

Merging Media and Technology Instructional Design in the COVID Scenario

Dr. Ahmad Al Yakin
Universitas Al Asyariah Mandar, Indonesia

Introduction

Students and instructors alike were pleased with the courses that followed best practices in course design and instruction during the spring of 2020, according to research that was carried out on the substantial remote teaching (Lederman, 2020a). In other words, it was the courses that were well-designed and well-delivered that stood out. Although both face-to-face and online courses are expected to adhere to the same design and delivery requirements, online courses are more heavily monitored and enforced than face-to-face courses. In order to quickly prepare for remote teaching, some professors who had never taught online turned to their professional associations, colleagues, teaching and learning centers, and instructional designers (Greene, 2020).

This is the most critical rule to follow, regardless of whether or not you've had the opportunity to do so or have taken an online course yourself and see what works from a student's perspective. According to Baldwin & Ching, (2019); Baldwin, Ching, and Hsu, (2018) and Lawrence (2019) stated it's important that you can easily link any activity or evaluation to a specific course outcome, for example an assignment or a test item. Learning can be improved by up to four times if you can accomplish these Squires, (2009). A high degree of tight coherence should govern the design of remote and hybrid courses as well, as we can't stress this enough.

Your students will be more satisfied with you and your course if all of the components of your course are clearly aligned A few additional technological features are required for mobile- friendly courses, which are important to a large number of students (Baldwin

& Ching, 2020; Capranos & Dyers, 2020). In addition to alignment, national and state evaluation instruments for online courses include other major criteria of quality in distance education literature. Many of these standards also correlate with the Seven Principles for Good Practice in Undergraduate Education. Then, Tanis, (2020). In spite of these core principles and major quality aspects, courses produced for online learning by instructors or instructional designers surprisingly fail to integrate them (Lenert & Janes, 2017). To help you with the development of your online course, we've put up a list of criteria that can be used as rubrics or checklists. Each of these standards is supported by evidence, explanations, and examples. Several of them have unique standards, such as asking students for feedback on your course.

Instructional Technology

Instructional technology that combines the usage and knowledge of tools and approaches by teachers and students in order to enhance student learning. The use of computers and other technology does not automatically make teachers more competent in the classroom, despite what some educators believe. They must be knowledgeable about the best ways to incorporate technology into the classroom. Teachers can use the ASSURE model as a framework and a set of simple procedures to help them develop classes that make good use of technology. Adaptable to a wide range of technologies and topic areas, the model can be used in a wide variety of classroom settings.

Teachers can take advantage of a number of new technological developments. Digital storage and retrieval of enormous volumes of information, whether in the form of text, music or graphics; games; movies; VR; AR; MR; and AI in computers and smartphones are all examples. Additionally, modern technology may be easily adapted so that it can accommodate pupils' different demands.

Using these nine instructional events as a guide, Gagné et al. (2005) claim that a framework for

creating and delivering instructional materials has been established. Before implementing the nine events, the authors recommend determining the course goals and learning objectives. In conventional instructional design, learning objectives are allocated instructional events to ensure that students can know or

do something they couldn't before teaching. Shorthand for "stimulus" and "response" is "instruction" and "learning."

Behaviorist (or objectivist) perspectives were criticized and contrasted with constructivist perspectives in the 1990s (e.g., Jonassen, 1991). Combining social constructivism with situated cognition, Gagne (2005) described the so-called objectivist constructivist-debate among instructional design researchers as "a war of paradigms." It didn't take long to realize that the "philosophical foundation" dispute between objectivists and constructivists (Cronjé, 2006) was more perplexing than clear. The objectivist-constructivist dispute could now be said to be over, and it may be time to put the past behind us. However, this is only half the story, as the arguments paved a variety of new instructional design methods. An important one of these is the concept of "Learning Design," or, as others contend, "Design for Learning" (Laurillard, 2013; Mor & Craft, 2012).

Instruction's goal is not to "transmit knowledge," but to "shape the learner's engagement with knowledge, developing the high-level cognitive abilities that enable them to make that knowledge their own," according to this perspective. For the purposes of this definition, the term "learning design" refers to the process of describing how students are taught and learn during an educational experience. One of the most important principles in learning design is that it depicts how different people (such as students and teachers) participate in a particular learning unit. Koper, (2006) asserts that when we use the phrase "instructional design" instead of "learning design," we have the accurate meaning of Koper.

Both concepts refer to the same universe of discourse and aim for the same product: a certain arrangement or setting for teaching and learning. Just like instructional design focuses on teaching activities to improve learning, learning design is focused on learning activities that are initiated and supported by instruction. It's a coin with two sides: instructional design and learning design! There are virtually no differences in terms of the design's necessary methods and steps. It is the goal of instructional and learning design, respectively, to create environments that allow students to learn in accordance with the categories of learning proposed by Gagné (2005). It is reasonable to suppose that a learning environment's idiosyncrasy is influenced

greatly by the type of learning and the corresponding learning goals. A problem-solving learning environment differs from one that focuses on the proceduralization of abilities. Also, a learning environment that is focused on developing declarative information as opposed to developing social attitudes or morality will be different.

Quality Digital Media for Blended Learning Environment.

Since then, a lot has changed in terms of digital tools and how technology is used in early childhood schools. With the advent of mobile devices, multi-touch screens, tablet computers, and interactive media in the digital age, early childhood educators and parents of young children have faced new challenges and opportunities. While something had evolved in terms of how we

use technology with young children, others had remained the same, such as the necessity for teachers, caregivers, and parents to possess digital literacy knowledge, skills, and experience in order to make effective use of new digital tools rapidly changing the way we use technology.

Being an analog adult in today's digital world is a challenge for adults. It can be difficult or even overwhelming for early childhood educators and parents who live in a world full of televisions, computers, tablets, smart phones, handheld digital games and other mobile devices to make effective, appropriate and intentional choices about the use of technology tools and digital media with young children. We need to ask ourselves how best to manage the quality and quantity of technology and

media use in children's lives—both how much youngsters watch and what they watch and do when they use screens.

Visit www.naeyc.org/content/technology-and-young-children, Robb, M., (2013) to learn more about the position statement, key messages, successful practice examples, and recommended resources on technology in early childhood education. The Fred Rogers Center's guiding principles, the Framework for Quality, can be found here.

1. Quality digital media should protect young children's health, wellbeing, and general development.
2. Quality digital media for young children should take the kid, the Content, and use context into account (principle no. 2). Principle 2
3. To help parents, educators, politicians, and others make informed decisions about what digital media products to use and how to use them, and to help media producers meet consumer expectations for quality, the third principle states that quality assessments should be based on solid evidence.

Take a look at the three Cs (content, context and child) —When it comes to selecting and using media with young children, Lisa Guernsey gives a third framework to help educators and parents make informed decisions.

1. Content — How does this assist youngsters in engaging, expressing, imagining, or experimenting?
2. Context : Children's natural play should not be disrupted by the use of technology.
3. The individual Child: A child's unique requirements, abilities, interests, and stage of development must all be taken into consideration while selecting the appropriate technological tools and experiences for them.

Similarly, these frameworks affected the development of other frameworks, just as they can help you. Guidelines for writing a position statement from the Framework for Quality (Fred Rogers Center, 2012) were informed by the Guernsey three Cs approach, which is depicted in the diagram below and included directly into Principle 2.

