DESIGN-BASED RESEARCH TO DEVELOP AN ONLINE FLIPPED
CLASSROOM MODEL BY INTEGRATING INTERACTIVE RESPONSE
SYSTEMS AND TASK-BASED LANGUAGE TEACHING TO IMPROVE THAI
UNDERGRADUATE STUDENTS' ENGLISH COMMUNICATIVE
COMPETENCE

KIKI JULI ANGGORO

A Thesis Submitted to the Graduate School of Naresuan University
in Partial Fulfillment of the Requirements
for the Doctor of Philosophy in Educational Technology and Communications - (Type
1.1)
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Thesis entitled "Design-based research to develop an online flipped classroom model by integrating interactive response systems and task-based language teaching to improve Thai undergraduate students' English communicative competence"

By Kiki Juli anggoro

has been approved by the Graduate School as partial fulfillment of the requirements for the Doctor of Philosophy in Educational Technology and Communications - (Type 1.1) of Naresuan University

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ABSTRACT

The need for an effective online English teaching model has become bigger in recent years due to the COVID-19 pandemic. This Design-Based-research (DBR) aims to develop an online English teaching model to enhance Thai university students' English communicative competence by integrating several elements, including online flipped classroom, interactive response systems, and task-based language teaching. The more elaborated objectives of this study comprise 1) to design an online flipped classroom model with interactive response system, and task-based language teaching approach, 2) to test the model, 3) to evaluate the effects of the model on students' English communicative competence, and 4) to investigate students' reflection on the model.

3 cycles of DBR were completed in approximately one year and 3 months. The model was developed and improved in the Reflect and Design Phase. Information from carefully selected recently published studies as well as experts' judgements went through an inductive analysis and their results helped shape the model. In the Test Phase of each cycle, simple random sampling was utilized to select the research

participants, first or second-year students taking General English (GE) courses at a university in the south of Thailand. Students were given a pretest and posttest to investigate the effects of the model on their English communicative competence. A series of descriptive and inferential statistics were applied to analyze the data. In the last phase of each cycle, Evaluate, students were given a survey with closed-ended and open-ended items to investigate their perceptions of the intervention. The quantitative data from the survey were analyzed by using descriptive statistics, while the qualitative data went through content analysis.

The three cycles of DBR resulted in an innovation, an Online Flipped Classroom Model with Interactive Response Systems and Task-Based Language Teaching for English Instruction or, in short, O-FITE Model. The findings show that the model is effective in enhancing students' English communicative competence in all the three cycles. Students' reflections on O-FITE Model were also positive. Both the quantitative and qualitative data pointed out that most students favored the model's application. The model created an engaging online English learning environment both before and during class. Also, O-FITE Model enabled them to actively participate in classes and frequently practiced English speaking and writing in an online environment.

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Lastly, to myself, I am very thankful that you did not give up. You are amazing and you still have so much to learn. You should keep learning and focus on yourself and your health more.

Kiki Juli anggoro

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CHAPTER I

INTRODUCTION

Background of the Study

English is considered as the world's shared communication system (Naved, 2016). It is the most widely spoken and significant language worldwide (English100, 2022) and utilized for communication purposes in the globe's quadrant (British Council, 2013). To some extent, this language is considered as a passport to brighter opportunities in both education and employment (Ahmad, 2016). As a result, several countries around the globe, including Thailand, impose to include English as a mandatory subject in educational institutions (Draper, 2019). As Phothongsunan (2019) stated, English is crucial for business, education, science, and technological headway in Thailand. For its significance, English is taught in educational institutions and has a crucial appearance in national-level tests. Moreover, according to Draper (2019), 12 credits of English are compulsory at the tertiary level in Thailand. Before reaching this level, Thai students generally need to spend ten years of studying English from kindergarten to high school (Phothongsunan, 2019), and English communication skills remain a national issue in the country (Saelee & Jirawan, 2019).

In Thailand, there have been a number of issues with English language instruction. Regarding students, the most serious issues are a lack of practice, exposure outside of the classroom, low English competence, and confidence in English productive skills including speaking and writing (Noom-Ura, 2013). Several studies looking into the English competence of Thai university students found that the average proficiency level was only A1 and A2, according to the CEFR (Teng & Sinwongsuwat, 2015; Waluyo, 2019). Tantiwich and Sinwongsuwat (2021) likewise observed Thai students' difficulties with English oral communication. Many Thai undergraduates are unable to progress beyond rudimentary communication on familiar themes that use simple phrases and common idioms at this level of skill. Many confront significant hurdles in achieving the Ministry of Thai Education's aim

of having university students graduate at a B2 level (Tantiwich & Sinwongsuwat, 2021).

In 2020 since COVID-19 has become a global pandemic, classes have been pushed online by universities across countries, including Thailand that started remote instruction by March 2020 (Covid-19 Fear Pushes, 2020). This situation, hence, has worsen the English language teaching in the country. The current online instruction model makes it difficult to engage students in online synchronous or real-time environment, especially in classes which involve productive skills including speaking and writing (Anggoro & Khasanah, 2021). Another study in a Thai university discovered the same problem and highlighted that in online instruction it is difficult to teach skills which require practice including speaking and writing (Chiablaem, 2021). If this situation continues, Thai university students' English communicative competence which partly relies on speaking and writing skills. Hence, these issues must be addressed soon since they will cause pupils' English skills to deteriorate.

Design-based research (DBR) is a methodological technique in which products are created with specific goals in mind (Kelly, 2014) and considers research participants to be important contributors in the research process (Armstrong et al., 2020). It is more than a way to see whether an educational tool works as it looks into why the design succeeded and how it might be applied to different learning situations (Cobb et al., 2003). Furthermore, the goal of this strategy is to achieve quantitative changes in student learning in classrooms centered on a specific learning difficulty (Anderson and Shattuck, 2012; McKenney and Reeves, 2013) by utilizing mixed-method techniques (Scott et al., 2020). Hence, administering DBR can be a solution to the current problems in online EFL instruction.

The concept of blended learning has been popular in Asia (Gaol and Hutagalung, 2020). In the English as a Foreign Language (EFL) context, one blended learning model, flipped classroom, has been proposed for use in EFL instruction in Korea due to its significant effects on students' achievement (Yoon and Kim, 2020). Research in EFL from other countries also prove the positive impacts of flipped classroom on students' learning (Fatemeh et al., 2020; Chen and Hwang, 2020; Hosseini et al., 2020; Li, 2020). The pre and in-class activities enable students to learn at their paces flexibly (Anggoro, Khasanah, 2021). The strong positive results shown

in previous research have placed the concept of flipped classroom pre and in-class settings to be an effective teaching method in EFL.

Considering the current online EFL instruction problem due to COVID-19, the flipped classroom concept might be the solution and is a proper variable to add in the DBR. Nevertheless, as the flipped classroom requires a blend of face-to-face and online settings, the current model cannot be utilized. Adjustments are needed since classes

are entirely online. Also, online instruction has unique characteristics that need to be taken into account. Therefore, it is significant and urgent to develop a new model specifically for online EFL instruction by adapting the concept of pre and in-class settings of flipped classrooms.

Among others, IRS or interactive response systems can be a solution to bring flipped classroom to a fully virtual environment. IRS has become a popular tool in recent years. Kahoot, Quizizz, and Socrative are well-known examples of IRS. They have been utilized in classrooms and studied in EFL classrooms to investigate their effectiveness. Liu et al. (2003) defined Interactive Response System (IRS) as a technology-enabled learning environment that promotes engagement in learning. An IRS allows teachers to assess student comprehension and track their progress by delivering educational assignments (Awedh et al., 2014). Also, IRS allows teachers to make learning more enjoyable, boost student involvement in the classroom, inspire deeper conversation, foster collaboration, and provide quick feedback (Turner, 2015). Concerning English language teaching, these interactive platforms act as media to teach vocabulary (Reynolds, 2020), grammar (Zarzycka-Piskorz, 2016), speaking and listening (Tsabei, 2010), reading (Chiang, 2020), and writing (Sprague, 2019).IRS has potential to improve flipped classroom as it can be utilized as an asynchronous or synchronous platform to deliver practice or assessment to students.

In addition to the technology, an approach specific to English language teaching needs to be integrated in the model. Communicative Language Teaching (CLT) has become the new standard in EFL instruction in several countries including Thailand. Larsen – Freeman (2001: 121) indicates that CLT is "an approach by making communicative competence the goal of language teaching and by

acknowledging the interdependence of language and communication." One of CLT models is TBLT or task-based language teaching. Richards (2006) stated that TBLT focuses on communicative and engaging activities as a central element of language instruction. In their study, Putri and Nugraha (2022) found that TBLT had positive impacts on their participants English learning development. Their finding is in line with that of Córdoba Zúñiga (2016) that TBLT enhanced students' communicative competence. The focus of learning in TBLT is divided into three sequences: pre work, task cycle, and language focus (Willis, 1996). Each sequence provides different information to the students to help them learn (Willis, 1996). By integrating these sequences in the online instruction model, it is expected that the EFL instructional process will run smoothly and effectively. Moreover, with the integration of the flipped classroom concept and IRS technology, the model has potential to enhance students' engagement and participation which then lead to their language learning achievement, particularly the communicative competence. Therefore, the title of this research is developing an online instruction model to improve Thai university students' English communicative competence by integrating flipped classroom, interactive response system, and task-based language teaching.

Research Questions

The research questions of this study are as follows.

1. How do we design an online flipped classroom model with interactive response system, and task-based language teaching approach?

2. How do we test the online flipped classroom model with interactive response system, and task-based language teaching approach?

3. How does the online flipped classroom model with interactive response system, and task-based language teaching approach affect students' communicative competence?

4. How is students' reflection on the online flipped classroom model with interactive response system, and task-based language teaching approach?

Research Objectives

From the listed research questions, the objectives of this study are as follows.

1. To design an online flipped classroom model with interactive response system, and task-based language teaching approach.

2. To test the online flipped classroom model with interactive response system, and task-based language teaching approach

3. To evaluate the effects of online flipped classroom model with interactive response system, and task-based language teaching approach on students' communicative competence.

4. To investigate students' reflection on the online flipped classroom model with interactive response system, and task-based language teaching approach.

Significances of the Research

The findings of this research will benefit the following parties.

1. Educational Institutions

Educational institutions offering EFL classes, including schools and universities, will learn the developed model's impact on online instruction. Therefore, the model can enhance the practices of online EFL classes in the institutions.

2. EFL Teachers

EFL teachers will have an in-depth reference on the integration of communicative language teaching, flipped classroom, and interactive response systems. Hence, they will be able to apply the model in their classes.

3. EFL Students

Students exposed to the model will have a better online EFL learning experience.

4. Researchers

This research can be a springboard for future studies.

Operational Definitions

The following are operational definitions of several terms in this study.

1. Design-Based Research

This keyword refers to the research method utilized to develop the model. The method comprises cycles of four steps including design, test, evaluate, and reflect.

2. Online Flipped Classroom (FC) Model

The FC model in this study is different from the traditional FC model which combines an online environment for self-regulated learning with a face-to-face environment for a real-time class. This FC model is fully online. Both the self-regulated learning and real-time class are online.

3. Interactive Response System (IRS)

IRS in this study refers to apps, websites, and platforms that enable real-time and non-real-time observation of responses. The IRS include several features such as independent learning mode and live mode. All the IRS platforms utilized in this study are free or have a free option.

4. Task-Based Language Teaching (TBLT)

TBLT is a model in Communicative Language Teaching (CLT) whose aim is to develop language learners' communicative competence. In the model, TBLT are included in the forms of communicative student-centered activities such as listing, matching, brainstorming, information-gap filling, reasoning-gap filling, and opinion-gap filling.

5. Communicative Competence

Communicative competence in this study means the capacity to use English language efficiently in real-life contexts. This study focuses on the psychomotor aspects of communicative competence which includes English communication skills. Among the skills, the study discusses the productive skills, writing and speaking.

6. Thai University Students

Thai university students involve individuals enrolled in tertiary education in Thailand who usually take General English (GE) courses as parts of their studies.

CHAPTER II

LITERATURE REVIEW

This chapter starts with theoretical reviews on the keywords in the research title including online flipped classroom model, interactive-response systems, task-based language teaching, Thai undergraduate students' communicative competence, and design-based research. After that, reviews of related literatures are presented to highlight the relation and outline the distinctive features between this study and several others. Finally, a conceptual framework wraps up this chapter.

Online Flipped Classroom Model

In this study, the online flipped classroom model is intended innovation in order to tackle the research problems. This section discusses the framework and ideas supporting the model, starting from the concept of online instruction to reasons why flipped classroom is an appropriate variable for the model.

