



Using breakout rooms as a teaching strategy to develop english oral production in online classes

El uso de las salas de descanso como estrategia didáctica para desarrollar la producción oral en inglés en las clases en línea

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Abstract: Online education is becoming more widely recognized as a tool for educational modernization. Due to the Covid-19 virus, however, this e-learning method began to spread; unknowingly, students and teachers at all levels watched in astonishment as their homes were transformed into classrooms, breaking the entire old system of regular instruction. Through the experiences of students and English teachers, this study intends to examine the impact of breakout rooms on boosting oral English production. This research was done in Unidad Educativa Franciscana San Jose, Milagro Ecuador. It was applied to second and third courses as Technical as science specialization. Based on the shyness and little students' class participation in the online English classes. The activities were used in the first, second and third parts in the academic year of 2021-2022. In this case, look for a different way to encourage pupils and teachers to use the Zoom platform break out rooms to motivate to better learning and teaching approach. There were many topics based on student's preferences. A survey with multiple choice and close questions were used to determine the level of satisfaction generated by the interaction in the tasks completed by students in speaking lessons. This work analyses the result of different topics used by teachers to develop oral skill production.

Keywords: break out rooms, online classes, oral production.

Resumen: La educación en línea es cada vez más reconocida como una herramienta para la modernización educativa. Sin embargo, debido al virus Covid-19, este método de aprendizaje electrónico comenzó a extenderse; sin saberlo, los estudiantes y profesores de todos los niveles vieron con asombro cómo sus hogares se transformaban en aulas, rompiendo todo el antiguo sistema de instrucción regular. A través de las experiencias de estudiantes y profesores de inglés, este estudio pretende examinar el impacto de las salas de reuniones en el impulso de la producción oral en inglés. Esta investigación se realizó en la Unidad Educativa Franciscana San José, Milagro Ecuador. Se aplicó a segundo y tercer curso tanto en la especialidad de Técnico como en Ciencias. Basado en la timidez y participación de clase de los pequeños alumnos en las clases de inglés online. Las actividades se utilizaron en la primera, segunda y tercera parte en el curso académico 2021-2022. En este caso, busque una forma diferente de alentar a los alumnos y maestros a usar las salas de

descanso de la plataforma Zoom para motivar a un mejor enfoque de aprendizaje y enseñanza. Había muchos temas basados en las preferencias de los estudiantes. Se utilizó una encuesta con preguntas cerradas y de opción múltiple para determinar el nivel de satisfacción generado por la interacción en las tareas realizadas por los estudiantes en las clases de oratoria. Este trabajo analiza el resultado de diferentes temas utilizados por los docentes para desarrollar la producción de habilidades orales.

Palabras clave: grupos de trabajo en Zoom, clases en línea, producción oral.

INTRODUCTION

Technology has undoubtedly opened a new era of human experience in every domain, including students' learning experience in higher education (Zehua Wang, 2021). For a long time, online education has been emerging as an instrument of modernization in the educational system. However, due to the Covid-19 virus, this e-learning style began to expand; without realizing it, students and teachers at all levels watched in awe as their homes were turned into classrooms, shattering the entire traditional scheme of regular instruction. (Stefanile, 2020) This research aims to analyze breakout rooms' effect on improving oral English production through students' and English teachers' experiences. In this context, seek an alternative to impulse students to take advantage of these ICT. The quantitative method will be used to know the satisfaction produced by the interaction in the tasks done by students in speaking classes through a survey using multiple choice and close questions through Google form will be applied to students from second and third Baccalaureate of Unidad Educativa Franciscana San Jose. The results will graph the responses by charts. In conclusion, this research will prove that using breakout rooms in speaking classes will improve students' oral production. Finally, the positive factors will be taken into account to encourage other teachers to use them as an essential tool to include in speaking classes in order to get better students' oral production and also make for sure students feel free and confident when they are into a breakout room in order to speak English fluently.

