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MASTER`S DEGREE IN APPLIED LINGUISTICS TO TEACHING ENGLISH AS A FOREIGN LANGUAGE

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Theme:

Flipped Classroom Model in English language learning.

Research degree prior to obtaining the master´s degree in Applied Linguistics to Teaching English as a foreign language

Author:
Yanchatipan Molina Luis Miguel

Tutor:
Cando Guanoluisa Fabiola Soledad Mg.C.

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TUTOR'S ENDORSEMENT

In my capacity as a Supervisor of the Research dissertation titled "FLIPPED CLASSROOM MODEL IN ENGLISH LANGUAGE LEARNING" investigated by Lcdo. Yanchatipan Molina Luis Miguel, for obtaining the master's degree in Applied Linguistics to Teaching English as a Foreign Language.

I CERTIFY THAT:

This research dissertation has been fully revised and has the requirements and merits to be submitted for evaluation by the assigned Revision Committee and its presentation and public defense.

Latacunga, August 10th, 2021

Fabiola Soledad Cando Guanoluisa Mg.C.
ID: 050288460-4

COMMITTEE APPROVAL

This research dissertation: "FLIPPED CLASSROOM MODEL IN ENGLISH LANGUAGE LEARNING", has been revised, approved and authorized for printing and binding, before obtaining a Master's degree in Applied Linguistics to Teaching English as a Foreign Language; This meets the substantive and formal requirements to hand in for the presentation and defense.

Latacunga, December 3rd, 2021

Vicente Rodrigo Tovar Viera, Mg.C
ID. 0502414089
Committee Member 1

Olga Lorena González Ortiz, Ph.D
ID. 100237727-1
Committee Member 2

José Ignacio Andrade Moran, Mg.C
ID. 050310104-0
Committee Member 3

DEDICATION

I dedicate this research work to my wife and my little sons due to the fact that they have always been such great support, demonstrating care and love for me and being such great support for achieving my goals.

Luis.

ACKNOWLEDGEMENT

Thanks to my God Satan for giving me the strength to end this process and also aiding me to overcome problems. Special thanks to Fabiola Cando Mg.C. whose comments and advice were the crux of this research dissertation since they all shape this work into a reliable one.

Luis Miguel

AUTHORSHIP

I, Yanchatipan Molina Luis Miguel, declare to be the author of the concepts, procedures, and findings in this research dissertation.

<div align="right">Latacunga, November 22nd, 2021</div>

Luis Miguel Yanchatipan Molina.

ID: 050355597-1

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Luis Miguel Yanchatipan Molina.

ID: 050355597-1

COMMITTEE PRESIDENT'S APPROVAL

I, Vicente Rodrigo Tovar Viera, Mg.C, declare that this research dissertation: "FLIPPED CLASSROOM MODEL IN ENGLISH LANGUAGE LEARNING", has the corrections and comments suggested by the members of the committee in the scientific session.

Latacunga, November 22nd, 2021

Vicente Rodrigo Tovar Viera, Mg.C.
050241408-9
Committee President

TECHNICAL UNIVERSITY OF COTOPAXI

GRADUATE SCHOOL

MASTER'S DEGREE IN APPLIED LINGUISTICS TO

TEACHING ENGLISH AS A FOREIGN LANGUAGE

Title: "FLIPPED CLASSROOM MODEL IN ENGLISH LANGUAGE LEARNING"

Author: Yanchatipan Molina Luis Miguel

Tutor: Cando Guanoluisa Fabiola Soledad Mg.C

ABSTRACT

The present research work aims to improve the teaching-learning process of the English language through the use of the Flipped Classroom model in students of A2 English Level at "Vicente León" Higher Technological Institute, during the academic period 2020-2021. The particularity of this research study allowed us to know the problems presented by the students during the teaching-learning process of the English language; for this a selected set of tips and strategies based on the Online Flipped Classroom Model were proposed; these tips and strategies will allow to improve the quality of English Language teaching. Besides, a handbook was created which contains a set of tips and methodological strategies for solving the indicated problem. This research work was qualitative because the researcher has collected and analyzed data to understand teachers' opinions and experiences with the Online Flipped classroom model during the class. The researcher has conducted an action research experience in which 4 lesson plans with Flipped classroom model in an A2 English level were implemented. Therefore, the main purpose of this research is to implement a didactic guide with tips and strategies based on the Flipped Classroom; in order to offer a pedagogical and didactic tool for teachers which facilitates their educational work, optimizes time, and develops collaborative learning in each student.

Key words: Teaching-learning process, problems, tips and strategies, Flipped Classroom model, handbook, qualitative, data, collaborative learning.

UNIVERSIDAD TÉCNICA DE COTOPAXI

DIRECCIÓN DE POSGRADO

MAESTRÍA EN LINGÜÍSTICA APLICADA A LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

Título: "FLIPPED CLASSROOM MODEL IN ENGLISH LANGUAGE LEARNING"

Autor: Yanchatipan Molina Luis Miguel

Tutor: Cando Guanoluisa Fabiola Soledad Mg.C.

Resumen

El presente trabajo de investigación tiene como objetivo mejorar el proceso de enseñanza-aprendizaje de la lengua inglesa mediante el uso del modelo Flipped Classroom en alumnos de nivel A2 de inglés del Instituto Superior Tecnológico "Vicente León", durante el periodo académico 2020-2021. La particularidad de esta investigación permitió incidir en los problemas presentados por los estudiantes durante el proceso de enseñanza-aprendizaje del idioma inglés, para ello se propuso un conjunto seleccionado de consejos y estrategias basados en el modelo Flipped Classroom, que permitieron mejorar la calidad del inglés. Enseñanza de idiomas; para lo cual se elaboró un manual que contiene un conjunto de consejos y estrategias metodológicas para la resolución del problema señalado. Esta investigación fue cualitativa porque el investigador ha recolectado y analizado datos para comprender las opiniones y experiencias de los docentes con la teoría del modelo de aula invertida y su implementación durante la clase. El investigador ha realizado una experiencia de investigación-acción en la que se implementaron 4 planes de lecciones con el modelo Flipped Classroom en un nivel de inglés A2. Desde esta perspectiva, el objetivo principal de esta investigación es implementar una guía didáctica con consejos y estrategias basadas en el Flipped Classroom; con el fin de ofrecer una herramienta pedagógica y didáctica a los docentes que facilite su labor educativa, optimice el tiempo y a su vez desarrolle aprendizajes colaborativos en cada uno de los alumnos, los cuales son fundamentales para mejorar el aprendizaje de una segunda lengua.

Palabras clave: proceso de enseñanza-aprendizaje, problemas, consejos y estrategias, modelo Flipped Classroom, manual, cualitativo, datos, aprendizaje colaborativo.

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INTRODUCTION

The research topic is *Flipped Classroom model in English Language Learning*. It follows the research subline *Pedagogical Innovation*. And it is linked to the line *Education and Communication for human and social development.* The contribution of this research work in human and social development is in providing useful insights for English teachers so that they can implement Flipped classroom methodology in the English teaching process, and therefore, students improve their learning.

Indeed, "extensive research studies suggest that one of the flipped learning methods is to provide opportunities for communication between students during the class time as they work together to solve a problem" (Kerr, 2020, p. 3). The legal bases of this research work are in the article 71 and article 31 from the Ley Organica de Educación Superior. Article 31.- ***Learning a foreign language*** which suggests that the subjects destined to the learning of a foreign language may or may not be part of the curriculum of the career, in any case the IES shall plan this learning in a gradual and progressive formation. However, the IES shall guarantee to comply with the graduation requirement for higher Technical and technological careers and their equivalents; and, at the third level, they shall organize or homologate the corresponding subjects from the beginning of the career.

The foreign language proficiency must be evaluated before the students enroll in the last regular academic period of the respective career; such the test will be qualifying for the continuation of their studies, notwithstanding that this requirement may be fulfilled before. In higher technical, technological and equivalent courses, proficiency in the use of a foreign language shall be understood as the level corresponding to B1.1 and B1.2 respectively, of the Common European Framework of reference for languages. With these bases the researcher can be sure that the investigation is on track in the correct way to be developed.

On the other hand, it is necessary to mention that the researcher is basing the present research under legal bases such as the article 71 .- ***principles of equal opportunity*** from LOES; which express that this principle consist on guaranteeing to all the actors in the Higher education system have the same opportunities for education access, pertinence, mobility and graduation from the system, without

discrimination based on gender, creed, sexual orientation, ethnicity, culture, political preferences, socioeconomic status or disability.

Nowadays, it is an imminent requirement to have a high linguistic competence level in a foreign language. With its globalized dynamics, the modern world has made the learning of a language one of the main objectives of teaching at school.

It is necessary to mention that due to the problems faced nowadays, teachers must look for an effective learning method, such as Collaborative learning, in which students base the learning on their classmates' support. Azorín (2018) warns that "cooperative learning is an educational practice that has been carried out with great success in recent decades. It is considered a methodological tool capable of responding to the different needs of individuals in the 21st century" (p. 217)

Besides, conducting research and creating different pedagogical models and strategies which motivate the students to learn to obtain precise and efficient results from their educational process is an objective that is continuously being considered by experts in education and the teaching of foreign languages, and of course, by teachers who in each classroom become collectors of experiences and formulators of new educational projects.

Therefore, the integration of information and communication technologies (ICT) has played a fundamental and dynamic role in the teaching-learning process of English. The technology allows students to find interactive and enjoyable ways to acquire knowledge, share it, and put it into practice in a real context. So, the question arises as to whether and to what extent the use of these technological tools influences the foreign language learning process positively. Thus, this research aims to analyze whether an educational model that involves ICTs in the classroom, specifically the flipped classroom, can improve a student's language proficiency in English as a foreign language.

Delphi (2004) states that "teaching within e-learning requires different conceptual frameworks for understanding learning processes and implementing new teaching practices, both in terms of acquisition and transfer of knowledge. While new pedagogical strategies and ICT- supported learning are closely linked. it is not clear which of the two triggers innovation in the classroom" (p. 1).

Also, ICTs are the most used around the world because it is an effective tool for teaching and learning any subject in particular at the moment of acquiring a language. "As we stand on the milestone of ICTs in the language classroom, it seems that a communicative approach should be preferred to a teacher-centered model since it will enable learners to move towards autonomy" (Drigas, 2014, p. 7).

The **research problem** in this study is: Many English teachers lack of Knowledge and skills to implement Flipped Classroom Methodology in English teaching at the Language Center in Vicente Leon Higher Technological Institute and Technical University of Cotopaxi. The students have lost interest in learning or acquiring a new language; And the teachers need to change the teaching methodology and develop new teaching methods or models of education such as flipped classroom model. And it must be done with the full conviction that technology is a sophisticated and effective tool in the educational fields, becoming an essential and invaluable aid for teachers in their professional work.

Ringe & Pelkki (1998) "Course format and style, while not trivial, are rated by students as far less important to their ability to effectively learn. What was clearly important was students´ desire to get hands-on experience while in college" (p. 3). The major problem found in language learning was that the teacher uses obsolete teaching methods (traditional methods) where the students just listen to the class and the teacher gives all the information. It could be seen when they try to develop a speaking exercise; the teacher just gives the sentences they have to read and the students do not develop any speaking skill (they just read what the teacher writes).

Taking into account that both teachers and students in the teaching-learning process are the engines that stimulate the application of knowledge in a real and practical context. It is a prevailing need to change traditional practices for an alternative method that motivates students to initiate processes that transform their reality and improve their living standards. The application of the flipped classroom model supports the teachers in their tasks of achieving better performance of the students in the linguistics, pragmatics, and communicative use of the language.

At the moment, teachers cannot be a simple transmitter of knowledge, who expects an environment in which their students become functional receivers that only follow orders. Teachers have an interactive role, they become the support, guide, and tutor of an educational process in which interaction makes students complement each other with the pedagogical exercises and discover a world of full possibilities in a different kind of knowledge that surrounds their context.

Under these references and taking into account that the context of the research was during online classes, the research question was formulated in this way: **What theoretical and practical knowledge of Online Flipped classroom Methodology do English teachers unknow?**

The **main objective was**: To analyze theoretical and practical knowledge of Online Flipped classroom Methodology that English teachers unknow. To achieve this, it was necessary to set three **specific objectives**:

a) To analyze the theoretical background of the Online Flipped Classroom model in English Language Teaching.

b) To identify the main needs regarding the implementation of the Online Flipped classroom model in English teaching through an action research experience and teachers' opinions.

c) To design a teacher's handbook with main theoretical and practical knowledge to implement Online Flipped Classroom Model.

d) To validate the proposal through the beneficiaries and experts' opinions.

Table 1. System of tasks concerning the set of specific objectives.

Objectives	Activities (Tasks)
To analyze the theoretical background of the Flipped Classroom model in the ELT.	Find out bibliographic resources Write an outline Review the literature about the Flipped Classroom
To identify teacher's needs regarding the content that facilitates the implementation of Flipped Classroom in English teaching	Apply flipped classroom lessons to Collect data from reflation Create a survey for teacher Analyze data

To describe meaningful content based on literature review and personal experience in a handbook.	Create an outline Collect all the meaningful information Write the handbook
d) To validate the proposal through the beneficiaries and experts' opinions	Find the experts for the validation Find colleagues to the user validation

Created By Luis Yanchatipan (2021)

The research topic has gone through three stages.

Table 2. Stages of the research topic.

Stages	Description
Stage 1. E-learning	As a reference the researcher has taken as a source a paper written By Huiwei (2012) who replaces that "language ability is a kind of mental skill, which needs the right pedagogical strategies and training methods. E-learning will liberate the heavy labor of teachers´, but also enable students to easily master English" (p 846) Mutambik, (2018) explain that "the adoption and the use of E-learning in studying EFL, in particular is one such areas that has experienced such fast-paced development for some time now" (p. 1)
Stage 2 Flipped Classroom	Sohrabi & Iraj, (2016) suggest that "flipped classroom" is a relatively new model in education that primarily focuses on learners-centered instruction. In other words, the model allows both management and teachers to build a more active and dynamic learning environment. (p. 514-524) It was taken as a reference to the study developed by Ahmet Başal (2015) states that "The results of the analyses have important implications for learning and teaching as they suggest that to optimize the success of the flipped approach to language learning, there are many issues to be taken into consideration." (p. 28).
Stage 3. Online Flipped Classroom	"The online-based model known as Flipped Learning raises new challenges that are different from those of face-to-face teaching. The flipped learning model enhances the active and autonomous learning of students, changes the relationship between them and the teacher, and encourages innovation within the learning process" (Romero-Garcia, Buzón-García, and Touron, 2018, p. 121).

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The **justification** of this work lies on the lack of the students' interest in acquiring a L2, and also because some teachers teach languages using obsolete pedagogical methods where the students work as viewers and the teachers as speakers. The study is of great interest to students and teachers because Education is changing day by day and it is necessary to use innovative methods to improve the teaching learning process. The main purpose of this research work is to try to raise awareness about the use of new methodologies for teaching a second language; in order to awaken the students' interest in learning a new language.

This research intends to serve as a background for the immediate future in this institution or others implement meaningful changes in the classroom, and students could work in conditions completely different from the current, learn without the necessary physical presence of the teacher, thus developing as fully autonomous students.

The **methodology** used for this research was qualitative and non-experimental because the researcher collected and analyzed data to understand teachers' opinions and experiences with the Flipped classroom model theory and its implementation. First, the researcher conducted an action research experience in which 4 lesson plans with Flipped classroom model in 70 students from A2 English level were implemented. The purpose of this action research was to gather experience with Flipped Classroom methodology and to identify the main teacher's needs when implementing it. Data from the action research was collected in reflection forms (see annex 1). Then, a survey was developed with 13 English teachers from Technical University of Cotopaxi, and 8 English teachers from "Vicente León" Higher Technological Institute to identify theoretical and practical knowledge that English teachers would need to implement Online Flipped classroom methodology.

