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Flipped classroom in the development of the communicative skills at “Emiliano Hinostroza High School”

El aula invertida en el desarrollo de las destrezas comunicativas en el colegio “Emiliano Hinostroza”

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ABSTRACT

The implementation of interactive strategies to develop oral skills and consolidate a model to improve English as a foreign language is lacking in rural schools. The main purpose of this research is to explore the effectiveness of the flipped classroom in the development of oral expression in 1st and 2nd year high school students of the rural school "Emilio Hinostroza" and to determine the likes and dislikes of the students for the activities, resources and results of the flipped classroom. For this purpose, a questionnaire with closed and open-ended questions was used to determine the students' perceptions. The findings of the study provide information on some benefits with respect to student motivation and performance, and make the flipped classroom model a tool worthy of consideration for teaching English synchronously and asynchronously.

Descriptors: Electronic learning; language of instruction; group communication. (UNESCO Thesaurus).

RESUMEN

En las escuelas rurales falta la implementación de estrategias interactivas para desarrollar habilidades orales y consolidar un modelo que mejore el inglés como idioma extranjero. El propósito principal de la presente investigación es explorar la efectividad del aula invertida en el desarrollo de la expresión oral en estudiantes de 1° y 2° año de bachillerato del colegio rural "Emilio Hinostroza" y determinar los gustos o desagradados de los estudiantes por las actividades, recursos y resultados del aula invertida. Para ello se usó un cuestionario con preguntas cerradas y abiertas para determinar las percepciones de los estudiantes. Los hallazgos del estudio proporcionan información sobre algunos beneficios con respecto a la motivación y el rendimiento de los estudiantes, y hacen que el modelo de aula invertida sea una herramienta digna de consideración para la enseñanza del inglés de forma sincrónica y asincrónica.

Descriptores: Aprendizaje en línea; idioma de enseñanza; comunicación en grupo. (Tesauro UNESCO).

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INTRODUCTION

The Ecuadorian educational system has been static since 2016 according to the (Ministry of Education, 2021) not only because of the lack of money but the implementation of projects to develop the capacities and abilities in different areas, especially in the improvement of foreign language in the rural schools. It has placed more emphasis on urban areas, considering that the development of a town is concentrated there. This problem has been more visible during the pandemic since the learners in the communities far are the ones which have the most obstacles to access the virtual education model and active learning activities, proposed by the Ministry of Education as a result of the quarantine.

Before the pandemic, the lack of conditions, which, in many cases, do not have adequate infrastructure has affected the goals that governments have planned in their curricula and methodology (Ortega & Auccahuallpa, 2017). During these two years of the pandemic, the educational system has faced paramount changes to adapt itself to the challenges. On the other hand, as technology advances, new models of teaching and learning emerge. The flipped classroom is one of the models that was created to introduce a new way of teaching and learning the language (Sönmez, 2020). It refers to the pedagogical method in which education is partially digitalized with short videos or podcasts that are observed by students before the class session at home to acquire considerable content (vocabulary, grammar, or pronunciation), to engage learners in collaborative activities, and interact with their peers (Pineda et al. 2017). While class time the learners are developed projects, exercises, role plays, or discussions where the teacher assumes the role of advisor or guide to evaluate their skills in interactive activities individually or collaborative projects.

Before this research into how flipped learning has been a pedagogical advantage for English teachers in rural areas, it is necessary to clarify its meaning. Some educators, parents, and students think about flipped learning as learners doing homework at school and schoolwork at home, but it has a different conception (Larmand, 2021). It is an active approach to teaching and learning. When the classroom is flipped, teachers can apply certain teaching strategies. Flipped learning usually involves students

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reading text or watching videos outside of class and then taking part in a discussion, answering questions, writing essays, making expositions, or completing other projects once they return as a group. Those practices contain intelligent use of technology without challenging any specific type of technology; focusing on interactive learning. In addition, this approach has allowed the students to practice independent learning and self-regulation as they are given a significant portion of the responsibilities for learning (Talbert, 2017).

