

## EXPLORING AN EFL TEACHER IN ONLINE LEARNING DESIGN: A NARRATIVE INQUIRY STUDY

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### Abstract

Online learning has been mainly discussed and used in today's situation during covid-19 pandemic. It challenges teachers to adapt and serve proper interactive and effective learning. However, a few study that concerns on how teachers design online learning. This present study aims at exploring an EFL teacher online learning design. This study is a narrative inquiry design that collects data from comprehensive semi-structured interviews. The interviews was transcribed and analyzed thoroughly. The data were interpreted through thematic analysis and theoretical lenses. The finding of this study revealed that the teacher prioritizes on students' needs as learning guidance, students' communicative practice is emphasized through video call and WhatsApp group. This online design assisted students to actively engage and to be autonomous learner.

**Keywords:** *Online learning design; online learning media; narrative inquiry; students' communicative practice; autonomous learner*

### INTRODUCTION

It is generally accepted that online learning cannot be avoided in today's situation. It challenges teachers and students to have adaptation in online learning. Indeed covid-19 pandemic brings about changing teaching and learning from face to face into online learning (Kemendikbud, 2020). Online learning policy still becomes obstacles although it is used to prevent covid-19 (Blankenberger & Williams, 2020 in (Fridani, Elfiah, Handayani, & Ali, 2020).

Online learning design is closely related to Technological, Pedagogical-TPACK. TPACK is a framework that usually used for facilitating students in

online learning (Koehler, Mishra, & Cain, 2013). It assists teachers not only to utilize media but also to practice teaching (Kohler et al 2013). In others word TPACK especially in pedagogical aspect takes crucial things as it serves students to actively engage in online learning. Thus, it is related to the use of media that is integrated by online learning design.

Online learning potentially provides a learning community. It facilitates students to have a space for group discussion for socializing and communication (Stacey & Rice, 2002). It represents essential of collaboration in online learning. It is closely related to Stacey's research (1999) illustrated crucial of group collaboration in online learning. Her research revealed that

social context build them to have different perspectives, accepting feedback one each other's and meaning negotiation. She added that social construction becomes essential for effective learning.

In an online learning needs to be designed in a sense of community. It is essential to engage students in online learning community/collaboration (Fisher & Baird, 2005). In addition, sense community potentially cultivated considerably as it serves students to engage whether behaviorally, cognitively, and emotionally. Online community promotes effective online learning (Rovai, 2001).

Related to previous study in online learning, it is found Norton & Hathaway (2014) compared students' perceptions of two online learning courses-traditional approach and Community of Practice Learning System (COPLS) one-on-model. The findings revealed both two approach served different learning experiences of essential of self-regulated learning. The COPLS served students to be self-regulated learners as it mediated them to actively involve in learning. In addition, Fisher & Baird (2015) conducted study about online learning design that fosters student support, self-regulation, and retention. The study revealed that the incorporation of web-based learning communities and collaborative group assignment into the course design has a positive influence in online learning. Based on mentioned previous studies, there is practical gap that a few study concerns on how teacher design online learning. Thus, this present study aims at exploring on how EFL teacher design online learning.

Instructional design and learning design is closely related to learning experiences. Both instructional design and learning design are the application of theories to learning and instruction with the aim of creating learning experiences and the learning materials to support these

experiences (Toeteneel & Rienties, 2016). Instructional design is a range of activities are designed to support and guide teachers' design processes, such as the planning, structuring/organizing, and sequencing of learning activities/tasks (Cross & Conole 2009). It also relates to teaching philosophy that represents on how teachers design learning activities depends on their understanding of the nature of teaching and learning.

Instructional design plan consists of learning assessment (actors, resources, and environments), learning design development, learning design enactment, and learning design in action evaluation. In addition, instructional design is related to some components. They are the nature of instruction, instructional needs, instructional goals, materials (content, text, and task), and assessment (process-based assessment and product-based assessment).

There are some component to bring classroom into the virtual world. It is initiated by setting up learning goals/purposes. Secondly assessing virtual classroom (VC) platform (s) that is accessible, user friendly. Thirdly assessing learner and learning needs. Fourthly plan and design learning management system (learning contents), enable interaction, participation, and engagement. Lastly carry out students assessment methods. The assigning virtual classroom design should consider some aspects-cost and impact; accessibility; user friendliness; virtual learning environment and technological affordance. In addition, it also should have considerations about topic/theme (knowledge-skills-attitudes-experience); authenticity (topic/theme. Text, and task), pedagogical prompt/guides/instructions, text (sources of text), task (different activities) whether online and offline vs synchronous and asynchronous; and pedagogical scaffolding (instructional, procedural, visual, verbal and multimodal)

Students' involvement in online learning become essential part. It scaffold students to learn enthusiastically. DiGiovanni & Nagaswami (2001) stated that students who involve in online peer feedback stay comfort and remain on their task. Online platform provides students to be participated enthusiastically. Sullivan & Pratt (1996) claimed that writing class that utilized online platform gained 100% participation compared to face-to face was half interaction. Student engagement consists of behavioral, cognitive and emotional scopes. Marks & Newmann explains behavioral engagement is illustrated by observable behavioral characteristics, like level of investment that is dedicated to learning or the level of learning gain; they defined emotional engagement as learners' emotions about learning, such as interest, boredom, and happiness (Finn in (Lee et al., 2019) explained that student engagement is determined by behavioral factors (participation) and emotional factors (identification) in his presentation of the participation-identification model. The behavior factor is represented from students' attitude toward learning, such as questioning or submitting assignments, and the emotional factor is presented from the students' feelings toward learning, such as their involvement to the learning.

