

Possibilities of Flipped Blended Instruction in EFL Classroom: An Indonesian Perspective

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Abstract:

The present paper intended to highlight the possibilities of flipped blended instruction for teaching EFL in Indonesia and proposed some innovative practices of conversation skills. It also indicated the lag between existing traditional methods of EFL teaching and global advancements in technology enhanced instructions, which might be causing the poor performances in EFL classrooms across the country. The present study suggests the development of more context-specific flipped blended instruction materials to make the most out of the multilingual and multicultural richness of the country in teaching EFL at higher education.

Keywords: English as a Foreign Language (EFL), Flipped Blended Instruction, Indonesia.

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I. Introduction

The process of teaching and instruction is as old as human civilization in this world. Since time immemorial, the outlook of instruction has continuously evolved to meet the requirements of our society. Scientific inquiries of learning have contributed a significant proportion to this paradigm shift. Psychological theories manifolded the diverse nature of individual learner and communication theories explored new horizons to the making of learning. Beginning from the second half of the last century, instructional models started blooming across the academic fields, which drew the attention of contemporary scholars towards developing more and more scientific and context-oriented modes of instruction. As cognitive development is caused by and also results in the language learning process, it brings sophistication to the instruction in any language classroom. English, being a lingua franca among the non-English speaking countries, therefore holds a significant place in almost all levels of education. Teaching English as a Second Language (TESL) is most practiced in school education for better equipping the novice learners with language skills that help them to further their education in diverse disciplines and countries. Colleges and universities also offer TESL courses as either unitary or in addition to other major courses. As the teaching methods of English as a second language vary due to the diverse nature of context and the learner, introducing a single strategy fit-for-all is almost impossible in language teaching.

Teaching models act as guidelines for teachers on how to build an assistive and stimulating environment within which learners acquire knowledge, values and skills by interacting with its components¹. With the advancement of information and communication technologies, the availability of resources and media has structurally revolutionized the content and referencing in the learning process. Now, technology and internet have the potential for affecting fundamental changes in the design of the learning process. The traditional brick-and-mortar supplies of teaching-learning material have now been replaced by rich, web-based and interactive multimedia within the access of everyone². Therefore, dependency on classroom instructions has dramatically reduced to students when learning is concerned. They learn ubiquitously with the help of technology integration. Therefore, the need to switch the role of the classroom emerged, and the necessity to introduce adaptive models of instruction to help students learn at their way so that they can bring learning to the classroom instead of learning in the classroom. This flip of role has been put to the innovative instructional model called 'flipped classroom' and has very quickly drawn the attention from around the world³.

II. Flipped Classroom Model

To reminisce about the times when students used to face the hurdles of completing homework on their own has caused more dissatisfaction and grudge towards formal education than anything else. Also, discouraging effect in the classroom by the boring lectures or unattractive presentations has deviated countless young fellows to pursue other things than the actual course. Instructional designers were so involved in finding

out potential solutions to this ever-lasting challenge of every education system, out of which the flipped classroom model of instruction was innovated. In this kind of model, the behaviouristic lessons by class instructors and in-class course materials, through multimedia or e-text, are supplied to the students before the class for studying ubiquitously so that the teacher-student prime hours can be utilized as effective, student-centric and problem-solving interaction⁴. The emergence of e-learning and m-learning significantly affected the traditional classroom and the way students perceive in-class interactions. They now prefer more flexibility in learning at their own pace using electronic self-mediated learning resources³ to prepare themselves to better understand the real-time problems that are difficult to reflect upon without a supportive environment. Vygotsky's idea of scaffolding is tremendously manifested in this model, where the individual student's ability of problem-solving is facilitated by the more capable peers and the instructor in a socially coherent classroom environment. Induction to group-based active learning is another salient feature of flipped classroom model that is grounded on the work of Piaget and Vygotsky⁵. The shift to flipped classroom has opened up a new horizon to both teachers and students. While engaging active young minds with concepts via video lecture or vodcast prior to the class, they can make use of it as many times as they want to completely grasp it. It moves direct instruction from the group learning space into the individual learning space⁶ where a repeated learning cycle takes place, and the sense of self-competence develops. Therefore, learners' motivation, self-competence and sense of autonomy somewhat determine the success of the flipped classroom, which is supported by the Self-Determination Theory (SDT) of human motivation and personality⁷.

