UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE POSTGRADO

MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN INGLÉS

TITLE
APPLICATION OF FLIPPED CLASSROOM TO ENHANCE THE READING SKILL IN EFL STUDENTS WITH UNFINISHED SCHOOLING AT MONSEÑOR LEONIDAS PROAÑO FISCOMISIONAL SCHOOL IN CARCHI PROVINCE

AUTHOR: David Stevenson Bolaños Tobar

DIRECTOR: Dra. Sandra Mariana Guevara Betancourt

IBARRA - ECUADOR

2023

THESIS APPROVAL BY THE THESIS DIRECTOR

As thesis advisor of the study " APPLICATION OF FLIPPED CLASSROOM TO ENHANCE THE READING SKILL IN EFL STUDENTS WITH UNFINISHED SCHOOLING AT MONSEÑOR LEONIDAS PROAÑO FISCOMISIONAL SCHOOL IN CARCHI PROVINCE", submitted by David Stevenson Bolaños Tobar in fulfillment of the requirements for the Maestría en Pedagogía de los Idiomas Nacionales y Extranjeros: Mención Inglés, I certify that this research meets sufficient requirements and merits to be submitted to public presentation and evaluation by Thesis Committee.

Ibarra, April 18th 2023.

PhD. Sandra Guevara Betancourt

Thesis Advisor

UNIVERSIDAD TÉCNICA DEL NORTE

BIBLIOTECA UNIVERSITARIA

AUTORIZACIÓN DE USO Y PUBLICACIÓN
A FAVOR DE LA UNIVERSIDAD TÉCNICA DEL NORTE

1. IDENTIFICACIÓN DE LA OBRA

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

DATOS DE CONTACTO		
CÉDULA DE IDENTIDAD:	0401250394	
APELLIDOS Y NOMBRES:	BOLAÑOS TOBAR DAVID STEVENSON	
DIRECCIÓN:	Barrio La Rabija, Calle Chontahuasi y Galo Rosero - Mira	
EMAIL:	dsbolanost@utn.edu.ec	
TELÉFONO FIJO:		TELÉFONO MÓVIL: 0999558745

DATOS DE LA OBRA	
TÍTULO:	APPLICATION OF FLIPPED CLASSROOM TO ENHANCE THE READING SKILL IN EFL STUDENTS WITH UNFINISHED SCHOOLING AT MONSEÑOR LEONIDAS PROAÑO FISCOMISIONAL SCHOOL IN CARCHI PROVINCE
AUTOR (ES):	BOLAÑOS TOBAR DAVID STEVENSON
FECHA: DD/MM/AAAA	15-06-2023
SOLO PARA TRABAJOS DE GRADO	
PROGRAMA:	☐ PREGRADO ■ POSGRADO
TITULO POR EL QUE OPTA:	MAGISTER EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS. MENCIÓN ENSEÑANZA DE INGLÉS
ASESOR /DIRECTOR:	PhD. Sandra Mariana Guevara Betancourt

2. CONSTANCIAS

El autor (es) manifiesta (n) que la obra objeto de la presente autorización es original y se la desarrolló, sin violar derechos de autor de terceros, por lo tanto, la obra es original y que es (son) el (los) titular (es) de los derechos patrimoniales, por lo que asume (n) la responsabilidad

sobre el contenido de la misma y saldrá (n) en defensa de la Universidad en caso de reclamación por parte de terceros.

Ibarra, a los 15 días del mes de junio de 2023

EL AUTOR:

David Stevenson Bolaños Tobar

Acknowledgement

I am indebted to God for granting me the fortitude and tenacity to complete this investigational work to aid English as a foreign language instruction. I would like to thank my PhD advisor, Sandra Guevara, for her assistance and guidance in completing my research in the most effective manner. I am eternally pleased and grateful to the administrators, teachers, and students of the Unidad Educativa Fiscomisional PCEI Monseñor Leonidas Proaño for providing me with the means to conduct my research in the most efficient manner.

David Bolaños

Dedication

To my parents for being my daily pillars of support by demonstrating that anything is possible in life. To my beloved niece Vale, who provides me with divine protection and strength whenever I feel defeated. Lastly, to my children, who are the engine that motivates me to be a better person each day I wake up.

David Bolaños

TABLE OF CONTENTS

LIST OF FIGURES

x

LIST OF TABLES

RESUMEN

xi

El presente trabajo de investigación referente a la aplicación de La Clase Invertida para mejorar la habilidad de la lectura en estudiantes con escolaridad inconclusa, se lo realizó con los estudiantes de Tercero de Bachillerato de la Unidad Educativa Fiscomisional PCEI Monseñor Leonidas Proaño de la provincia del Carchi. Se propuso realizar esta investigación debido a que la población estudiantil de esta Unidad Educativa tiene rezago estudiantil. La clase invertida brinda la oportunidad de trabajar con los estudiantes con una preparación previa en sus hogares antes de llegar al aula de clases. El uso de herramientas tecnológicas es muy importante ya que con este método de enseñanza antes mencionado, se utiliza mucho de las páginas, aplicaciones y herramientas que nos ofrecen en línea, para poder aplicar dentro del aprendizaje del segundo idioma como es inglés. Adquirir una segunda lengua se ha vuelto tan imprescindible en la actualidad que por eso se implementó este modelo pedagógico a los estudiantes enmarcado en la habilidad de lectura y así incentivar al estudiante a leer más de una forma interactiva y atractiva para ellos. Con el fin de alcanzar los objetivos propuestos, se implementó la mejor metodología acorde a la población estudiantil. Se empleó una metodología mixta tipo 4. En esta metodología se realizó el estudio exploratorio aplicando el método cualitativo y análisis estadístico de lo que se recaudó mediante los instrumentos de recolección de datos. Estos instrumentos que se utilizó fueron las entrevistas a los docentes por medio de la plataforma Zoom y a los estudiantes se les aplico una encuesta en forma virtual con la ayuda de Google forms, una vez recabado los datos de las entrevistas y las encuestas se utilizó el método cuantitativo para tabular los datos y obtener los resultados. Con los resultados obtenidos se evidenció que tanto profesores como estudiantes consideran importante el aprendizaje de la lengua extranjera y la poca importancia que se le da a la habilidad de leer dentro del proceso enseñanza-aprendizaje. Para dar una ayuda a estudiantes y docentes se creó una guía didáctica con estrategias enfocadas al uso de la clase invertida para mejorar la lectura en el aprendizaje de inglés.

Palabras clave: clase invertida, cualitativo, cuantitativo, escolaridad inconclusa.

ABSTRACT

This research work regarding the application of Flipped Classroom to improve the reading ability in students with unfinished schooling was carried out with the senior year students of the Monseñor Leonidas Proaño Fiscomisional Educational High School PCEI in Carchi Province. This investigation was conducted because the student population of this High School has student lag. The flipped classroom provides the opportunity to work with students with prior preparation at home before arriving to the classroom. The use of technological tools is very important since with this aforementioned teaching method, a lot of the pages, applications and tools that are offered to us online are used, in order to be able to apply within the learning of the second language such as English. Acquiring a second language has become so essential today that this pedagogical model was implemented for students, framed in reading skills and thus, encouraging students to read more in an interactive and attractive way for them. To achieve the proposed objectives, the best methodology according to the student population was implemented. A type 4 mixed methodology was used. In this methodology, the exploratory study was carried out applying the qualitative method and statistical analysis of what was collected through the data collection instruments. These instruments were applied to teachers through the Zoom platform and a survey was applied to the students virtually using Google forms, once the data from the interviews and surveys were collected, the quantitative method was used to tabulate the data and obtain the results. The results evidenced that both teachers and students consider learning a foreign language important and the little importance given to the ability to read within the teaching-learning process. To help students and teachers, a didactic guide was created with strategies focused on the use of the flipped class to improve reading in learning English.

Key words: flipped classroom, cualitative, cuantitative, unfinished schooling.

CHAPTER I

THE PROBLEM

1. Introduction

English is an influential language in the communication among people from different parts of the world. When students decide to study abroad, they need English to develop their communication skills. Thus, it becomes a useful language at opening world opportunities to travel, study, work, even for learning about new cultures. In this regard, English is the official foreign language to be taught in Ecuador. Barre and Villafuerte (2021) assert that to improve English Foreign Language (EFL) instruction, the Ecuadorian government has implemented the following policies: (1) strengthening teachers' communicative competencies until achieving B2 level within the Common European Framework of Reference for Languages (CEFR); (2) introducing EFL instruction standards; (3) implementing a program called "Go Teacher" (2014-2018) that provided teacher fellows for training abroad; and (4) implementing the national EFL curriculum in 2017, which was aimed to enhancing teachers' communicative competencies.

In a recent study led by Education First (EF) in 2021, it ranked Ecuador in 90th place of 112 countries. Evidencing that this south American country has a low English proficiency level in contrast with other countries in the world. The teaching of English language in Ecuador requires the application of suitable methodologies to develop the learning process from the initial levels of education (English Language Curriculum, 2016). To improve the learning and teaching process in Ecuador, it is necessary to implement current strategies that enhance the four English language skills of listening, reading, writing, and speaking. Students can develop these skills more effectively when

they apply new methodologies in the classroom and at home. To this effect, the deployment of flipped classroom is of great assistance in accomplishing this objective.

The flipped classroom approach entails more than a single model, but rather a core idea to flip the lecture-based classroom instruction at utilizing prerecorded videos and reading assignments (Tucker, 2012). Flipped classroom is a suitable method that contributes with the development of reading skills because students can learn English in an enjoyable system along with technological tools that web sites offer to students for the development of this skill. In consideration to the current educational demands around the world and particularly in Ecuador, hybrid, virtual, and face-to-face class modalities are used, thus, this approach can certainly be implemented in virtual or in-person classes.

The flipped classroom methodology has a low percentage of scientific contributions within the Ecuadorian educational context. Likewise, it presents few publications in scientific databases such as Redalyc and Scielo, and a high index in the Google Scholar search engine (Valdivia, 2020). It means, there is a need to implement more trainings and help teachers and students to use this methodology because not all students are self-disciplined enough to be effective without preparation and training on this model. This implies that teachers must employ student-supporting techniques when applying it. For the flipped classroom model to be effective, educators must conduct additional preparatory work before teaching a class.

This research work is aimed at delving into adult students' learning and Cozma (2015) asserts that

Although the concept of "adult learners" may be given slightly differing definition, depending on the aspect that each definition is meant to emphasize, in my approach this refers to persons over the normal age of traditional schooling (more specifically, over 23-25 years old), who freely choose to get involved in a particular form of

instruction, in order to serve a professional, social or personal need or interest. (p. 1210)

Thus, adult learners are individuals above a certain age who opt to continue their education to grow as a person and professionally; consequently, to improve their economic position, as they will be able to acquire a job to enhance their lives upon graduation. An adult learner is often over 16 years old and possesses traits that distinguish them from the regular learner group. They are a diverse group with a wide range of cultural and educational backgrounds, skills, responsibilities, and experiences. Adult students return to school for personal or career-related reasons.

Everyone must be able to read well, regardless of occupation. Whether it is reading a project plan, a website, a trade publication, a press release, an email, or any other type of text, the ability to read it efficiently and effectively is a crucial professional skill. A few persons believe that reading is a simple task that is simple to master. Reading is a complex process that requires a variety of abilities, especially when it is reading in another language. The culmination of these skills is reading comprehension, or the ability to comprehend what has been read. Reading has benefits for everyone, including brain exercise, free entertainment, improved ability to concentrate, increased general knowledge, motivational qualities, and stress reduction for some. Reading is being practiced in many EFL and ESL classrooms as an effective means for developing learners' reading as well as other related skills (Haider, Md. Zulfeqar, & Akhter Elina, 2012).

This research based on the application of flipped classroom to enhance the English reading skill comprises four chapters. Chapter 1 analyzes the research problem by establishing its description, delimitation, and formulation. The second chapter will then discuss the theoretical framework. It pertains to comprehensive textual information on the subject variables. In addition, Chapter 3 contains a methodological framework for all

aspects of the investigation's collected resources, including the timeline, surveys, interviews, etc. Next, Chapter 4 discusses the results obtained and the techniques and instruments used to collect data. In the final chapter, a handbook with reading strategies to enhance English learning are proposed. This proposal includes effective reading strategies for teachers and students.

1.1. Problem description

English teachers are required to be acquainted with new methods and also the benefits of using the Flipped Classroom method, this will permit them to improve their English teaching skill. The lack of smart devices and technological tools, such as various reading improvement applications, is a hindrance for effective development of the reading skills. Although they are accessible to everyone, more information is available on how to practice English reading in a daily basis. Some English teachers continue using traditional teaching methods, meaning they do not employ technological tools to encourage students to read in a more dynamic and contemporary way. Regarding the training in new technologies in the particular case of Monseñor Leonidas Proaño High School has been little causing difficulty for teachers to keep up with students in the use of devices and technological tools. It is necessary to update knowledge based on these factors to create a more interactive classroom and give students the opportunity to learn while having fun.

In addition, the low support from the government in creating training courses for teachers on new educational methodologies hinders the effectiveness of the teaching-learning process (Palma, 2020). Due to the traditional use of technological devices and the practice of conventional learning methods in educational institutions, students evidence a lack of interest towards learning English in a different way. In addition, a significant proportion of students do not have knowledge about the use of flipped

classroom. They need to do profitable activities using the internet access they have at home and high school. Consequently, the English learning system requires a technological advancement.

Teachers' motivation to implement new Reading teaching strategies should be continuously cultivated through trainings. Therefore, they concentrate in teaching grammar mostly and students are merely passive listeners, as they have no opportunity to exercise their cognitive and analytic abilities (Ullah, Rahmat & Baig, 2021; Mirza & Shakoor. 2021; Abdul & Ullah, Hazrat. 2021). Particularly in today's technologically advanced environment, all educators must continually update their knowledge through ongoing training. Nevertheless, some teachers are hesitant to implement technology in their classrooms and reduce topics to simple repetition without fostering reading subskills.

In sum, about some of the shortcomings mentioned above, the situation at Monseñor Leonidas Proaño High School in El Angel city-Carchi exemplifies the situation in Ecuador. This high school has students who have not completed their schooling at the required time, thus falling behind in their studies. Students at this institution do not have the same opportunities as regular students to learn English as a foreign language. On the other hand, the lack of opportunities for teachers to receive training in current issues such as new approaches, the use of technology in education, and the motivation of teachers to update their knowledge hinder the development of the English language and reading skills, in particular.

1.2. Research Question

How is Flipped classroom model linked to the development of reading skills in EFL learners with unfinished schooling at "Monseñor Leonidas Proaño" Fiscomisional High School?

1.3 Objectives

1.3.1 General objective

To analyze the application of flipped classroom for the enhancement of the reading skill in senior year EFL students with unfinished schooling at Monseñor Leonidas Proaño Fiscomisional High School in Carchi province during 2021-2022.

1.3.2 Specific objectives

- To select current scientific technical information for the application of the flipped classroom.

- To diagnose the teacher's methods to develop reading skills at Monseñor Leonidas Proaño High School.

- To design a virtual handbook using Flipped classroom strategies for the development of the reading skill.

1.4 Justification

The rapid evolution of knowledge in the world demands the updating of teaching-learning approaches through the dissemination of knowledge within the educational system. It is achievable with the assistance of technological tools that enhance learning in several fields of knowledge, including English as asserted by Gonzalez (2012).

The Ecuadorian Digital Educational Agenda (2017) sets that "the Ministry of Education plans that in five years not only Information and Communication Technologies are included, but also take a step towards access to knowledge technologies" (p. 9). The idea is even to arrive at the concept of Technologies for Empowerment and Participation. The application of ICT expands the scope of education. It provides high-quality learning materials and fosters learner autonomy. In addition to academic excellence, English communication skills are essential for students' future success. Curriculums must be simplified by incorporating technological tools.

On the other hand, the EFL for high school curriculum stablishes that "in the current Ecuadorian curriculum cites that traditional English education focuses primarily on behavioral aspects of language acquisition" (The Digital Educational Agenda 2017-2021, p.2). The teacher is the most active participant in the classroom, explaining and imparting the knowledge learned prior to a study or preparation. In addition, the learner adopts a more passive stance as a simple receiver of diverse knowledge (Camp, 2011). It involves a mental shift on the part of everyone involved in the teaching and learning process. Primarily teachers, who must be technological, pedagogical, and didactically updated to solve problems in classrooms, laboratories, and to apply more productive strategies. Outside the classroom, they will be able to create and implement online instruction using technical resources. With the Flipped Classroom application, learning will be more relevant because the student will be in control of the technological tools and will provide classroom-based feedback (Toledo, 2017).

The English language is a universal language, and students graduating from high school must have a good foundation in the language to meet the difficulties of advanced education, work, travel, and global communication. Speaking in English practice is developed in particular to increase English reading comprehension.

This useful method will be implemented at Monseñor Leonidas Proaño Fiscomisional Educational Unit. It is an institution located in the Province of Carchi that provides educational services in the cantons of Tulcán, Huaca, Montúfar, and Espejo, with the goal of implementing the flipped classroom to improve student interaction and the teaching-learning process in order to produce high school graduates with a high level of reasoning, intermediate English proficiency, and social utility.

This is in accordance with the National Development Plan 2021-2025's Social Axis 1 Objective 2 and its second policy that is improve connectivity and promote the use of technological platforms in the educational system, as this research work is aligned with the application of the flipped classroom method to improve the use of technological platforms.

Students and teachers who have access to computers or websites can save money on instructional materials, textbooks, libraries, and most importantly, time. With this benefit, communication between professors and students can be significantly streamlined, and access to the various required research projects can be facilitated.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 English Language

2.1.1 The concept of English Language

According to Samuel Johnson, who is considered the first great literary critic of English language, English is identified as "the language of England hardly begins to capture the diversity and complexity of the language's use in the twenty first century" (Horobin, 2016, p. 4). It is reported that English language is spoken by approximately 450 million people all over the world, at same time English varieties are born through the differences in pronunciation, grammar, spelling, and vocabulary (Srivias, 2019).

