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TITLE:

"FLIPPED CLASSROOM STRATEGIES TO IMPROVE THE LISTENING COMPREHENSION OF SENIOR STUDENTS AT "NATALIA JARRÍN" HIGH SCHOOL DURING THE 2020-2021 ACADEMIC YEAR."

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

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Ibarra, 2023

THESIS DIRECTOR CERTIFICATION

THESIS DIRECTOR CERTIFICATION As Director of the research work on the topic:

"FLIPPED CLASSROOM STRATEGIES TO IMPROVE THE LISTENING COMPREHENSION OF SENIOR STUDENTS AT "NATALIA JARRÍN" HIGH SCHOOL DURING THE 2020-2021 ACADEMIC YEAR", work which was carried out by Lalaleo Montesdeoca Rossana Anabel, prior to obtaining the master's degree at Master in Pedagogy of National and Foreign Languages: Mention in the English Language, I attest that the mentioned work meets the requirements and sufficient merits to be publicly supported in court to be timely selected.

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LALALEO MONTESDEOCA ROSSANA ANABEL: "FLIPPED CLASSROOM STRATEGIES TO IMPROVE THE LISTENING COMPREHENSION OF SENIOR STUDENTS AT "NATALIA JARRÍN" HIGH SCHOOL DURING THE 2020-2021 ACADEMIC YEAR."

MASTER'S DEGREE AT: Master in Pedagogy of National and Foreign Languages: Mention in English Language, Técnica del Norte University, Ibarra

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The General Objective of this Thesis was: To evaluate the efficiency of the didactic strategy devised use in the Flipped classroom model based on Bloom's taxonomy applied under the Microsoft Teams platform that strengthens the teaching and learning process of the English language to improve the listening comprehension of the students of the Natalia Jarrín High School during the 2020-2021 academic year.

Among the Specific Objectives were: To characterize the implementation of the didactic strategy devised in the Flipped Classroom model based on Bloom's taxonomy that strengthens the teaching and learning process of the English language to improve the listening comprehension of the students of the Natalia Jarrín High School during 2020-2021.

To design the implementation of the didactic strategy devised in the Flipped Classroom model based on Bloom's taxonomy that strengthens the teaching and learning process of the English language to improve the student's listening comprehension of the Natalia Jarrín High School during 2020- 2021.

To develop a didactic strategy devised in the Flipped Classroom model based on Bloom's taxonomy that strengthens the teaching and learning process of the English language to improve the student's listening comprehension in the last year of Natalia Jarrín High School during 2020- 2021.

Mantilla Guerra Martha Lucia MSc.
Director

Lalaleo Montesdeoca Rossana Anabel Lic.
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DEDICATION

To God, who has always been my hidden motor, my children Arianna and Thiago,

and my husband Marco for their unconditional love and support.

To all my family for their undivided help and motivation that encouraged me to go

my own way every single day of my life.

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mother, Lucila Montesdeoca, and my father, Luis Lalaleo who are my life example. They

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ABSTRACT

A mixed approach characterized the present research work and aimed to establish a strategy focused on developing the listening ability of Natalia Jarrín High School students. This study was proposed to improve the deficiencies when learning English as a foreign language. The frequently observed problems were demotivation and lack of understanding, evidenced in their low grades; the study evaluated the didactic strategy efficiency devised in the Flipped classroom model based on Bloom's taxonomy using the Teams platform. For this, it was proposed to characterize the design, development, implementation promotion, and assessment of using the didactic teaching strategy to be an even more effective teaching-learning process. Finally, support guides were delivered to strengthen the proposal and integrate it with other teachers in this test. The tool was applied to 82 students (42 for the experimental group and 40 for the control group) and three teachers joined the research development. The results showed that students could develop their skills and, of course, extract their full potential. In this way, it can be affirmed that the proposal has excellent contributions that can improve the understanding of the English language as a foreign language since it allows the development and learning of listening skills in the students. It was possible to determine that the strategy is effective in helping students improve their understanding of the English language.

Keywords: Flipped Classroom, English, foreign language experimental approach, listening skills.

RESUMEN

El presente trabajo de investigación se caracterizó metodológicamente por desarrollarse bajo el enfoque mixto, tuvo como objetivo establecer una estrategia enfocadas a desarrollar la habilidad auditiva en los estudiantes de secundaria de Natalia Jarrín, se planteó este estudio a fin de mejorar las deficiencias a la hora de aprender inglés como lengua extranjera, los problemas que se observaban con frecuencia era desmotivación, falta de comprensión lo cual se evidenciaba en sus bajas calificaciones, el estudio permitió evaluar la eficiencia del uso de la estrategia didáctica ideadas en el modelo Flipped Classroom fundamentada en la taxonomía de Bloom utilizando la plataforma Teams, para ello se planteó caracterizar la implementación de la estrategia didáctica, diseñar la implementación, desarrollar de estrategia, fomentar la implementación de la estrategia y finalmente valorar la eficiencia del uso de la estrategia didáctica, para ser aún más eficaz con la estrategia se entregaron guías de apoyo a fin de fortalecer la propuesta e integrar a otros docentes en esta prueba, se aplicó la herramienta a 82 estudiantes (42 para el grupo experimental y 40 para el grupo control) y tres docentes se incorporaron al desarrollo de la investigación. Los resultados mostraron que los estudiantes pueden desarrollar sus habilidades y, por supuesto, extraer todo su potencial. De esta forma, se puede afirmar que la propuesta tiene grandes aportes que puede mejorar la comprensión del idioma inglés como lengua extrajera, ya que permitió el desarrollo y aprendizaje de habilidades auditivas en los estudiantes, y se logró determinar que la estrategia es efectiva para ayudar a los estudiantes a mejorar su comprensión del idioma inglés.

Palabras clave: Aula invertida, enfoque experimental, habilidades auditivas, inglés, lengua extranjera.

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INTRODUCTION

Virtual education is a feasible option to survive the current educational system, thanks to the problem of COVID-19. The National Information System for Higher Education (SNIES) supported this statement with its data, which showed a growth in the number of students enrolled in virtual education from 16,042 in 2012 to 200,742 in 2018. (C&M Consultores, 2014) This figure was the motivation to consider the applicability of the decision of the Ministry of National Education in the educational sector. However, this ministerial entity highlighted the importance of implementing high-quality virtual education in our nation. They also remarked on the need for English teachers to consider how to address technical, instructional, and regulatory issues, making it possible to determine that the strategy is effective in helping students improve their understanding of the English language. This figure was the motivation to consider the applicability of the decision of the Ministry of National Education in the educational sector. However, this ministerial entity highlighted the importance of implementing high-quality virtual education in our nation and the need for English teachers to consider how to address technical, instructional, and regulatory issues.

Despite the expansion of programs and the increase in students enrolled in academic courses, the authorities postponed the components. On the other hand, it is a fact that listening is vital to learning the language. Therefore, the best methods provide learning tools only if the students are willing to listen and learn about English as a foreign language. There are many methods, so the teacher must be involved and promote a way of teaching that, as a professional, will be able to guide and lead wisely to help them have a better command of the language. In this way, anyone can recognize that the improvement comes from providing understandable communicative inputs and not forcing learning. (Irza & Telechana, 2019)

The main objective of the current study was to assess how effective the development of the application of the flipped classroom can be with high school students to increase their listening comprehension of the English language outside the classroom (at home). In this process, the manipulation of technology moved from controlled to natural use. The teacher had to guide and train the students while they practiced different listening techniques. This study includes chapter I, the problem, chapter II, the theoretical framework, chapter III, methodology, chapter IV, the study results, conclusions, and recommendations. The final part contains the bibliographic references.

CHAPTER I

1. THE PROBLEM

1.1. Introduction

Education in the current global context is one of the most complex tasks carried out by educators, mainly due to the speed with which technology evolves. It is a fact that directly affects what society demands of each person. In addition, the well-known issue, the COVID-19 pandemic, which the entire world had to face, had a significant impact on the Educational System globally, in addition to the various problems that already existed in the educational field.

It is important to note that according to the United Nations Children's Fund (UNICEF , 2021), (as a consequence of the health alert situation, Latin America and the Caribbean constituted the principal concentration of students who did not attend educational institutions. This situation lasted for several months, with the prevalence of completely closed schools and others, with partial assistance from students and educators. This situation led to the implementation of emerging media and technological resources as an alternative to continuing the educational work of students, guaranteeing access to education. In turn, it gave the shelter and protection of children and young people from the possibility of contagion of the COVID-19 virus.

This situation brought various consequences, one of the most relevant was the difficulty for the acquisition and consolidating of learning by students in different academic areas and in the appropriation of specific skills and abilities, which interfered with their school performance. Of course, the pandemic has been a dispositional factor in this situation, although not entirely decisive, since it is not a secret that many teachers continue to be subject to traditional teaching methods that are usually ineffective for training students.

It is important to note that one of the learning areas that has suffered sequels because of educational changes has been English language teaching. It has had repercussions, especially in Spanish-speaking countries, and, in the Ecuadorian context, it has become evident in recent years. This situation can be explained from a multifactorial perspective, taking as an example what was stated by (Peña, 2019), who ensures that there is a lack of linguistic skills in teachers,

and this results in students learning the language with the simplest failures, preserving grammar and pronunciation errors (p. 25).

In this sense, it is necessary to highlight that the students had deficiencies when learning English due to multiple situations. Among them, there is a lack of really effective teaching-learning strategies. It is necessary to mention the motivational factors and the general status of the educational system because of the crisis that the COVID-19 global pandemic provoked. In addition to the prevailing need for innovation, since, day by day, the student population demands modifications in the teaching strategies implemented by teachers, especially in the area of English, which for some of the students can be complex.

For this reason, the present study intended to provide the necessary tools that lead the teachers to improve English proficiency, focusing on comprehension through listening, which will progressively bring them closer to the production and acquisition of the different skills necessary for the mastery of the language.

In this regard, it is necessary to note that by achieving a better understanding of what the students hear, it will be possible to develop skills that allow students to know the correct way to use the grammar and structure of the language. Consequently, to improve the simplest English elements, the learner should start with listening. The principal purpose of the current study was to assess how instruction through the flipped classroom strategy could increase listening comprehension outside the classroom (at home). The incorporation of technology in addition to adjusting to the interests of young students, allows significant learning through the participation and guidance of the teacher as a facilitator of the different strategies, allowing students to be participants and directly responsible for their performance.

1.2. Description of the Problem

Due to the cessation of face-to-face school activities because of the COVID-19 pandemic, new challenges arose for teachers due to the changes generated in the Ecuadorian Educational System during the confinement problem. Most of the students were susceptible to a wide range of issues within their homes, where they had to adapt to a new reality for which neither teachers nor students didn´t have preparation. This situation led to the need to apply innovative strategies to protect and ensure access to education. In addition, it required teachers to be open, empathetic, and generate assertive dynamics so that the instruction process could take place effectively, accompanying the students in the socio-affective behavior derived from the situations described.

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It is necessary to highlight that, as in the rest of the Latin American nations, in March 2020, the Ecuadorian educational authorities ordered confinement to ensure the comprehensive protection of students and their families. Therefore, the implementation of virtual or online classes became an alternative that, through the different means and techniques available resources made it possible to teach all the topics in all subjects to the students. It Included English as an indispensable area and a crucial component in the formation of linguistic options, both at an individual and institutional level.

In this sense, it is vital to keep in mind that language learning is a social activity in which the student's interaction with his peers and the intervention of the teacher are fundamental elements to registering the information of all the components of the language into the cognitive repertoire of the trainees (Mancera, 2021) explains in this regard that the subjects related to the development of communication skills aimed at developing the four language skills, which are: speaking, writing, reading, and listening, and, even when they are processes that derive from each other and are connected, the focus of this present study listening, which occurs when the listener, that is, the receiver actively and constructively receives messages orally to later interpret it. It is necessary to highlight that the absence of listening skills in learning the English language can have significant consequences as poor performance in understanding what the interlocutor wants to convey. Therefore, this has crucial repercussions on learning English. Concerning these interpretations constructions, (Mancera, 2021) considered that as a principle context or linguistic environment.

Based on the aforesaid, students must promote listening skills that will allow them to understand the message and place it in the context that was transmitted. It has been one of the most difficult aspects of learning English. So, to develop the strategies focused on this aspect, it is necessary and urgent that teachers and students adjust to new commitments and even overcome some weaknesses in the processes involved in learning and using the language because of the absence of direct and individual attention in the educational institution.

Now, the central idea of the study was oriented to the use of the Flipped Classroom or Inverted Classroom method as an innovative didactic strategy, specifically in the Natalia Jarrín high school during the period 2020 - 2021, to strengthen the teaching and learning of the English language and improve listening comprehension. This model is stated by Flipped Classroom, the Keys of a Crashing Methodology, 2020. As a teaching strategy: "It is based on a cognitive foundation related to the learning cycles of Bloom's Taxonomy" p.385). In this methodology, they carry out the cognitive processes as opposed to the traditional methodology since the student works outside the school (at home) during the first phases of the learning

process. In this way, remembering and understanding are the protagonists of the complex mechanisms of this modality. Thus, progressively, the class dynamics have two phases, one at home and the other in class, with the support of the facilitator and the group, working on the most complex, which are to apply, analyze, evaluate and create (Flipped Classroom, las claves de una metodología rompedora, 2020).

It is necessary to note that, in educational pedagogy, the phrase "inverted classroom" is not new. However, the context developed in the ongoing research has been little used. It is necessary to mention that this research applied the Flipped Classroom as a strategy for teaching and learning using Bloom's taxonomy in an inverted manner.

In this case, students complete the memorization and basic levels of cognitive work involved in learning English outside the classroom, that is, at home, while concentrating on listening activities. Finally, there is room for analysis, evaluation, and the creation of the highest levels of cognition in class. The intention is to increase skills in learning English for better mastery, emphasizing the development of listening, which is essential to achieve significant improvements in language proficiency. It is necessary due to the need for a creative approach and dynamic and innovative students during the confinement stage due to COVID-19.

It is essential to note that the Flipped Classroom application was carried out through the Microsoft Teams platform. It is a practical collaboration tool designed to optimize communication and cooperation between work teams through individual and group chats, videoconferences, team conversations, shared content and support material, and access to task management, among other functions (Softeng, 2021). This tool allowed synchronous connection to work sessions and asynchronous access to information and class material by students and the facilitator.

In the particular context of the present study is developed, the current problems of the students of the Natalia Jarrín high school were due to the lack of institutional or teaching resources, such as technological tools, adequate infrastructure, and resources provided by the federal government. On the other hand, secondary school teachers and management teams must consider the elements that contribute to these challenges to create instructional strategies that stand out within the educational process of schoolchildren (Touron, 2021).

If this assumption is transferred to the current reality in the educational institution, the challenges are more considerable. It is due to the multiple changes that originated during the general quarantine stage of COVID-19 and the weaknesses that occur at the level of learning expected in the students in different areas of knowledge, especially in English.

In light of the different studies executed, the need to generate and apply innovative strategies based on emerging technologies that lead to learning and mastering English as a universally used foreign language which contributes to optimizing performance becomes evident in the area. Profile students as competitive people within society, highly demanding communication and technological skills are more likely to obtain a job and academic opportunities.

In addition, it is crucial to highlight that according to the English Proficiency Index (EPI), in its 2020 edition, Ecuador represents one of the countries with the lowest index in English proficiency. The country's participants barely manage to provide basic personal information such as name, age, place of birth, comprehension of information related to vital signs, and specific directions to foreign people who speak the language. In this sense, several of the educators consulted point out that Ecuador's position so low compared to other countries is a reflection of the problems that its inhabitants have in learning English, for which they recommend promoting and applying more effective methods in the four basic skills necessary for the learning it: speaking, listening, writing and reading (El Universo, 2020).

For this reason, the didactic strategy devised implementation in the Flipped Classroom or Inverted Classroom model means a prime advance in the didactics of the language, mediated by technology. The strategy implementation seeks to optimize the listening comprehension of the students in Natalia Jarrín High School during 2020-2021. It is important to note that, when working under the flipped classroom modality, the students assume responsibility for their training process, with the classroom and the facilitator being elements to reinforce the content and knowledge acquired.

1.3. Research Questions

Although there are other ways to increase listening comprehension, many of these demands of a face-to-face classroom are currently problematic, so it is necessary to establish alternative strategies that contribute to the English language component learning improvement. As a result of the theoretical review and observation of the contextual reality, this study aimed to address the following query:

How can the didactic strategy devised in the Flipped Classroom model based on Bloom's taxonomy applied under the Microsoft Teams platform strengthen the teaching and learning English language process and improve the listening comprehension of the students of the Natalia Jarrín High School during the 2020-2021 academic year?

Based on the general question raised, specific questions arise that will be answered throughout this study:

1.   What characteristics should be considered in the development and implementation of the didactic strategy devised in the Flipped Classroom model based on Bloom's taxonomy that strengthens the teaching and learning process of the English language to improve the listening comprehension of the students of Natalia Jarrín High School during the 2020-2021 academic year?

2. Which teachers and students will participate in the implementation of the didactic strategy devised in the Flipped Classroom model based on Bloom's taxonomy, which will strengthen the teaching and learning process of the English language, to improve the listening comprehension of the students of Natalia Jarrín High school during the 2020-2021 academic year?

3. How would the development of the didactic strategy devised in the Flipped Classroom model based on Bloom's Taxonomy be implemented to strengthen the teaching and learning process of the English language, to improve the listening comprehension of the students of the last year of Natalia Jarrin High School during the 2020-2021 academic year?

4. How can the didactic strategy with the participation of the teacher and several students in the Flipped Classroom model based on Bloom's taxonomy under the Microsoft Teams platform strengthen the teaching and learning process of the English language, improve the listening comprehension of Natalia Jarrín High School students during the 2020-2021 academic year?

5. What benefits can be derived from the didactic strategy devised in the Flipped Classroom model application based on Bloom's taxonomy applied under the Microsoft Teams platform that strengthens the teaching and learning process of the English language to improve listening comprehension of the students?

To answer the questions raised for this study, five specific objectives were proposed with which the established questions will be answered.

1.4. Research

1.4.1. Objectives General Objective

To evaluate the efficiency of the didactic strategy devised use in the Flipped classroom model based on Bloom's taxonomy applied under the Microsoft Teams platform that strengthens the teaching and learning process of the English language to improve the listening

comprehension of the students of the Natalia Jarrín High School during the 2020-2021 academic year.

1.4.2. Specific Objectives: To

1. Characterize the implementation of the didactic strategy devised in the Flipped Classroom model based on Bloom's taxonomy that strengthens the teaching and learning process of the English language to improve the listening comprehension of the students of the Natalia Jarrín High School during 2020-2021.

2. Design the implementation of the didactic strategy devised in the Flipped Classroom model based on Bloom's taxonomy that strengthens the teaching and learning process of the English language to improve the students listening comprehension of the Natalia Jarrín High School during 2020- 2021.

3. Develop a didactic strategy devised in the Flipped Classroom model based on Bloom's taxonomy that strengthens the teaching and learning process of the English language to improve the students listening comprehension in the last year of Natalia Jarrín High School during 2020- 2021.

4. Promote the implementation of the didactic strategy in the Flipped Classroom model based on Bloom's taxonomy that strengthens the teaching and learning process of the English language to improve the listening comprehension of the students of Natalia Jarrín High School during the 2020-2021 academic year.

5. Evaluate the efficiency of the usage of the didactic strategy devised in the Flipped Classroom model based on Bloom's taxonomy that strengthens the teaching and learning process of the English language to improve students' listening comprehension.

1.5. Justification

After the global emergency decree due to the appearance of the Coronavirus pandemic to protect the health of educational institutions, schools began to carry out their activities remotely. By this, the virtual modality guaranteed the continuity of the training processes wherein each region, according to its specific characteristics and sociocultural variables, adjusted it to its reality. With this, the student population received the necessary assistance for their training. However, this happened unexpectedly without prior preparation to assume virtual education as an alternative for teaching-learning.

