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The use of the flipped classroom to improve English listening skills in high school students at Unidad Educativa San Vicente Ferrer

Trabajo de titulación previo a la obtención del título de Licenciatura de Pedagogía de los Idiomas Nacionales y Extranjeros

Línea de investigación: Gestión, calidad de la educación, procesos pedagógicos e Idiomas

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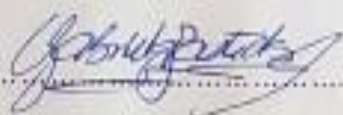
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DEDICATORIA

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ABSTRACT

The acquisition of the English language is important in the development of students since it helps them with the stimulation of cognitive and social areas. In addition, being the main language, it also contributes to the social communication of people. The main objective of this research was to design a proposal based on a flipped-classroom approach to improving English listening skills in high school students at Unidad Educativa San Vicente Ferrer. The sample of this study was a total of 57 students. The study had a quantitative and qualitative approach, which served as support to obtain the equivalent results of this research. Similarly, in order to acquire the results of the analysis, methodological instruments such as the survey and the diagnosis of an evaluation were used. In order to develop the activity, guide it was essential to know the deficiencies that the students had in the different language skills, all this was done through a diagnosis in which there were questions according to the Reading, listening, writing, and grammar. It was possible to identify that most of the students presented problems with different points of these skills. Given the deficiencies in each of the students, it was proposed to develop the proposal of 3 units with 3 lesson and 2 activities in relation to the flipped Classroom methodology. As for the results, it was possible to conclude that many of the students presented problems due to the poor implementation of activities, as well as the poor teaching of the teachers and the low motivation of the students to learn the language.

Keywords: Flipped Classroom- Skills of English - Dimensions- teaching- learning

RESUMEN

La adquisición del idioma inglés es importante dentro del desarrollo de los estudiantes, puesto que este les ayuda con la estimulación de las áreas cognitivas y sociales. Además, al ser un idioma principal, también contribuye a la comunicación social de las personas. El Objetivo principal de esta investigation fue Design a proposal based on a flipped-classroom approach to improving English listening skills in High School students at Unidad Educativa San Vicente Ferrer. La muestra de este estudio fue un total de 57 estudiantes. El estudio tuvo un enfoque cuantitativo y cualitativo, los cuales sirvieron cómo sustento para poder obtener los resultados equivalentes a esta investigación. De igual manera, para poder adquirir los resultados del análisis se utilizó instrumentos metodológicos como la encuesta y el diagnostico de una evaluación. Para poder desarrollar la guía de actividades fue primordial conocer las falencias que los estudiantes tuvieron en cuanto a las diferentes destrezas del idioma, todo esto se realizó a través de un diagnóstico en el cual había preguntas de acuerdo al Reading, listening, writing and gramar. Se pudo identificar que la mayor parte de los estudiantes presentaron problemas en diferentes puntos de estas destrezas. Dado las falencias en contratadas en cada uno de los estudiantes se propuso desarrollar la propuesta de 3 unidades con lecciones desde la A hasta la C y con 2 actividades cada una, en relación a la metodología flipped Classroom. En cuanto a los resultados, se pudo llegar a la conclusión de que muchos de los estudiantes presentan problemas debido a la mala implementación de actividades, así como la mala enseñanza de los maestros y la baja motivación de los alumnos por aprender el idioma.

Palabras claves: clase invertida- destrezas del inglés- dimensiones- aprendizaje- enseñanza

INDICE DE CONTENIDOS

INDICE DE TABLAS

INDICE DE FIGURAS

INTRODUCTION

English language teaching has been a topic of great controversy within the educational field for a long time. English for most students has been complicated to learn and dull because many teachers who teach this subject do not have training based on this knowledge. Likewise, this problem has brought several crises that affect the educational welfare of Ecuador, thus positioning it as one of the countries with a low degree of language learning. For this reason, many academic authors have been forced to look for effective practices that have positive support for the education of students.

The present study has been proposed to develop innovative didactic strategies that allow both the teacher and the student to enter a teaching-learning world with much more value and educational meaning. Within the Unidad Educativa San Vicente Ferrer, it has become evident that most students do not have the knowledge base to improve their listening skills in the English language, which is why the concern of the authorities has been more and more exposed in some research previously conducted, to help the author of this research has been given the obligation to develop strategies that have a relationship with the flipped classroom methodology to allow the student to acquire listening skills in a better way.

Background

Education today has gone through a lengthy process of change, which is why new methodologies and approaches have been implemented that have helped improve individuals' education within the teaching and learning of students. One of these methodologies that have been acquired is the flipped classroom; this theological approach is revolutionary because it proposes to reverse what has been done so far and question the classical education system. In this regard, Zakareya (2016) mentions that this approach has not been implemented recently, as several bibliographic sources support the use of Flipped

classrooms in different areas of education. One of these areas is English; this has been used a lot during this time within this area, as it has been proven that many of the students who learn English as a second language have managed to obtain satisfactory results in terms of the acquisition of listening and speaking (Roth and Suppasetseree, 2016).

As the first source of data collection, information was obtained from the research of Mundaca (2020) where it is evident that the main objective was to design a didactic proposal based on the Flipped Classroom to improve the listening skills of students in the third grade of High School, the approach used was qualitative, and descriptive, As first results, it was obtained that most of the students presented an initial level in the development of listening comprehension, however, at the moment of applying the activities about the Flipped Classroom, it was identified that the individuals acquired in an average level the development of listening. In conclusion, it was possible to obtain that the flipped classroom methodology significantly contributed to learning the listening skill.

Likewise, in Buendia's (2021) analysis, results similar to those of the author above were found. The general objective of the research was to determine the influence of the flipped Classroom on the development of oral English language proficiency in students at Franklin Roosevelt High School. The research was conducted using a bibliographic field analysis and social intervention, so it had a qualitative-quantitative approach. Within the analyzed results of this study, it was possible to prove that the implementation of the flipped classroom positively influences the development of English language fluency and interaction in students at the Institute because a p-value = 0.003 was obtained, which is less than the significance level α = 0.05, which means that flipped classroom is a methodology that is positively related to the students.

The same happens in the study diagnosed by Garcia (2018) in which he proposes as the main objective to implement a didactic proposal for the strengthening of communicative competence in English through the Flipped Classroom method, the same that was developed based on the quantitative approach with support instruments for data collection. In its results, it could be determined that the technique is helpful for the development of English language comprehension since this approach tries to help the individual actively through a myriad of possibilities so that individuals can positively acquire knowledge. In conclusion, it can be said that this type of approach transfers the work specification learning processes outside the classroom and uses class time, together with the teacher's experience, to facilitate and enhance athetoses of knowledge acquisition and practice within the school (Galindo-Domínguez, 2018).

Within the same context, information was also collected from the research of Vidal (2019) where was determined what effect of the Inverted Classroom on the achievement of competencies of students in the Higher English course; the method of approach was quantitative, and it could be established as results that most teachers have managed to implement this method during the last times because according to Marriott (2017) this allows teachers to make their classes based on the knowledge that students acquire through the interactive videos that this approach offers. During Vidal's research, it was also possible to obtain that the students are satisfied with implementing this new tool in education since English has become much easier to develop. In context, it can be said that the pedagogy administered to the students acted positively in obtaining knowledge about the English language, leaving a significant effect on their learning. In this regard, Hui and Melor (2021) point out that the use of this material also provides ease to the teacher because, while the student acquires knowledge through the videos, the teacher can prepare his corresponding class, to make the individual's teaching activities positively.

In the same way, to obtain bibliographical support for the present research, we also proceeded to collect information on the study conducted by Roth and Suppasetseree (2016) where their objective to address was to explore the effectiveness of the flipped classroom in improving the English listening skills of pre-university students in the country of Cambodia. The study approach was quantitative and qualitative; the author drew a sample of thirty students, which served as the basis for collecting statistical data. The research showed that results showed that the inverted classroom improves the English listening skills of pre-university students in Cambodia. The mean scores of the post-test (M = 83.31) were higher than the mean scores of the pre-test (M = 72.88), which means that students acquired significant knowledge in terms of listening skill development.

On the other hand, to visualize a more specific context about the relationship between listening skill acquisition and the flipped classroom methodology, we also proceeded to investigate the research of Usni et al. (2019) where it was identified that the development of English skills is not only based on the application of a method but also focuses on how the teacher performs during their classes with students, which is why the author states that the flipped classroom is not only a methodology that must be observed but it must be put in practice and taken into account. However, even though the flipped classroom leaves significant improvements in developing the individual's English education, it also has its. This research was also evidence that this approach does not gradually influence the acquisition of the listening skill.

Finally, the study conducted by Ehsan et al. (2019) was also taken into account, where their research objective was to examine the effect of the flipped classroom on English listening skills in students in the country of Iran, to proceed with the complete research a total sample of 50 students was taken, they were divided into two groups, the first group

worked with the Flipped Classroom methodology and the other with traditional methods This research lasted for approximately two weeks, which led to the specific conclusion that the students who received classes with Flipped Classroom increased their listening skills in a higher percentage than those who participated in traditional class courses; his that Flipped Classroom is a reliable and positive pedagogy.

Problem Description

For some time now, didactic methodologies have supported education because, thanks to these, many students have acquired significant knowledge. For Ehsan et al. (2019), the methodologies have allowed the substantial development of education since it has been possible to conduct several strategic activities that will enable students to delve deeper into the world of knowledge. Although the methodologies have been beneficial, most teachers do not have basic knowledge about this, so some problems do not allow the student to advance in the development of their education.

Within the same context, due to the teachers' lack of knowledge, the students have presented a low academic performance in the subject of English; in addition, it has been possible to show that within the Unidad Educativa San Vicente Ferrer, students present demotivation, boredom, discouragement. And that they care about acquiring a new language, which has been a significant concern for parents, teachers, and student governments. To provide an effective solution to this problem, it was essential to carry out this study based on an innovative and current methodology that allows teachers and students to teach and learn differently and innovatively. To solve this problem, it was essential to raise the following questions: What deficiencies, needs, and problems present the high school students of the Unidad Educativa San Vicente Ferrer in listening skills? And, in

which of the three dimensions of Listening skill development do the students of the Unidad Educativa San Vicente Ferrer present deficiencies?

Justification

The problem of covid19 has dramatically affected the educational environment because due to the appearance of this disease, the current governments have imposed security and restriction measures so that classes have no longer had a face-to-face academic course but online courses to be implemented. This aspect is essential to mention because, teachers have faced endless tests that they have had to pass; in addition, students have presented poor academic performance due to demotivation and lack a of educational strategies that teachers have not been able to implement during online classes.

Even though at present, we still live with due precautions due to covid19, many countries, including Ecuador, have already allowed students to return to face-to-face attendance; this aspect is essential to mention since despite that has experienced educational problems, the opportunity has already been given to return to normality and thus be able to apply new techniques of academic improvement to students so that they can acquire the English language in a much more didactic and educational way Positive.

One of the solutions proposed within the research is the flipped classroom methodology. This will serve as sustenance, guidance, and motivation for students since this methodology offers endless innovative activities that teachers could adopt. In the institutional field, to obtain satisfactory results in the development of student learning. The present study is directed to the students in the 4th year of high school of the Unidad Educativa San Vicente Ferrer. The teachers and educational authors of the English subject will also benefit from the investigation.

The strategies of the flipped classroom can help students improve their concentration, creativity, and interest, in addition to allowing the academic performance of students to be much more significant, because due to the research carried out by Usni et al. (2019) it was possible to find that this didactic strategy differs from the others, as it is a method focused on building knowledge with greater interest in the practice of students, through the development of content on digital platforms, in addition, this strategy allows the teacher to create its content based on the student's needs, since it has been shown that the use of technology will enable students and teachers to see beyond their horizons.

In summary, this research brings a powerful solution for teachers, students, and educational authors; the development of listening will be an essential point to deal with since many students have problems in the auditory acquisition of the English language.

Impacts

This study will have an impact on three distinct aspects, which are academic because there are situations that are experienced around the educational environment of students and teachers, and social because people must know that the importance of student education goes beyond skills and technology because it will be discussed of strategies focused on digital development as an academic foundation for teachers.

Educations

As a first aspect, it is essential to talk about academics, since education has been in constant changes and constant updating of methods, and educational strategies, which allow the professional advancement of each of the students; in addition, when talking about education, it focuses on all its dimensions, that is, in the attitude, knowledge, character, and autonomy of the individual, since within education not only knowledge or values are

imparted but also students are helped to form their surface, obtain their own identity and be independent in their daily duties. That of all individuals is especially important for their lives. Thanks to this knowledge, people can acquire confidence levels and ensure their educational conviction, the same one that favors the acquisition of wisdom.

Society

The second aspect that will have a significant impact on society since the flipped classroom strategy, which will allow educational innovation for students, teachers, and children since having a relationship with technology, can serve as an additional didactic incentive for the education of the individual, in addition to the fact that within society the country, governments, and essential identities that have nothing to do with education are also included since this strategy can favor various social aspects for the world, education, and the family. The flipped classroom is a form of innovation for today's society because young people have become accustomed to being immersed in the technological world; for them, digital instruments can make it easier to acquire new knowledge.

Technology

Finally, the last impact is based on the technology, since the present investigation was carried out with the approach of the flipped classroom strategy, the same one that will allow educational authors to find a didactic guide of innovative designs that they could implement within Their classes will also allow students to find activities that favor the acquisition of English language listening, in short, with the development of the guide it is intended that students can improve their English listening skills through illustrative, creative and educational activities, thus allowing the student to be motivated to learn a new language.

Objectives

General objective

- Design a proposal based on a flipped-classroom approach to improving English listening skills in High School students at Unidad Educativa San Vicente Ferrer

Specific Objectives

- Diagnose the current listening skills level of first and five-year high school students at Unidad Educativa San Vicente Ferrer
- Identify students' difficulties in acquiring listening skills
- Propose activities to improve listening skills using the flip Classroom methodology.

Structure of the research report

This study aims to provide solutions to teachers and students through the flipped classroom strategy; the research is divided into chapters with their respective explanations. As a first part, the introduction is written. The motivation of the investigation, description of the problem, justification, impacts, specific objectives, general objective, and the structure of the study. In the first chapter, the theoretical framework is detailed, which is the theoretical basis of the research, and the chapter sets the homology and the instruments used to collect the information and thus obtain results that support the theoretical part, in; one way, finds that e chapter three in which the interpretation of each of the results and the discussion of the same is detailed, and finally, there is chapter four, in which the guide of didactic strategies about the flipped classroom methodology is shown.

1. CHAPTER I

THEORETICAL FRAMEWORK

1.1 English as a Foreign Language (EFL)

English is considered the most pivotal language globally, so it has been adapted to form part of the teaching-learning curriculum in the educational field around the world. In addition, when speaking of English as a foreign language, the reference is made to learning a language that is not native to their culture. In the study conducted by Braine (2001), learning English as a foreign language is developed within the classroom since this is the place where different activities are conducted, controlled by the educational authors, who in this case are the teachers.

Another important aspect is the characteristics of learning English as a foreign language; some of these characteristics are focused on the auditory part of the student since, through listening, the individual can acquire knowledge, vocabulary, and fluency. Each of these aspects makes the student's cognitive development much more solid. It is also important to mention that thanks to this skill speaking can also be influenced, since according to Cowie,2011) each of the skills that complement the learning of the English language has a close relationship, which is why it is said that if you can read, you can understand and you can speak.

Finally, it is essential to mention that students should be aware of the importance of learning English as a second language. They can develop cognitive competencies to help them grow well in their student careers. To achieve this, teaching should begin at an early age, and the language should be included in the curriculum from elementary school onwards. For this reason, governments worldwide made teaching this language part of their policies

so that individual needs become a common goal. For that reason, Ecuador follows this line of work.

1.2   Language Theories

The development of the different learning theories was born as a need to support teaching. It could be proven that these small assumptions allow for knowing each individual's learning evolution with time. According to the research conducted by Brayadi et al. (2022) these theories help teachers acquire a better pedagogical transposition with students according to their needs. Due to their great significance, s been observed that the educational environment has improved significantly.

Larios-Guzmán (2022) in his study, mentions that over the years, three classic theories have been developed: behaviorism, cognitivism, and constructivism, which together emphasize the learning and teaching of students, and it is currently known that these theories have several advantages and disadvantages, which have led not to take unapproached as absolute but to seek specialization and development in a specific approach according to the characteristics of teachers and their academic development.

In the same context, it is fundamental to mention that the importance of the three theories above allows for understanding and predicting human behavior; in addition, "they help to deepen how human beings can acquire, construct and modify their knowledge, strategies, skills, beliefs, and attitudes" (Cuyún, 2020, p.3). In other words, these assumptions allow teachers to understand the innate capacity that students have for constructing their knowledge, letting them know the internal and external skills that the individual in his understanding can develop.

Likewise, defining behaviorism, cognitivism, and constructivism are significant. These theories have been drastically pointed out for many years due to their truly relevant

topics discussed within their development. Each of these theories proposes different opinions, studies, and examples based on practice, and these theories have served as the basis for the development of other unknowns. Figure 1 shows the three learning views with their different meanings and supports.

Figure 1.

Significant learning theories
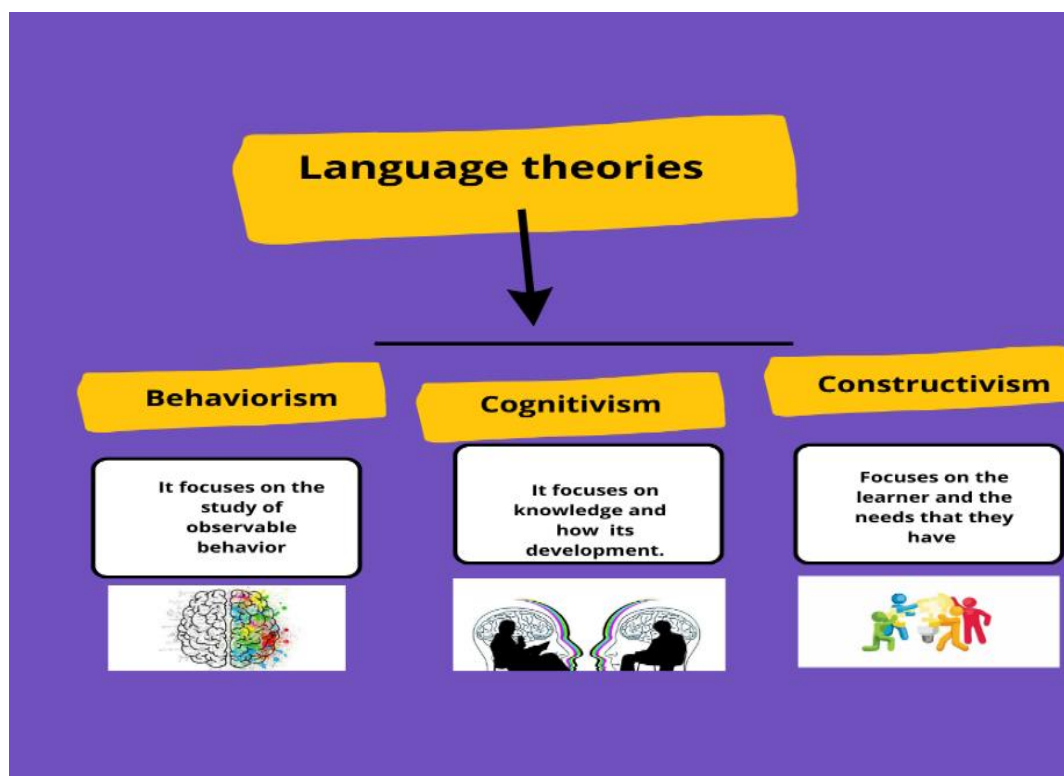
Source: Adapted from VanPatten et al. (2007).

In the figure illustrated above, the three most outstanding learning theories are presented, and each of them has its characteristics and definitions; as the first theory of behaviorism was proposed, this theory focuses on the observable behavior of the individual since theory states that innate or inherited factors do not affect the behavior of the individual.

As for the idea of Cognitivism, it is essential to mention that it focuses on the development of student learning, are the aspect of being observed is the formation of knowledge and how it affects the behavior of the individual.

Finally, Constructivism is based on students and the needs they have in terms of learning, also Constructivism is a pedagogical current that provides the tools for the student to be able to construct his knowledge, as a result of previous experiences obtained in the surrounding environment.

1.3   Teaching and Learning Approaches

The teaching and learning approaches are a straight path where each of the educational authors follows their way to develop meaningful skills that promote and encourage solid knowledge of something; in particular, for Peterson (2015) these approaches are "strategies, skills or attitudes that permeate the teaching and learning environment" (p. 2) this means that each of these aspects allows not only teachers to adapt their educational systems to the educational environment, but also allows students to be active participants in each of the activities that take place within the institutional environment.

It has long been known that teaching and learning approaches help the individual become a successful student; thanks to these fundamental aspects, it has also been proven that students can develop self-regulation capabilities, which allows them to achieve meaningful behavior. In the research found by Triantafyllidis (2022), it was identified that the aspects that are related to the teaching and learning approaches could even help the individual to acquire an optimal development with his mental heal; in addition, it allows the development of emotional, behavioral, and cognitive self-regulation, which together will enable the student to relate in a coherent and receptive manner.

In the same way, there are four theories where the student's development is mentioned, each of these approaches has allowed educational authors to adapt their classes in a much more meaningful way based on the way students learn and not only on memorization or the traditional way of teaching, According to Saad and Zainudin (2022)

teaching and learning approaches have arisen due to the need for teachers to teach their students, as it is known that due to these aspects many students have developed considerable skills that allow them to think, learn and behave in a better way.

Within the same context, to understand a little more about the approaches to teaching and learning, it is essential to know each of the aspects that compose them because each of these has different roots, objectives, and perspectives. However, it is worth mentioning that although each of the approaches has another contextual basis, they focus on the same, simply that each one has its way of prescribing and making itself known. Table 1 below shows in more detail each of the approaches that make up the teaching and learning of educational authors.

As illustrated in Table 1, each of these approaches has its characteristics and seeks something different from each other; However, each of these aspects has been extremely helpful in the educational and psychological field; it has also been identified that many of these have left something solid knowledge to achieve the student to adapt to their training process. As described in the first place in the behaviorist approach, this has much to do with the observable behavior of the student; it is said that the main objective of this is to ensure that the student acquires a stable, controlled, and determined behavior, unlike the constructivist approach, in which the student is exposed to the memory and mental environment where the teacher is responsible for deploying a myriad of strategies that help in the process of education of the individual.

Likewise, emphasizing the Information- processing approach focuses more on the individual's logical reasoning and critical thinking. The main objective of this aspect is to ensure that students can acquire much more mature reflection, where their answers are adapted to their knowledge, and every word that comes out of their mouth has a logical and

coherent sense. Finally, there is the Competency-based approach in which the teacher is the primary observer since he has to measure the development of student skills. Based on the results, he adapts new methodologies and strategies that allow the student to acquire knowledge more directly.

Table 1.

