



Pontificia Universidad
Católica del Ecuador | Sede
Ambato

POSTGRADUATE CENTER

Topic:

**FLIPPED CLASSROOM IN THE IMPROVEMENT OF READING
COMPREHENSION SKILLS**

**Research project prior to obtaining the title of Magister on English Pedagogy
as a Foreign Language**

Line of research:

INNOVATIVE PEDAGOGIES IN ENGLISH TEACHING

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Ambato – Ecuador

June 2024

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DEDICATION

This project is dedicated to God and the most important people in my life, my parents Gonzalo Borja and Carmita Chusín, brothers Patricio and José, sisters Gissela and Mayra, nephew Juan David and nieces Daila and Yelitza. Thank you for motivating me.

ACKNOWLEDGEMENT

I want to express my gratitude to God for providing me with the chance to live and learn.

I would want to thank my family for always helping me to complete this research.

Last but not least, I would want to express my gratitude to all the instructors, my tutor, and my coordinator from Pontificia Universidad Católica del Ecuador Sede Ambato who have contributed their wisdom.

SUMMARY

El desarrollo de la habilidad de lectura es uno de los mayores desafíos para los estudiantes si aprenden inglés. Los estudiantes necesitan una amplia práctica del idioma dentro y fuera del aula. Por esta razón, esta investigación plantea un método de enseñanza y aprendizaje moderno y efectivo, Flipped Classroom para ayudar a los estudiantes a mejorar la habilidad de comprensión lectora a través del uso de actividades y herramientas tecnológicas. Este estudio es importante porque hay una transformación en el ambiente de enseñanza-aprendizaje de las habilidades lectoras de una forma dinámica e interactiva en el Idioma Inglés. El objetivo principal es determinar la influencia de Flipped Classroom en las habilidades lectoras.

El estudio de investigación es cuasi-experimental con un enfoque cuantitativo para recolectar información sobre las características del método Flipped Classroom. La modalidad es socioeducativa con un nivel de profundidad descriptivo, explicativo y correlacional porque se verifica algunas de las ideas enunciadas sobre la educación en la realidad de la sociedad.

Esta investigación se basa en dos grupos: uno experimental y uno de control que toma en consideración una encuesta como técnica. Los instrumentos aplicados fueron un pre-test y un post-test con una etapa de tratamiento para extraer datos e información sobre las variables. Al final, se mide el impacto del aula invertida en la mejora de la comprensión lectora. El punto fundamental es analizar los hechos y detalles que este modelo aporta al desarrollo de la comprensión lectora de los estudiantes.

Palabras claves: actividades, aula invertida, etapas, habilidad y lectura.

ABSTRACT

The development of reading skill is one of the greatest challenges for students when learning English. Students need extensive language practice inside and outside the classroom. For this reason, this research proposes a modern and effective teaching and learning method, Flipped Classroom to help students improve reading comprehension skills through the use of activities and technological tools. This study will be important since there will be transformation in the teaching-learning environment of reading skills in a dynamic and interactive way in the English Language. The main objective is to determine the influence of Flipped classroom in the reading skills.

The research study is going to be quasi-experimental with a quantitative approach to collect information about the characteristics of the Flipped classroom method. The modality will be socio-educational with a descriptive, explanatory and correlational level of depth since in this way it will be possible to verify some of the ideas stated about education in the reality of society.

This research will be based on two groups: an experimental and a control group taking into consideration a survey as a technique. The instruments applied were a pre-test and a post-test with a treatment stage to extract data and information about the variables. At the end, this study measures the impact of flipped classroom in the improvement of reading comprehension. The fundamental need is to analyze the facts and details of how this model contributes to the development of students' reading comprehension.

Keywords: *activities, flipped classroom, reading, skill, and stage.*

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INTRODUCTION

Teachers have faced different situations during their professional life such as some students did not understand the topic taught and others were absent because they were medical issues. All teachers have found possible solutions to improve those situations but some innovative teachers started to apply a new method named Flipped Classroom where students can check the topics that were given through videos. In addition, a new class with previous material can be recorded to develop activities in class in deeply way.

Teachers may design engaging and powerful presentations and record themselves delivering them. However, educators can also produce more narrative presentations and provide them to students, allowing them to review and study the material or use it to improve the effectiveness of their own presentations through group collaboration. It implies that teachers can evaluate whether pupils comprehended the course material and provide them with the chance to develop their ability to synthesize information. In a flipped classroom, “students gain first exposure to new material outside of class, usually via reading or lecture videos, and then use class time to do the harder work of assimilating that knowledge, perhaps through problem-solving, discussion, or debates” (Brame, 2013, p. 1).

Flipped classroom is a teaching method where students receive previous material to check at home. They have to read, analyze, and prepare the content to develop some activities in the class. Innovative models, such as flipped learning, can improve the quality of teaching-learning training, motivate students and improve reading comprehension. The possibility to have additional skill-based practices and evaluations are provided by the flipped classroom strategy.

Reading is a good skill to gain more knowledge about different topics. People apply good strategies to read and get new vocabulary. Some authors mention the comprehension process relies on vocabulary and higher-level cognitive abilities. Therefore, students are able to retain information by memorizing objects in their minds and they can remember the key ideas without any problem.

Teachers often oversimplify reading as merely decoding letters and phrases, but in reality, reading is an intricate process of deriving meaning. Decoding is just one

component of this multifaceted process. Reading involves encountering a variety of signs, languages, and texts, interpreting them within their unique contexts.

While teachers must understand and engage with the text's perspective, approach, and content, they also have the freedom to reason and think independently. By carefully considering the text's suggestions, educators can decode and follow its reasoning, but they are not limited to this approach. Professors can use their critical thinking skills to draw their own conclusions, even if they differ from the text's logic.

Reading is not only a thought-provoking exercise; it is also an opportunity to form and express our own opinions, with the guidance of the author. It is a stimulating invitation to engage with diverse ideas and viewpoints.

However, the achievement of that purpose is impossible when the teaching of reading focuses on the mechanics of reading rather than on its meaning. By making students go through a lengthy and difficult process of repetition, phoneme identification, and abstract grammar rules as the only process of learning to read, we are depriving them of the higher mental activities that real reading involves. (Adams, 1990).

The defended idea of this research is:

Flipped classroom method improves the reading skills in the teaching and learning process.

The general objective of this research is:

- To evaluate a Flipped Classroom method for the development of reading skills.

The specific objectives are the following:

- To identify literature regarding the Flipped Classroom stages in the reading skills.
- To diagnose reading comprehension skills among 2nd year of upper secondary high school.
- To design Flipped Classroom methodology for the improvement of reading comprehension.
- To demonstrate that the application of a flipped classroom methodology improves the development of reading skills.

JUSTIFICATION

This study is prompted by the need to help students to analyze the contents by reading in a deeply way because most students do not build a significant part of the topics and they do not do their homework consciously. Furthermore, in the classroom, when teachers ask questions about those topics, students cannot answer immediately.

The lack of reading skills in students can influence on poor school performance due to the lack of interest, the lack of vocabulary they have the difficulty in understanding and analyzing texts and, misunderstand when someone explains a certain topic. For this reason, this investigation is really important because flipped classroom is an interesting method to improve the reading skills of students. They are going to read their material consciously and they will be ready for answering many questions about the contents.

This project is significant as it aims to enhance the reading comprehension skills of 2nd year upper secondary students at *Unidad Educativa Cayambe* high school. By utilizing the flipped classroom method, students will have the opportunity to familiarize themselves with the new material before coming to class. This approach allows students to read and analyze the content independently, ensuring they are prepared to actively engage in class discussions and activities. In-class time can then be utilized more effectively, with teachers focusing on facilitating meaningful interactions, debates, and addressing any questions that arise. Ultimately, this innovative teaching method will help students strengthen their comprehension skills and deepen their understanding of the material.

This research is innovative because it works with the technology which students can check their material at home again and over again by watching videos and podcasts. Thus, it is possible to combine face-to-face teaching and direct student-teacher and student-student contact in direct instruction with constructivist learning methods, allowing students to involve themselves in the content autonomously.

CHAPTER I. STATE OF ART AND PRACTICE

1.1. Flipped classroom method

In addition to benefiting the students, the flipped classroom model also enhances the teaching process. By providing students with the necessary materials and procedures to review before class, teachers can ensure that all students come prepared and ready to engage in meaningful discussions and activities. This allows teachers to focus on facilitating discussions, answering questions, and providing individualized support to students during class time. Furthermore, the flipped classroom model helps teachers identify gaps in students' understanding early on, allowing them to adjust their lesson plans and teaching methods accordingly to better meet the needs of their students. Ultimately, the flipped classroom model benefits both students and teachers by creating a more engaging and interactive learning environment.

Flipped classroom calls for a shift in the way that education is practiced. It shifts the focus from being directed by the teacher to being directed by the learner. Learners can internalize the issues more thoroughly through active approaches and meaningful learning in this way. The theory of constructivism, which is the foundation for student-centered teaching and learning, begins from the premise that students actively participate in interpreting information and creating meaning and knowledge from prior experiences utilizing observation, problem-solving, and processing (Cooper, 1993).

This method is focused on student-centered learning process because it responds to student's needs, how they use the content to know, understand and explore through the technology. This process is reflected on the class when monitoring the student's participation by giving their opinions and points of view about a specific topic. To synchronize student knowledge with lecturer explanations, professors can use formative evaluation in this approach of lesson preparation prior to class and during the flipped classroom online learning process. This approach enables learners to actively seek out their excited knowledge while learning. A student-centered learning process is more directly addressed by this teaching strategy (Slomanson, 2014).

Teachers frequently have a particular curriculum that must be covered in the classes. Students are expected to acquire knowledge, and typically hope they comprehend the lectures. Even the best professors occasionally have students lag behind and fail to properly understand the content. Educators handed the remote to the students when "flipped" the classroom. It is very groundbreaking to allow students to pause their instructors.

Pausing is a valuable feature for many reasons. The traditional method of teaching, where students sit in rows and listen to the teacher explain their subject, does not always effectively engage students. It is important to find the right pace in teaching to keep students interested. If the pace is too slow, students may become bored, and if it is too fast, some may struggle to keep up. Fast learners can get impatient waiting for others to catch up, while slower learners may need more time to understand the material.

Providing students with the option to pause videos allows them to process the content at their own pace. This is especially beneficial for students who need extra time to comprehend the information. Teachers can work with these students individually or in small groups to ensure they understand the material.

On the other hand, some students find the teacher's pace to be too slow and may become bored. They appreciate the pause feature as it allows them to manage their time efficiently. By dividing the lessons into smaller chunks, students can learn at their own pace. Some may even watch the videos at a faster speed to save time. The flipped classroom model, where students learn at their own pace, can be particularly beneficial for these active learners.

While online education has its advantages, many students still prefer traditional classrooms for the interaction with peers and teachers. However, flipping the classroom can enhance this interaction by using technology as a tool for engagement. It is important to find a balance between traditional and online learning to meet the needs of all students.

A recommendation is that flipped classrooms take the place of traditional classrooms. In fact, teachers believe that classroom flipping produces the optimum fusion of online and in-person training, which is known as a "blended" classroom.

Students' lives are profoundly impacted by their teachers. They serve as guides, friends, neighbors, and professionals. For students, speaking with teachers in person is a priceless experience.

The increased teacher-to-student and student-to-student connection is one of the biggest advantages of flipping. Professors spend the time talking with students because the function of the teacher has evolved from one of a traditional teacher to one of a learning coach. The role of a teacher in a flipped classroom is responding to inquiries, working in small groups, and supervising the individual learning of each student. When students are completing an assignment and it shows that a number of them are having trouble with the same issue, spontaneous gather these individuals together into a tutorial group. The advantage of watching students engage with one another because the teacher's function has evolved to become more of a tutor than a material provider.

Instead of relying solely on the teacher as the only source of knowledge, the students are actively engaged in peer learning, which is really fascinating to observe. The level of collaboration and knowledge sharing among learners never ceases to impress one. Some may wonder how to cultivate a culture of learning. The key is for students to prioritize learning over merely completing tasks. Classrooms should be spaces for meaningful activities, not just meaningless tasks. Students are more willing to participate when teachers present engaging activities. They begin to realize that teachers are not there to hold them back, but to help them on their learning journey. Teachers are invaluable guides for students.

Professors want them to learn as effectively as they can and to comprehend the material that is covered in class. When students perceive their best interests, they react by doing it in a better way. The ability to accommodate a wide range of skills in each class is one of the challenges in today's schools. There are all types of students, ranging from those who assimilate knowledge rapidly to those who require more time to comprehend the content. Flipping the classroom made teachers realize how in need a lot of our students were and how effective it is at reaching students with such a wide range of ability. It is a good idea to adapt learning for all students since are spending the majority of time moving about the classroom and assisting them.

It has been found that students who grasp content quickly can reduce the number of challenges they need to complete by demonstrating their understanding of a specific goal. Therefore, these students are encouraged to give their best effort in order to show their comprehension.

Some of the students who cannot understand the class, think that activities are very challenging and that they are not able to solve them. For these teenagers, it is a good idea to change their work on the spot by instructing them to finish only the most important issues rather than all of them. By doing this, struggling students will grasp key concepts without getting confused.

It is so difficult when students do not pay attention in class because of the traditional teaching approach. These learners frequently cause disruptions in class and hindered the learning of other students. With the use of flipped classroom, numerous classroom management issues disappeared. Students who are generally a distraction become less of an issue because class time is mostly spent for students to engage in hands-on activities or work in small groups.

Parent education through flipping

The flipped classroom approach has proven to be very rewarding as it has been well-received by students who appreciate the enriching content found in academic videos. Parents are actively engaged in their children's education, sparking thought-provoking discussions between students and teachers on the subject matter.

Flipping creates transparency in the class

The inverted classroom and, more commonly, the flip are two names for the flipped classroom. Its origins are unclear, although most academicians attribute (Bergmann & Sams, 2012), two Colorado high school instructors who started using taped lectures in 2007.

The idea of hybrid, blended learning using active learning strategies and new technologies to engage students' learning both inside and outside of the classroom emerged and developed into the flip. Flipping the classroom's primary component is the learning process' session. According to (Bergmann & Sams, 2012), p.13, he defined a flipped classroom as a situation in which the learning sequence that is

typically finished in class is now completed at home and the learning that is typically completed as homework is now performed in class.

Using resources including slides, audio, podcasts, or narrated presentations to videocasts that may also include animations, screen captures, and other multimedia content, the lesson format has changed and grown over time. Online tools for the flipped classroom include Khan Academy, Coursera, TED talks, and even YouTube. These platforms offer access to lectures that have already been recorded, instructional videos, and occasionally other interactive components for teaching and learning. These sites are frequently used by lecturers that use the flip to offer lecture information (Bull, Ferster, & Kjellstrom, 2012). For individuals who lack presentation abilities, have in-depth subject expertise, or require an outside perspective to augment their course, sourcing content from the outside may be helpful.

In the flipped classroom model, students are required to engage in both in-person activities and online self-learning. This means that teachers must effectively monitor their students both inside and outside of the classroom. By merging in-class and at-home learning, students have the opportunity to independently study at home while also benefiting from the guidance of their teacher and peers at school. According to Bishop and Verleger (2013), the flipped classroom model is designed to enhance learning through two main components:

1. Providing personalized computer instruction outside of the classroom for individual learners.

In a flipped teaching method, the direct computer-based individual instruction outside the classroom, also known as pre-classroom or outside classroom sessions covers two primary stages as follows:

- a. Setting up the online content

Before the teaching and learning session in the classroom, the online resources are distributed.

The teacher must prepare the necessary resources based on the learning objectives and present it in an engaging way to pique the students' attention and encourage learning.

b. Distributing the content

The teacher must distribute the materials to the students after providing feedback.

The sharing of online resources can be done through social media platforms like Facebook and WhatsApp, particularly through their respective group features, or through learning management systems like Schoology, Slack or Edmodo that are specifically made for educational use. Students can use their computer or smartphone to view the shared content. Students must answer reading, related questions or take tests before entering the classroom in order to record their progress in learning and to ensure that they have seen the videos or finished the reading at home (Houston, Michele, & Lin, 2012).

Therefore, the teacher must consider the time when distributing the online materials to ensure that the students have enough time to learn the materials and complete the quiz or test questions.

2. Classroom-based interactive group learning activities

The flipped learning method's in-classroom sessions, also known as interactive group learning activities, have two primary phases that are as follows:

a. Examining the web resources

Reviewing the pre-class material can be done by having a question-and-answer session or by providing feedback on the pre-class assignments and notes that the students have already turned in before the in-class session.

b. Supervising and directing the group project

The students are expected to work cooperatively in groups of 4 to 6 students who are heterogeneous during the inside classroom session, conducting the practices while taking advantage of teacher guidance and peer learning within the appropriate group (Dallimore, Hertensein, & Platt, 2010).

