

**UNIVERSIDAD NACIONAL PEDRO RUIZ
GALLO**
**FACULTAD DE CIENCIAS HISTÓRICO
SOCIALES Y EDUCACIÓN**

UNIDAD DE POSGRADO

**PROGRAMA DE MAESTRÍA EN
CIENCIAS DE LA EDUCACIÓN**



TESIS

A didactic proposal based on flipped classroom model to develop listening comprehension skill among the students of third grade at Pedro Ruiz Gallo High school in Eten City - 2020

Presentada para obtener el Grado Académico de Maestra en Ciencias de la Educación con mención en Didáctica del Idioma Inglés.

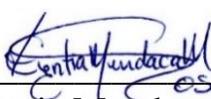
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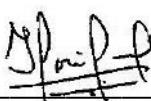
Lambayeque - Perú
2020

**A didactic proposal based on Flipped Classroom model to develop
listening comprehension skill among the students of third grade at
Pedro Ruiz Gallo High school in Eten City - 2020**

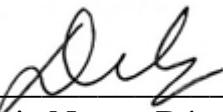
Tesis presentada para para obtener el Grado Académico de Maestra en Ciencias de la Educación con mención en Didáctica del Idioma Inglés.



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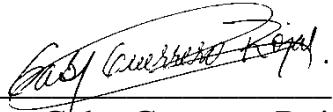
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ACTA DE SUSTENTACIÓN DE TESIS

N° 040-VIRTUAL

Siendo las 11:00 horas, del día viernes 14 de mayo de 2021; se reunieron vía online mediante la plataforma virtual Google Meet: https://meet.google.com/lyl-rcgx-zvb, los miembros del jurado designados mediante Resolución N° 0413-2021-V-D-NG-FACHSE, de fecha 10 de mayo de 2021.

Integrado por:

Presidente : Dra. Gloria Cam Carranza.
Secretario : Dra. Doris Nancy Díaz Vallejos.
Vocal : Dra. Beldad Fenco Periche.
Asesor Metodológico : Dra. Gaby Silvia Guerrero Rojas.
Asesor Científico : __



La finalidad es evaluar la Tesis titulada: "A DIDACTIC PROPOSAL BASED ON FLIPPED CLASSROOM MODEL TO DEVELOP LISTENING COMPREHENSION SKILL AMONG THE STUDENTS OF THIRD GRADE AT PEDRO RUIZ GALLLO HIGH SCHOOL IN ETEN CITY"; presentada por el tesista MUNDACA MARTOS CYNTIA LILIANA para obtener el Grado Académico de Maestro en Ciencias de la Educación mención de Didáctica Del Idioma Inglés. Producido y concluido el acto de sustentación, de conformidad con los artículos 131 al 140 del Reglamento General del Vicerrectorado de Investigación (aprobado con Resolución N° 018-2020-CU de fecha 10 de febrero del 2020); los miembros del jurado procedieron a la evaluación respectiva, haciendo las preguntas, observaciones y recomendaciones al(s) sustentante(s), quien(es) procedió(eron) a dar respuesta a las interrogantes planteadas.

Con la deliberación correspondiente por parte del jurado, se procedió a la calificación de la Tesis, obteniendo un calificativo de (18) (DIECIOCHO) en la escala vigesimal, que equivale a la mención de MUY BUENO.

Siendo las 12:00 horas del mismo día, se dio por concluido el acto académico online, con la lectura del acta y la firma de los miembros del jurado.

Dra. Gloria Cam Carranza

Presidente

Dra. Doris Nancy Díaz Vallejos

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Vocal

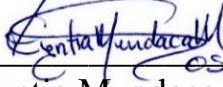
OBSERVACIONES:

El presente acto académico se sustenta en los artículos del 39 al 41 del Reglamento de Grados, y Títulos de la Universidad Nacional Pedro Ruiz Gallo (aprobado con Resolución N° 270-2020-CU de fecha 4 de setiembre del 2018); la Resolución N° 407-2020-R de fecha 12 de mayo del 2020 que ratifica la Resolución N° 004-2020-VIRTUAL-VRINV del 07 de mayo del 2020 que aprueba la transmisión virtualizada para la presentación, aprobación de los proyectos de los trabajos de investigación y de sus informes de investigación en cada Unidad de Investigación de las Facultades y Escuelas de Posgrado; la Resolución N° 0372-2020-V-D-NG-FACHSE de fecha 21 de mayo del 2020 y su modificatoria Resolución N° 0380-2020-V-D-NG-FACHSE del 27 de mayo del 2020 que aprueba el INSTRUCTIVO PARA LA SUSTENTACIÓN DE TRABAJOS DE INVESTIGACIÓN Y TESIS VIRTUAL.

DECLARACIÓN JURADA DE ORIGINALIDAD

Yo, Cyntia Liliana Mundaca Martos investigador principal y Gaby Silvia Guerrero Rojas asesora del trabajo de Investigación “A didactic proposal based on Flipped Classroom model to develop listening comprehension skill among the students of third grade at Pedro Ruiz Gallo High school in Eten City - 2020” declaramos bajo juramento que este trabajo no ha sido plagiado, ni contiene datos falsos. En caso se demostrará lo contrario, asumo responsablemente la anulación de este informe y por ende el proceso administrativo a que hubiera lugar. Que pueda conducir a la anulación del título o grado emitido como consecuencia de este informe.

Lambayeque, Enero 2020



Lic. Cyntia Mundaca Martos
Investigador



Dra. Gaby Guerrero Rojas
Asesora

DEDICATION

To God for giving us life and allowing us to enjoy all the wonderful things that this world offers us for being our guide and role model.

To my beloved and long-awaited son Fabrizio Nicolás for being my main reason to have completed this research.

To my husband for his important support in all areas of our lives, his support meant a lot for the culmination of this research.

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RESUMEN

En la institución educativa Pedro Ruiz Gallo de la ciudad de Etén, los estudiantes de tercer grado muestran desinterés por el inglés porque no pueden entender los mensajes orales, por la velocidad, la entonación y la cantidad de contracciones, se les hace difícil comprender lo que escuchan, la mayoría de estudiantes no pueden identificar información específica o comprender la idea general, no pueden hacer inferencias y no entienden el significado de las palabras así mismo las clases no son muy interesantes para ellos puesto que no se usa un método moderno en dónde se tenga acceso a la tecnología, gran recurso educativo que a parte de ayudar a motivar a nuestros estudiantes también coadyuva como una gran fuente de información. Sumado a esto la poca exposición al inglés real y las pocas oportunidades para practicarlo. El problema planteado fue ¿De qué manera la propuesta didáctica basada en el modelo de clase invertida, desarrolla la habilidad de comprensión auditiva en los estudiantes de tercer grado de la institución educativa Pedro Ruiz Gallo de Ciudad Eten?, con el objetivo: diseñar una propuesta didáctica basada en el modelo de aula invertida para mejorar las habilidades de comprensión auditiva en los estudiantes de tercer grado de la Institución Educativa Pedro Ruiz Gallo de la Ciudad de Eten, la hipótesis, si se propone un modelo didáctico basado en el modelo de la clase invertida, entonces se desarrollará significativamente la comprensión auditiva en los estudiantes de tercer grado de la institución educativa Pedro Ruiz Gallo. La metodología básica corresponde a un diseño descriptivo – propositivo, con una muestra conformada por 27 estudiantes. Se concluye que el 74% se encuentra en el nivel de inicio de la comprensión auditiva y el 19% en proceso, lo que quiere decir que los estudiantes en su mayoría presentan dificultades en la comprensión auditiva.

Palabras clave: flipped classroom, listening comprehension, aprendizaje cooperativo, cinco hipótesis de Krashen.

ABSTRACT

At Pedro Ruiz Gallo High School in Eten City, third grade students show disinterestedness in English because they can not understand oral messages, by the speed, the intonation and the amount of contractions, they find difficult to understand what they hear, most of the students can not identify specific information or the general idea, they can not make inferences, they do not understand the meaning of the words as well as the classes are not very interesting for them due to a modern method is not used where you have access to technology, a great educational resource that, apart from helping to motivate students, also contributes as a great source of information. In addition to this the little exposure to real English, and the few opportunities to practice it. The problem posed was: How does the didactic proposal based on the Flipped Classroom model develop the skill of listening comprehension among the students of third grade at Pedro Ruiz Gallo High School in Eten City?, with the objective: to design a didactic proposal based on the Flipped Classroom model to improve listening comprehension skill among the students of third grade at Pedro Ruiz Gallo High School in Eten City, the hypothesis, if a didactic model based on the Flipped Classroom is proposed, then listening comprehension will be significantly developed among students of third grade at Pedro Ruiz Gallo High School. The basic methodology corresponds to a descriptive - propositive design, with a sample made up of 27 students. It is concluded that 74% are at the beginning level of auditory comprehension and 19% in process, which means that students mostly have difficulties in listening comprehension.

Keywords: flipped classroom, listening comprehension, cooperative learning, and five Krashen hypotheses.

INTRODUCTION

As a result of globalization and technological progress, English as a second language began to be widely learned and taught. Currently, 500 billion people speak English as a foreign language (EFL), so English becomes an indispensable tool in the education of children and adolescents who want to face the world with a better academic and formative preparation, by that the demands of learning it are increasing every day.

English is taught in all public and private schools in Peru and around the world from a very young age. When people learn English, they must develop four skills: speaking, writing, listening and reading in order to communicate. Listening is the first and earliest skill that each person should develop when they learn a new language. Therefore, listening plays a very important role in students' success in learning language skills.

Listening is the ability to receive and interpret messages accurately in the communication process without the ability to listen effectively, the messages are easily misunderstood. Atwater (1992) states that in the first years of formal education at school, students spend 50% or more of their communication time listening, followed by speaking, reading and writing in that order.

Listening comprehension in a second language is not an easy task. Listening is not the same as hearing, listening refers to the sounds that enter your ears. It is a physical process. However, listening requires more than that: it requires concentration and concentrated effort, both mental and physical.

Technology plays an important role in the development of today's human society. Based on this fact, it is essential to take advantage of modern technological facilities to improve listening skills. Students who learn English as a foreign language

need more support to practice and improve this skill. To perform such tasks, they need to use several tools that can help them to have the ability to work with their own strategies to listen easily and effectively. The role of the teacher with the role of technology together can lead to advanced learning outcomes.

In these circumstances, the **problem** is formulated: How does the didactic proposal based on the Flipped Classroom model develop the listening comprehension skill among the students of third grade at Pedro Ruiz Gallo High School in Eten City?

It is necessary to select the Flipped Classroom model as an **object**, to develop listening comprehension in third grade students.

The **overall objective** was to design a didactic proposal based on the Flipped Classroom model to improve listening comprehension skill among students of third grade at Pedro Ruiz Gallo High School in Eten City.

The **specific objectives** were:

1. To diagnose the level of listening comprehension among the students of third grade at Pedro Ruiz Gallo High School in Eten City.
2. To determine theoretically the conceptions of the didactic model of the Flipped Classroom and listening comprehension.
3. To develop the didactic proposal based on the Flipped Classroom model among the students of third grade at Pedro Ruiz Gallo High School in Eten City.

From this perspective, it arises **hypothesis** research if a didactic model is proposed with the Flipped Classroom, then significantly develop listening comprehension among students of third grade at Pedro Ruiz Gallo High School in Eten City.

The **fundamental contribution** of the research is that, through the proposal of the model based on the Flipped Classroom, the relevance of teaching listening comprehension is found, taking into account didactic strategies where the cooperative learning with Vigotsky's theory and Krashen's natural approach with his hypothesis are presented in all the sessions.

The research is structured in three Chapters:

In **Chapter I** the analysis is presented by the object of study, the location, how the problema arises, the characteristics of the problem and the methodology.

In **Chapter II** the theoretical framework presented where different literature review is made.

In **Chapter III**, the results of the research are presented with their respective analysis and interpretation of the data.

Finally, we have the conclusions, recommendations and bibliography.

CHAPTER I

CHAPTER I

ANALYSIS OF THE OBJECT OF STUDY

1.1. Location of the research field

1.1.1. Lambayeque region

Lambayeque region is located on the north coast of Peru, it has Andean areas to the northeast of its territory, and it presents a very varied geography. After the department of Tumbes, Lambayeque is the second smallest department in the Republic of Peru.

Due to its location on the coastal plain, Lambayeque has a slightly rugged relief. In this department, we find desert areas, rich valleys and dry forests. In addition, Lambayeque is recognized for having a varied tourist potential, such as archaeological museums, natural reserve areas, beaches and live culture that can be appreciated and valued by tourists. (El Comercio, 2019)

1.1.1.1 Geographic location

The Lambayeque region is located on the north coast of the Peruvian territory. It has an area of 14,479.5 km², representing 1.1% of the national territory. Its limits are on the North with Piura; on the East with Cajamarca; on the South with La Libertad; and on the West with the Pacific Ocean. Most of the territory belongs to the coast, characterized by extensive deserts and tablazos near the sea. In the part of its territory belonging to the sierra there are inter-Andean valleys located between 2,000 and 4,000 meters above sea level. The Lambayeque region is organized in three

provinces (Chiclayo, Lambayeque and Ferreñafe) and 38 districts politically and administratively. The City of Chiclayo is the capital of the region (SINEACE, 2018).

1.1.1.2 Districts

Lambayeque has 38 districts according to Encyclopedia (2018). Being 20 in the province of Chiclayo: Chiclayo, Cayalti, Chongoyape, Eten, Puerto Eten, José Leonardo Ortiz, La victoria, Lagunas, Monsefu, Nueva Arica, Oyotún, Patapo, Picsi, Pimentel, Pomalca, Pucala, Reque, Santa Rosa, Tumán and Zaña. In addition to 12 in the province of Lambayeque: Lambayeque, Chochope, Illimo, Jayanca, Mochumi, Morrope, Motupe, Olmos, Pacora, Salas, San José and Túcume and finally 06 in the province of Ferreñafe: Ferreñafe, Kañaris, Incahuasi, Antonio Mesones Muro, Pítipo and Pueblo Nuevo.

1.1.1.3 Limits

The Lambayeque Region has the following limits: on the north, it borders the department of Piura, on the south with the department of La Libertad, on the east with the department of Cajamarca, and finally on the west with the Pacific Ocean.

1.1.2. Chiclayo Province

The capital of the province of Chiclayo is the City of Chiclayo; it is located in the southern part of the department of Lambayeque. Most of its territory is located in the Chala or Costa Region, a small part in the Yunga Marítima and a very small part in the Quechua region. Chiclayo is one of the districts that are part of the department

of Lambayeque; it is under the administration of the regional government of Lambayeque, in Peru. (Chiclayo Municipality web portal, 2019).

1.1.2.1 Limits

The province of Chiclayo has the following limits: on the north it limits with the province of Lambayeque and Ferreñafe; on the South with Chepén province in La Libertad and the Province of San Miguel in Cajamarca, on the East with the province of Santa Cruz and Chota in Cajamarca, and finally on the West with the Pacific Ocean. (Chiclayo Municipality web portal, 2019).

1.1.2.2. Districts

The territory of the Province of Chiclayo is divided into 20 districts: Chiclayo district, Eten district, Puerto Eten, José Leonardo Ortiz, La Victoria, Lagunas, Monsefú, Nueva Arica, Oyotún, Picsi, Pimentel, Reque, Santa Rosa, Zaña, Cayaltí, Pátapo, Pomalca, Pucalá and Tumán.

1.1.3. Eten District

The district of Eten is located in the department of Lambayeque, in the Province of Chiclayo, 22 km., and to the southwest of the City of Chiclayo. Its populated center has a distance to the sea approximately one kilometer and a half (1.5 km). (Municipality of Chiclayo, 2019).

The City of Eten is located in the valley of the Reque River, on an area of flat topographical configuration. Most historians as Fernando Carrera, Marxham, and

Tello y Rivero claim that the name of Eten derived from Aeten or ATIN, so it was written and pronounced in Mochica language, since the beginning of the seventeenth century, which means "At sunrise or very early". Eten is reknown as "The Third Eucharistic City in the World" and "Capital of the hat". (Municipality of Chiclayo, 2019).

