



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

**“THE RELATIONSHIP BETWEEN FLIPPED  
CLASSROOM AND SPEAKING SKILLS IN EFL”**

**RESEARCH PROJECT**

As a prerequisite to obtain a:

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

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### **Advisor's Approval**

In my role as Advisor of the research paper and title **“THE RELATIONSHIP BETWEEN FLIPPED CLASSROOM AND SPEAKING SKILLS IN EFL”** prepared by **VÉLEZ VERA CAMILA FERNANDA** and undergraduate student of the Pedagogy of National and Foreign Languages Major at School of Educational Sciences and Languages at Universidad Estatal Península de Santa Elena, I declare that after oriented, studied, and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Herman Zúñiga Muñoz', is written over a horizontal line.

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VÉLEZ VERA CAMILA FERNANDA  
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**Declaration**

THE CONTENT OF THE FOLLOWING GRADUATION WORK IS MY RESPONSIBILITY;  
THE INTELLECTUAL PROPERTY BELONGS TO PENINSULA DE SANTA ELENA STATE  
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*Camila Vélez*

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VÉLEZ VERA CAMILA FERNANDA  
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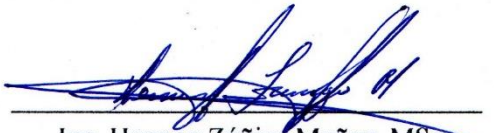
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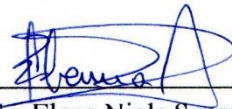
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## **Acknowledgment**

I want to take the opportunity to thank...

God for the blessings and opportunities he has given me during all these years in the major despite the difficult times.

In the same way, to my family and friends for always being there, to the Pine's teachers for transmitting their knowledge in the best way and finally to my tutor for the patience and time dedicated to reviewing and guiding this research project.

## **Dedication**

I want to dedicate this to my family, since they have been the people who have always been present at every step during the years studied, giving me their support in every way and trusting in my abilities to achieve my goals.

Also, to my boyfriend for his patience and words of encouragement.

and last but not least to my friends who have allowed this difficult road to be more bearable and comfortable.

With love

Camila Fernanda Vélez Vera

## **Abstract**

The general objective of this project is to analyze the relationship between a specific method and a skill in English Foreign Language (EFL), that is, Flipped Classroom and Speaking skills. There have been previous studies that ensure how favorable the use of Flipped classroom can be in the teaching process, since it brings advantages for both teachers and students who have come to convert normal class hours into an interactive and communicative environment while on the other hand seeks to create competent students who search and review content at home to share it in class in an organized and independent way.

Additionally, it will be investigated how important it is to promote the development of speaking skills in classes in an active and continuous way, giving students enough confidence to be able to express themselves freely on topics that they have been developing little by little in classes. The study will focus on students in the tenth year, who should already be fluent in simple topics as indicated at level A2.

**KEY WORDS:** Flipped Classroom, Speaking skills, English, students, interaction, teachers.



## **Resumen**

El objetivo general de este proyecto es analizar la relación entre un método específico y una habilidad en inglés como lengua extranjera (EFL), es decir, Flipped Classroom y Speaking. Existen estudios previos que aseguran lo favorable que puede ser el uso de Flipped Classroom en el proceso de enseñanza, ya que aporta ventajas tanto para el profesorado como para el alumnado que ha venido a convertir el horario normal de clase en un entorno interactivo y comunicativo mientras que por otro lado busca formar alumnos competentes que busquen y revisen contenidos en casa para compartirlos en clase de forma organizada e independiente.

Adicionalmente, se investigará qué tan importante es promover el desarrollo de la expresión oral en las clases de manera activa y continua, brindando a los estudiantes la confianza suficiente para poder expresarse libremente sobre temas que han ido desarrollando poco a poco en las clases. El estudio se centrará en los estudiantes de décimo año, que ya deberían tener fluidez en temas sencillos como se indica en el nivel A2.

**PALABRAS CLAVE:** Flipped Classroom, habilidades de expresión oral, inglés, estudiantes, interactivo, profesores.

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## **Introduction**

There are many difficulties that can arise in a classroom at the time of teaching a class and even more so when it comes to teaching the English language, because for some students it is usually considered a very difficult subject to understand and develop, however, it is extremely vital that their learning be inculcated within the different educational levels due to the advantages that it brings. There are positive or negative factors when learning English, since its correct handling implies mastery of the four skills; listening, writing, reading and speaking, since each one has a fundamental role in the process, but in this case reference will only be made to speaking skills and how necessary it is to motivate their learning through the use of different methods and even more so with one specifically called Flipped Classroom that has benefits both as teachers and students through activities that include oral intervention, this method has had a great impact because it is the opposite of traditional education which has been the protagonist for many years throughout the medium educational, where memorization activities were included and it was believed that the main axis of the classroom should be the teacher before the student. Then, the importance of promoting speaking skills will be investigated, at the same time that it seeks to distinguish what is Flipped classroom to later analyze the relationship that both have in EFL. For which variables have been needed to help understand little by little the way in which each term is related.

Additionally, it seeks to identify the level with respect to speaking skills that tenth-year students have, who must already have a level that allows them to express themselves freely in various simple topics, in order to examine how much they have learned thanks to the methods that their English teacher has used during class hours without knowing the benefits of the flipped classroom.

**Chapter I: The Problem:** This chapter shows the general problem that led to the realization of this project, the Research Topic, Title, Problem Statement, problem questions, objectives and justification are shown.

**Chapter II: Theoretical framework:** Here is information about researchers who have provided great input to this work, theoretical basis, pedagogical and legal basis. Additionally, you will find out what Flipped Classroom is, its importance, advantages and how important it is to correctly develop speaking skills.

**Chapter III: Methodological Framework:** In this chapter you will find where the research was focused and the method that has been used, as well as the instruments that have been needed for data collection and its definition.

**Chapter IV: Analysis of Findings:** In this chapter you will find the analysis of the information collected in the previous chapter.

**Chapter VI: Reflexion of the Study:** In this last chapter you will see the findings and a little about the personal opinion and experiences when carrying out this research work.

## **Chapter I**

### **The Problem**

#### **Research Topic**

Strategies and EFL learning

#### **Write the title of your project.**

The relationship between Flipped Classroom and speaking skills in EFL.

#### **Problem Statement**

The teaching of the English language has been developed for a long time with the execution of traditional methods that involve memorization and processes where students see English as a boring and monotonous subject, if people remember the way of teaching in ancient education it immediately comes to their mind when teachers used repetition as a key point of their class, they gave words and the students had to repeat that word in English and Spanish in their notebooks, it was said that this way everyone would memorize the new words better, However, over the years, new methods, techniques and tools have been adapted that have become a main focus for capturing the attention of students and increasing their interest in the topic being discussed in class.

In this way, Jones (2015) said that “traditional teaching is unidirectional: passive learning. Teachers, following the topics of a textbook, explain and take notes. The teacher guides you through the material and although he manages to transfer the knowledge of it to you, you understand it, but he cannot put what he has learned into practice. Therefore, the difference between passive understanding and active use can be quite large.” Which indicates that in traditional methods less

importance is given to the practice and execution of what has been learned, being the opposite of current education, which seeks to create capable people from experiences that contain active learning- A great example of this is Flipped Classroom which encourages active learning through discussion and brainstorming in class.

