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The Flipped Classroom to Improve Speaking Skill in EFL Students

Trabajo de Titulación para optar al título de Licenciatura en
Pedagogía de los Idiomas Nacionales y Extranjeros

Autor:
Bonilla Ojeda, Johanna Elena

Tutor:
Mgs. César Augusto Narváez Vilema

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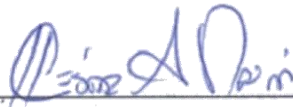
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I.C: 0504258468

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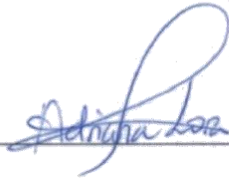
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I.C: 0603471277

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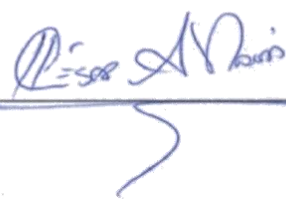

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TUTOR

DEDICATORY

With enormous love and gratitude, I dedicate this work to all the people who have been an essential part of my path, giving me support, love, and invaluable teachings.

To my parents, who have been my greatest inspiration and strength.

To my father, Raúl, for his unwavering support, for setting an example of hard work and devotion, and for showing me that dreams may come true if one is persistent and determined. I appreciate your unwavering support, wise counsel, and encouragement to always try my hardest.

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Johanna Elena Bonilla Ojeda

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Johanna Elena Bonilla Ojeda

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RESUMEN

Este estudio investiga la efectividad del Aula Invertida para mejorar las habilidades orales de estudiantes de inglés como lengua extranjera (EFL) en Riobamba, Chimborazo, durante el período académico 2024-2025. El objetivo principal fue determinar el impacto de este modelo en las competencias orales de los estudiantes. Para esto se formularon cuatro objetivos específicos orientados a diagnosticar el nivel inicial de producción oral de la población de estudio; implementar actividades centradas en este método incluyendo actividades previas al aprendizaje; y, explorar las percepciones que de los estudiantes tienen sobre la estrategia de intervención. Metodológicamente, el estudio se adscribe al enfoque mixto de la investigación científica y conserva características de un trabajo aplicado e interpretativo. Para el levantamiento de información se aplicaron técnicas como el pre-test, post-test, observaciones y entrevistas semiestructuradas. Los resultados reflejan mejoras significativas en la fluidez y precisión. Así mismo, se identifica una posición favorable de los estudiantes en cuanto a la flexibilidad, posibilidades de interacción en clase y la retroalimentación constante que se derivan de la aplicación de la metodología propuesta. Estos elementos fueron cruciales para mejorar la confianza y la suavidad, permitiendo a los alumnos combinar sus conocimientos auto-educados con los ejercicios de clase. En resumen, el enfoque reverso de la sala de clases se demostró beneficioso para mejorar las habilidades verbales. Sin embargo, es importante reconocer que los logros de los estudiantes son contingentes en su dedicación. Equilibrar la independencia con el aumento del compromiso de la sala de clases y ofrecer asistencia personalizada puede mejorar y garantizar la eficacia del desarrollo de las habilidades orales.

Palabras Claves: Aula Invertida, habilidades orales, inglés como lengua extranjera, aprendizaje autónomo, actividades previas al aprendizaje.

ABSTRACT

This study looks at whether the flipped classroom improves the speaking ability of English learners in Riobamba, Chimborazo, in the year 2024-2025. The key goal was to see how this model impacts the students' speaking skills. To achieve this, four oddball goals were set: to find the initial level of students' oral production, to use tasks based on the flipped classroom method, including things to learn beforehand, and to see what students think of the oddball strategy. In method, the study follows a mixed methods approach, bringing together features of applied and interpretive research. Techniques for collecting data included pre-tests, post-tests, viewings, and semi-structured discussions. Findings show great improvements in fluency and accuracy. In addition, students said they liked the method, showing its flexibility, more chances to speak in class, and endless feedback. These things were key to giving students more confidence and fluency, letting them combine their individual knowledge with practice in class. In short, the flipped classroom method proved to be good for growing students' language skills. Although, its success depends on how much students are engaged. It is key to balance independence with more announcements in class and giving them personalized things to use the benefits and be sure that this method works to grow oral ability.

Keywords: Flipped Classroom, speaking skill, English as a foreign language, autonomous learning, pre-learning activities.

CHAPTER I. INTRODUCTION

The process of teaching English as a foreign language (EFL) has its challenges, especially horrible in developing sound skills in the areas of the tongue, communicative abilities necessary for properly embedding in any modern-day society. The educational institution where this study is performed faces some issues that block the development of tenth-grade students. Regular school classes offer little exposure to the English language. Why? Many of the classes are too crowded to be managed, and they tend to follow grammar rules, with students being limited to speaking. Also, the presence of a speaker can cause anxiety in many students.

These problems can be solved by implementing complete approaches in class. Why? By allowing students to communicate with learning materials in informal classrooms, this method offers them further opportunities for exercising and improvement of their vocal skills. In the overturned class, students can review the video or output outputs and a family-measuring material before they continue. Therefore, during class sessions, students participate in interactive activities that emphasize language and active participation due to the positive effects of a strong nervous system, which helps them exercise more efficiently when they practice language. By applying this approach, educators can spend more time in class and create a nourishing environment rather than encouraging students to trust oral communication skills.

The meaning and correctness of this study lies in the essential necessity of improving the oral skills of the appearance in the Ecuadorian educational system, precisely in public schools in which students occasionally do not have the possibility of satisfaction for expressive repetition. Therefore, this research faces an increase in the need for effective English communication skills, a port for academic and professional success.

Furthermore, the importance of this research is not only academic but also practical, as it can contribute directly to students and educators. For students, face the approaches in class offers options to practice the speech with their own rhythm and within the support and low-pressure environment, which can calm the anxiety of language and promote fluid. For teachers,

this course provides information on how to better understand students and improve the dynamics of the classroom by changing attention from neutral learning to active participation. In addition, this research will act as the basis of future pedagogical strategies, enriching the existing number of knowledges of the teaching of effective languages.

With regards to technology, access to digital platforms enhances the use of educational materials and facilitates interaction in the classroom. Both the learners and the instructors as human resources are equally important because their willingness to use unconventional teaching approaches is high. Lastly, the economical dimension of the study is reasonable since the available digital tools are affordable and inexpensive, thus making it possible to most institutions with tight budgets. (Bergmann & Sams, 2018; Zainuddin & Halili, 2022).

This study employs a mixed-method approach so as to deeply analyze the effectiveness of the Flipped Classroom model. Through the use of qualitative and quantitative techniques of data collection such as pre-tests and post-tests, observation of classes, and semi-structured interviews, the study aims to not only evaluate the effectiveness concerning the improvement of the speaking skill, but also determine the reasons behind its success. The results of this study are expected to augment the existing knowledge and provide useful directions on how to improve speaking skills among learners in EFL contexts.

First and foremost, the research seeks to foster the speaking skills of students. Also, it might motivate educational reform and inject creativity among instructors because it could affect educational policy and promote the use of active teaching methods that focus on students. Finally, this research is meant to further the understanding of the use of The Flipped Classroom in Ecuador and suggest ways of addressing the challenges of anxiety, low levels of practice, and excessive attention to form.

Each of five parts contains an analyzed chapter. Chapter I states the problem of the research, its objectives, and the setting where the research takes place. Chapter II describes the concepts related to the topic of the research and analyzes the literature and the theoretical documents that support the research. Chapter III describes the methods of the research, which

include the research methodology, instruments for data capture, and procedures for data analysis. IV presents and analyzes the findings of the research. The final Chapter V presents the overall conclusions as well as any recommendations and implications for further studies.

1.1 Objectives

1.1.1 General Objective

- To determine the effectiveness of the Flipped Classroom method in developing speaking skill in students coursing the Décimo Año de Educación General Básica, class "D" at "Carlos Cisneros" Educational Unit, located in the city of Riobamba, Chimborazo province, during the academic period 2024-2025.

1.1.2 Specific Objectives

- To diagnose the current speaking level of the population and the factors that may hinder the development of speaking skill.
- To apply activities based on the Flipped Classroom method for the development of students' speaking skill considering the facts identified in the diagnosis phase.
- To evaluate the effectiveness of the intervention proposal in terms of the development of the participants' speaking skill.
- To interpret the participants' perceptions regarding the effectiveness of the Flipped Classroom method in developing speaking.

CHAPTER II. THEORETICAL FRAMEWORK

2.1 Research background

The reverse class method first appeared in the early 2000s as an innovative reaction to traditional teaching methods. An important turning point took place in 2007, when Jonathan Bergmann and Aaron Sams, Woodland Park Secondary School teachers Colorado, introduced the concept of video classes that students can see at home. This change allowed the class to be used for interactive activities, creating a more binding and dynamic learning environment. Although this method was originally designed to help students who missed classes, it quickly demonstrated their potential to transform wider teaching and learning practices. In 2012, the release of their book flips your classroom: Well, every student in each class every day, further strengthened the approach and gained a wide range of teachers around the world.

As the years go by, the rated class model shows growth at different levels of education and multidisciplinary areas. The advancement of technology was the main factor for this growth as it made it easy for educators to create and disseminate digital content, thus stimulating even more use of the method. By mid-2010s, the teaching of languages, particularly English as a foreign language (EFL) was already applying the procedure. EFL learners were able to take advantage of the model as it enabled them to use the teaching materials at home and concentrate during classes time on active practice. The emphasis on interaction and feedback for practical performance skills like speech became very important.

As the popularity of the overvalued class increases, significant research has begun to emphasize its effectiveness. For example, Wang and Zhang (2019) observed significant improvements in speech fluid and accuracy among students participating in the inverted classes, which attributed these benefits to increased practice and feedback. Similarly, the boss and Kuo (2021) found that EFL students have experienced advanced participation and oral communication skills using this method. In addition, Lopez and Garcia (2020) showed that students in the turned classes are constantly outperforming their peers in traditional classes,

especially in speech and listening tasks, thus emphasizing the ability of the method to promote interactive, student -oriented learning environment.

Recently, González et al. (2022) and Martínez and López (2021) have added evidence to strengthen the excessive class abilities and to improve oral communication skills. These researchers pointed out that the integration of self-directed study with interactive, hands-on classroom teaching makes education more effective and easier. This makes it possible to understand why this technique remains a, if not the most, effective in modern pedagogy, especially in enhancing learners' speaking skills in EFL situations.

2.2 Theoretical Foundations and Approaches in Language Teaching

Theoretical foundations in foreign language teaching provide a broad overview of the general theories that underpin innovative methodologies such as the Flipped Classroom. These theories focus on the comprehensive development of language skills, especially oral expression, and highlight social interaction, practical experience and personalization of learning as fundamental axes.

2.2.1 Constructivism

Constructivism, planned by Vygotsky (1978) and Piaget (1970), views learning as an active process where students build their knowledge through interaction with their environment and prior experiences. In this sense, the Flipped Classroom model effectively applies constructivist principles by reversing traditional teaching methods, thus promoting more autonomous and interactive learning.

In this model, students acquire basic concepts outside the classroom through self-learning materials, such as videos and readings. As a result, they come to class with prior knowledge and can engage in practical activities that allow them to apply what they have learned in collaborative settings. This active process encourages not only knowledge construction but

also the development of communication skills, such as oral expression in English, through interaction and teamwork.

From a Vygotskian perspective, social communication is crucial in this model, as it recognizes schoolboys negotiating meanings and solving tasks together, which reinforces learning and builds confidence in language use (Bergmann & Sams, 2018). Furthermore, the flipped classroom indorses self-regulation and metacognition, as students have the occasion to reflect on their learning, assess their growth, and develop collateral skills such as problem-solving and collaboration (Chen Hsieh et al., 2018).

2.2.2   Sociocultural Theory

According to Vygotsky's (1978) sociocultural theory, cognitive development is inextricably linked to the content of social and cultural interactions. Communicating in real-life situations is seen as a crucial element of foreign language learning and leads to better communicative abilities.

In the Flipped Classroom, theoretical content is transmitted in advance through self-study materials, and the face-to-face time is reserved for interactive activities that simulate authentic communication processes. Within the shrinking-but-still-massive amount of time students get (in any language) are opportunities, like debates, simulations, or conflict resolution, that allow them to use the language you are teaching in a safe but nonetheless real space, and this little moment adds incredible value for internalizing knowledge through the use of language. It promotes learning through experience and learning with language in a natural and constructive manner.

From a Vygotskian perspective, the mediator is key in this process. ZPD theory suggests that if students are given appropriate guidance, they are able to reach a higher level of understanding than if they are left to learn on their own. The teacher steps into this mediating role face-to-face in a Flipped Classroom model: students practice activities with peers, while

the teacher takes on the role of feedback-giving partner. This enables learners to advance their linguistic development step by step while tackling challenges with the support of the teacher and their peers (Woodrow, 2023).

Similarly, peer interaction is a main aspect of the sociocultural theory and in the Flipped Classroom model. Collaborative learning not only reinforces individual knowledge but also contributes to building a learning community in which students support each other. This approach is particularly beneficial for English as a foreign language (EFL) learner, as it helps them overcome linguistic and emotional barriers by working in a cooperative and motivating environment (Teng, 2022).

