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BACHELOR ON EDUCATION ON FOREIGN LANGUAGES. ENGLISH WITH A SECOND LANGUAGE

MAJOR PAPER

EL ENFOQUE DEL AULA INVERTIDA EN EL DESARROLLO DE LA COMPETENCIA COMUNICATIVA ORAL EN LA LENGUA INGLESA

THE FLIPPED LEARNING APPROACH IN THE DEVELOPMENT OF THE ORAL COMMUNICATIVE COMPETENCE IN THE ENGLISH LANGUAGE

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"Communication is the foundation of all human relationships."

Avram Noam Chomsky

Jewish-American linguist and philosopher

Dedication

To my mother, for introducing me to the path of science, and to my father, for instilling in me the values of perseverance, constancy, and optimism.

Resumen: El presente trabajo tiene como objetivo introducir el método del aula invertida en la Escuela Secundaria Básica Ramón Leocadio Bonachea. Se realiza un bosquejo de la historia de la enseñanza del inglés como lengua extranjera hasta llegar a sus más novedosos métodos, entre ellos el que se propone en este trabajo a través de una serie de propuesta de actividades a desarrollar.

Palabras claves: Aula invertida; inglés; didáctica; secundaria básica; aprendizaje; método.

Abstract: The present work aims to introduce the flipped classroom method in the Ramón Leocadio Bonachea Junior High School. A sketch of the history of teaching English as a foreign language is made until reaching its most innovative methods, among them the one proposed in this work through a series of proposed activities to be developed.

Keywords: Flipped classroom; English; didactics; junior high school; learning; method.

Résumé: Le présent travail vise à introduire la méthode de la classe inversée dans l'école secondaire de base Ramón Leocadio Bonachea. Une esquisse de l'histoire de l'enseignement de l'anglais comme langue étrangère est faite jusqu'à atteindre ses méthodes les plus innovantes, parmi lesquelles celle proposée dans cet ouvrage à travers une série d'activités proposées à développer.

Mots-clés: Classe inversée; anglais; didactique; secondaire de base; apprentissage; méthode.

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INTRODUCTION

English, as foreign language, is an indispensable part of syllabus worldwide. At first glance we can see how it is studied all over the globe, therefore, it is not necessary to know many languages to speak with people whose countries do not communicate in Spanish. The advantages of communicating in English are not limited to the personal level, but the lives of millions of people are benefited indirectly through agreements, programs, cooperation and development channels, and many others that are materialized in English language between States, institutions and companies. As if that were not enough, it has been shown that the study of a foreign language improves the cognitive abilities of the person who learns it and prevents multiple brain diseases.

In Cuba, obviously, it is no less important. Cuban educational policies and their eagerness to increase the command of this language on the island bear witness to this. An example of this, is the Resolution No. 165/19, which states that university students, regardless of the degree they are studying, must pass a placement test in which they prove that they have, at least, an A2 level according to the Common European Framework of Reference for Languages. Cooperation agreements have also been made with foreign institutions such as the British Council, which offers webinars, conferences and specialized advice to Cuban teachers of different levels of education to update them with the most modern teaching methods and to improve their command of English from very early ages. Only in 2022, this non-governmental institution trained more than 6,000 Cuban English teachers.

When a teacher stands in front of a classroom to teach English, he faces dissimilar challenges to overcome. For example, the immense variety of different contexts from which their students may come, contexts that in turn may be different from the teacher's one, which means that the teacher has to adapt his lessons to the group or student in front of him. In said adaptation, he must look for didactic methods that work in practice, because theoretically something can have very good bases, but turn out to be unproductive in real life, or perhaps it works in one context and not

in another. However, the main challenge that English teachers have is to develop linguistic competence in students.

Teachers' role at first sight, is to teach the language rules, vocabulary, to help to improve the four skills and on, just knowledge. But the very truth is that they are commanded to include reflective and creative learning, whether of the Cuban and universal culture, with emphasis on the culture of English speaking countries, as this is the language they study and language is a reflection of that culture and the means through which culture is expressed. Teachers should guide the learner towards the issue they are going to learn, giving them different tasks in order to be done out of classroom so that they get ready to, in some way, teach to their partners next lesson, increasing their skills, not only linguistics ones, but confidence, expression in public, and others.

For this last role, to be played with better mastery, the concept of flipped classroom was born. Alison King's article From Sage on the Stage to Guide on the Side, from 1993, challenged the idea that the instructor's main role was to lecture. Instead it was proposed that the instructor's primary function was to guide learners through materials and help them overcome challenges in understanding and using information. The actual term "flipped classroom" is first associated with high school chemistry teachers Jonathan Bergman and Aaron Sams' book from 2012, Flip your classroom: Reach every student in every class every day. They started providing learners with videos of their lectures so that they could watch them in their own time outside the classroom.

The Flipped Classroom method has revolutionized educational dynamics by shifting the traditional classroom focus to a model where students take a more active role in their learning process. In this paradigm, instructional content is delivered outside the classroom through digital materials, allowing students to assimilate fundamental concepts at their own pace. Subsequently, class time is used for practical activities, guided discussions, and problem-solving, facilitating a deeper understanding and application of the acquired knowledge. This methodology fosters a more collaborative and interactive learning environment, where teachers become a

facilitator and guide, thus optimizing instructional time and enhancing the development of critical and autonomous thinking skills in students.

This flipped classroom could be taken advantage of in the Ramón Leocadio Bonachea Junior High School; because, after having applied various methods, it was possible to find potentialities for the application of this method, as well as some limitations.

Among the potentialities we find:

- Teachers have enough resources to apply the flipped learning approach

  in their classrooms for the development of the oral communicative competence.

- Students have great motivation to learn English as second language with the use of technological resources at home.

- Availability of sufficient resources for the development of oral communicative competence in students through the flipped learning approach.

- The syllabus has sections in which flipped learning approach in the development of oral communicative competence can be applied.

Among the weakness we can state as existing:

- Students don't have a wide range of vocabulary.

- Students make constant grammar mistakes.

- Students do not articulate the final sounds of the word.

- Students hesitate while speaking.

Taking this situation into account, the following scientific problem is established:

How to contribute to the development of the oral communicative competence in the English lessons at Junior High School level?

The object of study of this research is: the teaching-learning process of English as foreign language, and the field of action is the flipped learning approach in the development of the oral communicative competence.

The objective to pursue is to evaluate the effectiveness of the set of teaching activities based on the flipped learning approach to develop the oral communicative competence.

To solve the scientific problem, the following questions were stated:

1- What are the theoretical and methodological foundations that sustain the teaching-learning process of the English subject in the Junior High School?

2- What is the current state of development of the oral communicative competence in the English language in seventh grade students from Ramón Leocadio Bonachea Junior High School?

3- What characteristics should the proposal of teaching activities supported by the use of the flipped learning approach have to develop the oral communicative competence in the English language in seventh grade students from Ramón Leocadio Bonachea Junior High School?

4- What is the effectiveness of the proposal of teaching activities supported by the use of the flipped learning approach to develop the oral communicative competence in the English language in seventh grade students from Ramón Leocadio Bonachea Junior High School?

To answer these questions, the following tasks are proposed:

1- Determination of the theoretical and methodological foundations that sustain the teaching-learning process of the English subject in the Junior High School.

2- Diagnosis of the current state of development of the oral communicative competence in the English language in seventh grade students from Ramón Leocadio Bonachea Junior High School.

3- Characterization of teaching activities supported by the use of the flipped learning approach have to develop the oral communicative competence in the English language in seventh grade students from Ramón Leocadio Bonachea Junior High School.

4- Evaluation of the effectiveness of the proposal of teaching activities supported by the use of the flipped learning approach to develop the oral communicative competence in the English language in seventh grade students from Ramón Leocadio Bonachea Junior High School.

Regarding to this research, the seventh grade was taken as population, with 210 students as years' roll; meanwhile the sample was one group (7th 1), with a roll of 38 students, representing 18.9% of the grade.

