



UNIVERSIDAD TÉCNICA DEL NORTE

UTN
IBARRA - ECUADOR
Facultad de
POSGRADO

FACULTAD DE POSTGRADO

MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
MENCIÓN INGLÉS

TITLE:

EFL LEARNING BASED ON THE FLIPPED CLASSROOM MODEL TO ENHANCE
SPEAKING FLUENCY IN SOPHOMORE STUDENTS

A Master Thesis Submitted in Partial Fulfillment of the Requirements for the Maestría en Pedagogía de los Idiomas Nacionales y Extranjeros: Mención Enseñanza de Inglés

AUTHOR: Karen Ximena Padilla Padilla

DIRECTOR: PhD. Sandra Mariana Guevara-Betancourt

IBARRA – ECUADOR

2025

CERTIFICATION

THESIS DIRECTOR CERTIFICATION

After being appointed by The Honorable Board of Directors of the Master Institute of the “**UNIVERSIDAD TÉCNICA DEL NORTE**” of Ibarra City, I have accepted to participate as Thesis Director of the research work “ **EFL LEARNING BASED ON THE FLIPPED CLASSROOM MODEL TO ENHANCE SPEAKING FLUENCY IN SOPHOMORE STUDENTS**” work was carried out by **Karen Ximena Padilla Padilla** before obtaining a master's degree at Master in Pedagogy of National and Foreign Languages Mention English.

As a direct witness and co- responsible for developing this research work, which meets sufficient requirements and merits to be publicly supported in court to be timely selected.

It is all that I can certify in honor of the truth.

SANDRA
MARIANA
GUEVARA
BETANCOURT



Firmado digitalmente
por SANDRA
MARIANA GUEVARA
BETANCOURT
Fecha: 2025.01.08
08:25:38 -05'00'

PhD. Sandra Mariana Guevara Betancourt
Thesis Director

DEDICATION

This thesis work represents one of the most significant challenges I have encountered in my life. Undertaking such a demanding task while raising young children is far from easy, yet it is these very challenges that strengthen one's personality. I hope that when my beloved daughter, Camila, is old enough to read this dedication, she will take pride in the work her mother has accomplished. I dedicate this thesis to Camila, my greatest source of inspiration, and to my esteemed teacher, Sandra, whose guidance and encouragement, even without being physically present have motivated me through my most difficult moments.

Thank you!

ACKNOWLEDGEMENT

First and foremost, I wish to express my profound gratitude to God for granting me the strength and resilience necessary to successfully complete this master's program. I am also deeply thankful to Universidad Técnica del Norte for providing me with the opportunity to pursue higher education and advance my professional development. I extend my heartfelt appreciation to my thesis advisor, PhD. Sandra Guevara Betancourt, whose guidance, instruction, and unwavering support have been instrumental not only during the course of my degree but also throughout the entirety of the master's program. Her contributions have played a significant role in shaping my academic and professional growth.

Karen



UNIVERSIDAD TÉCNICA DEL NORTE
BIBLIOTECA UNIVERSITARIA
AUTHORIZATION OF USE AND PUBLICATION IN FAVOR OF THE
UNIVERSITY

En cumplimiento del Art. 144 de la Ley de Educación Superior, hago la entrega del presente trabajo a la Universidad Técnica del Norte para que sea publicado en el Repositorio Digital Institucional, para lo cual pongo a disposición la siguiente información:

DATOS DE CONTACTO			
CÉDULA DE IDENTIDAD:	100473121-0		
APELLIDOS Y NOMBRES:	Padilla Padilla Karen Ximena		
DIRECCIÓN:	Los Ceibos Río Vínces 2-86 y Pastaza		
EMAIL:	Karenp081296@gmail.com		
TELÉFONO FIJO:	607671	TELÉFONO MÓVIL:	0981481295

DATOS DE LA OBRA	
TÍTULO:	EFL LEARNING BASED ON THE FLIPPED CLASSROOM MODEL TO ENHANCE SPEAKING FLUENCY IN SOPHOMORE STUDENTS
AUTOR (ES):	Padilla Padilla Karen Ximena
FECHA: DD/MM/AAAA	15/01/2025
SOLO PARA TRABAJOS DE GRADO	
PROGRAMA:	<input type="checkbox"/> PREGRADO <input checked="" type="checkbox"/> POSGRADO
TÍTULO POR EL QUE OPTA:	Magister en Pedagogía de los Idiomas Nacionales y Extranjeros Mención Inglés
ASESOR /DIRECTOR:	Sandra Mariana Guevara Betancourt PhD.

1. CONSTANCIAS

El autor (es) manifiesta (n) que la obra objeto de la presente autorización es original y se la desarrolló, sin violar derechos de autor de terceros, por lo tanto, la obra es original y que es (son) el (los) titular (es) de los derechos patrimoniales, por lo que asume (n) la responsabilidad sobre el contenido de la misma y saldrá (n) en defensa de la Universidad en caso de reclamación por parte de terceros.

Ibarra, a los 15 días del mes de enero de 2025

KAREN XIMENA
Firmado digitalmente
por KAREN XIMENA
PADILLA
PADILLA PADILLA
PADILLA
Fecha: 2025.01.13
12:50:31 -05'00'

Nombre: Karen Ximena Padilla Padilla

INDEX OF CONTENTS

CERTIFICATION	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
AUTHORIZATION OF USE AND PUBLICATION IN FAVOR OF THE UNIVERSITY	v
INDEX OF CONTENTS	vi
TABLE INDEX	xi
INDEX OF FIGURES	xi
ABSTRACT	xiii
RESUMEN	xiv
CHAPTER I	2
THE PROBLEM	2
1. Introduction	2
1.1. Problem description	4
1.2. Background	6
1.3. Objectives	8
1.3.1. General objective	8
1.3.2. Specific objectives	8
1.4. Justification	9

CHAPTER II.....	12
THEORETICAL FRAMEWORK.....	12
2. Speaking Skills Development in English as a Foreign Language (EFL).....	12
2.1. Speaking English Skills Development in Teenagers	13
2.1.1. Challenges in Learning to Speak English in EFL Contexts.....	16
2.1.2. Speaking Skill Enhancement Through the Flipped Classroom Model.....	18
2.2. The Flipped Classroom Model.....	20
2.2.1. Flipped Classroom Strategies	21
2.2.1.1. Strategies for Implementing the Flipped Classroom Model	22
2.2.1.2. Pre-Class Activities - Pre-Class Content Delivery Strategy	23
2.2.1.3. Class Activities – In-Class Collaborative Activities Strategy	26
2.2.1.4. Student Engagement Techniques - Differentiated Instruction Strategy	30
2.2.1.5 Assessment - Formative Assessment and Feedback Strategy.....	34
2.2.1.6 Teacher’s Role - Ongoing Instructor and Student Support Strategy	38
2.3. Benefits and drawbacks of the flipped classroom.....	42
2.3.1. Benefits	43
2.3.1.1. Enhanced Student Engagement.....	43
2.3.1.2. Improved Learning Outcomes	45
2.3.1.3. Personalized Learning Experience.....	46
2.3.1.4. Increased Collaboration	48
2.3.1.5. Flexible Learning Environment	50

2.3.2. Drawbacks.....	52
2.3.2.1 Requires Significant Preparation	52
2.3.2.2. Dependence on Technology.....	53
2.3.2.3. Varied Student Readiness	55
2.3.2.4. Potential for Increased Workload	56
2.3.2.5. Classroom Management Challenges.....	57
2.4. Legal framework.....	59
 CHAPTER III	 63
 METHODOLOGICAL FRAMEWORK	 63
3.1 Description of the study area	64
3.2 Research Approach and Type of Research.....	65
3.2.1 Research Approach	65
3.2.2 Type of research.....	66
3.3 Research technique and instruments.....	67
3.3.1 Surveys.....	67
3.3.2 Interview	69
3.3.3 Population and sample	70
3.4 Procedures.....	71
3.5 Bioethical considerations	76
 CHAPTER IV	 78
 FINDINGS AND DISCUSSIONS	 78

4.1. Students' survey.....	79
4.2. Teachers' interview.....	90
4.3 Discussion.....	97
CHAPTER V	99
PROPOSAL	99
1. Title.....	100
1.2 Rationale	103
1.3 Theoretical Foundation	105
1.4 Objectives:	107
1.4.1 General Objective	107
1.4.2 Specific Objectives	107
1.5 Beneficiaries	107
1.6 Impacts.....	108
2. Development of the Academic Proposal.....	108
2.1 Flipped Classroom	108
2.2 Flipped Classroom Strategies	110
3. Pre-Class Activities.....	111
3.1 Video Lectures	111

3.2 Podcasts.....	124
3.3 Reading Assessment	128
4. In-Class Activities.....	133
4.1. Group Discussions:	133
4.2. Problem-Solving Tasks	141
4.3. Peer Teaching:	150
4.4. Project-Based Learning.....	155
5. Students Engagement Techniques	165
5.1. Gamification	165
5.2. Inquiry-Based Learning	170
6. Assessment.....	175
6.1. Formative Assessment	175
6.2. Peer-Assessments.....	183
6.3. Self-Assessments	185
7. Teachers' role.....	186
7.1. Facilitator of Learning	186
7.2. Resource provider	191
CHAPTER VI.....	194

Conclusions and Recommendations	194
LIST OF REFERENCES	196

TABLE INDEX

Tabla 1. Population	70
---------------------------	----

INDEX OF FIGURES

Figure 1. Flipped Classroom Strategies	22
Figure 2. Flipped Classroom – Benefits and Drawbacks.....	43
Figure 3. Location La Inmaculada Concepción high school	64
Figure 4. Affinity for the English language	79
Figure 5The most difficult English skills.....	80
Figure 6. The importance of speaking in English	81
Figure 7. Frequency of oral communication in English classes	82
Figure 8. Feelings when speaking in English.	83
Figure 9. Speaking activities normally do in the English class	84
Figure 10. Activities to promote speaking skills	85
Figure 11. Favorite activities in class	86

Figure 12. Agreement of using new speaking activities	87
Figure 13. New activities to be used in class	89

ABSTRACT

This research is aimed at analyzing the role of the Flipped Classroom Model in developing the speaking English language skills in teenagers from Ecuador. It was conducted at La Inmaculada Concepción High School, the target population of the study were 30 sophomore English students. The study adopted a mixed-methods approach, incorporating both qualitative and quantitative research methodologies. Qualitative data were obtained through interviews, while quantitative data were collected via surveys. This comprehensive approach enabled a thorough understanding of the students' speaking difficulties. The findings indicated that 64.7% of the surveyed students experience challenges in speaking proficiency. Based on the research results, an academic proposal was elaborated which contains activities aimed at addressing the identified speaking challenges and improving students' speaking fluency. This methodological booklet includes a variety of interactive activities aligned with the Flipped Classroom model, which emphasizes student-centered learning and active engagement. The activities are designed to be conducted both within and outside the classroom, encouraging students to engage in meaningful conversations and practice speaking skills in diverse contexts. The anticipated outcome of this research is to provide practical, evidence-based recommendations for enhancing English language instruction and facilitating improved speaking skills among the targeted student population.

Keywords: Flipped classroom, speaking skills, English language, sophomore students, booklet

RESUMEN

Esta investigación tiene como objetivo analizar el rol del modelo de Aula Invertida en el desarrollo de las habilidades de habla en inglés entre adolescentes en Ecuador. Se llevó a cabo en el Colegio La Inmaculada Concepción, con una población objetivo de 30 estudiantes de segundo año de inglés. El estudio adoptó un enfoque de métodos mixtos, incorporando tanto metodologías de investigación cualitativa como cuantitativa. Los datos cualitativos se obtuvieron a través de entrevistas, mientras que los datos cuantitativos se recolectaron mediante encuestas. Este enfoque integral permitió una comprensión detallada de las dificultades de habla de los estudiantes. Los hallazgos indicaron que el 64,7% de los estudiantes encuestados enfrenta desafíos significativos en su competencia oral. En base a los resultados de la investigación, se elaboró una propuesta académica que contiene actividades destinadas a abordar los desafíos identificados y mejorar la fluidez en el habla de los estudiantes. Este folleto incluye una variedad de actividades interactivas alineadas con el modelo de Aula Invertida, que enfatiza el aprendizaje centrado en el estudiante y la participación activa. Las actividades están diseñadas para realizarse tanto dentro como fuera del aula, fomentando que los estudiantes participen en conversaciones significativas y practiquen habilidades de habla en diversos contextos. El resultado esperado de esta investigación es proporcionar recomendaciones prácticas y basadas en evidencia para mejorar la instrucción del idioma inglés y facilitar el desarrollo de habilidades orales entre la población estudiantil objetivo.

Palabras clave: Aula invertida, habilidades de habla, idioma inglés, estudiantes de segundo año, folleto

CHAPTER I

THE PROBLEM

1. Introduction

Over the last decade, the role of technology in education has grown exponentially, reshaping how educators deliver content and engage students in the learning process. Tools and online platforms have enabled more flexible and personalized learning experiences, allowing students to access instructional materials anytime and anywhere. The integration of innovative teaching methodologies in English as a Foreign Language (EFL) instruction has become important to address the diverse needs of learners in a globalized world (Karasaliu, 2024). Among these methodologies, the flipped classroom model has garnered significant attention due to its potential to enhance student engagement and improve language acquisition, particularly in speaking fluency. It refers to the degree of students' active engagement and participation in the learning process, encompassing both in-class and out-of-class activities (Zhong, 2024).

This pedagogical model, which inverts traditional teaching methods at delivering instructional content by dedicating class time to active learning, has been shown to foster a more interactive and communicative learning environment (Akçayır & Akçayır, 2018). Recent studies have highlighted the flipped classroom's effectiveness in promoting learner autonomy and providing opportunities for more personalized feedback (Zainuddin & Perera, 2019; Zhang, 2020; Zhong, 2024). The

flipped classroom model's emphasis on active learning and student-centered instruction aligns well with the demands of speaking fluency development, which requires extensive practice, real-time feedback, and the ability to apply language skills in authentic communicative contexts (Guevara-Betancourt & Flores, 2020).

Research indicates that traditional lecture-based approaches often fail to provide the necessary conditions for students to practice speaking in a meaningful way, leading to limited progress in oral proficiency (Hung, 2015; Abeysekera & Dawson, 2015). In contrast, the flipped classroom model offers a structured yet flexible framework that encourages students to engage in collaborative tasks, discussions, and problem-solving activities that are directly related to their linguistic needs (Lo & Hew, 2017; Zhong, 2024). This shift in instructional design not only increases the quantity and quality of speaking practice but also enhances students' confidence and willingness to communicate in English (Mehring, 2021; Cao et al., 2024).

This research aims to delve into the incidence of flipped classroom models to enhance speaking fluency and pedagogical strategies employed by educators in the classroom to develop students' speaking skills in English. CHAPTER ONE provides a brief and general introduction of the variables of the study regarding to Flipped Classroom Model and Speaking Fluency development along with some studies carried out in Ecuador and aligned to this research topic. Besides, this chapter details the general and specific objectives embracing a comprehensive analysis of the research problem's background, focusing on the challenges associated with developing speaking skill. This foundational analysis informs the formulation of the study's overarching objective.

CHAPTER TWO presents relevant information on concepts about the flipped classroom strategies their corresponding reflections, and implications in the English as a foreign language field. Among the most relevant strategies are pre-class activities, in-class activities, student engagement techniques, assessment strategies, and teacher's role. The second part of the literature review details the benefits and drawbacks of the flipped classroom models along with some classroom management challenges. This chapter presents a thorough examination of the existing literature to establish a robust theoretical framework that underpins the study.

CHAPTER THREE presents a comprehensive overview of the research design employed in this study. It provides a detailed account of the methodological framework, including the research approach, population, sampling procedures, and data collection instruments. This chapter delineates the specific objectives of the study, as well as the relevant facts, underlying causes, and phenomena pertinent to the investigation. This chapter outlines both quantitative and qualitative methods utilized to gather and analyze data. It describes the techniques used to ensure robust and reliable data collection, including the selection of appropriate tools for capturing quantitative metrics and qualitative insights. Additionally, the chapter specifies the three research questions formulated to address the primary concerns of the study. These questions are designed to clarify and explore the key issues raised, thereby guiding the investigation towards meaningful conclusions and recommendations.

CHAPTER FOUR presents a comprehensive analysis of the research findings in relation to the research questions and objectives, drawing from both the literature review and the data collected through various instruments. Each section of the chapter includes a detailed examination of the responses provided by the four teachers; alongside other significant insights gathered from the

student participants. These responses are analyzed and illustrated through statistical graphs to offer a clear and concise representation of the data.

CHAPTER FIVE, as a final product of the research work, an academic proposal will be put forward, a methodological booklet that includes a variety of activities designed for classroom implementation. These activities based on the flipped classroom model, are intended to enhance the speaking fluency among sophomore students at La Inmaculada Concepción High School. The study concludes with a presentation of key findings and recommendations, offering practical insights for improving English language instruction within the context of the flipped classroom framework. In the final section of this chapter, the conclusions and recommendations are meticulously drawn, reflecting an integrative analysis of the research questions, objectives, and an extensive review of the literature. This section synthesizes the valuable insights gathered from both teachers and students, offering informed and evidence-based recommendations for future educational practices.

1.1. Problem description

In Ecuador, the current situation of English language education in high schools reveals significant challenges, particularly in achieving speaking fluency. Despite efforts to improve English instruction, many students still fall short of the proficiency levels expected by the national curriculum. Studies have shown that a substantial number of students in Ecuadorian high schools do not meet the A2 level of English proficiency as outlined by the CEFR, which is necessary for basic communication in everyday situations (Ortega et al., 2020b). This gap is attributed to various factors, including limited exposure to authentic language use, insufficient practice opportunities,

and the predominance of traditional, teacher-centered instructional methods that focus more on grammar and vocabulary rather than communicative competence. Consequently, students often lack the confidence and skills needed to engage in meaningful conversations in English, which hinders their overall language development and ability to succeed in global contexts.

The challenges faced by Ecuadorian students in achieving speaking fluency are further compounded by the lack of adequate resources and support for English language teachers. Many educators in Ecuador are not sufficiently trained in modern, communicative language teaching methodologies, and they often rely on outdated textbooks and materials that do not adequately address the development of speaking skills (Cedeño, 2017). Moreover, large class sizes and limited classroom time dedicated to English instruction exacerbate the problem, making it difficult for teachers to provide the individualized attention and practice opportunities that students need to develop their oral proficiency. As a result, the traditional focus on grammar and vocabulary memorization continues to dominate the classroom, leaving students ill-prepared to use English in real-life situations (Chávez & Lucero, 2018).

Additionally, the sociocultural context in Ecuador presents unique challenges for English language learners. English is not widely spoken outside of the classroom, and students have limited opportunities to practice speaking English in authentic, meaningful contexts (Jiménez & Mora, 2019). This lack of exposure to the language in everyday situations further hinders students' ability to develop fluency, as they are often confined to artificial classroom settings that do not reflect the complexities of real-world communication. In these settings, language learning is frequently disconnected from the practicalities of everyday communication, leading to a gap between what students learn in theory and their ability to apply it in practice.

Furthermore, the emphasis on passing standardized tests rather than developing communicative competence places additional pressure on both students and teachers, leading to a narrow focus on test preparation rather than fostering genuine language acquisition (Ramírez, 2021). Addressing these challenges requires a shift towards more innovative, student-centered teaching approaches that prioritize speaking fluency and real-world language use, ensuring that students are better equipped to succeed in an increasingly globalized world. Thus, implementing methods such as the Flipped Classroom model, which encourages active learning and greater student engagement with the language, can help bridge the gap between classroom learning and real-world application, ensuring that students are better equipped to succeed in an increasingly interconnected world.

Research Questions

- a) How does the Flipped Classroom model affect the speaking fluency development in English learners?
- b) What specific strategies within the Flipped Classroom model are most effective in enhancing speaking fluency among sophomore English students?
- c) What are the strategies applied by English teachers to enhance oral fluency in sophomore students?

1.2. Background

The integration of the Flipped Classroom model in English as a Foreign Language (EFL) instruction has garnered increasing attention as an innovative approach to enhance speaking fluency among students. The Flipped Classroom model, which involves delivering instructional

content outside of class time and dedicating in-class time to interactive activities and practical application, has shown promise in addressing various challenges faced in language education (Bergmann & Sams, 2014). This model aligns well with the needs of EFL learners, particularly in contexts where traditional methods have been less effective in developing communicative competence.

In Ecuador, the adoption of modern pedagogical strategies like the Flipped Classroom model is relevant given the persistent challenges in achieving English speaking fluency. Recent studies conducted in Ecuador have highlighted significant gaps in English proficiency, with many students struggling to reach the A2 level of the Common European Framework of Reference for Languages (CEFR), which is crucial for basic communication (Ortega et al., 2020). These studies point to a reliance on traditional, teacher-centered methods that emphasize grammar and vocabulary over practical language use, contributing to students' difficulties in engaging in meaningful conversations in English (Chávez & Lucero, 2018).

Over the past five years, research conducted in Ecuador has increasingly focused on exploring the potential of the Flipped Classroom model to address these challenges. For instance, a study by Cedeño (2017) investigated the effects of the Flipped Classroom on high school students' language skills, revealing improvements in student engagement and speaking fluency. The study highlighted the fact that students benefited from the interactive and communicative nature of the model, which provided more opportunities for practicing English in a meaningful context. In the same line, Jiménez and Mora (2019) explored the implementation of the Flipped Classroom model in Ecuadorian high schools and found that it facilitated more effective language learning experiences by allowing students to apply their knowledge actively during class time.

Furthermore, a study by Ramírez (2021) assessed the impact of various pedagogical innovations, including the Flipped Classroom model, on English language instruction in Ecuador. The findings indicated that the Flipped Classroom model offered a significant advantage in improving students' speaking skills by shifting the focus from passive learning to active, communicative practices. This study also emphasized the model's potential to overcome limitations associated with traditional teaching methods, such as large class sizes and limited interaction opportunities.

Overall, the background of this thesis topic underscores the growing recognition of the Flipped Classroom model as a viable solution to the challenges faced in EFL instruction in Ecuador. This study aims to contribute to the body of knowledge on effective language teaching strategies and offer practical insights for enhancing speaking fluency among sophomore students in Ecuadorian high schools.

1.3. Objectives

1.3.1. General objective

To determine the incidence of the flipped classroom model to enhance speaking fluency in a class of sophomore English students at La Inmaculada Concepción High School.

1.3.2. Specific objectives

- To gather theoretical support on different strategies of the flipped classroom model to enhance speaking fluency in sophomore English students.

- To determine the strategies used by the teacher in a class of sophomore students to enhance oral fluency.
- To design a methodological booklet containing activities to apply the flipped classroom model.

1.4. Justification

The ability to communicate fluently in English is a critical skill in today's globalized world, particularly for non-native speakers in educational settings. In Ecuador, the importance of English language proficiency has been increasingly recognized, especially within the secondary education system, where students are expected to achieve certain levels of competency as defined by national and international standards, such as the Common European Framework of Reference for Languages (CEFR) (Ministerio de Educación del Ecuador, 2016). However, many students struggle with speaking fluency, which is often the most challenging aspect of language learning to master and assess (Richards, 2008).

The traditional classroom model, where the teacher is the central figure delivering content, has shown limitations in effectively developing speaking skills. This is because it often prioritizes rote learning and passive reception of knowledge over active engagement and practical application (Bergmann & Sams, 2012). In contrast, the Flipped Classroom model offers a more student-centered approach, where students are introduced to content outside the classroom and engage in interactive, practical activities during class time (Abeysekera & Dawson, 2015; Zhong, 2024). This model has the potential to enhance speaking fluency through more opportunities for students to practice speaking in a supportive, interactive environment.

Given this context, the current research is justified as it seeks to explore and determine the effectiveness of the Flipped Classroom model in enhancing speaking fluency among sophomore students at La Inmaculada Concepción High School. The study aims to address the gap between the theoretical potential of the Flipped Classroom model and its practical application in an EFL context, particularly in Ecuador. At focusing on specific objectives—gathering theoretical support, determining current teaching strategies, and designing a methodological booklet with applicable activities—this research will contribute valuable insights into how this innovative educational model can be effectively implemented to improve English speaking skills.

This study is particularly timely and relevant as educators across the globe are increasingly recognizing the limitations of traditional language instruction, especially in contexts where these methods have consistently failed to achieve the desired language proficiency outcomes. In environments like Ecuadorian high schools, where speaking fluency in English remains a significant challenge, there is a growing need for innovative instructional approaches that can more effectively address students' communicative needs. The Flipped Classroom model, with its emphasis on active learning and student engagement, presents a promising alternative to the conventional teacher-centered methodologies that often prioritize grammar and vocabulary at the expense of communicative competence (Gilboy, Heinerichs, & Pazzaglia, 2015).

The findings from this research study are expected to have implications not only for the local educational community but also for other schools in similar EFL settings where students struggle to achieve the language proficiency levels required by national standards. Moreover, the study's focus on creating a methodological booklet with tailored activities underscores its practical

relevance, offering educators a concrete tool that can be readily integrated into their teaching practices to foster better language outcomes.

CHAPTER II

THEORETICAL FRAMEWORK

2. Speaking Skills Development in English as a Foreign Language (EFL)

Speaking is a fundamental skill to develop while learning the English language, functioning as both a core communicative ability and a measure of overall language proficiency. The process of speaking in a foreign language involves the integration of multiple linguistic components—such as phonology, grammar, vocabulary, and discourse skills—that must be employed simultaneously during real-time communication (Guevara-Betancourt & Flores 2020). According to Luoma (2004), the act of speaking requires a level of spontaneity and immediacy that is unique among language skills, making it particularly challenging for learners. In contrast to reading or writing, where learners have time to reflect and revise, speaking demands the ability to think on one's feet, making it a dynamic and interactive process. The pressure to perform in real-time can lead to anxiety or hesitation, particularly for less confident speakers (Mantilla & Guevara-Betancourt, 2019), further complicating the development of speaking skills.

Speaking is not merely the production of sounds or the recitation of memorized phrases; it is a sophisticated cognitive activity that requires the speaker to manage interaction, negotiate meaning, and maintain fluency. Bygate (2018) highlights that effective speaking involves more than linguistic accuracy; it also requires the speaker to engage in complex cognitive processes such as organizing thoughts, selecting appropriate language, and adapting to the communicative context. These processes must be performed under the constraints of time and social interaction, where the speaker must be aware of the interlocutor's needs, respond appropriately, and maintain the flow of

conversation. For instance, in a conversation, speakers must continually monitor their own output and adjust it based on feedback from their interlocutors, all while ensuring that their speech remains coherent and fluent. This need for constant adjustment and real-time processing makes speaking a demanding skill to develop, particularly in a foreign language context where learners may struggle with limited vocabulary or unfamiliar grammatical structures (Thornbury, 2019).

The social dimension of speaking further underscores its complexity and importance in language learning. Speaking is inherently interactive, involving the exchange of ideas, emotions, and information between individuals. This interaction is not only about linguistic exchange but also about social relationships and cultural norms, which can vary significantly across different languages and contexts. For learners of a foreign language, mastering the social and pragmatic aspects of speaking is crucial for effective communication. As Richards (2015) notes, the ability to speak a language involves understanding not just what to say, but also how to say it in a way that is culturally appropriate and contextually relevant. This requires learners to develop a nuanced understanding of both the linguistic and cultural conventions of the target language, which can be particularly challenging when these conventions differ significantly from those in the learner's native language. The interplay between linguistic competence and sociocultural knowledge makes speaking one of the most intricate and vital skills in language acquisition, demanding a holistic approach to teaching and learning that goes beyond mere grammatical accuracy.

2.1. Speaking English Skills Development in Teenagers

For teenagers, who are at a pivotal stage in their cognitive, social, and linguistic development, the acquisition of speaking skills in a foreign language presents unique challenges

and opportunities. During adolescence, learners are still refining their cognitive processes, including their ability to think abstractly, organize thoughts coherently, and manage complex interactions. These developmental factors play a crucial role in their ability to acquire and enhance speaking skills in a foreign language. Teenage learners are often in the process of mastering not only their native language but also adapting to the cognitive demands of adolescence, such as increased social awareness and self-consciousness, which can affect their confidence in speaking a foreign language. The development of speaking skills for teenagers, therefore, involves navigating both the linguistic aspects of language learning and the social-emotional challenges associated with adolescence.

In this context, speaking skills for teenagers in an EFL setting require careful attention to the balance between fluency, accuracy, and complexity (Skehan, 2018). Fluency, which involves the ability to produce speech at a natural pace with minimal hesitation, is particularly critical for teenagers, who may experience heightened anxiety about their performance in front of peers. Accuracy, or the correct use of language structures, is equally important, as errors in grammar or vocabulary can lead to misunderstandings or a loss of confidence. Complexity, which refers to the use of varied and sophisticated language, is essential for helping teenagers articulate more abstract or nuanced ideas as their cognitive abilities mature. The adolescent brain's plasticity offers a unique window for developing these skills, provided that the learning environment is both supportive and challenging. A supportive environment encourages risk-taking and reduces the fear of making mistakes, while a challenging environment pushes learners to stretch their linguistic capabilities and engage in more complex language use. As Snow (2019) notes, the combination of these factors

can significantly enhance teenagers' speaking skills, enabling them to become more proficient and confident communicators in a foreign language.

Additionally, the social dynamics of adolescence, such as peer relationships and the desire for social acceptance, play a crucial role in how teenagers engage with language learning, particularly in speaking. Adolescents are highly sensitive to peer feedback, and this can either motivate or deter their participation in speaking activities. Positive peer interactions can create a supportive environment that encourages students to practice speaking without the fear of ridicule, thereby fostering a sense of belonging and confidence in their linguistic abilities (Lightbown & Spada, 2013). On the other hand, negative peer experiences, such as teasing or criticism, can lead to heightened anxiety and reluctance to speak, which may hinder language development. Therefore, it is essential for educators to cultivate a classroom culture that emphasizes mutual respect and constructive feedback.

Incorporating collaborative activities that require peer interaction, such as group discussions or role-plays, can help students build trust and rapport, which are critical for creating a safe space where teenagers feel comfortable practicing their speaking skills. Furthermore, integrating technology and multimedia resources that resonate with teenagers' interests can make speaking practice more engaging and relevant to their lives, thereby increasing their motivation to participate actively in language learning (Chapelle & Sauro, 2017). By addressing both the linguistic and social dimensions of speaking, educators can create a holistic learning environment that supports teenagers in developing their speaking proficiency in a foreign language.

2.1.1. Challenges in Learning to Speak English in EFL Contexts

Learning to speak English in an EFL (English as a Foreign Language) context presents several significant challenges, particularly for teenagers who are navigating both the complexities of language acquisition and the developmental pressures of adolescence. One of the primary challenges is the limited availability of authentic communication opportunities. In many EFL educational settings, English is often taught in a decontextualized manner, focusing heavily on grammar rules, vocabulary memorization, and reading comprehension rather than on practical language use (Goh & Burns, 2012). This approach limits students' exposure to real-life communicative situations, which are crucial for developing speaking fluency. The classroom environment, characterized by its emphasis on accuracy and the avoidance of errors, often lacks the spontaneity and unpredictability of authentic communication, making it difficult for students to develop the ability to speak naturally and confidently (Brown, 2021).

Another significant challenge for teenagers learning to speak English in EFL contexts is the anxiety and fear of making mistakes, which can severely inhibit their willingness to participate in speaking activities. According to Horwitz (2016), language anxiety is a pervasive issue among EFL learners, often exacerbated by the high stakes associated with language assessments and the emphasis on written rather than oral proficiency. This anxiety is particularly pronounced among teenagers, who are at a stage in life where peer acceptance and self-image are paramount. The fear of embarrassment in front of classmates can lead to reluctance in speaking, thereby hindering the development of speaking skills. Additionally, the traditional classroom structure, which often prioritizes teacher-centered instruction, may not provide the supportive environment necessary for

teenagers to overcome these anxieties and engage actively in speaking (Dewaele & MacIntyre, 2019).

Furthermore, the limited interaction with native speakers or proficient users of English presents a substantial barrier to acquiring speaking proficiency in EFL contexts. Without regular exposure to authentic language use, learners may struggle to internalize the nuances of pronunciation, intonation, and colloquial expressions that are integral to fluent communication. The discrepancy between the formal, textbook language typically taught in classrooms and the informal, conversational English used by native speakers can further complicate the learning process (Richards, 2015). For example, teenagers may become proficient in the structured language required for exams but find themselves at a loss when confronted with the fluid and idiomatic speech of native speakers. This gap between academic English and real-world English can create a disconnect that hinders effective communication and reduces learners' confidence in their speaking abilities. Additionally, cultural differences embedded in language use pose another challenge, as learners must not only acquire linguistic skills but also navigate the social and cultural norms that govern communication in English-speaking contexts (Murray, 2020).

Given these challenges, there is a growing recognition of the need for innovative pedagogical approaches that can better support the development of speaking skills in EFL learners. The flipped classroom model has emerged as a promising solution to these challenges. By inverting the traditional teaching model, where direct instruction is delivered outside of class through videos or other materials, and class time is dedicated to interactive, communicative activities, the flipped classroom model creates more opportunities for authentic language use and reduces the pressure associated with speaking in front of peers (Bergmann & Sams, 2021). This approach allows

students to engage with the material at their own pace, thus reducing anxiety, and provides a more dynamic and supportive environment for practicing speaking skills during class. Studies have shown that the flipped classroom model can enhance learners' speaking fluency and confidence by encouraging active participation and offering more personalized feedback from instructors (Lo & Hew, 2020). This model also facilitates greater interaction with peers, which can help mitigate the fear of making mistakes and promote a more collaborative learning environment, making it an effective strategy for addressing the unique challenges faced by teenagers in EFL contexts.