1. Understanding Online Instruction

Though online instruction has become the new normal for the time being, it is not a novel concept. Online courses have been around for years and offered to particular individuals who prefer to learn and acquire skills from distance. Therefore, correspondence and distance education (DE) paradigms are strongly ingrained in online learning (Toporski & Foley, 2004). In the early 1900s, distance education sought to imitate the traditional classroom lecture by broadcasting live transmissions, regardless of the technology used: satellite, television, cinema, or radio (Toporski & Foley, 2004). DE was predisposed to closely follow the lecture (sit and absorb) paradigm, in which knowledge was delivered within nearly the same time constraints as a typical class: provided at set times throughout the week — virtually anyplace but not necessarily anytime (Toporski & Foley, 2004). In addition, according to Toporski and Foley (2004), the modalities of presentation in conventional DE tended to suffocate the sorts of interpersonal relationships seen in a traditional classroom, encouraging individualized and solitary learning experiences.

Traditional classroom education and the DE experience collide in online learning (Toporski & Foley, 2004). As a result, the teacher, just as in a traditional classroom, provides teaching. The student is enrolled in a typical course that involves topic presentations (lectures), reading and homework assignments, classroom discussions, and class projects. Courses are web-based and disseminated via the internet utilizing a variety of synchronous and asynchronous computer technologies, and they may be accessed from anywhere at any time. In contrast to the conventional DE paradigm, online learning encourages decentralized and collaborative learning settings (Toporski & Foley, 2004).

2. Definitions of Online Instruction

There are several terms which refer to online learning. Among others are e-learning, cyber learning, web-facilitated learning, virtual learning, Internet learning, distributed learning, remote learning, computer-based learning, and technology-based learning (Moore et al.,, 2011; Moore & Kearsley, 2011; Rudestam & Schoenholtz-Read, 2010). Throughout this study, the term online learning or online instruction will be utilized. According to Means et al. (2013), online learning is defined as learning that occurs entirely (pure online learning) or partially (mixed learning) through the Internet. In another paper, Bakia et al. (2012) describe online learning as "instructional situations supplemented by the Internet" (p. 2). By providing access to learning materials via the Internet, interacting with the content, instructor, and other learners, and receiving support during the learning process, Ally (2008) defines online learning as a learning experience that allows for personal growth, knowledge acquisition, and meaning construction.

3. Benefits of Online Education

For decades, there has been disagreement about the efficacy of online learning. Online learning has been argued by both technical optimists and skeptics as to whether it will yield better learning results than face-to-face learning (Palloff & Pratt, 2013). Nonetheless, it is obvious that online learning has become a popular component of higher education at the majority of schools (Allen & Seaman, 2014). Furthermore, approximately three-quarters of academic leaders feel that online learning generates learning results that are equivalent to or better than traditional classroom learning (Allen & Seaman, 2014; Bell & Federman, 2013). Surprisingly,

online learning research is now focusing on how various qualities and features of online learning affect its efficiency (Bell & Federman, 2013).

Facilitating flexible instructional experiences, creating synchronous and asynchronous communication and interaction channels, generating enhanced collaboration and interaction, and giving access to resources of learning in various formats are some of the reported benefits of online learning for learners (Ally, 2008; Davies, 2014; Fuller & Yu, 2014). Online learning has the potential to provide and enable access to higher education for people who are unable to attend on-site sessions due to socioeconomic, intellectual, or health difficulties, according to Bell and Federman (2013). To the above listed benefits, Keengwe et al. (2014) add the ability of online learning to give cross-cultural encounters in which learners may learn about and communicate with individuals from different cultures.

Online instructors can profit from online learning as well. They may gain more flexibility in terms of teaching location and hours; the ability to reuse and instantly update learning materials; an increase in the number of ways to communicate, supervise, and direct learners individually; and an improvement in their ability to determine learners' educational needs and design personalized learning experiences accordingly (Ally, 2008). Teaching online, according to Alman and Tomer (2012), may give online educators with opportunities to learn about instructional design and technology ideas, online pedagogies, and developing technologies. As a consequence, faculty members would benefit from online teaching by expanding their professional network, exchanging best practices and criticism, and boosting their teaching and career portfolios (Alman & Tomer, 2012).

4. Problems in Online Education

Concerns about potential difficulties in online environments have developed in tandem with the accumulation of data in support of the efficacy of online learning. To begin, it is vital to recognize that online learning does not replace face-to-face instructional processes (Palloff & Pratt, 2013). Educators should also be mindful that no single online learning technique is suitable for all teachers and students (Palloff & Pratt, 2013). Cheating and plagiarism are two of the most important problems about online learning. These factors jeopardize students' academic integrity (Fuller & Yu, 2014). Hence, institutions have worked hard to assuage concerns about online course

cheating. Several methods mentioned by Bell and Federman (2013) and Fuller and you (2014) include having on-campus tests, randomized questions and answers, highlighting rules and information on academic integrity, utilizing alternative methods for assessment, and several others.

Retention of learners in online learning environments is another source of concern. Online courses have a higher dropout rate than face-to-face courses. This is due to a variety of technical and accessibility concerns (Bell & Federman, 2013). In order to address and resolve any difficulties or concerns that may develop, teachers, students, and administrators must be schooled on the administrative, technological, pedagogical, and technical components of online learning (Palloff & Pratt, 2013).

5. Teaching in Online Environment

Because of the afore mentioned situations, higher education instructors encounter obstacles. They may feel apprehensive while dealing with technology-enhanced classrooms and related issues (Palloff & Pratt, 2013). Faculty members may be hesitant to teach online because they are unsure of their qualifications, how to maintain their own identities and attributes as instructors, what the learner demographic will be, how to meet discipline-related demands, what kind of training they will need, how to assess and evaluate learning outcomes, and how to assess and evaluate learning outcomes (Alman & Tomer, 2012; Palloff & Pratt, 2013). Recent studies in the time of COVID-19 also reported the same problems where instructors are uncomfortable with the sudden shift to online teaching (Anggoro & Khasanah, 2021).

In general, higher education faculty members have relatively little training for online teaching (Palloff & Pratt, 2013). In online learning environments, however, the consequences of the lacking preparation are magnified. Teaching online and technology-enhanced courses involves the use of pedagogical strategies that are more suitable with postsecondary technology integration (Bailey & Card, 2009). Instructors who teach online must concentrate on what they need to construct, develop, and run their courses, as well as how to interact successfully with students virtually. Time management issues must be taken into account by both instructors and students. It's also worth mentioning that in online courses, perception of time and class management patterns change (Alman & Tomer, 2012).

The duties, traits, talents, and skills necessary to be a competent and successful online teacher should be identified and highlighted by educational institutions, online learning organizations and authorities, and online learning theorists. To support themselves, enhance their abilities, and build relevant training programs, online faculty members require a framework and criteria (Munoz-Carril, Gonzalez-Sanmamed, & Hernandez-Selles, 2013). Bawane and Spector (2009) also provide a basic framework for designing and implementing programs for teacher professional development. Knowing the instructor's roles and objectives, and then identifying the needed skills and abilities, according to this framework, relates with determining the goals and inputs of training programs (Bawane & Spector, 2009). Furthermore, if online instructional staff is exposed to examples of outstanding online instructors and considers them role models, they may have a better understanding of their function as online faculty (Baran, Correia, & Thompson, 2013).

6. Developing Online Instruction Model

Toporski and Foley (2004) highlighted several elements that need to exist in an online class as described below.

- Concentrate learning processes on the student: In a traditional classroom, time and distance are limiting factors in the learning process. In the online classroom, learning activities are decentralized, and time is not a restriction.

- Focus on the children's needs and abilities: As learning becomes more customized, students will need the necessary abilities and tools to interact and participate in this new type of learning process.

- Deliver training that is just-in-time and accessible at any time: Learning experiences outside of the classroom – anywhere and at any time – are made possible by online technologies which bridge the gap between location and time. As a consequence, teachers can customize topic presentation and explanations to meet the requirements of individual pupils.

- Encourage the creation of collaborative learning environments: The perception of a learning community is created via collaborative networks. Furthermore, cooperative teams tend to achieve better levels of thought and retain information for longer periods of time than individual students.

- Prioritize authentic learning experiences: Web-based instruction may be used to build real-world frameworks that link computer and classroom learning. Authentic learning environments provide dynamic and engaging learning experiences in which the computer may mediate course activities and shape the learning process.

Furthermore, Toporski and Foley (2004) identified key strategies for online instruction, as follows.

1. Creating an interactive environment
2. Engaging and motivating sessions
3. Putting context in context
4. Maintaining diversity
5. Utilizing collaborative strategies
6. Reducing content or cognitive load
7. Providing enough scaffolding

A newer study by Kelly (2019) highlighted five primary areas when designing and delivering online instruction as follows.

1. Academic: Students' learning readiness for virtual teaching and learning processes.

2. Pedagogical: Organization and design of the course, as well as the interplay of high-quality materials and effective, equitable teaching methods

3. Psychological: Students' evaluations of course relevance and teacher sympathy, as well as their emotions of social belonging and ability to address stereotype threat

4. Social: Students' impressions of course-related connection vs isolation

5. Technological: The ability of students to access and utilise course technologies

7. Flipped Classroom

Taking into account the elements to develop a successful online instructional model listed earlier, there are several variables which have the capacity to bring the ideas to life, as proven by their success stories. One is the flipped classroom (FC).

7.1. Background and History of Flipped Classroom

This model first appeared at a school in the suburbs of Denver. Back in 2012, Jonathan and Aaron released a book entitled "Flip Your Classroom Reach Every Student in Every Class Every Day." Bergmann and Sams were Woodland Park High School teachers who began their careers at the school in 2006. Thanks to their friendship, they tried to cooperate on coming up with their lesson plans. Unfortunately, many young people skipped the event for different reasons. Some others came late because they lived too far to walk on time and had to take a bus to school. For finding out these issues, both teachers documented their daily teaching and compared it to the written text.

They started uploading their lectures to YouTube in 2007 so that students who couldn't attend class may learn on their own from the videos. The students who were missing preferred to study through viewing lecture videos, but the ones who came in expressed an interest in taking notes. Finally, these two educators recorded and uploaded their lectures to the Internet. These videos garnered a lot of favorable feedback from instructors and students all around the world, so Bergmann and Sams decided to disrupt the typical lecture format by showing films several days before the class hour and doing assignments during the class hour.

7.2. General Concept of Flipped Classroom

The Flipped Learning Network (2014) stated that the flipped classroom is an educational approach wherein direct instruction moves from the group learning space to the individual learning space, resulting in a dynamic, interactive learning environment in which the instructor allows students to develop as they apply concepts and engage creatively in the subject matter. This technique allows students to study new content before class, allowing classroom activities to focus more on applying what they've learned (Chen Hsieh et al., 2017; Turan & Akdag-Cimen, 2017). The pre-class activities and the in-class activities are the two most significant stages of flipped classrooms. Before class, materials are distributed, allowing students to study at their own pace, while practice and feedback become the primary activities during the lesson stage (Chen Hsieh et al., 2017 and Alsowat, 2016).

As previously mentioned, outside of class, students can work on their own using the videos from the lecture. This project allows students to explore with different approaches of classifying species at a basic level. On the one hand, students

will improve their learning capacity by synthesizing, analyzing, and developing, or synthesizing, analyzing, and organizing throughout class time (Brush and Saye in Xu, 2013). Students can discuss and apply the topic with the teacher, as well as ask and answer questions, participate in activities, and do assignments (Bergmann & Sams, 2012; Basal, 28 2015; Ahmad, 2016; Teng, 2017). The following figure sums up the concept of FC (The Flipped Learning Network, 2014).

F Flexible Environment

Flipped Learning allows for a variety of learning modes; educators often physically rearrange their learning spaces to accommodate a lesson or unit, to support either group work or independent study. They create flexible spaces in which students choose when and where they learn. Furthermore, educators who flip their classes are flexible in their expectations of student timelines for learning and in their assessments of student learning.

F.1	☐ I establish spaces and time frames that permit students to interact and reflect on their learning as needed.
F.2	☐ I continually observe and monitor students to make adjustments as appropriate.
F.3	☐ I provide students with different ways to learn content and demonstrate mastery.

L Learning Culture

In the traditional teacher-centered model, the teacher is the primary source of information. By contrast, the Flipped Learning model deliberately shifts instruction to a learner-centered approach, where in-class time is dedicated to exploring topics in greater depth and creating rich learning opportunities. As a result, students are actively involved in knowledge construction as they participate in and evaluate their learning in a manner that is personally meaningful.

| L.1 | ☐ I give students opportunities to engage in meaningful activities without the teacher being central. |
| L.2 | ☐ I scaffold these activities and make them accessible to all students through differentiation and feedback. |

I Intentional Content

Flipped Learning Educators continually think about how they can use the Flipped Learning model to help students develop conceptual understanding, as well as procedural fluency. They determine what they need to teach and what materials students should explore on their own. Educators use Intentional Content to maximize classroom time in order to adopt methods of student-centered, active learning strategies, depending on grade level and subject matter.