Principle 2: Digital media quality for young children should take the kid, the material, and the use situation into account.

1. Individual children's cognitive, physical, emotional, and social requirements, abilities, and interests, at various stages of development, should be taken into account.
2. Educate, present new knowledge, improve certain abilities, and/or entertain should be the stated goals of the content.
3. Therefore, the media product must encourage children and their families to participate together, especially those under the age of five. Interactivity and involvement with the media product, including the involvement of children as content creators, should be a priority for older children.
4. Specific locations of use (e.g., residences, classrooms and outdoor settings for informal learning) should be stated if they are important to specific goals for learning and development as well as the ability to communicate and/or engage in entertainment. The extra value that a product's features and affordances provide should be considered while designing the context of use. A list of keywords formed during the three-year process of hearing, drafting, collecting feedback, listening some more, and editing again that resulted to the final version of the position statement. These words are now essential elements of the appropriate and effective use of technology with children under the age of eight.

5. Using technology and media in conjunction with other tools and materials often found in early childhood contexts has been a goal of ours since the beginning.
6. The ability to be purposeful is a higher level teaching talent that means you know when and how to employ technology, as well as why.
7. Well-established principles of developmentally appropriate practice are used to support the statement.
8. Uses of technology and media that improve your educational goals for each individual student and for the entire classroom are considered effective. It requires thinking about technology throughout the day, not just as an isolated activity.
9. The phrase "balanced" comes to the heart of our idea that technology should be used in conjunction with, rather than in instead of, other important early childhood experiences. When incorporating technology into the classroom, educators need to find the correct balance between the classroom's essential resources and experiences for young children and the technology itself. When properly employed, these instruments can be extremely beneficial. Children's genuine and authentic interaction

with the people around them and the world can be extended and supported by extending and supporting hands-on, creative and authentic engagement with them.

The word "interactive" is a crucial one. New digital devices can provide fantastic interactive experiences for children, but we want to ensure that children enjoy interactions with their peers and caring adults as well as with suitable technology tools.. Non-interactive or "passive" media use, on the other hand, involves putting kids in front of devices with little or no engagement with them or others. The quality of the technology or media experience, as well as interaction with peers and adults, are all part of what it means to be engaging. As a result, the three Cs must be taken into consideration: content, context, and the child. It is a core belief that technology can be used to promote adult-child and child-to-child interactions and to encourage a more sociable and less alienating experience. Early educators have a professional responsibility to ensure that all children have access to technology and media and obtain vital skills for learning and digital media literacy for the 21st century. As teachers, we are often reminded of the need of knowledge, experience, and digital media literacy when it comes to selecting, integrating, and evaluating technology in our classrooms, and these words serve as a continual reminder of this. At long last, professional development understands the necessity of aiding educators in their efforts to become more technologically literate.

Conclusion

Education and psychology have undergone a number of paradigm transformations in the last several decades due to the rise of new social and technological pressures. The effect of this is that the epistemological, psychological, and technological foundations of instructional design are sometimes observed to be highly ambiguous. Educators have, on the other hand, been adapting instructional design to incorporate and advance theories from a variety of fields, including psychology, systems theory, and information and communication technology. Constructivism, situated cognition, e-learning methods to distant education, and information theory have all had an influence on the most recent additions. In order to be successful tour guides and media mentors, educator need to: (a) teacher educators, professional

development providers, and trainers who are proficient in digital literacy; (b) resources and practical knowledge on teaching with technology that you can access, trade ideas, share stories and ask questions about what works with other educators in order to enhance your personal and professional learning network; (c)to be able to access research-based methods and examples of successful implementation.

References

1. Baldwin, S. J., & Ching, Y. H. (2020). Guidelines for designing online courses for mobile devices. *TechTrends*, 64(3), 413-422.
2. Baldwin, S., Ching, Y. H., & Hsu, Y. C. (2018). Online course design in higher education: A review of national and statewide evaluation instruments. *TechTrends*, 62(1), 46-57.
3. Capranos, D., & Dyers, L. (2020). Online student behaviors and attitudes: A survey of prospective students, current learners, and recent graduates of Wiley education services' partners.
4. Cronjé, J. (2006). Paradigms regained: Toward integrating objectivism and constructivism in instructional design and the learning sciences. *Educational technology research and development*, 54(4), 387-416.
5. Gagne, R. M., Wager, W. W., Golas, K. C., Keller, J. M., & Russell, J.D. (2005). Principles of instructional design.
6. Greene, J. (2020, March 17). Keep calm and keep teaching: Shifting unexpectedly to remote instruction requires as many human solutions as technology solutions. Inside Higher Ed. Retrieved from <https://www.insidehighered.com/advice/2020/03/17/shiftingunexpectedly-remote-instruction-requires-many-human-solutions-tech>
7. Jonassen, D. H. (1991). Objectivism versus constructivism: Do we need a new philosophical paradigm?. *Educational technology research and development*, 39(3), 5-14.
8. Koper, R. (2006). Current research in learning design. *Journal of Educational Technology & Society*, 9(1).
9. Laurillard, D. (2013). *Teaching as a design science: Building pedagogical patterns for learning and technology*. Routledge.
10. Lawrence, J. E. (2019). Designing a Unit Assessment Using Constructive Alignment. *International Journal of Teacher Education and Professional Development (IJTEPD)*, 2(1), 30-51.
11. Lenert, K. A., & Janes, D. P. (2017). The incorporation of quality attributes into online course design in higher education.
12. Mor, Y., & Craft, B. (2012). Learning design: reflections on a snapshot of the current landscape. *Research in learning technology*, 20, 85-94.
13. Robb, M., Catalano, R., Smith, T., Polojac, S., Figlar, M., Minzenberg, B., & Schomburg, R. (2013). Checklist for identifying exemplary uses of technology and interactive media for early learning.
14. Squires, D. A. (2009). *Curriculum alignment: Research-based strategies for increasing student achievement*. Corwin Press.

Re-imagining Students Active Classroom Participation [ACP] in the Face of Changing Dynamics of Online Learning; A Framework to Measure ACP

Ashani Maxworth

Department of English Language Teaching ,Sabaragamuwa University of Sri Lanka, Belihuloya, Sri Lanka

1. Abstract

Students' active classroom participation [ACP] has been argued to be an intrinsic component of successful learning. Having had to resort to various forms of e-learning due to the existing pandemic situation, ensuring such active participation in virtual classrooms has become a primary challenge for educators. The objective of this paper is to propose a framework to study ACP in synchronous virtual classrooms [SVCs]. A systematic desk review of 20 journal articles on ACP in Synchronous and Asynchronous virtual and physical learning settings was done and a framework was developed focusing on both lower- order and higher-order conception of what ACP in SVCs entails. It was determined that ACP is essentially visible through *interaction*. This interaction may happen in three modes; A) spoken, B) written (messages in the chat etc.) and C) other (such as emoji reactions, answering to polls etc.). Furthermore, interaction may happen with A) the peers, B) the educator or C) the learning experiences/ activities. Further, such interaction may happen A) voluntarily or B) upon request by the educator. To quantitatively measure such forms of interaction, frequency counts may be utilized. However, merely quantifying the *frequency* of interaction will not provide an insight into if such participation is in fact 'active' or not. To determine that, the *quality* of the interaction should also be studied. Accordingly, an interaction may be classified as either A) substantive or B) non-

substantive. Thus, studying a virtual learning setting using the proposed framework will provide a balanced perception of students' ACP, the knowledge of which could be used to improve students' learning experiences. (Maxworth, 2021)

2. Introduction

Active Classroom Participation of students, also known as, Student In- class Participation was written about, in Speech Teacher, as early as 1958, where Brown and Pruis offered their reasons for the importance of, and suggestions for encouraging, active participation of students in classroom academic activities.

