



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
SCHOOL OF EDUCATION AND LANGUAGES PEDAGOGY OF
NATIONAL AND FOREIGN LANGUAGES**

**“THE INFLUENCE OF FLIPPED CLASSROOM TO IMPROVE
LISTENING SKILLS OF THE SECOND BACCALAUREATE
OF THE JUAN DAGOBERTO MONTENEGRO
EDUCATIONAL UNIT”**

RESEARCH PROJECT

As a prerequisite to obtaining a:

**BACHELOR’S DEGREE IN PEDAGOGY OF NATIONAL AND
FOREIGN LANGUAGES**

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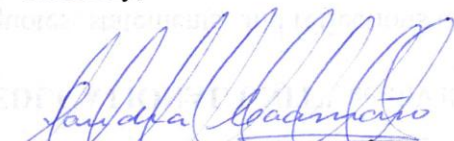
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ADVISOR'S APPROVAL

In my role as Advisor of the research paper under the title “THE INFLUENCE OF FLIPPED CLASSROOM TO IMPROVE THE LISTENING SKILLS OF THE SECOND BACCALAUREATE OF THE JUAN DAGOBERTO MONTENEGRO EDUCATIONAL UNIT” prepared by Karen Johely Ascencio Tomalá undergraduate students of the Pedagogy of National and Foreign Languages Career, Major of Educational Science and Language at Peninsula of Santa Elena State University I declare that after oriented, studied and reviewed the project, I approve it in its entirety because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely,



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DECLARATION

THE CONTENT OF THE FOLLOWING GRADUATION WORK IS MY RESPONSIBILITY; THE INTELLECTUAL PROPERTY BELONGS TO PENINSULA DE SANTA ELENA STATE UNIVERSITY.

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Dedication

I want to dedicate this research project to "God", because thanks to him I have succeeded in my career, he has opened the doors to study this beautiful career and has been involved in each of my steps.

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Karen Johely Ascencio Tomalá

Abstract

The present research aims to describe and apply flipped classrooms in the development of listening skills using the qualitative approach. In addition, this study investigates different concepts about the flipped classroom, and its benefits and analyzes the impact and influence of its application focusing on the activities for the development of listening skills. In this research worked with 3 English teachers of the Juan Dagoberto Montenegro Rodriguez Educational Unit, through an interview with open-ended questions, facilitating their response more effectively. It was possible to identify that most of the students presented problems with different points of this skill. In addition, the flipped classroom works thanks to technological tools such as the Internet and online apps. Teachers can choose the appropriate activities according to the level, age, and what they want to develop in their students. Finally, it is worth mentioning that the importance of the flipped classroom is currently relevant after the outbreak of the Covid-19 pandemic that forced many educational institutions to adapt to a new modality that included autonomous work and academic reinforcement online.

KEYWORDS: Listening skills, development, flipped classroom.

Resumen

La presente investigación pretende describir y aplicar el Aula Invertida en el desarrollo de las destrezas auditivas utilizando el enfoque cualitativo. Además, este estudio investiga diferentes conceptos sobre el Aula Invertida, sus beneficios y analizar el impacto e influencia de su aplicación enfocándose en las actividades para el desarrollo de las habilidades auditivas. En esta investigación se trabajó con tres docentes de inglés de la Unidad Educativa Juan Dagoberto Montenegro Rodríguez, a través de una entrevista con preguntas abiertas, facilitando su respuesta de manera más efectiva. Se pudo identificar que la mayoría de los estudiantes presentaban problemas en diferentes puntos de esta habilidad. Además, el Aula Invertida funciona gracias a herramientas tecnológicas como Internet y las aplicaciones online. Los profesores pueden elegir las actividades adecuadas según el nivel, la edad y lo que quieren desarrollar en sus alumnos. Por último, cabe mencionar que la importancia del Aula Invertida cobra relevancia en la actualidad tras el desencadenamiento de la pandemia Covid-19 que obligó a muchas instituciones educativas a adaptarse a una nueva modalidad que incluía el trabajo autónomo y el refuerzo académico de manera en línea.

PALABRAS CLAVES: Habilidad Auditiva, Desarrollo, Aula Invertida.

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Introduction

Education in Ecuador is getting people to have better expectations not only in general subjects but also in general English, which is a foreign language, which seeks to make changes in all educational curricula. One of the main changes in the use of multimedia resources in the teaching-learning process of a second language is that it helps and encompasses everything the learner hears and sees in the new language. It can include a wide variety of simulated situations. Such as exchanges in restaurants and stores, conversations with friends, and reading signs and newspapers, as part of classroom activities to make English acquisition a little more fun and to keep learners motivated and happy.

In the face of education suggests that becoming a significant tool for the formation of cognitive skills, and to facilitate the union of skills and attitudes of students and information is shown through different videos and exercises to create new educational technologies, ICT (Information and Communication Technologies) for students to have critical sense, emotional among others. It should be noted that technological tools, which are evolving day by day, are participating as a primary development of classes to facilitate the teaching-learning process for teachers.

On the other hand, teachers must motivate students to learn a second language with the implementation of new technologies that offer many alternatives to achieve intercommunication both inside and outside the classroom. They also have ease of use with teaching aids that are intertwined with interactive materials. This is why they play an important role in the development of an auditory teaching and learning strategy applied to the teaching of the English language aimed at students in their second year of high school at the "Juan Dagoberto Montenegro" Educational Unit. Likewise, this project will use the flipped classroom method will be used in this project, which is a precise methodology, will that undoubtedly encourage.

Students to be responsible and self-investigators as they watch videos and slides and listen to watching videos and slides and listening to audio during the development of the class and considering the well-being of the students through this new educational platform.

This proposal is based on five chapters, each of which is related to the others.

For Example;

Chapter one contains the Problem Statement, Contextualization, Critical Analysis, Guiding Question, Delimitation of the research, Importance and Objectives.

In the second chapter, the Theoretical Framework, Preliminary Research is explained, meaning of the aids, audio, the Flipped classroom, advantages, and disadvantages of the same, authors, Fundamental Categories, Hypotheses, and Variables.

