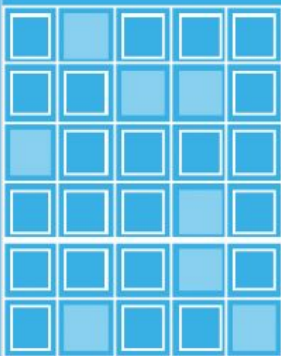


Flipping A2.2 class



Bachillerato General Unificado



ENGLISH EFL Speaking



development

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Level

Ambato-Ecuador

A2.2

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PRESENTATION

The present eBooklet attempts to encourage EFL teachers to know the importance of Flipped Classroom Method towards improving speaking skills of A2.2 Ecuadorian English level students. Teachers will be able to successfully teach speaking without a sense of overwhelm, since the method helps EFL students learn quickly.

The material was designed in order to encourage students to use speaking in their daily lives. This is very helpful to students because the four skills are integrated since one skill is not performed without another, in order to communicate accurately.

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INTRODUCTION

In the global context, the flipped classroom emerged more than ten years ago in the United States. In order to help the learners, they encouraged several video recordings and distribution of their lessons, so that teachers would focus more attention on the individual needs of each student and would also allow students to use their brains in the classroom for more than just taking notes on what the teacher said, giving a noticeable twist to what is normally done in a class (Bergmann & Sams, 2014).

The lesson plans in this manual provide a set of step-by-step instructions which has some paths:

First, students have to practice online the grammar point learned in class. Next, they have to do speaking activities which allow them participate actively in pairs or groups. Then, the teacher has to evaluate students' oral communicative performance with a standardized speaking rubric.

1. What is Flipped Classroom Method?

Achútegui (2014) states that "Flipped Classroom is a pedagogical model that transfers the work of certain learning processes outside of the classroom and uses classroom time, along with teaching experience, to facilitate and enhance other processes of acquisition and knowledge practices within the classroom.

2. Speaking Skill

Oral communication, reading, and writing are curricular discussions, which include specific skills related to the use of ICT to support and enhance the ability of oral and written expression, which facilitates organization, autonomy and independence. Today's students must, therefore, be equipped with the learning strategies that enable them to become effective lifelong learners (Kurani & Muho, 2014).

Speaking as it is well known is a productive language skill that involves the use of speech to express meanings to others. Develops the student's ability to express him/herself easily orally in a foreign language. That is why speaking is defined as a productive skill in the oral modality. (Juel, 1999).

This type of oral production activity in which the user of the language produces an oral text is received by an audience of one or more listeners. This confirms that speaking is a process of construction of meaning that involves the production, reception, and processing of information (Brown D. , 2007).

Aspects that measure oral proficiency level

Pronunciation

Pronunciation is conceptualized as a necessary part of speaking (oral communication) that includes three important elements such as: making correct sounds of a particular language, understanding how to indicate the greatest intensity in the pronunciation of words and how to use proper intonation. (Boyer, 2008).

Grammar

Grammar is the study of the rules and principles of a language that govern the way words are used and organized in a sentence. According to Batstone (2003), grammar is an integral part of the language, it is a set of rules that deal with the syntax and structure of words (morphology) of a language in order to have coherence in each sentence.

Vocabulary (Range)






There are many definitions of the term vocabulary; however, Lang (2009) emphasizes that vocabulary is the repertoire of words that a person has to communicate. The author suggests three types of categories that involve knowledge of a word at both the receptive and productive levels






- A form of the word: includes both spoken and written form, as well as parts of words (suffixes, prefixes)
- Meaning of the word: Forms of connection and meaning.
- Use of the word: Includes grammar functions, derivatives, and usage restrictions.

Accuracy

Riddell (2014) mentions that accuracy in the handling of a language involves the correct use of a language's system; both of grammatical structures and of vocabulary and pronunciation. On the other hand, precision is understood to mean how close the structure of the unit of analysis of oral discourse is to the target language (Ljungberg, 2011).

