



# **UNIVERSIDAD TÉCNICA DE MANABÍ**

Facultad de Filosofía, Letras y Ciencias de la Educación

Escuela de Idiomas y Lingüística

## **RESEARCH PAPER**

**In order to obtain the Bachelor Degree – English Major**

**Licenciados en Ciencias de la Educación – Mención Inglés**

**Modality: Quantitative Investigation**

### **Theme:**

**“THE FLIPPED CLASSROOM METHODOLOGY AND ITS INFLUENCE IN THE ENGLISH LEARNING PROCESS OF THE STUDENTS OF THE FIRST YEAR OF INTERNATIONAL BACCALAUREATE FROM “OLMEDO” HIGH SCHOOL – PORTOVIEJO CANTON– MANABÍ PROVINCE- DURING THE SCHOOL TERM 2017.”**

### **Authors:**

ERICKA ADRIANA GUERRA GILER

JAIME ANDRÉS VARELA YENCÓN

### **Advisor:**

BA. Joel Baldomero Loor Ponce, M. Sc.

### **Revisor:**

Ing. Marlon Cedeño Álava M. Sc.

PORTOVIEJO – MANABI – ECUADOR

2017

# 1 DEDICATION

*This paper research is dedicated to my mother for being a prime mover in my life and supports me, because she has been with me every step I took and she was taking care of me and giving me strength to continue, who throughout my life has watched over my welfare and education being my support always. She put her full confidence in each challenge presented me without doubt a single moment in my intelligence and capacity. It is for her that I am what I am now.*

*To my brothers and my dear friends, especially my friend Maria Gabriela Rosero, who has been with me in good times and bad times, which has always supported me and given me strength to keep going.*

*To my teachers who every day have placed in me a little of their knowledge becoming an inspiration and role model as people and professionals.*

*To all those people who have been in my life helping me to keep going is dedicated this work, thanks for everything.*

*Jaime Andres Varela Yencón*

## ***DEDICATION***

*The following work has been developed with big effort and dedication, but it is not a work of two people it is a work made by a big team and many supporters who have given me the opportunity of succeed my own expectative.*

*Thank you to my family, to my daughter for being one of the people who motivated me, to my friends and loved ones who have encouraged me to continue in the path of success, this started because of you and it is done because of you.*

*Ericka Adriana Guerra Giler*

## **2 ACKNOWLEDGMENTS**

*We are grateful firstly to God for having given us inspiration, health, strength and courage to reach and achieve this goal.*

*We thank our family and friends for being with us unconditionally in situations in which we needed all their essential support and wise advice.*

*We want to thank infinitely our professors who have trained us, taught us and guided us during all this process of development.*

*Finally, our sincere thanks to the director, teacher, students of “Olmedo” High School for allowing us to carry out this work.*

**The authors**

### **3 LETTER OF AUTHORIZATION ON COPYRIGHT**

#### **UNIVERSIDAD TÉCNICA DE MANABÍ**

#### **Facultad de Filosofía, Letras y Ciencias de la Educación**

#### **Escuela de Idiomas y Lingüística**

Nosotros, **GUERRA GILER ERICKA ADRIANA** y **VARELA YENCON JAIME ANDRÉS**, como autores de este trabajo de investigación acerca de **“THE FLIPPED CLASSROOM METHODOLOGY AND ITS INFLUENCE IN THE ENGLISH LEARNING PROCESS OF THE STUDENTS OF THE FIRST INTERNATIONAL BACCALAUREATE FROM “OLMEDO” HIGH SCHOOL – PORTOVIEJO CANTON– MANABÍ PROVINCE- DURING THE SCHOOL TERM 2016.”**, autorizamos a la **UNIVERSIDAD TÉCNICA DE MANABÍ**, hacer uso de todo el contenido o parte de este trabajo que nos pertenece, con fines estrictamente académicos o de investigación.

Los derechos que merecemos como autores, a excepción de la presente autorización, permanecerán a nuestro favor, de conformidad con los artículos 5, 6, 8; 19 y otros correspondientes a la Ley de Propiedad Intelectual y su Reglamento.

Portoviejo, 17 de enero del 2017

**GUERRA GILER ERICKA ADRIANA**

**VARELA YENCON JAIME ANDRÉS**

C.I. 131263916-2

C.I. 131130210-1

#### **4 CERTIFICATE OF THE INSTITUTION WHERE THE RESEARCH WAS PERFORMED**

**UNIVERSIDAD TÉCNICA DE MANABÍ**

**Facultad de Filosofía Letras y Ciencias de la Educación**

**Escuela de Idiomas y Lingüística**

#### **Autorización**

**UNIDAD EDUCATIVA FISCAL "OLMEDO"**

**SESQUICENTENARIO**

Fundado el 30 de Septiembre de 1852

MEMO: 132-UEFO

Portoviejo, octubre 17 de 2016

Licenciado: Xavier Molina Palma, ..... MG. MARGARITA MOREIRA, .....

ASUNTO: Reciba un atento saludo, agradezco se le brinde todas las facilidades a los Señores: JAIME ANDRES VARELA YENCON Y ERIKA ADRIANA GUERRA GILER, estudiantes de la UTM de la Facultad de Filosofía, Letras y Ciencias de la Educación "Escuela de Idiomas y Lingüística", quienes realizarán un PROYECTO titulado: LA METODOLOGIA DEL AULA INVERTIDA Y SU INFLUENCIA DEL IDIOMA INGLES DE LOS ESTUDIANTES DEL PRIMERO DE BACHILLERATO INTERNACIONAL DE LA U.E.F. OLMEDO DEL CANTON PORTOVIEJO, PROVINCIA DE MANABI, EN EL PERIODO 2016.

Agradeciendo brinde todas las facilidades y supervise internamente este trabajo.

Atentamente,

*patricia*

Lic. Sergio Toala Baque, Mg. G.e

RECTOR

## 5 APROVAL OF ADVISOR

UNIVERSIDAD TÉCNICA DE MANABÍ  
Facultad de Filosofía Letras y Ciencias de la Educación  
Escuela de Idiomas y Lingüística

Portoviejo, 17 de enero del 2017

BA. Joel Baldomero Loor Ponce, M. Sc.

CERTIFICO QUE:

Como tutor del trabajo de titulación, modalidad de investigación , con el tema: **“THE FLIPPED CLASSROOM METHODOLOGY AND ITS INFLUENCE IN THE ENGLISH LEARNING OF THE STUDENTS OF THE FIRST INTERNATIONAL BACCALAUREATE FROM OLMEDO HIGH SCHOOL – PORTOVIEJO CANTON- MANABÍ PROVINCE- DURING THE SCHOOL TERM 2017”**, ha sido culminado por los egresados: **GUERRA GILER ERICKA ADRIANA** y **VARELA YENCON JAIME ANDRÉS**, por lo tanto emito el informe final y confirmo la originalidad de este **TRABAJO DE TITULACIÓN**, que bajo mi dirección y asesoramiento como **TUTOR**, cumple con las disposiciones establecidas para el efecto **DE ACUERDO AL REGLAMENTO DE LA UNIDAD DE TITULACIÓN ESPECIAL DE LA UNIVERSIDAD TÉCNICA DE MANABÍ, TÍTULO II, DE LA TITULACIÓN, CAPÍTULO 1, DE LA UNIDAD DE TITULACIÓN**, Artículo 8 en el cual afirmo que está listo para que continúe con el siguiente proceso, particular que pongo a su conocimiento para que el Ing. Marlon Cedeño Alava M. Sc., emita el informe respectivo como **REVISOR**.

  
BA. Joel Baldomero Loor Ponce, M. Sc.

**TUTOR**

## 6 APROVAL OF REVISER

UNIVERSIDAD TÉCNICA DE MANABÍ  
Facultad de Filosofía, Letras y Ciencias de la Educación  
Escuela de Idiomas y Lingüística

Portoviejo, 17 de Enero del 2017

Ing. Marlon Cedeño Álava M. Sc.

### CERTIFICO QUE:

El trabajo de titulación, modalidad de investigación, con el tema **“THE FLIPPED CLASSROOM METHODOLOGY AND ITS INFLUENCE IN THE ENGLISH LEARNING OF THE STUDENTS OF THE FIRST INTERNATIONAL BACCALAUREATE FROM OLMEDO HIGH SCHOOL – PORTOVIEJO CANTON– MANABÍ PROVINCE- DURING THE SCHOOL TERM 2016.”** Lo he revisado junto con el informe que fue emitido por BA. Joel Baldomero Loor Ponce, M. Sc., como TUTOR, por lo tanto emito mi informe no vinculante **DE ACUERDO AL REGLAMENTO DE LA UNIDAD DE TITULACIÓN ESPECIAL DE LA UNIVERSIDAD TÉCNICA DE MANABÍ, TÍTULO II, DE LA TITULACIÓN, CAPÍTULO 1, DE LA UNIDAD DE TITULACIÓN**, Artículo 9, con el cual afirmo que está listo y aprobado para que continúe con el siguiente proceso, particular que pongo a conocimiento, del Tribunal de Revisión, Sustentación y Evaluación.



Ing. Marlon Cedeño Álava M. Sc.

**REVISOR DEL TRABAJO DE TITULACIÓN**



## **7 INDEX**

1	DEDICATION .....	III
2	ACKNOWLEDGMENTS .....	V
3	LETTER OF AUTHORIZATION ON COPYRIGHT .....	VI
4	CERTIFICATE OF THE INSTITUTION WHERE THE RESEARCH WAS PERFORMED .....	VII
5	APROVAL OF ADVISOR.....	VIII
6	APROVAL OF REVISER.....	IX
7	INDEX.....	X
	ANNEXES INDEX.....	XIV
8	RESUMEN .....	XVI
9	ABSTRACT.....	XVII
1	THEME .....	1
2	PROBLEM STATEMENT.....	2
2.1	PROBLEM FORMULATION .....	4
2.2	DEFINITION OF THE PROBLEM .....	4
2.3	SPATIAL DEMARCATION .....	4
3	REVIEW OF LITERATURE AND DEVELOPMENT OF THEORETHICAL FRAMEWORK .....	5
3.1	THE FLIPPED CLASSROOM METHODOLOGY .....	5
3.1.1	Definition .....	5
3.1.2	Flipped classroom background.....	6

3.1.3	Key elements .....	6
3.1.3.1	Flexible environment: .....	7
3.1.3.2	Culture of learning: .....	7
3.1.3.3	Intentional content: .....	7
3.1.3.4	Professional teacher: .....	7
3.1.4	Activities used in the flipped classroom .....	7
3.1.4.1	Discussion Group:.....	8
3.1.4.2	Role play:.....	8
3.1.4.3	Study Case: .....	8
3.1.5	Teachers' role .....	9
3.1.6	Students' role.....	9
3.1.7	Advantages .....	10
3.1.8	Tools. ....	11
3.1.8.1	Tools for content management: .....	11
3.1.8.2	Tools for editing content: .....	11
3.1.8.3	Tools that serves as a data bank:.....	11
3.1.8.4	Evaluation Tools: .....	12
CHAPTER II.....		13
3.2	FOREIGN LANGUAGE LEARNING .....	13
3.2.1	ENGLISH LANGUAGE .....	13
3.2.1.1	Learning and speaking correctly, you must speak it aloud. ....	13
3.2.1.2	Learning and speaking a language freely, you must think in that language.	14

3.2.1.3	Is important that people speak as aloud as possible, to speak readily a new language. ....	14
3.2.1.4	You must never make a mistake while speaking. ....	14
3.2.2	THE IMPORTANCE OF ENGLISH LANGUAGE LEARNING AS A SECOND LANGUAGE .....	14
3.2.3	THE GRAMMAR IN THE LANGUAGE.....	16
3.2.4	COMMUNICATION.....	16
3.2.5	WHAT IS GRAMMAR? .....	17
3.2.6	BENEFITS OF SECOND-LANGUAGE LEARNING.....	17
3.2.7	PRONUNCIATION IN ENGLISH .....	18
3.2.8	WHAT IS PRONUNCIATION?.....	19
3.2.9	PRONUNCIATION AND COMMUNICATION.....	19
3.2.10	LEARNING STYLES.....	20
3.2.11	VARK .....	21
3.2.11.1	Visual learning style (v): .....	21
3.2.11.2	Aural learning style (a):.....	21
3.2.11.3	Read/write learning style (r): .....	21
3.2.11.4	Kinesthetic learning style (K):.....	22
4	ACHIEVEMENT OF OBJECTIVES .....	23
4.1	GENERAL OBJECTIVE.....	23
4.2	SPECIFIC OBJECTIVES .....	23
5	HYPOTHESES ELABORATION AND VARIABLES DEFINITION .....	24
5.1	GENERAL HYPOTHESIS.....	24
5.2	SPECIFIC HYPOTHESES .....	24

5.3	VARIABLES .....	25
5.3.1	INDEPENDENT VARIABLE: .....	25
5.3.2	DEPENDENT VARIABLE: .....	25
5.4	OPERATIONALIZATION OF VARIABLES .....	26
5.4.1	INDEPENDENT VARIABLE: .....	26
5.4.2	DEPENDENT VARIABLE: .....	27
6	DEVELOPMENT OF THE RESEARCH DESIGN .....	28
6.1	METHODOLOGICAL DESIGN .....	28
6.1.1	STUDY TYPE .....	28
6.1.2	RESEARCH DESIGN .....	28
6.1.3	METHODS .....	28
6.1.4	TECHNIQUES .....	28
6.1.5	INSTRUMENTS .....	29
6.1.6	RESOURCES .....	29
6.1.6.1	HUMAN RESOURCES .....	29
6.1.6.2	MATERIAL RESOURCES .....	29
6.1.6.3	ECONOMIC RESOURCES .....	30
7	DEFINITION AND SELECTION OF THE SAMPLE .....	31
7.1	POPULATION .....	31
7.2	SAMPLE .....	31
8	DATA COLLECTION .....	32
8.1	SURVEYS APPLIED TO STUDENTS OF FIRST INTERNATIONAL BACCALAUREATE FROM OLMEDO HIGH SCHOOL .....	32
8.2	TEACHER’S INTERVIEW REPORT .....	39