2.1.2 Origins

This language has been used for almost 1,500 years which is the reason why it changed into an extent form starting from its first users, the Anglo-Saxons, to the contemporary English speakers who will be unable to understand a single word between each other forms (Jespersen, 2007). In other words, is it known that English language might be originated from a Latin derived because of their similarities with French, which is also considered derived from this source, although, it is common for languages to borrow some vocabulary from other not so related languages. This is the case of the Modern English language people currently use. In this case, it is reported that Chinese, Tamil and Arabic have left their print in some words proving their contact through trade but not through genetic inheritance (Wright, 2019).

2.1.3 Modern English

English is considered as the fastest increasing language in the world because of its

status as a lingua franca, which was reached after the confirmation of its use as mode of communication by many non-native and native speakers in fields related to studying, business, science, trade and commerce, transportation, pharmacy, and many others. English is firmly established as a dominant global language giving it the right to occupy a unique place to being considered "inevitable" because of it is extensively usage (Srivias, 2019).

It is quite common to read through the requirements to enter any university overseas, to have an intermediate-high level of English for being accepted, that is the reason why the students who come from non-native English-speaking countries, face the challenge of learning the language. This requirement is based in the fact that most of educational books are written in this language and, additionally, the courses are taught in English as well. English has become a necessity more than a hobby or a fashion trend to follow, being the main reason to introduce this subject as part of the school's curriculum in Ecuador. Even though, Mandarin is spoken by a major part of the population in the world, English conquered the first place because of its expansion through its own geographical limits, including the former British colonies such as Australia, Canada, South Africa, Nigeria and India (Srivias, 2019).

While talking about modern English language it is inevitable to talk about the changes that experiments the language and that are noticeable to the people. Algeo and Acevedo (2014) explain that as any other conventional and cultural matter as fashion, cooking, entertainment or governments, English language is chained to evolution, even though the changes are slow, it is continuous. The authors have the theory that the changes are caused by the syntagmatic change, which is the result of the influence of the flow of the speech. Another cause might be the associative change, which is the variation of the sound of the original word with one that is directly associated and finally, the third cause

the authors consider languages change is the social change, which is the result of the influence from events of the new technology world, as people has access to internet and all the information they may need and more, some contractions and slangs are created to define certain things, situations and even groups of people.

2.2 English as a Foreign Language (EFL)

Teaching a language is an activity usually influenced by the learning theories such as the nature of the language and the learning conditions which evolve is the excuse for the learners to acquire a language (Parupalli, 2019). Teaching process might seem affected by the language theories where there are presented different kinds of methods, one of these methods assumes that learning a mother tongue language has its own process through the student in comparison with learning a foreign or second language; of course, this assumption is argued with distinct opinions regarding the kind of English the student is learning because this is considered as a foreign language in their country.

It is well known that the spoken English found in USA, Canada, UK or Australia is slightly different from the English language taught in the countries where English is considered a foreign and a second language. This is due to the fact that the English language taught in those territories is just used for academic proposes, only caring about grammatical rules and corrections, in most cases, nothing to do with the English language the students can learn while involving themselves in English speaker society. They usually learn how to 'survive' in their daily lives, slang and they are unaware of this language acquisition nor the result (Setiyadi, 2020).

Whether English language is taught as a second or a foreign language in Ecuador, it must be considered as a target language because it is the objective the students are trying to approach, it must be mentioned that according to Sevy-Biloon (2020) this objective is shared by the Education Ministry because it was established in 2018. A change in the

scholar curriculum which implied the addition of new methodologies, strategies and technologies to promote the English language learning at schools because, according to the plan, the students should graduate having an intermediate English level from high school as a way to respond to the demanding language challenges that are constantly coming up in the society and as an excuse to improve the educational system the government has been using.

2.3 Challenges of Learning and Teaching EFL

Checking on the educational policies, it is noticeable that the government and the education minister do not consider some of the most relevant aspects when talking about teaching and learning process (Madalińska-Michalak & Bavli, 2018). According to the authors, the policies should contemplate the infrastructure, tools, and the teacher's experience with the language and teaching too because while these items are excluded, the educational quality seems being compromised showing lack of basic learning skills and critical thinking abilities in the students.

The truth is that policies are usually controlled by the economy in the countries, when this happens, it is not a surprise to encounter environments where the students are not learning and the teachers do not promote learning and motivation to the students for gaining knowledge about a certain topic in this case the English language; another problem is that the governments implements certain program models based on the reflects of how it worked in other developed countries but not considering the reality the country is living. Thus, the teachers usually fail to achieve the unrealistic standards that those programs establish, creating, once again, less adequate environments to learn. These and more details are going to be explained on the section below:

2.3.1 Student's Perspective

From the learners perspective, they all agree, that one of the problems is that outside the classroom there is no environment for them to feel familiar with what they have just learned, in other words, as soon as they leave the school they start talking in Spanish once again, since it is their mother tongue and the language everyone uses to communicate, so they cannot truly feel the need of learning the English language (Arslan, 2020). Therefore, the students do not put the required effort into learning the language but just in approving the subject at school with the minimum requirements. From here rises another problematic factor, which is the teaching English process, it is designed to provide the students the knowledge in way that enlists the information in grammatical rules where the common homework every student brings home is to memorize, even though this is not the best way to teach a language because this process, usually, requires to be separated in skills and sub-skills (Nyanamoney & Mohamad, 2019).

Actually, the most influential problematic factor is that not every student has the same academic background, some students do not have adequate English due to the absence of English teachers in the rural areas or because the teachers were not well trained in the language or in teaching itself. In this aspect, when the students meet in a common course or class, the teacher will set a goal indistinctively of the students' knowledge level so, as a result, there will be students who can follow the pace with the teacher and some others that will feel discouraged because of their poor performance (Akbari, 2015).

2.3.2 Teacher's Perspective

The educational system established by the government sets the main goal for the teachers to prepare the students just to approve the subject, know the minimum requirements listed in the curriculum plan and avoid to slow down the learning process

of the rest of the class (Nushi, 2020). This is the main problem inside the challenges of teaching English as a foreign language because, it is supposed that, in order to learn a new language in an appropriate way the students should be skilled in actually use the language they are learning, but unfortunately, pointing out the interests above of the educational system, it is quite common to find situations when the teachers give some extra help to the students who are not doing well on their scores so the student can pass the subject and the teacher maintains the public image of a good teacher with no bad students, even though this is not showed on the scores of the class because the average score can be a minimum to approve but not a good score at all (Akbari, 2015).

2.4 Theories of English Learning

2.4.1 Constructivism Approach

Constructivism is a philosophical and didactical learning that furnishes the tools for the student to be capable to construct his know-how, the knowledge before practices obtained in the atmosphere that surrounds him. According to conductivists, all acquisition happens within a process routine stating from the procedure Reply – Support. In acquiring a language, the inducement or the incentive is the language to which the teacher is unrolled; the response is apprentice result and support can be conferred in the order of praise or revision by the learner or success or failure in the correspondence (Thelen & Smith, 2006).

Likewise, the main promoter of the constructivist current is the famous French philosopher Piaget (1970) where he argued that the body has the capacity to, on the one hand, classify data of the area into learning method and, on the other hand, to arrange the convenient schemes at a specific time to new information in order to construct other schemes or transform the actual information. Thus, the personal, is this case, the student

is the constant process of divergence between his knowledge and what his milieu or area knows offers him to assume and adapt it to his thinking.

The principal function of thinking shall be the arrangement of progressive learning structures that pass across different phases and gather, within progressive modification, the learning acquired in previous phases. This notion of stage or phase could explain the successive systems across which the progress of the mother tongue and the learning of a second language (Bada, 2015).

The dominance of a second language consists in learning a set of current linguistic practices that may impact with previously acquired linguistic models answering to the mother tongue. The current practices are constructed by repeating and practicing linguistic paradigms corresponding to the purpose language until these models have been overlearned and could be generated automatically by the learners without detaining to reflect about them (Vygotsky, 1997).

Indeed, constructivism considers that, mistakes are the outcome of the involvement that the first language produces on the target language, and they must be avoided at all damages since they can give rise to the development of inadequate costume. This is achieved through the identification of hard procedures, the habitual practice of these methods and support. The proceeding works in the succeeding way: First, a counteracting examination is made within L1 and L2 as a technique of verifying which structures are distinct in both tongues and consequently, according to the theory anticipates; they shall give rise to mistakes.

In the same way, once the target structures have been identified, it is the task of the programmer to elaborate a battery of practice exercises of each of the isolated structures and carefully ordered in order of a supposed difficulty, so that the student can

always respond correctly. If this happens, the student receives praise, thereby reinforcing the desired behavior. If, on the other hand, a mistake is made, the apprentice must automatically receive a negative reinforcement or correction, which prevents the error from becoming stronger.

Now, flipped classroom technique is considered to follow the core idea of constructivism explaining why it is grounded in this theory of learning or at least this is how Xu and Shi (2018) relate each concept with the other one, the authors expose that, in this specific situation, the relation is clearly visible because the technique and the theory are based on a learning environment which includes some elements which stimulate the learning spirit of the students because they are the principal actors in the building process of their language knowledge plus the learning process just evolved from just receiving the information from the books explained by the teachers, additionally, technology is now an active collaborator between the teacher and the student because it is the one who allows the collaborative learning environment be born.

2.4.2 Methods and Contributions

The behavioral model provided an academic structure for audio linguistic systems, which had a large influence on classrooms from the Second World War until the 70. Overtime, investigation revealed that acquisition a second language is, in fact, more involved than what behavioral theory had reported (Van Geert, 2003).

Thus, the investigations revealed that not all the mistakes previously announced by postmodernist thinking happened, and that some of the mistakes that learners made could not be described by obstruction from the first language. Similarly, it was discovered that learners with very distant first language committed comparable mistakes in target

language. These conclusions led to the development of new theories, which attempted to describe the acquisition of second languages from other perspective.

It should be noted that the structure-global audiovisual methods collect the Piagetian notion of the personal as being capable to restructure his idea as he moves forward in learning. These techniques also integrate the *gestalt* theory, according to which learner does not observe isolated components but certainly clusters that make sense globally. As the person becomes familiar with the global attributes of an incident, he will be capable to calculate its parts and formulate each of them into subsets.

The intellectual production of the learner is therefore necessary in the processes of language acquisition. This explicates that these theories will start to suggest activities aimed at making the student detect or find the rules of the tongue he learns from his own knowledge. In this regard, current approaches from constructivism consider the evolution of the language of learners as an action from what it denominates a practical method, determined by the needs to fulfill the requisite of correspondence toward a syntactic form, that involves the dominance of modes or styles and their differences, that is, from what is completely operating to what is formal. This opens a new window for the students to get involved into the new technology educational procedures that are friendlier with the packed schedules the people usually have and causes conflicts with their aspirations and goals of keep learning (Wentzel & Muenks, 2016).

2.5 Face-to-Face EFL Teaching VS On-line EFL Teaching

Some experts explain that in face-to-face classes, the students lose the opportunity to communicate because the class should be done by a specific range of time being quite common to include the fast thinking students enrolled in the class, while when they are on asynchronous online learning they have the opportunity to think about their answers

and elaborate a whole idea in their own pace improving their participation as well as their motivation (Wright, 2017).

There are records of teachers and schools using blended learning, which is the combination of face-to-face teaching and on-line teaching while blending pedagogies with media, specifically, it integrates the face-to-face interactions and on-line learning resources. This teaching method has caused mixed reactions within the students because, as expected, if the advantages appears so the conflicts do, even though some reports show high scored students with understanding improvement it is important for the teacher to take in consideration the student's perception, apply this method in a correct way and at the right time to get this kind of results. On the other hand, some of the confirmed problems are the lack of communication because of the absence of verbal and non-verbal cues which are, in fact, important resources to determine the class pace, another problem is that not all the students have access to stable internet connections or even a computer and it is clearly reflected on the student's performance and participation, even just the software resources required on their computers might cost a fee to use them making it harder to involve themselves into the blended learning process (Jiang, Slava, & Sweller, 2021).

Whether the student's preferences go from one technique to another, a good motivation, a good class environment, the right resources used for the class and valued interactions in the classroom can mark a big difference in the students learning process including the shyest of them (Khodabandeh, 2022).

2.6 Flipped Classroom

Flipped Classroom is a didactical strategy that promotes a learning form of greater protagonist of the student, because it previously makes available the contents so that in the classroom session strategies of assimilation are used through collaborative and

cooperative work. It should be noted that the flipped classroom methodology took place thanks to Bergmann and Sams (2016), two chemistry professors at Woodland Park High School in Woodland Park Colorado, coined the term Flipped Classroom. Bergmann and Aaron realized that students often missed some classes for certain reasons. In an effort to help these students, they encouraged video recording and distribution, but also realized that this same model allows the teacher to focus more attention on the individual learning needs of each student.

In this same order of ideas, the authors mentioned above believed that direct instruction is not the best use of class time. Instead, it is said that time is better spent engaging in meaningful discussion, applying learned concepts, and collaborating with peers. In the flipped classroom learning environment, students learn new concepts pre-class and then check their understanding during various class activities. Students consume the instructional material at home, primarily through video. The teaching staff prepares the video lessons in advance. These may include presentation slides, video clips, images, notes, a recording of the teacher, or voiceover narration.

According to Bergmann and Sams (2014) "flipped classroom is when students watch instrumental videos at home and do the typical homework (worksheets, problem sets, back-of- the chapter exercises) in class" (p. 16). The theatrical foundations used to justify the flipped classroom usually focus on reasons not to use class time to make explanations and dedicate it to activities in which the student is the true protagonist of learning, either solving a problem, working in a group, working with a colleague. This is the main reason to insist on the idea that flipped classroom is not in itself a technique, nor a teaching method, but a pedagogical model that can enrich the student's learning experience.

In the same way, the flipped classroom finds its roots in different psychologically based arguments about student centered learning, such as Piaget and Vygotsky theories. In particular, almost all the authors point out that constructivism and collaborative learning arise from Piaget`s theory of cognitive conflict, and that cooperative learning drives from Vygotsky's near development zone (Thelen & Smith, 2006).

The flipped classroom is a novel teaching – learning method, in which projects are developed in the classroom and theory is left for home. To do this, the figure of the teacher must adapt to the different rhythms of each of his students. In traditional teaching, the teacher transmitted content regardless of whether or not the student could process the information and then, through homework, the aim of the new acquisition was achieved. This method is intended to be more efficient.

In other words, in the traditional teaching method, the teacher is the person who teaches the class and then assigns duties to perform outside the class sessions for the next day, but, in this new model, the teacher is a facilitator, that is aside as a guide and while the students work in the classroom. Also, it requires students to spend quality time watching online videos at home, interacting with colleagues and teachers.

In order to adapt learning spaces to students, Bergemann and Aaron Sams created the flipped classroom methodology in 2012, giving a complete twist on the traditional classroom concept. The fixed scheme consisted of a teacher who exposed and passive listening on the part of the students. With this personalized pedagogical model, the commitment of the students increases by making them participate in their own creation. The focus of instruction changes from group to individual learning, so that the collective space becomes a dynamic and interactive teaching environment.

The teacher's reflective, tolerant and interactive role focuses on guiding students toward the application of concepts and toward their own creative involvement with the course content. It consists basically of the systematic and continuous observation of their students by making records that provide data to be able to analyze the whole process and evaluate. The media range from recording a video of a theoretical and practice class, to making a podcast or referring the student to a page.

Flipped classroom can be considered as a significant pedagogic strategy in student learning, which has its foundation in flexible environment, learning culture, intentional content and the teacher. With this didactic and pedagogical strategy, teachers achieve a very important role in the acquisition of procedures and skills by students. Through this strategy, the student is approached to real and problematic situations in a way that allows the student to apply the knowledge acquired to offer possible solutions to the problems rose, that is, encourages students to investigate to arrive at reasonable solutions to a problem. In the same way, it can be added that, they encourage curiosity and research in students (Zhengqiang, 2022).

It should be noted that the flipped classroom strategy is not based only on the production of videos or the use of online resources for the development of classes because it is more than that. Although, it is based primarily on the use of technology, but that does not mean that sessions are scheduled by setting objectives, setting content and seeking the reach of competences.

The elaboration of audiovisual material must be parallel to all this, without the need of having an excellent professional quality, but only with the quality of knowing how to transmit the content of the matter in the same way as would be done in a classroom. For the student, this will not only involve a work of visualization, but will require an

attitude of reciprocity in which he has to interact with the video, answering questions that will arise throughout the project.

The implementation of Flipped Classrooms plays a key role in the learning process in the life of the students who do not have enough time to invest in their education because of their work schedules or family issues. Hence,with this tool, they are capable of staying up to date with their education, homework while following conducting their regular personal and academic schedule.

2.6.1 Advantages of Flipped Classroom

The advantages of the flipped classroom strategy that Ranjan (2022) describes are listed below:

- **Students as protagonists of their own learning. -** Children are the ones who take responsibility for their own learning and become active subjects. They come together to give solutions to problems, discuss topics in classes, or carry out group projects.

- **More flexible and personalized teaching. -** Teaching adapts to the pace that each student needs, to their demands, needs and abilities. This means that knowledge is better assimilated.

- **More autonomy and responsibility. -** The student is very active and assumes a fundamental role in his own learning, which makes him more involved: he improves the way in which tasks are organized and planned and acquires skills for the treatment of information.

- **A collaborative learning environment in the classroom. -** Students constantly interact and solve problems in a group way. With this they find the classes more entertaining, dynamic, and even fun, which motivates them the most.

- **Good management of technology. -** Students acquire more digital skills, thanks

22

to the technologies with which they study and work.

- **Optimization of study time. -** This, allows better use of time, avoids useless tasks, and students have more time for family, friends, play, and extracurricular activities.

2.6.2 Flipped Classroom Disadvantages

As it was mentioned before, every student has its own pace to learn, understand and process the information which is noticeable on the different levels of knowledge and skills that can coexist in a class, the problem is that the flipped classroom strategy relies, almost, entirely on the students when they are highly self-motivated, using the last example, the less motivated students are expected to show not so good results on the tests that are designed to evaluate how much the student has learned in a period of time but as this test is taken at different times by each student, this aspect may delay the learning process too.   Some of the other disadvantages of this method have been presented by Du, Fu and Wang (2014):

- The testing becomes difficult.

