UNIVERSIDAD MAYOR DE SAN ANDRÉS
FACULTAD DE HUMANIDADES Y CIENCIAS
DE LA EDUCACIÓN
CARRERA DE LINGÜÍSTICA E IDIOMAS

IMPROVING LISTENING AND READING
COMPREHENSION AT PRE-INTERMEDIATE LEVEL
THROUGH FLIPPED CLASSROOM
INCOS – EL ALTO IN 2017

Trabajo Dirigido para obtener el Título de Licenciatura

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“INCOS – EL ALTO 2017”

Presentado por: Univ. Evelyn Laura Patzi Salinas
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Para optar el grado académico de Licenciada en Lingüística e Idiomas

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Dedicated to our families for their invaluable love and support.
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ABSTRACT

Attending to conventional classes is becoming more and more difficult through the days due to the fact that most of students who study at Instituto Técnico Comercial de la Nación (INCOS) need, at the same time, to work to support themselves. In addition, they need to have the domain on English language not only to communicate but also to be competitive in a more exigent labor context. Because of the necessities of this group, it was conceived the idea to implement a contemporary learning model called Flipped Classroom, in order to improve their input skills (listening and reading comprehension). This learning and teaching model has been developed since 2007 by Aaron Sams and Jon Bergman from Woodland Park High School, Colorado. The Flipped Classroom learning model was implemented in response to the necessity of giving support to students apart from regular classes so that listening and reading skills may be improved through digital material in a virtual platform for students who are not able to attend classes regularly. Therefore, it is a matter of interest to set, monitor and test the students’ improvement through this new learning model rather than usual classes where students of different learning styles have to follow the same pace set by the teacher. This developed project allows teachers to realize exactly where students struggle consequently they can adjust their teaching strategies accordingly to the students’ needs. All things considered, Flipped Classroom learning model is suitable for this sample because class time is reserved for more active learning, minimizing the amount of teacher talk time. In this way students can reinforce their reading and listening comprehension skills avoiding misunderstandings in oral and written communication. The study focuses mainly in two aspects of this modality: the use of videos for listening comprehension and stories for reading comprehension. The 53 students for the sample which belong to the Pre-intermediate level (third semester). The study was based on a qualitative approach (study case) and the instruments used for data collection were surveys, and interviews. The analysis was made by the instructors involved in this study courses (to set the marks and levels by observation) and also the Qualitative Data Analysis & Research Software (MOODLE – INCOS EL ALTO FLIPPED CLASSROOM) was used for the same purpose.
RESUMEN

Asistir a las clases convencionales es cada vez más difícil debido a que la mayoría de los estudiantes que estudian en el Instituto Técnico Comercial de la Nación (INCOS) necesitan, al mismo tiempo, trabajar para mantenerse. Además, necesitan tener el dominio en idioma inglés no solo para comunicarse, sino también para ser competitivos en un contexto laboral más exigente. Debido a las necesidades de este grupo, se concibió la idea de implementar un modelo de aprendizaje contemporáneo llamado Flipped Classroom, con el fin de mejorar sus habilidades de entrada (comprensión auditiva y de lectura). Este modelo de aprendizaje y enseñanza ha sido desarrollado desde 2007 por Aaron Sams y Jon Bergman de Woodland Park High School, Colorado. El modelo de aprendizaje Flipped Classroom se implementó en respuesta a la necesidad de brindar apoyo a los estudiantes además de las clases regulares para que las habilidades de escucha y lectura se mejoren a través del material digital en una plataforma virtual para estudiantes que no pueden asistir a clases regularmente. Por lo tanto, es una cuestión de interés establecer, monitorear y evaluar la mejora de los estudiantes a través de este nuevo modelo de aprendizaje en lugar de las clases habituales donde los estudiantes de diferentes estilos de aprendizaje deben seguir el mismo ritmo establecido por el docente. Este proyecto desarrollado les permite a los docentes darse cuenta exactamente donde los estudiantes luchan, consecuentemente pueden ajustar sus estrategias de enseñanza de acuerdo a las necesidades de los estudiantes. Considerando todo, el modelo de aprendizaje Flipped Classroom es adecuado para esta muestra porque el tiempo de clase está reservado para un aprendizaje más activo, lo que minimiza la cantidad de tiempo de conversación del profesor. De esta forma, los estudiantes pueden reforzar sus habilidades de comprensión lectora y auditiva, evitando malentendidos en la comunicación oral y escrita. El estudio se centra principalmente en dos aspectos de esta modalidad: el uso de videos para la comprensión auditiva y las historias para la comprensión lectora. Los 53 estudiantes para la muestra que pertenecen al nivel Pre-intermedio (tercer semestre). El estudio se basó en un enfoque cualitativo (caso de estudio) y los instrumentos utilizados para la recopilación de datos fueron encuestas y entrevistas. El análisis fue realizado por los instructores.
involucrados en estos cursos de estudio (para establecer las marcas y niveles por observación) y también se utilizó el Software de Análisis e Investigación Cualitativa de Datos (MOODLE - INCOS EL ALTO FLIPPED CLASSROOM) para el mismo propósito.
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CHAPTER I
1. INTRODUCTION

Technology has become a significant part of education, and students are immersed in a multimodal environment inside and outside the classroom. The challenge teachers face in higher education is how to leverage the students’ interest and experience in using technology to achieve accuracy in learning outcomes of a language course. In a second language-learning context, this means incorporating technology to develop the learners’ language skills in terms of linguistic accuracy and fluency. This paper is an attempt to help students’ improvement in the use of Second Language (L2) with particular focus on input skills that later will show the product in the output skills.

The document describes the various steps of the project in different chapters. Chapter I, refers to the identification of the main problem that is the Third Semester students’ low level on input skills that affect the production of the L2 in the Language Department at INCOS – El Alto. In Chapter II, it is developed a proposal which is an attempt to solve the problem established before. This proposal justifies the different areas which support the project development as well as it is presented the boundaries of the study. In like manner, in Chapter III, the project is supported by theoretical foundations which involve contemporary models that were studied in order to rich the most suitable one for the chosen sample the same that deals with the implementation of technology in language teaching process. The aim of this literature review is to study the benefits and drawbacks of using the Flipped Classroom learning model in teaching English to pre-intermediate students at INCOS. Chapter IV covers the methodology process, which is used to implement the project. Along the methodology process, the sample was provided with different kind of material for students to get independence in their own learning process. Further, in this chapter, the data analysis was settled by continuous monitoring in and out of the class. Results were registered at the end.
of this paper. All things considered during the process of this project, the sample showed a notorious improvement in the output skills as a result of the reinforcement of the input language skills, that may be seen in Chapter V the conclusions and recommendations.

2. INSTITUTION Identity

2.1. Historical Background

The Instituto técnico Comercial de la Nación (INCOS) was founded on May 25th, 2001. With two careers: General Accounting and Executive Assistant headed by the Rector Isidro Colque Ramos with 2 administrative assistants and 7 professors that have increased through the years until these days. Currently the Institute has 6 administrative assistants, 1 janitor and 80 professors. INCOS is based on the Administrative Resolution (Foundation and Perform) No. 518/01 and Ministerial Resolution 054/07 Correction and amplification of Executive Assistant and Systems Analysis.

Professional Profile of INCOS Students

The professional with a National degree is accomplished to perform the profession applying rules, laws and administrative procedures and current legal duties; through scientist and technical methodology to design, organize, perform and evaluate the information according to the field specialty in different public, private and mixed organizations; to achieve useful, reliable, convenient and comparable results to take decisions and to be able to generate new entrepreneurship around all the Plurinational State of Bolivia respecting socio-cultural values and the preservation of environment.

The professional must be able to prepare technologically any kind of information related to the field in any kind of personal or company business in a productive, creative and proactive way.
Values

The trust on the individual human being without any kind of race, gender or religion distinction. Honesty and sense of responsibility, respect and desire of exceedances. For the institution to help is a privilege.

a) Objectives

1. To guarantee an efficient and solid, technical, technological and commercial professional formation through educational methodologies according to the new technological and science demands of the more and more competitive professional market.

2. To promote professors’ investigation and continuous updating through educational events focused on continuous technical pedagogical and academicals innovation to contribute to a proper professional capacitation to students to get an excellence degree.

3. To implement action oriented to a nonstop updating and renovation of plans and programs to a continuous improvement on the educational administration to achieve the excellence on the given teaching.

b) Organizational Structure

- Rectory
  - Academic Council
  - Academic Direction

- Professors Council
  - General Accounting Chieftaincy Career
  - Executive assistance Chieftaincy Career
  - Computing Chieftaincy Career
  - Business Administration Chieftaincy Career
  - International Commerce and Customs Administration Chieftaincy Career
  - Linguistics Chieftaincy Career

- Administrative Staff
  - Secretaries
  - Cashier Assistant
TRABAJO DIRIGIDO

- Storage and institution stuff Control
- Computing Control
- Library
- Regency
- General Services

- Professors
  - Day and evenings students in all careers

- Vision

To be the leader on technical, technological and commercial education; model in the regional, departmental and national range; committed with an intercultural, productive and communitarian and decolonizer based on the highest level of principles and ethical values, to answer the needs of labor market, providing enterpriser, competent, efficient and qualified human resources.

- Mission

To promote an integral complete communitarian superior education, able to brand excellent professionals with principles and ethical values involved to society and Bolivian State development.

2.2. Linguistics Department

Linguistics Department General Characterization

Linguistics Department at the Higher Technical Level is implemented in the Ministry of Education as a response to the labor demand originated by the increasingly growing social and economic phenomenon in the world. That is why the curricular system must be also suitable to the demands of a challenging labor market as far as vocational training in linguistics.

In our country, it is concerned both native and foreign languages, as English, require to have highly qualified professionals and specialized mainly in three areas lexicographic, scientific research and technology linguist, applied
linguistics technical and technological operations competent, and professionals in interpretation and translation. These professionals must also be formed with a vision of reciprocity, complementarity, productive and decolonizing vision. The superior technicians in a native language or foreign as a second language, will be able to communicate and engage in both conversations and in writing.

Commercial Technical Institutes cover productive aspects depending on the technical and technological advances of a country. It is the special case of Aymara, Quechua and Guaraní languages, that need to rise to a scientific status and the only way to do this is through the investigation of a scientific technical linguistic corpus that allows to label instructions or procedures of Bolivian discoveries in Aymara, Quechua and Guaraní languages. For this, some centers of lexicographic investigation are required. This will allow the true technological production with identity as the Constitution dictates and rules the philosophical and political of Bolivian education law Avelino Siñani - Elizardo Perez guidelines.

Equally important is the country's connection to the world in the field of technology and science, which requires the systematization and contextualization of English language as sources of diffusion and reception of knowledge in technology and science. This will lead to an intra-cultural, intercultural and multilingual education in compliance with the Law 070 Chapter three, Article 6 and 7, Law Avelino Siñani - Elizardo Perez.

The domain of communication in a particular technological field is another of the prevailing needs of the country. It is verified through research carried out in different institutions and educational centers with a population of 795 subjects of research, taken at random in which it affirms the necessity of teaching the three original languages known and English language in technical operations.
In this context, the evident need for a conjunctural factor, learning native languages. On the other hand, learning a foreign language, represents a broad field to explore. This reality shows the social need to combine the intersection of two sciences. Technological sciences on one hand, and linguistic sciences on the other. This intersection constitutes the Applied Linguistics that was originated in the year 1945 in response to the demand of society. In this case, it is necessary to apply the principles of linguistics to the Technological field. This intersection will cover the specialization of the technical language to the technical field, office activities, and lingual production in the different areas of technical and technological education.

Activities in the national context, require professionals trained in the three main articulated axes of the Plurinational State, following the educational policies established in Bolivia. These characteristics as the productive and communitarian decolonization education in language contexts should be implemented through a coherent and contextualized curricular design that contributes to the production and diffusion of technology and technique through the language sciences or linguistics. All of these purposes responds to this curricular plan to the present project.

**Support policies**

The project is integrated as the Technical and Technological Higher Education component.

For the success of this project will be essential the participation of the Ministry of Education, the Vice Minister of Higher Education, Departmental Governments, local political and educational decision makers.

In addition, it will be necessary to carry out awareness-raising and dissemination campaigns throughout the whole department, and coordinated work with the associations of secondary school parents, NGOs, and other institutions and local actors.
Legal Institutional Aspects

This project is guaranteed by an institution dependent on the state, General Direction of Higher Technical Education, Technology, Linguistics and Artistic, and La Paz Departmental Direction of Education, through the departmental units of supervision.

Legally, it is supported by the Political Constitution of the State that, in its articles 5, 9, 91, 98 make reference to the official languages, rights to the education and its conclusions, rights to learn and teach freedom, educational responsibility, equality of the people, guarantees to equality, among others and cultural diversity.

The law 070 of the education “Avelino Siñani - Elizardo Perez” that in its chapter III makes reference to the socio-cultural and linguistic diversity; in its Article 6 (Intra-culturality and Inter-culturality), and the article 7 (Use of official languages and foreign language). The education must start in mother language and its use is a pedagogical necessity in all aspects of their formation. By the linguistics diversity existing in the Plurinational State, the following principles are noted compulsory the use of languages as constituting instruments of communication development and production of knowledge in the plurinational educational system.

On the other hand, Article 41 (technical and technological higher education) refers to technical vocational training and forms professionals with a service vocation, social commitment, critical and self-critical awareness of sociocultural reality, capacity to create, apply, to transform science and technology, articulating knowledge from indigenous peoples and indigenous nations with the universals to strengthen the productive development of the Plurinational State. And article 46 (Institutional management of technical and technological training).
3. NEEDS ANALYSIS

Personal Information and Interests

The third semester class was assembled by 53 students among young adults and adults. This group had two main characteristics, half part of it was interested in improving their economical incomes through getting better labor opportunities in different labor fields such as: secretaries, accountants, customs agents, journalists, among others. The other half part aimed to travel abroad where English is spoken. Thus this group showed as people of low economic incomes, this is why they studied in an institution supported by the government, most of them studied in the evening schedule because they had a job in order to maintain themselves and in some cases their families besides of their studies.

Background English Knowledge

At the beginning of this project, the sample was submitted to a survey where the outcomes evidenced that this group had a very low level of English domain due to different reasons as: the fact that their only English source came out from high school, with two hours per week in public schools. Also the lack of interest in their grammar classes. As well, in their daily lives they were not in contact with the language in any moment besides of their English courses at Incos. And the most relevant issue is the one that their English Professors did not use suitable material to encourage them to produce the language in class. As a result of these outstanding facts, the sample never revealed a progress in the language performance or even increase their interest in achieving better results in any of the four skills.