9	DATA ANALYSIS .....	40
10	ELABORATION OF THE RESULTS REPORT .....	44
10.1	ACHIEVEMENT OF THE OBJECTIVES.....	44
10.2	CONCLUSIONS .....	47
10.3	RECOMMENDATIONS .....	48
11	THE PROPOSAL .....	49
11.1	OBJECTIVE OF THE PROPOSAL .....	49
11.2	INTRODUCTION .....	49
12	RESEARCH PAPER BUDGET .....	64
13	ACTIVITIES CHRONOGRAM.....	65
14	BIBLIOGRAPHY .....	66
15	ANEXES.....	72

## **ANNEXES INDEX**

Annex 1: Interviewing the English teacher .....	72
Annex 2 : Survey for students.....	73
Annex 3: Interview for professor .....	74

## **TABLE INDEX**

Table 1: Importance <i>of preparing and studying the lesson before the class.</i> .....	32
Table 2: <i>Advantages obtained of preparing and studying before the class.</i> .....	33

Table 3: <i>The teacher asks to prepare and study before the class</i> .....	34
Table 4: <i>Methodology used by the teacher.</i> .....	35
Table 5: <i>Most common problem at time to learn English.</i> .....	36
Table 6: <i>English level considering the methodology used by the teacher.</i> .....	37
Table 7: <i>Improvement the English level when you prepare and study the lesson before.</i> .....	38
Table 8: <i>Research paper budget</i> .....	64

## FIGURES INDEX

Figure 1: <i>Importance of preparing and studying the lesson before the class</i> .....	32
Figure 2: <i>Advantages obtained of preparing and studying before the class.</i> .....	33
Figure 3: <i>The teacher asks to prepare and study before the class.</i> .....	34
Figure 4: <i>Methodology used by the teacher.</i> .....	35
Figure 5: <i>Most common problem at time to learn English.</i> .....	36
Figure 6: <i>English level considering the methodology used by the teacher.</i> .....	37
Figure 7: <i>Improvement the English level when you prepare and study the lesson before.</i> .....	38

## 8 RESUMEN

Este trabajo de investigación se enfocó en identificar la influencia que tiene la metodología del aula invertida en el aprendizaje del idioma inglés de los estudiantes de primero de bachillerato internacional del colegio Olmedo ubicado en la parroquia de Portoviejo. Se sabe que para acceder a este programa o para pasar de año, los estudiantes deben tener un cierto nivel de inglés de acuerdo con el marco común europeo, el cual pocas veces es alcanzado por los mismos.

Por esta razón, los objetivos principales de esta investigación se establecieron en: determinar la influencia de la Metodología del Flipped Classroom en el aprendizaje del idioma Inglés de los estudiantes de primero de Bachillerato Internacional del Colegio Nacional Olmedo, de igual manera se busca indagar el tipo de metodología utilizada para la enseñanza del idioma Inglés de los estudiantes del nivel mencionado, sin olvidar la relevancia e importancia de Identificar el nivel de aprendizaje de los estudiantes con la metodología utilizada, para llegar a elaborar una propuesta en base a los resultados obtenidos en la investigación.

Luego de aplicar las encuestas respectivas, se pudo determinar que a pesar que la metodología del aula invertida no es la metodología más aplicada dentro de la institución, esta puede influir positivamente en el desarrollo del aprendizaje del idioma inglés pero se deben implementar nuevas estrategias y socializar esta metodología para poder capacitar a cada uno de los docentes, y de esta manera poder desarrollar un aprendizaje significativo de idioma inglés con los estudiantes de la institución.

**PALABRAS CLAVES:** Metodología, Bachillerato Internacional, Aula Invertida, Aprendizaje del Inglés.

## 9 ABSTRACT

This research focused on identifying the influence of flipped classroom methodology in English language learning of the students of first international baccalaureate from Olmedo high school, located in Portoviejo. It is known that access to this program or for a year, students must have a certain level of English according to the Common European Framework, which is rarely achieved by them.

For this reason, the main objectives of this research were established: to determine the influence of Flipped Classroom Methodology in English language learning of the students of first year of International Baccalaureate from “Olmedo” high school, just as it seeks to investigate the type of methodology for teaching English language to the students the level mentioned, without forgetting the relevance and importance of identifying the level of learning of students with the methodology used, in order to reach to prepare a proposal based on the results of the investigation.

After applying the respective surveys, it was determined that although the flipped classroom methodology is not the best methodology applied within the institution, this can positively influence the development of learning the English language but must implement new strategies and socialize this methodology to train teachers each, and thus to develop a meaningful learning of English language students of the institution.

**KEY WORDS:** Methodology, International Baccalaureate, Flipped Classroom, English Learning.



## **1 THEME**

**“THE FLIPPED CLASSROOM METHODOLOGY AND ITS INFLUENCE IN THE ENGLISH LEARNING PROCESS OF THE STUDENTS OF THE FIRST YEAR OF INTERNATIONAL BACCALAUREATE FROM “OLMEDO” HIGH SCHOOL – PORTOVIEJO CANTON– MANABÍ PROVINCE- DURING THE SCHOOL TERM 2017.”**

## **2 PROBLEM STATEMENT**

The implementation of new methodologies and techniques have a significant host when talking of teaching or learning a language, several educational institutions apply a comprehensive approach in its curriculum, an example is the program of the International Baccalaureate is an educational program that has a period of two years and is taught three different languages (English, French, Spanish).

“Olmedo” high school, it is one of the educational units which adopted the program of the International Baccalaureate longer is governed under the methodological procedure and most advanced techniques, i.e., more rigorous, high quality, this makes students are encouraged to excel in their studies achieve their personal and academic goals.

This is the reason, the main objective of this research work is to determine the influence of the flipped classroom on learning English students of the first international baccalaureate from “Olmedo” high school, where it was identified as the technique involved in the process of student learning and the benefits it provides.

For the development of research surveys shall apply to those involved in the development of the International Baccalaureate and we are going to work actively with the method of action research to follow step by step the performance and evolution of volunteer participants learning English, with lateral support library research.

Finally, the work is going to be evaluated and the results obtained is going to be represented in statistical tables, and depending on it the flipped classroom technique going to be promoted through a community of knowledge, which is going to be a substantial

contribution to the teaching and learning of English language, both for the Languages and Linguistics and the institutions which benefit from the proposed system.

## **2.1 PROBLEM FORMULATION**

How does Flipped Classroom methodology influence on learning English process of the students of the International Baccalaureate from “Olmedo” high school?

## **2.2 DEFINITION OF THE PROBLEM**

FIELD: Education

AREA: Pedagogical

ASPECT: English learning

## **2.3 SPATIAL DEMARCATION**

This research paper collected and analyzed information concerning to the English learning process through the development of a methodological guide for students of first international baccalaureate from “Olmedo” high school.

### **3 REVIEW OF LITERATURE AND DEVELOPMENT OF THEORETICAL FRAMEWORK**

#### **CHAPTER 1**

##### **3.1 The Flipped Classroom Methodology**

###### **3.1.1 Definition**

Thanks to many researches that have been done over the years, have been competent design methodologies which contribute positively in the teaching-learning development of today's education; some are very used by professors of today but others follow the usual traditionalist method.

The innovation and completion of the typical routine and traditional classes is one thing that this methodology seeks, since "in the traditional method the educational content is presented in the school room and the practice activities are assigned to be performed at home. Flipped Learning gives a twist to this method, improving the experience in the classroom "(Furton, 2014).

This methodology was created in order to get better the time of students during they are not in a classroom and so when they return to the school room they can contribute with knowledge they got previously acquired by doing the effective and reciprocal class.

### **3.1.2 Flipped classroom background**

Jonathan Bergmann and Aaron Sams, two professors teaching chemistry at Woodland Park High School in Woodland Park Colorado, were the creators of this term. Concerned about the absence and the losing of classes, the teachers began to distribute recorded material of the content that would impart in the later class so that the students could see and analyze it in their houses and thus they would not lose information imparted by the teachers. After applying this method, the teachers could recognize that the grades of their students increased positively. We cannot say, this methodology is only to record a video with information, since it is only one of different styles to influence student learning, but we cannot rule out that audiovisual tools are a strong way for students acquire information.

### **3.1.3 Key elements**

"In many cases, when this model is implemented properly it could be more efficient than the traditional model of instruction" (Morgan, 2014)

The Bloom's taxonomy contains certain levels that are: knowledge, understanding, application, analysis, evaluation and creation; Which this methodology manages to involve, and according to several investigations, it has concluded that these are the key elements of the methodology:

#### **3.1.3.1 Flexible environment:**

Students are the total owners of their time and space in which they learn, when they come to the school room, the teacher evaluates them in an appropriate way to calculate the understanding of the students.

#### **3.1.3.2 Culture of learning:**

The teacher is not the protagonist of the class, this makes the time in a classroom is used to clarify doubts and strengthen the interaction.

#### **3.1.3.3 Intentional content:**

A deep analysis of the content to be delivered to students to develop effective strategies and methods.

#### **3.1.3.4 Professional teacher:**

The teacher ought to know how and when to change the instruction, likewise must develop the interaction time with students, analyze their difficulties when necessary and constantly evaluate them.

#### **3.1.4 Activities used in the flipped classroom**

In the classroom, "activities constitute a particular part of means of learning that the student has" (Bernardo Carrasco, 2004). Exist various activities that should be engaged through this methodology and these activities may include:

#### **3.1.4.1 Discussion Group:**

These activities are "good methods for creating a dialoguing climate, exposing one's values, thinking critically and freely." (Morales, 2009)

It is an activity, where two or more groups are formed and these expose different viewpoints they have about the topic to be addressed, then they gather all the viewpoints exposed and the conclusion is written.

#### **3.1.4.2 Role play:**

It is also recognized as dramatization, and consists of the pupils having to represent a case belonging to real life, acting or dramatizing the role designated to them, "the role-plays are vital in helping children process their experiences and build their comprehending of their world" (Sally & Anne, 2009)

#### **3.1.4.3 Study Case:**

It is an instrument with which the student analyzes, investigates and reflashs about a real-life case, "case study is the evaluation of the particularity and complexity of a single case, coming to comprise its action within important circumstances" (Stake, 1995), Thanks to the usefulness of this instrument was taken in various spaces of education because it was only used for social sciences..



### **3.1.5 Teachers' role**

One can believe that by introducing this methodology into a classroom, teachers are displaced and become less important in a class, but this is certainly a misconception because the teacher adopts these accessories to improve his class and his way of teaching.

According to Tourón, Santiago, & Diez (2014) "The teacher is not the sage on the stage, but the guide next to the student", certainly the teacher turns into a guide and an advisor; and for this the teacher must be willing to:

- Feedback on student learning.
- To clarify any doubts his students may have.
- Constantly evaluate.
- To handle the time in the school room for interaction with his students.
- To determine complications that are present in the training development and assist students solve them.

Therefore, with this methodology the teacher turns into an information facilitator for his students since he is the one in charge to choose, to organize and to create minutely the information that is going to impart to his students.

### **3.1.6 Students' role**

According to Cuetos, E. (2013) "The key idea for this methodology is that the student become a protagonist and develops his learning process from critical thinking and clarify

complicated issues, supported by the presence of a teacher-facilitator who will help them to achieve their objectives with success".

Students turn into the principal of their learning, they take a very important role indoor and outdoor the school room. Since they should prepare for the following class and this will allow them to start from a knowledge base within the classroom, collaborate with their other classmates, participate, and discuss among them about the subject studied previously.

### **3.1.7 Advantages**

Exist some advantages with this methodology:

- Significantly improves classroom work environment for students.
- It increases student's attention.
- It increases student control.
- It promotes ingenuity and analytical thinking.
- It encourages interaction, collaboration and participation.
- It encourages student-centered learning.
- It engages the family in learning.
- The content is more accessible.
- It reinforces the student's motivation.
- It allows the individual interaction of the teacher with the student.
- It gives more free time to the teacher.

### **3.1.8 Tools.**

Exist different tools with this methodology, and then a synthesis of these is done:

#### **3.1.8.1 Tools for content management:**

To distribute the contents, it is crucial to have a platform that is unlimited access, those are common:

- Open Educational Resources
- Blog
- Moodle
- Edmodo
- Social Web

#### **3.1.8.2 Tools for editing content:**

There are several tools to edit content, some applications offer their free version and could be adapted online.

- Prezi
- Powtoon
- Microsoft Powerpoint

#### **3.1.8.3 Tools that serves as a data bank:**

A data bank is important where the content is already edited.

- Podcasting
- Educational video
- Screencast
- Wiki

#### **3.1.8.4 Evaluation Tools:**

Many tools allow including questionnaires in edited videos, this helps to verify if the student has investigated the video since the answers are sent directly to the teacher.