ACP refers to the conscious efforts made by students to engage with classroom academic activities. These efforts have traditionally been viewed as manifested in visible or tangible manners such as responding to questions, asking of questions, conversing and collaborating with peers etc.

3. Perception of ACP over the years

The beneficial effects of active classroom participation (ACP) of students in traditional as well as online classrooms have been agreed upon by various researchers. A measurement of such participation however was not developed until about fifteen years ago, when Davies and Graff (2005) used an essentially quantitative method of frequency counts to measure the effectiveness of participation of 122 undergraduate students by comparing their frequency of accessing the 'blackboard' environment with their final grades. In their research participation was characterized based on the number of times a learner accessed a virtual platform. (Hratsinki, 2008) Many a researcher has since taken the same route as Davies and Graff and considered frequency counts as a reliable measurement of ACP, student interaction as well as student engagement. Thus, originally, the most common measure of ACP in virtual settings was the quantity of interactions.

However, three years later, Stephen Hratsinki, set the foundation for a more ‘balanced’ measurement of ACP in his 2008 review of literature, where he identified the need to go beyond the quantitative aspect of

ACP (which he terms “low-level conception of online participation”) (2009, p.81) and suggests corroborating it with qualitative study (“high-level conception of online participation”) where each interaction of each student is qualitatively analyzed to determine if they are either “substantive” or “non-substantive”.

This concept of substantiveness and non-substantiveness was first put forth by Davidson-shivers, Muilenburg and Tanner in (2001) in their qualitative analysis to study how graduate students participated in synchronous and asynchronous online discussions. Davidson-shivers et al. identified nine varieties of substantive and non-substantive comments; meaning if the interaction or comment was “directly related to the topic” or not. (p.351) “The four subcategories for substantive were structuring, soliciting, responding, and reacting; the five subcategories for non-substantive were procedural, technical, chatting, supportive statements, and un-codable” (p.355)

Later, in 2009, in “A Theory of Online Learning as Online Participation”, Hratsinki develops his earlier study and proposes using a mixed-method to study online participation, arguing that online learner participation:

- (1) is a complex process of taking part and maintaining relations with others,
- (2) is supported by physical and psychological tools,
- (3) is not synonymous with talking or writing, and
- (4) may involve collaboration with peers but essentially it may involve all kinds of relations.

This approach is considered the most balanced and most successful way of studying learner participation in synchronous as well as asynchronous classrooms and was later used by many researchers to study the same.

4. Re-imagining ACP in the Face of Changing Dynamics of Online Learning

The issue with Hratsinki’s approach (and every other approach used to date) is not with the approach itself but with our drastically changing perception of what synchronous learning is. In pre-Covid research, online teaching and learning was almost synonymous with distance education. Even in research which suggests using synchronous media to support asynchronous learning programmes, the platforms that are suggested as synchronous are chatrooms. Simultaneously, participation is viewed as to which extent students “maintain relationships” (Wenger, 1998, as cited in Hratsinki, 2009, p.81) with peers and teachers, which is a concern in distance education where synchronous meetings are minimal, but not much of a concern presently, as many classes meet synchronously on a weekly/ bi-weekly basis.

Pre-covid research considered situations where students and educator are not present simultaneously as asynchronous (Discussion boards, VLE etc.) and situations where they are present simultaneously as synchronous (Chat rooms). While this demarcation of synchronous and asynchronous stands accurate, the ‘synchronousness’ or the feeling of being present in the same place at the same time are different from platform to platform. For example, the feeling of ‘presence’ in a chatroom is significantly low in comparison to the feeling of ‘presence’ in the increasingly popular video-conferencing platforms. Video-conferencing was not a widely used for learning through-out the world in the pre-covid era, and not used at all in Sri Lankan state education. Therefore, research on synchronous medium conceptualizes synchronousness as in chatrooms and not more ‘live’ platforms such as video-conferencing platforms.

The implications of such conceptions of online synchronous learning are quite different to what we think of as online synchronous learning today in many ways;

- A. Due to the massive usage of Zoom (and other similar applications), synchronous learning today stands not only for environments like chat rooms, but for more live video-conferencing situations.
- B. The feeling of presence is much more vibrant in video-conferencing synchronous classrooms in comparison to more traditional synchronous platforms like chat rooms.
- C. Two years ago, most of the online students were voluntary distance learners; when they joined the courses, they were aware of its distance nature and chose this mode voluntarily. Presently however, for students of Sri Lanka, online learning is a must and not an option, not to mention almost alien.
- D. While asynchronous media was the primary mode for earlier online classes, and synchronous media was only used to corroborate learning (if any), today, the primary mode of learning is synchronous media and asynchronous media is mainly only used to distribute course material.
- E. The majority of the students has started the courses in a traditional physical classroom and therefore are familiar with their peers as well as their teachers, unlike in the earlier online courses where the students and teachers met only virtually, thus the feeling of community, which is a popular discussion in terms of online learning, is already present in students and therefore defies the need to pay attention to the “importance of group attachment” in online learning. (Palloff and Pratt, 2005, p.15)
- F. While earlier online learners were more independent learners due to the distance-learning nature of the course, (Harasim, 1989, as cited in Hratsinki, 2009) presently, the students do not have the same sense of independent learning and require constant guidance and motivation.

For these reasons, the way we study active participation of students in synchronous virtual classes also need to be revisited. Taking this concern as well as the findings of previous research into account, the following approach was developed to study active classroom participation of students in online synchronous classes.

5. The Proposed Framework

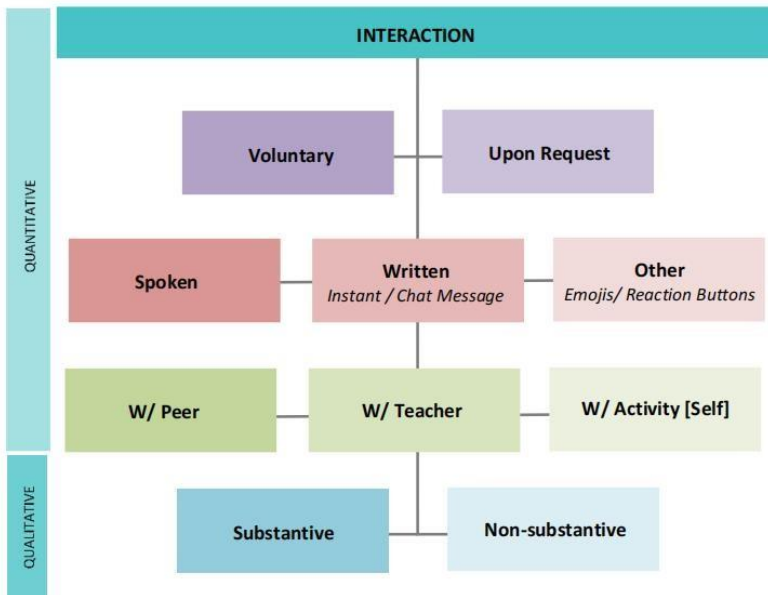


Figure 1 – Proposed Framework to study ACP in synchronous virtual classrooms

Description

According to this proposed framework, students’ ACP is measured in terms of observable interactions and are given a weightage. This interaction may happen in many ways and the top three tiers of the above diagram reflect this. Quantitative frequency counts are initially utilized to enumerate the number of times students interact and then these interactions are studied qualitatively in the final tier to determine if they are in fact substantive.