Teaching-learning approaches

Approach	Definition	Primicias pedagógicas
Behavioral approach	Behaviorism says that knowledge is evidentiary; for example, learning to write is evidenced by the possibility of doing so, and therefore knowledge is possessed because people crave and seek knowledge.	- The teacher delivers knowledge. - Knowledge is obtained using the parts of understanding reality - Knowledge is a truth that must be acquired to be performed
Constructivist	This approach focuses on the mental processes involved in the individual's knowledge.	- The objective is the study of the primary and deep mechanisms of how the acquisition, organization, and use of this - leads to innovative ideas such as memory and problem-solving.
Information-processing approach	It is a process in which educational authors collect information that evidences competent student performance.	- The teacher focuses on observing student behavior. - Student is held accountable for performance by the ability

Source: Adapted based on Medina's research. (2020).

Finally, to conclude with this point, randomized research has been conducted in the study by Dewi and Primayana (2019) which points out that each student is from a different

world. Therefore, it is the obligation of teachers that they can acquire learning skills since the knowledge will serve them for a lifetime. In addition, education based on approaches is significant because each of these makes the student can learn by himself, which is why it should be noted that the systems and methods that exist to help teachers are not all that one can rely on since the teacher also has the right to develop new techniques and strategies to ensure meaningful learning of their students.

1.4   Teaching and learning methods

Learning and teaching methods allow students to adapt to a much more modern way of learning. In addition, it will enable teachers to evaluate student performance in a much more civilized and positive manner. In the study conducted by Rossel and Paneque (2009) it was found that these methods.

Are the most dynamic components of the teaching-learning process since they are based on the actions performed by teachers and students, which in turn comprise a series of operations aimed at achieving the objectives proposed in this teaching process so that students can develop their learning in a much more meaningful way (p. 1).

In other words, these methods comprise a myriad of strategies that allow teachers to use them within the educational field since each of these makes the teachers' classes much more dynamic and participatory because the methods ensure teaching a positive percentage also favor the cognitive development of various skills that students can be acquired during their academic training process. For Park and Ko (2012) the importance of these is centered on their process because each method has its different functions and objectives that can serve as a complete guide for the teacher.

Similarly, it is also essential to mention the importance of these methods because, thanks to these, education has managed to advance in terms of learning strategies that have been developed to strengthen the educational environment; according to Prince and Felder (2006) the words teaching-learning are two aspects that are closely related and should not be separated, because the essence of the teaching process lies in the interaction between teacher and student, which form a dialectical unit. When applying a teaching method, it is necessary to consider its internal aspect or logical operations that predominate at each stage of the learning process and give preference to those that provide independence and creative activity for the students. Moreover, it is necessary to consider its importance in developing and implementing education.

Within the same context, it is essential to emphasize that there are several teaching and learning methods that make education much more significant; as the first method, it is necessary to mention cooperative learning, which focuses on equitable education and teamwork, as the second method is the inverted class, this method refers to everything that has to do with technology and the use of digital platforms. There is gamification, which is based on interactive games as a way of learning. There is also learning based on thinking; the main objective is to make the student have logical and coherent thinking through reasoning (Cranton, 1998).

Each of the methods mentioned above is a fundamental part of education. Each teacher can acquire these methods to adapt them to their classes. These tools provide endless opportunities for students to have access to and are free of charge, depending on the teachers' creativity. Although all the methods are fundamental, it is necessary to emphasize the Flipped classroom method since this is part of the present study. The following will highlight the highlightclassroomm teaching and learning method, which will have its characteristics.

Figure 2.

Flipped Classroom Method
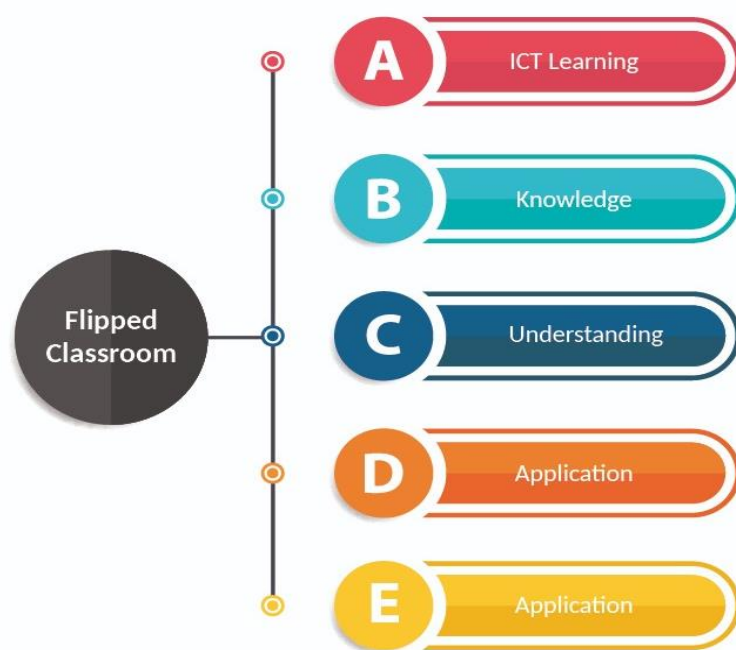
Source: Adapted from research by Estelles-Miguel and Cortes (2018)

As previously presented, several characteristics focus on the flipped classroom method, as the first characteristic is ICT learning, this feature is essential to mention because the use of technology has a close relationship with this method since the tools that are most used in this aspect are digital and technological, also focuses on knowledge, because the student is the maximum cooperator so that it can acquire logical autonomy and positive learning in the same way, it also emphasizes knlearningsince the student should be involved in developing their understanding through solid and fundamental tools, it also speaks of the application, because here the teacher is who applies the method. The student is who receives it, and finally, there is the feature that mentions that Flipped classroom uses semantic videos and digital educational platforms.

1.5   Theoretical Foundations of the Flipped Classroom

The origin of the flipped classroom is very recent, this method was born due to the arduous research of Lage, Platt, and Teglia and the practical realization developed later by Bergman and Sams from the developing model of 2007 called Educational Podcasting, in which videos accompanied the presentations. During that presentation that year, many educational researchers became interested in that model, and the faithful representatives of the development of this model were not satisfied and started working on research (Santillán-Aguirre, 2022). Four years later, in 2012, it was announced that the Flipped classroom was a change in the dynamics of work in the school since it was about discarding the traditional practice model and creating a new innovative idea of learning. This is how the Flipped classroom model was born.

The inverted classroom or inverted learning model, as its name suggests, aims to reverse the moments and roles of traditional teaching, where the lecture, usually taught by the teacher, can be attended overtime by the student using multimedia and digital tools so that the practice activities, usually assigned for home, can be executed in the classroom through interactive methods of collaborative work and problem-based learning and project work. For Nouri (2016) flipped classroom is a model of education that allows students to soak up knowledge through technology; as it is known on the internet, there are plenty of pages that can help and support the development of the necessary expertise.

Similarly, Flipped Classroom is used by the teacher as a method where students love to participate in their activities since, within this method, an endless number of tools related to ICT are used. The learning process through which the student goes through this is simply because the teacher is responsible for creating an account on a digital platform where students have access to this; on that platform, the teacher uploads videos, even this can be

recorded explaining a particular class, and the link can be uploaded, the teacher provides a lot of information to the student so that this is responsible for being participants of this. Once the teacher has done all the possible tasks, the student is in charge of watching the functions on the platform and doing them (Cabi, 2018).

Some advantages of this method are that students can watch the video a thousand times until they have understood it; once the student has done their homework, the teacher makes sure that the student participates in the extracurricular activities in the classroom. The actions that can be performed in class are debates, brainstorming, graphic organizers, and dialogues. These activities contribute significantly to student learning since what is done is to discuss the tasks already been done (Aycicek & Yanpar, 2018).

In the same way, it is also essential to mention some important aspects of this model since, currently, this model is often confused with online videos. We must be clear that flipped classroom is a medium that increases interaction and personalized contact time between teachers and students. Table 2 describes the aspects on which flipped classroom focus.

Table 2.

Essential aspects of the flipped classroom

Flipped Classroom is:	The flipped classroom is not:
- A setting in which students take responsibility for their learning.	- A procedure to replace teachers with videos.
- A classroom in which the teacher is not the "sage on the stage" but the "guide at the student's side.	- A model for students to work as they please without structure or direction.
- A classroom where the content is permanently archived for students to use in review and remedial actions.	- Have students spend all class time in front of a screen.

- A classroom, in short, in which students can have a personalized education.	- Have students work on their own.
- A model in which all students participate in their learning.	- An online course.
- A combination of direct teaching and constructivist learning.	- Synonym for online video

Source: Adapted by Fundación Chileva (2022).

As shown in Table 2, there is an emphasis on the aspects that flipped classroom focuses on and the elements on which it does not focus. It is essential to mention that currently, many teachers do not know the differences that this model has between the web pages or the use of technology, which is why they confuse about it a lot and do not know the positive benefits that this model could leave about the education of students, Also according to Cranton, (1998) This model is didactic and interactive. Still, in a much more modern way, it is expected that during the following years, this model will take much more critical and could be a fundamental part of education since, during the last years, it has been known that this is not so handled by the teachers, due to the ignorance of the handling of technological instruments.

1.6 Importance of the Flipped Classroom

The flipped classroom is an educational model with a close relationship with technology. Most teachers know about this model, and some use it to develop their classes. In the study analyzed by Long et al. (2017), it could be evidenced that the importance of this model lies in the student since he is responsible for the acquisition of his knowledge and education. To explain a little more about how this model is developed, it is essential to mention that the teacher is in charge of raising educational tools so that the student can acquire his knowledge; first of all, the student comes to the classroom with previous

knowledge of the subject, and this facilitates the participation and interaction with his classmates.

In the same way, it can be mentioned that the method allows more significant emphasis on collaborative work and reinforcement in the classroom. That is, the teacher imparts knowledge through digital tools; the student receives that information, channels it, and stores it in his brain; when he goes to the educational institution, the teacher will be in charge of the other part, which is to help the student to grasp better what he has already learned, all this is done through didactic activities that allow the student to build his knowledge through his own opinions and emotions. In addition, the teacher is also in charge of making sure that the students are clear about the proposed topic.

To have a clearer idea about the importance of the flipped classroom pedagogical model, it is necessary to develop a figure in which the different vital aspects that compose it are explained. Figure 3 below shows these aspects that can help the reader to understand the importance of the flipped classroom model.

Figure 3. An essential aspect of the flipped classroom
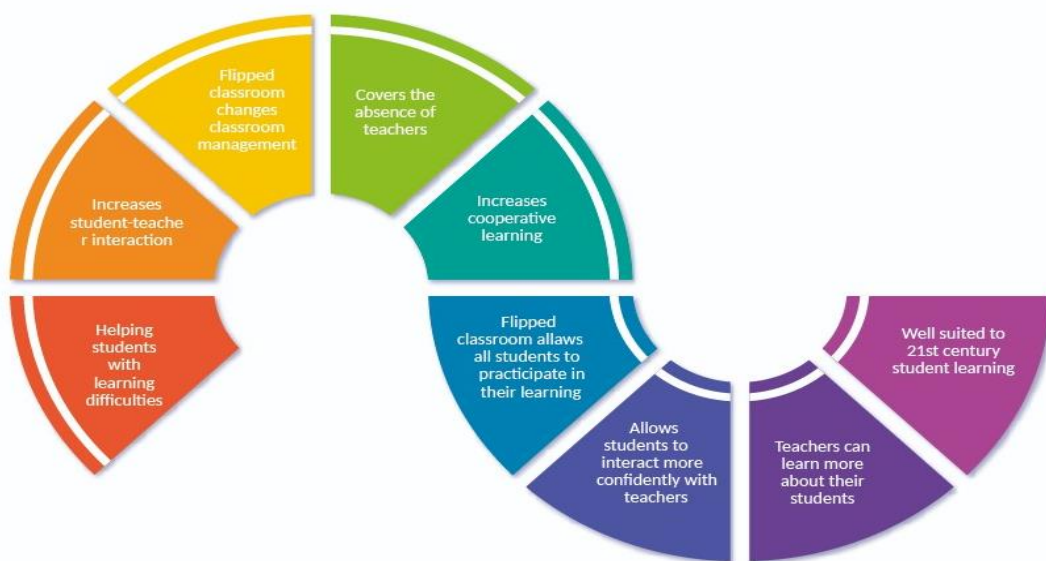
Source: Elaborated by the author (2022)

1.7   Components of the Flipped Classroom

Within the Flipped Classroom model, the student is required to be empowered in the teaching process, which involves self-determination, self-discipline, and initiative, since perfecting its implementation will influence the technical, professional, and scientific labor market, modeling in current and future professionals the autonomy to face unforeseen situations in different environments. According to Paristiowati et al. (2019) the components of the flipped classroom intervene directly in student learning since, for the student to acquire significant knowledge, it is essential to create an environment where they feel confident to learn.

In the same way, the Flipped Classroom methodology intends to give much more dedication to the essential work and the practical application of lessons than to the classes themselves, based on the premise that the educational content should be developed by the students autonomously at home and, in this way, do the tasks in class with the help and guidance of the teacher. The base component of this model focuses on the relationship between the teacher and the student based on learning and teaching. In the study conducted by Hamdan et al. (2013) it was possible to identify other components that flipped classrooms should have to develop an excellent educational environment; some are shown below in Figure 4.

Figure 4.

Components of the flipped classroom model
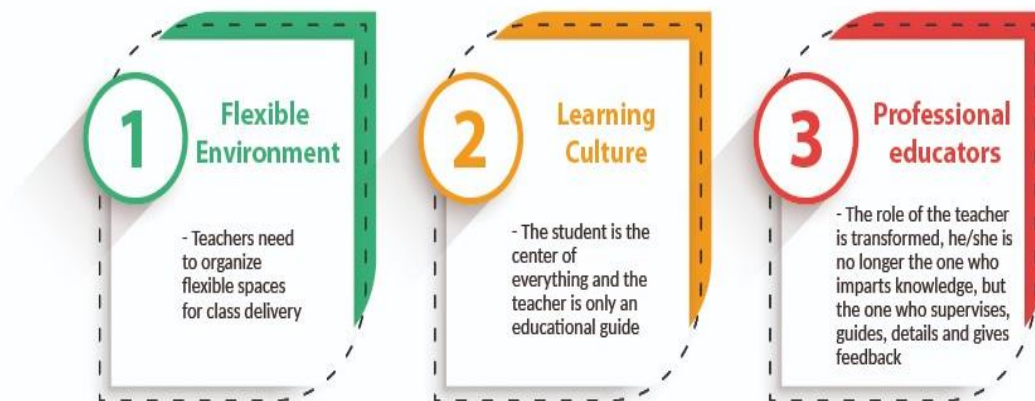
Source: Adapted from Hamdan et al. (2013)

Each of the components that have been mentioned above plays a fundamental role in the teaching of teachers and the learning of students because it is true that each of these aspects allows both the teacher and the student to participate in education. In the pedagogical model of the flipped classroom, most of the students are in charge of developing their knowledge based on their criteria and logical analysis; this method tot threw the traditional way since within this method, the students will study by themes the theoretical concepts that the teacher provides them and the class time will be used to solve doubts, perform practices, and initiate relevant debates with the content.

On the other hand, there are various aspects of the flipped classroom method. One of those aspects is the role of the students since it is crucial to describe what activities the student performs within this educational model. In the study of Long et al. (2017), it could be identified that the role of the student is very forceful and critical since here the student is responsible for forging their knowledge to develop their critical, logical thinking then; in addition, this aims to have a very close relationship between the teacher and the educational authors that make up the academic part. To support what is explained, it is essential to show

in table 3 the distinct roles that the student must develop within the flipped classroom educational model.

Table 3.

The role of the student in the flipped classroom model

Part of the learner in the flipped classroom model
• Responsible for developing their own critical and logical learning
• Responsible for building their learning about technology.
• The student is responsible for having the motivation to learn new concepts.
• Prior knowledge of the handling of technology and all that it entails.
• The student must have the ability to be self-directed.

Source: Elaborated by the author (2022)

As a first aspect, it is essential to mention that the role of the student is to be responsible for developing his logical critical knowledge, as this allows him to advance in his learning. A second feature is that the student must be responsible for building his understanding of technology because today, the internet is a tool that allows people to find any information. Also, the flipped classroom model focuses on education through digital platforms; another aspect mentioned is that the student must be motivated every day to learn something new since learning depends on him and not the teacher. Finally, it is said that the student must have the ability to self-direct and find a route that allows him to learn new concepts and new stories so that they can function in a better way in today's world.

On the other hand, within these aspects, it is also essential to make known what the role of the teacher within this model is because it is necessary to mention that the teacher is the definitive guide of the student; thanks to this, the students can be motivated to learn new things and to want to improve every day. However, within the flipped classroom educational model, the role of the teacher is a little blunter; that is to say, this can be subject to several

criticisms because the teacher is only the student's guide and is not responsible for the student to development critical thinking since the acquisition of this depends a lot on the student. Table 4 describes the teacher's roles in education with the flipped classroom model.

Table 4.

Teacher's role in the flipped classroom model

The teacher's role
- The teacher is the student's guide and intermediary.   - The teacher has to develop digital competence   - The teacher must answer and solve the students' doubts.   - Solved problems and difficulties in student learning.   - The teacher must develop work tutorials   - It has to forge activities that can help the student   - Responsible for setting objectives and keeping them in mind   - The teacher should select materials carefully.   - It has the right and the job to make lesson plans according to the model to be followed, which in this case is to make the flipped classroom.

Source: Elaborated by the author (2022)

Each of the roles mentioned above plays a vital role in the academic training of the individual since, within the flipped classroom model, it is known that the teacher is simply a guide who solves problems and doubts for students. The student is the one who has the right and obligation to develop their ledge based on critical and logical learning. In addition, it is also essential to mention that the teacher, apart from serving as a guide, must also develop activities and create didactic material for the student to be able to learn in a better way; in this case, it is through technology that the student learns to grasp the ideas betters, and through his creativity, he can develop a myriad of strategies that help him to grow in a better way within the academic World.

1.8   Advantages of the Flipped Classroom

Flipped Classroom is a model that allows the teacher to implement a myriad of activities that promote the educational development of each of the students; there are several research that claims that this model has come to stay and adapted to the unique needs of the student. According to Pavanelli (2018) this model has several advantages that can serve as educational support for students and teachers. Some of these advantages are described below in Figure 5, each with its respective characteristics.

Figure 5.

Advantages of the Flipped Classroom pedagogical model
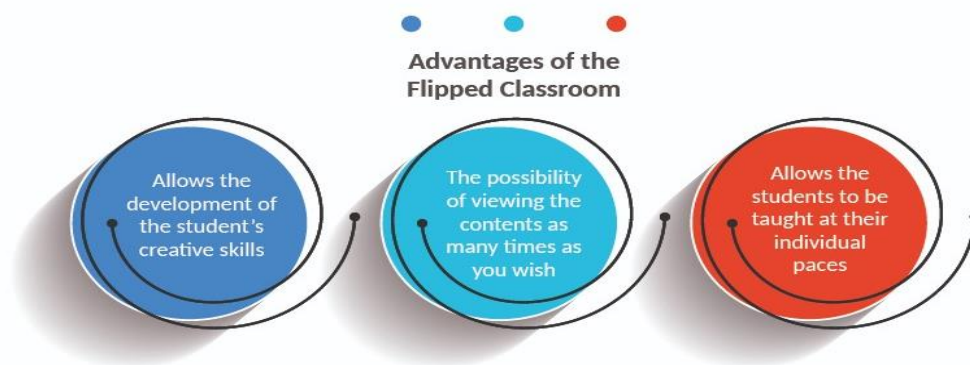
Source: Adapted from research by Aguilera-Ruiz et al. (2017)

One of the advantages offered by the flipped classroom is that most students can develop their creativity through the implementation of activities that are related to technology because today, the internet is the main focus that describes the youth of today; a second advantage is the possibility that students have to watch the video as many times as necessary so that it can learn, thanks to this the student can become more critical and can gain and develop their confidence about their own opinions. Finally, students can also establish collaborative work; this is especially important because education becomes more interactive and equitable.

In the same way, it can also be said that apart from the advantages described above, other much more significant benefits can help teachers understand that the flipped classroom model is an essential aspect that should be taken into account, another of them is that students can better understand a given subject, in addition, they become the protagonists of their learning, the teacher can know with much more precision the diversity of the classroom, the classroom learning is encouraged with much more depth, and a degree of significance and many more activities are implemented that allow the student to develop with much more precision (Nouri, 2016).

In addition, in the study of Akçayır and Murat, (2018) it was found that other advantages of flipped classes are that students can develop their academic autonomy, which allows them to have a positive development in their education and knowledge acquisition, another advantage is that they get much more time to clarify doubts about the different specific topics. And finally, it can also be said that teachers also have benefits, since they are like guides, who are responsible for taking the student on a positive path, it should be noted that within this model there are endless didactic activities that can be implemented through innovative and technological digital platforms.

1.9 The listening Skill Development in an EFL class

Given the fact that a language is a system of communication through the spoken word and that every act of communication requires the participation of at least two people, one is speaking. The other listening - the sender and the receiver - it is necessary that the students get used to the English language's sounds, intonation, accent, and rhythm as soon as possible (Feyten, 1991). The teacher can use his voice or the different technical means at his disposal, such as videos, audio, and linguistic activities. The material chosen to practice

this skill is straightforward to understand, and it is known that it has a certain quality in terms of rhythm, intonation, and accentuation, since it is convenient for the student to associate the phonic representation and the global meaning of each expression from the beginning (Vandergrift, 2006).

Learning a second language goes through various stages in understanding what they hear. At first, the spoken utterances of that language hit his ears like an undifferentiated stream of sounds, and the learner confuses the sounds. Thus, the teacher must first teach the learner to distinguish some sounds from others, much of which can be done by explaining those sounds that offer particular isolation difficulties. In addition, the teacher must also adapt his or her activities to the unique needs of the student to make the language acquisition much more academic and auditory.

In the same way, when talking about listening comprehension in English language teaching, reference is made to everything that can help the student to develop listening and have a better understanding and good communication since within the learning of English each of the skills has a close relationship with each other since it is known that if the student can understand a language, he can speak and write it since everything is relative. In the study analyzed by Bialystok and Hakuta, (1999) it was identified that to perfect the listening skill, it is very convenient to carry out a series of exercises specially prepared and graded in terms of difficulty so that the students can improve and sharpen their ability to hear effectively. In these exercises, students should pay more attention to the meaning than to the words and manage to grasp the essence of what they have heard.

Another fundamental aspect to mention is the importance of listening in learning the English language. The auditory development of the English foreign language is especially important to acquire and develop in individuals because it is through this that the student

can understand what people say and as a consequence be able to speak and write it. To be able to acquire this skill it is fundamental to apply the practice, here is where the teacher has to develop different activities that allow the student to be able to acquire the auditory development in a much more significant way.

And finally, it can also be said that the learning of this language is a long process by which both the teacher and the student are the main ones responsible for being able to help each other together, and this is where the teacher has to make the most of implementing new strategies for the student to achieve motivation to learn the language. Given the present study, it has been identified in similar studies that the use of the flipped classroom model works positively during the listening acquisition process.

