

Flipped Teaching with CALL Media in EFL Writing Course: Indonesian EFL Writing Teachers' Reflection

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ABSTRACT

This study was aimed at (1) elaborating the EFL writing teachers' perceptions about their experiences after implementing the flipped teaching method with CALL (Computer-Assisted Language Learning) in teaching EFL (English as a Foreign Language) writing course, (2) explaining how flipped teaching with CALL motivates teachers, and (3) explaining how flipped teaching with CALL motivates students and develops students' autonomous learning. Fifteen Indonesian EFL teachers and 150 EFL students from 5 private universities in East Java, participated in this case study. The data yielded from this study were gathered through reflective teaching journal, in-depth interview, and focus group interview, and then, were analyzed descriptively. The findings show that there were three main phases of teachers' perceptions. First, they were optimistic that flipped teaching would run well in their EFL writing class. Second, the teachers' perception shifted from having high optimism to caution. Third, the teachers' positive perceptions arose after implementing flipped teaching with CALL for several meetings. This study also uncovered that the

activities of flipped teaching could motivate the teachers to implement this method. The learning environments, challenging activities created by teachers, and the use of technology in the flipped classroom can boost the students' motivation and autonomous learning.

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INTRODUCTION

Flipped teaching also known as the flipped classroom, is a relatively new concept in education that has recently become famous all over the world, including in Indonesia. It becomes even more famous in this 4.0 era since it is a part of blended learning that uses technology in its implementation. It has been applied in various fields of education, including English education. Flipped teaching is practically referred to as the lesson input being conducted by the students at home and using class time to share and apply knowledge (Hamciuc & Roux, 2014). Flipped teaching means inverting the instructional learning in which the students do homework in class and classwork at home (Lage et al., 2000). Further, Lage et al. (2000) elaborated that in the context of the traditional classroom, a lecture was given by teachers during class time and the students were engaged in reading, writing, and problem-solving tasks outside the classroom. On the contrary, in a flipped teaching, students can use pre-recorded videos in the flipped classroom and then use the lesson time to answer questions, work together, discuss questions and concepts, and solve problems. Essentially, the students undertake classwork at home in a flip model to create an inverted classroom (Webb et al., 2014).

The integration of CALL and TELL into the flipped teaching model enables the teaching and learning process to be transferred to the location to wherever the internet or Wi-Fi connection exists. Thus, the flipped teaching model changes the definition

of the walled classroom and develops a boundless classroom (Webb et al., 2014). This is in line with 21st century learning (Assessment & Teaching 21st Century Skills, 2012) which integrates second language acquisition (SLA) constructivist theories and behaviourists principles of teaching and learning. This flipped teaching with CALL is also supposed to enable learner autonomy since learner autonomy can be developed through the individual-cognitive and social-interactive process (Little, 1991).

There are a number of studies investigating the implementation of flipped teaching (Basal, 2015; Doman & Webb, 2014; McNally et al., 2017; Webb et al., 2014; Wood, n.d.; Zainuddin & Attaran, 2016). Basal (2015) investigated the implementation of a flipped classroom into an English language class. Further, he recommended the integration of the Learning Management System (LMS) into a flipped teaching process. Webb et al. (2014) also conducted a study on flipping EFL courses among Chinese university students. Their study focused on how the flipped classroom changed the students' view on learning and uncovering the teachers' experience and perception about the flipped classroom. Further, Webb and Doman (2016) also investigated the influence of flipped classroom on students' learning outcomes in EFL/ESL contexts. Their study uncovered that a flipped classroom had a positive influence on students learning outcomes in EFL/ESL learning. To date, there has been little investigation dealing with the analysis of how the EFL writing

teachers perceive their experiences on the implementation of flipped teaching with CALL in EFL writing class; and how the flipped teaching with CALL could motivate both teachers and students and develop students' autonomous learning.

To fulfil the gaps from those previous studies, this study investigated EFL writing teachers' reflection from 5 private universities in Indonesia after implementing a flipped teaching model with CALL in EFL writing class. Those teachers used three different media of CALL, that is LMS (Schoology), weblogs, and YouTube video. Besides, some of the teachers also integrated automated feedback program, that is Grammarly software, as a tool to evaluate students' work. From the identified research problems above, the research questions of this study were formulated as follows.