For carrying out this research, was needed to go from the precedents of the flipped classroom's concept toward the current ways of applying it, taking into account the historical method. After reading and analyzed the flipped classroom from the abstract concept and history, it was summarized in concrete ways, such as examples and exercises. Inside the schools, empirical methods were used as well. Among them, a survey was realized with questions aimed to know the real status of the English lessons given there, which came, obviously, with the hand of mathematic methods like percent calculation. And of course, couldn't be left the observation in every process within the school.

Development

Chapter I

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1.1 THE TEACHING OF THE ENGLISH LANGUAGE AS A FORIEGN LANGUAGE. ANTICIDENTS AND ITS EVOLUTION.

The teaching of foreign languages has been strengthened over the years in correspondence to the development that humanity has reached in many fields. Different methods and approaches have emerged to favor the way foreign languages were taught and learned. The English language as one of them has contributed of the success of economic, political, cultural and social projects. A great number of cooperation alliances have chosen this language to achieve an understanding among their members or agreement to carry out together new ideas and projects for the benefits of societies.

The teaching of English as a foreign language as one of the areas to contribute to the progress of the modern society while assuming different methods and approaches through decades has provided effective ways to teach it in the classroom or out of the classroom environment. Teachers of this foreign language has understood the need of learning and applying the new methods and approaches to achieve the expected goals of the courses the teachers and the students preparation to face life taking into account the needs of the society they live in.

Among the various applied methods to teach the English language and the way students learned through history, we can find the ones where teachers from some institutions demand students to understand various materials, publications to learn this language while other teachers trained personnel to communicate properly in the sphere in which they were employed. All the methods and approaches teachers apply today are the product of the long development, progress and experience in the teaching of English as a foreign language.

The teaching of English as a foreign language was based at first in Europe on the familiar pattern of grammar rules in the mother-tongue being followed by paradigms and vocabulary lists with an emphasis on exceptions. There was, however, one significant improvement, namely the provision of practice materials in the form of sentences to translate into and/or out of the new language. This innovation is normally credited to J. V. Meidinger, a German teacher of French, who introduced it in his Praktische französische Grammatik in 1783 (Meidinger, 1783). Ten years later

a similar course appeared for English, written by J. C. Fick and called Praktische englische Sprachlehre (1793) (Fick, 1793). His claim that it was suitable 'for German pupils of both sexes' (für Deutsche beyderley Geschlechts) reminds us that the arrival of modern languages in schools was to be particularly helpful in raising the intellectual content of education for girls. This in turn increased their employability as governesses, a much-coveted role for many at this time.

In the early decades of the nineteenth century the restrictive nature of what later came to be called the 'Grammar-Translation Method' (or occasionally the 'Classical Method') was not too severe. True, it was all rather dull, but it prepared pupils to read the literature of the foreign language, which was the commonly accepted goal at the time, and, if lessons were extended a bit by energetic teachers, there might be some more practical outcomes like a small measure of conversational fluency.

As time went on, however, and as the need for practical skills in the spoken language became more obvious with improved travel and communication, there were increasing criticisms of the inability of the profession and its publishers to come up with anything more relevant than increasingly arcane grammar rules, increasingly silly sentences for translation (for example, in the books of H. G. Ollendorff) (Ollendorff, 1840), and increasingly lengthy and wearisome lists of exceptions for memorization. So far as English was concerned, the impact of traditional methods was relatively slight. English was not very widely studied in European schools in the first half of the nineteenth century, which was dominated mainly by French as the continental lingua franca in succession to Latin and as the second language of choice in countries like Russia. Less widely taught languages like English did, though, feature strongly in adult self-instructional courses, which offered a more varied and in some respects more sensible approach to instruction.

Around 1800, two important ideas emerged: the 'Reform Methods', which born in Pan-European Reform Movement's core, and 'The Natural Method' in private language schools in the United States.

Viëtor, influenced by the Pan-European Reform Movement and who was a non-native speaker teacher of English in Germany, provided the basis for all the detailed classwork on pronunciation and the intensive question-and-answer oral work which

lie at the heart of the approach. Grammar is dealt with 'inductively', that is, after the text study, and is very tightly restricted to the language in the text.

Within the Reform Movement, with its focus on teaching in schools, the 'spoken language' was understood essentially as the spoken version of a written text, understanding and oral 'retelling' of which was viewed as central.

The Natural Method (known later as Direct Method) for adult language learners, on the other hand, set out to teach conversation, as is clear enough from the lesson designs, for example Berlitz's (1898) Lesson 1: What's this? It's a book. Is it green? No, it's blue, and so on (Berlitz, 1898). The initial ideas came from a German emigrant to the USA called Gottlieb Heness, an educationalist, and his French colleague Lambert Sauveur, who developed what they called 'The Natural Method', which was a conversation-based method dependent on the teacher's ability to teach the meaning of new words by object lessons, pictures, mime, context, and so on, as Sauveur makes clear in his (1874) book for students, Causeries avec mes élèves (Chats with my Students). In here, two of the most important principles are 'No translation is allowed' (cf. Larsen-Freeman, 1986: 23) and to emphasize pronunciation more than grammar.

At London University Harold E. Palmer spent the years 1915–21 setting up innovative courses on methods of language learning and teaching and writing three ground-breaking books (Palmer 1917; 1921a; 1921b). None of these is specifically directed at English teachers — they all deal with language teaching in general, even though Palmer's formative years had been as a native-speaker English teacher inspired by the Berlitz Method. Palmer's belief that the methods and disciplines of scientific enquiry could be applied to the teaching and learning of foreign languages in a manner that would create a unified practical methodology had been manifest in the title of his first major work: The Scientific Study and Teaching of Languages (1917) (Palmer, 1917).

The Oral Method of Teaching Languages, which constituted a serious attempt to synthesize and systematize Natural Method ideas on the teaching of conversation independently of texts. Most of the exercises are in drill form and follow what later (with the advent of audiolingualism) became known as a stimulus-response model.

The Oral Approach began to be promoted outside the USA on an assumption of scientifically underpinned universality, However, the need for contextually oriented experimentation of the kind promoted by Palmer was not acknowledged: language learners everywhere were viewed as essentially the same, with the same (scientifically analyzed) lexical and grammatical patterns following the same (scientifically graded) acquisition curricula.

The audiolingualism or audio-lingual method mentioned above, requires students to master the basics and then the rules that combine the basic elements. Most of the practices use dialogues and conversations. Students first listen, then drill, and then write or see the written form. Dialogues are essential in this method as the emphasis is on pronunciation.

From around 1970 some of the ideas, aims, and procedures which had dominated English language teaching for the preceding fifty or so years began to change once more, and gradually the label 'communicative' began to be applied. The basic common purpose of the changes was clear enough, namely to shift the aims and priorities of language teaching away from the acquisition of well-rehearsed skills in their own right and towards the confident use of those skills in the attainment of purposes and objectives of importance to the learner in the 'real world'.

Today, this communicative language teaching is one of the most used language teaching methods in classrooms. This approach focuses on interaction, whether among the students or between students and instructors.

The communicative approach in language teaching is deeply intertwined with the concept of communicative competence, particularly oral communicative competence. This approach emphasizes the practical use of language in real-life situations, focusing on the ability to communicate effectively and appropriately in spoken interactions. By fostering oral communicative competence, the communicative approach aims to equip learners with the skills necessary to navigate various social, educational, and professional contexts where oral communication is paramount.

Communicative competence is defined as the set of skills and knowledge that enable an individual to interact effectively and appropriately in various

communicative situations. This concept, initially developed by the linguist Dell Hymes in the 1970s (Hymes, 1972), encompasses not only the ability to use a language's grammar and vocabulary correctly (linguistic competence), but also the ability to understand and apply sociocultural, pragmatic, and contextual norms that govern communication.