1.1.3.1 Limits

Eten district has the following limits: on the North limits with the districts of Monsefú and Reque, on the south it borders the District of Lagunas; on the east with the District of Reque and finally on the west with the District of Puerto Eten and the Pacific Ocean. (Municipality of Chiclayo, 2019).

1.1.4. Pedro Ruiz Gallo High School

Pedro Ruiz Gallo High School is located in the district of Eten, Province of Chiclayo, Department of Lambayeque, Peru.

1.1.4.1 Limits

Pedro Ruiz Gallo Secondary School has the following limits: on the front with Pedro Ruiz Street, in a straight line with 65.05 ml; on the right adjoins with lots 27, 34, 35, 4, three sections 35.70 ml, 12.20 ml, 40.32 ml; on the left adjoins batch, 36,14,15,16,17,18, 19,20,21,22,23, 24, 25, in three sections of 32.00 ml, 71, 35 ml, 42, 70 ml; and at the bottom it adjoins Manuel Bonilla street in a straight line with 149.55 ml.

1.1.4.2 Historical Background

The Eten City district was in need of a day high school, faced with this shortage one commission decided to work on it and with efforts prior to the Director of the Center N°04 of Monsefú district, Mr. Manfredo León Plascencia according to the 2967 Supreme Resolution on September 26th in 1973 is created in the City the third cycle of Basic Education in 11028 school that would work with the name "Pedro Ruiz Gallo", being the first director named teacher: Salomon Anaya Ramos. For 1975, teacher Victoria Cumpa Pizarro assumed the direction of the school, putting a lot of effort into the management of this secondary school, directing it until 1978, when the Reverend Father Emigdio Sandoval Guevara assumed the direction. (IE Pedro Ruiz Gallo Portal, 2019).

The secondary school is declared in the process of reorganization on September 18th in 1979 by 01138 Zonal Directorial Resolution on that date the commission was directed by teacher Miguel Delgado González, giving as result that on November 23rd in 1979 by 01833 RDZ; the secondary school "Pedro Ruiz Gallo" is merged with 11027 schools of Primary Level, and with Manuel C.Bonilla school (night), being integrated and denominating since then as Center of Basic Education Pedro Ruiz Galllo, which at that time had 46 teachers of Basic Regular Education I and II cycle working with 25 sections and 1175 students.

On November 6, 1980, the priest Emigdio Sandoval Guevara was appointed as interim director with 1363 RD, starting his functions with 07 rooms, with a directive and hierarchical staff of 07 teachers, 02 secretaries and 02 service employees located on 960 Pedro Ruiz Gallo Avenue (current location). In 1982, the Education Center obtains autonomy, through 0303 Zonal Resolution.

After the Priest Emigdio Sandoval Guevara's retired in 2000, the Magisterial Community elected as their director Professor José López Pisfil, who directed this

educational center until 2012. In 2013, Lic Elías Puican Millones, assumed the direction, who was retired due to age limits, so that the Regional Education Management granted the responsibility of directing the Institution to Lic. María Teresa Chumioque Castañeda, who assumed as director in charge.

In 2015, the square directive was subject to public tender, assuming the direction Lic. Marco Antonio Urbina Chanamé, who directed until February 2017 because he was designated as a specialist to an administrative place in another region. From March 7 2017, Dr. Edgardo Sánchez Canario, who was appointed director by means of a public tender, assumed the position of director, for the year 2018 Lic. Glenny Lucumí Barreto assumed as the director in charge, and finally in 2019, by public tender, Dr. César Paredes Rodas assumed the direction until today.

At present, the school belongs to the Mochica circuit network of the coastal zone, it has 780 students of the Secondary Level, and they are distributed in both shifts morning and afternoon, in the morning: the first, second and third grade students; in the afternoon the fourth and fifth grade students. There are six sections for each grade from A to F. (2017 tuition list). In first and second grade, there are about 30 students per class, in third grade from 20 to 26, fourth and fifth grade about 20 students in each class. There are two special rooms in the school: the CRT (technology resources center) and the pedagogical innovation classroom.

1.1.4.3 Mission

RESPONSABILITY

Fulfill obligations, with oneself and with others; assuming the consequences of their actions, evidencing themselves in attitudes of punctuality, self-discipline, order,

perseverance, and self-demand to achieve excellence in each student for their integral formation.

RESPECT

Value others and consider their dignity. He always embraces the truth; under no circumstances tolerate lies, and repugnant slander and deception.

It requires kind and courteous treatment, it is the essence of human relationships; of community life, of teamwork, is a guarantee of transparency in all areas of the integral formation of students.

SOLIDARITY

It refers to the feeling of unity based on common goals or interests, helping solidarity with their peers without receiving anything in return with the application of what is considered good. It also refers to the social ties that unite the members of a society with each other, brothers in difficult times that life holds for us.

JUSTICE

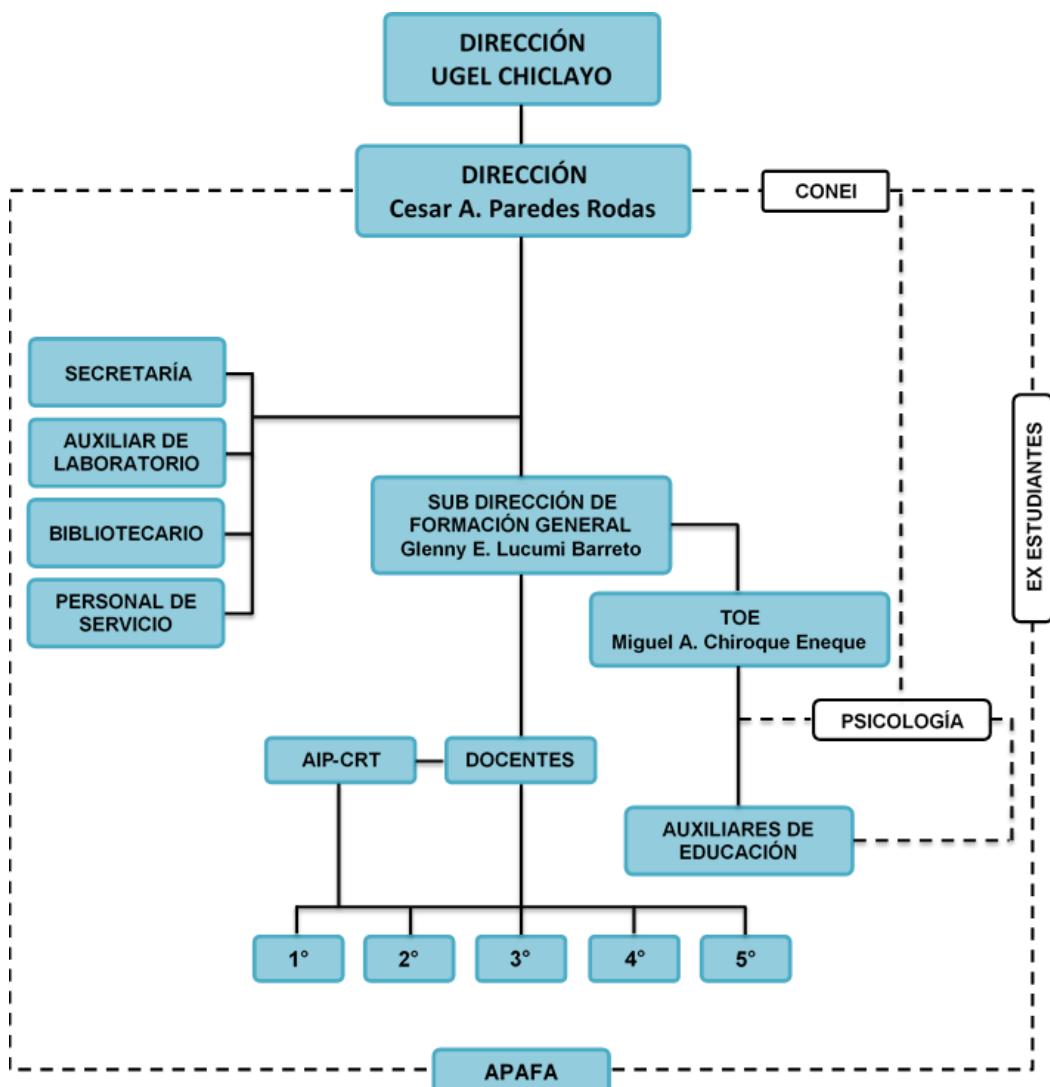
To act and judge, having as a guide the truth and giving to each one what belongs to him, and what corresponds to each one in his realization and dignity. Democratic heat is the level you want to reach and is strictly linked to equity.

1.1.4.3. Vision

“Pedro Ruiz Gallo” High School will be an Educational Community in 2021, which promotes in its students an integral formation, developing research, artistic,

creative, productive and innovative skills and capacities, in accordance with scientific and technological advances, that make possible the construction of a fairer society, more inclusive, tolerant and democratic committed to the preservation of its environment in a sustainable way.

1.1.4.4. Organization Chart



PEI Pedro Ruiz Gallo school

1.2. How the problem arises

It is undeniable that in this globalized world and technological advances in which we live, learning English is one of the keys inputs to an infinite number and variety of information and knowledge.

Currently, education is greatly affected by the advent of new technologies and media, books, magazines, research, studies, which mostly come in the English language, can be accessed online. Therefore, teaching the English language today constitutes one of the main challenges that educational systems must face. Since the English language has become an indispensable tool in the education of children and adolescents who want to face the world with a better academic and formative preparation that is because the demand of learning it is increasing every day.

According to Gonzales (2017), in the European educational programs the concern is born to develop efficient teaching methods of the English language, this arouses a great interest in governments and administrations; it is undoubtedly one of the best-established goals. Concern that, in the same way, is supported by the commitment made with the different European policies aimed at promoting multilingualism.

Since the beginning of 2000, the Peruvian government has been promoting a series of actions to promote the teaching of English in a transversal way in the educational system. In 2015, the National English Policy of Peru was officially presented with bilingualism objectives set until 2021, the year in which the Bicentennial of the Nation's Independence is commemorated. (British Council, 2015).

However, teaching English as a foreign language is lately much questioned, the use of inappropriate methodologies causes the demotivation of the students and, consequently, the loss of interest in acquiring this knowledge. It is a matter that worries

all educational agents; parents, teachers and students. Not surprisingly, there are numerous investigations related to this topic. (Ballesteros, 2014, p.4).

One of the determining factors to know if we truly master a language is the degree of listening comprehension we have. However, studies in the area have shown that identifying and understanding the messages heard in a foreign language is a complex task that cannot be carried out necessarily and exclusively with the mere act of listening. In this logic, the development of listening comprehension in the foreign language class does not only require the design and implementation of didactic strategies that stimulate active listening and the correct construction of meanings. It is also necessary that students have the innate ability to listen carefully and cautiously to the other, in order to respond to messages in due course and with the clarity, precision and cordiality required, in a context of healthy coexistence (Yilorm, 2016).

1.2.1. International Context

The international foreign language teaching company Education First. (2015), in its second edition of the largest world ranking on the English language, presented a report measuring the level of communicative competitiveness and listening comprehension of English in 63 countries of the world, according to which the countries of Northern Europe and parts Central Europe has a better level of English in communicative ability with a growth of 10% compared to the previous year. Most of them are countries where English has traditionally been important (Scandinavian countries, Belgium, the Netherlands and Switzerland), likewise, Poland is an interesting example of a country that has managed to dominate English more recently occupying the sixth place in this ranking.

According to the same Education First report (2015), Germany, Spain and the Czech Republic have a medium command in listening to English. Most European countries also demonstrated that they are a much more open society and currently new technologies have been implemented for the development of English communication and listening skills in schools, thus demonstrating that the level of English in Europe is increasingly Emerging and competitive.

However, according to the same Education First study (2015), Spanish-speaking countries are among the worst in the world in terms of communicative-auditory English, with Peru and Colombia being the countries with the worst level in the Spanish region. This is not the case in Argentina, the best Hispanic country in the place with 15th place in the world ranking, being better placed than countries like Japan and China countries with an emerging economy and in which Peru has a low level in listening comprehension skills being ranked 44th out of the 63 countries included in the study as of 2015.

According to Yilorm and Acosta (2016), English teachers, particularly those who practice in public schools with students whose social development situation is critical, have not been able, in general, to respond significantly to the requirements of the Ministry, nor to the needs and interests of the learners. Everything indicates that these Chilean teachers have opted for traditionalist tendencies.

1.2.2. Peruvian Context

The International Organization of the United Kingdom for cultural relations and educational opportunities in Peru notes that, MINEDU estimates that students who take the English course for two hours a week, and for five years in High Schools, that is 360 hours, must reach level A2. However, they recognize that this does not really

happen and cite the lack of properly trained teachers, poor class management, weak pedagogy and the large number of students per class. This makes it difficult to provide communicative and participatory classes, and it means that the focus is mostly on reading comprehension and writing tasks.

Francisco Elizondo, Director of Education First commented: "The main reason for the poor performance of Spanish-speaking countries in English is the poor quality of public schools." Among the schools in Latin American countries, our country Peru is in the 9th position of the 14 countries that were included in the study with a percentage of 31.46%, the difficulty that students present in the development of comprehension skills is still manifest auditory compared to the development of other skills such as the production of texts (writing), comprehension of texts (Reading) and oral production (speaking). This is because in our country, the measure of listening comprehension ability is not considered as an important part of many textbooks or study programs and most teachers do not give importance to this skill while preparing the learning plan. A large number of teachers believe that it will develop naturally in the language learning process and they will unconsciously learn it (Education First, 2015).

1.2.3. Local Context

The research was carried out at "Pedro Ruiz Gallo" High School located at 960 Pedro Ruiz Gallo Street in Eten City, the only secondary school in that City. The school has 780 students, distributed in both shifts morning and afternoon, in the

morning: first, second and third grade and fourth and fifth grade in the afternoon. There are six sections for each grade from A to F. (2017 tuition list). In first and second grade, there are about 30 students per class, in third grade from 20 to 27, fourth and fifth grade about 20 students in each class.

There are two special rooms in the school: the CRT (technology resources center) and the pedagogical innovation classroom, the technology resource center has a smart board and thirty XO laptops, the pedagogical innovation classroom has only seven computers and a projector, but not all the computers work. Having these classrooms at school can be a kind of advantage if we compare this school with others, but it is not so much because these rooms are available to all teachers in the school and teachers can not use them everyday. Another aspect is that the audio system is not good enough, sometimes too loud, sometimes too low or with noise.

There are three English teachers in the school, two of them belong to the English area and one belongs to another area, having to teach the course to complete their teaching hours. The two English teachers who belong to the English area are teachers who have just arrived at school and the other teacher changes every year. Teachers used to teach English classes in Spanish for different reasons: they did not belong to the English area, they applied a traditional methodology, the students did not have a solid basis, etc.

The English subject is taught two hours a week, taking place in the classroom, which has a teacher's desk, tables, chairs for students and a large blackboard, there are no technological resources in the classrooms. There are ten dictionaries English-Spanish and Spanish – English in the library, there are no more English books there, the

English books were given to the students a year ago, they were very old and some of them written or scratched.

1.3. How the problem arises and what characteristics it has

In the pedagogical process of teaching and learning English, there are some difficulties that limit effectiveness specifically in the development of listening skills disinterest of students when they cannot understand oral messages in the foreign language, so the speed, the intonation of the phrases and the amount of contractions make from this ability a bit difficult for them, most of the students can't identify specific information or the general idea, they can't make inferences, they don't understand the meaning of the words; in addition to this, the students being accustomed to receiving English classes in Spanish, so it is very laborious for them to accept an English class in English. Another big problem is the few opportunities to practice it, the limitation of time for the class just two hours a week is not enough, added to this the lack of a specific and modern method according to the new technological advances where students have the opportunity to overcome some of the limitations that exist in an English class and have more time to participate in different types of activities in couples and groups that allow them to improve the English language during and after school.

