

Research article

Blended Learning Model in TEFL Workshop to Students of English Language Education Department: A Case Study

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ORCIDEndang Mastuti Rahayu: <https://orcid.org/0000-0002-2374-6716>**Abstract.**

The research describes the application of Blended-Learning Model in TEFL Workshop to students of the English Language Education Department. In the new normal era, the learning process still implements online systems. TEFL Workshop is a course requiring students to practice teaching the language components and skills. However, students experience some challenges taking this course. Therefore, the application of Blended-Learning Model was one solution to it. The design of this research is descriptive qualitative. The subjects were students of 2018 cohort. The instruments were an observation guidelines sheet to observe the process of applying Blended-Learning Model, online platforms and applications embedded in Virlenda LMS, and offline in the classroom. These were also used to evaluate the students' learning achievement. Questionnaires were given to inquire students' opinions regarding its application. The collected data were analysed descriptive qualitatively. The findings show that Blended-Learning Model provides an appropriate teaching method for conducting learning and teaching in TEFL Workshop course in the new normal era.

Keywords: blended-learning model, TEFL workshop, case study

1. Introduction

Prospective English Language Teaching (ELT) teachers are expected to be responsive to technological advances and ready to be part of 21st Century Education [1]. Therefore, TEFL Workshop Course is one of the courses that equips students with teaching skill competencies and provides opportunities for students to practice in front of the class by integrating the use of technology-based learning media [2].

In the Curriculum of English Language Education Department in the Faculty of Social Sciences and Humanities (FISH) of Universitas PGRI Adi Buana Surabaya, Indonesia, TEFL Workshop Course provides a platform for student to practice and apply all the knowledge that the student prospective teachers (SPT) have pursued in the previous semesters, such as TEFL, Curriculum and Instructional Materials Development, Instructional Design, and Language Assessment.

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Furthermore, the topics discussed and practiced consisted of Characteristics of a Good Teacher, Creating Needs Analysis Using Google Form, Classroom English, the 7 Basic Teaching Skills, Classroom Management, Using Non-technology-based Learning Media in ELT, Using Computer and Mobile-Assisted Language Learning in ELT, Teaching Vocabulary, Pronunciation, Spelling, Grammar, Listening, Speaking, Reading, and Writing. The communicative methodology, combined with the 21st Century ELT Methodologies with an emphasis on learner-centred practice, were presented throughout the lessons and were the basis for a guided student practicum, to help the SPTs improve their teaching skills.

From the observations of researchers while teaching TEFL Workshop Course, it was found that more than 50% of students had difficulties to capture the teaching-learning materials delivered online only and discouraged them from conducting a teaching practice in front of the class. They felt they lacked the ability to integrate teaching techniques with technology-based learning media. In addition, the students were not confident enough since they had never practiced teaching before. Due to this problem, offline mode was also needed to assist the students' better understanding. Thus, Blended-Learning Model could be a choice.

It is mentioned in the research results of Murphy et al. (in Sudarman [3]) that Blended-Learning Model has benefits in the success of the learning process in achieving goals, changing the paradigm of teaching and learning activities that were originally lecturer-based to student-based, motivating students to self-study to self-discipline.

Previous studies have shown the benefits of implementing the Blended-Learning Model. Riffel et al [3] found that Blended-Learning Model facilitates the learning process to achieve its goals, shifts the learning activity from the lecturer-based to student-based, and motivates the students to self-study to self-discipline. Irwan et al. [4] shows that Blended-Learning Model accommodates practical and efficient learning because the model can meet the needs of lecturers and students so that student learning methods are diverse. Therefore, students can easily master lecturer's teaching materials by using learning media.

The characteristics of Blended-Learning Model according to Watson (in Usman, [5]) are learning that combines various teaching and learning methods with various technology-based media. Teaching and learning is an effective activity seen from the lecturer's strategy in delivering the materials, when the lecturer teaches, and the way students learn.

Carmen in (Usman [5]) mentioned several things to be considered in using Blended-Learning Model: teaching and learning activities are carried out face-to-face and online; combining classroom learning with independent learning that allows students to use prepared media anytime and anywhere; collaboration between students and lecturers through online learning applications, namely; Virtual Learning Environment of Adi Buana (Virlanda) LMS, Zoom, YouTube and WhatsApp Group; measuring success in an integrated manner in the form of tests and non-tests; and the availability of online learning media used by students.

