



**DIDACTIC UNIT TO ENHANCE SPEAKING SKILL BY USING VERB TO BE INTO A
FLIPPED CLASSROOM APPROACH**

**Submitted in partial fulfillment of the requirements for the Bachelor's Degree in
Spanish and English Teaching by the modality of didactic material design:**

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Thanks to my friends Slendy and Alex, true friends who have been with me from first semester.

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DEDICATION

This final project is dedicated to me! I am proud of graduating, all my sacrifice was worth it, and every single bus trip, late night work, tears and works are now showing result.

I also dedicate this achievement to my husband, uncle, sister and daughter. Without them this would not be possible.

ABSTRACT

This document reports information related to a process of design and application of didactic material done to seventh grade students of a private institution in the city of Bogota. That material is a didactic unit focused on the speaking skill and was structured under the principles established by Jolly & Bolitho (2011) in terms of teaching materials development. Consequently, four stages were taken into account to develop the didactic unit: Identification of a need or problem, Exploration of the need or problem, Contextual Realization, Pedagogical realization and Physical production of the material. Regarding to the teaching approach that oriented the different activities and exercises is suitable to say that Flipped Classroom or inverted classroom, as it is denominated in Spanish, was considered the best option. Accordingly, during the process students became familiar with a different way of participating in English as a Foreign Language classes. First of all, they had to change their mind about arriving to the classroom to receive information and repeat it quietly, instead, they had to come to the classroom with previous information that would allow them interact with the rest of the class. Secondly, they recognized themselves as the most important performers in the learning process. The material was evaluated by applying it and from this process of validation there are some conclusions that determine the usefulness of Flipped Classroom Approach as successful strategy for students to develop their speaking skill.

Keywords: Flipped classroom, didactic unit, teaching English as a foreign language.

RESUMEN

En este documento ofrece información relacionada con un proceso de diseño y aplicación de material didáctico realizado a estudiantes de séptimo grado de una institución privada en la ciudad de Bogotá. Dicho material se enfocó en la habilidad de producción oral y su estructuración se hizo bajo los principios establecidos por Jolly & Bolitho (2011) en términos de desarrollo de materiales didácticos. En consecuencia, se tomaron en cuenta cuatro etapas para su desarrollo: Identificación de una necesidad o problema, Exploración de la necesidad o problema, Realización contextual, Realización pedagógica y Producción física del material. En cuanto al enfoque didáctico que orientó las diferentes actividades y ejercicios, es pertinente decir que se el *Flipped Classroom* o aula invertida, como se denomina en español, fue considerada la mejor opción. En consecuencia, durante el proceso, los estudiantes se familiarizaron con una forma diferente de participar en clases de inglés como lengua extranjera. En primer lugar, tuvieron que cambiar la idea de llegar al aula para recibir información y repetirla de forma pasiva; en cambio, tuvieron que aprender a llegar al aula con información previa que les permitiera interactuar con el resto de la clase. En segundo lugar, se reconocieron como los actores más importantes en el proceso de aprendizaje. El material fue evaluado mediante la aplicación y de este proceso de validación hay algunas conclusiones que determinan la utilidad del Enfoque Flipped Classroom como una estrategia exitosa para que los estudiantes desarrollen la habilidad de producción oral.

Palabras claves: flipped classroom, unidad didáctica, enseñanza del inglés como lengua extranjera.

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INTRODUCTION

Developing didactic materials is a must for teachers who are involved in the teaching foreign languages field. However, it is not as simple as people may think; it requires the mixture of language and methodological skills. This means that it takes time, when we start thinking on how to create a new material for our students in order for them to learn in a better way. Also, it takes patience, sometimes we think a material is the best but for our students it is not because they may not enjoy it, or they may not even understand it. Here is where we must be patient and we must rethink everything. Following that idea we also need to be creative with the material, we cannot think of us, we should be thinking at all times of our students. Will they like it? Will they enjoy the activities? Will the presentation call their attention? Will they learn the language item? Will they be able to communicate efficiently? These questions can lead us in the designing process. Related to this, Tomlinson (2018) states that teaching is not only providing information by teachers to students, it is also everything teachers do to facilitate the learning of the different aspects of a language.

The didactic unit described here, aims to facilitate the learning of the verb to be for students of the Gimnasio Real Americano belonging to seventh grade. It was created into the flipped classroom approach, which claims for the development of speaking skills into the classroom. To structure this, was necessary to look for material design principles. Then, it was found that Jolly & Bolitho's proposal was the best option for its clear route. These authors organize teaching material development into 6 stages: Identification of a need, Exploration of that need, contextual realization of the material, Pedagogical realization, Physical production and Evaluation of the material.

Consequently, in the exploration of the need the difficulty was identified. Students of seventh grade did not know how to use the verb to be even though they had seen it for years. It is in the

school's curriculum since first grade, but they were not able to use it. Once difficulty was detected, began the exploration stage. In this, the material designer analyzed methodology and material used with the group. In the contextual realization was determined which type of material was going to be structured according to the ages, interests and needs of the students. Then the designer moved to the pedagogical stage and decided to do a didactic unit under the principles of Flipped Classroom Approach. In this, aspects like type of texts, tasks and exercises were demarcated. Another important stage was the physical production, in this features like type of paper, font, order of exercises and characters were defined. Finally, in the evaluation stage students had the opportunity of using the material, and the designer could observe difficulties and strengths of this to make improvements.

Lastly, it is important to say that this material permitted the students did different activities with their classmates to practice what they previously watched at home, becoming more autonomous by collecting the information and more engaged with their learning process.