METHODOLOGY

This research work has considered 100 students taken from second and third course of Baccalaureate level at San José High School located in Milagro, 10 teachers were taken into considerations, in order to widen the dates for this research work get more precise result. Random (Johnston, 2009). A random sample, sometimes called a probabilistic sample, is a sample in which each member of the sampling frame has an equal chance of being selected as a study participant (Johnston, 2009).

Instrument of the study

This research will be conducted through a survey; Today, the word "survey" is used most often to describe a method of gathering information from a sample of individuals (Kalsbeek, 1995) It will include Questionnaires' based on close questions and multiple-choice ones based on the quantitative methods of description and correlation to find the reasons affecting students' oral English production.

Data collection techniques

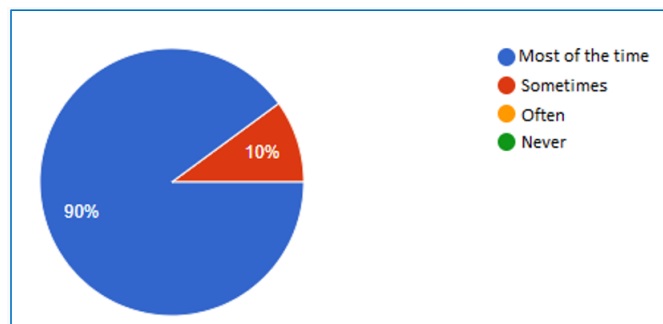
The survey sent by Google form stated by (Technology, 2017) “Google Forms is a valuable classroom tool for facilitating data collection and analysis” it contained multiple choice questions and close ones to know the level of satisfaction as students as teachers feel after the use of breakout rooms in the Zoom platform e-learning system.

RESULTS

Analyses interpretations and discussions of results

The information in the tables show the respond to the findings of this study. These figures were obtained from Google Form questionnaires which included close questions and multiple choice ones. They were sent by institutional email account, beside they detail the responses to show the validity and reliability of this research.

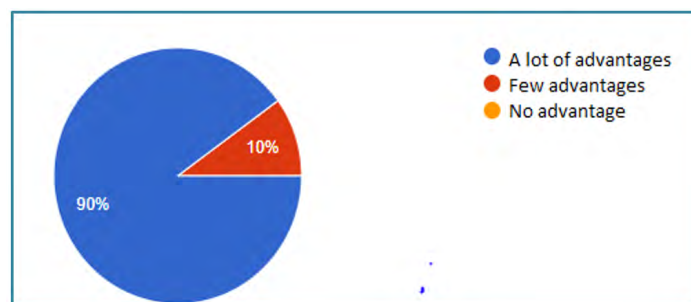
1. *Have you used the breakout rooms of the Zoom platform in your virtual classes?*



Graphic 1. Used the breakout rooms of the Zoom platform

The results obtained from the survey carried out show us that 90% of those surveyed consider that most of the time teachers have used breakout rooms in their online classes, while 10% have used sometimes.

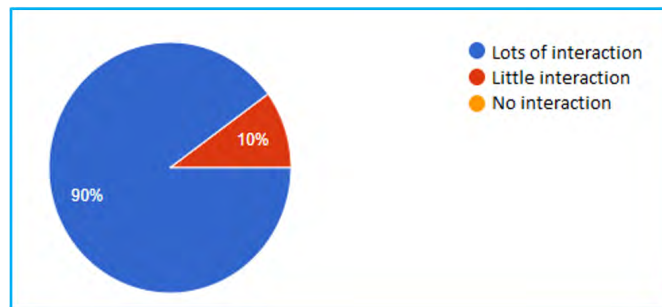
2. *In your opinion as a teacher, there is _____ in the use of the Zoom platform group rooms (breakout rooms) in your virtual classes*



Graphic 2. Advantages in the use of the Zoom platform group rooms

90% of teachers think that there are many advantages to using the group rooms of the Zoom platform, and 10% believe that using these group rooms does not have many benefits.