1. Applying flipped classroom

Ami Roehl (2013) discusses interactive learning activities that are especially made to promote students' active learning, where students engaging in group projects and problem-based learning activities develop more capable of higher order thought

processes. The traditional lectures that are typically delivered in the classroom are transformed into lectures uploaded to the internet in the form of video, audio, websites, games, and rich simulations content, among other formats, for this interactive learning that takes advantage of students' activities both inside and outside of class.

Scaffolding can be enhanced for using in both home and school settings. One potential improvement is to differentiate between the guiding questions used during low-activity tasks in Bloom's taxonomy for home activities, and those used for higher-order thinking in classroom activities. This adjustment could help optimize scaffolding for different learning environments.

According to Johnson (2013), the flipped classroom is a type of education that emphasizes indirect teaching through online resources rather than direct instruction from the teacher. Bishop and Verlegar (2013) define flipped classroom as a teaching method that combines computer-based learning outside of the classroom with interactions in study groups inside the classroom.

2. Different types of flipped classroom models

There are four different types of flipped classroom learning models, according to Steele (in Utami, 2017):

a. Traditional flip types

The most basic flipped classroom learning model is traditional flipped. Students watch instructional videos at home as the first step in their learning process. Next, they participate in class activities and complete group tasks. Then, at the conclusion of the lesson, individual or pair quizzes are given.

b. Types of mastery flipped

Traditional Flipped is developed through Flipped mastery. The phases of learning are virtually identical to Traditional Flipped, with the exception that content from the previous meeting is repeated at the beginning of the lesson.

c. Flipped peer instruction types

In the Peer Instruction Flipped learning paradigm, students watch videos to get a foundational understanding of the content before class. Individual conceptual questions are responded to in class by students, who are also given the chance to debate the questions with classmates to ensure that answers are offered to friends. An individual understanding test is provided following the lesson.

d. Problem-based instruction turned types

Problem-based education is the flipped learning concept, students are given a video that contains hints for solving issues that may come up in class. On this strategy, teachers assist students as they work. Students conduct experiments and assessments in class.

Peer education will be delivered in a flipped method while problem-based learning will also be utilized in this study's flipped classroom learning approach.

The success of teaching English is influenced by four key factors outlined in the preceding paragraph. Every instructional method must include a balanced combination of selection, gradation, presentation, and repetition. (Saryati, 2016).

Due to the limitations of teachers in covering all aspects of the English language, a selection of materials and topics is necessary for effective instruction. Grading plays a crucial role in this process, as teachers must deliver material sequentially to facilitate learning. Presentation is another key component of teaching English, as students need to actively engage with the material chosen by their instructors.

Repetition is essential in lessons to help students practice and solidify their English language skills. Teachers must utilize engaging and varied methods to ensure that repetition is effective in enhancing learning. Traditional teaching methods, where the teacher is central to the learning process, can lead to passive learning and an unsuitable atmosphere for students. As a result, it is important to adopt innovative and interactive approaches to teaching to create a more conducive learning environment for students. (Cooper, 2001).

To meet these needs, educational strategies that are more effective must be used. Innovative learning methods supported by technological possibilities can be applied in this direction. Giving technology greater time and space in the classroom is true.

Through a genuine education reform, the process will give students modern skills and enhance the educational system (Overmyer, 2014). Innovation in educational settings will result from the development of technology-based training environments in the educational system.

The flipped classroom concept is one of the best ways to implement the reforms needed for the modern educational environment. The flipped classroom concept, which has gained popularity in recent years, is a revolutionary educational strategy that reverses standard instruction. Instead of emphasizing individual learning, this model emphasizes collective learning. By fostering an active and engaging learning environment, teachers in flipped classrooms effectively direct the concepts being taught. The major goal of the flipped classroom paradigm, according to Bergmann and Sams (2012), is to employ face-to-face time more effectively during the learning process.

The term "flipped classroom model" has a wide range of definitions. According to Bishop and Verleger (2013), flipped classroom is a student-centered teaching strategy that consists of two parts: in-class interactive learning activities, and after-class, one-on-one computer-based instruction. Traditional flipped classroom models were defined as "what is done at school is done at home, homework completed at home is completed in class" by (Bergmann & Sams, 2012). The resources and materials that the teacher distributes prior to class provide introductory information. During class, students engage in various activities like problem solving, discussions, and brainstorming, with the teacher serving as a facilitator.

Teachers make several videos about the topics they will teach in the flipped classroom approach. Prior to class, students are expected to watch the videos. Short questions and answers are used to introduce the lesson. If there are any parts of the lecture that are unclear, they are explained. Students get the chance to learn through discussing during class time. However, in the conventional approach, the

majority of the class period is spent on subject instruction (Bergmann & Sams, 2012).

The flipped classroom concept has several benefits for both the individual and group learning processes as well as for classroom learning. Students can access lecture videos whenever and wherever they want, and it allows them to learn at their own pace, according to (Fulton, 2012). This method of education encourages students to think both inside and outside of the classroom (Kellinger, 2012). The method considers both individual learning benefits and active learning (Bishop and Verleger, 2013). Along with all of these benefits, (Herreid and Schiller, 2013) noted that the flipped classroom approach gives students more time to conduct creative research.

The flipped classroom paradigm has certain drawbacks, despite its benefits.

Bristol (2014) discussed the challenges that could arise if students do not see the films before to class. According to Kordyban and Kinash (2013), teachers could find it challenging to determine whether or not their pupils are fulfilling their obligations outside of class. Not creating or airing lecture videos, but rather planning in-class activities and incorporating them into the flipped classroom approach, is the biggest drawback for teachers (Lafee, 2013).

The flipped classroom approach was created pedagogically by utilizing educational technologies to schedule class activities during the most productive times. Through the use of technological tools, the development of their skills, the creation of engaging discussion environments, and the exploration of various teaching strategies and learning activities, students can benefit from this approach. The flipped classroom strategy, according to Millard (2012), promotes students' participation in the classroom.

Student achievement is thought to be correlated with classroom engagement, which is one of the key components of a successful learning environment (Handelsman et al., 2005). Classroom engagement is simply the active participation of the student in educational activities (Skinner et al., 2009). According to Chapman (2003), classroom engagement refers to a student's willingness to participate in regular school activities including attending class, doing homework, and paying attention in class.

The flipped model of instruction is a relatively new teaching method that aims to bring the application tasks, which were previously homework, into the classroom and shift the lecture, which is typically provided through some electronic means, outside of the classroom (Educause, 2012). This strategy's key goals are to increase student involvement, strengthen group-based aptitudes, provide individualized student mentoring, promote classroom discussion, and give faculty members creative license while preserving standardized modules (Millard, 2012).

Through the use of this inductive methodology, class, according to Tucker (2012), becomes the setting where students "work through problems, advance concepts, and engage in collaborative learning" (p. 82). By actively participating in the learning material, such a utilization of class time may give pupils the chance to develop independent thought.

When the instructor do not have enough time to interact with the students, the flipped classroom method is a good way to teach students both within and outside the classroom. The teacher can assign assignments, assign videos, and ask students to watch them before class. The teacher can also review and comment on the students' work (Khoiriyah and Mahendra, 2017).

According to Bergman and Sams (2013), a flipped classroom uses a video as a home reading assignment that will be used in the morning session. This means that before teaching students, the teacher must give them access to media like videos or reading materials. The topic of video will be covered in class. The student might ask the teacher if there are any misconceptions about the subject. As a result, teachers can argue that it functions similarly to homework for students.

Additionally, flipping the classroom encourages a setting that improves student-teacher engagement and involves students in learning through practice and application. In this way, flipped classrooms are student-centered because they emphasize student learning, give students more responsibility for their own learning than teachers do, and encourage them more to try new things.

1.2. Reading comprehension

Comprehension is the main point of the readers. The objective is to analyze the content, author's purpose and summarize the text. In addition, it makes meaning and critical thinking from the word level, sentence level and whole text as well as connecting the message of the text. Skimming and scanning are good reading strategies to save time and catch the idea because people's eyes run very quickly like a radar in the whole text as Guvenc (2017) states "the higher the students' awareness about strategy usage, the better they choose strategies fit their learning style."

The teaching-learning process has three stages of reading skills:

1. Before reading. - Analyzing illustrations, images and titles (heading and subheadings)
2. During reading. - Main ideas and key information.
3. After reading. - Meaning is clarified.

According to Kirmizi (2010), comprehension involves constructing meaning that is reasonable and accurate by connecting what has been read to what the reader already knows and thinks about this information until it is understood. In other words, people imagine what the words and phrases describe, understand the text, and students are able to answer some questions based on the content. They synthesize the text using the main and supporting ideas.

At this point the reading strategies capture the most important elements and key words of the text using skimming and scanning.

1.3. Reading skills improvement

Many students consider reading as a difficult task because it takes time, patience, and practice, but this process is really necessary because people obtain more knowledge about different topics and get new vocabulary. People who dedicate 20 minutes a day for reading and make it as a habit will improve their reading skills. Likewise, these steps can help students to perform in a better way in their professional careers and in their jobs. In order to obtain meaning from an entire written text, the reader has to involve a reading process called "text sampling"

(Cohen, 1990). This process means that in order to understand the content of the text, it is not required to read all the words and sentences in it. Instead, one should focus on a few key words and phrases.

Both top-down and bottom-up processing

Top-down processing is the process of building pattern recognition with the use of contextual data. It might be given a paragraph with sloppy handwriting, for example. If someone reads the entire paragraph rather than just the individual words, it will be easy to understand what the author is trying to get through. Due to the context that the words around them provide, the brain may be able to perceive and comprehend the main idea of the paragraph.

Schema analysis

The importance of schema theory to reading comprehension also lies in how the reader uses schemata. This issue has not yet been resolved by research, although investigators agree that some mechanism activates just those schemata most relevant to the reader's task.

Extensive reading

According to their interests, students are free to choose the books they read, and there is not necessarily a follow-up class discussion or assignment. Students are encouraged to read for enjoyment in this fashion, which should help them become better readers.

Goals of in-depth reading

The main goal of an extended reading method is to encourage pupils to enjoy reading in English. An additional goal should be to improve reading fluency. As a result, the teacher should do everything in their energy to make reading a fun activity for the students.

Intensive reading

One of the most important abilities you can master to comprehend information better is intensive reading. For instance, you cannot skim a report that you have to read for work before calling it a day. To make sense of it, you need to comprehend the

text more thoroughly, evaluate the intent, and examine the outcomes. You can better understand complex texts if you read frequently.

Stages

1. Pre-reading exercises

The goal of these activities, according to Gibbons (2015) is to "represent bridges between the learner and the material they are going to read" (p. 146). A close examination of the text can reveal linguistic, cultural, and conceptual reading obstacles. When support is offered, bridges are the interventions that take place, assisting students in overcoming these possible obstacles. The same author also mentioned some pre-reading activities marked to achieve the following goals:

- Develop understanding in relation to the text's overall meaning;
- Prepare students for potential language, cultural, and conceptual difficulties;
- Remind students of what they already know;
- Support learners in making predictions about the text.

According to the schema theory, reading becomes much simpler for students if they have an idea of what they will be reading since they have more resources at their disposal (Burt et al., 2003).

2. Activities to do as you read

It's time to start reading once kids have a general concept of the genre and subject matter of what they will be reading. Gibbons (2015) recommended a few reading activities that were meant to accomplish the following goals: to teach students how to read more successfully themselves; to model excellent reading methods; to make explicit what experienced readers do automatically. This author suggests the following exercises as reading-related activities: modelled reading, pause and predict (with narrative text), shadow reading, noticing visual layout and text features, skimming and scanning the text, rereading for detail, thinking tracks, making thinking explicit, shared book, word masking, summarizing the text, and jigsaw reading.

3. Follow-up exercises

According to Gibbons (2015) after-reading activities are used as a backdrop for new learning and are based on the premise that "learners are already familiar with the text and no longer have basic comprehension difficulties in reading it." They can achieve any of these three main goals: use the now-familiar text as a basis for specific language study, give learners the chance to respond creatively to what they have read, or focus student attention. Story innovation, readers theater, story maps, time lines, hot seats, freeze frames, cloze, monster cloze, vanishing cloze, text reconstruction, True/False questions, "key-ring" words, and questioning the text are examples of after-reading activities that should force students to keep going back to the text and rereading it to check on specific information or language use.

Activities

1) Use prior understanding

The process of activating prior knowledge begins with knowledge about students, which teachers have gathered through observation, assessments, interviews, discussions, parent-student conferences, information from previous instructors, peer interviews, and interest inventories. Professors can draw on this information to choose books and to assist students in connecting a new book to their personal experiences, interests, and knowledge base.

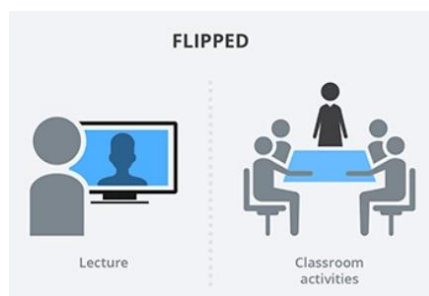
Students who exercise their fluency are better able to identify words as they read. Similar to this, when students are asked to recollect previously learned information, associated brain networks may be stimulated when they consciously search for connections between events, characters, and settings in the story and information in their prior knowledge.

Strategies contain

- Before students read the book, stimulate their background knowledge by having discussions about the intriguing subjects it will cover.
- Encourage students who are already familiar with the subject or author to share their knowledge and perspectives with their peers so that these student experts feel involved and their passion piques the interest of their peers.

- Maintain student goal-based and motivated reading even after the book has begun by continuing to use prior knowledge.

Figure 1. Flipped



Source: Retrieved from: (<https://www.epiphany.com/blog/what-is-a-flipped-classroom/>)

2) Show of reading comprehension tests

There are as many teams involved in the Reading Comprehension Quiz Show game as there are little reading groups. The groups are closely watched with smaller youngsters (by aide, teacher and parent assistant). With adults acting as moving observers, older students can be more independent. All students write a question and a response on a note card after the small group has read a certain quantity of text (from a page to a chapter depending on length and student aptitude).

The question that was just read will be revisited later in the competition when teams will face questions about the entire book.

Teachers can start by modeling how to ask suitable questions and having the students practice doing so after reading a page aloud as a class. It is important to encourage students to debate whether they believe some questions are either too precise or too general.

Students practice or are reminded how to provide constructive criticism as group members alternate reading their questions and responses aloud before they participate in the question-making process in small reading groups.

Instead of deciding that a question is not good enough to be utilized or that the answer is erroneous, the group exercises improving the question so that the question's creator can feel proud of having contributed a quality question to the final competition.

It is a good idea to choose the most logical comprehension review questions at the time of the contest (which can be held more than once throughout a book that takes the class several weeks to read instead of just at the book's conclusion), explaining that is necessary to borrow bits and pieces from each group member's questions to create the questions.

Figure 2. Reading comprehension test.



Source: Retrieved from: (<https://www.middleweb.com/40383/how-to-get-your-students-to-ask-more-questions/>)

3) Mnemonics

Mnemonics take advantage of the brain function known as pattern-seeking, where searches for connections between newly received information and previously stored information. The likelihood of new information being stored in long-term memory increases if the brain can make a connection to an established pattern or category. Students might practice developing mnemonics as organizational frames on which to hook new information, particularly at the beginning of a book where a multitude of locations, people, and subplots are introduced without intrinsic meaning.

One helpful tactic is to write down each character's name on a chart that can stay up while the book is being read. The first letter of each character's name and a character feature that is introduced early in the novel can both start with the same letter. The names and characteristics can be combined to form a mnemonic, such as: "Sarcastic Sally told timid Tina that brave Brian is looking for dishonest Dave."

Mnemonic acronyms are a helpful tool for remembering the order of a word phrase's locations. By assigning a memorable term to each setting and organizing them in chronological order, you can easily recall them. For example, the acronym O-S-A-S-C-O-M-P stands for the order of the adjectives: Opinion, Size, Age, Shape, Color,

Origin, Material, and Purpose. Using this acronym, you can easily remember the correct sequence of these adjectives.