All the issues exposed above and some conclusions and recommendations about the process, are fully developed in the following pages.

IDENTIFICATION OF THE NEED

The didactic unit was done to help seventh graders describe themselves and their classmates by using the verb to be. The students had already seen that topic back in elementary school. They reviewed it year by year, but they still did not know how to use it. Following the *Estándares Básicos en Competencias en lenguas Extranjeras para Inglés*, students of seventh grade should be able to comprehend questions and expressions referring to themselves, their family, their friends and their environment, they also should be able to comprehend descriptions and start, maintain and close a simple conversation. Ministerio de Educación Nacional (MEN, 2006) Keeping this in mind, it was not understandable that my students were unable to introduce themselves in English, and as well, they did not understand much of descriptions.

During the very first session, I decided to allow students to present themselves. I began to do that, so they would understand what we were going to do. I introduced myself with the basics, such as my name, my age, my occupation and the use of one adjective. As soon as I started speaking to the students, they started looking at each other and I heard some whispering. Then, I told them that it was their turn and if someone wanted to continue. To my surprise, one student raised his hand and stood up, he said “I is Leonardo, I have 13 years”, in that moment I realized that they still did not know how to use the verb to be. Based on this exchange, I had to completely rethink my approach to how I intended to teach the subject matter.

I began teaching the verb to be and a couple of classes went by when another constraint emerged: the school decided which book to use and they were very adamant that the teacher must follow the mandated books and lessons.

The book used for the seventh graders is named *You Too (2)* written by Pilar Barrera Wey and published by Greenwich ELT here in Colombia a division of Norma S.A. The books intended to

use different skills such as reading, writing, listening and speaking. One major downside is that the activities presented are for students who already know English and it is not focused on Colombian kids. The intercultural aspects described and used in the book were not easy to use with the students. It had many activities or texts out of their context making them lose interest.

The set of books included a student's book, workbook, and three primers. As shown in the picture below.



Figure 1 Student's Book Cover. Source: Leslie Escobar's picture. (Bogota D.C. 2017)

These books were specifically designed for students with a higher English level, which have a strong understanding of the English language. My students were learning English as a foreign language and did not have the proper foundation needed to take advantage of the lessons therein.

The student's book has good grammar explanation. For example, the book in each unit has a small "reflect on grammar" box, where it explains in an easy way some of the rules for the

specific grammar topic learnt. This helps students evaluate and practically apply what the teacher had taught.

The activities in the workbook were useful to practice what they had seen. Even though these were helpful, the activities were out of their context which made it difficult for the students to relate with. The following is an example of an activity we did in class. The students had never used a skateboard and many of them did not like it. The fact that none of the students could relate to the skateboard made it difficult for them to want to “learn the tricks.”

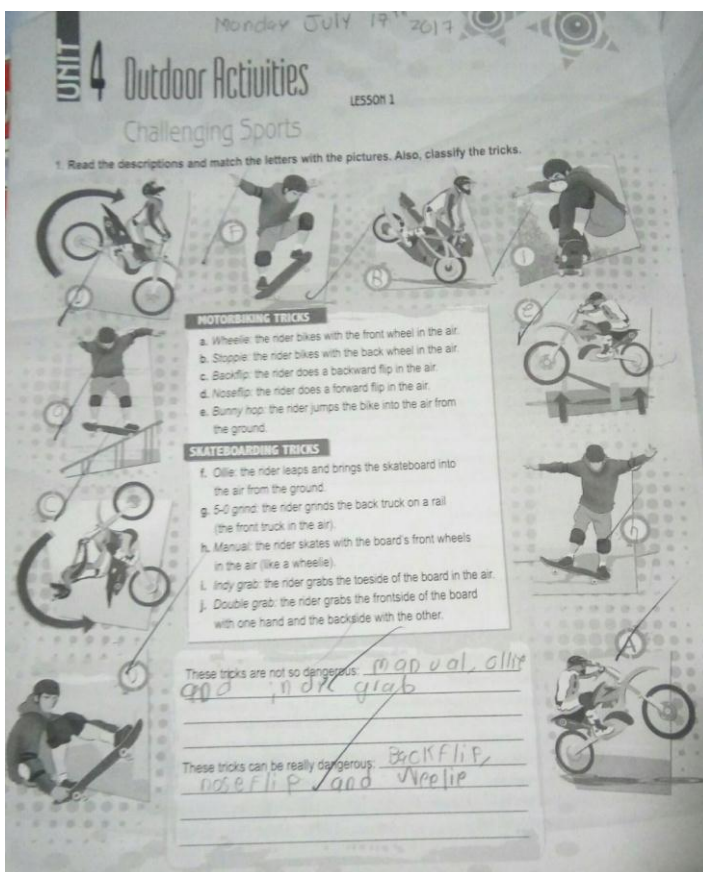


Figure 2 Work Book. Source: Leslie Escobar's picture. (Bogota D.C. 2017)

An example of activities out of the context is a song they had to fill in, was “Tom’s diner” by Suzanne Vega. Even though it has a catchy melody, the students were not motivated to sing a song they had never heard of and more when it was from 1987.

Thursday
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2017

Listen to the song and fill in the gaps.

I am singing in the morning at the diner on the corner
 I am waiting at the counter for the man to pour the coffee
 and he fills it only halfway and before I even argue he is looking out the window at somebody coming in

"It is always nice to see you" says the man behind the counter
 to the woman who has come in she is checking her umbrella

And I look the other way as they are kissing
 their hellos
 I'm pretending not to see them instead I pour the milk

I open up the paper there's a story of an actor who had died while he was drinking
 it was no one I had heard of
 and I'm turning to the horoscope and looking for the funnies
 when I'm feeling someone weighting me
 And so I raise my head

There's a woman on the outside
 looking inside does she see me?
 No she does not really see me
 cause she sees her own reflection and I'm trying not to notice
 That she's hitching up her skirt
 and while she's straightening her stockings her hair has gotten wet

Oh, this rain it will continue through the morning
 As I'm listening to the bells of the cathedral
 I am thinking of your voice...