2.1.2. Speaking Skill Enhancement Through the Flipped Classroom Model

The flipped classroom model offers a promising approach to enhancing speaking skills in EFL learners, particularly teenagers. This model inverts the traditional teaching method by delivering instructional content outside of the classroom, often through videos or online resources, and dedicating class time to interactive activities that promote speaking practice (Bergmann & Sams, 2012; 2021). This approach aligns with the communicative language teaching (CLT) framework, which emphasizes the importance of interaction and real-world communication in language learning (Richards & Rodgers, 2014). When shifting the focus from passive learning to active participation, the flipped classroom model provides learners with more opportunities to engage in meaningful communication, thus facilitating the development of speaking fluency.

One of the key advantages of the flipped classroom model is that it allows for more personalized and differentiated instruction. Teachers can use class time to address the specific speaking needs of individual students, providing targeted feedback and scaffolding to support their progress (Hwang, Lai, & Wang, 2015). Furthermore, the model encourages collaborative learning,

where students can practice speaking in pairs or groups, simulating real-life conversations and building their confidence in using English. Research has shown that the flipped classroom model can lead to significant improvements in speaking fluency, as it provides a more dynamic and interactive learning environment compared to traditional methods (Al-Harbi & Alshumaimeri, 2016). At integrating technology and fostering a learner-centered approach, the flipped classroom model holds great potential for developing speaking skills in EFL learners.

The flipped classroom model fosters greater student autonomy and responsibility in the learning process, which is particularly beneficial for teenage EFL learners. When engaging with instructional content outside the classroom, students have the opportunity to review materials at their own pace, which can help them better understand and internalize language concepts before applying them in class. This self-directed learning aspect empowers students to take control of their own progress, reducing reliance on the teacher and encouraging them to become more active participants in their language development. Additionally, the flipped classroom model's use of technology, such as discussion forums, video assignments, and interactive exercises, allows students to practice speaking in various formats, which can cater to different learning styles and preferences (Zainuddin & Perera, 2019). The integration of these tools not only makes learning more engaging but also helps students build literacy skills that are increasingly important in today's world. Overall, the flipped classroom model creates a rich, interactive, and student-centered environment that effectively enhances speaking skills by combining the benefits of personalized learning, collaborative practice, and technological integration.

2.2. The Flipped Classroom Model

Aaron Sams and Jon Bergmann, pioneers of the Flipped classroom model, revolutionized traditional educational practices through rethinking the sequence of learning activities within the classroom (Tiwari & Dalal, 2024). Traditional educational methods, heavily grounded in Bloom's Taxonomy, prioritize a hierarchical structure of cognitive skills. This structure traditionally emphasizes foundational knowledge and comprehension at the base of the pyramid, progressing through application and analysis, and culminating in evaluation and creation (González et al., 2021). Within this framework, the creation phase, which involves the highest level of cognitive engagement, is often relegated to a secondary role, with a significant amount of classroom time devoted to lower-order thinking skills such as remembering and understanding.

In contrast to the aforementioned, Sams and Bergmann proposed an inversion of this pyramid, placing greater emphasis on the higher-order thinking skills that foster creativity and critical analysis. At reallocating classroom time away from passive content delivery towards active, student-centered learning, the Flipped Classroom model encourages students to engage more deeply with material through application, analysis, and creation (Ros & Sánchez, 2018). The key innovation of this teaching model is its use of educational videos and other resources that students can access outside of class, allowing them to acquire foundational knowledge independently (Le et al, 2024). This shift enables classroom time to be repurposed for interactive activities, collaborative problem-solving, and the application of concepts, thereby fostering a more dynamic and participatory learning environment. Aspects that are enriching in an EFL context where the exposure to the target language is limited to the activities performed within the language classroom

The Flipped Classroom model aligns with contemporary educational theories that advocate for active learning and student autonomy. This model facilitates a learning environment where students take responsibility for acquiring basic knowledge outside of class, the Flipped Classroom empowers them to use classroom time to engage in higher-order thinking tasks that would otherwise be sidelined in traditional settings (Bishop & Verleger, 2013; Tiwari & Dalal, 2024). This pedagogical shift not only enhances students' understanding and retention of material but also prepares them for real-world problem-solving and creative activities by means of the emphasis in the practical application of knowledge.

Furthermore, the flipped approach challenges the conventional teacher-centered paradigm by promoting a more collaborative and interactive classroom dynamic. In this model, the role of the teacher evolves from that of a primary knowledge dispenser to a facilitator of learning, guiding students as they explore, question, and apply new concepts (Abeysekera & Dawson, 2015; Le, et al. 2024). This transformation of the teacher's role underscores the broader shift towards student-centered learning environments, which are increasingly recognized as effective in fostering deep learning and critical thinking skills.

2.2.1. Flipped Classroom Strategies

The flipped classroom model has garnered significant attention in recent years as an innovative and effective approach to language education, particularly in teaching English as a Foreign Language (EFL). The flipped classroom approach allows for a more interactive and student-centered learning environment, which is particularly beneficial in EFL contexts where active engagement and practical application of language skills are critical (Zhong, 2024).

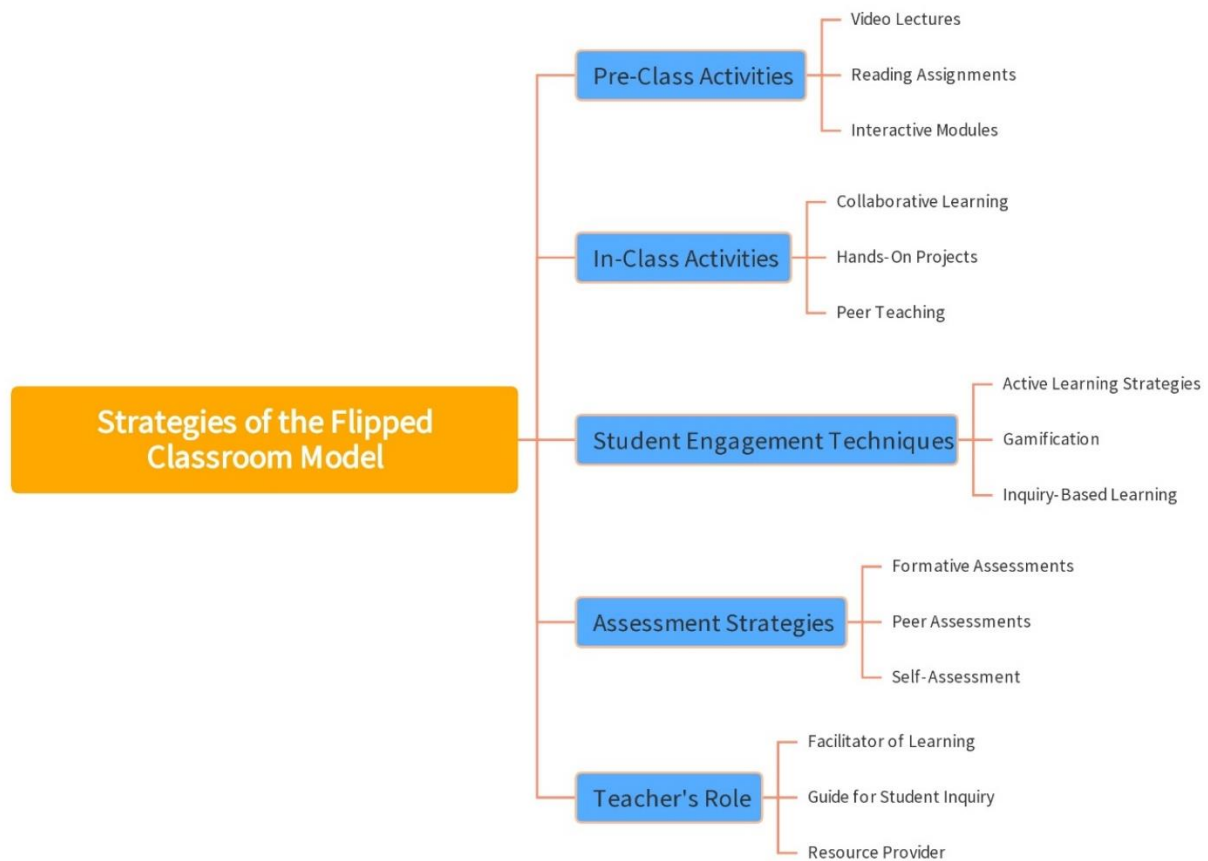
According to Bergmann and Sams (2012; 2014), the flipped classroom promotes individualized learning, enabling students to learn at their own pace, which is essential for language acquisition. Additionally, Tiwari¹ and Dalal (2024) argue that this model fosters a more active learning environment by utilizing class time for interactive exercises, discussions, and problem-solving activities, which are crucial strategies for language learners. The flipped classroom model involves several key strategies designed to optimize student engagement, enhance learning, and foster a more active and collaborative classroom environment. These strategies include:

2.2.1.1. Strategies for Implementing the Flipped Classroom Model

The flipped classroom model, a pedagogical approach that inverts traditional teaching methods, is particularly effective in fostering active learning environments. This model shifts the delivery of content to outside the classroom, allowing in-class time to be used for interactive and collaborative activities. Several key strategies are essential for the successful implementation of the flipped classroom model, especially in contexts such as English as a Foreign Language (EFL) instruction.

Figure 1.

Flipped Classroom Strategies



Source: Adapted from Bergmann and Sams (2012; 2014)

2.2.1.2. Pre-Class Activities - Pre-Class Content Delivery Strategy

The pre-class content delivery strategy is foundational to the flipped classroom model because at providing instructional materials before class, teachers ensure that students come to class prepared to engage in more interactive and application-based activities. This teaching approach allows for a more effective use of class time and supports deeper learning.

Types of Pre-Class Materials

- **Videos and Animations:** Videos and animations are highly effective for presenting complex concepts in a visually engaging manner. They can break down information into manageable segments, making it easier for students to understand and retain new material. For instance, instructional videos can illustrate grammar rules, language use, and cultural contexts in an EFL setting. Videos can be paused and replayed, allowing students to review and process information at their own pace (Chen et al., 2017).
- **Podcasts:** Audio content, such as podcasts, can be used to provide explanations, discussions, or interviews related to the course material. Podcasts are particularly useful for auditory learners and can be consumed while students are engaged in other activities, such as commuting or exercising. They can also feature real-world language use and contexts, providing EFL students with authentic listening practice (Le et al., 2024).
- **Readings and Interactive Modules:** Readings and interactive modules, including quizzes and activities embedded within the content, offer opportunities for students to engage with the material in different ways. Readings can provide in-depth explanations and context, while interactive modules can test understanding and offer immediate feedback. These resources support a variety of learning preferences and encourage active engagement with the content (Lo & Hew, 2017).

Benefits of Pre-Class Content Delivery

- **Catering to Different Learning Styles:** Multimedia resources, such as videos, podcasts, and interactive modules, cater to various learning styles. For example, visual learners benefit from videos and animations, auditory learners from podcasts, and kinesthetic

learners from interactive modules. This multimodal approach ensures that all students have access to content in a format that suits their learning preferences (Chen et al., 2017).

- **Promoting Flexibility and Self-Paced Learning:** The ability to access pre-class materials at any time provides students with the flexibility to learn at their own pace. Students can pause, rewind, and review content as needed, which supports individualized learning and helps reinforce understanding. This flexibility is particularly beneficial for EFL students who may need extra time to grasp language structures and vocabulary (Bishop & Verleger, 2013).
- **Enhancing Engagement and Retention:** At presenting content through engaging multimedia formats, students are more likely to be motivated and interested in the material. Research by Lo and Hew (2017) shows that multimedia resources can enhance student engagement and retention. Thus, interactive elements within videos or modules can actively involve students in the learning process, making the material more memorable and impactful.

Empirical Evidence and Examples

- **Study by Chen et al. (2017):** This study examined the use of multimedia resources in EFL education and found that students who used videos and interactive tools demonstrated better comprehension and retention of language structures compared to those who relied solely on traditional lectures. The study highlighted the effectiveness of multimedia in catering to different learning styles and enhancing overall learning outcomes.

- **Study by Hung (2015):** Hung's research focused on EFL students who engaged with pre-class video lectures. The study found that these students showed significantly higher levels of comprehension and participation in classroom activities compared to those who received traditional in-class lectures. The findings emphasize the benefits of pre-class videos in improving understanding and engagement.
- **Study by Le et al. (2024):** This recent study explored the impact of multimedia content on student engagement and learning. It found that the use of videos, animations, and podcasts not only improved student engagement but also supported better learning outcomes at accommodating different learning styles and providing opportunities for review and reinforcement.

The pre-class content delivery strategy helps educators cater to diverse learning styles, promote self-paced learning, and enhance student engagement and retention. Empirical evidence supports the effectiveness of this approach in improving learning outcomes, particularly in EFL education, where multimedia resources provide valuable support for language acquisition.

2.2.1.3. Class Activities – In-Class Collaborative Activities Strategy

In the flipped classroom model, once students have engaged with pre-class materials, in-class time is dedicated to collaborative and interactive activities. This strategy emphasizes the use of class time for activities that reinforce and apply the knowledge acquired outside of class, fostering an environment where active learning and peer interaction are central.

Types of In-Class Collaborative Activities

- **Group Discussions:** Group discussions are a key component of collaborative learning. These discussions allow students to articulate their understanding of the material, debate different viewpoints, and clarify their thoughts through dialogue. In EFL classrooms, group discussions can focus on topics related to language use, cultural contexts, or thematic content. This interaction not only helps students practice language skills but also promotes critical thinking and deeper comprehension of the material (Abeysekera & Dawson, 2015).
- **Problem-Solving Tasks:** Problem-solving tasks challenge students to apply their knowledge to real-world scenarios or complex problems. These tasks encourage students to use the target language in practical contexts, fostering both language development and cognitive skills. For instance, students might work in groups to solve language-based puzzles, complete case studies, or create solutions for hypothetical situations related to course content (Webb et al., 2014).
- **Peer Teaching:** Peer teaching involves students explaining concepts or providing feedback to their classmates. This strategy not only reinforces the peer teacher's understanding but also provides additional perspectives and explanations for other students. In EFL settings, peer teaching can be particularly effective for practicing language skills, as students teach and learn from each other in a communicative context. It also encourages active engagement and collaboration among students (Webb et al., 2014).
- **Project-Based Learning:** Project-based learning involves students working together on a project or assignment that requires them to apply and integrate their knowledge. Projects can be related to language production, such as creating a presentation, writing a report, or producing a video in the target language. This approach promotes teamwork, creativity,

and practical language use, providing students with opportunities to engage in meaningful and contextually relevant tasks (Abeysekera & Dawson, 2015).

Benefits of In-Class Collaborative Activities

- **Enhanced Understanding and Retention:** Collaborative activities encourage students to discuss and apply the concepts learned in pre-class materials, leading to a deeper understanding and better retention of the information. Engaging with peers helps students clarify their ideas, explore different perspectives, and consolidate their learning through active participation (Vygotsky, 1978).
- **Improved Language Proficiency:** In EFL classrooms, collaborative activities provide ample opportunities for students to practice language skills in a supportive environment. Research by Webb et al. (2014) indicates that collaborative learning activities enhance language proficiency at increasing students' exposure to and use of the target language in meaningful contexts.
- **Development of Critical Thinking and Problem-Solving Skills:** Collaborative activities often require students to think critically, analyze information, and solve problems collectively. These skills are crucial for academic success and personal development. At working together to address complex tasks or challenges, students develop higher-order thinking skills and learn to approach problems from multiple angles (Abeysekera & Dawson, 2015).
- **Increased Engagement and Motivation:** Collaborative learning activities are engaging and can increase students' motivation to participate in class. The interactive nature of these

activities makes learning more dynamic and enjoyable, which can lead to greater enthusiasm and commitment to the course material (Vygotsky, 1978).

Empirical Evidence and Examples

- **Study by Webb et al. (2014):** This research examined the impact of collaborative learning activities on language proficiency in EFL contexts. The study found that students engaged in collaborative tasks demonstrated improved language skills and greater motivation to use the target language. The findings highlight the effectiveness of collaborative activities in enhancing language learning outcomes.
- **Study by Abeysekera and Dawson (2015):** This review of flipped classroom strategies emphasized the benefits of collaborative activities for deepening understanding and fostering engagement. The study highlighted that peer interaction and collaborative problem-solving are essential for effective learning in the flipped classroom model.
- **Research by Vygotsky (1978):** Vygotsky's social constructivism theory underscores the importance of social interaction in the learning process. According to Vygotsky, learning is inherently social, and students learn best when they engage in collaborative activities with their peers. This theoretical framework supports the use of collaborative learning strategies in the flipped classroom model.

Examples of Successful Implementation

- **University of Michigan:** In a flipped classroom at the University of Michigan, students participated in group discussions and problem-solving tasks during class. This approach led to improved understanding of course material and enhanced student engagement, as

students were able to apply their knowledge in collaborative settings (Abeysekera & Dawson, 2015).

- **University of California, Berkeley:** At UC Berkeley, a flipped classroom model incorporated peer teaching and project-based learning. Students worked on collaborative projects that required them to use the target language in real-world scenarios. This strategy resulted in increased language proficiency and student satisfaction with the learning process (Webb et al., 2014).

The in-class collaborative activities strategy in the flipped classroom model promotes active learning, enhances language proficiency, and fosters critical thinking at utilizing group discussions, problem-solving tasks, peer teaching, and project-based learning, educators can create a dynamic and engaging learning environment that supports the development of essential skills and deepens students' understanding of the material.

2.2.1.4. Student Engagement Techniques - *Differentiated Instruction Strategy*

Differentiated instruction in the flipped classroom model involves tailoring teaching methods and materials to accommodate the diverse needs and learning styles of students. The flexibility provided by pre-class content delivery allows educators to address individual differences and promote an inclusive learning environment. At leveraging the flipped classroom model, instructors can implement differentiated strategies more effectively, enhancing student engagement and achievement.

Benefits of Differentiated Instruction

- **Tailored Learning Paths:** In a flipped classroom, students can engage with pre-class materials at their own pace. This allows for differentiated learning paths where students can revisit challenging concepts and proceed at a speed that suits their individual needs. For example, students who grasp foundational concepts quickly can move on to more complex topics, while those who need additional support can take more time to understand the material thoroughly (Hung, 2015).
- **Targeted In-Class Activities:** Instructors can design in-class activities that cater to different proficiency levels. For instance, advanced students might work on complex problem-solving tasks or projects, while others might engage in more guided practice or receive additional support from peers or instructors. This approach ensures that all students are working at an appropriate level of difficulty, which can help maintain motivation and engagement (Chen et al., 2017).
- **Flexible Grouping:** Differentiated instruction allows for flexible grouping strategies. Students can be grouped based on their proficiency levels, learning preferences, or specific needs. For example, small groups or pairs can work on tasks suited to their skill levels, facilitating peer support and collaborative learning. This flexibility helps address diverse learning needs and fosters a more inclusive classroom environment (Wong et al., 2022).

Technology and Tools in Differentiated Instruction

- **Learning Management Systems (LMS):** LMS platforms like Moodle or Canvas are crucial for delivering pre-class content and managing differentiated instruction. These

systems enable instructors to organize and distribute materials, track student progress, and facilitate communication. For example, instructors can create customized learning modules or provide additional resources for students who need extra support. LMS platforms also allow for monitoring individual student performance, making it easier to adjust instructional strategies as needed (Lee & Wallace, 2018).

- **Interactive Tools:** Tools such as discussion forums, interactive quizzes, and collaborative documents enhance the learning experience at providing opportunities for active engagement and feedback. Discussion forums allow students to ask questions and discuss concepts with peers, while interactive quizzes can assess understanding and offer immediate feedback. Collaborative documents enable students to work together on projects or assignments, fostering teamwork and communication skills (Lee & Wallace, 2018).
- **Mobile Technology:** Mobile technology supports seamless learning by allowing students to access content and participate in activities across various contexts and times. Mobile apps and platforms provide flexibility for students to engage with learning materials on-the-go, which can be particularly beneficial for busy or non-traditional students. This flexibility encourages continuous learning and reflection, supporting higher-order thinking skills (Wong et al., 2022).
- **Gamified Tools:** Integrating gamified tools like Quizlet and Kahoot! into the flipped classroom can significantly boost student engagement and motivation. These tools offer interactive and enjoyable ways for students to review and reinforce concepts. For example, Quizlet provides flashcards and games for vocabulary practice, while Kahoot! offers quizzes and polls that make learning fun and competitive. Gamified tools can enhance

language learning by providing opportunities for practice in a dynamic and engaging format (Anggoro & Khasanah, 2022).

- **Inquiry-Based Learning:** The flipped classroom model supports inquiry-based learning, where students are encouraged to explore, ask questions, and build knowledge through investigation. Engaging with pre-class materials and participating in collaborative activities help students develop a deeper understanding of the content. This approach promotes critical thinking, problem-solving, and self-directed learning, which are essential for academic success and personal growth (Chen et al., 2017).

Empirical Evidence and Examples

- **Study by Hung (2015):** Hung's research highlights the effectiveness of differentiated instruction in the flipped classroom model. The study found that tailored learning experiences and flexible in-class activities enhanced student engagement and achievement. Differentiated instruction allowed students to work at their own pace and receive targeted support, leading to improved learning outcomes.
- **Study by Lee and Wallace (2018):** This study emphasizes the role of technology in supporting differentiated instruction. The research found that LMS platforms and tools facilitated content delivery, tracking, and communication, contributing to a more engaging and interactive learning environment. Students who used tools for pre-class preparation were better equipped for in-class activities, leading to improved learning outcomes.
- **Study by Wong et al. (2022):** The research on mobile technology in flipped classrooms highlights its impact on learning flexibility and accessibility. The study found that mobile technology supported seamless learning and continuous engagement, which are key to

developing higher-order thinking skills. Mobile apps and platforms provided students with opportunities to access and interact with content across various contexts.

- **Study by Anggoro and Khasanah (2022):** This study explored the use of gamified tools in language learning. The research found that tools like Quizlet and Kahoot! significantly increased student engagement and motivation. Gamified learning experiences provided interactive and enjoyable ways for students to practice and reinforce language skills.

The differentiated instruction strategy in the flipped classroom model leverages pre-class content and technology to meet diverse student needs. This happens because learning experiences, flexible in-class activities, and tools in a class enhance student engagement, achievement, and motivation. Technology plays a crucial role in supporting differentiated instruction at facilitating content delivery, tracking progress, and creating interactive learning environments.

2.2.1.5 Assessment - *Formative Assessment and Feedback Strategy*

In the flipped classroom model, assessment plays a crucial role in supporting and enhancing student learning through ongoing, formative evaluation. Unlike traditional summative assessments, which typically occur at the end of a unit or course, formative assessments are embedded into the learning process, providing continuous feedback that helps students and instructors gauge understanding and make necessary adjustments. This strategy is particularly effective in the flipped classroom setting, where learning is active and dynamic, and students engage with content both before and during class.

Types of Formative Assessments

- **Quizzes:** Quizzes are a common formative assessment tool used in the flipped classroom. These can be administered online or in-class to check students' understanding of pre-class materials. Frequent, low-stakes quizzes help instructors identify areas where students might be struggling and provide opportunities for immediate feedback. For instance, online quizzes can be used to assess comprehension of video lectures or readings, while in-class quizzes can gauge students' readiness for collaborative activities (Chen et al., 2017).
- **Reflective Journals:** Reflective journals encourage students to think critically about their learning experiences and progress. When students write reflections on what they have learned, challenges they faced, and strategies they used, students engage in metacognitive practices that help them understand their own learning processes. This type of assessment allows students to identify areas for improvement and set personal learning goals (Lo & Hew, 2017).
- **Peer Assessments:** Peer assessments involve students evaluating each other's work, providing feedback, and engaging in collaborative review. This approach not only helps students develop critical evaluation skills but also provides diverse perspectives on their work. In language learning, peer assessments can be particularly effective for activities such as speaking practice or writing assignments, where students can offer constructive feedback to each other (Chen et al., 2017).
- **Classroom Polls:** Classroom polls, conducted using tools like clickers or online polling platforms, allow instructors to quickly gauge student understanding and adjust their teaching strategies in real-time. Polls can be used to assess comprehension of key concepts, gather opinions on discussion topics, or identify areas where students need further clarification (Bergmann & Sams, 2012).

Benefits of Formative Assessment in the Flipped Classroom

- **Immediate Feedback:** Formative assessments provide timely feedback to both students and instructors. Immediate feedback helps students understand their strengths and weaknesses, allowing them to address misunderstandings before they become ingrained. For instructors, this feedback offers insights into the effectiveness of their teaching strategies and highlights areas where adjustments may be needed (Chen et al., 2017).
- **Identification of Learning Gaps:** At incorporating formative assessments, instructors can identify specific areas where students may be struggling. This early detection allows for targeted intervention and support, helping students to overcome challenges and achieve learning objectives more effectively (Lo & Hew, 2017).
- **Encouragement of Metacognition:** Formative assessments promote metacognitive skills by encouraging students to reflect on their learning processes. Reflective practices help students become more aware of their learning strategies, monitor their progress, and make informed decisions about how to improve their performance. This self-regulation is crucial for language development and overall academic success (Bergmann & Sams, 2012).
- **Continuous Improvement:** Formative assessments support a cycle of continuous improvement when providing ongoing opportunities for students to receive feedback and make adjustments. This iterative process helps students to progressively refine their skills and knowledge, leading to better learning outcomes (Chen et al., 2017).

Examples of Effective Implementation

- **Interactive Online Quizzes:** In a flipped EFL classroom, instructors might use platforms like Quizlet or Kahoot! to create interactive quizzes that reinforce vocabulary and grammar concepts covered in pre-class materials. These quizzes provide instant feedback and can be used to identify common areas of difficulty for the class.
- **Reflective Journals in Language Learning:** Students might keep or physical journals where they reflect on their language practice, set learning goals, and track their progress over time. Instructors can review these journals periodically to provide personalized feedback and support.
- **Peer Review Sessions:** In a writing-focused flipped classroom, students can engage in peer review sessions where they assess and provide feedback on each other's written assignments. This approach fosters collaborative learning and helps students gain diverse perspectives on their work.
- **Real-Time Classroom Polls:** Using tools like Mentimeter or Poll Everywhere, instructors can conduct quick polls during class to assess students' understanding of key concepts and adjust the lesson accordingly. This real-time feedback helps ensure that students are grasping the material and allows for immediate clarification.

Empirical Evidence and Studies

- **Study by Chen et al. (2017):** This study explored the impact of formative assessment in the flipped classroom and found that continuous evaluation through quizzes and reflective practices significantly enhanced student engagement and learning outcomes. The study highlighted the importance of timely feedback in supporting student progress.

- **Study by Lo & Hew (2017):** This research emphasized the shift from traditional assessment methods to formative and process-oriented approaches in the flipped classroom. The study found that formative assessments provided valuable insights into student progress and allowed for timely adjustments to teaching strategies.
- **Study by Bergmann & Sams (2012):** This foundational work on the flipped classroom model discussed the role of formative assessment in promoting student learning and reflection. The study highlighted the benefits of integrating formative assessments to enhance metacognition and support continuous improvement.

The formative assessment and feedback strategy in the flipped classroom model is essential for fostering student engagement and enhancing learning outcomes. At using quizzes, reflective journals, peer assessments, and classroom polls, instructors can provide continuous feedback, identify learning gaps, and encourage metacognitive skills. This approach supports a dynamic and responsive learning environment where students can actively engage with content, reflect on their progress, and achieve their learning goals more effectively.

2.2.1.6 Teacher's Role - Ongoing Instructor and Student Support Strategy

The transition to the flipped classroom model requires significant adjustments for both instructors and students. To ensure successful implementation, it is essential to provide continuous support and training for both parties. This ongoing support helps address challenges, facilitates the effective use of technology, and ensures a smooth shift from traditional teaching methods to a more student-centered approach.

Instructor Support

- **Professional Development:** For instructors, professional development is critical to effectively adopting and implementing the flipped classroom model. This includes training on how to design and deliver pre-class content, create engaging in-class activities, and utilize tools. Workshops, seminars, and online courses can provide instructors with the skills and knowledge needed to effectively manage a flipped classroom. Abeysekera and Dawson (2015) emphasize that ongoing professional development helps instructors stay current with best practices and technological advancements, which is crucial for successful implementation.
- **Technology Training:** Instructors must be proficient in using various tools and platforms, such as Learning Management Systems (LMS), video creation software, and interactive assessment tools. Training sessions can cover how to create and upload multimedia content, manage online resources, and use technology to facilitate in-class activities. Effective use of technology enhances the flipped classroom experience and supports student learning (Lee & Wallace, 2018).
- **Pedagogical Support:** Understanding the pedagogical principles behind the flipped classroom is essential for instructors. Support can include guidance on designing instructional materials that align with learning objectives, creating activities that promote active learning, and implementing assessment strategies that provide timely feedback. This pedagogical support helps instructors design effective flipped classroom experiences that meet diverse student needs (Chen et al., 2017).

- **Collaboration and Sharing:** Instructors can benefit from collaborating with colleagues who have experience with the flipped classroom model. Sharing experiences, resources, and strategies can provide valuable insights and practical solutions to common challenges. Professional learning communities and teaching networks can facilitate this exchange of ideas and support (Abeysekera & Dawson, 2015).

Student Support

- **Orientation and Training:** Students need guidance on how to navigate the flipped classroom model, including understanding their roles and responsibilities. Orientation sessions or introductory materials can explain how to access and engage with pre-class content, participate in in-class activities, and use tools effectively. Providing clear instructions and expectations helps students adapt to the new learning environment (Lo & Hew, 2017).
- **Study Skills and Time Management:** Since the flipped classroom model requires students to manage their learning outside of class, support in developing study skills and time management strategies is essential. Workshops or resources on effective study habits, note-taking, and scheduling can help students balance their coursework with other responsibilities. This support ensures that students are able to engage with pre-class materials and participate actively in class (Wong et al., 2022).
- **Continuous Feedback and Scaffolding:** Providing continuous feedback and scaffolding helps students understand their progress and areas for improvement. Instructors should offer regular feedback on pre-class assignments and in-class activities, and provide additional support as needed. Scaffolding strategies, such as breaking tasks into smaller

steps and offering guided practice, can help students build their skills and confidence over time (Bergmann & Sams, 2012).

- **Access to Resources:** Students should have access to resources that support their learning, including supplementary materials, tutoring services, and technical support. Ensuring that students can access and use these resources effectively contributes to a positive learning experience and helps them overcome challenges (Lee & Wallace, 2018).

Examples and Case Studies

- **Professional Development Programs:** Institutions may offer targeted professional development programs for instructors new to the flipped classroom model. For example, a university might run a series of workshops on creating effective video lectures and designing active learning activities, along with ongoing support from instructional designers (Abeysekera & Dawson, 2015).
- **Student Orientation Sessions:** Schools implementing a flipped classroom model might conduct orientation sessions for students at the beginning of the semester. These sessions could include demonstrations on how to access online materials, use tools, and participate in collaborative activities. Providing students with a clear understanding of the model helps them adapt more quickly (Lo & Hew, 2017).
- **Study Skills Workshops:** Institutions might offer workshops on time management and study skills specifically tailored for flipped classroom environments. These workshops could include practical strategies for managing pre-class assignments and preparing for in-class activities (Wong et al., 2022).

- **Peer Collaboration and Mentoring:** Establishing peer mentoring programs where experienced students support their peers can enhance the learning experience. For instance, advanced students can help new students understand the flipped classroom model and navigate the tools and resources (Chen et al., 2017).

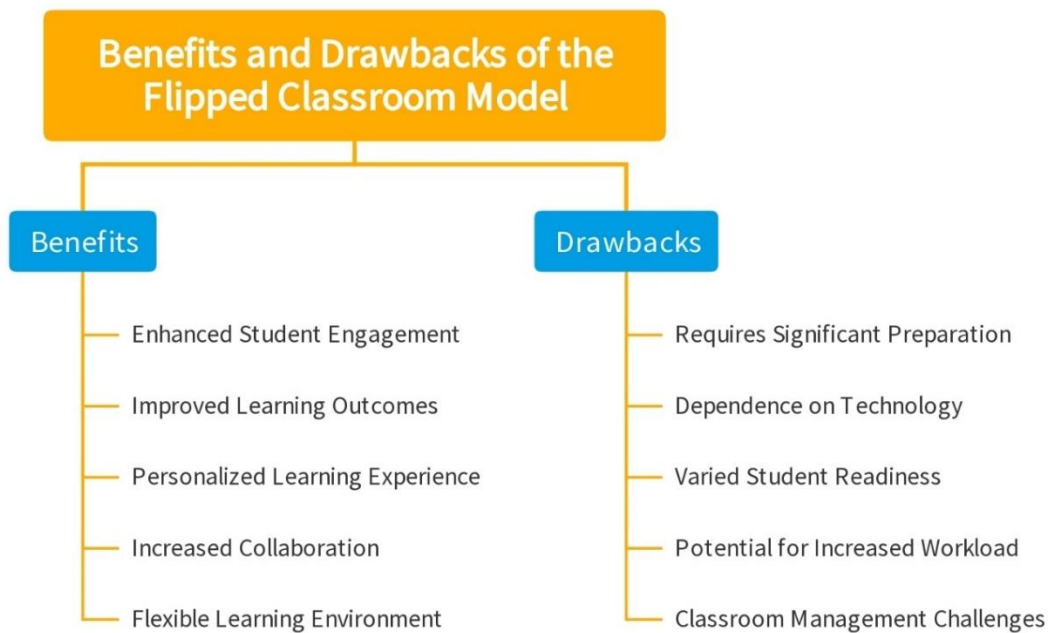
The successful implementation of the flipped classroom model relies on ongoing support and training for both instructors and students. Professional development, technology training, pedagogical support, and collaboration are essential for instructors, while orientation, study skills training, continuous feedback, and access to resources are crucial for students. Fostering comprehensive support helps educational institutions ensure a smooth transition to the flipped classroom model and enhance the learning experience for all participants.