The questions of the survey were described taking into account the content of the reflection forms. To prove the validity of the survey, we conducted a pilot test. Finally, the survey (see annex 2) was applied in Vicente León Higher Technological Institute and Technical University of Cotopaxi, which are public institutions where English is studied as a foreign language. Twenty-one teachers who work in the English sufficiency programs completed the survey. Seven English teachers who

represent 43% were from Vicente León Higher Technological Institute, and Thirteen English teachers who represent 57% were from Technical University of Cotopaxi. 57.1% of them were between 31 and 36 years old, and 42.9% of them were older than 37 years old. The proposal was designed based on the results gathered in this survey (see annex 3). The research was conducted during the 2020-2021 academic year, when classes were online due to the COVID-19.

CHAPTER 1. THEORETICAL FOUNDATIONS.

1.1. RESEARCH BACKGROUND.

After researching and making a literature review, it was possible to find some important studies developed and focused on the flipped classroom model in English Language Teaching (henceforth ELT). Also, there are some handbooks and information for teachers to implement this model in the English area.

Firstly, "Flipped Learning", it is a part of Cambridge papers in ELT series, developed in July 2020". Where it was possible to find a lot of information about flipped classroom and flipped learning based on ELT. Secondly, "Flipped classroom in Practice"; It is a handbook developed by Innovating Vocational Education in 2016 with the purpose of training the English teachers about how to flip a class.

O'Flaherty & Phillip (2015) carried out a study where he could identify that, English teachers have positive responses to the flipped classroom methodology. Some perceived benefits of its implementation are facilitating active learning, developing collaborative teamwork, stimulating autonomous learning, and increasing classroom interaction" (p. 211).

Basal (2015) developed a study and it showed some results which would be favorable for this research work. Otherwise. He states that, ELT teachers are comfortable with the flipped learning model, they can develop new and customized ways to improve its effectiveness in their teaching environments. With these backgrounds, the researcher understands that the investigation could be developed using them as bases.

Pearson (2013) reports how the flipped learning model dramatically improves the course approval rates for at-risk students in the Clinton Dale High School in Clinton Township in the United States. The participants were 32 teachers

and 553 students. The results showed that by the end of the first semester of implementing this teaching model, the pass rate increased in English Language Arts from 48% to 67%.

Recino, Minchala & Ortega (2017) carried out research whose main aim was to propose a methodology based on the use of flipped classroom to teach the subject Educational Models in English. For developing this study, a bibliographic review about Flipped Classroom was carried out. Using the collected information, a methodology was elaborated and put into practice and evaluated by means of an action research process.

The results revealed a methodology that includes steps and procedures to implement Flipped Classroom in the teaching of educational models in English at UNAE. On the other hand, it is necessary to mention that in the files of Vicente Leon Higher Technological Institute, there is no evidence of any study about the proposed research theme. Similarly, it has been reviewed in libraries and repositories to take as a reference to the research works which have similar characteristics with the development of the research, quoted below and which must support the present research problem.

1.2. Epistemological Foundations. -

1.2.1 Importance of English language teaching

English, along with Spanish and Mandarin, is one of the most widely spoken languages in the world, making it the medium of communication par excellence. In this way the learning of English responds to the political, economic, social and cultural importance in today's world. In the Educational Sphere, the transformation of the teaching-learning process is needed, for which a greater personal preparation is evident. In fact, Rajathurai (2018) points out that "in today's world, the importance of English cannot be denied and ignored since English is the greatest common language spoken universally". (p. 871).

Some information that supports the importance of mastering this language can be found in the following data.

Table 3.- English language Importance.

Approximately 85% of international Organizations make official use of English.	
Native English Speakers reach 670 million people	
The United States controls about 85% of the world film market	Rajathurai (2018)
99% of pop groups work entirely or predominantly in English	
The United States is the leader in tourism.	
More books are published in English Than in any other language	

In this way "the learning of English responds to the political, economic, social and cultural importance in today's world. In the Educational Sphere, The English Language Learning focuses on the four important Skills (Speaking, Reading, Writing, and Listening)" (Colorado State University, 2021, p. 23). Generally, beginners especially those who are nonliterate, benefit most from listening and speaking instruction with relatively little work on reading and writing.

1.2.2 Flipped classroom model

Technological advances, as well as the growing number of people who have access to them, have made it possible for interaction in many areas of human activities to be different from what was customary in previous decades.

It is in this context that the flipped classroom model arises. Like other approaches, it seeks to solve specific needs of both teachers and students in the educational environment. In the pedagogical model, e-skills play an active role in promoting the creative, efficient, critical and, above all, safe use of information and communication technologies (ICTs), with a positive influence on the educational

environment. One of the aspects to consider is that it is a method that allows freeing time in the classroom so that students can be more active during the class.

With the above mentioned, it can be said that Flipped Classroom is a teaching model that proposes the review of contents and information outside the classroom. In other words, it can be said that the Flipped Classroom model arises from a concrete need to help those students who are lagging behind or have difficulties associated with situations beyond the classroom, mainly absenteeism. According to the Flipped classroom model, tasks developed outside the classroom will foster lower-order thinking skills such as remembering, understanding and applying. On the other hand, activities developed inside the classroom that involve collaborative work, problem-solving and critical thinking will correspond to higher-order skills such as analyzing, evaluating, and creating.

Sohrabi & Iraj (2016) suggest that "flipped classroom" is a relatively new model in education that primarily focuses on learners-centered instruction. In other words, the model allows both management and teachers to build a more active and dynamic learning environment" (p. 514-524)

The teacher who takes the Flipped Classroom model for his or her classes should be a professional who has a structured curriculum domain, who establishes a connection with his or her students for the improvement of their process (Bergman & Sams, 2012).

Besides, this teacher must recognize when he or she does not have an answer for the concerns of his or her students but looks for ways to solve them. Also, he must be a person trained to manage his class in an alternative way and be aware that the student is the one who leads his process. In this way, he is not in control of the class.

On the other hand, a significant pedagogical contribution that cannot be left out when including the Flipped Classroom Model in the Application of Bloom's Taxonomy to the learning processes that students develop.

Benjamin Bloom (1956) structured a series of models to expose how the learning process should be structured. This proposal has been considered as an accurate way to understand the cognitive processes from the basic to the most

complex. Then, one of his students, Anderson in 2000 reviewed Bloom's taxonomy to make adjustments that would allow a better approach to the learning process.

Table 4. Bloom's taxonomy verbs.

BLOOM'S TAXONOMY VERBS	
REMEMBER	Recall facts and basic concepts. Define, Duplicate, List, Memorize, Repeat, State.
UNDERSTAND	Explain ideas or concepts. Classify, Describe, Discuss, Explain, Identify, Locate, Recognize, report, Select and translate.
APPLY	Use the information in new situations. Execute, Implement, solve, use, Demonstrate, Interpret, Operate, Schedule, Sketch.
ANALYZE	Draw connections among ideas. Differentiate, Organize, Relate, Compare, Contrast, Distinguish, Examine, Experiment, Question, Test.
EVALUATE	Justify a standard decision. Appraise, Argue, Defend, Judge, Select, Support, Value, Critique, Weigh.
CREATE	Produce new or original work. Design, Assemble, Construct, Develop, Formulate, Author, Investigate.

Source: Benjamin Bloom (1956); Bloom's taxonomy modified by Anderson (2000).

Taking Bloom's Taxonomy with its respective modifications, this proposal is ideal for what the flipped classroom model offers. Each student approves the levels at their own pace through the activities that integrate their part and in turn their collaborative learning.

1.2.3 FLIPPED CLASSROOM ROLES.

1.2.3.1 TEACHER 'S ROLE.

Class time is used much more productively in exercises and labs that encourage teamwork and collaboration. The teacher takes a guide role in education and supports students in problem solving activities in real time. Brown (2016) states that "the teachers are considered more important but less visible because teachers are more available to lead critical thinking, they provide more support for each student or give extra-activities with higher performance for students who are in a higher level of knowledge" (p. 352).

The teacher must be attentive and willing to:

Table 5. Teacher's role

Teacher's role	Author
Creating learning conditions based on questioning	Bergmann and Sams (2012)
Instead of transferring knowledge directly, being a guide to make learning easy.	Johnson and Renner (2012)
Making one to one interaction with students.	Cohen and Brugar (2013)
Correcting misunderstandings.	Bergmann and Sams (2012)
Individualizing learning for each student.	Schmidt and Ralph (2014)
Using technological equipment suitable for learning conditions.	Fulton (2012)
Creating interactive discussions conditions	Millard (2012)
Increasing participation of students.	Millard (2012)
Sharing lectures videos as out of class activity	Bishop and Verleger (2013)
Providing feedback by using pedagogical strategies.	Nolan and Washington (2013)

Source: Ozdamli & Asiksoy (2016).

1.2.3.2 STUDENT'S ROLE

In Flipped Classroom Model, Students Change from passive receiver of knowledge

to an active promoter of knowledge. So, the student's roles are presented below:

Table 6. Student´s role

Student´s role	Authors
Taking their own learning responsibilities.	Bergmann and Sams (2012)
Watching lecture videos before the course and preparing for the course by using learning material.	Milman (2012)
Learning at his own learning speed.	Millard (2012)
Making necessary interaction with his teacher and friend, talking and giving feedback.	Tucker (2012)
Participating discussions within class	Overmyer (2012)
Participating in team working.	Formica, Easly, and Spraker (2010)

Source: Ozdamli & Asiksoy (2016)

1.2.4 ADVANTAGES OF THE FLIPPED CLASSROOM MODEL USE.

1.2.4.1 Flexibility.

Collis and Moone (2006) explain that "flexibility could be stated in two ways, both strategic and related; logistical flexibility makes processes more efficient, simpler, more professional, better organized on time, and archivable. While pedagogical flexibility aims to expand and enrich the way of creating, designing, and building it. In this way, receiving, finding, or creating is replaced by options, listening is replaced by doing, from the same for everyone to individualization, from taking notes presenting your work" (p.381).

1.2.4.2 Customized

The Flipped Classroom can help an educational institution's learning program take off by giving students and teachers the power to spend more time

where they need it most. In a face-to-face classroom, students have to move at the same speed as everyone else and cannot pick and choose what to focus on. The Flipped Classroom allows them to learn on their own, allowing them to spend their time on things they do not understand and speed up on things they do.

According to Calderero et al. (2014) "personalized education implies a very broad conception applicable to various systems and methodologies, and its scope goes beyond the achievement of objectives set in a curriculum. It must also contribute to the formation of each one of the aspects that make up the being of each student" (p.221).

1.2.4.3 Active Learning.

The Flipped Classroom model helps students take an active role in the class. Also Flipped Classroom puts students in the facilitator's seat. It is now up to them to detect for themselves what they need to know.

In a traditional environment, it is the teacher's responsibility to decide what knowledge they want to share and make sure to transfer. As a result, it is easy for students to become disengaged during lectures. Felder & Brent (2009) "Active learning is anything course-related that all students in a class session are called upon to do other than simply watching, listening and taking notes" (p. 2).

Active learning uses the student's capacity for interactivity. With less lecture time, students are expected to learn through collaboration and exploration in a way where traditional teaching is no longer the methodology. Using active learning in education has resulted in wonderful results in terms of improving knowledge and retention.

1.2.4.4. Promotes Practice-based learning.

The Flipped Classroom uses contact time with teachers and students as an opportunity to apply what they have learned practically. Wageninger (2017) "Practice based Learning is about the dynamic interactions that make a practice, the active role of actors in this, and the way policies, ideas, and knowledge emerges" (p. 210).

Theoretical knowledge refers to facts, theories, and reasoning. But practical knowledge is based on active activities and tasks. The Flipped Classroom means

that students use this practice time to work on these practical skills instead of sitting in a classroom. Therefore, the Flipped Classroom makes sure that what they end up being applied in their daily work.

1.2.4.5 Cost reduction.

Conveying knowledge through face-to-face education is more expensive than through the flipped classroom. Face-to-face teaching has additional costs of travel (if they have to travel from different locations), travel hours, or perhaps a location where the students stay (rent). Students do most of the work by themselves in the flipped classroom so all of these costs are greatly reduced.

1.2.5 DISADVANTAGES OF FLIPPED CLASSROOM MODEL USE.

The flipped classroom proposes that student learning takes place into and outside the classroom.This strategy offers a form of semi face-to-face learning since students can learn from home through games, presentations, videos, online exercises, and both teachers and students interact to solve the problems. This denote a lower consumption of time in the classroom that can be used for other activities, but this strategy has some disadvantages that must be taken into account at the moment to use it.Shin-chu, Ze-Tian, and Yi-Wang (2014) suggest the following disadvantages at the moment of developed this model.
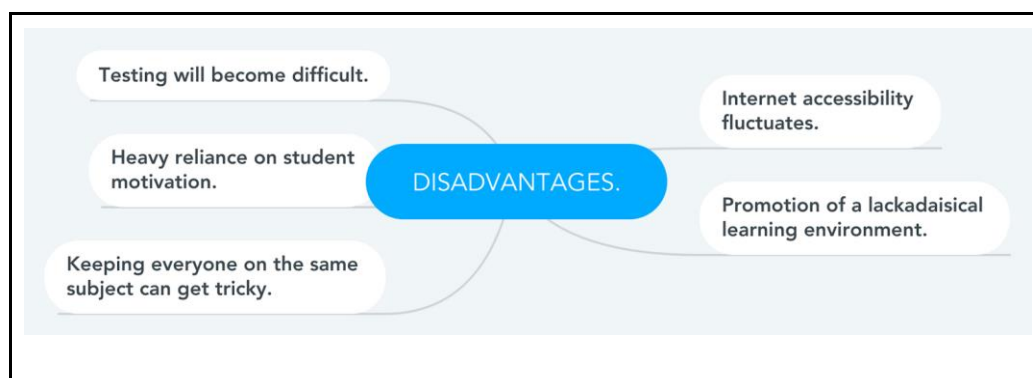
Figure 1. Flipped Classroom Disadvantages. -
Source: Ze-Tian and Yi-Wang (2014).

1.2.6 Objectives of Implementing a Flipped Classroom.

Acedo (2018) says that "the main goal of a flipped classroom is to enhance students' learning and achievement by reversing the traditional model of a classroom, focusing class time on students' understanding rather than on lectures" (p. 10).

The main objective of the creators of this approach is still in force, "To reduce students non-attendance and dropout rates"; nowadays we can add to these objectives to raise the level of academic achievement, make the most of the teacher's knowledge and time, as well as develop social and intellectual skills and abilities among learners and increase participation and satisfaction in the subjects covered.

Thanks to this methodology, students will be motivated and involved in their learning process. This model is perfect for teachers who do not have the technical or economical resources to innovate in the classroom. Also, because incredible results can be achieved in just a few weeks.

1.2.7 Types of Flipped Classroom

According to Chica (2016), the Flipped Classroom Model Presents the following types.

A. **Standard Flipped Classroom:** Students work on videos at home and practice what they have learned with the traditional classroom assignments.

B. **The debate-oriented Flipped Classroom:** The assigned videos are used to develop debates or subsequent reflection in the classroom.

C. **The experimentation-oriented flipped Classroom:** The videos serve as a reference for recalling and repeating learning.

D. **The Flipped Classroom-based approach:** Students watch the videos in class. Afterward, the teacher comes to solve the doubts. Preferable with smaller students.

E. **Flipped Classroom based on groups:** This model adds significant value to the learning experience through interaction with the students. It combines the previous type of flipped classroom, but the change takes place in the classroom: students are grouped to work on the assigned task developing the contents together, making them learn from each other. Thus the class is

based on videos or other resources that are developed before the face-to-face class.

F. **Virtual Flipped classroom:** The concepts of time and space are redefined since the concept of the traditional classroom is suppressed in the development of learning, homework delivery, evaluation, etc., are eliminated. Through it, video material can be shared with the students, it is also possible to assign and receive different assignments through online learning management platforms. The interaction can be face-to-face in the individual or group reinforcement sessions, according to the needs of the students.

1.2.8 Theories and pedagogical approaches that support the Flipped Classroom model.

The topics selected below respond to the need for the reader to understand the theories and approaches on which the methodology known as Flipped Classroom.