There are no less than seven convenience that teacher- recorded flipped classroom videos have⁸ - (1) The opportunity for students to work at own pace, (2) Benefit to teachers as they have better picture of student's reading and writing competencies by providing home lessons before the schedule class, (3) Feedback oriented learning outcomes are easily anticipated by the teachers, (4) teachers can use their in-class hours more productively (5) Elevated interest and students' involvement results in superior learning outcomes and development. (6) Alternative and fresh methods of instruction that is supported by the learning theories, and (7) Increased mobility using wearable technologies helps it to be more flexible than ever.

In a nutshell, the flipped classroom model can approach the students with such diversity in time and content management as well as brainstorm to anticipate potential feedback on others' learning experiences that have never been experienced before. No matter how difficult a given concept, mostly audio-visual, is, it gets intelligible by self-regulated learning, and competitive motivation to outperform other students in classroom activities.

III. Blended Instruction Model

Blended instruction emerged from the idea of mixing traditional brick-and-mortar method with technology-driven online tools in face-to-face teaching⁹. The fine blend of 'the new traditional model'¹⁰ incorporates aspects of both synchronous and asynchronous instruction¹¹, which made it very popular in both primary interaction classroom and distributed learning systems¹². Unlike the flipped classroom model, where a swift transformation from traditional to innovative modes of instruction is practiced, blended instruction is exercised within existing teacher-student dynamics, amalgamated with the use of an overhead projector, online reading materials, sound, and video clips of educational content as assistive teaching aids¹⁰. It abridges, by using an audio-visual overhead projector or interactive whiteboard, the task of a teacher explaining spatial concepts which need to be sensory experienced for better comprehension. In a language classroom, teachers extensively use blended instruction in phonetics, context-specific body language in communication, and verbal accents to give students a pellucid hold on different aspects of a language.

Lecturing might have been practiced as effective method in situations where authority of the teacher was required, and verbatim expressions coupled with body language leave an impression about the importance of the context, but at times, it may lead to passive learning due to a single interface of instruction. In those scenarios, blended learning seems to be utterly useful as it incorporates more than one interface of the content to be learned. Multi-sensory engagement has been proven potent in remembering and comprehending the contents of learning. Instead of delivering a rich lecture on a topic, self-reading exposure coupled with imagery or animated explanations has been proven to improve the rate of understanding and retention of the learned materials. Also, simply providing study materials in the form of e-text, video, or podcast may inhibit learners from getting the motivation and need for competence that he or she could have attained in a physical classroom environment with the presence of peers and an instructor, as the Social Learning theory by Albert Bandura proposes. Therefore, the mixed approach of providing multiple interfaces in the social environment of a classroom is the best way to get benefits from both conventional lecturing and technology-driven instruction.

IV. Teaching of English in Indonesia: The Crisis

A dynamic classroom can stimulate students' active participation in learning¹³, which has become a trending issue in the entire teaching fraternity of Indonesia. Moreover, teaching of English as a foreign language

in higher education is found to be challenging as the existing models of language teaching are limited in scope or lacking localized instructional techniques based on students' needs. Globally, studies have been conducted on the importance of vocabulary competence¹⁴, communicative activities as a means to achieve discourse, strategic, grammatical and sociolinguistic competencies¹⁵ and found to be significant in English language learning. Reflective teaching, as suggested by Dewey (1933), often helps teachers from traditional practices to think about their own experience and teaching, resulting in a more refined and informed instruction¹⁶. In Indonesia, despite the government's teacher encouragement program on reflective teaching practices like *Evaluasi Diri Sekolah* and *BERMUTU*, they showed little adaptation and practice of the same in their classroom¹⁷. Similar to the Task-Based Language Instruction (TBLI), a competency-based teaching and learning model was proposed as well as practiced by relying on measurable assessment of learners' competencies, which was thought to have unambiguously described at the beginning of classroom instruction¹⁸, but did not go well. Cultural belief in Indonesia often shaped the students' behaviour to be obedient, to believe unquestioningly in teacher's knowledge and authority, and to remain passive throughout the instructional process¹⁸. Therefore, remodeling the competency-based learning using technology has been felt necessary. Studies on the Indonesian approach to foreign language teaching involved a competency-based communicative method which adheres to two aspects of language learning, i.e. existing communicative activities and interaction with the society¹⁹. Multilingual and multicultural aspects put a lot of difficulty upon the learners to acquire competencies in the English language, paired with its foreign accent, vocabulary and grammar, while being assimilated with the Bahasa Indonesia as the official communicative language of the country. Therefore, in the culturally rich context of Indonesia, empowering the existing social interaction by the amalgamation of the English language, gradually incorporating the elements of Indonesian culture, would be the best possible way to teach English as a foreign communicative language.