2.3. Benefits and drawbacks of the flipped classroom

The flipped classroom model has become an increasingly popular instructional strategy, offering various benefits while also presenting certain challenges. This model reconfigures traditional classroom dynamics by shifting direct instruction to outside the classroom, often via video lectures or readings, and transforming in-class time into a workshop for interactive and practical application. Below is an in-depth examination of the benefits and drawbacks associated with this model.

Figure 2.

Flipped Classroom – Benefits and Drawbacks



Source: Adapted from Low and Hew (2017); Bergmann and Sams (2012; 2014; 2021)

2.3.1. Benefits

2.3.1.1. Enhanced Student Engagement

The flipped classroom model is particularly effective at fostering student engagement through its emphasis on active learning and student preparation. This approach transforms the traditional learning dynamic and promotes a more participatory and interactive classroom experience. In a flipped classroom, students are expected to engage with instructional content—such as videos, readings, or online modules—outside of class. This preparatory work ensures that

students come to class ready to participate actively in discussions, group work, and problem-solving activities. Research by Bishop and Verleger (2013) highlights that this approach encourages students to engage more deeply with the material. By the time they arrive in class, students have already encountered the core concepts and are better prepared to apply and discuss them, leading to more meaningful classroom interactions.

Active learning activities in the flipped classroom, such as group projects, case studies, and problem-solving exercises, promote deeper learning. According to Abeysekera and Dawson (2015), these activities not only reinforce the content but also require students to apply their knowledge in practical contexts. This application of learning can lead to a more profound understanding of the subject matter. For instance, a study conducted at the University of Colorado Boulder found that students engaged in collaborative problem-solving activities during class showed significant improvement in their understanding of complex concepts compared to traditional lecture-based learning (Bergmann & Sams, 2012).

The flipped classroom model also fosters increased motivation and a stronger sense of ownership over learning. By actively engaging with instructional materials outside of class and participating in hands-on activities during class, students are encouraged to take responsibility for their own learning. This shift in responsibility can lead to higher motivation and a greater sense of control over their educational experience. Abeysekera and Dawson (2015) note that this ownership can be empowering for students, as they are not merely passive recipients of information but active contributors to their learning process.

The flipped classroom model also fosters a collaborative learning culture. At using class time for group work and discussions, students have the opportunity to learn from their peers, share different perspectives, and work collectively towards common goals. This collaborative approach not only enhances engagement but also builds important teamwork skills. A study by O'Flaherty and Phillips (2015) found that students in flipped classrooms reported a more positive attitude towards group work and valued the collaborative opportunities provided during class.

2.3.1.2. Improved Learning Outcomes

The flipped classroom model has been associated with enhanced learning outcomes compared to traditional teaching methods. This improvement is largely attributed to the combination of self-paced learning and active in-class engagement. One of the key advantages of the flipped classroom model is its provision for self-paced learning. Students are given access to instructional content—such as video lectures, readings, or online modules—before class, allowing them to engage with the material at their own pace. This approach enables students to review difficult concepts multiple times and at times that suit their individual learning needs. Research by Cheng et al. (2019) found that this flexibility helps students achieve a deeper understanding of the material, as they can spend more time on challenging topics and revisit content as necessary.

In-class activities in a flipped classroom are designed to reinforce and apply the knowledge gained during self-paced learning. These activities often include group discussions, problem-solving tasks, and hands-on projects that promote deeper cognitive engagement. The active learning environment created during class helps solidify students' understanding and apply theoretical concepts to practical situations. According to Bergmann and Sams (2012), this active

engagement is crucial for enhancing learning outcomes, as it allows students to apply their knowledge in real-time, receive immediate feedback, and collaborate with peers to solve problems.

The flipped classroom model is not only associated with improved academic performance but also with increased student satisfaction. By allowing students to engage with content at their own pace and participate in interactive classroom activities, the model creates a more personalized and engaging learning experience. Students often report greater satisfaction with the flipped classroom format due to its emphasis on active learning and the opportunity to apply knowledge in meaningful ways (Abeysekera & Dawson, 2015).

2.3.1.3. Personalized Learning Experience

The flipped classroom model significantly enhances the ability to provide personalized learning experiences. When leveraging the flexibility inherent in this approach, educators can tailor their instruction to meet the diverse needs of students. In a flipped classroom, students engage with instructional content outside of class, which means that class time is freed up for more interactive and personalized activities. Teachers can use this time to focus on individual student needs, provide targeted support, and address specific challenges. For example, during class, teachers can conduct one-on-one or small group sessions to help students who are struggling with particular concepts, provide additional explanations, or offer enrichment activities for advanced learners (Lo & Hew, 2017).

The flipped classroom model supports differentiated instruction when teachers tailor their teaching methods to accommodate various learning styles and levels of prior knowledge. Instead of delivering the same lecture to all students, teachers can design a range of in-class activities that

address different learning needs. For instance, visual learners might benefit from infographics and diagrams during group activities, while kinesthetic learners might engage more with hands-on projects or simulations. This flexibility ensures that each student receives instruction that is aligned with their learning preferences and needs (O'Flaherty & Phillips, 2015).

One of the key advantages of the flipped classroom is its ability to help bridge learning gaps. By using class time for targeted support, teachers can address areas where students are struggling, offer additional practice, and reinforce understanding. For example, if a teacher notices that many students have difficulty with a particular topic after reviewing pre-class materials, they can design focused exercises and discussions to address these difficulties during class time. This approach helps ensure that all students achieve the learning objectives and prevents gaps in knowledge from widening (Lo & Hew, 2017).

The flipped classroom model provides opportunities for real-time feedback and support. Teachers can monitor student progress during in-class activities, identify misconceptions or difficulties, and offer immediate assistance. This real-time interaction helps students correct errors and deepen their understanding as they work through problems. Research by Bergmann and Sams (2012) shows that this immediate feedback is particularly beneficial for reinforcing learning and addressing issues promptly.

The pre-class component of the flipped classroom allows students to learn at their own pace, which contributes to a more personalized learning experience. Students who grasp concepts quickly can move on to more advanced material, while those who need more time can review content as needed. This self-paced approach supports individualized learning and helps students

take ownership of their education. For instance, a study by McLaughlin et al. (2014) found that students appreciated the ability to review instructional videos and materials at their own pace, which helped them better understand complex topics.

In summary, the flipped classroom model enhances personalized learning because it facilitates a flexible use of class time, differentiated instruction, and targeted support. This approach helps address diverse student needs, bridge learning gaps, and provide real-time feedback, ultimately contributing to more effective and individualized educational experiences.

2.3.1.4. Increased Collaboration

One of the hallmark features of the flipped classroom model is its emphasis on collaborative learning activities. By shifting the delivery of content outside of the classroom, the in-class time is freed up for interactive and collaborative exercises. This approach not only deepens students' understanding of the material but also fosters the development of crucial social and cognitive skills, such as communication, teamwork, and problem-solving.

In flipped classrooms, collaborative learning activities such as group projects, peer teaching, and structured discussions become central components. These activities encourage students to actively engage with the content and with each other, promoting a deeper understanding through dialogue and shared problem-solving. For example, a study by Mason, Shuman, and Cook (2013) found that incorporating peer-led team learning in a flipped classroom setting led to improved student performance and higher levels of engagement. Students in these settings reported increased satisfaction due to the interactive nature of their learning experiences.

Collaborative learning in flipped classrooms also plays a significant role in developing essential social skills. Group projects and peer-teaching opportunities require students to communicate effectively, negotiate, and work together towards common goals. These interactions are crucial for building teamwork skills and enhancing students' ability to articulate their thoughts and ideas clearly. A practical example of this can be observed in a flipped classroom implementation at Stanford University, where students engaged in peer review sessions. During these sessions, students not only provided feedback on each other's work but also engaged in meaningful discussions that led to refined understanding and improved academic performance (Bergmann & Sams, 2012).

The collaborative approach in flipped classrooms aligns closely with constructivist theories of learning. Constructivism posits that knowledge is constructed through social interaction and shared experiences rather than being passively received from an instructor. In a flipped classroom, the collaborative activities allow students to construct knowledge collectively, as they discuss and solve problems together. For instance, in a study by O'Flaherty and Phillips (2015), students participating in group discussions and problem-solving activities were found to better integrate theoretical concepts with practical applications. This process of social interaction supports the constructivist view that learning is a dynamic, interactive process where students build understanding through engagement with others.

Several educational institutions have successfully integrated collaborative activities into their flipped classrooms. At the University of British Columbia, students in a flipped classroom setting participated in team-based projects where they applied theoretical concepts to real-world scenarios. This approach not only reinforced their learning but also allowed them to develop

critical thinking and collaborative skills (McLaughlin et al., 2014). Similarly, in a case study conducted at the University of Texas, students engaged in collaborative problem-solving exercises during class, which facilitated peer learning and contributed to a more interactive and supportive learning environment (Mason et al., 2013).

2.3.1.5. Flexible Learning Environment

One of the most significant benefits of the flipped classroom model is its inherent flexibility. Unlike traditional instructional methods that rely on fixed class schedules, the flipped classroom allows students to access instructional content at their convenience. This accessibility means that students can engage with educational materials at any time and from virtually any location, which can significantly ease the challenge of balancing academic responsibilities with other aspects of their lives.

This flexibility is particularly advantageous for non-traditional students who may have varying schedules due to work, family commitments, or other personal responsibilities. For example, a study by O'Flaherty and Phillips (2015) demonstrated that non-traditional students, such as working adults and parents, found the ability to review lecture materials outside of scheduled class times to be highly beneficial. These students were able to tailor their study schedules around their personal commitments, which often resulted in a more manageable and less stressful learning experience.

Additionally, the flipped classroom model accommodates diverse learning styles by allowing students to engage with content in a manner that best suits their individual needs. For instance, students who prefer visual learning can benefit from video lectures and visual aids, while

those who learn better through auditory means can focus on podcasts or narrated presentations. The asynchronous nature of flipped learning also permits students to revisit and review content as needed, which can be particularly helpful for those who require more time to fully grasp complex concepts (Liu & Hsiao, 2017).

A concrete example of this flexibility can be seen in the implementation of the flipped classroom at the University of Texas at Austin. In a case study reported by McLaughlin et al. (2014), students were able to access recorded lectures and other resources online, allowing them to review the material at their own pace and on their own schedules. This approach not only helped students with varying learning preferences but also provided additional support for those who needed more time to engage with the content. The result was increased student satisfaction and improved learning outcomes.

Furthermore, the flipped classroom model can enhance accessibility for students with disabilities. For example, students with hearing impairments can benefit from captions on video lectures, while those with visual impairments might use screen readers or alternative formats provided by the instructor. This inclusive approach ensures that all students have the opportunity to engage with and benefit from the instructional content (Mason, Shuman, & Cook, 2013).

In summary, the flexibility offered by the flipped classroom model supports diverse learning needs and schedules, providing a more inclusive and accommodating educational environment. This adaptability not only benefits non-traditional students but also supports a range of learning styles, ultimately contributing to a more personalized and effective learning experience.

2.3.2. Drawbacks

2.3.2.1 Requires Significant Preparation

Implementing a flipped classroom model necessitates a considerable investment of time and effort from educators. Initially, teachers must develop or source high-quality instructional materials, which often includes creating engaging video lectures, interactive modules, or other resources that students can review prior to class. For instance, a study by Bergmann and Sams (2012) highlighted the experience of two high school teachers who invested extensive time in producing their own video lectures and supplementary materials. They found that while this upfront investment significantly enhanced the quality of their flipped lessons, it also required a substantial commitment of time and effort that could be daunting for educators with multiple responsibilities.

Teachers must carefully design in-class activities that effectively build upon the pre-class materials. A notable example is the work of Lage, Platt, and Treglia (2000), who implemented a flipped classroom in a college-level economics course. They designed in-class activities that involved problem-solving sessions and group discussions, which were directly linked to the pre-class video lectures. This approach not only helped reinforce the content but also fostered deeper understanding. However, the process of designing these activities was complex and required ongoing adjustments based on student feedback and performance.

The preparation phase also includes the logistical aspects of implementing the flipped classroom. Strayer (2012) examined the challenges faced by instructors at a university who integrated flipped learning into their courses. They encountered difficulties with setting up and

maintaining the technological infrastructure, such as learning management systems and ensuring consistent student access to tools. The instructors also needed to acquire new skills for effectively utilizing these technologies and developing strategies for monitoring student progress outside of class. This additional training and technical setup added to the overall workload of the educators.

In addition to the initial preparation, the flipped classroom model demands ongoing effort to continually update and refine instructional materials based on student feedback and performance. For example, Kim et al. (2014) documented how teachers in their study had to frequently revise their video content and in-class activities to address emerging learning gaps and student needs. This iterative process, while beneficial for enhancing instructional quality, was time-consuming and presented a challenge for educators who were already balancing grading, administrative tasks, and other teaching duties.

2.3.2.2. Dependence on Technology

The success of the flipped classroom model hinges significantly on students' access to reliable technology, which can introduce challenges that may impede the learning process. Reliable internet access is crucial for students to view pre-class materials, such as video lectures or interactive content, outside of the classroom. However, not all students have equal access to these resources, especially those from economically disadvantaged backgrounds or those living in rural areas with limited internet connectivity. The divide thus becomes a barrier to the equitable implementation of the flipped classroom, as students without adequate technology may find it difficult to keep up with their peers. Zainuddin and Attaran (2016) highlight that this disparity in

access can lead to significant inequities in learning outcomes, with students lacking technological resources at a distinct disadvantage.

Technical difficulties can further worsen these challenges. Even students with access to technology may encounter issues such as poor internet connections, outdated devices, or malfunctioning software, which can disrupt their ability to engage with pre-class materials effectively. For instance, a student may struggle to stream video lectures due to bandwidth limitations or encounter compatibility issues with required educational software. These technical hurdles can lead to frustration and decreased motivation, undermining the benefits of the flipped classroom model. Additionally, when technology fails, the continuity of learning is compromised, and students may miss out on crucial preparatory activities, which in turn affects their performance in subsequent in-class sessions. Instructors, therefore, need to be aware of these potential barriers and consider providing alternative formats of the materials or additional support to ensure that all students can participate fully in the flipped classroom (Zainuddin & Halili, 2016).

In response to these issues, some educators have advocated for inclusive strategies to mitigate the reliance on technology, such as offering offline versions of pre-class materials or providing students with access to school-based resources outside of regular class hours. Additionally, creating a flexible learning environment that accommodates varying levels of technological access can help alleviate some of the inequities associated with the flipped classroom model (Kurt, 2017). However, these solutions require careful planning and additional resources, which may not always be available, particularly in underfunded educational institutions.

2.3.2.3. *Varied Student Readiness*

The flipped classroom model, while innovative and beneficial for many students, presents challenges due to the varied readiness levels among students. Not all students possess the self-regulation skills necessary to succeed in a flipped learning environment. Self-directed learning is a cornerstone of the flipped classroom, where students are expected to engage with course materials independently before class. However, research indicates that students with weaker time management and study skills often struggle in this setting. For instance, Chen, Wang, Kinshuk, and Chen (2014) argue that the success of the flipped classroom is contingent upon students' ability to manage their time effectively, engage with the content, and take responsibility for their own learning. When students lack these skills, they may fail to complete pre-class assignments, resulting in diminished participation during in-class activities and uneven learning outcomes.

The transition from a traditional lecture-based model to a flipped classroom can be shocking for students who are accustomed to passive learning. The flipped classroom requires students to be active participants in their education, which can be a significant shift for those who prefer to absorb information during lectures rather than actively engaging with it beforehand. This shift in learning style can lead to resistance, particularly among students who feel more comfortable with the conventional model. Additionally, the diversity in students' prior knowledge and learning habits can exacerbate the challenges associated with varied readiness. As Akçayır and Akçayır (2018) note, students who are not familiar with or resistant to the flipped model may experience anxiety or frustration, which can hinder their learning process. Consequently, instructors must be prepared to provide additional support to students who struggle with the

demands of the flipped classroom, ensuring that all students have the opportunity to succeed regardless of their initial readiness.

2.3.2.4. Potential for Increased Workload

While the flipped classroom model offers notable benefits, such as increased flexibility and personalized learning, it also has the potential to significantly increase the workload for students. In a flipped classroom, students are required to engage with instructional materials before class, which typically involves watching lecture videos, reading articles, or completing online modules. This pre-class preparation is crucial for ensuring that students are prepared for the interactive and collaborative activities conducted during class time. However, this additional work can contribute to an increased overall workload. Students who are juggling multiple responsibilities—such as part-time jobs, family commitments, or other academic courses—may find it challenging to keep up with both the pre-class assignments and the in-class activities (O'Flaherty & Phillips, 2015).

The active nature of in-class activities in a flipped classroom can also be more demanding compared to traditional lecture-based instruction. Activities such as group projects, discussions, and problem-solving tasks require active engagement and collaboration, which can be more intensive than passive listening to lectures. For example, in a study by Bergmann and Sams (2012), students reported that while they appreciated the interactive nature of flipped classrooms, they also felt that the combined demands of pre-class preparation and active in-class participation led to a heavier workload. This increased demand can be overwhelming for some students, potentially leading to burnout and decreased motivation.

The risk of overwhelming students is particularly pronounced for those who have significant external commitments. For instance, a working student or a student with caregiving responsibilities might struggle to find sufficient time for both pre-class assignments and the active participation required during class. This can create a disparity in the learning experience, where students who are unable to manage their workload effectively may fall behind or experience increased stress (McLaughlin et al., 2014).

2.3.2.5. Classroom Management Challenges

Managing a flipped classroom presents unique challenges compared to traditional teaching methods. The active, student-centered nature of the flipped model necessitates a higher level of flexibility and responsiveness from educators, which can complicate classroom management. This model shifts the focus of instruction from direct teaching to facilitating in-class activities. This transition requires educators to manage a classroom where students are engaged in various collaborative activities, discussions, and problem-solving tasks. Unlike traditional classrooms where the teacher is the central figure of authority and instruction, in a flipped classroom, the teacher's role is more dynamic, often involving multiple group interactions simultaneously. This shift can complicate classroom management as teachers must navigate and address diverse student needs and group dynamics (Fulton, 2012).

One significant challenge in flipped classrooms is maintaining student focus and engagement during in-class activities. The collaborative nature of these activities, while beneficial, can also lead to distractions if not properly managed. For example, students may become off-task during group discussions or collaborative projects, leading to a decrease in productivity and

effectiveness. In a study by Bergmann and Sams (2012), teachers noted that without structured guidance, students sometimes struggled to stay on task, especially in larger groups where managing individual contributions became more difficult.

Managing a flipped classroom requires a nuanced approach that balances flexibility with structure. At establishing clear expectations, actively monitoring student interactions, designing engaging activities, and providing regular feedback, educators can effectively address the challenges of managing a student-centered learning environment and ensure that all students remain focused and productive.

In conclusion, the flipped classroom model presents a transformative approach to education, offering a dynamic shift from traditional lecture-based instruction to a more interactive and student-centered learning environment. This model enhances student engagement, improves learning outcomes, and allows for personalized learning experiences, making it a powerful tool in modern education. However, the implementation of this model is not without its challenges, including the need for significant preparation, dependence on technology, and the potential for increased workload and classroom management difficulties. Educators must carefully consider these factors and be prepared to address them in order to maximize the benefits of the flipped classroom. At leveraging its strengths and mitigating its drawbacks, the flipped classroom model has the potential to revolutionize educational practices and better prepare students for the demands of the 21st century. Future research and practical experimentation will be essential in refining this model and exploring its application across diverse educational contexts.

2.4. Legal framework

The legal framework of this research is grounded in Article 3 of the Constitution of the Republic of Ecuador (2008), which delineates the fundamental duties of the state, particularly emphasizing the guarantee of rights without discrimination. Specifically, this article mandates the state to ensure the effective enjoyment of rights established in the Constitution and international instruments, including, but not limited to, the rights to education, health, food, social security, and water for its inhabitants (p. 9). This constitutional mandate underscores the responsibility of government authorities to provide equitable access to education, ensuring that all children and young people can exercise their right to quality education. Moreover, this constitutional provision serves as a cornerstone for advocating educational reforms and methodologies that enhance learning outcomes, particularly in the context of teaching English as a foreign language. The legal emphasis on non-discrimination and the effective enjoyment of educational rights forms the foundation for promoting innovative teaching strategies that cater to diverse learner needs, fostering inclusivity, and advancing educational equity.

In alignment with this legal mandate, Article 27 of the same Constitution, located in Chapter Two concerning the Rights of Good Living, further elaborates on the purpose and nature of education in Ecuador. It asserts that education should focus on the holistic development of individuals, guaranteeing respect for human rights, environmental sustainability, and democratic principles. The article outlines that education must be participatory, mandatory, intercultural, democratic, inclusive, and diverse, ensuring quality and warmth in the educational process. It emphasizes the promotion of gender equality, justice, solidarity, and peace, alongside the stimulation of critical thinking, art, physical culture, and the development of competencies and

capacities necessary for both individual and community development (p. 19). This article underpins the research's focus on innovative teaching methodologies, such as the flipped classroom model, which aim to cultivate critical thinking and autonomy among students learning English as a foreign language. At fostering an educational environment that aligns with these constitutional values, the research seeks to contribute to the overall goal of achieving educational quality and equity, as envisioned in the national legal framework.

Additionally, the "Plan Toda Una Vida" (2017-2021) articulated by the National Secretariat of Planning and Development reiterates the commitment to educational quality as a means of ensuring equal opportunities for all citizens. This national plan emphasizes the importance of education in developing skills that facilitate adequate labor insertion within both national and international contexts. The plan's long-term vision of educational excellence supports the need for a flexible and responsive curriculum that adapts to the evolving needs of students and the demands of a globalized world. In this regard, the research is aligned with the plan's objectives by promoting teaching practices that enhance language proficiency and prepare students for successful participation in a competitive global environment.

Moreover, the Organic Law of Intercultural Education (2015) reinforces these principles by asserting, in Title 1, the commitment to providing education that is quality-driven, contextually relevant, and continuously updated. The law mandates that education should be tailored to the needs of students, characterized by flexibility and personalization in content, processes, and methodologies (p. 49). This legal provision highlights the importance of viewing students as the central focus of the educational process, emphasizing respect, tolerance, and affection within a favorable learning environment. The law's call for innovation in education is particularly pertinent

to this research, which advocates for the application of new teaching strategies, such as the integration of resources and the flipped classroom model, to foster autonomous learning and critical thinking among EFL students.

Furthermore, the Ministry of Education's 2016 guidelines on the general curriculum underscore the need for a flexible teaching-learning model that encourages the contextualization of educational objectives, competencies, and evaluation indicators. This approach is designed to enhance students' academic achievement when integrating tools and strategies that are in sync with the transformation of society. The 2019 pedagogical guidelines issued by the Ministry of Education further advance this agenda by promoting the use of open educational resources in the teaching-learning process. These guidelines support the empowerment of students through technology, fostering knowledge acquisition, active participation, and innovation in an increasingly global society. They also emphasize the development of technical capabilities and responsible use of tools within the educational context, aligning with the broader legal and educational framework aimed at modernizing and improving the quality of education in Ecuador (Ministerio de Educación, 2019).

In conclusion, this research is firmly rooted in the legal and educational frameworks of Ecuador, which collectively emphasize the right to quality education, the importance of innovation in teaching methodologies, and the integration of resources to enhance learning outcomes. The constitutional provisions, national plans, and educational laws and guidelines all converge on the shared goal of fostering an inclusive, flexible, and high-quality educational environment. At aligning with these legal mandates, the research seeks to contribute to the development of effective

teaching strategies that not only improve English language proficiency among EFL learners but also support their holistic development as envisioned by the legal framework of Ecuador.

CHAPTER III

METHODOLOGICAL FRAMEWORK

This chapter offers a comprehensive overview of the study area, delineating the specific educational context in which the research was conducted. It details the research approach employed, highlighting whether it is qualitative, quantitative, or mixed methods in nature, along with the rationale for this choice. The chapter further specifies the type of research, whether it is exploratory, descriptive, or explanatory, to clarify the objectives of the study.

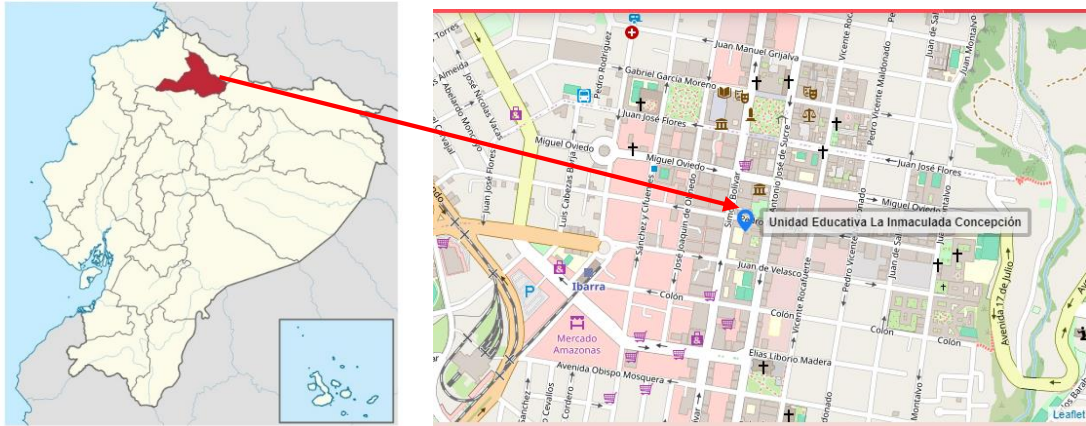
Additionally, the chapter outlines the research techniques and instruments utilized for data collection, such as surveys and interviews, providing a rationale for their selection based on the research questions. It also describes the target population, including demographic information and the sampling procedures applied to ensure a representative sample.

The procedures followed during the research process are meticulously detailed, encompassing the steps taken to implement the study and the timeline of activities. Furthermore, this chapter addresses bioethical considerations, emphasizing the ethical guidelines adhered to throughout the investigation. This includes obtaining informed consent from participants, ensuring confidentiality, and safeguarding the well-being of all individuals involved. At addressing these elements, the chapter establishes a robust methodological framework that underpins the integrity and validity of the research findings.

3.1 Description of the study area

Figure 3.

Location La Inmaculada Concepción Hight School



Source: Adapted from Google maps: <https://huarmi>

imbabura.blogspot.com/2015/07/macro-ubicacion.html

This research study was carried out at La Inmaculada Concepción a high school located in Ecuador, Imbabura province, Ibarra city, San Francisco neighborhood. This Catholic institution belongs to educational district 10D01, with AMIE code 10H00102 with approximately 1000 female students and 68 teachers. The study modality at this institution is face-to-face with morning work hours and an academic offering from early childhood education to high school. The focus of this research was on the sophomore class, a group of students who have completed their first year of high school and are transitioning into more advanced coursework. The sophomore students selected for this study have been assessed as having an A2 level of English proficiency. This indicates they possess a basic understanding of English grammar and vocabulary, but may still struggle with more complex language structures and conversational fluency.

3.2 Research Approach and Type of Research

3.2.1 Research Approach

A research approach in an investigation refers to the overall strategy or plan that guides a research study. It means, the way how the researcher collects, analyzes and interprets the collected data. In the case of this research, a Mixed research Approach was employed which combines quantitative and qualitative aspects in order to getting a better more comprehensive understanding of the incidence of the flipped classroom model into the development of the speaking skill of high school Ecuadorian students.

Hernández-Sampieri (2018) asserts, mixed methods research is a methodological approach that integrates the collection and analysis of both quantitative and qualitative data within a single study. This approach is particularly valuable as it allows researchers to gain a more comprehensive understanding of complex phenomena by leveraging the strengths of both data types. In this study, the mixed methods framework is applied to explore the impact of Flipped Classroom model on English oral communication among high school students.

The quantitative component of the research involves the systematic collection of numerical data through structured instruments such as surveys or assessments, designed to measure specific outcomes related to students' speaking proficiency and engagement. Statistical analyses were employed to identify patterns, correlations, and trends within this data, providing a robust foundation for understanding the efficacy of the implemented strategies.

Conversely, the qualitative aspect aims to capture the nuanced experiences and perceptions of participants, offering insights that quantitative measures alone may not fully reveal. This involves utilizing techniques such as interviews, focus groups, or open-ended survey questions, which allow

students and teachers to articulate their perspectives on the learning process and the inside and outside of the classroom activities.

At integrating these two methodologies, the research not only quantifies the impact of Flipped Classroom Model on student performance but also contextualizes these findings within the lived experiences of the participants. This holistic approach enhances the validity and richness of the study's outcomes, facilitating a deeper exploration of the research questions and yielding more nuanced recommendations for pedagogical practices.

3.2.2 Type of research

This study employs a descriptive research design, which is aimed at providing a detailed account of the phenomena related to the implementation of the flipped classroom model and its incidence on the speaking skills of high school students. Descriptive research is particularly effective for capturing the complexities of educational environments, as it allows for the systematic observation, analysis, explanation, and interpretation of behaviors and interactions as they naturally occur (Creswell, 2014). At focusing on the specific context of the educational institution, this research seeks to paint a comprehensive picture of how the flipped classroom model influences students' oral communication abilities.

In addition, this investigation utilizes transversal, or cross-sectional research, which involves collecting data from a sample of participants at a single point in time. This approach is advantageous for assessing the immediate effects of the flipped classroom model on students' speaking skills, as it allows for the examination of relationships between variables without the need for longitudinal observation. At gathering data from students in their natural classroom

environment, the study captures a snapshot of their experiences and performance, providing insights into the effectiveness of the pedagogical approach (Bryman, 2016).

Furthermore, field research is employed to conduct the study in a natural setting, facilitating direct observation and interaction with participants. This method enables the researcher to gather rich qualitative data through observations, interviews, and focus group discussions, which are essential for understanding the lived experiences of students and teachers in the context of the flipped classroom model. Field research enhances the ecological validity of the findings, as it reflects the real-world dynamics of the classroom environment (Merriam & Tisdell, 2016). By combining these methodologies, the study aims to yield a comprehensive understanding of how the flipped classroom model impacts students' speaking skills, while also providing actionable insights for educators seeking to enhance language instruction.

3.3 Research technique and instruments

In this research, two primary data collection techniques were employed: surveys and interviews, each chosen for their unique strengths in gathering comprehensive information from the selected participant group.

3.3.1 Surveys

Surveys are widely recognized as an effective method for systematically collecting data from a large group of participants, enabling researchers to gather quantitative information efficiently. As Hernández Sampieri et al. (2018) highlight, "Surveys are a valuable technique for collecting data from a large number of people in a relatively short period of time" (p. 282). This

makes surveys particularly useful for educational research, where gathering input from a broad population is essential to capture diverse experiences and perspectives.

In this study, a structured questionnaire was developed for the survey, consisting of 10 closed-ended questions. The questions were carefully designed to gather relevant data regarding the students' engagement, perceptions, and experiences with the flipped classroom model, specifically focusing on how it impacted their speaking skills in English. The closed-ended format allowed for consistent and easily quantifiable responses, which facilitated the analysis and comparison of data across the sample population.

The survey was administered to a group of 90 sophomore students, aged 14 to 15, across three different English classes at La Inmaculada Concepción High School. This sample was representative of the target population, providing a realistic snapshot of the classroom dynamics and how the flipped classroom approach influenced their learning. The questions covered various aspects of the flipped classroom model, including the use of technology, their level of participation in class, confidence in speaking English, and overall satisfaction with the method.

The data collected through the surveys was instrumental in identifying patterns and trends within the student body, such as levels of student engagement, the frequency of oral participation, and the perceived effectiveness of the flipped classroom approach. By quantifying students' experiences, the survey provided valuable insights into how the flipped classroom model can be optimized to improve oral communication skills in English, informing the design of the final academic proposal.

3.3.2 Interview

Interviews are a valuable qualitative data collection instrument, allowing for direct interaction with participants to gather in-depth insights into their personal perspectives, experiences, and reflections on specific topics. As Posso (2013) notes, interviews "provide a deeper understanding of individuals' perspectives and experiences" (p. 199), making them a particularly suitable tool for this study, which aims to explore the role of the flipped classroom model in enhancing English speaking fluency among sophomore students.

For this investigation, structured interviews were conducted with two experienced English teachers at La Inmaculada Concepción High School. These structured interviews followed a predetermined set of six open-ended questions, carefully designed to elicit detailed and thoughtful responses from the participants. The open-ended nature of the questions allowed the teachers to expand on their answers, providing nuanced insights into their teaching practices, the challenges they face in fostering oral communication skills, and their perceptions of the effectiveness of the flipped classroom approach.