2.2.3   Experiential Learning

Experiential Learning, according to Kolb (1984), describes the theory of experiential learning as revolving around the premise that learning occurs when we have direct experience. The F-L-I-P, which stands for Focus, Learn, Integrate, Perform, is the learning cycle where students experience, reflect, conceptualize, and experiment; this approach resonates strongly with the Flipped Classroom. In the Flipped Classroom model, the students have the chance to hear the content with audiovisual or reading resources before the class, which enables them to contemplate certain aspects of their knowledge and apply them with practice in person.

This approach is directly applied in the Flipped Classroom, as students not only review the theory at home, but in face-to-face sessions, they participate in practical activities that require them to apply theoretical concepts in communicative tasks. They do this, for example, by studying grammar or vocabulary principles theoretically outside of class and then simulating meetings, performances, or debates in which they must draw on the knowledge they have beforehand studied.

The Flipped Classroom, with its philosophies of concrete experience, active reflection, abstract conceptualization, and experimentation, fits right into the structure of Experiential

Learning. Both frameworks encourage deep knowledge and cultivate essential skills like analysis and problem-solving, as well as the application of concepts in context. For instance, presentations, interview simulations, or improvisation exercises are doings in which students play out the use of the language in real-life conditions and are able to evaluate how effectively they used the language and effort to improve for the next recital (Karabulut-Ilgu et al., 2018).

Additionally, reflection on lived experience aids students in recognizing their weaknesses while formulating a plan to overcome any future obstacles. Not only does this help to build their oral skills, but it allows them to see how they can use the language in different types of communicative situations. Experiential Learning in the Flipped Classroom cultivates students' confidence that contributes to their communicative competence in English and their capacity to engage in authentic interactions over time (Huang & Hong, 2023).

2.2.4   Personalized Learning

The theory that different learners, aside from having their own interests, learn at different paces and in different ways; thus, education needs to adapt to them. Such an approach attempts to enhance learning with experiences that are aligned to these specific attributes.

The resources allow students to work with theoretical materials in their own time, repeat them as many times as necessary, and participate in face-to-face activities. This model enables them to enter the classroom with a well-ingrained understanding, which boosts confidence in them and equips them to take on the next set of challenges.

Activities that are tailored to each student's particular interests and desires are examples of personalization. Topics related to their culture, hobbies, or potential careers, for example, might be selected for oral skills development, increasing the relevance of learning. This not only represents an enhancement of motivation for students, but it also improves retention of language aspects that are relevant to their personal experience and cultural context (Lo & Hew, 2022).

Personalized Learning also promotes student autonomy and growth in self-regulation. More importantly, by encouraging them to be part of their educational journey, they can build metacognitions necessary for lifelong learning. It has been particularly useful in the attainment of complex language skills, such as speaking, in language learning environments. With the independence in working and individualized tasks in the Flipped Classroom, it encourages deeper reflection about the usage of the language and the discipline of learning independently (Zainuddin & Halili, 2022).

2.3   Homework Policy in Ecuador

The Ministerio de Educación de Ecuador homework policy is aligned to the Acuerdo Ministerial MINEDUC-2018-00067-A, which delivers guidelines for improving homework load and promoting comprehensiveness in learning. These standards state that homework should probe skills developed in the classroom, promote independent work, and create skills such as reflection and creativity. It also stresses that homework shouldn't interfere with family time, describing assignments as limited to weekdays, with weekends free.

This policy is in line with the Flipped Classroom concept, which encourages students to learn a large part of the knowledge on the activities away from the class, e.g., instructional videos or pre-class tasks. With its focus on encouraging reflection and creativity, the Flipped Classroom aligns well with the homework policy's emphasis on having purposeful assignments and integrating the community and home into learning (¡as opposed to burdening a student with millions of repetitive math problems!). This technique also lets students review lessons and reflect at their pace outside of the classroom, solidifying the concepts taught in the classroom.

In doing so, and in the context of this study, which explores homework policy as a means to integrate the Flipped Classroom into educational policy. By respecting the policy's criteria of workload and an emphasis on independent learning, the study ensures that the activities proposed during the application phase are both effective as well as compliant with national

educational standards. This pattern indicates the reality and feasibility of implementing the Flipped Classroom model as a means of improving speaking skills among EFL learners.

2.4   Definition of Extracurricular Activities

What is meant by the term "extracurricular"? Although these activities do not represent the major subjects as outlined in formal curricula or mandated times in classrooms, they are integral for students' holistic development (Mahoney, Cairns, & Farmer, 2021). Extracurriculars may include sports teams, academic clubs, art or music programs, volunteer work, and other ventures that contribute to the learning experience by fostering valuable skills like teamwork, creativity, and leadership (Eccles & Barber, 2020).

Extracurricular activities have a very big role in solving these problems, especially in the context of the current study, the development of oral communication skills in English. Considering that this study involved students who had little to no contact with native English speakers other than through their regular classes, it would be beneficial to implement speaking-related extracurricular activities where students can practice informally with their peers and in a less exciting space. Participating in activities like English-speaking clubs, debate teams, or drama workshops promotes environments in which students feel empowered to have richer discussions, take linguistic risks, and become more confident about speaking.

Furthermore, extracurricular initiatives perfectly echo the philosophy behind the Flipped Classroom model. Additionally, since the aforementioned strategy promotes students to approach theoretical contents autonomously, extracurricular activities can contribute because they provide practical interactive scenarios where the students can practice the knowledge they have learned. For example, students can use the speaking skills learned from the video lesson at home in a drama rehearsal or storytelling session to further learn and have fun during an extracurricular activity.

These activities also support the study's goal of creating a learning environment that is focused on the needs of the students. Two of the most powerful elements in boosting motivation are the independence and involvement that extracurricular activities encourage in students. These exercises, which give students controlled but informal speaking practice, are essential to a more comprehensive, reality-based approach to language learning because they help close the gap between classroom instruction and everyday speech.

2.4.1   Implementation of the Flipped Classroom in the Curriculum

It takes careful planning and the availability of relevant resources to include the flipped classroom into the curriculum. Designing accessible resources that support students' independent learning and are in line with the course's pedagogical goals is crucial, claim Houston and Lin (2012). Accordingly, under the framework of the Flipped Classroom.

Before in-person classes, these resources ought to be created so that students can engage with the theoretical subject on their own. In addition to making the most of lecture time, this gives students a strong foundation for practical sessions, which encourages the active application of information in group projects and problem-solving exercises.

Effective planning entails determining what can be taught outside of the classroom using resources like interactive lectures, videos, and digital platforms, as well as what should be done in class to enhance learning through group projects, discussions, and practice of particular abilities like speaking. This method preserves the educational emphasis on real-world application and active learning while guaranteeing that all students may access and utilize the learning resources, optimizing their capacity for self-directed learning.

In the case of how to teach English, materials should focus on communication skills such as how to communicate verbally. So, in a Flipped Classroom context, this is exactly the type of resource that is even more important for students to engage with theories resourcefully before face-to-face classes.

In addition, students have available interactive videos, audio recordings, online exercises, and readings that emphasize the most essential features of pronunciation and fluency, which help them learn at their own pace and help them build comprehension and language skills through read-throughs so that they can use learned material in a practical class format.

In person, students can then leverage this previous work by engaging in activities that can reinforce oral expression, as would be the case with debates, presentations, or simulations of real communicative situations, thus making Flipped classrooms usable in different instances. Classroom optimizes classroom time and gives students more opportunities to practice and refine their speaking skills collectively in a low-stress environment.

The Common European Framework of Reference for Languages (CEFR), though, offers a very good structure to follow in terms of activities in Flipped Classrooms that invite interaction and language flow to happen. This framework sets levels for language proficiency (A1 to C2), giving this amazing possibility for teachers beyond teachers themselves to adjust and design activities in terms of what specific skills students need to develop, especially with regard to some key areas such as listening comprehension, speaking, interaction, and writing.

In this regard, the CEFR can be utilized to support students' self-study prior to the classes. For instance, pre-class resources like videos, readings, and interactive recordings could correspond with CEFR levels so that students work with content aligned to their proficiency level. In real scenarios, students are free to carry out interactive work, like debates, replicating common places, or role-plays arranged with the objective of enhancing fluency and ease of interaction in the particular tongue, following the guidelines of the CEFR.

Thus, the Flipped Classroom approach not only provides students with opportunities for independent learning; it also provides them with a classroom environment where they can practice whatever they have learned through communicative interaction in class, an essential aspect of language competence according to the CEFR. This helps students progress in a structured but flexible way towards their language-learning goals when they are ready and on

track with the specific objectives of the European framework. According to Talbert (2017), the involvement of a teacher is essential for the flipped methodology classroom to be effective, given that both leaders of hands-on activities and creators of the atmosphere in which learning will occur. In the sentence with regard to Flipped Classroom, teachers need to not only know how to design materials for students to learn independently but also be experts at orchestrating interactions in class or practical activities that implement real use of the language.

To implement Flipped classroom teaching successfully, teachers must possess several skills, including the capacity to administer educational technologies, design engaging activities to be performed on students actively, and know-how to encourage students to invest time in a meaningful way. Teaching has been developed in this methodology so that professionals adopt a more dynamic and student-centered approach, where face-to-face classes become a place for putting into practice what has been learned and not just a space for transmitting content.

In addition, with proper training, teachers can adapt the activities for students whose language levels, magazines, and learning aims may be different. This is especially important in a Flipped context, where interaction and collaboration are key to the development of oral skills, listening comprehension, and fluency.

2.4.2 Curricular Organization According to the CEFR: Speaking Levels

The Common European Framework of Reference for Languages (CEFR) defines six levels: A1 (basic) to C2 (mastery) to describe levels of use of the language. This makes sense as A2 (Basic User) is the point where students start transitioning from just basic communication skills to practical, day-to-day communication.

According to those requirements, tenth-year students in high schools such as the "Carlos Cisneros" Educational Unit are required to attain speaking competency at an A2. Students at the A2 level are capable of handling the majority of scenarios that may come up when traveling in a region where the language is spoken. This entails explaining their regular activities, expressing

their emotions, and providing details about oneself, locations, and occasions. It denotes a stage at which pupils go beyond simply learning words to use them in authentic, everyday contexts.

Students are challenged to increase their speaking confidence at the A2 level through guided chats and organized dialogues. Greetings, introductions, routine questions and answers, and providing information about recent or upcoming events in simple tenses are all common speaking activities. Since their social and academic development coincides and they are able to speak considerably more in English, this stage is essential for tenth graders.

At this level, though, challenges frequently surface, especially in EFL (English as a Foreign Language) contexts. Problems including large class sizes, short class periods, and an excessive focus on grammar might hinder students' development of oral abilities.

The Flipped Classroom method can be an effective alternative to tackle these problems for the tenth graders of A2 level. This tactic creates classroom time for engaging speaking events that focus on fluency building and confidence by enabling learners to acquire and practice theoretical satisfied in advance. For instance, students can view video lectures on vocabulary or sentence constructions at home and then use that information to engage in role-plays, group deliberations, or interviews in the schoolroom.

Figure 1

Level of proficiency
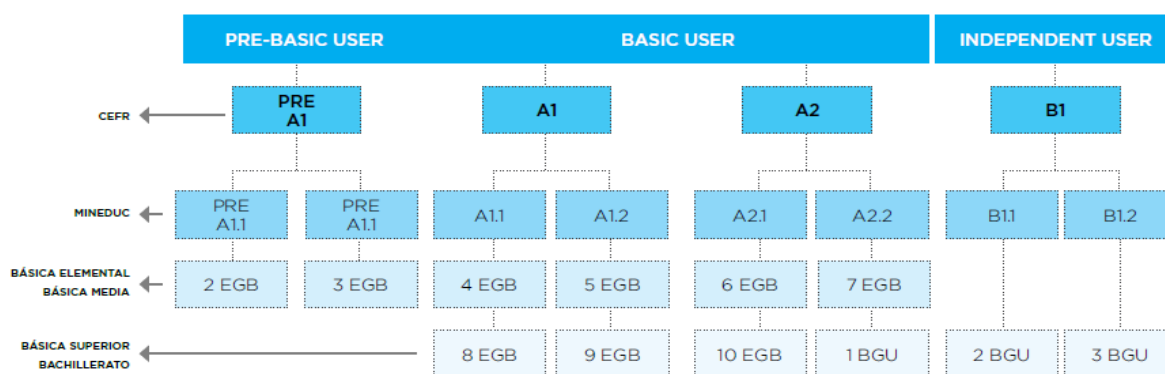
Note. Figure N1 refers to level of proficiency: branching approach.

