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A Combination of Synchronous and Asynchronous Meetings in Fully-Online Flipped English Classroom

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Abstract*. Both teachers and students must adjust to the new teaching strategy, despite all limitations and chances in remote learning during the pandemic. To accomplish the learning objectives, educators must create their courses by utilizing the advantages of technology. In order to optimize students' learning potential, several things had to be taken into account when designing such a remote course. In order to address the issue, this study aimed to demonstrate how the English for Academic Reading course in Universitas 'Aisyiyah Yogyakarta was developed using the ASSURE (Analyze Learners; State Objectives; Select Method, Media, or Materials; Utilize Media or Materials; Require Learners' Participation; Evaluate and Revise) model in the form of fully-online flipped classroom. The data was gathered through observation and library study. The obstacles and opportunities addressed by both educators and students throughout the remote learning practice were analyzed using a qualitative methodology. The course was developed by mixing synchronous and asynchronous class activities after taking the advantages and disadvantages of distance learning into account. The design included independent learning, content explanations, quizzes, class discussion, and collecting student assessment. Students were shown to be more motivated to study when synchronous and asynchronous class activities were used, according to the evaluations.*

Keywords*: ASSURE model, asynchronous, fully-online flipped classroom, reading, synchronous.*

INTRODUCTION

As long as the pandemic is ongoing, learning is not permitted in classrooms, according to a government regulation. One of the social distancing efforts is distance learning using e-learning. The new learning strategy faces many difficulties as it is being implemented. The challenge for the teachers is to adapt their previous courses using digital media in such a way that they can still achieve the same learning objectives. To ensure that students get the most out of their remote learning opportunities, teachers must consider a number of aspects when structuring the classes especially in fully online learning. Despite the fact that online learning has been available for many years, it is undeniable that many students and educators do not recognize its benefits. Many teachers still face difficulties in conducting an effective learning environment during online

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learning. For example, in our university, many teachers demanded their students to watch the videos of their own lectures, which were frequently at least an hour long, asynchronously, before asking individual questions. Others engaged in lengthy conversations on synchronous video platforms that students in their homes may watch. These online approaches may be excellent at delivering content, however they are not always successful at encouraging engagement and active learning. The fully online flipped classroom pedagogical approach (hence referred to as the online flipped classroom approach) is a potential method for encouraging online active learning.

Based on the preliminary study by the researcher, who is also the lecturer in the university, English for Academic Reading classes in Universitas 'Aisyiyah Yogyakarta became one of the most challenging courses for the students. It is due to the complexity of the material taught which includes academic need material and taught in only 14 meetings in fully online classes. This, the lecturers must design the course that can facilitate the student to engage actively in learning, to be independent learner but still comprehend the material well. One way to facilitate this consideration is applying flipped classroom, using both synchronous and asynchronous learning.

Several studies had been conducted on the challenges of remote learning during the COVID-19 pandemic. Some concentrated on how face-to-face learning was shifting to remote learning, particularly the use of learning media (Yensy, 2020), students' performance (Sintema, 2020), the learning process from teachers' perspective (Hafeez et al., 2022), learners' perspective (Hafeez et al., 2022), and also students' preference on the remote learning method (Permatasari & Oktiawati, 2021). However, there are still few ideas on how to create a remote course while taking into account the many challenges that students in developing nations experience. In fact, taking into account students' needs and preferences for learning methods can lead to improved student performance (Alqurashi, 2019; Turville, 2013). This study aimed to fill the gap in the literature by describing how the ASSURE model (Heinich et al., 1993), which combines synchronous and asynchronous class activities, was used to design English for Academic Reading. This study took into account the limited discussion on suitable remote learning design for students in a developing country mentioned above.

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One of several models that may be used to design a course is the ASSURE model (Heinich et al., 1993). The ASSURE model utilizes a looping procedure that includes of: 1. Analyse learners; 2. State objectives; 3. Select method, media, or materials; 4. Utilize media or materials; 5. Require learners' participation; and 6. Evaluate and revise. This model was chosen since it is learner-centered, requiring learner participation in one of the stages, as shown in Figure 1.

