ENGLISH DISCOVERIES ONLINE (EDO): ONLINE-OFFLINE INTEGRATED LESSONS IN FLIPPED CLASSROOM FOR EFL UNDERGRADUATE STUDENTS

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ABSTRACT

The objective of this paper is to investigate lessons taught for online and face-to-face sections in a Flipped classroom for EFL undergraduate students. The platform used for the online learning was English Discoveries Online (EDO). Furthermore, the students' English level based on the platform placement test was Basic 2. The method of the research is qualitative employing descriptive and reflective field notes as the main data gathering, as well as documents recorded from the platform and interview as the supporting tools of gathering data. The results show that the teacher never used the platform communication tools to share information with the students during the online section. Other tools such as magazines, games, and grammar books were also not used. Those were under the consideration of teacher's sympathy to the students; as she knew that it would be too much for them. In addition, the teacher claimed that the lessons in the platform were too western-style, therefore activities that were connected to students' real life and engaged students' point of views were crucial. Finally, the use of first language to engage students during face-to-face class worked well.

KEYWORDS: English Discoveries Online, Integrated Lessons, Flipped Classroom

1. INTRODUCTION

Teaching English as a foreign language has never been easy and always encounters varieties of challenges (Osipov et al., 2015); likewise, time for teaching language skills in a classroom is less than enough (Chik & Ho, 2017). The mixture of in-classroom and outside-classroom activities under teachers' instructions using technology is becoming popular alternative as non-traditional learning approach (Otto, 2018). The exact key note of flipped classroom is the collaboration of online learning and face-to-face learning where students need to participate in online process before going to face-to-face session (Alnuhayt, 2018). By assuming that students have been prepared and comprehended today-lessons before, the face-to-face classroom activities will engage students in "problem-based, collaborative learning and advancing concept" (Santos Green et al., 2017). In sum, flipped classroom can be understood as combining online learning outside classroom to face-to-face lecture with the same topic but different activities. Particularly, the lecturing class provides activities that involve students' higher level of thinking and communication skills.

Almasi and Zhu, (2018) state that successful implementation of flipped classroom requires the thoughtful consideration of current instructional techniques and the commitment to activate students-centered teaching and learning environment. Moreover, flipped classroom of course cannot be separated from stimulating face-to-face activities designs (Suana et al., 2019). In the expectation of

adapting and providing appropriate English teaching for students, a University in Surabaya has been promoting flipped classroom for first year students in 'English Intensive Course' since last year using "English Discoveries Online" (EDO). It is an online platform consisting of lessons, practices, assessments and test for different levels of English learners. The contents are in form of videos, audios, texts and pictures. The tools provide various online pages that are available for students to access information regarding to the lessons and to discuss with their friends using discussion forum. All of students' activities can be monitored by teacher. In sum, 'English Discoveries Online' is a comprehensive English learning using internet multimedia technology providing courses, activities and options to assistance learners (Edusolf LTD, 2002).

A study examining interaction of learner and instructor in EDO using mixed methods design suggests that the learner-instructor interaction does not take an important part in the learning process; moreover, the learners give more attention on lessons in the platform. By using surveys and interviews, quantitative and qualitative data are collected from learners and instructors responses to meet the conclusion also to recognize that learners' motivation is predisposed by technical errors and breakdowns (Pham et al., 2012). In addition, assessment and evaluation in EDO have been analyzed by Quintos & Reyes, (2018). Analyzing students' progresses and results showed in different parts of the EDO platform is the researchers' technique to gain the data; likewise, pre-test and post-test is also applied to the participant. The study concludes that there is significant improvement in students' performances based on the assessments and evaluations scores after using EDO platform to learn. These studies recommend the platform to be used as a media for English online learning; however, both previous studies did not specify the teaching approach in the combination of online and face-to-face sections.

It is important to consider offline lecturing following online learning (Reidsema et al., 2017). Moreover, the University in Surabaya stated above is expecting the teachers to apply the flipped classroom during the teaching process. This is under the consideration of the students in the higher education and the purpose of English learning there. In the application of flipped classroom, some more complex processes and stages are needed to achieve students' higher level of thinking and communication skills in higher education (Garrison & Vaughan, 2008). Santos Green et al., (2017) explain that what makes flipped classroom in higher education different from school levels is the principal idea of flipped classroom in higher education gives lecturer instructions online; likewise, provides written, audio visual lessons and assignments in advanced level. Then, the face-to-face section is used for engaging students in problem-based, collaborative and complex learning concepts.

