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**MENCIÓN LENGUA INGLESA**

**THE FLIPPED CLASSROOM AND THE ORAL  
PRODUCTION IN ENGLISH IN A SECOND  
GRADE CLASS**

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## **Abstract**

This final degree work tries to be an approach to an innovative and pedagogical methodology, “The Flipped Classroom”, throughout theoretical research, but also a practical implementation of it, since this method changes the usual path of education, inverting the way of teaching. In the first place, it has been exposed the theoretical framework and then, it has been discussed different aspects concerning the Flipped Classroom.

It is worth highlighting that the main purpose for this work is to see whether or not, the method helps students developing their oral skills, and to check its effectiveness, in comparison to other methods.

To develop this method, it has been taken the educative video, as a major resource to explain the theory. This tool is the motor of the methodology, and it is the one with which students are going to be able to learn the contents at their homes, by watching the videos. In order to enable this and to be able to gather the results, the principal online tool that it is going to be used is *Edpuzzle*, which will be described during the dissertation.

Moreover, the five lesson plans are going to be developed using the *Flipped Classroom* methodology and communicative tasks, in which we will see how it works and how students are able to learn, respecting their own learning rhythm. The conclusions obtained show that this method adapts better to each student, being able to adjust to diversity.

*Key words:* Flipped Classroom, Primary Education, Oral skills, English language, communicative tasks, Edpuzzle

## Resumen

El presente Trabajo Fin de Grado pretende servir de acercamiento a un modelo innovativo y pedagógico, el “Flipped Classroom”, a través de una investigación teórica, pero también una implementación práctica del mismo, ya que este método cambia la forma de la educación, invirtiendo la manera de enseñar. En primer lugar, se ha expuesto el marco teórico, y después, se han dado a conocer diferentes aspectos del Flipped Classroom.

Es importante destacar que el principal objetivo de este trabajo es ver, si este método ayuda al alumnado a desarrollar las destrezas orales, y probar su efectividad, en comparación a otros métodos.

Para desarrollar dicho método, se ha utilizado el vídeo educativo, como principal recurso para explicar la teoría. Esta herramienta es el motor del método, y con ella el alumnado podrá aprender los contenidos desde sus casas, pudiendo ver los vídeos. Para que esto ocurra y poder recoger los resultados, la principal herramienta utilizada será *Edpuzzle*, descrita a lo largo del trabajo.

Además, se desarrollarán varias sesiones utilizando el método *Flipped Classroom*, así como tareas comunicativas, en las cuales se podrá ver si funciona y cómo el alumnado es capaz de aprender, teniendo en cuenta su ritmo de aprendizaje. Las conclusiones extraídas muestran que este método se adapta mejor a cada estudiante, pudiendo ajustarse a la diversidad.

*Palabras clave:* Flipped Classroom, Educación Primaria, Competencias orales, lengua inglesa, tareas comunicativas, Edpuzzle

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## 1. INTRODUCTION

Nowadays, our society is changing with significant speed; therefore, education is changing as well, in an attempt to adapt to the new technologies and tools that are emerging. In contrast to this fact, not every school is able to adapt to these changes, Moreover, most of them are still ruled by traditional methodologies, in which students are not the main focus of the learning and teaching process. This means that it is not a pupil-centered practice, so the method does not adapt to their learning rhythms, to their needs, and it does not take into account whether the students already have the contents that are being taught or not.

For this reason, the purpose of this study is to offer detailed research and an implementation of the *Flipped Classroom*, an innovative learning methodology that inverts the teaching, helping students and approaching them these changes. Furthermore, the Flipped Classroom method, or FC, makes them the principal characters of the learning process, adapting to diversity.

This also happens when teaching English, since it is hard for students to learn, but which is taking a greater role in the society, due to the fact that it is starting to be seen as the universal language, and the most spoken one.

From now on, the vision that teachers had about teaching English is changing. Some years ago, most teachers taught English through a grammar-based book, in which students learnt grammar but they did not know how to produce language orally. Currently, in some schools, English is being taught as a means to communicate, which includes producing the language, understanding the language and interacting with others to practice it.

For this reason, teachers need to provide students with real-life communicative activities, in which they need to produce language that might be used in real-life situations.

In order to achieve this, it is necessary to educate current and future teachers on technologies. Therefore, they will be able to develop the necessary competences that are needed in order to establish methodologies that involve using digital tools. Consequently, if teachers can develop the digital competence, they will be able to transmit this knowledge to their students, meaning that the method could work. This learning would also be useful for their future, since technologies are important for their global development, especially to make a good use of the ICTs.

Regarding the *Flipped Classroom* and the use of technologies implies, it is necessary to remark the importance of the term *E-learning*. The main characteristic of this system is that it has to be developed via internet. The term *E-learning* means electronic learning, and, in this case, it is focused on helping students but also teachers.

Providing a solution for this problem, has become a central issue, since students need to be active in the process, requiring a new teaching model that can be adapted to their necessities. Moreover, English has to be seen as a way of communicating, we need to give students a reason to understand it and to use it. As for this, teachers use the Communicative Learning Teaching Approach (CLT), which base is to provide communicative activities, based on real-life situations.

The present study is motivated by the need to take into consideration the necessities listed previously, and which will provide a method that has emerged recently, and which has been mentioned before. It combines two important aspects, a pupil centered learning and the use of ICTs, helping the educational community to acquire the English language.

## **1.1. Objectives**

The objective of the present TFG is to investigate about the effectiveness and the impact of implementing five sessions, using the Flipped Classroom approach, to improve the oral production on a second graders classroom.

Considering the main objective, there are specific goals that explain the main one:

- Defining the Flipped Classroom method, and its advantages and disadvantages.
- Studying different digital resources, such as the educational video.
- Analysing the use of this methodology for the improvement of the oral skills in a Primary Education classroom.
- Analysing the results of the implementation of the model to know its effectiveness.
- Describing the degree of motivation and satisfaction of this methodology in the English teaching.



## **2. THEORETICAL FRAMEWORK**

In this part, there is an approach to the theoretical concepts that support the main aims of this study. Since the proposal is to determine the usefulness of the flipped classroom approach has on second graders' oral production, the theoretical base below will be research about different theories and techniques related to the points mentioned before, flipped classroom learning and second graders' oral production, in combination of other approaches, such as the Communicative Learning Teaching one.

### **2.1. Flipped classroom**

The concept of the Flipped Classroom Method was based at first on the usage of videos as a way to transfer content. And nowadays, this method has changed and it “is the opposite of the traditional model” (Prado-Yépez, L. E et. al, 2021, p. 74). It makes use of the technological devices, in order to change the classes into dynamic and entertaining ones, but at the same time didactic (Prado-Yépez, L. E et. al, 2021)

According to Sidky, G. (2019, p. 26), if we compare the traditional classroom to the flipped one, it changes the usual order of in class teaching. Instead of explaining the lesson, giving home assignments to emphasize given information, and finally after class practice; in the flipped classroom method, teachers provide students with videos and different online resources for self-learning.

But it also changes the way in which children participate, because as Hamdan et al. (2013, p. 12) explains, it is a learner-centered model, instead of a teacher-centered, in which we transfer a major part of our knowledge from inside the classroom to outside.

Furthermore, it provides students an active learning, in which they can think critically (Prado-Yépez, L. E. et. al, 2021). For this reason, the educator has to incorporate engaging

learning activities to be completed during the class time. These activities need to be cooperative and collaborative, because students need to interact, collaborate and explore together; and finally, we have to allow students to manage their time and let them be autonomous during the learning process (Hamdan et al. 2013)

### ***2.1.1. Characteristics of the Flipped Classroom***

According to Prado-Yépez, L. E. et. al (2021, p. 75), the Flipped Classroom method has 5 main characteristics:

#### **2.1.1.1. Learning pace (rhythm)**

As teachers, we need to take into account factors, such as age, condition or student motivation, because these are going to influence on how our students learn, as well as on the learning rhythm they have.

#### **2.1.1.2. Flexibility**

This characteristic enables students to have more independence and autonomy. As for this, students will be able to control their learning (Dekain University, 2009, as cited in Prado-Yépez, L. E et. al, 2021)

#### **2.1.1.3. Interactivity**

It is defined to be an approach that fosters students to speak and communicate, to interact, with the others (Renner, 2018, as cited in Prado-Yépez, L. E et. al, 2021)

#### **2.1.1.4. Critical thinking**

Critical thinking can be defined as the ability to find a solution, by putting the ideas in common with other people (Koh, 2019, as cited in Luis Eduardo et. al, 2021)

#### **2.1.1.5. Autonomous learning**

The flipped classroom requires that students collect data before class. Teachers instead of presenting information to students provide guidance to them and use class time to make learning meaningful (Lasry et al., 2014, as cited in Sidky, G, 2019, p. 27).

This means that the model enhances autonomous learning, for what there have been various definitions. On the one hand, Holec (1981, as cited in Sidky, G, 2019, p. 28), defines it as a spontaneous learning, in which students take responsibility for their learning; Dang (2010 as cited in Sidky, G., 2019, p. 28) says that the learner can decide what to learn, how and when; finally, Oxford (1999, as cited in Sidky, G., 2019, p. 28), says that it is related to self-regulation, meaning they can plan, guide and monitor self-learning.

#### **2.1.2. Pros**

According to Gorman, M. (2012) this method is adapted to every student and to their learning abilities. Our role has changed, and now we are able to walk through the class and observe in what our students struggle with. We can help them, and, in the end, we can personalize the learning to be individually adapted.

From the previous advantage, we can notice that the student-teacher interaction increases. Teachers are a major character in students' lives, and it is important to have face-to-face interaction. Our role has changed, and we are not only presenters of content but also learning coaches, so we spend time talking with our pupils, which also helps us to know better our students, since we also inspire, encourage, and listen to our students (Gorman, M., 2012)

And another major benefit is that the student-student interaction is also increased. The teacher has time to walk around the class and see in what students' struggle, if some of them struggle with the same thing, they are able to reorganise students, and put together those who

were having difficulties. Students help each other instead of asking the teacher, which develops collaborative groups (Gorman, M., 2012)

## **2.2. Learning and acquisition**

Nowadays, as Bozkurt, A., & Ataizi, M. (2015, p. 155) explain, English is seen as a lingua franca, meaning that most people in the world uses it in order to communicate with people that do not speak the same language. In schools, English is taught as a second language (ESL) in most countries.

As a means to learn and acquire the language, in most cases, conventional methods are used. However, with the raise of new technologies, innovative approaches or methods have been implemented, leading to engaging learning experiences.

Before explaining the method used in this final degree work, there is a need to differ between two terms: learning and acquisition. Krashen, S (2001, p. 2) defines language learning as a conscious process which is based on error correction and the presentation of grammar. This same author describes language acquisition as an alike process to the one that students employ when acquiring a first language.

These two terms have different and opposite characteristics, according to different researchers:

When acquiring a language (LA), it is vital to communicate and use the target language, because learners are able to understand the messages, even though they do not know the utterances (Krashen, S., 2001, p. 1). In contrast to learning (LL), grammar rules and error correction are not significant, meaning that students infer how to use the language without a direct explanation of how it works (Brown and Hanlon, 1970; Brown, Cazden, and Bellugi, 1973, as cited in Krashen, S., 2001, p. 1)

Moreover, as mentioned before and as Hussain, I. (2017) explains, LA arises in a natural order and is seen as an innate system, and its progression is focused in communication than in its usage. So, one of the main points of LA is the practice of the language. Conversely, LL is based on the form, rules or error correction, and also in the short of motivation the learner has. And it focuses on the theory.

As it can be inferred from the previous characteristic, LL has a deductive reasoning, due to the fact that students need to infer conclusions from the given rules and information, while LA is an inductive reasoning, since students need to find the way leading to a solution, which is communication (Hussain, I., 2017)

Regarding aptitude and attitude, while LA depends on the aptitude of the learner, denoting their capacity and ability to acquire the language, LL is determined by the attitude and the mental state of the learner (Hussain, I., 2017)

In LA, there's mostly a non-translation approach, due to the fact that the student is the one who makes use of the practical skills of understanding and speaking the L2, while in LL, it is essential to translate, especially to learn the vocabulary (Hussain, I., 2017)

Finally, it is key to describe how students are familiarized with the language. In the case of LA, students assimilate it when they imitate or represent what their relatives say, while in LL, it is substantial to commit errors, since making mistakes leads to error correction (Hussain, I., 2017)

In conclusion, we can see that LA and LL are compound by different characteristics, and that those make a clear distinction among them. For Krashen, S. (1982, p.10 as cited in Hussain, I, 2017, p. 3), language can be assimilated, comprehended and understood by two way, LA and LL. And that in the first case, LA, we are unconscious, and we do not know anything about grammar rules; while, in the case of LL, we are totally conscious of these rules.

And he finally establishes a connection between humans and how we acquire the language, and it is called *Input hypothesis*.

### **2.3. Comprehensible input and output**

In the previous point, there have been mentioned various characteristics that form the LA and the LL. But according to Krashen (1982, as cited in Nunan, 1999, p.44), language acquisition occurs when there is comprehension. This means that if our students understand the message, which must be a little bit challenging, that we are delivering to them, they will be acquiring the grammatical structure that they are working with in that moment.

Nevertheless, according to Swain (1985, as cited in Nunan 1999, p. 45), after observing some immersion programs in Canada and she came up with an alternative hypothesis, called *comprehensible output*. She suggested that a key point for acquiring a language was to give students opportunities to produce it.