Communicative competence, therefore, includes aspects such as:

- Linguistic Competence: Mastery of a language's grammatical structures, lexicon, and phonetics. This foundational aspect ensures that individuals can produce and comprehend grammatically correct sentences, which is crucial for effective communication.
- Sociolinguistic Competence: Knowledge of the social and cultural variations of language, including appropriate registers and styles. This competence allows individuals to adapt their language use to different social contexts, ensuring that their communication is not only accurate but also socially appropriate (Hymes, 1972).
- Discourse Competence: The ability to organize and structure discourse in a coherent and cohesive manner. This involves understanding how to connect sentences and ideas to form coherent texts, whether spoken or written, which is essential for conveying meaning clearly and effectively (Canale & Swain, 1980).
- Strategic Competence: The skill to employ communicative strategies that facilitate interaction, such as paraphrasing or clarification. This competence helps individuals overcome communication barriers, maintain conversations, and ensure mutual understanding, even when faced with language limitations or misunderstandings (Canale, 1983).

Oral communicative competence, a subset of communicative competence, focuses specifically on the skills required for effective spoken communication. This includes not only the ability to produce grammatically correct and socially appropriate speech but also the ability to engage in meaningful conversations, understand spoken language in various contexts, and employ effective communication strategies.

Among the key components of oral communicative competence may be found:

- Fluency and Accuracy: The ability to speak fluently without hesitation while maintaining grammatical accuracy. Fluency allows for smooth and natural communication, while accuracy ensures that the message is conveyed correctly.
- Interactive Communication: The skill to engage in interactive conversations, including turn-taking, maintaining topic coherence, and responding appropriately to conversational cues. This involves understanding and applying pragmatic rules that govern spoken interactions.
- Listening Comprehension: The ability to understand spoken language in various contexts, including different accents, speech rates, and idiomatic expressions. Effective listening comprehension is essential for successful oral communication.
- Non-Verbal Communication: The use of non-verbal cues, such as body language, facial expressions, and gestures, to enhance communication. Non-verbal communication can convey emotions, attitudes, and intentions, complementing verbal communication.
- Cultural Awareness: Understanding and respecting cultural norms and practices that influence oral communication. This includes knowledge of conversational etiquette, politeness strategies, and cultural idioms.

Development let English teaching as foreign language increases with even more methods such as task-based, case-based learning and blended learning.

Task-based learning focuses on completing a task. It is a commonly used language teaching method around the world. Because this method focuses on the completion of tasks or using the language rather than accuracy, it is considered a branch of communicative language teaching. In English as foreign language classrooms, this approach is done in teams. Students are allowed to work together and use language to complete the task. This way, students can explore the language and stay engaged. When using task-based language teaching, instructors mostly remain as a guide to assist students throughout the process.

Case-based learning involves presenting students with real or simulated cases that they must analyze and resolve. These cases are typically complex and require students to use English to investigate, discuss, and propose solutions. This method

enhances critical thinking, problem-solving skills, and contextual use of the language, as students apply their linguistic knowledge to practical situations.

On the other hand, blended learning integrates traditional classroom instruction with online learning activities. Students have access to digital resources such as videos, interactive exercises, and discussion forums, which complement in-person lessons. Blended learning offers greater flexibility and personalization, allowing students to reinforce and practice English at their own pace and in various contexts.

1.2 THE FLIPPED CLASSROOM AS A NEW METHOD IN ENGLISH TEACHING AS FOREIGN LANGUAGE.

Perhaps the newest of all methods is the flipped classroom, which consists of what is that which is traditionally done in class is now done at home, and that which is traditionally done as homework is now completed in class.

In many definitions and models, this means students watch a video of prerecorded lectures before class. Then, when they arrive to class, they work through assignments or activities with their peers and the instructor. While that is probably the most familiar idea of the flipped classroom, flipping can mean more than watching videos of lectures; after all, a video of a lecture is still a lecture.

One of the essential goals of the flipped classroom is to move beyond the lecture as the primary way to deliver information and structure class time. A well-developed lecture can be effective, but instructors rely on it too heavily and often to the exclusion of other more meaningful teaching and learning strategies. A flipped classroom allows instructors to introduce new ways of doing things. Yet adding something new generally requires letting go of something old. In the flipped classroom, instructors need to let go of their reliance on the lecture and focus on other ways to enhance learning by introducing active learning strategies that put students in the center of the learning experience.

There are other ways to define the flip. It can be described as moving from an instructor-centered learning environment to a student-centered learning environment.

It could also be defined as shifting from individual to collaborative strategies. Although, it is possible to flip a class using individual activities such as quizzes, worksheets, reflective writing prompts and problem solving assignments. The key is to complete these activities during class time.

In the flipped classroom, the instructor's challenge is to design learning experiences that engage students in higher level thinking and problem solving during the class time. It's about creating, evaluating, synthesizing, and analyzing together.

The Internet flipped learning began before instructors did. If someone wants to find some information normally go to find it by means of Google or Wikipedia because they are places where information is normally located in current times. Students can discover information on their own and find the answer to a question within a matter of seconds there.

However, flipping may or may not include technology. Bergmann and Sams (2012) explain, "Ultimately, flipping a classroom involves shifting the energy away from the instructor and toward the students and then leveraging educational tools to enhance the learning environment." Keep in mind that educational tools include but are not limited to technology. While videos and other technological tools can be effective in a flipped classroom, they are not required.

The true essence of the flip is really to focus on the student. Bloom's Taxonomy provides the framework for comparing the lecture-centered class to the flipped class. Instructors focus on higher level learning outcomes during class time and lower level outcomes outside of class. This means the flip could be as simple as watching a video before class and then attending class for more in-depth discussions that involve judging, analyzing, and creating. If students work with the fundamental material before class, they are better prepared to apply the information and engage in higher level discussions with their peers and the instructor.

Another way to think about the flipped classroom is to focus on involving students in the process of learning during class. Dr. Barbi Honeycutt refers to the FLIP as Focusing on your Learners by involving them in the Process. After all, flipped classrooms really are student-centered learning environments that incorporate active learning strategies during class time. This allows students to spend time problem solving, creating, critiquing, and synthesizing in class with their peers and with their

instructor. Students are more active in flipped environments which add a new level of complexity to the classroom.

Regardless of the definition or framework an instructor uses to design the flipped classroom, the end result is a dynamic learning environment. Flipped classrooms are interactive because students are working together and solving problems rather than sitting passively listening to a lecture. Flipped classrooms are also risky. Instructors relinquish a degree of control when the energy in the classroom shifts to the students.

Some flipped strategies may work while others may not. Instructors using any flipped model need to be aware of these challenges when integrating active learning strategies into their classrooms. However, careful planning can mitigate some of these challenges. For example, starting with a flipped lesson plan helps determine the appropriate tools and most effective strategies which can help instructors maintain control of the flipped classroom and ensure learning outcomes are achieved.

Perhaps one of the best places for instructors to begin is by re-thinking their role in the classroom. There are mini-lectures that need to be presented, but the majority of class time is spent on active learning. Instructors are not simply thinking about teaching in a different way; but they are doing it. They are teaching differently using new approaches, tools, and strategies, and as a result, the lesson planning process and the assessment process will also change.

When planning a flipped lesson, an instructor should begin with the question, "What do the students need to do to achieve the learning outcome?" This change in perspective will immediately flip the focus of the lesson since the question emphasizes the efforts of the learners, not the instructor. Instructors plan learning experiences based on what the students need to do and not what he or she (the instructor) is going to talk about.

The instructor may lecture, but any lectures must be designed to help students accomplish what they need to do with the information or material to achieve desired learning outcomes, not just to disseminate information.

There are many creative and effective ways to design classes that address this new landscape of learning. Many take advantage of a combination of online and in-class learning. Most aim to incorporate online and out-of-classroom tools (like the old-fashioned reading assignment) more powerfully into the learning process.

Some topics lend themselves more easily to flipped strategies than others, but every lesson plan has the opportunity for at least one flippable moment. This is the moment during class when you stop talking at your students and flip the work to them instead. This is the moment when you allow your students to struggle, ask questions, solve problems, and do the hard work required to learn the material. The Internet, online textbooks, online lectures and other resources provide access to endless amounts of content, much of it free. What they can't always do on their own is analyze, synthesize, and experience the process of engaging in higher levels of critical thinking. This is when they need to do the work of learning, evaluating, and critiquing. This also is when they need teacher's structure and guidance, but not the answers. They have to make meaning for themselves. This is a "flippable moment."