The third chapter, with the same token, specifies the methodology, level of investigation, type of investigation, popular sample, variable operation, instruments, techniques, recollection of information, processing of information plan, analysis, and interpretation.

The Fourth chapter will determine the proposal, interpretations, analysis of the questions, and action plan.

The Fifth chapter is all evidence that justification the proposal and conclusions and recommendations.

Chapter I

The Problem

Research Topic

Strategies and Didactic Resources

Title

The influence, of Flipped Classroom as a pedagogical method for the improvement of the listening skills in high - school students.

Problem Statement

Throughout ancient times, one of the most significant keys among human beings has been the ability to speak with one another amid a plethora of Languages, which may thus be regarded as their native tongue; language is our fundamental means of communication. It is one of many ways we may express our thoughts and ideas to others. This is the primary distinction between people and animals on Earth. Hundreds of languages are now spoken in every part of the globe. Each country has its language, which may differ in how it is expressed by its people in different regions.

Certain languages are spoken by millions of people, while others are spoken by just a few thousand. The altitude of reasons, the “English language is essential in modern communication”. One of the most important considerations is that it is the most used foreign language in every corner of the globe, implying that two individuals from different nations frequently communicate with one another using English as a common language. As a result, to communicate on a global scale, everyone must learn the language. English will enable you to communicate with individuals from all around the world, not only those who speak the language.

English is taught as a foreign language in Ecuador from elementary school through university. Ecuador has an English as a Foreign Language curriculum that includes it as a mandatory subject in public schools beginning in elementary school. It was first implemented in the Sierra and Amazon regions in 2016, and then in the Coast area in 2017. Its goal was to ensure that children finished high school with a B1 level.

Students must achieve a particular level of English after a school cycle, according to the National Curriculum Guidelines (2012). By the conclusion of the ninth year of General Basic Education, students should have attained Level A1, Level A2 must be obtained by the conclusion of the first year of the baccalaureate. Finally, after completing the third year of the baccalaureate, level B1 must be obtained.

English Language Learning Standards are based on the language is communicative components and the linguistic abilities of listening, speaking, reading, and writing. One of the most prevalent and established language abilities in English is listening to comprehension.

For a long period, didactic methodologies have played a pivotal role in shaping the landscape of education. These methodologies have proven instrumental in facilitating knowledge acquisition among numerous students. However, it is noteworthy that many educators continue to apply to conventional pedagogical approaches, neglecting the adoption of contemporary methods and strategic approaches aimed at augmenting student motivation. This situation engenders a sense of disillusionment among students, particularly within the domain of English language instruction.

A substantial portion of students harbors the perception that the development of listening skills poses a formidable challenge due to inherent difficulties in grasping vocabulary nuances and grammatical intricacies, with word pronunciation emerging as a particularly intricate facet. This predicament is largely attributed to educators limited familiarity with innovative instructional paradigms. Regrettably, the consequence of this

limitation has manifested in the form of suboptimal academic performance observed within the English language curriculum.

Given the palpable gap in instructional efficacy, the impetus for this study arises from the imperative to introduce a pioneering and contemporaneous methodology. Such a methodology is poised to revolutionize the teaching and learning dynamics for both educators and students alike, fostering an environment of distinctiveness and ingenuity within the educational sphere.

Problem Formulation

Main Question

How to influence flipped classrooms improve the listening skills of second-year high school Students?

Specific Question

- What types of general principles are created as an important part of this project?
- What kind of methods and techniques will be used in this research?
- How will the development of this work be to achieve the objectives?

Objectives

General Objective

To analyze the Influence of Flipped Classrooms in the development of listening skills or investigate.

Specific Objectives

- To identify the benefits of Flipped Classroom activities in the development of listening skills.
- To determine Flipped Classroom activities that contribute to improve listening skills of students.
- To determine how Flipped Classroom helps improve the listening performance of students.

Justification

The ability to listen and comprehend information effectively is essential for students to succeed academically and in their future reading materials at home, and then using Class time to engage in active learning activities, such as discussions, group work, and problem-solving. This approach allows students to learn at their own pace, review the material multiple times, and focus on areas where they need the most help.

Moreover, the Flipped Classroom model can facilitate the development of listening skills as it involves a lot of listening to instructional videos and engaging in class discussions. In second baccalaureate students, the Flipped Classroom model could be an effective solution to improve listening skills. Second baccalaureate students are at a critical stage in their academic careers, where they are preparing for university studies and the workforce. Therefore, developing their listening skills at this stage is essential.

Moreover, second baccalaureate students are exposed to a variety of academic subjects, including sciences, mathematics, humanities, and languages. Each subject requires different listening skills, such as active listening, critical listening, and selective listening. The Flipped Classroom model can help students to develop these skills as they are allowed to engage in various active learning activities in different academic subjects.

Additionally, the Flipped Classroom model can be customized to meet the needs of each student. Students who are struggling with listening skills can focus on specific areas where they need the most help, such as note-taking or comprehension. Teachers can also provide students with personalized feedback, which can help them to improve their listening skills further.

Another advantage of the Flipped Classroom model is that it can improve student engagement and motivation. When students are allowed to engage in active learning activities, they are more likely to participate and take ownership of their learning. This approach can also

help to develop their critical thinking and problem-solving skills, which are essential for success in university studies and the workforce.

The Flipped Classroom model offers a personalized, student-centered approach to learning, which can improve listening skills and other essential skills required for success. Further research should be conducted to explore the effectiveness of the Flipped Classroom model in improving listening skills in second baccalaureate students and to identify best practices for its implementation.

In conclusion, the influence of the Flipped Classroom model to improve the listening skills of second baccalaureate students is a significant problem that needs to be addressed.

Chapter II

Theoretical Framework

Teaching the English language is one of the biggest challenges, particularly when who is not immersed in the language, this is the case in certain countries where there is very little teaching. (Chand, 2021). The teaching of this language has been constantly studied to find out what techniques are valuable for learning a language that is not familiar with the native language and at the same time, it is necessary to adapt to who studies it because the language is an agent of change. Because that is typical of a language.