Moreover, Montgomery and Eisentstein (1985, as cited in Nunan 1999, p. 45), also supported the idea about the importance of using the language in communicative situations if we want pupils to acquire it.

According to Krashen (1982, pp. 12-14, as cited in Patrick, R., 2019), there is a Natural Order in which people acquire a language. This means that students need to be in a concrete stage to acquire certain features. So, as teachers (Patrick, R., 2019, p. 40), we need to focus on input that we consider that students are going to understand, since we do not know the natural order of every language.

### **2.4. Communicative Learning Teaching approach**

Communicative Learning Teaching (CLT) is defined by Hymes (1971, as cited in Brandl, K., 2007) as an approach whose main purpose of language use is communication. As for this, the

major goal for learners is to enhance and enrich the communicative competence or ability. This implies that we need to use language for real-life situations in which pupils have to communicate.

Other authors, such as Brown (2001, p. 42) explain that the investigation is around social, cultural and pragmatic characteristics of language. And as teachers, we need to give our students tools to produce unrehearsed language for when they leave the classrooms, by providing them with real-life communication.

Finocchiaro and Brumfit (1983: 91-93, as cited in Brown, 2001, p. 44) define a CLT list of features, while comparing the audiolingual method with the Communicative Approach, as name it. In this list, they show different characteristics that need to be develop in CLT, such as that the meaning is essential, dialogues are not memorized, we need to contextualize pupils, since it is a “basic premise” (Finnocchiaro and Brumfit, 1983, as cited in Brown, 2001 p. 45), language learning is defined as learning how to communicate, we can use any device that can help students, we have to encourage children to communicate since day one and that one of the main goals is to develop communicative competence.

#### ***2.4.1. Characteristics of CLT***

##### **2.4.1.1. According to Henry Brown**

Henry Brown (2001, pp. 46-48) suggests three concepts that are in line with the CLT approach, and that I consider to be related to the Flipped Classroom method:

###### **2.4.1.1.1. Learner-Centered Instruction**

As Brown (2001) explains, this term refers, to techniques that take into account “learners’ needs, styles and goals” (p. 46), that “give some control to the student” (p.46), the input that

students receive, the development of creativity and innovation, and finally, techniques that develops students' "sense of competence and self-worth" (p. 47).

#### **2.4.1.1.2. Cooperative and Collaborative Learning**

Cooperative learning consists of students working together, whether in pairs or groups, they share ideas and their knowledge, and they help each other. This means that they need to work together to "achieve goals" (Brown, 2001, p. 47).

Studies have shown, according to Oxford (1997:445, as cited in Brown, 2001), that this way of working promotes motivation, self-esteem, creates selfless and caring relationships, which helps to get rid of prejudices, discrimination and lowers anxiety.

Cooperative learning does not have to imply collaboration. Opposite to cooperative learning, collaboration does not refer to techniques about how to work in groups (Oxford, 1997:444, as cited in Brown, 2001)

#### **2.4.1.1.3. Interactive Learning**

This characteristic is the bases of communication. Students need to interact with their peers, whether in pairs or in groups, by producing language for real communication, they need to receive input based on real-world contexts, and they have to perform tasks in which they use language that they can use out of the classroom (Brown, 2001, p. 48)

#### **2.4.1.2. According to Brandl**

Brandl, K. (2007) also enumerates some principles, similar to the one's that Brown mentions, but that have different characteristics, and that englobes other aspects.

#### **2.4.1.2.1. Promote Learning by Doing**

This principle is based on the hand-on approach, and as Swain (1985, 1995, as cited in Brandl, K., 2007) proposes "learners need to actively produce language" (p. 12). Because if students



are able to take the theory and put it into practice, they will have knowledge of how to do it, and they will remember that theory better (Doughty and Long, 2003, as cited in Brandl, K., 2007).

#### **2.4.1.2.2. Focus on form**

Most debates of how to teach English, are about how we have to teach grammar. This approach, “Focus on form”, forms a meaning connection, and uses contexts and communicative tasks, to teach grammar. And Doughty and Long (2003, p. 64, as cited in Brandl, K., 2007) claim that this principle is one of the bases of CLT.

#### **2.4.1.2.3. Provide Error Corrective Feedback**

The investigation of feedback has a long history. There are two types of feedback, the positive feedback and the negative or corrective feedback. Negative feedback highlights the error or faulty on a student’s language behaviour (Chaudron, 1988, as cited in Brandl, K., 2007). Due to the fact that many learners demand help in “noticing” the mistakes they have (Schmidt 1990, 2001, as cited in Brandl, K., 2007).

In the end, these two types of feedback are necessary in the learning process, because students learn from the mistakes or errors they make.

#### **2.4.1.2.4. Recognize and Respect Affective Factors of Learning**

The attitude that students have towards learning a language is very important. Most studies and authors, such as Krashen (1982, p. 27, as cited in Brandl, K., 2007) have shown that students need a relaxed environment, and they need to be “off the defensive” (p. 21), because the anxiety will be low, they will notice input and it will be better in order to access to the learners’ thinking.

According to Brandl, K. (2007, p. 21), anxiety and learning success are negatively related. If we want students to succeed, we need to keep the anxiety level to the minimum.

## **2.5. Oral production**

Oral production refers to the speaking skills. Speaking, according to Donald (2010, as cited in Maeda et al., 2021) it is the major skill that has to be developed in a language. So, in comparison to this statement, speaking is the most exceptional and developed skill. By speaking, people are able to interact with other people, to communicate, to express their needs (Maeda et al., 2021).

When speaking, we need to take into account the speakers' skills, because they have to speak with confidence, and at the same time, in order to produce a clear message, they need to consider the context (Naveed, 2012, as cited in Prado-Yépez, L. E et al., 2021).

And if we want our students to produce meaningful and useful language, we have to provide real-life situations, so that we motivate them and we encourage them to use the language (Prado-Yépez, L. E et al., 2021)

### 3. METHODOLOGY

This project was undertaken to apply the Flipped Classroom methodology for teaching English in Primary Education and to evaluate and see the effectiveness for the English oral production, or speaking, with a second graders class. In order to do that, five lesson plans were designed on the topic of abilities and appearance, in combination with the modal verb *can/can't* and the verb *have/has got*. Some instruments for evaluation were designed, such as rubrics, questionnaires and game-based evaluation. Moreover, the topics or contents chosen as well as the activities, the objectives and the competences, have been selected according to the Spanish educational system, which is regulated by LOMLOE (Ley Orgánica 3/2020, de 29 de diciembre, por la que se modifica la Ley Orgánica 2/2006, de 3 de mayo, de Educación) (*See annex 1*)

In order to prove the effectiveness of the method chosen, there must be more than three lesson plans, and for this reason, five lesson plans were designed, which is enough to record as many data as needed. Moreover, instead of planning only three lesson plans, five lesson plans have been developed, since the aim was to teach students a wider range of vocabulary and grammar and see if they were able to mix both and to communicate using them. Furthermore, apart from recoding data, an evaluation must be carried out, for this reason, a questionnaire for the teacher has been developed, so that she could give her opinion about the lesson plans and about the effectiveness of this method (*See annex 2*) as well as some rubrics and self-assessment charts (*See annex 3*).

In the case of this study, the students are 6 and 7 years old. These children are starting to develop their skills in a higher level but doing it in the first grade of primary would probably be more difficult since they are starting to adapt to the new stage and doing it with older children will not be as visual as it could be with this grade.

These five lesson plans were based on the methodology mentioned before, the **Flipped Classroom**, and as it is, activities need to be engaging, interactive, requiring the active participation of children and using the technological devices that are within our grasp. Despite the fact that the main aim of the study was to evaluate the effectiveness of the method to develop oral production skills, all the skills were practised and worked.

As it can be seen in the lesson plans, in some activities, students are divided in groups, because they need to interact among them to develop a better communication and to help each other, since it is also a bases of the method. This is also called cooperative learning, in which students work together to successfully accomplish the tasks. And it also develops the critical thinking. When students need to interact with one another in order to put their ideas in common and to find a solution, they are developing critical thinking, as they are reflecting and negotiating.

In other cases, students have to work on their own, especially before developing the lesson plans. In this way, students collect information at home and teachers use class time to solve doubts and to provide meaningful learning. By leaving them work on their own, we are also working on autonomous learning, since students are able to manage and plan the learning process.

Moreover, in combination with the Flipped Classroom, other approaches were used, such as the **Communicative Learning Teaching (CLT)**, due to the fact that its main aim is to teach by using real-life situations, which leads us to a real communication, by using vocabulary and a context that children could experience in a future.

The FC and the CLT both change the vision of a class; students are not longer avoided, the process is adapted to them, taking into account their needs. Instead, they are the main object, because pupils need to take ownership of their learning by using the new knowledge in order

to solve a problem. In order to make our classroom learner-centered, we have to get them involved in decisions, such as planning, implementing or assessing. And most importantly, we have to promote learning by doing. This is a characteristic of the CLT approach, which means that students have to know the theory but also need to know how to put it into practice, how to use it, therefore, they need to produce language.

If we want learners to continue improving, we have to take into account two important points. Firstly, we need to provide, positive and negative or corrective feedback, since children need to notice where the error was, to be able to change it. Secondly, it is key to know how prone our students are when learning English. This is related to their psychological factors, if students are in a relaxed environment, they will learn more and better than if they are under stress or anxiety.

Finally, it is important to remark two concepts, learning and acquiring. The reason why this study is based on the FC method and the CLT approach is because students are able to learn how to communicate in the L2, as they learn it in the L1, in a natural way. Acquiring the language, lets students make a real use of the target language, the teacher speaks in the L2, so that students receive comprehensible input, meaning that they understand the messages. At the same time, students try to speak in English to communicate their needs or to interact, which takes them to produce output as well as language.

However, when students learn a language, the learning is generally focused on knowing the bases of it, the grammar and the rules that compound the L2. Therefore, if we want students to naturally communicate in English, which in the last resort is our main goal, they need to acquire it jointly to indirectly learn the bases of the language.

#### **4. ANALYSIS AND DIDACTIC PROPOSAL**

This school has the Flipped Classroom methodology, meaning that the usual classes are inverted, so students watch videos at home and then, the lesson time is used to practise the knowledge they have learnt at home. This has different advantages, since it makes use of the class time, helps students develop certain skills that are important for their future and makes the learning process more active than in the traditional method.

As for this, five sessions were designed using this method and using the Flip teaching methodology. The activities that have been proposed will follow a logical sequence in which the learning goes from the basic knowledge to an extended one. The main tool or instrument that students are going to use is the *iPad*, due to the fact that this methodology is an innovative one and it lacks the use of the textbook. Moreover, as I could see this method in the school placement, I know that the teacher uses the communicative approach owing to the fact that she thinks that with this approach students learn the L2 in a natural way, throughout activities that are set in real-life situations, and as if it was their L1.

Before starting the first lesson, students will have to watch a video about the modal verb *can* (See annex 5), which explains how to form a sentence, how to formulate a question and how to answer it. The reason why this video was chosen was that it is useful to introduce the topic to pupils and to start having an idea of what is the modal verb *can* as well as about the abilities.

As mentioned before, pupils need to receive **comprehensible input** in order to be able to learn the language. When watching a video, the students develop the listening skill, meaning that students will be able to identify different sounds of the language, will expand their vocabulary and will improve the rest of the skills.

After watching the video, they will have to complete an interactive worksheet (See annex 6), which will give the teacher an idea about the achievement grade of the students. Moreover, it will be useful to know if the students need a simpler or a deepen explanation. This type of activities gives students **flexibility**, since they can choose when to do it, and at the same time they receive responsibility in the learning process.

These two activities will be completed at home, and it will give the teacher an idea of the knowledge that students have about the modal verb *can* and whether they have acquired some new knowledge about the verb. And it will also be useful to help students with the verb since, after watching it, they can ask doubts in class the next day.

Now, the activities that compound the first lesson (See annex 4) are going to be explained. Before starting the first activity, it is going to be explained that we are going to start reading a short **book** which is called, "From head to toe" (See annex 7). Firstly, the book will be read by the teacher, which will bring **phonetic input** to the students. While the teacher is reading the book, she will ask questions to prove that students have understood what she is reading, such as "Can the gorilla thumb his chest?" and students will answer according to what the teacher has read. These questions will also be useful to see if students know how to do the

gestures mentioned, such as thumbing their chests. Moreover, this will be a whole group activity to encourage students to participate, share opinions and help each other (Crit. ING. 2.8., *see annex 1*)

Then, students will have to read a text, and complete the questions (*See annex 8*). With this reading, students will practise the reading skill and the teacher will be able to see the reading comprehension level that students have. This activity will be completed with the *iPad*, it will be an individual task as it is required to assess students' individual capacities and the literacy level.

Once this activity is finished, students will play a **definition game**, in which one student will think of an animal and will describe it by saying characteristics of the animal as well as by what it *can/ can't do*, expressing abilities (Crit. ING. 2.5., *see annex 1*) In this activity, the whole speaking time will be used by students, and they will be active in the learning process, since they will choose the animal that they want to describe, and they will describe it in front of the class. In order to learn a language, students need to receive input, but they also need to produce **output**, this means using the language to communicate. This activity will help students to look over the vocabulary that has been seen during the class time and to develop their speaking skills in front of the rest of the students.