- Educanon
- EDpuzzle

## **CHAPTER II**

### **3.2 FOREIGN LANGUAGE LEARNING**

#### **3.2.1 ENGLISH LANGUAGE**

“The first most spoken language around the world is English. Numerous countries in our planet with their own languages adopt English as their second tongue”. (Bernaus, 2005)

Approach in relation to a language is vital notion because it does a major function in language instruction and learning. (Pan and Zang, 2010) Define “success in an English language study requires favorable attitudes toward the language”. In this way is the reason of globalization which has demanded the use of only an idiom in the planet that can facilitate communication.

According (Lundquist, 2009), there are four simple rules to follow when are learned a second language:

##### **3.2.1.1 Learning and speaking correctly, you must speak it aloud.**

When someone is studying a second language is essential to do speak it clearly and loudly as possible. Everybody should always use spoken exercises. The principal circumstances, why traditional methods of language study are so long to produce results that silent study does nothing to train meaning itself.

### **3.2.1.2 Learning and speaking a language freely, you must think in that language.**

As a remarkable point the learner starts to think about the language he/she is learning, this facilitates the fluency of term and make more successful in the learning process. To listen and read is not enough, better practice speaking.

### **3.2.1.3 Is important that people speak as aloud as possible, to speak readily a new language.**

Learning is not spontaneous. It takes several repetition and practice to achieve good results; each person has to be constant and start practicing more and more.

### **3.2.1.4 You must never make a mistake while speaking.**

You must never make a mistake while speaking. When you are learning, a language using this feedback training method, you are strongly reinforcing a chain of learning each time you speak.

## **3.2.2 THE IMPORTANCE OF ENGLISH LANGUAGE LEARNING AS A SECOND LANGUAGE**

“The importance of learn as a second tongue the linguistic of English, the new era multiple cultures are communicating each other where globalization develop constantly” (International Bloomsbury, 2013) . Today, there are ways to access information from all over the planet at the tip of our fingers. Many of this information are taken for granted by us, the English speaking people. Whereas in different elements of the globe they identify more difficult to attain in their own language. That is one motive why learning English has been an important resource and target language to be learned. In fact, English is the

second language most spoken around the world.

Actually, people speak more English as a second language than a native language. It is always relevant to know every day more about this important language.

Position facing a language may be either favorable or unfavorable. Several people could afford unfavorable attitude towards the English language and seek to be proficient in it to overcome others in the community but commonly favorable attitudes reinforce motivation.

As argued by (Pan and Colleagues, 2010), “professor must do activities and apply a teaching ideology that promotes the growth of intrinsic motivation while boosting the integrative motivation of learners”. There are some activities that can be employed to develop intrinsic motivation, to foment the requirement to communicate, and to encourage learners’ integrative orientation while enhancing learners’ language abilities. Language instruction centered on authentic activities naturally deals with the requirements of people who learned English as second language by enabling individual attributes to be a piece of the process of language learning (Flemens, 2008)

Learners who are interested and involved in authentic activities are focused on keeping up with the effort that learning demands. Furthermore, authentic activities encourage the student to create new methods and promote their creativity. Thus, language pupils can become determined and sense the learning. In this case, learning itself becomes its motivator and can manage to a big motivation for continuous learning.

### **3.2.3 THE GRAMMAR IN THE LANGUAGE**

The word grammar can vary in different ways. Somebody who frequently speaks the language remark the good performance or bad language usage (Kumar, P , Debata, M.A., M.Phil., 2013). To a school student it changes because it represents various rules, shown several times as a pattern that has to be followed with examples and repetitions. Knowing grammar allows to the pupils to recognize mistakes and write and speak properly. It is not possible learning a second language only through assimilation, a person needs to know about grammar, about its use and its rules. Grammar either for the student and the professor is indispensable to get the goals to learn a language.

### **3.2.4 COMMUNICATION**

Communication is a global necessity of the human being. This is represented in reading, listening, writing and speaking; there is no grammar as a skill representation. the communication is developed through the necessity of express ourselves for that reason we hear and repeat, then we start creating new sentences and with it new ideas. The language involves ourselves and allows us to transmit each other easily and quickly. When a person starts speaking his own language he does not study grammar necessarily but that person is capable to use it perfectly and talk to other in that native language, but when that person wants to use English language then he has to know about grammar both his own language grammar and the foreign one. Grammar cannot be avoided because is the nucleus of a language and in this way we show politeness.



### **3.2.5 WHAT IS GRAMMAR?**

Grammar is the learning of new words and how these words work together giving a significance of a sentence and creating the sense with a language. a person who uses a language is always focused on using it in the best way either consciously or unconsciously. To express further something about this I would like to cite to (Saaristo, 2015) who said “without grammar one can’t know a language. In other way, also mother tongue speakers make grammatical errors”. checking this aspect, we can distinguish that a native speaker is victim of the grammar, and for that reason he can be understood making mistakes but speaking incorrectly, in the another hand we have the foreign speaker who focuses on doing the things right while speaking but he makes mistakes too, because it is a process of failing and improving. To speak clearly is indispensable to learn grammar, know the grammar rules and apply them properly, sometimes some basic rules are enough but if you require going beyond and writing and speaking formally is essential to read, learn and practice frequently.

### **3.2.6 BENEFITS OF SECOND-LANGUAGE LEARNING**

To learn other language is of great importance nowadays, since it generates many benefits in the academic and professional field.

According to (Lazaruk, 2007) some advantages of second-language learning include increased appreciation for diversity and enhanced creativity, mental flexibility, cognitive maturity, and strong communication skills.

According (Pufahl & Rhodes, 2011), “students with strong commands of these skills will have advantages on any standardized tests”. Some of the schools in the united states choose not to propose foreign language courses in order that offer more extensive instruction within reading and math, subjects for reach the principal achievement.

Among the diverse benefits, we can find: the capacity of understand the roots of different languages, the ability of know concepts, rules, tenses, clauses and phrases, practical ability of translate diverse languages. In an idiom, is not the same to know an idiom than know about it, when someone knows a language is because that person domains all the four skills listening, reading, speaking and writing. In another way, when someone knows about it is because he can know, understand and teach the grammar rules and uses English language in different situations, but not necessarily is a master in domain the language.

### **3.2.7 PRONUNCIATION IN ENGLISH**

According (Gilakjani, 2012), learners with a great pronunciation in the language sometimes are more probable to be understood instead of those learners who involved on the grammar, who sometimes are not well understood because of the moment invest to build a sentence correctly. This may be a social problem for the foreign people living in countries where the people speak the second language as their native language, they could feel frustrated and feel ashamed about speaking. Now-a-days some citizens still judging other citizens because of the manner that they speak, and this is due to different aspects such as: lack of education, absence of similar experiences or own frustration. Learners still have the problem of the pronunciation as a wall facing them to express and produce

the language. According to that, this should be developed, practiced and corrected on a period and politely.

### **3.2.8 WHAT IS PRONUNCIATION?**

Pronunciation is a wont of producing sounds. This is an ability to produce a sound sometimes needs to be repeated every time to be improved and this is something that cannot be developed at all. Here the pronunciation represents a sound that makes or creates a meaning, a message. This needs diverse rules and points to keep in mind such as intonation, phrasing, stress, timing, rhythm, how the voice is visualized and definition, attention to gestures and expressions related to how we use the language. in this lines are mentioned as individual aspects but it is really relevant to mention that all of them work together and at once, it does not signify that are unnecessary by the contrary they all are needed to the correct understanding of the language, they could be divided and developed individually but to be a part of a speaking team.

### **3.2.9 PRONUNCIATION AND COMMUNICATION**

The principal importance is the purpose how to pronunciation well in the communication has newly been stand out by the dedication of a whole special issue of TESOL quarterly to pronunciation. the contributions of the pronunciations in distinct ways are characterized by different aspects among them: their precedence, their education and mixture of languages, the accent comes from the different tribes and ethnic groups that have taken the foreign language as their goal language to communicate around the world, diverse researches target to the intelligibility that represents a vital representation of the pronunciation into the communication.

Something that cannot be denied is that the pronunciation varies a lot in different places and their own speakers are the responsible ones of this, perhaps not by proposal but as necessity of communicate fast and as a basic way to express themselves. the pronunciation of the words is a topic that is going to be discuss through the pass of the years until the last of the days because each group has developed different listening and speaking skills, and where you are born is where you belong, and where you belong do the things how they have to be. It is an endless topic.

### **3.2.10 LEARNING STYLES**

The reference about learning style is about the reality of the instructions' variety or studies more effective for each person.

For a correct assessment of an optimal instruction it is essential an individual diagnostic learning which has to be tailored accordingly (Pashler, H. McDaniel, M. Rohrer, D. Bjork,R., 2009). The learning styles have been required in a particular way in the education field then it is applied from the children to the teenagers.

Some people imagine that learning English is a hard procedure. Indeed, is really simple to learn another language (English) when we put courage, first have to go slowly and learn from the mistakes (Nedeva, V. Dimova, Em. , 2010). The mistakes are experiences and learn of them. Education is free when it is needed, there are multiple advantages to learn another language like online courses that it has instructions with all the grammar rules, writing, listening, reading and speaking. They can study English 24 hours a day with different activities all through about internet.

### **3.2.11 VARK**

“There are a lot styles to acquire English, but we know how we accustom oneself better and which one is the best on us, so the principal learning styles are visual, auditory or aural, read/write and kinesthetic” (Fleming, 2012).

#### **3.2.11.1 Visual learning style (v):**

This is about sorting information in circles, charts, flipcharts, graphs, and all the symbolic arrows, map and other devices it is easy to learn. Remarking with colors and bold letter are important to highlight the different concepts. People with this learning style are more conscious about their space and resolve troubles immediately.

#### **3.2.11.2 Aural learning style (a):**

The listening study information that is spoken or heard. These individuals learn or memorize lectures, songs, conversations, and can learn better from oral feedback, discuss questions, presentations, record notes, classes, debates, speeches, and read along.

#### **3.2.11.3 Read/write learning style (r):**

These people prefer to learn through read/write. Some of the pupils have a high alternative for this style. these learners comprehend and can take note and learn of it, also don't forget what they read, and they feel better if they write/read for that reason they enjoy to do every moment, to develop this style preferable to use activities related to the handwriting such as dictionaries, books, stories, personal opinions, reflections, messages, and redactions to be evaluated these people take as a personal preference a written test.

#### **3.2.11.4 Kinesthetic learning style (K):**

People who are related to this modality focus on actions that represent a real situation, these actions sometimes involve other styles that are involve in a process but the main learning is focused on situations that might happen. “Learning by doing” is a short definition or a short phrase that represents this style, when people identified with this strategy learn something by practicing, failing and trying, they definitely reach the learning outcome. Some actions that involve the progress of the kinesthetic people are among others: role plays, theatrical representations, mimics, games, competitions, experiments, and dialogues.

## **4 ACHIEVEMENT OF OBJECTIVES**

### **4.1 GENERAL OBJECTIVE**

To Determine the influence of the Flipped Classroom methodology in the English learning process of the students of first year of International Baccalaureate from “Olmedo” High School.

### **4.2 SPECIFIC OBJECTIVES**

- To inquire the type of methodology used for teaching English language to the students of first year of International Baccalaureate from “Olmedo” High School.
- Identify the learning level of students of first international baccalaureate with the methodology used.
- To develop a proposal based on the results of research.

## **5 HYPOTHESES ELABORATION AND VARIABLES**

### **DEFINITION**

This research outlines the following hypotheses:

#### **5.1 GENERAL HYPOTHESIS**

The flipped classroom methodology influences in a positive way in the English learning of the students of the first international baccalaureate from Olmedo high school – Portoviejo canton– Manabí province- during the school term 2016.

#### **5.2 SPECIFIC HYPOTHESES**

- The most common methodology used for teaching English language to the students of first year of International Baccalaureate from “Olmedo” High School are: case method and participatory.
- The learning level of students of first international baccalaureate with the methodology used by their teachers is medium.
- A proposal is developed based on the results of this research paper.



### **5.3 VARIABLES**

#### **5.3.1 INDEPENDENT VARIABLE:**

THE FLIPPED CLASSROOM METHODOLOGY

#### **5.3.2 DEPENDENT VARIABLE:**

THE ENGLISH LEARNING PROCESS

## 5.4 OPERATIONALIZATION OF VARIABLES

### 5.4.1 INDEPENDENT VARIABLE:

#### The Flipped Classroom methodology

**Table:** *Operationalization of the independent variable*

CONCEPT	DIMENSIONS	INDICATOR	ITEMS		TECHNIQUE AND TOOLS
			TEACHERS	STUDENTS	
“It is a learning model where students access content from their homes while performing the exercises in class. It reverses in this way the sequence of traditional educational models ” (Santiago, Trbaldo, Kamijo, & Fernández, 2015)	Methodology	<ul style="list-style-type: none"> <li>Procedures</li> <li>Methods</li> <li>Principles</li> </ul>	1	30	
		<ul style="list-style-type: none"> <li>Discussion group</li> <li>Role play</li> <li>Study case</li> </ul>			<b>Techniques:</b> Interview Survey
	Activities				<b>Tools:</b> Questionnaire
	Production	<ul style="list-style-type: none"> <li>Dynamism</li> <li>Interaction</li> <li>Collaboration</li> <li>Participation</li> </ul>			

Note: prepared by the authors.