Lorenzo (2019) indicates that "No matter how much vocabulary, concepts or grammar we teach our students, if these are not put into practice as they learn them, it is most likely that learning will fall on deaf ears. To acquire a second language, it must "enter" the student's mind first, but learning will be effective when the student is also capable of assimilating and producing it." Referring to the importance of speaking in the process of learning a language. Although it is true, each English skill has great relevance and fulfills a specific function that allows knowledge to be strengthened, the problem lies when in many of the educational institutions each one of them is downplayed, in this case speaking. , focusing solely on grammar without putting it into use during class hours or simply memorizing words without using them later, for this the relationship between Flipped classroom and speaking will be analyzed, while the use of this method will be highlighted to encourage learning autonomously and dynamically through participation in classes.

### **Problem question**

What is the relationship between Flipped Classroom and Speaking skills in EFL?

### **Specific questions**

- What is Flipped Classroom in EFL?
- What is the importance of promoting the development of speaking skills in EFL?
- What is the level of English of the students in 10<sup>th</sup> grade at Unidad Educativa José Mejía Lequerica while using the speaking skills?

## **General Objective**

To analyze the relationship between Flipped Classroom and Speaking skills in EFL.

## **Specific objectives**

- To distinguish what is Flipped Classroom in EFL.
- To inquire about the importance of promoting the development of speaking skills in EFL.
- To identify the level of English of the students in 10<sup>th</sup> grade at Unidad Educativa José Mejía Lequerica while using the speaking skills.

## **Justification**

The importance of this study lies in providing information on the use of Flipped Classroom to emphasize the student's communicative development, that is, the reinforcement of speaking.

“Learners have a tendency to study grammar, however, this fraction that seems extremely difficult to them is, along with Speaking, the part that they most need to improve, and the one that will bring them the most benefits either to travel, study, work or pass that essential official exam that will open a lot of doors in their future.” (Ríos, 2017) This is what this author says in his article, indicating how essential it is to promote the active participation of the student, allowing him to express ideas and be able to create paragraphs or texts to later present them orally in class.

"Oral communication is quite a challenge for students since it requires knowledge, will, perseverance and also, putting aside embarrassment or fear of making mistakes. To speak correctly in English, the best thing is to interact with people, listen carefully and practice over and over." (Universia, 2016)

Not all young people react the same when intervening orally in classes, it is normal for one to be



more complicated than for others, since each one has different characteristics, hence the need for this study. For most students, speaking is the most difficult part since it implies the intervention of third parties, generating insecurity at the moment of starting a conversation, it is necessary to resort to this type of methods that could transform that educational reality into a new one where they are formed people capable of expressing themselves in a different language.

If students of a slightly higher level are taken as a reference, such as those in the tenth year of basic education, they must already have a level that is close to an A2 in their learning of English, that is, they must already master correctly many simple topics to communicate orally, however this process can be delayed for several reasons. For this it is advisable to use methods that favor that process. The flipped classroom allows the autonomous development of students through simple activities that will generate positive results in speaking skills.

This work is important because it generates information to learn a topic in greater depth while seeking to find a solution to a problem that directly affects the development of EFL in the classroom.

## **Chapter II**

### **Theoretical Framework**

#### **Background**

Soriano (2018) from the Peninsula State University of Santa Elena presents a research project entitled "Flipped classroom to improve the ability to speak English in eighth grade students of the Eloy Velásquez Cevallos Educational Unit, La Libertad, province of Santa Elena, school year 2017 - 2018". Through the inductive-deductive method, the author concludes that the use of this method allows the student to review and collect relevant information from different sources, on a specific topic at their own pace, in the same way it raises the level of confidence of them either individually or in groups when speaking orally in class. In addition, the use of technology is mentioned as a tool that favors the search for new concepts to increase the critical thinking of each one.

Carvajal (2019) from the Technical University of Ambato in her research work entitled The Flipped Classroom Method in English Speaking Skill Development through the descriptive and exploratory method reaches the conclusion that there is a great correlation between the Flipped Classroom Method in the development of skills to speak English, as this was demonstrated by the final results presented in the student grades of the activities that she carried out in the classroom, likewise the author highlighted the motivation that the students have when receiving the class with the implementation of this method.

### **Pedagogical basis**

Franco (2017) said about Piaget and his theory of learning that: knowledge is not a copy of reality, but a construction that the human being elaborates with schemes that he already has and what he generates in his daily interaction with the environment that surrounds him.

A contribution of Piaget, can be reflected today in some schools, is that the theory that is given in a class is not enough to say that the subject has been assimilated and learned. In this sense, learning involves more pedagogical methods such as the application of knowledge, experimentation and demonstration.

Rueda (2017) says in the article that according to Stern, the acquisition and teaching of a second language is a complex and multidimensional phenomenon that depends on a series of variables, among which the relative ones stand out:

- a) Social context: Refers to sociolinguistic variables.
- b) Characteristics of the apprentice: Refers to cognitive and affective variables.
- c) Learning conditions: It refers to variables related to the educational system and/or exposure to the Second Language.
- d) Learning processes: Includes the different mental operations and strategies.
- e) Learning outcome: It refers to the competence achieved.

## **Theoretical basis**

### **FLIPPED CLASSROOM**

Roman (2020) through this pedagogical approach, active learning and student participation are encouraged. In this scheme, the teacher does not need to have control of the group, if the student is advancing, he guides and supports them so that they continue learning. Additionally, the teacher has the opportunity to better deal with the different levels of understanding on the part of the students and can intervene more effectively so that the student overcomes his own barriers to learning.

Diaz (2018) the flipped classroom model takes advantage of the internet to search for, create, publish and systematize information. The student becomes an active, committed and responsible subject, willing to explore on their own the new concepts that are indicated by the teacher. The flipped classroom gives the student the freedom to obtain the initial information without the physical presence of the teacher, at the time and place that she prefers. It does not imply the substitution of the teacher for new technologies, but rather the search for a greater interaction of the students with the study material, before being debated and subject to reflection in the classroom.

Ricardo (2021) considers a flipped classroom eliminates passive learning by creating a student-centered environment. They can learn the key concepts at their own time and pace and then actively apply them, creating a deeper learning experience.

Digital Learning (2021) indicates in its web site that the inverted classroom or Flipped Classroom is a teaching model that had its beginnings in the 1990s at the hands of Eric Mazur. He was a Harvard professor at the time and applied a methodology in his classes that was completely opposite to the classical one. He provided his students with teaching material to review and analyze at home, and

then discuss in the classroom. Today, it is a methodology that is spreading more and more, enhanced by the arrival of the digital age, which facilitates its process.

The study of notes that although this methodology is mainly linked to formal education, today it is one of the most applied at the level of business training. In this learning methodology, basically, there is a radical change related to the way in which the student acquires knowledge. Similarly, it is indicated that the facilitator makes theoretical knowledge and concepts available to students through various tools all this, in order for the student to study and analyze them on their own. In this way, digital learning says that the time spent in the classroom will be dedicated to discussing the subject in question, exchanging knowledge or doing practicals. In this process, the student acquires individual knowledge that is later transferred to a group environment.

### **Flipped Classroom Importance**

Pantoja (2015) expresses that the Flipped Classroom is a didactic strategy that favors the self-learning of students through the support of videos that act, already existing and that correctly address the content to be applied by the same teacher and which will allow the student to learn on their own the concepts of the subject so that when they arrive at the class, they already have the necessary knowledge, or the necessary doubts, to facilitate the understanding of the topics.

Among the benefits that can be mentioned about this didactic strategy is the support of technological resources and multimedia elements that allow a more creative and original class session, leaving aside the student's boredom due to monotonous classes, and allowing the session to be carried out

outside the same classroom, which also involves parents by being able to have access to what their children are learning, and how they are doing it. Pantoja indicates an example of the above is that the student can review the material provided from home, being able to review it as many times as necessary to perfectly understand the topics addressed and even allow them to learn at their own pace, a situation that also gives them the opportunity to acquire other skills such as responsibility when regulating the times in which they will be carrying out their activities, the capacity for analysis and critical thinking by not having a teacher at the time of reviewing the material that was provided.