Table 1. Technological tools for Flipped Classroom

Blog	A space on the web that allows interactive or passive materials to be shared sequentially and this gives the student the opportunity to contribute their own points of view. With this program, young people have the contents covered at their disposal whenever they need to revise them.	
Edmodo	Educational platform similar to a social network but different in its diffusion and proprietary so it is not open at the same time but by a specific group.	
Twitter	It is a free application on the Internet that allows you to write small texts, links or images that can be viewed by anyone.	
Facebook	The user sets his/her own profile, creates photo albums, shares videos, writes comments, creates events or shares his/her mood; it is open to everyone who is involved in this platform unless certain users are blocked or are not involved in the group.	
Moodle	The free, flexible and basic program used for the creation and management of online courses, developing a virtual learning environment, its objective is to generate enriching learning experiences.	

Podcast	It is a sound file that can be found on the network can be stored on any portable audio device.	 Podcast
PowerPoint	This software allows you to create presentations that you can share through the theme without the need for the internet, each of the spreadsheets can incorporate text, photos, illustrations, drawings, graphics tablet, movies, and others.	
Keynote	This software allows you to design presentations with advanced effects and tools. It offers visual tools and allows to insert reflections and frames to the images and to order data in interactive graphics.	
YouTube	This software has more than seven hundred thousand educational videos. This implies a multitude of resources that the teacher must take advantage of, as long as it is related to the issues raised.	
Quizbox	This application allows you to insert multiple-choice questionnaires on our website, this benefits the teacher who wants to meet each group of students according to their educational needs	
1. Author: Telenchana, S. (2018) 2. Source: (Bishop & Verleger, 2013)		

3. How to do a Flipped Class?

Different resources and strategies can be used to invest in a traditional classroom, as many as the teachers who decide to address these challenges may have ideas for. One of the possibilities is to create short videos and podcasts recorded by the teacher himself or to use other existing videos on the Internet with the necessary concepts and/or explanations. Another possibility is to use screencast videos, which are recordings of an explanation developed by the teacher on his or her electronic device (computer, tablet, etc.), is a kind of film of what the person recording can see on his or her monitor. Any of these formats must include key learning content and will be viewed as homework (Abeysekera & Dawson, 2015).

Another option, less effective according to the cognitive theories of multimedia learning of Mayer (2009), is to use previous readings or static presentations of the basic contents. On the other hand, and according to Brown (2012), the students receive better recordings made by the teacher himself. In this way, a greater approach is achieved, reducing the possible distant perspective that an online explanation may provide.

Once classroom time is freed up, this time is invested in activities that encourage student participation in class, through questions, problem-solving, project development and application of ideas and concepts, constructivist teaching and learning methods (Tourón & Santiago, 2015).

These activities are usually carried out in small groups and are guided and led by the teacher in the classroom. Teachers can also use certain concept evaluation tests, carried out after watching videos at home, with questions on the subject matter included in a set of online questions. Through the analysis of these tests, the main shortcomings of the group and conflicting points in the learning process can be identified.

Santiago (2015) offers up to 100 different tools for visualization and/or video production, concept evaluation tests, teamwork, etc. Many resources that facilitate the development of the flipped classroom.

Virtual fields (considered as part of the so-called Learning Management Systems) act as the learning environment that the teacher will use to facilitate online content, encourage online discussions, collect answers to questions asked about the subjects covered, as well as any activity that is raised or used as a resource.

Rotellar and Cain (2016) propose a series of premises as initial recommendations when implementing and developing a methodological strategy based on the inverted class:

1. Use academic programming to determine what content should be presented outside the classroom and how to design classroom learning activities.
2. Facilitate possibilities for individual and group academic development to help university members in the paradigm shift.
3. Recognize that the natural dynamics of the classroom may require the need for support in the classroom.
4. Be aware that the rule change can overwhelm a large number of students who must be re-educated in how to succeed in this new classroom.
5. Correctly connect the activities prior to the class with the activities that will be carried out in the classroom.
6. Advise students to understand exactly what they need to know or do before going to class.
7. Give students options to ask questions and/or clarify information about the contents proposed and presented by the teacher outside the classroom.
8. Focus classroom activities to help learners think like future experts.
9. Promote opportunities for formative evaluation to understand what they know and what they don't know.
10. Resist the urge to retrain students who do not prepare properly. They must be made aware of their responsibility as future professionals.
11. Be careful not to overload students with too much content outside of class, too many videos, materials, readings, and other documents or resources.
12. Assess what knowledge, skills, behaviors, and attitudes are desired by students. There is no point in teaching and developing critical thinking and problem-solving in the classroom and only evaluating knowledge.
13. Be prepared to adapt teaching and learning activities as they are seen to contribute or not to learning.

4. Worksheets