Although previous research has examined the flipped classroom's efficiency in developing the skill in different areas, research has not yet investigated the influence of this approach in rural areas to improve second language acquisition. With this in mind, the present investigation aspires to explore the influence of the flipped classroom in the development of speaking abilities in baccalaureate students at "Emiliano Hinostroza" High School and determine students' likes or dislikes for flipped classroom activities, resources, and results in a rural area of Cañaribamba.

It is important to mention that rural education needs to implement active strategies to use technology and virtual education to improve communicative skills not only because the students are digital natives but also because it is a world surrounded by technology and electronic devices. These skills are essential because they allow learners to diffuse coherently and order oral information like arguments, feeling, opinions, or personal information according to the level, using the sub-skills language to function in a real context (Oviedo & Mena, 2021).

THEORETICAL FRAMEWORK/CONCEPTUAL FRAMEWORK

The theoretical foundations adopted for sustaining the flipped classroom typically focus on reasons for not using the learning process to develop just content. These derive from a large body of literature on student-centered learning, which looks principally to the theories of Piaget and Vygotsky (Erbil, 2020).

Cognitive conflict refers to when students should comprehend that the new dialect offers something different from what they know, practice, or understand and, to increase their output, that they need to modify to some extent; it means, it is necessary

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some metacognitive awareness, as well as students' motivation to contemplate the modification (Piaget, 1967).

The cooperative learning method in the aspect of Vygotsky's learning theories refers to the better interrelation of students with each other. As a result of this interrelation, the more experienced peers will execute information transmission to their less privileged peers, and they will benefit from this. The individual will participate in the same group with a more experienced peer and the level or developmental rank (ZDP) will progress under suitable educational conditions (Erbil,2020).

Bloom's taxonomy classifies the level of cognition that moves from the primary or lowest level of cognition (recall of knowledge) to the highest level of cognition (evaluation) with four sections in between comprehension, application, analysis, and synthesis (Morton,2016). This type of theory facilitates the teacher to interact with students when they are participating in higher levels of Bloom's taxonomy, such as application, analysis, and synthesis with active learning strategies such as matching and sharing activities, presentations, and group discussions. students, and individual activities or paired quizzes that empower students to reach higher levels (Gilboy, 2014).

STATE OF THE ART/LITERATURE REVIEW

Over the last two years, the pandemic coronavirus COVID-19 outbreak has obstructed global personal contacts for numerous aspirations. The educative field has been altered dramatically, and the decisions of governments changed due to the pandemic. Some countries interrupted face-to-face teaching until further notice or postponed the start of the school year, but it has replaced them with online education (Elkhatat & Al-Muhtaseb, 2021).

The impact of the COVID-19 epidemic on the development the skills in the English language is not clear yet, but the English language has marked a unique increase in all countries of the globe. This dissemination plays a significant role in the control of the pandemic and most domains of life. Thus, English language learning has witnessed

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an accelerated and constant development, principally the speaking skills (Nunan, 1991)

The most essential condition of learning a foreign language and success is determined by terms of the ability to perform a conversation in the target language. Accordingly, the awareness of the serious need to improve the competency of English-speaking performance has increased research interests significantly to ensure language teaching and learning techniques are updated.

Speaking (Communicative) skills

Speaking is the most essential form of communication; as a result, it is the most important skill. It helps people communicate and change information as a process to gather information to communicate ideas, a two-way conversation through grammar, vocabulary, fluency, and comprehension (Sohaya et al. 2021).

In the system education for EFL (English as a Foreign Language), oral production is regarded as the essential skill to be improved. The final objective is oral communication for learners to defend themselves in this globally demanding world (Rao, 2019). However, it has been relegated because the emphasis is on grammar.

The capacity of achieving a speaking proficiency in the target language is the influence in the success to learn a foreign language when the learners have the skill to communicate through oral expression (Hernandez,2021). The development of speaking helps students actively interact with their peers since it is part of our daily life.

Flipped Classroom (FC) Method

The disadvantages of the traditional teaching model motivated the teachers to search for innovative strategies, this emerged the FC approach which some educators applied unconsciously even before the model appears. It was defined as a school work method, in which teachers design material and the students have to complete the activities out-class. However, it is a simplistic idea; the term is accredited to the teacher Jonathan Bergman and Aaron Sams, who began producing podcasts for their science

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classes in 2006 (Kevin,2012). The flipped Learning Network (2014) pointed out the definition:

The flipped classroom is a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter.