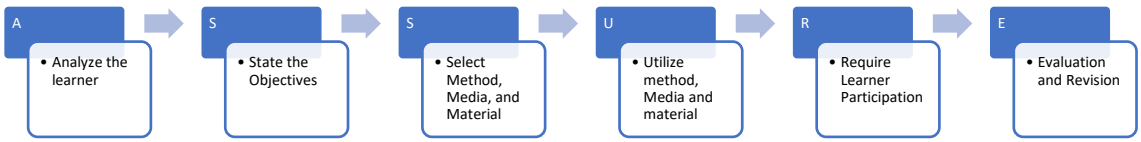

Figure 1. ASSURE model by Heinich et al. (1993)

LITERATURE REVIEW

Fully-Online Flipped Classroom

Flipped learning reverses the usual lecture-based learning process by having students learn about a subject outside of class using digital tools and resources, such as instructional videos (Oudbier et al., 2022). As a result, class time is for active problem-solving and more interactions with peers and teachers. The flipped classroom strategy is in line with Bloom's revised taxonomy, which states that students should first gain factual knowledge and comprehension outside of class before concentrating on application, analysis, synthesis, and evaluation (the more difficult level of cognitive work) in front of their teachers and peers (Tucker, 2012). Online flipped classrooms differ from traditional flipped classrooms in that students and teachers will communicate virtually rather than in person (Stöhr et al., 2020). Although this tactic is becoming more and more popular in higher education, researchs are lacking to determine its efficacy because it is still relatively new.

The findings of a study by Stöhr et al. (2020) provided compelling evidence for the importance of this strategy for students' learning. In the field of teaching English as a second language, a vast amount of research has been conducted on both the flipped approach and distance learning. However, little has been done to utilize the online flipped model, despite the fact that it has undergone a revolution in terms of its novelty and

effectiveness. Hence, the study aims to demonstrate how the English for Academic Reading course in Universitas 'Aisyiyah Yogyakarta was developed using the ASSURE (Analyze Learners; State Objectives; Select Method, Media, or Materials; Utilize Media or Materials; Require Learners' Participation; Evaluate and Revise) model in the form of fully-online flipped classroom.

Synchronous and Asynchronous

E-learning can be divided into synchronous and asynchronous categories. Face-to-face discussion is by far the most typical type of synchronous communication. When distance is taken into account, synchronous communication is still possible due to technology or other methods (den Otter & Emmitt, 2007). Asynchronous communication, on the other hand, does not at all happen instantly. Those who engage in this type of communication can read and respond at any time (Lim, 2017). Synchronous and asynchronous systems differ, despite the fact that they are both online systems. Classrooms, the media, and conferences are three major sources of inspiration for synchronous online learning. This type is live and real-time. On the other side, asynchronous e-learning introduces it as an engaged community of learners who are not limited by space, time, or classroom restrictions (Shahabadi & Uplane, 2015).

METHOD

This study employed the ASSURE learning development model. This study aimed to fill the gap in the literature by describing how the ASSURE model (Heinich et al., 1993) , which combines synchronous and asynchronous class activities, was used to design English for Academic Reading. This study took into account the limited discussion on suitable remote learning design for students in a developing country. This consideration was used to optimize their remote learning experiences. English for Academic Reading course is a reading course offered by all study programs in Universitas 'Aisyiyah Yogyakarta including those in Faculty of Health Sciences. This course was given to third semester. Data needed to design this course was gained through observation on 65 students of 3 classes in the Faculty of Health Sciences of batch 2020. The observation was needed to analyse learners need and challenges during the first stage of

the model. A library study was also carried out to further the analysis of the students. This was done in order to understand more about the problems that remote learning in general has, as well as its limitations and prospects. Additionally, library research was performed to assist in choosing the best approach, format, and resources for this course. After the first stage's data were collected, they were analyzed using theme analysis, which integrates data reduction, verification, and conclusion-drawing to determine what should be done with the model's further stages (Alhojailan, 2021). The entire processes were then each outlined in turn.

