Adopting Printed Flipped Communicative Tasks in Enhancing Students' English Speaking Skills: Post-COVID Philippines scenario

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Abstract

The study was purposely conducted to assess the impact of adopting printed flipped communicative tasks in enhancing Filipinos' English speaking skills during the post-COVID era where traditional in-person delivery was switched to blended learning and used enhancement tasks amid hampering economic and health threats. Students in wherever residence (residing in far-flung areas and those with accessible locations) were equally given opportunity to participate in this quasi-experimental research with two groups (control and experimental) with each 26 respondents, wherein the latter was exposed with the intervention. Speaking performance rubrics were utilized for the obtained quantitative data from the students' assessed performance through an extemporaneous speech, another self-assessment was the learning experiences scale (0.8 cronbach alpha value) to check the impact of intervention in terms of intelligibility and integration of concepts, development in accuracy, prosody and comprehension, effective communication, art of persuasion and confidence level. Simple percentage, *T*-test, P-value analysis, and Pearson product-moment correlation were used to quantitatively show statistical results. Very positive impact of the printed flipped communicative tasks was evident in the experimental group (significant) and less obtained improvement from the control group (significant difference). As a conclusion, students' performance relatively increases with varying levels of learning experiences indicating a non-linear relationship which signifies that each learner has unique intellectual absorption capacity of concepts thus performance cannot be generally predicted by whatever learning experience means. The printed flipped communicative task is recommended and deemed useful in the context of blended instructional delivery without supplanting effective physical instructional exposure.

Keywords: speaking skills, communicative tasks, teaching English, learning experience

1. Introduction

Teaching speaking skills, which stressed on its components: grammar, fluency, pronunciation, and vocabulary, is now a huge challenge for second language (L2) teachers to embody the ideals of the language education system in spite of the inevitable transitions from face-to-face language instruction with rigorous standards to flipped classrooms where teachers' active presence and direct supervision in the skill attainment is minimalized.

Nonetheless, teaching speaking skills has become the heart of all priorities among L2 teachers due to its complexity requiring behavioral, social, and peer-initiated interventions. Though L2 classrooms were disturbed to a greater extent (Purwanti, 2022) still, the resilience of L2 teachers in producing high-caliber and skill-equipped learners prevailed.

However, according to the international education company Education First, the reported Philippines' English proficiency with succeeding drop of its place in the global index where it ranked 20th in 2019, and 27th in year 2020 garnering 562 of 700, is an alarming downturn to the Filipinos. Thus, speaking performance, which encompasses the overall proficiency of the L2 should not be compromised.

Thence, the printed flipped communicative tasks—designed for home-based speaking skill mastery became ideal in the desire for continuity of learning for poverty-stricken and underprivileged learners affected by the health crisis. Communicative tasks purport to promote students' active engagement with the concept, provide limitless speaking opportunities, and maximize the utilization of the desired language to learn—goal of L2 teachers (Minda, 2022).

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However, communicative tasks have already been adopted towards learners' development of the L2 in the teaching-learning process such as the study ofPrabhu (1987), Shehadeh (2005), Leslie (2014), Safitri et al. (2020), and Nget et al.,(2020) but, the course of utilizing the communicative tasks through a carefully planned flipped instructional approach provides a new hypothesis in terms of its effectiveness in improving the L2 students' speaking abilities, which become the focus of the study. The gap leads to the efficient adoption of printed flipped communicative tasks as an effective alternative approach to the limited language exposure in online and limited in-person classes through which its role will be made relevant in maintaining students' exposure to speaking skill development tasks.

As premised, when L2 distance or limited in-person instruction is co-implemented with the printed flipped communicative tasks, it can yield a productive, student-centered, flipped task-based enhancement of the speaking skills, in particular to other language skills. Hence, this research investigates the impact of printed flipped communicative tasks in enhancing students' speaking skills on the firm basis of their speaking performance and level of the learning experience.

2. Literature Review

2.1. The Learning Processes of Language

This study is anchored on the processability theory proposed by Pienemann (1988) which claims that the learning processes of a language undergo many phases, where individual structures follow a stern parameter that can be understood through its connections with their current phase of the language acquisition. In this context, L2 learners exhibit their understanding of the elements of a language that the processor of the language in the memory can process at the same time, as emphasized in the Processability theory.

As a result, it is critical to understand the language processor's composition as well as the second language processes.Thus, one individual can determine the stage of the student's developmental acquisition in terms of the L2 skills through oral production and understanding.

Simply, the Processability Theory (PT) attempts to establish a reliable explanation of why L2 learners create morph syntactic structures in similar ways (Plag, 2008). Processability theory has become a useful paradigm for predicting the language development phase and is considered the most indispensable technique examined (Pienemann, 2005).

Pienemann (2005) mentioned the reasoning that underpins his theory where L2 learners understand the elements of a language that the processor can manage. It is also espoused that the components of the processing can be automatic and gradual. Likewise, he also argued that the initial preparation by the learner including digesting the essential elements of the language is necessary in learning the L2.

Processing and producing utterances in a second language require certain procedural skills, according to Processability Theory. Learners build a lexicon at the first stage, which is the foundation for all subsequent language processing. Learners use bound morphemes to create free morphemes in the second stage, combine phrases together in the third stage, and gradually frame sentences in the fourth and fifth stages. The final stage follows the automatic use of a subordinate clause.