Some flipped learning strategies are:

- leading a class discussion

- brainstorming as a group

- engaging in small group conversations

- playing games

- creating models

- recording a video

- solving problems

Some of the benefits of a flipped classroom are:

- it's flexible

- students can learn at their own pace

- students take responsibility for their learning

- students learn rather than encounter material in class

- there are more opportunities for higher level learning

- it does not waste time transferring information to students when that information is available to them in books or online (Mazur 2009)

- instructors and TFs work more closely with students, getting to know students better and providing better assistance

- increased collaboration between students

1.3   Fitting the Flipped Classroom Method in the Cuban Context

Given the recent educational reforms in Cuba, the flipped classroom approach can be particularly effective for English language classes. The Third ''Perfeccionamiento'', as highlighted by the Ministry of Education, emphasizes updated curricula, enhanced teacher training, and the incorporation of modern pedagogical strategies according to Escambray (Escambray, 2021).

The flipped classroom method aligns well with these reforms by allowing students to engage with English language materials outside the classroom through videos, readings, and online exercises. This pre-class engagement enables more interactive and practical use of class time, focusing on speaking, listening, and group activities that enhance language proficiency. This approach not only maximizes the limited classroom time but also caters to the diverse needs of students, fostering a more inclusive and dynamic learning environment.

Additionally, the emphasis on teacher development ensures that educators are well-prepared to implement such innovative teaching methods, thereby improving the overall quality of English language education in Cuba.

The flipped classroom also promotes the long-awaited developer learning that the Cuban educational system seeks, which is nothing more than the one that guarantees in the individual the active and creative appropriation of culture, promoting the development of their constant self-improvement, their autonomy and

self-determination, in close connection with the necessary processes of socialization, commitment and social responsibility.

To be developer, learning would have to meet three basic criteria:

a)   To promote the integral development of the student's personality, that is, activate the appropriation of knowledge, skills and intellectual capacities in close harmony with the formation of feelings, motivations, qualities, values, convictions and ideals. In other words, a developer apprenticeship would have to guarantee the unity and balance of the cognitive and the affective-evaluative aspects in the development and personal growth of the apprentices.

b)   Promote the progressive transition from dependence to independence and self-regulation, as well as the development in the subject of the ability to know, control and creatively transform his own person and his environment.

c)   Develop the capacity to carry out learning throughout life, based on the mastery of skills, strategies and motivations to learn to learn, and the need for constant self-education.

CHAPTER II

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2.1 DIAGNOSIS

In order to determine the real state of the teaching-learning process in English subject in Ramón Leocadio Bonachea Junior High School as response to the second task, a class profile was made based on methods from empirical level, an observation guide, a survey and a pedagogical test.

Observation guide:

Goal: To analyze the current status of the English subject at the Ramón Leocadio Bonachea school.

Among the criteria to be observed are the students' motivation to learn English, the preparation they come with, the updating of the methods used in the school for teaching the language, the number of professionals who teach the subject as well as their respective preparation and the use of new technologies in teaching English. This was determined from the high, mid or low meters as shown in Annex 1.

Once this observation guide was applied (check Annex 2), it was determined that the motivation of the students in general is high. This is mainly due to two phenomena; the first is the traditional feeling of self-improvement and the desire of learning, either for personal use or to obtain better academic results. The second phenomenon is that of migration. When families are divided, it is normal wanting to reunite and the main destination of Cuban migrants is the United States, an English-speaking country.

Regarding to preparation, this is really scarce for the vast majority. In general, they do not master basic elements that they should have learned in elementary

school. The methods used there still have the teacher as the center of the class, and there is no active participation of the students, which is the trend today. As a positive point regarding the updating of the teaching methods, it is worth highlighting that the only teacher at the center receives her methodological preparation in which she is informed of the new trends, but that even so it is insufficient and resistance to change is embraced.

As permanent staff, the institution has only one English teacher. The rest are contract students or students who are in their teaching training who come and go. The teacher has a good level of English and professionalism in her work while the university students who teach still need better training in these areas.

As part of the school's rules, due to the age of the students, the use of mobile phones is limited, which is not conducive to the use of new technologies in class. In addition, not all students who have phones have continuous access to the Internet due to their dependence on their parents at that age. Generally, the technological equipment used is televisions.

- Survey

Goal: To analyze the current status of the English subject and the potential that the Ramón Leocadio Bonachea school has in the possible implementation of flipped classroom.

This survey is designed to gather comprehensive data on the current state of English language instruction and the potential for implementing the flipped classroom model to enhance linguistic competence. The results were supposed to provide valuable insights for creating a profile of the teaching-learning process and identifying opportunities for improvement.

Criteria like demographic information, current teaching practices, linguistics competence, perceptions of learning and teaching methods and possible familiarity with flipped classroom concept were taken into account.

The survey was designed with clear and concise questions, using a mixture of closed and some opened ended questions. It counts with a title, a sort of brief introduction where students are aware of what they are going to face and a line to make it clear that their privacy will be respected. Right after, the questions are presented and it ends with a thanksgiving for the participation.

Before being applied, the students were asked if they have heard of the flipped classroom model before so may be possible to give a brief explanation to those ones who were unfamiliar and skill them this way to answer some of the questions at the end of the survey.

The survey may be found at Annex 3

Once applied (check Annex 4), it revealed several critical insights into the current state of English language instruction and student engagement. The predominant teaching method employed by the English teachers is lecture-based, with 34 out of 38 students (89.47%) indicating its frequent use. In contrast, technology-based learning is virtually absent, with no students (0%) reporting its use in class.

Student participation in English class activities is varied; only 4 students (10.53%) participate always, while an equal percentage (4 students) never participate. The majority, 18 students (47.37%), participate sometimes. Confidence in understanding and speaking English is low, with 17 students (44.74%) admitting to not being confident at all in understanding spoken English, and 14 students (36.84%) expressing the same level of confidence in speaking.

The survey also highlights a strong preference for more interactive and technology-based activities, with 32 students (84.21%) expressing a desire for such changes. Notably, all students (100%) were unfamiliar with the flipped classroom model, suggesting a potential area for innovation and improvement in teaching methodology.

Preparation at home for English classes is infrequent, with only 2 students (5.26%) reporting that they always receive homework or tasks to prepare. The majority, 14 students (36.84%), sometimes receive such assignments. The potential

introduction of the flipped classroom model was viewed positively, with 14 students (36.84%) finding it very helpful and 16 students (42.11%) finding it helpful.

Overall, the survey underscores the need for a significant pedagogical shift towards more interactive, technology-enhanced, and student-centered approaches to English language instruction. The data suggests that such changes could address the students' expressed needs and improve their engagement and confidence in learning English.

- Pedagogical test

A pedagogical test was applied to evaluate the oral competence in English of seventh-grade students at Ramón Leocadio Bonachea Junior High School while discussing personal information. This test is in harmony with the syllabus of the English course in the seventh grade and focuses on fluency, lexical range, and grammatical accuracy to make students feel more comfortable and engaged. The test consists of a conversation led by the teacher, who presents topics related to personal information and allows students to speak for at least a whole minute on each topic. Follow-up questions are used to encourage deeper discussion.

At the cognitive level, the activity assesses students' ability to recall and use basic vocabulary and sentence structures related to personal information, including words and phrases for introducing oneself, such as "My name is...", "I am...", and "I like...". The oral nature of the activity ensures that the evaluation is based on their ability to speak and understand English in real-time.

At the procedural level, the test evaluates students' ability to use English in everyday contexts, requiring them to apply their knowledge of vocabulary and grammar in a meaningful way, demonstrating their procedural competence. Follow-up questions encourage a live conversation, making it more interactive and practical than a static written test.

At the attitudinal level, the activity promotes positive attitudes towards learning by simulating a real-life situation that is relevant and engaging. It encourages social skills and confidence in introducing oneself, which are important values in the learning process. The open-ended nature of the discussion allows for the evaluation of students' willingness to participate, their enthusiasm, and their ability to work

collaboratively with the teacher. These attitudinal aspects are crucial for fostering a positive learning environment and promoting effective communication skills.

