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**Audiovisual Aids using Flipped Classroom to Improve English Speaking Fluency in  
Sophomore Students at César Antonio Mosquera High School from 2021 to 2022**

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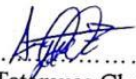
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## DEDICATION

This work is dedicated to my family. Pastor and Wilma are the best parents who give me support and motivation in the difficult moments that I have had to face during my life. Alexis and David for being my brothers and unconditional friends all the time. My niece Maite whom I love with all my heart and who motivates me to be a better teacher. My aunt Blanca has given me sincere affection since I was born. My grandfather Pastor because he always wants and wishes the best for me. Especially for my grandmother Isabel who from heaven has kept my heart strong.

The almost impossible is always possible.

*Angie Tatamues*

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## ABSTRACT

The research project focused on using audiovisual aids through Flipped classroom strategies to improve speaking skills in sophomore students at “César Antonio Mosquera” high school from 2021 to 2022. The primary purpose of this research project is to contribute to the teaching-learning process of speaking fluency. Therefore, to carry out this study was necessary to use mixed method; in that way, it applied a survey and interview. The survey used a quantitative method to know the level of acceptance of students in integrating audiovisual aids in the Flipped classroom. On the other hand, the interview used a qualitative method to know the opinion and perceptions based on the teacher’s experience with applying Flipped classroom strategies. In this way, the results obtained through collected data showed that students are interested in using audiovisual resources from educational platforms. They also indicated that Flipped classroom helps them to maximize time to practice speaking activities in class. However, data showed that teacher has never applied Flipped classroom strategies using audiovisual resources. Consequently, this research project proposed a didactic guide that contains speaking activities based on Flipped classroom strategies. They were supported by educational platforms that help students improve their speaking fluency, such as Biteable, Emaze, Powtoon, Flipgrid, Voki, Padlet, and Vocaroo.

**Keywords:** Audiovisual aids, Flipped classroom strategies, Communicative competence, Speaking fluency.

## RESUMEN

El proyecto de investigación se centró en el uso de ayudas audiovisuales a través de estrategias Flipped Classroom para mejorar la habilidad de hablar en estudiantes de segundo año del colegio “César Antonio Mosquera” del 2021 al 2022. El propósito principal de este proyecto de investigación es contribuir al proceso de enseñanza-aprendizaje de hablar con fluidez. Por lo tanto, para llevar a cabo este estudio fue necesario utilizar métodos mixtos; de esa manera, se utilizó la encuesta y la entrevista. En la encuesta se utilizó método cuantitativo para conocer el nivel de aceptación de los estudiantes en la integración de ayudas audiovisuales en el aula invertida. Por otro lado, la entrevista utilizó el método cualitativo para conocer la opinión y percepción a partir de la experiencia del docente sobre la aplicación de las estrategias de aula invertida. De esta forma, los resultados obtenidos a través de los datos recopilados mostraron que los estudiantes están interesados en el uso de los recursos audiovisuales de las plataformas educativas. También indicaron que el aula invertida les ayuda a maximizar el tiempo para practicar actividades de habla en clase. Sin embargo, los datos mostraron que el docente nunca ha aplicado estrategias de aula invertida utilizando recursos audiovisuales. En consecuencia, este proyecto de investigación propuso una guía didáctica que contiene actividades de habla basadas en estrategias de aula invertida apoyadas en plataformas educativas como Biteable, Emaze, Powtoon, Flipgrid, Voki, Padlet y Vacaroo que ayudarán a los estudiantes a mejorar su fluidez en el habla.

**Palabras claves:** Ayudas audiovisuales, Estrategias de aula invertida, Competencia comunicativa, Fluidez en el habla.



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## INTRODUCTION

Developing speaking in English is a problem within the Ecuadorian educational system. The reason is that teachers use repetitive and traditional materials in speaking activities, such as a book or pictures. Students are not interested in monotonous and everyday tasks presented during class. Students speak communicatively based on the basic principles of the English Foreign language curricular proposal (EFL). It means they interact in a daily conversation, not reproduce memorized knowledge (Ministerio de Educación, 2016). Therefore, learners must achieve this purpose by improving fluency in speaking skills. For this reason, this project is motivated to present activities using audiovisual aids available in different sources to improve speaking fluency. It is possible through Flipped classroom strategies according to the needs and expectations that the sophomore year students of the "César Antonio Mosquera" school present in their current context.

English is considered one of the world's most widely spoken and studied languages; therefore, many educational institutions include it in their curriculum. Learning English as a foreign language usually takes place in the classroom with activities where learners can achieve higher levels of development by focusing more on work (Ministry of Education, 2016). According to data from the Proficiency Index (2020), Ecuador ranks 81 out of 100 countries evaluated, corresponding to a low English level with a score of 46.57, equivalent to level A1. Furthermore, it is essential to mention that low scores on speaking refer to low speaking fluency.

Ricoy and Álvarez (2016) mentioned that teaching English as a foreign language in schools, colleges, and universities is facing severe problems in students learning due to the lack of speaking master skills among students. Additionally, the teacher does not apply different teaching strategies in oral activities that allow students to interact and communicate creatively. On the other hand, activities to develop speaking are mostly the same for all classes. Generally, the tools and support materials used are books, pictures, and a blackboard. Students' attention is lost when a class or activity becomes common. It causes students to get bored of participating in what the class always offers.

To sum up, it is crucial to avoid mechanics methodologies and adopt others to develop their spoken communicative competence. In recent years new pedagogical options have emerged to enhance students' learning by making them play a more important role and work with their teachers as co-creators or co-producers of their knowledge. It includes active, analytical, reflective, productive, proactive, and collaborative activities, for instance, Flipped classroom (Gallego, 2016).

## **Justification**

The EFL curricular proposal based on the Common European Framework of Reference Languages (CEFR) details sophomore students' English profile as B1 (Ministry of Education, 2016). Speaking is a productive skill requiring continuous interaction, communication, and practice. The teacher must find and apply strategies and techniques to create effective learning based on a specific approach. On the other hand, students must activate their participation by implementing helpful resources in class.

Consequently, the research work presented is vital to support students improve speaking fluency by using Flipped classroom strategies to innovate the learning language process. The Flipped Classroom model aims to break the paradigms of traditional classes. Students take the lessons in another place outside the classroom through videos, audio, online exercises, learning guides, and other resources that explain the content. Then, in class, they practice through interaction with their classmates.

Therefore, the teacher is a guide in developing the proposed activities or tasks. The environment of each class is dynamic and interactive between students and teachers (Babak & Iraj, 2016). This student-centered model changed the traditional idea of teacher-centered. According to Peche and Giraldo (2019), student-centered learning is an educational trend that seeks to transcend the traditional education model focused on the teacher. It motivates students to become responsible for the whole learning process.

Finally, a student is considered the leading actor in developing their knowledge. They use tools and materials to present their ideas and points of view in the academic context. The implementation of audiovisual aids allows learners to simultaneously generate exhibition ideas using their senses to improve fluency in speaking English. It is a good technique for effective learning because students manipulate audiovisual aids according to their needs and expectations (Ihsan, 2020). It means that through this type of resource, students create, improve, practice, and express their knowledge in speaking activities.

## **Objectives**

### **General objective:**

- To propose Flipped classroom strategies using audio-visual aids to develop English speaking fluency in sophomore students at “César Antonio Mosquera” high school from 2021 to 2022.

### **Specific objectives:**

- To identify audio-visual aids used by teachers to improve English speaking fluency in sophomore students at “César Antonio Mosquera” high school.
- To create a didactic guideline proposal using audio-visual aids in the improvement of English-speaking fluency in sophomore students at “César Antonio Mosquera” high school.
- To determine conclusions and recommendations to enhance speaking fluency.

## **Structure of the research report**

This research project was divided into chapters:

**Chapter I** presents the Theoretical framework. It based on information from different sources such as books, articles, magazines. It supported the project through the analysis of scientific arguments.

**Chapter II** is about Methodology. It explained the type of research, techniques and instruments, populations and samples, and data analysis used to identify the problem and get information.

**Chapter III** contains Analysis and Discussion. This chapter described the interpretation of the survey results applied to sophomore students of “César Antonio Mosquera” high school. In the same way, it presented the interpretation of the interview of their English teacher.

**Chapter IV** corresponds to the Proposal. It exposed a didactic guideline using audio-visual aids supported by Flipped Classroom strategies to improve speaking fluency in sophomore students at “César Antonio Mosquera.”

# CHAPTER I: THEORETICAL FRAMEWORK

## 1.1 Language Learning Theories

Language learning theories are necessary for the process of acquiring a language. It is essential to mention that each human learns in different ways. Therefore, learning theories support understanding how people learn, how to help people learn, and how to determine what people know to cover learners' needs during the language learning process (Ostańkowicz, 2016). It means that they aimed to develop and improve language skills. The principal language learning theories are Behaviorism theory by Skinner, Sociocultural theory by Lev Vygotsky, Cognitivism and Constructivism by Jean Piaget:

### 1.1.1 Behaviorism theory

This theory by Skinner considers that a child develops oral competence through imitation, rewards, and practice. The parents are the first model to imitate during speech development. In the classroom context, students go through the steps of stimulation, response, and reinforcement. In this way, the teacher can manipulate the environment to control and generate a specific behavior in the students. The teacher helps students as an assistant to facilitate the learning process. On the other hand, students' role is to react according to the stimulus presented in the activities (Clark, 2018). The student must get a reward as a motivation for positive reactions. However, some reactions are adverse because the student struggles to understand completely. It is necessary to support students through activities to reinforce.

Additionally, this theory is essential to support the present research because it is necessary to stimulate students to active a behavior (reaction). The students are immersed in different activities using the target language. They receive information through the teacher to practice in class. A positive reaction is noted when the student completes the activities in class. In contrast, the negative reaction produces difficulties and mistakes during the development of the activities in class. For this, it is essential to guide and support the teacher's side.

### 1.1.2 Sociocultural theory

The sociocultural theory by Lev Vygotsky defines learning as a social process. This social interaction is the most crucial part of developing cognition in humans. Vygotsky divided learning into two parts: inter-psychological (social level) and intra-psychological (individual level) (Panhar, Ansari, & Ansari, 2016). Students exchange information with others, and that knowledge needs to be internalized and integrated into their mental structure.

On the other hand, this theory is based on the idea that the students need interaction and help to achieve a successful development that is limited by the "zone of proximal development" (ZPD). Podolskiy (2012) mentioned:



The zone of proximal development is the gap between what a learner has already mastered (actual level of development) and what he or she can achieve when provided with educational support (potential development). It is the level of a child's development which displays itself in collaborative activity with an adult but not in the child's individual activity. (p. 3485)

For instance, the theory relates to this study because students generate social interaction in speaking activities. In addition, students expose their personal information on social websites as oral production. Therefore, their role is to exchange information with their peers, teacher, or others. In this case, the teacher's role is to participate as a guide and mediator during those interactions.

### **1.1.3 Cognitivism theory**

Piaget proposed this theory with the idea that knowledge is acquired through a human mental process (metacognition: thinking about thinking). The principal objective is that students acquire, retain, and transmit information. Learners play an essential role because they actively process internal information (Lefa, 2014). This process requires conscious reasoning using different learning strategies. Consequently, cognitivism focuses on learners' understanding, thinking, and knowledge rather than the content that students prefer to learn quickly.

Consequently, Cognitivism theory supports this research work because students internalize the information shared differently, then it is consciously constructed and transmitted. The activities are aimed to think and reason topics at home to be discussed in class. The teacher's role is to provide a comfortable environment where learners feel confident to discuss.

### **1.1.4 Constructivism theory**

In this theory, Piaget related cognitive theory as part of Constructivism. Cognitivism internalizes the information, but Constructivism uses internalization and interaction. Learners construct knowledge through the assimilation of their experiences. This theory has the advantage that students practice with real situations (Aljohani, 2017). It helps students to retain information without the necessity of memorization. The materials and the environment are the principal influence in developing learning. These resources must be connected to the student's attention because presenting didactic and creative information is essential.

Consequently, this theory is an essential help in understanding how students assimilate the information sent by the teacher at home. Then in class, the processed information is shared and discussed using the relation of the information with students' experiences. On the other hand, the teacher motivates students to communicate actively during oral activities as a guide. This classroom environment improves the analysis and oral fluency discussions.

## **1.2 Communicative Approach**

Communicative Language Teaching (CLT) is an approach focused on developing linguistic and communicative competence. The learning process is aimed at the meaning of the language rather than the grammatical function (Sayera, 2019). This approach emphasizes active practice and interaction to understand, retain and transmit knowledge. Therefore, students are exposed to develop activities in real situations. Consequently, this process helps students to use the language to solve problems and situations of daily life.

On the other hand, teachers play an essential role in creating circumstances to produce communication. In this way, teachers cooperate and participate in the discussions with the whole class (Rambe, 2017). The classroom environment changes because it is dynamic and exciting. The activities support students to be involved in active interaction. Additionally, the students develop fluency and security in transmitting knowledge.

Finally, it is essential to mention that the CLT approach is related to other approaches like Flipped classroom approach. It is a support and complement to develop communicative competencies, specifically in speaking skills. CLT contributes to Flipped classroom approach by increasing opportunities for students to participate and interact inside and outside the classroom (Phoeun & Sengsri, 2021).

## **1.3 Flipped Classroom Approach**

In 2007, Chemistry teachers Bergmann & Sams changed the idea of a traditional class for a class with new technological resources at Woodland Park High School in Woodland Park, Colorado. Bergman & Sams, in their first book, "Flip your classroom: Reach every student in every class every day" (2012), explained the origin and objective of this approach. The idea arose from the lack of student attendance for activities related to high school. They started to videotape parts of the course material through PowerPoint. The students were interested because they were listening to and watching the lesson through this program.

On the other hand, Bergmann & Sams noticed that other students were watching their recordings, even from different high schools and regions. After that, they did not apply it for a moment because the face-to-face interaction with the students was lost. Therefore, they applied this method in the way that students have previous knowledge at home to be solved in a physical class (Bergmann & Sams, 2012).

The conceptual and fundamental idea of the flipped classroom is found in the book by Bergman & Sams (2012). It explains that the traditional activities in the classroom are now done at home. It means that the reinforcement activities done at home are now completed in the classroom. Consequently, this process allows students to be autonomous learners for active interaction because it focuses on student-centered learning.

### **1.3.1 Teacher's role**

It is a vital role in this approach because the teacher is responsible for choosing and presenting topics differently. The instruction is not direct as in a traditional classroom. The teacher sends a topic presentation to students at home using different audiovisual materials. The teacher provides and facilitates information using understanding explanations (Hung H.-T. , 2015). Therefore, the teacher's challenge is to address students clearly and precisely so that the students understand and internalize the information presented at home. In class, the teacher is a guide to reinforce students' difficulties. The teacher must manage the time carefully to complete the lesson plan. Finally, the teacher evaluates students in class, incorporating activities to discuss and communicate. The teacher gives feedback about what students learned and their difficulties.

### **1.3.2 Student's role**

Students play an essential role based on autonomous learning, reviewing, and acquiring information at home. They have the chance to repeat and review the information as many times as necessary. Learners are interested in seeking extra information at home to share in class (Turan & Akdag-Cimen, 2020). Then, they participate in groups or with the whole class in active communication and collaboration in class. Students share information, ask for doubts, resolve problems, and complete the teacher's assessments for the lesson successfully.

### **1.3.3 Role of the material**

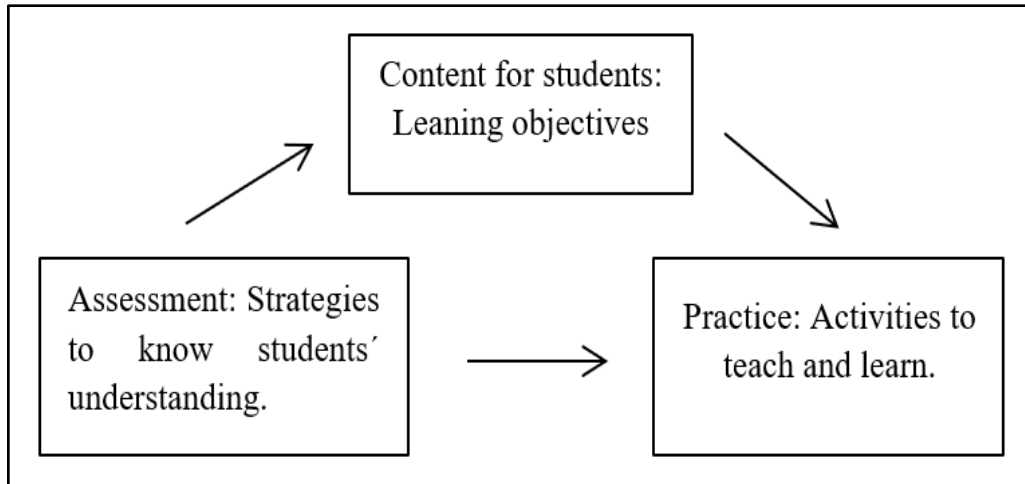
The material is an integral part of Flipped classroom approach. The role is based on the didactic way of presenting the information. It is the only connection through which information is transmitted from teacher to student. In this case, technology and the internet support the type of material (Abdullah, Hussin, & Ismail, 2019). The different tools help teachers create audiovisual presentations to students, such as videos, slides, narrative lectures, and audio. In short, it is impossible to develop a flipped classroom without materials.