For example, let us assume that two students (A and B) are given a reading comprehension where they have to read and respond to a question using Padlet. Student A may actually engage with the reading passage and formulate a cohesive answer. Student B may copy bits and pieces from the passage and upload a response, without actually engaging with the reading passage. While the frequency count may

Consider both these interactions as valid, it will not be an accurate representation, as Student B’s interaction here is but an attempt to ‘finish the activity’ rather than to actually ‘do’ it, and Students A’s interaction is evidence of a student ‘actively’ engaging with the lesson. Therefore, to determine this substantiveness, analyzing interactions qualitatively by using a teacher’s intuition is important.

In the first tier, we initially consider if the interaction is voluntary, or if the teacher had to request for this interaction. Based on the nature of it, each interaction is given a weight age.

Tier 01 – Voluntary/ Involuntary

Nature of the interaction	Weightage
a. Voluntary [Student volunteers questions/ opinions without solicitation]	3
b. Teacher asks a question from the entire class/ encourages the entire class to respond/ gives an activity, student answers	2

- | | |
|---|--------------------|
| c. Teacher names a student and asks a question, student answers | 1 |
| d. Teacher names a student and asks a question, student | -1 does not answer |

Tiers two and three reflect different modes in which interaction may happen and are used for descriptive purposes. A student may speak out or write/ type (in the Zoom chat box, WhatsApp etc.) a question, a response or an idea. In most research only these two modes of response, i.e. spoken and written are considered as valid responses. However, “participation is not tantamount to [...] talking or writing.” (Wegner, 1998, p.59) Having taught teens and young adults, I have decided to include a third mode of response which is mentioned as Other, to include all other ways of interaction in synchronous virtual classrooms such as emoji reactions, responding to polls, sending emojis in the chat, using reaction buttons such as like, thumbs up etc. This also counteracts the assumption that participants who (observably)

interact the least are passive bystanders or “lurkers.” (Romiszowski and Mason, 2004)

Previous research measures participation in terms of “interaction with peers and teachers” (Hratsinki, 2008, p.1755), focusing on the many- to-many nature of online interaction rather than one-to-one or one-to- many forms of interaction. For the purpose of this study, a third category as interaction with the activity is included, as certain requests by the teacher may only require students to engage with the activity and not speak or respond. One may also think of this interaction as interaction with one’s own self, as I believe, thinking also is a form of active participation, albeit intangible and unobservable and therefore immeasurable. However, a student’s engagement with the activity can be a reflection of her ‘thinking’ and therefore engaging with her own self. This type of interaction I believe is equally important (if not more) in studying the way students actively engage with a lesson as participation may happen on “both personal and social levels.” (Wenger, 1998, p.57)

Tier four stands for the qualitative aspect of this measurement, where all forms of previously explained interactions are qualitatively analyzed and weighted (substantive =4/ non-substantive =0). Substantiveness (sometimes referred to as productivity), as previously stated, is defined by Davidson-shivers et al. as a response that is directly related to the topic in question. Using this as the only measurement of substantiveness may not be entirely fair to the current study; as the context of the two researches are different. Therefore, in addition to this, the engagement with the activity also needs to be taken into account when determining the substantiveness of the interaction;

Written/ Spoken - Is the interaction related to the lesson/ topic? Activity- Has the student enthusiastically engaged with the activity?

Thus, analyzing observable interactions in a mixed-method framework will provide a sound understanding of the nature of students’ active classroom participation in a virtual synchronous setting.

REFERENCES

1. Brown, C. T., & Pruis, J. J. (1958). Encouraging participation in classroom discussion. *Speech Teacher*,7, 344-346.
2. Davidson-Shivers, G. V., Muilenburg, L. Y., & Tanner, E. J. (2001). How do students participate in synchronous and asynchronous online discussions? *Journal of Educational Computing Research*, 25,351-366.
3. Davies, J., & Graff, M. (2005). Performance in e-learning: Online participation and student grades.

4. *British Journal of Educational Technology*, 36, 657-663.
5. Hratsinki, S. (2008). What is Online Learner Participation? A Literature Review. *Computers & Education*, 51, 1755-1765.
6. -- (2009). A theory of online learning as online participation. *Computers & Education*, 52(1), 78-82.
7. Maxworth, A. (2021). Proposing a Framework to Study Students Active Participation in Synchronous Virtual Classrooms. *Proceedings of Rajarata University International Symposium on English Language Teaching*, 09.
8. Palloff, R. M., & Pratt, K. (2005). *Collaborating online: Learning together in community*. San Francisco: Jossey-Bass.
9. Romiszowski, A., & Mason, R. (2004). Computer-mediated communication. In D. H. Jonassen (Ed.), *Handbook of research for educational communications and technology* (397–431). New Jersey: Lawrence Erlbaum
10. Wenger, E. (1998). *Communities of practice: Learning, meaning, and identity*. Cambridge: Cambridge University Press.

INTEGRATION OF SOCIAL MEDIA IN ENHANCING ENGLISH LANGUAGE PROFICIENCY

Mrs. Lubbnaz Nagarchi

MEd Second year, GVMDr.Dada Vaidya college of Education, Goa, India

INTRODUCTION:

Over the years with rapid advancements in technology the evolution of social media usage by students in academics has tremendously increased. With this advancement, the manner in which people communicate nowadays has transformed drastically. With the development in competencies in communication technology its much feasible for an individual to converse with each other without constraints of distance and time. Hence, it's possible to communicate with millions of people virtually without seeing them in reality in spite of being in close proximity with them. This potential, by the use of social media as imposed upon the individuals by integrating social media, can be applied to process of learning English especially for the native English speakers who have English as the first language.

Teachers are highly motivated to use social media as a platform to impart various English language skills. As a result, language learners can utilise social media for improving aural, verbal, reading and writing skills. The learner needs to completely get engaged with myriad platforms of social media. With this context, the immersion learning approach will be applied and assessed as need of the hour to equip with different ways of learning literature. Collaboration with their peers and other approaches like open and guided learning techniques can easily be incorporated in addition to utilising social platforms for effective process of teaching and learning. Immersion based language learning can be attained integrating social media platforms in the instructional process.

In the context of academics, social networking sites are considered as the most potent in language learning as their community-centered design scaffolds the dissemination of authentic language, and create meaningful interactions beyond the classrooms. As students have updated themselves with new methods of learning language they are ready for technological transformations in learning (Akhiar, Mydin, & Kasuma, 2017), it is time that higher educational institutions harness their potential to serve the needs of the students' in a creative way. At present the mostly utilised social media platforms are Facebook, Twitter and Instagram which could be employed as mobile learning tools to positively impact language learning.