1.10 Listening Comprehensions

It could be said that listening skills are as important, if not more so, than speaking skills, since one does not work without the other. one does not work without the other, since speaking for the sake of speaking is of no great merit if what we say is not received by another person. is of no great merit if what we say is not received by another person. In this sense, listening becomes a fundamental social component for every human being, except perhaps for people human being, except perhaps for people who do not have a sense of hearing. It is important to remember that for many years, and still to this day, the oral tradition of the people was more important than the written tradition, which is recent.

Listening comprehension is very fundamental for those students who are trying to learn a second language because it is through listening that students can develop the ability to listen and understand. For Tai y Chen (2022) this skill has its foundation in the understanding and comprehension of the message since this aspect has long been treated as fundamental in the learning process. In addition, thanks to this skill, students can perceive

knowledge as something much more solid, since through listening they acquire the necessary understanding to be able to apply it in everyday life and academic-professional life.

1.11 Listening strategies

Listening strategies are didactic-interactive activities that allow teachers to adapt rules or methodologies that help the student in auditory development. For Saad and Zainudin (2022) these strategies are very important to be able to learn a second language, since it is through this that vocabulary and the ability to understand can be acquired, which facilitates the student to be able to understand the other person safely. In addition, it can also be said that these strategies make it easier for the student to learn important academic aspects.

Within auditory development, it can be noted that there are several means to help understand and grasp the general situations of what is heard. One of them is that the teacher should perform comprehension exercises, in addition to responding to certain commands from the teacher or a classmate, such as closing or opening the classroom door, a window, getting up, sitting down, or even writing something, and another means, perhaps the most popular within the practice of this skill, is the old English game called "Simon says", in whose development there are circumstances that are very similar to those of real communication, given the significant use made of English in it. All of the above exercises should seek to develop the four stages of learning this skill: identification, identification, and selection without short-term retention.

1.12 Auditory developmental competences

One of the English language skills is listening, this skill is especially important in English. Most teachers focus more on teaching grammar and structures, in studies previously analyzed such as Sultanova (2022) it has been observed that this problem can be observed or witnessed that many English teachers are governed only by the book that the student

acquires at the beginning of the school year, the proper development of the listening skill should be strictly planned based on strategies, learning a new language through grammar is not something natural and therefore it is a little difficult to acquire positively the English language.

In the same way, the development of listening skills within the process of acquiring a second language is a complex issue to deal with, since this skill is the most important to know when learning a new language, according to the study analyzed by Nigmatovna, (2022) the auditory development is fundamental in education, This is important because when learning a second language, being able to understand in a specific way what the speaker wants to say is something very favorable, since if one manages to understand something, one can even put speaking in practice.

1.13 Flip classroom and listening skills development

Classroom development involves a myriad of responsibilities such as the development of lesson plans and the adaptation of methodologies or strategies for the academic well-being of each of the students, it is also important to mention that within education several factors must be considered since teaching and student learning is a very important fact for the academic development of students. Now, within education, countless didactic methodologies could be used for student teaching, one of those is the Flipped Classroom methodology, this model has as its main objective the use of technology and digital platforms to help students to acquire a much more manful teaching in several aspects.

Within the same context, when talking about the development of listening skills, emphasis is placed on a myriad of activities and strategies that could be used to help the student to acquire a significant development of a second language, is for that reason that there is essential to mention that this skill carries a great responsibility for students, This is

why it has been possible to relate the flipped classroom methodology with the development of auditory skills because according to Kathleen (2022) this strategy has been significant for the acquisition of auditory development of many students since they have managed to implement several technological tools that have served as significant support for learning a second language. In addition, when talking about the development of listening skills, emphasis is also placed on the activities that could be carried out to obtain good results.

1.14 Teaching English in Ecuador

In Ecuador, the public education system introduced a specific hourly load for foreign language from second to seventh grade of basic general education, in the sub-levels: elementary and middle, established by the Ministry of Education in the Curricular Reform of February 17, 2016. For the Language School of the Universidad de las Americas, it states that the existing gaps in access to an education that guarantees the learning of English is due to the fact that few schools offer it in their curricula in an assertive way, the lack of preparation of teachers, the continuity and lack of dynamism required to master a new language.

The teaching of this language in Ecuador has become popular today because it is important that students can acquire a second language, which will help them in the development of their education, also thanks to this many of the individuals can open up new opportunities since communication is the important key to do business whether social, economic, or financial. According to [MINEDUC] (2016) English is an aspect that has many points to study, therefore in education it has been implemented for teaching in parts, which can be divided into grammar, language skills and reading.

In the [LOEI] (2017) the learning of foreign languages is something important in education and the imparting of knowledge to students, since Ecuador has declared itself as

a bilingual intercultural country, therefore the teaching of the English language is an aspect that must be taken into account all the time, since students must acquire skills and competencies of social inclusion to strengthen their roots, in addition to being able to implement communication skills which can be something meaningful and enriching for the student.
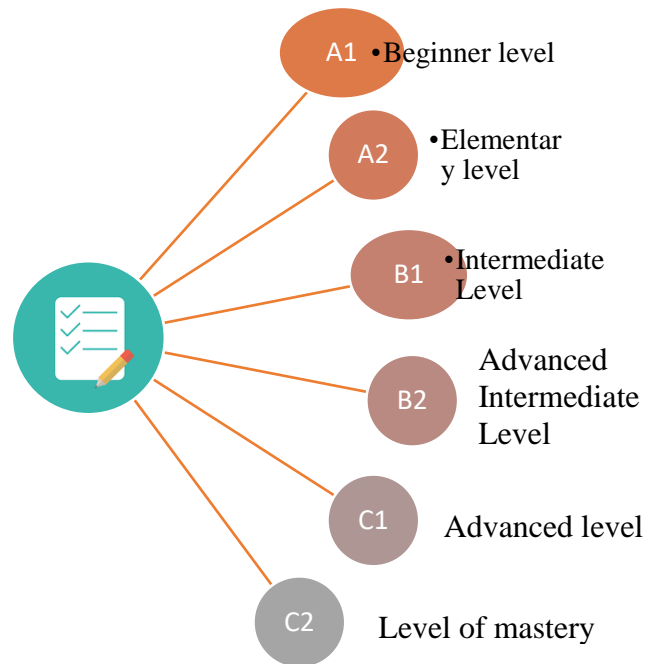
Finally, it could be said that education in Ecuador is fundamental since students need to learn a second language to be able to communicate. Education is necessary for society, because an educated child can change the world in different aspects, despite this it is important to mention that in Ecuador the teaching of English has emerged as something indispensable, therefore it is necessary that teachers can implement activities in their teaching that can encourage the child to learn English.

1.15 Common European Framework of Reference for Languages

The Common European Framework of Reference for Languages is a guide for learning, teaching and evaluation that serves as a standard for measuring oral and written comprehension of a language. Buxton, (2013) mentions that this guide seeks to know how students express themselves in a language, and also measures the level of understanding of a language, that is, through this guide, teachers can put students in their corresponding level of knowledge acquisition and learning of a given language. The importance of this is based on the fact that the student must acquire an intermediate or advanced level of understanding of a language, in order to place him/her at his/her corresponding level.

Figure 6.

English level by course

A1 • Beginner level

A2 • Elementary level

B1 • Intermediate Level

B2 Advanced Intermediate Level

C1 Advanced level

C2 Level of mastery

Resource: Elaborated by Common European Framework of Reference for Languages (2002)

Finally, each of the levels described in the figure above describes the importance and the level that students should have according to their learning development and acquisition of the English language. The first level is A1 which is a level for beginners, A2 is an elementary level, which the students obtain as a base for the acquisition of the language, B1 is an intermediate level, B2 is an advanced intermediate level, C1 is an advanced level and finally C2 is a level of total mastery, which means that at this level the students completely dominate the level of English.

2. CHAPTER II

METHODOLOGY

2.1 Research approach and type of research

This study was oriented under the quantitative and qualitative research approach, which, according to Dominguez (2007), tries to determine the strength of the association or relationship between variables and the generalization and objectification of the results through the sample. From here, the population from which the piece comes can be inferred. In addition to the study of associations or relationships, it is also intended to make inferences to explain in some way why things happened or did not happen.

The study adopted the approach is quantitative because it deals with phenomena that can be measured through the use of statistical techniques for the analysis of the data collected, its most important purpose lies in the description, explanation, prediction, and objective control of their causes; but also in the forecast and illustration of the results obtained, to support the deductions obtained from the metrics evaluated and analyzed, both from the collection of effects and from the processing and interpretation of these.

A qualitative approach was also considered because the descriptive, explanatory, field, and bibliographic types of research were used to complement the qualitative analysis of the study. This research approach contributed to the study, as it helped to describe in a quantifiable way the current state or diagnosis of the students concerning English listening skills, allowing them to identify the needs that they require for the improvement of the craft.

On the other hand, the research was directed under descriptive analysis. It was trying to describe the study population and the students' sociodemographic characteristics, the aptitudes concerning English Language skills, and the activities that may arise based on the related results. Guevara et al. (2020) mention that descriptive research aims to describe some

essential characteristics as homogeneous sets of phenomena, using systematic criteria that establish the structure or behavior of the phenomena under study, providing frequent and comparable with other sources of information.

In the same way, the type of bibliographic research was also used since, within this study; we intend to collect critical information related to the flipped classroom methodology and how it influences the development of listening skills in students, according to Flores and Becerra (2012) bibliographic research is characterized by the use of secondary data that help in the acquisition of information regarding the topic to be investigated.

Finally, field research was also used, which will help collect data for the entire study, ranging from the sociodemographic data of the students to general data. It is essential to mention that the field approach, according to Graterol (2011) is presented by manipulating untested external variables under strictly controlled conditions to describe how or why a particular situation or event occurs.

2.1.1   Research method

The present research is based on inductive and deductive methods; since both the inductive and deductive methods are logical reasoning strategies, inductive methods use specific premises to draw general conclusions, and deductive methods use general principles to draw particular conclusions (Arrieta, 2015).

In this study, the inductive-deductive method is used from the theoretical procedure. It provided answers to the questions posed by a series of questions to establish logical conclusions about the problem.

2.1.2 Techniques and instruments

Within the investigation, techniques and instruments were used to help to collect the necessary information, acquire the data, and continue to interpret the results. The method carried out is the realization of a survey, which was implemented at the end of the investigation; in the same way, the instruments used were the questionnaires. For Martinez y Galán (2014) the techniques and instruments are the fundamental basis of the investigation since they are destined to obtain accurate information to have the conclusions that will be the basis of the study.

In the same way, the questionnaire was also implemented as a diagnostic measurement tool. All this was done to identify the shortcomings that students have in the auditory development within the acquisition of English as a second language. The questionnaire used for this purpose was anonymous, and each of the questions was taken from different B1 books, which the University of Cambridge endorsed.

2.2 Participants

The study population was focused on the first and second levels of high school students of the Unidad Educativa San Vicente Ferrer in Ibarra- Ecuador. This institution is characterized as an institution located in the Parroquia el Sagrario; this institution is rural and does not have many teachers and students. The approximate age of the students to investigate is between 15 to 18 years old.

This institution has adequate facilities to provide education to students. Classes in this institution are taught face-to-face, and as mentioned above, the institution has 23 teachers and 413 students. The total population of students to be considered for this study was 57 students, and the type of sample to be considered was non-probabilistic by convenience.

2.3   Data analysis procedure and plan

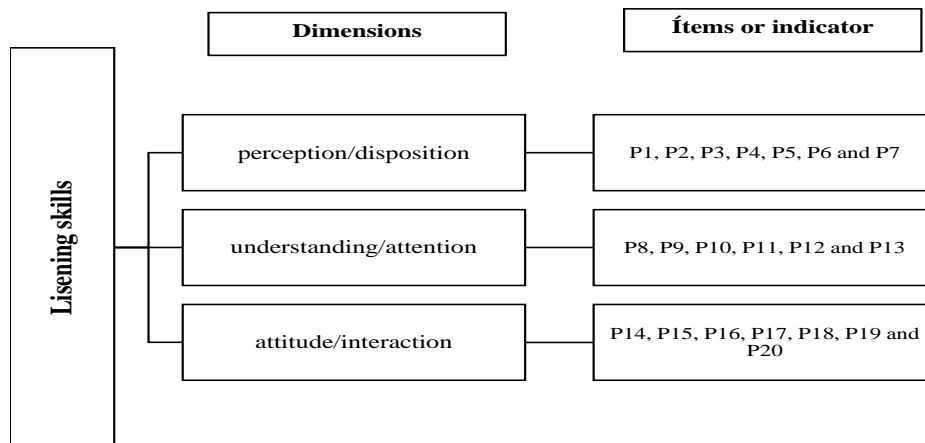To develop the present research, we started by fulfilling the study objectives.

Phase 1: Diagnose the current listening skills level of first-year high school students at Unidad Educativa San Vicente Ferrer

A diagnostic test was carried out to identify the deficiencies that the students in the first and second year of high school present in auditory development. To achieve this, a diagnostic test was developed, which was divided into different audios, which were related to the three main dimensions of listening skills, which are: comprehension, message perception, and attitude.

The dimensions were selected and adapted from the studies by Ronda et al, (2020) in which it was found that to develop English listening skills, it is essential to know the application of these aspects. Based on these dimensions, the questionnaire was applied, validated, and constructed according to the guidelines of the education curriculum proposed by the Ecuadorian Ministry of Education and the guidelines of the University of Cambridge. Figure 7 below describes the dimensions and items used to evaluate listening skills.

Figure 7.

Dimensions of listening skills

Lisening skills	Dimensions	Ítems or indicator
	perception/disposition	P1, P2, P3, P4, P5, P6 and P7
	understanding/attention	P8, P9, P10, P11, P12 and P13
	attitude/interaction	P14, P15, P16, P17, P18, P19 and P20

Resource: Elaborated by the author (2022)

The dimensions of the listening skill are fundamental aspects within the learning of English as a second language because it is thanks to these that students can acquire the language. In addition, each of them measures incredibly significant aspects of the listening skills of students. Through these dimensions, a considerable number of characteristics can be evaluated, which help teachers to control the high and low points of learning the listening skill.

On the other hand, these dimensions were chosen because they evaluate the characteristics of the skills from the perception, that is, the student's disposition, which helps to recognize if the student knows the phonemes and understands the intonations of each of the English words. These dimensions were also chosen based on comprehension because the knowledge and understanding that the students have about vocabulary and the formation of new sentences in the language being learned are valued, and the attitude is the rest that the students have in their learning.

The results obtained were evaluated using descriptive and inferential (parametric) statistical analyses. Frequency tables were used to compare categorical variables. The student's t-test was used to calculate significant differences between groups and dimensions concerning listening skills. A significance threshold of $p < 0.05$ was accepted. Data are expressed as mean $\pm$ standard deviation (SD) and percentage counts. R statistical software version 4.2.1 was used.

Phase 2: identify students' difficulties in acquiring listening skills

Once the levels of knowledge and challenges presented by high school students in terms of listening skills have been identified, we will proceed to determine strategies that can be used to improve the deficiencies found, using a semi-structured survey where the system to be used (Flip classroom) can be related to the needs presented by the students

The applied surveys were reviewed and accepted by different teachers, each of the questions that were applied was to know what strategies can be used to improve the deficiencies found in their learning. The survey served as a guide and support together with the diagnostic test because thanks to these, we were able to identify some problems that students present in terms of their listening skill development and how they acquire the language through these the activity guide supported, which was related to the flipped classroom methodology.

Likewise, it is necessary to mention that the surveys applied to the students were carried out virtually on the Forms digital platform and sent to their e-mail addresses following the authorization and consent of the representatives.

Phase 3: Propose activities to improve listening skills using the flip Classroom methodology

Once the strategies are established, they will be conceptualized in dynamic activities through the Flipped classroom methodology. It is expected that through this analysis, a guide of activities can be made, which will contribute to improving listening skills.

2.4 Research questions

2.4.1 General Question

- What strategic and pedagogical activities of the flipped classroom methodology could be applied to high school students of the Unidad Educativa San Vicente Ferrer to improve listening skills?

2.4.2 Specific Questions

- What is the level that the students of the Unidad Educativa San Vicente Ferrer present in the development of listening skills?

- What deficiencies, needs, and problems present the high school students of the Unidad Educativa San Vicente Ferrer in listening skills?

- In which of the three dimensions of Listening skill development do the students of the Unidad Educativa San Vicente Ferrer present deficiencies?

2.5 Bioethical considerations

Bioethical considerations are those characteristics that describe the respect given to the student, the confidentiality of the information, and the voluntariness of the participation.

For the execution of this research, the bioethical elements of responsibility and authorship were considered throughout the study execution process. All participants gave their verbal and written consent to conduct the research and to carry out the improvement proposal. In addition, the data and results obtained were socialized to all students since they are the direct beneficiaries of this project. The subjects participating in the research were informed in writing of the most relevant aspects of the research: objectives, procedures, the importance of their participation, duration, laws, codes and norms, voluntary participation, and benefits. Likewise, all the individual permissions were obtained to have access to the educational community, and the anonymity of those involved was respected.

3. CHAPTER III

DATA ANALYSIS AND DISCUSSION

In this chapter, it is crucial to mention the analysis, main findings, and interpretations of the diagnosis that was made with the primary objective of finding the shortcomings that the students present in the learning of the English language with a significant attachment to the auditory skill. The most relevant results of the study are described below.

3.1 Diagnosis of the current state of listening skill competencies of baccalaureate students.

As explained in previous sections, to evaluate the students' competencies, it was essential to carry out a diagnosis to know the participants' listening levels in English. According to the result obtains, it was possible to identify that 52.63% of the first- and second-year high school students of the Unidad Educativa San Vicente Ferrer are between 16 and 18 years of age, while the age of 47.37% of the other students is between 15 and 16 years (Fig. 8).

Figure 8. Age
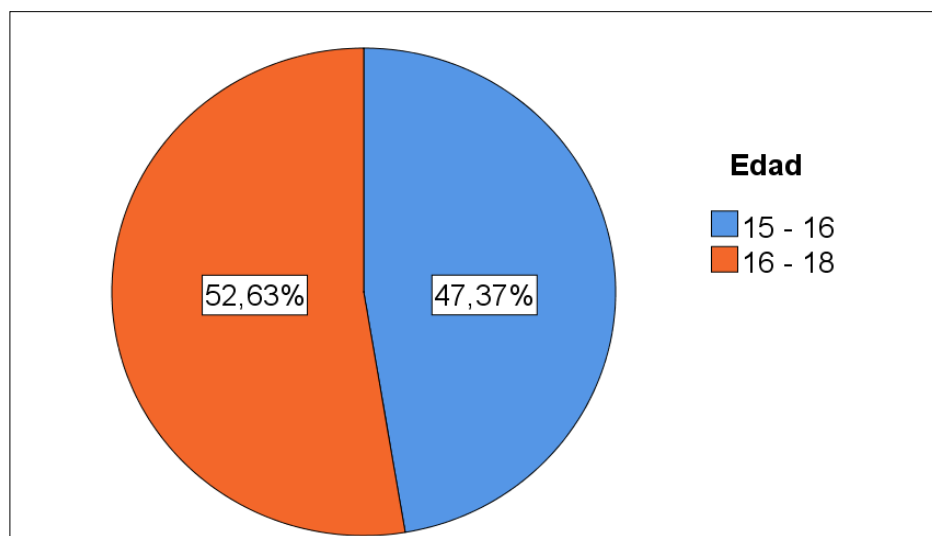
Resource: Elaborated by the actor (2022)

Similarly, within of diagnostic apply to an application to students of the Unidad Educativa San Vicente Ferrer, it was possible to identify that 36.84% of the sample are female and 63.16% are male. This does not affect the present study; however, it is important to know the gender of the students surveyed. This shows that for this research the predominance was male (Fig. 9).

Figure 9. Gender
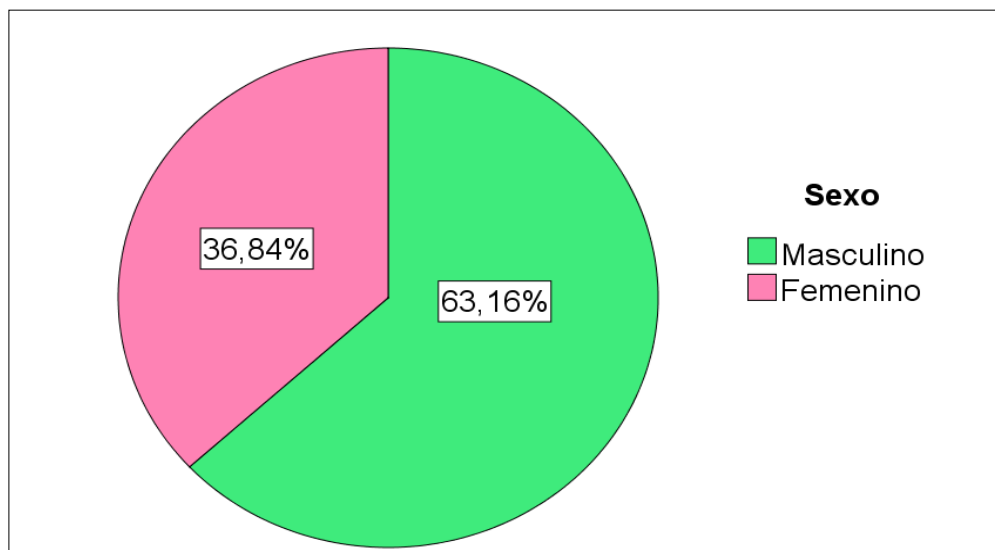
Resource: Elaborated by the actor (2022)

In general, the diagnosis determined that the students present a low average level of English since according to the evaluation carried out, the students reached an average of 4.11 ± 1.46 in the dimension of perception and disposition that tries to infer the meaning of the word from the context that is used. In addition, it was identified that some students did not get any questions right, while others achieved the maximum mark.

In the same way, the dimension of understanding and attention was analyzed. Unlike the previous dimension, the average obtained by the students was lower (3.74 ± 1.16) since this dimension it focuses on identifying the general idea and recognizing the thematic axis of the oral text; finally, the dimension that presented more deficiency was that of attitude

and interaction, given that the objective of this dimension entails that the student shows the handling of grammatical errors about what was heard. However, in comparison with the grades obtained, the only difference was found in dimension two since no student did not answer all the questions (Table 5).

Table 5.

Dimensions of Listening Skills. The note min and max

Dimensions of Listening_Skills	Mean	Note Min - Max
perception/disposition	4.11 ± 1.46	0 – 7
understanding/attention	3.74 ± 1.16	1 – 6
attitude/interaction	2.61 ± 1.39	0 – 6

Source: Elaborated by the author (2022)

On the other hand, Figure 9 demonstrates the variation in students' listening skill performance and response patterns. It was identified that the responses to the listening skill dimensions are characterized by a score of 4 to 3 with higher response influence. According to Cocha, (2017) this is because the students do not have significant development, they need to be able to master a second language, due to various problems within the classroom or even about how he/she tries to teach his/her students. Even though students had an average and somewhat positive level, only three students were identified with excellent answers, which cover the seven answers of the dimensions. This tendency was similar to 0. According to León (2019) this is because students have a higher degree of stimulation within their teaching; also, the activities that teachers implement to make students acquire their learning in a much more meaningful and didactic way have a lot to do with it.

Figure 10.