According to (Gupta, 2019) “Research on ESL/ELL strategies is based on the findings that building on learners’ background by providing comprehensible input and multiple opportunities for interaction is the key to second language proficiency.” As the author mentions, learning a language is addressed to strategies and methods, this person states two entities, ESL (English as a Second Language) and ELL (English language learning). The first one is steered at what is used as the second tongue to communicate, and they are surrounded by it. Meanwhile, the second one (ELL) is taken as a language that is learned but it is not being used by all the population.

In other words, within the procedures to teach the English Language, there are certain issues about learning this language, especially with ELL students since most of the strategies along with their techniques are guided by traditional methods where the teaching is deeply centered (Boumová, 2008).

Legal basis

Within the teaching-learning process, there is a global entity that establishes the learning requirements and the development of language skills. These requirements are set by The Common European Framework of Language, which has quality standards for foreign language learning and, at the same time, has classified the language in writing, speaking, listening, and reading skills.

This is how now there are web pages where you can get information about the requirements encourages entity such as those established for listening comprehension, and the rest of the skills.

Focusing on the national level, Ecuador has implemented its own policies within the institutions for the enhancement of the language, there is the so-called LOEI (2021) that deals with comprehensive educational policies and the innovation of teaching, in this, it can be seen that students have all the rights to comply with a quality education.

Regarding the teaching of a foreign language, according to (Mineduc) its application is based on the sub-levels in which the students are, where he goes from the 2nd grade to the 10th grade of basic education and with other contents for the BGU students who are in their crucial stage of finishing their studies.

However, if it is taken into account that the guidelines established by the national curriculum (2021) it is notable to see that most of its objectives in the application of teaching are very superficial, for that reason, these guidelines do not comply with what it seeks in the teaching-learning of the English language about the skills of the tongue and its little development of it since its goals are too flexible concerning this subject and therefore, does not reach international levels as such.

Speaking about the procedures of teaching through the methods is a term that requires a wide discussion because the techniques applied in teaching are controversial according to the authors, researchers increasingly are looking for new information to know how the English language can be acquired and not only to guide for the same traditional methods that have been held for years.

Over the years the progress of teaching the English language has been advancing little by little since it looks for procedures to increase knowledge correctly, however, it is taken into account that the traditional methods are still in force and are used together with the modern

methods that, due to the results of the investigations, do comply with the essential part for real quality learning (Wang, 2022)

In the teaching-learning process, teachers are still guided by traditional methods that are often obsolete in teaching practice. According to (Flores, Lima, & Zeledón) such methods are below:

- The grammar-translation method
- The direct method
- The audiolingual method
- Community language learning (call)

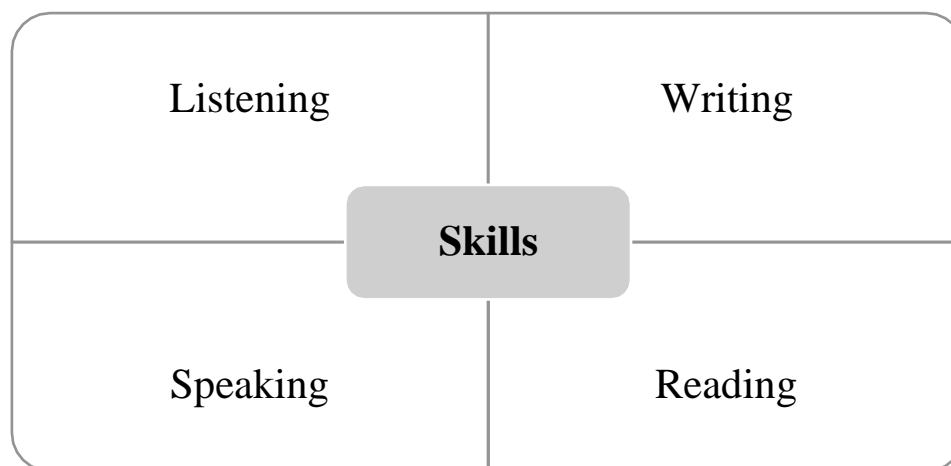
These kinds of methods are evidence that the teaching-learning process is still required changes to improve the skills of the English language which are the basis to obtain good results.

Language skills in the teaching-learning process

The meaning of Language skills is the communication that supports individuals to transmit opinions clearly and with accuracy. It is not just about learning how to utter correctly but rather listening attentively to catch the idea. By trying to write something, it is notable the writing skills that could be essential in a professional context. While reading helps students understand certain data and information since they activate the functions of the language. (Harappa, 2021)

The skills of a language are not based only just on content as in other subjects, such as can occur in mathematics or science, language skills are focused on the mastery of the information received, perceived, and analyzed to obtain a result, the human being is the only one who master these skills through their minds, the cognitive part, and psychomotor development associated with an action of the body once he has processed the information (Husain, 2015).

There are four skills in the English language which are the main pillar as to get quality-learning, these are reflected below:



Husain (2015), within the four skills of the language two classifications are important to recognize how to manage them and what methods are the best for them, these are; productive skills which are speaking and writing, and receptive skills are listening and reading. However, (Yildirim, 2016) mentions that “defining listening as a passive skill would be misleading”. This is because the learners are listening actively to be able to communicate, to produce a conversation in which they are not only hearing but rather listening and making inner connections in mind to order to grasp the message.

Listening skills in the teaching-learning process

Once it is mentioned the rest of the skills in the English language is listening skill that is still in the process to be accepted as one of the most important in teaching a foreign language. As (Solak, 2016) mentions “Listening should be taken into consideration from beginning to the end as an active process of meaning-making.” Listening skills are adapted in the traditional methods in which the students are addressed to listening to a recorder to respond to certain questions in an exam or any evaluation that is guided for some grades and not to make a real conversation wherein the learners can be able to keep in touch with an alive language that it has many ways to express and the intonations are the key to understand the dialogue.

Yildirim (2016) states “Listening has an important role not only in daily life but also in classroom settings”. As it is seen, now to teach a language, the implementation of these skills must be reflected to perfect the learning of the second language, and that way to immerse the students in new sounds that will help them to identify several words. (Şevik, 2012) states the following:

For learners, listening is how spoken language becomes input (i.e., it is the first stage of learning a new language). In the classroom, this happens by listening to the teacher, a CD, or other learners. It is the process of interpreting messages - what people say. (p. 11).