The last activity, which will be a post-task, is called "loop-cards" (*See annex 9*). These cards, as the name says, form a loop, in which each student has got a card divided in two halves, a drawing in which it says "I can (run)" and another one in which they have to ask "Who can (jump)?" With this activity, students practise how to make an affirmative and an interrogative sentence using the modal verb "can" (Crit. ING. 2.2 and 2.4, *see annex 1*). It also involves knowing how to pronounce correctly as well as thinking about the action they have in their



card. This game finishes when every student has said the affirmative and the interrogative sentence.

As it can be seen the focus is on students, due to the fact that they are the main characters of the activity, since it is a **learner-centered method**, and they are the ones that take responsibility for developing it.

Apart from helping them putting together how to make an affirmative/interrogative sentence, it helps them with the speaking and with the listening skills, since each student has to formulate the question and they also have to pay attention and listen to realize that it is their turn.

Finally, for homework, students will have to complete a live worksheet (*See annex 10*) with the *iPad*, individually, in order to continue practicing the modal verb can but also in the negative form “can’t”. As the first activities proposed, this activity will help them rehearsing and it will be useful for the teacher to see if students understand how it works and its meaning. Even though there are simple sentences in the worksheet, students will practise the reading. As mentioned before, the Flipped Classroom method promotes the **autonomous learning**, and students must take responsibilities and must make decisions about the process. For this reason, if they have to complete tasks at home, they are being involved.

The second lesson (*See annex 11*) starts with an **Edpuzzle** (*See annex 12*), which is a common app that Flipped teachers use. With this tool, teachers can use videos from *YouTube*, modify them and add questions. In this case, students will individually complete an *Edpuzzle*, which is a song, and which will contextualize them and will prepare them to work with the modal verb *can/can't*. At the same time, students will practise the listening skill, and they will relate some sounds with the written words and with the action.

This app is also useful to be able to **adapt to the diversity** of the classroom, because we can give as much time as students need to complete the task, and it brings flexibility.

The next activity will be directed towards the improvement of pronunciation and speaking. The first part of the activity will be about working with the “c” sound, which includes the word “can”. Working phonics throughout a song (*See annex 13*) will help students to remember how to pronounce similar words due to the catchy rhythm of it. This activity will be done with the whole class, and we will listen to the song out loud in the interactive board.

Pronunciation activities are of high importance, because it is one of the bases of the speaking. If students do not know how to pronounce a word, their **communication** will be less accurate, and it will have less fluency.

The second part of the activity will be about putting into practice what students had learnt about the “c” sound but through a game. Working with games will motivate students and, therefore, they will be more prone to learning English. In order to develop the activity, some **phonics cards** (*See annex 14*) that include the “c” sound will be used but also various cards containing different sounds that will act as distractors and make the activity more challenging. Then, students will be divided in 6 groups and cards will be placed on a table. One student of each group will come to the teacher, those students will be told one word, the same to each one, and they will have to take it. The first student that takes the correct one will obtain

one point for their group. The aim of this activity is that students relate the word said, with its written form. This way they need to identify the sound and then think about how it is written.

The reason why students are divided into teams, is that it creates a sense of group, in which they need the participation of every component, the need to **collaborate**, to be able to achieve a goal, winning. Moreover, if a student struggles finding the word, another person of the group will be able to help them, so that they collaborate to find the word.

The next activity is called “**Find someone who**”. Students will be divided in pairs, so that they can help each other. Each pair will have one template with 25 squares (*See annex 15*), and in each square, there will be one action written. The objective of the game is to find 5 people in one row, horizontally, vertically or diagonally, that can do the action written. So, students will be around the class asking the other couples about the actions, “Can you raise one eyebrow?”, if the student can do it, they will say “Yes, I can”, and the other pair will write their names down in that square (Crit. ING. 2.1., 2.2, 2.6, and 2.7, *see annex 1*)

Students are going to be the **main object** of the learning process, due to the fact that they learn more and better if they are active in the process, meaning that they are the ones who need to do the activities. As mentioned before, “learn by doing” is one of the principles of the **Communicative Learning Teaching** (CLT), involving communicative tasks in which students need to interact with the others.

Before starting the activity, a review of the actions written will be made, to prove that students understand the actions. To prove it, the action will be said out loud and one of the students will have to do the action, so that the rest can see how it is done, and its meaning.

This activity will help students to develop their speaking skill as well as their listening skill. Moreover, this will be a **real-life situation** in which students use vocabulary that they can use in their daily life. It is also helpful to develop the Competence in Linguistic

Communication, since they are using the language, as well as the Social and Civic Competence, because they need to communicate with their peers.

For the last activity, a post-task that involves different skills that students need to improve has been thought, and it is about constructing simple sentences. Students will be divided into 6 groups, and each of them will have a set of small flashcards (*See annex 16*), with different colours and words written on them. The colours of the card will depend on the type of word it has, meaning that if it is a noun, it will be red, if it is an adjective, it will be blue, etc. The teacher will give instructions about how to construct the sentence, it could be a simple sentence, a sentence that involves using the modal verb *can/can't*, the longest sentence with meaning they can construct, etc. The first team that creates a sentence with meaning will win one point.

With this activity, students will relate the phonetic words that the teacher says with how it is written, they will also prove if they know how to construct sentences, and at the same time, they will have to work **cooperating** in order to win.

Finally, for homework, students will have to complete a live worksheet (*See annex 17*) with the *iPad*, individually, in order to continue practicing the modal verb *can* but also in the negative form *can't*, and in the interrogative form. In this case, students will have to watch a video about abilities in combination with the modal verb *can*. It will help them acquiring the structure of the interrogative form of the verb *can* as well as the structure to answer those questions.

The third lesson (*See annex 18*) will start with a brainstorming activity to contextualize students, because it is important that students know what we are going to talk about during the lesson and what we are going to learn. Contextualizing helps students to place the information and the knowledge they receive, and it prepares students to develop the activities.

In order to develop this activity, the teacher will say a sentence, such as: “Which animal can jump?” and students will have to answer with the name of an animal that can do the action. Students will be divided into two teams, and the team that gets more points, will be the winner. With this activity, apart from contextualizing students, my objective is to enhance **cooperative** learning, in which students are part of a big group, where they have to make a decision collaborating and agreeing.

In the next activity, students will start working on the verb *have/has got* and aspects about the appearance. For introducing it, students will have to complete an *Edpuzzle* (*See annex 19*), which mixes the structure of a sentence using the verb *have/has got* and appearance characteristics. This activity will be completed individually, because the aim is to see the level of knowledge that students have about this verb, and to see if students understand the video as well as the structure and meaning of the verb. As for this, it is better to check these points individually, to be able to give a more detailed and precise intervention.

With this activity, one of the goals is that students receive **comprehensible input** but simplified, through a video which they consider to be enjoyable and that motivates them.

Then, students, all together, will play a game called “Pass and guess”. In this activity, the teacher will give one flashcard (*See annex 20*) to each student, with a different object on each of them. Students will start passing those flashcards around a circle. When the teacher says “stop!”, students will have to guess who has their flashcard by asking questions such as,

“Have you got the rubber?”. One by one, they will ask one question to one of their partners (Crit. ING. 2.6., *see annex 1*)

As it can be seen, it is a whole-group activity in which every student has to participate. With this kind of grouping, students practice speaking among them, which helps them to forget about the mistakes they can make, leading to a more comfortable situation. If students are in a relaxed environment, they will be in a chill mood, which will make them more likely to learn English. In the end, they are **interacting**, which is important to learn and which is a bases of the flipped classroom and the communicative learning approach.

After playing, student will complete a live worksheet (*See annex 21*), which will be a reading, for practising and identifying the verb *have/has got* and vocabulary related to the appearance. With this activity, students will start becoming familiarized with the appearance and the verb *have/has got*.

In this reading, students will see examples of descriptions of different characters, using the verb *have/has got*, including parts of the body or appearance. They will have to read those descriptions and match them with the pictures below. Students will complete it individually with their *iPads*, because with this activity, the teacher will be able to see if students understand the texts or descriptions and to see if they are acquiring the vocabulary about appearance.

In the last activity, we will do a “**Describe and draw**” activity. Students will be divided in pairs. Each one will draw a person including as many details as possible. Once they have finished, the other students will describe it by using the modal verb *can/can't* and using the verb *have/has got* and features about the appearance (Crit. ING. 2.2, 2.5., *see annex 1*)

This is a simple activity, in which they work by pairs, but ultimately, they have to think how to describe the drawing on their own. What I mean is that they have the sense of making a group activity, but the truth is that they have to develop the speaking part alone, without their

mate's help. By grouping in pairs, students can have the sense of a more confident environment, since not every student is going to listen to them. And as I have said before, if students are relaxed, they will be more prone to learn English. This means that we need to consider **affective factors** that influence the teaching-learning process.

Finally, for homework, students will have to complete a simple worksheet (*See annex 22*) about the verb *have/has got*, which help them realise that in some cases we use the verb to have but, in another form, *has got*. This will be an introductory activity for the next day, in order to teach them the difference of using *have got* and *has got*.

In the fourth lesson (*See annex 23*), students will become more familiarized with the verb *have/has got*, since in the first activity, which is called “**My name is and I have**”, they will have to say their name and one object starting with the same letter/sound as their names. They will have to say their own name and object and repeat what the previous pupils have said (Crit. ING. 2.1. and 2.2, *see annex 1*)

In this activity, students will play individually, but they will have to listen to the rest in order to remember what each person has said. In this way, each student will practise the speaking and listening skills, and at the same time they will acquire more confidence when talking in the L2, as they all are going to participate. Moreover, they will be able to **learn from the others** and they will be able to help each other.

These types of games are very useful to **learn** certain structures, verbs or vocabulary, because they are about facts obtained from our pupils’ lives, which means that students will form **stronger connections** and will remember better the context in which they were using those.

Then, the teacher will show students some flashcards containing words about the appearance or accessories that people can wear, such as rings, glasses, etc. These words will be learnt through a game called *Bingo!* (*See annex 24*)

In order to play the game mentioned before, each student will have a template with different images, referring to different appearance items or accessories. The teacher will say a sentence describing one of the images, for example, “She has a bracelet”, and the ones that have that image, will cross it out. When they have crossed all the images of a line, whether vertically or horizontally, that student will say “Line!”. After this, students have to cross out every square, and they will say “Bingo!”. The objective is to be the first one to cross a line and



to make bingo. This game has a higher difficulty, because students have to identify the images and relate them with the description that the teacher is saying.

In the case of this activity, we are taking again about **game-based learning**, in which we use a game and it becomes part of the learning process. With these games, students will have a more engaging experience, and, at the same time, the teacher is able to teach a specific learning outcome.

The last activity of this lesson will be “Guess who?” This activity will be divided into 3 parts:

1. One of the students will go out of the class and the rest will choose one person. When the student comes in, he/she will start to ask questions such as: “Is a girl or a boy?” and one of the students will answer yes or no. Then, he/she will ask another question: “Has he got a red t-shirt? And one of the students will answer according to what the boy/girl chosen is wearing.
2. Students will be divided into 4 groups. Each group will have a template (*See annex 25*) with different characters. The objective of the game will be to guess who is the character that the other group has chosen by asking questions about the appearance.

In this activity, students will have to integrate the language they have learnt about the appearance as well as using the verb “to have/has”.

3. In the last part, students will be able to play “Guess who?” But in the *iPad* (*See annex 26*). As in this part they are going to use the *iPad* they will be more motivated, and they will also practice the reading skill.

This activity is divided into three different parts because we want children to **acquire** the vocabulary and the grammar structures, while they become more independent in the learning process.

In the first part, the game is guided by the teachers, and students will have the teacher's help in case they do not know how to formulate a question, or if they forget how to say a word (Crit. ING. 2.4., *see annex 1*) In the second part, students start to play in a cooperative way, in which the teacher only interferes in case students ask for help. But they have the opportunity to ask for help to their mates (Crit. ING. 2.6., *see annex 1*)

Finally, in the last part, students will play individually with the interactive game. They will have to read the questions they have to ask; they will have to understand what the game is answering to them, and they will have to relate everything to choose the correct character.

As it can be seen, students start in a dependent activity, in which the teacher is the guide, the one who runs the path of the game, but they finish playing alone, with total independence.

For homework, students will have to watch a video (*See annex 27*), in which they will have to follow some instructions in order to draw a monster. At the end of the video, it can be seen a picture of how the monster was supposed to be.

In the last session (*See annex 28*), students will start making a Venn diagram by pairs (*See annex 29*). They will compare and contrast attributes or characteristics of two people using this diagram. On the right circle, student 1 will write some of his/her attributes, specifically actions he/she *can/can't* make and some characteristics about his/her appearance; and on the left circle, student 2 will write his/her characteristics. In the middle of these two circles, students will write what they have in common. Finally, they will describe themselves and they will speak about what they have in common (Crit. ING. 2.7 and 2.9., *see annex 1*)

This diagram will allow students to classify different aspects about them, in this case abilities and characteristics of their appearance, in a simple and logical way. Moreover, if they can see the data well organised, it will simplify the process of comparing one student with his/her classmate.

In this activity, both, the writing and the speaking will be practised, since each one has to write attributes and abilities, and both of them will have to describe themselves and to compare their attributes.

Then, students will be divided in 6 groups, as they are divided in other activities, and each of them will design a monster or an animal. This will be a cooperative activity, in which students have to give their opinion and ideas, but at the same time, they will have to agree on how to create the monster or animal.