As for English Discoveries Online (EDO) platform, varieties of courses are presented based on students' level. The level can be classified based on the result of placement test. Each level covers approximately eight to ten topic-based units; likewise, each unit consists of five to seven lessons and each lesson is comprised of three parts, those are Explore, Practice, and Test. Explore is the learning part where students can discover new information related to lessons in form of video, audio or text.

Students can exercise their comprehension from the Explore part in Practice and Test part. These parts facilitate students to learn and, at the same time, assess themselves by available answer in practice part and score shown in test part. Furthermore, there are four skills to be trained; Reading, Listening, Speaking and Grammar (Edusolf LTD, 2002). Level-based and topic-based reading, listening, speaking activities and assessment, also grammar book are provided. Practically, grammar lessons are also exercised in students' writing assignment. These students' activities progress in EDO can be monitored by teachers through Teacher Management System (TMS). Percentage of each student' online learning activities and assignments are exposed for teacher in the page. In writing assignment, automatic feedback is provided for students. However, it is also available for teacher to review and remake the automatic feedback for then giving his/her own comment. Additionally, it is also possible for students to contact teacher through message tool to ask or discuss everything.

Pham et al. (2012) researched that there is no substantial role in communication between students and teacher in EDO; the learning priority is the course content in the form. Whereas, interactive online learning process can improve their in-class performances better. Additionally, it can increase online participants as learners' language communication skills are better (Jen Lin & Jen Hwang, 2018). Therefore, students-teacher interaction is needed out of the online learning process. In addition, 'Community' pages for discussion forum and other tools as additional sources are also accessible to facilitate students. Considering the content of EDO, learning process indeed needs to be developed more than just in online sections. As the platform more concerns on the lessons resulting insignificant students and teacher's communications (Pham et al., 2012), face-to-face section is considerable. Face-to-face activities for students in higher education are necessarily developed in more complex way (Huang et al., 2014).

As the information is accessible through online platform, students' learning process has significant role in their achievement progress. Flipped language learning is able to improve language classroom and specifically students' performances (Jen Lin & Jen Hwang, 2018). According to Osipov et al., (2015) online platform used is very important for learning process. It makes teaching and learning process easier; moreover, when it comes to non-native teacher, online platform with foreign language based program does not need a professional instructor (Osipov et al., 2015). In particular, fundamental contents to be concerned in the platform are dual language prompts, repetition, comprehension and dictionary.

However, Shaw (2012) also came with a study arguing that learning styles, participation types and learning satisfaction influence online learning. Learners with different background knowledge, learning needs and learning styles brings learner types; those are 'replier', 'asker', 'watcher', and 'no activity' (Shaw, 2012). In addition, learners' self-regulation during online learning process cannot simply be neglected (Zheng et al., 2016). It is suggested to instructors to be more concerned on adopting learning contents with teaching method and learners' preferences (Zheng et al., 2016).

Intra-class section as the meeting of what students learn independently before and what to be discussed together in face is the next learning process. Literally, the term 'integrated' here refers to an action and a process of combining two or more things in an effective way; specifically language teaching and learning (Stroh, 2008). It is the meeting of material in students' prior learning as the fundamental information to be discussed in classroom. This requires considerations regarding classroom activities, tools or resources to ensure students perceive outcomes that are integrated and in line with the learning objectives.

According to Ayçiçek, et.al (2018), opportunities for students to get knowledge and information before attending classroom and chances for them to keep in touch with teacher also other students increase classroom engagement levels. By using accessible videos containing to-be-discussed lessons and easy online communication outside classroom, the teacher is able to be sure that the students are prepared and more competitive in class (Ayçiçek et al., 2018). It is possible for teachers in flipped classroom to open face-to-face section by giving feedback or questioning problems appearing in online sections; followed by discussions, tasks and so on (Li et al., 2018). Coyne et al. (2017) suggest in-class time is concerned on reinforcing lecture content, facilitating discussions, encouraging participation and presentation, developing critical reading and comprehension skills. In particular, flipped classroom is effective for project-based teaching in terms of time management specifically during face-to-face sections (Fan, 2018). Additionally, students' engagement and self-confidence are enhanced in individual tasks, group discussions as well as pair activities during face-to-face sections of flipped classroom (Kanelopoulos et al., 2017).