The flipped classroom approach which is a technological-based teaching method is appropriate for a language class as it helps to increase students' autonomy and creates a flexible learning environment. It provides learners with a more autonomous and constructivist way of thinking. The main characteristics of this method are learning pace, flexibility, interactivity, critical thinking, and autonomous learning (Santhanasamy & Melor, 2022). Singh (2018) states it can raise students' enthusiasm in participating in the English class and possibly increase their communication skills which permit teachers to use different tools; technological or traditional to achieve the objectives and let the students be the protagonists of their learning.

As (Santhanasamy, 2021) concludes the teacher uses the FC to change the traditional teaching into a more interactive and collaborative environment, not only is it about the videos and web activities, it is related to how the teacher can implement collaborative and interactive strategies to develop specific details as the speaking skills self-regulated learning, interaction, motivation, and achievement in three functions of speaking: talk as a transaction, talk as interaction and talk as performance.

Abdullah (2019) also carried out a study to explore the application of FCM (Flipped Classroom Method) and demonstrated it was an effective approach in the EFL speaking classroom, indicating that there was a significant difference between pre and post oral proficiency tests. Moreover, it has been found that students' involvement and enthusiasm to engage in the English conversational tasks and their level of engagement and English-speaking performance has increased gradually.

Similarly, another investigation has revealed that flipped classroom is effective through the use of video which generates a positive environment among adolescents and teachers in the learning process. These visual aids were very meaningful which offers

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them previous conceptions of grammar, vocabulary and facilitated to development of their listening and speaking skills at primary levels. It was also exposed that using social media such as YouTube videos as instruction for them to dramatize their character according to the situation delegated by their educator in the class fosters confidence and the ability to relate with classmates. (Singh,2018).

In the class of the session to make it more effective were used Role-plays, dramas, oral expositions, and discussion group sessions as useful activities based on social platforms.

Technology and virtual education

Mohamad (2017) points out innovations in technologies simplify human interactions in the synchronous and asynchronous online learning process. As they impact our daily lives, they can influence the teaching-learning process considerably. The role of technology is very important in the FC to teach communicative skills with innovative strategies, that gives independence and create a flexible learning atmosphere to the students. The teacher can find a diversity of software or web page of learning content, educational games, learning management systems, tutorial videos (Santhanasamy, 2021).

On the other hand, the significant presence of integrating new learning technologies make it probable for events such as lectures, which have habitually occurred within the classroom, to develop external of the classroom and events which possibly developed outside the classroom to develop inside the classroom under the supervision of the instructor (Lage, 2000). Teachers could design follow-up online quizzes on instructional videos to ensure students had previewed the learning materials essential to the instructor can monitor and register the data of learning (Lo, & Hew, 2017).

Gilboy (2014) who conducted an experimental study describing students' perceptions of this approach within 2 undergraduate nutrition courses found students finishing the evaluation showed interest in the flipped method compared with traditional pedagogical strategies. Students in the flipped class had had significantly higher scores than those

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in the traditional class; in addition, students had given positive opinions on the active learning strategies (Alhamami, 2019).

Indeed, the mixed findings on FC have prompted suggestions that the teacher role is strengthened because it enables the students to participate and share their knowledge, creates a great relationship between educator and pupil; time is used more efficiently, and more face-to-face time interactively (Pudin, 2017). This method encourages students to be active participants and allows them to have control and responsibility for their learning.

METHOD

It was proposed from a non-experimental descriptive methodology with Pearson's chi-square calculation, being cross-sectional when the data was collected at a single moment. The participants of this study are n=27 students from the 1st and 2nd level of baccalaureate of "Emiliano Hinostroza High school". Students who likely range from 16 to 18 years old and be native Spanish speakers from rural areas.

Regarding data collection techniques, surveys were used to record and obtain all the information within the Institution and a questionnaire was carried out in a structured way, applying stratified random sampling, to whom the online survey was applied as a technique and as an instrument a 5-item questionnaire with several alternative responses validated employing Expert judgment and pilot test that allowed the calculation of Cronbach's alpha validation coefficient, obtaining a result of 0.800, which reaches an optimal confidence index (Oviedo & Campo-Arias, 2005). The collected data were analyzed using descriptive statistics using the SPSS version 23 statistical program.

