

Utilizing online community-based flipped learning approach for oral presentation

Yi Chun LIU ^{a*}, Cheng-Hsuan Lan ^a, & Chun-Wang Wei ^b

^a Dept. of Applied Foreign Languages, Chia Nan University of Pharmacy & Science, Taiwan

^a Dept. of Applied Geoinformatics, Chia Nan University of Pharmacy & Science, Taiwan

^b Dept. of Healthcare Administration & Medical Informatics, Kaohsiung Medical University, Taiwan

*ycliu715@gm.cnu.edu.tw

Abstract: This work-in-progress study used online community-based flipped learning platform to explore college students' learning motivation in the oral presentation. A sample of 95 college students studying English as a foreign language (EFL) was assigned into control and experimental groups, with 40 and 55 students in each group based on a pre-test. Both groups were further divided into groups of two or three students for their oral presentation. Data collection consisted of pre- and post-tests and evaluations of group project presentations. Both groups uploaded their group projects with images to the online learning platform, and then gave a brief presentation of their final project. Students' group projects were evaluated by three teachers. The difference between control and experimental groups is the latter group recorded the video-mediated oral feedback to provide comments for other teams' oral presentation besides recording their oral presentation videos with written feedback. The results of this study indicated that the students in the experimental group perceived their learning process in oral presentation positively and performed better than those of the students in the control group. They provided positive and immediate feedback to their peers and clearly perceived peers' annotations which enhanced oral presentation in terms of pronunciation, fluency, comprehension, and relevance of the content. This study suggests EFL college students to use online community-based flipping learning to raise their learning motivation for the oral presentation.

Keywords: English as a foreign language, flipped learning, technology-enhanced language learning

1. Introduction

The English-speaking ability of students at technical colleges need support to develop their English skills since their English level is relatively poor. The contribution of this study is to embed online community-based flipping learning into English oral training courses, cultivating their ability to use simple English to introduce their hometown in comparison with other foreign cultures. Based on Lin & Hwang (2018), the research sought to explore factors affecting EFL students' oral performance in a flipped classroom and whether the online community-based flipping learning would have a significant impact on students' learning motivation to apply technology in the process of learning English.

2. Literature Review

The flipped classroom has recently been regarded as an efficient learning approach in various courses (Hsia, Huang, & Hwang, 2016; Lin & Hwang, 2018). The adoption of flipped classrooms in English language teaching provides teachers more time to interact with each student (Lin & Hwang, 2018). Integrating technology into English learning, teachers can guide students to cultivate their language

skills through real-life scenarios and meaningful learning experiences (Angelova & Zhao, 2016; Wu, Yen, & Marek, 2011). Overall, teachers teach from familiar to unfamiliar contents step by step. We can summarize that learners rely on their established schematic knowledge and the scaffolding of new systemic knowledge in English learning.

3. Methodology

Research Question

The research question is as follows: Can the online community-based flipped learning approach enhance students' learning motivation in oral presentation compared with the conventional video-based learning?

Participants

Two intact Freshman English classes at a technological college with a total of 95 students were the subjects of this experiment. The students were formed into groups of two or three. The control group was comprised of 40 participants, while the experimental group of 55 students employed the cloud-based collaborative learning *Iknow* as the platform for students' online community-based flipping learning.

Collaborative learning tool

Iknow was used as a platform, enabling the students to: (a) view other team's presentation videos; (b) write comments; and (c) read peers' comments. Each group developed a PowerPoint presentation that contained descriptions of their hometown as the group project. Both classes spent 40 minutes per session working together for 6 weeks. Both groups discussed and edited files via google slides. After 6 weeks, participants uploaded their projects with images to e-learning and *Iknow* platforms respectively, and then made the oral presentation for their final project. Students' group projects were evaluated by three teachers, including two native English speakers and one non-native English speaker.

Measurement tool

Data collection consisted of pre- and post-tests, a learning motivation questionnaire, and evaluations of group project presentations. The learning motivation questionnaire was modified from the instructional materials motivation scale (IMMS) established by Keller (2009). The original IMMS includes four subscales: attention, relevance, confidence, and satisfaction (ARCS). In this study, the researcher modified and deleted some items, producing a modified IMMS with 25 items. It is hoped that the functions explored in this study can support English language learning and make learning more interesting for the participants. Results of the study may have broader implications for the use of the cloud-based collaborative learning platform *Iknow* as a peer review mechanism for enhancing learning experiences.

Procedure

At the beginning of the learning activity, the students took the pre-test. The purpose of the pre-test was to measure students' learning motivation concerning the online community-based flipped learning so that group members could learn from each other. Also, it examined if the two classes had similar level of learning motivation. After the pre-test, the two classes of students had learning activities that lasted 40 minutes for 6 weeks, where they learned about the basic knowledge via *Iknow* platform. Each group consisted of 2-3 students. The difference between the control group and experimental group is the latter group could record the video-mediated oral feedback to provide comments for other teams' oral presentation besides

recording their oral presentation videos. It means the control groups are not able to provide instant oral feedback based on other teams' oral presentation synchronously. After the designing activity was completed, the students took the post-test to measure their learning motivation.

4. Results & Conclusion

Most 55 participants from the experimental group made satisfactory progress with a significant difference ($t=2.28$, $p=0.038$). The survey items reached .78 of Cronbach's Alpha value. This preliminary work applied *Iknow* platform to allow students to upload group PowerPoints, record group oral presentations, and further record video-mediated oral feedback according to other teams' oral presentation. It sought to explore the support of *Iknow* for peer review. This work-in-progress study indicated the effectiveness of using *Iknow* platform. In the open-ended questions on the survey, students reported that they enjoyed using *Iknow* to work on their group project and interact with other groups, especially the experimental group, who applied *Iknow* as the peer review platform. Through the focus group interviews, students expressed positive feelings about editing the group project with peers, especially because they could give instant feedback. They thought they had good interaction while working on the group project. In addition to that, they appreciated having two foreign guest speakers to evaluate their group oral presentations, so that they could be sure that the foreign teachers understood their content and communicate with them. The result was that technology could be integrated into the oral training activity, allowing students to learn with each other from their own perspectives compared with other foreign cultures.

Acknowledgements

This work was supported by the Ministry of Science and Technology of Taiwan under grant Numbers: MOST 104-2420-H-002-016-MY3-Y10604 and MOST 108-2511-H-041-001-.

References

- Angelova, M., & Zhao, Y. (2016). Using an online collaborative project between American and Chinese students to develop ESL teaching skills, cross-cultural awareness and language skills. *Computer Assisted Language Learning*, 29(1), 167-185.
- Hsia, L.-H., Huang, I., & Hwang, G.-J. (2016). Effects of different online peer-feedback approaches on students' performance skills, motivation and self-efficacy in a dance course. *Computers & Education*, 96, 55-71.
- Keller, J. M. (2009). A significant contributor to the field of educational psychology. *Educational Technology*, 49(3), 43-45.
- Lin, C.-J., & Hwang, G.-J. (2018). A learning analytics approach to investigating factors affecting EFL students' oral performance in a flipped classroom. *Educational Technology & Society*, 21(2), 205–219.
- Liu, Y. C., & Huang, Y. M. (2015). Using the UTAUT model to examine the acceptance behavior of synchronous collaboration to support peer translation. *JALT CALL Journal*, 11(1), 77-91.
- Oxford, R. L. (1990). *Language learning strategies: What every teacher should know*. New York: Newbury House/Harper & Row.
- Wu, W. V., Yen, L. L., & Marek, M. (2011). Using online EFL interaction to increase confidence, motivation, and ability. *Educational Technology & Society*, 14(3), 118–129.