Consequently, it is necessary to apply this proposal based on the Flipped Classroom model (inverted classroom) so students reach a better level of understanding in a second English class and with the practice of listening to music, audios, videos, podcasts, watching programs, series, etc, would notoriously help students to improve the level of listening comprehension so they would also have more time to do other activities in the class to reinforce the skill.

1.4. Methodology

The basic type research was framed within the qualitative approach, being of the type applied at its descriptive level, it intends to demonstrate that a didactic proposal based on the flipped classroom model will develop listening comprehension in the students of third grade at Pedro Ruiz Gallo High School in Eten City.

The descriptive - propositive design was used, with a sample, observation and proposal.

The population consisted of 06 third grade classrooms of Pedro Ruiz Gallo High School from the District of Eten, making 163 students, the third grade section "B" shows 27 students.

For the execution of the research, the content analysis technique was applied for the objective, systematic description of the content of the thesis; the technique of the cabinet that allowed to gather relevant information that served as scientific support of the theoretical framework, which allowed to organize and review the basic theory related to the purpose of the research and field technique, which recorded the facts in real form and the moment that is presented, was made through the following instruments:

As an instrument, an Auditory Comprehension Test was applied; it consists of a communicative diagnostic approach to auditory comprehension through four dimensions, attentive listening, selective listening, global listening and interactive listening proposed by Gil Toresano (2004). This allowed the verification of the objectives set in the investigation, contrasting the hypothesis formulated through the treatment of its results.

The Test was applied to the sample, in order to measure the level of listening comprehension of third grade students of Pedro Ruiz Gallo High School.

The proposal of the model based on the flipped classroom, consisted of a set of activities, previously selected and adapted to the interests and needs of the students, which were developed through learning sessions, and which were the stimulus to develop and increase the level of listening comprehension.

The procedures for data collection were analysis of reality through a test, information collection and procedures, interpretation of appropriate information, formulation of conclusions and suggestions.

In the analysis of the data, descriptive statistics were used, in order to sort the data, statistical tables were used and subsequently the numerical and percentage distribution of the data was applied. The program used was the SPSS version 18.

Quantitative data were analyzed (test qualifiers) based on measures of central tendency (arithmetic mean) and dispersion (standard deviation, coefficient of variability)

With all these data, it was possible to substantiate the proposal.

CHAPTER II

CHAPTER II

THEORETICAL FRAMEWORK

2.1 BACKGROUND OF THE RESEARCH

2.1.1 International background

Hurtado, Gonzales, Moso and Sanguña (2017), in their thesis entitled “Strategies in listening comprehension of English, case of the Fernández Madrid municipal school”, the authors set out to determine the effectiveness of metacognitive strategies in understanding English in the students of second year of the Municipal School, the research had qualitative modality, concluding that although the results of the professors threw a good level of knowledge about metacognition, and it is evidenced in their plans but they do not apply them with their students, in the case of the students they did not achieve good results in the listening comprehension test, since they do not apply planning actions, control of the auditory process, this confirms that the students are not instructed to use such strategies that significantly improve their performance in this skill.

The thesis cited confirms that there is not a good level of listening comprehension in High School students; therefore, it is very necessary and even urgent to apply a good plan that contains strategies to raise the auditory level of our students.

Macías (2017), in his research entitled “Methodological strategies to improve English speaking and listening skills at Eloy Alfaro de Manabí secular university elementary school”, the problems found were that students have a bad communication management, that is to say they do not know how to express themselves correctly when they pronounce, the speaking is practiced without any understanding, they also do not understand what they hear, it was also found that a methodological model of teaching

- learning of English is needed, for therefore, deficiencies in oral communication skills are detected, with the main objective being to develop a methodological strategy to strengthen oral communication skills in English based on students' learning styles, it was concluded that a timely diagnosis is necessary to review obsolete methodologies and establish new proposals to improve the quality of oral communication skills.

The thesis referred to again confirms that a methodological model in English is needed to enhance the communicative ability focused on speaking and listening, as well as proposing to separate the old methodologies and bet on new proposals in line with the current world.

Barao and Palau (2016), in their study entitled "Analysis of the implementation of flipped classroom in the instrumental subjects of 4th Compulsory Secondary Education - Seville", this study analyzes whether the incorporation of flipped classroom or inverted class improves unlike the traditional class, the results obtained in the instrumental subjects of the community, the methodology applied is mixed, quantitative and qualitative data are used to obtain a holistic view of the problem, the conclusions being that the application of the flipped classroom methodology students have improved their academic results, these being satisfactory in the three instrumental subjects in concepts, procedures and attitude, reducing the number of suspensions considerably, raising the number of notable and outstanding.

This research work turns out to be a specific reference that with the application of the inverted class model students can improve their academic results.

2.1.2 National Background

Bernaola, Gutierrez, Hernández, León and Ramon (2018), in their research entitled “Flipped Learning Methodology to increase the level of English language communicative competence in the First Grade B Secondary Education students, IPNM Application, Ugel 07 - Santiago de Surco, the main objective was to verify that the application of the Flipped Learnig methodology increases the level of English language communicative competence in students of first grade B of Secondary Education, the focus of the research is quantitative, quasi-experimental with control group and an experimental group, arriving at the conclusions that when applying the International English Test Key English Test for schools before the Flipped Learning methodology, the students of the experimental group are at the not reported level which indicates that they do not use communicative competence in any practical work situation, and therefore it is necessary to apply the Flipped Learning methodology, it is also concluded that applying the Flipped Learning methodology increases the level of communicative competence which has categories the oral expression, oral comprehension, written comprehension and written production of the English language.

The indicated research is directly related. Working with the methodology of the Flipped Classroom to raise the level of comprehension in English of the students demonstrates that the application of this model will be beneficial to raise the level mentioned above.

Cristobal and Guillermo (2018), in their research entitled “Software Scratch and listening comprehension of English in third grade students of the Daniel Alcides Carrión Emblematic Educational Institution - Pasco 2018”, the authors had the problem that students present a low level in English skills one of them auditory comprehension, that is why they aim to determine the influence of Scratch Software

in improving the listening comprehension of English in third grade students, the research was of type Basic explanatory, quasi-experimental with Pre and post test with experimental group and control group, the study results showed that the listening comprehension in English in the students doing activities with the Software improved significantly in the experimental group, unlike the control group that the results stayed low.

This thesis shows that the use of technology plays a very important role in raising students' academic performance in this research to improve the level of listening comprehension.

2.1.3 Local Background

Orillo (2018), in the thesis "Application of a Program supported by the use of Closed Caption to improve listening comprehension in learning English as a foreign language in the students of fourth Degree of Secondary Education at "The Pilgrim" private institution from La Victoria District - Chiclayo ", the research arises from the problem that students have difficulty in listening skills, for which a survey was applied to 24 students, obtaining as a result that only 14, 25% could recognize the sound of English words, only 29.63% identified the context in which a conversation occurs in English, and 5.54%, which is equivalent to a student, assumes that you can ask your partner for something in the English language. It is also the present research that the teachers make little use of recordings, audio and video for their English classes, therefore it is proposed as a main objective to determine if a program supported by the Closed Caption, improves the listening comprehension in the learning of English as a foreign language, obtaining a positive result due to in the Pre test the performance had

low average, while in the Post test the average improved, results that allow to conclude that the intervention of the Closed Caption improved the listening comprehension in the students.

This research is an important reference, which shows a program to raise the level of listening comprehension, and demonstrates the relevance of the use of audio and video recordings to strengthen and improve that level.

2.2 Scientific foundation of the theoretical model

2.2.1. Theories that support the research

2.2.1.1. Krashen's second language acquisition theory

Urmenta and Bernaus (2001), refer that Stephen Krashen's theory conceives acquisition as a process of mental, personal and inner evolution in which learners do not need to speak or write to learn. According to this model, learning takes place automatically when the learners listen or read and understand fragments of the target language. The language that students produce when speaking or writing is the result of learning and not the cause of it.

Krashen developed his model on the following five hypotheses:

- a) The acquisition versus learning hypothesis indicates that learners have two different ways of developing their competence in the target language: one is acquisition, which takes place when using language to communicate. The second is learning, which occurs when you reflect on the language. Acquisition is described as an unconscious process similar to that developed by children when they learn their

mother tongue and therefore is considered by Krashen as the natural way of developing language skills. On the contrary, learning refers to the explicit knowledge of the formal rules of the language and the ability to verbalize them. Krashen believes that only the language that is acquired is useful for fluid natural communication.

b) The natural acquisition order hypothesis states that language structures are acquired in a predictable order, even speakers with different mother tongues. That is, there are certain structures that tend to be acquired in the initial moments of the acquisition of a language, while other structures, including some apparently simple ones, are not acquired until the apprentice is in advanced stages.

c) The monitor hypothesis states that conscious learning plays a very limited role in the learner's linguistic performance since can only be used as a monitor or proofreader of the productions initiated by the acquired system and this can only occur if certain conditions exist: 1. the speaker must have enough time to reflect; 2. the speaker must be focused on the form; 3. The speaker must know the rule. These conditions occur more easily in the written language or in prepared speeches than in the informal conversation, that is, the language learned could be of some use in writing but not in speaking.

d) The fourth hypothesis is the understandable input. This hypothesis stipulates that a language is acquired (not learned) by understanding messages that are slightly above the current level of acquired competence that the acquirer possesses: so-called "input + one" ($I + 1$).

e) Finally, the emotional filter hypothesis states that motivated, self-confident and low anxiety students obtain better results in language learning. This would be explained because the apprentices who present these characteristics are more open to the input they receive and it can penetrate more deeply, while insecure, tense or unmotivated learners create an emotional barrier or filter that prevents the input from

penetrating. In addition, motivated students naturally seek more opportunities for being in contact with the language, which results in greater access to understandable input.

Based on these five hypotheses Krashen and Terrell (1983) formulated a proposal to work in the classroom called the "Natural Approach", and the appeal of the opinions of Krashen and his charisma undoubtedly to disseminate made were to have a powerful influence on classrooms.

2.2.1.2. Vygotsky sociocultural theory

The contributions given by Vygotsky to Evolutionary Psychology according to Carrera and Mazarella (2001), represent a reference of great relevance in fields of evolutionary theory such as: early childhood sociocognitive development, appearance of language and communication, construction of written language and other aspects.

Vygotsky's evolutionary perspective is the main method of his work, he points out that a behavior can only be understood if its phases, its change is studied that is; its history (Vygotsky, 1979).

Four areas where he applied his genetic method claim Carrera and Mazarella (2001), which are phylogenetic (development of the human species), Vygotsky is interested in the reasons that allow the emergence of uniquely human psychological functions (higher functions). Socio-cultural history points out that this area is the one that generates complex and arbitrary artificial systems that regulate the social, ontogenetic behavior that represents the meeting point of biological and socio-cultural and microgenetic evolution (development of specific aspects of the psychological repertoire of subjects), which pursues a way to study the construction of a psychological process.

Interaction between Learning and Development

Vygotsky (1979), points out that all learning in school always has a previous history, every child has already had experiences before entering the school phase, so learning and development are interrelated from the first days of the child's life.

Carrera and Mazarella (2001) indicate that Vygotsky refers to two evolutionary levels: the **actual developmental level**, including the level of development of mental functions of a child involves activities that children can do for themselves and are indicative of their mental abilities. On the other hand, if help is offered or shown how to solve a problem and solve it, that is, if the child does not achieve a solution regardless of the problem, but arrives at it with the help of others, it constitutes his **level of Potential Development** what children can do with the help of "others", in a sense, is more indicative of their mental development than what they can do on their own.

It was shown that the ability of children, of the same level of mental development to learn under the guidance of a teacher, varied greatly, and the subsequent course of their learning would be different. This difference is what he called the **Next Development Zone**.

"It is nothing other than the distance between the real level of development, determined by the ability to independently solve a problem, and the level of potential development, determined through the resolution of a problem under the guidance of an adult or in collaboration with another more capable partner" (1979: 133).

Carrera and Mazarella (2001), the real level of development reveals the independent resolution of a problem defines the functions that have already matured, characterizes mental development retrospectively. The Next Development Zone

defines those functions that have not yet matured, but are in the process of maturation, in this sense mental development is characterized prospectively.

2.2.2. Flipped Classroom

2.2.2.1. What is flipped classroom?

The Flipped Classroom Berenguer (2016), mention is a teaching method whose main objective is that the student assumes a role much more active in the process of teaching learning than it came traditionally occupy. Definitely, it involves an investment with the previous method, where students will study for themselves the theoretical concepts that the teacher facilitates and class time will be used to solve their doubts, carry out practices and initiate relevant discussions with the content (Wasserman, Quint, Norris and Carr, 2017).

The Observatory of Educational Innovation of Technology of Monterrey (2014) defines inverted Learning as a pedagogical approach in which direct instruction is carried out outside the classroom and face-to-face time is used to develop meaningful and personalized learning.

For Ruiz, Sánchez and Sánchez (2014), the Flipped Classroom is a pedagogical model also known as reverse class, reverse instruction, reversing class and reverse teaching, this means a change in work models, specifically exchanges of roles and the spaces of the traditional class. It consists of using time outside the classroom to carry out the teaching-learning processes, dedicating the time of school hours to enhance and facilitate the acquisition and practice of that knowledge.

2.2.2.2. History of the flipped classroom model

Point Tourón, Santiago Díez (2014) that Jonathan Bergmann and Aaron Sams, two professors of chemistry High School Woodland Park, Colorado (United States), coined the term of inverted class ten years ago. They discovered, in a technology magazine, a new software that allowed recording power point presentations with the possibility of adding audio and notes. Then it seemed an exceptional resource with numerous absences due to illness or personal reasons.

Tourón, Santiago and Díez (2014) after this they decided to record the lessons and distribute these videos to help the absent students to recover the lost classes, and so that they did not lose the rhythm of the classes. What they did not count on was that these videos would help improve the performance of all students; those who could not attend classes had the possibility of being able to keep up with the pace from home, and those who would attend had the opportunity to watch the video again as support, in case at any time they lost some information given in class. They could also pass these videos to review content and watch them as many times as they would need to understand them.

They found that thanks to this new model, they could focus the attention more on the needs of each one of the students than in the lectures and help students who could not attend class (leyre, 2014).

2.2.2.3. Pedagogical approach flipped classroom

2.2.2.4 Pillars of the flipped classroom

According to the article what is Flipped Learning? From the Flipped Learning Network (2014), the pillars are broken down from the English term FLIP where the initials are born, giving each of its letters an instruction on how to develop this methodology being the most objective. Each letter is categorized with different indicators that the teacher must take into account for the methodology of the inverted class, which are:

F = Flexible Environments, educators organize their learning environments, promote collaborative work strategies and research projects. They are also flexible in learning timelines, and build appropriate evaluation systems to do so.

Three indicators derive from this pillar for teachers: Establish spaces and times that allow students to interact and reflect on their learning as they need it; continuously observe and monitor students to make timely changes; and offer students different ways to learn a certain content so that you can show mastery of what they have learned (Flipped Learnig Network, 2014, p2).

L = Learning Culture, means a change from the role of the passive student to a process and active participation in the classroom. In turn, a change in the vision of education, not only the teacher builds knowledge, but also this becomes a cooperative process on both sides. The indicators for teachers that derive from this pillar are give students opportunities to be involved in meaningful activities where the teacher is not the center; organize and structure activities making them accessible to all students through differentiation and feedback (Flipped Learnig Network, 2014, p2).

I = Intentional Content, educators assess the content they need for the teaching of concepts and skills. This material should allow students to explore on their own outside the classroom, and bring them to reflection to introduce it into their classrooms. Educators use that intentional content to optimize time and generate active participation within the classroom of various learning strategies. Three indicators are derived: giving priority to the concepts used in direct teaching, so that students can then access them by themselves; create and propose relevant content and differentiate to make the content accessible and relevant to all students (Flipped Learnig Network, 2014, p2).