RESULTS AND DISCUSSION

In this study, the ASSURE development pattern was used to design the flipped classroom learning design. Following are the steps in the ASSURE development pattern1. Analyse learners; 2. State objectives; 3. Select method, media, or materials; 4. Utilize media or materials; 5. Require learners' participation; and 6. Evaluate and revise.

Analyze Learners

The observation findings from the students' analysis produced the following information. The following describe the characteristics of the students: a) they were diverse groups from different ethnic backgrounds, ranging in age from 18 to 20 years; b) they were internet literate; c) some preferred to study alone while others preferred to study in groups; d) they were still learning under the lecturer's guidance as a facilitator; e) their motivation for learning was not the same as a whole, g) Due to their schedule, which ran from 6 a.m. till 18 a.m., students had little opportunity to study outside of class. Students' Initial Capabilities: a) Students were familiar with technology in terms of using computers or other devices; b) Students were already familiar with and had used Lensa as the university's learning management system; and c) Students were accustomed to having internet access.

State Learning Objectives

After the data regarding student characteristics were obtained, the researchers and the learning teacher could determine the learning objectives to be achieved. Faculty of Health Sciences Universitas 'Aisyiyah Yogyakarta students were allowed to take English for Academic Reading course once they passed two courses of English in the previous semesters. Starting from their third semester, these students would be guided to deepen

their comprehension in reading scientific text. One of the requirement to succeed graduating from the Faculty of Health Sciences in Universitas 'Aisyiyah Yogyakarta is related to the capability to comprehend journal articles intensively to support the students in their thesis writing and research . To support this, English for Academic Reading course helped the students to be able to analyze and read intensively journal articles by introducing them to several skills, knowledge and practices in comprehending a scientific text. After completing the course, the students would be able to: (1) Explain parts of academic text particularly journal article, (2) Apply strategies in comprehending journal article including skimming, scanning, and main idea identification, (3) Explain the content of journal articles, (4) develop critical thinking on the basis of journal article's content by evaluating and reflecting the journal articles.

Select Methods, Media, and Materials

A combination of different approaches was required to optimize the remote learning experience. To choose the approach and material that would work best for their classes, educators have to take into account all relevant factors. To maximize the learning process whilst considering the good and poor internet connection of the students, English for Academic Reading course combined synchronous and asynchronous class activities. For learning methods or strategies based on the fully-online flipped classroom, it could simply be described as follows. The first week, the lecturer encouraged students to engage in asynchronous, individual study on the LMS. Students got access to LMS-uploaded videos and learning modules throughout these asynchronous activities. They are then instructed to complete several exercises to gauge their comprehension of the lessons. Asynchronous class activities were employed to support those who were having trouble with high bandwidth in addition to quizzes to test students' learning. Students were obliged to do individual tasks rather than participating in a virtual meeting over Zoom. They might then study the information using a low bandwidth.

In the following meeting, the students joined the lesson synchronously via Zoom. During synchronous activities, students could participate on the discussion by answering their educators' questions during the explanations. At the same time, teachers also could check their students understanding whilst keeping the class engagement. Synchronous

class activities were also used to discuss the exercises provided in module together. In addition, Q&A was also held to allow students consult their exercises they had in the asynchronous activities related to the materials. The materials for this course, as detailed at Table 1, were chosen by considering the knowledge and skills need to comprehend a scientific text.