From the previous studies cited above, research related to integrated lessons during learning process in a flipped classroom using EDO platform has not been conducted. Moreover, the learners in the researches mostly have English as their first or second language. Addressing to the University in Surabaya mentioned before, the students are learning English as a foreign language. In addition, the students' English levels are still basic and intermediate; most of them are passive English speaker. Therefore, the present study attempts to investigate integrated lessons in a flipped classroom using EDO Platform in the University in Surabaya

2. METHOD

The research design of this study is qualitative research. The depth of understanding integrated lessons using EDO in a flipped classroom for EFL undergraduate students is obtained. Therefore, in-depth nature of analysis and explanation toward the lessons used and the learning process of flipped classroom experienced by teacher and undergraduate students in particular class was elaborated in the present study. This research relies on lessons used in the set of teaching and learning activities in both online and face-to-face sections. The lessons were observed through students' platform in the learning website and how were those combined with the students' classroom activities.

The subjects of the study are a teacher and students in a flipped classroom using EDO platform. They are non-English major students in their first year of university taking English Intensive Course. There are around 20 to 25 students in classes. A classroom applying flipped classroom is observed; the chosen class for the present study contained 24 students.

Integrated lessons in the flipped classroom were investigated by analyzing face-to-face section and relating it to online learning. Teaching and learning activities, teacher-students' interactions, teacher's instructions, teacher and students' gesture are the data to be analyzed. These data are gathered from classroom observations which were recorded by the researcher for four meetings. Specifically, the researcher collected the data through field notes during observation process on the whole implementation of flipped classroom; both in online and face-to-face sections using the format mentioned. The oral communication between students and teacher in the class was transcribed based on the real situation in the field using these following transcription conventions adapted from Allwright & Bailey, (1991):

Symbols	Convention
T	Teacher
s1, s2…	Student, Using number (s1, s2, s3, and so on)
SS	Unidentified subgroup speaking in chorus
T+SS	Teacher and unidentified subgroup
SSS	Whole class speaking in chorus
T+SSS	Teacher and the whole class
[ ]	Researcher's comments
//	Pauses
Italics	Other language besides English

Here is the example of interactions and gestures transcribed by the researcher:

T   : [Showing a picture on LCD] Now, I need your help to describe, what is this? [Pointing the picture]

S1   : A man talking with a police

T   : Almost. [Shaking her head]

S2   : *Ketilang, Bu. Ketilang…*(got a ticket from police) [Raising his/her hand]

3. RESULT

Integrated lessons in this research refers to how face-to-face classroom activities were connected to online class using EDO platform that had been accessed by the students before the meeting. To investigate integrated lessons in the flipped classroom implemented for the EFL freshmen students program, the researcher was required to see the materials and lesson learnt in the platform. After that, the face-to-face classroom teaching and learning processes were observed. There were 2 Units based on the platform taught in the class. The teacher divided the Units into 4 meetings in 2 weeks with 4 different topics discussed; each Unit was divided into 2 topics.

The materials in the first day were about vocabulary related to housing; such as furniture, table, cupboard, etc. and advertisement text. The face-to-face classroom activities were dominated by discussion and presentation. In addition, speaking games for warming up in the beginning of the class was also included. The students were asked to make two lines and to face each other; then, they were instructed to mention things or room in their house (parent's house) or something in their dormitory/boarding house. After that, the teacher asked them to make groups; each group consisted of 3-4 students. Before the group had been formed, the teacher asked who was staying at dormitory/boarding house. Almost everyone raised their hand. Next, the teacher showed a text that was in the EDO platform; an advertisement about finding a roommate.

	Transcription/Conversation	Translation/Comment *italic	Coding
(2)	**T** : <u>What is this?</u>		**TS-6/I**
	SS : Text		
	T : *Ya* Of Course. *Semua orang tau ini Text*	Of course everyone knows that it is a text. [Everyone laughed]	
	S1 : Advertisement, Bu.		
	T : <u>Good. Advertisement about?</u>		**TS-6/I**
	S3 : *Anu, Bu. Nyari* Roommate	Um… Search for roommate	
	T : Anyone else? // Roommate for what?		
	S4 : *Untuk tinggal di kos an*	For staying together in the boarding house	

The first underlined question the conversation transcribed above refers to material that was actually provided in the online section. However, as the teacher planned to guide the students to create the same kind of dialogue with the related materials, the teacher tended to recall students' knowledge by showing the text. The online and face-to-face class materials were integrated by recalling students' memory relating to the lesson before discussing in classroom.