RQ1: How do the EFL teachers perceive their experiences in the implementation of flipped teaching with CALL in an EFL writing course?

RQ2: How does flipped teaching with CALL motivate teachers?

RQ3: How does flipped teaching with CALL motivates students to develop students' autonomous learning?

From the above research questions, this study was intended to achieve (1) elaborating the EFL writing teachers' perceptions about their experiences after implementing the flipped teaching method with CALL in teaching EFL writing course, (2) explaining how flipped teaching with CALL motivates teachers, and (3) explaining how flipped

teaching with CALL motivates students and develops students' autonomous learning.

Literature Review

Several studies have investigated flipped teaching in the teaching and learning process. From those studies, it can be concluded that there are 4 major trends of studies in the field. The first trend is investigating the students' perceptions of the implementation of flipped teaching (Challob et al., 2016; Kang, 2015; Li et al., 2015; Melor & Salehi, 2012; Sohrabi & Iraj, 2016; Webb & Doman, 2016). The second trend is focused on examining the teaching media or teaching techniques that can be integrated with flipped teaching (Hung, 2015; Lacher & Lewis, 2015; Sohrabi & Iraj, 2016; Xu, 2013). The third trend is about the potentiality of flipped teaching to improve students' learning outcomes or performances, motivation, and autonomous learning (Hamciuc & Roux, 2014; Sampson et al., 2018; Thai et al., 2017; Webb & Doman, 2016). The last trend is describing a step-by-step design and theoretical underpinnings of flipped teaching (Bauer-Ramazani et al., 2016; Nazarenko, 2015; Talbert, 2012; Wang & Zhang, 2013). To date, there has been little investigation dealing with the problems that have been mentioned in the research questions above. Therefore, to fulfil the gaps, this study was conducted.

Studies about students' perception towards the implementation of flipped teaching have been overwhelmingly positive. Roach (2014) conducted a research

on the implementation of flipped teaching in a microeconomics course in more than one semester and revealed that students' perception towards the implementation of flipped teaching were positive. They were in favour of the flipped teaching model and they also asserted that the instructional design is beneficial for them. Another study was conducted by Zhai et al. (2017). They investigated the experiential learning perspective on students' satisfaction model in a flipped classroom context. The results of the study revealed that the students asserted that flipped teaching was worthwhile.

Studies focusing on the integration of teaching media or teaching techniques into flipped teaching also can be easily found. Li et al. (2015) examined the integration of a Massive Open Online Course (MOOC) and flipped classroom practice. The findings showed that it was feasible and applicable to integrate MOOC and flipped classrooms. A study by Evseeva and Solozhenko (2015) also investigated the integration of flipped classrooms with technology. The use of technology in a flipped classroom could maximize the effectiveness of the flipped classroom. The use of technology in the learning process enhances students' motivation and improves their academic performance.

There are also a number of studies dealing with the potentiality of the flipped classroom to improve students' learning outcomes or performances, motivation, and autonomous learning. Kvashnina and Martynko (2016) conducted an analysis of the potentiality of the flipped classroom in

ESL teaching. The results showed that a flipped classroom gave significant benefits not only in students' performance on the course but also students' motivation and autonomous learning. Han (2015) and Zainuddin and Perera (2019) specifically studied the relatedness of the flipped classroom with learner autonomy. The results highlighted the correlation between the two aspects. Several other studies (Butt, 2014; Findlay-Thompson, 2014; Missildine et al., 2014) also investigated the effectiveness of a flipped classroom. The results of those studies also revealed that the implementation of the flipped classroom was promising.

The study describing a step-by-step design and theoretical underpinnings of flipped teaching was conducted by Bauer-Ramazani et al. (2016). They asserted that the implementation of a flipped classroom needed four pillars namely flexible environment, learning culture, intentional content, and professional educator. Another study was also conducted by Basal (2015). He elaborated that flipped classroom had two learning environments, outside and inside the classroom. In order to make the flipped classroom effective, both sides must be perfectly integrated by following four steps. The first step is for teachers. It is planning what will the students do in each environment in detail. The second step is choosing appropriate activities based on the learners' needs. The third step is determining how to integrate tasks and activities for those two environments. The last step is using a learning management system (LMS)

and presenting all activities in an organized way.