Why Social Media Helps Improve Your English proficiency

- Facebook, Twitter, Instagram, Pinterest, Snapchat and creating LinkedIn profiles... are the various choices of social media platforms that help us in our everyday lives.
- These platforms provide us with so many social media websites and innumerable people using them on regular basis, social media provides surplus of content that could fascinate you. This makes it feasible for every learner to keep practicing English by reading and watching fun and informative things, even if it is for a few minutes per day or seconds of reels that portray valid information.
- The reason why social media are called "social" is because millions of people with diverse backgrounds and languages across the planet are on social media, and many of which are native English speakers. They are all on social media to connect with other people. This enables others to communicate with speakers and improve their own communicating skills.
- Majority of these social media sites are free to join and access – all you need is just an internet connection. This accessibility makes it very flexible to use platforms without much hesitation. The vast majority of social media are free to join and use.

- WeChat, LINE, YouTube, Telegram, Snapchat and WhatsApp are various other social media apps where one can learn and enhance their vocabulary skills.

How does social media increase writing and speaking skills

- ✓ Learn new vocabulary from comments/replies
- ✓ Learn meaning of words using “search google for” feature,
- ✓ Learn correct spelling via “spell check” feature in SM,
- ✓ Learn new gaming terms via SM
- ✓ Use the words learnt via SM when communicating with others
- ✓ Use the words learnt via SM in my written work
- ✓ Use internet slang words in writing
- ✓ Use abbreviation used in SM in writing
- ✓ Feel encouraged when I get to use new words learnt through SM.
- ✓ Prefer learning new words via SM than in class.

Practicing English Online with four most popular social media websites

The most fanciful place to have conversation with millions of people is Twitter. Tweets also known as Twitter limited to 140 characters include letters, numbers, symbols and spaces). These short messages make conversations so realistic. Twitter that you feel there in-person interaction with other person.

Benefits:

1. This feature of Twitter makes possible it for holding discussions, chats and informal public casual conversations so that anyone can join and practice speaking skills and express opinions confidently.
2. Because of the character limit, many Twitter conversations use abbreviations—shortenings of words. This enables learners to frame phrases and quotes. Some tweets leave out words so that the tweet still makes sense, but isn't really grammatically correct.
3. **The best feature of twitter is inclusion of hashtags in conversations.** Hashtags are words or phrases that come after the **# symbol** and are used as **tags** so that people can navigate for appropriate topics.
4. Use hashtags to search for things like #english or #firstdates. You can find a list of tags that are popular right now under the “Trends” heading when you log in to Twitter account.

Top Twitter Pages for English Learners:

@HappyEnglishNY: This Twitter account, run by a private English teacher, which shares common English sayings and how to apply them in everyday conversations. Hence these are friendly informative encouraging more interaction. The tweets are informative and friendly, always asking questions to encourage interaction.

#Twinglish: To join in and write your own English tweets, include #twinglish at the end of your sentence before posting it.

TweetinEng: If you'd like someone to cross verify that your #twinglish and #EngPls tweets are grammatically correct, TweetinEng can help. This account shares daily phrases and common mistakes, but it mostly helps in provide assistance for correction and tips.

Facebook Pages for Learners to learn English

1. **LearnEnglish — British Council:** This Facebook page includes practice questionnaires with useful posts based on history and culture.
2. **VOA Learning English:** This enables learner to Learn English through news, current events and happenings around the world eg.Voice of America's English learning page shares news articles, videos, and useful vocabulary for English learners.
3. **FluentU:** Excellent place to find useful blogs about learning English. It takes authentic videos— like music videos, movie trailers, news and inspiring talks—and transforms them into personalized language learning lessons.

Pinterest

It is a different kind of social media website where teachers love to share their learning materials for teaching English as a second language (ESL)so that others can easily find active worksheets, interactive websites and handouts.Instead of sharing words and comments. **Pinterest is for sharing interesting links and pictures specially for visual learners.**

Top Pinterest Pages for Learners:

How do you do? Learn English Every Day! : This account is a fantastic visual dictionary with a collection of words and sayings, organized by topic and paired with great pictures and definitions in a colorful and memorable way. This page offers more than 1,600 pins and **Idioms**—sayings that can't be literally translated— which is a great place to start!

Writing Prompts: the prompt make you feel, think, hear or smell, simultaneously facilitates you to practice your English writing skills by stating responses to the many images collected on this board. Each image has a suggestion for what you choose to write.

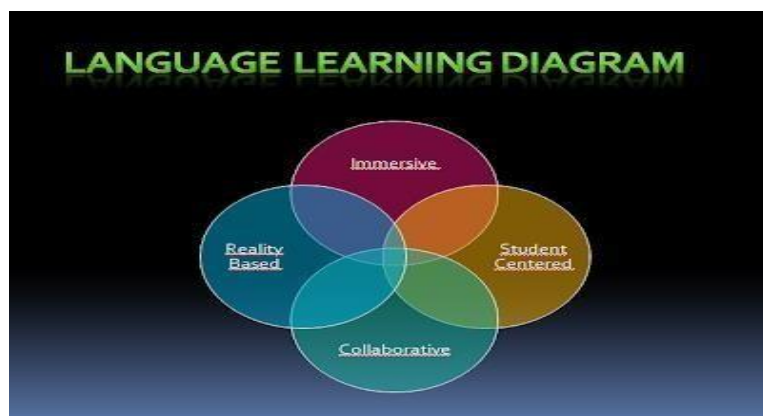
4. Tumblr

It is a *blog* also known as people or public diary where all can share their perceptions, ideas and expressions. Tumblr can be used for writing *and* disseminating all kinds of online content, so you can find some great articles, videos and photos. Leaving a comment on Tumblrinvite readers to respond with their opinions that could turn into a valuable discussion ahead.

❖ Top Tumblr Pages for Learners:

- a) **In The Beginning Was The Word:** This wonderful blog has very informative blogs related usageof small details like when to use “a” or “the” or when it's not okay to use an apostrophe.
- b) **Idiom Land:** If you want to know English idioms, this Tumblr page is for you. This blog posts cardswith pictures and videos of different idioms.
- c) **The Language Boutique:** The most striking feature of this blog is that it post myriad vocabularies with different graphics that have an imprint in minds of synonyms ,anonyms and other expressions.

LEARNING A LANGUAGE THROUGH IMMERSION



Immersion based learning, means learning a language in the most authentic, easy and realistic way possible. The four most commonly used approaches for adopting immersed based learning are:

1. **Technology: It's changed everything**

Common pieces of **technology tools like the social media tools and apps that you use every day can be repurposed** for language learning.

2. **Letting the people come to you**

With rising globalisation there exists significant pockets of recent immigrants and long-established ethnic communities that continue to prevail and speak a foreign language or hit up your local universities for any cultural clubs or international exchange programs for easy exchange of ideas learning public speaking skills.

3. **Your very own immersion mindset**

If you have the right mindset, you can live anywhere and learn a language. Well, **we should initiate with a “no English” language pledge.** If you work or have one of many other legit reasons for being unable to spend hours together every day refraining English, then choose clear goals that are challenging but not impossible to accomplish, like setting aside four hours each day to speak, listen, read, write, and even think in another language.

4. **Letting the immersion come to you**

This type of classical immersion experience would undoubtedly be imperative for any language learner. All you need is positive zeal, motivation, a computer, some adventurous friends and a new way of thinking and exploring.