2.4.3 Levels of Proficiency: Branching approach

The Ecuadorian English as a Foreign Language (EFL) curriculum takes a type of branching approach revolving around five principal curricular threads targeting the improvement of both students' language skills and cultural knowledge:

a) **Communication and cultural awareness:** Aim to develop intercultural understanding and effective communication as preparation for students for global citizenship.(Coyle y otros, 2010)

b) **Oral communication:** This includes three sub-components:

     i. Listening: Developing comprehension of spoken language.

     ii. Spoken Production: Promoting clarity in speech.

     iii. Spoken Interaction: Enhancing social skills for engaging conversations.

c) **Reading:** Aims to create a literacy-rich environment and improve comprehension through various resources and cross-curricular integration (Grabe & Stoller, 2011).

d) **Writing:** Encourages clear expression of ideas, framed as a context-dependent social practice (Grabe & Stoller, 2011)

e) **Language through the arts:** Incorporates literary texts and creative writing, fostering expressive language use and creative thinking (Eisner, 2002)

2.4.4 Curricular Thread 2: Oral Communication (Listening and Speaking)

The English as a Foreign Language (EFL) curriculum positions oral communication, which integrates listening and speaking skills, as a holistic process essential for the development of communicative competence (Richards, 2006). This perspective emphasizes the need to teach both skills within meaningful and communicative contexts, also recognizing their interrelation with reading and writing skills. In other words, the process of oral communication is dynamically linked to written production, since one speaks to write and vice versa.

Subcomponents of Oral Communication

The Oral Communication curriculum is divided into three subcomponents: listening skills, oral production and oral interaction. Each of these aspects addresses fundamental areas for language learning and provides specific strategies for their development.

1. **Listening skills:** Listening comprehension is a complex process that involves activating prior schemas, inferring, predicting and constructing meaning, simultaneously using short- and long-term memory. The curriculum suggests exposing students to authentic texts adapted to their age, interests, and linguistic needs. The proposed strategies include listening to capture general ideas, specific details, inferences, and predictions, using resources such as information and communication technologies (ICT) to work with authentic texts (poems, songs, advertisements). These activities also foster pronunciation skills, like rhythm, intonation, and stress

2. **Spoken Production:** Less about accuracy, more about fluency; this is based on the fact that by focusing on meaning, you build confidence and take away the emotional blocks to learning (Krashen, 1985). So, in the beginning, imitation through songs, rhymes, and tongue twisters makes the basis of education. Activities such as dialogues, role-plays and speeches also allow for more direct oral production later. Similarly, practicing the individual sounds of English as well as different speech strategies can bolster intelligibility and clarity of communication.

3. **Spoken Interaction:** This part has central skills needed for collaborative learning, like problem-solving, functioning in a group dynamic, and managing mistakes as part of the learning process. And moreover, unified verbal and non-verbal communication strategies, a crucial aspect in multiple social situations and communicative environments. This subcomponent gives students the opportunity to be creative and use their language skills, including significant tasks that can ask students to use language (English or otherwise) in informal/friendly interactions or more formal contexts (presentations).

The holistic approach that the EFL curriculum embraces stresses the creation of contexts where students can live and practice oral communication skills in different situations and settings. Strong communicative competence serves as the groundwork for learning EFL and is often built on pedagogical practices — focused listening and speaking in both a meaningful and interactive context.

2.5   Application to speaking skill expression

This level concerns itself with how the previous methodologies and theories discussed can be practically used to improve oral expression with English language learners.

2.5.1   Speaking

These include pronouncing words properly, but also forming ideas, expressing opinions, and so on—all skills that, according to the Common European Framework of Reference for Languages (CEFR), are quintessentially Speaking (B2-C2). It deals with fluency, intonation, and interaction in various communicative contexts.

For speaking, pedagogical strategies help give students the opportunity to use the language in authentic or simulated contexts. You can teach them to express ideas or feelings in English through role-playing activities or debates. This combined perspective aims not just at outlying accuracy in terms of linguistic form, but also at essential social-communicative skills for using a distant language (Harmer, 2018).

a) **Fluency:**
   These comprise pronouncing words properly, but also forming ideas, articulating opinions, and so on—all skills that, according to the Common European Framework of Reference for Languages (CEFR), are characteristically Speaking (B2-C2). It deals with fluency, modulation, and interaction in numerous communicative contexts.

b) **Accuracy:**

Accuracy refers to your capability to use the language correctly, counting the right lexical items, grammatical structures, and sentence formation. It safeguards that the speaker's message is not just understandable but also free from errors that lead to confusion. At A2 level, accuracy is about being able to use the basic rules of syntax correctly, like present and past simple, prepositions, and basic vocabulary. Activities such as verdict alteration, guided practice, and controlled speaking activities need to take place for students to assume these rules and use them applicably in communication.

c) **Interaction:**

The active part one can play in a conversation is referred to as interaction. It also entails starting and directing the conversation as necessary, as well as effectively answering an interlocutor's inquiries or remarks. Structured conversations, Q&A sessions, and simple conversational exchanges on well-known subjects are common forms of interaction at the A2 level. Pupils need to have the chance to practice taking turns, clarifying material with questions, and expressing agreement, disagreement, or opinion with simple language. A key component of communicative competency is classroom interaction, which helps students succeed in real-world discussions.

d) **Pronunciation:**

Pronunciation: the ability to produce sound, word stress, intonation, and rhythm in such a way that one will be understood (or, at least, guessable) to listeners. With pronunciation problems, listeners will probably misunderstand what you mean, regardless of how good your vocabulary and usage system is. A2 learners are usually just practicing the different sounds that are in English that do not exist in their native tongue, such as /ʃ/ x /ʧ/ (as in "sh" and "ch") and the stress on words in short phrases and sentences. Repetition drills, listening and imitating native speakers, keeping a journal, or using phonetic transcription as a guide to better pronunciation can all be great activities to improve overall language skills. To help students develop pronunciation, various tools are necessary, e.g., recordings, speech analysis apps, or feedback from teachers.

2.5.2 Speaking activities within the English curriculum

Richards (2016) states that developing speaking skills within the English curriculum is fundamental for achieving communicative competence. Additionally, he highlights that various activities can be integrated to enhance this skill, including:

- **Debates and discussions:** To promote critical thinking and interaction, encourage students to voice their opinions, present opposing viewpoints, and defend ideas on certain subjects.
- **Role-plays:** These are simulated exchanges in which students take on certain roles in settings such as stores, eateries, or interviews, fostering contextualized language use and improvisational skills.
- **Oral presentations:** Give students the opportunity to communicate verbally and visually while boosting their academic language ability, confidence, and fluency.
- **Guided conversations:** Designed dialogues in which students practice language patterns and gain fluency in real-world situations by responding to prompts.
- **Word games and dynamics:** Language-based activities that promote vocabulary acquisition and grammar practice in an entertaining manner, such as crosswords and puzzles.
- **Storytelling:** Promotes the creation, telling, or retelling of stories by pupils, enhancing oral expression, creativity, and discourse structure.

2.6 Flipped Classroom

The Flipped Classroom is an innovative pedagogical method that inverts the traditional teaching model. In this method, theoretical instruction takes place outside the classroom, through multimedia resources such as videos, readings, and tutorials. (Bergmann & Sams, 2018).

Due to its capacity to promote student involvement and active learning, the flipped classroom has drawn a lot of interest in educational research. This approach encourages independence, accountability, and self-regulated learning by reorienting the emphasis from teacher-centered lectures to student-centered activities (Zainuddin & Halili, 2022). Pupils are urged to take charge of their education by using the resources at their speed and going over them again as necessary to ensure they understand them. In the meantime, class time is maximized for group projects, problem-solving, and practical knowledge application—all of which are essential for fostering the development of useful abilities like speaking a foreign language.

The flipped classroom technique is very useful for tackling the difficulties associated with speaking while teaching English as a foreign language (EFL). Grammar and written assignments are usually given priority in traditional EFL classes, which leaves little time for students to practice speaking. To enhance fluency and confidence, students can participate in role-plays, debates, discussions, and other interactive speaking exercises by redistributing class time to interactive speaking activities under the flipped classroom paradigm (Huang & Hong, 2023).

In addition, this model mitigates common barriers such as fear, and anxiety associated with speaking in front of others. By allowing students to prepare in advance, they feel more confident and better equipped to actively participate during in-class activities.

Another distinguishing feature of the flipped classroom style is the incorporation of technology. With the use of tools like interactive applications, video platforms, and learning management systems, teachers may provide dynamic, captivating content that is suited to the needs of their students. In addition to enabling self-directed learning, these technology tools also make learning more approachable and interesting for students—particularly digital natives who are used to consuming material in multimedia formats.

According to the study's framework, the Flipped Classroom approach is essential to helping EFL learners improve their oral expression abilities. This technique seeks to enhance oral communication abilities by utilizing technology and resolving the shortcomings of

conventional teaching methods, thereby promoting students' confidence and language competence. Furthermore, its alignment with the national homework policy underlines its viability as a practical and effective educational strategy within the Ecuadorian context.

2.6.1 Theoretical Foundations of the Flipped Classroom

The flipped classroom is founded on the fundamental ideas of social constructivism, which holds that communication and cooperation among people lead to learning. According to Vygotsky (1978), social interaction is crucial for cognitive growth, which lends support to the use of group projects in the classroom. By exchanging ideas and working together to solve problems pertaining to material they have already studied at home, this method enables pupils to build knowledge.

However, Piaget (1970) emphasizes the value of experience-based learning, in which learners apply abstract ideas to real-world situations to solidify their comprehension. This method makes explicit links between newly learned material and students' existing cognitive structures, which is consistent with Ausubel's (1963) theory of meaningful learning.

2.6.2 Characteristics of the Flipped Classroom

The flipped classroom model has a number of significant benefits. With personalized education, learning can be tailored to each student's needs and progress may be made at their own speed. Additionally, it makes it simpler for the instructor to offer significant support during hands-on activities, which boosts student assistance during pivotal learning moments. This approach promotes student-centered learning, fosters independence and teamwork in the classroom, and creates a more engaging atmosphere.

2.6.3 Specific Teaching Methodologies

Particularly when it comes to the development of spoken English abilities, some educational approaches are crucial for connecting theoretical concepts with real-world application. By addressing the difficulties that arise in teaching English as a foreign language (EFL), these approaches aim to optimize active and participatory learning. These tactics encourage meaningful communication and consistent language use by coordinating instructional strategies with students' cognitive, social, and emotional needs.

Task-based language teaching (TBLT), which emphasizes giving students meaningful tasks that call for real-world language use, is one successful approach. Students can practice speaking in authentic situations through activities like role-playing, problem-solving, or group projects. By focusing on communication rather than flawless grammar or pronunciation, this method promotes active engagement and lessens the anxiety that comes with typical speaking exercises.

The application of communicative language teaching (CLT), which emphasizes interaction as the central component of the learning process, is another pertinent tactic. In addition to improving fluency, exercises like debates, group discussions, and role-playing increase students' confidence and social skills. Because it enables in-class time to be devoted to hands-on, interactive activities that reinforce theoretical information learned separately, CLT fits in nicely with the Flipped Classroom approach.

Additionally, scaffolding strategies are essential for assisting kids in honing their oral communication abilities. Teachers can assist students progressively increase their confidence and skill by offering structured guidance in the form of guided practice, modeling, or prompting. For example, as students build confidence, a scaffolded speaking exercise may move from sentence frames or vocabulary prompts to open-ended questions or unplanned talks.

These approaches are further improved by the use of digital technologies including interactive simulations, video recording platforms, and language learning applications. With the help of these resources, students may get immediate feedback, practice speaking in a relaxed setting, and monitor their development over time.

These approaches are not only novel in the context of this study, but they are also quite flexible enough to meet the unique requirements of the Riobamba educational setting. The difficulties EFL students have in developing their speaking abilities are immediately addressed by the usage of TBLT and CLT in conjunction with scaffolding and technology integration. By creating an atmosphere where students can successfully practice oral communication, these methods help close the gap between theoretical understanding and real-world application.

The study intends to offer practical insights into how pedagogical tactics might be enhanced to enhance speaking abilities in EFL students by utilizing these particular teaching methodologies. In addition to meeting the specific needs of the target group, this emphasis on active participatory learning guarantees that the suggested intervention is in line with best practices in language instruction.

2.7   Flipped Classroom to Develop Speaking Skill

A design that emphasizes engaging and dynamic exercises is necessary when using the flipped classroom to improve speaking abilities. According to Musallam (2018), these exercises ought to be designed to make the most of class time while enabling students to engage with one another and practically apply what they have learned at home. Because they have more chances to actively practice the language, students gain confidence and strengthen their speaking fluency as a result of this contact.

Using activities that encourage students to actively participate is a crucial component of this strategy. Group projects and individual presenting exercises, for instance, facilitate learning consolidation and establish a setting where oral practice is prioritized. Students who participate

actively both inside and outside of the classroom are encouraged to have more autonomy under this strategy.

2.7.1   Flipped Classroom Activities for Speaking Skill; the application

Role-playing

- *Before class:*

The teacher provides the students with movies or materials that depict real-life scenarios, including going shopping, placing an order at a restaurant, or resolving common issues.
They finish a list of the grammatical constructions and pertinent terminology required for the situation.

- *During class:*

Pupils are divided into teams or pairs.
They take turns playing various roles as they rehearse the scenarios with allocated roles.
The instructor oversees, gives prompt feedback, and makes recommendations for enhancements in language use, pronunciation, and fluency.