It is important the use tools and creativity along with teaching techniques that get to the real learning, the used activities as to be able to engage the learners with new vocabulary, therefore, the listening skills can become a true scaffolding whenever the strategies are used with accuracy during the process of learning in the new language.

In addition to that, Altunkaya (2021) states that “since learning includes not only cognitive but also affective processes, emotional intelligence could be considered as a factor in the acquisition of academic listening skills.” Such a statement is reflected in the involvement of emotional intelligence to get to listening comprehension because the individual is immersed to listen to messages, sounds, or feelings through intonation that can be a motivational positive or negative factor to obtain their results through self-efficacy.

Strategies for listening skills

The innovation of strategies in listening skills is revealed with the studies where they are gone through for the application in the individuals. It is paramount to meet the sorting of listening which is divided into 3 parts; pre-listening, while-listening, and finally post-listening tasks (Ullah Khan, 2014). These stages help students as teachers in the acquisition of listening since one study in which the tasks and be assigned according to the stage that they are at. The

research of Serri, Jafarpour, & Hesabi (2012) can be seen what are the main strategies that prevail in listening skills to get real learning and how these help individuals in their process.

Cognitive Strategies

This strategy embarks on the mental part which works the manipulation of itself to do some tasks, this includes practice and analysis to be capable of understanding and producing the second tongue in several forms.

Social/affective Strategies

As it is named, it means that the learners use the social part to establish understanding, they need to be in constant interaction with others, and the teacher has the burden of asking questions wherein learners can feel comfortable and they can reduce their anxiety.

Metacognitive Strategies

It is about the actions that the students can take consciously while they listen carefully to a written speech. Metacognitive strategies lead the way to how they can learn. In other words, learners can learn through comprehension monitoring and accurate attention.

Activities Applied to Listening Skills

Interpersonal Activities

It is relevant to engage learners with different activities where participation is a main point among them, for that reason, interpersonal activities are useful in this process for the individuals to develop listening skills, these can be practiced through interviews between two or three people, conversations about their lives by using a guide of assignment with new vocabulary sounds that they have to interpret (Khaydarova, 2023).

Group Activities

In this method, group work plays an important role where the teacher is the one who manages the situation, is in charge of the instructions, and how he/she can engage young people with activities of their interest, such as hobbies, mixing writing skills with listening to achieve better learning in the students. (Baleghizadeh, Susan, & Arabtabar Fatemeh, 2010)

Audio Segments

It can be related to assignments such as radio programs, very short whose purpose is for individuals to adapt to the real sounds of the speakers, so the use of podcasts as a very useful tool also comes into play, in this method, technological innovation comes into play for the development of activities.

Innovative method for listening skills

Flipped Classroom

This method as the first word mentions “flipped” is about interchanges, in other words, by relating it to a classroom, it is to invert the tasks, they are interchangeable, activities inside the class and assume the role to learn at home to bring that knowledge into the class. (Serdar & Ahmet, 2016).

Pedagogical Basis

This is an innovative method that requires activities that the teacher must carry out for their subjects to have the expected success since it involves the assignment of homework wherein the students will be responsible for their learning, the self-control of themselves is demonstrated in classes for they have to resolve tasks, lessons that if the students did at home, the results will be evident, for this reason, the practice of this method also becomes a habit for the students. (Fidalgo, 2018)

With this method, one of the most notable points is that it also focuses on collaborative work, the activities in groups as a strategy for better learning among students. This helps to a great extent that learning is shared among the group that has the follow-up given as well as teachers who have several learners per classroom and who assume the role of facilitator guides in the class.

Speaking about this method reveals the great differences between traditional methods and innovative methods that seek new adaptations for the creation of new content that engage the student and that is not the typical translation or writing method that in most cases it becomes tedious for the students involved.

According to UNIR (2020), the flipped classroom is:

It is a groundbreaking system because it proposes that students study and prepare the lessons outside of class, accessing the contents of the subjects at home so that, later, it is in the classroom where they do their homework, interact, and carry out more participatory activities (analyze ideas, debates, group work, etc.).

This approach allows students to learn at their own pace, review the material multiple times, and focus on areas where they need the most help. Moreover, the Flipped Classroom model can be adapted to listening skills to facilitate the development of it, there are several options to implement in the listening part, such as instructional videos or audios in class that allows students to engage through discussions and investigations.

Chapter III

Methodological Framework

Methods

Qualitative Methodology

The present work uses qualitative research to gather crucial information about the influence of Flipped Classrooms to improve the listening skills of second Baccalaureate students. Examining the study and inquiry the data collection is required to reach the information and conclusions of this work. Additionally, a literature review will be carried out to know the benefits of this new pedagogical model.

“Qualitative research involves collecting and analyzing non-numerical data. (e.g., text, video, or audio) to understand concepts, opinions, or experiences” (Bhandari, 2020). Which means it can collect detailed data on a problem or even generate new ideas for research. Qualitative research involves seeking answers to a question and producing functional findings.

Aspers & Corte (2019) defined qualitative research as an “iterative process” which means that the development of a project can be improved as researchers use interactive development processes given that create, test, and make revisions until they are satisfied with the final result.

Qualitative research as the name itself suggests, this research is concerned with the qualitative process. It generally works with the study of human behavior. Through this research, one can find the body language, attitude, opinions, feelings, etc. of the opposite person through observation. It is mainly helpful for Psychiatrists and interviewers. (Patel, 2019)

Type of Research

Phenomenological Studies

According to Creswell (2018), this kind of research involves an interpretive, naturalistic approach to the world. This means that qualitative researchers study things in their natural environments. The phenomenological investigation will be used as a research method.

To grasp its core and lay a foundation for the interpretation and understanding of phenomena, Neuberger, Witco & Varpio (2019) define phenomenology as an approach that focuses on understanding a behavior or event from the perspective of people who have experienced it. However, describing the significance that events have for each individual is the major goal.

Data Collection Techniques

This research project will make use of interviews and a focus group of the teachers at Unidad Educativa “Juan Dagoberto Montenegro Rodríguez”. To have a general background about flipped classrooms is to know about the effect that has this pedagogical model in the listening skills of students.