Flipped Classroom has been built so that the teacher can appropriate this model and feel sufficiently involved to make the necessary changes to successfully carry out any class developed under this methodology; taking into account that this implies a break in their own paradigms and the dedication of more time and effort compared to traditional teaching practice.

1.2.8.1 Constructivism. -

Svein Sjoberg (2010) says that, "pupils have their own ideas, often at odds with those of established science, about natural and other phenomena" (p. 488). So, Constructivism is an epistemological current which sustains that knowledge is a construction that all people make of the world that surrounds them based on their life experiences, the influence of the social and cultural environment in which they live and their motivations and aspirations.

The antecedents of constructivism can be found in the works of Lev Semyonovich Vigotsky(social constructivism). Adams (2006) replies that "social Constructivism posits that learner construction of knowledge is the product of social interaction, interpretation and understanding" (p. 245). Jean Piaget (biological

constructivism) Svein Sjoberg (2010) states that "Piaget's study of the development of children was in effect only to get empirical access to his epistemological research questions: The growth of knowledge and the development of logical thinking" (p. 487).

This current considers the student as the center of the teaching-learning process by giving him an active role in the acquisition of his own knowledge, in the incorporation of new concepts to his previous cognitive structure and the reconstruction of the same.

1.2.8.2 David Ausubel's cognitive theory and meaningful learning

The American psychologist David Ausubel, at the end of the 1960s, formulated his theory of cognitive assimilation, which was the basis for didactic constructivism.

Ausubel recognizes the importance of motivation and interest in the learning process of every student; therefore, he considers the first part of this process to be the awakening of motivation. Zuagui (2016) states that "learners learn through a meaningful process of creating new events to already existing concepts" (p. 16). For this purpose, she recommends the presentation of materials that are related to the learner's cognitive structure in order to achieve meaningful learning.

The central concept of Ausubel's theory is that of significant learning, which could be conceptualized as the process and the product achieved by the learner, who in a non-arbitrary way, manages to relate the knowledge he already had to those ideas he has just received.

The flipped classroom model is an active methodology embedded within the constructivist theory that considers the students as the center of the teaching-learning process. for this educational

1.2.8.3 Cooperative Learning

This educational-instructional approach is based on the qualities of each individual that enrich the interaction between the members of a group and that can contribute to the achievement of the common objectives of its members. Yash (2011) says that "cooperative learning is the learning process in which individuals learn in a small group with the help of each other" (p. 1). For this, each member of

the group is responsible for what corresponds to him/her and at the same time co-responsible for the common objectives. In these social relationships, mutual help and collaboration prevail over the feeling of competition, the desire to excel and the search for individual success.

One of the benefits of this approach is the generation of pleasant learning climates and the strengthening of fraternal bonds among classmates; another outstanding benefit is that the group serves as a support for those students with low performance or with limitations to socialize with their peers.in the same way explain the relationship of this with flipped classroom

1.2.8.4 Experiential Learning Theory

This theory was proposed by David A. Kolb, a social psychologist who graduated from Harvard University. Kolb (2011) argues that "ELT is a dynamic view of learning based on the learning cycle driven by the resolution of the dual dialectics of action/reflection and experience/abstraction" (p. 43). So, he says that experience is very important for the learning process, the learner plays a very important role, that is why this theory is part of the learner-centered approach.

During abstract conceptualization the student learns by seeing and listening, through abstract conceptualization the student learns by thinking, with active experimentation the student learns by acting, and with concrete experimentation the student learns by feeling.

1.2.8.5 Blended Learning

The incorporation of Information and Communication Technologies (ICT) to educational progress gave rise to the emergence of E-learning as a training modality. The process meant a paradigm shift in education. According to Goodyear (2000) systematic use of multimedia technology, aimed at empowering participants, improving their learning, and connecting them to the resources of inter-learning.

In its beginnings, E-learning was enthroned in the business world, in the design of courses for workers to continue training in their workplace or study, replacing distance training and programmed instruction, instituted through manuals, tutorials, tests, videos, etc. Specifically, E-learning replaces the periodic residential time of distance education with well-founded instruction mainly on the

web and various electronic resources; these become a measure of the savings and profitability of the training.

There is no clear agreed definition for blended learning, however in all cases of use, is the combination or integration of the modality of classroom and distance education based on Information Technology and Communications (ITC) which common denominators are the class or face-to-face interaction and online support through the use of various technologies (Martinez, 2012; Picciano, Dziuban, and Graham, 2014) (Table 5).

The objectives and the pedagogical aspects in the integration of both components (face to face learning and integrated learning) make the difference between one or the other conception, which reflects how multiform the blended learning modality is according to the use given to it by users, teachers, and students.
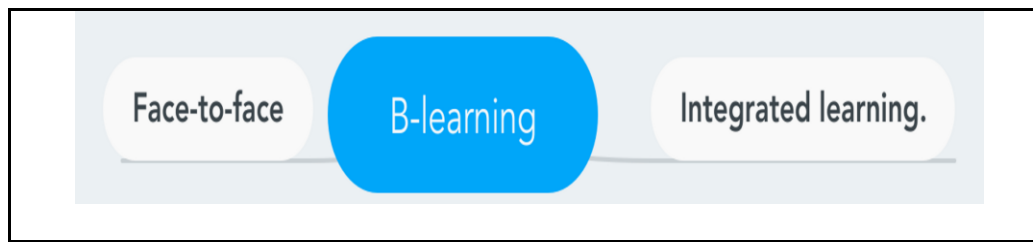
Figure 2. Blended learning components.
Source 1: Vaughan (2010).

1.2.8.6 Blended learning models

According to Staker and Horn (2012), there are four models of blended learning which must be taken into account and the flipped classroom is one element of the rotation model in blended learning.
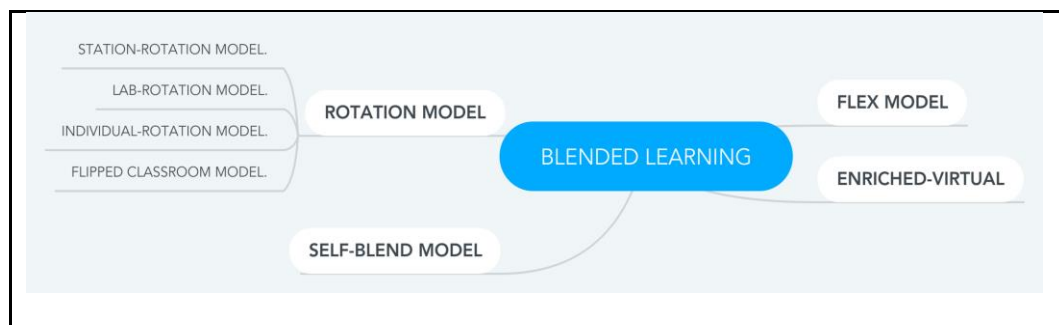
Figure 3. B-learning models. -
Source: Staker & Horn (2010).

1.2.9 FLIPPED CLASSROOM AND BLENDED LEARNING METHODOLOGIES.

One of the keys to applying these methodologies is that pedagogical activities cannot be limited to video lessons. Teachers must continue to focus on making the most of their time in the classroom. Also, If a higher education institution is starting to test methodologies such as Flipped Classroom and Blended Learning, it is advisable to do it gradually: students must have time to understand the model and see the value it brings, teachers must make sure to generate learning content designed for new media."Universities and work places perceive efficiency in the flipped classroom at the time of increasing cost-cutting measures, academics also see this as an opportunity for curriculum renewal and developing a more student-centered approach." (O'Flaherty & Phillip, 2015, p. 85)

It is also important to emphasize that this is not a pedagogical model that cannot coexist with others; it is possible to implement it as one of the institution's pedagogical options. The promise of including new methodologies in the classroom for teaching is based on the need to keep up with today's globalized world. To that extent, the approach to the technological world and the implementation of ICTs in the learning process has taken relevance to improve results and make an effective relation of knowledge.

When the flipped classroom is applied, the principle is that the student is immersed in the curricular content outside the classroom. They can articulate their knowledge and put it into practice in a contextualized and agile manner.

According to Bergman and Sams (2012) Flipped Classroom is a new pedagogical model where the instructor shares pre-determined digital resources on a platform or through media outside the classroom and then develops collaborative activities. Besides Bishop and Verleger (2013) understand that the flipped classroom model is an educational technique that is based on two components: the use of technologies such as videos, apps, etc., and the development of interactive learning activities.

A valuable aspect of this methodology is that the use of technology resources must be continuous and systematic. Each tool fulfills a specific objective and is formulated to capture the student's attention to structure diverse thought

processes that allow the consolidation of their knowledge and the real practice of it. A sequential development is made that engages the knowledge of experimental, theoretical, and contextual types.

1.2.10 FLIPPED CLASSROOM IN ELT.

This could be seen on Basal (2015) who conducted a study in which a total of 47 prospective English teachers participated. The research was qualitative in nature and the data was collected through open questions. As a part of the results, it was found that English teachers prior to the study had positive perceptions toward the use of the flipped classroom as an integral part of face-to-face courses.

The teaching of a foreign language has always been a controversial topic in the educational fields since there is a diversity of methods for the students to acquire this knowledge in an experimental way because that is the nature of a language, real and practical knowledge.

Based on the above, the main objective of experts in education is to conduct research and create different pedagogical strategies that motivate students to collaborative and significant learning in order to obtain clear and efficient results in their educational process.

1.2.11 SOFLA Framework.

SOFLA (Synchronous Online Flipped Learning Approach) was developed by Helaine W. Marshall and Rodriguez Buitrago in 2017 in order to join the flipped Learning Principles by Online instructions. (Marshall, 2017) states that "SOFLA mirrors Flipped Learning in that work that is complemented outside of the class now moves to the asynchronous space, and in class work is completed in synchronous class sessions".
Marshall (2020) replies that "SOFLA framework comprises a series of eight steps,each of which delineates how learning occurs in either asynchronous and synchronous way".

(Marshall (, 2020) argues that "SOFLA, with its learning cycle of eight steps, represents an effective reframing of online learning which incorporates the

principles and pillars of Flipped learning and helps create teaching presence online". These steps are:

- **Synchronous Online Flipped Learning Approach Framework.**
  - ✔ Pre-work.
  - ✔ Sign-In Activity.
  - ✔ Whole Group Application.
  - ✔ Breakouts.
  - ✔ Share-Out.
  - ✔ Preview and Discovery.
  - ✔ Assignment Instructions.
  - ✔ Refection.

1.2.12 SOFLA Eight steps.

Pre-work.

The teacher has to include all the necessary material such as:

- Video links
- Pdf links.
- Forums.
- Online Grammar activities.

Sign-in Activity

Virtual Whiteboard, where the teacher suggests a set of activities related to the pre-work such as:

- Questionnaires.
- Brainstorming
- Puzzles.
- Crosswords.

Whole group application.

Explain the contents for the whole group and students must complete activities based on the real events.

Breakout Activities.

A set of activities which the students must complete:

- Role play.

- Video conversation.
- Slides creation
- Infographic chart.

Share Out Activity.

The product must be presented and evaluated using SHAC (Share,Help, Ask and Comment).

Preview and discovery.

Pre-work task for the next class,

Assignment Instructions

Share all the contents (Video link, Pdf link, Online activity,) and explain what the students must do for the next class.

Reflection.

Teachers collect all suggestions, comments or interests about what the students learn in this class.

1.2.13 Peer-Feedback in Online flipped classroom. -

Peer feedback is the evaluation of competences by one or more people with similar aptitudes (peers). It functions as a form of self-regulation by qualified members of a profession within the relevant field. Peer feedback is used to maintain quality standards. improve academic standards, and provide credibility. "Peer feedback is a procedure oriented pedagogical activity in which students give feedback on their peers' performance and receive feedback on their performance" (Hansen and Lui, 2005).

Table 7. Advantages of Peer Feedback. -

Statements	Authors
Peer feedback encourages students to participate in classroom activity and make them less passively teacher-dependent.	Hyland (2000)
Peer feedback plays a pivotal role in "Increased engagement and time spent on task, immediacy and	Yarrow and Topping (2001 :262)

individualization of help, goal specification, explaining, prevention of information processing overload, promoting, modeling and reinforcement".	
Peer feedback is beneficial in developing critical thinking, learners' autonomy and social interaction among students.	Yang et al., (2006)
Peer feedback allows students to receive more individual comments as well as giving reviewers the opportunity to practice and develop different language skills.	Lundstrom and Baker (2009).

Source: Hansen and Lui (2005).

Table 8. Peer Feedback Disadvantages

Statements	Authors
All students prefer teacher feedback than peer feedback.	(Tsui & Ng, 2000)
There are a number of biases associated with peer feedback including friendship, reference, purpose (development vs. grading) feedback (effects of negative feedback on future performance), and collusive (lack of differentiation) bias.	Saito and Fujita (2004)

Source: Hansen and Lui (2005).

1.3 Fundamentation of the state of art.

The present research work shows and specifies several publications related to the research topic, concerning the different theoretical aspects of this section. The main referents are shown, which are deployed in detail about the determined application have made incursions to date in the Flipped Classroom application.

In this area, studies such as the one carried out by Monico (2015) stand out, where he implemented an extensive reading program in a foreign language (in this case in English) through an online platform, using the Flipped Classroom model as a methodology. It was carried out as a support in several groups of students, and

concluded 75% of students agreed that the online reading experience had been a good one, with 80% in favor of good, in aspects such as vocabulary acquisition, pronunciation, and reading comprehension

Meanwhile, La Puerta (2016) concluded that students with Flipped Classroom methodology obtained results above B, specifically,80% compared to 25% of the class with traditional methodology. And Núñez and Gutiérrez (2016) obtained results that were very positive, as it not only highlights the improvement of results, but the students recognize that watching videos before coming to classes makes them feel more confident at the beginning of each class. Besides, 96% of those surveyed acknowledged that they were satisfied with this methodology.

In summary, recent studies such as "Flipped classroom in English in primary school, developed by Anunciación Nuñez from Universidad de Murcia in 2016" this study was focused on the teaching of L2 using a flipped Classroom methodology. It shows very positive results and demonstrate that it is necessary to bet on new learning methodologies to continue exploring how to improve the student's capacity for motivation and the English language skills. It is true that, as far as language teaching is concerned, there has always been a commitment to go further and find new tools that facilitate learning and get the student excited.

The author concluded that the flipped classroom was beneficial in terms of 4 categories based on the outcome analysis: self-paced learning, student advancement, preparation, overcoming class time constraints, increasing classroom participation.

Hao (2016) surveyed 387 7th grade high school students who changed learning readiness in their English as a foreign language (EFL) Classrooms and explored the effects of personal characteristics on their readiness levels. These personal characteristics included gender, availability of out-of-school support, and resources for foreign language beliefs, perceptions of their English teachers, and how they use the Internet.

The author analyzed five dimensions: Learner control and self-directed learning, technology self-efficacy, learning motivation, classroom communication self-efficacy, and preview performance. It was found that personal characteristics and individual circumstances, including language beliefs, learner characteristics,

availability of support and resources outside of school, learning achievement, study time, and web browsing time, can make a difference in the levels of availability dimensions.

Palacios (2020) carried out a study with the students of the third semester from "Pedagogía de los Idiomas Nacionales y Extranjeros" at Technical University of Ambato, where she applied the Flipped Classroom Methodology during 4 periods of classes; for developing the data collection she applied an A2 pre and a post- test (KET). At the end of the application, she could realize that some behavioral and collaborative changes were evident. Pre-test 81% of students were less than 8; while, after post-test 12 % were less than 8. See more on https://repositorio.uta.edu.ec/jspui/handle/123456789/32392

On the other hand, a current study was applied by Sánchez (2021), this study was qualitative with a quasi-experimental design. The author applied a survey with 18 English program students at Los Andes Language Center located in Ambato city, this survey was designed to know the student's perception about Flipped classroom approach. The Flipped Classroom was implemented to develop the students´ English oral fluency obtaining good results at the end of the application. See more on https://repositorio.uta.edu.ec/jspui/handle/123456789/32739

By reviewing these researches and making a comparison with the needs that exist in the classrooms of official education centers in Ecuador, the need for new pedagogical practices that allow innovation, create a favorable context, motivate students, and achieve levels of deepening that often cannot be obtained since the meeting time in the classroom is reduces. This is the origin of this research that aims to identify the benefits of the flipped classroom in the teaching of the foreign language.

