, and working with native speakers to receive feedback and corrections. Additionally, using resources like dictation apps and pronunciation apps and engaging with authentic English speech can help learners improve their pronunciation skills.

### **1.1.5 Grammar**

Accurate comprehension is crucial for comprehending the language's structure while learning a foreign language. Every language in the world must have a rule. In other words, it is called grammar in English.

(Kusumawardani & Mardiyani, 2018) The system of rules that determine how words are arranged to make correct sentences is known as grammar. It covers many topics, including sentence-level grammar, which includes phrases, clauses, and reported speech, and word-level grammar, which covers verbs, tenses, nouns, and adverbs.

(Fauziah, 2018) since grammar ensures that messages are communicated accurately and clearly, it is crucial for efficient communication. It assists people in precisely conveying meaning by helping them construct sentences correctly, use suitable language, and follow grammatical norms. In other words, the sources highlight how crucial it is to comprehend grammatical principles to boost general language competency, enhance writing abilities, and produce more explicit, more impactful writing.

By completing grammatical tasks, students may improve their proficiency and self-assurance in the English language. Additional resources are offered to aid learners in understanding and applying grammar ideas in real-world situations, including interactive activities, grammatical explanations, and practice materials (Prasatyo & Gustari, 2021).

In conclusion, grammar is essential to learning a language that helps people form sentences correctly, choose suitable words, and communicate successfully. By becoming proficient in grammatical principles and practicing regularly, learners may improve their writing, communicate ideas more effectively, and develop their language abilities.

### **1.1.6 Vocabulary**

It has been emphasized that in studying English as a second language (ESL), sufficient vocabulary knowledge is necessary for language learners to communicate successfully in the target



language. Words required to use language meaningfully might be single words, phrases, or word chunks. These are called vocabulary (Tahir, Ariff, Adnan, Ya, & Shah, 2020).

Although vocabulary is the most fundamental form of expression, it is not given the same weight as other English language skills like speaking, reading, writing, and listening (Alfaki, 2015). Additionally, (Tahir, Ariff, Adnan, Ya, & Shah, 2020) said that vocabulary is only implicitly taught to students; it is considered that vocabulary acquisition happens naturally when students practice other language skills. Given the significant effects that vocabulary acquisition may have on ESL learners, it is not surprising that English language practitioners continue to find it one of their main areas of concern.

(Yunus & Saifudin, 2019) Cite that “the width of vocabulary knowledge is not the only prerequisite to prove one’s ability and proficiency of a second language” (p.4). In other words, vocabulary is essential for enhancing overall language skills, including speaking, reading, writing, and listening. A rich vocabulary enables ESL learners to express themselves more effectively.

(Syed & Hashim, 2021) suggest some teaching strategies, such as Creating context through stories, images, or dialogues to help students remember words better and focusing on vocabulary relevant to students' daily lives for long-term retention. Moreover, instructional strategies should be modified to fit the needs of various age groups, such as employing practical exercises for younger students and appropriate language for teenagers and adults.

In conclusion, chances for real-world communication and a concentration on efficient vocabulary teaching and learning techniques will significantly aid ESL learners' development of speaking abilities.

### **1.1.7 Lexical Density**

According to (TÖMEN & KÖSE, 2023) mentions that lexical density is a measure of lexical richness in a text that is calculated as the ratio of content words, or lexical words, to the total number of words in the text. A text with a more significant percentage of content words and a lower rate of function words has more information. Lexical density is computed by dividing the total number of words in the text by the number of lexical items. It is crucial to remember that lexical density may be impacted by a written text's cohesion and syntactic features, just as the measure's validity can be affected by the inclusion of function words. Lexical density is a tool to evaluate vocabulary richness, even its limits.

(Nasseri and Thompson, 2021) claim that lexical density is a measure of a text's linguistic sophistication based on the proportion of content words (lexical units) and function words



(grammatical units). It is calculated by dividing the number of lexical items by the total number of words in the text. This metric is used to assess a text's vocabulary richness, providing insights into the level of information and complexity present in the language used.

**Figure 1:** Lexical Density Formula

$$LD = \frac{\text{Number of lexical tokens} \times 100}{\text{Total number of tokens}}$$

**Source:** (Laufer & Nation, 1995, p.309)

## 1.2 Flipped Classroom Approach

The conventional method of teaching and learning is turned on its head with the help of the flipped classroom instructional model. Many authors such as (Bergmann & Sams, 2012) agree in basically the concept of a flipped class is “that which is traditionally done in class is now done at home, and that which is traditionally done as homework is now completed in class.” (p.13)

According (Mok, 2014) says that the goal of the flipped classroom paradigm is to give students greater control over their education by moving the emphasis from passive information delivery to active, student-centered learning. This kind of blended learning involves assigning books, watching films, interacting with other information at home, and then using class time for more involved practical exercises to improve student engagement and learning.

(Ozdamli, & Asiksoy, 2016) Teachers in flipped classrooms distribute educational resources, such as pre-recorded video courses or books, for students to engage with outside of class rather than imparting new subjects through lectures during class time. This makes it possible to use class time for more interactive group learning activities where students may apply what they have learned, get individualized help from the teacher, and have conversations with their peers.

### 1.2.1 Flipped classroom as a pedagogical model.

The flipped classroom is a pedagogical model that transforms traditional instruction delivery methods. This model refers to a broader pedagogical movement that includes inquiry-based learning, blended learning, and other approaches and resources that are typically expected to be adaptable, simple to use, interactive, and, above all, more engaging for students. (Kvashnina & Martynko, 2016)

According to (Xu & Shi, 2018) says that the constructivist learning theory is strongly aligned with the flipped classroom paradigm. Students actively participate in their learning process

in a flipped classroom, shifting from being passive recipients of information to active creators of their knowledge. (Mok, 2014) claims that this method strongly emphasizes student-centered learning, in which pupils take ownership of their education by working with course materials outside of class and participating in group and interactive activities during class. Through active engagement and conversation with classmates and teachers, the flipped classroom approach fosters a better knowledge of the material by encouraging students to investigate, discuss, and apply topics. This teaching method aligns with constructivist concepts, emphasizing how important it is for students to actively develop their knowledge via interactions and experiences.

According to Bloom's revised taxonomy (2001), students concentrate on the higher forms of cognitive work (application, analysis, synthesis, and evaluation) in class, where they have the support of their peers and instructor while completing the lower levels of cognitive work (knowledge acquisition and comprehension) outside of the classroom. The phrase "flipped classroom" refers to this approach since it differs from the conventional paradigm, in which students receive their "first exposure" through a lecture in class and then absorb information through homework. (Brame, 2013)

**Figure 2:** Bloom's Taxonomy



**Source:** (Kvashnina & Martynko, 2016, p.71)

### 1.2.3 Content Delivery

(Cornell University Center for Faculty Innovation, 2020) declares that the flipped classroom approach transforms how content is delivered by moving the dissemination of knowledge outside of the traditional learning environment. Through various methods, including pre-recorded video lectures, online conversations, or readings, students are exposed to course material before class in a flipped classroom. This method allows students to interact with the content quickly,



encouraging more in-depth comprehension and active learning. Teachers can make better use of in-person sessions by relocating content delivery outside of class time. This allows students to use the information they have learned from pre-class materials in interactive and collaborative activities. This innovative educational approach promotes a more dynamic, student-centered learning environment by improving student engagement and enabling tailored instruction and real-time feedback.

(Brame, 2013) states that the flipped classroom approach focuses more on higher cognitive, group-based, and project-based learning. Students participate in customized discussions to solve problems and share their ideas in a traditional classroom setting, leading to a deeper understanding of the subject. The idea behind this approach is to use technology to present the "teaching part," which aims to introduce and explain the information under study.

Therefore, (Ozdamli, & Asiksoy, 2016) mention that rather than using the classroom period for the "information delivery stage," the instructor can assign homework by having students access online tools and resources before the traditional class. Following class, students can continue their discussions via forums or chats and use these resources to complete final assessment tasks, projects, or online tests.

### **1.2.3 Pre-class activities in a flip class.**

In a flipped classroom, pre-class exercises are essential to keeping students interested and ready for in-depth material to be covered in class. These exercises are meant to ensure that students have a strong foundation of knowledge when they arrive at class. (Leask, 2024)

Some authors (Jensen, Holt, Sowards, Ogden, & West, 2018) mention that students' pre-class work is the core component of a flipped lesson. There are several ways to present this content: through videos, pre-recorded lectures, screencasts, articles, podcasts, movies, online interactive activities, or simulations (quizzes, polls, educational games). The difficulty, though, is in making this content interesting and informative. Here are some tips for selecting or creating pre-class material. (Leask, 2024)

- **Make it digestible:** If teachers decide to use videos, limit their duration to no more than ten minutes. When choosing a reading, consider the text's length and intricacy.
- **Interactive elements:** Use challenges, polls, and quizzes to keep students interested in the online content.



- Diverse resources: Don't depend just on one kind of information. Combining interactive tasks or texts with video information can accommodate different learning styles.
- High-quality and easily accessible materials are essential for all pupils, irrespective of their technological aptitude or internet skills.
- Encourage students to think about how they are learning as they interact with the content by including questions or reflection prompts. This will help them to participate in metacognition.

In brief, in a flipped classroom, teachers usually use technology and/or prescribed reading to impart new material through pre-recorded lectures. This homework helps students prepare to participate in higher-order thinking activities in class, which have been demonstrated to improve learning and academic performance. Examples of these activities include discussing, working hands-on, and collaborating to analyze or synthesize information.

#### **1.2.4 In-class activities in a flip class**

The purpose of in-class activities in a flipped classroom is to have students think more critically and apply what they have learned before to class (Sailer & Sailer, 2021). Another author (Brame, 2013) mentions that if the pupils learn fundamental concepts outside of the classroom, class time must be used to encourage deeper learning. Once more, the task will be determined by the class's learning objectives and the discipline's culture. (Leask, 2024) mention some strategies for planning in-class activities:

- Case studies: Allow pupils to apply the principles they have learned by using case studies or real-world settings.
- Interactive lectures: These allow students to ask questions and clarify concepts while the instructor demonstrates them through practical examples.
- Debates and discussions: To promote critical thinking and communication skills, hold debates on subjects addressed in the pre-class material.
- Project work: Give students assignments or lab work that need them to use the information they learned from the pre-class content in a real-world situation.

(Tien, Lin, Yin, & Chang, 2020) claim that following the planning and creation of the in-class activities, the primary responsibility will be to monitor, direct, and assist students' learning.





After finishing the outside-of-class work, students will have varying degrees of understanding and comprehension. After evaluating students' comprehension in the virtual setting, teachers have two options for tackling the in-class tasks: individual or group-based exercises.

(Brame, 2013) acknowledges that the student-centered activities most often used in the classroom include problem-solving, small-group projects, feedback, and idea application. Participating in these exercises allows students to put their knowledge to use, get feedback, and comprehend the subject matter more deeply. (Centre for teaching excellence, 2024)

### **1.2.5 Collaborative learning**

In collaborative learning, students work in groups to solve problems, finish tasks, or produce products. It is an educational method of teaching and learning (Laal & Ghodsi, 2012). (Gomez, 2018) claims that a collaborative learning technique involves two or more people cooperating to accomplish a shared learning objective. This method is predicated on the notion that information may be generated in a group setting when participants actively participate in a common objective while providing resources and expertise. While it is closely linked to cooperative learning, it differs in that it emphasizes the process of learning rather than only collaborating to accomplish a task.

Lev Vygotsky's idea of the zone of proximal development emphasizes the value of learning through conversation and interactions with others, which is the foundation of collaborative learning. This strategy is crucial for developing critical thinking since group collaboration improves learning outcomes and excellent knowledge retention (Dillenbourg & Schneider, 1995).

According to (Shin, Kwon, & Jung, 2022) say that two closely similar educational techniques that have gained popularity recently are flipped classrooms and collaborative learning. In a flipped classroom, students work with course materials such as lectures that have been recorded or online resources outside of class while participating in interactive conversations, solving problems, and working in groups. This method makes more active learning and student participation in class possible.

(Johnson, Johnson, & Smith, 2014) comments that, conversely, collaborative learning places more of an emphasis on student group projects, conversations, and cooperative problem-solving. Students participate actively, exchange ideas, and cooperate to accomplish a shared learning objective. A teacher frequently supports collaborative learning, which can take many forms, including group projects, case studies, and conversations.

### **1.2.6 Support from peers**





(Chan, Botelho, & Chun, 2021) Peer support in the learning environment refers to the process by which students offer advice, information, and support to one another. It's a cooperative method of education in which students of comparable academic levels cooperate to enhance comprehension, acquire necessary skills, and provide a supportive learning environment.

(Nerantzi, 2020) states that peer assistance is a fundamental component of many educational approaches, especially regarding peer instruction and the flipped classroom. (Shin, Kwon, & Jung, 2022) comment that students who participate in peer support collaborate, share knowledge, and help one another learn. Students may work on group projects, have conversations, and enhance their conceptual understanding of ideas by collaborating with their peers in the flipped classroom format.

This peer-to-peer learning (Goedhart, Westrhenen, Moser, & Weekhorst, 2019) creates a safe space where students may ask questions, get clarifications from one another, and reinforce their learning by instructing others.

According to some researchers (Rowley & Green, 2015), peer support is essential for raising student engagement, encouraging active learning, and increasing academic achievement. Peer-assisted learning approaches have been demonstrated to successfully address issues and improve students' learning experiences in flipped classrooms. By collaborating with their peers, students may learn critical thinking, communication, and teamwork skills. They can also foster a sense of belonging and support among classmates in the classroom.

### **1.2.7 Technologic**

Nowadays, several parents and educators find that youngsters of this age are interested in computers, smartphones, tablet PCs, and related technology and that their use fosters innovative thinking. They also compare old and new habits. (Haleem, Javaid, Qadri, & Suman, 2022)

Given the rapid advancement of technology (Zhang, 2022), educators must become proficient in using various devices, including tablets and smartphones, or risk becoming marginalized. To ensure that their teaching materials are current, engaging, and dynamic, educators must also use all Internet resources (Desa & Abd, 2022). There's more to technology than just watching animated movies and playing video games. The benefits depend on how educators, parents, and students use technology to advance learning.

(Evseeva & Solozhenko, 2015) affirm that students' interest in learning increases, and the quality of the educational experience is enhanced when technology is employed correctly. One of the main factors contributing to the accessibility and quicker adoption of digital learning has been





the development of e-learning systems compatible with new smart devices, such as smartphones and tablets.

(Haleem, Javaid, Qadri, & Suman, 2022) mention that Wikis, podcasts, blogs, and other web 2.0 tools help students create material, work together, evaluate each other's work, and progress toward co-learning. Using instructional strategies that maximize learning, such as gamification or flipped classes, is made simple by digital technology. As a didactic instrument that combines many approaches and allows for the presentation of unique itineraries to each learner, learning landscapes have developed. Technology enhances the inspiration and significance of the training.

### **1.2.8 Digital Tools**

According to (Davis, 2016) say that a technical tool, such as an electronic device, computer program, software, or application, that is intended to carry out specific duties, enhance operations, or simplify procedures utilizing digital technology is called a digital tool.

(Sevil, Romero, & Artacho, 2019) Argues that digital learning is an approach to education that uses technology to meet all of the curriculum's requirements while allowing students to learn quickly. The sole goal of the digital classroom is to teach using technology.

In particular, (Loizou, 2022) mentions that learners take charge of their education by developing independent learning, while teachers take on the roles of researchers, content creators, and learning mediators. There is a wide range of tools available for use in flipped classrooms. The most helpful resources for this teaching-learning approach are then synthesized and categorized according to their benefits in flipped classrooms (Davis, 2016).

Below is a summary of some common categories of digital learning tools:

#### **1.2.8.1 Content Creation and Delivery Tools:**

- Powerpoint,
- Flipgrid
- Google slides
- Youtube
- Ted-ed
- Khan Academy
- Genially
- Prezzi
- Powtoon



- Emaze
- Nearpod
- Learning Management System (LMS) platforms.

#### **1.2.8.2 Collaborative Learning Tools:**

- Mind mapping software: Miro and Coggle allow students to visually organize ideas, brainstorm collaboratively, and develop critical thinking skills.
- Document Collaboration Tools: Platforms like Google Docs and Microsoft 365 enable real-time document co-creation and editing, fostering teamwork and communication skills. Besides social media and WhatsApp.
- Video Conferencing Tools: Applications like Zoom, Microsoft Teams, and Google Meet allow virtual classrooms and group discussions, facilitating communication and collaboration regardless of physical location.

#### **1.2.8.3 Assessment and Feedback Tools:**

- Online Quizzes and Tests: Platforms like Kahoot!, Quizziz, Socrative, Edpuzzle, Gnowledge, and Quizlet offer interactive quizzes and games, making assessments more engaging and providing immediate feedback.
- Digital Portfolios: Online platforms allow students to showcase their work, track progress, and receive feedback from teachers and peers. Like: Wix.com, WordPress.
- Educational Apps and Games: Many educational apps and games offer embedded assessments that track student progress, provide personalized feedback, and adapt the learning experience based on individual needs. Examples include Classdojo, Padlet, Duolingo, Memrise, Babel, Wordwall, Lyrics Training, and Brain Pop.