I.1	☐ I prioritize concepts used in direct instruction for learners to access on their own.
I.2	☐ I create and/or curate relevant content (typically videos) for my students.
I.3	☐ I differentiate to make content accessible and relevant to all students.

P Professional Educator

The role of a Professional Educator is even more important, and often more demanding, in a Flipped Classroom than in a traditional one. During class time, they continually observe their students, providing them with feedback relevant in the moment, and assessing their work. Professional Educators are reflective in their practice, connect with each other to improve their instruction, accept constructive criticism, and tolerate controlled chaos in their classrooms. While Professional Educators take on less visibly prominent roles in a flipped classroom, they remain the essential ingredient that enables Flipped Learning to occur.

P.1	☐ I make myself available to all students for individual, small group, and class feedback in real time as needed.
P.2	☐ I conduct ongoing formative assessments during class time through observation and by recording data to inform future instruction.
P.3	☐ I collaborate and reflect with other educators and take responsibility for transforming my practice.

Figure 1 Meaning of FLIP

In addition to allowing students to exercise liberty, the flipped classroom offers a number of advantages for instructional activities. The technique has been proven to be useful in a number of educational contexts in several research investigations. Using this method, students will be able to improve their communication skills. The flipped classroom promotes self-evaluation, peer-evaluation, and communication, as well as better pronunciation, vocabulary learning, better class preparation, more reading at home, and improved reading comprehension, all of which can help students improve their listening comprehension and writing skills (Teng, 2017).

7.3. Flipped Classroom and Blended Learning

Blended learning and flipped classroom are words that are sometimes used interchangeably. Bergmann and Sams were the first to define the definition of this phrase. According to these experts, a flipped classroom is a method of teaching in which professors shift the lecture half of the lesson to the student's home, but the assignment component to the school (Bergmann & Sams, 2012). It implies that kids study the material in school before turning their attention to their homework at home. The traditional teaching method has been flipped.

Due to the fact that most students study at home, most professors upload videos a day or two before the test (Bergmann and Sams, 2012; Enfield, 2013; Ekmekci, 2017; Teng, 2017). Teachers can also provide additional learning resources in addition to video recordings. Outside of class, teachers can engage students in a variety of methods to learn, such as assigning them to watch videos, listen to podcasts, read postings, and/or answer questions. This exercise will help students prepare for the next round of face-to-face interactions (El-sawy, 2018).

Many academics believe that flipped classroom and blended learning are the same thing, but others disagree. Bergmann and Sams (2012) consider the flipped classroom to be blended learning, although Staker and Horn (2012), Slomanson (2014), and Ekmekci (2016) do not.

However, according to Allen, Seaman, and Garrett (2007), blended learning is the instructional process by which a student learns by using an online link. These authors (Kanuka & Rourke, 2013) describe blended learning as a mix of both "on-site" learning and "online" learning practices. In comparison, the flipped

classroom uses no devices such as the internet. The implementation can be performed online or offline. Zhao and Ho (2014) suggest that viewing online videos before face-to-face encounters is not the sole domain of the Internet. The types of in-class resources are not limited, but can be printed or digital resources as indicated by Mull in Enfield (2013). Moreover, it can be deduced from the concept of the flipped classroom that the main goal of educators is to change their work in the conventional classroom. This paper is not about online learning, but a criticism of that form of learning. If it is not mixed, it depends on online learning.

The flipped classroom, according to the study, is unique from blended learning. Although these techniques appear to be different, they are functionally comparable. Both methods encourage students to use these technologies outside of the classroom. Despite the fact that flipped classroom and blended learning are often confused, they are not the same. Students in a regular classroom have a misunderstanding of the homework they are assigned (Bergmann & Sams, 2012). The flipped classroom method emphasizes exposing students to abilities they already possess before joining the classroom.

7.4. Flipped Classroom vs Conventional Classroom

El-Sawy (El-Sawy, 2018). Further, Bergmann & Sams clarify the distinctions between conventional classroom environments and the flipped classroom. The distinctions are illustrated in the following diagram.

Table 1 Traditional vs Flipped Classroom (Bergmann & Sams, 2015: 15)

Traditional Classroom		Flipped Classroom	
Activity	*Time*	*Activity*	*Time*
Warm-up activity	5 min.	Warm-up activity	5 min.
Go over previous night's homework	20 min.	Q&A time on video	10 min.
Lecture new content	30-45 min.	Guided and independent practice and/or lab activity	75 min.
Guided and independent practice and/or lab activity	20-35 min.		

Teachers in a flipped classroom have more time to perform guidance, independent practice, and/or lab work than teachers in a traditional classroom, as seen in the chart above. This is because new content is lectured to students individually at home, which is common in the flipped classroom.

Another contrast is that it places a strong focus on teaching. The flipped classroom, in contrast to traditional classrooms, emphasizes learner-centered education. Teachers aren't the center of attention in class (Slomanson, 2014). Because the role of the teacher in the classroom is no longer as a knowledge presenter (Bergmann & Sams, 2012) and initiator (Xu, 2013), but as a guide, facilitator, director, tutorial, promotor, organizer, observer, educator, and advisor, implementing the flipped classroom shifts teacher-centered instruction to student-centered instruction (Bergmann & Sams, 2012; Xu, 2013; Abdelshaheed, 2017; Ekmekci (Bergmann & Sams, 2012; Xu, 2013; Basal, 2015; Abdelshaheed, 2017; Ekmekci, 2017; El-Sawy, 2018). Students become the center of the learning process in this way, and the learning experience resembles that of a classroom, where students can ask questions about lecture topic, assess their skill level, and engage with one another through hands-on activities (Ekmekci, 2017: 153).

7.5. Benefits of Flipped Classroom

Bergmann and Sams (2012, p. 20-33) point out several reasons why teachers should utilize flipped classroom in their lessons, as follows.

1. Flipping speaks the language of today's students.
2. Flipping helps busy students.
3. Flipping helps struggling students.
4. Flipping helps students of all abilities to excel.
5. Flipping allows students to pause and rewind their teacher.
6. Flipping increases student-teacher interaction.
7. Flipping allows teachers to know their students better.
8. Flipping increases student-student interaction.
9. Flipping allows for real differentiation.
10. Flipping changes classroom management.
11. Flipping changes the way we talk to parents.
12. Flipping educate parents.

13. Flipping makes your class transparent.

14. Flipping is a great technique for absent teachers.

15. Flipping can lead to the flipped mastery program.

Mihai (2016) specified benefits of FC to students and teachers. Concerning students, she listed four benefits. Firstly, students are less frustrated with their assignments when they watch or listen to lectures at home, then answer problems and apply what they've learned in class. Secondly, they can ask questions and receive rapid targeted replies if they don't comprehend a new subject. Thirdly, the amount of time spent in the classroom becomes insufficient to accommodate all of the conversations and cooperation that unavoidably result from delving deeper into topics. Finally, students who are absent due to illness, a lengthy commute, or any other cause can catch up with their friends faster and easier in a flipped classroom than in a traditional classroom.

In relation to the teachers, Mihai (2016) also pointed out four benefits. To start, there is little to no need for professors to answer content-related inquiries when students arrive prepared to class. Instead, they can help students comprehend concepts better by putting them into practice. Then, once a lecture is completed, the teacher can reuse it as many times as they wish until the information becomes obsolete. Next, the flipped classroom allows teachers more flexibility in determining how much time they spend with each student. Students who are struggling, excellent performers, introverted children, and extroverted children can all receive the attention they require. Lastly, it provides greater transparency for parents, who will know exactly what their children are studying at school. This can also help parents and teachers communicate better.

In addition to the benefits claimed by Bergmann and Sams (2012) as well as Mirai (2016), several studies were conducted to test out the model and reported the advantages of using this model. In an English class, for instance, the flipped classroom can help students improve their pronunciation, vocabulary learning, class preparation, reading at home, and reading comprehension (El-Sawy, 2018), improve their listening comprehension (Ahmad, 2016), improve their writing skill (Ekmekci, 2017), and support self-assessment, peer-assessment, and communication (El-Sawy, 2018). (Teng, 2017). Process of instruction Studying at home A few days before class,

the teacher distributes materials. The materials are learned at home by the students. Learning in the classroom, the teacher verifies and reinforces the students' understanding. Students respond to questions, discuss things, present materials, and play games, among other activities.

Furthermore, it encourages pupils to become more engaged in their studies. It can improve student-teacher interaction (Bergmann & Sams, 2012; ArnoldGarza, 2014; Slomanson, 2014; Basal, 2015; Abdelshaheed, 2017; Ekmekci, 2017; Teng, 2017), increase students' motivation in learning (Basal, 2015; Teng, 2017), support students to ask more questions (Slomanson, 2014), encourage collaborative learning (Slomanson, 2014; Ekmekci, 2017), engage students (Ekmekci, 2017; El-Sawy, 2018). A flipped classroom may make learning more entertaining. It can accommodate students with a variety of learning styles (Bergmann & Sams, 2012; ArnoldGarza, 2014), provide a variety of familiar tools for learning environments and free classroom time (Basal, 2015), support more immediate feedback (Bergmann & Sams, 2012; Abdelshaheed, 2017; Ekmekci, 2017), encourage a more positive attitude toward learning (Stone, 2012; Abdelshaheed, 2017; Ekmekci, 2017; (Arnold-Garza, 2014; Basal, 2015; Abdelshaheed, 2017; Ekmekci, 2017; El-Sawy, 2018)

7.6. Challenges of Flipped Classroom

Despite the fact that this pedagogical style has a lot of positive effects on the learning process, it, like other approaches, has a lot of drawbacks. The faults found in each subject are essentially identical. Due to students' opposition to the old learning paradigm, Stone's (2012) study of the Genetic Disease course discovered that implementing the flipped classroom required more effort and careful planning (Educause in Stone, 2012), as well as greater attempts to educate students about a new learning paradigm. Furthermore, Enfield (2013) found that adequate time is required to record videos or other instructional sources; teachers must avoid technical problems related to video contents and student capability; repetitive instruction in face-to-face meetings is boring; videos must be edited; and the class hour must be well planned.

In the meantime, several studies (Abdelshaheed, 2017; Teng, 2017; El-Sawy, 2018) discovered that implementing the flipped classroom requires a significant amount of effort to shift from a conservational paradigm to a new

paradigm. The instructors are obliged to provide a communicative approach and technology; create videos that encourage students to be more active and match the learning materials and objectives; be trained to use technology; figure out technical problems; design learning contents and control the classwork for inexperienced students. Basal's (2015) study of EFL teachers also emphasized the challenges faced in implementing this pedagogical approach, including as technology obstacles and teachers' preconceived views of their responsibilities.

The majority of challenges experienced in managing the flipped classroom tend to be related to technical concerns, teachers' and students' mindsets, and time for generating appropriate films, based on the limitations described above. As a result, before introducing the flipped classroom, teachers should examine their readiness and the potential for using this method to alleviate problems.

7.7. Flipped Learning in English instruction

In English instruction before the COVID-19 pandemic, the flipped classroom was utilized in several contexts to improve various skills. According to Afzal and Izadpanah's findings from 2021, students in flipped classes outperformed those in traditional classes in terms of performance. FC, according to Du (2020), can significantly raise college students' overall English proficiency as well as their willingness to learn. Abdullah et al. (2019) conducted a similar study utilizing the model in an EFL classroom and reported its positive impact on students' English-speaking performance. FC, according to Phoeun and Sengsri, improved students' speaking abilities and altered their attitudes toward learning English. Speaking is closely connected to pronunciation. According to Yang and Chen (2020), FC was a successful method for teaching pronunciation because it allowed students to repeatedly watch and rewind films with the proper pronunciation until they learned it. FC model is also effective in improving students' writing skills (Abedi & Akbari, 2019; Atlas & Enisa, 2020). After FC was utilized, pupils' writing performance improved, according to Atlas and Enisa (2020). In addition to the productive skills, flipped classroom positively affected the instruction of other English skills, including listening (Ahmad, 2016; Roth & Suppasetseree, 2016), reading (Hasanudin & Fitrianingsih, 2018; Hashemifardnia et al., 2018), vocabulary (Alnuhayt , 2018;

Kirmizi & Kömeç, 2019), and grammar (Al-Harbi & Alshumaimeri, 2016; Li et al., 2017).

In addition to language skills, a study by Mohammadi et al. (2019) claimed that flipped classroom model was effective in developing students' willingness to communicate in English which means that the method positively affects communicative competence. According to Abdullah et al. (2019), FC boosted students' engagement and willingness to participate in the English conversational tasks as well as their degree of commitment in the EFL speaking classroom. Furthermore, Ayçiçek and Yanpar Yelken (2018) and Lee and Wallace (2018) found that the model improved students' classroom engagement in English classes, which has been a major issue in EFL. Also, the model was also effective to enhance EFL students' higher order thinking skills (Alsowat, 2016). Most importantly, according to Abdullah et al. (2021), employing FC can significantly reduce the anxiety that EFL learners have when speaking English over time, which is a major problem in English language teaching context in Thailand.