Variation in performance of listening skills.
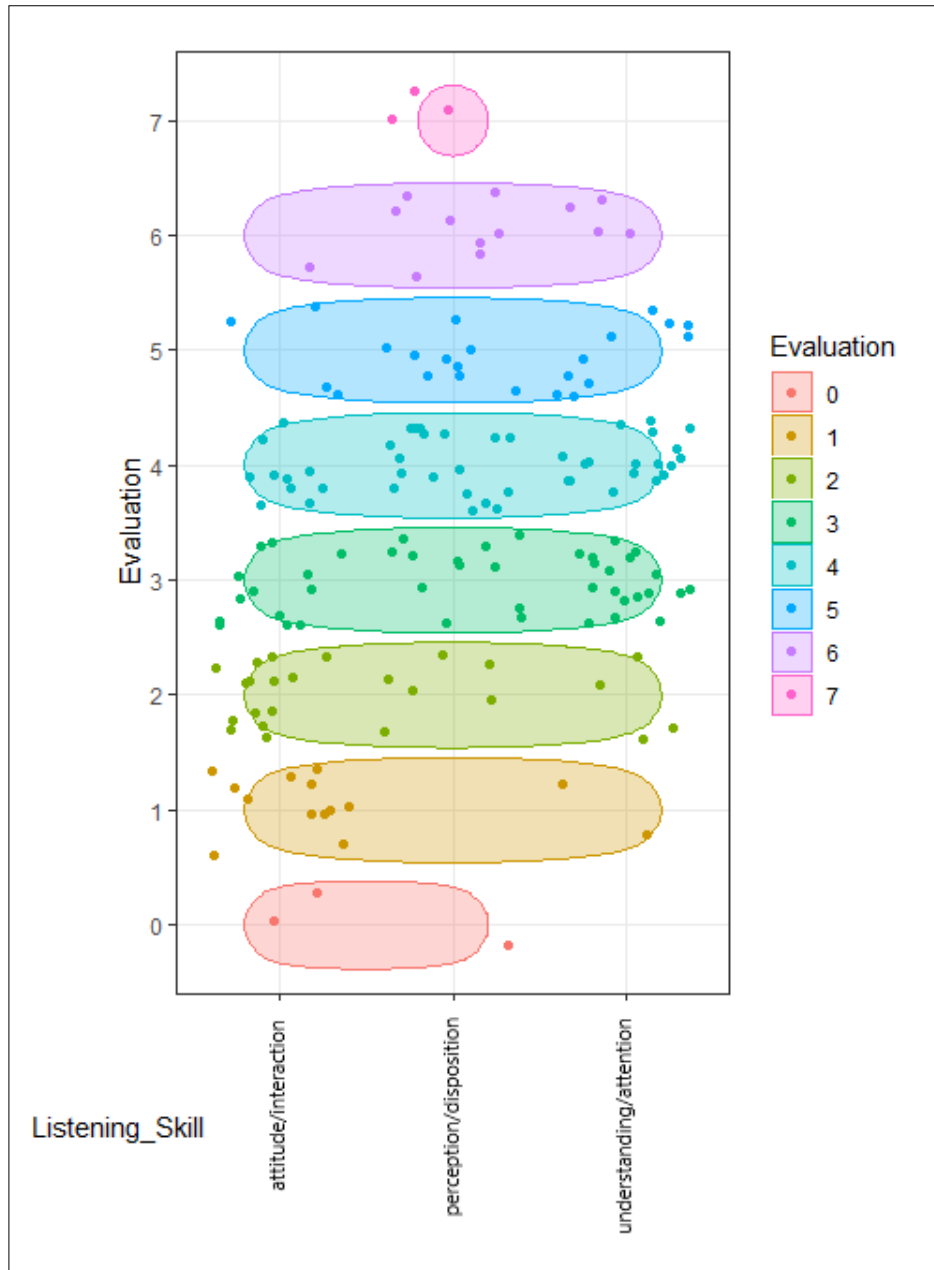
Source: Elaborated by the author (2022)

To identify differences in auditory skills, the student's t-test for related samples was used. This test was used since the study group came from a sample with a normal distribution (p-normality= 0.0712 and p-homoscedasticity=0.2349). Significant differences were found

in the auditory skills in the study groups (p<0.05). The results obtained show that students have different strategies to understand the English language through their skills. According to Wegert et al. (2010), these characteristics are given because many students learn in different ways, during a determined time, and their skills depend a lot on their learning. A bibliographic analysis was carried out to identify any similarities with these results, it was found that there are no studies that identify this type of deficiency through descriptive statistics (Table 6).

Table 6.

Student's t-test for related samples

Dimension	Df	Sum Sq	Mean Sq	F	Pr(>F)
Listening_Skills	2	68.78	34.39	19.14	3.26e-08 ***
Residuals	168	301.93	1.80		

Note: Df: degrees of freedom, Sum Sq: sum of squares, Mean Sq: mean square, F: value F, Pr(<F): value p, Significance codes: 0 '***', 0.001 '**', 0.01 '*', and if it's greater than 0.05, it's not significant or ns.

Once it was identified that there are differences between the listening skills and the study groups, we proceeded to analyze the effect that learning has on each of the dimensions that make up this skill. For this purpose, a t-test for independent samples was used to identify the impact of these dimensions on the student's behavior, disposition, comprehension, interaction, and attitude when learning a new language. The results show that within the groups, each student has a separate way of developing listening strategies. That is to say that within perception and disposition, there is a p-value of 2.74e-30, in comprehension and attention 1.72e-31, while in attitude and interaction, there is a p-value of 5.99e-19. This means that there are significant differences in English language learning (Table 7).

In this sense, we wanted to determine if how students learn each of these dimensions is different, for which a simple comparison test was used using the Tukey test, which allowed us to identify that perception, comprehension, and attitude have a similar form in terms of understanding the English language.

Table 7.

Teaching-learning differences in auditory skills in high school students.

Dimensions of Listening_Skills	Df	MD	p-value	IC 95%	Groups
perception/disposition	56	4.16	2.74e-30 ***	[3.80 - 4.52]	a
understanding/attention	56	3.74	1.72e-31***	[3.43 – 4.04]	a
attitude/interaction	56	2.67	5.99e-19***	[2.26 – 3.07]	b

Note Df: degrees of freedom, MD: Mean difference, CI: confidence interval, Significance codes: 0 '***', 0.001 '**', 0.01 '*', and if it's greater than 0.05, it's not significant or ns.

3.2 Identify the difficulties that students have in listening skills

After understanding in a quantitative way the deficiencies and possible causes that can cause the difficulty of understanding, it is essential to mention that these depend a lot on several aspects that connect with each of the dimensions, that is, if the student has a deficiency within the aspect of perception and disposition, this should have a deficiency within the phoneme recognition, If it is within the comprehension dimension, it could be in the oral context, since many of the students can understand words, phonemes, and vocabulary. However, they understand them with a different deficiency, and if it is in attitude and interaction, this means that the student does not have a previous motivation to learn the language, in addition to grammar would also be exposed.

For this reason, a table has been designed to describe the possible shortcomings of each dimension, of which several studies have been identified but are not remarkably similar, which means that many more studies need to be carried out before this study (Table 8).

Table 8.

Identified Shortcomings

Dimension	Possible difficulty
Perception/disposition	• Lack of phonemic and vocabulary knowledge • Lack of auditory stimulation
Understanding/attention	• Lack of retention of sentences. • Does not recognize the syntax of a statement • Failure to identify the general and secondary idea of the statement
Attitude/interaction	• Lack of knowledge • Does not deal with grammatical errors • Lack of concentration

Resource: Elaborated by the author (2022)

3.3 Identification of strategies to improve listening skills

To identify strategies that promote the development of listening skills in students, it was necessary to conduct a survey, which allowed us to identify some shortcomings that students had about their learning and obtaining English listening skills. Strategies are activities that help both the teacher and the student in the teaching-learning process, which is why it is especially important to develop them.

For the corresponding analysis, the students were asked how important it was to develop listening skills, to which 82.46% of the respondents mentioned that it is very

important to develop this skill to obtain a good development in the acquisition of English as a second language, however, 17.55% of the students stated that developing listening skills is not so important. Thanks to this analysis it was possible to identify that most of the students are aware that being able to understand the English language (Fig.11).
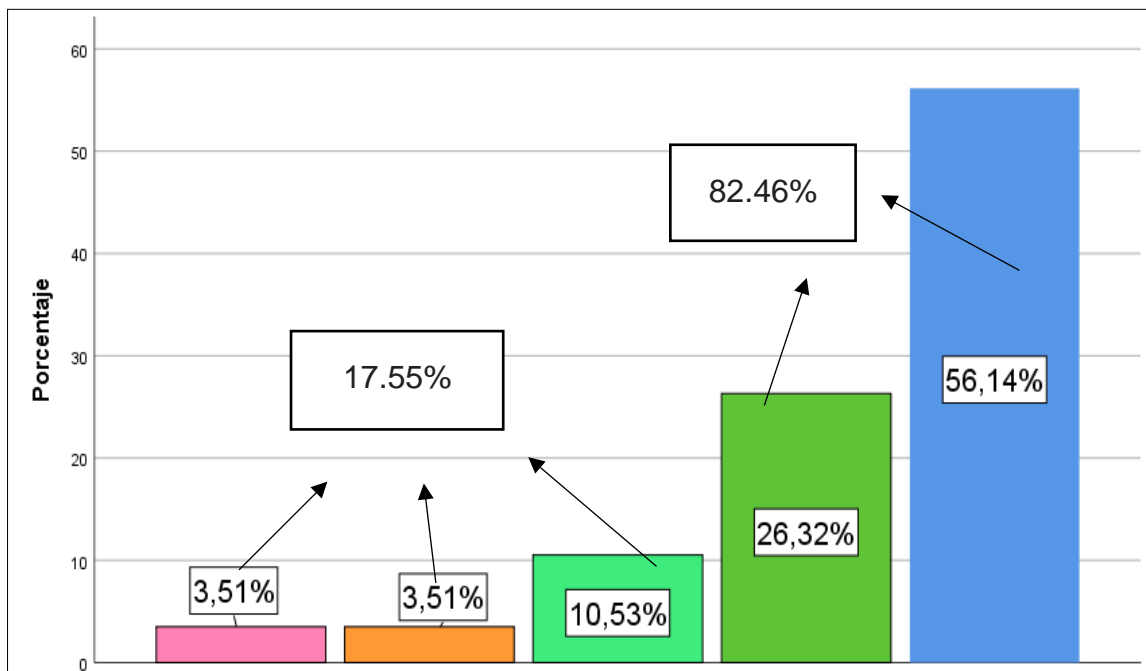

Figure 11. Importance of listening skills

Concerning the importance of the students' listening level, it was found in the study of Carralero and Izaguirre (2020) that this skill is a fundamental part that serves as a basis for acquiring English as a second language since the results of his research obtained data very similar to this study since most of the students of a high school mentioned that acquiring listening is very complex, but it is necessary to understand and comprehend. Similarly, in the study of Sánchez and Chavez (2017) results were found that were not at all similar to this research, since many of the students of an educational unit responded that listening skills are not as important as speaking.

As basic support, it is essential to mention that listening is something very complex to acquire, however practice and study can help students to have a breakthrough in the

acquisition of English, also for Celik (2017) listening comprehension has several dimensions that compose it and that is why teachers should put more emphasis on these, Some of these dimensions are comprehension, intonation, and attitude, which together make up a very small but fundamental part of listening comprehension about the acquisition of a second language.

On the other hand, to identify whether vocabulary might be a limiting factor in understanding the language, they were asked if the vocabulary that the English teacher implements in their classes is difficult to understand. 78.95% of the students mentioned that the vocabulary is very difficult to understand since it is very difficult for them to understand what the teacher is trying to explain. However, it is understood that 21.05% of the respondents say that they have no problem understanding the teacher. This demonstrates that the students present difficulties in understanding the vocabulary that their teacher usually uses when teaching them (Fig.12).

Figure 12. Vocabulary level
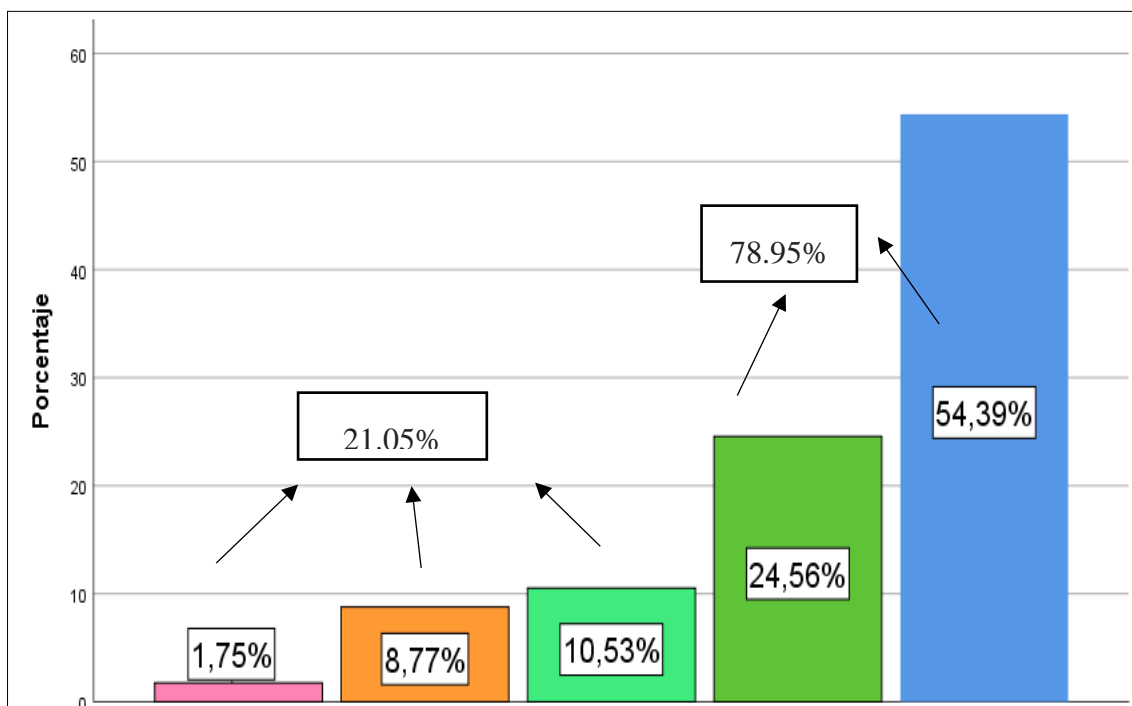
In the research of Cowie (2011), it was found that most teachers use vocabulary that is very difficult to understand to explain something to students, which is why many of them fail to understand what the teacher wants to make known, in addition, a low level has been evidenced in the academic average of students in the subject of English because the teacher is the one who does not adapt to the needs of students. Also, in the study of Syafii et al. (2020), it was evidenced that understanding English vocabulary is very difficult for students to learn, the author recommends that teachers adopt creative teaching strategies so that students can understand the vocabulary in a better way.

Finally, it can be said that vocabulary is something that should be understood when learning a new language because thanks to its people can achieve to develop new linguistic skills, which help in the acquisition of English as a second language, also is important to mention that this aspect is something that teachers should work more on, since learning new words helps the individual to develop small sentences that serve as a communication aid.

To identify the student's level of understanding, it was necessary to ask the following question: When listening to the English audio, do you quickly understand the message you want to convey? 59.65% of the respondents mentioned that they can always understand the message that is intended to be conveyed in the audio, while 40.35% of the students mentioned that they usually do not understand. In summarizing it can be said that the level of comprehension of the students of the San Vicente Ferrer Educational Unit has an average base in terms of comprehension; however, it is necessary to carry out more review activities so that the other students can understand the English audios in a better way, although their response is affirmative concerning their comprehension, when compared with the diagnostic results, a medium-low level concerning comprehension can be indicated (Fig.13).

Figure 13. Understanding level
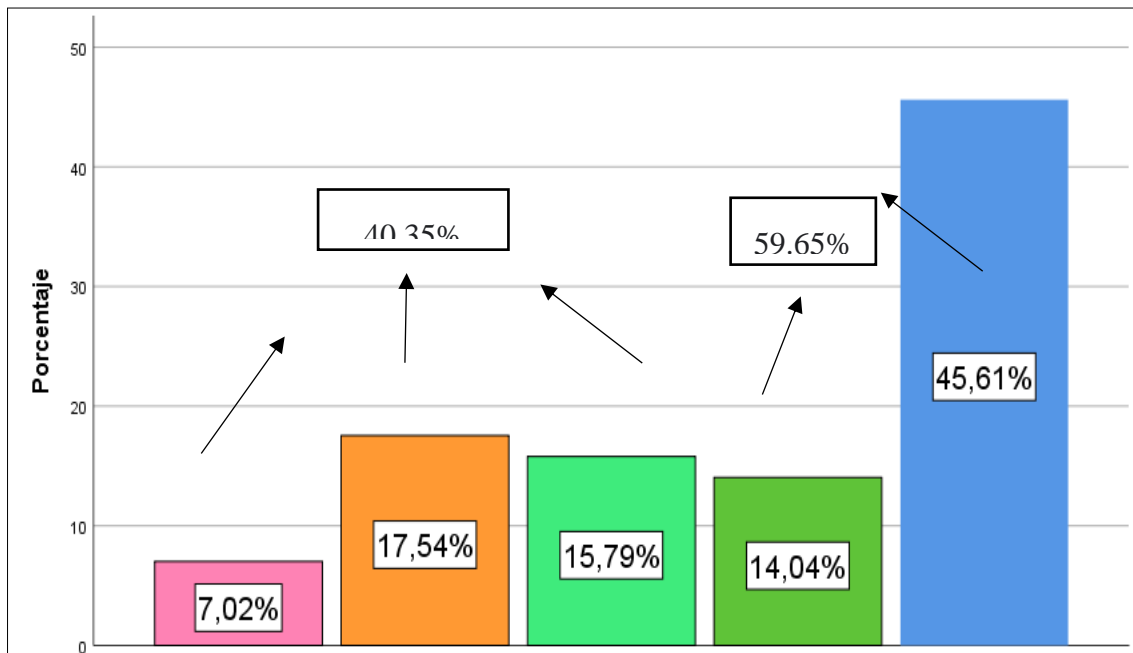
In the research of Egamnazarova and Mukhamedova (2021) it was found that the sample population chosen for the research was 30 students, to whom a survey was applied to evaluate their understanding and it was evident that many of the students do not have a solid level of understanding in terms of the development of English as a second language, The author applied an activity guide to help them improve their comprehension, and it was possible to identify that the level of comprehension of the students improved significantly because it was concluded that teachers should seek information and develop strategies or activities to help students improve their listening level in the English language

Likewise, a similar comparison was also made with the study of Chalá (2010) and it could be found that the students of the Unidad Educativa Victor Manuel Guzman present a very low level of listening comprehension, due to the misuse of strategies and poor teaching by teachers. It can be said that the level of listening comprehension is a very important dimension to stimulate, because students need practice to be able to understand, and analysis

can be done to know the level of English that students have to seek solutions to enrich the education of students.

In the same way, to identify another variable, students were asked how often teachers perform listening exercises in English class; 56.14% of them affirmed that teachers rarely perform this type of exercise, while 43.86% indicated that most of the time, the teacher does perform this type of exercises in class. It can be deduced that many English teachers do not know how important it is to carry out listening comprehension exercises in class (Fig.14).

Figure 14. Frequency of listening exercises
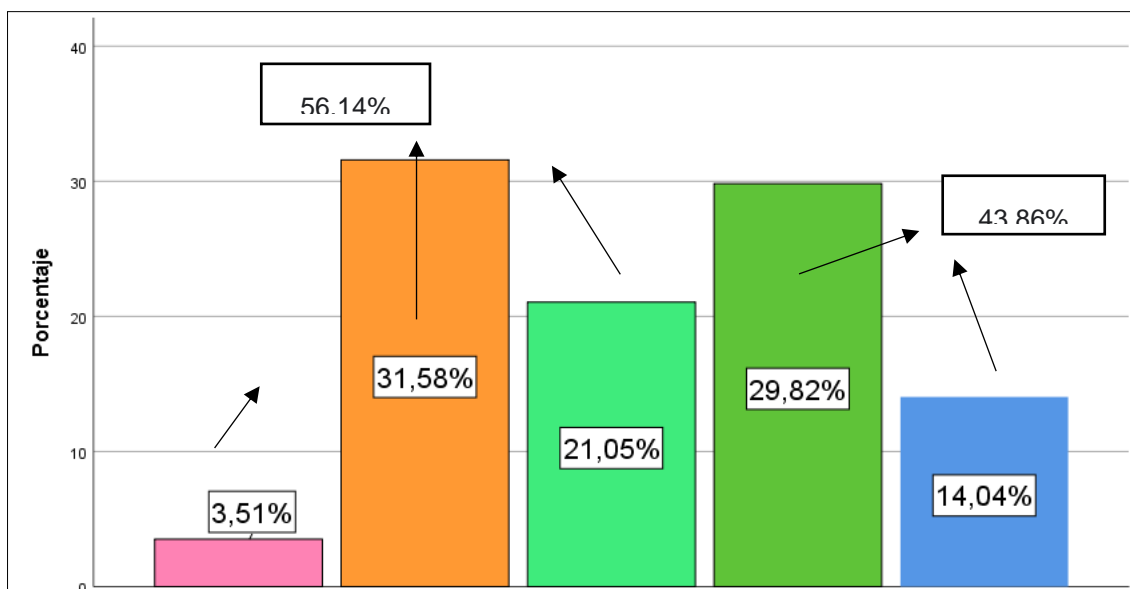
In the study of Islam (2012), in which it was possible to show that most English teachers do perform listening comprehension exercises in their English classes since many of them think that practicing with audio contributes in a positive way to the development of a second language. Although most of the teachers thought that way, many of the students surveyed mentioned that their teachers put more focus on vocabulary and new words to be learned to express themselves and understand the English language. The conclusion reached

was that both teachers and students have a good motivation for the teaching-learning classes, as teachers contribute positively to the teaching of their students.

Although many types of research indicate very significant aspects of student learning, it was also necessary to take into account the research of Egamnazarova and Mukhamedova (2021), which conducted a literature review and could show that many times English teachers do not know how to implement strategies to ensure the quality of student teaching, and that is why the development of a second language for many students is complicated to achieve, despite all these problems in his analysis he could also find didactic guides of activities carried out by English teachers, and it was identified that the use of the activity guide was not positive, because students were much more confused.

To know which activities that teachers use in English classes, it was essential to ask each one of the students, so it could be evidenced that 35.09% of them mentioned that teachers use videos in English, 29.82% affirmed that teachers use interactive audio, 22.81% allude that one of the activities that teachers also use are dictations, and finally 12.28% indicate that teachers use other types of activities. It shows–that each of the teachers is familiar with didactic activities that allow students to acquire the English language. However, teachers should implement many more teaching strategies (Fig.15).