### **Flipped classroom advantages**

Prieto (2017) considers the following advantages for the teacher:

- **ICT competence:** Teachers become familiar with and are constantly updated on the procedures for editing digital content in video format, multimedia animations, infographics, audios, podcasts, etc., as well as their publication and dissemination to make them available to their students.
- **Professional motivation:** Imagination and creativity are awakened in the development and compilation of multimedia resources for their students with the consequent improvement in professional motivation.
- **Informal learning:** The teacher who applies this system recognizes the importance of learning in informal contexts and above all not subject to a specific space and time.
- **Attention to diversity:** It allows the teacher to have more time to devote to attending to the diversity of their group.

- Teacher exchange: There are meeting spaces on the Internet where teachers who use CF can share information and knowledge, exchange videos and materials, etc. thereby improving teaching quality.

Prieto (2017) expresses the following advantages for students:

- Personalization: The system is better adapted to the learning pace of students, who can invest the time that they need, more or less, to process the information and carry out their tasks.
- Motivation: The FC provides a way of accessing the most modern, rich, familiar and motivating knowledge for young people, based on the full potential of the digital multimedia format.
- Collaboration: The teacher has time to create a collaborative and dynamic work environment in the classroom. Students can interact to solve problems and projects collaboratively.
- Exercise. The work is more focused on student activity.
- Digital competence: A better mastery of technological tools is achieved, and therefore, a greater development of digital competence when students must use on a daily basis to learn and work.
- Optimization: It allows a better use of the student's time, both in the classroom and at home, transferring the most complex tasks to the classroom and the simplest ones to the houses.
- Personal autonomy: With CF the students learn for favoring greater autonomy and responsibility towards their own learning.
- Family involvement: Families have the opportunity to get involved in their children's learning and even to learn with them.

### **Flipped Classroom: Use of useful resources**

There are innumerable digital tools that technology offers and facilitate the implementation of learning under the flipped classroom approach (PMK Digital Learning, 2021). Many of them are specifically designed for the educational area, conceived specifically as teaching resources. Some of them are:

- Interactive digital whiteboards.
- Video and audio editors (for the creation of tutorials and podcasts).
- Social networks, such as YouTube, Facebook, Instagram or Twitter.
- Live chat.
- Virtual classrooms.
- Apps.

### **Teacher's role in Flipped classroom**

Flippedlearn (2017) detects the potential of the students both in the different curricular areas and the skills they have when it comes to working and relating to others.

-The teacher is a generator of teamwork, who teaches them to work systematically and effectively through the roles and techniques of Cooperative Learning.

-While monitoring the equipment, teacher tries to make the students learn by discovery and step by step so that their learning is consolidated and meaningful.



## **EFL**

Norquist (2011) mentions that English as a Foreign Language (EFL) is the term used to describe the study of English by non-native speakers in countries where English is not the dominant language.

This is not to be confused with English as a Second Language, also called English as an Additional Language, which is the practice of learning English in a predominantly English-speaking country.

Fogg (2019) expresses this involves teaching English to students in non-English speaking countries, most commonly in the context of a language school or academy but also in primary or secondary schools. For example, if people move to Japan, they will be teaching English as a Foreign Language.

## **Skills in EFL**

When learning a language, there are four skills that students need to complete communication. When they learn their native language, they usually learn to listen first, then to speak, then to read, and finally to write. These are called the four "language skills":

**Skill #1: Listening:** Effective listening is an important way to help him learn new skills. In order to follow instructions accurately, it can be beneficial to develop skills and habits that contribute to the quality of your listening. By listening carefully to the advice, guidance, and direction of your mentors or supervisors, you may be able to learn new skills and enhance your range of abilities (Indeed, 2021).

**Skill #2: Reading:** Keyser (2021) indicates the importance of reading skills cannot be stressed enough. A teacher, often finds that when he or she expresses concern to parents about a child's reading ability and comprehension, especially around the age of 10, the parents are quite surprised

and greet with "but they are so young, give them a chance." When a teacher shows concern in this area, it's rightly so. Reading is critical in helping us find and convey information. It's an essential skill that develops at a very young age.

**Skill #3: Writing:** Bellamy (s.f.) expresses writing, as a skill in its own right, gives students the ability to simultaneously use many other vital structures that can help them succeed in their studies, careers, and other important aspects of their lives. Writing is one of the foundational skills that will come in handy at school and in the real world.

**Skill #4: Speaking:** Palmer (2021) considers oral communication is by far the number one way people communicate. Think about the day. Do people spend more time writing or talking? Read or speak? How would their class work without talking? Isn't it overwhelmingly the way they share information with students and set the atmosphere of the class? Isn't it the main way to communicate with your teammates, family and friends? That's just in the "in person" world, but let's look at the world of tech devices, too: their phone, FaceTime, Skype, even virtual classrooms. Close to 100% of the learning environment involves talking.

The twinkl web site indicates the ability to speak confidently and fluently is something which children will develop during their time at school, and something that will help them throughout their life. Speaking skills are defined as the skills which allow them to communicate effectively. They give them the ability to convey information verbally and in a way that the listener can understand. Children will learn English speaking skills as well as speaking skills in other languages, in primary and secondary school. It is one of the most important parts of language learning as speaking is how

people tend to communicate in everyday life. Speaking is an interactive process where information is shared, and if necessary, acted upon by the listener. So, it is important to develop both speaking and listening skills in order to communicate effectively.

(Twinkl, s.f.) In the same way this web site mentions the following four elements of speaking skills:

**Vocabulary:** To develop speaking skills, first need to know the right words. Vocabulary development begins when people are infants, as learn to describe the world around them and communicate their needs.

**Grammar:** Grammar helps to convey information in a way that the listener will recognize and understand.

**Pronunciation:** People learn how to pronounce words by listening to those around them, such as their parents, friends and teachers. Pronunciation varies from country to country, and even city to city.

**Fluency:** Fluency is the ability to hear words and understand them straight away. If people see a word written down, they can read it aloud and pronounce it properly. Ways to develop this include guiding students to read passages out loud. Teachers could also get their students to read aloud in front of the class. This builds their confidence and also helps them to pronounce better.

### **Importance of speaking**

Mosquera (2017) mentions the responsibility of the teacher that the classroom becomes a place where communication is the basis of learning. The reality is that many teachers still understand and develop their classes as a unidirectional process in which the teacher is the one who must

communicate and the rest receive the message and, thus, oral expression will hardly be encouraged and improved. Students must not forget that speaking is learned by speaking.

In the same way Mosquera indicates, to get a student to speak, the student must feel comfortable, safe and motivated. Learning a foreign language is not something that can be achieved overnight, not even in a short period of time, and this is something that teachers should also be able to transmit to their students, so that they do not become discouraged if the results do not, they arrive as soon as expected. In some cases, it is said that oral expression causes, among many other difficulties, anxiety but, in addition, it requires speed, spontaneity and direct display, issues that do not make it easy for that anxiety to be minimized or disappear.

### **Speaking skills in level A1**

British Council (s.f.) This web site says people are able to understand and use very frequently used everyday expressions, as well as simple phrases aimed at satisfying immediate needs.

Introduce themselves and others, ask for and give basic personal information about home address, belongings and people that they know.

People can interact in an elementary way as long as their interlocutor speaks slowly and clearly and is willing to cooperate.