As noted by Mashwani and Damio (2022) and Bygate (2009), Martin Bygate's theory on speaking emphasized that the attainment of the desire to express ideas in a communicative language can be made possible through significant facets not to be overlooked such as L2 knowledge and proficiency. Application of 'language' in a variety of contexts is evidence of mastery, not just knowing the elements of the language.

Likewise, Harmer (2007) identified two components, 'language features' and 'mental/social processing' which are essential for speaking performance (oral output). Fluency and accuracy are components eyed to be developed through designed communicative challenges in speaking classes. In this regard, rather than only rehearsing one pre-selected item, students must use all their linguistic resources in all three levels.

With the right task-based exercises utilizing all available resources in a specific communicative context, graduates should be able to speak English fluently. Likewise, tasks will be used to assist learners in speaking English as emphasized by syllabus designers and textbook writers. Positively, communicative tasks can help address speaking development concerns with technology as an effective peripheral in the delivery of a meaningful task output.

English language teaching approaches namely Communicative Language Teaching (CLT), Task-based Language Teaching (TBLT), and Flipped approach contribute to the success of L2 instruction among Philippine schools.

Apparently, during this time of the pandemic, these three approaches in the K-12 curriculum have been observed, tested, and applied. The communicative task, task-based in its context, is also adopting the common features of language instruction through flipped and CLT.

Communicative LanguageTeaching. It is geared at promoting learners' fluency rather than accuracy (Gloriez, 2022). In teaching a second language, it emphasizes the role of communication with the use of the L2 as a medium through which in like manner, mastery which is likely to be obtained as constancy in the usage of the language is given utmost attention among language teachers.

Further, in this teaching approach, language teachers are very particular about how the language is used in meaningful interaction rather than the structures of the language. Until today, the influence of the use of the CLT is evident among language schools in the Philippines.

Though, the emphasis of CLT is fluency, where learners are given more speaking opportunities in mastering the language but not much with accuracy. Accuracy, which is generally centered on grammatical structuring, is not in any way neither forgotten nor skipped in the process of learning English.

Fluency and Accuracy. Fluency and accuracy are two terms used explicitly in English language instruction. Both fluency and accuracy are equally indispensable for learners to become good speakers of English. During training, none of these two should be sacrificed for the other. Reasonably, when a learner demonstrates an ability to speak the desired language without minding accuracy at all, it would be useless for others who can find difficulty understanding the meaning of spoken words. However, accuracy cannot guarantee the achievement of fluency.

According to a pool of educators, beginning and intermediate learners must resort to fluency training first because it's the hardest challenge to achieve in mastering English. Trying to spit out words, pronounce, and arrange sentences is quite difficult; thus learning the language is just like the first encounter of the baby while it's still adapting to the spoken language of his/her family circle. Thus, Nget et al. (2020) emphasized that in Task-based Instruction, the focus is fluency first where L2 learners are exposed to the task allowing free language control then later on form-focused activities appeared.

Task-based LanguageTeaching (TBLT). (Prabhu, 1987) helps intended learners in second language learning by providing an appropriate milieu for learners to dynamically seek improvement in oral communication through the utilization of communicative tasks as the important component of TBT (Shehadeh, 2005). It also makes communication comprehensible (Malihah, 2010) and considered the essential components (goal, input, process, teacher and learner roles including contexts in crafting tasks (Nunan, 2006).This approach to teaching L2 is geared at focusing on the output of communication and the processes involved towards having a meaningful communication flow through crafted tasks designed for the second language classroom.

Enhancement of speaking skills is the core purpose in the utilization of the TBT approach ((Nget et al., 2020; Safitri et al., 2020; Leslie, 2014). Likewise, improvement of the accuracy and fluency is the goal of teaching the L2 (Munirah & Muhsin, 2015). In addition, Harmer (2001) also emphasized the significance of communicative tasks rooted in the 'three' major explanations: exposure to 'speaking activities' resort learners to a wide opportunity to master the language on a regular basis; completed 'speaking tasks' reflect the assessment of performance between L2 teacher and learners; and 'activate' fundamental language features embedded in their minds. Further, it emphasizes the phases such as introduction, explanation, and learning of the task.

Flipped Learning. During the advent of technology, flipped learning has been adopted as a form of supplement to the limited time of teacher-student interaction in school milieu. Flipped learning considers the home a similar educational milieu that can help learners progress in their academics.

In like manner, the flipped learning strategy, the teacher responds actively to giving learners some tasks as forms of remediation to be accomplished at the comfort of the home. This is to emphasize the role of adjusting to the new lessons without compromising other smart learners who have fully grasped the lessons for the day.

In modern teaching, flipped learning is known for its significant contribution where learners are homeschooled to avoid the risks of COVID virus transmission. As emphasized by Eppard and Rochdi (2017), flipped learning is a well-known strategy for flipping tasks either provided at home or via digital media to increase students' prior recognition of intended concepts to learn. It is thence, becoming popular leading to an efficient use during this period of implementing multi-modes in teaching the L2 in Philippine schools.Through the **DepEd Order No. 012, s. 2020,** schools, whether public or private institutions have gone through the usual in-person classes and switched to blended instructional technique or whatever applicable modality for the locality.

This sudden shift to e-learning and modular approach is the schools' best option. The health challenges, specifically the risk of transmission, cannot stop the operational system of schools geared at continuous learning from the unprecedented momentum of the department to continue schooling, as homeschooling (unschooling and deschooling) which also have a significant contribution to the learners despite how informal education is like with this.