The students were asked to discuss in group about what information were existed in the text and asked them to make a prediction what would probably happen next. After highlighting the students' prediction, the teacher asked the students to discuss in group and to prepare what they would say if they were the one who wrote the advertisement and if they were the one who would be interested in the advertisement. So they would meet another group and act as the advertisement writer or the roommate-to be.

	Transcription/Conversation	Translation/Comment *italic	Coding
(3) S1	: *Pertama, kalo jadi yang calon* Roommate*nya itu, tinggal nanya-nanya aja gitu // aturannya apa aja, harga*	First, if we were the roommate-to be, let's just ask randomly// the rules, the prize	
S2	: *Yaudah pokoknya tulis dulu.. bahasa Inggrisnya apa?*	Alright, let's just take a note, What's in English?	
S3	: *eh. Lihat yg kemarin di ED ajaloh.. dialog yang liat-liat apartment itu gimana.*	Let's just check EDO platform and look at dialogues in Part of apartment topic.	**TS-6/I**
S4	: *Oiya!* [opened her mobile phone and they Checked the phone together]	Of course!	

The students were discussing about creating a dialogue based on the teacher's instruction. Then, one of the students in the group (S3) initiated to open the dialogue in the EDO platform. There was an example of dialogue related to the lessons being discussed in the meeting. They would consider it as the basic guidance to compose the dialogue for their group.

In the second meeting, the teacher showed a conversation text; a conversation from EDO platform under the topic "Student Housing". She pointed two students to read the dialogue, before then asked them what the dialogue was about. Some students answered actively and some others just kept silent.

	Transcription/Conversation	Translation/Comment *italic	Coding
(5) T	: *Candra*. What is this dialogue about? // [The teacher pointed one of the students] Do you agree with your friends' answer?	[the student still had no words]	**TS-7/I**
S1	: Yes [answered hesitantly]		

T : What did they say, again? //
[**S1** did not answer]
Can anyone help him to recall?
What did you say about this
dialogue, Fifi?

S2 : It's about dormitory.

T : Do you think it is about   [talk to everyone]
dormitory?

SS : Yes.

T : <u>How do we know that</u>?

SS : From the dialogue there   [then the student read part of   **TS-7/I**
The dialogue]

The activity in the conversation above was a dialogue showed by the teacher and 2 students were instructed to read the dialogue. A student (S2) had been asked about what the dialogue was about. Then, another student (S1) who did not pay attention properly was asked about the same dialogue too. The dialogue was actually about a freshmen student who registered to a school dormitory. It was actually also provided in EDO platform and supposed to be learnt by the students. However, she tended to remind the students and discussed it again to make sure everyone had understood about the content of the dialogue before going to the next activities.

In the next activity, the teacher divided them into 4 groups (consisting of 4-5 students). They were asked to choose one of place to stay (home/dormitory/Islamic Boarding House/ boarding house/with Uncle) and to mention 4 characteristics of living there; the other group would have to guess which place to stay was it. The discussion started, the students started to discuss in very low volume; almost whispered. After having 15 minutes to discuss, they finally read their characteristics list and the other groups guessed. The right answer got one score. Two groups with the highest score could choose "Living with parent" or "Staying in boarding house".

After that, two group who had chosen "living with parent" had to mention positive things about living with parent and negative things about staying in a boarding house; and vice versa. They were given 15 minutes to discuss, before finally they would have a simple debate relating to place to stay for students; specifically for students in university.

The third day of classroom observation was done when topic discussed was 'Interesting Hobbies'. The prior materials were vocabulary related to kinds of hobbies, reading article and advertisement text related to sport club. Vocabulary building completed by definition in English and helped by dictionary in Indonesian language were accessible for students. Therefore, this basic knowledge was supposed to be comprehended by the students.

Transcription/Conversation	Translation/Comment *italic	Coding
(7) **T** : Now what I want you to do is: <u>think about what do you do when you have free time?</u> when you're in home or boarding house // Okay? Finished? Now stand up in center here. Find your partner and ask them.		**TS-7/I**

Expecting the students had known the topic and words that would be used to be developed in further material, the teacher began the class by asking the students their activities when they had free time. This question was managed by the teacher to connect their prior knowledge to that day's classroom discussion. Then, the students had a short conversation relating to their activities in their free time.

In the fourth day, the topic being discussed was "Why is it important to have a hobby?" The materials in the platform were about planning for weekend, reading article and conversation about interesting hobbies. Before discussing to further lessons, the teacher connected today's lessons to the previous lessons.

