



**PENINSULA OF SANTA ELENA STATE UNIVERSITY**

FACULTY OF EDUCATION AND LANGUAGES

ENGLISH TEACHING CAREER

TITLE:

**A COMPILATION MANUAL OF INTERACTIVE AUDIOVISUALS  
USING THE FLIPPED CLASSROOM METHOD TO IMPROVE  
LISTENING SKILLS TO FIFTH GRADE STUDENTS AT UNIDAD  
EDUCATIVA PARTICULAR “SAGRADOS CORAZONES” SALINAS,  
PROVINCE OF SANTA ELENA, SCHOOL YEAR 2014-2015.**

**RESEARCH PAPER**

AS A PREREQUISITE TO OBTAIN A:

**BACHELOR’S DEGREE IN ENGLISH**

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**ADVISOR:** MSc. VERONICA VERA

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ESCUELA DE IDIOMAS

CARRERA DE LICENCIATURA EN INGLÉS

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TITULO

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**TRABAJO DE TITULACION**

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LA LIBERTAD- ECUADOR

**2015**

La Libertad, May 2015

**ADVISOR'S APPROVAL**

**ADVISOR'S APPROVAL AND SIGNATURE PAGE**

In my role of advisor of the research paper under the title "**A COMPILATION MANUAL OF INTERACTIVE AUDIOVISUALS USING THE FLIPPED CLASSROOM METHOD TO IMPROVE LISTENING SKILLS TO FIFTH GRADE STUDENTS AT UNIDAD EDUCATIVA PARTICULAR "SAGRADOS CORAZONES" SALINAS, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2014-2015**" prepared by Claudia Elizabeth Benavides Orrala undergraduate student of the English teaching Career, Faculty of Education and Languages at Universidad Peninsula de Santa Elena, I declare that after having, 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

.....

MSc. Veronica Vera

La Libertad, May 2015

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## DEDICATION

This job is dedicated to my God that gave me life, the strength and necessary Wisdom to be able to fulfill my objective with his help and direction and to allow that every day I am better.

I dedicate to it my son Victor Soriano Benavides with much love, the reason for my preparation and motivations that supported me with his understanding at all time and circumstance for the culmination of this project.

Also, I dedicate to my parents Elba and Carlos for the understanding and help.

Finally, I would like to dedicate this to my brother Fabian, my sister Elba, my sister in-law Magaly, my nieces Fabiana, Michelle, Paullete who with their support and sacrifice have been a fundamental pillar to achieve my goals in every moment.

Thanks for their encouragement.

I love them.

**Claudia Benavides.**

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## **UNIVERSIDAD PENINSULA DE SANTA ELENA**

FACULTY OF EDUCATION AND LANGUAGES

SCHOOL OF LANGUAGES

ENGLISH TEACHING CAREER

**A COMPILATION MANUAL OF INTERACTIVE AUDIOVISUALS USING THE FLIPPED CLASSROOM METHOD TO IMPROVE LISTENING SKILLS TO FIFTH GRADE STUDENTS AT UNIDAD EDUCATIVA PARTICULAR “SAGRADOS CORAZONES” SALINAS, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2014-2015.**

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### **ABSTRACT**

This proposal is applied to fifth grade students at Unidad Educativa Particular “Sagrados Corazones” school year 2014-2015. This proposal aims to search solutions to improve the listening skills through the application of extra tools like the use of audiovisuals and flipped classroom method. This is a new way to get better production results in learning and increase their criteria with high reflexive thought because they can use it in their daily classes or at home in order to support their English learning using methodological materials. For this reason the development a manual which contains activities like videos, music, slide and worksheet was made for the teacher or it can be downloaded from you tube, in order to upload in Edmodo platform, where students will do an advance of their classes (Flipped classroom) for improving their learning process. Finally, audiovisuals and flipped classroom are considered a productive help for teachers and students to improve to listening skills.

Keywords: Listening skill, audiovisual, flipped classroom.

## INTRODUCTION

Education in Ecuador is getting that people have a better expectancy, not only in general subject matters, but also in general English, which is a foreign language, that looks forward to make changes in all educational curricula. One of the main changes of the use of audiovisual resources on the second language teaching-learning process it helps and encompasses everything the language learner hears and sees in the new language. It may include a wide variety of simulated situations such as exchanges in restaurants and stores, conversations with friends, reading street signs and newspapers, as part of classroom activities to do English acquisition a little more fun to have motivated and happy students. Facing to the education suggest that ICTs convert in a significant tool for the formation of cognitive skills, and to facilitate to join the skills and attitudes of the students and the information showing through different videos and exercises In order to create new educational technologies, the media has been developing strategies which are ICTs (informatics and communicative technologies) in order to create student who have critical, emotional and criteria

Pointing out the technological tools, which are evolving every day, are taking part as a primordial development of the classes to make the teaching-learning process easier for teachers. They should motivate students to learn a second language with the implementation of new technology that offers many alternatives to achieve intercommunication both inside and outside of class. All teachers have to avoid the daily lack of attention and distraction of students. The teaching aids are interwoven with interactive materials such as interactive latter sets out the

materials that play an important role. Developing a teaching and learning strategy applied to teaching English language audiovisual aimed in students attending fifth grade at Unidad Educativa “Sagrados Corazones”. Also, this project will employ the flipped classroom or Inverse class method, that is an accurate methodology, undoubtedly will boost students to be responsible and self-researchers by watching videos, slides and listening audios during the procedure of the lesson and taking into account to the welfare of the students through this new educational platform.

This proposal is based on five chapters and every chapter is linked each other.

For example, chapter one contains Problem statement, Contextualization, Critical analysis, Guideline Question, Delimitation of Research, Significance, Objectives.

In the second chapter it is explained the Theoretical Frame, previously researched, significance of aids, Audio, Visual, Audiovisual, Advantages of audiovisual, Educational Technology, Listening, Types of Listening, Manual, Philosophical, Fundamental Categories, Hypothesis and Variables.

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

The Fourth chapter will determine the proposal will also determine the information data, the justification, objectives, methodology, and action plan.

The, Fifth chapter is all evidence that justification the proposal

## **CHAPTER I**

### **THE PROBLEM**

#### **1.1 TITLE OF PROPOSAL**

A compilation manual of interactive audiovisuals using the flipped classroom method to improve listening skills to fifth grade students at Unidad Educativa Particular “Sagrados Corazones” Salinas, province of Santa Elena, school year 2014-2015.

#### **1.2 PROBLEM STATEMENT.**

English is the second most spoken language in the world. In the past, primitive people used it to start a conversation and to interchange ideas or another type of information. Nowadays, the increasing globalization and the individuals are influenced by technology to improve the learning of English in education.

Technology has been applied in different areas such as tourism, business, media, travel, relationships and science.

The United States of America has designed an English educational program due to the increasing number of immigrants that have arrived from other countries who do not speak English. Some immigrants from South America such as Peru and Ecuador have their own groups who speak their native languages, but they do not speak English.

Going back to the past, the Ecuadorian government did not take interest in how important the teaching of English language. English was only taught in private schools.

At the moment, the government of Ecuador and its Ministers of education are working on the implementation of English in the academic curriculum as a main and essential subject. The teaching of English as a foreign language has always followed a traditional approach.

Most teachers do not employ methods and strategies to increase learners' motivation. These teachers have not understood yet how to develop the basic skills of listening, speaking, reading and writing.

A great number of students think that the listening skill is hard to develop because they ignore vocabulary and grammar, above all, the pronunciation of words.

Nowadays, technology is increasing quickly and there is a variety of tools to promote meaningful English learning.

The implementations of audiovisual aids (videos and audio) are activities which contain exercises that encourage students' participation in class to develop their listening skills.

It has been observed at Unidad Educativa Particular "Sagrados Corazones", there are students who have trouble on achieving fluency in listening skills.

Firstly, the institution mentioned has constantly changed the English teacher's staff every academic school year. Students do not follow the sequence of learning.

For these reasons make teachers have not been able to adapt in every school year.

Moreover, teachers have their own traditional methodology and lack of strategies to teach making students feel frustrated in their English class.

Secondly, teachers neither develop interactive class nor have the interest of using websites.

This research aims to improve the listening skill, which can be encouraged through the use of interactive audiovisual activities in the classroom.

### **1.2.1 CONTEXTUALIZATION**

Unidad Educativa Particular Sagrados Corazones is located in Salinas on Filemon Street and Carlos Espinoza Larrea Avenue, province of Santa Elena. This school was built in 1980 and its main construction material is concrete.

Nowadays, it has eleven classrooms starting from Initial to tenth grade, one English laboratory, one science laboratory, one computing laboratory and it has 194 enrolled students.

The Principal's name is Sister Lucia Sandoval. It composed by 13 teachers in different areas, it has three English teachers; one of them is still studying at college and the other two are empiric teachers from other areas of teaching. The school counts with a secretary and two doorkeepers.

This project has been focused on the need to improve the listening skill in students of fifth grade. To validate this research, a diagnostic listening test was applied. The test results were analyzed and the conclusion was that the students from this school still have not developed the listening skills. The reason can be that teachers may not be employing effective methods.

Nowadays, the technology provides a wide range of information. There is a diverse kind of tools to intensify listening for fifth grade students.

Audiovisuals are becoming a useful aid for teachers because when students are observing videos and audios their senses and their cognitive brains are activated and that is the main motor of the teaching-learning process.

### **1.2.2 CRITICAL ANALYSIS**

The results of the diagnostic test showed the low level of the listening skills in students of fifth grade. Teachers do not motivate the students to develop this skill and their strategies are inadequate.

The lack of didactic resources makes students feel bored in a monotonous English class. Another factor is that students do not take the importance on English because students do not actually either choose or not choose English class. A project has been set up for the next years by the ministry of education, which aims to reorganize the curriculum on the English language in schools by emphasizing more on English as a subject.

The implementation and compilations of interactive audiovisual aids, teachers would contribute to students' education to improve their listening skill and have productive classes where students watch images, listen immediately what they acquire, process, assimilate and assess the information (cognitive method). Interactive audiovisual aids will help teachers to have a successful lesson plan and execution.

The audiovisual aids used and technology equipment in to the school as a supportive tool for the teaching-learning process of English as a foreign language.

### **1.2.3 PROBLEM FORMULATION**

How will interactive audiovisuals through flipped classroom improve the listening skills in fifth grade students at Unidad Educativa Particular “Sagrados Corazones, Salinas, province of Santa Elena, schoolc year 2014-2015?

### **1.2.4 GUIDELINE QUESTIONS**

- What are the causes of difficulty to develop listening skills in students?
- What is the level that students have in listening skills?
- Do you think that the implementation of interactive audiovisual manual could be an important resource to improve listening skills?
- Do you consider that listening skills are the most important to develop in students?
- Do you think that the implementation of audiovisual aids could be pedagogically fun tools in the teaching-learning process?
- Do you think that employing didactic technologies tools in the classroom contribute to improve the listening in students?

### **1.2.5 DELIMITATION OF RESEARCH OBJECT**

**Field:** learning-teaching process (educational)

**Area:** English

**Aspect:** Listening skill

**Province:** Santa Elena

**City:** Salinas

**Location:** Neighborhood Milagro-Salinas

**Space Limitation:** Unidad Educativa Particular “Sagrados Corazones”.

**Topic:** a compilation manual of interactive audiovisuals by using flipped classroom method to improve listening skills to fifth grade students at Unidad Educativa Particular “Sagrados Corazones” Salinas, province of Santa Elena, school year 2014-2015.

**Population Limitation:** Fifth grade.

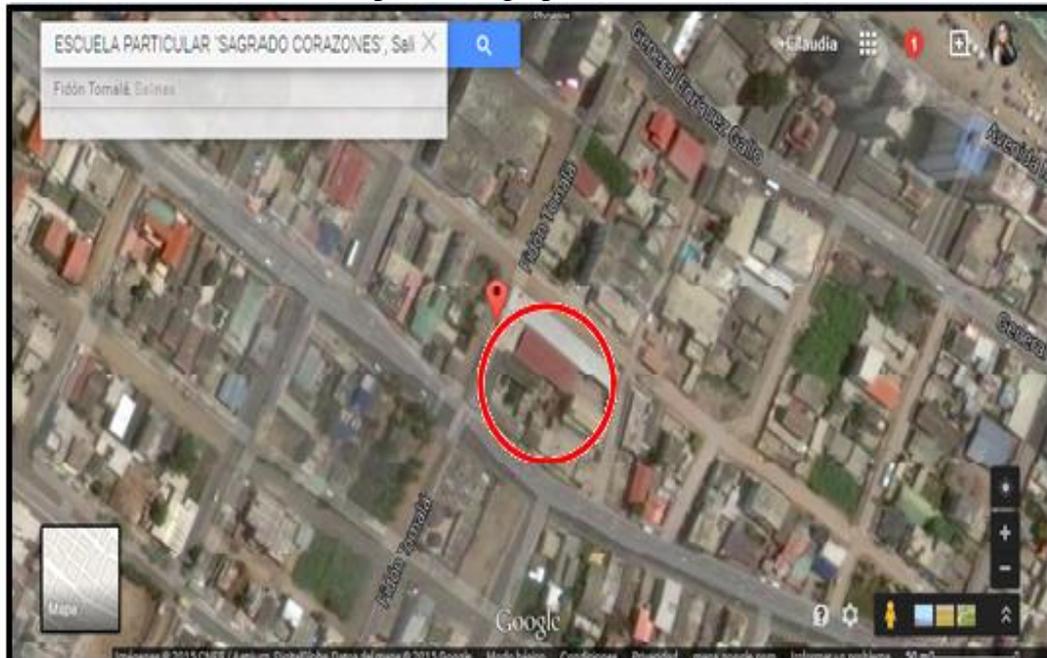
**Geo-temporal-spatial delimitación: Geographic:** Salinas -Santa Elena.

**Time:** 2015

**Spatial:** 2014-2015

### **APPROACH CHARTS**

Graph 1: Geographic Location.



<https://www.google.com.ec/maps/place/Fid%C3%B3n+Tomal%C3%A1,+Salinas/@-2.2055023,-80.9761208,17z/data=!3m1!4b1!4m2!3m1!1s0x902e0e0555a866cb:0xf11d2fdc1bc64477?hl=es-419>

### 1.3 SIGNIFICANCE OF THE RESEARCH.

This project was considered essential to carry out because students of Fifth Grade school at Unidad Educativa Particular “Sagrados Corazones” have shortcomings in listening skills. In our observations field teachers apply technological resources inadequately; their classes are traditional and the lack of methodology causes apathy and discourages their students in English lesson.

It is necessary to remember that English can be advantageous to in the education of Ecuador. The same way, the evolution of technology is constantly changing. At present, the implementation of technological tools is indispensable for teachers through technology they can develop pedagogical activities that encourage and make it easy for learning. This objective of this inquiry is to create a compilation

of interactive audiovisual manual by using the flipped classroom method to improve the listening skills for Fifth Grade students at Unidad Educativa “Sagrados Corazones”, Salinas- Santa Elena province, School year 2014-2015.

This manual is going to contain exercises, graphics, funny videos and easy educational audios that students can catch and associate quickly to improve their listening skills. Furthermore, it reinforces their knowledge and increase concentration.

This research is a contribution for Fifth Grade students at Unidad Educativa “Sagrados Corazones”. Nowadays, teachers can exploit technology and use audiovisuals materials which can be found on YouTube or made by the teachers by applying useful software like audacity or podcast.

## **1.4 OBJECTIVES OF THE RESEARCH**

### **1.4.1 GENERAL OBJECTIVES**

To design a compilation manual of interactive audiovisual using the Flipped Classroom method to improve the listening skills for fifth grade students at Unidad Educativa Particular “Sagrados Corazones”.

### **1.4.2 SPECIFIC OBJECTIVE**

1. To diagnose level of the listening skills.
2. To identify the causes of limitation the listening skills in the learning process.
3. To analyze why audiovisuals are important in the learning
4. To apply flipped classroom method like new didactic techniques at home to increase listening skills.
5. To apply activities in class to develop the listening skills.
6. To assess the implementation of the contents through a specified test.
7. To analyze the results after applying an adequate educational tools.

## **CHAPTER II**

### **THEORETICAL FRAMEWORK**

#### **2.1 COMPILATION**

According to Santana (2008), Compilation is several text or articles written by different authors, who gathered and published for educational purpose", (p.8). Compilations are different collections of material like text, videos, audios, published, articles, interview, and magazines. They are elaborated for diverse authors for a specific intention; they can be national, local or international according to the interest of the researcher.

These can be classified by:

- Date
- Code
- Content

#### **2.1.2 SIGNIFICANCE OF AIDS**

Dash (2007) argued that, there are different implement aids or routes that teachers use to teach another language. These are used in class to promote the students' comprehension. Aids permit to have clear ideas when teachers introduce a new topic or vocabulary in order to promote updated schemes for learning English.

Aids are often designed into a computerized system and shown through software such as Powerpoint, Adobe, Podomatic, Podcast, Blog, Etc.

### **2.1.3 TYPES OF AIDS**

- Aids can be sorted in five groups:
- Project tools as slides and films. It can also be classified in non-projected like pictures, chart photographs, drawings, diagrams and Audiovisuals that allow to have slides, sound, and videos.
- Audio technological tools like cell phones, tablets, and iPhones.
- Hardware: computer and Software: programs, magazines.
- Big media like computers, TV, radio, CD, etc.
- Two and three dimensional materials like printed, chalkboard, and specimen.

### **2.1.4 AUDIO**

Dudeny et al, (2011) Stated that audios are aids tool which catch the sense of the ear. Students can hear conversations, favorite songs, news, stories, movies, documentaries, recitation and children's TV programs. Teachers can use TIC's in their classrooms and it can be easy for them to search audios in websites that foster understanding and comprehension.

These presentations can be real dialogues through audio recording, YouTube or free software enriches listening. Students can work at home and replay as many times as they want, reinforcing in their free time. Audio aids can make the teaching - learning process more effective. a combining form used in the formation of compound words.

### **2.1.5 VISUAL**

According to Mcardle (2010), there are diverse objects, photos, graphs, flashcard of visual aids that promote the sense of vision.

When teachers employ videos aids, students have benefits because audiovisual aids can capture their attention, encourage participation, prevent and avoid confusion, have fun, save time and clear up their doubts.

Another important point, Mcardle suggests that visual aids must have an adequate size and clear visibility to promote clear understanding of details. The presentations should not be saturated of decoration because they may cause misunderstanding. The images ought to be accurate and neat; this can cause a positive impact in some students.

### **2.1.6 AUDIOVISUALS**

According to Neereja (2011), audiovisuals are those perceptive tools which are attractive to students' eyes and ears. These are routes for learning that activates the sense of making easy comprehension of the students.

When teachers use audiovisual in classroom, students can organize, encourage, animate and accelerate the teaching-learning process through the sound and visual aids with technological equipment like project, computers, radio, tape record, flashcards,TV.

She said that it is indispensable to involve students in activities in which they can employ their five senses so that stimulate sensorial perception can be stimulated.

(Sankaranarayanan and Sindhu (2012), According to Sankaranarayanan and Sindhu, audiovisuals are; gathering materials like charts, graph, maps, etc. These technological aids were named as “audiovisual” with change and advanced technology and also the implementation of sophisticated instruments such as computer, TV, radio and projector, cellphone.

The objective of using audiovisual aids in class is to conduct to fundamental concepts in order to perceive, develop, increase students’ knowledge.

### **2.1.7 ADVANTAGES OF AUDIOVISUALS**

- They help retention of knowledge and information.
- They contribute to memorization, reasoning, attention, absorption.
- They help the student to recall new or prior classes.
- They can make the students have contact with the environment because they can observe places and things through videos.
- They help to develop other skills like speech, writing, pronunciation and reading.
- They help to observe the real situation.
- They save time when teachers want to clarify doubts.
- They stimulate participation in students.

- They promote modification in behavior.
- They help to identify the type of skills that students need to improve.
- They help to develop their imaginations and thinking process.

### **2.1.8 EDUCATION TECHNOLOGY**

According to Hunter (2015), technology encloses knowledge, skills, and abilities through software and hardware support that enable to create or design objects, devices, programs that facilitate the process of transmission of data and integrate digital learning experiences that utilize technology to transform learning experiences and in turn, it seeks to lead students to high levels of achievement. For us, matters of educational psychology, including how we teach, what we teach, and how students learn, is of central importance in driving the use of technology for the classroom.

Some years ago, the applications of technology were not very common, but in this 21<sup>st</sup> century, the technology is evolving and taking a great strength in different areas, mainly in education an area in which it pretends to improve the learning in students. Education technologies accelerate the teaching\_ learning process, active perception, stimule memory and attention grouping.

English teachers at Unidad Educativa Particular “Sagrados Corazones” should take advantage of new strategies and technological tools in teaching with the help of programs, educative platform, YouTube channel, blogs, social network in which teachers can make decision how, when, where, what to teach in their classes to increase and enrich knowledge in their students.

### **2.1.9 SIGNIFICANCE OF LISTENING**

According to Machado (2009), listening skill is the first acquisition that students should learn to speak the language; many children develop listening skill in their early age while other children need a process to increase it. Listening skill is essential to speak, read and write, for instance; there is a difference among hearing which implicates nerves and muscles whereas listening is a mental process that involves hearing, understanding, distinguishing and remembering.

This investigation shows that teachers should know stages of listening skills which can be applied in the classroom by knowing their needs and goals but unfortunately teachers assure that students have that main understanding problem or they might be distracted, while other students are encouraged to listen, but they are not able to understand the information.

### **2.1.10 TYPES OF LISTENING**

The types of listening are:

Creative listening: It makes students express the emotions in their own words spontaneously.

Appreciative listening: It involves students in rhythm like poems, favorite music, and fun stories. This is a passive model to learn.

Discriminating listening: Students are able to distinguish speech sound. Critical

listening: Students can evaluate themselves by making decisions or giving an

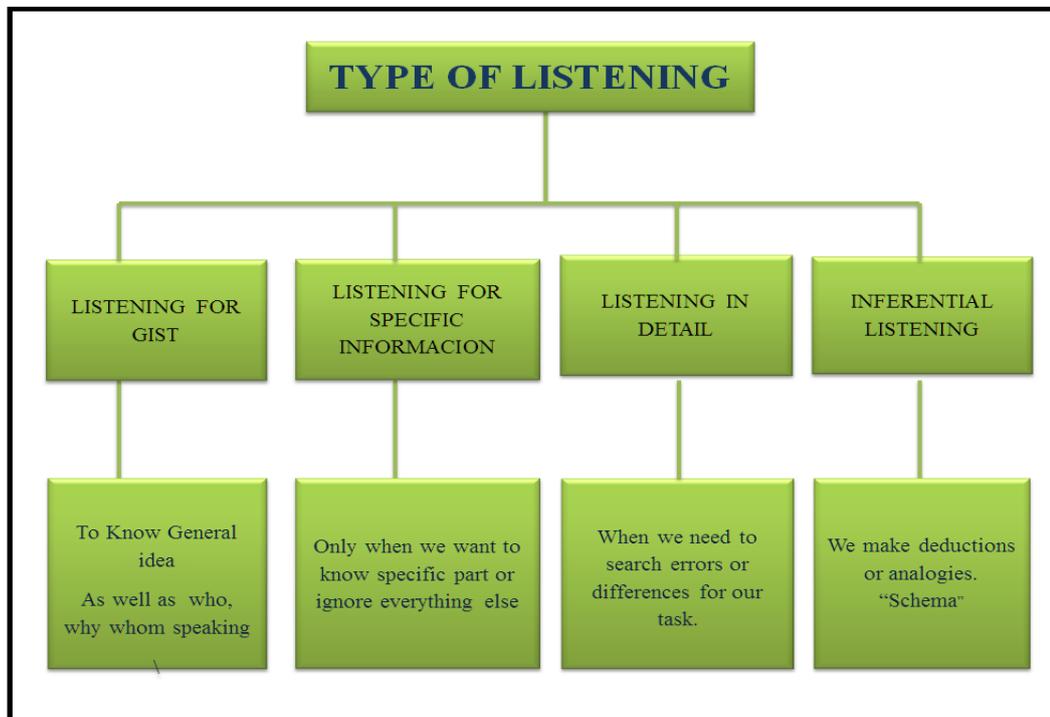
opinion. Purposeful listening: Students are able to comprehend directions and

answer questions. This type of listening increases the level and abilities of hearing.

