



Aprendizaje invertido para mejorar la pronunciación del inglés en la enseñanza remota [

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text (article)

Analítica

The objective of this paper is to analyze, design, implement and evaluate a teaching strategy for improving specific content in remote English teaching. To do this, an approaching analysis of an eight-students A2 level group dealing with pronunciation problems was carried out. After that, an interview for collecting data about the most concurrent pronunciation problems appeared in the course. Valuable information was displayed to analyze the most common problems for pronunciation in A2 students. After interpreting the results, the pronunciation of regular verbs in the past tense was the most difficult problem for them. A specific strategy to cover students' needs was designed. Since remote teaching conveys the use of technology and flipped learning is an option for the equipment available, the implementation of a video flipped learning task was designed. With the use of technology (authoring tools and mobile Apps), flipped learning, programmed instructional design students showed improvement in the pronunciation of regular verbs in the past tense. Finally, it is concluded that this innovative strategy can effectively be reproduced for developing some other learning content in remote teaching

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