Every activity carried out in the learning stages of Blended-Learning Model in TEFL Workshop Course begins with online activities using technology-based learning applications. Pre-face-to-face online activities explain lecture contracts, assignments that students must do, and assessments that will be given by lecturers during learning activities. In face-to-face activities there are activities to discuss learning tutorial videos and guide students to present assignments in front of the class [6].

In the last stage, which is post-face-to-face online learning activities, students present their work in the form of video recordings sent via YouTube and Google Drive which are seen below.

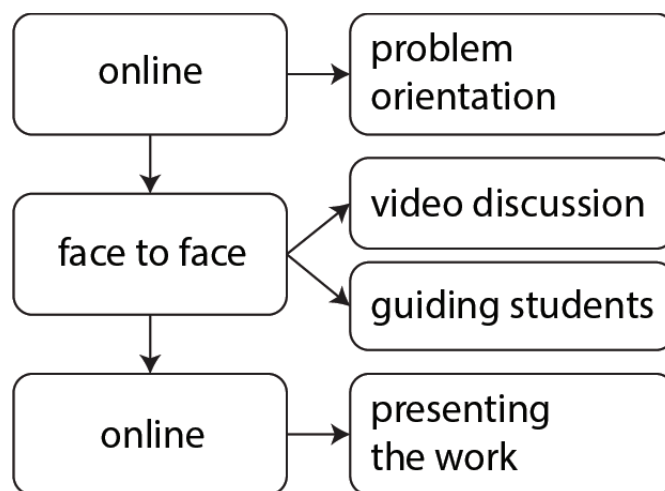


Figure 1: Blended-Learning Model Stages in TEFL Workshop Learning.

Based on the above explanations, this article reported a best practice in the application of Blended-Learning Model in TEFL Workshop Course to the SPTs in the English Language Education Department in FISH of Universitas PGRI Adi Buana Surabaya, Indonesia. In addition, it also reported the SPTs' learning achievement after being taught TEFL Workshop through Blended-Learning Model.

The research aimed at finding out their learning achievements in practicing the teaching of language skills, namely listening, speaking, reading and writing as well as of the language components, such as vocabulary, grammar, pronunciation and spelling.

2. Method

The research method used was descriptive qualitative through a case study to describe the process of applying Blended-Learning Model in TEFL Workshop Course to the students of English Language Education Department, Faculty of Social Sciences and Humanities of Universitas PGRI Adi Buana Surabaya.

The subjects of the research were students from semester V in C Class of 2018 cohort. Data were collected from observations and questionnaires. The observations were conducted to observe the application of Blended-Learning Model in TEFL Workshop Course and the students' practicing the teaching of language skills and components in order to evaluate the SPTs' learning achievement based on rubric of peer teaching activities carried out in Teacher Professional Training Education. The items in the observation sheets included preliminary sub-activities consist of apperception, motivation activities, the delivery of competencies, activity plans. The core sub-activities consist of mastery of subject matter, application of educational learning strategies, application of a scientific approach, utilization of learning resources/media in learning, involvement of students in learning, and the use of correct and appropriate language in learning. The closing sub activity is how students close the learning activities. The questionnaire's items consisted of student's attitudes towards learning with e-learning, student's interest in learning with e-learning, and the linkage of e-learning to student performance abilities. The collected data of observations and questionnaires were analysed descriptively, supported by descriptive statistical analysis of percentage techniques to explain the findings in the students' learning achievement.

The applications of Blended-Learning Model in TEFL Workshop Course were carried out within sixteen meetings in one semester. They could be described as follow:

The first meeting was conducted online through Zoom meeting for the lecturers to explain the course contract. At the end of the meeting, the lecturers told the students to prepare for the next activity in the second meeting in which they had to present in groups the characteristics of a good teacher and how to create needs analysis to be filled out by secondary school students through Google Form. The students were expected to explore information about the topics to be discussed from various sources

as their background knowledge to discuss the assigned topics in class. In this case, the lecturers employed Flipped Classroom, where the students had to prepare beforehand the assigned topics out of class and then discussed them later in class, be it in virtual class or in face-to-face meeting.