### 5.4.2 DEPENDENT VARIABLE:

#### The English Learning process

**Table:** Operationalization of the dependent variable

CONCEPT	DIMENSIONS	INDICATOR	ITEMS		TECHNIQUES AND TOOLS
			TEACHERS	STUDENTS	
“The learning of this language, not only is limited to speak itself, but to know its people, customs, culture and history of its towns and of the world” (García, 2010)	Teaching process	<ul style="list-style-type: none"> <li>• Knowledge</li> <li>• Beliefs</li> <li>• Values</li> </ul>	1	30	<b>Techniques:</b> Interview Survey  <b>Tools:</b> Questionnaires
	Learning styles	<ul style="list-style-type: none"> <li>• Visual style</li> <li>• Aural style</li> <li>• Read/write style</li> <li>• Kinesthetic style</li> </ul>			
	Receptive and productive skills	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Reading</li> <li>• Writing</li> <li>• Speaking</li> </ul>			

Note: prepared by the author

## **6 DEVELOPMENT OF THE RESEARCH DESIGN**

### **6.1 METHODOLOGICAL DESIGN**

#### **6.1.1 STUDY TYPE**

This research was conducted within “Olmedo” High School. The study was not experimental because the phenomenon is not cause or variables, in any case, an analysis and description of them will run be handled.

#### **6.1.2 RESEARCH DESIGN**

**DOCUMENTARY RESEARCH:** Information from books, magazines and others types of documents were used to analyze and use in the elaboration of the proposal and the achievement of the objectives.

#### **6.1.3 METHODS**

The study applied the action-research method, the same that was supported by the bibliographic review to examine the study variables as hold in reality.

#### **6.1.4 TECHNIQUES**

For data collection, the techniques were:

- **Survey:** It was applied to beneficiaries’ students, participating students in the process of the Educational Unit in which the problem was highlighted.
- **Interview:** this type of conversation included six questions and was addressed to an English teacher, to know his perspective on English learning, using the flipped classroom methodology.

- **Bibliographic:** This allows the structuring of the framework for deepening the philosophical and scientific field to contrast in reality.
- **Data Tabulation:** The data obtained are going to presented and analyzed in the field of research.

#### **6.1.5 INSTRUMENTS**

- ✓ Question formulary.
- ✓ Statistic graphic
- ✓ Computerized program.

#### **6.1.6 RESOURCES**

The resources of this research are going to be detailed below.

##### **6.1.6.1 HUMAN RESOURCES**

- ✓ 2 investigators
- ✓ Students of the first year of international baccalaureate from “Olmedo” high school
- ✓ Teacher of the first year of international baccalaureate from “Olmedo” high school
- ✓ Bachelor degree advisor

##### **6.1.6.2 MATERIAL RESOURCES**

- ✓ Office materials
- ✓ Computer
- ✓ Copies

✓ Internet

✓ Folders

✓ Books

✓ Cameras

#### **6.1.6.3 ECONOMIC RESOURCES**

The monetary cost of the present research was \$ 308 American dollars, which were covered by the authors.

## **7 DEFINITION AND SELECTION OF THE SAMPLE**

### **7.1 POPULATION**

The population to be considered in the investigation consisted of 1 teacher and 30 students of the first international baccalaureate from “Olmedo” high school.

### **7.2 SAMPLE**

The sample for this research was considered by 100% in full for both teachers and students.

MEMBERS	POPULATION	SAMPLE	PERCENTAGE
<b>Students</b>	30	30	100%
<b>Teachers</b>	1	1	100%
<b>TOTAL</b>	31	31	100%

## 8 DATA COLLECTION

### 8.1 SURVEYS APPLIED TO STUDENTS OF FIRST INTERNATIONAL BACCALAUREATE FROM OLMEDO HIGH SCHOOL

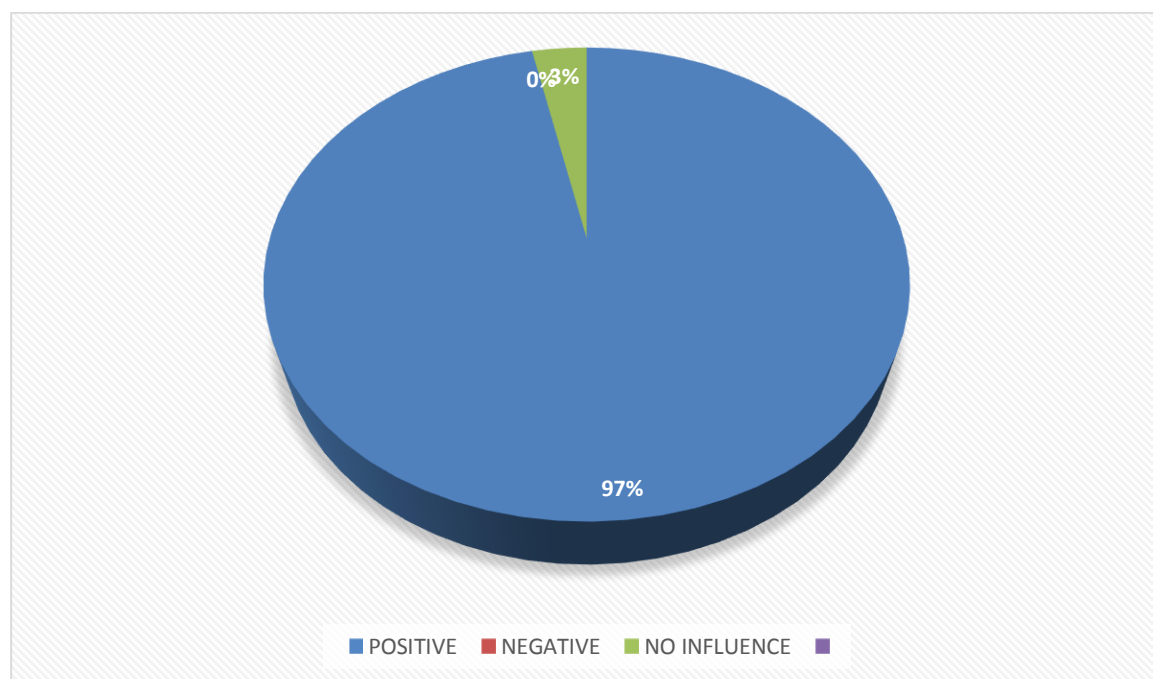
**TABLE AND FIGURE OF QUESTION N° 1**

Do you consider it is important to prepare and study the lesson before the English class?

**Table 1:** Importance of preparing and studying the lesson before the class.

VARIABLE	FREQUENCY	PERCENTAGE
Positive	29	97%
Negative	0	0%
No influence	1	3%
<b>TOTAL</b>	<b>30</b>	<b>100%</b>

Note: prepared by the authors who took as a source of the study students of first year of international baccalaureate from “Olmedo” High School.



**Figure 1:** Importance of preparing and studying the lesson before the class



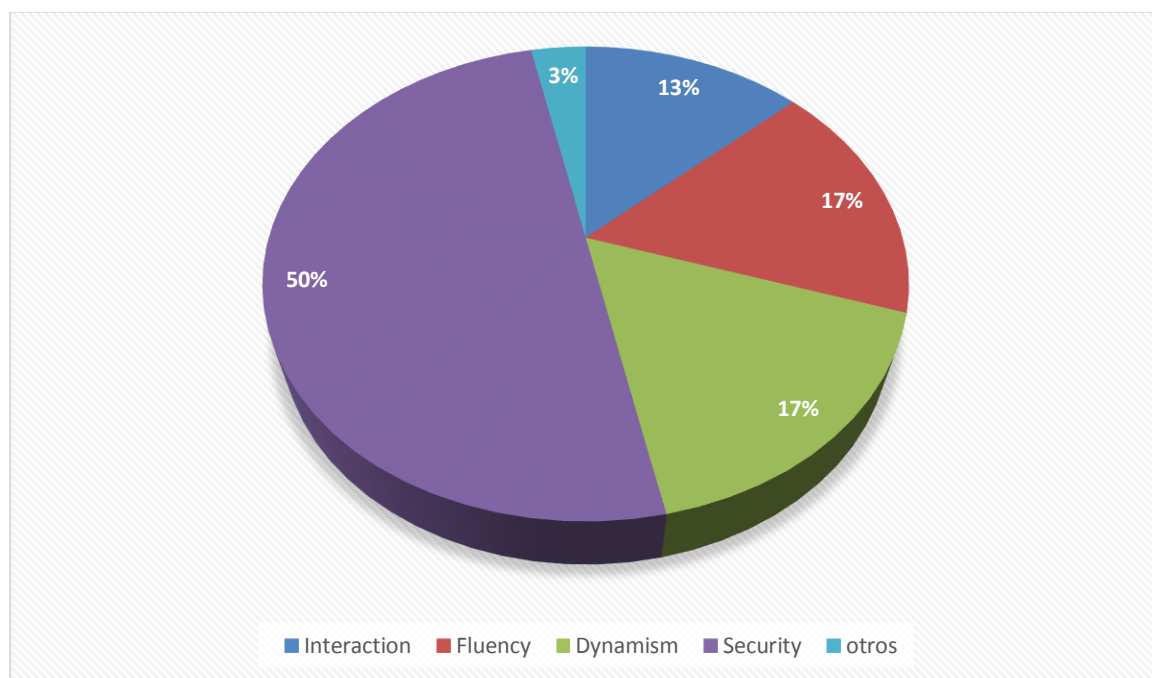
## TABLE AND FIGURE OF QUESTION N° 2

What advantages do they obtained when preparing and studying the lesson before?

**Table 2:** *Advantages obtained of preparing and studying before the class*

VARIABLE	FREQUENCY	PERCENTAGE
Interaction	4	13%
Fluency	5	17%
Dynamism	5	17%
Security	15	50%
Others	1	3%
<b>TOTAL</b>	<b>30</b>	<b>100%</b>

Note: prepared by the authors who took as a source of the study students of first year of international baccalaureate from “Olmedo” High School.



**Figure 2:** *Advantages obtained of preparing and studying before the class.*

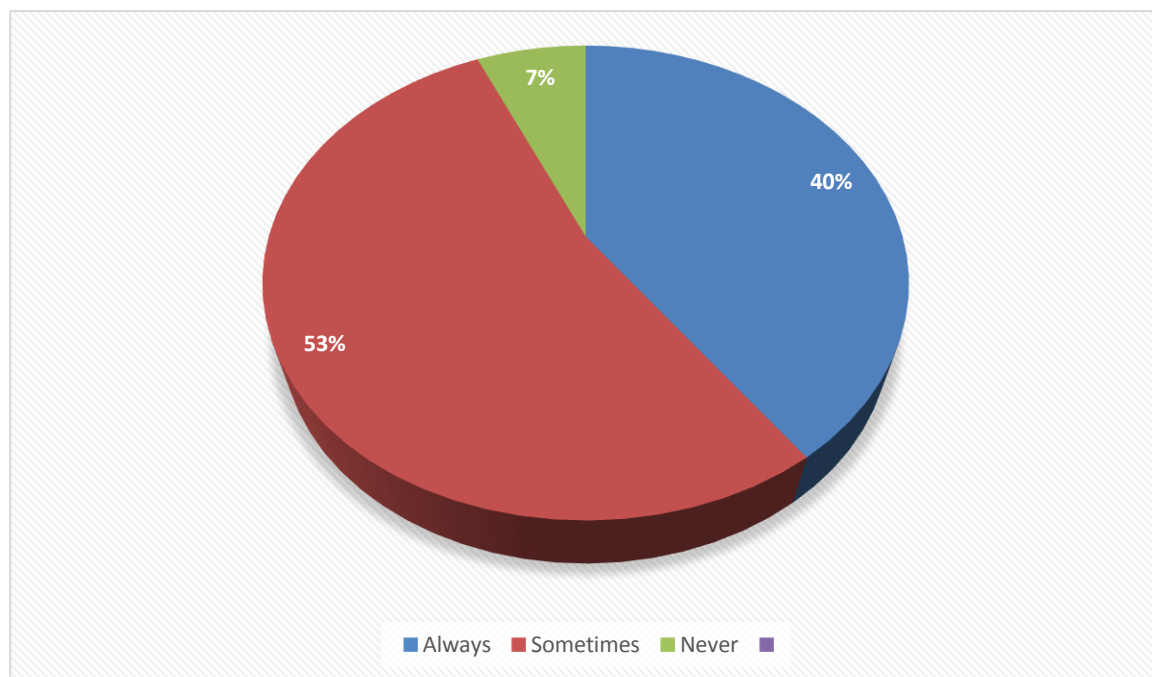
### TABLE AND FIGURE OF QUESTION N° 3

Does your teacher ask you to prepare and study the lesson before the English class?

**Table 3:** *The teacher asks to prepare and study before the class*

VARIABLE	FREQUENCY	PERCENTAGE
Always	12	40%
Sometimes	16	53%
Never	2	7%
<b>TOTAL</b>	<b>30</b>	<b>100%</b>

Note: prepared by the authors who took as a source of the study students of first year of international baccalaureate from “Olmedo” High School.



**Figure 3:** *The teacher asks to prepare and study before the class.*

#### TABLE AND FIGURE OF QUESTION N° 4

What kind of methodology is based your teacher at the time to English teaching?

**Table 4:** *Methodology used by the teacher.*

VARIABLE	FREQUENCY	PERCENTAGE
Participative	14	46%
Writing exercises	6	20%
Oral practice	5	17%
Others	5	17%
<b>TOTAL</b>	<b>30</b>	<b>100%</b>

Note: prepared by the authors who took as a source of the study students of first year of international baccalaureate from “Olmedo” High School.