(Renard, 2023)affirms that digital technologies are revolutionizing education by providing teachers and students with various resources in their toolbox. To sum up, this research investigates



UNIVERSIDAD  
BOLIVARIANA  
DEL ECUADOR

## TRABAJO DE TITULACIÓN

the effectiveness of the flipped classroom model in enhancing the speaking skills of high school students at an A2 level of English proficiency in a public institution. By employing a mixed-methods approach, the study will examine the impact of the flipped classroom on students' speaking fluency, accuracy, and confidence. The findings of this research are expected to provide valuable insights into the potential benefits of the flipped classroom model for language education and inform the development of more effective pedagogical practices.



La Universidad para todos





## **CHAPTER II: Methodology for the development of the research and diagnostic study.**

This chapter will explain the relationship between the proposal's variables, the methods and their actions in the research setting, the tools chosen to gather, analyze, and interpret data, and the critical characteristics of the study participants. Additionally, the main requirements of the chosen study will be described. In addition to the participants' initial diagnosis, data processing from the diagnostic phase and the analysis of the findings will be developed at the end.

### **2.1 Conceptualization and operationalization of the main categories(Independent and dependent variables)**

To develop this investigation into the teaching and learning process of speaking skills, the author needs to conceptualize and operationalize both main categories: "speaking skills" as the dependent variable and "flipped classroom" as the independent variable. This will enable the author to measure and evaluate the variables objectively.

The independent variables are categorized into three dimensions: pedagogical, social, and technological. In the pedagogical dimension, the indicators include content delivery and pre-class and in-class activities. Content delivery refers to presenting instructional materials that students engage with before attending class, typically through videos or online resources. Pre-class activities involve tasks assigned to students that prepare them for active participation during in-class sessions, fostering a deeper understanding of the material. In-class activities focus on interactive practices encouraging speaking, such as discussions or role-plays, allowing students to apply what they have learned.

The social dimension emphasizes collaborative work and support from peers. Collaborative work encourages students to engage in group tasks that enhance their



speaking skills through interaction. At the same time, peer support provides a network for motivation and feedback, which is essential for language development.

The technological dimension is represented by digital tools, which facilitate access to learning materials and enable various forms of communication among students and instructors. These tools can include platforms for video conferencing, discussion forums, and educational applications that support language learning.

The flipped classroom model's independent variable is conceptualized as a multifaceted approach encompassing pedagogical, social, and technological dimensions. Pedagogically, the flipped classroom shifts from traditional teacher-centered instruction to a student-centered approach, where content is primarily delivered outside of class through pre-recorded videos or other digital resources. In-class time is then dedicated to interactive activities, collaborative work, and teacher-led discussions. The social dimension emphasizes the importance of peer interaction and support as students work together to deepen their understanding of the content and practice their speaking skills. The technological dimension focuses on integrating digital tools to facilitate learning and enhance student engagement.

The dependent variables, speaking fluency, vocabulary, and accuracy, are core components of oral language proficiency. Fluency refers to the ability to produce language smoothly and effortlessly, without undue hesitation or effort. Vocabulary encompasses the range and depth of words a learner knows and can use appropriately. Accuracy refers to the correct use of grammar, pronunciation, and syntax. These variables will be measured through standardized tests, oral presentations, and peer assessments.

## **2.2 Statement and Justification of the Research Approach**

The research employs a mixed-methods approach to comprehensively investigate the impact of the flipped classroom model on high school students' speaking skills. A quantitative component involving pre-tests and post-tests will measure changes in fluency, vocabulary, and accuracy. Pre- and post-surveys will gather data on students' perceptions, attitudes, and experiences with the flipped classroom.



Qualitative data, such as observations and interviews, will provide insights into the learning process and the social dynamics within the classroom. A thorough literature review will be conducted to identify relevant research on the flipped classroom and its impact on language learning, mainly speaking skills. By combining these research methods, the study aims to provide a robust and nuanced understanding of the effectiveness of the flipped classroom model in enhancing students' oral language proficiency.

### **2.2.1 Scope of the research**

The scope of the research on "the use of the flipped classroom to develop speaking skills" encompasses a comprehensive examination of how this instructional model influences A2-level students' speaking abilities. This study targets the flipped classroom approach's pedagogical, social, and technological dimensions, focusing on specific indicators such as content delivery, pre-class activities, and collaborative work using exploratory research.

The research will employ a quasi-experimental design to analyze the impact of these dimensions on students' fluency and vocabulary accuracy. The findings provide insights into practical strategies for enhancing speaking skills in language learners, contributing to educational practices and curriculum development in language education. It is crucial to emphasize that this research application is limited because only 28 students made up the selected sample.

### **2.3 Description of the research methods and their purposes in the proposal context.**

The techniques used to collect, examine, process, and interpret data from research participants and in connection with the study's two variables are considered.

Therefore, theoretical methods, empirical methods (diagnostic pre and post-test, documentary analysis, surveys), and statistical methods are the research methodologies selected for this study. The following is a development of the study's objectives:

#### **2.3.1 Theoretical methods**





The theoretical methods for the research proposal, "the use of the flipped classroom to develop speaking skills," involve establishing a robust theoretical framework that guides the investigation. This framework connects existing theories to the study's independent and dependent variables. Theoretical perspectives such as constructivism may be employed to explain how students actively construct knowledge through interaction and technology. By integrating these theoretical concepts, the research aims to develop hypotheses that can be tested through qualitative and quantitative methods, ultimately contributing to a deeper understanding of how flipped classrooms can enhance speaking skills in language learners. This comprehensive approach ensures that the study is grounded in established theories while allowing for the exploration of new insights into language education practices.

(Fässler & Stiefel, 1992)

### **2.3.2 Empirical methods**

A mixed-methods approach will be employed to collect empirical data for this research, combining quantitative and qualitative techniques. Quantitative methods will include pre-tests and post-tests to measure changes in students' speaking fluency, vocabulary, grammar accuracy, and pronunciation. Surveys and satisfaction questionnaires will also be administered to gather student perceptions, attitudes, and motivation for learning English. Qualitative methods will involve classroom observations to document student engagement, interaction, and use of language. Furthermore, it will be grounded in action research, emphasizing iterative planning, acting, observing, and reflecting cycles. This approach allows educators to engage in research while actively implementing the flipped classroom model. By combining these research methods, the study aims to provide a comprehensive understanding of the impact of the flipped classroom on high school students' speaking skills.

### **2.3.3 Diagnostic pre and post-test**

Diagnostic pre and post-tests are essential tools in educational research, particularly for assessing the effectiveness of instructional interventions like the flipped classroom model. According to (Dugard & Todman, 2006), a diagnostic pre-test is administered at the beginning of a course to evaluate students' existing knowledge, skills, and



competencies related to the subject matter, such as speaking skills in English. This assessment helps identify students' strengths and weaknesses, allowing educators to tailor their teaching strategies accordingly. Following the instructional period, a post-test is conducted using the same or similar assessment tools to measure any changes in students' abilities. By comparing pre-test and post-test results, educators can determine the degree of improvement in students' speaking skills, specifically in areas such as fluency and vocabulary accuracy. This approach provides quantitative data on student progress and informs future instructional practices by highlighting effective teaching methods and areas needing further attention. Overall, diagnostic assessments serve as a valuable feedback mechanism that enhances teaching and learning outcomes.

#### **2.3.4 Documentary analysis**

The primary goal of documentary analysis, according to (Heffernan, 2001). It describes the processes used to analyze and evaluate data produced by looking through records and documents pertinent to a specific topic. A documentary analysis will examine existing literature on the flipped classroom model and its impact on language learning to contextualize the research further. This analysis will systematically review relevant research articles, books, and reports. The researcher will identify critical findings, methodological approaches, and theoretical frameworks related to the flipped classroom by analyzing these documents. This analysis will help to establish a solid theoretical foundation for the study and to situate the research within the broader context of language education.

#### **2.3.5 Surveys**

In (Ponto, 2015) views, a survey is a set of questions, procedures, and techniques used to analyze information about other people. Questionnaires are always used in surveys. However, a survey is much more than a single questionnaire. In this research, the main objective of developing surveys is to gather data on students' perceptions, attitudes, and motivation toward learning English. It has been claimed (Hillmer, 2024) that surveys, including pre-surveys and post-surveys, are systematic tools. A pre-survey is administered before an intervention, such as implementing a flipped classroom model, to assess



participants' baseline knowledge, attitudes, and skills related to the subject matter, in this case, speaking skills in English. This initial data collection helps identify areas of strength and weakness among students. Conversely, a post-survey is conducted after the intervention to evaluate participant perceptions and competencies changes. By comparing results from both surveys, researchers can measure the effectiveness of the educational approach and gain insights into students' learning experiences. Surveys are valuable instruments for collecting quantitative data to inform educational practices and enhance learning outcomes.

### **2.3.6 Statistical methods**

In this research proposal, the statistical methods play a crucial role in analyzing the effectiveness of the intervention. A mixed-methods approach will be employed, combining quantitative and qualitative data to evaluate comprehensively. The primary quantitative method uses pretest-posttest designs to measure changes in students' speaking abilities before and after implementing the flipped classroom model. Statistical analyses, such as paired sample t-tests, will determine the significance of fluency and vocabulary accuracy differences between pre- and post-tests. Additionally, descriptive statistics will summarize survey data on student perceptions and engagement. At the same time, regression analysis may be applied to explore relationships between independent variables (pedagogical, social, and technological dimensions) and dependent variables (speaking skills). Besides, it will use Alpha de Cronbach to verify their reliability. This rigorous statistical framework ensures that the findings are robust and can effectively inform future educational practices.

### **2.4 Description of the instruments based on the selected research approach.**

The present research will employ three tools based on a mixed-methods approach, integrating quantitative and qualitative data collection techniques.

The primary quantitative instruments include a pre-survey that will be directed to 32 Eloy Alfaro High School students at Second Baccalaureate parallel "D." this pre-survey will help to know if the research proposal will be timely since these closed-ended questions ask if learners have at least one device, internet. And eight more questions to understand



participants' starting points in various skill areas. Specifically, before a program starts, a pre-survey is essential for setting a baseline for participants' attitudes, abilities, and knowledge. This crucial instrument ensures the program's efficacy by offering a standard by which future improvements may be evaluated. (sopact university, 2024). Moreover, this instrument was based on a scale that presents always, sometimes, and never variations. This research instrument supplemented a crucial perspective on the student's preferences, interests, and appreciation to help develop the system of actions and activities to improve and grow the students' speaking abilities in the next chapter of this inquiry. (See Annex 3)

Second, a pretest is assessed using a modified rubric from the Cambridge Key Exam. By level A2 of the CEFR, this tool references the obtained findings in bands ranging from 5 to 0. (Beckman, 2008) argues that before beginning a learning program, pre-testing is a technique used in education to evaluate a learner's past knowledge or comprehension of a particular subject. It was given to the 32 adolescents at the school and is a component of the Cambridge International KEY test, which assessed participants' level A2. According to Ecuador's government educational institution, this instrument was chosen because students at this level should have an A2 in English. As a result, the investigational tool was presented to the students in a presential form and administered in pairs to make assessment easier. At the same point, the results of this speaking test were assessed using a modified version of the Cambridge KEY rubric, which enables the testers to determine the students' speaking level based on four elements and dimensions: Grammar and Vocabulary, pronunciation, interactive communication, and Global achievement.

Third, (Budert, 2023) mentions that a post-test “is an assessment measure given to participants after they have received treatment as part of a research study”(p.1). This test was applied to the same 32 students once the planned activities using the flipped classroom had been carried out. This test had the same characteristics as the pre-test. It helps to measure if the research helps increase their abilities in oral communication. In other words, Establishing a link between cause and effect is the goal of a pretest-posttest experimental design, which is a quasi-experimental approach.



Finally, a satisfactory questionnaire and post-survey are applied. After a program, a post-survey is essential for evaluating how participants' knowledge, abilities, and attitudes have changed. This follow-up tool aids in assessing the program's efficacy and pinpointing areas in need of development (Sopact University, 2024). In this instrument were ten closed questions that will be used to gather quantitative data on students' perceptions, attitudes, and motivation toward learning English and will measure variables such as self-efficacy, engagement, and satisfaction with the flipped classroom model.

#### **2.4.1 Justification of the type of sampling and the sample selection procedures.**

To ensure the validity and reliability of the research findings, a purposive sampling technique will be employed to select a representative sample of high school students enrolled in English language classes at Eloy Alfaro High School. This method involves selecting participants based on specific criteria, such as their English language proficiency level, willingness to participate, and availability to participate in the study. By carefully selecting participants who are likely to provide rich and informative data, the researcher aims to increase the depth and quality of the findings. This approach is particularly suitable for qualitative research, as it allows for a focused investigation of a specific phenomenon (Palinkas, Horwitz, Green, & Wisdom, 2015).

Additionally, by selecting motivated and engaged participants, the researcher can enhance the likelihood of obtaining high-quality data and meaningful insights into the impact of the flipped classroom model on students' speaking skills. It is important to note that while purposive sampling is a valuable technique for qualitative research, it is essential to consider the potential limitations and biases that may arise from this method (Kassiani, 2022). To mitigate these limitations, researchers should select a diverse sample representing the range of experiences and perspectives within the target population.

Furthermore, by carefully considering the inclusion and exclusion criteria, researchers can ensure that the sample is appropriate for the research questions and that the findings can be meaningfully interpreted.

#### **2.5 Description of participants and their characteristics.**





The participants in the research proposal will be A2-level English language learners from a public institution in Quito-Ecuador. They are in the second baccalaureate parallel, “D,” with a population of 32. This group primarily comprises high school students aged 15 to 17 enrolled in an English language program designed to introduce them to basic communication skills. However, due to the limited structure of their curriculum, these students receive only three pedagogic hours (45 minutes) of formal English instruction per week. This minimal exposure significantly restricts their opportunities to practice speaking and develop fluency, resulting in a deficient level of English proficiency.

Most of these participants come from diverse socio-economic backgrounds, reflecting Ecuador's broader demographics. Many students need help accessing educational resources, which often limits their engagement with English outside the classroom. In rural areas, where many of these students reside, exposure to English is even more limited, as the primary language spoken in their communities is Spanish. Consequently, they often need more opportunities for real-world practice and immersion in the language, which are crucial for developing practical communication skills.

In addition to their low proficiency levels, participants may exhibit varying motivation and confidence when learning English. Some students may feel overwhelmed by the difficulty of mastering a new language, leading to frustration and discouragement. Others may strongly desire to improve their English skills but struggle with self-doubt due to limited experience and practice opportunities. This psychological barrier can hinder their willingness to participate actively in speaking activities, further exacerbating their difficulties.

The flipped classroom model presents a promising solution to address these challenges by creating an engaging learning environment that encourages active participation and collaboration. By providing students with pre-class materials such as instructional videos and interactive exercises, they can engage with the content at their own pace before coming to class. This approach allows for more individualized learning and maximizes the limited classroom time for interactive speaking activities that promote fluency and vocabulary development.



Moreover, implementing this model aims to foster a supportive community among peers. Collaborative work during class encourages students to practice speaking in a low-pressure environment, helping them build confidence and reduce anxiety associated with language use. (Ankam & Syihab, 2019). By focusing on this specific group of learners from a public institution in Ecuador, the research explores how the flipped classroom can effectively enhance their speaking skills and foster a more positive attitude toward language learning, ultimately contributing to their academic success and personal growth in an increasingly globalized world.

### **2.5.1 The needs of the participants (strengths and weaknesses of the contexts).**

The needs of the participating A2-level English language learners from a public institution in Ecuador are shaped by strengths and weaknesses inherent in their educational context. One significant strength is the student's intrinsic motivation to learn English, driven by the desire to improve their communication skills and enhance future career opportunities. Despite their limited exposure to the language, many students are willing to engage with new learning methodologies, such as the flipped classroom model, which can foster a more interactive and participatory learning environment.

However, the weaknesses in this context are pronounced. The students need to improve their English proficiency, exacerbated by the limited instructional time of only three hours per week. This insufficient exposure restricts their practice opportunities, particularly in speaking skills, which is crucial for language acquisition. Additionally, many students need access to English outside the classroom, as their communities predominantly speak Spanish, further hindering their ability to practice and reinforce what they learn in class.

Moreover, socio-economic factors play a role in their educational experience; students from lower-income backgrounds may have limited access to technology and resources that could facilitate language learning. Combining these strengths and weaknesses highlights the need for targeted interventions that leverage their motivation while addressing the barriers they face. By implementing innovative teaching strategies like



the flipped classroom, the research aims to create a supportive learning environment that enhances speaking skills and fosters greater confidence among these learners.

## **2.6 Description of the initial diagnosis: data processing**

The current study proposal's first diagnostic involves a systematic data processing phase designed to assess the current proficiency levels of A2-level English learners at a public institution in Ecuador. This process begins with data collection, where diagnostic pre-tests and surveys are administered to evaluate students' speaking abilities, engagement, and attitudes toward learning English. Following this, data cleaning is crucial to ensure the accuracy and reliability of the collected data; this includes identifying and correcting errors, such as duplicate entries or inconsistencies in responses.