### **Speaking skills in level A2**

British Council (s.f.) in the same way indicates that the students be able to understand frequently used phrases and expressions related to areas of experience that are particularly relevant to themselves (basic information, family, shopping, places of interest, occupations, etc.).

People know how to communicate when carrying out simple and daily tasks that do not require more than simple and direct exchanges of information on matters that are known or habitual to them.

They can describe in simple terms aspects of their past and environment as well as issues related to their immediate needs.

### **Speaking skills in level B1**

British Council (s.f.) Also, this page mentions students should be able to understand the main points of clear texts and in standard language if they deal with issues that are familiar to them, whether in work, study or leisure situations.

They know how to deal with most of the situations that may arise during a trip through areas where the language is used.

Able to produce simple and coherent texts on topics that are familiar to their or in which they have a personal interest.

People describe experiences, events, wishes and aspirations, as well as briefly justify their opinions or explain plans.

## Legal basis

In the code of childhood and adolescence (2003) Art. 37 indicates the right to education.

Children and adolescents have the right to a quality education. This right demands an educational system that:

1. Guarantee the access and permanence of all boys and girls to basic education, as well as adolescents up to high school or its equivalent;
2. Respect the cultures and specificities of each region and place;
3. Consider flexible and alternative educational proposals to meet the needs of all children and adolescents, with priority for those who have disabilities, work or live a situation that requires greater opportunities to learn;
4. Guarantee that children and adolescents have adequate teachers, teaching materials, laboratories, premises, facilities and resources and enjoy a favorable environment for learning. This right includes effective access to initial education from zero to five years, and therefore flexible and open programs and projects will be developed, appropriate to the cultural needs of learners.

This is how the fourth item highlights the importance of using different actions that favor active and meaningful learning of students at all levels. This right is related to the fact that teachers must be able to implement methods and resources that allow the student to increase and maintain their level of interest in the new topics that are included in class hours and throughout the school year.

That the Undersecretary of Educational Foundations through official letter No.

MINEDUC-SFE-2015-00614-M (2015) sends the technical reports for the Implementation of the New Curriculum for Basic General Education and Baccalaureate.

The main objectives of the English as a Foreign Language curriculum are:

- Develop students' understanding of the world, other cultures and their own and their ability to communicate their points of view through the foreign language.
- Develop the personal, social and intellectual skills necessary to reach their potential and participate productively in an increasingly globalized world that operates in other languages.
- Create a love of language learning from an early age, through engaging and positive learning experiences, in order to encourage students' motivation to continue learning.
- Achieve the exit profile proposed in the national curriculum for EGB and BGU.

Through this new trade, which is undoubtedly essential in the education of the country with respect to English, it can be understood that certain changes have been made within the educational process, since in young learners English is not an obligation within their curricular mesh while for the higher grades it is. Students between the ages of 16-17 must leave high school with a B1 level, which indicates that the tenth-year students who are going to be worked with in this project should already have an A2 level with respect to their knowledge in speaking skills in EFL.

**Variables of the study**

Flipped Classroom

Flipped Classroom Importance

Flipped Classroom Advantages

Flipped classroom: use of useful resources

Flipped classroom: Teacher's Role

EFL

Skill in EFL

Listening

Reading

Writing

Speaking

Importance of Speaking

Speaking skills in level A1

Speaking skills in level A2

Speaking Skills in level B1



## **Chapter III**

### **Methodological Framework**

#### **Method**

Qualitative research is defined as a process that involves collecting and analyzing non-numerical data to understand concepts, opinions or experiences. This type of research is based on the judgment of the researchers, so their choices and assumptions should be carefully thought through. It is a technique that is commonly used in areas such as anthropology, sociology, education or history, among others, since it helps them obtain a better understanding of complex concepts and social interactions. ( Santander Universidades, 2021)

Likewise, it is useful to explore how or why the events occurred, allows them to be interpreted and helps to describe the actions to be carried out. Some of the tools used in qualitative research are:

- Interviews: These can be structured, semi-structured, or unstructured in-depth sessions with the researcher and a participant.
- Focus Groups: Several participants discuss a particular topic or set of questions. Researchers can be facilitators or observers.
- Observation: can be in context or role-playing.
- Document analysis: questions or reports.
- Story: Subjects orally recount experiences or memories to the researcher.

This research project is qualitative since what is indicated in the previous paragraph seeks to analyze data on a specific topic, in this case it is directly related to the teaching of a foreign language and

seeks to analyze the relationship between a method and a skill through the focus groups and interview that will allow obtaining data that will later be interpreted.

### **Phenomenological Studies**

Chicaiza (2013) mentions that qualitative, phenomenological, naturalistic, humanistic or ethnographic paradigm is focused on the study of the meanings of human actions and social life.

From this perspective, it is questioned that the behavior of the subjects is governed by general laws and characterized by underlying regularities. Interpretively oriented researchers focus on describing and understanding what is unique and particular to the subject rather than what is generalizable.

What they want is:

- Develop ideographic knowledge.
- Reality is dynamic, multiple and holistic.
- Question the existence of an external and valuable reality to be analyzed.

Then, it seeks to analyze information about the reality that exists in the education of English with respect to speaking skills to later be able to understand and detail the reason for those events.

### **Focus group**

M. Adriana (2018) declares the focus group is a research technique that is used in different fields, such as Human Resources or market research. It is, broadly speaking, about asking a group of people to deliberate freely on a specific matter.

**One-on-one interview**

In general terms, Solis (2020) considers the interview in qualitative research is a technique for collecting information and data, which is carried out from a conversation whose orientations respond to specific purposes of the study. The interview technique in qualitative research demands the establishment of a situation with adequate conditions to favor that the people who are the subjects of the research are really invited to talk about aspects related to their life experiences. The interview technique allows detailed and extensive information to be obtained, as well as subjective and intersubjective data that require in-depth analysis and interpretation.

In this work, the interview and focus group have been used as data collection techniques in tenth-year students and the English teacher of the José Mejía Lequerica Educational Unit, their execution has facilitated the process of obtaining information that is of great importance for the correct development of this project.

**Instruments:****Questionnaire**

Amador (2009) suggests the questionnaire is a set of questions designed to generate the necessary data to achieve the proposed objectives of the research project. The questionnaire allows to standardize and integrate the data collection process. The questionnaire can be applied to groups or individuals with the presence of the researcher or the person responsible for collecting the information, or it can be sent by mail to the recipients selected in the sample. Some advantages of the

questionnaire are: its relatively low cost, its ability to provide information on a larger number of people in a fairly short period of time, and the ease of obtaining, quantifying, analyzing and interpreting the data. In order to correctly design a form, it is necessary to take into consideration some criteria related to its organization, the questions to ask according to the objectives proposed in the research, and the physical characteristics of the forms.

For the interview, there will be a total of five questions that the English teacher has quickly agreed to answer, because in this way it will be a little clearer what methods he uses in his class hours and how much he reinforces speaking skills in students.

On the other hand, in the focus group, fifteen questions will be presented, which the students will have to fill out as if it were a self-assessment where they themselves will say how well they handle the topic that is presented to them, with the aim of identifying if they are close to the level they should have, or if they have flaws in speaking skills.

### **Data Collection Processing and Resources**

- **What**

Focus group on students between 15-16 years of age and one-on-one interview with an English teacher.

- **Where**

In the facilities of the “Unidad Educativa José Mejía Lequerica”

- **When**

On Friday, July 22

- **How**

Through a questionnaire in the form of self-assessment and open-ended questions.