P = Professional Educators, videos or multimedia materials do not replace the teacher at any time; they are an axis in the construction of knowledge in the proposal, construction, monitoring and evaluation of the learning process as a whole. This pillar derives the last three indicators for teachers: being available to all students, individually, in small groups or for the whole class, to offer them real-time feedback when necessary; carry out continuous formative assessments during class time through observation and recording of data that inform future instruction, and collaborate and reflect with other teachers, assuming responsibility for the transformation of teaching practice (Flipped Learnig Network, 2014, p2).

2.2.2.5. Benefits of flipped classroom

For Tourón and Santiago (2015), Flipped Classroom provides benefits among which it is worth highlighting, it allows to address individual differences for a longer period of time; teachers have the opportunity to share information and knowledge among equals, with students, with families and the rest of the educational community; students have the ability to access many times as needed to the contents

facilitated by their teachers; increases the possibility of collaborative learning; involves families from the beginning of the learning process.

Flipped Classroom according to Aguilera, Manzano, Martínez, Lozano and Casiano (2017), entails great savings in school time, students will show more interest and feel more engaged, the individual becomes the protagonist of their learning. The use of video is considered a tool to support teaching processes - daily learning to work different areas of verbal and nonverbal language, as well as the development of social skills; the use of this tool will have to be done, adapting to the characteristics of each student, taking into account their interests and needs.

2.2.2.6. Roles of the flipped classroom

The role of the teacher for Moreno and Cantos (2017), changes in an environment rich in ICT, the teacher ceases to be a source of all knowledge and acts as a guide for students, facilitating the use of resources and tools they need to explore and develop new knowledge and skills, start acting as a manager of learning resources and accentuate your role as counselor and mediator.

Fernández (2015), states that with this methodology the child acquires the value of responsibility, “It is the student who takes the reins of learning and decides the day to devote time to study “the lesson”.

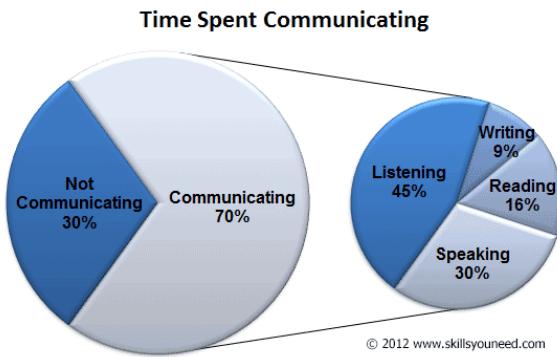
The teacher's role according to Merla and Yáñez (2016), is a tutor, is a learning coach, rather than a presenter of information, provides feedback, guides student learning individually and observes the interaction between students. The teacher is responsible for adapting and providing the didactics and the materials used according to the needs of the students, it promotes collaborative learning.

Likewise, Merla and Yáñez (2016), indicate that students are responsible for their learning through the use of the materials that were made available online, to make teachers the necessary questions regarding the contents, to complete the class activities and to fulfill all the activities inside and outside the class, together to follow the recommendations provided by a guide teacher, as well as to say who is part of his team of colleagues for collaborative work.

2.2.3. Listening comprehension

Michael Purdy and Deborah Borisoff in their book: Listening in every day Life say: "Among the basic skills we need for success in life, listening is primary. There is no meaningful communication without Listening. We listen before we learn to speak, read, or write. Brown, one of the pioneers of listening research has noted that "Of foremost importance is the role of listening in language acquisition, the basis of all subsequent communication, the foundation of all life-long reading, writing, speaking and listening activities" (1987, p. 5). Listening establishes us in our life situation and enables us to maintain meaningful relations with family, friends, and professional associates."

Adults spend an average of 70% of their time engaged in some sort of communication. Of this, research shows that an average of 45% is spent listening compared to 30% speaking, 16% reading and 9% writing. (Adler, R. et al. 2001). That is, by any standards, a lot of time listening. It is worthwhile taking a bit of extra time to ensure that you listen effectively.



Based on the research of: Adler, R., Rosenfeld, L. and Proctor, R. (2001) Interplay: the process of interpersonal communicating (8th edn), Fort Worth, TX: Harcourt.

2.2.3.1. What is listening?

Listening is an invisible mental process, making it difficult to describe. Listeners must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intention, retain and interpret this within the immediate as well as the larger socio-cultural context of the utterance (Wipf 1984). This process implies attending, perceiving, interpreting, remembering, and responding to the expressed (Verbal and nonverbal) needs, concerns, and information.

Rost (2002) defines listening, in its broadest sense, as a process of receiving what the speaker actually says (receptive orientation); constructing and representing meaning (constructive orientation); negotiating meaning with the speaker and responding (collaborative orientation); and, creating meaning through involvement, imagination and empathy (transformative orientation). Listening is a complex, active process of interpretation in which listeners match what they hear with what they already know.

For James in (1984) ... is not a skill, but a series of skills marked by the fact of involving the auditory perception of oral signs [also]... is not passive. A person can hear something, but not listening ... it is absolutely necessary for any other work done with language, especially to be able to speak and even to be able to write. (p. 129).

This description embodies three fundamental facts:

1. To achieve listening, orally produced sounds must be interpreted, which in turn, implies that it has to distinguish the phonemes from the language, that is, the smaller units of the language. Is this what allows the person to know that when you hear an expression, it manifests itself in a language and not in other.
2. Listening is an active and non-passive skill (as believed until 1970s, approximately) so when a person is listening, you must activate a series of mental processes that allow you understand what is being said.
3. Hearing is not the same as listening; which means that in order to hear the person has to focus on what is being said to be able to decipher it and interpret it.

2.2.3.2. Listening comprehension

Listening comprehension is the receptive skill in the oral mode. When we refer to listening, what we really mean is listening and understanding what we hear. It is important to take in consideration what some researchers say about Listening Comprehension.

Krashen (1981), for example, estimates that the understanding plays a central and predominant role in the learning process of a language (p. 101).

Many authors, stories like Dunkel (1986), Feyten (1991) and Anderson and Lynch (2002), among others, they agree that just as the infant goes through in its first months of life for a "silent period" in your mother tongue, during which you receive a large amount of stimulus (what in English is called "input") without producing adult language, of the same so, the person who faces a second language may well benefit from this silent period, during which, I would be in contact with the language, but it would not be seen forced to produce it.

Winitz (cited in Dunkel, 1986) considers that the teaching of Listening comprehension should be the main focus in the classroom because:

1. Language rules are acquired more easily and accurately by inference;
2. The acquisition of a language is primarily an implicit process and unconscious by the student;
3. Oral capacity develops when there is sufficient training aimed at understanding. (p.99)

2.2.3.3. Listening role through the years.

Listening played an important role in audio-lingual methods, students only listened to repeat and develop a better pronunciation (for speaking). Beginning in the early 70's, work by Asher, Postovsky, Winitz and, later, Krashen, brought attention to the role of listening as a tool for understanding and a key factor in facilitating language

learning. Listening has emerged as an important component in the process of second language acquisition (Feyten, 1991).

2.2.3.4. Listening Situations

1. Interactive listening situations include face-to-face conversations and telephone calls, in which we are alternately listening and speaking, and in which we have a chance to ask for clarification, repetition, or slower speech from our conversation partner.
2. Some Non-interactive listening situations are listening to the radio, TV, films, lectures, or sermons. In such situations, we usually do not have the opportunity to ask for clarification, slower speech or repetition.

2.2.3.5. Micro-Skills in Listening

The following are the micro-skills involved in understanding what someone says to us. The listener has to:

- Retain chunks of language in short-term memory
- Discriminate among the distinctive sounds in the new language
- Recognize stress and rhythm patterns, tone patterns, intonational contours.
- Recognize reduced forms of words.
- Distinguish word boundaries.
- Recognize typical word-order patterns.

- Recognize vocabulary.
- Detect key words, such as those identifying topics and ideas.
- Guess meaning from context.
- Recognize basic syntactic patterns.
- Detect sentence constituents, such as subject, verb, object, prepositions, etc.

2.2.3.6. Strategies for Developing Listening Skills

Listening strategies are techniques that contribute directly to the comprehension and recall of listening input. Listening strategies can be classified by how the listener processes the input.

1. **Top-down strategies** are listener based; the listener taps into background knowledge of the topic, the situation or context, the type of text, and the language. This background knowledge activates a set of expectations that help the listener to interpret what is heard and anticipate what will come next. Top-down strategies include:

- Listening for the main idea.
- Predicting.
- Drawing inferences.
- Summarizing.

2. **Bottom-up strategies** are text based; the listener relies on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning. Bottom-up strategies include:

- Listening for specific details.
- Recognizing cognates.
- Recognizing word-order patterns.

2.2.3.7. Types of Listening

1. What is Intensive Listening?

Intensive listening focuses primarily on brief listening exercises. While they usually only take a few minutes, they offer focused, intense practice. This is because intensive listening focuses mostly on form. When you do intensive listening practice, you are paying most attention to pronunciation, grammar and vocabulary, rather than overall meaning. By focusing on these aspects, intensive listening practice helps students build a groundwork for language acquisition. Since you understand basic component parts of the language, you can build on these skills over time. Because it serves to help listeners understand key foundational aspects of language, intensive listening is particularly important for beginning and intermediate students.

a. Suggestions for Intensive Listening Practice

Use learning websites with audio components. Duolingo is one such website that uses a mix of audio and written activities. The audio is helpful intensive listening practice because the activities force you to focus on grammar and vocabulary that you have just learned. You can use real world videos like music videos, movie trailer news.

2. What is Extensive Listening?

Extensive listening focuses on longer activities. These may vary from something that is a few minutes long to several hours long. Rather than focusing on individual parts, extensive listening focuses on overall understanding. With extensive listening, you do not have to translate each word or focus on grammar rules. Instead, you simply have to try to understand the audio as a whole. Because extensive listening focuses on overall understanding, extensive listening helps students understand spoken language in real-world contexts. This is particularly important for intermediate and advanced students who are looking to transition from academic understanding of the language towards full fluency.

a. Suggestions for Extensive Listening Practice

Listen to audiobooks. Watch authentic media. Watching movies, TV, music and other entertainment is useful for extensive listening.

2.2.3.8. Pattern for teaching Listening

When teachers are teaching listening, apart from the purpose, it is very important to follow a pattern. Bueno, Madrid and McLaren establish the following pattern:

1. **Pre-listening would be the first stage**, where the context is established. The teacher creates motivation and students do some activities with the purpose of preparing them for what they will hear.

2. **Listening**, where learners do the mentioned tasks or find answers. There are two kinds of material and procedure. On the one hand, extensive reading helps students to acquire vocabulary and grammar and it usually takes place outside the classroom. They do it for pleasure, so that their knowledge of the language improves and it makes students better readers. On the other hand, intensive listening is what students usually learn in the classroom, through audio CDs and activities such as answering questions, following a route on a map, making notes, etc.
3. **Post-listening**, the part where students have the opportunity to check their answers about, they have been listening to, to give feedback and consolidate what they have learnt. It is useful for teachers because it helps to analyze particular difficulties the students could have with the listening activity.

2.2.3.9. Comprehension activities for Listening:

Starting from the Gil-Toresano proposal (2004: 912) and expanding it with the contributions of Rost (1991) and Field (2008), the comprehension activities are grouped into four types: attentive listening, selective listening, global listening and interactive listening.

1. Listen carefully.

These attentive listening activities are aimed at keeping the students interested and attentive, characterized by introducing tangible, visual and immediate topics and by presenting clear procedures for students.

Gil-Toresano (2004) proposes information vacuum activities, following instructions or solving simple problems in which the input is presented in small quantities and the student has to give an immediate response.

Other activities

Tell stories: the teacher selects a story (anecdote, story, comic, etc.) Students are divided into groups of three: storytelling, listener and writer. The roles are assigned. First, the storyteller reads the story and tells the listener, the listener can ask his partner in case he has problems understanding, but in no way he can take notes. The writer, meanwhile, writes the story told by the listener. As an alternative, the storyteller can create or invent his own story. Finally, students can either evaluate the activity (what have I learned with this activity?) Alternatively, write a short summary of the story as if everyone had the role of writer. This activity, in addition to enhancing the attention, reinforces, on the one hand, the memory as long as the student retains and remembers the information that his / her partner has told him and, on the other hand, the paraphrase, because it encourages reformulation.

Who is who? The teacher writes a list of personal questions about the students (their profession, their interests, their tastes, etc.) and prepares a sheet with different geometric figures (squares, circles, triangles, points, etc.) The teacher also prepares a series of instructions in two directions: ex. Write your occupation: if you are men, write it to the right of the square, if you are a woman, write it to the left of the square. Write your hobby, if you are over 20 years old, write it below the circle, if you are under 20 years old, and write it above the circle. What is your favorite food? If you

are sitting in the front of the class, write it in the circle, if you are sitting in the back of the class, write it outside the circle, etc.).

The teacher presents the vocabulary necessary to carry out the activity and explains the instructions to his students, who must follow them according to their personal information (Rost, 1991: 38-40). This activity, focused on capturing and directing students' attention, empowers, at the same time, individuality and group membership.

The seven mistakes: the teacher selects a text (a story) that is of interest to his students and elaborates or records a similar one, or vice versa, with some lexical and grammatical changes. In class, the teacher reads or reproduces the original text once and asks students to relax while listening. After the first audition, the teacher makes the students, in groups or in class groups, comment what they have understood. Then they are given the transcript of the original text and the text is read with changes, so that the students underline the information that differs from the original text. This activity enhances both attention and memory and the identification of errors, inconsistencies and corrections in speech.

2. Selective listening

These activities require the student to identify specific information, usually at the sentence level, which has been previously selected. These activities, therefore, are aimed at students: a) predicting information and selecting fragments of the input to support this prediction; b) become familiar with the organization of different types of speeches; c) direct your attention to selected information while listening; d) check your understanding thanks to the multiple reproductions (Rost, 1991: 81). According to Field (2008), these particularities determine the use of a type of text that, on the one hand, is informative and long enough to include at least eight items of understanding

separated from each other, and that, on the other hand, is starred by a speaker or by two speakers of different sexes, so that it is not difficult to distinguish the voices.

Activities

Game of clues: the teacher chooses several themes (such as countries, animals, machines, sports, exotic food, etc.) from which he extracts lists of related words and clues for some of these words. For example, if the subject is animals and the keyword is elephant, the clues can be: it is in Africa, it is large, it has thick skin, it walks slowly, it is in danger of extinction, etc. Once in class, from the theme selected by the students, the teacher chooses a word and reads the clues stopping after each one so that the students think and guess what or who it is. This activity, which can be used as preheating, favors the development of inference strategies, since students deduce the missing information from familiar words and ideas (Rost, 1991: 84-85).

That is not right! After choosing a photograph or illustration, which represents the vocabulary you want to present, the teacher writes sentences, some true and some false, about the photo in question. In class, show the picture to the students and explain the unknown vocabulary. Next, the teacher reads one by one all the sentences he has written, while the students, with the photograph in front (or not, in case they want to exercise the memory), have to determine whether they are true or false. This activity reinforces the ability to identify inconsistencies and contradictions in the oral text (Rost, 1991: 89-91). As a variation on the previous activity, students are divided into small groups and the teacher selects several photographs, one for each group. In this case, the students write six sentences, two true, two false and two unknowns ("no one knows" or "there is not enough information") in reference to the picture given. Students in the same group teach photography and read the prayers to their classmates in another group so they can respond.

Episode: the teacher selects a fragment of a chapter of a series or a soap opera and prepares a paragraph that summarizes the content of the chosen fragment. From this paragraph, key information is extracted (verbs, etc.) for example: This is the story of a man named Arturo Logo, who died on December 31 in the afternoon. Lieutenant Walala contacted Marta López, who said she and Logo had been together at a party that same afternoon. Ms. Lopez denied any involvement in the murder, but police said ... In class, the teacher contextualizes the chapter and asks questions about the content of the chapter they are going to see. Then reproduce the fragment and encourage students to ask what they have not understood. After a second visualization, the teacher distributes the paragraphs and the students work in pairs to complete them (Rost, 1991: 114-117). This activity reinforces both global and selective listening, as well as exercising memory.

3. It is a global spoon

The activities here highlight that the student captures the general idea of the text, it is not necessary to understand specific details. Students can hear a story and you have to get the general idea to tell it to their classmates.