Each letter serves as a prompt for a different manner to examine the material using distinct sensory systems in order to activate several neural networks and improve long-term memory. Example:

Figure 3. Story

| S.T.O.R.Y. | |
|-----------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|
| <small>A Strategy Poem by Kristin Jordan</small> | |
| This poem was made for S.T.O.R.Y. , A strategy used to read, To help us find the ingredients, For our story to succeed. | |
| S | S is for the setting . It tells us when and where. |
| T | T is for talking characters , The whom which we compare. |
| O | O is for "Oops! A Problem!" The conflict which evolves. |
| R | R is for resolution , The steps for us to solve. |
| Y | Y is for "Yee! Woo-hoo!" The solution has been found! |

Source: Retrieved from: (<https://www.pinterest.com/pin/413768284516311100/>)

4) 3, 2, 1 Reading strategy. - After students read a passage, ask them to write down 3 things they learned, 2 interesting things, and 1 question. By using this simple strategy:

Figure 4. 3, 2, 1 Reading strategy

Source: Retrieved from: (<https://educationtothecore.com/2021/07/30-reading-comprehension-activities-for-k-1/>)

5) Summarizing

By connecting comprehension of the text to memory, summarization ties reading and memory together. For various reasons, some of them are not brain-related, it makes sense to use this method as an introduction before starting the other strategies. For instance, some students might not have completed their reading assignments, it might have missed multiple days of required class reading, or it might have unique requirements that would be benefited by hearing summaries of the readings.

Through scaffold practice, students who struggle with summarizing can progress to summarizing stories. Students may begin by summarizing recent activities, such as weekend outings or sporting events. To gauge their accuracy and precision, they might record their summaries and compare them to those of their peers.

Remind students to use the text to support their thoughts and assumptions as they practice summarizing texts. They might understand that taking notes will be useful for writing summaries. Students can practice summarizing well-known stories from other books they have read or stories they have heard numerous times if they are having problems identifying the key point in a paragraph or story. Text summarizing can be facilitated by summarizing motion pictures or television programs. Additionally, they might practice identifying the primary topic of pages or paragraphs. To get them started, a list of leading questions like "Who is the topic of the paragraph?" and "What is the most essential information or thing described in the page or paragraph?" can be offered.

When reading longer sections, students may find it beneficial to make notes in the margins or in their reading logs to help them summarize the main ideas. Written prompts might be given to students to use as questions to think about as they first summarize the plot and then determine the theme. The following inquiries, to which they can respond in writing before reading them aloud:

What significant actions has the primary character made so far, and who is this character?

- How does the action of the main character relate to the plot?

- What traits or characteristics does the author seem to value in others?
- Have there been any conflicts thus far and their resolutions?
- What does this knowledge imply about the author's message, the justification for the story's creation, and consequently, the theme?

Before asking students to contribute, it is important to ensure that the summary includes sufficient detail. This detail can either be provided by the instructor or by volunteers who are encouraged to offer key points.

Figure 5. Summarizing using SWBST



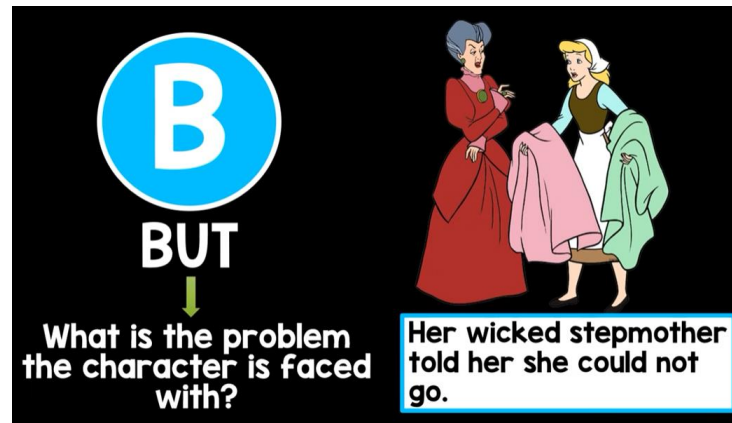
Source: Retrieved from: (<https://www.youtube.com/watch?v=rqRJDybKczl>)

Figure 6. Example:



Source: Retrieved from: (<https://www.youtube.com/watch?v=rqRJDybKczl>)

Figure 7. Example:



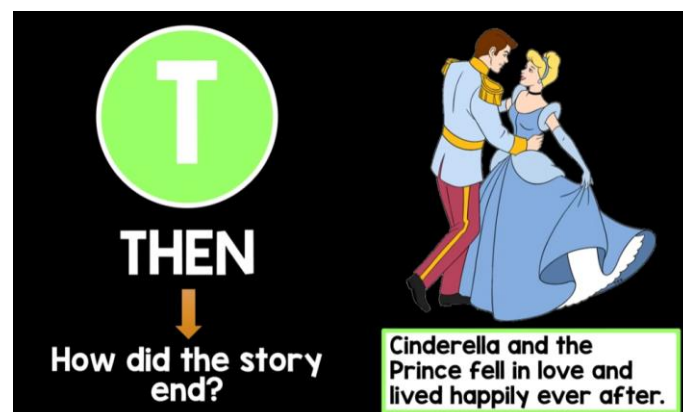
Source: Retrieved from: (<https://www.youtube.com/watch?v=rqRJDybkczl>)

Figure 8. Example:



Source: Retrieved from: (<https://www.youtube.com/watch?v=rqRJDybkczl>)

Figure 9. Example:



Source: Retrieved from: (<https://www.youtube.com/watch?v=rqRJDybkczl>)

Figure 10. Example:



Source: Retrieved from: (<https://www.youtube.com/watch?v=rqRJDybKczl>)

Figure 11. SWBST

Cinderella **wanted** to go to the ball at the castle to meet the prince, **but** her stepmother would not let her go. **So**, Cinderella's fairy godmother came to help her get to the ball. **Then** Cinderella met the Prince, fell in love, and lived happily ever after.

Source: Retrieved from: (<https://www.youtube.com/watch?v=rqRJDybKczl>)

Finding texts and presenting information orally and in writing are two actions that frequently include reading. It indicates that it is a technique that readers use to evaluate and identify words in a text. According to Nunan (2003:68), reading is the fluid process when readers construct meaning by fusing information from a text with their own prior knowledge. Background knowledge can make it easier for readers to understand the text's subject or topic as they read. In order to gain knowledge, all activities involve the process of deciphering written form. It also allows for communication between the author and the reader.

The written word can act as a conduit for readers to access the information they seek. Therefore, readers should be knowledgeable in order to grasp it. Students should be able to read because it will be helpful when they do so.

Reading also involves comprehending printed text. Because the objective is to improve the learners' abilities to comprehend the meaning of written material, teaching reading as a foreign language (EFL reading) can typically be incorporated into teaching reading comprehension. Although it is truly a difficult exercise requiring both perception and thought, students engage in it frequently both inside and outside of the classroom (Khoiriyah, 2014). Mikulecky and Jeffries (2005:277) claim that a lot of pupils have problems understanding what they read in English-language texts. Even though reading is a crucial skill for improving language proficiency, encouraging pupils to read still requires coaching. It would be preferable if the teacher could influence them or pique their interest in the subject.

Reading is an essential part of many daily activities, no one can lose a day of reading. For this reason, students must be proficient readers. Additionally, when reading, readers engage with the author to fully understand their thoughts (Khoiriyah, 2014). Understanding what is being read is a complex process of both recognizing written symbols and deciphering their meanings. Complexity of the reading material, environmental influences, anxiety during reading comprehension, interest and motivation, decoding or word recognition speed, and physical issues are a few elements that can affect reading comprehension (Dennis, 2008).

Considering students spend a lot of time reading, it can be claimed that their reading is not effective and is not fluent. Then, reading a lengthy paragraph made them lazy. On the other hand, the teacher's usage of a single typical classroom model class as a model class is the second component. The lack of variety in the teacher's teaching methods leaves the students bored due to the repetitive environment. For instance, the teacher might just ask the students to open their books, read the assigned text, and respond to the questions based on it. After discussing the answers with each student individually, the students might submit their answers. Nevertheless, teachers will ask the students to translate and summarize the content.

To help the students enjoy reading and encourage students to read a variety of texts, the instructor should use a variety of methods when teaching reading. The flipped classroom is one of the newest trends that is anticipated to have an effect on reading comprehension in language acquisition. The inverted classroom, mixed

learning and simply the flip have some of the titles it goes by (Bergmann & Sams, 2013).

The process of determining the spelling, pronunciation, and meaning of words in the text results in reading comprehension. According to Brown (2001), the majority of second language learners who are prepared literate in their original language need to establish a proper, effective reading comprehension phase. Furthermore, according to Khoiriyah (2015), reading comprehension is a difficult process in which the reader employs intelligence and prior knowledge to locate information, obtain the gist of the text, comprehend the meaning of the words, as well as thoroughly comprehend the text. All learners should be proficient in reading comprehension, particularly in the era of rigorous standardized testing.

CHAPTER II: METHODOLOGICAL DESIGN

2.1. Research design

Approach

This present research involved a quasi-experimental type of research taking into consideration a quantitative approach. It helped to measure the incidence of view and opinions in a chosen sample. In addition, the depth level of research contained descriptive, explanatory, and correlational phases. Furthermore, the information was gotten by means of primary and secondary sources. Finally, the educational modality of research is related to the English language teaching-learning process in the educational field because the research purpose is to determine the incidence of the flipped classroom application over the reading skill.

It was necessary to use a quasi-experimental research with two groups, a control and an experimental to apply a pretest and posttest using an intervention in order to know if the grades obtained by the students are higher in the post-test.

The current research is particularly useful in quantitative approach in order to collect data about student's perceptions. The key point is to analyze the facts that this model contributes to the development of students' reading comprehension. It means that the researcher suspects something is there, but do not know the extent to which it is there and wants to measure it.

The ongoing research is especially valuable for its quantitative approach to collecting data on student perceptions. The analysis of how this model improves students' reading comprehension is one of particular interest. Although the researcher has suspicions about the existence of certain factors, the goal is to quantify and measure their impact.

The various types of research being conducted include:

1. Survey research
2. Correlational research
3. Causal-comparative research
4. Experimental research

Each of these methods will provide valuable insights into the relationship between the model and students' reading comprehension abilities.

Research type

According to the context in which the research was conducted, this research project worked within the category of field research. It serves an applied goal, and in terms of its temporal range, it belongs to the longitudinal kind. Due to its experimental qualities, it is of the explanatory kind given its depth. Its measurement is quantitative because it confirms the variable's use.

The objective is to explain how much the independent variable, "flipped classroom," influences the dependent variable "reading comprehension skills"

Given the goals, it is experimental research employing a pre-test and a post-test method and a quasi-experimental design. First, the pretest can be applied one group. Then, the same group is used with the Flipped classroom methodology.

Research modality

The purpose of this study is to evaluate the efficacy of the Flipped Classroom methodology in enhancing the reading comprehension abilities of students in the second year of upper secondary school at *Unidad Educativa Cayambe*.

For this study, a quasi-experimental design is used, in which one group participates and serves as both a control and an experimental group.

While the control group employs a conventional approach, the experimental group implements the Flipped Classroom methodology. To device the progress of the students throughout the procedure, pre- and post-tests are conducted using standardized Cambridge exams. It is important to note that the researcher will concentrate on readings.

Research depth level

The pretest and posttest in the diagnostic and assessment stages were employed in the use of this research technique. Quantitative information about each student's knowledge, skills, and capacities from the educational institution could be gathered through the use of both examinations.

The design of these knowledge tests was developed in a digital application called Google Form, which the student could access through a link to answer the survey and evaluated results.

Population and sample

The population was made up of second year high school from *Unidad Educativa Cayambe* in the city of Cayambe. The population was made up of 16 male and 17 female students, with a total study sample of 33 students, ages between 15 and 17 years.

Table 1.
Population

| Population group | | |
|----------------------------|--------|---------|
| Sample of persons involved | Number | Percent |
| Students | 33 | 100 |

Note: The quantity of participants in this study research is shown in this table.
Source: Borja, 2024

The current study employed descriptive, explanatory, and correlational research methods to deepen the understanding of the topic. Neville (2007) identifies four types of research that can be utilized in an investigation: exploratory, descriptive, correlational, and explanatory. In this study, the research methods were applied through testing, descriptive and exploratory methodologies, as well as a quasi-experimental design.

Descriptive research because it identified the problem or phenomenon that is studied in an investigation. For this reason, Wh-questions such as: what, where, and when were frequently used in this research.

Explanatory research tries to clarify why and how there was a relationship between two or more aspects of the situation or phenomenon.

Correlational research establishes the existence of a relationship between two or more aspects of the situation.

2.2. Diagnoses of reading comprehension

In this current research, a reading comprehension test from Cambridge was applied because it is a practical and interesting academy to learn English. A test from Cambridge was applied because it is a useful page that encourages teachers and learners to improve skills of English.

These mechanisms were helpful for gathering information and determining whether the flipped classroom approach was successful in enhancing students' reading comprehension abilities.

In order to determine the student's perception of flipped classroom, a reading comprehension test was practical. The test consisted of eight questions classified into four yes/no questions and four multiple-choice questions. This process demanded student's motivation and engaging about flipped classroom method.

Instrument:

READING COMPREHENSION TEST

Select the right response to each of the following questions after reading the text.

Figure 12. Cambridge Test

Test 1

PART 4

QUESTIONS 21–27

Read the article about some birds.

Are sentences 21–27 'Right' (A) or 'Wrong' (B)?

If there is not enough information to answer 'Right' (A) or 'Wrong' (B), choose 'Doesn't say' (C).

For questions 21–27, mark A, B or C on the answer sheet.

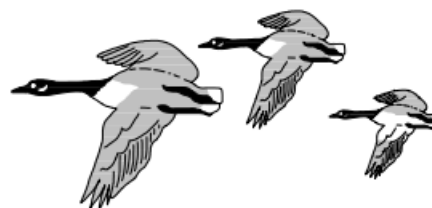
CANADA GEESE

Canada Geese are large blue and white birds. When autumn arrives, they have to fly south where the weather is warmer. The winters are so cold in Canada that the birds die if they stay there.

Last spring, Bill Lishman found sixteen young Canada Geese on his farm. They had lost their parents. Bill thought, 'These young birds won't know what to do in the autumn.'

Bill had a small plane and he decided to teach the birds to follow him. All through the summer, he went on short trips in his plane and the young geese flew after him.

When the cold weather arrived in autumn, Bill flew to Virginia in the United States, 600



miles south of his home in Canada. The geese followed him all the way. Bill left the geese in Virginia and he returned home.

This spring, Bill was waiting for the birds to come back. They didn't arrive, so Bill flew to Virginia to get them. He looked for them for two weeks but he couldn't find them.

When he arrived back home, Bill found the geese waiting for him. They had found their way home without him!

EXAMPLE

ANSWER

0 Winters in Canada are too cold for Canada Geese.

A

A Right B Wrong C Doesn't say

21 Bill Lishman is a farmer.

A Right B Wrong C Doesn't say

22 Bill lives with his parents.

A Right B Wrong C Doesn't say

23 Bill carried the geese in his plane.

A Right B Wrong C Doesn't say

24 This was Bill's first visit to Virginia.

A Right B Wrong C Doesn't say

25 Bill wanted the geese to stay at his home for the winter.

A Right B Wrong C Doesn't say

26 Bill stayed in Virginia all winter.
A Right B Wrong C Doesn't say

27 The geese returned to Canada in the spring.
A Right B Wrong C Doesn't say

Source: Retrieved from: (<https://clil.files.wordpress.com/2014/05/9780521528139ws.pdf>)

2.3. Data collection technique and instruments

Validity and reliability of the instruments

In order to carry out a research project in education, it is important to have reliable and validated instruments; there are several types of validity and among the most commonly used are: construct validity, criterion validity and content validity. This task has several implications for those who are considered as judges, because, in addition to requiring certain knowledge and experience, they demand time and organization in their activities in order to be able to carry it out in a timely manner.

Carrying out the analysis of the items that make up an instrument will depend on the objectives of the researcher who requests the support of the judges, as well as the statistical method to be used; some recommendations or suggestions may even arise to improve the content or language of the items that make up the instrument, which should be considered in order to achieve a better definition of the aspect to be measured.

On the other hand, this study proposes the use of Aiken's V coefficient and its confidence intervals as a measure for quantifying agreement between judges. Aiken's V is a coefficient that allows to quantify the relevance of the items with respect to a content domain from the ratings of N judges (Aiken, 1985). This coefficient combines ease of calculation and statistical evaluation of the results (Escurra, 1988).

As a result, the Aiken V allows the quantification of content validity, based on the analysis, carried out by a certain number of judges, of the importance of an item

with respect to a characteristic that is being evaluated, using the following mathematical formula:

$$v = \frac{\bar{x} - l}{k}$$

v = Aiken V coefficient

\bar{x} = average of all judges' scores

l = minimum score

k = it is the subtraction of the maximum score minus the minimum score.

