

**OFICINA DE POSGRADOS**

**Topic:**

**FLIPPED CLASSROOM METHOD IN ENGLISH SPEAKING SKILL  
DEVELOPMENT IN YOUNG ADULTS**

**Research Project prior to obtaining the Master's degree on English Pedagogy as a  
Foreign Language**

**Line of research:**

INNOVATIVE PEDAGOGIES, TEACHING METHODS

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**Ambato – Ecuador**

**September 2021**

**PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR**  
**SEDE AMBATO**  
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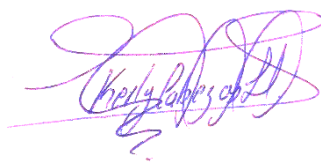
September 2021

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## **DEDICATION**

First, I want to dedicate this research work to Almighty God, who leads our steps, to my mother Fanny; saying “thank you” is not enough for me to express how grateful I am for her support, all the things that I have achieved to date are because of you. To my father, Marcial, whose words of encouragement motivate me to become a complete professional. To my brother Santiago and Jennifer, who have supported me in this journey that I have finished. To my grandparents, who have been my second parents and have helped me in my career with all their love and affection. To my cousin Cristina for being my support in the stronger moments in my life. Finally, to my best friend Erika, who is as my sister, for her bits of advice and unconditional support. For all that I mentioned before, I am deeply grateful.

## **ACKNOWLEDGEMENTS**

I am grateful to my dear tutor thesis MSc. Janine Matts for guiding me through this process. Then, to the two most important people of my life, my parents Marcial and Fanny, for being my support and motivation to continue my studies in order to become an excellent professional, to my sister Jennyfer who, from the sky, she inspired me to culminate my career and my brother Santiago for the unconditional support during this time of the study. Finally, my sincere thanks to all professors who have been my guide during this period of study.

## RESUMEN

La presente investigación analiza la influencia del método de la clase invertida (FCM) en el desarrollo de la habilidad de hablar en jóvenes del nivel A2 de la modalidad regular en la Universidad Nacional de Chimborazo. A través de una observación directa se detectó que los estudiantes presentaban dificultad para construir una comunicación efectiva en el idioma inglés. Se desarrolló un estudio cuasiexperimental en el que se establecieron dos grupos de trabajo, denominados control y experimental. El primer grupo recibió clases a través de estrategias de aprendizaje tradicionales y el segundo con estrategias basadas en el FCM. En primer lugar, se evaluaron las habilidades orales mediante la aplicación de la sección de la habilidad oral del Cambridge Key English Test (KET). En el caso del grupo experimental, el FCM se implementó a través de ocho planes de lecciones, que incorporan estrategias como ver videos en casa, hacer actividades en clase dirigidas a trabajar en gramática, vocabulario y pronunciación, y después, los estudiantes establecieron discursos en parejas, hablando sobre los temas de las lecciones. Por otro lado, los alumnos del grupo de control recibieron clases a través del método de aprendizaje tradicional. Al finalizar el experimento, se aplicó el KET post-test, para conocer el desarrollo de las habilidades orales de ambos grupos. Los alumnos del grupo experimental obtuvieron una nota media de 9,04 sobre 25 en el pre-test y 19,97 en el post-test. El resultado es más significativo en el grupo experimental en comparación con el de control. El FCM es eficaz para garantizar el desarrollo de las habilidades orales en los jóvenes adultos en mejor medida que las estrategias tradicionales.

**Palabras clave:** Clase invertida, comunicación interactiva, gramática, habilidad oral, pronunciación, vocabulario.

## ABSTRACT

This research analyzes the influence of the Flipped Classroom Method (FCM) in the speaking skill development in young adults of A2 level from the regular modality at Universidad Nacional de Chimborazo. It was detected, through a direct observation, that students presented difficulty in constructing effective communication in the English language. A quasi-experimental study was developed in which two groups, control and experimental, were established. The first group received classes through traditional learning strategies and the last one through strategies based on FCM. First, speaking skills were assessed by applying the speaking section of the Cambridge Key English Test (KET). In the case of the experimental group, the FCM was implemented through eight lesson plans that incorporate strategies such as watching videos at home, do activities in a class directed to work in grammar, vocabulary, and pronunciation, and, after that, students made speeches in pairs talking about the topics of the lessons. On the other hand, students in the control group received class through the traditional learning method. Once the experiment was completed, the KET post-test was applied to know the speaking skill development in both groups. Students in the experimental group got a mean grade of 9.04 out of 25 on the pre-test while they got a mean grade of 19.97 on the post-test. The result is more significant in the experimental group compared with the control one. The FCM is efficient in ensuring the development of speaking skills in young adults better than the traditional learning strategies.

**Keywords:** Flipped classroom, grammar, interactive communication, pronunciation, speaking skill, vocabulary.

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## INTRODUCTION

Oral production is an interactive process in which meaning is formed that produces and receives information. The form and meaning depend on the context in which the interaction takes place, including the participants, their experiences, the environment, and the purpose of the communication. The complexity of speaking skill development has important points that must be integrated: being able to establish a sequence of ideas to be expressed and structuring an appropriate syntax for sentences. In this sense, it is necessary to develop educational strategies focused on processes and competencies, with a flexible, participative, and open character that tends to the integral development of the ability to speak English as a foreign language (Suaza, 2014).

Learners have several affective factors which affect foreign language learning especially speaking; anxiety emerges to be the crucial one that has a devastating effect on the oral performances of students. Furthermore, the students are passive, they do not have the opportunity to practice their verbal communication among peers and teachers. So, to get an effective teaching process, teachers must improve new methodologies in the classroom because students' understanding depends on the variety of them. The flipped classroom is a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space where students introduce the content at home and the educator guides students as they apply concepts and engage creatively in the subject matter.

Flipped Classroom Method reverses the traditional models in the teaching-learning process, facilitating online work guidelines from outside the class and transferring certain tasks within the classroom. The traditional method represents the teacher as the person who teaches the class and sends homework for the next day. In Flipped Classroom Method, the teacher stands aside as a guide while the students work in class. The model requires students to perform certain activities such as watching online videos at home, in their own space, with the possibility of communicating with other students and the teacher through online discussions (Barreras-Gómez, 2016).

## **Delimitation of the Research Problem**

Field: Education.

Specific Field: Language teaching.

Aspect: Flipped Classroom Method and Speaking Skill Development.

### **The research problem**

Nowadays, the English Language has taken huge importance worldwide in different aspects. Learning as a subject has also taken relevance in the Ecuadorian curriculum. It does not matter the age; students from elementary schools to university levels must learn English and improve their level to show how proficient they are when using the language. They receive at least five hours a week of English as a Foreign Language to reach the goals described in the curriculum. The class plans have been designed based on the Common European Framework of Languages.

Students in the Language Center at Universidad Nacional de Chimborazo (UNACH) show shortcomings when speaking, pronunciation problems, lack of fluency, and difficulty communicating ideas. They have several affective factors which affect foreign language learning especially speaking, anxiety emerges to be the crucial one that has a devastating effect on the oral performances of students. Another important reason is that the students feel they do not have to practice because they think everything is in the books. The students are passive and do not practice their verbal communication among peers and teachers. For these reasons, the students of the A2 level of the Faculty of Education, Humanities and Technology Sciences at UNACH, present problems in speaking. The methodologies and activities do not allow students to practice and improve this skill to communicate.

This research determines if the use of flipped classroom method improves or not speaking skills in young adults. The teacher developed digital materials for students to carry out certain learning processes both outside and inside the classroom. The teacher's role was guide students in the development of oral skills. The materials was prepared, such as digital

material, audiovisual material, surveys, learning activities, including pre-post speaking tests and the lesson plans.

As mentioned above, the researcher saw the need to investigate an innovative method that allows us to be facilitators of knowledge. Thus the flipped classroom method allowed improving the speaking skills related to students' needs and interests, where students reviewed content online via video lectures and assignments. In this process, the teacher played an important role to promote speaking skills learning, taking advantage of the students' abilities. Using the virtual classroom and technological tools permitted knowing the difficulties and processes of the students. The results related to the flipped classroom method application showed that is an effective pedagogical method where teachers noticed a relevant increase in students' grades and also helped students to speak English freely.

Based on the situation described above, the flipped classroom method and speaking skill development in young adults are the objects of this research.

### **Statement of the problem**

What would be the influence of The Flipped classroom method on the speaking skill development in young adults?

### **Scientific questions**

To what extend does the flipped classroom method improve the speaking skills in young adults?

How does the flipped classroom method improve the speaking skills in young adults?

What is the relationship between flipped classroom and speaking skill in students at Universidad Nacional de Chimborazo – Language Center?

## **Hypothesis**

Flipped Classroom influences to the speaking skill development in students at Universidad Nacional de Chimborazo – Language Center.

## **Objectives**

### **General objective**

To apply The Flipped Classroom method in English- speaking skill development at Universidad Nacional de Chimborazo- Language Center.

### **Specific objectives**

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 develop a set of lesson plans which include flipped classroom strategy in students at Language Center of Universidad Nacional de Chimborazo.
4. To establish the relationship between the flipped classroom method and the speaking skill.

## **Methodology**

This research aims to apply the flipped classroom method to improve speaking skills in young adults from Universidad Nacional de Chimborazo. The research approach is qualitative-quantitative and the design is quasi-experimental to assess the level of speaking skill. The first group is the experimental (30 students) and the second is the control group (30 students.). It is applied a pre-test and a post-test before and after the proposal. The results are measured using the Student's t-test. The population comprises 60 beginner students, 30

students from A2 B, and 30 students from A2 A. The results are related to the flipped classroom application as an effective pedagogical model where teachers notice a relevant increase in students' grades and also help students to speak English.

The speaking part of Cambridge A2 Key English Test KET is applied to the experimental and the control group to assess their speaking skill development. The assessor awards grades according to four individual criteria: grammar and vocabulary, discourse management, pronunciation, and interactive communication.

### **Research Justification**

The English language teaching-learning process turns out to be complicated for beginners. The speaking skills development often encounters difficulties because students do not master vocabulary, grammar, and pronunciation. In this sense, teachers must propose several strategies and resources that promote interactive communication based on the active participation of English learners from Universidad Nacional de Chimborazo.

Traditional methodologies have not provided good results because they are not effective for everyone, so it is not convenient to continue using them. The research is important because it promotes the application of flipped classrooms in speaking skill development. The research provides specific information about the teaching methodologies used in classrooms, which are compared with the results of the flipped classroom strategies. For this purpose, they incorporate several technological resources into the teaching-learning process that allows the active participation of English learners.

According to Xu and Shi (2018), the flipped classroom is supported by constructivist learning theory, so this research is based on that paradigm proposed by Jean Piaget in 1972. It emphasizes the mode of student-centered learning. They are the center of teaching activity, while teachers play the role of the organizers, helpers, and mentors. In this way, the flipped classroom method contributes to self-directed learning. Several authors, such as Abdullah, Hussin, Ismail, Turan, Akdag-Cimen et al. (2019), highlight the effectiveness of using the flipped classroom model in the English language. At the same time, they state that teachers who introduce flipped classrooms should know how the method works and what needs to be done before starting flipped courses. In this regard, the present work is based on the

application of a well-known method that has many benefits in developing the speaking skills of English as a Foreign Language (EFL) learners.

Although the flipped classroom method is a valid option to contribute to the development of speaking proficiency in English, there are few studies conducted in the context of Ecuador, that are published in theses but not in academic articles on the subject. For this reason, the development of the research is considered academically feasible and is expected to have a positive impact on student learning.

## **CHAPTER I. STATE OF THE ART**

### **1.1 Speaking skill**

Speaking skills must be developed because it is the primary tool for interaction between people with the purpose to express feelings, emotions, experiences, knowledge, and ideas. Spoken Production has to be with what students can do with the language. For this reason, students have to be mastered in some speaking sub-skills such as fluency and accuracy.

According to Baralo (2000), oral production activities must be designed so that the student uses the language with some concrete intention. The aim is to solve some problems, get and transmit information, and make decisions according to different arguments. Human beings communicate primarily orally since the oral language is learned first and perhaps because when it is spoken it is automatically and does not require prior preparation, without equipment, methods, means achieving efficient communication in public.

Novoa (1981) expresses that "whenever the source is spoken, it emits sound signals that cause certain stimuli in the receiver, those signals will produce an answer, in terms of behavior change, as long as the receiver has experiences that allow him to interpret these stimuli". Each of the ideas expressed will try to project an image with meaning in the receiver's mind.

Oral production is mainly generated in the left hemisphere of the brain, which controls the right side of the body. Piestrak D. (1990) in his book entitled "The seven factors key to oral skills" states that "the ability to recognize the forms, the image as a whole and in a synthesized way, is found in our right hemisphere" (Piestrak, 1990, p. 53). All the acts of the people depend on our two hemispheres. The problem is that many times in the speech, the acts are not well coordinated with the ideas. In other words, there is a certain level of deviation between what we can feel and what we say.

Lackman (2010) states that "Students need to be able to use and pronounce words and structures correctly to be understood" (p. 24), hence controlled practice activities are the most common way of working on spoken accuracy. Jahandar (2012) mentioned that having

accuracy in pronunciation does not mean having a native- accent. However, phonological characteristics in learners' speech production must be mastered, likewise being able to distinct vowels and consonants. In the same instance, Van Den Doel (2007) states that for English as an International Language to function as an efficient medium, it would be advisable to take a broad rather than a narrow view of intelligibility. This means that EIL speakers attempt to make themselves understood not only to other non-natives but also to native speakers and also to those non-natives who favor a native-like model. Table 1 shows the oral production skills or requirements needed according to the level of English proficiency:

*Table 1. Oral production.*

<b>A1</b>	To use simple phrases and sentences to describe where I live and the people I know.
<b>A2</b>	To use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background, and my present or most recent job.
<b>B1</b>	To connect phrases to describe experiences and events, my dreams, hopes, and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.
<b>B2</b>	To present clear, detailed descriptions of a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
<b>C1</b>	To present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points, and rounding off with an appropriate conclusion.
<b>C2</b>	To present a clear, smoothly flowing description or argument in a style appropriate to the context and with an effective logical structure that helps the recipient to notice and remember significant points.

Source: Common European Framework Cervantes Institute.

According to Moreno F. (2002), in everyday life, listening comprehension is the first skill that occurs in the learning of the mother tongue. While oral production is the skill that

follows, although not immediately: only after a longer or shorter period of being "exposed" the child can begin to use oral language appropriately.

Soler E. (2002), states that "the nature of oral communication encompasses comprehension skills and production of oral discourse, the study of Oral Production involves considering the mechanisms used by the speaker in the spoken interaction". On the other hand, taking as a reference the criterion of Álvarez S. (2004), the oral skill "is the interaction, the dialogue exchange, the broadcast and the understanding of statements" (p. 33).

The development of Oral Production is limited by the context in which one learns since in the learning of a foreign language (L2) the user will always predominate the native language (L1) so it becomes even more difficult. Besides, the practice of L2 is simply reduced to the classroom. Table 2 shows the spoken interaction skills or requirements needed according to the level of English proficiency:

*Table 2. Spoken interaction.*

A1	To interact directly with the person which is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.
A2	To communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.
B1	To deal with most situations likely to arise whilst traveling in an area where the language is spoken. I can enter unprepared into conversation on familiar topics, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel, and current events).
B2	To interact with fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in a discussion in familiar contexts, accounting for and sustaining my views.
C1	To express myself fluently and spontaneously with little obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.



To take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I have a problem, I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.

Source: Common European Framework Cervantes Institute.

Pozo, Dominguez, Gener, and Barrizonte (2006) state that English language teaching is focused on the development of skills. They are relevant for the interaction of people in a globalized world, for which teachers must plan and use the relevant method with implementing activities that stimulate the active participation of students. A study conducted in Cuba with medical and nursing students showed that interactive activities such as storytelling, brainstorming, and others lead to 100% of students developing speaking skills.

In foreign language learning, oral expression is a difficult skill to be developed because it is not easy for people to communicate fluently, without hesitation, without excessive pauses, without false starts, with correctness: phonetic, grammatical, and lexical, and with precision: conceptual, lexical (Macías, 2017).

People who are learning the English language have deficiencies in the correct oral expression many times. They cannot even pronounce the words correctly and organize and transmit the speech with coherence. For this reason, it is necessary the correct teaching and guidance in this process.