Started that (Wilson 2008), listening is the process of communication and receiving information, there are different types of listening that teacher can use to draw students' attention. "When you listen you must get meaning from what being said before you can responds"

- active Listening
- Appreciative listening
- Attentive Listening
- Discriminating Listening
- Evaluative Listening
- Reflective Listening

Graph 2: Type of Listening



By: J.J. Wilson.

### 2.1.11 STAGES OF LISTENING

He also says that being a good listener must follow a few steps to obtain excellent results when listening.

These stages are:

1. Pre-listening

This step helps students to be ready and to activate their imagination (schemata) for what they can guess the content that they will be listening.

2. While-listening

In this step, teachers can provide the students with an opportunity to listen to the audio once or twice as necessary to decode the message or obtain specific information or detail from the listening.

### 3. Post-listening

In this step, students have the opportunity to check answers or make groups of discussion. It might support students to make feedback.

## **2.1.12 PROCESING OF LISTENING**

### HEARING

It is referred to the response caused by sound waves stimulating the sensory receptors of the ear; it is a physical response; hearing is perception of sound waves; you must hear to listen, but you need not listen to hear (perception necessary for listening depends on attention).

Brain screens stimuli and permits only a select few to come into focus- this selective perception is known as attention, an important requirement for effective listening.

### UNDERSTANDING

This step helps to understand symbols we have seen and heard, we must analyze the meaning of the stimuli we have perceived; symbolic stimuli are not only words but also sounds like applause... and sights like blue uniform...that have symbolic meanings as well; the meanings attached to these symbols are a function

of our past associations and of the context in which the symbols occur. For successful interpersonal communication, the listener must understand the intended meaning and the context assumed by the sender.

#### REMEMBERING

Remembering is important listening process because it means that an individual has not only received and interpreted a message but has also added it to the mind's storage bank.

In Listening our attention is selective, so too is our memory- what is remembered may be quite different from what was originally seen or heard.

#### EVALUATING

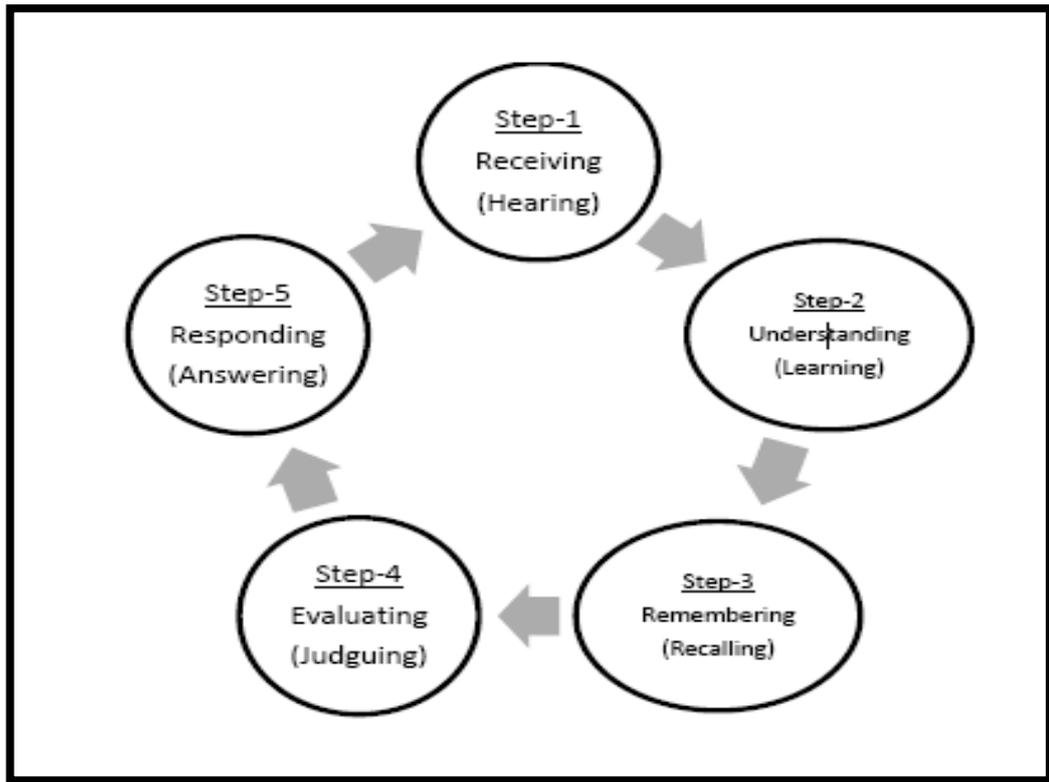
Only active listeners participate at this stage in Listening. At this point the active listener weighs evidence, sorts fact from opinion, and determines the presence or absence of bias or prejudice in a message; the effective listener makes sure that he or she doesn't begin this activity too soon ; beginning this stage of the process before a message is completed requires that we no longer hear and attend to the incoming message-as a result, the listening process ceases

#### RESPONDING

This stage requires that the receiver complete the process through verbal and/or nonverbal feedback; because the speaker has no other way to determine.

If a message been received, this stage becomes the only overt means by which the sender may determine the degree of success in transmitting the message.

Graph 3: Steps of listening



Source: Babita Tyagi.

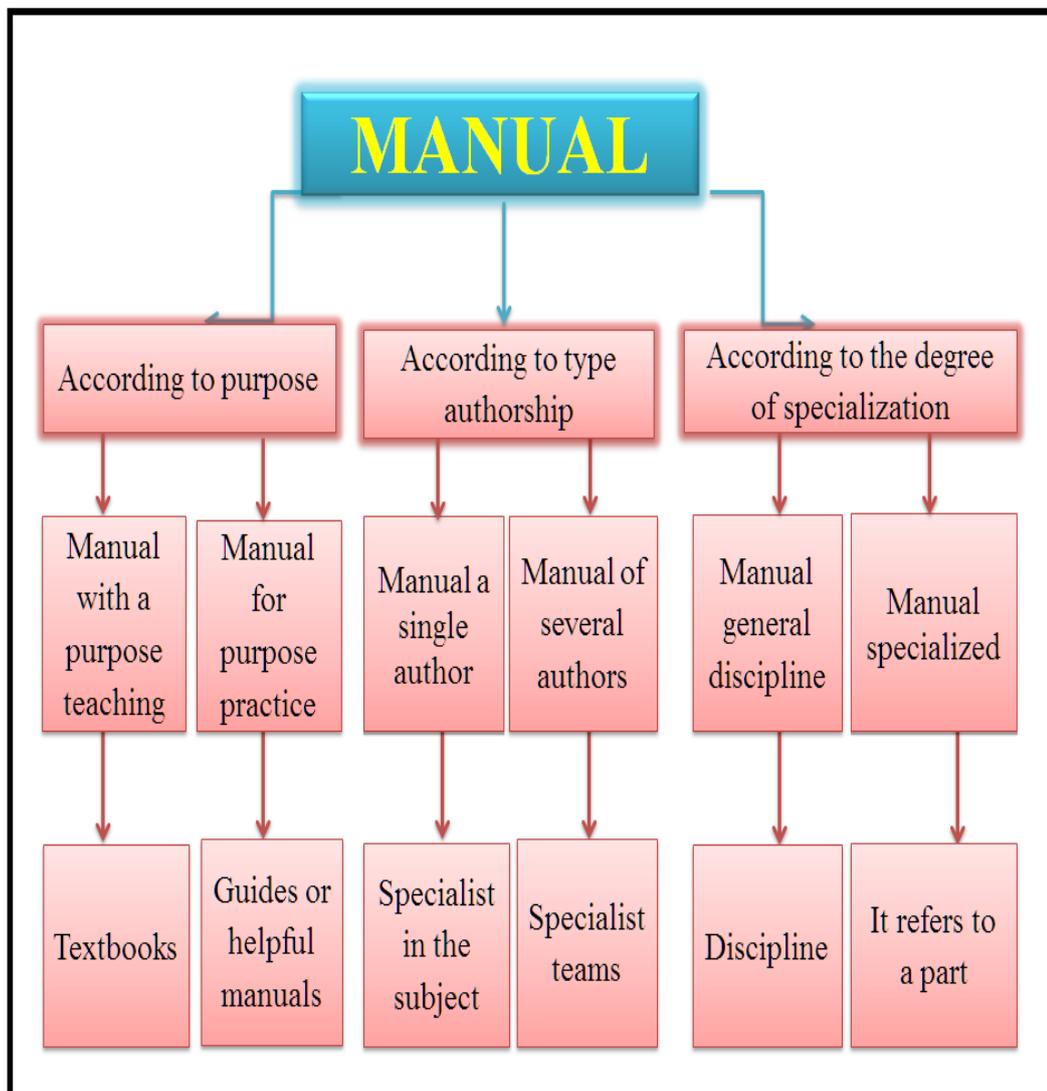
### 2.1.13 MANUAL

According to Ubeda (2008), manual is a summary of a book with essential content and illustrations according to the needs of one or a group of students with exercises that increase, guide and encourage learning and at the same time strengthen the knowledge. This manual aids teacher methodologically where students can listen, watch visual images and sounds that they can associate with prior classes which can lead to effective learning.

In the 21st century, the development of English manuals have been increasing and evolving because the educational system demands specific topics and easy to comprehend based on series of fun activities, exercises, drawings, and keywords.

The main objective of the manual at Unidad Educativa Particular “Sagrados Corazones” is that students can gain a holistic knowledge and difficult to forget (metacognitive) where students can have a concrete notion and the skills of reflecting and shaping their own concept of what they have been learning. Therefore, this manual will help teachers and students to improve the teaching-learning process in the English language.

Graph 4: Types of Manual



By: Claudia Benavides

#### **2.1.14 FLIPPED CLASSROOM**

Bergmann & Sams (2012) They said that “The time when students really need me physically present is when, they get stuck and need my individual help” this model is called Inverse class, they are pioneered by chemistry teachers Tom Bergman and Aaron Sams of Woodland Park High School in Colorado, flipped classrooms use technology to invert the traditional teaching environment by delivering lectures online as homework and opening up the class period for interactive learning (Tucker, 2012) . Through this method, teachers record their lessons using simple video capture software, post them to the internet and assign the recordings for online viewing prior to class. By delivering the lecture beforehand scheduled class time is made available for collaborative activities. This shift allows instructors to transition out of their role of “sage on the stage” and become facilitators or “guides on the side” thereby allowing

According to, Keengwe and Oigara (2014), they said that Flipped classroom is an instructional strategy and a type of blended learning that reverses the traditional educational arrangement by delivering instructional content, often online, outside of the classroom and moves activities, including those that may have traditionally been considered homework, into the classroom.

In a flipped classroom model, students watch online lectures, collaborate in online discussions, or carry out research at home and engage in concepts in the classroom with the guidance of the instructor.

The flipped classroom intentionally shifts instruction to a learner-centered model in which class time is dedicated to exploring topics in greater depth and creating

meaningful learning opportunities, while educational technology such as online videos are employed to deliver content outside of the classroom. In a flipped classroom content delivery may take a variety of forms. Oftentimes video lessons prepared by the teacher or third parties are used as a content delivery mechanism, though online collaborative discussions, digital research, or text readings may be utilized as well.

As a result a teacher's interaction with students in a flipped classroom can be more personalized and less didactic and students are actively involved in knowledge acquisition and construction as they participate in and evaluate their learning. It is a new teaching-learning model, it was created by Jonathan Bergmann and Aaron Sams, this method is called flipped classroom or inverse class.

They think this method may help students when they cannot go to class, this model permits teachers to be efficient in his own lesson materials through technology aids. There are a large number of programs like blogs, audacity, you tube, pods cast. Teachers can make their own record films or audio in class, then they can provide material to their students so that it will perform reinforce at home.

Flipped classroom is a pedagogical model aid for fifth grade students which they learn watching videos or audio at home prepared by English Teacher at private school "Sagrados Corazones". It is a great opportunity to let the parents see the technology equipment that teachers are using to improve listening skills.

## **2.2 PHILOSOPHICAL FUNDAMENTATION**

### **2.2.1 CONSTRUCTIVIST AND COGNITIVIST**

(Charlesworth, 2013) According to Charlesworth, He said that the theories of constructivists and cognitivist have influence the students the acquisition and development of their abilities which are learned in their environment by prior learning, then the teacher has to facilitate knowledge and ask the students to explore and reinforce through real objects.

According to Piaget, the teacher is just a guide the students have to work based on their own learning in order to reach their conclusions.

While Vygotsky said that constructivists and cognitivist are focused on teachers because they have all the necessary tools to teach and support the process in the students and consolidate learning. He said that the teacher is the Centre of class.

### **2.2.2 MEANINGFUL LEARNING**

According to Ausubel (2002), he said that meaningful learning is when new information is connected with another that was introduced already cognitively. The new concepts or ideas will be clear in different ways where students begin the process of assimilation and acquisition of the information, to improve retention of relevant things so that they are able to organize their ideas.

In recent years, teachers are emphasizing the theory of Ausubel especially English teachers which they should promote a meaningful learning in classes of a foreign language to improve the domain of English.

In this case, the meaningful learning is not only a process of memorization otherwise it can also be used as innovative tools and strategy that capture students' attention through potential and significant material.

This meaningful learning should be applied by the teacher of Fifth Grade Students at Unidad Educativa Particular "Sagrados Corazones" for long term knowledge.

### **2.2.3 PEDAGOGICAL FUNDAMENTATION**

#### **2.2.3.1 EARLY LEARNING**

The teaching of English language has always been a subject of study for many years; researchers have dedicated to find the best methods to develop the skills of learning a foreign language.

According to Munoz (2006), early learning is involving students in an early age is very profitable because they are acquiring new knowledge. In this stage, their brain is flexibility and plasticity where the learning is imparted and assimilated quickly. They can observe, memorize, and associate images. Students understand different ways, this technique helps students to lose the shame, imitating their own sounds in English class will develop their listening skill and pronunciation which gives them more confidence as they are listening to others speak.

She said pedagogically that a foreign language should be taught in an early age because students are in the process of learning, they only have a small part of the brain developed, and the learning would be much more effective if it is taught integrated through visuals or audios; as a result the students will have a significant lesson.

#### **2.2.4 LEGAL BASIS**

Nowadays Ecuador is going through a process of changes, teachers ought to be evaluated so they have to be scored in general and specific areas and periodically receive training as it is mentioned in “LOES” article 6 literal h. Additionally the Secretaria de Educación Superior, Ciencias, Tecnología e Innovación (SENESCYT) provides scholarships overseas Teachers can gain innovative knowledge and improve on their English. This will benefit students that take that part of joyful and lively lesson and get the expected results of high quality education in English language as it is referred in article 27 Constitution Of The Republic Of Ecuador.

Ministry of education will have as aim; a quality standard in foreign language as it is the Common European Framework of Reference for Languages. European education is very demanding and students apply different theories of memorization, demanding a high standard of quality, their teachers apply different techniques in teaching (cognitivist, interactionism, constructivism, meaningful learning) the European student must have their four abilities skills developed with grammar, pronunciation, lexicon, spelling.

#### **CONSTITUTION OF THE REPUBLIC OF ECUADOR**

Article 27. Education will focus on the human being and shall guarantee holistic human development, in the framework of respect for human rights, a sustainable environment, and democracy; education shall be participatory, compulsory, intercultural, democratic, inclusive and diverse, of high quality and humane; it shall promote gender equity, justice, solidarity and peace; it shall encourage

critical faculties, art and sports, individual and community initiatives, and the development of competencies and capabilities to create and work.

Education is indispensable for knowledge, the exercise of rights and building a sovereign country and it is a key strategy for national development.

Article 347. The following shall be the responsibility of the State:

8. To incorporate information and communication technologies in the education process and promote the linkage between teaching and productive social activities

## **Code of childhood and Teenagers**

### **Art 37. - Right to Education**

(Nacional, 2003) “Children and adolescents are entitled to a quality education.

This right demands an educational system that:

Kids and teenagers must have a right and equal education, so teachers have to provide the better in their classes, offering and covering all the needs that are demanded in our educational society, so English is an overall language, and it is very important to teach this subject in Ecuadorian institutions.

**Literal 4.-** “Ensure that children and adolescents have with teachers, teaching materials, laboratories, premises, facilities and resources and enjoy a favorable environment for the learning process. This right includes effective access to early childhood education from zero to five years old, and at both flexible and open

programs and projects will be developed, tailored to the needs on each cultural learner; and,”

It says therefore, that kids and teenagers will benefit from teachers, didactic resources, laboratories, equipment and structure in good conditions, consequently the teachers’ duties will be to implement and use all the necessary in order to reinforce its aims.

### **2.3 HYPOTHESIS**

A manual of interactive audiovisual using flipped classroom method will improve listening skills to Fifth Grade Students at Unidad Educativa Particular “Sagrados Corazones”, Salinas, Province of Santa Elena. School year 2014-2015

### **2.4 INDICATION OF VARIABLES**

**IV.** Flipped Classroom Method ( Audiovisual)

**DV.** Listening skills

## **CHAPTER III**

### **METHODOLOGY**

#### **3.1 RESEARCH APPROACH**

This project will be applied to Fifth Grade Students at Unidad Educativa Particular “Sagrados Corazones” to conduct studies through quantitative and qualitative methods to explain the reasons why the students have shortcoming in English language. With this research type, the researcher will be able to improve listening skills in the students, as well as to improve the teaching-learning process of English language.

All these methods and resources help to solve the problem in this institutions.

#### **3.1.2 ANALYTIC AND SYNTHETIC METHOD**

This method helps in the learning process to collect information from internet, academic books, magazine, papers, blog, etc. Then data is analyzed, processed to make reference on this project with dates and bibliography.

#### **3.1.3 OBSERVATION METHOD**

Direct observation offers data from an original source and only in time and space. In this project the direct observation is used because this will carry out a study that is directly related with the students through the senses of reception of the natural reality. It will be achieved day by day in the school. This will allow to

make teacher observations if they are using audiovisuals in class to promote listening skills

#### **3.1.4 QUANTITATIVE METHOD**

Argued that Muntaner (2004) quantitative method is the application of strategies for the increase of the listening skills on English's learning it is an important part in the increasing of the students' knowledge and it is evaluated according to the skills that are acquired. It is a qualitative way because teaching process on the work through the application of audiovisual resources; this purpose it is important so students acquire good habits of practicing on exercises in English which allow them to develop listening skills. It is also a feasible project because it consists of the elaboration of a proposal that arouses conscience on students' benefit.

#### **3.1.5 SCIENTIFIC METHOD.**

The scientific method is a logically stepped process used for investigating and acquiring or expanding our understanding 'Logically stepped' is a fancy way of saying there is a step-by-step process from beginning to end, and the steps make sense when they are put together.

This method focuses in fifth grade students' problems; this scientific method allows making observations to determine difficulty in developing listening skills and can make assumptions that could be disproved and confirmed in the best hypothesis to get solutions from the study of the subject.

## **3.2 TYPE AND LEVEL OF RESEARCH**

Types of research that is applied in this project

### **3.2.1 FIELD RESEARCH.**

According to the place it is field research because it is carried out in the same place of the event. It is also descriptive because it determines the frequency with which the problem happens and to whom is presented. It is explicit because through the data we establish the variable relations and it allows us the relation cause-effect.

### **3.2.2 TECHNOLOGICAL RESEARCH.**

According to Bhatta (2013), technological research is applied research, directed at developing tools and test equipment and procedures, and at seeking solutions to specific technical problems. The words science and technology can be and often are used interchangeable. But the aim of science is the pursuit of knowledge for its own sake while the aim of technology is to solve problems and improve human life.

### **3.2.3 APPLIED RESEARCH**

According to Hussain, (2011), it is a tactic for applying the already discovered facts. The objective is to enhance a product or method. Then the results can be evaluated.

It is the investigation that is carried out with an immediate purpose. It is worth discovering, of the basic investigation's achievement to use it in practical situations. This project can be demonstrated and applied inside the educational field, specifically at basic level of fifth grade.

#### **3.2.4 QUALITATIVE RESEARCH**

According to Hutter (2010), this method permits researcher to identify problems from the perspective of the participants of the study and recognize the significance and interpretation that they provide to conduct, action or objects.

#### **3.3 POPULATION SAMPLE.**

Population involves students, teachers, parents and director group that the researcher chose to do the study. This sample was taken at fifth grade students at Unidad Educativa Particular "Sagrados Corazones" which is located in Salinas at street 19<sup>th</sup> and avenue 6th and 7th "Milagro neighborhood" in Santa Elena province.

#### **3.4 SAMPLE**

The present research was focused on fifth grade students. This class consists of 11 girls and 7 boys, and they are nearly 10 and 11 years old, 3 English teachers, 18 Parents and 1 Director. This sample will diagnose the difficulty in listening and the little use of audiovisuals in class.