1.4 Conclusions.

- The theoretical bases which Flipped Classroom takes as roots are: Constructivism, Experiential learning Theory, and Cooperative learning. All these theories contribute great knowledge to the research development since the old models have been changed with new ones, to leave aside the traditionalist education and open up to a constructivist education, where the student is in charge of generating his knowledge and the teacher is the guide of this process.

- The methodological design, the teaching-learning process, and the techniques used for teaching a foreign language are paradigms that have advanced by leaps and bounds, to contribute to the development and strengthening of education, this chapter contains principles of education up to current issues of educational innovation such as the flipped classroom.

- This chapter supports and encourages the implementation of the flipped classroom model and the SOFLA Framework as a possibility to overcome some of the limitations of traditional teaching models, such as the time constraints or lack of student motivation

2. CHAPTER II. PROPOSAL

2.1 Proposal theme. -

Tips and strategies to teach productive skills with Online Flipped classroom Model.

2.2 Objectives. -

General Objective:

To describe theoretical and practical knowledge to teach productive skills with Online Flipped classroom Model.

2.3 Justification

This proposal has been developed taking into account data from the teaching reflection form and the survey applied to English teachers from Vicente León Higher Technological Institute and Language Center at Technical University of Cotopaxi. The main teachers' needs to implement Online flipped Classroom are: Data from the reflection form show that (See annex 1).

In addition, data from the survey show that it was evident that most of the teachers did not know Flipped Classroom Methodology, its origin, and how to apply it. Some of the teachers are unaware of the theories that support this model. Because of the lack of knowledge about the theory and strategies for using this model, it is difficult for them to put this pedagogical model into practice. The lack of knowledge about how to plan a class based on the Flipped Classroom model could be identified in the foreground. Also, how to set a learning objective and how to achieve it. One of the latent needs found during the study was the lack of knowledge of an adequate planning template for stages of flipped classrooms (See annex 4).

After conducting this study, we are convinced that the present proposal is widely justified. In the first instance because it addresses from the theory to the practice; Since at the moment of data collection the researcher could see that the reflection showed that teachers and students have problems based on the use of new pedagogical innovations. With this background the researcher could provide the necessary methodology to help solve a problem that is individual and traditionalist learning.

On the other hand, the main purpose of this study is to give up to active and collaborative learning, which is achieved with the application of other pedagogical alternatives, as the case of Flipped classroom.

This implies an advance in the way in which classes and learning are developed. Precisely the students move from a passive role to an active role.

Also, it is possible to say that the educational institution will have research that culminates in a proposal whose usefulness will reach the entire educational community.

2.4 Proposal development.

The use of new pedagogical models in the educational system has become increasingly a common need in the teaching-learning process; that is why this handbook is shown for obtaining favorable results; in which changing the role of students and teachers is the principal objective.

2.4.1 Proposal components.

The aim of this research proposal is to help teachers to implement the flipped classroom model in the English teaching-learning process, specifically in speaking and writing skills. This handbook provides theoretical and practical knowledge to implement Online Flipped classroom lessons. It has 3 fundamental parts in which we will show in a clear and precise way how to implement a Flipped Classroom and the whole process that must be followed to achieve effective learning.

Part 1.- Knowledge.

In the first part, a block of general orientations is presented, which will serve as a basis to understand what Flipped classroom is and why it is one of the best options to improve the English teaching-learning process. The components of this part will be confirmed in the following order.

1. What Flipped Classroom is?
2. Flipped classroom implementation advantages.
3. **Teacher and Students' role.**
4. **Teacher and Students' role.**
5. **The SOFLA Framework**
6. **The eight steps of SOFLA Framework.**
7. **SOFLA Eight steps explanation.**
8. **SOFLA TEMPLATE**
9. **SET OF TECHNOLOGICAL TOOLS TO FLIP YOUR CLASS**
10. **Peer-Feedback**
11. **Peer Feedback Advantages**
12. **Peer Feedback disadvantages**
13. **Rubrics are useful to:**

Part 2. Planning.

Secondly, we have compiled a set of information about flipped class development. This part of the proposal pretends to guide the teacher about how to develop an effective flipped class.

1. **Ten steps for applying the Flipped Classroom methodology.**

Part 3.- Teaching.

1. **Sample 4 Lesson plans**
2. **Tips to teach during a flip class**

Part 4.- Assessing. -

1. **Rubrics.**
2. **How to Create a rubric.**
3. **Tips to take into account in a rubric development.**

2.4.2 Proposal explanation. -

One of the main needs identified in the reflection form is that it is hard to establish the learning objective to a flipped classroom lesson. Therefore, the handbook contains information about how to set a learning objective and an example so that the teacher can create their own learning objectives.

Secondly, another need identified during the data collection is that it is difficult to choose a correct App to develop all the class.So this handbook contains a set of technological tools which will help the teachers to create the meeting in an easy way.

2.4.3 Premises for the implementation.

- This handbook must be socialized to the coordinators of the language centers
- It is must be presented to the teachers though a workshop
- It must be printed and distributed to the teachers so that they have it as a planning material.
- It can also be presented to the pre-service teacher at Technical University of Cotopaxi.

Figure 4. Handbook poster

Part 1.- Knowledge.

What Flipped Classroom is?

The flipped Classroom (FC) is a pedagogical model which transfers the work of certain learning processes outside the classroom, and uses class time, combined with the teacher´s experience, to facilitate and enhance other processes of knowledge acquisition and practice within the classroom. For example, teachers can teach some grammar forms through video and other autonomous work, and then make students practice speaking in a communicative task in the class.

However, flipping a class is much more than editing and distributing a video. It is a comprehensive approach that combines direct instructions with constructivist methods as well as increasing students´ engagement and involvement with the course content and improving understanding. Bergman and Sams (2012), states that the teacher who takes the Flipped Classroom model for his or her classes should be a professional who has a structured curriculum Domain, who establishes a connection with his or her students for the improvement of their process. Also It is a comprehensive approach that, when applying successfully, will support all the phases of a learning cycle (Bloom's taxonomy).

On the other hand, it is necessary to replace that when teachers design and publish an online activity, class time is freed up so that student participation in active learning can be facilitated through questions, discussions and applied activities that encourage exploration, articulation and application of the ideas.

Flipped classroom implementation advantages.

1.- Adaptation to the students' pace.

Flipped classroom model adapts much better to the work rhythms of the students, avoiding frustration for some of them.
And not only the students, teachers have to adapt to the materials, resources and classroom activities, for all situations. With a teacher's experience, creativity and commitment, things are likely to work out well.

2.- Repetition of contents.

As the teachers are not tied to any students; they can repeat processes, activities, and visualization of contents as many times as necessary for their students' learning.

3.- Pauses.

Students manage their own pace: they can pause when they need to without having to go at the speed of the teacher or their classmates. They form their own learning style.

4.- Extra time for the teacher.

The teacher is freed from the presentation of contents, gaining more time. They can use this extra time to individualize their teaching, increasing the students' interest.

The flipped classroom model inverts the traditional teaching-learning model. It turns the teaching-learning process into a model in which teachers share the knowledge to their students using more attractive content, with much more motivating techniques and with the guarantee of being able to offer a much higher level of attention to each of their students.

5.- Social interaction.

One of the best advantages of Flipped Classroom is that it promotes social interaction and problem solving in the group of students. In addition, it has been shown to improve learning opportunities and gradually reduce bullying, harassment and conflict between students.

6.- Results and Improvements.

It has been proven that Flipped Classroom improves the students´attitude towards the subject and their learning, increases interest and motivation, provides the students with an improvement in their autonomy and personal initiative, increases fellowship and the involvement of families, and above all, increases the degree of satisfaction of all involved in to the class (Students and teachers).

I suggest to review the following literature for increase the knowledge about the flipped classroom application:

"Flipped Learning" (Cambridge, 2020).

"Flipped Classroom in Practice" (Innovating Vocational Education, 2018)

7.- Class-time.

In Flipped teaching, the teacher ceases to be the center of attention to be a guide in the work. The feedback produced will be one of the great strengths of this new methodology.

Teacher and Students' role.

Class time is used much more productively in exercises and labs that encourage teamwork and collaboration for example: Warm ups, Roleplays, Games, Discussion panels. The teacher takes a guide role in education and supports students in problem solving activities in real time.

The teacher must be attentive and willing to:

- Answer and solve doubts and questions raised by the students.
- Provide periodic feedback on the students' work.
- provide motivational pills and reminders of the tasks to be performed throughout the course.
- Identify the obstacles and difficulties that arise, helping the students to overcome them.
- Support communication through technological tools, forums and open chats.

Outside the classroom, the students will be the ones who will have to work with the contents provided by the teacher; working independently and leaving for the classes' development of the learning activities that will be coordinated by the teacher. Within the type of activities participation and collaboration are pursued, we want the group to be involved in the proposed activities. For this the teacher may rely on activities such as problem solving, project work, case studies, questionnaires based on short videos.

So, the teacher becomes an organizer and guide in the learning process, providing the necessary resources and support to allow students to develop and give rhythm to their learning process.

The SOFLA Framework

SOFLA (Synchronous Online Flipped Learning Approach) Was developed by Helaine W. Marshall and Rodriguez Buitrago in 2017 in order to join the flipped

Learning Principles by Online instructions. Marshall (2017) states that "SOFLA Mirrors Flipped Learning in that work that is complemented outside of the class now moves to the asynchronous space, and in class work is completed in synchronous class sessions".

Taking into account this argument, we show the eight steps that Marshall presents as a principal part of the planning.

You can see more in http://www.tesl-ej.org/wordpress/issues/volume24/ej94/ej94int/

Table 9. The eight steps of SOFLA framework.

Synchronous Online Flipped Classroom Approach	
Step	**Learning focus**
1	Pre-work
2	Sign-in activity
3	Whole group activity
4	Breakouts
5	Share out
6	Preview and discovery
7	Assignment Instructions
8	Reflections

Source: http://www.tesl-ej.org/wordpress/issues/volume24/ej94/ej94int/

SOFLA Eight steps explanation.

Step 1. Pre-work.

In this part the teacher must write the all directions for the home activities, the teacher has to include all the necessary material such as:

- Video links
- Pdf links.
- Forums.
- Online Grammar activities.

Step 2.- Sign-in Activity

This part starts in the class time, because the teacher must provide a Virtual Whiteboard, where the teacher suggests a set of activities related to the pre-work such as:

- Questionnaires.
- Brainstorming
- Puzzles.
- Crosswords

For these activities we suggest Nearpod.com to create a virtual whiteboard for developing an effective collaborative work.

Step 3.- Whole group application.

On the third step the teacher has to explain the contents for the whole group and students must complete activities based on the real events. (it depends on the topic).

Step 4.- Breakout Activities.

First, the teacher needs an available meeting platform which will have the option for dividing in breakout rooms to the students (Microsoft teams, Zoom).

Secondly, the teacher will provide a set of activities which the students must complete. these activities could be the next:

- Role play.
- Video conversation.
- Slides creation
- Infographic chart.

The teacher also needs to provide all the links for developing these activities. (camva.com, venngage.com).

Step 5.- Share Out Activity.

The students go back to the whole meeting and they must present the product (what they create), the teacher decides how the product must be presented (in group or one per each group.)

For finishing this part, the rest of the students must suggest feedback based on SHAC (Share, Help, Ask and Comment).

Step 6.- Preview and discovery.

At this time the teacher must have the pre-work task for the next class, because the teacher must give a brief introduction about the next pre-work.

Step 7.- Assignment Instructions

The teacher must share all the contents (Video link, Pdf link, Online activity,) and explain what the students must do for the next class. () explain direction and needed requirements).

Step 8.- Reflection.

It is the most important part of the planning template because in this part the teacher is going to collect all suggestions, comments or interests about what the students learn in this class.

For this activity the teacher could use nearpod.com for creating a virtual whiteboard for collecting all the students' ideas or comments.

Secondly, it is necessary to use a template which collects all the eight steps presented by Marshall (2017).

SOFLA® Hyperdoc Template

Name: (Teacher's name) **Date:** (Class date) **Level:** (English level or course)

N° of students: ……….   **Title of lesson:** (Name of the lesson)

Action points – (These are things you are working on your teaching)

What are your Student Learning Objectives for the lesson?

By the end of the lesson, Students will be able to:

(You must set two objectives. One for the pre-work and one for the end of the class).

   A.   …………………………………………………………………...
   B.   ………………………………………………………………….

When/How in the lesson will I check students' progress toward the above Learning Objective? What behaviors/activities will show me whether they have mastered the material?

   ● Role play.
   ● Video conversation.
   ● Slides creation
   ● Infographic chart.

Preliminary considerations:

a. What vocabulary/grammar/information/skills do your students already know in relation to today's lesson?

(Questions and answers related to the class given)

b. What aspects of the lesson do you anticipate your students might find challenging/difficult?

(grammar rules, pronunciation, listening, etc.)

c. How will you avoid and/or address these problem areas in your lesson?

(you are going to give a presentation, watch a video, a listening exercise, glossary of terms, etc.)

Table 10. SOFLA.

STEP 1	Pre-work	Pre-work
	Prework occurs asynchronously. Students complete a short video or reading assignment and complete a few simple follow up activities.	…………………… …………………… …………………… ……………………

STEP 2	Sign-in Activity	Sign-in Activity
	The synchronous virtual session begins with a whiteboard prompt related to the prework topic. Students write their response to the prompt and sign their name on the whiteboard, shared doc, or other virtual bulletin board.	…………………… ……………………… ……………………… ……………………… ……………………… ……………………… ………

STEP 3	Whole Group Application	Whole Group Application
	The whole group completes an activity together.	……………………… ……………………… ………………

STEP 4	Breakout Activity	Breakout Activity
	Students are assigned to breakout rooms to apply what they have learned. In the breakout room they complete an activity together using web tools to create, collaborate, and connect their ideas.	…………………… …………………… …………………… …………………… ……………………

STEP 5	Share Out Activity	Share Out Activity
	Students rejoin the whole class as a group. The speaker from each group presents their product, information or group findings. Other students offer feedback using the SHAC (share, help, ask, comment) protocol.	…………………… …………………… …………………… …………………… …………………… ……………………

STEP 6	Preview & Discovery	Preview & Discovery
	The teacher presents a preview of the next lesson and briefly introduces new concepts for further exploration and discovery.	…………………… …………………… ……………………

STEP 7	Assignment Instructions	Assignment Instructions
	The teacher describes the next prework viewing assignment and explains the student requirements before the next synchronous class session.	…………………… …………………… …………………… ……………………

STEP 8	Reflection	Reflection
	Using the online whiteboard, virtual bulletin board or shared document, Students write one thing they learned or found interesting from the lesson and sign their names.	…………………… …………………… …………………… ……………………

Source: Marshall (2020).

SET OF TECHNOLOGICAL TOOLS TO FLIP YOUR CLASS. –

The following is a list of technological tools that can be used to develop or flip your class in an interactive and engaging way for students.

1.- To Create video lessons or interactive videos.

Source: https://edpuzzle.com/

- **EDpuzzle. -** it allows you to select your favorite videos, edit them, add an explanatory audio, assign them to your students and check that they understand through questions.

Source: https://corp.hapyak.com/

- **Hapyak.-** allows you to add links, texts, images and multiple-choices questionnaires to your videos.

Source: https://es.padlet.com/dashboard

- **Padlet. -** To create virtual murals collaboratively.

3.-To create presentations.

Source:https://www.slideshare.net/

- **Slideshare.-** popular tool for creating and sharing online presentations. allows embedding the presentations in websites or blogs.