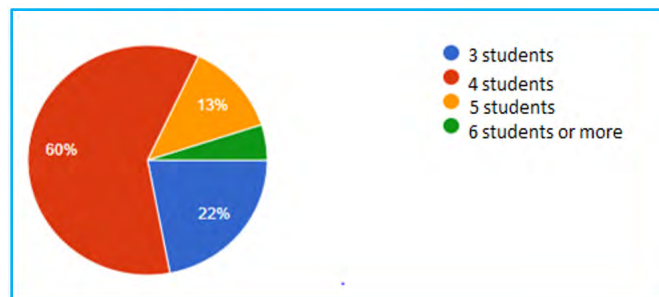
3. You consider that the use of breakout rooms has generated _____ among your students in class?



Graphic 3. Interaction among students in class

90% of teachers consider that the use of breakout rooms has generated a lot of interaction among their students in classes and 10% consider that it has generated little interaction.

4. What do you consider the number of members for each working group in break out rooms is?

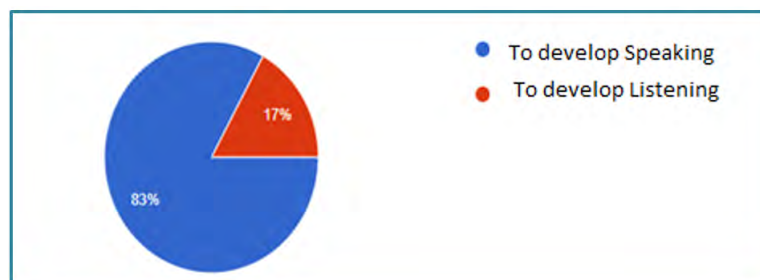


Graphic 4. Number of students in breakout rooms

In the graph we can see that 60% of the students consider that the number of members for each work group in break out rooms should be 4 students, 22% think that it should be 5 students, 13% consider that the group should be 5 students and 5% think that groups of 6 or more students would be the right thing to do.

Students

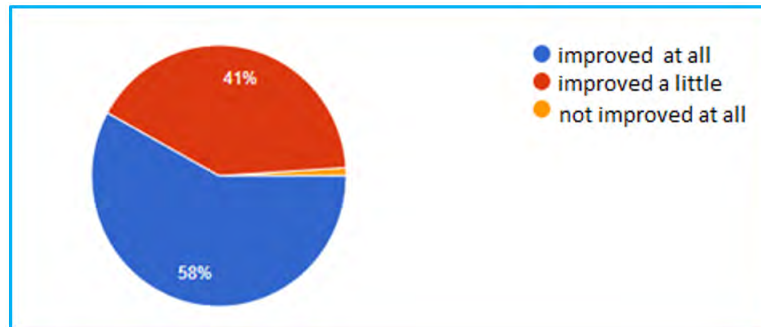
1. How have you used breakout rooms in English classes?



Graphic 5. How to use breakout rooms

Of the total of those surveyed, 83% agree that breakout rooms have been used to develop Speaking skills, while 17% have used them to develop Listening skills.

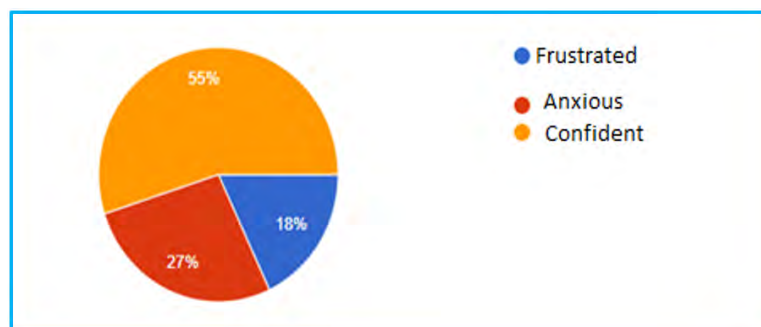
2. Complete. Based on your opinion, you have _____ that skill (question 1) using break out rooms.