The last activity is related to the previous one, since students will produce an ***Adobe Spark Video*** (*See annex 30*). This app is a simple tool which allows student to create a video, by using pictures or drawings as slides, and in which students can record or write what they want to say (Crit. ING. 2.4, 2.5, 2.6, 2.7, 2.9., *see annex 1*)

First, they will have to draw the character they have thought about in the previous activity. In the video, they will have to use pictures (draw by them or from the internet) and they will

have to record themselves saying what their character *can/can't* do, as well as by writing in each slide.

The aim of the last activity is to let the students' **creativity** be developed; to encourage **cooperative learning**, in which students have to work together to achieve a common goal; to **work** both grammar structures, the modal verb *can/can't* and the verb *to have/has got*, to prove that pupils know how to use them and their meaning; and finally, to use **vocabulary** about abilities and appearance, to see if students have learnt the vocabulary required.

## **5. CONCLUSION**

### **5.1. Introduction**

This dissertation was undertaken to show if the Flipped Classroom contributed to the development of the oral production in a school that already had the FC methodology. Moreover, as explained above, the school's English teacher used the Communicative Learning Teaching Approach (CLT), therefore, the activities that have been carried out had the aim of teaching students how to communicate.

The actual law, the LOMLOE, promotes the use of active and pupil-centered methodologies, in combination with the new technologies. These technologies, often defined as "Information Communication Technologies" or ICTs, are one of the key components in order to produce a methodological change and to improve the education. As for this, schools need to be provided with these tools to develop their knowledge.

Taking into account this dissertation and considering the advantages and limitations of the Flipped Classroom method, it is possible to apply the method mentioned before in the Primary Education stage.

### **5.2. Limitations**

Nowadays, we live in an updated society in which most people have access to the internet, but this is not always the case. When we talk about Flipped Classroom, we automatically think of ICTs, in order to develop the method. The problem arises when we arrive at a classroom in which some students do not have that access, due to their family context. Despite the fact that in the San Gabriel, students are given an iPad or a Chromebook to work, this does not solve the problem of the access to the internet at home, which is a requisite to follow the lessons at

home, to watch the videos or to complete the tasks. This would probably be one of the main limitations for the development of the FC.

Along the same lines, while teaching in the school, there might be some internet problems, since the net might fall. This may be class time-consuming, and if teachers do not have anything else prepared for working, apart from interactive worksheets, they can not continue teaching. Moreover, it might happen if there is a huge storm, which can cause the drop of the electrical power, hence of the internet.

Regarding the possible limitations of the lessons that have been planned, one of the first mistakes that was made was to send them videos to watch at home, thinking that it was to take advantage of the class time, and then explaining the same theory or contents during the class time. Meaning that, in the end, it took more time than the usual.

Another mistake, that could have been made, was to suggest long duration videos. This is an important fact for the use of the educational video, in this case, *Edpuzzle*. Some schoolteachers recommended videos no longer than 3 minutes long because students lose concentration and stop paying attention. Moreover, if possible, teachers are the ones who need to record the videos that they are going to use, with their voices, because students recognize them, and this must be one of the engaging factors. Therefore, they focus more, and they become more familiarized.

### **5.3. Objectives**

In order to evaluate the effectiveness of the Flipped Classroom to improve or develop oral production on a second graders' class, the lessons plans were carried out, in front of the English teacher, because she had to fill in a questionnaire. This questionnaire is composed of 7 questions, that focus on different parts that are necessary for the development of the speaking skills. The results of the questionnaire were quite satisfactory (*See annex 31*)

The first question was about the students' vocabulary acquisition, about abilities and appearances. From the point of view of the teacher, approximately, a 70-80% of the students acquired it. Moreover, the same number of students learnt the grammatical structures and they were able to use them correctly.

Regarding the attitudes of the students towards the activities proposed, the teacher considers that most students interacted in English with their peers, showing interest while the activities were put into practice.

Finally, according to the general objectives of the lessons, the teacher comments that all of them were fulfilled. Furthermore, the teacher explained that students were given a great input and that the activities chosen were adapted to their level.

As it can be seen from the questionnaire, not only the objectives of the lessons were fulfilled, but also about the objectives of this dissertation, all of them have been achieved. With the dissertation we have spoken about the Flipped Classroom and we were able to see the advantages but also the disadvantages; in the lesson plans, we were able to see different digital resources that students needed to accomplish the task, such as the *Edpuzzle*, *Adobe Spark Video*, helping students develop technological skills, which are going to be important for their future; in relation to the method, we have seen that it improves the oral skill and that it is effective if we implement it, since the results obtained are satisfactory.

Finally, in my opinion, this method is better than the traditional ones. The first characteristic that is key is that it is learner-centered, so students are going to experience a more individualized learning process, meaning that their needs are going to be considered. Moreover, flipped teachers give a lot of importance to the psychological health of the students, since if they are not motivated, they are not going to be prone to learn.

For the English subject, it is important to remark that this method is based on interactivity, meaning that students need to produce output and need to speak with their peers in order to learn. Furthermore, it gives space for children to learn at their own rhythm and it gives responsibility to them.



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## ANNEXES

### Annex 1. Curricular framework

INGLÉS	Curso: 2º
<b>BLOQUE 2:</b> Producción de Textos Orales: Expresión e Interacción.	
<b>Contenidos:</b>	
Estrategias de producción:	
Planificación	
Estructurar una presentación de forma muy guiada.	
Ejecución	
Expresar el mensaje con claridad ajustándose a los modelos.	
Apoyarse en y sacar el máximo partido de los conocimientos previos.	
Compensar las carencias lingüísticas mediante procedimientos paralingüísticos o paratextuales:	
Paralingüísticos y paratextuales	
Pedir ayuda.	
Señalar objetos, usar deícticos (pronombres personales) o realizar acciones que aclaran el significado.	
Usar lenguaje corporal culturalmente pertinente (gestos, expresiones faciales, contacto visual).	
Aspectos socioculturales y sociolingüísticos: convenciones sociales (saludos y despedidas; hello, goodbye, goodmorning, goodafternoon), normas de cortesía (please, thank you, sorry); costumbres y celebraciones (Halloween, Christmas, Easter), hábitos (dailyroutines: I get up, havebreakfast, have lunch, dinner, go to bed), actitudes (interés y respeto por las particularidades de los países de habla inglesa); lenguaje no verbal (gestos, expresión facial, contacto visual).	
Funciones comunicativas:	
- Saludos y despedidas ("Hello", "hi", "Good Bye", "Good Morning", "Good afternoon") y presentaciones (My name is... / I am / This is Tom), disculpas ("Sorry"), agradecimientos ("thank you"), invitaciones ("Let's... / Have a cookie / Come to my party) y felicitaciones (Happy birthday / Merry Christmas).	
Expresión de la capacidad ("I can / It can" / "Can you...?"), el gusto ("Like/Don't like" en 1º y 2ª persona), el sentimiento (happy, sad, scared, angry, unhappy).	
Descripción de personas (I am ... / My hair... / have got en 2º y 3º persona / Your hair / his hair...) y animales (It has got...), lugares, objetos, hábitos (dailyroutines)	
Preguntas, respuestas y expresión de la posesión (my, your, his, her), ubicación, gusto ("Do youlike?").	
Petición de ayuda, de información, de objetos, de permiso.	
Instrucciones. (sit down, stand up, etc)	
Estructuras sintáctico-discursivas: Afirmación. Negación. Interrogación. Expresión de la posesión (his/her/ my /your; "to have got"); Expresión de ubicación de las cosas ("to be + preposiciones"; "Where...?"); Expresión del gusto ("To like" en afirmativo, negativo e interrogativo "Do you like?")	
Léxico oral de alta frecuencia (producción) relativo a identificación personal; posesiones; preposiciones, colores, números, familia, comidas, bebidas, juguetes, material escolar, partes del cuerpo, animales, días de la semana, ropa, adjetivos, lugares como el jardín, la casa...	
Patrones sonoros, acentuales, rítmicos y de entonación. Reproducción de aspectos fonológicos: sonidos, ritmo, entonación y acentuación de palabras y frases de uso frecuente en el aula.	

INGLÉS			Curso: 2°
BLOQUE 2: Producción de Textos Orales: Expresión e Interacción			
Criterios de evaluación	Competencias clave	Estándares de aprendizaje evaluables	Relación de CC con estándares
Crit.ING.2.1. Participar de manera simple en conversaciones muy breves sobre temas muy familiares (uno mismo, la familia, el tiempo libre) utilizando frases sencillas de uso muy frecuente, aunque la pronunciación no sea clara y sean evidentes las pausas y titubeos y sea necesaria la repetición y la cooperación del interlocutor para mantener la comunicación o el apoyo gestual para reforzar el mensaje.	CCL CIEE	Est.ING.2.1.2. Participa de forma guiada en transacciones orales en el aula aunque sea repitiendo frases de uso común (p.ej.: en juegos) y se consideren normales las pausas y titubeos y el uso de gestos para reforzar el mensaje.	CIEE
		Est.ING.2.1.3. Dramatiza en conversaciones cara a cara para establecer contacto social (saludarse, despedirse, felicitar a alguien, preguntar habilidades) siguiendo un guión y se intercambia información personal básica (nombre,	CIEE CCL

		edad, aficiones) en un registro neutro o informal, utilizando frases muy cortas de uso frecuente y el conector "y" para enlazarlas, aunque la pronunciación no sea muy clara.	
		Est.ING.2.1.4. Pregunta y responde de forma muy guiada utilizando estructuras breves y sencillas (Where is the...? / What are you wearing...? / Can you swim?), aunque sean evidentes las pausas y los titubeos, y se tenga que repetir las preguntas para que haya comunicación.	CIEE CCL
Crit.ING.2.2. Iniciarse en la utilización de algunas estrategias básicas para producir textos orales monológicos o	CAA CCL	Est.ING.2.2.1. Hace presentaciones muy breves sobre sí mismo preparadas de antemano y ensayadas (hablando sobre su	CAA CCL



dialógicos muy breves, sencillos y siguiendo un modelo, p.ej.: expresiones repetitivas o memorizadas, apoyando con gestos lo que quiere decir.		ropa, el tiempo libre, la escuela, su casa) y participa en cuentos muy breves y sencillos con lenguaje simple y repetitivo, demostrando que conoce estrategias de producción (planificando sus presentaciones, expresando el mensaje con claridad y usando modelos...)	
		Est.ING.2.2.4. Pregunta y responde de forma muy guiada utilizando estructuras breves y sencillas (Where is...? / What are you wearing...? / Can you swim?), repitiendo expresiones aprendidas o apoyándose de gestos.	CAA CCL
Crit.ING.2.4. Cumplir la función comunicativa principal del texto oral	CIEE CCL	Est. IN. 2.4.2. Participa de forma guiada en transacciones orales en el aula aunque	CCL

<p>(p.ej.: una felicitación o presentación), utilizando de manera guiada un repertorio limitado de sus exponentes más frecuentes y de patrones discursivos básicos (p.ej.: saludo para iniciar una conversación y despedida).</p>	CAA	<p>sea repitiendo frases de uso común (p.e. en juegos) para intentar cumplir una determinada función comunicativa.</p>	
		<p>Est.ING.2.4.3. Dramatiza conversaciones cara a cara intentando cumplir una función comunicativa estableciendo contacto social (saludarse, despedirse, felicitar a alguien, preguntar habilidades) e intercambiando información personal básica (nombre, edad, aficiones).</p>	CCL
		<p>Est.ING.2.4.4. Pregunta y responde información de forma muy guiada utilizando estructuras breves y sencillas (Where is the...? / What are you wearing...? / Can you swim?) para saber más sobre los demás utilizando un</p>	CCL CIEE

		repertorio muy limitado y patrones discursivos de forma guiada.	
Crit.ING.2.5. Reproducir estructuras sintácticas básicas (p.ej.: unir palabras o frases muy sencillas básicos como “y” o "pero"), aunque se sigan cometiendo errores básicos de manera sistemática en, p.ej.: tiempos verbales o en la concordancia.	CCL	Est.ING.2.5.2. Participa de forma guiada en transacciones orales en el aula aunque sea repitiendo frases de uso común (p.ej.: en juegos) repitiendo estructuras básicas sencillas y muy utilizadas, aunque se cometan errores.	CCL
		Est.ING.2.5.3. Dramatiza en conversaciones cara a cara para establecer contacto social (saludarse, despedirse, felicitar a alguien, preguntar habilidades) e intercambiando información personal básica (nombre, edad, aficiones) intentando aplicar, aunque se cometan	CCL

		errores, estructuras aprendidas (nexos de unión o tiempos verbales muy conocidos.)	
		Est.ING.2.5.4. Pregunta y responde de forma muy guiada utilizando estructuras breves y sencillas (Where is the...? / What are you wearing...? / Can you swim?), eligiendo léxico de un banco de palabras.	CCL
Crit.ING.2.6. Demostrar que conoce y puede reproducir un repertorio limitado de léxico oral de alta frecuencia relativo a situaciones cotidianas y temas habituales y concretos relacionados con los propios intereses y experiencias.	CCL CAA	Est.ING.2.6.2. Participa de forma guiada en transacciones orales en el aula aunque sea repitiendo frases de uso común (p.e. en juegos) repitiendo estructuras básicas sencillas y muy utilizadas, aunque se cometan errores.	CCL CAA
		Est.ING.2.6.3. Dramatiza conversaciones cara a cara para establecer contacto social	CCL

		básico (saludarse, despedirse, felicitar a alguien, preguntar habilidades) e intercambiando información personal básica (nombre, edad, aficiones) y repitiendo vocabulario básico sobre temas sencillos en sus intervenciones.	
		Est.ING.2.6.4. Pregunta y responde de forma muy guiada utilizando estructuras breves y sencillas (Whereisthe...? / What are you wearing...? / Can youswim?), eligiendo léxico de un banco de palabras dadas.	CCL
Crit.ING.2.7. Reproducir, de manera por lo general comprensible pero con clara influencia de la primera u otras lenguas,	CCL CAA CSC	Est.ING.2.7.3. Dramatiza conversaciones cara a cara para establecer contacto social básico (saludarse, despedirse, felicitar a	CAA CCL CSC