Benavides (2016), There are speaking sub-skills that help to get a better understanding, such as correct pronunciation, adequate vocabulary, rhythmic patterns. Some aspects must be taken into account for effective oral intervention, such as articulation and intonation, active participation, answering and asking questions appropriately, asking and giving information, respecting the turns of the conversation, and rhythm.

It is also important that people adapt the tone and subject to the situations and to be able to dialogue, expand, clarify, summarize and evaluate. This is achieved with more in-depth study and practice, which is why the learning of this language at different levels is done.

Once the context of the discourse has been exposed, it is the turn to address each of the skills that guarantee effective communication in the English language:

### **Grammar and vocabulary**

Grammar is the study of the rules and principles of a language, which show the structure (morphology) and syntax of a sentence (Telenchana, 2019). Logically, to form affirmative, negative, interrogative sentences and respond with short or long answers, it is essential to know the grammatical rules, especially in the English language, whose writing is different in different tenses. For this reason, the mastery of grammatical structures has been the main aim of English language teaching.

According to Lang (2009), vocabulary is the repertoire of words of a language for communication, which has prefixes and suffixes (Telenchana, 2019). A learner must have a large vocabulary that allows him to interpret and transmit ideas adequately, thus achieving effective communication. Muñoz A. (2014) states:

The importance of vocabulary is in understanding. A person who has never studied the structures of the English language can make himself understood by a native speaker using an acceptable amount of word combinations. On the contrary, if someone handles grammatical structures and his vocabulary is insufficient, his communicative process will be unsuccessful (p. 1).

Vocabulary has a special relationship with semantics because the simple change of words can modify the sentence meaning (Almeida, 2020). Learning English vocabulary helps develop fluency in speaking and writing. Keep in mind that the use of frequent expressions is an instructional method (a process designed to facilitate learning). (García & Bravo, 2017).

Normally, in English language teaching, the emphasis is on writing skills so students gain the skills to recognize structures within a written text (Muñoz A. , 2014). Teachers can adapt the methodological resources to the topics and contents to be covered in class, facilitating the assimilation of knowledge.

## **Pronunciation and fluency**

Speaking the English language is an art since it is a complex productive skill that involves pronouncing words and expressing oneself logically and fluently. Students have difficulties in the correct pronunciation of the English language, one barrier to developing this skill is the fear of making mistakes in public. Teachers should motivate them to take part in class and not correct them in a cutting manner but with subtlety so that students do not get frustrated.

One of the methodological strategies is the feedback of the correct oral expression at the end of the intervention of the students. The oral expression of the English language involves proper pronunciation and fluency. In this sense, rhythm, intonation, and fluency must be controlled. All skills must be improved with practice and by having a better command of this language.

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

Fluency is the ability or competence to express him/herself clearly and concisely, characterized as eloquence, ease, and similarity to native speech (Benavides, 2016; Telenchana, 2019).

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

Three dimensions of fluency are distinguished: speed (rate and density of linguistic units produced), fluency interruption (number, duration, and location of interruptions), and

fluency repair (false starts, formulation errors, correction, and repetitions) (Telenchana, 2019). Another aspect to take into account for the correct oral expression is the rhythm. A high level of knowledge of English implies the pronunciation at an adequate rhythm. To achieve this goal, songs are methodological strategies.

Pronunciation includes three elements: emitting the sounds correctly, expressing them with the right intensity with the ideal intonation (Telenchana, 2019). The time dedicated to this type of practice is a decisive factor. Extensive practice helps to get better results in the development of oral skills.

### **Discourse management**

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

Learning a foreign language requires linguistic proficiency to understand information and communicate with people in different contexts. Taking into account that the globalization system promotes intercultural relations, it is necessary to have knowledge and mastery of the English language, which is the universal language, allowing communication in various fields such as scientific, technological, business, literary, academic, cultural, tourist, and so on (García & Bravo, 2017).

Discourse management refers to the use of language systematically since the communicative skill involves different dimensions, such as textual, functional, enunciative, and sociolinguistic dimensions of interaction. In real life, to communicate assertively with the English language, it is necessary to integrate the four skills: speaking, reading, writing, and listening (Telenchana, 2019).

When learners use words, they must take into account grammatical functions, derivatives, and usage restrictions. Ideas and thoughts must be communicated acceptably and accurately to avoid misunderstandings (Telenchana, 2019; Guamani, 2019).

Speech management involves influencing the listener through discursive skills, such as self-control, highlighting ideas spontaneously, maintaining a coherent conversation, and so on (Almeida, 2020). A special feature of the discourse management skill is that it is assessed at levels B1, B2, C1, and C2 of the Common European Framework of Reference for Languages (CEFR) (Cambridge Assessment English, 2020).

### **Interactive communication**

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

According to Brown (2001), there are six elements that help students to develop oral production in class: Imitative, Intensive, Responsive, Transactional, Interpersonal, and Extensive. According to Sulispriyanto (2015), the imitative element is the ability to imitate or repeat a word, a phrase, or a sentence, focusing on oral production, pronunciation. Its primary purpose is that the students retain the chunk of the new language which was imitated. Manurung (2018) shows that students should practice imitative speech as this allows them to get easy learning. Students should also encourage them to take part and understand that there are different sounds and structures, which must be learned through the imitative element.

Ria (2018) explains that practicing phonological or grammatical aspects helps to perform speaking skills in a better way since it is related to the production of short sections in oral production. Furthermore, intensive speaking performance focus on the production of oral language to show the grammatical, lexical, phrasal, or phonological relationship. Rahmawan and Ertin (2015) mention that the intensive speaking element differs from the imitative speaking element due to the intensive element does not focus on pronunciation. Hence intensive elements foster grammatical aspects, so students have to understand the exact

meaning to solve a task. The intensive speaking element can be self-starting or it can be part of a pair work activity where students interact using different forms of the language.

Pedagogues and teachers have introduced the dynamics of interaction based on the constructs of constructivism. This theory states that knowledge is constructed through continuous learning and reordering of mental models, with rational and meaningful relationships where the teacher acts as a mediator between students and knowledge.

To this conception is added the contribution of Vygotsky, who states that knowledge is not an object that is transferred from one person to another but is a construct acquired through cognitive strategies during social interaction. In the teaching of English, the interaction of the subjects in the classroom is indispensable. In this case, teachers handle the process and the direction of the class, so they must determine to what extent students will take part in exchanging information to develop oral skills (Govea & Sánchez, 2006).

The teacher must be a motivator who contributes to facilitating the students' security at the moment of the intervention, considering that verbal interaction is dialogue through words, to achieve effective and efficient communication between the sender and the receiver (Govea & Sánchez, 2006).

But when we talk about interaction, we should not only focus on the interaction between the teacher and the learner but also between the learners, since it is a relevant factor in the teaching-learning process of a foreign language. Escobar (2002) shows that learner-student interaction creates favorable conditions for the acquisition of a foreign language because it encourages learners to clarify, confirm, and repeat, thus appropriating the correct meaning.

Interaction is incomplete when learners are passive, which means they are limited to being receivers. It is important to practice and express oneself orally to achieve correct use and expression of the English language (Govea & Sánchez, 2006).

The teacher must teach the class based on three categories: instructing, directing, criticizing, and justifying authority (Govea & Sánchez, 2006).

- Instruct: The methodology most commonly used by teachers is the instruction and exposition of the topics to provide students with the corresponding information.
- Directing: In addition, teachers are in charge of directing the class, so students can only issue answers obeying the indication given by the tutor.
- Criticizing and justifying authority: the teacher as authority must guide through criticism and feedback, changing knowledge patterns.

Similarly, the student's intervention is divided into two categories: responding to the teacher's questions and elaborating questions, giving opinions, and constructing ideas.

Hymes (1971) states that communicative competence refers not only to the acquisition of meaning and the grammatical rules of language but that all language has to its foundation of the pragmatic approach, which links theory with practice. The philosophical current holds that theory is drawn from practice and opposes rationalism because it rejects the idea that true meaning resides in concepts and intellect. It means, to have a true mastery of the English language, practice is necessary beside to theoretical knowledge (Govea & Sánchez, 2006).

According to Canale and Swain, communicative competence integrates the development of four competencies: grammatical, sociolinguistic, discursive, and strategic (Govea & Sánchez, 2006).

- Grammatical competence: implies knowledge of the phonological, semantic, syntactic, and morphological rules of language.
- Sociolinguistic competence: consists of the management of the rules of language use according to the social context.
- Discourse competence: the ability to analyze the connections between sentences based on knowledge of discourse structure, cultural, knowledge, and context.
- Strategic competence, the ability to implement strategies to handle communicative problems or language rules.

In summary, communicative competence development in the English language involves four skills: speaking, writing, reading, and listening comprehensively. It means that learning a foreign language involves the appropriation of pronunciation, vocabulary, structure, and socialization with peers (Díaz & Solar, 2011).

The flipped classroom is an innovative approach to higher education, which breaks with the traditional model. It involves teaching with technological tools used to enhance the learning process in this digital age, involving both students and tutors (Andrade, Yumi, & Ramos, 2020).

The flipped classroom is a teaching method that consists of sending didactic material with intentional content through the web so that students learn before class. Subsequently, it is complemented with cooperative group work in the classroom, thus enhancing the teaching-learning process (Hartyányi, and others, 2018).

The flipped classroom promotes student-centered learning to address topics in greater depth, making learning more active and meaningful. Tutors should assess the material and content to be taught to aid conceptual understanding and procedural fluency through constructivist approaches (Hartyányi, and others, 2018).

The flipped classroom methodology does not intend to replace the educators since it consists of presenting materials through digital technologies, inducing easy understanding of a topic. However, the tutor is the one who will diagnose the level of understanding and reinforce knowledge (Hartyányi, and others, 2018).

The Flipped Classroom learning model, as the name implies, aims to reverse the moments and roles of traditional teaching. Teachers are usually the main actors who can attend extra-class hours by the student through multimedia tools. Those practice activities are usually assigned for home, may be made in the classroom through interactive methods of collaborative work, problem-based learning, and project-based learning (Coufal, 2014). The expansion of the Flipped Classroom Model (FCM) was because of the Bergmann videos and Sams on the Net, gaining followers to formalize the organization called The Flipped Learning Network. In 2004, Salman Khan started a tutorial scheme on YouTube, giving rise to the Khan Academy, a widespread tool for obtaining audiovisual material.

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

The Flipping Classroom tasks (extra-class content, classroom tasks) are justified because the review of declarative contents is based, according to Bloom's Taxonomy (2001), on low-level cognitive tasks, such as how to remember and understand. While the practice of activities implies high-level tasks such as apply, analyze, evaluate and create. Figure 1 shows the Bloom's Taxonomy structure:

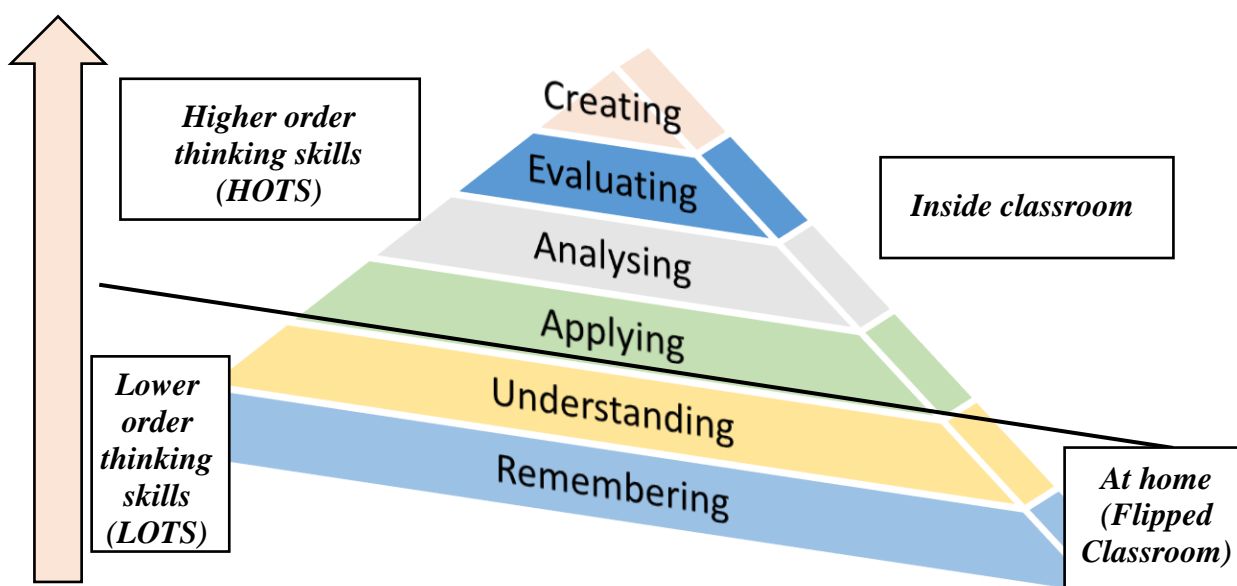


Figure 1. Bloom's Taxonomy. Higher order thinking skills.

Source: Adapted from Awad L. and El-Adham N.

According to Flores (2016), Flipped Classroom is considered as a paradigm whose principal aim is centered in the professor's role. Teachers explain less and more time advising,

stimulating, and supporting students, due to Flipped Classroom helps students develop critical and independent thinking. In this way, students enhance their learning process and professors give students autonomy and flexibility to learn and expand their problem-solving skills.

The flipped classroom is a paradigm that integrates pre-classroom and planned activities. Therefore, it has become the perfect strategy for developing fundamental competencies such as critical thinking, communication skills, comprehension, creative thinking, and interaction skills (Lagunes, Tafur, & Giraldo, 2017).

In the new era, learning is no longer an internal and individual activity but a collective and critical one, with active and online participation through technological resources. Students can watch videoconferences and read assigned material to understand a specific topic. The flipped classroom is a dynamic teaching strategy that generates commitment and satisfaction in students because they are assimilating knowledge, interacting, which then translates into academic achievement (Awad & El-Adham, 2019).

### **Innovative education**

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

Change and improvement are the two words that include any definition of innovative educations. As Sein-Echalue (2016) mentioned, "Innovation in education is the application of an idea that produces planned changes in procedures, services or products that generate improvement for the formative objectives" (p. 75). This improvement could be distinguished by the following aspects: Reducing effort and costs, increasing time to get results and quality, and satisfying new demands.

León (2002) defines innovative education as a set of systematized ideas, processes, and strategies, through which it is about introducing and causing changes in current educational

practices. Innovation is not an activity but a procedure or journey that stops to contemplate life in the classrooms, the organization of the centers, the dynamics of the educational community, and the professional culture of the teaching staff. Its purpose is to alter current reality, changing conceptions and attitudes, altering methods and interventions, and improving teaching and learning processes. Innovation, therefore, is associated with change and has a component, explicit or hidden, ideological, cognitive, and ethical.

It means education needs a constant change to find a solution to problems faced in real classroom situations. Educators should be in a constant search for ideas that help students not only improve results but also awaken a curiosity to learn and go beyond a simple textbook.

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

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

Educational innovations within the teaching-learning process should focus on theory and practice, establishing interactions and interdependencies at all levels. Innovations positively affect education and will benefit society, taking into account that innovation is essential for the evolution of individuals, peoples, and humanity (Seryukov, 2017).

Several authors believe that education must assume a paradigm in which the teaching-learning process is not focused on the achievement of didactic objectives nor centered on the teacher, but the learning of competencies and teaching teamwork (Llabata, 2016).

Valerio and Valenzuela (2013) state that Web tools or applications are defined as Web 2.0 office tools that are managed through an internet connection. Web tools use the computer as a way of accessing the remote application.

Web 2.0 allows foreign language learners to focus on the content of their interest, whether it is grammar, vocabulary, pronunciation, or the reinforcement of some communicative skills, such as an oral and written expression or listening and reading comprehension (Villafuerte, Intriago, & Romero).

As advantages of Web 2.0, students feel motivated because it is a pedagogical tool that enhances the learning of both the foreign language and the mastery of technology. It also gives rise to innovation in learning because it allows the construction of meaningful knowledge. Web 2.0 improves spoken and written language, as well as listening comprehension, oral expression, reading comprehension, grammar, and expands vocabulary (Arias, 2012).



*Figure 2. Essential tools of the Web. 2.0.*

Source: Education Technology.

### **Blended learning**

In a technological era, blended learning has become a high-tech education in several education environments recently. B-learning refers to a class that uses a mix of face-to-face

and online learning environments (Bonk & Graham, 2012). Thus it becomes an approach in learning and language teaching because of the role of technology in education nowadays. The use of devices as mobile phones, smartphones, PDAs, Netbooks, tablets, and e-book readers is essential in every class to enhance learning meaningfully.