And of the midnight picnic
 once upon a time before the rain began
 I finish up my coffee and it's time to catch the train

Suzanne Vega
TOM'S DINER

Figure 3 Student's book. Song Tom's diner. Source: Leslie Escobar's picture. (Bogota D.C. 2017)

The book asked for celebrations such as Valentine's Day, Christmas Eve, Easter, Saint Patrick's Day and so on. Some of these holidays are not celebrated in Colombia, or we celebrate them in a completely different way with different customs, etc. Therefore, part of the class would be spent explaining to students how Americans celebrate these holidays. Another issue arises if a teacher does not have the context of these celebrations, how would the students fill in the information?

Another example that the book was out of the context, was a one time reading about Shakira in one of the primers. This reading talked about her husband and her son, when Shakira has two boys of 3 and 5 years old. Students made comments about how old the reading was. As a teacher I had to tell my students to focus on the grammar and things we were learning. But it made the class lose their focus and also lose their attention.

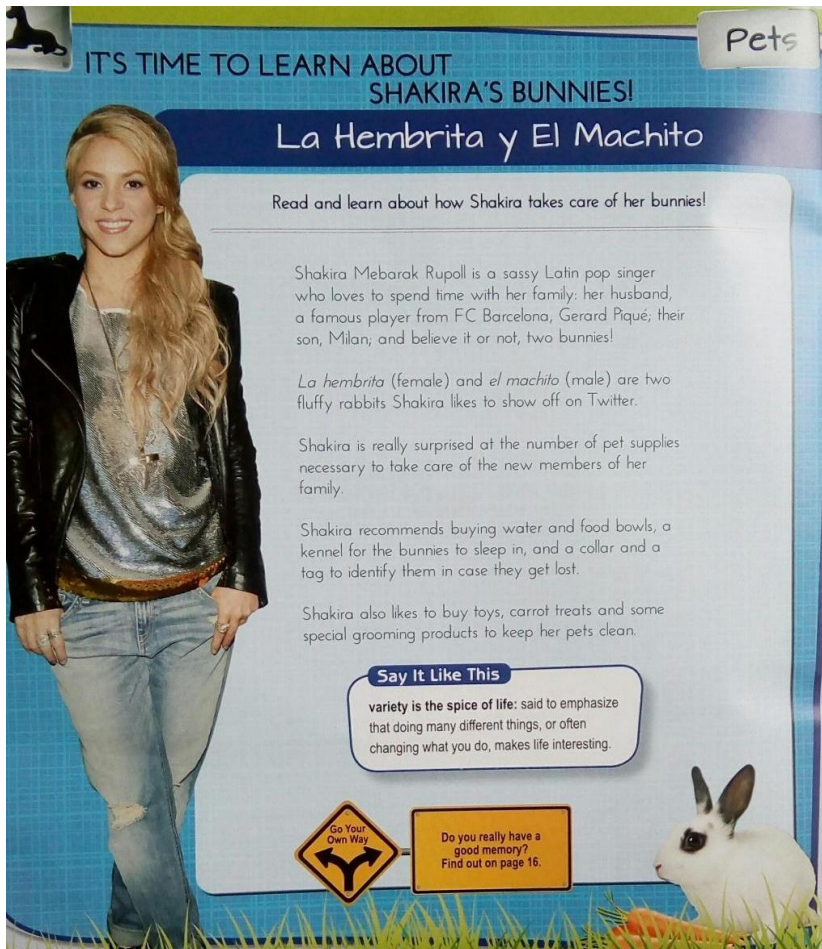


Figure 4 Student's book. Reading about Shakira. Source: Leslie Escobar's picture. (Bogota D.C. 2017)

Related to the texts given in the book, it is suitable to say that they were long and had advanced vocabulary, making the reading tedious. The students did not practice most of the described activities which consequently make the material unrelatable making the students lose interest quickly.