## **1.4 Planning a Flipped Classroom**

The flipped classroom has a plan to be developed to generate a productive lesson. The content needs to be ordered and prepared carefully. It is essential to know what kind of information and materials are implemented before, during, and after the lesson. According to the book "Innovating Vocational Education. Flipped classroom in practice" (Hartyányi, et al., 2018), a speaking lesson plan aims to know what to teach and how to develop a successful lesson. It is indispensable to consider the following components for each lesson plan:

**Figure 1**

*Components for a Flipped classroom lesson plan*



Note: This figure shows the components for a Flipped classroom lesson plan.  
 Source: (Hartyányi, et al., 2018)

Those components help develop a speaking lesson plan for a Flipped classroom with the following structure:

**Table 1**

*Flipped classroom speaking lesson plan*

<b>Lesson plan</b>	
<b>Teacher's name:</b>	<b>Course:</b>
<b>Date:</b>	
<b>Objective of the lesson:</b> Establish the main objective of the lesson.	
<b>Before English speaking lesson</b>	
<b>Presentation</b>	
<b>Activities</b>	The teacher introduces and explains the topic in precise detail.
<b>During English speaking lesson</b>	
<b>Activate schema</b>	
<b>Activity</b>	Through this activity, the teacher knows what students learn about the topic at home.
<b>Practice:</b> The teacher establishes the way in that students are going to work (Working forms)	
<b>Activity 1</b>	The teacher exposes the topic to discussion and practice to find a solution to the problem. Activities to work on in class.
<b>Activity 2</b>	
<b>Production</b>	

<b>Activity</b>	Students share the activity with the class.
<b>After English speaking lesson</b>	
<b>Activity at home</b>	Students practice or produce what they learn.

Note: This table details the structure of a Flipped classroom lesson plan. Source: Hartyányi, M., Balassa, S., Babócsy, C., Téringér, A., Ekert, S., Coakley, D., & Tauchmanova, V. (2018). Adapted by Angie Tatamues.

## **1.5 Flipped Classroom strategies to enhance speaking fluency**

Flipped classroom approach implemented strategies to be applied inside and outside the classroom. Focus on speaking skills; the strategies described below have an effective result in developing oral activities:

### **1.5.1 Implement lecture videos**

This strategy was incorporated to distance teaching-learning. However, it is used as supporting material for English teaching in a Flipped classroom. In this way, a teacher has the option to record the explanation of a topic. The teacher uses creativity and didactic audiovisual aids to create an exciting lecture video. The advantage is that teacher maximizes the time because there are no interruptions during the presentation.

Moreover, students can reproduce the lecture video as often as necessary at home. Through this previous presentation of the topic, students have information to start to think about the topic (Bui, 2021). The challenge is that students find and solve questions by themselves at home. Then, they present and share extra information with their classmates and teacher in class. Consequently, the environment is cooperative, interactive, and dynamic by using oral communication.

### **1.5.2 Individual work**

This strategy is based on the principle that students build their knowledge by themselves (Kapur, 2019). It aims to acquire pre-information to be shared communicatively in front of a class. It means individuals are responsible for organizing their time at home and in class. This learning requires materials to auto tutorial instruction such as videos, pictures, slides, or audio.

On the other hand, motivation is important because students must complete all activities successfully. As a result, learners activate their creativity and curiosity to look for more information. On the other hand, support is essential for the assessments with improvement criteria. In this case, the teacher is a guide to clarify doubts using feedback and analysis with the whole class.

### **1.5.3 Whole class discussion**

This kind of discussion is an advantage in increasing participation in class. Students must be prepared to transmit their knowledge as speakers and get ideas as listeners. According to Coppens (2020), “This begins by creating a classroom culture in which students know how to ask questions, feel comfortable sharing their understanding, and value listening to and learning from each other” (p. 16). Thus, students feel free to participate actively and collaborate in discussions. It helps them develop oral communication and fluency by speaking consistently.

### **1.5.4 Pair-Work/ Group-Work**

Developing speaking activities in pairs or small groups supports students to share and learn from each other. The teacher notices that each student has the same opportunity to participate in and organize an activity. A student's difficulties are resolved with the whole group to find a solution and understand (Hung & Mai, 2020). All participants feel the responsibility to take a role in each group. In the case of speaking activities, everyone expresses their ideas and then chooses and combines these contributions to complete an activity successfully. Consequently, knowledge is built through individual cooperation in their group.

## **1.6 Audiovisuals to support speaking fluency activities**

The teacher must offer activities in the classroom using audiovisual materials. There, it is necessary to consider the appropriate material to disseminate the knowledge and get the objectives settled to achieve. There is no relationship between teaching and learning without materials to carry out classroom speaking activities unless the only communication link is speech (traditional and monotonous lessons). Indeed, textbooks are still crucial in academic interactions but are not the primary tool for teaching. Therefore, to avoid this situation, it is necessary to innovate other didactic materials to attract students' attention and enhance teaching-learning. It makes active pupils and develops their speaking fluency skills.

Nowadays, there are many audiovisual aids available supported by educational systems such as websites and platforms where the teacher creates videos, audio, slides, pictures, and more. According to Moran (2017), audiovisual media create a more pleasant atmosphere in the classroom. This kind of material has the effect of motivating and involving students in language learning. These are present in the classrooms and facilitate the development of speaking skills in the English classroom because students understand and transmit information through their senses.

Additionally, it provides functional didactic materials to be applied before, during, and after classroom speaking activities. Materials need to be adapted according to the class because every lesson is different. In this case, the teacher chooses suitable materials for their learners. The teacher considers the program's suitability for a specific context to develop or select an appropriate material (Kurniawan, 2016).

## **1.7 Sorts of audiovisual tools to enhance speaking activities**

In Flipped classroom approach, the teacher uses audiovisuals tools to share information. In the same way, there are materials that students use to produce their knowledge. On the other hand, the links or presentations are easily transmitted by WhatsApp groups, flashcards, or CDs.

### **1.7.1 Biteable**

This online platform was designed to create videos with images, animations, and sound. In this case, the teacher must create an account to start a new project. There is the possibility to use templates available for a variety of topics. It depends on the type of video needed, such as animations, lectures, images, audio, or text. All the design tools are modifiable and creative because images or videos are added from the internet or computer. On the other hand, the user can create a new format for each video. It also allows users to invite and record videos with other people. Finally, the teacher sends a link where the video is available for learners.

### **1.7.2 Powtoon**

Powtoon offers to make video and visual content to present information in the educational and business fields. It is free to create visual material with the program's tools. Powtoon is dynamic because it has transitions, animations, pictures, and words. It is necessary to present clear and precise information because the objective is to make didactic and understandable presentations. The teacher organizes and chooses the format in which the information is shown. It is possible to convert the presentation into a video shared online through YouTube, Facebook, and WhatsApp.

### **1.7.3 Emaze**

This application is to make dynamic, creative, and interactive content. It allows for creating presentations, websites, blogs, e-cards, photo albums, and quizzes. Professional templates are for presentations on any topic related to education, health, business, art, and more. The content is presented as slides or videos. Additionally, the app can access and download photos and videos from Google Drive and YouTube accounts.

### **1.7.4 Flipgrid**

It is a free app for creating and posting videos online. The teacher creates groups and shares the code with the students. The videos are interactive because the user develops an

explanation with images and letters. People in the group can access the content and respond with a new video. This way, teachers and students learn and discuss a topic as a community.

### **1.7.5 Voki**

It is an exciting tool for creating speaking characters for oral activities. It is funny because teachers and students create an avatar using their physical characteristics or even use templates of animals and famous people. This way, teachers and students feel confident in sharing their opinions or information through an animated presentation. According to the research by (Manty, Md Yunus, Badusah, & M. Shah, 2016), students expressed that Voki helped them to become fluent in English by repeating words correctly after listening to the avatars. It is because students or even teachers feel confident to speak and watch to themselves through an avatar and notice the possible mistakes to be corrected with a new presentation.

### **1.7.6 Padlet**

Padlet is a platform for sharing information as a forum. Creating a group with the topic's name and adding the participants or sharing the link is essential. Users can use pictures and record their voices in the same part of the post. Finally, everybody watches and listens to the group's comments to be analyzed and replicated.

### **1.7.7 Vocaroo**

It is an easy tool to use for teachers and students. It offers the service of recording a voice message. There is no limit for each audio. The user can record, stop and repeat the audio to be reproduced. It is an advantage because teachers use their voices to explain the topic in detail. On the other hand, students record audios to be shared through a link to the teacher or classmates.

### **1.7.8 Liveworksheets**

Liveworksheets is a free platform to share and send information. In this case, the teacher creates interactive notebooks by course. In each notebook, students find different activities about topics. However, the teacher creates interactive online activities for students. In those activities, the teacher uses different tools like pictures and audio to do a short explanation of the topic. Additionally, the teacher reviews the students' participation because they use their e-mail accounts to send it to the teacher. At the end of the activity, students noticed their mistakes and grade.



## 1.8 Communicative competence

Communicative Competence (CC) refers to the ability to communicate orally, in writing, or in nonverbal. It is possible through social and educative interactions with adequate fluency. In its origin, Chomsky (1965) related competence (knowledge about language) and performance (use of the language in different situations). The mistakes made by the speaker are affected by elements like competence during production.

It is necessary to focus on developing CC in teaching the English language because students and teachers must have the ability to interact socially and culturally. The learners participate in different contexts, such as in class, workplaces, and stores. However, it is essential to mention that knowledge about grammar and meaning is insufficient to develop speakers' interaction in a second language effectively.

Yufrizal (2017) mentions the components of communicative competence:

**Linguistic competence** is knowledge of grammar. It involves understanding vocabulary, phonology, sentence, and word formation. It is to combine those elements to correctly produce a language structure.

**Sociolinguistic competence** is the ability to use rules in sociocultural contexts. It means that the speaker must use grammatical rules according to the situation because each person and place have a different expression and meaning of some words.

**Discourse competence** is the capacity to produce understanding. It depends on oral or written text. Oral communication involves speaking and listening skills to produce speeches, discussions, and dialogues. On the other hand, written text involves reading and writing and includes coherence and cohesion.

**Strategic competence** is recognizing and applying strategies to support learner difficulties in linguistic, sociolinguistic, and discourse competencies. In this way, learner improves their communicative competencies through practice and correct mistakes.

### 1.8.1 Oral communicative competence

Oral communicative competence is the ability to speak according to the situation presented. For this, speakers must interact with each other and practice in the target language and specific time. Therefore, learners develop verbal expressions based on linguistic competence to produce a structured language (Bakar, Noordin, & Razali, 2019). This way, the conversation between two or more people is meaningful because they provide opinions and different perspectives. Additionally, oral communicative competence is directly related to speaking skills and its elements to develop and improve verbal expression.

### 1.8.2 Speaking skills

This productive skill is vital in the development of a second language. It is the way to produce effective oral communication in academic or social situations. However, speaking

skills involve pronunciation, fluency, accuracy, and intonation that complement the correctly used words and context. Finally, they are essential in producing a clear and correct message.

### **1.8.3 Fluency**

Fluency in speaking skills is the ability to speak a specific language quickly. According to (Shahini & Shahamirian, 2017), a speaker is fluent when naturally participates and maintains a meaningful conversation without engaging in problems. The person does not need time to stop to think about what to say and how to say something. It means that it is the security and confidence to speak with different people for each necessary time to solve daily problems and transmit messages. It naturally demonstrated the dominance of the language and its grammatical structure applied according to the context.

## **CHAPTER II: METHODOLOGY**

### **2.1 Type of Research**

This research work was based on a mixed methodology; according to Hernández (2018), this type of research combines quantitative and qualitative elements. It helps to answer the questions to provide a solution to the research problem related to "Flipped Classroom," aimed to enhance the fluency of verbal expression using audiovisual aids among sophomore year students of César Antonio Mosquera high school from 2021 to 2022.

#### **2.1.1 Qualitative research**

Qualitative research refers to information provided by personal opinions, experiences, and thoughts about something specific (Rossman & Rallis, 2016). This methodology was critical in this study because the survey instrument and the teacher extended important information from experience. It allowed the project to analyze and interpret data. As a result, it was to understand the teacher's viewpoint about the problem.

#### **2.1.2 Quantitative research**

Similarly, quantitative research focuses on analyzing numerical values on a given topic. In other words, this modality focuses on establishing a numerical estimate of the data of a variable (Sampieri, 2018). It helped through a survey to know the students' preferences about developing speaking activities using audiovisual aids. The data was revealed numerically to be analyzed and interpreted.

### **2.2 Research method**

Through the research method, it was possible to identify and logically detail the concepts and particularities of the research problem. The method used is described below:

#### **2.2.1 Deductive Method**

The deductive method starts from the general to the specific. It means that there is a hypothesis to examine each possibility to determine and prove the reasons for the main problem (Martini, 2017). This method was necessary to analyze the results of the instruments applied for the subsequent drawing of conclusions. Those conclusions allowed the project to find a solution to the problem.

### 2.3 Techniques and Instruments

In this research, an interview and a survey were used. The technique of survey used a questionnaire as an instrument. It is a set of closed questions oriented toward a specific target to collect information about common problems using audiovisual aids using a Flipped classroom to improve English speaking fluency in sophomore students at "César Antonio Mosquera" high school.

Additionally, the semi-structured interview technique was also used, detailed with the instrument of an interview with open questions oriented towards knowing the teacher's perspective about the use of audiovisual aids using Flipped Classroom methodology to improve English speaking fluency. Unplanned questions allowed the project to know more about the teacher's experience. Consequently, it was applied to a particular person. In the case of this research, the person responsible was the teacher of sophomore students of the institution.

### 2.4 Research questions

Why Flipped classroom approach create interactive class environment?

How do flipped classroom strategies help to improve speaking fluency skills?

Which audiovisual aids help the teacher to catch students' attention?

### 2.5 Population and Sample

The population and sample were taken from "César Antonio Mosquera" high school. The institution is located at Julio Andrade, Carchi providence. Work carried out consisted of a study population; under no circumstances was it necessary to estimate a sample. The study included all the students of the A, B, C, and technical education parallels. It is correct to state that the population selection was a non-probabilistic selection by convenience. The survey applied to each of them. In contrast, the interview was administered to only one teacher of sophomore students in the institution. A more detailed description of the target population is given below.

**Table 2**

*Population of Unidad Educativa "Cesar Antonio Mosquera"*

Population						
Educational Unit	Year	Class	Male	Female	Total	Percentage
Unidad Educativa "Cesar Antonio Mosquera"	2nd BGU	A	20	6	26	27%
		B	14	11	25	26%
		C	12	13	25	26%

	Technical Parallel	8	11	19	20%
<b>Total</b>		54	41	95	100%

Note: Researcher elaboration.

## 2.6 Data Analysis

The process for processing the information for the survey to students was applied through the Google Forms platform. The interview with the English teacher was done at the "César Antonio Mosquera" high school. The survey was designed to last 15 minutes, and there was no time limit for the interview. The information collected was moved on to the processing phase to organize, interpret, and evaluate the quantitative and qualitative information. It was through figures and analysis.

## CHAPTER III: ANALYSIS AND DISCUSSION

This chapter addresses the theme that converges in analyzing the instruments applied to the subjects that made up the study sample. It is essential to detail that in the first instance, the students' survey results of the different parallel courses of the César Antonio Mosquera institution are analyzed. This chapter aims to determine the teacher's perspective on the application of audiovisual aids for language speaking improvement.