**Figure 4:** Methodology used by the teacher.

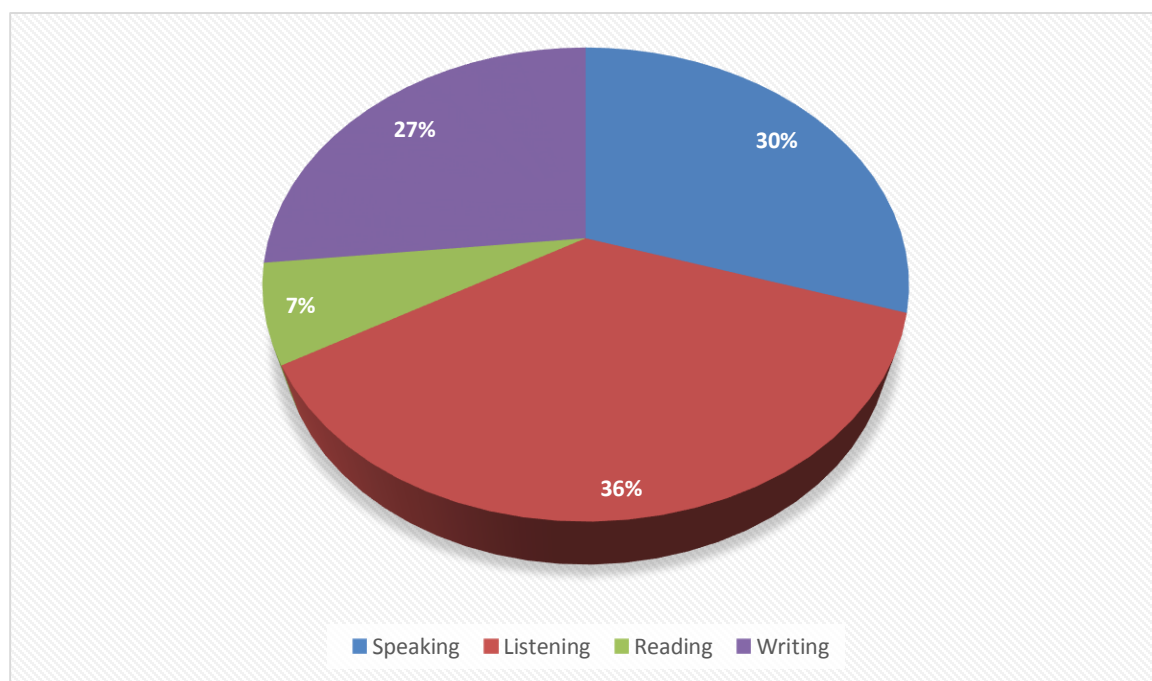
### TABLE AND FIGURE OF QUESTION N° 5

What is the most common problem at time to learn English?

**Table 5:** *Most common problem at time to learn English.*

VARIABLE	FREQUENCY	PERCENTAGE
Speaking	9	30%
Listening	11	36%
Reading	2	7%
Writing	8	27%
<b>TOTAL</b>	<b>30</b>	<b>100%</b>

Note: prepared by the authors who took as a source of the study students of first year of international baccalaureate from “Olmedo” High School.



**Figure 5:** *Most common problem at time to learn English.*

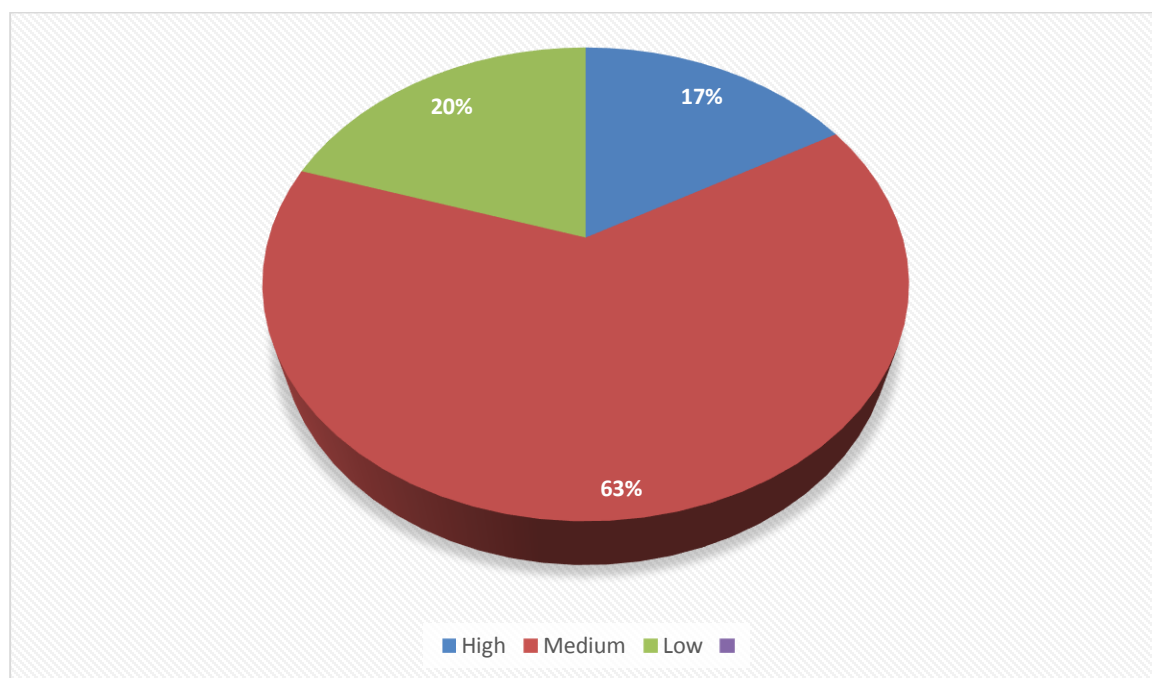
### TABLE AND FIGURE OF QUESTION N° 6

What do you consider is your English level considering the methodology used by the teacher?

**Table 6:** *English level considering the methodology used by the teacher.*

VARIABLE	FREQUENCY	PERCENTAGE
High	5	17%
Medium	19	63%
Low	6	20%
<b>TOTAL</b>	<b>30</b>	<b>100%</b>

Note: prepared by the authors who took as a source of the study students of first year of international baccalaureate from “Olmedo” High School.



**Figure 6:** *English level considering the methodology used by the teacher.*

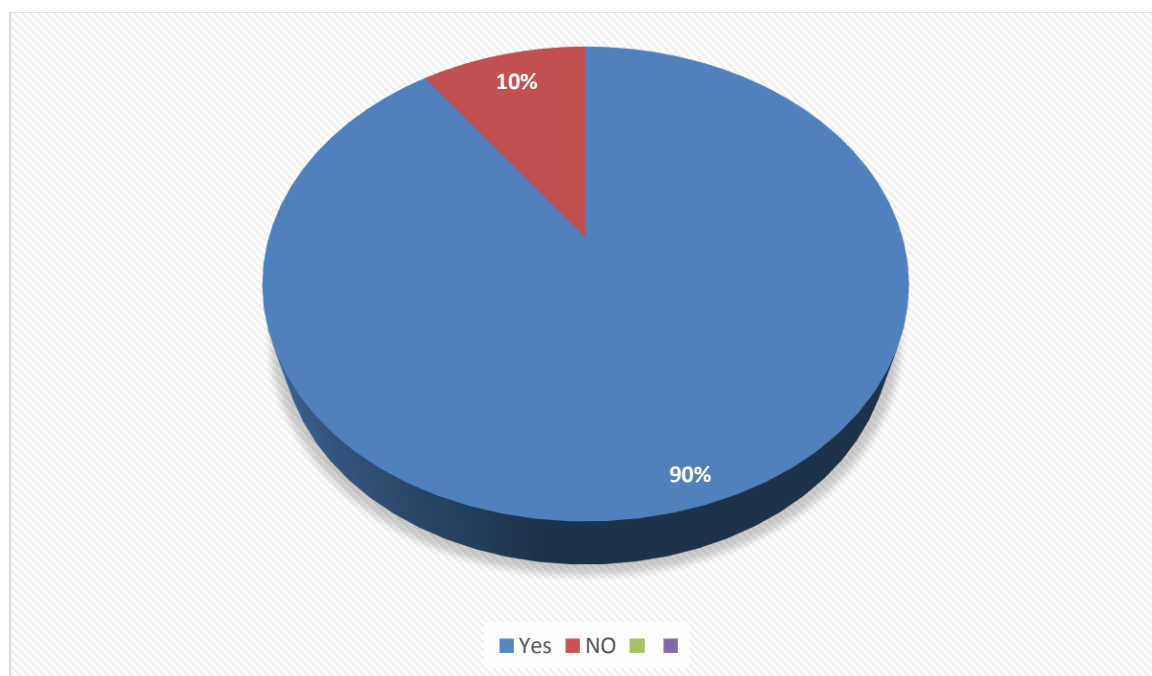
### TABLE AND FIGURE OF QUESTION N° 7

Do you achieve to improve your English level when you prepare and study the lesson before?

**Table 7:** *Improvement the English level when you prepare and study the lesson before.*

VARIABLE	FREQUENCY	PERCENTAGE
Yes	27	90%
No	3	10%
<b>TOTAL</b>	<b>30</b>	<b>100%</b>

Note: prepared by the authors who took as a source of the study students of first year of international baccalaureate from “Olmedo” High School.



**Figure 7:** *Improvement the English level when you prepare and study the lesson before.*

## **8.2 TEACHER'S INTERVIEW REPORT**

This is a report of the interview that was made to English teacher of the international baccalaureate from “Olmedo” high school, to answer the questions that are linked to the problem of this research paper. Among the most important aspects, the professor express that flipped classroom methodology is very good as it is based on the production of the student in a classroom, also said that he applies the participatory method but he also has applied the flipped classroom methodology in some of his classes and what he is looking for students is that they become communicative, researchers and interactive.

On the other hand, he said, it has a positive effect when the student comes with previous knowledge to the classroom as the students are eager to clarify their doubts, feel confident of themselves and they interact much with each other and he as a teacher look for activities which they can apply their previous knowledge.

He also stated that most students have a good English level, but there are still isolated cases students who are still in the process of information gathering since at the time to the English learning process the most difficulty they have is to listen, and to speak.

Finally, he expressed that the design of a methodological guide based on the flipped classroom, it would be very important as this will help students to break with the typical traditional classes and can capture knowledge in a new way and that this would contribute positively in the learning process.

## **9 DATA ANALYSIS**

### **ANALISYS OF TABLE AND FIGURE N° 1**

**Do you consider it is important to prepare and study the lesson before the English class?**

Statistics show that 100% of students surveyed: 97% stated that it is important to prepare a class and study the lesson before English class; 3% said no influence and 0% said it is not important.

It is evident that a class should take full advantage, studying the class previously efficiently allows people in learning process being participatory and dynamic at the time to share ideas within the classroom and clarify doubts and retain knowledge making learning meaningful for them.

### **ANALISYS OF TABLE AND FIGURE N° 2**

**What advantages do they obtained when preparing and studying the lesson before?**

Statistics show that 100% of students surveyed: 50% stated that security is one of the advantages obtained when preparing and studying before; 17% say it is the fluidity; 17% say that it is the dynamism; 13% expressed that the interaction and 3% are other specifying revealed that they got all the options and advantages.



Preparing for a class previously provides some advantages such as self-confidence and confidence in knowing what is in class, it makes participatory and dynamic students; also it gives us the time to dedicate deeply into the subject and investigate more about it.

### **ANALISYS OF TABLE AND FIGURE N° 3**

**Does your teacher ask you to prepare and study the lesson before the English class?**

Statistics show that 100% of students surveyed: 53% said their teacher sometimes asks them to prepare and study the lesson before English class; 40% say they always and 7% say never.

Analyzing the results, we realized that teachers only sometimes ask their students to prepare for the next class, it is important that students acquire the habit to review and study at home, in that way they can get more benefits in the learning process.

### **ANALISYS OF TABLE AND FIGURE N° 4**

**What kind of methodology is based the English teaching his teacher?**

Statistics show that 100% of students surveyed: 46% said the methodology based on English teaching their teacher is participatory; 20% declare that they are written exercises; 17% say it is oral practice and 17% said they are different.

A good methodology is very important when the students are learning a language, therefore analyzing the results we realize that teachers look for students are participatory

and dynamic within class is for this reason they focus on methodologies that are participatory and make students interact with each other.

### **ANALISYS OF TABLE AND FIGURE N° 5**

#### **What is the most common problem at time to learn English?**

Statistics show that 100% of students surveyed: 36% said the biggest challenge in the time to learn English is to listen; 30% is to speak; 27% is to write and 7% is read.

Analyzing the results can be observed that one of the biggest problems of students when learning English is to listen; it is true that in many classrooms listening is not a widely-used tool, teachers focus more on writing, listening is a piece essential for learning English language and should be practiced on a consistent way.

### **ANALISYS OF TABLE AND FIGURE N° 6**

#### **What do you consider is your level of English considering the methodology used by the teacher?**

Statistics show that 100% of students surveyed: 63% said that their English is considering the methodology used by the teacher is medium; 20% which is low; and 17% which is high.

Analyzing the results, we can see that the level of students is medium, it may be because the methodology is not working as the teacher wants is for this reason that he or she should change the methodology to obtain greater results.

## **ANALISYS OF TABLE AND FIGURE N° 7**

**Do you achieve to improve the English level when you prepare and study the lesson before?**

Statistics show that 100% of students surveyed: 90% said that they can improve their level of English language when preparing and studying the lesson before and 10% said no.