The resulting coefficient can have values between 0 and 1. The closer the value is to 1, the greater the content validity (Eскурра, 1988). So, a value of 1 is the highest possible value and indicates perfect agreement among the judges and experts as to the highest validity score that the items can receive.

In this way, the validation test was constantly provided to five judges with extensive theoretical and methodological knowledge in the subject of evaluation, who assessed the suitability between the items and the variables evaluated, from the thematic and idiomatic point of view.

Table 2.
Validation test of judge one

| Validation: Judge One (J1) Acurio V. | | | | | |
|---------------------------------------------|-------------------------------------------------------------------------------------------------------|------------------|--------------------|--------------------|--------------|
| Item number | Item | Content validity | Construct validity | Criterion validity | Observations |
| 1 | Do you know something about flipped classroom model? | A | I | A | None |
| 2 | Your teacher implemented flipped classroom model on the development of your reading skills? | A | I | A | None |
| 3 | Did you like to review material outside the classroom such as: read a text or watch a video? | A | I | A | None |
| 4 | Did you enjoy developing activities in the class with the content of the previous material? | A | I | A | None |
| 5 | Is it important for you to check the previous material again and over again to summarize the text? | A | I | A | None |
| 6 | Did the flipped classroom help to understand the text you read? | A | I | A | None |
| 7 | Was the flipped classroom model useful for your reading comprehension? | A | I | A | None |
| 8 | When you read, do you use some strategies such as: summarizing, skimming, scanning, main ideas, etc.? | A | I | A | None |
| 9 | Do you think that the flipped classroom model is an important | A | I | A | None |

| | | | | | |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|------|
| 10 | tool to improve your studies? Do you consider that the flipped classroom provide a better understanding for your reading skills? | A | I | A | None |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|------|

Note: This table indicates the ratings assigned about the content validity, construct validity and criterion validity by judge one

Source: Borja, 2024

Table 3.
Validation test of judge two

| Validation: Judge Two (J2) Freire L. | | | | | |
|---------------------------------------------|-------------------------------------------------------------------------------------------------------|------------------|--------------------|--------------------|--------------|
| Item number | Item | Content validity | Construct validity | Criterion validity | Observations |
| 1 | Do you know something about flipped classroom model? | A | I | A | None |
| 2 | Your teacher implemented flipped classroom model on the development of your reading skills? | A | I | A | None |
| 3 | Did you like to review material outside the classroom such as: read a text or watch a video? | A | I | A | None |
| 4 | Did you enjoy developing activities in the class with the content of the previous material? | A | I | A | None |
| 5 | Is it important for you to check the previous material again and over again to summarize the text? | A | I | A | None |
| 6 | Did the flipped classroom help to understand the text you read? | A | I | A | None |
| 7 | Was the flipped classroom model useful for your reading comprehension? | A | I | A | None |
| 8 | When you read, do you use some strategies such as: summarizing, skimming, scanning, main ideas, etc.? | A | I | A | None |
| 9 | Do you think that the flipped classroom model is an important | A | I | A | None |

| | | | | | |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|------|
| 10 | tool to improve your studies? Do you consider that the flipped classroom provide a better understanding for your reading skills? | A | I | A | None |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|------|

Note: This table indicates the ratings assigned about the content validity, construct validity and criterion validity by judge two.

Source: Borja, 2024

Table 4.
Validation test of judge three

| Validation: Judge Three (J3) Alban P. | | | | | |
|----------------------------------------------|-------------------------------------------------------------------------------------------------------|------------------|--------------------|--------------------|--------------|
| Item number | Item | Content validity | Construct validity | Criterion validity | Observations |
| 1 | Do you know something about flipped classroom model? | A | I | A | None |
| 2 | Your teacher implemented flipped classroom model on the development of your reading skills? | A | I | A | None |
| 3 | Did you like to review material outside the classroom such as: read a text or watch a video? | A | I | A | None |
| 4 | Did you enjoy developing activities in the class with the content of the previous material? | A | I | A | None |
| 5 | Is it important for you to check the previous material again and over again to summarize the text? | A | I | A | None |
| 6 | Did the flipped classroom help to understand the text you read? | A | I | A | None |
| 7 | Was the flipped classroom model useful for your reading comprehension? | A | I | A | None |
| 8 | When you read, do you use some strategies such as: summarizing, skimming, scanning, main ideas, etc.? | A | I | A | None |
| 9 | Do you think that the flipped classroom model is an important tool to improve your studies? | A | I | A | None |

| | | | | | |
|----|----------------------------------------------------------------------------------------------------|---|---|---|------|
| 10 | Do you consider that the flipped classroom provide a better understanding for your reading skills? | A | I | A | None |
|----|----------------------------------------------------------------------------------------------------|---|---|---|------|

Note: This table indicates the ratings assigned about the content validity, construct validity and criterion validity by judge three.

Source: Borja, 2024

Table 5.
Validation test of judge four

| Validation: Judge Four (J4) Rodríguez V. | | | | | |
|-------------------------------------------------|-------------------------------------------------------------------------------------------------------|------------------|--------------------|--------------------|--------------|
| Item number | Item | Content validity | Construct validity | Criterion validity | Observations |
| 1 | Do you know something about flipped classroom model? | A | I | A | None |
| 2 | Your teacher implemented flipped classroom model on the development of your reading skills? | A | I | A | None |
| 3 | Did you like to review material outside the classroom such as: read a text or watch a video? | A | I | A | None |
| 4 | Did you enjoy developing activities in the class with the content of the previous material? | A | I | A | None |
| 5 | Is it important for you to check the previous material again and over again to summarize the text? | A | I | A | None |
| 6 | Did the flipped classroom help to understand the text you read? | A | I | A | None |
| 7 | Was the flipped classroom model useful for your reading comprehension? | A | I | A | None |
| 8 | When you read, do you use some strategies such as: summarizing, skimming, scanning, main ideas, etc.? | A | I | A | None |
| 9 | Do you think that the flipped classroom model is an important | A | I | A | None |

| | | | | | |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|------|
| 10 | tool to improve your studies? Do you consider that the flipped classroom provide a better understanding for your reading skills? | A | I | A | None |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|------|

Note: This table indicates the ratings assigned about the content validity, construct validity and criterion validity by judge four.

Source: Borja, 2024

Table 6.
Validation test of judge five

| Validation: Judge Five (J5) Alcívar T. | | | | | |
|-----------------------------------------------|-------------------------------------------------------------------------------------------------------|------------------|--------------------|--------------------|--------------|
| Item number | Item | Content validity | Construct validity | Criterion validity | Observations |
| 1 | Do you know something about flipped classroom model? | A | I | A | None |
| 2 | Your teacher implemented flipped classroom model on the development of your reading skills? | A | I | A | None |
| 3 | Did you like to review material outside the classroom such as: read a text or watch a video? | A | I | A | None |
| 4 | Did you enjoy developing activities in the class with the content of the previous material? | A | G | A | None |
| 5 | Is it important for you to check the previous material again and over again to summarize the text? | A | G | A | None |
| 6 | Did the flipped classroom help to understand the text you read? | A | G | A | None |
| 7 | Was the flipped classroom model useful for your reading comprehension? | A | G | A | None |
| 8 | When you read, do you use some strategies such as: summarizing, skimming, scanning, main ideas, etc.? | A | I | A | None |
| 9 | Do you think that the flipped classroom model is an important tool to improve your studies? | A | I | A | None |

| | | | | | |
|----|----------------------------------------------------------------------------------------------------|---|---|---|------|
| 10 | Do you consider that the flipped classroom provide a better understanding for your reading skills? | A | I | A | None |
|----|----------------------------------------------------------------------------------------------------|---|---|---|------|

Note: This table indicates the ratings assigned about the content validity, construct validity and criterion validity by judge five

Source: Borja, 2024

Table 7.
Aiken's Validity Test

| Number of the Question | Value obtained | Value table | Conclusion |
|------------------------|----------------|-------------|------------|
| 1 | 1.00 | 0,74 | Valid |
| 2 | 1.00 | 0,74 | Valid |
| 3 | 1.00 | 0,74 | Valid |
| 4 | 1.00 | 0,74 | Valid |
| 5 | 1.00 | 0,74 | Valid |
| 6 | 1.00 | 0,74 | Valid |
| 7 | 1.00 | 0,74 | Valid |
| 8 | 1.00 | 0,74 | Valid |
| 9 | 1.00 | 0,74 | Valid |
| 10 | 1.00 | 0,74 | Valid |

Source: Borja, 2024

2.4. Research proposal

Create a guide for students that promotes the application of the flipped classroom methodology in reading skill comprehension.

Introduction

Applying the flipped classroom methodology and showing students how to use it before, during, and after class is the goal of the current study. To help learners enhance their reading comprehension skills, a step-by-step handbook with instructions was developed. The plan under which the suggestion for an educational intervention is described in the following section.

Background of the proposal

This study identifies the reading comprehension weaknesses that students have in English. This deficiency was also confirmed by applying a pre-test to students of second year high school from *Unidad Educativa Cayambe* in the city of Cayambe.

The flipped classroom is the greatest way to face this demand because it is an innovative method, according to the analysis done on how it can help students strengthen their reading skills. It enables students to interact with the material delivered; from home, creating an autonomous learning. Students are the protagonists in the process of creating knowledge when it comes to the classroom. Students receive the materials in the form of documents and videos, among other formats; and they are the ones who decide how long to take to comprehend them. They can read and view the materials again as much as they think is required. Later in class, as the material is reinforced and the task is completed in-depth, students are able to identify errors and correct them and participate in a more reflective manner. It should be highlighted that teacher is there to support them.

Justification

When young adults enroll in Ecuadorian universities, they often face challenges with reading comprehension in both their native language of Spanish and in English. This could be attributed to a lack of explicit instruction in effective strategies and techniques during their earlier education. (Diario Correo, 23/5/2006).

Understanding the text is the goal of reading, which is an intellectual struggle. The relationship between the reader and the text creates an interactive process that results in an understanding of the text's meaning and primary ideas. The basic purpose of reading is comprehension, which is accomplished by making an effort to gather the text's core concepts and by identifying the analytical techniques that contribute to that end. There are two types of reading concentration in this sense. First, read to learn new information, concepts, details, vocabulary, and possible cultural references. The second is reading for comprehension, which can take many different forms, including scanning, skimming, reading to learn, reading for general concepts, reading for critical evaluation, and reading to combine knowledge (Carrell & Grabe, 2010).

Students must figure out how to enhance their reading comprehension. As a result, it is believed that the flipped classroom model can be effective in a setting where students are learning a foreign language because they can review and assess prior material at home and develop activities about that in class. According to the facts,

this idea is unique because it gives students the freedom to examine the material the times they want in order to understand the text. This methodology will be greatly impacted on students because they bring ideas or notes about the topic is going to be discussed in class.

Objectives of the proposal

General objective

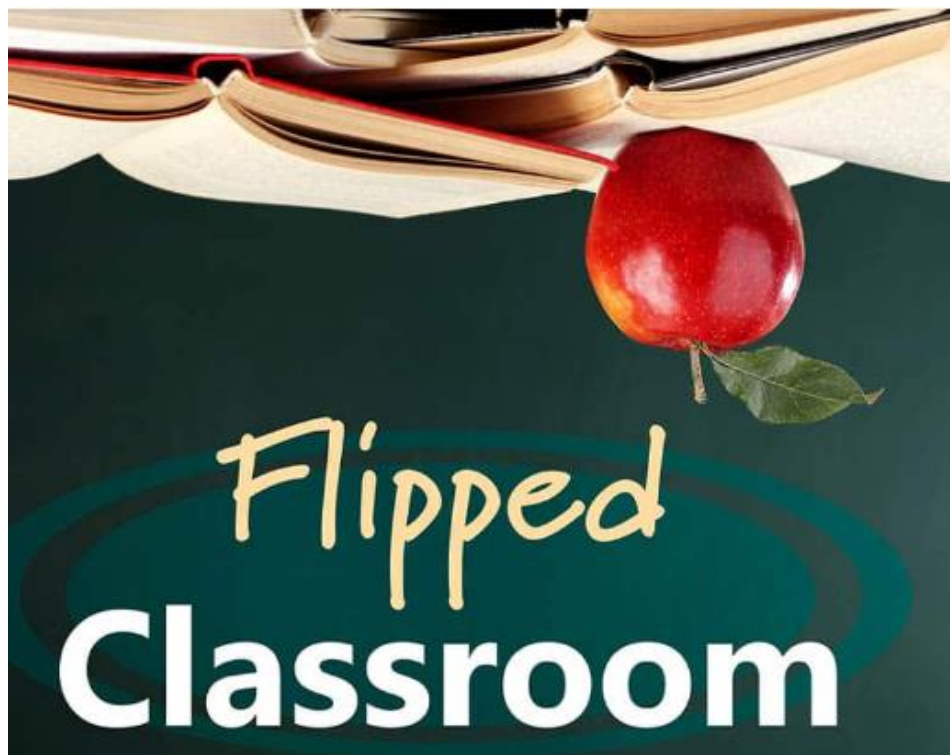
To design flipped classroom methodology for the improvement of reading comprehension

Specific objectives

*To select didactic material online in the flipped classroom methodology to be implemented in the learning process.

*To monitor students' review of material to practice reading comprehension skills.

*To evaluate students' comprehension in class through individual and collaborative work.



Guide

Application of flipped classroom methodology on reading comprehension skills.

Victoria Borja

2024

GENERAL ASPECTS

This guide includes instructions for using the flipped classroom methodology before, during and after the class. It is projected to offer students better instruction in the process of learning a foreign language. This guide is based on the reading language skill to highlight the comprehension in an interactive way.

OBJECTIVE OF THE GUIDE

This guide's major goal is to present the roles that students will play in using flipped classroom and the pedagogical considerations involved in each stage of this approach.

LEARNING GUIDELINES

BEFORE THE CLASS

According to the established objectives, the use of technology make the subject's theory accessible to students by providing educative digital materials. Educational videos are one of the most popular materials in the flipped classroom and they should be 3 - 10 minutes long.

Before giving students more work to do outside of class, it is necessary to consider how much time they spend preparing for it. Verify that you are not adding to the class's overall workload.

A project, a paper, or a few homework problems per week will probably not be too taxing on the student and will increase their self-efficacy. Be mindful that if students spend an excessive amount of time on outside-of-class work, they might not be as prepared for in-class discussions and the quality of the class period may suffer.

It is very important to monitor students through data video sheet, edpuzzle or socrative.

- Date video sheet
- Edpuzzle
- Socrative
- *Data video sheet:*

It is a guide where students fill the information about the content of the video they watched at home. It is a good strategy for teachers to monitor students if they checked the videos and the previous material.

DATA VIDEO SHEET

| NAME | DATE | VIDEO TOPIC/ VIDEO CONTENT | SUMMARY/ SCHEME/ VISUAL THINKING | DOUBTS |
|------|------|-------------------------------|----------------------------------------|--------|
| | | | | |

- *How to flip your classroom with edpuzzle*

The primary idea behind the edpuzzle flipped classroom is to give students video lessons to watch at home while using class time for more engaging activities. While students watch edpuzzle videos, they master the fundamental principles of the lesson at home. As a result, the instructor has extra time in the classroom to focus on additional activities that will help pupils comprehend the subject matter better. Making the flipped classroom effective is edpuzzle.

For reading comprehension it is important to apply YouTube videos and insert tests to assess understanding. Include multiple-choice questions for vocabulary checks or open-ended questions to improve on writing skills.

- *How to flip your classroom with socrative*

Students use this application to complete evaluation tasks that include quizzes, games, and multiple-choice or short-answer questions. This allows teachers to assess individual student's understanding, assess the class as a whole, and promote gamified curriculum.

It may design learning exercises for students and evaluate their comprehension using Socratic. By generating quizzes, brief questions, a space race, or exit tickets, Socratic can be used in the classroom and for flipped learning. You can set aside specified time slots for quizzes, and students can submit their own questions and keep track of their progress.

DURING THE CLASS

The goal is to use the contact hours to interact and put the knowledge learned to use. However, it is necessary to start this phase by clarifying the questions raised by the students.

The learning activities listed below can be used in the classroom to help students comprehend the material more fully and develop both general and domain-specific abilities. Depending on what is most suitable for learning during that class session, these activities may change from class to class.

Applications and extensions: Students use what they have learnt to solve problems or analyze scenarios in applications.

Applications enable students to consider ideas from a variety of real-world perspectives.

Experiential learning: Students engage in deep, practical learning situations as part of experiential learning. Experiments, demonstrations, field excursions, labs, and discussions are a few instances of experiential learning activities.