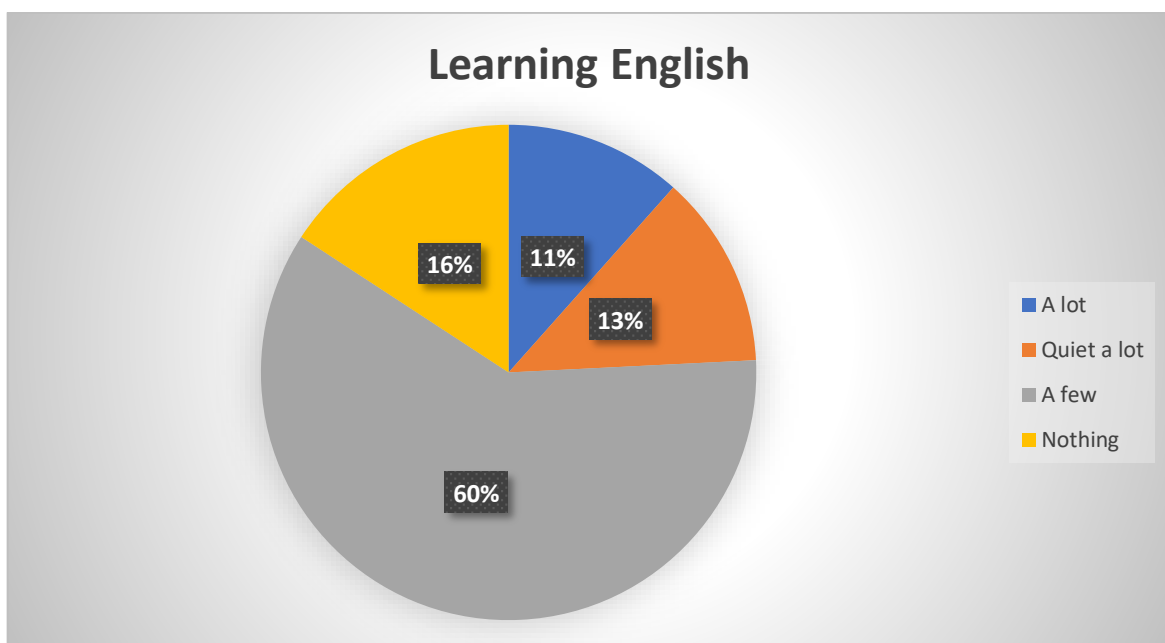
### 3.1 Student's Survey

As detailed above, the first step was to analyze the survey applied to the study population:

#### 1. Do you like learning English?

**Figure 2**

*Students' survey: Question 1*



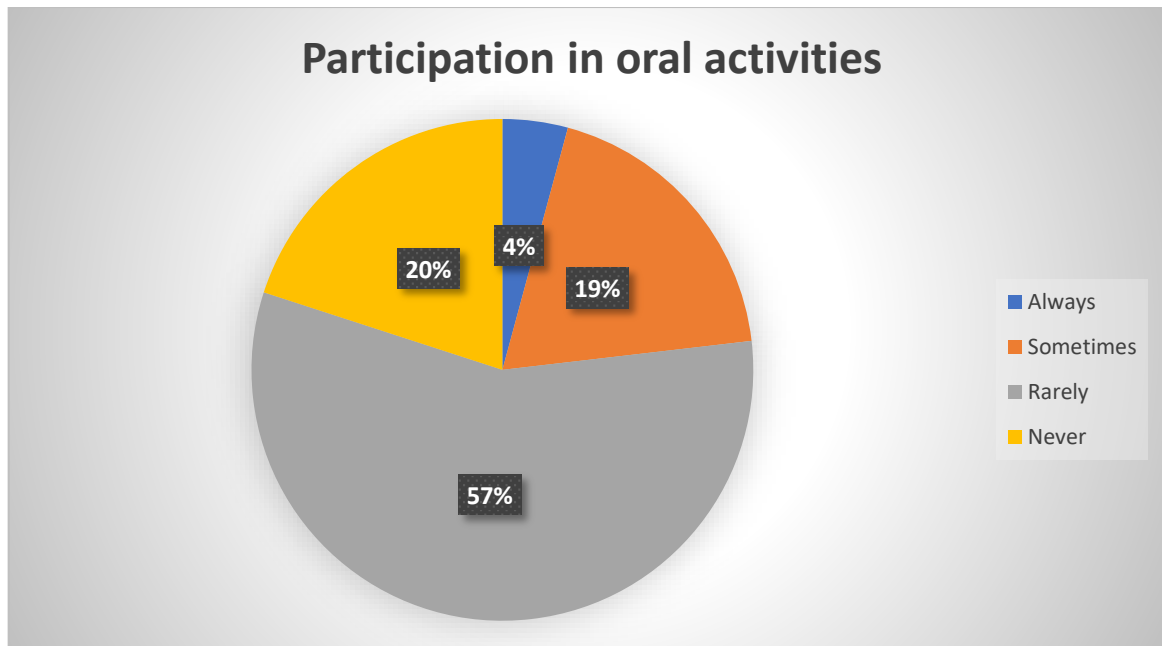
Note: Researcher elaboration. Source: sophomore students' survey.

Regarding the interest in learning English, data evidenced that most participants responded that they dislike learning this language. Some of them responded that they do like to learn English. This data may suggest that there is not a good level of motivation to learn English among the participants. However, it could assume that factors like teacher methodology, materials, and infrastructure have had a low impact on the interest in learning English. A further study would be optime to determine the reasons for the Nah respondents. In this study, the materials become an essential point to consider because it is necessary to find support tools to enhance students' participation and motivation to complete activities.

## 2. How often do you participate in oral activities in the English language?

**Figure 3**

*Students' survey: Question 2*



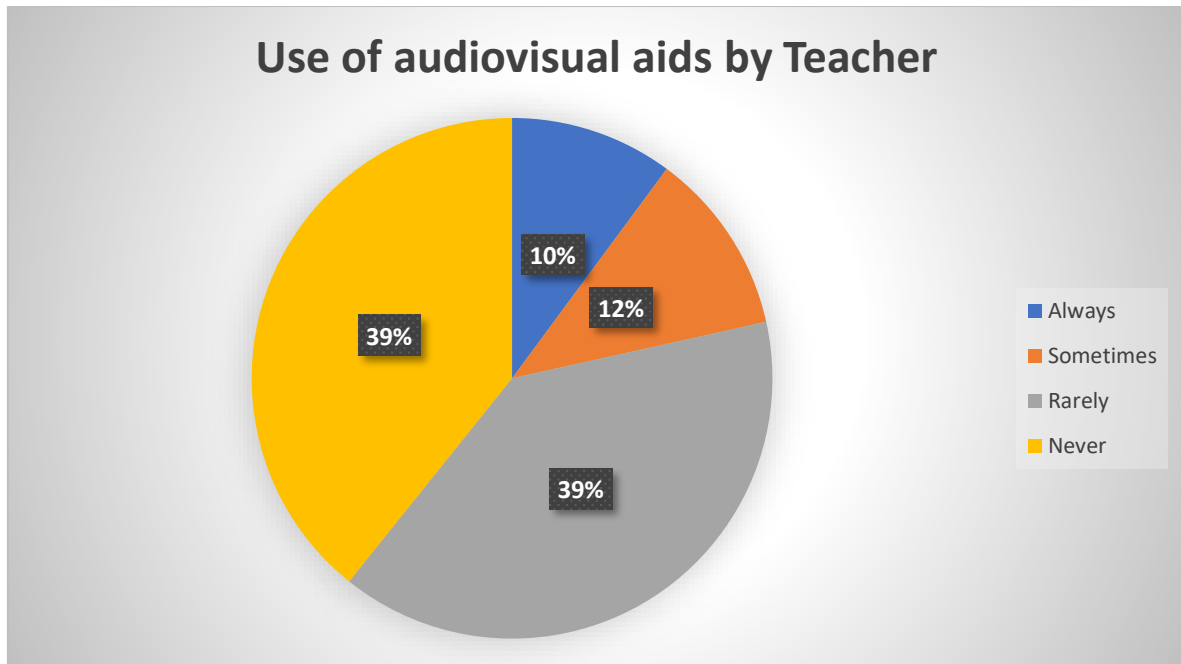
Note: Researcher elaboration. Source: sophomore students' survey.

The graph shows the participation of students in oral activities during the English class. Data revealed that most students have low participation during speaking activities in class. On the other hand, some of them try to participate occasionally in those activities. In this way, the data suggested that students are not interested in actively participating in oral tasks. It could be for the teacher's strategies and techniques in the way that students must develop and complete speaking activities. For this study, it is necessary to consider the importance of strategies and techniques to produce effective and fluent oral production.

**3. How often does your English teacher use audiovisual materials to explain a topic?**

**Figure 4**

*Students' survey: Question 3*



Note: Researcher elaboration. Source: sophomore students' survey.

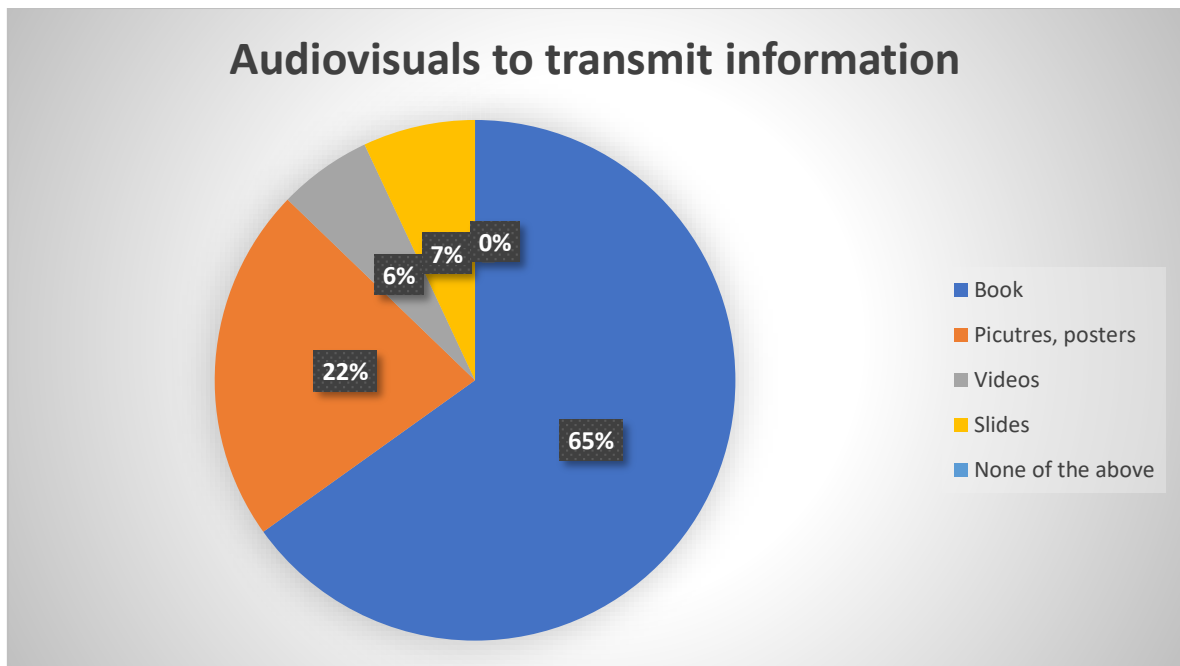
The graph shows the students' answers about how their teacher uses audiovisual aids to explain a topic. Most students noticed that their teacher rarely uses different audiovisual aids. However, a few students answered that the teacher sometimes explains a topic using audiovisuals. Therefore, the data indicated that teacher does not use support materials to make presentations. It could be assumed that the factor that the teaching methodology is still traditional. Additionally, a class's point and methodology are essential in creating dynamic and creative ways to teach and learn.



**4. What audiovisual materials does your English teacher use to transmit information to the class?**

**Figure 5**

*Students' survey: Question 4*



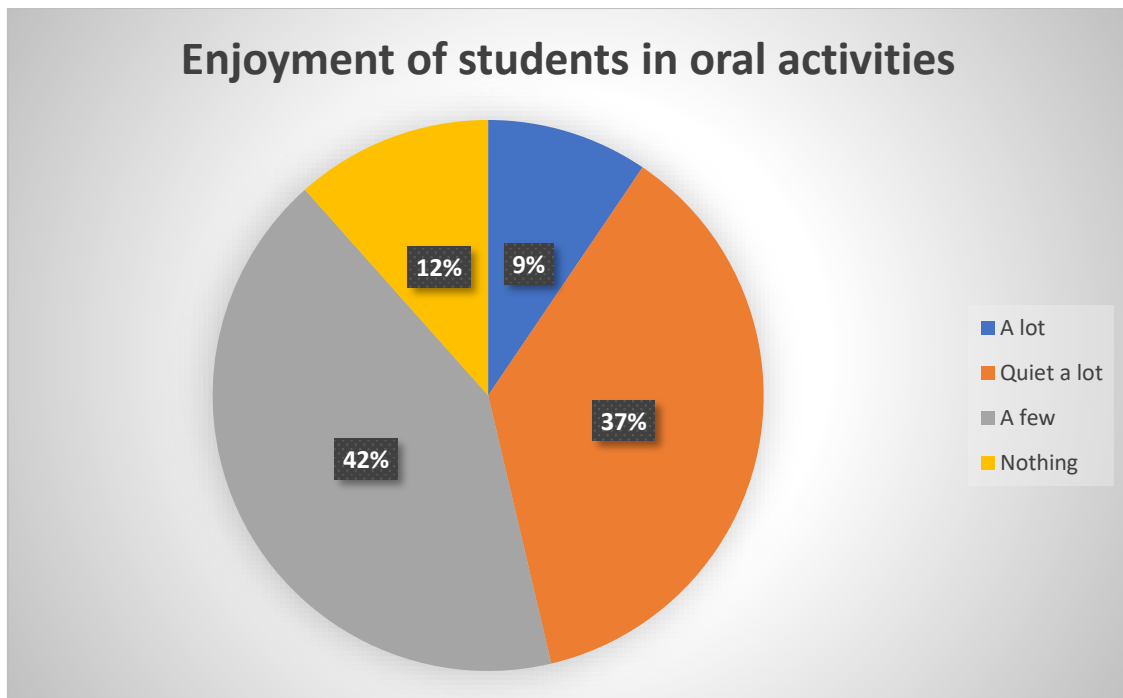
Note: Researcher elaboration. Source: sophomore students' survey.

The graph shows the students' answers about audiovisual materials that the English teacher uses to transmit information to the class. Most students answered that the book is the principal visual material that the teacher uses. In contrast, some students indicated that teacher uses pictures and posters to teach. A few students responded that sometimes videos and slides are used by the teacher in the presentation of a topic. This data revealed that the teacher uses the same support materials in explanations and activities. Overall, it is necessary to find support materials to catch students' attention and improve the learning environment to be interactive and dynamic.

**5. Do you enjoy oral activities using audiovisual materials that the teacher includes in the English classes?**

**Figure 6**

*Students' survey: Question 5*



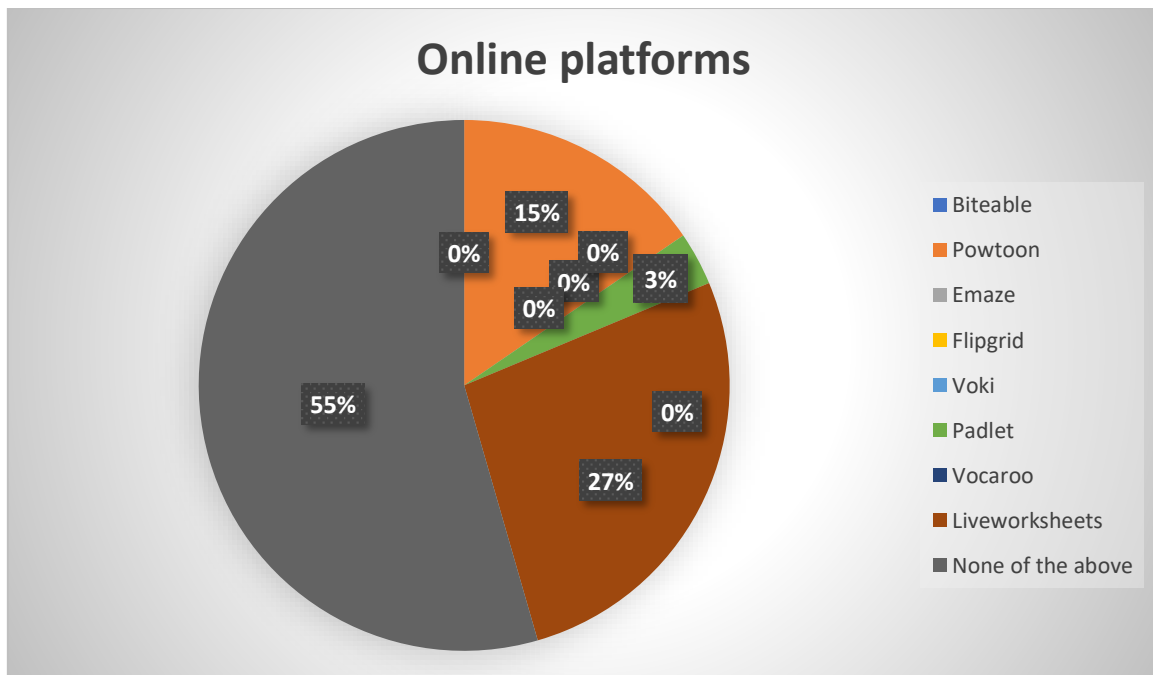
Note: Researcher elaboration. Source: sophomore students' survey.

The graph above shows the results from the question about students' enjoyment of oral production activities using audiovisual materials that the teacher includes during the English classes. Most students indicated that they do not enjoy developing speaking activities with materials applied by the teacher. Besides, a few students are not comfortable participating in those activities. Consequently, data suggested students are not motivated to participate and enjoy speaking activities using support materials. Finally, students need to increase their interest in participating, knowing, and using new materials applied by the teacher.