Once the data is cleaned, data screening is conducted to examine the overall quality and distribution of the dataset, identifying any outliers or anomalies that could affect the analysis. This step helps ensure that the data accurately reflects the participants' abilities and experiences. The next phase involves initial data reporting, where descriptive statistics summarize key findings regarding students' baseline speaking skills and their perceptions of the flipped classroom model.

Finally, this initial diagnosis leads to refining the research analysis plan based on the processed data, ensuring that subsequent analyses are grounded in a comprehensive understanding of participants' needs. By meticulously processing and analyzing this initial data, researchers can tailor the flipped classroom intervention to address identified weaknesses while leveraging students' strengths effectively, ultimately enhancing their speaking skills in English. The results and interpretation are presented below.

### **2.6.1 Student's survey**

It is designed to gather baseline data on students' existing knowledge, attitudes, and experiences in learning English (Hillmer, 2024). This initial survey will consist of ten closed-ended questions that assess various aspects, including students' confidence in their speaking abilities, frequency of English practice outside the classroom, and their perceptions of traditional teaching methods. Besides, to know relative student's information about the use of technology and learning.



The researcher aims to identify specific strengths and weaknesses in student's language skills and engagement levels by administering this pre-survey before implementing the flipped classroom model. The information gathered from this preliminary evaluation will guide the creation of focused teaching methods designed to satisfy the requirements of A2-level students, eventually improving their speaking ability throughout the research. The student survey findings are displayed below using tables and a summary of the participant's responses to illustrate the information collected.

**Table 1** *Do you have internet in your house?*

		Frequency	Percentage
	<b>Yes</b>	32	100%
Valid	<b>No</b>	0	0%
	<b>Total</b>	32	100%

**Analysis and Interpretation:** The chart shows that 100% of the students say they have internet in their houses. That helps the researcher apply the flipped classroom model, with all of them doing pre-class activities and some extra activities using e-learning apps to practice speaking.

**Table 2** *Which electronic device do you use most during the day?*

		Frequency	Percentage
	<b>Cellphone</b>	26	81%
Valid	<b>Tablet</b>	1	3%
	<b>Laptop or computer</b>	5	16%
	<b>Total</b>	32	100%

**Analysis and Interpretation:** The survey results indicate that cell phones are the most commonly used electronic device among students, with 81% of respondents selecting this option. This finding highlights the prevalence of smartphone usage in students' daily lives. Mobile devices could be effectively integrated into the flipped classroom model to deliver instructional content and facilitate student engagement.

**Table 3** *Do you think using technology helps in your learning process?*





		Frequency	Percentage
Valid	Yes	30	94%
	No	2	6%
	<b>Total</b>	32	100%

**Analysis and Interpretation:** Most students, 94%, believe that technology enhances their learning process. This finding suggests that integrating technology into the flipped classroom model can positively impact student engagement, motivation, and academic achievement.

**Table 4** *Have you ever used videos to learn a specific topic?*

		Frequency	Percentage
Valid	Yes	32	100%
	No	0	0%
	<b>Total</b>		100%

**Analysis and Interpretation:** The chart indicates that all students have prior experience using videos to learn specific topics. This suggests that students are familiar with video-based learning and are likely to be receptive to the flipped classroom model, which heavily relies on video content. This finding supports the integration of videos into the flipped classroom to deliver instructional content, provide supplementary explanations, and foster independent learning.

**Table 5** *How would you rate your overall English language proficiency?*

		Frequency	Percentage
Valid	Beginner	11	34%
	Elementary	17	53%
	Intermediate	4	13
	Advance	0	0
	<b>Total</b>	100	100%

**Analysis and Interpretation:** According to the survey results, most students (87%) consider themselves at an elementary level of English language ability. This result implies



that although the students have a basic comprehension of English, they could need further help to improve their speaking, listening, reading, and writing abilities. With its focus on self-directed learning and individualized teaching, the flipped classroom model can be a valuable strategy for meeting the various requirements of students at different skill levels.

**Table 6** *How confident do you feel about your speaking skills in English?*

	Frequency	Percentage	
Valid	<b>Very confident</b>	1	3%
	<b>Somewhat confident</b>	22	69%
	<b>Not confident</b>	9	28%
	<b>Total</b>	100	100%

**Analysis and Interpretation:** The poll findings show that although most students (69%) have some confidence in speaking English, a significant number (28%) need more confidence in communicating effectively in English. This finding highlights the need for targeted interventions to boost students' speaking confidence. The flipped classroom model, emphasizing frequent speaking opportunities and supportive feedback, can help alleviate anxiety and build self-efficacy among students. The flipped classroom can empower students to take risks and practice their speaking skills by providing a safe and supportive learning environment.

**Table 7** *How often do you get opportunities to speak English in class?*

	Frequency	Percentage	
Valid	<b>Very often</b>	0	0%
	<b>Sometimes</b>	26	81%
	<b>Never</b>	6	19%
	<b>Total</b>	100	100%

**Analysis and Interpretation:** This implies that conventional classroom environments could not provide.

According to the survey's findings, a substantial percentage of pupils (81%) only sometime



s get to speak English in class. Pupils have enough opportunity to practice speaking. With its focus on peer-to-peer contact and student-centered activities, the flipped classroom approach may provide students with additional opportunities to practice speaking English. The flipped classroom model can foster a more dynamic and engaging learning environment that supports language development by reorienting the emphasis from teacher-led instruction to student-centered activities.

**Table 8** *How often do you practice speaking English outside of class?*

		Frequency	Percentage
Valid	<b>Very often</b>	1	3%
	<b>Sometimes</b>	12	38%
	<b>Never</b>	19	59%
	<b>Total</b>	100	100%

**Analysis and Interpretation:** The survey results indicate that a significant number of students (59%) do not practice speaking English outside of class. This suggests that students need additional support and motivation to practice independent language. The flipped classroom model can provide opportunities for students to practice speaking English outside of class through activities such as watching videos, completing online quizzes, and participating in online discussions. By integrating technology into the learning process, the flipped classroom can facilitate independent language practice and promote self-directed learning.

**Table 9** *How do you prefer to learn new vocabulary?*

		Frequency	Percentage
Valid	<b>Through listening</b>	11	34%
	<b>Through speaking</b>	13	41%
	<b>Through reading</b>	8	25%
	<b>Total</b>	100	100%

**Analysis and Interpretation:** According to the survey's findings, students have diverse preferences for learning new vocabulary. While a significant number of students prefer



learning through speaking and listening, which is 76%, a considerable portion also values reading as a means of vocabulary acquisition. These findings suggest that a multimodal approach to vocabulary instruction, incorporating various activities and resources, can effectively cater to different learning styles. The flipped classroom model can facilitate this approach by providing opportunities for students to engage with language through various modalities, such as watching videos, listening to podcasts, reading texts, and participating in discussions.

**Table 10** *Do you feel that traditional classroom methods have helped improve your speaking skills?*

	Frequency	Percentage	
Valid	<b>Yes, significantly</b>	3	9%
	<b>Yes, somewhat</b>	15	47%
	<b>Not, not really</b>	14	44%
	<b>Total</b>	100	100%

**Analysis and Interpretation:** The chart indicates that while some students (47%) believe that traditional classroom methods have somewhat helped improve their speaking skills, a significant number (44%) feel that these methods have not been effective. This suggests a need for more innovative and engaging approaches to language teaching. The flipped classroom model, emphasizing active learning and student-centered activities, can provide a more effective alternative to traditional methods. By incorporating various instructional strategies, such as peer-to-peer interaction, group work, and authentic language tasks, the flipped classroom can create a more conducive learning environment for developing speaking skills.

To verify if the survey has an adequate level of reliability, Alpha de Cronbach was used (See Annex 8, Table 17 Total element statistical of the Alpha'sCronbach).

**Table 11:** Reliability statistical





Cronbach's Alpha	Cronbach's Alpha based on the defined elements	N of elements
,711	,664	10

**Conclusion:** Cronbach's Alpha 0,71 > 0,7 is acceptable, so the survey instrument has reached its validity successfully.

### 2.6.2 Pre-test results

The present section displays statistical data on the student's growth throughout the pretest instrument. The table and figure show the learners' overall performance on the pretest (see Annex 9, Figure 3 pretest results).

**Table 12:** Pretest results

KEY speaking rubric dimensions	Performance per criteria over 5
Grammar & Vocabulary	2,5
Pronunciation	2,4
Interactive communication	1,9
<b>Total</b>	<b>2,3</b>

**Source:** KEY speaking rubric pretest

**Elaborated by:** Ana Murillo

Overall, the 32 students received a score of 2,4 over 5 in the criteria of grammar and vocabulary, indicating a foundational but limited proficiency in these areas. This score suggests that while students possess some basic understanding of grammatical structures and vocabulary usage, significant gaps hinder their speaking abilities. The moderate score highlights the need for targeted instructional strategies to enhance their grammar and vocabulary skills, which are crucial for effective communication in English. Addressing these deficiencies will be essential for improving overall speaking proficiency as the research progresses.

Regarding the pronunciation component, the pupils received a typical score of 2,4 out of 5. In their interventions, it was found that the students had considerable hesitancy and difficulties pronouncing certain consonants and demonstrating the appropriate tone of voice



and loudness. The domain of a grammar-translation technique that stresses the usage of grammar and lexis and lessens the emphasis on speaking talents within the group may be perceived as the source of this outcome.

In the criteria of interactive communication, the results indicate that students achieved an average score of 1.9 out of 5. Reflecting a substantial challenge in their ability to engage effectively in spoken exchanges. This low score suggests that students need help initiating and maintaining conversations and responding appropriately in interactive contexts. The findings underscore the urgent need for instructional interventions that enhance interactive communication skills, such as turn-taking, active listening, and responding to peers. Addressing these weaknesses will foster greater fluency and confidence in students' speaking abilities as the research progresses.

Finally, the results reveal that students scored an average of 1.8 out of 5 in the criterion of global achievement, indicating a significant deficiency in their overall English language proficiency. This low score suggests that students need help with specific language skills and also with integrating these skills into coherent communication. The findings highlight the urgent need for targeted instructional strategies that address foundational language elements and holistic communication abilities. By improving global achievement, the research aims to enhance students' overall competence in English, ultimately fostering greater confidence and effectiveness in their speaking skills.

## **2.7 Data analysis and ethical considerations**

Data analysis and ethical considerations are integral components that ensure the integrity and validity of the study (Academy, 2023). Regarding this, a paper that permits the researcher to work within the institution with consent from the principal and the parents of the 32 teenagers participating in the study was authorized. In the same paper, the parents consent to the students participating in the study, stating that it is entirely voluntary and that any student may withdraw at any time if necessary. Lastly, it was conveyed that their private information would not be disclosed.



### CHAPTER III: PRESENTATION AND VALIDATION OF THE PROPOSAL

Chapter 3 presents the development and modeling of the study proposal, which is predicated on organizing and formulating a plan of action to enhance the speaking abilities of second baccalaureate students. Furthermore, this chapter discusses the validation of the proposal mentioned.

#### 3.1 Theoretical foundation, Characteristics, and Methodological Requirements for the System of Actions.

The purpose of this study project is to organize, create, and propose a collection of activities to enhance the learners' deficiencies in their speaking abilities. A system is an organized group of theories, techniques, or tasks to attain one particular aim (Dictionary, 2024). Furthermore, when we talk about tasks, we mean activities that include practicing the target language to reach a specific objective in the language and generate a communicative output.

Speaking abilities were chosen based on the learners' deficits found during the diagnostic phase: pronunciation, fluency, interactive communication, and comprehension. Furthermore, the goal of the significant tasks based on the values of the flipped classroom method is to establish and increase meaningful and talkative communication, particularly in classroom settings. Once these activities are mastered and practiced consistently, their authenticity can be applied to real-life situations (Ettien & Johnson, 2023).

On the other hand, the following communication tasks will emphasize the flipped classroom system of actions: pre-class activities like online videos and interactive quizzes; in-class tasks such as group discussions, role-plays, pair and group work, and brief presentations. The selection and internal identification of the previously mentioned framework of actions aim to improve the learners' prior speaking abilities through their use in the classroom (Ekşi, 2024). Furthermore, via social contact among their peers, the employment of meaningful activities in the teaching and learning process facilitates the development of social values, the reinforcement of productive and receptive abilities, and the acquisition of information in a transversal manner.



It is vital to note that the mentioned action plan will be founded on various techniques and ideas. The first is connected to the flipped classroom, which is essentially a list of required qualities to learn a second language in a profitable and sufficient way. The flipped classroom's principles and ideals are outlined and described above:

1.- It is grounded in social constructivism:

This approach emphasizes the importance of active, student-centered learning. It recognizes that learners construct knowledge through peer interaction and collaboration, making it particularly effective in language acquisition contexts. The flipped classroom model facilitates this by allowing students to engage with instructional content such as videos and readings outside of class, freeing up valuable classroom time for interactive activities that promote speaking skills, such as discussions, role-plays, and group projects. (Zhuño & Guaman, 2022)

2.- Social Cognitive Theory:

This theory highlights the importance of social interaction and modeling in learning. In the flipped classroom, students can interact with peers and teachers, engage in collaborative activities, and receive feedback on their performance. This social interaction fosters language learning and promotes the development of speaking skills. (Yakob, Jawawi, & Shahrill, 2023)

3.- Motivation Theory:

This theory emphasizes the role of motivation in learning. The flipped classroom can enhance student motivation by providing opportunities for choice, autonomy, and relevance (Irianti, Faridi, & Pratama, 2024). By allowing students to choose topics of interest, set their own learning goals, and apply their knowledge to real-world situations, the flipped classroom can increase their intrinsic motivation to learn.

4.- Sociocultural learning theory:

Rooted in Vygotsky's works, the flipped classroom underscores the importance of social interaction and collaboration in language acquisition. It creates a dynamic environment where students can engage in meaningful communication and collaborative tasks, which are essential for developing speaking skills. By prioritizing peer interaction



and collaborative projects during class, the model promotes a rich learning culture that enhances students' linguistic abilities through authentic practice. (Halili, Razak, & Zainuddin, 2014)

#### 5.- Active Learning Theory:

It posits that students learn best when they are actively engaged in the learning process rather than passively receiving information. This theory aligns perfectly with the flipped classroom model, where students first encounter new content outside of class through videos or readings, allowing them to come prepared for interactive, hands-on activities during class time. Such an approach fosters a more profound understanding and encourages students to take ownership of their learning. (Santos & Serpa, 2020)

#### 6.- Pedagogical differentiation:

It recognizes students' diverse needs and learning styles. In a high school setting like Eloy Alfaro, where students may have varying levels of English proficiency and different learning preferences, the flipped classroom allows for tailored instruction. Teachers can design activities that cater to individual strengths and weaknesses, facilitating a more personalized learning experience. This adaptability is crucial in addressing the specific challenges faced by A2-level learners who may struggle with limited exposure to English outside the classroom.

#### 7.- Technology-Enhanced Learning:

This theory explores the potential of technology to enhance learning and teaching. The flipped classroom leverages technology to deliver instructional content, facilitate communication, and provide opportunities for personalized learning. By integrating technology into the learning process, the flipped classroom can make learning more engaging, interactive, and effective. (Santhanasamy & Yunus, 2021)

The methodological requirements for implementing this system of actions are equally critical. A mixed-methods approach will gather comprehensive data on student performance and engagement. Quantitative data will be collected through pre-tests and post-tests to measure improvements in speaking skills. In contrast, surveys will obtain



qualitative data to capture students' experiences and perceptions of the flipped classroom model. This combination provides a holistic.

Regarding ethical considerations, it is essential to ensure informed consent from all participants and maintain confidentiality throughout the research process. Students should be informed of their rights to withdraw from the study without repercussions. Additionally, data collected will be anonymized to protect participants' identities, ensuring that their personal information remains secure.

Overall, the theoretical foundation supporting the flipped classroom model and its characteristics and methodological requirements provides a comprehensive framework for enhancing speaking skills among Eloy Alfaro high school students. This research aims to create meaningful learning experiences that foster language development and build confidence in English communication by leveraging active engagement, social interaction, and differentiated instruction within a technologically enriched environment. As educators continue exploring innovative teaching methodologies like the flipped classroom, evaluating their effectiveness in real-world settings is crucial to contributing valuable insights into language education practices.

### **3.2 Description of the intervention**

From October 7 to November 29, 2024, the 32 students who participated in this study attended English sessions on Mondays and Tuesdays. Under the presential teaching mode, the hours were Monday from 11:15 am to 12:00 pm and Tuesday from 11:15 am to 12:45 pm. It had three pedagogical hours, which was 45 minutes every week. As a result, on Monday, October 7, the intervention was formally launched, with an explanation of the goals and procedures of the investigation. On October 8, the first pair test (pre-test) was developed. On Tuesday, November 26 of the same year, the final pair test (posttest) presentation took place. The results were published on November 29, 2024, marking the formal conclusion of the intervention. The content's subjects were drawn from Cambridge's Prepared Second Edition level 2 A2 textbook (Cambridge, 2022) since the goals and planning established at the start of the trimester had to be fulfilled. During the intervention, the following subjects were covered:



feelings & emotions; Past simple verb to be; Past simple affirmative statements; Jobs; Past Simple negative statements and Past simple questions statements.