The interview questions were aimed at exploring key areas such as the teachers' familiarity with the flipped classroom model, their experiences in implementing student-centered learning strategies, and their observations of the impact on students' speaking fluency. Additionally, the interviews sought to understand how the teachers adapt their teaching to accommodate students' diverse needs, the role of technology in their classrooms, and the obstacles they encounter in encouraging active participation and language practice.

By conducting these structured interviews, the study was able to gather rich qualitative data that provided a deeper context to the quantitative findings. The interviews allowed the teachers to articulate their professional insights and practical experiences, contributing to a more holistic understanding of how the flipped classroom model can be effectively integrated into English language instruction to improve speaking skills. These perspectives were critical in shaping the final academic proposal and recommendations for enhancing teaching practices within this framework.

3.3.3 Population and sample

This research was conducted with the participation of 90 first-year high school students from La Inmaculada Concepción School in Ibarra. Additionally, two English teachers, who are actively involved in teaching this grade level, collaborated in the study. Given the manageable size of the total population, there was no need to perform a sample calculation; instead, the entire population of 90 students was included in the research to ensure comprehensive data collection and representation.

Table 1.
Population

Class	No. students	Teachers
A	30	
B	30	
C	30	
		2

TOTAL	90	2
--------------	----	---

Source: Own elaboration

The students were distributed across three different English classes, allowing for a balanced and diverse sample that provided valuable insights into the flipped classroom model's impact on speaking skills. The inclusion of the full population not only enhanced the study's reliability but also facilitated a more accurate assessment of the pedagogical strategies employed in these English classes. The teachers' involvement was equally crucial, as their experiences and observations offered a deeper understanding of the dynamics in the classroom and the challenges associated with implementing this teaching approach.

3.4 Procedures

The research procedure was divided into four distinct phases.

Phase 1: Instruments development and validation

In the first phase of the research, the process of developing the data collection instruments was carried out with precision to ensure that they would effectively capture the necessary information. Two primary instruments were crafted: a survey questionnaire aimed at gathering quantitative data from the sophomore students, and a structured interview guide designed to collect qualitative insights from the English teachers. Both instruments were tailored to address the research objectives, with a particular focus on assessing students' English language proficiency and exploring the impact of the flipped classroom model on their speaking skills.

The **student survey** was carefully designed to be clear, concise, and aligned with the research questions. It featured 10 closed-ended questions that probed into various aspects of the students' experiences with English language learning, their engagement with flipped classroom activities, and their perceived improvements in oral proficiency. The questions also covered areas such as student motivation, the challenges they faced in speaking English, and their overall satisfaction with the teaching approach. This standardized format ensured that responses could be easily analyzed and compared across the population of 90 students.

For the **teacher interviews**, a structured format was employed to maintain consistency while allowing for in-depth responses. The interview guide comprised six open-ended questions designed to elicit detailed information about the teachers' experiences in implementing the flipped classroom model, their observations on students' oral proficiency, and the pedagogical challenges they encountered. These questions were crafted to enable a deeper exploration of the qualitative aspects of the research, such as the teachers' perspectives on classroom dynamics and their strategies for fostering student participation in English speaking activities.

To ensure the **validity and reliability** of these instruments, a thorough validation process was undertaken. The instruments were reviewed by two expert professionals in the field of English language teaching, who had extensive experience in both pedagogy and research methodology. These experts evaluated the content, clarity, and relevance of the survey and interview questions, providing detailed feedback on areas that required refinement. Their recommendations focused on improving the precision of the questions, ensuring that they were free from bias, and aligning them more closely with the research objectives.

The experts' suggestions were incorporated into the final versions of the instruments, enhancing their accuracy and making them more suitable for data collection. This validation process not only bolstered the credibility of the instruments but also ensured that the data gathered would be reliable and reflective of the true experiences of both students and teachers. By rigorously developing and validating the instruments, the research was positioned to generate meaningful and actionable insights into the state of English language proficiency at La Inmaculada Concepción High School.

Phase 2: Data collection

The second phase of the research focused on the practical application of the validated instruments to the selected population at La Inmaculada Concepción High School. To ensure an efficient and accessible data collection process, the surveys were administered electronically using Google Forms. This digital platform facilitated smooth distribution and completion of the surveys by the 90 sophomore students, ensuring high participation rates and minimizing logistical challenges. Google Forms also enabled real-time data collection, reducing the time needed for processing responses and enhancing the accuracy of the data.

The survey consisted of 10 structured, closed-ended questions designed to capture a wide range of information regarding the students' experiences with English language learning, particularly focusing on their engagement with the flipped classroom model. This format allowed for the collection of standardized responses that could be easily quantified and analyzed later in the study. The use of digital surveys also offered students the convenience of responding at their

own pace, providing thoughtful and reflective answers without the pressure of immediate feedback.

In parallel, structured interviews were conducted with two English teachers via the Zoom platform. The choice of Zoom was made for its accessibility and ability to facilitate virtual face-to-face conversations, which was particularly important for eliciting detailed, qualitative insights. These interviews, comprising six open-ended questions, provided an opportunity for the teachers to share their in-depth perspectives on the students' proficiency in English speaking skills and the challenges encountered in their teaching practices. The virtual format also allowed for the flexibility to explore specific topics more thoroughly, based on the teachers' responses, and to adapt follow-up questions to gather richer insights.

This phase of the research aimed to capture both the students' and teachers' experiences with the flipped classroom model and its effect on oral proficiency. Collecting data from these two key groups ensured a comprehensive and multidimensional understanding of the current state of English language instruction at La Inmaculada Concepción. The combination of quantitative data from the student surveys and qualitative data from the teacher interviews provided a well-rounded view of the classroom dynamics, student learning outcomes, and the instructional strategies employed by the educators.

Phase 3: Data analysis and interpretation

In the third phase of the research, the collected data was meticulously analyzed and interpreted using Excel software, which facilitated the organization and examination of both quantitative and qualitative information. These techniques helped to measure the impact of the

flipped classroom model on students' speaking fluency and overall engagement in English language learning.

Additionally, data visualization tools such as pie charts were utilized to present the findings in a more accessible and comprehensible manner. The analysis allowed for a deeper exploration of the factors influencing English language proficiency, including student motivation, participation, access to technological resources, and teacher preparedness in implementing the flipped classroom model. It also revealed areas where specific interventions, such as additional support for struggling students or enhanced digital resources, would be most effective.

Based on these insights, relevant recommendations were formulated. These recommendations aimed to address the challenges identified in the analysis. By identifying these key issues and offering targeted solutions, the study sought to contribute meaningfully to improving the overall quality of English language teaching, with a particular focus on enhancing oral communication skills.

Phase 4: Proposal development

Following the thorough data analysis and discussion of the research findings, a comprehensive academic proposal was formulated to address the challenges and issues identified during the investigation. The proposal outlines a structured plan that includes a range of activities tailored to improve students' oral proficiency in English. Key components of the proposal involve incorporating multimedia resources, interactive speaking activities, and pre-class preparation tasks that students engage with outside the classroom. This approach allows classroom time to be devoted to interactive, communicative activities where students can practice their speaking skills

in real-time, guided by their teachers. Such activities include role-playing, group discussions, debates, and peer-to-peer conversations, all of which aim to promote fluency, confidence, and active participation.

The final aim of the research and its proposal is to contribute to the development of more effective and innovative teaching practices that can significantly improve the quality of English language instruction. By focusing on the flipped classroom model, the proposal addresses the specific needs of the student population, offering solutions that are both practical and grounded in educational theory. Ultimately, this research seeks to enhance the overall English learning experience, empowering students to become more proficient and confident speakers of the language.

3.5 Bioethical considerations

The development of this research at La Inmaculada Concepción High School adhered rigorously to bioethical considerations, ensuring compliance with established ethical norms and values related to truthfulness, honesty, and integrity in research practices. Throughout the study, careful attention was given to handling the data collected in a responsible manner, which included maintaining the confidentiality and anonymity of all participants. Identifiable information was not disclosed, ensuring that the privacy of both students and teachers was safeguarded at all times.

Furthermore, the study employed ethical guidelines set forth by relevant educational and research institutions, which emphasize the importance of informed consent. Prior to data collection, participants were fully informed about the research objectives, the voluntary nature of their participation, and their right to withdraw at any stage without any repercussions. This

transparency fostered an environment of trust and respect, encouraging honest and open participation.

In addition to these ethical considerations, the research strictly adhered to copyright regulations and the APA (American Psychological Association) standards when citing and referencing external sources. This commitment not only honors intellectual property rights but also ensures the academic integrity of the research.

To facilitate the data collection process, appropriate permissions were solicited from the relevant authorities at both the university and the high school. Official letters outlining the purpose of the research, the methods to be employed, and the expected outcomes were submitted and approved, thereby ensuring that the research was conducted within the institutional guidelines and with the necessary oversight. By establishing these ethical protocols, the research aimed to contribute to the field of education with integrity and respect for all participants involved.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents a detailed analysis of the results obtained from the application of two key data collection instruments: a survey administered to sophomore students at La Inmaculada Concepción High School in Ibarra, and interviews conducted with three English teachers at the same institution. The survey provides quantitative data that reflects the students' perspectives on the English language learning but particularly focused on their speaking skills development in an EFL context. This data offers insights into the students' learning experiences, challenges, and perceived benefits associated with the flipped classroom approach.

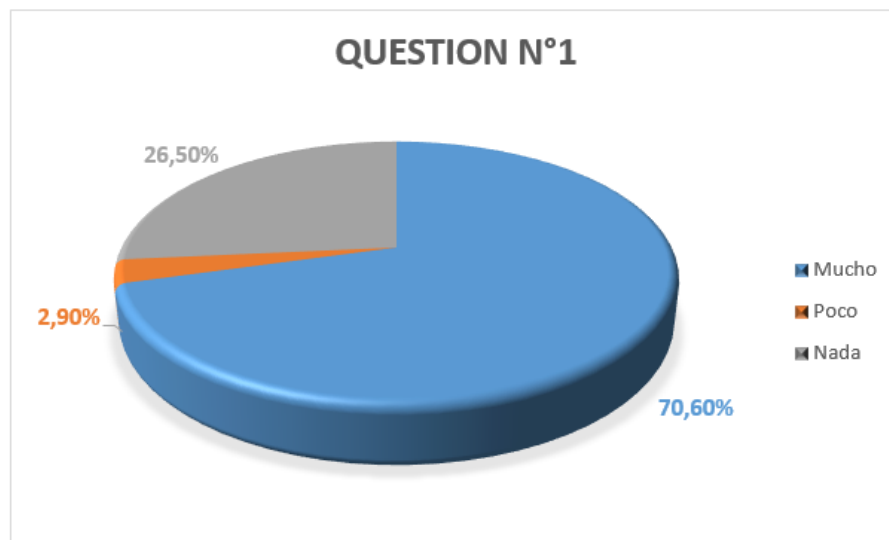
On the other hand, the qualitative aspect is drawn from the interviews with English teachers, offering a more in-depth view of the practical application of the flipped classroom model, as well as the teachers' reflections on its effectiveness for fostering speaking fluency. These interviews highlight the pedagogical strategies employed by the teachers, their observations on student progress, and the contextual factors influencing the success of the flipped classroom model and the speaking skills development.

At integrating both quantitative and qualitative findings, this chapter aims to provide a comprehensive analysis of how the flipped classroom impacts the development of speaking skills among EFL students. The combination of student feedback and teacher insights allows for a more nuanced understanding of the model's benefits, challenges, and potential areas for improvement. Ultimately, the findings discussed here contribute to the achievement of the research objectives.

4.1. Students' survey

Figure 4.

Affinity for the English language



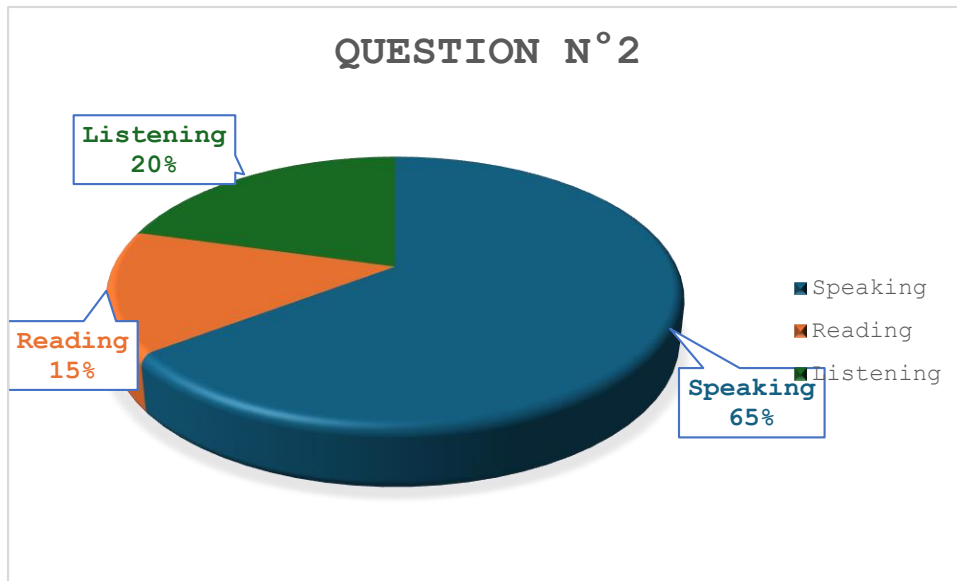
Note: Own elaboration

The graph shows the data obtained in the first question in which the majority of respondents (70.60%) expressed a strong liking for the English language. This suggests that English is widely appreciated among the surveyed population. While the majority of respondents expressed a positive attitude towards English, a smaller percentage (2.90%) indicated a neutral stance, suggesting that their feelings towards the language are more ambivalent. This could be attributed to various factors, such as personal experiences with English language learning or cultural attitudes towards foreign languages. However, a significant proportion (26.50%) expressed no interest in the language or indifference towards English. This finding is somewhat surprising given the widespread recognition of English as an international lingua franca. However, it is important to

note that language preferences can be influenced by a range of factors, including cultural identity, personal experiences, and educational opportunities.

Figure 5.

The most difficult English skills

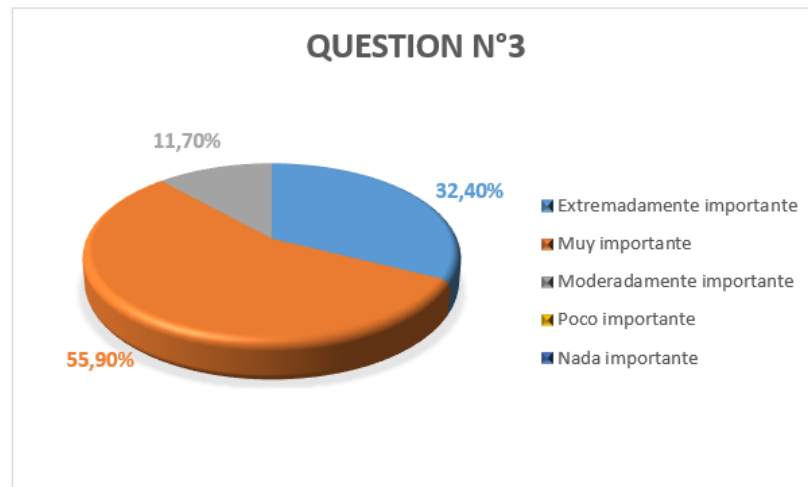


Note: Own elaboration

According to the pie chart results, the data indicated that speaking is the most challenging skill for English language learners, with 65% of respondents. This aligns with the common sentiment that speaking is often intimidating due to fear of making mistakes or misunderstanding and also because this skill requires a combination of pronunciation, grammar, vocabulary, and cultural understanding, making it a more complex skill to master. Listening came in second at 20%, which is understandable given the speed and nuances of native English pronunciation. Surprisingly, Reading was the least difficult skill, with only 15% of respondents finding it challenging. This could be attributed to the visual cues and context provided in written language, making it easier to comprehend.

Figure 6.

The importance of speaking in English

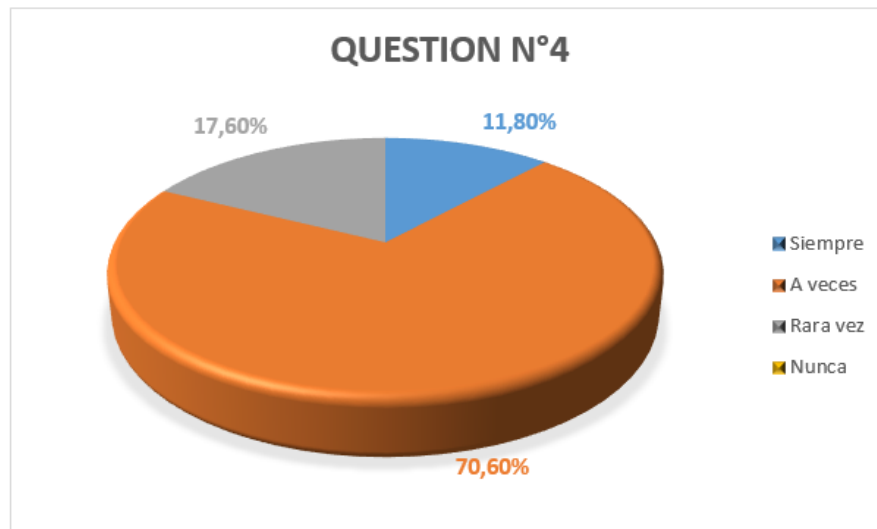


Note: Own elaboration

The pie chart shows the results of a survey about the importance of speaking English. According to the data, 55.90% of respondents believe that speaking English is very important, 32.40% believe that it is extremely important, and 11.70% believe that it is moderately important. The data in the pie chart can be interpreted in a number of ways. One possible interpretation is that respondents believe that speaking English is important for a variety of reasons, such as academic success, career advancement, and personal development. Another possible interpretation is that respondents believe that speaking English is important for communicating with people from other cultures. These findings highlight the importance of English language education and the need for continued efforts to improve English language skills.

Figure 7.

Frequency of oral communication in English classes



Note: Own elaboration

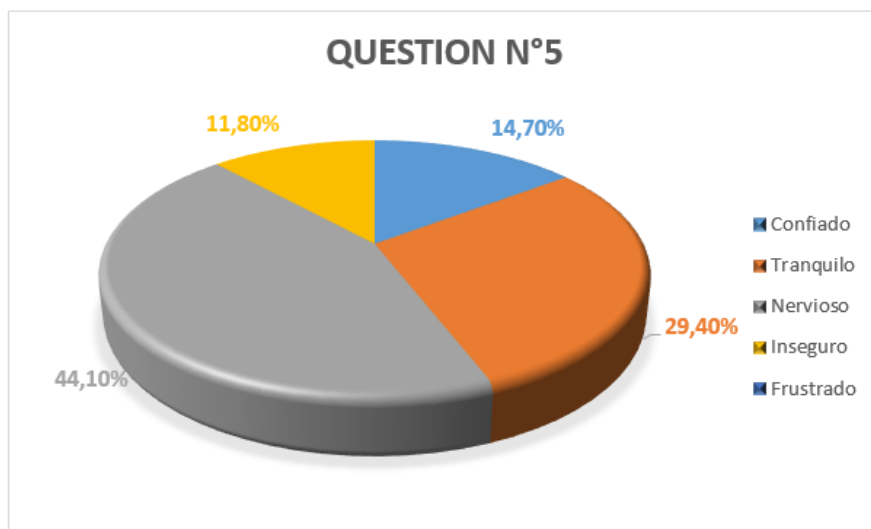
The pie chart presents data on how often students use oral expression to communicate in English during their English classes. A majority of students, 70.6%, report that they use English to communicate. This suggests that English is the main medium of communication, promoting active language practice and immersion. However, a significant portion, 17.6%, rarely use English in their classes, indicating that some students may face barriers to effective language use, such as lack of confidence or insufficient speaking opportunities. This group may find their communication in English to be "little effective," reflecting a gap in their oral language skills.

Moreover, only 11.8% of students claim that they always communicate in English, showing a minority who are consistently engaged in using English at a high level in the classroom. This data highlights the variation in students' engagement with oral expression in English classes. As noted by Brown (2018), "oral language practice is essential for fluency, yet it remains underutilized by

many learners" (p. 54). These findings align with the idea that while many students use English regularly, some still struggle to fully integrate it into their classroom experience.

Figure 8.

Feelings when speaking in English.



Note: Own elaboration

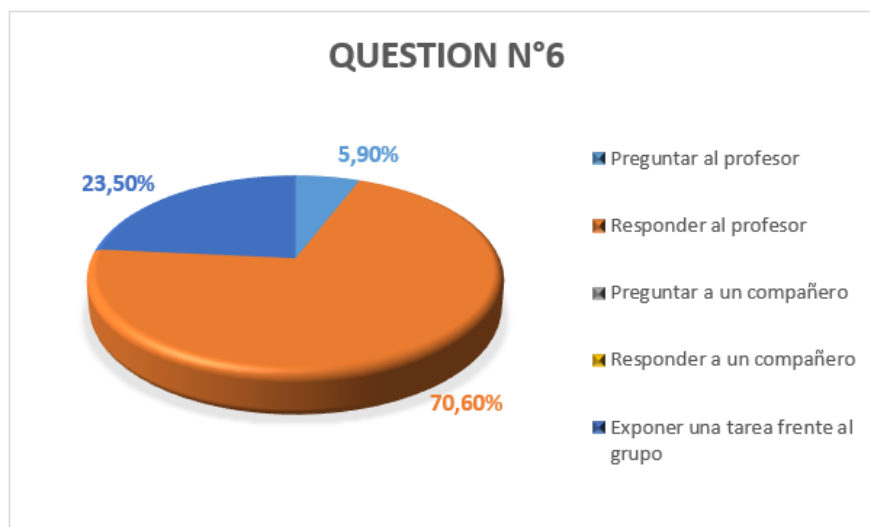
Figure 5 illustrates the emotional responses of individuals when they are required to express themselves in English. The largest proportion of students, 44.10%, report feeling nervous, indicating that many experience anxieties when speaking in a second language. This may stem from fear of making mistakes or being misunderstood. Meanwhile, 29.40% of participants feel calm, suggesting that nearly a third are comfortable and confident in their English skills. This could be attributed to their proficiency or previous practice in English communication.

Interestingly, a smaller percentage of respondents, 11.80%, feel insecure about their ability to communicate in English, showing a lack of confidence that might impede their willingness to speak. Additionally, 14.70% of respondents feel frustrated, likely due to difficulties in expressing

complex ideas or thoughts. This analysis highlights the varied emotional responses, emphasizing the importance of addressing language anxiety to improve communication skills.

Figure 9.

Speaking activities normally do in the English class



Note: Own elaboration

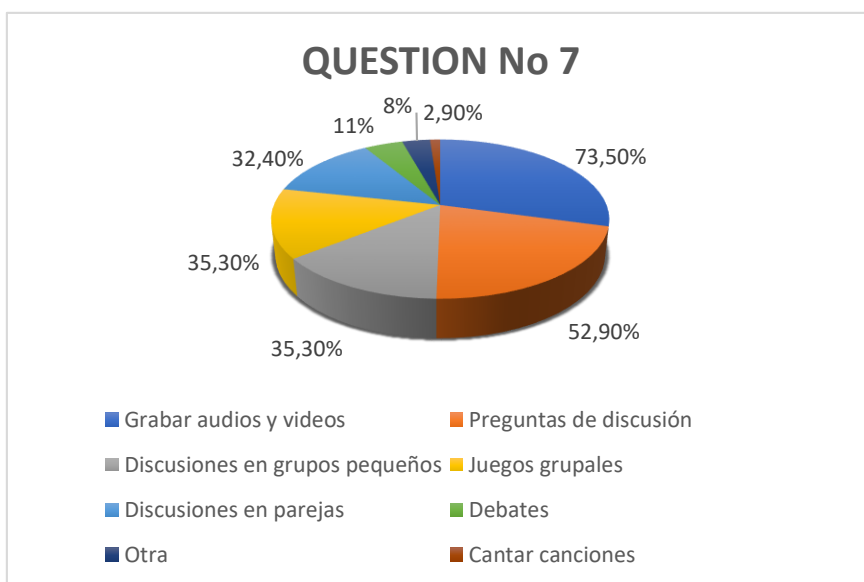
In Figure 6, which depicts common activities in English classes, the majority of students (70.60%) report that responding to the teacher is the primary activity. This could indicate that English lessons focus heavily on teacher-led interaction, where students answer questions or participate in discussions directed by the instructor. The high percentage suggests that much of the class time is spent in traditional, teacher-centered approaches, which may prioritize comprehension and the use of learned vocabulary through response practice. This form of interaction often encourages active listening and the reinforcement of grammatical structures in real-time.

In contrast, fewer students engage in presenting tasks in front of the class, with only 23.50% indicating this as a regular activity. Presenting in front of peers may offer opportunities for public

speaking and the application of English in structured formats, though its lower occurrence hints at a reduced emphasis on these skills compared to responding to the teacher. Additionally, a small percentage (5.90%) of students' report asking questions, which could imply that students either do not feel comfortable asking questions or that the classroom environment might not encourage this type of engagement.

Figure 10.

Activities to promote speaking skills



Note: Own elaboration

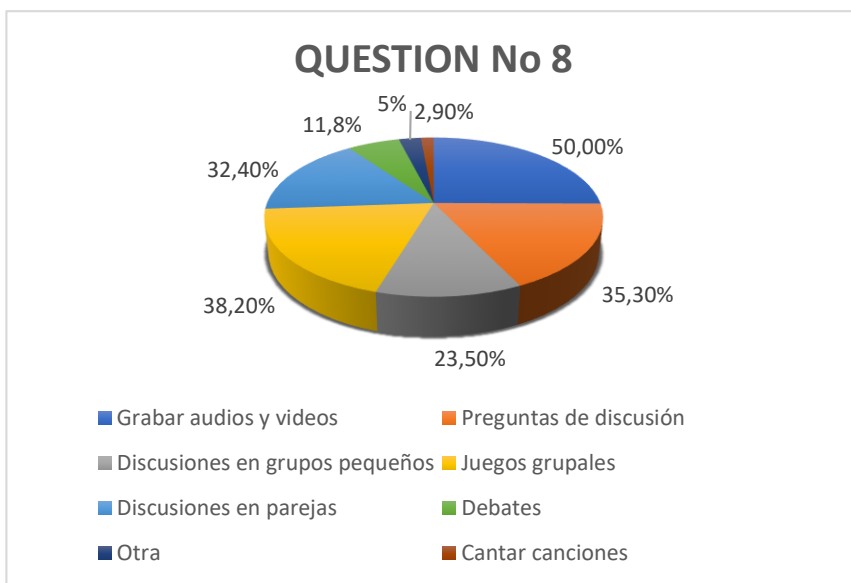
Figure 7, "Activities to Promote Speaking Skills," illustrates a variety of methods employed to enhance students' oral proficiency. The largest portion, 73.50%, is dedicated to recording audio and video, suggesting that this method is highly favored for improving speaking abilities. This could be because it allows students to self-evaluate and receive feedback on their pronunciation, fluency, and overall speaking performance. The next most common activities are discussion questions, practiced by 52.90% of respondents, and small group discussions, with a participation rate of 35.30%. These methods are effective as they encourage interactive communication and

foster a collaborative learning environment. Group games, which share the same percentage as small group discussions (35.30%), also contribute to the development of speaking skills through dynamic and engaging activities.

Less commonly employed methods include partner discussions (32.40%), debates (11%), and singing songs (2.90%). The low percentage for singing songs may reflect its limited use as a direct speaking skill exercise. The 8% allocated to "other" activities indicates that some educators and students utilize alternative methods to develop speaking abilities. This suggests that a combination of these activities can create a balanced approach to language learning, helping students to build both confidence and competence in speaking.

Figure 11.

Favorite activities in class



Note: Own elaboration

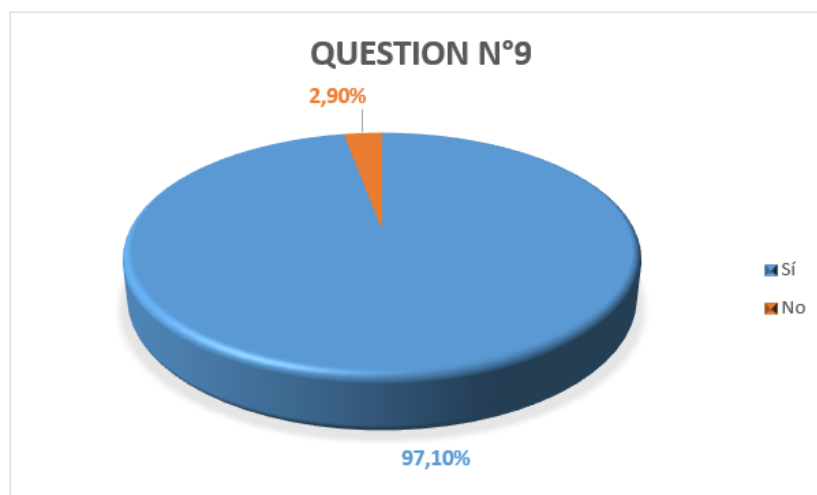
The data in Figure 7 depicts various activities used to promote speaking skills, highlighting a range of interactive methods. The most utilized activity is recording audio and video, with 50.0% of participants engaging in this technique. This suggests that modern technology plays a significant

role in language learning by providing students with the opportunity to reflect on their pronunciation, intonation, and fluency. Group games also appear as a popular option, involving 38.2% of respondents. These games likely facilitate a dynamic environment where students can practice speaking in a fun, low-pressure setting. Partner discussions (32.4%) and small group discussions (23.5%) also contribute notably, reinforcing the importance of peer interaction in developing conversational skills.

Other interactive methods, such as discussion questions (35.3%) and debates (11.8%), encourage critical thinking while speaking, though debates are less favored. Interestingly, less conventional approaches, like singing songs (2.9%) and miscellaneous activities (5%), show minimal engagement, suggesting that more traditional speaking activities are preferred. As noted in a 2021 study, "collaborative speaking activities, especially those involving technology, significantly enhance students' confidence and fluency in a foreign language" (Martínez & Gómez, 2021). This insight underlines the prominence of recording tools in promoting speaking proficiency.

Figure 12.

Agreement of using new speaking activities



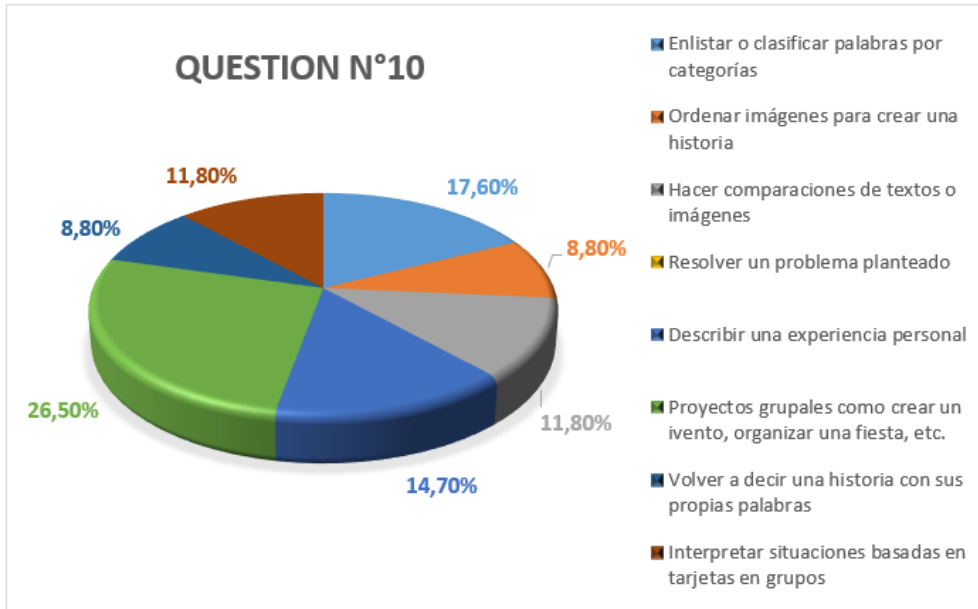
Note: Own elaboration

In Figure 9, the pie chart highlights the overwhelming support for incorporating new speaking activities into language learning. A significant 97.10% of participants expressed their agreement with this approach. This majority indicates a positive attitude toward innovative methods that promote active engagement in language acquisition. Recent studies emphasize the importance of speaking activities, as they foster fluency and enhance learners' confidence in real-world communication. According to Kim (2021) highlights that "students who engage in varied speaking activities show improved linguistic competencies, as these tasks mimic real-life communication" (p. 45). This consensus aligns with the general trend towards interactive teaching techniques in contemporary education.

However, a small percentage, 2.90%, indicated that they do not enjoy practicing new speaking activities. This minority might reflect learners who prefer traditional approaches or who experience anxiety in communicative tasks. Santos (2020) pointed out that, "students often resist new methods that push them out of their comfort zones, particularly if they perceive a high risk of failure" (p. 112). Despite this hesitation, the overall consensus remains strongly in favor of adopting new methods to enhance speaking skills. Thus, while it's crucial to consider individual preferences, the broad agreement suggests that new speaking activities are highly beneficial in language learning contexts

Figure 13.