MATERIALS AND METHODS

Research Design

To achieve the purposes of this study, a case study research design was used. Yin (2003) elaborated that a case study was used in many situations to contribute to our knowledge of the individual, group, organizational, social, political, and related phenomena. Therefore, the researchers used the case study in order to make the aims of the study well-achieved.

Research Participants and Context

This study involved 15 EFL writing teachers and 150 EFL students from 5 private universities in East Java. There were 3 EFL writing teachers and 50 EFL students from each university. These universities have English Education Department which trains pre-service English teachers for secondary schools (Junior High Schools and Senior High Schools). To participate in this study, the participants should have ever implemented and experienced a flipped teaching method with CALL media in their EFL writing class, for at least, in one semester. The 15 teachers used three different media of CALL, that is LMS (Schoolology), weblogs, and YouTube videos. Besides, some of the teachers also integrated automated feedback program, that is Grammarly software, as a tool to evaluate students' work.

This study was conducted in the context of Indonesian higher education. In the English Education Department, the EFL writing course is a compulsory subject (Ghufron et al., 2016). EFL writing course might have different names in each university, for example, Writing I versus Paragraph Writing, Writing II versus Descriptive and Narrative Writing, and so forth. However, the learning outcomes are similar. Mostly, the EFL writing course is taught in the first and second year of the study. EFL writing course is taught in stages based on the level of complexity. It means that a student can take a higher level of EFL writing course if he/she had already passed the previous level, for example, Writing I course is a prerequisite for students if they want to take Writing II course. A face-to-face meeting is conducted once a week for 100 minutes. There are 16 meetings in one semester. The course that was studied is the *Expository and Narrative Writing Course*. This course was taught in the second grade of the English Education Department. The number of students who participated in this course was 50 students from each university. Therefore, there were 150 students altogether from the 5 universities. The learning materials or contents of the course were about expository essay writing (in the first-half semester) and argumentative essay writing (in the second-half semester). During the classroom, the students were asked to discuss what they have read and watched outside the classroom via CALL media. Then, they wrote essays based on

the materials they learned during the out-of-class meeting.

Data Collection Techniques

To achieve the purposes of this study, the data were gathered by using three instruments namely reflective teaching journals, in-depth interviews, and focus group interviews. Reflective teaching journal is the teachers' writing to reflect on their teaching and learning process and, then, draw feedback from their previous teaching experience in order to improve their classroom practices (Zulfikar & Mujiburrahman, 2018). Teachers, in this context, are the first person to do what? Pavlenko and Lantolf (2000) stated that the first person's narratives provided a "rich, compelling, and informative source of evidence about the process of adult second language acquisition".

Further, an in-depth interview was also conducted with the teachers. Data from the interviews were recorded, collected, and transcribed for analysis. This in-depth interview mainly focused on how the teachers perceived their experience in the implementation of flipped teaching and how flipped teaching with CALL motivated both teachers and students and developed students' autonomous learning.

The focus group interviews were done by the researchers to gather information from students dealing with motivation and learner autonomy. The questions of focus group interviews were written down in the form of an interview protocol. The interview protocol for focus group interviews was in

the form of specific questions list referring to the students' motivation and learner autonomy. The specific questions were written to result in similar answers from the different groups. There were 5 different groups from 5 different universities involving in this study. During its implementation, the focus group interviews were led by a highly trained moderator to lessen the problem of reliability. Since there were 5 universities involved in this study, there were also five groups that were formed for a focus group interview. So, there was 1 group from each university.

The Technique of Data Analysis

Since the data were in the form of qualitative, they were analyzed descriptively by following Creswell's (2012) principles. This analysis initially consists of developing a general sense of the data, and then coding description and themes about the central phenomenon (Ghufron & Ermawati, 2018). The researchers first collect data and then prepare it for data analysis. This analysis initially consists of developing a general sense of the data, and then coding description and themes about the central phenomenon. In this study, coding schemes were used to gain a more detailed perspective about what was occurring based on the purpose of the study. These coding schemes helped to analyze the transcripts of the participants. In this study, the qualitative data were coded separately by two analysts. The use of multiple analysts was to evaluate the reliability of coding at least in relation to important issues and topics.

RESULTS

EFL Writing Teachers' Perceptions on the Implementation of Flipped Teaching with CALL in Teaching EFL Writing Course

The data about teachers' perceptions of the implementation of flipped teaching with CALL were taken from the teachers' reflective teaching journals. The results of the teachers' reflection are presented as follows.