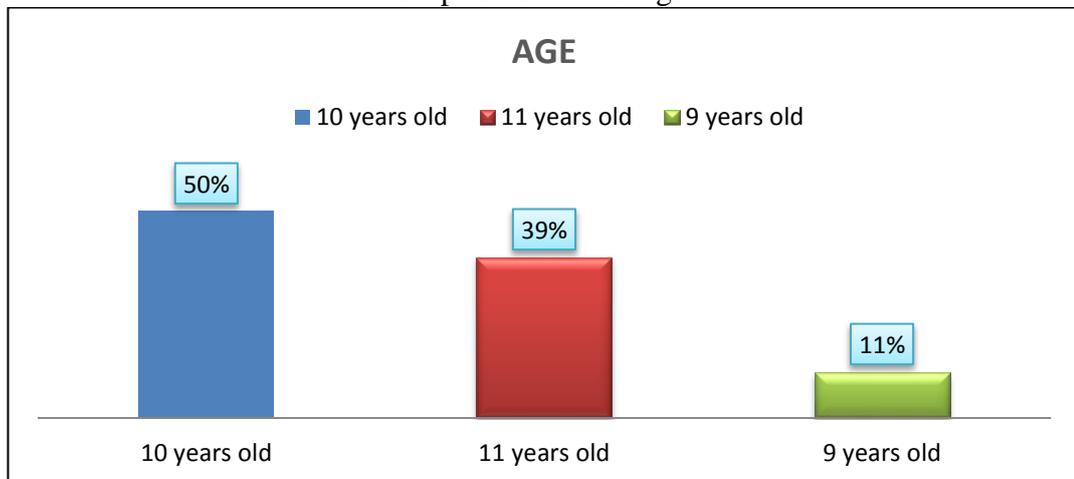
Chart 1: Sample

<b>CATEGORIES</b>	<b>TOTAL</b>
Students	18
Parents	18
Director	1
English Teachers	3
<b>TOTAL</b>	<b>40</b>

Chart 2: Age Students age

<b>AGE</b>	<b>Quantity</b>	<b>%</b>
10 years old	9	50%
11 years old	7	39%
9 years old	2	11%
Total	18	100%

Graph 5: Students Age



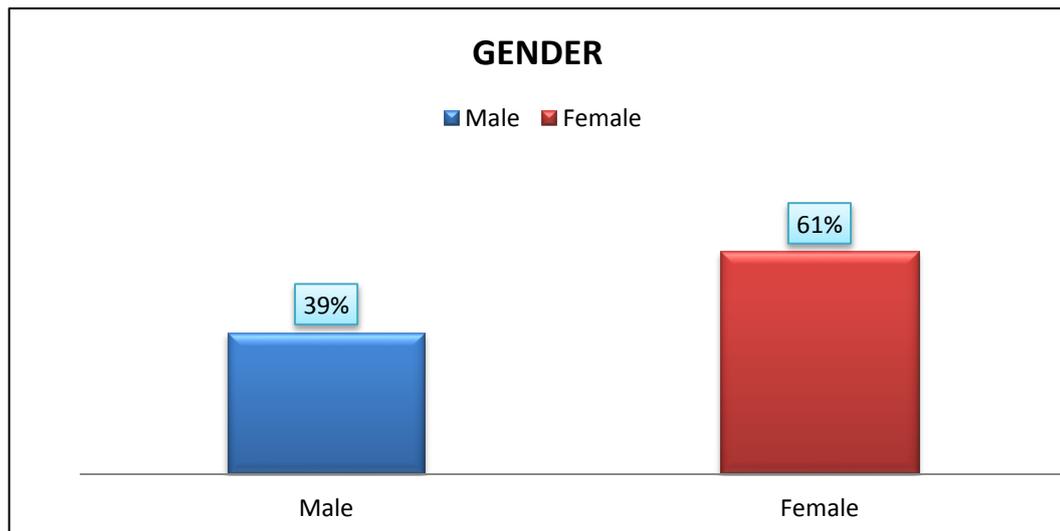
**Source:** Unidad Educativa Particular “Sagrados Corazones”

**By:** Claudia Benavides

Chart 3: Gender

GENDER	Q	%
Male	7	39%
Female	11	61%
Total	18	100%

Graph 6: Gender



**Source:** Unidad Educativa Particular “Sagrados Corazones”

**By:** Claudia Benavides

### 3.5 INDEPENDENT VARIABLE OPERATION

Chart 4: Independent Variable

Hypothesis	Variable	Significance	Extension	Items for Indicators	Indicators	Instruments
A compilation of interactive audiovisual aids manual will improve listening skills for fifth grade students at Unida Educativa Particular “Sagrados Corazones”, Salinas, Province of Santa Elena. School year 2014-2015	Audiovisuals Resources	Audiovisuals are those perceptive tools which are attractions to students’ eyes and ears, these are routes to learning that activate the sense of making easy comprehension in students	Technology of information and communication  Educational area	<ul style="list-style-type: none"> <li>➤ Would you like that your teachers use new materials which you can watch and listen to increase your level in listening skills?</li> <li>➤ Do you think that your private grammar school provides audiovisual resources to improve the listening skills?</li> </ul>	*Technology Programs: Audacity Podcast Blogs *Projectors *TV *Radio *Computer	<ul style="list-style-type: none"> <li>➤ Observations</li> <li>➤ Surveys</li> <li>➤ Interviews</li> </ul>

### 3.5.1 DEPENDENT VARIABLE OPERATION

Chart 5: Dependent Variable

Hypothesis	Variable	Significance	Extension	Items for Indicators	Indicators	Instruments
A compilation of interactive audiovisual aids manual will improve listening skills for fifth grade students at Unidad Educativa Particular “Sagrados Corazones”, Salinas, Province of Santa Elena. School year 2014-2015	Flipped classroom method  Listening skills	Listening skill is essential to speak, read and write, for instance; there is a difference among hearing which implicates nerves and muscles whereas listening is a mental process that involves hearing, understanding, distinguishing and remembering.	Learning Strategies  Habilities  Educational Área	<ul style="list-style-type: none"> <li>➤ Which of these listening strategies do you apply in your lesson?</li> <li>➤ How often do you develop listening skills in your students?</li> </ul>	Cognitive  Metacognitive  Socio-affective	<ul style="list-style-type: none"> <li>➤ Observations</li> <li>➤ Surveys</li> <li>➤ Interviews</li> </ul>

### **3.6 INSTRUMENTS AND TECHNIQUES**

In this project, it will apply several resources; methodology and techniques for children, parents and teachers, especially for Fifth Grade Students at Unidad Educativa Particular “Sagrados Corazones” to analyze and to improve their listening skills in English by means of research techniques:

Direct Observation, Interviews and Surveys and technological method.

#### **3.6.1 DIRECT METHOD**

Direct method permits to observe how the students perform front of teachers in their English lesson procedure and what methodologies and strategies are used in teaching this language.

#### **3.6.2 SURVEY**

The survey was directed to students and English teachers of Unidad Educativa Sagrados Corazones.

It was composed of ten questions; it was directed to students and teachers.

The author can verify the listening level in students and also know if parents contribute to tasks at home; it will help to demonstrate if English teachers are following stages of listening or using audiovisuals to improve listening skills in fifth grade students at Unidad Educativa Particular “Sagrados Corazones”.

### 3.7 ANALYSIS AND INTERPRETATION OF RESULTS

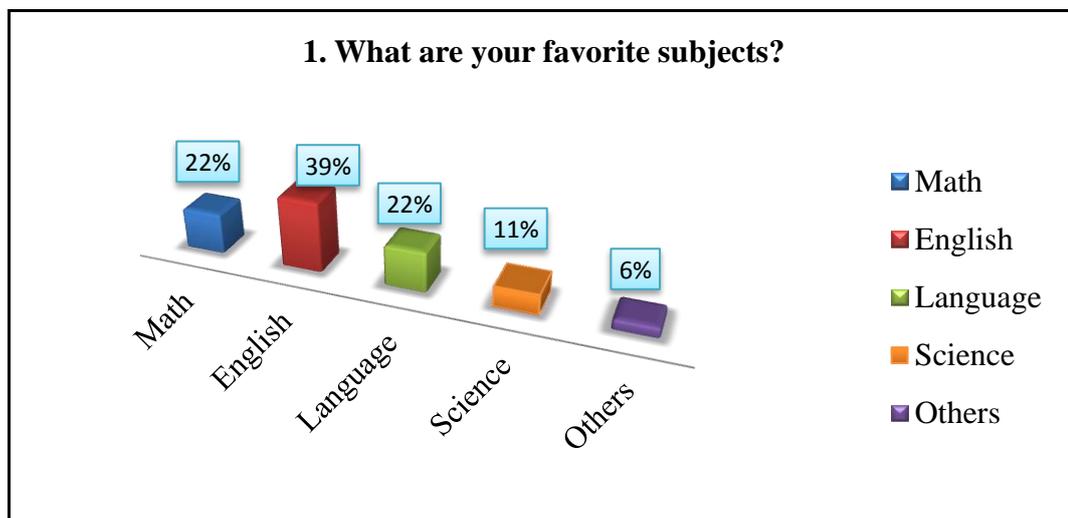
#### 3.7.1 STUDENTS' SURVEY

##### 1.-What are your favorite subjects?

Chart 6: Favorite subject

Asignature	Quantity	%
Math	4	22%
English	7	39%
Language	4	22%
Science	2	11%
Others	1	6%
Total	18	100%

Graph 7: Favorite Subjects



**Source:** Unidad Educativa Particular "Sagrados Corazones"

**By:** Claudia Benavides

**Interpretation:** These results show; 39% of the students say that their favorite subject is English, and 22% of the students chose math as their favorite one.

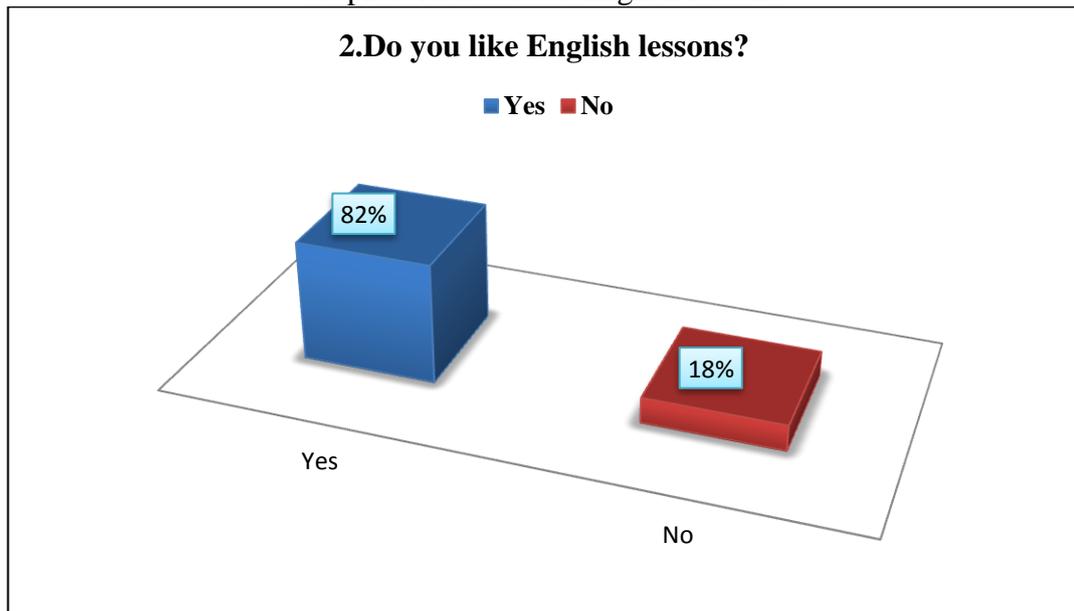
By means of the results we realize that English is undoubtedly their favorite subjects.

## 2.-Do you like English lessons?

Chart 7: Attracted to English lessons

	Quantity	%
Yes	14	82%
No	4	18%
<b>Total</b>	<b>18</b>	<b>100%</b>

Graph 8: Attracted to English lessons



**Source:** Unidad Educativa Particular "Sagrados Corazones"

**By:** Claudia Benavides

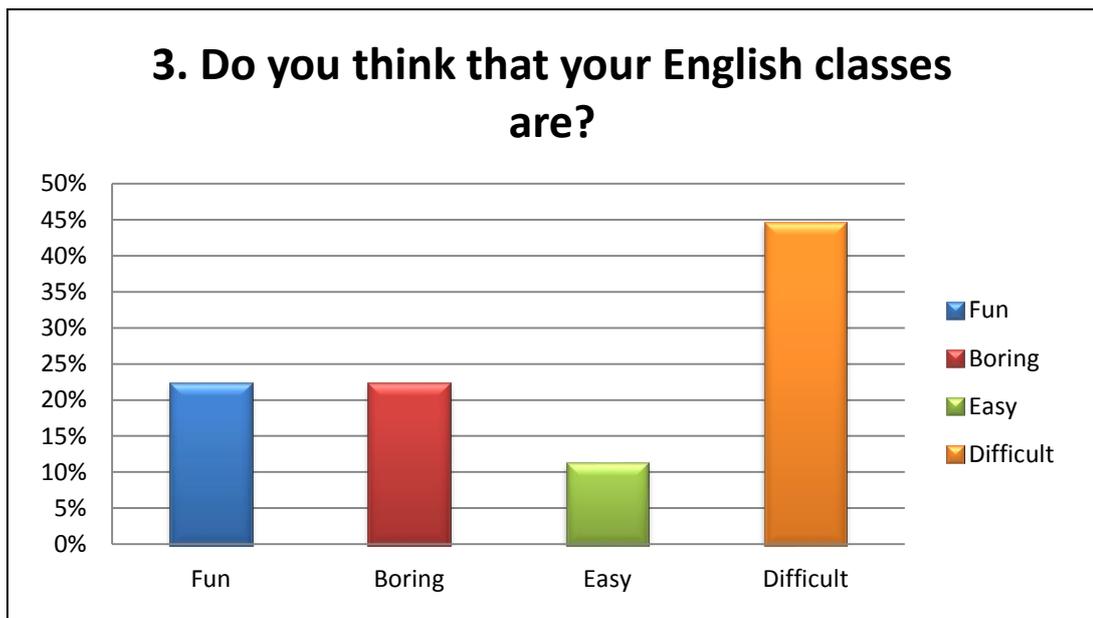
**Interpretation:** According to the answers; 82% of the students like learning English, but 18% of the students do not like English. The result shows that students are interested in learning English. Nowadays, students are breaking the paradigm of language; they are open-minded for having a new English subject.

### 3.-What do you think about your English lessons?

Chart 8: Judgment about English lessons

	Quantity	%
Fun	4	22%
Boring	4	22%
Easy	2	11%
Difficult	8	44%
<b>Total</b>	<b>43</b>	<b>100%</b>

Graph 9: Judgment about English lessons



**Source:** Unidad Educativa Particular “Sagrados Corazones”  
**By:** Claudia Benavides

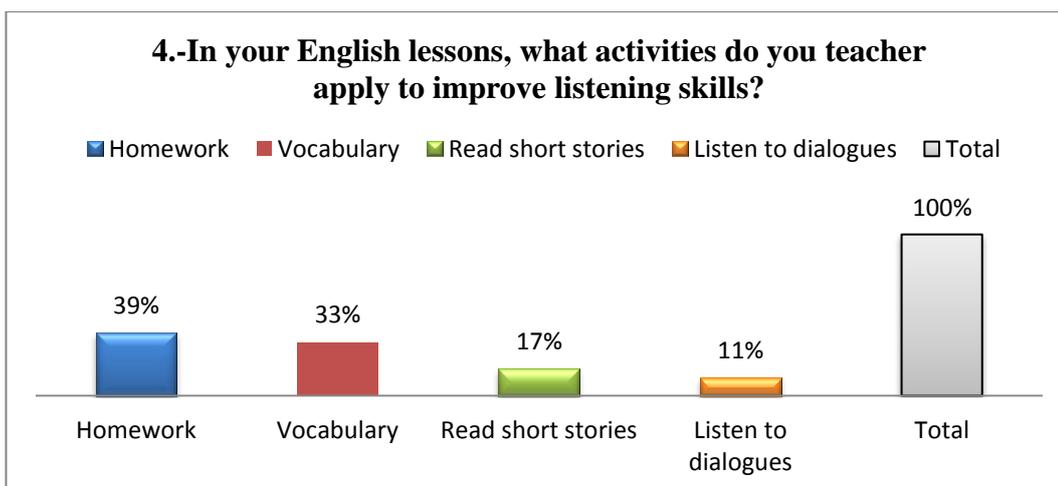
**Interpretation:** These results show; 51% of the students think that English is funny and easy, 30% of the students said it was easy, and 10% of the students said it was difficult. It showed one more time that students are willing to learn English.

**4.-In your English lessons, what activities do you teacher apply to improve listening skills?**

Chart 9: Activities in English lessons

Activities	Quantity	%
Homework	7	39%
Vocabulary	6	33%
Reading	3	17%
Listening	2	11%
<b>Total</b>	<b>18</b>	<b>100%</b>

Graph 10: Activities in English lessons



**Source:** Unidad Educativa Particular “Sagrados Corazones”  
**By:** Claudia Benavides

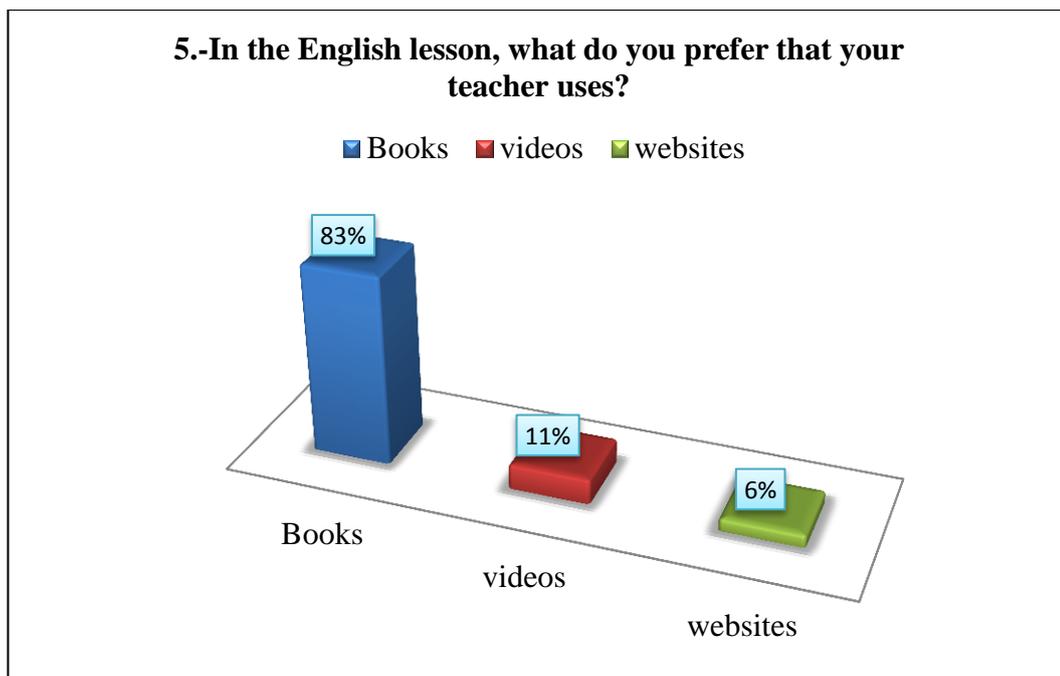
**Interpretation:** These results show; 39% of the students said that their favorite activity is homework, the 33% prefer vocabulary repetition, the 17% would rather have Reading Stories and 11% said that they don’t like listening activities in class. So, applying more listening activities could influence in the development of speaking skill

**5.-In the English lesson, what do you prefer that your teacher uses?**

Chart 10: Use of didactic resources

	Quantity	%
Books	15	83%
Videos	2	11%
Websites	1	6%
<b>Total</b>	<b>18</b>	<b>100%</b>

Graph 11: Use of didactic resources



**Source:** Unidad Educativa Particular “Sagrados Corazones”

**By:** Claudia Benavides

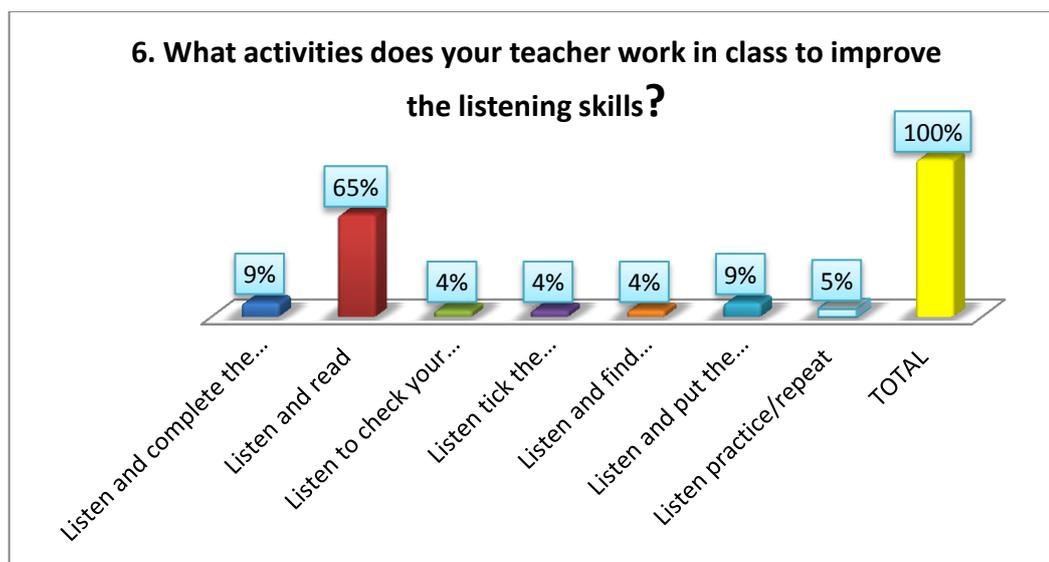
**Interpretation:** These results show; 83% of the students prefer that their English teacher uses books, whereas 11% of the students said that they would like videos and other 6% websites. These students would like most to work with books and very rarely with videos and websites.

**6. What activities does your teacher work in class to improve the listening skills?**

Chart 11: Frequently activities in class

LISTENING TASK	QUANTITY	%
Listen and complete the chart/table	2	9%
Listen and read	10	65%
Listen to check your answers	1	4%
Listen tick the worrks/espression	1	4%
Listen and find mistakes/different	1	4%
Listen and put the events in order	2	9%
Listen practice/repeat	1	5%
<b>TOTAL</b>	<b>18</b>	<b>100%</b>

Graph 12: Frequently activities in class



**Source:** Unidad Educativa Particular “Sagrados Corazones”

**By:** Claudia Benavides

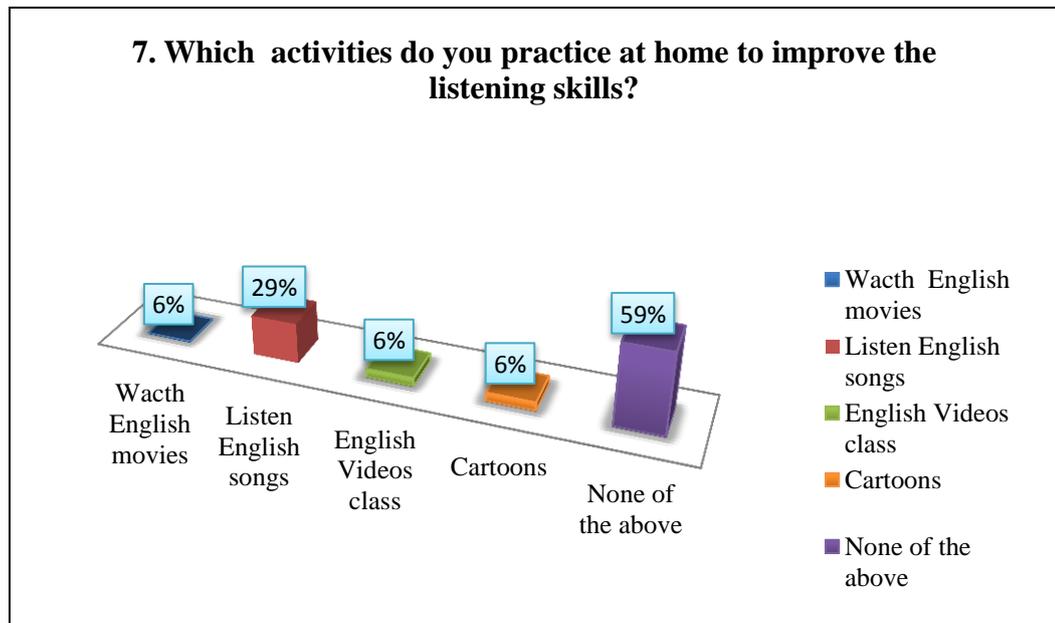
**Interpretation:** These results show; 65% students prefer to work on listening and reading activities in class while 9% students said that English teacher works more on listening and completing chart. In overall the survey indicates that English teachers are only focused on listening and reading.