The second meeting was carried out online via Zoom meeting and Virlenda LMS again, in which the students presented in groups what they had prepared about the previous topic. This time, the students had discussions with their peers and their lecturers. Finally, they came up with thorough ideas about what makes a good teacher. The understanding of the characteristics of a good teacher were expected to be able to trigger the students to strive for them in order that they would be successful teachers in the future. The ability to create needs analysis of their future students would direct the student prospective teachers to arrange their teaching – learning materials and methodology properly and appropriately. Before the end of the meeting, the lecturers assigned the students to browse from the internet the materials concerning English classroom. In addition, they were asked to download the materials about The Seven Basic Teaching Skills from the soft file of the Guide Book for Teaching Practice published by The Unit of Teaching Practice in Universitas PGRI Adi Buana Surabaya. They were informed that they should learn the two topics beforehand to be presented in groups during the third meeting. Here, the lecturers applied Flipped Classroom again.

The third meeting was still online through Zoom meeting and Virlenda LMS which were meant for the students to present in groups what they had learned about Classroom English and the Seven Basic Teaching Skills. During the discussions, the lecturers helped the students to clarify matters that the students had not understood well yet. The knowledge about Classroom English would aid the student prospective teachers to be able to use good English during their delivery of teaching materials in class, while the insights in the Seven Basic Teaching Skills would navigate them to apply various ways of teaching skills to avoid future students' boredom. Now that the students had comprehended the two topics, the lecturers gave them individual assignment to make preparation for practicing some of the Seven Basic Teaching Skills within ten (10) minutes. For example, one student practiced one skill of opening a lesson, one skill of the main skills, and another was one skill of the skills of closing a lesson.

The fourth and the fifth meetings were carried out offline, because the lecturers would like to ascertain that the student prospective teachers could apply the Classroom English and the Seven Basic Teaching Skills in their teaching and that the lecturers needed to ensure that the students seriously and properly practiced each of the

Seven Basic Teaching Skills after they learned them in the previous meeting and after watching the examples of their applications by the senior students of Batch 2017 doing Micro Teaching Program uploaded in Maha Dosen YouTube Channel in link: <https://youtu.be/uhRKd9QHYYI> The lecturers could give comprehensive comments, corrections, and suggestions clearly so that the students would capture clear examples and understanding of the implementation of the Seven Basic Teaching Skills. At the end of meeting five, the students were assigned in groups of 2 -3 to prepare a kind of non-digital media to be shown to the class in the next meeting how to utilize it. The non-digital media could be: real objects, realia, flash cards, cue cards, wall charts, flannel board, flip board, all kinds of puppets (leather, carton, stick, socks, and gloves puppets), mock up, etc. They learned about the non-digital media in the previous semester when they took the course of Curriculum and Instructional Materials Development. In TEFL Workshop Course, it was time for them to practice implementing them for English Language Teaching (ELT).

The sixth meeting was done offline again, because the lecturers wanted to check the students' skills in utilizing his or her media. The skilfulness in using media is one of teacher's requirements to assist him or her to deliver his or her teaching materials more effectively, interestingly, and understandably. Before the class was ended, the lecturers informed the students to prepare the digital media to be practiced in groups of 2 -3 in the next seventh meeting. Each group chose one type of platform, application, LMS, gamification which the class learned in the previous semester during Curriculum and Instructional Materials Development. During TEFL Workshop Course, they had to be able to apply the digital media, either through laptop or mobile phone.

The seventh meeting was done online, since here the students were practicing how to use Computer and Mobile-Assisted Language Learning (CMALL), or digital media to teach an English lesson for junior or senior high school students. They were actually practicing the digital media online. The kinds of digital media they were implementing were such as: Virlenda LMS, Zoom platform, Google Meet, Google Classroom, YouTube, WhatsApp Group, Pear Deck, Gamification like Kahoot, Quizziz, Socrative, Charlala, Word Wall, Mentimeter, etc. At the end of the meeting, the lecturers notified the students to prepare for the mid semester examination in which each student had to perform offline the skills of opening and closing an English lesson for junior high school students.