3.1. SWOT Analysis

To begin any kind of project it is necessary to know the Strengths, Weaknesses, Opportunities and Threats in the institution. Thus it is necessary to state the objectives to achieve at the end of the project. Subsequently attending the institution in regular classes, the following results were found.
- **Strengths**

  - Pleasant atmosphere; there is full respect among students, students – teachers, teachers – administrative staff.
  - Supported by the government (Incomes); all the expenses such as salaries, basic services and maintenance are paid with government budget. An appropriate setting to work with a large number of students; due to the institution provides the students adequate classrooms to work.
  - Firm control on students to get good achievements (Academic and discipline aspects); administrative staff that controls the correct development of students into the institution (dressing code and academic record).
  - Obtaining a Certificate at National Level; provided after fulfilling the requirements in each Department.
  - Appropriate number of Professors, who are well prepared as their degrees show.
  - Enough Administrative Staff to assist the basic necessities at the institution.
  - Worthy level of students; who are committed to their studies.

- **Weaknesses**

  - Little use of technology; for study purposes.
  - Lack of updated strategies and techniques (teachers); who do not search or apply during their class activities using Information and Communication in Technology (ICT) in L2.
  - Lack of a place to study in the institution; the language department do needs of a study room where students can share information or do their homework.
  - Not availability of an English Lab; which empowers the process of learning a foreign language.
  - Professors are not able to use new second language teaching methods neither approaches. They are not updated.
- Students are not challenged by the professors to use new learning resources; since classes are still teachers centered.
- Lack of study habits; some of the students are not prepared to work under pressure.
- Lack of reading habits; which were evident during class assignments.
- Several students quit courses; due to their obligations apart from their studies.

- **Opportunities**
  - New technologies available for everyone; since the use of internet is affordable to everyone in order to search for information and avoid the high expenses on printed books.
  - Institution with a respectable regional prestige in El Alto. Since it is the only institution that provides students National Level Certificates.
  - Agreements with other Educational Institutions (UMSA); due to the knowledge that pre-degree students from UMSA implement and update at INCOS.

- **Threats**
  - Labor students’ situation; as most of the students need to work in order to support themselves, it may cause the desertion in their studies.
  - Excessive number of students per group; that limits the teacher’s job in specific activities such as: monitoring each student.
  - Location; in spite of a new construction, the geographical location of the building is isolated from public transport mainly.

### 3.2. Needs Diagnosis

In order to determine the most important needs for the sample, a survey was applied. The students were asked to answer the survey in L2. After
analyzing the results, it was concluded to implement the Flipped Classroom Learning Model to overcome their learning weaknesses.

Below a description of the results obtained on October 2016. (Graphs Appendix A.2.)

1. **How much do you enjoy reading?**

   81,16% of the students consider reading as an enjoyable activity, different from 18,84% students which just accept it.

   After the survey was settled the results showed that reading is no considered as an enjoyable activity for the class. Which would result in a poor development of reading comprehension.

2. **What do you choose to read?**

   71,68% students choose print books and magazines to read meanwhile only 28,31% students prefer to read e books and websites.

   This might be because of the lack of knowledge about the advantages that internet provides at the moment of reading. Since there are plenty of websites that contain interesting and updated material on different and interesting topics.

3. **How often do you read when it is your choice?**

   77,36% surveyed students read only 1-2 times a week when it is their choice but only 22,64% students read more than twice a week.

   These results show that more than three quarters of students do not have reading habits contrary to the rest who just read around twice a week when it is their choice.

4. **How much time do you spend reading when it is your choice?**

   58,5% of students do not spend time reading unless they have to and if it is necessary they just read less than 15 minutes. On the other hand, there is a
41.5% of students who spend more than 30 minutes reading when it is their choice.

More than half percent of students do not spend much time reading and when they have to they do it just for a very short times or for a specific purpose. Different to the ones who chose to read more than 30 minutes even when it is not compulsory.

5. **What motivates you to read?**

62.26% of the students read just when they need to get information personally or for institute assignments compared to 37.74% of students who read for enjoyment or relaxation only.

Students in general do not show motivation to read unless it is required for example: institute assignments, or needing information for themselves. Different from few students who do it for recommendation or enjoyment.

6. **How long have you been studying L2?**

92.43% of students have been studying L2 for an average of two years. In contrast 7.54% have been studying L2 for more than three years.

Almost the whole class have studied L2 around 2 years or even more. Thus it is appropriate to mentions they should have a certain level in accuracy of L2 not only in the input language but also in the output.

7. **How important do you think listening is in comparison to other language skills?**

98.12% of students think that listening is a very important skill in comparison to the others. 1.88% of students consider listening is somehow an important skill.

In general, students consider listening skill as a very important skill compared to the other language skills.
8. **Listening regularly L2 improve listening comprehension.**

100% of students strongly agree that listening regularly L2 improve listening comprehension.

The total quantity students consider that listening regularly L2 will improve their level at listening comprehension which is an aspect to reinforce their language production.

9. **How do you think similarities in some vocabulary items between L1 and L2 affect listening comprehension?**

60.38% of students think that similarities (False Cognates) positively reinforce L2 listening comprehension compared to the 28.31% of students who consider that similarities negatively affect L2 listening comprehension. And finally 11.31% of them consider that similarities do not affect in any aspect their listening comprehension level.

Actually similarities in some vocabulary items between L1 and L2 affect the students’ comprehension in a positively manner. Contrary to some of students who are negatively affected by these similarities and a less quantity who are not affected by those.

10. **What kind of listening material do you prefer to use in order to improve L2?**

Students are faced to songs in a 62.25 % more than to any other listening material compared to tutorials 22.63% and short stories 15.09 %.

This may be caused on the fact that they are not well trained to search for specific information on the internet. That is to say, they do use internet but not for educational purposes.

3.3. **Needs Analysis Conclusion**

Based on the results obtained through the survey, it is concluded that students at pre-intermediate level at INCOS need to enrich their reading skill.
Besides, they need to focus on digital material such as eBooks and websites rather than print books. Therefore, reading skill needs to be improved in order to achieve a higher level in the production of English language. Even though listening skill is considered by the students the most important skill to produce language orally, it has not been leaded in an appropriate manner by the conventional method. Due to the fact that practice makes perfect. Thus it is required to take time and dedication in whichever training program they are. In conclusion, it is vital to provide students a wide range of resources to make them master reading and listening skills as the Common European Framework of Reference (CEFR) establishes.

4. IDENTIFICATION OF THE MAIN PROBLEM
Pre-intermediate Second Language Learners are required to have some specific characteristics according to the rubrics delimited by the (Common European Framework of Reference, p. 22). A2: Listening, can understand enough provided speech is clearly and slowly articulated, Reading, can understand short, simple texts containing the highest frequency vocabulary, Speaking, can communicate in simple and routine tasks requiring a simple and direct exchange of information, Writing, can write short, simple formulaic notes relating to matters in areas of immediate need.

Third semester students at Linguistics Department are supposed to fulfill the characteristics mentioned before, to be considered beginners in the level of Independent User (CEFR). Contrary to this conception, the selected sample clearly showed the lack of domain mainly in two specific skills: Speaking and Writing as a result of the deficiency in the input skills.

The survey showed that the sample was not able to understand or reply to a command even a simple one, such as: Could you share your answers to your partners? Besides of it, after listening to a paragraph, they were not proficient enough to comprehend even the simplest question about the content. These two examples were enough to realize that their listening skill was not developed appropriately causing a deficient oral production of the language. In addition, their reading comprehension ability was not built enough, resulting a very low level in writing.

The present project is an attempt to make pre-intermediate students achieve the correct level according to the references of the Common European Framework. The main detected causes were: Schedule, since students do not attend classes regularly in the settled schedule; methods, due to the fact that students and teacher’s roles did not work in a synchronized manner; strategies, because these were not used by the teacher according to the students’ needs; material and resources, since most of these were not appropriate for all learning styles in the
sample. The traditional method centered on the teacher is not plentiful anymore to
get the results desired by the ones who are involved in the process. Therefore, it is
necessary to remember that this specific group do need more contact with English
because time in classroom is not sufficient for them. All things considered, it is
concluded that at INCOS, new trends in education have not been taken into account
to improve the active language in students.
CHAPTER II

PROPOSAL SECTION

IMPROVING LISTENING AND READING COMPREHENSION AT PRE-INTERMEDIATE LEVEL THROUGH FLIPPED CLASSROOM “INCOS – EL ALTO 2017”

In our time, pre-professional students from Linguistics and language Department have the opportunity to contribute to society in three different fields: translation, research, and teaching. The present project focuses on developing a research to contribute to the process of teaching the foreign language to achieve the objectives set by the new education law in the Plurinational State of Bolivia. The same that has a weakness in the sense that it involves the use of technologies for teaching but does not establish the manner in which it should be displayed. This project considered an important group of learners who have modern advantages at their fingertips to face new educational challenges. To this end, the idea of this project was to implement a modern learning language model as it is Flipped Classroom to overcome the learners’ weaknesses.

According to the procedure of the Flipped Classroom learning model, the results will be used by the improvement of the production of the oral and written language (output). At the same time, not only the students will be the beneficiaries but the teachers and the institution since the time in classes will be used to monitor the students’ self-correctness. Students will spend much more time on practicing, with the teacher assessment, applying suitable strategies to enrich their language accuracy.

1. JUSTIFICATION OF WORK

Learning English as a foreign language requires the use of new innovations in teaching and learning, since it is in fact a social act which involves students’ activeness and participation. Correspondingly, for the purpose to defend this project, the details will be given as follows.
1.1. Social Justification

This research aims to the purpose of giving Bolivian students the opportunity to be in contact with English though modern and digital methods. Decolonizing Formation, that seeks through the formative process to fight against all type of discrimination ethnic, racial, social, cultural, religious, linguistic, political and economic, to guarantee access and permanence of Bolivians in the educational system, promoting equal opportunities and equalization of conditions, through the knowledge of the history of the peoples, of the liberating processes of change and overcoming of colonial mental structures, the revaluation and strengthening of own and community identities, for the construction of a new society.

Productive Training, oriented to the understanding of production as a pedagogical resource to put in practice knowledge as a means to develop articulated qualities and capacities to institutional educational needs in complementarity with state policies. The education productive relationship articulates educational institutions with the economic activities of the community and the National Development Plan.

Infracultural, Intercultural and Plurilingual Training, which promotes self-affirmation, recognition, strengthening, cohesion and development of plurinationality; also, the production of knowledge without hierarchical distinctions; and the recognition and development of the original languages it brings to intraculturality as a form of decolonization and to interculturality by establishing relationships dialogues, within the framework of the curricular design of the Plurinational Educational System, the regionalized curriculum and diversified curriculum.

Now that students are involved in the digital age, Flipped Classroom model has become an advantage in English Language Teaching (ELT). Taking into account that English is a foreign language which is not available in any
moment or place, it is essential to provide Bolivian students the necessary tools to acquire the language accurately according to their needs. Due to the fact that learning a foreign language for INCOS students is not a leisure activity but it is a way to improve their life style and job opportunities. Besides of the facts mentioned before, in our country this conception is a Government Policy expressed by the saying “sumaj qamaña” which means “vivir bien”.

1.2. Theoretical Justification

After the application of the Flipped Classroom learning model, all the contents programmed for this level will be acquired and applied by the students plus the appropriate domain of technology techniques. First, in the listening skill students will get over and succeed the comprehension of the language, the way they self-study on their own, the simplest and common problems they encounter will not be a problem for them, and it will not be hard to communicate or pass any kind of examinations.

The ultimate purpose that the knowledge obtained from this study will serve to students to achieve a communicative competence while developing their speaking abilities and increasing their vocabulary level. Students simultaneously develop their listening skill and also gain confidence during the process of communication. It is apparent that an English context is automatically created during various activities when implementing Communicative Language Teaching CLT. While English is used as the medium for students to communicate with each other.

The English context can help students cultivate their sense of the language, and create an atmosphere where students can improve their English ability. Therefore, students become the protagonist in the classroom and their initiative and their motivation are both enhanced. The fact mentioned above can be solved by implementing the Flipped Classroom Learning Model since
it focuses not only on developing listening and reading skills but also on speaking and writing skills.

Teachers can use the Flipped Classroom Learning Model to help students develop their communicative skills, by using the class time mainly for output production. Since the information is available at the fingertips of the students, teachers are no longer the only source of knowledge for students. But in fact, they are more important than ever. For example, English teachers can use tutorials, songs, chat rooms to promote group discussions, thereby helping students understand the informational and cultural background of various topics.

1.3. Methodological Justification

The methodological process of this project began with a needs diagnosis applied to the chosen sample. After the result analysis it was found that students at INCOS had a low level in producing the language (output skills) as the result of their very low level in the input skills. Thus, different updated methods were considered in order to overcome students` weaknesses in the input skills. Furthermore, the most suitable learning method to aim this purpose based the students` characteristics was Flipped Classroom.

Flipped Classroom model activities are conducted to reinforce reading and listening comprehension (input skills) to obtain accuracy in the use of the L2 through the following process: students are provided of a virtual platform with a great variety of activities as: videos, tutorials, reading passages, songs, and tests. Which are available for them anytime – anywhere, with the unique purpose of using the class time to practice the language with the teacher`s assessment.
1.4. **Practical Justification**

Flipped Classroom Learning model is shown as a virtual Platform to make available for the Learning Community a display of educational information as: videos which offer a great variety of features that improve the listening and the reading comprehension of the students. In the process, students are able to browse from one link to another so that given information can be analyzed as well as it can be subjected to the disagreement of anyone. Besides these features, there is the necessity to analyze it through two different characteristics.

- The input; through the development of this project, the whole material uploaded for improving reading and listening skills, students are faced to several situations. Such as, developing dictation exercises, repetition drills, performance of dialogs, reading comprehension quizzes, sentence matching.

- Output; at the end of this course, after playing videos, lyrics or speeches, students are expected to improve in and outstanding manner the writing and speaking skills by enlightening their pronunciation level as well as the writing aptitudes. In conclusion, students can feel confident of facing up educational situations in real life.

2. **DELIMITATION OF THE STUDY**

The coverage of this study is the manner in which technology could help teaching learning process to improve input abilities in order to get better production in L2. (The sample) This project is limited to work with the third semester students of Linguistics Department at INCOS – El Alto for the reason that this group presents special characteristics such as: time availability, these people have to deal with their jobs to support themselves so, even they are concern about their studies, they cannot be focused on them contrary to other young adults who have an economical support from their families; methodology, currently
students are still working with the traditional teacher centered method without taking into consideration the different learning styles and specific needs.

- **Spatial Delimitation**

  The place in which the project was developed is a very important educational institution in El Alto. INCOS, with more than sixteen years implementing higher education in different fields such as: Foreign Trade, Economic Sciences, Industry, Secretariat, and Linguistics and Languages, the area in which this project is developed because of its characteristics in language teaching.

- **Time Delimitation**

  The time in which this project is developed begins in October, 2016. It started with the search necessities at the Institution. From then on, the different stages were advanced simultaneously to the planning of the study.