Graphic 6. Improvement of skills using break out rooms

The result of question number 2 indicates that 58% of the people surveyed consider that they have improved a lot using break out rooms, while 41% consider that they have improved little, which indicates that this resource is of great help to the development of the aforementioned skill.

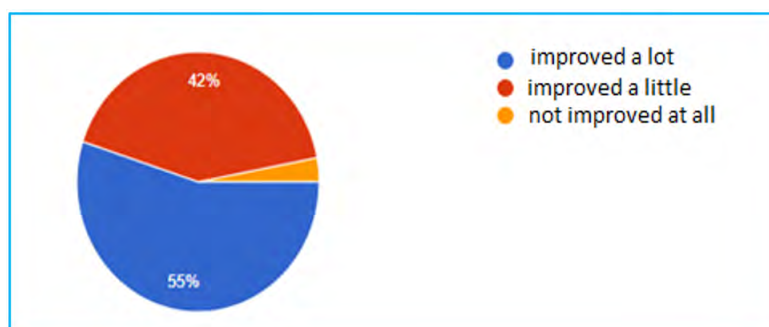
3. How do you feel about using break out rooms to develop speaking skills?



Graphic 7. How you feel using break rooms.

This graph shows us that of the total of those surveyed, 55% feel very confident to interact with their colleagues with the use of break out rooms, 27% feel pressure when expressing themselves and 18% frustrated by expressing themselves with his partners.

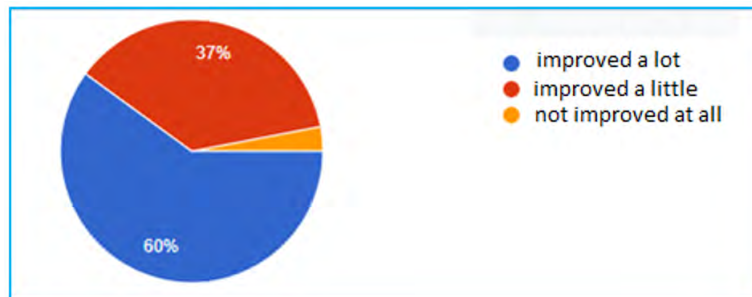
4. You consider that your fluency has _____ after having developed activities in break out rooms?



Graphic 8. fluency improvement in breakout rooms

The results obtained from the survey carried out show us that 55% of those surveyed consider that their fluency has improved a lot after having developed activities in break out rooms, while 42% that it has improved little, and 3% consider that they have not improved nothing.

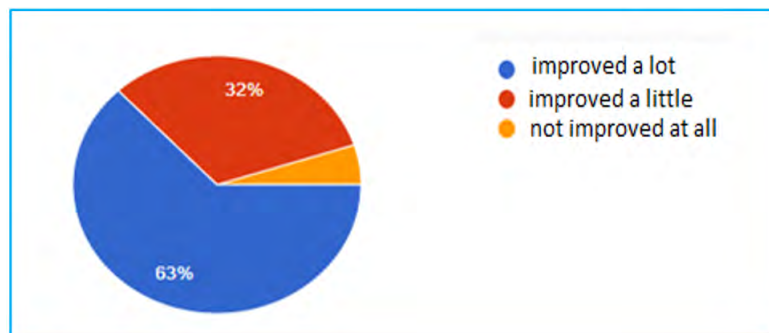
5. You consider that your pronunciation has _____ after having developed activities in break out rooms.



Graphic 9. Improvement of pronunciation using breakout rooms

The result of the question indicates that 60% of the respondents consider that their pronunciation has improved a lot after having developed activities in break out rooms, while 37% consider that it has improved little, so it is observed that one or another form has improved in pronunciation and 3% consider that they have not improved at all.