**6. From the following list of online platforms: Which ones do you know and used in oral activities before and during English classes?**

**Figure 7**

*Students' survey: Question 6*



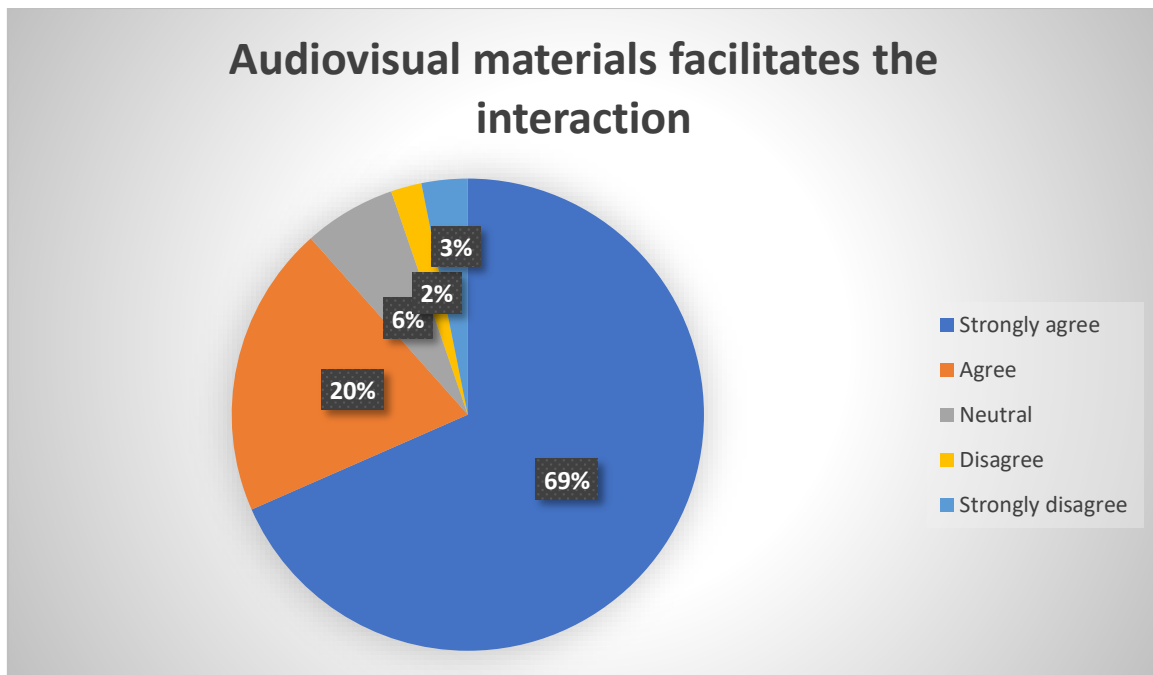
Note: Researcher elaboration. Source: sophomore students' survey.

This pie chart contains information on the answers about online platforms that students know and use in oral activities before and during English classes. As an impact result, most students do not know and do not use the applications mentioned in the question. At the same time, some students answered that they ever used PowToon and Liveworksheets for oral activities. These results revealed that the students are not currently involved with extra resources to practice and acquire knowledge. In this study, the implementation of alternative materials is essential to facilitate and increase the students' improvement of their fluency in speaking activities.

**7. Do you agree that the use of audiovisual materials mentioned before facilitating the interaction between teacher/student and student/student?**

**Figure 8**

*Students' survey: Question 7*



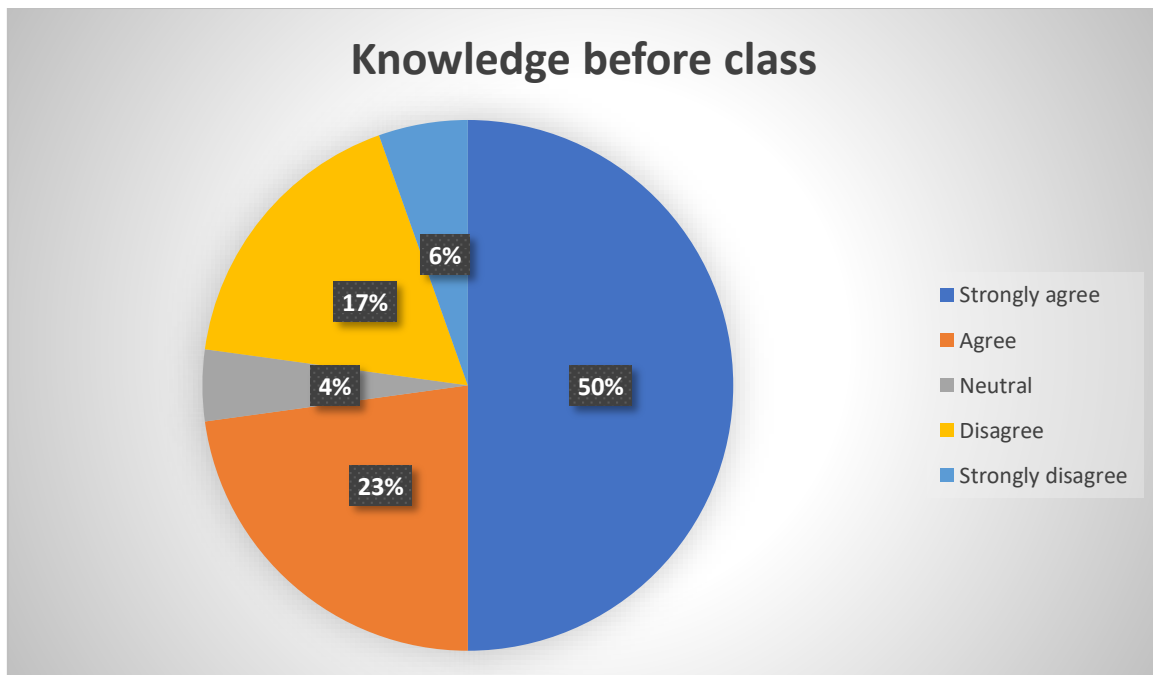
Note: Researcher elaboration. Source: sophomore students' survey.

The graph shows the answers about the audiovisual materials to facilitate the interaction between teacher/student and student/student. Most of the participants are in standard agreement that those support materials help interaction in class. However, some students think that interaction does not improve through audiovisuals aids. Therefore, this data indicated that students are interested to learn and using new ways to acquire, interact, and produce knowledge. It could assume they are bored with developing the same activities with the same materials.

**8. Do you agree that having previous knowledge of the topic discussed in the English class is essential?**

**Figure 9**

*Students' survey: Question 8*



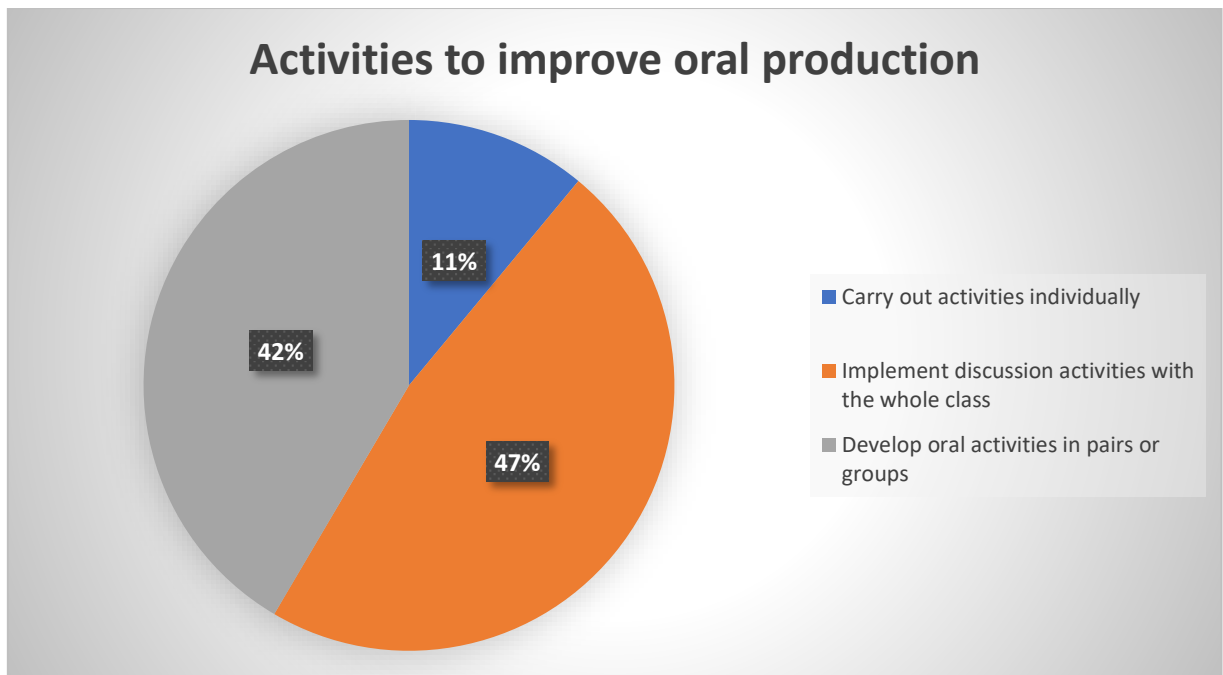
Note: Researcher elaboration. Source: sophomore students' survey.

The graph shows the students' opinion about the importance of having previous knowledge of the topic to be discussed in the English class. The results showed that most students think it is crucial to know and understand information about a topic before a class. Nevertheless, some students believe it is unnecessary to acquire previous information before classes. In this way, data indicated that students are encouraged to get information to help them understand the topic before discussing it with the whole class. It could be related to problems such as the student failing to fully understand the topic in class because there is no more time to practice. Additionally, it is essential to focus on the approach to develop a lesson. In the case of this study, flipped classroom approach will allow students to know information before a class at home to then discuss and practice with interaction in class.

9. From the following strategies, choose the ones you consider essential to improve the development of oral activities in your English class.

Figure 10

Students' survey: Question 9



Note: Researcher elaboration. Source: sophomore students' survey.

The graph shows the answers about strategies that students consider essential to improve the development of oral activities in English class. In this case, most students believe that activities with the whole class, in pairs and groups, help them improve their speaking fluency skills. In contrast, just a few students think individual activities enhance oral production. Consequently, this data suggested that students feel confident working in pairs and group activities. It could assume that strategies in the way of doing activities influence the interaction and fluency of students. For this study, strategies are fundamental for students to feel more comfortable and supported when working with their peers.

### 3.2 Teacher semi-structured interview

#### Question 1. What was the reason you decided to become a teacher?

In this question, the teacher mentioned, "I like that other person, in this case, the students, know the language of other countries, especially English, which is essential today."

This teacher has a clear idea that English is an important language today because this means that students have the advantage of creating opportunities not only in their own country but also in other countries around the world.

**Question 2. How many years of experience do you have as an English teacher?**

The teacher mentioned that the experience of seven years has been significant. Therefore, during that time, the teacher had the opportunity to teach English to children of different levels to teenagers. This way, this teacher knows how students work, problems, and needs depending on the class.

**Question 3. Have you been a teacher in public or private institutions?**

The teacher said, "I have worked all these years in the public sector as part of the Ministry of Education." Consequently, the teacher knows the educational system of the Ministry of Ecuador about teaching English and its curriculum.

**Question 4. About English skills; listening, speaking, reading, and writing. Which presents a higher level of difficulty to develop in your students? Why?**

As expressed by the teacher, speaking is a more difficult skill than the others. Some of the reasons are described, such as the embarrassment that students must speak in front of others. Although the teacher constantly mentions to his students that those mistakes are not something to be afraid of in class, they do not feel confident enough.

Based on the information provided by the teacher, there is not enough practice of English skills in front of the classroom. For example, it is necessary to create oral activities such as debates or presentations where everyone can speak, listen, and respond to the information transmitted. The choice of these activities allows students to overcome the fear of public speaking.

**Question 5. According to the Ministry of Ecuador (2017), by the end of the 2nd year of BGU, the exit profile of sophomore students is to get B1 level based to the Common European Framework (CEFR. In what ways is this objective achievable for sophomore students of this Institution?**

In this question, the teacher indicated that this objective is possible, but many students were affected because they did not study the English subject in previous years.

According to the information from the teacher, the subject of English is required at all levels of education. The constant practice of this language over time allows students to develop and improve their skills, such as speaking. In this level, B1.1, students can be independent users. Regarding speaking skills, students communicate in unprepared conversations describing the topics they already know as family, hobbies, travel, and more.

**Question 6. What activities do you often use to develop oral production in class?**

For this question, the teacher described some activities to develop oral production in class, such as talking about the daily routine and using songs and pictures. An important detail that teacher mentioned is that they prefer to do this kind of activity in groups because they work better.

Considering what was mentioned by the teacher, the students choose to work in groups because the ideas contribute to developing a complete activity. Topics such as daily routines are of great interest to students because they give personal information, they know about

themselves. It helps them to have fluency when expressing said information. The strategy of songs and images is a fun and accessible option to be developed.

**Question 7. Which of the activities mentioned above is the most enjoyed?**

In this question, the teacher mentioned the class activity students enjoy. Presentation is a creative activity where students are free to develop and use their imagination through pictures. As the teacher mentioned, this question is related to meaningful learning because students can internalize and practice their knowledge with the whole class. They remember the information and make a presentation fluently.

**Question 8. How do you motivate your students to use audiovisual aids to innovate their learning process?**

For this question, the teacher referred to online platforms as tools containing applications or activities. Students at that age know about the management of these technological tools. However, students have not had the opportunity to use and practice them. Applications are a good option for finding speaking activities. On the other hand, students must have enough practice to avoid problems with these support resources.

**Question 9. To what extent do you consider important the use of audiovisual aids to make your English class more interactive and dynamic? Why?**

As the teacher mentioned, this question is related to how students learn. Everyone uses their five senses, but some learn more by listening, speaking, or writing. Consequently, this answer is related to the student's attention and curiosity to learn in different ways. The teacher pointed out that it is essential to find support materials to facilitate the development of good oral production in activities.

**Question 10. What programs have you been using to improve speaking skills in your students? Why?**

Based on the information provided by the teacher, the lack of audiovisual resources is a problem. Consequently, the teacher has used resources such as books, images, posters, a blackboard, a projector, and a tape recorder. On the other hand, new tools such as songs, slides, and collages, among others. These options allow them to renew the environment in oral activities during class.

**Question 11. Have you ever used Flipped classroom to help develop speaking in your students? Why/ Why not?**

As the teacher expressed, a Flipped classroom is not used in this class. It is due to the lack of capacitation about audiovisual resources. Some students do not have access to the internet, or they do not know how to use it. Regarding the information provided, it is important to find materials accessible to all students at home. The interaction and dynamics of oral activities are carried out with support material such as images, songs, online games, or face-to-face.



**Question 12. Why do you think Flipped classroom strategies, such as individually, in pairs, or in groups, are essential?**

The teacher mentioned that the Flipped classroom is a good group idea. She describes the most important reason that when students work in groups, they feel more supported and confident in their activity. According to this information, it is essential to mention that when students work in groups on oral activities, they help each other so that the whole group obtains good participation.

**Question 13. How does a didactic guideline proposal about audiovisual aids using Flipped classroom approach improve speaking skills in your students?**

According to the teacher, a didactic guide is helpful because there are activities to develop speaking fluency. At the same time, these oral activities are supported by audiovisual materials that capture the attention of students and teachers. The idea of an inverted class is interesting because students can know some facts at home to talk about in class. As a result, there is a dynamic and interactive class. Students have the freedom of creativity to express all information orally and fluently in front of their class.

### **3.3 Discussion**

#### **3.3.1 Audiovisual aids**

According to Moran (2017), audiovisual media create a more pleasant atmosphere in the classroom. This kind of material has the effect of motivating and involving students in language learning. These are present in the classrooms and facilitate the development of speaking skills because students understand and transmit information through their senses. This information is related to the data provided by the participants. Some stated that using interesting applications innovates a traditional lesson into an environment where students interact, understand, and practice. However, most students and even the teacher indicated that the teacher uses the same support materials such as books, pictures, and slides in explanations and activities because students are not currently involved with extra resources to practice and acquire knowledge.

Additionally, this data suggests that the lack of audiovisual aids influences the dynamics and creativity of a classroom environment. For this, students and teachers agreed that implementing activities using audiovisual materials to share information helps students have a better interaction and facility to explain something. Finally, the action points for these findings are to find free online platforms available for teachers and students. According to their needs, it is necessary to determine what audiovisual aids help teacher share information visually or orally and establish audiovisual aids that help improve students' speaking skills.

#### **3.3.2 Flipped classroom**

The Flipped classroom is also called an inverted class. It is because the traditional activities in the classroom are now done at home. In this approach, students are autonomous learners

for active interaction because it is focused on student-centered learning. It is possible through information provided by the teacher before a lesson. Regarding data obtained, the teacher mentioned that Flipped classroom is not used in this class due to the lack of capacitation about audiovisual resources. In the same way, students confirmed that they never had a class focus on the Flipped classroom.

On the other hand, most of the participants in the survey and interview were interested to learn and use new ways. To acquire, interact, and produce knowledge. They know it is necessary to acquire information at home to go to the classroom to discuss and clarify doubts. The teacher said that Flipped classrooms could be engaging for the opportunity to share information before a class to maximize the time for discussion and practice with students. In this case, the action points present important information about Flipped classroom approach, its strategies, roles, syllabus, and template for design lessons. It also details the use of each application for its correct execution and proposes activities to increase students' participation in discussion and collaborative tasks.

### **3.3.3 Speaking Fluency**

Speaking is a productive skill that requires some elements like Fluency to be developed. According to (Shahini & Shahamirian, 2017), speakers are fluent when they naturally participate and maintain a meaningful conversation without engaging in problems. Based on the data, students are not fluent speakers because they are not motivated to participate in and enjoy speaking activities. According to the teacher, students feel embarrassed to talk in front of their classmates. It affects their participation and speaking practice. Therefore, most participants mentioned that activities with the whole class, in pairs and groups, help them improve their speaking fluency skills because they help each other so that the whole group obtains good participation. The teacher stated that a didactic guide is helpful because there are activities to develop speaking fluency. Consequently, the action points to address are proposing oral activities where the student is the active center of expression, increasing students' participation through interactions with their classmates and teacher, and clearly describing the information and activities so that the student is clear about what and how to execute the tasks.