## **METHOD**

### **Respondent**

This research site is one of Vocational School in Karawang. The consideration of assigning this school as this school is familiar with the use ICT in language learning. This school also provides major that concerns on ICT. This school has been accredited A as well. Thus, the location is easy to be reached by researcher. This study involved an EFL teacher that is familiar with MALL-mobile assisted language learning. The participant is given informed consent that describes research and appointment. The researcher demanded the participant to voluntarily participate to be interviewed. Thus, the interview results are highly possible to be explored, especially their online learning design.

### **Instrument**

In order to collect data in detail, open-ended interview was conducted to elicit an EFL experiences in online learning design. The interview emphasized on portraying teacher's experiences in online learning design. The interview was conducted in Bahasa to fully comprehend their experience regarding online learning design. It was conducted in informal situation. The participant shared online learning design thoroughly.

### **Procedure**

Teacher's online learning design is carefully studied. Thus, it needs to obtain the teacher's practice/experiences in online learning design. Therefore, this study use a narrative inquiry design. Narrative inquiry collect story to be elicited and documented (Murray). It also assists to understand beliefs and assumption about learning. The story will be obtained through open-ended interviews regarding EFL teachers' story on designing online classroom. This design assists researcher to easily explore teachers' online design.

### **Data Analysis**

The interview data were transcribed to analyze and identify participant's story in online learning design. The codified data were searched its connection into categories. Then organized the participants' story from the interview data. Thus conveyed the story to the participants for their comments. The data were interpreted through theoretical lenses that are related to online learning design.

## **RESULTS AND DISCUSSION**

There are general pattern findings of this study. First finding, the teacher prioritizes on students' needs as learning guidance. Second finding students' communicative practice is emphasized through video call and WhatsApp group. This online design

assisted students to actively engage and to be autonomous learner.

### **The teacher prioritizes students' needs as learning guidance**

In order to know and assist students in learning, students' needs is required to be investigated. It coped the teacher to provide a meaningful strategy, material, and media in teaching. It also becomes teacher's reflection to refine what has been done previously. It same with empirical evidence in a dialog interview.

***Researcher:** Bagaimana bapak menyiapkan RPP yang dimediasi melalui daring?*

***Participant:** Tidak ada RPP yang berbeda antara pembelajaran daring dan tatap muka di sekolah, akan tetapi guru menitik beratkan pada materi tertentu saat pelaksanaan pembelajaran berlangsung sesuai dengan pemetaan kebutuhan siswa yang di ajar oleh masing-masing guru.*

Based on mentioned dialog interview, it illustrated that students' needs becomes foundation on designing learning material and strategy. It assisted teacher to manage and accomplish learning activity and outcomes. It is in line with Graves (2004) claims when need assessment is used as ongoing part of teaching, it helps the learners to reflect on their learning. It means learning activity is process that should be in line between teacher and students' needs. In other words instructional design is represented activities that are designed to support and guide teachers' design processes, such as the planning, structuring/organizing, and sequencing of learning activities/tasks. It is also still relevant by the process of needs assessment that consists of deciding what information to gather and why; deciding the best way to gather it: when, how and from whom; gathering the information;

interpreting the information; acting on the information; evaluating the effect and effectiveness of the action; and deciding on further or new information to gather (back to1) (Graves, 2004).

### **Students' communicative practice is emphasized through video call and WhatsApp group.**

Communicative practice is emphasized to promote students in learning to practice. There are some consideration in communicative practice. It consists of interaction between the learner and users of the language; collaborative creation of meaning; creating meaningful and purposeful interaction through language; negotiation of meaning as the learner and his or her interlocutor arrive at understanding; learning through attending to the feedback learners get when they use language; paying attention to the language one hears (the input) and and trying to incorporate news forms into one's developing communicative competence; and trying out and experimenting with different ways of saying things (Richards, 2014). It can be traced from dialog interview as follow

***Researcher:** Materi apa saja yang bapak/ ibu ajarkan dalam pembelajaran daring?*

***Participant:** Saya menitik beratkan pada materi yang berfokus pada peningkatan kemampuan berbicara (communicative competence)*

Based on dialog interview showed that the teacher emphasized in enhancing speaking ability (communicative competence). It equips students to practice English. The teacher also utilizes learning media that helps students learn to practice meaningfully. The teacher mediates students in learning to speak through video call features and WhatsApp. It can be found at the interview transcription below.

**Researcher:** *Bagaimana Anda memediasi siswa dalam pembelajaran daring?*

**Participant:** *saya mmeberikan kesempatan kepada siswa untuk lebih aktif belajar bahasa inggris yang berfokus pada kemampuan berbicara melalui fitur video call pada platform WhatsApp*

Based on obtained interview transcription, it is clearly stated that the teacher served video call features and WhatsApp to engage students in online learning. It coped students to practice English meaningfully and practically.

## CONCLUSION

Teacher role in designing online learning takes crucial things. It comes from obtaining students' needs to find appropriate material, teaching strategy and media. Online learning leads teacher to serve meaningful media and strategy to assist students learn to practice English. It is closely related to have communicative competence that provides students in the target language. Collaborative learning that is created through meaning media-video call & WhatsApp assists students in the target of language.

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