Figure 15. Activities used in class
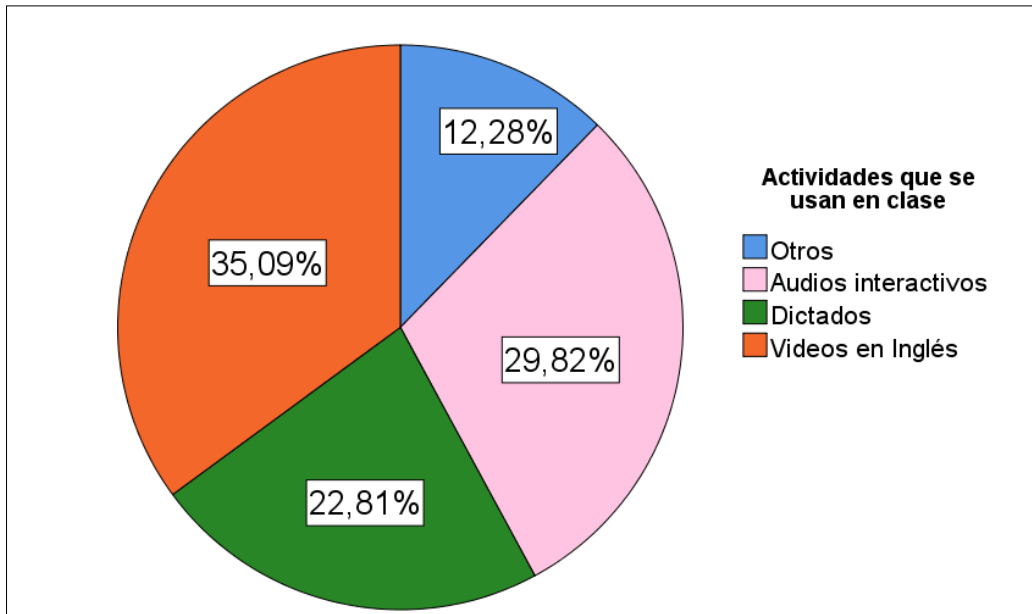
To support this research question, a bibliographic analysis was conducted within the research of Aycicek and Yanpar (2018), in which it was found that many teachers have left aside traditional activities for the teaching of a second language. This is why it was found that most teachers focus more on the student's ability to understand and speak since, for them, that is the most important thing. The author also states that the activities that teachers use in their classes are a little more innovative since they make use of technology to ensure that the student can strengthen their knowledge on a solid foundation of knowledge. Among their teaching activities are the use of digital platforms, making videos, participation in digital forums, and the development of works of art.

The author affirms that the students have had very positive results when carrying out this type of activity since many of them affirm that they feel much more comfortable using technology as a means of learning, in addition to the fact that the platforms they usually help

them a lot in the development of creativity and the acquisition of linguistic skills in the acquisition of English as a second language.

Another of the questions asked was whether the teacher uses English as a means of communication in class, for which most of the students (59.65%) stated that the teacher frequently uses the language in class. In comparison, 40.35% mentioned that the teacher does use English as a means of communication but very seldom. With this small analysis, it can identify that many English teachers adopt English as a means of communication. However, many of them do not do it frequently, so it could bring difficulties to the students in acquiring English as their second language (Fig.16).

Figure 16. English as a means of communication
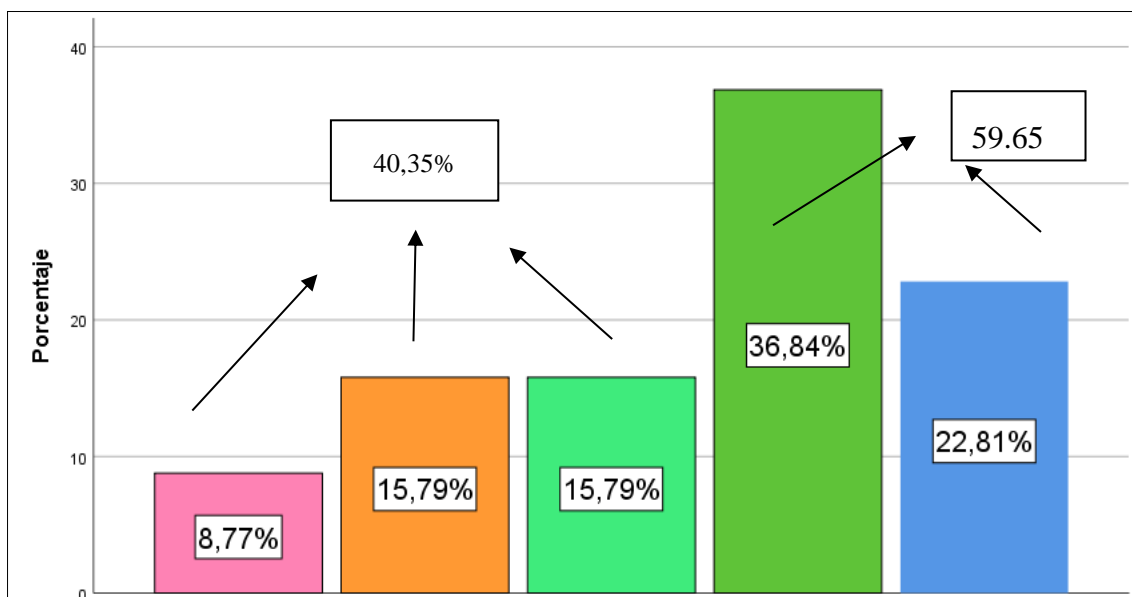
Implementing the English language as a means of communication within a class is very important for the student because it is through this that he can strengthen his listening skills and develop his speaking level. However, currently, many English teachers in educational institutions do not take this into account, and that is why students have difficulty acquiring English. In addition, in the research by Vandergrift 2006) it could be identified

with great clarity that teachers do not keep English in the classroom as a means of communication. This is due to the lack of knowledge of its importance. In addition, the students affirm that many of the teachers allow them to do work in the classroom, the teacher gives a quick explanation, and they have to do it.

The author concludes in his research that the lack of innovation strategies does not allow the teacher to exploit the student's learning; therefore, most of them do not have a solid foundation to understand, write and speak in English; this problem has resulted in low performance in the subject and a low level of knowledge in English.

In the same way, through the surveys we measured the level of satisfaction that students have about their teachers, we could identify that 73.68% of the students have a very high level of satisfaction with their teachers. In comparison, 26.31% mentioned that they do not have a high level of satisfaction. It proves that most students have their reasons why they find the teacher a comfortable person to deal with. This is positive because the student-teacher relationship is significant in teaching and learning (Fig.17).

**Figure 17.** Level of teacher teaching satisfaction
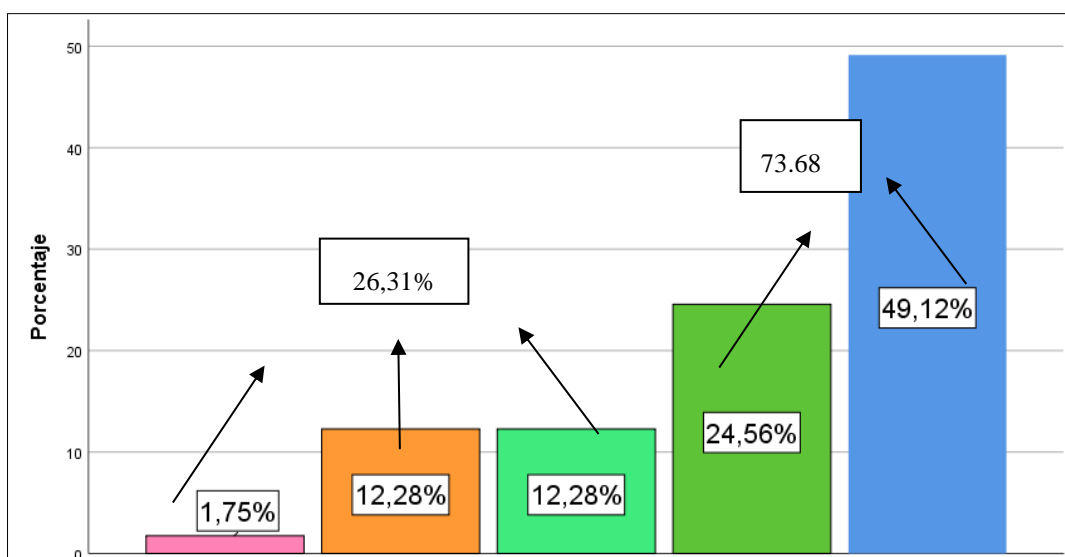
In similar studies such as those of Feyten (1991), it could be seen that the level of communication that exists between student-teacher is something very positive for the teaching of the student since it was found that students have much more motivation to study with a teacher who gives them confidence than with a teacher who is strong-willed and does not have a good friendship with them, To support this, the author conducted a descriptive analysis in which he was able to show that the teacher-teacher relationship was significantly deteriorated, due to the lack of communication between teachers and students, and it was also found that teachers had a solid and traditional character, which did not allow students to have great harmony and communication with their teachers.

In conclusion, it was obtained that the teachers did not have a good relationship with their students due to different reasons. One of them was that the teachers were rigorous, traditional, and had a very straight character, so the students' academic performance in some cases was excellent but in most of them was very low.

To know if the students agree that teachers should implement new didactic teaching activities to improve listening skills, a question was also asked, for which 68.43% of the students mentioned that they agree with the implementation of activities. In comparison, 31.58% do not agree that teachers should adopt new activities to help them improve and develop English listening skills. It can be said that many of the students have a high level of motivation to learn English, which is why they want teachers to adopt new teaching strategies (Fig.18).

Figure 18. Level of agreement, based on the implementation of out-of-class activities.
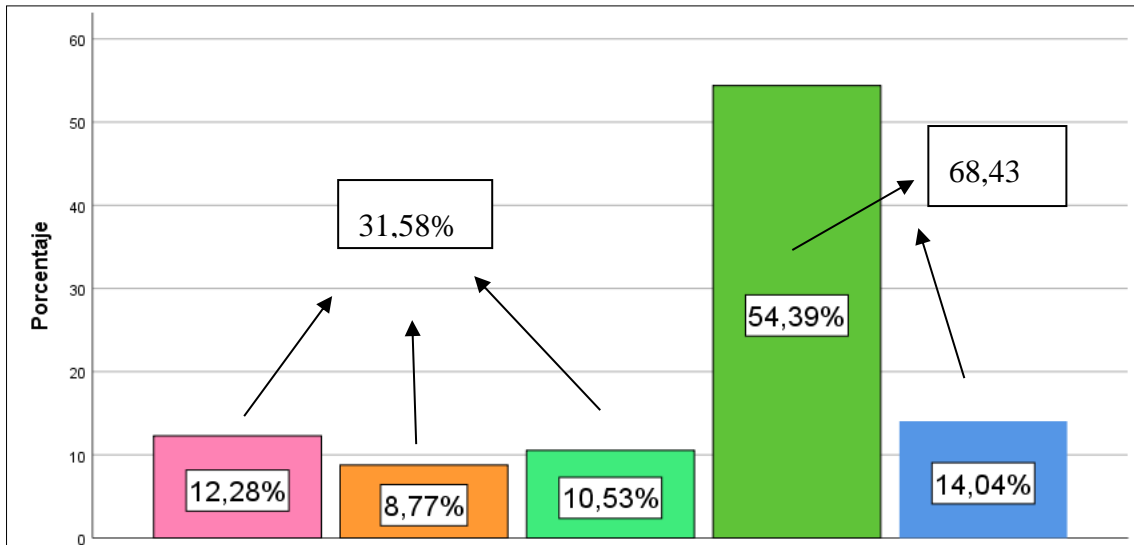
In the research by Gómez (2019) something similar was found since the author conducted a survey where he asked the students if they would like their teachers to acquire new didactic activities to help them acquire English in a much more creative and motivational way; many of them affirmed that they do not need activities to reinforce their listening level of English, since the teachers were very capable of helping them acquire this skill, even though this could be found, it was evident that the students did not have a solid motivation to learn the language.

To support the analysis of this question, it was necessary to make another bibliographic inquiry in the research of Venzal (2013) because, within this research, an analysis very similar to this research was found, and it was evident that students had a high level of motivation to learn English, that is why a guide of activities was made to check how much the learning of these improved, the author made the guide and then proposed it, and found that the level of students improved considerably. In conclusion, it was found that students learn English as long as they are motivated by teachers, the desire to learn, and the

activities that are also significantly performed to affect the learning of the English language each student.

To deepen this analysis, it was also important to ask students what kind of activities they would like teachers to implement in their English classes, for which 57.89% mentioned that they would like teachers to make them listen to music, 26.32% stated that they would like to watch academic videos, 8.77% would like to watch short, interactive videos and 7.02% mentioned that they would like to watch movies with subtitles (Fig.19).

Figure 19. Activities of interest
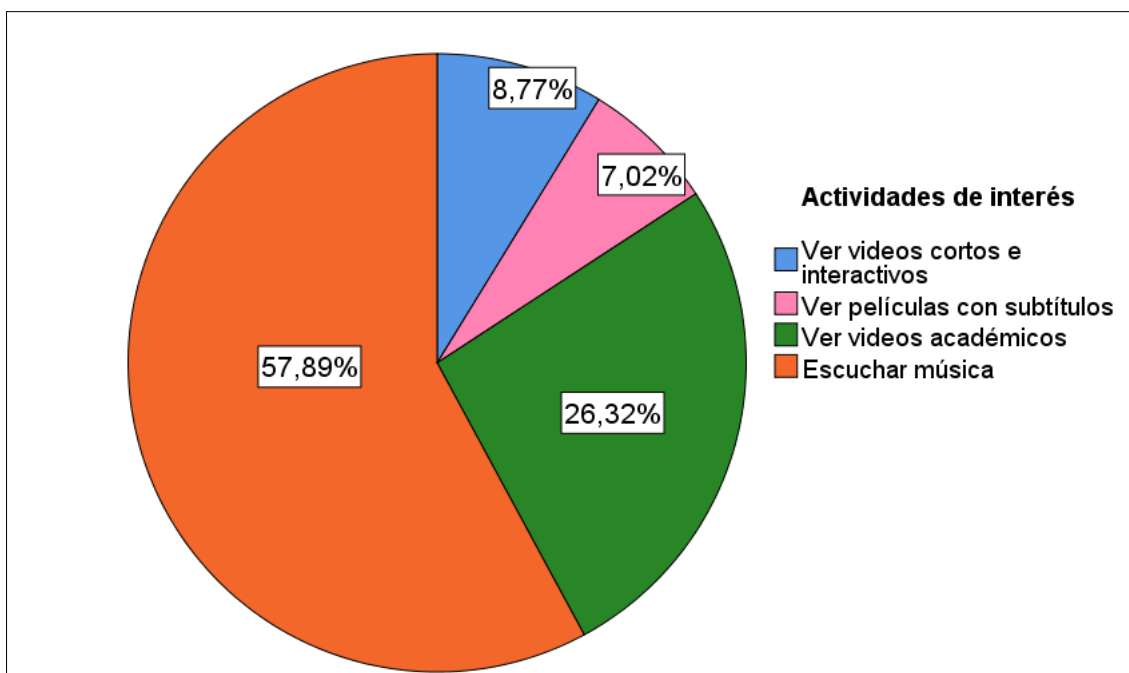
The activities that are implemented in English classes must be significant, positive, creative, and didactic. Since learning English is an art, it takes time and practice, and thanks to the effort of the teacher, the student can acquire English much faster. Several studies, such as those of Lizasoain et al. (2018), state that teachers must have a better methodology to impart the necessary knowledge of English. In his research, he proposed using the flipped

classroom methodology as a didactic improvement to implement strategy activities to help students acquire English listening skills. He mentions that he used several digital platforms in which he proposed activities such as listening to music, reading e-books, taking out tricky words, and listening to videos in English 2 hours a day. These videos had educational purposes.

In conclusion, he mentions that this methodology has served him as a guide to guide students to develop not only their listening skills but also their reading skills; each activity that he had them do at home, he returned to the classroom, this exercise had a positive impact on student learning, the author also states that with the flipped classroom methodology can be performed a myriad of activities, since they help to address the motivation and creativity.

To conclude they were asked how satisfied they would be if the teacher would send digital work home so that later at school, he could evaluate listening skills through discussion or other didactic activities, to which 73.91% of the students responded that they would be satisfied, while 26.5% mentioned that they would not be satisfied. It was evident once again that the level of motivation to learn English on the part of the students was too high (Fig.20).

Figure 20. Level of satisfaction based on the development of activities outside the classroom.
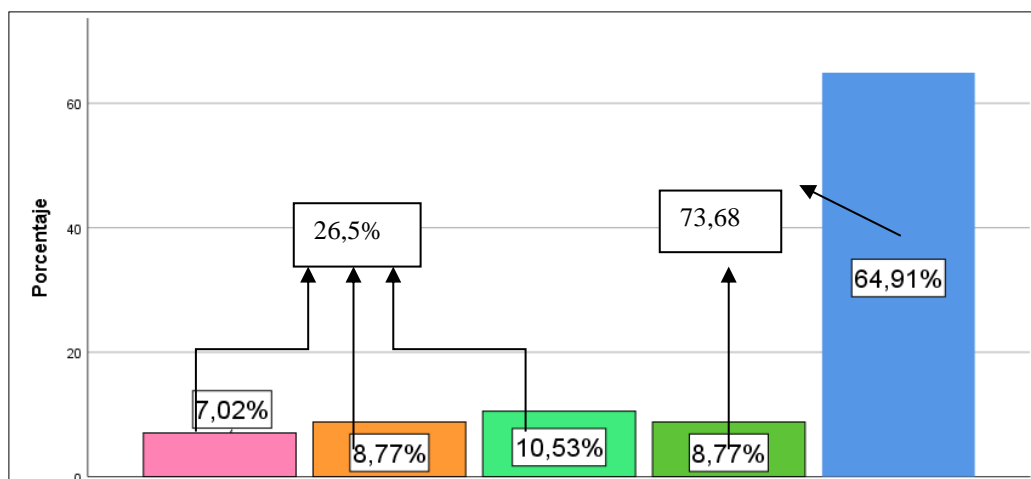
The development of activities outside the home is something pervasive and essential to do when teaching a second language because it is through this that students practice and learn. In the research Carballo-Caler (2006) it could be found that many teachers send students to do work outside of class; this is a positive point because students tend to be consecutively stimulated, and that is something that can positively affect the development of English of students; also the author states that by performing activities outside of class the flipped classroom methodology is being implemented because when using activities about technology and at home, this pedagogical model is emphasized.

In conclusion, the author was able to show that by using out-of-class activities, teachers could have much mor time to prepare their classes, and students would feel motivated and would innovatively learn English. Although these types of activities have positive things, it should not be forgotten that teachers have an essential commitment to the education of individuals, and that is why teachers should look for ways to encourage students to learn because thanks to education, learning, and practice, students can acquire English as their second language (Fig.20).

4. CHAPTER IV PROPOSAL

ACTIVITIES TO IMPROVE LISTENING SKILLS IN HIGH SCHOOL STUDENTS

4.1   Introduction

Nowadays, education is an essential aspect of society. In addition, learning English is also a fundamental characteristic that must be considered since it also has a close relationship with the student's education. A long time ago, learning English was seen as something complicated to acquire, and it was not so important. However, in recent times it has been observed that acquiring English as a second language is something very positive for individuals, as it is said that this language opens many doors to the world of work.

Now, due to the advancement of new technologies and the digital world, it has become evident that in order to acquire the English language, it is imperative to know how to develop interactive and didactic activities that help students in their process. In this study, it is essential to mention that the proposed activities have educational purposes, and they will also have a very significant relationship with the flipped classroom methodology.

As it is already known, the flipped classroom methodology is a didactic model that allows the teacher to develop activities that take place outside the classroom and have corresponding feedback inside the classroom with the same. In addition, this methodology makes use of several digital platforms which are related to current technology. It has been proven that this methodology has had significance in other educational projects, which is why it is expected that the proposed activities will have a significant impact on the learning of the English language of high school students.

Within this guide, there are different activities with a close relationship with the flipped classroom methodology. Each one of them serves as a support and guide to help each of the students to develop their listening skills, which allows students to reach a high level of English language acquisition.

4.2   Justification

As mentioned in previous sections, the English language is a significant subject that should be considered within the educational context because, thanks to it, students can communicate, understand, and comprehend a culture very different from their own. The importance of this proposal is based on proposing didactic activities that allow students to acquire listening skills in a much more significant way. It is also important to mention that during the investigation of this study, several problems, and deficiencies that students have in the listening skills of the English language have been identified.

Given the problems and shortcomings found, it has been possible to implement several activities that allow teachers to develop didactic content through the flipped classroom methodology, all this to help students to stimulate the auditory part and, together with this, contribute to the student with their process of acquiring English as a second language. The main objective of these activities is to help teachers and students to acquire English in a much more creative way since it has been identified that most students maintain a bored attitude concerning the traditional activities proposed by their teachers.

In the same way, these activities are also proposed because many of the students of the San Vicente Ferrer Educational Unit mentioned that they would feel delighted if their teachers would carry out new activities, which could help them to acquire a much more positive attitude towards learning English, which is why the present activities were proposed, to help and encourage the student to learn a new language in a much more innovative way, implementing technology as a means of help.

4.3 Structure

The didactic guide consists of three units, which carry 3 lessons, in addition, these lessons consist of 2 activities, which are related to different digital platforms and technological tools that can help students develop listening skills. In the same way, a lesson plan is presented for guidance and help from the teacher.

4.4 Objectives

General Objective

To design didactic activities through the flipped methodology to improve listening skills in classroom high school students.

Specific Objectives

To strengthen the development of listening skills in high school students through the Flipped classroom methodology.

To provide educational didactic activities based on the dimensions of listening skills through the flipped classroom methodology to improve English language acquisition.

4.5 Explanation

Flipped Classroom is a pedagogical model developed in order to help students to develop knowledge through technological tools and the use of ICT. In this case, this methodology will be adapted with the teaching of the English language, in order to ensure that students can develop listening skills through didactic activities related to current technology.

UNIT 1
EXPERIENCES

Lesson A

- **Express opinions and feelings.**
- **Describe experiences and events, dreams, hopes, and ambitions.**

Lesson B

- **Speak quite confidently on everyday topics.**
- **Talk about daily routine.**

Lesson C

- **Describe changes in lifestyle.**
- **Healthy life**

LESSON A

WHAT ABOUT YOU?