- *After class*

Students record themselves performing the scenario, applying feedback received during class.
The teacher provides written feedback.

Debates

- *Before class:*

"Is it better to travel by car or by plane?" is one of the debate topics they are given.

Students conduct study on the subject and formulate arguments using the materials—such as texts, films, or instructional manuals—that are supplied.

They compile a list of effective terms to support and contradict theories.

- *During class:*

Two teams of students with opposite positions are formed.

They alternately offer arguments and rebuttals.

The instructor guides the conversation and assesses elements including interaction, fluency, and proper language use.

- *After class*

Students write a brief reflection on their performance and review their arguments. The teacher gives feedback on their debating skills.

Peer reviews

- *Before class:*

Students prepare presentations on assigned topics, for example, "My favorite city" or "My daily routine."

They practice the presentation at home using multimedia resources (voice recordings, mirrors, etc.).

- *During class:*

In small groups or in front of a partner, students display their work.

The teacher gives each partner a list of criteria to utilize when providing feedback, such as body language, pronunciation, fluency, and intelligibility.

Students are given time to practice and get better after getting feedback.

- *After class*

Students revise their presentations based on the feedback given and submit the updated version for further feedback from the teacher.

Group discussions

- *Before class:*

Research is allocated to specific areas, such "Renewable energy" or "Technologies of the future."
Students gather pertinent data and formulate inquiries and viewpoints regarding the subject.

- *During class:*

They establish small groups for discussion.
To promote conversation, each student presents their study and asks questions.
The instructor moves between the groups, providing assistance, fixing mistakes, and promoting involvement.

- *After class*

Students write a summary of the discussion and provide feedback to each other. The teacher offers Feedback on their Speaking skill.

2.7.2   Resources for the Flipped Classroom

The tools utilized, which enable students to access knowledge in a flexible and independent way prior to entering the classroom, are crucial to the success of the flipped classroom concept. The following are some of the most widely used tools:

a) **Instructional films on websites like YouTube:** Videos are a powerful tool for teaching both theoretical and practical material, particularly when it comes to improving spoken English proficiency. For instance, students can practice independently and repeatedly as needed by watching films that include specialized pronunciation exercises, scenarios from real life, or lessons on grammar rules. In order to strengthen listening comprehension and the connection between written words and sounds, these resources may also incorporate subtitles.

b) **Google Classroom's interactive activities:** Feature makes it easier to assign interactive assignments like discussion boards, vocabulary drills, and quizzes that enhance independent learning. In addition to reinforcing previously learned material, these exercises give the teacher the opportunity to assess students' progress ahead of time and pinpoint areas that need more focus.

c) **Quizlet flashcards:** This flexible tool lets students make and practice digital flashcards. This resource is especially helpful for reiterating popular phrases, idioms, and terminology that are necessary to increase fluency in English. Using tools like interactive games and short tests, which make learning more interesting and gamified, students can practice both independently and in groups.

Additionally, the usage of multimedia tools creates a more engaging and dynamic learning environment. For instance, the integration of interactive platforms and instructional films promotes peer review and collaborative learning, two crucial components for the growth of oral English proficiency. Talbert (2018) asserts that the Flipped Classroom model's incorporation of technology revolutionizes the educational process and fosters successful and meaningful learning.

2.7.3　Advantages of the Flipped Classroom

For both teachers and students, the flipped classroom approach has several benefits. It gives pupils individualized access to learning resources so they can engage with them at their own speed. This adaptability enhances understanding and retention by enabling students to examine and assimilate material at home. After that, class time is maximized for active learning, allowing students to get customized attention and participate in practical, group projects that strengthen their comprehension of the subject matter.

2.7.4　Disadvantages of the Flipped Classroom

One of the main issues is the reliance on students having access to technology outside of the classroom, which may not be feasible for all students, especially in rural or low-income areas. Lack of access to high-speed internet, devices, or a quiet study space can create disparities in learning outcomes (Wang & Huang, 2021). Furthermore, some students may struggle with the self-discipline required to complete pre-class activities independently, leading to uneven levels of preparedness for in-class discussions and activities (Bergmann & Sams, 2022).

2.7.5　The role of the teacher

In the flipped classroom, the role of the teacher is significantly transformed. The teacher takes on multiple roles, such as resource creator, guide, facilitator, and evaluator of learning. The teacher must design multimedia materials that students can appraisal outside the classroom, guide the learning process in class, encourage active student participation, and provide incessant feedback (Bergmann & Sams, 2018)

2.7.6   The role of the student

In the flipped classroom model, students become proactive and autonomous learners, managing their time, reviewing content before class, contributing actively in face-to-face sessions, and reflecting on their knowledge process. This approach fosters autonomy, peer collaboration, and the development of social and metacognitive skills (Lage y otros, 2020). Students transition from passive recipients of information to active participants in their education, developing indispensable skills for their training.

CHAPTER III. METHODOLOGY

3.1 Type of Research

Selected to better achieve the research goals, the present research is set inside an applied, field, and interpretative research framework. All three methods complement one another to offer a full picture of the study subject.

Field studies are essential since they let one directly interact with subjects in their natural environment. Creswell (2014) says fieldwork is a first method for collecting information based on personal experiences that offers honest observations of actual events. By this strategy, the researcher can see the difficulties students have in learning presentation abilities and how the Flipped Classroom model affects their academic performance. Fieldwork thus provides a base for knowledge of the changing character of classroom settings.

Furthermore, practical problems like stress and overcrowding in classrooms that may impede student speaking proficiency are addressed through applied research. According to Mertens (2014), applied research seeks to address specific problems that have direct implications for practice. The study's objective is to evaluate the effectiveness of the Flipped Classroom approach in addressing these issues and improving speaking skills, providing practical solutions for better teaching practices. This makes this aspect particularly significant.

The aim of employing an interpretive approach, as described by Schwandt (2017), is to gain insight into the experiences and perceptions of participants, providing greater insight in to how the methodology affects learning and teaching dynamics. Along with evaluating the Flipped Classroom model, this technique investigates practical concerns such as the classroom setting and student anxiety in order to understand how the education becomes more effective and students' English proficiency improves.

3.2   Research Design

Using mixed-methods design, this study employed both qualitative and quantitative methods to examine whether the Flipped Classroom has had a positive impact on the speaking ability of EFL learners.

It included a descriptive section to provide 'an in-depth account of the participants' ability to speak, the environment of their classroom and students' challenges. Mertens (2014, Björn) argues that descriptive research is essential to identify phenomenon characteristics, such as the Flipped Classroom effect on educational speaking skills.

The quantitative part of the valuation centered on administered exams to assess whether students are capable in speaking at present, and how well Flipped Classroom creativities have been implemented. Arithmetical evidence was provided by these tests to authenticate the method, in addition to descriptive data.

The study joints these methods to ensure a full empathetic of both quantifiable outcomes and the compound experiences of participants, in custody with the objectives of the field research.

3.3   Data collection techniques and instruments.

To assess how well the classroom method is working by measuring students' proficiency in the English language using a range of tools and methods. Each strategy was whittled down in order to meet the research goal and need a thorough evaluation of its efficacy.

a) **Pre- test**

The use of oral tests in educational research is important to evaluate students' communication skills, permitting the researcher to identify areas of development and ability levels (Bachman & Palmer, 2010). It provides an indicator of the current latent of participants.

The test was administered on a rubric to maintain consistency and objectivity. It included a set of standards for various elements, and will provide "an elaborate system" to grade students' performance. Prior to the implementation of the flipped model, this method established a standard for measuring students' speaking ability.

b) **Observations**

Observation is an effective method for recording the dynamics, behaviors and levels of participation in interactions to gain a comprehensive understanding of the educational process (Merriam 2009). This approach involves observation.

They used observations to address a second specific objective, which is the application of activities from "The Flipped Method" Classroom and how those activities align with classroom learning. As part of these observations, the researcher observed and recorded activities that students engaged in aimed to improve their speaking skills. The effectiveness of activities and the students' interactions were documented in detailed notes. These observations provided information on how much the Flipped Activities Classroom is involved in learning and whether it affects students' speaking skills.

c) **Post test**

These tools are crucial in gaging the effectiveness of instructive programs, as they enable comparison of results with early valuations and evaluation of progress towards established goals (Creswell & Cressound, 2017). To evaluate the effectiveness of the Flipped Intervention Classroom and to deliver a direct comparison between students' oral look skills beforehand and

after the intervention, he conducted a supplementary post-test that was structured and content-based.

d) Semi-structured interview

By asking organized and open-ended questions, this method enables participants to obtain valuable information about their perceptions and experiences (Kvale & Brinkman, 2018). Such inquiries can be beneficial for examining subjective elements in educational settings, mainly through biographical-narrative research methods (Bolivar, Domingo, & Fernandez, 2001). The Flipped Classroom approach enables students to gain a complete understanding of their own knowledge paths and perspectives.

Semi-structured chat to assess how students felt about flipping the roles of teacher and learner, as part of an important learning objective. Hey, in conversation with students, asked them broad, types of questions so they could give in-depth thoughts about how they used this learning model. In addition, the queries were semi-structured, allowing participants to expressly convey their emotions and assess how it improved their speaking skills (Denzin & Lincoln, 2018). More than just tests were involved in the study. This adaptability proved essential in documenting the full scope of students' knowledge and understanding.

In addition, since this study was with broods, ethical considerations were taken into account. Consent for research was signed by participants on a knowledgeable consent form that ensured both unpaid participation and a clear understanding of the study's objectives and procedures (Crespow & Poth; 2018). To ensure the integrity and privacy of data, these moral measures were applied to ensure that the research was conducted in accordance with the highest ethical standards

3.4   Study population

The study population included tenth-grade students from the "Carlos Cisneros" Educational Unit in Riobamba, specifically section "D." inside the group. This group was picked because they are in a critical phase of their education, and the learning of English communication is crucial for both academic success and future career advancements (Garcia & Lopez, 2019). In tenth grade, students are more likely to be absorbed in engaging in lively activities outdoor of class or when they interrelate with their peers (Pérez, 2020).

3.5   Sample Size

Purposive random sampling (Patton, 2015) was used to control the sample size as the schoolwork population was not large. Throughout the research, six students were questioned, with both genders represented. They were selected based on their grades, and alienated into three levels:

- High-Achievers: The first pair consisted of a male and female student identified as consistently achieving high academic results.
- Intermediate-Level Students: The second pair consisted of a male and female student whose academic performance was in the intermediate range.
- Low-Achievers: The last pair consisted of a male and female student recognized for their lowest academic achievements.

3.6   Method of Analysis and Data Processing

Due to the mixed countryside of research design, the data analysis and dispensation was designed to meet specific investigation objectives. Below are the methods used to procedure quantitative and qualitative data:

a)   **Analysis of quantitative data.**

The Flipped Classroom method was evaluated on the efficiency of students' speaking skills by means of statistical methods, which included pre- and post-test data from diagnostic tests.

For this purpose:

By calculating central tendency (mean, median point), and dispersion (standard deviation) measures, expressive statistics were developed to identify general improvement patterns. A more complete understanding of the distribution of test scores and general performance patterns was providing by these measures.

The Flipped Classroom was examined for its potential to enhance students' speaking skills in a supple and open manner through Exploratory Experimental Analysis.

This proactive inquiry permitted the analyst to quantify variance in pupils' proficiency at verbal expression prior and subsequent to the inversion of Classroom structure. Utilizing methodologies of this nature is vital for gauging the success of innovative teaching strategies, as it supports enhanced, particularized, and detailed understanding of scholastic progress.

b)   **Qualitative data analysis**

Using semi-structured interviews and classroom surveys, the collected data was qualitative and employed in an attempt to use methods for thematic analysis. In this process, we found important patterns, subjects, and ideas about using the Flipped Classroom method.

First-time data coding was used to categorize responses and observations into preliminary categories. Axial coding was used to identify categories and continue the analysis. This method was also used in order to organize and synthesize the qualitative results, with the aim of finding recurring themes and analyzing the student narrative structure. It gave us the

chance to ask students what they thought of this method, what were some problems it presented and how it assisted them in speaking.

c) Data triangulation

To confirm the results' accuracy, they employed a method combining statistical measurements and non-numerical insights from structured conversations. This careful plan helped double-check the information, lowering mistakes and boosting the study's reliability. The research employed various data sources to offer comprehensive and in-depth analyses on the impact of the Flipped Classroom method on students' spoken communication skills.

CHAPTER IV. RESULTS AND DISCUSSION

This section compares results before and after a test, looking at various speaking skills including pronunciation, fluency, accuracy, and the ability to interact. They are looking at how well students are doing in terms of their English performance using the Flipped Classroom approach. In addition to the quantitative results of these tests, detailed observations and interviews with students are included in order to better understand the impact of this approach. The analysis of scores and perceptions obtained during interviews provides a comprehensive understanding of how this method impacts students' language proficiency, pinpointing areas for improvement and factors that affect progress in language acquisition.