References:

- Abdillah, L. A. Exploring Students Blended Learning Through Social Media. ArXiv preprint arXiv: 1701.07193, 2017.
- Akhlar, A., Mydin, A. A., & Kasuma, S. A. A. (2017). Students' perceptions and attitudes towards the use of Instagram in English language writing. *Education*, 47, 72.
- Nascimento, F. C. (2016). Benefits of Dual Language Immersion on the Academic Achievement of English Language Learners. *The International Journal of Literacies*, 24(1), 1-1, 2016.
- S. Hussin, M. Y. Abdullah, N. Ismail, and S. K. Yoke, “The Effects of CMC Applications on ESL Writing Anxiety among Postgraduate Students,” *English Lang. Teach.*, vol. 8, no. 9, p. 167, 2015.
- Moghavvemi, S., Sulaiman, A., Jaafar, N. I., & Kasem, N. Social Media as a Complementary Learning

The Role of English Literature in Enhancing Creative Writing

Revathy T.S

Assistant Professor

De Paul Institute of Science & Technology, Angamaly Research Scholar, Lovely Professional University,
Punjab

INTRODUCTION

Imagination is everything and ideas are born from dreams. Only who can think and imagine can write meaningfully and innovatively. Thought comes before writing. Creative writing is associated with originality of thought and expression. Creative writing imposes a rigorous discipline on the practitioner. When we start writing our own experiences and feelings a new door is opened which paves a way into the new life. Hence it is the teacher's responsibility to awaken the same feeling in the student's mind and to indulge them in the art of creative writing. The writer has nostalgic towards the blissful past and the same romantic nostalgia becomes immense energy for creativity. Imagination is what drives invention, creation and progress. Writers who are assumed to be tagged under creative come in all ages, shapes, sizes, and from every sphere of life and their writing are termed under a diversified and wide range of interests. We can see their writing more much creative than the others. And this habit of nurturing creativity can be developed in the students from the early age and when they reach high school this can be easily imbibed in the students. There is no doubt that the study of English literature develops the four-fold language skills among the students and hence when the minds of the students urge them to think and write in the English Language this four basic skills are aroused in them. Teaching and reading different literary genres can contribute in enhancing students' creative writing. In this regard literature is considered to be the core of language learning. Here stems the need for further investigation for the role of English literature in enhancing creative writing short stories

and dramatic scenes.

OBJECTIVES OF THE STUDY

- a. to explore the role of teaching literature in developing creative writing among the students.
- b. to suggest methods of studying and reading literary texts which lead to enhancing creative writing development.
- c. to find out different ways of promoting creativity in writing in English through the use of writing poems and short stories.
- d. to describe the connection between creative writing and thinking abilities among the students.

RESARCH QUESTIONS

To achieve the objectives of the study, the researchers attempt to answer the following research Questions:

1. How can creativity in English be promoted through different activities for college learners at the level of words, sentences, images, etc?
2. How creative writing canbe developed using different strategies?
3. To what extent does English literature enhance creative writing and develop students' creative imagination?

4. Which types of activities and approaches should be employed by literature teachers to develop creative writing skills?
5. To what extent, does creative writing contribute to students' language development?

RELEVANCE OF STUDY

The main purpose of the study is to enhance Creativity in Writing in English Literature among the college students. It has been analysed that for every teaching and learning process at the college level the system and the whole education process, is mainly focusing on rote memorization. Now the students have become exam-centric and marks oriented. And as far as literature and language English is

concerned it is being taught in such a way that students will score more marks in the examination and they are made to analyse only certain lines from poetry and certain paragraphs from essays which are highlighted from the examination point of view. Moreover, textbooks incorporate only the things which are the by hearted. Even though it is considered the most important skill among all linguistic skills, creativity in language is not at all incorporated in syllabus and testing. The aim of the research evolved from this problem.

METHODOLOGY

In the present study, representative works of the college students with special emphasis on creative writing is chosen. For more analysis, apart from the representative works more recent works of the students which enhanced their creativity will be studied and included for comparative analysis of trends. For critical analysis of content, style, themes, images different methods will be adopted such as making a creative sentence from the answers to the crossword puzzles, personal diary, use of creative poetic expressions, slogan writing and forming dialogues in a particular situation.

RESEARCH PROBLEM

To embark upon the pursuit and deployment of teaching and learning and for English Language Acquisition various creative techniques are to be employed in the classroom and hence the educators eventually focus on the technological advancement in the digital media, social media and virtual reality. Since it is rapidly growing and showing advancement in the field of education it makes every educator to rely on the so called technology. The educators are trying to implement a technology- centered education system in all the classroom in which he/she is engaging and hence the need for creative thinking is in the air. In this case, their creative ability lags back and they are not showing any progress towards their creative thinking level. This whole system is making students not only exam- centric but causes stress on their physical and cognitive abilities. Schools, teachers, parents, and students hardly bother about creativity. Many of them do not know what creativity is! Once these students complete their higher secondary education, they realize that further education demands better understanding and creative thinking.

LIMITATIONS OF THE STUDY

There are certain limitations for the study and it is limited in its scope

- It is focused only on college students and only to a limited number of colleges as it caused pedagogical inconvenience.
- The creative use of language differs from student to student and also it varies during different time intervals.
- The methods used in the particular research may be limited as there was time constraint.
- The students were not able to show up their actual output as there were only certain techniques.

SUGGESTIONS FOR FURTHER RESEARCH

The present research carried out at high school level. It would be also interesting to experiment using many other techniques to promote creativity at secondary and graduation level. It is said that creativity is transferrable. Any student, who has linguistic creativity in his /her mother tongue, can s/he transfer that skill in English language. Working on this could be very interesting and useful for creativity education.

CONCLUSION

Creativity in general means doing different things and doing things differently. In the context of the present study, creativity refers to creativity of thinking. This type of creativity yields novel ideas and fresh combinations of existing ideas. The present educational system lays emphasis on creativity. Most of the ideas are not translated into a reality. They do not find expression in the form of activities that nurture critical and creative thinking. As a result, students remain convergent and conformist thinkers. The present study makes an urge to English language teachers to devise activities which motivate students' potential to think and express them creatively to use language in a fresh, fluent, flexible and elaborate manner. First class discussion during literature courses can be a good method for developing topics for writing. In addition, writing short stories and simple poems, and writing workshops are useful methods that develop

creative writing. Writing short stories engages students in writing complex syntactic structures and deepens grammatical knowledge. Creative writing also improves critical reading and foster students' artistic expressions. Moreover, the study indicates the need for scaffolding to facilitate creative use of language. So as teachers it is our duty to enrich and foster creativity in students by engaging them in relevant activities for developing creativity through different techniques.

REFERENCES

1. Bowkett, S. (2007). 100 Ideas for Teaching Creativity. London: Continuum.
2. Carter, R. & McCarthy, M. (2004). Talking, Creating: Interactional Language, Creativity, and Context. *Applied Linguistics*, 25(1), 62-88. University of Nottingham.
3. Carter, R. (2004). *Language and creativity: The art of common talk*. London/New York: Routledge.
4. Guilford, J. P. (1973). Characteristics of creativity: Retrieved from <http://files.eric.ed.gov/fulltext/ED080171.pdf>.
5. Domino, G. (1979). Creativity and the home environment. *Gifted Child Q.* 23:818-28.
6. Dutta, N. (1995). A study in creativity, motor abilities and motor creativity of Dutta, N. (1995). *A study in creativity, motor abilities and motor creativity of Psychology*, 52, Year 1996: New Delhi.
7. O' Sullivan, R. (1991). Literature in the language classroom. *The English Teacher*, 20. Retrieved from <http://www.melta.org.my/ET/1991/main6.html>.
8. Richards, J. (1990). *The language teaching matrix*. Cambridge: Cambridge University Press. <http://dx.doi.org/10.1017/CBO9780511667152>
9. Smith, H. (2006). Emerging from the experiment: a systematic methodology for creative writing teaching. *New writing: the International Journal for the practice and theory of creative writing*, 3(1), 17-34. <http://dx.doi.org/10.2167/new229.0>
10. Stern, S. L. (2001). An integrated Approach to Literature in ESL/EFL. In Marianna Celece-Murcia (Ed.), *Teaching English as a second or Foreign Language*.
11. Tompkins, G. E. (1982). Seven Reasons Why Children Should Write Stories. *Language Arts*, 59(7), 718-721.