RESULTS

A structured survey was applied in this way; information can be collected with an adequate level of specificity.

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The results are evidenced in the following tables:

Table 1.
 Are interactive activities used in English class?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always				
	Frequently	9	23,1	33,3	33,3
	Sometimes	18	46,2	66,7	100,0
	Rarely				
	Never				
Total		27	100	100	

From table 1, it was possible to show that most of the students say that in the English class sometimes use interactive activities, (Xu & Tsai, 2021) have concluded that the presentation of interactive English-teaching content in college English give as result as the percentage of students' speech gradually increased the quantity and quality of students' answers to questions improved, and the number of students' active questions in English classroom also gradually increased and their motivation continued to improve.

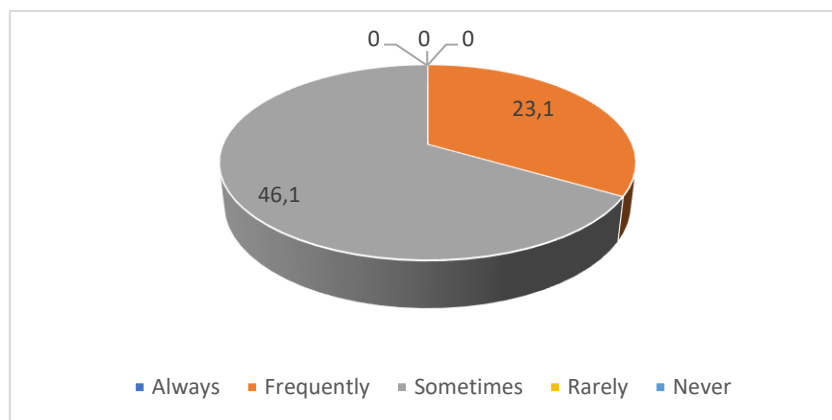


Figure 1. Interactive activities used by the teacher in English class.

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It is important to notice the higher percentage (figure 1) is sometimes with 46,1%. Thus, it is assumed the teachers use interactive activities; however, (Mohamad, 2017) points out interactive activities should be used wisely to diversify the software or web pages of learning to immerse in active learning.

Table 2.
Does the teacher use audio-visual material for English class development?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always				
	Frequently	2	5,1	7,4	7,4
	Sometimes	15	38,5	55,6	63,0
	Rarely	10	25,6	37,0	100,0
	Never				
	Total	27	100	100	

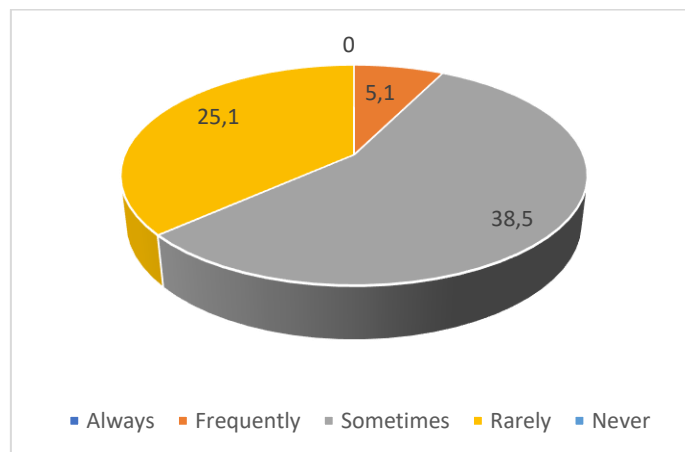


Figure 2. The teacher uses audio-visual material for English class.

From table and figure 2, it was possible to show that of the students say the teacher sometimes uses audiovisual resources to develop the English class. The use of audio-visual increases learners' communication skills so that trainees can concentrate on improving their skills through audio-visuals (Singh, 2018). These materials can be as good as the teacher when explaining concepts, facts, or demonstrating procedures,

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everything depends on the creativity used (Reyes et al. 2020). These authors also state audio-visual material has brought new opportunities to teachers and students to broaden and innovate the way how to teach and learn.