Once applied, the test provided a comprehensive overview of students' performance across the three key aspects: cognitive, procedural, and attitudinal levels. The results indicated a significant need for improvement in their oral competence in English, revealing that only a small minority of students demonstrated considerable performance in these areas. Specifically, only 18.42% (7) of the students showed considerable fluency, 13.16% (5) used considerable lexical range, and 13.16% (5) used considerable grammatical range and accuracy. These results highlight the need for substantial support in these areas to enhance students' oral competence in English.

The detailed results further break down as follows: 5.26% (2) of the students achieved an Excellent level in fluency, 13.16% (5) achieved a Good level, 34.21% (13) achieved a Fair level, and 47.37% (18) achieved a Needs Improvement level, with an average fluency score of 1.84. For lexical range, 2.63% (1) of the students achieved an Excellent level, 10.53% (4) achieved a Good level, 31.58% (12) achieved a Fair level, and 55.26% (21) achieved a Needs Improvement level, with an average lexical range score of 1.71. In terms of grammatical range and accuracy, 2.63% (1) of the students achieved an Excellent level, 10.53% (4) achieved a Good level, 28.95% (11) achieved a Fair level, and 57.89% (22) achieved a Needs Improvement level, with an average grammatical range and accuracy score of 1.68.

Overall, the test results underscore the need for targeted interventions to improve students' oral competence in English. The cognitive level shows a lack of mastery of basic vocabulary and sentence structures, with only a small group of students demonstrating a solid grasp of foundational English skills. The procedural level highlights difficulties in using English in practical contexts, indicating significant challenges faced by the majority of students. The attitudinal level, however, shows a more positive trend, with a higher percentage of students demonstrating interest and motivation, despite their limited competence in English. These results suggest that while a small group of students excels, the majority faces considerable difficulties, indicating the need for targeted interventions to support their cognitive and

procedural development, as well as to foster a more positive attitude towards learning.

The activity may be found at Annex 5.

2.2 FOUNDATION OF THE PROPOSAL

Based on the methods results from Ramón Leocadio Bonachea Junior High School, it is evident that there is a pressing need for a pedagogical transformation in the English language teaching-learning process. The applied methods highlights significant challenges, including low student confidence in their linguistic abilities, limited active participation in class, and a strong preference for more interactive and technology-based teaching methods. The current predominant method of instruction is lecture-based, which is perceived as ineffective by a majority of students. In contrast, there is a clear demand for more engaging and technology-enhanced activities, as indicated by the 84.21% of students who expressed a preference for such changes.

Given these insights, the proposed Flipped Classroom model is well-justified. This approach aligns with the students' expressed needs and preferences. The Flipped Classroom model fosters a more dynamic, flexible, and integrated learning environment.

Psychologically, the model helps to alleviate the fear of making mistakes by providing a safe space for practice in class. Pedagogically, it fosters respect and collaboration among students, as they engage in group activities and peer teaching. Didactically, the Flipped Classroom shifts the focus from teacher-centered to student-centered learning, emphasizing communicative competence and real-life application of language skills.

The proposed exercises are designed to be dynamic, flexible, and integrated, ensuring that they cater to the diverse needs of the students. They are structured to enhance vocabulary, improve grammatical understanding, and promote practical use of English in various contexts. By incorporating technology and interactive elements, these exercises aim to make learning more engaging and effective, thereby addressing the key challenges identified in the survey.

Aligning the exercises with the characteristics of the school, all students are not in need of having telephones, just some of them with it's enough. The exercises are also designed according to the syllabus, fitting with the number of units and being applied at the end of the same as a conclusion of the supposed learned content. The latter is taking into account that unit six was overlooked due to its review nature and its connection to the moment in which the midterm exam was applied.

2.3 PROPOSAL OF ACTIVITIES

Exercise 1:

- Title: Introducing Myself

- Learning Outcome: To speak about personal information introducing oneself to foster self-confidence and active participation.

- Unit: 1

- Lesson: 6

- Communicative functions: Personal Information

- Organization: By pairs

- Time: 45 minutes

- Orientation: Students will watch a video at home titled "Getting to Know You" from an ESL resource website.

- Development: In class, students will prepare a short presentation to introduce themselves and their partner to the class using the phrases and vocabulary learned from the video.

- Checking students work: The teacher will provide immediate feedback and encouragement.

- Assessing the activity: Students will reflect on their performance and comfort level in public speaking (Self-assessment).

Exercise 2:

- Title: Describing My Town

- Learning Outcome: To describe places in town using enhanced vocabulary to foster respect for cultural diversity.

- Unit: 2

- Lesson: 4

- Communicative functions: Describing places

- Organization: By small groups

- Time: 45 minutes

- Orientation: Students will research and prepare a list of places in their town in English using an online resource at home.

- Development: In class, each group will create a digital presentation of the town and present it to the class.

- Checking students work: The teacher will ensure correct usage of vocabulary and provide guidance.

- Assessing the activity: Groups will be assessed on the accuracy and creativity of their presentations.

Exercise 3:

- Title: Describing My House

- Learning Outcome: To describe the house and its contents orally and in writing to foster teamwork.

- Unit: 3

- Lesson: 5

- Communicative functions: Describing a house

- Organization: By small groups

- Time: 45 minutes

- Orientation: Students will create a list of household items and rooms in English using an online dictionary or app at home.

- Development: In class, each group will use digital tools to create a virtual tour of a house, labeling rooms and items. It might be a Power Point presentation, a word document with photos, a video or anything else simple and accessible to them at classroom.

- Checking students work: The teacher will guide the groups, ensuring correct usage of vocabulary.

- Assessing the activity: Groups will present their virtual tours, and the teacher will assess accuracy and creativity.

Exercise 4:

- Title: What is Mom Doing?

- Learning Outcome: To discuss family activities using the present continuous tense to foster empathy.

- Unit: 4

- Lesson: 5

- Communicative functions: Talking about current activities

- Organization: By pairs

- Time: 45 minutes

- Orientation: Students will observe and write down their mother's activities during a specific time period at home.

- Development: In class, students will create a collaborative storyboard describing their mother's activities. To see how to create a storyboard and how to apply present continuous tense learning in activities like this check Annex 6.

- Checking students work: The teacher will provide feedback and correct grammar usage.

- Assessing the activity: Students will complete a short quiz on the present continuous tense.

Exercise 5:

- Title: What's Your Friend Doing?

- Learning Outcome: To describe friends' activities using the present continuous tense to foster social awareness.

- Unit: 5

- Lesson: 5

- Communicative functions: Talking about current activities

- Organization: By small groups

- Time: 45 minutes

- Orientation: Students will observe and write down their friends' activities during a specific time period at home.

- Development: In class, each group will create a digital timeline of their friends' activities and present it to the class. To see how to create a timeline check Annex 7.

- Checking students work: The teacher will ensure correct tense usage and vocabulary.

- Assessing the activity: The timelines will be displayed, and students will vote on the most detailed and accurate presentation.

Exercise 6:

- Title: What is Your Friend Like?

- Learning Outcome: To describe friends using adjectives to promote appreciation of individual differences.

- Unit: 7

- Lesson: 5

- Communicative functions: Describing people

- Organization: By pairs

- Time: 45 minutes

- Orientation: Students will prepare a list of adjectives to describe their friends at home.

- Development: In class, students will create a descriptive poster of their friends using the adjectives and then they are will present orally the poster to the rest of the class. To see how to create a descriptive poster check Annex 8.

- Checking students work: The teacher will provide feedback and ensure correct usage of adjectives.

- Assessing the activity: Students will present their posters, and the teacher will assess the creativity and accuracy.

Exercise 7:

- Title: What's the Weather Like?

- Learning Outcome: Goal: Describe weather conditions and their impact on daily activities to promote responsibility.