Computer-assisted Language Learning. It is at this time that the application of computers can aid in the instructional procedure. Teachers can work out tasks more efficiently with computers and teach students using printed communicative tasks. Surely, in this manner, students are exposed to seatwork, demonstrations, and exhibits that prove how computer technology uplifts the status of the teaching-learning process in the Philippines.

Furthermore, a lot of virtual learning platforms are utilized such as Google Meet, Zoom (synchronous instruction) and Google Classroom (asynchronous instruction), and other sites for sending and saving files, e.g., Gmail, Google Drive, etc. which insofar become fundamental in the delivery of blended learning. Not only that technology paves the way for ease of language learning, it likewise lessens the tendencies of students to become computer illiterate.

Moreover, technology can help elevate the quality of education in the Philippines and create meaningful language classroom activities. Increasing productivity in L2 teaching and learning is the purpose of the language teachers in the Philippines for lifelong investment in Education. The benefits of technology can be seen in the enrichment of the learning material towards improving the quality of the lessons and increasing the efficacy of the learners in the acquisition of the L2 in Philippine English instruction.

Speaking skill. It is the major skill to be perfected through rigorous standards in the L2 teaching-learning process. English, composed of the most complex language system, syntactic rules, and usage of vocabulary, becomes essential in communication with people across cultures and breeds thus, it is known for global significance for people to understand.

In addition, myriad training in Philippine language schools purported at keeping abreast of the new technology-based programs for the acquisition of the L2, which Holfester (2019) emphasized that every society's sector needs people who are skilled and proficient in the use of English.

It is thence English is used in various spaces: education, commerce, politics, etc. (Khoshsima & Shokri, 2016). Aside from mastering the essentials of language, it is likewise of the same worth to master the art of delivering 'speech'. Not only will this find relevance in the classroom works but also for setting viable status of educational endeavors. It is in this context that learning the skills necessary for L2 acquisition is a demonstration of outcome-based success in the academe where most learners struggled to achieve (Rogde et al., 2016).

Though speaking skill development has been the focus of the education sector, however, not all students become proficient above the marginalized level. Nonetheless, most teachers have not achieved the budgeted competencies in every quarter and inputs were not comprehensibly learned by the students (Klu & Mukhuba, 2017).

2.2. The use of communicative tasks (CM) in the classroom

It is a set of meaningful activities invoking participation, interaction, and use of speaking skills and regarded as effective means of teaching L2 students to overcome the challenges prior to any screening process for any possible career and jobs in the global market (Holfester, 2019).

Learning a language focuses on the syntactic rules, vocabulary, diction, and communicative abilities for the contextualized task. It is thence supported by several researchers and language experts pushing forward for the adoption of a 'task-based' instructional approach (Prabhu, 1987; Nunan, 2004; Ellis, 2003/2000).

Moreover, tasks, in L2 teaching and learning, become well-adopted in Philippine schools for efficient and effective training on speech emphasizing grammar, fluency, and vocabulary at a greater extent.

2.3. Students' Speaking Performance

Speaking performance, among other elicitation of the macro skills-related performance is known difficult to perfect within the realm of English language learning. Speaking performance, under which is the demonstration of fundamental speaking skill determinants: accuracy, fluency, pronunciation, and vocabulary, is now the focus of language teachers after having implemented the different flexible learning modalities in the continuity of learning during the pandemic. These speaking skill determinants served as dimensions for the speaking performance.

Nonetheless, speaking performance is an indicator of the students' speaking skill attainment hence, whatever their performance, teachers have always been driven to improve such performance.

2.4. Students' learning experiences in using the CM

Communicative tasks, after having been adopted in schools during the pandemic, have resulted in various improvements in the learners. As noted by Garbe et al. (2020), negative response to the mechanisms in the form of communicative tasks is neither attributed to the viability of the implementation of the distance learning 'platform' or not.

Myriad factors, including varied interest and cognitive levels of learners, parental involvement in the educational process, and accessibility problems of individual learners with the desired instructional resources point to a direct impact on the outcome of the curriculum and the delivery of the remote instructional mode (Garbe et al., 2020).

The learning encounter of learners using the learning tasks are often varied depending on the situational analysis of the individual learners who, by themselves, account for their learning and actually face individual barriers to successful learning during the pandemic.

A study conducted by Pastushenkov (2022) on task-based peer interaction in Russian classes found that learners' individual differences affect the effectiveness of communicative tasks. It is thence concluded that a pool of reasons revolving around the learners directly impact the outcome of these tasks rooted in valuable objectives.

In this study, the learning experience of students in the context of the Philippine private schools is taken into account, as to whether, the role of communicative tasks, from which these are objectively crafted, suffice the learning intention or not in the delivery of remote distance learning.

2.5. The relationship between the performance of students in speaking skill and their learning experience

The relationship between the level of performance in speaking skill and their level of learning experience only wants to find out how learners are able to improve their speaking performance, whether the pursuit of this improvement, directly reflects their learning experience using the printed flipped communicative tasks.

As noted by Madhavi and Satheesh (2020), teaching speaking skills mainly relied on communicative activities such as discussions, debate, brainstorming, presentation, dialogue, and role play, from which, direct evidence of imbalance between accuracy and fluency and a mismatch between practices of teaching and the pedagogical procedures favored in the assessment of learners' speaking skills.