- **What for did you collect information?**

To obtain data that allows the development of this work.

### **Population and sample**

Population: Students of 10<sup>th</sup> grade at Unidad Educativa José Mejía Lequerica

English teacher. 15 in total.

Sample: No sample size formula will be applied.

## Chapter IV

### Analysis of findings

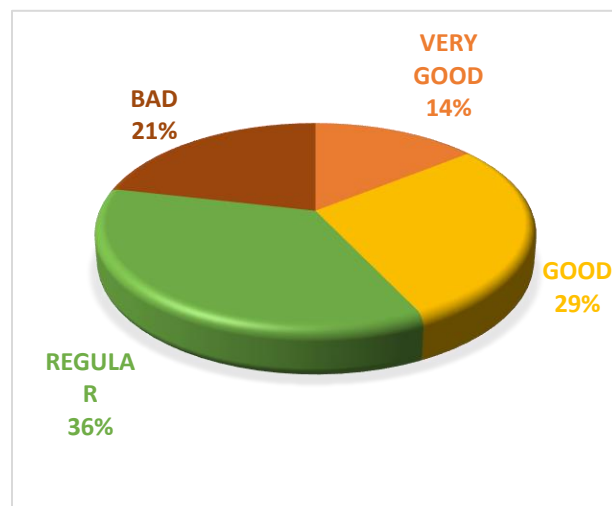
#### Analysis and Interpretation of Focus Group

There are many activities that a teacher can carry out within class hours through the use of different methods and tools; the same ones that are directed to the same objective that is for the student to learn and increase their knowledge, even more so when it comes to English. Through self-assessment, data will be collected in order to identify the level of tenth-year students when they communicate on their own inside and outside of class.

#### Question 1:

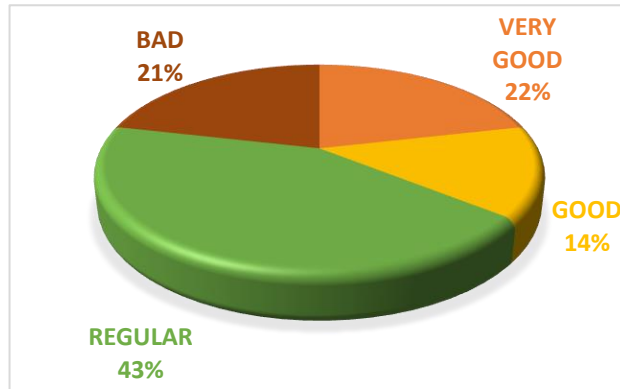
The use of habitual forms when greeting and approaching others in a friendly manner.

The graphic #1 indicates that a few students achieve the correct management of this topic while the majority say that their knowledge about it is regular.



**Source:** UE José Mejía Lequerica  
**Author:** Camila Fernanda Vélez Vera

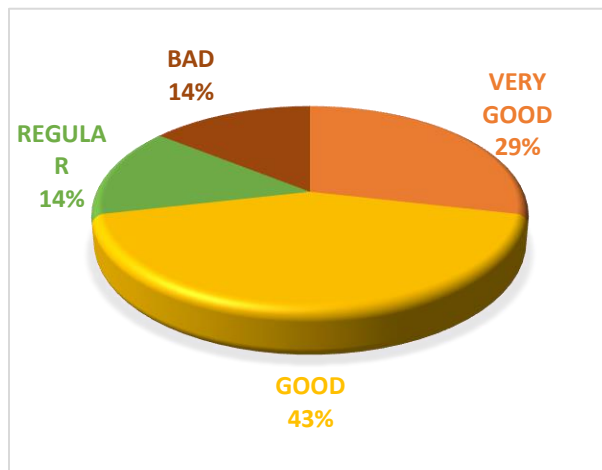
**Question 2:** Ask and answer questions about my interests and activities that I do in my free time.



In graphic #2 it can be seen how the majority of learners indicate that their level is regular, that is to say that they do not show security when dominating oral communication about their interests and activities that they do in their free time.

**Source:** UE José Mejía Lequerica  
**Author:** Camila Fernanda Vélez Vera

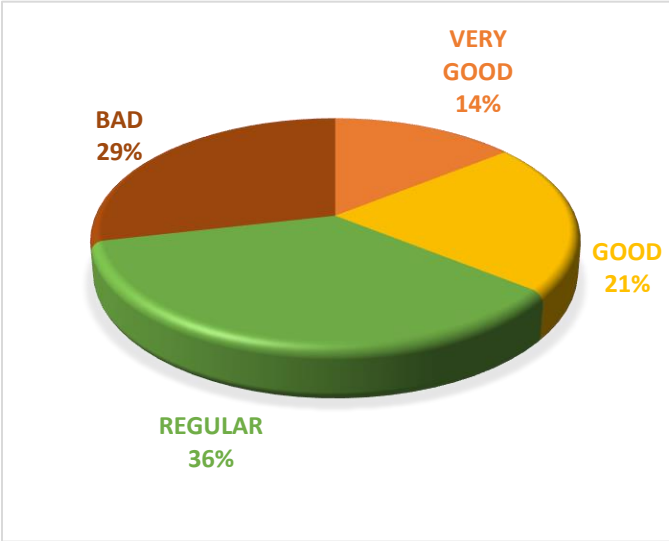
**Question 3:** Express how I feel in simple terms.



Graphic #3 shows that the majority of students have rated themselves as good and very good when describing how they feel in simple terms.

**Source:** UE José Mejía Lequerica  
**Author:** Camila Fernanda Vélez Vera

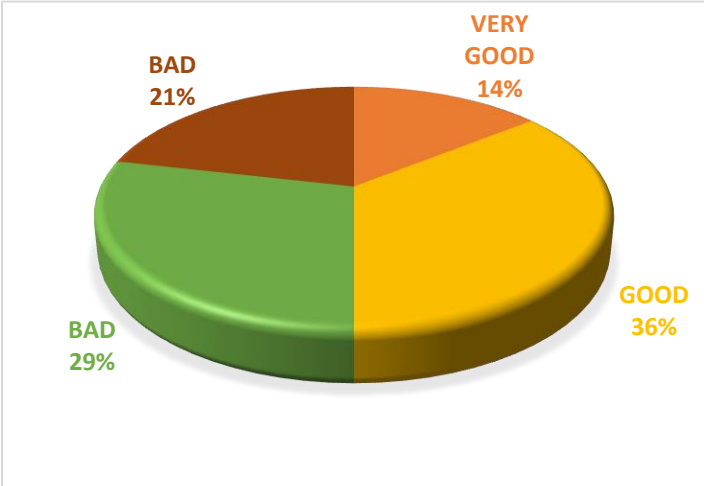
**Question 4:** Describe past activities and personal experiences.



Graphic #4 shows that few students indicate that their performance in the use of the simple past is very good, while the majority indicate that their knowledge is regular.

**Source:** UE José Mejía Lequerica  
**Author:** Camila Fernanda Vélez Vera

**Question 5:** Explain what I like or what I don't like about a given topic.

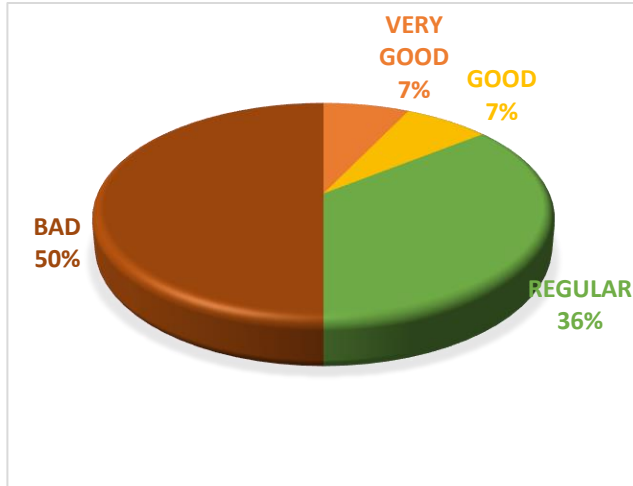


Graphic #5 shows that most of the students indicated that their level in explaining things that they like or do not like is good, on the other hand there were very few who marked that their level is very good.