3.7   Before and After: Uncovering the Flipped Classroom Effect

This section compares how well people spoke before and after training, and whether doing activities in class and at home helps students speak better English in school. By scrutinizing the disparities in results, one may discern the impact of this technique and the elements that facilitate the progress of learners.

Figure 2

*Comparison of Pre-Test and Post-Test Scores in Fluency*
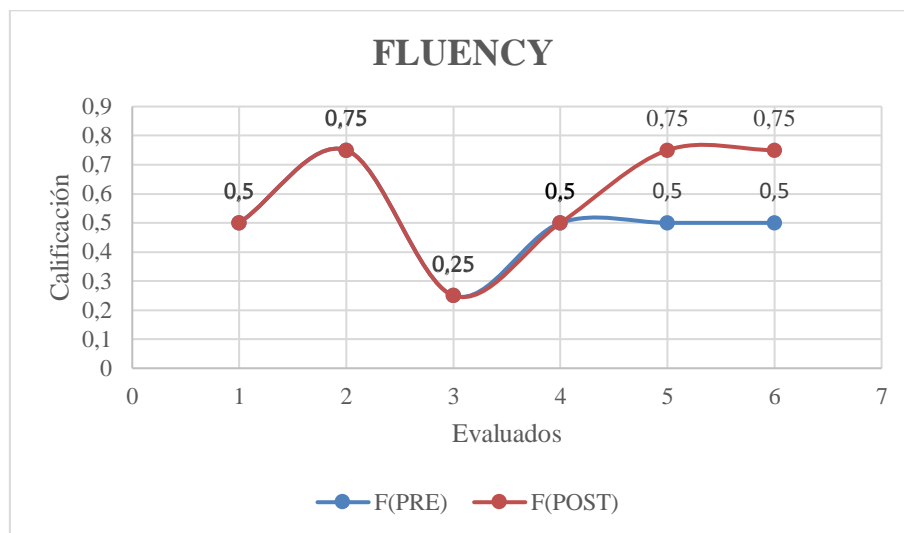
FLUENCY

Note. The variations in fluency scores between the pre-test and post-test assessments are displayed in this graph.

According to the fluency analysis, the initial scores of four students remained unchanged without any noticeable changes, but students 4 and 5 had a slight increase in their assessment by 0.25 points. In fact, Nation (1989) notes that fluency in a foreign language is not only the result of practice but also depends on meaningful exposure to and communicative use of the language. Also, despite the Flipped Classroom approach promoting student independence (Bergmann & Sams, 2012), it may not be as successful when additional oral practice strategies aren't utilized in the classroom but rather depend on individual learning patterns. The lack of progress seen by most students could be attributed to factors such as enthusiasm and participation in pre-class activities, which are essential in flipped instruction, according to Lozano & Gutiérrez (2020).

According to Tucker (2012), the lack of oral communication at home can diminish the effectiveness of this method, which could explain the slight improvement observed by most participants. This is in line with their observation. However, the two students who improved their performance were likely to have benefited from a better practice environment or greater participation in the assigned activities, Lozano & Gutiérrez (2020).

Figure 3

*Comparison of Pre-Test and Post-Test Scores in Accuracy*
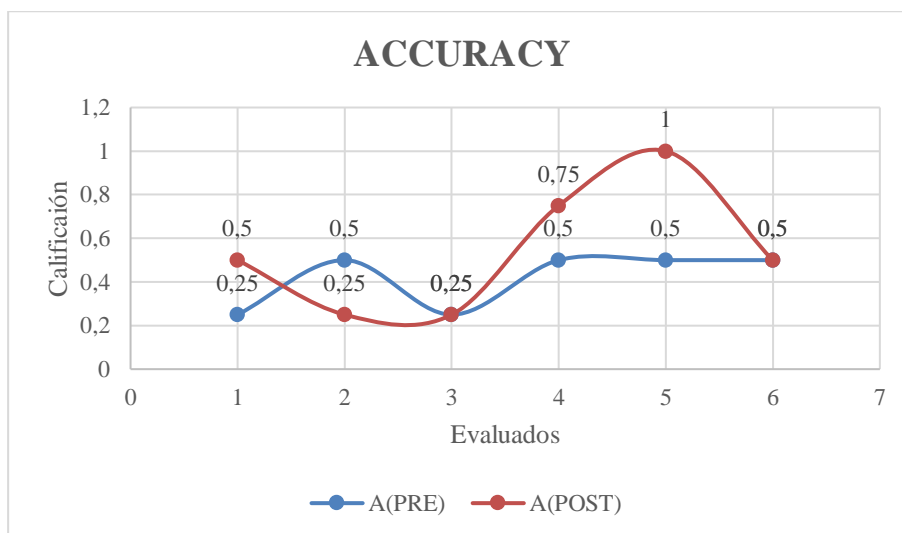
Note. This graph compares the accuracy in the evaluation of six students, showing greater variability in the post-test results.

The chart illustrates the degree of precision in the assessment of six students, indicating a greater fluctuation in the post-test scores. Only the second student in the five participants scored lower while the rest of the four, including the fifth student who scored 1, performed better. Furthermore, Schmidt (1990) pointed out metalinguistic awareness' contribution to accuracy development and speculated that the methodology used might have provided more opportunities for paying attention to linguistic forms, thus resulting to higher levels of accuracy.

The students' achievements have a positive endorsement from the intervention, but not all of the participants demonstrated the same amount of growth. Also, accuracy in oral production claimed by Van Patten (1996) is more pronounced in learners who are working on authentic language comprehension activities.

Figure 4

Comparison of Pre-Test and Post-Test Scores in Pronunciation
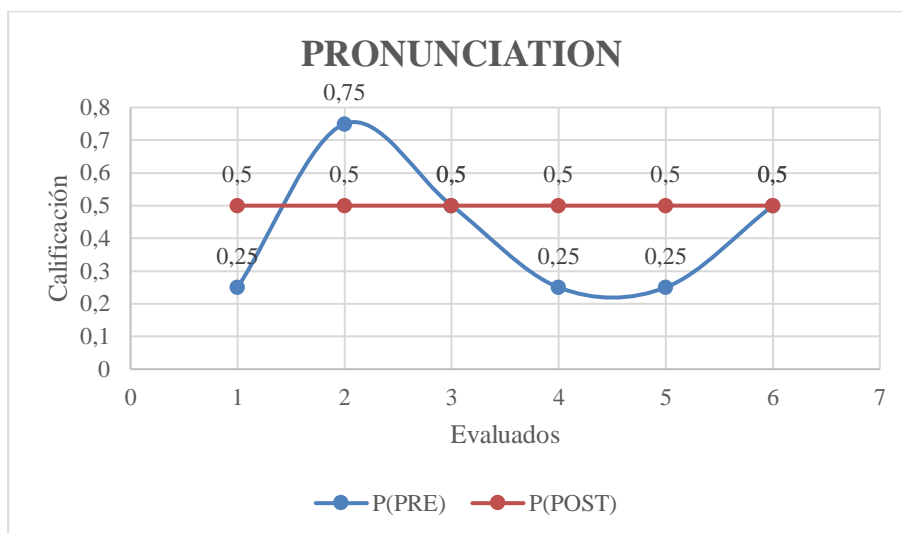
Note. With the exception of one student, this graph shows the overall strong gains in pronunciation scores.

The preliminary results in regards to participants' pronunciation indicate significant progress. One student (the second) did not improve and seemed to have issues with understanding, ongoing grammar problems, and poor phonation. Pennington (1996) has noted that "difficulty with pronunciation usually relates to misunderstanding and not being able to say the words well enough." In addition, post-test results demonstrated that all participants achieved only 50 percent success, indicating the need to strengthen this area even further.

Derwing & Munro (2005) report that consistent practice and feedback are crucial for achieving long-term improvement in pronunciation skills. But perhaps these factors were not sufficiently incorporated in some students' sumerization. Some improvement was noticed, but the lowest score from the first assessment usually was higher than the score from the last test. These findings highlight the need to pay more instructional attention to the development of pronunciation skills. To support this, Gilbert (2008) points out the need for accent training during the teaching of a language, especially where communication takes place. These results

show the students improved, but frequent care for the pronunciation should be given for these students, were more difficulties in skills posed initially.

Figure 5

Comparison of Pre-Test and Post-Test Scores in Interaction
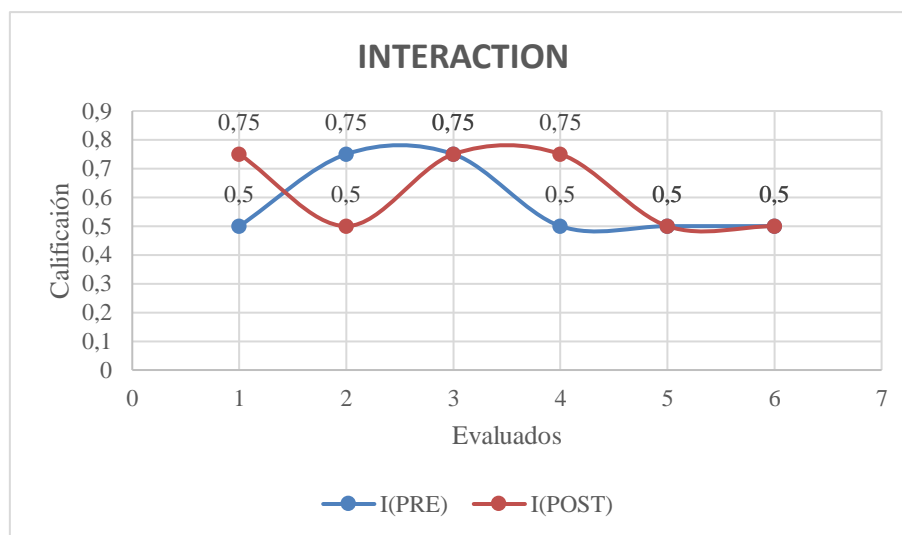
Note. With a 25% rise in their capacity to engage with classmates, this graph demonstrates the growth in students' interaction skills.

Within the scope of interaction, cognitive achievement outcomes show an increase, meaning learners attained an interrelated competence to interact by 25%. Swain (2000) comments that interaction is a critical component in language learning as it fosters a communicative and productive environment for language use and growth. However, there is need to provide measures and means which strive to elicit greater interaction among learners that is more active and more qualitative. Long (1983), for instance, pointed out that techniques of interaction such as negotiation of meaning are very essential if one hopes to achieve a level of communicative competence and they can remarkably improve instruction when embedded in language teaching.

Also, implementable measures must allow students to express ideas and information clearly, efficiently, and accurately in order to optimize communicative skills. According to

Nunan (1991), blending real world interaction with tasks will greatly enhance the accuracy and clarity of language use. This underscores the great need to place emphasis on interactional strategies in the classroom so that learners do not only know how to interact with each other, but also know how to do so intelligently with respect of effective message delivery.

Figure 6

Overall Comparison of Pre-Test and Post-Test Scores
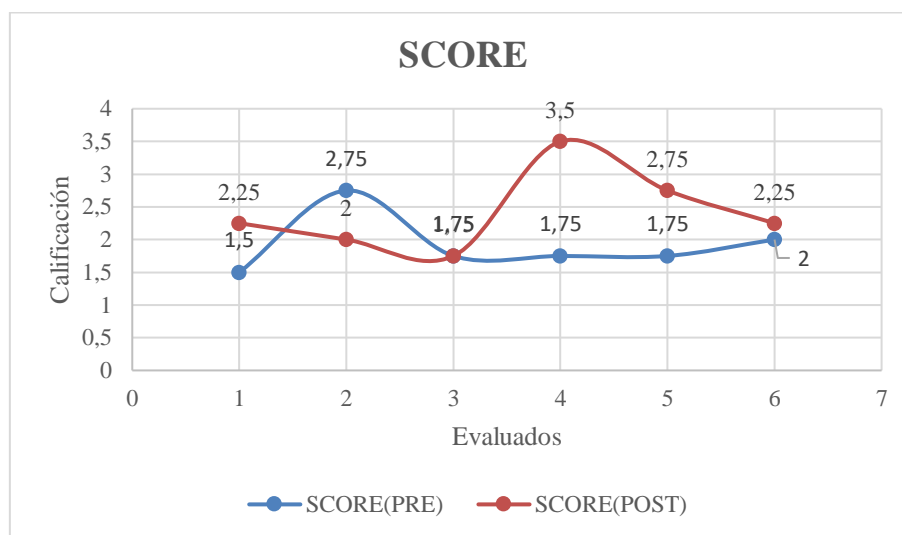
Note. After the second test, the majority of students' scores increased, according to the general analysis, which is scored on a 4-point scale.

Under communication, the findings showed significant improvement, with 25% of the students increasing their ability to take part in conversations. Interaction is an important component of language learning that provides a meaningful communication opportunity and supports language development (Swain 2000). Further, to cement this development, it is necessary to tool strategies that would foster more dynamic and effective exchanges.

In this context, techniques such as transferring meaning and attractive in real-world communication tasks can enhance students' communicative competence, making their relatives more fluid and purposeful (Long, 1983). Additionally, reinforcing these strategies in the

classroom will not only encourage more frequent participation but also help students express their ideas with greater clarity and precision (Nunan, 1991).