V. Flipped Blended Instruction: Psychological basis

Any instructional model has its origin rooted in some learning theories that incorporate the foundational design of human learning with practical implications. One major reason for justifying the flipped blended instruction is to rebuke the blind practice of lecture delivery and teacher-centric authoritarian instruction in the English language classroom that depicts inactivity and passiveness among the learners. The idea was derived from the works of Vygotsky, where he firmly suggests creating a proximal development zone in every classroom so that the learners can be motivated, engaged, and encouraged to learn things which they cannot learn on their own⁵. The three major schools of learning, i.e. behaviourism, cognitivism and constructivism, equally influenced the idea of flipped blended instruction for active participation in the learning process. Richness of human cognitive processing, to a great extent, influences students' learning from personal experience and also experience from others through sensation, motivation and thought²⁰. The constructivist approach promotes learning to happen within a social context by collaboration and interaction with more capable peers²¹. Behaviourism furnished the need for stimulation-based practice, training and routine as an effective way to strengthen the learning outcomes. The propositions by Shulman's *table of learning* identifies *engagement and motivation* as the primary conditions for learning to take place, followed by *knowledge and understanding*²² which has been greatly adapted in the flipped blended instruction where audio-visual materials supplied for learning out-of-the classroom evokes interest and motivation among the learners to grasp knowledge and partial understanding of the content. Residues are illustrated and discussed in the next classroom, where, through interaction and performance of activities, the instructor permeates the essence of the content to all students. Self-reflection and critique, through repeated practice and exchanging ideas with other students, make the learning experience a meaningful one. Mayer's *cognitive theory of multimedia learning* has also affected flipped blended instruction, as it asserts that learning from more than one sense channel creates more impact on our brain²³ and the impression is enduring. The idea of creating a real-time interaction zone within the classroom to foster students' exposure to authentic activities as per their convenience was borrowed from Lave & Wegner's *situated learning theory*²⁴. Minimizing the communication and understanding gap between instructor and learner, through physical separation, in the knowledge acquiring process, is one of the interesting features of flipped blended instruction, which has been conceptualized from the *transactional distance theory*²⁵.

VI. Flipped Blended Instruction: The Design

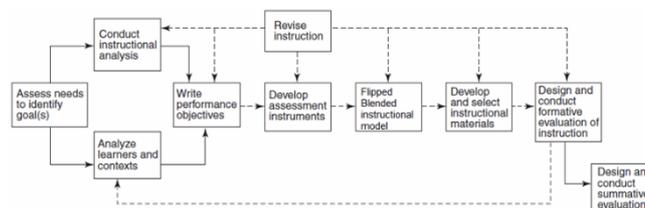


Fig.1: Instructional design model by Dick, W., Carey, L., & Carey, J. (2015) (modified)

The Instructional design should accommodate emerging instructional models and the broad array of contexts in which instructional design is being applied²⁶. The generic and elegant systematic instructional design by Dick and Carey operates within as well as promotes the flipped blended instructional model. The flipped blended instruction model in an EFL classroom that focuses on English speaking skills is likely to be operative through the following steps.

Identify an Instructional Goal:

To make the EFL learner able to recognize and differentiate the syntax, vocabulary and accent of the English language. The goals are set to introduce two basic conversations in the English language to the learners whose first language is Bahasa Indonesia.

Conduct an Instructional Analysis:

Further, the goals are simplified based on the conversation topics; CT1: recent travel to another country, CT2: childhood storytelling in Indonesia. For CT1, some cultural and geographical knowledge of a few countries is required. For CT2, knowledge of traditional children's stories in different cultures of Indonesia is required. To make a successful instruction on these two topics, the learners would be required to know some specific vocabulary regarding travel and storytelling; also, they need to know the body language required in a conversation.

Analyze Learners and Contexts:

The learners are from different undergraduate courses with basic vocabulary and reading skills in the English language. They can also write paragraphs on a topic related to their core subject in undergraduate course. They are well-equipped with basic grammar and syntax. The context where the conversation will take place is the classroom, which will be divided into a few groups of two students in each. They will learn conversation techniques and body language, and will practice the same at home.

Write Performance Objectives:

The prior knowledge of English grammar, vocabulary, basic syntax and low or no conversation skills would be treated as entry behaviour of the EFL learners. After the successful instruction, the learners will be able to start basic conversations on the topics CT1 and CT2. The confidence of the learner in making a conversation would be drawn out as a covert objective of the instruction. At the end of the current instruction, learners would be able to use their expressive vocabulary related to the conversation topic, portray proper body language and eye contact while having the conversation. They will also be able to learn when to stop telling their own and start listening to the opposite person.