**Table 13:** *Summary of the intervention plan*

Sub-stages	Activities	Resources	Date	Responsible
Socialization	*Socialize the proposal to the authorities	<b>Materials:</b> Research authorization role.	September 11 <sup>th</sup> , 2024	Investigator
	*Explanation of the goals and procedures of the investigation.	<b>Human:</b> Investigator	October 7 <sup>th</sup> , 2024	
Initial phase	*Pre-survey	<b>Materials:</b> Survey paper	October 7 <sup>th</sup> , 2024	Investigator
	*Implement the pre-test.	<b>Materials:</b> Pair Pre-test	October 8 <sup>th</sup> , 2024	
Development	*Implement the planning	<b>Materials:</b> Flipped classroom Planning <b>Human:</b> Investigator	October 14 <sup>th</sup> to November 22 <sup>nd</sup> , 2024	Investigator
Evaluation	*Implement the post-test	<b>Materials:</b> Pair Post-test	November 26 <sup>th</sup> , 2024	Investigator
	*Implement the post-survey	<b>Materials:</b> Survey paper	November 28 <sup>th</sup> , 2024	

Source: Own production

Elaborated by: Murillo, A. (2024)



### 3.2.1 Initial Phase

The initial diagnosis for the research proposal at Eloy Alfaro High School involves administering a pre-survey and a pre-test based on the Key A2 level speaking test. The **pre-survey** aims to gather baseline data on students' self-perceptions regarding their speaking abilities, engagement levels, and attitudes towards learning English (Beckman, 2008). This survey was applied on October 7<sup>th</sup>, 2024 and it included questions about important facts to start the proposal using flipped classroom. Besides, their previous exposure to English, frequency of practice outside the classroom, and confidence in speaking. The insights gained from this survey will help identify specific areas of need and inform the design of the flipped classroom intervention. See the results in Annex 106.

The **pre-test** was taken on October 8<sup>th</sup>, 2024. It aligned with the Key A2 level framework from the Cambridge Test and assesses students across four key language skills: listening, reading, writing, and speaking. Notably, the speaking component evaluates students' ability to engage in simple conversations, describe familiar situations, and express opinions on everyday topics. According to the A2 English Test guidelines, students must demonstrate essential grammatical control and appropriate vocabulary usage while maintaining clear pronunciation. The results from this pre-test will provide quantitative measures of students' proficiency levels in grammar, vocabulary, and interactive communication.

This initial phase was detailed in the page 43 of this document.

### 3.2.2 The treatment phase

The system of action for the research proposal involves a comprehensive planning and design framework aimed at enhancing student engagement and proficiency in English speaking. The flipped classroom model will be implemented since October 14<sup>th</sup>, until November 22<sup>nd</sup>, 2024. There were six weeks where the syllabus was applied in class. By first, providing students with instructional materials, such as videos and readings, to study at home. This pre-class preparation allows students to familiarize themselves with the content, enabling them to come to class ready for interactive activities that focus on speaking practice.



In the classroom, the design will prioritize collaborative learning through group discussions, role-plays, and peer feedback sessions. These activities are essential for fostering an environment where students can practice their speaking skills in a supportive setting, thereby reducing anxiety associated with language use. This approach aligns with constructivist principles, emphasizing that learning is most effective when students actively engage with their peers and apply their knowledge in practical contexts (Santhanasamy & Yunus, 2022).


To ensure the effectiveness of this system of action, a series of assessments will be integrated into the design. Pre-tests and post-tests will measure improvements in speaking skills, while ongoing formative assessments will provide real-time feedback on student progress. Surveys will also be utilized to gauge student perceptions of the flipped classroom experience, allowing for continuous refinement of instructional strategies based on learner feedback. (Sudarmaji, Amaliyah, & Mulyana, 2021)

Moreover, the planning phase will include professional development for teachers to equip them with the necessary skills to facilitate a flipped classroom environment effectively. Training will focus on creating engaging digital content, managing classroom dynamics during interactive sessions, and utilizing technology to enhance learning outcomes. By establishing a structured yet flexible system of action that incorporates these elements, the research aims to create a dynamic learning environment that significantly improves speaking skills among high school students at Eloy Alfaro. This systematic approach not only addresses the immediate needs of students but also prepares them for future academic and professional communication challenges.

The next tables below show the activities implemented in the class, in order words are the syllabus.



Table 14: Lesson Plan 1

LESSON 1			
			
<b>Topic:</b>	Feelings and emotions	<b>Target students:</b>	Second BGU with A2 level
<b>Date:</b>	14-10-2024 to 18-10-2024	<b>Class hours:</b>	3 classes of 45 minutes (2 hours 15 minutes)
<b>General Objective:</b>	To enhance students' ability to express and understand feelings and emotions in English through speaking and listening activities.		
<b>Materials:</b>	<ul style="list-style-type: none"> <li>• Pre-recorded video lesson on feelings and emotions (10-15 minutes)</li> <li>• Worksheet with vocabulary and expressions related to feelings</li> <li>• Role-play scenarios</li> <li>• Whiteboard or projector</li> <li>• Markers or pens</li> </ul>		
<b>Before Class (Flipped activity)</b>	<ul style="list-style-type: none"> <li>• <b>Online Video:</b> Students watch a pre-recorded video lesson on feelings and emotions, focusing on vocabulary, expressions, and common situations where these feelings are experienced.</li> <li>• <b>Worksheet:</b> Students complete a worksheet to reinforce vocabulary and practice using expressions in context.</li> </ul>		
<b>In class activities Warm-up (15 minutes)</b>	<ul style="list-style-type: none"> <li>• <b>Brainstorming:</b> Start the class by asking students how they feel today. Use simple questions like "How are you feeling today?" and "What do you do to have fun with your friends and family?" List the activities in a note stick.</li> <li>• <b>Feeling charades:</b> Divide students into groups of 3-4. One student acts out a feeling or emotion, and the others guess what it is.</li> </ul>		




<b>Main Activities</b>	<p><b>Activity 1: Vocabulary review and practice(20 minutes)</b></p> <ul style="list-style-type: none"><li>Review the vocabulary and expressions from the pre-class video and worksheet. Use flashcards or a PowerPoint presentation to visually reinforce the words.</li></ul> <p><b>Activity 2: Listening to the conversations (20minutes)</b></p> <ul style="list-style-type: none"><li>Look at the photos on the worksheet and ask the students where are they and what are they doing?</li><li>Listen the audio and match the conversations to the photos.</li><li>Listen again. How did the speakers feel about their experiences? Complete row A of the table with the conversation numbers.</li><li>Then, complete row B of the table with the adjectives in the box.</li><li>Listen again and choose the correct words to complete the conversations.</li></ul> <p><b>Activity 3: Role-play (60minutes)</b></p> <ul style="list-style-type: none"><li>Divide students into pairs. They have to choose one conversation of the activity before and practice it.</li><li>Then make some new conversations together.</li><li>Have each pair perform their role-play for the class. Encourage the students use appropriate facial expresions, body language,and vocabulary to convey their emotions effectively.</li></ul>
<b>Wrap – up (10 minutes)</b>	<ul style="list-style-type: none"><li>Review the key vocabulary and phrases learned in the lesson.</li><li>Ask students to share their thoughts on the lesson. What did they learn? What did they enjoy most? What could be improved?</li></ul>
<b>Post- Class Homework</b>	<ul style="list-style-type: none"><li>Students create a video in the app “flipgrid” about a time they experienced a strong emotion. They should describe the situation, their feelings, and how to cope with the emotion. Besides they have to use the words learned in class.</li></ul>
<b>Assessment</b>	<ul style="list-style-type: none"><li>Assess students based on their participation in role-play activities.</li></ul>

Source: Own production

Elaborated by: Murillo,A. (2024)



Table 15: Lesson Plan 2

LESSON 2			
			
<b>Topic:</b>	Past Simple verb to be	<b>Target students:</b>	Second BGU with A2 level
<b>Date:</b>	21-10-2024 to 25-10-2024	<b>Class hours:</b>	3 classes of 45 minutes (2 hours 15 minutes)
<b>General Objective:</b>	To enhance students' ability to use the past simple tense of "be" to talk about past events and states.		
<b>Materials:</b>	<ul style="list-style-type: none"> <li>• Pre-recorded video lesson on the past simple of "be"</li> <li>• Worksheet with grammar exercises and vocabulary practice</li> <li>• Role-play scenarios</li> <li>• Whiteboard or projector</li> <li>• Markers or pens</li> </ul>		
<b>Before Class (Flipped activity)</b>	<ul style="list-style-type: none"> <li>• <b>Online Video:</b> Students watch a pre-recorded video lesson on the past simple of "be," focusing on the verb conjugation, sentence structure, and common time expressions.</li> <li>• <b>Worksheet:</b> Students complete a worksheet to practice using the past simple of "be" in various contexts.</li> </ul>		
<b>In class activities Warm – up (15 minutes)</b>	<ul style="list-style-type: none"> <li>• <b>Brainstorming:</b> Start the class by asking a few questions about the past simple of "be." For example, "What is the past tense of 'am'?" or "How do we form negative sentences in the past simple?"</li> <li>• <b>Past simple Bingo:</b> Create a bingo card with past tense forms of "be" and typical time expressions. Call out phrases like "yesterday," "last week," or "in 2022," and students mark the corresponding squares on their cards.</li> </ul>		
<b>Main Activities</b>	<p style="text-align: center;"><b>Activity 1: Grammar practice (20 minutes)</b></p> <ul style="list-style-type: none"> <li>• Distribute a worksheet with a gap-fill exercise, where students must fill in the blanks with the correct past tense form of "be."</li> <li>• Divide students into pairs. One student asks questions using the</li> </ul>		



	<p>past simple of "be," and the other answers. For example: "Were you at home yesterday?" "Yes, I was."</p> <p><b>Activity 2: Role-play (30minutes)</b></p> <ul style="list-style-type: none"><li>• Prepare role-play scenarios that require the use of the past simple of "be." For example: Two friends talking about their weekend plans. A student explaining why they were absent from class. A family discussing their vacation.</li><li>• Divide students into pairs or small groups. Distribute scenario cards and give them time to prepare.</li><li>• Have each pair or group perform their role-play for the class. Encourage them to use clear pronunciation and correct grammar.</li></ul> <p><b>Activity 3: Group Discussion (30 minutes)</b></p> <ul style="list-style-type: none"><li>• Discussion topics: A memorable vacation. A favorite childhood memory. A time when you were lost.</li><li>• Divide students into groups of 4-5. Assign each group a discussion topic. Give them time to discuss their experiences and share their stories.</li><li>• Have each group share their main points with the class. Encourage open and respectful discussion.</li></ul>
<p><b>Wrap – up (15 minutes)</b></p>	<ul style="list-style-type: none"><li>• Summarize the lesson's main points, including verb conjugation, sentence structure, and standard time expressions.</li><li>• Ask students to share their thoughts on the lesson. What did they learn? What did they enjoy most? What could be improved?</li><li>• Assign a short writing task in which students write a paragraph about a past event using the past simple of "be."</li></ul>
<p><b>Post- Class Homework</b></p>	<ul style="list-style-type: none"><li>• Students have to speak about past experiences with a language exchange partner. They have to record an audio in "vocaroo" and share the link with the teacher.</li></ul>
<p><b>Assessment</b></p>	<ul style="list-style-type: none"><li>• Assess students based on their participation in role-play activities.</li><li>• Listen to students' contributions during group discussions and evaluate their ability to use the past simple of "be" in conversation.</li></ul>



- Listen the audio in “vocaroo” about their past experiences.

Source: Own production

Elaborated by: Murillo,A. (2024)

Table 16: Lesson Plan 3

LESSON 3			
<b>Topic:</b>	Past Simple affirmative statements	<b>Target students:</b>	Second BGU with A2 level
<b>Date:</b>	28-10-2024 to 31-10-2024	<b>Class hours:</b>	3 classes of 45 minutes (2 hours 15 minutes)
<b>General Objective:</b>	To enhance students' ability to form and use past simple affirmative statements to talk about completed actions in the past.		
<b>Materials:</b>	<ul style="list-style-type: none"> <li>• Pre-recorded video lesson on the past simple tense</li> <li>• Worksheet with grammar exercises and vocabulary practice</li> <li>• Dialogue scripts for role playing activities</li> <li>• Whiteboard or projector</li> <li>• Markers or pens</li> <li>• Audio recordings</li> <li>• Time expressions cards</li> <li>• Flash cards with regular and irregular verbs</li> </ul>		
<b>Before Class (Flipped activity)</b>	<ul style="list-style-type: none"> <li>• <b>Online Video:</b> Students watch a video that explains the past simple tense, focusing on its structure and usage in affirmative sentences.</li> <li>• <b>Reading Assignment:</b> Students read a short article or story that utilizes the past simple tense, underlining all past simple verbs they find.</li> </ul>		
<b>In class activities Warm-up (15 minutes)</b>	<ul style="list-style-type: none"> <li>• <b>Brainstorming:</b> Begin with briefly discussing the video and reading assignments. Ask students to share one sentence about what they did yesterday using the past simple tense.</li> </ul>		




<b>Main Activites</b>	<p><b>Activity 1: Grammar practice (30 minutes)</b></p> <ul style="list-style-type: none"><li>• Use some slides and explain how to form regular verbs (adding -ed) and introduce common irregular verbs.</li><li>• Use flashcards to illustrate verb forms visually.</li></ul> <p><b>Activity 2: Pair work (30minutes)</b></p> <ul style="list-style-type: none"><li>• Students create affirmative sentences using time expression cards and verb flashcards.</li><li>• Develop a worksheet where they have to choose the correct verb form, and correct the mistakes in the sentences.</li><li>• Circulate around the room to provide support and correct any misunderstandings.</li></ul> <p><b>Activity 3: Communicative activity (30 minutes)</b></p> <ul style="list-style-type: none"><li>• In small groups, students ask and answer questions about their past activities using prompts such as "What did you do last weekend?" Encourage elaboration on their answers for more speaking practice.</li></ul>
<b>Wrap – up (15 minutes)</b>	<ul style="list-style-type: none"><li>• Regroup as a class and invite students to share interesting facts they learned about their peers during the communicative activity.</li><li>• Reinforce correct usage of past simple affirmative statements by addressing common errors observed during activities.</li></ul>
<b>Post- Class Homework</b>	<ul style="list-style-type: none"><li>• Students write a short paragraph about their last holiday, ensuring they use at least five affirmative sentences in the past simple tense.</li><li>• Students complete an interactive quiz focused on identifying and forming past simple affirmative statements.</li></ul>
<b>Assessment</b>	<ul style="list-style-type: none"><li>• Monitor participation during pair work and role play for informal assessment.</li><li>• Review homework paragraphs for correct usage of the past simple tense, focusing on both regular and irregular verbs.</li></ul>

Source: Own production

Elaborated by: Murillo,A. (2024)



Table 17: Lesson Plan 4

LESSON 4			
			
<b>Topic:</b>	Jobs	<b>Target students:</b>	Second BGU with A2 level
<b>Date:</b>	4-11-2024 to 8-11-2024	<b>Class hours:</b>	3 classes of 45 minutes (2 hours 15 minutes)
<b>General Objective:</b>	To enhance students' ability to use the past simple tense (negative and interrogative forms) to discuss past jobs and professions.		
<b>Materials:</b>	<ul style="list-style-type: none"> <li>• Pre-recorded video lesson on the past simple negative and interrogative forms (10-15 minutes)</li> <li>• Worksheet with exercises on job vocabulary and sentence structures</li> <li>• Flash cards about jobs</li> <li>• Role-play scenarios</li> <li>• Whiteboard or projector</li> <li>• Markers or pens</li> <li>• Visual aids displaying job-related vocabulary and expressions.</li> </ul>		
<b>Before Class (Flipped activity)</b>	<ul style="list-style-type: none"> <li>• <b>Online Video:</b> Students watch a video introducing various jobs and their responsibilities. The video should highlight key vocabulary and phrases related to professions.</li> <li>• <b>Online Quiz:</b> Students have to complete an online activity about jobs.</li> </ul>		
<b>In class activities Warm-up (15 minutes)</b>	<ul style="list-style-type: none"> <li>• <b>Brainstorming:</b> Begin with a brief discussion about the video and the online assignment.</li> <li>• <b>Charades:</b> Divide students into groups of 3-4. One student acts out a past job, and the others guess what it was and ask questions to confirm.</li> </ul>		