The findings by Madhavi and Satheesh (2020) have had a significant impact on the assessment of the students' learning experiences after having been exposed to varied communicative tasks. Hence, it can be deduced that the performance of the learners in speaking skills is attributed to the myriad challenges faced by both teachers and learners in the transfer of learning.

In addition, Santhanasamy and Yunus (2022) confirmed that students' learning experiences in self-directed learning, communicative situation, behavioral intention, and desire for achieving a goal, which are the foci of communicative tasks, significantly benefit flipped attainment of the speaking skills.

In this present study, it will establish a different perspective on Filipino learners using the printed flipped communicative tasks in the delivery of remote distance learning whose challenges internal and external to the learners are to be taken into account to explain the role of flipped communicative tasks given the restrictions of COVID response in the Philippines and how this present scenario directly affects the success of flipped learning.

Moreover, the research results will then be used to establish a firm foundation on the relevance of contemporary strategies such as flipped approach in learning the L2 and using the printed flipped communicative tasks.

2.6. Research rationales and research questions

Only a few researches were placing importance on the adoption of communicative tasks to enhance speech production in L2 classrooms in these contemporary times where immediacy and effectiveness are highly considered. Hence, this research assessed the effectiveness of printed flipped communicative tasks to enhance senior high school students' speaking skills. Specifically, it sought to answer the following research questions:

RQ1: Is there a significant difference between the pretest and posttest of students' performance in speaking skills (i.e. grammar, fluency, and vocabulary) in relation to the use of printed flipped communicative tasks?

RQ2: Is there an effect on the students' level of learning experiences in using the home-based printed flipped communicative tasks?

RQ3: Is there a significant difference between the mean gain results of the control and experimental group?

RQ4: Is there a significant relationship between the students' level of performance and level of learning experiences?

3. Research Methodology

3.1. Design

This study employed a pretest and posttest quasi-experimental research design in identifying the performance of the students in pretest and posttest among students' speaking skills while also identifying the magnitude of the correlation between the level of students' performance in speaking skill components and their level of learning experiences in the use of printed flipped communicative tasks in enhancing students' speaking skills. Firstly, it sought the profile of fifty-two students enrolled in the Oral Communication subject through a checklist. There were twenty-six students who constituted the experimental group that was introduced to the printed flipped communicative tasks while the other twenty-six students were the control group who were taught in limited in-person instruction. To assess their speaking skill, they were given extemporaneous speaking topics and are requested to ask their stance on current public issues. Next, their individual performance in an extemporaneous speech was video recorded allowing a replay of the performance. Finally, the experimental group was provided with the printed flipped communicative tasks and monitored.

To achieve accurate analysis, the results were statistically treated.

3.2. Participants

The participants in this study were identified through homogenous purposive sampling based on a set of inclusion criteria for the Senior High School Humanities and Social Sciences (HUMSS) students such as grade requirements. There were fifty-two (52) students; twenty-six (26) students, or equivalent to 50% of the sample comprised each control group and experimental group.

3.3. Instrument

This research utilized a modified questionnaire on identifying the respondents' profile and their performance on the major components of speaking skills such as grammar, fluency, and vocabulary through an extemporaneous speaking before the critiquing panel employing a four-item Likert Scale corresponding their performance rating. On the one hand, the level of students' learning experiences using the printed flipped communicative tasks was determined through 10-dimensional items using a five-point Likert Scale modified from Nget et al. (2020). The aforesaid questionnaire was pilot tested to the Senior High School students taking General Academic Strand (GAS) to identify its consistency of test items and scale reliability before submitting to the thesis advisory committee for approval and administration of the questionnaire.

3.4. Data Gathering Procedure

After obtaining the internal consistency reliability of the instrument, the respondents were selected through homogenous purposive sampling and finally selected those who met the inclusion criteria such as having enrolled in the first semester and with grades with no less than 80 or below.

The researcher explained the purpose or rationale from which the study was undertaken including the instructions for the participants in the conduct of intervention. Each group (control and experimental) has been explained with the process of their selection and the particular group they belonged. Likewise, the number of participants, procedures, risks and inconveniences, safeguards, confidentiality, voluntary participation, benefits, and incentives were also discussed.

The respondents in the control and experimental group both participated and were asked to answer the profile part (age, gender, gadgets used, and internet connectivity) and the pretest through extemporaneous speaking to obtain raw data on the performance of the control group and the experimental group in terms of grammar, fluency, and vocabulary. An extemporaneous speaking assessment rubric was also discussed. Meanwhile, only students in the experimental group were employed with the printed flipped communicative tasks (intervention). After the stipulated period of intervention, both the control and experimental groups were given a posttest having the same content as the pretest.

The individual performances of the students in the extemporaneous speaking activity were video recorded in both the pretest and posttest and stored in a password protected laptop. Raw data on the performance of the students during the extemporaneous speech delivery were classified, and subjected to statistical analysis for identifying the level of the group's performance through the Department of Education rating scale of 90-100 with a verbal description of **outstanding,** which shows that the respondent has excellent communication skills and

demonstrates all markers of overall speaking abilities; 85-89 with a verbal description of **very satisfactory,** which represents that the respondent has mediocre communication skills and demonstrates few markers of overall speaking abilities; 80-84 with a verbal description of **satisfactory,** which means the respondent performs within the marginal level of communication skills and demonstrates 3 or 4 markers of overall speaking abilities; 75-79 with a verbal description of **fairly satisfactory**, which means the respondent has poor communication skills demonstrates 1 or 2 markers of overall speaking abilities and below 75 with a verbal description of **did not meet expectations,** which signifies that the respondent has poor communication skills and demonstrates 1 or 2 markers of overall speaking abilities.