A High Optimism of Flipped Teaching before Its Implementation.

From the reflective teaching journal, it was revealed that all of the teachers had positive thoughts on flipped teaching with CALL in EFL writing class. They had a high optimism that the teaching and learning process will be successful. They assumed that after out-of-class activities, the students would be ready once they entered the class. Then, the teacher could start a discussion and direct the students to do writing practice. Further, they thought that the use of flipped teaching with the integration of technology would positively affect students' EFL writing performances. This view can be seen from these following excerpts:

*“Firstly, **I was really confident** that my class will be successful. My students, who are net generations, **will be enthusiastic** to use the application of Schoology in this expository and argumentative writing course. Moreover, **they can easily access the learning materials** wherever and whenever. ”. (Teacher 4).*

*“**I have a positive thought** on the implementation of flipped teaching with CALL media. The students' writing performance **will significantly be improved** after implementing this learning model. The students are net generations and most of them like online reading. Therefore, **the use of weblogs can facilitate the students** in their out-of-class activities. ”. (Teacher 7).*

Shifting from Optimism to Caution in Implementing Flipped Teaching with CALL.

The teachers' perception of the flipped teaching they experienced was moving away from a high optimism to caution. This shifting perception was started after the third meeting in which the teachers found that the flipped teaching that they had implemented from the first until the third meeting was not running well. This shifting perception was due to the difficulties they faced during the implementation of flipped teaching with CALL. Unanticipated condition by the teachers was one of the causes of the difficulties. The examples of the unanticipated condition were the students' lack of mastery of technology, the students' financial condition to provide internet access at home, and students' poor English proficiency. Almost all teachers have a similar problem in dealing with students' poor English proficiency. This view can be seen from these following excerpts.

*“**Unfortunately, a contradictory scenario from the initial assumption happened** during the implementation of*

flipped teaching with CALL. Some **problems arose** during a face-to-face meeting in the EFL writing class. Some **students were not ready** to conduct a discussion due to their incapability to access Youtube videos at their homes. They reported that **they do not have an internet connection** because of their financial condition. Another problem was also **some students have low linguistics mastery**. Even though they could easily access the online material, the **could not fully understand** it due to their poor ability of English proficiency”. (Teacher 1).

“During the in-class activity, **an unpredictable condition happened**. Some **students still did not understand the material** provided in the online course. This is because **they have low English proficiency**. However, the thing that surprised me is when some students admitted that **they still do not have a Schoology account**, even though I have already given the access code to my course. Therefore, they still **could not access the learning materials** I provided in my Schoology account. When I further asked them the reason, they frankly said that **they could not make their own ‘Schoology’ account due to their lack of mastery of technology**.....”. (Teacher 4).

The Rise of the Teachers’ Optimistic Level in Implementing Flipped Teaching with CALL. A positive perception of teachers came after they implemented the flipped teaching with CALL for one semester. They asserted that flipped teaching with CALL is feasible and applicable in

the EFL writing course. After learning from the experience at the beginning of the semester when they first implemented the method, they started to anticipate the negative possibilities that will possibly occur in the next phase of implementation. The major problems that were previously occurred could be significantly decreased. The problem of lack of internet connection, lack of mastery of technology, and poor linguistics mastery could be minimized. The in-class discussion was carried out actively. The teachers’ role as facilitators could be optimally carried out, and the writing practice in class could be accommodated well. This view can be seen from the following excerpts.

“After implementing this method for one semester, I finally **feel optimistic which I first ever felt** at the beginning of the semester. Some of the students who did not have internet access at home **did their out-of-class activities with their friends who have internet access** at home. Some of them also tried to **do their activities in places that provide free Wi-Fi access**. Therefore, after several meetings, **the problem was no longer exist in my class**. To deal with the students having poor English mastery, **I suggested to them to make a group discussion** during outside class activities. Surprisingly, this really works for them”. (Teacher 1).