Table 1

Statistical Analysis of Pre-Test and Post-Test Scores

	SCORE(PRE)	SCORE(POST)
MEAN	1,92	2,42
MEDIAN	1,75	2,25
MODE	1,75	2,25
MAXIMUM	2,75	3,5
MINIMUM	1,5	1,75

Note. The table presents a statistical analysis of the grades obtained by students in the pre-test and post-test stages.

Table 1 gives the arithmetic analysis of student grades in the pre-test and post-test stages. The data revealed a mean score increase from 1.92 to 2.42; thus, overall student performance improved. Such a trend is quite indicative that the intervention- Flipped Classroom, proved to be significantly beneficial to the learning outcomes, asset by Cohen (1988). The median further rose from 1.75 to 2.25, which further offers proof that a majority of the sample students obtained improved scores.

A similar observation is seen in the mode that rose from 1.75 to 2.25 and further strengthens the trend. The range of scores reflected positive changes, with the maximum score moving from 2.75 to 3.5 and the minimum score showing a slight gain from 1.5 to 1.75. Bland & Altman (1995) state that movements in statistical measures such as the mean, media, and mode astute meaningful changes in performance, aligning with the applied methodology effectiveness.

Yet there is some hope: one student failed to gain. Which, till this point, pretty much establishes justification for the consideration of other factors outside the academic scenario in influencing one's performance in tests. The mention of these external factors might tap valuable insights for amelioration in instructional practices, thereby making certain all students are targeted by the intervention.

3.8   Observing Change: A Detailed Interpretation of Post-Test Results

Overall, the post-test results indicate an improvement in performance for most students, although the extent of this improvement varies. Subsequently is a detailed interpretation of each student's performance concerning their post-test scores and classroom observations.

**Figure 7**

Observation Results of Student 1
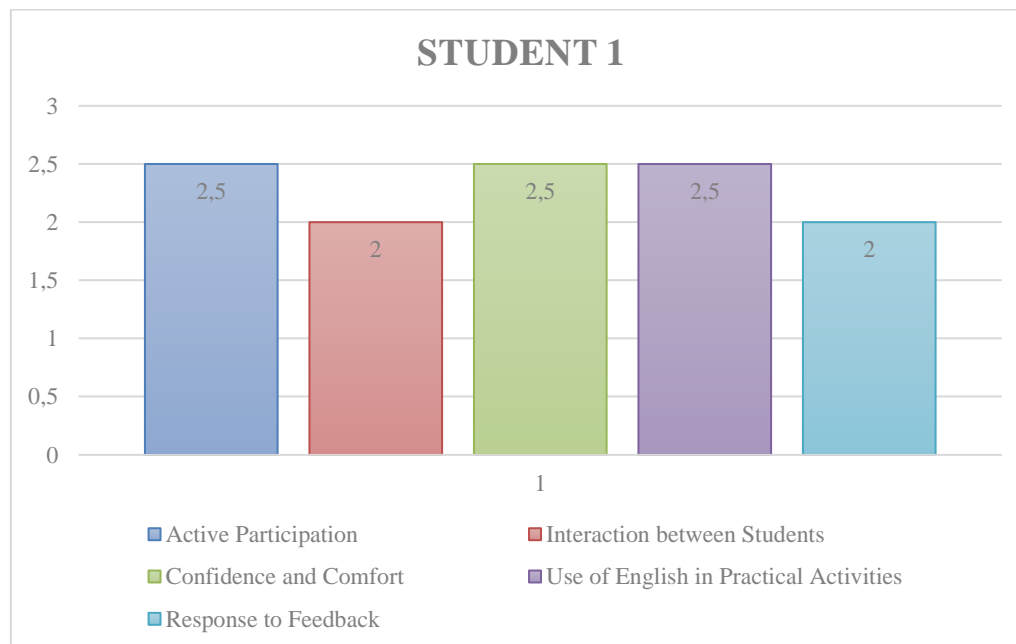
Note. Although they did not participate regularly, the student occasionally participated in class activities.

Though this student, whose post-test score is 2.25, has made small strides in performance, difficulties connected to the area of confidence and fluency in English interactions loom quite largely. The student intermittently participates in discussions attempts to join the discussions. Yet, the dependence on peers for help denotes low confidence to use the language autonomously.

The learner gets corrections, though implementation is erratic, to put it mildly. Herein lies a problem in which confident expression becomes impeded by the ability to practice what has been learned. As a conclusion, whilst minor improves in overall score have occurred, yet fluency and consistency in the use of corrections are still in need of further attention and practice.

**Figure 8**

Observation Results of Student 2
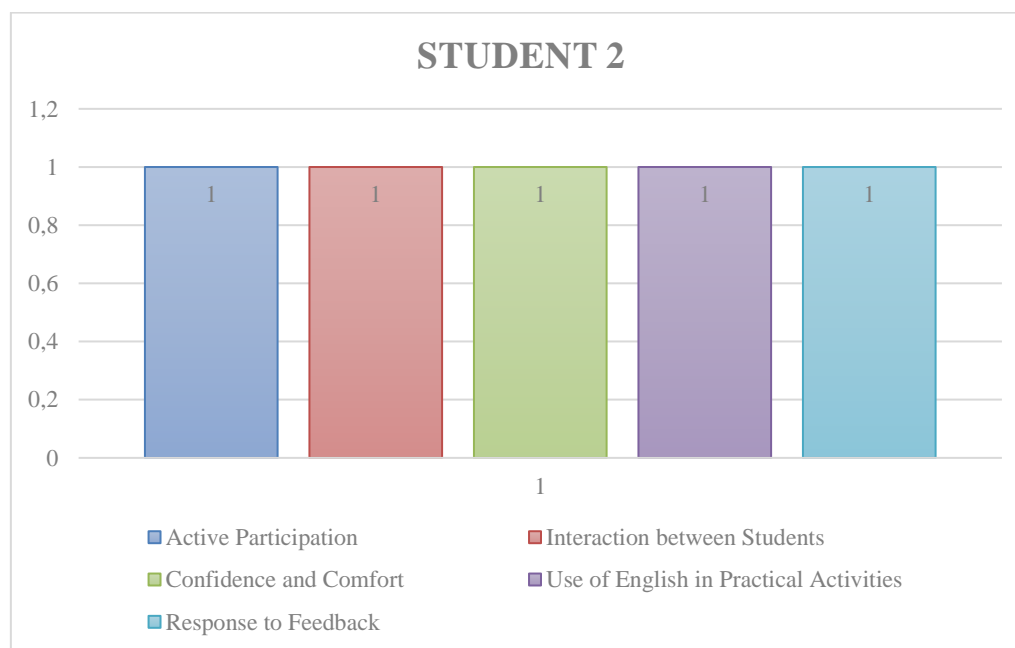
Note. The student demonstrated minimal interaction in class, often remaining passive during discussions.

This student, with a post-test score of 1.75, remains at a low level, showing no improvement compared to the initial evaluation. Participation in class is minimal, and during activities, the student prefers to speak in Spanish, avoiding English whenever possible. This lack of active interaction with the language, combined with insecurity and short responses, has hindered progress in fluency, accuracy, and pronunciation. Although the student accepts corrections, they are not applied effectively, nor is new vocabulary incorporated into responses. Classroom behavior and test performance indicate a lack of engagement with the learning opportunities provided, resulting in no significant improvement.

Figure 9

*Observation Results of Student 3*
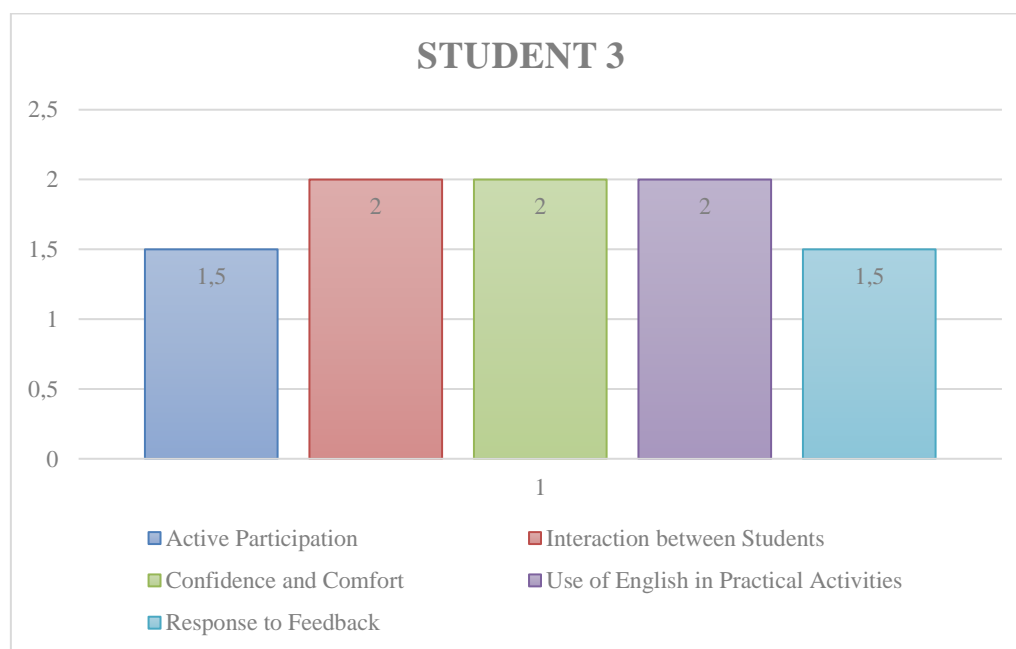
Note. The student showed limited involvement in class, participating only when directly prompted.

This student has shown a decline in performance, as reflected by a post-test score of 2.00. Despite obtaining a good score in the initial evaluation, there has been a noticeable decrease in motivation and participation. A more reserved attitude is evident through limited

contributions and a preference for remaining silent during class. As confidence has diminished, the use of English has also declined, negatively affecting assessment performance. Although corrections are accepted, they are rarely applied, which has hindered progress in grammar and fluency. This decline suggests that the method used did not effectively sustain motivation, and the lack of active practice and class participation likely contributed to the inability to improve.

Figure 10

Observation Results of Student 4
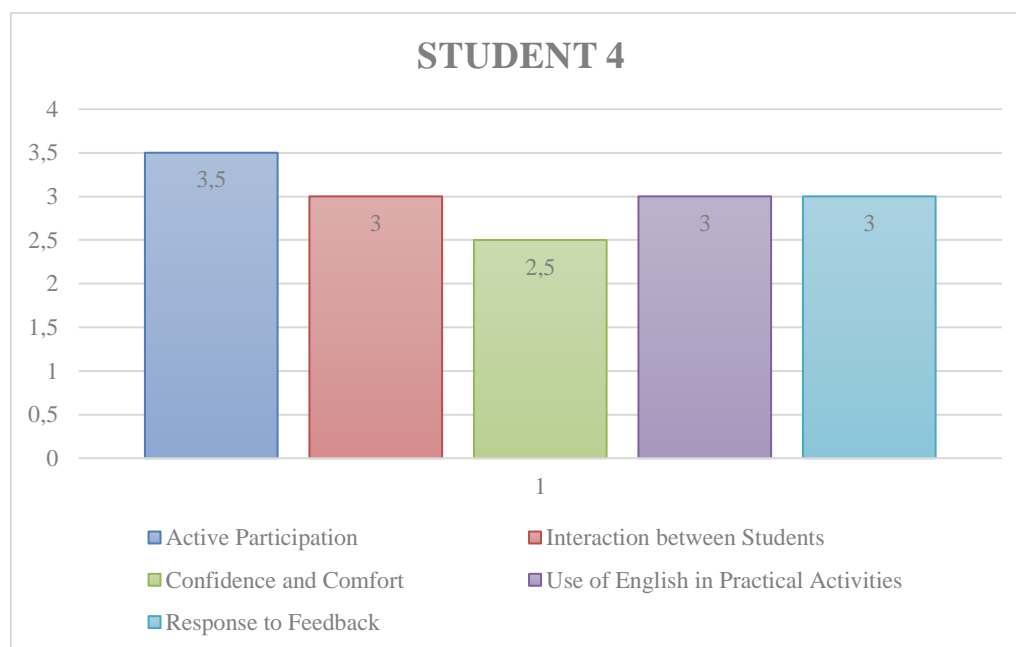
Note. The student was more actively involved in class, contributing to discussions with some frequency.

With a post-test score of 3.50, this student shows substantial improvement. The student has developed greater confidence in his or her participation, and even though some amount of uncertainty remains, he or she is more engaged in discussions and strives to use English. Participation has increased throughout the course of the intervention, with the student asking questions and making comments in class; this is a reflection of a greater desire to practice and participate in activities. The particular methodology applied seems to have provided the needed support for furthering this development.