- It promotes a sedentary lifestyle while the students are forced to sit in front of a computer for their classes and to do homework.

- Having delays on their performance due to the fluctuation of internet connection.

- Difficulties presented when the students do not have the necessary tools such as computer, internet connection or economic resources.

- It tends to keep the students on a same subject for some time, which can be tricky.

- A lackadaisical learning environment often shows up from time to time in the same process of learning.

2.7 Reading skills

2.7.1 The concept of reading

Reading is built from three different abilities, which includes reading and language comprehension and word recognition, which permits the elaboration of the mental image that shows the meaning from linguistic discourse, the one that represented in variety of ways such as print or speech and quickly. Being the main goal to reach the annihilated access to the adequate meaning of the words that are contained in the internal mental lexicon (Hoover & Tunmer, 2021).

According to the experts, the ability of reading is the result of the combination of decoding and comprehension, on the other hand and mostly important, the reading disability comes from the inability to decode and comprehend and sometimes both of them can be present within those students who find it hard to associate every aspect at once. These abilities make possible the accomplishment of reading, but in those cases where it is not possible, an inconsistence rises, about what is actually known about reading (Espino & Slakk, 2018)

Reading multiple texts does not necessarily improve reading. As with any other skill, the students can develop metacognitive strategies (plan how to access text to read, assess what people already know about content, assess comprehension monitoring, and assess comprehension progress) and cognitive strategies (decrease, scan, reading most parts) helps development. Language difficulties in learning can be overcome by helping students to develop a comprehensive vocabulary but this topic will be deep and better explained in the upcoming sections (Nation 2006, 2015).

Apart from the abilities mentioned earlier, the difficulties in reading are

caused by decoding and listening comprehension which have been established to fulfill specific standards according to the level is going to be reached by the students, lacking performance in word recognition and low levels of language comprehension; being mostly common to find these factors in people who are poor readers and students who struggle while reading, pointing out the importance of cultivate a habit of reading in people of all ages making possible the idea of building societies where reading is not a subject at school but an enjoyable and resourceful activity which brings intellectual richness to the people during the different stages of life reflected in career and life success. With advantages for the country and population towards the rest of the world because it may be possible, by growing an English speaker community inside Ecuador's society, to improve future academic, scientific and business connections with more developed countries (Hoover & Tunmer, 2021).

2.7.2 Reading skill

The skill the people use to collaborate in every environment that may encounter in their lives is called reading. This specific skill allows them to obtain any kind of information from any source whether the person wish to do it or not, this might be referred as a key to mostly analyze and discover what the author is trying to express or describe through their script making it important to develop the analytical and critical reading, by mentioning this it is clear that reading consists in two layers of reality including the one that reader can see and the other one that it cannot actually be seen. The hidden goal of reading is to reach the invisible layer, then making it visible, clear, and finally understand the true meaning behind the words (Amin, 2019).

2.7.3 Common reading skills to teach and learn

Through reading, the connection between the reader and the text it is possible, nowadays is common to find texts using visual tools to catch the attention of the reader or to make it easier to understand a specific subject making the reading process quicker, understandable, and more practical. It is also well known that a good reader should develop certain skills, which are being detailed in Table 1, just to be sure that the process of reading is right (Nikolov & Csapó, 2010)

Table 1

Common reading skills

Skill	Definition	Approaches
Predicting	Guide the learner to develop the actual understanding of the text using tools such as the comparison of the outcome.	Modeling. Predicting through the text using any kind of graphical tools. Provides the task of predicting at specific points through the text.
Visualizing	Process where an image is built based in the text that is being read.	Reader's interpretation. Writing skills presented in other forms such as draw.
Summarizing	Creating a condensed version of the information collected that covers the main points making it useful for any reader to understand the text at first sight.	Differentiate the core ideas. Improve comprehension skill. Organizing ideas. Long reading passages.
Questioning	It is used during the whole process of reading; it promotes the readers to ask questions in order to discover new and unexpected information.	Questioning strategy. Reading comprehension. Improve understanding. Problem solving ability.
Inferring	It is a strategy based in the ability of 'reading between the lines' to finally make inferences.	Come up with stable conclusions. Make predictions. Use information to generate meanings from the text.

Source: Adapted from Amin (2019)**.**

Table 1 describes the most common reading skills that can be found in the students, the information that must be highlighted is the approaches that are the result of

the presence of the skills in the students, these are important because, through them, the teacher can actually see into products while practicing in class, evaluating their progress and reviewing their homework.

2.7.4 Reading Sub-skills

The main aspect to be considered, by the teacher and the student, is the difference between strategy and skill which is the automaticity that frequently occurs fast and without conscious decision made by the reader. Albenda (2020) describes that the language forms used in people's daily basis, speaking, writing, reading and listening, are what they are just because the existence of their respective sub-skills being the basic form to learn how and when to use each one of these behaviors. The sub-skills are taught to give support to the reading process in multiple ways depending on the objective, this implies that they can influence on how the topic is approached, Spratt et al. (2011) list the reading sub-skills as showed below:

- **Scanning .-** It is the searching of specific information although the reader does not get immersed in the text but just gives it a quick glance in order to find relevant information.

- **Skimming**. - It focuses on the general essence within different parts of the text by following the same performance as the scanning process; the main goal is the general understanding.

- **Extensive reading**. - Helps to enhance the automation of lower level processes through deep reading due to exposure to the language that drives their development, considered this secondary skill consumes high quality of easily read material and interesting, moreover the strategy used here allows the reader to improve

understanding.

- **Intensive reading** .- Being the opposite to the last one, is also known as reading for detail because the language is part of the objective by extracting specific linguistic elements making it possible to analyze grammatical patterns including particular lexical terms.

2.7.5 Comprehension

Comprehension is a complex process consisting in reading the text, analyze it and understand the meaning behind it is possible because of the interconnection of two abilities such as word reading, decoding symbols, and language comprehension, understanding the meaning of the words and sentences. The main explanation of how comprehension works lies on the ability to form a mental model, even though the words used are not exactly the same, the representation still shows what the text was about. A good comprehension is vital for the student if the main objective is to learn or being involved by the text, this is when the whole reading process becomes enjoyable (Clements, 2022).

There are some factors that can affect whether a good comprehension will be possible or not:

Figure 1
Factors affecting comprehension
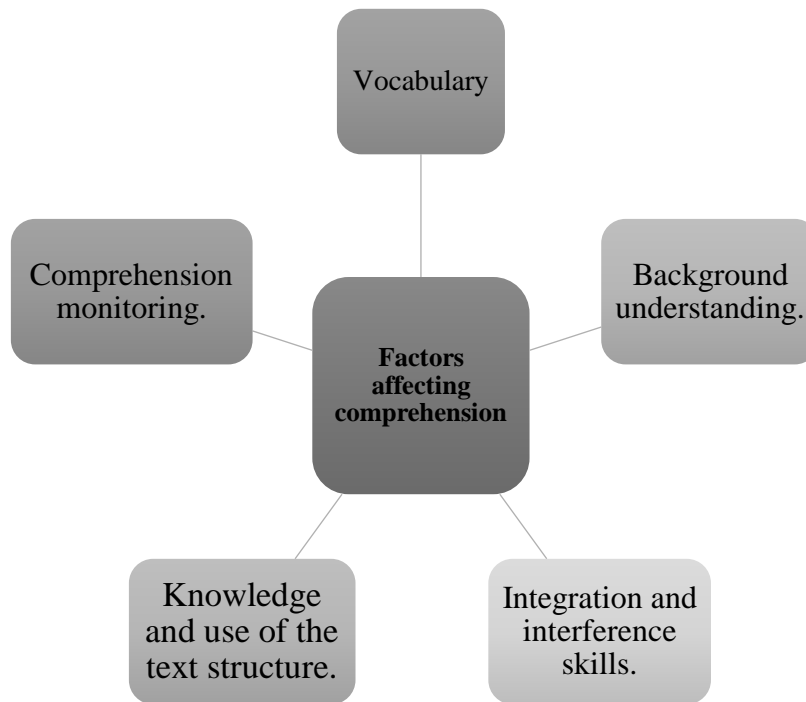
Some of the most used strategies include prior knowledge activation, question generation ad construction of mental images during the reading, these help the readers when they are going through this process independently and also, they increase the interest while reading which has a direct impact over the comprehension. From this, the students should do a lot of reading and actively participate in the reading analysis when the opportunity appears because adopting this behavior opens the possibility to fulfill the purpose of interacting with the text (Razita et al, 2012).

2.7.5.1 Comprehension skills

One of the challenges of a good comprehension is the word recognition which is developed during the early stages of English language learning process when the students of Monseñor Leonidas Proaño Fiscomisional School are still trying to read and gaining the entire package of reading skills, yet the language comprehension

plays a key role when the reader becomes more fluent. In those cases when they have poor comprehension the mainly reasons are the inaccurate and slow reading, less developed language skills and restricted background knowledge which leads to learn the comprehension skills, enlisted below, needed to overcome these factors and begin to truly gain this sub-skill. According to Kem (2013), the comprehension skills can be differentiated in the following ways:

- **Categorize/Classify. -** Recognize items that are related or have some characteristics in common and include all of them under a broader name.

- **Fantasy/Realism. -** Determine whether what is being read can happen in the real life or it can be a fantastical situation which is made up to make people believe.

- **Problem solving.-** Being capable of fix or find the solution of something or a situation that is not going according how it was intended in first place.

- **Story structure. -** Identify the main structure of the text, characteristics, the setting, the place where is developed, the problem, the solution, the beginning, middle and end of the story.

- **Compare/Contrast. -** Take a closer look of the things by putting them side by side and determine the differences and similarities.

- **Predict outcomes. -** Analyze what has just been read and relate it to the tittle to make a guess of what is going to happen and how the story is going to end taking in consideration a realistic point of view.

- **Making inferences. -** Elaborate a final conclusion of what is going to happen using tools as the knowledge that you already have and combining it with that you read and contrast it with the end already written.

- **Main idea/ Details and topic.-** Is what the text is talking about, the details, the situations and the characters all point to this idea to give it support, it can be

recognizable because it usually is a group of word that are mostly focused in a part of the selection within the text.

- **Text organization. -** It indicates the structure of the text formed according to the author's taste.

- **Drawing conclusions. –** It is the combination of the information you already have plus the new information you are receiving that can finally result in a guess in the form of a conclusion.

- **Following directions. -** Reading step by step the indications given in a specific order to obtain something as a result.

- **Sequence of events. -** Naming or listing events in a specific order to recall something that happened in the past and create a whole image of it.

- **Cause/Effect. -** The cause is the reason why something happened or is going to happen and the effect is the result of the cause.

- **Fact/Opinion. -** A fact is something that is proved that is true by using different kind of tools to refute it and the opinion shows how a person thinks about a certain topic or situation.

- **Noting Details. -** Paying careful attention to clues or important facts that might help the reader to understand better the topic; this is mostly used as a resource to answer possible questions that can appear by the time the text finishes.

- **Author's viewpoint. -** Is, mainly, the author's opinion or how they feel about a certain topic which is based and can be checked in what is written in their work.

2.8 Teaching reading strategies and skills

The existence of reading strategies a part of skills was aforementioned, strategies are tools used intentionally and in full use of awareness nothing to do with

skills that are their complete opposite encounters. The importance of strategies lies on the goal the student just set regarding to the text, in simple words the use of conscience through strategies is what makes possible the learning process, additionally it has been proved that the strategies open the door to the chance of explicit teaching being a resource highly exploited by the ones who know how to do it (Watkins, 2017).

Some researchers tend to argue whether if it is necessary to teach reading strategies since they consider that through all the process of learning to read, the skills that are taught will be the responsible precursors of the strategies assuming that once the read recognize their own skills, the natural development and grow of the strategies will be inevitable. That is why the teachers usually give the readers more challenging, dense and difficult texts every time a new stage of learning begins not considering that the learning capacity of each person is different and forgetting that the language threshold exists which is a path crossed to reach the strategies having in mind the idea of not being left behind as a student, in those cases when the unknown material is overwhelming, the reader is unconsciously forced to put all their effort to overcome the challenge which is not recommendable because a burn out may occur so the strategies could make their appearance to transform the entire situation into a global and highly motivated picture (Küçükoğlu, 2013).

It is a true fact that the student must know how to manage the diverse reading strategies and skills, that is the main reason why the experts try to explain in an easier way how they should be used and applied and organize them by conceptualizing each of them; with this in mind, the strategies were divided into two types:

- Metacognitive strategies, embrace the comprehension by asking the learner a

few questions to make them part of the understanding.

- Cognitive strategies, at the time the reader is no longer understanding what is written these strategies are applied to rectify the situation an go back to the receptive status.

Searching the meaning of the words that cannot be totally understood by using a dictionary is a wildcard building a combo when applied altogether with the strategies giving support to the lack of information that does not allow the reader to build the whole image that is presented by the text that is reading (Watkins, 2017).

The key to teach reading strategies and skills is to introduce them in a pedagogically way, the clear explanation of this is when the teacher puts these tools in practice by testing their students to apply them every time the opportunity arise while reading out loud to the rest of the class, when the time to teach new difficult strategies come, it is the right thing to do to explain them one by one including relatable examples that fulfill their objective. Even though it might seem like a lineal process to follow with the strategies and skills teaching situations, the experts also encourage the teachers to explain how to combine these tools, how to use them and by this helping the students to explore new abilities that might develop and, of course, face the most challenging scenarios (Afflerbach, Pearson, & Scott, 2011).

2.9 Reading challenges

By now, it is clear that reading strategies and skills are the key point to become good readers, being capable to recognize words, punctuation characters, structures inside the text and point pout the intention of the author and the main idea that leads them to write it is the principal object at the end of all the hard work and effort (Albashtawi, 2016).

However, unfortunately, for those students who are unable to achieve all these characteristics listed above, reading becomes an exasperating job because, maybe, they do not know how to pronounce a specific word, do not know its meaning or the grammar is not well learned from the beginning, here is when the most of students quit and just qualify themselves as people who do not like to read. These problems are more frequent than they might seem, they are often presented as lack of motivation or burden in form of feelings or actions towards the mandatory reading homework which are noticeable for their teachers.

The problem grows bigger when, in fact, the student has not reached the desire level of vocabulary knowledge, verbal and written in comparison to the rest of the class, and the reading strategies and skills are not yet fully understood, when this happen the student takes more time than the required just to read a short text fragment which is, most occasions, taken as way to fool around or make fun towards the teacher. It is a crucial task for the teachers to identify the students' shortcomings, as soon as possible, before they evolve and cause troubles that usually play with their confidence, some ways, that the teachers can use, to fight those problems from the root are using the spelling technique, vocabulary exercises, pronunciation classes and retention exercises, combining all of this with the application of the reading strategies and skills. The teachers should push their students through their limits to discover their true potential and to empower (Hedgcock & Ferris, 2018).

Moreover, the teachers cannot forget that it cannot be possible to let the sounds out of participation, even though the pronunciation of words and listening to the rest of the class play an important role, the improvement process will not be completing without the use of certified audios, it is verified the direct association this activity has towards the reading functions by helping correction pronunciation,

spelling and the relation between the sound, the word and the meaning; the listening part of the classes allows the students to learn to differentiate between words with the same pronunciation too. It does not matter how many times the students ask for a replay of the audios; the teachers should guarantee an adequate learning environment for everybody who may need it (Ishtiaq et al, 2020).

The efforts made by the teachers from Monseñor Leonidas Proaño Fiscomisional School is to impart their knowledge also includes the considerations of the existing pronunciation and sound differences between the studied language and the mother tongue the students are accustomed to use in their daily activities, so it is also recommendable to the teachers to keep their classes as close as possible to this topic to less the confusion or, if possible, start right away from the beginning with this topic and just making a few pauses to remember the subject when the students ask for it.

2.10 EFL Flipped Classroom Model

When flipped classroom strategy is installed in the teaching English as a foreign language process, the classes tend to have their own dynamics and needs so each time different aspects of the learning process are going to be approached while maintaining the goal set in the course for the students. In this specific case, the students have the possibility to use the target language, such as English, relation it with the activities planned for the class in order to create a collaborative learning experience where they obtain feedback instantly and effective from the teacher, so the result comes with a better experience, deep and advanced level of knowledge and development after finishing each class and review.

This model is more active than others, for example, when the goal is related

to writing, the students should have checked the text sent by the teacher, wrote their own notes, point out the specific aspects and elements related to the class or that allows them to show their ideas in their own way, while the class continues the students can be grouped to discuss the text, the skills and what caught their attention in it so they can have a better understanding while listening to different points of view coming from different mates; the key in this learning period of time is that the teacher joins the groups from time to time to answer questions, help by clarifying some unpopular thoughts and, of course, to assess the student's learning (Mehring, 2016).

2.10.1 Flipped Classrooms as a Useful Tool to Insert in the Teaching Reading Process

As the materials that are going to be used in the class are shared previously using the on-line alternative, the students show positive attitudes towards the learning process since they have the possibility of reviewing the topics ahead, taking notes, formulate their questions to be shared on the face-to-face meeting, losing fear of making mistakes, gaining confidence about their own opinions and how to share them, faster development of their reading comprehension and reading skills, improving their relationship with technology by learning how to use the tools and the web, all this happened because they see this teaching strategy as a fun model of learning, on the other hand, somehow, the students have developed a more confident attitude towards their teacher improving their relationship making it easier to interact in class and building a friendly environment where everyone is included while following the same pace, since this statement appeared, the teacher feels closer to the students by guiding, monitoring and giving them the support they need maintaining the professionalism (Fahmi, Friatin, & Irianti, 2020).

CHAPTER III

METHODOLOGICAL FRAMEWORK

This section describes the methodology used to conduct this research work. This section presents the primary characteristics of the approaches, identifies the methods, data collection instruments, and procedure used to achieve the study's objective. For the development of this investigation, the following three steps were identified: Problem Origination, Problem Diagnosis, and Problem Resolution. It is a design for non-experimental research.

The design is not experimental because the researcher does not change the independent variables to determine their impact on the dependent variable. It is also termed non-experimental because researchers measure variables as they naturally occur (in the lab or real world) (Price, 2017).