7.8. Reasons for use of Flipped Learning in English instruction in the time of COVID-19

As a popular teaching strategy in EFL, it is not a surprise to find that flipped classroom has been used as a solution to problems in online EFL instruction during the pandemic. One common reason why the model was chosen is to improve learning. It is hoped to tackle problems in online English instruction (Ma, 2020). Safiyeh and Farrah (2020) highlighted that the use of flipped classroom was expected to enhance students' English language skills including reading, writing, listening, and speaking and areas, such as grammar and vocabulary. Finnsson (2021) adapted flipped classroom because, among others, it has a positive effect on student autonomy and overall performance. Tang et al. (2020) stated that some flipped learning approaches are seen to boost online education, particularly the emphasis on benefiting from live synchronous meetings between instructors and students during live sessions. Another reason to opt flipped classroom is because it was priorly used in the English course (Anggoro & Uswatun, 2021). The model was priorly proven to benefit the course, thus it was adapted for use in full online environment (Anggoro & Uswatun, 2021). Additionally, Radia (2021) adopted flipped classroom because online teaching

cannot replace the face-to-face classroom. The study, therefore, combines both online and offsite teacher under a particular protocol (Radia, 2021).

7.9. Perceptions of Flipped Classroom in EFL Instruction

The flipped classroom has received excellent feedback from both students and teachers. According to Ansori and Nafi (2019), it improves active learning, fosters collaborative teaming, stimulates autonomous learning, and increases classroom interaction. Meanwhile, support facilities, technical and technological challenges, and the complexity of generating flipped learning content are also expected implementation roadblocks. The flipped classroom not only increased participants' motivation and made them more active in using idioms in class, but it also significantly improved their idiomatic knowledge, suggesting that the flipped learning was successful in reaching the class's instructional goals (Chen Hsieh et al., 2016). Despite the fact that this strategy has various advantages, several research have found it to have downsides. When asked about the downsides of FC, several people said that the time required for online assignments and quizzes, as well as the video quality and diversity of activities, might be improved (Choe & Seong, 2016).

7.10. Strategies to use flipped learning in the time of COVID-19

During the pandemic, flipped learning was implemented in a variety of ways. Nonetheless, there are two recurring themes: a combination of online and face-to-face interactions and a totally virtual environment. Radia (2021) implemented the flipped classroom's online and face-to-face components for English instruction. They followed a set of guidelines recommended by their ministry of education in order to carry out the model. Radia (2021) outlined that the face-to-face training was mixed with online instruction via e-learning platforms such as Moodle. As suggested in the manuscript, flipped classroom utilization occurred in three stages: pre-class learning, in-class learning, and post-class learning. Pre-class education consists of the teacher uploading an online recorded lecture that is to be viewed at home by learners in order to create a foundation of knowledge prior to the class session. During in-class learning, class time is devoted to engaging learners in a thorough study and evaluation of newly learned material through the clarification of concepts and the engagement of learners in deep learning. Post-classroom activities include assigning homework, project work, and research to pupils.

Apart from adopting the idea, many modified it and created an entirely new strategy. Anggoro and Khasanah (2021) developed a model for online instruction called FCOI, or Flipped Classroom Online Instruction. Two virtual phases comprise the model: an asynchronous pre-online phase and a synchronous in-online phase. To facilitate asynchronous learning, the instructor recorded and published brief lecture videos to an online platform accessible to all enrolled students. Additionally, a 10- to 15-question mini-quiz was created utilizing gamified internet quizzes such as Kahoot and Quizizz to confirm that students understood the lecture video. The synchronous or real-time online education throughout the in-online class phase was mostly comprised of practice and feedback sessions. In this study, a teleconferencing application called Webex was used to facilitate real-time oral exchanges between students and teachers during the synchronous session. Additionally, an interactive online response system was employed to involve students in online instruction. In the synchronous session, Pear Deck, an online interactive slide system, was used in conjunction with Webex. The following figure illustrates how the utilization of the model.
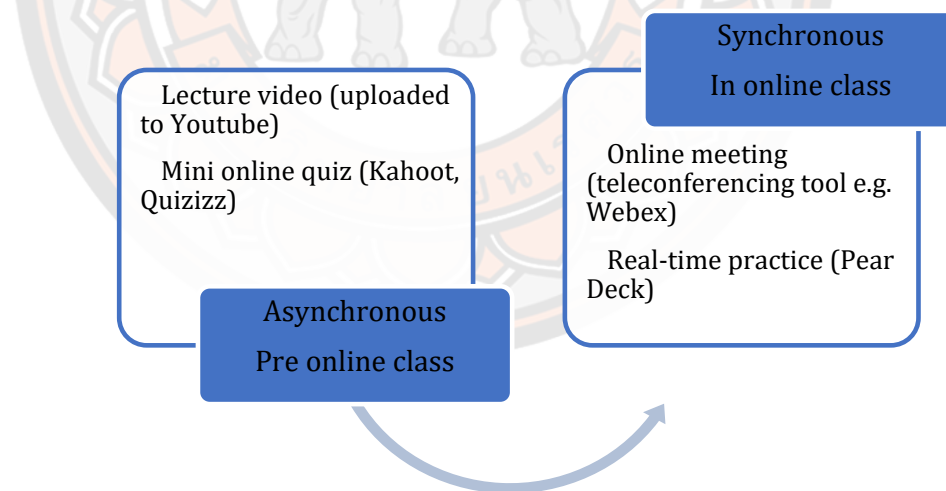
Figure 2 Flipped Classroom Model for Online Instruction

Fidalgo et al. (2020) adapted the flipped classroom paradigm and coined the term HFC (Hybrid Flipped Classroom). In HFC, the model's communication processes are characterized as synchronous where there is temporal coincidence or

asynchronous where there is no temporal coincidence in activities such as email, forum, and others. As with other FC methods, the lesson in HFC is asynchronous primarily at home, but the assignment is synchronous in the classroom. This concept incorporates a novel function: the generation of data that allows instructors to determine the students' learning level throughout the home lesson. Thus, teachers can make judgments about the tactics and resources to utilize during classroom homework. The following figure explains how HFC is used.
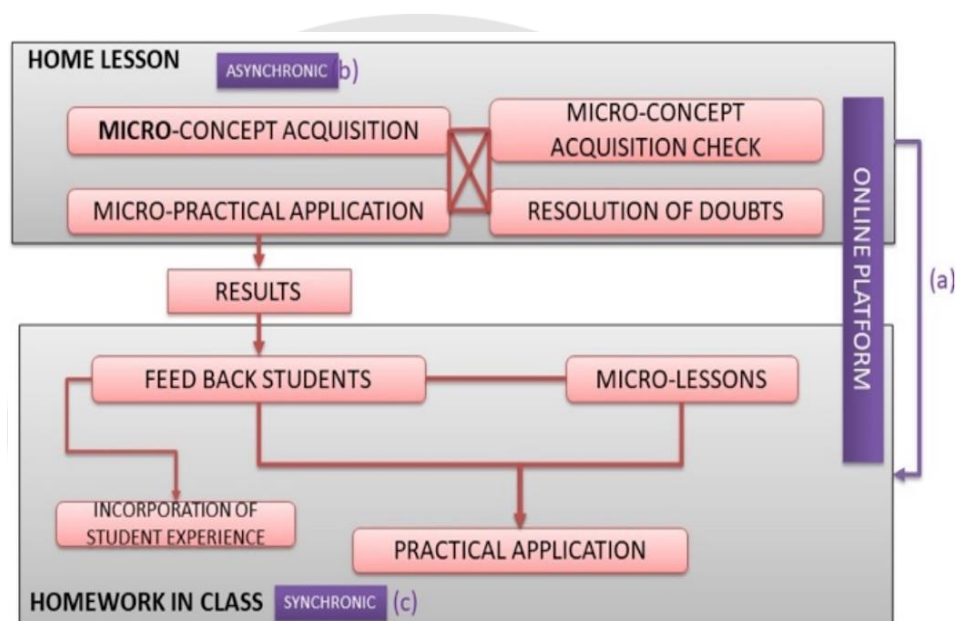
Figure 3 Hybrid Flipped Classroom

7.11. Traditional Flipped Classroom vs Online Flipped Classroom

A traditional flipped classroom combines an online environment with a face-to-face environment. The online setting usually occurs before class for students' self-regulated learning. The face-to-face environment happens during the class for guided and independent practice. The online FC does not have a face-to-face session. Both pre and in-class sessions are online. Thus, both self-regulated learning and practice are online. One example is the Flipped Classroom for Online Instruction (FCOI) by Anggoro and Khasanah in 2021 as illustrated in Figure 2 above. Another model is called Synchronous Online Flipped Learning Approach (SOFLA) by Marshall and Kostka (2020), as illustrated in the following figure.
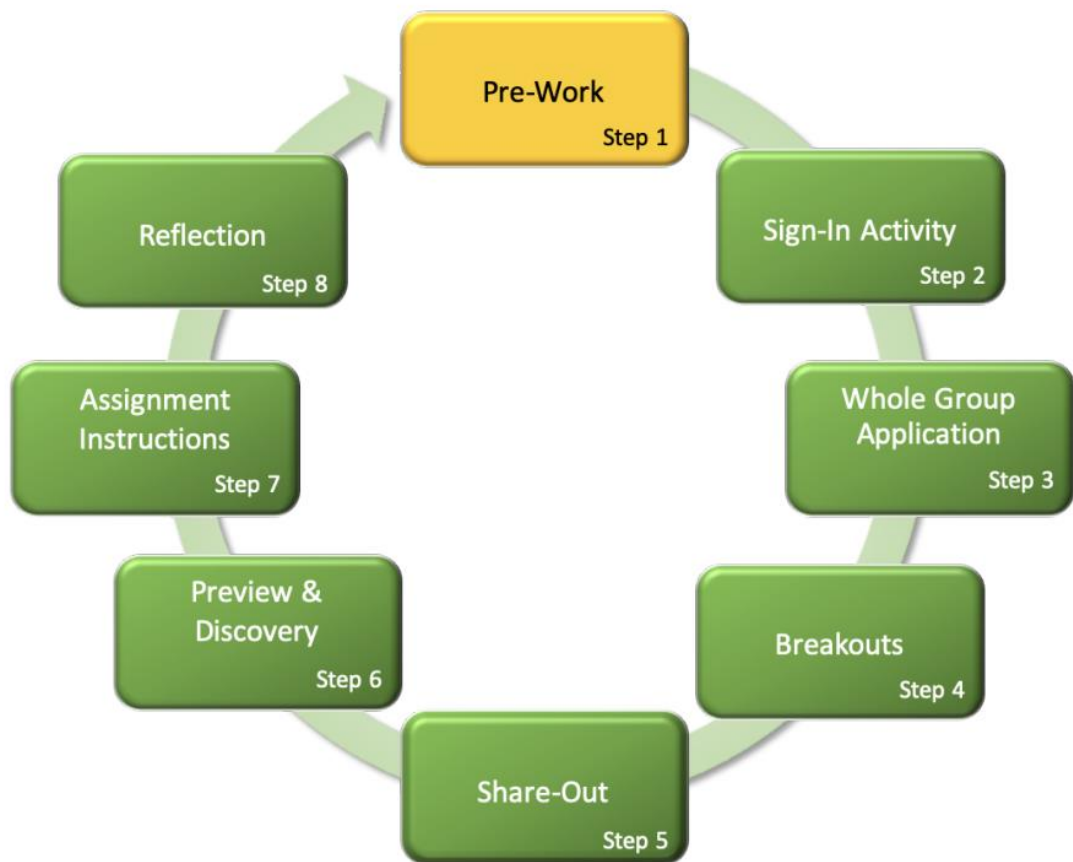
Figure 4 SOFLA Model

Pre-work is the initial stage of SOFLA and entails posting videos, texts, or other multimedia online for asynchronous access by students. In step two, the sign-in activity, the live or synchronous portion of the SOFLA framework is launched. At this point, all students must have viewed the video or read the text. Whole group application is the third step in the SOFLA framework. Instructor guidance is provided for this phase. It's not the time for instruction. Breakouts are the SOFLA framework's fourth step. Learners are separated into various small groups at this point in the live session. Share out is the SOFLA framework's fifth step. All students resume the primary class on the Zoom platform at this point. The SOFLA framework's sixth step is Preview and Discovery. Students are now prepared for their next assignments. The instructor assigns new work and explains what students "are expected to do for the next out-of-class work" in step seven, assignment instructions. The final stage of the

synchronous class session is Reflection. It is where students express their perceptions of the class. These insights are valuable for the class improvement.

In conclusion, there are similarities and differences between traditional and online FC. One similarity is it usually consists of pre and in-class activities. The pre-class phase focuses on self-regulated learning and the in-class facilitates guided and independent practices. Another similarity is the use asynchronous media for the pre-class activities. Teachers can share modules, slides, and videos to students via an LMS or email. Next, students are at the center of the framework where their activeness is highly valuable for their own academic success.