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

Blended learning is the integration of two components: face-to-face teaching and non-face-to-face technology. Both methodologies include a wide range of activities, such as case studies, tutorials, exercises, games, readings, among others. It allows interaction between students and teachers (Contreras, Penalba, & Eguia, 2006).

The success of learning depends on the interactive capacity generated by technological resources and the use of different pedagogical means to give rise to a different type of learning. It must be taken into account that some people learn better by observing, others by listening, while for others is easier to understand and assimilate knowledge through practice or group learning (Contreras, Penalba, & Eguia, 2006).

The effectiveness of blended learning lies because it facilitates dialogue and research skills, allows greater access to information, and enables the exchange of ideas through group work. In short, blended learning is about reusing materials and content to provide learners with a satisfying self-learning experience (Contreras, Penalba, & Eguia, 2006).

Among the advantages of blended learning are the sharing of useful resources in an attractive way and the fact that after-school hours reinforce knowledge (Terán, 2018).

## **Strategies**

As Flipped Classroom is considered a method that focuses on students - centered learning, the professor has to reach and engage students' attention, hence the professor must master different learning styles and strategies to get valuable results (Ghafoor 2018).

Flipped classroom draws on strategies such as Active Learning, Peer Instruction, Collaborative Learning, Problem Based Learning, Debate, and Podcasting. The flipped classroom is founded on pedagogical bases: Bloom's Taxonomy, Edgar Dale's learning cone, and social constructivism (Andrade & Chacón, 2018). For the development of the inverted classroom, activities can be carried out with free topics that generate discussion and controversy. It allows interaction and exchange of opinions as part of collaborative work (Arias, 2012).

### **Active learning**

According to Carr et al. (2015). Active learning involves students' determination to construct their knowledge, while professors use techniques such as working on projects in class, making group presentations, asking questions during a debate, taking part in projects outside the classroom, and tutoring peers, to engage students with active learning. Active learning also involves all activities that students can do to create their knowledge and understanding. Those activities must require high-order thinking and metacognition so students can link the activities and learning.

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

Haak et al. (2011, as cited by Brame, 2016) mention that Active Learning approaches advocate learning. Hence active learning approaches are considered as an effective instrument, which becomes the classroom more inclusive. Then active learning approaches

are considered effective through disciplines (Ambrose et al. 2010). In this way, students are engaging in participatory learning, some of these approaches are:

Active learning is a teaching method that consists of putting theoretical knowledge into practice; it makes up a significant learning process because the person appropriates the knowledge from the tests performed. Its importance lies because skills are gained by doing (View, 2019).

This type of learning is in line with constructivism because it affirms that knowledge is constructed and that the individual is the active author in this process. The teacher becomes only a tutor, motivator, and guide. The teacher must use interactive techniques or activities focused on student participation. Besides adapting the environment to generate active learning, which is the basis for thinking and skills development (View, 2019).

Some active learning strategies are experiments, discussions, collaborative work, presentations, solving problems and exercises, reflecting on arguments, research, making judgments on a topic, and writing essays (View, 2019).

Active learning provides certain benefits such as increased comprehension, development of critical thinking, development of positive attitudes towards learning, development of creative thinking, improved interpersonal skills, development of communication skills, improved memory, expanded subject matter knowledge, and improved problem-solving skills (View, 2019).

### **Inside /outside circle**

As Rhmania (2017) suggests, the Inside / Outside circle is a strategy that integrates actively all learners. Besides, it is linked with a cooperative learning strategy due to learners' engagement and motivation to develop their speaking skills. Therefore, it is a strategy that encourages discussion and enhances learners' English language in which a learner develops confidence and interest in learning a language.

It is a technique that supports the teaching-learning process because it serves to reinforce concrete learning in vocabulary, verbs, multiplication tables, metric calculations, synonyms,

antonyms, and formulas. It should ensure that most students are clear about the content or have a basic understanding of it (Asencio, 2017).

The procedure to follow is: make cards with questions, half of the students are placed in an outer circle facing the inside of the circle and the other half in an inner circle facing the people in the outer circle, forming pairs with them. Then it is decided which circle will be moved, the outer or the inner circle, the pairs exchange questions. When they end the pairs change the cards, and the circle that moved moves one position. Everyone has to repeat until the complete circle is completed and return to their initial pair (Asencio, 2017).

Learning circles represent a working modality that consists of collaborative learning, making this process dynamic, meaningful, and motivating (Kozak & Novello, 2003).

## **Debate**

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

Debate is a useful resource in English language teaching because it stimulates language development. The teacher acts as a mediator of the dialogues, encouraging opinions and stimulating the development of the ideas to achieve the learning objectives (Universidad Internacional, 2017).

The benefits that can be achieved with the debate method are several. It stimulates intellectual agility, induces tolerance and empathy with other people, promotes collaborative work, explores different perspectives, promotes speaking development and listening skills, develops the ability to articulate ideas, and develops the ability to communicate ideas (Universidad Internacional, 2017).

## Peer instruction

Peer instruction is an active teaching-learning method because it employs strategies focused on learning, where students must process the content through participatory activities, self-learning with the collective construction of knowledge, and the reinforcement of autonomy (Murillo & Hernández, 2018).

Pinargote (2014) says that peer teaching is a valuable method for teaching any subject. The peer-to-peer teaching methodology consists of providing students with material on the topics and contents of the study, with the respective schedule to be covered in the classes. The purpose is to provide the possibility to review the topics. The teacher will focus on clarifying doubts, reinforcing knowledge, and assessing the students' understanding. Students will be instructed to choose one of the answer options individually and then they will be induced to work in pairs so that they can discuss (among students who are close to each other). In this way, students are asked to explain the concepts or content to their peers, allowing them to identify gaps in understanding. After the discussion, they are again asked to report their answer. Usually, on the second ballot, most of the answers are correct. The teacher must close with an explanation at the end of the discussions so students can verify if their reasoning was correct (Murillo & Hernández, 2018).

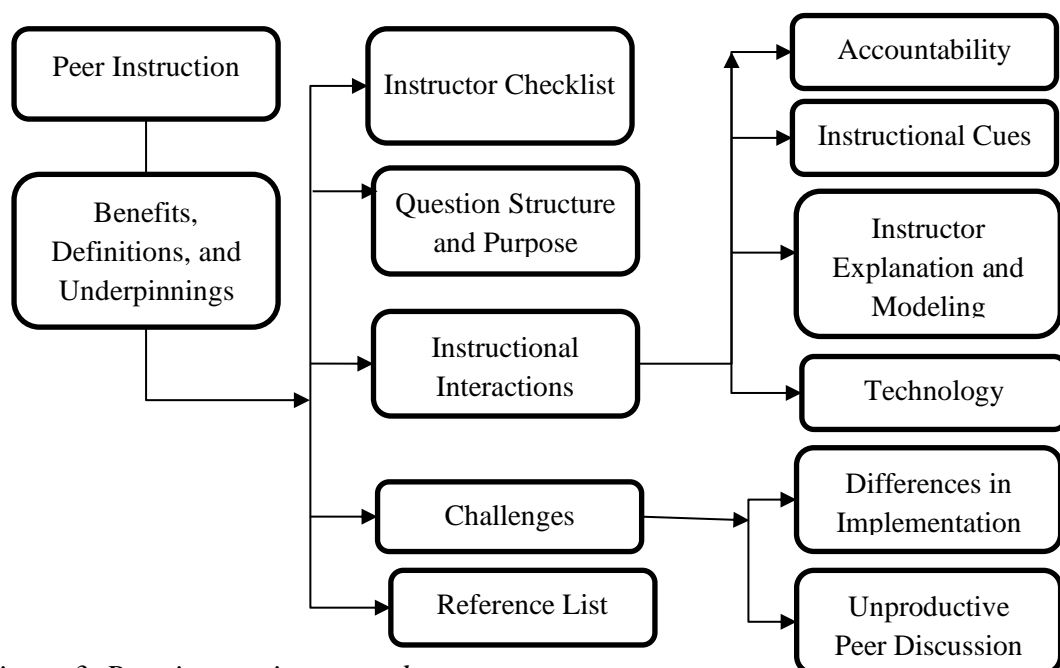


Figure 3. Peer instruction procedure.

Source: Evidence-Based Teaching Guide.

## **Collaborative learning**

Ma Gregor et al. (1990 - 1999 as cited by Laal 2011) state that collaborative learning is an approach that encourages students to work in groups to solve problems, complete and create a product. Teachers are the fundamental key for students to gain expert knowledge and make their study material without relying solely on the teachers' teachings. Students should dialogue and compare their knowledge with each other. Collaborative learning principal aim is joining a group in decision-making and not only from a single leader decision.

Collaborative learning is a didactic methodology that supports the teaching-learning process since it is about making learning more meaningful. This learning consists of the formation of workgroups to enhance it, especially in English. It is a creative and different method, which encourages the improvement of oral skills and allows a better understanding of the language (Salas, 2016).

Collaborative learning is of utmost importance that is currently considered a philosophy of interaction and social construction. It is a dynamic methodology because it emphasizes collaboration and interaction as the causes of learning. Different opinions are expressed within the work team, with the teacher acting as a mediator. The group develops its potential through analysis and communication. Collaborative learning does not replace traditional individualistic learning, but serves as a tool to optimize cognitive processes and for the development of knowledge (Villalobos E. , 2012).

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

Problem-based learning is a useful methodology in different areas because it generates active learning for the integral formation of students. For this, professionals must face problems in

different work environments, with an innovative approach and skills to solve them (Molina, 2013). The methodology and techniques used in this type of learning induce students to solve problems around various ideas, which requires analysis through cognitive processes. Problem-based learning is a method centered on the student, who becomes the protagonist in the management of his or her learning. The objective of this method is to train professionals with the ability to solve problems. Several functions are involved in the learning process: cognitive, memory, linguistic, brain-motor, practical, and the association of these functions allows abstraction, reasoning, and judgments (Bernabeu & Consul, 2021).

Through problem-based learning, students develop problem-solving and critical analysis skills, which are essential for real-life problem-solving. Problem-based learning is of great help to students' progress in terms of oral English language production (Sarango, 2019).

## **1.2 Comparative effect between the flipped classroom and traditional instruction**

Nowadays, the incorporation of technological and digital resources in teaching processes is gaining more space. The intervention paradigm evolving from teacher-centered teaching to learner-centered teaching. These changes come to change traditional classes by introducing new methodologies and tools that allow focusing on student learning. Tapscott (2010) states that these practices establish a more interactive, collaborative, personalized, and discovery learning, in which technological resources facilitate these processes. In this context, the combination of in-class and online teaching is being adopted with some control parameter over the path, time, and pace to follow, under the guidance of the teacher, becoming an integrated learning experience of responsibility and proactive commitment shared (Mingorance, Trujillo, Cáceres, & Torres, 2017).

According to modern ideas of student-centered active learning, the flipped classroom is an appropriate instructional design for teaching English. The Flipped Classroom allows learners to gain knowledge at home instead of assigning the main role to homework and classroom activities. Several resources can be used by the effect, such as watching videos made by the teacher, practice the skills in class where the teacher can monitor the students' knowledge development. Professors guide students as they apply concepts in the subject through online

learning community, so learners engage creatively in the learning process (Chen-Hsieh, Vivian Wu, & Marek, 2016).

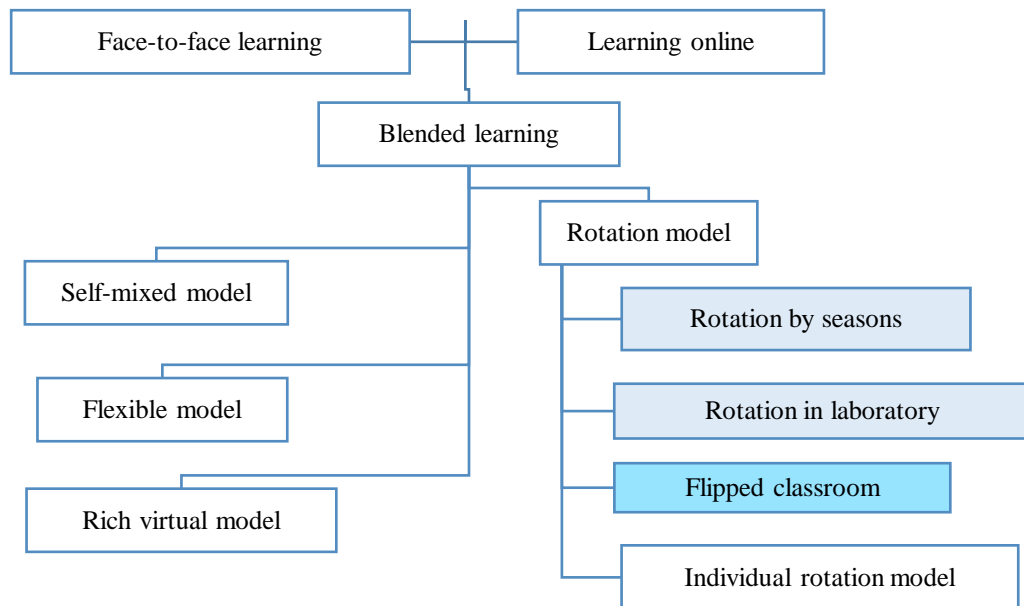
Regarding the teaching experience, the assessment of the use of the flipped classroom by the teachers is positive. Although the search for audiovisual materials of specific quality, the design of the activities proposed to be carried out in the classroom. The energy spent by teachers in convincing the students about the flipped classrooms benefits. This methodology supposes a renewal at the time of teaching, which allows a greater deepening of the contents that are significant for students, improving the interaction between the student-teacher and the pace of learning, students consult the material according to their needs outside of the classroom. The reception shown by students is not always positive.

The flipped classroom method is more versatile, but it requires more work and effort by students. For this reason, some learners find it more comfortable to learn traditionally. However, the learning results are widely better with the use of the flipped classroom method compared to the traditional one (Sáez-Pizarro & Ros-Viñegla, 2014). This means the flipped classroom implementation needs a greater effort by teachers and students to incorporate and handle new audiovisual resources, but this methodology provides benefits of obtaining better results at the level of learning, especially in speaking skill development in English as a foreign language.

The difficulty that students from rural areas have to access the use of technological resources and the internet is another aspect that hinders the possibility of massive implementation of the flipped classroom methodology. Therefore, the most ideal is to combine the use of the traditional method with the flipped classroom. That means using a mixed teaching methodology through a hybrid innovation scheme (Mingorance, Trujillo, Cáceres, & Torres, 2017). The models found within the hybrid zone of B-Learning, shown in Figure 4, have both the old technology (traditional classroom) and the new technology (online learning).

The taxonomy proposed by Horn and Staker (2014), on the B-Learning modality comes from several experiences carried out in educational centers of different levels of education in the United States of America. The rotation model has four sub-models, of which three are hybrids. The flipped classroom methodology demands the teacher designs intentional

learning experiences and the students explore the provided materials asynchronously to get basic knowledge before going to class.



*Figure 4. Hybrid zone of Blended Learning.*

Source: Mingorance, Trujillo, Cáceres, and Torres (2017).

### **Flipped classroom method during confinement**

Today, the flipped classroom is a strategy where the student is the one who manages their learning. Taking into account all levels of education, this method has a connection with each student generating effective learning, being the way to transform traditional education. The learner interacts in a didactic way and continues to develop meaningful learning with the permanent support of the family. In that way, it is generated a curious learning environment that promotes the critical construction of knowledge. Regarding the follow-up, it can be done through rubrics and checklists which favor the balance between formal learning and autonomous work. The products are socialized collectively, privileging cognitive processes, thought, and affectivity (Montealegre, 2020).

According to López (2017), the flipped classroom is a model that moves between the school and the context through tools that allow students to have access outside the classroom.

This strategy should become a regular teaching method, it allows the teacher to adapt it in times of physical distancing and the students continue in the training process with the help of virtuality, connectivity, and technological resources to get strengthening communication. As for the follow-up, it can be carried out from rubrics to checklists that help the balance between formal learning and autonomous work. The products are socialized collectively, favoring cognitive processes, thought, and affectivity.

The flipped classroom as a pedagogical trend based on the zone of proximal development and constructivism gives a turn to teaching. The tradition is cooperative learning and creative thinking. Then the educator is a creator of the route of their knowledge under the autonomy and motivating mediation. Teachers have the challenge to discontinue traditional models as the only way and give this pedagogical strategy a chance, giving the leading role to the student.