Analyzing the results, we can see that many of the students achieve to improve their English level through self-study language this is given as a self-study they have more time to investigate and clarify doubts, also can strengthen the skills required for knowledge Foreign language.

## **10 ELABORATION OF THE RESULTS REPORT**

### **10.1 ACHIEVEMENT OF THE OBJECTIVES**

Achievement of the objectives is demonstrated after completing the research in its theoretical and practical part.

- **GENERAL OBJECTIVE:**

**To Determine the influence of the Flipped Classroom methodology in the English learning process of the students of first year of International Baccalaureate from “Olmedo” High School.**

This objective was accomplished considering the results in question 1 and 2 of the survey of students in which they express it is important to prepare and study a lesson before the English class and that one of the advantages obtained with this methodology is security.

Moreover, professor express that flipped classroom methodology is very good as it is based on the production of the student in a classroom and it makes that students feel confidence of themselves.

They both, students and teacher think that using the flipped classroom methodology will have a positive effect helping in the English learning process and that the students feel confident when they prepare and study a lesson before.

- **SPECIFIC OBJECTIVE #1:**

**To inquire the type of methodology used for teaching English language to the students of first year of International Baccalaureate from “Olmedo” High School.**

This objective was accomplished in questions 3 and 4 of the surveys for students where they express that teachers sometimes ask them to prepare for the next class before and that the methodology that they are based on is participatory.

Professor said that he applies the participatory method but he also has applied flipped classroom methodology in some of his classes, and that it has a positive effect when the student comes with previous knowledge to the classroom as the students are eager to clarify their doubts, feel confident of themselves and they interact much with each other and he as a teacher looks for activities which they can apply their previous knowledge.

A good methodology is very important when the students are learning a language, therefore teachers look for students who are participatory and dynamic within class is for this reason they focus on methodologies that are participatory and make students interact with each other.

- **SPECIFIC OBJECTIVE #2:**

**Identify the learning level of students of first international baccalaureate with the methodology used.**

This objective was accomplished according to questions 5 and 6 of the surveys for students where they express that their greatest difficulty when learning English is to listen and that their English level is medium considering the methodology used by their teacher.

On the other hand, professor stated that most students have a good English level, but there are still isolated cases of students who are still in the process of information gathering

since at the time to the English learning process the most difficulty they have is to listen, and to speak.

They both professor and students agreed that the students' English level is not good enough because their most common problem at the time to learn English is to listen. The methodology will be reflected in the English level of the students, if the English level is medium means that methodology is not functioning as required or as desired teacher, is for this reason that should change in methodology for best results.

- **SPECIFIC OBJECTIVE #3:**

**To develop a proposal based on the results of research.**

This objective was accomplished thanks to the answer to question 7 of the survey of students which states that they achieve to improve their English level when they prepared and studied previously to the class.

Professor expressed that the design of a methodological guide based on the flipped classroom, it would be very important for helping students to break with the typical traditional classes and can capture knowledge in a new way and that this would contribute positively in the learning process.

They both professor and students agreed with the design of a methodological guide based on the flipped classroom improve their English level through self-study language this is given as a self-study they have more time to investigate and clarify doubts, also can strengthen the skills required for the knowledge of a foreign language.

## 10.2 CONCLUSIONS

During the period of execution of the investigation, applying the knowledge acquired in the process of instruction in the Languages and Linguistics Major, we have come to the following conclusions:

1. The flipped classroom methodology has a positive influence on English learning as it promotes autonomous study, making the student the protagonist of the class and owning his own education.
2. The advantages of preparing and studying the class beforehand is that students are sure and confident about the content and willing to interact, making the class more dynamic, thus building their own content.
3. The methodology most used by the English teacher is participative; however, he has used the methodology of the flipped classroom in some of his classes, obtaining excellent results.
4. The greatest difficulty that students have when learning English is to listen, since it is one of the skills that one does not work with the importance that it needs, consequently the students cannot understand and therefore do not produce.
5. Students can increase their level of English by studying and preparing beforehand as they own the time and space in which they do it.
6. The creation of a methodological guide based in flipped classroom methodology is of vital importance for developing the English learning process of students.

### **10.3 RECOMMENDATIONS**

During the performance of the study, it could be noticed some necessities the students and the educational institution have related to Flipped Classroom Methodology. With this investigation, some negative aspects can be balanced in order to enhance the learning process. Due to those expectations, we recommend:

1. Motivate students to prepare and study in advance the content and information that will be given in the next class, this will have an excellent influence at the time of the students' production.
2. Use the methodology of the flipped classroom frequently to create an environment in which the student is the protagonist of the class, and the teacher becomes a guide, facilitator of content and a counselor.
3. To pay attention to the most common problems students may have at the moment to learn English and help overcome them.
4. To use time in the classroom for a direct interaction between teacher and student, since this methodology gives more time to the teacher for interaction.
5. To promote this methodology not only in the international baccalaureate but throughout the complete “Olmedo” high school and thus obtain positive results.
6. To develop a proposal created by students.



## **11 THE PROPORSAL**

### **THE FLIPPED CLASSROOM METHODOLOGY**

#### **11.1 OBJECTIVE OF THE PROPOSAL**

To Improve the English learning process of students of the first year of International Baccalaureate of “Olmedo” High School through the application of the flipped classroom methodology.

#### **11.2 INTRODUCTION**

Methodologies are fundamental parts of the teaching-learning process; today, the importance of a good methodology is vital to enable students to grasp the information to be delivered in a more dynamic and concise way, however, at the time of Speaking of a foreign language (in this case English), we know that there are some methodologies that have had a great influence in certain times and that until now are still used.

This manual provides a detailed information about the methodology called flipped classroom, which is very little known but effective, with activities and tools that can be used through its application and thus enable students to learn English using the TICS.

UNIVERSIDAD TÉCNICA DE MANABÍ  
LANGUAGES AND LINGUISTIC MAJOR

# METHODOLOGICAL GUIDE

## THE FLIPPED CLASSROOM METHODOLOGY

**Authors:**

**JAIME ANDRES VARELA YENCON**

**ERICKA ADRIANA GUERRA GILER**





## BACKGROUND

Jonathan Bergmann and Aaron Sams, two professors teaching chemistry at Woodland Park High School in Woodland Park Colorado, were the creators of this term. Concerned about the absence and the losing of classes, the teachers began to distribute recorded material of the content that would impart in the following class so that the students could see and analyze it at home and thus they would not lose information imparted by the teachers. After applying this method, the teachers could realize that the grades of their students increased positively.

## DEFINITION:

The innovation and completion of the typical routine and traditional classes is one thing that this Methodology seeks, since "in the traditional method the educational content is presented in the school room and the practice activities are assigned to be performed at home. Flipped Learning gives a twist to this method, improving the experience in the school room " (Furton, 2014).

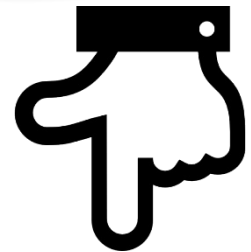
This methodology was created to make better the time of students when they are not in a classroom and so when they return to the school room they can contribute with the knowledge they have previously acquired by doing the effective and reciprocal class.



*"This isn't what I imagined when they said 'flipped classroom'!"*

# The flipped woossep

So, can I say that  
Flipped Classroom is  
just record a video?



We cannot say that the methodology of the flipped classroom is only to record a video with information, since it is only one of many styles to influence student learning, but we cannot rule out that audiovisual tools are a strong way for students acquire information.

## Traditional Classroom



+



- Instructor prepares material to be delivered in class.
- Students listen to lectures and other guided instruction in class and take notes.
- Homework is assigned to demonstrate understanding.

## Flipped Classroom



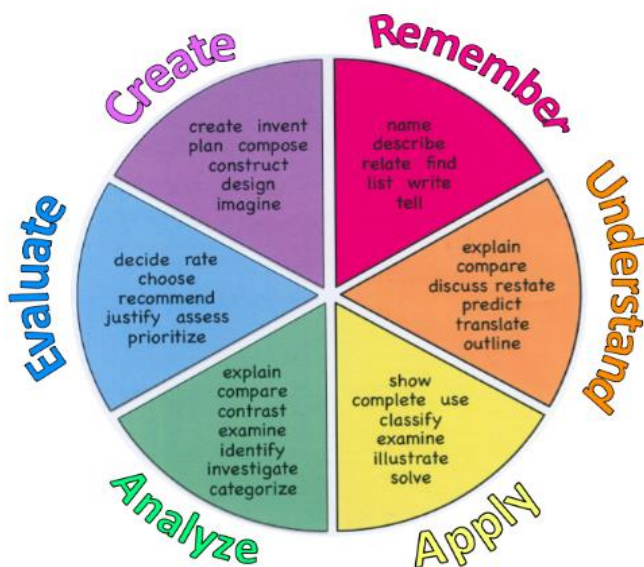
- Instructor records and shares lectures outside of class.
- Students watch / listen to lectures before coming to class.
- Class time is devoted to applied learning activities and more higher-order thinking tasks.
- Students receive support from instructor and peers as needed



Flipped Classroom is more  
than it!

**I going to teach you  
something more  
about it!**

**Bloom's taxonomy contains certain  
levels that are: remembering,  
understanding, application, analysis,  
evaluation and creation; Which this  
methodology manages to involve, and  
according to several investigations, it  
has concluded that there are four key  
elements of the flipped classroom.**



**Let's see the four  
key elements of  
Flipped Classroom**





## FOUR KEY ELEMENTS OF FLIPPED CLASSROOM

1

### Flexible environment

Students are the total owners of their time and space in which they learn, when they arrive in the school room the teacher evaluates them in an appropriate way to calculate the understanding of the students.



2

### Culture of learning

The teacher is not the protagonist of the class, this makes the time in a classroom is used to clarify doubts and strengthen the interaction.

3

### Intentional content

An in-depth analysis of the content to be delivered to students to develop effective strategies and methods.

4

### Professional teacher

The teacher must know how and when to change the instruction, likewise must develop the interaction time with students, clarify their doubts when necessary and constantly evaluate them.



### **Teachers' role**

**One can believe that by introducing this methodology into a classroom, teachers are displaced and become less important in a class, but this is certainly a misconception because the teacher adopts these accessories to improve his class and his way of teaching.**

**According to Tourón, Santiago, & Diez (2014) "The teacher is not the sage on the stage, but the guide next to the student", certainly the teacher turns into a guide and an advisor.**

**If I am not going to teach, what am I going to do?**



**The teacher must be willing**

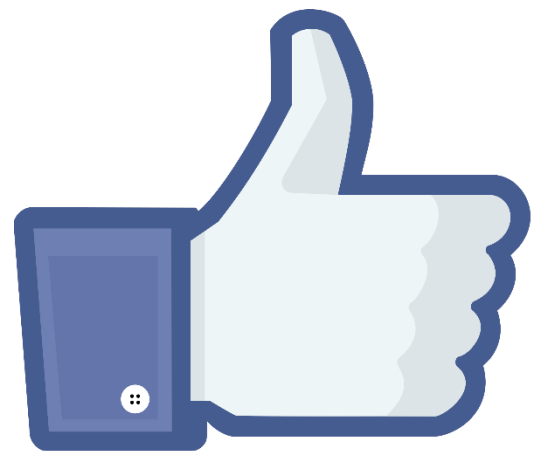
**Feedback on student**

**To clarify any doubts his students may**

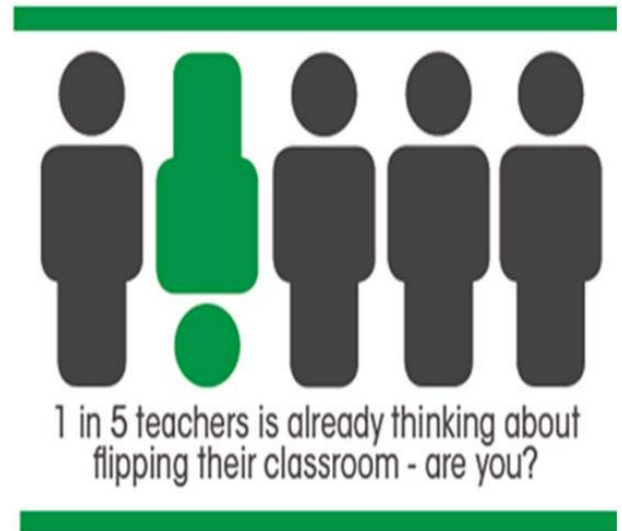
**Constantly**

**To handle the time in the school room for interaction with his**

**To determine complications that are present in the training development and assist students solve them.**



**Therefore, with this methodology the teacher turns into an information facilitator for his students since he is the one in charge to choose, to organize and to create minutely the information that is going to impart to his students.**



**While...**

**Students turn into the principal of their own learning, they take a very important role inside and outside the school room. Since they should prepare in their home for the following class and this will allow them to start from a knowledge base within the classroom, collaborate with their other classmates, participate, and discuss among them about the subject studied previously.**

### **Students' role**

**According to Cuetos, E. (2013) "The key idea for this methodology is that the student become a protagonist and develops his learning process from critical thinking and solving complex problems, supported by the presence of a teacher-facilitator who will help him to achieve their objectives with success ".**