Table 1. English for Academic Reading Course Materials and Approach

Week	Topic	Approach
1	Learning Contract, Syllabus, Introduction to Academic Reading	Synchronous
2	Skimming and Scanning Technique	Asynchronous
3	Skimming and Scanning Technique	Synchronous
4	Identifying Main Idea	Asynchronous
5	Identifying Main Idea	Synchronous
6	Identifying Stated and Unstated Detail Information	Asynchronous
7	Identifying Stated and Unstated Detail Information	Synchronous
8	Assessment 1	Asynchronous
9	Virtual Library Tour	Synchronous
10	Identifying Implied Detail Information	Asynchronous
11	Identifying Implied Detail Information	Synchronous
12	Identifying Vocabulary in Context	Asynchronous
13	Identifying Vocabulary in Context	Synchronous
14	Assessment 2	Asynchronous

Utilize Media or Material

At this point, the students will go through numerous processes to apply learning activities. It can be explained in greater depth as follows. 1) Previewing the Materials. According to the lesson plans, the lecturer prepared teaching materials according to the material to be delivered to students. 2) Preparing the Materials. The lecturer uploaded learning resources, instructional videos, quizzes, and worksheets on the Lensa LMS platform as then students could learn them on their own time independently, particularly through asynchronous activities. 3) Preparing the Environment. The instructor described to the students how the technical learning would be done. There, utilizing Lensa LMS and Zoom, students would be taught how to learn using the flipped classroom method. 4) Preparing the Learner, the lecturer implemented learning contracts with students in accordance with the lesson plans already in place, clarified learning objectives with students, came to an agreement with them on learning rules, and made sure students were prepared to engage in online learning. 5) Providing Learning Experience. The lecturer

divided students into heterogeneous study groups, the lecturer provided subject code that would be accessed by students, students began to log in with their respective accounts into Lensa LMS to carry out flipped classroom-based learning, The lecturer started uploading the English for Academic Reading lesson plan, which included group assignments and learning procedures. The lecturer uploaded learning material files as a basis for doing assignments for students. Students knew when to turn in their assignments and could take quizzes through Lensa LMS. They also had to follow the tutor's instructions when logging in. Finally, students could discuss learning strategies with one another, the lecturer gave a quiz in the form of questions done in Lensa LMS. The appearance of Lensa LMS to facilitate asynchronous activity can be seen in Figure 2.

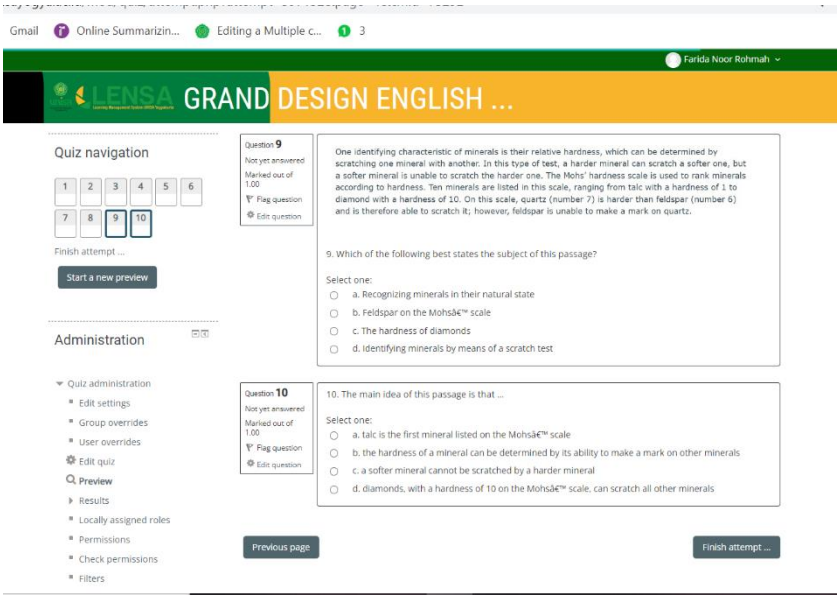

Figure 2. Appearance of lensa LMS

Zoom meeting was also utilized to facilitate synchronous activity between the lecturer and the students. Several forms of implementation of zoom used in the class such as, content explanation, Q and A between the lecturer and the students, class discussion both about the material and the quiz the have finished in the asynchronous meeting, and doing some interactive games. The example of appearance of the Zoom meeting implementation can be seen in Figure 3.