On the report of how data is obtained, it is referred to as Primary Research since it was taken directly from the source, i.e., it consists of first-hand, primary information. Lastly, based on how data was collected, this study is Exploratory Research since information was collected directly at the site where the observed phenomena occurred.

3.1 Description of the study area / Study group

Monseñor Leonidas Proaño High School is located in Tulcán city, Carchi province. It is a Fiscomisional Institution that has students with unfinished schooling. The age of these students ranges from 16 years of age and older. It has diverse groups in terms of its population: mestizo, indigenous and afro-Ecuadorian people.

The levels of education offered at Monseñor Leonidas Proaño High School range from the eighth year of general elementary education to the third year of high school. This business has four locations in the Carchi province, including Tulcán, Huaca, San Gabriel, and El Angel. The research was conducted with 128 senior-year students, including 58 females and 70 males (Table 2). Consequently, it is evident that men make up the majority of the population. In addition, it is essential to remember that the students have not completed their education and are studying in a blended mode because they combine work and school.

Table 2
Students' population

Location	# of students	Female	Male
Tulcán	43	18	25
Huaca	31	12	19
San Gabriel	29	14	15
El Angel	25	14	11
TOTAL	128	58	70

Source: **"**Unidad Educativa Fiscomisional PCEI Monseñor Leonidas Proaño, 2022"

Three English teachers who work in this high school where the investigation is taking place, collaborated on the interview (Table 3). The Platform Zoom was used as a means to conduct the interviews. They lasted thirty to thirty-five minutes per participant. Each teacher is responsible for approximately thirty senior year students in each extension.

Table 3
Teachers' population

Teachers	Female	Male	TOTAL
Middle School		1	
High School	2		
			3

Source: **"**Unidad Educativa Fiscomisional PCEI Monseñor Leonidas Proaño, 2022"

In addition, some senior year students at Monseñor Leonidas Proaño High School, particularly women who chose to continue their education after becoming mothers and establishing their families, decided to continue their studies. Additionally, some students work in agriculture, cultivating province-specific cuisine and cultivating the land.

3.2 Research Approach/ Type of Research

This study employed a type 4 mixed methodology. It refers to an exploratory study comprised of qualitative data and statistical analysis, as it is essential to comprehend the benefits of the flipped classroom. It provides students with a comprehensive understanding of how they acquire innate abilities and skills, allowing them to enhance and cultivate them during face-to-face instruction.

To validate the research, the effort expended during the process of knowledge acquisition must be quantified. Quantification enabled to correlate or validate both qualitative and quantitative characteristics, as it demonstrated progress and outcomes. The investigation work is created as a tool to aid in the improvement of research designs, while emphasizing that qualitative aspects are also present in quantitative work.

Utilizing a mixed method allowed to gain a deeper understanding of the desired outcomes. In order to achieve this objective, the teaching-learning process incorporates both science through knowledge and how it influences social behavior, resulting in a change in the student's attitude and way of being.

3.3 Instruments for Data Collection

To acquire the necessary data for the study, online interviews were conducted with English teachers and online questionnaires were distributed to senior students at this institution.

Review the literature and build a framework or a theoretical perspective. The questions hypotheses are established, and variables are determined; a plan is developed to test them (design); variables are measured in a given context; measurements are analyze (often using statistical methods), and a series of conclusions regarding the hypothesis (s). (Hernández , Fernández , & Baptista Lucío, 2010, p. 4)

3.4. Procedures

The research process was designed to achieve this work's primary objective. This was carried out in accordance with the specific objectives as outlined in the plan. To develop the research utilizing a hybrid methodology. Since the purpose of the study is to confirm, correlate, or verify the use of flipped classrooms in the development of reading ability strategies, the concurrent triangulation method was employed. It simultaneously collected quantitative and qualitative data.

The survey was used as a tool for this methodology; it consisted of nine closed-ended questions to facilitate data tabulation, analysis, and interpretation. It confirmed that

the flipped classroom is an effective way to learn English but particularly to develop the reading skill and, by extension, all subjects.

Students and teachers in their final year of high school were surveyed and interviewed in order to identify the obstacles that students face when learning English. Students and teachers of English are the primary source of information for this study, as they can contribute their thoughts, experiences, ideas, and emotions regarding language learning. With this objective in mind, a student questionnaire and a teacher questionnaire were developed and sent to two professors from the Universidad Técnica del Norte for verification and validation. The Monseñor Leonidas Proaño High School has three English teachers who all teach the same level, so the interview was conducted with each of them. The population of students in their senior year of high school was 128 students, and it was applied to the 22 students who attend the El Angel extension, for a total of 128 students.

One hundred percent of the CAT El Angel senior year students of high school underwent the procedure. After completion of this phase, it was evaluated and interpreted. Using Google forms, the data were collected virtually in order to later quantify and analyze them statistically. This assisted in drawing pertinent conclusions and recommendations.

3.5 Bioethical considerations

The information sources chosen for this investigation were never manipulated or altered in relation to the theoretical foundations on which they were based; their original essence was always maintained. The information obtained from other researchers was properly cited in accordance with the rules of the APA 7th edition.

To protect the confidentiality and honor of the interviewed students, these were submitted anonymously. For the design of the questions of said data collection instruments, care was taken not to offend or disrespect the participants, and their subsequent application was validated by subject-matter experts.

CHAPTER IV

4. RESULTS AND DISCUSSION

This academic investigation was conducted at Monseñor Leonidas Proaño High School in Tulcán, Carchi province. Senior-year students and English teachers contributed to data collection through online surveys in Google forms and virtual interviews on the Zoom platform, respectively. The questions used to collect data were developed in consideration of the problem statement with the intent of developing a useful proposal to improve the EFL teaching-learning process. In addition, results are presented and interpreted with the triangulation of this study in mind: teacher responses, student responses, and theoretical framework.

On the other hand, as part of the methodology research, the mixed approach served as the foundation for this thesis. For the goals of this study, it was crucial to determine the senior students' level of reading comprehension. Besides, the interview with the English teachers through Zoom was essential to gather information related to the reading strategies to analyze and evaluate from the teacher's perspective.

4.1 Interview

Two High School English teachers who were willing to answer all questions with the honesty and seriousness required by the study were approached for interviews. Six questions were designed to elicit information regarding the current problem of English instruction, the needs and obstacles teachers face in developing reading skills in students, and the strategies they believe can be useful to implement in the classroom. Furthermore, given the number of teachers at this institution, two separate Zoom sessions were

organized for the interviews; one teacher per session; this was done so that all teachers could participate and express their opinions.

Question 1: Do you consider reading skill important in the language learning process? Why?

Teacher 1

In response to the first question, the teacher asserts that all English skills are crucial to the teaching process, but reading is the most valuable skill for acquiring knowledge, as reading something new is very helpful in spreading new information to everyone. Furthermore, it is important to practice reading with students at Monseñor Leonidas Proaño High School because there are students with incomplete education. They require extensive reading practice to recover their academic abilities.

In this instance, teaching reading to such pupils is thought to be very beneficial because they currently require specific attention while they learn new reading skills. To improve this skill, students should first develop the courage to read English paragraphs aloud together. The relevance of using contemporary techniques in the classroom is then discussed, as pupils are more at ease using didactic reading practice techniques.

Teacher 2

Another coworker responded to question 1 by saying that reading is not the most crucial aspect of English proficiency. The most important skill is writing since it allows students to learn English with proper grammar. Additionally, reading can help you learn English well. Additionally, the best method for creating an effective language learning process is to combine all of the English skills in each class. Finally, she made note of the importance of reading English to develop a high level of grammar and improve writing.

Considering this criterion, each English talent is valued differently by each teacher. In this instance, writing is the most advantageous skill for the EFL teaching-learning process, according to college criteria. In addition, linking these abilities is a wonderful method to assist students improve their knowledge in class, including their reading ability, which is an essential tool for developing better writing. When students practice reading frequently, they build the skills necessary to write well in English.

Question 2: Based on your experience, which reading problems have you identified in your students?

According to question number two, English teachers agree together that most of students have problems in the Reading skill. In general, students have difficulty at paying attention and concentrating, which hinders their ability to acquire knowledge. Students' lack of enthusiasm for additional reading materials is the core part of this issue because students frequently mispronounce words, resulting in context-irrelevant meaning. Specifically, in the comprehension category of skimming and scanning, students fail to meet the goal due to a lack of interest in pre-reading activities and self-study at home. As argumentative materials, stories, and poems are less appealing to EFL students, they typically fail to grasp the overall concept through skimming and scanning in an adequate manner.

Question 3: Which strategies do you usually use for helping your students to develop reading in class?

Regarding this question, teachers contend that the application of one or two strategies to improve reading skill in class or as homework depends on the reading activity. They discuss the most effective strategies they employ with their students when practicing English reading. They agree that Visualizing is an effective strategy for helping

students form mental images of what they read. In addition, they consider using Summarizing when the students can differentiate among the main ideas and the supporting ideas. This strategy helps students organize their thoughts in lengthy reading passages, which are typically perceived as a threat by students. Finally, English teachers assign Questioning when students return to the text throughout the reading process to find answers to questions posed by the teacher before, during, and after the reading.

Question 4 and 5: How often do you use technological tools in your classes? / Which technological tools do you know? and what do you prefer for teaching English?

Question 4 and 5: English teachers concur that they occasionally use technological tools in the classroom. This is because they lack sufficient knowledge about which technological tools are optimal for classroom use. In addition, teachers at Monseñor Leonidas Proaño High School do not receive training on technological tools. This institution has provided training on two technological tools on a single occasion. Currently, they are familiar with some apps for use in the teaching-learning process and classroom work with students. For instance, teachers use Wordwall so that students can engage in topic-related interactive activities. Kahoot is another technological tool that teachers are familiar with; it is a useful tool for assessing students' knowledge of previously learned material. These technological tools are cited by teachers as their favorites for teaching English.

Question 6: Do you know what flipped classroom is? If your answer is yes, do you know the strategies this method applies?

Considering the sixth question, colleges indicate that they understand what a flipped classroom is. Because their institution utilizes a blended mode, the flipped classroom, they assert, is very beneficial. Through the use of a flipped classroom, students

are able to work on class-specific activities in advance so that they can apply their knowledge in class. Teachers use a variety of techniques to enhance the learning process with students both in class and at home. For instance, they send students videos containing valuable information about the upcoming class. The teacher, then, focuses on the activity, applying the information from the video to the students' collaborative work in class.

4.2 Survey

In order to collect information regarding students' opinions and perspectives concerning the activities they conduct in class to develop reading and the activities, they are willing to practice for the same purpose, a questionnaire containing nine closed questions was developed. The survey was administered to 22 senior year students at the CAT El Angel of Monseñor Leonidas Proaño high school. The survey was administered using Google Forms, a virtual tool that enables the completion of online questionnaires.

Figure 2

1. How important do you consider learning English in your academic life?

Very important   10 (45,5 %)
Important   9 (40,9 %)
Less important   2 (9,1 %)
Relevant   1 (4,5 %)
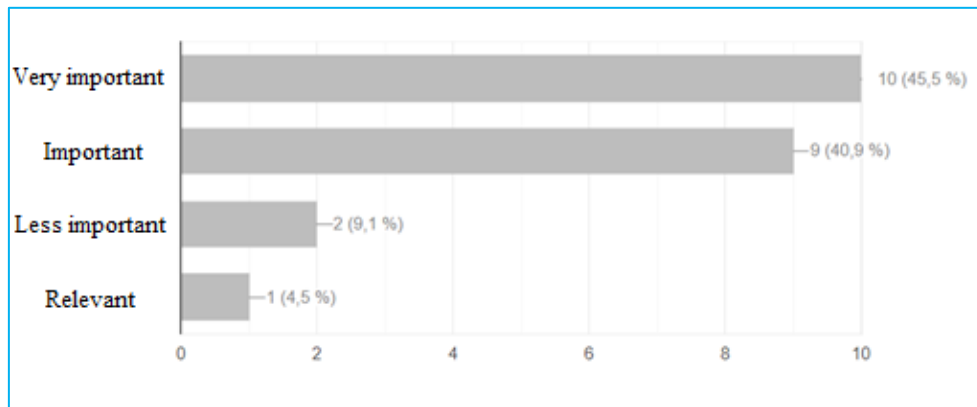
Source: students' survey, July 19th, 2022.

According to the first question related the significance of learning English, ten students who correspond to 45,5% indicate that it is very important, followed by nine students which means 40,9% respond it is important, and a small number of students indicate that it is less important and irrelevant. The data demonstrates conclusively that there is a trend indicating a growing acceptance of learning English for academic success.

Figure 3

2. What skills are you most interested in learning English?
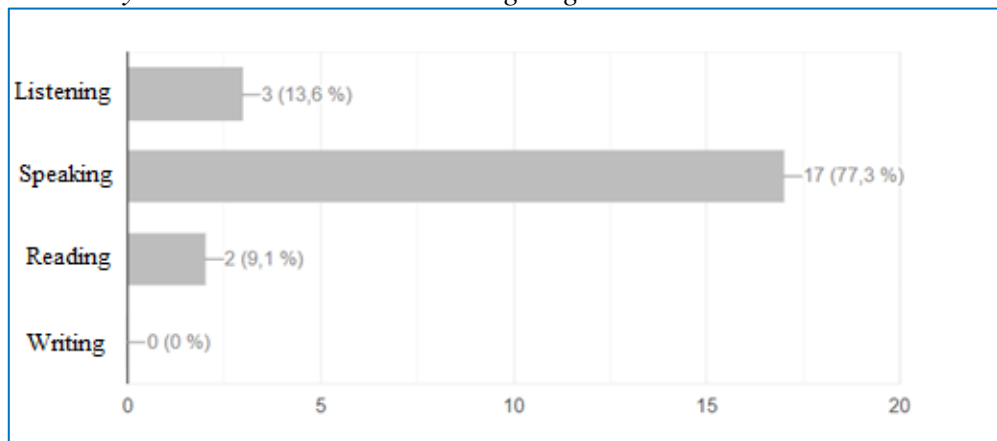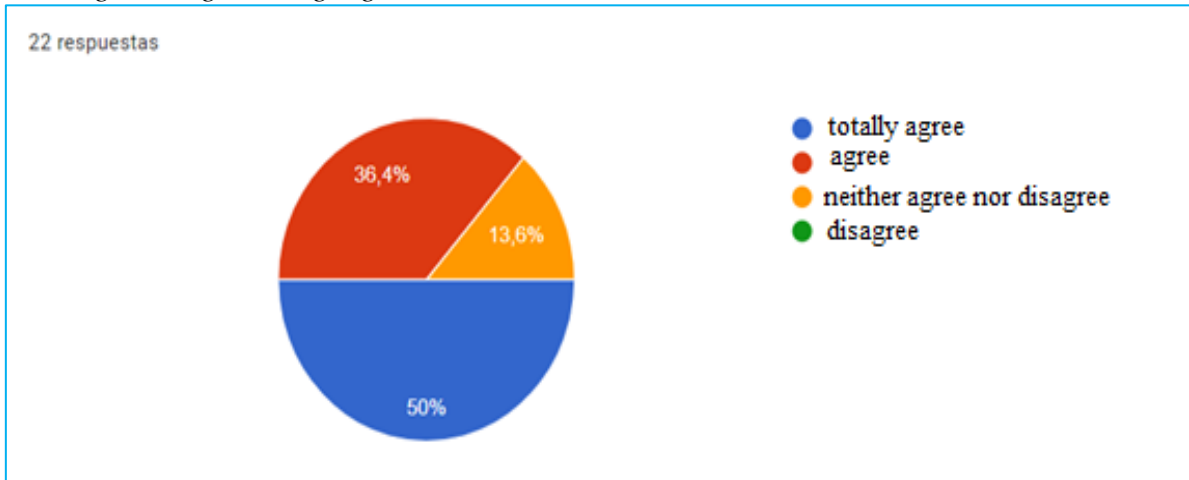

Source: students' survey, July 19th, 2022.

Regarding question two pertaining the most desired skill among students, it appears that speaking is the most desired skill between all of students. Seventy-seven percent of the total number of students surveyed provide an answer in the category of Speaking. Eventually, three students, representing 13.6%, choose Listening. Finally, two students, or 9.1%, respond with Reading. Consequently, it is evident from these data that it is necessary to know how to encourage reading so that it is engaging for students and thus improve this skill in English learning.

Figure 4

3.Do you agree that you can choose the type of activities that best suit your way of learning the English language?
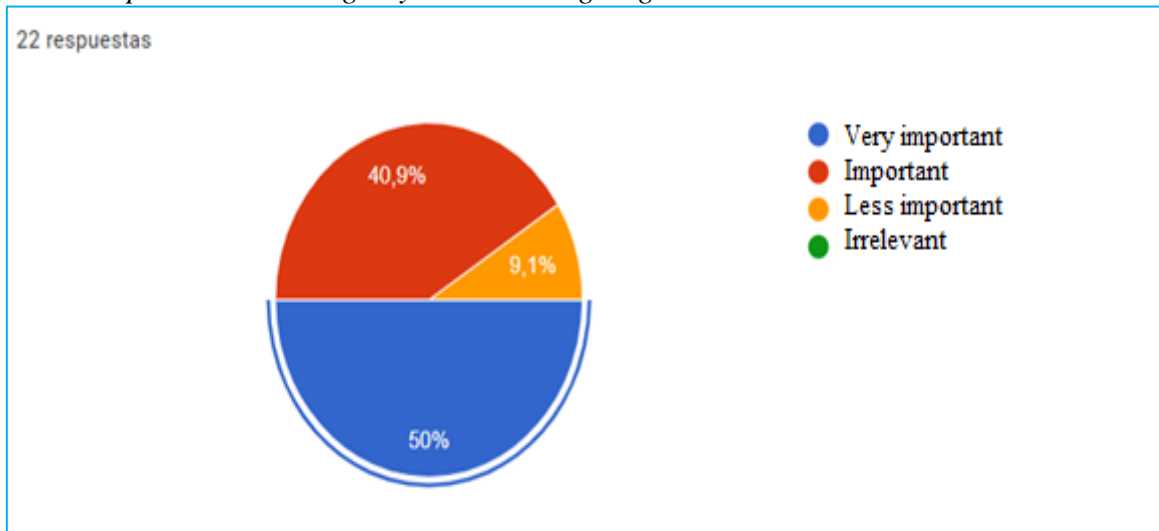

Source: students' survey, July 19th, 2022.