However, in areas where students were used to receiving feedback from the facilitator or teacher to establish the necessary knowledge, such as in the case of English, the processes involved for optimal language learning were compromised.

Notably, the rapid advance of technological innovation, the world's fascination with the Internet, and the use of videos as computer-oriented communication have made them popular with language learners and instructors globally. Though educational institutions, especially all in Latin America, are still based on traditional teaching, where it is the teacher who facilitates and promotes the learning content in educative spaces

However, the COVID-19 epidemic and the paradigm shift towards student-centered learning methodologies brought virtual education to Ecuador and other Latin American countries. Ecuadorian instructors and students learned about Internet access, technological equipment in homes and classrooms, teacher preparation, digital skills, and other topics due to the global situation derived from COVID-19, where extraordinary advances in connectivity and digitalization could be demonstrated in recent years.

It is necessary to highlight that of the numerous existing languages, English is the most widely used worldwide, followed by Mandarin and Spanish (Peña, 2019). It is then that the need for Ecuadorian students during their training process to develop skills in the English language is understood to overcome the gap that exists compared to other countries on the continent.

The poor command of the English language limits access to the highly competitive labor field, as well as access to updated bibliographic material, which, for the most part, is in this language. Even when there is a way to translate it online, contextualizing and fully understanding the information is only achieved if the learners have an adequate command of the language in general. In this sense, English constitutes, without any doubt, an indispensable tool. Therefore, learning becomes necessary for any individual, which makes him more competitive and places him at the forefront of the various advances in the technological and scientific fields.

In this order of ideas, the Flipped Classroom is part of a comprehensive approach that, when it is appropriately applied, supports all the phases involved in learning according to Bloom's taxonomy. It allows acquiring skills of greater complexity in the educational space and develops basic skills at home (Ramírez, 2022). It is important to note that, under this strategy, students assume their learning process as protagonists. The students can develop less complex issues such as remembering and understanding without the facilitator. Other skills,

such as applying, analyzing, evaluating, and creating, are carried out under the teacher's guidance with group participation.

In this sense, the teacher modifies the classroom by assigning tasks and watching videos of lectures before class. The facilitator can also use tutorials or explanations recorded or suggested by him. Because it is a form of blended learning with an appropriate methodology, the Flipped Methodology encourages online and face-to-face teaching. It motivated the use of the lockdown to allow teachers to implement a new teaching strategy known as Flipped Classroom. This program lets teachers use active learning techniques in the classroom while still covering the necessary topic and avoiding conventional classroom problems. This trend emphasizes the constructive contributions of students to the learning process; instead of acting as passive receivers, they should be more responsible, as explained in previous lines.

For this study, the Flipped Classroom strategy was carried out through the Microsoft Teams platform, which allowed the development of a dynamic learning process aimed at improving, among other issues, the listening comprehension of the students of the last year at Natalia Jarrin High School during the 2020–2021 academic year. The primary listening comprehension idea states that it is possible to improve vocabulary in English since the learner can understand the meaning of unknown words, which often interferes with fluid communication. It leads to a better command of the language. In addition, developing listening leads to recognizing new grammatical structures that can be incorporated into the inventory of students' communication skills.

With all the ideas previously exposed, the development of this study is justified because it provides educational-level knowledge about the use of a strategy in many unknown cases. At the Natalia Jarrín Secondary School, it was possible to develop self-reflection, active participation, and interaction through technology. It was also possible to promote its operational use during the confinement period, setting a precedent for its consequent implementation in other areas of knowledge.

The above ideas exemplified a change in teaching strategy in which students learned new content for the first time outside the classroom, at home. They used technological tools that led them to acquire and fix significant learning in their cognitive repertoire, in higher levels of self-regulation committed to a higher order. In addition, there are learning activities that include problem-solving, case-based scenarios, and simulations that apply knowledge while receiving assistance from more experienced peers and co-workers, thus fostering teamwork, solidarity, and coexistence. In addition, it made it possible to publicize the Flipped Classroom

strategy within the educational institution and the advantages of its application as a pedagogical tool.

Likewise, with this research, one of the most significant contributions to the public education system in English as a Foreign Language will be to provide students with the opportunity to develop or acquire various cognitive skills like remembering or understanding. In addition, social networking tools such as Facebook, WhatsApp, Myspace, Twitter, and Microsoft Teams can be great resources for learners to develop their skills in this scenario. Students who missed class for different reasons, such as this health emergencies, illness, travel, or other reasons, can access the same materials and information. All these allowed users to connect, communicate and interact with each other by publishing, sharing, or co-producing data. In addition, it permits teachers to recover lessons lost in the past and allows students to develop higher-order skills (such as assessing, creating, and others) in the classroom.

At a theoretical level, it provides up-to-date and pertinent information related to the research variables, leaving open the possibility of formulating theories and hypotheses for future research. In addition, it serves as a background to support subsequent studies. Concerning methodological relevance, it is a model regarding the application of the scientific research method. Besides, it allows the generalization of the conclusions obtained to other contexts, considering that teaching English, mediated by technology, is more used every day inside and outside educational institutions. In addition, it is an area of study that mainstreams the Educational System in general.

In the same way, it contributes to the country's social development since it encourages the learning of a universally used foreign language whose handling increases the possibilities of the development of people, which, in terms of quantity, indirectly contributes to the development of society. Learners can improve their economic, social, and cultural growth if they prosper in their appropriate English command. In short, the present study provided and will provide significant benefits in multiple aspects, which makes it pertinent and necessary.

CHAPTER II

2. THEORETICAL FRAMEWORK

The theoretical and conceptual framework bases of this research served as a means to organize the foundations of this project. It accurately describes the conceptual foundations, which focused on the lack of knowledge that stood out in the students related to the development of listening skills. It is indisputable that information and communication technology are present in the educational system, given that they provide a variety of digital applications for use in the classroom. This use, however, is mainly based on the instructional tactics used in the classroom´s available resources, and the level of instruction

It is hard to innovate with technological tools, so it is indispensable to match educational strategies with the objectives of each topic. According to this, it is necessary to know the origin of these strategies and methods currently implemented in many classrooms globally. The firm purpose is to facilitate the teaching-learning between students and teachers. Finally, the fact that the curriculum does not use components of the Common European Framework of Reference for Languages (CEFR) to define English levels is some of the problems that may be present, affecting their learning development ((Niola & Tigrero, 2022).

The Flipped Classroom teaching methodology pioneers were two teachers from Woodland Park in Colorado, U.S.A. In 2007, Jonathan Bergman and Aaron Sams were high school teachers who knew of students skipping class to attend sports competitions or other events. So, they decided to record their chemistry class using videos uploaded to the YouTube platform and a screen capture software that they used later. Students could download unfamiliar academic material and view it at home whenever needed and wanted. The students benefited from a better understanding of the content using the recordings, but Bergmann and Sams also found that other students were also watching them.

In this regard, Bergmann and Sams argue that the flipped classroom or flipped learning is a pedagogical approach where direct learning begins with the material previously studied by students in a group. It is applied individually, transforming the environment into an interactive teaching area where the teacher is the one who guides the implementation of the context in an original way ((Hermida y otros, 2019)(p.445).

2.1. Research Background

Within the same order of ideas, the need arises to cite some research related to the different variables studied in this research that support the problem that constitutes it. Likewise, the authors (Hermida y otros, 2019) developed a research work in Veracruz, Mexico, entitled Contribution of Inverted Teaching in Learning the English Language in a Mixed High School. The main objective was to evaluate the contribution of the flipped classroom as a method of learning English. The methodology used in the research was quantitatively descriptive with a quasi-experimental design, and its variable was based on the academic performance of a group of students in the first semester of a public high school.

An interview with the teacher who worked with the subject was used as an instrument to collect data. The findings indicate a favorable attitude of 71% towards this strategy implementation. It allowed the researchers to reinforce the course topics and showed the positive acceptance of this teaching approach. It allowed the authors to conclude that the information provided in the virtual platform motivated the students since it allowed them to reinforce the theory through multimedia creation. The authors also emphasized that the teachers didn´t change their attitude because they were willing to use this didactic type. The study also showed that another reason was the time teachers dedicated to it outside the school.

Likewise, (Pacheco, 2021), in La Plata, Argentina, made a research work called Reverse Learning (AI), a method to promote self-learning strategies in obtaining English as a foreign language. Its fundamental purpose was to analyze the effects of this format on the student's ability to speak English as a second language. The study sample consisted of around 390 third-grade EFL students from the Institute of Languages and 45 instructors from the University of Cuenca. The methodology was an explanatory mixed-method research design. The procedure consisted of two parts, each lasting five months. The objective of the exploratory phase of phase one was to collect data on teaching and learning formats individually. Driving and realizing the AI model was part of phase two. The study findings showed that learning is primarily introspective and active while teaching focuses on the student concerning the class.

The findings demonstrated an average improvement in listening and reading comprehension, speaking production, and written and speaking performance of 16, 14, 12, and 9%, respectively. The use of the AI model to improve foreign language skills and abilities is generally viewed favorably by instructors and students. The author concluded that the development of higher-order skills must be synchronous because they need the help of an instructor, while receptive skills must evolve easier through self-study.

Finally, the author (Risueño & Ulvio, Aprendizaje invertido (Flipped Learning) en el fortalecimiento de la comprensión lectora del idioma inglés en estudiantes de 4to Año de Educación General Básica de la Unidad Educativa "Alexander Von Humboldt", periodo 2019, 2021). The study's main objective was to determine the relationship between the reverse learning model and the understanding of reading in that institution. The researcher used a checklist for the students and a questionnaire for instructors to collect information for the project. The author based his work on field research and a bibliographic review. The results evidenced errors in the student's ability to understand English reading. The author examined the flipped learning scheme critically and deliberately to determine a solution to the mistakes and to get the student to work independently and be the one who discovered knowledge through the use of different communication media and ICT.

The author concluded that teaching direction belongs to the student's criteria. So, they must assume learning as a self-assessment. The Flipped Learning method is ideal for teaching and learning procedures since the student is responsible for collecting the data and identifying the number of times necessary to read a text in English to understand it.

The author (Ruiz, Aula invertida para la comprensión y expresión oral del inglés en estudiantes del sexto ciclo- Instituto Superior Pedagógico Público Bambamarca, 2021) elaborated a study named ¨Inverted Classroom for the comprehension and Expression Oral English in Students of the 6th Cycle of the Higher Institute of Pedagogy Bambamarca¨. The main objective was to propose a didactic unit using the inverted class technique to help the students of the sixth cycle of the aforementioned higher institute how to express themselves and understand the English language. The population consisted of 87 students from the sixth cycle of initial teacher training, and the study was descriptive, with a non-experimental cross-sectional design. He used a questionnaire to collect the information verified by construct in the opinion of experts.

The 96.5% of VI students reported using the flipped classroom style regularly during the first cycle of teacher training. The data was counted using Excel and the statistical application SPSS V26 and presented through interpretive tables, which reported that almost 99% of the students have an intermediate level of oral expression and understanding of the English language.

The author concluded that the development of the didactic format of the flipped classroom method to help the understanding and oral expression of English is suitable to be implemented for students, given that they have shown difficulty in learning the language. The

development of this method through various virtual instruments provided elements that contributed to achieving English language learning in students with teacher support.

Similarly, the authors (Jaramillo & Caceres, 2021) carried out a study in Cartagena - Colombia, entitled ¨Improving the Ability to Listen to English through an ICT-Mediated Didactic Strategy Listening-Inverted Classroom, in the 2nd-grade students of the Santa Fe de Montería-Córdoba Educational Unit¨. The general objective of that research was to design and use pedagogical-technological materials that help the teacher improves the student's ability to understand what they hear in the English language.

These materials include audio classes, video classes, and didactic guides that are part of a teaching strategy. The Pedagogical Action Research (PAR) methodology bases applied in the area of qualitative research, and it produced a didactic approach mediated by ICTs with adaptation to the Flipped Classroom format. Its realization began with a study stage, using tools such as field diaries, surveys, comprehension tests, and data triangulation. They also used a design stage during the teaching environment to be covered and the digital tools used. An implementation stage, using technology resources, and finally, a collation stage, based on field diaries, surveys, and the teacher's final knowledge test, triangulating the results. In essence, the research result found a beneficial effect on teaching guiding principles of flipped classroom design. The author was able to conclude that this technique, the written content, and the permanent exercise of listening had resulted in the improvement of these skills and promoted self-learning.

(Mancera, 2021) carried out a work entitled Linguistic Skills Related to Speaking and Listening from a Communicative Didactic Projection¨ in the Pedro Romero Ethno-educational Institution in Cartagena, Colombia. Its purpose was to provide different elements of a theoretical nature to support the pedagogical teaching of linguistic skills. That is to relate to speaking and listening from a communicative projection. It had an interpretative scope while using the hermeneutical method of a documentary nature. They made a meticulous selection and analyzed and interpreted diverse bibliographic information related to the subject.

The results evidenced that the language spoken at school is the basis for other linguistic skills acquisition. So, it is necessary to consolidate it because it constitutes the pillar for appropriate reading and writing skills management. In addition, the results showed that "learning to speak and listen competently represents the way to learn to live and respect differences" (Mancera, 2021)(p.379). These contributions are essential in this study. They strengthen the approach and description of the research problem following the validity and relevance of their contributions to the subject under investigation.

Similarly, (Ramírez, 2022) developed a study entitled Virtual Inverted Classroom as a Method of Teaching French for the Acquisition of Communicative Skills¨. In this study, the author applied the Virtual Inverted Classroom method to provide teachers and students with teaching techniques and learning methods to consolidate communicative skills in French as a foreign language in virtual environments. For this, he applied tests and surveys to collect information. Then he analyzed the data obtained through statistical techniques using the Likert scale to demonstrate that the students showed a marked interest in learning the French language. It demonstrated the need to apply the Flipped Classroom method for teaching French. This study provides updated information about the use of this strategy and the relevance of its application in different contexts for learning other languages.

Likewise, (Sacapuca, 2022) presented an investigation entitled Gamification or Fun Learning Applied to Virtual Learning and its Impact on the Academic Performance of the English Language, with the aim of corroborating whether gamification in E-learning or virtual education affects the optimization of the academic performance of the students. This study belongs to the type of experimental research. Third-year students from the Faculty of Education of the National University of San Agustín in Arequipa represented the sample. The researcher applied a pre-test before using the gamification strategies through Kahoot, Quizizz, Baaboozle, Blocket, and Quizlet. After that, he proceeded to apply the post-test.

After applying the pre-test, it was possible to detect a majority number represented a significantly minimum level concerning listening comprehension, reading comprehension, interaction, and oral and written expression. Among the conclusions, the author found that the application of the tools contained various utilities and functions that can optimize the students' academic skills. Despite this, the lack of knowledge of these tools limits their benefit and effectiveness. These results showed that learning acquisition under traditional teaching strategies did not provide favorable results.

2.2. Constructivist Theory

It is a theory of learning and knowledge related to different fields like science, psychology, and philosophy. Learners' experiences are fundamental in the constructivist era because knowledge is nothing but life itself. Teaching and learning procedures are related to the real practical world. In that sense, nothing abstract is independent of the learner. Based on the constructivist approach, there is a lasting impact on attitudes. This theory uses genuine student-centered activities to apply cognitive and practical tools for student growth.

To provide educational materials and activities to develop concepts that will initially be considered incorrect but later become crucial to obtaining a proper final solution. This theory is based on the child's independent construction of knowledge, beginning with their prior knowledge regarding available resources (enjoyable and fascinating), followed by manipulation and experimentation that lead to knowledge development. The classroom environment deals with activities and practices of students' interests to investigate relationships and other phenomena of scenario generation and creativity (Jaramillo & Caceres, 2021)(p. 40).

2.2.1. Approaches based on the Constructivist Theory

2.2.1.1. Constructivism

It is a learning strategy based on constructivist philosophies. Jean Piaget introduced Constructionism. According to this theory, the person is involved intentionally in the creation of a project or invention of a product, and the educational high-level area reasoning skills are fostered as a response to difficulties and critical reasoning (Pacheco, 2021)(p. 9).

2.2.1.2. Connectivism

It is another highly relevant epistemic position. It specifies as a starting point the notion that the Internet is a path that leads to knowledge, taking into account obtaining information through virtual teaching environments and the digital medium where human is immersed. It also considers how learning can occur in many circumstances outside the classroom and its application. It is important to note that it facilitates the perception of new sensory experiences (auditory and visual) that support the absorption of information, particularly in the target audience, opening the door to learning from places mediated by technological instruments (Jaramillo & Caceres, 2021)(p. 40).

2.2.1.3. Project-Based Learning (PBL)

It refers to a task-focused approach to teaching and learning in which students engage in a cooperative negotiation process with the primary goal of producing a result. This approach encourages independent and self-directed learning within a work plan with goals and guidelines. Students take ownership of their education, identifying their preferences and

learning methods. They will also be able to participate in selecting the course contents and its evaluation.

This strategy begins with a trainer giving a series of well-crafted problems to small groups of students who then discuss prior knowledge and pose related questions. With the help of this structured educational strategy, students can build their understanding of the topics and acquire self-directed active and group learning skills in an academic setting. The plan involves all students in efforts with a projected goal in the future and a high possibility of achievement. (Coronel y otros, 2021)(p. 88).

2.3. Flipped Classroom

Teachers can use different techniques in the classroom through the different constructivist approaches of the flipped learning method. A clear example of this context occurred when high school chemistry teachers Jonathan Bergmann and Aaron Sams from Colorado devised a strategy that simplified the retransmission of lectures for absent students when they purchased software that allowed them to record lectures and post assignments online.

Absent students were allowed to catch up on activities they had missed. The in-person students primarily used this online material to review and reinforce what they had learned in class. Bergmann and Aaron Sams were surprised, allowing them to rethink radically how their students spent class time. The fundamental idea was to use interactive courses and films created by teachers that would quickly become popular before becoming more sophisticated to invest in the traditional teaching method (Hermida y otros, 2019)(p. 445).

The analyst Salman Khan began to teach his cousin online. He had many problems in math. He transmitted the lessons through YouTube's audiovisual platform. He launched the content without any payment from the beginning, and everyone with access to the internet could get access to them. He offered his service to train, assess and evaluate the students. With the help of this program, the diffusion notion through web media began to acquire strength. They began to call it ¨Inverted Classroom¨ (Zafra, 2020)(p. 28).

The Flipped Learning Network's goal is to provide teachers with the data, tools, and materials required to adopt these educational tools successfully. The context was recorded by FLN board members Aaron Sams, Jon Bergmann, Kristin Daniels, Brian Bennett, Helaine W. Marshall, and Kari M. Arfstrom, who are in charge of making decisions, with additional assistance from educators who apply this form of teaching and that they are already

experienced describes the four Pillars of F (Flexible Environment)- L (Learning Culture)- I (Intentional Content)- P (Professional Educator) (Risueño & Pozo, Aprendizaje invertido (Flipped Learning) en el fortalecimiento de la comprensión lectora del idioma inglés en estudiantes de 4to Año de Educación General Básica de la Unidad Educativa "Alexander Von Humboldt", periodo 2019, 2021) (p. 17).

Problem-solving, concept expansion and collaborative learning take place in the classroom. The flipped learning concept is often referred to as the "flipped classroom" and is a surrogate instructional strategy that departs from the conventional approach. First, the teacher provides a lecture instruction to focus on discussing teaching at the end. The students enter the classroom with a previous reading in search of application and practice, accompanied by continuous feedback.