  (Treatments) Based on the previous information, it was decided to work on the problem –lack of production in writing and speaking skills– by improving their input skills, taking as an advantage the use of technology with its great variety of available resources which help to improve listening and reading comprehension skills through the use of modern devices as: smart phones. IPads, laptops, and others where the instrument was created to facilitate their input comprehension.

  (Setting) Students at the Linguistics Department from INCOS – El Alto do not have the facilities that other institutions from La Paz have. They do not have the access to a listening laboratory, neither a library with material that can be used in order to solve doubts or go forward in their learning process. In fact, the institution does not provide the students extra material besides of their textbook, information or extracurricular activities that challenge them to progress in the contents of the semester.
(Instrumentation) Due to the characteristics mentioned before Flipped Classroom Model is the new learning model that fits better to solve the sample necessities. In this way, a virtual platform containing the syllabus for this specific semester was created in Moodle. Mainly the platform incorporates the students as in a virtual class, where they have access to the whole contents uploaded, videos, tutorials, stories, reading passages, quizzes, and tests. So that, in class time, they can produce the language with the implementation of the cooperative learning and the teacher guidance. Consequently, the four methodological moments are developed (Practice, Theory, Assessment, and Production) to achieve the proficient use of L2. All this process was implemented along one semester (I/2017).

2.1. Achievements Indicators

The language accuracy required, to begin third semester, considers the domain of specific knowledge level: A1 Beginner (1st Semester), A2 Elementary (2nd Semester). Contrary to this fact, the results from the survey exposed that students had the understanding of a beginner learner in the proficiency of the L2. Therefore, by the end of the implementation of this Project, students achieved level B1 Lower Intermediate (3rd Semester) in the language domain according to the Common European Framework and the Bolivian Educational Law 070.

The table below provides specific descriptions of the criteria used for each improved skill in this assessment. Level A1 describes the earliest stages of listening and reading comprehension skills, while level B1 describes the knowledge and skills expected of students to achieve at the end of the third semester.
### Students’ Situation

<table>
<thead>
<tr>
<th>Students’ Situation</th>
<th>Performance Level</th>
<th>Achieved Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where they were before the project</td>
<td>A1</td>
<td><strong>Listening:</strong> Students can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning. <strong>Reading:</strong> Students can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases.</td>
</tr>
<tr>
<td>Where they should be</td>
<td>A2</td>
<td><strong>Listening:</strong> Students can understand enough provided speech is clearly and slowly articulated. <strong>Reading:</strong> Students can understand short, simple texts containing the highest frequency vocabulary.</td>
</tr>
<tr>
<td>Where they are at the end of the project</td>
<td>B1</td>
<td><strong>Listening:</strong> Students can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, and leisure. <strong>Reading:</strong> Students can read straightforward factual texts on subjects related to his/her field and interest.</td>
</tr>
</tbody>
</table>

**Figure 2.**

### 3. OBJECTIVES

#### 3.1. General Objective

- To implement Flipped Classroom Learning Model to 070 Educational Law in students at pre-intermediate level in the Language Department at INCOS to improve listening and reading comprehension skills.

#### 3.2. Specific Objectives

- To state the learning necessities that pre-intermediate students have in their language course.
- To look for new digital era learning tendencies to support proficiency in the students’ languages skills.
- To design a Table of Contents for the Flipped Classroom Platform.
- To develop a System Language Management (SLM) based on the students’ needs and the Bolivian Educational Policy.
- To apply the Flipped Classroom Learning Model to improve listening and reading language skills.
- To monitor students’ progress in reading and listening skills by testing their oral comprehension and accurate pronunciation.
CHAPTER III
THEORETICAL REFERENCE

1. LEARNING AND ACQUISITION

An influential hypothesis concerning language learning and teaching originating from the 1970’s was Krashen’s acquisition-learning hypothesis, making a distinction between acquisition and learning Mitchell & Myles (1998). According to this interpretation, acquisition suggests that language is a subconscious process as a result of natural interaction in communication and that language is a ready-made object with a set of rules and learning refers to a conscious process as a result of classroom experience with a focus on form. Second Language Acquisition (SLA) research has an interest in unfolding the nature of language learning. A movement that has had a dominating position since the beginning of the 1970s is research on SLA focusing on cognitive processes Kasper & Kellerman (1997).

2. LEARNING A SECOND LANGUAGE

Theories that have been developed to account for second language learning, are closely related to those discussed as general learning theories. A behaviorist approach to second language learning focuses on imitation, practice, encouragement and habit formation. Currently learning a second language necessarily involves a relationship with Technology. The linguist Noam Chomsky (1957) provided a major critique of behaviorism and its view of second language learning as imitation and habit formation. Some theorists within the cognitivist tradition have argued that interaction is essential for language learning to take place, with the modification of input, by teachers for example, to render it comprehensible to the learner Long (1983).

This project aligns with improving Listening and Reading Skill through Flipped Classroom Learning Model focusing on communicative aspects of language learning and connects with the communicative turn in Second Language Acquisition (SLA)
and Computer Assisted Language Learning (CALL) that have a close relation the different approaches in learning a second language.

3. CONTEMPORARY LEARNING THEORIES

3.1. The Constructivism

Constructivists believe “learning occurs when one constructs both mechanisms for learning and his or her own unique version of the knowledge, colored by background, experiences, and aptitudes” Roblyer (2006, p.37). Knowledge is therefore constructed and not transmitted and students generate new knowledge through activities, experiences, and experiments. One example of using technology with social activism is having students complete a WebQuest which is a “computer-based teaching and learning model in which learners are actively involved in an activity or situation and use the Internet as a resource” Halat (2008). They are a “unique method for enhancing students’ information technology and information literacy competencies. As inquiry-oriented, engaging, and student-centered activities, WebQuests promote high-level thinking and problem-solving skills” Russell (2008).

In conclusion, Constructivists believe that knowledge is constructed, not transmitted. Students should be able to show their learning through different forms, not just written tests. Directed instruction is teacher centered, while hands-on teaching is student centered Roblyer (2006).

- Learning is an active process

Social constructivist scholars view learning as an active process where learners should learn to discover principles, concepts and facts for themselves, hence the importance of encouraging guesswork and intuitive thinking in learners Brown (1989). In fact, for the social constructivist, reality is not something that we can discover because it does not pre-exist prior to our social invention of it.
Kukla (2000) argues that reality is constructed by our own activities and that people, together as members of a society, invent the properties of the world.

Vygotsky (1978) also highlighted the convergence of the social and practical elements in learning by saying that the most significant moment in the course of intellectual development occurs when speech and practical activity, two previously completely independent lines of development, converge. Through practical activity a child constructs meaning on an intra-personal level, while speech connects this meaning with the interpersonal world shared by the child and her/his culture.

- **Good relationship between instructor and learner**

  A further characteristic of the role of the facilitator in the social constructivist viewpoint, is that the instructor and the learners are equally involved in learning from each other Holt and Willard-Holt (2000). This means that the learning experience is both subjective and objective and requires that the instructor's culture, values and background become an essential part of the interplay between learners and tasks in the shaping of meaning. Learners compare their version of the truth with that of the instructor and fellow learners to get to a new, socially tested version of truth Kukla (2000).

**3.2. The Connectivism**

Talking about the Connectivism and the use of Technology, there is no doubt that online learning is a direct technological response to different learning cultures, methods, and inspirations. The combination of 3D interactive graphics and web technologies (Web3D) will permit instructors to create an interactive, realistic environment for the student in an online environment Chittaro & Ranon (2007). Stated simply, connectivism is a social learning that is networked.
- **Connectivism for teaching and learning**

  The attractiveness and accessibility of the theory of connectivism makes it a good candidate for structuring innovation by educators in their practice. Effectively, teachers’ model behaviors that they may wish to encourage in their students. They participate in an extensive public knowledge network of people, blogs, wikis and other activities and resources that they could use as examples for their students. In other words, educators use connectivism to frame their own learning.

  One of the benefits of experimentation with social media becoming more widespread is that pragmatic, critical users can identify what are effective and sound academic uses rather than using technology for its novelty value.

- **Encouraging and supporting students to move beyond institutional boundaries**

  One implication of students becoming connected learners is that learning will neither be confined to the physical classroom nor to the virtual classroom, within the institutional Virtual Learning Environment. Students will be consuming and producing social media ‘in the wild’, whether we like it or not. Rather than seeing this as a problem, we can engage with students as they acquire the 21st Century Learning Skills that are needed to make effective use of technologies that emerging for use within classrooms and the workplace Siemens (2004).

4. **ENGLISH LANGUAGE TEACHING**

  To talk about teaching English, it is necessary to analyze the word "methodology". Most often, methodology is understood to mean methods in a general sense, and in some cases it is even equated to specific teaching techniques. According to Brown (1994:51) definitions (reflecting current usage at the time and drawn from
earlier attempts to break down and classify elements to do with methodology) are the most useful:

- **Methodology**

  The study of pedagogical practices in general (including theoretical underpinnings and related research). Whatever considerations are involved in "how to teach" are methodological Brown (1994).

- **Method**

  Method can be defined by Brown (1994:3) as a generalized set of classroom specifications for accomplishing linguistic objectives. Methods tend to be primarily concerned with teacher and student roles and behaviors and secondarily with such features as linguistic and subject-matter objectives, sequencing, and materials. They are almost ways thought of as being broadly applicable to a variety of audiences in a variety of contexts.

- **Technique**

  Any of a wide variety of exercises, activities, or devices used in the language classroom for realizing lesson objectives Brown (1994).

5. **LANGUAGE LEARNING METHODOLOGIES**

5.1. **The Grammar Translation Method**

  The more commonly known in Foreign Language Teaching circles as the Grammar Translation Method might be called Classical Method. The purpose of the grammar translation method was to help students read and understand foreign language literature Larsen-Freeman, (2000). It was an efficient way of learning vocabulary and grammatical structures. Through focusing on the rules of the grammar of the target language students would recognize the features of two languages that would make language learning easier. A significant role of this method is translating one language into the other. In this method mastery of the grammatical rules and vocabulary knowledge are emphasized; therefore. It
has been hoped that learning is facilitated. In order to communicate accurately, meaningfully, and appropriately skills and practice students need are provided using the grammar translation method Fish (2003).

5.2. The Direct Method

The Direct Method, which is also known as natural method or conversational method, has been popular since it enables students to communicate in the foreign language.

The Direct Method through focusing on everyday language, and using questions and answers lays an emphasis on teaching oral language. The primary objective of this method is associate meaning and the target language directly through the use of realia, pictures or pantomime Larsen-Freeman (1986, p.29).

The Direct Method will enable students to understand the language which will help them to use the language with ease; moreover, as mother tongue (L1) is not allowed students learn the language through demonstration. The Direct Method has been useful in providing an exciting and interesting way of learning the foreign language through activity.

5.3. The Audio-lingual Method

The Audio-Lingual method, which was proposed by American linguists in 1950s, was developed from the principle that “a language is first of all a system of sounds for social communication; writing is a secondary derivative system for the recording of spoken language” Carroll (1963). Thus, the purpose of the Audio-Lingual method is to use the target language communicatively. According to this method, speech is given priority in foreign language teaching. The Audio Lingual method teaches language through dialogues that focus on habit formation of students.
Larsen-Freeman states that “students will achieve communicative competence by forming new habits in the target language and overcoming the old habits of their native language” (2000, p.45).

5.4. Community Language Learning

Community Language Learning is an innovative approach that Brown (1994:58) lists as one of the "'Designer' Methods of the Spirited Seventies". It is certainly unique in that it is one of the first methods to be developed that really focused on the feelings of the students and tried to address affective factors in learning (particularly for adult learners). It was also the first method to combine the field of language learning with the dynamics and principles of counseling.

5.5. The Silent Way

In addition to affective theories relative to language learning, another challenge to the Audio-lingual Method was under way already in the sixties in the form of the Cognitive Code and an educational trend known as "Discovery Learning." These concepts most directly challenged the idea that language learning was all about mimicry and good habit-formation (Gattegno 1963). He founded The Silent Way as a method for language learning in the early 70s, sharing many of the same essential principles as the cognitive code and making good use of the theories underlying discovery learning.

5.6. Total Physical Response

James Asher (1996) theory: the total physical response about the language development of young children, saw that most of the interactions that students` experience with parents or other adults combine both verbal and physical aspects. The child responds physically to the speech of the parent, and the parent reinforces the child’s responses through further speech. This creates a positive feedback between the parent’s speech and the child’s actions. Asher also
observed that young learners typically spend a long time listening to language before ever attempting to speak, and that they can understand and react to utterances that are much more complex than those they can produce themselves.

6. APPROACHES IN LEARNING A SECOND LANGUAGE

Approaches are the theoretical positions and beliefs about the nature of language, the nature of language learning, and the applicability of both to pedagogical settings (Brown, 1994).

6.1. The Communicative Language Teaching Approach

The Communicative Language Teaching (CLT) approach, in which this project is based on, does a lot to expand on the goal of creating communicative competence compared to earlier methods that professed the same objective. Teaching students how to use the language is considered to be at least as important as learning the language itself.

Richards and Rodgers (1986) described CLT as an approach rather than a method, since it represents a philosophy of teaching that is based on communicative language use. Advocated by many applied linguists, CLT in their views emphasizes notional-functional concepts and communicative competence, rather than grammatical structures, as central to teaching.

6.2. The Natural Approach

Stephen Krashen and Tracy Terrell developed the Natural Approach in the early eighties (Krashen and Terrell, 1983), based on Krashen's theories about second language acquisition. The approach shared a lot in common with Asher's Total Physical Response method in terms of advocating the need for a silent phase, waiting for spoken production to emerge of its own accord, and emphasizing the need to make learners as relaxed as possible during the learning process. Some important underlying principles are that there should be a lot of
language \textit{acquisition} as opposed to language \textit{processing}, and there needs to be a considerable amount of comprehensible input from the teacher. Meaning is considered as the essence of language and vocabulary (not grammar) is the heart of language.

7. \textbf{MEANING FOCUSED SKILLS}

7.1. Meaning Focused Input

Meaning-focused Input consists of messages that the learner is likely to focus on mainly for the ideas that are contained in the message. It could include activities like listening to a story, taking part in a conversation, following instructions, or watching television. Several writers Krashen (1981); Taylor (1982); Terrell (1982) using different terminology see meaning-focused input as the Major Source of Language Learning, provided certain conditions for this learning through comprehension occurred. Terrel (1982) and Krashen (1981) would also add that the learner must not feel anxious or threatened by the situation. The comprehension approach has its critics.