In response to question number three, regarding the best way to learn English, fifty percent of the class is in agreement with the statement that they can choose the activities that best suit their learning style. Some students responded that they neither agree nor disagree with this statement. Finally, a small group of students disagree regarding the selection of activities. It demonstrates that students need the freedom to select the most suitable English-learning activities in order to improve their proficiency.

Figure 5
*4.How important is reading to you in learning English?*

Source: students' survey, July 19th, 2022.

About question number four, half of the students deemed reading to be a very important skill, while a small minority disagreed. Again, it is evident that, in addition to the fact that most students enjoy English, they recognize the significance of this ability in English. Even if it seems difficult, this is a compelling reason to continue searching for innovative and effective methods to help students acquire a second language. Leipzig (2001) states that reading is a multifaceted process involving word recognition, comprehension, fluency, and motivation. There is strong evidence to place reading is a skill that should be taught and emphasized from the earliest years to equip students with the tools necessary to overcome the challenges of language acquisition.

Figure 6

*5. Do you enjoy reading in English?*
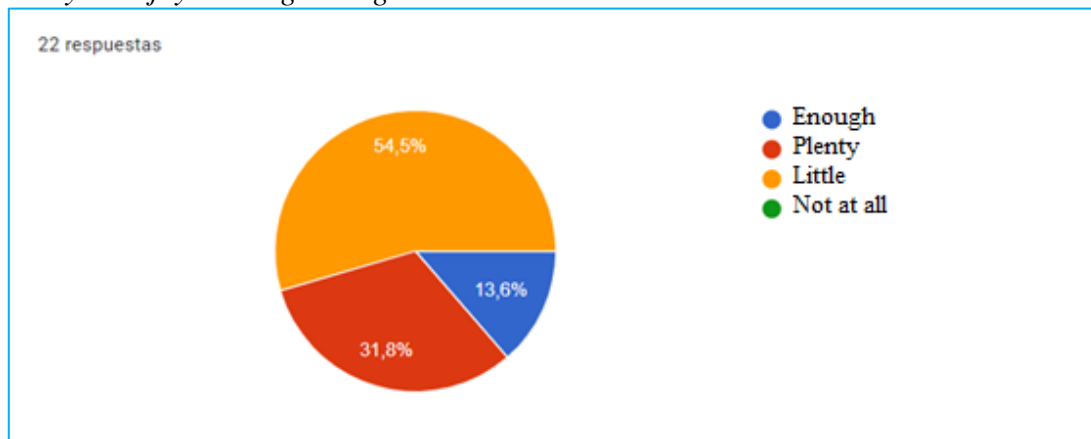
Source: students' survey, July 19th, 2022.

Regarding to the fifth question related to reading in English, it suggests that most of the responses are positive. Twelve students to correspond 54,5 % answer often followed by 31,8% responds sometimes and 13,6% corresponds to always. It demonstrates the necessity of implementing more interactive activities in the classroom and at home to pique students' interest in reading in English. Reading in English helps students improve their writing and speaking skills.

Figure 7

6. What kinds of activities does your teacher use to improve reading? Indicate the level of frequency in which you do it.
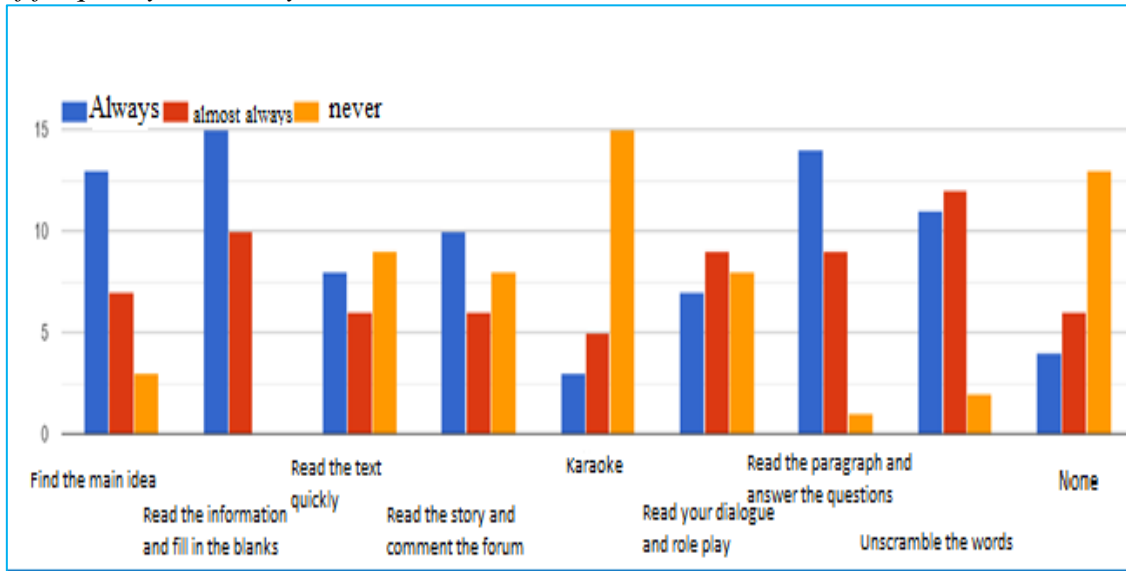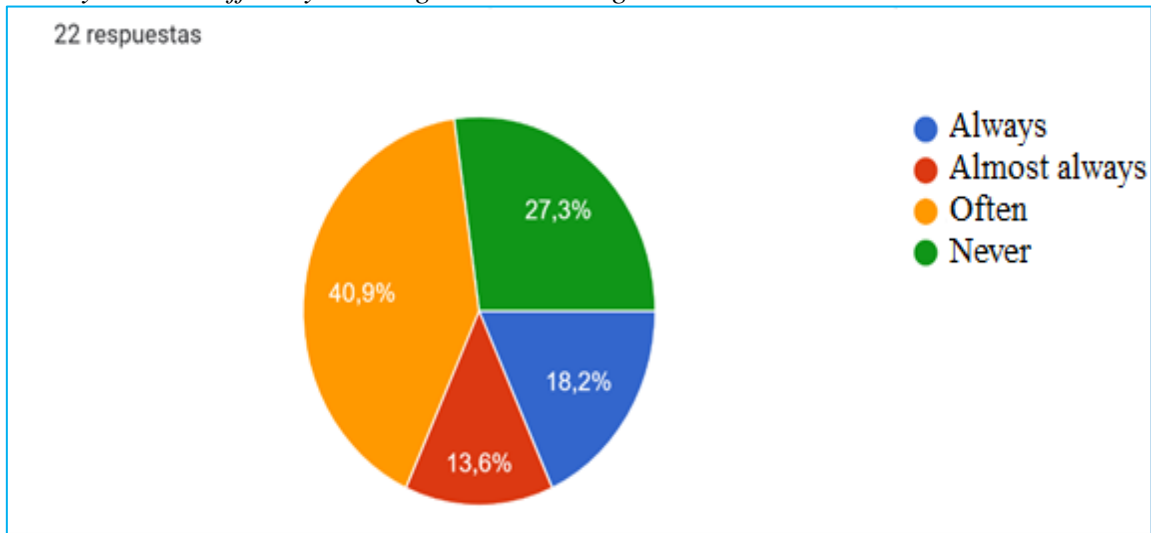

Source: students' survey, July 19th, 2022.

According to question number 6 regarding the activities that teachers use to improve reading, the majority of students agree with the activities that teachers use in the classroom to practice reading skills. It indicates that the majority of respondents stated that teachers always employ the strategy Find the main idea. The majority of half of students responded that they always participate in class activities: Read the information and fill in the blanks. In addition, the majority of half of the students reported that read the paragraph, answer the questions, and unscramble the words were always conducted with the teacher. About the activities: Read the text quickly and karaoke students said that never use them.

Figure 8
7. Do you have difficulty working with technological tools?

22 respuestas

- Always
- Almost always
- Often
- Never

27,3%
40,9%
18,2%
13,6%

Source: students' survey, July 19th, 2022.

Concerning question number 7 regarding the challenges students face when using technological tools. Forty percent of respondents indicated that they frequently had difficulty using technological tools in the English-learning process. On the other hand, 27.3% of respondents indicated that they had never experienced difficulty with technological tools. While 18% of them reported having problems using it constantly. Finally, thirteen percent of students indicated that working with technological tools occasionally presented obstacles. It suggests that it is essential to educate students on how to implement technological tools to improve their English language proficiency.

Figure 9

8. Do you use applications on your cell phone to practice reading in English?
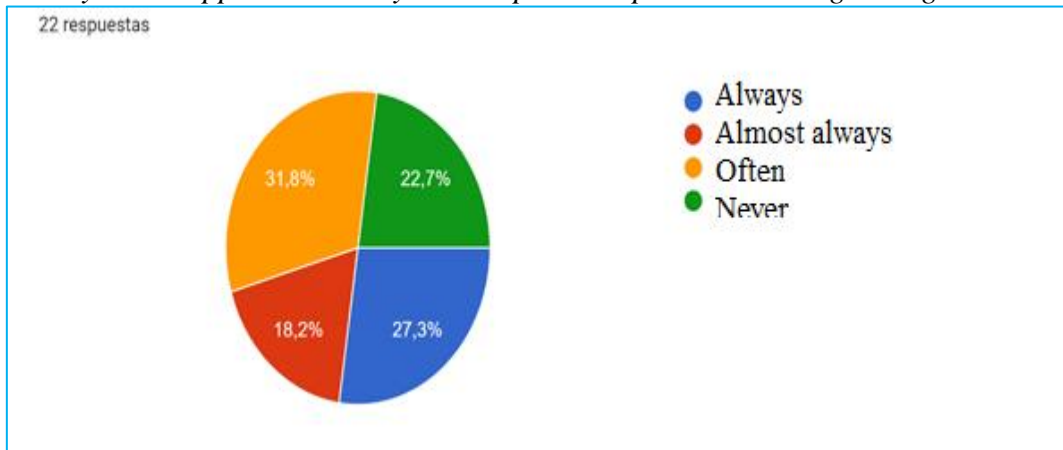
Source: students' survey, July 19th, 2022.

In response to question 8, nearly 32 percent of students indicated that they frequently use reading practice applications on their mobile devices. In addition, 27% of respondents stated that they always use multiple applications to develop this English skill. On the other hand, 22,7 percent responded that they never use it on their mobile phones. In addition, 18 percent of respondents said they occasionally receive applications requiring English reading comprehension. Evidently, students are unaware that there are numerous applications for mobile devices that help them practice reading in English.

Figure 10

9. How often do you use technological tools?
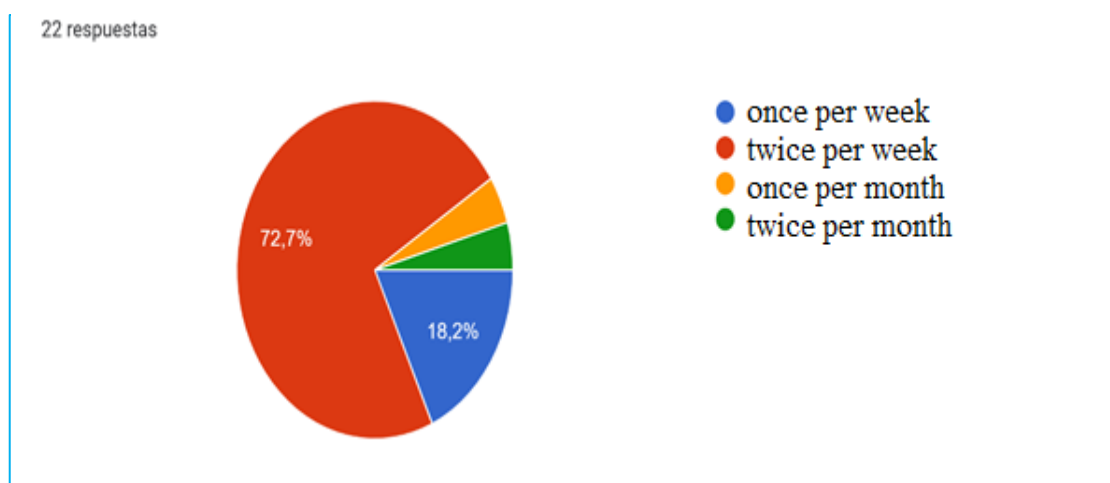
Regarding question nine, related to the frequency with which students utilize technological tools during the English learning process. The majority of them report using two or more technological tools per week to practice English. In contrast, 18.2% of respondents reported using these tools once per week. A small proportion of students reported using technological tools monthly or more frequently. Students have an interest in utilizing technological tools to learn a foreign language. Teachers should help students to develop this skill more effectively.

4.3 Discussion of results

Once the results of the surveys and interviews have been analyzed, teachers and students share the idea that reading is important and that learning a foreign language can be difficult. However, teachers are occasionally unable to identify or implement the appropriate strategies for this type of educational method. Some findings from the data reveal indicators for reading activities and the lexical approach to reading strategies. This information facilitates comprehension of the research questions posed at the outset of this work.

Relevant to this survey is the high student participation rate, which indicates a strong desire to learn English throughout their academic careers. In addition, the majority of respondents believe that learning a foreign language is extremely important, while only a small percentage considers it to be relevant. It demonstrates that English proficiency is beneficial to students' academic development. However, it provides them the opportunity to become better professionals.

The analysis of the survey results is quite optimistic; a large proportion of students view English language proficiency as essential to their academic success. When discussing the application of English skills, students are more inclined to speak, without neglecting the ability to read in order to improve their daily English as a foreign language learning process. According to the results, it is known that students recognize reading difficulties. Reading comprehension is crucial for learning English. Reading is learning, learning is education, education is knowledge finally the knowledge is power. In other words, reading is a relevant activity (Millennium PrepaUP, 2021).

In questions 3 and 4, students agree with choosing the type of activities that best suit their method of English language acquisition because this enables them to develop a crucial reading skill in the English learning process. It is essential that students have

confidence in the best activity they have chosen to improve their English language skills. In other words, students enjoy English when they choose beneficial activities for their education.

According to the students who enjoy reading in English, fifty percent of students oftenly enjoy reading. This is because they are unaware of enjoyable reading practice activities. The flipped classroom allows students to practice reading through activities that help them view reading as a useful skill for acquiring a second language. These activities may include reading about a student's favorite person, reading social networks in English, participating in a karaoke activity, etc. It encourages English reading enjoyment among students.

Regarding the use of technological tools by students, the survey revealed that some students continue to struggle with their operation. This is due to the fact that they lack a proper guide for utilizing the most beneficial applications to enhance their English learning. In addition, they use various applications to play video games and access social networks. It does not contribute to the development of academic skills. On the other hand, some students indicated that they utilize technological tools on their mobile devices to practice English reading. It is beneficial to learn a second language in a fun way both inside and outside of the classroom. It is recommended that students use technological tools daily to practice their reading skills in order to enhance the English-learning process.

The feasibility of implementing the Flipped Classroom method in English classes to improve students' reading is supported by the research findings and the benefits it offers teachers and students. This method is adaptable to any topic, so it can be used in every class, not just for a specific theme. Moreover, despite the fact that the emphasis in this study is on reading, it also contributes to the improvement of language accuracy, since the emphasis on this speaking subskill occurs at the end of the task. According to Nunan

(2010), these tasks assist students in relating their own experiences and focusing on specific language features, allowing them to analyze more closely the occurrence of these features in their language production.

UNIVERSIDAD TECNICA DEL NORTE
FACULTAD DE POSTGRADO

Author:
David Bolaños

BE READY WITH FLIPPED CLASSROOM STRATEGIES

Reading strategies handbook

5.1 INTRODUCTION

In actual education, teachers face numerous obstacles, such as the correct use of new technological tools, the development of new habits or addictions in children and adolescents, and the presence of numerous distractions that prevent students from concentrating and learning. As a result, teachers should develop new methods to attract students to the field of English foreign language. In Ecuador, EFL must be taught in a more practical manner than simply by listening to a teacher's explanation. It is a practical subject, so students must acquire the language through practice. It can be achieved through the application of the Flipped Classroom method, which emphasizes giving students a reason to use the target language and requires the teacher to create an environment in which the use of the target language is required of students (Willis, 2007).

The purpose of this manual is to guide and facilitate teachers with the application of these innovative strategies under the flipped classroom method. It helps to enhances English foreign language reading ability.

5.2 JUSTIFICATION

Teachers and students recognize the significance of learning English, but it seems that traditional methods are ineffective. This proposal assists English teachers in planning and implementing activities that are tailored to students' needs because English teachers are receptive to new methods that improve student learning.

For teachers, this means that schools in Ecuador must adhere to the national curriculum; consequently, this guide adheres to the curriculum guidelines and utilizes the topics, vocabulary, and grammar content from the Ministry of Education's modules according to the established level.   The purpose of this manual is to guide and facilitate

teachers' implementation of this innovative method. Teachers and students recognize the significance of learning English, but it appears that traditional methods are ineffective. This proposal assists English teachers in planning and implementing activities that are tailored to students' needs because English teachers are receptive to new methods that improve student learning.

5.3 THEORETICAL FOUNDATION

To understand the goals of this proposal, it is necessary to first conceptualize some terms.

5.3.1 TECHNOLOGICAL TOOL

First and foremost, it is crucial to understand the concept of technology and the definition of technological tools. According to Arthur (2009), technology is a means, method, or device, whether material or non-material, that humans use to fulfill or carry out a purpose. Thiel (2014) stated, "Properly understood, any new and better way of doing things is technology." Therefore, if technology is linked to technological tools to help humans, it makes things much more efficient and faster; that is, technological tools are understood as all (applications, internet, mobile telephony, and virtual communities) that allow the user to easily and quickly find information; thereby achieving interactivity with its environment, as well as increasing communication and accessibility of what the human needs.

5.3.2 MONSEÑOR LEONIDAS PROAÑO HIGH SCHOOL PLATFORM

A platform for education is a teaching tool that allows teachers to create and manage entire courses. Typically, an educational platform is comprised of various modules that address the communication, academic, and administrative management requirements of

the teaching-learning process (Bacerro, 2009). Canvas serves as its own educational platform. This allows the teachers to upload information for students to review prior to class. This is a component of the flipped classroom.