The focus group will be used to gather information. As Luke & M. Goodrich (2019) explain in their research, focus groups are a tried-and-true method for collecting data in qualitative or quantitative research cost-effective to comprehend teaching-learning processes. In this case, the investigation will be approximately among a group of 10 participants and all of them will have the responsibility to respond honestly and spontaneously.

Instruments

Questionnaire

“A questionnaire is a list of questions or items used to gather data from respondents about their attitudes, experiences, or opinions. Questionnaires can be used to collect quantitative and/or qualitative information” (Bhandari, 2021). The questionnaire will be

applied to eight open-ended questions. These questions will allow the participants to express and share their ideas and experiences spontaneously, without limit or pressure.

In research, a questionnaire's main objective is to collect essential data most exactly and reliably feasible. To obtain data it will be necessary to apply a questionnaire focused on the aspects that teachers have during the use of this methodology.

Type of questions

Open-ended will be questions allow you to express all your knowledge and emotions in the form of an open-ended text with no limits to your answers. In addition, to apply this instrument, a questionnaire was designed that will serve as a starting point for dialogue or debate among teachers. This is advantageous in a study since the range of responses allows for a wider interpretation of the theoretical and collected data.

Data Collection Processing and Resources

Table 1

What?	To collect information
Where?	At Unidad Educativa “Juan Dagoberto Montenegro Rodríguez” La Libertad – Santa Elena Province
When?	June 2023
How?	A questionnaire, with Opened-ended questions
What for?	The use of flipped classrooms for the improvement of listening skills.

Note: The data collection and the resources used for the research was described in Table 1

Population and Sample

A population is an entire group about whom you want to make conclusions. The population of this research project is the teachers at “Unidad Educativa Juan Dagoberto Montenegro Rodriguez” from the Santa Elena province. For obvious time reasons, it is not possible to carry out an analysis of the entire population of the institution for this a sample is used.

Table 2

Detailed information about Population

DESCRIPTION	QUANTITY
"Unidad Educativa Juan Dagoberto Montenegro Rodríguez"	3

Note: The population and the sample are the same and it is described in table 2.

Chapter IV

Analysis of Findings

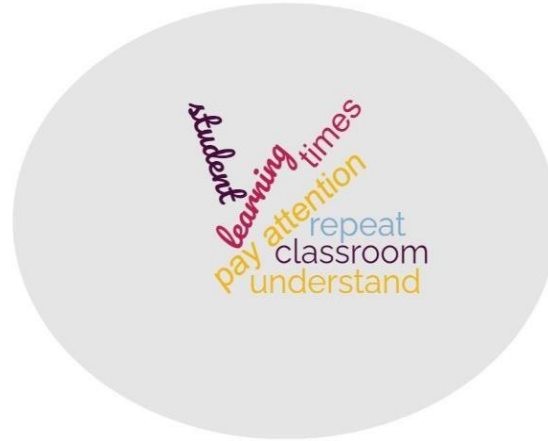
Interpretation of focus group

Listening skills are essential for understanding spoken English. ESL learners need to be able to comprehend what is being said in various contexts. In the ever-evolving landscape of education, innovative approaches to teaching and learning have become paramount. One such approach that has gained significant attention is the flipped classroom model, which flips the traditional instructional paradigm by delivering content outside of class and utilizing in-class time for active learning activities.

The flipped classroom has shown promising results in various subject areas, and researchers have been exploring its potential in improving listening skills among students. This research project is entitled ‘‘The Use of flipped classrooms for the Improvement of listening skills’’. The analysis of results, this interpretative process involves analyzing the qualitative data obtained from interviews or focus groups with 3 teachers from the Unidad Educativa Juan Dagoberto Montenegro Rodríguez, each answer was analyzed, and it was interpreted showing the most common words in a word cloud. This analysis will provide valuable information about listening skills and flipped classrooms.

Figure 1

Question 1: What types of listening activities do you apply in your flipped classroom?



Note: The most used words in the interview conducted on the research.

The most frequent words are: pay attention, repeat, learning, times.

The results showed that English teachers mostly use audio listening tests with their students in the classroom and concentrate on choosing the words that they think their pupils will have the easiest time repeating. The respondents said it is critical to respect listening periods and that students can figure out what is most crucial. To further ensure that students are led and comprehend each pronunciation, the respondents also incorporate readings that are pertinent to the audio.

Figure 2

Question 2: How do your students feel when they are doing listening activities?



Note: The most used words in the interview conducted on the research.

The most frequent words: good, feel, worried, frustrated, activities.

According to the respondents, it is more difficult for pupils to focus and digest the information when they are distracted since it is obvious from the expressions on their faces that they are confused and frustrated. If pupils are not engaged in what they are hearing, it is difficult for them to pay attention, according to the responses. When the audio captures their attention, children might work harder to comprehend what they are hearing.

Figure 3

Question 3: How did the flipped classroom model contribute to the improvement in listening skills compared to traditional classroom methods?



Note: The most used words in the interview conducted on the research.

The most frequent words: traditional methods, methodology, develop.

The interviewees mention that the flipped classroom is feasible because the students carry out the activities in different ways, since the flipped classroom methodology proposes that students watch recorded videos, do readings, etc. It also has benefits such as improving school performance; increase organization, planning before the session with the teacher where some tasks are carried out under her supervision or guidance. This differs from traditional methods that involve going to listen to the teacher. The lack of creativity causes students not to give the necessary importance to learning the English language, therefore this causes students to acquire hearing deficiencies in all its dimensions.

Figure 4

Question 4: How can flipped classrooms improve learning outcomes for students?



Note: The most used words in the interview conducted on the research.

The most frequent words: are cooperative learning, communicate and guide.

The interviewees mentioned that flipped classrooms help students develop their learning when working individually. Students learn to organize themselves properly, to share their opinions on a topic, and also to work in groups. In addition, it favors cooperative learning as it allows classmates to help each other. Meanwhile, the teacher becomes a learning guide and not a mere instructor, as he has been until now. On the other hand, in subjects such as grammar, reading, and listening, the interviewees indicated that it is complex and they do not believe that flipped classrooms work. The fact that a flipped classroom requires students to have access to a computer and an internet connection to watch classes and communicate with other students and teachers is one of its main drawbacks because many students are not knowledgeable.