7.2. Meaning Focused Output

Some researchers argue that the knowledge that is needed to speak will not come unless the learners are \textit{pushed} to speak. Swain (1985) argues that learners can comprehend input without having to look closely at the grammar. Thus teachers should get students speaking in a way that is meaningful to them, as \textit{let them get on with it} stage. As long as a task is meaningful and engaging students’ desire to express themselves means they will use what they already know. Teachers will also start to notice gaps in their knowledge when they are not able to get their message across. By taking more of a monitoring role and fading into the background, teachers can start to notice this gaps too. Nevertheless, to continue with this theme it is necessary to develop a deeper analysis on the language four skills.
8. ENGLISH LANGUAGE FOUR SKILLS DEFINITION

8.1. Definition of Speaking

Speaking skill is one of the skills that have to be mastered by students in learning English. Richards (2008:19) states that in speaking we tend to be getting something done, exploring ideas, working out some aspects of the world, or simply being together. If the students can speak English fluently that can help them to easy communicate and also explore their idea. Speaking English also helps students to access up-to-date information in fields including science, technology and health. Good English speakers will be in a strong position to help their country’s economic, social and development. In addition, speaking is one of the most difficult aspects for students to master. The students have to master all components of speaking skill in order to speak clearly and fluently.

- The Speaking Process

Comprehension is an ability to perceive and process stretches of discourse, to formulate representations the meaning of sentences. Comprehension of a second language is more difficult to study since it is not; directly observable and must be inferred from overt verbal and nonverbal responses, by artificial instruments, or by the intuition of the teacher or researcher.

Therefore, in speaking can be concluded that the comprehension refers to the speakers’ understanding about what are they saying to the listeners in order avoid misunderstanding information; in addition, its function is to make the listeners easily to catch the information from the speakers.

8.2. Definition of Writing

Writing Skill is an important form of communication in day-to-day life, but it is especially important in high school and college. Students can find it challenging to find ideas to include in their writing and its culture has its own style for organizing academic writing. Hayes (1996) describes that writing as a
cognitive process consists of four interactive components: task, environment, the writer’s long-term memory, and the composing processes themselves.

- **The Writing Process**

  The writing processes include planning, translating, and reviewing. Planning involves generating ideas, goals, and procedures. Translating involves expressing ideas and goals in verbal forms, and reviewing includes evaluating and revising Myers (2009). He states that one purpose of writing is making of text and one way to learn how to make anything is to have a model, either for duplication or for triggering one’s own ideas. Furthermore, Taylor (2009:96) states that the usual function of an introduction in academic writing is to tell the reader what issue is being raised and what justifies the writer in raising it. In other word, writing is part of media to give information that happened to the reader.

8.3. **Definition of Listening**

  Listening has been defined by many researchers, for instance: Chastain (1971) defined listening as the ability to understand native speech at normal speed. According to Postovsky (1975), listening differs in meaning from sound discrimination to oral comprehension. Bowen (1985) demonstrated that listening is understanding the oral language. Students hear oral speech, divide sounds, classify them into lexical and syntactic units, and comprehend the message. Listening is a process of receiving what the speaker says, making and showing meaning, negotiating meaning with the speaker and answering, and creating meaning by participation, creativity, and empathy.

  Listening is a psychological phenomenon, which takes place on a cognitive level inside people’s heads, and a social phenomenon, which develops interactively between people and the environment surrounding them. It considers listening as a complex process, which needs to be understood in order to teach it, and subsequently, evaluate it before

- **Definition of Listening Comprehension**

  The term “listening comprehension” has been defined by different authors. According to Brown (1982), listening comprehension means that a person understands what he/she has heard. If he/she learns the text through hearing it, he/she will understand it. Dirven and Oakeshott-Taylor, (1984) defined listening comprehension as the product of teaching methodology and is matched by terms such as speech understanding, spoken language understanding, speech recognition, and speech perception. Listeners comprehend the oral input through sound discrimination, previous knowledge, grammatical structures, stress and intonation, and the other linguistic or non-linguistic clues. According to Nadig (2013), listening comprehension is the various processes of understanding and making sense of spoken language. These involve knowing speech sounds, comprehending the meaning of individual words, and understanding the syntax of sentences.

- **Major Problems that Learners Face with Listening Comprehension**

  According to Azmi Bingol, Celik, Yidliz, and Tugrul Mart (2014), there are a lot of difficulties that learners may encounter in the listening comprehension processes and the purpose is to be aware of these problems and try to solve them. Some of these problems are as follows:

  a) **Quality of Recorded Materials**

     In some classes, teachers use some recorded materials that do not have high quality. The quality of sound system can impact the comprehending of learners’ listening Azmi Bingol, et al. (2014).
b) Cultural Differences

Learners should be familiar with the cultural knowledge of language that has a significant effect on the learners’ understanding. If the listening task involves completely different cultural materials, then the learners may have critical problems in their comprehension. It is the responsibility of teachers to give background knowledge about the listening activities in advance Azmi, et al. (2014).

Munro and Derwing (1999) expressed that too many accented speech can lead to an important reduction in comprehension. According to Goh (1999), 66% of learners mentioned a speaker’s accent as one of the most significant factors that affect listener comprehension. Unfamiliar accents both native and non-native can cause serious problems in listening comprehension and familiarity with an accent helps learners’ listening comprehension. Buck (2001) indicated that when listeners hear an unfamiliar accent such as Indian English for the first time after studying only American English will encounter critical difficulties in listening. This will certainly interrupt the whole listening comprehension process and at the same time an unfamiliar accent makes comprehension impossible for the listeners.

c) Unfamiliar Vocabulary

According to Azmi, et al. (2014), when listening texts contain known words it would be very easy for students to them. If students know the meaning of words this can arouse their interest and motivation and can have a positive impact on the students’ listening comprehension ability. A lot of words have more than one meaning and if they are not used appropriately in their appropriate contexts students will get confused.
d) **Length and Speed of Listening**

Azmi, et al. (2014) stated that the level of students can have a significant role when they listen to long parts and keep all information in their mind. It is very difficult for lower level students to listen more than three minutes long and complete the listening tasks. Short listening passages make easy listening comprehension for learners and reduce their tiredness. According to Underwood (1989), speed can make listening passage difficult. If the speakers speak too fast students may have serious problems to understand L2 words. In this situation, listeners are not able to control the speed of speakers and this can create critical problems with listening comprehension.

8.4. **Definition of Reading**

According to Williams E. (1984), he defines reading as a process whereby one looks at and understands what has been written. According to Alyousef (2005, p.144) “reading can be seen as an interactive process between a reader and a text which leads to automaticity or reading fluency.” While Grabe (1991, p. 377) argues “reading can be seen as an active process of comprehending where students need to be taught strategies to read more efficiently, for example, guess from context, define expectations, make inferences about the text, skim ahead to fill in the context, etc.” On the other hand, Paran (1996, p. 25) has an opposite view on reading. He says “reading is an activity involving constant guesses that are later rejected or confirmed.” Rohani Ariffin (1992, p.1) in her book entitled Anthropology of Poetry for Young People defines reading as a highly personal activity that is mainly done silently, alone. There is a clear understanding that reading is something related to the activity of acquiring information and it is done either silently or aloud.
- **Definition of Reading Comprehension**

  Reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. In understanding read text information children develop mental models, or representations of meaning of the text ideas during the reading process. There are two classes of mental models: a text-based model, which is a mental representation of the propositions of the text and a situation model consisting of what the text is perceived to be about Kintsch (1998).

- **Major Problems that Learners Face with Reading Comprehension**

  There are several potential barriers to successful reading comprehension. According to Gough & Tunmer (1996), reading comprehension is the product of two sets of knowledge and skills: those that enable the individual to read the words on the page in order to access their meanings and those that support comprehension of the text. The primary challenge for intermediate readers is to learn to decode, but they must also draw on their existing listening comprehension skills to make sense of what they read Gough, Hoover, & Peterson (1996).

  a) **Learning Difficulty**

  The term “learning difficulty” implies that even normally capable students can fail to advance in reading, particularly if they receive poor quality instruction from their teachers (Cambourne 1999; Lerner 2003). Thus, it can be assumed that there are factors within the learner that impact on reading performance and there are ranges of influences that are often beyond the control of the learner. Thus, one would expect that there is a diverse range of factors inside and outside of the reader that can impede the normal progression of reading skill development.
b) Socio-cultural Context

When readers comprehend communicative material they apply their beliefs about the world and what they already know about the present topic as a lense through which to interpret and understand the message the writer is attempting to convey. By using this lens students are more able to integrate prior knowledge when required to make inferences about story information. Thus, the processing of information may be limited or enhanced by the knowledge base that one possesses. For example, even when skilled readers’ have inadequate prior knowledge to apply to a reading task they tend to use the best available schema to organize the construction of meaning Harris and Pressely (1991).

9. LANGUAGE LEARNING AND TECHNOLOGY

Currently teachers have incorporated various forms of technology to support their teaching in order to engage students in the learning process by providing them authentic examples of the target culture as it is English in this project. The phenomena of Language Learning and Technologies, often called human language technology (HLT), consists of target language processing (TLP) and computational linguistics (CL) on the one hand, and speech technology on the other. Language Learning and Technology is closely connected to computer science and general linguistics. In this way, it is necessary to talk about some technology tools which enable teachers to differentiate instruction and adapt classroom activities and homework assignments, as enhancing the language learning experience Jabbour (2001).

9.1. Development and Usage of Technology in Language Learning

Through the last years, teachers develop and apply technology in their language teaching process by connecting their classrooms to classrooms in other countries where the target language is spoken. Technology has demonstrated
great potential for second language (L2) showing instruction by integrating vocabulary, grammar, and discourse patterns into the teaching of L2 Hyland (2002). In this early part of the 21st century the range of technologies available for use in language learning and teaching has become very diverse and the ways that they are being used in classrooms all over the world, as illustrated in this book, have become central to language practice. In daily life in many parts of the world, although not among all people as there are digital divisions everywhere Warschauer (2003), and still not always in the world of education. However, nowadays, digital tools, also called “technical cultural artefacts” have long been a feature of the world of education, and particularly language education.

9.2. Computer and Mobile Assisted Language Learning

- **CALL**

  According to Becker (1990) in the 1980s, no single medium of instruction or object of instructional attention produced as much excitement in the conduct of elementary and secondary education as did the computer. Because the primary advantages of using the computer are that it can offer individual instruction and interactive learning, there is a growing interest in the use of computer assisted language learning (CALL). CALL also is defined as “the search for and study of applications of the computer in language teaching and learning” Beatty (2003, p. 7). Likewise, a definition of CALL that accommodates its changing nature is any process in which a learner uses a computer and, as a result, improves his or her language.

- **MALL**

  Mobile assisted language learning is a relatively new field in language learning and settled definitions have not yet developed for terms frequently used in this field. Even the definition of the *mobility* itself is a highly controversial issue. Researchers have been exploring ways of creating comprehensive,
universal, and satisfactory definitions of some concepts in mobile learning 
Keegan (2002). Most of the disagreement about the definition of mobile learning 
and mobile language learning arises from the connotations of mobility. Kukulska- 
Hulme (2009) argues that this ambiguous term may have different connotations 
which will inevitably affect the definition of mobile learning. But the most 
outstanding one may refer to mobile technologies which are portable and 
accessible anytime and anywhere.

a) Mobile Phones

According to a recent report by International Telecommunication 
Union (ITU, 2009), mobile phones, among the many types of mobile 
learning devices, are the most widely owned and used devices, with 
approximately 4.6 billion subscriptions all over the world. However, despite 
all these sophisticated functions and widespread use of mobile phones, the 
users rarely perceive their potential as a learning tool and only a minority of 
users use them for learning purposes.

b) Podcast

The word “podcasting” is an amalgam of the word broadcasting and 
the name of the popular MP3 player from Apple Computer called the “iPod”. 
It is a bit of a contradiction in that it implies that an iPod is required to 
podcast. In fact, podcasts can be used with a variety of digital audio formats 
and play on almost any MP3 player or portable digital audio device - as well 
as any brand of desktop computer or laptop. To define it: Podcasting is the 
process of capturing an audio event, song, speech, or mix of sounds and then 
posting that digital sound object to a Web site or “blog” in a data structure 
called an RSS 2.0 envelope (or “feed”). Meng (2005).
c) **Vodcast**

VODcasting (also called “vlogging”) - the “VOD” stands for “video-on-demand” - is almost identical to podcasting. The difference is that the content is video versus audio, and the content is more likely to be played on a laptop than a PMA (personal media assistant) due to their newness and relative expense. VODcasts are a bit more complex and require a slightly larger investment in equipment and time, but still fall well into the technical and financial realm of anyone with a digital video camera and a higher-end desktop or laptop personal computer.

d) **Chamilo**

Chamilo is a free software (under GNU/GPL licensing) e-learning and content management system, aimed at improving access to education and knowledge globally. It is backed up by the Chamilo Association, which has goals including the promotion of the software, the maintenance of a clear communication channel and the building of a network of services providers and software contributors. The Chamilo project aims at ensuring the availability and quality of education at a reduced cost, through the distribution of its software free of charge, the improvement of its interface for 3rd world countries devices portability and the provision of a free access public e-learning campus. Among its main features:

- Courses, users and training cycles
- Social network for learning
- SCORM 1.2 compatibility and authoring tool
- Time-controlled exams
- Tracking of user’s progress

(http://www.chamilo.org/)
e) Claroline

Claroline is a collaborative eLearning and eWorking platform (learning management system) released under the GPL open-source license. It allows hundreds of organizations worldwide ranging from universities to schools and from companies to associations to create and administer courses and collaboration spaces over the web. The platform is used in more than 100 countries and is available in 35 languages. Claroline platform is organized around the concept of space associated to a course or a pedagogical activity. Each course space provides a list of tools enabling the teacher to:

- Write a course description
- Publish documents in any format (text, PDF, HTML, video, etc...)
- Create groups of users
- Structure an agenda with tasks and deadlines
- Post notifications (also by email)
- Propose home work to make online

(http://www.claroline.net/type/claroline)

f) Moodle

Moodle is a learning platform designed to provide educators, administrators and students a unique, robust and secure integrated system for creating personalized learning environments. You can download the program to your own web server, or ask one of the Moodle Partners to assist you. The Moodle interface is easy to navigate on both desktop and mobile devices. Within the main features the chat activity module allows participants to have a real-time synchronous discussion in a Moodle course. Moodle 2.0 provides multiple opportunities for teachers to develop tasks during which students can practice listening and reading skills Cummins, J., Brown, K., & Sayers, D. (2007).
The main purpose in Moodle is to design a software to help educators create high quality online courses and virtual learning environments. Such online learning systems are sometimes called Virtual Learning Environments (VLEs). The word Moodle was originally an acronym for Modular Object-Oriented Dynamic Learning Environment. One of the main characteristics of Moodle on other systems is that it is based on constructivist social pedagogy, where communication has a relevant space in the way of knowledge construction. The goal is to generate an enriching learning experience for educators and students. All things considered, it was defined Moodle as the most appropriate software to create an E-Learning Environment.