New activities to be used in class



Note: Own elaboration

Figure 10 shows a distribution of new activities to be used in class, with a predominant preference for group projects, which comprise 26.5% of the activities. This finding aligns with current pedagogical trends that emphasize collaborative learning, as students often benefit from "learning through cooperation, discussion, and teamwork" (Johnson et al., 2020, p. 34). The second most common activity is listing or classifying words by categories (17.6%), which can help students develop organizational and cognitive skills. The process of classification supports the idea that "categorizing information makes learning more systematic and easier to retrieve in future applications" (Smith & Brown, 2019, p. 52).

Other activities, though less frequent, also play a significant role in modern educational approaches. Describing personal experiences (14.7%) fosters self-reflection and language use in authentic contexts. Additionally, interpreting situations based on cards in groups (11.8%) promotes

critical thinking, while comparing texts and images (11.8%) engages students in multimodal analysis, which is crucial in today's media-rich environment. Storytelling activities, such as ordering images to tell a story (8.8%) and retelling a story (8.8%), are also valued for enhancing narrative skills and creativity.

4.2. Teachers' interview

1. How motivated to teach English are you? Why?

Teacher A

This English teacher expresses a high level of motivation to teach. He mentions that his motivation stems from seeing the progress students make, particularly when they overcome challenges in language acquisition. "Watching students gain confidence and successfully communicate in English fuels his passion for teaching.

Teacher B

The second teacher feels moderately motivated to teach. While he enjoys sharing his knowledge, he admits that external factors like administrative duties and lack of institutional support can sometimes diminish his enthusiasm. However, the positive energy from his students keeps him going.

Teacher C

This teacher is highly motivated to teach because he finds it rewarding to see his students grow both linguistically and personally. He is passionate about fostering a positive learning environment where his students feel encouraged to take risks and make mistakes.

Analysis

The interviews with the English teachers reveal diverse motivations for teaching, ranging from intrinsic passions for language to extrinsic career benefits and a desire for social impact. Johnson (2021) mentioned "When teachers exhibit high levels of motivation, they create a positive learning environment that encourages students to take risks and explore new ideas. Understanding these motivations can provide valuable insights into teacher retention, job satisfaction, and performance, as well as the types of support systems that may be necessary to sustain motivation over the course of their professional and personal growth.

2. In your opinion. What is the main purpose of teaching Speaking skills in EFL classrooms?

Teacher A

According to this teacher, he believes that teaching speaking skills is crucial for helping students engage in real-world communication. His main goal is to develop his students' ability to express themselves fluently and accurately in everyday contexts, which he sees as the foundation of successful language learning.

Teacher B

In the same way, teacher B sees the primary purpose of teaching speaking skills as giving students the ability to communicate effectively in a globalized world. He wants his students to not just speak English, but to be able to use it confidently in professional and academic settings.

Teacher C

This interviewee emphasizes the importance of communication. For him, the main purpose of teaching speaking skills is to give students the confidence and tools to engage in meaningful conversations with English speakers. He believes this skill will empower them to connect with others globally.

Analysis

The interview analysis reveals that the main purpose of teaching speaking skills in EFL classrooms cannot be reduced to a single aspect. Instead, it encompasses a range of goals: improving fluency, ensuring intelligibility, and socio-cultural awareness. Together, these elements equip students with the tools to communicate successfully in English, both inside and outside the classroom. Wang (2021) pointed out "Developing speaking skills is essential for EFL learners as it enhances their ability to express thoughts and ideas clearly, fostering both academic and social interactions." All three teachers agree, however, that speaking is essential for real-world communication. They also share a belief that classroom instruction should aim to make students more confident speakers, capable of expressing themselves effectively in various contexts.

3. How do you think your students feel when they have to speak in English? (confident, nervous, afraid, disgusted, etc.)

Teacher A

According to this teacher his students experience some emotions from anxiousness to excitement when they want to speak in English. He mentions that the majority of them tend to be anxious or desperate to communicate in this language. This anxiety often stems from fear of making mistakes, being judged by their peers, or struggling to find the right words. On the other hand, the teacher says that some students might feel a sense of excitement or accomplishment, particularly when they successfully communicate their ideas or notice improvement in their speaking skills.

Teacher B

From the point of view of this teacher, many of his students experience anxiety or self-consciousness when they are required to speak in English. This feeling is often caused by a fear of

making grammatical or pronunciation mistakes, which may result in misunderstanding or judgment from others. The teacher also mentions that the pressure to perform well in a non-native language can make students overly cautious, leading to hesitation and a reluctance to engage fully in speaking activities. Additionally, he says that the fear of being corrected publicly or appearing less proficient than their classmates can further amplify these emotions.

Teacher C

Teacher C's students have mixed feelings about speaking English. Some are eager to practice, while others are more nervous or hesitant. He observes that the fear of judgment or making errors often holds students back, particularly those who are perfectionists or more introverted.

Analysis

The interviews with these three English teachers reveal that students' emotions when speaking English are shaped by a complex interplay of factors, including proficiency level, personality, cultural background, and the learning environment. While fear and anxiety are common, particularly for beginner students, these feelings can be alleviated through consistent practice, supportive teaching methods, and a positive classroom environment. Teachers should consider these factors when designing activities that encourage speaking, aiming to reduce anxiety and promote confidence in their students.

4. What strategies do you usually apply in your classes to develop students' speaking skills?

Teacher A

This teacher frequently applies role-plays, group discussions, and speaking games to encourage active participation. He places an emphasis on real-life scenarios to help students

practice in contexts they might encounter outside the classroom. Feedback is also a crucial part of his approach, as he aims to make students comfortable with corrections.

Teacher B

He emphasizes student-centered learning in his classes. He uses peer feedback, small group discussions, and problem-solving tasks that require speaking. He also introduces speaking drills to build accuracy before moving on to fluency exercises. Providing students with ample practice time, it is a key element of his teaching method.

Teacher C

In his classroom, teacher C uses a range of interactive methods, such as debates, presentations, and interactive storytelling, to encourage students to speak. He also includes confidence-building activities like self-reflection on progress and peer support, which help reduce anxiety around speaking.

Analysis

The strategies shared by the three teachers in the interview underscore the importance of using a variety of approaches to develop students' speaking skills. Whether through structured activities like role-plays, debates, and presentations, or more relaxed methods like storytelling and speaking games, each strategy serves a unique purpose in helping students build fluency, confidence, and communication abilities. By incorporating these activities into their classes, teachers can create a dynamic and supportive environment where students feel encouraged to practice and improve their speaking skills.

5. Have you heard about the Flipped classroom model? If yes, do you believe that the flipped classroom model can be used in an English class? Explain your response.

Teacher A

According to his answer, he is a bit familiar with the flipped classroom model. He believes it has great potential in English classes, as it allows students to study grammar and vocabulary at home and focus on speaking and interaction during class time. This approach gives them more time to practice their spoken English in an engaging environment.

Teacher B

He is aware of the flipped classroom model and believes it can be implemented effectively in English classes. He likes the idea of students preparing at home and then focusing on active learning in class. However, he expresses concerns about whether all students would consistently engage with pre-class materials.

Teacher C

This teacher knows the flipped classroom model and is enthusiastic about its application in English teaching. He believes this model can give the teacher freer class time for more productive activities, like discussions and collaborative tasks.

Analysis

From the responses gathered in the interview, it is evident that the flipped classroom model is not yet fully understood or widely embraced by the English teachers interviewed. Despite having heard of the approach, the lack of detailed knowledge indicates that there may be a need for more training or exposure to the method in order to implement it effectively in English language teaching. The model has the potential to transform the traditional classroom dynamic, but the uncertainty surrounding how it would apply to English learning, particularly in balancing grammar instruction, speaking practice, and written assignments, makes it difficult for these teachers to fully endorse it at this time.

6. Would you like to have access to a digital manual to guide you in the use of flipped classroom strategies?

Teacher A

This teacher is highly interested in having access to a digital manual on flipped classroom strategies. He feels it would be an excellent resource to further enhance her teaching methods and offer more structured support for his students.

Teacher B

Teacher B is open to using a digital manual, though he expresses caution. He wants to ensure that it is practical, easy to integrate into his current practices, and addresses the challenges of the flipped classroom in language learning contexts.

Teacher C

This teacher is very interested in having a digital manual that guides teachers in applying flipped classroom strategies. He believes it would be an invaluable tool for helping his structure his lessons more effectively and ensure his students are getting the most out of their time in class.

Analysis

The interview revealed that the teachers are not only open to the idea of flipped classroom strategies but also excited about the prospect of incorporating this model into their teaching. They recognize that, while flipped classrooms can bring many advantages in fostering student-centered learning, the shift requires thorough preparation and careful planning. Access to a digital manual would be a crucial asset in supporting their transition to this teaching method, providing step-by-step guidance on how to effectively apply flipped classroom techniques.

4.3 Discussion

In the context of English language learning, speaking skills are often emphasized as one of the most challenging and essential components. This was evident in a survey conducted among sophomore students at La Inmaculada Concepción High School, where the majority of participants highlighted the importance of improving their speaking abilities. Many students reported that while they understand the value of speaking in real-world communication, they struggle with the confidence and fluency needed to express themselves effectively in English. The survey revealed that students perceive speaking as the most difficult skill to develop compared to reading, writing, and listening. This struggle is caused by some factors, such as anxiety, fear of making mistakes, and limited opportunities for oral practice in class.

Given these challenges, there is a clear necessity to rethink and innovate the current speaking activities used in English classes. A good percentage of the surveyed students expressed a strong desire for more engaging and practical oral exercises. They indicated that traditional speaking activities, such as common dialogues and repetitive role-playing, do not adequately prepare them for spontaneous conversations. Instead, students called for the integration of more dynamic and interactive speaking tasks that mirror real-life communication scenarios. This suggests the need for teachers to diversify the types of oral activities they implement, incorporating activities that foster critical thinking, collaboration, and authentic language use.

The role of teacher motivation is crucial in helping students overcome the challenges associated with speaking in a second language. When comparing the results of the student survey to interviews conducted with English teachers, a noticeable contrast emerged. While students

expressed the need for fresh strategies to improve their speaking skills, many teachers believed they were already using active methods. However, upon closer examination, it became clear that there was a disconnect between what teachers considered active strategies and what students found effective. Teachers mentioned strategies such as group discussions and presentations, yet students felt these activities lacked the spontaneity and relevance needed to truly boost their speaking confidence.

To address these gaps, the implementation of the Flipped Classroom method presents a promising solution for improving students' speaking abilities. This method, which reverses the traditional learning model by having students engage with new content outside of class and apply it during classroom activities, offers more opportunities for meaningful oral practice. Through the development of a digital manual, teachers at La Inmaculada Concepción High School can access a variety of innovative speaking strategies grounded in the Flipped Classroom method. These strategies, such as peer-led discussions, real-time problem-solving tasks, and digital storytelling, allow students to practice speaking in a more engaging and supportive environment, ultimately leading to greater fluency and confidence in their English communication skills.

CHAPTER V

PROPOSAL

ACADEMIC PROPOSAL

This proposal outlines the development of a methodological aimed at enhancing speaking fluency among sophomore students through implementing flipped classroom strategies. As communication skills are essential in both academic and professional contexts, this seeks to provide educators with effective tools and techniques to foster fluency in speaking.

Targeting Speaking Fluency

The primary goal of this is to provide strategies that specifically enhance speaking fluency.

Activities may include:

a. Structured Peer Interactions:

Partner dialogues and small group discussions that focus on specific themes or prompts encourage students to practice spontaneously.

b. Role-Playing Scenarios:

Simulating real-life situations where students must navigate conversations improves their ability to think on their feet.

c. Use of Technology:

Incorporating tools like video recording allows students to self-assess and reflect on their speaking skills, fostering self-improvement.

d. Reflective Practices:

Journaling or discussing experiences post-activities encourages students to articulate their thoughts and identify areas for growth.

1. Title

Speaking in a Flipped Classroom



*METHODOLOGICAL BOOKLET
OF FLIPPED STRATEGIES
TO ENHANCE SPEAKING
FLUENCY
IN SOPHOMORE STUDENTS*

INDEX

1. Title	100
1.2 Rationale	103
1.3 Theoretical Foundation	105
1.4 Objectives:	107
1.4.1 General Objective	107
1.4.2 Specific Objectives	107
1.5 Beneficiaries	107
1.6 Impacts	108
2. Development of the Academic Proposal.....	108
2.1 Flipped Classroom	108
2.2 Flipped Classroom Strategies	110
3. Pre-Class Activities.....	111
3.1 Video Lectures	111
3.2 Podcasts.....	124
3.3 Reading Assessment	128
4. In-Class Activities.....	133
4.1. Group Discussions:	133
4.2. Problem-Solving Tasks.....	141

4.3. Peer Teaching:	150
4.4. Project-Based Learning.....	155
5. Students Engagement Techniques	165
5.1. Gamification	165
5.2. Inquiry-Based Learning	170
6. Assessment.....	175
6.1. Formative Assessment	175
6.2. Peer-Assessments.....	183
6.3. Self-Assessments	185
7. Teachers' role.....	186
7.1. Facilitator of Learning	186
7.2. Resource provider	191

1.2 Rationale

Currently, the requirement for effective speaking skills is more critical than ever. Sophomore students, often at a transitional stage in their academic journey, require targeted strategies to improve their speaking abilities and build confidence. The flipped classroom model supports this by shifting traditional learning dynamics, making class time more interactive and focused on practice.



Speaking fluency in academic and professional settings needs effective teaching strategies, particularly for sophomore students who are transitioning to more complex forms of communication. These outlines flipped strategies designed to enhance speaking fluency, leveraging active learning techniques to engage students in meaningful ways.

Understanding the Flipped Classroom Model

The flipped classroom model inverts traditional teaching methods by bringing instructional content outside the classroom and using in-class time for interactive, student-centered activities. This approach empowers students to take charge of their learning and allows educators to facilitate deeper engagement during class.

Rationale for Flipped Strategies

a. Active Learning:

Engaging students through discussions, role-plays, and peer feedback fosters a more immersive learning experience, promoting confidence and fluency in speaking.

b. Personalized Learning:

Students can learn at their own pace through pre-recorded lessons or online resources, allowing them to review challenging concepts before applying them in class.

c. Increased Interaction:

Classroom time is dedicated to practice and collaboration, enabling students to interact more with peers and instructors, which is crucial for developing speaking skills.

d. Immediate Feedback:

Instructors can provide real-time feedback during practice activities, helping students correct errors and refine their speaking techniques promptly.

e. Catering to Diverse Learning Styles:

The variety of activities supports different learning preferences, accommodating auditory, visual, and kinesthetic learners, thereby enhancing overall engagement and retention.

1.3 Theoretical Foundation



The theoretical foundation of this is based on several educational theories and principles that support the effectiveness of flipped classroom strategies in enhancing speaking fluency among sophomore students. These theories emphasize active learning, social interaction, and learner autonomy.

Speaking is a fundamental skill to develop while learning the English language, functioning as both a core communicative ability and a measure of overall language proficiency. The process of speaking in a foreign language involves the integration of multiple linguistic components—such as phonology, grammar, vocabulary, and discourse skills—that must be employed simultaneously during real-time communication (Guevara-Betancourt & Flores 2020).

This proposal establishes learned-centered, cognitive speaking, and socio-affective strategies. Focus on the flipped approach because they are mandatory to understand them better and to be able to apply them when students are speaking. This suggestion depends on the communicative language method mentioned in Ecuador’s English as a Foreign Language Curriculum in 2016 as one of the core principles. Through the application of this concept, the main

objective is to make students communicatively competent based on daily activities. Students are supposed to work together in synchronic classes where the communicative approach is usually used.

Incorporating collaborative activities that require peer interaction, such as group discussions or role-plays, can help students build trust and rapport, which are critical for creating a safe space where teenagers feel comfortable practicing their speaking skills. Furthermore, integrating technology and multimedia resources that resonate with teenagers' interests can make speaking practice more engaging and relevant to their lives, thereby increasing their motivation to participate actively in language learning (Chapelle & Sauro, 2017).

Learning to speak English in an EFL (English as a Foreign Language) context presents several significant challenges, particularly for teenagers who are navigating both the complexities of language acquisition and the developmental pressures of adolescence. One of the primary challenges is the limited availability of authentic communication opportunities. In many EFL educational settings, English is often taught in a decontextualized manner, focusing heavily on grammar rules, vocabulary memorization, and reading comprehension rather than on practical language use (Goh & Burns, 2012). This approach limits students' exposure to real-life communicative situations, which are crucial for developing speaking fluency. The classroom environment, characterized by its emphasis on accuracy and the avoidance of errors, often lacks the spontaneity and unpredictability of authentic communication, making it difficult for students to develop the ability to speak naturally and confidently (Brown, 2021).

1.4 Objectives:

1.4.1 General Objective

To establish Flipped Classroom Strategies for EFL teachers to engage students' speaking comprehension in sophomore English students at “La Inmaculada Concepción” High School.

1.4.2 Specific Objectives

- To develop a literature review about innovative Flipped Classroom Strategies for Speaking comprehension and production.
- To aid the teacher’s academic material and speaking sources to boost students’ speaking comprehension.
- To guide the teacher on applying the Flipped Classroom to improve speaking comprehension in sophomore English students at La Inmaculada Concepción High School

1.5 Beneficiaries

The direct beneficiaries of this research proposal are teachers and sophomore students from “La Inmaculada” High School. This is because the flipped classroom model is particularly effective at fostering student engagement through its emphasis on active learning and student preparation. This approach transforms the traditional learning dynamic and promotes a more participatory and interactive classroom experience. In a flipped classroom, students are expected to engage with instructional content—such as videos, readings, or online modules—outside of

class. This preparatory work ensures that students come to class ready to participate actively in discussions, group work, and problem-solving activities. Research by Bishop and Verleger (2013) highlights that this approach encourages students to engage more deeply with the material.

1.6 Impacts

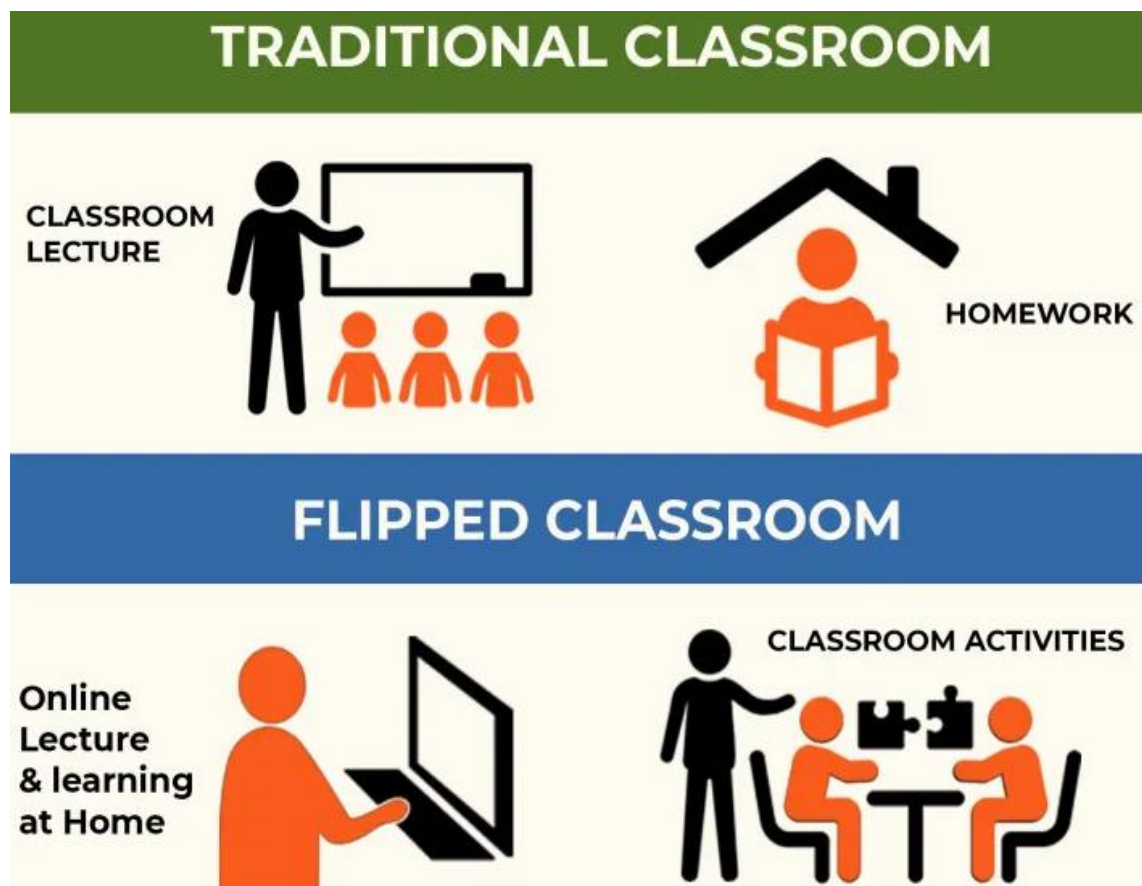
The flipped classroom has positive and challenging impacts. It can improve student performance, as active learning and personalized support tend to lead to better retention and understanding of the material. Increased Student Engagement, students spend more time solving problems, engaging in discussions, and participating in collaborative activities, making learning more dynamic and engaging. Personalized Learning, in a flipped classroom, students can learn at their own pace when reviewing the material at home. They can pause, rewind, or review content, leading to a deeper understanding of the subject. Enhanced Collaboration and Communication, group activities and peer discussions are integral to the flipped classroom model, fostering collaboration among students. They also develop communication and teamwork skills as they work together to solve problems or explore concepts. Despite challenges, the flipped classroom can provide significant benefits, especially when supported by appropriate resources and pedagogical training.

2. Development of the Academic Proposal

2.1 Flipped Classroom

The flipped classroom model offers a promising approach to enhancing speaking skills in EFL learners, particularly teenagers. This model inverts the

traditional teaching method by delivering instructional content outside of the classroom, often through videos or online resources, and dedicating class time to interactive activities that promote speaking practice (Bergmann & Sams, 2012; 2021).

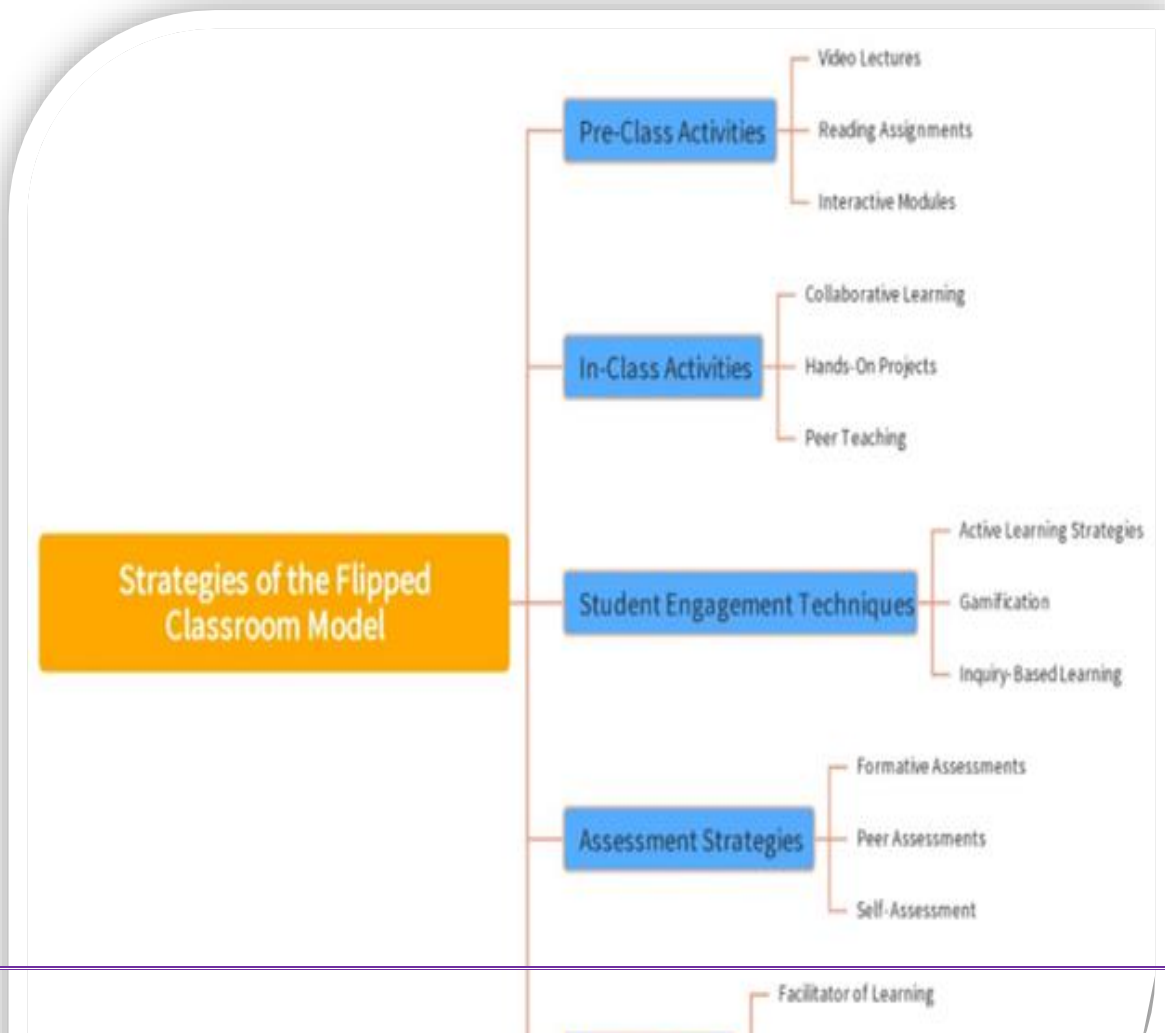


In a flipped classroom, students engage with new content at home (through videos, readings, or other resources), freeing up class time for more interactive activities, like discussions, hands-on practice, or projects. This structure is particularly effective

for enhancing speaking skills, as students come prepared to actively participate, discuss, and practice in a more dynamic, communicative environment.

2.2 Flipped Classroom Strategies

The flipped classroom approach allows for a more interactive and student-centered learning environment, which is particularly beneficial in EFL contexts where active engagement and practical application of language skills are critical (Zhong, 2024). The flipped classroom model involves several key strategies designed to optimize student engagement, enhance learning, and foster a more active and collaborative classroom environment.



In a flipped classroom, students engage with lecture materials or concepts before class, freeing up classroom time for discussion, activities, and deepening their understanding through interactive tasks. A flipped classroom approach can be a powerful way to improve speaking skills by integrating active speaking strategies during in-class activities, as students come prepared with foundational knowledge gained outside the classroom.

3. Pre-Class Activities

3. Pre-Class Activities

3.1 Video Lectures

A. Description: Videos and animations are highly effective for presenting complex concepts in a visually engaging manner. They can break down information into manageable segments, making it easier for students to understand and retain new material. For instance, instructional videos can illustrate grammar rules, language use, and cultural contexts in an EFL setting. Videos can be paused and replayed,

allowing students to review and process information at their own pace (Chen et al., 2017).

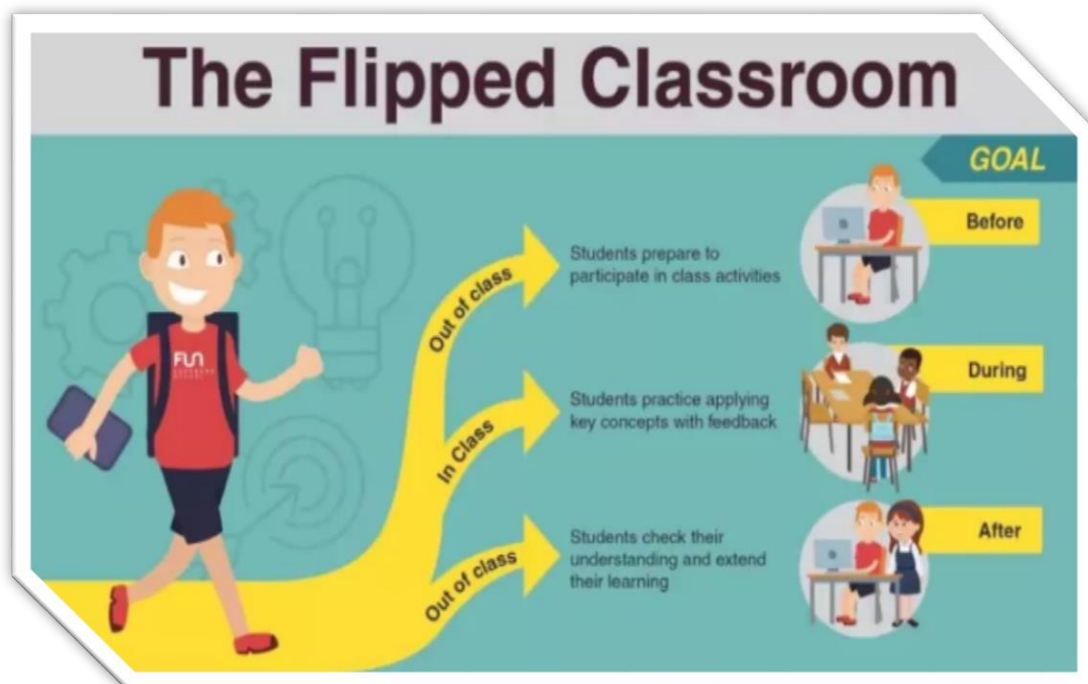


[ROUTINES.mp4](#)

Videos in the flipped classroom model empower students to take control of their learning by offering flexibility, fostering active engagement, and supporting different learning preferences. This leads to a more personalized and effective learning experience.

B. Objective: The principal objective of using videos in a flipped classroom is to shift the traditional learning structure, where direct instruction happens during class time,

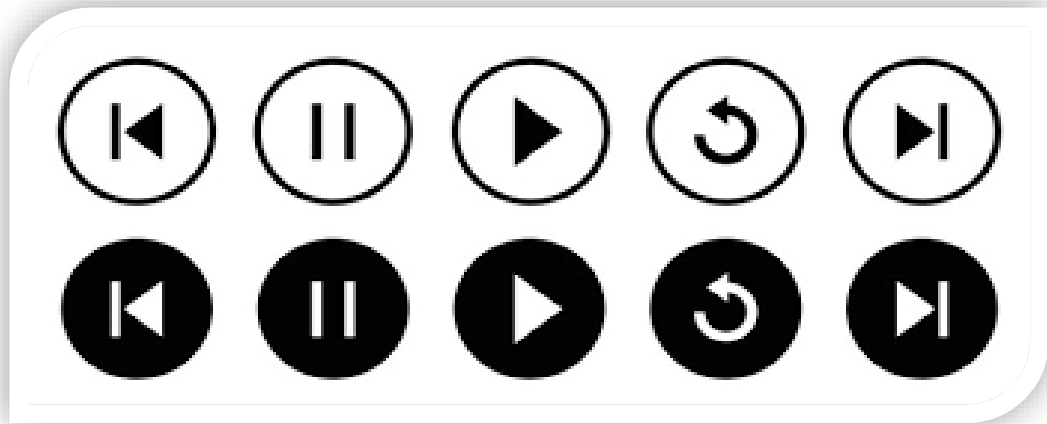
where students encounter new material outside the classroom. This allows class time to be used for deeper engagement and active and collaborative learning.



C. Benefits: In a flipped classroom, video plays a crucial role in transforming how students engage with learning. Here are the key benefits that videos provide to students in this model:

a. Self-Paced Learning

Control over pace: Students can pause, rewind, and rewatch video lessons as often as they need to fully understand the material. This allows students to learn at their own pace, catering to different learning speeds and preferences.



Flexible timing: Videos enable students to engage with the content at any time that suits them, allowing learning to fit into their schedules.

b. Better Preparedness for In-Class Activities

Focus on application: Since students watch instructional videos at home, they come to class better prepared to engage in active learning tasks like problem-solving, discussions, or group projects, where they can apply what they've learned.

Higher-level engagement: Video-based content delivery outside the classroom shifts the focus in class toward more interactive and deeper learning experiences, such as inquiry-based learning or critical thinking exercises.

c. Increased Responsibility and Ownership

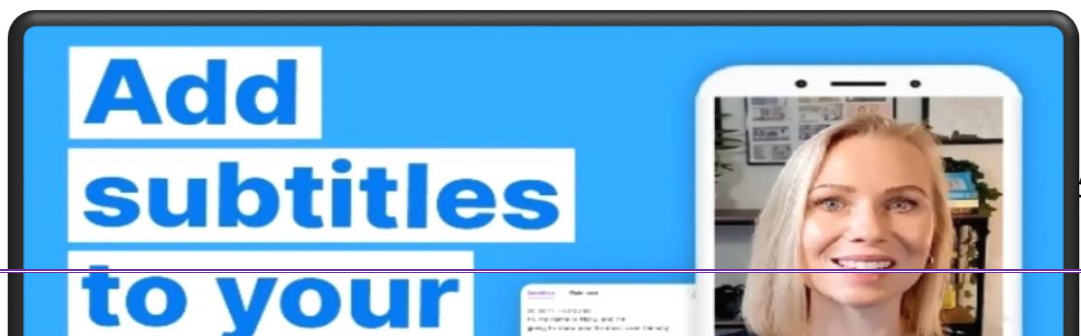
Active learning: The flipped model encourages students to take greater ownership of their learning, as they are responsible for reviewing the video materials before class. This fosters a more active learning mindset, where students come to class ready to engage with the content.