## **CHAPTER IV: PROPOSAL**

### **4.1 Title**

*LET'S IMPROVE SPEAKING FLUENCY*

### **4.2 Introduction**

The proposal was developed based on the analysis results from the research instruments applied to teacher and sophomore students' years at "César Antonio Mosquera" high school. The didactic guide contains three units; in each unit, there are three activities; these activities are divided into three stages (before, during, and after). In each lesson, the teacher and students could find relevant information about how audiovisual aids can be used to support language learners. Additionally, the Flipped classroom strategies presented in this didactic guide help improve speaking skills because this approach is focused on interaction, practice, and production of the target language.

### **4.3 Theoretical Foundations**

#### **4.3.1 Audiovisual aids**

Nowadays, there are many audiovisual aids available supported by educational systems such as websites and platforms where the teacher creates videos, audio, slides, pictures, and more. According to Moran (2017), audiovisual media create a more pleasant atmosphere in the classroom. This kind of material has the effect of motivating and involving students in language learning. These are present in the classrooms and facilitate the development of speaking skills in the English classroom because students understand and transmit information through their senses.

Additionally, it provides functional didactic materials to be applied before, during, and after classroom speaking activities. Materials need to be adapted according to the class because every lesson is different. In this case, the teacher chooses suitable materials for their learners. The teacher considers the program's suitability for a specific context to develop or select an appropriate material (Kurniawan, 2016).

#### **4.3.2 Flipped classroom**

The conceptual and fundamental idea of the flipped classroom is found in the book by Bergman & Sams (2012). It explains that the traditional activities in the classroom are now done at home. It means that the reinforcement activities done at home are now completed in the classroom. Consequently, this process allows students to be autonomous learners for active interaction because it focuses on student-centered learning.

### 4.3.3 Flipped classroom strategies

Flipped classroom approach implemented strategies to be applied inside and outside the classroom. Focus on speaking skills; the strategies described below have an effective result in developing oral activities:

#### 4.3.3.1 Implement lecture videos

It is used as supporting material for English teaching in a Flipped classroom. In this way, the teacher has the option to record the explanation of a topic. The teacher uses creativity and didactic audiovisual aids to create an exciting lecture video. The advantage is that teacher maximizes the time because there are no interruptions during the presentation (Bui, 2021).

#### 4.3.3.2 Individual work

This strategy is based on the principle that students build their knowledge by themselves. It aims to acquire pre-information to be shared communicatively in front of a class. It means individuals are responsible for organizing their time at home and then in class. This learning requires materials to auto tutorial instruction such as videos, pictures, slides, or audio (Kapur, 2019).

#### 4.3.3.4 Whole class discussion

Students must be prepared to transmit their knowledge as speakers and get ideas as listeners. According to Coppens (2020), "This begins by creating a classroom culture in which students know how to ask questions, feel comfortable sharing their understanding, and value listening to and learning from each other" (p. 16). Thus, Students feel free to participate actively and collaborate in discussions.

#### 4.3.3.5 Pair-Work/ Group-Work

Develop speaking activities in pairs or small groups to support students to share and learn from each other. The teacher notices that each student has the same opportunity to participate in and organize an activity. A student's difficulties are resolved with the whole group to find a solution and understand (Hung & Mai, 2020).

### 4.3.4 Template for Flipped Classroom Design

**Table 3**

*Template for Flipped classroom*

Lesson plan		
<b>Teacher's name:</b>	<b>Course:</b>	<b>Date:</b>
<b>Objective of the lesson:</b> Establish the main objective of the lesson.		
<b>Before English speaking lesson</b>		
<b>Presentation</b>		

<b>Activities</b>	The teacher introduces and explains the topic in precise detail.
<b>During English speaking lesson</b>	
<b>Activate schema</b>	
<b>Activity</b>	Through this activity, the teacher knows what students learn about the topic at home.
<b>Practice:</b> The teacher establishes the way in that students are going to work (Working forms)	
<b>Activity 1</b> <b>Activity 2</b>	The teacher exposes the topic to discussion and practice to find a solution to the problem. Activities to work on in class.
<b>Production</b>	
<b>Activity</b>	Students share the activity with the class.
<b>After English speaking lesson</b>	
<b>Activity at home</b>	Students practice or produce what they learn.

Note: This table details the structure of a Flipped classroom lesson plan. Source: Hartyányi, M., Balassa, S., Babócsy, C., Téringer, A., Ekert, S., Coakley, D., & Tauchmanova, V. (2018). Adapted by Angie Tatamues.

#### 4.4 Speaking skills

This productive skill is essential in the development of a second language. It is the way to produce effective oral communication in academic or social situations. However, speaking skills involve pronunciation, fluency, accuracy, and intonation that complement the correctly used words and context. Finally, they are essential in producing a clear and correct message.

#### 4.5 Speaking Fluency

Fluency in speaking skills is the ability to speak a specific language quickly. According to (Shahini & Shahamirian, 2017), a speaker is fluent when they naturally participate and maintain a meaningful conversation without engaging in problems. The person does not need time to stop to think about what to say and how to say something. It means that it is the security and confidence to speak with different people for each necessary time to solve daily problems and transmit messages. It naturally demonstrated the dominance of the language and its grammatical structure applied according to the context.

## **4.6 Objectives**

### **4.6.1 General objective**

- Design a didactic guide using audiovisual aids based on flipped classroom strategies to improve speaking fluency in sophomore students' year at "César Antonio Mosquera," high school.

### **4.6.2 Specifics objectives**

- Select using audiovisual aids based on flipped classroom strategies helpful to enhance speaking fluency in sophomore students' year at "César Antonio Mosquera" high school.

- Develop activities based on students' needs with audiovisual aids based on flipped classroom strategies to help develop speaking fluency in sophomore students' year at "César Antonio Mosquera" high school.

## **4.7 Beneficiaries**

The work-study population (beneficiaries) are the sophomore students at César Antonio Mosquera; under no circumstances was it necessary to estimate a sample. The study included all the students of the A, B, C, and technical education parallels. It is correct to state that the population selection was a non-probabilistic selection by convenience.

## **4.8 Development**

The topics of this didactic guide were taken from English Pedagogical Modules B1.

## Syllabus

Objective: Students will be able to improve and develop speaking skills using visual aids through flipped classroom strategies.

<b>Units</b>	<b>Lessons</b>	<b>Goals</b>	<b>Grammar and Vocabulary</b>	<b>Skills/Strategies</b>
<b>Unit 1</b> <b><i>The Story Behind the Photo</i></b>	<i>Lesson A</i> Family activities and celebrations	Students will be able to use past simple tense to talk about past family activities and celebrations.	Past simple	Speaking Listening
	<i>Lesson B</i> Life experiences	Students will be able to use present perfect to talk about life experiences.	Present perfect	Speaking Listening
	<i>Lesson C</i> Spending Time with Friends	Students will be able to use time sequencers past simple and present perfect tense to talk about activities with friends.	Past simple and Present perfect: Time sequencers	Speaking Listening
<b>Unit 2</b> <b><i>Education Yesterday and Today</i></b>	<i>Lesson A</i> Sports and Art	Students will be able to use past simple and past continuous to talk about sports and art in Education.	Past simple and Past continuous	Speaking Listening
	<i>Lesson B</i> First day of classes	Students will be able to use past perfect to describe past activities at school.	Past perfect	Speaking Listening
	<i>Lesson C</i> Importance of Education	Students will be able to use the second conditional to talk about education.	Second conditional	Speaking Listening
<b>Unit 3</b> <b><i>Touring Ecuador and the World</i></b>	<i>Lesson A</i> Tourist places in Ecuador	Students will be able to use vocabulary to describe tourist places of Ecuador.	Tourist activities vocabulary	Speaking Listening
	<i>Lesson B</i> Traditional Celebrations in Ecuador	Students will be able to use vocabulary to talk about Traditional celebrations in Ecuador.	Traditions, customs, and festivities vocabulary	Speaking Listening
	<i>Lesson C</i> Most traditional celebrations around the world	Students will be able to use indefinite pronouns to talk about most traditional celebrations around the worldwide.	Indefinite pronouns	Speaking Listening

# LET'S IMPROVE SPEAKING FLUENCY







# UNIT 1

## THE STORY BEHIND THE PHOTO



A large, pink, brush-stroke style graphic with a torn edge containing the text 'LESSON A' in large, bold, dark blue letters, and 'FAMILY ACTIVITIES AND CELEBRATIONS' in smaller, bold, dark blue letters below it. The graphic is surrounded by yellow starburst and sparkles.

# LESSON A

## FAMILY ACTIVITIES AND CELEBRATIONS



# Lesson Plan



## Family activities and celebrations

**Objective:** By the end of the lesson students will be able to use past simple tense to talk about past family activities and celebrations.

### Before lesson

#### Presentation

- Teacher presents a short presentation about past simple structure through examples in Emaze platform
- Students complete blanks individually. The activity is to complete in Liveworksheets app.
- Teacher asks students to bring a photograph related to family activities and celebrations.

### During lesson

#### Activate schema

- Teacher shows pictures about a sequence of a family celebration.
- Teacher asks: What was the celebration? How did they prepare the celebration? How did each person feel?
- Students have a minute to watch and think to give possible answers by inferring.

#### Practice

##### Activity 1

- Teacher checks grammar part through examples.
- Teacher completes the first example with the class and then students complete individually
- Students compare and discuss answers in groups.
- Teacher checks the answers and completes the activity with the whole class by asking students to participate giving answers.

##### Activity 2

- Teacher facilitates flash cards about different activities and celebrations of families to talk about them.
- As example of the activity: Teacher chooses a card and starts to talk about what she thought about the picture.
- Teacher asks a student to make questions to know more details.
- Then, the activity changes. The student chooses a card to talk about it, and teacher asks questions.
- Students practice this activity in pairs and share with the class.

#### Production

- Individually, student makes a presentation describing the activity or celebration in his/her photograph.
- Students share with the class and make questions to know more details.

### After lesson

#### Activity at home

- Teacher creates a Flipgrid group with the topic Family activities and celebrations.
- Students record and share their presentation in Flipgrid group. (4-6 minutes)
- Students watch the videos of their classmates and reply at least two of them with a new video. (2-3 minutes)

# Family activities and celebrations

## PRESENTATION

1. Enter to the link and review digital book sent by teacher.
2. The digital book presents information about past simple tense.
3. Take notes about important information.
4. Bring to the class a photograph related to activities or celebrations with his/her family.

Information link:

<https://www.emaze.com/@ALRTWDTLW/lets-start>

Activity  
before class

emaze | 2025

- Why emaze
- Features
- Emaze For Business
- Emaze For Education
- Learning Management System
- Create
- Presentation
- Quiz
- Website
- Photo Album
- Digital Card
- Blog

July is All About Inspiration & Recognition!  
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Let's start! | Presentation by angietatamues19991018

angietatamues1

Let's start!

emaze

emaze | 2025

- Why emaze
- Features
- Emaze For Business
- Emaze For Education
- Learning Management System
- Create
- Presentation
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- Photo Album
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- Blog

July is All About Inspiration & Recognition!  
Use Code **AWR1212**  
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angietatamues1

Past simple

Used to talk about actions  
that happened in the past.

emaze



# Family events

EMAZE | 2025

Why Emaze

Features

Emaze For Business

Emaze For Education

Learning Management System

Create

- Presentation
- Quiz
- Website
- Photo Album
- Digital Card
- Blog

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angietatamues1

*Past simple*

In the past simple, all verbs except the verb to be run the same way with all personal pronouns.

I	YOU	HE	SHE	IT	WE	YOU	THEY
WORKED HARD YESTERDAY							

TO - BE

WE	YOU	THEY	YOU	YOU
WERE				

I	SHE	HE	IT
WAS			

emaze

EMAZE | 2025

Why Emaze

Features

Emaze For Business

Emaze For Education

Learning Management System

Create

- Presentation
- Quiz
- Website
- Photo Album
- Digital Card
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angietatamues1

Simple Past



emaze

# Family events

5. Complete the next exercises:

Liveworksheets:

<https://es.liveworksheets.com/di3135849us>

## Past simple



A. Put the verbs in the correct column.

Regular verbs		Irregular verbs	
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

B. Watch and listen to the video.



# Family activities and celebrations

C. Complete the blanks with the verb in the correct form by recording your voice.

We   to visit our grandparents. (go)

We   by train. (travel)

There   a lot to see outside the window. (is)

In the afternoon I   fishing in a boat. (go)

He   me cool stuff about fishing. (teach)

We   a lot of fish. (catch)

We   grilled fish for dinner. (have)

¡Terminado!



# Family activities and celebrations

**ACTIVATE SCHEMA**

*Strategy: Whole class discussion*

## Activity 1

1. Watch the pictures, and talk about it.



Activities during class

WHAT WAS THE CELEBRATION?

HOW DID THEY PREPARE THE CELEBRATION?

HOW DID EACH PERSON FEEL?



# Family activities and celebrations

Strategy: Whole class discussion

## PRACTICE

### Activity 1

1. Complete the blanks using the verbs from the box with correct and share with the class.

buy      travel      watch  
have      catch      cook      eat



My mother \_\_\_\_\_ a cake for my birthday.



We \_\_\_\_\_ a new movie at home.



My parents and I \_\_\_\_\_ for a walk in the park.



My brother \_\_\_\_\_ a gift for the Mother's Day.



She \_\_\_\_\_ a barbecue at her grandmother's house.



We \_\_\_\_\_ pizza on the beach.



John \_\_\_\_\_ by plane with his father.



My grandfather \_\_\_\_\_ a fish yesterday.

Activities during class

# Family activities and celebrations

**PRACTICE**

*Strategy: Pair-Work*

## Activity 2

1. Choose a flash card to imagine and talk about a story behind the picture.

Activities  
during class



**A**



**B**



**C**



**D**



**E**



**F**



**G**



**H**

Optional questions to ask for  
more information:

How it happened?

How was it planned?

What they did?

Did they enjoy it?

# Family activities and celebrations

Strategy: Whole class discussion

## PRODUCTION

### Activity 1

1. Paste your photograph in the box below and talk about it using past simple.



Activities during class

Activity after class

### Activity at home

1. Record your presentation in Flipgrid group. (4-5 minutes)
2. Watch the videos of your classmates and reply at least two of them with a new video. (2-3 minutes)

Link Flipgrid: <https://flip.com/f5f9f00e>  
Join Code: f5f9f00e

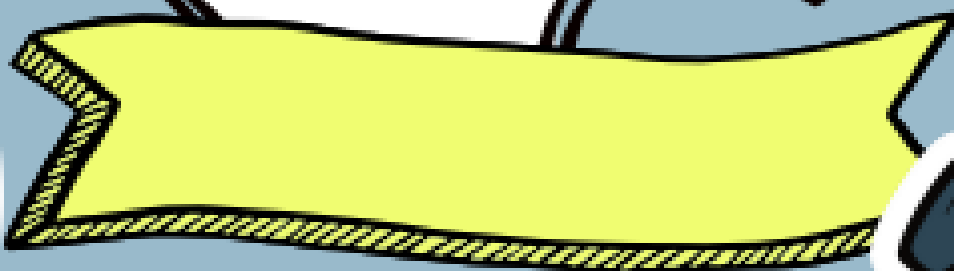
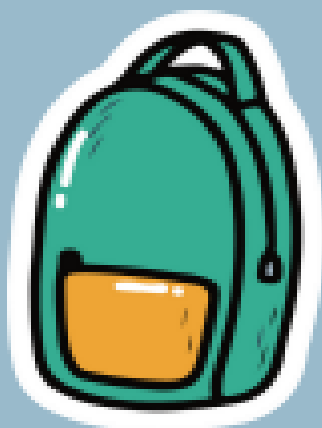




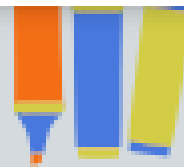
# LESSON B



## LIFE EXPERIENCES



# Lesson Plan



## Life Experiences

**Objective:** By the end of the lesson students will be able to use present perfect to talk about life experiences.

### Before lesson

#### Presentation

- Teacher shares a video about Present Perfect in PowToon platform
- Students enter to the video and take notes of important points.
- Students record an audio talking about a summary about the video in Vocaroo platform. (1 minute)

### During lesson

#### Activate schema

- Teacher shows some pictures to ask: Have you ever traveled by plane? Have you ever drunk milkshake? Have you ever won an award or a medal? Have you ever eaten Chinese food? Have you ever been in other country? Have you ever been late for school?
- Students take a minute to think and talk about them.

### Practice

#### Activity 1

- Teacher checks grammar part through speaking activity.
- Teacher practice an interview as example of the activity with a student.
- Then, students complete the interviews and dramatize one dialogue with a classmate
- Students share the interviews with the class.

#### Activity 2

- In pairs, students play the board game about present perfect.
- Teacher explains the rules of the game and gives an example.
- At the end students share with the class about their classmates' experiences.