Other activities:

Auditory comprehension tasks for stories told: from a selected story, the teacher writes the key words or phrases on separate cards (one word per card) and explains the unknown vocabulary to the students. These, grouped three by three, try to arrange the words to form the story. Then a member of the group reads the original story to his classmates, who check if the order chosen is correct. Finally, the teacher plays (in case it is recorded) or reads the story, and checks that all groups have understood the sequencing of the story. This activity develops both global and attentive listening, because the student, to verify if the chosen sequencing is correct, has to capture both

the general sense of the story and the integral parts of it. This activity also promotes interaction between group members and helps to learn the vocabulary of the cards (Nunan and Miller, 1995: 3).

What do they sell?: The objective of the students is to compile as much information as possible through closed yes / no questions in order to find out what is being advertised. In pairs (A and B), student B stands with his back to the screen, while student A stands just in front of B looking at the screen. The teacher, who has previously selected an ad in video format (which does not mention the advertised product), reproduces it, so that students A are watching and hearing the announcement, while students B are only listening to it. After the visualization, students B ask as many yes / no answer questions as they want in order to gather the information necessary to guess the product or products that are being advertised. This activity develops the student's ability to gather information and to make decisions, since he must reach a conclusion based on what he has understood.

The newsletter: the teacher chooses a newsletter with the summary of several news and writes the headlines (or reformulated sentences) of them in a disorderly order. Students listen to the newsletter and classify the news according to the order of appearance. Next, the students are divided into pairs (A and B). Students B leave the classroom while students A listen to the extended version of one of the news. After listening, students A tell the news to their classmates, who have to relate it to the corresponding headline. Through this activity, students exercise, on the one hand, their ability to perceive the general idea of the text by identifying keywords and, on the other hand, their capacity for reformulation.

4. Interactive listening

Interactive listening activities aim to analyze, among other aspects, the shift system¹³, the degree of formality of the record, the change of subject, the communicative functions, the meaning of pauses and intonation in a conversation. To do this, in order to reproduce the most typical minimum exchange form in which the word shifts are organized¹⁴, the teacher asks questions about familiar topics (hobbies, family, trips) to the student, who has to answer as soon as possible. Another interactive listening activity consists of listening and ordering the turns of the same conversation, which have been previously extracted and disordered by the teacher. The following interactive listening activity is intended for students to identify the attitude of the interlocutors through intonation:

Other activities

Conversation tips : the teacher selects or records several conversations in which one of the participants talks about personal topics (for example: noisy neighbors, the boss, the price increase, etc.) and the interlocutor-listener shows one of the following attitudes: a) sympathizes with the interlocutor-speaker (really ?, how bad!), b) interrogates him (why did you do it ?, what did you say then?), c) advises or suggests something (Why not ...?, Me that you ...) od) evaluate what he says (I think you did well, I think it's unfair that ...). In class, the teacher presents the attitudes of the speaker and the conversations, so that the student has to find out the attitude that the listener is maintaining regarding the words of the speaker. If you want to analyze the conversation more deeply, the teacher can ask students to extract the expressions, intonation and tone of voice that occur in each of the different attitudes of the interlocutor-listener (Rost, 1991: 144-146). Through this activity, the student develops his ability to capture the speaker's intention through the inference of given clues such as intonation, tone of voice, expressions of agreement, disagreement, surprise, and so on.

Another way of saying it: the teacher selects a fragment of a series or a movie, in which a dialogue or conversation with several communicative functions appears, identifies them and paraphrases each of them by slightly changing the register. Already in class, the teacher shows the selected fragment without any pre-activity and asks the students about the relationship between the actors and the general situation (where, when, what, etc.). Next, the teacher distributes a paper to each student with a paraphrased communicative function, so that, in a second audition, when a communicative function similar to the one written on his paper appears, the student will have to pick it up so that the others see it. Once all the phrases have been identified, aspects of the conversation can be discussed, such as the record, tone and adequacy of the original functions (Nunan and Miller, 1995: 4). This activity allows students to recognize variations in language functions, as well as to practice paraphrase.

Yes?: The teacher selects or records a telephone conversation. In class, after introducing the activity without giving too much information on the subject, the teacher reproduces the entire conversation and asks the students about the content of the activity. In a second reproduction, the teacher stops the audition after the turn of the first interlocutor, so that the student anticipates the words of the second interlocutor in writing, so that everyone can participate and not only the fastest. Next, the teacher listens to the responses of his students, checks the words of the second caller and goes on to play the next turn. In the end, the students listen to the full audition again to verify their answers.

CHAPTER III

CHAPTER III

RESULTS OF THE RESEARCH

This chapter consists of two parts; in the first part the analysis and interpretation of the duly processed results are presented, which have been carried out taking into account the objectives, which are shown in the tables and graphs, allowing easy reading and analysis. In order to reach solid conclusions in the process of interpreting the results.

The second part of this chapter presents the didactic Proposal to improve listening comprehension skill among the students of third grade at Pedro Ruiz Gallo High School in Eten City. In addition, the fundamentals of this model are detailed, the key concepts, the graphic representation, its components, the strategies proposed through learning sessions, as well as the implementation and evaluation, and the concrete actions to be considered for this purpose are described.

3.1. Analysis and interpretation of the results

The discussion is carried out taking into account the objectives, for the specific objective: To diagnose the level of listening comprehension among the students of third grade at Pedro Ruiz Gallo High School in Eten City, Table N ° 1 is presented, and taking into account the different dimensions considered in the study, Tables N° 2 to 5 are presented.

To address the specific objective 01 of making a diagnosis on the level of listening comprehension among the students of third grade at Pedro Ruiz Gallo High School in Eten City, through a Test. Table 1 is presented with the measurement of the

Test. The level of listening comprehension in the students of the study group was diagnosed at the beginning of the research.

Table No. 1

Level of listening comprehension among the students of third grade at Pedro Ruiz Gallo High School in Eten City (Test)

Items	Opinions	Students	Percentage
		N °	%
OUTSTANDING ACHIEVEMENT		0	0%
EXPECTED ACHIEVEMENT		2	7%
PROCESS		5	19%
START		20	74%
TOTAL		27	100%

Source: Instrument of listening comprehension applied to students of third grade at Pedro Ruiz Gallo High School in Eten City.

Listening comprehension according to O'Malley, Chamot, and Kupper (1989 as cited in Pourhossein Gilakjani & Ahmadi, 2011) said that listening comprehension is an active process in which the listener constructs meaning through using cues from contextual information and from existing knowledge, while relying upon numerous strategic resources to perform the task requirement.

It is observed that 74% constituted by 20 students obtained a level of listening comprehension in the beginning, 19% constituted by 05 students obtained a process level of listening comprehension, 7% constituted by 02 students obtained an expected achievement level of listening comprehension, and 0% student was at outstanding achievement level of listening comprehension. The results show that there is a good

number of students who are in the process level of listening comprehension. From this result, students have difficulty answering questions of listening comprehension regarding attentive listening, selective listening, global listening, and interactive listening. Likewise, 19% of students were placed at the process level in listening comprehension. It follows that, like the previous group, they have indicated difficulties, but in less intensity. Adding to this the limited application of suitable methods for the development of listening comprehension. Only 07% of students were at an expected level of achievement in listening comprehension, which indicates that a small number of total students have a level of listening comprehension. Moreover, 0% of students were not at the level of outstanding achievement in listening comprehension, which indicates that no student of the total number achieves a high level of listening comprehension.

The tables of the different dimensions of listening comprehension will be detailed below:

Table No. 2

Level of listening comprehension regarding the selective listening among the students of third grade at Pedro Ruiz Gallo High School, in Eten City. (Test)

Items	Opinions	Students	Percentage
		N °	%
OUTSTANDING ACHIEVEMENT		1	4%
EXPECTED ACHIEVEMENT		2	7%
PROCESS		8	30%
START		16	59%
TOTAL		27	100%

Source: Instrument of listening comprehension applied to students of third grade at Pedro Ruiz Gallo High School in Eten City.

For Gil- Toresano (2004), selective listening in listening comprehension refers to the most common practice in English classes, and this is carried out in activities focused on the understanding of specific information.

It is observed that 59% constituted of 16 students obtained a start level regarding listening selectively, 30% conof 08 students obtained a process level, 7% consisting of 02 students obtained an achievement expected level, and 4% constituted by 01 student is located in an outstanding achievement level.

The results show that more than half of the students are in a process level of listening comprehension with respect to selective listening, from this result it is inferred that the student during the performance of a listening comprehension activity has difficulty in selective listening identifying specific information.

We can also see that a group of students is at a process level, it follows that this group presents difficulties in this dimension but in less intensity. Moreover, that a small group of students is at an expected and outstanding level of achievement, which allows to affirm that they have developed this dimension.

Table No. 3

Level of listening comprehension regarding the attentive listening among the students of third grade at Pedro Ruiz Gallo, in Eten City. (Test)

Items	Opinions	Students	Percentage
		N °	%
OUTSTANDING ACHIEVEMENT		0	0%
EXPECTED ACHIEVEMENT		5	19%
PROCESS		18	67%
START		4	15%
TOTAL		27	100%

Source: Instrument of listening comprehension applied to students of third grade at Pedro Ruiz Gallo High School in Eten City.

The attentive listening affirms Gil-Toresano (2004), has the objective to keep the student interested and attentive, thus it is characterized by introducing tangible, visual and immediate themes, by presenting clear procedures for the student.

It is observed that 15% constituted by 04 students obtained a level at the beginning of listening comprehension regarding the attentive listening, 67% constituted by 18 students obtained a level in process, 19% constituted by 05 students obtained an expected level of achievement, and no 0% student was at the outstanding achievement level.

The results show 15% of students are at an initial level of listening comprehension regarding attentive listening. From this result, it is inferred that these students lose interest in the subject, or cannot keep up with the audition rhythm.

Likewise, 67% of students were placed in a level of process in the listening comprehension regarding the attentive listening. From this, it follows that, like the previous group, they presented difficulties indicated above but in less intensity.

Only 19% of students were at the expected level of achievement, which allows us to state that they achieved a level of listening comprehension with respect to attentive listening.

In addition, it is observed that no 0% student was at a level of outstanding achievement in listening comprehension with respect to attentive listening, which allows to affirm that no student stands out in this dimension.

Table No. 4

Level of listening comprehension regarding the global listening among the students of third grade at Pedro Ruiz Gallo High School in Eten City. (Test)

Items	Opinions	Students N °	Percentage
			%
OUTSTANDING ACHIEVEMENT		0	0%
EXPECTED ACHIEVEMENT		1	4%
PROCESS		17	63%
START		9	33%
TOTAL		27	100%

Source: Instrument of listening comprehension applied to students of third grade at Pedro Ruiz Gallo High School in Eten City.

According to Gil-Toresano (2004), global listening is aimed at the student capturing the general idea of the text; this means that it stimulates the complete or total representation of the meaning. For this, it is not necessary to understand specific details, so that it fits perfectly with the way of listening preferred by holistic listeners, who perceive the global meaning of the message.

It is observed that 33% constituted by 09 students obtained a level at the beginning of listening comprehension with respect to the global listening, 63% constituted by 17 students obtained a level in process, 4% constituted by 01 students obtained a level of achievement expected, and no 0% student was at the outstanding achievement level.

From the results, it shows that there is 33% of students who were at an initial level in listening comprehension regarding global listening. From this result, it is inferred that the students presented difficulties in capturing the general idea of the text, that is, the complete or total representation of the meaning.

Likewise, 63% more than half of the students were placed in a level of process in the auditory understanding with respect to the global listening. From this, it follows that the students present difficulties indicated above but in less intensity. Adding to this the poor methodology of teachers in the development of listening comprehension.

A 4% of the student is at the expected level, which allows us to affirm that this student achieved what is expected in the listening comprehension with respect to the global listening.

Moreover, 0% of students placed themselves in the outstanding achievement, which means that no student managed to stand out in the listening comprehension regarding the global listening.

Table No. 5

Level of listening comprehension regarding the interactive listening among the students of third grade at Pedro Ruiz Gallo High School in Eten City. (Test)

Items	Opinions	Students	Percentage
		N °	%
OUTSTANDING ACHIEVEMENT		7	26%
EXPECTED ACHIEVEMENT		1	4%
PROCESS		8	30%
START		11	41%
TOTAL		27	100%

Source: Instrument of listening comprehension applied to students of third grade at Pedro Ruiz Gallo High School in Eten City.

Interactive listening for Gil-Toresano (2004), demonstrates the purpose of teaching listening comprehension in the classroom of English language teaching, is that the student adequately develops in situations of daily life, where it requires oral understanding, of the importance of reproducing or simulating in class situations of enunciation more common to their daily life, which for the would call an interactive listening.

It is observed that 42 % constituted by 11 students obtained a level at the beginning of listening comprehension regarding interactive listening, 30 % constituted by 08 students obtained a level in process, 4% constituted by 01 students

obtained a level of expected achievement, and 26% of students earned the level of achievement highlighted.

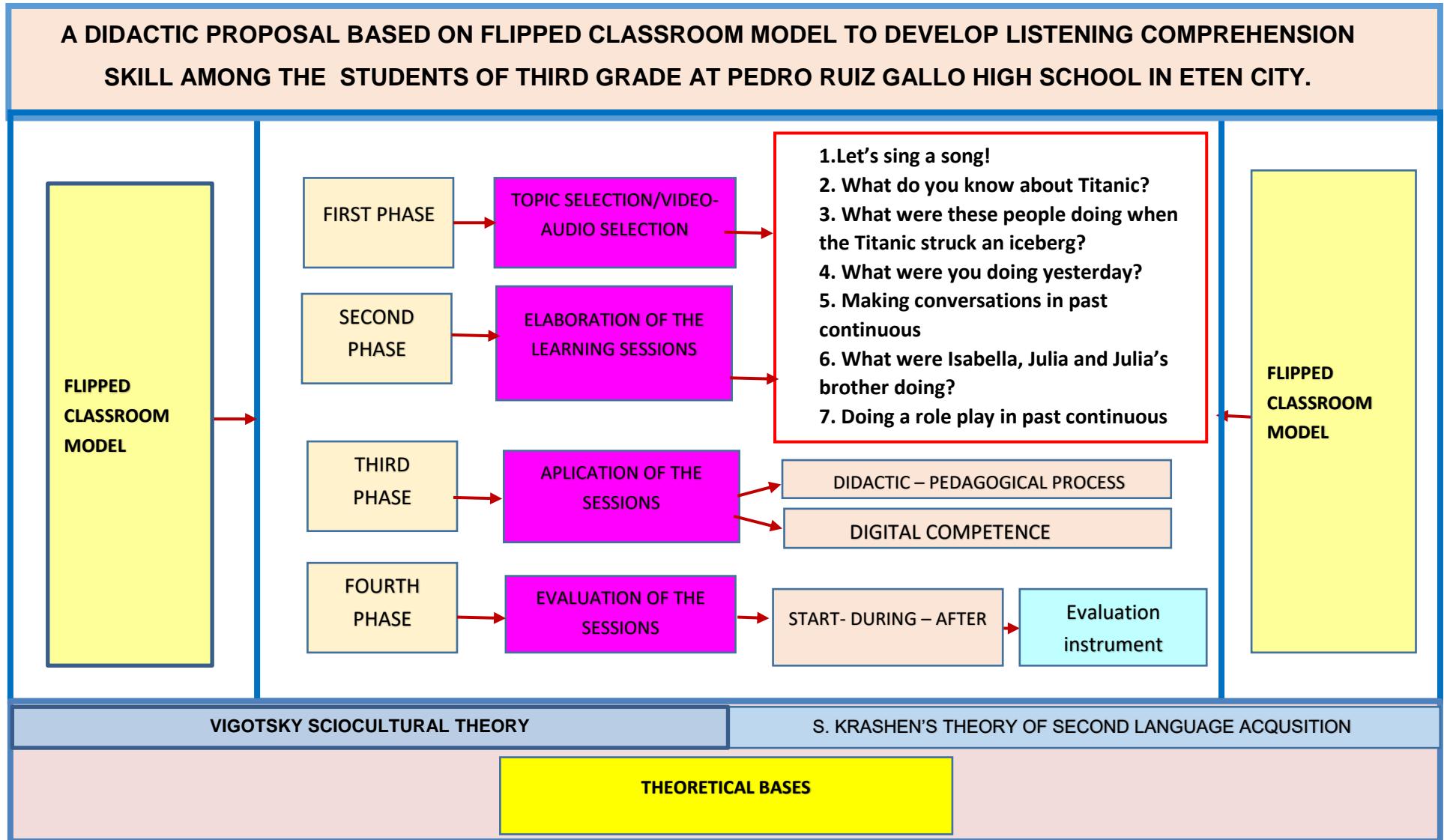
From the results show that there is 41% of students were at an initial level of auditory comprehension regarding interactive listening. From this result, it is inferred that the students presented difficulties in identifying the attitude of the interlocutors through intonation.