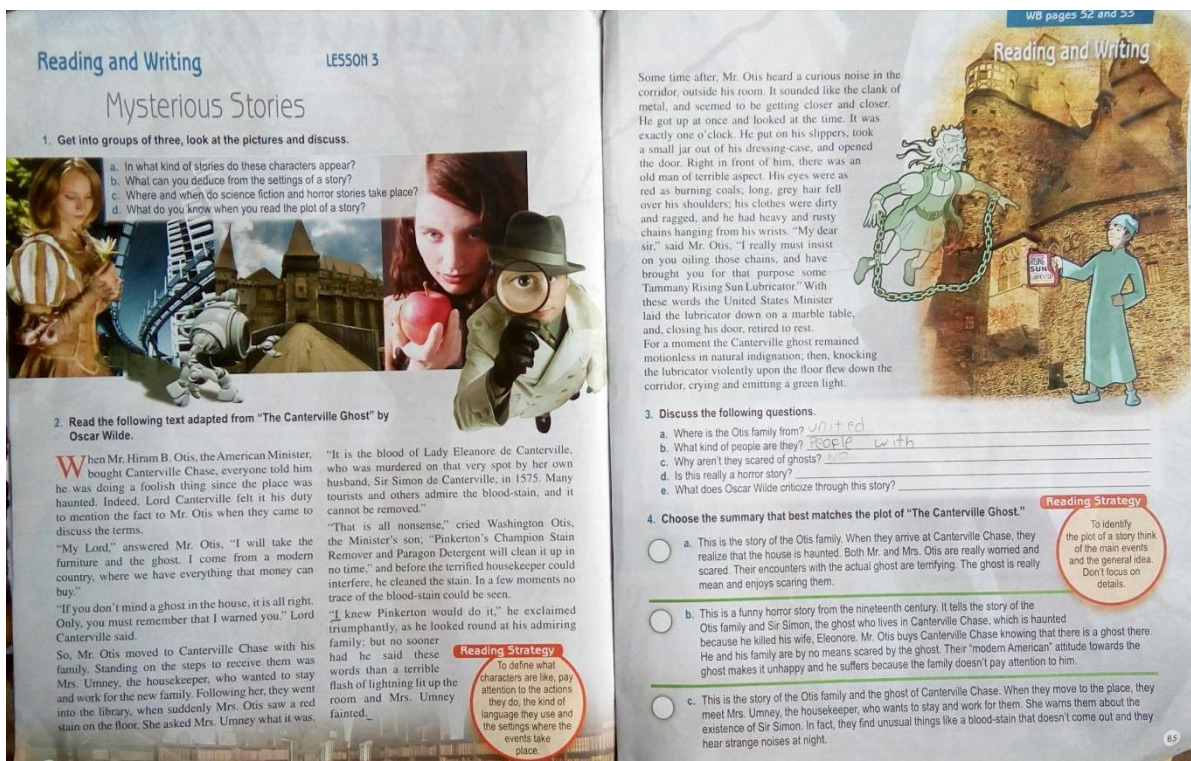


Figure 5 Student's book. Advanced Reading. Source: Leslie Escobar's picture. (Bogota D.C. 2017)

Besides the inconvenient with the books, I noticed that it was difficult for the students to identify the different use of the verb to be. They did not know how to use it in a sentence and did not have clear the meaning of it in Spanish. Since we have two different verbs and in English only one it confused them.

One last issue was the time and the amount of students per class. The classes were of 80 minutes in which the teacher had to explain topics, practice, and evaluate the students.

The classrooms had between 35-40 students making it difficult to focus or practice communication skills. There was no time to practice a new game or a new activity because the priority was to fill in the book.

This didactic unit aimed to change the methodology used by most of the teachers in this school and focusing on the students' speaking skill.

By flipping our classroom, I had time to plan more activities related to my students. Also I had more time to clear doubts and to practice what was seen at home. On the other hand, the students learnt the topic at home, allowing them to study at their own pace. The students were able to watch the video with the lesson as many times as necessary, this allowed them to come to class with the topic fresh and ready to practice.

EXPLORATION OF THE NEED

As previously mentioned, there were many difficulties teaching English in the school. As a teacher I wanted to change this and have students not only learning a topic but also falling in love with my class, and most important of all, allow students to use English by speaking.

Seven grade students had 6 hours of English during the week. We would meet several days a week; this could be positive or negative. Therefore, I decided to make it positive. As I was studying in the university an article of flipped classroom came out in a class and I decided to learn more about it. What called my attention was that “work that is normally done in class and work that is normally done as homework is flipped or switched” (Subramaniam & Muniandy, 2016; P, 67). Using flipped classroom method the students would prepare the topic at home by watching videos or reading a text, and they would learn it or put it in practice in the classroom, by playing games, simulations or even doing experiments with the assistance of the teacher (Subramaniam & Muniandy, 2016).

Flipped classroom approach helped students learn at their own pace, since they could “pause”, or “repeat” what the instructor was teaching. Flipping the classroom searches to use educational technology as well as it provides opportunities for learning through various activities. These two elements influence the learning environment of the student, which is very important to be successful (Han, 2015). Flipping the classroom brought many good things, sometimes I noticed that in the classroom I had explained certain topics and there were a few questions that I would answer in the moment. I always asked if the information was clear and I used to hear a choir of “yes ma’am”, but for the next class when I would go through their homework, I noticed many students had done it wrong and it was because the information was not clear. The students would

say that their family or friends did now know English, so they did not have any help to clear their doubts or to practice English at home.

Consequently, I did many things to flip my class; I made videos of myself explaining a topic, but that did not go so well, I tried to make my own videos, but it took a lot of time to make them.

Finally, I decided that there is a lot of material on the internet that I could use without spending so much time. I believe at first, I was focusing on the videos, but I needed to focus on the students and their practice in the classroom.

Another reason why I decided to flip my classes was because of my students' pace of learning, in a classroom with 40 students of 12 or 13 years old, is hard to grab and maintain their attention. Some students would understand the lecture right away, some would talk with their classmates and others were thinking on their lunch or things they had to do afterwards, not paying close attention to the lecture. I would spend most of the class, trying to grab their attention. When I decided for them to watch the video at home, I realized they would learn at their own pace. If watching the video once was enough they would do it, but other students felt the need to watch the video repeatedly. This helped a lot because they would get the information clearly, and, in the classroom, I would only clear some doubts and practice.

Flipping my classroom would also bring the questions to the class. When they were doing their activities, they had the teacher right there to ask and clarify doubts.

Students and parents would not stress trying to look for answers at home. I even received comments such as, "I learned too" by some parents watching the video along with their child

Rebecca Oxford (2003) states that students become more responsible and autonomous, if there is something they focused on. This is done thanks to a well structured material. She mentions direct and indirect strategies that must be taken into account when a teacher plans a class.