5.3.3 FLIPPED CLASSROOM

According to Bergmann, Over Myer, and Wilie (2011), cited by Ozdamli (2016), Flipped Classroom is a method that enhances teacher-student interaction during the teaching-learning process. In this way, the student is responsible for their own learning, as the teacher becomes a guide for classroom activities. In addition, the model assists students who are absent from school for any reason (sickness, learning difficulties, etc.). However, the Flipped Classroom is not synonymous with online videos, nor does the role of the teacher change for the videos, nor does the student spend all of his/her time in front of a computer and study alone.

5.3.4 READING

Reading may be difficult for students, particularly if they are required to read in a foreign language. Students of English as a Foreign Language (EFL) have developed specific skills throughout their academic careers in order to comprehend and communicate in English. However, it is essential to demonstrate a model that could lead to a comprehensive understanding on the part of the students. English is currently one of the most commonly spoken and written languages. Therefore, teachers may generate student interest and motivation through reading activities.

Reading material, on the other hand, is a crucial component of the learning process, providing students with engaging stories and ensuring that the language used in class can incorporate all the skills students need to acquire written information. This proposal aims

to assist English teachers in evaluating reading material prior to assigning it to students. In this way, teachers can improve the material by employing appropriate strategies to boost the level of reading comprehension among unschooled students. This guide is adaptable and could be used with any reading material used in regular classrooms.

In this important skill is very important to develop strategies according to the new learned topic:

5.3.4.1 Predicting: Is the capacity of readers to derive meaning from a text by making educated inferences.

5.3.4.2 Summarizing: This strategy requires readers to be able to pull together or synthesize textual information in order to summarize it in their own words.

5.3.5.3 Comprehension (Story structure): The primary objective is to identify the text's primary structure, characteristics, setting, development site, problem, solution, beginning, middle, and conclusion.

5.4 Objectives

5.4.1 General: To enhance English Foreign Language reading ability through flipped classroom strategies

5.4.2 Specifics:

1.   To integrate flipped classroom strategies in order to improve reading skill.

2.   To strengthen reading abilities by utilizing the media activities available in Virtual Platform at Monseñor Leonidas Proaño High School.

5.1 Beneficiaries

The students and teachers at Monseñor Leonidas Proaño School will be the primary beneficiaries of this proposal, as they will be able to study and apply it. Furthermore, the entire educational community is interested in learning daily-taught topics in a more interactive manner and with the use of new learning tools. This increases the desire to learn the foreign language in a more enjoyable manner.

5.6 Impacts

There will be a favorable impact on the academic level. In addition, the group of teachers will get the opportunity to learn more about the flipped classroom method. This suggestion encourages teachers to reflect on new ways of working and thinking with students and to reconsider their teaching methods. Classwork will stimulate an engaging exchange of knowledge between students and teachers. It is simple to evaluate the process and make progress when the activities are implemented in the classroom and at home.

Conversely, when a teacher works with new approaches, he is gaining good, creative, and inventive experiences that will further his profession. The impact on students begins the moment they step into the classroom. The student not only learns but also likes reading development exercises. Students, particularly those in the Monseñor Leonidas Proaño high school, will be exposed to new pleasant and attractive work scenarios in the classroom because the flipped classroom model recognizes that emotional development and the appropriate learning environment go hand in hand with the teacher's knowledge and creativity. The contribution of the educational institution, teachers, and students will be exemplified by the use of inventive tactics with a linguistic focus to develop reading skills. Incorporate into the curriculum practices that facilitate the acquisition of a second language.

Author:
David Bolaños

BE READY WITH FLIPPED CLASSROOM STRATEGIES

Reading strategies handbook
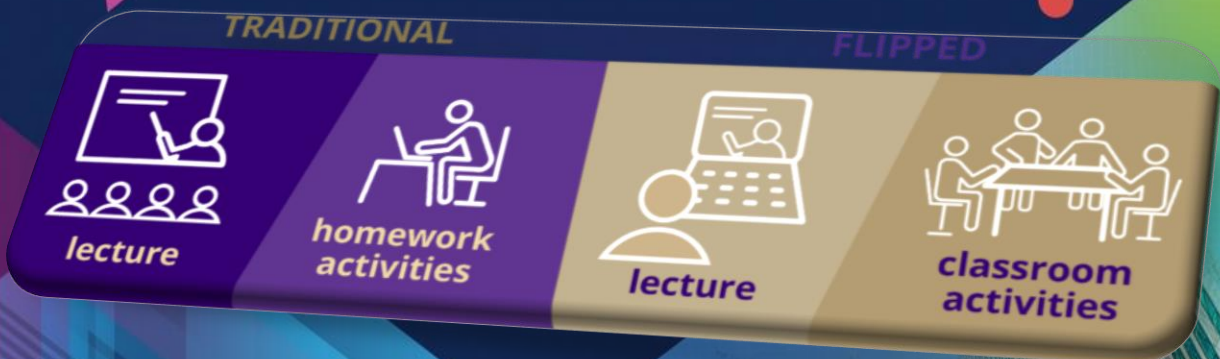
David Bolaños

STRATEGY 1
PREDICTING

Prediction is a crucial reading comprehension strategy for enhancing the teaching-learning process with students outside of the classroom. Students must use what they have previously read and learned about a topic to predict what will occur in a text or its topic.

Therefore, it is essential that teachers demonstrate how to make predictions by providing students with consistent opportunities to independently practice this reading comprehension strategy.

Activity 1

"Dave's ESL blog"

Description

Blogs allow you to practice whenever it is convenient for you. You will also be a part of a community by joining! Language community members enjoy sharing their knowledge and experience with other users. You can improve your reading and writing skills by communicating in English from the comfort of your own home.

Objective

☑ To contact people through your own blogs practicing reading

Teaching content

☑ Blog topic: Planning a trip
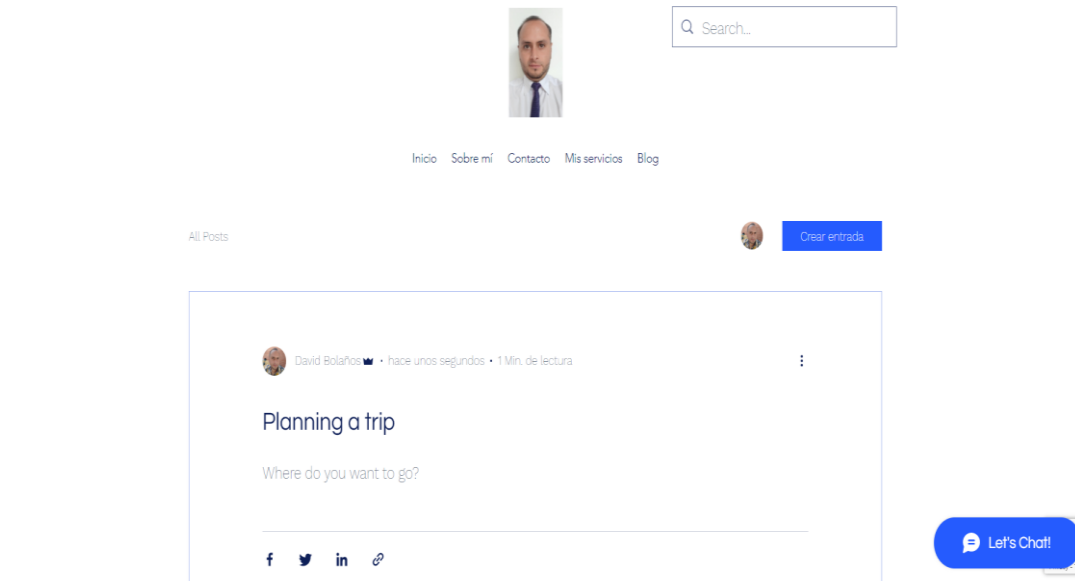
☑ Instructions

Materials:

☑ Computer or mobile

☑ Internet

Instructions:

☑ Complete this blog answering the question: Where do you want to go?

☑ Write a paragraph about 50 words with your ideas.

☑ Read friends' blog and comment almost two of them

Link: https://davicitostevenson.wixsite.com/dave-s-esl-blog/post/planning-a-trip

Activity 2

"Class Crystal Ball"

Description

It is essential to use a class crystal ball activity to collect all of the students' predictions in order to analyze them later in class and arrive at the correct answer to what the teacher proposes with this activity. We can practice grupal work, cooperative work and thinking for future.

Objective

➢ To know what is the opinion about each student.

Teaching content

➢ Question topic

➢ Instructions

Materials:

➢ Piece of paper or the blackboard.

➢ Sticky notes.

➢ Reading material (book, magazines, etc)

Instructions:

➢ Show to the class the book or magazine cover.

➢ On a piece of paper or the blackboard, a crystal ball of predictions is drawn.

➢ Write a question on the blackboard's top.: What do we predict will happen next?

➢ On post-it notes, each student predicts what the class book or reading material

will be about based solely on the cover.

Activity 3

"Nonfiction Texts"

Description

      Predictions are most often associated with fiction, but they can also be made with nonfiction. Before reading, there is a simple activity that can be completed. As proficient readers, we do this automatically; however, with student readers, we must switch to manual mode (from automatic) so that they can "see" and "hear" our thinking.

Objective

- To determine the predictive ability with limited data.

Teaching content

- Book according to level
- Instructions

Materials:

- A book.
- Printable page.

Instructions:

- For this activity to be successful, the text must contain an abundance of text features for the reader to employ. While not all of the text features listed at the top of the printable page are required, a sufficient number must be present.
- First, ask the reader to look through the text at the text features. (If the reader you're teaching doesn't understand what text features are, it would be good to start there first.)
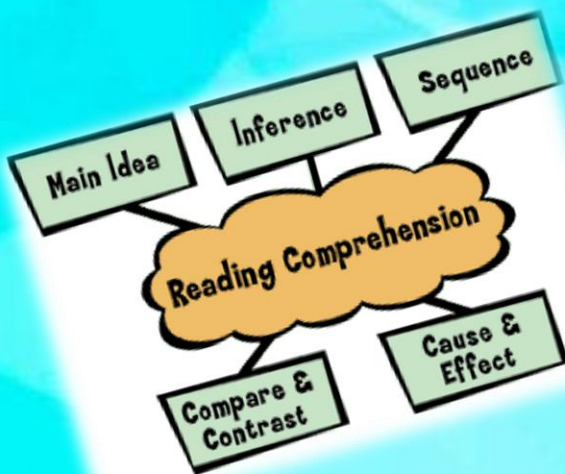
- Based on what he observes with various text features from the book, ask the reader to predict what he thinks the book will be about.
- Finally complete in the printable page.

STRATEGY 2 COMPREHENSION

Senior year students are among the most avid readers in existence. They are transitioning from general readers to those seeking meaning. As they develop their comprehension skills, they begin to draw connections between themselves and the larger world. These activities for senior-year reading comprehension will help your students investigate texts independently and with their peers.

Activity 1

"The Bogey-Beast Tale"

Description

Watching a video before class gives the student a basic understanding of what the next class will cover. The student practices reading by watching the descriptive video. Finally, in class, they will apply their prior knowledge to the activity suggested by the teacher.

Objective:

☑ To participate in class, you must first analyze the previous material.

Teaching content:

☑ The Bogey-Beast story video
☑ Instructions
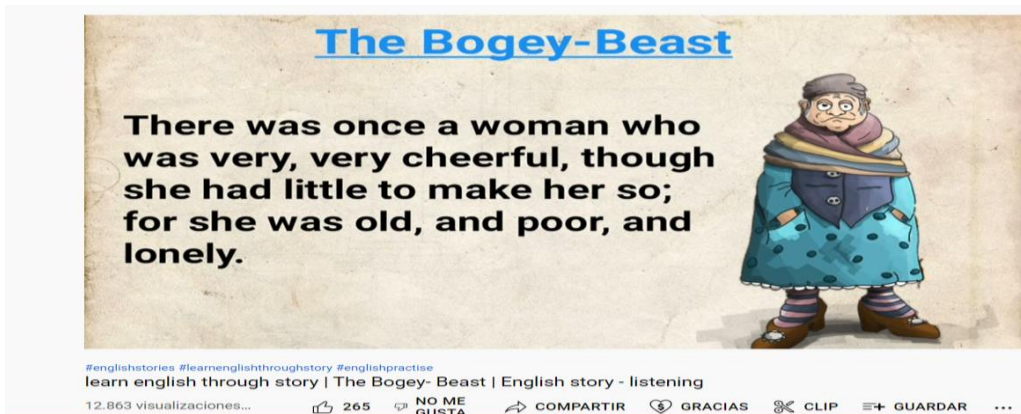
Materials:

☑ Computer or mobile - Internet

Instructions:

☑ Before class, the teacher sends a video of the story The Bogey-Beast.
☑ Students should pay close attention to the video.
☑ They will read some questions posed by the teacher during class.

☑ Finally, there will be an exchange of answers, with each student reading the answers that he or she provided.

learn english through story | The Bogey- Beast | English story - listening

Link: https://www.youtube.com/watch?v=KMWjrnr4SUA

Questions by Teacher in class session:

1. How did the woman make a living?

2. What does the woman finds lying in the ditch?

3. In what season of the year is the woman in the text during the narrative?

4. When taking the pot, what was the first thing the woman saw in it?

5. What is the name of the woman of the tale?

Activity 2

" A volcano graphic organizer "

Description:

A wonderful method for students to organize their notes and thoughts. The graphic organizers of a volcano can be used for library research, class notes, or video notes. It enables students to add diagrams and access information quickly. Answer keys are provided!

Objective:

➢ To improve reading comprehension, one should generate ideas, organize problems and solutions, compare and contrast concepts, and demonstrate cause and effect.

Teaching content:

➢ Reading journal

➢ Instructions

Materials:

➢ English book

➢ Cardstock sheet

➢ Pens

➢ Markers

➢ Scissors

Instructions:

➢ Demonstrate how to draw a simple three-sectioned volcano and have students draw one in their reading journals.

➢ After reading the first few pages of the story, have students write their initial impressions of the volcano's base. This is also a good time for students to speculate on the story's conclusion.

➢ At approximately the halfway point, have students write their thoughts on the story's development.

➢ Once they have finished reading, they will write at the top of the volcano what they believe the story is trying to teach them and what they learned from it.

Now that I am finished, I think the story is about...

I am halfway through and now think that...

First thoughts and what I think is going to happen

Activity 3

" Wanted poster "

Description:

Beware! There is a new sheriff in town, and he is making wanted posters with your faces on them! This writing and drawing activity is a fun complement to reading comprehension. Students use what they have learned about the bad guy from a book, magazine, or website to create a wanted poster.

Objective:

- To improve reading comprehension, one should generate ideas, organize problems and solutions, compare and contrast concepts, and demonstrate cause and effect.

Teaching content:

- Reading journal, books, magazines, web, etc.
- Instructions

Materials:

- English book
- Cardstock sheet
- Pens
- Markers
- Scissors

Instructions:

- -Students can read about a bad person on the Internet, in magazines, in books, etc.

- -Design a wanted poster using only their own supplies

- -Senior year students create a colorful Wanted poster based on what they know about the antagonist in the story.

- Finally, expose this wanted poster in front of the class.

STRATEGY 3
Summarizing

Creating a condensed version of the collected information that highlights the key points, allowing any reader to comprehend the text at a glance. This strategy teaches students how to identify the most important ideas in a text, how to discard irrelevant information, and how to meaningfully incorporate central ideas.

Activity 1

"My kialo"

Description

Kialo allows you to create debates on an interactive tree (for groups or individual users) and invite students to participate by adding arguments for or against. You can encourage them to include hyperlinks to support their arguments during the debate and then vote on their classmates' good ideas. You can also interact with students about their arguments by clicking on them and leaving a comment, encouraging and congratulating them on good ideas, or marking some arguments as incorrect and informing them that they have repeated something that has already been said.

Objective:

☑ To interact with students online encouraging the reading pratcice.

Teaching content:

☑ Kialo account

☑ Instructions

Materials:

☑ Computer or mobile - Internet

Instrucions:

- ☑ The teacher suggests a topic. The benefits and drawbacks of ESL in Ecuador.

- ☑ Students use the link provided by the teacher to enter and quickly create an account with g-mail and their username.

- ☑ Students can vote for the topic's pros or cons and make comments about it.

- ☑ As a result of the teacher's ability to respond to each student, students can practice reading and discussions online.

Link: https://www.kialo-edu.com/my
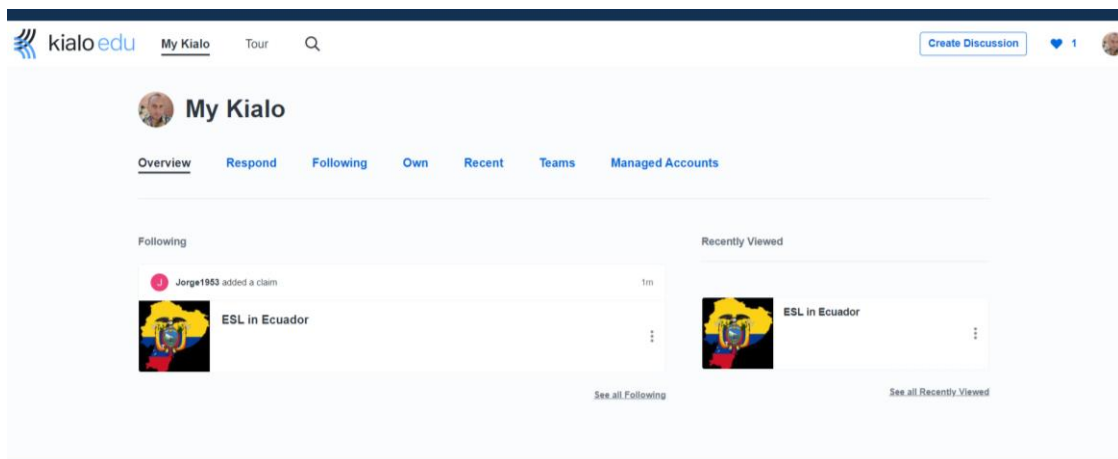
Activity 2

" To be a millionaire in Summarizing "

Description

       Students can enjoy this game both online and offline. Use multiple texts and four straightforward answers to summarize the text. Students may select the correct response and advance to the million-dollar question. Have students generate their own questions for this in-class activity.