**7.-Which activities do you practice at home to improve the listening skills?**

Chart 12: Activities at home

	Quantity	%
Watch English movies	1	6%
Listen English songs	5	28%
English Videos class	1	6%
Cartoons	1	6%
None of the above	10	56%
Total	18	100%

Graph 13: Activities at home



**Source:** Unidad Educativa Particular “Sagrados Corazones”  
**By:** Claudia Benavides

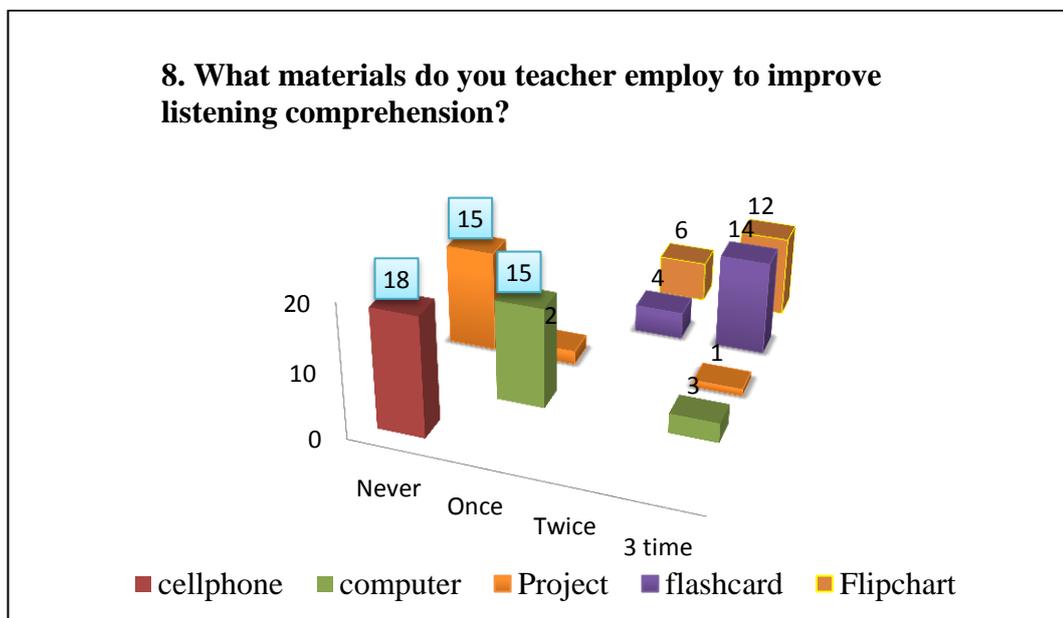
**Interpretation:** These results show; 59% of the students said that they do not use either of them at home, 29% of the students chose to listen English songs. The survey clearly show; 59% of the students do not use any tools at home to practice English as long as few students like to listen to English song to improve the skills.

**8.-What materials do you teacher employ to improve the listening comprehension?**

Chart 13: Use of the new tools

	Never	Once	Twice	3 time	Quantity
cellphone	18				18
computer		15		3	18
Project	15	2		1	18
flashcard			4	14	18
Flipchart			6	12	18

Graph 14: Use of the new tools



**Source:** Unidad Educativa Particular “Sagrados Corazones”

**By:** Claudia Benavides

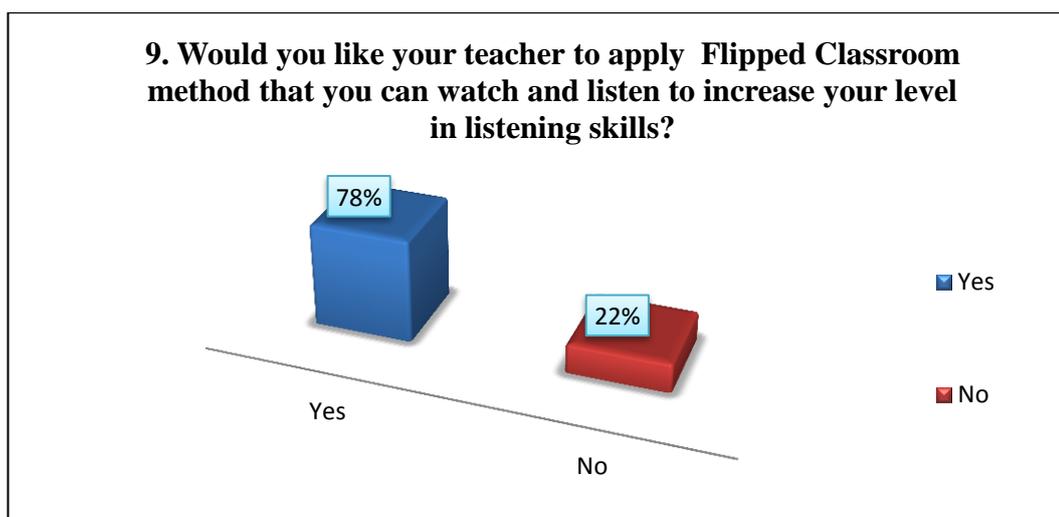
**Interpretation:** These results show; 18 students said that they do not use cellphone and 15 Students said that they only use computer and project once a week, but fortunately computers and flipcharts are the common and useful mater This survey proved that teachers do not use the correct materials, the projecting equipment is important to have visual assimilation; cellphone is useful because students can record the whole lesson.

**9. - Would you like your teacher to apply Flipped classroom method that you can watch and listen to increase your level in listening skills?**

Chart 14: Use of the Flipped Classroom method

	<b>Quantity</b>	<b>%</b>
Yes	14	78%
No	4	22%
<b>Total</b>	<b>18</b>	<b>100%</b>

Graph 15: Use of the Flipped Classroom method



**Source** Unidad Educativa Particular "Sagrados Corazones"  
**By:** Claudia Benavides

**Interpretation:** These results show; 78% students said that they would like him to have new resources they can watch and listen, whereas 22% students said that they do not like him to use new technology.

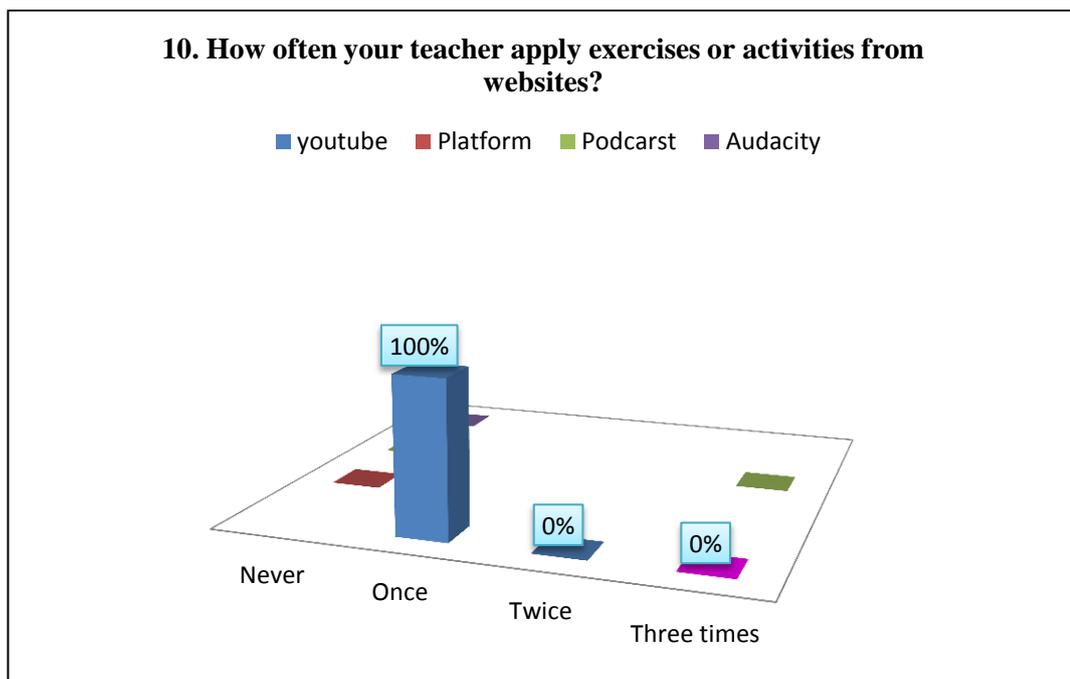
This is a template of how students need new materials or tools in their lesson that can help them to increase their level of English.

**10.-How often your teacher apply exercises or activities from web sites?**

Chart 15: Use of virtual Platform

Frequency	Never	Once	Twice	Three times	%
youtube		16	2	0	100%
Platform	0				%
Podcarst	0				0
Audacity	0				0

Graph 16: Use of virtual Platform



**Source:** Unidad Educativa Particular “Sagrados Corazones”

**By:** Claudia Benavides

**Interpretation:** These results show; 100% of students said that their English teacher uses YouTube one time while zero percent said that their teacher are not using platform. Survey realized shows that the only tool that is used by the teacher is You Tube that means that the other tools are not applied in their lesson.

### **3.7.2 TEACHER INTERVIEWS.**

**1. What types of audiovisual tools are you using to improve the level of listening?**

**ANSWERS:** of teachers said that they use board and flipchart to improve level of listening. It was demonstrated that teachers do not use constantly computer, videos and project. .this survey determine that teachers use materials, but they do not apply them correctly, they are working with the audio Cd's from the book because they don't have extra time to look for them.

**2.-What types of listening activities do you apply to promote meaningful learning in English class?**

**ANSWERS:** These results show, the teachers said that they utilize listening for specific information to improve their level.

**3. - Which of these listening strategies do you apply in class?**

**ANSWERS:** The teachers utilize cognitive strategies while 1 teacher who uses socio-affective strategies.

It determined that teachers only apply cognitive strategies; they are not encouraged to open his mind and let students explore and develop metacognitive learning through videos or recordings.

**4.-Which of these activities do you develop based on the stages of pre listening, post listening, while listening?**

**ANSWERS:** Teachers coincide in the first step which is the making of brainstorming, but they are perplexed in the listening stages. It is visible that teachers are not familiar with the stages of listening; it can be a big problem because they do not apply correctly the stages for having a good quality of listening.

**5.-Do you think that your Institution is equipped with audiovisual resources to improve the listening skills?**

**ANSWERS:** Teachers said that declare that this at Unidad Educativa Particular provides audiovisuals resources to their teachers but these are not updated. As a result, students are not interested in listening because of their obsolete the technology the school provides.

**6. Which of these activities do you work in class to improve the listening skill in your students?**

**ANSWERS:** Based on teachers' answers, their main activities are; 22% of listen and complete the chart and 33% of listen and check answers.

This question shows that teachers do not want to work or improve students' listening skills.

**7. - How often do you develop listening skills in your students?**

**ANSWERS:** In this question, 67% the survey shows that they usually develop listening skills in their students, but 33% the teachers said that sometimes makes

it. The teacher revealed that they usually practice listening but the research can be made a comparison with their students and as a result are that they make it once a week.

**8. - Do you receive teaching training to improve and learn new methods to teach English?**

**ANSWERS:** In this question, 2 teachers, which represent 67%, said their Institution rarely gives them teaching strategies training.

The teachers are rarely given teaching strategies training by this Unidad Educativa “Sagrados Corazones”. It is not quite often that they are innovative in their teaching methods.

**9. - Which of these extracurricular activities do you influence to your students to improve their listening skills?**

**ANSWERS:** In this question 3 teachers, which represent 100%, said that the only extracurricular activity that is influenced is listening to English music. It was exposed that listening to English music is effective, but it would be much better if they had other resources during the process of the listening skills.

**10. Do you apply or develop these activities in class from websites?**

**ANSWERS:** In this question, 3 teachers, which represent 100%, said that teachers only apply YouTube in English lesson. The teachers assured in the survey, they usually practice listening, when compared with students’ answers, it can be concluded that they make it once a week, they do not use platform or to improve listening skills.

### **3.8 CONCLUSIONS AND RECOMMENDATIONS**

#### **CONCLUSIONS**

- Teachers apply traditional resources.
- Teachers do not apply the stages of listening in class.
- Teachers do not use metacognitive teaching strategies to their students.
- Teachers do not know other resources programs in the website.
- Students are interested in learning and improving their level of English.
- Students are developing reading and writing skills, but listening is applied a little.
- Students would like to use others resources that help them upgrade listening.

#### **RECOMMENDATIONS**

- Teachers should be updated and be more dependable on technology resources. Nowadays the internet offers us different programs like blogs, Podcast, audacity, Facebook, YouTube.
- It is important that teachers be willing to apply the stages of listening in teaching-learning process.
- Teachers should set up their own audiovisual aids.
- Teachers should provide audiovisual materials to their students to make them practice at home, this method is called “Flipped classroom”
- Students should take advantage of new innovative teaching models to improve listening skills.
- Techer should help to play audiovisuals material for developing listening skills.

## **CHAPTER IV**

### **THE PROPOSAL**

#### **4.1 INFORMATIONAL DATA**

A COMPILATION MANUAL OF INTERACTIVE AUDIOVISUALS USING THE FLIPPED CLASSROOM METHOD TO IMPROVE LISTENING SKILLS TO FIFTH GRADE STUDENTS AT UNIDAD EDUCATIVA PARTICULAR “SAGRADOS CORAZONES” SALINAS, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2014-2015.

**Executing Institution**

Unidad Educativa Particular “Sagrados Corazones”

**Beneficiaries**

Fifth grade students

**Location:**

Salinas-Santa Elena Province

**Sector:** Rural

**Regime:** Coast

**Characteristics of the Community:** Middle class

**Characteristics of the School:** Reinforced concrete

**Estimated time for execution:** 2 month

**Responsible**

**Author:** Claudia Elizabeth Benavides Orrala.

**Advisor:** Msc. Veronica Vera

## **4.2 PROPOSAL BACKGROUND**

The English language is a very important and necessary to communicate in this global world. It is considered that the English language is an international language and it makes necessary to apply modern tools in the education to improve the teaching of the English language and especially to develop the different language skills. In addition, the Ecuadorian Ministry of Education is applying and implementing a new curriculum to improve the teaching of English language in the public institutions. This deficiency in the learning of English language is a big problem in some schools of the Santa Elena province. So with these results we could verify that it was true and according to our surveys' results and field observation applied in Fifth grade at "Sagrados Corazones" school, it showed that students had problems in the learning of English and especially in the development of the listening skills. Furthermore, the school does not have resources that help teachers in the teaching of English language.

For that reason, it is considered as proposal of research a compilation manual interactive audiovisual, these creative tools of audiovisual will allow students open their mind to increase their knowledge. Then, they will have the opportunity to make a strength at home using also the Flipped classroom methodology as a tool of autonomous work allowing developing the language skills and specially the listening skills. This tool will help the teacher to have an interactive class using the technology, record their class and load up a Blog or Edmodo platform and make easier and accessible the teaching and learning of the English language. This could make easy to the listening skills and have meaningful learning in students.

### **4.3 SIGNIFICANCE OF PROPOSAL**

After an exhaustive research about using audiovisual resources, Flipped classroom method and educative applications platform like edmodo. It was unfavorable results that showed an unsuitable use of audiovisual. This reflects a few importance in the teaching process, because the school provides them all the tools, but unfortunately the teacher cannot develop the listening skills appropriately. The proposal is a compilation of interactive audiovisual aids and manual which uses as a strength technique, the flipped classroom method to improve the listening skills.

This proposal is divided in two steps

1.-Step: Flipped Classroom method and Platform Edmodo.

Teacher uploads audiovisuals into the platform Edmodo related with new topics of the class or also teacher have another option they can create their own video to make more interesting the children learning.

Students have to access then observe audiovisuals and practice easy exercises where student interact with their classmate.

2.-In the day class

Teacher stronger the class and clear doubts and apply the manual of task with new interactives activities and work group.

This process is called Flipped classroom or Inverse class the platform will help to the students in the moment of the exam they will make feedback. It is based on educational area especially in English subject for Fifth Grade at Private Unidad

educativa Particular “Sagrados Corazones” Salinas, Province of Santa Elena province, School year 2014-2015.

The manual implementation should contribute theoretical, practical and innovative ways with creative materials and dynamic updated that stimulate their visual, their auditory memory and body language. It might be an interesting experience; besides using audiovisual the teachers can record every part of the English lessons with easy content to assimilate and to improve a holistic development of listening skills.

In order to obtain an excellent result about the use of this manual; teachers and , students might be trained over the importance of audiovisual, Edmodo platform and Flipped classroom method to enhance teaching-learning process of listening skills.

#### **4.5 OBJECTIVES**

To improve listening skills through interactive audiovisual using flipped classroom method to Fifth Grade students at Unidad Educativa Particular “Sagrados Corazones”, Salinas, province of Santa Elena, school year 2014-2015.

#### **4.6 SPECIFIC OBJECTIVES**

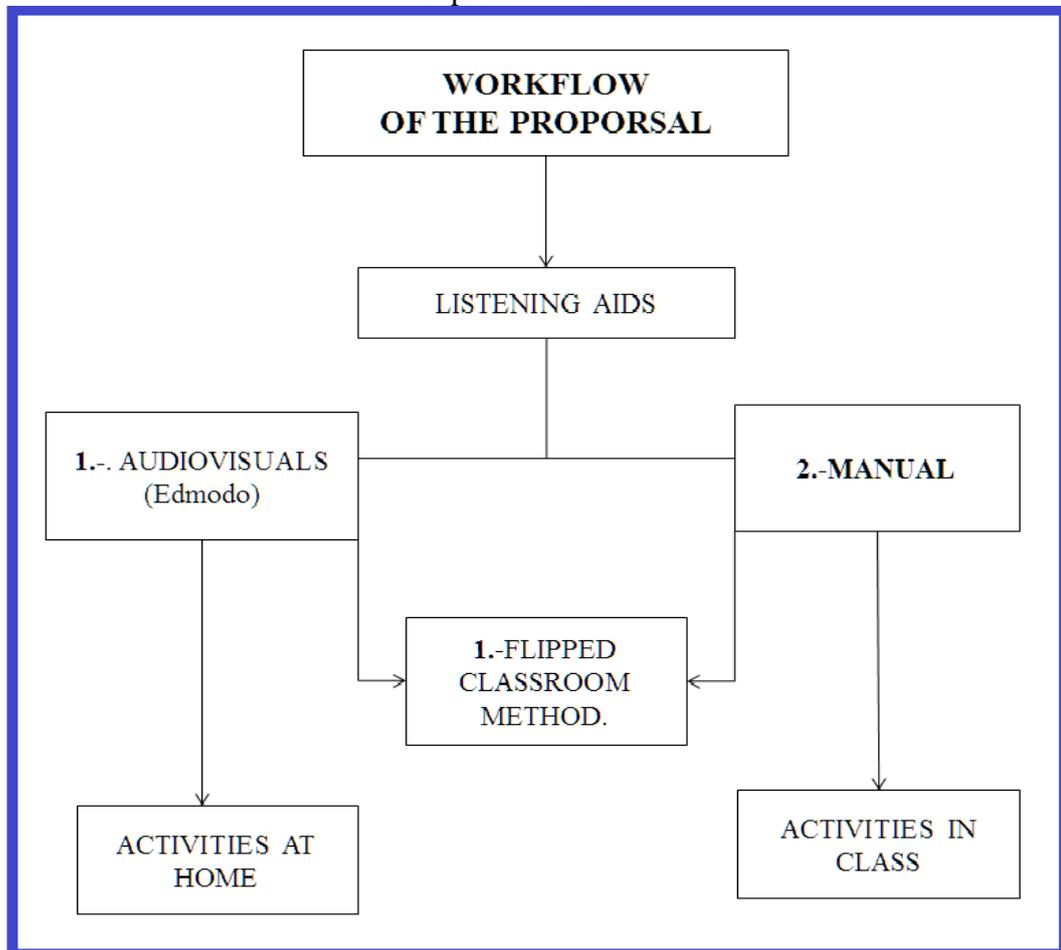
- To create Edmodo Platform account to introduce specific themes of audiovisuals this allow them to improve listening
- To employ audiovisual aids concerning about fifth grade syllabus
- To establish activities in class according of the content of each unit.
- To design a manual according of the content of the each unit.
- To apply Flipped classroom method in the educational processes through audiovisuals aids.
- To evaluate the use of flipped classroom and audiovisuals in a certain time.

#### **4.7 DESIGN AND DEVELOPMENT OF THE PROPOSAL**

This compilation Manual contains videos, interactive audios called Audiovisuals Aids. This can be created and recorded by teachers through different programs like podcast or audacity or downloaded from YouTube by its variety of educational topics. Once having prepared all the activities and uploading to Edmodo platform, Fifth Grade Students at Unidad Educativa Particular ‘Sagrados Corazones’ can watch or download the lessons as an introduction or feedback to improve listening skills.

#### 4.7.1 WORKFLOW OF THE PROPOSAL

Graph 17: Workflow



By: Claudia Benavides

This manual proposal divides in two actions:

#### **FIRST ACTION:**

#### **4.8 AUDIOVISUALS**

Audiovisuals have begun since 1930 in The United States with sound films initiation, these sensorial tools are audios and images, which are linked to obtain audiovisuals, they can be seen and heard at the same time and stimulate teaching-learning process.

## **4.9. - YOUTUBE**

Youtube is a website where there is a great variety of educational audiovisual materials like songs, slides with different themes, TV programs, interviews, cartoons, etc. It can be easily used by teachers from Unidad Educativa Particular “Sagrados Corazones”, to improve the listening skills in students of fifth Grade.

### **4.9 TUBE CATCHER DOWNLOADER**

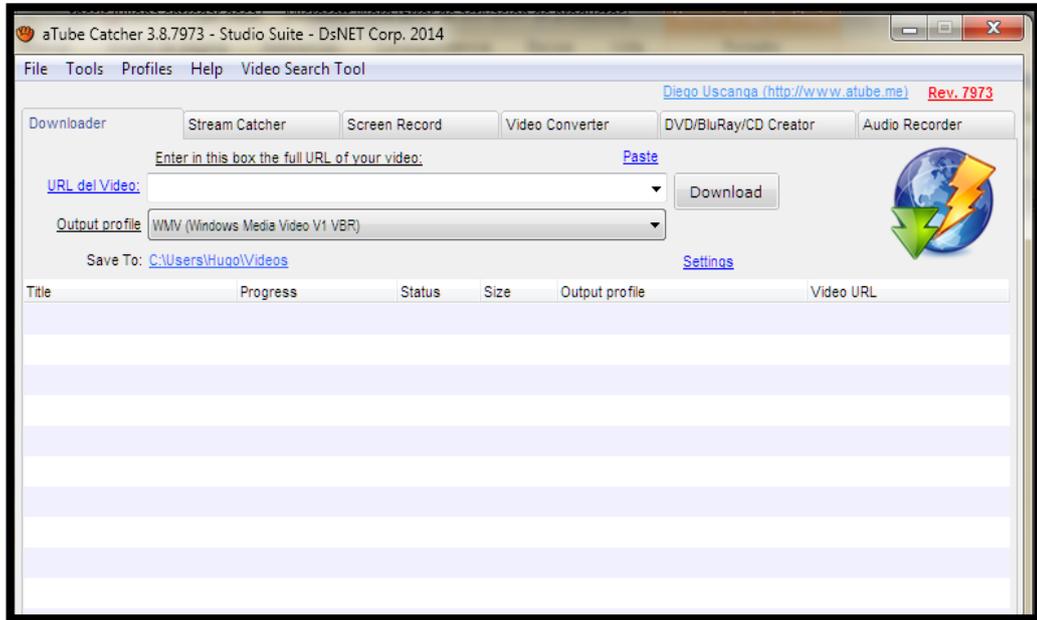
There are some programs that enable to download videos and audios, like Tube catcher, Limewire, Torrent, etc. But the most common and user-friendly is Tube catcher, this is the link: <http://atube-catcher.softonic.com/>.