Transcription/Conversation	Translation/Comment *italic	Coding
(11) **T** : <u>Do you think it is important to have a hobby?</u> // Why? [no one answered]		**TS-9/I**
T : Okay. What does hobby mean to you? *Desi?*		
S1 : Something we do in free time		
S2 : Activities that we like*?*		

After opening the class by connecting to the previous lessons which were actually discussing the same chapter (Hobbies), the teacher asked the students the question underlined above. The teacher was expecting the students to answer her question by referring to the article in the platform. Nevertheless, the students spontaneously expressed their personal opinion.

Transcription/Conversation	Translation/Comment *italic	Coding
(12) **T** : <u>Do you still remember about this? What is this article about?</u>	[The teacher showed the article from the platform]	**TS-9/I**
SS : Six reasons why it's important to have a hobby		

T : Okay. What are they? [then the students start reading]	
T : Well, the first point, what does it mean? [The students started to give the points Meaning in Indonesian language]	
T : Now, discuss with your group; Find 3 pictures of people with their hobbies, and connect it to The article; which is his/her reason to See his/her hobby is important. And what happened to his/her life? Did his/her hobby change his/her life?	**TS-9/I**

As the students did not clearly remember the article in the EDO platform which was supposed to be accessed by the students before, the teacher showed it again in class. Some students seemingly remembered. They discuss about it together; to make sure that the students had clearly understood the meaning of the text before going to further discussion. In the conversation transcribed above, the teacher was expecting the students to relate the article to the real life situation based on other people's experiences. After doing the discussion, the teacher switched their group members into new groups and asked them to present their discussion results.

Considering sets of classroom activities mentioned and explain based on the transcription and observation above, integrated lessons were indicated as the teacher tended to relate warming up activity with the basic materials in the EDO platform. Vocabulary in online learning related to the topic was mostly connected to the students' real life in the face-to-face section. In addition, before starting further discussion and develop the students learning to higher level of thinking, the teacher made sure that the students had already comprehend the materials. Likewise, the teacher sometimes showed the materials in the platform in the class to recall students' memory.
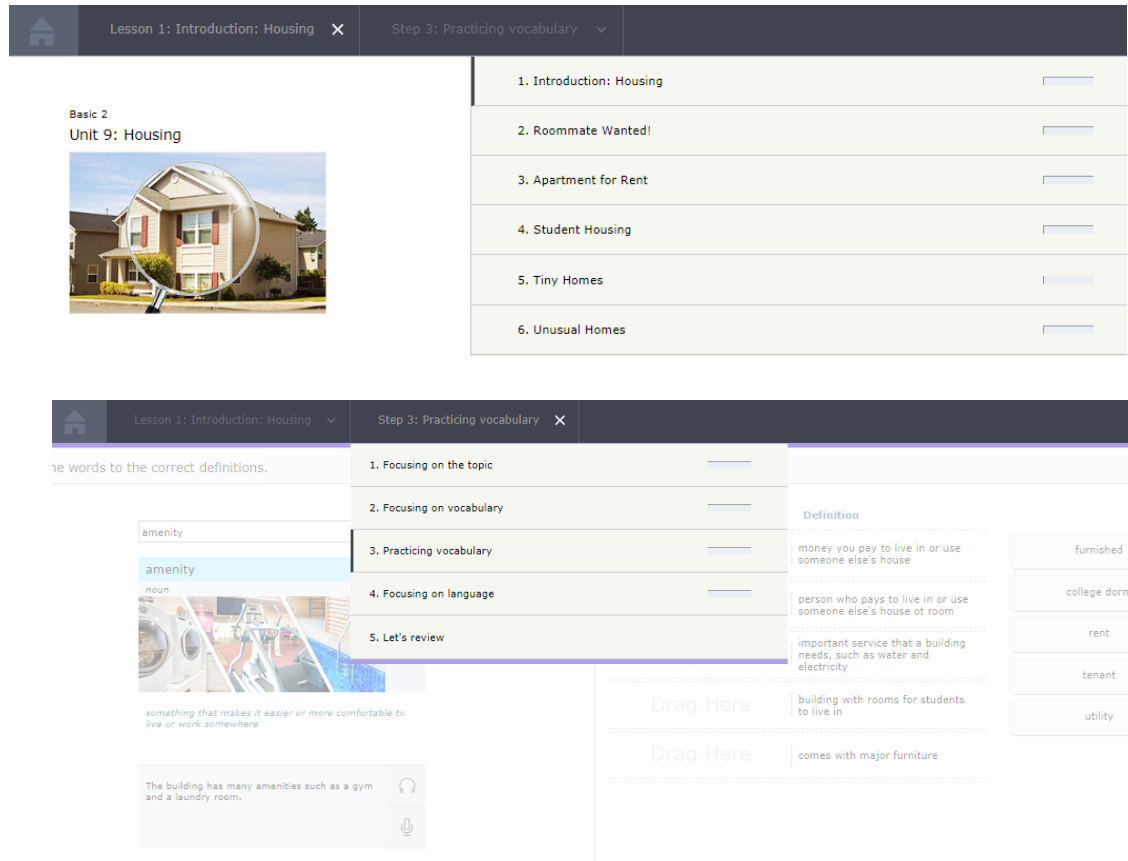
Figure 3.2 Example of Learning Steps in EDO