Objective:

- ➤ To develop the capacity to briefly summarize a text, through reading.

Teaching content:

- ➤ Questions and 4 answer options
- ➤ Instructions

Materials:

- ➤ Computer or mobile – Internet
- ➤ Worksheets

Instrucions:

When the activity is using media:

- ➤ First, teachers should send students a topic-specific email before class.
- ➤ The teacher provides the link to complete this activity online in class.
- ➤ Students engage in an interactive activity with the link.

➢ They read each question, then select the correct response and advance to the
  million-dollar question.

When the activity is offline:

➢ Before class, the teacher sends students a specific topic.

➢ In class, the professor provides worksheets for students to complete the activity.

➢ Students with prior reading. They respond to the various questions posed by the
  instructor at that time.

➢ Each time a student answers a question correctly, he or she advances to the next
  level until achieving the highest score, which represents a symbolic million
  dollars.

Link: https://www.quia.com/rr/693235.html
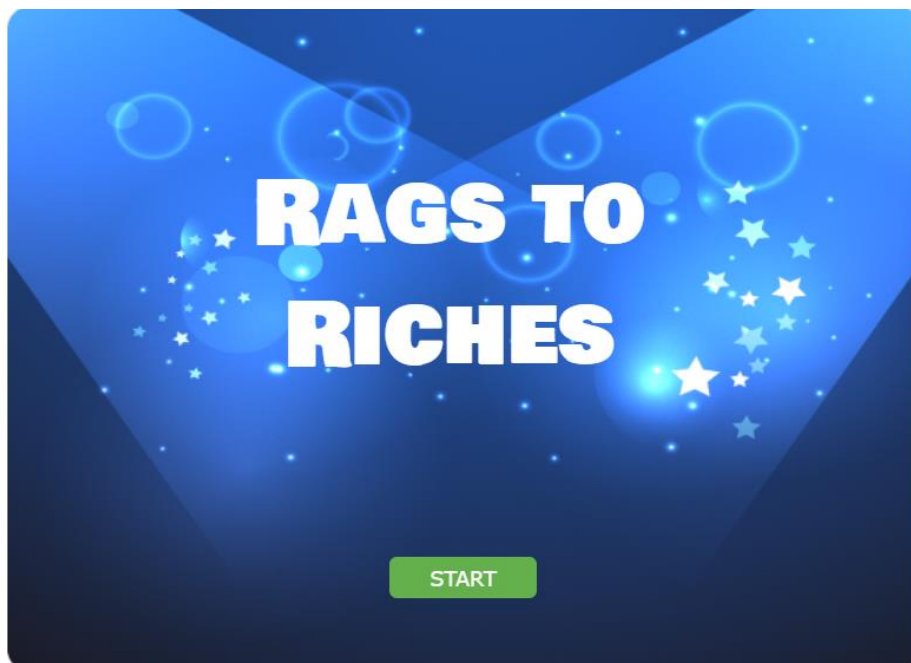
Activity 3

" Daily Journal Writing "

Description

Daily journaling entails reflecting on one's life and writing it down each day. It is surprisingly simple and profoundly effective, yet almost nobody does it. Daily journaling can actually be beneficial. Because of all the thoughts that are circling in your head? Your journal becomes a place to put everything and find peace. And this can feel almost magical if it helps you gain a little more control or feel less overwhelmed, as it enhances clarity.

Objective:

- To write in a personal journal their thoughts, emotions, and experiences. Additionally, it helps them improve their grammar and spelling.

Teaching content:

- Provide a different topic for each class
- Instructions

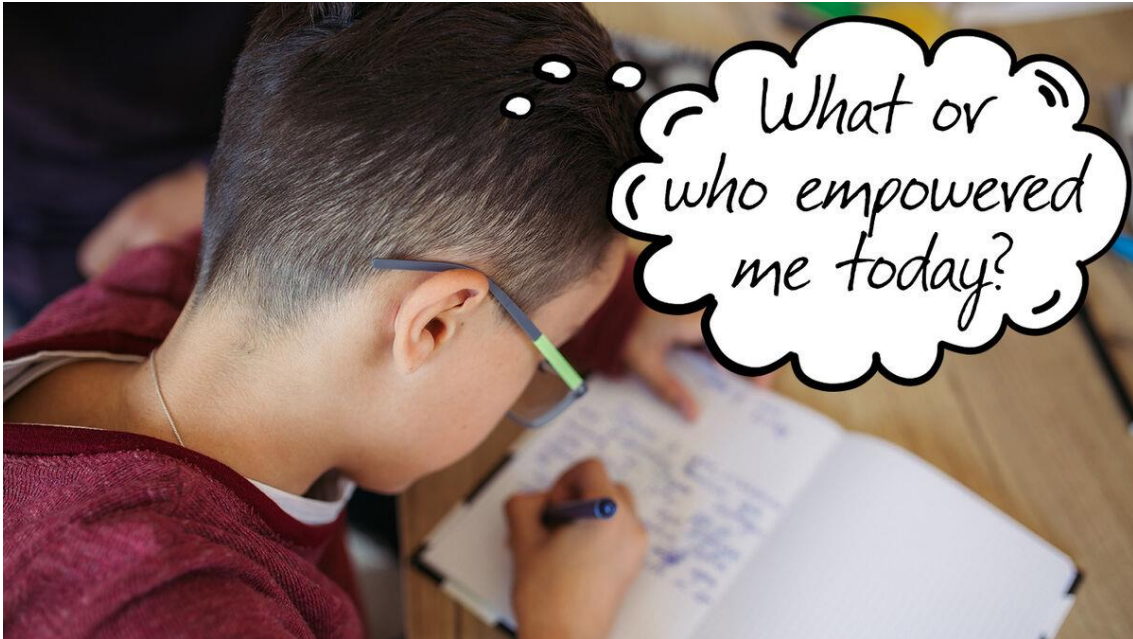**Materials:**

- Notebook, mobile, sheets of paper.
- Pencil or pen.

Instrucions:

- Give students a new writing prompt daily.
- Allow them fifteen minutes to compose in response to the prompt.

- Allow them the chance to share their story with their classmates or the class.

- Each student's presentation is evaluated by the teacher in order to improve their journal writing.

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

6.1 Conclusions

This research was conducted to find out how flipped classroom improves reading ability in EFL students with unfinished schooling at Monseñor Leonidas Proaño Fiscomisional high school in Carchi province. The application of these innovative strategies permits the identification of the following points:

➢ When students practice reading through the use of technological tools, they become more interested in reading in English by practicing in forums, which is more entertaining. They practice reading and interact with more people by expressing their opinions on various subjects.

➢ The students' desire to learn a foreign language through increased writing was demonstrated. This is because they found the strategies employed in reading skills classes to be somewhat monotonous.

➢ Due to a student gap, the students at this high school do not have the same learning abilities as regular education students. By implementing the flipped classroom method, their concentration and enthusiasm for learning English improve.

➢ This study revealed the benefits that can be obtained from the application of the flipped classroom, so that the teacher can evaluate and improve the reading material for senior year students in the learning process about English as a foreign language study.

6.2 Recommendations

Following project implementation, the following recommendations are made:

➢ As a result of what was discovered regarding the students' lack of interest in the reading skill's practice, the reading practice will be emphasized more. It is recommended that teachers utilize the proposed didactic guide, which contains specific strategies to improve reading in English learners.

➢ When considering the level of English proficiency of the students due to their incomplete education. This method is advantageous for them because it helps them gain a foundational understanding of the class they will receive later. This prior knowledge is obtained through the use of the teacher-provided technological tools.

➢ Consider the online forum activities that are conducted. Read stories on subjects that appeal to you to increase your interest in reading and thereby improve the students' English language skills.

ANNEXES

Annex 1. Permission paper "Unidad Educativa Fiscomisional PCEI Monseñor Leonidas Proaño"

Ministerio de Educación

Subsistema de Educación Fiscomisional Semipresencial del Ecuador

"Mons. Leónidas Proaño"

UNIDAD EDUCATIVA FISCOMISIONAL PCEI MONSEÑOR LEONIDAS PROAÑO

Tulcán, 05 de mayo de 2022

Licenciado
David Bolaños
MAESTRANTE PROGRAMA DE MAESTRIA EN PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS: MENCIÓN INGLES
Presente

De mi consideración:

En atención a la solicitud presentada por Ud. con fecha 03 de mayo del presente, comunico que se le autoriza realizar su trabajo de investigación en nuestra institución con el tema: APPLICATION OF FLIPPED CLASSROOM TO ENHANCE THE READING SKILL IN EFL STUDENTS WITH UNFINISHED SCHOOLING AT MONSEÑOR LEONIDAS PROAÑO FISCOMISIONAL SCHOOL IN CARCHI PROVINCE.

La Institución brindará las facilidades e información necesaria, así como garantiza la implementación de los resultados.

Atentamente,

Msc. Rigoberto Jaime Villarreal
RECTOR UNIDAD EDUCATIVA FISCOMISIONAL PCEI MONSEÑOR LEONIDAS PROAÑO

Annex 2. Teachers' Interview

1. Do you consider reading skill important in the language learning process? Why?

2. Based on your experience, which reading problems have you identified in your students?

3. Which strategies do you usually use for helping your students to develop reading in class?

4. How often do you use technological tools in your classes?

5. Which technological tools do you know? and what do you prefer for teaching English?

6. Do you know what flipped classroom is? If your answer is yes, do you know the strategies this method applies?

DATA INSTRUMENTS VALIDATION

Theme: ………………………………………………………………………………..
……………………………………………………………………………………………

General objective: ………………………………………………………………..
………………………………………………………………………………………….

Author: …………………………………………………………………………..

Judge: MSc. Fernando Flores A.

Academic tutor: ………………………………………………………………

> **Data instrument collection:**   **Interview**

Use a check mark ☑

Scale:

Nothing	Low	Meddle	Hight
1	2	3	4

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

Validated by (Name and surname): MSc. Fernando Flores A.

ID: 1002188470

Signature:

Annex 3. Cuestionario dirigido a los estudiantes

Tema de la tesis: Aplicación de Flipped Classroom para mejorar la habilidad de lectura en el idioma extranjero con los estudiantes de escolaridad inconclusa del colegio Monseñor Leonidas Proaño de la Provincia del Carchi.

Objetivo: Obtener información sobre el uso de estrategias y metodologías que usan en clases para mejorar la habilidad de Lectura en Inglés, lo que ayudaría a implementar nuevas estrategias de aprendizaje dentro y fuera del aula de clase de estudiantes con escolaridad inconclusa.

Instrucciones: Estimados estudiantes les invito a responder a cada una de las preguntas con la mayor sinceridad. Es de vital importancia que la información sea verídica, la cual servirá para conocer sobre la aplicación de estrategias en las clases de inglés, principalmente en el desarrollo de la habilidad de Lectura. La encuesta es totalmente anónima y consta de un total de 8 preguntas las cuáles hay que responder sin excepción. Marque su respuesta con una X.

Cuestionario

Curso: ……………………………

Fecha: ……………………………

Género: Masculino ☐
Femenino ☐

1. **¿Qué tan importante considera Ud. el aprendizaje de Ingles dentro de su vida académica?**

Muy importante	
Importante	
Poco importante	
Irrelevante	

2. **¿Qué habilidades son más de su interés dentro del aprendizaje de Inglés?**

Escuchar	
Hablar	
Leer	
Escribir	

3. **¿Está de acuerdo en poder elegir el tipo de actividades que mejor se ajustan a su forma de aprender el idioma inglés?**

Totalmente de acuerdo	
De acuerdo	
Ni acuerdo ni desacuerdo	
En desacuerdo	

4. ¿Qué importancia tiene para Ud. la lectura en el aprendizaje de inglés?

Muy importante	
Importante	
Poco importante	
Irrelevante	

5. ¿Disfruta usted de la lectura en inglés?

Bastante	
Mucho	
Poco	
Nada	

6. ¿Qué tipo de actividades usa su profesor para mejorar la lectura? Señale el nivel de frecuencia en el cual lo realiza.

Encontrar la idea principal		Siempre		Casi siempre		Nunca	
Leer la información y completar los espacios		Siempre		Casi siempre		Nunca	
Lea el texto rápidamente		Siempre		Casi siempre		Nunca	
Luego de leer la historia comente en el foro		Siempre		Casi siempre		Nunca	
Karaoke		Siempre		Casi siempre		Nunca	
Lea su parte del diálogo y dramatice		Siempre		Casi siempre		Nunca	
Lea el párrafo y responda las preguntas		Siempre		Casi siempre		Nunca	
Ordene las letras y forme la palabra correcta		Siempre		Casi siempre		Nunca	
Ninguna							

7. ¿Tiene Ud. dificultad al trabajar con herramientas tecnológicas?

Siempre	
Casi siempre	
A menudo	
Nunca	

8. ¿Utiliza aplicaciones en su celular para practicar la lectura en Inglés?

Siempre	
Casi siempre	
A menudo	
Nunca	

9. ¿Con qué frecuencia utiliza usted herramientas tecnológicas?

1 vez en semana	
2 o más en semana	
1 vez al mes	
2 o más al mes	

DATA INSTRUMENTS VALIDATION

Theme: ……………………………………………………………………………..
……………………………………………………………………………………………

General objective: ……………………………………………………………………...
…………………………………………………………………………………………….

Author: ……………………………………………………………………..

Judge: MSc. Fernando Flores A.

Academic tutor: …………………………………………………………

> **Data instrument collection:** **Questionnaire**

Use a check mark ☑

Scale:

Nothing	Low	Meddle	Hight
1	2	3	4

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

Validated by (Name and surname): MSc. Fernando Flores A.

ID: 1002188470

Signature:

Thesis topic: Application of flipped classroom to enhance the reading skill in EFL students with unfinished schooling at Monseñor Leonidas Proaño Fiscomisional School in Carchi province.

Objective: To obtain information on the use of strategies and methodologies used in classes to improve the ability to read in English, which would help to implement new learning strategies inside and outside the classroom for students with unfinished schooling.

Instructions: Dear students, I invite you to answer each of the questions with the utmost sincerity. It is of vital importance that the information is true, which will serve to learn about the application of strategies in English classes, mainly in the development of the Reading skill. The survey is completely anonymous and consists of a total of 8 questions which must be answered without exception. Mark your answer with an X.

Questionnaire

Grade: ……………………………

Date: ……………………………

Gender   Male   ☐

          Female ☐

1. How important do you consider learning English in your academic life?

Very important	
Important	
Less important	
Irrelevant	

2. What skills are you most interested in learning English?

Listening	
Speaking	
Reading	
Writing	

3. Do you agree that you can choose the type of activities that best suit your way of learning the English language?

Disagree	
Neither agree nor disagree	
Agree	

4. How important is reading to you in learning English?

Very important	
Important	
Less important	
Irrelevant	

5. Do you enjoy reading in English?

Always	
Sometimes	
Often	
Never	

6. What kinds of activities does your teacher use to improve reading? Indicate the level of frequency in which you do it.

Find the main idea		Always		Almost always		Never	
Read the information and fill in the blanks		Always		Almost always		Never	
Read the text quickly		Always		Almost always		Never	
Read the story and comment the forum		Always		Almost always		Never	
Karaoke		Always		Almost always		Never	
Read your dialogue and role play		Always		Almost always		Never	
Read the paragraph and answer the questions		Always		Almost always		Never	
Unscramble the words		Always		Almost always		Never	
None							