“**My worry about flipped teaching starts to decrease** when I understand the problem, especially with students’ poor

*linguistics mastery. After several meetings, **I manage to cope with that problem** by **asking them to have a group learning** outside the class. At last, I think that implementing **flipped teaching is really helpful** for me. It is **applicable** for the EFL writing course". (Teacher 7).*

In summary, there are three main phases of teachers' perceptions. First, before they implemented flipped teaching, they were optimistic that flipped teaching will run well in their EFL writing class. Their optimism was also supported by the integration of CALL accompanying flipped teaching. This will make the students more engaged in the teaching and learning process since they are the Net generations. Second, the teachers' perception shifted from having high optimism to caution. This is due to some problems faced by the teachers during its implementation. They were surprised by some unanticipated conditions which lead to teachers' worrying about the teaching and learning process since it was not optimally carried out. Third, the teachers' positive perceptions arose after implementing flipped teaching with CALL for several meetings. The teachers had been aware of the problems and the effects that would possibly occur in their teaching and learning process. Therefore, all negative possibilities could be anticipated and solved.

How Flipped Teaching with CALL Motivates Teachers. From the data yielded from the teachers' reflective teaching journals and in-depth interviews, it is uncovered that the activities of flipped

teaching can motivate the teachers to implement this method. 'Flipping' enhances the in-class experience in some ways, making it more dynamic because it was less teacher-centred and focused on more student-centred activities during the actual class period. The teachers also asserted that flipping saved the amount of class time; the students had more time to do class discussion and writing practice. The teachers also mentioned that the students got a lot more time practising EFL writing outside the classroom. Flipping seemed to improve collaboration among the students. They worked collaboratively to finish writing assignments in class as well as out of class. The role of teachers as facilitators could be optimally carried out. Flipping also helped teachers to inspire their teaching and creativity. The following are the excerpts of the reflective teaching journal.

*"The thing that makes me motivated in flipped teaching is **the teaching activities** itself. The activities in flipped teaching are student-centred. The students can get a new experience from in-class activities such as group discussion. Therefore, I could also save my energy during in-class activities". (Teacher 12).*

*"I am encouraged to implement this method because **flipping can save the amount of class time**. Group work and practice-based learning can be implemented in the class. That also challenges me and other teachers to creatively **create challenging learning activities** for students.*

Therefore, I could do my job as facilitator optimally". (Teacher 14).

The results of the in-depth interview also revealed similar information with reflective teaching journals. The following is the interview excerpts.

*"For me, I am really **enthusiastic about flipping activities**. I can **create challenging activities** for my students in every face-to-face meeting. I don't need to always do lecturing activity". (Teacher 14).*

*"During flipped teaching, I like to **challenge my students with creative learning activities** during in-class activities. That's why **I always feel motivated** with flipped teaching". (Teacher 15).*

How Flipped Teaching with CALL Motivates Students and Develops Students' Autonomous Learning. From the teachers' reflective teaching journals, in-depth interview with teachers and compared with focus group interview with students, it is revealed that learning environments, challenging activities created by teachers, and the use of technology in the flipped classroom can satisfy students' needs for competence, autonomous learning, and their intrinsic and extrinsic motivation. Those opinions can be found in the following excerpts of teachers' reflective teaching journal as follows:

*"..... However, after several times, the **students looked really enjoy** their*

*activities. They **enjoyed outside class activities** when they had to learn online materials from Youtube. ..., when they are asked to evaluate their own writing using the 'Grammarly' program, **they were enthusiastic and becoming independent learners**. They **have high self-discipline** which was manifested during in-class activities, such as group discussion, writing practice, and self-evaluation of their writing using an automated feedback program". (Teacher 10).*

*"Students finally **could enjoy the teaching and learning process**. They were **enthusiastic** when they did a group discussion in the class. They also said that when they learned the online materials through weblogs, they **could independently learn** by themselves. When they worked in a group, they were **aware of their own responsibilities**. All in all, every activity in flipped teaching **makes them more engaged in learning and develop their autonomous learning**". (Teacher 13).*

The above opinions were also supported by statements by other teachers from an in-depth interview. The followings are the interview excerpts:

*"I think it is because **flipped teaching can give them a different learning method**. Moreover, **the learning environment is also different**. During outside activities, they **can choose their own time and place for learning**. Moreover, the use of different media such as Youtube videos and*

the ‘Grammarly’ program can **increase their motivation** and make them become **autonomous learners**”. (Teacher 3).

“Emmm... It’s **because of the challenging activities** in flipped teaching. For example, in my class, when the students were asked to use the Schoology, **they seemed enthusiastic**”. (Teacher 6).