A Reflection of Implementation of EFL Flipped Classrooms to Learners' Cultural Perspectives in Indonesia

Ahmad Heki Sujiatmoko

Faculty of Letters, Universitas Negeri Malang, Indonesia

INTRODUCTION

One of the developments of education in the world nowadays is the emergence of the online learning activities. The online learning system promotes an easy way to hold or conduct the teaching and learning activities for both the teachers and learners. In this case, the online learning brings the teachers and learners to have more flexible time to control and manage the teaching and learning processes. The most important thing is concerned with the strategies chosen how the online learning may work well and successfully.

The success of holding the online learning needs to consider two things, they are the learning time division or allocation and the use of technology. The online learning needs the right division or allocation of the learning time by implementing the synchronous and asynchronous time learning. One of the significant strategies used or applied to support the online learning activity is conducting the flipped learning activities. Flipped learning is assumed to be a teaching method which leads the teachers to give instructions to the students to complete understanding the materials and doing the assignments before coming to the class. Hence, what will happen in the class can be used to do more meaningful learning activities or interactions such as discussions, simulations, presentations, projects, and so on (Gasmi, 2016). So that, flipped class can also be categorized into the blended learning system (Abeysekera & Dawson, 2015; Strayer, 2012).

The benefit of implementing the flipped learning method is to make the students to have a self-paced learning model in which they are given the access to get everything needed to support the classroom activities that will be held. In this case, the students are expected to have a good preparation to join the class. Hence, They have more flexible times to learn the materials (Müller & Mildenerger, 2021), get better comprehension and retention of the materials learned (Roberts & Plakhotnik, 2009), and gain the assistance in compensating the missing class (Bergmann & Sams, 2012). Besides, the flipped learning is also concerned with leading the teachers to promote the student-centered and active learning system (Chen et al., 2017).

Meanwhile, the other thing that must be paid attention to conduct the online learning activity is the use of technology. It is the fact that the EFL teachers are also often found to use various kinds of technological equipments such as radio, TV, cassette, CD, DVD, and computers or laptops. Even, in 4.0 industry Era nowadays, the use of technology develops with some digital applications to be connected with internet. So that, there are various digital applications operated through laptop or HP that can be used to support the EFL teaching and learning activities. Hence, flipped learning context and the use of technology of digital applications can be the best alternative for conducting the EFL online classrooms. In short, the technology which is integrated in the language classrooms may give various positive impacts on the improvement of the students' motivations and attitudes (Ahmadi, 2018; Macaro, Handley, & Walter, 2012). However, what can be the problem is concerned with the cultural aspects. Every country or region has their own culture which can be different from one another. The culture existing in one country or region may influence or touch the aspects of people's lives.

In education, what happens about the implementation of the way how teachers and students conduct the teaching and learning activities is often affected by the existing culture. In Indonesia, for

instance, there exists one cultural description about how education or the teaching and learning process works. Specifically, it is commonly seen that Indonesian students tend to apply the surface learning approaches which lead them to promote rote memorization, low critical thinking skills, unreflective learning activities, passiveness, and compliance (Nilan, 2003; Dardjowidjojo, 2006; Elsegood & Rahimi, 2009; Iftanti, 2012). In addition, the Indonesian students prefer paying attention more to the academic achievement to generic capabilities which lead the students to have and develop their high order thinking levels, communication skills, leadership characters, and problem-solving competences (Hardiyanto, 2010).

Discussions

Online Learning through Flipped Learning Method for EFL Classrooms

Online learning has been a trend nowadays. The development technology has given a great potential for the teachers and learners to get easy ways for conducting the teaching and learning activities. As a result, many teachers and learners try to utilize the existence of technology to support they way how they teach and learn through online system. By doing this, both the teachers and learners may get various facilities to improve and increase their academic achievements.

One of the method which is appropriate to use or employ the technology for conducting the EFL classrooms is flipped learning method. Flipped learning context is a method of the teaching and learning activities in which the teachers give the flexible time to the learners to access the materials taught or learning instructions given and to complete the jobs given before coming or joining the class (Embi, 2014). Hence, the classroom activities will be used to do more meaningful learning or interactive activities such as discussion, presentations, simulations, and any other projects.

Flipped learning activity promotes the student-centered learning system (Chen et al., 2017). In this case, what the teachers can do is to divide the time for learning to the learners into two systems called synchronous and asynchronous. In asynchronous time, the teachers are claimed to prepare and provide the materials or even the jobs that will be done by the learners. The most important thing is that the teachers should be able to give the access for the learners to get the materials or instructions of the jobs given. Hence, the learners will get the access and learn the materials and complete any jobs given before joining the synchronous class. By doing this, the learners are assumed to have self-paced learning activities in which they can be subjects of the learning activities that will be conducted. Hence, the student-centered learning system can be realized. Meanwhile, what will happen in the synchronous time, the teachers may lead the learners to have more meaningful learning or interactive activities such as discussions, presentations, simulations, and other projects done. So, the direct learning time can be more beneficial to promote various learning experiences undergone by the learners.

Flipped learning contexts also promote the developments of the generic capabilities resulting the developments of the critical thinking levels, communication skills, problem solving competences, and leadership characters. The synchronous learning activities performed by the teachers will lead the learners to be active and reflective learners through talk portions, interactions, high order thinking potential, and maximum performances. The learners are not directed to be busy for getting the sources of information for getting the input through reading the materials, watching video, or listening to the explanations given, but it will be more to try to get better comprehension and retention through sharing ideas and opinions or practicing communicating, interacting, performing, and thinking deeply. This condition may build the potential for the learners to develop their generic capabilities. The academic achievements are still important, but they are not supposed to be the main target to be reached in the EFL classrooms held. The target is more focused on developing the learners' generic capabilities which will be more useful to face various problems in the life.

Those two learning conditions become the main characteristics of the implementation of the flipped learning method that can be used in conducting the EFL classrooms. Flipped learning method can guide the teachers to be more professional with various teaching strategies behind. And also, the flipped learning environments can create the growing and experienced learners in preparing themselves

for facing the 4.0 industry era within full of the fast changes and developments as the challenges to be faced.

One more important thing to be considered by the teachers when implementing the flipped learning method is concerned with the online learning system. In this case, the acts of providing the access of getting the learning materials and instructions for the learners need to be connected with the use of technology or online activities. And also, the acts of facilitating the synchronous learning activities can be directed by the online system when the teachers and learners may conduct the distant learning models.