The process of downloading videos or music is:

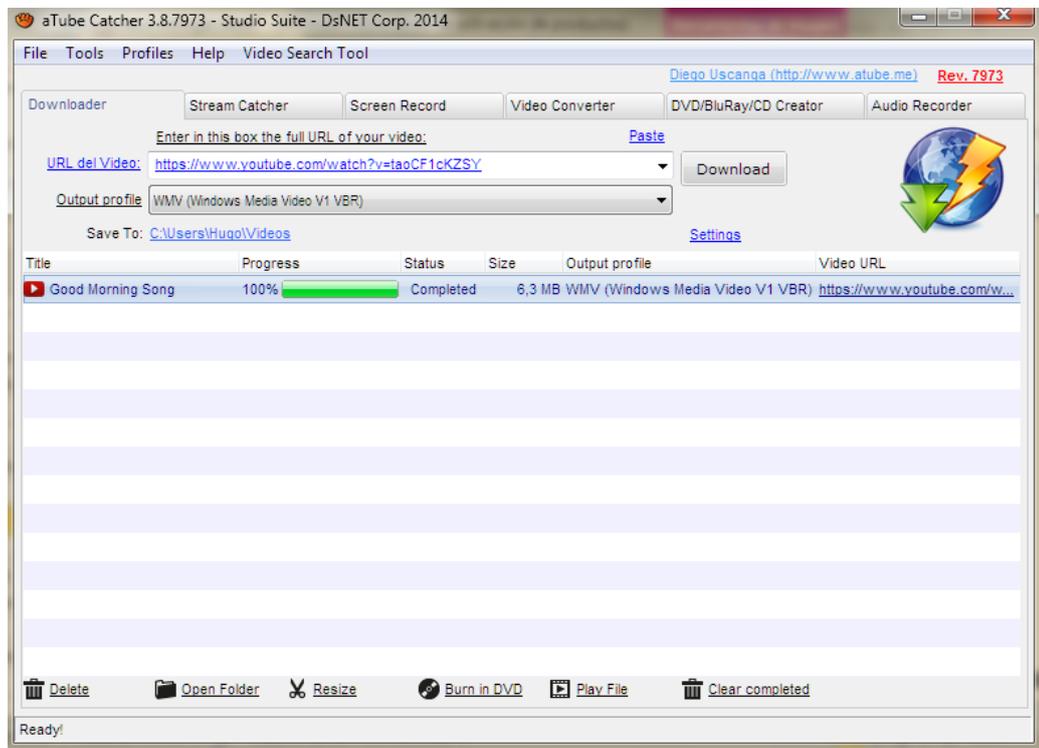
First, select a video from YouTube and copy URL in Tube catcher.

- Then, in Output profile choose the type of format you want to download it.
- After that, click on “Save to” icon and keep it in your favorite file.
- Finally, click on “download” icon and automatically it keeps in the file you selected.

Graph 18: Process of the download



Graph 19: Download videos atube catcher



## **SECOND ACTION:**

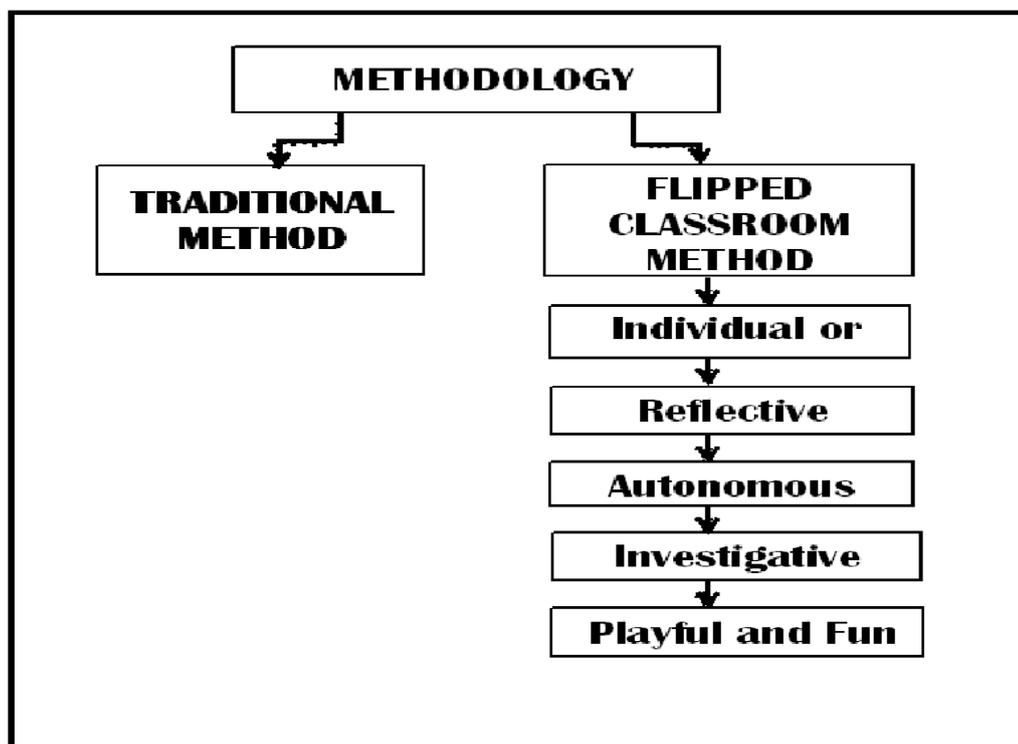
### **4.10 METHODOLOGY**

#### **4.10.1 FLIPPED CLASSROOM METHOD**

The flipped classroom is a model pedagogical that needs softwares where the students watch tasks and audiovisual materials which they are going to use in the next English class. In fact, Students have an autonomous learning at home using the technology and Edmodo platform.

Flipped classroom is another kind of doctrine of constructivism, where the students are responsible for their own learning process, also they can evaluate by themselves.

Graph 20: Methodology



By: Claudia Benavides

#### **4.10.2 EDMODO**

Edmodo was invented by Jeff O'hara and Nic Borg in 2008. It is a free Educative platform virtual that enables teachers, students and parents to communicate.

Also, teachers can send tasks, quizzes, upload videos, and audios, it is often compared as Facebook; the students can upload and download photos, videos, homework, organized by school.

#### **4.10.3 WHY TO TEACH BY EDMODO?**

Edmodo was planned to protect the privacy and students and teachers' security by giving a closed, so it is a private platform where teachers can cooperate with the contents, and take advantage of educational apps to support the English learning process.

These powerful tools enable the teacher to intensify learning for every student.

#### **4.10.4 HOW TO ENTER EDMODO**

Teacher sign up:

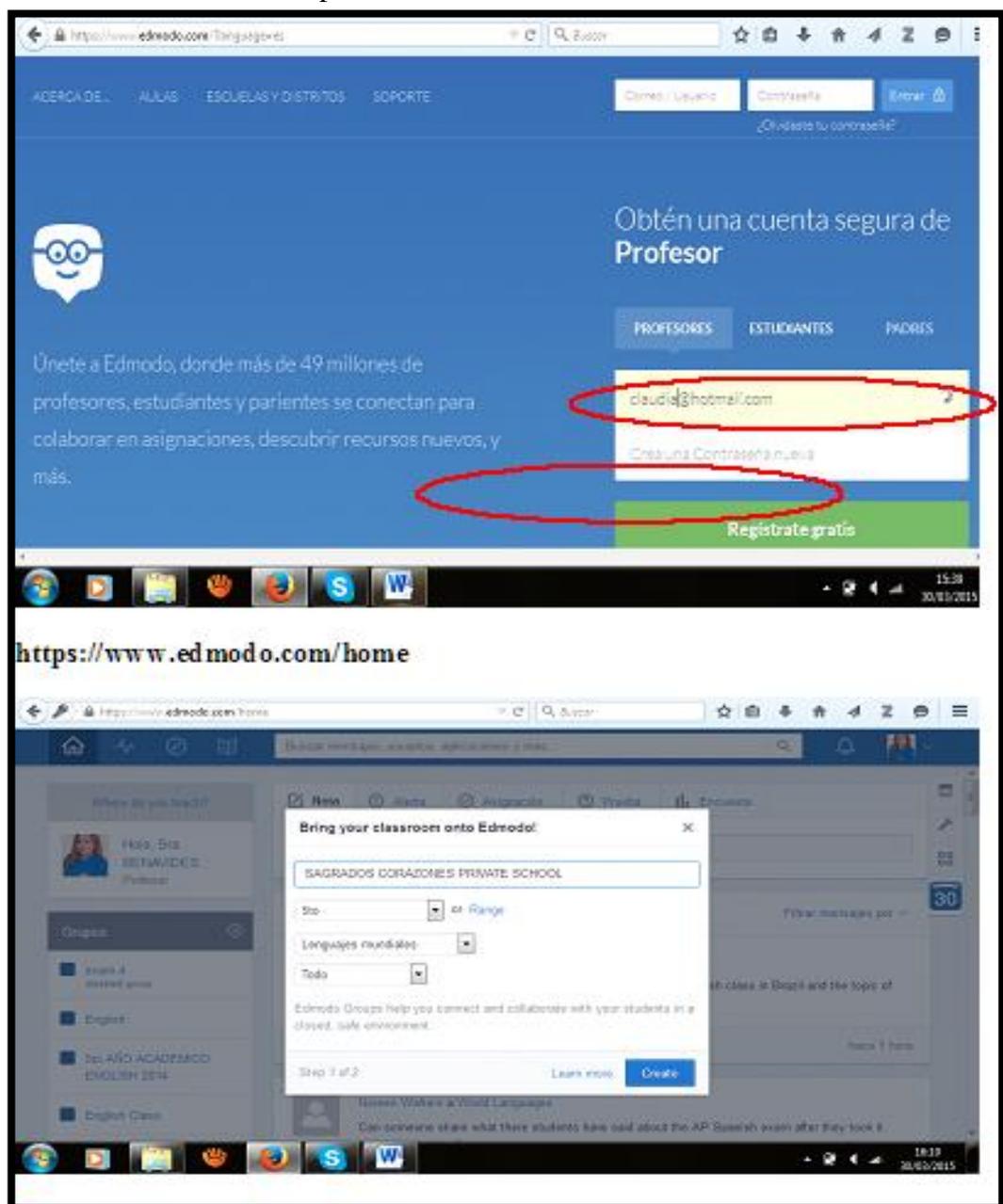
1. Go to [www.Edmodo.com](http://www.Edmodo.com)
2. Click "I teacher"
3. Fill out the registration mail address and password
4. Click "Sign up"
5. Complete your Profile.

Students sign up:

1. Go to [www.edmodo.com](http://www.edmodo.com)

2. Introduce your 6 digit group code
3. Fill out the registration with name and surname
4. Introduce your mail address and password
5. Click “Sign up”
6. Complete your Student Profile

Graph 21: Process access of Platform



#### **4.11 BENEFITS OF THE PROPOSAL**

##### **AUDIOVISUALS**

- Create a positive reinforcement for students
- Students can be Creates a library of all their tasks
- Students can upload and download homework assignments
- Students can have a feedback of their class.
- Audiovisuals enhance student understanding
- Audiovisuals increase students understanding
- Add interest to a class and save class time
- Clarify, prove, or emphasize a key point
- Enhance memory and helps students organize ideas
- Gain and maintain students attention
- Illustrate a sequence of event or steps in a process

##### **BENEFITS OF THE FLIPPED CLASSROOM**

- A flipped classroom allows students to learn on their own time and at their own pace.
- A flipped classroom allows students to have more time for collaborating with other students
- Students can be replayed as often as the student would like.
- Student is preparing for an exam as they can go back and review previous videos
- Students have access to multiple styles of teaching, this will increase their comprehension of the subject.

# INTERACTIVE



# AUDIOVISUAL AIDS



A COMPILATION MANUAL OF INTERACTIVE AUDIOVISUALS  
USING THE FLIPPED CLASSROOM METHOD TO IMPROVE  
LISTENING SKILLS TO FIFTH GRADE STUDENTS AT UNIDAD  
EDUCATIVA PARTICULAR "SAGRADOS CORAZONES" SALINAS,  
PROVINCE OF SANTA ELENA, SCHOOL YEAR 2014-2015.

**Author: Claudia Benavides**

## **PLAN OF ACTION**

### **CONTENTS**

#### **4.12.1 LEVEL, SCOPE AND SEQUENCE**

##### **4.12.2 Unit 1**

- Hello
- Greetings

##### **4.12.3 Unit 2**

- Daily Activities
- Free Time

##### **4.12.4 Unit 3**

- The Clothes I wear
- Weather

##### **4.12.5 Unit 4**

- People (Personal Pronouns)
- Simple Present Tense: TO BE (am, is, are)

##### **4.12.6 Unit 5**

- **Let's count:** Cardinal Numbers (1-50),
- Phone number.

## UNIT 1: HELLO

### ACTIVITY # 1

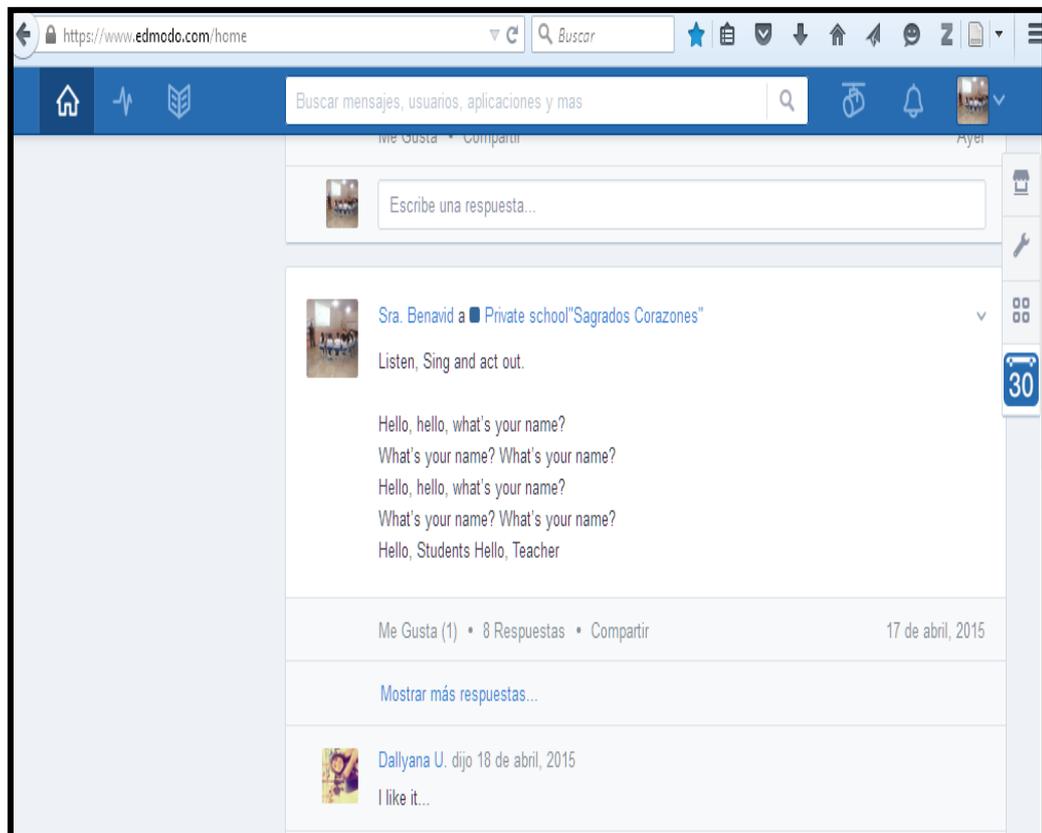
#### \* Flipped Classroom activity

##### Listen and write.

Teacher upload a song on specific lesson and students try to interpret and write the meaning of the words. It is very important to learn vocabulary students hear, watch the video and repeat.

The purpose of this activity is to explore the topic of motivation by using brainstorming techniques.

Graph 22: Activities Flipped classroom



<https://www.edmodo.com/home>

By: Claudia Benavides

**\*Classroom activity:**

The teacher sings and records greetings song and the students only listen for learning the song. Then, the students learn and repeat the song interacting with their classmate learning other's names.

**Listen, Song and act out.**

**Hello, hello, what's your name?**

**What's your name? What's your name?**

**Hello, hello, what's your name?**

**What's your name? What's your name?**

**Hello, Students      Hello, Teacher**

Picture 1: Students listen and act.



<https://orientacascales.wordpress.com/estudios-especiales/musica/>

By: Claudia Benavides

**Objective:**

To activate sounds in order to lose the fear act to interact with their classmate.

**Production:**

In this exercise the students receive information; it is the first step of the listening activity.

## UNIT 1: GREETINGS

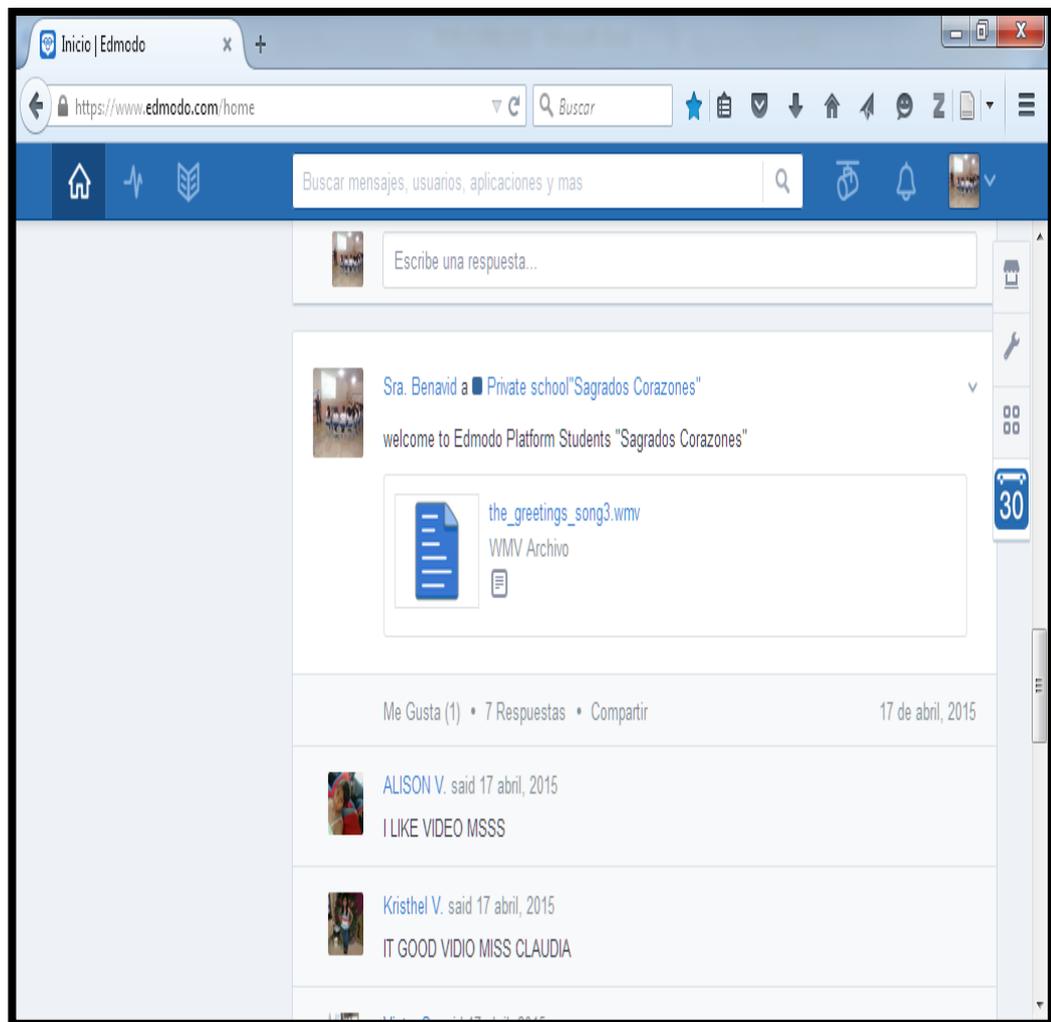
### ACTIVITY # 2

#### \* Flipped Classroom activity

#### Listen and practice greetings.

The students hear basic greetings and introductions in conversation. This video will present four dialogues to practice.

Graph 23: Greeting song exercises



<https://www.edmodo.com/home>

By: Claudia Benavides

**\*Classroom activity: Greetings**

Students divide into 2 groups **A** and **B**, after they watch the video about greetings then, teacher plays the video again and students complete the dialogue writing the words that they hear. Finally, the teacher encourages the students to practice the dialogue.

**Listen and Complete**

**Afternoon / How are you / Morning /  
Fine / Good evening / Not bad /so-so /  
how are you.**

By: Claudia Benavides

**Dialogue 1:**

Ss: Good ....., Miss Claudia

T: Hi, How are you Victor?

Ss: ..... Thank you, and you?

T: very well.

**Dialogue 2**

Ss: Good ..... Joshua

T: How are you .....Karla?

**Ss: ....., and you?**

T: So so.

### **Dialogue 3**

Ss: ..... Andrea

T: ..... David?

Ss: ..... And you?

T: very well.

### **Objective:**

To interact with classmates while dialogues to improve listening comprehension.

### **Production:**

Students develop the second step; they understand dialogues in order to identify written words. (Listening comprehension)



Picture 2: Students listen to the dialogue.

## UNIT 2: DAILY ACTIVITIES

### ACTIVITY # 3

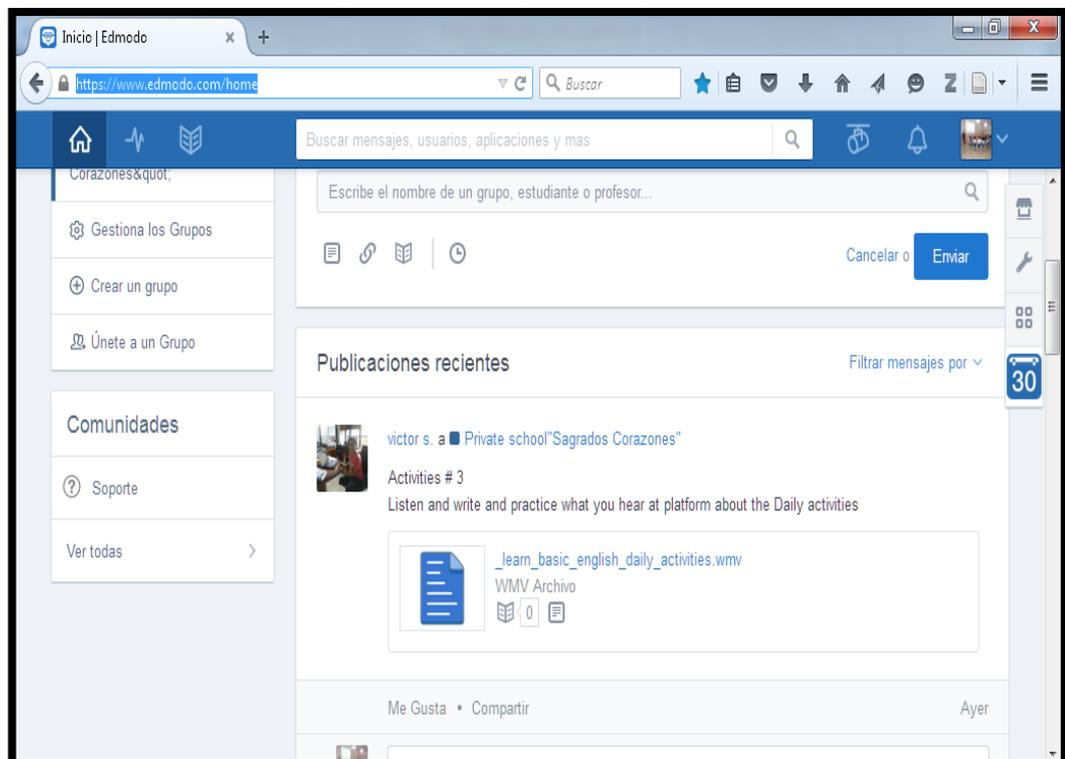
#### \* Flipped Classroom activity

The students watch the video,

Take note

Students write and practice vocabulary from the Platform.