7.12. Conclusion: Online Flipped Classroom Model in this study

Having discussed the concept, theories, and problems in online instruction, reasons why FC is one appropriate solution, and the recent studies utilizing FC in a fully virtual setting, there is no doubt that the model developed in this study is novel. In this study, the FC model will be used in a fully virtual environment, making it distinct from the traditional FC which combines the face-to-face and online settings. Nonetheless, the developed model will consist of elements which make FC beneficial for learning. These elements can be applied in a fully virtual environment with the assistance of interactive response systems and task-based language teaching.

Interactive Response System (IRS)

From the previous discussion, the flipped classroom (FC) which is usually conducted in both face-to-face and online environments can be utilized in a fully virtual setting. This conclusion is supported by the number of recent studies in the time of the COVID-19 pandemic where adaptations of the model are deployed. The studies came up with ways to bring the benefits of FC model to online instruction. Hence, the use of online platforms is prominent in the adapted models. In this study, to support FC, interactive response systems (IRS) are integrated. As previously mentioned by Toporski and Foley (2004), it is significant that online classes are engaging and interactive. Hence, the addition of IRS is expected to do just that and more. This section discusses IRS and more elaborated reasons why it is an essential element in this model.

1. Definition of IRS

Interactive response systems (IRS) have become popular learning tools in recent years. Kahoot, Quizizz, and Socrative are examples of IRS applications. Student response systems (SRS) or clickers, also known as IRS, are an integrated technological solution that has been used in higher education for decades to create interactive classrooms (Hung, 2017). In its simplest version, an SRS is a polling system in which a teacher asks questions and then collects student responses in the classroom, with the results being displayed to the entire class right away (Hung, 2017). The Internal Revenue Service (IRS) is not a new concept; it has been around for a long time. The system's question-and-answer sessions, according to Horowitz (1988), could improve students' attention and achievement. Interactive Response System (IRS) is a technology-enabled learning environment that increases learning engagement, according to Liu et al. (2003). IRS has evolved into web-based apps in recent years, allowing students to complete the clicking required to participate in the activities using any computing device with an Internet connection (Hung, 2017). An IRS, according to Awedh et al. (2014), is an online student response system that allows professors to test student comprehension and follow their progress by assigning educational activities. IRS helps teachers to make learning more engaging, improve student participation in the classroom, stimulate deeper conversation, develop teamwork, and provide quick feedback (Turner, 2015). IRS is now generally praised for its ease of use and wide availability, with multiple literature studies emphasizing its benefits and beneficial impact on student learning, including providing direct feedback, increasing class involvement, and improving recall of the focal topic (Chien et al., 2016; Hunsu et al., 2016).

2. Elements of IRS

According to Liu et al. (2003) IRS is typically made up of hardware, such as a set of simple personal hand – held sensor transmitters and a sensor receiver linked to a classroom pc to gather responses from students, and software that is configured on a classroom computer to process the collected responses and present the results on a screen. Nonetheless, thanks to technological advancements, an IRS today uses mobile technologies. Students' mobile phones were used in recent IRS studies (Balta et al.,

2017; Sun & Hsieh, 2018). Some studies created their own IRS, while others used pre-existing online platforms.

IRS is frequently used simultaneously with a just-in-time teaching (JiTT) method, in which the instructor examines the students' background knowledge based on their answers and then adjusts the lesson or feedback to meet their needs (Novak et al., 1999). Although research has shown that using IRS and the JiTT technique improves classroom interaction, according to Hung (2017), the interactivity that occurs in these situations still reflects the three-part structure of traditional classroom discourse, known as initiation-response-evaluation (IRE) or initiation-response-feedback (IRE) (IRF). That is, the instructor asks questions, receives responses from students, and then evaluates or provides more feedback as needed (Cazden, 2001). From a constructivist learning viewpoint, the IRE and IRF frameworks might be criticized for making the classroom teacher-centered, leaving little room for genuine interaction and knowledge acquisition (Hung, 2017). Mazur (1997) recommended using IRS to build student-centered active learning environments in classrooms, in which students are given opportunity to debate topics with their peers and provide peer feedback as they react to the questions that are presented. This strategy is widely used in STEM domains, and it has been proved to improve student learning by making lessons more interesting (Crouch & Mazur, 2001).

3. Types of IRSs

At present, there are a number of interactive response systems (IRSs) an instructor can select for use in his or her classroom. The IRSs usually come in two versions, free and premium versions. Though premium versions offer more complete features, the free counterparts are also beneficial. In fact, studies (Anggoro & Khasanah, 2021; Rofiah & Waluyo, 2020; Ulla et al., 2020; Waluyo, 2010) on the use of several IRSs in English language teaching (ELT) utilized the free version and reported positive effects or benefits of the platforms. These interactive platforms act as media to teach vocabulary (Reynolds, 2020), grammar (Zarzycka-Piskorz, 2016), speaking and listening (Tsabei, 2010), reading (Chiang, 2020), and writing (Sprague, 2019). In this study, only the free versions of the IRSs will be integrated in hopes that the instructors who will use the model do not need to worry about the extra budget needed to utilize it.

IRSs come in several types. There is a misconception that IRSs are used for only testing. In fact, it is merely one function of some of the platforms. The following figure sums up the three major categories of IRSs. The figure illustrates that the present IRSs can be deployed synchronously and asynchronously. Hence, instructors can use them in real time during class or assign them as homework. The figure also groups the IRSs into three, interactive quizzes, interactive slides, and interactive videos.
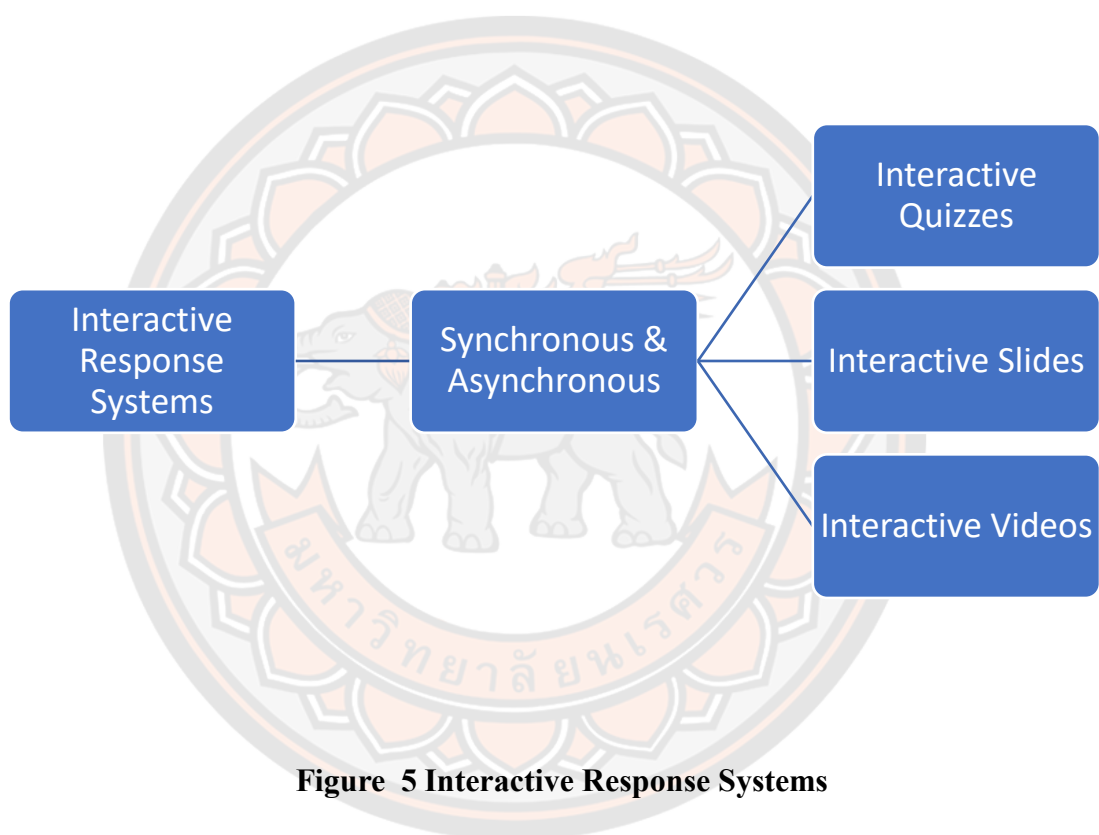
Figure 5 Interactive Response Systems

3.1. Interactive Quizzes

One of the popular usages of IRSs is to conduct a quiz or a test. Hence, there has been a misconception that it is all that IRSs are capable of performing. This cannot get more wrong since they offer more functions. According to Anggoro and Khasanah (2021), the IRSs are good lesson reviewers. Though it comes in the form a quiz, its interactive features get students engaged and more motivated (Chaiyo & Nokham, 2017; Lee at al., 2019). Hence, these interactive quizzes are sometimes used as a review method instead of an assessment tool. However, instructors can also decide to utilize them for testing. In this section, several IRSs which are known as

interactive quiz platforms are introduced. Kahoot, Quizizz, and Quizlet are usually used as a lesson reviewer to get students engaged and motivated during the class (Cetin & Solmaz, 2020; Hung, 2017; Lee et al., 2019). Socrative is more commonly used for testing (Rofiah & Waluyo, 2020) though they also have a more interactive and animated option similar to Kahoot and Quizziz.

3.1.1. Kahoot!

One of the popular student response systems is Kahoot. Lee et al. (2019) utilized Kahoot as an IRS and found its benefits for students' learning. Among others, the application improved students' motivation and achievement (Lee et al., 2019). In English as Foreign language (EFL), the integration of Kahoot has been proved to benefit learners. Huo (2018) found that students had positive attitudes towards Kahoot. Cárdenas-Moncada et al. (2020) reported students' significant achievement when Kahoot was used in a higher education EFL classroom.

Kahoot! is one of the cloud-based software that can be accessed and used by any device equipped with an internet browser (Hung, 2017). Kahoot! The development team describes it as a game-based SRS (Wang, 2015). Kahoot is a free, game-based learning tool that allows students to study and play together (Çetin & Solmaz, 2020). As an IRS agent, Kahoot! may be used to construct interactive classroom exercises with real-time histogram results of student answers through question-and-answer exchanges (Hung, 2017). Kahoot! was designed with teachers in mind. The software is straightforward to use, especially when it comes to making quizzes. Entering multiple-choice questions with two to four response alternatives is the initial stage. The next step is to establish a time restriction for each question, which can range from 5 to 120 seconds. Finally, the teacher must save and launch the exam using the game's system-generated personal identification number (PIN) so that students may take part in the question-and-answer activity (Hung, 2017). Students must first go to the Kahoot! home page to begin playing the game. They must enter the game PIN using their gadgets, such as PCs or cellphones (Hung, 2017). Students get points on this platform depending on the accuracy of their replies and their reaction speed (etin & Solmaz, 2020). After each question, a list shows how many points each student got. When the activity is over, the results can be shown as a scoreboard on the screen and saved. This app is free to download on both Android and

iOS. Instead of pencil-and-paper exercises, Kahoot allows instructors to provide assignments that students may access from anywhere on their phones (etin & Solmaz, 2020). In addition, the system allows users to use quizzes generated by other users (etin & Solmaz, 2020).

3.1.2. Quizlet

Quizlet is the world's largest online learning community, with a large number of activities and a diverse range of topics (Çetin & Solmaz, 2020). Over 20 million active learners from 130 countries complete over 140 million work sets in a range of academic subjects every month (Quizlet, 2021). To help in the learning of any topic, activities, flashcards, exercises (spoken or written), quizzes, matching, and games (e.g., individual, team, sync) may be implemented in this environment (Cetin & Solmaz, 2020). Apps for Android and iOS are available. Students may be requested to attend one of Quizlet's eight free classes. There is no class limit with the improved Quizlet teacher account (Quizlet, 2021). Images, diagrams, maps, audio messages, and lectures can all be submitted by teachers. They may also keep track of and improve their students' work (James, 2016). Using the Quizlet Live function, a prepared application may be shared with a specific class, and students can learn while playing together, engaging in the system with a code. In addition to activities created by them or their teachers, the Quizlet environment allows students to access activities created by millions of individuals across the world.

3.1.3. Quizizz

Quizizz is a tournament instructional software that incorporates multiplayer games into classrooms and enhances the dynamic and engaging nature of in-class activities (Zhao, 2019). To some extent, this platform is similar to Kahoot. Quizizz allows students to utilize their personal devices to complete in-class tasks (Quizizz, 2021). Quizizz, unlike other educational apps, adds gaming aspects into the learning process, such as avatars, themes, memes, and music, making it more fun (Zhao, 2019). Quizizz also pushes pupils to study by allowing them to compete with one another (Zhao, 2019). Students take the quiz together in class and track their progress on the scoreboard. Instructors may monitor the quiz's progress and acquire a report to evaluate students' performance once it's completed (Quizizz, 2021). In the

accounting classroom, using this software helps to boost student interest and engagement (Zhao, 2019).