Technology and Its Problems for Conducting EFL Classrooms

Education and technology cannot be separated from one another nowadays. It means that all teaching and learning activities conducted by the teachers need the use of technology as the teaching media or tool. The most important thing is that both the teachers and learners are expected to be familiar with the technology used or employed. If the teachers and learners are not familiar with the technology used or employed, the EFL teaching and learning activities done may not work well.

Nowadays, society is facing the 4.0 industry era. The world of education needs to be supported and sustained with the use of technology to make the learning activities go better in accordance with the needs (Salehi, Shojaee & Sattar, 2014). In the EFL classrooms, the emergence of internet mediated applications may give the significant impacts to the way how the learners improve their skills through the learning activities held or learning situations created (Zhihong, Leijuan, & Xiaohui, 2010).

What can be the problems is that not all teachers and learners are familiar and competent with the technology used or employed. In this case, the barrier of the integration technology may emerge when the teachers and learners lack of competence in using or employing the technology (Albirini, 2006). It is known that many digital applications have specific functions that can be operated well but they need specific competence for the users to operate them successfully. Consequently, the teachers and learners may feel shy, anxious, uncomfortable, unconfident, and even fear using technologies in the classrooms (Lam, 2000; Li & Walsh, 2010). In short, teachers and learners' lacks of competence may result technical difficulties such as things going wrong and technical support.

Another obstacle that is often faced by the teachers and learners is concerned with the access of technology used or employed (Pelgrum, 2001). Teachers and learners have different life conditions including economic conditions and residence location. In this case, some teachers and learners are able to get the access of using or employing technology, while others are not. That's why, the problem of joining the EFL online classrooms may appear when the teachers and learners get difficult to get the access of technology.

Indonesian Culture in EFL Classrooms

Indonesia is one of the Asian countries. This makes the cultural dimension of Asia gives a big influence to Indonesia. It is because the role of the culture may influence to the way how people do their daily activities (Joy and Kolb, 2009). In education, it can be seen and felt that some cultural dimensions from Asia have developed in Indonesia. First, the culture from China known as Confucian-oriented learning through giving great respects to the teachers' authorities (English et al., 2004). This condition makes most of Indonesian teachers like to promote the teacher-centered learning system. In this case, the teachers are supposed to be the person who has the great power to control and manage the class. Having a big power leads the teachers to dominate the talks in the class. Meanwhile, the learners are expected to keep silent and just watch or listen to the explanation given or performed by the teachers. Giving the questions or even opinions is assumed to be something impolite. In other words, the learners are assumed not to respect the teachers' authorities. That's why, what the learners can do is just to obey and adhere to what the teachers say. As a result, the learners tend to be passive (Cheng, 2000).

Another view performed by most of the Indonesian teachers as the influence given by the Asian

cultural dimensions is concerned with the social system resulting the emergence of social status or rank owned by the teachers (Dardjowidjojo, 2006). In this case, teachers are assumed to be the older man who must be respected by all learners. This condition makes the teachers have the function as the only man who has the correct answer to every question and problem faced (Novera, 2004). Hence, the learners have no potentials and opportunities to develop their critical thinking levels for sharing any ideas and opinions which can be different from the teachers. Having such a learning situation, the learners are not expected to be the center of the learning activities. The teachers are also assumed to be the only sources of information that the learners may get to improve their comprehension about the materials or concepts learned.

The last developing teaching and learning context in Indonesia leads the learners to focus more on the academic achievements rather than the generic capabilities. It means that the learners' parents may feel happy if they know that their children get good grades as the depiction of their academic achievements. They never care about the development of their children's thinking level and potential to have the capacity to solve the problems in the life (Hardiyanto, 2010; Sayuti, 2009).

CONCLUSION

What happens in education in Indonesia still has the problems with the way how to change the teachers' and learners' mindset about the way how they conduct the teaching and learning activities. This must be one of the concerns for developing education. The bad cultural dimensions may endanger the development of the education quality and learners' academic progress. It is because the particular learning situations or environments can be created through the role of the existing culture (Cronjé, 2011; Hofstede, 2011; Signorini, Wiesemes, & Murphy, 2009; Thowfeek & Jaafar, 2012).

In particular, the implementation of the flipped classrooms warrants a good support from the teachers' and learners' cultural perspectives. They are claimed to have a positive thinking and capacity to find solutions to the problems derived from the existing bad cultural dimensions in society. Regarding with the use of technology, all teachers' and learners' mindsets have to be changed to reach the better academic achievements through flipped classroom implementation.

REFERENCES

- Abeysekera, L., & Dawson, P. (2015). Motivation and cognitive load in the flipped classroom: definition, rationale and a call for research. *Higher Education Research & Development*, 34(1), pp. 1-14.
- Ahmadi, M. (2018). The use of technology in English language learning: A literature review. *International Journal of Research in English Education*, 3(2), pp. 1-15. <https://doi.org/10.29252/ijree.3.2.115>.
- Albirini, A. (2006). Teachers' attitudes toward information and communication technologies: The case of Syria EFL teachers. *Computers and Education*, 4(7), pp. 373-398. <https://doi.org/10.1016/j.compedu.2004.10.013>.
- Bergmann, J., & Sams, A. (2012). *Flip your classroom: Reach Every student in every class everyday*. Washington: International Society for Technology in Education.
- Chambers, A., & Bax, S. (2006). Making CALL work: Towards normalisation. *System*, 3(4), pp. 465-479. <https://doi.org/10.1016/j.system.2006.08.001>.
- Chen Hsieh, J. S., Wu, W.-C. V., & Marek, M. W. (2017). Using the flipped classroom to enhance EFL learning. *Computer Assisted Language Learning*, 30(1), pp. 1 - 21.
- Cheng, X. (2000). Asian students' reticence revisited. *System*, 28(3), pp. 435-446. doi:[http://dx.doi.org/10.1016/S0346-251X\(00\)00015-4](http://dx.doi.org/10.1016/S0346-251X(00)00015-4).
- Cohen, L., Manion, L., & Morrison, K. (2009). *Research methods in education* (7th ed.). Oxon, OX: Routledge.
- Cottrell, D. M., & Robison, R. A. (2003). Case 4: Blended learning in an accounting course. *Quarterly Review of Distance Education*, 4(3), pp. 261-69.
- Cronjé, J. C. (2011). Using Hofstede's cultural dimensions to interpret crosscultural blended teaching and learning *Computers & Education*, 56, pp. 596-603.

- Creswell, J. W. (2012). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). Thousand Oaks, CA: Sage.
- Dardjowidjojo, S. (2006). The implementability of western approaches in the eastern societies. *Indonesian Journal of English Language Teaching*, 2(1), pp. 1-20.
- Elsegood, S., & Rahimi, A. (2009). Using computer supported reasoning mapping to teach EFL learners critical reasoning and academic writing. *AsiaCall Online Journal*, 4(1), pp. 81-102.
- Embi, M. A. (2014). *Blended & Flipped Learning: Case Studies in Malaysian HEIs*. Selangor: Centre for Teaching & Learning Technologies, Universiti Kebangsaan Malaysia.
- English, L., Lockett, P., & Mladenovich, R. (2004). Encouraging a deep approach to learning through curriculum design. *Accounting Education*, 13(4), pp. 461-488. doi: <http://dx.doi.org/10.1080/0963928042000306828>.
- Gasmı, A. A. (2016). An exploratory study of students' lived experiences in a blended-flipped writing class. *Arab World English Journal*, 3(2), pp. 210–226.