The direct strategies are related to memory, which helps students retrieve information. She divides these in two: Cognitive strategies which have to do with manipulation of the topic learnt and the compensation strategies, related to students understanding of the language and their production of messages in their foreign language despite their limitations of knowledge. (Garrido Barra, 2018).

The indirect strategies are metacognitive, affective and social strategies. The students used the metacognitive strategies when they planned how to work at home, or when they did their self-evaluation. This way, they were monitoring and evaluating their own process. The affective strategy helped them regulate their emotions and motivations, reason why I made activities and characters that would call their attention. And the last one is social strategies also put in practice in this didactic unit since they had several activities where they must interact with their classmates (Garrido, 2018).

It was very important for students to understand what we were going to do. Then, I explained to them the flipped classroom method and they decided to give it an opportunity. It is important for them to know the learning strategy that will be implemented for them to understand it. (Garrido, 2018)

A problem that I noticed by using the new approach is that the school expects the students to be well-behaved. Sadly, in this school like in many others using traditional teaching, well-behaved means that when a coordinator or even the principal went through the halls they should not hear a thing. The students needed to be in straight rows and be seated always in their desks.

For my new approach I had to talk with the principal and explain that this new way of teaching would be followed by noises, by students standing up and switching seats and perhaps not seeing rows again in my classroom. Even though the principal and discipline coordinator had their doubts he decided to give me a chance.

“Flipped Learning focuses on meeting individual student’s learning needs as opposed to a set methodology with a clear set of rules” (Hamdan, McKnight , McNight , & Arfstrom, 2013; p. 17) and there are four pillars of Flipped Learning that are needed in order to use this and other didactic sequence based on flipped classroom or learning.

The article “A review of flipped learning” named above, explains what F-L-I-P is, and how it works. F-L-I-P stands for Flexible Environment, Learning Culture, Intentional Content, and Professional Educator. (Hamdan, McKnight , McNight , & Arfstrom, 2013)

Flexible environment is related to the place and time the student must learn the topic. Since I used videos, they had the ease to watch the video whenever it was best suitable for them.

The flexible environment in my class was that the classroom was not always in rows as usual. Sometimes the students were sitting in groups or in couples. Some activities required students to go from one place to another to do the activity. The idea of the flexible environment is that the students can choose where and when they learn. Some would decide not to participate but that did not mean they were not learning. This happened at the beginning of the class; I decided not to force them. With time the students realized that it was necessary to work with their classmates and do what they were told such as translating from their desk.

I thought this was going to be easy because students always wanted to be standing and changing activities, but to my surprise students felt like what they were doing was wrong. They were used to just being sitting down waiting for instructions.

According to Demirel (2016) flipping a classroom has many benefits that are part of the flexible environment. For example, enhance collaboration skills, enhanced communication skills and increased student-instructor interactions. These benefits were seen throughout the development of the didactic unit, it was evident how their speaking skills improved class by class thanks to the interaction they had doing the activities. But, in Colombian educational culture is

used to text books and a teacher standing up in front of a class giving a lecture. Homework is done at home and the topic is taught in the classroom. This learning culture changes when flipping a class. Students are motivated because of the use of technology. Students arrive at the class with prior knowledge that enhances their interaction.

The children born after 1995 are considered generation Z. They tend to be digital natives. (Juanea & Cilliers, 2017) This is a challenge for teachers that are not used to technology. We must try to grab students' attention, and this is the main reason why learning culture has a big influence in flipping classrooms.

It is important to be aware of our students learning preferences. This way, we can teach in a way they will be more attentive and excited for the class.

I noticed that my students were in a different mood when starting the English class, they seemed more relaxed. They knew they could change their seats and that they were not going to only read and write. They would play, speak and do different activities.

“Intentional content is about choosing the best content to be delivered in the classroom” (Cavage, 2014) having a well prepared class allows the teacher to interact with the students, taking advantage of the time and the topics seen. Intentional content means that the teacher is going to have to think on how to improve the class. This is a challenge for some teachers, in my case as a teacher in the school I did not have to plan class. This was because we had to follow the book in order and everything was done for me.

To flip my class, I had to look for a video that was about the topic I needed to teach. I would also prepare activities for them to do while watching a video. One of the limitations of using flipped classrooms is the increased requirement of self-discipline. (Flipped classroom | Flexible learning, 2018) Kids of 12-13 years old do not have much self-discipline, and this was a challenge. Students at first did not feel the need of watching the video, but after a few classes

they understood it was necessary to arrive to the class with the prior knowledge and the activity done. This activity would show me that they completed the video.

The last pillar is professional educators. This is a very important pillar; some misunderstand flipping a classroom, assuming the teacher is not necessary because the students will have videos or readings to do at home. This instead gives more opportunities for the teacher to become a better professional educator since the class must be planned better and the job will be done in a more conscious way.

Technology can be positive or negative; this depends on the use we give. The main goal of flipping a class is not to ease our work as teachers but to ease the process of learning of our students.

As said before the teachers of the school did not feel the need to plan, because all the topics and activities were given. When flipping a classroom there were a few steps I followed.

First, plan. Planning is the most important step. We must decide which class or which topic we are going to flip, along with the learning outcomes we expect from students.

Second, choose a video. On the internet you can find many videos. It is important to watch them and think of our students' attention and English level. The video can also be made, but it is important to always think about the students. Ask yourself "How would they feel?" "Does it call my attention?" "Is it boring?"

Then, share. Now that the plan was made, the video was chosen. Now it was time to share. The video can be uploaded on a website where the students have access, or it can be sent by e-mail. In my case it was uploaded on their platform and sent to their emails, they also had the link on their didactic unit.