Discussion activities: By assisting them in comprehending various points of view, challenging presumptions, developing stronger communication skills, and better understanding their own perspectives, class discussions may assist students in making the course material more meaningful and pertinent to their lives:

- 1) Setting clear guidelines for participation and engagement.
- 2) Starting the discussion with intelligent questions, quotes, newsworthy events, or contentious statements.
- 3) Preventing the dialogue from veering off topic are all good ways to encourage productive discussions.

AFTER THE CLASS

Teachers can employ technology, suggest conversational, interaction, educational, and collaborative activities for them.

Start a discussion. Use a YouTube video to discuss a fascinating subject, it is important to incorporate a free-form question asking for their opinion and use their responses to spark a discussion in class.

Small group problem solving: In small groups, students work through issues with the assistance of teachers or instructors. The teacher may ask the students to elaborate on their responses. The instructor may go over the solutions to the problems during class or at the conclusion of class and provide the students formative comments.

Forming groups:

1. Clearly state what is expected of group work.
2. Set up groups in accordance with the project's requirements.
3. Assign roles inside groups that are specific.
4. Maintain the smallest groups possible.

Peer feedback

Peer evaluation has two advantages: the evaluated students get comments on their work, and the evaluators gain knowledge through examining the work of another student. If your course requires a lot of writing or open-ended questions, think about integrating peer feedback.

Classroom assessment techniques

The minute paper: The minute paper is a brief, informal writing project that is often finished at the end of a class period to reflect the student's current level of understanding. Students are allowed to think about their answers for a few minutes, but they are only allowed to write for one minute.

Concept maps: Students create concept maps to show the relationships between various concepts they have learnt. This activity aids in the integration of information,

the development of higher-order thinking skills, and the ability to think holistically about the material.

STRUCTURE OF FLIPPED CLASSROOM

Before class: students engage in other activities or attend lectures on video to learn about the material.

Tip: To assist students manage content, divide lectures into more manageable conceptual bits.

During class: students engage in active learning exercises in order to understand better the material being covered in class.

Tip: Using quick tests to assess comprehension can assist both students and teachers spot misunderstandings and make sure that a student is ready for class.

After class: students work on their own-initiative homework assignments to put what they have learned into practice.

Tip: Because part of the students' homework is memorizing the subject for the next class, assign students less traditional homework than in a normal class.

Intermittently: students periodically complete tests and provide instructors feedback on the material and exercises.

Tip: Request student feedback before major assessments to address issues

UNIT 1

LET'S COMMUNICATE

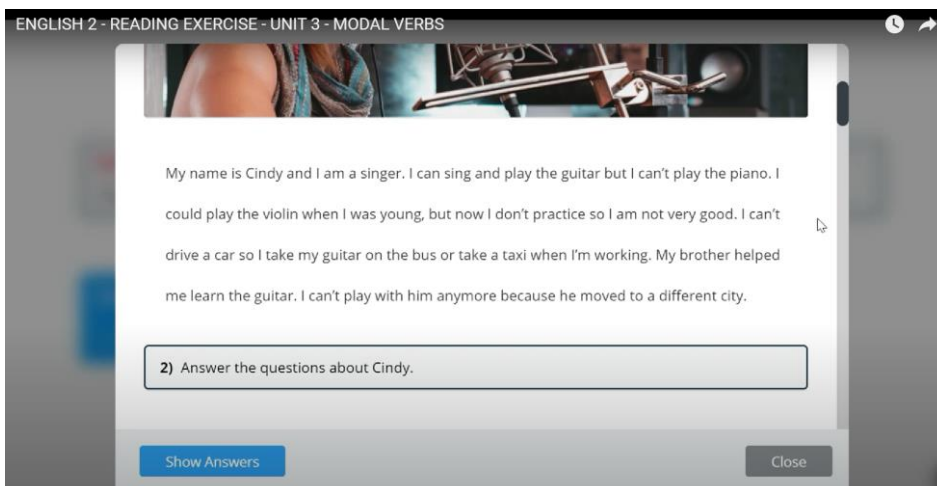
OBJECTIVE OF THE READING: Students are going to comprehend the text about Cindy & Paul abilities using modal verbs.

PROCEDURE:

1. BEFORE THE CLASS. - Watch the video and read about Cindy & Paul.

<https://www.youtube.com/watch?v=3-U3AulYtOk>

ENGLISH 2 - READING EXERCISE - UNIT 3 - MODAL VERBS



My name is Cindy and I am a singer. I can sing and play the guitar but I can't play the piano. I could play the violin when I was young, but now I don't practice so I am not very good. I can't drive a car so I take my guitar on the bus or take a taxi when I'm working. My brother helped me learn the guitar. I can't play with him anymore because he moved to a different city.

2) Answer the questions about Cindy.

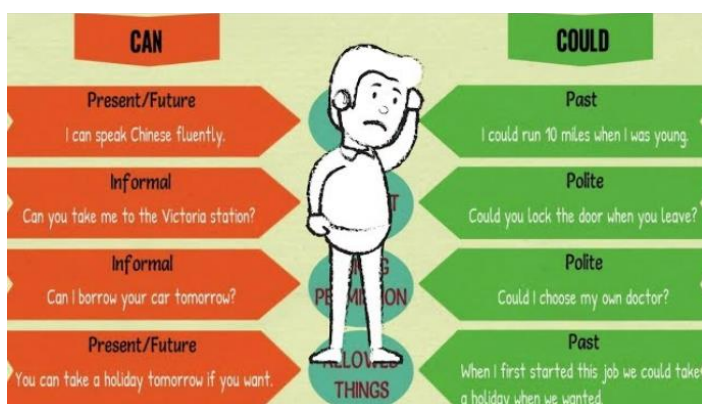
Show Answers Close

- After reading the text, students have to fill the data video sheet:

| NAME | DATE | VIDEO TOPIC/ VIDEO CONTENT | SUMMARY/ SCHEME/ VISUAL THINKING | DOUBTS |
|------|------|----------------------------------|-------------------------------------------|--------|
| | | | | |

2. DURING THE CLASS. – Students express their doubts about the text they wrote in the data video sheet. Example:

- What is the difference between CAN and COULD?



3. AFTER THE CLASS. – Students draw a table about things they can do, write down some free time activities and three names of their classmates. Example:

| Can you...? | me | my friend 1 | my friend 2 | my friend 3 |
|-----------------|----|-------------|-------------|-------------|
| swim | | | | |
| do judo | | | | |
| rollerblade | | | | |
| play the guitar | | | | |
| ride a bike | | | | |
| skateboard | | | | |
| dance | | | | |

UNIT 2

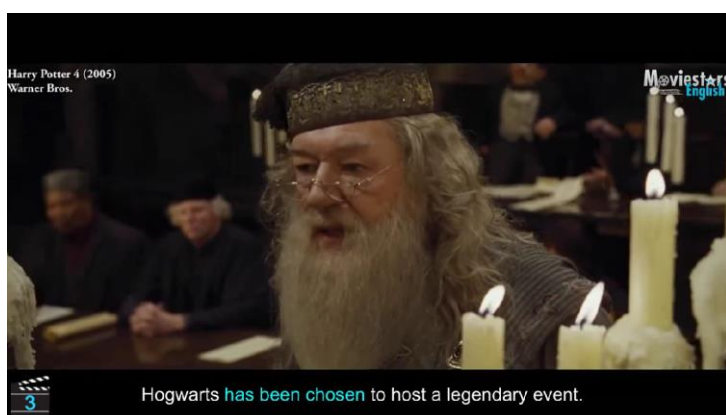
SCIENCE MATTERS

OBJECTIVE OF THE READING: Students are going to understand the phrases about Harry Potter films using passive voice.

PROCEDURE:

1. BEFORE THE CLASS. - Watch the video and read the phrases about Harry Potter films.

<https://www.youtube.com/watch?v=Ur0jc9N-d-Q>

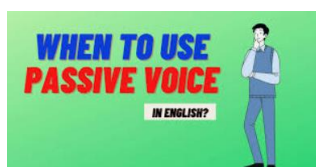


- After reading the phrases, students have to fill the data video sheet:

| NAME | DATE | VIDEO TOPIC/ VIDEO CONTENT | SUMMARY/ SCHEME/ VISUAL THINKING | DOUBTS |
|------|------|----------------------------------|-------------------------------------------|--------|
| | | | | |

2. DURING THE CLASS. – Students express their doubts about the phrases of the data video sheet. Example:

- When do I use passive voice?



3. AFTER THE CLASS. – Students change active voice to passive voice through Harry Potter sentences. Example:

The Passive Voice in Harry Potter films
<https://www.youtube.com/watch?v=Ur0ic9N-d-Q>

- Lord Voldemort murdered Cedric Diggory.
Cedric Diggory _____.
- Authorities don't let Harry use magic outside school.
Harry _____.
- They have chosen Hogwarts to host a legendary event.
Hogwarts _____.
- They sent him to Azkaban.
He _____.
- They could expel him for that.
He _____.
- He will reward them if they give him Harry Potter.
They _____ if they give him Harry Potter.

UNIT 3

HELPING OUT

OBJECTIVE OF THE READING: Students are going to comprehend the speech bubbles about a plan wedding using I'd prefer and I'd rather.

PROCEDURE:

2. BEFORE THE CLASS. - Watch the video and read the speech bubbles.

<https://www.youtube.com/watch?v=uKdRsS8pXns>



- After reading the speech bubbles, students have to fill the data video sheet:

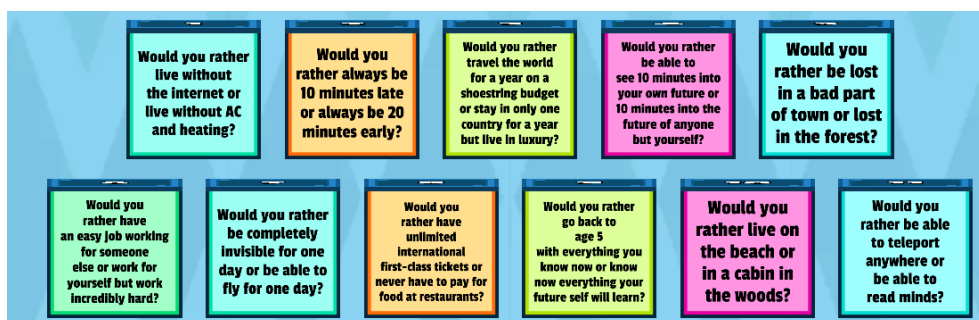
| NAME | DATE | VIDEO TOPIC/ VIDEO CONTENT | SUMMARY/ SCHEME/ VISUAL THINKING | DOUBTS |
|------|------|----------------------------------|-------------------------------------------|--------|
| | | | | |

2. DURING THE CLASS. – Students express their doubts about the speech bubbles of the data video sheet. Example:

- Difference between I'd prefer and I'd rather



3. AFTER THE CLASS. – Make a debate about some preferences using I'd prefer or I'd rather. Example:



UNIT 4

PLANET EARTH

OBJECTIVE OF THE READING: Students are going to understand the phrases about movies using reported speech.

PROCEDURE:

4. BEFORE THE CLASS. - Watch the video and read the speech bubbles.

<https://www.youtube.com/watch?v=9j4nZNbOaig>

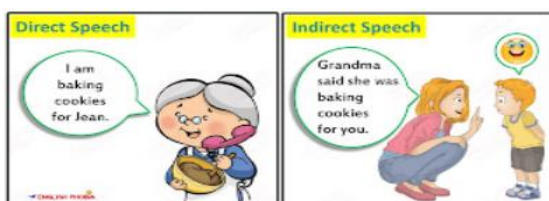


- After reading the speech bubbles, students have to fill the data video sheet:

| NAME | DATE | VIDEO TOPIC/ VIDEO CONTENT | SUMMARY/ SCHEME/ VISUAL THINKING | DOUBTS |
|------|------|----------------------------------|-------------------------------------------|--------|
| | | | | |

2. DURING THE CLASS. – Students express their doubts about the phrases of the data video sheet. Example:

* What is the easiest way to learn reported speech?



5. **AFTER THE CLASS.** – Running dictation activity in which students change two phone dialogues into reported speech. One student is the 'reader' and the other is the 'writer'.

Worksheet

Now, read the two phone conversations and change the dialogues into reported speech.

Sally picked up the phone. It was Ben, a guy she knew from class who she didn't really like.

1. Ben asked Sally
2. Sally told him
3. Ben then asked
4. Sally said
5. Ben suggested
6. Sally said
7. Ben asked her
8. Sally told him
9. Ben suggested
10. Sally told him and asked

Sally hung up the phone on poor Ben and it immediately rang again. She answered and realised it was Steve, a handsome guy she had met at a party the week before.

11. Steve asked her
12. Sally said
13. Steve suggested
14. Sally told him
15. Steve told her



CHAPTER III: ANALYSIS OF THE RESULTS OF THE INVESTIGATION

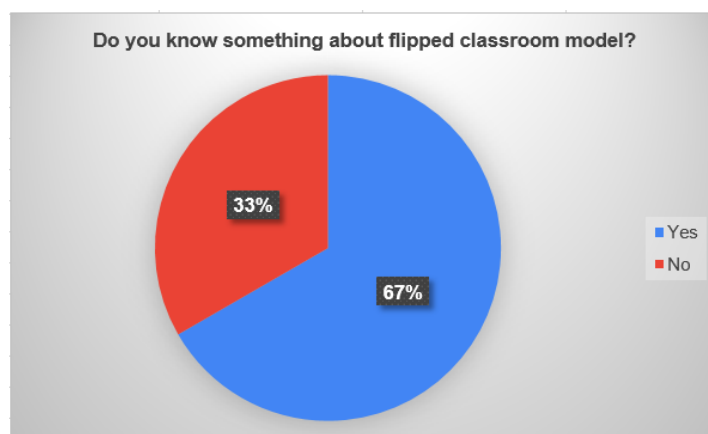
3.1. Analysis and interpretation of results

Student's survey

The collection of data is illustrated in graphics, tables and the data gathering. 33 students underwent the procedure from the second Bachelor "A" at "Unidad Educativa Cayambe" high school, they were in virtual modality through Google forms. A survey was elaborated for 1 control group to identify if they have used the flipped classroom approach to increase their reading comprehension before. It had 3 sessions: 1) survey and pre-test, 2) reading exercises with strategies 3) treatment. The information that I obtained was analyzed deeply, to verify the idea to defend and develop conclusions and recommendations.

Question 1: Do you know something about flipped classroom model?

Figure 13. Question 1

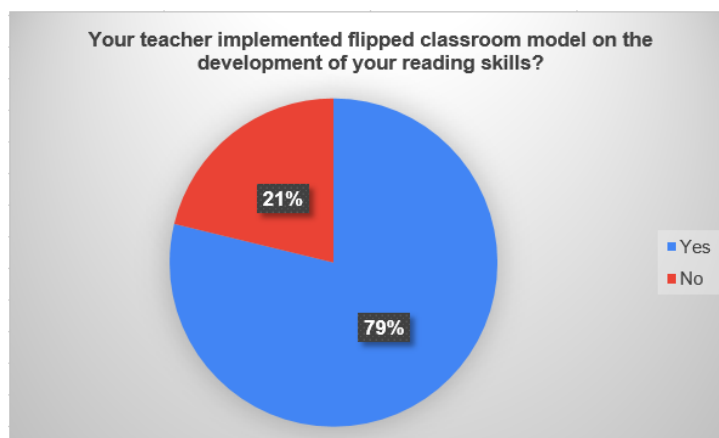


Source: Borja, 2024

For item 1, corresponds if the students know something about flipped classroom model, 22 students representing 67% of students confirm that they know it, while 11 students corresponding to 33% say they do not know about this model.

Question 2: Your teacher implemented flipped classroom model on the development of your reading skills?

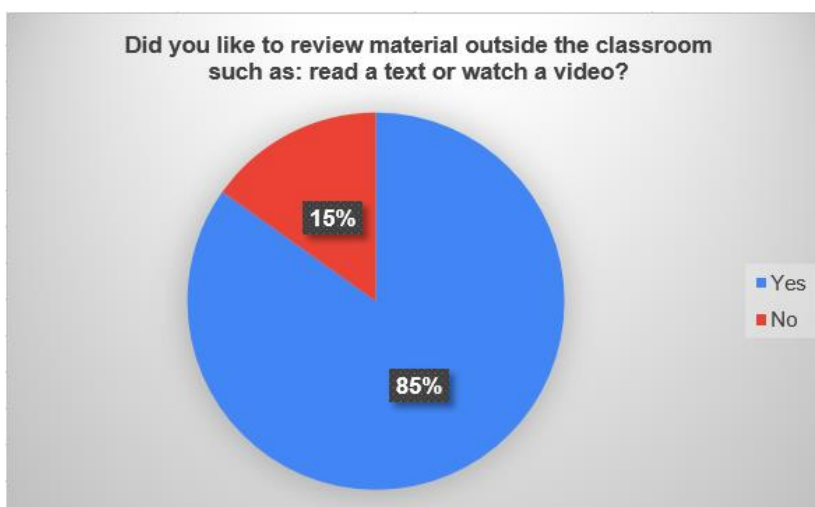
Figure 14. Question 2



Source: Borja, 2024

For item 2, on whether the English teacher implements flipped classroom model on the development of the reading skills, 26 students representing 79% of students confirm that the teacher use that model, while 7 students corresponding to 21% say the teacher does not use flipped classroom model.