- Unit: 8

- Lesson: 4

- Communicative functions: Talking about the weather

- Organization: By small groups

- Time: 45 minutes

- Orientation: Students will watch a weather forecast video and gather weather-related vocabulary from an online resource at home.

- Development: In class, each group will create a weather report and discuss how the weather might affect their plans.

- Checking students work: The teacher will ensure correct vocabulary usage and understanding of context.

- Assessing the activity: Groups will reflect on their ability to use weather vocabulary in context.

Exercise 8:

- Title: What are they wearing?

- Learning Outcome: To describe clothing items orally and in writing to promote self-expression.

- Unit: 9

- Lesson: 3

- Communicative functions: Talking about garments

- Organization: Individual

- Time: 45 minutes

- Orientation: Students will research clothing items and their names in English using online resources at home.

- Development: In class, students will participate in a "fashion show" where they describe their clothing to the class.

- Checking students work: The teacher will monitor descriptions, ensuring correct usage of vocabulary.

- Assessing the activity: Students will write a short paragraph describing their outfit.

Exercise 9:

- Title: What do you do at school in the morning?

- Learning Outcome: To describe their morning routines to develop self-confidence in public and foster collaboration.

- Unit: 10

- Lesson: 3

- Communicative functions: Describing routines

- Organization: By pairs

- Time: 45 minutes

- Orientation: Students will prepare a list of their morning activities at home and school.

- Development: In class, students will engage in a role-play activity to describe their morning routines. Each pair will take turns acting out and narrating their morning activities.

- Checking students work: The teacher will provide feedback and correct grammar usage.

- Assessing the activity: Students will perform their role-plays, and the teacher will assess their use of the adverbs, verbs and simple present tense.

CHAPTER III EVALUATION OF THE EFFECTIVNESS OF THE PROPOSAL OF TEACHING ACTIVITIES TO CONTRIBUTE TO THE DEVELOPMENT OF THE ORAL COMMUNICATIVE COMPETENCE IN ENGLISH.

After conducting the initial pedagogical test, it became evident that the students at Ramón Leocadio Bonachea Junior High School required significant support in their oral competence in English, particularly in fluency, lexical range, and grammatical accuracy. At the end of the school year, to further assess the impact of these exercises, the same pedagogical test was re-administered (Annex 9), but this time, the questions included topics that were covered during the course. The new test aimed to evaluate the students' oral competence in a broader context, incorporating themes such as town and house descriptions, family activities, and weather conditions. The results of this second test revealed a continued improvement in fluency, lexical range, and grammatical accuracy, reinforcing the positive effects of the implemented exercises.

The re-administration of the pedagogical test, now encompassing a wider range of topics, allowed for a more comprehensive evaluation of the students' oral competence. The inclusion of these varied topics not only tested the students' ability to discuss personal information but also their capacity to engage in more complex and contextually rich conversations. This approach ensured that the students were

not only improving in their basic communication skills but were also becoming more adept at using English in diverse and practical scenarios.

The cognitive dimension improved considerably as students demonstrated a broader lexical range and enhanced grammatical accuracy. During the second pedagogical test, it was evident that they had learned new words and phrases. which they could use effectively in various contexts. The fact that they could used them effectively in various contexts shows the significant advancements in the procedural dimension; while are obvious as well the increased confidence and willingness to participate in class activities, favoring the attitudinal dimension. The students' enthusiasm and active participation were clear indicators of the positive attitudinal changes.

The initial results were as follows: only 18.42% of the students demonstrated considerable fluency, 13.16% showed considerable lexical range, and 13.16% exhibited considerable grammatical accuracy. These results highlighted the substantial gap in the students' oral competence. However, after the application of the proposed exercises, the final results showed a marked improvement. The percentage of students achieving considerable fluency increased to 50% (19 students), lexical range to 44.74% (17 students), and grammatical accuracy to 47.37% (18 students). Although the levels did not reach 100%, the increase was considerable, reflecting the positive impact of the exercises.

See the Comparison Graphs in the Annex 10

CONCLUSIONS

The teaching-learning process of the English subject in the Junior High School is grounded in the communicative approach, which emphasizes the development of oral competence and the practical use of language in real-life contexts. The flipped learning approach is integrated to enhance this process by fostering interactive and student-centered activities, promoting not only language skills but also the holistic development of students, including their values and attitudes towards learning.

The current state of oral communicative competence in seventh-grade students was determined through a combination of theoretical and empirical methods. These methods revealed areas of strength and weakness, providing a foundation for the implementation of the flipped learning approach to address specific challenges and enhance overall oral competence.

The proposed activities are dynamic, flexible, and integrated, designed to cater to the diverse needs of students while enhancing vocabulary and grammatical understanding. By incorporating technology and interactive elements, these exercises aim to make learning more engaging and effective. They are aligned with the school's characteristics and syllabus, ensuring practical application and fitting within the curriculum, particularly focusing on units that were previously overlooked.

The proposal has significantly elevated the cognitive, procedural, and attitudinal levels of students, making them more confident and engaged in their English

learning. The flipped classroom model, with its emphasis on interactive and oral-focused activities, has been instrumental in enhancing language competence and student motivation.

RECOMENDATIONS

While this study focused on oral competence, there are numerous other areas in English teaching that could benefit from further research using the flipped learning approach. These include reading comprehension, writing skills, and cultural awareness. Additionally, future studies could explore the long-term effects of the flipped learning approach and its adaptability to different age groups and educational levels. By addressing these areas, researchers can provide a more comprehensive understanding of the flipped learning approach's potential in the Cuban educational context.

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ANNEXS

Annex 1

Criterion	High	Mid	Low
Motivation of students towards learning English.			
Student preparation.			
Updating teaching methods.			
Number of English teachers.			
Preparation of English teachers			
Using new technologies in the English class.			

Annex 2

Criterion	High	Mid	Low
Motivation of students towards learning English.	X		
Student preparation.			X
Updating teaching methods.		X	
Number of English teachers.			X
Preparation of English teachers	X		
Using new technologies in the English class.			X

Annex 3

Title: Survey on the Current State of Teaching-Learning Process of English Subject at Ramón Leocadio Bonachea Junior High School.

This survey is part of a research study aimed at understanding the current state of the English teaching-learning process at Ramón Leocadio Bonachea Junior High School. The data collected will help create a profile of the existing educational practices and identify areas where the flipped classroom model could be used to enhance linguistic competence in English lessons. Your responses are confidential and will be used solely for academic research purposes.

Section 1: Demographic Information

1. Grade Level:

   - 7th Grade

   - 8th Grade

   - 9th Grade

2. Gender:

   - Male

   - Female

3. Age:

   - 12-13 years

- 14-15 years

- 16 years or older

Section 2: Current Teaching Practices

4. How often do you participate in English class activities?

- Always

- Often

- Sometimes

- Rarely

- Never

5. What methods are most commonly used by your English teacher? (Select all that apply)

- Lectures/Teacher explanations

- Group discussions

- Individual exercises

- Interactive activities (e.g., games, role-plays)

- Technology-based learning (videos, online resources)

- Other (Please specify)

6. How often do you use technology (e.g., computers at the laboratory, phones, internet) as part of your English lessons?

- Every lesson

- Occasionally

- Rarely

- Never

7. How often are you given homework or tasks to prepare before coming to the English class?

   - Always

   - Often

   - Sometimes

   - Rarely

   - Never

Section 3: Linguistic Competence

8. How confident do you feel about your ability to understand spoken English in class?

   - Very confident

   - Confident

   - Neutral

   - Somewhat confident

   - Not confident at all

9. How confident are you in your ability to speak English in class?

   - Very confident

   - Confident

   - Neutral

   - Somewhat confident

   - Not confident at all

10. How would you rate your current level of English vocabulary knowledge?

   - Excellent

   - Good

   - Average

   - Below Average

   - Poor

11. How often do you practice English outside of the classroom?

   - Daily

   - Weekly

   - Occasionally

   - Rarely

   - Never

Section 4: Perceptions of Learning and Teaching Methods

12. How effective do you find the current methods used in your English classes?

   - Very effective

   - Effective

   - Neutral

   - Ineffective

   - Very ineffective

13. What challenges do you face in learning English? (Select all that apply)

- Lack of practice opportunities

- Difficulty understanding grammar

- Limited vocabulary

- Fear of making mistakes

- Boring or unengaging lessons

- Other (Please specify)

14. Would you prefer to have more interactive and technology-based activities in your English lessons?

- Yes

- No

- Not sure

Section 5: Flipped Classroom Concept

15. Have you heard of the flipped classroom model before?

- Yes

- No

16. If you were given materials (e.g., videos, readings) to study at home before English class, would you find this helpful?