	ACTIVITY 1
Topic:	Express opinions and feelings.
Objective:	Develop listening skills through the series "The crow" determining new vocabulary
Grammar:	Past simple
Materials	Netflix, computer, speakers
Procedure	**PRE** • The teacher will explain the past simple. • The teacher will bring the first chapter of the series the crow on her computer. • The teacher will explain to the students that they must take out words that they do not recognize, for this time the series will have subtitles **DURING** • The students will have to watch the serie, they must take notes and write down the unknown words. • Students must write their feelings and opinions about the movie in past simple. **AFTER** • Students must relate their feelings and opinions in front of the class. (Students must be speaking English at all times regardless of their pronunciation errors in past simple)
Technological tool	• Netflix • Computer • Notebooks • Pencil

	ACTIVITY 2
Topic:	Describe experiences and events, dreams, hopes and ambitions
Objective:	Develop listening skills through the VOA learning english platform.
Grammar:	Future Tense
Materials	Computer
Procedure	**PRE** • The teacher will give a brief explanation of the Future tenses. • The teacher will need the English lab for this activity. • The teacher will explain to the students that they should enter the digital platform and choose the song "Live my life". **DURING** • Once the activity is done, students should make a mind map where they will describe the dreams and ambitions they have for their life. • Students should share the information with their peers and should ask each other questions such as: What are your dreams? What would you like to do? Do you have hopes for something? What is the dream you would like to fulfill? **AFTER** • The teacher will go through each group and ask them questions as well.
Technological tool	Digital Platforms https://learningenglish.voanews.com/

LESSON B

DAILY ROUTINE

	ACTIVITY 1
Topic:	Speak quite confidently on everyday topics.
Objective:	Develop listening skills through the audio lingua digital platform.
Grammar:	Simple present
Materials	Marks pencil Notebook
Procedure	**PRE** • The teacher will explain the simple present • The teacher will project the Audio lingua digital platform. • Teacher will present the audio 5 times **DURING** • Students listen to the audio and write down what they hear. • Students will write a paragraph explaining their life and then they will compare it with the audio. **AFTER** • Students will pair up and share their information with their peers.
Technological tool	Digital Platforms https://audio-lingua.eu/spip.php?article186 Speakers Teacher's Computer Projector

	ACTIVITY 2
Topic:	Talk about daily routine.
Objective:	Develop students' listening skills through an interactive audio from the Audio Lingua digital platform.
Grammar:	Simple past
Materials	Digital materials
Procedure	**PRE** • Students should listen to the audio entitled "Rachel my daily routine". • The audio is in simple present tense, students should transform it into simple past tense. • Students should transcribe what they hear in padlet but in the past tense. **DURING** • Students should read the different information from their classmates. • Students should write their daily routine in past and present tense on the padlet itself. • The teacher will bring randomly selected students to the front of the class. **AFTER** • Students will listen to what their classmates say. • Teacher will ask random questions.
Technological tool	Computer Laboratory Digital platforms https://es.padlet.com/dashboard Padlet Audio lingua https://audio-lingua.eu/spip.php?article7590&lang=es

LESSON C

LIFESTYLE

	ACTIVITY 1
Topic:	Describe changes in lifestyle.
Objective:	Develop listening skills through the youtube music
Grammar:	Simple present
Materials	Marks pencil Notebook
Procedure	**PRE** • The teacher will summarize a brief explanation of the simple present. • Students should form sentences in simple present in relation to their lifestyle. **DURING** • The teacher will play music on her computer. • Music is about people's lifestyles **AFTER** • Students will be asked to come up with words that are associated with their lifestyle. • Students should make an alphabet soup with the acquired words.
Technological tool	Digital Platforms https://www.youtube.com/watch?v=eQo_tJdZMkI Speakers Teacher's Computer Projector

	ACTIVITY 2
Topic:	Healthy life
Objective:	Develop listening skills through the presentation about healthy life
Grammar:	Present continuous
Materials	Marks pencil Notebook
Procedure	**PRE** - The teacher will explain to the students that they should make a presentation about their healthy lifestyle. - The teacher will explain the Present Continuos. **DURING** - Students should make a presentation in the laboratory. - The presentation should last at least 5 minutes per group. **AFTER** - Students will be asked to present in front of their classmates. - The teacher will ask them questions
Technological tool	Digital Platforms https://www.canva.com/ Teacher's Computer Projector

ACTIVITY: 1-2			**LESSON: A**	
TOPIC: WHAT ABOUT YOU?				
OBJECTIVE 1 Develop listening skills through the series "The crow" determining new vocabulary **OBJECTIVE 2** Develop listening skills through the VOA learning english platform.				

Timing	Stage	Activity	Instructions	Studen't outcome
5min	Warm up	Students are going to play simon says	-The teacher is going to give instructions about the play -The teacher is going to give an example	-Students are going to play the simon says whit theirs partners. -Students are going to enjoy this time
5min	Led in	Answers the questions about past simple and future tense	- Do you know when we can use past? - Do you know when we can use future tense?	**-** Students must remember about the verb tenses mentioned in the questions, and then answer them
10min	Presentation	Explanation about past simple and future tense	-The teacher is going to explain about past simple and future tense	-Students are going to pay attention and and write down the examples that the teacher gives them
7min	Practice	**Activity 1** See the serie "the crow" in class **Activity 2** Listen "Live my life" on voa platform	**Activity 1** Teacher is going to project the serie "The crow" in her computer **Activity 2** The teacher will explain to the students that they should enter the digital platform and choose the song "Live my life".	**Activity 1** Students are going to watch the serie and take note unknown words **Activity 2** Student's are going to listening "live my life on voa platform
7min	Evaluation	**Activity 1** Express felling and opinion about serie **Activity 2** Mind map	**Activity 1** Teacher is going to explain the activity **Activity 2** Teacher is going to explain the activity	**Acticity 1** Students are going to exprees their opinion about the serie in front of the class. **Activity 2** Students should make a mind map where they will describe the dreams and ambitions they have for their life

ACTIVITY: 1-2			**LESSON: B**	
TOPIC: DAILY ROUTINE				
OBJECTIVE 1 Develop listening skills through the audio lingua digital platform. **OBJECTIVE 2** Develop students' listening skills through an interactive audio from the Audio Lingua **digital platform.**				

Timing	Stage	Activity	Instructions	Studen't outcome
5min	Warm up	Students are going to play Duck Duck Goose	-The teacher is going to give instructions about the play	-Students are going to play the simon says whit theirs partners.
5min	Led in	Answers the questions about simple and simple present	- What is simple present - When we can use simple past?	**-** Students must remember about the verb tenses mentioned in the questions, and then answer them
10min	Presentation	Explanation about simple past and simple present	**-**The teacher is going to explain about simple present and past simple	**-**Students are going to pay attention and and write down the examples that the teacher gives them
7min	Practice	**Activity 1** Audio lingua digital platform use **Activity 2** Audio entitled "Rachel my dailyroutine" in audio lingua platform	**Activity 1** The teacher will project the Audio lingua digital platform **Activity 2** Teacher is going to explain the activity	**Activity 1** Students listen to the audio and write down what they hear **Activity 2** Students should listen to the audio entitled "Rachel my dailyroutine". The audio is in simple present tense, students should transform it into simple past tense. Students should transcribe what they hear in padlet but in the past tense
7min	Evaluation	**Activity 1** Comparison of the audio with its own paragraph **Activity 2** Use of padlet platform	**Activity 1** Teacher is going to explain the activity **Activity 2** Teacher is going to explain the activity	**Acticity 1** Students will write a paragraph explaining their life and then they will compare it with the audio **Activity 2** Students should read the different information from their classmates. Students should write their daily routine in past and present tense on the padlet itself.

ACTIVITY: 1-2			LESSON: C	

TOPIC: LIFESTYLE

OBJECTIVE 1 Develop listening skills through the youtube music

OBJECTIVE 2 Develop listening skills through the presentation about healthy life

Timing	Stage	Activity	Instructions	Studen't outcome
5min	Warm up	Students are going to play the colours	The teacher is going to give instructions about the play	-Student's are going to play the simon says whit theirs partners.
5min	Led in	Answers the questions about past simple and future tense	- Remember the classes given previously	- Students must remember about the verb tenses
10min	Presentation	Remember previous classes	-Teacher is going to give some examples	-Students are going to pay attention and and write examples
7min	Practice	**Activity 1** Youtube music **Activity 2** Presentation of healthy life	**Activity 1** The teacher will play music on her computer **Activity 2** The teacher will explain to the students that they should make a presentation about their healthy lifestyle	**Activity 1** Students should form sentences in simple present in relation to their lifestyle. Students will be asked to come up with words that are associated with their lifestyle. **Activity 2** Students should make a presentation in the laboratory
7min	Evaluation	**Activity 1** alphabet soup **Activity 2** Canva's presentation	**Activity 1** Teacher is going to explain the activity **Activity 2** Teacher is going to explain the activity	**Acticity 1** Students should make an alphabet soup with the acquired words. **Activity 2** Students should make a presentation in the laboratory. Students will be asked to present in front of their classmates

UNIT 1

EVALUATION RUBRIC FOR THE ACTIVITY LESSON A

ITEMS	3	2	1
GRAMAR	Respect grammatical rules	Use grammar correctly	Corrects grammatical errors
FLUENCY	Good verbal fluency	Medium fluency level	Can use new vocabulary
UNDERSTANDING	Understand the audios	Knows how to recognize words in audio	Can understand at an intermediate level

EVALUATION RUBRIC FOR THE ACTIVITY LESSON B

ITEMS	3	2	1
GRAMAR	Respect grammatical rules	Use grammar correctly	Corrects grammatical errors
FLUENCY	Good verbal fluency	Medium fluency level	Can use new vocabulary
UNDERSTANDING	Understand the audios	Knows how to recognize words in audio	Can understand at an intermediate level

EVALUATION RUBRIC FOR THE ACTIVITY LESSON C

ITEMS	3	2	1
GRAMAR	Respect grammatical rules	Use grammar correctly	Corrects grammatical errors
FLUENCY	Good verbal fluency	Medium fluency level	Can use new vocabulary
UNDERSTANDING	Understand the audios	Knows how to recognize words in audio	Can understand at an intermediate level

UNIT 2

TRAVELING

Lesson A

- **Talk about your past vacation.**
- **Describe interesting journeys.**

Lesson B

- **Describe a travel blog.**
- **Describe your favorite place in the world.**

Lesson C

- **What is your favorite country?**
- **Describe a beautiful landscape.**

LESSON A

HOLIDAYS

<table>
<tr><td></td><td><h2 style="text-align:center">ACTIVITY 1</h2></td></tr>
<tr><td>Topic:</td><td>Talk about your past vacation</td></tr>
<tr><td>Objective:</td><td>Develop students' listening skills through an interactive exposition about past holidays</td></tr>
<tr><td>Grammar:</td><td>past continuous</td></tr>
<tr><td>Materials</td><td>Souvenir materials</td></tr>
<tr><td>Procedure</td><td>

PRE

- The teacher will explain past continues
- Teacher will give examples of past continues
- Teacher will send home a homework assignment, which consists of a presentation in Canva.

DURING

- Students should make a presentation in English about their past vacations.
- Students should make a presentation in Canva
- Students should bring materials that have some memory or significance about their past vacation.

AFTER

- Students will be expected to present in class, English must be used in continuous past.

</td></tr>
<tr><td>Technological tool</td><td>Canva platforms https://www.canva.com/es_mx/

Computer</td></tr>
</table>

	ACTIVITY 2
Topic:	Describe interesting journeys
Objective:	Develop students' listening skills through an interactive video about interesting journeys
Grammar:	Past continuous
Materials	Notebook Pencil Crayons Colours
Procedure	**PRE** • Students will watch the movie "Journey to the center of the Earth" without subtitles and write down only the words they understand. • Students will watch the movie "Journey to the center of the Earth" again but this time with subtitles and compare with what they wrote. **DURING** • Students will summarize the movie and circle the sentences that are in past continuous. • Students, once in class, should present their summary in front of the class. **AFTER** • The teacher will ask questions about the movie.
Technological tool	The video "Journey to the center of the earth" Computer https://ww3.fmovies.co/film/journey-to-the-center-of-the-earth-2542/

LESSON B

PLACES

	ACTIVITY 1
Topic:	Describe a travel blog
Objective:	Develop students' listening skills through a mind map, where describe a travel blog
Grammar:	Past perfect
Materials	Digital materials
Procedure	**PRE** • The teacher will explain to the students the use of past perfect. • The teacher will give examples of the past perfect • The teacher will take them to the lab to make a min map. **DURING** • Students should make a min map on the Visme virtual platform. • Students should be creative enough to describe a travel blog. **AFTER** • In the travel blog, students should write experiences they have had in their last trips.
Technological tool	https://www.visme.co/es/mapa-mental/ Internet Laboratory

	ACTIVITY 2
Topic:	Describe your favorite place in the world
Objective:	Develop students' listening skills through a presentation in Prezi video about the favorite place in the world
Grammar:	Past perfect
Materials	Digital Materials
Procedure	**PRE** • The teacher will explain in class the task that the students will be asked to complete. • Students should make a 3-minute video describing their favorite place in the world. • Students should apply the past perfect **DURING** • The video should be as interactive and creative as possible. • Students should present their video to the class. **AFTER** • Once the video is presented the teacher will ask questions to the students.
Technological tool	Computer Internet Prezi video https://prezi.com/es/

LESSON C

PLACES

	ACTIVITY 1
Topic:	What is your favorite country?
Objective:	Develop students' listening skills through a video
Grammar:	Past perfect
Materials	Digital materials
Procedure	**PRE** • The teacher will explain the past perfect to the students. • The teacher will give examples **DURING** • Students should make the video at home, they should talk about their favorite country. • Students will use the past perfect **AFTER** • Students will present their video in front of the class.
Technological tool	https://clideo.com/es/video-maker Internet Laboratory

	ACTIVITY 2
Topic:	Describe a beautiful landscape
Objective:	Develop students' listening skills through a description about a beautiful landscape
Grammar:	Past perfect
Materials	Digital materials
Procedure	**PRE** • The teacher will explain to the students about the past perfect. • Teacher will explain to the students the activity to do **DURING** • Students should bring a printed landscape to class. • Students will be in groups of 4 • Students will begin to describe the landscape **AFTER** • Students will describe their landscape to the teacher
Technological tool	Internet https://travel.usnews.com/gallery/the-50-most-beautiful-landscapes-in-the-world

ACTIVITY: 1-2			LESSON: A	

TOPIC: HOLIDAYS

OBJECTIVE 1   Develop students' listening skills through an interactive exposition about past holidays

OBJECTIVE 2   Develop students' listening skills through an interactive video about interesting journeys

Timing	Stage	Activity	Instructions	Studen't outcome
5min	Warm up	Students are going to play tingo-tango	-The teacher is going to give instructions about the play	-Student's are going to play tingo-tango.
5min	Led in	Answers the questions about past continuos	- Do you know when we can use past continuos? - When we can use past continuos?	- Students are going to pay attention and participate
10min	Presentation	Explanation about past continuos	-The teacher ir going to explain about past continuos	-Students are going to pay attention and and write the examples that the teacher gives them
7min	Practice	**Activity 1** presentation in English about their past vacations. **Activity 2** watch the movie "Journey to the center of the Earth"	**Activity 1** Teacher is going to explain the activity **Activity 2** Teacher is going to project the movie "Journey to the center of the Earth"	**Activity 1** Students should make a presentation in Canva **Activity 2** Student's are going to watch the movie and take note unknown words, and they need to do a summary
7min	Evaluation	**Activity 1** Canva presentation **Activity 2** Movie summary	**Activity 1** Teacher is going to explain the activity **Activity 2** Teacher is going to explain the activity	**Acticity 1** Students should bring materials that have some memory or significance about their past vacation. **Activity 2** Students should present their summary in front of the class.

ACTIVITY: 1-2			LESSON: B	

TOPIC: PLACES

OBJECTIVE 1 Develop students' listening skills through a mind map, where describe a travel blog

OBJECTIVE 2 Develop students' listening skills through a presentation in Prezi video about the favorite place in the world

Timing	Stage	Activity	Instructions	Studen't outcome
5min	Warm up	Students are going to play with the ball	-The teacher is going to give instructions about the play	-Student's are going to play whit theirs partners.
5min	Led in	Answers the questions about past perfect	- Do you know when we can use past perfect? - Can you write some examples?	- Students are going to pay attention and participate
10min	Presentation	Explanation about past perfect	-The teacher is going to explain about past perfect	-Students are going to pay attention
7min	Practice	**Activity 1** make a mind map on the Visme virtual platform **Activity 2** make a 3-minute video describing their favorite place in the world.	**Activity 1** Teacher is going to explain the activity **Activity 2** Teacher is going to explain the activity	**Activity 1** Students should be creative enough to describe a travel blog in their mind map **Activity 2** Students should make a 3-minute video describing their favorite place in the world
7min	Evaluation	**Activity 1** Mind map **Activity 2** Video	**Activity 1** Teacher is going to explain the activity **Activity 2** Teacher is going to explain the activity	**Acticity 1** In the travel blog, students should write experiences they have had in their last trips. **Activity 2** Students should present their video to the class

ACTIVITY: 1-2			LESSON: C	

TOPIC: PLACES

OBJECTIVE 1 Develop students' listening skills through a video

OBJECTIVE 2 Develop students' listening skills through a description about a beautiful landscape

Timing	Stage	Activity	Instructions	Student's outcome
5min	Warm up	Students are going to play simon says	-The teacher is going to give instructions about the play	-Student's are going to play the simon says whit theirs partners.
5min	Led in	Answers the questions about past perfect	- Can you give some examples about past perfect?	**-** Students must remember about the past perfect and they need to participate.
10min	Presentation	perfect past reminder	**-**The teacher is going to do some excercises in relation to past perfect	**-**Students are going to pay attention.
7min	Practice	**Activity 1** video at home **Activity 2** Describe a landscape	**Activity 1** Teacher is going to explain **Activity 2** Teacher is going to explain the activity	**Activity 1** Students should make the video at home, they should talk about their favorite country. **Activity 2** Students will describe their landscape.
7min	Evaluation	**Activity 1** Video presentation **Activity 2** Describe a landscape	**Activity 1** Teacher is going to explain the activity **Activity 2** Teacher is going to explain the activity	**Acticity 1** Students are going to present their video in class. **Activity 2** Students are going to describe their landscape to the teacher.

UNIT 2

EVALUATION RUBRIC FOR THE ACTIVITY LESSON A

ITEMS	3	2	1
FLUENCY	Speak english very well	The student lets himself be understood	Level of fluency
SPEECH ERRORS	Has pronunciation problems	Its pronunciation is not good	Its pronunciation is understandable
UNDERSTANDING	Student's problems	Level of understanding	Average understanding

EVALUATION RUBRIC FOR THE ACTIVITY LESSON B

ITEMS	3	2	1
FLUENCY	Speak english very well	The student lets himself be understood	Level of fluency
SPEECH ERRORS	Has pronunciation problems	Its pronunciation is not good	Its pronunciation is understandable
UNDERSTANDING	The student understands what the other student wants to explain.	Level of understanding	Average understanding

EVALUATION RUBRIC FOR THE ACTIVITY LESSON C

ITEMS	3	2	1
FLUENCY	Speak english very well	The student lets himself be understood	Level of fluency
SPEECH ERRORS	Has pronunciation problems	Its pronunciation is not good	Its pronunciation is understandable
UNDERSTANDING	The student understands what the other student wants to explain.	Level of understanding	Average understanding

UNIT 3

CULTURE

Lesson A

- Talk about music, and art.
- Describe different painting.

Lesson B

- Talk about customs and beliefs.
- Write a personal profile with your own culture.

Lesson C

- Describe your culture.
- Describe your traditional food.

LESSON A

ART AND MUSIC

	ACTIVITY 1
Topic:	Talk about music, and art
Objective:	Develop students' listening skills through a singing presentation
Grammar:	Adjectives
Materials	Notebook Pencil
Procedure	• Teacher will explain about adjectives • Teacher will have students learn the song "Mac Miller My Favorite Part". • Students should memorice the song • Before memorizing the song, they should write down in their notebook all the adjectives they found in the song. • Students will have to present their song. • The work is in group work, the whole class must sing the song.
Technological tool	https://www.youtube.com/watch?v=po1YF1p31-A Internet

	ACTIVITY 2
Topic:	Describe differents painting
Objective:	Develop students' listening skills through a little video about differents painting
Grammar:	Past perfect
Materials	Digital materials
Procedure	**PRE** • Students should make a video about the different paintings that catch their attention. • Students will bring the video made in Tik Tok. **DURING** • Students will present their video in front of the class. • Students will describe the paintings they like the most. • Students will talk about the actors in the chosen paintings • Students will tell what they liked most about their chosen paintings **AFTER** • Students should post the video on tik tok
Technological tool	Tik tok https://www.tiktok.com/es/ Internet

LESSON B

BELIEFS

	ACTIVITY 1
Topic:	Talk about customs and beliefs
Objective:	Develop students' listening skills through a video where the students have to talk about customs and beliefs
Grammar:	Simple present
Materials	Digital Materials
Procedure	**PRE** • Students should record an audio voice recording talking about the different customs and beliefs they have at home. • The audio should be approximately 3 minutes • The student should bring the audio to class **DURING** • The teacher will ask the students for their audios • Students will stand in a circle **AFTER** • Teacher will play audio and students must guess who the person is speaking in the audio.
Technological tool	Voa Computer Internet https://vocaroo.com/

	ACTIVITY 2
Topic:	Write a personal profile with your own culture
Objective:	Develop students' listening skills through a presentation in padlet about the personal profile with own culture
Grammar:	Present continuous
Materials	Digital materials
Procedure	**PRE** • The teacher will explain the use of the present continuous tense. • The teacher will take the students to the lab. • Teacher will have them do a personal profile where students should describe their own culture. **DURING** • Students must be honest • Students have to present their personal profile in front of the class. **AFTER** • Teacher will ask questions • Teacher will give them a grade
Technological tool	Laboratory Internet Computer Padlet https://es.padlet.com/dashboard

LESSON C

Culture

	ACTIVITY 1
Topic:	Describe your culture
Objective:	Develop students' listening skills through a description about their culture
Grammar:	Simple present, past perfect
Materials	Digital Materials
Procedure	**PRE** • The teacher will give a brief explanation of the simple present and past perfect. • Teacher will explain with examples • The teacher will explain to the students what they have to do. **DURING** • Students should develop a paragraph describing their culture. • Students should record the description in a voice recorder. **AFTER** • The teacher will evaluate their speaking
Technological tool	Vocaro Computer Internet https://vocaroo.com/

	ACTIVITY 2
Topic:	Describe your Traditional food
Objective:	Develop students' listening skills through a presentation in padlet about the personal profile with own culture
Grammar:	Present continuous
Materials	Digital materials
Procedure	**PRE** • The teacher will explain the present continuous • The teacher will give examples. • The teacher will have you form into groups of 4 **DURING** • The teacher will have them talk about their traditional food in pairs. • The teacher will go over your conversation. • The teacher will have them develop a padlet presentation about the traditional food. **AFTER** • Students will then present their traditional food. • Students will speak in front of their class and show their padlet presentation.
Technological tool	Laboratory Internet Computer Padlet https://es.padlet.com/dashboard

			ACTIVITY: 1-2	LESSON: A

ACTIVITY: 1-2 **LESSON: A**

TOPIC: ART AND MUSIC

OBJECTIVE 1   Develop students' listening skills through a singing presentation.

OBJECTIVE 2   Develop students' listening skills through a little video about different painting

Timing	Stage	Activity	Instructions	Studen't outcome
5min	Warm up	Students are going to play simon says	-The teacher is going to give instructions about the play	-Student's are going to play the simon says whit theirs partners.
5min	Led in	Answers the questions about adjetives and past perfect	- What are the adjetives? - Do you know when we can use past perfect?	**-** Students are going to answer the questions
10min	Presentation	Explanation about adjetives and past perfect	**-**The teacher is going to explain about adjetives and past perfect	**-**Students are going to pay attention
7min	Practice	**Activity 1** learn the song "Mac Miller My Favorite Part" **Activity 2** make a video about the different paintings	**Activity 1** Teacher is going to project "Mac Miller My Favorite Part" song **Activity 2** Students should make a video about the different paintings that catch their attention.	**Activity 1** Before memorizing the song, they should write down in their notebook all the adjectives they found in the song **Activity 2** Students will present their video in front of the class.
7min	Evaluation	**Activity 1** memorise the song **Activity 2** should make a video	**Activity 1** Teacher is going to explain the activity **Activity 2** Teacher is going to explain the activity	**Acticity 1** Students will have to present their song. **Activity 2** students will bring the video made in tik tok.