Also, to identify the level of learning experiences, the Learning Experiences scale had been distributed to the students in the experimental group who had been employed with the printed flipped communicative tasks. Each answered Likert scale items were subjected to analysis to get the weighted mean and verbally interpreted according to their level of agreement.

The data obtained in this research were classified, tabulated, and subjected to data analysis from where results served as the basis for interpretations, new relevant findings, conclusion, and recommendations drawn.

3.5. Statistical Treatment

The statistical techniques used for the analysis and interpretation of data are presented as follows.

Simple Percentage. This is used to quantitatively analyze the data in terms of the distribution of respondents in terms of age, gender, gadgets used in accessing educational resources, and internet connectivity of the respondents in the study.

Frequency Count. It is used in presenting the actual figures of respondents constituting the control and the experimental group.

Average Formula. It is used in identifying the average score obtained in the control and experimental group as well as the rating obtained based on the DepEd scale used.

Standard Deviation. This is used in identifying the deviation of the responses of the participants from the mean on their level of learning experiences in using the printed flipped communicative tasks.

***T*-test and *P*-value analysis.** These are used in testing the significant difference between the pretest and the posttest performance results in speaking skills of the control and experimental group.

***P*-value analysis.** This is used to test the significant difference between the mean gain results of the control and experimental group.

Pearson Product Moment Correlation: This is used in identifying the strength of the relationship between the level of students' performance in speaking skills and the level of learning experiences with the printed flipped communicative tasks among the experimental group. Its result will determine whether these variables show link with each other positively or negatively.

3.6. Scoring Procedure

The variables included in this study were the level of students' performance in speaking skills and the level of students' learning experiences using the printed flipped communicative tasks were respectively scored as shown below.

Scale on identifying the level of students' performance in speaking skills

Rating	Descriptive Equivalent	Explanation
90-100%	Outstanding	The respondent has excellent communication skills and demonstrates all markers of overall speaking abilities.
85-89%	Very Satisfactory	The respondent has mediocre communication skills and demonstrates few markers of overall speaking abilities.
80-84%	Satisfactory	The respondent performs within the marginal level of communication skills and demonstrates 3 or 4 markers of overall speaking abilities.
75-79%	Fairly Satisfactory	The respondent has poor communication skills and demonstrates 1 or 2 markers of overall speaking abilities.
Below 75%	Did Not Meet Expectations	The respondent has very poor communication skills and demonstrates no marker of overall speaking abilities.

4. Findings

4.1. Group's performance in the pretest and posttest of speaking skills in relation to the administered printed flipped communicative tasks

Control Group. Having not been exposed to the intervention, the control group has elicited an almost equal pretest performance in grammar (84.69), fluency (84.50), and vocabulary (84.31) in comparison with the posttest performance results (85.08; 84.89; 84.50) respectively.. It can be gleaned from table 1 that their performance in fluency and vocabulary obtained means within the satisfactory level except for grammar with satisfactory performance in the pretest to a very satisfactory level in the posttest.

Experimental Group. It is noteworthy to mention that the influence of the intervention caused the enhancement of the performance of the experimental group in speaking skills that is, grammar performance mean of 82.38, fluency performance mean of 83.15, and vocabulary performance mean of 82.00 within the **satisfactory** level in the pretest to a **very satisfactory** level in the posttest with grammar performance mean of 86.81, fluency performance mean of 86.81, and vocabulary performance mean of 87.31.

Table 1 Summary Table of the Groups' Performance in Speaking Skills

| Speaking Skills | Control | | | | | | Experimental | | | | | |
| | Pretest | | | Posttest | | | Pretest | | | Posttest | | |
	Mean	SD	VD	Mean	SD	VD	Mean	SD	VD	Mean	SD	VD
Grammar	84.69	1.46	S	85.08	1.51	VS	82.38	0.91	S	86.81	0.99	VS
Fluency	84.50	1.27	S	84.89	1.29	S	83.15	0.84	S	86.81	0.95	VS
Vocabulary	84.31	1.52	S	84.50	1.39	S	82.00	0.71	S	87.31	1.14	VS

Legend: VD (Verbal Description);   O (Outstanding);   VS (Very Satisfactory)
FS (Fairly Satisfactory);   S (Satisfactory;   DE (Did Not Meet Expectation)

4.2. Significant Difference between the Pretest and Posttest Performance of the Control and Experimental Groups

Based from the statistical data as projected in Table 2, the control group's grammar results obtained pretest (M=84.69) and posttest (M=85.08) scores that revealed an insignificant difference because the null hypothesis is not rejected, t(25)= -2.06, p(0.13)>0.05.Likewise, in terms of fluency, the group obtained a pretest (M=84.50) and posttest (M=84.89) scores that showed an obvious increase but, this difference is not significant because the null hypothesis is not rejected, t(25) = -2.06, p(0.36)>0.05. In like manner, the control group's vocabulary knowledge showed pretest (M=84.31) and posttest (M=84.50) scores implying an insignificant difference because the null hypothesis is not rejected, t(25)= -2.06, p(0.43)>0.05.