Figure 5

Question 5: How can you help the students in developing listening skills in the classroom?



Note: The most used words in the interview conducted on the research.

The most frequent words: practice, difficultly, improve, evaluate.

The majority of participants claimed that having successful conversations requires good listening skills. Writing down song lyrics while listening to them is one of the best exercises for enhancing and improving listening abilities. By watching TV shows, and movies, or simply listening to music, you can have fun while honing your listening abilities. Respondents mentioned that they spend two or three days creating this activity and practicing listening exercises before each written lesson so that students may relate to the subject and afterward evaluate them so they have no difficultly with listening.

Figure 6

Question 6: What is the key to effective listening by students in a classroom?



Note: The most used words in the interview conducted on the research.

The most frequent words: are motivate, interest, interpret, and positive.

All teachers agreed that to excite and pique students interest in learning, teachers across the board agreed that it is critical to educate creatively. Games are a fantastic way to motivate students since they are enjoyable and liberating. It gives pupils the chance to interact with English in a fun setting, develops positive language associations, and creates a setting where original thoughts or fresh inquiries might surface. Additionally, you should factor in the interests of your students in your classes because doing so will keep them interested and motivated. Also keep in mind that they should pay attention, read the transcript, and repeat as necessary to understand so they can interpret as they listen.

Figure 7

Question 7: What are the advantages of the flipped classroom?



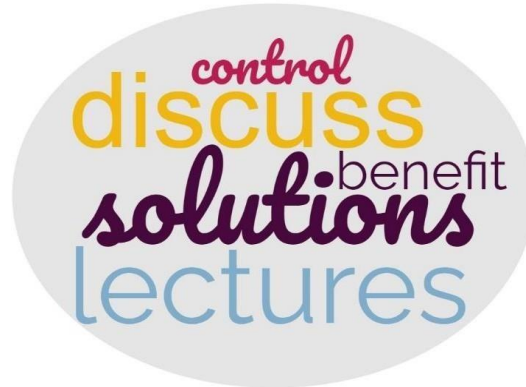
Note: The most used words in the interview conducted on the research.

The most frequent words: are advantages, opportunity, and engagement.

According to those who participated in the interviews, one of the biggest advantages of a flipped classroom strategy is that it can make students' time in class more engaging. Enabling individuals to become more emotionally invested in a subject and by improving class attendance, can in turn help to increase student engagement. Because less time is available for the creation of lessons on fundamental facts and more time is available for customized lessons for further inquiry, this has the extra benefit of allowing content to be optimized and reused. The opportunity for students to learn more deeply about a topic through active learning was another excellent benefit that the respondents cited for students taking part in flipped classrooms.

Figure 8

Question 8: What is the most important objective of using the flipped classroom model?



Note: The most used words in the interview conducted on the research.

The most frequent words: benefit, solutions, discuss.

The interviewees claimed that the flipped classroom intends for students to learn at their own pace and the classroom transforms into an active knowledge environment where everyone shares what they have learned. Due to the increased input required in a flipped classroom, students have more control over their learning. Students benefit from having the opportunity to learn at their speed by receiving brief lectures at home. The advantage for students is that they can pause or fast-forward lectures, take notes, write down questions about topics they want to discuss with their lecturers or peers and even come up with original solutions to the issues they are learning about.

Analysis and discussion of the interview or focus group vs bibliographic review.

Language skills in the teaching-learning process

According to research where they are put to use for individual application, new listening skills tactics are made known. Pre-listening, while-listening, and post-listening chores are the three categories that make up the listening sorting. Since one study found that the activities

were assigned based on the stage that each participant was at, these stages aid both students and teachers in learning listening skills.

Interpersonal activities are helpful in this process for individuals to develop their listening skills because they allow for the practice of these abilities. For example, interviews between two or three people, conversations about their daily lives using a guide of assignment with new vocabulary, and sounds that they must interpret are all interpersonal activities that are relevant to engaging students in activities where participation is a key component.

Group activities

In this approach, the teacher manages the situation, is in charge of the instructions, and determines how to involve students in activities that are interesting to them, like hobbies, and how to combine writing and listening skills to improve learning in the students. (Baleghizadeh, Sasan, & Arabtabar Fatemeh, 2010)

Innovative method for listening skills

Experiential learning theory suggests that this approach is about interchanges, or, by relating it to a classroom, it is to invert the tasks, which are interchangeable activities inside the class, and assume the role of learning at home to bring that knowledge into the class. (Serdar & Ahmet, 2016).

This is a novel approach that calls for teacher involvement in the subjects they are teaching to get the desired results because it involves giving the students homework and expecting them to be in charge of their education. Students' self-control is on display in class since they have to complete assignments and courses that, if completed at home, would have obvious effects. Because of this, using this technique regularly also becomes a habit for the kids. (Fidalgo, 2018)

Chapter V

Reflexions of the Study

The study project of the author is the basis for the personal reflections in this chapter. Individual experiences with the research, the significance of performing this research, initial thoughts, expectations, and constraints presented during this process were all significant. Relevant information was also found and examined. In this phase, it is also examined whether the goals and inquiries outlined in the study have been accomplished.

This chapter contains information on content-based instruction as a strategy for improving listening abilities. My comprehension of how teachers employ various sorts of activities with the usage of flipped classrooms to increase listening skills improved because of experiences I had while developing the research and assimilation of information of many kinds linked to the general theme. It is feasible to recognize that children do not fully develop listening comprehension but that it may be increased via the use of a variety of tactics since many students present obstacles, but also because of the numerous research studies, genuine experiences, and materials that could be studied.

It is important to mention that to carry out this study, the researchers had to search for previous research, background, and regulations based on the use of Flipped classrooms. As a result of its ability to aid students in both the development and improvement of their academic language, content-based education has been widely used in the teaching of second languages. Everything that the focus group revealed was relevant to the study is goals and implementation. Students social skills are encouraged to improve by the flipped classroom to teach the curriculum's topics.