**Source:** UE José Mejía Lequerica  
**Author:** Camila Fernanda Vélez Vera



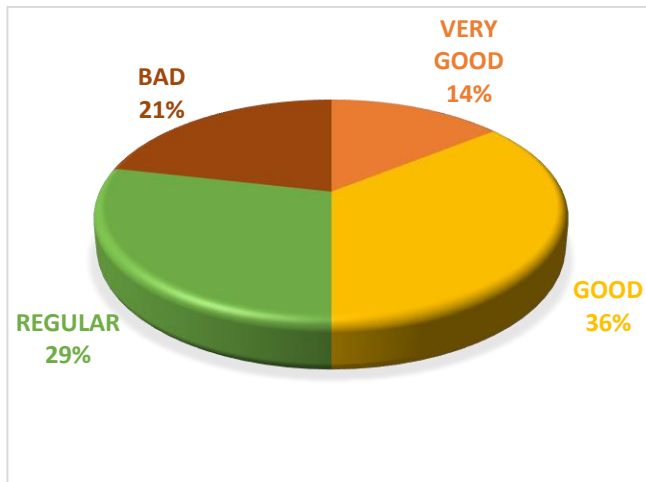
**Question 6:** Describe people, places and possessions in simple terms.



Graphic #6 shows that the responses of the students have not been very positive since most of them rated themselves as bad when describing people and places in simple terms, while only a few of them said that they handled that topic in a good way.

**Source:** UE José Mejía Lequerica  
**Author:** Camila Fernanda Vélez Vera

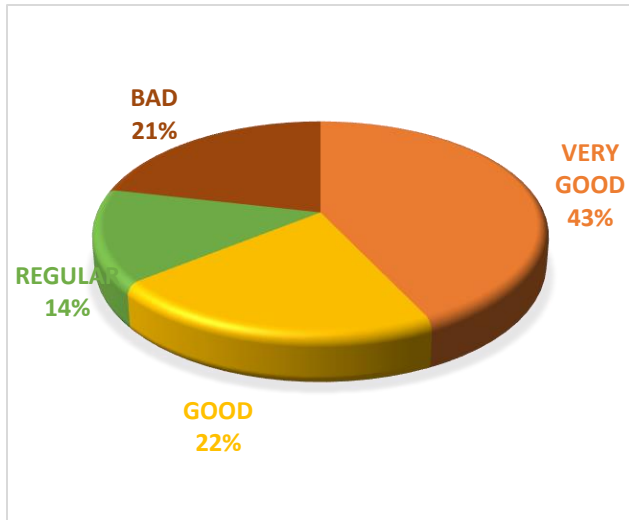
**Question 7:** Understand basic instructions “Silence” “Come here”.



Graphic #7 shows that the majority of students have said that their performance in this subject is good, while very few have considered themselves to be very good.

**Source:** UE José Mejía Lequerica  
**Author:** Camila Fernanda Vélez Vera

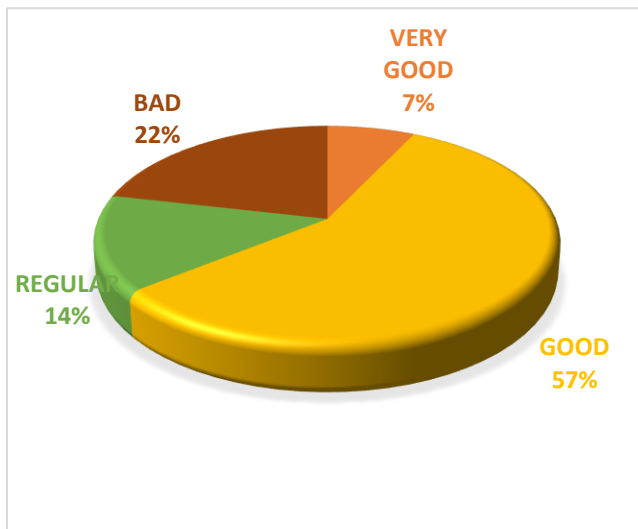
**Question 8:** Understand short messages, greetings or congratulations.



Graphic #8 shows that the majority have chosen that their management in understanding invitations and congratulations is very good, however a few of them have said that their knowledge is regular.

**Source:** UE José Mejía Lequerica  
**Author:** Camila Fernanda Vélez Vera

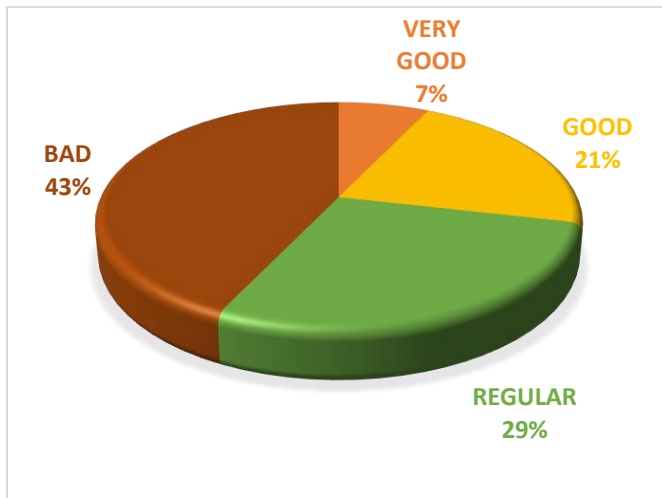
**Question 9:** Asking for and giving personal information.



Graphic #9 shows that the majority classify themselves as good when asking for and giving information, on the other hand there are very few who indicate that they fully manage this issue.

**Source:** UE José Mejía Lequerica  
**Author:** Camila Fernanda Vélez Vera

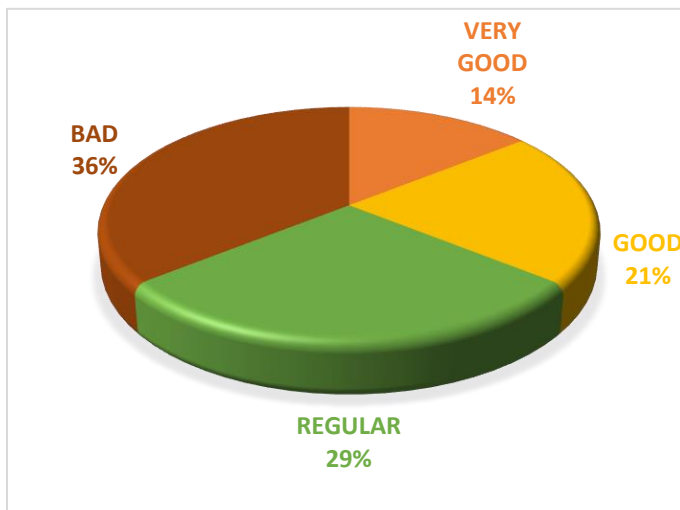
**Question 10:** Compare things, people or places.



Graphic #10 shows that the majority do not manage the subject of comparisons, while there have been very few who said that their knowledge is very good.

