PENINSULA OF SANTA ELENA
STATE UNIVERSITY

FACULTY OF EDUCATION AND LANGUAGES

ENGLISH TEACHING CAREER

"FLIPPED CLASSROOM TO IMPROVE ENGLISH SPEAKING SKILLS FOR STUDENTS OF EIGHTH GRADE AT UNIDAD EDUCATIVA ELOY VELÁSQUEZ CEVALLOS, LA LIBERTAD, SANTA ELENA PROVINCE, SCHOOL YEAR 2017-2018."

RESEARCH PAPER

As a prerequisite to obtain a:

BACHELOR´S DEGREE IN ENGLISH

AUTHOR: MANUEL MARINO ORRALA SORIANO
ADVISOR: LIC. KLÉBER LOOR ZAMBRANO MSC.

LA LIBERTAD – ECUADOR

2017-2018

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FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS

CARRERA LICENCIATURA EN INGLÉS

"FLIPPED CLASSROOM TO IMPROVE ENGLISH SPEAKING SKILLS FOR STUDENTS OF EIGHTH GRADE AT UNIDAD EDUCATIVA ELOY VELÁSQUEZ CEVALLOS, LA LIBERTAD, SANTA ELENA PROVINCE, SCHOOL YEAR 2017-2018."

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La Libertad, November 23th, 2017

ADVISOR´S APPROVAL

In my role as Adviser of the research paper under the title "**FLIPPED CLASSROOM TO IMPROVE ENGLISH SPEAKING SKILLS FOR STUDENTS OF EIGHTH GRADE AT UNIDAD EDUCATIVA ELOY VELÁSQUEZ CEVALLOS, LA LIBERTAD, SANTA ELENA PROVINCE, SCHOOL YEAR 2017-2018**" prepared by Manuel Marino Orrala Soriano undergraduate student of the English Teaching Career, Faculty of Education and Languages at Peninsula of Santa Elena State University, I declare that after having reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the Board of Examiners.

Sincerely,

LIC. KLÉBER LOOR ZAMBRANO MSc.
ADVISOR
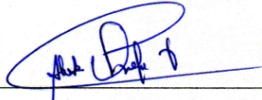
STATEMENT OF AUTHORSHIP

I, **MANUEL MARINO ORRALA SORIANO**, with ID number. 0916349640, undergraduate student from the Peninsula of Santa Elena State University, Faculty of Education and Languages, as a prerequisite to obtain a Bachelor's degree in English, in my role as author of the research paper **"FLIPPED CLASSROOM TO IMPROVE ENGLISH SPEAKING SKILLS FOR STUDENTS · OF EIGHTH GRADE AT UNIDAD EDUCATIVA ELOY VELÁSQUEZ CEVALLOS, LA LIBERTAD, SANTA ELENA PROVINCE, SCHOOL YEAR 2017-2018."** Certify that this work is of my authorship, except for the quotes and reflections used in this research paper.

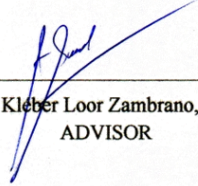Manuel Marino Orrala Soriano

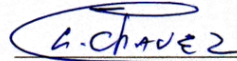ID: 0916349640

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DEDICATION

This research paper is dedicated to God who has helped me to come to this important point in my life and for giving me health to accomplish my goals, also for granting me the strength and perseverance to not give up in my studies and for placing on my path the correct and special people in every step of this project.

To my family, whom I owed so much for their undying support, to my wife Elina González and my children Andrea y Edwin for their advice, understanding, and love that helped me in difficult times, and for their unwavering belief that I can achieve so much, also for their constant encouragement, and for the limitless and great sacrifice that helped me to accomplish my Bachelor Degree.

Manuel

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Manuel

DECLARATION

"The content of the following graduation work is my responsibility; the intellectual property belongs to the state University Peninsula de Santa Elena."

DECLARATORIA

"EL CONTENIDO DEL PRESENTE TRABAJO DE TITULACIÓN ES DE MI RESPONSABILIDAD, EL PATRIMONIO INTELECTUAL DEL MISMO PERTENECE A LA UNIVERSIDAD PENÍNSULA DE SANTA ELENA."

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Manuel Marino Orrala Soriano

C.I. 0916349640

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Author: Manuel Marino Orrala Soriano
Advisor: MSc. Kléber Loor Zambrano

ABSTRACT

The main goal of this research was to encourage learners and professionals in the educative field to improve the proficiency of the speaking skill with the implementation of a technology tool using flipped classroom, focuses in the students of eighth grade at Unidad Educativa Eloy Velásquez Cevallos. La Libertad Santa Elena Province, school year 2017-2018. The information was got with the collaborative work of specialists, principal and English teachers in order to improve the deficiency of the speaking skills that was regarded for them as a priority. The participants of this research paper were 12 students of eighth grade at Unidad Educativa Eloy Velásquez Cevallos. The methodology use here was qualitative, inductive and deductive method with the implementation of interactive lesson through webquests using the flipped classroom principles. Before application was necessary assessing the students' speaking skills through a rubric with pre and post-test, which contributed to identify how the students increase their proficiency on the speaking skills. In effect, the application of this strategy offers a change from the traditional teaching methods to a more dynamic and interactive learning environment where learner shifts the classroom from passive to active learning. The research results showed that the implementation of a webquest lesson was effective to improve the speaking ability and also it contributed to increase the motivation to learn the English language in students of eighth grade at Unidad Educativa Eloy Velásquez Cevallos. La Libertad, Santa Elena Province, School year 2017-2018.
Key words: Flipped classroom, webquest tool, speaking skills, cooperative learning.

INTRODUCTION

To learn a language well requires a lot of attention, perseverance, work and above all, time and interest to be able to communicate with other people. Speaking skills is one of the most difficulty abilities to master, one reason is lack of practice, another reason is fear of the students of making mistakes. Nowadays, the educational field around the world has brought an endless number of changes which technology and teaching-learning of the English language has become relevant factors to boost student-teacher relationship.

The flipped classroom methodology has changed no just teacher's role into the classroom, but also the student's participation outside the classroom. Educators from around the world have adopted this approach and are applying it in different curriculum, as elementary, middle and high school students as a well as adults, (Bergmann and Sams, 2012). In flipped classroom student get their own concept outside classroom and apply their knowledge in collaborative learning into the classroom, therefore class time is spent to clarify assignments, with the help of the teacher. Teacher has the options to offer more personalized guidance taking place effectively the interaction with students. (FC european project 2014, 2014).

In fact, at Unidad Educativa "Eloy Velásquez Cevallos" the students of Eighth grade have difficulties to speak English in the correct way, they are not able to communicate effectively due to not having enough time to practice speaking into the classroom. The present research paper shows how these students overcame these difficulties.

Chapter I, The Problem: It is based on "low level in speaking abilities of the students of Eighth grade at the Unidad Educativa "Eloy Velasquez Cevallos".

Chapter II, The Theoretical Framework: This chapter includes the literature review in which there are bibliographies, opinions of the other authors about flipped classroom and speaking skills which contributed for this kind of research work.

Chapter III, Methodology: It contains the useful methodology, the instruments, and techniques of data collection used during the research process, and the instruments which were applied such as interviews, surveys and observation worksheet which contributed to obtain relevant data for this research work.

Chapter IV, The Proposal: It embraces the beneficiaries who are the students of eighth grade at Unidad Educativa Eloy Velásquez Cevallos and how they really improved their speaking skills with the application of flipped classroom.

CHAPTER I

1.1 Title

"FLIPPED CLASSROOM TO IMPROVE ENGLISH SPEAKING SKILLS OF THE EIGHTH GRADE STUDENTS AT UNIDAD EDUCATIVA ELOY VELÁSQUEZ CEVALLOS, LA LIBERTAD, SANTA ELENA PROVINCE, SCHOOL YEAR 2017-2018."

1.2 Problem statement

Nowadays, the educational field around the world has brought an endless number of changes in which technology and teaching-learning of the English language has become relevant factors to boost student-teacher relationship. Hence one prominent alternative to supply solution to the low level in speaking abilities of the students of Eighth grade at the Unidad Educativa "Eloy Velasquez Cevallos".

In Ecuador, there are learners that face many difficulties to speak the English language, and the major difficult is when students start high schools without any knowledge about English language as a subject matter and show certain shortcomings either by lack of motivation or old teaching strategies, which are evident in many educative institutions from our province.

The speaking skill is important because of it is the ability that combine science and technology, thus learner has the opportunity to work with others and they can share ideas and innovations. Currently education and technology are combined to promote knowledge. In fact, the flipped classroom approach is regarded as relevant instrument for the use of technology due to different and innovative strategies that make the learning process more dynamic and memorable. At Unidad Educativa "ELOY VELÁSQUEZ CEBALLOS" students are able to speak English, but no in correct way, because they need more practice and self-confidence to improve the ability to speak more fluently with the help of the technological tools. Therefore, the application and implementation of flipped

classroom is a conception to encourage students boosting their own learning to get a meaningful learning and developing higher order thinking skills and creativity.

Therefore, it is necessary to explore new strategies to enhance the interaction between teacher-student and student-student either inside or outside class, for this reason, integrate technology with the use of media content that learner find in the web or maybe posted by the teacher will be a great idea to boost the learning. In fact, at Unidad Educativa "Eloy Velásquez Cevallos" students of Eighth grade have difficulty to speak English, in effect students can start a dialogue with short sentences, but they cannot maintain a conversation for two or more minutes, therefore is evident the lack of fluency and confidence among them, in consequence of that this research will support an important alternative to solve the problem with the implementation of the flipped classroom.

1.3 Context of the problem

Teaching learning process of the English language in Santa Elena has not been applied appropriately and teachers persist on the use of traditional methods in their classes. In consequence of that, learners have low interest to learn a foreign language, displaying demotivation, boredom and even bad attitude towards their teachers as well as subject matter. Furthermore, the lack of technological tools in government educational institution remains as one of the main problems for educators at the time of teaching and to put in practicing the acquire knowledge.

Speaking skills is one of the most difficult abilities to master, due to lack of practice, also the student fear to make mistakes because they cannot pronounce correctly. In fact, at Unidad Educativa "Eloy Velásquez Cevallos" the students of Eighth grade have difficulties to speak English in the correct way, they are not able to communicate effectively due to not having enough time to practice speaking skill in the classroom; either because of the teacher employ the time for giving instructions to the class or evidently about 40 minutes. Therefore, there is

not time enough to complete the activities to improve their abilities, and students cannot achieve the target language at the end of the year.

Another reason that makes the students have drawback in develop the speaking is the lack of confidence when they practice English language in class. Hence, it will cause anxiety, fearful to students. One of the indicators is that the most of the class time only use the first language and do not practice the new vocabulary and not implement new techniques that will support student to practice English frequently and help them to increase the self-confidence with talking English. Whereby is necessary to support the implementation of technology to improve the speaking skill in students of eighth grade at the Unidad Educativa "Eloy Velásquez Cevallos".

In consequence, the fast rise of the communication's technologies and internet entails changes in learning environment; it allows another learning context more complex and less limited to the traditional classroom, in which students can access to search for educational information in a more interactive way with diverse technological means. This Phenomenon is enhanced with the Flipped learning educative tendency, whose proposal also includes a direct instruction with constructivist method, to focus the commitment and progress toward students, (Achútegui Soldevilla, 3013-2014). Flipped classroom born from flipped learning that is not more than a pedagogical approach in which instruction does not produce in exclusive and direct way into the classroom, if no that it happens to take a place in autonomous way by learner, with the resources that teachers provide through technological means that generally is of audiovisual nature, whose information going to be socialize in class time, emphasizing for moment of motivation, uncertainty, perseverance, curiosity and discovering, for what with the teacher helps to overcome doubt and get the learning. (Altamirano , 2016).

Chart # 1 : The problem Tree

EFFECT

| Low interest and motivation, boredom in the students. | Students only use English in class with the guidance of the teacher. | Students show Anxiety, fearful and difficulty to speak English in from of class. |

LOW LEVEL

OF SPEAKING SKILLS

CAUSE

| Teachers do not apply appropriate methodology in their class, and also there is lack of teaching tools to support the teaching process. | The class time is not enough for achieving the goals, especially for improvement of the speaking skill. | Students are not confidence using English language in class. |

Author: Manuel Marino Orrala Soriano

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1.4 Research questions

- What is the speaking skill?
- What is the importance of the speaking skill?
- What is flipped classroom?
- How can students improve speaking skill?

1.5 Rationale

The English language learning process is usually hard for many students who are accustomed to traditional teaching and have serious difficulties developing the speaking skills. Moreover, it is evident the difficulty that students experiment in the moment of their speaking practice when learning another language.

In fact, teaching English language takes an important role in the educative field, generating an incessant change in our society. In such way the need arises to improve the proficiencies in all abilities especially in speaking skill where students use the language appropriately not only verbal communication but also another element of speaking as grammar, vocabulary, pronunciation and fluency. (Andika L. Dinda, 2013).

At Unidad Educativa "Eloy Velásquez Cevallos" there are several shortcomings in the English language learning, some students feel anxiety and sometime embarrassed when they cannot pronounce the words in the correct way, in effect this shows lack of stimulus as self-confidence in their learning process. Hence it is important to point out the relevance that speaking skills is the mean to have a good communication with others in order to express ideas, feelings and opinions.

English has become an international language with domain in Education, business, science, politics, and entertainment. Speaking fluently brings many benefits to

learners, such as give a great sense of personal achievement, a better understanding of other cultures, even it helps to enhance their personal profile.

1.6 Research objective

To improve the speaking skills through the application of flipped learning to students of eighth grade at Unidad Educativa "Eloy Velásquez Cevallos"

1.7 Idea to defend

Flipped classroom as a teaching strategy will improve English speaking among students of eighth grade at the Unidad Educativa "Eloy Velásquez Cevallos".

1.8 Scientific tasks

1. To analyze the literature and theoretical frame through consulting documents as books, research paper, digital resource, educational web, UPSE library, in order to get information to design activities that support and develop the speaking skills.

2. To determine the more relevant strategy and techniques to applying in the research field take account the variable of this research.

3. To propose interactive activities in order to improve the speaking skills in students of Eighth grade at the Unidad Educativa "`Península de Santa Elena"

CHAPTER II

THEORETICAL BASIS

2.1 Previous research

Proficiency in English languages is seen for adolescents and adults as a challenge goal in many areas of society, therefore, learning English language skills are an essential part of the curriculum and undoubtedly an important aim of assessment in the learning process of a foreign language.

English takes over a place of great prestige in the world simply because it is the lingua franca. In our country, in spite of that Spanish is the official language. The government is making an effort to improve the English language teaching with programs that lead to both students and teachers to enhance the communicative competence especially in English language as a foreign language. Whereby the knowledge of it and the mastery of its abilities are very important, as a support of our lives being that enable us reach the goal as a good social condition, intellectual, as well as economic along of our professional and personal life. (Jeremy Harmer, 2003)

Learning a foreign language as well as get the ability to keep going when speaking spontaneously is really important to achieve a communicative goal, in fact, according to Bygate (1987, 3) "there are two aspects to consider; the knowledge of the language, and its skills in using this knowledge. Therefore, it is not enough having certain knowledge, but a speaker of any language should be able to use this perception in different situations". On the other hand, according to the earlier views listening also had showed a mastery of communicative abilities as recognizing reduced forms of words, key words in a conversation, and so on. This proficiency should be an essential part in speaking that led learners to reach their goals, but it is

also necessary to consider the others English language skills such as reading and writing that had been necessary to learn efficiently a foreign language.

2.1.1 Projects around the world

2.1.2 USA

(M. Lage, G. Platt, M. treglia, 2000), they published a study titled "Inverting the Classroom" An input to create an Inclusive Learning Environment. Relating to the study students` increment in access to multimedia and the easy use of multimedia resources reached learners with diverse learning styles, they state that a strategy used in two freshman-level microeconomics classes and argue that both teacher and student perceptions of the method was positive, the most evident benefit that learners acquired was the motivation in the classroom due to the nature of this subject matter.