The most distinctive aspect of the flipped classroom is that it encourages students to study the lesson material for educational purposes outside of class. It involves reading articles and social media-based materials such as paying attention to the liberating practices, the team's exposition, this practice, the high-level thinking activities, and the exhaustive learning of the lessons (Ruiz, Aula invertida para la comprensión y expresión oral del inglés en estudiantes del sexto ciclo- Instituto Superior Pedagógico Público Bambamarca, 2021) (p. 9).

2.3.1. Characteristics of the Flipped Classroom

The flipped model implies increasing the virtual contact required synchronously by the class. Students are in charge of their learning. Teachers are organizers, trainers, and monitors instead of just guides, and the students are dynamic and committed to learning opportunities within regular education. Apps and other technology tools make language learning more functional. As a result, students are now more involved with the teaching process inside and outside the classroom. For many children, language learning is now something they do every day.

In addition, a large amount of material is available thanks to flipped classrooms and the development of ICTs, which are information and communication technology tools. Various facilities and opportunities provide technological tools and language learning applications to further engage students in teaching inside and outside the classroom (Coronel y otros, 2021).

2.3.2. Reflective Practices in Language Learning Languages

Self-reflection has gained a field in recent years. It includes being attentive and related to the environment and increasing awareness or self-awareness. In other words, it helps students identify or become aware of gaps in their interlingual system, thus increasing their motivation to focus on closing these perceived gaps. When teaching listening comprehension, reflection helps students use their schema to investigate, understand, and make assumptions about the information they receive while listening. They will improve their ability to push themselves and provide meaning through commitment, tenacity, and self-assessment, particularly in the face of ambiguous circumstances or complex input. Besides, they will attempt to put their skills to greater use and develop new methods to aid study. Self-reflection implies treating listening from the perspective of the learning process. This position deals with the ideas used before, during, and after the learning activities.

The aim is to find students' benefits while performing the cognitive process of constructed knowledge. The self-reflection technique involves activities that indirectly induce students to notice each other's performance. Techniques such as checklists and grading, repetition of tasks, and student journals are more essential models that can be applied. This process is carried out before, during, and after the group listening tasks. It can be done through audio-visual platforms like YouTube, BBC Learning English videos, and audio material from The British Council Listen and Watch. Other listening materials and additional Platforms for the new information age, like podcast sessions and Spotify, can also be put in practice. (Pacheco, 2021) (p. 12).

2.3.3. Role of Teachers and Students in the Flipped Classroom

In The Flipped Classroom paradigm, teachers and students get together to explore concepts and interpret course material. Teachers serve as coaches, mentors, and guides. They offer helpful advice on how to put what they have learned online into practice and encourage students to work independently or in groups. Students are responsible for their education, collecting information, analyzing it, and then practicing the critical thinking skills necessary to solve problems, thus helping to acquire the skills that today's learners need.

When students are in class, they apply what they have learned to new circumstances that often arise. Teachers help students create goals and encourage them to think creatively with material collected outside the classroom. As a result, the purpose of Flipped Learning is to put students first and personalize instruction according to the student's needs and field of study. Teachers will promote the conversation and initiate the listening of the exponent

(Risueño & Pozo, Aprendizaje invertido (Flipped Learning) en el fortalecimiento de la comprensión lectora del idioma inglés en estudiantes de 4to Año de Educación General Básica de la Unidad Educativa "Alexander Von Humboldt", periodo 2019, 2021)(p. 23).

2.3.3.1.   Blended Learning Models

Rotation model: students participate in conferences in the classroom in person (face-to-face) and online for a particular subject. The model includes individual conversations, group projects, and guidance for the whole class. Teachers can also use a small group of students in the teaching and learning activity. They can use flipped learning as a subset of this category since it allows the two modalities described above to interact (Jaramillo & Caceres, 2021)**,** 2021).

2.3.3.1.1.   Flex Model:

Each class in the Flex model uses a combination of online instruction and in-person interaction. This technique differs from the rotation model in that each class alternates between online directions and face-to-face instruction, assessing the same students continue through their participation in the educational platform. (Jaramillo & Caceres, 2021).

2.3.3.1.2.   Combined virtual model:

In this model, the division of labor is between school and home. It is a teaching strategy that combines aspects of online and face-to-face learning. However, this definition goes beyond a simple implementation of new technologies in the classroom; it also implies using the opportunities provided by the Internet to provide each student with a more personalized learning environment that adapts to their requirements (Jaramillo & Caceres, 2021).

2.4. Standard Flipped

2.4.1. Classroom Debate-oriented flipped classroom

It is the usual flipped classroom methodology in which students review the recordings of debates and other analysis materials. It is relevant because the plan is to share a link for important information referring to the published material for every activity. The purpose in the classroom is to practice with the material previously developed at home and thus expand the

student's knowledge in various ways, such as through cooperative learning with the teacher. Discussions and interventions took place with future explored topics in the classroom. After taking into account the technical details, students can enhance the value of the dialogue because teachers deliver recordings of speeches, along with other films or reading materials related to the developed topic. (Rivera & García, 2018)

2.4.2. Demonstration based on flipped classroom

In this type of flipped classroom, precision is the most relevant feature. Teachers use it in areas like mathematics, science, and physic. Since they require careful instructions to deliver the content and screen recording devices. They can use the flipped classrooms based on programs that create instruction records for academic purposes without limits on the learning. That´s why students can watch the videos many times to understand the concepts before coming back to the classroom for the question expositions about the topics. (Rivera & García, 2018).

2.4.3. Flipped Classroom

This type of program is unique in that it focuses on young children. When teachers apply the flipped classroom at the elementary level, the goal is to replace academic assignments with instructional lecture videos and other resources. When students return to school classrooms, the teacher provides thoughtful guidance and support for younger students whose actual school work is incomplete. It could be helpful. Instead, in this flipped classroom structure, students watch videos in class while the teacher is prepared to move from student to student to provide the support each young child needs, allowing them to learn about things at their own pace (Rivera & García, 2018).

● **Group-Based Flipped Classroom:** This group-based model focuses on assembling learning so that after students have reviewed the handout, they cooperate on assignments throughout the class. Students learn by revealing and exposing their ideas to each other, which improves understanding since collaborative work fosters the dialect of constructed knowledge. (Rivera & García, 2018).

● **Virtual Inverted Classroom:** this approach suggests changing the actual procedures. It will give way to those that support learning in virtual environments. Before attending the classroom, the student is responsible for researching available resources asynchronously to gain a foundational understanding. Pupils will explore the topic in more detail to enable skill integration**.** (Rivera & García, 2018)**.**

● **Change of roles 2.0 (rotating the teacher):** instead of the teacher serving as a point of convergence for delivering the information, flipped classrooms usually place students at the center of the learning process. Rotating the educator is the definition of role reversal, with the advantage of creating a repository of references that can be used in later classes. Blended learning involves real experimentation and customization according to the requirements and prior knowledge of the student. (Rivera & García, 2018).

2.5. Self-regulated Learning Skills Language

Proficiency and Self-regulated learning are significantly correlated. Instead, in this flipped learning method, students watch videos in a class of a subject of study, which allows them to learn at their own pace. The teacher is ready to go from student to student to offer whatever support each young student needs.

The development stage offers students a variety of attainable opportunities. It motivates them to experience successful communication in the English language within a safe learning environment, and the self-regulation stage is where teachers guide students in their present and future goals, self-monitor, and reflect on their learning abilities. The preparation stage needs teachers to focus on motivating students to promote intrinsic motivation. Students' ability to prepare to listen and assess their understanding while listening and discuss how to improve it afterward are examples of self-regulation. (Hermida y otros, 2019)

2.5.1. Higher Order Thinking Skills (HOTS)

There are six levels in Bloom's taxonomy. It is a framework for teaching and learning used frequently to assess the effectiveness of instruction: recall, understand, apply, analyze, evaluate and produce. The flipped classroom method addresses Higher Order Thinking Skills (HOTS) and Lower Order Thinking Skills (LOTS). By watching videos, visiting websites linked to their courses, and listening to the audio, students should practice learning,

remembering, and applying the material. Teachers also help students analyze, evaluate, and create the knowledge assigned to them. For new-age students who grew up with technology, HOTS skills are more suitable. (Hermida y otros, 2019).

2.6. Listening

Just as people express themselves when speaking, listening is a passive activity in which the ears serve as receivers that take information to record the message. Listening involves paying close attention to specific sounds to get information. A listening task in an English class usually embraces paying attention to and accurately understanding what others (such as the teacher, other students, or recorded materials) are saying. Therefore, it is the ability for attention and competent interpretation of what others say.

To be able to listen means that students can participate in the process the speaker has done so as result of the listening process. They can then "say" or pass on what they have learned correctly and appropriately. In other words, the students can differentiate between the information in the listening exercise in the English class. These exercises mainly include listening carefully and accurately understanding what others say (Jaramillo & Caceres, 2021) (p. 62).

2.6.1. Listening Comprehension

Understanding while listening means a real-time interaction with an oral speech expressed in meaning construction. The term "listening" in the current study refers to an interactive-cognitive process. It relies on the skills of upper- and lower-intermediate EFL speakers to understand the general meaning conveyed in the audio. The learners locate details or facts, infer new terms, and predict results (Ruiz, Aula invertida para la comprensión y expresión oral del inglés en estudiantes del sexto ciclo- Instituto Superior Pedagógico Público Bambamarca, 2021)(p. 17).

2.6.2. Listening Comprehension Understanding Problems

Understanding the information and identifying the emotions and goals behind the words are part of listening. Learners can achieve it only by actively participating in genuine practices. The four fundamental characteristics of the listening comprehension process that listening

researchers specified to account for a complicated listening process are: receptive, constructive, collaborative, and transformational. For listeners who are language learners, thinking of listening as a process or skill might create some problems.

The perception phase revealed five problems: word recognition, copying at the speed of the audio while creating meaning, fragmenting speech sequences, missing the beginning of the audio and distractions, leaving three obstacles in the analysis process: quickly forgetting what they heard, visualize what they heard, and recall poor input components. There were two problems during the listening process: understanding difficulties with the basic idea of the audio and understanding the word level. As a result, the teacher needs a new "diagnostic" method to teach listening (Cova, 2020)(p. 44).

2.6.3. Listening Comprehension Skills

Several academic authors have proposed various listening comprehension skills taxonomies. Because it requires more attention, some authors have divided listening into two categories: literal and inferential. It doesn´t exist a unique listening skill taxonomy for all linguistic competencies. (Jaramillo & Caceres, 2021)(p. 63).

2.7. Listening Strategies

Cognitive, metacognitive, social, and affective listening methods are some examples. This knowledge is a consequence of academic discussion and the study of listening practice and education. (Jaramillo & Caceres, 2021).

2.7.1. Cognitive strategies

They consist of behaviors and thought processes that students carry out consciously or unconsciously and help them to achieve a better understanding of the language, as well as to assimilate it into their memory, retrieve it and apply it later. This strategy type is born from the study of cognitive psychology since it is interested in how individuals perceive their environment, acquire knowledge from their experiences, and solve problems (Coronel y otros, 2021)

2.7.2. Metacognitive Strategies

These strategies help the subject with the ability to manage, supervise and evaluate the learning process. These techniques are similar to all learning styles and allow the students to monitor the processes that are external to them. They are combined to provide a unique type of knowledge on the part of the student known as "triple knowledge": regarding the learning problem, the learning techniques, and the learning topic. In short, understand what learning involves, how to learn better, and understand oneself, including traits, emotions, and aptitudes. (Coronel y otros, 2021).

2.7.3. Social and Affective Strategies Social

Interactions and individual emotions are critical components of learning. Social-affective strategies are the choices and actions students use to enhance the beneficial effects of social and personal elements within the learning process. The importance of these techniques relies on the fact that language interaction grows not only from cognitive processes but also from solid interaction links between them and the emotions and attitudes of the student. However, these techniques use students to reinforce language interaction. It strengthens beneficial effects on learning in terms of its social element. Socio-affective techniques can help students regulate their emotions, communicate with their classmates, and request their help (Ruiz, Aula invertida para la comprensión y expresión oral del inglés en estudiantes del sexto ciclo- Instituto Superior Pedagógico Público Bambamarca, 2021)

2.8. Application of the strategy

Jean Piaget introduced this thought as a learning strategy based on the constructivist approach. (Harel & Papert, 1991) In this stage, the person is intentionally involved in product creation, and higher-level thinking skills, such as problem-solving and critical thinking, are fostered in the educational area.

In this technique, the teacher explained to the group self-reflection activities that indirectly induce students to notice their performance of interpretation and comprehension of the foreign language. After the assignments, the researcher guides the students. They undergo various assessments to measure listening comprehension of the activity. The techniques are: checklists, qualifications, repetition of tasks, and student diaries are the essential models

applied by teachers. For the study, the researcher carried out demonstrations before executing the strategy. The process is done before, during, and after a group review of listening tasks via YouTube, BBC Learning English videos, audio material from The British Council Listen and Watch, and other listening materials (Chang, 2019) Additional platforms for the new information age of podcast sessions (Spotify for example) are the tools to use.

2.9. Microsoft Teams Platform

A unified communication platform called Microsoft Teams is an Office 365 chat-based workspace created to benefit teamwork and communication within organizations. It does this by enhancing the collaboration capabilities of the Office 365 cloud platform. This platform brings together various Microsoft products and services in one place. The development of collaborative projects between users is possible through Microsoft Teams. This feature is plausible due to all the tools designed for this purpose and accessible on a single platform.

Brian MacDonald, corporate vice president of Microsoft, is the team's current leader. The Teams platform was developed in an internal company hackathon and is part of the Microsoft business group. It began its development in 2016 for the business sector, although it now has more relevance in the education sector. It consists of a series of applications that, among other things, allow users to make voice and video calls, use chat, and record virtual classes. This platform is comprehensive for educational work, unlike others, since it incorporates a variety of functionalities that allow the teacher to carry out the teaching-learning process with the interaction of the student (Microsoft Teams, 2021)(p. 2).

CHAPTER III

3. METHODOLOGY

3.1. Description of the study area

This study was applied at the "Natalia Jarrín" High School, located in an urban area belonging to the Cayambe canton in Pichincha, Ecuador, during the 2020-2021 academic year.

3.2. Description of the study area

The researchers executed the study at the "Natalia Jarrín" High School, located in an urban area belonging to the Cayambe canton in Pichincha, Ecuador, during the 2020-2021 academic year. The school population is 82 high school seniors; most have been studying English for two years at this high school, aged between 16 and 18, and have three English teachers.

3.3. Research approach and type of research

3.3.1. Mixed research approach

This research is a pragmatic methodology used to integrate and corroborate the data and results obtained in greater depth through the techniques and instruments of information collection in this case. One of the features of this study is a type of diverse research. A pragmatic methodology focuses on the reflection students can give regarding the specific activities that English teachers assign them as a didactic strategy. In this way, the students can understand and reflexively expose the listening comprehension of some event that requires attention and mastery of the English language to make it possible to express what is understood. A mixed study becomes somewhat flexible because the researcher can quantify the data. He also can interpret the data obtained and analyzed qualitatively. (Hernández, 2014).

After organizing the two groups, one control and one experimental, the teacher proceeds to ask the related questions. He compares the answers of both groups to obtain the quantitative results of the listening comprehension of the participating students. In general, mixed investigations get accompanied by triangulation. It is a process where the data obtained is

compared with the established theory. After this, the researchers can argue between the results obtained with their analysis and those of other authors.

3.3.2. Exploratory type

One of the characteristics of this study is that the researcher can explore the knowledge and understanding that the students of the Control group and the experimental group have regarding the English language as a foreign language. Its name is due to the particular learning characteristics that the students have regarding the comprehensive acquisition of the foreign language. For this reason, an attempt is made to explore, probe, and discover the abilities of language acquisition and comprehension of the activities proposed for the progress of the frequent academic activities of third-year students, applying a strategy called inverted class. This strategy involves students and teachers to obtain the purpose aimed at listening, repeating words and searching. Consequently, they will be able to understand the proposed activities, to form more capable students with a high level of understanding (Hurtado, 2000).

3.3.3. Pretest and post level

Another feature of this research design is an excuse to organize two groups, simultaneously applying an evaluation. It is possible to observe the difference in the treatment because of the Inverted Class strategy. The group that attended this strategy should have a different rating than the control group to validate the scheme's effectiveness. Even when the groups took the same content through a different approach, a difference appeared according to the particular treatment taught in this case. The audios essentially represented the auditory strategy implemented. (Hurtado, 2000).

3.4. Population

The population is the name of the conglomerated elements the researcher can access to perform the analysis corresponding to the study. (Condori, 2020).

Table 1.

Population

Teaching	84
Students	1689
Administrative	6
Directors	3

Note: Author-developed table

3.5. Sample

There must be a set of individuals to apply the instruments to obtain data that lead to the solution of the problem under study. So, when the researchers cannot study the entire population, they must select a part of that total. This portion must have the same general characteristics as each other. (Condori, 2020)In this sense, the sample selected for the ongoing research is three English teachers and 82 students in the 2020-2021 academic year. The students are sixteen and eighteen years old. The sample will be two representative classes of two groups: experimental (42 students) who are from 3rd BGU, section "F" and traditional (40 students) who are from 3rd BGU, section "E". Both groups must be linguistically equivalent as determined by a placement test given by the research teacher. In addition, the teacher's class and the educators' interest in the flipped classroom methodology ensure the two groups.

Table 2.

Sample

Teachers	3
Control	40
Experimental group	42

Note: Author-developed table

3.6. Sampling type

There are three additional forms related to the selection of the sample corresponding to a given study which depend on the criteria established by the researcher. In this sense, to carry out the sampling, it is necessary to take a proportion of the population under study, to which the instruments for data collection can be applied or to carry out some kinds of test or experiment, and after analyzing that data, to later generalize the results. The present investigation used the intentional non-probabilistic sampling technique since not all the population subjects have the same probability of being chosen.

3.7. Criteria for inclusion and exclusion

3.7.1. Inclusion criteria

- They must be teachers who have graduated from the English area and have experience with at least 5 years of experience.
- Students who are interested in participating in the development of the research.
- Students who will draw your attention to the development of their English skills.
- Current 3rd-year students.

3.7.2. Exclusion criteria

- Teachers without qualifications or graduates in the area of English and with less experience 5 years of experience.
- Students who do not wish to participate in the development of the research.
- Students who have no interest in developing English foreign language skills.
- Students outside the 3rd year in progress.

3.8. Information collection technique and instrument

3.8.1. Validity and reliability of the instrument

Validation

The KMO and the Bartlet test established content validity. In this way, the instruments were processed item by item in the Spss VR 25 system for instrument validation in a clear and precise manner. Table 5 shows the results obtained from questionnaires validation on the efficiency of the use of the didactic strategy in the students of the Natalia Jarrín secondary

school during the 2020-2021 academic year stated its applicability since they did not show any observation.

Table 3.

*Validity of the instruments: Questionnaire on the efficiency of the use of the didactic strategy*

Tests		
Kaiser - Meyer - Olkin sample adequacy measure		0.608
Bartleet	Chi sphericity test - approximate square	39
	gl	40
	sig	0.000

Note: Author-developed table

Bartle test determined the validation calculated through the items of each questionnaire, showing a sign of less than 0.05 and a KMO <0.5, which makes the content of our questionnaire valid.

Imagen 1.