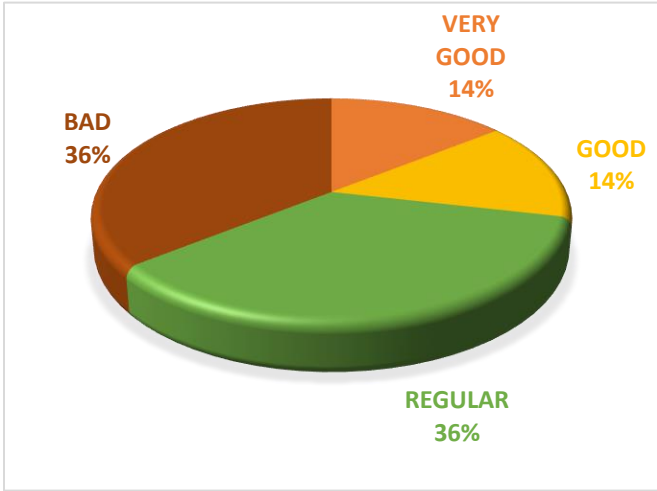
**Source:** UE José Mejía Lequerica  
**Author:** Camila Fernanda Vélez Vera

**Question 11:** Describe the place where I live.



Graphic #11 shows that very few students have marked that they manage to describe the place where they live in a very good way, on the other hand, the majority were not very sure about mastering this topic.

**Source:** UE José Mejía Lequerica  
**Author:** Camila Fernanda Vélez Vera

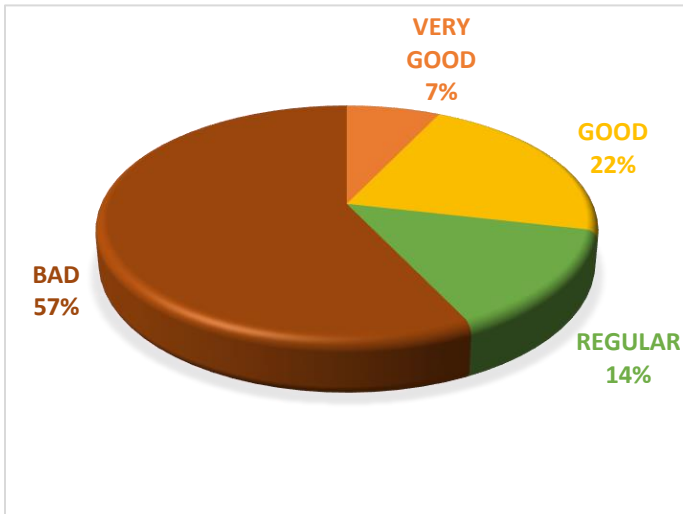


**Question 12:** Express the time and handle numbers, quantities and prices.

Graphic #12 shows that there are many students who marked between regular and bad, that is, they do not fully master the subject, while many were qualified as good or very good.

**Source:** UE José Mejía Lequerica  
**Author:** Camila Fernanda Vélez Vera

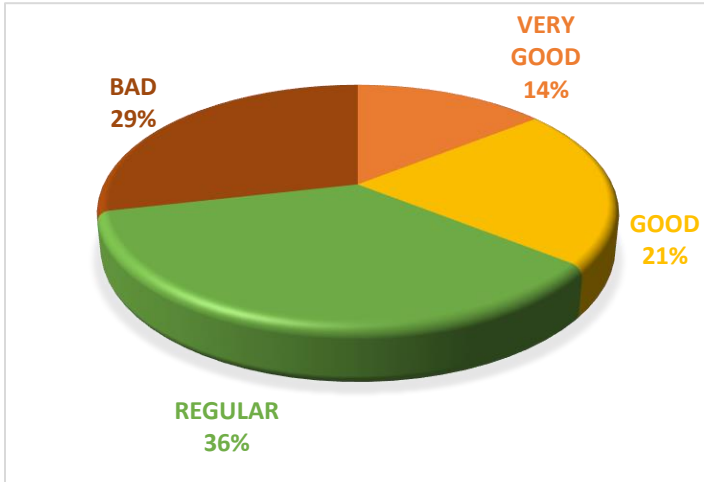
**Question 13:** Link groups of words with simple connectors, such as «and», «but» and «because».



Graphic #13 shows that students rated their performance as bad when using connectors, while very few rated it as very good or regular.

**Source:** UE José Mejía Lequerica  
**Author:** Camila Fernanda Vélez Vera

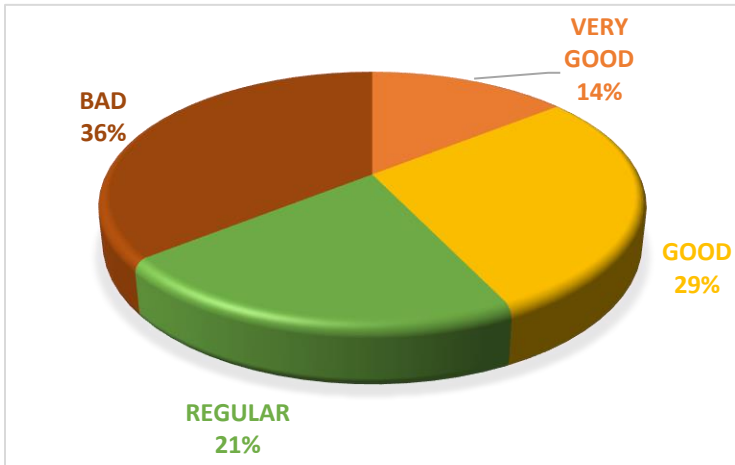
**Question 14:** Make invitations and suggestions.



Graphic #14 shows that the majority of students rated their progress on this topic as regular while there were very few who indicated that they fully manage making invitations or suggestions.

**Source:** UE José Mejía Lequerica  
**Author:** Camila Fernanda Vélez Vera

**Question 15:** Exchange my point of view on practical matters of life I would say.



Graphic #15 shows that many students rated their performance as bad, on the other hand there were very few who indicated that they achieve the subject in the best way.

**Source:** UE José Mejía Lequerica  
**Author:** Camila Fernanda Vélez Vera

**Interview direct to an English Teacher.**

The answers were analyzed and interpreted qualitatively.

**Question 1:** What do you think about the use of methods and tools to improve the development of classes in EEFL?

**Answer:** I consider that they are a great privilege that current education has because not only speaking of English but of general management, they allow us as teachers to provide better content that is much more interactive and effective.

**Interpretation:** The teacher is absolutely right; she agrees with the use of EFL methods due to the great advantages they bring to the educational environment.

**Question 2:** What type of method do you use most frequently in your class hours?

**Answer:** The method I use most frequently is the Direct Method, obviously I am referring to my classes with high school students, because different methods are used with the younger ones.

**Interpretation:** The teacher indicates that the method she uses is the direct method, that is to say that during her class hours she uses only English.

**Question 3:** How often do students practice their speaking during class hours?

**Answer:** I could personally say that speaking is the most difficult part for students when learning English, since it involves communication not only with me as a teacher but also with their classmates. I dedicate one hour a week to practicing speaking in classes, however, I always make everyone participate by reading the instructions or things like that.

**Interpretation:** The teacher said that she only dedicated one hour a week, this is because the hours they have weekly must be few, but more practice is needed.

**Question 4:** How do students practice their speaking?

**Answer:** Usually, they make paragraphs in class and then read them orally in front of everyone, there are other days when a dialogue is imposed and they say it in pairs.

**Interpretation:** Dialogues are always a good option when students practice their pronunciation, however, it is necessary to encourage new forms that also allow them to develop their fluency.