Likewise, 30% of the students found themselves at the level of the process of listening comprehension regarding interactive listening. As a result, it follows that, like the previous group, they presented difficulties indicated above but in less intensity. Adding to this the poor methodology of teachers in the development of listening comprehension.

A 4% student is at an expected level of achievement of listening comprehension regarding interactive listening. From this result, it is possible to affirm that the student has developed the understanding regarding interactive listening.

In addition, 26% of students are at an outstanding level of achievement, which makes it possible to state that these students stood out significantly in listening comprehension regarding interactive listening.

3.2. Theoretical Model



3.3. Proposal

A DIDACTIC PROPOSAL BASED ON FLIPPED CLASSROOM MODEL TO DEVELOP LISTENING COMPREHENSION SKILL AMONG THE STUDENTS OF THIRD GRADE AT PEDRO RUIZ GALLO HIGH SCHOOL IN ETEN CITY.

3.3.1 Presentation

This didactic proposal is an alternative that arises to improve the level of listening comprehension in high school students through the application of a modern method where the main resource is the use of technology through tasks sent home. This research has been developed to be applied to third-year high school students of Pedro Ruiz Gallo School in Eten City, during 3 months approximately (one bimester).

With the difficulties encountered in learning English related to listening comprehension like little interest in classes, most students do not understand oral messages so they cannot develop different types of attentive, global, interactive and selective listenin this research is presented.

This research has as theoretical bases the Sociocultural theory of Vigotsky and the second language acquisition by Steven Krashen because the interaction between students through collaborative work is relevant, as well as language learning in a natural way and with a high motivation, self-confidence and low level of anxiety as Krashen states students will be able to learn the language. The Flipped Classroom model covers all phases of the learning cycle (cognitive dimension of Bloom's taxonomy):

Knowledge: Being able to remember previously learned information

Understanding: "Making our" what we have learned and being able to present the information in another way.

Application: Apply the acquired skills to new situations that are presented to us

Analysis: Decompose the whole into its parts and be able to solve problems from the knowledge acquired.

Synthesis: Being able to create, integrate, combine ideas, plan and propose new ways of doing.

Evaluation: Issue judgments regarding the value of a product based on personal opinions based on given objectives.

This Flipped Classroom model encourages cooperative work in each of the sessions presented also allows to execute various activities in each class, work in pairs, in teams of 3 or 5, allows teachers to work more individually with those students in need of more support, students can go home and listen to audios, watch videos and review information again.

3.3.2 Objectives

General Objective

To develop a program based on the Flipped Classroom, to improve listening comprehension among the students of third grade at Pedro Ruiz Gallo High School in Eten City.

Specific Objectives

- To design the lessons in relation to the contents of the National Curriculum and the materials to be used.
- To promote the use of the Flipped Classroom Model in the development of the lessons as well as the use of technology.
- To increase the level of listening comprehension through the activities corresponding to global, attentive, selective and interactive listening.

3.4. Program Structure

First phase: corresponds to the selection of audios, videos and ppt's to be work with students in the learning sessions, taking into account the contents of the annual programming of the English teachers in the classroom of third grade students of high school. The creation and adaptation of the material has also been considered.

Second phase: preparation of the learning sessions, which were designed based on the national basic education curriculum, taking into account the moments of the learning sessions. Every title of the lessons was very well thought out.

Third phase: application of the seven learning sessions applied in each week, based on three steps of the session: beginning process and closing.

Fourth phase: evaluation of the proposal model.

3.5. Didactic Strategies

Learning Sessions

SESSION N° 1

I. INFORMATIVE DATA:

UGEL	CHICLAYO	I.E	PEDRO RUIZ GALLO	TEACHER	CYNTIA MUNDACA MARTOS
GRADE	3	SECTIONS	A, B, C, D, E, F	LEVEL	SECONDARY
NUMBER OF HOURS	2	DATE	FIRST WEEK	YEAR	

II. TITLE: "LET'S SING A SONG"

III. LEARNING PURPOSE: Students will be able to identify regular and irregular verbs to complete them in a song.

COMPETENCE	CAPACITY	ACHIEVEMENT	EVIDENCE	TECH/INSTR.	THEMATIC FIELDS
Communicate orally in English as a foreign language.	Get information from oral texts.	Retrieve explicit information from oral texts students hears to point out specific facts and details.	Students talk with his/her classmates about songs in English. Completes the verbs in the song.	Checklist	Regular verbs Irregular verbs

TRANSVERSAL COMPETENCE			
COMPETENCE	CAPACITY	ACHIEVEMENT	EVIDENCE
Manage his/her learning autonomously	Monitor and adjust their performance during the learning process	Review the application of strategies, procedures, resources and contributions from their peers to make adjustments or changes in their actions that allow reaching the expected results	The students propose to work as a team, they share their opinions, they share their opinions with others, they state their point of requesting opinions from all the members of the team, they improve their respective evidence.
TRANSVERSAL APPROACH			
TRANSVERSAL APROACH	VALUES		OBSERVABLE ACTIONS
Pursuit of excellence.	Personal Growth		They strive to improve themselves, seeking goals that represent progress.

IV. DIDACTIC SEQUENCE

MOMENTS	METHODOLOGICAL STRATEGIES AND ACTIVITIES	TIME
START	<ul style="list-style-type: none"> ➤ Teacher greets students warmly: “Good morning students”, students respond: Good morning teacher! ➤ Teacher and students together pray “The Lord prayer” and “the Hail Mary”. ➤ The rules of coexistence are remembered. ➤ Teacher asks students some basic questions: How are you? What date is it today? What is the weather like today? 	15`

	<ul style="list-style-type: none"> ➤ Teacher asks students some questions about the homework they carried to their houses. Watch this video at home: https://www.youtube.com/watch?v=HdXfGTirGPg <ul style="list-style-type: none"> - Did you like the song? - Did you feel sad ☺ when you were listening to the song? - Did you feel happy ☺ when you were listening to the song? - Who is the singer of the song? - Where is she from? ➤ The importance of learning songs in English is discussed through a brainstorming. ➤ Teacher with student's help mention the purpose of the lesson: Students will be able to recognize verbs in present and in past to complete them in the song. 	
DEVELOPMENT	<ul style="list-style-type: none"> ➤ Teacher delivers the handout with the song: My heart will go on. (Anexx 2) ➤ They focus on the first part, they read the verbs and they pronounce them correctly. ➤ Teacher makes team's work, delivers some flip chart paper and markers. ➤ Students will make a chart in the flip chart paper classifying the regular and irregular verbs. ➤ Then students will try to write the present of the verbs given. ➤ Students paste the flip chart paper on the board and check mistakes. ➤ Teacher checks the verbs with the students; they listen and repeat the verbs. ➤ Then they listen to the song and complete the spaces in blank. ➤ They pay attention to the correct pronunciation. ➤ They listen to the song again, and they participate completing the verbs in present. ➤ They sing the song with music and then without music. 	50'
CLOSING	<ul style="list-style-type: none"> ➤ They sing the song by teams each team one verse. ➤ Teacher checks the best singers. 	25'

	<ul style="list-style-type: none"> ➤ The teacher checks what group sings better. ➤ Metacognition: Students complete the following chart: <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center; padding: 2px;">What I learnt</th><th style="text-align: center; padding: 2px;">What I want to learn</th><th style="text-align: center; padding: 2px;">What I need to learn</th></tr> </thead> <tbody> <tr> <td style="height: 40px;"></td><td style="height: 40px;"></td><td style="height: 40px;"></td></tr> </tbody> </table>	What I learnt	What I want to learn	What I need to learn				
What I learnt	What I want to learn	What I need to learn						

CLOSING / EXTENSION:

HOMWORK:

- Watch this video about Titanic, https://www.youtube.com/watch?v=b0L_2jKEbA4 , then read the questions and circle the correct one.
- Teacher shares the link of the video vía whatsApp, facebook, or email.
 - When did the Titanic sink?
 - a. 1812
 - b. 1912
 - c. 2012
 - The Titanic was divided into classes: How many classes were there?
 - a. 2
 - b. 3
 - c. 4
 - What did the people think about the Titanic?
 - a. It was unsinkable
 - b. It was sinkable
 - c. It was a big boat
 - How many people survived?
 - a. 608
 - b. 688
 - c. 708



Remember: You can see the video many times

V. MATERIALS AND RESOURCES:

WHAT DO WE NEED TO DO BEFORE THE SESSION?	RESOURCES AND MATERIALS
Titanic drawing/ picture Song titanic	Blackboard, markers, flip chart paper, pens, etc.

English teacher
Cynthia Mundaca Martos

SESSION N° 2

I. INFORMATIVE DATA:

UGEL	CHICLAYO	I.E	PEDRO RUIZ GALLO	TEACHER	CYNTIA MUNDACA MARTOS
GRADE	3	SECTIONS	A, B, C, D, E, F	LEVEL	SECONDARY
NUMBER OF HOURS	2	DATE	SECOND WEEK	YEAR	

II. TITLE: "WHAT DO YOU KNOW ABOUT TITANIC?"

III. LEARNING PURPOSE: Students will be able to correct wrong data about the Titanic

COMPETENCE	CAPACITY	ACHIEVEMENT	EVIDENCE	TECH/INSTR.	THEMATIC FIELDS
▪ Read various types of texts in English as a foreign language.	Infer and interpret information from written text.	Identify relevant and complementary explicit information in various types of texts written in English.	Complete sentences with basic vocabulary.	Checklist	Past simple, past continuous Adjectives nouns
TRANSVERSAL COMPETENCE					
COMPETENCE	CAPACITY	ACHIEVEMENT	EVIDENCE		

It develops in virtual environments generated by ICT	Manage information about the virtual environment	To analyze, organize and systematize various information available in virtual environments, taking into account the different procedures and digital formats, as well as the relevance for their activities in an ethical and pertinent manner.	Develops in virtual environments when he optimizes his strategies of participation, creation, construction of knowledge and expression of his individuality to consolidate, manage and share his experience in various sociocultural contexts
TRANSVERSAL APPROACH			
TRANSVERSAL APROACH	VALUES	OBSERVABLE ACTIONS	
Inclusive or attention to diversity	Respect for differences	Teachers and students demonstrate tolerance, openness and respect for each and every one.	

IV. DIDACTIC SEQUENCE

MOMENTS	METHODOLOGICAL STRATEGIES AND ACTIVITIES	TIME
START	<ul style="list-style-type: none"> ➤ Teacher greets students cordially then together pray The Lord Prayer and the Hail Mary. ➤ Teacher asks the basic questions: How are you?, what's the weather like today?, What date is it today? ➤ The song of Titanic is sung by students and teacher. ➤ Teacher asks students some questions about the homework they carried to their houses. <p>https://www.youtube.com/watch?v=b0L_2jKEbA4</p>	15`

	 <ul style="list-style-type: none"> - When did it sink? <ul style="list-style-type: none"> a. 1812 b. 1912 c. 2012 - The Titanic was divided into classes: How many classes were there? <ul style="list-style-type: none"> a. 2 b. 3 c. 4 - Many people thought Titanic was: <ul style="list-style-type: none"> a. Unsinkable b. sinkable c. a big ball - How many people survived? <ul style="list-style-type: none"> a. 608 b. 688 c. 708 	
DEVELOPMENT	<ul style="list-style-type: none"> ➤ Teacher pastes a flip chart paper on the board with some information of the Titanic disaster. (Anexx 3) ➤ Teacher reads the information then calls some volunteers to repeat it. ➤ Students copy the information in their notebooks, then they identify verbs in past. 	55'

	<ul style="list-style-type: none"> ➤ Teacher makes teams work, then delivers the handout to the students and they solve the handout in teams. <p>(Annex 4): in the first part they correct the sentences given with the information they got or they saw on the board, in the second part they complete the sentences with some words.</p> <ul style="list-style-type: none"> ➤ Students can use a dictionary. ➤ Some volunteers participate in the board writing the sentences in a correct way. ➤ Then some students write the correct sentences. And we do the same with the following part, some students write and others say the sentences. 							
CLOSING	<ul style="list-style-type: none"> ➤ Teacher asks yes / no questions about the Titanic, students answer them. <ul style="list-style-type: none"> - Did the Titanic hit an iceberg? - Were there more than 10 000 people travelling? - Were there lifeboats for everybody? - Was the Titanic sailing from the USA to Ireland? - Was the Titanic small? ➤ Metacognition: Students complete the following chart: <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>What I learnt</th> <th>What I want to learn</th> <th>What I need to learn</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	What I learnt	What I want to learn	What I need to learn				20'
What I learnt	What I want to learn	What I need to learn						

HOMEWORK/ CLOSING

- Teacher asks students watch these scenes at home.

- Teacher sends the videos to the whatsapp group/ facebook group or by email.
<https://www.youtube.com/watch?v=rQIYPYBDPj0> DINNER IN ENGLISH
<https://www.youtube.com/watch?v=2uFlzTvUnjE> YOU JUMP I JUMP
<https://www.youtube.com/watch?v=xPlGPpS9hl0> FINAL SCENE

V. MATERIALS AND RESOURCES:

WHAT DO WE NEED TO DO BEFORE THE SESSION?	RESOURCES AND MATERIALS
Handout of Titanic Song. Write in the flip chart paper the information about the Titanic.	Blackboard, markers, flip chart paper, pens, etc.

Cynthia Mundaca Martos
English teacher

SESSION N° 3

I. INFORMATIVE DATA:

UGEL	CHICLAYO	I.E	PEDRO RUIZ GALLO	TEACHER	CYNTIA MUNDACA MARTOS
GRADE	3	SECTIONS	A,B,C,D,E,F	LEVEL	SECONDARY
NUMBER OF HOURS	2	DATE	THIRD WEEK	YEAR	-

II. TITLE: "WHAT WERE THESE PEOPLE DOING WHEN THE TITANIC CRASHED AN ICEBERG?

III. LEARNING PURPOSE: Students will be able to write sentences in past continuous

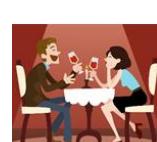
COMPETENCE	CAPACITY	ACHIEVEMENT	EVIDENCE	TECH/INSTR.	THEMATIC FIELDS
✓ <input checked="" type="checkbox"/> Write various types of texts in English as a foreign language.	Use written language conventions in a relevant way	Use written language conventions as complex grammatical devices that give meaning to text.	Write texts in English	Checklist Rubric	Past simple, past continuous Adjectives nouns
TRANSVERSAL COMPETENCE					
COMPETENCE	CAPACITY	ACHIEVEMENT		EVIDENCE	
Manage their learning autonomously	Monitor and adjust their performance during the learning process	Review the application of strategies, procedures, resources and contributions from their peers to make adjustments or changes in their actions that allow reaching the expected results.		The students propose to work as a team, they share their opinions, they share their opinions with others, they state their point of requesting opinions from all the members of the team, they improve their respective evidence.	

TRANSVERSAL APPROACH		
TRANSVERSAL APROACH	VALUES	OBSERVABLE ACTIONS
Environmental approach	Respect for all forms of life.	Appreciation, appreciation and willingness to care for all forms of life on Earth from a systemic and global perspective, revaluing ancestral knowledge.