However, when the flipped classroom method is applied in rural areas, the possibilities are not the same: the scarcity of technological devices and the internet and the influence of people with little academic training make the process more difficult. This requires that teachers be able to use other physical inputs so as not to deny formal education, especially in times of physical isolation. The flipped classroom is not the solution, but it is a great alternative for educational institutions to transform with social generations.

### **Implementation of the flipped classroom methodology during social distancing**

It is required the incorporation of pre-class activities, in-class activities, and after-class activities, to carry out the incorporation of the flipped classroom methodology during social distancing. As a part of pre-class activities, teachers should give students the material in advance, for example, slideshows and videos of each lecture. That allows students to know in advance about the subject, the objectives, and the skills to be developed. Another important aspect of taking into account is review and feedback activities to reinforce the knowledge acquired.

In-class activities should have a guide that is done with the use of slideshows. A panel discussion should have a time of at least 10 minutes, begin with the approach of a particular

topic, and in groups of students should give opinions about it, to develop speaking skill. It is also recommended to share activities with photos and stories about the attention of students.

Finally, After-class activities should include personal work, with speaking skill development, teachers may send learners home activities comprising making a voice recording in which students present on a topic. In addition, similar activities can be carried out, but in working groups. At the end of the course, students should make a final work in which they could be asked to present on a particular topic in 10 minutes. Students and teachers could use a voice recording or a video streaming platform resource via Zoom or Microsoft Teams (Yen, 2020).

## **CHAPTER II. DESIGN METHODOLOGY**

### **2.1 Type of research and research approach**

The type of research by its approach is a quali-quantitative study. The information is focused on observing English language teaching strategies based on Flipped Classroom, as well as obtaining data that is processed through the use of statistical tools.

The research level or scope is descriptive, taking into account the analysis of the current situation, regarding the poor speaking skill development of level A2 English learners. In this sense, the analysis is carried out individually for the two variables: The Flipped Classroom and speaking skills in young adults. The aspects observed are attitudes, knowledge, resources, experiences, among others, about the Flipped Classroom and the Oral Production.

The research purpose is to determine the incidence of the flipped classroom method application in speaking skill development. For this purpose, a hypothesis statistical Student t-test for two paired samples is used, to know if the grades obtained by the students are higher in the post-test than those got in the pre-test. This means that it measures the statistical association of the two variables because of the intervention carried out by the researcher.

According to the place in which the research process takes place, this one is field research. The researcher took contact with the students at the Language Center of Universidad Nacional de Chimborazo. Given the situation of social distancing by pandemic, the researcher used the Moodle and MyEnglishLab platforms, and Zoom Video to communicate with her students. In this way, it was possible to carry out the teaching process based on the flipped classroom and apply the exams to measure speaking skill development. The importance of the use of technological means and resources stands out.

A quasi-experimental research design was applied, because the researcher uses certain teaching strategies to observe the effect they produce on the speaking skill development in English as a second language. The strategies are based on the use of the flipped classroom method. For this purpose, it uses two groups of students, one control and the other

experimental. Classes based on the traditional teaching method are taught to the first group, while the second group is taught in the Flipped classroom.

Although the researcher establishes the resources to be used, the participants were not selected according to her interest, but simply considers the students of random courses. Therefore, it is a quasi-experimental design. This design is used generally when the researcher wants to make a comparison between the control and experimental group. It is related to a causal hypothesis, and it lacks random assignments.

This research is carried out with elementary students at the Language Center of Universidad Nacional de Chimborazo. It is necessary to take a sample for the quasi-experimental design. In this sense, it is considered a sample of 30 students who belong to the A2 A class as a control group and 30 students who belong to the A2 B class as an experimental one.

*Table 3. Sample.*

<b>Sample</b>	<b>Number of students</b>	<b>Percentage</b>
Controlled Group: Students from A2 A classroom	34	49.28%
Experimental Group: Students from A2 B classroom	35	50.72%
Total	69	100%

Source: Population.

Elaborated by: Cabezas, K. (2020).

## **2.2 Type of data collection**

The data collected belong to information that allows assessing the speaking skill of students. The techniques used to carry out an information gathering. In the present case, the technique used is observation. Additionally, it is necessary to apply instruments that allow collecting the information. The A2 Key English Test (KET) by Cambridge English Language Assessment is selected to be applied at the Language Center of Universidad Nacional de Chimborazo.

In order to assess the students' speaking skill level at the beginning of the academic period of teaching English as a second language and compare it with the one they present from the application of teaching strategies based on the traditional method (control group) and flipped classroom method (experimental group), it is necessary to apply the A2 Key English Test

exam twice. In this sense, the pre-test was applied at the beginning of the course while the post-test was carried out two months after the teaching strategies implementation.

The A2 Key allows measure the four skills: Reading, writing, listening, and speaking. In this case, it is taking into account the speaking section of the test (called Paper 3). The last one has two parts: Part 1 in a time of 3-4 minutes with an interaction between an interlocutor and a candidate in which the first asks questions to each candidate in turn. Part 2 in a time of 5-6 minutes with an interaction between a candidate and another candidate, and between an interlocutor and a candidate in which there is a discussion task with visual stimulus.

According to the information referred in the previous paragraph, the data obtained correspond to dialogues and conversations. In part 1 interlocutor asks questions to each candidate who answers to questions, giving factual or personal information. In part 2 candidates discuss likes, dislikes and give reasons. The test highest grade is 25 points. The aspects that are taken into account are grammar and vocabulary, pronunciation and fluency, discourse management, and interactive communication.

A2 Key English Test was applied to the control and experimental groups twice, first called pre-test and second post-test. The procedure for applying the exam is the same in both cases, such as it is described as follows:

### **Part 1**

In phase 1, the interlocutor asks questions of a factual and personal nature to each candidate in turn.

Phase 2 takes the form of a topic-based interview. The interlocutor asks two short-answer questions to each candidate about their daily life, likes, dislikes, interests, and so on. Students answer directly to the interlocutor do not talk to others.

It is expected that students feel nervous at the beginning of the Speaking test. This conversation uses everyday, simple language. It helps settle students into the test. Learners should listen carefully to the questions and give relevant answers (not giving one-word answers) but try to extend their answers with reasons and examples wherever possible.

However, they are not expected to give very long answers at this stage because the time is short (3-4 minutes). If students do not understand the question, they can ask the interlocutor to explain the question to them.

## **Part 2**

Phase 1, the students have to talk to each other. The interlocutor sets up the task, but does not take part in the conversation. This phase takes the form of a discussion based on five illustrations representing an appropriate topic, such as hobbies. The candidates are asked to discuss the activities, things or places illustrated in a time of 1 or 2 minutes. After that the interlocutor ask questions related to the things, activities or places, students have to give short answers.

In phase 2, the interlocutor leads a follow-up discussion on the same topic as that discussed in Phase 1. Each student is asked two questions.

Learners should look at the illustrations on the visual prompt carefully and identify the place, activity, or thing each one represents. They should also aim to talk about all of the activities, things, or places, saying which they like and dislike, and the reason.

Students are encouraged to extend as much as possible by doing on their answers and by responding to each other's utterances. As an example of that, they could give their opinion on their partner's idea, or asking a question to help keep the conversation going. There are several possibilities for the topics, which can include activities and places relating to daily life, holidays, travels, sports, transport, cities and towns, and leisure activities.

## **Processing and analysis of information**

The A2 Key English Test Part 1 assessment attempt to measure the students' ability to answer simple questions about themselves, it is focused on interactional and social language. While in Part 2 students are assessed on their use of language and interactive strategies, not on their ideas. The rubric applied for the speaking skill development assessment shown by the students is shown below:

Table 4. Global achievement scale.

<b>A2</b>	<b>Grammar and Vocabulary</b>	<b>Pronunciation</b>	<b>Interactive Communication</b>
<b>5</b>	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.
<b>4</b>	Performance shares features of Bands 3 and 5.		
<b>3</b>	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.
<b>2</b>	Performance shares features of Bands 1 and 3.		
<b>1</b>	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.
<b>0</b>	Performance below Band 1.		

Source: A2 Key English Test.

### 2.3 Research proposal

The research aims to apply the flipped classroom teaching method to know its effect on the speaking skill development in students at Universidad Nacional de Chimborazo. An intervention through a communication activities plan based on the flipped classroom method to improve English Speaking Skill development is carried out for this purpose. The following is the scheme under which the educational intervention proposal was developed:

**Topic:** Elaboration of a strategic planning to develop speaking skills in young adults.

## **Background of the proposal**

This research and mainly this proposal is based on bibliographic information that reflects the weaknesses that students have in English pronunciation, in the same way, it was possible to verify this deficiency with the application of a pre-test to students of the regular modality of the Universidad Nacional de Chimborazo, level A2.

After the analysis on how it can contribute to speaking skill development in students, it was determined that the flipped classroom is the best strategy to face this demand because being an innovative method. It allows students to review the study topics in extracurricular hours and can internalize the information related to the topic to be discussed. In addition, it does not imply expenses for the students considering that these didactic resources were uploaded to the virtual platform to which they accessed at the desired time.

With the aim to involve students in managing their learning, strategic planning has been carried out for each unit to be reviewed. The two units, 8 and 10, contemplate four injuries, using pedagogical material that supports this process. Illustrative videos have been designed, one for each injury to be addressed in the respective units. Students have been divided into two groups (the control and the experimental groups) to evaluate the learning results based on the Flipped classroom. Didactic materials were sent to the experimental group.

## **Justification**

The teaching of a language is not a simple transfer of information to other people. It is a more complex matter that requires a systematic process because this learning is by levels. It is proven that students do not master the pronunciation of the English language, they can only read some terms and write some sentences, but the verbalization of it is not clear and much less fluent. The English pronunciation has always had flaws in students, becoming a problem, because being English, the universal language, the correct thing would be for the majority to have oral proficiency. Despite being included in the curriculum and being one of the most relevant subjects, teaching this language in Ecuador represents a real challenge.

By virtue of responding to a deficiency in the oral production of the English language, the flipped classroom method has been mentalized with an effective didactic strategic planning,

considering it important to complement the teaching-learning process carried out in the face-to-face class with another efficient pedagogical method. What is sought is to provide students with tools so that they can learn at home and that learning is meaningful.

When referring to meaningful learning, this implies the understanding of information and its retention in long-term memory. To facilitate English language learning, some videos have been prepared alluding to the subject of study. Videos were uploaded to the platform so that students can guide their learning and can reinforce it when required. Speaking skill development can be development only through constant practice and continuous listening to the correct pronunciation of the English language.

This proposal has visualized illustrative videos as a useful strategy since they incorporate essential information for learning about the subject. The aspects of the English language are vocabulary, grammar, and/ or pronunciation. By making explanatory videos, students are being promoted to anticipate the teacher's class, appropriating the knowledge. A significant advantage that this method offers is that each student has their own learning pace. Consequently, students are expected to no longer be passive entities, but to be active in the construction of the own knowledge as maintained by constructivist theory.

Another benefit of this flipped classroom method is that students feel motivated to learn and that this learning does not end when their academic studies cease. Each person has their learning style, they can even be several. It is how it tries to enhance this ability, for which pedagogy provides a series of resources that must be applied in the education context.

In the Flipped classroom the proposed methodology involves mixed learning, where both students and teachers must prepare. The teacher acts as a tutor, who guides, defines, and plans how to convey knowledge with the resources. And students must guide their learning in those resources in the virtual platform. This pedagogical approach helps students learn the English language, memorize their vocabulary, learn grammar much easier, improve the understanding level of the dialogues, and develop speaking skills. It should be noted that by receiving information with illustrations, learning becomes more understandable, which is why video design is considered in this proposal.

The flipped classroom is undoubtedly a metacognitive strategy to improve speaking skills because it is focused on involving students in their learning and making it of transcendence so that they can remember, understand and reproduce information. When speaking of metacognition, it refers to the fact that individuals understand the information they are learning based on reasoning, it is not rote learning. Metacognition is the ability to self-control the learning process. Metacognition plays a relevant role in speaking skill development because they help focus students' attention and understanding. The importance of metacognitive strategies lies because students are aware of these actions in order to improve their learning.

The feasibility of this proposal is based on the theoretical background, data from other studies, and the collaboration of students from the UNACH, a group to whom the flipped classroom method was applied for a subsequent evaluation. This proposal is a reference for teachers so that they can introduce the Flipped classroom as a complementary method in their teaching-learning process since as tutors, teachers must use pedagogical resources that strengthen learning and promote student responsibility in achieving this goal. It is important to emphasize certain points of this proposal, such as the beneficiaries, the estimated time for its execution, the level to which the students belong, among others:

**Beneficiaries:** students of the regular modality

**Name of the institution to which the beneficiaries belong:** Universidad Nacional de Chimborazo.

**Department:** Language Center.

**Modality:** Regular.

**Level to which the beneficiaries belong:** A2

**Skill:** Speaking.

**Dimensions:** Grammar and Vocabulary, Pronunciation and Interactive Communication.

**Time:** 1month (to review 2 units containing 4 lessons each)

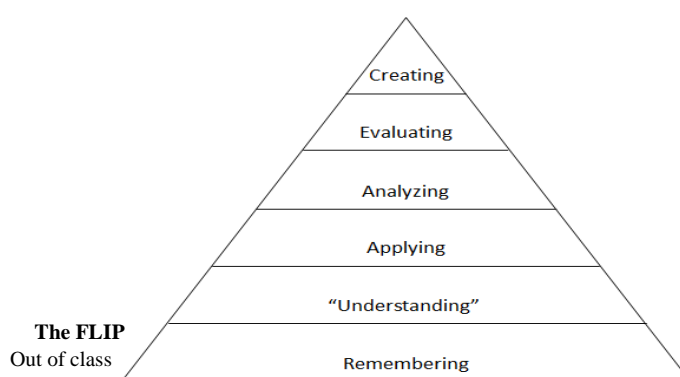
**Project responsables:** Kerly Yesenia Cabezas Llerena; Mg. Janine Marie Matts.

### **Proposal methodology**

The methodology of this proposal is based on Bloom's taxonomy, because teaching is oriented to the different levels of knowledge and cognitive functions such as learning, remembering, understanding, organizing, recognizing, concentrating, planning and even using verbal language appropriately.

Knowledge, comprehension, analysis, synthesis and application are processes that should be enhanced according to the cognitive development of students. The level of knowledge expected to be achieved with this proposal is in accordance with the knowledge defined according to the academic level; knowledge of a higher level cannot be demanded because it implies the fusion of cognitive functions with greater complexity.

Activities is developed to facilitate the understanding and learning of the English language, level A2, the materials used have similar characteristics in complexity and content to what is established in the curriculum of this academic level. This proposal also foresees the development of the students' capacity for synthesis, for this purpose, activities that induce them to construct sentences in English were carried out. It must be considered that cognitive functions are higher processes. In order to generate ideas and reach the construction of new knowledge, a certain degree of knowledge, comprehension, memory, reasoning and synthesis is required.



*Figure 5. Bloom's taxonomy.*  
Source: Bloom (1956).

*Table 5. Action verbs.*

<p><b>Creating:</b> combining, rearranging, producing, planning  <b>Evaluating:</b> critiquing, judging, reviewing, testing, defending  <b>Analyzing:</b> comparing, organizing, connecting, examining  <b>Applying:</b> implementing, using, playing, demonstrating  <b>Understanding:</b> describing, explaining, summarizing, discussing  <b>Remembering:</b> defining, listing, memorizing, recalling, repeating</p>
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Source: Bloom (1956).

## **Components of the proposal**

This proposal contains a plan for each unit to be addressed. There are eight units. In order to achieve the proposed objective, extracurricular activities (flipped classroom method) were combined with activities. It is also intended to diagnose the level of learning and the level of understanding of English by the students.

Each injury plan (unit) includes relevant guidelines to consider for teaching English, among them are: the objectives to be achieved, the methodological strategies to be used, the skills to be developed in the students, the vocabulary to be taught, the grammar to be taught for the understanding of that subject matter, the resources to be used in the development of each unit, the time to be spent in each unit, the extracurricular activities, the in-class activities, the role of the teacher or reinforcement activities and an evidence of the videos designed for the students' learning by the inverted classroom method.

## **Goals**

### **General:**

- To design strategic planning to develop oral English skills in young students.

### **Specific:**

- To define efficient didactic strategies as the basis of the flipped classroom to direct the teaching and correct pronunciation of English.