Figure 15. Question 3

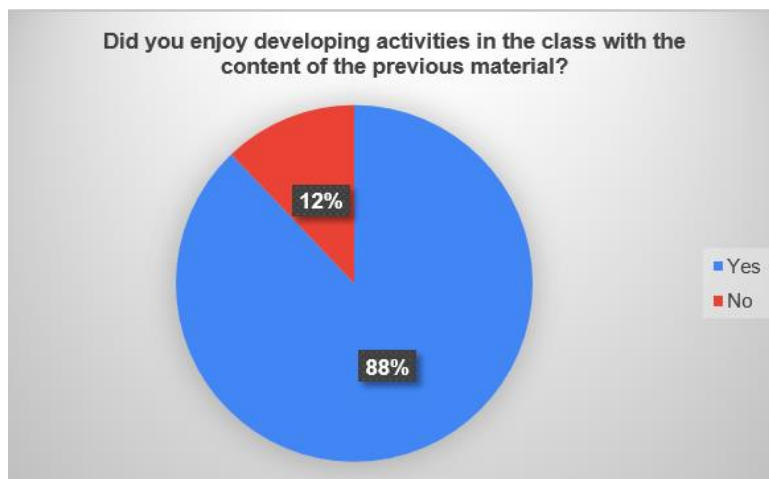


Source: Borja, 2024

According to item 3, if the students like to review material outside the classroom such as: read a text or watch a video, 28 students representing 85% of students confirm they like to review the content outside the classroom, while 5 students corresponding to 15% do not like to do that.

Question 4: Did you enjoy developing activities in the class with the content of the previous material?

Figure 16. Question 4

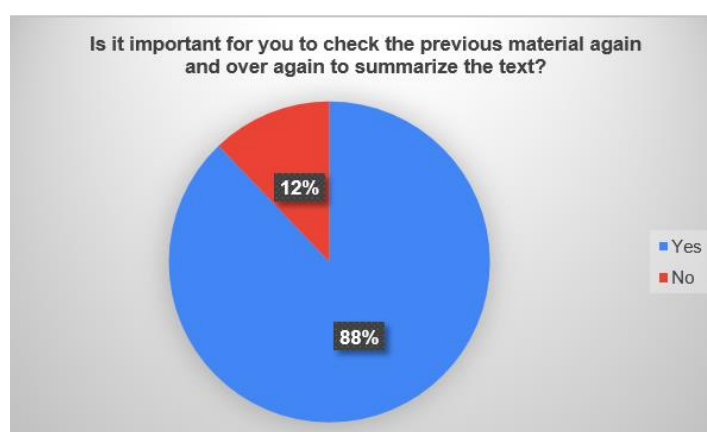


Source: Borja, 2024

According to item 4, if the students enjoyed developing activities in the class with content of the previous material, 29 students representing 88% of students said yes they enjoyed doing activities in the class with the previous material they reviewed, while 4 students corresponding to 12% said no.

Question 5: It is important for you to check the previous material again and over again to summarize the text?

Figure 17. Question 5



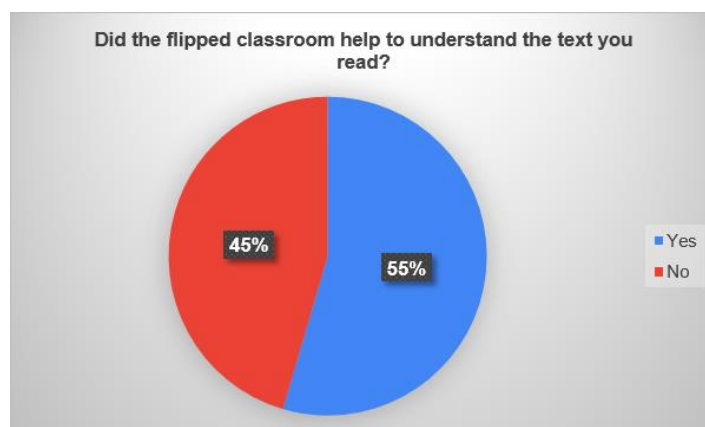
Source: Borja, 2024

For item 5, about if it is important to check the previous material again and over again to summarize the text, 29 students representing 88% of students say yes it is

important to check it to summarize, while 4 students corresponding to 12% say it is not important.

Question 6: Did the flipped classroom help to understand the text you read?

Figure 18. Question 6

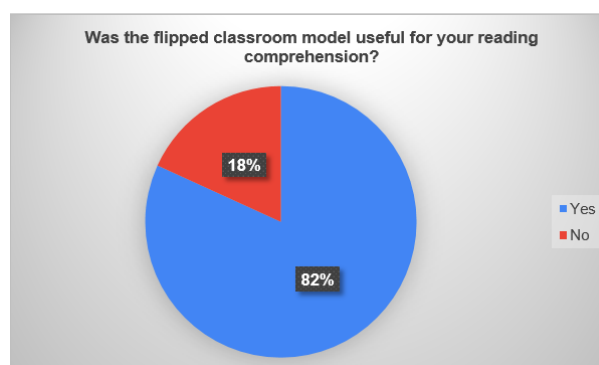


Source: Borja, 2024

In the sixth item, on whether the flipped classroom help to understand the text they read, 18 students representing 55% of students confirm it helps a lot, while 15 students corresponding to 45% say it does not help to understand the text.

Question 7: Was the flipped classroom model useful for your reading comprehension?

Figure 19. Question 7

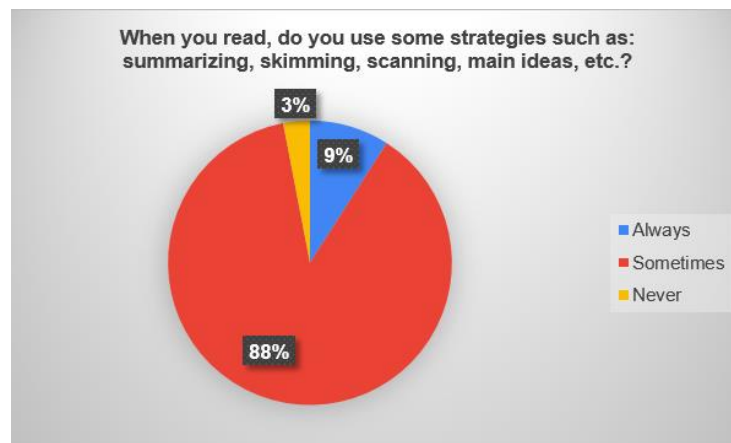


Source: Borja, 2024

In the seventh item, 27 students representing 82% of students, they confirm the flipped classroom model was useful for their reading comprehension, while 15 students corresponding to 18% say it was not useful for them.

Question 8: When you read, do you use some strategies such as: summarizing, skimming, scanning, main ideas, etc.?

Figure 20. Question 8

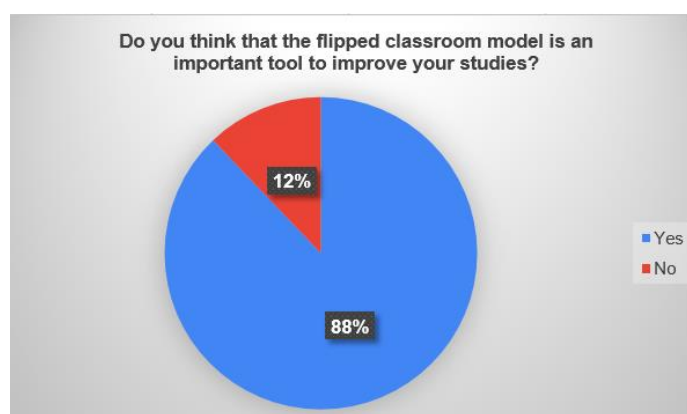


Source: Borja, 2024

For item 8, regarding the use of reading strategies such as summarizing, skimming, scanning, main ideas, etc., 3 students represented by 9% stated that they always use these reading strategies, followed by 29 students represented by 88% stated that they sometimes use reading strategies, followed by 1 student represented by 3% stated that he never used it.

Question 9: Do you think that the flipped classroom model is an important tool to improve your studies?

Figure 21. Question 9

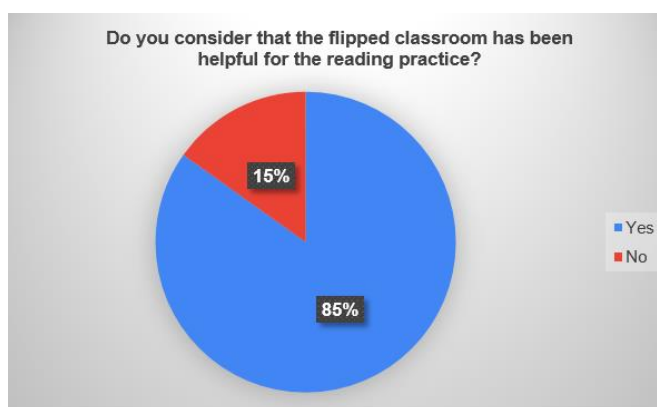


Source: Borja, 2024

For item 9, about if the flipped classroom model is a crucial component to increase their studies, 29 students representing 88% of students confirm the flipped classroom is an important tool that help them to improve their studies, while 4 students corresponding to 12% say it is not an important tool.

Question 10: Do you consider that the flipped classroom has been helpful for the reading practice?

Figure 22. Question 10



Source: Borja, 2024

For item 10, on whether the flipped classroom has provided a better understanding for their reading skills, 28 students representing 85% of students, say yes consider that the flipped classroom provide a better understanding, while 5 students corresponding to 15% say no.

3.2. Verification of the idea to defend

By analyzing data from the responses to the Google Forms in which the idea to defend was accepted, it was possible to determine in this study whether or not the use of the flipped classroom method improves the reading skills in the teaching and learning process and the way it affected on their academic progress.

Due to the students' ability to build several reading techniques, including mnemonics, the 3, 2, 1 reading approach, and summarizing using SWBST, the usage of the flipped classroom to improve reading abilities produced great results. In addition, a flipped classroom differs from a traditional classroom where supplemental resources are used by the regular and structured use of technology in this more student-centered approach (Strayer, 2012).

The flipped classroom approach encourages students to develop their reading abilities because they can go over the material (texts and videos) as many times as necessary to grasp the concept. Flipped learning calls for purposeful material.

Finally, as a result of their prior knowledge of the tactics for reading, in-depth analysis, and question-answering, the students enhanced their reading abilities after completing the application.

3.3. Hypothesis and verification

Statistics is an important methodological tool for studying and interpreting phenomena and events in different disciplines, based on empirical data, within a framework of statistical protocols and standards. Hypothesis testing is one of the fundamental instruments of the research as it allows us to establish the veracity of hypothetical statements of the population based on the information collected from the sample.

In order to test the hypothesis of this research work, the Chi-square statistical method is applied. In conducting a hypothesis test decides whether to reject or not to reject that statistical hypothesis. This statistical procedure will determine whether there is a significant difference between expected and observed results in more than one category. The following formula will be used for the specification of the statistic.

$$x^2 = \sum \frac{(of - ef)^2}{ef}$$

x^2 = Chi square

Σ = Summation

of= Observed frequencies

ef= Expected frequencies

Additionally, a 5-row by 2-column contingency table will be specified to determine the observed frequencies. A chi² test can be performed on contingency tables to check whether or not there is a relationship between the variables. These effects are defined as ratios between rows and columns, based on the following mathematical formula:

$$df = r - 1(c - 1)$$

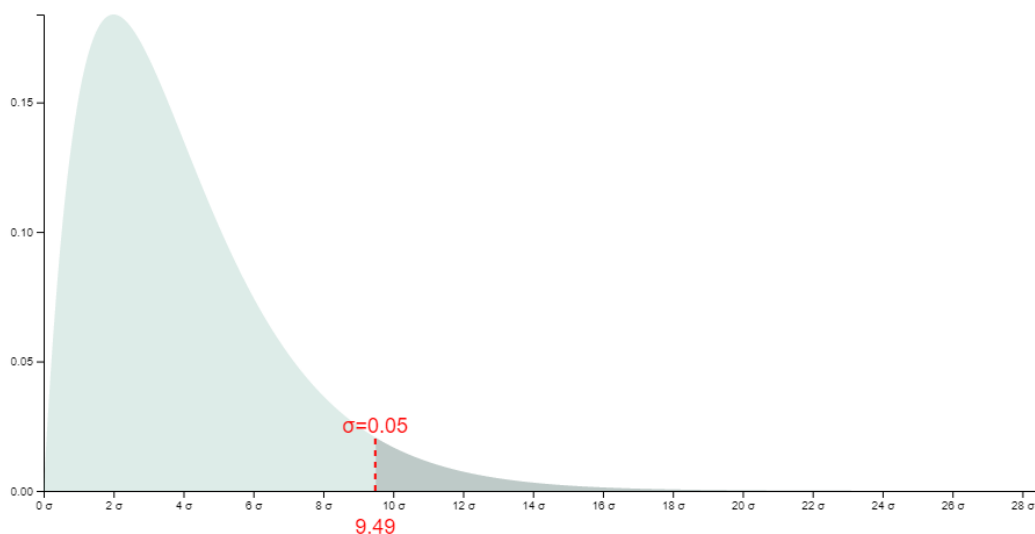
df = degrees of freedom

r = rows

c = columns

In this way, a value of 4 df and an error level of $\alpha=0.05$ will be determined. Therefore, a null hypothesis will be accepted up to a value of $x^2=9.49$. Conversely, it will be rejected if the chi-square values are higher.

Figure 23. Statistical acceptance and rejection curve



Note: this graphic shows the statistical curve of acceptance and rejection.
Source: Borja, 2024

After determining the hypothesis test, the expected and observed frequencies are calculated.

Table 8.
Observed frequencies

| Questions | Categories | | Subtotal |
|-----------|------------|----|----------|
| | YES | NO | |
| 1 | 22 | 11 | 33 |
| 2 | 26 | 7 | 33 |
| 3 | 28 | 5 | 33 |
| 4 | 29 | 4 | 33 |
| 5 | 29 | 4 | 33 |
| | 134 | 31 | 165 |

Source: Borja, 2024

Immediately after determining the observed frequencies and having obtained the results, the expected frequencies will be established.

Table 9.
Expected frequencies

| Questions | Categories | |
|-----------|------------|-----|
| | YES | NO |
| 1 | 26.8 | 6.2 |
| 2 | 26.8 | 6.2 |
| 3 | 26.8 | 6.2 |
| 4 | 26.8 | 6.2 |
| 5 | 26.8 | 6.2 |

Source: Borja, 2024

Now, once this statistical data is obtained, it is time to perform the chi-square test statistic, which consists of finding the squared difference between the observed and expected data values and dividing that difference by the expected data values. This is done for each data point and the values are aggregated.

Table 10.
Chi-square calculation of the first category

| Questions | Categories | Observed frequency | Expected frequency | Chi-square calculation |
|-----------|------------|--------------------|--------------------|------------------------|
| 1 | YES | 22 | 26.8 | 0.85970149 |
| 2 | YES | 26 | 26.8 | 0.0238806 |
| 3 | YES | 28 | 26.8 | 0.05373134 |
| 4 | YES | 29 | 26.8 | 0.18059701 |
| 5 | YES | 29 | 26.8 | 0.18059701 |

Source: Borja, 2024

Table 11.
Chi-square calculation of the second category

| Questions | Categories | Observed frequency | Expected frequency | Chi-square calculation |
|-----------|------------|--------------------|--------------------|------------------------|
| 1 | NO | 11 | 6.2 | 3.71612903 |
| 2 | NO | 7 | 6.2 | 0.10322581 |
| 3 | NO | 5 | 6.2 | 0.23225806 |
| 4 | NO | 4 | 6.2 | 0.78064516 |
| 5 | NO | 4 | 6.2 | 0.78064516 |

Source: Borja, 2024

Accordingly, the decision will be implemented.