Source: https://prezi.com/es/

- **Prezi.-** To create dynamic and very attractive presentations that allow you to move from one element to another, using zooms and movements through an interactive environment.

Source: http://www.mydocumenta.com/

- **Mydocumenta.-** Online Platform for creating, publishing and sharing presentations and interactive projects.

4.- To generate interactive questionnaires.

Source::https://drive.google.com/

- **Google Drive.-** Creating interactive forms is one of many possibilities offered by this google tool.You can use it for creating Questionnaires in different ways (yes-no questions, multiple choice,etc.). Also you can obtain a good technological tool to develop surveys with their automatic graphic representation.

Source:https://www.goconqr.com/es

- **GoConqr.-** Formerly Known as Examtime, it is ideal for creating online tests and other study materials.

- **Gnowledge.-** for creating, publishing, sharing, and taking tests, activities, and homework.

- **Quizlet.-** Allows you to create interactive quizzes and offers a huge repository of online tests.

- **JCLic.-** for creating engaging interactive activities for students. Also it is possible to join photos and   audio.
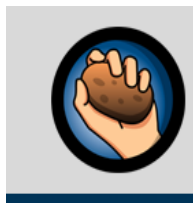
- **Hot Potatoes.-** program for creating short answer exercises, multiple choice, fill-in-the-blanks, crossword, and matching exercises.

- **Educaplay.-** Platform to create activities of different types:Crossword, Riddle,Complete, Dialogue, Dictation, Letter order, Word order, etc.

5.- To foster Collaborative learning.

- **Google Apps for Education.-** Google´s collaborative environment focused on educational centers that integrate tools such as Google Drive, Google calendar or Google   Sites, etc.

- **Edmodo.-** platform that allows the creation of groups where students can discuss, work in teams, share documents, elaborate and participate in surveys,etc.

- **Nearpod. -** It is a web and app tool that allows you to create interactive presentations, a presentation that includes activities such as quizzes, polls and activities where the teachers or presenters are in control and moves the presentation.

6.- To evaluate Through rubrics.

Source:

- **RubiStar.-** Allows to create and consult rubrics from other users.

- **TeAchnology.-** Offers different rubrics generators depending on the aspects and subjects to be evaluated.

7.- To publish and share the product.

- **WordPress. -** Allows you to create classroom blogs and sites to shae disseminate and organize contents.

Assessing in Flipped classrooms lessons. -

The implementation of the Flipped classroom model leads us to consider broader evaluation models than the traditional ones. At this point, it is not enough just to check what students know or do not know, the teachers also need to check what they are able to do with what they have learned. This is where use of rubrics comes into play.

Peer-Feedback. -

Peer feedback is the evaluation of competences by one or more people with similar aptitudes (peers). It functions as a form of self-regulation by qualified members of a profession within the relevant field. Peer feedback is used to maintain quality standards. improve academic standards, and provide credibility. "Peer feedback is a procedure oriented pedagogical activity in which students give feedback on their peers' performance and receive feedback on their performance" (Hansen and Lui, 2005, p. 183).

Table 11. P. F. Advantages

Statements	Authors
Peer feedback encourages students to participate in classroom activity and make them less passively teacher-dependent.	Hyland (2000)
Peer feedback plays a pivotal role in "Increased engagement and time spent on task, immediacy and individualization of help, goal specification, explaining, prevention of information processing overload, promoting, modeling and reinforcement".	Yarrow and Topping (2001 :262)
Peer feedback is beneficial in developing critical thinking, learners' autonomy and social interaction among students.	Yang et al., (2006)
Peer feedback allows students to receive more individual comments as well as giving reviewers the opportunity to practice and develop different language skills.	Lundstrom and Baker (2009).

Source: Hansen and Lui (2005).

Table 12. P. F. Disadvantages

Statements	Authors
All students prefer teacher feedback than peer feedback.	(Tsui & Ng, 2000)
There are a number of biases associated with peer feedback including friendship, reference, purpose (development vs. grading) feedback (effects of negative feedback on future performance), and collusive (lack of differentiation) bias.	Saito and Fujita (2004)

Source: Hansen and Lui (2005).

To evaluate a flipped class the teacher must choose a correct rubric since all the components must be focused on the students´ development.

Rubrics are useful to:

Also, Wold learning (2017) replies that rubrics are useful for:

- Help your grade.
- Help students understand the objectives.
- Align the lessons with objectives.
- Can be adapted to any context to assess skills or assignments.
- help teachers articulate how and why a student received certain feedback.
- Encourage both teachers and students to be responsible for learning.

Part 2. Planning.

In order to carry out the second part of this booklet in which a way of planning a class based on the Flipped Classroom model is presented, it was necessary to take as a reference the use of SOFLA template from Marshall (2020), since this form of planning meets all the necessary parameters for the class implementation.

STEPS FOR APPLYING THE FLIPPED CLASSROOM METHODOLOGY.

The process of implementing a new learning model requires overcoming obstacles and developing skills. Preparation for the implementation process should enable the teacher to anticipate the obstacles and exercise the skills that will be most needed to implement a flipped learning system. To understand the set of skills that a teacher will need to experience and develop to implement a flipped learning model, it is helpful for teachers who are candidates to implement the flipped classroom model to explore the following resources.

Step 1.

Analyze the grammar and/or vocabulary you want to teach, and identify the collaborative task (oral or written) in which students will practice that grammar and/or vocabulary. Some examples of tasks can be role plays, drama, interviews, surveys, games, gap filling, pair dialogues (student A and B), oral presentations, written reports, posters, collections, poems, etc. Think about your students' level.

Example:

Grammar: Present perfect affirmative

Collaborative work: A role play

Step 2.

Analyze the form and the meaning of the grammar point that student need to know to fulfill the task effectively.

Table 13. Example:

USE	FORM	EXAMPLE
To talk about experiences. It is not important if we have done it in our lives or not. It was not important when we did it.	Subject + have/has + PP verb + ...	I have visited Galapagos

<h1 style="text-align:center">Step 3.</h1>

Write a draft of your learning objectives taking into account the verbs of the Bloom's taxonomy. You need to write two, one for the pre-work and the other for the collaborative work.

Table 14. Bloom's taxonomy verbs

BLOOM'S TAXONOMY VERBS	
REMEMBER	Recall facts and basic concepts. Define, Duplicate, List, Memorize, Repeat, State.
UNDERSTAND	Explain ideas or concepts. Classify, Describe, Discuss, Explain, Identify, Locate, Recognize, report, Select and translate.
APPLY	Use the information in new situations. Execute, Implement, solve, use, Demonstrate, Interpret, Operate, Schedule, Sketch.
ANALYZE	Draw connections among ideas. Differentiate, Organize, Relate, Compare, Contrast, Distinguish, Examine, Experiment, Question, Test.
EVALUATE	Justify a standard decision. Appraise, Argue, Defend, Judge, Select, Support, Value, Critique, Weigh.
CREATE	Produce new or original work. Design, Assemble, Construct, Develop, Formulate, Author, Investigate.

Source: Benjamin Bloom (1956); Bloom's taxonomy modified by Anderson (2000).

Examples:

Objective for the pre-work: To understand the use of Present perfect tense in affirmative sentences

Objective for collaborative work: To use the present perfect affirmative to talk about their experiences in a role play.

Step 4.

Prepare the Pre-work. -

   This is the task that students have to complete autonomously. Find a video or any other material to teach your students about the grammar point or vocabulary they need to know before the online lesson. Additionally, prepare an activity based on this material so that you have evidence that they have understood the content of the material. It can be a graphic organizer, a short quiz, a tale, a story, etc. If students don't fulfill the pre-task, the development of the lesson can be affected.

Example:

- Video about describing experiences with present perfect:
  https://www.youtube.com/watch?v=Dngj5yTCQIY
- Activity related to de Pre-task: Watch the video and complete the table.

Table 15. Grammar Box.

Present Perfect	Use	Form	Example
Affirmative			
Negative			
Questions			

Step 5.-

Preparation of the materials.

   Prepare the materials for each activity. For example, for pre-work, you have to find material that will help the students become familiar with the use and the form of the grammar topic. You can develop your own content, such as a video lesson or a presentation, or select different materials and resources for students to review the main knowledge of the topic from home. In addition, develop a quiz to check if they have visualized, read and understood the materials.

Example:

   Before preparing the material, the teacher had to choose a topic. In this case We choose the "present perfect". After that It was necessary to find information

about the topic (Videos, slides, exercises, and rubrics). for finishing with this step, we prepared the it was necessary to create the table of content for providing to the students the tips to create a roleplay.

Step 6.-

Reviewing and reading materials at home.

Send your students the didactic materials you have selected and prepared, and instruct them to prepare the topic at home. Ask them to complete the control questionnaire or the activity you have assigned them and they have to prepare for sharing with you all their doubts.

Example:

For pre-work the teacher gave to the students a set of contents, since they need to review all information at home before the class.

Step 7.-

Class session design.

Plan the sessions and prepare the materials according to the students´ doubts. develop and select individual and collaborative activities of different levels to meet the diversity of the class for developing active learning.

Example:

The day of the class we prepare a set of question about "Presents Perfect" and it was ready for showing to the students using Nearpod.com
The purpose of this activity is to share the students' knowledge and try to solve any doubt of the topic.

Step 8.-

Doubts resolution.

Take a little part of the beginning of the class to review the questionnaire sent to the students and clear up their doubts. Use different materials to promote understanding of the concepts and encourage participation in the classroom.

Example:

When the students shared all the ideas about "Present Perfect", we tried to complete the ideas which are incomplete in order to clear the ideas and start the new class.

Remember that some students are not going to review the Pre-task and that is the major problem which the teachers will face.

Step 9.-

Consolidation activities.

Consolidate the concepts acquired through activities. You can assign each student or group of students, different exercises according to their needs.

Example:

At this time, the teacher must have created the breakout rooms to divide the students into small groups for developing a collaborative work; in this case we selected a role play About experiences using present Perfect.

Step 10.-

Collaborative work.

Dedicate one or several sessions to collaborative work, and challenge your students to solve a problem, develop a project, learn through experimentations, participate in a debate or conduct the creation of a product.

Example:

Now, it is the students´time, because they must prove their creativity and try to consolidate the concepts of "Present Perfect" into a real act. (Take into account the time because all the students are not going to work at the same time).

Remember:

The teacher must monitor all breakout rooms for helping the students.

Step 11.-

Learning outside the classroom.

Encourage your students to work as a team beyond the classroom walls through collaborative environments. You can guide them and supervise their organization and evolution.

Example:

As a teacher you have to guide the students to use in the daily life what they learned in the class.

Step 12.-

Review and feedback.

Review the work done by the students and share it with the whole class. Encourage them to explain what they have learned and what their experience has been. Afterwards, spend a few minutes solving any doubts.

Example:

After the students finished the group work, you have to go back to the main session and they must present the product they create (roleplay) and then the teacher should solve any doubts the students have about the topic.

Step 13.-

Evaluation and self-evaluation.

Evaluate the students´ work using a rubric that includes the cognitive and competency objectives defined at the beginning. You can share it with them and encourage them to evaluate themselves and their peers. It will help them to develop their spirit of self-criticism and reflect on their failures or mistakes.

Example:

For finishing the class, we provide a rubric to the students to evaluate their partners (critical- thinking) and give some suggestions for the next classwork.

Part 3.- Teaching.

TIPS TO TEACH DURING A FLIP CLASS.

Tip 1.-

You have to review the contents before the class. because remember that not all classes can be flipped.

Tip 2.-

The learning objective must be linked to the pre-work and the collaborative work. (Two learning objectives per class)

Tip 3.-

Take your time to review the pre-work that you are preparing; because the contents must guarantee the students' learning.

Tip 4.-

After preparing the Pre-work resources, you must create an activity linked to the pre-work resources because not all of the students will review the pre-work contents (videos, reading, tales, audio, etc.)

Tip 5.-

Pre-work contents and activities must be clear, concise and precise because remember that the students will develop the activity with no help.

Tip 6.-

Next, analyze carefully which technological tool you will use for the day of the synchronous class (remember that the technological tool you choose, it must have the capacity and the quality for hosting all the students at the same time.) The researcher suggested Nearpod.com.

Tip 7.-

During the break-out rooms the teacher must visit one by one group, in order to clarify any doubt about the collaborative task.

Tip 8.-

In the whole group work try to use the same technological tool for sharing the product because the students must be familiarized with it.

Tip 9.-

After scoring the collaborative work, you have to share the rubric and explain to them how they are going to be scored.

Tip 10.-

To finish the class, the teacher must dedicate a few minutes to solve any student´s doubt for starting a new lesson plan.

Extra Tip. -

At last, the teacher has to present the new pre-work and with direction to the students (new topic)

At the next the researcher is going to present a set of two examples of class planning which were used to understand if the proposal is feasible or not.

These are a sample of the applied lesson plans by the author during 4 period, in order to identify the value and the feasibility of the flipped classroom model

Planning number 1

Name: Luis Yanchatipan   **Date:** April 19th 2021   **Level:** A2

N° of students: 26   **Title of lesson:** Simple Past Structure

Action points – (These are things you are working on in your teaching)

Before the transition of each slide, I will tell my students that I will do so.

By the end of the lesson

LEARNING OBJECTIVE:

- The students will be able to understand the use of Simple past tense.

- The students will be able to use the Simple past to talk about their acts in the past.

When/How in the lesson will I check students' progress toward the above Learning Objective? What behaviors/activities will show me whether they have mastered the material?

In the activity where students will make a role play talking about their memories based on situations

Preliminary considerations:

a. What vocabulary/grammar/information/skills do your students already know in relation to today's lesson?

Simple past:

Affirmative structure

Negative structure

b. What aspects of the lesson do you anticipate your students might find challenging/difficult?

The correct use of the Simple past structures and the pronunciation of regular and irregular verbs.

c. How will you avoid and/or address these problem areas in your lesson?

I will represent the structures with acronyms for a better understanding.

I will include a short pronunciation practice in the pre-work stage.

Table 16. Planning number 1

STEP 1	Pre-work	Pre-work

	Prework occurs asynchronously. Students complete a short video or reading assignment and complete a few simple follow up activities.	1.- Students must watch the video "Simple past uses and structures."
		 2.- They have to collect all the data such as: affirmative, negative, questions and answer structure.
		 3.- They have to answer the following 4 questions.
		     a) How do you identify a regular verb?
		     b) Why are they called "Irregular verbs"?
		     c) In this tense we use the auxiliary Do/Does? True or False
		     d) The tale ``Haunting Tale of the Little Mermaid" was written in the past tense or present tense?
		 4.-Link for the video.
		 https://www.youtube.com/watch?v=wLuNOWXw96c

STEP 2	Sign-in Activity	Sign-in Activity
	The synchronous virtual session begins with a whiteboard prompt related to the prework topic. Students write their response to the prompt and sign their name on the whiteboard, shared doc, or other virtual bulletin board.	1.- Write your prompt here. 2.- What is a simple past for you? 2.- for this activity we will use MENTI. www.menti.com Exercise code is: **6414 8485**

STEP 3	Whole Group Application	Whole Group Application
	The whole group completes an activity together.	Describe the group application here. 1.- The teacher is going to divide in pairs (randomly). 2.- Students are going to create a little tale using "Snow white and the and the Seven Dwarfs tale." as an example. 3.-Using their little tale, they are going to create a leaflet and after thar they are going to share their work with the class.

STEP 4	Breakout Activity	Breakout Activity
	Students are assigned to breakout rooms to apply what they have learned. In the breakout room they complete an activity together using web tools to create, collaborate, and connect their ideas.	1.- The students must upload their tale on their platform. https://teams.microsoft.com 2.- The activity will be scored at the end of the week.

STEP 5	**Share Out Activity**	**Share Out Activity**
	Students rejoin the whole class as a group. The speaker from each group presents their product, information or group findings. Other students offer feedback using the SHAC (share, help, ask, comment) protocol.	Describe how and what students will share out 1.- Each pair is going to share their tale. 2.- The rest of the students are going to read the product, comment, suggest or ask anything using the meeting chat.