It is important to make sure all the students were able to receive the video, so they have the prior knowledge for the following class.

The next step was arranging the class. It is helpful to always rearrange groups, so students can share different activities and this way I had students with a good English level work with students that had some difficulty. This also helps with the social strategy mentioned above.

Lastly, their did self-evaluation on the work they had done. This is very important for students and the teacher. Each time a lesson finishes the students should do self-evaluation. This way the students can see if the topics were clear or if there is something to improve, also it is part of the metacognitive strategy. This does not only help the students, but the teacher as well. After the self-evaluation the teacher can also make some arrangements to the lesson to continue having the students focusing on the lessons.

CONTEXTUAL REALIZATION

In this part we will see aspects related to the organization of the didactic unit to develop speaking skill.

This didactic unit was done for 40 students of seventh grade. These students had class from 6:30 am to 2:30 pm. They have one break of 50 minutes. They have 6 hours of English class during the week; this means that they have English class 3 days a week. The English class should be fun and interactive; the class cannot be boring and tedious.

Students like to watch videos online, and are very active on social media. They all have internet at home and many of them have internet on their smart phones. They are shy when it comes to speaking activities, such as making presentations on their own. When they work in couples or groups they become more confident

Rooms are not very big as shown in the picture, but to do team activities we managed to make the desks fit as shown in the picture.



Figure 6 Students Working. Source: Leslie Escobar's picture. (Bogota D.C. 2017

Developing a didactic unit allows students to appreciate their work. This is one of the main reasons why I decided to make a didactic unit for this group. I wanted the students to feel proud of what they have done and learned. I also like to share what I have learned in the university, something I can apply and will work.

A didactic unit is an integrated set of activities for a class, where the student will be able to use all the topics and instructions needed to pass certain class (Aretio, 1997). The purpose of using a didactic unit is to follow a set of activities which are linked and will strengthen the students' knowledge. At the end of the didactic unit the student as well as the teacher will feel satisfied with the topic learned.

A didactic unit is a complete and sequentially organized set of basic elements that are part of the process of learning-teaching. (Aretio, 1997).

Didactics unit can be made for several classes, or even semesters. The most important quality of a didactic unit is its sequence. In this case we had a sequence for four classes of 80 minutes, and it only worked on one specific topic.

In this didactic unit, the students of seventh grade learned how to describe themselves and others. They also were able to write small paragraphs using the verb to be but mainly focused on their speaking skill.

The didactic unit did not only give activities to do during the class, but also before the class. This is very important when using flipped classroom because it gives an overview of the topic that will be analyzed in the next class (Subramaniam & Muniandy, 2016). The students come to class with a prior knowledge and this way as a teacher I was able to guide better the students and more time was spent practicing.

As I said previously this didactic unit is focused on the speaking skill. Therefore, there are several of activities where students had to interact with each other. Activities like speed datings where students did not always speak with the same person but had to go from one classmate to another and practice. The main goal was students to recognize the verb to be and learn how to use it every day and to understand the use of the language in order to meet others.

Flipping my classroom did not only mean that the homework was done in the classroom and the lesson at home. It was also a change of a traditional class. As said previously, students were used to be seated in rows during their 7-8 hours of class. Flipping a classroom included activities where they must stand up or change their seat. Every class face a new person, or every class play a different game always using the English language. It denotes that the teacher must plan every second of the class to keep the students engaged in the lesson. The activities were thought for the students to be able to resolve problems and practice communication (Subramaniam & Muniandy, 2016).

PEDAGOGICAL REALIZATION

This didactic unit aimed to solve several problems students faced when learning English as a foreign language, one obstacle that the students faced was the time limitation. (Han, 2015). Students only had a few hours per class to learn and practice what the teacher taught them. Many students did not practice at home or did homework a day before the class, so the explanation was already forgotten. Also, with this time limitation the speaking skill is neglected by teachers, and this gives learning little purpose (Han, 2015). Sometimes the teachers are focused on to fill up books and notebooks, in keeping students “busy”. Sadly, there are parents that look for the same, if you did not fill four pages of the book during the class; they believe “nothing was done”. Fluency and communication take time and flipping the classroom allowed me as a teacher to have more time to put in practice what was seen at home.

With this didactic unit I focused on speaking. There were games such as Battleship. This is a very fun and interactive game. Students made mistakes, but they learned, and they corrected their mistakes while playing. This game I made it up and it can be used with almost every topic in any subject. The students believed they were only playing and after they understood how to play the game they started speaking without any fear. Doing these activities helped them learn more than just reading and answering questions.

This didactic unit addressed verb to be in its affirmative form. Students watched a video at home as the lecture. The video is 5 minutes long. It is in British English, I chose this video because it explains all the material I needed for these four classes.

Since the students did not have a high level of English I realize students would not understand the complete video. Therefore, I made a script of the video, each student had.