Accountability: The need to engage with video content outside of class holds students accountable for their own learning progress.

d. Support for Diverse Learning Styles

Visual and auditory learning: Videos can include animations, diagrams, or even real-life demonstrations that appeal to visual and auditory learners. They can integrate multiple modalities like text, audio, and visuals, which enhance comprehension.

Accessibility: Closed captioning, subtitles, or transcripts can make video content more accessible for students with diverse needs or language barriers.



e. Review for Exams and Projects

Easy review: Students can revisit video content when preparing for exams, tests, or projects, allowing them to refresh their understanding of key concepts.

Long-term retention: Regular access to video lessons allows students to review material long after the class has ended, promoting longer-term retention of knowledge.

D. Resources: For teaching speaking skills in a flipped classroom, videos should be engaging, interactive, and offer clear explanations and examples. Here are some types of videos that can effectively support speaking skills development:

a. Demonstration and Modeling Videos

➤ *Purpose:* Show real-life examples of effective speaking, such as public speaking, debates, or interviews.

➤ *Content:*

- ✓ Videos of proficient speakers giving presentations, TED Talks, or speeches.
 - ✓ Analyzing and breaking down key elements of effective speaking (intonation, clarity, body language).
 - ✓ Real-life conversational role-plays in various contexts (formal meetings, casual conversations, etc.).
- **Example:** Use videos like "TED-Ed" or "TED Talks" that showcase excellent public speaking, followed by a breakdown of key speaking techniques.



b. Interactive Pronunciation Videos

- Purpose: Focus on helping students master pronunciation, articulation, and accent reduction.
- Content:
 - ✓ Videos that break down difficult sounds, stress patterns, and intonation in English.
 - ✓ Tutorials on mouth positioning, voice control, and speaking with fluency.

- ✓ Encourage students to repeat after the speaker in the video to practice real-time.
- **Example:** Channels like Rachel's English or BBC Learning English - Pronunciation offers clear pronunciation guidance.



c. Dialogue and Conversation Practice Videos

- Purpose: Provide students with real-life conversational examples to model their speaking.
- Content:
 - ✓ Videos showing conversations between native or fluent speakers in various scenarios (ordering food, job interviews, travel-related conversations).
 - ✓ Videos that focus on practical expressions, vocabulary, and phrases for daily use.

- ✓ Students are asked to repeat, shadow, or recreate similar dialogues.
- Example: Videos from EngVid or RealLife English can provide real-life dialogues and vocabulary usage.

d. Task-Based Speaking Videos

- **Purpose:** Guide students through task-based activities that require speaking.
- **Content:**
 - ✓ Videos demonstrating tasks like giving directions, explaining a process, or narrating a story.
 - ✓ Students can be asked to complete the same tasks on their own after watching.
 - ✓ Focus on fluency and using language in practical situations.
- **Example:** Use videos that show tasks in action, like "ESL Role-play Activities", where students can practice and later share their own task-based recordings.



e. Speaking Challenges or Interactive Activities

- **Purpose:** Offer interactive exercises where students can actively participate.
- **Content:**
 - ✓ Videos that set up challenges such as "describe a picture," "talk for 1 minute about a topic," or "practice storytelling."
 - ✓ Encouragement to pause the video, practice, and then continue for feedback or next steps.
- **Example:** YouTube channels like Learn English with Emma or English Addict with Mr. Duncan provide speaking prompts and challenges for students to practice.



f. Fluency and Confidence Building Videos

- **Purpose:** Boost students' fluency and confidence in speaking through specific strategies.

- Content:
 - ✓ Videos focusing on building speaking fluency through repetition, paraphrasing, and expanding on ideas.
 - ✓ Motivational talks or lessons that teach how to overcome speaking anxiety or stage fright.
- Example: Videos from AJ Hoge – Effortless English or Fluency MC focus on fluency through dynamic speaking strategies and confidence-building activities.



g. Student-Generated Content

- Purpose: Encourage students to create and share their own speaking videos as assignments.
- Content:

- ✓ Have students create their own presentation or storytelling videos to share with peers.
 - ✓ These videos can be reviewed by classmates or the teacher for constructive feedback.
- Example: Platforms like Flipgrid allow students to record and share short speaking videos, fostering a collaborative learning environment.



h. Listening and Speaking Integration Videos

- Purpose: Combine listening comprehension with speaking practice.
- Content:
 - ✓ Videos that ask students to listen to dialogues or monologues and then respond verbally or repeat sections to improve both listening and speaking.

- ✓ Exercises that require students to analyze the speaker's tone, pace, and speaking style before practicing.
- Example: Channels like Real English or VOA Learning English provide listening activities that can be coupled with speaking practice.



i. Practical Platforms and Tools:

- Edpuzzle: Allows you to add interactive questions to videos, ensuring students engage with the content.
- YouTube Playlists: Curate a playlist of videos from various educational channels tailored to the specific speaking skills you want to develop.
- Flipgrid: A tool for students to record and share their speaking tasks, encouraging peer feedback and practice.

3.2 Podcasts

- A. Description:** Audio content, such as podcasts, can be used to provide explanations, discussions, or interviews related to the course material. Podcasts are particularly useful for auditory learners and can be consumed while students are engaged in other activities, such as commuting or exercising. They can also feature real-world language use and contexts, providing EFL students with authentic listening practice (Le et al., 2024).



- B. Objective:** The objective of using a podcast in a flipped classroom is to enhance learning by providing students with engaging, accessible content that they can listen to at their own pace before class. This approach shifts traditional in-class lecture time to at-home learning and allows for more interactive, application-based activities during class. Using podcasts in a flipped classroom can be an effective way to enhance speaking skills, as they provide authentic language input

outside of class and allow students to practice speaking during class time. Combining podcasts with a flipped classroom approach allows students to gain input at their own pace and actively use language in speaking-focused, interactive classroom activities.



Pre-class Preparation: It delivers foundational content, such as lectures, explanations, or discussions, which students can listen to before class. This frees up classroom time for deeper learning activities like discussions, problem-solving, or collaborative work.



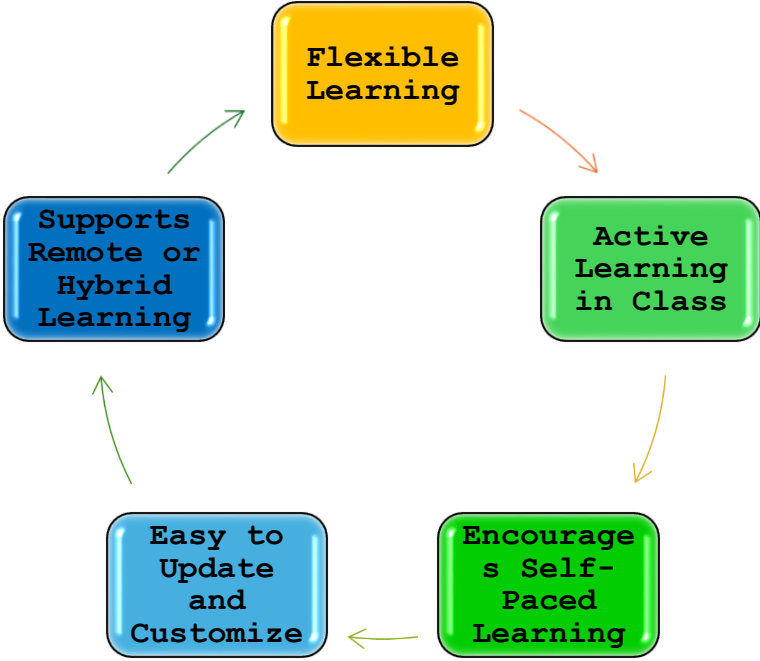
Engagement: Podcasts can be an engaging way to present material, using storytelling, expert interviews, and examples, which can make complex topics more relatable and interesting.

Accessibility: Students can listen to podcasts while commuting, exercising, or doing other activities, offering a flexible way to absorb information.



<p style="text-align: center;">CRITICAL THINKING</p> <p style="text-align: center;">if you have ideas → let's create something new</p> 	<p>Student Ownership of Learning: By consuming material before class, students take more responsibility for their learning, encouraging active participation and critical thinking when they come to class.</p>
<p>Enhanced Understanding: It supports differentiated learning, as students can pause, rewind, and replay sections of the podcast, ensuring they fully understand the material at their own pace.</p>	

C. Benefits: Podcasts offer several benefits in a flipped classroom model, enhancing both the flexibility and effectiveness of learning. Here are the key benefits:



a. Flexible Learning

Podcasts provide students with the flexibility to engage with course material anytime, anywhere. They can listen to the content while commuting, exercising, or during downtime, fitting learning into their personal schedules.

b. Active Learning in Class

Since students consume the podcast content before class, class time can be spent on interactive, higher-order learning activities. These include discussions, problem-solving, and collaborative projects, fostering deeper understanding and critical thinking.

c. Encourages Self-Paced Learning

Students have control over when and how they engage with the material, promoting self-regulation and time management. They can revisit podcasts to reinforce learning or catch up on missed content.

d. Easy to Update and Customize

Podcasts can be easily updated or supplemented with new episodes, allowing instructors to respond to student needs, current events, or changes in the course material. This makes them a flexible resource for continuous learning.

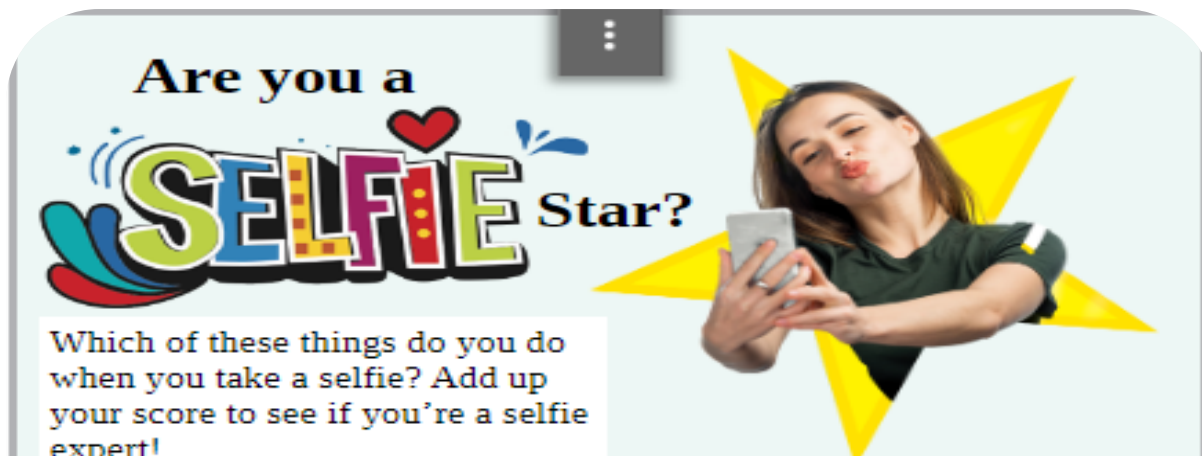
e. Supports Remote or Hybrid Learning

Podcasts are a particularly useful tool in remote or hybrid learning environments, where students may not have regular in-person class time but can still access learning materials on their own terms.

3.3 Reading Assessment

A. Description: Readings and interactive modules, including quizzes and activities embedded within the content, offer opportunities for students to engage with the material in different ways. Readings can provide in-depth explanations and context, while interactive modules can test understanding and offer immediate feedback. These resources support a variety of learning preferences and encourage active engagement with the content (Lo & Hew, 2017). In a flipped classroom, **reading** allows students to engage with course material at their own pace before class, freeing up in-class time for interactive, hands-on learning activities.

Example:



Are you a
SELFIE Star?

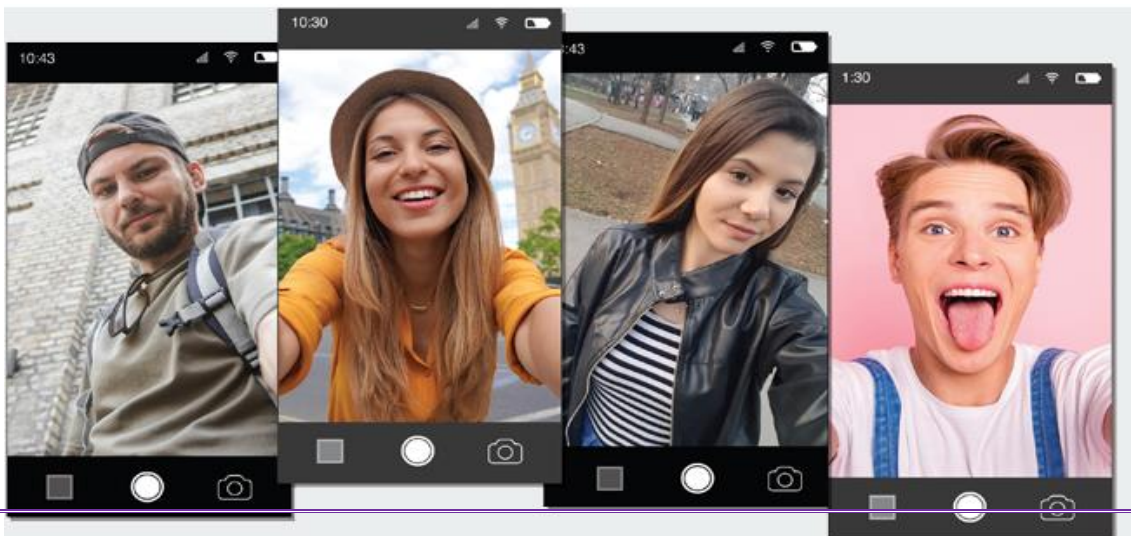
Which of these things do you do when you take a selfie? Add up your score to see if you're a selfie expert!

The graphic features a woman in a dark green shirt taking a selfie with a smartphone. The word 'SELFIE' is written in large, colorful, stylized letters with a heart above the 'I'. The background is light blue with a yellow starburst behind the woman. A small grey box with three dots is visible above the woman's head.

a. Look at the selfies below. What can you tell about the people in them? Discuss with your partner. Consider the following words:

helpful	not serious	cheerful	friendly	embarrassed
duck face	silly	fun-loving	outgoing	uncomfortable

I love Selfies



SPEAKING

- b. Bring in print-outs of your own favorite selfies to show your classmates. How would you describe each other based on the text?

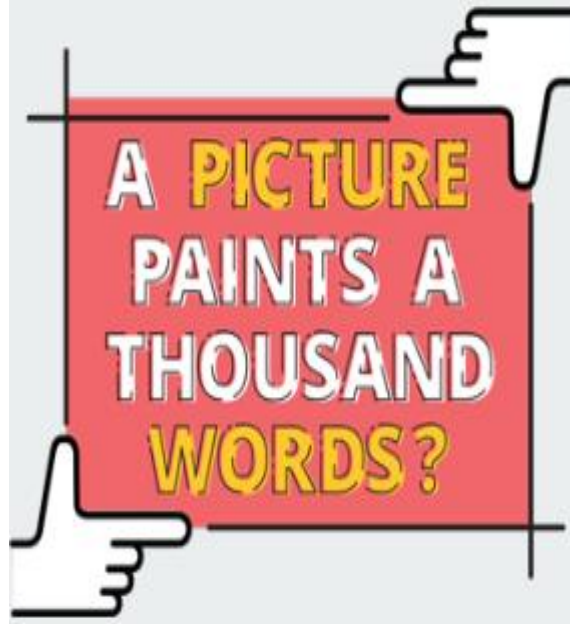


- c. Read the text and the questions below. For each question, choose the correct answer A, B, C or D.

<p>Nowadays, everyone takes selfies, from famous actors and politicians, to normal everyday people. Selfies are a great way to share your hobbies and daily routines, and thanks to smartphones and their high-quality cameras, anyone can take and upload these images on social media. But is there more to selfies than just showing your holidays or your new clothes? According to research, our selfies and how we take them also says a lot</p>		<p>The position of the camera is also important. In fact, how people view you as a person can depend on it. Studies found that showing the left side of the face and cheek in a selfie communicates emotions better and makes people seem more attractive to others. People who take a selfie from below often want to appear bigger and stronger, while those taking a picture from above looking down, could want to appear shorter and sweeter.</p>
--	--	--

about our character. A lot more than most people think!

Researchers found that both the poses that we choose and the way that we actually take a selfie can show the world things that we might not realize. For example, selfies that consist of popular poses can be full of extra information. People who like to make the 'duck face' or pout may be in a bad mood, while those that stick their tongues out could be fun-loving and silly, but might actually feel uncomfortable in front of the camera.



It's amazing to think that a simple selfie tells the world so much about your character. Next time you grab your smartphone, hold on for a moment and think about what your next post is really saying about you!

Even how often we smile in our selfies, and the way we smile, tells people about our character. Someone who smiles a lot is more likely to be outgoing and open to new experiences while someone with a large broad smile may be a risk-taker. It's not just our expression, though, that gives away things about us. Our eyes can too! For example, people who look directly at the camera could be co-operative and sociable.

CHECK THESE WORDS

research, character, realise, consist of, pout, stick your tongue out, experience, emotion, attractive,

1. Most grab

A. copy their favorite celebrities

B. learn about their personality

C. enjoy their smartphones

D. show their friends what they are doing

2. What can a pout show about a person?



A. They like to have a good time.	B. They have a sense of humor.	C. They feel annoyed or worried.	D. They don't feel confident being photographed.
--	---------------------------------------	---	---

3. People who get on well with others often ?

A. like smiling in photographs.	B. face the camera during a photo.	C. have very obvious smiles.	D. control their body language.
--	---	-------------------------------------	--

4. What is the reason that people take photographs from a low position? ?

A. to look more powerful	B. to help express their feelings	C. to appear more beautiful	D. to seem less scary
---------------------------------	--	------------------------------------	------------------------------

5. What advice might the writer give selfie takers? ?

A. Think about your poses if you don't want to reveal your character.

B. Always look to your left in selfies.

C. Don't think too much before taking selfies.

D. Try lots of different angles for the best picture.

4. In-Class Activities

4. In-Class Activities

4.1. Group Discussions:



A. **Description:** Group discussions are a key component of collaborative learning.

These discussions allow students to articulate their understanding of the material, debate different viewpoints, and clarify their thoughts through dialogue. In EFL classrooms, group discussions can focus on topics related to language use, cultural contexts, or thematic content. This interaction not only helps students practice language skills but also promotes critical thinking and deeper comprehension of the material (Abeysekera & Dawson, 2015).

Why is a group discussion an important activity at college level?

As a student, it helps you to train yourself to discuss and argue about the topic given, it helps you to express your views on serious subjects and in formal situations. It improves your thinking, listening and speaking skills. It also promotes your confidence level.

It is an effective tool in problem solving, decision making and personality assessment. GD skills may ensure academic success, popularity and good admission or job offer. Thus, it is important to be able to take part in a GD effectively and confidently. Participants should know how to speak with confidence, how to exhibit leadership skills and how to make the group achieve the goals.

There are four major areas of evaluation in selection GDs: subject knowledge, oral communication skills, leadership skills and team management.



a. Subject Knowledge:

Participants must possess a thorough understanding of the topic on which they are supposed to speak. You must prepare yourself to talk on a wide range of subjects. Be well-informed of the current events, national and international affairs, burning social and economic topics, scientific and environmental issues, key newspapers'

controversial topics and any experience that may be expected of an educated person. As a member of the group, you are expected to contribute substantially to the discussion. The originality of your ideas, your knowledge and initiative and your approach to the topic or case contribute to your success in the group discussion. The best way to equip yourself is to read daily newspapers, good magazines, national and international journals and also watch new bulletins and informative programs on the television. Internet is the greatest boon which provides you with everything you are looking for.



The greater your knowledge of the subject, the more enthusiastic and confident you will be during the discussion. Once you have understood the topic or issue, you should be able to generate ideas as well as organize them so that you present it well. A person putting forward new ideas that may work will be accepted as the natural

leader of the group. The panel will observe the ideas put forward, their originality, the depth of analysis and their relevance to the topic.

b. Oral Communication Skills:

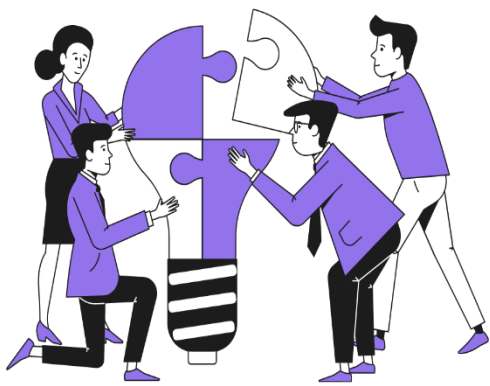
If subject knowledge is important, communication skills is more important as without expression, the knowledge is of no use. As the exchange of ideas in a group discussion takes place through speech, one of the pre-requisites of success in a GD is the ability to speak confidently and convincingly. Good communication skills include active listening, clarity of thought and expression, apt language and proper nonverbal clues.



c. Leadership Skills:

The success of any team depends to a larger extent on its leader. The panel evaluates a candidate's personal skills which allow him to prove himself as a natural leader in

the GD. Though there is no appointed leader in a GD, a leader emerges. Assertiveness, emotional stability, objectivity, self-confidence, decision making, discretion, initiative, good communication skills, patience, persuasiveness and adaptability are some of the leadership qualities that are immensely useful in proving oneself as a natural leader in GD. *A good leader should neither be very authoritative nor submissive but must be democratic.* Such leaders see to it that all the members in the team participate and when there is a problem, try to deal with it amicably.



d. Team management

Your group behavior is reflected in your ability to interact with the other members of the group. You must be mature enough to not lose your temper even if you are proved wrong. You must be patient and balanced. Your success in a GD depends on how well you play the role of initiator, information seeker, information giver, procedure facilitator, opinion seeker, opinion giver, clarifier, summarizer, social-supporter, tension reliever, compromiser, attacker, humorist and dominator. The selection panel

notes the differences in the amount of participation of the members. They observe the silent spectators, the ever dominating but not contributing much, member who participates actively exhibiting his knowledge and the moderate ones. Your ability lies in analyzing the problem well and making others to endorse your view. Finally, while appreciating others point of view, you should effectively present yours without contradicting other's opinions. Your ability in convincing the team is your success



Advantages of a GD:

- Ideas can be generated, shared and tried out.
- Groups provide a support and growth for any endeavor.
- Combine talents to provide innovative solutions.

Expectations of the Panel in GD:

- Team player



- Reasoning
- Leadership
- Flexible
- Assertiveness
- Initiative
- Listening
- Awareness

Phases in a GD:

- Initiation/introduction
- The central group discussion
- Summarization/conclusion



What to do in a GD?

- Speaking is important; do not sit silently. Speak freely.
- Do not monopolize the conversation or talk too much.
- Give everyone a chance to speak.
- Maintain eye contact with everyone in the group.
- Show active listening skills.
- Do not interrupt anyone while they are speaking.
- Keep the topic on track and don't be irrelevant.



- Encourage someone who is silent to talk.
- Do not argue with anyone.
- Do not debate with anyone, while the group looks on.
- Clarify your doubts and then proceed.
- Be brief.
- Do not commit grammatical errors while talking.

Some suggested topics for Group Discussion:

- Religion should not be mixed with politics
- We are not serious about saving Wildlife/Environment
- The education system needs serious reforms
- Is our Political System Reason for our Backwardness?
- Corruption is the Price we pay for Democracy
- Brain-Drain has to be stopped
- Are Peace and Non-Violence Outdated Concepts?
- Capital Punishment should be Banned or Allowed?
- Every Cloud has a Silver Lining
- Nice Guys Finish Last
- Privatization of Higher Education
- E-Learning: A Substitute for Classroom Learning?



4.2. Problem-Solving Tasks

A. Description: Problem-solving tasks challenge students to apply their knowledge to real-world scenarios or complex problems. These tasks encourage students to use the target language in practical contexts, fostering both language development and cognitive skills. For instance, students might work in groups to solve language-based puzzles, complete case studies, or create solutions for hypothetical situations related to course content (Webb et al., 2014).



B. Objectives

After analyzing this section, participants will be able to:

- ✓ To identify the seven steps to solving a problem effectively
- ✓ To practice solving work problems as an individual and as a member of a team
- ✓ To understand how the same problem solving process works in many settings

Steps to Solving a Problem

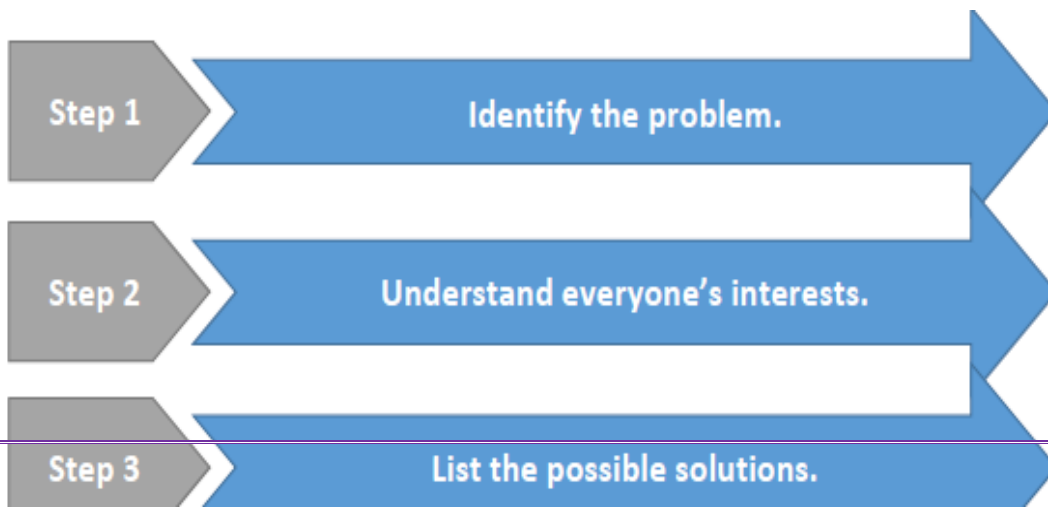
15 minutes

Purpose:

Problem solving and critical thinking are defined as the ability to use facts, knowledge and data to successfully solve problems. Employers greatly value the ability to develop a well thought out solution within a reasonable time frame. This activity will give students a process for solving problems effectively.

Materials:

Seven Steps to Solving a Problem Effectively handout



Facilitation Steps:

1. Give each student the *Seven Steps to Solving a Problem Effectively* handout.
2. Go through each of the seven steps highlighting each with the following information:

- **Step 1** – Clearly identify the problem. What issue(s) are you trying to solve? Be specific.
- **Step 2** – Remember to see the problem from other perspectives than your own. Remember that the best solution satisfies everyone’s interests. Practice active listening to all parties.
- **Step 3** – This is the brainstorming step. At this point just make a list of potential options without evaluating them. That comes next.
- **Step 4** – What are the pros and cons of each?
- **Step 5** – What is the best solution? What has the potential for the best outcome? What are the possible consequences of your solution?
- **Step 6** – Put your decision in writing. Think about how you will get it done and the resources you may need. Then implement it!
- **Step 7** – Decide how to monitor or track the decision and follow-through.

Tell students that they are going to be put into a variety of problem-solving situations in this lesson and they should keep this process in mind as they work through to a solution.

C. Problem Solving Scale

Use this scale to determine how small or large problems are. Our chart gives examples of how to label problems with examples.



Problem Size	Description	Example
1. Very Small	A problem that you can solve alone, quickly and easily.	You want to keep playing outside, but it's time to get ready for dinner.
2. Small	A problem that you can solve alone that might make you sad but doesn't cause too big of a reaction.	You and your sister both want to watch the TV at the same time.
3. Medium	This involves more people, causes bigger reactions, and isn't so easy to solve.	You're working in a group and forgot to bring in your section of the project.
4. Big	A problem that takes a while to solve, requires help of adults, and can cause damage or hurt feelings.	You left the door open and your dog ran outside down the street.
5. Very Big	A problem that is very difficult to solve and causes serious harm or damage.	You were watching your little brother and went upstairs to play. You come downstairs and can't find him.

D. Example of problem solving

WHAT YOU NEED TO PLAY

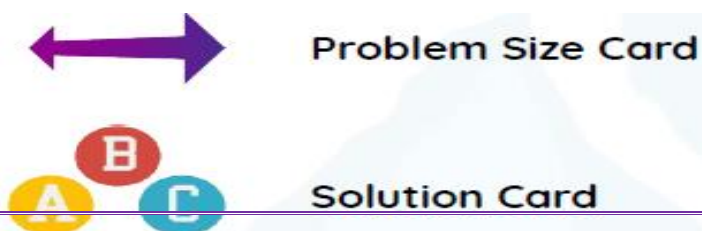
- a. Game board
- b. Game pieces
- c. 4 sets of Question Cards
- d. Blank Solve the Problem worksheets printed out, 1 per player

- e. 1 dice (not included)
- f. Notepad to tally points (not included)

PLAYER DIRECTIONS

1. Players all place game pieces at the “start” space. The player with the closest birthday goes first.
2. Roll the dice and move the number of spaces.
3. Follow the directions on the space landed on and draw a corresponding card.
4. Students earn points based on correct answers (number of points awarded based on type of card).
5. Use the Problem–Solving scale as a reference to answer the “How Big is the Problem” cards.
6. When students land on a “Solve the Problem” space, draw a Solve the Problem card and use the Problem–Solving blank worksheets to tell how they would solve each step of the problem. Students earn up to 5 points if they answer each step correctly.
7. Once the first player gets to the finish space, tally up all points. The player with the most points wins.

GUIDE TO BOARD GAME SPACES






GAME PIECES

©Everyday  Speech
everydayspeech.com




Prol



 **PROBLEM SIZE**


Sara was in charge of bringing in the group's science project but she brought the wrong flash drive to school. How big is the problem?

1 point if correct

 **PROBLEM SIZE**


Mickey borrowed her friend's shirt and got pizza sauce and oil on it. She tried to wash it but the stains won't come out. How big is the problem?

1 point if correct


 **PROBLEM SIZE**

Rami made plans to hang out with his friends Saturday but his mom just told him that they have to visit his great grandmother instead. How big is the problem?

1 point if correct

 **PROBLEM SIZE**

Jack went over his friend's house and spilled grape juice all over their white carpet. How big is the

 **PROBLEM SIZE**

Lara heard that her day to present in front of the class has been changed but she already

Solution Card



SOLUTION

Casey really wants to go to school today because it's field day but she isn't feeling well. What could she do to solve this problem?

2 points if correct



SOLUTION

Mike's classmate keeps tattling on him for small things like looking at his phone during breaks. What could he do to solve this problem?

2 points if correct



SOLUTION

Bailey's older sister always ignores her when she's with her friends. It hurts Bailey's feelings. What could she do to solve this problem?

2 points if correct



SOLUTION

Nick's friend invited him over for dinner. They're eating salmon and Nick hates fish. What could he do to solve this problem?

2 points if correct



SOLUTION

Keenan worked hard on his science project but when he tried to save it on his computer, it wouldn't save. Now he's worried he lost all his work. What could he do to solve this problem?

2 points if correct



CONSEQUENCE

Hector was mad at his friend so he blocked him from all social media accounts. What could happen if he uses that solution?

3 points if correct



CONSEQUENCE

Brie wasn't invited to Heather's birthday party. At lunch Brie invites all the girls to her house except Heather. What could happen if she uses that solution?

3 points if correct



CONSEQUENCE

Clay got a bad grade on his last science test so he made sure to stay after to get extra help. He saw the test's answer sheet on his teacher's desk and looked at it. What could happen if he uses that solution?

3 points if correct



CONSEQUENCE

Camille ripped a hole in her favorite sweater. It's close to her birthday so



CONSEQUENCE

Jeff got into a fight with his friend and instead of apologizing got him

Solve the Problem Card



SOLVE THE PROBLEM

Melissa gave her cat medicine before school. Once she got to school, Melissa realizes she may have given the cat the wrong medicine. Solve the problem using the Problem Solving Steps.

5 points if correct, 1 per each answer



SOLVE THE PROBLEM

April had plans to meet Melanie for dinner. She went to the restaurant but Melanie isn't there. She's been waiting for twenty minutes. Solve the problem using the Problem Solving Steps.

5 points if correct, 1 per each answer



SOLVE THE PROBLEM

Cameron woke up with a migraine and didn't sleep very well. Once he got to school he realized he left his homework on the bus. His friend came over with exciting news and all he could say was "Sounds great for you". Now his friend is upset with him and he's having a terrible day. Solve the problem using the Problem Solving Steps.