- To build the didactic material of the flipped classroom that facilitates learning and enhances oral production in students.

### **Proposal**

A general planning of the 2 units to be reviewed has been carried out with the flipped classroom methodology, which is detailed below:

## Planning

Table 6. *The flipped classroom as a strategy for speech skills in young people.*

N° UNIT	TOPIC	SKILLS TO DEVELOP	ATERIALS	VIDEO EXPLANATION	FACILITATOR
1	Shop and pay for clothes	<ul style="list-style-type: none"> <li>○ Learn clothing vocabulary in English.</li> <li>○ Listen to the pronunciation of the vocabulary.</li> <li>○ Use correctly the vocabulary in the speech.</li> </ul>	Video	English video about clothing vocabulary.	Teacher- Guide
2	Ask for a different size or color	<ul style="list-style-type: none"> <li>○ Learn the vocabulary of clothing sizes and colors.</li> <li>○ Listen to the pronunciation of the vocabulary.</li> <li>○ Use vocabulary correctly in speech.</li> </ul>	Video	Video about a conversation about different colors and sizes of clothes.	Teacher- Guide
3	Navigate a mall or department	<ul style="list-style-type: none"> <li>○ Learn the correct pronunciation of vocabulary.</li> <li>○ Understanding the dialogue in English.</li> <li>○ Use vocabulary appropriately in speech.</li> </ul>	Video	Video about the topic buying clothes in a store with vocabulary.	Teacher- Guide
4	Discuss clothing do's and don'ts	<ul style="list-style-type: none"> <li>○ Listen to the pronunciation of clothing styles.</li> <li>○ Understand the conversation in English.</li> <li>○ Assess the level of understanding.</li> </ul>	Video	Video about the styles of clothing used in various countries.	Teacher- Guide

Source: Own production.

Elaborated by: Cabezas, K. (2020).

*Table 7. The flipped classroom as a strategy for speech skills in young people.*

<b>N° UNIT</b>	<b>TOPIC</b>	<b>SKILLS TO DEVELOP</b>	<b>MATERIALS</b>	<b>VIDEO EXPLANATION</b>	<b>FACILITATOR</b>
5	Ask for a recommendation	<ul style="list-style-type: none"> <li>○ Learn the grammar of comparative and superlative adjectives.</li> <li>○ Listen to the correct pronunciation.</li> <li>○ Use the grammar of adjectives correctly in speech.</li> </ul>	Video	Video with the grammar of comparative and superlative adjectives	Teacher-Guide
6	Bargain for a lower price	<ul style="list-style-type: none"> <li>○ Listen to the correct pronunciation.</li> <li>○ Understand the dialogue in English.</li> </ul>	Video	Video of a conversation negotiating the price of gadgets or objects	Teacher- Guide
7	Discuss showing appreciation for service	<ul style="list-style-type: none"> <li>○ Listen to the pronunciation of the English conversation.</li> <li>○ Understand English conversation.</li> <li>○ Use grammar correctly in speech.</li> </ul>	Video	Video about a talk about tourist and food services	Teacher-Guide
8	Describe where to get the best deals	<ul style="list-style-type: none"> <li>○ Listen to the pronunciation of the English conversation.</li> <li>○ Understand English conversation.</li> <li>○ Use grammar correctly in speech.</li> </ul>	Video	Video about conversation asking where to get the best deals	Teacher-Guide

Source: Own production.


Elaborated by: Cabezas, K. (2020).

## FLIPPED CLASSROOM

### UNIT ONE




<b>TOPIC</b>	Shop and pay for clothes
<b>BENEFICIARIES</b>	Students at Universidad Nacional de Chimborazo
<b>LEVEL</b>	A2
<b>AIMS</b>	<ul style="list-style-type: none"> <li>-To provide grammar, vocabulary and pronunciation of the English language.</li> <li>-To promote the students' level of English comprehension.</li> <li>-To improve students' oral skills.</li> <li>-To develop the ability to maintain a conversation in English.</li> <li>-To promote the correct structuring of sentences in English.</li> </ul>
<b>TEACHING METHOD</b>	Mixed because it combines virtual and face-to-face teaching. The flipped classroom virtual teaching strategy allows students to assimilate knowledge prior to class, understand the information and study at home.
<b>TEACHER'S ROLE</b>	<ul style="list-style-type: none"> <li>-Direct the learning of English using a variety of strategies.</li> <li>-Assess their students' learning in relation to the flipped classroom method.</li> <li>-Reinforce knowledge by focusing on clothing vocabulary and possessive pronouns.</li> </ul>
<b>VOCABULARY</b>	Outerwear, underwear, lingerie, hosiery, bag, accessories, sleepwear, athletic wear, jackets, sweaters, gloves, socks, tights, pantyhose, pajamas, nightgowns, bathrobes, boxers, bras, panties, purses, belt, shorts, jeans, t-shirt, sweatshirt, sweatpants, polo shirt, crewneck, turtleneck, windbreaker, cardigan, V-neck, blazer, oxfords, sandals, pumps, loafers, running shoes, flats, running shoes, running pants, shopper, clerk.
<b>GRAMMAR</b>	Possessive pronouns: me, you, him, her, it, us, them.

<b>MATERIALS</b>	<ul style="list-style-type: none"> <li>-Internet Connection</li> <li>-Illustrative video</li> <li>-Teacher's and Student's book</li> <li>-Blank paper</li> </ul>
<b>TIMING</b>	3 days
<b>BEFORE-SCHOOL ACTIVITY (FLIPPED METHOD)</b>	A homework assignment is sent before class so that students can internalize the information. A video is uploaded to the virtual platform with the topic clothing, where the vocabulary of clothing and its correct pronunciation is taught. Students should watch the video as many times as necessary to learn the vocabulary.
<b>EXPLANATION OF THE VIDEO</b>	A video was prepared in English in which clothing vocabulary is taught, with illustrations that facilitate understanding and learning. This material is of great help for students to acquire certain skills that are detailed below.
<b>SKILLS TO BE DEVELOPED WITH THE FLIPPED CLASSROOM (VIDEO)</b>	<ul style="list-style-type: none"> <li>-Assimilate vocabulary</li> <li>-Identify terminology of clothing</li> <li>-Pronounce the clothing vocabulary in English correctly</li> <li>-Correctly use clothing vocabulary in speech</li> </ul>
<b>CLASSROOM ACTIVITIES</b>	<p><b>FIRST ACTIVITY</b> Teacher explains the possessive pronouns.</p> <p><b>SECOND ACTIVITY</b> Students must complete the conversation in the book with the possessive pronouns for which they are given 20 minutes.</p> <p><b>THIRD ACTIVITY</b> Students are going to describe in English the clothes that their partner wears, for which they are asked to work in pairs. They have 30 minutes to develop this activity, so that they can organize their ideas and then present them in English to the whole class. They can organize the sentences on a sheet of paper.</p> <p><b>FOURTH ACTIVITY</b> The teacher reinforces knowledge based on the two in-class activities, pair work and the task of completing sentences with possessive pronouns.</p>
<b>VIDEO</b>	

## UNIT TWO




<b>TOPIC</b>	Ask for a different size or color
<b>BENEFICIARIES</b>	Students at Universidad Nacional de Chimborazo
<b>LEVEL</b>	A2
<b>AIMS</b>	<ul style="list-style-type: none"> <li>-To provide grammar, vocabulary and pronunciation of the English language.</li> <li>-To promote the students' level of English comprehension.</li> <li>-To improve students' oral skills.</li> <li>-To develop the ability to maintain a conversation in English.</li> <li>-To promote the correct structuring of sentences in English.</li> </ul>
<b>TEACHING METHOD</b>	Mixed because it combines virtual and face-to-face teaching. The flipped classroom virtual teaching strategy allows students to assimilate knowledge prior to class, understand the information and study at home.
<b>TEACHER'S ROLE</b>	<ul style="list-style-type: none"> <li>-Direct the learning of English using various strategies.</li> <li>-Evaluate the learning of their students in relation to the inverted classroom method.</li> <li>-Reinforce knowledge by focusing on clothing vocabulary and grammar of comparative adjectives.</li> </ul>
<b>VOCABULARY</b>	A pair of, gloves, pantyhose, tights, panties, pajamas, jeans, pants, shorts, boxers, briefs, socks, shoes.
<b>GRAMMAR</b>	<p>Comparative adjectives: more, less, than.</p> <p>Is raised er to short adjectives to make comparisons of two things, places or people, meaning it is more than the other.</p> <p>When making comparisons between two objects, less is used to indicate that it is less than the other.</p> <p>To make comparisons between two things or persons with long adjectives, the word more is placed before the word more and the term than is used.</p>
<b>MATERIALS</b>	<ul style="list-style-type: none"> <li>-Internet Connection</li> <li>-Illustrative video</li> <li>-Teacher's and Student's book</li> <li>-Blank paper</li> </ul>

<b>TIMING</b>	2 days
<b>BEFORE-SCHOOL ACTIVITY (FLIPPED METHOD)</b>	An assignment is sent before the class so that students can internalize the information. A video is uploaded to the virtual platform where the teacher introduces the vocabulary of colors relating it through a dialogue with clothing and its correct pronunciation. Students should watch the video as many times as necessary to learn the vocabulary.
<b>EXPLANATION OF THE VIDEO</b>	A video was designed where the different colors of clothing are shown with their respective pronunciation. It is very practical because it uses graphics to make it easier to assimilate the information. In addition, the structure of a conversation is presented with the intention that students remember the structure of the sentences where the correct pronunciation of these expressions is taught. With this material the students develop the following skills.
<b>SKILLS TO BE DEVELOPED WITH THE FLIPPED CLASSROOM (VIDEO)</b>	<ul style="list-style-type: none"> <li>-Internalize the vocabulary of colors</li> <li>-Recognize words related to clothing</li> <li>-Pronounce the clothing and colors vocabulary in English correctly</li> <li>-Correctly use clothing vocabulary in speech.</li> </ul>
<b>CLASSROOM ACTIVITIES</b>	<p><b>FIRST ACTIVITY</b> Teacher explains the grammar of comparative adjectives.</p> <p><b>SECOND ACTIVITY</b> Students must complete the conversation in the book with the comparative adjectives for which they are given 20 minutes.</p> <p><b>THIRD ACTIVITY</b> The students make a conversation in English about sizes and colors of clothes, simulating that they are going to buy clothes, one is the seller and the other the buyer, for which they are asked to work in pairs. They have 30 minutes to develop this activity, so that they can organize their ideas and then present them in English to the whole class. They can organize the sentences on a sheet of paper.</p> <p><b>FOURTH ACTIVITY</b> The teacher reinforces the knowledge based on the two activities done in class, the pair work and the task of completing the conversation with the comparative adjectives.</p>
<b>VIDEO</b>	

## UNIT THREE




<b>TOPIC</b>	Navigate a mall or department
<b>BENEFICIARIES</b>	Students at Universidad Nacional de Chimborazo
<b>LEVEL</b>	A2
<b>AIMS</b>	<ul style="list-style-type: none"> <li>-To provide grammar, vocabulary and pronunciation of the English language.</li> <li>-To promote the students' level of English comprehension.</li> <li>-To improve students' oral skills.</li> <li>-To develop the ability to maintain a conversation in English.</li> <li>-To promote the correct structuring of sentences in English.</li> </ul>
<b>TEACHING METHOD</b>	Mixed because it combines virtual and face-to-face teaching. The flipped classroom virtual teaching strategy allows students to assimilate knowledge prior to class, understand the information and study at home.
<b>TEACHER'S ROLE</b>	<ul style="list-style-type: none"> <li>-Direct the learning of English using various strategies.</li> <li>-Evaluate the learning of their students in relation to the inverted classroom method.</li> <li>-Reinforce knowledge by focusing on the results of the activities carried out in class.</li> </ul>
<b>VOCABULARY</b>	On, in, the first level, the ground floor, the top floor, the basement, down, up, go up, go down, on the left, in the front, in the back, on the right, down the hall, the escalator, the stairs, the elevator.
<b>MATERIALS</b>	<ul style="list-style-type: none"> <li>-Internet Connection</li> <li>-Illustrative video</li> <li>-Teacher's and Student's book</li> <li>-Blank paper</li> </ul>
<b>TIMING</b>	3 days
<b>BEFORE-SCHOOL</b>	A homework assignment is sent before the class so that students can internalize the information. A video is uploaded to the virtual

<b>ACTIVITY (FLIPPED METHOD)</b>	platform with the topic shopping for clothes in a mall. The correct pronunciation is taught through a dialogue. Students should watch the video as many times as necessary to learn the grammar of the sentences and the pronunciation.
<b>EXPLANATION OF THE VIDEO</b>	A video was made on the subject buying clothes and accessories in a mall in which a conversation is presented with the respective pronunciation. Its setting was considered appropriate for being illustrative and realistic, thus facilitating understanding.
<b>SKILLS TO BE DEVELOPED WITH THE FLIPPED CLASSROOM (VIDEO)</b>	<ul style="list-style-type: none"> <li>-Correctly pronounce the vocabulary learned</li> <li>-Use vocabulary correctly in speech</li> <li>-Understand the conversation English</li> </ul>
<b>CLASSROOM ACTIVITIES</b>	<p><b>FIRST ACTIVITY</b> Teacher explains about prepositions of place or location.</p> <p><b>SECOND ACTIVITY</b> Teacher talks about the vocabulary of floors and directions within a mall.</p> <p><b>THIRD ACTIVITY</b> Then students listen to a conversation about directions in a mall or store.</p> <p><b>FOURTH ACTIVITY</b> Students make a conversation in English simulating that they are going to buy clothes, for which they are asked to work in pairs, one of them is the buyer and the other is the seller. In this dialogue they have to include everything they have learned, the vocabulary of clothes, the vocabulary of sizes and colors of clothes, the vocabulary of comparative adjectives, the vocabulary of prepositions of place and the vocabulary of directions. For the development of this activity, they have a time of 50 minutes, so that they can organize the ideas and then present them in English to the whole class. They can organize the sentences on a sheet of paper.</p> <p><b>FIFTH ACTIVITY</b> The teacher reinforces the knowledge based on the activity done in class, the conversation in pairs.</p>
<b>VIDEO</b>	

## UNIT FOUR




<b>TOPIC</b>	Discuss clothing do's and don'ts
<b>BENEFICIARIES</b>	Students at Universidad Nacional de Chimborazo
<b>LEVEL</b>	A2
<b>AIMS</b>	<ul style="list-style-type: none"> <li>-To provide vocabulary and pronunciation of the English language.</li> <li>-To promote the students' level of English comprehension.</li> <li>-To improve students' oral skills.</li> <li>-To develop the ability to maintain a conversation in English.</li> <li>-To promote the correct structuring of sentences in English.</li> </ul>
<b>TEACHING METHOD</b>	Mixed because it combines virtual and face-to-face teaching. The flipped classroom virtual teaching strategy allows students to assimilate knowledge prior to class, understand the information and study at home.
<b>TEACHER'S ROLE</b>	<ul style="list-style-type: none"> <li>-Direct the learning of English using various strategies.</li> <li>-Assess student learning in relation to the flipped classroom method.</li> <li>-Reinforce knowledge by focusing on the in-class activity on clothing styles according to country and occasion.</li> </ul>
<b>VOCABULARY</b>	Formality, formal, informal, appropriateness, appropriate, inappropriate, strictness, liberal, conservative.
<b>MATERIALS</b>	<ul style="list-style-type: none"> <li>-Internet Connection</li> <li>-Illustrative video</li> <li>-Teacher's and Student's book</li> <li>-Blank paper</li> </ul>
<b>TIMING</b>	2 days
<b>BEFORE-SCHOOL</b>	An assignment is sent before the class so that students can internalize the information. A video is uploaded to the virtual