Figure 11

Observation Results of Student 5
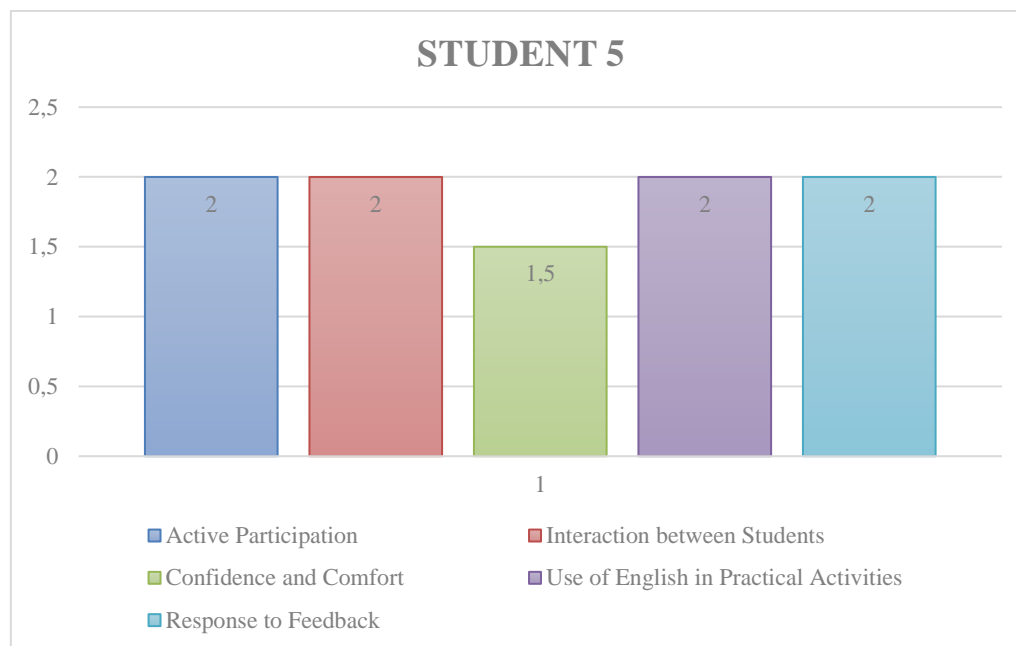
Note. The student participated more actively and showed improvement in engaging with peers during class.

It has shown moderate improvement in accuracy and fluency, with the final test score of 2.75. Interaction and autonomous use of English still have to be big tests to pass. Although participation is on the rise, insecurity is still an obstacle, since she teachers few questions and very much depends on teacher intervention. This is manifested by the use of a relatively low language, sometimes mixed with Spanish, at a time when practice really needs to be encouraged.

Figure 12

Observation Results of Student 6

STUDENT 6

- Active Participation
- Interaction between Students
- Confidence and Comfort
- Use of English in Practical Activities
- Response to Feedback
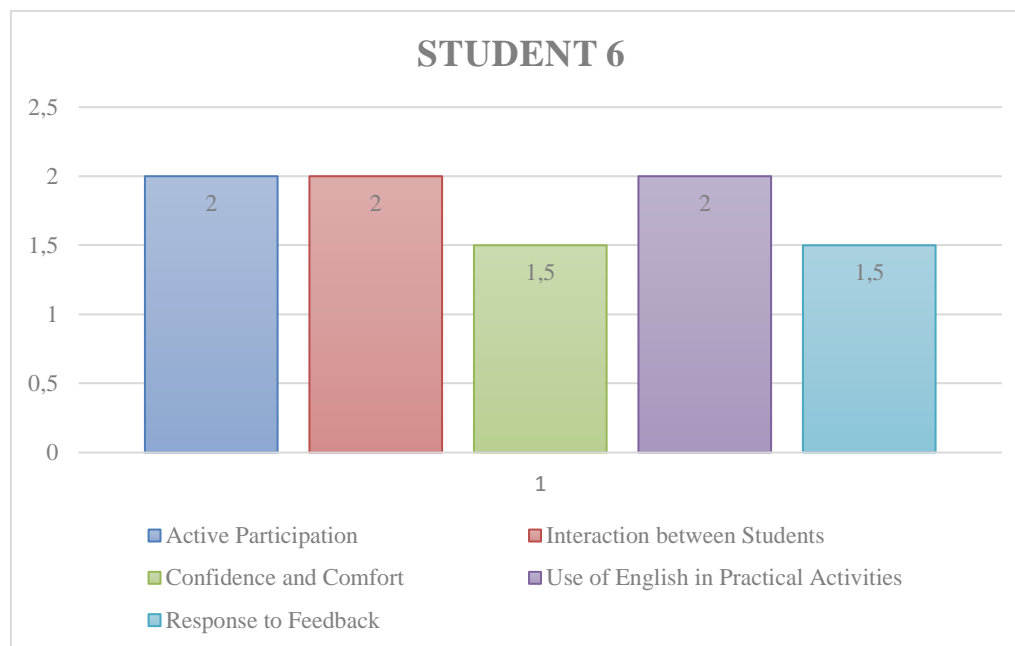
Note. The student showed some improvement in class interactions but remained somewhat reserved overall.

After the examinations, the student's score increased marginally to 2.25, but there are still significant issues with grammar, confidence, and fluency. Although student engagement has increased, there are still few and ineffective interventions; it seems that speaking English is still a challenge. The other challenge is that many grammatical and fluency errors remain unfixed, and editing work is not always simple. Although they are receptive to criticism, their ineffective contributions impede other advancements. Although the pupil made some progress, self-confidence and ongoing corrections are obstacles to any forward growth.

Finally, the outcome of the post-tests has shown varying degrees of refinement among the six students. Among the students, Student 4 made the most progress in improving their confidence and participation, while Student 5 also showed moderate progress in attaining fluency and accuracy. However, Student 1 gained some improvement with confidence, and consistent correction was implemented. Low participation and language problems are the key

factors that contributed to Students 2 & 3's very limited progress in their work, respectively. Even though Student 6 made some steps forward in terms of corrections and fluency, its further achievement did not improve significantly. These conclusions emphasize the ongoing need for more individualized assistance in it addressing special problems and supporting regular practice

3.9 Exploring Student Perceptions: Interviews on the Flipped Classroom Model

The participants were asked to give their views regarding Flipped Classroom and its influence on the speaking abilities of the students. It is necessary to conduct interviews with students because that will enable a direct sight into the effect of the method as they see it (Creswell, 2014). They expressed ways in which they can pinpoint the most effective components of the model and dealt with the challenges they had to overcome. This information will support the revision of future initiatives and change in methodology to enable oral proficiency. The use of interviews hence makes it easier to build a system making the learning more suited to the students in terms of pedagogical approaches.

 a) **The Flipped Classroom Through the Eyes of Students: Students' perceptions of the method.**

Takoni said students had a very positive attitude toward the flipped classroom model and described the flexibility it offers for learning outside of a fixed classroom location. As S-INT-01-2025 had this benefit to say:

The flexibility to learn at their own pace outside of the typical classroom setting was highlighted by students' generally positive opinions of the flipped classroom concept. "I felt very comfortable since I didn't have to speak in front of everybody in the class; hence, I could do it at my own pace."(Translated). S-INT01-2025 said, emphasizing this advantage. S-INT-02-2025 liked that he could learn in a more relaxed environment in the home before the class, also S-INT-03-2025 said experiences were "a breath of fresh air" as compared with the traditional lessons because he learned at his own pace without feeling rushed.

The viewpoints confirm that presented by Bergmann and Sams (2012), who say that the Flipped Classroom model empowers the student to take more charge of their learning process; thus, creating greater confidence and comfort. It was initially a fairly uneven transition, as stated by S-INT-04-2025 and S-INT-05-2025; a few adjustments required effort. Later, they were able to see the advantages; above all, the fact that they could re-examine very complex concepts at their own pace at any point in time.

Finally, S-INT-06-2025 emphasized the experience of self-paced learning, saying, "I feel more comfortable learning at my own pace." (Translated). This supports Vygotsky's (1978) sociocultural theory, emphasizing individualized learning and social interaction in language growth.

b) Resources that Transform: Effectiveness and Utility in the Flipped Classroom

Learn analysts acknowledged that interactive platforms used for vocabulary growth and pronunciation gain neural significance. The participants mentioned some activities centered around Quizlet in S-INT-03-2025, which indicated that they have helped me remember more words and be more comfortable with them. I think S-INT-04-2025 suggests that the use of Quizlet worked positively in regard to pronunciation and retention in memory.

The emphasis on repetition and visual material interaction for vocabulary acquisition is supported by Spencer & Juliani (2017). In addition to Quizlet, S-INT-02-2025 emphasized the importance of videos in improving comprehension, stating that the videos helped them understand what they were reading. Kolb's (1984) experiential learning theory suggests that students can engage with different resources and gain the ability to ponder and grasp knowledge at their own pace. Finally, S-INT-06-2025 reinforced the value of these resources, sharing, "I really liked watching videos and doing exercises on Quizlet because they helped me remember more easily." (Translated).

c) **Breaking Through Flipped Classroom Barriers: The challenges students faced and overcame.**

Despite the generally favorable perception, some students confessed to facing initial problems related to learning vocabulary and their feeling of insecurity while speaking. For example, S-INT-02-2025 stated, "In the beginning, it was hard to remember some words, but repetition helped me very much." (Translated). Similarly, S-INT-01-2025 faced a parallel problem by stating, "Sometimes pronunciation was really hard for me, but practicing some more helped me improve." (Translated).

In addition to these difficulties, group work emerged as a confidence-building technique to get over insecurity. Though they were supposed to be nervous before speaking, S-INT-03-2025 and S–INT-05-2024 appreciated group work to get over this hurdle. As quoted, S-INT-03-2025 pointed out that group work was effective in boosting their confidence while S–INT-05-2024 laid stress on it that it gave great assistance in correcting errors and establishing self-assurance.

In addition, S-INT-04-2025 highlighted the importance of repetition and group practice for improving one's pronunciation.

d) **Envisioning the Future with Flipped Classroom: Students' thoughts on its future impact.**

According to students, the Flipped Classroom model has the potential to improve their future English communication skills. These tasks were cited as evidence for the potential improvement of their word retention and speaking confidence, in accordance with S-INT-02-2025 and S–INT-6025.

In the same vein, S-INT-04-2025 and S-INT-03-2025 are again staunch believers that practice will, in the future, for sure lead to greater fluency. S-INT-04-2025 added, "I think that it's going to become easier for me to speak English in time, by continuing to practice."

(Translated), whereas S-INT-03-2025 hoped, "I hope this way will help me to articulate better when I need to communicate in English." (Translated). Such an inclination toward repeating exercises and practice is throbbing with the idea that it is consistent exposure to the language, especially in real-life contexts, that promotes greater communication proficiency and fluency.

e) Powering Up Classroom Activities: Creative suggestions from students to improve classroom activities.

Ultimately, students stated their wish to have more opportunities for practicing pronunciation and speaking. In S-INT-01-2025, it was mentioned that additional speaking exercises were necessary as they provide extra practice. The findings of S-INT-03-2025 and S–INT-25-2260 also showed that improving pronunciation and fluency through conversation activities was especially beneficial, in conjunction with the suggestion put forth by Harmer (2007) that fluent oral practice is essential for increasing fluency and confidence in using the language.

To this, S-INT-02-2025 recommended yet another ear-splitting strategy suggesting, "We should have more sentence formation exercises and group corrections, so we can correct our mistakes." Translation. The suggestion complements Ur's view whereby correction and allegoric language production with the help of others form core variables in second language acquisition. The practices of students are thought to augment language skills development.

3.10 DISCUSSION

This indicates that, though Informal and other kinds of dialogues most probably will be their continuing preference, they are still required to apply the formalities and rules of language use in their actual conversations. Realistically, however, there is no denying the fact that other than from memorization-based inventiveness, other modes of delivering an oral exchange have to be undertaken; that is, having confidence in speaking is vital at this stage, and structure and guidance in dialogues will be great ways of enabling the development of such.

Results showed improved performance of oral exchanges after the intervention, while students were still able to perform basic tasks in the areas expected of students expected to operate at an A2.1 level. In these cases, the fluency and insecurity barriers to informativeness impeded the student's acquisition of routine and descriptive conversations. They function considerably better than oneself, and after the intervention, both students feel more confident and fluent during the speaking activities.

Kolb's Experiential Learning Cycle assists in bringing about such changes in a manner wherein it necessitates reflection and a practical application of knowledge. This shift from mere passive learning to active use of language has greatly helped to develop a more authentic speaking proficiency and fluency. Nonetheless, some students still seem unable to assimilate much of what they learn into their spoken words, suggesting an additional time and training are necessary to forge these improvements.

Students regarded the Flipped Classroom learning approach as a success for building their self-confidence in speaking. They felt more ready for speaking activities because they could prepare in their own time outside of class. This independence is, of course, in line with the idea of Personalized Learning: the adaptation of the educational tasks to individual needs, taking individual interests, pace of learning, and different styles of learning into account (Lo & Hew, 2022; Zainuddin & Halili, 2022). Nonetheless, the gap between preparation and actual speaking performance indicated that while autonomy and preparation helped well, there ought to be greater emphasis on in-class support and ongoing practice. The interactive nature of the activities allowed the students to experience real-life communication situations, where it not only developed their language skills but they also understood the relevance of English in everyday contexts. Yet the challenge remains: students who are less engaged, or are already less confident, require more personalized interventions to ease their transition from theoretical knowledge to active, practical application.