Graph 24: Activity #4 Daily activities



<https://www.edmodo.com/home>

By: Claudia Benavides

#### \*Classroom activity:

Teacher shows Video about Daily activities and students have to memorize, after the teacher paste the bits in the board in disorder. Then, the teacher repeats the video. (Stopping in each activity at the end the students guess and catch the correct bit and read it correctly).

**Look, Guessing and tick.**

Graph 25: Flashcard



By: Claudia Benavides

Picture 3: Students listen and watch of videos in class



**Objective:**

To discriminate and write words through of application the videos to improve their understanding.

**Production:** In this exercises the students apply third step “remembering”.

## UNIT 2: FREETIME

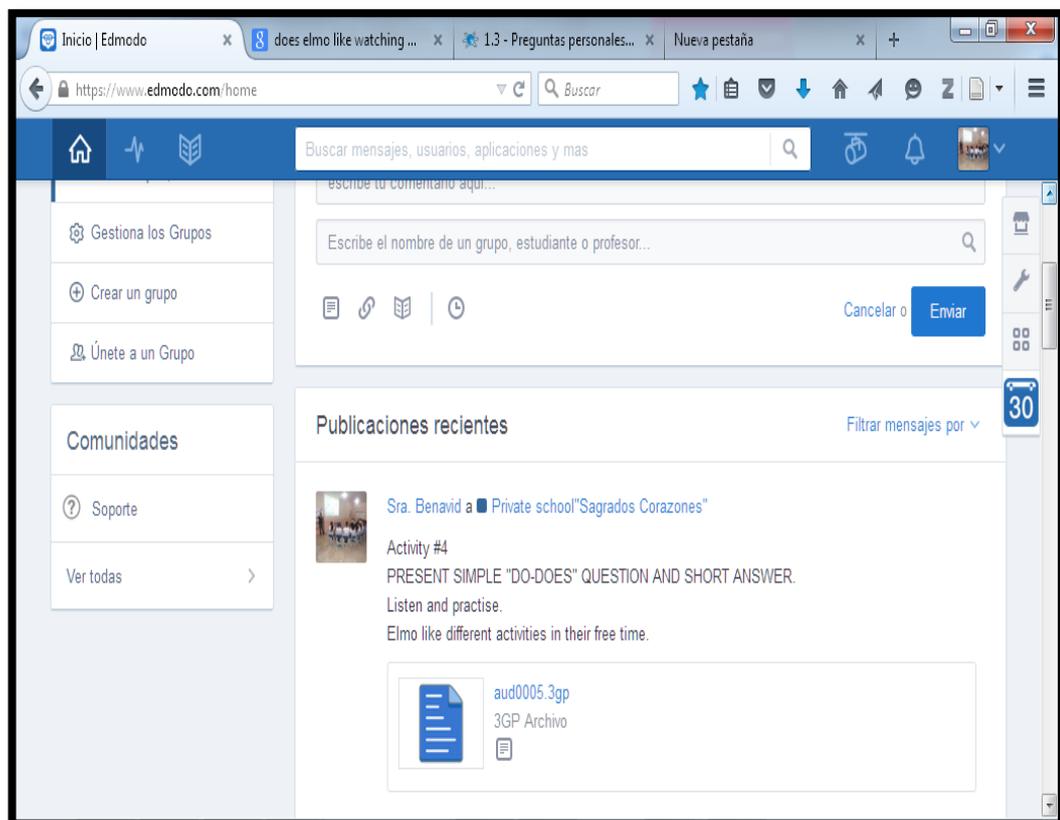
### ACTIVITY # 4

#### \* Flipped Classroom activity

Students listen to the dialogue about Auxiliary verb “Do, don’t, does, doesn’t.

Students will create their own sentences.

Graph 26: Activity 4 Free time



<https://www.edmodo.com/home>

By: Claudia Benavides

#### \*Classroom activity:

Students sit down and make a U frame; the teacher reads/shows the slides with the little story and students listen after they are going to write, the correct answer in each picture true or false in their worksheet.

Graph 27: Grammar Auxiliary verb Do-Does



<http://pixers.es/vinilos/ninos-jugando-en-una-casa-del-arbol-66913550>

By: Claudia Benavides

### Listen and write True (T) or False (F)

Elmo likes different activities in their free time, but he hates something.

1.- Does Elmo like to go watching movie?

R// No, he doesn't

2. - Does Elmo like to pain?

R//No, he doesn't. He likes cooking.

3. - Does Elmo like to call?

R// Yes, he does

4. - Does Elmo like chatting online?

R// No, he doesn't. He likes surfing internet.

5. - Does Elmo like playing the guitar?

R// No, he doesn't. He like singing

6.-Does Elmo like read a newspaper?

R//Yes, He does.

Graph 28: Auxiliary verbs exercises “Do-Does”



[http://www.fotolog.com/los\\_elmos/61724269/](http://www.fotolog.com/los_elmos/61724269/)  
By: Claudia Benavides

**Objective:**

To recognize yes/no questions using the verb “like “ in third person.

**Production:** In this exercise students apply the fourth step of list “Evaluate” listening. They can decode message. (Attentive predict Listening.

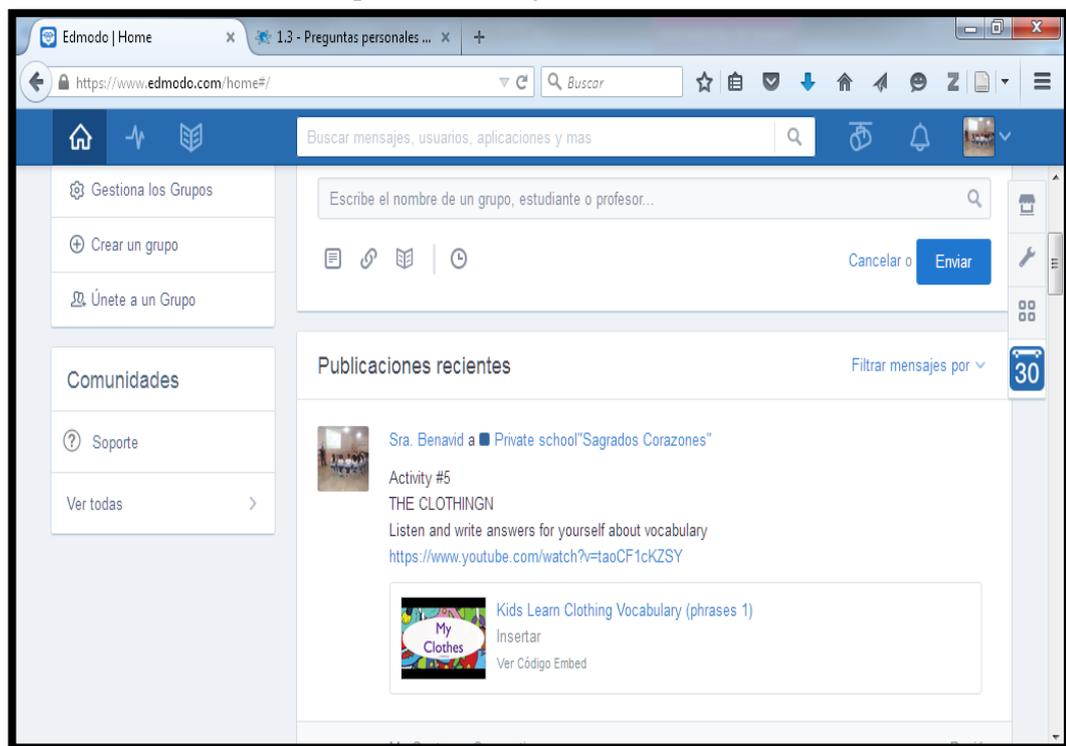
## UNIT 3: THE CLOTHES I WEAR

### ACTIVITY # 5

#### \* Flipped Classroom activity

The students listen and write answers for yourself about the clothes vocabulary.

Graph 29: Activity 5 “The clothes”



<https://www.edmodo.com/home>

By: Claudia Benavides

#### \*Classroom activity:

The students make a circle around the class; the teacher shows the video about clothes, students listen attentively, recognize the pronunciation and write the words.

After teacher chooses some students and show them some bits, then students make a mimic (imagine that they are animals like a wolf and what they are

wearing). Next, teacher says; what is the wolf wearing? And another student answers and writes the correct word in their worksheet.

**Listen, see and complete**

Graph 30: Exercises in class “The clothes”



<http://www.imagui.com/a/jacket-dibujo-cG6rkA5b4>

He is wearing a.....

He is wearing a .....

He is wearing a.....

He is wearing a .....

He is wearing a.....

He is wearing a .....

He is wearing a.....

He is wearing a .....

He is wearing a .....

He is wearing a .....

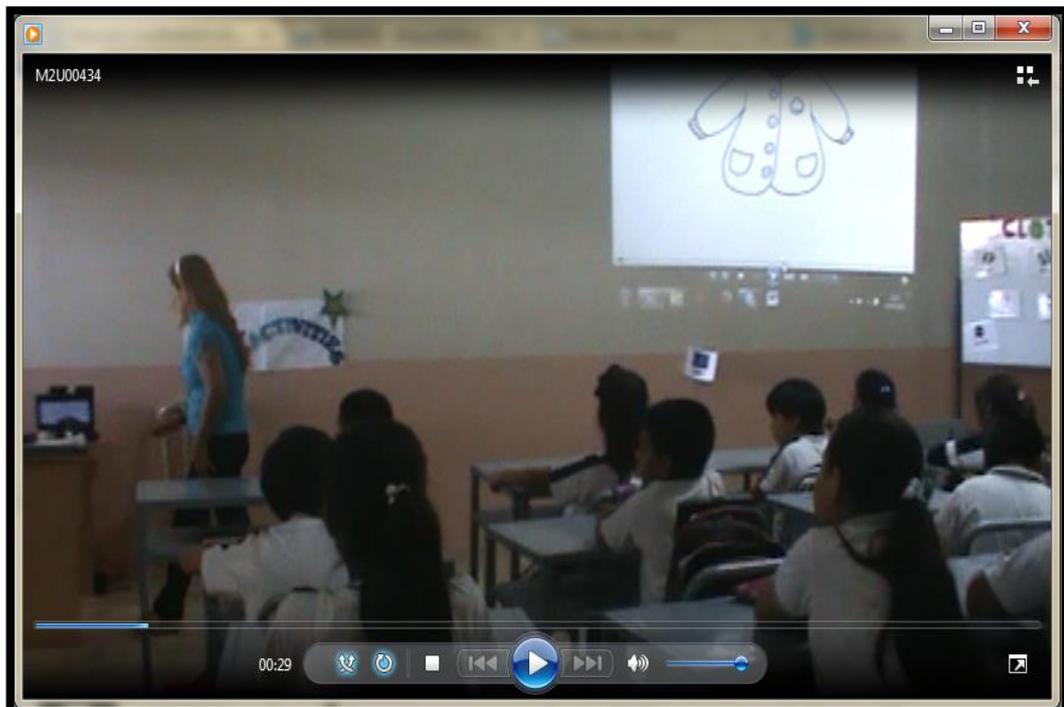
**OBJECTIVE:**

To understand short instructions and do the mimic acting as an animal, interacting with their classmates.

**Production:**

In this exercise students apply fifth step of listening “Evaluate” learning, because they can receiving message, understand, remember, and reflect about they can hear and see.

Picture 4: Activity in class (video)



By: Claudia Benavides

## UNIT 3

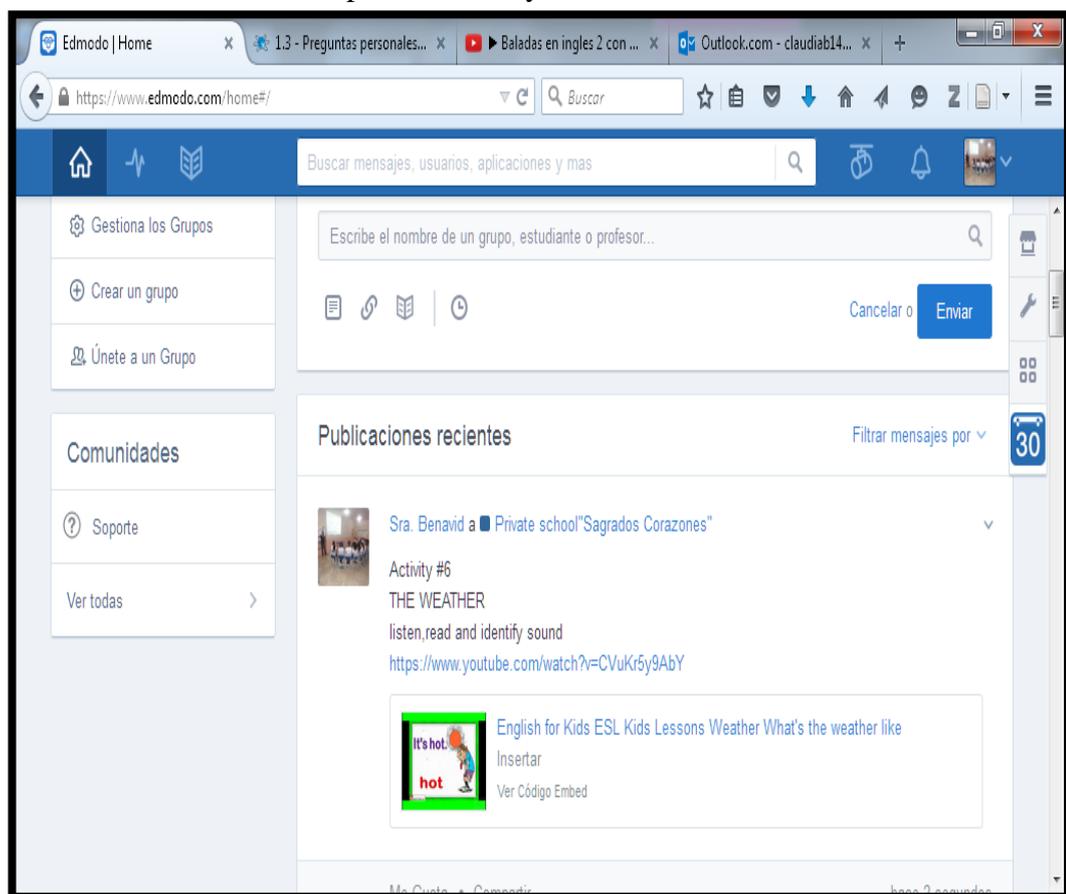
### WEATHER

#### ACTIVITY # 6

##### \* Flipped Classroom activity

The students listen, read and identify sounds the weather.

Graph 31: Activity # 6 The Weather



<https://www.edmodo.com/home>

By: Claudia Benavides

##### \*Classroom activity:

The teacher shows the video about weather and students watch it. Next teacher

Play the video again without image with the purpose that the students just listen

the audio of video, finally the students work in their worksheet following the list of the word according that they hear.

**Listen and write the correct letter.**

- |                  |        |
|------------------|--------|
| a. - It's Hot    | 1..... |
| b. - It's Windy  | 2..... |
| c. - It's cloudy | 3..... |
| d. - It's rainy  | 4..... |
| e. - It's dry    | 5..... |
| f. - It's cold   | 6..... |
| g. - It's sunny  | 7..... |
| h. - It's wet    | 8..... |

**Objective:**

To recognize vocabulary and understand the mean about weather.

**Produce:**

They can discriminate pictures and evaluate their understanding.

## UNIT 4

### PEOPLE

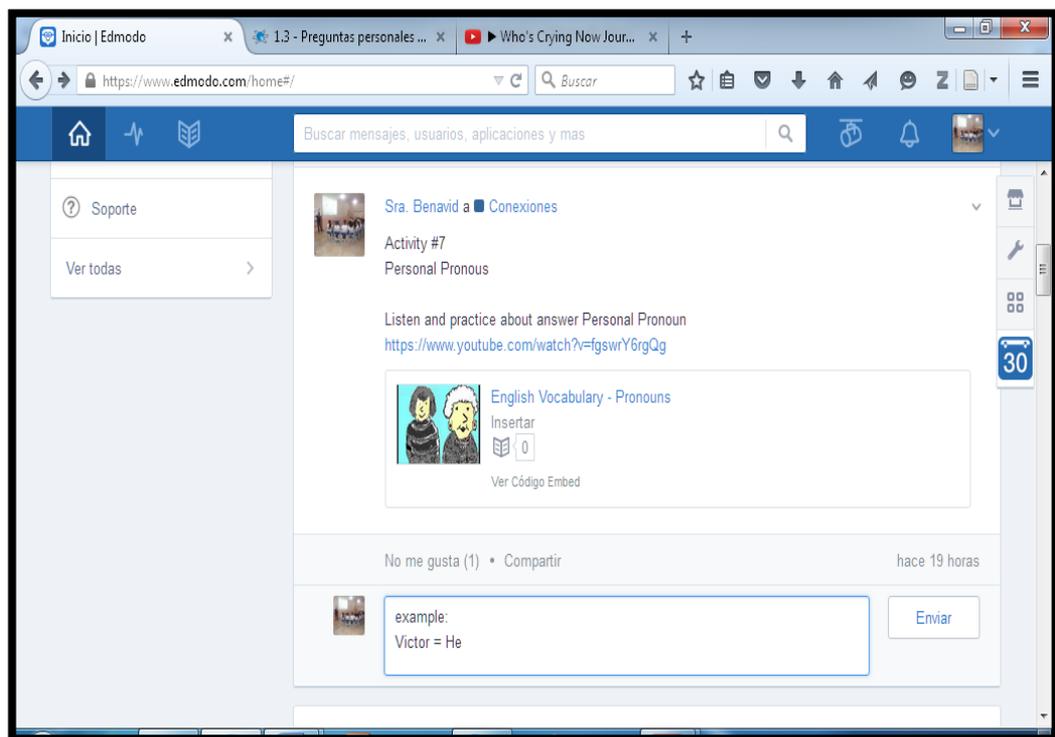
#### ACTIVITY # 7

##### \* Flipped Classroom activity

Listen and watch the video about Personal pronouns

The students remember names of the other students in the class and practice the personal pronouns.

Graph 32: Activity #7 Personal Pronouns



##### \*Classroom activity:

Teacher shows audiovisuals about personal pronouns. Then the teacher divides the class in two groups “A and B”. Next explain the game “Hot potatoes”.

The teacher gives a ball for a student and they begin pass, pass it hand by hand when the teacher say stop the students answer the first exercises.

**Listen and see video.**

**Draw lines to match the names with the correct pronouns.**

- |                           |      |
|---------------------------|------|
| 1. Joshua                 | They |
| 2. Karla                  | It   |
| 3. David and Mabel        | He   |
| 4. The rabbit             | She  |
| 5. Jean and I             | It   |
| 6. The guitar             | They |
| 7. Paul                   | We   |
| 8. The cars               | She  |
| 9. Victor, George, Andrea | He   |
| 10. Keyla                 | They |

**Objective:**

To evaluate knowledge's and retentive of the students.

**Produce:**Students identify personal pronoun with the correct person.

**UNIT 4**

**SIMPLE PRESENT: TO BE (am, is , are)**

**ACTIVITY # 8**

**\* Flipped Classroom activity**

Students watch the video about Present simple verb To Be.

Students listen the pronunciation and write the conjugation.

**\*Classroom activity:**

The teacher shows a video about present tense of the verb “To Be “after students cut words from newspapers or magazines in order to make their own sentences.

**Listen, watch and create.**

**Cut and paste word create your own sentences.**

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Picture 5: Students create own sentences “To Be”



**Objective:**

To create grammatical structure of sentences with verb to be.

**Produce:** In this period the students acquired confidence they can listen, understanding, remembering, evaluate and responding.

## **UNIT 5**

### **TIME**

#### **ACTIVITY # 9**

##### **\* Flipped Classroom activity**

Students listen and learn a new song about the time.

Students practice vocabulary to the platform.

##### **\*Classroom activity:**

The student listen the song and follows it, after the teacher repeat the song.

Students circle the correct time that they hear.

#### **Listen to the song and circle the correct word**

##### **What time is it?**

1. - It's (3 o'clock / 8 o'clock / 10 o'clock)

It's time (to go to park / go to school)

2. - It's (7 o'clock / 2 o'clock / 3 o'clock)

It's time (to go to play a guitar / go to practice violin)

3. - It's (4 o'clock / 1 o'clock / 9 o'clock)

It's time (to do Karate / go sing )

4. - It's (7 o'clock / 5 o'clock / 8 o'clock)

It's time (to go to bed / to study English)

It's time to go to bed

Good night.

Picture 6: Students practice “The time”



**Objective:** To recognize the time for applying in the daily communication.

**Produce:** The student can give and different time in the daily-life.

**UNIT 5**

**LET'S COUNT**

**ACTIVITY # 10**

**\* Flipped Classroom activity**

Students watch video about number.

Students listen for the different number sounds and write to the platform.

<https://www.youtube.com/watch?v=HjHxUOoJi9g>

**\*Classroom activity:**

Practice telephone numbers, through videos to enhance their pronunciation.