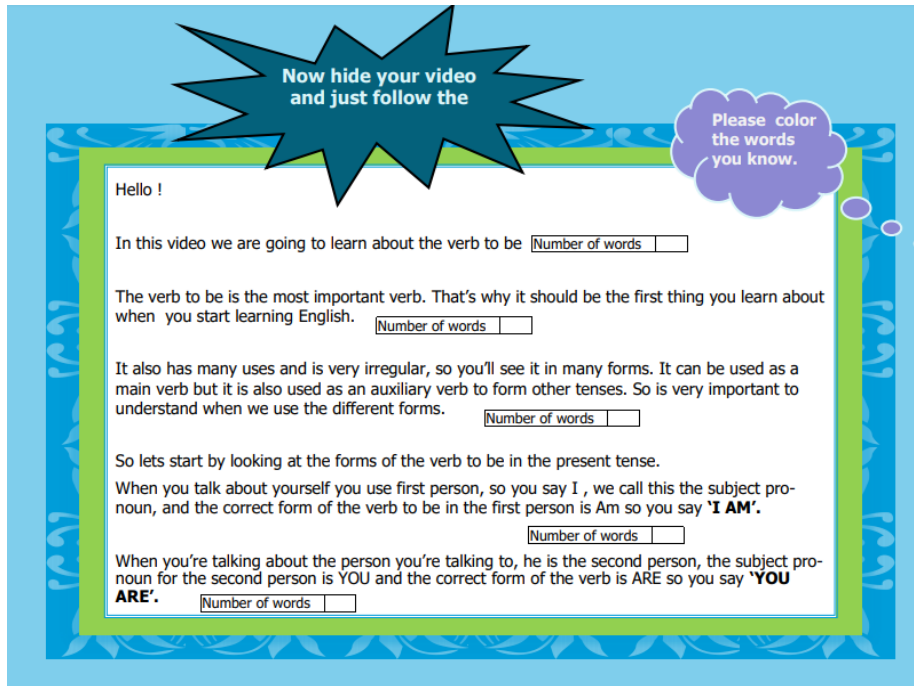


Figure 7 Script of the video. Source: Leslie Escobar's script

They had to follow the script at home while watching the video. Students at home had to color the words that they knew and count the words in the paragraph. In class we did a team work, where they shared the words they did not know and helped each other to have only one list of words that did not know the meaning. At times like those we used to speak Spanish, just to make sure they understood everything they did. If the students felt forced to use the foreign language, in this case English and may resent learning (KICIR, 2013). Therefore, during the class Spanish was used as necessary. The colored words were checked when the class began, this way I made sure students completed the activity.

Every class we had warm ups. It did not take more than 15 minutes, and it helped students remember what they watched in the video. The warm up activities were done playing tic tac toe with a ball I had, the student that lost would answer three questions given in the didactic unit.

This way they would start speaking and with a fun game. While the students were speaking they were filling in or rearranging some sentences using the verb to be. This is important because it helps provide variety and interest in the lesson. (Velandia, 2008) Besides a warm up activity helped me as a teacher evaluate in a quick way if the students watched the video at home and if the information was clear.

Other activities were thinking of the students changing seats and speaking with their classmates. There were also writing activities, the idea is that every class even though it had a pattern, was different. The activities in the didactic unit, had simple English instructions, so students could understand and were able to feel capable of following instructions in English.

I assessed all the time. Since many activities were made for students to speak, I was always walking by them and evaluating if they were doing it correct. If they were making mistakes in that same moment I could make some corrections. The next time went by that same person, I could see if the mistakes were corrected. Evaluating does not only mean with a sheet of paper and answer sheet.

Every time the students did an activity, I was listening attentive to their response. This way was sure they understood what they had to do.

PHYSICAL PRODUCTION

The didactic unit has two sessions. The students began watching the first part of the video at home, up to the minute 3:20. The video explains the verb “to be” with each subject pronoun. The video is all in British English and it takes about 5 minutes, since the students did not have a high level of English, they had a transcript with everything that is said in the video.

The transcript also helped students follow what the person was saying and to understand a little more. We must keep in mind the student’s English level. They had the video a week before the class, this way they could watch it as many times as necessary.

The students colored the words they knew on the transcript. I decided for them to color the word they knew because it was also a motivation to color several words.

They also had to count the words by paragraphs and in a small box given. Helping them focus completely on the reading and information.

This activity was checked in at the beginning of the class then, they would make groups to share the words known. If a student in the group knew a word the other classmate did not, they would help each other and share knowledge. After that, they would only have a few words that they did not know and I helped them with the meaning.

The didactic unit has a Tahoma font size 12, and in the instructions a little bigger. I considered it is a little bigger than the usual Times New Roman or Arial. It also gives the didactic unit a more informal appearance. The students felt more comfortable reading fonts a little bigger. To make the didactic unit more interactive, I had a character. I chose as a theme the Simpsons. Many students watch these cartoons and they have all the characters needed, such as family, friends, classmates, teachers and so on, also I’m a big fan of the Simpsons so I can relate with the characters.

Mrs. Krapapple was the character giving the instructions since she is a teacher. This way they connected more with the assignments.

The unit had colors and cartoons, but it was done with the Simpsons because they are cartoons for bigger kids or even adults.

The first activity as said before was done at home. When the class began, students sat in groups and shared the words they knew and the ones they did not. They helped each other, and the idea was to reduce the amount of unknown words.

I taught them small phrases such as “do you know the meaning of ____?” Or “how do you say ____ in Spanish?” This way they kept practicing the speaking skill and would do the activity very interactive.

Then they had a small warm up to practice the subject pronouns seen in class. The students used to play “tic tac toe” and the person who would lost had say to the class three of the answers speaking. This activity only took 10 minutes and 5 minutes checking out loud, I was always walking around the classroom all the time.

This activity helped students lose shyness and improve pronunciation of the words used.

Later they had a speaking activity. They were able to write down in the didactic unit to help remember what they were going to say. This activity at first made them nervous. I told them they did not have to walk up to the board; they could do it standing up next to their desks. This gave them a little more confidence.

The groups were of three or four classmates, each one presented themselves and their classmates. They gave only one small piece of information such as their name, nationality, age, or an adjective (tall, small, smart). They could use different subject pronouns to do this activity.