Develop Assessment Instruments:

To assess the learning of conversation skills, the actual conversation would be monitored by the instructor. A checklist will be made for matching the elements of a conversation to the actual one. The use of relevant vocabulary, maintenance of syntax rules, following the grammar as far as possible, eye contact, listening to the opposite person's questions, voice modulation for expressing excitement and other emotions, etc., will be checked for each pair of students. Finally, external feedback would be sought from another pair of students so that the performing pair can get an effective response.

Flipped Blended Instructional Model:

The students will be informed about the new method of learning conversation skills. The instructor would tell them that sample conversation videos and cartoon animations are to be provided to all the students and ask them to watch them thoroughly. The Internet archives having traditional children's stories will be provided. The instructor will ask the students to note down related words, phrases and idioms so that they can make use of those in their actual conversation and make it interesting for all. The videos of sharing travel experiences by tourists will also be provided for thorough listening to the voice modulation and tempo used by the narrator. The students will be informed about the task of demonstrating learned skills in front of their peers

so that they can stay motivated and competitive. The need for peer appraisal will trigger optimum anxiety among the learners, which may boost their actual performance.

Develop and Select Instructional Materials:

Indonesia's traditional childhood stories like Bawang Merah Bawang Putih, Malin Kundang, Timun Mas, Sangkuriang, and Si Kancil will be shared along with pictures²⁷. Video clippings of Wayang Kancil cartoon (inspired by the story of Si Kancil) and TV soap opera based on Bawang Merah Bawang Putih stories will be provided. Travel vlogs in the English language by famous Indonesian vloggers like Travel Junkie Indonesia, Trinity, Arie Rahman (Ago, 2016), along with subtitles, will be made available to the learners for better understanding and relating to the context. The instructor will also make notes on the given audio-visual contents so that (s)he can reinforce the classroom activity by prompting when necessary. The instructor will also make one power point presentation summarizing the content of those videos.

Design and Conduct Formative Evaluation of Instruction:

After learning from those videos and digital archives by going through them several times, the actual conversation between two students of each group will take place in the classroom. 4-5 groups will perform at the same time, while the rest of the class will be engaged to observe and give feedback. The instructor will simultaneously monitor the performances of each group and take note. Checklist matching will also be done by the instructor to follow up on the achieved objectives through a series of formative evaluations.

Revise Instruction:

The final step of revising the instruction will comprise a summary and interpretation of performed conversations in order to identify difficulties experienced by learners, and to relate these difficulties to specific deficiencies in the instruction. It is also necessary to reexamine statements of behavioral objectives and assessments in light of the data as well. The instructional strategy is reviewed, and finally, all of this is incorporated into revisions of the instruction to make it a more effective instructional tool.

Design and Conduct Summative Evaluation:

This is the final evaluation of the effectiveness of instruction. In this step, the instructor will randomly pool pair of students from the entire class and ask them to perform a conversation on CT1 or CT2, whichever they may like, along with exaggerated body language. This random sampling of students will be continued until everybody is given a chance to show their conversation skills. This process is likely to take more time than usual, but will assure the instructor that predetermined objectives have been fulfilled to a certain extent.

VII. Conclusion

Considering the availability of the internet and access to digital devices among the EFL learners, the flipped blended instruction model can be utterly helpful to the instructors in designing and implementing effective instruction. Although studies on competency-based learning (CBL) of EFL repeatedly failed in Indonesian schools¹⁸, flipped classroom instruction based on CBL was found to be effective in mathematics classrooms²⁹, EFL students' writing ability³⁰, writing achievement³¹, reading comprehension³² and learning autonomy³³ at various levels of education in Indonesia. Prospects of the flipped blended instructional model in the EFL classroom are beyond expectations, as it incorporates innovative technologies for multimedia creation and delivery mechanisms with language pedagogies and helps instructors to minutely address necessary language skills. The present study discussed only a single aspect of EFL learning, i.e. conversation skills, which is exceedingly important to further the actual communication in the English language. The theoretical framework and subtle instances provided in this study can be further developed as per the nature of the content and learners' diversity. The present study suggests for development of more context-specific flipped blended instruction materials to make the most out of the multilingual and multicultural richness of the country in teaching EFL at higher education. It also suggests the instrumentation of more research and extension of findings on flipped blended instruction into EFL classrooms through sheer collaboration.

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