**Create an agenda ask the telephone number of your classmate.**

Name	Phone number

**Objective:** To listen numbers for the application in their daily communication

**Produce:** The students develop their listening skill at the moment to hear their telephone number of their classmate.

#### 4.13 ACTIVITIES PROPOSAL SCHEDULE

Chart 16: Activities Proposal

ACTIVITIES	WEEK													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1. Selection of topics	■													
2. Recollections of information		■	■	■										
3. Elaborate and design the manual.					■	■	■							
4. Socialization and Presentation of material to the teachers and parents								■						
5. Socialization and Presentation of material to the students.									■					
6. Application of audio visual materials. Diagnostic test.										■	■	■	■	
7. Creation of Edmodo Platform										■	■	■	■	
7. Evaluation through listening test														■

#### 4.13.1 LISTENING RUBRICS OF THE PROPOSAL

Chart 17: Diagnostic Test ( before)

Diagnostic test before of proposal					Quantity
QUESTION	Excellent	Good	Sufficient	Reprobate	
	A-10/9	B- 8/7	C- 7/6	5	
Listen and draw	2	3	8	5	18
Listen and write names	1	4	6	7	18
Listen and tick	1	3	6	8	18

Chart 18: Diagnostice Test (after)

Diagnostic test after of proposal					Quantity
QUESTION	Excellent	Good	Sufficient	Reprobate	
	A-10/9	B- 9/8	7/6	5	
Listen and draw	4	8	4	2	18
Listen and write names	3	6	5	4	18
Listen and tick	6	6	3	3	18

Graph 33: Assessment result

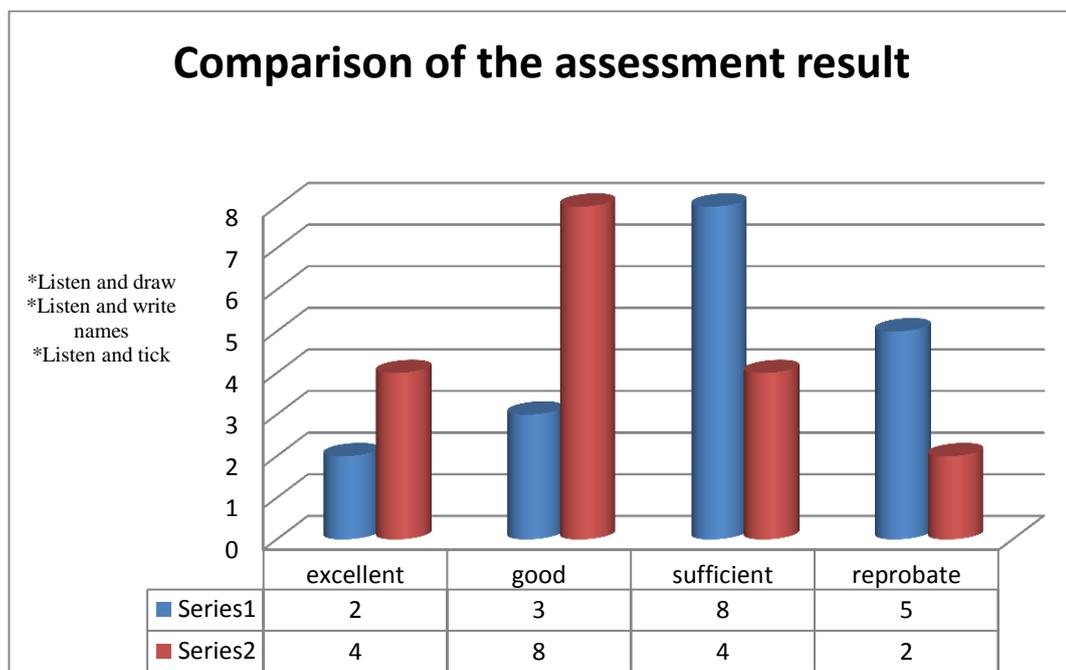


Chart 19: Rubric

<b>Listening Rubric before of proposal</b>				
<b>Expectation of Listening</b>	<b>Excellent</b>	<b>Good</b>	<b>Sufficient</b>	<b>Reprobate</b>
	A-10/9	B- 8/7	C- 6/5	D- 5
Receiving Hearing	Demonstrates a high degree of ability to identify the purpose for listening and adapt focus to suit the learning task.	The student found it difficult to concentrate on the listening draw, but was able to attend occasionally.	The student have serious problem to hear and Some difficulties arose due to limited vocabulary and/or bad diction	The student was not able to concentrate on the listening and was easily distracted and inattentive.
Understading	The students Through ability to demonstrate an understanding of ideas and information in oral texts exceeding expectations	The student showed a good general understanding of the vocabulary and information, with most questions completed.	Students does not attempt to complete activities test	Student did not understand enough vocabulary or information to answer the questions.4
Remembering	The student pays attention and responds orally and appropriately to questions asked by the teacher. The students participates in classroom discussion and interacts with the students and teachers	The student showed a good general remembering of the vocabulary and information, with most questions completed	Student is demonstrating an eagerness to remember, vocabulary, or grammar or the main idea of the class	Students do not remember correctly vocabulary, or grammar or the main idea of the class Student is struggling to remember what was said or taught because of their lack of listening strategies.

Evaluating	Student demonstrates ability and uses strategies like Flipped classroom method and videos to enhance listening abilities	Student demonstrates considerable ability to identify the purpose for listening and adapt focus to suit the learning task	Student has limited ability to evaluate, develop and explain interpretations vocabulary and expressions  Uses basic structures, makes.	Student don't use strategies to enhance listening abilities, Uses limited vocabulary and expressions  Uses basic structures, makes frequent errors
------------	--	---	--	--

Interpretation:

The study was conducted for a month at Unidad Educativa Particular “Sagrados Corazones”. The Students had a listening test, where the results were unfavorable, which permitted to introduce this proposal with the topic of audiovisuals aids.

The audiovisuals were implemented; they produced a positive impact in the students, who were exposed to different learning approach. Audiovisuals stimulated students’ minds, so they were focused and more interested in their English classes. This helped them to have a meaningful learning and overthrow their traditional classes. In addition, the teacher, students know the use of Flipped classroom or Inverse class. This method helps students to contribute and have an autonomous class at home through ‘Edmodo’ platform where students can watch and listen to videos or task.

Finally, after a month of implementation of the audiovisual aids proposal, students were evaluated again with a listening test, results showed an improvement in the listening skills.

#### 4.14 ANALYSIS OF AUDIOVISUAL AIDS APPLICATION

Chart 20: Analysis of Audiovisual aids

<b>Before Proposal</b>	<b>After Proposal</b>
Lack of audiovisual resources.	The application of Audiovisual increased listening skills.
Traditional method is boring.	The application of Flipped classroom method is fun and easy to improved listening.
Lack of platform.	With Edmodo Platform the students can improve listening skills.
Lack of autonomous work.	Increase of study at home (autonomous Flipped Classroom)
Lack of interactive activities.	Application of interactive activities in classes.

#### **4.15. CONCLUSIONS**

The main objective of this proposal is to know activities, methods and strategies by enabling to develop listening skill.

- Audiovisual and flipped classroom are aids it allows students to learn on their own time and at their own pace to improve listening skills to Fifth grade student at Unidad Educativa Particular “Sagrados Corazones”
- Audiovisual and flipped classroom allow the students to learn through activity to improve listening skills.
- Audiovisual and flipped classroom, it allows students to have more time for collaborating with other students at Fifth grade student at Unidad Educativa Particular “Sagrados Corazones” in the classroom and home.
- Audiovisual aids and flipped classroom method allow that student get increased opportunities for feedback could improve student listening skills to Fifth Grade Students in the daily life.
- Students were motivated in the English class, when Audiovisual and Flipped classroom method were applied in these classes.

#### **4.16 RECOMMENDATIONS.**

- The English teacher should use new audiovisual materials to improve the Listening Skills of students Fifth grade students at Unidad Educativa Particular “Sagrados Corazones” Salinas, Province Santa Elena, school year 2014-2015.
- Teachers should always be trying to look for new techniques in order to increase their listening skills and students’ skills giving the opportunity to demonstrate the advance in different ways.
- Teacher should be able to interact with the students more frequently: they enjoyed the increase in the learning activities in class: and they appreciated the reduced amount of homework.
- To implement different activities such as: games and different types of conversations which allow student to interact and to know each other better by creating a friendly relationship (friendly atmosphere); so that the teacher can be aware of the different opinions of the students.
- It is important to keep the direct support from the managers to continue developing this proposal with the other courses, because as it was mentioned before, it really strengthen the teaching and learning process.
- Audiovisuals, Flipped Classroom method and Edmodo Platform should be used to encourage autonomous study in the classroom or at home.

## CHAPTER V

### ADMINISTRATIVE FRAME

#### 5.1 RESOURCES

##### 5.1.1 Institutional

Chart 21: Institutional Cost

DESCRIPTION	UNIT COST	TOTAL COST
Peninsula of Santa Elena State University.	\$ 0.00	\$ 0.00
<b>TOTAL</b>		<b>\$ 0.00</b>

##### 5.1.2 Humans

Chart 22: Humans cost

DESCRIPTION	UNIT COST	TOTAL COST
2 Professors	\$ 15.00 / Hour	\$ 1.000
<b>TOTAL</b>		<b>\$ 1500</b>

Chart 23: Material Cost

##### 5.2 Materials

DESCRIPTION	UNIT COST	TOTAL COST
Sheets	\$ 5.00	\$ 50.00
Prints	\$ 0.50	\$ 155.00
Copies	\$ 0.05	\$ 65.00
Ink	\$ 0.30	\$ 170.00
CD'S	\$ 1.00	\$ 5.00
Pens	\$ 0.50	\$ 3.00
Flash drive	\$15.00	\$ 40.00
<b>TOTAL</b>		<b>\$ 488.00</b>

### 5.1.4 Technology

Chart 24: Equipment

<b>DESCRIPTION</b>	<b>UNIT COST</b>	<b>TOTAL COST</b>
Internet	\$ 33.00	\$ 264.00
Telephone and Communication	\$ 25.00	\$ 180.00
Camera	\$ 500.00	\$ 500.00

### 5.1.5 Economic

Chart 25: Total Cost

<b>DESCRIPTION</b>	<b>UNIT COST</b>	<b>TOTAL COST</b>
Transportation	\$ 450.00	\$ 450.00
Lunch and snacks	\$ 250.00	\$ 250.00
Unforeseen expenses	\$ 350.00	\$ 350.00
<b>TOTAL</b>		<b>\$ 1050.00</b>

<b>TOTAL SUMATORY</b>		<b>\$ 3.982.00</b>
-----------------------	--	--------------------

### 5.3 TIMETABLE

Chart 26: Calendar of Activities Thesis

	Activities/Months	August				September				October				November				December				January				February				April				May				June				July				August			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1	Socialización with thesis advisor.	■	■	■	■																																												
2	Thesis Desinging.					■	■	■	■																																								
3	Elaboration Chapter I.									■	■																																						
4	Chapter I Progress.									■	■																																						
5	Elaboration Chapter II.													■	■	■																																	
6	Field Research at "Institution".																	■	■																														
7	Survey Implementation.																					■	■	■	■																								
8	Analysis and interpretation of results																					■	■																										
9	Elaboration Chapter III.																									■	■																						
10	Chapter III Progress.																									■	■																						
11	Elaboration Chapter IV and V.																									■	■																						
12	Implementation of activities.																									■	■	■																					
13	Review of Thesis draft.																									■																							
14	Delivery of final work																													■	■	■	■																
15	Pre defense of thesis																																	■	■														
16	Defense of Thesis																																					■	■	■	■								
17	Graduation day.																																									■	■						

#### **5.4 GLOSSARY**

**AIDS:** (Y.k.singh, s. f.) These different kinds of materials that contribute, benefit and reinforce student create notion and new conception in students.

**Audios:** (Verderber, Verderber, & Sellnow, 2011) these sounds allow students to have a better understanding.

**Audiovisuals:** (Banerji, 2010) It is a combination of images and sounds that promote an interesting way of having involved their ears, eyes which aids to improve different skills.

**Cognitive:** (Crystal, 2011) It has a relationship with knowledge and accumulation of information that was acquired by experience or a learning process. The cognition involves factors like thinking, perception, memory, language, attention, and reasoning.

**Listening Skills:** (Barclay, 2011) these talents and abilities should be developed to understand individually and acquired by rehearsing the knowledge learned.

**Meaningful learning:** (Sunal, Sunal, & Wright, 2010) the acquisition of new knowledge that is utterly holistic may allow reinforce, modify doubt and retain in their long-term memory.

**Skills:** (Lefevre, 2010) Skills are the capacity and talent that someone has in different activities; this knowledge is acquired in indirect experience or learned and guided in school.

**Technology:** (Selwyn, 2011) Technology is the practical science that allows to create tools or machines that can be advantageous to teaching and learning.

**Visuals:** Materials permit students to see as well as hear to have a clear idea of an object or special information.

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## APPENDICES

### Appendix 1: Register Students

N°	APELLIDOS Y NOMBRES
1	ALVARADO MATIAS JOSHUA VICENTE
2	BAZAN COLOMA MELL MATILDA
3	CAMPOS MORA ERICK RUBEN
4	CORONEL BOHORQUEZ KARLA IVETTE
5	DE LA O BACILIO DAVID CAMILO
6	DEL PEZO ANDRADE CARLOS RONALD
7	GONZALEZ BASILIO MABEL ALEXANDRA
8	GUERRERO TAPIA LAYLA
9	JAKULIS VILLARREAL ANGIE SARAI
10	LANDAZURI QUIÑONEZ ROMINA SCARLET
11	LORCA MIRANDA CLAUDIO ANTONIO
12	MATIAS HERMIDA JEAN CARLOS
13	PANIMBOZA HENAO ANDREA GABRIELA
14	PILCO RUIZ LUISANA JAMILET
15	SORIANO SIBRI GEOVANA ROMINA
16	TAGLE PRADO ADRIAN ALEXANDER
17	URUCHIMA MARISCAL DOMENICA MINERVA
18	YAGUAL TAPIA BRITANI LEONELA

Appendix 2: Evidence Picture  
Picture 7: Diagnostic Test



Picture 8: Students develop their test



Picture 9: Student listen instructions



### Appendix 3: Audiovisual Implementation

Picture 10: Students to have full concentration on the audiovisuals



Appendix 4: Exercises of the Manual  
Picture 11: Students play guessing words



Picture 12: Students listen for specific information of the audiovisuals



Appendix 5: Evaluation Test after of Implementation Audiovisual  
Picture 13: Evaluation test



Picture 14: Student complete listening test

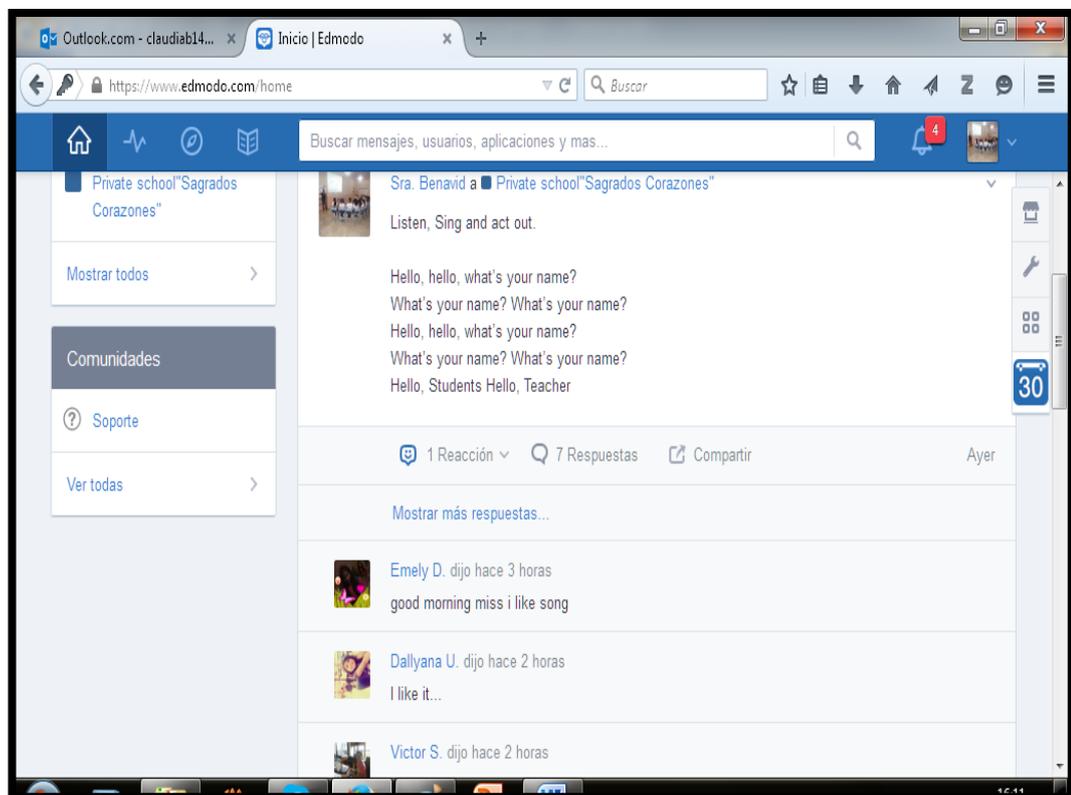
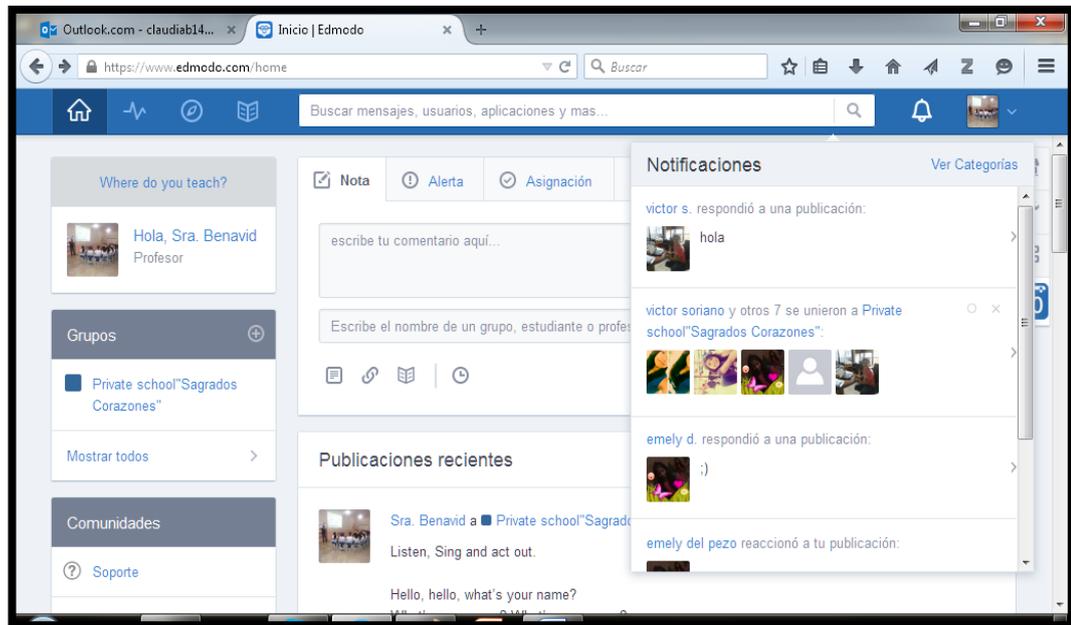


Appendix 6: Students Access at Edmodo Platform.  
Students work in their flipped classroom method at home



## Appendix 7: Edmodo Edmodo activities platform.

Picture 15: Activities Edmodo



## Appendix 8: Teacher Survey



PENINSULA OF SANTA ELENA STATE UNIVERSITY  
FACULTY OF EDUCATION AND LANGUAGES  
SCHOOL OF LANGUAGES  
ENGLISH TEACHING CAREER

These interviews are directed to English teacher at “Sagrados Corazones” School.

Objective to design a manual compilation of interactive audiovisual aids to improve the listening skills

Instruction: Answer these question and tick with on “X “.

1. What of type audiovisual tools are you using to improve the level the of listening skills?

---

2. What types of listening activities do you employ to encourage meaningful learning of English?

---

3. Which of these listening strategies do you employ in class?

---

4. Which of these activities have you developed based on the stages of listening skills? Number to your order, to being number one the most important.

---

5. Do you think that your Unidad Educativa “Sagrados Corazones” school is provided by audiovisual to improve the listening skills?

Yes \_\_\_\_\_

No \_\_\_\_\_

6. Which of these activities do you work in class to improve the listening skill in your students? Number from 1 to 6 and take number 1 with the most important.

---

7. How often do you develop listening skills in your students?

---

8. Do you receive teaching training to improve and learn new

Yes\_\_\_\_\_ methods to teach English?

No\_\_\_\_\_

9. Which of these extracurricular activities influence to your students to improve listening skill?

---

10. Do you apply or develop these activities in class from the internet? Select programs from the web you use and how many times a week does it.

---

Thanks for your collaboration

## Appendix 9: Student Survey



### **PENINSULA OF SANTA ELENA STATE UNIVERSITY FACULTY OF EDUCATION AND LANGUAGES**

#### **SCHOOL OF LANGUAGES**

Objective: to design a compilation of interactive audiovisual aids manual to improve listening skills.

1.-What are your favorite subjects? Choose from the list

<b>Asignature</b>	<b>Yes</b>	<b>No</b>
Math		
English		
Language		
Science		
Others		
Total		

2.-Do you like English lesson?

Yes		
No		
Total		

3.-What do you think about your English lessons?

	<b>Yess</b>	<b>No</b>
Fun		
Boring		
Easy		
Difficult		
Total		

4.-In your English lessons, what activities do you like to do most?

	1	2	3	4
Listen to stories				
Reading history				
Vocabulary repeat				
homeword				
Total				

5.-In English lesson, what do you prefer that your teacher uses?

	Yes	No
Books		
videos		
websites		
Total		

6. What activities does your teacher work in class to improve the listening skills?

<b>LISTENING TASK</b>	Yes	No
Listen and complete the chart/table		
Listen and read		
Listen to check your answers		
Listen tick the works/espression		
Listen and find mistakes/different		
Listen and put the events in order		
Listen practice/repeat		
<b>TOTAL</b>		

7.-Which activities do you practice at home to improve the listening skills?

	N	%
Wacth English movies		
Listen English songs		
English Videos class		
Cartoons		
None of the above		
Total		

8.-What materials does your teacher employ to improve the listening comprehension?

	<b>Never</b>	<b>Once</b>	<b>Twice</b>	<b>3 time</b>	<b>Q</b>
cellphone	18				18
computer		15		3	18
Project	15	2		1	18
flashcard			4	14	18
Flipchart			6	12	18

9.-Would you like your teacher applies Flipped Classroom method that you can watch and listen to increase your level in listening skills?

	<b>N</b>	<b>%</b>
Yes		
No		
Total		

10.-Does your teacher applies activities in class which you are acquainted with the internet?

<b>Frequency</b>	<b>Never</b>	<b>Once</b>	<b>Twice</b>	<b>Three times</b>	<b>%</b>
youtube					
Platform					
Podcarst					
Audacity					

Appendix 10: Diagnostic Test



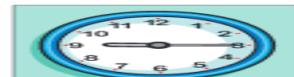
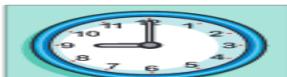
PENINSULA OF SANTA ELENA STATE UNIVERSITY  
 FACULTY OF EDUCATION AND LANGUAGES  
 SCHOOL OF LANGUAGES  
 ENGLISH TEACHING CAREER

Listen and draw line. There is one example



Listen and tick (/)The box.

What time does the café open?



3. Where could Harry go to buy the eggs?



A

B

C

4. What should Harry put on the tables?



A

B

C

Appendix 11: Evaluation Test



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1. Listen and draw line. There is one example



2. Read the question. Listen and write a name or a number.

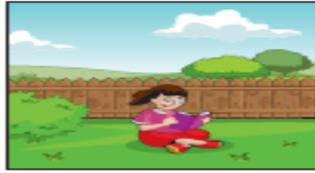
1. What is Lucy's friend's name? \_\_\_\_\_
2. Which class are the two children in at school? \_\_\_\_\_
3. How many dogs are there at Lucy's house? \_\_\_\_\_
4. What's the name of Lucy's favorite dog? \_\_\_\_\_
  
5. How many fish has Lucy's friend got? \_\_\_\_\_

6. Listen and tick ( ) the box. There is one example

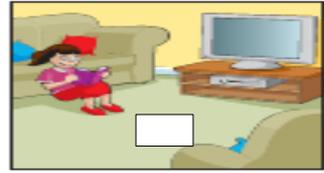
What's Pat doing?