9.3. E-Learning

The term “e-learning” has only been in existence since 1999, when the word was first utilized at a CBT systems seminar. Other words also began to spring up in search of an accurate description such as “online learning” and “virtual learning”. However, the principles behind e-learning have been well documented throughout history, and there is even evidence which suggests that early forms of e-learning existed as far back as the 19th century.

E-learning has proved to be the best means in the corporate sector, especially when training programs for professionals across the globe and employees are able to acquire important skills while sitting in a board room, or by having seminars, which are conducted for employees of the same or the different organizations under one roof. The schools which use E-learning technologies are a step ahead of those which still have the traditional approach towards learning.
- **The benefits and drawbacks of E-learning**

  Whether you're a high-school teacher looking to engage your students in a more interactive way, or a corporate trainer hired by a large company to design training 12 curricula, e-learning packs a punch when it comes to benefits that make the creation and delivery processes easier and hassle-free.

  **a) Benefits**

  - **No Boundaries, No Restrictions**: Along with locational restrictions, time is one of the issues that learners and teachers both have to face in learning. In the case of face-to-face learning, the location limits attendance to a group of learners who have the ability to participate in the area, and in the case of time, it limits the crowd to those who can attend at a specific time. E-learning, on the other hand, facilitates learning without having to organize when and where everyone who is interested in a course can be present.

  - **With e-learning**: the professor has the ability to host a guest lecture without having to spend much money. It can be done virtually, with cameras for both the lecturer and the students, and with the use of microphones to facilitate the same level of interaction that would be possible if the lecturer were physically present in the room. The added benefit comes in when we are able to replay the lecture and gain even more out of it. Students that missed out can view the recording, or students that attended can watch it again to further their understanding.

  - **Concerns that arise with e-learning**: Even given all the benefits of e-learning, one cannot deny there are some drawbacks. Practical skills are somewhat harder to pick up from online resources. For example, although building a wooden table is something you can easily share information about, record videos of and explain, the practical experience is essential.
b) **Drawbacks**

- **Isolation:** Though e-learning offers ease, flexibility and the ability to remotely access a classroom in the student’s own time, learners may feel a sense of isolation. This is because learning online is a solo act for the most part, which may give the learner the feeling that they are acting completely alone. As technology progresses and e-learning benefits from the advancements being made, learners can now engage more actively with professors or other students using tools such as video conferencing, social media, and discussion forums amongst others.

- **Health Related Concerns:** E-learning requires the use of a computer and such devices; this means that eyestrain, bad posture and other physical problems may affect the learner.

**9.4. Blended Learning Model**

There are many definitions of blended learning, but the most common is that which recognizes some combination of virtual and physical environments. Graham (2003: 3-5), describes the convergence of face-to-face settings, which are characterized by synchronous and human interaction, and information and communication technology based settings, which are asynchronous, and text based and where humans operate independently. Mason and Rennie (2006) extend this definition to include other combinations of technologies, locations or pedagogical approaches. While Garrison & Vaughan (2012) define blended learning as “the thoughtful fusion of face-to-face and online learning experiences” emphasizing the need for reflection on traditional approaches and for redesigning learning and teaching in this new terrain.

**9.5. The Flipped Classroom Learning Model**

According to Bergmann and Sams (2012), a flipped classroom can be described as a setting where 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” (p. 13). In other words, the sequence is inverted. The traditional classrooms are mostly teacher centered which is in conflict with the constructivist approaches to learning and teaching. Thus, the flipped classroom is pedagogically appropriated because it serves the principles of personalized-differentiated learning, student-centered instruction, and constructivism. In other words, students have a great variety of hands on activities, promoting more meaningful learning Rajesh (2015).

- Characteristics

There are many versions and viewpoints on characteristics of the Flipped Classroom approach. According to University of Minnesota in 2013, although there are many opinions for characteristics of Flipped Classroom approach in an educational setting, the most successful Flipped Classroom approach has three characteristics. Firstly, the in class learning environments are highly structured, which means the educator has to plan for every single minute to keep the students engaged with the lesson. Secondly, the in-class activities need to designed in such a way that students solve problems, answer quizzes, apply or retrieve the content that they learnt earlier in the flip video.

To sum up, students are massively encouraged via grading, in-class activities, and educator expectations to complete out-of-class work and show up for in-person sessions. However, according to Hamdan (2013), while there is no “how-to” list associated with the Flipped Learning model, there are unifying themes which identified those four Pillars of F-L-I-P, an acronym of Flexible Environment, Learning Culture, Intentional Content, and Professional Educator. King (1993), stated that in the teacher-centered class, the teacher is the main source of information, like “sage on the stage”, who gives information to students, generally via lecture mode.
- **Students’ Attitudes towards Flipped Classroom Model**

Some of the findings from research conducted thus far would indicate that students have a positive association with the flipped instruction Herried (2013). For example, professors flipped a college prep chemistry class and found that students perceived the flipped instruction as a better or more efficient method of teaching besides the fact that a flipped classroom improves student behavior.

- **The Flipped Classroom and Bloom’s Taxonomy**

The flipped classroom provides an opportunity to students to learn the contents before attending the class. The idea is to address students learning at the lower level of Bloom’s taxonomy so students can remember and understands the contents by reading lecture notes or view the videos. As the student comes to the class they involve in activity based learning individually or in groups thus giving them an opportunity to master their knowledge and skills by working on the higher levels of Bloom’s taxonomy by applying, analyzing, evaluating and creating new knowledge and understanding as shown in figure.

- **The Flipped Classroom and Learning Theories**

Historically the role of a teacher has been to spread their knowledge during class time and living homework to reinforce their learning King (1993). In this approach students were not encouraged to interact with each other and critically evaluate their understanding of the theoretical concepts. He argues that this passive nature of learning is known as the transmittal model as this assumes students as empty vessels into which knowledge is being poured. In this approach might be effective for producing the workforce for the industry but have very little impact in today’s complex information age where success relies on independent thinking to manage risks and issues. By contrast the flipped classroom is part of constructivist learning theory in which learners create their own knowledge based upon their previous experience Brown, Collins, & Duguid (1989) and teachers are the learning support not knowledge transmitters. In the
flipped classroom approach students are able to actively create their knowledge in a meaningful manner that allows them to both better understand and process the learned content Gerstein (2012).

- Benefits and Challenges

<table>
<thead>
<tr>
<th>Role</th>
<th>Benefits</th>
<th>Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers’ Role</td>
<td>Helping busy and struggling students</td>
<td>Behaviorist education at basic levels (elementary/high school) strengthens traditional student/teacher roles. Flipped learning environment places the “burden” of active learning primarily on the shoulders of the student. Teachers should also master constructivist learning environments.</td>
</tr>
<tr>
<td></td>
<td>• Increasing teacher – student and student – student interaction.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Being friendly to students with diverse abilities.</td>
<td></td>
</tr>
<tr>
<td>Students’ Role</td>
<td>• Enabling flexible instruction (Bergmann and Sams, 2012).</td>
<td>• Students must recognize and internalize self-directed learning skills to be successful. (Preferably motivated and conscious learners).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Students/teachers should have internet access and preferably personal computers. (Minimum level of computer skills). (Bergmann and Sams, 2012).</td>
</tr>
</tbody>
</table>

Figure 3.

10. COOPERATIVE AND COLLABORATIVE LEARNING

10.1. Cooperative Learning

Cooperative learning is a set of teaching strategies used to promote face-to-face interaction among students and help them reach specific learning and interpersonal goals in structured groups Johnson & Johnson (1994). While cooperative learning groups generally involve four members, the number of
students may be greater or fewer. The authors Richards & Rodgers describe “three types of cooperative learning groups: Cooperative base, informal cooperative learning, and formal cooperative learning groups. Cooperative base groups are long-term heterogeneous learning groups with stable membership” (2001, p: 196) which may last a year or more. Cooperative learning helps teachers in classroom management and provides an alternative instructional practice while creating a more learner-centered atmosphere for students since cooperative learning seems to improve their management, social and academic skills Baloche (1998).

10.2. Collaborative Learning

Another benefit of technology use is the encouragement of collaboration and communication in learning activities. The new technology enables students to collect information and interact with resources, such as images and videos. Murphy (2004) states that the Internet can serve not only as a reference source but also as a means of communication. Collaborative learning is an educational approach to teaching and learning that involves groups of students working together to solve a problem, complete a task, or create a product. According to Gerlach (1994) "Collaborative learning is based on the idea that learning is a naturally social act in which the participants talk among themselves. It is through the talk that learning occurs” (p. 5-14).

There are many approaches to collaborative learning. Smith and MacGregor (1992) underlines them all:

- Learning is an active process whereby students assimilate the information and relate this new knowledge to a framework of prior knowledge.
- Learning requires a challenge that opens the door for the learner to actively engage his/her peers, and to process and synthesize information rather than simply memorize and regurgitate it.
- Learners benefit when exposed to diverse viewpoints from people with varied backgrounds.

11. COMMON EUROPEAN FRAMEWORK OF REFERENCE

The CEFR is a reference instrument that provides levels, categories and descriptors that educational authorities can unify or divide into parts, develop or sum up, and follow or modify according to the necessities of their situation. Martyniuk (2010, 3-4) Based on the evidence, it is clear that the CEFR has two broad aims. On the one hand, it encourages the stimulation for thoughtfulness, improvement and transformation, and on the other hand, it supplies Common Reference Levels to help communication across institutional, local and lingual bounds, North (2010, 6).

11.1. Criteria of the CEFR

As the manual maintains, the CEFR has to be comprehensive, transparent and coherent in order to ensure the fulfilment of its various functions. The comprehensiveness of the CEFR reflects the attempt to define as wide a scope of language skills, knowledge, and usage as possible. It also expresses a certain ability of all CEFR users to define their aims by referencing back to it. (Council of Europe 2001, 7-8).

- The Scale of Common Reference Levels

The scale is composed of three sequences and each sequence is divided into two levels as it is visible below: Goulier (2007, 37). The Scale of Common Reference Levels).

<table>
<thead>
<tr>
<th>Basic User</th>
<th>Independent User</th>
<th>Proficient User</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1 Breakthrough</td>
<td>A2 Waystage</td>
<td>B1 Threshold</td>
</tr>
<tr>
<td>B2 Vantage</td>
<td></td>
<td>C1 Effective Operational Proficiency</td>
</tr>
<tr>
<td>C2 Mastery</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Data adapted from Goulier 2007. Figure 4.
As the manual states, these levels seem to be a wide, although not universal, agreement on the amount and characteristics of levels suitable to the system of language learning and the public identification of performance. It appears that the outlined framework of six levels provides a sufficient description of the learning scope that is appropriate to European language learners for these intentions. Upon closer examination of these six levels, it has been discovered that there are higher and lower constructions of the classic subdivision into basic, intermediate, and advanced.

11.2. Features of the Common Reference Levels

- **Level A2:**

  Level A2 seems to reflect the level listed by Waystage specification. The major part of descriptors stating social functions are to be found at this level North (2010, 25), such as: “greet people, ask how they are and react to news; handle very short social exchanges; ask and answer questions about what they do at work and in free time; make and respond to invitations; discuss what to do, where to go and make arrangements to meet; make and accept offers” (Council of Europe 2001, 33-34). According to North (2010, 25): “make simple transactions in shops, post offices or banks; get simple information about travel; ask for and provide everyday goods and services”. (Council of Europe 2001, 33-34). Between levels A2 and B1 the learner becomes more actively participatory in conversations, always provided that his or her conversational partner supports and allows for restrictions. Little (2007, 6).

- **Level B1:**

  Level B1 reproduces the Threshold Level, with two specific features. The first feature is maintaining interaction: “give or seek personal views and opinions in an informal discussion with friends; express the main point he/she wants to make comprehensibly; keep going comprehensibly, even though pausing for
grammatical and lexical planning and repair is very evident, especially in longer stretches of free production”. The second feature is the ability to cope flexibly with problems in everyday life: “deal with most situations likely to arise when making travel arrangements through an agent or when actually travelling; enter unprepared into conversations on familiar topics; make a complaint”. North (2010, 24).
CHAPTER IV

PROPOSAL DEVELOPMENT

The pedagogical proposal “Improving Listening and Reading Comprehension at Pre-Intermediate Level through Flipped Classroom at Incos–El Alto in 2017” is addressed to implement the Flipped Classroom as an instructional learning model and a type of blended learning that reverses the traditional learning environment by delivering instructional content, online, and outside of the classroom. This learning model was implemented in English Learners as a pedagogic process that permits a major improvement in the English Language Input as they are facing problems with listening and reading comprehension. At the same time, by developing this project, students are given the opportunity to reach a better language understanding for a better language production.

The project started when contacting the institution to apply this guided work, fortunately the managers and heads or linguistics department were pleased by the initiative to help students of linguistics with regard to their learning weaknesses. Three weeks later, begins the diagnostic stage with the students of the pre-intermediate level of the linguistic department. All of the diagnostic assessment was administrated by observing and inquiring the institution’s strengths and weaknesses. At the very beginning, it was necessary to interview to the professors in order to know about students’ needs and difficulties to plan the diagnostic test according to the pre-intermediate students’ necessities.

After the results from the needs diagnosis test were interpreted with the cooperation of the academic tutor, the final field work profile was delivered by the end of November 2016 and so to begin with the application of the work with the students the first week of February. The implementation of “Improving Listening and Reading comprehension at Pre-Intermediate Level through Flipped Classroom at Incos–El Alto in 2017” was developed in two stages in which continuous monitoring is evidenced.
1. PROJECT PROCEDURE

In order to argument this project, some aspects must be taken into account. The Common European Framework of Reference provides a general framework which indicates what language learners need to learn to be able to use a foreign language effectively in practice. Thus, the framework creates a common basis for language learning curricula or guidelines, qualifications, textbooks, examinations, and syllabuses around the world. Besides of the general guidelines mentioned before, the procedure of this Project is also based on the 070 Law Avelino Sñani-Elizardo Perez Guidelines:

- To design technology to contribute and enhance human development.
- To develop research, science, technology and innovation to respond to the social, cultural, economic and productive needs and demands of the State... "(Art.29, núm.2).
- To promote scientific and technological research in the different educational levels (schools, colleges, universities and higher education institutes).
- To develop a scientific, technical, and productive training, based on knowledge and knowledge, in complementarity with the advances of science and universal technology throughout the Plurinational Educational System. (Art.5, núm.2, 20).
- To contribute to the development of science, research, technology and innovation within the framework of the demands and trends of the productive and socio-cultural sector at the local, regional and national levels (Art.58, num.3).