ACTIVITY: 1-2			LESSON: B	

TOPIC: BELIEFS

OBJECTIVE 1 Develop students' listening skills through a video where the students have to talk about customs and beliefs

OBJECTIVE 2 Develop students' listening skills through a presentation in padlet about the personal profile with own culture

Timing	Stage	Activity	Instructions	Studen't outcome
5min	Warm up	Students are going to play the frozen	-The teacher is going to give instructions about the play	-Student's are going to play the simon says whit theirs partners.
5min	Led in	Answers the questions about simple present and present continuos	- When we can use simple present? - What is the differences between present continuos and present simple?	- Students are going to answer the question
10min	Presentation	Explanation about simple present and present continuos	-The teacher is going to give some examples about the simple present and present continuous	-Students are going to pay attention answers the teacher''s questions
7min	Practice	**Activity 1** record an audio voice **Activity 2** personal profile	**Activity 1** Teacher is going to explain the activity **Activity 2** Teacher will have them do a personal profile where students should describe their own culture	**Activity 1** Students should record an audio voice recording talking about the different customs and beliefs they have at home. **Activity 2** Student's are going to do their personal profile on padlet
7min	Evaluation	**Activity 1** Express felling and opinion about serie **Activity 2** Presentation Personal Profile	**Activity 1** Teacher will play audio and students must guess who the person is speaking in the audio. **Activity 2** Teacher is going to explain the activity	**Acticity 1** Student's are going to guess the voz **Activity 2** Students have to present their personal profile in front of the class

ACTIVITY: 1-2				LESSON: C

TOPIC: WHAT BELIEFS

OBJECTIVE 1 Develop students' listening skills through a description about their culture

OBJECTIVE 2 Develop students' listening skills through a presentation in padlet about the personal profile with own culture

Timing	Stage	Activity	Instructions	Studen't outcome
5min	Warm up	Students are going to play "the role play"	-The teacher is going to give instructions about the play	-Student's are going to play the role play whit theirs partners.
5min	Led in	Answers the questions about present continuo and past perfect.	- Do you remember when we can use past perfect? - Do you remember when we can use present continuo?	- Students are going to answer the questions
10min	Presentation	Reminder of the present continuous and past perfect	-The teacher ir going to give examples to remember the last class	- Students are going to pay attention and participate
7min	Practice	**Activity 1** Paragraph describing their culture **Activity 2** Talk about traditional food	**Activity 1** Teacher is going to explain the activity **Activity 2** The teacher explain that students should talk about their traditional food in pairs.	**Activity 1** Students should develop a paragraph describing their culture **Activity 2** Students are going to present their traditional food presentation on padlet.
7min	Evaluation	**Activity 1** Voice recorder **Activity 2** Presentatiom	**Activity 1** Teacher is going to explain the activity **Activity 2** Teacher is going to explain the activity	**Acticity 1** Students should record the description in a voice recorder. **Activity 2** Students will speak in front of their class and show their padlet presentation.

UNIT 3

EVALUATION RUBRIC FOR THE ACTIVITY LESSON A

ITEMS	3	2	1
GRAMAR	Knows how to handle grammatical spelling correctly	Has basic knowledge of English grammar	Corrects your grammatical errors in time
FLUENCY	Fluent in	Level of fluent	Speak slowly
SPEECH ERRORS	pronunciation errors	problem with pronunciation	has difficulty speaking English
UNDERSTANDING	understands the audios	Level of understanding	is confused to hear the words

EVALUATION RUBRIC FOR THE ACTIVITY LESSON B

ITEMS	3	2	1
GRAMAR	Knows how to handle grammatical spelling correctly	Has basic knowledge of English grammar	Corrects your grammatical errors in time
FLUENCY	Fluent in	Level of fluent	Speak slowly
SPEECH ERRORS	pronunciation errors	problem with pronunciation	has difficulty speaking English
UNDERSTANDING	understands the audios	Level of understanding	is confused to hear the words

EVALUATION RUBRIC FOR THE ACTIVITY LESSON C

ITEMS	3	2	1
GRAMAR	Knows how to handle grammatical spelling correctly	Has basic knowledge of English grammar	Corrects your grammatical errors in time
FLUENCY	Fluent in	Level of fluent	Speak slowly
SPEECH ERRORS	pronunciation errors	problem with pronunciation	has difficulty speaking English
UNDERSTANDING	understands the audios	Level of understanding	is confused to hear the words

DIDACTIC WORKSHEETS PER ACTIVITY
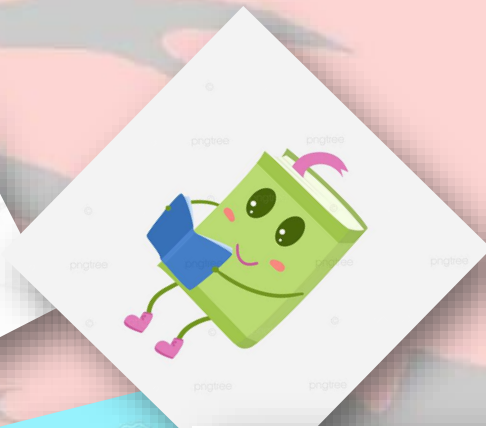
Unit 1- Lesson A- Activity 1
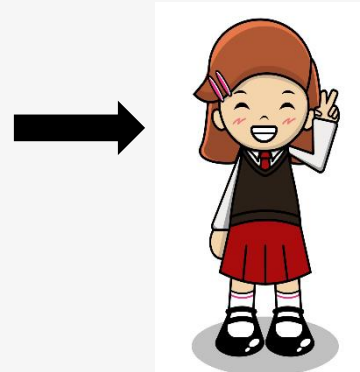## Express opinions and feelings.

What to do?

Teacher

- The teacher is going to explain past simple
- The teacher will be a guide all the time
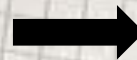
Student

The student must pay attention to every indication that the teacher gives.
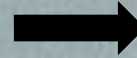
Past simple presentation

PAST SIMPLE TENSE

TO BE	VERBS
+ S + Was/were They were friends.	S + V-ed She worked yesterday.
− S + was not/were not + ... They weren't friends.	S + did not + verb (base form) She didn't work yesterday.
? Was/Were + S + ...? They weren't friends.	Did + S + verb (in base form)? Did she work yesterday?

Usage   Example

Resource: https://7esl.com/past-simple-tense/

The teacher is going to explain the past simple with its respective examples

- The teacher must be clear and consistent in her explanation.
- The teacher can use examples such as those in the image below.

which application is going to use?

https://www.netflix.com/ec/

- The teacher is going to put chapter 1 of the series "The crown" on Netflix

THE CROWN

- The students are going to have to watch the series, they must take notes and write down the unknown words.

- Students must write their feelings and opinions about the movie in past simple with Unknown Words

- Students must relate their feelings and opinions in front of the class

Unit 1- Lesson A- Activity 2
Describe experiences and events, dreams, hopes and ambitions

What to do?

- The teacher needs the English lab for this activity.

Teacher

- Students should pay attention to the teacher

Student

What grammar rule will we use?

SIMPLE FUTURE TENSE

+ S+will/shall + V(bare form)
I will go to Thailand.

– S + will not/won't + V(Base form)
I will not go to Thailand.

? Will + S + V(Base form) +...?
Will you go to Thailand?

Resource: https://7esl.com/simple-future-tense/

Future tense

What will happen?

Resource: https://slideplayer.com/slide/6074356/

- The teacher is going to give a brief explanation of the Future tenses.

- The teacher is going to use the examples in the figure above.

- The teacher is going to give more examples, optional.
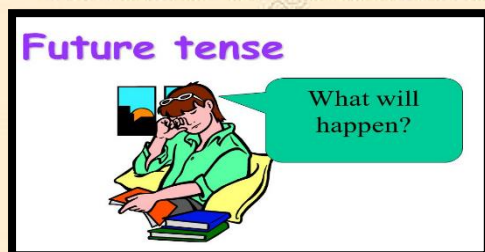
which application will we use?

How to enter the site?

Let's Learn English with Anna in Your Language

HELLO

- First, we go to the google browser
- Second, we type Voa learning English
- Third, we click on the first option

What is the activity that students should do?

Students need to enter the digital platform VoaEnglish and choose the song "Live my life".

https://learningenglish.voanews.com/

Once the activity is done, students should make a mind map where they will describe the dreams and ambitions they have for their life.

Resource:https://www.shutterstock.com/

- Students should share the information with their peers and should ask each other questions such as:
What are your dreams?
What would you like to do?
Do you have hopes for something?
What is the dream you would like to fulfill?

At the end

The teacher will go through each group and ask them questions as well

Unit 1- Lesson B- Activity 1
Speak quite confidently on everyday topics

What to do?

Teacher

- The teacher is going to explain the simple present
- The teacher will be a guide all the time
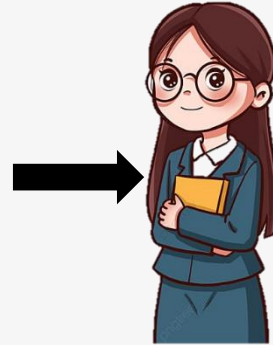
Student

The student must pay attention to every indication that the teacher gives.

What grammar rule will we use?

The teacher is going to explain the verb tense through examples.

Simple Present Tense

onlymyenglish.com

A present simple tense is a verb form of a sentence that tells about the action, circumstance which happens regularly, or occurrences.

➕ Subject + verb (s/es) + object

Romie loves to eat burgers.

➖ Subject + do/does + not + verb + object

Romie does not love to eat burgers.

❓ Do/does + subject + verb + object + ?

Does Romie love to eat burgers?

Resource: https://onlymyenglish.com/present-simple-tense-example-formula-definition/

Wich application is going to use?

AUDIO Lingua

How to enter the site?

- First, we go to the google browser
- Second, we type Audio Lingua
- Third, we click on the first option

https://audio-lingua.eu/spip.php?article186

What is the activity that Teacher should do?

The teacher is going to project the Audio lingua digital platform

Teacher is going to present the audio 5 times

Students listen to the audio and write down what they hear

The audio to be used in this activity is called "My life".

What is the activity that the student should do?

- Students listen to the audio and write down what they hear.
- Students are going to write a paragraph explaining their life and then they are going to compare it with the audio.

Matthew : my life

★★★ 30 votes

jeudi 22 mai 2008
Matthew (Wiltshire, England, 39)

B1   masculin   adulte   90-120 secondes

animaux   loisirs   ma vie passée   se présenter

Matthew skims over his life in England and speaks of his childhood, his job, his hobbies, his cats.

MP3 ~ 1.6 Mo

0:00 / 0:00

Unit 1- Lesson B- Activity 2
Talk about daily routine

What to do?

- The teacher will remind the students of the past simple through examples.

Teacher

- The activities to be carried out by the students are described below

Student

Which grammar rule shall we remember?

Past Tense

A verb tense used for a past activity or a past state of being:

past activity

Lisa *ran* home yesterday.

Sarah *was arguing* all week.

past state of being

Toby *was* angry this morning.

Alan *seemed* confused.

The teacher is going to give examples of past simple

Resource: www.grammar-monster.com

Wich application is going to use?

AUDIO Lingua

:Padlet

What is the activity that the students should do?

Students should listen to the audio entitled "Rachel my daily routine".

HERE: https://audiolingua.eu/spip.php?article7590&lang=es

- The audio is in the simple present tense, students should transform it into simple past tense.

- Students should transcribe what they hear in padlet but in the past tense

Students should read the different information from their classmates.

- Students should write their daily routine in past and present tense on the padlet itself.

The teacher is going to bring randomly selected students to the front of the class.

AT THE END

- Students are going to listen to what their classmates say.
- The teacher is going to ask random questions.

Unit 1- lesson c- activity 1
Lifestyle

What to do?

- The teacher will remind the students of the simple present through examples.

Teacher

- The activities to be carried out by the students are described below

Student

Which grammar rule shall we remember?

PRESENT SIMPLE

The teacher is going to have the students develop affirmative sentences in relation to the examples described in the image above.

1. The boys **play** football.
2. My father **writes** books.
3. She **eats** noodles every Sunday.
4. You **swim** in the pool.
5. I **walk** to school every day.
6. Peter **plays** games every day.
7. I **like** your bracelet.
8. John **speaks** English well.
9. My brother **takes** care of the baby every day.
10. I **do** my homework during the day.
11. She **watches** television every morning.
12. They **draw** pictures every week.
13. My mother **cooks** dinner every night.
14. He **does** his homework well.
15. They **work** hard at their job.
16. My brother **hurts** himself every day.
17. They **brush** their teeth every morning and night.
18. We **do** our work in class today.
19. Nobody **opens** the door.
20. She **lives** in Japan.

Wich application is going to use?

Resource:https://englishtivi.com/

YouTube

What is the activity that Teacher should do?

- The teacher is going to play music on her computer

Music is about people's lifestyles

The teacher put this song on their computer

https://www.youtube.com/watch?v=eQo_tJdZMkI

What is the activity that the students should do?

Students are going to be asked to draw words from the song that are associated with their lifestyle.

Students should make an alphabet soup with the acquired words.

U	T	E	Y	E	S	L	I	A	N
N	S	N	N	H	W	O	B	L	E
I	I	A	Q	I	T	M	V	N	F
H	R	A	O	C	K	U	O	T	I
C	W	U	E	A	D	S	O	I	N
S	R	A	E	S	Y	A	S	M	G
D	L	I	P	S	O	C	E	T	E
H	T	E	E	T	W	N	O	H	R
J	D	F	E	E	T	C	T	I	S
T	O	N	G	U	E	W	I	U	J

Unit 1- lesson c- activity 2
Lifestyle

What to do?

- The teacher is going to explain present continuous
- The teacher needs the English lab for this activity.

Teacher

- The activities to be carried out by the students are described below

Student

What grammar rule will we use?

PRESENT CONTINUOUS TENSE

+ **S + am/is/are + V-ing +....**
He is playing.

− **S + am/is/are (not) + V-ing +....**
He isn't playing.

? **Am/is/are + S + V-ing +...?**
Is he playing?

Resource: https://7esl.com/present-continuous-tense/

The teacher is going to explain the present continuous

The teacher is going to give examples similar to the one in the image above.

The teacher is going to use the examples in the illustrated image.

Wich application is going to use?

Canva

What is the activity that the students should do?

Students should make a presentation in the laboratory, about their healthy lifestyle.

Students have to form groups of 5 members.

The presentation should last at least 5 minutes per group.

AT THE END

Students are going to be asked to present in front of their classmates.

The teacher is going to ask them questions
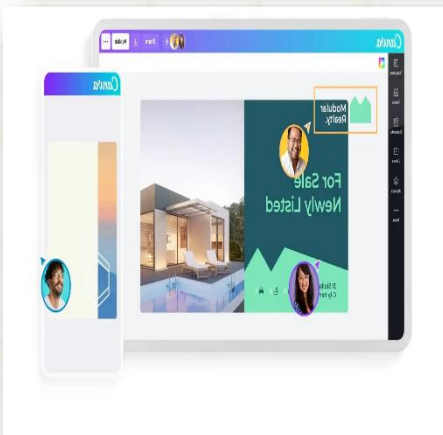
Unit 2- lesson A – activity 1
Holidays

What to do?

The teacher is going to explain Past continuous

Teacher

The activities to be carried out by the students are described below

Student

What grammar rule will we use?

PAST CONTINUOUS TENSE

+ S + was/were + V-ing
She was cooking all morning.

− S + was/were + not + V-ing
She was not sleeping when he came home.

? Was/were + S + V-ing?
Was she sleeping when he came home?

Resource: https://7esl.com/past-continuous-tense/

The teacher is going to explain the past continuous

The teacher is going to base her explanation on the examples given in the image below.

Wich application is going to use?

WORK AT HOME

- Students should make a presentation in English about their past vacations.
- Students should make a presentation in Canva
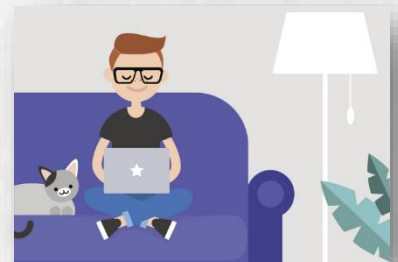
The student must present his/her activity in class, the teacher will be in charge of projecting the work on his/her computer.

Students should bring materials that have some memory or significance about their past vacation.

Students are going to be expected to present in class, and English must be used in past continuous

Unit 2- lesson A - activity 2
Holidays

What to do?

Teacher

- The teacher will remind her students of the rule "past continuous".
- The teacher will be a guide all the time

Student

The student must pay attention to every indication that the teacher gives.

Which grammar rule shall we remember?

Subject + Was/Were + Verb (ing) + Object.

I was going to school.

Subject + Was/Were + Not +Verb (ing) + Object.

I was not going to school.

Was/Were + Subject + Verb (ing) + Object ?

Was I going to school?

The teacher is going to make a summary of the continuous past

The teacher is going to explain to the students with examples similar to the one in the picture above.

Students should make sentences with the past continuous

Wich application is going to use?
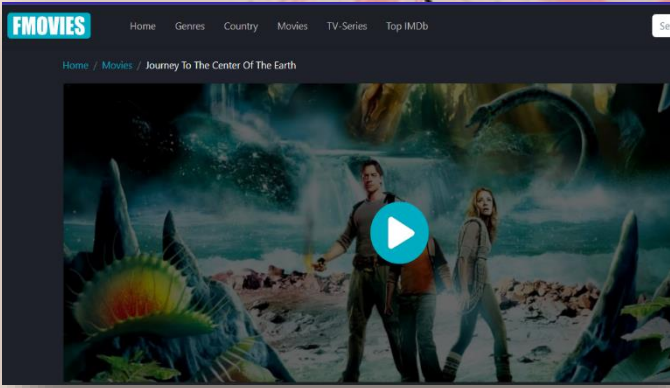
What is the activity that the students should do?

Students are going to watch the movie "Journey to the center of the Earth" without subtitles and write down only the words they understand

Students are going to watch the movie "Journey to the center of the Earth" again but this time with subtitles and compare with what they wrote

Students are going to summarize the movie and circle the sentences that are in past continuous.

Students are going to summarize the movie and circle the sentences that are in past continuous.

The teacher is going to ask questions about the movie

CLICK HERE

https://ww3.fmovies.co/film/journey-to-the-center-of-the-earth-2542/

What to do?

The teacher is going to explain Past perfect

Teacher needs to use laboratory

Teacher

The activities to be carried out by the students are described below

Student

What grammar rule will we use?

Past perfect

PAST PERFECT TENSE

+ S + had + past participle + ...
She had finished the test.

– S + had not/hadn't + past participle + ...
She hadn't finished the test.

? Had + S + past participle + ...?
Had she finished the test?

Usage   **Example**

The teacher is going to explain to the students the use of past perfect.

Resource: https://7esl.com/past-perfect-tense/

The teacher is going to use examples similar to the one in the image above.

The teacher is going to give examples of the past perfect

Wich application is going to use?

What is visme?

Visme is a virtual platform where you can develop presentations, mind maps, and concept maps.

What is the activity that the students should do?
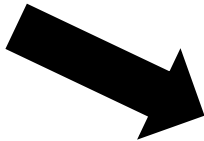
Resource:https://www.visme.co/templates/infographics/mind

Resource:https://www.mydraw.com/templates-mind-maps-mind-

- Students should make a min map on the Visme virtual platform.

- Students should be creative enough to describe a travel blog.

- In the travel blog, students should write experiences they have had in their last trips.
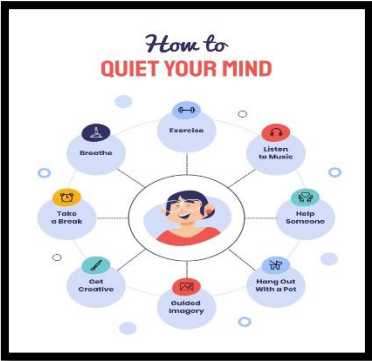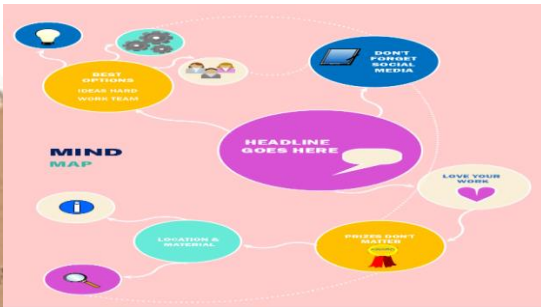
Unit 2- lesson B – activity 2
Places

What to do?

Teacher

- The teacher is going to remind her students of the rule "past perfect".
- The teacher will be a guide all the time

Student

The student must pay attention to every indication that the teacher gives.

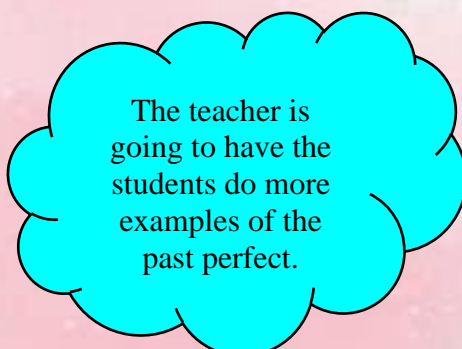**Which grammar rule shall we remember?**

Past Perfect Tense Examples:

I had fallen asleep before eight o'clock.
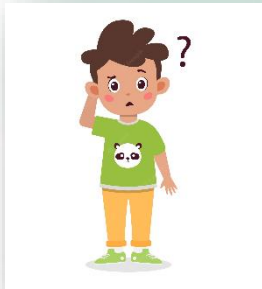
My neighbor asked if we had seen her dog.

She had never been to the symphony before last night.

Resource: https://examples.yourdictionary.com/

The teacher is going to give indications on the past perfect

The teacher is going to have the students do more examples of the past perfect.

The teacher is going to be guided by the examples shown in the image above.

Wich application is going to use?

Prezi

https://prezi.com/es/

Prezi is a digital platform used to make interactive videos or presentations.
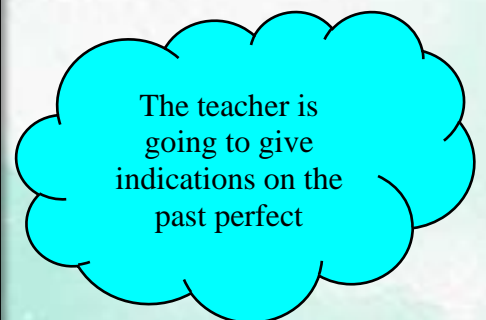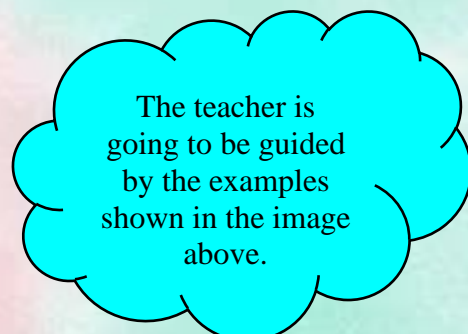
Home Activity

What is the activity that the students should do?