STEP 6	**Preview & Discovery**	**Preview & Discovery**
	The teacher presents a preview of the next lesson and briefly introduces new concepts for further exploration and discovery.	1.- Ancient Latacunga https://www.youtube.com/watch?v=gtMsfPyckp0

STEP 7	**Assignment Instructions**	**Assignment Instructions**
	The teacher describes the next prework viewing assignment and explains the student requirements before the next synchronous class session.	Write assignment directions here. 1.-Watch the video and understand the images. 2.- Take notes about what you see.

STEP 8	Reflection	Reflection
	Using the online whiteboard, virtual bulletin board or shared document, Students write one thing they learned or found interesting from the lesson and sign their names.	Write the reflection question here. 1.- What did you learn today? 2.-Did you learned something new today?

Source: Marshall (2020).

Planning number 2

Name: Luis Yanchatipan   **Date:** April 20th 2021   **Level:** A2

N° of students: 26   **Title of lesson:** Present perfect

Action points – (These are things you are working on in your teaching)
Before the transition of each slide, I will tell my students that I will do so.

By the end of the lesson
LEARNING OBJECTIVE:

- The students will be able to understand the use of Present perfect tense.

- The students will be able to use the present perfect to talk about their experiences in a role play.

When/How in the lesson will I check students' progress toward the above Learning Objective? What behaviors/activities will show me whether they have mastered the material?

In the activity where students will make a role play talking about their experiences based on situations

Preliminary considerations:

a. What vocabulary/grammar/information/skills do your students already know in relation to today's lesson?

> Present perfect:
>
> Affirmative structure
>
> Negative structure

b. What aspects of the lesson do you anticipate your students might find challenging/difficult?

The correct use of the present perfect structures and the pronunciation of verbs in past participle.

c. How will you avoid and/or address these problem areas in your lesson?

I will represent the structures with acronyms for a better understanding.

I will include a short pronunciation practice in the pre-work stage.

STEP 1	Pre-work	Pre-work
	Prework occurs asynchronously. Students complete a short video or reading assignment and complete a few simple follow up activities.	Watch this video and complete the chart https://www.youtube.com/watch?v=Dngj5yTCQIY {{TABLE}} Review the Grammatical explanation and complete the exercises. Grammatical explanation https://www.perfect-english-grammar.com/present-perfect.html Exercises https://www.perfect-english-grammar.com/present-perfect-exercise-1.html Time: 20 minutes

The chart in the third column:

Present Perfect	Use	Form	Example
Affirmative			
Negative			
Questions			

STEP 2	Sign-in Activity	Sign-in Activity
	The synchronous virtual session begins with a whiteboard prompt related to the prework topic. Students write their response to the prompt and sign their name on the whiteboard, shared doc, or other virtual bulletin board.	Activities: 1. Students type sentences with present perfect explaining the speaker's experiences. 2. Students type their answers showing empathy to the sentence "I got a 10 in a quiz" Materials: Collaborative chart in https://nearpod.com/ Code: 5cdbn Time: 10 minutes

STEP 3	Whole Group Application	Whole Group Application
	The whole group completes an activity together.	Activities: 1. Students type sentences with present perfect explaining the speaker's experiences. 2. Students match some pictures with actions in nearpod https://nearpod.com/ **Code:5cdbn** 10 minutes

STEP 4	Breakout Activity	Breakout Activity

	Students are assigned to breakout rooms to apply what they have learned. In the breakout room they complete an activity together using web tools to create, collaborate, and connect their ideas.	Activities:
		1. the teacher will divide in pairs.
		
		2. Students will create a recorded role play using one of the situations given by the teacher about risk and experiences and showing empathy to certain situations. The video must be from 4 to 6 minutes.
		3. Example: https://www.youtube.com/watch?v=PHRBKaLMf7w
		4. Situations.
		   ● Have you ever visited Baños de Agua Santa?
		   ● Have you ever visited Atacames beach?
		   ● Have you ever visited Cotopaxi National Park?
		
		Materials:
		https://zoom.us/
		30 minutes.

STEP 5	Share Out Activity	Share Out Activity
	Students rejoin the whole class as a group. The speaker from each group presents their product, information or group findings. Other students offer feedback using the SHAC (share, help, ask, comment) protocol.	Activities: 1. Students will share the recorded role play in the whole group. 2. While the recordings are presented, each pair is going to prepare a set of 2 suggestions or comments for their partners who have presented the video. Materials: Microsoft Teams. Time: 15 minutes

STEP 6	**Preview & Discovery**	**Preview & Discovery**
	The teacher presents a preview of the next lesson and briefly introduces new concepts for further exploration and discovery.	1.- The teacher introduces Present perfect negative sentences The present video shows some examples about the use of affirmative sentences and negative sentences in present perfect https://www.youtube.com/watch?v=lIkaqLavbU0 Time: 5 minutes

STEP 7	**Assignment Instructions**	**Assignment Instructions**
	The teacher describes the next prework viewing assignment and explains the student requirements before the next synchronous class session.	Watch the video and identify the correct for of the verbs (Past Participle) used on the present perfect tense.

NBR	SIMPLE FORM	SIMPLE PAST	PAST PARTICIPLE
1	DRINK		
2		STOPPED	
3			GONE
4		BOUGHT	
5	READ		
6		DID	
7	EAT		
8			PLAYED
9	THINK		
10		DROVE	
11			BROUGHT
12		CUT	

STEP 8	Reflection	Reflection
	Using the online whiteboard, virtual bulletin board or shared document, Students write one thing they learned or found interesting from the lesson and sign their names.	Write the reflection question here. 1. What is the present perfect use? 2. Can you write a sentence in present perfect tense? https://nearpod.com/ **Code:5cdbn**

Source: Marshall (2020).

Part 4.- Assessing. -

Rubrics.

Chowdhury (2018) states that "a rubric is a useful grading tool which can help instructors to grade students´ work in a more consistent, reliable and unbiased manner" (p. 61).

How to Create a rubric.

According to World learning (2017) for creating a rubric, we must take into account three steps:

Step One.

List the **evaluation criteria** that you will be assessing.

Table 17. Rubric Criteria Example

CRITERIA				
Vocabulary				
Pronunciation of words				
Fluency of Speaking				
Use of punctuation				
Clarity of Speaking				
Comprehension				

Source: World Learning (2017).

Step Two:

Identify the **levels of mastery.** It refers to all the statements you are going to evaluate from the criteria. So, you must use simpler words for the students' understanding. Simple words like: good, very good, excellent, need improvement, etc.

Table 18. Rubric Levels of Mastery Example

	Levels of Mastery			
	Limited	**Adequate**	**Good**	**Excellent**

Source: World Learning (2017).

Step Three. -

Write a **quality description** for each level of mastery and evaluation criteria. The definitions must be based on observable and measurable behavior.

Example:

Table 19. Rubric Quality description Example

	Students do not understand key words and expressions and have difficulties to classify.	Students need some help to classify key words and expressions.	Students usually classify key words and expressions.	Students always collect and write key words and expressions.
	The learner struggles to pronounce the words	Some words are pronounced correctly	Most words are pronounced correctly	All words are pronounced correctly
	Struggles to Speak.	Students pronounce word for word	Words are grouped together logically	Speaking is easy and fluent
	Punctuation marks are ignored	Punctuation marks are replaced with a breath	Punctuation is observed, but tends to stop at the end of a line	Punctuation is used correctly and efficiently
	Repeat a lot. Could not understand.	Repeat a bit. Hard to understand all the words.	Pronounce the words correctly. Good articulation.	There is an extra crispness to the pronunciation.
	Students present less comprehension in questions.	Students show present a middle comprehension in questions	Students present a good comprehension in questions.	Students show present an excellent comprehension in questions

Source: World Learning (2017).

Present perfect for Experiences and Risk

Class: Second English Level:

English level: A2

Collaborative task: role play about experiences:

Teacher: Luis Miguel Yanchatipan

Table 20 Rubric Example

CRITERIA	Levels of Mastery			
	Limited	Adequate	Good	Excellent
Vocabulary	Students do not understand key words and expressions and have difficulties to classify.	Students need some help to classify key words and expressions.	Students usually classify key words and expressions.	Students always collect and write key words and expressions.
Pronunciation of words	The learner struggles to pronounce the words	Some words are pronounced correctly	Most words are pronounced correctly	All words are pronounced correctly
Fluency of Speaking	Struggles to Speak.	Students pronounce word for word	Words are grouped together logically	Speaking is easy and fluent
Use of punctuation	Punctuation marks are ignored	Punctuation marks are replaced with a breath	Punctuation is observed, but tends to stop at the end of a line	Punctuation is used correctly and efficiently
Clarity of Speaking	Repeat a lot. Could not understand.	Repeat a bit. Hard to understand all the words.	Pronounce the words correctly. Good articulation.	There is an extra crispness to the pronunciation.
Comprehension	Students present less comprehension in questions.	Students show present a middle comprehension in questions	Students present a good comprehension in questions.	Students show present an excellent comprehension in questions

Source: World Learning (2017).

TIPS TO TAKE INTO ACCOUNT IN A RUBRIC DEVELOPMENT.

World learning (2017) states some further tips when creating a rubric.

Tip 1.- The rubric should fit your context.

"When creating a rubric, think about your students, your context, and what your students most need to learn and are ready to learn" (World Learning, 2017, p. 202).

Tip 2.- Use the right level of language.

"Use the simple language, with words your students will understand" (World Learning, 2017, p. 202).

Tip 3.- Make sure your students will understand.

World Learning (2017) replies that "sometimes symbols can work even better than words, and the teacher can use smiley faces or stars to illustrate levels of understanding" (p. 207).

TIP 4.- WRITE IN THE FIRST PERSON.

"Writing quality definitions in first person can often make them easier to read" (World learning, 2017, p. 202).

Tip 5.- Consider using "can do" statements.

World learning, (2017) found that the best wording for quality definition is "CAN DO" statements (p. 202).

Tip 6.- Describe observable behavior.

World learning (2017) states that the teacher can observe a student explaining something. But you cannot directly observe a student's comprehension of something (p. 204).

Tip 7.- Make differences in levels clear.

"When choosing levels of mastery and writing quality definitions, make sure that the levels are distinguishable from one another." (World learning, 2017, p. 204).
The words like: very good, good, above average, fair, are some easy understandable for students.

CHAPTER II CONCLUSIONS

- Knowledge of the theoretical basis of Flipped Classroom Model, helps to understand the correct way to put this pedagogical innovation into practice.

- The tips and strategies presented in this research work, help the teacher to plan a class in a correct way; serving as an unconditional support at the moment of developing a class

- The booklet with tips and strategies based on the flipped classroom model presented here, meets all the technical and pedagogical requirements necessary for this educational product.

CHAPTER III. APPLICATION AND / OR VALIDATION OF THE PROPOSAL

3.1 EXPERTS´VALIDATION

In order to validate the proposal contained in Chapter II the participation of experts in education was taken into account, professionals who, due to their experience, are referents for the validation of the proposal presented in this report. A validation instrument has been used with determining parameters that help to verify its argumentation, structuring, internal logic, importance, ease and integral assessment; the evaluation indicators for each criterion were: "Excellent, very satisfactory, unsatisfactory". The following experts were involved in this validation.

M. Sc. Banguera Rojas Xavier Alejandro, English teacher of Luis Vargas Torres University with identity card 080141854-2 with 24 years of experience rated the proposal as very satisfactory, considering that the criteria of appreciable content, appropriate organization and presentation, adequate vocabulary, originality, basing that the content proposes a great contribution and also could be considered as a contribution to the teaching and education learning innovation. In addition, it recommends placing greater emphasis on the evaluation, since it should always be novel.

In the same way, Albán Benavides Belquis Silvana, who is Master in Pedagogy of National and Foreign Languages with major in English; with identity card 172486171-9 with fifteen years of experience valued the proposal as excellent, because it is a significant contribution to the development of the teaching-learning process of the English language, since, the students learn in many ways due to his conditions, and one of the most important through innovative methods such as the Flipped Classroom and thus improve the educational quality within the teaching of

the English language at the elementary level, she also states that the proposal has argumentation and above all it is guided to a national reality, the structuring is well thought out, its logic is founded on the reality, and it is easy to apply for the users, it has an adequate vocabulary and this is how this work is considered applicable within the teaching-learning process as a fundamental tool.

Finally, Ángel Gustavo Vaca Alarcón, with ID card:050350439-1. Who is a Master in ELT as a Foreign Language. He has 8 years of experience in language teaching; he said that the proposal could be considered as a big contribution for the society. Besides, the proposal contents are well organized and linked to the topic. Moreover, the expert suggests that the proposal could be focused for all the English language skills, and not just for writing and speaking.

3.2. USERS VALIDATION

The proposed option constitutes an alternative solution to the multiple problems in English Language teaching through the use of flipped Classroom. By virtue of this, each procedure is based on the purpose of applying them correctly for their proper functioning.

In order to carry out a feasibility study on the search for option for the development of a flipped classroom in the process of teaching and learning, three users have been selected, taking into consideration the position they hold within the institution, their academic preparation, their workload, years of experience educational quality, willingness to commit, analysis and practice of the proposal.

The pedagogical proposal was evaluated by three users. The principal objective is to value the usefulness of the Tips and strategies to teach productive skills with Online Flipped classroom Model. This validation was qualitative, since the criteria of the rubric were shown in this way. A) The teaching material constitutes a valid contribution to the field. B) The teaching material is the result of an advanced research process. C) The originality of the contribution and reflection of the author provides value to the proposal. D) The proposal has the expected Qualities for the level of training. E) The graphic illustrations are relevant and clarify. F) The objectives in the proposal show harmony with the results. The levels of mastery to use are 1) Excellent. 2) Acceptable. And 3) deficient.

The first user to validate the proposal was Gustavo Abel Robles Arboleda. he is an English teacher at the Vicente León Higher Technological Institute with eight years of experience in ELT. he is studying a Master degree in English Language Pedagogy at the Pontifical Catholic University of Ecuador. The user comments on all the criteria as excellent.

The user also gave some suggestions related to the impact of the handbook. "The proposal is well structured, has different tips and strategies to develop an effective Flipped Classroom, the contents are linked to the proposal shown". Also, the user suggests that "the proposal could be shared with the rest of the teacher since all the careers could work on it".

The next user was Alba Lorena Chasipanta Vega. She is an English teacher At the Vicente León Higher Technological Institute. She has six years of experience. The user also provided an effective criterion described above as excellent. However, the user gave some comments about the content. "The proposal is clear and concise and that is why it is easily understandable for teachers and students" she said.

Similarly, Santiago Gabriel Ramon Amores who is an English and French teacher at the Vicente León Higher Technological Institute. He states that "the proposal is well organized and structured". On the other hand, He commented that the impact could be bigger, since in ELT. A set of strategies to apply some new pedagogical models are sought nowadays.

3.3 CHAPTER III CONCLUSIONS

- The integral appreciation of the application of new methods, the criteria of users, experts and the experience of the research allows us to affirm that the use of the flipped classroom presented is considered as an alternative to strengthen the learning of the English Language.
- With the results obtained from the criteria of both experts and surveyed users, the application and socialization to the rest of the Vicente León Teachers is considered necessary.

GENERAL CONCLUSIONS

- A great strengthening in the development of the teaching-learning process was evidenced as the use of the flipped Classroom was developed

- It could be demonstrated that through the application of certain processes of the flipped classroom development, the learning level of the students is improved.

- it was detected that certain students developed new strengths with the application of these new processes, the same that help the English Language acquisition.

RECOMMENDATIONS

- The teacher must be a mediator, guide, assist and awaken the interest of the students to develop their knowledge, abilities, skills, attitudes and above all to improve the learning of the English language.

- The teaching methods should be motivating to strengthen what is being taught in the classroom and thus achieve meaningful learning.

- To resort to innovative pedagogical strategies to facilitate understanding, and thus achieve adequate learning.

- It is necessary for teachers to apply daily dynamics that motivate and awaken the students' interest to strengthen the development of skills.

- It is necessary to update and not continue with outdated methods and techniques that delay the educational process.