<b>ACTIVITY (FLIPPED METHOD)</b>	platform with the topic of clothing styles according to the countries and the correct pronunciation of them. Students should watch the video as many times as necessary so that they can understand.
<b>EXPLANATION OF THE VIDEO</b>	A video has been prepared on the different styles of clothing worn in some countries of the world, with images. This video is more complex because the written text is not presented. The teacher only describes these outfits, so it is more difficult to understand the information.
<b>SKILLS TO BE DEVELOPED WITH THE FLIPPED CLASSROOM (VIDEO)</b>	<ul style="list-style-type: none"> <li>-Correctly pronounce the vocabulary learned</li> <li>-Use vocabulary correctly in speech</li> </ul>
<b>CLASSROOM ACTIVITIES</b>	<p><b>FIRST ACTIVITY</b> Teacher explains the vocabulary of clothing styles.</p> <p><b>SECOND ACTIVITY</b> The reading of the book on the styles of clothing used in some countries according to the occasions is carried out.</p> <p><b>THIRD ACTIVITY</b> The book activity is done, students have to read each sentence and mark with true or false according to whether it is the style of clothing of each country and its context.</p> <p><b>FOURTH ACTIVITY</b> Students describe in English the style of clothing appropriate for each occasion according to their country, for which they are asked to work in pairs. They have 45 minutes to develop this activity, so that they can organize their ideas and then present them in English to the whole class. They can organize the sentences on a sheet of paper.</p> <p><b>FIFTH ACTIVITY</b> The teacher reinforces the knowledge based on the activity carried out in class, working in pairs.</p>
<b>VIDEO</b>	<p style="text-align: center;"><b>COLOMBIA.</b></p> 

## UNIT FIVE




<b>TOPIC</b>	Ask for a recommendation
<b>BENEFICIARIES</b>	Students at Universidad Nacional de Chimborazo
<b>LEVEL</b>	A2
<b>AIMS</b>	<ul style="list-style-type: none"> <li>-To provide grammar and vocabulary of the English language.</li> <li>-To promote students' level of English comprehension.</li> <li>-To improve students' oral skills.</li> <li>-To develop the ability to maintain a conversation in English.</li> <li>-To promote the correct structuring of English sentences.</li> </ul>
<b>TEACHING METHOD</b>	<p>Mixed because it combines virtual and face-to-face teaching.</p> <p>The flipped classroom virtual teaching strategy allows students to assimilate knowledge prior to class, understand the information and study at home.</p>
<b>TEACHER'S ROLE</b>	<ul style="list-style-type: none"> <li>-Direct the learning of English using various strategies.</li> <li>-Evaluate the learning of their students in relation to the inverted classroom method.</li> <li>-Reinforce knowledge by focusing on the activity done in class, pair work.</li> </ul>
<b>VOCABULARY</b>	New, cheap, nice, easy, big, comfortable, portable, difficult, expensive.
<b>GRAMMAR</b>	<p>Superlative adjectives: good, better, than, the best, bad, worse, than, the worst.</p> <p>When making comparisons in the superlative degree with short adjectives, the article the is placed before the adjective and est is added to the adjective.</p> <p>When making comparisons in superlative degree with long adjectives, the article the and the word more followed by the adjective are used to indicate that it is the most in its category.</p> <p>Or the term less is used to indicate that it is the least in its category.</p>
<b>MATERIALS</b>	<ul style="list-style-type: none"> <li>-Internet Connection</li> <li>-Illustrative video</li> <li>-Teacher's and Student's book</li> <li>-Blank paper</li> </ul>

<b>TIMING</b>	2 days																								
<b>BEFORE-SCHOOL ACTIVITY (FLIPPED METHOD)</b>	A homework assignment is sent before the class so that students can internalize the information. A video is uploaded to the virtual platform with the topic comparative and superlative adjectives, where the correct pronunciation of these adjectives is taught. Students should watch the video as many times as necessary to learn the grammar.																								
<b>EXPLANATION OF THE VIDEO</b>	A very practical video was designed on the subject of comparative and superlative adjectives with illustrations. Where the grammatical rules of these adjectives and the correct pronunciation are taught.																								
<b>SKILLS TO BE DEVELOPED WITH THE FLIPPED CLASSROOM (VIDEO)</b>	<ul style="list-style-type: none"> <li>-Understand the grammar of comparative and superlative adjectives</li> <li>-Correctly pronounce adjectives and their comparative and superlative degrees.</li> <li>-Correctly use adjectives in comparative and superlative degree in speech.</li> </ul>																								
<b>CLASSROOM ACTIVITIES</b>	<p><b>FIRST ACTIVITY</b> Students complete the information in the book. In activity A you have to complete each sentence with the superlative adjectives.</p> <p><b>SECOND ACTIVITY</b> In activity B you have to complete the conversation with the superlatives of the adjectives.</p> <p><b>THIRD ACTIVITY</b> Students conduct a dialogue with the theme I am going to buy an appliance, where they ask for a recommendation. For this purpose, they are asked to work in pairs, one of them is the seller and the other is the buyer. In this conversation they must use the grammar of comparative and superlative adjectives. They have 45 minutes to develop this activity so that they can organize their ideas and then present them in English to the whole class. They can organize the sentences on a sheet of paper.</p> <p><b>FOURTH ACTIVITY</b> The teacher reinforces the knowledge based on the activity carried out in class, working in pairs.</p>																								
<b>VIDEO</b>	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 25%;"></th> <th style="width: 25%; color: blue;">Adjective</th> <th style="width: 25%; color: green;">Comparative</th> <th style="width: 25%; color: red;">Superlative</th> </tr> </thead> <tbody> <tr> <td style="background-color: yellow;">One syllable</td> <td style="background-color: yellow;">strong</td> <td style="background-color: yellow;">stronger</td> <td style="background-color: yellow;">strongest</td> </tr> <tr> <td style="background-color: cyan;">Consonant + short vowel + consonant</td> <td style="background-color: cyan;">big</td> <td style="background-color: cyan;">bigger</td> <td style="background-color: cyan;">biggest</td> </tr> <tr> <td style="background-color: orange;">Ends in -e</td> <td style="background-color: orange;">large</td> <td style="background-color: orange;">larger</td> <td style="background-color: orange;">largest</td> </tr> <tr> <td style="background-color: pink;">Ends in -y</td> <td style="background-color: pink;">happy</td> <td style="background-color: pink;">happier</td> <td style="background-color: pink;">happiest</td> </tr> <tr> <td style="background-color: lightgreen;">Two syllables</td> <td style="background-color: lightgreen;">gentle</td> <td style="background-color: lightgreen;">gentler</td> <td></td> </tr> </tbody> </table> 		Adjective	Comparative	Superlative	One syllable	strong	stronger	strongest	Consonant + short vowel + consonant	big	bigger	biggest	Ends in -e	large	larger	largest	Ends in -y	happy	happier	happiest	Two syllables	gentle	gentler	
	Adjective	Comparative	Superlative																						
One syllable	strong	stronger	strongest																						
Consonant + short vowel + consonant	big	bigger	biggest																						
Ends in -e	large	larger	largest																						
Ends in -y	happy	happier	happiest																						
Two syllables	gentle	gentler																							

## UNIT SIX



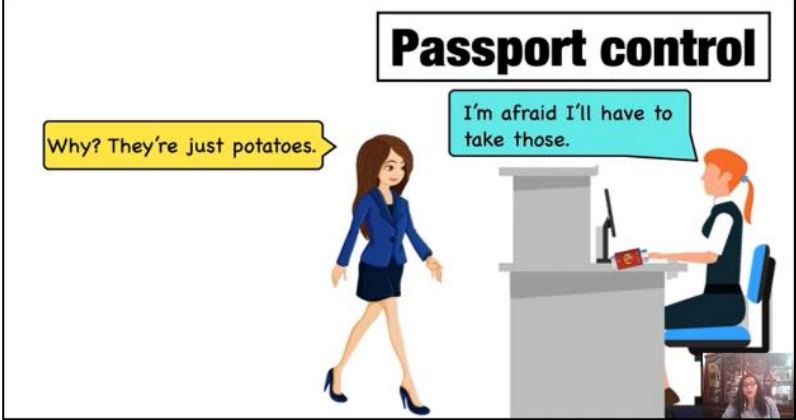
<b>TOPIC</b>	Bargain for a lower price
<b>BENEFICIARIES</b>	Students at Universidad Nacional de Chimborazo
<b>LEVEL</b>	A2
<b>AIMS</b>	<ul style="list-style-type: none"> <li>-To provide grammar, vocabulary and pronunciation of the English language.</li> <li>-To promote the students' level of English comprehension.</li> <li>-To improve students' oral skills.</li> <li>-To develop the ability to maintain a conversation in English.</li> <li>-To promote the correct structuring of sentences in English.</li> </ul>
<b>TEACHING METHOD</b>	Mixed because it combines virtual and face-to-face teaching. The flipped classroom virtual teaching strategy allows students to assimilate knowledge prior to class, understand the information and study at home.
<b>TEACHER'S ROLE</b>	<ul style="list-style-type: none"> <li>-Direct the learning of English using various strategies.</li> <li>-Evaluate the learning of their students in relation to the inverted classroom method.</li> <li>-Reinforce knowledge by focusing on the results of the activity performed in class, pair work.</li> </ul>
<b>VOCABULARY</b>	Big, cheap, expensive, fast, heavy, light, quiet, slow, small, cash, foreign currency, a fee, an exchange rate, an ATM.
<b>GRAMMAR</b>	Too, enough, how much, one, ones, I can, I can't, I could, as...as, Would you.
<b>MATERIALS</b>	<ul style="list-style-type: none"> <li>-Internet Connection</li> <li>-Illustrative video</li> <li>-Teacher's and Student's book</li> <li>-Blank paper</li> </ul>
<b>TIMING</b>	3 days

<b>BEFORE-SCHOOL ACTIVITY (FLIPPED METHOD)</b>	<p>A homework assignment is sent prior to the class so that students can internalize the information. A video is uploaded to the virtual platform with the topic bargain and lower prices. A dialogue is presented where the correct pronunciation is taught. Students should watch the video as many times as necessary to understand the dialogue and learn the correct pronunciation.</p>
<b>EXPLANATION OF THE VIDEO</b>	<p>A video was prepared with a conversation alluding to the subject, negotiating the price of devices or objects. Same that contains the correct writing and pronunciation so that it is easy for students to understand.</p>
<b>SKILLS TO BE DEVELOPED WITH THE FLIPPED CLASSROOM (VIDEO)</b>	<ul style="list-style-type: none"> <li>-Understand the English conversation.</li> <li>-Pronounce common terminology correctly.</li> <li>-Use terms correctly according to grammar rules.</li> </ul>
<b>CLASSROOM ACTIVITIES</b>	<p><b>FIRST ACTIVITY</b> Students learn the grammar of adverbs of quantity too and enough.</p> <p><b>SECOND ACTIVITY</b> Students complete the sentences in the book with adverbs of quantity and adjectives.</p> <p><b>THIRD ACTIVITY</b> The grammar of ones and ones is taught.</p> <p><b>FOURTH ACTIVITY</b> Students conduct a dialogue with the topic negotiate for a lower price, for effect they work in pairs, one is the buyer and the other student is the seller. In this conversation they should ask for the price of some objects using the adverbs of quantity and the grammar one and ones. For the development of this activity they have 30 minutes so that they can organize the ideas. Afterwards they are going to present to the whole class. They can organize the sentences on a sheet of paper.</p> <p><b>FIFTH ACTIVITY</b> The teacher reinforces the knowledge based on the activity carried out in class, working in pairs.</p>
<b>VIDEO</b>	

## UNIT SEVEN



<b>TOPIC</b>	Discuss showing appreciation for service
<b>BENEFICIARIES</b>	Students at Universidad Nacional de Chimborazo
<b>LEVEL</b>	A2
<b>AIMS</b>	<ul style="list-style-type: none"> <li>-To provide vocabulary and pronunciation of the English language.</li> <li>-To promote the students' level of English comprehension.</li> <li>-To improve students' oral skills.</li> <li>-To develop the ability to maintain a conversation in English.</li> <li>-To promote the correct structuring of sentences in English.</li> </ul>
<b>TEACHING METHOD</b>	Mixed because it combines virtual and face-to-face teaching. The flipped classroom virtual teaching strategy allows students to assimilate knowledge prior to class, understand the information and study at home.
<b>TEACHER'S ROLE</b>	<ul style="list-style-type: none"> <li>-Direct the learning of English using various strategies.</li> <li>-Evaluate the learning of their students in relation to the inverted classroom method.</li> <li>-Reinforce knowledge by focusing on the results of pair work.</li> </ul>
<b>VOCABULARY</b>	Tip, gif, custom, which, fly, should, housekeeper.
<b>MATERIALS</b>	<ul style="list-style-type: none"> <li>-Internet Connection</li> <li>-Illustrative video</li> <li>-Teacher's and Student's book</li> <li>-Blank paper</li> </ul>
<b>TIMING</b>	3 days

<b>BEFORE-SCHOOL ACTIVITY (FLIPPED METHOD)</b>	<p>An assignment is sent prior to the class so that students can internalize the information. A video is uploaded to the virtual platform with the topic discuss showing appreciation for the service, in which a conversation with the correct pronunciation is presented. Students should watch the video as many times as necessary to understand the dialogue.</p>
<b>EXPLANATION OF THE VIDEO</b>	<p>A video has been designed on the subject that offers tourist and food services with very striking illustrations. This material is a great aid to comprehension because it presents a written conversation and correct pronunciation.</p>
<b>SKILLS TO BE DEVELOPED WITH THE FLIPPED CLASSROOM (VIDEO)</b>	<ul style="list-style-type: none"> <li>-Understand the English conversation.</li> <li>-Pronounce learned terminology correctly.</li> <li>-Use terms correctly according to grammar rules.</li> </ul>
<b>CLASSROOM ACTIVITIES</b>	<p><b>FIRST ACTIVITY</b> Students perform a reading from the book titled When I Have to Tip.</p> <p><b>SECOND ACTIVITY</b> Students answer the questions in the book by choosing two alternative answers based on their reading.</p> <p><b>THIRD ACTIVITY</b> Students discuss how to show appreciation for the service received, for which they are asked to work in pairs. They pretend that one of them is a foreigner who has come to visit Ecuador and the other pretend to be the Ecuadorian who give the advice. They have 30 minutes to develop this activity so that they can organize their ideas and then present them in English to the whole class. They can organize the sentences on a sheet of paper.</p> <p><b>FOURTH ACTIVITY</b> The teacher reinforces the knowledge from the activity done in class, working in pairs.</p>
<b>VIDEO</b>	 <p>The illustration shows a woman in a blue business suit standing and talking to a female officer sitting at a desk. The officer is wearing a dark uniform and a ponytail. A sign above the desk says "Passport control". A yellow speech bubble from the woman says "Why? They're just potatoes." and a blue speech bubble from the officer says "I'm afraid I'll have to take those." There is a small inset video frame in the bottom right corner of the illustration showing a person's face.</p>

## UNIT EIGHT



<b>TOPIC</b>	Describe where to get the best deals
<b>BENEFICIARIES</b>	Students at Universidad Nacional de Chimborazo
<b>LEVEL</b>	A2
<b>AIMS</b>	<ul style="list-style-type: none"> <li>-To provide vocabulary and pronunciation of the English language.</li> <li>-To promote the students' level of English comprehension.</li> <li>-To improve students' oral skills.</li> <li>-To develop the ability to maintain a conversation in English.</li> <li>-To promote the correct structuring of sentences in English.</li> </ul>
<b>TEACHING METHOD</b>	Mixed because it combines virtual and face-to-face teaching. The flipped classroom virtual teaching strategy allows students to assimilate knowledge prior to class, understand the information and study at home.
<b>TEACHER'S ROLE</b>	<ul style="list-style-type: none"> <li>-Direct the learning of English using various strategies.</li> <li>-Evaluate the learning of their students in relation to the inverted classroom method.</li> <li>-Reinforce knowledge by focusing on the results of the activities carried out in class.</li> </ul>
<b>VOCABULARY</b>	Deal, euros, pounds, dollars, pesos, sale.
<b>MATERIALS</b>	<ul style="list-style-type: none"> <li>-Internet Connection</li> <li>-Illustrative video</li> <li>-Teacher's and Student's book</li> <li>-Blank paper</li> </ul>
<b>TIMING</b>	2 days