Validity of the instrument
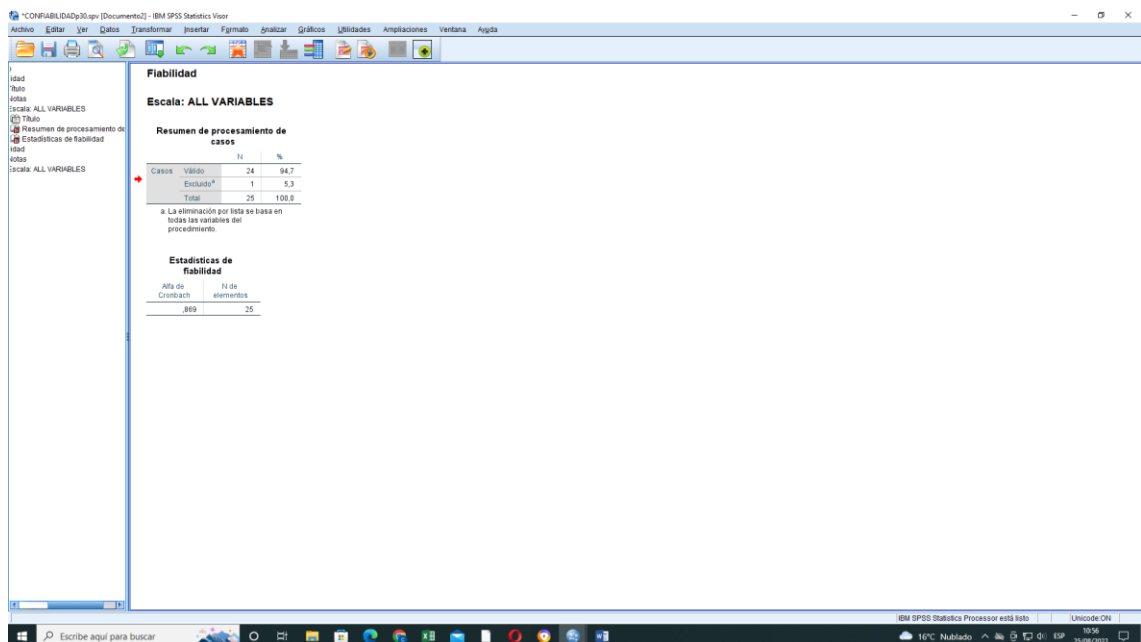
Note: The author created this graphic using SPSS.

Reliability

According to Ruiz (2002), reliability is "the degree to which an instrument produces consistent results".

Table 4.

Interpretation of the reliability coefficient

Ranges	Magnitude
0.81 to 1.00	Very High
0.61 to 0.80	High
0.41 to 0.60	Moderate
0.21 to 0.40	Low
0.01 to 0.20	Very low

Note: Author-developed table

Allows the analysis of the results of the cron bach alpha test for each variable under study and their respective volumes. the cron bach alpha coefficient determined reliability calculated from the results obtained after applying it to an experimental sample of 25 people similar to the research sample. the researchers used those tests to establish the qualification rule. they indicated that a coefficient greater than 0.75 is reliable. the following table shows the results obtained.

Table 5.

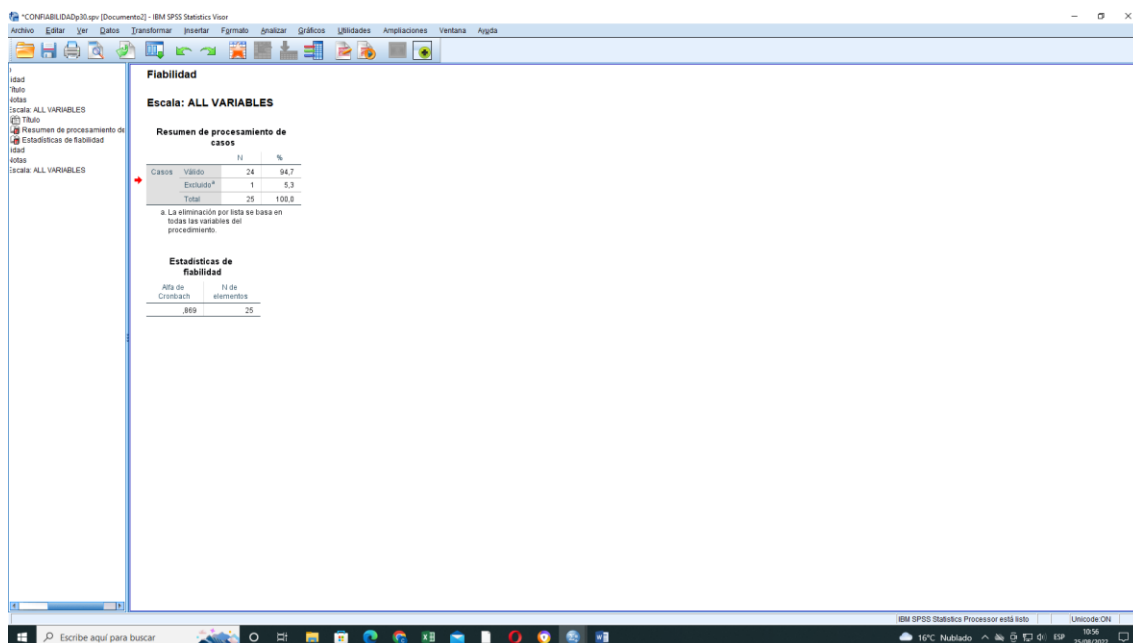*Reliability coefficient of the measurement scale*

Cronbach's Alpha		No. of items
Questionnaire for Efficiency	.869	25

Note: Author-developed table

According to the results, the reliability coefficients are .869. Because of this, it is concluded that these questionnaires have very high reliability.

Imagen 2.

Reliability of the instrument

Note: The author created this graphic using SPSS.

3.9. Procedure

Third-year students sequentially utilized the recognized tactics for improving and listening comprehension of the English language as a foreign language, and a poster was created. The flipped classroom process was used for the second evaluation, which included observation, the impact of the strategy on student learning, the involvement of teachers, a guide developed to strengthen the application of the strategy, and technology use through the Microsoft Teams platform. Following this evaluation, a descriptive analysis was conducted using tables and graphs to enable the quantitative results obtained to be interpreted.

3.10. Ethical considerations

According to the results, the reliability coefficients are .869. Because of this, it concluded that these questionnaires have very high reliability.

4. RESULTS AND DISCUSSION

This chapter presents the results that were generated from the data obtained after the instruments application (pre and post-test to the students and the survey to the teachers). The results analysis, according to Ramírez (2010), refers to "the theoretical, analytical and proportional description of the findings once the data collection tool has been used" (p. 74). In this line of thought, it is supposed that the data analysis, which results from data collection tools used with the social groups that handled the information, generates the study findings.

Next, once the information was collected, the data were tabulated and analyzed, presenting the distribution of frequencies and percentages through circular graphs and cubes so that, item by item, the absolute values and the proportional relationship could be seen. The quantitative analysis represents the distribution of frequencies in tables according to the relevance given in percentage figures. While this qualitative analysis focuses on the descriptive results, the key variables allow inferences to be conceived about the behavior. Its objective is to identify the cause of the differences and highlight their relationship.

H0: The Flipped Classroom strategies do not improve the listening comprehension of the final year students of the "Natalia Jarrín" High School during the 2020-2021 academic year.

H1: The Flipped Classroom strategies do improve the listening comprehension of the senior students of the "Natalia Jarrín" High School during the senior students of the 2020-2021 academic year.

Table 6.

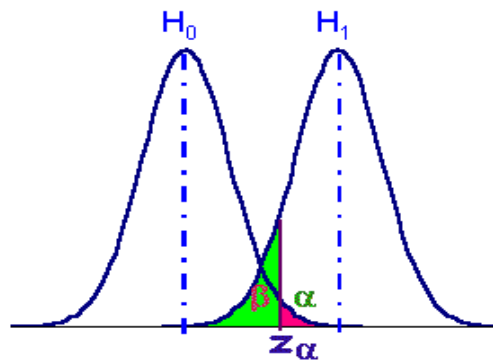*Spearman's Rho correlation coefficient between the variables Classroom strategies and listening comprehension.*

COEFFICIENT			STRATEGY	LISTENING
Spearman's Rho	Strategic	Listening Correlation coefficient	1.000	.885**
		Sig. (two faces).		.000
		north	42	42
	Strategic	Listening Correlation coefficient	.885**	1,000

	Sig. (two faces).	.000 N	
	42	42	Note

Note: The table is provided by the student.

Imagen 3.

The correlation is significant at the 0.01 level (bilateral).

Note:

(Montgomery, 2004) Experiment Design and Analysis https://www. academia.edu/9101936/Dise%C3%B1o_y_an%C3%A1lisis_de_experimentos_Douglas_C_ Montgomery.

Table 6 shows a considerable positive Spearman's Rho correlation between the variables under study (rho= 0.885) and significant (Sig=0.000<0.05), for which the null hypothesis was rejected, and the alternative hypothesis Ha was accepted. Flipped Classroom strategies improve listening comprehension for high school seniors during the 2020-2021 school year. In other words, the relationship obtained was direct and significant. These facts demonstrated that the higher the level of Flipped Classroom Strategies, the higher the level of listening comprehension of the final year students of the "Natalia Jarrín" High School during the academic year 2020-2021.

First, the pre-and post-test results are presented in Annex D to determine the scoring parameters that should be addressed throughout the project and proposal. On the other hand, T means that the students' results are provided below. Second, the test results are discussed to identify students' deficiencies in the administered test. A test was applied to both the control and experimental groups. But to establish the significance, an experimental group with significant analysis was mentioned.

Table 7.

Example of static

EXPERIMENTAL GROUP OF STATISTICS OF SAMPLE PARADA (PPar)		METRO	Group_F_Pre	DEVIATION	AVERAGE ERROR
Pair 1	n	6.756	42	1.1408	.1782
	Group_F_Pos	8.061	42	1.5256 .2383	Note

Note: The table exposes examples of statics.

Table 8.

Correlation Statics

POST-TEST RESULTS FOR THE ppar n CONTROL GROUP				CO RRELATIONS	GIS	.
Pair 1	Group_F_Pre and Group_F_Pos		42		0.310	0.048

Note: The table exposes the mapping static.

As can be seen in the previous tables, it follows from the significance that the samples maintain a growing correlation when applying the strategies; students show an improvement in their grades.

Table 9.

Static Experimental Group Example

POST-TEST RESULTS FOR PPAR CONTROL GROUP		METRO	Group_E_Pre	DEVIATION	AVERA GE ERROR
Par 1	n	6.688	40	1.1018	.1742
	Group_E_Post 7.425	40	1.1068	.1750	Note

Note: The table shows the sample of the statics experimental group.

Table 10.

correlation statics

post test results for the ppar control group n	correlations	gis	.
Pair 1 Group_E_Pre and Group_E_Post	.269	.093	40

Note: The table exposes the mapping static.

Table 11.

Contains the responses from the applied evaluation's fifth section.

	Grupo Control						Grupo experimental					
Pre Test	8	10	12	22	18	44%	20	20	23	23	25	52.85%
Post Test	25	19	28	30	34	68%	29	32	35	42	40	84.76%

Table 12.

Contains the questions and answers from the applied evaluation

	questions	answer
20	What date is Earth Day?	April 22
21	How did Earth Day start?	It started in 1970 as a result of a protest against the negative effects of industrial development.

22	Does Earth Day have the same theme every year?	No, every year Earth Day is centered around a specific theme, like ending plastic pollution or protecting wildlife.
23	What is the goal of Earth Day?	The goal of Earth Day is to raise awareness for the fragile condition of our planet and instill a love for our earth in all of us that live on it.
24	What can you do to participate in Earth Day?	Recycle the newspaper you just read. Bring your cloth bag to the supermarket and turn off the lights and water you are not using.

Note: Author-developed table

In this last question, it is demonstrated that even with incorrect responses, a large percentage of students from both the experimental and control groups correctly identified the correct answers, with the experimental group standing out for its increase from 68% to 84.76%.

This chapter shows the results of the efficiency evaluation while using the flipped classroom didactic strategy based on Bloom's taxonomy. The creation of this strategy searches for the improvement of the teaching-learning of the English language, aimed mainly to develop the listening comprehension skill of the Natalia Jarrin students during the 2020-2021 academy period. The study aimed at the students of the 3rd year, section F, the experimental group, and those from the 3rd year, section E, the control group. The researchers used the Microsoft Team platform to develop the process.

It is vital to highlight the various stages made to implement this strategy. First, the researchers considered the general project of the institution. Besides, they adapted the institution's foreign language planning to develop the study.

After that, the didactic strategy implementation design incorporated a guide for teachers who were going to participate. Some audios and the instruments that were going to be part of the strategy were planned. Finally, a post-test was applied as a tool to establish the efficiency of the process.

The instrument utilized in the study was the Cambridge Listening Sample Test (A2), the Module Two Assessment on page 14, and the Module Three Assessment on pages 14 and 30. This instrument became a researcher-made listening pretest and post-test to realize the

students' listening comprehension level. Also, it was designed based on the students' course and comprised of various test formats, including (T) true, (F) false, or (NM) no mention items, answering some questions according to students' critical thinking and multiple-choice items.

One of the objectives was to explain the general proficiency of the student level to the researcher. This test contained: The first part of 1 to 5 short multiple-choice listening items. There were in the second and third parts (T) true or (F) false, or (NM) no mention items. The audios belonged to Module 2, ¨My future profession¨, and Module 3, ¨The World Needs Me¨. They were from 6 to 15, the fourth part from 16 to 20. There were different audios and multiple-choice items, and the fifth part and the questions from 20 to 25 explored what a person might or might not know about Earth day news. It belonged to the module ¨The World Needs Me¨. After the treatment. They administered the exact version of the pretest as the post-test. They also changed the question order and alternatives to eliminate the probable recall of pretest answers. This test assessed the participants' listening comprehension after applying flipped classroom strategy.

First part

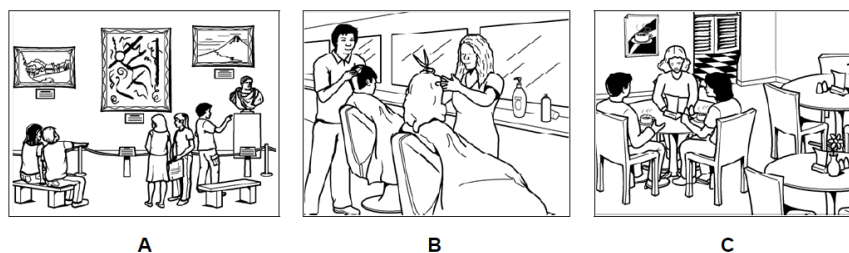**Graphic 1.**

Answer to question one, first part.

A   B   C
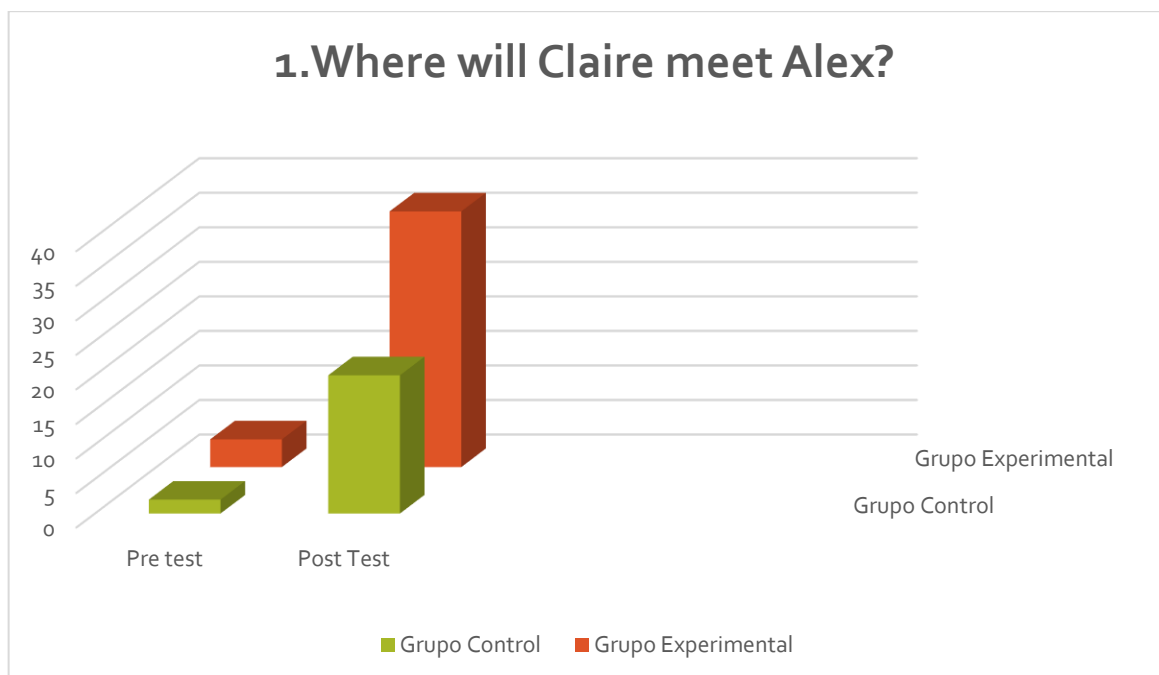
Table 13.

Answer to question 1

	Pre test		Post test
Grupo Control	Grupo experimental	Grupo Control	Grupo experimental
2	4	20	37

Note: Author-developed table

The correct answer was the letter A. According to this question, the observer can note that the students had poor language comprehension. This result evidenced the listening comprehension difference after applying traditional strategies to the ¨E¨ section. The application of the inverted classroom to the experimental group was positive.
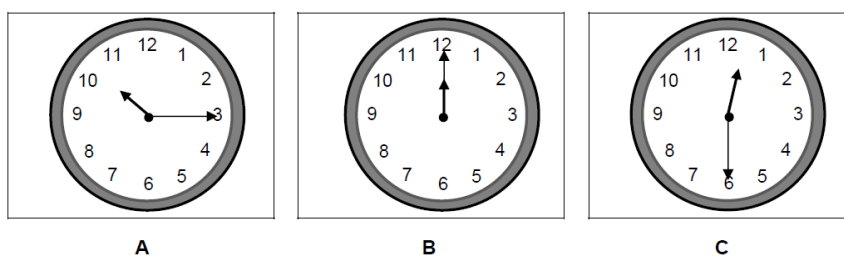
Graphic 2.

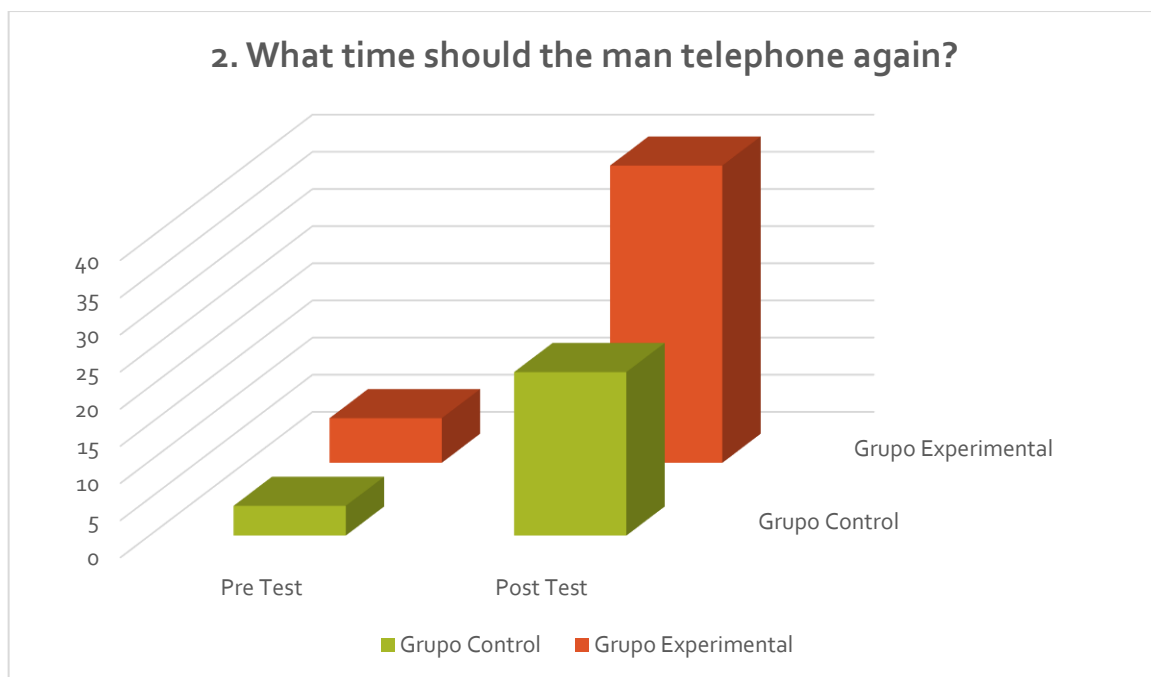*Answer to question two, first part.*

2. What time should the man telephone again?

A   B   C

Table 14.