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APPENDICES. –

APPENDIX 1

REFLECTION FORM: PREPARING THE IMPLEMENTATION 1

SIMPLE PAST:

GATHER KNOWLEDGE ABOUT FLIPPED CLASSROOM	I WAS DIFFICULT TO CREATE THE lesson PLAN. IT WAS HARD TO ESTABLISH THE LEARNING OBJECTIVE. I COULDN´T FINISH MY LAST LESSON PLAN. SO I WAS DIFFICULT TO CONTINUE WITH THE NEXT PLAN. TO FIND GOOD ACTIVITIES FOR THE STUDENTS TAKE A LOT OF TIME. I need more information about SOFLA template I read the steps, but I am still confused. I don't know how to start planning
LESSON PLANNING	Some activities could take too much time. and questions. Find a video that takes time because he teacher must understand The teacher needs to see the video Activities Match pictures with actions https://nearpod.com/ Pre-work for the next session. https://www.youtube.com/watch?v=wLuNOWXw96c

PREPARE MATERIALS	Most of the technological tools are for paid. Time. The most available technological tool is https://nearpod.com/

REFLECTION FORM: PREPARING THE IMPLEMENTATION 2

Present perfect

GATHER KNOWLEDGE ABOUT FLIPPED CLASSROOM	I WAS DIFFICULT TO CREATE THE PLAN. IT WAS HARD TO ESTABLISH THE LEARNING OBJECTIVE. TO FIND GOOD ACTIVITIES FOR THE STUDENTS TAKE A LOT OF TIME. I need to review more info about the SOFLA template I read the steps, but some of them are already difficult to understand. I don't know how to plan in the correct way.
LESSON PLANNING	Some activities could take too much time. SWBAT use present perfect in affirmative to describe things that they have done this month in their college in an oral presentation Have you ever?

https://www.youtube.com/watch?v=Dngj5yTCQIY
and questions.
Find a video that takes time (check that the content of the video matches the learning objective.
The teacher needs to see the video

Activities

Match pictures with actions
https://nearpod.com/
Pre-work for the next session.
https://www.youtube.com/watch?v=lIkaqLavbU0

PREPARE MATERIALS	Most of the technological tools are for paid. Time.	
	The most available technological tool is https://nearpod.com/	

REFLECCION FORM: IMPLEMENTING FLIPPED CLASSROOM

SIMPLE PAST:

CLASS: A2 "C" ENGLISH LEVEL   DATE:
 TOPIC: SIMPLE PAST
 LEARNING OBJECTIVE:
 PRE-WORK:
     ● The students will be able to understand the use of simple past tense.
 	
 CLASS-WORK
     ● The students will be able to compare both kinds of the verb (regulars and irregulars)

How well did I achieve my learning objective?   At the beginning of the application, it was very difficult since the students are customized to the traditional method. But for the next class, it was easier because the students could see that the class turns interesting.
THINGS THAT WENT WELL (2)   **What happened?**   All the students were interested in the use of this new model.   **Why did it happen?**   Because most of the students were customized to be passive during the class and with this model, they were working all the time   **What is my action plan?**   I will try to use more interesting activities according to the lesson plan
THINGS THAT DIDN'T GO WELL OR PUZZLED   **What happened?**   It was necessary to play the video again during the class.   I needed more time to complete the class.   **Why did it happen?**   Some students have problems with the connection.   Some students don't have good devices for watching the video   **What is my action plan?**   I will try to more concise with my activities for saving more time   I will give them more time for developing the Pre-work   I need to understand the SOFLA lesson plan much better.
KEYNOTES:

REFLECTION FORM: IMPLEMENTING FLIPPED CLASSROOM

CLASS: B1 "A" DATE: 09/07/2021 TOPIC: HYPOTHETICAL PAST: PAST MODALS LEARNING OBJECTIVE: By the end of the lesson, SWBAT a. understand the use and structure of present perfect (Experiences and Risks.) b. write an email about a funny experience in their life.
How well did I achieve my learning objective? 80%, most of the groups wrote a letter with correct target grammar. some problems in coherence though.
THINGS THAT WENT WELL (2) **What happened?** I observed most students write sentences correctly, in the individual work and in the group work **Why did it happen?** They had 2 speaking lessons with this grammar, but in different situations. They watch the video and complete a quiz about the structure of this grammar **What is my action plan?**   Check the material about how to teach grammar concepts. Difficult grammar needs to be practiced in different lessons with different situations.
THINGS THAT DIDN'T GO WELL OR PUZZLED **What happened?** Students had problems in making the email coherent. Diana S. says that the most difficult part of the work was to order ideas chronologically **Why did it happen?** Students have different ideas and coherence is always difficult **What is my action plan?** The group work can be the first draft. Then individually they can personalize their e-mail.
Adjust the task to make it more real (Imagine you work in World lottery.)

APPENDIX 2

Teachers´ Survey

A SURVEY ABOUT FLIPPED CLASSROM

Intruction: Read each question and choose an answer. It should only take 5-15 minutes, and your responses are completely anonymous. Be honest.

Objective: To identify teacher's needs when implementing Flipped classroom methodology in English teaching.

*Obligatorio

TEACHING EXPERIENCE	Instruction: Read each item and chose an answer with information about you.

1. How old are you? *

Marca solo un óvalo.

- ⬭ younger than 25
- ⬭ 25-30
- ⬭ 31-36
- ⬭ older than 37

2. How many years of teaching experience do you have? *

Marca solo un óvalo.

- ⬭ 0 to 2 years
- ⬭ 3 to 5 years
- ⬭ 6 to 10 years
- ⬭ more than 10 years

3. What is the highest level of education in English teaching that you possess? *

Marca solo un óvalo.

◯ High School degree

◯ Bachelor's degree

◯ Master's degree

◯ Doctoral degree

4. Do you usually challenge yourself applying new methods or strategies in your teaching? *

Marca solo un óvalo.

◯ Never

◯ Rarely

◯ Sometimes

◯ Always

5. How would you assess your skill to use technologies in language teaching? *

Marca solo un óvalo.

◯ Excellent

◯ Good

◯ Not bad

◯ Bad

6. I can learn how to use technologies on my own. *

Marca solo un óvalo.

◯ Strongly agree

◯ Agree

◯ Strongly Disagree

◯ Disagree

7. How would you describe yourself as a learner? Please rate the following statements as they apply to your learning preferences: *

Marca solo un óvalo por fila.

	Never	Sometimes	Often
Il prefer explanations with visual aids (graphs, pictures, etc.)	○	○	○
Il like to use my hands and make something in class.	○	○	○
Il prefer to read a textbook rather than listen to a lecture.	○	○	○
Il remember something better if Il repeat it out loud than write it down.	○	○	○
I like to draw pictures and graphs when I take notes..	○	○	○

KNOWLEDGE AND INTEREST IN FLIPPED CLASSROOM

8. Do you know something about flipped classroom methodology? *

Marca solo un óvalo.

- ○ A lot of
- ○ Some
- ○ Little
- ○ none

9. How many flipped classroom lessons have you implemented in your class?

Marca solo un óvalo.

- ○ 0
- ○ 1-2
- ○ 3-4
- ○ 5- more

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10. Are you interested in...?

Marca solo un óvalo por fila.

	Very interested	Interested	Not interested
Implementing online flipped classroom lessons?	◯	◯	◯
Implementing face to face flipped classroom lessons?	◯	◯	◯
Learning technological tools for flipped classroom	◯	◯	◯
Having a practical handbook to implement flipped classroom?	◯	◯	◯

PROPOSAL

Which of the following content will you need to implement flipped classroom? Please rate the following statements as they apply to your needs.

11. KNOWLEDGE *

Which of the following content do you think is necessary to know about Flipped classroom?

Marca solo un óvalo por fila.

	Unimportant	Less important	Important	very important
Theory that supports Flipped classroom methodology.	◯	◯	◯	◯
Origin of Flipped classroom	◯	◯	◯	◯
Benefits of implementing Flipped classroom methodology in English learning.	◯	◯	◯	◯
The teachers' role	◯	◯	◯	◯
The students' role	◯	◯	◯	◯

Activa
Ve a Cor
Window

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12.   PLANNING *

Which of the following content do you think is necessary to plan Flipped classroom lessons?

Marca solo un óvalo por fila.

	Unimportant	Less important	Important	very important
Formats to plan a flipped classroom lesson	◯	◯	◯	◯
Steps to write learning objectives	◯	◯	◯	◯
Step (procedure) to implement tis methodology.	◯	◯	◯	◯
A list of activities in each step.	◯	◯	◯	◯
how to assess language learning with this methodology	◯	◯	◯	◯
sample lesson plans.	◯	◯	◯	◯
how to prepare teaching material	◯	◯	◯	◯
A list off technological tools for my teaching context.	◯	◯	◯	◯
How to use technological tools	◯	◯	◯	◯
How to create my own videos	◯	◯	◯	◯

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13. **TEACHING** *

Which of the following content do you think is necessary to teach with Flipped classroom?

Marca solo un óvalo por fila.

	Unimportant	Less important	Important	very important
Suggestion on what II have to do in each step off the flipped classroom lessons	◯	◯	◯	◯
How to help my students to fulfill their role	◯	◯	◯	◯
How to give instructions	◯	◯	◯	◯
What to do if the lesson does not go as I planned	◯	◯	◯	◯
Demo classes with this methodology	◯	◯	◯	◯

14. **What other content do you think is important to implement Flipped Classroom?**

_____

_____

_____

_____

_____

Google Formularies

APPENDIX 3

Analysis and interpretation of results

The sample size for this survey was 21 English teachers from the language center; 7 teachers were from the language center of Vicente León Higher Technological Institute, and 14 teachers from the language center of The Technical University of Cotopaxi.

How old are you?
21 respuestas
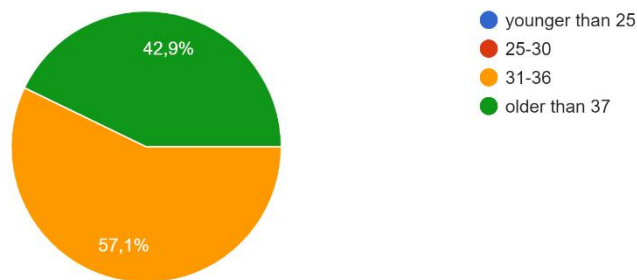
57.1% of teachers are between 31and 36 years old. While the 42,9% are older than 37 years old.

Question Number 1

How many years of teaching experience do you have?
21 respuestas
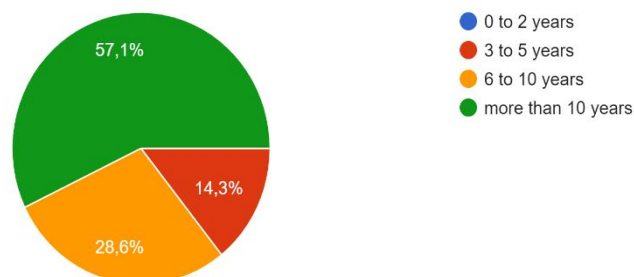
Taking into account the sample of 21 English teachers; it was possible to see that 57.1 % have more than 10 years of teaching experience. While 28,6% of the teachers are in the rage of 6 to 10 years of teaching experience.

Question Number 2

What is the highest level of education in English teaching that you possess?
21 respuestas

- High School degree
- Bachelor's degree
- Master's degree
- Doctoral degree

52,4%

47,6%
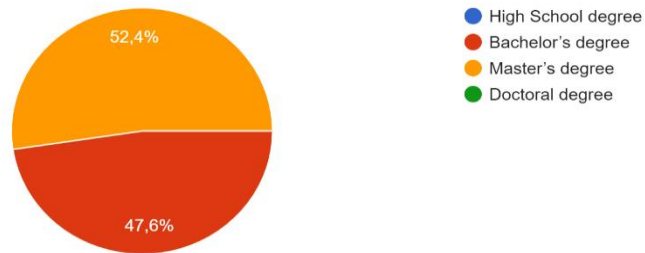
In this question where the researcher needed to know the highest level of education of each English teacher; I was able to recognize that 52,4% of the teachers possess a master's degree. On the other hand, the 47,6% of the teachers answered that they just possess a bachelor degree.

Question Number 3

Do you usually challenge yourself applying new methods or strategies in your teaching.
21 respuestas

- Never
- Rarely
- Sometimes
- Always

38,1%

61,9%
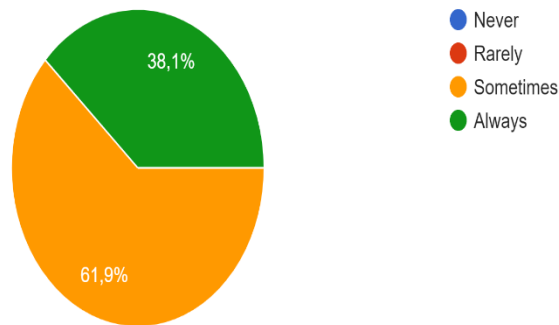
On question number 3; most of the surveyed teachers who represent 61,9 % answered that they sometimes applied new methods and strategies. Whereas, 38,1 say that the always try to apply new pedagogical methods or strategies.

Question Number 4

How would you assess your skill to use technologies in language teaching?
21 respuestas
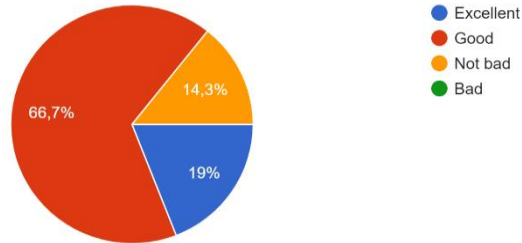
The majority of English teachers who represent 66,7%, state that they are good at using technologies in language teaching. Meanwhile, 19% of the surveyed teachers consider they are qualified to use technology in language teaching.at last the 14,3 % must be trained to use them

Question Number 5

I can learn how to use technologies on my own.
21 respuestas
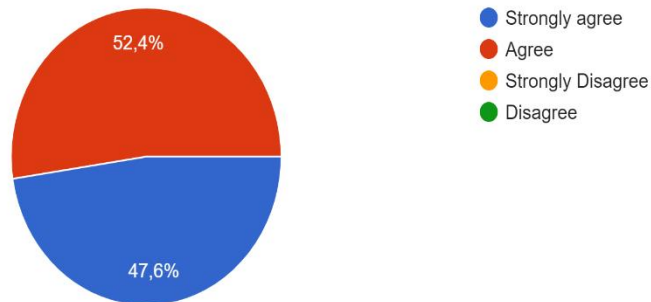
On question number 5, the 52,4% consider themselves that they can learn how to use the technologies on their own.

Question Number 6

How would you describe yourself as a learner? Please rate the following statements as they apply to your learning preferences:
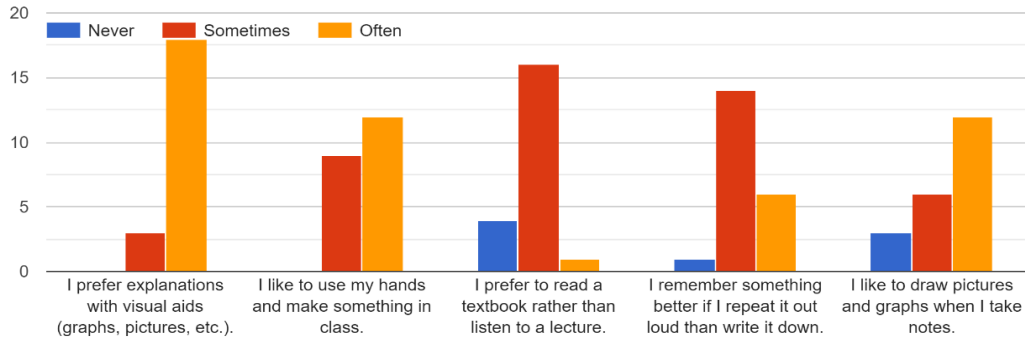
On question number 6, it was evident that most of the teachers prefer explanations with visual aids. (Graphs, pictures, etc.) also they prefer to use textbooks.