At the same time new Learning Models are vital to improve education according to the students’ needs, in this way it is essential to implement them in current Educational Model. According to the authors the Flipped Classroom Model is a mixture of direct instruction and constructivism, that it makes it easier for students who may have missed class to keep up because they can watch the videos or any other digital resources at any time.
According to the New Educational Law 070 Elizardo Perez - Avelino Siñani, some aspects must be taken into account by teachers when planning the learning process in order to get better results from students and their characteristics. These issues called Methodological Moments can be described as follows:

<table>
<thead>
<tr>
<th>Methodological Moment</th>
<th>Definition</th>
<th>The Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice</td>
<td>This methodological moment allows students to begin the learning process from their own experiences by in contact with real life to achieve experimentation and giving as result the generation of investigation processes among teachers and students. In addition education begins from students problematic situations (Try and mistake).</td>
<td>Once the problematic situation from the sample was identified, the learning process was ready to settle the steps to follow by students and teachers. - Listening to songs. - Listening to a lecturer. - Reading the subtitles of a video presentation.</td>
</tr>
<tr>
<td>Theory</td>
<td>Theory is used critically based on the problem to be investigated or the content to be developed. The theories to be used are not chosen before making an analysis of experiences. The construction of knowledge is collective so the contents are used in the learning processes as they are internalized to produce new knowledge.</td>
<td>This methodological moment allowed students to create the theories by themselves through the use of the platform centered on their own needs and learning styles. - Creation of the platform. a) Webhosting b) Uploading information from Essential American Book. c) Registering students d) Students enrollment - Induction to the use of the Platform. - Efficiency in the administrative learning process.</td>
</tr>
<tr>
<td>Assessment</td>
<td>Which is an ethic position with a social sense for the communitarian and individual life and about the educative process applied and developed for life. It is directed to make a social transformation. It is oriented to knowledge which are worked in the learning processes.</td>
<td></td>
</tr>
<tr>
<td>Production</td>
<td>It is the moment of elaboration of something tangible or intangible, taking into account its pertinence, transformation and innovation. Pertinence means that in the moment of building something it is necessary to take into account the needs, demands and potentials of the context, students’ characteristics, and the nature of the contents. The methodological strategies pretend to achieve at the end the change of attitudes from students and teachers.</td>
<td></td>
</tr>
</tbody>
</table>

So based on these principles the work settled with the sample, achieved to get the objectives because the attitude towards their own building learning process was performed during time class with the participation of students and the teacher as a guide, only facilitator but the activity was centered on students. 
- Assigning tasks
- Monitoring the use of the platform
- Implementing Post-Class Activities.

This moment demonstrated the students’ necessity of constructing themselves as subjects with the capacity of developing a productive vocation related to their context with pertinence. It implied also the development of creative capacities and students’ reflexive and critical attitudes.
- Sharing and performing the new knowledge (in class).
- Evaluation of the plan:
  a) Effectiveness in terms of achieving the learning objectives.
  b) Relevance in terms of students achieving satisfaction.

Ministerio de Educación (2016)  

Figure 5.
According to Educational Law 070, these processes must generate new ways of learning, investigating and mainly developing the dimensions: TO BE, TO KNOW, TO DO, TO DECIDE, through the matching of methodological strategies which are a group of activities related among them: PRACTICE-THEORY-ASSESSMENT-PRODUCTION. During the application of these methodological moments, several matters are taken into account: the use of techniques, tools, instruments and material subordinated to the methodological moments that respond to a problematic situation or identified necessity as it is the low level in listening and reading comprehension to allow the improvement of pedagogical and didactic sense in the educational sessions.

As teachers it is important to help students to display all their capabilities through the use of innovative methodological strategies that can respond to their needs, interests and goals, in this case a proficient use of language through the improvement of input skills with the purpose of improving the domain of language.

To state it briefly, and based on all the issues mentioned before it can be concluded that Flipped Classroom Model responds to the new way of Bolivian educational policy achieving the planned results.

- Students’ Schedule:

The schedule settled for the group selected to develop the project was:

<table>
<thead>
<tr>
<th>Hour</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
</tr>
</thead>
<tbody>
<tr>
<td>19:00</td>
<td></td>
<td></td>
<td>English III</td>
<td>English III</td>
</tr>
<tr>
<td>20:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20:00</td>
<td>English III</td>
<td></td>
<td>English III</td>
<td>English III</td>
</tr>
<tr>
<td>21:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21:15</td>
<td>English III</td>
<td></td>
<td>English III</td>
<td>English III</td>
</tr>
<tr>
<td>22:15</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Figure 6.
The workload assigned to English Classes per month was 24 hours.

- **Quantity of Students (Sample)**

  For this project, fifty-three students were registered among them 35 female students and 18 male students. This class had students with different types of characteristics: English level, ages, and language goals.

  Based on the results obtained during the SWOT analysis and the needs diagnosis, this project followed the next stages:

1.1. **First Stage (Practice)**

  - **Listening to Songs**

    As it well known by everyone, songs are used as a hook to get students attention. In this way the sample was submitted to a listening test by playing a series of songs according to their ages. The idea was to fulfill the lyrics so that teachers could detect their listening comprehension level. First, students could listen the whole song before reading the lyrics. Second, they could read the lyrics and fulfill the blanks while the song was playing. Third, they could check for their mistakes and complete the missing information. This activity demonstrated how often students got confused or could not recognize sounds and words.

  - **Listening to a Lecturer**

    Listening to a native speaker using a standard level of English talking about a topic known by students can also demonstrate the level of listening comprehension as it happened with the video “How to Improve Listening Skill”. In this phase the students were supposed to make a brief summary of what they had understood from Lucy’s speech. The results indicated that even the topic was familiar, they were not able to get the most important ideas from the lecture. From the 63 students only 6 were capable to create an appropriate summary.
- **Reading to Subtitles of a Video Presentation**

In order to check up students reading comprehension level, the same video was played but in this opportunity with subtitles that may help student understand the main point from the lecture. Having as a result that they could only understand very short simple phrases, words and basic phrases. The same ones that were not coherent with the level they were supposed to have (A2: CEFR).

- **Reading Aloud Reading Passages from Text Books**

To begin explaining this phase, it can be mentioned that students had problems to work with different activities throughout the lessons, because they were not able to understand the instructions to work by themselves. Most of the time they used to use translators for answering to questionnaires from the book or even to give a simple reply using in most of the cases incomplete answers far away from the appropriate grammar structure.

1.2. **Second Stage (Theory)**

Consistent with the outcomes in the SWOT and Needs Diagnosis Analysis, it was decided that the advisable procedure to follow would be to create an online platform implementing the Flipped Classroom Model. For which several stages were carried out.

- **Creation of the Virtual Platform**
  
a) **Webhosting**

Creating and working with an online course for English Language Learning is a challenge not only for teachers but for students as well. This procedure involves two main steps to carry out. First, it was necessary to choose a webhosting where the MOODLE course would be uploaded. Second, the selection of the types of activities to be done during the course such as: blogs, chats, videos, reading activities, listening activities, creation of test and a data base for students` academic record.
b) **Uploading Information from Essential American English Book**

As soon as the INCOS El Alto Flipped Classroom platform was created, the administrators were able to upload the material related to the contents for the third semester level at linguistics department. According to the syllabus planned for this year, the units were as follow:

<table>
<thead>
<tr>
<th>COURSE BOOK CONTENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Units</strong></td>
</tr>
<tr>
<td>1A What was the weather like?</td>
</tr>
<tr>
<td>1B Saving the planet</td>
</tr>
<tr>
<td>1C I’m going to relax by the pool.</td>
</tr>
<tr>
<td>1D A very bad trip</td>
</tr>
<tr>
<td>1E Should I or shouldn’t I?</td>
</tr>
<tr>
<td>1F Location vacation!</td>
</tr>
<tr>
<td>2A Which movie is better?</td>
</tr>
<tr>
<td>2B Have you read Dumma Key?</td>
</tr>
<tr>
<td>2C A spider for breakfast?</td>
</tr>
<tr>
<td>2D Do you love your computer?</td>
</tr>
<tr>
<td>2E Have you ever volunteered?</td>
</tr>
<tr>
<td>2F Special memories</td>
</tr>
<tr>
<td>3A Learn English the modern way</td>
</tr>
<tr>
<td>3B A new life</td>
</tr>
<tr>
<td>3C How good is your vocabulary?</td>
</tr>
</tbody>
</table>
### c) Registering Students

To be part of the platform, students were asked to have a current email address. Where the administrators (teachers) could send an invitation to belong to the platform as a User (Student). All the data collected (students email addresses) was uploaded to Moodle platform. Some difficulties were faced during this step. Since some of the students did not have the average knowledge to obtain an email address, manage it or even remember to use a password containing a capital letter, a number, a symbol.

### d) Students Enrollment

As soon as the emails were uploaded, students received an invitation with a unique code to be exchanged by them in an enrollment process developed in class with the assessment of the teachers. During this process students were asked to create a maximum level of security password to have access to the platform from that date on. At the same time, it is remarkable to mention that was a challenge for the students who at the very beginning

<table>
<thead>
<tr>
<th>Unit 4</th>
<th>3D A vacation with a difference</th>
<th>You can drive as fast as you want.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3E High earners</td>
<td>Who likes classical music?</td>
</tr>
<tr>
<td></td>
<td>3F Junior year abroad</td>
<td>I gave up smoking last year.</td>
</tr>
<tr>
<td></td>
<td>4A Memorable moments</td>
<td>Taking the exam was terrible.</td>
</tr>
<tr>
<td></td>
<td>4B Looking good</td>
<td>You’ll look younger.</td>
</tr>
<tr>
<td></td>
<td>4C Friends for life?</td>
<td>If we find your friend, we’ll put you in contact.</td>
</tr>
<tr>
<td></td>
<td>4D I earn too much!</td>
<td>She earns less money than me.</td>
</tr>
<tr>
<td></td>
<td>4E Changes</td>
<td>I used to be a lawyer.</td>
</tr>
<tr>
<td></td>
<td>4F Keeping a record</td>
<td>We’re going back next year.</td>
</tr>
</tbody>
</table>

**Figure 7.**

Simultaneously to this table of content, the syllabus for the platform was designed with specific material. (See Appendix B1).
seemed to have problems with the new technology management. The adults were the ones who specially had difficulties rather than the young adults who were capable to personalize their profiles.

- **Induction to the Use of the Platform**

  On April 2017 the third semester class started the real process to be immerse in the Flipped Classroom Learning Model. For this purpose, three different classes were assigned to train students in the use of the INCOS El Alto Flipped Classroom platform. To begin with this process students were supposed to take their laptops (iPads, tablets, and smartphones) so that each one could experiment and train the use of the Flipped Classroom Learning Model, that later would become in the new learning method to improve their listening and reading comprehension skills. Once the class was settled with the appropriate equipment, the teachers started to illustrate the activities such as: grammar tutorial videos, reading comprehension sites, blogs, quizzes, plus the placement tests created by the teachers in data bases focused on students’ weaknesses. First of all, the activities were exposed on the board with the use of a projector.

  On the other hand, during the induction process some students faced diverse problems like internet connection, some others forgot their email passwords and teachers could realize that even being surrounded by technology (use of social networks) students were not used to manage their equipment with educational purposes. These problematic situations were solved step by step to make them feel confident as they are with the use of Facebook and WhatsApp. For the purpose to encourage students to surf in the platform, a lecture – How to improve listening and reading comprehension skills – was played.

1.3. **Third Stage (Assessment)**

  Immediately students got independence in the use of the platform and conscious about the need of improving their listening and reading comprehension
skilled this stage turned into the real implementation of the Flipped Classroom Model based on the objectives stated. Students were informed about the characteristics of each kind of activity – time and availability – so they could plan their time to work on each assignment. Videos, reading activities, were available all the time contrasting with the tests that were planned in and specific schedule.

- Assigning Tasks

In mid-April, tasks began to be assigned to students according to the contents planned for each unit but it is remarkable to mention that students could use the platform in any moment even to check units that were not covered yet. First, in the regular class the topic was introduced by the teacher. Second, the expectations and directions were given as well as the objectives and outcomes. Third, students were directed to use the new instructional material and resources to incentive activity that prepares them for in-class activity.

- Monitoring the Use of the Platform

Meanwhile students were being involved in the topic, teachers could monitor the use of the Moodle course by surfing the platform due to the fact it demonstrate the frequency in which each student used it. Although the platform was created for all learning styles some students use to come with specific doubts especially about grammatical structures.

- Implementing Post-Class Activity

To obtain better results, the Flipped Classroom Model enhance the implementation of a post-class activity per each unit covered. The procedure was carried out as follows: directions for continuation of learning, extended learning activities that followed the in-class work, and survey student motivation, confidence and emotion.
1.4. Fourth Stage (Production)

- **Sharing and Performing the New Knowledge**

  According to the Unit objective different output activities were performed in the class. Group activities are often the goal of the in-class portion of the flipped classroom. So the teacher organized the class into groups consequently each student could bring their own individual understanding of the content to the unit assigned before, and together, in small groups, they were be able to draw on each other’s knowledge and understanding of the material to construct new understandings and better recall the content. Meanwhile the teacher walked around the classroom observing discussions, asking questions to confirm student’s understanding and drawing out more discussion. The teacher answered questions that students brought to the class or rose during the class. The role of the teacher also involved to moderate a debate or facilitate a group discussion.

- **Evaluation of the Plan**

  In order to evaluate the effectiveness of the model after implementation, there was a product representative of students’ work that was used for evaluation:

  a) **Effectiveness in Terms of Achieving the Learning Objectives**

     In this stage, it was possible to check if the listening and reading comprehension skills were improved enough to make the learning outcomes satisfactory.

  b) **Relevance in Terms of Students’ Achieving Satisfaction**

     It was possible to notice how the students were impacted by the use of technology connecting the contents to real contexts. As well, students’ attitudes changed remarkably before, during and especially after the course.
2. OUTCOMES SECTION

Before introducing the Flipped Classroom Learning Model to the selected group, students were exposed to traditional classes which involved attending classes every day, being seated in rows with no group interaction, being equipped by their text books as the unique learning resource and a notebook. In terms of learning vocabulary, they used to develop repetition drills, in terms of grammar structures, students were supposed to memorize pattern. There were no group work to practice their listening and speaking skills neither and appropriate feedback from their instructor to assure an accurate reading and writing skills for the language.

An average of 95% students belonged to the working class due to their low incomes. Thus it was not possible to attend to classes regularly for them. As a consequence of it, the contents were not assimilated by them. That is why they were directed to use their devices with learning purposes.

2.1. STUDENTS WORKING WITH TECHNOLOGY

In order to use Technology related to learn English, students sometimes have an unhealthy aversion to anything that smacks of education. Therefore, it can be assumed that students would automatically know how to use technology in order to improve their Language Skills. But in real situation, it is easy to notice that students in general do not have a self-commitment to overcome their weaknesses even having modern tools. As it was evident when this project was being implemented. Once they gained confidence, the process of learning became easy and faster because they could work and test their learning rhythm by applying different quizzes left among the diverse topics in the platform.

a) Improvements in Listening and Reading Comprehension Skills

Through the implementation of the Flipped Classroom Learning Model, and considering the main and specific objectives of the project, the students’ listening and reading skills experimented a great improvement. Due to the fact
that they were exposed to a great variety of resources in contrast with their textbook. Besides, the results were clearly observed during the class since the output production in all the skills was noticeable.