The online lessons were integrated to the face-to-face activities in the classroom observed. The teacher's discussed the same topic as the online class. Specifically, the students' memories to their prior knowledge were recalled by the teacher using games and discussions. Based on the 4 meetings observation, the classroom's activities were dominated by pair and group activities. It was in line with Coyne et al. (2017) suggesting that in-class time is concerned on reinforcing lecture content, facilitating discussions, encouraging participation and presentation, developing critical reading and comprehension skills. Additionally, students' engagement and self-confidence are enhanced in individual tasks, group discussions as well as pair activities during face-to-face sections of flipped classroom (Kanelopoulos et al., 2017).

Integrated lessons in the classroom observed in this research are based on the guidelines elaborated by The University of Queensland (2013); the first guideline is the lessons and materials with the same topic relate all the learning activities together; both online and face-to-face class. The second, materials in EDO platform were the activity tool or resource to remind the students; it hangs together based the teacher's instructions and activities that required them to re-read the text or dialogue shown by the teacher in the class. The third, the class served discussion and presentation reports as

the course learning outcomes. The lessons in the online platforms were connected to students' real life and point of views during the discussion and classroom interaction process.

4. CONCLUSION

From the observations, analysis, and interviews, it can be conclude that in online learning, EDO platform was seemingly treated as assignments rather than lessons and materials by the students. Lessons development was strongly depended on the face-to-face class and the teacher's instruction. However, as the students' English level was still in basic, getting prior knowledge gave some helps to develop discussions and higher levels of activities in the face-to-face class. Furthermore, learning engagement appeared through the teacher's critical questions, instructions and activities that dominated by pair or group discussion, presentation and games. In addition, to engage students to learn in online class, the teacher would close the access to EDO platform for students at midnight before face-to-face class. Additionally, online and face-to-face lessons were integrated through the process of face-to-face class and the classroom activities. Finally, reflection on the implementation of flipped classroom mostly took place in the end of the face-to-face class, and sometimes, the teacher asked the students to compose a paragraph in the platform.

There were three facts found in the implementation of flipped classroom in this research. The first was that the teacher never used the platform communication tools to share information with the students outside the class. In addition, other tools such as magazines, games, and grammar books were also not used by the teacher. Those were under the consideration of teacher's sympathy to the students; as she knew that it would be too much for them. The second facts was that the teacher considered the materials in the platform were too western-style, therefore activities that were connected to students' real life and engaged students' point of views were crucial. The third fact was the use of first language in the process of engaging students to learn in the classroom worked well.

Based on the conclusion and facts mentioned above, it can be seen that online and offline integrated lessons in flipped classroom implementation strongly need to be considered. Therefore, for English teachers who would like to apply flipped classroom, they should design the learning process in both online and face-to-face sections properly and prepare the materials as well. In addition, teacher should try to create materials for students' prior information before face-to-face class. This is expected to develop teachers' creativity and freedom in teaching their class. Moreover, this also can be alternative way to be more independent from outcast institutions' interference related to learning platform used. They should keep in touch with the students outside the classroom and keep monitoring students learning activities outside the classroom. For students in flipped classroom, they should take the chance to access information as much as possible to improve their prior knowledge. They should make sure that they have enough information needed before coming to face-to-face classroom. These will improve their self-discipline, self-learning and self-awareness. For further researcher, there are some similar or related topics to the present study that are interesting to be conducted. Investigating assessments in flipped classroom or deeper study related to students' independent learning are possible.

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