Answer to question 2

	Pre test		Post test
Grupo Control	Grupo experimental	Grupo Control	Grupo experimental
4	6	22	40

Note: Author-developed table

The correct answer was the letter C. This evidence clearly the inverted classroom strategy efficiency because 100% of the experimental group gave the correct answer.

Graphic 3.

Answer to question three, first part.
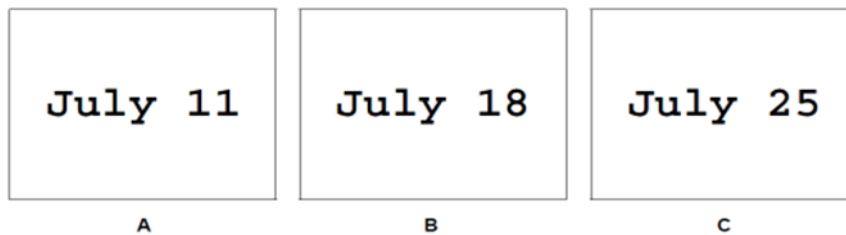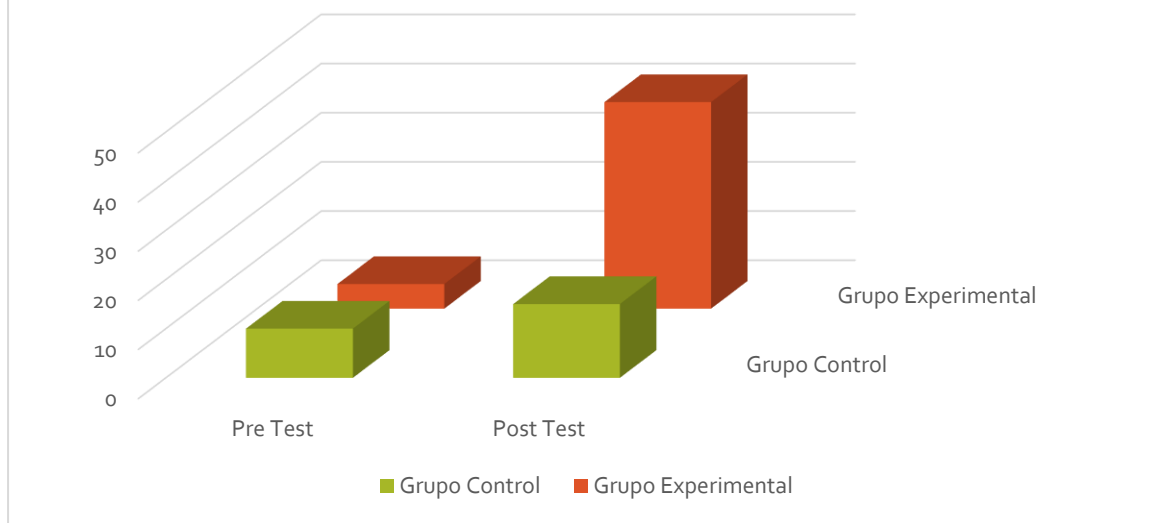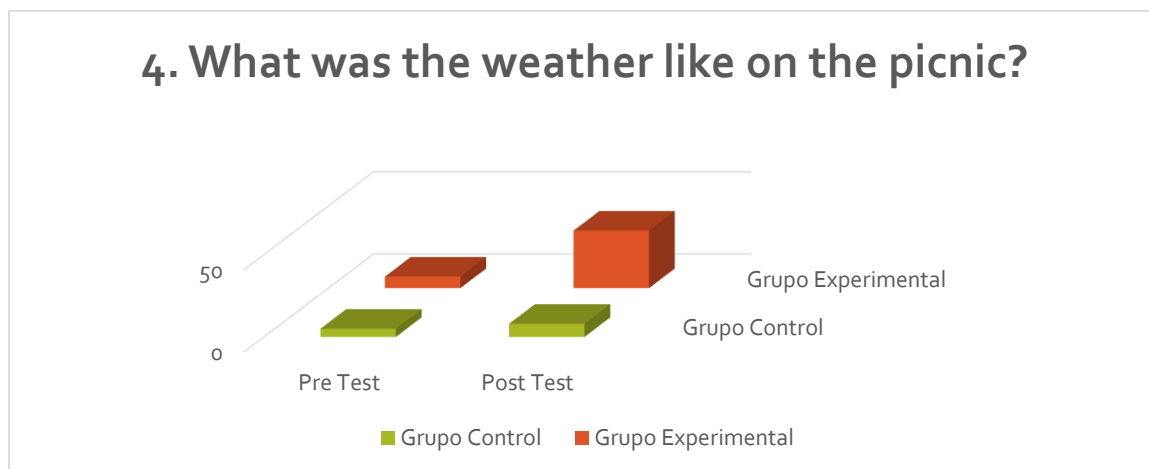
3. When are they going to have the party?

July 11	July 18	July 25
A	B	C

Table 14.

Answer to question 3

	Pre test			Post test
Grupo Control	Grupo experimental	Grupo Control	Grupo experimental
10	5	15	42

Note: Author-developed table

The correct answer was the letter C. This question showed that the students had difficulties listening and answered incorrectly. They were wrong in saying the month and the year. It can be noticed that by evaluating before and after applying the Inverted Classroom, the comprehension percentage will be higher. They can accomplish more comprehension because they know the content. However, the rest of the students can also achieve the objectives using traditional strategies like dialogues, translations, and word recognition. They can reach 26% of the objectives by using those methods. If the teacher applies new strategies, the students will make more effort to achieve 69.71 comprehension.
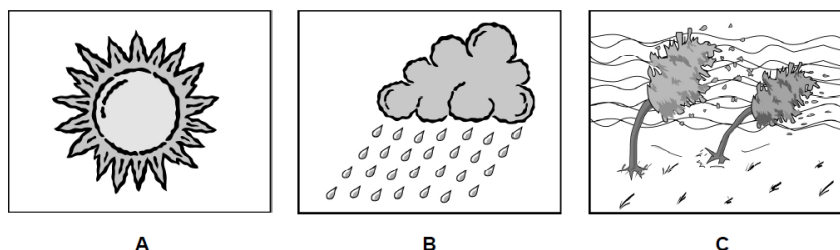
Graphic 4.

Answer to question four, first part.

4. What was the weather like on the picnic?

Pre Test   Post Test

50

0

Grupo Experimental

Grupo Control

■ Grupo Control   ■ Grupo Experimental

Note: Author-developed graphic

A   B   C

Table 16.

Answer to question

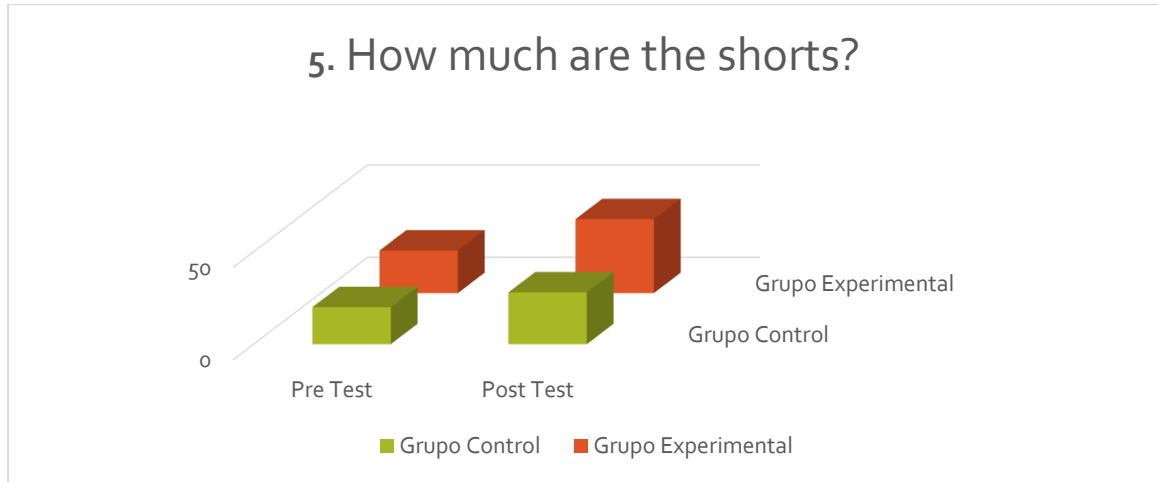| Pre test		Post test	
Grupo Control	Grupo experimental	Grupo Control	Grupo experimental
5	7	8	35

Note: Author-developed table

The correct answer was the letter A. Even though the visual strategy allowed the student to understand that the question had to do with the weather, they showed difficulties in listening and understanding even though they had a previous assignment. Only a few reached 14.63%,

but after applying the Inverted Classroom strategy, 42.68% of the group answered correctly. The other group reached 9, 75% using traditional methods.

Graphic 5.

Answer to question five, first part.

5. How much are the shorts?

Note: Author-developed graphic

£5	£15	£20
A	B	C
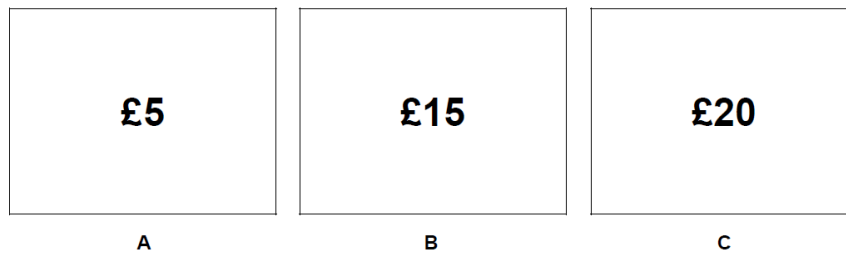
Table 17.

Answer to question 5

Pre test		Post test	
Grupo Control	Grupo experimental	Grupo Control	Grupo experimental
20	23	28	42

Note: Author-developed table

This answer evidenced that some contents are easier for some students. It was easy for them to recognize numbers, for example. They could identify them orally with 52.43 accuracies. It was more notorious after the application of the Inverted Classroom. 100% of the experimental group answered correctly, and the control group reached 70%.

Second part

Graphic 6.

Answer to questions 6 – 10, part two.

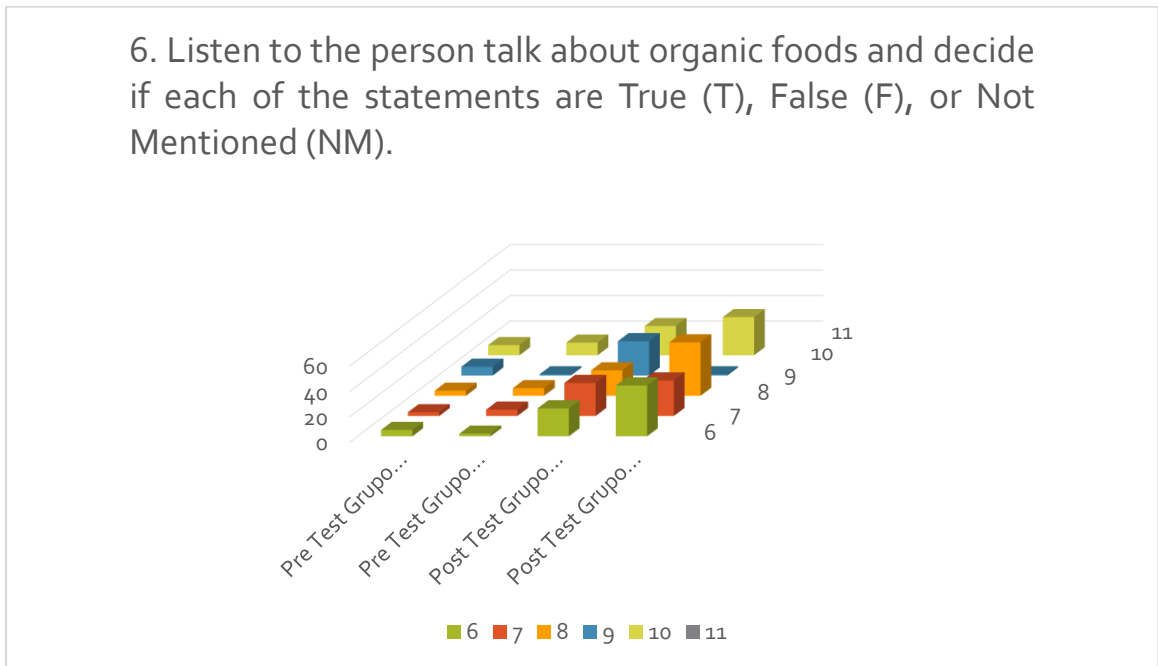6. Listen to the person talk about organic foods and decide if each of the statements are True (T), False (F), or Not Mentioned (NM).

Note: Author-developed graphic

Table 18.

Answer to question 6-10

	Control group						Experimental group					
Pre test	5	3	4	7	8	13.5%	22	26	20	27	23	56.19%
Post test	2	5	6	1	10	12%	40	28	42	30	26	83%

Note: Author-developed table

Table 19.

Questions and answer 6-10

The correct answers to these questions were:

6	Organic food refers to how foods are grown and processed.	**T**
7	Organic vegetables can have GMOs.	**F**
8	Organic chickens are not given hormones.	**T**
9	Organic foods are more delicious than non-organic foods.	**NM**

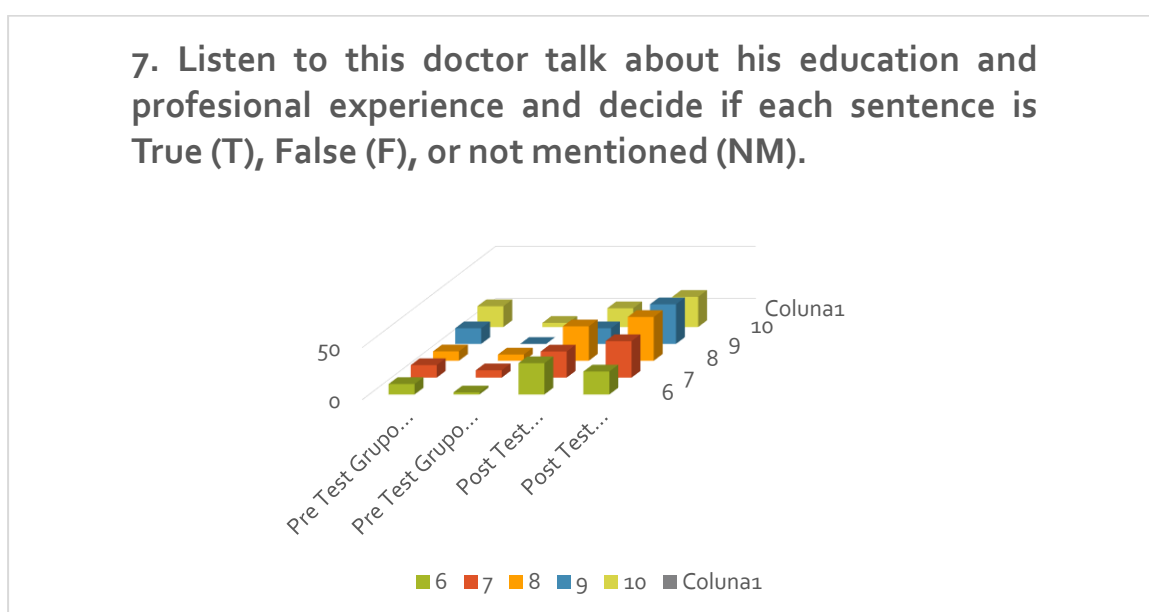| 10	Organics foods are generally less expensive than non-organic foods.	**F**

Note: Author-developed table

The correct answers of the control and experimental group let to understand that the various strategies used through the Microsoft Team platform were a failure. However, the development of the Inverted Classroom strategy allowed the student to answer correctly over the average.

Third part

Graphic 7.

Answer to the third part, questions 6- 15

7. Listen to this doctor talk about his education and profesional experience and decide if each sentence is True (T), False (F), or not mentioned (NM).

Note: Author-developed graphic

Table 20.

Answers to questions 11- 15.

	Control group						Experimental group					
Pre test	10	12	9	15	20	33%	2	7	6	0	4	11.42%
Post test	30	25	33	15	18	60.5%	22	35	42	38	29	79.04%

Note: Author-developed table

Table 21.

The correct answers to this question were:

|		
11	Becoming a doctor takes many years of study.	T
12	Not all doctors study medicine for their Bachelor's.	F
13	A Bachelor's degree lasts six years.	F
14	A dermatologist specializes in women.	F
15	In internships you work with surgeons.	NM

Note: Author-developed table

At this part of the evaluation, the observer can note the considerable impact the inverted classroom tool had. The experimental group obtained lower grades than the control group. The approved students' percentage showed an improvement in their listening comprehension skills.

Fourth part
Graphic 8.

Answer to the fourth part, questions 16- 19.

9.For each question, choose the correct answer, use the word a,b or/u c, to answer correctly using a circle around it.
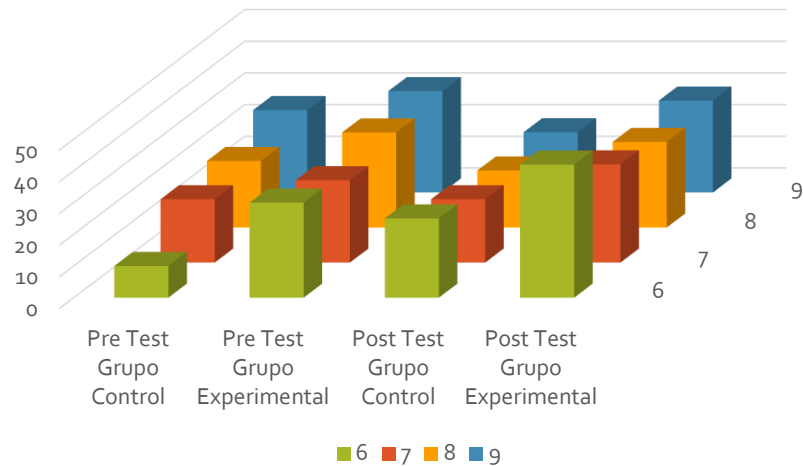
Note: Author-developed graphic

Table 22.

Answers to the fourth part.

	Control group					Experimental group				
Pre test	10	20	21	26	38.5%	25	20	18	19	39.04%
Post test	30	26	30	32	59%	42	31	27	29	64.5%

NOTE: AUTHOR-DEVELOPED TABLE

Table 23.

Questions and answers, part four.