IV. DIDACTIC SEQUENCE

MOMENTS	METHODOLOGICAL STRATEGIES AND ACTIVITIES	TIME
START	<ul style="list-style-type: none"> ➤ Teacher greets students; everybody stands up and pray “The Lords prayer”. ➤ Teacher asks the basic questions: How are you? What date is it today?, what’s the weather like today? ➤ Teacher asks students some questions about the homework they carried to their houses. <ul style="list-style-type: none"> ✓ What were they doing during the dinner? ✓ What were Rose and Jack doing when the people were descending on the lifeboats? ➤ Teacher shows the word TITANIC and asks students to tell her what they remember. <ul style="list-style-type: none"> How many passengers were in the Titanic? - How many people survived? - When was the accident? - What was the route of the trip? - What time did the ship sink? 	20`

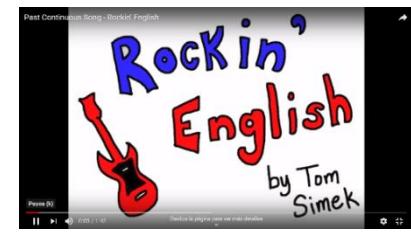


	<ul style="list-style-type: none"> ➤ Teacher shows a picture when the Titanic hit an iceberg and asks students What do you think people were doing when the Titanic crashed an iceberg? http://gpeslinks.weebly.com/3rd-grade-blog/the-unsinkable-ship ➤ She writes the title on the board, and mentions the purpose of the lesson: Students will be able to write sentences in past continuous. 																						
DEVELOPMENT	<ul style="list-style-type: none"> ➤ Teacher presents 3 pictures and asks about the verbs. Then asks students to match the sentences answering the question: what were the people doing when the Titanic crashed an iceberg? <div style="display: flex; justify-content: space-around; align-items: center;">    <div style="text-align: center;"> <p>They were talking and drinking wine.</p> <p>She was reading an interesting book.</p> <p>He was taking a bath.</p> </div> </div> <ul style="list-style-type: none"> ➤ Teacher explains about the formation of the verbs with- ing form and give some examples. <div style="display: flex; align-items: center;"> <table border="1" style="border-collapse: collapse; margin-right: 10px;"> <tr> <td>I</td> <td></td> <td><u>was</u></td> </tr> <tr> <td>She</td> <td></td> <td></td> </tr> <tr> <td>He</td> <td></td> <td></td> </tr> <tr> <td>It</td> <td></td> <td></td> </tr> <tr> <td colspan="2">We</td> <td></td> </tr> <tr> <td colspan="2">You</td> <td></td> </tr> <tr> <td colspan="2">They</td> <td></td> </tr> </table> <div style="display: flex; gap: 10px;">   </div> </div>	I		<u>was</u>	She			He			It			We			You			They			55'
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She																							
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	<ul style="list-style-type: none"> ➤ Then teacher makes teams and then delivers some cards with some pictures and verbs. (ANEXX 5) ➤ Students read the verbs, and teacher checks all understand the verbs given. ➤ Students match the verbs with the pictures. Then they describe the pictures using past continuous form. ➤ Teacher gives a number to each student in the team then she makes a raffle and the number chosen is the student who is presenting all the sentences to the class. ➤ Teacher reviews the sentences and checks mistakes. 							
CLOSING	<ul style="list-style-type: none"> ➤ Then students write sentences in past continuous describing what were the people doing when the Titanic crashed an iceberg? (ANEXX 6) ➤ Teacher presents 4 pictures and students have to write the sentences in past continuous. ➤ Metacognition: Students complete the following chart: <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>What I learnt</th> <th>What I want to learn</th> <th>What I need to learn</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	What I learnt	What I want to learn	What I need to learn				20'
What I learnt	What I want to learn	What I need to learn						

HOMEWORK / Closing

- Teacher shares this video with students to the Whatsapp group, facebook or by email.
- Students have to watch this song at home and write 8 sentences in past continuous:
<https://www.youtube.com/watch?v=5vmHyTCaqeg>



V. MATERIALS AND RESOURCES:

WHAT DO WE NEED TO DO BEFORE THE SESSION?	RESOURCES AND MATERIALS
Select the pictures of the verbs I want to work on the handout. Elaborate the second handout with more pictures and verbs.	Blackboard, markers, flip chart paper, pens, laptop, etc.

English teacher
Cynthia Mundaca Martos

SESSION N° 4

I. INFORMATIVE DATA:

UGEL	CHICLAYO	I.E	PEDRO RUIZ GALLO	TEACHER	CYNTIA MUNDACA MARTOS
GRADE	3	SECTIONS	A, B, C, D, E, F	LEVEL	SECONDARY
NUMBER OF HOURS	2	DATE	FOURTH WEEK	YEAR	

II. TITLE: WHAT WERE YOU DOING YESTERDAY?

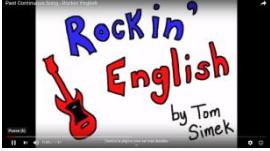
III. LEARNING PURPOSE: Students will be able to write a short text describing what were they doing yesterday.

COMPETENCES	CAPACITY	ACHIEVEMENT	EVIDENCE	TECH/INSTR.	THEMATIC FIELDS
<p>✓ <input type="checkbox"/> Write various types of texts in English as a foreign language.</p> <p>Read various types of texts in English as a foreign language.</p>	<p>Organize and develop ideas in a coherent and cohesive way.</p> <p>Get information from written text.</p>	<p>Produce written texts in English around a topic with coherence and cohesion according to their level.</p> <p>Identify relevant and complementary explicit information in various types of written texts in English.</p>	<p>Students write their text describing what they were doing.</p> <p>Complete sentences with basic vocabulary</p>	<p>Checklist / rubrics</p>	<p>Past simple, past continuous</p> <p>Adjectives</p> <p>nouns</p>

TRANSVERSAL COMPETENCE

COMPETENCE	CAPACITY	ACHIEVEMENT	EVIDENCE
It develops in virtual environments generated by ICT	Customize virtual environments	Manifest individuality in an organized and coherent way in different virtual environments by selecting, modifying and optimizing them, according to their interests, activities, values and culture	Develops in virtual environments when he optimizes his strategies of participation, creation, construction of knowledge and expression of his individuality to consolidate, manage and share his experience in various sociocultural contexts
TRANSVERSAL APPROACH			
TRANSVERSAL APROACH	VALUES		OBSERVABLE ACTIONS
Pursuit of excellence approach	Flexibility and openness		Willingness to adapt to change, if necessary by changing one's behavior to achieve goals.

IV. DIDACTIC SEQUENCE

MOMENTS	METHODOLOGICAL STRATEGIES AND ACTIVITIES	TIME
START	<ul style="list-style-type: none"> ➤ Teacher and students reflect about everything God give us and together pray: The Lord Prayer and the Hail Mary ➤ Teacher asks the typical questions how are you? What date is it today? What is the weather like? ➤ Teacher asks students to tell her about the verbs they listened in the song. ➤ Some students write the verbs on the board. ➤ If it is possible, they listen to the song again. https://www.youtube.com/watch?v=5vmHyTCaqeg 	20`

	<ul style="list-style-type: none"> ➤ Teacher mentions the purpose of the lesson: Students will be able to write sentences describing the things they were doing yesterday. 	
DEVELOPMENT	<ul style="list-style-type: none"> ➤ Teacher corrects the homework individually. If all the students did not do the homework, teacher will join students did it with other students did not do the homework. Students did the homework will dictate the sentences to the students did not do the homework. ➤ Teacher plays the song; everybody sings the song. ➤ Teacher makes students work in pair, they sit down face to face, then she delivers a small piece of paper with some sentences, there are missing spaces in the sentences. Students will read the sentences aloud in order their partners listen to and write. They do not have to show the original paper. <div style="background-color: #e0e0ff; padding: 10px; margin-bottom: 10px;"> <p>STUDENT A:</p> <ol style="list-style-type: none"> 1. I was washing my clothes. 2. I _____ feeding my dog and cat. 3. I was doing _____ 4. _____ in the park 5. What _____ _____ doing? </div> <div style="background-color: #ffffcc; padding: 10px;"> <p>STUDENT B:</p> <ol style="list-style-type: none"> 1. I was _____ my clothes. 2. I _____ feeding my dog and cat. 3. I _____ my homework. 4. They were running _____. 5. _____ were they _____? </div> <ul style="list-style-type: none"> ➤ Teacher walks around the classroom, clarifying doubts and pronunciation. ➤ Then students check the sentences on the board. ➤ Students write a short text describing what were they doing yesterday. 	50'

CLOSING

- Students listen to their partners reports and then write some activities they were doing.

My friends :	What were they doing?
Friend 1	
Friend 2	
Friend 3	

- Metacognition:

Students complete the following chart:

What I learnt	What I want to learn	What I need to learn

20'

HOMEWORK / Closing

- Teacher shares this video with students to the Whatsapp group, by email or facebook.
<https://www.youtube.com/watch?v=tCudX9eFokU>
- Describe the topic of the conversation
- Write 10 sentences in past continuous: 5 affirmative sentences and 5 negative sentences.



V. MATERIALS AND RESOURCES:

WHAT DO WE NEED TO DO BEFORE THE SESSION?	RESOURCES AND MATERIALS
Download the song. Rocking English. Make cards Student A/ Student B	Blackboard, markers, flip chart paper, pens, radio, mobile phone, laptop, etc.

English teacher
Cyntia Mundaca Martos

SESSION N° 5

I. INFORMATIVE DATA:

UGEL	CHICLAYO	I.E	PEDRO RUIZ GALLO	TEACHER	CYNTIA MUNDACA MARTOS
GRADE	3	SECTIONS	A,B,C,D,E,F	LEVEL	SECONDARY
NUMBER OF HOURS	4	DATE	FIFTH / SIXTH WEEK	YEAR	

II. TITLE: MAKING CONVERSATIONS IN PAST CONTINUOUS

III. LEARNING PURPOSE: Students will be able to make a conversation describing the things they were doing at ...yesterday.

COMPETENCE	CAPACITY	ACHIEVEMENT	EVIDENCE	TECH/INSTR.	THEMATIC FIELDS
❖ Communicate orally in English as a foreign language. ✓ Write various types of texts in English as a foreign language.	Interact strategically with different interlocutors. Organize and develop ideas with coherence and cohesion.	Participate by asking and answering questions about activities in the past tense. Produce written texts in English around a topic with coherence and cohesion according to their level.	Request and give specific information. Write sentences using the past continuous tense.	Checklist Rubric	Past simple, past continuous Adjectives nouns

TRANSVERSAL COMPETENCE			
COMPETENCE	CAPACITY	ACHIEVEMENT	EVIDENCE
Manage your learning autonomously	Monitor and adjust their performance during the learning process	Review the application of strategies, procedures, resources and contributions from their peers to make adjustments or changes in their actions that allow reaching the expected results	The students propose to work as a team, they share their opinions, they share their opinions with others, they state their point of requesting opinions from all the members of the team, they improve their respective evidence.
TRANSVERSAL APPROACH			
TRANSVERSAL APROACH	VALUES		OBSERVABLE ACTIONS
Environmental approach	Planetary solidarity and intergenerational equity		Keeps your classroom and environment clean.

IV. DIDACTIC SEQUENCE

MOMENTS	METHODOLOGICAL STRATEGIES AND ACTIVITIES	TIME
START	<ul style="list-style-type: none"> ➤ Teacher and students reflect about everything God give us and together pray: The Lord Prayer and Hail Mary. ➤ Teacher asks the typical questions How are you? What date is it today? What is the weather like? Everybody answers. ➤ Teacher asks about the sentences affirmative, negative and interrogative. https://www.youtube.com/watch?v=tCudX9eFokU 	10`

	<ul style="list-style-type: none"> ➤ Teacher mentions the purpose of the lesson: Students will be able to make a conversation describing the things they were doing at ...yesterday? 	
DEVELOPMENT	<ul style="list-style-type: none"> ➤ Teacher makes a review of the affirmative negative and interrogative sentences ➤ Students develop a practice: what were these people doing? (ANEXX 7) ➤ Students work individually to create an original clock; they paste the clock in the center of the cardboard and then they make sentences for each hour describing what were they doing... <div style="border: 1px solid black; padding: 10px; text-align: center;"> <p>What were you doing at ... yesterday?</p>  <p>I was sleeping at 6.00 o'clock yesterday.</p> </div> <ul style="list-style-type: none"> ➤ When they finish, they work in pairs and create a conversation in their notebooks. ➤ Teacher checks students' conversation spelling, punctuation, etc. ➤ Students practice the conversation in pairs using the clock. 	55'

CLOSING	<ul style="list-style-type: none"> ➤ Students do the role-play in front of the classroom using their clocks. ➤ Metacognition: Students complete the following chart: <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">What I learnt</th><th style="text-align: center;">What I want to learn</th><th style="text-align: center;">What I need to learn</th></tr> </thead> <tbody> <tr> <td style="height: 80px;"></td><td style="height: 80px;"></td><td style="height: 80px;"></td></tr> </tbody> </table>	What I learnt	What I want to learn	What I need to learn				25'
What I learnt	What I want to learn	What I need to learn						

HOMEWORK / Closing

- Watch this video at home:https://www.youtube.com/watch?v=etvW0FOD_so
- Teacher shares this video with students to the Whatsapp group, facebook or by email.
- Students should take notes about:
 - ✓ How many people appeared in the video?
 - ✓ How many women and how many men?
 - ✓ Where were they?
 - ✓ What relation ship do they have?



Julia	ISABELLA	Julia's brother

V. MATERIALS AND RESOURCES:

WHAT DO WE NEED TO DO BEFORE THE SESSION?	RESOURCES AND MATERIALS
Cardboard, picture of a clock. Handout: what were these people doing at...?	Blackboard, markers, flip chart paper, pens, radio, mobile phone, laptop, etc.

English teacher
Cynthia Mundaca Martos

SESSION N° 6

I. INFORMATIVE DATA:

UGEL	CHICLAYO	I.E	PEDRO RUIZ GALLO	TEACHER	CYNTIA MUNDACA MARTOS
GRADE	3	SECTIONS	A, B, C, D, E, F	LEVEL	SECONDARY
NUMBER OF HOURS	4	DATE	SEVENTH WEEK	YEAR	

II. TITLE: WHAT WERE ISABELLA, JULIA AND JULIA'S BROTHER DOING?

III. LEARNING PURPOSE: Identify important information according to the types of listening.

COMPETENCE	CAPACITY	ACHIEVEMENT	EVIDENCE	TECH/INSTR.	THEMATIC FIELDS
❖ Communicate orally in English as a foreign language. ✓ Write various types of texts in English as a foreign language.	Get information from oral texts. Produce written texts in English around a topic with coherence and cohesion according to their level.	Retrieve explicit information from oral texts he hears to point out specific facts and details. Write sentences using the past continuous tense.	Students talk with his classmates about the past activities of the 3 characters.	Checklist	Past simple, past continuous Adjectives nouns

TRANSVERSAL COMPETENCE

COMPETENCE	CAPACITY	ACHIEVEMENT	EVIDENCE
Manage your learning autonomously	Monitor and adjust their performance during the learning process	Review the application of strategies, procedures, resources and contributions from their peers to make adjustments or changes in their actions that allow reaching the expected results	The students propose to work as a team, they share their opinions, they share their opinions with others, they state their point of requesting opinions from all the members of the team, and they improve their respective evidence.
TRANSVERSAL APPROACH			
TRANSVERSAL APROACH		VALUES	OBSERVABLE ACTIONS
INCLUSIVE OR ATTENTION TO DIVERSITY		Equity in teaching	The differentiated abilities of the students are taken into account

DIDACTIC SEQUENCE

MOMENTS	METHODOLOGICAL STRATEGIES AND ACTIVITIES	TIME
START	<ul style="list-style-type: none"> ➤ Teacher greets students, everybody stands up and pray “The Lords prayer” and “Hail Mary” ➤ If it is possible, they watch the video again, if not they try to remember what they watched. ➤ Teacher asks <ul style="list-style-type: none"> ✓ How many people appeared in the video? ✓ How many women and how many men? ✓ Where were they? ✓ What relationship do they have? 	20`

	<p>https://www.youtube.com/watch?v=etvW0FOD_so</p>	
DEVELOPMENT	<ul style="list-style-type: none"> ➤ Now students complete this chart: describing the activities, these people were doing. ➤ First, the teacher delivers the chart and students complete what they remember. ➤ Then teacher writes some sentences on the board, read the sentences then students read the sentences, too and students match the sentences with the pictures. 	50'

		 Julia	 Isabella	 Julia's brother							
<ul style="list-style-type: none"> ➤ Students report the sentences to the whole class. ➤ They check spelling, grammar, vocabulary. ➤ Teacher delivers a Listening quiz about Julia, Isabella and Julia's brother. (ANEXX 8) 				20'							
CLOSING	<p>Teacher and students check the quiz.</p> <p>➤ Metacognition: Students complete the following chart:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">What I learnt</th> <th style="text-align: center;">What I want to learn</th> <th style="text-align: center;">What I need to learn</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"></td> <td style="height: 40px;"></td> <td style="height: 40px;"></td> </tr> </tbody> </table>		What I learnt	What I want to learn	What I need to learn						
What I learnt	What I want to learn	What I need to learn									

HOMEWORK / Closing

- Watch this video at home, and take notes about all the verbs they mention:
<https://www.youtube.com/watch?v=jkOXNxoMCIA>
- Teacher shares this video with students to the Whatsapp group, facebook or by email.
- Students answers to these questions:
 - ✓ What is the name of the programme?
 - ✓ How many people were reporting the news?
 - ✓ What were the reporters or journalist doing?