Table 3.
Does the teacher carry out activities to improve English class speaking skills?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	1	2,6	3,7	3,7
	Frequently	18	46,2	66,7	70,4
	Sometimes	7	17,9	25,9	96,3
	Rarely	1	2,6	3,7	100,0
	Never				
	Total	27	100	100	

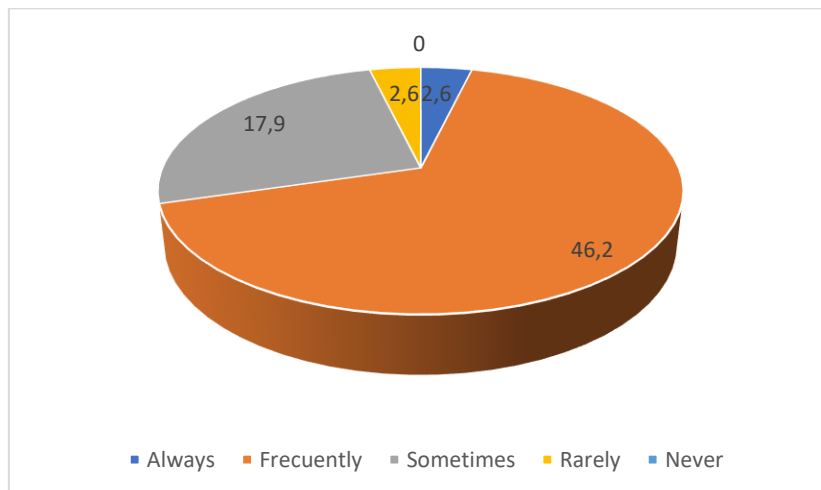


Figure 3. The teacher carries out activities to improve speaking skills.

From table and figure 3, it was possible to show that most of the students say in the English class the teacher frequently does activities to improve their speaking skills. They can deal with simple and short conversations but it is necessary to improve their speaking through challenging activities supported with technology that is part of their

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daily lives. The communicative language teaching approach presents principles and objectives that permit the learning process of a language to use classroom activities like dialogues, role-plays, and information-gap activities, based on group work and task work, had been effective to help the progress of the speaking skill (Oviedo & Mena, 2021).

Table 4.
Does the teacher use digital media (social networks) to motivate speaking practice in English class?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always				
	Frequently	1	2,6	3,7	3,7
	Sometimes	15	38,5	55,6	59,3
	Rarely	11	28,2	40,7	100,0
	Never				
	Total	27	100	100	

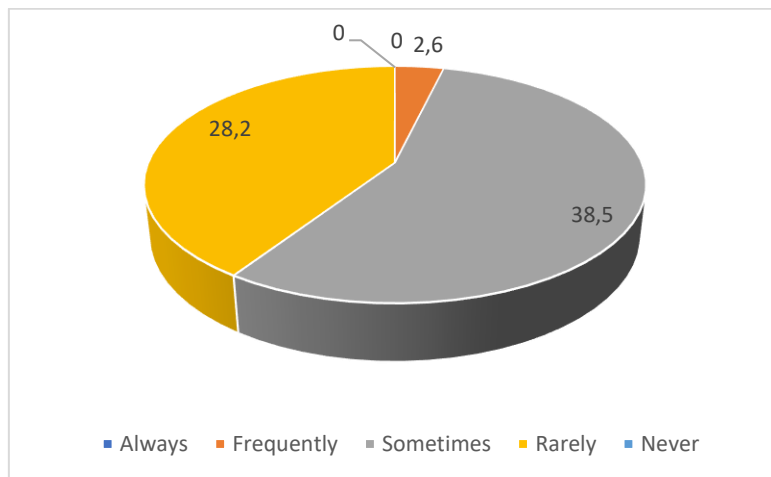


Figure 4. The teacher uses digital media (social networks) to motivate speaking practice.

From table and figure 4, it was possible to show that most of the students say that in the English class the teacher sometimes uses social media to motivate them to practice their speaking skills (Singh, 2018). When the teacher uses social networks (YouTube)

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in a flipped classroom, he/ generates a positive environment among the adolescents and teachers in the learning process. It also can be used as guidance for them to dramatize their role in the class. it has built confidence and the ability to participate with peers. The students had the perception that they could progress at their own pace and improve speaking skills.