16	You will hear a woman talking to her friend about why she's bought a motorbike. Why did she buy it?	A
17	You will hear two friends talking about going to university. What subject is the man going to study?	B

| 18	You will hear two friends talking about a photograph. What's theC photograph of?	
19	You will hear a woman talking to her friend, David, about something she's bought. What has she bought?	B

Note: Author-developed table

The students obtained better results in the pretest simple selection part. It happens obviously due to the inverted classroom strategy application. It may be noted because of the increase in the number of students that understood the activity and answered correctly. The researchers observed better results before and after applying the Inverted Classroom strategy without detracting the other activities merits like reading and writing or other technological tools. The Inverted Classroom use delivers exceptional results. Despite the existence of other alternatives, it is worth accepting that this is an appropriate teaching method that brings benefits to students and teachers. An inverted Classroom is a tool for those teachers who need to work just once without unnecessary content repetition.

Fifth part

Graphic 9.

Answers to the fifth part. Pretest and post test
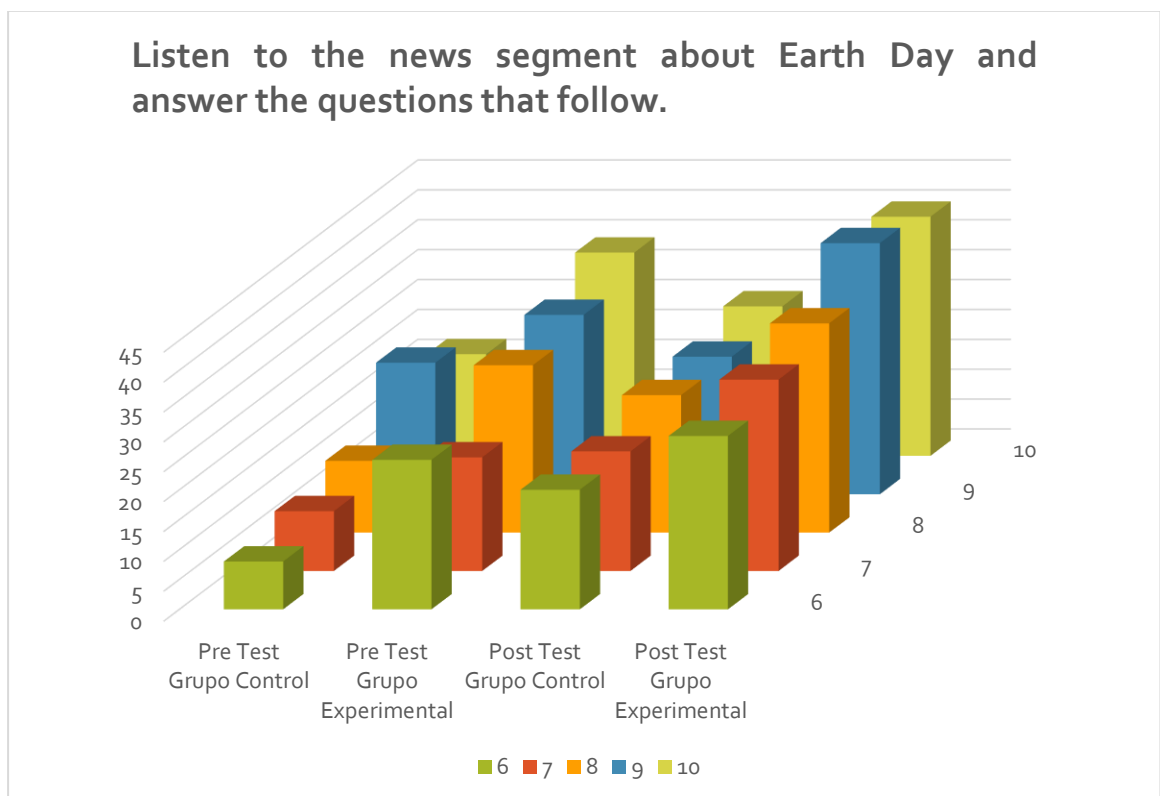
Note: Author-developed graphic

Table 24.

Answers to the fifth part of the applied evaluation

	Control group						Experimental group					
Pre Test	8	10	12	22	18	44%	20	20	23	23	25	52.85%
Post Test	25	19	28	30	34	68%	29	32	35	42	40	84.76%

Note: Author-developed table

Table 25.

Questions and answers of the applied evaluation

	questions	answer
20	What date is Earth Day?	April 22
21	How did Earth Day start?	It started in 1970 as a result of a protest against the negative effects of industrial development.
22	Does Earth Day have the same theme every year?	No, every year Earth Day is centered around a specific theme, like ending plastic pollution or protecting wildlife.
23	What is the goal of Earth Day?	The goal of Earth Day is to raise awareness for the fragile condition of our planet and instill a love for our earth in all of us that live on it.
24	What can you do to participate in Earth Day?	Recycle the newspaper you just read. Bring your own cloth bag to the supermarket and turn off the lights and water you are not using.

Note: Author-developed table

In the last question, the observer can note that a large number of the students answered correctly despite some mistakes. The control group obtained 84,76% and the experimental one 68%.

CHAPTER V

5. CONCLUSIONS AND RECOMENDATIONS

5.1. Conclusions

The main objective of the proposed research was to evaluate the efficiency of the Flipped Classroom didactic strategy model implementation. The research approach relies on Bloom's taxonomy applied under the Microsoft Teams platform. Some relevant objectives were necessary for the development of this study. Its first objective aimed at characterizing the implementation of the didactic strategy devised in the Flipped Classroom model. The first step was the search for similar studies developed under this same method. The researchers used the same variables to see the effects that others had regarded. The proposed research found the effectiveness of the strategy.

With this objective, it was also possible to establish some variables and necessary categories that would allow an understanding of the subject. One of the most relevant things obtained was to teach the student to feel responsible for their knowledge, whereas constructivism fits perfectly as a learning theory. Young people and teachers witnessed this because they observed the achievements obtained. The students can achieve their goals with a small effort since they are responsible for their commitments. They can improve their essential values by dedicating time to listening and observing their assigned activities, and the change will arrive.

The inverted classroom strategy worked through the Team platform allowed for a constructivist way of directing a learning method. It is crucial to understand that knowing the scheme and incorporating other teachers with considerable experience would guarantee the development of each aspect of the research. Teaching and learning strategies for high school students allow the development of both a practical and psychological way of foreign language skills and domains. It is also necessary to explain the substantial teachers' role in the learning of the students learning. The motivation that it transmits besides the knowledge and command of the English language can motivate them to have the same qualities and linguistic abilities.

It is necessary to understand the flipped classroom strategy characteristics. Its flexibility allows the teacher to combine it with other strategies. Teachers use technology for its

development and application, as well as being specific in the audiovisual resources, to create habits in student learning that will help them learn English as a foreign language.

Likewise, it is necessary to develop and adapt the ear to understand each word so that it will listen and sing the meaning of each phrase. It is called auditory comprehension. Here, both the ear and the understanding of the performance are involved.

The following important objective was to achieve the effectiveness of this research. The researcher designed the implementation of the didactic strategy devised in the Flipped Classroom model based on Bloom's taxonomy that strengthens the teaching and learning process of the English language. The teachers involved in the research received a guide designed to explain the importance of the steps they had to fulfill in the role of research facilitator, as well as guidelines linked to the comprehensive project, weekly planning, and daily planning.

The elaboration of these plans objective was to establish the auditory activities that each group would use and the activities that the control group would specifically develop. The results showed a connection with the development of the planned strategies. After that, a pretest evaluation allowed finding how many of the students of the established procedures sang aurally, due to a low performance translated into little understanding of the English language. After this experience, the teachers involved in the study applied activities with greater emphasis on the inverted classroom. They had to repeat the test previously provided to the experimental group achieving considerable progress and understanding of the activities developed.

Subsequently, the researchers promoted the implementation of the didactic strategy. This activity surprised fellow teachers who helped with the strategy implementation and were willing to repeat the experience and finally assess the use efficiency of the didactic approach devised in the study. Flipped Classroom model based on Bloom's taxonomy that with all certainty and evidence was able to calculate and measure the increase according to the results of the evaluations.

5.2. Recommendations

After the development of this research, there are the corresponding recommendations according to the experience obtained. First of all, the application of this tool is functional at any educational level. This research also showed that this strategy ranges from children's education to adult and university levels. Therefore, the recommendation is to incorporate it in strategy development in other disciplines.

Another important recommendation is to motivate students to practice the English language among themselves. The students must use the language daily to make it easier for them to understand the words and the context in which they express themselves. The learner has to adapt and decode the message for more effective communication in a foreign language.

The teacher must help the students to assume the role of responsibility in their learning in their daily practice. They have to collaborate in the same way with others since the English language is an international commercial language and is the first language in the world that opens job and business opportunities to students who are in training or have completed higher education.

Using listening comprehension, in turn, allows us to understand other processes in learning a foreign language since having total language command shows an appropriate image. You must also know its grammar. However, understanding the most used language in daily life. That is how people communicate and speak in their daily lives, encouraging the student to learn the correct structure of the language vocabulary.

It is crucial to mention that students should be aware of the benefits that mastery of the English language can give to many students. Due to a lack of understanding, they do not take the corresponding interest. That is why they end up not being constant in learning. By using an appropriate strategy, they must understand why they must learn it even when it is complicated.

 Another fact to consider is the steps of the development of constructivism as a social theory because it leads the student in his knowledge, takes responsibility, and determination for his learning. Even more, they put his intelligence and cognitive functions to work. This exchange facilitates learning. The person responsible for this current of thought is Vygotsky and his learning theory. Besides this theory, teachers can also approach constructivist theory and Bloom's taxonomy since they are well-established theories at the educational level and very well adapted to audio and video production as vital elements of the strategy.

It is evident that the learning strategy is very effective and allows progress in the English language. Therefore, encouraging other colleagues to appreciate the class strategy

invested can often make this discipline more attractive to the students, helping them to be more critical and reasonable about their vocabulary. Finally, another recommendation is to develop the inverted classroom strategy linked to information technology. Teachers can take advantage that young people are currently more virtual and technologically active than ever. They are very striking and innovative for them, which is why it is evident that they will pay more attention to this aspect of teaching.

ACADEMIC PROPOSAL

1.Title

"Listening in a flipped mindset"

METHODOLOGICAL GUIDE OF FLIPPED STRATEGIES TO

IMPROVE LISTENING COMPREHENSION IN SENIOR EDUCATION

INDEX

1.2. Rationale

Since most professors need to come up with fresh approaches to attract students to their classes and boost their engagement, particularly in the COVID-19, which has represented the fullest realization of this new reality, this methodological guide has been carefully created, taking into account the actual context of students and their necessity to complete auditory comprehension in English.

It has brought new challenges to society, and teachers and students have faced several difficulties because they were unprepared for a different teaching-learning process without face-to-face contact. Thus, this adaptation was an ongoing learning process that became a new reality, suggesting changing the traditional education paradigm. The professors cannot be people who only teach but must be someone who explores and faces recent trends, ideas, and concepts and motivates the students to learn. The use of flexible learning, technology, and innovation during the teaching-learning process can lead to challenging learning environments and even increase motivation.

This guide is supposed to be used as a complementary tool of learning since it is based on vocabulary and cognitive skills given in each unit of the virtual modules they use, which are provided by the Ecuadorian Government, to reach the B1.2 level that senior students are expected to have as well as grammar. This guide provides digital sources for teachers to be given to students and practice listening to improve their auditory comprehension.

This guide also provides exercises to be developed in synchronous class with the teacher's supervision. There are exercises in each section to help students practice their

vocabulary and grammar. The units were also to fit students' interests. Each unit has the same structure. It consists of digital resources about specific topics they have seen in class. Vocabulary and grammar sections have been also planned to make students build up their confidence in learning English. The authors aim to contribute to the students' improvement of vocabulary and grammar towards listening comprehension skills using technological resources, autonomous work, and the teacher's guidance.

1.3. Theoretical Foundation

As said by (Windschitl, 1999, pág. 753): "Responding to the needs of a situation that is less about the sequencing of events and more about Constructivist". This is true, the application of prior knowledge
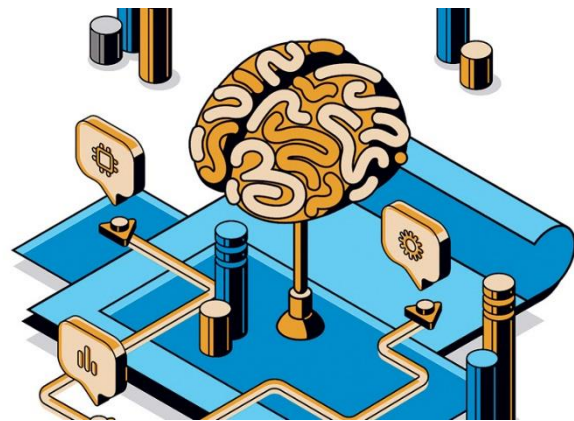
as a tool in a continual interpretation of ongoing learners' experiences knowledge can help to build insights and critical implications. In this way, social interaction is related to the real practical world, which is life itself in the teaching and learning processes to get knowledge cooperatively.

Erik Mazur, a professor at Harvard University, developed the idea of the flipped classroom in the early 1990s. At that time, students selected the content for their own needs from text files, interactive demonstrations, and problem-solving activities (Mazur, 1991). In 1998, Walvoord and Anderson proposed a paradigm in which students concentrated on learning class inside and outside, meaning their first exposure to learning before class was at their homes. The Massachusetts Institute of Technology (MIT) created Open Educational Resources in 2001 as a repository for use in a flipped classroom, offering educational resources like books and films (Bishop & Verleger, 2013).

Salman Khan started demonstrating mathematics in recorded videos on the online platform YouTube towards the end of 2004. (Bowen, 2012) He established the Khan Academy in 2008, a repository of free online educational videos that covers a wide range of academic subjects and has since become a reference point for the flipped classroom approach (Ash, 2012) High school chemistry professors in Colorado, Jonathan Bergmann, and Aaron Sams, came up with the idea in 2007 and bought the software that allowed them to record and broadcast classes online. It helped them find the time to reteach lessons for missing pupils. Students who were not present appreciated the chance to observe what they missed. However, Jonathan and Aaron were surprised to learn they had the chance to rethink how they spent class time because students who had not skipped class primarily used online resources to review and reinforce what they had learned. (Bergmann & Sams, Flipped learning: Maximizing face time, 2014) The central concept was to replace the conventional educational technique with interactive courses and teacher-created films that students may watch at home before class.

This proposal establishes learned-center, cognitive listening, and socio-affective strategies. Focus on flipped approach because they are mandatory to understand them better to be able to apply them when students are listening to interpret what information means; basically, on the application of Pragmatics, Semantics, and Sociolinguistics. This suggestion depends on the communicative language method mentioned in Ecuador's English as a Foreign Language Curriculum in 2016 as one of the core principles. Through the application of this concept, the main objective is to make students communicatively competent based on daily activities. Students are supposed to work together in synchronic classes where the communicative approach is usually used. The task cannot be completed individually; classmates must work together to complete the assigned task successfully.

Moreover, Flipped learning is considered a subset of this category. The students are exposed to the rotation of lectures for a subject between face-to-face classroom instruction and

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online instruction. When the pandemic time finished, the Flipped classroom is the most used format.

The Flex model is the better kind of Blended Learning in this teaching-learning process because most teachers and students have technology through the Virtual Platform is Microsoft Teams. The internet connection at home has also made online instruction and classroom interaction possible. It differs from the rotation model as every class is converted into online instruction and classroom time.

This research applies a discussion-Oriented Flipped Classroom; audio, listening videos, and external video resources are assigned homework before starting a new topic. Discussions happen during classroom time, where different topics have studied the basics, and students can add value to the discussion. Teachers assign videos, such as TED Talks, webinars, conferences, YouTube videos, and other resources. After, class time is devoted to the dialogue about cathedra.

Virtual Flipped Classroom is a model in which the teachers have synchronous time with their students according to their schedule in the morning, where they share all the resources additionally allocate time for individual sessions during class hours with the students who present academic deficiencies. Assignments are collected online through the Microsoft Teams Platform, and they can develop their task during the asynchronous time.

High-order thinking skills (HOTS) and low-order thinking skills (LOTS) are treated in the flipped classroom approach and this guide. Students must practice, remember, understand, and apply at home by watching videos, visiting course-related websites, and listening to audio; teachers help students analyze, evaluate, and create the learned knowledge in class.

The teachers spend their valuable class time with students as they engage in Bloom's taxonomy activities to facilitate learning retention. (Hoque, 2016)

Listening

Listening describes a passive process where ears are receivers into which information registers the message. Listening is giving attention to specific sounds to get information. Listening exercise in English class mainly refers to paying attention to and successfully interpreting what others say. This research is an interactive-cognitive process based on senior lower intermediate EFL to grasp the general meaning presented in audio, find main facts or details, guess the meaning of new items, and predict outcomes discourse represented in eliciting and building meaning.

Listening comprises understanding information in the text plus extracting feelings and purposes behind the words. All this can be achieved only through engagement actively in authentic practices. Listening researchers listed four main features of the listening comprehension process, receptive, constructive, collaborative, and transformative, to present an account of a complex process of listening (Field, 2008)

1.4. Listening Strategies

There are four types of listening strategies: cognitive, metacognitive, social, and practical; this understanding is based on a scholarly discussion of and research into listening instruction and practice.
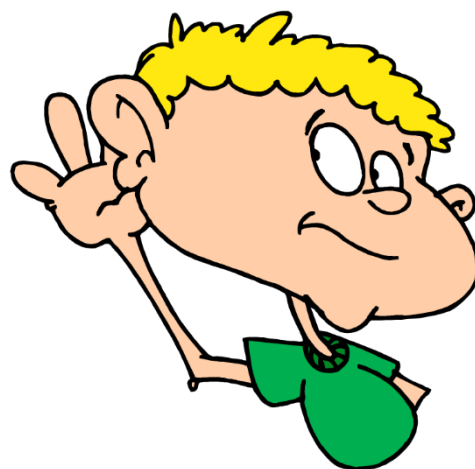
Cognitive Strategies: Use of learners' knowledge in processing text meaning, provide greater depth of interaction with the text, including the ability to ignore irrelevant information.

Metacognitive Strategies: They involve lower processing practices such as translation, repetition, and summary and are considered less efficient.

Social and Affective Strategies: Both individual feelings and social relationships are mutually connected parts of the L2 learning process. The socio-affective strategies can help learners stay motivated and well-focused, as well as control emotions, communicate with peers and get help from them (McCombs, 1988).

How to use this guidebook (Unit 0)

List of Terms and definitions

a) **Reactive listening,** focusing just on the sounds heard. E.g. The students try to practice words and phrases they hear.

b) **Intensive listening**, focusing on the form of the language. E.g. Listening and identifying how many words you hear or deciding which sounds are questions and which are statements.

c) **Responsive listening** it is showing understanding. E.g. Following simple instructions: stand up, open the door, pick up the bag, and draw a box.

d) **Selective listening,** picking out important information such as dates, times, and locations. E.g. Listening to announcements in a train station to find the time and platform of training.

e) **Extensive listening,** understands longer texts, and connecting the ideas. E.g. Listening to a five-minute lecture on the internet and taking notes.

f) **Interactive listening** combines listening with speaking – and sometimes other skills as well. E.g. Discussing with classmates what kind of present to buy for your English teacher

g) **COVID 19**, is the contagious disease caused by the most recently discovered coronavirus.

1.5. Objectives:

1.5.1. General Objective

- To establish flipped classroom strategies for EFL teachers to engage students' listening comprehension in senior students in public education.

1.5.2. Specific Objectives:

- To develop a literature review about innovative flipped classroom strategies for listening comprehension.

- To aid the teacher's digital material and listening sources to boost students' listening comprehension.

- To guide the teacher on applying the Flipped Classroom to improve listening comprehension in public education.