<b>BEFORE-SCHOOL ACTIVITY (FLIPPED METHOD)</b>	An assignment is sent before the class so that students can internalize the information. For this purpose, a video is uploaded to the virtual platform with the topic where can I find the best deals. Students should watch the video as many times as necessary to understand the dialogue.
<b>EXPLANATION OF THE VIDEO</b>	A very practical video has been prepared on the subject of where to get the best deals. This material is complete because it presents a dialogue with the correct spelling and pronunciation as well as illustrations.
<b>SKILLS TO BE DEVELOPED WITH THE FLIPPED CLASSROOM (VIDEO)</b>	<ul style="list-style-type: none"> <li>-Understand the English conversation.</li> <li>-Pronounce learned terminology correctly.</li> <li>-Use terms correctly according to grammar rules</li> </ul>
<b>CLASSROOM ACTIVITIES</b>	<p><b>FIRST ACTIVITY</b> Teachers explains the vocabulary of good deals and bad deals.</p> <p><b>SECOND ACTIVITY</b> Students conduct a reading of the book, which is about the experience of two buyers.</p> <p><b>THIRD ACTIVITY</b> Students write a summary of the two experiences of these shoppers using the vocabulary of good deals and bad ones.</p> <p><b>FOURTH ACTIVITY</b> The students complete the table in the book, which refers to where to get the best offers for the services or products that are shown in the city where they live. This work is done in pairs in order to expose it to the whole class. For the development of this activity, they have 25 minutes so that they can organize the ideas. They can use a sheet of paper to structure the sentences.</p> <p><b>FIFTH ACTIVITY</b> The teacher reinforces the knowledge from the activity done in class, working in pairs.</p>
<b>VIDEO</b>	<p style="text-align: center;">Yes, of course. Why don't you go to Milky shoes stores near Central Bank?</p>

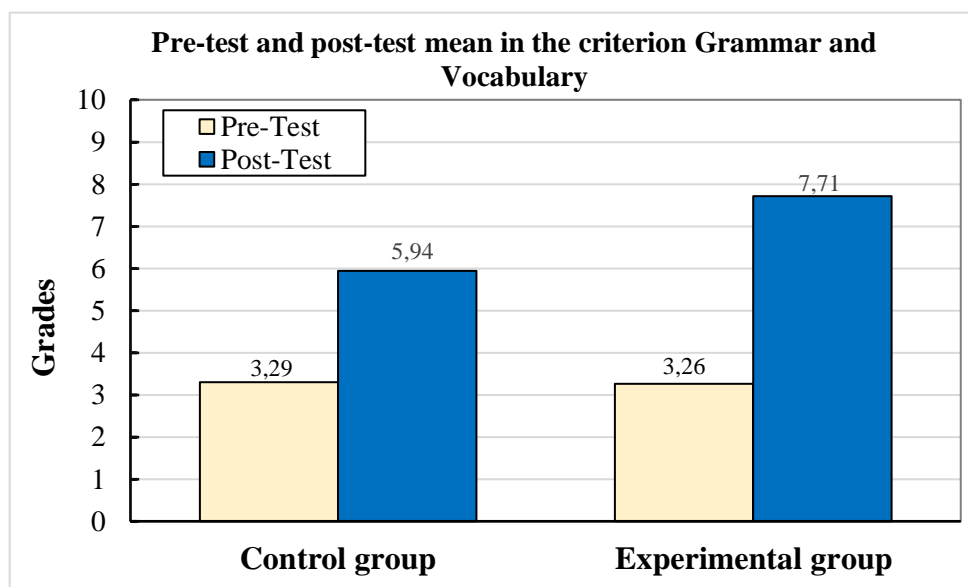
## CHAPTER III. ANALYSIS OF THE RESULTS OF THE RESEARCH

### 3.1 Analysis of results

Pre-tests were applied to the control and the experimental groups before the researcher uses the teaching strategies. Students in the control group received lessons based on traditional teaching strategies, while students in the experimental group received videos on the topics as tools based on the flipped classroom method. After that, the researcher applied the post-test to both groups of students. An analysis of each speaking skill component is made, based on tests applied to assess the speaking skill in students at Universidad Nacional de Chimborazo – Language Center.

#### Grammar and vocabulary

Grammar and vocabulary are graded at 10 points. Graph 1 shows that students in the control group got a mean grade of 3.29 on the pre-test and 5.94 on the post-test. Otherwise, students in the experimental group obtained a mean grade of 3.26 on the pre-test and 7.71 on the post-test. In this sense, the results were better in the experimental group than in the control group.

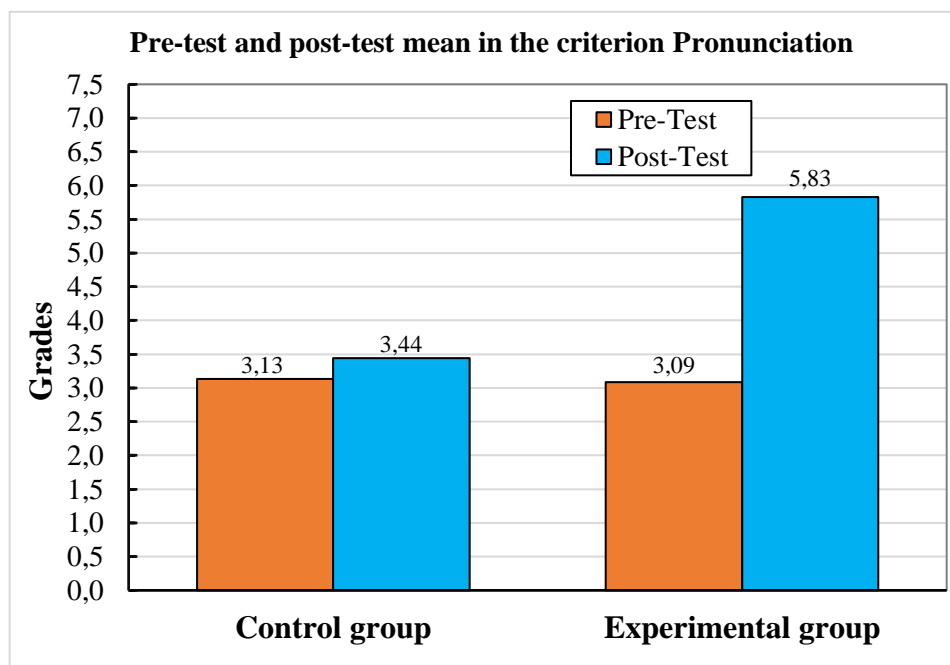


Graph 1. Pre-test and post-test mean in the criterion Grammar and Vocabulary.

Elaborated by: Cabezas, K. (2021).

## Pronunciation

Pronunciation is graded at 7.5 points. Graph 2 shows that students in the control group obtained a mean grade of 3.13 on the pre-test and 3.34 on the post-test. Meanwhile, students in the experimental group got a mean grade of 3.09 on the pre-test and 5.83 on the post-test. Therefore, the pronunciation was better in the experimental group than in the control group.

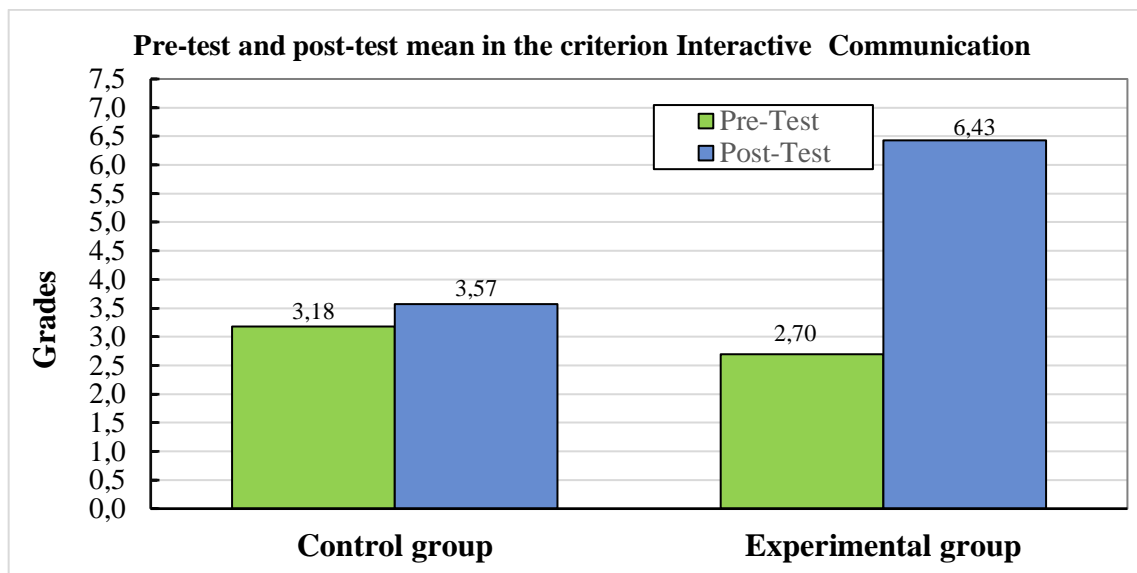


Graph 2. Pre-test and post-test mean in the criterion Pronunciation.

Elaborated by: Cabezas, K. (2021).

## Interactive communication

Interactive communication is rated at 7.5 points as well as pronunciation. Graph 3 shows that students in the control group obtained a mean grade of 3.18 on the pre-test and 3.57 on the post-test. Otherwise, students in the experimental group obtained a mean grade of 2.70 on the pre-test and 6.43 on the post-test. In this sense, the interactive communication was better in the experimental group than in the control group.

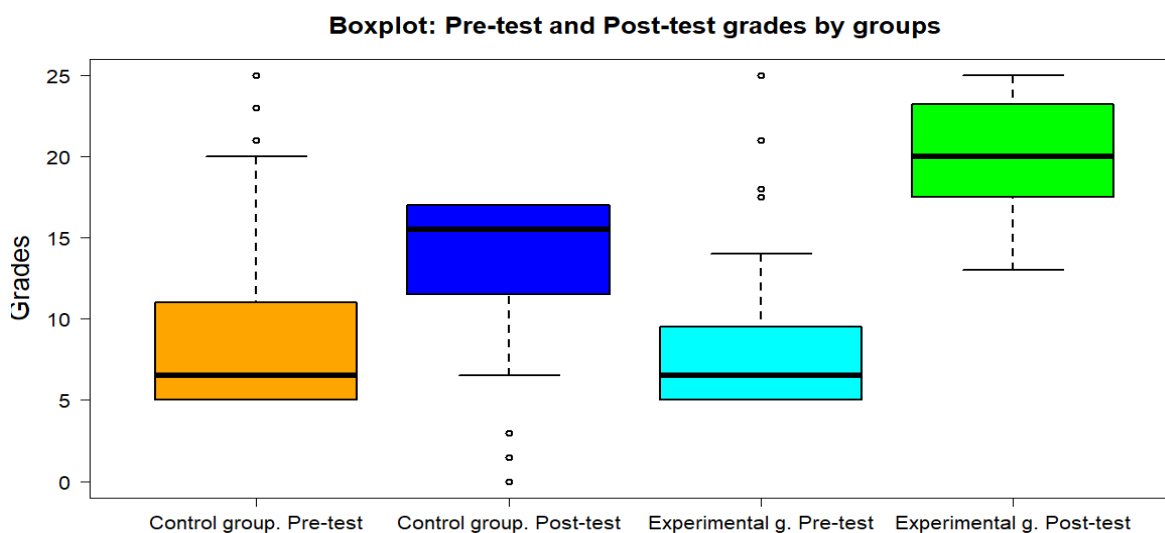


Graph 3. Pre-test and post-test mean in the criterion Interactive communication.

Elaborated by: Cabezas, K. (2021).

## A2 Key English Test

Finally, the global result is rated at 25 points. Graph 4 shows that students in the control group got a mean grade of 9.60 on the pre-test and 12.96 on the post-test. Meanwhile, students in the experimental group obtained a mean grade of 9.04 on the pre-test and 19.97 on the post-test. In this sense, the speaking skill is better in the experimental group than in the control group.



Graph 4. Pre-test and post-test mean in the A2 Key English Test.

Elaborated by: Cabezas, K. (2021).

The results are summarized as follows:

*Table 8. Mean obtained on the pre-test and post-test by groups.*

Speaking skill	Group							
	Control				Experimental			
	Pre-test mean		Post-test mean		Pre-test mean		Post-test mean	
Criterion	Grade	%	Grade	%	Grade	%	Grade	%
Grammar and vocabulary	3.29	32.9	5.94	59.4	3.26	32.6	7.71	77.1
Pronunciation	3.13	41.73	3.44	45.87	3.09	41.2	5.83	77.73
Interactive communication	3.18	42.4	3.57	47.6	2.70	36	6.43	85.73
General	9.60	38.4	12.96	51.84	9.04	36.16	19.97	79.88

Elaborated by: Cabezas, K. (2021).

### 3.2 Hypothesis verification

It is possible to know if the application of didactic strategies based on the flipped classroom method allows improving the speaking skills in young adults, once the A2 Key English Test was applied to a control group of 34 and an experimental group of 35 students. For this purpose, a statistical procedure must be developed to verify the alternative hypothesis of the research. The goal of the statistic is to compare the results in the pre-test and post-test in both groups, so the paired Student t-test is used in this case.

#### Hypothesis approach

**Null Hypothesis H<sub>0</sub>:** Flipped Classroom does not influence to the speaking skill development in students at Universidad Nacional de Chimborazo – Language Center.

**Alternative Hypothesis H<sub>1</sub>:** Flipped Classroom influences to the speaking skill development in students at Universidad Nacional de Chimborazo – Language Center.

#### Variables

**Independent variable:** Flipped classroom method.

**Dependent variable:** Speaking skill development.

A control group of 34 and an experimental group of 35 students at Universidad Nacional de Chimborazo – Language Center.

The mathematical model of the paired Student t-test is the next:

**H<sub>0</sub>:**  $\mu_2 \leq \mu_1$

**H<sub>1</sub>:**  $\mu_2 > \mu_1$

Where:

$\mu_1$  = population mean in the pre-test.

$\mu_2$  = population mean in the post-test.

A single-tailed statistical test of hypothesis is applied because the researcher aims to show whether the flipped classroom method enables students to score better in the A2 Key English Test. It means that the post-test mean is higher than the pre-test mean in the experimental group of students, and similarly, the grades in the experimental group must be better than the control group's grades. The Student t-test formula is:

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

Where:

$t$  = Student t-test from the data.

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

$n$  = pre-test and post-test data number (34 and 35 data for control and experimental group, respectively).

$S_d$  = standard deviation of the differences.

### Regions of acceptance and rejection

In the Student t-test distribution, the rejection region of the null hypothesis is located to the right of the t-value of the tables with  $(n - 1)$  degrees of freedom. If the calculated Student t-value is in the null rejected region, it means that the alternative hypothesis (H1) should be accepted.

The value of the significance level is  $\alpha = 0.05$  (5%) to verify the hypothesis. The formula to determine the degrees of freedom is as follows:

$$df = n - 1$$

Where:

$n$  = pre-test and post-test data number (34 and 35 data in the control and experimental groups, respectively).

df = degrees of freedom.

Control group:

$$df = 34 - 1$$

$$df = 33$$

Experimental group:

$$df = 35 - 1$$

$$df = 34$$

According to the selected level of significance (0.05) and the degrees of freedom (33 and 34, respectively), the Student t-value is 1.6924 in the control group and 1.6909 in the experimental group (see Annex 4).

### Calculation of statistics

The results of the pre-test and post-test from both the control and experimental group are shown in Annex 3. Table 8 shows the paired sample statistics: mean, number of data N, standard deviation, and standard deviation of the mean:

Table 9. Paired sample statistics by groups.

		<b>Paired sample statistics</b>			
		Mean $\bar{x}_d$	N	Standard deviation $S_d$	Standard error of the mean $\frac{S_d}{\sqrt{n}}$
Control group	Pre-test Total	9.60	34	6.27	1.0753
	Post-test Total	12.96	34	5.74	0.9844
	Differences (Post-Pre)	3.35	34	8.62	1.4783
Experimental group	Pre-test Total	9.04	35	5.86	0.9905
	Post-test Total	19.97	35	3.69	0.6237
	Differences (Post-Pre)	10.93	35	4.77	0.8063

Source: Test applied to students at Universidad Nacional de Chimborazo – Language Center. Elaborated by: Cabezas, K. (2021).

From the data in the table, the calculated t-values are as follows:

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

Control group:

$$t = \frac{3.35}{\frac{8.62}{\sqrt{34}}}$$

$$t = 2.26$$

Experimental group:

$$t = \frac{10.93}{\frac{4.77}{\sqrt{35}}}$$

$$t = 13.55$$

The calculated t-values are summarized below, also with the degrees of freedom and p-values:

*Table 10. Summary of paired sample statistics.*

Group	Test	Tabulated t-value	Calculated t-value	df	Sig. (unilateral)
Control	Post-test Total - Pre-test Total	1.6924	2.2675	33	0.0150*
Experimental	Post-test Total - Pre-test Total	1.6909	13.5546	34	1.4364 x10 <sup>-15</sup> ***

**Significance codes:** p-value 0 '\*\*\*\*' 0.001 '\*\*' 0.01 '\*' 0.05 '.' 0.1 ' ' 1.

Source: Test applied to students at Universidad Nacional de Chimborazo – Language Center. Elaborated by: Cabezas, K. (2021).