Table 5.
 Are you satisfied with the methodology used in the English hours?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied				
	Satisfied	10	25,6	37,0	37,0
	Neutral	15	38,5	55,6	92,6
	Unsatisfied	2	5,1	7,4	100,0
	Very Unsatisfied				
Total		27	100	100	

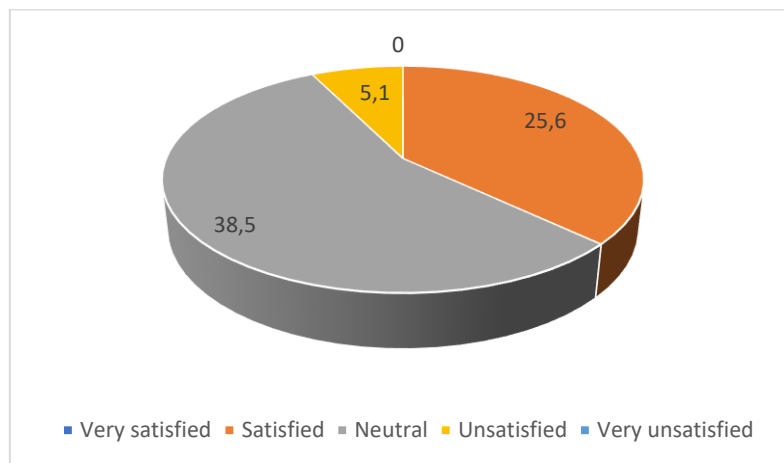
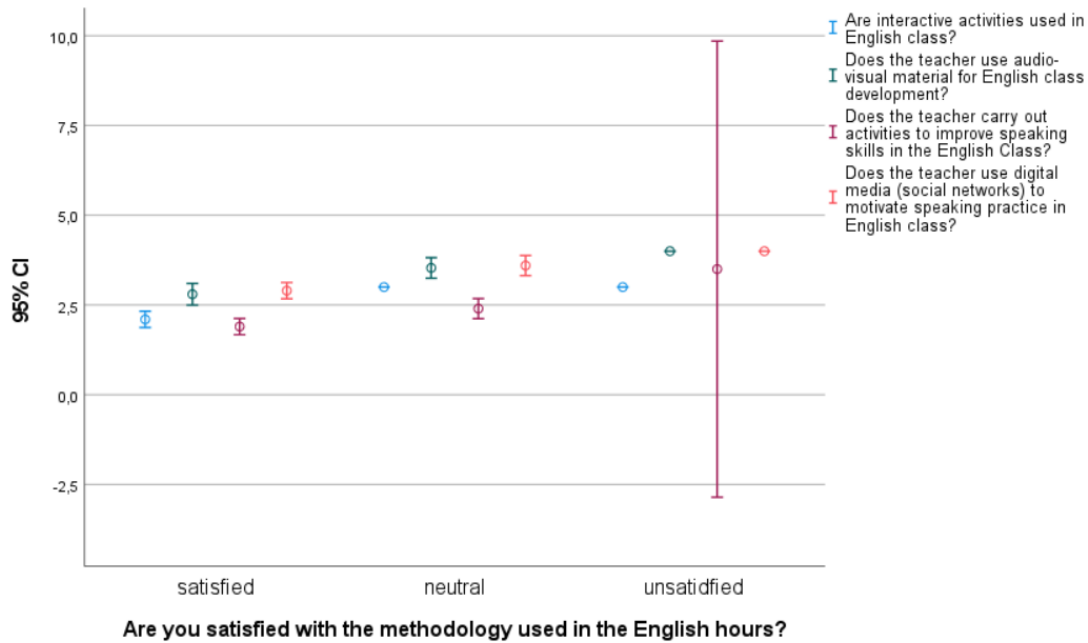


Figure 5. Level of satisfaction with the methodology used in the English hours.

From table and figure 5, it was possible to show that most of the students say that they are sometimes satisfied with the methodology used by the English teacher to improve their speaking skills.