On the other hand, the experimental group's performance in grammar as revealed in their pretest (M=82.38) and posttest (M=86.81) scores showed a relative improvement. This increase indicates a statistically significant difference because the null hypothesis is rejected, t(25)= -2.06, p(0.00)<0.05.Meanwhile, the experimental group's results in pretest (M=83.15) and posttest (M=86.81) scores in terms of fluency indicated a statistically significant difference because the null hypothesis is rejected, t(25)= -2.06, p(0.00)<0.05. Likewise, the experimental group's performance in terms of vocabulary knowledge revealed pretest (M=82.00) and posttest (M=87.31) scores indicating a dramatic increase. This difference is significant because the null hypothesis is rejected, t(25)= -2.06, p(0.00)<0.05.

Apparently, the printed flipped communicative tasks, the intervention, resulted in an improvement in the test scores of the experimental group in speaking skills.

Table 2 Significant Difference between the Pretest and Posttest Performance of the Control and Experimental Groups

GROUPS	Speaking Skills	Test	Mean (M)	t-value	p-value	Decision	INTERPRETATION
CONTROL	Grammar	Pretest	84.69			Failed to Reject Ho	Not Significant
		Posttest	85.08	1.57	0.13		
	Fluency	Pretest	84.50			Failed to Reject Ho	Not Significant
		Posttest	84.88	0.93	0.36		
	Vocabulary	Pretest	84.31			Failed to Reject Ho	Not Significant
		Posttest	84.50	-0.81	0.43		
EXPERIMENTAL	Grammar	Pretest	82.38			Reject Ho	Significant
		Posttest	86.81	-8.83	0.00		
	Fluency	Pretest	83.15			Reject Ho	Significant
		Posttest	86.81	-10.33	0.00		
	Vocabulary	Pretest	82.00			Reject Ho	Significant
		Posttest	87.31	-11.73	0.00		

4.3 Experimental group's level of learning experiences

The efficiency and effectiveness of the printed flipped communicative tasks as used in the experimental group were measured through the Learning Experiences Scale (with Cronbach alpha=.80) that eloquently describes the perceptions, desired features, and achievement per student, and the prospective outcomes in its utility.

Hence, students' perceptions were accounted for seeking feedback on the printed flipped communicative tasks; the mean of the responses were interpreted based on the range and interpretation: 1.00-1.79 (SD), 1.80-2.59 (D), 2.60-3.39 (N), 3.40-4.19 (A), and 4.20-5.00 (SA).

It revealed that these scale *items except item 8*, have indicated a strong level of agreement from the experimental group participants. However, students have indicated a marginal level of agreement in item 8 which emphasized the role of printed flipped communicative tasks in recognizing speech chunking and pausing, word sentence stressing syllabic structure, and intonation in speech production.

Table 3 Learning Experiences in the Use of Printed Flipped Communicative Tasks

Likert scale Items	N	M	SD	Interpretation
1: I am given limitless opportunity to master and develop my speaking skills in meaningful communicative contexts.	26	4.65	0.49	Strongly Agree
2: I am fully exposed to the target language in performance of communicative tasks.	26	4.73	0.45	Strongly Agree
3: I am able to integrate concepts and skills from other disciplines upon engaging with communicative tasks.	26	4.58	0.50	Strongly Agree
4: I am challenged intellectually in the course of improving my oral communication skills.	26	4.69	0.47	Strongly Agree
5: I am able to develop accuracy, rate, prosody, and comprehension in communicative situations.	26	4.65	0.49	Strongly Agree
6: I am prompted to communicate effectively and exchange ideas with individuals in various communication channels.	26	4.58	0.50	Strongly Agree
7: I am able to recognize word connection and significance, and organize words in narrative structure alongside engaging in communicative situations.	26	4.65	0.49	Strongly Agree
8: I am able to emphasize speech chunking and pausing,word and sentence stressing, syllabic structure and intonation in meaningful communicative tasks.	26	4.12	0.32	Agree
9: I master the other macro skills such as listening, reading,and writing, other than speaking.	26	4.73	0.45	Strongly Agree
10: I am able to develop my self-confidence and art of persuasion alongside performing communicative tasks.	26	4.81	0.40	Strongly Agree
Composite Mean		**4.68**		**Very Positive**
Legend: 4.20-5.00 (Strongly Agree, SA); 3.40-4.19 (Agree, A); 2.60-3.39 (Neither; N); 1.80-2.59 (Disagree, D) ; 1.00-1.79 (Strongly Disagree, D)				

4.4. Significant Difference between the Mean Gain Results of the Control and Experimental groups

The posttest grammar, fluency, and vocabulary performance results of the control and experimental group obtained a *p-value* of 0.00 (less than the alpha value: 0.05) interpreted as significant. This implies that there is a significant difference between the performance of the control group and the experimental group in speaking skills. Thus, reasonably speaking, the experimental group that received intervention explicitly performed better and showed a great difference in scores during the assessment of the communicative tasks than the control group.