# ROOM FLIPPED CLASS

by viaAcademies

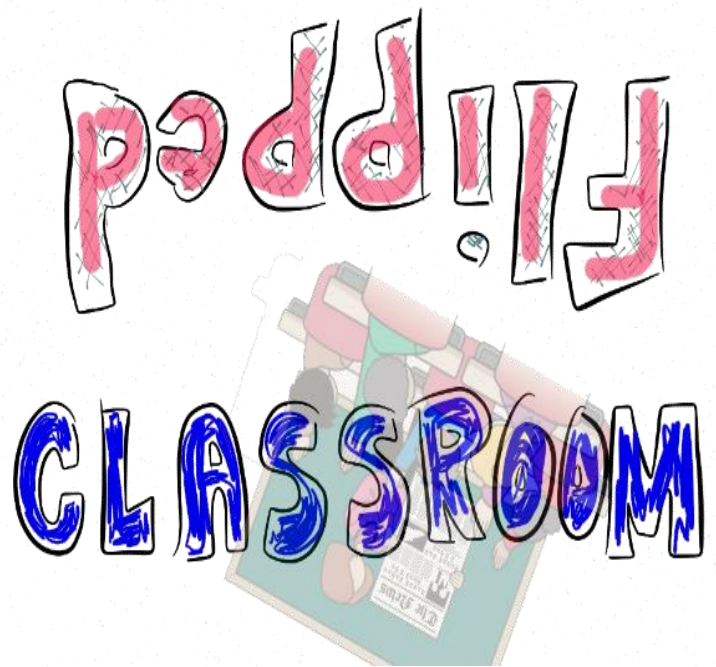
Hey, here you have  
some activities for this  
methodology



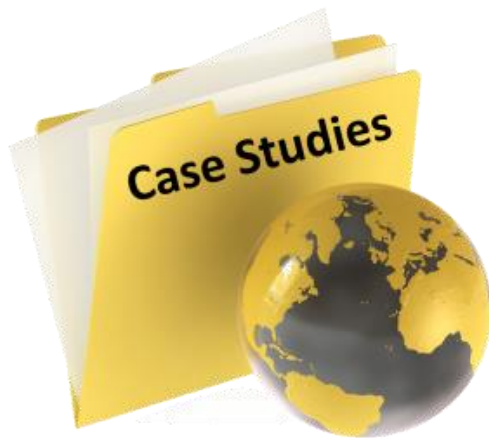
In the classroom, "activities constitute one of the best means of learning that the student has" (Bernardo Carrasco, 2004) exist various activities that should be engaged through this methodology, and these activities may include:

## Role play

It is also recognized as dramatization, and consists of the pupils having to represent a case belonging to real life, acting or dramatizing the role designated to them, "the role- plays are vital in helping Young children process their experiences and build their comprehending of their world" (Sally & Anne, 2009)



"In many cases, when this model is implemented properly it can be more efficient than the traditional model of instruction" (Morgan, 2014)



### Case Study

**It is an instrument with which the student analyzes, investigates and reflashes about a real-life case, “case study is the analysis of the particularity and complexity of a single case, coming to comprehend its action within important circumstances” (Stake, 1995), Thanks to the usefulness of this instrument was taken in different spaces of education because it was only used for social sciences.**

### Discussion Group

**These activities are "good methods for creating a dialoguing climate, exposing one's values, thinking critically and freely." (Morales, 2009)**

**It is an activity, where two or more groups are formed and these expose different viewpoints they have about the topic to be addressed, then they collect all the viewpoints exposed and the conclusion is**



### IClickers / Polling

**To verify that students have read and understood the material out of class, they pose multiple-choice questions and survey students to measure variance in responses.**

**Quickly examine and measure the understanding of a group, or if the controversy is inherent in the question, demonstrate the wide range of possible ways of thinking.**

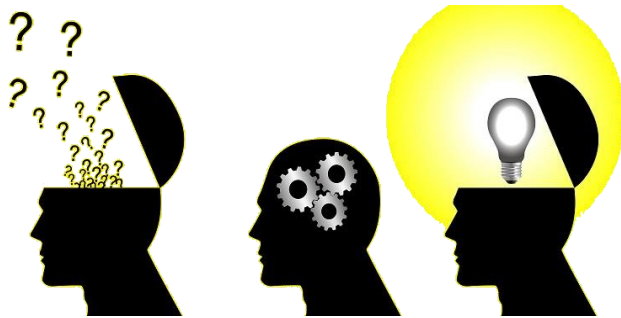


### **Word Webs/Concept Maps**

**Done either individually or collaboratively, the word web can reinforce concepts learned out of class and build connections between various topics with the help of other students.**

**Students map out how concepts, ideas or theories are thematically related in a visual manner.**

**Any gaps can be useful inspiration for discussions either on a group or class level.**



### **Think-Pair-Share**

**Take a central concept presented in the out of class material, or a particularly controversial quiz question from the prior assessment, and have students reflect on it individually and then discuss it further.**

**Think phase: students work independently and flesh out their thoughts/arguments and may write their thoughts down.**

**Pair phase: students discuss their response with a partner.**

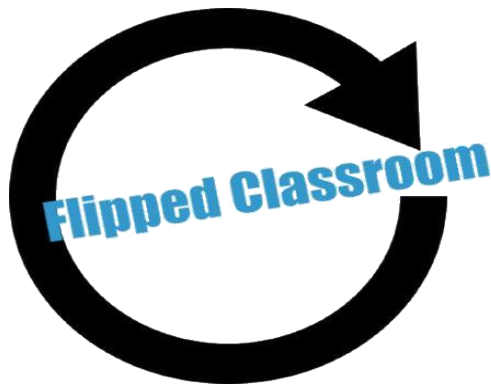
**Share phase: elicit responses from all members of the class and begin to**

### **Individual Problem Solving**

**Done individually or collaboratively, students tackle problems in the class time and have an opportunity to ask questions of the instructor if they encounter difficulties. Ideally used to increase practice time on problem solving and provide immediate feedback to students about misconceptions.**

**Ideally it is used to provide immediate feedback to students about concepts tested outside the class.**





### Team Matrix

When new concepts have been introduced that are quite like one another, a team matrix can help parse the most salient features of each concept while differentiating between the intricacies of each.

Present pairs of students with a list of characteristics that may or may not be shared between concepts and have the students determine which characteristics belong to each (or both) concept(s).

Discuss answers with the entire class afterwards to check comprehension.



### Three-Step Interview



### Round Robin

Small groups of students engage in rudimentary brainstorming, then each person is given the opportunity to say one word or phrase surrounding a central concept or topic, after that individual has contributed, the next person is given the opportunity to add an additional word or phrase to the list.

The activity concludes after all members have participated and each group can list their four to six main thoughts as a means of summarizing the topic before proceeding to do more in-depth activities.

### Three-Step Interview

Students are initially grouped into pairs whereby each student takes a few minutes to interview the other about the material that was read online.

Students themselves come up with questions initially which they would like to ask, and after each member in the pair has interview each other, the pair summarizes their partner's responses and then shares them with another pair of students.



**Here you can find  
some tools to work with  
it!**

**There are different  
tools with this  
methodology, then a**

#### **Tools for editing content:**

**There are a several tools to edit  
content, some applications offer  
their free version and could be  
adapted online.**

- Prezi
- Powtoon
- Microsoft PowerPoint

#### **Tools for content management:**

**To distribute the contents, it is  
crucial to have a platform that is  
unlimited access, those are common:**

- Open Educational Resources
- Blog
- Moodle
- Edmodo
- Social Web

#### **Tools that serves as a data bank:**

**A data bank is important where  
the content is already edited.**

- Podcasting
- Educational video
- Screencast
- Wiki

#### **Evaluation Tools:**

**There are several tools that allow  
to include questionnaires in edited  
videos, this helps to verify if the  
student has investigated the video  
since the answers are sent directly to  
the teacher.**

- Educanon
- EDpuzzle





**What advantages can you have using this methodology?**

**Significantly improves classroom work environment for students.**

**It increases student's attention.**

**It increases student control.**

**It promotes ingenuity and analytical thinking.**

**It encourages interaction, collaboration and participation.**

**It encourages student-centered learning.**

**It engages the family in learning.**

**The content is more accessible.**

**It reinforces the student's motivation.**

**It allows the individual interaction of the teacher with the student.**

**It gives more free time to the teacher.**



## BIBLIOGRAPHY

Bernardo Carrasco, J. (2004). *Una didáctica para hoy*. Rialp.

Furton, K. (2014). *Edu trends*. Obtenido de

<http://www.sitios.itesm.mx/webtools/Zs2Ps/roie/octubre14.pdf>

Morales, P. (2009). *La evaluación de tareas académicas, ejercicios, actividades*.

Universidad de Deusto.

Morgan, H. (2014). *Edu Trends*. Obtenido de

<http://www.sitios.itesm.mx/webtools/Zs2Ps/roie/octubre14.pdf>

S. F., & A. C. (2009). *Role Play in the Early Years: Developing Imagination and*

*Creativity Through Role Play*. A&C Black.

Stake, R. (1995). *The Art of Case Study Research*. SAGE Publications.



## 12 RESEARCH PAPER BUDGET

The expenses that have been calculated for the execution and completion of the project are as follows:

**Table 8:** *Research paper budget*

AMOUNT	DESCRIPTION	UNIT PRICE	TOTAL VALUE
100 hours	Use of internet	\$ 0,80	\$ 80,00
1	Guide	\$ 1,00	\$ 5,00
70 sheets of paper	Printing color	\$ 0,25	\$ 17,50
200 sheets of Paper	Printing White and Black	\$ 0,05	\$ 10,00
100 sheets of Paper	Copies	\$ 0,03	\$ 3,00
2 CDs	CD recording	\$ 1,50	\$ 3,00
1	Research paper binding	\$ 20,00	\$ 20,00
	Transport		\$ 85,00
3	Manuals	\$ 20,00	\$ 60,00
10	Folders	\$ 0,50	\$ 5,00
2	Plagiarism control of the research paper	\$ 10,00	\$ 20,00
TOTAL			<b>\$ 308,00</b>

Note: prepared by the authors



### 13 ACTIVITIES CHRONOGRAM

ACTIVITIES	APRIL				MARCH				AUGUST				OCT.				NOV.				DEC.				JANUARY				RESOURCES		COSTS
																													HUMANS	MATERIALS	
Topic selection and elaboration of the project																													Research paper authors	Use of internet, printing white/black and copies	\$ 40.00
Review and approval of the project																													Research paper authors and authorities	Transport and folders	\$50.00
Selection of bibliographical sources and development of the theoretical framework																													Research paper authors	Use of internet	\$ 40.00
Implementation of the survey and interview and preparation of statistical tables with their analysis																													Research paper authors, student, visitors and personal staff of Language and Linguistic School, University Garden.	Copies, transport and printing white/black and color	\$ 66.00
Preparation of the proposal																													Research paper authors	Use of internet	\$ 20.00
Review and correction of the research paper																													Research paper authors, advisor and reviser	Transport, folders and plagiarism control	\$ 28.00
Approval and presentation																													Research paper authors, advisor and reviser	Research paper binding, CD recording and manuals	\$ 74.00
																													TOTAL		\$308.00

Note: prepared by the authors

## 14 BIBLIOGRAPHY

- Abdallah-Pretceille, M. (2011). *La Enseñanza de las Lenguas Extranjeras Desde Una Perspectiva Europea*. Secretaria General Tecnica.
- Ambrós, A., Ramos, J. M., & Rovira, M. (2002). *Las Competencias Básicas en el Area de la Lengua*. Obtenido de <http://programaciondidacticaitaca.wikispaces.com/file/view/Resumen%20MCER.pdf>
- Bergmann, J. (2012). *Comentario de textos y The Flipped Classroom: nuevas formas de auto-aprendizaje conductista-constructivista en el aula de bachillerato*. Obtenido de [http://rua.ua.es/dspace/bitstream/10045/47950/1/Comentario\\_de\\_textos\\_y\\_The\\_Flipped\\_Classroom\\_BENITO\\_SANCHEZ\\_PASCUAL\\_ANTONIO.pdf](http://rua.ua.es/dspace/bitstream/10045/47950/1/Comentario_de_textos_y_The_Flipped_Classroom_BENITO_SANCHEZ_PASCUAL_ANTONIO.pdf)
- Bergmann, J., & Sams, A. (2015). *Iberoamerica divulga*. Obtenido de <http://www.oei.es/divulgacioncientifica/?Aula-invertida-para-un-aprendizaje>
- Bernardo Carrasco, J. (2004). *Una didáctica para hoy*. Rialp.
- Bernaus. (2005). *International Journal of Higher Education*. Retrieved from International Journal of Higher Education: <http://www.sciedu.ca/journal/index.php/ijhe/article/view/3196>
- Cambridge. (2013). *Introductory Guide to the Common European Framework of Reference (CEFR) for English Language teachers*. Obtenido de <http://www.englishprofile.org/images/pdf/GuideToCEFR.pdf>
- Durán Ramírez, R., Gutiérrez Almarza, G., & Béltran Llavador, F. (s.f.). *Guía Internacional de Prácticas Docentes en Centros de Enseñanza Primaria*. Universidad Salamanca.