The goal of this research was to empower students with different learning styles by providing alternative for students to use the language inside the class and to increase interaction among the students and teachers outside the class through activities. The researchers pointed out that this method increased the accountability especially in students and state that the technological resource aid will strengthen in the study of the material available to students. There was also built-in support as the availability of teachers to answer the questions online, interactive activities for students to test their knowledge. Inside the classroom students worked on experiments, labs, discussions, and completed hand-on activities under the guidance of the teacher.

The flipped classroom uses active learning techniques and new technologies to engage students. The flipped classroom has two components: moving the video lecture outside the class, usually delivery through electronic means, and moving the instruction assignments, formerly task or activity to apply it inside classroom (Educause, 2012).

2.1.3. USA – Colorado

(Bergmann and Sams, 2012) They were using the flipped "approaches" in their chemistry classes at Woodland Park High School in Colorado, when they realized that students´ absences were due to sport activities, students were missing key concepts presented in class and struggled to stay at the same pace with the class. Both Jon and Sams decide to solve the problem, to record their live lessons using screen capture software, then the material was posted on line and student could access to them. Moreover, students can create prerecorded video lectures which were even available to other students who wanted to re-watch the lecture and review the instructions to clear any doubt about the lessons.

In fact, this finding highlighted an idea: why not have all students watch the video lecture at home and employ class time to reinforce or solve any problem? Even interact with the teacher for something misunderstood. (Talbert, 2012). Subsequently according to Talbert in an inverted- classroom with the help of the online instruction, students attained a high level of word and they showed a strong ability to acquire technical skills.

2.1.4 University of north Texas

According to Snowden Kelly E. research, one pedagogical model that have gained space into the educative field is the "flipped classroom" or "inverted classroom" or "reverse instruction" a model that incorporates technology that is commonly used in class with what is commonly done as homework. This study attempts to support teacher´s perceptions of the use of this method. The study revealed that perceptions of this method are more promising among teachers who traditionally use lecture only to disseminate any information.

2.1.5. Cuenca - Ecuador

(Adriana M.Cabrera A. and Johanna K. González C., 2015) This paper was developed considering the difficulties that learners find when understanding contextualized information. And regarding that the implementation of technology in the education field has shown great finding in the construction of knowledge. Therefore, the strategy of this paper was to support students with a platform to implement the learning process. The media material and its content are intended to get a better understanding of the instruction of the subject matter. Promoting autonomous learning become the main guidelines for the justification of this research and its content. On the other hand, the Cognitive Theory of Multimedia Learning, Constructivism and Flip Model are fundamentals keys for this project.

2.1.6 Universidad tecnológica equinoccial

This current research Project, entitled "Use of activities based on the flipped classroom model for the development of the lexical competence in English", was guided for the improvement of linguistic skills of Eighth level students at the "Universidad Technological Equinoctial" language institute, through acquisition and use of fixed collocations. Which were evidenced through (pre-test and post-test) confirming great development to the end of instruction. However, respect to the general results in the lexical proficiency development referred to the learning and use of fixed collocation applying to Eighth level of UTE, was possible to notice the rise of average in a 22,3 percent in the outcome.

Search related to use of Flipped classroom model focus in language teaching to writing, reading, oral comprehension and grammar, make possible the integration of this model in foreign language teaching as a second language. Brinks highlighting the importance of incorporate contextualized material. Cause of the flipped classroom

success lies, between other factors that students learn through relevant contents, usually flipping part of the class and not necessarily its entirety. (Altamirano , 2016)

2.2. Philosophical basis

The teaching learning process can change in-class pedagogy based on cognitive as well as social-constructivist theories. "Knowledge is acquired in personal way", (Piaget, 1969), but (Vygotsky, 1978), "stated that learners are placed in a social environment interacting with diverse groups".

Learning process is often stimulated by a desire to give students an opportunity to participate in active way in the classroom. Nevertheless, certainly is no all learning active proceed from texts, media or activities, if no it just could be employing the imagination giving thus for another hand, a meaningful concept to the creativity into learning process. In effect, Piaget claims that Learning occurs no when a person merely copies an idea, but when a person acts on it. People really learn something when they have developed a system of way to actively transform the object of their thought (Piaget, 1971).

On the other hand, Vygotsky stated that the social relationship need about language, because it is internalized and gives origin to the higher psychological functions, even he argues that language and semiotic phenomenon make up the tools whereby human being organize their production interacting with the nature, in fact he pointed out to the computer, as the big mediator between technology and society give more relevance at the information and communication technology.

Nowadays, the teaching of a language, mainly the English language let us identify when combine the theoretical steam, psychological, philosophical, and pedagogical and the four communicative skills in an interactive, dynamic and participative environment, all of these help to improvement and internalization the learning and the better use of information acquired.

2.3 Educational base

2.3.1 Communicative Language Teaching (CLT)

The term "Communicative language teaching" entails several approaches that focus on helping learner; based on the idea that learning language successfully comes through having to communicate real meaning. So, when learners are involved in real communication. To produce authentic language does not mean developing speaking skill only. Communicative learning teaching also integrates multiples skills, such as listening and writing.

Communicative language teaching began in 1960s as a replacement to the earlier structural method, called Situational Language Teaching, which was taught by practicing basic structure in meaningful situation-based activities. British applied linguists focus attention on another fundamental dimension of language that was unsuitably addressed in current approaches to language teaching at that time "the functional and communicational language". So, they saw the need to emphasize in language teaching on communicative proficiency rather than on just mastery of structures. In addition, according to Hymes's theory (1972), states that speaker needs to know communicative competence in order to be communicatively competent in a speech community. And finally, according to Halliday (1970), in a number of important books and researches, he has elaborated a Powerful theory of the functional of language, which complements Hymes's view of communicative competence, they describe seven basic functions:

- The instrumental function: using language to get things;
- The regular function: using language to control the behavior of others;
- The interaction function: using language to create interaction with others;
- The personal function: using language to express personal feelings and meaning;
- The heuristic function: using language to learn and to discover;

- The imaginative function: using language to create a word of imagination;
- The representation function: using language to communicate information.

2.3.2 Flipped classroom

The flipped classroom methodology is known as e-learning or method of electronic learning and   b-learning as blended learning. According to Stephenson, e-learning is the evolution of distance learning, which it entails new technology to manage the teaching-learning process through different software and devices. As a far as b-learning is concerned when student is expose to use of technology or any material outside of class for the first time, which is normally done using teacher-created videos that student watch outside class time in order to prepare for the learning in the classroom. In fact, teachers can spend more time interacting with students in the class time, thus as the best use the classroom space to discuss any doubt and problem-solving guided by the teacher. (Mendieta sinche, 2016).

According to Aaron Sams and Jon Bergmann the concept of a flipped class is this: "that which is traditionally done in class is now done at home, and that which is traditionally done as homework is now finished in class" (Bergmann and Sams, 2012). On the other hand, they stated that in the traditional model, students would generally come into class confused with the homework sent the previous night. Indeed, we would spend 25 minutes developing a warm-up activity and going over those problem that students have, and then we present a new content for 30 or 45 minutes.

But, in the flipped classroom, class time is certainly well restructured, because of students still need to ask questions relate to topic or video that has been posted by the teacher before the class, and just the class time is used to guides the students to clear up misconceptions and avoid making any mistake.

Chart # 2 : Comparison of Class Time in traditional versus Flipped classrooms

Traditional Classroom		Flipped Classroom	
Activity	Time	Activity	Time
Warm-up activity	5 min.	Warm-up activity	5 min.
Go over previous night's homework	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	20-35 min.		

Source: Flip Your Classroom reach every student in every class every day by Jon B.
Elaborate by: Manuel Marino Orrala Soriano

Flipped classroom is also regarded an educational technique that consists of two parts: an interactive group learning activity inside classroom, and a direct computer-based individual instruction outside the classroom. In fact, flipped classroom nowadays represents an expansion of the curriculum, rather than a mere re-arrangement of activities. (lowell, 2013).

However, to flip is not just to make and edit a video, "but it is a total care education that combines the direct instruction with constructivist methods, the growth of engagement and implication of the students with the content of the subject and improve their intellectual understanding" (FC European Project 2014, pág. 5).

According to Bergman and Sams (2012) Flipped classroom approach is a setting where learners take control over their own learning and encourage for strengthening the relationship between teacher-student and student-student. The Flipped classroom approach then gives priority to learners where all of them are engaged in their learning and the teacher becomes the "guide on the side" and not the "sage on the stage" as was described by Baker (2000).

2.3.3 The characteristics of flipped classroom

According to Pinnelli and Fiorucci. Flipped classroom approach finally promote a democratization of learning, as the freedom in students' hands to view and review the lecture videos as possible anywhere and anytime before coming to class. Consequently, in class time, students have more opportunity to participating and change opinion through collaborative and cooperative way (Suwarna Rany Subramanian, Balakrishnam Muniandy, 2016)

According to Bergmann and Sams (2014) students got a deeper understanding into de content once they start to apply the flipped classroom. At the same time teachers may reach higher levels of Bloom's Taxonomy, in which identifies different domains of learning beginning from the memorization and understanding the lower levels of cognitive information that students doing outside of class. In effect the higher form of cognitive work such as analyzing, applying, creating and evaluating are done inside class with support of their peers and educator (J. Brame, 2013).

Graph # 1 : A revised version of Bloom's taxonomy

| Original Taxonomy | 1956 | Revised Taxonomy 2001 |
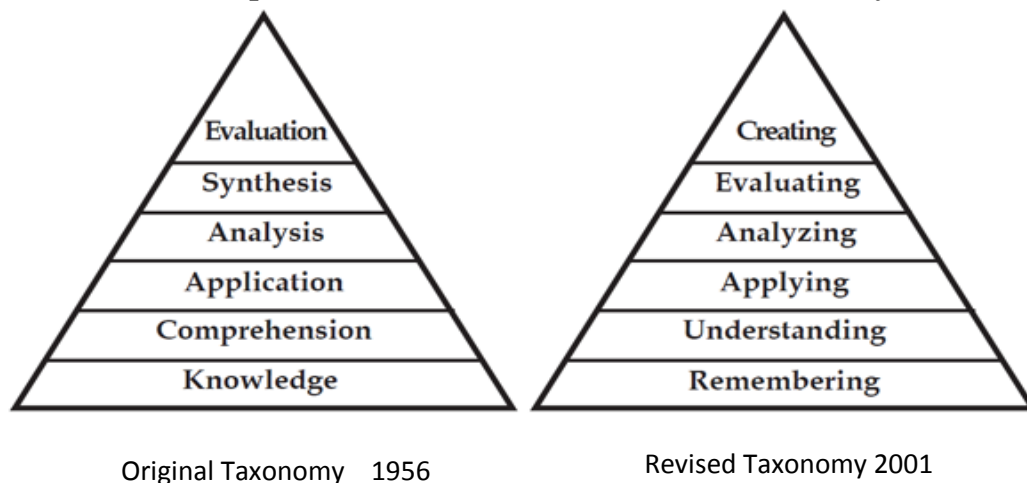
Source: Concept and Characteristics of Flipped Classroom by Suwarna Rani Subramaniam
Elaborated by: Manuel Marino Orrala Soriano

2.3.4 Flipped classroom model in the English language teaching-learning process.

The need of students' professionalization in superior education entails to get a vast knowledge of English as a second language. In consequence to the broad spreading in the instructional and labor environment, it requires of a consequent education with the reality and allow them a flexible manage in their time, generally distributed among labor activity, educative and entertaining, taking place the active learning as well as interactive, collaborative and reflexive learning focus. (Bishop, Verleger, 2013).

In this framework, Flipped Classroom, allows English students to integrate their cognitive abilities with problem-solving and cooperative activities, also it emphasizes the psych-educative concepts from current learning theories to optimize the learning process. This is identifying according to Kolb (1984) by an organizational order creating an experiential learning based in his theory. As a result, the knowledge is getting throughout experience; face new situations of learning.

This English language learning model offer a dynamic context, connect to the reality and to the transformation of experience, creating thus a learning permanent circle, as following illustration.

Graph # 2 : English learning process circle with flipped classroom
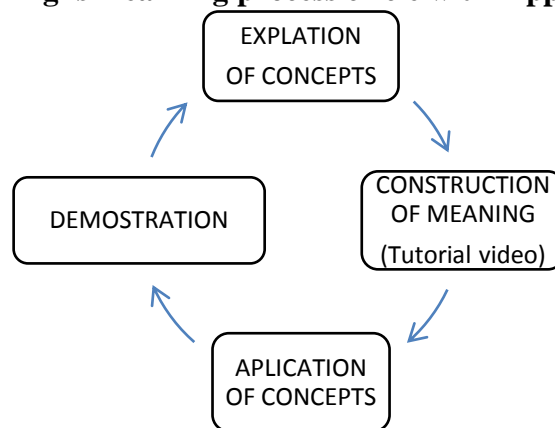
Source: Universidad tecnológica Equinoccial
Author: Ivanova Monteros

2.3.5 Flipped classroom in teaching speaking

According to Kayi (2006) Teaching speaking is the process where the teacher leads their students to enhance their ability to express feelings, emotions or ideas in oral way. In effect, flipped classroom gives learners the opportunity to improve the speaking skills in many ways. Nowadays, English teachers just combine technology with contents relates to a specific subject in order to get the information which need to be presented in the next class (Choiril Anwar and Aswan Pratama, 2016). Kayi regarded that for learning English language is necessary the following:

- Produce the English sounds and sound pattern.
- Use words and sentences stress, intonation pattern and rhythm of the second language,
- Select appropriate words and sentences according to the proper setting, audience, situation and subject matter.
- Organize thoughts in a meaningful and logical sequence,
- Use language as a means of expressing values and judgments.

2.3.6 Flipped classroom help to improve the speaking skills

One of the benefits of Flipped classroom for improving student's speaking skills, is that it "has a comprehensive instructional model that acompasses direct instruction, inquiry, practice, formative and summative assessment and many more elements" (Bennett, B, et al, 2011).

This instructional technique gives a focal point to the process of learning. Therefore, it is aimed to enable students become more actively engaged with the course material, and empower them to build knowledge through their understanding.

Flipped classroom can be an interesting option for teachers that teach a foreign language; even the teacher must comprehend the student's characteristics first before

applying this approach. In addition, the teacher must prepare many things related to implementation of the flipped classroom.

2.4 English Speaking

There are several definitions of speaking from many English language experts, but it is impossible to discuss all of them. Therefore, in this research underline the most relevant definition, to inquire the development of speaking skills along a teaching-learning process, it is important to consider a number of factors as oral production, interaction patrons, the process of communication, time span, student, teacher, the requirement under which all these elements can interact are only a small part of what developing speaking is. So, discussing all these aspects is very huge. Subsequently in this work the author is focusing on selected areas.

Oxford Advanced Dictionary states that speaking is the ability to express or communicate opinions, feelings, ideas, and others, also to have a conversation somebody about something.

According to (Thornbury, 2005). Speaking is an informal talk when learner feels the need to develop conversational competence. He stated that this concept derives from speaking due to its overall performance in the daily language usage. In addition, speaking is often unpredictable, social, in the sense that it establishes good and mutual relationship, agreement, in order to increase social identity. Conversational competences require that the aim of teaching speaking should enhance student´s communicative skills, in consequence, put on practice the knowledge and mastery about language, students can express themselves and learn how to follow the rules into social and cultural context in order to affront each circumstance when students need to establish a communication.

Bygate (1987: 5-6) states specifically that focus in speaking was a general perceptive skill, that it to say speaking is characterized by the production of auditory signals

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conceived to get variety verbal response in a listener. It was regarded as combining sounds in an orderly way, in order to form meaningful statements according to language principles. Consequently, this focus was adopted by audio-lingualism. In addition the bottom up approach highlight that we may start with teaching the smallest fragments-sounds until mastery of words and phrases to speech. (Sandra Cornbleet and Ronald Carter, 2001).