<b>Main Activities</b>	<p style="text-align: center;"><b>Activity 1: Vocabulary introduction (30 minutes)</b></p> <ul style="list-style-type: none"> <li>• Introduce key vocabulary related to jobs using flashcards. Show each card, say the job name, and have students repeat it.</li> <li>• Discuss the characteristics of each job, asking students what skills or qualities might be needed (e.g., "What does a teacher need to be good at?").</li> </ul> <p style="text-align: center;"><b>Activity 2: Guided practice – Pair work (30 minutes)</b></p> <ul style="list-style-type: none"> <li>• Students work in pairs to match job titles with their descriptions or responsibilities using worksheets.</li> <li>• Conduct a quick feedback session where pairs share their matches with the class.</li> </ul> <p style="text-align: center;"><b>Activity 3: Communicative activity – Roleplaying (30 minutes)</b></p> <ul style="list-style-type: none"> <li>• Prepare role-play scenarios that require the use of the past simple negative and interrogative forms. For example: Two friends discussing their past jobs.</li> </ul> <p>A job interviewer asks a candidate about their previous experience.</p> <p>A family member reminiscing about past profession</p> <ul style="list-style-type: none"> <li>• Divide students into pairs or small groups. Distribute scenario cards and give them time to prepare.</li> <li>• Have each pair or group perform their role-play for the class. Encourage them to use clear pronunciation and correct grammar.</li> </ul>
<b>Wrap – up (15 minutes)</b>	<ul style="list-style-type: none"> <li>• Regroup as a class and ask volunteers to share what they learned about different jobs or what they aspire to be in the future</li> <li>• Reinforce vocabulary by correcting any common mistakes observed during activities.</li> </ul>
<b>Post- Class Homework</b>	<ul style="list-style-type: none"> <li>• Students write a short paragraph describing their dream job, including what they would do and why they chose it.</li> <li>• Students complete an interactive quiz focused on job vocabulary and expressions learned in class.</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Monitor participation during pair work and role play for informal assessment</li> </ul>



	<ul style="list-style-type: none"> <li>Review homework paragraphs for correct usage of job-related vocabulary and sentence structure.</li> <li>Provide feedback on common errors in grammar or vocabulary usage.</li> </ul>
--	---

Source: Own production

Elaborated by: Murillo,A. (2024)

Table 18: Lesson Plan 5

LESSON 5			
<b>Topic:</b>	Past simple: negative	<b>Target students:</b>	Second BGU with A2 level
<b>Date:</b>	11-11-2024 to 15-11-2024	<b>Class hours:</b>	3 classes of 45 minutes (2 hours 15 minutes)
<b>General Objective:</b>	To enhance students' ability to form and use past simple negative sentences to talk about past events.		
<b>Materials:</b>	<ul style="list-style-type: none"> <li>Pre-recorded video lesson on the past simple negative and interrogative forms (10-15 minutes)</li> <li>Worksheet with exercises on job vocabulary and sentence structures</li> <li>Role-play scenarios</li> <li>Whiteboard or projector</li> <li>Markers or pens</li> <li>Visual aids displaying past simple negative.</li> </ul>		
<b>Before Class (Flipped activity)</b>	<ul style="list-style-type: none"> <li><b>Online Video:</b> Students watch a pre-recorded video lesson on the past simple negative, focusing on verb conjugation, sentence structure, and common time expressions.</li> <li><b>Reading assignment:</b> Students read a short text that includes examples of negative sentences in context.</li> </ul>		



<p><b>In class activities</b> <b>Warm-up</b> <b>(15 minutes)</b></p>	<ul style="list-style-type: none"> <li>• <b>Brainstorming:</b> Begin with briefly discussing the video and reading assignments.</li> <li>• Ask students to share one thing they did not do yesterday, using the structure "I did not [verb]." Write some examples on the board.</li> </ul>
<p><b>Main Activities</b></p>	<p style="text-align: center;"><b>Activity 1: Grammar practices (30 minutes)</b></p> <ul style="list-style-type: none"> <li>• Use some visual aids about past simple negatives to explain some examples of negative structures.</li> <li>• Distribute a worksheet with a gap-fill exercise, where students must fill in the blanks with the correct past simple negative form of verbs.</li> </ul> <p style="text-align: center;"><b>Activity 2: Guided practice – Pair work (30minutes)</b></p> <ul style="list-style-type: none"> <li>• Students complete a worksheet where they convert affirmative sentences into negative ones based on given statements. Develop a worksheet with some activities. After completing the worksheet, students compare their answers with a partner.</li> </ul> <p style="text-align: center;"><b>Activity 3: Communicative activity – Interview activity (30 minutes)</b></p>
	<ul style="list-style-type: none"> <li>• Each student writes down five things they did not do last weekend. They will then pair up and ask each other questions using "Did you [verb] last weekend?" For example, if students wrote "I did not go hiking," they would ask their partner, "Did you go hiking last weekend?" Encourage them to elaborate on their answers and take notes on their partner's responses.</li> </ul>
<p><b>Wrap – up (15 minutes)</b></p>	<ul style="list-style-type: none"> <li>• Regroup as a class and ask volunteers to share interesting facts they learned about their partners during the interview activity.</li> <li>• Reinforce correct usage by correcting any common errors observed during speaking activities.</li> </ul>
<p><b>Post-Class Homework</b></p>	<ul style="list-style-type: none"> <li>• Students write a short paragraph describing what they did not do last weekend, using at least five negative sentences in the past simple tense. Reading and recording in “vocaroo”.</li> <li>• Students complete an interactive quiz focused on forming past simple negatives.</li> </ul>



<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Monitor participation during pair work and interviews for informal assessment.</li> <li>• Review homework paragraphs for correct usage of past simple negatives.</li> <li>• Provide feedback on common errors in grammar or vocabulary usage.</li> </ul>
-------------------	---

Source: Own production

Elaborated by: Murillo,A. (2024)

Table 19: Lesson Plan 6

<b>LESSON 6</b>			
<b>Topic:</b>	Past simple: questions	<b>Target students:</b>	Second BGU with A2 level
<b>Date:</b>	18-11-2024 to 22-11-2024	<b>Class hours:</b>	3 classes of 45 minutes (2 hours 15 minutes)
<b>General Objective:</b>	To enhance students' ability to form and use past simple questions to inquire about past events.		
<b>Materials:</b>	<ul style="list-style-type: none"> <li>• Pre-recorded video lesson on the past simple negative and interrogative forms (10-15 minutes)</li> <li>• Worksheet with exercises on job vocabulary and sentence structures</li> <li>• Role-play scenarios</li> <li>• Whiteboard or projector</li> <li>• Markers or pens</li> <li>• Visual aids displaying past simple questions.</li> </ul>		
<b>Before Class (Flipped activity)</b>	<ul style="list-style-type: none"> <li>• <b>Online Video:</b> Students watch a pre-recorded video lesson on past simple questions, focusing on the auxiliary verb "did," word order, and question formation.</li> <li>• <b>Online worksheet:</b> Students complete a worksheet to practice forming and answering past simple questions.</li> </ul>		



<p><b>In class activities</b> <b>Warm-up</b> <b>(15 minutes)</b></p>	<ul style="list-style-type: none"><li>• <b>Brainstorming:</b> Start the class by asking a few questions about past simple questions. For example, "How do we form a yes/no question in the past simple?" or "What is the word order in a wh-question?"</li><li>• <b>Past Job Quiz:</b> Divide students into two teams. Ask questions about past jobs, such as "Did you work as a teacher last year?" or "Where did you work before?" The team with the most correct answers wins.</li></ul>
<p><b>Main Activites</b></p>	<p><b>Activity 1: Grammar practices (30 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute a worksheet with a gap-fill exercise, where students must fill in the blanks with the correct auxiliary verb "did" and the base form of the verb to form past simple questions. Give students a list of statements in the past simple affirmative and ask them to transform them into questions.</li></ul> <p><b>Activity 2: Group discussion (30minutes)</b></p> <ul style="list-style-type: none"><li>• Divide students into groups of 4-5. Assign each group a discussion topic. Give them time to discuss their experiences and share their stories. Use past simple questions to ask each other about their experiences. Discussion topic: Past jobs and professions in their family. Interesting jobs they would like to try. Challenges and rewards of different jobs.</li><li>• Have each group share their main points with the class. Encourage open and respectful discussion.</li></ul> <p><b>Activity 3: Communicative activity – Interview activity (30 minutes)</b></p> <ul style="list-style-type: none"><li>• Each student writes down five questions they want to ask their classmates about their past job experiences using "Did you...?" They will then pair up and take turns asking each other their questions.</li><li>• Encourage students to elaborate on their answers by providing details about their experiences or aspirations.</li></ul>



<b>Wrap – up (15 minutes)</b>	<ul style="list-style-type: none"> <li>• Regroup as a class and ask volunteers to share interesting facts they learned about their partners during the interview activity.</li> <li>• Reinforce correct usage by correcting any common mistakes observed during speaking activities.</li> </ul>
<b>Post- Class Homework</b>	<ul style="list-style-type: none"> <li>• Students write a short paragraph describing what they did in their last job or what they would like to do in the future, including at least five past simple questions they could ask someone about their job experiences.</li> <li>• Online quiz: Students complete an interactive quiz focused on forming past simple questions related to jobs.</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Monitor participation during pair work and interviews for informal assessment.</li> <li>• Review homework paragraphs for correct usage of past simple questions.</li> <li>• Provide feedback on common errors in grammar or vocabulary usage.</li> </ul>

Source: Own production

Elaborated by: Murillo,A. (2024)

### 3.2.3 Final phase

The final phase focuses on the assessment and reflection components that are essential for evaluating the effectiveness of the flipped classroom model. This phase involves several key activities designed to consolidate learning and measure student progress. After engaging in interactive classroom activities, students will be required to complete projects, presentations, and assignments that relate directly to the lesson content. These tasks will not only reinforce the speaking skills developed during class but also allow students to demonstrate their understanding and application of the language in real-world contexts (Nguyen, 2021)

#### 3.2.3.1 Post-test

Both formative and summative assessments will be utilized to evaluate student performance. Formative assessments, such as peer evaluations and self-assessments, will provide ongoing feedback during the learning process, enabling students to identify areas for improvement and take ownership of their learning journey. Summative assessments will include a final speaking test aligned with the Key A2 level criteria (post-test), which





will quantitatively measure improvements in fluency, vocabulary usage, and interactive communication skills. This post-test was applied to the same 28 learners on November 26<sup>th</sup>, 2024 considering the similar initial diagnosis criteria that evaluated the three speaking skills dimensions over a reference of 5. The following chart and figure (see Annex 7, Figure 12 Post-test results) show the general average of the learners.

*Table 20: Post-test results*

<b>KEY speaking rubric dimensions</b>	<b>Performance per criteria over 5</b>
Grammar & Vocabulary	3,6
Pronunciation	3,3
Interactive communication	3,5
<b>Total</b>	<b>3,5</b>

**Source:** KEY speaking rubric posttest

### **Analysis and Interpretation:**

The following outcomes were attained following the creation and assessment of stage 2 of the present methodological approach and the use of the Cambridge KEY speaking exam:

During the speaking test, it was noted that the learners could demonstrate an ability to use appropriate vocabulary to express their ideas clearly, although some errors may occur. The emphasis is on the ability to convey meaning rather than perfection. Regarding grammar, A2 learners are assessed on their understanding and application of fundamental grammatical structures, including simple present and past tenses, basic sentence formation, and the correct use of articles and prepositions. The learners scored 3,6 over 5 in the Vocabulary and Grammar criteria.

In the pronunciation criteria, the students demonstrated a more profitable use and management of their intonation, voice, and expression, confirming that they have improved in phonemes, intonation, and utterance of thoughts. Additionally, their ideas were easier to understand, particularly when they discussed their personal lives and school experiences. Lastly, it was evident that they were using phonemes more effectively, though this aspect



needs to be reinforced in future speaking interventions because of its complexity and development. In this case, they obtain 3,3 over 5

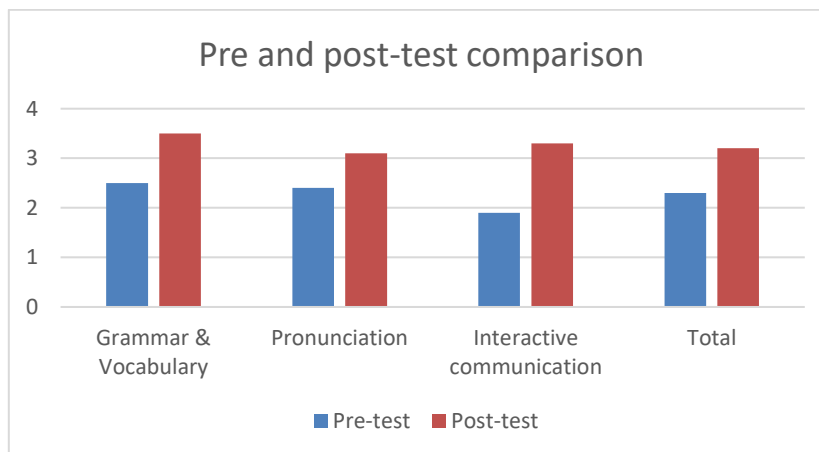
They maintained more extended exchanges of ideas and conversations, their thoughts and expressions were more coherent, and their communication through personal and familiar experiences was more precise and consistent. The learners received a score of 3,5 over 5 in the Interactive Communication category, which indicates an improvement in dimensions such as interaction, coherence of ideas, and support.

**Table 21:** Comparison of pre and posttest

KEY speaking rubric dimensions	Pre-test	Post-test
Grammar & Vocabulary	2,5	3,6
Pronunciation	2,4	3,3
Interactive communication	1,9	3,5
<b>Total</b>	<b>2,3</b>	<b>3,5</b>

**Source:** Key speaking rubric pre and post-test

**Figure 3:** Comparison of pre and post-test



**Analysis and interpretation:** The pre-test and post-test results demonstrate a significant improvement in the speaking skills of the A2 level students following the implementation of the flipped classroom model. In Grammar and Vocabulary criteria, The average score increased from 2.5 to 3,6, indicating a substantial improvement in students' ability to use correct grammar and appropriate vocabulary. This suggests that the flipped classroom



approach effectively facilitated the acquisition of language knowledge and the ability to apply it accurately in spoken communication.

The average pronunciation score increased from 2.4 to 3.3, showing a noticeable improvement in students' pronunciation skills. This indicates that the flipped classroom model provided ample opportunities for students to practice pronunciation and receive feedback, leading to enhanced clarity and accuracy in their speech.

Last but not least, the most significant improvement was observed in the interactive communication criteria, with the average score increasing from 1.9 to 3.5. This indicates that the flipped classroom effectively fostered students' ability to engage in meaningful conversations, express their ideas clearly, and respond appropriately to others. The interactive nature of the flipped classroom, with its emphasis on group work, discussions, and presentations, likely contributed to this significant improvement.

Overall, the pre-test and post-test results provide strong evidence that the flipped classroom model can be an effective approach to developing speaking skills in high school students. Combining traditional classroom instruction with online learning, the flipped classroom offers a flexible and engaging learning environment that promotes active learning, independent study, and peer collaboration. (Brame, 2013).

### 3.2.3.2 Post-survey

Following implementing the flipped classroom model, a post-survey was administered on November 28<sup>th</sup>, 2024 to gather feedback on students' perceptions and experiences (Hillmer, 2024). The survey assessed students' satisfaction with the flipped classroom approach, their perceived learning gains, and any challenges they encountered. By analyzing the post-survey results, we can gain valuable insights into the effectiveness of the intervention and identify areas for improvement. Tables and analysis of participant replies highlight the information gathered in the student survey results, which are shown below.

## 3.3 Location

This research was conducted at Eloy Alfaro High School, where English was taught in the morning section in the North of Quito, Ecuador.





### 3.4 Equipment and materials

The author utilized the following tools and supplies to guarantee adherence to the goals of this study:

Hardware includes a notebook, flash drive, mouse, and laptop.

Software includes OneDrive, Word, Excel, Grammarly, and the Cambridge Online Dictionary.

Textbook: Second edition, Cambridge, A2 level

Key Cambridge Speaking Test Rubric.

Flipped teaching tools include e-learning applications.

### 3.5 Hypothesis and research questions

#### 3.5.1 Hypothesis

After the A2 Key English Test was administered to 32 students, it was feasible to determine if using didactic tactics based on the flipped classroom approach improved young people's speaking abilities. To do this, a statistical method for confirming the research's alternative hypothesis had to be created. The paired Student t-test is employed in this instance, as the statistic's objective is to compare the pre-test and post-test outcomes in the learner's group.

- **Null Hypothesis H0:** Flipped Classroom does not influence the speaking skill development in students at Eloy Alfaro High School.
- **Alternative Hypothesis H1:** Flipped Classroom influences students' speaking skill development at Eloy Alfaro High School.

#### 3.5.2 Research questions

This study addressed three research issues, which are explained below:

1. To what extent does the flipped classroom method improve the speaking skills of young students?
2. How do speaking skills improve through the flipped classroom method in high school students?



3. What is the relationship between flipped classrooms and speaking skills in students at Eloy Alfaro High School?

### 3.6 ample

According to (Noordzij & Dekker, 2011), a sample is a representative portion of a population when its constituents have comparable or shared traits. Intentional or non-probabilistic sampling was used in this study as the researcher selected the 32 participants based on the following standards:

1) Students attending Eloy Alfaro High School were enrolled. 2) Individuals who learned English while the researcher was at the office. 3) Students in the identical course. 4) Students between the ages of fifteen and seventeen. 5) Students who have the time to take part in the research. 6) Students who already know how to speak English. 7) Students with poor English proficiency struggle more with speaking.