<p>un repertorio muy limitado de patrones sonoros, acentuales, rítmicos y de entonación básicos, adaptándolos a la función comunicativa.</p>		<p>alguien, preguntar habilidades) e intercambiando información personal básica (nombre, edad, aficiones) con entonación básica, aunque se perciba una clara influencia de la primera lengua.</p>	
<p>Crit.ING.2.8. Intentar hacerse entender en intervenciones breves y sencillas, aunque resulten sean normales los titubeos iniciales, las vacilaciones, las repeticiones y las pausas y el apoyo gestual para intentar comunicarse</p>	<p>CIEE</p>	<p>Est.ING.2.8.2. Participa de forma guiada en transacciones orales en el aula aunque sea repitiendo frases de uso común (p.ej.: en juegos) intentando hacerse entender aunque sean frecuentes los titubeos.</p>	<p>CIEE</p>
		<p>Est.ING.2.8.3. Dramatiza conversaciones cara a cara para establecer contacto social básico (saludarse, despedirse, felicitar a alguien, preguntar habilidades) e intercambiando información personal</p>	<p>CIEE</p>

		básica (nombre, edad, aficiones) e intenta hacerse entender aunque sean normales los titubeos, pausas y el apoyo gestual sea importante para la comunicación.	
		Est.ING.2.8.4. Pregunta y responde de forma muy guiada utilizando estructuras breves y sencillas (Where is the...? / What are you wearing...? / Can you swim?), aunque para ello el intercambio oral sea lento, haya repeticiones, pausas o titubeos y se usen gestos.	CIEE
Crit.ING.2.9. Interactuar de manera muy básica y guiada, iniciándose en el uso de técnicas muy simples, lingüísticas o no verbales (p.ej.: gestos) para empezar o	CIEE CAA CCL	Est.ING.2.9.3. Participa en conversaciones cara a cara para establecer contacto social básico (saludarse, despedirse, felicitar a alguien, preguntar	CIEE CAA CCL

<p>concluir una breve conversación, aunque la comunicación se base en la repetición de frases previamente aprendidas.</p>		<p>habilidades) e intercambiando información personal básica (nombre, edad, aficiones) empezando a reproducir técnicas lingüísticas muy sencillas o no verbales.</p>	
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## Annex 2. Questionnaire for the teacher

¿Consideras que el alumnado ha adquirido el vocabulario necesario (habilidades y apariencia) durante el desarrollo de las sesiones?	Do you consider that students have acquired the necessary vocabulary (abilities and appearance) during the development of the sessions?
¿Consideras que el alumnado ha adquirido las estructuras necesarias (I can/He can... or I have/He has...) para el desarrollo de la comunicación?	Do you consider that students have acquired the necessary structures (I can/He can... or I have/He has...) for the development of communication?
¿Consideras que el alumnado ha aprendido a utilizar las estructuras mencionadas anteriormente en forma afirmativa, negativa e interrogativa?	Do you consider that students have learned to use the structures mentioned above in an affirmative, negative and interrogative way?
¿Consideras que el alumnado ha interactuado, en inglés, con sus compañeros?	Do you consider that students have interacted, in English, with their classmates?
¿Consideras que, durante el desarrollo de las actividades, el alumnado ha mostrado interés?	Do you consider that, during the development of the activities, students have shown interest?

¿Consideras que los objetivos generales de las sesiones se han cumplido?	Do you consider that the general objectives of the sessions have been met?
¿Hay algún aspecto del proceso enseñanza-aprendizaje que debería cambiar o mejorar?	Is there any aspect of the teaching-learning process that I should change or improve?

**Annex 3. Rubric and self-assessment chart**

SPEAKING RUBRIC	FLUENCY	PRONUNCIATION AND ACCENT	VOCABULARY	GRAMMAR	INTERACTION
EXCELLENT	Smooth and fluid speech; few pauses or hesitations.	Pronunciation is excellent and sound natural	Wide range of vocabulary, huge variety of words and well-chosen vocabulary.	Grammar is accurate, appropriate for the level and there is a huge variety of grammatical structures.	The student understands the questions of their peers and is able to answer them.
GOOD	Speech is mostly smooth and fluid, there are some pauses or hesitations	Pronunciation is good and sounds somewhat natural	Good range of vocabulary, quite varied and good range of relatively well-chosen vocabulary.	Grammar is mostly accurate and appropriate for the level but with some grammar errors. Attempt to include variety of grammatical structures.	The student usually understands the questions of their peers and can answer them.

FAIR	Speech is slow with frequent pauses.	Pronunciation is fair but there are some problems with pronunciation/ accent that may interfere with communication	Adequate range of vocabulary, but sometimes it does not convey meaning. A bit basic for the level.	Grammar is not always accurate or appropriate for the level, with frequent grammar errors.	The student sometimes understands the question of their peer and tries to answer them.
WEAK	Speech is slow, hesitant and it is hard to perceive continuity in speech	There are multiple problems with pronunciation and accent that interferes with communication	Small range of vocabulary and most of the time it does not convey meaning. Very basic for the level.	Grammar is rarely accurate or appropriate, with frequent grammatical errors even in simple structures	The student does not understand the questions of their peers. Consequently, the student is no able to answer them

Source: Myself

## Speaking Self-Assessment

Name: \_\_\_\_\_

Date: \_\_\_\_\_

When interacting with my peers, I felt:



	Always	Sometimes	Not Yet
I looked at my peers			
I spoke with good volume and at good pace (not too fast or too slow)			
I spoke with expression by making my voice interesting to listen to			
I spoke clearly			
I stayed on topic,			
I correctly constructed the sentences (questions or answers)			

I was really good at \_\_\_\_\_  
 \_\_\_\_\_

I had difficulty with \_\_\_\_\_  
 \_\_\_\_\_

Next time, I'm going to try to improve \_\_\_\_\_  
 \_\_\_\_\_

Source: <https://scooled.wordpress.com/2014/08/11/template-for-students-self-assessment-of-their-speaking-skills/>

## Annex 4. Lesson plan 1

### About the lesson plan

#### Elements in your lesson plan

##### 1. Preliminary information

Name of the lesson
Level: 2 <sup>nd</sup> year
Length: 1 session of 60 minutes

##### 2. Expected learning outcomes

Learning outcomes contextualized versions of standards
<ul style="list-style-type: none"><li>• At the end of this lesson students will be able to identify and produce vocabulary related to animals.</li><li>• They will express ability using can or can't</li><li>• At the end of this lesson students will be able to use modal verbs "can" and "can't" to express abilities.</li><li>• At the end of this lesson students will be able to recognize the structure of sentences (subject + verb + object)</li><li>• At the end of this lesson students will be able to express action verbs in the present tense</li></ul>

##### 3. Teaching aims

Teaching aims whatskills& subskills /information you want to teach
<ul style="list-style-type: none"><li>• <i>To revise the vocabulary about animals and actions.</i></li><li>• <i>To revise vocabulary about school materials.</i></li><li>• <i>To develop their oral skills, especially in public</i></li><li>• <i>To know how to manage a classroom</i></li></ul>

##### 4. Key competences

Key competences
<ul style="list-style-type: none"><li>• <i>Competence in Linguistic Communication (CLC)</i></li><li>• <i>Digital competence (DC)</i></li><li>• <i>Social and Civic Competences (SCC)</i></li><li>• <i>Sense of Initiative and Entrepreneurship (SIE)</i></li></ul>

## 5. Language & skills to be taught

Language to be taught	Skills to be taught
<ul style="list-style-type: none"> <li>• <i>Animals</i></li> <li>• <i>Actions</i></li> <li>• <i>Modal verb “can/can’t”</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Speaking</i></li> <li>• <i>Listening</i></li> </ul>

## 6. Stages & activities

As this school has the Flipped Classroom methodology, children will have to watch a video about the modal verb “can/can’t”, which will explain how to form a sentence, how to formulate a question and how to answer it. Moreover, children will learn about abilities:

<https://www.youtube.com/watch?v=4HZsOaCea5M>

After watching the video, they will have to do an interactive worksheet and upload the result in Google Classroom. With this worksheet, the teacher will be able to see whether they have understood how to use the modal verb can, or not. The interactive worksheet is the next one:

[https://es.liveworksheets.com/worksheets/en/English\\_as\\_a\\_Second\\_Language\\_\(ESL\)/Can/Yes,\\_i\\_can\\_qh1246822hv](https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Can/Yes,_i_can_qh1246822hv)

Stage aims What will you teach? What language knowledge, skills & subskills do your students need in order to be successful?	Description of activities orderly presentation of activities and tasks in a logical sequence	Timing	Teacher Talk
<b>Pre-task</b> What will you pre-teach?	<ul style="list-style-type: none"> <li>• Book From head to toe: The teacher will read the book out loud, but then they will have to read it by themselves. Then, divided in pairs, students will ask each other questions about what the animals can/can’t do, for example: Can the gorilla thumb his chest?, and the other pupil will answer: “Yes, it can”.</li> </ul>	<b>20 minutes</b>	• <b>2-3 minutes</b>
<b>Learning Task</b> Describe step by step the activities to reinforce learning and how they will be organized i.e whole group, pairs, CL, individual) What supporting or enabling tasks or activities will you propose to help your Ss complete the task successfully?	<ul style="list-style-type: none"> <li>• Reading activity: <a href="https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Can_or_can't/Reading_can_bl2550835ny">https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Can_or_can't/Reading_can_bl2550835ny</a></li> <li>• Can/can’t definition game: one student will think about an animal and will describe it by saying what it can/can’t do. The rest will have to guess which animal it is.</li> </ul>	<b>30 minutes</b>	<b>2-3 minutes</b>
<b>Post-Task</b>	<ul style="list-style-type: none"> <li>• 1<sup>st</sup> Loop cards: these cards, as the name says, form a loop, in which each student has got a card with two parts:</li> </ul>	<b>10 minutes</b>	• <b>1 minute</b>

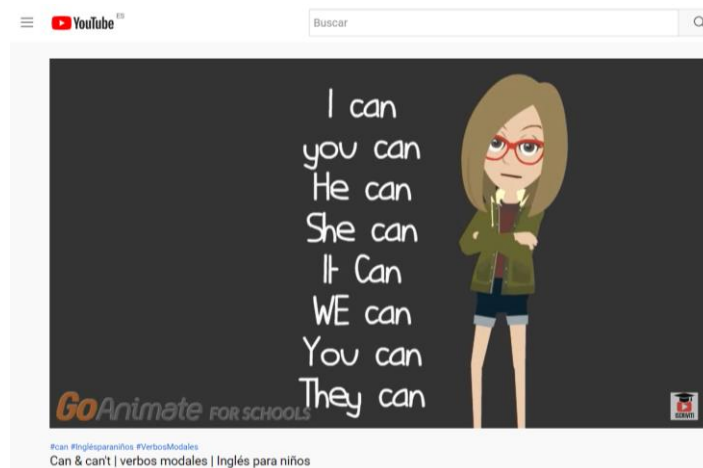
<p><b>Post-Task</b> Which activities will you propose to integrate other skills? How will you let your students demonstrate their learning?</p>	<ul style="list-style-type: none"> <li>• 1<sup>st</sup> Loop cards: these cards, as the name says, form a loop, in which each student has got a card with two parts: <ul style="list-style-type: none"> <li>○ 1: I can run</li> <li>○ 2: Who can jump?</li> </ul> </li> </ul> <p>As we can see, students have to make an affirmative sentence as well as an interrogative one. And they also have to pronounce correctly. The game continues until every student has said the affirmative and the interrogative sentence</p>	<p><b>10 minutes</b></p>	<ul style="list-style-type: none"> <li>• <b>1 minute</b></li> </ul>
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### 7. Assessment, diversity & Follow up

<p><b>Assessment</b> What assessment type will you use? What assessment tools will you use?</p>
<p><b>1. Assessment type: Co-evaluation</b> <b>2. Assessment tools: A rubric, the point they get in the Edpuzzle and the points they get in the interactive worksheet</b></p>
<p><b>Diversity</b> How will you take students diversity into account?</p>
<p><b>In order to take students diversity into account, I will give them more time to do the activity, and also I will help them when the speaking part comes.</b></p>
<p><b>Homework &amp; follow-up</b> What follow up activities could be proposed?</p>
<p><b>I will propose different interactive worksheets to do at home:</b></p> <ul style="list-style-type: none"> <li>- Interactive <span style="float: right;">worksheet:</span> <a href="https://es.liveworksheets.com/worksheets/en/English%20as%20a%20Second%20Language%20(ESL)/Can%20or%20can't/Can%20or%20can't%20ff1321164yy">https://es.liveworksheets.com/worksheets/en/English as a Second Language (ESL)/Can or can't/Can or can't ff1321164yy</a></li> </ul>



## Annex 5. Video modal verb can/can't (homework)



Source: <https://www.youtube.com/watch?v=4HZsOaCea5M>

## Annex 6. Liveworksheet modal verb can/can't (homework)

**YES, I CAN!**

can  (PUEDO)

\*Look and tick what the animals can do.  
(Observa y marca lo que los animales pueden hacer.)