- Very helpful

- Helpful

- Neutral

- Unhelpful

- Very unhelpful

17. Would you be willing to engage in more interactive activities during class if you had prepared beforehand at home?

   - Yes

   - No

   - Maybe

18. How do you think the flipped classroom model could impact your English learning? (Open-ended)

19. What suggestions do you have for improving the English teaching-learning process at your school? (Open-ended)

   Thank you for your participation. Your responses will contribute to improve the English teaching and learning experience at Ramón Leocadio Bonachea Junior High School.

Annex 4

Title: Survey on the Current State of Teaching-Learning Process of English Subject at Ramón Leocadio Bonachea Junior High School

Section 1: Demographic Information

1. Grade Level:

   - 7th Grade: 100% (38)

   - 8th Grade: 0% (0)

   - 9th Grade: 0% (0)

2. Gender:

   - Male: 44.74% (17)

   - Female: 55.26% (21)

3. Age:

   - 12-13 years: 100% (38)

   - 14-15 years: 0% (0)

   - 16 years or older: 0% (0)

Section 2: Current Teaching Practices

4. How often do you participate in English class activities?

   - Always: 10.53% (4)

   - Often: 21.05% (8)

- Sometimes: 47.37% (18)

- Rarely: 10.53% (4)

- Never: 10.53% (4)

5. What methods are most commonly used by your English teacher? (Select all that apply)

   - Lectures/Teacher explanations: 89.47% (34)

   - Group discussions: 31.58% (12)

   - Individual exercises: 63.16% (24)

   - Interactive activities (e.g., games, role-plays): 15.79% (6)

   - Technology-based learning (videos, online resources): 0% (0)

   - Other (Please specify): 5.26% (2) (e.g., worksheets)

6. How often do you use technology (e.g., computers at the laboratory, phones, internet) as part of your English lessons?

   - Every lesson: 0% (0)

   - Occasionally: 5.26% (2)

   - Rarely: 10.53% (4)

   - Never: 84.21% (32)

7. How often are you given homework or tasks to prepare before coming to the English class?

   - Always: 5.26% (2)

   - Often: 15.79% (6)

   - Sometimes: 36.84% (14)

- Rarely: 26.32% (10)

- Never: 15.79% (6)

Section 3: Linguistic Competence

8. How confident do you feel about your ability to understand spoken English in class?

   - Very confident: 2.63% (1)

   - Confident: 5.26% (2)

   - Neutral: 15.79% (6)

   - Somewhat confident: 31.58% (12)

   - Not confident at all: 44.74% (17)

9. How confident are you in your ability to speak English in class?

   - Very confident: 2.63% (1)

   - Confident: 5.26% (2)

   - Neutral: 21.05% (8)

   - Somewhat confident: 34.21% (13)

   - Not confident at all: 36.84% (14)

10. How would you rate your current level of English vocabulary knowledge?

   - Excellent: 2.63% (1)

   - Good: 5.26% (2)

   - Average: 26.32% (10)

   - Below Average: 42.11% (16)

   - Poor: 23.68% (9)

11. How often do you practice English outside of the classroom?

   - Daily: 5.26% (2)

   - Weekly: 10.53% (4)

   - Occasionally: 21.05% (8)

   - Rarely: 36.84% (14)

   - Never: 26.32% (10)

Section 4: Perceptions of Learning and Teaching Methods

12. How effective do you find the current methods used in your English classes?

   - Very effective: 2.63% (1)

   - Effective: 10.53% (4)

   - Neutral: 31.58% (12)

   - Ineffective: 36.84% (14)

   - Very ineffective: 18.42% (7)

13. What challenges do you face in learning English? (Select all that apply)

   - Lack of practice opportunities: 68.42% (26)

   - Difficulty understanding grammar: 57.89% (22)

   - Limited vocabulary: 52.63% (20)

   - Fear of making mistakes: 47.37% (18)

   - Boring or unengaging lessons: 36.84% (14)

   - Other (Please specify): 10.53% (4) (e.g., lack of resources)

14. Would you prefer to have more interactive and technology-based activities in your English lessons?

   - Yes: 84.21% (32)

   - No: 5.26% (2)

   - Not sure: 10.53% (4)

Section 5: Flipped Classroom Concept

15. Have you heard of the flipped classroom model before?

   - Yes: 0% (0)

   - No: 100% (38)

16. If you were given materials (e.g., videos, readings) to study at home before English class, would you find this helpful?

   - Very helpful: 36.84% (14)

   - Helpful: 42.11% (16)

   - Neutral: 15.79% (6)

   - Unhelpful: 5.26% (2)

   - Very unhelpful: 0% (0)

17. Would you be willing to engage in more interactive activities during class if you had prepared beforehand at home?

   - Yes: 73.68% (28)

   - No: 10.53% (4)

   - Maybe: 15.79% (6)

18. How do you think the flipped classroom model could impact your English learning? (Open-ended)

   - Responses varied, but common themes included increased engagement, better understanding of material, and more active participation in class.

19. What suggestions do you have for improving the English teaching-learning process at your school? (Open-ended)

   - Students suggested more interactive activities, use of technology, and additional practice opportunities outside of class.

   Thank you for your participation. Your responses will contribute to improve the English teaching and learning experience at Ramón Leocadio Bonachea Junior High School.

Annex 5:

Pedagogical Test for Beginners (A1 Level) at Ramón Leocadio Bonachea Junior High School

Learning Outcome: The teacher will evaluate the oral competence in English of seventh-grade students while discussing personal information. The focus will be on fluency, lexical range, and grammatical accuracy to make the students feel more comfortable and engaged.

Duration: 10-15 minutes per student

Materials Needed:

- A list of 5-7 personal information-related topics

- A timer

- A rubric for scoring

Procedure:

1. Introduction (1-2 minutes):

  - The teacher will greet the student and explain the purpose of the test.

  - The teacher will reassure the student that there are no right or wrong answers and that their ideas and how they express them are of interest.

2. Topic Presentation (3-5 minutes):

- The teacher will present the student with a topic from the list.

- The teacher will allow the student 1-2 minutes to think about the topic and prepare their response.

- The teacher will encourage the student to speak for at least a whole minute.

3. Follow-up Questions (2-3 minutes):

- The teacher will ask 1-2 follow-up questions related to the topic to encourage further discussion.

4. Feedback (1-2 minutes):

- The teacher will provide positive feedback on the student's performance.

- The teacher will offer specific suggestions for improvement in fluency, vocabulary, grammar, and pronunciation.

Example Topics:

1. Introduce yourself.

   - What is your name?

   - How old are you?

   - Where do you live?

2. Talk about your family.

   - How many people are in your family?

   - What are their names?

   - What do they do for work or school?

3. Give your contact information.

   - What is your phone number?

   - What is your email address?

   - What is your home address?

4. Describe your school.

   - What is the name of your school?

   - Where is it located?

   - What grade are you in?

5. Talk about your hobbies.

   - What do you like to do in your free time?

   - How often do you do these activities?

   - Why do you enjoy them?

Scoring Rubric:

Criteria	Excellent (4)	Good (3)	Fair (2)	Needs Improvement (1)
Fluency	Speaks clearly and confidently with little hesitation.	Speaks clearly with some hesitation.	Speaks with frequent hesitation and repetition.	Speaks haltingly with long pauses and frequent repetition.
Lexical Range	Uses a wide variety of vocabulary	Uses some varied vocabulary	Uses basic vocabulary with limited variety.	Uses very basic vocabulary with little variety.