#### 3.6.1 Characteristics of the sample

The following table provides an overview of the sample:

**Table 22:** *Summary of the sample*

Participants	Sample	Percentage
Males	17	53%
Females	15	47%
<b>Total</b>	<b>32</b>	<b>100%</b>

**Source:** Own production

**Analysis and interpretation:** The sample for this study consisted of 32 high school students with a relatively balanced gender distribution. Males constituted 53% of the sample (17 students), while females comprised 47% (15 students). This gender balance provides a diverse perspective and allows for a more comprehensive understanding of the impact of the flipped classroom model on students' speaking skills. By including male and female participants, the research can explore potential gender differences in language learning and identify each group's specific needs or challenges.



### **3.7 Data Collection**

According to (Morgan & Harmon, 2001), research techniques are a collection of methodical and systematic processes whose goal is to ensure the operability of the investigative process. The following methods are explained below, taking into account the sources from which the data for this study was gathered:

#### **3.7.1 Documentary techniques**

This method allowed data to be gathered from various sources, including books, research papers, journal articles, and theses. (Mogalakwe, 2006)

#### **3.7.2 Field techniques**

By directly seeing the subject of the research in its environment, this method made it feasible to gather as much data as possible on the location of the phenomena. (Morgan & Harmon, 2001)

#### **3.7.3 Experimental technique**

This method included several steps and experimental activities that made it possible to collect data that would then be examined and evaluated to test the hypothesis. (Powell, 2008)

### **3.8 Research Instruments**

The following tools are explained below based on the data collection methods that were chosen:

#### **3.8.1 The experiment (pretest-posttest)**

Both the research design and the intervention previously described this procedure. It involved completing several oral communication-promoting exercises in class or online based on broadly relevant subjects from Cambridge's Prepared, second edition A2 level book. The following criteria were modified from the research to assess speaking: communicative engagement, fluent pronunciation, grammar, and vocabulary.

#### **3.8.2 The rubric**

The researcher created the rubric and carried out the exams (pre-test & post-test). Despite taking the test in pairs, applicants are evaluated on their performance throughout rather than concerning one another. The researcher uses three criteria to provide grades:





interactive communication, pronunciation, and grammar and vocabulary. Six bands, ranging from 0 to 5, comprise the A2 Key for Schools assessment scales, where 0 represents the lowest score and 5 is the highest. For bands 1, 3, and 5, descriptors for each criterion are given, outlining the expected behaviors of a candidate in each band. The Common European Framework of Reference (CEFR) Level A2 Key for Schools is where performance is often indicated by the descriptors for bands 3 and higher (Cambridge,2020).

Figure 4: Speaking rubric

A2	Grammar and Vocabulary	Pronunciation	Interactive Communication
5	Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about everyday situations.	Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	Maintains simple exchanges. Requires very little prompting and support.
4	Performance shares features of Bands 3 and 5.		
3	Shows sufficient control of simple grammatical forms. Uses appropriate vocabulary to talk about everyday situations.	Is mostly intelligible, despite limited control of phonological features.	Maintains simple exchanges, despite some difficulty. Requires prompting and support.
2	Performance shares features of Bands 1 and 3.		
1	Shows only limited control of a few grammatical forms. Uses a vocabulary of isolated words and phrases.	Has very limited control of phonological features and is often unintelligible.	Has considerable difficulty maintaining simple exchanges. Requires additional prompting and support.
0	Performance below Band 1.		

Source: Cambridge assessment qualification, 2020



## CONCLUSIONS

1. The flipped classroom approach places the students at the center of the learning process. Although instructors serve as coordinators, mentors, and assistants, the research was conducted at Eloy Alfaro High School using the Flipped Classroom approach to enhance the speaking abilities of A2-level regular modality pupils.
2. Using the Cambridge Key English Test, it was found that students' initial speaking skills evaluation revealed weaknesses in vocabulary and grammar, pronunciation, and interactive communication. This was demonstrated by their inability to have English-language discussions. In the pre-test, students received an average score of 2.3% over 5; in the post-test, they received an average score of 3.2 over 5.
3. For the 32 Second Baccalaureate "D" pupils, seven lesson plans were created using didactic materials aligned with the flipped classroom approach. Students first viewed a video that discussed the subject that will be discussed in class. Students practice their grammar, vocabulary, and pronunciation through exercises that the teacher assigns to supplement the themes covered in class. In order to strengthen the interactive conversation, students were divided into pairs and asked to debate the lesson's main idea. Each student duo gave a speech to the class at the end of the session.
4. After implementing the flipped classroom strategies, a post-test was applied, and remarkable improvement, especially in interactive communication, was seen due to flipped activities outside and inside the class. These activities helped students feel self-confident with the language and enjoy themselves, which helped them remain fluid in the conversation test, maintaining simple exchanges.



## RECOMMENDATIONS

1. To strengthen the student's speaking process by using specific techniques that encourage the development of vocabulary, grammar, pronunciation, and contextual meanings for future recall. Students that struggle with fundamental information should be the target audience for the assignment.
2. The observation indicates a gap in the prosody and coherence elements due to the level of fluency. Research on software that provides more sensitivity than the human ear is advised. This would allow the prosody and coherence aspects to be measured for objective evaluation.
3. To put into practice lesson plans that emphasize pupils at higher levels and are based on the flipped classroom approach. It will be feasible to determine the strategies' efficacy in different situations in this way.
4. Conduct studies utilizing mobile app resources and the flipped classroom approach to compare student acceptability and the impact on the development of speaking abilities.



## BIBLIOGRAPHIC REFERENCES

- Academy, E. (26 de December de 2023). *What Are the Ethical Considerations in Research Design?* Obtenido de <https://www.enago.com/academy/what-are-the-ethical-considerations-in-research-design/>
- Alfaki, I. (May de 2015). University students' English writing problems: Diagnosis and Remedy. *International Journal of English Language Teaching*, 3(3), 40-52. Obtenido de [https://www.researchgate.net/profile/Ibrahim-Alfaki/publication/276273167\\_University\\_Students'\\_English\\_Writing\\_Problems\\_Diagnosis\\_and\\_Remediy/links/555479ae08ae6fd2d81f5850/University-Students-English-Writing-Problems-Diagnosis-and-Remediy.pdf](https://www.researchgate.net/profile/Ibrahim-Alfaki/publication/276273167_University_Students'_English_Writing_Problems_Diagnosis_and_Remediy/links/555479ae08ae6fd2d81f5850/University-Students-English-Writing-Problems-Diagnosis-and-Remediy.pdf)
- Al-Ghamdi, M., & Al-Bargi, A. (2017). Exploring the application of flipped classrooms on EFL Saudi students' speaking skills. *International Journal of Linguistics*, 9(4), 28-46.
- Ankam, M., & Syihab, M. (2019). Student Engagement, Collaborative Learning, and Flipped Classroom as a Basis for a Blended Language Learning Environment. *Asian EFL Journal Research Articles*, 24(4), 38-44.
- Barnard, D. (8 de November de 2022). *Average Speaking Rate and Words per Minute*. Obtenido de Virtual Speech: <https://virtualspeech.com/blog/average-speaking-rate-words-per-minute>
- Beckman, W. (2008). Pre-Testing as a Method of Conveying Learning Objectives. *The Journal of Aviation/Aerospace Education and Research*. doi:10.15394/jaaer.2008.1447
- Bergmann, J., & Sams, A. (2012). *Flip your classroom*. Washington, DC.: Library of Congress Cataloging-in-Publication Data.
- Brame, C. J. (2013). *Flipping the Classroom*. Retrieved from Vanderbilt University Center for Teaching: <http://cft.vanderbilt.edu/guides-sub-pages/flipping-the-classroom/>
- British Council. (22 de 04 de 2023). Obtenido de Accuracy and Fluency: <https://learnenglishteens.britishcouncil.org/exams/speaking-exams/accuracy-fluency>
- Budert, T. (21 de november de 2023). *Pretest-Posttest Design | Definition, Types & Examples*. Obtenido de <https://study.com/learn/lesson/pretest-posttest-design-concept-examples.html#:~:text=a%20research%20study,-,A%20posttest%20is%20an%20assessment%20measure%20given%20to%20participants%20after,be%20connected%20to%20the%20treatment.>
- Bygate, M. (1987). *Speaking*. New York: Oxford University Press.



- Cambridge. (2022). *Prepare Second Edition level 2 A2*. London: Cambridge.
- Cambridge English Qualifications. (December de 2024). *Assessing Speaking Performance – Level A2*. Obtenido de <https://www.cambridgeenglish.org/Images/563269-a2-key-for-schools-speaking-assessing-speaking-performance.pdf>
- Centre for teaching excellence. (april de 2024). Obtenido de In-Class Activities and Assessment for the Flipped Classroom: <https://uwaterloo.ca/centre-for-teaching-excellence/catalogs/tip-sheets/class-activities-and-assessment-flipped-classroom>
- Chan, E., Botelho, M. G., & Chun, G. T. (October de 2021). A flipped classroom, same-level peer-assisted learning approach to clinical skill teaching for medical students. *PubMed Central*, 10-16. doi:10.1371/journal.pone.0258926
- Collins, B. (07 de julio de 2023). *Speaking Accuracy VS Fluency*. Obtenido de Diplomatic Language Services: <https://dlsdc.com/blog/speaking-accuracy-vs-fluency/>
- Cornell University Center for Faculty Innovation. (6 de June de 2020). *Iowa State University* . Obtenido de <https://teaching.cornell.edu/teaching-resources/designing-your-course/flipping-classroom>.
- Davis, K. (4 de November de 2016). *Why Flipped Classroom work and how technology can help*. Obtenido de <https://pro.harman.com/insights/enterprise/education/why-flipped-classrooms-work-and-how-technology-can-help/>
- Desa, N. A., & Abd, N. D. (2022). Flipped Classroom in Secondary School or High School Education: A Review of Its Advantages and Challenges. *Innovative Teaching and Learning Journal*, 6(2), 1-8.
- Dictionary, C. (08 de 12 de 2024). *Cambridge Dictionary*. Obtenido de <https://dictionary.cambridge.org/dictionary/english-spanish/system>
- Dillenbourg, P., & Schneider, D. (1995). Collaborative learning and the Internet. *Proceedings of the International Conference on Computer Assisted Instruction.*, 7-10. Obtenido de [https://www.researchgate.net/profile/Daniel-Schneider-6/publication/2336975\\_Collaborative\\_Learning\\_and\\_the\\_Internet/links/5d318947a6fdcc2462ebda61/Collaborative-Learning-and-the-Internet.pdf](https://www.researchgate.net/profile/Daniel-Schneider-6/publication/2336975_Collaborative_Learning_and_the_Internet/links/5d318947a6fdcc2462ebda61/Collaborative-Learning-and-the-Internet.pdf)
- Dugard , P., & Todman, J. (2006). Analysis of Pre-test-Post-test Control Group Designs In Educational Research. *Taylor & Francis Online*, 181-198. doi:doi.org/10.1080/0144341950150207



- Dugard, P., & Todman, J. (2006). Analysis of Pre-test-Post-test Control Group Designs in Educational Research. *Taylor & Francis Online*, 181-198.  
doi:<https://doi.org/10.1080/0144341950150207>
- EF Educational First. (Dicember de 2023). *EF English Proficiency*. Obtenido de <https://www.ef.com/assetscdn/WIBIwq6RdJvcD9bc8RMd/cefcom-epi-site/fact-sheets/2023/ef-epi-fact-sheet-ecuador-english.pdf>
- Ekşi, G. (June de 2024). Flipped Classroom Model in Language Learning. *International Journal of Progressive Sciences and Technologies (IJPSAT)*, 45(1), 689-692. doi:ISSN: 2509-0119.
- Erdem, M. (Abril de 2016). Literature and Integrative Motivation in the Language Classroom. *Beder Scientific Journal of Education Sciences*, 11(1), 166-181. Obtenido de <http://dspace.epoka.edu.al/handle/1/2139>
- Ettien, A., & Johnson, É. (December de 2023). Theoretical Foundations of the Flipped Classroom. *European Journal of Education and Pedagogy*, 4(6), 53-57. Obtenido de <https://www.ej-edu.org/index.php/ejedu/article/view/771/488>
- Evseeva, A., & Solozhenko, A. (November de 2015). Use of Flipped Classroom Technology in Language Learning. *Procedia Social and behavioral Science*, 205-209.
- Fässler, A., & Stiefel, E. (1992). *Group Theoretical Methods and Their Applications*. New York: Anwendug. doi:10.1007/978-1-4612-0395-7
- Fauziah, F. A. (December de 2018). The effects of teaching media and grammar mastery towards students' speaking skill at state junior high schools in Tangerang Baten. *Jurnal Pujangga*, 4(2), 15-30. doi:<https://doi.org/10.47313/pujangga.v4i2.704>
- Friesen, L. M., Shannon, R. V., & Cruz, R. J. (06 de May de 2005). Effects of Stimulation Rate on Speech Recognition with Cochlear Implants. *Kanger Audiology and Neurotology*, 10(3), 169-184. doi:<https://doi.org/10.1159/000084027>
- Goedhart, N. S., Westrhenen, N. B., Moser, C., & Weekhorst, M. B. (March de 2019). The flipped classroom: supporting a diverse group of students in their learning. *Learning Environments Research*, 297-310. doi:<https://doi.org/10.1007/s10984-019-09281-2>
- Gomez, L. (July de 2018). Building Collaboration in the Flipped Classroom: A Case Study. *International journal for the Scholarship of Teaching and Learning*, 1-11.  
doi:<https://doi.org/10.20429/ijstol.2018.120207>
- Haleem, A., Javaid, M., Qadri, A., & Suman, R. (2022). Understanding the role of digital technologies in education: A review. *Keai Chinese Roots Global Impact*, 275-285.  
Obtenido de <https://pdf.sciencedirectassets.com/776866/1-s2.0-S2666412721X00037/1->



s2.0-S2666412722000137/main.pdf?X-Amz-Security-

Token=IQoJb3JpZ2luX2VjEDgaCXVzLWVhc3QtMSJGMEQCIGyNpfcjSewmhaPbCQm  
m49dvdzjDWpdKnuxFmMPSo4ONAiAe4UPJgcD3dzwbzWoRv%2BmLa0l6K8darRnj%2  
B%2BnB8K

- Halili, S., Razak, R., & Zainuddin, Z. (November de 2014). Enhancing Collaborative Learning in Flipped Classroom. *Department of Curriculum & Instructional Technology, University of Malaya*, 24-27. Obtenido de <http://eprints.um.edu.my/id/eprint/11973>
- Hancock, M. (2018, December 09). *Pronunciation in the English language classroom is more than just 'listen and repeat'*. Retrieved from British Council:  
<https://www.britishcouncil.org/voices-magazine/teaching-pronunciation-more-just-listen-and-repeat>
- Heffernan, C. (2001). The Irish media and the lack of public debate on new reproductive technologies (NRTs) in Ireland. *Health 5, 3*, 355-371. Obtenido de <http://hea.sagepub.com/cgi/content/abstract/5/3/355>
- Hillmer, B. (november de 2024). *Create a Pre-Test and Post-Test Survey*. Obtenido de <https://help.alchemer.com/help/pre-post-test-survey>
- Hişmanoğlu, M. (2006). Current Perspectives on Pronunciation Learning and Teaching. *Journal of Language and Linguistic Studies*, 2(1), 1-10. doi:101 - 110, 01.04.2006
- Hughes, R. (2002). *Teaching and researching speaking*. Edinburgh: Pearson Education.
- Hussain, S. (2017). Teaching Speaking Skills in Communication Classroom. *International Journal of Media, Journalism and Mass Communications*, 3(3), 14-21.  
doi:<http://dx.doi.org/10.20431/2454-9479.0303003>
- Irianti, L., Faridi, A., & Pratama, H. (2024). Flipped classroom and critical thinking on public speaking class. *Cogent Education*, 1-15.  
doi:<https://doi.org/10.1080/2331186X.2024.2315815>
- Jensen, J. L., Holt, E. A., Sowards, J. B., Ogden, T. H., & West, R. E. (22 de June de 2018). Investigating Strategies for Pre-Class Content Learning in a Flipped Classroom. *Journal of Science Education and Technology*, 27, 523-535. doi:<https://doi.org/10.1007/s10956-018-9740-6>
- Kassiani, N. (11 de August de 2022). *What Is Purposive Sampling? | Definition & Examples*. Obtenido de <https://www.scribbr.com/methodology/purposive-sampling/#:~:text=Disadvantages%20of%20purposive%20sampling,->



However%2C%20purposive%20sampling&As%20with%20other%20non%2Dprobability,i  
s%20prone%20to%20research%20bias.