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Table 6.
Grouped Bayesian graphic.



According to the results expressed in the previous tables and table 6, it can be noted that the use of correct resources like social media or audiovisual are related to the level of satisfaction how the teacher uses technology to improve the speaking skill in the English class.

Another aspect to consider is the relationship between the use of resources to do the English class more interactive. The teacher uses sometimes audiovisual or social media but the class is not interactive. the factors that make it difficult for high school students to have adequate knowledge of the English language and, consequently, to be able to communicate in this language are related to the use of a traditionalist teaching methodology. This methodology implies teacher-centered learning, as well as the lack of interaction between students in the English language. Another factor is the confusion that teachers have when trying to implement communication strategies in the classroom (Ortega & Aucchuallpa, 2017).

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PROPOSAL

The following proposal is the result of the analysis of the relationship between the Flipped classroom method and its impact on the improvement of speaking skills which has two principal elements. The first one incorporates the activities students must do at home (Out of class) and the second contains the direct application of the vocabulary and videos already seen (In of class). This consists of the following detailed steps:

Out of class learning

Activities to work individually, focusing on remembering and understanding (Bloom's taxonomy.)

Teacher

Create or search instructional videos.

Create online quizzes

Check students' notes content.

Student

Watch instructional videos.

Complete online quizzes

Taking online notes content.

In of class learning

Activities to work in group, focusing on applying, analyzing, and synthesizing (Bloom's taxonomy.)

Warm up: Brief review using pictures or videos.

Short text about the topic in context with specifications like pronunciation and intonation.

Individual practice to reinforces supported by teacher.

Pair group activity.

Conclusion

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Out of class

- 1.- Teacher creates or searches videos in different online media such as YouTube, Video Zone: British Council's LearnEnglish Kids, English 4 Kids.
- 2.- Teacher creates online quizzes in online apps like live worksheets, ELSA, Vocaroo.
- 3.- Teacher offers content notes to conduct students' notetaking about the vocabulary and pronunciation.
- 4.- Student watches instructional videos with clear specific instructions and objectives.
- 5.- Student completes the online quizzes to understand the vocabulary and pronunciation of the specific topic.
- 6.- Student takes online notes content to reinforce the vocabulary and principal ideas of the topic.

In of class

- 1.- The teacher provides a brief review of the instructional videos and the content of the online note.
- 2.- Teacher gives material such as reading, audios, pictures about a topic in context with specifications like pronunciation and intonation.
- 3.- Students work individually to reinforce vocabulary and pronunciation.
- 4.- Students work in pairs to work with role plays, pair dictation, discussions.
- 5.- The teacher concludes the session doing questions to the students to gather in groups and assess what they have learned.

CONCLUSIONS

The answers given by the students show they are not satisfied but neutral with the methodology used in the English class for the reason the teacher does not create an interactive environment with audio-visual material. Based on this information, it is concluded that the methodology implemented in the first and second levels of Bachillerato is not good enough due to teachers do not use enough interactive resources to produce a good environment to promote speaking skills.

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The Flipped classroom method to improve communicative skills is shown to be effective according to the review of the data and studies used in this article. It enables students to improve their skills in and out of class, collaborative, or independently. This method, in contrast with the traditional methods, the teachers are not the ones who deliver the content, and the students, the receivers or passive listeners, the learners are the responsible ones for the content and active learning. It functions as a scaffolding strategy to increase students' participation.

Therefore, it should consider the application of the flipped classroom model with exhausting training to strengthen the capacity of the teacher due to the necessity to understand how the flipped classroom works because it is not a magical formula to use and immediately acquire a new language, it is a process. Additionally, the teachers should keep in mind the chosen material, audio-visual or traditional, must be according to students' needs. Not all of them acquire knowledge in the same way and the teachers do not have to expect comparable outcomes.

This approach can also provide tools and strategies to take advantage of the online resource out of the class and implement meaningful activities inside the class that help to encourage participation, motivation, critical thinking, interest, and communication skills to acquire a foreign language.

Finally, it is mandatory to continue with more studies especially with Ecuadorian participants to obtain more information about the flipped classroom method and its effectiveness to improve communication skills.

FINANCING

Non-monetary.

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