Quizzes may be made in a number of forms, including true or false, multiple choice, and so on (Quizizz, 2021). The quizzes can be made public or private by the instructors. The quizzes can be shared with other teachers if they are made public. Instructors can start a quiz in class by sharing a game code (generated automatically by the website) with students; students can enter the game code and join the game instantly on their mobile devices. When a student enters the game, he or she is given a distinct avatar. They usually start to grow aroused at that moment (Zhao, 2019). Instructors may keep track of their students' game participation (with their names and avatars shown on the screen) and start the game once everyone has arrived (Quizizz, 2021). Instructors can change the game in a variety of ways, such as turning on or off the background music, ranking based solely on correction rate or both correction rate and time spent taking the quiz, ranking displaying all students or just the top five students, shuffle or not shuffle questions, and so on. Teachers may offer quizzes as homework to students, allowing them to work on the questions after class on their mobile devices, in addition to using it for in-class activities (Zhao, 2019).

3.1.4. Socrative

Çetin and Solmaz (2020) stated that Socrative offers multiple choice, true/false, and open-ended questions in an online context, providing a more formal environment than others. Apps are available for both iOS and Android. Socrative, like Plickers, enables teachers to test students' understanding of prepared activities or questions rapidly (Socrative, 2021). After enrolling on the website, teachers create a room, and students log in using the room name (Çetin & Solmaz, 2020). On the question screen, the number of students in the room and the number of students who respond to a question are presented; students read their questions and replies on their devices (e.g., computer, tablet, mobile phone). While presenting questions to students, Socrative provides an interface for configuring factors such as feedback, question sequence, and progress type. Each activity's results may be seen on the internet, graphed, saved as an Excel or PDF file, published to Google Drive, or emailed to anybody (Çetin & Solmaz, 2020).

3.1.5. Plickers

Plickers, which distinguishes itself from other IRSs by its QR code function, is a free, web-based program that enables teachers to do real-time formative student evaluation without the need of instruments (Çetin & Solmaz, 2020). Teachers may rapidly evaluate whether students understand big ideas and improve essential skills using fast feedback (Plickers, 2017). On the projection screen, pupils are given with multiple choice (4 answer) and true/false questions prepared by the teacher. The students respond to the questions using QR code cards, which are scanned with a phone's camera and promptly assessed. Each card's edge represents one of four options: A, B, C, or D. The Plickers website allows you to create a maximum of 63 cards. The outcomes of the activity are recorded at the conclusion, and the user may view them via a reports area.

3.2. Interactive Slides and Videos

There are several IRSs are utilized as interactive slides and videos. Hence, they are not deployed to perform as an assessment tool, yet to introduce and review subject matters. Different from PowerPoint slides, the IRSs slides are integrated with interactive features that let students to actively participate during the presentation. Also, in the video mode, it lets instructors to add several interactive prompts for the students to complete while watching the video. This section introduces Pear Deck and Nearpod which are the two examples of interactive slides and videos.

3.2.1. Pear Deck

Another online interactive response system, Pear Deck, offers something new to the table. This platform combines slides as interactive features of Kahoot. Mache at al. (2017) mentioned that Per Deck acts as an online presenting platform that is combined with interactive classroom response system (Mache et al., 2017). This platform has a real-time response system which enables teachers to observe students' answers synchronously, thus giving immediate feedback becomes possible (Anggoro, 2020). In relation to accessibility, Liu at al. (2019) stated that in comparison to other student response systems, Peardeck is more convenient, simple to use, and inexpensive because any digital device with internet connectivity can access

the platform. Anggoro (2020) also highlighted that people who are familiar with Google Slides and Microsoft PowerPoint can quickly learn how to operate Pear Deck.

Several studies have reported the benefits of Pear Deck to learning. Mache et al. 2017 reported that the tool can improve students' engagement. This study is congruent with Javed and Odhabi (2018) who found that the platform can improve engagement and facilitates students' active learning. In EFL, Pear Deck also were utilized in several studies. Ni et al. (2020) researched the use of the site along with Pocable game to facilitate vocabulary instruction and their investigation found that students' motivation and achievement were improved. Liu et al. (2019) utilized Pear Deck to facilitate English grammar learning and reported improved learning motivation and self-efficacy in learning English grammar. In addition to using it in a classroom, Pear Deck can also enhance online instruction (Anggoro, 2020). In an online environment, this platform can solve problems with students' engagement and participation (Anggoro, 2020). Since previous research (Archambault et al., 2013) reported that engagement relates to achievement, Pear Deck has potential to improve online learning.

3.2.2. Nearpod

Nearpod is a cloud-based program with a user interface that is reasonably simple to use (Burton, 2019). Students and audiences can use any smart device or computer/PC to access the classes, which can be used synchronously or asynchronously (Burton, 2019). Nearpod allows educators to switch between presentation/lecture mode, individual and group activities, and more (Perez, 2017). In presentation mode, you may create your own slides within the app or upload existing PowerPoint, PDF, and picture files (Burton, 2019). It allows users to contribute online material as well as additional activities like as quizzes and polls, in addition to basic information (Burton, 2019).

In addition to slides, Nearpod can create interactive videos. A user can develop a video or use one from Youtube or other sources and upload it to this cloud-based platform. After that, they can add interactive features consisting of multiple-choice, short and long answer, drawing, and other prompts. The user can also select whether students have to complete the prompts in order to continue watching the video or they can finish them at the end of the video.

Nearpod's benefits were summarized by Hakami (2020). The first is to make the learning environment more interactive by incorporating female students in active learning tasks, such as asking them to answer various sorts of questions and readily collecting their replies throughout class. Second, because Nearpod allowed lecturers to provide specialized information while also controlling students' gadgets, they were utilized to monitor and regulate students' activity (Hakami, 2020).

4. IRS and Flipped Classroom

Self-regulation is a crucial component of the flipped learning process, and it is closely linked to students' classroom performance (Sletten, 2017). Motivation and self-efficacy were two important characteristics that affected students' self-regulation behavior when learning English as a second language. Motivation theory has been developed in a number of fields, including biology, psychology, management, and education (Alkaabi et al., 2017), and it has also been studied in a number of dimensions, including cognition, phenomenology, and culture (Alkaabi et al., 2017). Learning motivation emphasizes mastery of objectives by focusing on learners' internal and external desire to begin and sustain goal-directed behavior or to participate in one activity while avoiding others (Nicholls, 1984). Self-efficacy is a theory that may be used to explain psychological procedures and predict coping actions in order to attain goals (Bandura, 1977). In a learning setting, self-efficacy refers to learners' psychological expectations to begin activity as well as the expected efforts to expend and maintain in the face of obstacles (Liu et al., 2019). It's easier to analyze students' learning behavior if you can tell the difference between motivation and self-efficacy. As a result, learning motivation and self-efficacy for the EFL are essential elements in students' learning achievement, regardless of whether the class is traditional or flipped (Liu et al., 2019). Innovating ways to organize classroom learning activities might be a direct way to enhance learning motivation and self-efficacy. Mehring (2016) discussed a variety of technological tools that may be employed in a flipped EFL classroom. The Student Response System, for example, employs clickers or other interactive programs to provide quick and real-time evaluation, allowing teachers to ask students questions, collect their replies, and display the whole class's responses (Draper & Brown, 2004; Preszler et al., 2007;

Trees & Jackson, 2007). By asking a question, gathering replies, presenting responses, and creating a report, this technique provides EFL teachers in flipped courses with an effective way to organize their in-class activities. In the current situation where classes are mostly online, the combination of FC and IRS might become the answer to several issues concerning achievement, participation, and engagement.

Task-Based Language Teaching and Communicative Language Teaching (CLT)

In order to generate an effective model in English language teaching (ELT), an approach unique to ELT is essential to integrate. Hence, in this study, in addition to flipped classroom and interactive response systems, a method in the communicative language teaching (CLT) approach called task-based language teaching (TLBT) is deployed. This section, thus, starts from the overview of CLT and then discusses TLBT.

1. General Concept of CLT

The communicative method is the same as communicative language instruction, according to Harmer (2001). In other words, the term communicative method does not vary from communicative language instruction. Richards and Rodgers (2001) show that the changes in the British language teaching tradition dating from the late 1960s formed the roots of communicative language teaching. Richards and Rogers (2001) give characteristics of Communicative Language Teaching. One is that language is known to be a meaning-expression system. Next is that contact and communication are the key functions of language. The third one is that the structure of language represents its functional and communicative uses. Finally, the primary units of language are not merely its grammatical and structural characteristics.

Larsen – Freeman (2001) indicates that CLT is an approach by making communicative competence the goal of language teaching and by acknowledging the interdependence of language and communication. Moreover, Harmer (2001) notes that CLT practices include learners in actual or practical communication, where the precision of the language used is less important than the achievement of the communicative tasks they perform. In communication, they should have a function, such as welcoming customers, thanking customers, or giving customers information.

Rather than on a specific language type, they should concentrate on the substance of what they are saying. The tasks, in other words, strive to mimic real communication.

It can be inferred that one of the approaches that place communicative competence as the goal of teaching is communicative language teaching (CLT). For masseurs, the technique would be ideal because it demonstrates the ability to communicate in English based on actual or practical contact.

The most striking element of CLT is that it places a strong emphasis on touch. Learners utilize the language in a variety of ways, including sports, role-playing, and problem-solving. Another consideration is the use of genuine materials to assist pupils in becoming aware of how words are actually used. Brown (2001) identifies six distinct aspects of collaborative learning, which are detailed here.

1. Classroom priorities are concerned with all of the elements of communicative competence with an emphasis on grammatical, discourse, practical, sociolinguistic, and strategic. Goals should be a blend of the realistic and the organizational elements of vocabulary.

2. Language Arts is intended to enable learners to use language to achieve their goals and recognize their position in society. Organizational language does not focus on elements of language that support leaners in carrying out their tasks.

3. Fluency and consistency are complementary concepts in essential methods of communication. Fluency can be at a greater premium than accuracy at times so as to preserve students' level of engagement.

4. Students who are in a class on oral communication need to use the language for interacting with others outside the classroom. Therefore, classroom activities must teach students the necessary skills for communication in all forms of these contexts.

5. Students are granted autonomy to create their own approaches to learning in the sense of curriculum development.

Here, the teacher's job is to be a facilitator and guide, not to bestow all-knowing information. Via genuine communication, students are encouraged to create meaning through genuine interaction.

2. Task-Based Language Teaching

In a way, CLT is like an umbrella to several models considered as its present forms. In his book, Communicative Language Teaching Today which has been the new norm of CLT, Richards (2006) divides the approach into two smaller approaches, namely product-based and process-based. The product based, among others, comprise text-based and competency-based model. The process-based include the project-based and task-based model. In this study, Task-based, or more popularly known as task-based language teaching (TBLT) is integrated. The following figure illustrates the relationship between CLT and the smaller approaches and models.
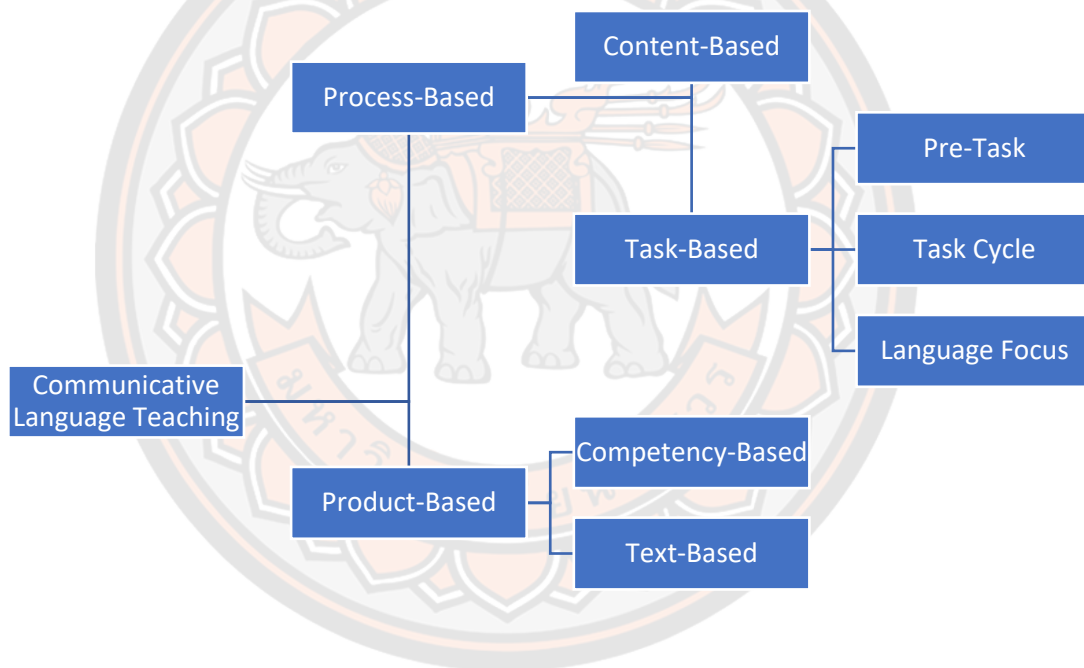
Figure 6 Communicative Language Teaching Models

TBLT, as stated earlier, is a process-based model. It claims that language learning will result from creating the right kinds of interactional processes in the classroom, and the best way to create these is to use specially designed instructional tasks (Richards, 2006). Richards (2006) supports TBLT as an approach that focuses on communicative and engaging activities as a central element of language instruction. The center of designing materials by using Task-Based Training

emphasizes the learning materials by using tasks as the primary unit that is used. Task-based language teaching may be adapted for teaching materials due to the variety of its theories. The experts agree that the method is ideal for the students' needs, since it is built by integrating the students' needs and authentic materials. According to Nunan (2004), six principles compose Task-Based Language Teaching (TBLT). A content-based approach to choosing information.

    i. A priority on learning how to communicate with wide-ranging fluency.

    ii. Getting accurate copies of texts in the learning situation.

    iii. The contrast of an emphasis on language acquisition with the focus on the learning process itself.

    iv. An improvement in the role of student-generated feedback on classroom learning.

    v. The relationship between classroom language learning and classroom language use.