- Köroğlu, Z. C., & Cakir, A. (2017). Implementation of flipped instructions in language classrooms: An alternative way to develop speaking skills of pre-service English language teachers. *International Journal of Education and Development using Information and Communication Teachnology*, 13(2), 42-55.
- Krause, J. C. (1995). *The Effects of Speaking Rate and Speaking Mode on Intelligibility*. Massachusetts: Massachusetts Institute of Technology.
- Kusumawardani, S. A., & Mardiyani, E. (November de 2018). The correlation between English Grammar competence and speaking fluency. *professional journal of english education*, 1(6), 724-733. Obtenido de <https://pdfs.semanticscholar.org/acc1/6c52ae72a642de3f0b2c2e232d5fe7ec6f7c.pdf>
- Kvashnina, O. S., & Martynko, E. A. (2016). Analyzing the Potential of Flipped Classroom in ESL Teaching. *National Research Tomsk Polytechnic University, Tomsk, Russia*, 11(3), 71-73. doi:<https://doi.org/10.3991/ijet.v11i03.5309>
- Laal, M., & Ghodsi, S. (2012). Benefits of collaborative learning. *SciVerse Science Direct*, 486-490. doi:10.1016/j.sbspro.2011.12.091
- Leask, M. (april de 2024). *Step-by-Step Strategies for Successful Flipped Classrooms: A Practical Guide for Educators*. Obtenido de <https://www.notion4teachers.com/blog/how-to-plan-a-flipped-lesson-a-step-by-step-guide-for-teachers>
- Loizou, M. (2022). Digital Tools and the Flipped Classroom Approach in Primary Education. *Frontiers in Education*, 7, 1-8. doi:10.3389/educ.2022.793450
- Mazouzi , S. (2013). Analysis of Some Factors Affecting Learners' Oral Performance A Case Study: 3rd year pupils of Menaâ's middle schools. *PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA*, 1-107.
- Mogalakwe, M. (2006). The Use of Documentary Research Methods in Social Research. *The African Sociological Review is a bi-annual publication of CODESRIA*, 10(1), 221-230. Obtenido de <https://www.jstor.org/stable/afisocirevi.10.1.221>
- Mok, H. N. (2014). Teaching Tip: The Flipped Classroom. *Journal of Information Systems Education*, 25(1), 7-11.
- Morgan , G., & Harmon, R. (August de 2001). Data Collection Techniques. *Clinicians' guide to research methods and statics*, 973-976. Obtenido de <https://www.researchgate.net/profile/George-Morgan->



4/publication/11842651\_Data\_Collection\_Techniques/links/5b8813234585151fd13c8cdd/  
Data-Collection-Techniques.pdf

- Nasseri, M., & Thompson, P. (January de 2021). Lexical density and diversity in dissertation abstracts: Revisiting English L1 vs. L2 text differences. *Science Direct*, 1-25.  
doi:<https://doi.org/10.1016/j.asw.2020.100511>
- Nerantzi, C. (2020). The use of peer instruction and flipped learning to support flexible blended learning during and after the COVID-19 pandemic. *Manchester Metropolitan University's Research Repository*, 184-195. Obtenido de <https://e-space.mmu.ac.uk/626131/>
- Nguyen, T. (2021). The Implementation of Flipped Classroom Approach in an Academic English Course. *VNU Journal of Foreign Studies*, 37(3), 149-175. doi:10.25073/2525-2445/vnufs.4649
- Noordzij, M., & Dekker, F. (3 de February de 2011). Sample Size Calculations. *Nephron Clinical Practice*, 319-323. doi:<https://doi.org/10.1159/000322830>
- Oppenheimer, D. M. (june de 2008). The secret life of fluency. *Trends in cognitive science*, 12(6). doi:<https://doi.org/10.1016/j.tics.2008.02.014>
- Ozdamli, F., & Asiksoy, G. (2016). Flipped classroom approach. *World Journal on Educational Technology Current Issues*, 8(2), 98-105. Obtenido de <http://sproc.org/ojs/index.php/wjet>
- Palinkas, L., Horwitz, S., Green, C., & Wisdom, J. (september de 2015). Purposeful Sampling for Qualitative Data Collection and Analysis in Mixed Method Implementation Research. *Adm Policy Ment Health*, 42(5), 533-544. doi: 10.1007/s10488-013-0528-y
- Ponto, J. (2015). Understanding and Evaluating Survey Research. *Journal of the advanced practitioner in oncology*, 6, 168-171.
- Powell, R. (2008). Experimental techniques for multiphase flows. *AIP Publishing*, 20(4), 215-225. doi:<https://doi.org/10.1063/1.2911023>
- Prasaty, B. A., & Gustari, D. T. (October de 2021). The effects of grammar mastery and critical thinking on students' speaking skills. *Indonesian Journal of Multidisciplinary science*, 1(1), 1-13. doi:<https://doi.org/10.55324/ijoms.v1i1.2>
- Rao, V. (2012). *Techniques of Teaching English*. Neelkamal.
- Renard, L. (29 de March de 2023). *20 engaging flipped learning apps for in the flipped classroom*. Obtenido de <https://www.bookwidgets.com/blog/2019/02/20-engaging-flipped-learning-apps-for-in-the-flipped-classroom>
- Rowley, N., & Green, J. (November de 2015). Just-in-time Teaching and Peer Instruction in the Flipped Classroom to Enhance Student Learning. *Education in Practice*, 2(1). Obtenido de



<https://intranet.birmingham.ac.uk/staff/teaching-academy/documents/public/eip-dec15/rowley.pdf>

- Sailer, M., & Sailer, M. (2021). Gamification of in-class activities in flipped classroom lectures. *British Journal of Educational Technology*, 52(1), 75-90. doi:doi:10.1111/bjet.12948
- Sanbonmatsu, D. (June de 1998). Selective hypothesis testing. *Springer Nature Link*. doi:<https://doi.org/10.3758/BF03212944>
- Sanchana, S. (27 de July de 2023). *The Significance of Pronunciation in English and How to Enhance It*. Obtenido de RedFox Education: <https://redfoxeducation.com/blogs/the-significance-of-pronunciation-in-english-and-how-to-enhance-it>
- Santhanasamy, C., & Yunus, M. (November de 2021). A Systematic Review of Flipped Learning Approach in Improving Speaking Skills. *European Journal of Educational Research*, 11(1), 127-139. doi:<https://doi.org/10.12973/eu-jer.11.1.127>
- Santhanasamy, C., & Yunus, M. (January de 2022). A Systematic Review of Flipped Learning Approach in Improving Speaking Skills. *European Journal of Educational Research*, 11(1), 127-139. doi:<https://doi.org/10.12973/eu-jer.11.1.127>
- Santos, A. I., & Serpa, S. (2020). Flipped Classroom for an Active Learning. *Journal of Education and e-Learning Research*, 7(2), 167-173. doi:10.20448/journal.509.2020.72.167.173
- Sevil, A., Romero, E., & Artacho, J. M. (2019). Empowering teacher to apply Flipped Learning: Digital Competences and tools to transform the classroom. *iated Digital library*, 1077-1088. doi:10.21125/inted.2019.0357
- Shin, S., Kwon, K., & Jung, J. (2022). Collaborative Learning in the Flipped University Classroom: Identifying Team Process Factors. *Sustainability*. doi:<https://doi.org/10.3390/su14127173>
- Skehan, P. (1996). *Second language acquisition research and task-based instruction*. In J. Willis, & D. Willis (Eds.).
- Sönmez, N. (2020). Using Flipped Classroom Model for Developing Speaking Skills: An Integrative Review Research. *Innovational Research in ELT*, 12. doi:DOI: 10.29329/irelt.2020.311.2
- sopact university. (11 de september de 2024). *Pre and Post Survey Insights: Driving Social Change Through Data*. Obtenido de <https://university.sopact.com/article/pre-and-post-survey>
- Sudarmaji, I., Amaliyah, A., & Mulyana, A. (2021). Developing Students' Speaking Skills through Flipped Classroom Model on High. *Journal of English Education and Teaching (JEET)*, 5(2), 188-200.



- Syed, S., & Hashim, H. (March de 2021). Enhancing English as a Second Language Learners' Speaking Skills through Authentic Videoconferencing. *Scientific Research and Academic Publisher*, 12(3), 545-556. doi:10.4236/ce.2021.123037
- Tahir, M., Ariff, I. S., Adnan, A. H., Ya, M. S., & Shah, D. S. (2020, June). The Application of Visual Vocabulary for ESL Students' Vocabulary Learning. *Arab World English Journal*, 11(2), 323-338. doi:https://dx.doi.org/10.24093/awej/vol11no2.23
- Tien, L. C., Lin, S. Y., Yin, H., & Chang, J. C. (29 de December de 2020). The Impact of a Flipped Classroom on the Creativity of Students in a Cake Decorating Art Club. *Frontiers in Psychology*, 11. doi:10.3389/fpsyg.2020.533187
- TÖMEN, M., & KÖSE, G. (2023). VOCABULARY SIZE, LEXICAL DIVERSITY, LEXICAL DENSITY, AND EFL WRITING. *Nevsehir Haci BektUniversitesi*, 1-28. doi:https://doi.org/10.30783/nevsosbilen.1376253
- Ur, P. (2012). *A course in English Language Teaching* (Vol. 2). Edinburgh: Cambridge University Press. Retrieved from [www.cambridge.org/9781107684676](http://www.cambridge.org/9781107684676)
- Verner, S. (2023, april 23). *How to evaluate speaking*. Retrieved from Busy Teacher: <https://busyteacher.org/4836-how-to-evaluate-speaking.html>
- Xu, Z., & Shi, Y. (July de 2018). Application of Constructivist Theory in Flipped Classroom- Take college English Teaching as a Case Study. *ACADEMY PUBLICATION*, 8(7), 880-887. doi:DOI: <http://dx.doi.org/10.17507/tpls.0807.21>
- Yakob, S., Jawawi, R., & Shahrill, M. (december de 2023). The Effects of Flipped Classroom in English Language Communicative Skills. *International Journal of Essential Competencies in Education*, 2(2), 88-127. doi:https://doi.org/10.36312/ijece.v2i2.1394
- Yunus, K., & Saifudin, M. (2019, May). Vocabulary learning strategies among english as language learners. *Journal of qualitative social science*, 12-19. Retrieved from [https://www.researchgate.net/publication/336373979\\_VOCABULARY\\_LEARNING\\_STRATEGIES\\_AMONG\\_ENGLISH\\_AS\\_SECOND\\_LANGUAGE\\_LEARNERS](https://www.researchgate.net/publication/336373979_VOCABULARY_LEARNING_STRATEGIES_AMONG_ENGLISH_AS_SECOND_LANGUAGE_LEARNERS)
- Zhang, X. (February de 2022). Application of Information Technology in Output-oriented Flipped Classroom of English Teaching. *8th Annual International Conference on Network and Information Systems for Computers (ICNISC)*, 16-19. doi:10.1109/ICNISC57059.2022.00165
- Zhuño, J., & Guaman, M. (2022). Flipped classroom in the development of the communicative skills at "Emiliano Hinostroza High School". *Iustitia Socialis. Revista Arbitrada de Ciencias Jurídicas*, 7(1), 1-21. doi:http://dx.doi.org/10.35381/racji.v7i1.1703



UNIVERSIDAD  
BOLIVARIANA  
DEL ECUADOR

## TRABAJO DE TITULACIÓN

Dhamani, D. (2020, August 17). *Rate of speech: Definition, bonus tips, ideal rate, calculation.*

Retrieved from Orai: <https://orai.com/blog/rate-of-speech-definition/>

Johnson, D. W., Johnson, R. T., & Smith, K. A. (2014). Cooperative Learning: Improving University Instruction by Basing Practice on Validated Theory. *Journal on Excellence in College Teaching*, 85-118.





**Annex 2:** Operationalization of variables

**Table 23:** Operationalization of Independent Variable

<b>ORGANIZATION MARTIX OF VARIABLE</b>					
<b>Title:</b> The use of flipped classroom to develop high school students' speaking skills.					
<b>Objective:</b> To investigate the impact of flipped classroom to high school students in order to develop speaking skills.					
<b>Independent variable</b>	<b>Conceptual definition</b>	<b>Dimension</b>	<b>Indicators</b>	<b>Items for instrument design survey</b>	<b>Scales</b>
Flipped Classroom Implementation	A flipped classroom is structured around the idea that lecture or direct instruction is not the best use of class time. Instead, students encounter information before class, freeing class time for activities that involve higher order thinking. A flipped classroom is a pedagogical model that flips traditional lectures and homework.	Pedagogical	Content delivery	Q1. Do you consider that the pre-recorder videos or lectures have help you to improve your English?	Always  Almost always  Often
			Pre-class activities	Q2. How do you complete the pre-class assignments?	Sometimes  Never
			In-class activities	Q3. How often do you complete the class activities?	
		Social	Collaborative work	Q4. Do you consider that work in pairs or groups enhance your learning?	Yes  No
			Support from peers	Q5. How often your classmates have supported you in your Learning process?	Always  Almost always
		Technological	Digital tools	Q.6 How often do you use	Often

				digital tools to practice speaking?	Sometimes Never
--	--	--	--	-------------------------------------	--------------------

**Table 24:** *Operalization of Dependent Variable*

<b>Dependent variable</b>	<b>Conceptual definition</b>	<b>Dimension</b>	<b>Indicators</b>	<b>Items for instrument design survey</b>	<b>Scales</b>
English speaking skills	Speaking fluency is a productive skill in which a speaker naturally communicates and maintains a meaningful conversation without problems.	Fluency	Rate of Speech	Q1. How often do you maintain a steady pace of speech without frequent pauses or hesitations?	Always  Almost always
		Vocabulary	Lexical Density	Q2. How often do you use a variety of words, expressions and phrases employed during a communication?	Often  Sometimes  Never
		Accuracy	Pronunciation	Q3. How often do you practice pronunciation of sounds, stress patterns, and intonation?	
			Grammar	Q4. How often do you practice correct and appropriate use of grammatical structures?	



Annex 3: Surveys applied to the students

Figure 6: Pre-survey



UNIDAD EDUCATIVA "ELOY ALFARO"

Resolución MIMEDUC SEDMC-2024-00563-2  
Educar para la Libertad y la Democracia



PRE. SURVEY

**Aim:** To know some relative information from students to identify if it is pertinent to carry out the research proposal, before applying in the students.

**Instructions:** Read every question carefully and fill out the options. Feel free to answer them sincerely.

Personal Information

Name: \_\_\_\_\_

Gender: \_\_\_\_\_

1.- Do you have internet in your house?

SI  NO

2.- Which electronic device do you use more in your house?

Cellphone  Tablet  Laptop-computer

3.- Do you think that the use of technology helps in your learning process?

SI  NO

4.- Have you ever used videos to learn a specific topic?

SI  NO

5.- How would you rate your overall English language proficiency?

Beginner  Elementary  Intermediate  Advanced

6.- How confident do you feel about your speaking skills in English?

Very confident  Somewhat confident  Not confident

7.- How often do you get opportunities to speak English in class?

Very often  Sometimes  Never

8.- How often do you practice speaking English outside of class?

Very often  Sometimes  Never

9.- How do you prefer to learn new vocabulary?

Through listening  Through speaking  Through reading

10.- Do you feel that traditional classroom methods have helped improve your speaking skills?

Yes, significantly  Yes, somewhat  Not, not really

THANK YOU SO MUCH FOR YOUR COLLABORATION!





Figure 7: Post-survey (questionnaire of satisfaction)



POST-SURVEY

Aim: To determine the level of satisfaction after applying the flipped classroom method to develop speaking skills.

Instructions: Read every question carefully and fill out the options. Feel free to answer them sincerely.

Personal Information

Name: \_\_\_\_\_

Gender: \_\_\_\_\_

1.- Do you think the pre-recorded videos or lectures have helped you improve your English?

Always  Almost always  Often  Sometimes  never

2.- How do you complete the pre-class assignments??

Excellent  Good  Not, good

3.- How often do you complete the class activities?

Very often  Often  Not often

4.- Do you consider that working in pairs or groups enhances your learning?

Yes, very much  Somewhat  Not, no really

5.- How often have your classmates supported you in your Learning process?

Very often  Often  Not often

6.- How often do you use digital tools to practice speaking?

Very often  Often  Not often

7.- How often do you maintain a steady pace of speech without frequent pauses or hesitations?

Very often  Often  Not often

8.- How often do you use various words, expressions, and phrases employed during a communication?

Very often  Often  Not often

9.- How often do you practice pronouncing sounds, stress patterns, and intonation?

Very often  Often  Not often

10.- How often do you practice correctly and appropriately using grammatical structures?

Very often  Often  Not often

THANK YOU SO MUCH FOR YOUR COLLABORATION!





Annex 4: Key speaking exams applied to the students

Figure 8: Pre-test



PRE-TEST

**OBJECTIVE:** To establish a baseline measurement of high school students' speaking proficiency, attitudes towards technology integration, and prior knowledge of the flipped classroom model before implementing a flipped classroom intervention designed to enhance speaking skills.

Part 1 (2-3 minutes)

Phase 1  
Interlocutor

Good morning / afternoon / evening.  
Can I have your mark sheet, please?  
Hand over the mark sheet to the Assessor.  
I'm ..... and this is .....  
He / She will just listen to us.  
What's your name?

Back-up prompts

How old are you?  
For UK, ask: Where do you come from? Are you from (Spain, etc.)?  
For Non-UK, ask: Where do you live? Do you live in ... (name of district / town etc.)?  
Thank you.

Phase 2

Now, let's talk about school.

What time do you finish school?  
What do you eat after school?

Back-up prompts

Do you finish school at 4 o'clock?  
Do you eat snacks after school?

Now, let's talk about home.

Who do you live with?  
How many bedrooms are there in your house?

Back-up prompts

Do you live with your family?  
Are there three bedrooms in your house?

Extended Response

Now, please tell me what you like doing at home.

Back-up questions

Do you like cooking?  
Do you play computer games?  
Did you stay at home last weekend?