1

Students should make a 3-minute video describing their favorite place in the world

2 The video should be as interactive and creative as possible.

Students should present their video to the class. 3

4 Once the video is presented the teacher will ask questions to the students.

Unit 2- lesson C – activity 1
Places

What to do?

The teacher is going to explain Past perfect

The activities to be carried out by the students are described below

Teacher

Student

Which grammar rule shall we remember?

THE PAST PERFECT TENSE

WHEN HE ARRIVED TO THE TRAIN STATION, THE TRAIN HAD LEFT.

9:00 AM   9:15 AM

PAST PERFECT   PAST   PRESENT

Resource: https://startyourenglish.com/2021

The teacher is going to give feedback to the students about the past perfect

Wich application is going to use?

Videomaker

What is the activity that the students should do?

Students should make the video at home; they should talk about their favorite country.
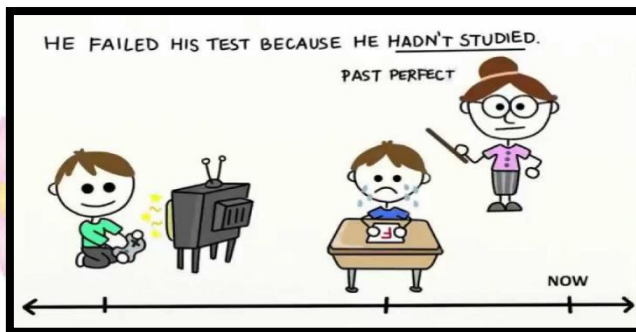
Students are going to use the past perfect

Students are going to present their video in front of the class

Unit 2- lesson C – activity 2
Places

What to do?

The teacher is going to explain Past perfect

Teacher

The activities to be carried out by the students are described below

Student

Which grammar rule shall we remember?

HE FAILED HIS TEST BECAUSE HE HADN'T STUDIED.

PAST PERFECT

NOW

Resource: https://www.open-minds.it/esercizi-inglese
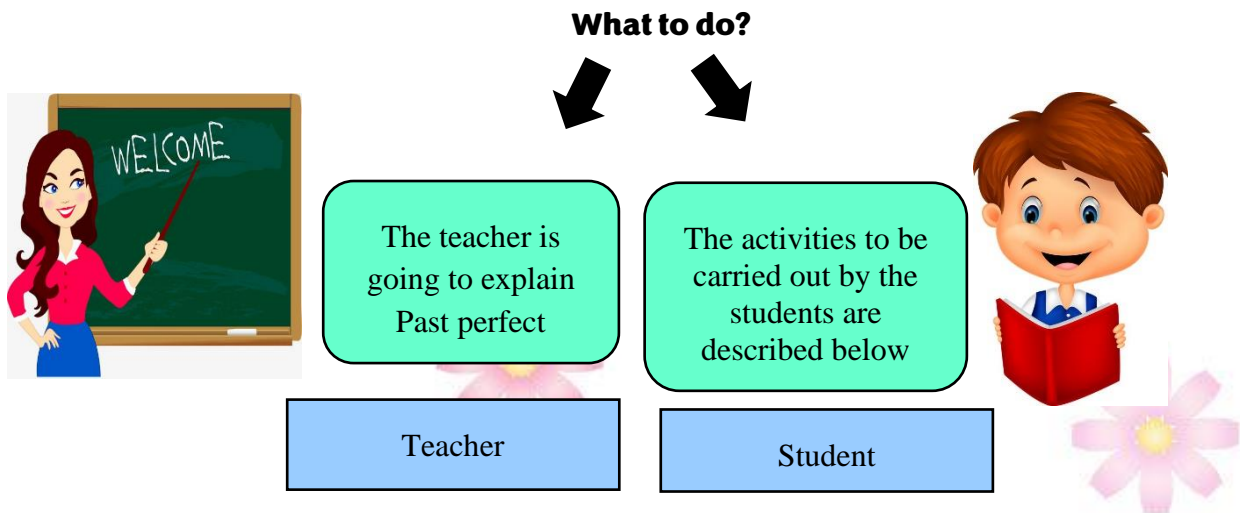
The teacher is going to have the students complete a worksheet on the past perfect.

https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Past_Perfect/Past_perfect_xn23743sh

Wich application is going to use?

The 50 Most Beautiful Landscapes in the World

See and be seen at these stunning natural wonders.

By Kyle McCarthy | April 26, 2018, at 9:00 a.m.

Save

Table of Contents

WORLD'S BEST PLACE

#1 South Island, New Zealand
#2 Paris
#3 Maui

Travels is a website where you can find several images of landscapes to describe

What is the activity that the students should do?

① • Students should bring a printed landscape to class.

https://travel.usnews.com/gallery/the-50-most-beautiful-landscapes-in-the-world

② • Students are going to be in groups of 4

③ • Students are going to begin to describe the landscape

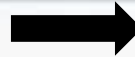④ Students are going to describe their landscape to the teacher

Unit 3- lesson A – activity 1
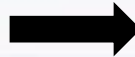## Art and music

What to do?

Teacher

- The teacher will be a guide all the time

Student

The student must pay attention to every indication that the teacher gives.

Which grammar will we use?

Adjective

An adjective gives more information about a noun or pronoun by answering one of these questions.
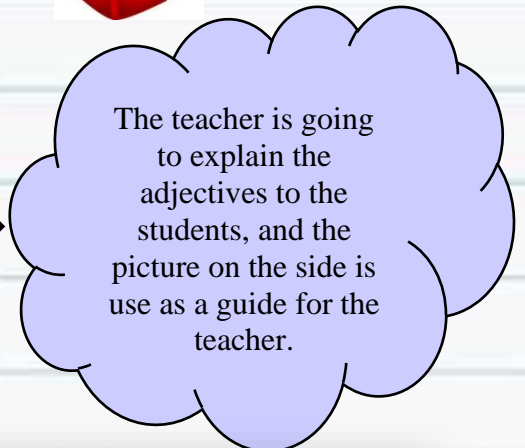
What kind?	**Which one?**	**How many?**
blue car	this town	one second
long rope	last week	three boys
tall person	the second day	few cars
big house	the other woman	several people

Resources: https://www.onlinemathlearning.com/adjectives.html

The teacher is going to explain the adjectives to the students, and the picture on the side is use as a guide for the teacher.

Wich application is going to use?   ➡️ ▶️ YouTube

What is the activity that the students should do?

Students should memorize the song

https://www.youtube.com/watch?v=po1YF1p31-

Before memorizing the song, they should write down in their notebook all the adjectives they found in the song

- Students will have to present their song.

The work is in group work, the whole class must sing the song

Unit 3- lesson A – activity 2
Art and music

What to do?

Teacher

- The teacher is going to be a guide all the time.
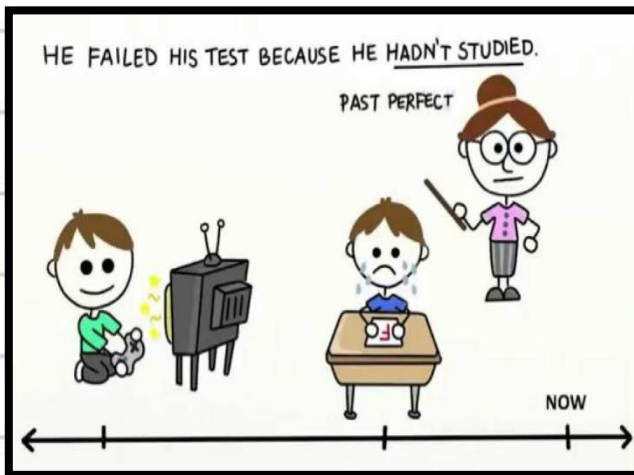- The teacher will remind the students of the past perfect.

Student

The student is going to do the activity at home.

Which grammar will we use?

HE FAILED HIS TEST BECAUSE HE HADN'T STUDIED.

PAST PERFECT

NOW

Resources: https://www.open-minds.it/esercizi-inglese

The teacher is going to take a short assessment on the past perfect
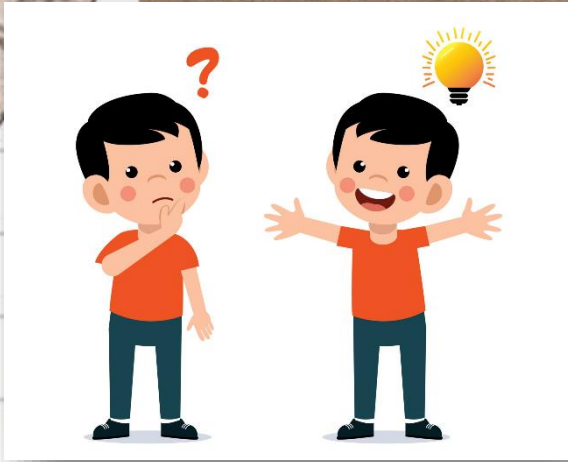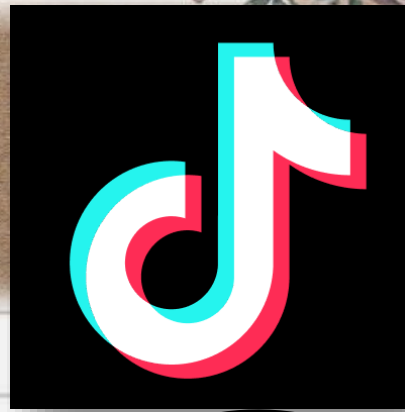
The teacher is going to perform a past perfect test with similar examples to the one in the attached link

https://www.superprof.es/apuntes/idiomas/ingles/gramatica-inglesa/verb-tense/exercises-past-perfect-simple-i.html

Wich application is going to use? ➡️

Tik Tok is an application where you can make videos of any type of content.

What is the activity that the students should do? ➡️

Students are going to make a video about the different paintings that catch their attention. ①

Students are going to bring the video made in Tik Tok. ②

Students are going to present their video in front of the class ③

Students are going to describe the paintings they like the most ④

Students are going to talk about the actors in the chosen paintings ⑤

Students should post the video on tik Tok ⑥

Unit 3- lesson B activity 1
Beliefs

What to do?

The teacher is going to explain Simple present

Teacher

The activities to be carried out by the students are described below

Student

Which grammar rule shall we remember?

10 Examples of Simple Present Tense Sentences

English Study Here

1. My son lives in London.
2. She plays basketball.
3. He goes to football every day.
4. He loves to play basketball.
5. Does he go to school?
6. It usually rains every day here.
7. It smells very delicious in the kitchen.
8. George brushes her teeth twice a day.
9. He gets up early every day.
10. They speak English in USA.

Resource: https://englishstudyhere.com/

The teacher is going to make some sentences in simple present

The teacher is going to make a game of the simple present tense in Quizizz.

https://quizizz.com/admin/quiz/5e576052c259b0001b402299/present-simple

QUIZIZZ

Wich application is going to use?

Vocaroo
🔴 Click to Record

Vocaroo is a digital platform where students can record audios longer than one minute.

What is the activity that the students should do?

Students should record an audio voice recording talking about the different customs and beliefs they have at home

- The audio should be approximately 3 minutes
- The student should bring the audio to class

- The teacher is going to ask the students for their audio

- Students are going to stand in a circle

The teacher is going to play audio and students must guess who the person is speaking in the audio.

Unit 3- lesson B activity 2
Beliefs

What to do?

The teacher is going to explain the use of the present continuous.

The teacher is going to take the students to the laboratory.

Teacher

The activities to be carried out by the students are described below

Student

Which grammar rule shall we remember?

Present Continuous Tense Examples
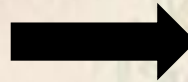
What is he doing?
He is swimming.
He is not sleeping.

What is she doing?
She is dancing.
She is not reading.

What are they doing?
They are running.
They are not eating.

Resource: https://www.thelearnersnook.com/

The teacher is going to make some sentences in present continuous

Wich application is going to use?

:Padlet

What is the activity that the students should do?

Students are going to do a personal profile where students should describe their own culture.

- Students must be honest
- Students have to present their personal profile in front of the class

- Teacher is going to ask questions
- Teacher is going to give them a grade

Unit 3- lesson C activity 1
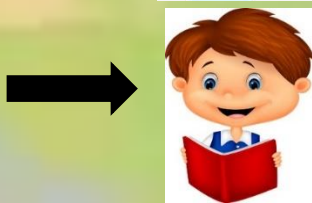# Culture

What to do?

Teacher

- The teacher is going to give a brief explanation of the simple present and past perfect.
- Teacher is going to explain with examples.

Student

The student must pay attention to every indication that the teacher gives.

Which grammar rule shall we remember?

Resource: https://www.goconqr.com/note/17410827/present-simple

The teacher is going to make some sentences in present simple and past perfect

Wich application is going to use?

What is the activity that the students should do?

Students should develop a paragraph describing their culture.

Students should record the description in a voice recorder.

The teacher is going to evaluate their speaking

Unit 3- lesson C activity 2
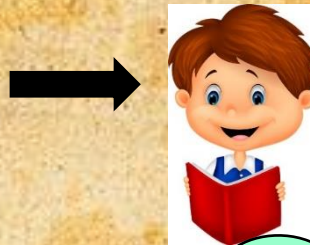## Culture

What to do?

Teacher

- The teacher is going to explain the present continuous.
- The teacher is going to give examples.
- The teacher is going to have your form into groups of 4.

Student

The student must pay attention to every indication that the teacher gives.

Which grammar rule shall we remember?

Present Continuous Tense

He is running on the road.

| Structure | o S+ is/am/are + V1 (-ing) |
| Example | o He **is playing** football. |

Resource: https://examplanning.com/present-continuous-tense/

The teacher is going to make some sentences in present continuous.

:Padlet
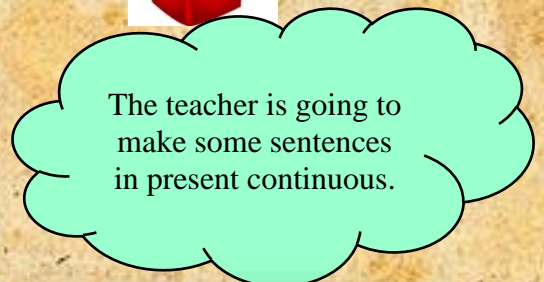
Wich application is going to use?

What is the activity that the teacher should do?

- The teacher is going to have them talk about their traditional food in pairs.
- The teacher is going to go over your conversation.
- The teacher is going to have them develop a padlet presentation about the traditional food.

What is the activity that the student should do?

- Students are going then present their traditional food.
- Students are going to speak in front of their class and show their padlet presentation.

5. Conclusion

- It was evidenced that the current level of the students of the San Vicente Ferrer Educational Unit does not present a stable level of listening comprehension, which means that most of the students are not able to understand the language in a basic and complete way.

- It can be concluded that most of the students do present deficiencies in the different dimensions of listening skills, since many of them present problems in the stimulation of the teaching of the English language.

- Another conclusion that could be evidenced is that many of the teachers do not know about dynamic activities that help students in their English language acquisition process, due to the excessive use of traditional teaching methodologies and activities.

- Since this research was conducted based on the three dimensions of listening skills, it was possible to identify that many of the students present deficiencies in perception and comprehension, since many of them are unable to clearly understand a message in English.

- The lack of creativity causes students not to give the necessary importance to the learning of the English language, therefore this generates that the students acquire auditory deficiencies in all its dimensions.

RECOMMENDATION

- It is recommended that this study be used for academic purposes, as it is expected that the information on the flipped classroom methodology can be extended and can be opened to more fields of study, since it is important to recognize that technology is currently an important point for society, and it is essential that education can have a connectivity with the digital world and the tools it offers.

- It is recommended that the study sample can be much larger than that of this research, since it is expected that the statistics can give more concise information on the subject and thus can be used for academic purposes.

- It is recommended to the educational authorities to open the field of study with the topic of flipped classroom and the English language, in order to help teachers to implement this pedagogy in their teaching and achieve that students can acquire English in a much faster, didactic, creative, and non-traditionalist way.

- It is expected that the flipped classroom pedagogy can advance positively within the educational field, since it is important that technology can be involved in the academic aspects.

- Thanks to the activities carried out in the present study, it is important to expect that students can learn English in a much more modern and comfortable way.

- Finally, it is hoped that the present study will be a support for possible research on a similar topic, and that it can contribute in a positive and significant way to the educational field.

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7. ANEX

UNIVERSIDAD TÉCNICA DEL NORTE

Facultad de Educación, Ciencia y Tecnología

MSC. Patricio Andino

Coordinador de la Unidad Educativa San Vicente Ferrer

Presente

Estimado magister,

Reciba un cordial saludo. El presente documento tiene como objetivo principal informarle que la estudiante Barandica Cadena Lizeth Alejandra, con cédula de identidad 1004779565 de la Universidad Técnica del Norte, de la carrera de licenciatura en Pedagogía de los Idiomas Nacionales y Extranjeros, se encuentra realizando su trabajo de investigación para titulación. El Tema del presente trabajo es **"The use of the flipped classroom to improve English listening skills in high school students at Unidad Educativa San Vicente Ferrer"** (El uso de la metodología Flipped Classrom para mejorar las habilidades auditivas de los estudiantes de Bachillerato de la Unidad Educativa San Vicente Ferrer). El cual se relaciona con el proceso de enseñanza-aprendizaje del idioma inglés. En tal virtud, solicito muy comedidamente su autorización para que el mencionado estudiante recabe información en la Unidad Educativa San Vicente Ferrer que usted dirige mediante encuestas y el Pre- test de listening dirigidas a los estudiantes.

Se garantiza que los aportes de todos los encuestados de la instrucción serán anónimos y tendrán uso exclusivamente académico. Además, este estudio no conlleva ningún tipo de riesgo, los participantes no recibirán ningún beneficio o compensación de carácter económico por su contribución. Como aporte a la institución, se garantiza también el derecho de los participantes a conocer los resultados de esta investigación, bajo esta virtud la estudiante Barandica Cadena Lizeth Alejandra se compromete a retribuir los siguientes productos:

- Si la autoridad de la institución lo solicita, se hará una presentación de resultados a la comunidad educativa.
- Entregar a la institución los hallazgos de la investigación en un documento final tanto físico como digital.

Si tiene alguna inquietud sobre esta investigación, se puede comunicar conmigo docente-tutor del presente tema de investigación al teléfono: 0999906618, o al correo electrónico: cdandrade@utn.edu.ec .

Cordialmente,

Christian D. Andrade Molina

Docente

Universidad Técnica del Norte

U.E. "SAN VICENTE FERRER"
DOM NICOS
COORDINADOR
ACADEMICO

LISTENING PART 1

Questions 1 – 7

There are seven questions in this part.

For each question, choose the correct answer (**A**, **B** or **C**)

Example: Where is the girl's hat?

A   B   C

1 What does the boy want from the shops?

A   B   C

2 Which programme is on first this evening?

A   B   C

3 What present will the girl give Lisa?

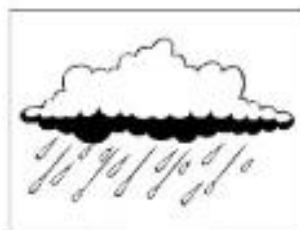A

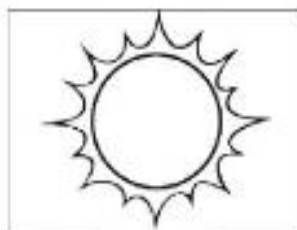B

C

4 Which instrument does the boy play now?

A

B

C

5 What will the weather be like for sports day tomorrow?

A

B

C

6 Who is the boy phoning?

A

B

C

7 What food will the boy's mother buy?

| A | B | C |

LISTENING PART 2

Questions 8 – 13

You will hear part of an interview with a girl called Sally Myers whose first book has recently been published. For each question, choose the correct answer **A**, **B**, or **C**.

8 Why did Sally decide to write her first book?

   A people said her stories were good

   B her family bought her a diary

   C her penfriend suggested it

9 Why didn't Sally's Dad want her to send her book to a publisher?

   A He didn't like it very much.

   B He had given her help to write it.

   C He was worried that they wouldn't be interested.

10 Sally sent her book to a company which

   A published books only on the internet.

   B published her favourite stories.

   C published books of a similar type.

11 How did Sally feel when the company phoned her Mum?

   A very excited

   B extremely surprised

   C anxious about the future

12 Sally says that, as a result of her book,

   A she now has more money.

   B she has lost some of her friends.

   C she is in contact with new people.

13 What does Sally say about her next book? [⌄]

    A   It will be quite different from her first one.

    B   It will be written for older readers.

    C   It will be about something all children experience.

LISTENING PART 3

Questions 14 – 20   [▶● ══════════] [▶● ══════════]

You will hear some information about a film-making competition.

For each question, fill in the missing information in the numbered space.

FILM-MAKING COMPETITION

Maximum length of film: **(14)** _____

Type of film: **(15)** _____

Subject this year: The **(16)** _____

JUDGES:

Martha Fernando, presenter of the programme called 'Film **(17)** _____

PRIZES:

First prize: visit to a film **(18)** _____

Other prizes: books and modern **(19)** _____

Where the best films will be shown: **(20)** _____

UNIVERSIDAD TECNICA DEL NORTE

PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

English Survey

Objective: To propose a guide of didactic strategies to improve listening skills in high school students of the Unidad Educativa San Vicente Ferrer

The survey was directed to first-second-year high school students of the Unidad Educativa San Vicente Ferrer

-The survey is anonymous

1. **Age**

   15-16
   16-18

2. **Gender**

   Male
   Female

3. **Do you think the development of listening skills is important?**

   Very Important
   Important
   Something Important
   Not very important
   Nothing Important

4. **Do you find the vocabulary used in the English class to improve listening comprehension difficult to understand?**

   Always
   Almost always
   Sometimes
   Almost never
   Never

5. **Do you quickly understand the message to be conveyed when listening to the English audio?**

   Always
   Almost always
   Sometimes
   Almost never
   Never

6. **How often does your teacher perform Listening exercises in your classes?**

Frequently
Frequent
Almost frequent
Not frequent

7. **Which of the following activities described below does the teacher use in his/her classroom to develop listening skills? Can you choose more than two options?**

   Videos in English
   Dictation
   Interactive audio
   Others

8. **Does the teacher in your classroom use English as a means of communication?**

   No
   Yes
   Sometimes
   Never
   Maybe

9. **How satisfied are you with your English teacher's teaching?**

   Extremely satisfied
   Very satisfied
   Moderately satisfied
   Not very satisfied
   Not Satisfied

10. **Would you like the teacher to implement activities outside the classroom that will help you improve your English listening skills?**

    Yes
    No
    Maybe

11. **What activities would you like to do outside of class to improve listening skills? You can choose more than two options**

    Listen to music in English
    Academic videos in English
    Movies with subtitles
    Interactive short videos

12. **In your opinion, how satisfied would you be if the teacher sent home digital homework assignments so that later at school, he could assess listening skills through discussion or other didactic activities?**

    Very Satisfied
    Moderately Satisfied
    Not very satisfied
    Not satisfied