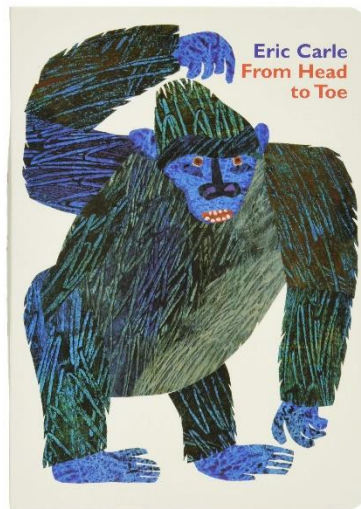
	CAN IT RUN?	CAN IT FLY?	CAN IT SWIM?
LION	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SHARK	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GIRAFFE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TOUCAN	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ZEBRA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DOLPHIN	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PENGUIN	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FLAMINGO	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TIGER	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PARROT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

¡Terminado!

Source:

[https://es.liveworksheets.com/worksheets/en/English\\_as\\_a\\_Second\\_Language\\_\(ESL\)/Can/Yes,\\_i\\_can\\_qh1246822hv](https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Can/Yes,_i_can_qh1246822hv)

## Annex 7. Book from head to toe



## Annex 8. Reading activity

READ THE STORY AND ANSWER THE QUESTIONS:



Hello, my name is Martina. I live in Colombia and I am 9 years old. I take English classes and now I can say "hello", "How are you?", and "Good bye". I can't pronounce very well some words such as "beautiful" and "comfortable". I am happy with my classes because I can learn many new things. On weekends, I go to the club with my friends. There I can swim in the pool and I can play musical instruments. Children under 10 can't use the water slide, and we can't ride the horses. Next year I want to enter the science club. So I can do many scientific experiments and learn the mysteries of the world.

**QUESTIONS**

1. What words can Martina say in English?
2. What words can't Martina pronounce in English?
3. Why is Martina happy with the English classes?
4. What can Martina do in the club?
5. What can't children under 10 do?
6. What does Martina want to do next year?
7. What can she do in the science club?

LIVWORKSHEET

¡Terminado!

Source:

[https://es.liveworksheets.com/worksheets/en/English as a Second Language \(ESL\)/Can or can't/Reading can\\_b12550835ny](https://es.liveworksheets.com/worksheets/en/English%20as%20a%20Second%20Language%20(ESL)/Can%20or%20can't/Reading%20can_b12550835ny)



## Annex 11. Lesson plan 2

### About the lesson plan

#### Elements in your lesson plan

##### 1. Preliminary information

Name of the lesson
Level: 2 <sup>nd</sup> year
Length: 1 session of 60 minutes

##### 2. Expected learning outcomes

Learning outcomes contextualized versions of standards
<ul style="list-style-type: none"> <li>• At the end of this lesson students will understand how to construct an affirmative/negative/question sentence using can/can't.</li> <li>• At the end of this lesson students will know how to formulate a question.</li> <li>• At the end of this lesson students will be able to participate in conversations to ask the rest about what they can do.</li> </ul>

##### 3. Teaching aims

Teaching aims whatskills& subskills /information you want to teach
<ul style="list-style-type: none"> <li>• <i>To recognize the sound "c"</i></li> <li>• <i>To revise the vocabulary in the unit</i></li> <li>• <i>To teach pronunciation and intonation in speaking</i></li> <li>• <i>To manipulate different types of words in order to form a sentence</i></li> </ul>

##### 4. Key competences

Key competences
<ul style="list-style-type: none"> <li>• <i>Competence in Linguistic Communication (CLC)</i></li> <li>• <i>Digital competence (DC)</i></li> <li>• <i>Social and Civic Competences (SCC)</i></li> <li>• <i>Sense of Initiative and Entrepreneurship (SIE)</i></li> </ul>

##### 5. Language & skills to be taught

Language to be taught	Skills to be taught
<ul style="list-style-type: none"> <li>• <i>Animals</i></li> <li>• <i>Different actions</i></li> <li>• <i>Nouns, adjectives, etc</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Reading</i></li> <li>• <i>Listening</i></li> <li>• <i>speaking</i></li> </ul>

## 6. Stages & activities

<b>Stage aims</b> What will you teach? What language knowledge, skills & subskills do your students need in order to be successful?	<b>Description of activities</b> orderly presentation of activities and tasks in a logical sequence	<b>Timing</b>	<b>Teacher Talk</b>
<b>Pre-task</b> What will you pre-teach?	<ul style="list-style-type: none"> <li>An Edpuzzle about a song to contextualize students and to start working the modal verb can/can't: <a href="https://edpuzzle.com/media/6242d202823b4a42c7af28a1">https://edpuzzle.com/media/6242d202823b4a42c7af28a1</a></li> </ul>	<b>5 minutes</b>	<ul style="list-style-type: none"> <li><b>1 minute</b></li> </ul>
<b>Learning Task</b> Describe step by step the activities to reinforce learning and how they will be organized i.e whole group, pairs, CL, individual) What supporting or enabling tasks or activities will you propose to help your Ss complete the task successfully?	<ul style="list-style-type: none"> <li>Working with phonics: in this part of the lesson plan, there will be two activities:               <ul style="list-style-type: none"> <li>1<sup>st</sup> the teacher will work the phonics “can”, as it appears in the modal verb “can/can’t”: <a href="https://www.youtube.com/watch?v=3N_DqnLG4F0">https://www.youtube.com/watch?v=3N_DqnLG4F0</a></li> </ul> <p>After watching the video, I will take some phonics cards. I will divide students in 6 groups, and I will place the cards on a table. One student of each group will come to me and I will tell them a word and they will have to take it. The first student that takes the correct one, will obtain one point for their group.</p> </li> <li>Find someone who: In this activity, students will work individually. Each student will have a template with 25 squares. In each square, there are written some actions. Before starting to play, I will prove if students know what the actions mean by saying them out loud and asking one of the pupils to represent it.</li> </ul> <p>Students will have to ask their peers about the actions written on the set, for example: “Can you raise one eyebrow?” If the student says yes, the student will write his/her name on that square. The aim of the game is to have 5 names on a row (horizontally, vertically or diagonally). The first one that has 5 names on a row, will have to shout “FOUND IT!”.</p>	<b>45 minutes</b>	<ul style="list-style-type: none"> <li><b>5 minutes</b></li> </ul>

<p><b>Post-Task</b> Which activities will you propose to integrate other skills? How will you let your Ss demonstrate their learning?</p>	<ul style="list-style-type: none"> <li>Constructing simple sentences: The second activity will consist on constructing sentences by using some flashcards, but they will be working in groups of 4 people. The teacher will say a simple sentence and they will have to order the cards that they have in order to construct the sentence. The first team that has ordered them correctly will get one point.</li> </ul> <p>With this activity, students will be able to prove if they know how to construct sentences using the modal verb can/can't, and at the same time, they will see how they interact with each other.</p>	<p><b>10 minutes</b></p>	<ul style="list-style-type: none"> <li><b>3 minutes</b></li> </ul>
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**7. Assessment, diversity & Follow up**

<p><b>Assessment</b> What assessment type will you use? What assessment tools will you use?</p>
<p><b>Game based (edpuzzle)</b> <b>Self-assessment</b></p>
<p><b>Diversity</b> How will you take students diversity into account?</p>
<p><b>In order to take students diversity into account, I will give them more time to do the activity, and also I will help them when the speaking part comes, and they will be working in pairs to help each other.</b></p>
<p><b>Homework &amp; follow-up</b> What follow up activities could be proposed?</p>
<p><b>I will propose different interactive worksheets to do at home:</b> - Interactive <a href="https://es.liveworksheets.com/worksheets/en/English+as+a+Second+Language+(ESL)/Can+or+can't/Can+you...\$+qo1262962qj">https://es.liveworksheets.com/worksheets/en/English as a Second Language (ESL)/Can or can't/Can you...\$ qo1262962qj</a></p>

## Annex 12. “Yes, I can! Animal song” Edpuzzle

The screenshot shows the Edpuzzle interface for a video titled "Yes, I Can! Animal Song" by Sofia Pascual Gil. The video player displays a cartoon blue bird on a tree branch. The video has a duration of 03:17 and is currently at 00:06. A "Log in" button is in the top right corner. A notification box states: "You were shared a preview link. Answers and progress won't be saved." The "Video Events" list on the right includes several "Multiple-choice" questions at timestamps 00:28, 00:55, 01:24, and 01:24. A "Share preview" button is at the bottom right.

Source: <https://edpuzzle.com/media/6242d202823b4a42c7af28a1>

## Annex 13. Phonics song

The screenshot shows a YouTube video player for a phonics song. The video is from "KIDSVSPHONICS.COM" and features a cartoon illustration of a blue cat sitting on a tree branch. The text "cat can, do the cat can-can" is displayed in large, colorful letters. The video title is "Kids vs Phonics Songs: c - Cat Can Can". The YouTube interface includes a search bar with the text "Buscar" and a "YouTube ES" logo.

Source: [https://www.youtube.com/watch?v=3N\\_DqnLG4F0](https://www.youtube.com/watch?v=3N_DqnLG4F0)

## Annex 14. Phonic cards



Source: Jolly Phonics Cards

## Annex 15. Template “find someone who”

can wiggle their ears	can name ten colours	can raise one eyebrow	can whistle the Happy Birthday song	can name three countries in Africa
can draw an elephant	can wink with their left and right eye	can name three countries in South America	can write a word with their left hand	can roll their tongue
can say "red lorry yellow lorry" five times very fast	can name ten capital cities	can make an origami bird	can do a hand stand	can do 20 push ups
can snap their fingers	can bark like a dog	can cross their eyes	can dance	can say the alphabet backwards
can spell the teacher's last name	can hold their breath for 20 seconds	can hop backwards on one foot	can say "hello" in five languages	can count backwards from 30

Source: <https://www.teach-this.com/parts-of-speech-activities-worksheets/modal-verbs-ability>



## Annex 16. Flashcards “constructing simple sentences”

What	When	Why	How	Who
How much	How many	What kind of	Which	How
is	am	are	do	does
can	'm not	isn't	doesn't	don't
can't				
I	you	he	she	it
we	they	Sam	Tom	Ben
Jake	Sarah	Anna	Olivia	friend
teacher	mum	dad	parent	brother
sister	animal	cat	dog	lion

bird	elephant	bag	pen	pencil
mobile phone	video game	shower	bed	bath
music	film	colour	book	animal
lunch	breakfast	dinner	snack	food
the UK	Australia	the USA	South Africa	India
ice cream	chocolate	sandwich	pizza	bread
school	supermarket	shop	station	house
bus	train	plane	bicycle	chair
door	window	table	superhero	pirate
go	goes	have	has	call

get	gets	eat	eats	calls
drink	drinks	see	sees	want
watch	watches	read	reads	wants
like	likes	love	loves	ride
hate	hates	run	runs	rides
swim	swims	jump	jumps	sit
travel	travels	sing	sings	sits
push	pushes	close	closes	
my	your	his	her	its
our	their			

to	at	in	on	behind
next	over	between	with	by
the	this	those	these	that
a	an			
!	.	?	,	
favourite	good	bad	big	small
fast	slow	expensive	cheap	fantastic
terrible	old	new	young	exciting
boring	ready	right	wrong	high
low	dangerous	safe	hungry	full

thirsty	happy	sad	easy	difficult
and	but	so	because	
-s	-es	yes	no	

Source: <https://languageadvisor.net/english-esl-simple-sentence-builder-cards/>

## Annex 17. Live worksheet (homework)

**CAN YOU...?**

Watch the video. (Mira el video.)



Yes, I can (sí, puedo)      No, I can't (no, no puedo)

Look at the pictures, read and answer the questions.  
(Observa las imágenes, lee y responde las preguntas.)