In addition, the results of a focus group interview with students dealing with the students’ motivation revealed that it increased significantly after they experienced the flipped teaching method. They asserted that the teachers’ way of teaching the course was challenging. The students were challenged with the various activities outside and inside the class. They also asserted that in-class learning that integrated technology and innovative method made them more motivated. The in-class activities were not dull since the activities were always different from one meeting to another. Dealing with flipped learning, they stated that the use of online applications could make their motivation higher. The following is the interview excerpt.

“... The things that make us motivated are **challenging learning activities**. The teacher always sets different activities day-by-day. Another thing that motivates us is **the use of technology** in the teaching and learning process and outside the class.”. (Student from group 1).

Another group added that they were motivated in the flipped class learning since it was a new method for them. They usually learn everything in the class, starting from listening to the teacher’s explanation, doing tasks, and submitting the task. After they were introduced to the flipped teaching, they got a new experience that materials could be learned outside the class with exciting media such as watching videos, reading online articles, and so forth.

Further, the results of focus group interviews dealing with learner autonomy are described as follows. Generally, they stated that after experiencing the flipped teaching method in the EFL writing course, they started to raise their independent learning. When the teachers instructed them to learn and understand the teaching materials during out-of-class activities, most of them would do it as good as possible. For instance, they would watch YouTube videos based on the links given by the teachers and understand the materials explained in the video. They also took crucial points and some difficulties they found from the videos.

Another example was when the teachers instructed them to join online courses through Schoology Apps for their out-of-class activities. They always followed the teachers’ instruction. They did the online quizzes provided through the Apps. The following is the interview excerpt.

“We think that **since our teacher introduced the flipped teaching method in writing course, we were urged to learn independently**. When they asked us to learn materials through watching YouTube videos,

we always did it well.” (Student from group 3).

The students from group 4 also added the following statements.

*“Since the teacher **introduced us with Schoology Apps** and instructed us to use it for our out-of-class activities, we **started to learn independently**.*” (Student from group 4).

DISCUSSIONS

This study was conducted to answer the following research questions:

RQ1: How do the EFL Writing Teachers’ Perceive their Experiences on the Implementation of Flipped Teaching with CALL in Teaching EFL Writing Course?

There are a number of studies which assert that the integration of technology into teaching and learning process could positively affect teaching and learning practice (Chappelle, 2004; Jafarian et al., 2012; Wang, 2008). One of the teaching methods that integrate technology is flipped teaching. A number of studies show the positive perception of flipped teaching and it could bring positive effects on students’ performance in which it can lead to teachers’ optimism to implement flipped teaching method (Al-Ibrahim, 2019; Rotellar & Cain, 2016; Zhai et al., 2017; Zainuddin & Attaran, 2016). This study also revealed the teachers’ positive perception of the implementation of flipped teaching with CALL media in teaching EFL writing

course. However, based on the results of this study, initially, the teachers were optimistic that flipped teaching would run well in their EFL writing class. However, the teachers’ perception shifted from having high optimism to caution. This is due to some problems faced by the teachers during its implementation.

They were surprised by some unanticipated conditions which led to teachers’ worry about the teaching and learning process since it was not optimally carried out. Fortunately, after they implemented flipped teaching for several times, the teachers’ positive perception arose again. The teachers had been aware of the problems and the effects that would possibly occur in their teaching and learning process. Therefore, all negative possibilities could be anticipated and solved. These findings are in line with studies conducted by Doman and Webb (2014), Webb and Doman (2016), and Webb et al. (2014). Meanwhile, the study conducted by Deutsch (2010) investigated teachers’ experiences with implementing technology in blended learning courses. From the study, three themes were found in Deutsch’s study dealing with teachers’ perceptions about blended learning namely frustration, facilitation of instruction and learning, and social connectedness.

Although there are some studies revealing that the teachers have positive perceptions about flipped teaching, there are still some drawbacks of flipped teaching that were worth mentioning. Teachers need time to make an adjustment before they can smoothly run the flipped teaching. Inoue

(2012) described this as the ‘internalization’ process. Initially, when the teachers firstly implemented flipped teaching, they felt worried since they faced some obstacles that would affect the teaching and learning process. The source of the obstacles comes from students, such as poor English proficiency, lack of mastery of technology, and so forth. Meanwhile, the flipped situation in which the students are asked to learn online materials at home makes them feel that they have more homework outside of class because they are getting used to a new kind of learning environment (Wang, 2017; Wang & Zhang, 2013).