This style of instructional design is ideal for the students since the assignments are intended to meet the most critical needs (Long, 1985:89). Aiming to adapt to students' needs makes the materials easy to understand. Beyond being a communication ability, TBLT also focuses on students' use of interpersonal skills outside the classroom.

2.1. Definition of Tasks

Task-based teaching is a pedagogical approach that uses multiple activities as the basis of learning materials. Some tasks can be divided into two groups such as instructional tasks and daily tasks Real-world tasks refer to tasks that are performed in the real world, such as role play, whereas pedagogical tasks refer to tasks explicitly designed for classroom language instruction, such as presentations (Richards,2006).

A task is a strategy for accomplishing a result that can be measured in terms of whether the right or acceptable propositional material is obtained. In addition, Richards and Rodgers (1986) assert that a pedagogical task is an action carried out in response to language processing or comprehension. Ellis notes that tasks are classified as activities that occur within a classroom. On Nunan's (2004) concept, a pedagogical activity involves students communicating in a variety of ways

with the finer points of the target language. A pedagogical assignment is a classroom activity that can be used to teach a lesson. The activities are not appropriate for use outside the classroom because they are more rigid than what is normally used. There are several different task styles. Following (1998) five tasks have been suggested as the framework for Task-Based Instruction as follows.

1. Listing tasks: the processes of identifying the project by gathering and synthesizing knowledge. The students are expected to list what they would bring to school if they were taking classes.

2. The sorting and ordering task is an activity undertaken by groups that consists of two students, and they have to order information based on particular criteria.

3. Comparing: This type of task involves identifying similarities and differences between a number of data sets.

4. Making a decision based on the problem and making a series of decisions required to solve the problem.

5. Sharing personal experiences: this offers students an opportunity to compare their own personal and educational experiences with others.

6. A creative project in which students are encouraged to collaborate in groups to produce something freely.

2.2. Task Grading and Sequences

The type of learning materials that a teacher uses are outlined in great detail. The order in which information is delivered represents the views of the materials production or syllabus designer about how information should be graded and incorporated. Richards (2001) notes that gradation is the sequencing and grouping of teaching objects in a syllabus.

The order in which words, words' meanings, tenses, structures, subjects, functions, etc are presented will influence the way the presentation is organized. Grading may be dependent upon the complexity of the object, frequency of use in spoken or written English, or its value for the students. In a class, the first items learned can be chosen because it often happens or because the students need it immediately. In an insightful way, Richards, Platt, and Weber (2004) clarify that

grading is the organization of language course material so they are described in a helpful way.

The aim of rating the assignment is to find out which material is most important. It is often used in the sense of grading so that better grades can be obtained by the students. According to Richards (2001), syntax is the sequencing of material in a language course. Here are the purposes of the mission.

1. It is the common approach used for sequencing tasks at different levels of difficulty.

2. Chronology is also based on the sequence of events or the chronological order of things in the real world.

3. They would need material to be sequenced based on the students' needs. The subjects are precisely tailored for the student's ability needs.

4. Prerequisites are set out in a logical order such that there are no holes in the learning process.

5. In some cases, the first part of a course may begin by considering the overall organization or structure of a topic before considering the individual components. Instead, the course will concentrate on learning basic skills before moving on to the whole.

6. This strategy involves recycling objects so that students have several chances to study them.

2.3. TBLT Framework

In today's modern language teaching methods, task-based learning has a creative approach to conventional classroom instruction (Presentation, Practice, and Production). Task-based instruction uses meaningful interactions which help students improve their language skills and increase their language knowledge. Accordingly, it can be deduced that there are three distinct types of behaviors in Task-Based Training. The focus of learning in TBI is divided into three sequences: pre work, task cycle, and language focus, as illustrated in the above figure by Willis (1996). Each sequence provides different information to the students to help them learn.
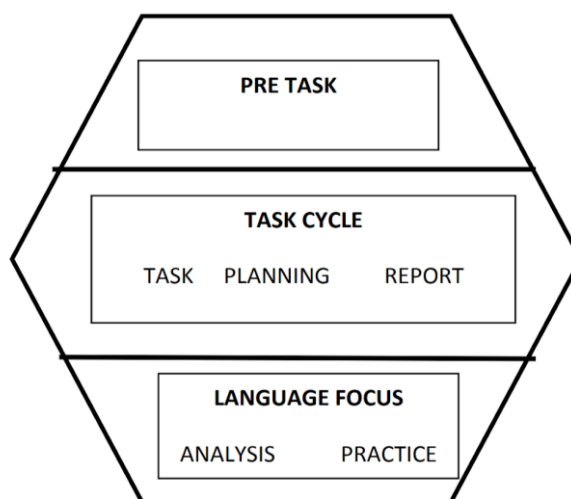
Figure 7 TBLT framework

2.3.1. Pre-Task

Pre Task activities, also named as the introduction to subject, mean as the first step to make the students understand about the theme and objectives. In this stage, students use images, mime or their own experience to discuss what they did to warm up. In this stage, the questions will introduce the students to the general topics to be discussed in the article. Richards (2006, p. 33) sums up the activities in the pre-task phase, as follows.

- Teacher helps Students to understand the theme and objectives of the task, for example, brainstorming ideas with the class, using pictures, mime, or personal experience to introduce the topic.

- Students may do a pre-task, for example, topic-based, odd-word-out games.

- Teacher may highlight useful words and phrases but would not pre-teach new structures.

- Students can be given preparation time to think about how to do the task.

- Students can hear a recording of a parallel task being done (so long as this does not give away the solution to the problem).

- If the task is based on a text, Students read a part of it.

2.3.2. Task Cycle

Task cycle is a series of problem-solving tasks focusing on analyzing problems. The students then delivered their study to the rest of the class about what inference they drew from completing the task. In designing the mission, consideration should be given to dividing the materials into three phases, Task, Preparation and Study.

The mission, in the beginning, should be given to the students. After students are given a text, they are given a short period of time to create a poster that represents the subject of the text. The focus of this process is that students are not allowed to have their ideas disrupted, and are to be secure in presenting their own ideas.

Planning is one of the steps in the task cycle where students describe the purpose of why they came to their conclusion. In this point, the teacher corrects the students' papers and offers suggestions to help them develop their work. The instructor will assign peer editing as a writing assignment for the students. By doing peer editing, students can send and receive corrections from others and learn how to use proper grammar.

The final stage of the assignment is report where students are ready with their results and have to give a short presentation to other students in the class. During a presentation, another group may ask questions or provide input about the presentation's content. Following the lecture, the teacher should comment on how the students' reports were satisfactory, and asked for potential progress. The aim of this stage is to prepare students to become good public speakers who will be confident when delivering their presentations.

Richards (2006, p.33-34) elaborates the step-by-step process in the task cycle which includes task, planning, and report. The steps are as follows.

Task

- The task is done by Students (in pairs or groups) and gives students a chance to use whatever language they already have to express themselves and say whatever they want to say. This may be in response to reading a text or hearing a recording.

- Teacher walks around and monitors, encouraging in a supportive way everyone's attempt at communication in the target language.

- Teacher helps students to formulate what they want to say, but will not intervene to correct errors of form.

- The emphasis is on spontaneous, exploratory talk and confidence building, within the privacy of the small group.

- Success in achieving the goals of the tasks helps students' motivation.

Planning

- Planning prepares for the next stage where students are asked to report briefly to the whole class how they did the task and what the outcome was.

- Students draft and rehearse what they want to say or write.

- Teacher goes around to advise students on language, suggesting phrases and helping students to polish and correct their language.

- If the reports are in writing, teacher can encourage peer-editing and use of dictionaries.

- The emphasis is on clarity, organization, and accuracy, as appropriate for a public presentation.

- Individual students often take this chance to ask questions about specific language items.

Report

- Teacher asks some pairs to report briefly to the whole class so everyone can compare findings, or begin a survey. (N.B: There must be a purpose for others to listen). Sometimes only one or two groups report in full; others comment and add extra points. The class may take notes.

- Teacher chairs, comments on the content of their reports, rephrases perhaps, but gives no overt public correction.

2.3.3. Language Functions

After the pre-task and task-cycle, the next step is language functions. In this step, there are two main activities, analysis and practice. The following are the steps in language functions explained by Richards (2006, p. 34-35).

Analysis

- Teacher sets some language-focused tasks, based on the texts students read or on the transcripts of the recordings they hear. Examples include the following: Find words and phrases related to the topic or text. Read the transcript, find words ending in "s" and say what the "s" means. Find all the words in the simple past form. Say which refer to past time and which do not. Underline and classify the questions in the transcript.

- Teacher starts Students off, then students continue, often in pairs. Teacher goes around to help. Students can ask individual questions.

In plenary, teacher then reviews the analysis, possibly writing relevant language up on the board in list form; Students may make notes

Practice

- Teacher conducts practice activities as needed, based on the language analysis already on the board, or using examples from the text or transcript.

- Practice activities can include: Choral repetition of the phrases identified and classified, memory challenge games based on partially erased examples or using lists already on blackboard for progressive deletion, sentence completion (set by one team for another), matching the past-tense verbs (jumbled) with the subject or objects they had in the text, dictionary reference with words from text or transcript

Thai Undergraduate Students' Communicative Competence

English is taught as a compulsory subject in schools all around the world, including Thailand (Draper, 2019). English is essential for the country's economic, educational, scientific, and technical advancement (Phothongsunan, 2019). As a result, English is taught at educational institutions and plays an important role in national tests. Furthermore, according to Draper (2019), 12 credits of English are

required at the tertiary level in Thailand. Prior to this level, Thai students have typically studied English for ten years, from kindergarten to high school (Phothongsunan, 2019). Nonetheless, in Thailand, English communication skills remain a national issue (Saelee & Jirawan, 2019).

There have been a number of concerns with English language training in Thailand. Lack of practice, exposure outside of the classroom, inadequate English competency, and confidence in speaking and writing in English are the most important challenges facing pupils (Noom-Ura, 2013). Thai students' challenges with English communication were also noted by Tantiwich and Sinwongsuwat (2021). In fact, multiple studies of Thai university students' English proficiency indicated that their average proficiency level was only A1 and A2 in the CEFR framework (Teng & Sinwongsuwat, 2015; Waluyo, 2019). At this level of proficiency, many Thai undergraduates are unable to proceed beyond rudimentary communication on familiar themes using simple words and common idioms. Many face considerable challenges in meeting the Ministry of Thai Education's goal of having university students graduate with a CEFR B2 level of English (Tantiwich & Sinwongsuwat, 2021). This lack of English communicative competence has raised concerns about how Thais will manage with future international competitions in all areas. As a result, strengthening students' communicative competence, particularly those currently enrolled in university, is critical because they will soon assume key responsibilities in the country.

Before discussing this concept further, it is best to know the meaning of it. British Council (n.d.) stated that the capacity of a student to communicate effectively through language is referred to as communicative competence. Having similar ideas, Nordquist (2019) pointed out that communicative competence includes both tacit understanding of a language and the capacity to utilize it effectively. The idea of communicative competence was coined by linguist Dell Hymes in 1972 (Nordquist, 2019). He further adds that this construct arose from opposition to Noam Chomsky's concept of linguistic competence.