2.4.1 Importance of Speaking English

Speaking is an essential part that language learners should acquire and achieve the mastery even complementarily in all language skills. (Tricia Hedge , 2000) states speaking as an ability by which any person is assess by a listener while first criteria are being formed. On the other hand, speaking is a prominent skill, which certifies more attention either on first and second language due to it, reveals people´s behaviors, thoughts and personalities, in consequence will improve their self-steam and confidence during their learning.

Speaking is an interactive process of constructing meaning that entails producing, receiving and processing information. Its meaning and form depend on the context in which it occurs, the speaker, and the purposes of speaking (Shiamaa Abd EL Fattah Torky, 2006). Speaking is an essential part into the process of learning language that implies the role of planning time in speech production.

The speaking is more than share information or to referee about feelings, perception and intentions towards another person. In effect, in speaking people change ideas into words to communicate any message to other people. (Eyüp Yaşar Kurum, 2016).

Briefly speaking can be the form to contextualize the feeling through words or expressions, even transmit any messages through conversations with others. In consequence; the human being uses words and phrases together to construct and support meaning of speaking.

2.4.2 Element of Speaking

(Jeremy Harmer, 2003), states that according to elements of speaking, there are certain language features that learners should have knowledge to enhance the interaction into teaching-learning process, otherwise it helps the exchange of information when any person interacts with others at the same time.

2.4.3 Language features:

Learners and teachers must consider the language features to speak proficiently and to master properly the abilities of language. Widely from this language feature the students should join other languages for identifying phonemes in consequences to understand the nature from language and undoubtedly their phonological principles. Therefore, the following features are fundamental for a successful speaking practice (Saci Sihem, 2012).

Connected speech: In this ability, the speaker of English should be able to develop more connected sounds and no only produce the individual phonemes of English.

Expressive devices: Native speakers refer to the appropriate use of phonological rules, as pitch, stress, volume, speed, which helps them to convey meaning. Learners need to have certain abilities in order to become excellent communicators.

Lexis and grammar: common speech is developed with standard phrases and similar functions, when students repeat the same lexical structure. Therefore, they need the help from the teacher who has provide them a model such as phrases of agreeing, disagreeing, expressing shock, approval, surprise and so on.

Negotiation Language: the use of this feature benefits learners who seek for clarification when they are listening to another person, they can show the structure or the meaning of what we are saying (Jeremy Harmer, 2003)

2.4.4 Teaching Speaking

Speaking skills has been a crucial part to get a second language learning and teaching. Besides its importance, for many years, teaching speaking has been underestimate and professors have continued to teach speaking with repetition or memorization of any dialogue. But, nowadays the goals that teaching speaking should be to improve the students' communication skills. Therefore, students can express themselves through the social and culture rules to appropriate each communicative circumstance (Saci Sihem, 2012, pág. 19) students are start teaching how to speak in English and pronounce accurately in the new language. Furthermore, it is continued then into of guidance students to a point where they can begin to correct the mistakes whether their pronunciation is not correct. Therefore, teachers are supposed to encourage students to practice speaking the target language.

2.4.5 Speaking Teaching Techniques

Teachers employ several techniques, which can be useful to improve the speaking skill. Some of them are mentioned below:

1) Acting from script

This activity encourages students to act out in their own scenery and will often role-plays dialogues they have written.

2) Communications games

This activity gives the student valuable practice, such as oral strategies and simplifying.

3) Discussion

This is the most crucial part in speaking activities where students have to convey opinions. Students often do not feel confident enough to establish a discussion.

4) Prepared talks

Students act out any topic according to their own notes that has been prepared for them: consequently, they will represent a defined and interesting speaking genre.

5) Questionnaires

These activities are carefully planned and can use certain patterns, design from any topic, but that it being appropriate even with the help from the teacher in order to design a good process.

6) Simulation and role-play

Students characterize a real life as if they were living such situation in the real world, emphasize oral fluency and prepare students to assume specific role.

7) Debate

Debate is presented when different points of view are affronted and argued. This activity gives the chance to students of using wide chunks of language from a specific topic.

Indeed, according to this research the speaking activities should be appropriately used and settled with the help from the teacher regarding the level of the students.

2.4.6 The role of Flipped Classroom in Education

Currently, education and technology are in constant change and adopting to supply the need of students, teachers frequently to search new strategies for encourage learning to students in the classroom so as to get improvement of the learning process. A flipped classroom inverts the normal learning process. It causes a meaningful change in both, students and educators, because it causes a big influence on the way that people create, develop, and share information along educational environment. Flipped classroom is an innovative strategy for English teachers that need to rearrange the class time and apply the cooperative learning with the concepts

inside the classroom. As a result, teachers must comprehend the students' characteristics into educational environment before applying this strategy. Because, all students do not have access to technology and the coverage of internet is not the same everywhere. In addition, teachers must implement the flipped classroom strategy and guidance to accomplish the main characteristics as the active learning and cooperative learning.

2.4.7 The Impact of Webquests-based flipped classroom.

The impact of technology in communication has change the live style in general of people, with invents of new gadgets like smart devices, mobile, and others. Therefore, it has changed the way to interact and communicate into social environment. Currently students are seeing, using and trying media either inside or outside of school context. In consequence to encourage to students to learn a new language is necessary to integrate another means of communication such as images, sound track or spoken words.

One of the most important goals in education field is to establish a student-centered learning environment in which students are engage with their own learning. As a result, finding has reported that Webquests-based flipped classroom provided to students enough time to view the videos and other materials before class-time. So, it was the most important part the learning experience, even if they missed important things during the class-time. They could review the information in depth after the class (Saman Ebadi et al, 2017).

2.5 Legal Basis

This research paper is supported on the following legal regulation:

Constitution of the Republic of Ecuador (2008) and the **Organic law of Intercultural Education (LOEI)** that states the following according to current standards:

Title II; rights:

Second Chapter: Rights of good life; Third Section; Information and Communication: According to the article **16**. - People, in collective or individual way, have right to: Literal 2: Universal access to information of technology and communication.

People have free access to communication through technology and have the right to get information using different means.

Title VI;

In article 277. - To achieve a good life, is general obligation of the state:

Literal 6: To promote and advance the science, technology, art, the ancestral knowledge and in general the activities community creative initiative, associative, private and cooperative.

According to article 277, states that support the principles of our society more inclusive and participative between culture and customs, even to work in cooperative way.

Title VII; Chapter I; Inclusion and Equity:

In article 340.- The system comprising from the education fields, health, social security, risk management, physical culture and sport, habitat and housing, culture,

communication and information, leisure, science and technology, population, human security and transportation.

The article explains the right that each Ecuadorian citizen has to get a better life in whatever field that they decide to participate for improvement of their life's quality.

In article 347. - It is the responsibility of state:
To incorporate the technology of communication and information in the educational process and promote the link education with productive social activities.

The Organic Law of Intercultural Education (LOIE) highlights important articles:

In article 2, u. - "Establish research, construction and permanent development of knowledge as a guarantee of promoting creativity and knowledge production, develop research and experimentation for educational innovation and scientific training".

The article refers to the right that people have to develop and increase their knowledge and the possibility to get innovation and constantly training.

In article 6, j. - "To ensure digital literacy and the use of informative and communicative technology in the educational process, and to facilitate the binding of teaching with productive social activities.

The article refers to the knowledge that the people should have to use technology as ICTs into learning process and it should be guaranteed by the state to improve the social environment and productive, and the same way in this project we are to going use technology in order to enhance the skills in language learning process.

CHAPTER III

METHODOLOGY

3.1. Research approach

The aim of this research is to apply the data collection methods and analysis techniques being driven by the guiding questions about overall research, according to the setting in which the study occurs, and from then on, the researcher will regards the observation and practical of what is feasible (Jeremy F. Strayer, 2007). In consequence, the implementation of the flipped classroom as technological tool to improve the teaching-learning process of speaking skills to eight grade at Unidad Educativa "Eloy Velásquez Cevallos" is supported by the results obtained through surveys before mentioned follow the guidelines from both, qualitative and observation methods.

3.1.1 Qualitative Method

This paper will use the qualitative method, therefore regarding the need to improve the abilities from speaking English and focuses the current situation to understand and interpret social interactions in order to gather information through interviews and survey to professionals, specialists, teachers and students.

According to (Myers, 1997), states that qualitative research method were developed in the social sciences to enable researchers to study social and cultural phenomena. Qualitative research is an inductive approach, and its goal is to gain a deeper understanding of a person's or group's experience (Ross, 1999).

3.1.2 Inductive - deductive Method

This research will use both approaches inductive and deductive. For the Deductive method researcher inquires information about the use of the flipped classroom to enhance English speaking skills as a result of observation and analysis contrasted from authors and results deliberated. In the inductive method, the researcher gathers data about possible cause of the problem and to plan hypothesis to find solution for the improvement of the speaking skills of the Eight Grade Students from Unidad Educativa "Eloy Velásquez Cevallos".

3.1.3 Scientific Method

This approach will allow generates a new hypothesis and theories from the data collected that will support the improvement of the speaking skills of Eight Grade Students from Unidad Educativa "Eloy Velásquez Cevallos".

3.1.4 Observation Method

This method will help to get information more relevant and implement new idea about causes and effect of the problem related of the use of the flipped classroom to improve the speaking skill of the Eight Grade Students from Unidad Educativa "Eloy Velásquez Cevallos".
Observation method enable researchers to describe existing situation providing a way of "written paragraph" related to the situation under study (Erlandson, Harris, Skipper, & Allen, 1993).

3.2. Level or type of research

The inquiry was carried out according to the following categories:

3.2.1 Participatory research

Participatory research is a process of knowing and acting that allows to develop the understanding and the capacity to act over the reality. In contrast to it, an existing problem provides the initial motivation for diving in this research process, when the inter-personal communication and collective analysis interacting as key elements in this research. The use of this method is focuses on local condition and situation in that is carried out and according to Intelligent Computer Aided Education (ICAE, 1991), as software that aimed at assisting in the teaching and learning for use in Problem-Based Learning (PBL), (Biljon, 1999). This approach serves to promote the next pattern:

- Production of the collective knowledge; the explore and presentation of a social reality facultative with the sense of ownership of group information;
- Collective analysis; Select the suite information to analyze the reality from group in study.
- Critical analysis; using organized information to determine the cause of the problem to found solutions for them.
- Building of the relationships between personal and structural problems.
- Link reflection with action, getting time to ask who? What? Why? Where? When?

3.2.2 Applied research

This study was implement with an experimental group or practitioners from Eight grade at the Unidad Educativa "Eloy Velásquez Cevallos" in order to take account the improvement of speaking skills using technology. In consequences the flipped classroom provides several strategies to promote the use of the participative focus in this inquiry.

3.2.3 Technological research

The current education is linking technology as a mean that offer a widespread spectrum of tools that help students or practitioners to consolidate their knowledge regarding that there are not a specific or definitely device to achieve their goals, so the tendency to the modernism is the common denominator of our reality in the world changing of globalization.

Undoubted technology becomes a fine and essential entity in the educational field especially, because it allows interact, that is to say researchers motivate for new knowledge led to them acting to find a possible solution about how to have a better fluency and significantly improve the speaking skills along learning process.

3.2.4 Bibliographic research

Bibliographic research allows contrasting certain scientific evidence of stated theories related to approach of this enquiry, in order to getting a better appreciation and point of view that the author regard to feasible. In this case, some sources were consulted in order to give more relevance to the improvement of the speaking skills through flipped classroom model for eight-grade at Unidad Educativa "Eloy Velásquez Cevallos".

3.3 Population and sample

3.3.1. Population

The population of this research is composed by an experimental group of fifteen students of Eight Grade of Unidad Educativa "Eloy Velásquez Cevallos".

Chart # 3 : Population

Nº	Description	Quantity	%
01	Principal at UNIDAD EDUCATIVA "PENINSULA DE SANTA ELENA	1	
02	English teachers	4	
03	Professionals	2	
04	Students	12	
	Total	20	

Source: secretary from Unidad Educativa "ELOY VELASQUEZ CEVALLOS"
Author: Manuel Marino Orrala Soriano

3.4 Variables operationalization

3.4.1 Independent variable: Flipped classroom model

Chart # 4 : Independent variable

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
Flip classroom is a pedagogical model that inverts the traditional class using videos/podcasts as instructional tools to create an engaging, interactive environment which the focus goes student-centered on deeper meaning and connections, in consequence the practice, application and working with content is done inside of class.	Interactive learning environment Create flexible spaces Knowledge construction	Active learning Application of technology Application of concepts	What are the perceptions of teacher and students towards use of the technology to learn a new language? Why do you consider that Flipped classroom can contribute to enhance the English speaking skills? What importance will have the application of a new pedagogical model in the language teaching- learning process? How do you consider that the traditional model should be change?	Observing Interviewing Survey

Author: Manuel Marino Orrala Soriano

3.4.2 Dependent variable: the improvement of speaking skills

Chart # 5 : Dependent Variable

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	INSTRUMENTS
It is an interactive process of constructing meaning that involves producing, receiving and processing information (Shiamaa Abd EL Fattah Torky , 2006)	Knowledge of "language features" Teaching strategies Active Learning	Production skills. Interaction skills. Develop of learning activities. Improve participative activities.	What do the students think about speaking skills? What are the opinions of educators about strategies for the improvement of the speaking skills? Do you consider that flipped classroom should be applied to improve speaking skills?	Observing Interviewing Survey

Author: Manuel Marino Orrala Soriano

3.5. Techniques and instruments for data collection

3.5.1 Techniques

In this project, it will apply several modalities, as techniques and strategies of data collection of target under study.

3.5.2 Observation

This technique was applied to identify the different levels of fluency and self-confidence from students and the interaction between students and teacher, furthermore it allowed to analyze what methodology or strategy should be used to solve the problem and achieve the aim of this research.

3.5.3 Interview

It was used for getting significant information about current situation of the foreign language teaching-learning process and its implementation into their institution; it was performed by main authorities and specialists in teaching of English language to know the use of technologic tools in the English class at Unidad Educativa "Eloy Velásquez Cevallos".

3.5.4 Survey

This technique was taken to the students to analyzing the problem to propose the possible solution regarding the advantages that offer the flipped classroom strategy implemented with their main characteristics of interaction into the process of research, in the Unidad Educativa "Eloy Velásquez Cevallos".

3.5.5 Instruments

3.5.5.1. Video – camera

This devise was used during the inquiry process to point out the evidences more relevant and necessary for the analyzing and evaluating of outcome, in consequence it was possible with the collaboration and permission of the main authorities.

3.5.2.2. Notebook

Along the process the notebook was of vital importance to set out an outline to arrange any mistake that could happen specially of the conclusions or relevant concepts, as behavior and attitude into and outside from classroom.

3.6 Data collection plan

The data collection plan was done following the patters of surveys and interviews of this inquiry, in which acquired statistic values in order to find solution at the problematic of the topic.

Chart # 6 : Data collection plan

BASIC QUESTIONS	EXPLANATION
1. What for?	To improve speaking skills of students.
2. From what group of people or objects?	Eight-grade students at Unidad Educativa "Eloy Velásquez Cevallos"
3. About what aspect?	Flipped classroom as Pedagogical Model:
4. Who?	Manuel Marino Orrala Soriano
5. To Whom?	Students, teachers, and specialist.
6. When?	2015 – 2016
7. Where?	At Unidad Educativa "Eloy Velásquez Cevallos"
8. How?	Individual and by group
9. What data collection techniques?	Observation, interviews, surveys.
10. With what?	Questionnaires and video camera.