1.6. Beneficiaries

The direct beneficiaries of this research proposal are the students of the "Natalia Jarrín" Educational Unit in the period 2020-2021. In addition, several indirect beneficiaries can be listed, such as the institution, the teachers, and the country.
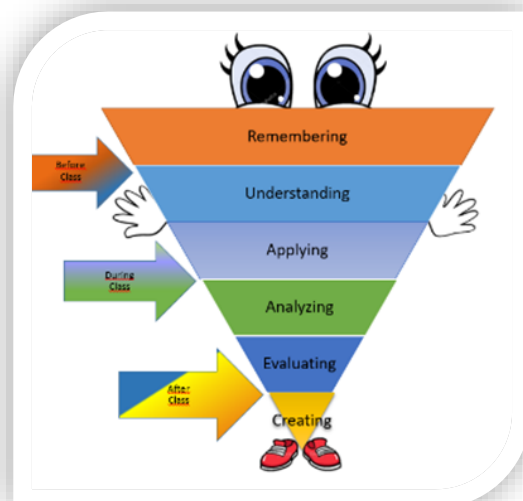
1.7. Impacts

The strategies to be developed have a remarkable impact on the development and learning of English as a foreign language. Learning English is essential because it gives new meaning to everything, broadens the world's view, improves perspectives, and shows them countless unknown opportunities; English language proficiency can directly influence every process learners develop.

2.Development Strategy 1

Problem-solving Flip

Description: Students work on shorter projects that address the current problem, and through definition, research, and cause of the problem, students work collaboratively to evaluate solutions to the chosen issue, solve the problem, or report potential solutions and/or findings.

Flipped Strategy: Cooperative Learning, CLIL, CTL.

Listening Strategy: Socio-Affective Strategy.

Topic: What role do movies play in culture? The Hollywood Walk of Fame

Objective: To cooperate with others, communicate, and creativity through relevant and real-life connections to the outside world

Materials: Microsoft Teams Platform.

                  Google Form.

                  Pre-recorded presentations

                  Audio

                  Research assignments

                  Bamboozle game

                  https://www.baamboozle.com/mygames

Jigsaw method

Description: The jigsaw method is arranging classroom activities that place students' success in the hands of one another. It breaks assignments into pieces and breaks topics class into groups assembled to complete the jigsaw puzzle. Elliot Aronson, a social worker, created it to help break down ethnic cliques in forcefully integrated schools.

Flipped Strategy: Group-Based Flipped Classroom, cooperative learning, and CLIL

Listening Strategy: Socio-Affective Strategy.

Topic: What are some of Ecuador's most attractive tourist attractions?

Objective: To help students gain practice applying knowledge learned outside of the classroom.

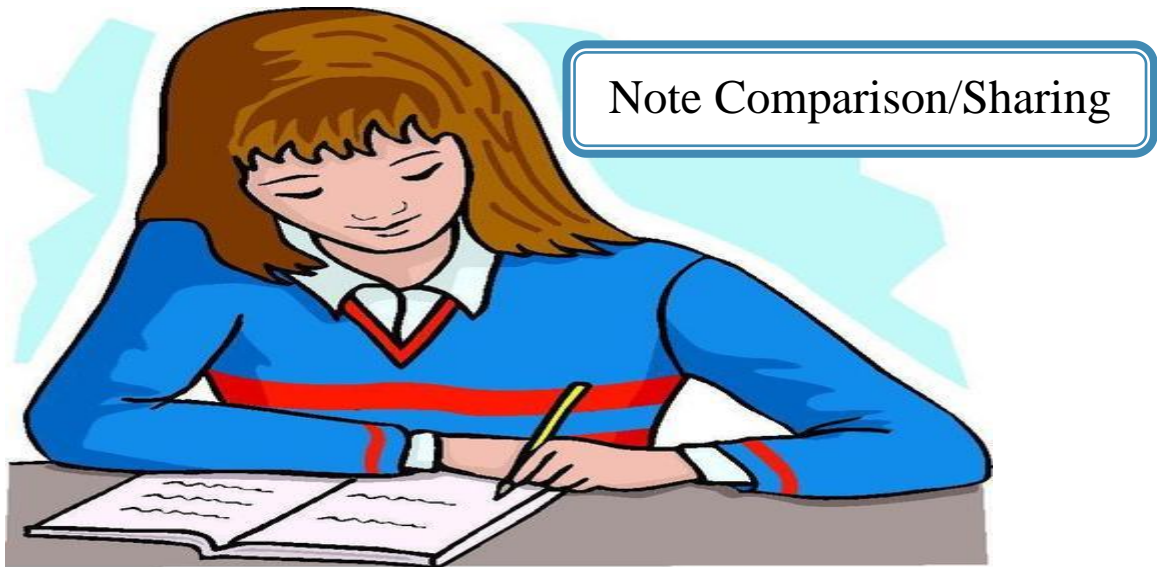**Materials:**   Microsoft Teams Platform. (Teams, 2022)

Pre-recorded presentations

Slides Presentation (Genially)

Audio

Liveworksheet

3. Development Strategy 3

Note Comparison/Sharing

Description: Before class, students were told to take notes while watching the video lectures. They were then asked to read each other's notes in class, filling in the holes in their own. They were also asked to compare and contrast their notes with those of their partners, as well as share where they find disagreements or agreement.

Flipped Strategy: Cooperative learning, CLIL, CTL.

Listening Strategy: Cognitive Strategy.

Topic: How is our planet doing? Quotes about the Environment.

Recursos Educativos/ Módulos Bachillerato/ Ministerio de Educación

https://recursos2.educacion.gob.ec/bachillerato-modulos/

Objective: To cooperate with others, check their comprehension, and reduce their apprehension.

Materials: Microsoft Teams Platform (Teams, 2022)

Vocaroo

 https://vocaroo.com/

Pre-recorded áudio presentations

Quizizz

 https://quizizz.com/signup?source=landing_header

3.1. Self-Assessment Chart: Listening skill

CATEGORY/INDICATOR	Very satisfactory	Satisfactory progress	Satisfactory in some aspects	Unsatisfactory	Aspects to improve
GRAMMATICAL KNOWLEDGE					
▪ Understanding phonological features	4	3	2	1	
▪ Understanding lexis	4	3	2	1	
▪ Understanding syntactic structure	4	3	2	1	
▪ Recognising cues of oral punctuation	4	3	2	1	
DISCOURSE KNOWLEDGE					
▪ Understanding gist/main ideas	4	3	2	1	
▪ Understanding specifics/important details	4	3	2	1	
SOCIOLINGUISTIC KNOWLEDGE					
▪ Making inferences by social/situational contexts, background/real-world knowledge	4	3	2	1	
COGNITIVE STRATEGIES					
▪ Keeping pace with the text	4	3	2	1	
▪ Retaining chunks of language for short periods	4	3	2	1	
▪ Constructing a response quickly and efficiently.	4	3	2	1	
TOTAL/40				SCORE: /10	

3-2-1 Game

4. Development Strategy 4

Description: Students had to write a video for their choice. Sequentially, the first three things they learned from these videos. Second, two questions they still had, and finally one aspect of the videos they enjoyed.

Flipped Strategy: Cooperative learning CLIL

Listening Strategy: Cognitive Strategy.

Topic: What are some of Ecuador's most attractive tourist attractions?

Are you proud of your habits?

Objective: To develop critical thinking and social and creative skills needed for lifelong learning.

Materials: Microsoft Teams Platform.
Google Form.
Pre-recorded presentations
Audio
Research assignments
T.T.O. Listening!!
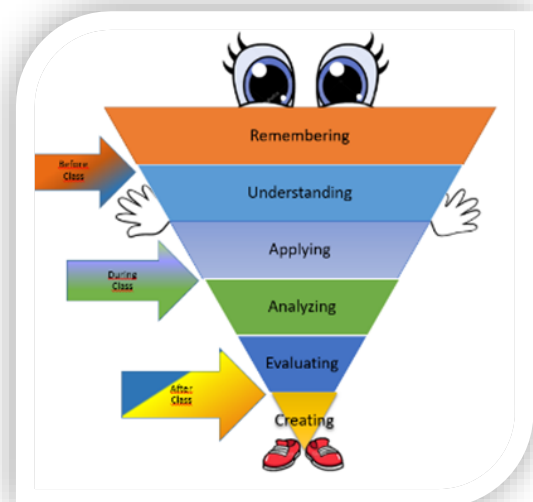
T.T.O. LISTENING!!

THREE (Things students learned from the videos)		

TWO (Questions students still have)	

ONE (Aspect of the videos students enjoyed)

5. Development Strategy 5

Learning by Teaching

Description: Students were divided into small groups and actively debated a subject before preparing knowledge to teach to the rest of the class.

Flipped Strategy: Collaborative learning, CLIL, CTL

Listening Strategy: Cognitive and metacognitive strategies.

Topic: What makes a house a home? Neverland Ranch.
Objective: To owner and empower the teaching-learning process through learners' pre-knowledge.

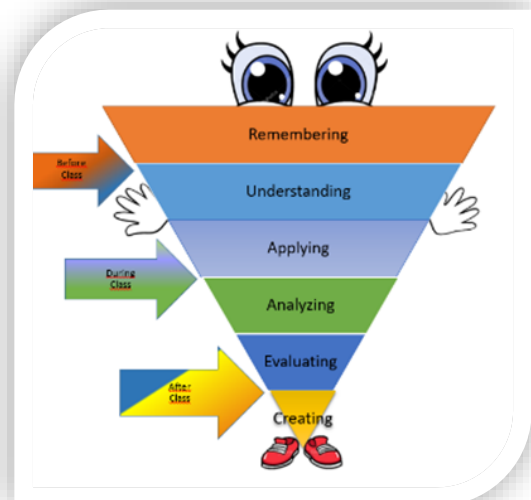**Materials:**   Microsoft Teams Platform.
Google Form.
Youtube vídeo
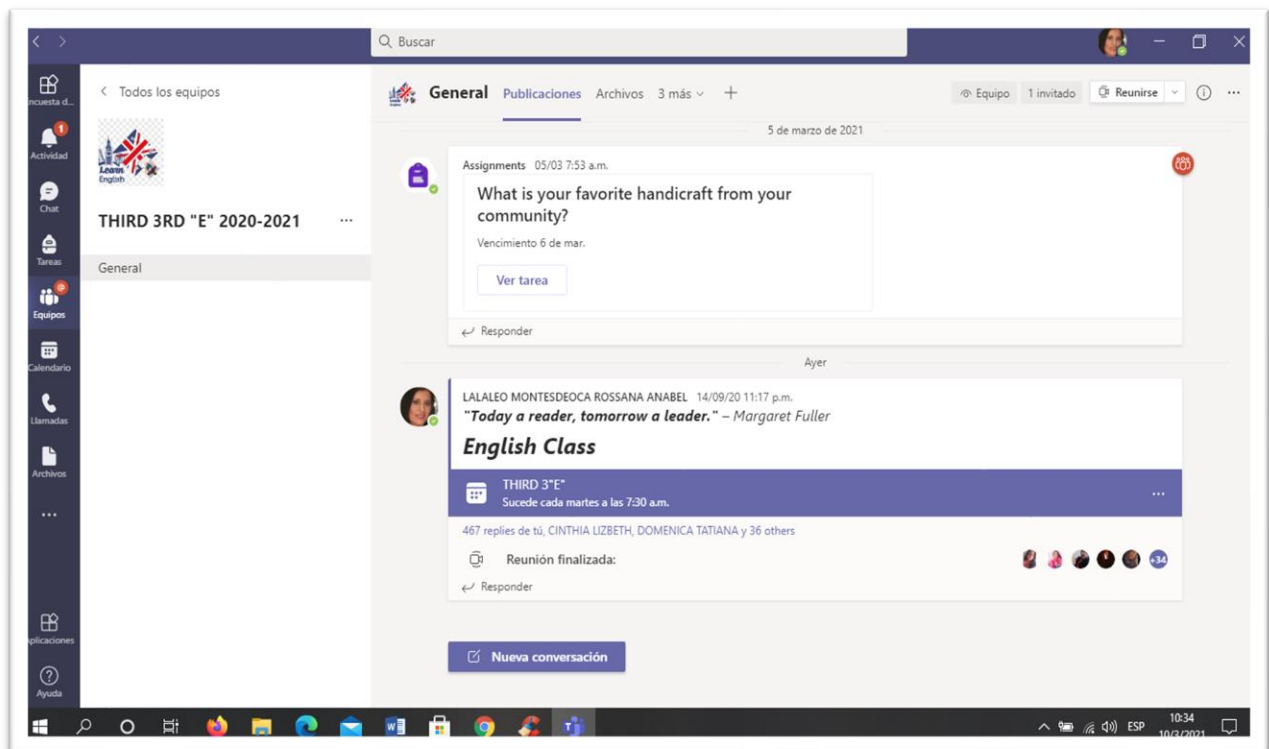https://youtu.be/1MXaOlNuulg
https://youtu.be/16uv_nQCJYI
Slides Presentation
Research assignments

Google Form Questions

- Listen to the recording about Neverland Ranch and decide if each of the following sentences. The selection is two alternatives are True or False based on what you hear, put T or F respectively.

1. Is Neverland Ranch in California State?	T	F
2. Neverland mansion has 9 bedrooms and 6 bathrooms.	T	F
3. There are two movie theaters.	T	F
4. Neverland has a lake and a pool.	T	F
5. Neverland costs millions of dollars.	T	F
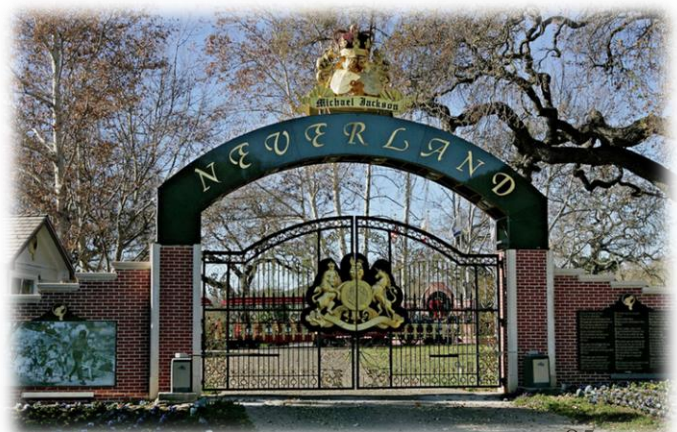
6. Conclusions & Recommendations

Conclusions

- The proposal is based thinking on the future of education making use of technology during the COVID-19 pandemic time.

- The Flipped Classroom methodology to reinforce listening comprehension in students can not only be used to teach English but also to teach other language skills and significantly enhance the language.

- The content is easy availability since most of the people who are enrolled in Education use the internet to do their research.

Recommendations

- The teachers need to prepare active pause because of the time the students are in front of the computer.

- The Teachers need to keep the class engaged and ask the 'Wh' questions: what, who, where, why, and when.

- Teachers need to make strict rules and be clear about them at the beginning of the course and record each class.
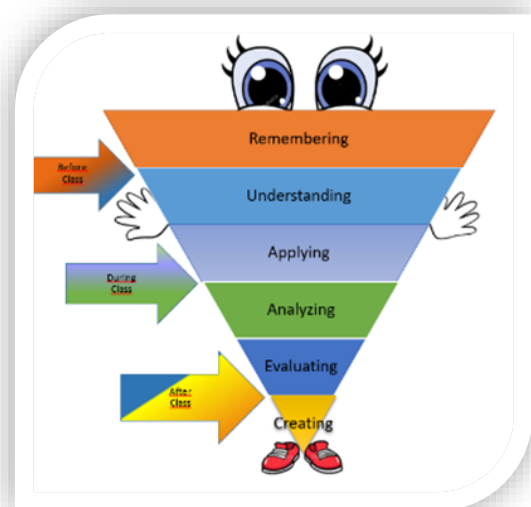
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Annexes A

. Dear teachers
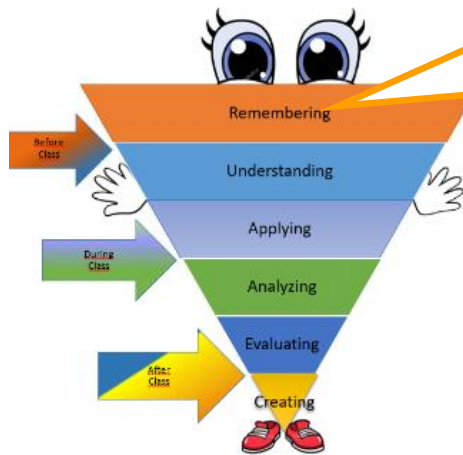
This guide is really for you, and it will show you how to use Flipped Classroom to improve student learning and listening comprehension via the use of new ways in this COVID 19 period all over the world. We've got this.
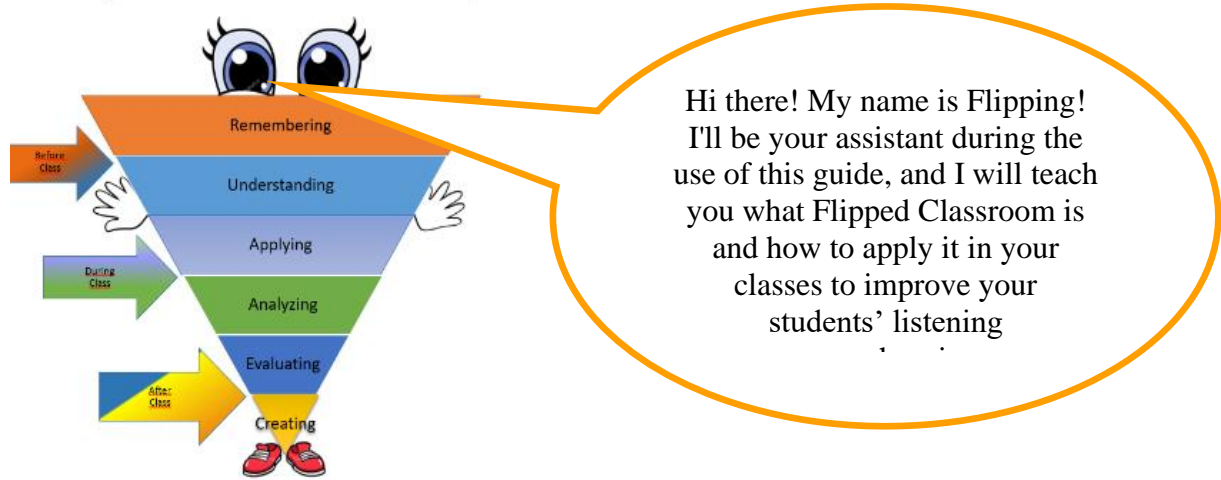**Let's do it!**

What has Flipped Classroom?

Traditional classrooms have been developed as a procedure that assigns most of the active production at home to a declining teacher-student time at the school, leaving students with many doubts about the subject taught by the teacher, but without a way to solve this problem due to the students' number per class, making it difficult to pay attention to all students' needs (Hamdan y otros, 2013).

Current methodologies have appeared to help solve this problem. The Flipped Classroom performs direct teaching out of the classroom, and the class time is used to develop meaningful and personalized learning. (Portela y otros, 2017).

The first authors who coined this term were Lage, Platt &Treglia (2000), but this term was not consolidated until Bergman and Sams were professors at Colorado Institute began filming their lectures and giving PowerPoint presentations to students who could not attend classes, they realized that many other students who regularly attended started watching videos.

The Flipped Classroom Guide is not unique, but the Flipped Learning Network (FLN) has made an analysis that makes it possible to flip.

Hi there! My name is Flipping! I'll be your assistant during the use of this guide, and I will teach you what Flipped Classroom is and how to apply it in your classes to improve your students' listening

Traditional Classroom		Flipped Classroom	
Activity	Time	Activity	Time
Warm-up activity	5 min	Warm-up activity	5 min
Go over the previous night's	20 min	Q&A time on video	10 min
Lecture new content	30-45 min	Guided and independent practice and/or lab activity	75 min
Guided and independent practice and/or lab activity	20-35min		

Flexible Environments are flexible because they allow various learning styles to use. Students can learn when and where they want to, as the subject of the uploaded class, to online platforms. On the other hand, teachers are more flexible with student assessment and learning rhythm.