These abilities can be developed because encouraging genuine dialogue among students is one of the primary goals of the flipped classroom concept. These abilities can be developed because one of the key goals of the flipped classroom paradigm is to encourage genuine

dialogue among students. This teaching- learning paradigm makes it easier for students to communicate effectively since the teacher's job is to provide activities that allow students to discuss specific topics that are representative of real-life circumstances.

Additionally, the techniques for improving listening comprehension help to direct and keep students' attention on the text. They must be utilized consistently during the course of the lesson, teaching students the coding, learning processes, topics, concepts, or ideas on which they should concentrate their attention.

According to my experience, the project has led me to believe that the conclusions drawn from the individual analyses were sound because it appears that students in English classes want their courses to be more innovative by utilizing flipped classrooms. Given that each teacher has a style of instruction that enables them to hold each student's attention, we, therefore, believe that the implementation of this method is adequate.

However, if this teaching method is added, students may notice a change in the teacher's attitude towards them, which translates into a higher level of listening skill development. To interact in a cozy and confident setting, it is important to understand the needs of a classroom. The application of the interview, which had some delays since teachers and students were both involved in extremely important tasks, meant that I had to wait a sufficient amount of time to complete my goal.

These and other challenges were present after this research study. I had to make the necessary adjustments, which made it challenging for me to manage my time and get first-hand information. As a result, I had to rearrange my schedule to fully comply with the presentation of my research work.

To understand the use of flipped classrooms, in my opinion, it is essential to address all the classroom constraints that must be addressed to follow up on what is being taught, to successfully implement the lesson plan, to be sure that students can feel confident and capable

of learning the English language correctly, and to improve listening skills. I've had a variety of experiences as a student, and with the assistance of my pre- professionals that have assisted in a good teaching process, I've discovered what issues exist when completing a listening exercise to find out why students do not understand what the audio played is about. Considering that they are capable of handling it and that effective planning eliminates classroom restrictions,

Finally, from my perspective, we can conclude that this research enables us to analyze what we want to contribute as future teachers to enhance the learning of the new generations; my experience as a student gives us the advantage of being able to identify what they need to improve the development of English skills and thereby be able to influence the positive changes that students may have, give them the motivation to learn effectively, and consequently have the confidence that they will study in such a way.

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Annexes**Annex 1: Anti-plagiarism Report****UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA****BIBLIOTECA****Formato No. BIB-009****CERTIFICADO ANTIPLAGIO**

La libertad, 19 de julio de 2023

En calidad de tutor del trabajo de titulación denominado “The Influence of Flipped Classroom to Improve Listening Skills of the second baccalaureate of the Juan Dagoberto Montenegro Educational Unit”. Elaborado por la estudiante Ascencio Tomalá Karen Johely, egresada de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, 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 Licenciados en Pedagogía del Idioma Inglés, me permito declarar que una vez analizado en el sistema anti plagio COMPILATIO, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentran con 5% de la valoración permitida, por consiguiente se procede a emitir el presente informe.

Adjunto reporte de similitud

Atentamente,

A handwritten signature in blue ink, which appears to read 'Sandra Elizabeth Caamaño López', is written over a horizontal line.

MSc. Sandra Elizabeth Caamaño López

CI: 0915573539

TUTORA

CERTIFICADO DE ANÁLISIS
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2% Taxis entre similitudes
2% similitudes entre similitudes
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Nº	Descripciones	Similitudes	Ubicaciones	Datos adicionales
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3	www.caregiving.state.gov http://www.caregiving.state.gov/Assets/ResourceLibrary/75752_3_3.pdf 1 Nombre similar	< 1%		Palabras detectadas: 19 (3) palabras
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2	Documento de otro usuario: 40961 El documento pertenece al grupo: 1 Nombre similar	< 1%		Palabras detectadas: 19 (3) palabras
3	repositorio.uta.edu.ec/FullText/ED330044.pdf https://repositorio.uta.edu.ec/FullText/ED330044.pdf 1 Nombre similar	< 1%		Palabras detectadas: 19 (3) palabras
4	Documento de otro usuario: 40961 El documento pertenece al grupo: 1 Nombre similar	< 1%		Palabras detectadas: 19 (3) palabras
5	files.eric.ed.gov http://files.eric.ed.gov/fulltext/ED330044.pdf 1 Nombre similar	< 1%		Palabras detectadas: 19 (3) palabras

Annex 2: Focus Group – Questionnaire**UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA FACULTAD DE
CIENCIAS DE LA EDUCACION E IDIOMAS
CARRERA PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS****“THE INFLUENCE OF FLIPPED CLASSROOM TO IMPROVE THE LISTENING
SKILLS OF THE SECOND BACCALAUREATE OF THE JUAN DAGOBERTO
MONTENEGRO EDUCATIONAL UNIT”**

OBJECTIVE: To collect information data for the research about the Flipped classroom and
Listening Skills

Questionnaire

- 1.- What types of listening activities do you apply in your classes?
- 2.- How do your students feel when they are doing listening activities?
- 3.- How did the flipped classroom model contribute to your improvement in listening skills compared to traditional classroom methods?
- 4.- How can flipped classrooms improve learning outcomes for students?
- 5.- How can you help the students in developing listening skills in the classroom? 6.- What is the key to effective listening by students in a classroom?
- 7.- What are the advantages of the flipped classroom?
- 8.- What is the most important objective of using the flipped classroom model?

Annex 3: Interview transcription

Teacher 1

Teacher Speaker	Answers
<p>Question 1: What types of listening activities do you apply in your classes?</p>	<p>Good afternoon. Okay, I got to the question. Number one, the tin of listening activities is applying the classroom and set to the student. Pay attention about the listening said, then listen, to each word try to understand what the listening says, and repeat, then and the necessary times, I consider that t there are times of you can't say the student how learning is important. You pay attention, each word in the listening is important to try to understand the listening.</p>
<p>Question 2: How do your students feel when they are doing listening activities?</p>	<p>So, question number two, and I think that my student feel good will listen to activities because they feel, they could usually understand what the person said, maybe a conversation in a dialogue in a reading</p>

Question 3: How did the flipped classroom model contribute to the improvement in listening skills compared to traditional classroom methods?