Part 2 (3-4 minutes)

Phase 1  
Interlocutor

⌚ 2-3 minutes

Now, in this part of the test we're going to talk together.

Place **Candidate booklet**, open at **Task 1**, in front of candidate. Allow candidate adequate time to read the task.

Here are some pictures that show **different hobbies**.

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

Do you like these different hobbies? Say why or why not.

All right? Now, we will talk together. Can you start?

Candidate

⌚ Allow a minimum of 1 minute before moving on to the following questions.

Interlocutor

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

Do you think ...

- ... playing computer games is boring?
- ... playing an instrument is difficult?
- ... playing football is fun?
- ... reading is interesting?
- ... painting/drawing is easy?

Optional prompts  
Why?/Why not?

What do you think?

Which of these hobbies do you like best?

Thank you. (Can I have the booklet, please?) Retrieve **Candidate booklet**.

Phase 2

Interlocutor

⌚ Allow up to a minute

Now, do you prefer to spend your free time alone or with other people? (Why?)

Which is more fun, playing sports or watching sports? (Why?)

Thank you. That is the end of the test.



TASK 1

Do you like these different hobbies?

1





Figure 9: Post-test



POS-TEST

**OBJECTIVE:** To assess how successfully the flipped classroom intervention has improved the speaking skills of high school students as well as in their attitudes towards technology integration and the flipped classroom model.

**Part 1**  
(3-4 minutes)

*Phase 1*

**Interlocutor**

To both candidates: Good morning / afternoon / evening.  
Can I have your mark sheets, please?  
Hand over the mark sheets to the Assessor.  
I'm ..... and this is .....

To Candidate A: What's your name?

To Candidate B: And what's your name?

**Back-up prompts**

For UK, ask: B, how old are you?  
Where do you come from?  
Are you from (Spain, etc.)?  
For non-UK, ask: Where do you live?  
Do you live in ... (name of district / town, etc.)?  
Thank you.

For UK, ask: A, how old are you?  
Where do you come from?  
Are you from (Spain, etc.)?  
For non-UK, ask: Where do you live?  
Do you live in ... (name of district / town, etc.)?  
Thank you.



Phase 2

**Interlocutor**

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

**A**, when's your birthday?

What do you buy your friends for their birthdays?

**B**, how often do you go to birthday parties?

What do you like to eat on your birthday?

**Extended Response**

Now, **A**, please tell me something about what you did on your last birthday.

**Interlocutor**

Now, let's talk about **going to school**.

**B**, how do you get to school every day?

What time do you arrive at school?

**A**, who do you go to school with?

How far is your school from your house?

**Extended Response**

Now, **B**, please tell me about the things you take with you to school.

**Back-up prompts**

Is your birthday in January?

Do you buy books for your friends?

Do you go to a lot of birthday parties?

Do you like to eat cake on your birthday?

**Back-up questions**

Did you have a party on your last birthday?

What did you wear?

Did you go to school?

**Back-up prompts**

Do you get to school by bus?

Do you arrive at school at 8 o'clock?

Do you go to school with a friend?

Is your school near your house?

**Back-up questions**

Do you take a bag with you to school?

Do you have a lot of things to carry to school?

What's the most important thing you take to school?



**Part 2**  
(5-6 minutes)

*Phase 1*

**Interlocutor**

⌚ 3-4 minutes

Now, in this part of the test you are going to talk together.  
Place **Part 2** booklet, open at **Task 1**, in front of candidates.  
Here are some pictures that show **different activities to do near water**.

Do you like these different activities to do near water? Say why or why not.  
I'll say that again.

Do you like these different activities to do near water? Say why or why not.

All right? Now, talk together.

**Candidates**

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

**Interlocutor /**

**Candidates**

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

Do you think ...  
... playing volleyball on a beach is fun?  
... watching sea birds is interesting?  
... walking on a beach is healthy?  
... fishing is difficult?  
... reading by a river is a good idea?

Optional prompt  
Why? / Why not?

What do you think?

**Interlocutor**

So, **A**, which of these activities to do near water do you like best?  
And you, **B**, which of these activities to do near water do you like best?  
Thank you. (Can I have the booklet, please?) Retrieve **Part 2** booklet.

*Phase 2*

**Interlocutor**

⌚ allow up to  
2 minutes

Now, do you prefer being on a beach or by a river, **B**?  
(Why?)

And what about you, **A**? (Do you prefer being on a beach or by a river?) (Why?)

Is it important for you to be able to swim, **A**? (Why? / Why not?)

And what about you, **B**? (Is it important for you to be able to swim?)  
(Why? / Why not?)

Thank you. That is the end of the test.



POST -TEST

TASK 1

Do you like these different activities to do near water?



*Note: Elaborated by Cambridge University Press. (2020)*



Annex 5: Pre-test results

Figure 10: Pre-test results

PRE-TEST						
No.	CÉDULA	NOMBRES COMPLETOS	Grammar & Vocabulary	Pronunciation	Interactive communication	TOTAL
1	1754276721	ALCIVAR FIGUEROA ALEJANDRO SEBASTIAN	4	2	3	3,00
2	1728388576	ALVAREZ SARRADE JAMER ENRIQUE	2	3	2	2,33
3	1752361913	ANDRADE FIGUEROA NICOLE ALEJANDRA	2	2	1	1,67
4	1754179222	AREVALO GUACHAMIN MELANY NURIT	1	1	2	1,33
5	1752811032	BALLESTEROS NOLIVOS ALEXSANDER EFRAIN	1	2,5	2	1,83
6	1751815679	BARRERA GIL PAOLA BRIGGITTE	3	3	3	3,00
7	1727889286	CABEZAS NAVARRETE MARCO JOSUE	2	2	2	2,00
8	1728442572	CADENA TALLEDO ERICK VALENTIN	2	3	1	2,00
9	1752156503	CHAMORRO PAREDES LESLY JHALYS	1	1	1	1,00
10	1756112478	CRUZ AREVALO MELANIE SAMANTHA	3	3	2	2,67
11	1726941102	GARCIA LOPEZ NDEMI MAYTE	2	2	1	1,67
12	2300657868	GORDILLO VARGAS MADELINE DAYANA	1	1	1	1,00
13	1752347938	HARO CORONEL LENYIN RICARDO	3	3	2	2,67
14	1752219308	JIMENEZ MENDOZA ERICK JAIR	3	2	2	2,33
15	1727707685	LABRE CARRION SHEILA JULIETTE	3	3	3	3,00
16	1751940279	LENA LEON DANIEL SEBASTIAN	3	3	3	3,00
17	1754887212	MENDEZ MUZO LENIN XAVIER	4	3	3	3,33
18	1728709088	MOUNA CADENA EMILY GEOVANNA	3	3	2	2,67
19	0504082116	PADILLA PILLISA ERICK JOEL	3	2	2	2,33
20	1728053601	PALLO PILCA VALERIA ESTEFANYA	2	2	2	2,00
21	1728800440	PERLAZA JACOME MATEO NICOLAS	3	2	1	2,00
22	1751929686	PILA COLES ALISSON JULIANA	4	4	4	4,00
23	1726318808	QUINGA MOLINA MARIA LUISA	2	2	1	1,67
24	1755366398	QUIROZ COLLAGUAZO JUAN SEBASTIAN	2	3	2	2,33
25	0450053145	ROSETO VILLOTA CHRISTOPHER YAIR	3	2	2	2,33
26	1751053289	RUIZ JIMENEZ HENRY YAER	3	3	2	2,67
27	1726984741	SARANGO NARANJO ALANN MATEO	1	0	0	0,33
28	1728714435	SIMBAÑA FERNANDEZ HAILIE ANDREA	3	2	2	2,33
29	1753780236	VALDEZ PILAMUNGA ROBERTO ADRIAN	2	3	2	2,33
30	1727175380	VASQUEZ SUAREZ HEIDY TAHIZ	3	3	2	2,67
31	1728931682	VINJEZA LOPEZ DARLA ANAHI	4	3	2	3,00
32	1753411089	YAGUARCOTA CRUZ JARED ALEJANDRO	2	2	1	1,67
		<b>TOTAL</b>	<b>2,5</b>	<b>2,4</b>	<b>1,9</b>	<b>2,3</b>





Annex 7: Post-test results

Figure 12: Post-test results

POST-TEST							
No.	CÉDULA	NOMBRES COMPLETOS	Grammar & Vocabulary	Pronunciation	Interactive communication	TOTAL	
1	1754276721	ALCIVAR FIGUEROA ALEJANDRO SEBASTIAN	4	4	5	4,33	
2	1729388676	ALVAREZ BARRADE JAVIER ENRIQUE	4	3	3	3,33	
3	1752361913	ANDRADE FIGUEROA NICOLE ALEJANDRA	3	2	3	2,67	
4	1754179222	AREVALO GUACHAMIN MELANY NURIT	3	2	3	2,67	
5	1752811032	BALLESTEROS NOLIVOS ALEXSANDER EFRAIN	2	2	2	2,00	
6	1751815679	BARRERA GIL PAOLA BRIGGITTE	4	4	4	4,00	
7	1727899296	CABEZAS NAVARRETE MARCO JOSUE	3	4	4	3,67	
8	1729442572	CADENA TALLEDO ERICK VALENTIN	3	3	3	3,00	
9	1752156603	CHAMORRO PAREDES LESLY JHALYS	2	1	2	1,67	
10	1756112478	CRUZ AREVALO MELANE SAMANTHA	3	3	2	2,67	
11	1726941162	GARCIA LOPEZ NOEMI MAYTE	4	4	3	3,67	
12	2350657868	GORDILLO VARGAS MADELINE DAYANA	1	1	1	1,00	
13	1752347938	HARO CORONEL LENYIN RICARDO	3	3	4	3,33	
14	1752219368	JIMENEZ MENDOZA ERICK JAIR	4	3	4	3,67	
15	1727707695	LABRE CARRON SHEILA JULIETTE	4	4	3	3,67	
16	1751940279	LEMA LEON DANIEL SEBASTIAN	3	5	4	4,00	
17	1754887212	MENDEZ MUZO LENIN XAVIER	5	4	4	4,33	
18	1728709088	MOLINA CADENA EMILY GEOVANNA	4	4	4	4,00	
19	0504082116	PADILLA PILLISA ERICK JOEL	4	3	3	3,33	
20	1729053601	PALLO PILCA VALERIA ESTEFANYA	4	4	5	4,33	
21	1728800440	PERLAZA JACOME MATEO NICOLAS	3	3	4	3,33	
22	1751929686	PILA COLES ALISSON JULIANA	5	3	5	4,33	
23	1726318858	QUINGA MOLINA MARIA LUISA	3	3	3	3,00	
24	1755366398	QUIROZ COLLAGUAZO JUAN SEBASTIAN	5	4	3	4,00	
25	0450053145	ROSERO VILLOTA CHRISTOPHER YAIR	5	4	5	4,67	
26	1751053289	RUIZ JIMENEZ HENRY YAER	5	4	4	4,33	
27	1726984741	SARANGO NARANJO ALANN MATEO	2	1	1	1,33	
28	1728714435	SIMBAÑA FERNANDEZ HAILIE ANDREA	4	4	4	4,00	
29	1753780236	VALDEZ PILAMUNGA ROBERTO ADRIAN	5	3	4	4,00	
30	1727175380	VASQUEZ SUAREZ HEIDY TAHIZ	3	3	4	3,33	
31	1728931682	VINUEZA LOPEZ DARLA ANAHI	4	4	5	4,33	
32	1753411089	YAGUARCOTA CRUZ JARED ALEJANDRO	4	5	5	4,67	
<b>TOTAL</b>			<b>3,6</b>	<b>3,3</b>	<b>3,5</b>	<b>3,5</b>	



Annex 8: Post-survey results

Figure 13: Post-survey results

			Post-Survey																																
No.	CÉDULA	NOMBRES COMPLETOS	1		2		3		4		5		6		7		8		9		10														
			always often	Sometimes Never	Excellent Good	Very often Often	Not often	Yes, sometimes Not, really	Very often Often	Not often	Very often Often	Not often	Very often Often	Not often	Very often Often	Sometimes Never	Very often Often	Not often	Very often Often	Not often															
1	1754276721	ALCIVAR FIGUEROA ALEJANDRO SEBASTIAN	1		1	1			1	1			1			1		1			1	1													
2	1729388676	ALVAREZ SARRADA JAVIER ENRIQUE	1		1	1			1		1		1			1		1			1	1													
3	1752361913	ANDRADE FIGUEROA NICOLE ALEJANDRA	1		1	1			1		1		1			1		1			1	1													
4	1754179222	AREVALO GUACHAMIN MELANY NURIT	1		1	1			1		1		1			1		1			1	1													
5	1752811032	BALLESTEROS INOYUOS ALEXSANDER FERRAIN	1		1	1			1		1		1			1		1			1	1													
6	1751815679	BARRERA GIL PAOLA BRIGGITTE	1		1	1			1		1		1			1		1			1	1													
7	1727899286	CABEZAS NAVARRETE MARCO JOSUE	1		1	1			1		1		1			1		1			1	1													
8	1729442572	CADENA TALLEDO ERICK VALENTIN	1		1	1			1		1		1			1		1			1	1													
9	1752156503	CHAMORRO PAREDES LESLY JHALYS	1		1	1			1		1		1			1		1			1	1													
10	1756112478	CRUZ AREVALO MELANIE SAMANTHA	1		1	1			1		1		1			1		1			1	1													
11	1726941162	GARCIA LOPEZ NOEMI MAYTE	1		1	1			1		1		1			1		1			1	1													
12	2350657868	GORDILLO VARGAS MADELINE DAYANA	1		1	1			1		1		1			1		1			1	1													
13	1752347938	HARO CORONEL LENYN RICARDO	1		1	1			1		1		1			1		1			1	1													
14	1752219368	JIMENEZ MENDOZA ERICK JAIR	1		1	1			1		1		1			1		1			1	1													
15	1727707695	LABRE CARRION SHEILA JULIETTE	1		1	1			1		1		1			1		1			1	1													
16	1751940279	LEMA LEON DANIEL SEBASTIAN	1		1	1			1		1		1			1		1			1	1													
17	1754887212	MENDEZ MUÑOZ LENIN XAVIER	1		1	1			1		1		1			1		1			1	1													
18	1728709088	MOLINA CADENA EMILY GEOVANNA	1		1	1			1		1		1			1		1			1	1													
19	0504082116	PADILLA PILLISA ERICK JOEL	1		1	1			1		1		1			1		1			1	1													
20	1729053601	PALLO PILCA VALERIA ESTEFANYA	1		1	1			1		1		1			1		1			1	1													
21	1728800440	PERLAZA JACOME MATEO NICOLAS	1		1	1			1		1		1			1		1			1	1													
22	1751929686	PILA COLES ALISSON JULIANA	1		1	1			1		1		1			1		1			1	1													
23	1726318858	QUINGA MOLINA MARIA LUISA	1		1	1			1		1		1			1		1			1	1													
24	1755366398	QUIROZ COLLAGUAZO JUAN SEBASTIAN	1	1	1	1			1		1		1	1		1		1			1	1													
25	0450053145	ROSERO VILLOTA CHRISTOPHER YAIR	1		1	1			1		1		1			1		1			1	1													
26	1751053289	RUIZ JIMENEZ HENRY YAER	1		1	1			1		1		1			1		1			1	1													
27	1726984741	SARANGO NARANJO ALANN MATEO	1		1	1			1		1		1			1		1			1	1													
28	1728714435	SIMBAÑA FERNANDEZ HAILIE ANDREA	1	1	1	1			1		1		1			1		1			1	1													
29	1753780236	VALDEZ PILAMUNGA ROBERTO ADRIAN	1		1	1			1		1		1			1		1			1	1													
30	1727175380	VASQUEZ SUAREZ HEIDY TAHIZ	1		1	1			1		1		1			1		1			1	1													
31	1728931682	VINUEZA LOPEZ DARLA ANAHI	1		1	1			1		1		1			1		1			1	1													
32	1753411089	YAGUARCOTA CRUZ JARED ALEJANDRO	1		1	1			1		1		1			1		1			1	1													
<b>TOTAL</b>			<b>20</b>	<b>10</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>10</b>	<b>19</b>	<b>3</b>	<b>18</b>	<b>12</b>	<b>2</b>	<b>18</b>	<b>11</b>	<b>3</b>	<b>11</b>	<b>19</b>	<b>2</b>	<b>10</b>	<b>18</b>	<b>4</b>	<b>3</b>	<b>24</b>	<b>5</b>	<b>10</b>	<b>20</b>	<b>2</b>	<b>3</b>	<b>13</b>	<b>16</b>	<b>1</b>	<b>10</b>	<b>21</b>	
%			<b>63</b>	<b>31</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>31</b>	<b>59</b>	<b>9</b>	<b>56</b>			<b>6</b>	<b>56</b>		<b>9</b>	<b>34</b>	<b>59</b>	<b>6</b>	<b>31</b>	<b>56</b>	<b>13</b>	<b>9</b>	<b>75</b>	<b>16</b>	<b>31</b>	<b>63</b>	<b>6</b>	<b>9</b>	<b>41</b>	<b>50</b>	<b>3</b>	<b>31</b>	<b>66</b>