Learning Culture is creating a learning culture in the classroom among students with a teacher as a guide, but not in a traditional way with a teacher-centered model, otherwise using a learner-centered approach so that the student actively participates and builds his knowledge in a meaningful way.

Intentional Content, this pillar aims to maximize classroom time by looking for the most relevant topics of instruction and making them accessible to all students, depending on their academic level.

Professional Educator: The Educator gives feedback to the student on the subject they have already learned, observes, evaluates the student's knowledge through a formative test, and is

willing to accept constructive criticism to share it with other teachers. The Flipping model rescheduled time to devote more time to the students' doubts about the subject or reading of the day and more.

How to flip your classroom? It is easy:

❖ Teachers should usually start uploading videos (not necessarily made by teachers, you can also share any video already done and published on any digital platform such as YouTube) about your classes for all your students. It is handy for those students who have many absences and for the rest of the class to have a permanent reference source, especially in this pandemic time, even if they need to hear the class again to understand it better.

❖ Now, the teachers must give digital sources to their students to listen to English audios linked to the primary theme of their regular lessons as individual work.

❖ The teachers must apply exercises related to what they already listen to as autonomous work in the classroom. Since they listen and watch at home, they can make the most of the class time to help them better understand.

How to create a YouTube account

Things will need

• Videos to upload.

• Teacher organization or personal logo.

Set up a YouTube account

Go to YouTube and click on the Sign In button on the top right-hand corner of the screen. On the next screen, create an account and Gmail address. Click on Next Step to a Google+ Profile option teacher can ignore for the moment and click on No Thanks. Click on the YouTube icon to continue and set up the account on the next screen. In the top right-hand corner, click on the blue icon with a head and shoulders outline to bring up Create Studio and click on this button. On the next screen, click on the Create a channel button.

Set up a YouTube presence

Set up the channel on the YouTube panel, and select 'Use a business or other name option.' It takes the teacher to a box where he/she can name the channel. Select a category from the pull-down menu. Press Agree. Go to the Dashboard in the sidebar on the left-hand side. On the next screen (under his/her organization's name), click on View Channel. To upload a video, go to the Upload button at the top right-hand side of his/her screen. Click on Select files to upload and select a file.

Settings

In Basic info, put the title of the video and a description. Beneath the description, add tags and keywords that increase the likelihood of viewers finding the video. The teacher will see a drop-down menu on the right-hand side to set his/her video to public view, unlisted, or private. Everyone can allow seeing the video when the default setting is public. In the box beneath, on the right-hand side, add a short title. It is linked to subscribers' lists and alerts them to new videos that teacher has posted. The teachers can create groups of videos with Add to Playlist tab to watch to Create a Playlist here. They can upload videos directly to the Playlist. In Advance, settings select a category. Here teachers can allow or disable Comments and display or hide the number of views they have had.

Publish your videos

Now go to the blue button on the top right-hand side to publish the teacher's video and click on the video link to display it on the following screen.


Hi there! Elements of the Flipped Classroom. The A-Z of Flipping the Classroom:
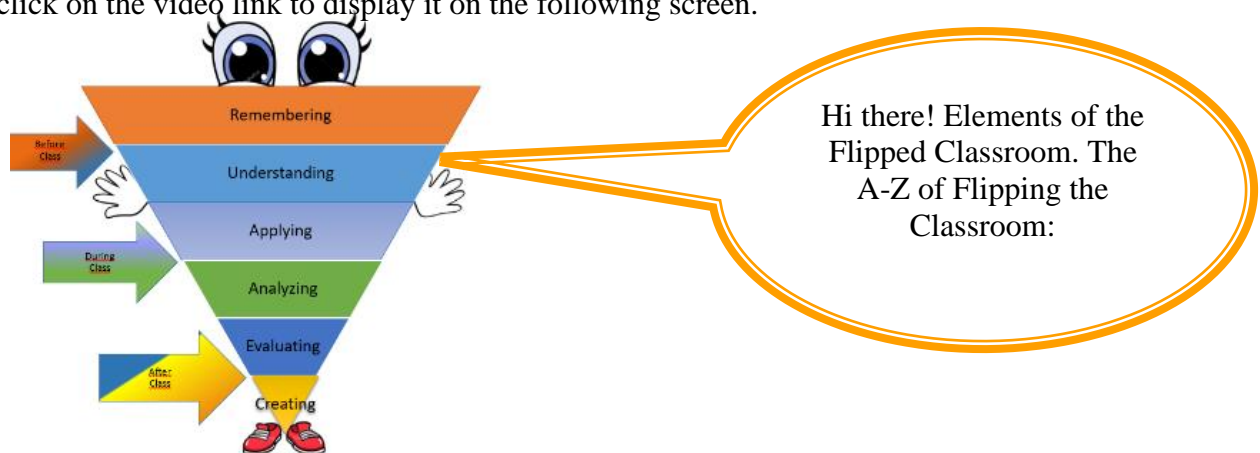
✓ Students need to understand the expectations.
✓ Provide textbooks, worksheets, or modules for reference.

- ✓ Provide an overview of grading.
- ✓ Create a Moodle web presence, or use the Microsoft Teams Platform to post the instructional material.
- ✓ Locate a place to host the videos (e.g., YouTube, Vimeo, Screencast.com, HubSpot website)
- ✓ Locate a screencasting tool to record the videos; include a headset and webcam.
- ✓ Storyboard the lesson and practice, practice, practice!
- ✓ Create or choose videos that are 3-5 minutes (lengthy videos lose attention)
- ✓ Create online assignments and assessments to accompany the video.
- ✓ Provide significant classroom activities to engage the students during class time rather than doing homework without learning.

The Free website to flip the classroom

Ed.ted.com:
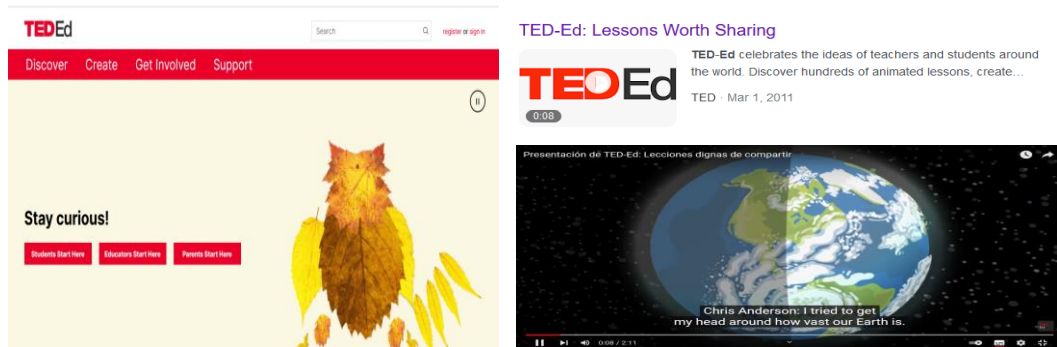
**PowerPoint's Voice Annotation Function:**

Edmodo:

Online Videos and Classes:

Sophia.org

Sophia makes it easier than ever to flip your classroom with our free teacher tools for blended learning. Transform your classroom into an active learning environment with our groups, quizzes, and tutorials features. You can also track student progress every stage of the way with our data compilation and Data Analytics. Additionally, we offer fantastic ways to continue your professional development.

Other websites and tools:

http://www.flippedclassroomworkshop.com/8-great-free-flipped-teaching-resources/
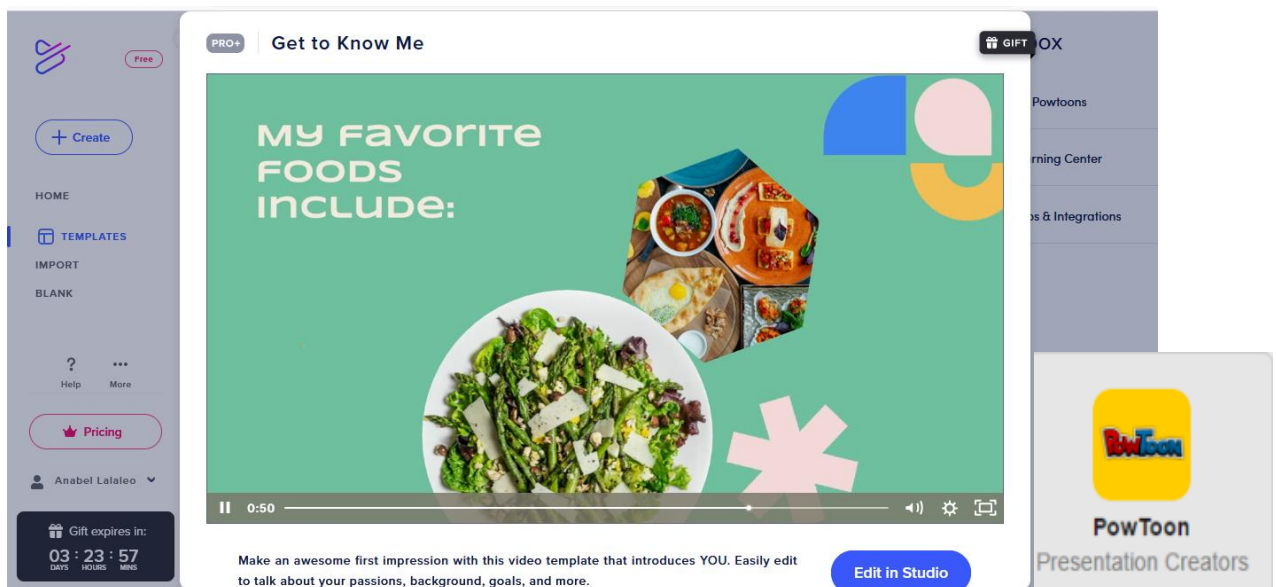
UNIDAD EDUCATIVA "NATALIA JARRÍN

WORKSHEET

NAME: _____

CLASS: _____ "_____"

DATE: _____

ACTIVITY N° 1

1. What are some interesting facts you already know about Ecuador related to history, technology, science, and art? Name at least one for each category. Share your answers with your classmates or family.

2. Watch the video and identify some important technological improvements in Ecuador.

https://drive.google.com/file/d/1KsHUktOmg0OKX0XibpDiqwHx5ehdTGph/view?usp=sharing

_____

2. Listen to a watch the following information.

Ecuador

https://youtu.be/vYdOIJuXdbk

- **Based on the reading, underline the correct statements:**

1. Ecuador is the second-largest country in South America.

2. We have incredible biodiversity because we are far from the equator.

3. About 12 languages are spoken in our country.

4. Approximately 24.1% of indigenous people live in Amazonia.

5. There are about 1.1 million indigenous people in Ecuador.

- **Answer the question.**

- What else do you know about different indigenous groups?

ACTIVITY ° 2

Read the text "Eating habits around the World" on module 4, page 2. Then complete the following activity.

Watch the video

https://youtu.be/GV35IXnpzsI

On a scale of 1-10, 1 being extremely unhealthy and 10 being extremely healthy, how healthy do you consider the following foods to be?

- Hamburger _____

- Rice _____

- Ham and cheese sandwich_____

- French fries _____

- Yogurt_____

- Orange juice_____

- Lettuce and tomato salad_____

COORDINATING CONJUNCTIONS

CONJUNCTION	EXAMPLE
For	We listened eagerly, **for** he brought news of our families.
And	She didn't speak to anyone, **and** nobody spoke to her.
Nor	I don't expect children to be rude, **nor** do I expect to be disobeyed.
But	They rushed to the hospital, **but** they were too late.
Or	I will go shopping, **or** I will go camping.
Yet	Kelly was a convicted criminal, **yet** many people admired him.
So	I was feeling hungry, **so** I made myself a sandwich.

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COORDINATING CONJUNCTIONS — FANBOYS

F	FOR	I go to the library, **for** I love to read.
A	AND	Anna likes to read **and** write.
N	NOR	The virus cannot live in immunized individuals, **nor** in nature.
B	BUT	She objected at first, **but** finally submitted.
O	OR	You're going to have a little brother **or** sister.
Y	YET	The weather was cold, **yet** bright and sunny.
S	SO	I know you must be tired, **so** I will let you rest.

Annexes C

Interview (Professors)

Question 1: Do you consider the implementation of Flipped classrooms model will be an efficient resource for the development of students listening skills?

YES	NO

Question 2: Do you consider that interactions with your students are sufficient to develop your English language learning skills?

YES	NO

Question 3: Do you feel that you allow your students to be an essential part of learning?

YES	NO

Question 4: Do you feel that you allow your students to be an essential part of learning? Justify your answer.

YES	NO

Question 5: Do you feel that your way of teaching is appropriate? Justify your answer.

YES	NO

Question 6: At the end of the lesson (at home), do you try methods and strategies to improve listening skills in your students? Justify your answer.

YES	NO

Question 7: Do you believe that your strategies encourage creativity and knowledge acquisition? Justify your answer.

YES	NO

Question 8: Are you happy with your assessment methodology? Justify your answer.

YES		NO	

Question 9: Do you consider that it is better to work at your own pace than one described by your pupils? Justify your answer.

YES		NO		I do not know.	

Question 10: Do you think that your methodology enables pupils to assimilate knowledge appropriately? Justify your answer.

YES		NO	

Question 11: What do you consider to be the level of your students in terms of listening? Justify your answer.

LOW		MEDIUM		HIGH	

Question 12: Have you practiced any strategies to develop this skill in your pupils? Justify your answer.

YES		NO	

Question 13: Did the applied strategy provoke good results? Justify your answer.

YES		NO	

Annexes D

INFORMED CONSENT (PROFESSORS)

Mr/Mrs ...., ... years of age and with D.N.I. ....

I declare that I have read and understood the information given to me, that I have asked questions that may arise during this project, and that I have received sufficient information about it.

I understand that my participation is entirely voluntary and that I cannot answer the questions at any time without having to give any explanations.

I freely give my agreement to participate in the Research Project named "FLIPPED CLASSROOM STRATEGIES TO IMPROVE THE LISTENING COMPREHENSION OF SENIOR STUDENTS AT "NATALIA JARRÍN" HIGH SCHOOL DURING THE 2020-2021 ACADEMIC YEAR".

I have also been informed that my data will be protected and included in a file that will be subject to bioethics and with the guarantees of the General Data Protection Regulation granted by the institution I represent, which mainly evokes the protection of natural persons about the processing of personal data and its safeguarding.

Taking this into consideration, I GIVE my CONSENT to cover the objectives specified in the proposed project.

Ecuador, Ibarra, 2021

....

N.D.I

Pre-Test y Post Test

Area: FOREIGN LANGUAGE   Subject: ENGLISH

Teacher: Lic. Anabel Lalaleo   Quimestre FIRST

Parcial: Pre Test/Post Test   Date:

Student: Class   Parallel

Time: Approximately 60 minutes

INSTRUCTIONS TO CANDIDATES

Answer all the questions.

You can change your answers at any time during the test.

INFORMATION FOR STUDENTS

- ✓ There are 5 parts to this test.
- ✓ Each question carries one mark.
- ✓ You will hear each recording twice.
- ✓ For each part of the test there will be time for you to look through the questions and time for you to check your answers.

FIRST PART

1. **Where will Claire meet Alex?**
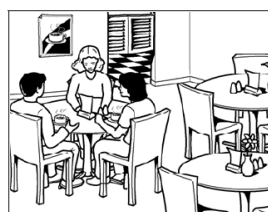
A   B   C

2. **What time should the man telephone again?**
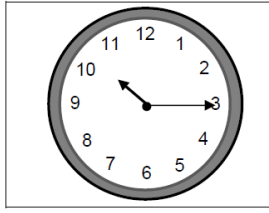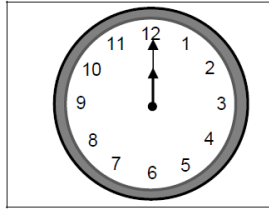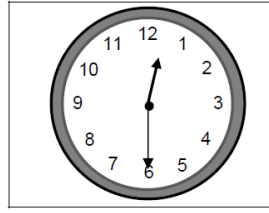
3. When are they going to have the party?

July 11	July 18	July 25
A	B	C

4. What was the weather like on the picnic?
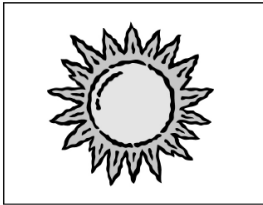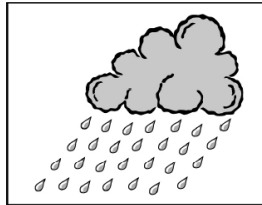
A   B   C

5. How much are the shorts?

£5	£15	£20
A	B	C

SECOND PART

✓ **Listen to the person talk about organic foods and decide if each of the statements are True (T), False (F), or Not Mentioned (NM).**

6. Organic food refers to how foods are grown and processed. _____

7. Organic vegetables can have GMOs. _____

8. Organic chickens are not given hormones. _____

9. Organic foods are more delicious than non-organic foods. _____

10. Organics foods are generally less expensive than non-organic foods. _____

THIRD PART

✓ **Listen to this doctor talk about his education and profesional experience and decide if each sentence is True (T), False (F), or not mentioned (NM).**

11. Becoming a doctor takes many years of study.   T   F   NM

12. Not all doctors study medicine for their Bachelor's.   T   F   NM

13. A Bachelor's degree lasts six years.   T   F   NM

14. A dermatologist specializes in women.   T   F   NM

15. In internships you work with surgeons.   T   F   NM

FOURTH PART

 Questions 16 – 20

For each question, choose the correct answer, use the word a,b or/u c, to answer correctly using a circle around it.

16. You will hear a woman talking to her friend about why she's bought a motorbike.

Why did she buy it?

a) It's fast.

b) It was cheap.

c) It'll be easy to repair.

17. You will hear two friends talking about going to University. What subject is the man going to study?

a) history

b) geography

c) chemistry

18. You will hear two friends talking about a photograph. What's the photograph of?

a) a sports stadium

b) a zoo

c) a school playground

19. You will hear a woman talking to her friend, David, about something she's bought. What has she bought?

a) some clothes

b) some food

c) some games

FIFTH PART

Questions 21 – 25

✓ **Listen to the news segment about Earth Day and answer the questions that follow.**

20. What date is Earth Day?

_____

21. How did Earth Day start?

_____

22. Does Earth Day have the same theme every year?

_____

23. What is the goal of Earth Day?

_____

24. What can you do to participate in Earth Day?

_____

You now have 6 minutes to write your answers on the answer sheet.

Annexes F

INFORMED CONSENT (PARENTS)

Mr/Mrs ...., ... years of age and with D.N.I. ....

I declare that I have read and understood the information sheet given to me, that I have asked questions that arose about the project, and that I have received sufficient information about it.

I understand that the participation of my son or daughter is completely voluntary and that he or she cannot answer the questions at any time without having to give any explanations.

I freely give my agreement that my son or daughter will be able to participate in the research project named "FLIPPED CLASSROOM STRATEGIES TO IMPROVE THE LISTENING COMPREHENSION OF SENIOR STUDENTS AT "NATALIA JARRÍN" HIGH SCHOOL DURING THE 2020-2021 ACADEMIC YEAR".

I have also been informed that their data will be protected and included in a file that will be subject to bioethics and with the guarantees of the General Data Protection Regulation granted by the institution the interviewer represents, which mainly

evokes the protection of natural persons concerning the processing of personal data and its safeguarding. Taking this into consideration, I GIVE my CONSENT to cover the objectives specified in the proposed project.

Ecuador, Ibarra, 2021

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N.D. I