Question Number 7

Do you know something about flipped classroom methodology?
21 respuestas
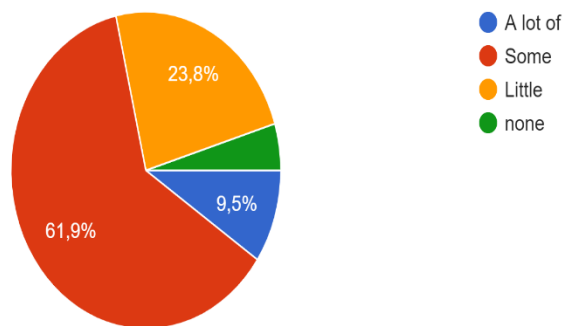
On question number 7, 61.9% of Teachers express that they have some knowledge about flipped classroom.

Question Number 8

How many flipped classroom lessons have you implemented in your class?
21 respuestas
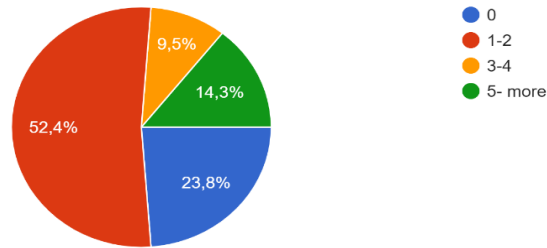
On question number 8, most of the teachers who represent 52,4 %, say that they have applied 1 or 2 lesson plans based on Flipped Classroom Model.

Question Number 9

Are you interested in...?
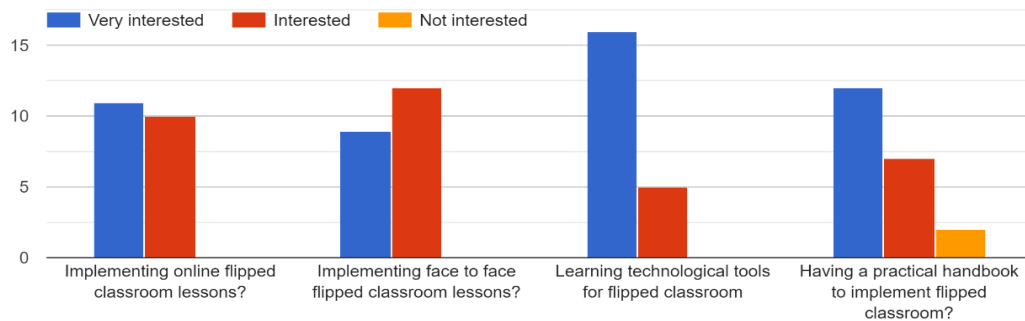
On question number 9, It was evident that most of the teachers are interested in having a handbook to implement an online Flipped Classroom and also, to have a set of technological tools for applied an effective flipped class.

Question Number 10

KNOWLEDGE
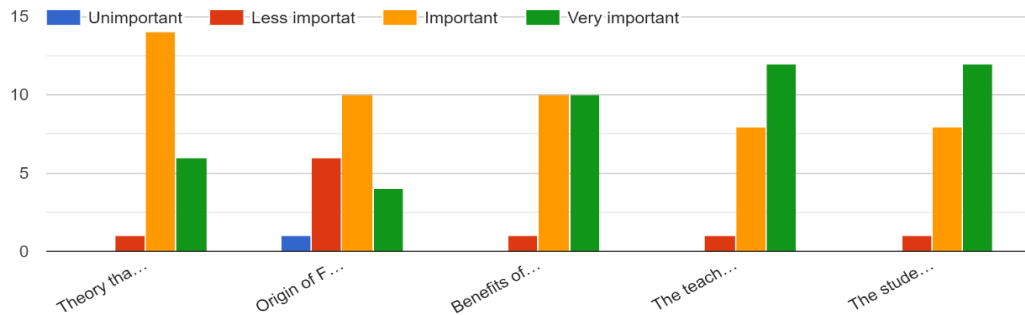
On question number 10, The teachers say that they are interest in a handbook where its contents must be focused on the: Theories which Flipped Classroom is based, the origin on this model, benefits of its use, teacher´s and student´s role.
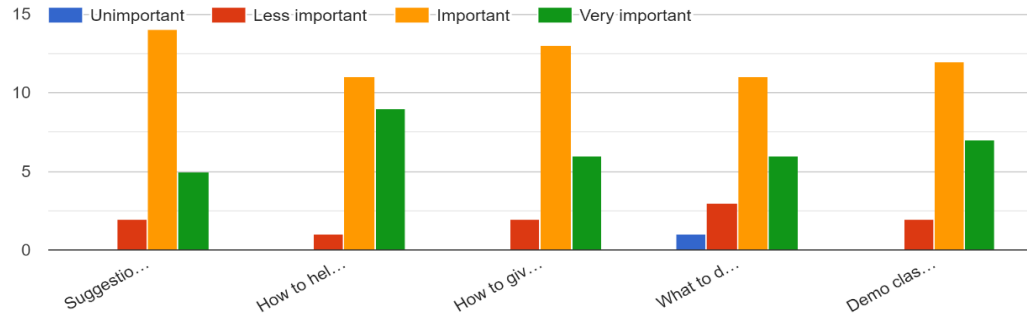
Question Number 11

PLANNING
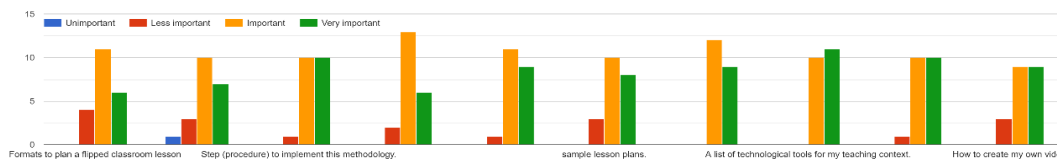
On question number 11, all of the teachers consider that it is necessary to get a set of information about how to plan a flipped classroom, samples of plans and, some steps to put into practice a lesson plan.

Question Number 12

On the question number 12, All the teachers agree that it is necessary to endow some steps to create and use a correct rubric to score to the students.

APPENDIX 4

DIAGNOSTIC STUDY FOR THE PROPOSAL

A.   EMPIRICAL DATA FROM TEACHING EXPERIENCE

Read carefully your notes from the annex 1 and 2. Add any problem you encountered during your experience in implementing Flipped classroom lessons. Then suggest solutions.

STEP	PROBLEMS	SOLUTIONS WHAT KNOWLEDGE WOULD ELIMINATE THESE PROBLEMS
Getting Knowledge	1. It was difficult to create the plan. 2. To prepare the pre-work. 3. It was necessary to read a lot of information about how to flip a classroom. 4. It was hard to establish the learning objective. 5. I couldn't finish my last lesson plan. So, it was difficult to continue with the next plan. 6. To find good activities for the students take a lot of time. 7. I need to familiarize myself with the SOFLA. template.	1. To have a guide focused on how to create an effective lesson plan 2. To have a set of clear steps about how to develop a correct pre-work. 3. To have the most important information about how to flip a class. 4. To determine a set of steps about how to establish an effective learning objective. 5. To use the time taking into account possible problems detected during the class development. 6. To propose a set of possible activities to be developed during the class 7. To collect the most important information about SOFLA

		TEMPLATE And how to apply it. 8.
Planning	To be familiarize with the web 2.0 Most of the technological tools are paid for. It takes too much time for planning. It was necessary to watch a lot of tutorials about how to use menti.com, padlet.com, etc.	To have certain information about web 2.0 To find just one technological tool to use during the all application. To have a written tutorial about how to use the nearpod.com or any other web site.
Teaching.	It was necessary to review the pre-work in the class because some students do not understand some parts shown in the video. Some students didn´t watch the video I sent them. I needed more time to complete the class Group work: technical problems They cannot work in group Too much content for the time Change roles from traditional (I wanted to explain. I did not know what to do in each step in planning and teaching	To find videos or activities which directions must be clear. I will create a set of activities which must be complete during the Pre-work (those activities are mandatory and scored). To create a schedule of activities, specifying the time frame for each activity. skills to work in groups Adjust activities to the time Practice and practice until you change your role. Familiarized with each step

APPENDIX 5

Teachers and Students thesis proposal Socialization.

APPENDIX 6

Experts' validation.

TECHNICAL UNIVERSITY OF COTOPAXI
GRADUATE DEPARTMENT
Master's degree in Applied Linguistics to
Teaching English as a Foreign Language
PROPOSAL VALIDATION

1. **Research proposal data:**
   Author: Luis Miguel Yanchatipan Molina

   Topic: Tips and strategies to teach productive skills with Online Flipped classroom Model for improving the Speaking skill of the students from the A2 English level at the Vicente León Higher Technological Institute.

   Objective: To describe theoretical and practical knowledge to teach productive skills with Online Flipped classroom Model.

2. **Evaluator's information**

Evaluator's name:	Banguera Rojas Javier Alejandro
ID number:	0801418542
Academic degree:	MAGÍSTER EN LINGÜÍSTICA APLICADA A LA ENSEÑANZA BILINGÜE ESPAÑOL-INGLÉS.
Senescyt registration number	1027-2018-195510
Current job:	English Teacher at "Luis Vargas Torres" University.
Phone number:	0993699070
e-mail:	xavierblic@gmail.com

Evaluation

Place an X on the square.

Criteria	Excellent	Good	Terrible
a) The teaching material constitutes a valid, current and relevant contribution related to the field.	X		

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b) The teaching material is the result of an advanced research process; its content is the product of a complete conceptual development and critical contrast with another related research.	X		
c) It is properly structured and argued (statement of the problem, methodology and results) in relation to the topic.	X		
d) The originality of the contributions and reflections of the author give added value to the proposal.	X		
e) The references are relevant and up-to-date.	X		
f) The research topic is appropriate.	X		
g) The proposal has the expected qualities for the level of training (appropriate language, vocabulary, spelling, etc.)	X		
h) The graphic illustrations that are in the dissertation (all kinds of images and tables) are relevant, they clarify and provide significance.	X		
i) The dissertation embraces a clear and precise introduction on the objectives and issues along with the dissertation.	**X**		
j) The length of the dissertation is appropriate depending on the complexity of the topic, the objectives and the readers.	**X**		
k) The dissertation provides contributions regarding methodological proposals, approach, and conceptualization.	**X**		
l) The objectives in the introduction are met, so that there is harmony between objectives and results.	**X**		

Comment on the following statements, please.

1. TEMPORALITY: Is the proposal the result of an advanced research process, which means that it shows a methodological structure (problem, methodology and application)?

Absolutely, the proposal shows a correct methodological structure such as the problem, methodology and application to improve the speaking and writing skills.
2. CONTENT: The content of the proposal is structured and written in an appropriate way to be understood and discussed by the educational community, and researchers?
according to the proposal, contents are based on the theoretical and practical ideas of the researcher and the English teachers, due to make better the speaking skill
3. SELECTIVITY: Can this proposal be considered a valid and significant contribution related to the field?
Definitely, this proposal can contribute significant and relevant tips and suggestions to motivate the students and English teachers to promote the use of new pedagogical methods for improving English language skills.

4. Impact. What is the impact of this research? (Place an X on the square)

Local	x
Regional	
Nacional	
Internacional	

5. General comments and recommendations for the Author.

My humble recommendation about the proposal is to research more about the topic and give to the English teachers effective and optimal tips to Flip a class in the correct way.

Evaluator's signature
I.D   0801418542

APPENDIX 7

TECHNICAL UNIVERSITY OF COTOPAXI
GRADUATE DEPARTMENT
Master's degree in Applied Linguistics to
Teaching English as a Foreign Language
USERS' VALIDATION

1. **Research proposal data:**
   Autor: Luis Yanchatipan

   Títle: Tips and strategies to teach productive skills with Online Flipped classroom Model for improving the Speaking skill of the students from the A2 English level at the Vicente León Higher Technological Institute.

   Objetive: To describe theoretical and practical knowledge to teach productive skills with Online Flipped classroom Model.

2. **Evaluator's information**

Evaluator's name:	GUSTAVO ABEL ROBLES ARBOLEDA
ID number:	050335749-3
Academic degree:	BACHELOR´S DEGREE
Current job:	TEACHER AT VICENTE LEON INSTITUTE
Phone number:	0995257062
e-mail:	robtavo@hotmail.com

Evaluation

Place an X on the square.

Criterio	Excelente	Aceptable	Deficiente
a) The teaching material constitutes a valid, current and relevant contribution related to the field.	X		
b) The teaching material is the result of an advanced research process; its content is the product of a complete conceptual development and critical contrast with another related research.	X		
c) The originality of the contributions and reflections of the author give added value to the proposal.	X		

d) The proposal has the expected qualities for the level of training (appropriate language, vocabulary, spelling, etc.)	X		
e) The graphic illustrations that are in the dissertation (all kinds of images and tables) are relevant, they clarify and provide significance.	**X**		
f) The objectives in the proposal are met, so that there is harmony between objectives and results.	**X**		
g) The proposal is substantial with well-structured reflections and ideas.	**X**		

1. **The content of the proposal is structured and written in an appropriate way to be understood and discussed by the educational community, and researchers?**

   I agree, because all of the handbook contents help me to put into practice this new pedagogical model.

2. **Impact. What is the impact of this proposal? (Place an X on the square)**

Local	X
Regional	
Nacional	
Internacional	

3. **General comments and recommendations for the Author.**

As a user of this Handbook, I could recommend that the researcher must socialized this proposal with all of the institution because I believe this project could be applied for all of the teachers of the institution and the results are going to be the best.

Evaluator's signature
I.D. 050335749-3

APPENDIX 8

Curiginal

Document Information

Analyzed document	tesis luis 2021.docx (D111145030)
Submitted	8/10/2021 5:21:00 PM
Submitted by	Fabiola
Submitter email	fabiola.cando@utc.edu.ec
Similarity	2%
Analysis address	cando.fabiola.utc@analysis.urkund.com

Sources included in the report

SA	**Chapters 1-3.docx** Document Chapters 1-3.docx (D47508929)	3
W	URL: https://www.teachthought.com/learning/10-pros-cons-flipped-classroom/ Fetched: 8/10/2021 5:22:00 PM	1
W	URL: https://www.tesl-ej.org/wordpress/issues/volume24/ej94/ej94int/ Fetched: 2/1/2021 5:36:43 AM	8
W	URL: https://mek.oszk.hu/19700/19778/19778.pdf Fetched: 12/4/2020 2:12:34 AM	1
SA	**53a664dd6508f9398b8f9fcf5065ae88372bd63b.doc** Document 53a664dd6508f9398b8f9fcf5065ae88372bd63b.doc (D64838439)	2
SA	**1627 PURNA BAHADUR KADEL.pdf** Document 1627 PURNA BAHADUR KADEL.pdf (D21318323)	2

APPENDIX 9

INSTITUTO SUPERIOR TECNOLÓGICO "VICENTE LEÓN"
RECTORADO
LATACUNGA-ECUADOR

OFICIO Nº 0173-2021-R

Latacunga, 16 de agosto del 2021

Licenciado.
Luis Yanchatipan Molina
**DOCENTE IST VICENTE LEÓN**
Presente. -

De mi consideración:

En calidad de Rector del Instituto Superior Tecnológico Vicente León, hago extensible un afectuoso saludo, deseándole el mayor de los éxitos en su labor.

En atención al oficio S/N de fecha 16 de agosto del 2021, en el que solicita la autorización para la socialización de propuesta de tesis a los estudiantes del Programa de Inglés nivel B1 con el tema "**Tips and strategies to teach productive skills with Online Flipped classroom Model**" este Rectorado autoriza el mismo.

Particular que informo para los fines consiguientes.

Atentamente,

Firmado electrónicamente por:
JAIME GIOVANNI VIZUETE SARZOSA
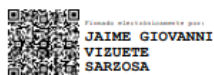
Dr. Giovanni Vizuete
RECTOR DEL INSTITUTO SUPERIOR TECNOLÓGICO VICENTE LEÓN