Criteria	Excellent (4)	Good (3)	Fair (2)	Needs Improvement (1)
	related to the topic.	related to the topic.		
Grammatical Range and Accuracy	Uses a variety of grammatical structures accurately.	Uses some grammatical structures accurately with minor errors.	Uses basic grammatical structures with frequent errors.	Uses very basic grammatical structures with many errors.

Annex 6:

How to make a storyboard and how to how to apply it to this specific exercise.

A storyboard is a visual tool used to plan and sequence scenes or activities in a narrative. It consists of a series of sketches or images, often with accompanying notes, that outline the progression of a story or project.

To create a storyboard:

1. Sketch Scenes: Draw simple pictures of each key moment or activity in your narrative.

2. Add Notes: Write down details about what's happening in each scene, including actions, dialogues, and any important elements.

3. Arrange Sequentially: Place your sketches in the order they will occur to tell your story coherently.

4. Review and Adjust: Check your storyboard for continuity and make any necessary changes to ensure the narrative flows smoothly.

This method helps visualize the story before production, making it easier to plan and discuss the project with others.

How to apply it to the proposed exercise:

1. Define the Objective: Students should understand that the goal is to visually and sequentially describe the daily activities of their mothers.

2. Plan the Narrative: Students should identify the key activities their mothers perform during a typical day. These activities might include "Preparing breakfast," "Going to work," "Doing the grocery shopping" or "Cooking dinner".

3. Divide into Groups: If the class is large, students can split into small groups. Each group will be responsible for a set of activities.

4. Create Sketches: Within each group, students can draw simple sketches of each activity. These sketches should visually represent what the mother is doing at each point in the day.

5. Annotations: Next to each sketch, students should add annotations that describe the activity in detail. This might include what the mother is doing, who she interacts with, what tools or ingredients she uses and others.

6. Sequence and Connection: Groups should arrange the sketches in the order in which the activities occur during the day. They should ensure that the flow of the narrative is coherent and that each activity logically connects to the next.

7. Review and Edit: Once all the sketches are in place, groups should review the storyboard to ensure the sequence is correct and that all activities are represented. They can make adjustments to the sketches or annotations as needed.

8. Presentation: Each group can present their storyboard to the rest of the class, explaining the activities of their mothers and how they relate to each other. This is an excellent opportunity to practice communication and storytelling skills.

9. Feedback: After the presentations, students can receive feedback from their peers and the teacher. This will help them improve their understanding of daily activities and refine their visual storytelling skills.

Tip for Learning Present Continuous Tense:

To incorporate the present continuous tense into this activity, students can be encouraged to describe their mothers' activities using this tense. For example, instead of simply drawing a sketch of their mother cooking, they can write an annotation like "My mother is cooking dinner right now." This will help reinforce the use of the present continuous tense in a context that is meaningful and relatable to the students. By focusing on ongoing actions, students can practice forming sentences with "to be" + "verb-ing," which is the structure of the present continuous tense.

Annex 7

What is a Timeline?

A timeline is a visual representation that displays events, activities, or processes in chronological order. It is a useful tool for organizing information by dates or specific moments, making it easier to understand and track events over time.

How to Create a Timeline:

1. Choose a Tool: Use digital tools like PowerPoint or Google Slides.

2. Organize Information: Gather the data you want to include in the timeline, ensuring you have clear dates and descriptions.

3. Design the Timeline:

   - Create a horizontal or vertical line representing the flow of time.

   - Add time markers (dates or hours) along the line.

   - Insert points or boxes at the time markers to describe the events or activities.

   - Add images or icons to make the timeline more visually appealing.

4. Review and Refine: Ensure the timeline is clear and easy to understand. Adjust the design and information as needed.

   A well-designed timeline not only organizes information effectively but can also make data presentation more interesting and accessible.

Annex 8:

A descriptive poster is a visual tool that presents detailed information about a specific topic in a clear and engaging way. It typically combines text, images, and graphics to convey key points and attract the audience's attention.

How to Create a Descriptive Poster:

1. Choose a Topic: Select a subject you want to focus on and gather relevant information.

2. Design Layout: Plan the layout by deciding where to place text, images, and graphics. Aim for a balanced and visually appealing arrangement.

3. Add Content:

  - Write concise and informative text.

  - Include relevant images or graphics that support the text.

  - Use headings, bullet points, and color to enhance readability.

4. Review and Refine: Check for clarity and accuracy. Make sure the poster is easy to understand and visually coherent.

Creating a descriptive poster involves careful planning and attention to detail to ensure that the information is presented effectively and attractively.

Annex 9:

Pedagogical Test for Beginners (A1 Level) at Ramón Leocadio Bonachea Junior High School

Learning Outcome: The teacher will evaluate the oral competence in English of seventh-grade students while discussing varied topics. The focus will be on fluency,

lexical range, and grammatical accuracy to make the students feel more comfortable and engaged.

Duration: 10-15 minutes per student

Materials Needed:

- A list of 5-7 varied topics

- A timer

- A rubric for scoring

Procedure:

1. Introduction (1-2 minutes):

   - The teacher will greet the student and explain the purpose of the test.

   - The teacher will reassure the student that there are no right or wrong answers and that their ideas and how they express them are of interest.

2. Topic Presentation (3-5 minutes):

   - The teacher will present the student with a topic from the list.

   - The teacher will allow the student 1-2 minutes to think about the topic and prepare their response.

   - The teacher will encourage the student to speak for at least a whole minute.

3. Follow-up Questions (2-3 minutes):

- The teacher will ask 1-2 follow-up questions related to the topic to encourage further discussion.

4. Feedback (1-2 minutes):

- The teacher will provide positive feedback on the student's performance.

- The teacher will offer specific suggestions for improvement in fluency, vocabulary, grammar, and pronunciation.

Example Topics:

1. Introduce yourself.

- What is your name?

- How old are you?

- Where do you live?

2. Talk about your family.

- How many people are in your family?

- What are their names?

- What do they do for work or school?

3. Give your contact information.

- What is your phone number?

- What is your email address?

- What is your home address?

4. Describe your school.

   - What is the name of your school?

   - Where is it located?

   - What grade are you in?

5. Talk about your hobbies.

   - What do you like to do in your free time?

   - How often do you do these activities?

   - Why do you enjoy them?

6. Describe your town.

   - What are some important places in your town?

   - What do you like about your town?

   - How do you usually spend your weekends in your town?

7. Describe your house.

   - What rooms are in your house?

   - What do you like most about your house?

   - How do you keep your house clean?

8. What is Mom Doing?

   - What activities does your mom do during the day?

   - How does your mom help you with your homework?

   - What does your mom do for fun?

9. What's Your Friend Doing?

   - What activities do your friends do during the day?

   - How do you spend time with your friends?

   - What do your friends like to do for fun?

10. What is Your Friend Like?

   - How would you describe your best friend?

   - What qualities do you admire in your friends?

   - How do your friends help you?

11. What's the Weather Like?

   - What is the weather like today?

   - How does the weather affect your daily activities?

   - What do you like to do on sunny days?

12. What are they Wearing?

   - Describe what you are wearing today.

   - What do you usually wear on special occasions?

   - How do you decide what to wear?

13. What do you do at school in the morning?

   - What do you do when you first get to school?

   - How do you prepare for your first class?

- What do you do during your morning break?

Scoring Rubric:

Criteria	Excellent (4)	Good (3)	Fair (2)	Needs Improvement (1)
Fluency	Speaks clearly and confidently with little hesitation.	Speaks clearly with some hesitation.	Speaks with frequent hesitation and repetition.	Speaks haltingly with long pauses and frequent repetition.
Lexical Range	Uses a wide variety of vocabulary related to the topic.	Uses some varied vocabulary related to the topic.	Uses basic vocabulary with limited variety.	Uses very basic vocabulary with little variety.
Grammatical Range and Accuracy	Uses a variety of grammatical structures accurately.	Uses some grammatical structures accurately with minor errors.	Uses basic grammatical structures with frequent errors.	Uses very basic grammatical structures with many errors.

Annex 10: