

ICC Flipped

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TASK-BASED FLIPPED LEARNING INTEGRATED WITH METACOGNITIVE SKILLS TO IMPROVE PROSPECTIVE ENGLISH TEACHERS' INTERCULTURAL COMMUNICATIVE COMPETENCE

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ABSTRACT

Task-based flipped learning has emerged as a promising approach in language education, particularly in fostering intercultural communicative competences (ICCs). By integrating cultural topics and activities into the flipped learning model, learners are actively engaged in meaningful interactions and reflections, both within and outside the classroom. Therefore, this study aims to investigate the task-based flipped learning integrated with metacognitive skills to improve prospective English teachers' ICCs. This study employs a quasi-experimental design, specifically a non-equivalent control group design. The participants are divided into two distinct groups: the experimental group and the control group. The research data are collected using tests, are analyzed using parametric statistical analysis, t-test and two-way ANOVA. Based on the result of analysis, the 2-tailed was not greater than sig. level of 0.05. Based on ANOVA analysis, the independent variables, namely metacognitive skills, do not exhibit a robust interaction in influencing the learners' ICCs. This implies that metacognitive skills alone can exert a positive impact on learners' ICCs. The data also indicate that learners with high levels of metacognitive skills tend to display commendable ICCs. The conclusion of this study indicated that task-based flipped learning has emerged as a promising approach in language education, particularly in fostering ICCs. This pedagogical approach not only enhances language skills, such as speaking, reading, and listening, but also promotes intercultural understanding, critical thinking, and metacognitive skills.

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INTRODUCTION

The pedagogical approach known as flipped learning entails the dissemination of academic content through video-based lectures and supplementary materials, which prospective English teachers can access and review outside the traditional classroom setting (Adnan, 2017; Angelini, 2016a). By engaging with these resources independently, they are encouraged to extract the most value from them. Consequently, during subsequent face-to-face sessions, the lecturer can focus on facilitating interactive activities and fostering collaborative problem-solving exercises (Bakla & Mehdiyev, 2022; Basal, 2015).

Interactive activities can be effectively implemented during in-class sessions subsequent to English teacher trainees acquiring a comprehensive understanding of the designated learning topics through self-study (Bredow et al., 2021). In the context of the flipped classroom, teachers have the opportunity to optimize instructional time by assigning lecture materials as pre-class assignments (Burke & Fedorek, 2017), allowing students to take notes and complete related tasks at their own pace prior to the physical classroom meeting (Fauzan & Ngabut, 2018). A significant benefit of delivering instructional content in this manner is that learners have the ability to revisit

video resources multiple times (Gilboy et al., 2015; Hazaymeh & Altakhaineh, 2019), thereby facilitating enhanced comprehension and retention.

According to Lee and Wallace (2018), teachers who embrace the implementation of flipped learning should prioritize the four fundamental pillars associated with this approach, namely flexible learning space/time, learning culture, intentional content, and professional teachers. In this regard, teachers have the ability to create adaptable learning environments where aspiring English teachers have the autonomy to select their preferred locations and schedules for learning (Lin et al., 2021). Furthermore, teachers exhibit flexibility in terms of their expectations regarding learners' timelines for completing assigned tasks.

Learning culture refers to an educational environment that fosters a positive disposition towards learning and facilitates the acquisition of new skills (Amerian & Tajabadi, 2020). Within the framework of a Flipped Learning model, the in-class time is strategically allocated for the purpose of delving into topics with greater depth, thereby providing ample opportunities for immersive and comprehensive learning experiences. Consequently, learners are actively engaged in the process of knowledge construction, actively participating in

and evaluating their own learning in a manner that is personally relevant and significant (Abdullah et al., 2021).

Regarding the intentional content aspect of the flipped classroom, instructors carefully select and curate the educational materials that they deem necessary to convey to learners, as well as determine the topics that align with their specific learning needs. It is in line with Sudarmaji et al. (2021) who argue the intentional content is strategically designed to optimize in-class time for learner-centered and active learning activities, aiming to foster a dynamic and engaging educational environment.

The final pivotal pillar of flipped learning pertains to the role of professional teachers. In a flipped classroom setting, the teacher assumes a paramount position and bears increased responsibilities (Angelini, 2016b; Singay, 2020). Throughout the learning process, the teacher is tasked with closely monitoring the progress of learners, providing them with constructive feedback, and assessing their completion of learning tasks. These activities necessitate a comprehensive understanding of individual student needs and effective pedagogical strategies to ensure optimal learning outcomes.

This study focuses on the integration of flipped learning within

the context of learning tasks. Learning tasks serve as the intermediary component connecting learners with the instructional content provided within the pedagogical environment (Bérešová & Micallef, 2020; Han, 2018). Essentially, these tasks consist of purposeful classroom activities that are structured to align with the overarching learning goals. They encompass a continuum of pre-, during, and post-tasks (Habibi et al., 2022), which collectively facilitate learners' comprehension and active engagement with the language being taught.

Task-based flipped learning emerges as an instructional model designed to enhance the intercultural communicative competences (ICCs) of prospective English teachers. This approach leverages the synergistic integration of learning tasks and the principles underpinning flipped learning. Haerazi and Irawan (2020a) suggests that learners initiate their engagement with assigned tasks by tapping into the intercultural dimensions that can be acquired through self-study at home. In this process, lecturers offer learners video presentations of instructional materials, allowing them the opportunity to revisit these videos multiple times to consolidate their understanding. This combination of task-based flipped learning underscores the importance of

both active task engagement and the utilization of flipped learning strategies to facilitate learners' intercultural communicative growth.

The effectiveness of learning tasks and the flipped learning model in fostering intercultural communicative competences (ICCs) necessitates consideration of learners' metacognitive skills. Haerazi and Kazemian (2021) contends that metacognitive skills encompass learners' capacity to regulate, evaluate, and control their learning activities, both within the classroom and beyond. These skills play a crucial role in facilitating learners' metacognitive awareness and self-regulation, enabling them to actively monitor and reflect upon their own learning processes (Aziz et al., 2019; Kazemian et al., 2021). By cultivating metacognitive skills, learners are empowered to make informed decisions regarding their learning strategies, thereby enhancing their overall intercultural communicative abilities.

The interplay between technology in the context of flipped learning and learning tasks becomes apparent when implementing task-based flipped learning in both classroom and out-of-class activities. This instructional approach actively involves learners in the development of their ICCs, particularly when viewed through the

lens of metacognitive skills. The integration of technology facilitates the seamless integration of learning tasks (Angelini, 2016b; Bakla & Mehdiyev, 2022), providing learners with opportunities to engage with instructional materials, reflect on their learning process, and exercise metacognitive control. By leveraging technology within the framework of flipped learning, learners are encouraged to actively participate in the construction of their ICCs while honing their metacognitive abilities.

Certain studies have indicated that the implementation of flipped learning may not effectively address the exploration of learners' ICCs and metacognitive skills. In some cases, the tasks assigned to learners lack goal-oriented language learning activities and are merely sourced from the internet without careful consideration. Moreover, flipped learning has often been utilized primarily as a learning approach to facilitate the enhancement of language skills, including both micro and macro language competences. As a result, the present study aims to investigate the effectiveness of task-based flipped learning integrated with metacognitive skills in fostering the development of ICCs among prospective English teachers at the higher education level.

METHODS

Research design

This study employs a quasi-experimental design, specifically a non-equivalent control group design (Cohen et al., 2018). The participants are divided into two distinct groups: the experimental group and the control group. The experimental group comprises prospective English teachers who have been exposed to the task-based flipped learning model, while the control group is subjected to mobile-assisted language learning. The sample consists of prospective English teachers currently enrolled in TEFL courses during their sixth semester of study. The sixth semester is chosen as learners at this stage typically possess an adequate level of English proficiency necessary for acquiring intercultural competences.

In order to examine the effectiveness of task-based flipped learning in enhancing learners' ICCs, the experimental group receives a total of three to four treatment sessions, each incorporating intercultural materials centered around topics derived from inner circle countries. To ensure the impartiality and consistency of treatment implementation, the researcher assumes the role of the lecturer throughout the sessions. On the other hand, the control group

experiences the application of mobile-assisted language learning, facilitated by the actual lecturer in the sixth-semester class. This approach guarantees that both groups receive distinct instructional interventions (Beins, 2018), allowing for a comparative analysis of the impact of task-based flipped learning on ICC development.

The study consists of a total of 58 participants, with 29 individuals assigned to the experimental group and another 29 individuals allocated to the control group. The participants in both groups possess a similar level of English proficiency, and their average age ranges from 22 to 24 years old. Moreover, all participants have completed prerequisite courses deemed essential for developing intercultural competences, including Cross-Cultural Understanding, Public Speaking, and English for Business courses. This prerequisite ensures that participants have received foundational knowledge and skills necessary for engaging in intercultural interactions and communication.

Data collection and analysis

This study encompasses quantitative data pertaining to learners' achievement in ICCs and metacognitive skills. The data collection process involves administering tests (Miles et

al., 2016) that are constructed based on ICC indicators and metacognitive dimensions. Participants are given ICC tests both prior to and after the treatments. The pre-test is conducted to establish the baseline level of learners' ICC knowledge before they receive the specific instructional interventions. Additionally, the assessment of metacognitive achievement is conducted to gauge the extent of learners' metacognitive abilities and self-regulation. These data collection methods enable a comprehensive examination of both learners' ICC development and their metacognitive progress throughout the study.

The collected data were subjected to quantitative analysis (Miles et al., 2016). Descriptive statistical analysis was employed to examine the mean scores of ICC achievement and metacognitive skills within both the experimental and control groups. To ascertain the impact of task-based flipped learning on prospective English teachers, a t-test analysis was conducted. If the 2-tailed value was found to be lower than the significance level of 0.05, it would indicate that the intervention variable had a positive effect on learners' ICCs. In such a case, the research hypothesis (H_a) would be accepted, signifying the presence of a beneficial impact resulting from the

implementation of task-based flipped learning on learners' ICCs.

In order to examine the potential interaction between task-based flipped learning and metacognitive skills in relation to learners' ICCs, a Two-Way Analysis of Variance (ANOVA) was employed (Cohen et al., 2018). The interpretation of the results would lead to a conclusion that is deemed acceptable if the significance level (sig. level) of 0.05 is found to be higher than the F-test value. This would indicate that the independent variables (task-based flipped learning and metacognitive skills) exert a significant effect on the dependent variable, which in this case is learners' ICCs.

FINDINGS AND DISCUSSION

Findings

This research endeavor seeks to investigate the efficacy of integrating task-based flipped learning with metacognitive skills in enhancing the ICCs of prospective English teachers. The student cohorts were divided into two distinct groups, namely the experimental group and the control group. After receiving separate interventions, both groups were administered assessments. The outcomes of the pretest and posttest evaluations of learners' ICC accomplishments are illustrated in Figure 1.

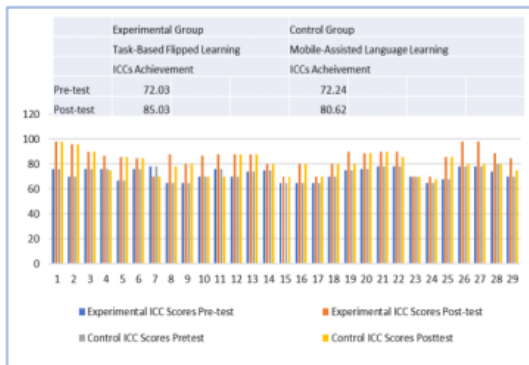


Figure 1. Prospective English Teachers' ICC Achievement

The findings presented in Figure 1 indicate that the experimental group exhibited a higher level of ICC achievement in the post-test compared to the control group. Prior to the implementation of the treatments, both groups demonstrated a similar level of English proficiency, as evidenced by the mean score of 72.03 in the experimental group and 72.24 in the control group for the pre-test. However, this difference in scores was not statistically significant.

Regarding the metacognitive achievements of the learners, it is noteworthy that both the experimental and control groups exhibited a similar level of metacognitive skills prior to the administration of any treatments. The mean score representing the metacognitive skills can be observed in Figure 2.

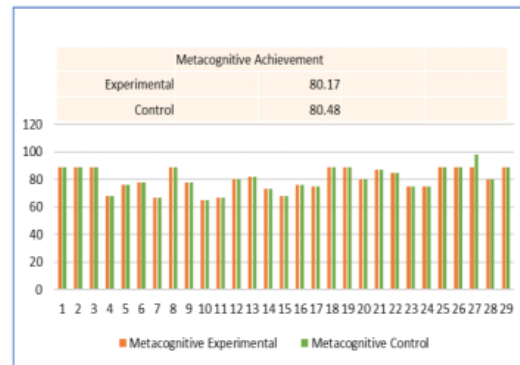


Figure 2. Metacognitive achievement

The examination of the substantial disparity between the independent variables (control and experimental treatments) and the dependent variable (ICCs) was conducted through t-test inferential statistical analysis. The outcomes of the t-test analysis are delineated in Figure 3.

Independent Samples Test								
Levene's Test for Equality of Variances		t-test for Equality of Means						
Scores	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
								Lower Upper
Equal variances assumed	0	0.991	2.004	56	0.05	4.414	2.203	0.001 8.826
Equal variances not assumed			2.004	55.946	0.05	4.414	2.203	0.001 8.826

Figure 3. Result of Independent t-test

The data of Figure 3 showed that there is no significant difference between the implementation of task-based flipped learning and mobile-assisted language learning in improving learners' ICCs in this study. It was evidenced that the value of t-tailed is not greater than sig. level of 0.05. Afterwards, to see the interaction

between task-based flipped learning and metacognitive level was analysed using Analysis variance with two-way ANOVA. The result of the analysis can be shown in Figure 4.

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	2053.312 ^a	5	410.662	9.845	.0
Intercept	305014.1	1	305014.086	7312.585	.0
Groups	329.774	1	329.774	7.906	0.007
Metacognitive	1653.497	2	826.748	19.821	.0
Groups * Metacognitive	102.368	2	51.184	1.227	0.301
Error	2168.964	52	41.711		
Total	402126	58			
Corrected Total	4222.276	57			

^a R Squared = .486 (Adjusted R Squared = .437)

Figure 4. Results of Two-Way ANOVA analysis

The data depicted in Figure 4 demonstrate that the independent variables, namely metacognitive skills, do not exhibit a robust interaction in influencing the learners' ICCs. This implies that metacognitive skills alone can exert a positive impact on learners' ICCs, independent of factors such as mobile-assisted language learning or task-based flipped learning. Furthermore, the data also indicate that learners with high levels of metacognitive skills tend to display commendable ICCs.

Discussion

The primary objective of this study is to examine the efficacy of integrating task-based flipped learning with metacognitive skills in augmenting the

ICCs of prospective English teachers. Task-based flipped learning is a pedagogical approach that is designed to involve the provision of cultural and intercultural materials through task-oriented activities. These tasks are delivered in two distinct learning contexts: in-class time and out-of-class time (Chang & Lan, 2021). In the practice, learners are exposed to English videos featuring lectures on cultural topics, which necessitate their active engagement in comprehending the content presented in the videos (Bakla & Mehdiyev, 2022; Chen, 2018).

The instructional videos provided by the lecturers incorporate specific intercultural activities. These activities prompt learners to observe and analyze local cultural practices, such as wedding ceremonies, traditional music, and traditional foods. Lecturers encourage learners to engage in a comparative analysis, drawing connections between local cultural elements and their international counterparts. Importantly, learners have the opportunity to watch the videos multiple times in the comfort of their homes (Bajrami & Ismaili, 2016; Yu & Gao, 2022). During in-class sessions, learners are then expected to demonstrate their comprehension and understanding of these cultural aspects.

To structure the learning activities effectively, the lecturers implement a

task-oriented approach whereby certain tasks are assigned to be completed outside of the classroom, while others are designated for in-class engagement. Haerazi et al. (2020) posits that this learning model facilitates learners in deepening their understanding by leveraging the instructional videos, and enables them to monitor and manage their learning progress within the curriculum. For instance, during the comparative analysis of cultural features, learners are required to develop a thorough comprehension of their local culture before progressing to examine target cultures (Haerazi et al., 2018). Notably, learners exhibit a positive disposition towards engaging in discussions regarding cultural differences during these activities.

One of the fundamental dimensions of intercultural communicative competence (ICC) is the attitude of openness (Estaji & Tabrizi, 2022). In the context of implementing task-based flipped learning, particularly during in-class sessions, learners actively engage in the critical examination of cultural awareness, encompassing both their own cultures and the target cultures. This entails the capacity to critically evaluate and discern cultural dimensions in practical scenarios (Einfalt et al., 2022; Elboubekri, 2017), such as contrasting

traditional music performances between local and Western countries.

The purpose of exposing learners to diverse cultural topics is not intended to alter their values per se, but rather to cultivate their awareness and ability to critically evaluate their responses when interacting with individuals from different cultures (de Hei et al., 2020; DeWitt & Chan, 2019). Consequently, learners are encouraged to reflect upon a foundational values stance that is integral to language learning and teaching. This involves recognizing and upholding principles such as respect for fellow learners or individuals, as well as the fundamental principles of dignity and equality as the basis for fostering intercultural interaction and communication.

During the phase of learning cultures within the flipped classroom environment, learners are actively encouraged to embody the role of intercultural learners. They are expected to develop an awareness that extends beyond mere simplifications, gaining knowledge about the values and behaviors inherent to Indonesian culture (Kusumaningputri & Widodo, 2018; Setyono & Widodo, 2019). Importantly, learners are also urged to recognize the existence of multiple identities that manifest within the individuals they interact with. This heightened awareness cultivates a

broader perspective, enabling learners to navigate and engage with cultural diversity in a more informed and inclusive manner.

In doing the process of reflecting on intercultural activities, learners are encouraged to foster their metacognitive skills in order to effectively regulate, evaluate, control, and construct their learning within meaningful language activities (Rahimi & Katal, 2012). By engaging in flipped activities, learners gain an awareness of the cognitive processes involved in language acquisition, cultural understanding, and embracing diversity. This approach aligns with Liddicoat's intercultural learning principles, which advocate for the flexible implementation of interaction and reflection in language learning (Liddicoat, 2008), including task-based learning activities. These principles serve as a framework for promoting intercultural competence and fostering a deeper understanding of language and culture among learners.

The findings of this study substantiate the correlation between learners' elevated metacognitive skills and their proficient communicative competences when expressing their ideas, values, and beliefs to both peers and lecturers. Learners with high levels of metacognitive abilities demonstrate an enhanced capacity to engage in

inclusive comparisons and effective communication encompassing their own cultures as well as target cultures. This aligns with Haerazi and Irawan (2020b) argue that attaining knowledge about both one's own culture and other cultures is an essential dimension resulting from intercultural learning. Such intercultural awareness and effective communication skills contribute to learners' overall intercultural competence and facilitate meaningful interactions and exchanges.

Within the framework of task-based flipped learning, the majority of learners demonstrate a notable proficiency in comprehending cultural topics as they engage in learning activities beyond the confines of the classroom. It is crucial to emphasize that the purpose of imparting cultural input is not to persuade learners to modify their existing cultural values; rather, it aims to foster an enhanced awareness of cultural differences and stimulate critical reflections on their own cultural backgrounds (Borghetti, 2013; Chiocca, 2020). This approach encourages learners to adopt a comparative perspective and engage in introspection, thereby promoting intercultural understanding without imposing any form of cultural value change.

The integration of intercultural dimensions in language teaching

primarily aims to enhance communicative competence, particularly in the domain of oral proficiency (Mostafaei Alaei & Nosrati, 2018). In the present study, learners engage in a range of language-related activities, such as reading exercises, listening to English videos, and demonstrating their comprehension during in-class sessions. Through these activities, learners not only acquire ICCs but also develop and refine their language skills, including speaking, reading, and listening proficiencies (Haerazi & Irawan, 2020a). This comprehensive approach to language instruction underscores the importance of incorporating intercultural components in order to foster learners' communicative competence across various language modalities.

The application of task-based flipped learning, involving the provision of learning materials pertaining to various cultures, serves as a catalyst for learners to actively engage in critical thinking regarding both their own cultures and the target cultures. Specifically, the learning tasks are deliberately designed to enable learners to construct personal meanings from their learning experiences. Consequently, learners participate in interactions with peers and instructors originating from diverse cultural backgrounds, hailing from different

provinces or regions. By engaging in such interactions, learners ultimately develop into intercultural speakers who possess a heightened awareness of the rich diversities present within the global community.

CONCLUSIONS AND SUGGESTION

In conclusion, task-based flipped learning has emerged as a promising approach in language education, particularly in fostering ICCs. By integrating cultural topics and activities into the flipped learning model, learners are actively engaged in meaningful interactions and reflections, both within and outside the classroom. This pedagogical approach not only enhances language skills, such as speaking, reading, and listening, but also promotes intercultural understanding, critical thinking, and metacognitive skills. Learners are encouraged to compare and reflect on their own cultures and target cultures, developing an awareness of cultural differences and the ability to navigate diverse cultural contexts. Task-based flipped learning has demonstrated its potential in equipping learners with the necessary competences to become effective intercultural speakers and participants in an increasingly interconnected world. Further research and exploration are warranted to continue refining and optimizing the

implementation of task-based flipped learning in language education settings.

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 **Wrong Form** You may have used the wrong form of this word.


 **Article Error** You may need to use an article before this word.


 **Article Error** You may need to remove this article.

 **Article Error** You may need to remove this article.


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 **Proofread** This part of the sentence contains a grammatical error or misspelled word that makes your meaning unclear.


 **Prep.** You may be using the wrong preposition.


 **Article Error** You may need to remove this article.

PAGE 3

 **Article Error** You may need to remove this article.


 **Proofread** This part of the sentence contains a grammatical error or misspelled word that makes your meaning unclear.

 **Wrong Form** You may have used the wrong form of this word.

 **Frag.** This sentence may be a fragment or may have incorrect punctuation. Proofread the sentence to be sure that it has correct punctuation and that it has an independent clause with a complete subject and predicate.

 **Proofread** This part of the sentence contains a grammatical error or misspelled word that makes your meaning unclear.

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 **Wrong Form** You may have used the wrong form of this word.

 **Proofread** This part of the sentence contains a grammatical error or misspelled word that makes your meaning unclear.



Wrong Form You may have used the wrong form of this word.



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Article Error You may need to use an article before this word. Consider using the article **the**.

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Wrong Form You may have used the wrong form of this word.



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Sentence Cap. Remember to capitalize the first word of each sentence.



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Possessive You may need to use an apostrophe to show possession.



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Prep. You may be using the wrong preposition.



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Frag. This sentence may be a fragment or may have incorrect punctuation. Proofread the sentence to be sure that it has correct punctuation and that it has an independent clause with a complete subject and predicate.



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Confused You have used **of** in this sentence. You may need to use **have** instead.

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