**Question 5:** Would you be willing to use flipped classroom in your class hours with the aim of improving the speaking of your students?

**Answer:** I have heard that the flipped classroom was a good resource for virtual classes, but I have not tested it on my students. And if they ask me if I would use it, I say yes, since it is always good to implement new things and even more so if good results will be obtained.

**Interpretation:** The teacher is willing to use this method in his classes, which speaks highly of her as a teacher, since it is important to find a way to motivate and improve students, even more so when speaking skills could be increased.

The information collected through the interview and focus group are very similar to what has been investigated.

Speaking skills are reinforced through practice not only once a week, but time should be used as much as possible, this is what is said in the sources where their definitions were found, fully coinciding with what the teacher answered in the interview, she indicated that the practice of this skills in classes is very scarce, which is related to the results of the focus group, since the students were insecure when self-grading their performance, most of the results were "bad" "regular" referring to the fact that they do not manage to fully manage those issues.



## **Chapter V**

### **Reflexions of the study**

The information obtained in this research project has been of total importance at the moment of understanding and breaking down the subject, since they generate a point of view with greater foundation and realism.

Promoting the development of speaking skills in EFL generates benefits not only for the students but also for the teacher, since both are an essential part of the teaching process. Each student is different, some have fears and insecurities to a greater degree than others, which is why actively participating in classes can mean a problem for them, however, this is when the teacher must provide the due confidence and security that lets the student to exploit their capacities to the maximum and avoid being carried away by negative feelings. Thanks to this research, it has been understood that motivation in the classroom is something that should not end, since the fact that students are already older than ten years does not mean that teachers should stop using tools that encourage their learning. In the same way, autonomous work should be inculcated where each student is able to do their homework or any type of work independently without the need for the presence of the teacher, as indicated by the different definitions of Flipped Classroom that have been found, since one of the activities for which this method is most recognized is that the student has to review content at home, whether it is a video, a chapter of a book, where he analyzes and in class he is the one who takes over the class, transmitting what he reads through oral intervention individually or in groups, which could mean a great advance in the teaching process, since it is not difficult for students to find a video on the internet, so it is recommended that teachers try these tools in an ally with whom they work daily

and who leaves positive results for everyone. Unlike the use of other methods where teachers tend to forget the importance of practicing speaking, first interposing grammatical rules without the need to practice what they have learned, since it is what was done in traditional education, resulting in rote students.

The interview and focus group coincided with the information found, since tenth-year students still have doubts about how to intervene orally with a topic that they should already handle, although it is true that the exact reasons why they have these shortcomings are not known, deduce that it is due to the lack of practices since the teacher indicated that they only practice English once a week. So, this is where they need to improve.

This work would have left better results if an experimentation had been carried out, where it is verified with specific data that the use of Flipped Classroom has a great relationship with the ability to speak, in such a way that if both were merged in the teaching-learning process would be achieved, that all students leave school with their B1 level, which is what is said in the Ministry of Education. Finally, it can be concluded that English skills play an essential role in EFL because thanks to them people are able to communicate, however, teaching different topics or rules that could not be practiced is not the right way to do it; a good option to improve this situation is through the application of the relationship between Flipped classroom and speaking skills in the classroom that allow students to increase their level of motivation by creating an interactive and participatory environment.

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## ANNEXES



Facultad de  
Ciencias de la Educación e Idiomas  
*Pedagogía de los Idiomas Nacionales y Extranjeros*

## MEMORANDO

REFERENCIA: PINE-058-2022

**DE:** Lcda. Sara González Reyes, MSc.  
DIRECTORA DE CARRERA

**PARA:** Camila Fernanda Vélez Vera  
**CC:** Herman Zúñiga Muñoz, MSc

**ASUNTO:** Aprobación de tema de Trabajo de Integración Curricular

**FECHA:** 03 de junio del 2022

Por medio de la presente y cumpliendo con la normativa existente para estudiantes de Pregrado de la Universidad Estatal Península de Santa Elena, me dirijo a usted para informarle que mediante Resolución de Consejo de Facultad RCF-SO-FCEI-2022-015 Sesión ordinaria del 26 de mayo del 2022, fue aprobado el tema de su trabajo de integración curricular denominado "The relationship between Flipped Classroom and speaking skills in EFL", siendo designado como tutor el docente.

DOCENTE	CORREO	TELÉFONO
MSc. Herman Zúñiga Muñoz	hzuniga@upse.edu.ec	0999281138

En caso de existir alguna observación con respecto al tutor, por favor notificar oportunamente con el fin de resolver cualquier situación que impida cumplir con el objetivo propuesto.

Recordarle que los docentes tutores deben enviar mensualmente el informe de avance de los estudiantes así como también que las tutorías deben ser registradas en el Formato de Registro de Asistencia a Tutorías.

Atentamente,



Lcda. Sara González Reyes, MSc.  
Directora Carrera Pedagogía de los Idiomas Nacionales y Extranjeros (e).

cc: Archivo

**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA  
ELENA**

**SCHOOL OF EDUCATION AND LANGUAGES  
PEDAGOGY OF NATIONAL AND FOREIGN  
LANGUAGES**



**FOCUS GROUP QUESTIONNAIRE**

<b>COMO SE AUTOEVALÚA EN</b>	<b>MUY BUENO</b>	<b>BUENO</b>	<b>REGULAR</b>	<b>MALO</b>
1. El uso de formas habituales al saludar y dirigirse a los demás de manera amable.				
2. Plantear y responder preguntas sobre mis intereses y actividades que realizo en mi tiempo libre.				
3. Expresar como me siento en términos sencillos.				
4. Describir actividades pasadas y experiencias personales.				
5. Explicar lo que me gusta o lo que no me gusta respecto a un determinado tema.				



6. Describir personas, lugares y posesiones en términos sencillos.				
7. Entender instrucciones básicas “Silencio” “Ven aquí”.				
8. Entender mensajes cortos, saludos o felicitaciones.				
9. Pedir y dar información personal.				
10. Comparar cosas, personas o lugares.				
11. Describir el lugar donde vivo.				
12. Expresar la hora y manejar números, cantidades y precios.				
13. Enlazar grupos de palabras con conectores sencillos, como, por ejemplo, «y», «pero» y «porqué».				
14. Realizar invitaciones y sugerencias.				
15. Intercambiar mi punto de vista sobre asuntos prácticos de la vida diría.				

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**INTERVIEW TO AN ENGLISH TEACHER**

- What do you think about the use of methods and tools to improve the development of classes in EEFL?
- What type of method do you use most frequently in your class hours?
- How often do students practice their speaking during class hours?
- How do students practice their speaking?
- Would you be willing to use flipped classroom in your class hours with the aim of improving the speaking of your students?



## UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA BIBLIOTECA

### Formato No. BIB-009 CERTIFICADO ANTIPLAGIO

La Libertad, 16 de Mayo de 2023

00\_\_-TUTOR \_\_\_\_\_ -20\_\_

En calidad de tutor del trabajo de titulación denominado: **“The relationship between Flipped Classroom and Speaking Skills in EFL”**, elaborado por la estudiante **Vélez Vera Camila Fernanda** egresada de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas de la Universidad Estatal Península de Santa Elena, previo a la obtención del título de Licenciatura en el Idioma Inglés, me permito declarar que una vez analizado en el sistema anti plagio URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con **1%** de la valoración permitida, por consiguiente, se procede a emitir el presente informe.

Adjunto reporte de similitud.

Atentamente,

0916097173

**Ing. Herman Zúñiga Muñoz, MSc**  
Docente Tutor

**Reporte Urkund.****Document Information**

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