- **Input Language (Listening Skill)**

![Listening Comprehension Skill](image)

**Figure 8.**

When the semester starts, students had these characteristics:

A1: Can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.

Even though they were supposed to start the course having these characteristics:

A2: Can understand enough provided speech is clearly and slowly articulated.

The diagram showed above, demonstrates the level students had before and after the implementation of the Flipped Classroom Model related to the listening comprehension skill. Female students had a percentage of 52 compared to men who obtained 41%. This result made evident that their level in this skill was not good enough to begin level B1. Therefore, during the implementation of the Flipped Classroom Model, two levels of the CEFR were exceeded. As the results showed: by the end of the course students improved their listening skill with 83% of average in women and 79% in men.
Related to the speaking skill, when the semester started, students had these characteristics:

A1: Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech.

Even though they were supposed to start the course having these characteristics:

A2: Can communicate in simple and routine tasks requiring a simple and direct exchange of information.

The diagram shows the students’ speaking level at the beginning of the course. As well the results obtained with the implementation of the Flipped Classroom Model. Female students had a percentage of 43 compared to men who obtained 31%. This result made evident that their level in this skill was not good enough to begin level B1. Consequently, by the implementation of the Flipped Classroom Model, two levels of the CEFR were exceeded in this skill too. As the results showed: by the end of the
course students improved their listening skill with 71% of average in women and 64% in men.

- **Input Language (Reading Skill)**

![Reading Comprehension Skill Chart](image)

**Figure 10.**

At the beginning of the semester, third semester students had the following characteristics:

A1: Can understand very short, simple texts, single phrase at a time, picking up familiar names, words and basic phrases.

Considering that they were supposed to start the course having these characteristics:

A2: Can understand short, simple texts containing the highest frequency vocabulary.

The diagram shows the way in which students improved this skill. Since women had an average of 60% and men 57% before the use of the platform. At the end of the course the results were as follow: women 89% and men 93%. Achieving by the end of the course the level B1.
Third semester students had a wide variety of difficulties to domain the writing skill, since their level was:

A1: Can ask for or pass on personal details in written form.

While they were supposed to start the course having this level of domain:

A2: Can write short, simple standard notes relating to matters of immediate need.

The bar chart deals with the low domain of this skill, since women had an average of 52% and men 49% through the use of the platform women got 71% and men 68%. Also mention that the group was able to overcome these A1 and A2 parameters and also continue with the achievement of level B1.
b) Students’ Achievement Evaluation

Input refers to the exposure learners have to authentic language in use. This can be from various sources, including the teacher, other learners, and the environment around the learners. In the classroom. The most important and accessible input for learners is that of the teacher. When teachers are talking in classes they are providing opportunities for learners to develop their comprehension. Output indicates the outcome of what students had learned as well it is the action of producing language, which develops part of the process of second language learning. Teachers can optimize the improvement by choosing the right levels of complexity of vocabulary and structures, speed of delivery, degree of clarity, and range of register and style supported by the rubrics from the Common European Framework of Reference.

The bar chart illustrates how the students (women and men) improved their output abilities after the use of the platform. It can be seen that third semester student have improved in a 34,5% in the listening skill. At the same time their improvement in the speaking skill was 30,5%. Overall, it is clear to perceive that students need besides their teacher, other resources to progress their abilities.

**Figure 12.**
The input, as it is reading skill, focus on the attention students pay at the moment they read a text (article, passage, book). In the classroom the most important and accessible input for learners is that of the teacher. When teachers ask students to read they are being provided of opportunities to develop their comprehension. Likewise, the output indicates the outcome of what students had learned while they read. Teachers can optimize the improvement by choosing the right levels of complexity of vocabulary and structures, speed of delivery, degree of clarity, and range of register and style supported by the rubrics from the Common European Framework of Reference.

The bar chart illustrates how the students (women and men) improved their reading skill after the use of the platform. It can be seen that third semester students have improved in a 34,5% in the listening skill. At the same time their improvement in the speaking skill was 30,5%. Overall, it is clear to perceive that students need besides their teacher other resources to progress their abilities.
The chart above shows all the process the project went through since the platform began to be used by the students until the end of the course. It is possible to conclude based on the data that giving students enough resources, considering their needs and time, they may became independent so that the learning process may have productive results. The Input skills made this possible having as a result better performing in the Output skills as it is shown in the graph.

To sum up a comparison can be made: their listening skill before of the use of platform was 46.5% but the percentage arose to 81. The other Input skill, reading, in students was 58.5% contrasting with the result after of 91%.
Output skills enriched due to the input skills, as it was expected, the results in speaking skill developed in students from 37% to 67.5%. Writing skill was enriched too in students from 50.5% to 69.5%
CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

1. CONCLUSION

1.1. General Conclusion

Producing a foreign language in a country, where the contact with it is not sufficient would make people feel not confident at the moment they use the L2. As a result, teachers must be aware about some issues such as: time assigned for the purpose, age of learners, learning styles and of course the available resources to achieve this objective which may influence the domain of the target language. Teaching and learning process in modern time can take advantages of all the technological resources to achieve proficiency in students, and it can be mastered by challenging teachers and students to invest their time combined with technology for this purpose.

Time in class has to be optimized to achieve the greatest production of language among the actors of the process but based on previous knowledge, for that will be essential to give learners the opportunity to construct their knowledge by themselves. It can be possible using a model that can fit students and teacher expectations: Flipped Classroom (FC) is a pedagogical learning model that transfers the work of certain learning processes outside the classroom and use the class time to produce the language with guidance of the teacher.

To conclude it is possible to state that the implementation of Flipped Classroom Learning Model contributes to teacher’s work and provides the students with a meaningful resource. This Learning Model reverses the traditional teacher centered environment by delivering instructional content outside of the classroom through technology. It can be considered challenging, but the results shown in this paper confirm the effectiveness of the model as it was proved with the third Semester students at INCOS-El Alto. The improvement of Listening and Reading
turned into higher levels of production of the output language skills: speaking and writing.

At the end of the implementation of the project, the level of the sample group improved significantly and now it is possible to say that the group achieved level B1 as it is stated by the Common European Framework.

1.2. **Conclusions of the Project by Specific Objectives**

- The first objective intended to state the learning necessities pre-intermediate students had in their language course. At this stage, the sample showed a very low level of oral and written production. The reached conclusion was that their little exposure to the input skills (listening and reading) did not permit them to achieve even an acceptable output production (speaking and writing). The students became aware of their own needs which is vital to solve a problem in any learning process (Practice). Consequently, the decision made was to improve their listening and reading comprehension skills towards getting in contact with technology.

- The second objective was focused on researching for new digital era Learning Tendencies in order to improve students’ language input skills. Thus after analyzing students’ different characteristics (gender, age, time availability, economical incomes, and learning styles) it was decided to look for innovative E-learning environments that support student’s necessities. Based on students‘ interest on using technology it was leaded to take advantage of it to obtain what the methodological moments required (Theory).

- The third objective aimed to the designing of a Table of Contents for third semester students at INCOS using a platform to apply Flipped Classroom Learning Model. In this sense, the contents were covered completely making students achieve the level they needed to acquire and perform the language according to the references of the Common European Framework (Assessment).
- The fourth objective was addressed to develop a System Language Management based on the students` needs and the Bolivian Educational Policy. Having investigated different E-learning environments as well as the new trends in Bolivian Educational System. It was necessary to carry out a planning, executing, and evaluating a new system language management mastering the conclusion to create a Virtual Platform (Theory).

- The fifth objective was to apply the Flipped Classroom Learning Model to improve listening and reading comprehension skills. Throughout this stage the implementation of a Platform was successfully mastered. The students gained confidence in the production of the language because of the great variety of their learning styles and even their time availability. Having as a result the accessibility to the contents planned for the semester and a huge variety of resources (videos, lectures, tutorials, stories, songs, quizzes, examinations) besides of their teacher who became a guide in time class monitoring activities and solving doubts so that students can avoid misunderstandings (Production).

- The sixth objective was to monitor students` progress in reading and listening skills by testing their oral comprehension and accurate pronunciation, this was possible to do through the use of technology with educational purposes. Time class was used to produce the language in all the activities and challenge students to face different situations such as: weather broadcasting, to improve vocabulary; dialogs, for improving fluency in speaking; writing scripts to improve accuracy. The sample became more responsible with their role as students since they got the control of their progress motivated by the time and the resources available to them in the platform. The new trend of teaching enhances to give students opportunities to construct their own knowledge based on their needs so this can contribute to the change of the point of view towards the communitarian improvement in communication in this case (Production).
2. RECOMMENDATIONS

Based on the weaknesses, it is recommended to INCOS El Alto and its Linguistics Department:

- To continue with the use Flipped Classroom Model.
- To train the teachers in the management of the model, methods and use of technology.
- To implement a Language Laboratory with access to Internet.

In order to get better results in L2 production, it is advisable to use this model from the first semester making a real analysis of each group characteristics such as: technology knowledge, ages, time availability and of course the contents to be covered. Consequently, at the end of the career students could still have this resource to reinforce their knowledge and the use of technology as well. For this purpose, the institution needs to have its own Webhost and a syllabus planned for each semester.

With the use of this Learning Model, the low level of students´ listening and reading skills will impact in the output skills understood like speaking and writing. As well, with the domain of these skills the performance in the other subjects will be more dynamic and outstanding. The implementation of Flipped Classroom Model is possible just with the labor of teachers who are in charge of planning the contents, uploading the material needed, and monitoring the process. As well as the Institution commitment to provide enough technology support to the performers. As a result of this process, it can be possible to change students´ attitude towards the use of technology for educational purposes.
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http://www.moodle.org/

http://www.flippedclassroom.net

http://www.elearinig.net

http://www.becta.org.uk

A.1. Guided Work Process and Components

IMPROVING LISTENING AND READING COMPREHENSION AT PRE-INTERMEDIATE LEVEL THROUGH FLIPPED CLASSROOM

Constructivism:
- Let students show what they have learned in different ways.

Avelino Siñani – Elizardo Perez New Educational Law 070
- How to implement technology in the Learning Process.

How?

Connectivism:
- Learning is the process of connecting specialized information sources

CEFR Level B1:
- Listening: can understand the main points of clear standard speech.
- Reading: can read straightforward factual texts

Flipped Classroom Learning Model
- Concept Exploration: video/audio recordings, content rich websites, readings, etc.
- Meaning Making: reflective podcast in students, quizzes, blogging, etc.
- Demonstration/Application: personalized projects, problem based learning, presentations, role plays, etc.
B.1. INSTITUTIONAL AGREEMENTS

UNIVERSIDAD MAYOR DE SAN ANDRÉS
LINGUISTICS AND LANGUAGES DEPARTMENT

INSTITUTO TÉCNICO COMERCIAL
DE LA NACIÓN “INCOS” EL ALTO

B.2. THE INSTITUTION IDENTITY
**B.3. SURVEY APPLIED FOR THE NEEDS DIAGNOSIS**

**SURVEY**

| NAME: ____________________________ | AGE: _______________________ | OCCUPATION: ____________________ |
| GENDER: __________________________ |

<table>
<thead>
<tr>
<th><strong>SKILL</strong></th>
<th><strong>QUESTIONS</strong></th>
<th><strong>RUBRICS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>READING</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How much do you enjoy reading?</td>
<td>Very much</td>
<td>Enjoyable</td>
</tr>
<tr>
<td>What do you choose to read?</td>
<td>Print books</td>
<td>E books</td>
</tr>
<tr>
<td>How often do you read when it is your choice?</td>
<td>Not at all</td>
<td>1-2 times a week</td>
</tr>
<tr>
<td>How much time do you spend reading when it is your choice</td>
<td>I don’t read unless I have to.</td>
<td>Less than 15 minutes</td>
</tr>
<tr>
<td>What motivates you to read?</td>
<td>Institute assignments</td>
<td>Recommendation from a friend</td>
</tr>
<tr>
<td>How long have you been studying L2?</td>
<td>1-2 years</td>
<td>2-3 years</td>
</tr>
<tr>
<td>How important do you think listening is in comparison to other language skills?</td>
<td>Very important</td>
<td>important</td>
</tr>
<tr>
<td>Listening regularly to the media broadcast in L2 improve listening comprehension.</td>
<td>Strongly agree</td>
<td>Agree</td>
</tr>
<tr>
<td>How do you think similarities in some vocabulary items between L1 and L2 affect listening comprehension?</td>
<td>Similarities positively bolster L2 listening comprehension</td>
<td>Similarities negatively affect L2 listening comprehension</td>
</tr>
<tr>
<td>What kind of listening material do you prefer to use on L2?</td>
<td>Songs</td>
<td>Tutorials</td>
</tr>
</tbody>
</table>
B.4. SURVEY RESULTS

1. How much do you enjoy reading?

81.16% of the students consider reading as an enjoyable activity, different from 18.84% students which just accept it.
2. What do you choose to read?

71.68% students choose print books and magazines to read meanwhile only 28.31% students prefer to read e books and websites.
3. **How often do you read when it is your choice?**

(Scale based on number of students)

(Scale based on the percentage of the sample)

77.36% surveyed students read only 1-2 times a week when it is their choice but only 22.64% students read more than twice a week.
4. How much time do you spend reading when it is your choice?

(Scale based on number of students)

(Scale based on the percentage of the sample)

58.5% of students do not spend time reading unless they have to and if it is necessary they just read less than 15 minutes. On the other hand, there is a 41.5% of students who spend more than 30 minutes reading when it is their choice.
5. **What motivates you to read?**

![Bar chart](image)

(Scale based on number of students)

![Bar chart](image)

(Scale based on the percentage of the sample)

62.26% of the students read just when they need to get information personally or for institute assignments compared to 37.74% of students who read for enjoyment or relaxation only.
6. How long have you been studying L2?

(Scale based on the number of students)

92.43% of students have been studying L2 for an average of two years. In contrast 7.54% have been studying L2 for more than three years.
7. How important do you think listening is in comparison to other language skills?

98.12% of students think that listening is a very important skill in comparison to the others. 1.88% of students consider listening is somehow an important skill.
8. Listening regularly L2 improve listening comprehension.

100% of students strongly agree that listening regularly L2 improve listening comprehension.
9. How do you think similarities in some vocabulary items between L1 and L2 affect listening comprehension?

(Scale based on number of students)

(Scale based on the percentage of the sample)

60.38% of students think that similarities (False Cognates) positively reinforce L2 listening comprehension compared to the 28.31% of students who consider that similarities negatively affect L2 listening comprehension. And finally 11.31% of them consider that similarities do not affect in any aspect their listening comprehension level.
10. What kind of listening material do you prefer to use in order to improve L2?

