RESULTS OF DEVELOPING COMMUNICATIVE COMPETENCE AMONG UNIVERSITY STUDENTS THROUGH THE FLIPPED CLASSROOM

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Abstract. This paper examines published evidence on the outcomes of using the flipped classroom to develop university students' communicative competence in foreign-language education. The approach moves initial exposure to content before class and uses classroom time for dialogue, collaborative tasks, feedback, and revision. A comparative analysis of three empirical studies indicates gains in selected dimensions, particularly pragmatic language use, vocabulary, and cohesion; evidence for other dimensions is less consistent. The paper proposes an instructional sequence and an assessment procedure that distinguish participation from demonstrated communicative performance. The synthesis informs the design of future classroom evaluations.

Keywords: flipped classroom; communicative competence; higher education; language learning; interaction; assessment.

Introduction. Communicative competence requires learners to select language that is accurate, coherent, and appropriate to a situation, and to sustain interaction when communication becomes difficult. The account of Canale and Swain places linguistic knowledge alongside sociolinguistic and strategic abilities [1]. The Common European Framework of Reference for Languages (CEFR) Companion Volume similarly includes interaction and mediation in its description of communicative activity [2]. Thus, a student's ability to recall expressions is only one part of successful communication.

In a conventional university language lesson, explanation of vocabulary and structures may occupy much of the time available for speaking and feedback. Flipped instruction places short preparatory materials before the lesson and reserves face-to-face time for tasks requiring students to exchange information, negotiate meaning, and respond to interlocutors. The value of this arrangement depends on the quality of both phases and on whether communication is assessed directly.

Purpose and Method. The purpose of this thesis is to identify which communicative outcomes have been documented in university-level flipped language instruction and to propose a way to measure them in practice. The is a focused comparison of three peer-reviewed empirical studies [3-5], followed by pedagogical modelling using communicative performance indicators. The studies address different outcomes and use different instruments; their results should therefore be read as related evidence, rather than combined into a single effect estimate.

Instructional Sequence. Before class, students review a short video or audio dialogue, a text presenting the target communicative situation, and two or three comprehension questions. They note expressions they may need and submit one question about the material. These preparatory tasks give students shared input without turning the lesson into a second lecture.

During class, pairs complete an information-gap task and then take part in a role-play or small-group discussion. The task should have a genuine communicative purpose, such as resolving a scheduling conflict, explaining a proposal, or reaching a joint decision. The instructor observes how

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students initiate turns, seek clarification, justify ideas, adapt their language, and repair misunderstandings. Brief feedback is followed by a second attempt at the same communicative goal with changed roles or information. After class, students submit a short spoken or written reflection identifying one effective strategy and one aspect requiring improvement.

Results and Discussion. Lee and Wallace studied 79 students in a university English course in South Korea: 40 participated in flipped classes and 39 in classes using a communicative language teaching approach. The flipped group obtained higher average scores on the three final tasks, although only the difference in final-examination means was statistically significant. Survey responses and the instructor's notes also indicated more favourable engagement in the flipped setting [3]. This study supports a qualified conclusion about achievement and engagement, rather than a claim that every measured outcome improved significantly.

Makruf and colleagues compared flipped and non-flipped instruction with 40 university English learners in Indonesia. Their discourse-completion tasks showed a significant pre-test to post-test difference in the flipped group and stronger performance than the comparison group. The study concerns pragmatic competence: selecting an appropriate response in a communicative situation. Its instrument does not, by itself, establish improvement in spontaneous spoken fluency [4].

Li and colleagues examined written communicative competence in two groups of Chinese university students. The flipped group performed better overall on the post-test, with significant group differences in lexical, cohesive, and pragmatic competence. Differences in syntactic and discourse competence were not statistically significant [5]. These differentiated findings suggest that teachers should specify the skill targeted by each task and assess that skill directly. Taken together, the three studies indicate potential benefits, while showing that gains vary by outcome and measurement method.

Assessment of Communicative Outcomes. A university implementation can assess students before and after instruction through parallel role-plays and short written responses to realistic situations. A common analytic rubric should describe five observable criteria: linguistic accuracy, coherence, pragmatic appropriateness, interactional responsiveness, and use of strategies to clarify or repair meaning. Two assessors can score anonymised responses independently and resolve differences against the rubric. Reports of results should include group sizes, baseline and final scores for each criterion, variation in scores, and the scope of any comparison group. Participation logs and student reflections can explain how learning occurred, but should not substitute for performance evidence. CEFR descriptors can help match the tasks and rubric to students' proficiency levels [2].

Conclusion. The flipped classroom can create more lesson time for purposeful communication when preparation, interactive tasks, and feedback are linked. Published university studies report improvements in specific areas of communicative competence, especially pragmatic performance and some aspects of written expression, while other outcomes remain mixed. A defensible evaluation therefore measures separate communicative abilities and states clearly which changes the available evidence supports.

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