Table 12.
Chi-Square test results

| | |
|-----------------------|----------|
| Chi-square calculated | 6.911411 |
| Chi-square critical | 9.487729 |
| Probability | 0.05 |
| Degree of freedom | 4 |

Source: Borja, 2024

By applying the statistical test known as the chi-square test, the initial hypothesis is accepted and the null hypothesis is rejected, allowing the conclusions and recommendations of the case to be drawn.

CONCLUSIONS

- Utilizing flipped classrooms helped students to improve their reading comprehension skills. By checking the previous material, which students could stop, pause and play the part they did not understand and they need to check again, the students were able to have a better understanding since they already had an idea of what the text was about. Furthermore, the students learned vocabulary about the text.
- The pre-test results, which showed that 29 students constituted 88% of the class, were used to gauge the students' level of reading comprehension. This indicates that pupils occasionally utilize reading techniques because they are unsure of which ones to use at the time they are reading.
- Students now understand how to manage their time and how to use the techniques of skimming, scanning, summarizing, and identifying essential points while they watch videos and complete exercises. On the other hand, a drawback of technology is that it makes it simple for learners to become distracted.
- Flipped classrooms are proven to be a highly effective method for enhancing reading comprehension because students studied and analyzed the content at home and the practice was done through interactive learning activities in the class.

RECOMMENDATIONS

- Free and unlimited access to the material or content presented on the site is advised for the flipped classroom's beneficial effects on reading comprehension.
- It is advised to choose the right materials while using the flipped classroom to teach reading skills, such as keeping practice activities brief and keeping video lengths under ten minutes.
- It is advised to provide feedback on the videos that students had to watch and verify because they needed to clarify some questions in order to assess the advantages of using the flipped classroom.
- For the flipped classroom to be successful, the instructor must ensure that the students receive all of the necessary materials, so for this reason, students must be attentive to the notifications they have in the platform.

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ANNEXES

ANNEX 1. APPROVAL OF APPLICATION



UNIDAD EDUCATIVA "CAYAMBE"

Cayambe, 10 de octubre del 2022

Lic.

María Victoria Borja Chusín

MAESTRANTE PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR

SEDE AMBATO

Presente.-


De mis consideraciones:


Reciba un cordial saludo y augurándole toda clase de éxitos en sus funciones encomendadas.

La presente tiene como finalidad comunicarle a usted que luego de haber recibido el oficio en el que solicita **autorización** para llevar a cabo su trabajo de investigación denominado "FLIPPED CLASSROOM IN THE IMPROVEMENT OF READING COMPREHENSION SKILLS", el cual será realizado en nuestra institución para la obtención de su Maestría en Pedagogía del Inglés como Lengua Extranjera, este ha sido **APROBADO**.

Particular que comunico para los fines pertinentes.

Atentamente,


MSc. Guillermo Mamangon Cerón
RECTOR UNIDAD EDUCATIVA CAYAMBE



ANNEX 2. PRE TEST

FLIPPED CLASSROOM SURVEY

Objective:

To determine the incidence of the flipped classroom methodology application in reading skill comprehension on students at Unidad Educativa Cayambe high school.

Instructions:

Please, read carefully the questions and select the option that you consider pertinent to each item (✓). When you finish do not forget to click on the send button.

Student's name *

Texto de respuesta corta

Write your course. *

Texto de respuesta corta

1.- Do you know something about flipped classroom model? *

Yes

No

2.- Your teacher implemented flipped classroom model on the development of your reading skills? *

Yes

No

3.- Did you like to review material outside the classroom such as: read a text or watch a video? *

Yes

No

4.- Did you enjoy to develop activities in the class with the content of the previous material? *

Yes

No

5.- It is important for you to check the previous material again and over again to summarize the text? *

Yes

No

6.- Did the flipped classroom help to understand the text you read? *

Yes

No

7.- Was the flipped classroom model useful for your reading comprehension? *

Yes

No

8.- When you read, do you use some strategies such as: summarizing, skimming, scanning, main ideas, etc.? *

Always

Sometimes

Never

9.- Do you think that the flipped classroom model is an important tool to improve your studies? *

Yes

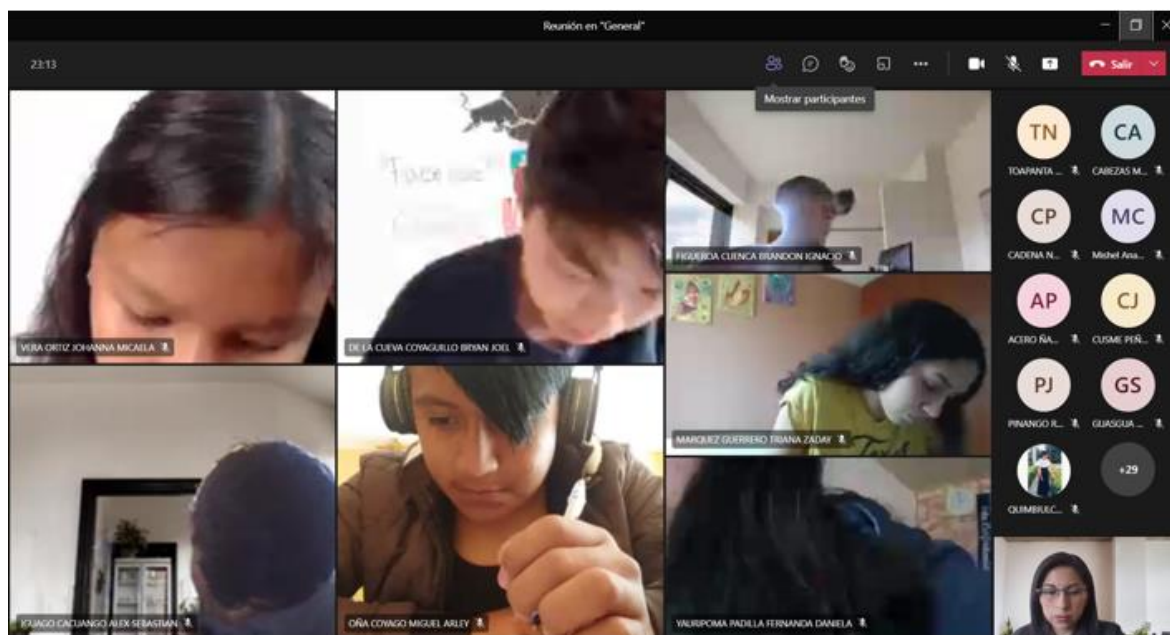
No

10.- Do you consider that the flipped classroom provide a better understanding for your reading skills? *

Yes

No

ANNEX 3. APPLICATION



ANNEX 4. VALIDATION 1

Cayambe, October 21, 2022

Magister

Valeria Acurio

English teacher

Pioneer and highly trained professional in the field of English teaching and learning. Through this document, I have the delight of asking for your unfailing collaboration in the validation of the instrument to be used in the data collection of the research work entitled "FLIPPED CLASSROOM IN THE IMPROVEMENT OF READING COMPREHENSION SKILLS".

Please help yourself in following the directions in detail that are enclosed below. Do not forget to have a look at the operationalization of variables and the instruments that have been kindly included.

I would feel rather grateful for your support and help in this research work if you accepted my request.

Kind regards,



Lic. Victoria Borja

CC. 050316109-3

**Directions for the validation of the instrument about “FLIPPED CLASSROOM
IN THE IMPROVEMENT OF READING COMPREHENSION SKILLS”.**

Take the time to read carefully the objectives, operationalization of variables, and survey.

1. Draw a conclusion regarding the consistency of the instrument's questions with its objectives, variables, and indicators.
2. Identify each item's technical excellence and instrument's representativeness.
3. If necessary, assign observations to the available space.
4. Using the following scale, select each parameter in each item and write it down.

a) The agreement between the instrument's questions and its aims, variables, and indications.

Add the following to each box:

A: Appropriate

NA: Not appropriate

In case NA is marked, make an observation in the space provided.

b) Technically sound and accurately.

Add the following to each box:

I: Ideal

G: Good

R: Regular

P: Poor

In case R or P is marked, make an observation in the space provided.

c) Language

Add the following to each box:

A: Accurate

I: Inaccurate

In case I is marked, make an observation in the space provided.

Thank you for your assistance



PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR

SURVEY FOR STUDENTS

FLIPPED CLASSROOM IN THE IMPROVEMENT OF READING COMPREHENSION SKILLS.

- a) Correspondence between questions from the instrument with the objectives, variables, and indicators.

| Mark each box with the following: | | |
|------------------------------------------------------------------|---|--------------|
| A: Appropriate | | |
| NA: Not appropriate | | |
| In case NA is marked, make an observation in the space provided. | | |
| ITEM | | OBSERVATIONS |
| 1 | A | |
| 2 | A | |
| 3 | A | |
| 4 | A | |
| 5 | A | |
| 6 | A | |
| 7 | A | |
| 8 | A | |
| 9 | A | |
| 10 | A | |

Validation Signature

Name: MSc. Valeria Acurio

ID: 1004024863



PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR

SURVEY FOR STUDENTS

FLIPPED CLASSROOM IN THE IMPROVEMENT OF READING COMPREHENSION SKILLS.

b) Technical quality and representatively.

| Mark each box with the following: | | |
|------------------------------------------------------------------------------------|---|--------------|
| I: Ideal | | |
| G: Good | | |
| R: Regular | | |
| P: Poor | | |
| In case R or P is marked, make an observation in the space provided. | | |
| ITEM | | OBSERVATIONS |
| 1 | I | |
| 2 | I | |
| 3 | I | |
| 4 | I | |
| 5 | I | |
| 6 | I | |
| 7 | I | |
| 8 | I | |
| 9 | I | |
| 10 | I | |

Validation Signature

Name: MSc. Valeria Acurio

ID: 1004024863



PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR

SURVEY FOR STUDENTS

FLIPPED CLASSROOM IN THE IMPROVEMENT OF READING COMPREHENSION SKILLS.

c) Language

| Mark each box with the following: | | |
|-----------------------------------------------------------------|---|--------------|
| A: Accurate | | |
| I: Inaccurate | | |
| In case I is marked, make an observation in the space provided. | | |
| ITEM | | OBSERVATIONS |
| 1 | A | |
| 2 | A | |
| 3 | A | |
| 4 | A | |
| 5 | A | |
| 6 | A | |
| 7 | A | |
| 8 | A | |
| 9 | A | |
| 10 | A | |

Validation Signature

Name: MSc. Valeria Acurio

ID: 1004024863



PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR

SURVEY FOR STUDENTS

FLIPPED CLASSROOM IN THE IMPROVEMENT OF READING COMPREHENSION SKILLS.

Validation Data

| |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Name: Thalia Valeria Acurio Criollo |
| ID card: 1004024863 |
| Degree: Master in Teaching English as a Foreign Language |
| Phone: 0998376422 |
| Email address: valeth89@hotmail.com |
| Validation Date: 31/10/2022 |
| General Observations: The instruments have been designed according to the objectives and operationalization of variables. They are appropriate for the students' English level. |

Validation Signature

Name: MSc. Valeria Acurio

ID: 1004024863

“SURVEY ADDRESSED TO SECOND OF BACHILLERATO STUDENTS A”

UNIDAD EDUCATIVA CAYAMBE

Objective:

To find out how often students at Unidad Educativa Cayambe high school use the flipped classroom concept to improve their reading comprehension skills.

Instructions:

Please, read carefully the questions and select the option that you consider pertinent to each item (✓). When you finish do not forget to click on the send button.

QUESTIONNAIRE

1. Do you know something about flipped classroom model?

Yes

No

2. Your teacher implemented flipped classroom model on the development of your reading skills?

Yes

No

3. Did you like to review material outside the classroom such as: read a text or watch a video?

Yes

No

4. Did you enjoy developing activities in the class with the content of the previous material?

Yes

No

5. Is it important for you to check the previous material again and over again to summarize the text?

Yes

No

6. Did the flipped classroom help to understand the text you read?

Yes

No

7. Was the flipped classroom model useful for your reading comprehension?

Yes

No

8. When you read, do you use some strategies such as: summarizing, skimming, scanning, main ideas, etc.?

Yes

No

9. Do you think that the flipped classroom model is an important tool to improve your studies?

Yes

No

10. Do you consider that the flipped classroom provide a better understanding for your reading skills?

Yes

No

ANNEX 5. VALIDATION 2

Cayambe, October 21, 2022

Magister

Lucia Freire

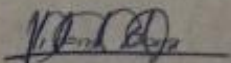
English teacher

Pioneer and highly trained professional in the field of *English teaching and learning*. Through this document, I have the delight of asking for your *unfailing collaboration* in the validation of the instrument to be used in the data collection of the *research work* entitled "FLIPPED CLASSROOM IN THE IMPROVEMENT OF READING COMPREHENSION SKILLS".

Please help yourself in following the directions in detail that are enclosed below. Do not forget to have a look at the operationalization of variables and the instruments that have been kindly included.

I would feel rather grateful for your support and help in this research work *if you* accepted my request.

Kind regards,



Lic. Victoria Borja

CC. 050316109-3

**Directions for the validation of the instrument about “FLIPPED CLASSROOM
IN THE IMPROVEMENT OF READING COMPREHENSION SKILLS”.**

Take the time to read carefully the objectives, operationalization of variables, and survey.

1. Draw a conclusion regarding the consistency of the instrument's questions with its objectives, variables, and indicators.
2. Identify each item's technical excellence and instrument's representativeness.
3. If necessary, assign observations to the available space.
4. Using the following scale, select each parameter in each item and write it down.

a) The agreement between the instrument's questions and its aims, variables, and indications.

Add the following to each box:

A: Appropriate

NA: Not appropriate

In case NA is marked, make an observation in the space provided.

b) Technically sound and accurately.

Add the following to each box:

I: Ideal

G: Good

R: Regular

P: Poor

In case R or P is marked, make an observation in the space provided.

c) Language

Add the following to each box:

A: Accurate

I: Inaccurate

In case I is marked, make an observation in the space provided.

Thank you for your assistance



PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR

SURVEY FOR STUDENTS

FLIPPED CLASSROOM IN THE IMPROVEMENT OF READING COMPREHENSION SKILLS.

- a) Correspondence between questions from the instrument with the objectives, variables, and indicators.

Mark each box with the following:

A: Appropriate

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| ITEM | | OBSERVATIONS |
|------|---|--------------|
| 1 | A | |
| 2 | A | |
| 3 | A | |
| 4 | A | |
| 5 | A | |
| 6 | A | |
| 7 | A | |
| 8 | A | |
| 9 | A | |
| 10 | A | |

Validation Signature

Name: MSc. Lucía del Carmen Freire Aragón

ID: 1709787137



PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR

SURVEY FOR STUDENTS

FLIPPED CLASSROOM IN THE IMPROVEMENT OF READING COMPREHENSION SKILLS.

b) Technical quality and representatively.

Mark each box with the following:

I: Ideal

G: Good

R: Regular

P: Poor

In case R or P is marked, make an observation in the space provided.

| ITEM | | OBSERVATIONS |
|------|---|--------------|
| 1 | I | |
| 2 | I | |
| 3 | I | |
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| 7 | I | |
| 8 | I | |
| 9 | I | |
| 10 | I | |

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PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR

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c) Language

Mark each box with the following:

A: Accurate

I: Inaccurate

In case I is marked, make an observation in the space provided.

| ITEM | | OBSERVATIONS |
|------|---|--------------|
| 1 | A | |
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| 4 | A | |
| 5 | A | |
| 6 | A | |
| 7 | A | |
| 8 | A | |
| 9 | A | |
| 10 | A | |

Validation Signature

Name: MSc. Lucía del Carmen Freire Aragón

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**PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR****SURVEY FOR STUDENTS**

FLIPPED CLASSROOM IN THE IMPROVEMENT OF READING COMPREHENSION SKILLS.

Validation Data

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ID card: 1709787137

Degree: Maestría en Investigación Científica

Phone: 0984458011

Email address: luciafaragon@gmail.com

Validation Date: 31/10/2022

General Observations: None

Validation Signature

Name: MSc. Lucía del Carmen Freire Aragón

ID: 1709787137

ANNEX 6. VALIDATION 3

Cayambe, October 21, 2022

Magister

Paola Albán

English teacher

Pioneer and highly trained professional in the field of *English teaching and learning*. Through this document, I have the delight of asking for your unfailing collaboration in the validation of the instrument to be used in the data collection of the research work entitled "FLIPPED CLASSROOM IN THE IMPROVEMENT OF READING COMPREHENSION SKILLS".

Please help yourself in following the directions in detail that are enclosed below. Do not forget to have a look at the operationalization of variables and the instruments that have been kindly included.