5 points if correct, 1 per each answer



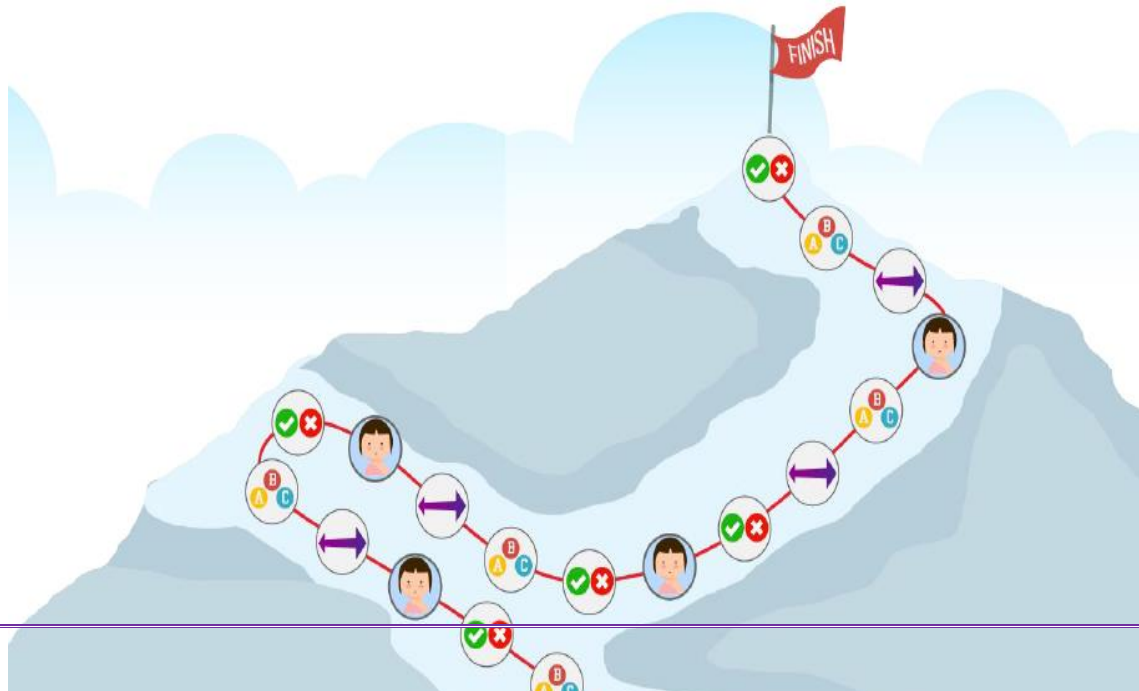
SOLVE THE PROBLEM

Drake hasn't been working on his history project and now has only one day to finish it. He realizes he left the directions for the project at school. Solve the problem using the Problem Solving Steps.



SOLVE THE PROBLEM

Liza feels upset because her close friend Brynn is spending a lot of time with a new group of girls. Solve the problem using the Problem Solving Steps.



4.3. Peer Teaching:

A. Description: Peer teaching involves students explaining concepts or providing feedback to their classmates. This strategy not only reinforces the peer teacher's understanding but also provides additional perspectives and explanations for other students. In EFL settings, peer teaching can be particularly effective for practicing language skills, as students teach and learn from each other in a communicative context. It also encourages active engagement and collaboration among students (Webb et al., 2014).



B. Objective: The objective of peer teaching in the classroom is to enhance learning by having students teach and learn from each other. This method encourages students to engage actively with the material, develop a deeper understanding of concepts, and improve their communication skills. Peer teaching helps students gain confidence, as teaching a concept reinforces their mastery of it. It also promotes collaboration, critical thinking, and empathy, as students must consider different perspectives and adapt their explanations to suit their peers' needs.

C. Peer-Teaching Method: Peer-teaching method is a method for delivering subject material with the peers' help. This learning is done by students as presenters and other students as receivers of material. Students who teach are students who have received special training from the teacher. Peer teaching method is not a new concept in English language teaching, but it is incomplete if peer teaching is not discussed in this discussion.



D. The Advantages of Peer Teaching Method: By implementing peer teaching method, teachers and students will get several benefits. Ali et. al., (2015) point out that "peer learning creates the opportunity for the students to learn each other by utilizing their own skills". It makes possible that students will practice more than traditional teaching in the classroom. For this reason, peer teaching method is one method that can be applied for students to upgrade their speaking skills.

E. Benefits: Great benefits of peer teaching method according to Osayimwense (2017) are listed in the following:

- a) Peer teaching allows teacher and students to understand the material easily.
- b) Teacher and other students will gain a broader and deeper understanding of the material own they practice this method.
- c) Besides learning to ask useful questions, teachers also develop social listening skills sought in the professional word.
- d) Peer teaching gives teacher the ability to accommodate classrooms which consist of diverse students to improve academic achievement at all levels of ability academic fields can developing.

- e) Peer teaching offering students the opportunity to learn with other students can give students far more practice than using their own traditional teaching and learning methods of learning and learning how to teach generally.
- f) The intervention allows students to receive one-to-one assistance
- g) Peer teaching is also valuable for the tutor, i.e. “learning is enhanced through teaching”

F. How to Apply Peer-Teaching Method: First, choose some materials that are accordance with the abilities of students in the class. Students need it so that they can understand the material well. Then, make several groups of students according to how many subtopics which given by teacher. The purpose why are groups must be formed is because to help the teacher be better in teaching them and lessen anxious, the peer work in group (Sunggingwati, 2018). Each group consists of students who have less ability, students who have standard abilities, and students who have higher abilities. In this condition, teacher must understand about their students' abilities and divide the group fairly. After that, each group of students are given times to learn material from the teacher. For students who have higher ability, they can help their peers to understand the material.

Because this activity, this method is called peer teaching. They explain their understanding to their peers so that all of students in group understand the material

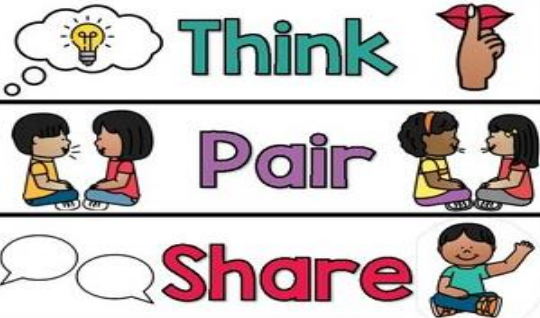


also. In this situation, Sunggingwati (2018) states that "within cooperative situations, Cooperative Learning offers some advantages such as deeper understanding of learned material, lower levels of anxiety, and stress, greater ability to view situation from others' perspectives, more positive, and supportive relationships with peers...". Then, they are given times to prepare and teacher give them exercises. then students finish it to measure as far as students understand the material that has been studied. The last step is teacher concludes materials and explain them to make a clear which the material that do not understand yet by students. Finally, all of step have discussed in this subtopic.

The success of this method is in the hands of students and teachers because both have an equal position. Teachers must have the creative ability to determine which method is suitable for their students.

G. Examples of Peer Teaching Strategies in a Flipped Classroom

Jigsaw Activities: Each student or group studies a portion of the topic at home, then comes to class to "teach" their segment to the rest. Together, they assemble a complete understanding.

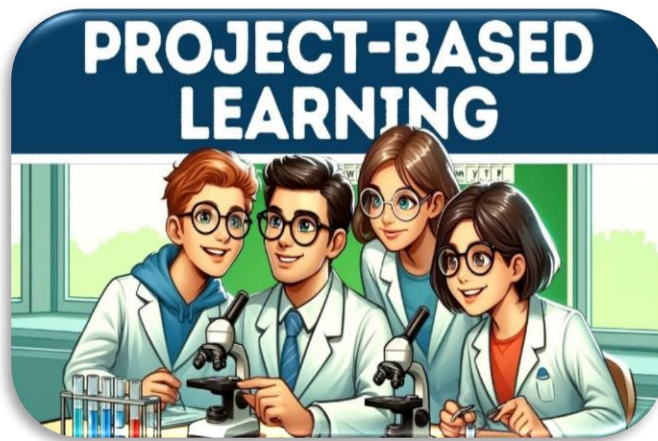


	<p>Think-Pair-Share: After individual study, students pair up to discuss what they've learned, then share their insights with the whole class, allowing for peer-to-peer explanations and clarification.</p>
<p>Group Presentations: Small groups prepare short presentations on specific concepts. These can cover pre-assigned content or new problems that expand on what they studied at home.</p>	
	<p>Peer Tutoring Sessions: More advanced students or those who have mastered a particular concept provide additional support to peers who need help, strengthening learning across different levels of understanding.</p>

4.4. Project-Based Learning

A. Description: Project-based learning involves students working together on a project or assignment that requires them to apply and integrate their knowledge. Projects can be related to language production, such as creating a presentation, writing a report, or producing a video in the target language. This approach promotes

teamwork, creativity, and practical language use, providing students with opportunities to engage in meaningful and contextually relevant tasks (Abeysekera & Dawson, 2015).



B. Considerations: Project-Based Learning (PBL) in a flipped classroom combines hands-on, real-world projects with a flipped learning approach, where students learn foundational content outside of class and apply it in collaborative, project-driven activities during class time. In this model, students review lectures, readings, or videos at home, preparing them to dive straight into practical, collaborative projects when they arrive in class.

C. Benefits of using PBL in a flipped classroom:

5.
Higher-
Order
Thinking



1. Active
Engagemen
t

Project- Based Learning

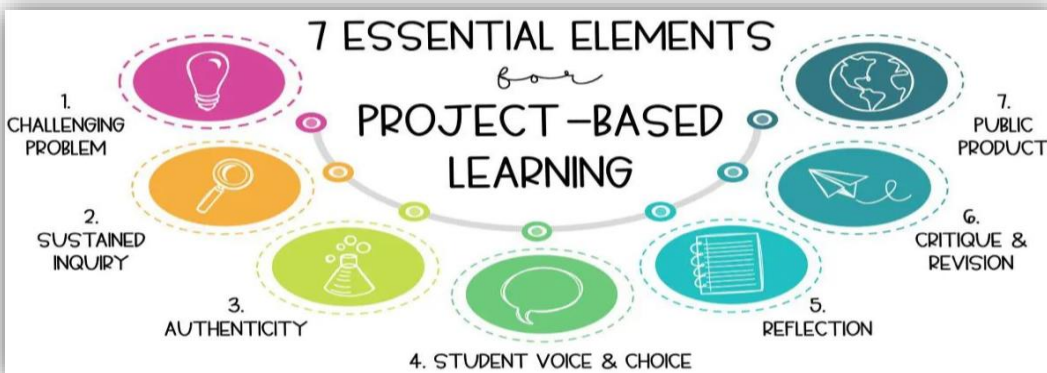
1. **Active Engagement:** PBL makes use of class time for student-centered, active learning, moving beyond lectures to activities that involve problem-solving, creativity, and critical thinking.



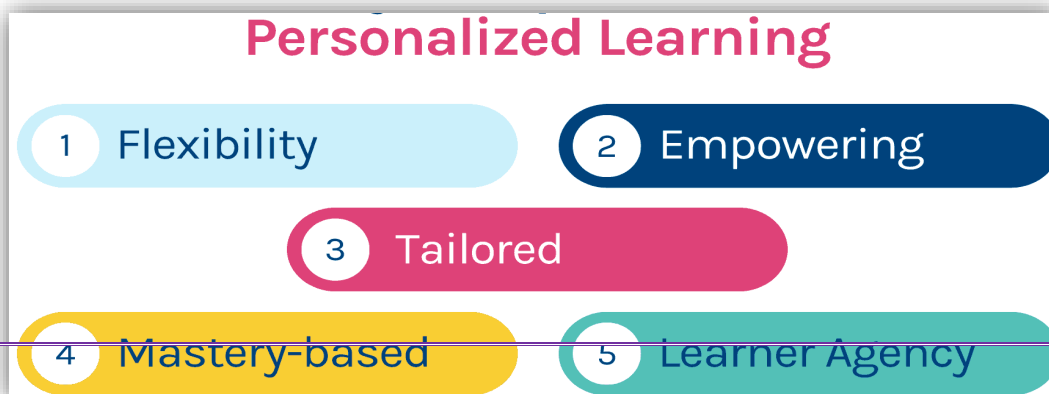
2. **Collaborative Learning:** Working on projects in teams helps students improve communication, cooperation, and leadership skills. It also lets students learn from each other and leverage each team member's strengths.



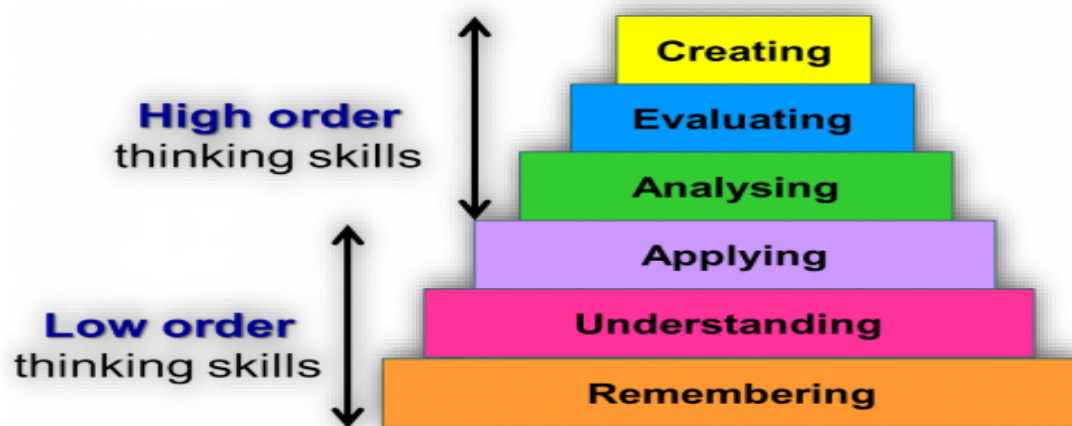
3. **Real-World Application:** By tackling real-world problems, students see the relevance of their learning and build skills that will serve them beyond the classroom.



4. **Personalized Learning Pace:** Since students cover foundational content at home, they can move at their own pace. Then, in class, teachers can provide targeted support where needed, helping students deepen understanding and refine project outcomes.



5. **Higher-Order Thinking:** PBL in a flipped classroom encourages students to apply, analyze, and synthesize information, moving beyond basic comprehension to develop a richer, more meaningful understanding.



D. Project-Based Learning (PBL) in a Flipped Classroom combines two powerful educational approaches: students first learn foundational knowledge independently (often online, outside the classroom), and then use class time to apply this knowledge to real-world projects. Here's an example of how this can work:

Example:

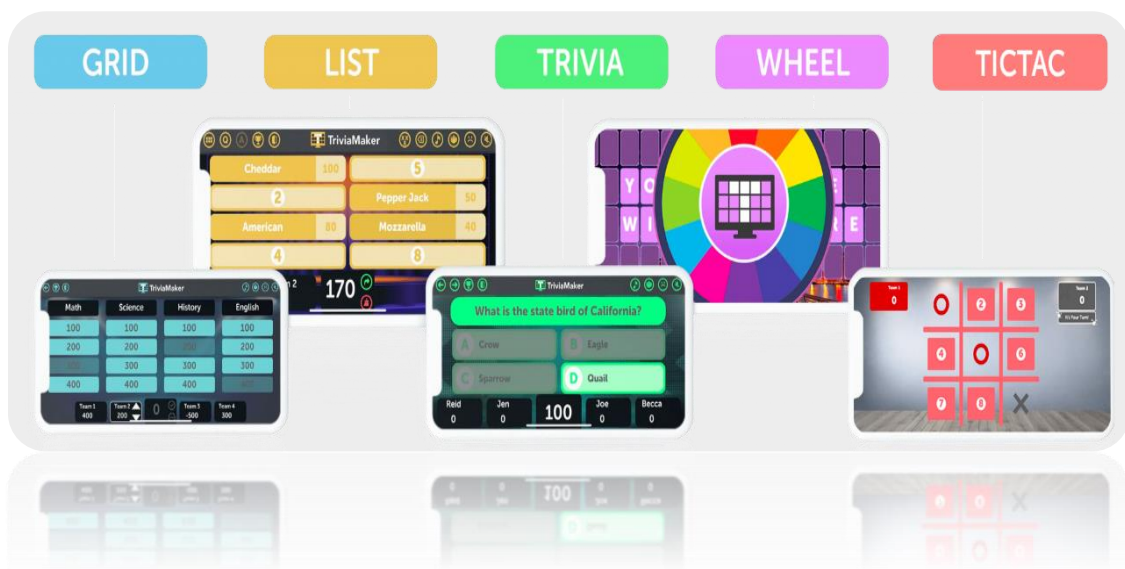
Environmental Science - "Design a Sustainable City"

a. Pre-Class (Flipped Classroom Component)

- **Videos and Readings:** Students watch instructional videos and complete readings at home on topics such as sustainable development, renewable energy, waste management, and urban planning. These resources provide the theoretical foundation and concepts they need to present the project.



- **Interactive Quizzes:** After each video or reading, students complete online quizzes to test their understanding. This ensures they have grasped key concepts before coming to class.

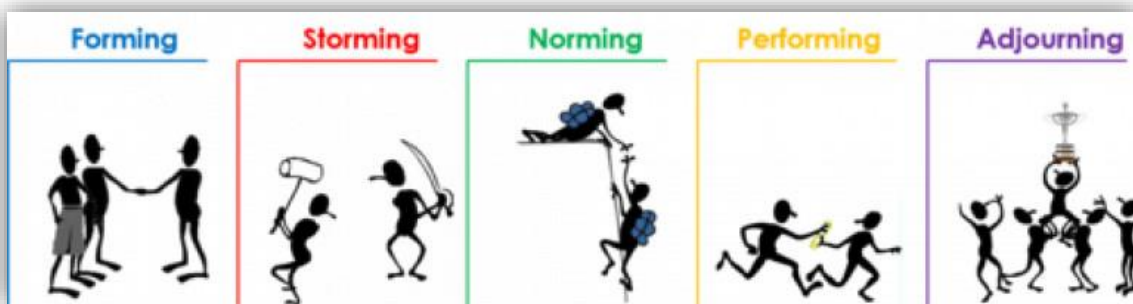


- **Discussion Forums:** Students engage in online discussions, sharing thoughts and questions about the material they reviewed. This helps them to reflect on the content and learn from their peers.



b. In-Class (Project-Based Learning Component)

- **Group Formation:** In class, students are divided into small groups and tasked with designing a model for a sustainable city, integrating the concepts they learned at home.



- **Project Work:** Students collaborate to design their city, considering energy sources, water management, transportation, green spaces, and waste reduction

strategies. They might sketch diagrams, create digital models, or build physical prototypes.

- **Teacher Facilitation:** The teacher acts as a facilitator, guiding students through challenges, answering questions, and providing resources. Rather than lecturing, the teacher helps students apply what they've learned in meaningful ways.



- **Presentation:** At the end of the project, groups present their sustainable city designs to the class, explaining how they incorporated concepts like renewable energy, efficient waste management, and eco-friendly transportation.



- **Peer Feedback:** Students provide feedback on each other's projects, discussing the strengths and potential improvements.



c. Post-Project Reflection

Reflection Assignment: After the project, students submit a reflection on what they learned, how the project helped deepen their understanding, and how the experience of working with peers contributed to their learning.

Additional Learning: If needed, students watch more videos or read materials to address any gaps in their understanding that arose during the project phase.

d. Benefits:

Deeper Learning: By engaging with the content before class, students arrive prepared to dive into complex, hands-on tasks, making the in-class time more productive and meaningful.

Collaboration & Critical Thinking: Working on a project encourages collaboration, communication, and problem-solving skills.

Application of Knowledge: Students apply theoretical knowledge to real-world problems, enhancing retention and relevance of the learning material.

E. Create a Project Calendar and Timeline

Creating a project calendar and timeline is one of the most important structures in project work because it makes a potentially daunting project feel manageable to students, and helps you make sure that they will have time to accomplish everything that you expect from them. When they present their work to a wide audience, they become confident and articulate advocates. If possible, post your timeline online so that students, parents, and other members of staff can check it whenever they need to. Create a template, such as the one below, to structure your project calendar or timeline. Considering all aspects of this template in advance of launching your project will support a successful project outcome.

Date/Lesson	What teacher does	What students do	Assessment	Resources

5. Students Engagement Techniques

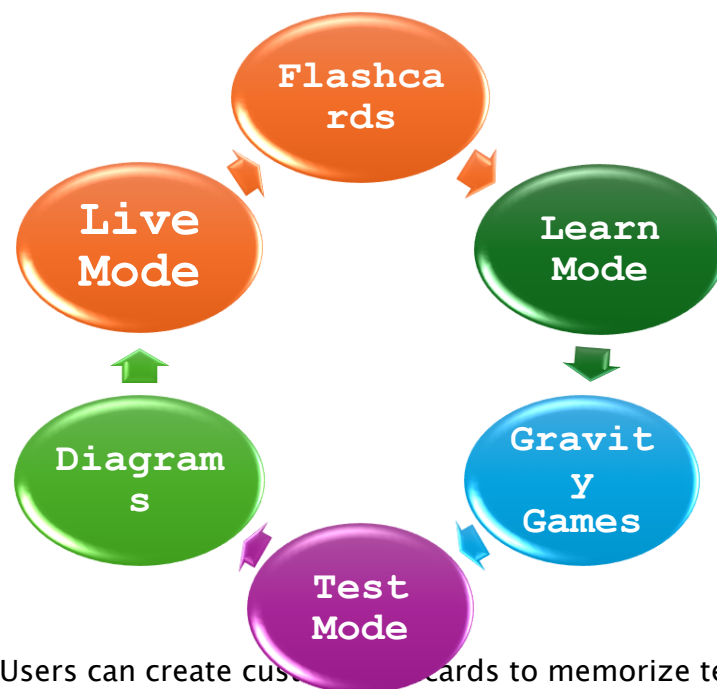
5. Students Engagement Techniques

5.1. Gamification

- A. Description:** Integrating gamified tools like Quizlet and Kahoot! into the flipped classroom can significantly boost student engagement and motivation. These tools offer interactive and enjoyable ways for students to review and reinforce concepts. For example, Quizlet provides flashcards and games for vocabulary practice, while Kahoot! offers quizzes and polls that make learning fun and competitive. Gamified tools can enhance language learning by providing opportunities for practice in a dynamic and engaging format (Anggoro & Khasanah, 2022).



Quizlet. – is an online learning platform designed to help students and teachers’ study, practice, and master various subjects through digital flashcards, study sets, and interactive tools. It allows users to create and access study sets, which can include terms, definitions, images, and explanations. Some key features of Quizlet include:



1. **Flashcards:** Users can create custom flashcards to memorize terms, concepts, and definitions.
2. **Learn Mode:** This feature helps students progressively learn material by presenting them with flashcards and tracking their progress.
3. **Match and Gravity Games:** Interactive games to make learning more engaging and test knowledge in a fun way.

4. **Test Mode:** Generates quizzes based on a study set with various question formats like multiple choice, true/false, and short answers.
5. **Diagrams:** Allows users to study with images that are labeled with terms.
6. **Live Mode:** A collaborative classroom game that helps students review material in teams, useful for teachers.

Quizlet is widely used for preparing for exams, learning languages, or mastering any subject that involves memorization and concept recall.

WH-questions Speaking cards

<p>What is your father's name?</p> 	<p>How many sisters do you have?</p> 
<p>How many brothers do you have?</p> 	<p>What is your mother's name?</p> 
<p>How old is your sister?</p> 	<p>Where does your father work?</p> 

Kahoot

Kahoot. – is an interactive game-based learning platform that allows users to create and participate in quizzes, surveys, and educational games. It's popular in classrooms, businesses, and social settings to make learning or training more fun and engaging. Kahoot! works by allowing a host (such as a teacher, presenter, or trainer) to create quizzes or games, while participants join using a unique game code via their smartphones, tablets, or computers.



Key features of Kahoot! include:

1. **Quizzes:** Users can create or choose from millions of pre-made quizzes on a wide range of topics. Questions can be multiple-choice, true/false, or more.
2. **Live Participation:** Kahoot! is often played live in a group, where the host controls the pace, and participants answer questions in real time. It promotes interaction, especially in classrooms and meetings.
3. **Team Mode:** Users can join in teams to answer questions together, encouraging collaboration and teamwork.
4. **Asynchronous Mode (Kahoot! Challenge):** Participants can also take quizzes on their own time by completing challenges, making it flexible for remote learning or individual study.
5. **Leaderboard:** Players earn points based on speed and accuracy, and a leaderboard is displayed after each question to motivate competition.
6. **Surveys and Polls:** Hosts can create surveys or polls to gather opinions or feedback from participants.

7. **Customization:** Users can customize Kahoot! games with images, videos, and music to make them more engaging and relevant.

Kahoot! is widely used in educational settings, corporate training, and even social events due to its interactive, fun, and competitive nature.

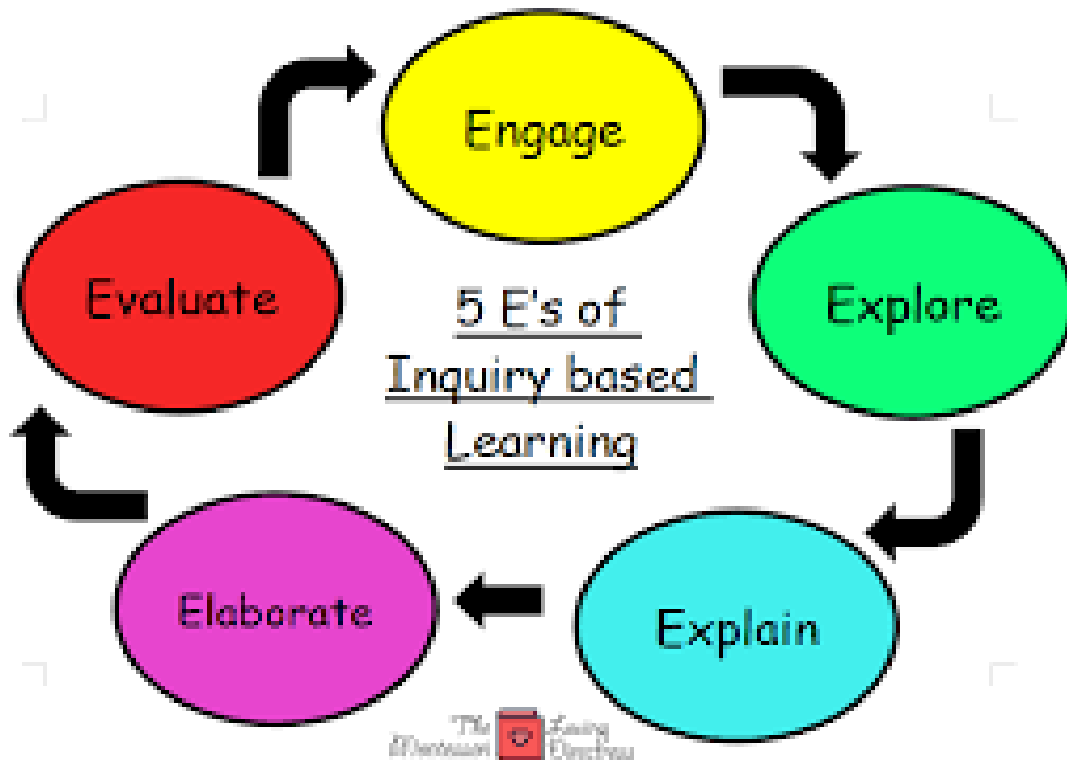
Which of the following is an example of a homogeneous mixture?

The image shows a Kahoot! quiz interface. On the left, a purple circle contains the number '12'. In the center, a diagram classifies 'Matter' into 'Pure substance' (Element and Compound) and 'Mixture' (Homogeneous mixture and Heterogeneous mixture). Each category includes a molecular model. On the right, a blue 'Skip' button is above a '0 Answers' counter. Below the diagram are four answer buttons: 'air' (red, triangle icon), 'chocolate milk' (blue, diamond icon), 'smog' (yellow, circle icon), and 'mud' (green, square icon).

5.2. Inquiry-Based Learning

A. Description: The flipped classroom model supports inquiry-based learning, where students are encouraged to explore, ask questions, and build knowledge through investigation. Engaging with pre-class materials and participating in collaborative activities help students develop a deeper understanding of the content. This approach promotes critical thinking, problem-

solving, and self-directed learning, which are essential for academic success and personal growth (Chen et al., 2017).



<p>Student-Centered: Students generate their own questions, seek answers, and direct their learning paths. The focus is on cultivating curiosity and critical thinking.</p>	
	<p>Active Learning: Learning occurs through active engagement—</p>

experimentation, research, and collaboration. Students develop problem-solving and analytical skills.

Open-Ended Questions: Lessons often start with broad, open-ended questions that allow for exploration rather than straightforward answers.



Teacher as a Facilitator: Teachers guide and support students by helping them find resources, encouraging inquiry, and asking probing questions to deepen understanding.

Collaborative: Students often work together, sharing insights and solving problems as a group.



Focus on the Learning Process: The emphasis is on the process of discovery and learning, not just the final product or

	correct answer.
--	-----------------

C. Types of Inquiry-Based Learning:

1. **Structured Inquiry:** The teacher provides the question and resources, but students work independently to discover the answer.
2. **Guided Inquiry:** The teacher offers guidance, but students have more freedom to explore and research topics.
3. **Open Inquiry:** Students formulate their own questions and independently find solutions or answers through investigation.
4. **Problem-Based Learning (PBL):** Students solve real-world problems that require them to apply what they learn.

D. Benefits of Inquiry-Based Learning:

1. Promotes deeper understanding of content.
2. Enhances critical thinking and problem-solving skills.
3. Encourages independent learning and self-direction.
4. Fosters a love for learning and curiosity.
5. Helps students apply knowledge to real-world situations.

Below are some final thoughts on initiating inquiry with our learners.

A. Creating the Provocation

To create the provocation, we can use pictures, videos, a field trip, scenarios, expert speaker, propaganda, articles, literary excerpts, charts, data, demonstration, role play, etc.

B. Integrating Student Questions

We can document learner questions in a shared space, such as a Wonder Wall, as well as learner's individual reference spaces like a journal. Also, we can encourage and show value to learners asking questions, wondering, and hypothesizing.

C. Facilitating Student Connections

Ask learners to choose to create products such as graphs, sculptures, diagrams, recordings, events, magazine articles, poems, cartoons, or plays, to further process their thinking on the topic under examination.

D. Facilitating Student Connections

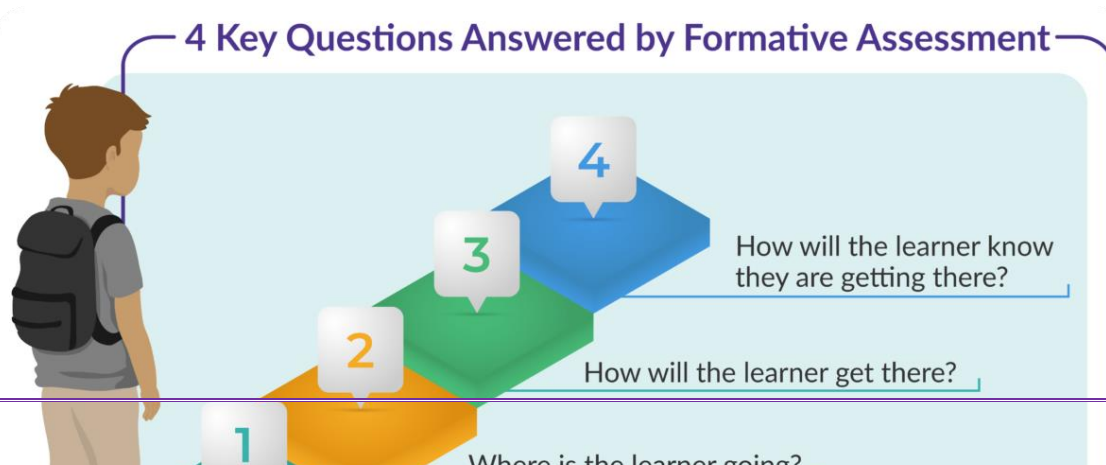
Learners can be guided to reflect and connect by being asked to choose from student products like the ones in the green ring below, to further process their thinking on the topic under examination.

6. Assessment

6. Assessment

6.1. Formative Assessment

A. Description: Formative assessment is a process that uses informal assessment strategies to gather information on student learning. Teachers determine what students are understanding and what they still need to learn to master a goal or outcome. Strategies used to gather formative assessment information take place during regular class instruction as formative assessment and instruction are closely linked. Most formative assessment strategies are quick and easy to use and fit seamlessly into the instruction process. The information gathered is never marked or graded. Descriptive feedback may accompany a formative assessment to let students know whether they have mastered an outcome or whether they require more practice.



When are formative assessment strategies used?

Formative assessment strategies are used throughout a unit of study. They are linked to the instruction and focus on discovering what students know and need to know about the end goal or outcome. Teachers use formative assessment during the learning process and use the information to make adjustments to their instruction to better satisfy learner needs. Using formative assessment over the course of a unit will provide teachers with information on the learning processes of their students. Teachers can use one assessment strategy, change or adapt the instruction, and then reassess using the same strategy or a different one to determine if the instructional practice is impacting student achievement.

Why are formative assessment strategies used?

Formative assessment strategies are used to check for understanding of student learning and to make decisions about current and future instruction. Through formative assessment, teachers can discover the rate at which students are

learning, the current knowledge of students, what information or skills students still need to learn, and whether the learning opportunities they are providing for students is effective or if they need to change or adapt their instruction. Results of formative assessment drive instruction. If students are doing well and progressing as expected, teachers continue with their current instruction practices. If students are not progressing as expected and are missing key information or skills, teachers plan other learning opportunities to help students attain the information or skills they need to be successful.

There are three main types of assessment. They are pre-assessment, formative assessment, and summative assessment. This focuses on strategies that teachers can use to formatively assess their students.

Assessment	Pre-Assessment	Formative Assessment	Summative Assessment
What is it?	Assessment that is used to collect information about students.	Assessment that gathers information about student learning.	Assessment that shows what students have learned.
When is it used?	Before a lesson or new unit of study.	During a lesson or unit of study.	At the end of a lesson or unit of study.
Why is it used?	To determine the readiness level of students and to	To track students' progress and to make changes to	To provide evidence of what students learned.