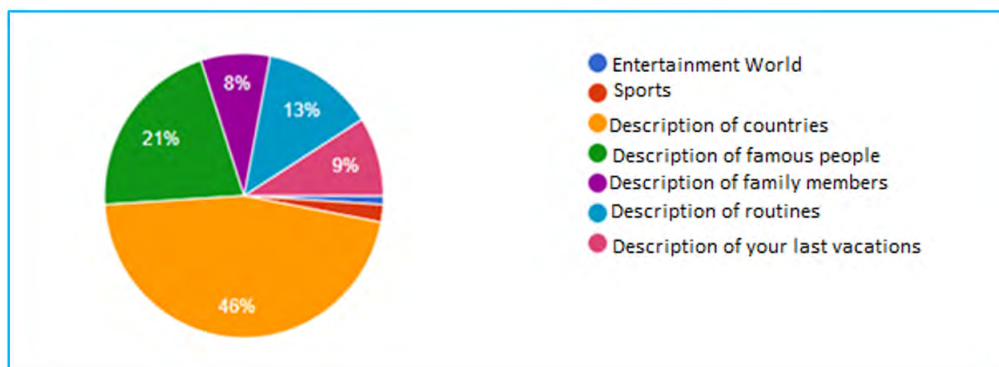
6. You consider that your motivation has _____ after having developed activities in break out rooms.



Graphic 10. Improvement of motivation using breakout rooms

The results show that 63% of those surveyed consider that their motivation has improved a lot after having developed activities in break out rooms, while 37% consider that it has improved little and 5% consider that it has not improved at all.

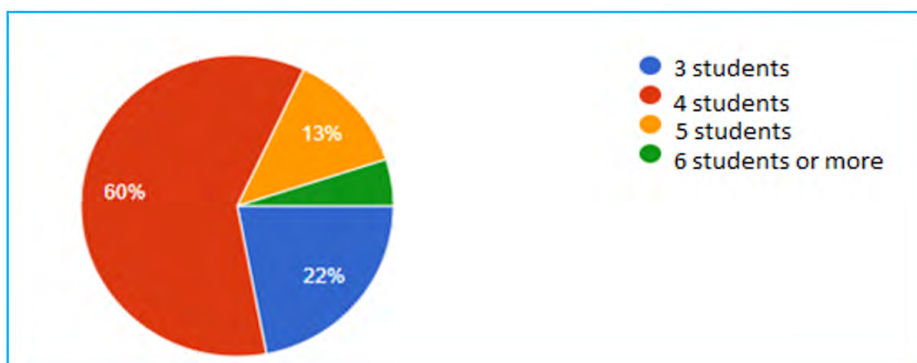
7. What are the topics that you liked the most in English classes when using break out rooms to develop speaking skills?



Graphic 11. Most common topics to talk about in breakout rooms

The information obtained shows us that 46% of those surveyed consider that the Description of countries has been the topic of greatest interest when using the development of break out rooms in English classes, followed by 21% with the preferred topic of description of famous people, 13% with the description of members of routine activities, 9% with the description of the last vacation, and 8% with the description of family members.

8. *What do you consider the number of members for each breakout room workgroup is the most appropriated?*



Graphic 12. Number of students in breakout rooms

In the graph it can be seen that 60% of those surveyed consider that the number of members of work in break out rooms is 4 students, while 22% consider that the group of students is 3 people and 13% consider which is made up of 5 students and 5% consider that it is better to work in groups of 6 or more students.

DISCUSSION

Students and teachers from Unidad Educativa Franciscana San Jose agree that Break out rooms in the Zoom platform is a good tool for teaching speaking skills; this definition is taken from their answers. Break out rooms have helped students to feel more comfortable, express themselves freely, talk about new places, or other familiar topics have allowed them to take advantage of this online system, taking into consideration that most of them prefer a group of 4 students because they feel they can be more productive doing group works using the speaking skill. Shortly teachers and students will see break out rooms as an opportunity to express the language without difficulty.

CONCLUSIONS

To sum up, based on the research done, the results are positive, which will help to implement this modern tool Zoom-breakout rooms in online classes to teachers who want to encourage their students' speaking skills in order to reach the English level asked by The Common European Framework of Reference for Languages (CEFR) standard. Nevertheless, provide students with a good learning environment where they can interact through well-designed activities to make them feel confident speaking a second language as if it were their first one.

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