### Production

- Teacher explain the activity and share an example.
- Individually, students choose and cut out at least 2 speaking cards.
- Students prepare a speech to talk about the experience of the cards.
- Students share their speaking activity with the class.

### After lesson

#### Activity at home

- Teacher shares a puzzle activity trough Liveworksheets.
- Students complete the puzzle and record an audio talking about the experience of the picture.



# Life Experiences

## PRESENTATION

1. Enter to the video about Present Perfect in Powtoon platform.
2. Take notes of important points.
3. Record an audio talking about a summary about the video in Vocaroo platform. (7. minute)

Watch my Powtoon: Present Perfect

[https://www.powtoon.com/online-presentation/eQ8TTtoWnKuF/?utm\\_medium=social-share&utm\\_campaign=studio+share&utm\\_source=copy+link&utm\\_content=eQ8TTtoWnKuF&utm\\_pos=42428028&mode=movie#/](https://www.powtoon.com/online-presentation/eQ8TTtoWnKuF/?utm_medium=social-share&utm_campaign=studio+share&utm_source=copy+link&utm_content=eQ8TTtoWnKuF&utm_pos=42428028&mode=movie#/)

### Present Perfect

By [ingrammaweb0080208](#) | Updated July (2) 2022, 7:38 am

Unmute  Mute



[GET MY CLASS](#)

[PUBLISH OPTIONS](#)

SHARE THE AWESOMENESS



[HOW TO USE](#)

WANT TO REMOVE THE POWTOON BRANDING?

Vocaroo platform

<https://vocaroo.com/>

Vocaroo



Vocaroo - El servicio líder en grabación de voz

¡Hola!



¡Presiona el botón para empezar a grabar!

Activity  
before class

# Life Experiences

Strategy: Whole class discussion

## ACTIVE SCHEMA

### Activity 1

1. Watch the pictures and answer.

Activities  
during class

**HAVE YOU EVER....?**

*traveled by plane*



*drank milkshakes*



*won an award  
or a medal*



*ate  
chinese food*



*been in other  
country*



*been late  
for school*



# Life Experiences

Strategy: Whole class discussion

## PRACTICE

### Activity 1

1. Complete the interviews and dramatize one dialogue with a classmate. It is your choice to make the answers positive or negative.

#### INTERVIEWS ABOUT LIFE EXPERIENCES



1. Andrew is a professional musician.

Q: \_\_\_\_\_ you \_\_\_\_\_ (play) on TV?

A: \_\_\_\_\_

Q: \_\_\_\_\_ you \_\_\_\_\_ (write) a song?

A: \_\_\_\_\_

Q: \_\_\_\_\_ you \_\_\_\_\_ (win) an award?

A: \_\_\_\_\_

Q: \_\_\_\_\_ you \_\_\_\_\_ (sign) autographs?

A: \_\_\_\_\_

Q: \_\_\_\_\_ your fans \_\_\_\_\_ (give) you gifts?

A: \_\_\_\_\_



2. Lucy is a flight attendant.

Q: \_\_\_\_\_ you \_\_\_\_\_ (be) to Japan?

A: \_\_\_\_\_

Q: \_\_\_\_\_ you \_\_\_\_\_ (be) in dangerous?

A: \_\_\_\_\_

Q: \_\_\_\_\_ your family \_\_\_\_\_ (fly) with you?

A: \_\_\_\_\_

Q: \_\_\_\_\_ you \_\_\_\_\_ (know) famous people?

A: \_\_\_\_\_

Q: \_\_\_\_\_ you \_\_\_\_\_ (be) late for a flight?

A: \_\_\_\_\_

Activities  
during class



# Life Experiences

Strategy: Pair-Work

## PRACTICE

### Activity 2

1. In pairs, play the board game about present perfect.
2. Share with your class about your classmates' experiences.

#### RULES

- Take a turn to roll the dice and advance.
- In the place you are, your opponent asks you the question related to the word or picture and you have to answer using the present perfect.

#### EXAMPLE:

A: Have you ever eaten pizza?

B: Yes I have. I have eaten pizza many times.

- If you don't answer the question correctly, you have to go back 3 places.

*Let's play!*

**Board Game**

**Remember:** Have you ever...? - Past participle (V3)  
e.g. Have you ever played this game?

**Squares on the board:**

- break (bone)
- ride (elephant)
- bake (cake)
- crash (car)
- drink (beer)
- go to (pyramid)
- eat (ostrich)
- go to (church)
- see (ghost)
- bake (toaster)
- make (snowman)
- give (flowers)
- ride (horse)
- see (ice cream)
- eat (pizza)
- Start
- try (umbrella)
- fly in (jet)
- ride (camel)
- go to (house)
- sleep (cabin)
- go to (mountain)
- go (person walking)
- rent (motorcycle)
- meet (star)
- write (Santa Claus)
- drive (car)
- climb (mountain)
- shoot (deer)
- wake up (clock)
- play (tennis racket)
- build (tree)
- go (lion)
- try (monkey)
- catch (fish)
- walk (spider)
- lose (flower)
- travel (train)
- fall down (stairs)

Activities during class

# Life Experiences

Strategy: Pair-Work

## PRODUCTION

### Activity 1

1. Choose and cut out at least 2 speaking cards.
2. Prepare a speech related to each one of the chosen speaking cards.
3. Share your experience about speaking cards.

**REMEMBER**

Use Present Perfect tense



#### TRAVELING



#### SPORT



#### PROBLEMS



#### PETS



#### HOLIDAYS



#### FREE TIME



#### FOOD



#### SCHOOL



#### HEALTH



# Life Experiences

## Activity at home

Activities  
after class

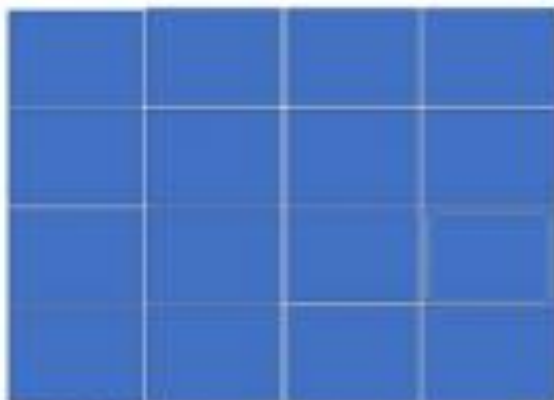
1. Complete the puzzle and record an audio talking about the experience of the pictures.

Liveworksheets

activity:<https://es.liveworksheets.com/xr3136733sv>

### PRESENT PERFECT

1. Complete the puzzle and record talking about the experience of the pictures.



2. Record your story.

LIVEWORKSHEETS

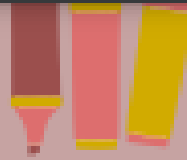
¡Terminado!

## LESSON C

# SPENDING TIME WITH FRIENDS



# Lesson Plan



## SPENDING TIME WITH FRIENDS

**Objective:** By the end of the lesson students will be able to use time sequencers past simple and present perfect tense to talk about activities with friends.

### Before lesson

#### Presentation

- Teacher facilitates a link of Padlet group.
- Students enter to Padlet group and complete the activity.
- Students look for information about Time sequencers (Past simple and Present perfect)
- Students record their voice and add a picture about the topic with definitions and examples. (2-3 minutes)
- Additionally, teacher asks students to bring to class a photograph about activities with their friends.

### During lesson

#### Activate schema

- Teacher shows some words of time sequencers.
- Teacher gives an example of the activity.
- Students take a minute to think about examples using time sequencers in past simple and present perfect.

### Practice

#### Activity 1

- Teacher checks grammar part through examples.
- Teacher completes the first example with the class and then students complete individually
- Students compare and discuss answers in groups.
- Teacher checks the answers and completes the activity with the whole class by asking students to participate giving answers.

#### Activity 2

- Teacher facilitates some questions and pictures about activities with friends.
- As example of the activity: Teacher chooses a question and starts to talk about their experience. Teacher asks a student to make questions to know more details.
- Then, the activity changes. Student chooses a question to talk about it, and teacher asks questions.
- Students practice this activity in pairs and share with the class.

### Production

- Individually, student makes a presentation describing the activity in his/her photograph.
- Students share with the class and make questions to know more details.

### After lesson

#### Activity at home

- Teacher shares a Padlet activity.
- Students record their presentation in Padlet group. Video (2-3 minutes)
- Students reply at least 2 videos of your classmates.

# Spending Time with Friends

## PRESENTATION

1. Enter to Padlet group
2. Look for information about Time sequencers (Past simple and Present perfect)
3. Record your voice and add a picture about the topic with definitions and examples. (2-3 minutes)

Padlet: <https://padlet.com/angietatamux19991018/ed2ck96fta0b2o2>

Activities  
before class

### Time sequencers (Past simple and Present perfect)

Search your voice and add a picture about Time sequencers for Past simple and Present perfect

#### Time sequencers (Past simple and Present perfect)

www.thesimonstons.com  
What are they and what are they for?

### Time sequencers (Past simple and Present perfect)

Search your voice and add a picture about Time sequencers for Past simple and Present perfect

Busca imágenes a GIP, en YouTube, Spotify y sitios web a partir de URL



# Spending Time with Friends

Strategy: Whole class discussion

## ACTIVATE SCHEMA

1. Give an example for the text time sequencers.

YESTERDAY

AGO

IN

LAST

EVER

already

yet

SINCE

Activities  
during class

# Spending Time with Friends

Strategy: Whole class discussion

## PRACTICE

### Activity 1

1. Complete the sentences with the word in the box to order the story.
2. Share the answers with the class.

## CINEMA WITH FRIENDS

We \_\_\_\_\_ at the cinema at seven o'clock.



I \_\_\_\_\_ to invite my two best friends Tom and Luz.



Luz has already bought the tickets for the night.



The movie was interesting and very suspenseful.



### Don't forget

- Use the Past Simple: When the action is finished and the time is past.
- Use the Past Perfect: To show that one action happened before another in the past.

bought x2  
arrived  
already  
have  
was  
never  
has  
decided  
came  
Last month  
seen  
like

I can say that I \_\_\_\_\_ watching horror movies in the cinema with friends.



We \_\_\_\_\_ popcorn and soft drinks.



\_\_\_\_\_ a new horror movie \_\_\_\_\_ but called 'Origins'.



I have \_\_\_\_\_ a horror movie in the cinema.





# Spending Time with Friends

Strategy: Pair-Work  
Whole class discussion

## PRACTICE

### Activity 2

1. Read and answer the questions using time sequencers with a classmate.
2. Talk about the activities with the class.

## ACTIVITIES WITH FRIENDS

Have you ever gone to the beach with friends?  
When it was? How was the experience? What did you do?



Have you ever organized a party with friends?  
When it was? How was the experience? What did you do?



Have you ever attended a music festival with friends?  
When/Where it was? How was the experience? What did you do?



Have you ever traveled to another country with friends?  
When/Where it was? How was the experience? What did you do?



Have you ever played any sport with friends?  
What/When/Where it was? How was the experience?



Have you ever gone to cinema with friends?  
When it was? How was the experience?



Activities during class

# Spending Time with Friends

Strategy: Whole class discussion

## PRODUCTION

### Activity 1

1. Prepare a presentation to talk about the best activity you have done with your friends.
2. Describe in detail.
  - What was it?
  - When it was?
  - How it was?
  - What have you done?
3. Use a photograph for your presentation in front of the class. (2-3 minutes)

PHOTOGRAPH

### Activity at home

1. Record your presentation in Padlet group.
2. (Video 2-3 minutes)
3. Reply at least 2 videos of your classmates.

Padlet:

<https://padlet.com/angietatamues19991018/hecz172errvoou47>

Activities during class

Activity after class







# UNIT 2

## EDUCATION YESTERDAY AND TODAY



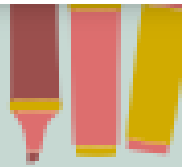
Canva



# LESSON A

EDUCATION  
YESTERDAY AND  
TODAY

# Lesson Plan



## Sport and Art

**Objective:** By the end of the lesson students will be able to use past simple and past continuous to talk about sports and art in Education.

### Before lesson

#### Presentation

- Teacher shares a video about past simple and past continuous in Biteable platform.
- Students enter to the video and take notes of important points.
- Students record an audio talking about a summary about the video in Vocaroo platform. (1-2 minutes)

### During lesson

#### Activate schema

- Teacher shows some pictures to discuss: Why did they become famous? How were they influencing current education?
- Students take a minute to think and talk about them.

### Practice

#### Activity 1

- Teacher checks grammar part through speaking activity.
- Teacher complete the first sentence as example of the activity.
- Then, students complete the story and dramatize in front of the class.

#### Activity 2

- In pairs, students complete an experience relate to swimming.
- At the end students share with the class about the complete experience.
- Teacher asks and discuss with the class: Did you practice any sport or did art in your school?

### Production

- Teacher explain the activity and share an example.
- In groups, students create a story for two sequences of pictures.
- Students talk about the stories with the class.

### After lesson

#### Activity at home

- Teacher shares a Voki activity trough.
- Students create and imagine that they are a famous character for sport or art.
- Students record their story about how it all happened. (3-5 minutes)

# Sports and Art

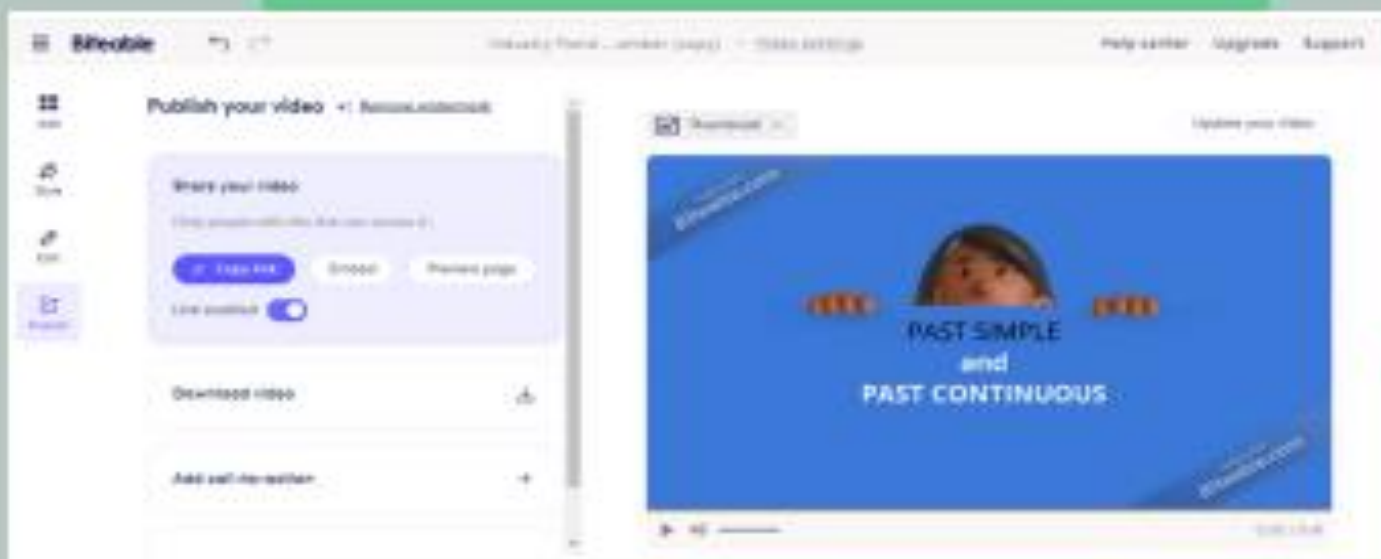
## PRESENTATION

1. Enter to the link and watch the video.
2. The video presents information about past simple and past continuous
3. Take notes about important information.
4. Record an audio talking about a summary about the video in Vocaroo platform. (1 minute)

Bitable:

<https://bitable.com/watch/3702814/74dad621be8cde81eb32b901745bb4fe>

Activities  
before class



The screenshot shows the Bitable website interface. On the left, there is a sidebar with navigation icons. The main content area is titled "Publish your video" and includes a "Share your video" section with buttons for "Copy link", "Embed", and "Private page". Below this, there are sections for "Download video" and "Add subtitles". On the right, a video player is embedded, showing a video with a blue background and a person's face. The video title is "PAST SIMPLE and PAST CONTINUOUS".

Vocaroo platform

<https://vocaroo.com/>

Vocaroo



Vocaroo - El servicio líder en grabación de voz

Únete



(Presione el botón para empezar a grabar)



# Sports and Art

## ACTIVE SCHEMA

Strategy: Whole class discussion

### Activity 1

1. Watch the pictures and discuss with the class:

**WHY DID THEY BECOME FAMOUS?  
HOW WERE THEY INFLUENCING  
CURRENT EDUCATION?**

Activities  
during class

Oswaldo Guayasamín



Richard Carapaz



Jefferson Pérez



Julio Jaramilla



# Sports and Art

Strategy: Whole class discussion

## PRACTICE

### Activity 1

1. Imagine that you are Oswaldo Guayasamín. Complete the information about his contribution to Ecuadorian Education.
2. Practice with a classmate and share your performance with the whole class.