 Can you skateboard? <input type="text"/>	 Can you do karate? <input type="text"/>
 Can you swim? <input type="text"/>	 Can you play basketball? <input type="text"/>
 Can you do gymnastics? <input type="text"/>	 Can you ride a bicycle? <input type="text"/>
 Can you play tennis? <input type="text"/>	 Can you rollerblade? <input type="text"/>

**¡Terminado!**

Source:

[https://es.liveworksheets.com/worksheets/en/English as a Second Language \(ESL\)/Can or can't/Can you...\\$\\_qo1262962qj](https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Can_or_can't/Can_you...$_qo1262962qj)

## Annex 18. Lesson plan 3

### About the lesson plan

#### Elements in your lesson plan

##### 1. Preliminary information

Name of the lesson
Level: 2 <sup>nd</sup> year
Length: 1 session of 60 minutes

##### 2. Expected learning outcomes

Learning outcomes contextualized versions of standards
<ul style="list-style-type: none"><li>• At the end of this lesson students will be able to define an animal according to its abilities and its appearance.</li><li>• At the end of this lesson students will be able to identify and produce vocabulary related to abilities.</li><li>• At the end of this lesson students will identify when to use the verb to have and the modal verb “can”</li><li>• At the end of this lesson students will produce vocabulary about the appearance</li></ul>

##### 3. Teaching aims

Teaching aims whatskills& subskills /information you want to teach
<ul style="list-style-type: none"><li>• <i>To organize their speech</i></li><li>• <i>To give clear instructions</i></li><li>• <i>To help them differ between the form have and has.</i></li><li>• <i>To involve students as much as possible during the learning-teaching process</i></li></ul>

##### 4. Key competences

Key competences
<ul style="list-style-type: none"><li>• <i>Competence in Linguistic Communication (CLC)</i></li><li>• <i>Digital competence (DC)</i></li><li>• <i>Social and Civic Competences (SCC)</i></li><li>• <i>Sense of Initiative and Entrepreneurship (SIE)</i></li></ul>

**5. Language & skills to be taught**

Language to be taught	Skills to be taught
<ul style="list-style-type: none"> <li>• <i>Modal verb can</i></li> <li>• <i>How to describe an animal/object/person</i></li> <li>• <i>Appearance</i></li> <li>• <i>Verb to have</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Speaking</i></li> <li>• <i>Listening</i></li> </ul>

**6. Stages & activities**

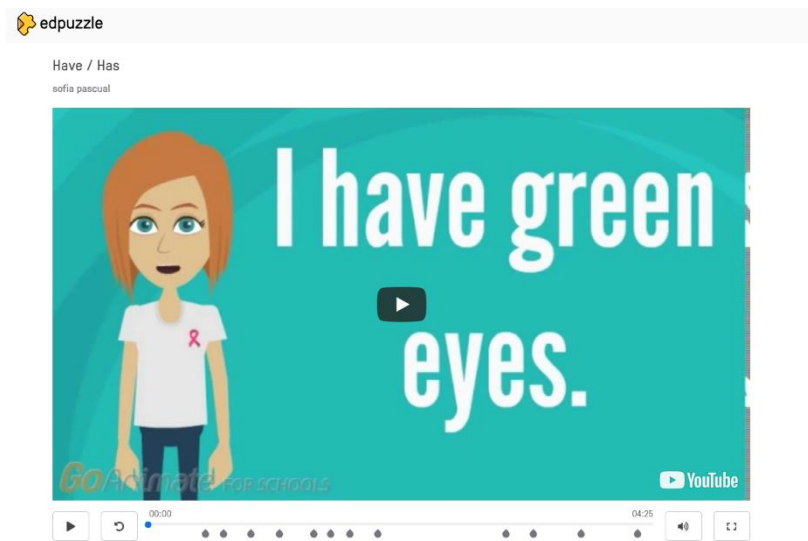
<b>Stage aims</b> What will you teach? What language knowledge, skills & subskills do your students need in order to be successful?	<b>Description of activities</b> orderly presentation of activities and tasks in a logical sequence	<b>Timing</b>	<b>Teacher Talk</b>
<b>Pre-task</b> What will you pre-teach?	<ul style="list-style-type: none"> <li>• Brainstorming activity: the teacher will ask questions about abilities or about the appearance and students will have to answer with an animal than can do the action/ the appearance matches.</li> <li>• Edpuzzle to introduce verb to have + appearance: <a href="https://edpuzzle.com/media/623b63fa8175e142db4b065b">https://edpuzzle.com/media/623b63fa8175e142db4b065b</a>                      This is an introductory activity, in which children will start being familiarized with the appearance vocabulary. It will also be useful to know the knowledge they have about this topic and to assess them.</li> </ul>	<b>10 minutes</b>	<ul style="list-style-type: none"> <li>• <b>3 minutes</b></li> </ul>

<p><b>Learning Task</b> Describe step by step the activities to reinforce learning and how they will be organized i.e whole group, pairs, CL, individual) What supporting or enabling tasks or activities will you propose to help your Ss complete the task successfully?</p>	<ul style="list-style-type: none"> <li>• Pass and guess (to have): The teacher will give one flashcard to each student, with a different object on each of them. Students will start passing those flashcards around a circle. When the teacher says “stop!”, students will have to guess who has their flashcard by asking questions such as, “Have you got the rubber?”.</li> <li>• Reading have/has got: <a href="https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Have_got_-_Has_got/Reading_and_Writing_-_Have_got_zk595577py">https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Have_got_-_Has_got/Reading_and_Writing_-_Have_got_zk595577py</a></li> </ul>	<p><b>30 minutes</b></p>	<ul style="list-style-type: none"> <li>• <b>3 minutes</b></li> </ul>
<p><b>Post-Task</b> Which activities will you propose to integrate other skills? How will you let your Ssdemonstrate their learning?</p>	<ul style="list-style-type: none"> <li>• Describe and draw: students will be divided in pairs. Each one will draw a person including as many details as possible. Once they have finished, the other student will describe it using the modal verb can/can’t and using the verb to have + features about the appearance</li> </ul>	<p><b>20 minutes</b></p>	<ul style="list-style-type: none"> <li>• <b>3 minutes</b></li> </ul>

**7. Assessment, diversity & Follow up**

<b>Assessment</b> What assessment type will you use? What assessment tools will you use?
<b>Game-based (live worksheet)</b> <b>Rubric for the video</b>
<b>Diversity</b> How will you take students diversity into account?
<b>In order to take students diversity into account, I will give them more time to do the activity, and they will be able to work in groups, so that they can help each other.</b>
<b>Homework &amp; follow-up</b> What follow up activities could be proposed?
<b>I will propose different interactive worksheets to do at home:</b> Interactive worksheet: <a href="https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Have_got_-_Has_got/Describe_a_monster_mf2070190gy">https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Have_got_-_Has_got/Describe_a_monster_mf2070190gy</a>

## Annex 19. Edpuzzle verb to have and appearance



Source: <https://edpuzzle.com/media/623b63fa8175e142db4b065b>

## Annex 20. Flashcards “pass and guess” game



Source: <https://www.flashcardsforkindergarten.com/classroom-objects-flashcards/>

## Annex 21. Reading have/has got

### Reading



A. Read the descriptions. Then select the correct name for each person.

P.E. LA1.3.1.4 Comprendo información específica.

**Gaby** has got long eyelashes. She has got blond and long hair. She's sporty.

**Bruno** has got dark skin. He has got black and curly hair. He hasn't got a big nose.

**Lara** hasn't got blond hair. She's got dark and short hair. She has got a small mouth.

**Dora** has got red and straight hair. She hasn't got eyelashes. She's friendly.

**Zach** has got a small nose. He has got spiky hair. He hasn't got black hair.

**Paco** has got one tooth. He hasn't got hair. He has got big and blue eyes. He is nice.



Source:

[https://www.liveworksheets.com/worksheets/en/English\\_as\\_a\\_Second\\_Language\\_\(ESL\)/Have\\_got\\_-\\_Has\\_got/Reading\\_and\\_Writing\\_-\\_Have\\_got\\_zk595577py](https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Have_got_-_Has_got/Reading_and_Writing_-_Have_got_zk595577py)



## Annex 22. Liveworksheet (homework)

1.  a) A monster has got one eye.  
b) A monster has got two eyes.  
c) A monster has got one tooth.  
d) A monster has got a black eye.

2.  a) A monster has got two arms.  
b) A monster has got two eyes.  
c) A monster has got one tooth.  
d) A monster has got four legs.

3.  a) A monster has got one eye.  
b) A monster has got purple hair.  
c) A monster has got pink hair.  
d) A monster has got one tooth.

4.  a) A monster has got two eyes.  
b) A monster has got purple hair.  
c) A monster has got blue hair.  
d) A monster has got one tooth.

5.  a) A monster has got blue eyes.  
b) A monster has got purple hair.  
c) A monster has got black hair.  
d) A monster has got green eyes.

6.  a) A monster has got blue eyes.  
b) A monster has got purple hair.  
c) A monster has got one eye.  
d) A monster has got green eyes.

7.  a) A monster has got blue hair.  
b) A monster has got purple hair.  
c) A monster has got one eye.  
d) A monster has got green eyes.

8.  a) A monster has got blue hair.  
b) A monster has got purple hair.  
c) A monster has got pink hair.  
d) A monster has got green eyes.

9.  a) A monster has got green hair.  
b) A monster has got purple hair.  
c) A monster has got pink hair.  
d) A monster has got black eyes.

LIVEWORKSHEETS

Terminadol

Source:

[https://es.liveworksheets.com/worksheets/en/English as a Second Language \(ESL\)/Have got - Has got/Describe a monster mf2070190gy](https://es.liveworksheets.com/worksheets/en/English%20as%20a%20Second%20Language%20(ESL)/Have%20got%20-%20Has%20got/Describe%20a%20monster%20mf2070190gy)

## Annex 23. Lesson plan 4

### About the lesson plan

#### Elements in your lesson plan

##### 1. Preliminary information

Name of the lesson
Level: 2 <sup>nd</sup> year
Length: 1 session of 50 minutes

##### 2. Expected learning outcomes

Learning outcomes contextualized versions of standards
<ul style="list-style-type: none"><li>• At the end of this lesson students will know that in the third person we change the verb to have and we write “has”</li><li>• At the end of this lesson students will identify and produce vocabulary related to the appearance</li><li>• At the end of this lesson students will produce sentences to describe people by talking about the appearance</li><li>• At the end of this lesson students will be able to describe people by using the present tense</li></ul>

##### 3. Teaching aims

Teaching aims whatskills& subskills /information you want to teach
<ul style="list-style-type: none"><li>• <i>To learn vocabulary about the appearance</i></li><li>• <i>To explain the difference between the use of have and has</i></li><li>• <i>To keep my TTT to a minimum</i></li><li>• <i>To manage the lesson effectively</i></li></ul>

##### 4. Key competences

Key competences
<ul style="list-style-type: none"><li>• <i>Competence in Linguistic Communication (CLC)</i></li><li>• <i>Digital Competence (DC)</i></li><li>• <i>Learning to Learn (L2L)</i></li><li>• <i>Social and Civic Competences (SCC)</i></li></ul>

### 5. Language & skills to be taught

Language to be taught	Skills to be taught
<ul style="list-style-type: none"> <li>• I/you/we/they have</li> <li>• He/she/it has</li> <li>• Appearance vocabulary: Curly, blond, red, brown, straight hair...</li> </ul>	<ul style="list-style-type: none"> <li>• Reading (Edpuzzle and guess who iPad)</li> <li>• Listening (bingo)</li> <li>• Speaking (Guess who?)</li> </ul>

### 6. Stages & activities

Stage aims What will you teach? What language knowledge, skills & subskills do your students need in order to be successful?	Description of activities orderly presentation of activities and tasks in a logical sequence	Timing	Teacher Talk
<b>Pre-task</b> What will you pre-teach?	<ul style="list-style-type: none"> <li>• “My name is and I have” activity: One by one, students will say their names and on object that starts with the same letter/sound as their names. They have to say their own name and object, and repeat what the previous pupils have said.</li> </ul>	<b>20 minutes</b>	<ul style="list-style-type: none"> <li>• <b>2 minutes to explain the activity</b></li> </ul>
<b>Learning Task</b> Describe step by step the activities to reinforce learning and how they will be organized i.e whole group, pairs, CL, individual) What supporting or enabling tasks or activities will you propose to help your Ss complete the task successfully?	<ul style="list-style-type: none"> <li>• Bingo: Each student will have a template with different images. The teacher will say an image (She has a bracelet) and the ones that have that image, will cross it out. When they have crossed all the images of a line, the students will say “Line!”. After this, students have to cross out every square, and they will say “Bingo!”. The objective is to be the first one to cross a line and to make bingo.</li> </ul>	<b>20-30 minutes</b>	<ul style="list-style-type: none"> <li>• <b>5 minutes to explain the activity and say words</b></li> </ul>

<p><b>Post-Task</b> Which activities will you propose to integrate other skills? How will you let your Ss demonstrate their learning?</p>	<ul style="list-style-type: none"> <li>• Guess who? This activity will be divided into 3 parts: <ul style="list-style-type: none"> <li>○ 1<sup>st</sup> part: one of the students will go out of the class and the rest will choose one person. When the student comes in, he/she will start to ask questions such as: “Is a girl or a boy?”, and one of the students will answer yes or no. Then, he/she will ask another question: “Has he got a red t-shirt? and one of the students will answer according to what the boy/girl chosen is wearing.</li> <li>○ 2<sup>nd</sup> part: Students will be divided into 4 groups. Each group will have a template with different characters. The objective of the game, will be to guess who is the character that the other group has chosen by asking questions about the appearance. In this activity, students will have to integrate the language they have learnt about the appearance as well as using the verb “to have/has”.</li> <li>○ 3<sup>rd</sup> part: in the last part, students will be able to play Guess who? But in the iPad. As in this part they are going to use the iPad they will be more motivated and they will also practice the reading skill.</li> </ul> </li> </ul>	<p><b>15-20 minutes/part</b></p>	<ul style="list-style-type: none"> <li>• <b>2 minutes to explain the activity</b></li> </ul>
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**7. Assessment, diversity & Follow up**

<b>Assessment</b> What assessment type will you use? What assessment tools will you use?
<b>Assessment type: Formative</b> <b>Assessment tools: Edpuzzle (game-based assessment)</b>
<b>Diversity</b> How will you take students diversity into account?
<b>In order to take students diversity into account, students will have some extra time to do the Edpuzzle. In order to help them with the bingo, there will be a template projected in which the images will be matched to two words, where the teacher will be able to point out to the words she is saying.</b>
<b>Homework &amp; follow-up</b> What follow up activities could be proposed?
<b>Draw a monster: <a href="https://www.youtube.com/watch?v=MgGEcD39Es8">https://www.youtube.com/watch?v=MgGEcD39Es8</a></b> <b>Students will watch this video and will have to read the instructions given in order to draw a monster. At the end of the video, they will see how the monster was supposed to be drawn, what parts they had to draw.</b>