(Scale based on number of students)

(Scale based on the percentage of the sample)

Students are faced to songs in a 62.25 % more than to any other listening material compared to tutorials 22.63% and short stories 15.09 %.
# C.1. PLATFORM SYLLABUS

<table>
<thead>
<tr>
<th>FLIPPED CONTENT (VIRTUAL PLATFORM)</th>
<th>DETAILS</th>
</tr>
</thead>
</table>
| **1A** | Video  
Reading  
Quiz  
Extra information |
| • [http://www.michellehenry.fr/weatherws.htm](http://www.michellehenry.fr/weatherws.htm)  
• [https://www.learnenglish.de/basics/weather.html](https://www.learnenglish.de/basics/weather.html)  
• [http://talk2meenglish.blogspot.com/2013/12/the-weather-pre-intermediate-lesson.html](http://talk2meenglish.blogspot.com/2013/12/the-weather-pre-intermediate-lesson.html) | |
| **1B** | Video  
Reading  
Quiz  
Extra information |
| • [https://treemusketeers.org/p4p/3x3-campaign/](https://treemusketeers.org/p4p/3x3-campaign/)  
• [http://www.englishexercises.org/makeagame/viewgame.asp?id=2975](http://www.englishexercises.org/makeagame/viewgame.asp?id=2975)  
| **1C** | Video  
Reading (Will vs. Going to)  
Extra information  
Video (grammar)  
Quiz  
Extra information  
Extra information |
| • [https://www.youtube.com/watch?v=G10EVXPYtgo](https://www.youtube.com/watch?v=G10EVXPYtgo)  
• [www.ejerciciosinglesonline.com/youtube/will-y-going-to-video/](www.ejerciciosinglesonline.com/youtube/will-y-going-to-video/)  
• [http://www.grammar.cl/Notes/Future_Will_vs_Going.htm](http://www.grammar.cl/Notes/Future_Will_vs_Going.htm)  
• [https://www.youtube.com/watch?v=ALejnj--Was](https://www.youtube.com/watch?v=ALejnj--Was)  
• [https://www.youtube.com/watch?v=pOlqdzLEP-0](https://www.youtube.com/watch?v=pOlqdzLEP-0)  
• [http://www.perfect-english-grammar.com/will-or-be-going-to.html](http://www.perfect-english-grammar.com/will-or-be-going-to.html) | |
| **1D** | Video  
Reading (past continuous vs. simple)  
Extra information  
Quiz  
Extra information  
Quiz |
• [https://www.youtube.com/watch?v=4-IUnO9PJ5E](https://www.youtube.com/watch?v=4-IUnO9PJ5E)  
• [https://www.youtube.com/watch?v=t9t4rt7M6wU](https://www.youtube.com/watch?v=t9t4rt7M6wU)  
• [https://www.turtlediary.com/video/past-continuous.html](https://www.turtlediary.com/video/past-continuous.html)  
• [https://www.youtube.com/watch?v=p9F0USQaru8o](https://www.youtube.com/watch?v=p9F0USQaru8o) | |
| **1E** | Video  
Reading 1(giving advice)  
Reading 2  
Extra information |
| • [https://www.youtube.com/watch?v=Hn_ffrM9JYk](https://www.youtube.com/watch?v=Hn_ffrM9JYk)  
• [http://www.learn-english-online.org/Lesson51/Lesson51.html](http://www.learn-english-online.org/Lesson51/Lesson51.html) | |
| TRABAJO DIRIGIDO |
|------------------|------------------|------------------|
| **1F**            | **2A**            | **2B**            |
| - http://www.eslconversationquestions.com/should-and-shouldnt/  
  https://www.youtube.com/watch?v=CLFvH2UzHAQ  
  https://www.englishclub.com/grammar/verbs-modal-should-quiz.htm  
  - Quiz 1 | - Video  
  - Reading  
  1(Vacation)  
  - Quiz  
  - Extra information  
  - Reading 2  
  - Reading 3 (articles)  
  - Feedback |
| - https://www.youtube.com/watch?v=TSd0uByBoTo  
  http://learnenglishbj.org/skills/reading-skills-practice/adventure-travel  
  http://www.englishpage.com/articles/a-an-vs-the.htm  
  - Reading 1 (comparative vs. superlative)  
  - Extra information  
  - Reading 2  
  - Reading 3 (articles)  
  - Extra video (places)  
  - Quiz |
| - https://www.youtube.com/watch?v=GS6Jp1ufPUI  
  http://learnenglishbj.org/skills/reading-skills-practice/adventure-travel  
  http://www.englishpage.com/articles/a-an-vs-the.htm  
  - Reading 1 (comparative vs. superlative)  
  - Extra information  
  - Reading 2  
  - Extra video (places)  
  - Quiz |
| - https://www.youtube.com/watch?v=C7t_nXkqFUI  
  https://www.youtube.com/watch?v=ODt_xD5OhK8  
  https://oxfordonlinenglish.com/video-lesson-using-present-perfect  
TRABAJO DIRIGIDO

2C

- http://www.esl-lounge.com/student/grammar/2g30-old-colonel.php
- https://www.thoughtco.com/present-perfect-worksheets-1209902

- Video
- Reading (too vs. enough)
- Extra information (audio)
- Reading 2
- Grammar Quiz 1
- Grammar Quiz 1
- Extra videos
- Quizzes

2D

- https://www.youtube.com/watch?v=YtqDuduhMM0
- https://www.youtube.com/watch?v=a9-jWTQq_7M
- http://www.englishexercises.org/makeagame/viewgame.asp?id=4953

- Video 1
- Reading
- Extra information
- Reading 2
- Quiz 1
- Quiz 2

2E

- https://www.youtube.com/watch?v=rIVU4svh_Og&list=RDGWSMgJGRs3E&index=2
- https://www.youtube.com/watch?v=rMy1bxEnem8
- https://www.youtube.com/watch?v=IEp5g9w50MA

- Video
- Reading
- Extra information
<table>
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<td><strong>2F</strong></td>
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| - [https://www.youtube.com/watch?v=riwGrzpWvhw](https://www.youtube.com/watch?v=riwGrzpWvhw)  
- [https://www.youtube.com/watch?v=ghRK6cu8e8U](https://www.youtube.com/watch?v=ghRK6cu8e8U)  
- [https://www.youtube.com/watch?v=IkjJ3yFqPXI](https://www.youtube.com/watch?v=IkjJ3yFqPXI)  
- [https://www.espressoenglish.net/superlative-adjectives/](https://www.espressoenglish.net/superlative-adjectives/)  |
| - Video (grammar)  
- Video (song 1)  
- Video (song 2)  
- Quiz 1 |
| **3A** |
| - [https://www.youtube.com/watch?v=UZytZa1Kx0](https://www.youtube.com/watch?v=UZytZa1Kx0)  
- [https://www.youtube.com/watch?v=T86QtX2XZeg](https://www.youtube.com/watch?v=T86QtX2XZeg)  
- [https://www.youtube.com/watch?v=WtU6riPTJ4Q](https://www.youtube.com/watch?v=WtU6riPTJ4Q)  
- [https://www.youtube.com/watch?v=hxrPaW-d_6A](https://www.youtube.com/watch?v=hxrPaW-d_6A)  
- [http://www.grammarbank.com/so-that-such-that.html](http://www.grammarbank.com/so-that-such-that.html)  
- [https://www.usingenglish.com/quizzes/236.html](https://www.usingenglish.com/quizzes/236.html)  
| - Video  
- Video 1  
- Video 2  
- Video 3  
- Video 4  
- Reading (so that)  
- Extra information  
- Extra homework  
- Quiz 1 |
| **3B** |
| - [https://www.youtube.com/watch?v=bjbOpNzSCZ4](https://www.youtube.com/watch?v=bjbOpNzSCZ4)  
- [https://www.youtube.com/watch?v=DbVXHiSTx4I](https://www.youtube.com/watch?v=DbVXHiSTx4I)  
- [https://en.wikipedia.org/wiki/Present_perfect](https://en.wikipedia.org/wiki/Present_perfect)  |
| - Video  
- Extra Video  
- Reading (p. perfect)  
- Extra information  
- Extra information  
- Extra homework  
- Reading |
| 3C | • [https://www.youtube.com/watch?v=Ns59PMBhaLo](https://www.youtube.com/watch?v=Ns59PMBhaLo)  
• [http://www.funtrivia.com/playquiz/quiz113682d05d78.html](http://www.funtrivia.com/playquiz/quiz113682d05d78.html)  
• [https://www.youtube.com/watch?v=cx2IHcReXUI](https://www.youtube.com/watch?v=cx2IHcReXUI) | • Video  
• Reading (who, which and that)  
• Extra information  
• Extra homework  
• Quiz 1  
• Extra video |
|---|---|
| 3D | • [https://www.youtube.com/watch?v=6zIumhE9cE](https://www.youtube.com/watch?v=6zIumhE9cE)  
• [https://www.youtube.com/watch?v=et9AQ_P_v9Q](https://www.youtube.com/watch?v=et9AQ_P_v9Q)  
• [http://first-english.org/english_learning/english_year_2/as_as_than/14-english_grammar_as_as.htm](http://first-english.org/english_learning/english_year_2/as_as_than/14-english_grammar_as_as.htm)  
• [http://www.englisch-hilfen.de/en/exercises/adjectives_adverbs/adjectives_comparation_as_as.htm](http://www.englisch-hilfen.de/en/exercises/adjectives_adverbs/adjectives_comparation_as_as.htm)  
• [http://www.englisch-hilfen.de/en/exercises/adjectives_adverbs/adjectives_comparation_as_as.htm](http://www.englisch-hilfen.de/en/exercises/adjectives_adverbs/adjectives_comparation_as_as.htm) | • Video  
• Extra video  
• Reading 1  
• Reading 2  
• Extra information  
• Extra homework  
• Quiz 1  
• Quiz 2 |
| 3E | • [https://www.youtube.com/watch?v=GbYkfmdh-AA](https://www.youtube.com/watch?v=GbYkfmdh-AA)  
• [https://www.youtube.com/watch?v=HQ1w954nIYY](https://www.youtube.com/watch?v=HQ1w954nIYY)  
• [https://mercigd.files.wordpress.com/2015/12/subjobjquestions.pdf](https://mercigd.files.wordpress.com/2015/12/subjobjquestions.pdf) | • Video  
• Reading  
• Extra information  
• More extra information  
• Extra video  
• Quiz 1  
• Quiz 2  
• Advanced quiz  
• Extra homework  
• Quiz 1 |
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<td>3F</td>
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<tr>
<td>• <a href="https://www.youtube.com/watch?v=WHwxdtT302I">https://www.youtube.com/watch?v=WHwxdtT302I</a></td>
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<td>• <a href="https://www.press.umich.edu/pdf/9780472032433-excerpt.pdf">https://www.press.umich.edu/pdf/9780472032433-excerpt.pdf</a></td>
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<td>4A</td>
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<td>• <a href="https://learnenglish.britishcouncil.org/en/english-grammar/verbs/ing-forms">https://learnenglish.britishcouncil.org/en/english-grammar/verbs/ing-forms</a></td>
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<td>• <a href="http://www.perfectenglishgrammar.com/gerunds-and-infinitives-exercise-1.html">http://www.perfectenglishgrammar.com/gerunds-and-infinitives-exercise-1.html</a></td>
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<td>Quiz 2</td>
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<td>Extra information</td>
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<td>Extra homework</td>
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<td>Extra information</td>
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<td>Quiz 1</td>
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- [https://www.youtube.com/watch?v=Q-YogOiCfFE](https://www.youtube.com/watch?v=Q-YogOiCfFE)
- [https://www.youtube.com/watch?v=EvjdYDhyfv4](https://www.youtube.com/watch?v=EvjdYDhyfv4)
- [http://www.learnamericanenglishonline.com/Reading/Red_Level_Reading/23_I_used_to_drive_to_work.html](http://www.learnamericanenglishonline.com/Reading/Red_Level_Reading/23_I_used_to_drive_to_work.html)
- [http://blog.esllibrary.com/2013/11/21/how-to-teach-used-to-in-6-easy-steps/](http://blog.esllibrary.com/2013/11/21/how-to-teach-used-to-in-6-easy-steps/)
- [http://www.engames.eu/used-to-grammar-activities/](http://www.engames.eu/used-to-grammar-activities/)
- [https://www.youtube.com/watch?v=dHThTUKIzww](https://www.youtube.com/watch?v=dHThTUKIzww)
- [http://madridingles.net/phrasal-verbs-back-ingles/](http://madridingles.net/phrasal-verbs-back-ingles/)
- [http://madridingles.net/phrasal-verbs-back-ingles/](http://madridingles.net/phrasal-verbs-back-ingles/)
- [https://www.youtube.com/watch?v=pOzqIIiEAUNE](https://www.youtube.com/watch?v=pOzqIIiEAUNE)
C.2. FIRST STAGE (PRACTICE)
C.3. SECOND STAGE (THEORY)

C.4. THIRD STAGE (ASSESSMENT)
C.5. FOURTH STAGE (PRODUCTION)

Today’s tip is about:

FUTURE POSSIBILITY

English Action
D.1. THE PROJECT SAMPLE: THE THIRD SEMESTER STUDENTS AT INCOS – EL ALTO

D.2. THE WRITING PROCESS
D.3. LISTENING TO A LECTURER (PRACTICE)

D.4. THE SPEAKING PROCESS
D.5. ASSESSMENT WITH THE PLATFORM MANAGEMENT

D.6. LISTENING TO THE SONG
D.7. LESSON PLAN

Grade Level: Third Semester  Date: April 19th, 2017
Subject Area: English  Lesson: 1
Topic: What was the weather like?

Time Estimate: Home 20 minutes, Class 40 minutes

Objectives: The learners are expected to:
- Understand a broadcast program.
- Know vocabulary related to weather.
- Produce a broadcast about the current weather.

Materials: Data Show, Laptop, Cellphone

<table>
<thead>
<tr>
<th>Methodological Moment</th>
<th>Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice</td>
<td>Students watch platform videos at home for Unit 1.</td>
<td>20 minutes</td>
</tr>
<tr>
<td>Theory</td>
<td>Explanation of structure: was / were + like</td>
<td>15 minutes</td>
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<tr>
<td></td>
<td>To talk about the weather and the seasons. Applying the vocabulary:</td>
<td></td>
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<tr>
<td></td>
<td>Hot, warm, cool, cold, sunny, rainy, windy.</td>
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<tr>
<td>Assessment</td>
<td>Talk about the importance of taking care the environment to preserve the earth (group discussion). Present a memory of a recent experience related to changing weather phenomenon (floods, pollution)</td>
<td>25 minutes</td>
</tr>
<tr>
<td>Production</td>
<td>In pairs, students present a broadcast weather description. Individually students prepare a report about a recent event using the vocabulary and the grammar structure presented in the Unit.</td>
<td>20 minutes</td>
</tr>
</tbody>
</table>