Source: The research
Author: Manuel Marino Orrala Soriano

3.7 Data processing plan

Chart # 7 : Data processing plan

DETERMINATION OF A SITUATION	DATA SEARCH	DATA COLLECTION AND ANALYSIS	DEFINITION AND FORMULATION	STATEMENT OF SOLUTIONS
The poor participation in speaking practice, and series of impediments to access at technology tools. The evidences was proved through survey made to Eight Grade students from Unidad Educativa "ELOY VELASQUEZ CEVALLOS".	Identifying the problem, the researcher inquires related information in books, articles, internet, and others.	The problem was validated through rubric, surveys, directed to students, director and teachers. The outcomes allow the researcher to design the proposal of this research.	Determined the low participation in speaking practice in students of Eight Grade at Unidad Educativa "ELOY VELASQUEZ CEVALLOS". The researcher points out the persistence of the teacher in traditional class and the shortage of technological resource that limit the performance and developing of abilities from student.	The implementation of the flipped classroom model with different technological resources will create learning active and improve the speaking skills of Eight Grade students.

Source: Research Data
Author: Manuel Marino Orrala Soriano

3.8 Analysis and interpretation of the results

3.8.1 Interview with the director of Unidad Educativa "Eloy Velásquez Cevallos"

Question 1: Why do you think English language is an important subject for the students in this educational institution?

Interpretation
Principal said, English language has been a very important subject for the integral development of the students, opening a series of opportunity either inside or outside of the country.

Question 2: What is your point of view about technology as an important factor to consolidate the learning process of the English Language?

Interpretation

Principal said people is living a new era, where all is technology and the people talk about innovations even English as a part of the modernization, thereby English language is in constantly change in our society, such is the case that some school already offer international bachelor.

Questions 3: Have any teacher used the flipped classroom pedagogical model in your institution?

Interpretation

Director said, in our institution we have not used this pedagogical model yet, but more ahead will try to apply this interesting strategy.

Question 4: What do you think about Flipped classroom methodology as strategy to improve speaking skills?

Interpretation

Director said; this strategy is very interesting and its implementations on our institution coming well, because students and teachers need more interaction to accomplish the goals in each subject matter.

Question 5: What are the opinions of educators about strategies for the improvement of the speaking skills?

Interpretation

Director said that educators in general should change the traditional method to teach English language, because nowadays the technology and new learning strategies offer innovative tools to enhance the learning process.

Question 6: How do you support the implementation of the flipped classroom model to improve speaking skills on students of eight year basic of your institution?

Interpretation

Director said that he would offer all the support to the teacher and students for the improvement of the learning in his institution, and highlight the implementation that has each classroom with video and audio to ease the teacher's work.

3.8.2 Interview directed to English teachers of Unidad Educativa "Eloy Velásquez Cevallos"

Question 1: Do you think that technology is a good way to learn a foreign language?

Interpretation

Teachers said that technological implementation in education improve the learning process, due to students find another manner to learn English and not only with teacher support, namely using different source as pedagogical strategy, also they point out that the use of social media is really important and help us to accomplish the goal.

Questions 2: What do you think about speaking skill?

Interpretation

Teachers highlight the importance of speaking skills in the English language learning process as fundamental part to communicate in a foreign language. Additionally, they point out that speaking is the one of the abilities that should be practiced the most inside and outside the classroom.

Question   3: What strategy do you employ to develop speaking skills?

Interpretation

Teachers mentioned that they use describe picture, short dialogues and self-introduction,

Question 4: How often do you use technological tools to improve the speaking skills?

Interpretation

One teacher said that is necessary to improve the speaking skills in order to encourage and engage their learning, they can understand their lesson and develop

their own knowledge, furthermore with technology they can communicate all the time, and on the other hand, other teachers stated that they seldom use technological tools in their English classrooms.

Question 5: Why teachers consider that the use of technology will help students in the improvement of speaking skills?

Interpretation

Teachers considers that is very important to use technology, because it allows the use of different audiovisual material, literature and a lot information, also relates as good way to encourage learning.

Question 6: What suggestions would you give to teachers that want to implement Flipped classroom as a pedagogical model?

Interpretation

One of teachers said that they need to use new pedagogical model to change the traditional way to teach, and the other one said that they will implement their classes to get better outcome of learning, as well as to increase the confidence and interaction between teacher and students.

Question 7: What suggestions do you give to students that use the flipped classroom in English class?

Interpretation

The suggestion was that students should use technological tools in all the subjects as being possible, because it helps to increase self-confidence and engage students in their own learning.

3.8.3 Interview directed to specialist, MSc. Kleber Loor Zambrano.

Question 1: Do you know about any technological tools that are used to improve the speaking skills in the English language?

Interpretation

The specialist said that he knows some technology tools as Audacity, Dokeos, Moodle, YouTube video tools, YouTube platform, and others. Where student can create media content in order to practice and enhance their speaking skills; furthermore, there are different learning manager systems that facilitate the control of student's activities.

Question 2: What do you think about the use of flipped classroom?

Interpretation

Teacher stated that the use flipped classroom is an excellent strategy that will help to get the control in class time with activities in groups where students can develop the cooperative learning working in their own space.

Question 3: What are the advantages that technologies give to students through the Flipped classroom model?

Interpretation

The specialist points out that technological tools keep up students exploring the knowledge and they have the chance to share together different point of view about any topic, achieving the most important contents and analysis about it, reflecting the knowledge and carry out their own definition because students look for information on internet, or at the library, having the opportunity to analyze different concepts about them.

Question 4: How do you consider that the flipped classroom strategy could enhance the quality of the teaching-learning process?

Interpretation

The specialist said that the Flipped classroom is an excellent option to learn, but it can never replace a teacher: however, the students have the chance to explore and

learn better and gather enough information through laptop, desk computer, and cellphone.

Question 5: What suggestion would you give to teachers who are implementing technological tools in the educational field?

Interpretation

The specialist suggests that implementation should be complementary and experimental in all institutions regarding advantage and disadvantage that it has. In effect, he said to find solutions at the problem sometime bring up a meaningful change.

Question 6: What suggestion would you give to students that use technological tools in their educational environment?

Interpretation

The main suggestion from specialist said, that teachers should always give the opportunity to student to create something, for example creating a podcast, records, and short videos where they use different technological tools as Audacity, record and starts working with YouTube thus the students has the chance to understand and create contents.

Question 7: Do you consider that flipped classroom should be applied to improve speaking skills?

Interpretation

Specialist said that flipped classroom is changing the traditional way to teach, as a result the student has the chance to practice speaking skills activities in class time, and has the personal feedback from the teacher, and in consequence student is the protagonist of their own learning.

3.8.4 Survey directed to students:

Question 1: Do you like English as a subject?

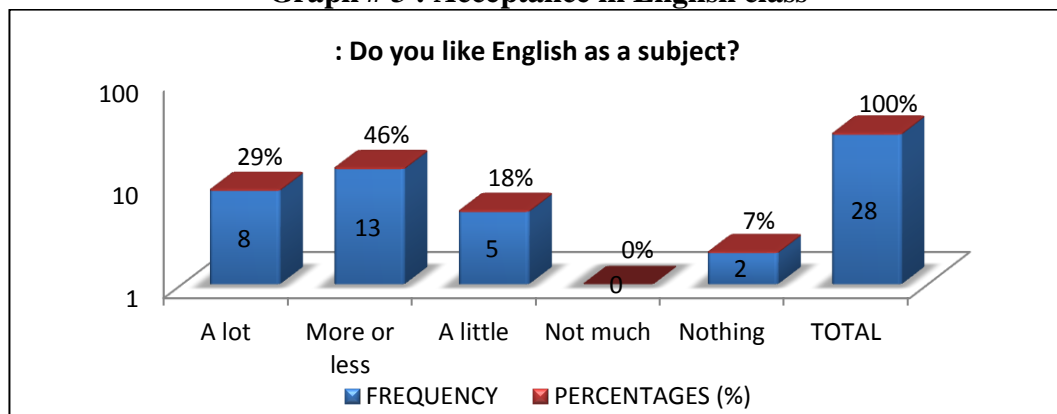**Objective:** To determine the level of acceptance of English.

Chart # 8 : Acceptance in English class

ALTERNATIVES	FREQUENCY	PERCENTAGES (%)
A lot	8	29%
More or less	13	46%
A little	5	18%
Not much		0%
Nothing	2	7%
TOTAL	28	100%

Source: Unidad Educativa "Eloy Velásquez Cevallos"
Author: Manuel Marino Orrala Soriano

Graph # 3 : Acceptance in English class

Source: Unidad Educativa "Eloy Velásquez Cevallos"
Author: Manuel Marino Orrala Soriano

Analysis and interpretation

According to the survey, 29% of students like English as a subject, 46% have a neutral opinion, 18% an acceptable opinion, and 7% do not like English.

The majority of students feel hesitation in accepting English as a subject matter, either for lack of confidence or certainly due to the low encourage from teachers relate to the strategies implementation.

Question 2: How do you consider your English class?

**Objective:** to determine the level of consideration of English class.

Chart # 9 : Interest of English class

ALTERNATIVES	FREQUENCY	PECENTAGES(%)
Very interesting	11	39%
Interesting	14	50%
Neither intersting nor boring	3	11%
Boring	0	0%
Very Boring	0	0%
TOTAL	28	100%

Source: Unidad Educativa "Eloy Velásquez Cevallos"
Author: Manuel Marino Orrala Soriano

Graph # 4 : Interest of English class
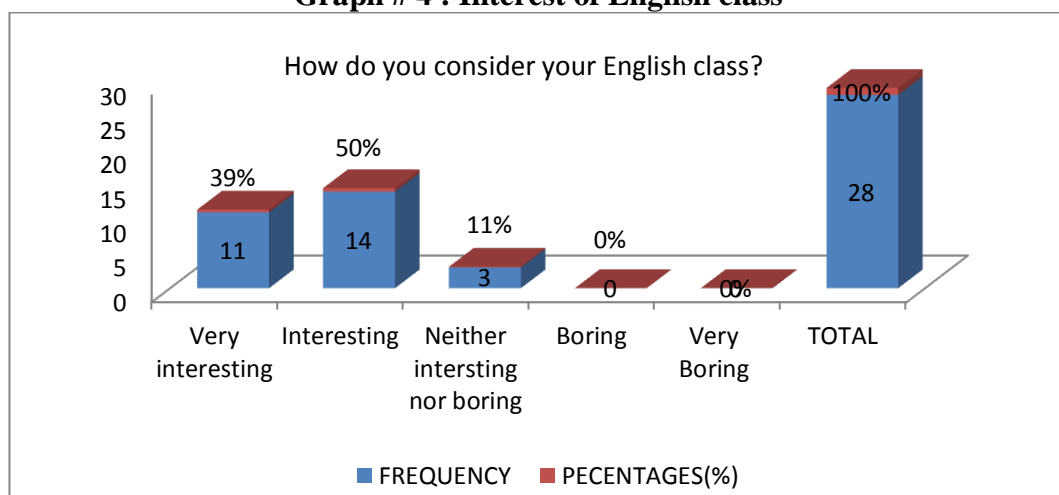
Source: Unidad Educativa "Eloy Velásquez Cevallos"
Author: Manuel Marino Orrala Soriano

Analysis and interpretation

There are a 50% of the students that considered the English class interesting, 39% considered very interesting, and 11% considered neither interesting nor boring.

The majority of the students have a big interest in learning the English language, however, according to the survey, graph 4 shows that there is a low interest that is acceptable.

Question 3: How often does the teacher use the flipped classroom strategies to motivate students?

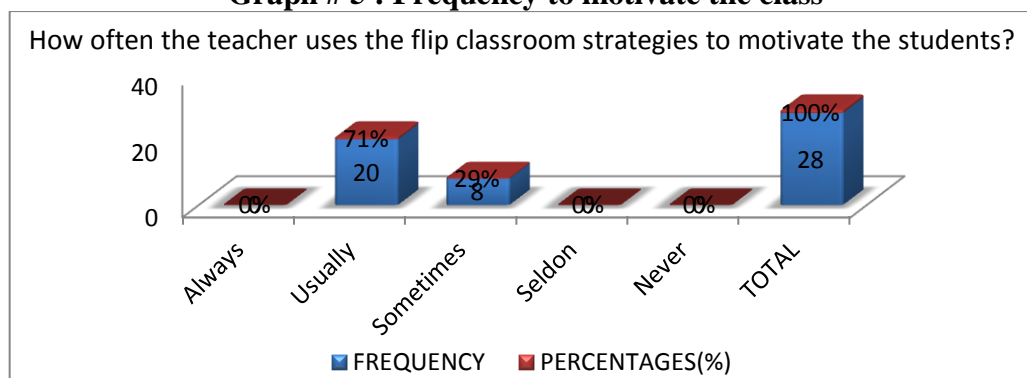**Objective:** to determine the frequency teacher strategies use to motivate the class.

Chart # 10 : Frequency to motivate the class

ALTERNATIVES	FREQUENCY	PERCENTAGES(%)
Always	o	0%
Usually	20	71%
Sometimes	8	%
Seldon	0	0%
Never	0	0%
TOTAL	28	100%

Source: Unidad Educativa "Eloy Velásquez Cevallos"
Author: Manuel Marino Orrala Soriano

Graph # 5 : Frequency to motivate the class

How often the teacher uses the flip classroom strategies to motivate the students?

Source: Unidad Educativa "Eloy Velásquez Cevallos"
Author: Manuel Marino Orrala Soriano

Analysis and Interpretation

The results show that 71% of students usually are motivated by different strategies in the class, 29% of students opine sometime. According to this data is important to motivate the class using strategies and innovative way to encourage the learning.

45

Question 4: How often does your English teacher use technological tools in your English class?

Objective: to determine the use of the technological tools in English class.
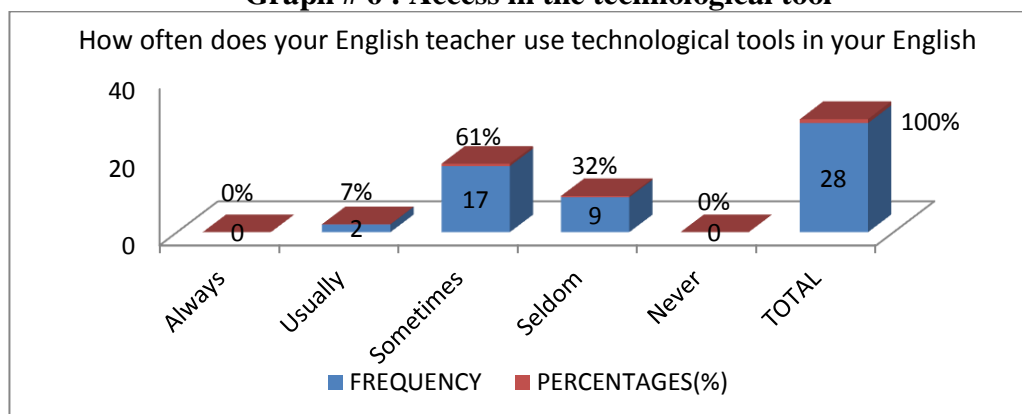
Chart # 11 : Access in the technological tool

Columna1	FREQUENCY	PERCENTAGES(%)
Always	0	0%
Usually	2	7%
Sometimes	17	61%
Seldom	9	32%
Never	0	0%
TOTAL	28	100%

Source: Unidad Educativa "Eloy Velásquez Cevallos"
Author: Manuel Marino Orrala Soriano

Graph # 6 : Access in the technological tool

Source: Unidad Educativa "Eloy Velásquez Cevallos"
Author: Manuel Marino Orrala Soriano

Analysis and interpretation

The evidences in this graph reflected that 61% use technological tools sometime in English class, 7% usually get instruction about it, and 32% seldom receive any instruction about technological tools. In consequence one big part of the teachers to use the technology however is important the variation and overall to promote the responsibility for their use.

Question 5: What strategy does the teacher use to send homework?

**Objective:** to identify the activity used by teacher to send homework.

Chart # 12 : Types of activities use as homework

ALTERNATIVES	FREQUENCY	PERCENTAGES(%)
Whatch video in youtube to complete a homework	14	50%
Read and analyze information in the internet	9	32%
Collaborate group work outside class	5	18%
Online English chat	0	0%
TOTAL	28	100%

Source: Unidad Educativa "Eloy Velásquez Cevallos"
Author: Manuel Marino Orrala Soriano

Graph # 7 : Types of activities use as homework
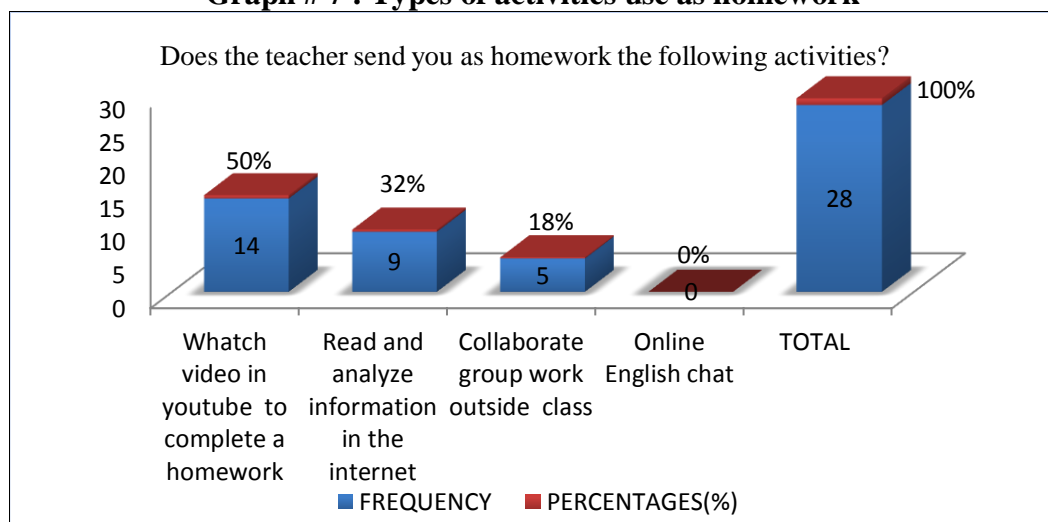
Source: Unidad Educativa "Eloy Velásquez Cevallos
Author: Manuel Marino Orrala Soriano

Analysis and Interpretation

Half of the students do homework through media contents as videos therefore it represents the 50% of responses, 32% said that develop reading and analysis information in internet, and 18% state that working in group out of the class. In addition to these statistic results, is no different because current to use tendency to the technology is in all fields, such as educational, labor, and professional.

Question 6: Do you agree that technological support is important for your study?

**Objective:** to determine the acceptance of students about technological support.

Chart # 13 : Enjoyment of technological support

ALTERNATIVES	FREQUENCY	PERCENTAGES(%)
Strongly agree	4	14%
Agree	22	79%
Indifferent	2	7%
In disagree	0	0%
Strongly disagree	0	0%
TOTAL	28	100%

Source: Unidad Educativa "Eloy Velásquez Cevallos"
Author: Manuel Marino Orrala Soriano

Graph # 8 Enjoyment of technological support
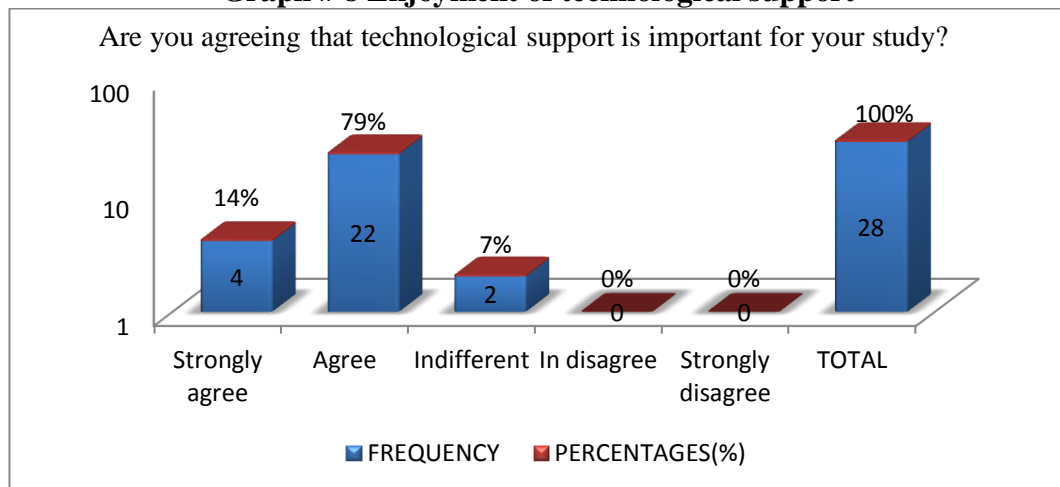
Source: Unidad Educativa "Eloy Velásquez Cevallos"
Author: Manuel Marino Orrala Soriano

Analysis and interpretation

79% of students agree with the technological support, 14% strongly agree, while 7% stated an indifferent attitude to the support. In conclusion the majority of the young learners mastering the technology, and necessarily need of technological support.

Question 7: What activities does your teacher use to improve your speaking skills?

**Objective:** to determine the type of activities students use for improve speaking skills.

Chart # 14 : Activities to improve speaking skills

ALTERNATIVES	FRACUENCY	PERCENTAGES(%)
Song	2	7%
Oral repetition	8	29%
Short dialogues	18	64%
None of the above	0	0%
	28	100%

Source: Unidad Educativa "Eloy Velásquez Cevallos"
Author: Manuel Marino Orrala Soriano

Graph # 9 : Activities to improve speaking skills
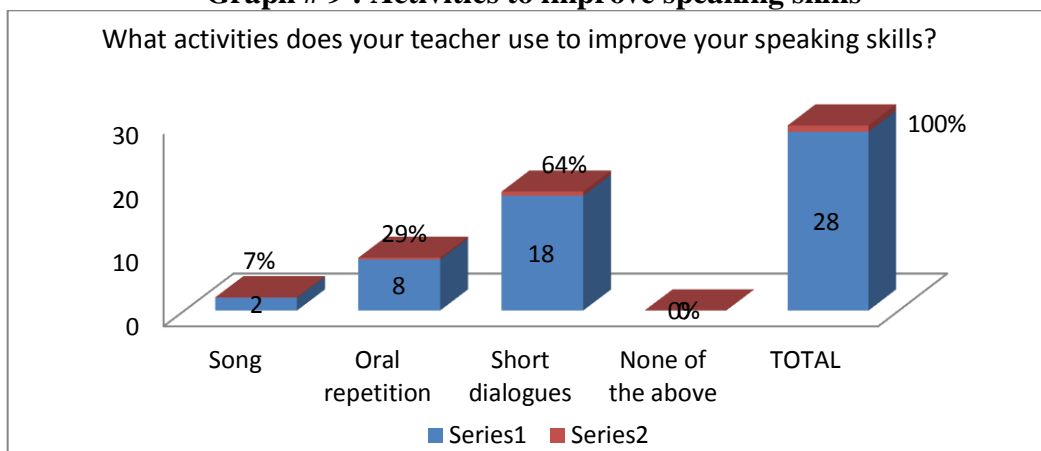
Sourse: Unidad Educativa "Eloy Velásquez Cevallos"
Author: Manuel Marino Orrala Soriano

Analysis and Interpretation

64% of students use short dialogue to improve the speaking skills designed by the teacher, 29% use the oral repetition, and the 7% listen to music. The data determines the indices of preference to develop speaking activities that teachers design in strategies to improve the speaking skills.

Questions 8: Have you practiced role-play activities to improve your speaking skills?

**Objective:** to determine the frequency students use role-play to improve skills.

Chart # 15 : Frequency of the activity to practice speaking

ALTERNATIVES	FREQUENCY	PERCENTAGES(%)
Always	0	0%
Usually	0	0%
Sometimes	23	82%
Seldom	4	14%
Never	1	4%
Total	28	100%

Source: Unidad Educativa "Eloy Velásquez Cevallos"
Author: Manuel Marino Orrala Soriano

Graph # 10 : Frequency of the activity to practice speaking
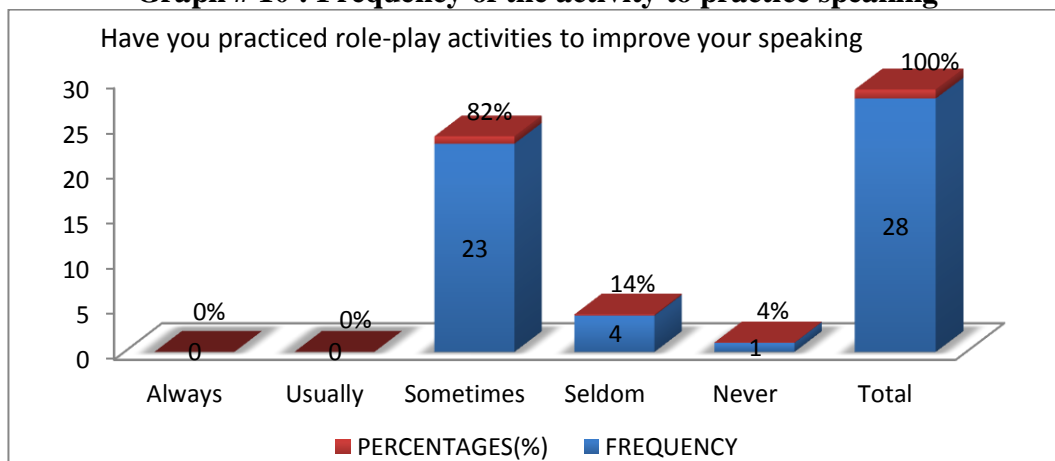
Source: Unidad Educativa "Eloy Velásquez Cevallos"
Author: Manuel Marino Orrala Soriano

Analysis and Interpretation

82% of students have practiced the role-play, while the 14% opined seldom, and 4% never practiced it; however, during researching, the investigator take account the use of similar strategies to role-play. In consequence this strategy is considerate by the researcher as the best affinity for the students and teachers to improve the speaking skills.

Question 9: Do you have the opportunity to practice the English language outside the classroom?

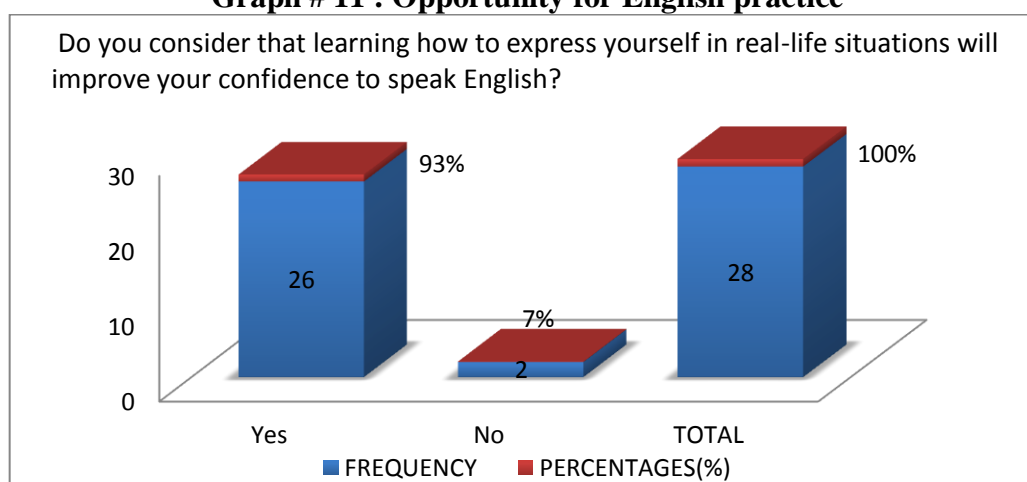**Objective:** to determine where students have more opportunities to practice English.

Chart # 16 : Opportunity for English practice

ALTERNATIVE	FREQUENCY	PERCENTAGES (%)
Yes	26	93%
No	2	7%
TOTAL	28	100%

Source: Unidad Educativa "Eloy Velásquez Cevallos"
Author: Manuel Marino Orrala Soriano

Graph # 11 : Opportunity for English practice

Source: Unidad Educativa "Eloy Velásquez Cevallos"
Author: Manuel Marino Orrala Soriano

Analysis and Interpretation

The acceptance in this question was the 93% yes, and the negative was the 7%. Without any doubt currently the more important aspect to active learning is the student environment so that the real-life situations will improve and strengthen the confidence at the student.

Questions 10: Do you agree with the implementation of flipped classroom using role-play activities to improve your speaking skills?

Objective: to determine the level of satisfaction of students with the implementation of flip class using the role-play.
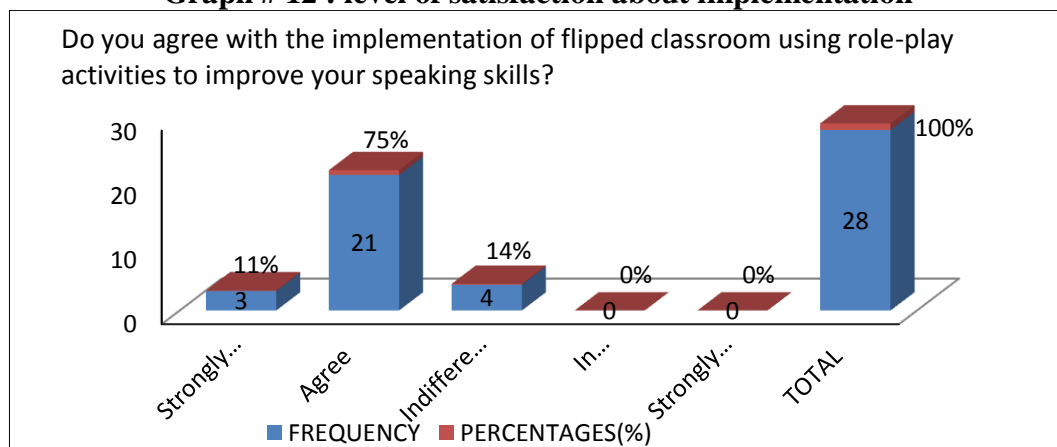
Chart # 17 : level of satisfaction about implementation

ALTERNATIVE	FREQUENCY	PERCENTAGES (%)
Strongly agree	3	11%
Agree	21	75%
Indifferent	4	14%
In disagree	0	0%
Strongly disagree	0	0%
TOTAL	28	100%

Source: Unidad Educativa "Eloy Velásquez Cevallos"
Author: Manuel Marino Orrala Soriano

Graph # 12 : level of satisfaction about implementation

Source: Unidad Educativa "Eloy Velásquez Cevallos"
Author: Manuel Marino Orrala Soriano

Analysis and Interpretation

According to the data collected, it shows that 75% of the students agree, 11% strongly agree in the implementation of flip class and activities, while 14% showed indifferent to this implementation.

3.9 Conclusions and recommendations

3.9.1 Conclusions

- After the implementation of the proposal it was evident that students of Eighth grade of "Unidad Educativa Eloy Velásquez Cevallos" increased the confidence as individual as work groups in speaking activities.

- The use of flipped classroom as a pedagogical model let students to recover important information that they can review and analyze in own space and time.

- The technological implementation in this project helps students to support digital contents from web to become it in new concepts, that allow them increase their critical thinking.

3.9.2. Recommendations

- Learners should have access to technology tools to consolidate the previous knowledge in order to supply opportunities for a real-time feedback, such as in the flipped classroom model, using different strategies emphasize the teacher guides

- Teachers should apply the flipped classroom to encourage the student participation and improve the speaking skills; enable students empower their own learning rhythm.

- Create a technological culture with standard responsibly for the use and implementation from classroom until the activities developed at home.

- Schools authorities and District should be more aware with the teachers and student's effort that struggle to improve the quality of education and not contrasting with the structure and logistic support, therefore is necessary the implementation of this methodological strategies in all educative institutions.

CHAPTER IV

THE PROPOSAL

4.1 Title

Webquest as a flipped classroom tool to improve English speaking skills among students of eighth grade at the Unidad Educativa "Eloy Velásquez Cevallos", School Year 2017- 2018.