A



B



C

1 Which is May?



A

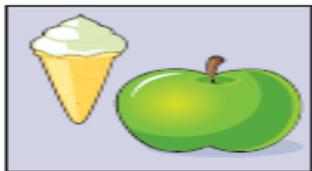


B



C

2 Which is Nick's favourite ice-cream?



A



B



C

Thanks for your collaboration

Appendix 12: Lesson Plan



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**Unit 1 Welcome to the class!**

<b>*Hello Group:</b> Fifth grade	<b>Date</b> January 23, 2015.	<b>No. of students:</b> 18	
<b>Recent topic work:</b> Unit 1 Hello	<b>Recent Language work:</b> Hello, what’s your name?		
<b>Aims:</b> To encourage interaction with their classmate through “What’s your name” song, for the application in the daily communication.			
<b>Assessment:</b> Ask and answer questions, Sing songs			
<b>Materials:</b> audiovisual, songs, projector, computer, speaker			
<b>Anticipated problems:</b> Children could not understand instructions about song.			
<b>Time</b>	<b>Teacher activity</b>	<b>Student activity</b>	<b>Success Indicators</b>
5	<b>Previous Class</b> Listen song in the platform at home (flipped classroom)	Ss try to learn the song.	Listen attentively.
5	<b>Presentation</b> Teacher show the “What’s your name” song.	SS follow short songs.	Use descriptive words.
5	<b>Practice</b> Students listen and repeat the song and learn the names of their partners.	SS enjoy the game	Follow simple directions.
10	<b>Production</b> Students greet each other’s Students will make a flipped classroom on the Edmodo platform.	.	<i>Respond - questions.</i> .
<b>Additional possibilities</b>			
<b>Homework/Further work:</b> Student can strengthen at home in the Edmodo platform			



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### Unit 1...\*Greetings

<b>Group:</b> Fifth grade	<b>Date</b> January 25, 2015.	<b>No. of students:</b> 18	
<b>Recent topic work:</b> Unit 1 Hello	<b>Recent Language work:</b> Hi, how are you, Good morning, Good Afternoon, Good evening, Fine thank you, Good bye, See you later, very well.		
<b>Aims:</b> To encourage acting with their classmate through a video to improve comprehensiotapplication in the daily life.			
<b>Assessment:</b> Ask and answer questions for you			
<b>Materials:</b> Audiovisuals, projector, computer, speaker.			
<b>Anticipated problems:</b> Children could not complete the instructions of dialogue.			
<b>Time</b>	<b>Teacher activity</b>	<b>Student activity</b>	<b>Success Indicators</b>
5	<b>Previous Class:</b> Ss. Watching and listen the video in home (flip classroom)	SS watching video.	Listen attentively.  Write in complete coherent sentences.
10	<b>Presentation:</b> The teacher shows the Video about the greeting.	SS complete the dialogue with phrases of greetings.	
10	<b>Practice:</b> Teacher Repeat video to complete the words into the dialogue. Have students divide them into two groups, and then answer the questions dialogue.	SS answer the questions dialogue.	Listen, read and practice dialogue.
10	<b>Production</b> Have student understand words		
<b>Additional possibilities:</b> <a href="https://www.youtube.com/watch?v=gVIFEVLzP4o">https://www.youtube.com/watch?v=gVIFEVLzP4o</a>			
<b>Homework/Further work:</b> Student can strengthen at home in the Edmodo			



### Unit 2 \*Daily Activities

<b>Group:</b> Fifth grade	<b>Date</b> February 02, 2015.	<b>No. of students:</b> 18	
<b>Recent topic work:</b> Unit 2 Daily Activities	<b>Recent Language work:</b> I get up, I brush my teeth, I Wash my face, I play with my friend, I read a book, I go the park, I clean my room, I go to bed, I put on my pajamas.		
<b>Aims:</b> To identify daily activities through videos for the application in the daily routines.			
<b>Assessment:</b> Answer questions			
<b>Materials:</b> Audiovisual of stories, projector, computer, speaker, bits.			
<b>Anticipated problems:</b> Children could not understand meaningful words.			
Time	Teacher activity	Student activity	Success Indicators
5	<b>Previous Class (flipped Classroom)</b> Students listen and watching videos at home (Flip classroom)	SS enjoy the video.	Listen attentively.
20	<b>Presentation:</b> The teacher shows the video about daily activities.	SS enjoy the game guessing activities daily.	Use descriptive words.
10	<b>Practice:</b> Show bits about the Daily activities pages in the board. Repeat video to guessing words in the board <b>Production:</b> Have students can identify daily activities.	.	Read sentences.
<b>Additional possibilities:</b> <a href="https://www.youtube.com/watch?v=1kZJAxBTMJI">https://www.youtube.com/watch?v=1kZJAxBTMJI</a>			



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### Unit 2....\*Freetime

<b>Group:</b> Fifth grade	<b>Date</b> February 04, 2015.	<b>No. of students:</b> 18	
<b>Recent topic work:</b> Unit 2 Free time	<b>Recent Language work:</b> Do you like...?/ No, I don't /Yes , I do/ I like Watching TV, surfing internet, painting, calling, watching movies, walking the dog, playing the guitar, soccer, cooking, read a newspaper, chatting online, cleaning.		
<b>Aims:</b> To recognize yes/no questions to improve listening comprehension, for the application in the daily activities.			
<b>Assessment:</b> Hearing, answers.			
<b>Materials:</b> projector, computer, speaker, slide..			
<b>Anticipated problems:</b> Children could not understand.			
<b>Time</b>	<b>Teacher activity</b>	<b>Student activity</b>	<b>Success Indicators</b>
5	<b>Previous class (flip classroom)</b> Listen and watch the story at home. <b>Presentation</b> Auxiliary Verb “Do-Does” Structure Verb Like <b>Practice</b> Students watch the slides with the audiovisual Elmo’s story <b>Production</b> Students recognize the use of the auxiliary verb do/does	Listen Structure of the yes/no questions  SS follow the short story about Elmo.  SS: answers yes/no questions	Listen attentively.  Identify correct picture  Write correct answer
10			
<b>Additional possibilities</b>			
<b>Homework/Further work:</b> Student can strengthen at home in the Edmodo platform			



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### Unit 3 \*The Clothes I wear- Clothing

<b>Group:</b> Fifth grade	<b>Date</b> February 09, 2015.	<b>No. of students:</b> 18	
<b>Recent topic work:</b> Unit 3 The Clothes I wear	<b>Recent Language work:</b> t- Shirt pants, hat, dress, skirt, shoes, boots, coat, shirt, underpants, jacket, cap, pajamas. What is the wolf wearing? Wolf		
<b>Aims:</b> To encourage interacting with their classmate, through bits to improve listening comprehension and apply in the daily life.			
<b>Assessment:</b> Hearing and understanding			
<b>Materials:</b> Audiovisual, projector, computer, speaker, bits.			
<b>Anticipated problems:</b> Students could not understand instructions about what are you wearing.			
<b>Time</b>	<b>Teacher activity</b>	<b>Student activity</b>	<b>Success Indicators</b>
3	<b>Previous class (flip classroom)</b> Ss watching video at home	SS watching video about them can wear.	Listen attentively.
3	<b>Presentation</b> Make a circle Introduce audiovisual about clothes.		
2	<b>Body</b> Explain activities	SS enjoy the game	Use descriptive words.  Understanding correct Pronunciation.  writing
4	Show bits about clothes Teacher asks “what is the wolf wearing?”	Writing correct word	
10	<b>Conclusion</b> Have students recognize that they are wearing?	.	
<b>Additional possibilities:</b> <a href="https://www.eyoutube.com/watch?v=taoCF1cKZSY">https://www.eyoutube.com/watch?v=taoCF1cKZSY</a>			
<b>Homework/Further work:</b> Student can strengthen at home in the Edmodo platform			



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### UNIT 3.....\*Weather

<b>Group:</b> Fifth grade	<b>Date</b> February 11, 2015.	<b>No. of students:</b> 18	
<b>Recent topic work:</b> Unit 3 Weather	<b>Recent Language work:</b> It's windy, rainy, dry, wet, sunny, hot, cold, snowy, and cloudy. What's the weather like, TODAY?		
<b>Aims:</b> To Describe the weather through audiovisuals for discriminating the weather in the environment.			
<b>Assessment:</b> Listen , understand and writing.			
<b>Materials:</b> Audiovisuals, projector, computer, speaker, worksheet. .			
<b>Anticipated problems:</b> Children could not differentiate weather.			
<b>Time</b>	<b>Teacher activity</b>	<b>Student activity</b>	<b>Success Indicators</b>
5	<b>Previous class</b> Ss.Watch audiovisual	SS follow video.	Listen attentively.
5	<b>Presentation:</b> The teacher talks about the weather.	Listen and identify	Use descriptive words.
5	<b>Practice</b> The teacher Shows the different states of weather use a video.	Work in their worksheet Choose the correct letter and put order	Follow simple directions.
10	The teacher repeats video but, only audio. <b>Production</b> Students recognize the different states weather. Student write in the correct order words	the word.	.
<b>Additional possibilities:</b> <a href="https://www.youtube.com/watch?v=CVuKr5y9AbY">https://www.youtube.com/watch?v=CVuKr5y9AbY</a>			
<b>Homework/Further work:</b> Student can strengthen at home in the Edmodo			



**Unit 4 \*People-Personal Pronouns**

<b>Group:</b> Fifth grade	<b>Date</b> February 16, 2015.	<b>No. of students:</b> 18	
<b>Recent topic work:</b> Unit 4 People	<b>Recent Language work:</b> I, you, she, he, it, we, they, your names		
<b>Aims:</b> To Recognize personal pronouns through videos for the application in the daily life.			
<b>Assessment:</b> Hearing, comprehension.			
<b>Materials:</b> Audiovisual, projector, computer, speaker, worksheet.			
<b>Anticipated problems:</b> Children could not understand instructions about song.			
<b>Time</b>	<b>Teacher activity</b>	<b>Student activity</b>	<b>Success Indicators</b>
5  15  10	<b>Previous class (flip Classroom)</b>  <b>Presentation:</b> <b>Teacher show a video</b> about personal pronouns <b>Practice</b> Students play the Game “Hot potatoes”. When the teacher stop and say a name they have to say the personal pronoun belong it.  <b>Production</b> Students recognize personal pronouns Students verify their answer.	.  Watching video  SS enjoy the game  Answers the question .	Listen attentively.  Use descriptive words.  Follow instruction  <b>Respond questions.</b> - .
<b>Additional possibilities:</b> <a href="https://www.youtube.com/watch?v=dhI409J06pQ">https://www.youtube.com/watch?v=dhI409J06pQ</a>			
<b>Homework/Further work:</b> Student can reinforce the class at home in the Edmodo platform			



Unit 4....\*Simple Present Tense: TO BE (am, is, are)

<b>Group:</b> Fifth grade	<b>Date</b> February 18, 2015.	<b>No. of students:</b> 18	
<b>Recent topic work:</b> Unit 4 People	<b>Recent Language work:</b> Am, Is, Are, doctors, drives, dentist, carpenter ,teacher, pilot, shoe, student, nurse, secretary, dentists, housewife, sailor, policeman, mechanic		
<b>Aims:</b> To use present tense of the verb to be through videos to develop the listening skill for the application in the daily life.			
<b>Assessment:</b> Writing, hearing. Pronunciation.			
<b>Materials:</b> audiovisual, songs, projector, computer, speaker, worksheet, magazine,			
<b>Anticipated problems:</b> Children could have confused that verb "BE".			
<b>Time</b>	<b>Teacher activity</b>	<b>Student activity</b>	<b>Success Indicators</b>
5	<b>Previous class</b> Ss.Watch video	SS follow video	Listen and watching attentively.
5	<b>Presentation</b> Video about present tense of the verb to be	Ss extract the new words and understand their meaning.	Use descriptive words.
10	<b>Practice</b> Students extract the new words from the audiovisual Students make their own sentences in their worksheet using magazines or newspaper. <b>Production</b> Students read with the teacher each sentence. Students understand the meaning of each sentence. Students recognize simple sentences.	ss. work individually doing the activities  Ss. read their own sentences  Ss, recognize the correct part of the sentence.	Identify and correctly know structure of the sentences.  Write Coherent sentences.
<b>Additional possibilities:</b> "https://www.youtube.com/watch=sD20K4vMXlo"			



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### Unit 5 \*TIME

<b>Group:</b> Fifth grade	<b>Date</b> February 23, 2015.	<b>No. of students:</b> 18	
<b>Recent topic work:</b> Unit 5 Time	<b>Recent Language work:</b> What time is it? It's..... o'clock, one to three, four, five, six, seven, eight, nine, ten. Eleven, twelve, half past 2:45 a quarter after 2:30, a quarter to 3, evening 2:15, morning, midday, afternoon		
<b>Aims:</b> To recognize the time through videos to ask for and tell the time, for the application in the daily life.			
<b>Assessment:</b> Ask and answer questions			
<b>Materials:</b> audiovisual, songs, projector, computer, speaker			
<b>Anticipated problems:</b> Children could not understand song.			
Tim	Teacher activity	Student activity	Success Indicators
5	<b>Previous</b> Watch video at home.	SS follow short songs.	Listen attentively.  Use descriptive words.
5	<b>Presentation</b> Teacher shows the “What time it is?” songs <b>Practice</b> Students listen and repeat the song. Students recognize the time.		
10	<b>Production</b> Students answer the question. Students write in correct way. Students tell the time correctly.	SS enjoy the game  .	Follow simple directions. Respond questions.  .
<b>Additional possibilities:</b> Edmodottps://www.youtube.com/watch?v=0Yq_rztquuU&list=PLdSxj9FNA1z0IRnH7tX_my5UKFDBFai56”			



**Unit 5.....\*Phone number**

<b>Group:</b> Fifth grade	<b>Date</b> February 26, 2015.	<b>No. of students:</b> 18	
<b>Recent topic work:</b> Unit 5 Let's Count	<b>Recent Language work:</b> numbers, What is your phone number,		
<b>Aims:</b> To practice numbers through video for the application in the daily communication.			
<b>Assessment:</b> Ask and answer questions			
<b>Materials:</b> Audiovisuals, songs, projector, computer, speaker.			
<b>Anticipated problems:</b> Children could not understand instructions short question.			
<b>Time</b>	<b>Teacher activity</b>	<b>Student activity</b>	<b>Success Indicators</b>
5	<b>Previous class</b> (flipped classroom) Video. <b>Presentation</b> Teacher shows the video conversation about telephone numbers	The students watching and listen dialogue.	Listen attentively.  Uses work of dialogue.
5	<b>Practice</b> Students work in their worksheet collecting information about their telephone number with their classmate.	The students recollect information.	Answer and ask information.. .
10	<b>Production</b> Students make a telephone agenda. Students recognize and practice the telephone number with their classmate..		
<b>Additional possibilities: Edmodo platform</b>			

Appendix 13: Certification of Project in the school  
**ACCEPTANCE OF INSTITUTION FOR THE IMPLEMENTATION OF  
PROJECT**

Salinas, 6 de agosto del 2014.

**MSc. SANTIAGO GUILLEN**

Director de la Escuela Particular  
"Sagrados Corazones"  
En su despacho.-

De mis consideraciones:

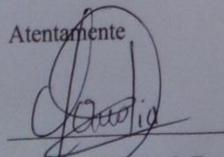
Yo **Claudia Elizabeth Benavides Orrala** con C.I. 0916588841, egresada de la Facultad de Idiomas en la Universidad Estatal Península de Santa Elena, por medio de la presente solicito a usted se me permita desarrollar mi Proyecto de tesis en tan distinguida institución que usted dirige.

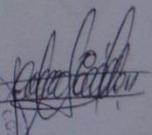
Mi proyecto es **"A COMPILATION MANUAL OF INTERACTIVE AUDIOVISUALS USING THE FLIPPED CLASSROOM METHOD TO IMPROVE LISTENING SKILLS TO FIFTH GRADE STUDENTS AT UNIDAD EDUCATIVA PARTICULAR "SAGRADOS CORAZONES" SALINAS, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2014-2015.**

" está basado específicamente en desarrollar las habilidades del auditivas para los niños del 5to. Grado de básica a través del uso de audiovisuales and Flipped Classroom método de esta manera estamos aportando a mejorar la calidad del inglés en las instituciones educativas.

Esperando que mi solicitud tenga la debida acogida quedo de Usted muy agradecida.

Atentamente

  
**Claudia Elizabeth Benavides Orrala**  
C.I. 0916588841

  
  
Lic. Santiago Guillén P. MSc.

Appendix 14: Request to institution

REQUEST TO INSTITUTION TO START FOR THE IMPLEMENTATION OF PROJECT

Salinas, 28 de febrero del 2015.



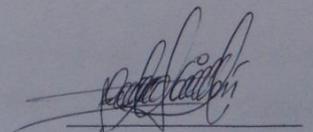
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Salinas\*Ecuador  
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**CERTIFICACIÓN**

Por medio del presente certifico que Claudia Elizabeth Benavides Orrala, con cédula de ciudadanía No. 0916588841, realizó su PROYECTO INVESTIGATIVO "A COMPILATION MANUAL OF INTERACTIVE AUDIOVISUALS USING THE FLIPPED CLASSROOM METHOD TO IMPROVE LISTENING SKILLS TO FIFTH GRADE STUDENTS AT UNIDAD EDUCATIVA PARTICULAR "SAGRADOS CORAZONES" SALINAS, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2014-2015", en el Quinto Grado de Educación Básica perteneciente a nuestra institución, realizando encuestas a estudiantes, padres de familia y profesores, obteniendo resultados positivos en su objetivo propuesto.

Es todo lo que puedo certificar, la interesada puede hacer uso de este documento como considere conveniente.

Atentamente,

  
**MSc. Santiago Guillen**  
**Rector Encargado.**



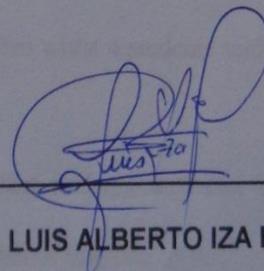
*Msc. Santiago Guillen P. M.Sc.*

Appendix 15: Grammarian Certification

Salinas, 6<sup>th</sup> of May, 2015

GRAMMAR REVISION CERTIFICATE

This is to certify that the grammatical composition of graduate work with the theme "A COMPILATION MANUAL OF INTERACTIVE AUDIOVISUAL AIDS BY USING FLIPPED CLASSROOM METHOD TO IMPROVE LISTENING SKILLS TO FIFTH GRADE STUDENTS AT PRIVATE SCHOOL "SAGRADOS CORAZONES" SALINAS-SANTA ELENA PROVINCE, SCHOOL ACADEMIC YEAR 2015-2016", belonging to CLAUDIA BENAVIDES ORRALA was completely revised and corrected, so I authorize the aforementioned to use this document according to her best judgment.

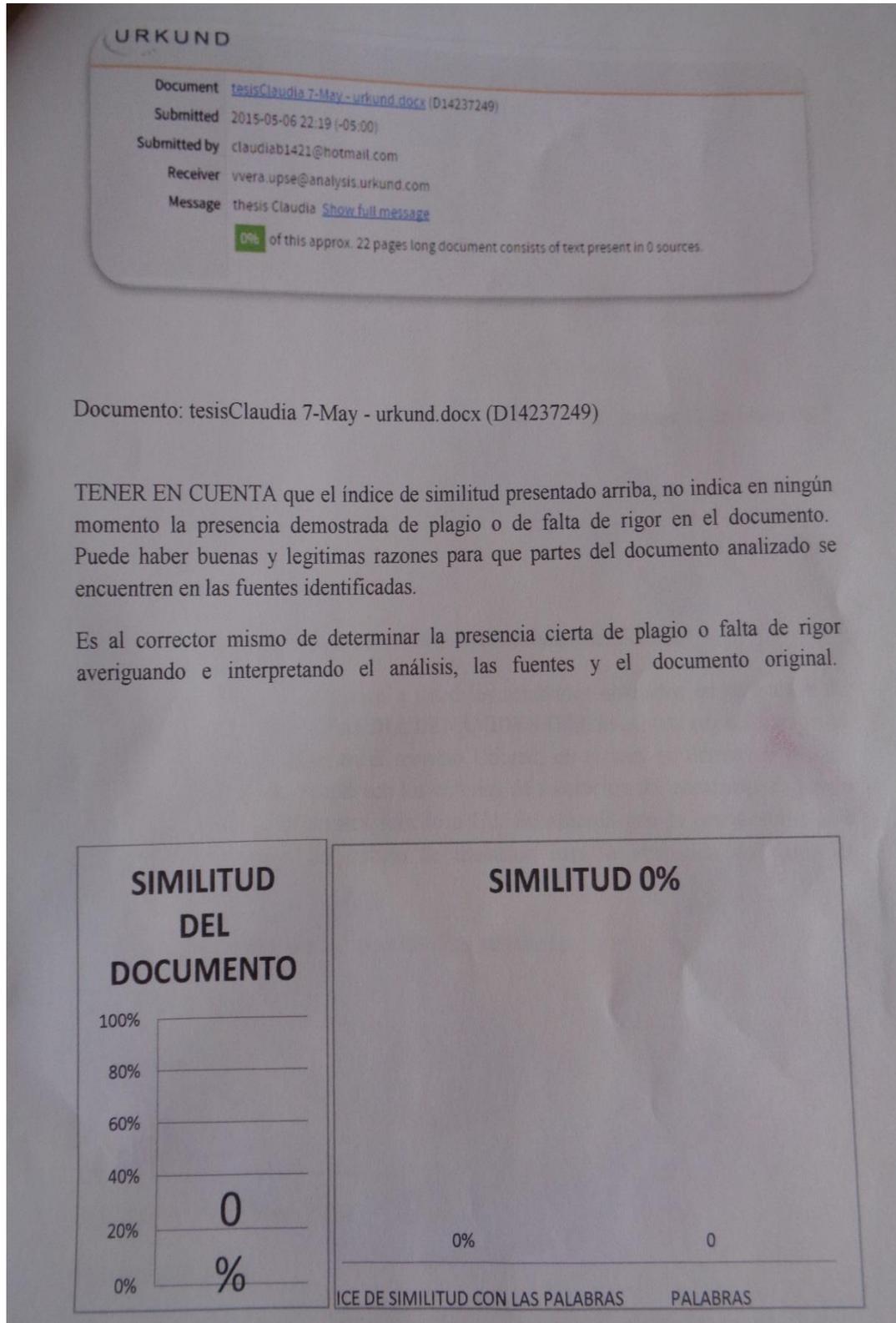


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MSc. LUIS ALBERTO IZA ESPINOZA.

CI: 1711043438

## Appendix 16: Anti-Plagiarism Certification



Appendix 17: Certification Urkund



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

La Libertad 11 de Mayo 2015

Para: Lcda. Glenda Pinoargote Parra, M.A.Ed.  
Directora de Carrera Licenciatura en Inglés  
De: Ing. Verónica Vera Vera MSc.  
Docente

ASUNTO: Informe de los resultados del servicio documental Urkund.

Por medio del presente comunico a usted los resultados obtenidos en el Trabajo de Titulación de la señorita: **CLAUDIA BENAVIDES ORRALA**, una vez culminado el debido proceso de revisión en el servicio Urkund, en el cual se detectó el 0% de similitud el mismo que cumple con los criterios de valoración del porcentaje de plagio permitido; de la misma manera solicito a Ud. Se proceda con la convocatoria a la sustentación y defensa del trabajo de titulación para la obtención del título de Licenciado en Inglés

Particular que comunico a Ud. para los fines pertinentes.

Atentamente,

Ing. Verónica Vera Vera, MSc

Docente CDI 2015