- Flemens, K. (2008). *Motivation, Language-Learning strategies, and Course Performance Among English-speaking Collage Students Learning A Romance Language*. Retrieved from Motivation, Language-Learning strategies, and Course Performance Among English-speaking Collage Students Learning A Romance Language:  
<https://books.google.com.ec/books?id=z97rVSLu9M8C&pg=PP3&lpg=PP3&dq=Motivation,+Language-learning+Strategies,+and+Course+Performance+among+English-Speaking+College+Students+Learning+a+Romance+Language.+Ann+Arbor,+MI:+Lynn+University.&source=bl&ots=zdsIm4t>
- Fleming, M. (2012). *Teaching and learning styles- VARK strategies*. Retrieved from <http://www.uni-sz.bg/tsj/Vol8.Suppl.3.2010/V.Nedeva.pdf>
- Furton, K. (2014). *Edu trends*. Obtenido de <http://www.sitios.itesm.mx/webtools/Zs2Ps/roie/octubre14.pdf>
- Gilakjani, A. P. (2012). *The Significance of Pronunciation in English Language Teaching*. Retrieved from The Significance of Pronunciation in English Language Teaching:  
<https://thananya1992.wikispaces.com/file/view/75357871.pdf>
- Grandinetti, A. (2012). *Razones y Beneficios de Aprender un Idioma*. Obtenido de <http://hogaryvidacotidiana.blogspot.com/2012/03/razones-y-beneficios-de-aprender-un.html>
- Gutierrez, R. (s.f.). *Comparacion entre el Marco Comun Europeo de Referencias para Lenguas y Diseño Curricular de Lenguas Extranjeras en Buenos Aires, Argentina*. Obtenido de <http://www.monografias.com/trabajos57/lenguas-extranjeras-argentina/lenguas-extranjeras-argentina.shtml>

- International Bloomsbury. (September de 2013). *English School in London*. Obtenido de English School in London: <http://www.bloomsbury-international.com/blog/2013/09/13/importance-of-learning-a-second-language/>
- Kumar, P , Debata, M.A., M.Phil. (2013). *The Importance of Grammar in English Language Teaching -A Reassessment*. Retrieved from The Importance of Grammar in English Language Teaching -A Reassessment: <http://languageinindia.com/may2013/pradeepgrammarfinal.pdf>
- Lazaruk, W. A. (2007). *Linguistic, academic, and cognitive benefits if French immersion*. Retrieved from Linguistic, academic, and cognitive benefits if French immersion: [https://www.nmu.edu/sites/DrupalEducation/files/UserFiles/Files/Pre-Drupal/SiteSections/Students/GradPapers/Projects/Selling\\_JoeyLynn\\_\\_MP.pdf](https://www.nmu.edu/sites/DrupalEducation/files/UserFiles/Files/Pre-Drupal/SiteSections/Students/GradPapers/Projects/Selling_JoeyLynn__MP.pdf)
- Lora, R. (2011). *Aprender Un Segundo Idioma Estimula el Desarrollo Cerebral*. Obtenido de <http://languagestudentsinternational.blogspot.com/2011/08/aprender-un-segundo-idioma-estimula-el.html>
- Lundquist, L. (2009). *Learning to Speak a Second Language* . Retrieved from Learning to Speak a Second Language : <http://freeenglishnow.com/wp-content/uploads/lsl.pdf>
- Mazur, E. (2013). *Edu Trends*. Obtenido de <http://www.sitios.itesm.mx/webtools/Zs2Ps/roie/octubre14.pdf>
- Morales, P. (2009). *La evaluación de tareas académicas, ejercicios, actividades*. Universidad de Deusto.

Morgan, H. (2014). *Edu Trends*. Obtenido de

<http://www.sitios.itesm.mx/webtools/Zs2Ps/roie/octubre14.pdf>

Nedeva, V. Dimova, Em. . (2010). *SOME ADVANTAGES OF E-LEARNING IN ENGLISH*

*LANGUAGE TRAINING* . Retrieved from SOME ADVANTAGES OF E-LEARNING

IN ENGLISH LANGUAGE TRAINING : [http://www.uni-](http://www.uni-sz.bg/tsj/Vol8.Suppl.3.2010/V.Nedeva.pdf)

[sz.bg/tsj/Vol8.Suppl.3.2010/V.Nedeva.pdf](http://www.uni-sz.bg/tsj/Vol8.Suppl.3.2010/V.Nedeva.pdf)

Pan and Colleagues. (2010). *The Impact of Motivation on English Language*. Retrieved from The

Impact of Motivation on English Language: <http://dx.doi.org/10.5430/ijhe.v2n4p123>

Pan and Zang. (2010, september). *The Impact of Motivation on English Language Learning in*

*the Gulf States*. Retrieved from The Impact of Motivation on English Language Learning

in the Gulf States: [http://www.bloomsbury-](http://www.bloomsbury-international.com/blog/2013/09/13/importance-of-learning-a-second-language/)

[international.com/blog/2013/09/13/importance-of-learning-a-second-language/](http://www.bloomsbury-international.com/blog/2013/09/13/importance-of-learning-a-second-language/)

Pashler, H. McDaniel, M. Rohrer, D. Bjork,R. (2009). *Learning Styles Concepts and Evidence*.

Retrieved from Learning Styles Concepts and Evidence:

[http://www.montana.edu/facultyexcellence/documents/mar7\\_Pashlerarticle.pdf](http://www.montana.edu/facultyexcellence/documents/mar7_Pashlerarticle.pdf)

Pufahl & Rhodes. (2011). *Linguistic, academic, and cognitive benefits of french immersion*.

Retrieved from Linguistic, academic, and cognitive benefits of french immersion:

[https://www.nmu.edu/sites/DrupalEducation/files/UserFiles/Files/Pre-](https://www.nmu.edu/sites/DrupalEducation/files/UserFiles/Files/Pre-Drupal/SiteSections/Students/GradPapers/Projects/Selling_JoeyLynn__MP.pdf)

[Drupal/SiteSections/Students/GradPapers/Projects/Selling\\_JoeyLynn\\_\\_MP.pdf](https://www.nmu.edu/sites/DrupalEducation/files/UserFiles/Files/Pre-Drupal/SiteSections/Students/GradPapers/Projects/Selling_JoeyLynn__MP.pdf)

- Quispe, J. (2010). *La Enseñanza del Inglés Como Idioma Extranjero*. Obtenido de <http://www.monografias.com/trabajos89/ensenanza-del-ingles-como-idioma-extranjero/ensenanza-del-ingles-como-idioma-extranjero.shtml>
- S. F., & A. C. (2009). *Role Play in the Early Years: Developing Imagination and Creativity Through Role Play*. A&C Black.
- Saaristo, P. (2015). *Grammar is the heart of language: grammar and its role in language learning*. Retrieved from Grammar is the heart of language: grammar and its role in language learning: <https://jyx.jyu.fi/dspace/bitstream/handle/123456789/47198/296.pdf?sequence=1>
- Stake, R. (1995). *The Art of Case Study Research*. SAGE Publications.
- Strayer, J. (2012). *Carlos Guereca* . Obtenido de <http://carlosguereca.com/salon-de-clase-invertido-flipped-classroom/>
- Tourón, J. (2014). *Comentario de textos y The Flipped Classroom: nuevas formas de auto-aprendizaje conductista-constructivista en el aula de bachillerato*. Obtenido de [http://rua.ua.es/dspace/bitstream/10045/47950/1/Comentario\\_de\\_textos\\_y\\_The\\_Flipped\\_Classroom\\_BENITO\\_SANCHEZ\\_PASCUAL\\_ANTONIO.pdf](http://rua.ua.es/dspace/bitstream/10045/47950/1/Comentario_de_textos_y_The_Flipped_Classroom_BENITO_SANCHEZ_PASCUAL_ANTONIO.pdf)
- Valian. (2009). *La Enseñanza del Inglés Como Idioma Extranjero*. Obtenido de <http://www.monografias.com/trabajos89/ensenanza-del-ingles-como-idioma-extranjero/ensenanza-del-ingles-como-idioma-extranjero.shtml>
- Vygotsky. (1978). *Principales autores para la metodología de enseñanza-aprendizaje para la formación y desarrollo de la habilidad de redacción jurídica*. Obtenido de

<http://www.monografias.com/trabajos35/autores-redaccion-juridica/autores-redaccion-juridica.shtml>

## 15 ANEXES

### Annex 1: Interviewing the English teacher







## **Annex 2 : Survey for students**

### **UNIVERSIDAD TÉCNICA DE MANABÍ** **FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN** **ESCUELA DE IDIOMAS Y LINGÜÍSTICA**

#### **SURVEY FOR STUDENTS.**

This survey has as objective to Determine the influence of the Flipped Classroom methodology in the English learning process of the students of first year of International Baccalaureate from “Olmedo” High School, it pursuits goals strictly investigative. Please, serve yourself answering as honest as it is possible. We thank beforehand your will to help this important work.

1. Do you consider is it important to prepare and study the lesson before the English class?
  - a) Positive ( )
  - b) Negative ( )
  - c) No influence ( )
2. What advantages do they obtained when preparing and studying the lesson before?
  - a) Interaction ( )
  - b) Fluency ( )
  - c) Dynamism ( )
  - d) Security ( )
  - e) Others ( )
3. Does your teacher ask you to prepare and study the lesson before the English class?
  - a) Always ( )
  - b) Sometimes ( )
  - c) Never ( )
4. What kind of methodology is based your teacher at the time to English teaching?
  - a) Participative ( )
  - b) Writing exercises ( )
  - c) Oral practice ( )
  - d) Others ( )
5. What is the most common problem at time to learn English?
  - a) Speaking ( )
  - b) Listening ( )
  - c) Reading ( )
  - d) Writing ( )
6. What do you consider is your English level considering the methodology used by the teacher?
  - a) High ( )
  - b) Medium ( )
  - c) Low ( )
7. Do you achieve to improve your English level when you prepare and study the lesson before?
  - a) Yes ( )
  - b) No ( )

### **Annex 3: Interview for professor**



## **UNIVERSIDAD TÉCNICA DE MANABÍ**

### **FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN**

### **ESCUELA DE IDIOMAS Y LINGÜÍSTICA**

### **INTERVIEW FOR PROFESSOR.**

This interview has as objective to Determine the influence of the Flipped Classroom methodology in the English learning process of the students of first International Baccalaureate from “Olmedo” High School, it pursuits goals strictly investigative. Please, serve yourself answering as honest as it is possible. We thank beforehand your will to help this important work.

1. What is your opinion on the use of the Flipped Classroom methodology in learning the English language?
2. What kind of strategies do you use for English teaching in the International Baccalaureate?
3. What advantages are obtained when students come to the classroom with prior knowledge?
4. What do you consider is the level of students with the methodology that you currently use?
5. What is the most common problem presented by students at the moment to learn English?
6. How necessary it is to create a methodology based on the flipped classroom methodology to enhance learning English language students?

**UNIVERSIDAD TECNICA DE MANABI**  
**Facultad de Filosofía, Letras y Ciencias de la Educación**  
**Escuela de Idiomas y Lingüística**

Ing. Marlon Cedeño Alava M. Sc.

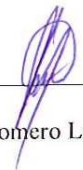
**Catedrático de la Universidad Técnica de Manabí, Filosofía, Letras y Ciencias de la Educación.**

Ciudad.-

De mis consideraciones:

Quien suscribe, BA. Joel Baldomero Loor Ponce, M. Sc. En calidad de Docente Tutor del Trabajo de Titulación **“LA METODOLOGÍA DEL AULA INVERTIDA (FLIPPED CLASSROOM) Y SU INFLUENCIA EN EL APRENDIZAJE DE INGLÉS DE LOS ESTUDIANTES DE PRIMERO DE BACHILLERATO INTERNACIONAL DEL COLEGIO NACIONAL OLMEDO DEL CANTÓN PORTOVIEJO, PROVINCIA DE MANABÍ; EN EL PERIODO LECTIVO, 2016.”**, realizada por los señores a titularse: **GUERRA GILER ERICKA ADRIANA y VARELA YENCON JAIME ANDRES**, y siguiendo los reglamentos establecidos por la Comisión Especial de Titulación, solicito a usted la revisión y respectivas correcciones por el sistema anti plagio el cual adjunto en físico.

Portoviejo, 17 de enero del 2017

  
BA. Joel Baldomero Loor Ponce, M. Sc.

**TUTOR DEL TRABAJO DE TITULACIÓN**

**UNIVERSIDAD TECNICA DE MANABI**  
**Facultad de Filosofía, Letras y Ciencias de la Educación**  
**Escuela de Idiomas y Lingüística**

BA. Joel Baldomero Loor Ponce, M. Sc.

Catedrático de la Universidad Técnica de Manabí, Filosofía, Letras y Ciencias de la Educación.

En su despacho.

Una vez revisado y analizado el Trabajo de Titulación “LA METODOLOGÍA DEL AULA INVERTIDA (FLIPPED CLASSROOM) Y SU INFLUENCIA EN EL APRENDIZAJE DE INGLÉS DE LOS ESTUDIANTES DE PRIMERO DE BACHILLERATO INTERNACIONAL DEL COLEGIO NACIONAL OLMEDO DEL CANTÓN PORTOVIEJO, PROVINCIA DE MANABÍ; EN EL PERIODO LECTIVO, 2016.”, realizada por los señores a titularse: GUERRA GILER ERICKA ADRIANA y VARELA YENCON JAIME ANDRES, en el cual solicita la revisión y respectivas correcciones por el sistema anti plagio.

Comunico que: el Trabajo de Titulación se encuentra concluido satisfactoriamente cumpliendo con todos los parámetros requeridos por la Comisión Especial de Titulación, además que en el sistema anti plagio que tiene el 9% de similitud con otros documentos existentes en el repositorio el cual cumple con el porcentaje máximo por la UNIVERSIDAD TÉCNICA DE MANABÍ.

Portoviejo, 17 de enero del 2017



Ing. Marlon Cedeño Alava M. Sc.

**REVISOR DEL TRABAJO DE TITULACIÓN**