So, question number three, and according to the fleet class model, I think. So, it contributes in a good way to the learning of the student because this is a skill here to, to the student developed the activities in different ways. For example, in the traditional methods, trying to go, only the student, listen to the teacher, or maybe the teacher, and only put and listening. And the student tried to understand what the traditional way was and how to learn. But we then now flip a classroom. It's different because I tend to the technology a student come to a, quite an information, and they come to prepare the topic before to go the class and help to deepen the knowledge.

Question 4: How can flipped classrooms improve learning outcomes for students?

So, question number four, I think that these methods of flame and class improve the learning in the student because the student can prepare at the moment to learn.

Question 5: How can you help the students in developing listening skills in the classroom?

Question number five, I consider that I can't kill my student in the skill, in the classroom. And when explaining the listening and both, then the listening and say that they listen and the necessary times and try to understand that the person says to put on the speakers and with a wish we hold down, they say, okay, listen. What the person says is interpreted, listening, and trying to say to me what you understand this listening, I consider this is a better way that they can develop the listening skill in the classroom. Listen, to the pronunciation. Repeat the pronunciation. Try to understand and realize any differences and mimics in the class on to a student come to understand.

Question 6: What is the key to effective listening by students in a classroom?

So, I'll go to question number six, and I think so that the effective way the whole student can learn English and listening English class listening. I consider it can be to pay attention and read the transcript and then try to interpret it. That the person said in the listening and repeat, then the necessary times to announce, then what they understand about the context.

Question 7: What are the advantages of the flipped classroom?

One of the biggest advantages of a flipped classroom strategy is that it can make students' time in class more engaging. Enabling individuals to become more emotionally invested in a subject and by improving class attendance, can in turn help to increase student engagement. Because less time is available for the creation of lessons on fundamental facts and more time is available for customized lessons for further inquiry, this has the extra benefit of allowing content to be optimized and reused. The opportunity for students to learn more deeply about a topic through active learning was another excellent benefit that the respondents cited for students taking part in flipped classrooms.

Question 8: What is the most important objective of using the flipped classroom model?

So, let's go with the question. Number eight I consider the most important objective using the flip class model is the pay attention. This is the most important. This, the object is prepared in a topic or do your classes. And either the most important objective is that students try to interpret a context in listening and try to understand what the speaker or native speaker says and they need to try explaining that they understand, it is a listen, I think so that is all. Thank you so much.

Teacher 2

Teacher Speaker	Answers
<p>Question 1: What types of listening activities do you apply in your classes?</p> <p>Question 2: How do your students feel when they are doing listening activities?</p>	<p>In my class, I apply the listening activities that are in the book. and others that I search on the internet.</p> <p>The first time I did a listening activity with my children, I was worried because most of them did nothing. I could see in their faces that they did not understand anything and that they were frustrated.</p>
<p>Question 3: How did the flipped classroom model contribute to the improvement in listening skills compared to traditional classroom methods?</p>	<p>I think that the flipped classroom in listening activities does not help much, since as I mentioned before my students do not feel comfortable doing it, so asking them to do an activity at home would be in vain because those who do the activity are parents.</p>

Question 4: How can flipped classrooms improve learning outcomes for students?

The flipped classroom helps students to develop their independent learning in topics such as grammar and reading. listening is a bit trickier, and I don't think flipped classrooms would work on this skill.

Question 5: How can you help the students in developing listening skills in the classroom?

The key to developing listening skills is practice, usually on Wednesday or Thursday we practice this skill. I'm accustoming my students to the fact that at least 1 day a week we practice listening. so that the evaluation does not get too complicated.

Question 6: What is the key to effective listening by students in a classroom?

The advantage of the flipped classroom is that the self-employed are the protagonists of their learning, the teacher only affirms what he learned alone, also improves his self-esteem, and consolidates knowledge

Question 7: What are the advantages of the flipped classroom?

The flipped classroom aims for students to learn at their own pace, and the classroom becomes an active knowledge environment where everyone contributes what they have learned.

Question 8: What is the most important objective of using the flipped classroom model?

The flipped classroom intends for students to learn at their own pace, and the classroom transforms into an active knowledge environment where everyone shares what they have learned.

Due to the increased input required in a flipped classroom, students have more control over their learning.

Teacher 3

Teacher Speaker	Answers
<p>Question 1: What types of listening activities do you apply in your classes?</p>	<p>I apply different activities that are in the book, I do it in a dynamic and fun way, which motivates the students to respond competitively, I consider it a good teaching technique.</p>
<p>Question 2: How do your students feel when they are doing listening activities?</p>	<p>In this case, I think the students feel a little confused but at the same time their ears get used to it and they understand better some dialogue or conversation.</p>

Question 3: How did the flipped classroom model contribute to the improvement in listening skills compared to traditional classroom methods?

More inquisitive whereas the traditional method is that the teacher talks during the whole class and the students do not build their knowledge.

Question 4: How can flipped classrooms improve learning outcomes for students?

I consider that flipped classrooms help students develop their learning when working individually. Students learn to organize themselves properly, to share their opinions on a topic, and also to work in groups. In addition, it favors cooperative learning as it allows classmates to help each other.

Question 5: How can you help the students in developing listening skills in the classroom?

I think that having a successful conversation requires good listening skills. Writing down song lyrics while listening to them is one of the best exercises for enhancing and improving listening abilities. By watching TV shows, and movies, or simply listening to music, you can have fun while honing your listening abilities. Respondents mentioned that they spend two or three days creating this activity and practicing listening exercises before each written lesson so that students may relate to the subject and afterward evaluate them, so they have no difficulty with listening.

Question 6: What is the key to effective listening by students in a classroom?

That to excite and pique students' interest in learning. The teachers across the board agreed that it is critical to educate creatively. Games are a fantastic way to motivate students since they are enjoyable and liberating. It gives pupils the chance to interact with English in a fun setting, develops positive language associations, and creates a setting where original thoughts or fresh inquiries might surface.

Question 7: What are the advantages of the flipped classroom?

I consider that this inverted classroom model has an advantage in that the students can be more inquisitive whereas the traditional method is that the teacher talks during the whole class and the students do not build their knowledge.

Question 8: What is the most important objective of using the flipped classroom model?

The goal of flipping your class is to practice a more student-centered pedagogy, thereby engaging your students in active learning experiences.