Oswaldo Guayasamín



I \_\_\_\_\_ (be) Oswaldo Guayasamín and I \_\_\_\_\_ (be) an Ecuadorian painter. Many years ago, education in Ecuador \_\_\_\_\_ (be) not recognized. Therefore, I \_\_\_\_\_ (was/try) to make all my works based on the humanistic. Through my paintings, I \_\_\_\_\_ (show) the culture of our country while I \_\_\_\_\_ (be/think) of opening museums. Years later, I \_\_\_\_\_ (open) three museums: Pre-Columbian Art -with more than 2,000 pieces-, Colonial Art -more than 500 pieces- and Contemporary Art -with more than 250 works. I \_\_\_\_\_ (be/contribute) to education in the historical field through paintings to understand.

Activities  
during class



# Sports and Art

Strategy: Whole class discussion

## PRACTICE

### Activity 2

1. Complete the sentences and share with the class.



It was an an exciting day at the school day at beach last Friday. It was eleven o'clock and I was in the water. I \_\_\_\_\_ (swim) in the 800 metre race, and I \_\_\_\_\_ (be) in first place. Lots of people \_\_\_\_\_ (watch) the race and they \_\_\_\_\_ (shout) my name. Suddenly, I \_\_\_\_\_ (realise) they \_\_\_\_\_ (say) something different. It \_\_\_\_\_ (sound) like 'Shark, Shark!' I \_\_\_\_\_ (look) over my shoulder and \_\_\_\_\_ (see) an enormous shark. Then I recently \_\_\_\_\_ (swim) fast! I think I \_\_\_\_\_ (break) the world record.

2. Discuss with the class:

Did you practice any sport or did art in your school?



# Sports and Art

Strategy: Group-work

## PRODUCTION

### Activity 1

1. In groups, create a story for the following sequence of pictures.
2. Talk about the stories with the class.

1



2



Activities during class

# Sports and Art

Activity after  
class

## Activity at home

1. Create and imagine that you are a famous character for sport or art.
2. Record your story about how it all happened (3-5 minutes).
3. Use Voki

<https://www.voki.com/>



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2019

### SPEAKING CHARACTERS FOR EDUCATION

EDUCATE, ENGAGE, ENJOY!

TRY IT - IT'S FREE

▶ WATCH THE VIDEO





# LESSON B

---

First day of classes

---

# Lesson Plan

## First day of classes



**Objective:** By the end of the lesson students will be able to use past perfect to describe past activities at school.

### Before lesson

#### Presentation

- Teacher presents a short presentation about past perfect structure through examples in Emaze platform
- Students record audios for the blanks Liveworksheets app.

### During lesson

#### Activate schema

- Teacher shows some pictures related to school context.
- Teacher asks: Had you cried at school? Had you shared your lunch at school? Have you forgotten your homework?
- Students have a minute to watch and think to give answers.

### Practice

#### Activity 1

- Teacher checks grammar part through examples.
- Teacher completes the first example with the class and then students complete individually
- Students compare and discuss answers in groups.
- Teacher checks the answers and completes de activity with the whole class by asking students to participate giving answers.

#### Activity 2

- Teacher facilitates speaking cards about different activities at school.
- As example of the activity: Teacher chooses a speaking card and starts to talk about what she thought about the picture.
- Teacher asks a student to make questions to know more details.
- Then, the activity chances. The student chooses a card to talk about it, and teacher asks questions.
- Students practice this activity in pairs and share with the class.

### Production

- Students remember their first day of classes at school and talk about it. Use past perfect.
- Students share with the class and make questions to know more details.

### After lesson

#### Activity at home

- Teacher creates a Flipgrid group with the topic My first day of school.
- Students record and share their presentation in Flipgrid group. (4-6 minutes)
- Students watch the videos of their classmates and reply at least two of them with a new video. (2-3 minutes)

# First day of classes

## PRESENTATION

1. Enter to the presentation.
2. It presents information about past perfect tense.
3. Take notes about important information.
4. Complete the Liveworksheets speaking activity.

Emaze: <https://www.emaze.com/@ALRTWCCF/past-perfect>

Activities  
before class





# First day of classes

Past Perfect | Presentation by angietatamues19991018

I had studied French before I went to France

French 101

emaze

The screenshot shows a presentation slide with a dark background. At the top, the text 'I had studied French before I went to France' is displayed in yellow and white. Below this, a cartoon character of a woman stands next to a green chalkboard that says 'French 101'. The slide is part of a presentation titled 'Past Perfect' by 'angietatamues19991018'. A navigation menu is visible on the left side of the browser window.

Liveworksheets activity

<https://www.liveworksheets.com/hn3137237ff>

## Past Perfect

1. Record and complete the idea for the next sentences using past perfect.

I was late at school because

He was very tired in math class because

She lost my backpack before

My classmates knew my name because

The teacher was happy because

# First day of classes

Strategy: Whole class discussion

## ACTIVE SCHEMA

1. Watch the pictures and answer.

# HAD YOU ...

Activities  
during class

**cried at school?**



**shared your  
lunch at school?**



**forgotten your  
homework?**





# First day of classes

Strategy: Whole class discussion

## PRACTICE

### Activity 1

1. Complete the blanks using the verbs from the box with correct and share with the class.

forget take(no) lose  
made bring go



On the first day of school, many parents had \_\_\_\_\_ to school.



He had \_\_\_\_\_ many friends in the break.



I had \_\_\_\_\_ my notebook in the science room.



The teacher had \_\_\_\_\_ the class list.



My classmate had \_\_\_\_\_ his lunch at home.



She had \_\_\_\_\_ the cell phone to school.

Activities during class

# First day of classes

Strategy: Pair-Work

## PRACTICE

### Activity 2

1. In pairs, choose a speaking card and talk about the situation using past perfect.

Activities  
during class



# First day of classes

## PRODUCTION

Strategy: Whole class discussion

### Activity 1

1. Remember your first day of classes at school and talk about it. Use past perfect.
2. You can include the following pictures for your presentations.

### MY FIRST DAY OF SCHOOL



Activities  
after class

### Activity at home

1. Record your presentation in Flipgrid group. (4-6 minutes)
2. Watch the videos of your classmates and reply at least two of them with a new video. (2-3 minutes)

Link Flipgrid: <https://flip.com/2715c535>  
Join Code: 2715c535

Groups / My first day of school

Join Code: 2715c535 Member view

Jul 21, 2020

#### My first day of school

Grade 1 - English - 2nd - 3rd - 4th - 5th - 6th - 7th - 8th - 9th - 10th - 11th - 12th

Add a comment



The background features a vibrant, stylized illustration of educational items. At the top, there are several books in shades of teal and yellow, some open and some closed. A pencil is also visible among them. The bottom corners show more books, including one with a circular cutout on its cover. The overall aesthetic is modern and colorful, with a mix of teal, yellow, and light green tones.

# LESSON C

IMPORTANCE OF EDUCATION



# Lesson Plan



## Importance of Education

**Objective:** By the end of the lesson students will be able to use present perfect to talk about life experiences.

### Before lesson

#### Presentation

- Teacher shares a video about Second Conditional in PowToon platform
- Students enter to the video and take notes of important points.
- Students record an audio talking about a summary about the video in Vocaroo platform. (1-2 minutes)

### During lesson

#### Activate schema

- Teacher shows a picture about education and give an example of its importance: If I studied consistently, I could have a profession.
- Students take a minute to think and talk about them.

### Practice

#### Activity 1

- Teacher checks grammar part through speaking activity.
- Teacher gives an example of the activity with a student.
- Then, students complete the table about the advantages of Education.
- Students add more advantages and share with the whole class.
- Students share their advantages with the class.

#### Activity 2

- Teacher shows pictures about some professions.
- In pairs, students imagine they are the professional of the pictures and answer: What would you do? How could you feel?
- Teacher practices the activity with a student as example.
- At the end students share with the class about their classmates' opinion.

### Production

- Teacher explain the activity and share an example.
- In pairs, students think and discuss about the question: What would happen if there was no education in the world?
- Students draw a representative picture of the problem and share the discussion with the whole class.

### After lesson

#### Activity at home

- Teacher facilitates a link of Emaze platform.
- In pairs, students create a digital book about the presentation of 'What would happen if there was no education in the world?' in Emaze platform.
- Students add their own voice and pictures to present the slides.

# Importance of education

Activities  
before class

## PRESENTATION

1. Enter to the video about Second Conditional in PowToon platform.
2. Take notes of important points.
3. Record an audio talking about examples of Second Conditional in Vocaroo platform. (1-2 minutes)

Watch my Powtoon: Second conditional

<https://www.powtoon.com/s/foe4Nweh53f/1/m/s>

## Second conditional

By anjietatamues19990018 | Updated: July 31, 2022, 6:20 a.m.

Skitchow  Video



Vocaroo platform

<https://vocaroo.com/>

Vocaroo

Vocaroo - El servicio líder en grabación de voz



Salir



¡Presione el botón para empezar a grabar!

# Importance of education

*Strategy: Whole class discussion*

## ACTIVE SCHEMA

### Activity 1

1. Think and talk about the advantages of studying.

EXAMPLE:

**IF I STUDIED CONSISTENTLY, I  
COULD HAVE A PROFESSION.**



Empowering  
Education



Activities  
during class

# Importance of education

Strategy: Whole class discussion

## PRACTICE

### Activity 1

1. Complete the table about the advantages of Education.
2. Add more advantages and share with the whole class.

## Education

### ADVANTAGES

- If we \_\_\_\_\_ (study), we could have a secure job.
- I would be successful if I \_\_\_\_\_ (create) job opportunities.
- If you \_\_\_\_\_ (study), you could pass the exam.
- If she \_\_\_\_\_ (choose) the profession of her dream, she would be happy.
- 
- 
- 
- 



Activities during class



# Importance of education

Strategy: Pair-Work

## PRACTICE

### Activity 2

1. In pairs, imagine you are the professional of the pictures:  
What would you do? How could you feel?



**IF YOU WERE A TEACHER, YOU WOULD...**

**IF YOU WERE A POLICEMAN, YOU WOULD...**



**IF YOU WERE A DOCTOR, YOU WOULD...**

**IF YOU WERE THE MAYOR, YOU WOULD...**



**IF YOU WERE A SINGER, YOU WOULD...**

Activities  
during class

# Importance of education

**PRODUCTION**

*Strategy: Pair-Work*

Activities during class

## Activity 1

1. In pairs, think and discuss:  
**What would happen if there was no education in the world?**
2. Draw a representative picture of the problem.
3. Share the discussion with the whole class.



Activity after class

## Activity at home

1. Create a digital book about the presentation of "What would happen if there was no education in the world?" in Emaze platform.
2. Add your own voice and pictures to present the slides.

**Emaze link:** <https://www.emaze.com/es/>

**CREATE.SHARE.EMAZE**  
Build Amazing Digital Presentations Automatically  
Wow your audience  
[Get started](#)





# UNIT 3



# TOURING ECUADOR AND THE WORLD





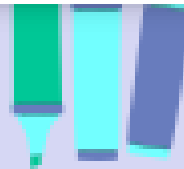
LESSON A

**TOURIST PLACES**

**OF ECUADOR**



# Lesson Plan



## Tourist places of Ecuador

**Objective:** By the end of the lesson students will be able to use vocabulary to describe tourist places of Ecuador.

### Before lesson

#### Presentation

- Students look for information about tourist places in Ecuador and their activities to do there.
- Students record an audio and add pictures for their presentation. (2-3minutes)
- Teacher facilitates the link Padlet group.

### During lesson

#### Activate schema

- Teacher shows some pictures of tourist places in Ecuador.
- Students look at the pictures and discuss: What do you know about these places?

### Practice

#### Activity 1

- Teacher checks vocabulary part through speaking activity.
- Teacher gives an example of the activity with a student.
- Then, students write the correct word from the box for each picture.
- Students discuss with their class: Do you like to do tourism? Do you think it is necessary to investigate the place to visit it?

#### Activity 2

- Teacher explains the activity and gives an example
- Students match the word with its correct definition about some activities to do in the Galapagos Islands.
- Students share the answers with the whole class and discuss.

### Production

- Teacher explain the activity and share an example.
- In pairs, students prepare a presentation talking about details of a tourist place in Ecuador.
- The rest of the class will have to guess which place it is: What is the place? Where is? What to do there?

### After lesson

#### Activity at home

- Teacher facilitates a link of Voki platform.
- Students record a video talking about the most interesting place for they to go sightseeing in Ecuador (3-4 minutes).



# Tourist places of Ecuador

## PRESENTATION

1. Look for information about tourist places in Ecuador and their activities to do there.
2. Enter to the Padlet group, record an audio and add pictures for your presentation. (2-3minutes)

Padlet group:

<https://padlet.com/angielatamues19991018/a0yofm8a1bze8doq>

Activities  
before class



# Tourist places of Ecuador

Strategy: Whole class discussion

## ACTIVATE SCHEMA

1. Look at the pictures and answer.

**WHAT DO YOU  
KNOW ABOUT  
THESE PLACES?**



Activities  
during class



# Tourist places of Ecuador

Strategy: Whole class discussion

PRACTICE

## Activity 1

1. Write correct word from the box for each picture.
2. Discuss with your class: **Do you like to do tourism?**  
**Do you think it is necessary to investigate the place to visit it?**



Activities during class

Luggage  
Map  
Sun cream  
Sunglasses  
Sun hat  
Camera  
Tickets  
Go camping  
Go sightseeing  
Go swimming  
Hotel

# Tourist places of Ecuador

Strategy: Whole class discussion

## PRACTICE

## Activity 2

1. Match the word with its correct definition about some activities to do in the Galapagos Islands.
2. Share with the whole class and discuss.

Activities during class

### Hiking



- The Galapagos Islands also have good waves to practice it throughout the year. The best area is the west coast of San Cristóbal, with desert beaches and shallow, sandy bottoms.

### Beaches



- The interior of the islands are exuberant places of nature, ideal for exploring trails. The most pleasant reward is knowing that if you reach the top, you will find spectacular views of the island and its neighboring islands.

### Diving



- Galapagos coffee is increasingly recognized worldwide. You can visit their coffee farms and taste good coffee. And speaking of local food, if we ask ourselves what we will eat in the Galapagos Islands, the answer is fish and shellfish.

### Surf



- It is one of the greatest attractions of the Galapagos Islands. For this reason, this Ecuadorian archipelago has become a benchmark destination worldwide, and is also considered the best destination to do this sport with large animals.

### Gastronomic tastings



- These are very diverse. There are from fine white sand to rocky. There are also coarse sands that go through all kinds of colors such as the red sand of Rábida Island, orange in Bartolomé or sand with greenish tones, gray to black in Floreana.

# Tourist places of Ecuador

## PRODUCTION

Strategy: Pair-Work  
Whole class discussion

### Activity 1

1. Prepare with your partner a presentation talking about details of a tourist place in Ecuador. The rest of the class will have to guess which place it is.

**WHAT IS THE PLACE?**  
**WHERE IS?**  
**WHAT TO DO THERE?**

### Activity at home

1. Record a video about the most interesting place for you to go sightseeing in Ecuador.
2. Use your creativity in Voki platform (3-4 minutes)

<https://fi-www.voki.com/>

Voki

HOME ABOUT US CLASSES BLOG CONTACT

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**SPEAKING CHARACTERS FOR EDUCATION**

EDUCATE, ENGAGE, ENJOY!

TRY IT - IT'S FREE!

SEARCH THE TOOLS!

Activities during class

Activity after class





# **LESSON B**

## **Traditional Celebrations in Ecuador**

# Lesson Plan



## Traditional Celebrations in Ecuador

**Objective:** By the end of the lesson students will be able to use vocabulary to talk about Traditional celebrations in Ecuador.

### Before lesson

#### Presentation

- Students look for information about popular celebrations in Ecuador.
- Students record an audio about their findings in Vocaroo platform. (2-3minutes)
- Teacher facilitates the link of Vocaroo platform.

### During lesson

#### Activate schema

- Teacher shows and students discuss about:  
Why are customs and traditions important?  
Do you think that Ecuador has unique traditions in the world?  
How to preserve the celebrations in Ecuador?

### Practice

#### Activity 1

- Teacher checks vocabulary part through speaking activity.
- Teacher shows some pictures and ask students to describe with pictures with a word.
- Teacher gives an example.

#### Activity 2

- Teacher explains the activity and gives an example
- In pairs, students look at the speaking cards and choose the tradition or celebration that they like the most.
- Share the conversation with the whole class.

### Production

- Teacher explain the activity and share an example.
- In groups, students discuss how families celebrate a specific tradition in Ecuador.
- They share their ideas with the whole class.

### After lesson

#### Activity at home

- Teacher facilitates the link and code for the Flipgrid group.
- Individually, student records a video talking about how his/her family celebrate a specific tradition in Ecuador (4-6 minutes).
- Students watch at least 2 videos of their classmates and reply their opinion with a new video (1-2minutes).

# Traditional Celebrations in Ecuador

## PRESENTATION

1. Look for information about popular celebrations in Ecuador.
2. Enter to the Vocaroo and record an audio of your findings (2-3minutes).

## POPULAR CELEBRATIONS IN ECUADOR

Vocaroo platform

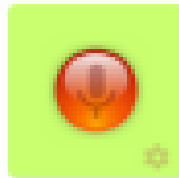
<https://vocaroo.com/>

Activities  
before class

The logo for Vocaroo, featuring the word "Vocaroo" in a stylized, cursive green font.