Another drawback of flipped teaching is time management. Flipped teaching needs more time for teaching preparation. For example, teachers must prepare online materials like weblogs, LMS, or YouTube videos. Besides, creating challenging in-class activities also takes time. It is pivotal in flipped teaching in order to reduce the students’ boredom. Roehl et al. (2013) stated that creating learning materials that integrated the use of new technology took up more of teachers’ time than traditional class preparation. In non-flipped teaching, teachers may simply create a PowerPoint for presenting the materials, or they may simply edit the PowerPoint they have before to update the information or correct the mistakes. Meanwhile, in a flipped teaching class, it is not as simple as that. However, even though flipped teaching takes more of teachers’ time, most of them never think that this is a serious problem. They argue that the preparation only takes time for the initial

process. However, during in-class activities, they will save their energy and time because they do not need to do lecturing.

RQ2: How does Flipped Teaching with CALL Motivate Teachers?

The results of this study uncovered that the activities of flipped teaching can motivate the teachers to implement this method. It makes in-class activities more dynamic, saves the amount of class time, provides students more time to do class discussion and writing practice, provides students more time for practising EFL writing outside the classroom, and improves collaboration among the students. Therefore, the role of teachers as facilitators can be optimally carried out. Flipping also helped teachers to inspire their teaching and creativity. Ash (2012) mentioned that most educators who implemented the technique said that there were various ways to “flip” a classroom. Some teachers assign a video for homework, while others allow students to watch those videos in class. Still, others make videos for the lesson but do not require students to watch them at all, giving students a variety of resources and allowing them to choose what they utilize to learn the required information.

RQ3: How does Flipped Teaching with CALL Motivates Students Develop Students’ Autonomous Learning?

From the results of the study, it is revealed that learning environments, challenging activities created by teachers, and the use of technology in the flipped classroom can satisfy students’ needs for

competence, autonomous learning, and intrinsic and extrinsic motivation. This result was also supported by the studies conducted by Abeysekera and Dawson (2015), Hamciuc and Roux (2014), Nazarenko (2015), Oraif (2018), Wulandari (2017), and Zuo (2016). Nazarenko (2015) stated that students' motivation could be achieved by the professionalism and creativity of a teacher, who took into account individual characteristics of the students and suggested such kinds of learning activities that would be challenging and interesting for students.

Zuo (2016) stated that the flipped classroom approach stimulated students to invest more effort prior to instruction and during class, learners participated in communicative language exercises more enthusiastically. As a result, conceivable progress has been made in learners' performance. Wulandari (2017) also conducted a study about the implementation of the flipped classroom learning model in Language Teaching Media (LTM) to foster fifth-semester students' learning autonomy in English Teacher Education Study Program. Through the implementation of the flipped classroom using the Learning Management System (LMS), it is revealed that flipped classrooms indicated positive perception in fostering learning autonomy in terms of planning, classroom engagement, and self-evaluation.

However, there still some drawbacks in dealing with flipped teaching and students. First, the sustainability of learner autonomy is unclear. The semester ended when students' motivation was at its peak,

which explains their active participation. There is no guarantee that students would have maintained the same level of learner autonomy by the end of a long semester. Second, another uncertainty is raised by the cause of learner autonomy. There is a possibility that there were hidden factors, which are motivation, social environment, and learning materials (Han, 2015; Kemala, 2016), beyond the flipped classroom structure itself that influenced learner autonomy.

CONCLUSION

The findings of this study show that flipped teaching with CALL media in the EFL writing course is feasible and applicable. It can motivate both teachers and learners and build the students' autonomous learning aptitude/ability/etc. It can make in-class learning more effective. The principles of student-centred learning could be accommodated successfully. The role of teachers as facilitators was carried out well. However, teachers should carefully prepare and design the material or task before it is uploaded to the online media. Besides, teachers should ensure that the material is easily accessible by the students and the students should have capability or skill in accessing the material through CALL media.

Future studies exploring EFL-based teaching should include analysis of the learning materials used in flipped teaching, such as videos and other pedagogical materials. A recommendation should be compiled and validated with data from students that present their beliefs on the

efficacy of these materials for sites and materials which are best suited for university students.

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