IV. MATERIALS AND RESOURCES:

WHAT DO WE NEED TO DO BEFORE THE SESSION?	RESOURCES AND MATERIALS
Card about Julia, Ysabella and Julia's brother.	Blackboard, markers, flip chart paper, pens, radio, mobile phone, laptop, etc.

English teacher
Cynthia Mundaca Martos

SESSION N° 7

I. INFORMATIVE DATA:

UGEL	CHICLAYO	I.E	PEDRO RUIZ GALLO	TEACHER	CYNTIA MUNDACA MARTOS
GRADE	3	SECTIONS	A, B, C, D, E, F	LEVEL	SECONDARY
NUMBER OF HOURS	6	DATE	EIGHTH/ NINTH/ TENTH WEEK	YEAR	

II. TITLE: DOING A ROLE PLAY IN PAST CONTINUOUS

III. LEARNING PURPOSE: Students will be able to **present a role-play (Lived- recorded) in past continuous.**

COMPETENCES	CAPACITY	ACHIEVEMENT	EVIDENCE	TECH/INSTR.	THEMATIC FIELDS
❖ Communicate orally in English as a foreign language. ✓ Write various types of texts in English as a foreign language.	Interact strategically with different interlocutors. Adapt the text to the communicative situation	Participate in an exchange by asking and answering questions about events in the past tense. Write different kind of texts and adapt it.	Students do the role-play. Students write the text of the role-play.	Rubric	Past simple, past continuous Adjectives nouns
TRANSVERSAL COMPETENCE					
COMPETENCE	CAPACITY	ACHIEVEMENT	EVIDENCE		

It develops in virtual environments generated by ICT	Create virtual objects in various formats	Construct digital materials with different purposes, following a process of successive improvements and feedback on usefulness, functionality and content from the school context and in their daily life.	Develop in virtual environments when he optimizes his strategies of participation, creation, construction of knowledge and expression of his individuality to consolidate, manage and share his experience in various sociocultural contexts
TRANSVERSAL APPROACH			
TRANSVERSAL APROACH		VALUES	OBSERVABLE ACTIONS
Pursuit of excellence approach		Personal growth	They strive to improve themselves, seeking goals that represent progress.

IV. DIDACTIC SEQUENCE

MOMENTS	METHODOLOGICAL STRATEGIES AND ACTIVITIES	TIME
START	<ul style="list-style-type: none"> ➤ Teacher and students reflect about everything God give us and together pray: The Lord Prayer and Hail Mary. ➤ Teacher asks the typical questions: How are you? What date is today? What is the weather like? ➤ Teacher explains the game: the king/ the queen of the top (based on the traditional game: rock, paper, scissors) ➤ Then, ask some questions about the video: 	20`

	<p>https://www.youtube.com/watch?v=jkOXNxoMCIA</p> 	
DEVELOPMENT	<ul style="list-style-type: none"> ➤ Teacher mentions the purpose of the lesson: Students will be able to do a role-play in past continuous. 	40'
CLOSING	<ul style="list-style-type: none"> ➤ Students read the rubric carefully and then share the videos in class. ➤ Students pay attention to the role-plays and make a report of them describing what where the people doing in each group. 	30' '

	GROUP NUMBER	WHAT WERE THEY DOING?	

V. MATERIALS AND RESOURCES:

WHAT DO WE NEED TO DO BEFORE THE SESSION?	RESOURCES AND MATERIALS
Select the video Make small pieces of paper to form the groups.	Blackboard, markers, flip chart paper, pens, radio, mobile phone, laptop, notebook, and dictionary.

English teacher
Cynthia Mundaca Martos

CHAPTER IV

CHAPTER IV

CONCLUSIONS

- From the diagnosis it was evident that students are at a beginning level in the development of listening comprehension, they are not clear about attentive listening, selective listening, global listening, and interactive listening.
- From the theories and conceptions of the flipped classroom and listening comprehension, they help fundamentally the proposal of the model, thus giving a solid basis for its validation.
- The application of the didactic model proposed, under the support of socio-cultural theory and the second language adquisition theory, which are in force in the teaching-learning process are an alternative to impulse the teaching-learning process contributing to improve listening comprehension in third grade High School students.

CHAPTER V

CHAPTER V

RECOMMENDATIONS

- It is recommended that this research work can be taken as a reference to support or motivate other educators and researchers, so that they can present other proposals and alternatives that help to solve students' problems or difficulties in listening comprehension.
- It is suggested that English teachers can consider this research. The limitation of time in public schools should not be an obstacle, English teachers must always be very creative to expose students more to the language and with the Flipped Classroom model, we can get it. The application of the proposal will contribute to the teaching- learning process of listening comprehension.
- It is suggested that before the application of the proposal is essential to talk to the students and even with their parents and explain them step by step the importance of using this model: Flipped Classroom where one of its main contributions is the use of the technology and the cooperative learning where the responsibility is an important factor to get the goals.

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ANNEXES



ANEXX 01: TEST

Full name: _____ Date: _____

Teacher: Cyntia Mundaca Martos. Score: _____

I. ESCUCHA SELECTIVA:

LISTEN TO ELIOT TALKING ABOUT HIS LIFE. TICK (✓) TRUE OR FALSE: (5 points)

- | | | |
|------------------------------------|------|-------|
| 1. Eliot lives in the USA. | True | False |
| 2. Eliot is married. | True | False |
| 3. Eliot works in a travel agency. | True | False |
| 4. He works seven hours a day. | True | False |
| 5. Roberta is a designer. | True | False |



II. ESCUCHA ATENTA:

LISTEN TO FIVE CONVERSATIONS AND TICK (✓) A, B or C. (5 points)

1. The man can't use his mobile phone

- A in the museum B outside C in the coffee shop

2. Vicky usually finishes work at...

- A six B seven C seven or eight

3. In the winter, in Elena's country, people...

- A play tennis B swim in the sea C play football



4. In the café, a sandwich is...

- A £3.80 B £2.60 C £1.20

5. Katy is...

- A tired B beautiful C hot

III. ESCUCHA GLOBAL

AFTER LISTENNING THE TWO TEXTS READ AND SELECT THE CORRECT OPTION: (5 points)

ISABEL

- 1. In the fist part ISABEL TALKS ABOUT**
A. FAMILY B. ROUTINE C. BIRTHDAY PARTY
- 2. The main idea of the second paragraph is ...**
A. ISABEL'S GETTING MARRIED
B. ISABEL'S GOING SHOPPING
C. ISABEL'S EATING EARLY

MARK

- 3. MARKS TALKS ABOUT**
A. FAMILY B. ROUTINE
C. C.CHRISTMAS
- 4. MARK IS**
A VISITING FRIENDS B. DRINKING JUICE C. STUDYING ENGLISH
- 5. THE ACTIVITIES MARK DOES IN THE AFTERNOON. ARE:**
-
-

IV. ESCUCHA INTERACTIVA

LISTEN AND PUT IN ORDER THE CONVERSATION. (5 points)

- () nice to meet you, too! My friend Scott
- () This is amazing! I'm in Macchu Picchu
- () I'm from the U.S. My name is Scott. Are you Peruvian?
- () yes, I'm. I'm from Lima, the capital of Peru
- () yes, my friend. Peru is fantastic! By the way, my name is Renzo. Where are you from?
- () Oh! Nice to meet you!

ANEXX 2

MY HEART WILL GO ON

Lyrics by Will Jennings Music by James Homer

<https://www.youtube.com/watch?v=HdXfGTirGPg>

1. Put the verbs in the Present Simple Tense.

<u>Present</u>	<u>Past</u>	<u>Present</u>	<u>Past</u>
	saw		could
	shone		would
	dug		held
	knew		gone
	opened		left
	felt		were
	did		loved
	was		stayed
	saw		heard
	believed		had
	came		went

2. Listen to the song and fill in the gaps with the verbs from the table.

Every night in my dreams

I (1) _____ you, I (2) _____ you,
That is how I (3) _____ you (4) _____ on.

Far across the distance

And spaces between us

You (5) _____ to show you go on.



Chorus:

Near, far, wherever you (6) _____,
I (7) _____ that the heart (8) _____ go on.

Once more, you open the door

And you (9) _____ here in my heart,
And my heart will go on and on.

Love (10) _____ touch us one time

And last for a lifetime,

And never let go till we (11) _____.

Love (12) _____ when I (13) _____ you,
One true time I (14) _____ to.

In my life we'll always go on.

Chorus:

Near, far, wherever you (15) _____,

I (16) _____ that the heart (17) _____ go on.
Once more, you open the door
And you (18) _____ here in my heart,
And my heart will go on and on.

You (19) _____ here,
There's nothing to fear,
And I (20) _____ that my heart will go on.
We (21) _____ forever this way.
You (22) _____ safe in my heart,
And my heart will go on and on.

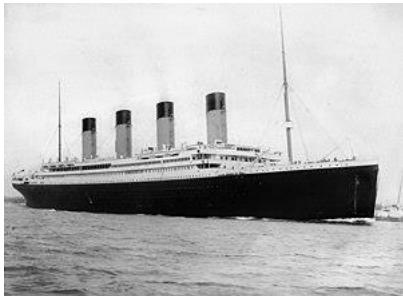
ANEXX 3

The Titanic Disaster - anniversary (April 15, 1912)

RMS TITANIC struck an iceberg before midnight on April, 14 causing it to sink at 2: 20 a. m on April, 15, 1912.

On April 10, 1912, the RMS Titanic did her maiden voyage from Southampton, UK, to New York City, US.

The Titanic carried 2228 passengers and crew. One of the largest and most luxurious passenger liners at the time, the Titanic was also considered by many to be unsinkable. On April 14, however, the ship struck an iceberg, and early the next day it sank. Only 705 survived. Because of the tragedy, the Titanic became perhaps the best-known ship in the world, capturing the public imagination and inspiring popular books and movies. After the 1985 discovery of its wreckage, interest in the famed liner only increased. Some 100 years after its sinking the Titanic reminds an enduring legend.



Adapted : <https://www.history.com>this-day-in-history/titanic-sinks>

ANEXX 4

THE TITANIC

What do you know about the Titanic?

1. Correct the sentences.

1. The Titanic was sailing from New York to Southampton.

2. It was the smallest and least luxurious ship of that time.

3. Suddenly, it hit on a mountain and water began to pour in.

4. There were not enough seats for all passengers.

5. The passengers of the Titanic were having a bad time before happiness came.

2. Fill in the gaps using the words given.

Lifeboats, luxurious, maiden, unsinkable, iceberg, reminders, grave, disasters

1. It was the first voyage of the Titanic. It was her _____ voyage.

2. It was the largest and most _____ ship of that time.

3. Suddenly, the Titanic hit on an_____.

4. People thought it would never sink that's why they called it the
_____ ship.

5. Unfortunately, there were not enough _____ on the Titanic.

6. It was one of the greatest _____ at sea.

7. The robot went down to find the Titanic in her _____.

8. All around the ship there were _____ of the life on the
Titanic.

ANEXX 5

What were the following people doing when the Titanic crashed an iceberg?

1



5



8



6



9



3



7



10



4



VERBS:

1. Sing a song
2. Write a letter
3. Play the trumpet
4. Sleep
5. Celebrate a birthday
6. Play the violin
7. Read a book
8. Dance
9. Have a bath
10. ~~Drink wine~~

ANEXX 6

Look at the pictures and complete the sentences using the past continuous.

What were these people doing when the ship crashed the iceberg?



- 1) She _____ when the ship hit the iceberg.



- 2) She _____ when the ship hit the iceberg.



- 3) My husband and I _____ wine When we heard a splitting sound.



- 4) I _____ to the orchestra when the ship hit the iceberg. I heard a creeching noise.



- 5) I _____ the violin. I felt the ship shake. I was frightened, but I kept playing. I didn't make it, and to the next day, people talk about my bravery.



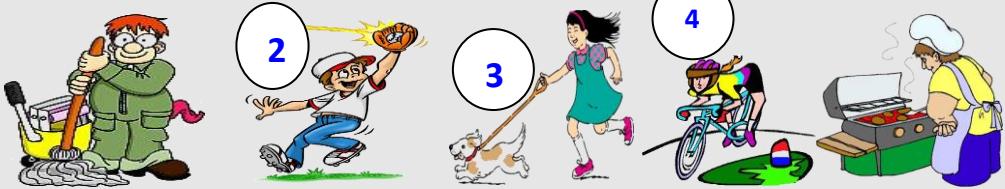
- 6) I _____ in the ship suddenly my glasses fell off.

read / dance / listen / drink / play / sleep

ANEXX 7

What were these people doing at ... yesterday?

1 Look at the pictures and write down what these people were doing at 4:30 yesterday.



- 1 _____
2 _____
3 _____
4 _____
5 _____

II Complete the sentences with the Past Continuous form of the verb in the parenthesis.

- 1 Danny (drink) _____ tomato juice.
2 She (read) _____ at 9 o'clock last night.
3 When I met her she (eat) _____ an ice-cream.
4 While Anny (run) _____ her dad (swim) _____.
5 When I came home my sister (play) _____ the piano.
6 The sun (shine) _____ when he got up.
7 When they saw Thomas he (climb) _____ the tree.



ANEXX 8



LISTENING TEST

FULL NAME: _____ SCORE: _____
TEACHER: _____ DATE: _____

LISTEN TO THE CONVERSATION BETWEEN JULIA, JULIA'S BROTHER AND JULIA'S SISTER IN LAW THEN WORK ON THIS.

https://www.youtube.com/watch?v=etvW0FOD_so

1. Choose the correct picture. (4 points)

1. Julia was sitting on the



A. CINEMA



B. PARK



C. BALCONY

2. Someone was playing the



A. FLUTE



B. VIOLIN



C. DRUM

3. Julia was reading the... at the supermarket



A. BOOK



B. NEWSPAPER



C. LABEL

4. Julia decided to make



A. SPAGHETTI



B. SALAD



C. SOUP

2. Choose True or False. (8 points)

- | | | |
|--------------------------------------|------|-------|
| 1. The manager was angry | True | False |
| 2. Julia paid by credit card | True | False |
| 3. Julia is tired and stressed out | True | False |
| 4. Julia's brother helped Mrs. Brown | True | False |

3. Answer these questions (8 points)

1. Where were they talking to?
2. Was Julia's day bad?
3. Was Mrs Brown fine after the accident?
4. Did Julia, Isabella and Julia's brother have a wonderful evening?



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