B. Types of Formative Assessments

FORMATIVE ASSESSMENT STRATEGIES FOR TEACHERS

- 1. ABC Brainstorming** — Using the ABC brainstorming strategy with students midway through a unit provides you with information about what students have learned about a particular topic. Working individually, in pairs, in small groups, or as a class, students brainstorm words or phrases that begin with each letter of the alphabet and are related to the current unit of study. Midway through a unit on fire safety, students may write “meeting place” next to the “M” and “stop, drop, and roll” next to the letter “S.” A glance through the brainstormed lists helps you determine what information is lacking and provides direction for planning opportunities that focus on these gaps in your students’ learning.



2. Analogies — A useful formative assessment strategy is to ask students to create an analogy between something they are familiar with and the new information they have learned. When asked to create an analogy for an atom, students may come up with an atom being like a community. The nucleus of the atom is like your immediate family. The electrons that fly around the nucleus are like members of the community that you may or may not interact with on a regular basis. Asking students to explain their analogies will show the depth of their understanding about a topic.

<p>RED is to </p> <p>as</p> <p>GREEN is to _____.</p> <p><small>Straight Up Speech</small></p>	<p>3 sides is to </p> <p>as</p> <p>4 sides is to _____.</p> <p><small>Straight Up Speech</small></p>
<p>Puppy is to </p> <p>as</p> <p>Kitten is to _____.</p> <p><small>Straight Up Speech</small></p>	<p>Glove is to </p> <p>as</p> <p>Sock is to _____.</p> <p><small>Straight Up Speech</small></p>
<p>Hot is to </p> <p>as</p> <p>Cold is to _____.</p> <p><small>Straight Up Speech</small></p>	<p>Day is to </p> <p>as</p> <p>Night is to _____.</p> <p><small>Straight Up Speech</small></p>

3. Checklists — Class checklists are a great tool for collecting data about students during a unit of study. Before beginning a new unit, make a list of all the skills students will need to demonstrate mastery of the unit’s outcome(s). On a chart, list the student’s names down the left-hand side and the skills across the top. Clip the chart to a clipboard and position it in an easily accessible place. As students are participating in various learning opportunities, observe the students and check off the skills you see students demonstrating with proficiency. Here is an example of a class checklist for speaking skills:

Checklist	Topic is clear	Ideas are organized logically	Varies pace of speaking and tone of voice	Strong opening
Student A				
Student B				
Student C				

4. Conferences — Student understanding can be formatively assessed using one-on-one conferences with each student in your class or with select students for whom you want to further assess their learning. Determine your target questions

ahead of time to ensure you are gathering information related to your goal or outcome. Take notes during the conferences to refer to later when planning instruction.

5. Discussions — Having a class discussion part way through a unit of study can provide you with valuable information regarding what your students know about the subject. Focus the discussions on higher level thinking skills and give students a few minutes to reflect on their learning before beginning the discussion. Encourage students to share what they have learned and how that knowledge may have an impact on their daily lives. Brainstorm ways that the knowledge could be transferred to other subject areas or situations the students may come across.



6. Double Entry Journals — Journals are a great way to formatively assess students and get a “window” into their thinking. Double entry journals are one form of journaling. A double entry journal has two columns. In the left column, students write key words, ideas, or quotations. They then give their personal response to these words in the right column. Students may include questions that arise out of their responding. By reading the students’ responses, you can assess students’ knowledge and understanding of the topic you are studying. For example, when studying flight provide students with the phrases “lift vs. gravity,” “Wright brothers,” and “laws of flight.” Students print these phrases in the left-hand column of their journal and then respond to them in the right-hand column. Reading over the student responses will provide you with information about student understanding.

7. Fist of Five — When you need a quick, immediate assessment, the fist of five is a great strategy. Ask your students a question and have them respond by showing you their level of understanding. Students hold up one finger if they are still unsure of a topic and need to be provided with more information. If they are on their way to fully understanding, they might hold up three or four fingers.

Students who have mastered the unit and are able to demonstrate their knowledge and understanding would hold up five fingers. A glance around the classroom provides you with information about student learning and allows you to adapt your instruction accordingly.



6.2. Peer-Assessments

Assessments by peers is a powerful way to gather information about students and their understanding. Students can use a set criterion to assess the work of their classmates. Peer-assessment can be used in different subject areas. In writing, for example, students can assess another student's piece of writing and provide feedback about what they observe. Whenever students work in groups, the conditions exist for students to assess their peers.



PEER ASSESSMENT STRATEGIES FOR TEACHERS

1. **Questionnaires** — Questionnaires can be used in various subject areas and for a variety of purposes. When used as a formative assessment strategy, questionnaires provide teachers with information on student learning that they can use to plan further instruction.



focus on the facts and general information about a topic. Use higher level questions to encourage students to think about and reflect on their learning. During a unit on energy conservation, you may ask students to tell you different ways that they could conserve energy. The listing of ideas would be a lower-level question. Asking students to describe one way they conserve energy and how this practice affects the environment would be a higher-level question. Bloom's Taxonomy contains six levels of thinking that teachers can use to guide the questions they ask their students.



6.3. Self-Assessments

Provide each student with a self-assessment related to your unit of study. Self-assessment involves students reflecting about their own learning in relation to unit goals or outcomes. Checklists or open-ended questions can be used to assist students with their reflections. Include questions that deal with student understanding about the topic and with the identification of areas that need more information or more practice. Students are often able to articulate their learning.



Self-Assessment

7. Teachers' role

7. Teachers' role

7.1. Facilitator of Learning

A. Description: In the flipped classroom model, the role of the teacher shifts from being a traditional instructor to a **facilitator of learning**. In this approach, students are introduced to new content outside of the classroom (usually through videos, readings, or online lessons) and then engage in activities in class that reinforce and apply that learning. As a facilitator, the teacher guides

and supports students' learning through collaboration, problem-solving, and critical thinking, rather than simply delivering content.



B. Key Aspects of the Teacher as a Facilitator in the Flipped Classroom:

1. Guiding Student-Centered Learning:

- a. The teacher helps students take responsibility for their own learning by encouraging self-directed study outside the classroom.
- b. In-class time is used to clarify concepts, guide discussions, and encourage deeper understanding through group work and practical activities.



Providing Individualized Support:

- a. Since students come to class already exposed to the material, teachers can spend more time giving personalized feedback, answering questions, and helping students who may need additional support.
- b. Teachers can work one-on-one or in small groups to address specific learning needs.



2. Encouraging Collaboration and Peer Learning:

- a. In the flipped classroom, students often work together to solve problems, complete projects, or discuss ideas. The teacher's role is to facilitate these interactions, ensuring productive collaboration.

- b. Peer instruction is encouraged, allowing students to explain concepts to one another, which can enhance learning for all.



3. Creating a Learner-Centered Environment:

- a. The teacher designs class activities that are engaging and interactive, encouraging students to apply what they've learned and think critically.
- b. Students are more actively involved in the learning process, exploring concepts through inquiry, experimentation, and problem-solving, with the teacher guiding them through challenges.



4. Providing Formative Assessment and Feedback:

- a. Teachers continuously assess students' progress through formative assessment methods such as questioning, observation, or quizzes, providing feedback to help them improve.
- b. In a flipped classroom, this assessment happens in real-time, allowing the teacher to adjust instruction as needed.



5. Encouraging Reflection and Metacognition:

- a. Teachers prompt students to reflect on their learning process, helping them develop skills for self-assessment and self-regulation, which are key in the flipped model.
- b. Students are encouraged to think about how they learn best, what strategies are effective, and how they can improve their approach to studying.



7.2. Resource provider

In the flipped classroom, the teacher acts as a **resource provider**, ensuring that students have access to a variety of materials and tools that support their learning outside of class. As students engage with content at home, the resources made available by the teacher play a crucial role in helping them build foundational knowledge before they apply it during in-class activities. Here's how teachers can effectively serve as resource providers in the flipped classroom:



1. Curate High-Quality Learning Resources

- a. **Videos:** Provide instructional videos that explain key concepts. These can be teacher-created videos, or selected from platforms like YouTube, Khan

Academy, or other educational sources. Videos should be clear, concise, and tailored to the students' needs.



b. Readings: Share articles, textbook chapters, or other written materials.

Digital resources like e-books, PDFs, or online journals may also be used.



c. Multimedia Content: Utilize podcasts, interactive simulations, or infographics that cater to different learning styles and preferences.



d. Real-World Examples: Incorporate relevant case studies, news articles, or examples from current events that connect the content to real-life applications.

CHAPTER VI

Conclusions and Recommendations

8. Conclusions

Personalized feedback: Flipped Classroom allows personalized Feedback opportunities also, with more time dedicated to interactive activities, teachers can provide immediate, personalized feedback on pronunciation, intonation, and sentence structure. It allows students to correct mistakes in real-time, fostering improvement, and can accelerate fluency and confidence in conversational skills.

Student-Centered Learning: A flipped classroom paradigm encourages students to take responsibility for learning initial content outside of class. This permits students to control their own pace and leads to greater engagement in speaking activities, as they arrive in class well prepared.

Increased Engagement through Active Learning: In a flipped system, class time can focus on role-plays, debates, group discussions, and presentations. This dynamic assignment helps students to break the passivity sometimes found in traditional learning models, fostering spontaneous communication.

Flexibility and Access to Resources: The flipped classroom model often includes multimedia resources (videos, podcasts, and articles) that students can access easily through technology. This is particularly helpful for auditory learners and students practicing pronunciation, intonation, and speaking with confidence.

9. Recommendations

Applying a flipped-classroom approach to boost speaking skills can be a highly effective strategy, principally in language learning or any field where speaking is essential. In a flipped classroom, students first engage with content outside of class, freeing up in-class time for interactive, applied learning activities.

The use of video and audio resources provides students with pre-class materials, such as video and audio recordings, to introduce speaking topics, vocabulary, and expressions. This gives them more contact with the target language and prepares them to participate and communicate actively inside and outside the class.

The use of methodological strategies to enhance speaking skills is recommended to reinforce confidence in communicating freely not only with the target of this research but also, these can be adapted according to the student's needs concerning the English language.

Flipping the classroom is a powerful system for enhancing speaking skills. It allows both teachers and students to review academic material outside class, creating more time for interactive, practical speaking activities in class.

LIST OF REFERENCES

- Abeyssekera, L., & Dawson, P. (2015). Motivation and cognitive load in the flipped classroom: definition, rationale, and a call for research. *Higher Education Research & Development*, 34(1), 1-14. <https://doi.org/10.1080/07294360.2014.934336>
- Akçayır, G., & Akçayır, M. (2018). The flipped classroom: A review of its advantages and challenges. *Computers & Education*, 126, 334-345.
- Al-Harbi, S. S., & Alshumaimeri, Y. A. (2016). The flipped classroom impact in grammar class on EFL Saudi secondary school students' performances and attitudes. *English Language Teaching*, 9(10), 60-80. <https://doi.org/10.5539/elt.v9n10p60>
- Anggoro, T., & Khasanah, I. (2022). Flipped classroom with gamified technology and paper-based method for teaching vocabulary. *Asian-Pacific Journal of Second and Foreign Language Education*.
- Bergmann, J., & Sams, A. (2012). *Flip your classroom: Reach every student in every class every day*. International Society for Technology in Education.
- Bishop, J. L., & Verleger, M. A. (2013). The Flipped Classroom: A Survey of the Research. *ASCE National Conference Proceedings*, 30(9), 1-18.
- Brown, H. D. (2021). *Teaching by principles: An interactive approach to language pedagogy* (5th ed.). Pearson.
- Brown, D. (2018). *Principles of Language Learning and Teaching*. Pearson Education.
- Bryman, A. (2016). *Social research methods* (5th ed.). Oxford University Press.
- Bygate, M. (2018). *Learning language through speaking practice*. Routledge.

Chapelle, C. A., & Sauro, S. (Eds.). (2017). *The handbook of technology and second language teaching and learning*. Wiley-Blackwell.

Chen Hsieh, J. S., Wu, W. C. V., & Marek, M. W. (2017). Using the flipped classroom to enhance EFL learning. *Computer Assisted Language Learning*, 30(1-2), 1-21.
<https://doi.org/10.1080/09588221.2015.1111910>

Chen, Y., Wang, Y., Kinshuk, & Chen, N.-S. (2014). Is FLIP enough? Or should we use the FLIPPED model instead? *Computers & Education*, 79, 16-27.

Cheng, L., Ritzhaupt, A. D., & Antonenko, P. D. (2019). Effects of the flipped classroom instructional strategy on students' learning outcomes: A meta-analysis. *Educational Technology Research and Development*, 67(4), 793-824.

Constitución de la República del Ecuador. (2008). Registro Oficial 449 de 20 de octubre de 2008.

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). SAGE Publications.

Dewaele, J. M., & MacIntyre, P. D. (2019). The predictive power of multicultural personality traits, learner and teacher variables on foreign language enjoyment and anxiety. *Language Teaching Research*, 23(5), 633-653. <https://doi.org/10.1177/1362168818770929>

Fulton, K. (2012). The flipped classroom: Transforming education at the pace of technology. *Education Next*. <https://www.educationnext.org/the-flipped-classroom-transforming-education-at-the-pace-of-technology/>

Fulton, K. (2012). Upside down and inside out: Flip your classroom to improve student learning. *Learning & Leading with Technology*, 39(8), 12-17.

- Goh, C. C. M., & Burns, A. (2012). *Teaching speaking: A holistic approach*. Cambridge University Press.
- González, M., Feito, R., González, R., Álvarez, M., & Sarmiento, R. (2021). The flipped classroom: Innovative student-centered pedagogies. *Journal of Educational Research*, 19(3), 205-217. <https://doi.org/10.1080/10282528.2021.973353>
- Hernandez Sampieri, R., Collado, C., & Baptista, P. (2018). *Research methodology*. Mexico: McGraw-Hill Education.
- Horwitz, E. K. (2016). *Becoming a language teacher: A practical guide to second language learning and teaching* (2nd ed.). Pearson.
- Hung, H. T. (2015). Flipping the classroom for English language learners to foster active learning. *Computer Assisted Language Learning*, 28(1), 81-96.
<https://doi.org/10.1080/09588221.2014.967701>
- Hwang, G. J., Lai, C. L., & Wang, S. Y. (2015). Seamless flipped learning: A mobile technology-enhanced flipped classroom with effective learning strategies. *Journal of Computers in Education*, 2(4), 449-473. <https://doi.org/10.1007/s40692-015-0043-0>
- Johnson, D. W., Johnson, R. T., & Smith, K. A. (2020). Collaborative learning and student outcomes. *Journal of Higher Education*, 45(3), 30-40.
- Johnson, L. (2021). Motivated Teachers, Motivated Students: The Cycle of Engagement. *Educational Research Review*, 15(2), 123-135.
- Kim, M. K., Kim, S. M., Khera, O., & Getman, H. (2014). The experience of three flipped classrooms in an urban university. *Journal of Computing in Higher Education*, 26(1), 52-72. <https://doi.org/10.1007/s12528-013-9076-8>

- Kim, S. (2021). Innovative strategies in language learning: The role of speaking activities. *Journal of Modern Education*, 33(2), 40-50.
- Kurt, S. (2017). Flipped Classroom: Teaching and Learning in the Age. *Educational Technology & Society*, 20(2), 57-64.
- Lage, M. J., Platt, G. J., & Treglia, M. (2000). Inverting the classroom: A gateway to creating an inclusive learning environment. *The Journal of Economic Education*, 31(1), 30-43.
<https://doi.org/10.1080/00220480009596759>
- Le, T., Huynh Nhu Yen Nhi, Ha Thi Yen Nhi, & Le Thi Hanh. (2024). Using the Flipped Classroom Model to Improve Non-English Major Students' Speaking Skills. *Journal of English Language Teaching and Applied Linguistics*, 6(2), 01–06.
<https://doi.org/10.32996/jeltal.2024.6.2.1>
- Lee, G., & Wallace, A. (2018). Flipped learning in the English as a foreign language classroom: Outcomes and perceptions. *TESOL Quarterly*, 52(1), 62-84.
<https://doi.org/10.1002/tesq.372>
- Ley Orgánica de Educación Intercultural. (2012). Marco Legal Educativo (Primera). Quito, Ecuador: Ministerio de Educación.
- Lightbown, P. M., & Spada, N. (2013). *How languages are learned* (4th ed.). Oxford University Press.
- Liu, W., & Hsiao, H.-S. (2017). A study on the effectiveness of a flipped classroom in teaching programming. *Journal of Educational Technology & Society*, 20(1), 27-38.
<https://www.jstor.org/stable/23612498>

- Lo, C. K., & Hew, K. F. (2020). The impact of flipped classrooms on student achievement in engineering education: A meta-analysis of 10 years of research. *Journal of Engineering Education*, 109(4), 635-664. <https://doi.org/10.1002/jee.20329>
- LOEI. (2015). LOEI y su Reglamento 2020 - Ley Orgánica de Educación Intercultural Ecuador. Retrieved February 4, 2020, from <http://www.forosecuador.ec/forum/ecuador/educación-y-ciencia/170802-pdf-loei-y-su-reglamento-2020-ley-orgánica-de-educación-intercultural-ecuador>
- Luoma, S. (2004). *Assessing speaking*. Cambridge University Press.
- Mantilla, M. & Guevara-Betancourt, S. (2019). La incidencia de la ansiedad en el desarrollo de la habilidad de expresión oral en la clase de lengua extranjera. *Revista Sarance. Instituto Otavaleño de Antropología*, 42, pp. 29-41.
- Martínez, P., & Gómez, L. (2021). The impact of technology on developing speaking skills. *Journal of Language Learning and Education*, 8(2), 134-150.
- Mason, G. S., Shuman, T. R., & Cook, K. E. (2013). Comparing the effectiveness of an inverted classroom to a traditional classroom in an upper-division engineering course. *IEEE Transactions on Education*, 56(4), 430-435. <https://doi.org/10.1109/TE.2012.2234771>
- Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative research: A guide to design and implementation* (4th ed.). Jossey-Bass.
- McLaughlin, J. E., Roth, M. T., Glatt, D. M., Duke, L., J., G., & C., B. (2014). The flipped classroom: A course redesign to foster learning and engagement in a health professions school. *Academic Medicine*, 89(2), 237-243.
<https://doi.org/10.1097/ACM.0000000000000086>

- Ministerio de Educación. (2016). Currículo de los niveles de educación obligatoria. Quito, Ecuador.
- Ministerio de Educación. (2019). Lineamientos pedagógicos para el uso de recursos educativos es abiertos en el proceso de enseñanza-aprendizaje. Quito, Ecuador.
- Murray, G. (2020). Sociocultural theory and second language acquisition. In J. W. Schwieter & A. Benati (Eds.), *The Cambridge handbook of language learning* (pp. 323-344). Cambridge University Press.
- O'Flaherty, J., & Phillips, C. (2015). The use of flipped classrooms in higher education: A scoping review. *The Internet and Higher Education*, 25, 85-95.
<https://doi.org/10.1016/j.iheduc.2015.02.002>
- Posso, M., (2013). *Proyectos, Tesis, y Marco Lógico*. Ecuador: Noción Imprenta.
- Richards, J. C. (2015). *Key issues in language teaching*. Cambridge University Press.
- Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching* (3rd ed.). Cambridge University Press.
- Ros, Á., & Sánchez, S. (2018). Transforming education through flipped learning: A review of the literature. *Journal of New Approaches in Educational Research*, 7(2), 93-99.
<https://doi.org/10.7821/naer.2018.7.232>
- Santos, J. M. (2020). Overcoming student resistance in language classrooms. *Educational Research Review*, 15(3), 110-120.
- Secretaría Nacional de Planificación y Desarrollo. (2017). *Plan Nacional de Desarrollo 2017-2021-Toda una Vida*, 84.

- Skehan, P. (2018). *Second language task-based performance: Theory, research, and assessment*. Routledge.
- Smith, J., & Brown, L. (2019). Cognitive organization in language learning. *Journal of Language and Learning Strategies*, 12(4), 50-57.
- Snow, C. E. (2019). *The development of language* (9th ed.). Pearson.
- Strayer, J. F. (2012). How flipped the classroom affects your teaching. *Teaching and Learning in Higher Education*, 5(1), 1-13. <https://doi.org/10.1007/s11423-012-9278->
- Thornbury, S. (2019). *How to teach speaking* (2nd ed.). Pearson.
- Tiwari, M., & Dalal, S. (2024). Flipped Classroom Model: An Innovative Practices in Education. *International Journal For Multidisciplinary Research*, 6(1), 1-6. doi: 10.36948/ijfmr.2024.v06i01.12477
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
- Wang, Y. (2021). *The importance of Speaking Skills in EFL Education: Bridging the Gap between Theory and Practice*. *Journal of Language Teaching and Research*, 12(3), 456-457.
- Webb, N. M., Franke, M. L., Ing, M., Chan, A. G., Freund, D., De, T. A., & Battey, D. (2014). The role of teacher instructional practices in student collaboration. *Contemporary Educational Psychology*, 39(3), 242-255. <https://doi.org/10.1016/j.cedpsych.2014.05.003>
- Wong, L., Milrad, M., & Specht, M. (2022). Seamless flipped learning: A mobile technology-enhanced flipped classroom with effective learning strategies. *Journal of Computers in Education*.
- Zainuddin, Z., & Attaran, M. (2016). Malaysian Students' Perceptions of the Flipped Classroom: A Case Study. *Innovations in Education and Teaching International*, 53(6), 660-670.

Zainuddin, Z., & Halili, S. H. (2016). Flipped Classroom Research and Trends from Different Fields of Study. *International Review of Research in Open and Distributed Learning*, 17(3), 313-340.

Zainuddin, Z., & Perera, C. J. (2019). Exploring students' competence, autonomy, and relatedness in the flipped classroom pedagogical model. *Journal of Further and Higher Education*, 43(1), 115-126. <https://doi.org/10.1080/0309877X.2017.1356916>

APPENDIX

APPENDIX 1: Interview aimed at students



UNIVERSIDAD TÉCNICA DEL NORTE INSTITUTO DE
POSTGRADO MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS
NACIONALES Y EXTRANJEROS MENCIÓN EN INGLÉS



Facultad de
Posgrado

Cuestionario dirigido a los estudiantes

Estimados estudiantes les invito a responder a cada una de las preguntas con la mayor seriedad. Sus respuestas son de vital importancia para el desarrollo de esta investigación, la cual busca determinar la funcionalidad de las estrategias basadas en el método flipped classroom para mejorar la fluidez oral del idioma Inglés en los estudiantes. Hay un total de 10 preguntas las cuáles hay que responder sin excepción.

Cuestionario

Curso:

Fecha:

1. ¿Cuánto le gusta el Inglés? Marca un número del 1 al 3, siendo 1 mucho y 3 poco.

Mucho	1
Poco	2
Nada	3

2. ¿Cuál de las destrezas del Inglés tiene mayor dificultad para usted?

Listening (Escuchar)	
Speaking (Hablar)	
Reading (Leer)	
Writing (Escribir)	

3. ¿Qué tan importante considera la destreza de hablar en inglés? Marque una opción del 1 al 5, siendo 1 nada importante y 5 extremadamente importante.

Extremadamente importante	
Muy importante	
Moderadamente importante	
Poco importante	
Nada importante	

4. En las clases de Inglés ¿Con qué frecuencia utiliza la expresión oral para comunicarse en Inglés?

Siempre	
A veces	
Rara vez	
Nunca	

5. Cuando tiene que expresarse en Inglés ¿Cómo se siente?

Confiado	
Tranquilo	
Nervioso	
Inseguro	
Frustrado	

6. Cuando usted habla en Inglés en las clases, usualmente lo hace para (Seleccione una o más opciones)

Preguntar al profesor	
Responder al profesor	
Preguntar a un compañero	
Responder a un compañero	
Exponer una tarea frente al grupo	

7. ¿Qué actividades utiliza su docente de Inglés para promover la comunicación oral?.
 Selecciones una o más opciones.

Preguntas de discusión a todo el grupo	
Discusiones en parejas	
Discusiones en grupos pequeños	
Debates	
Cantar Canciones	
Grabar audios o videos	

Juegos grupales	
Otra:	

8. De las actividades orales que realiza su docente, ¿cuáles son sus favoritas? Seleccione una o más opciones.

Preguntas de discusión a todo el grupo	
Discusiones en parejas	
Discusiones en grupos pequeños	
Debates	
Cantar canciones	
Grabar audios o videos	
Juegos grupales	
Otra:	

9. ¿Estaría de acuerdo en que su docente utilizara nuevas actividades para promover la habilidad de hablar?

Si	
No	

10. De las siguientes actividades, ¿Cuál de ellas le gustaría que sus maestros usen en clase?

Enlistar o clasificar palabras por categorías	
Ordenar imágenes para crear una historia	
Hacer comparaciones de textos o imágenes	
Resolver un problema planteado	

Describir una experiencia personal	
Proyectos grupales como crear un invento, organizar una fiesta, etc..	
Volver a decir una historia con sus propias palabras.	
Interpretar situaciones basadas en tarjetas en grupos	

DATA INSTRUMENTS VALIDATION

Theme: EFL LEARNING BASED ON THE FLIPPED CLASSROOM MODEL TO ENHANCE SPEAKING FLUENCY IN SOPHOMORE STUDENTS

General objective: To determine the functionality of the strategies of the flipped classroom model in the development of oral fluency of sophomore students of English as a foreign language of "La Inmaculada Concepción" high school Ibarra during the academic school year 2020-2021.

Author: Karen Ximena Padilla Padilla

Judge:

Degree:

Academic tutor: MSc. Sandra Guevara Betancourt

Data instrument collection: **Questionnaire**

Use a checkmark

Scale:

Nothing	Low	Middle	Hight
1	2	3	4

Evaluation parameters	Criteria				
Belonging	Does the questionnaire have a logical relation with the thesis objective?				
Importance	What is the instrument level of importance related to the investigation?				
Organization	Is there a logical organization with the questions display?				
Writing organization	Are the question clear and concise?				

Validated by (Name and surname):

ID:

Signature

APPENDIX 2: Interview aimed at teachers



**UNIVERSIDAD TÉCNICA DEL NORTE INSTITUTO DE
POSTGRADO MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS
NACIONALES Y EXTRANJEROS MENCIÓN EN INGLÉS**



Teachers' Interview

1. How motivated to teach English are you? Why?
2. In your opinion. What is the main purpose of teaching Speaking skills in EFL classrooms?
3. How do you think your students feel when they have to speak in English?
(confidente, nervous, afraid, disgusted, etc..)
4. What strategies do you usually apply in your classes to develop students' speaking skills?
5. Have you heard about the flipped classroom model? If yes, do you believe that the flipped classroom model can be used in an english class? Explain your response.
6. Would you like to have access to a digital manual to guide you in the use of flipped classroom strategies?

DATA INSTRUMENTS VALIDATION

Theme: EFL LEARNING BASED ON THE FLIPPED CLASSROOM MODEL TO ENHANCE SPEAKING FLUENCY IN SOPHOMORE STUDENTS

General objective: To determine the functionality of the strategies of the flipped classroom model in the development of oral fluency of sophomore students of English as a foreign language of "La Inmaculada Concepción" high school Ibarra during the academic school year 2020-2021.

Author: Karen Ximena Padilla Padilla

Judge:

Degree:

Academic tutor: MSc. Sandra Guevara Betancourt

Data instrument collection:

Interview

Use a check mark

Scale:

	Nothing	Low	Middle	Hight
1		2	3	4

Evaluation parameters	Criteria	1	2	3	4
Belonging	Does the questionnaire have a logical relation with the thesis objective?				
Importance	What is the instrument level of importance related to the investigation?				
Organization	Is there a logical organization with the questions display?				
Writing organization	Are the questions clear and				

Validated by (Name and surname):

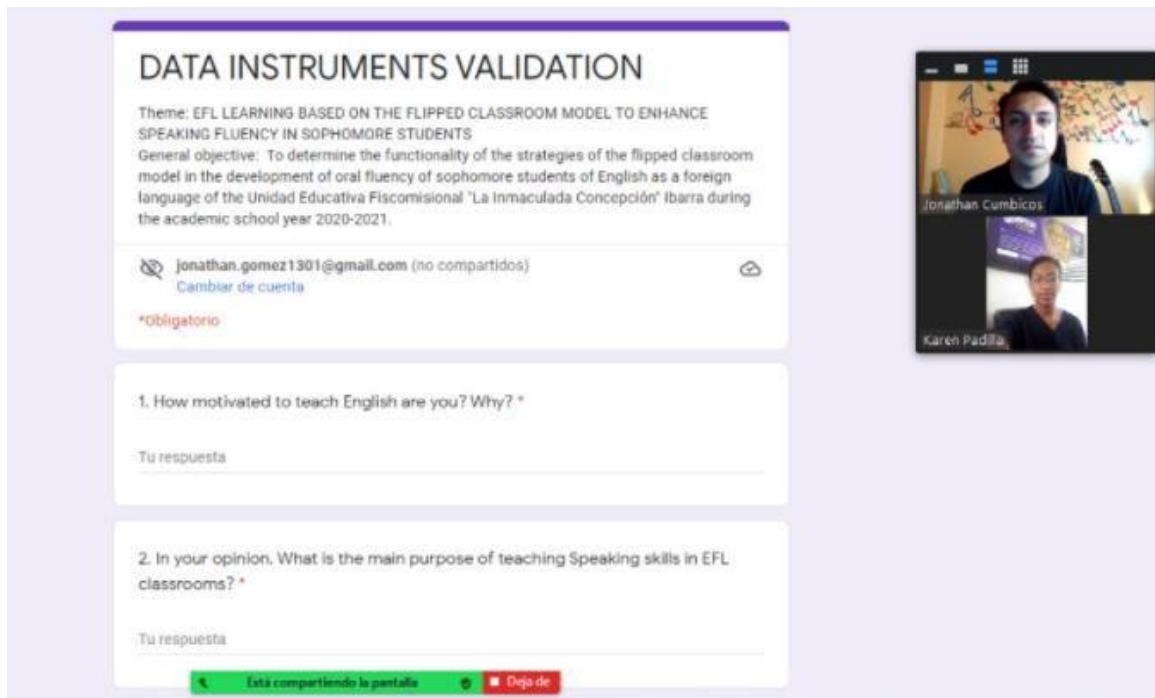
ID:

Signature:

APPENDIX 3: Screenshots

Interview with the first teacher through Zoom.

Figure



Teachers interview through Zoom.

Figure

3. How do you think your students feel when they have to speak in English? (confidente, nervous, afraid, disgusted, etc..)*

Tu respuesta

4. What strategies do you usually apply in your classes to develop students' speaking skills? *

Tu respuesta

5. Have you heard about the flipped classroom model? If yes, do you believe that the flipped classroom model can be used in an english class? Explain your response. *

Tu respuesta

6. Would you like to have access to a digital manual to guide you in the use of flipped classroom strate

Está compartiendo la pantalla

Deja de

ENGLISH TEACHER TEGU

Ian Alvarez English teacher

david guerrero

Figure

Teachers' interview transcripts through the Google form.

DATA INSTRUMENTS VALIDATION

Theme: EFL LEARNING BASED ON THE FLIPPED CLASSROOM MODEL TO ENHANCE SPEAKING FLUENCY IN SOPHOMORE STUDENTS

General objective: To determine the functionality of the strategies of the flipped classroom model in the development of oral fluency of sophomore students of English as a foreign language of the Unidad Educativa Fiscomisional "La Inmaculada Concepción" Ibarra during the academic school year 2020-2021.

adgr9681@gmail.com (no compartidos) [Cambiar de cuenta](#)

*Obligatorio

1. How motivated to teach English are you? Why? *

Tu respuesta

2. In your opinion, What is the main purpose of teaching Speaking skills in EFL classrooms? *

Tu respuesta

Figure
Students' surveys through the Google form figure

Students' surveys through the Google form

Preguntas Respuestas **34** Configuración



Cuestionario dirigido a los estudiantes

Estimados estudiantes les invito a responder a cada una de las preguntas con la mayor seriedad. Sus respuestas son de vital importancia para el desarrollo de esta investigación, la cual busca determinar la funcionalidad de las estrategias basadas en el método flipped classroom para mejorar la fluidez oral del idioma Inglés en los estudiantes. Hay un total de 10 preguntas las cuáles hay que responder sin excepción.

Correo *

Correo válido

Este formulario registra los correos. [Cambiar configuración](#)

APPENDIX 4: Instruments' validation

DATA INSTRUMENTS VALIDATION

Theme: EFL LEARNING BASED ON THE FLIPPED CLASSROOM MODEL TO ENHANCE SPEAKING FLUENCY IN SOPHOMORE STUDENTS

General objective: To determine the functionality of the strategies of the flipped classroom model in the development of oral fluency of sophomore students of English as a foreign language of the "La Inmaculada Concepción" high school Ibarra during the academic school year 2020-2021.

Author: Karen Ximena Padilla Padilla

Judge:

Degree:

Academic tutor: MSc. Sandra Guevara Betancourt

Data instrument collection:

Questionnaire

Use a checkmark

Scale:

Nothing	Low	Middle	Hight
1	2	3	4

Evaluation parameters	Criteria	1	2	3	4
Belonging	Does the questionnaire have a logical relation with the thesis objective?				
Importance	What is the instrument level of importance related to the investigation?				
Organization	Is there a logical organization with the questions display?				
Writing organization	Are the question clear and concise?				