4.2 Description of the proposal

4.2.1 Information and location

Graph # 13 : Location of "Unidad Educativa Eloy Velásquez Cevallos"
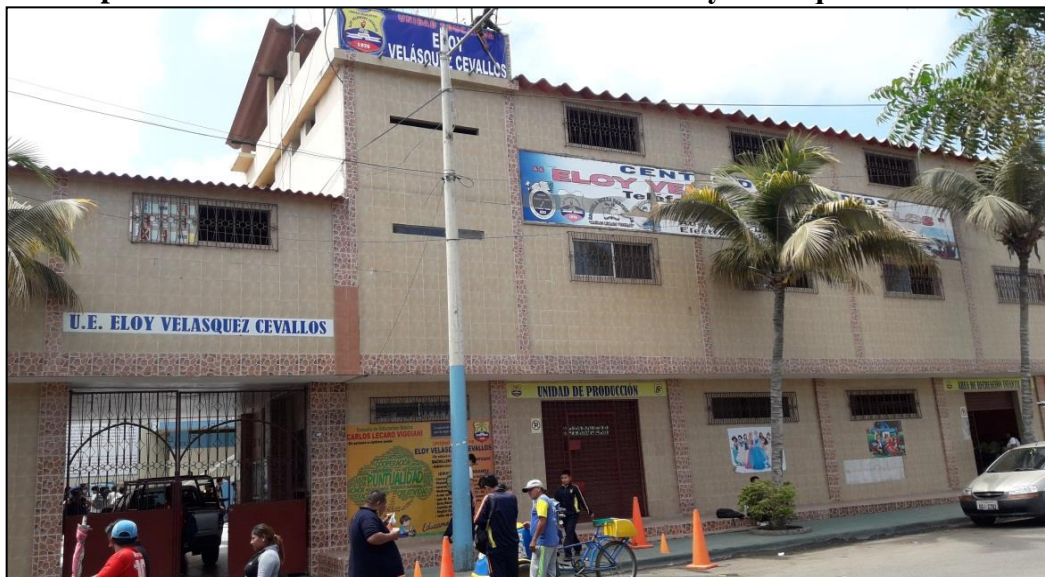
Source: Unidad Educativa Eloy Velásquez Cevallos.
Author: Manuel Marino Orrala Soriano.

4.2.2 Beneficiaries

Graph # 14 : Students of 8th grade at "Unidad Educativa Eloy Velásquez Cevallos"

Source: Students of 8th grade.
Author: Manuel Marino Orrala Soriano.

4.2.3 Location

La Libertad, Santa Elena Province

Graph # 15 : Location of "Unidad Educativa Eloy Velásquez Cevallos"
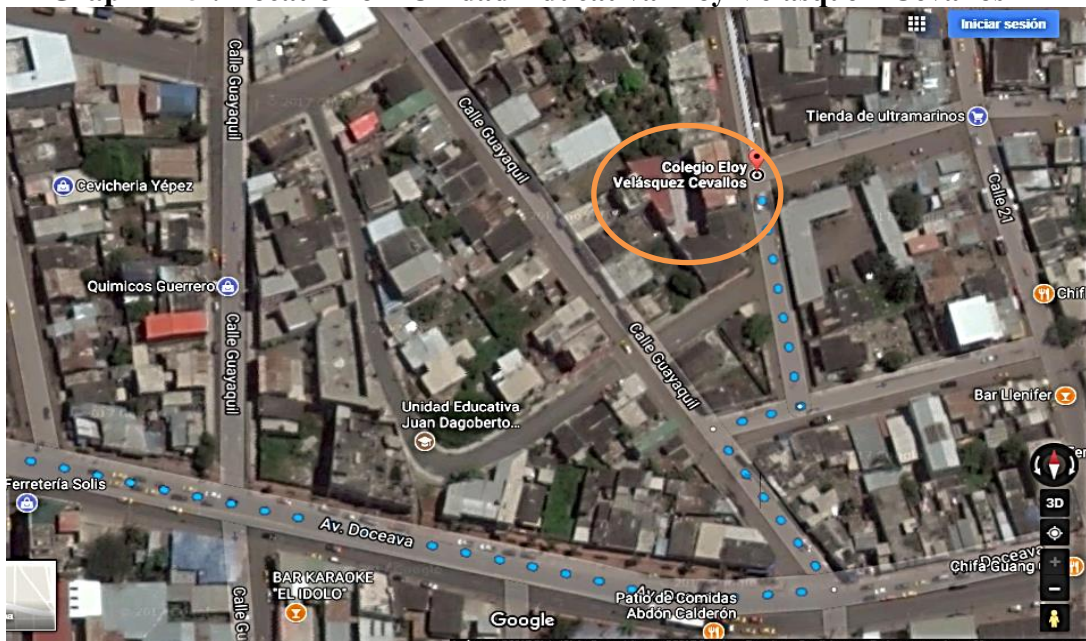
Source: Students of 8th grade.
Author: Manuel Marino Orrala Soriano.

4.2.4 Estimated time for execution

School year 2017-2018

4.2.5 Responsibles

Author: Manuel Marino Orrala Soriano
Advisor: Lcdo. Kléber Loor Zambrano.

4.2.6 Feasibility:

This proposal is feasible since it has the support of the principal of the institution Lcdo. Eduardo Parrales Torres, who corroborated with the idea for application and development of the webquest instructions for students of 8th grade at Unidad Educativa Eloy Velásquez Cevallos, to achieve the goals to enhance the speaking skills. Webquest is a prominent resource that helps students to act out into classroom and accomplish the task even led them to explore their own answers become to achieve the goals proposed by the curriculum.

4.3. Proposal background

This research started with the idea of implement the technological tools with resource that can be found free on the web and easy to use. The goal was addressed to help students to boost self-confidence in the practice and improvement of their abilities in this case speaking skills of student at 8th grade at Unida Educativa Eloy Velásquez Cevallos,

Being the students the most important focus in the English teaching learning process and after evaluate and perform through observation of students, the researcher regarded the need to enhance the abilities of them, because of each student have different level of knowledge about English language. In effect, the implementation with webquest becoming the speaking skills in activities more interactive and enjoyable to act out into class with the information sent by

references or link, this resource pointed out several activities related to the topic from curriculum.

4.3.1 Significance

The implementation of the web tools called webquests in the education field will help to engage students in the improvement of speaking skill. In effect, it will boost the fluency and the correct pronunciation of the English language, regarding the speaking skill as one of the most meaningful in the teaching learning process, furthermore the application of the activities strengthens the relation between teacher and student and motivate the prompt higher level thinking.

This proposal encourages students to combine learning and technology, providing students the opportunities to learn how the use of technology can help them in their academic class through instructions, also, during learning process, students need to feel that they are part of the classroom environment to enhance their interaction with the teachers. In fact, Bergmann agrees that "in flipping his classroom, he now has time to work individually with students" (Bergmann and Sams, 2012).

The finding of this study can serve as a guiding framework for planning and designing from new studies or mere flipped learning practices according to solid educational institutions.

There are much more important reasons to develop this research, But the main objective is to improve the speaking practice at time and space in an English foreign language, and emphasize that with the application of flipped classroom, students' discovering, learning, and experimenting will be more enjoyable and effective.

4.4 Objectives

4.4.1 General Objective:

To improve the speaking skills by applying flipped classroom model for students of eighth grade at the Unidad Educativa "Eloy Velásquez Cevallos".

4.4.2 Specific Objective:

1. To use the principle of flipped classroom to improve the speaking skill of students.

2. To design activities in a webquests applying the flipped classroom model.

3. To evaluate the student's improvement outcome with the implementation of the flipped classroom principles to students of eight grade at Unidad Educativa "Eloy Velásquez Cevallos".

4.5 Design and development of the proposal

Graph # 16 : Cover page of the Proposal

Source: Students of 8th grade.
Author: Manuel Marino Orrala Soriano.

Once known the failure in the English language learning process and specially in speaking skills, it was necessary to design webquest activity through google sites applying the principles of the flipped classroom.

According to "American council on the teaching of foreign language" (ACTFL, 2005) technology tools enable teachers to differentiate instruction and adapt class activities and homework assignments, in effect, enhancing the language learning

experience. Also they point out that Computer-based instruction customizing the education process to support the needs, interests, knowledge, and learning styles, which involve in student's learning to accomplish the target goal.

4.5.1 What are Webquests?

Bernie Dodge of San Diego University from USA developed WebQuests in 1995; it is an inquiry-based activity where students through access to on-line resources, that was given a task and they can interact with other students and transform it to get new information in orders to complete the activity. On the other hand, student creates meaningful concepts that they can share with other by either oral presentation or posting to the web.

Webquests is a digital tool that provides many possibilities and benefits personally and professionally in both teachers and students that can use it as a way to save classroom time for students-teacher interactions that means that learning can take place anywhere at any time. In addition, increasing learning during class, engaging activities and enhance student motivation, webquests can be used in the development of abilities of the eighth grade of students at Unidad Educativa "Eloy Velásquez Cevallos" La Libertad-Santa Elena, 2017 2018, this project will help students to enhance the English speaking skills.
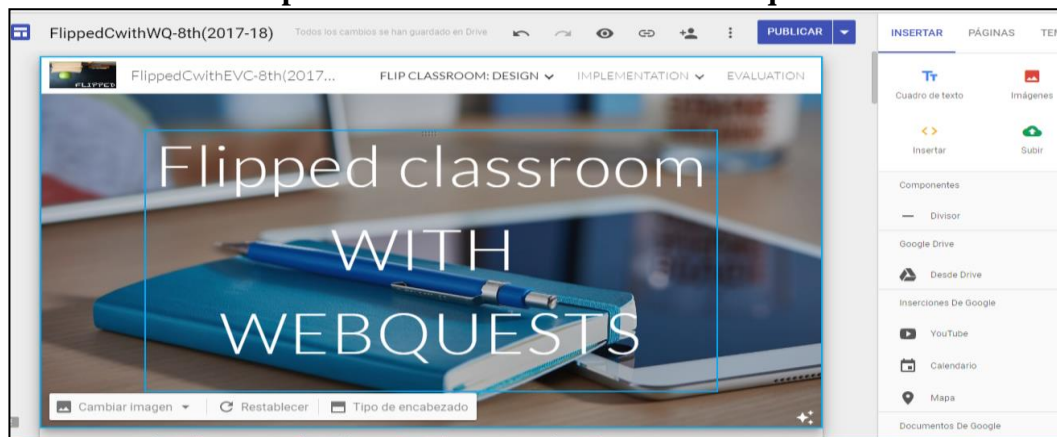
Graph # 17 :   Webquests pages Cover

Source:https://sites.google.com/view/flippedwitheighthgrade-evc/DESIGN-INPLEMENTATION-EVALUATION

Author: Manuel Marino Orrala Soriano.

4.5.2 Why use webquests?

Nowadays, teacher can use webquests instead of traditional teaching methods, first webquests increases student motivation, and when it happens they put more effort even when the task is designed to address problem, issues that exist in the real live. In addition, in webquests students, use real, timely and suitable information instead of textbooks resource and material that was display only from one point of view. Webquests often are used exclusively for science and social studies instead of textbooks. Although the textbooks offer suitable information, currently webquests are linked to the standards, and can become substituted by the textbooks.

The most important reason for using Webquests is that student prompt higher-level thinking. The questions focus to student often require more than just finding information, they must transform it in new concept and have to evaluate the content giving to it several opinions that sometime can be difficult for teacher to offer support with varying perspective.

Graph # 18 : Instruction of Webquests page

Source:https://sites.google.com/view/flippedwitheighthgrade-evc/DESIGN-INPLEMENTATION-EVALUATION
Author: Manuel Marino Orrala Soriano.

4.5.3 Characteristic of the webquests

A Webquest has four main characteristics. First, it is classroom - based where the protagonist is the student. Second, it emphasizes higher- order thinking pointing out on analysis, creativity, or criticism, beyond than just acquiring information, and third, the teacher prepares and preselect sources, employing only the information gathering. And finally, Webquests are group work than frequently share the performance into role in order to accomplish the task.

Graph # 19 : Characteristic of the Webquests

Source:https://sites.google.com/view/flippedwitheighthgrade-evc/DESIGN-INPLEMENTATION-EVALUATION
Author: Manuel Marino Orrala Soriano.

4.5.4 Key elements of webquests

Webquests consist of five main components: the introduction, task, process, evaluation, and conclusion.

Introduction:

The introduction is usually a short paragraph that announces the activity to the students. It usually has a scenario involved.

Task:

The task explains learners what will be the end-result when finish the project.

Process:

The process selects the steps that student should go in order to accomplish the task. It includes the online resources that will need.

Evaluation:

The evaluation determines the students how their performance will be evaluated.

Conclusion:

The conclusion highlights the goal what the learner will have accomplished by finishing the Webquests.

Graph # 20 : Design of the webquests page
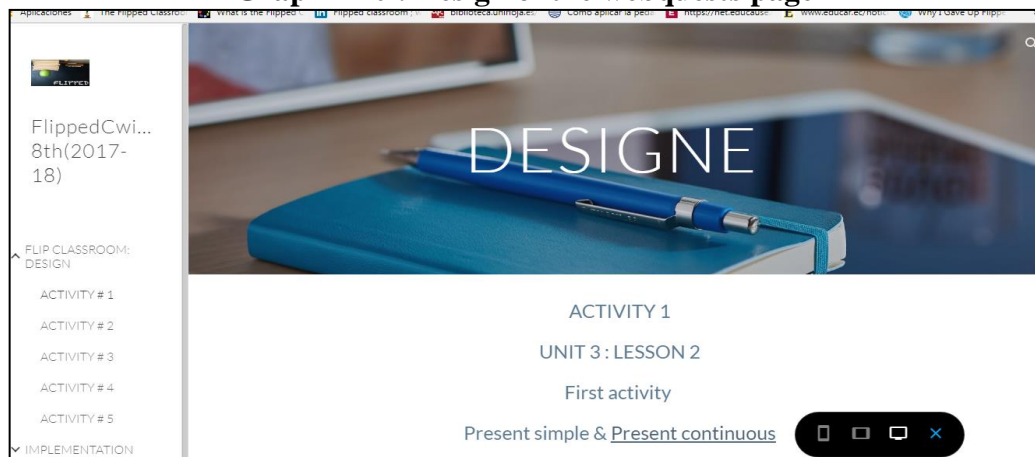
Source:https://sites.google.com/view/flippedwitheighthgrade-evc/DESIGN-INPLEMENTATION-EVALUATION
Author: Manuel Marino Orrala Soriano.

4.5.5 Advantages to using webquests

As any teaching strategy there are always advantages and disadvantages. Below research points out some important statements from personal experience and from readings related to this proposal.

a) Students have more control; they have all control over their own learning, working with short videos, even review information anytime as being possible that help them to learn in their own rhythms.

b) Promote the student centered- learning; The flipped classroom allows to use class time in order to master the skills through discuss and project's collaboration.

c) Contents are more accessible; the information and communication technology (ICT) always are available on line. In fact, when students are required to stay absent in class due to sickness, sporty event, or any emergency. It helps students to get the lesson in standard way that their classmate.

d) Easy access to the partner; to see what is happening. Flip Classroom give partners an access 24/7 about the learning contents.

4.5.6 Disadvantages to using webquests

 a) The need to training in order to increase confidence. However, it is very hard to the family that has limited access. In effect, most students have not access to devices and internet connection to get the knowledge in their own space.

b) It is based in the confidence and training where students work the contents at home, but there is not guarantee in a 100% that the students cooperate with this method.

c) There is too much work load before and after classes are assigned by teachers. This means that teachers have the responsibility to prepare and delivery materials on time and in correct way.

d) The time in front of the screen; can provoke that student think is a waste of time and maybe it can cause problems in the learning process, because not everybody can be able to learn from a computer or another device.