Vocaroo - El servicio líder en grabación de voz.

Subir ↗



¡Presione el botón para empezar a grabar!



# Traditional Celebrations in Ecuador

Strategy: Whole class discussion

## ACTIVE SCHEMA

### Activity 1

1. Discuss with your class the next questions:

*Why are customs and traditions important?*

*Do you think that Ecuador has unique traditions in the world?*

*How to preserve the celebrations in Ecuador?*

Activities during class



# Traditional Celebrations in Ecuador

Strategy: Whole class discussion

## PRACTICE

### Activity 1

1. Discuss with your class and write a word to describe each picture.

Example:

#### Religion



Activities during class

# Traditional Celebrations in Ecuador

Strategy: *Pair-Work*  
*Whole class discussion*

## PRACTICE

### Activity 2

1. Look at the speaking cards and choose the tradition or celebration that you like the most.
2. Talk with a partner about it and share with the whole class.

### Why do you like to celebrate...?

#### Carnival



#### SEMANA SANTA, EASTER



#### Difuntos or Day of the dead



Activities during class



# Traditional Celebrations in Ecuador

Strategy: Group-Work  
Whole class discussion

## PRODUCTION

### Activity 1

1. In groups, discuss how families celebrate a specific tradition in Ecuador.
2. Share your ideas with the whole class.

### ***How families celebrate...?***

### Activity at home

1. Individually, record a video talking about how your family celebrate a specific tradition in Ecuador (4-6 minutes).
2. Watch at least 2 videos of your classmates and reply your opinion with a new video (1-2 minutes).
3. Record your video in Flipgrid group.

Flipgrid group: <https://flip.com/fbeadba6>  
Join Code: fbeadba6

Activities during class

Activities after class



Groups Comments

Groups / Traditional celebrations in Ecuador

Join Code: fbeadba6 Member view

Jan 31, 2022

## Traditional celebrations in Ecuador

Flipgrid T 0 responses • 0 views • 0 comments • 0 hours of discussion

Add a post





**LESSON C**

**MOST TRADITIONAL  
CELEBRATIONS  
AROUND THE  
WORLD**



# Lesson Plan



## Most traditional celebrations around the world

**Objective:** By the end of the lesson students will be able to use indefinite pronouns to talk express about most traditional celebrations around the world.

### Before lesson

#### Presentation

- Teacher facilitates a video presentation about Indefinite pronouns.
- Students take notes about important information.
- Students record an audio talking about a summary about the video in Vocaroo platform. (1 minute)

### During lesson

#### Activate schema

- Teacher shows a chart with some words and students complete the rules of Indefinite pronouns:
- Students share some examples with the whole class.

### Practice

#### Activity 1

- Teacher checks the grammar part through speaking activity.
- In pairs, students complete the conversation using the word from the box.
- Teacher gives an example.
- Students share the conversation with the class.

#### Activity 2

- Teacher explains the activity and gives an example.
- Students look at the speaking cards and choose two flash cards about different celebration around the world.
- Students talk about them using Indefinite pronouns.

#### Production

- Teacher explain the activity and share an example.
- In pairs, students choose one of the celebrations that they consider most popular around the world.
- Students prepare a presentation using Indefinite Pronouns. They draw a representative picture for your presentation.

### After lesson

#### Activity at home

- Teacher facilitates the link of Emaze platform.
- Students create a digital book about the presentation of 'Most popular celebration around the world' in Emaze platform.
- Students add their own voice and pictures to present the slides.



# Most traditional celebrations around the world

Activities  
before class

## PRESENTATION

1. Enter to the link and watch the video.
2. The video presents information about Indefinite pronouns
3. Take notes about important information.
4. Record an audio talking about a summary about the video in Vocaroo platform. (1 minute)

Bitable:

<https://bitable.com/watch/3783287/ee2833bfd0541c3e14a72331a99157d>



Vocaroo platform

<https://vocaroo.com/>



# Most traditional celebrations around the world

## ACTIVE SCHEMA

Strategy: Whole class discussion

### Activity 1

1. Complete some of the rules for the use of indefinite pronouns.
2. Share some examples with the whole class.

Activities during class

somewhere  
everybody  
nothing  
anywhere  
nobody  
everything  
anything  
everywhere  
anybody  
nowhere  
somebody  
something

We \_\_\_\_\_ use  
\_\_\_\_\_ to refer to people.

We \_\_\_\_\_ use  
\_\_\_\_\_ to refer to things.

We \_\_\_\_\_ use  
\_\_\_\_\_ to refer to places.

# Most traditional celebrations around the world

Strategy: Pair-Work

## PRACTICE

### Activity 1

1. Complete the conversation using the word from the box.
2. Share the conversation with the class.



A: Today I woke up very happy because I was going to buy Christmas gifts with my family but \_\_\_\_\_ was there.

B: Where did \_\_\_\_\_ go?

A: I thought they went \_\_\_\_\_ to buy gifts.

Then I realized that \_\_\_\_\_ were all in the backyard.

B: what were they doing?

A: \_\_\_\_\_ was preparing breakfast because there was nothing to buy. Then we went for the presents.

A: I needed \_\_\_\_\_ for my grandmother, parents and brother.

B: Did you find \_\_\_\_\_ cute?

A: That day, I didn't find \_\_\_\_\_ for them \_\_\_\_\_

B: \_\_\_\_\_ there must be \_\_\_\_\_ to buy.

A: Tomorrow I will go to a new store to buy \_\_\_\_\_ for them.

something x2  
everyone  
nobody  
everybody x2  
everything x2  
anywhere  
somewhere  
anything  
Somewhere

Activities  
during class

# Most traditional celebrations around the world

Strategy: Pair-Work

## PRODUCTION

### Activity 1

1. In pairs, choose one of the celebrations that you consider most popular around the world.
2. Prepare a presentation using Indefinite Pronouns.
3. Draw a representative picture for your presentation.
4. Some details to mention:

When is celebrated?

What people do?

Where do people go?



Activities during class

### Activity at home

1. Create a digital book about the presentation of 'Most popular celebration around the world' in Emaze platform.
2. Add your own voice and pictures to present the slides.

Emaze link: <http://www.emaze.com/es/>



Activity after class

Guide link:

[https://www.canva.com/design/DAFHke6a7sA/xLKDbRDg2EeoFBPDK193Kg/view?utm\\_content=DAFHke6a7sA&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=sh](https://www.canva.com/design/DAFHke6a7sA/xLKDbRDg2EeoFBPDK193Kg/view?utm_content=DAFHke6a7sA&utm_campaign=designshare&utm_medium=link2&utm_source=sh)

## **CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS**

### **Conclusions**

Speaking is a productive skill that requires the application of interactive strategies for its development. For this reason, teachers must focus on using current methodologies such as Flipped classrooms to change traditional English lessons. In this way, using audiovisual materials in oral activities helps teachers support their teaching process. At the same time, the student's participation in activities in pairs/group work and whole class discussions create a space for creativity and security for students to improve their speaking fluency.

Based on the result of the study, the researcher must find, develop, and apply research instruments to collect relevant and valuable data. The teacher interview and student survey allowed this research project to be immersed in the research to know the participants' opinions, experiences, and perceptions. It was a crucial part of the research because the data was analyzed to find points to discuss the problem.

Regarding on the results obtained show that teachers and students are interested in the integration of support resources and interactive speaking activities. The students accept the integration of Flipped classroom strategies because it is a new way to maximize the time for learning at home and in class. However, the problem of this research was that teacher has no experience in applying Flipped classroom strategies using audiovisual aids; for that reason, the teacher needs to receive training about the use of audiovisual aids in speaking activities for a Flipped classroom.

The deductive guide was the proposal in this research. It was organized based on the structure of a Flipped classroom lesson plan focused on speaking activities and the integration of audiovisual aids. Each lesson plan contains three stages: activities after the lesson (presentation at home), activities during the lesson (active schema, practice, and production), and activities before the lesson (at home). Consequently, the students are immersed in constant speaking practice to improve their fluency in daily situations. It is essential to mention that the teacher is interested in using this didactic guide to include different and interesting English lessons.



## **Recommendations**

It is recommended that English teachers apply current strategies because speaking is an essential skill for communication. Consequently, Flipped classroom presents strategies recommended to change the traditional English language teaching method into a creative, interactive, and dynamic learning environment. Those strategies motivate students to activate their participation in oral activities because they need to feel that learning English is fun. For this, it is necessary to find attractive audiovisual aids that allow students to improve their speaking skills.

Based on the conclusion, it is essential to use appropriate research instruments to minimize time on the data collection. It is recommended that the researcher uses and applies good techniques to obtain reliable information and find suitable solutions for the established problem.

English teachers must include audiovisual aids using different educational platforms. Also, the teacher needs to organize an inverted lesson following the Flipped classroom lesson plan for speaking activities. In that way, English teachers must look for information about current teaching methods. It is recommended to apply strategies that students feel support from their classmates to complete speaking activities.

It is indispensable that the English teacher of sophomore “César Antonio Mosquera” high school uses the didactic guide. It can be included and adapted for oral activities dynamically and efficiently. It is because the guide contains interactive activities based on Flipped classroom strategies using audiovisual resources available for students to improve their speaking fluency. Also, It is suggested that English teachers use the “Let’s improve speaking fluency” guide as a useful tool to improve the teaching-learning process of speaking skills.

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## ANNEXES

Annex 1: Teachers' semi-structured interview



**UNIVERSIDAD TÉCNICA DEL NORTE**  
**FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA**  
**PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS INGLÉS**



*Audio-visual Aids using Flipped Classroom to Improve English Speaking Fluency in Sophomore Students at César Antonio Mosquera High School from 2021 to 2022*

**Objective:** To determine the teachers' perspective about the use of audiovisual aids using Flipped Classroom methodology to improve English speaking fluency in sophomore students at César Antonio Mosquera high school.

### **Teachers' semi-structured interview**

1. What was the reason you decided to become a teacher?
2. How many years of experience do you have as an English teacher?
3. Have you been a teacher in public or private institutions?
4. About English skills; listening, speaking, reading, and writing. Which presents a higher level of difficulty to develop in your students? Why?
5. According to the Ministry of Ecuador (2017), by the end of the 2nd year of BGU, the exit profile of sophomore students is to get B1 level based to the Common European Framework (CEFR). In what ways is this objective achievable for sophomore students of this Institution?
6. What activities do you often use to develop oral production in class?
7. Which of the activities mentioned above is the most enjoyed?
8. How do you motivate your students to use audiovisual aids to innovate their learning process?
9. To what extent do you consider important the use of audiovisual aids to make your English class more interactive and dynamic? Why?
10. What programs have you been using to improve speaking skills in your students? Why?
11. Have you ever used Flipped classroom to help develop speaking in your students? Why/ Why not?
12. Why do you think Flipped classroom strategies, such as individually, in pairs, or in groups, are essential?
13. How does a didactic guideline proposal about audiovisual aids using Flipped classroom approach improve speaking skills in your students?

**Thank you for your collaboration**





**UNIVERSIDAD TÉCNICA DEL NORTE**  
**FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA**



**PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS INGLÉS**

*Audio-visual Aids using Flipped Classroom to Improve English Speaking Fluency in Sophomore Students at César Antonio Mosquera High School from 2021 to 2022*

**Objetivo:** Encontrar problemas comunes del uso de materiales audiovisuales usando Flipped Classroom para mejorar la fluidez en la habilidad de hablar de inglés en los estudiantes de segundo año de bachillerato del colegio César Antonio Mosquera

### **Introducción**

Reciba un cordial saludo estimado estudiante, soy Angie Mariuxi Tatamues Chamorro, estudiante de la Carrera Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica del Norte. Solicito de manera especial su colaboración en este cuestionario relacionado con los diferentes materiales visuales y auditivos que aportan con el desarrollo de su fluidez al hablar inglés. No tardará más de 10 minutos. Nadie de su institución tendrá acceso a la información brindada ya que el propósito es recolectar información de manera anónima y confidencial con propósitos totalmente académicos que me servirán para llevar a cabo mi trabajo de titulación.

### **Instrucción**

Se solicita por favor tomar el tiempo necesario para responder cada pregunta marcando con una X la respuesta o respuestas que considere a su opinión dependiendo de la pregunta.

### **Students' Survey**

## **Información personal:**

### **Género**

- Masculino
- Femenino
- Otro:.....

### **Edad**

- 14-15
- 16-17

### **Lugar de origen**

- Zona Urbana
- Zona Rural

#### **1. ¿Te gusta aprender el idioma inglés?**

- Mucho
- Bastante
- Poco
- Nada

#### **2. ¿Con qué frecuencia participas en actividades orales en clase?**

- Siempre
- A veces
- Poco frecuente
- Nunca

#### **3. ¿Con qué frecuencia usa su docente de inglés materiales audiovisuales para explicar sobre un tema?**

- Siempre
- A veces
- Poco frecuente
- Nunca

#### **4. ¿Qué materiales audiovisuales usa tu profesor de inglés para transmitir información a la clase? (Es posible marcar más de una respuesta)**

- Libro
- Imágenes, posters
- Videos
- Diapositivas
- Ningún material audiovisual

#### **5. ¿Disfruta de las actividades de producción oral usando materiales audiovisuales que el docente incluye en sus clases de inglés?**

- Bastante

- Mucho
- Poco
- Nada

**6. De la siguiente lista de plataformas online: ¿Cuáles conoce y usó en actividades orales antes y durante las clases de inglés?**

- Biteable
- Powtoon
- Emaze
- Flipgrid
- Voki
- Padlet
- Vocaroo
- Liveworksheets
- Ninguna de las anteriores

**7. ¿Está de acuerdo con que el uso de materiales audiovisuales previamente mencionados, facilitan la interacción entre docente/estudiante y estudiante/estudiante?**

- Totalmente de acuerdo
- De acuerdo
- Neutral
- Desacuerdo
- Totalmente desacuerdo

**8. ¿Está usted de acuerdo con que es importante tener un conocimiento previo del tema que se va a discutir en la clase de inglés?**

- Totalmente de acuerdo
- De acuerdo
- Neutral
- Desacuerdo
- Totalmente desacuerdo

**9. De las siguientes estrategias, escoja las que considere importante para mejorar el desarrollo de actividades orales dentro de su clase de inglés. (Elija las opciones que considere necesarias)**

- Llevar a cabo actividades en forma individual
- Implementar actividades de discusión con toda la clase
- Desarrollar actividades orales en parejas o grupos.

**Thank you for your collaboration**



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## FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT

### PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS – INGLÉS



A continuación, marque con una **X** en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como Ítem. De ser necesario realice la observación en el casillero correspondiente.

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO				
CRITERIOS DE EVALUACIÓN				OBSERVACIONES
Ítem	Dejar	Modificar	Eliminar	
1.1	X			Cambiar numeración.
1.2	X			
1.3	X			
2.1	X			
2.2	X			
2.3	X			
3	X			
4	X			
5	X			
6.1	X			
6.2	X			

.....  
Firma del Evaluador

C.C.: 1002188470

Apellidos y nombres completos	Flores Albuja Darwin Fernando
Título académico	Magister
Institución de Educación Superior	Universidad técnica del Norte
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Fecha de envío para la evaluación del experto:	17 de diciembre del 2021
Fecha de revisión del experto:	



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INSTRUMENTO DE EVALUACIÓN CUANTITATIVO				
CRITERIOS DE EVALUACIÓN				OBSERVACIONES
Ítem	Dejar	Modificar	Eliminar	
1	X			
2	X			
3	X			
4	X			
5	X			
6	X			
7	X			
8	X			
9	X			
10	X			
11	X			
12	X			
13	X			

Firma del Evaluador

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<b>Fecha de envío para la evaluación del experto:</b>	17 de diciembre del 2021
<b>Fecha de revisión del experto:</b>	

Annex 4: Institution's authorization for the study



**UNIVERSIDAD TÉCNICA DEL NORTE**  
**FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA**  
**DECANATO**

Oficio 035-D  
Ibarra, 17 de enero de 2022

Licenciado  
Enrique Guillermo Reascos Benavides  
RECTOR DE LA UNIDAD EDUCATIVA CÉSAR ANTONIO MOSQUERA

De mi consideración:

A nombre de la Facultad de Educación, Ciencia y Tecnología, reciba un cordial saludo, a la vez que le auguro el mejor de los éxitos en las funciones que viene desempeñando.

Me dirijo a usted con la finalidad de solicitarle de la manera más comedida, se brinde las facilidades necesarias, a la señorita Tatamues Chamorro Angie Mariuxi, estudiante de octavo nivel de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, para que obtenga información y aplicar instrumentos de investigación para el desarrollo del trabajo de grado: "AUDIO-VISUAL AIDS USING FLIPPED CLASSROOM TO IMPROVE ENGLISH SPEAKING FLUENCY IN SOPHOMORE STUDENTS AT CÉSAR ANTONIO MOSQUERA HIGH SCHOOL FROM 2021 TO 2022".

Por su favorable atención, le agradezco.

Atentamente,  
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

Mgs. Raimundo Alonso López Ayala  
DECANO FECYT

*AutORIZADO 20-01-2022*



Annex 5: Application of teacher's interview



Annex 6: Instruction of the application of students' survey








Annex 7: Urkund análisis

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