Table 4 Significant Difference between the Mean Gain Results of the Control and Experimental groups

Speaking Skills	*Groups*	Mean	*P-Value*	Decision	Interpretation
Grammar	Control	1.04	0.00	Reject Ho	Significant
	Experimental	2.92			
Fluency	Control	0.77	0.00	Reject Ho	Significant
	Experimental	2.31			
Vocabulary	Control	1.08	0.00	Reject Ho	Significant
	Experimental	3.38			

4.5. The relationship between the students' level of performance and level of learning experiences

As revealed in table 5, the relationship between the level of learning experiences and the performance in speaking skills obtained a Pearson *r*=0.102649, which is close to zero; this means no linear relationship between these variables.

They might be related in a non-linear relationship, or they may not have any relationship at all. It further implies that an increase of the experimental group's performance will not affect their level of learning experiences or vice versa.

Table 5 Significant Relationship between the Students' Level of Performance and Level of Learning Experiences

Variables	Pearson r Correlation		*P-value*	Decision	Interpretation
	Learning Experiences	Performance in Speaking skills			
Learning Experiences	1	0.102649	0.6178	Failed to Reject Ho	Not Significant
Performance in Speaking skills	0.102649	1			

*Note:*n=26; the magnitude of the correlation lies between -1.0 and 1.0 ($-1.0 \leq r \leq 1.0$)

Likewise, there was no significant relationship (r=0.102649, *p*=0.6178) between the student's learning experiences and the level of performance in speaking skills.

5. Discussion

This current study presents in detail its contribution to the existing body of literature and studies where in this context, the printed flipped communicative tasks were applied to enhance L2 students' speaking skills.

5.1. Significant difference between the pretest and posttest of students' performance in speaking skills (i.e. grammar, fluency, and vocabulary) in relation to the use of printed flipped communicative tasks(RQ1)

The findings showed an insignificant difference of the students' performance scores in the control group. Hence, this only proved that students in the control group may tend to get lower or higher scores in their posttest depending on the external and internal factors affecting their performance. A decrease in student scores may be attributed to their academic laxity; specifically, they tend to perform what is just marginalized and that excellence was not their top priority like what Sujarwo and Akhiruddin (2020) and Sasabone and Jubhari(2021) asserted that obvious grammatical mistakes for example, is due to the lack of improvement in their literacy skills. Hence, the control group's result is just quite reasonable because they were not given intervention.

On the other hand, the experimental group's performance in grammar, fluency, and vocabulary as revealed in their pretest and posttest scores indicated a statistically significant difference. Apparently, the printed flipped communicative tasks, the intervention, resulted in an improvement in the test scores of the experimental group in speaking skills. These current findings support the claim of Skehan (2009) and Lambert et al. (2021) that implementing tasks contribute significantly in the development of speaking skills by means of scaffolding the emerging abilities of learners to parallel process content and language in synchronous speech production. Pham (2022) likewise asserted that Task-based Instruction can be seen as an evolved better version of Communicative Language Teaching. It is thence that the use of the printed flipped communicative tasks is relevant and timely towards the faster acquisition of speaking skills among learners who have faced hardships towards learning the L2.

Further, the utility of Task-based Language Instruction and the Communicative Language Teaching Approach is evident in the printed flipped communicative tasks. Learners are provided with comprehensive tasks requiring them to meaningfully create associations of the target language in meaning-focused speech production, sustain equitable form-focused exposures (e.g. communicative tasks such as real-time discussions, debate, etc.) of the L2 with transparent assessment and feedback of their performance for improvement, and provide avenues for the improvement of fluency (the focus of the Communicative Language Teaching) during the implementation of limited in-person classes.

5.2. Effect on the students' level of learning experiences in using the home-based printed flipped communicative tasks (RQ2)

The findings suggest a very positive impact of the use of the printed flipped communicative tasks on the learning experiences of the students based on their self-assessment measures where Goral and Bailey (2019) and Herrera (2022) described it as a process used to obtain information from the abilities of the students. From scale *item 1-12*, participants' responses revealed a high level of agreement which further signifies that the use of printed flipped communicative tasks provide viable and limitless opportunities for students to develop and master speaking skills in an array of context-based communicative tasks.

Likewise, it also explicitly explained that the printed flipped communicative tasks with contents reflecting the actual, personalized, context-dependent communicative situations, offer viable time for students to meaningfully create associations with the elements of language system, language functions, and sociocultural norms necessary for achieving L2 mastery. Students have also found that the printed flipped communicative tasks support the integration of concepts and skills in various disciplines at a high level.Not only that, it also challenges students to give excellent outputs in various communicative tasks thus, it promotes students' high regard for standards of output-making, igniting academic morale to achieve something beyond the marginalized level.

Moreover, the printed flipped communicative tasks, which are solely crafted for the purpose of developing speaking skills that is, developing accuracy, rate, prosody, and comprehension in form-focused and meaning-focused yield a strong level of agreement from the student's feedback. Likewise, students also learn to effectively communicate and exchange meaningful ideas with individuals in various communication channels As noted by Sasabone and Jubhari (2021), effective learning tasks and exercises place students in an opportune sphere to understand L2 meaning and resources, examine how L2 is used, and get involved in highly productive communication.

Further, it is also revealed that students in the experimental group have mastered word recognition and significance and organizing words in narrative structure. Hence, these aspects of putting relevance to phonemic and morphemic awareness to frame sentences in accordance with form and meaning (Karpovich et al.,2022) are positively experienced. Alongside accomplishing some important multi-faceted tasks, speech chunking and pausing, word sentence stressing syllabic structure and intonation were also developed and enhanced further. Principally, speaking entails utility of cognitive activity and affective functions, and in like manner, other macro-English skills such as reading, writing, and listening were also enhanced through the printed flipped communicative tasks. It becomes now a total package of English skill development.