I told the students to please check the mistakes their classmates made but I was the only one who could correct them. Also I would ask the other classmates questions such as: “What was

your classmate's name?" "where is Laura from?" this way I would evaluate if the students were paying attention and also they would be speaking all the time.

After a few exercises the students started presenting themselves and their classmates without making mistakes. Even though the information changed they all followed a pattern and by repeating they learned the basics.

We had 13 presentations saying basically the same. I was attentive to the presentations to correct mistakes and was always asking questions. This activity took 50 minutes.

The following activity was for them to write. They wrote about themselves just like they did in the previous activity. They could write their name, age, nationality, occupation, favorite fast food or dessert, using the verb to be. I wrote on the board the example of "my favorite fast food is pizza" and explained that it is the same with the dessert or a drink. If the student did not know how to say the dessert in English, they could write it in Spanish and it could be translated on the board for further examples, even though I wanted the activities to be of their context many of the desserts did not have a translation. This activity lasted about 25 minutes. And the first block of class was finished.

For the next class the students needed to watch the rest of the video, follow the transcript again and color new words. They would share the new words with the class and to my surprise there were not many. We began the class with a small warm up. They had to fill in the sentence using the correct verb to be and then match the sentences with the picture, they would share out loud their sentences, this way they were always speaking.

The following activity was "speed dating". Students arranged sits, facing each other.

I wrote on the board names, subject pronouns on one side, and on the other side adjectives or destinations. Each student passed by and said as many sentences as he/she could, and the other student must write them down. When I whistled one student switched sits and made more

sentences to the next student. When I whistled twice the students had to start to speak, and the ones that were speaking started to write.

This was a very fun activity and it takes time because they got so into it they do not want it to end. It took about an hour and at the end they did their self-evaluation. We talked a little about the class and if they liked it or if they did not. We also talked about aspects to improve.

To begin the next lesson the students watched the video again but complete without the transcript. In the class they did a small warm up, this was a small word search with the subject pronouns, verb to be and Simpsons characters.

The activity that was done after the warm up, was rearranging the sentences using the verb to be. They had to share the sentences out loud, so their classmates could correct. If somebody had questions they helped each other.

Then the following activity was a speaking one, students talked about one of the Simpsons characters. They could choose between Homer, Marge, Lisa, Bart or Maggie, or they could describe them as a family. To present the activity we played categories, a game they enjoyed and helped a lot with vocabulary. I would say, “categories: Colors” and they would have to say colors the person who repeated or took a long time to answer would lose and share their text, it was fun but at the time they practiced speaking. These two activities took a block of English class.

For the last class using this didactic unit began with a small warm up. There were sentences using the verb to be, and they had to color with red the subject pronouns, with green the verb to be, and with purple the rest of the sentence.

The last activity of this second lesson was “battleship” students decided to make two big groups instead of seated in couples, one team chose different ships, and they could be made of one square, two squares or three squares. The other team made sentences in order to hit or sink their ship. If the student said a sentence where there was not any ship the other student must say

“miss” and is the other student’s turn. If the student said a sentence and there was a ship the other student will say “hit” or “sunk” if it hit all the squares of the ship.

This is a very fun game and it takes time. Students practiced making sentences using the verb to be and by practicing they learned. At the end of this lesson they had again a self-evaluation.

CONCLUSIONS AND RECOMMENDATIONS

There are some conclusions arising from the process of designing material by using flipped classroom and Bolitho's route for developing teaching materials.

In first place, I will mention some aspects to improve I found while doing and apply this didactic unit, one is that the rooms are too small and with too many students. We took a lot of time trying to fit desks and trying to go from one place to another. The speed dating activity was one student's favorite activities, but it was very complicated to move from one sit to another.

Another issue was that some next-door teachers complained that there was a lot of noise coming from our classroom; they even said there was a "party". I remember in a teacher's meeting I had to talk to all of them and explain the activities that I was doing.

We were also overdue on filling in the set of books we had to do. Some parents complained saying that they had paid for a book and why was I using another material. I explained to them in a meeting the purpose of the didactic unit and how much the students had enjoyed it.

Related to the positive aspects students loved the class so much they did not want to go back to the traditional teaching and we did not go back. Students at the end of the fourth class wanted to speak at all times, they felt confident and many said they did not know the verb to be was so easy. Students asked for more activities like those and from that moment on I decided to change my way of teaching. Even though the didactic unit was only done in four classes the vocabulary and pronunciation of the students improved a lot.

That year we ended filling the books as the principal, coordination and parents asked but we were always working with the flipped classroom approach.

Students were always in control of their learning. They were always excited about the next class. I felt like time was really well spent. Students were not bored in class by me standing on the board giving lectures. We had much more time to practice what they had seen at home.

Speaking was the main purpose in class, and the students loved to speak and make sentences on their own sentences.

Something that I did not expect was that the academic coordinator asked me to teach my workmates how to flip their classrooms, this really touched me. And as a result, I proposed changing the books to virtual ones with an editorial that tried to implement flipped classroom. And since this year students finally changed their books and the methodology is gradually changing.

I am proud to say that I no longer teach in the traditional way, and it was thanks to my university and the education received there.

Some recommendations for the teachers that want to work by flipping out their classrooms are:

-At the beginning of the new implementation it is difficult to make students watch the videos at home, because they are not used to this new approach, it is important for students to accomplish an activity while watching the video. So the activities must be funny and follow a specific time.

-It is important to explain to students and parents the changes of the class, why and how it is going to be done.

-Remember things do not always go as planned so it is important to have other activities in order to replace the one that could not be achieved.

-Not all the students have the same abilities, some activities might be interesting for ones and boring for others. Then it is very important provide great variety of activities in the different skills.

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Anexos