4.6 Google sites

Google sites is an information communication web tool, it is free and allows to design websites without having previous knowledge about technology and programming. The main characteristic of it is that falls under the collaborative category in Google Site, that mean that the user can get other one in on the website creation process too. User can gather information in only one place and in a fast way information varies, with intention to share all information on easily way, which it makes so powerful and valuable tool for teams, even it is useful on the creation of videos schedule, intranets and others.

4.7 Design the speaking activity through webquests applying the flipped classroom method

The implementation of the flipped classroom was divided in three weeks, each one has contained specific activities, in the first week teacher get the control and give students the instruction about the aim of the activity; then teacher strengthened issues making a feedback about simple present and present continuous and for the next activity student make a performance with a song when they had to reinvent some parts of the song.

In the second week, students make a presentation in order to advertise a festival that they organized and offer in town, the activity was developing in pair and each student describe their festival brochure, they used different topic like music, costumes, food, dance, and others. The grammar structure that they use was the Present continuous and vocabulary like adjective and phrases and also some prompts gave by the teacher or student books.

In the last week, student's performer the last two activities, in which they made a presentation about simple present of like and dislike where they present a topic about hobbies, sports, technology and others. The same way as last activity that students performed, was a presentation related to their favorite activity where they used the simple present and new vocabulary from unit of student books in order to explain their preference and agreement about hobbies.

Activity #1	
Objective: to recognize the use of simple present and present continuous through explanation of grammar structure.	
SIMPLE PRESNET AND PRESENT CONTINUOUS	

Material: Computer, videos, pictures, chart, marker, white board.	**Time:** 10 minutes at home / 5 minutes in class.

SIMPLE PRESENT AND PRESENT CONTINUOUS: WEBQUESTS

Introduction.

Today we are going to give you a basic overview of the simple present and present continuous tense in English, verbs tenses tell us how an action relate to the flow of time, in this case Present and present continuous.

The Task:

Once review the content via online, student make a presentation and explain the use of the Simple present and present continuous in class time.

The Process:

Each student in their group is selected to explain the grammar and others give the example about the topic.

Resources:

https://youtu.be/Z6YOAYQvTPg

Evaluation:

Each member of their group will be given an individual grade through rubric. (Score format to determine the grade of students).

Conclusion:

Students can use the Simple present and Present continuous applying the grammar structure through sentences that they can write on the board or setting on flip chart, then it can shares with their classmates and teacher in order to demonstrate the knowledge about this lesson and the functional use of the speaking in front of the class.

Activity #2
Objective: To reinvent some parts from original song and highlight simple present tense.

SING A SONG

Material: Computer, videos, pictures, chart, marker, white board.	**Time:** 10 minutes at home / 5 minutes in class (presentation).

SIMPLE PRESENT AND PRESENT CONTINUOUS: REINVENT THE SONG
Introduction:
The song is an interesting way to learn English language, students can practice listening skill and speaking skill to improve the learning process.
The task:
With the lyrics and rhythm of the music you have to replace some part of original lyric song and adapt new lyric that you create.
The process:
Use the rhythm to adapt some part of the lyric according to phrase about school or personal things that you can apply the tense that we are seeing, (Present continuous).
Resources:
https://youtu.be/cV_yOSXVm4k
Evaluation:
Each member of group will be given an individual grade. And it will be rated throughout rubric (score format to determine the grade of students).
Conclusion:
This technique is a great way to engage and encourage students to practice and increase the fluency and will improve your speaking skill.

Activity #3

Objective: To talk about different events using new vocabulary.

A FESTIVAL BROCHURE

Material: Computer, videos, pictures, flipchart, marker, white board.	**Time:** 10 minutes at home / 5 minutes in class, (presentation)

A FESTIVAL BROCHURE: WEBQUESTS

Introduction:
Around the World there are many festivals that will be celebrating in specific date or in holiday, most of them are developing in order to raise money for charity or simply by custom and culture therefore the manager need to do publicity for the event.

The task:
Display their festival brochure on the classroom wall for everyone to look at. Then ask and answer questions about the different brochures.

The process:
Work in groups. Imagine there is a festival in your town and make a brochure about the events. Draw pictures or use photos. Then write a sentence about following things: costumes, music, dances, food.

Resource:
https://www.huffingtonpost.com/vicki-louise/post_13791_b_13715604.html

Evaluation:
Each member from group will be given an individual grade. And it will be rate throughout rubric.

Conclusion:
Student can talk about different event using new vocabulary and imagination to offer their own event.

Activity #4

Objective: To give an opinion about agreeing and disagreeing applying Simple P. T.

TALK ABOUT HOBBIES

Material: Computer, videos, pictures, flip chart, marker, white board.	**Time:** 10 minutes at home / 5 minutes in class, (presentation)

SIMPLE PRESENT: TALK ABOUT HOBBIES; WEBQUESTS

Introduction:

The Simple present tense is a basic and practical topic that people use to talk about hobbies, games, cultures, feelings, even daily life problems. The main objective is applying the grammar and structure of the sentences in order to exposure the main idea about what happening in the moment at the speaking.

The task:

Review the grammar box and information about use of simple present in order to do a short presentation in front of the class using the structure and vocabulary about the topic relate to the themes before mentioned.

The process

Work individually or in groups, select a topic and talk about hobbies, sports, technology, and cultures using likes and dislikes in order to show agreeing or disagreeing (Simple present of like)

Resource.

https://youtu.be/COWxgkNNVho

Evaluation:

Each student will get an individual grade. And it will be rate throughout rubric.

Conclusion:

Student develop a presentation give their opinion about agreeing and disagreeing applying the simple present structure with like and dislike.

Activity #5
Objective: To practice oral communication by dialogue using new vocabulary about favorite hobby.
My favorite Hobby

Material: Computer, videos, pictures, chart, marker, flash cards.	**Time:** 10 minutes at home / 5 minutes in class (presentation)

MY FAVORITE HOBBY: WEBQUESTS

Introduction:
Most young people have something they do in their free time. Some prefer sport, like basketball, football or swimming. Others enjoy music or collect things. There are some activities to do in vacation, but always there are teenagers that prefer develop another activity as paint course or training in math course.

The task:
Students should review specific vocabulary relate to what hobby they like or dislike, maybe the student can write a list on the board and also they can check photography, magazine or web information.

The process:
Students gather information, and then apply the simple present and new vocabulary in order to perform a short speaking about their favorite activity.

Resource:
https://youtu.be/5B_M0sWSnLk

Evaluation:
Students perform their presentation where they used specific vocabulary and grammar structure in order to explain their preference and agreement about hobbies, so student will get an individual grade.

Conclusion:
The performance in this activity helps students in the improvement of self-confidence and increases their speaking skills, even they get engage and enjoy into their own environment giving their opinion about agreeing and disagreeing.

4.7.1 Before the application of the proposal

Diagnostic test

The diagnostic test was carried out during the second week of September 2017 in order to assess the ability in speaking of students to acquire the evidence about grammar usage, vocabulary, comprehension, pronunciation, and fluency.

The content was designed according to unit from eighth grade textbooks following the curriculum of the subject matter, among the topics were: the simple present of like and useful expressions. The kind of assess used in this research was speaking rubric, pointing out the main features of the target language made up and measure about five topics for the assessment purpose, get it two points scales on total 10 points. In addition, research uses observation and takes notes in order to scoring the performance of learner that was formed in-group or pairs with a time of participation around 5 minutes for each group.

Chart # 18 : Results of students' diagnostic test

NO.	STUDENTS	Gra mma	Voca bula	Com preh	Pron unci	Flue ncy	Diagnostic test
1	ARCENTALES PANCHANA NURIA ESTEFANY	1	1,5	0,5	0,5	0,5	4
2	AREVALO GONZALEZ JOSE BISMARK	1	1	1	1	1	5
3	AVEIGA SALTOS JOSE ARMANDO	1	1	1	1	1	5
4	BAZAN BRAVO DAN LEISVER	1	1	1	1	1	5
5	BERMEO PRADO ZOILA ESTHER	1,5	1	0,5	0,5	0,5	4
6	BORBOR YAGUAL KERLY JULEXY	1	1	1	1	1	5
7	GUTIERREZ FREIRE ELIOT NEHEMIAS	2	2	2	1	1	8
8	MOREIRA ORTEGA JOSE LUIS	2	2	1	1	1	7
9	OBACO VILLON NELLY ANYERLINE	2	1	1	1	1	6
10	RODRIGUEZ DE LA A KARLA ESTEFANIA	2	1	1	1	1	6
11	SOLANO REYES JOSTIN ALEXANDER	1	1,5	0,5	0,5	0,5	4
12	TOLEDO MATABAJOY ROBERTO GABRIEL	1	1	1	1	1	5
	AVERAGE						5.3

Source: Students of 8th grade.
Author: Manuel Marino Orrala Soriano.

Graph # 21 : Results of students' diagnostic test
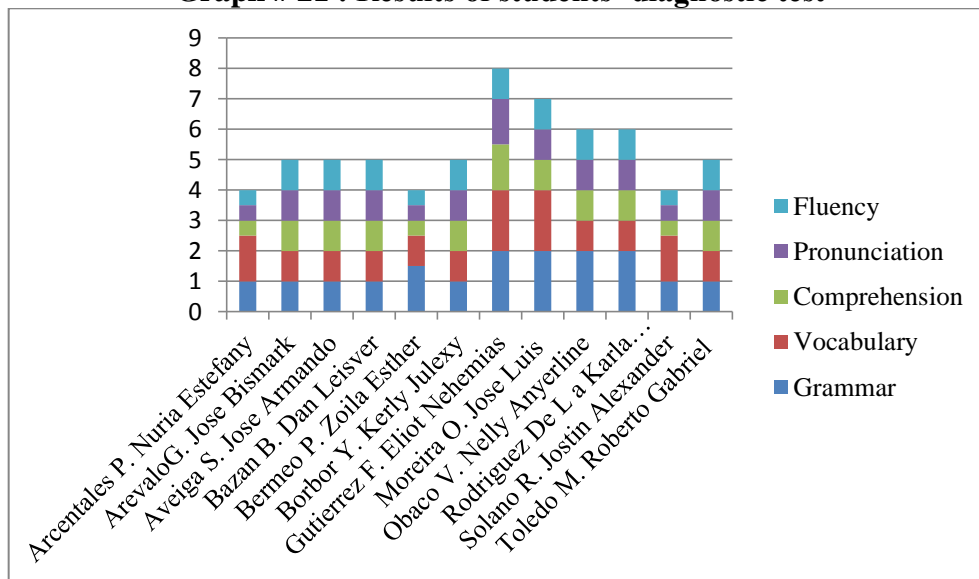
Source: Students of 8th grade.
Author: Manuel Marino Orrala Soriano

4.7.2 After the application of the proposal

Final test

This test kept up the same content that the initial assess in terms of design. However, some students had difficulty to improve their speaking activity along process because some of them had not previews knowledge about the English language and do not have enough vocabulary and even worse, fluency. But most of them feel to engage with the subject and enjoy the time to share with their classmate before and after lesson. In fact, the aim of this process was to value the performance of the students and to have evidence of the improvement in their speaking skills. The performance of the students was recorded during the assessment to show evidence at the end of the proposal.

Chart # 19 : Results of students' final test

NO.	STUDENTS	Grammar	Vocabulary	Comprehension	Pronunciation	Fluency	Final test
1	ARCENTALES PANCHANA NURIA ESTEFANY	2	2	1	1	1	7
2	AREVALO GONZALEZ JOSE BISMARK	2	2	2	1	1	8
3	AVEIGA SALTOS JOSE ARMANDO	2	2	2	2	1	9
4	BAZAN BRAVO DAN LEISVER	2	2	2	1	1	8
5	BERMEO PRADO ZOILA ESTHER	2	2	1	1	1	7
6	BORBOR YAGUAL KERLY JULEXY	2	2	2	2	1	9
7	GUTIERREZ FREIRE ELIOT NEHEMIAS	2	2	2	2	2	10
8	MOREIRA ORTEGA JOSE LUIS	2	2	2	2	2	10
9	OBACO VILLON NELLY ANYERLINE	2	2	2	2	1	9
10	RODRIGUEZ DE LA A KARLA ESTEFANIA	2	2	2	2	1	9
11	SOLANO REYES JOSTIN ALEXANDER	2	2	1	1	1	7
12	TOLEDO MATABAJOY ROBERTO GABRIEL	2	2	2	2	1	9
	AVERANGE						8.5

Source: Students of 8th grade.
Author: Manuel Marino Orrala Soriano.

Graph # 22 : Results of students' final test
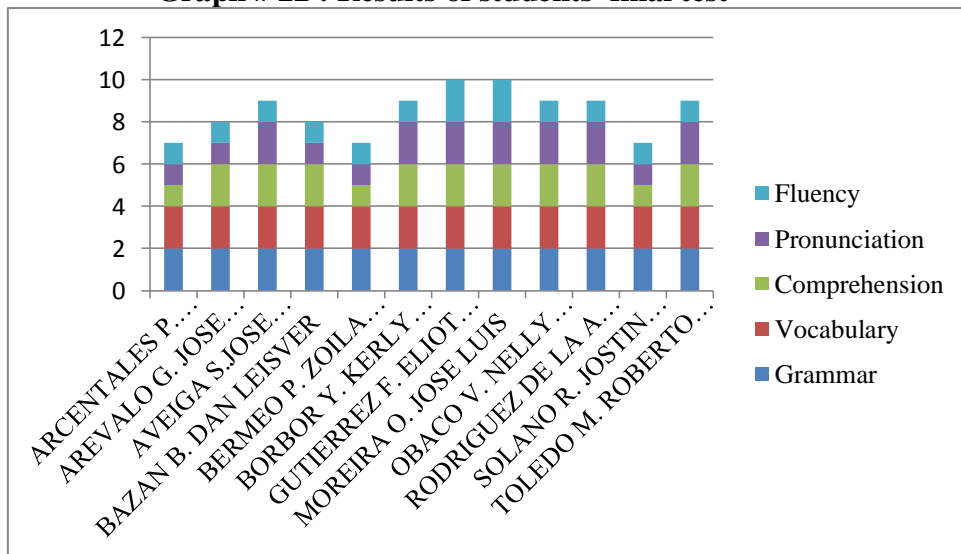
Source: Students of 8th grade.
Author: Manuel Marino Orrala Soriano.

4.7.3 Analysis of the final test

Students of Eighth grade showed a low level in the diagnostic test at the beginning of the proposal implementation, after of this process the training and important instructions that was given in the classroom, students demonstrate a significant progress, when they finish the activities was evident the increased of their self-confidence and feel encouraged to go in front of the class and make presentations. This project started with simple speaking activity relate to the lesson from student's book, even some students used script with common phrases in their first presentation. This proposal was an important support for students to improve their speaking skills and also to recover the confidence between relationship teacher-student.

Chart # 20 : Final results comparison

	STUDENTS	Diagnostic test	Final Test	Improvement
1	ARCENTALES PANCHANA NURIA ESTEFANY	4	7	30%
2	AREVALO GONZALEZ JOSE BISMARK	5	8	30%
3	AVEIGA SALTOS JOSE ARMANDO	5	9	40%
4	BAZAN BRAVO DAN LEISVER	5	8	30%
5	BERMEO PRADO ZOILA ESTHER	4	7	30%
6	BORBOR YAGUAL KERLY JULEXY	5	9	40%
7	GUTIERREZ FREIRE ELIOT NEHEMIAS	8	10	20%
8	MOREIRA ORTEGA JOSE LUIS	7	10	30%
9	OBACO VILLON NELLY ANYERLINE	6	9	30%
10	RODRIGUEZ DE LA A KARLA ESTEFANIA	6	9	30%
11	SOLANO REYES JOSTIN ALEXANDER	4	7	30%
12	TOLEDO MATABAJOY ROBERTO GABRIEL	5	9	40%
	TOTAL AVERAGE	**5,33**	**8,5**	**32%**

Source: Students of 8th grade.
Author: Manuel Marino Orrala Soriano

Graph # 23 : Final results comparison

IMPROVEMENT

■ Improvement ■ Final test ■ Diagnostic test

Student	Improvement	Final test	Diagnostic test
TOTAL AVERAGE	32%	8.5	5.33
TOLEDO M. ROBERTO GABRIEL	40%	9	5
SOLANO R. JOSTIN ALEXANDER	30%	7	4
RODRIGUEZ DE LA A KARLA E.	30%	9	6
OBACO V. NELLY ANYERLINE	30%	9	6
MOREIRA O. JOSE LUIS	30%	10	7
GUTIERREZ F. ELIOT NEHEMIAS	20%	10	8
BORBOR Y. KERLY JULEXY	40%	9	5
BERMEO P. ZOILA ESTHER	30%	7	4
BAZAN B. DAN LEISVER	30%	8	5
AVEIGA S. JOSE ARMANDO	40%	9	5
AREVALO G. JOSE BISMARK	30%	8	5
ARCENTALES P. NURIA ESTEFANY	30%	7	4

Source: Students of 8th grade.
Author: Manuel Marino Orrala Soriano.