I would feel rather grateful for your support and help in this research work if you accepted my request.

Kind regards,



Lic. Victoria Borja

CC. 050316109-3

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1. Draw a conclusion regarding the consistency of the instrument's questions with its objectives, variables, and indicators.
2. Identify each item's technical excellence and instrument's representativeness.
3. If necessary, assign observations to the available space.
4. Using the following scale, select each parameter in each item and write it down.

a) The agreement between the instrument's questions and its aims, variables, and indications.

Add the following to each box:

A: Appropriate

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Add the following to each box:

I: Ideal

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R: Regular

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In case R or P is marked, make an observation in the space provided.

c) Language

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Thank you for your assistance



PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR

SURVEY FOR STUDENTS

FLIPPED CLASSROOM IN THE IMPROVEMENT OF READING COMPREHENSION SKILLS.

b) Technical quality and representatively.

| Mark each box with the following: | | |
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| ITEM | | OBSERVATIONS |
| 1 | I | |
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| 4 | I | |
| 5 | I | |
| 6 | I | |
| 7 | I | |
| 8 | I | |
| 9 | I | |
| 10 | I | |

Validation Signature

Name: Lic. Paola Soraya Albán Andocilla, Mg.

ID: 1803271657



PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR

SURVEY FOR STUDENTS

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| 5 | I | |
| 6 | I | |
| 7 | I | |
| 8 | I | |
| 9 | I | |
| 10 | I | |

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ID: 1803271657



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c) Language

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| ITEM | | OBSERVATIONS |
| 1 | A | |
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| 3 | A | |
| 4 | A | |
| 5 | A | |
| 6 | A | |
| 7 | A | |
| 8 | A | |
| 9 | A | |
| 10 | A | |

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Validation Data

| |
|---------------------------------------------------------------------------------------------|
| Name: Lic. Paola Soraya Albán Andocilla, Mg. |
| ID card: 1803271657 |
| Degree: Magíster en Pedagogía de los Idiomas Nacionales y extranjeros- Mención Inglés |
| Phone: +593 98 77 555 05 |
| Email address: paopaoalban1988@hotmail.com |
| Validation Date: 31/10/2022 |
| General Observations: None |

Validation Signature

Name: Lic. Paola Soraya Albán Andocilla, Mg.

ID: 1803271657

ANNEX 7. VALIDATION 4

Ambato, October 21, 2022

Magister

Vanessa Rodríguez

English teacher

Pioneer and highly trained professional in the field of English teaching and learning. Through this document, I have the delight of asking for your unfailing collaboration in the validation of the instrument to be used in the data collection of the research work entitled "FLIPPED CLASSROOM IN THE IMPROVEMENT OF READING COMPREHENSION SKILLS".

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Kind regards,



Lic. Victoria Borja

CC. 050316109-3

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Thank you for your assistance



PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR

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| ITEM | | OBSERVATIONS |
| 1 | A | |
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| 5 | A | |
| 6 | A | |
| 7 | A | |
| 8 | A | |
| 9 | A | |
| 10 | A | |

Vanessa Rodríguez

Validation Signature

Name: MSc. Vanessa Rodríguez

ID: 1803435310



PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR

SURVEY FOR STUDENTS

FLIPPED CLASSROOM IN THE IMPROVEMENT OF READING COMPREHENSION SKILLS.

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|----------------------------------------------------------------------|---|--------------|
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Vanessa Rodríguez

Validation Signature

Name: MSc. Vanessa Rodríguez

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| 5 | A | |
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Vanessa Rodríguez

Validation Signature

Name: MSc. Vanessa Rodríguez

ID: 1803435310



PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR

SURVEY FOR STUDENTS

FLIPPED CLASSROOM IN THE IMPROVEMENT OF READING COMPREHENSION SKILLS.

Validation Data

| |
|----------------------------------------|
| Name: Evelyn Vanessa Rodríguez Salinas |
| ID card: 1803435310 |
| Degree: Magister |
| Phone: 0995642443 |
| Email address: vaners_162@hotmail.com |
| Validation Date: 31/10/2022 |
| General Observations: None |

Validation Signature

Name: MSc. Vanessa Rodríguez

ID: 1803435310

ANNEX 8. VALIDATION 5

Cayambe, October 21, 2022

Magister

Tony Alcivar

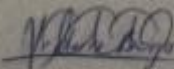
English teacher

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Lic. Victoria Borja

CC. 050316109-3

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| 7 | A | |
| 8 | A | |
| 9 | A | |
| 10 | A | |



firmado digitalmente por:
TONY FABRICIO
ALCIVAR LOOR

Validation Signature

Name: MSc. Tony Fabricio Alcívar Loor

ID: 131016884-2



PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR
SURVEY FOR STUDENTS

FLIPPED CLASSROOM IN THE IMPROVEMENT OF READING COMPREHENSION SKILLS.

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| 1 | I | |
| 2 | I | |
| 3 | I | |
| 4 | G | |
| 5 | G | |
| 6 | G | |
| 7 | G | |
| 8 | I | |
| 9 | I | |
| 10 | I | |



Verificado digitalmente por:
**TONY FABRICIO
 ALCIVAR LOOR**

Validation Signature

Name: MSc. Tony Fabricio Alcívar Loor

ID: 131016884-2



PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR
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| 5 | A | |
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creado electrónicamente por:
TONY FABRICIO
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Validation Signature

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PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR

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FLIPPED CLASSROOM IN THE IMPROVEMENT OF READING COMPREHENSION SKILLS.

Validation Data

| |
|-----------------------------------------------------------------------------------|
| Name: Tony Fabricio Alcívar Loor |
| ID card: 131016884-2 |
| Degree: Master Degree |
| Phone: 0967782697 |
| Email address: tony_91dix@hotmail.com |
| Validation Date: 01/11/2022 |
| General Observations: |



Almacén electrónico por:
**TONY FABRICIO
 ALCIVAR LOOR**

Validation Signature

Name: MSc. Tony Fabricio Alcívar Loor

ID: 131016884-2

OPERATIONALIZATION OF VARIABLES

| INDEPENDENT VARIABLE | | | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|----------------------------------------------------------------------------------|-----------|---------------|-------|
| DEFINITION | DIMENSIONS | INDICATORS | TECHNIQUE | INSTRUMENT | ITEMS |
| <p>FLIPPED CLASSROOM</p> <p>Flipped classroom is a teaching method that motivate students to learn in autonomous and active ways. Students acquire the skill of auto-learning by organizing, reading, planning their work and analyzing the information that they have in the previous material. Learners develop activities and make a critical thinking in class in a collaborative way.</p> | 1.Learning process | <p>Autonomous Learning.</p> <p>Cooperative Learning.</p> <p>Active Learning.</p> | Survey | Questionnaire | 1. |
| | 1.Activities | <p>Meaningful learning activities.</p> <p>Collaborative activities.</p> | | | 2. |
| | | | | | 3. |
| | | | | | 4. |
| | | | | | 5. |

| DEPENDENT VARIABLE | | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-------------------------------------------------------------------|-----------|---------------|----------------|
| DEFINITION | DIMENSIONS | INDICATORS | TECHNIQUE | INSTRUMENT | ITEMS |
| <p>READING COMPREHENSION SKILLS</p> <p>Is the ability to process texts through different types of reading capturing and elaborating a meaning according the context, it is achieved through a reading process that goes through certain dimensions that contain the respective strategies and sub-skills which become reading techniques.</p> | 1.Mental process | Understand Decode Analyze | Survey | Questionnaire | 6. 7. 8. |
| | 1.Reading | Reading Skills Stages of Reading Reading strategies | | | 9. 10. |

Elaborated by: Borja, V. (2022)

Annex 9. TEST

Part 5

Questions 28 – 35

Read the article about part-time jobs.
Choose the best word (A, B, or C for each space.)

For questions 28 – 35, mark A, B or C on your answer sheet.

Teenagers at Work



What can you do if you want to buy (0) new mobile phone or some new clothes (28) you don't have any money? Well, if you live (29) Britain, you can get a part-time job.

If you are 13 or 14, you can get a 'paper round' and deliver newspapers to people's homes, like Kelly Sales. 'You (30) to get up at 6 am every morning, and it takes about 45 minutes to deliver all the papers,' says Kelly. 'Most days I love my paper round, but not when it rains. It's (31) to fold the papers and put them (32) a letterbox when you're holding an umbrella!'

If you are 15 or older, you (33) work in a shop for up to eight hours on Saturdays. A lot of teenagers work in their (34) clothes shop or music shop. Most shops will also let you work during the school holidays. 'I'm really looking forward to being 15,' says Kelly, '(35) my aunt has a brilliant clothes shop and she's offered me a Saturday job there.'

Example:

0 A the

 B a

C an

Answer:

| | | | |
|---|--------------------------|-------------------------------------|--------------------------|
| 0 | A | B | C |
| | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

28 A or

B so

C but

29 A at

B in

C to

30 A have

B should

C must

31 A hardest

B hardly

C hard

32 A in

B under

C to

33 A shall

B would

C can

34 A popular

B famous

C favourite

35 A so

B because

C but

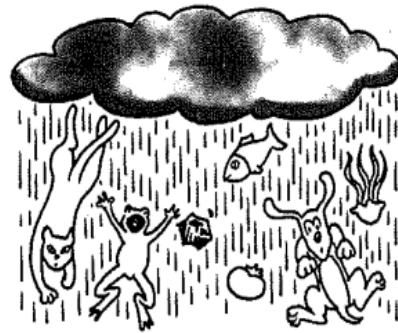
Questions 21 – 27

Read the article about rain and then answer the questions.

For questions 21 – 27, mark **A**, **B** or **C** on your answer sheet.

It's Raining *What?*

If you happen to be in England when it's raining hard, you will probably hear someone say, 'It's raining cats and dogs.' Nobody knows how this expression started and, as far as we know, it has never happened. But if cats and dogs don't rain down on us, other things do!



In August 2004, in Knighton, England, John Dean was putting his shopping in his car when it started to rain. Suddenly, he felt something hit him on the head. When he turned, he saw lots of small fish on the ground. Imagine his surprise when he realised they were coming down with the rain.

Two years earlier, the people of Korona in northern Greece had reported another fish shower, and there have been others outside Europe: in India, Singapore, and even the USA.

Some people blame it on global warming or pollution, but scientists disagree. People have reported fish showers since ancient times. Pliny the Elder, a Roman philosopher, was the first to report one in the 1st century A.D.

So, what's the explanation? Meteorologists say that in bad weather strong winds can pick up small objects and carry them long distances. When there's a storm, these objects fall with the rain. And fish are not the only things that rain down. There have been showers of many things, including frogs, tomatoes, coal, and even jellyfish!

Example:

0 According to the passage, which of the following have fallen from the sky?

- A dogs
- B cats
- Ⓒ fish

Answer:

| | | | |
|--------------------------|--------------------------|--------------------------|-------------------------------------|
| 0 | A | B | C |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

21 When it started raining, John Dean was

- A in a supermarket.
- B outside his car.
- C inside his car.

22 John Dean was surprised when he

- A felt the raindrops on his head.
- B dropped some fish on the ground.
- C realised where the fish came from.

24 What is true about fish showers?

- A They have happened around the world.
- B They last for hundreds of years.
- C They have only happened in Europe.

23 According to the writer, when was the first written report of a fish shower?

- A August 2004
- B December 2002
- C 1st century A.D.

25 Pliny the Elder was

- A an old man.
- B a philosopher.
- C a reporter.

26 Fish showers are caused by

- A pollution.
- B global warming.
- C bad weather.

27 Which group of experts have explained what causes fish showers?

- A philosophers
- B meteorologists
- C reporters

Part 5

Questions 28 – 35

Read the article about brain food.
Choose the best word (A, B, or C) for each space.

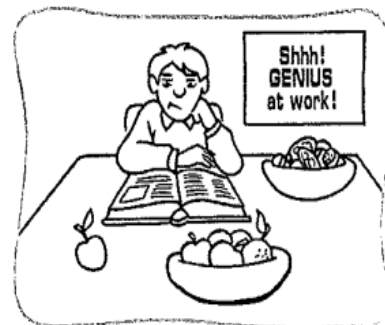
For questions 28 – 35, mark A, B or C on your answer sheet.

Brain Food

For the past (0) years in England, supermarkets have been selling more healthy foods in late April and early May. Last year sales of fish in England (28) by over 30%, while in Ireland, sales of blueberries, which some people believe can help your memory, increased by (29) incredible 70%.

At first, supermarket managers were puzzled by (30) increases, (31) they soon realised that school and university exams are in late April and early May. Students appear to be eating healthy foods at this time because they hope that these foods will help them (32) better in their exams.

But can you really eat your way to a better grade? Not according to Joyce Stirling, a nutrition expert: 'There's very little scientific evidence that any one food is good (33) your brain. Eating a variety of foods is important for our health. Perhaps the (34) advice for anyone taking exams is: get a good night's sleep the night before; eat a light healthy meal before the exam; and (35) away from junk food – at least until your exams are over.'



Example:

0 (A) few

B little

C lot

Answer:

| | | | |
|---|---------------------------------------|----------------------------|----------------------------|
| 0 | <input checked="" type="checkbox"/> A | <input type="checkbox"/> B | <input type="checkbox"/> C |
|---|---------------------------------------|----------------------------|----------------------------|

28 A raised

B rose

C risen

29 A an

B a

C the

30 A this

B that

C these

31 A but

B because

C if

32 A do

B make

C feel

33 A at

B for

C by

34 A good

B better

C best

35 A go

B throw

C stay

Part 5

Questions 28 – 35

Read the article about driving in England.
Choose the best word (A, B, or C) for each space.

For questions 28 – 35, mark A, B or C on your answer sheet.

Why do the English drive on the 'wrong' side of the road?



Visitors to Britain often wonder (0) the British are the only people who still drive their cars on the left-hand side of the road. Actually, the British are (28) alone. Over two billion people (29) over 70 countries still drive on the left.

Some experts believe that in the Middle Ages most people in Europe drove (30) carts and carriages and rode their horses on the left because it was safer. Staying on the left (31) it easier for them to use their swords if robbers attacked them from the opposite direction. Recently, when archaeologists (32) examining a Roman site in England, they discovered that even in ancient times people travelled on the left.

So when did people in Europe decide to change sides? One suggestion is that during the 1800s Napoleon forced countries to change to the right. The countries (33) did not take over continued to drive on the left. This (34) why half of Europe drove on the right, while the other half drove on the left.

Europe remained fairly equally divided until the 20th century, when (35) countries changed to the right. The last country to change sides was Sweden on 3rd September 1967. Britain, Eire, Cyprus and Malta continue to drive on the left.

Example:

0 **A** why B how C who

Answer:

| | | | |
|-------------------------------------|--------------------------|--------------------------|--------------------------|
| 0 | A | B | C |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

28 A never B nothing C not

29 A in B at C to

30 A there B they C their

31 A did B made C was

32 A were B was C are

33 A he B who C that

34 A proves B explains C tells

35 A all B any C most

Part 5**Questions 28 – 35**

Read the article about making phone calls.
Choose the best word (A, B, or C) for each space.

For questions 28 – 35, mark A, B or C on your answer sheet.

Phoning Home

Until fairly recently, people in (0) parts of the world had to spend days travelling to the capital city or the (28) large city just to make a phone call.

John Daily, (29) works for the charity 'Village Support', first went to Cameroon, West Africa, (30) 2002. At that time there were just over 100,000 telephones in Cameroon, a country with more than 17 million people.



'When I first got here, I had to take two days off work to go into Yaounde, the capital, to phone (31) family in the UK,' says Daily. 'When I finally got there, I had to wait in a long queue to book a call. Then I waited again, often for several hours, before the call (32) connected. Most of the time the line was so bad that I could hardly (33) the person at the other end, or I would be cut off after only a few minutes.'

Now mobile phones have arrived in Cameroon and things have changed. '(34) aren't any antennas in the village where I'm (35), so I still have to go into town when I want to use my mobile phone. But at least I don't have to wait in a long queue anymore, and I can always hear the person at the other end!'

Example:

0 **A** some **B** all **C** every

Answer:

| | | | |
|---|---------------------------------------|----------------------------|----------------------------|
| 0 | <input checked="" type="checkbox"/> A | <input type="checkbox"/> B | <input type="checkbox"/> C |
|---|---------------------------------------|----------------------------|----------------------------|

28 **A** nearest **B** nearer **C** near

29 **A** where **B** which **C** who

30 **A** in **B** to **C** at

31 **A** his **B** their **C** my

32 **A** was **B** is **C** be

33 **A** listen **B** hear **C** speak

34 **A** Their **B** There **C** They

35 **A** works **B** work **C** working

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