7. Do you have difficulty working with technological tools?

Always	
Sometimes	
Often	

Never	

8. Do you use applications on your cell phone to practice reading in English?

Always	
Sometimes	
Often	
Never	

9. How often do you use technological tools?

Once per week	
2 or more per week	
Once per month	
2 or more per month	

Annex 5. Application of English teachers' interview
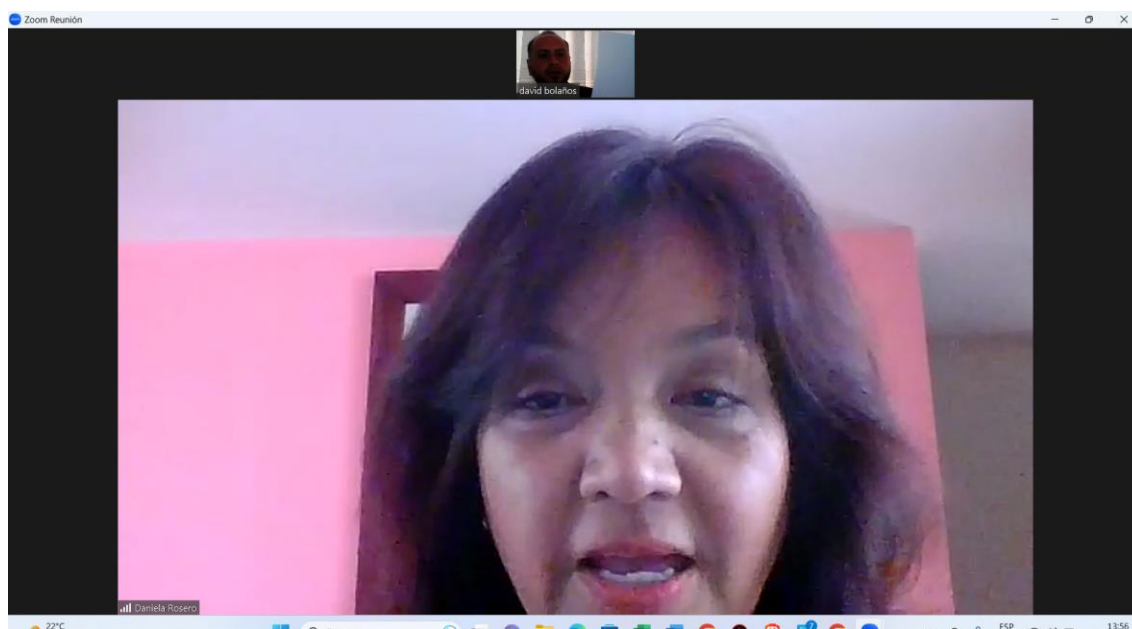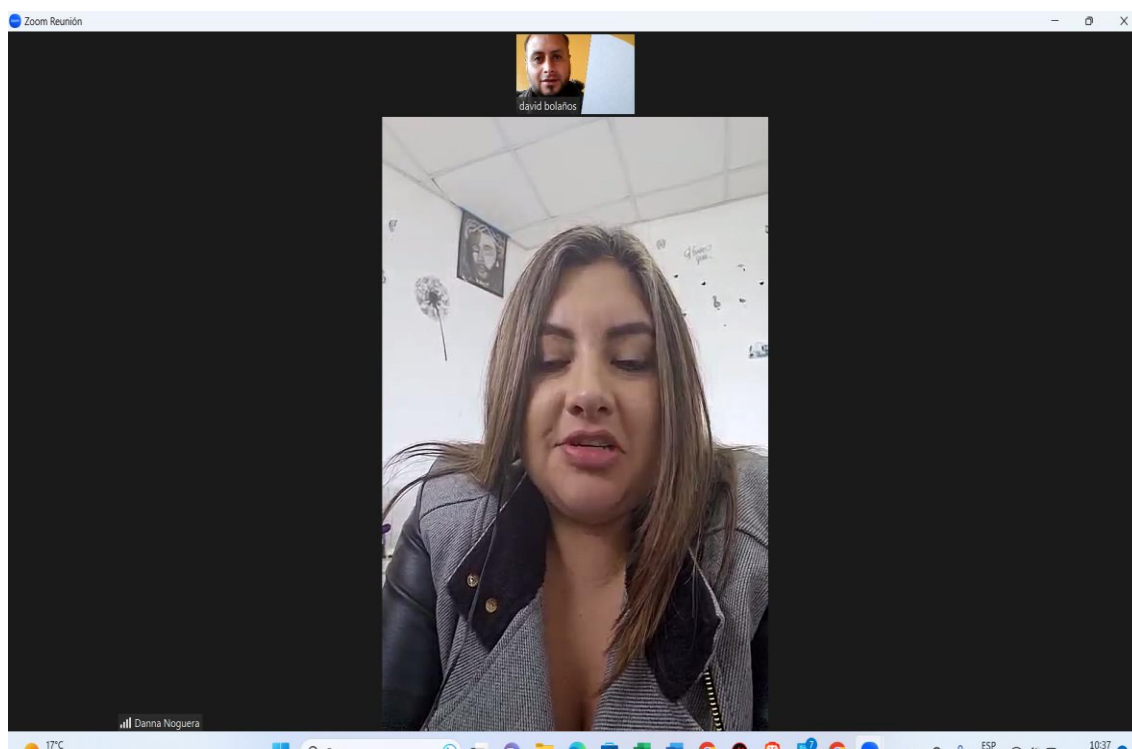
Annex 6. Application of senior students' survey
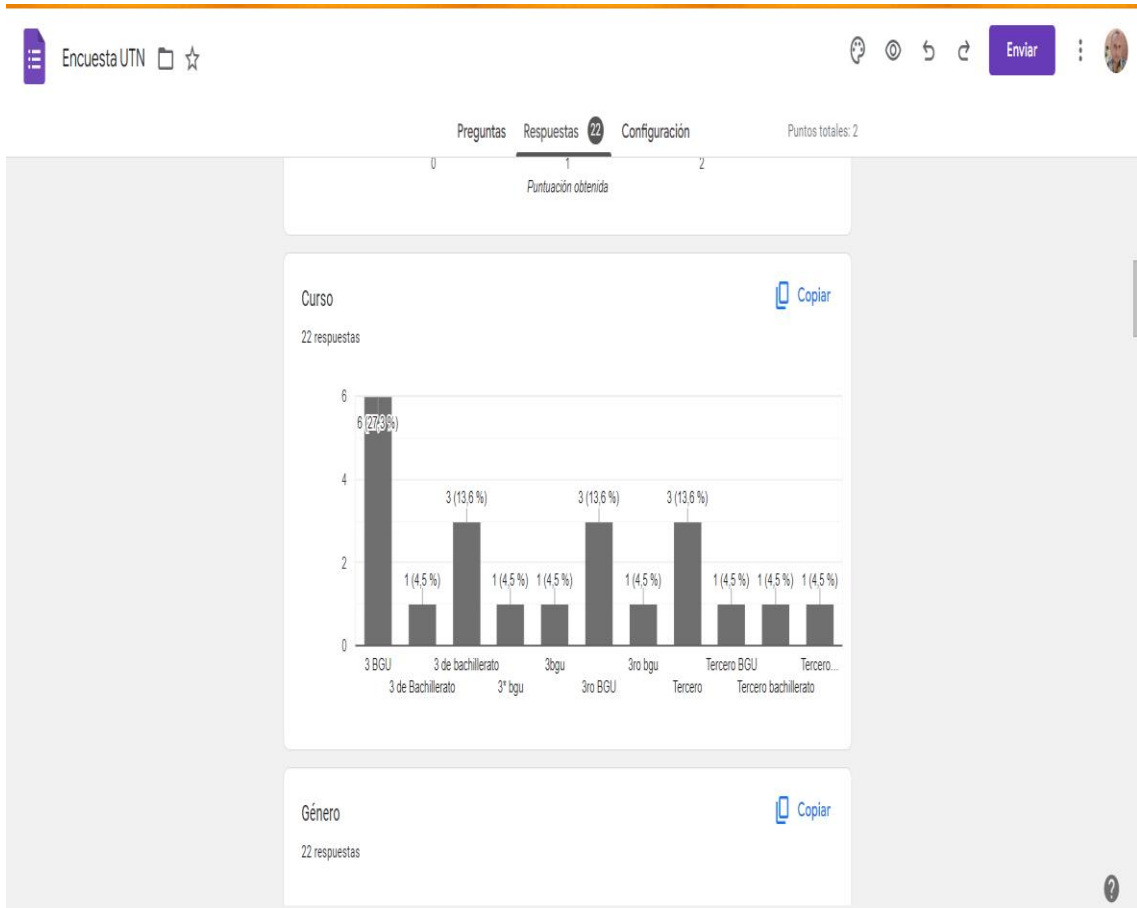
REFERENCES

Afflerbach, P., Pearson, P. D., & Paris, S. G. (2008). Clarifying Differences between Reading Skills and Reading Strategies. The Reading Teacher, 364-373. Retrieved from http://www.jstor.org/stable/20204600

Afflerbach, P., Pearson, D., & Scott, P. (2011). Clarifying Differences Between Reading Skills and Reading Strategies. *The Reading Teacher*, 364-373.

Ahmad Al-Khotaba, H. H., Alkhataba, E. H., Abdul-Hamid, S., & Bashir, I. (2020). Foreign Language Speaking Anxiety: A psycholinguistic Barrier Affecting Speaking Achievement of Saudi EFL Learners. Arab World English Journal (AWEJ) Volume, 10.

Akbari, Z. (2016). Currect challenges in teaching/learning English for EFL learners: The case of junior high school and high school. Procedia, 394-401.

Albashtawi, A. (2016). Linguistic Knowledge Aspects in Academic Reading: Challenges and Deployed Strategies by English-Major Undergraduates at a Jordanian Institution of Higher Education. *Higher Education Studies*, 61-71.

Anderson, L., & Krathwohl, D. (2014). A Taxonomy for Learning Teaching and Assessing: A Revision of Bloom's Taxonomy of educational objectives (abridged edition). New York: Longman.

Arroyo, O. J. M. (2022, 13 octubre). Repositorio Digital Universidad Técnica del Norte: Audiovisual Aids using Flipped Classroom to Improve English Speaking Fluency in Sophomore Students at César Antonio Mosquera High School from 2021 to 2022. http://repositorio.utn.edu.ec/handle/123456789/13040

Atteberry, E. (2013, Oct. 22), Flipped classrooms may not have any impact on learning, USA Today, Retrieved from http://www.usatoday.com/story/news/nationa/2013/10/22/flipped-classrooms-effectiveness/3148447

Bada, S. O. (2013). Constructivism Learning Theory: A Paradigm for Teaching and. *IOSR Journal of Research & Method in Education (IOSR-JRME)*, 66-70.

Barre-Parrales, P., & Villafuerte-Holguín , J. (2021). English as a Foreign Language Instruction in Ecuador: Implementation of the Content and Language Integrated-Learning during 2019-2021. English Language Teaching Educational Journal, 4(2), 99-112.

Bates, S., & Galloway, R. (2012). The inverted classroom in a large enrolment introductory physics course: a case study. In Proceedings of the HEA STEM Learning and Teaching Conference. Retrieved from http://journals.heacademy.ac.uk/doi/abs/10.11120/stem.hea.2012.071

Betancourt, G. S. M. (2021, 14 diciembre). Repositorio Digital Universidad Técnica del Norte: Cooperative learning strategies in the speaking skill improvement for sophomore students at "San Juan Diego" high school in Ibarra during the academic year 2020- 2021. http://repositorio.utn.edu.ec/handle/123456789/11851

Block, C. & Israel, S. (2005). Reading first and beyond: The complete guide for teachers and literacy coaches. Thousand Oaks, CA: Corwin Press.

Burns, A. (2019). Concepts for Teaching Speaking in the English Language Classroom. LEARN Journal: Language Education and Acquisition Research Network.

Cambridge. (2021). Cambridge Dictionary. England: Cambridge University Press. Retrieved from https://dictionary.cambridge.org/

Claudia, C., & Astrid, P. (2016). The Williams:Beyond a Decade of Dominance. In M. d. Educación, English Bachillerato General Unificado (p. 176). Quito: Norma S.A.

Clements, J. (2022). Teaching Comprehension. Oxford University Press.

Crain S, Shankweiler D 1988 Syntactic complexity and reading acquisition. In: Davison A, Green G M (eds.) Linguistic Complexity and Text Comprehension: Readability Issues Reconsidered. Erlbaum, Hillsdale, NJ, pp. 167–92

Dharmardhikari, N. P. (January de 2015). Flipped Classroom for Developing High Order Thinking Skills. Obtenido de: http://www.journaleet.org/index.php/jeet/article/view/59541/46548

Educación, m. D. (2008). English as a foreign language for subnivel bachillerato. Quito: ministerio de educación.

Espino, M., & Slakk, S. (2018). *Teaching Reading to English Learners*. Corwin Press.

Fahmi, R.; Friatin, L.; Irianti, L. (2020). THE USE OF FLIPPED CLASSROOM MODEL IN READING COMPREHENSION. Journal of Applied Linguistics and Literacy, 77-94.

Gilboy, M., Heinerichs, S., & Pazzaglia, G. (2015). Enhancing student engagement using the flipped classroom. Journal of Nutrition Education and Behavior, 47, 5, 109–114.

Guado, N. G., & Mayorga, J. I. (2021). Communicative language teaching approach in the development of speaking skill. Ciencia Digital, 5(4), 6-26.

Habók, A., & Magyar, A. (2019). The effects of EFL reading comprehension and certain learning-related factors on EFL learners' reading strategy use. Cogent Education, 6, 1. doi:10.1080/2331186X.2019.1616522

Harari, N. (2013). LEXICAL APPROACH: TRANSLATION AND INTERPRETATION IN THE TEACHING OF E/LE WITH PERSIAN SPEAKERS. Obtenido de https://revistes.uab.cat/doblele/doblele/article/view/v3-ghavami-gorji-alcoba

Hedgcock, J., & Ferris, D. (2018). *Teaching Readers of English*. Routledge.

Jacob Bishop (2013). The Flipped Classroom: A Survey of the Research, from

https://peer.asee.org/the-flipped-classroom-a-survey-of-the-research

Jiang, D., Slava, K., & Sweller, J. (2020). Comparing face-to-face and computer-mediated collaboration when teaching EFL writing skills. Educational Psychology, 5-24.

Johnson, L. & Renner, J. (2012). Effect of the flipped classroom model on a secondary computer applications course: student and teacher perceptions, questions and student achievement. Doctoral Dissertation, University of Louisville.

Kehing, K. L., & Yunus, M. M. (2021). A Systematic Review on Language Learning Strategies for Speaking Skills in a New Learning Environment. European Journal of Educational Research, 10(4), 2055-2065.

Khodabandeh, F. (2022). Investigating the effectiveness of augmented reality-enhanced instruction on EFL learners' speaking in online flipped and face-to-face classes. Language Teaching Research, 1-23.

Küçükoğlu, H. (2012). Improving reading skills through effective reading strategies. *Procedia - Social and Behavioral Sciences*, 709-714.

Logan, S., & Medford, E. (2011). Gender differences in the strength of association between motivation, competency beliefs, and reading skill. Educational Research, 53(1), 85-94. doi:10.1080/00131881.2011.552242

Lopez, J. I., Becerra, A. P., & Ramírez-Ávila, M. R. (2021). EFL speaking Fluency through Authentic Oral Production. Journal of Foreign Language Teaching and Learning, 6(1),37-55.

Mehring, J. (2015). Present Research on the Flipped Classroom and Potential Tools for the EFL Classroom. *Interdisciplinary Journal of Practice, Theory and Applied Research*, 1-10.

Ministerio de Educación. (2018, mayo 17). Ministerio de Educación Ecuador. Retrieved from Ministerio de Educación Ecuador from:

https://educacion.gob.ec/sin-lectura-no-hay-educacion/

National Reading Panel. (2000). Comprehension III teacher preparation and comprehension strategies instruction. (Chap.4). Retrieved from http://www.nichd.nih.gov/publications/nrplch4-111.pdf

Nikolov, M., & Csapó, B. (2010). The relationship between reading skills in early English as a foreign language and Hungarian as a first language. International Journal of Bilingualism, 14(3), 315-329. https://doi.org/10.1177/1367006910367854

Paredes Piedra, J. P. (2021). Flipped Classroom como modelo didáctico de innovación pedagógica [Tesis de maestría, Universidad Técnica del Norte]. Recuperado de http://repositorio.utn.edu.ec/handle/123456789/11546

Plotnikoff, D. (2013, Jul. 16), Classes should do hands-on exercises before reading and
    video, Stanford researchers say, Stanford News, Retrieved from
    http://news.stanford.edu/news/2013/july/flipped-learningmodel-071613.html

Reading Educator. (2015). Retrieved from
    http://www.readingeducator.com/strategies/inferential.htm

Recalde Torres, A. S. (2022). Traditional Tales as Innovative Didactic Strategies to
    Improve Junior Students Reading Skills at 28 de Septiembre High School of
    Ibarra During the School Period 2020-2021 [Tesis de pregrado, Universidad
    Técnica del Norte]. Recuperado de
    http://repositorio.utn.edu.ec/handle/123456789/12235

Reyes, G. F. E. (2021, 6 octubre). Repositorio Digital Universidad Técnica del Norte:
    Flipped Classroom como modelo didáctico de innovación pedagógica.
    http://repositorio.utn.edu.ec/handle/123456789/11546

Sanchez, L. (2004). *Red-Innovation and Science*. Retrieved from
    https://redib.org/Record/oai_articulo206170-s%C3%A1nchez-lobato-j-y-santos-
    gargallo-i-dirs-2004-vadem%C3%A9cum-para-la-formaci%C3%B3n-de-
    profesores-ense%C3%B1ar-espa%C3%B1ol-como-segunda-lengua-l2--lengua-
    exntranjera-le-madrid-sgel-1312-pp-pr%C3%B3logo-de

Setiyadi, B. (2020). *Teaching English as a Foreign Language*. GRAHA ILMU.

Suarez Poso, D. R. (2020). English teaching material to develop reading skills based on
    local cultural aspects from Cuellaje for 1st year secondary school at Unidad
    Educativa Cuellaje [Tesis de pregrado, Universidad Técnica del Norte].
    Recuperado de http://repositorio.utn.edu.ec/handle/123456789/10681

Srivias, P. (2019). *The Role of English as a Global Language* (Reach Journal of
    English). Reach Journal of English.

Steinhert, Y. and Snell, L. S. (1999), Interactive lecturing: Strategies for increasing
participation in large group presentations, Medical Teacher, vol. 21, no. 1, pp.
37-42

Submitted by Sara Urbano (not verified) on August 14 et al. (2022) Summarizing:
Classroom strategy, Reading Rockets. Available at:
https://www.readingrockets.org/strategies/summarizing (Accessed: March 24,
2023).

Syatriana, E. (2011). Developing the students' reading comprehension through
cognitive reading strategies of the first-year students of SMAN 16 Makassar
(Unpublished master's thesis). Indonesia.

Thelen, E., & Smith, L. (2006). *Handobook of child psychology: Theoretical models of
human development.* John Wiley & Sons Inc.

Ugras, M. & Cil, E. (2014). The issues that class teachers encounter during application
of science and technology teaching curriculum. Cypriot Journal of Educational
Sciences, 9(3), 230-237.

Van Geert, P. (2003). Handbook of developmental psychology.: Dynamic system
approaches and modeling of developmental processes. In J. Valsiner & K.J.
Conolly (Eds).
https://research.rug.nl/en/publications/dynamic-systems-approaches-and-
modeling-of-developmental-process

Vygotsky, S. (1996). Interaction between learning and development: Reading on the
development on children. W.H Freamen and Company.
https://innovation.umn.edu/igdi/wp-
content/uploads/sites/37/2018/08/Interaction_Between_Learning_and_Develop
ment.pdf

Watkins, P. (2017). Teaching and Developing Reading Skills. Cambridge University
Press.

Wentzel, K. R., & Muenks, K. (2016). *Peer influence on student's motivation, academic achievement and social behavior. Handbook of social influences in school contexts: social -emotional, motivation and cognitive outcomes*. Routledge.

Wright. (2017). Blendend learning: students perception of face-to-face and online efl lessons. Indonesian Journal of Applied Linguistics, 64-71.

Zarrinabadi, N., & Ebrahimi, A. (2018). Increasing peer collaborative dialogue using a flipped classroom strategy. Innovation in Language Learning and Teaching, 1-10.

Zhengqiang, C. (2022). Deep Learning Algorithm for Online College Physical Education Teaching with Flipping Classroom. *Computational Intelligence and Neuroscience*, 4-20.