The unilateral significance level for the experimental group  $p = 1.4364 \times 10^{-15}$  is lower than  $\alpha = 0.05$  (5 %) with 34 degrees of freedom. In the same way, the calculated Student t-value is 13.5546 which is upper than the critical t-value of 1.6909. Therefore, it is located in the null rejection region. It means the null hypothesis is rejected and the alternative one is accepted: “Flipped Classroom influences to the speaking skill development in students at Universidad Nacional de Chimborazo – Language Center”.

### 3.3 Interpretation

The results in the post-test are significantly better than the pre-test for both cases (control and experimental groups). However, the general mean is 12.96 out of 25 in the case of the control group, while in the experimental one is 19.97 out of 25. Therefore, the flipped classroom method is efficient to ensure speaking skills development in young adults better than the use of traditional strategies of learning.

According to the results, it is evident that the young adult learners who worked with the Flipped classroom method managed to improve their speaking skills, both in grammar and vocabulary, pronunciation, and interactive communication. The findings are consistent with those found in similar studies, to mention the case of the thesis conducted by Guamaní (2019) with a group of B1 level students of the regular modality in the Language Center at Universidad Técnica de Cotopaxi. In that case, the skills evaluated were four, the three

considered in the present research and adding discourse management. This means that the Flipped classroom method improves speaking skills for whatever level the students are at.

## CONCLUSIONS

- Taking into account the flipped classroom method considers students as the center of teaching activity. While teachers play the role of the organizers, helpers, and mentors, the research was developed through the application of Flipped classroom to improve the speaking skills in an experimental group of students of the A2 level of the regular modality at Universidad Nacional de Chimborazo.
- It was determined that both groups, control and experimental, had deficiencies in grammar and vocabulary, pronunciation, and interactive communication from the initial speaking skills evaluation, through the application of the Cambridge Key English Test. This was evidenced by the fact that they were not able to establish conversations in the English language. Students in the control group got a mean grade of 9.60 out of 25 on the pre-test and students in the experimental group obtained a mean grade of 9.04 on the pre-test.
- Eight lesson plans were designed for the students of the experimental group in which they used didactic resources corresponding to the flipped classroom method. First, students watched a video about the topic to be covered later in class. During the class, the teacher complements the topics with activities in which students work on grammar, vocabulary, and pronunciation. After that, pairs of students were formed to discuss the central theme of the lesson to reinforce the interactive communication. At the end of the class, each pair of students made a speech directed to all classmates. The same lessons were developed for the students in the control group but through the application of traditional classroom strategies, not the flipped classroom.
- After implementing the flipped classroom strategies, a post-test was applied to both groups of students. In this way, students in the control group got a mean grade of 12.96 out of 25 on the post-test, and students in the experimental group obtained a mean grade of 19.97 on the post-test. In that sense, it was identified that those who were part of the experimental group improved their performance in speaking skills at a higher level than those who were part of the control group that received classes through the

traditional method. Concerning each of the speaking skills, improvements were obtained in all three, but the most significant improvement corresponded to interactive communication.

## **RECOMMENDATIONS**

- To reinforce the student's speech process through the application of selected strategies which promote the deepening of grammar, vocabulary, pronunciation and contextual meanings for future recall. The work should be directed to students that have basic knowledge problems.
- According to the observation, the level of fluency leaves a void regarding the prosody and coherence aspects. It is suggested to conduct a study on software that offers higher sensitivity compared to the human ear. In this way, it would be possible to measure the aspect of prosody and coherence to assess objectively.
- To implement learning plans based on the flipped classroom method but focused on students at more advanced levels. In this way, it will be able to know the effectiveness of the strategies in other contexts.
- To develop researches applying the flipped classroom method with the use of mobile apps resources, to contrast the acceptance by the students and the effect it will have on the speaking skill development.

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## ANNEXES

### ANNEX 1: Pre-test

#### Test 1: Eating

##### Test 1

##### 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

	<b>B</b> , do you work or are you a student?	Do you work? Do you study? Are you a student?
<i>For UK, ask</i>	Where do you come from?	Are you from (Spain, etc.)?
<i>For Non-UK, ask</i>	Where do you live?	Do you live in ... (name of district / town etc.)?
	Thank you.	
	<b>A</b> , do you work or are you a student?	Do you work? Do you study? Are you a student?
<i>For UK, ask</i>	Where do you come from?	Are you from (Spain, etc.)?
<i>For Non-UK, ask</i>	Where do you live?	Do you live in ... (name of district / town etc.)?
	Thank you.	

*Phase 2*

**Interlocutor**

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

**A**, how often do you see your friends?

What do you like doing with your friends?

**B**, where do your friends live?

When do you see your friends?

**Extended Response**

Now **A**, please tell me something about one of your friends.

**Interlocutor**

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

**B**, who do you live with?

How many bedrooms are there in your house / flat?

**A**, where do you watch TV at home?

What's your favourite room in the house?

**Extended Response**

Now, **B**, please tell me something about the things you like doing at home, at the weekends.

**Back-up prompts**

Do you see your friends every day?

Do you like going to the cinema?

Do your friends live near you?

Do you see your friends at weekends?

**Back-up questions**

Do you like your friend?

Where did you meet your friend?

Did you see your friends last weekend?

**Back-up prompts**

Do you live with your family?

Are there three bedrooms in your house / flat?

Do you watch TV in the kitchen?

Is your bedroom your favourite room?

**Back-up questions**

Do you like cooking at the weekends?

Do you play computer games at the weekends?

What did you do at home, last weekend?

**Test 1**

**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 2a, in front of candidates.*

Here are some pictures that show **different places to eat**.

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

Do you like these different places to eat? 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...  
...eating on the beach is fun?  
... eating in restaurants is expensive?  
...eating at home is boring?  
... eating at college/work is cheap?  
... eating in the park is nice?

*Optional prompt  
Why?/Why not?*

**What do you think?**

**Interlocutor**

So, **A**, which of these places to eat do you like best?  
And you, **B**, which of these places 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 eating with friends or family, **B**? (Why?)

And what about you, **A**? (Do you prefer eating with friends or family?) (Why?)

Do you prefer eating at home or in a restaurant, **A**? (Why?)

And you, **B** (Do you prefer eating at home or in a restaurant?) (Why?)

Thank you. That is the end of the test.

Do you like these different places to eat?



ANNEX 2: Post-test

**Test 2: Holidays**

**Test 2**

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

<i>Phase 1</i>	
<b>Interlocutor</b>	
<i>To both candidates</i>	Good morning / afternoon / evening. Can I have your mark sheets, please?  <i>Hand over the mark sheets to the Assessor.</i>  I'm ....., and this is .....
<i>To Candidate A</i>	What's your name?
<i>To Candidate B</i>	And what's your name?

		<b>Back-up prompts</b>
	<b>B</b> , do you work or are you a student?	Do you work? Do you study? Are you a student?
<i>For UK, ask</i>	Where do you come from?	Are you from (Spain, etc.)?
<i>For Non-UK, ask</i>	Where do you live?	Do you live in ... (name of district / town etc.)?
	Thank you.	
	<b>A</b> , do you work or are you a student?	Do you work? Do you study? Are you a student?
<i>For UK, ask</i>	Where do you come from?	Are you from (Spain, etc.)?
<i>For Non-UK, ask</i>	Where do you live?	Do you live in ... (name of district / town etc.)?
	Thank you.	

*Phase 2*

**Interlocutor**

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

**A**, how often do you listen to music?

What music do you like best?

**B**, what is your favourite instrument?

Where do you like listening to music?

**Extended Response**

Now **A**, please tell me something about your favourite singer or group?

**Interlocutor**

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

**B**, where do you like to go shopping?

What do you like to buy with your money?

**A**, who do you like to go shopping with?

What can you buy near your house?

**Extended Response**

Now, **B**, please tell me something about presents you buy for your friends.

**Back-up prompts**

Do you listen to music every day?

Do you like rock music?

Do you like the piano?

Do you like going to concerts?

**Back-up questions**

Where is your favourite singer from?

Why do you like them?

Do your friends like them too?

**Back-up prompts**

Do you like to go to shopping centres?

Do you like to buy clothes with your money?

Do you like to go shopping with your friends?

Can you buy food near your house?

**Back-up questions**

Where do you buy presents?

Do you like giving presents?

Have you bought a present recently?

**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 2b, in front of candidates.*

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

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

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

All right? Now, talk together.

**Candidates**

.....

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

**Interlocutor /**

**Candidates**

*Use as appropriate.*

*Ask each candidate*

*at least one*

*question.*

Do you think....

...beach holidays are fun?

...city holidays are interesting?

...camping holidays are exciting?

...walking holidays are expensive?

...holidays in the mountain are boring?

*Optional prompt*

*Why?/Why not?*

**What do you think?**

**Interlocutor**

So, **A**, which of these holidays do you like best?

And you, **B**, which of these holidays 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 to go on holidays with your friends or with your family, **B**? (Why?)

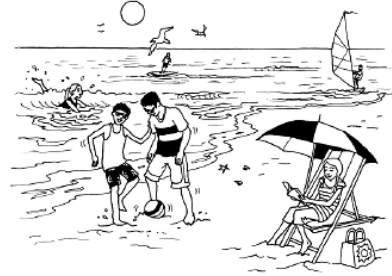
And what about you, **A**? (Do you prefer to go on holidays with your friends or with your family?) (Why?)

Which country would you like to visit in the future, **A**? (Why?)

And you, **B**? (Which country would you like to visit in the future?) (Why?)

Thank you. That is the end of the test.

Do you like these different holidays?



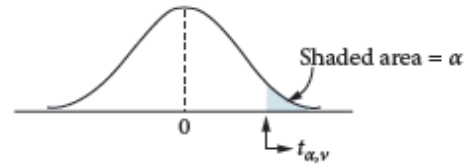
**ANNEX 3:** Data collection control and experimental group.

Control group				Experimental group			
No.	Pre-Test	Post-Test	Differences	No.	Pre-Test	Post-Test	Differences
1	5.0	6.5	1.5	1	5.0	14.5	9.5
2	21.0	3.0	-18.0	2	5.0	25.0	20.0
3	5.0	11.5	6.5	3	8.0	18.0	10.0
4	25.0	1.5	-23.5	4	5.0	25.0	20.0
5	5.0	0.0	-5.0	5	5.0	23.5	18.5
6	5.0	0.0	-5.0	6	5.0	22.0	17.0
7	11.0	9.5	-1.5	7	18.0	21.5	3.5
8	8.0	8.0	0.0	8	5.0	15.0	10.0
9	5.0	0.0	-5.0	9	9.5	20.0	10.5
10	9.5	15.5	6.0	10	5.0	21.5	16.5
11	5.0	15.5	10.5	11	14.0	22.0	8.0
12	5.0	17.0	12.0	12	25.0	25.0	0.0
13	15.0	15.5	0.5	13	5.0	13.0	8.0
14	23.0	17.0	-6.0	14	14.0	23.5	9.5
15	8.0	13.5	5.5	15	5.0	17.0	12.0
16	5.0	17.0	12.0	16	8.0	19.5	11.5
17	5.0	15.5	10.5	17	9.5	21.5	12.0
18	18.5	17.0	-1.5	18	5.0	15.0	10.0
19	6.5	13.5	7.0	19	25.0	25.0	0.0
20	20.0	17.0	-3.0	20	5.0	18.0	13.0
21	8.0	17.0	9.0	21	5.0	20.0	15.0
22	5.0	17.0	12.0	22	17.5	25.0	7.5
23	8.0	13.5	5.5	23	5.0	15.0	10.0
24	5.0	17.0	12.0	24	6.5	16.5	10.0
25	9.5	15.5	6.0	25	9.0	23.5	14.5
26	5.0	15.5	10.5	26	5.0	14.5	9.5
27	6.5	17.0	10.5	27	6.5	19.5	13.0
28	6.5	17.0	10.5	28	6.5	18.5	12.0
29	8.0	15.0	7.0	29	21.0	25.0	4.0
30	21.0	17.0	-4.0	30	5.0	20.5	15.5
31	5.0	14.0	9.0	31	14.0	19.5	5.5
32	5.0	17.0	12.0	32	6.5	18.0	11.5
33	6.5	17.0	10.5	33	8.5	20.5	12.0
34	17.0	17.0	0.0	34	9.5	23.0	13.5
35	-	-	-	35	5.0	14.5	9.5
Mean	9.60	12.96	3.35	Mean	9.04	19.97	10.93
Standard deviation	6.27	5.74	8.62	Standard deviation	5.86	3.69	4.77

**Source:** Test applied to students at UNACH – Language Center.

ANNEX 4: Student t-test distribution

**Table A.4: T Distribution Table**



df/ $\alpha$ =	.40	.25	.10	.05	.025	.01	.005	.001	.0005
1	0.325	1.000	3.078	6.314	12.706	31.821	63.657	318.309	636.619
2	0.289	0.816	1.886	2.920	4.303	6.965	9.925	22.327	31.599
3	0.277	0.765	1.638	2.353	3.182	4.541	5.841	10.215	12.924
4	0.271	0.741	1.533	2.132	2.776	3.747	4.604	7.173	8.610
5	0.267	0.727	1.476	2.015	2.571	3.365	4.032	5.893	6.869
6	0.265	0.718	1.440	1.943	2.447	3.143	3.707	5.208	5.959
7	0.263	0.711	1.415	1.895	2.365	2.998	3.499	4.785	5.408
8	0.262	0.706	1.397	1.860	2.306	2.896	3.355	4.501	5.041
9	0.261	0.703	1.383	1.833	2.262	2.821	3.250	4.297	4.781
10	0.260	0.700	1.372	1.812	2.228	2.764	3.169	4.144	4.587
11	0.260	0.697	1.363	1.796	2.201	2.718	3.106	4.025	4.437
12	0.259	0.695	1.356	1.782	2.179	2.681	3.055	3.930	4.318
13	0.259	0.694	1.350	1.771	2.160	2.650	3.012	3.852	4.221
14	0.258	0.692	1.345	1.761	2.145	2.624	2.977	3.787	4.140
15	0.258	0.691	1.341	1.753	2.131	2.602	2.947	3.733	4.073
16	0.258	0.690	1.337	1.746	2.120	2.583	2.921	3.686	4.015
17	0.257	0.689	1.333	1.740	2.110	2.567	2.898	3.646	3.965
18	0.257	0.688	1.330	1.734	2.101	2.552	2.878	3.610	3.922
19	0.257	0.688	1.328	1.729	2.093	2.539	2.861	3.579	3.883
20	0.257	0.687	1.325	1.725	2.086	2.528	2.845	3.552	3.850
21	0.257	0.686	1.323	1.721	2.080	2.518	2.831	3.527	3.819
22	0.256	0.686	1.321	1.717	2.074	2.508	2.819	3.505	3.792
23	0.256	0.685	1.319	1.714	2.069	2.500	2.807	3.485	3.768
24	0.256	0.685	1.318	1.711	2.064	2.492	2.797	3.467	3.745
25	0.256	0.684	1.316	1.708	2.060	2.485	2.787	3.450	3.725
26	0.256	0.684	1.315	1.706	2.056	2.479	2.779	3.435	3.707
27	0.256	0.684	1.314	1.703	2.052	2.473	2.771	3.421	3.690
28	0.256	0.683	1.313	1.701	2.048	2.467	2.763	3.408	3.674
29	0.256	0.683	1.311	1.699	2.045	2.462	2.756	3.396	3.659
30	0.256	0.683	1.310	1.697	2.042	2.457	2.750	3.385	3.646
35	0.255	0.682	1.306	1.690	2.030	2.438	2.724	3.340	3.591
40	0.255	0.681	1.303	1.684	2.021	2.423	2.704	3.307	3.551
50	0.255	0.679	1.299	1.676	2.009	2.403	2.678	3.261	3.496
60	0.254	0.679	1.296	1.671	2.000	2.390	2.660	3.232	3.460
120	0.254	0.677	1.289	1.658	1.980	2.358	2.617	3.160	3.373
inf.	0.253	0.674	1.282	1.645	1.960	2.326	2.576	3.090	3.291

Source: Computed by M. Longnecker using Splus.

Source: Ahn, H. (2019). *Probability and Statistics for Science and Engineering with examples in R.*