**Annex 24. Appearance bingo template**



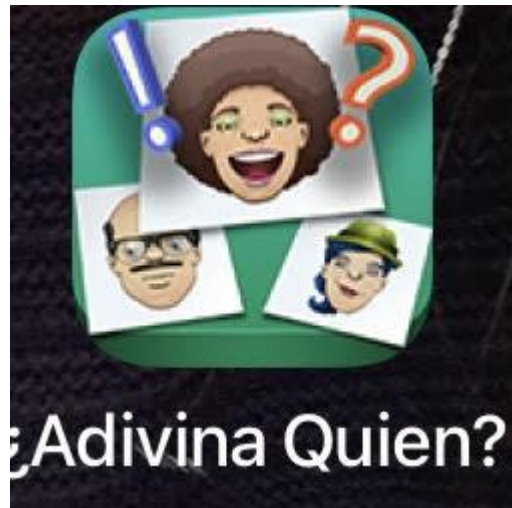
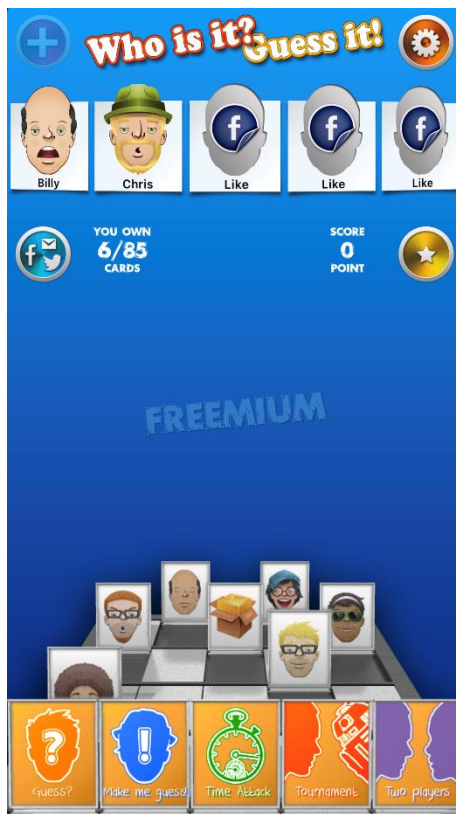
Source: <https://bogglesworldesl.com/appearancebingo.htm>

**Annex 25. "Guess who" template**



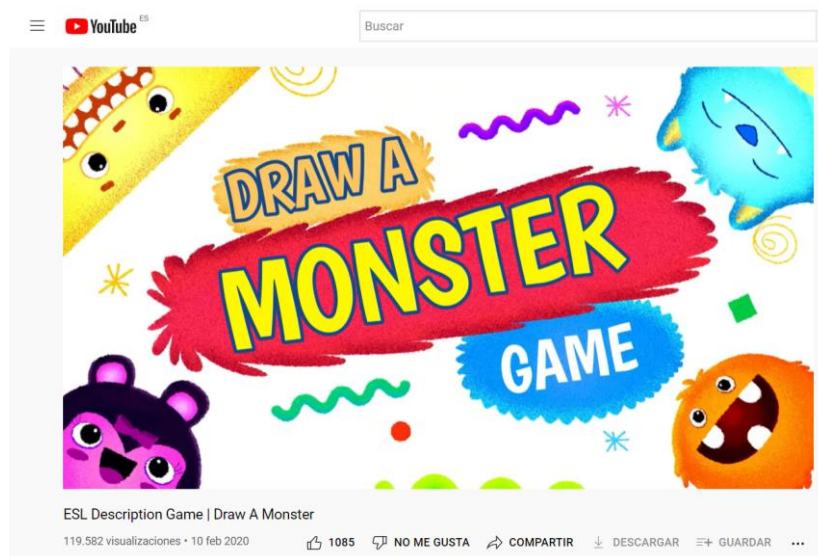
Source: <https://www.twinkl.com.mx/resource/t-t-11758-guess-who-game>

## Annex 26. "Guess who" app



Source: App store

## Annex 27. Video (homework)



Source: <https://www.youtube.com/watch?v=MgGecD39Es8>

## Annex 28. Lesson plan 5

### About the lesson plan

#### Elements in your lesson plan

##### 1. Preliminary information

Name of the lesson
Level: 2 <sup>nd</sup> year
Length: 1 session of 60 minutes

##### 2. Expected learning outcomes

Learning outcomes contextualized versions of standards
<ul style="list-style-type: none"><li>• At the end of this lesson students will know how to organize their speech and their work</li><li>• At the end of this lesson students will identify and produce vocabulary related to abilities and to the appearance</li><li>• At the end of this lesson students will recognize verbs in various sentences.</li><li>• At the end of this lesson student will be able to describe a person/animal/monster, expressing abilities and/or appearance</li></ul>

##### 3. Teaching aims

Teaching aims whatskills& subskills /information you want to teach
<ul style="list-style-type: none"><li>• <i>To teach students how to organize and edit their writings.</i></li><li>• <i>To revise the vocabulary in the unit</i></li><li>• <i>To improve the collaborative work</i></li><li>• <i>To keep my TTT to the minimum</i></li></ul>

##### 4. Key competences

Key competences
<ul style="list-style-type: none"><li>• <i>Competence in Linguistic Communication (CLC)</i></li><li>• <i>Digital competence (DC)</i></li><li>• <i>Social and Civic Competences (SCC)</i></li><li>• <i>Sense of Initiative and Entrepreneurship (SIE)</i></li></ul>



### 5. Language & skills to be taught

Language to be taught	Skills to be taught
<ul style="list-style-type: none"> <li>• Appearance</li> <li>• Abilities</li> <li>• Modal verb can/can't</li> <li>• Have/has</li> </ul>	<ul style="list-style-type: none"> <li>• Writing</li> </ul>

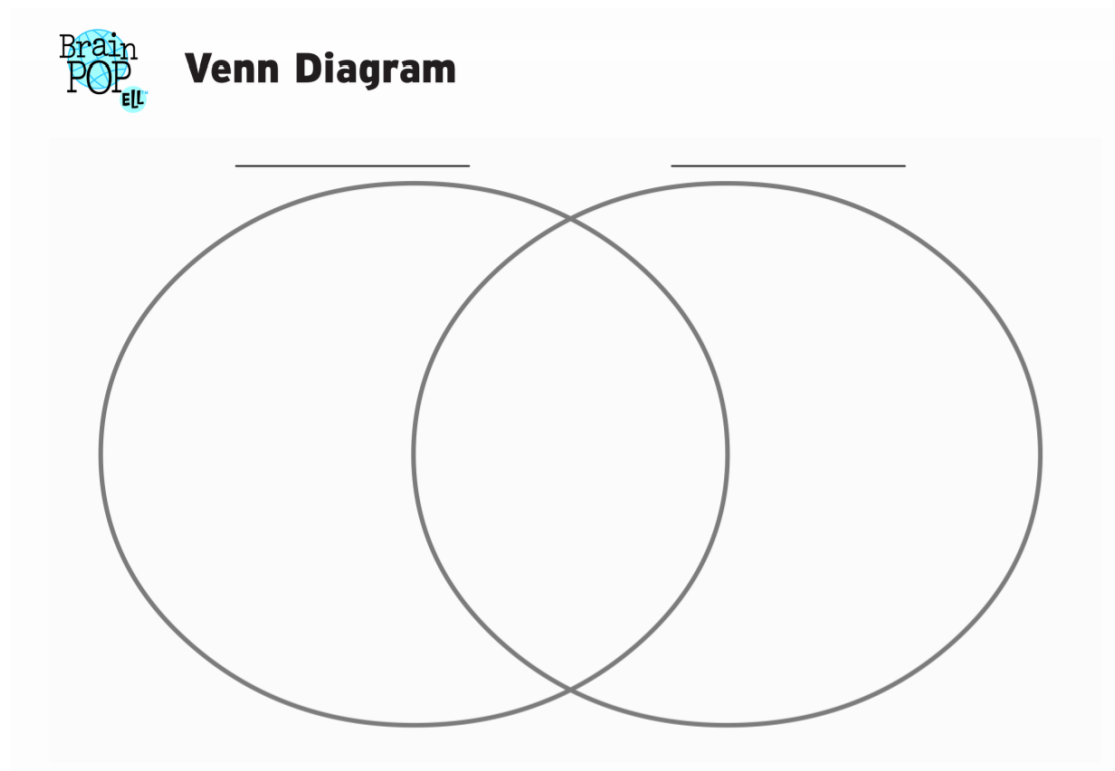
### 6. Stages & activities

Stage aims What will you teach? What language knowledge, skills & subskills do your students need in order to be successful?	Description of activities orderly presentation of activities and tasks in a logical sequence	Timing	Teacher Talk
<b>Pre-task</b> What will you pre-teach?	<ul style="list-style-type: none"> <li>• VENN DIAGRAM: In pairs, students compare and contrast attributes or characteristics of two people using this diagram</li> </ul>	<b>15 minutes</b>	<ul style="list-style-type: none"> <li>• 3 minutes</li> </ul>
<b>Learning Task</b> Describe step by step the activities to reinforce learning and how they will be organized i.e whole group, pairs, CL, individual) What supporting or enabling tasks or activities will you propose to help your Ss complete the task successfully?	<ul style="list-style-type: none"> <li>• Planning the writing: Students will dedicate this part of the lesson task to invent an animal/monster. They will be divided in 6 groups, and each group will have to describe their invention by saying what it can/can't do as well as by talking about its appearance.</li> </ul>	<b>25 minutes</b>	<ul style="list-style-type: none"> <li>• 2 minutes</li> </ul>
<b>Post-Task</b> Which activities will you propose to integrate other skills? How will you let your Ssdemonstrate their learning?	<ul style="list-style-type: none"> <li>• The last activity will consist on producing an Adobe spark video: First, they will have to think the character that they are going to invent, by thinking what it can/can't do. In the video, they will have to use pictures (draw by them or from the internet) and they will have to record themselves saying what their character can/can't do, as well as by writing in each slide.</li> </ul>	<b>20 minutes</b>	<ul style="list-style-type: none"> <li>• 2 minutes</li> </ul>

**7. Assessment, diversity & Follow up**

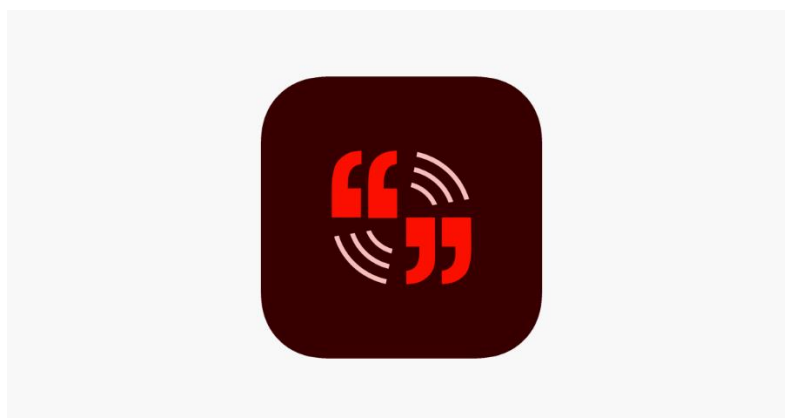
<b>Assessment</b> What assessment type will you use? What assessment tools will you use?
<b>Rubric for the Adobe Spark Video</b>
<b>Diversity</b> How will you take students diversity into account?
<b>Students will be divided into groups to promote cooperative work, and they will have almost the whole class time to create the video</b>
<b>Homework &amp; follow-up</b> What follow up activities could be proposed?
<b>Since it is the last session, there will not be homework</b>

## Annex 29. Venn diagram



Source: <https://educators.brainpop.com/printable/venn-diagram/>

## Annex 30. Adobe Spark Video app



Source: App Store

## Annex 31. Answers teacher's questionnaire

### Assessment about the lesson plans

The aim of this questionnaire is to evaluate the lesson plans that have been carried out as well as to see the effectiveness of the Flipped Classroom method.

Do you consider that the students have acquired the necessary vocabulary (abilities and appearance) during the development of the sessions? \*

1 2 3 4 5  
Not really (10%-20%)      Most of them (90%-100%)

Do you consider that the students have acquired the necessary structures (I can/He can... or I have/He has...) for the development of communication? \*

1 2 3 4 5  
Not really (10%-20%)      Most of them (90%-100%)

Do you consider that the students have learned to use the structures mentioned above in an affirmative, negative and interrogative way? \*

1 2 3 4 5  
Not really (10%-20%)      Most of them (90%-100%)

Do you consider that the students have interacted, in English, with their classmates? \*

1 2 3 4 5  
Not really (10%-20%)      Most of them (90%-100%)

Do you consider that, during the development of the activities, the students have shown interest? \*

1 2 3 4 5  
Not really (10%-20%)      Most of them (90%-100%)

Do you consider that the general objectives of the sessions have been met? \*

1 2 3 4 5  
Not really (10%-20%)      Most of them (90%-100%)

Is there any aspect of the teaching-learning process that I should change or improve? \*

Some of the activities proposed were a bit difficult for the students, but with some help, they were able to complete them successfully.

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