4.7.4 Conclusion and recommendations

Conclusion

1. After the implementation of the proposal with the instructions of the webquests and with the easy manage of the web tools like google sites, students were able to improve the speaking skills as well as others abilities in English language learning process.

2. On the other hand, is important to highlight the use of technology because was necessary to implement learning strategies using the information and communication through internet and web tools.

3. Furthermore, the speaking activities motivated each student to practice the English language and to engage them to work in collaborative way.

Recommendations

1. It is recommended to strengthen the relationship between student-teacher due to the constant handling of the web pages and the internet.

2. The implementation of the webquests allow students to prepare the previous information in order to expose it in the next class applying the principles of the flipped classroom.

3. It is suggested to increase the self-confidence in order to do a presentation in front a class, as well as to improve most of the abilities to learn a new language. In fact, it   promotes the participation and integration inside and outside the class.

4.7.5 Timetable

Chart # 21 : Timetable

MONTHS / ACTIVITIES	JANUARY				FEBRUARY				MARCH				APRIL			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1. Development of proposal Project work	*															
2. Delivery of proposal of proposal Project work		*														
3. Development and delivery of chapter I (THE PROBLEM)			*													
4. Development Chapter II (THEORICAL - BASIS)				*												
5. Development and delivery of chapter II				*												
6. Development Chapter III (RESEARCH METHODS)					*											
7. Development and delivery of chapter III						*										
8. Development chapter IV (RESEACH PROPOSAL)							*	*								
9. Development and delivery of chapter IV									*	*						
10. Development of preliminary pages, abstract, introduction, etc.											*					
11. Delivery of final project.												*				
12. Distribution to members of the court													*			
13. Project defense														*	*	
14. Incorporation																*

Source: Students of 8th grade.
Author: Manuel Marino Orrala Soriano.

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APPENDIX

List of the appendixes

Creación: Ley No. 110 R.O. No. 366 (Suplemento) 1998-07-22
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS
ESCUELA DE IDIOMAS
CARRERA DE LICENCIATURA EN INGLES

Appendix # 1 : Interview directed to the principal of unidad educativa"Eloy Velásquez Cevallos.

Objective to The interview: To determine the opinion of the principal at the Unidad Educativa Eloy Velásquez Cevallos about the importance of speaking skills in the teaching learning process among students of Eighth grade and the implementation of the wedquest tool during the process.

Intruction: Read each questions and answer according your criteria.

Question 1: Why do you think English language is an important subject for the students in this educational institution?

Question 2: What is your point of view about technology as an important factor to consolidate the learning process of the English Language?

Question 3: Have any teacher used the flipped classroom pedagogical model in your institutions?

Question 4: What do you think about Flipped classroom methodology as strategy to improve speaking skills?

Question 5: What are the opinions of educators about strategies for the improvement of the speaking skills?

Question 6: How do you support the implementation of the flipped classroom model to improve speaking skills on students of eight year basic of your institution?

Thank you for your valuable support

UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
Creación: Ley No. 110 R.O. No. 366 (Suplemento) 1998-07-22
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS
ESCUELA DE IDIOMAS
CARRERA DE LICENCIATURA EN INGLES

Appendix # 2: Interview directed to specialists

Objective to the interview: To determine the opinion of an English language expert about the important of speaking skill in the teaching learning process among students of Eighth grade and the implementation of webquest tool during the process.

Intruction: Read each questions and answer according your criteria.

Question 1: Do you know about any technological tool that is used to improve the speaking skills in the English language?

Question 2: What do you think about the use of flipped classroom?

Question 3: What are the advantages that technologies give to students through the Flipped classroom model?

Question 4: How do you consider that the flipped classroom strategy could enhance the quality of the teaching-learning process?

Question 5: What suggestion would you give to teachers who are implementing technological tools in the educational field?

Question 6: What suggestion would you give to students that use technological tools in their educational environment?

Question 7: Do you consider that flipped classroom should be applied to improve speaking skills?

Thank you for your valuable support

UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
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FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS
ESCUELA DE IDIOMAS
CARRERA DE LICENCIATURA EN INGLES

Appendix # 3 : Interview applied to professors

Objective to the interview: To determine the opinion of the professor at Unidad Educativa Eloy Velásquez Cevallos about importance of speaking skill in the teaching learning process among students of Eighth grade and the implementation of webquest tool during the process.

Intruction: Read each questions and answer according your criteria.

Question 1: Do you think that technology is a good way to learn a foreign language?

Question 2: What do you think about speaking skill?

Question 3: What strategy do you employ to develop speaking skills?

Question 4: How often do you use technological tools to improve the speaking skills?

Question 5: Why teachers consider that the use of technology will help students in the improvement of speaking skills?

Question 6: What suggestions would you give to teachers that want to implement Flipped classroom as a pedagogical model?

Question 7: What suggestions do you give to students that use the flipped classroom in English class?

Thank you for your valuable support

UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
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FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS
ESCUELA DE IDIOMAS
CARRERA DE LICENCIATURA EN INGLES

Appendix # 4 : Survey directed to students

Objective to the interview: To determine the opinion of each student at Unidad Educativa Eloy Velásquez Cevallos about importance of speaking skill in the teaching learning process.

Intruction: Read each questions and answer according your criteria.

1. Do you like English as a subject?

1.1   Yes   ☐

1.2   No   ☐

2. How do you consider your English classes?

2.1   Very Interesting   ☐

2.2   Interesting   ☐

2.3   Boring   ☐

2.4   Very boring   ☐

3. How often the teacher uses the flip classroom strategies to motivate the students?

 Always   ☐

3.1 Usually   ☐

3.3 Sometimes   ☐

3.4 Never   ☐

4. How often does your English teacher use technological tools in your English class?

4.1   Always ☐

4.2   Usually ☐

4.3   Sometimes ☐

4.4   Never ☐

5. What strategy does the teacher uses to send homework?

5.1   Watch video in YouTube to complete a homework ☐

5.2 Read and analyze information in the internet ☐

5.2 Collaborate group work outside class ☐

5.3 Online English chat ☐

6. Do you agree that technological support is important for your study?

6.1   Totally agree ☐

6.2   Agree somewhat ☐

6.3   Disagree ☐

6.4   Totally disagree ☐

7. What activities does your teacher use to improve your speaking skills?

7.1 Discussions ☐

7.2 Role-Play ☐

7.3 Games ☐

   7.4 Questionnaires ☐

7.5 Simulation ☐

8. Have you practiced role-play activities to improve your speaking skills?

8.1 Yes ☐

8.2 No ☐

9. Do you have the opportunity to practice the English language outside the classroom?

9.1 Yes ☐

9.2 No ☐

10. Do you agree with the implementation of flipped classroom using role-play activities to improve your speaking skills?

10.1 Strongly agree ☐

10.2 Agree ☐

10. 3 Indifferent ☐

10. 4 In disagree ☐

10. 5 strongly disagree ☐

Thank you for your valuable support

Appendix # 5 : Oral presentation rubric

STUDENT'S NAME: Arevalo Gonzalez Jose Bismark

CATEGORY	Needs Improvement (0 pts)	Good (1 pts)	Excellent (2 pts)	POINTS
GRAMMAR: Words order and sentence, structure in the in the target language.	Makes many grammatical errors that negatively affect communication, or doesn`t/can`t respond.	Use arranges of grammatical structures, but may make several grammatical errors that do not interfere with communication.	Demonstrates good use of grammatical structures. Makes no grammatical errors, or a few minor grammatical errors that do not interfere with communication.	2
VOCABULARY: Words and expression using in the target language.	Makes no attempt, or response is totally irrelevant or inappropriate.	Uses vocabulary that is just adequate to respond. No attempt is made to use a variety of expressions. Generally understood, but limited to the very basic.	Uses excellent vocabulary with relative ease. Demonstrates an increasing knowledge of words and expressions.	2
COMPREHENSION: The ability to understand what is said to the speaker.	Does not seem to understand the target language.	Can understand the target language when spoken at a somewhat normal rate of speed, with more than one repetition or rephrasing.	Shows ability to understand the target language when spoken at a somewhat normal rate of speed with only one repetition or rephrasing, if necessary.	1.5
PRONUNCIATION: Pronouncing Words in such a way that native speaker would understand what is being said.	Makes major errors and/o uses English pronunciation rules to speak in the target language, or doesn`t/ can`t respond.	Can be understood in target language, but may make one or two major errors and/ or has some interference from English language Speech sounds, patterns, and phrasing	Show ability to understand in the target language, but may make few or minor errors. Makes an effort to sound "native" i.e., use target language speech patterns, intonation, and phrasing.	1.5
FLUENCY: Easy, smooth flow if speech, within a reasonable amount of time.	Makes no attempt or show constant hesitation.	Speaks slowly, using hesitant or halting speech.	Has a generally smooth flow, with self-correction and little hesitation.	1
TOTAL POINTS				8

1. **Observation:** A little confuse in grammar structure so in fluency and vocabulary

Appendix # 6 : Tutor Assignment

REPÚBLICA DEL ECUADOR

**UNIVERSIDAD ESTATAL
PENÍNSULA DE SANTA ELENA**
Creación: Ley No. 110 R.O. No.366 (Suplemento) 1998-07-22

UPSE

FACULTAD CIENCIAS DE LA EDUCACIÓN E IDIOMAS

Memorando nº: UPSE-FCEI-2017-115-M

La Libertad, abril 27 de 2017

PARA: ORRALA SORIANO MANUEL MARINO
            ESTUDIANTE DE LA CARRERA DE INGLÉS

Asunto: Asignación de Tutor

En cumplimiento al Art. 9 del Reglamento de Graduación y Titulación y analizada la solicitud presentada, el Consejo Académico RCA-SO-005-2017 en sesión ordinaria del 20 de marzo del año en curso, **RESUELVE** designar como nuevo **TUTOR** del tema FLIPPED LEARNING TO IMPROVE ENGLISH SPEAKING SKILLS FOR STUDENTS OF EIGHTH GRADE AT UNIDAD EDUCATIVA PENÍNSULA DE SANTA ELENA, LA LIBERTAD, SANTA ELENA PROVINCE, SCHOOL YEAR 2017-2018, al **MSC. KLÉBER LOOR ZAMBRANO.**

Atentamente,

FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS

MSc. Aníbal Puya Lino
DECANO

APL/lq

RECIBIDO

APELLIDOS Y NOMBRES: Orrala S. Manuel M.
FECHA: 28-4-2017
HORA: 15:45

FIRMA

1 de 1

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Appendix # 7 : Institution's Consent Letter

Unidad Educativa
"E L O Y   V E L A S Q U E Z   C E V A L L O S"
Telf. 2781378 – 2785061
eloy_velasquez_c@yahoo.com
La Libertad – Ecuador
****

La Libertad 7 de MARZO del 2018.
Oficio No. 085-UEEVC-2018

Señora
Msc. Sara González Reyes
DIRECTORA DE LA CARRERA DE IDIOMAS DE LA UNIVERSIDA ESTATAL
PENÍNSULA DE SANTA ELENA
Ciudad.-

De nuestras consideraciones:

Reciba por medio del presente un atento y cordial saludo, a nombre de la comunidad educativa Eloy Velásquez Cevallos.

En calidad de rector de Unidad Educativa Eloy Velásquez Cevallos de La Libertad me dirijo a usted por medio del presente para informar que el Sr. Manuel Marino Orrala Soriano, C. I. 0916349640 egresado de la carrera de idiomas de la Universidad Estatal Península de Santa Elena, realizó las entrevistas al personal del Área de Inglés, a los estudiantes del Octavo año de EGB y a las autoridades de este plantel. Además realizó la Implementación del Proyecto **FLIPPED CLASSROOM TO IMPROVE ENGLISH SPEAKING SKILLS FOR STUDENTS OF EIGHTH GRADE AT UNIDAD EDUCATIVA "ELOY VELÁSQUEZ CEVALLOS", LA LIBERTAD, SANTA ELENA PROVINCE, SCHOOL YEAR 2017-2018,** en la institución educativa que me honro en dirigir.

Particular que le comunico a Usted para los fines legales pertinentes.

Atentamente,

Lcdo. Eduardo Parrales Torres
RECTOR

UNIDAD EDUCATIVA
✳
"ELOY VELASQUEZ CEVALLOS"
La Libertad - Ecuador
1976
RECTORADO

Appendix # 8 : Urkund Report

Appendix # 9 : Antiplagiarism certificate

UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

La Libertad, Marzo 5 de 2018.

CERTIFICADO ANTIPLAGIO
002 -TUTOR KWLZ-2018

En calidad de tutor del trabajo de titulación " FLIPPED CLASSROOM TO IMPROVE ENGLISH SPEAKING SKILLS FOR STUDENTS OF EIGHT GRADE AT UNIDAD EDUCATIVA " ELOY VELÁSQUEZ CEVALLOS", LA LIBERTAD, SANTA ELENA PROVINCE, SCHOOL YEAR 2017-2018" elaborado por el estudiante **MANUEL MARINO ORRALA SORIANO ,** egresado de la Carrera Licenciatura en Inglés, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, previo a la obtención del título de Licenciado en Inglés, me permito declarar que una vez analizado en el sistema antiplagio URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con 2 % de la valoración permitida, por consiguiente se procede a emitir el presente informe.

Adjunto reporte de similitud.

Atentamente,

Lic. Kléber Loor Zambrano, MSc.
C.I.0917405235
DOCENTE TUTOR CLI 2018.

Appendix # 10 : High school certificate

La Libertad 5 de Marzo de 2018.

CERTIFICACIÓN DEL DIRECTOR DE TESIS

EL suscrito Lcdo. KLÉBER W. LOOR ZAMBRANO, MSc. tutor del Trabajo de Titulación de la egresado: **MANUEL MARINO ORRALA SORIANO**

CERTIFICA:

Que una vez revisados los convenios de la investigación y desarrollo del Borrador del Informe final del Trabajo de Titulación denominado " FLIPPED CLASSROOM TO IMPROVE ENGLISH SPEAKING SKILLS FOR STUDENTS OF EIGHT GRADE AT UNIDAD EDUCATIVA " ELOY VELÁSQUEZ CEVALLOS", LA LIBERTAD, SANTA ELENA PROVINCE, SCHOOL YEAR 2017-2018" Estos guardan relación con lo estipulado en la reglamentación prevista por la Universidad, los mismos que cumplen con los parámetros del método de investigación y su proceso; por lo tanto solicito se dé el trámite legal correspondiente.

....
LCDO. KLÉBER W. LOOR ZAMBRANO. MSc.
DOCENTE TUTOR CLI 2018.

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Appendix # 11 : Interview with the especialist Klever Loor MSc.

Appendix # 12 : Interview with the especialist Xavier Almeida MSc.

Appendix # 13 : Introduction of the proposal application

Appendix # 14 : Students check information about webquests tool

Appendix # 15 : Students activity 1

Appendix # 16 : Students activity 2

Appendix # 17 : Students activity 3

Appendix # 18 : Students activity 4