It was concluded that the Flipped Classroom model led to substantial improvements in the speaking abilities of the tenth-grade learners. However, for the full benefits of the model, they will have to be continually modified, and special interventions will have to be put in place.

From the pre-evaluation, students were capable of performing basic exchanges but with low fluency and thus, as a result, lacked confidence. After implementing the model in the classroom, the students have shown a distinguished improvement: mean scores rose from 1.92 to 2.42, median scores improved from 1.75 to 2.25, and modal scores shifted from 1.75 to 2.25. In addition, the maximum score passed from 2.75 to 3.5, while the minimum has been lifted from 1.5 to 1.75. These improvements are a sign of the positive add-on influences of the model, which allowed students to prepare for lessons at home. This led to greater autonomy and considerably improved fluency when speaking in class. Though, it was found that one student failed to show progression; these variables must therefore always be factored in. Continued reinforcement was expected now, as of the floor of initiation. Certain students were still stumbling in making their innovative approach sound natural, and thus they need to be given constant practice."

CHAPTER V. CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

The following findings are offered in accordance with the particular goals outlined in this study:

- The initial assessment of students' speaking skill revealed that most students demonstrated limited fluency and accuracy in communicating in English. Some key factors affecting their speaking skills are lack of confidence, anxiety while speaking in front of others, and problems with pronunciation. The diagnostic phase clearly identified the above barriers that informed the development of targeted interventions. Increasingly confident and active participation in speaking by the students after the intervention strongly suggests that addressing such challenges using tailored methodologies such as the Flipped Classroom positively affects their speaking knowledge.

- The impact of the Flipped Classroom approach in improving the speaking skills of students has been discovered to be effective. With the mechanism of self-directed learning, students had vocal contact time in face-to-face sessions with greater impact and engagement than had they been in class. Mobility has positively impacted results, especially among students who worked with pre-class materials and took ownership for their learning process. However, some students failed to keep up and needed more consistent personal support.

- The Flipped Classroom methodology facilitated gains in speaking fluency and accuracy. Not all students improved in the same way, though; rather, those who were engaged and acted on the feedback for their individual learning showed more gains in this methodology.

- Most of the students responded positively toward the Flipped Classroom method. They appreciate the opportunity to replay the content at their pace, and that the pre-class activities help develop a deeper understanding of the content. However, some students complained of independent workload and absence of meaningful interaction at some stages of the process. This feedback points to the necessity of balancing student independence with lots of opportunities for social interaction and timely feedback.

4.2   Recommendations

- Students should be encouraged to speak English confidently, as insecurity proved to be one of the factors hindering them from performing well. This can be done by including interactive activities in a more relaxed atmosphere, like role-playing, informal argumentative, or real-world task simulations. These activities will prepare students to speak in real-life situations, keep them engaged, provide opportunities to practice what they have learned, boost their confidence, and raise fluency levels.

- There is significant variability in student progress, and there is a need to more finely differentiate interventions to the individual student. The Flipped Classroom strategy has been very productive for some students, yet others need more support. Another suggested method is to use more tutor classes or small group support to help students receive individual guidance. This way, all students will get the best advice they need to better grow their language.

- To further improve the effectiveness of speaking practice in the classroom, it is noted that interactive and collaborative activities must be intensified. More tasks, such as group discussions, collaborative projects, and oral presentations, will not only enhance their speaking ability as the students will be forced to speak, but will also promote peer interaction, negotiation of language, and collaborative learning. Such activities would also create an avenue for learners to interact with learning, whereby at the same time practicing and fine-tuning their communication skills.

- Students' speaking skills can be improved through ongoing and formative feedback throughout the process of learning. Feedback should not only be about mistakes but also about improvement, so students can internalize the suggestions. Thus, this method will allow students to learn pronunciation, fluency, and confidence in a more thorough way. Regular feedback will help students focus on areas for improvement, keep their spirits high, and motivate them to keep pushing the envelope with their speaking skills.

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ANNEXES

Annex A

Objective: To diagnose students' ability to use comparatives and superlatives while discussing transportation, and to assess fluency, accuracy, interaction, and pronunciation.
Instructions: Answer the following questions and participate in each activity. Try your best!

Student Name: _____
Date: _____
Duration: 10-15 minutes
Evaluator: Johanna Bonilla

Part 1: Icebreaker - Comparing Transportation (Fluency and Accuracy)

Look at the pictures. Imagine you are a travel agent helping a customer. Answer the following questions using comparatives in complete sentences:

1. **Which transportation is faster for a trip across the country? Why?**   Car   Plane
2. **Which transportation is cheaper for traveling in the city? Why?**   Taxi   Bus

Part 2: Superlatives Challenge (Pronunciation)

Imagine you are helping a friend choose the best transportation for a trip. Answer the following.

3. **Which is the fastest transportation? Why?**   Plane   Bicycle   Train
4. **Which transportation is the most comfortable? Why?**   Bus   Motorcycle   Car

Part 3: Discussion - Sharing Opinions (Interaction)

     5. **Discuss with a partner:**

Student A: Which transportation do you think is the best for the environment? Why?
Student B: _____
Student B: Which transportation do you think is the most dangerous for the environment? Why?
Student A: _____

Annex B

Objective:
To apply activities based on the Flipped Classroom method for the development of students' speaking skill considering the facts identified in the diagnosis phase.

Instructions:
During classroom activities, observe and record student participation using the categories described below. It is important to be as objective as possible and note any relevant comments that can help you understand each student's behavior and progress.

Student name: _____

Date: _____

Observed activity: _____

CRITERIA	Questions	1 Very low	2 Low	3 Medium	4 High	5 Excellent	Observations
1. Active Participation	Does the student actively participate in oral activities related to the content studied before class?						
	Does the student ask questions and contribute to discussions based on the pre-class materials?						
2. Interaction between Students	Does the student collaborate with classmates during speaking activities?						
	Does the student use English to communicate when working on tasks related to pre-class learning?						
3. Confidence and Comfort	Does the student feel confident using English when discussing topics previously explored in Flipped Classroom activities?						
	Is the student able to initiate conversations or respond without hesitation?						
4. Use of English in Practical Activities	Does the student apply vocabulary and grammatical structures from pre-class materials during oral tasks?						
	Is the student effectively using knowledge acquired through the Flipped Classroom method?						

5. Response to Feedback	Does the student respond positively to corrections given during class activities?					
	Does the student incorporate feedback into subsequent participation, demonstrating progress in oral expression?					

Annex C

SPEAKING TEST (POST-TEST)

Objective: To evaluate students' ability to use comparatives and superlatives while discussing wildlife, and to assess fluency, accuracy, interaction, and pronunciation.

Instructions: Answer the following questions and participate in each activity. Try your best!

Student Name: _____

Date: _____

Duration: 10-15 minutes

Course: 10th EGB "D"

Evaluator: Johanna Bonilla

Part 1: Icebreaker - Comparing Wildlife

Look at the pictures of wild animals. Imagine you are a park ranger guiding a group of visitors. Answer the following questions in complete sentences:

1.   **Which animal is faster: the cheetah or the zebra? Why?**
2.   **Which animal is bigger: the elephant or the lion? Why?**

Part 2: Superlatives Challenge- Wildlife Adventure

Choose three animals from the images provided and answer:

3.   **Which is the most dangerous animal? Why?**
4.   **Which is the most intelligent animal? Why?**

Part 3: Discussion - Your Wildlife Favorites

5.   **Discuss with a partner:**

Imagine you and your partner are zookeepers in charge of feeding the animals. Discuss the following questions about the animals you care for:

Student A: If you could live in the wild, which animal would you like to be? Why?   **Student B:** _____   **Student B: If you could protect one endangered animal, which one would it be? Why?**   **Student A:** _____

Annex D

UNIVERSIDAD NACIONAL DE CHIMBORAZO
FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
ENTREVISTA A LOS ESTUDIANTES

Objetivo

El objetivo de esta entrevista es interpretar las percepciones de los estudiantes sobre la efectividad del método Aula Invertida en el desarrollo de sus habilidades de expresión oral en inglés.

Cuestionario

Preguntas Rompehielos

1. ¿Cuál es tu nombre y cuál es tu asignatura favorita?

……………………………………………………………………………………………

2. ¿Qué te gusta hacer en tu tiempo libre?

……………………………………………………………………………………………

3. ¿Has practicado inglés o aprendido de una manera diferente alguna vez? ¿Cómo fue esa experiencia para ti?

……………………………………………………………………………………………

Preguntas de Enfoque

4. ¿Cómo te sentiste al participar en estas actividades en comparación con tus clases normales de inglés?

……………………………………………………………………………………………

5. ¿Qué tipo de actividad crees que más te ayudó a mejorar tu habilidad para hablar en inglés?

……………………………………………………………………………………………

6. ¿Tuviste alguna dificultad durante estas actividades? Si es así, ¿cómo la superaste?

……………………………………………………………………………………………

Preguntas de Proyección

7. ¿Cómo crees que estas actividades pueden ayudarte a comunicarte mejor en inglés en el futuro?

……………………………………………………………………………………………

8. ¿Qué te gustaría cambiar o mejorar en actividades futuras de inglés?

……………………………………………………………………………………………..

9. ¿Te gustaría seguir utilizando estas actividades en otras asignaturas? ¿Por qué?

……………………………………………………………………………………………

Annex E

Evaluation rubric for Pre-test and Post-test

Criteria	Excellent (1)	Good (0.75)	Acceptable (0.5)	Needs Improvement (0.25)	Very Poor (0)
Fluency	0 errors, smooth, no hesitation.	1 error, minor pauses, fluent.	2 errors, some hesitation.	3+ errors, frequent hesitation.	Constant hesitation, 7+ pauses, hard to follow.
Accuracy	No grammatical or vocabulary errors (0).	1-2 minor errors, the message is clear.	3-4 errors, message mostly understandable.	5-6 errors, message lacks clarity.	7+ errors, speech is unclear or incomprehensible.
Interaction	Actively engages, responds fully (0 issues).	Mostly active, minor lapses (1-2 issue).	Responds adequately, 4-3 lapses.	Limited engagement, 5-6 lapses.	7+ lapses, little to no response.
Pronunciation	0 errors, clear, correct sounds.	1-2 minor mispronunciations.	3-4 notable errors, clear.	5+ errors, harder to follow.	Very hard to understand, 7+ errors.

Annex F

CONSENTIMIENTO INFORMADO

Yo; _____, con C.I. _____, declaro que he sido informado e invitado participar en la investigación titulada **"The Flipped Classroom to Improve Speaking Skill in EFL Students"**, la cual es un trabajo de investigación científica respaldado y avalado por la Universidad Nacional de Chimborazo.

Entiendo que este estudio tiene como objetivo determinar la efectividad del método de Flipped Classroom en el desarrollo de habilidades orales en estudiantes de inglés como lengua extranjera en el Décimo Año de Educación General Básica, clase "D", de la Unidad Educativa Carlos Cisneros, durante el período académico 2024-2025.

Estoy al tanto de que mi participación incluirá la realización de actividades académicas relacionadas con esta metodología, una entrevista en profundidad para recoger mis opiniones y experiencias, y evaluaciones de mis habilidades orales en inglés. Estas actividades se llevarán a cabo en las instalaciones de la Unidad Educativa Carlos Cisneros, en el horario _____, con una duración aproximada de 30 minutos.

Se me ha explicado que la información recopilada será manejada de forma confidencial. Mis respuestas serán identificadas con un número de serie en lugar de mi nombre, garantizando que mi identidad no será revelada en ningún momento, ni en los resultados publicados del estudio.

Estoy en conocimiento de que los datos recolectados no serán compartidos conmigo y que mi participación no implica compensación económica, pero contribuirá de manera significativa a la mejora de los procesos educativos y al desarrollo de la comunidad académica.

Asimismo, entiendo que puedo negarme a participar o retirarme del estudio en cualquier momento, sin necesidad de dar una razón y sin consecuencias negativas para mí.

Sí. Acepto voluntariamente participar en este estudio y he recibido una copia del presente documento.

Firma participante: _____

Fecha: _____

Si tiene alguna pregunta durante cualquier etapa del estudio puede comunicarse con Johanna Elena Bonilla Ojeda, johanna.bonilla@unach.edu.ec o bonilla.1998@hotmail.com telf. 0988089498

Annex G

Photographic Evidence

SPEAKING PRE-TEST

PRE-TEST GRUP

FLIPPED CLASSROOM ACTIVITIES

- ACTIVITIES BASED ON VIDEOS ON THE YOU TUBE PLATFORM

-FLASHCARDS ON QUIZLET

https://quizlet.com/user/Elena_Bonilla676/folders/speaking-class?i=2x8fb7&x=1xqt

APPLICATION OF THE FLIPPED CLASSROOM

-GROUP DISCUSSIONS

-PEER REWIEW

-ROLE- PLAYING

GUIDED OBSERVACTION

SPEAKING POST -TEST

<u>POST TEST GROUP</u>

INTERVIEWS

[INTERVIEW-GROUP](#)