Meanwhile, while performing these communicative tasks, students' self-confidence and art of persuasion were also developed. Hence, students who resorted to these printed flipped communicative tasks were (based on their self-assessment) able to uplift their level of intelligibility and comprehensibility of relevant facets of learning and enhance speaking with a strong level of agreement that these scale items were totally achieved in the stiff and flipped process of obtaining English skills.

It is by then that the implementation of the printed flipped communicative tasks finds relevance in today's teaching and learning mode where enhancement of speaking skills among students shall be given the utmost attention and priority of the frontline educators after having faced a dramatic speaking skill downturn of the Filipinos due to health restrictions of classes in teaching English in Philippine schools.

Given this fact, it is now imperative to capacitate skilled speakers of English in Philippine schools not just for global recognition but for Filipinos to qualify in various job institutions requiring excellent and exceptional English skills. Likewise, it is best for the country's human capital to pass in various international tests of English for working abroad, e.g. Test of English as a Foreign Language (TOEFL), International English Language Testing System (IELTS) Tests, and Test of English for International Communication (TOEIC).

5.3. Significant difference between the mean gain results of the control and experimental group (RQ3)

The findings revealed a statistically significant difference between the mean gain results of the control and experimental group in speaking skills. Thus, reasonably speaking, the experimental group that received intervention explicitly performed better and showed a great difference in scores during the assessment of the communicative tasks than the control group.

Likewise, both groups perform differently in a recorded extemporaneous speaking test. Students were given chances to work at their most convenient pace allowing maximum free time control of the practice. Likewise, the opportunities to develop their communicative abilities start from the will to work on their speaking progress without external demotivation.

Positively, the speaking tasks purported at enhancing grammar, fluency, and vocabulary successfully augment students' knowledge and skills. Communicative challenges, perhaps, were the best speaking production tasks of L2 teachers to counteract the drawbacks of the implementation of limited in-person instruction and modular approach in Philippine education. Byramet al. (2002) notably emphasized the heightened responsibility of L2 teachers to suit techniques and strategies conforming to the needs of the contemporary world. It is by then that the role of language teachers can find relevance in the aggressive adoption of the contemporary learning tools available such as the printed flipped communicative tasks involving technical applications of computers and on-trend learning devices.

Enhanced with the techniques of group work, Moreira (2023) posited that peer and self-assessment help maximize the scope of teaching and benefits evident in the free exchange of opinions, ideas, and learning, among others.

5.4. Significant relationship between the students' level of performance and level of learning experiences? (RQ4)

The findings indicated a no significant relationship between the students' learning experiences and the level of performance in speaking skills. In other words, whatever the L2 teaching strategies (e.g. flipped, modular approach, online, or combination of both) in speaking skills and the type of instructional materials (printed or delivered online), the entire class can be involved in such meaningful learning experiences but, not all students in the class can grasp concepts in the same pace with one another. The likelihood of having a high or low self-perceived level of learning experiences is not, in any way directly proportional to the level of performance an individual learner achieves during an assessment.

Likewise, the tendency to achieve satisfactory performance with a marginal or average level of learning experiences is uncertain. Myriad factors (e.g. anxiety, motivation, self-regulation, length of time in study, etc.) can affect performance and not by merely relying on the perceptions which are feelings of satisfaction and involvement in learning which in reality, are not the quantifiable causes of one's performance level.

As noted by Karpovich et al. (2021), the performance of students in an English classroom certainly is affected by a learner's reluctance to get involved in meaningful discussions due to the fear of mistakes; only those with higher motivations perform and obtain acceptable linguistic skills.

Hence, to reduce the fear of mistakes among learners that negatively impacts performance, it is essential to provide interaction between teacher and students for their syntactic and morphological development. Since learners are diverse, no teacher can predict the time of their language development not unless certain language skills are introduced.

6. Conclusion

Speaking is a known difficult skill to master; its feasibility to teach young L2 learners absolutely varies. Hence, in whatever phase of learning students belong, considerable performance in speaking was seen as a product of the adapted modes of teaching a second language to students (modular and online). Hindering factors include internet connectivity issues, and gadgets used by learners to access educational resources and attend to viable virtual learning platforms used in the continuity of education.

To this extent, the multi-faceted learning approach and the use of interventions for the major differences in speaking performance when compared to in-person delivery of education find relevance. Notably, the printed flipped communicative tasks designed for learners having difficulty accessing online were used as an intervention for senior high school students in Oral Communication subject. Students' performance in the control group was found statistically insignificant, which means the difference of scores can be attributed to external and internal factors of the learners. However, the performance of the experimental group was statistically significant which signifies that the intervention applied was effective at enhancing students' grammar awareness, fluency, and vocabulary knowledge.

Nevertheless, the experimental group's performance is not, in any way linked to their level of learning experiences. This instance presupposes that learners have better performance due to the effect of the intervention and does not necessarily mean a high level of the learning experience. Teachers, how strenuously they work on establishing equitable learning in the classroom, still cannot guarantee that every learner could achieve equal performance height. It is thence necessary to shift teaching and learning styles that conform to the convenience of the learners but not in any way compromise the competencies.

The enriched printed flipped communicative tasks, an innovative means, absolutely spur enhancement of the learners' speaking skills to a greater extent.

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