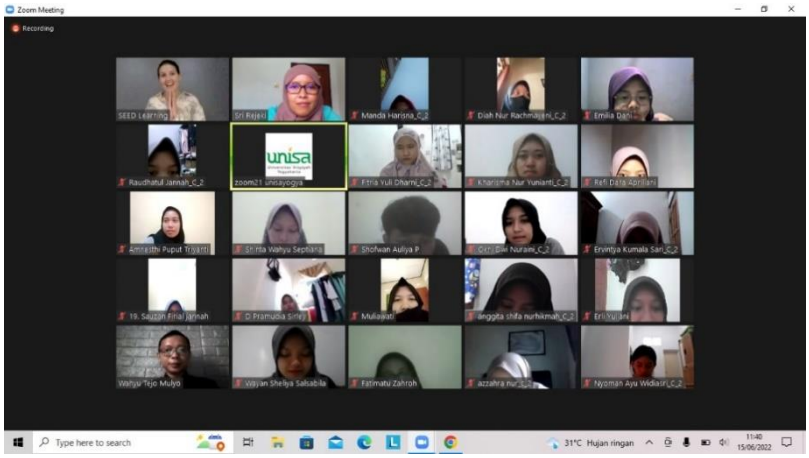

Figure 2. Appearance of lensa LMS

Require Student Participation Levels

ASSURE model demonstrated that learners' participation and engagement was important during the learning process by incorporating it in the design. Following this model, English for Academic Reading course made sure that it allowed the students to participate during both the synchronous via Zoom including materials explanation, hands-on-activities, exercises and Q and A, and classroom discussion. Meanwhile, in the asynchronous class activities, students were directed to log into the LMS. Through the LMS, students could learn subject matter outside the classroom. Students could determine where to study according to their respective learning comfort criteria. Furthermore, students could carry out discussions and upload the assignments' results or do the quiz given by the teacher also through LMS.

Evaluation and Revision

This model's last phase involved evaluating and revising the design. Students completed an evaluation form with open-ended questions to provide feedback on their experiences with the course's learning process. Their responses showed how the activities in the course helped them not only in understanding materials but also motivating them during the learning process. Some answers were as follows.

"... it is more interesting and interactive. Not only among the lecturer and the students, but also among the students themselves. We can share our understanding, and open for the discussion to know other students' perspective."

"... also, I can learn by myself especially in asynchronous class using Lensa, depending on my free time"

"... we can share our findings to our friends, and I enjoy the material explanation when we discuss it together before come to synchronous class meeting online with the lecturer."

"...It motivates and encourages me to study harder because I have to prepare something before I came to synchronous class."

" ...I feel more motivated to come to zoom meeting because I have studied the material before in Asynchronous class."

"...It's quite new to me, but I enjoyed it a lot to self-study.., challenging!"

"... It made my time management improved. I think the time to self-study and do quizzes in asynchronous class in appropriate and did not take my time outside the class hour."

However, there were several inputs by the students. This suggestion were used to be the basis of the course revision. The example of inputs are as follow:

"...During the synchronous online class, we want not only the teacher's explanations, but also had a guest speaker and online group discussions via breakout rooms, which made the class interesting"

"...I find continual use of PowerPoint slides to be boring. It's always the same style: a bullet list of information with some animations or pictures"

CONCLUSION

Learners should be able to accomplish the learning objectives with the aid of a strong learning design. In order to create the perfect remote learning, it is necessary to take into account the restrictions and affordances experienced by all participants. The ASSURE model enables educators and students to undertake successful remote learning. Combining synchronous and asynchronous classes in fully-online learning allows for a comprehensive learning activity, one that includes independent study, content explanations, and mini-quizzes, as well as allowing peer input and discussion and collecting student assessments. The results of the evaluation demonstrated how the English for Academic Reading course enabled students to become better prepared by not

only relying on the lecturer's explanation but also actively learning the new material on their own. This feeling motivated them more throughout the learning process.

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