The eighth meeting was meant for the students' mid semester examination. This examination was conducted offline in order that the lecturers could observe the students' performances in details so that they could give comments, corrections, examples,

and suggestions whenever the students did not perform well yet. In this mid semester examination, each student was practicing the skills of opening and closing an English lesson for junior high school students using offline mode within around five minutes.

The ninth meeting was carried out online through Zoom meeting and Virlenda LMS to discuss and practice how to teach vocabulary. During the first half of the session (about one hour and a quarter), the lecturers explained and gave examples of the various ways to teach vocabulary using non-digital as well as digital media. Examples to teach vocabulary to large multilevel classes were also provided. After the explanations and examples were understood, the students were then given tasks to discuss how to teach certain vocabulary to junior and senior high school students. The discussion was done in groups of 2-3 within 15 minutes. Afterwards, the rest of the session (about one hour and ten minutes) was for each group to practice what they had discussed to teach certain vocabulary using the techniques they had chosen.

The tenth, twelfth, and fourteenth meetings were still conducted online through Zoom meeting and Virlenda LMS. Similar activities with those in the ninth meeting were done about teaching Grammar, Listening, and Reading. The eleventh, thirteenth, and fifteenth meetings were done offline, because the teaching materials were about how to teach Pronunciation and Spelling, Speaking, and Writing.

The sixteenth session was the very last part of TEFL Workshop Course. This was meant for the students' final semester examination. For this examination, each student was assigned a project to make a video recording of his or her performance in practicing the skills of opening a lesson, the main skills, and the ones of closing the lesson of English to senior high school students through online mode within ten minutes. The students were given a week to submit the projects through Virlenda LMS.

3. Finding and Discussion

During the learning process in TEFL Workshop Course, both offline and online, at the end of the meeting, a performance assessment based on the rubric of peer teaching activities carried out in Teacher Professional Training Education.

At the end of the learning process, students were asked for their opinions about the implementation of the TEFL Workshop Course learning. The questionnaire presented results of the use of Blended-Learning Model in TEFL Workshop Course.

The results of the two research instruments used were as follow.

1. Offline Learning Outcomes

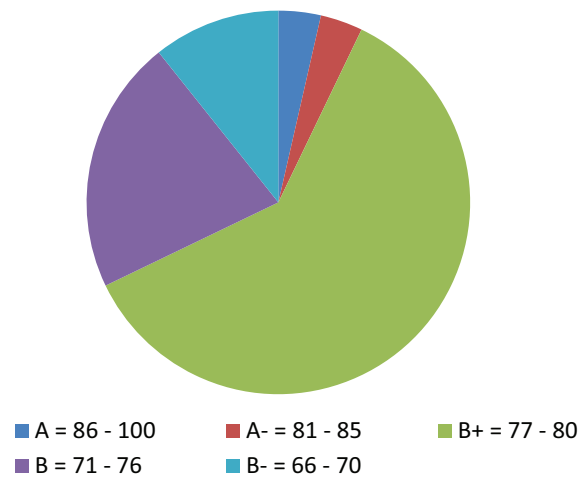


Figure 2: Offline Learning Score.

Judging from the learning outcomes displayed in the diagram above, it showed that 60% of students achieved B+ grades. This meant that the offline learning of TEFL Workshop Course made students unable to repeat the delivery of materials and feedback by the lecturer. This made the achievement of B grades around 21%, B- grades around 11% and A and A- grades around 3% to 4%.

2. Online Learning Outcomes

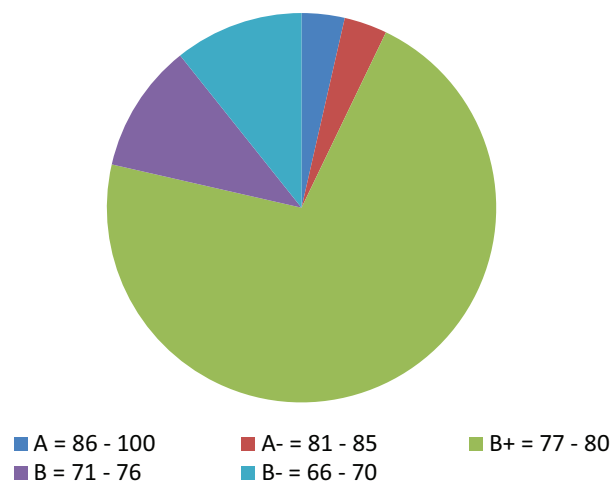


Figure 3: Online Learning Score.

Compared to offline learning outcomes, online learning outcomes showed 71% of students scored B+. This was due to online learning, where the materials and feedback submitted by the lecturer was stored in the application so that students were free to use the application, so they could learn anywhere and anytime. Meanwhile, students who got grades B and B- were around 11%, and grades A and A- were only around 3 to 4%.

The learning outcomes obtained by students both offline and online, when matched with students' opinions on the use of Blended-Learning Model showed the same results.

3. Student's Perception on the Use of Blended- Learning Model in TEFL Workshop Learning

A total of 22 students responded positively about learning the TEFL Workshop course with Blended-Learning Model since it helped them understand the TEFL Workshop Course materials better. Online learning has allowed students to explore new knowledge from classroom learning, and they got the opportunity to study TEFL Workshop materials anywhere and anytime without being limited by time. Judging from the student's interest in learning with Blended-Learning Model as many as 22 people stated that with online learning, they could interact with each other both with friends and lecturers without feeling reluctant to make students enthusiastic in participating in online learning. They also said that with learning that used Blended-Learning Model, the teaching materials displayed through the website made students understand the material being studied better, making them easier to apply. Attitudes, interests and thoughts related to e-Learning on students' performance abilities made student learning outcomes in online learning better.

Meanwhile, 6 students showed negative attitudes, interests and thoughts about the relationship of e-Learning to students' performance abilities.

From the observations on offline or face-to-face teaching learning activities, most students showed good understanding and performances in undertaking their tasks. Thus, teaching and learning process were more efficient and practical since the students could engage in a discussion better compared to when they did it online.

Seven out of sixteen meetings were carried out offline in the classroom.

Materials for these meetings were those which needed detailed observations on the students applying their skills of teaching materials, such as the topics in meetings 4,5,6,8,11,13,15. In face-to-face or offline lectures or classes, students could engage in reciprocal activities as one of the characteristics of Blended-Learning Model according to Watson (in Usman, [5]).

Meanwhile, online teaching and learning showed that students obtained valuable lessons. This could be due to the selections of teaching-learning materials which were considered to be able to promote students' independent learning, making use of various sources digitally as well as non-digitally namely: topics in meetings 2,3,7,9,10,12, and 14. The first meeting which was the Course Contract was done online through Zoom meeting and Virlenda LMS. The same was applied to the final meeting which was the

final semester examination (meeting 16). In this meeting, each student was assigned to make video recording of his / her performance in teaching language skills and components to senior high school students in oral cycle (Listening & Speaking) or written cycle (Reading & Writing). The recording had to be submitted to Google Drive embedded in Virlenda LMS.

Most of the online teaching-learning activities adopted Flipped Classroom which meant that students had to prepare and discuss the assigned topics by themselves previously, then they asked the lecturers and/ their peers the matters which they did not understand yet. To do this, they were suggested to make use of varieties of learning resources and media. These processes were in line with the opinion of Carmen (in Usman, [5]) that things to be considered in Blended-Learning Model among others are teaching-learning activities are carried out face-to-face and online; classroom learning is combined with independent learning that allows students to use prepared media anytime and anywhere; collaboration between students and lecturers must be pursued through online platforms and or applications, like Zoom, Virlenda LMS, YouTube, Google Classroom, WhatsApp Group, Telegram, etc.

The questionnaires illustrated that all the research subjects who were 22 students of the English Language Education Department of 2018 cohort responded positively towards the application of Blended-learning Model in TEFL Workshop. This was because they could get rid of boredom if they simply learned online and they had limited access of internet. By also coming to class, they could sharpen their independent learning from the lecturers' and peers' insights.

4. Conclusion

Based on the research findings and discussion, it could be concluded that the application of Blended Learning Model in TEFL Workshop Course proved to be beneficial to prepare the students to be teachers and attain good learning activities. They have showed positive attitude towards the implementation of Blended Learning Model and this has made most of them to perform a well-prepared teaching practicum in ELT which was shown by their good grades, most of which reached B+ in online as well as in offline modes.

Further research could be suggested to be conducted on the implementation of Blended-Learning Model specifically in each language component and skill.

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