Tomlinson (1998, p.8) defines communicative language instruction as a way for assisting learners in developing communicative competence. The communicative approach will be examined in relation to communicative competence. Communication

maturity, according to Tomlinson (1998), is an essential to success. Tomlinson further elaborates that communication competency is the capacity to utilize language effectively for communication. Both linguistic and sociolinguistic awareness and abilities must be learned by the student. The ability of the pupil to utilize the language accurately and properly is emphasized.

Littlewood (2008) distinguishes between functional communication practices and social interaction activities as two primary types of communicative activities. The M.A. is summarized as follows:

1.   Sharing knowledge with restricted collaboration in a group interaction in which one learner (or group) has information which is unknown to another. These tasks include: recognizing pictures, finding similar pairs, finding sequences or locations, finding missing information, finding unknown information, finding missing features, finding secrets, and some variations in organization.

2.   The practice involves exchanging knowledge with unrestricted collaboration such as transmitting patterns, images, models and following directions.

3.   The task allows learners to exchange information and also analyze or assess this information in order to solve a problem. These tasks include reconstructing past narrative events and pooling different pieces of knowledge in order to solve a problem.

4.   Processing information involves evaluating information and reasoning based on the results of the study. For anything to be a standard decision.

To gain communicative competence, students should be attentive to both the social as well as the practical meanings of language in the activity. Learners are not regarded as beings destined to act as a practical tool, but rather as social beings. The classroom as a social context is used in classes such as simulation and role playing. More specifically, according to Ahmed and Pavar (2018) there are several ways an instructor can utilize to improve students' communicative competence. They add that the activities need to be communication-based or task-based, thus justifying the use of TBLT in this study. Several activities proposed by Ahmed and Pavar (2018) are as follows.

1.   In pairs or groups, have an oral discourse and dialogue,

2.   Interaction between the teacher and the students,

3. Use of Literature,

4. Role-playing and simulation activities,

2. Computer-Aided Learning Activities in the Classroom,

3. Watching English television and reading English news,

4. Investing in social media platforms.

1. Dell Hymes' Model of Communicative Competence

The capacity to use language correctly to communicate responsibly and successfully in a range of social circumstances is represented by the communicative competence model we recognize and use nowadays (Rangelova, 2019). Language acquisition, according to Hymes, requires both knowledge of language structure and societal conventions. A student develops linguistic knowledge that is both grammatical and appropriate. Individuals develop the ability to know when to speak and when not to speak, as well as what to talk about with whom, when, where, and in what way (Hymes, 2001). This debate demonstrates that grammatical or linguistic knowledge, as defined by Chomsky's linguistic theory, is insufficient to explain a child's ability to meet communicative demands. Hymes proposes this paradigm for merging linguistic theory with communication and cultural theory, and he raises the following four questions (Hymes, 2001, pp. 63).

1. Whether (and to what degree) something is formally possible;

2. Whether (and to what degree) something is feasible in virtue of means of implementation available;

3. Whether (and to what degree) something is appropriate in relation to a context in which it is used and evaluated; and

4. Whether (and to what degree) something done, actually performed, and what its doing entails.

2. Canale and Swain's Model of Communicative Competence

These four aspects of communication competence were established by Michael Canale and Merrill Swain (1980), as follows.

1. Grammatical competence. Phonology, orthography, lexicon, word construction, and sentence structure are all included in this competence.

2. Sociolinguistic competence. It entails understanding of sociocultural use standards. It is focused with the learners' capacity to deal with various sociolinguistic situations, such as settings, themes, and communication functions. It also covers the use of suitable grammatical forms in various sociolinguistic situations for various communicative functions.

3. Discourse competence. It has to do with the students' ability to comprehend and produce texts in the modalities of listening, speaking, reading, and writing. It is concerned with the cohesiveness and coherence of various sorts of writings.

4. Strategic competence. It refers to compensatory strategies used in the face of grammatical, sociolinguistic, or discourse difficulties, including the use of reference materials, grammatical and lexical rewording, requests for repeat, clarification, or slower speech, as well as difficulties attempting to address random people when unsure of their social status or locating the appropriate cohesion devices. It also considers performance aspects such as dealing with background noise and the use of gap fillers.

3. Alcon's model of communicative competence

Discourse competence, psychomotor abilities and competences, and strategic competence are the three primary components of Alcon's concept of communicative competence, according to Jordà (2005: 56). Linguistic, textual, and pragmatic competence all fall under the discourse competence umbrella. Listening, speaking, reading, and writing are among the language's four macro skills. The last component, strategic competence, refers to the tactics employed to compensate for a lack of linguistic or sociolinguistic skills. The difference between this model and the previous model is the explicit mention of the four macro-English skills which comprise listening, speaking, reading, and writing. According to Ahmed and Pavar (2018), these skills are essential in order to develop the communicative competence.

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┌──────────────────────────┐
│ Communicative Competence │
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Discourse	Listening
Psychomotor	Reading
Strategic	Speaking
	Writing
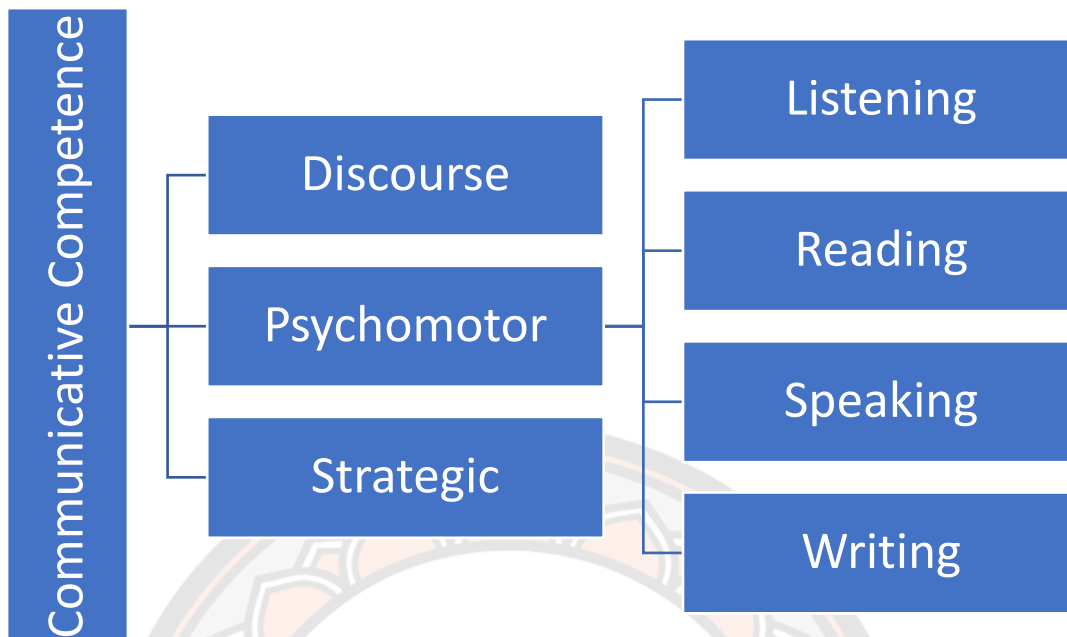
Figure 8 Alcon's Model of Communicative Competence

4. English Communication Skills

There are four major skills of a language including English, namely listening, speaking, reading, and writing. This section elaborates these skills one by one.

4.1. Listening

4.1.1. Nature of Listening

Listening was referred to by Rost (2001:1) as a dynamic mechanism that helps us to understand spoken language. Via his statements, we will know what the speaker is trying to say or tell you. We will know, through his letter, what he plans to do. We'll know whether he's just telling us or asking us as listeners for an answer or response. Listening is not only a field of expertise in language performance, Rost added, but is also a vital means of learning a second language. Listening is the medium where we process language in real time, using pacing, encoding and pausing units that are unique to the language spoken (2001: 1).

Listening is a reflex, a bit like breathing practices that are used in regular everyday life use much more than daily other single language skills. We may expect to hear twice as much as we speak, four times more than we read, and five

times more than we write, roughly. The first language, but not the second or foreign language, is a quick and easy thing to do. (Morley, 2001).

4.1.2. Role of Listening

To be able to assert knowledge of a foreign language for most individuals means being able to speak and write in that language. Therefore, listening and reading are secondary abilities, suggesting other ends rather than ends in themselves (Nunan, 2002: 238). They appear, then, to look down on listening to this view. They do not believe that listening, its equivalent, is as critical as speaking.

The applied linguist began to recognize in the late 1960s and early 1970s that listening was the primary medium through which the learner gains access to L2' data, and that it therefore serves as the trigger for acquisition (Rost, 2001). Listening has been used as a key vehicle for language learning since 1980.

Brown (2004) also noted that listening as a part of speaking is often inferred. He asked how individuals could speak without listening. Nevertheless, through this question, he affirmed the significance of listening. He added that any language teacher understands that one's capacity for oral development, other than monologues, speeches, reading aloud, and the like, is just as good as one's capacity for listening comprehension (Brown, 2004).

Rost said that there are many factors that make listening very important in language learning, in line with Brown's comments. In the language classroom, listening is important since it provides the learners with feedback. Any learning simply does not begin without knowing feedback at the right stage. For the learner, spoken language offers a medium of contact. Since learners need to communicate to achieve comprehension, it is important to have access to spoken language. In addition, learners' inability to comprehend what they hear needs to be an impetus for engagement and learning, not an obstacle. Authentic spoken language poses a challenge for the learner to try to understand language as native speakers actually use it. Listening activities provide teachers with a way to bring new words, collocations, grammar and patterns of interaction in the language to the attention of students. Therefore, listening is central to speaking (Rost, 1994: 141- 42). He added that the most commonly used language skill is listening, which is mostly used in combination with other speaking, reading and writing skills. The input for speaking,

reading and writing activities can be listening materials. Or, on the other hand, the post-teaching activities of a listening class may be speaking, reading or writing activities. In language learning, listening plays a significant role.

In Gilakjani & Sabouri (2016), Jafari and Hashim (2015) emphasized that listening is a medium for understandable feedback, and more than 50 percent of the time students spend listening is devoted to learning a foreign language. Meiliana notes that listening is the first phase in oral language learning, supporting the belief that listening in language learning is important. It is seen as a receptive capacity that needs to be learned before a speech can be made (Meiliana, 2013: 7). It means that listening is one fundamental ability that needs to be mastered and possessed in order to be able to master, or at least speak, a certain language. With strong listening skills, you should expect to have good speaking ability.

4.1.3. Teaching Listening

There are various methods for listening including selective listening, listening for different reasons, guessing, progressive structuring, anticipating, personalizing and inference. The techniques mentioned in these strategies are useful in making student Learning more successful (Nunan, 2002: 241). These forms of listening provide a benchmark for assessing student listening skills.

Gilakjani & Sabouri (2016) reported that there are three types of techniques involved in a listening comprehension task. Such techniques, whose usage and efficacy are based upon the learner's level of attainment, include cognitive, metacognitive, and socioaffective strategies.

1. Cognitive Skills.

Cognitive methods include types of techniques that are used by people to collect and store information for later use. Comprehension of data begins with the sequence of its formation and decoding the pattern of formation. Cognitive strategy is a form of problem solving that makes learners learn more, helping them to better solve problems.

2. Metacognitive qualities.

According to Rubin (1988), students use a number of metacognitive techniques to monitor their learning processes. For instance, listeners

check the goals of listening and add unique features of the verbal feedback that make it easier to understand.

3. Social-Emotional Techniques.

Social methods are approaches used by people to cooperate with others and reduce their anxiety.

4.1.4. Assessing Listening

According to Buck (2001), three methods may be used to assess language skills. These are (1) the discrete point approach, (2) the integrative approach, and (3) the communicative approach. The methods used for interpreting language.

Brown (2004: 120), in his book Language Evaluation, Values and Instructional Activities, addresses listening capacity in terms of four types:

1. Intensive listening

Listening for perceptions of the language, assessed/test can be given to for identification of phonological and morphological elements.

2. Sensitive listening

Listening should be used in educational evaluation so the learner is given an effective and open-ended answer to questions for assessment.

3. Selective listening

Listening in order to be able to comprehend the designations of particular knowledge within a broader sense of spoken language test may be in the form of listening cloze, information transmission, and sentence repetition; as well as.

4. Extensive listening

Listening to build a top-down, global interpretation of spoken language, for example listening to lengthy lecures or a longer conversation and then deriving a comprehensive message or intent. Listening for the main concept, summarizing and paraphrasing are all important steps involved in active listening. Assessment of listening comprehension may take place with dictation procedures and comprehension questions.

4.2. Reading

4.2.1. The Nature of Reading

Nur and Ahmad (2017) stated that Reading is a passive skill that necessitates an interactive approach in order to extract information or ideas from printed material. They added that understanding the significance of the reading talent, which includes the capacity to read from a variety of specialists with differing points of view, is crucial for a reading instructor. In order to comprehend reading further, the following are a few reading definitions:

i. According to Nunan (1999), reading is sometimes considered a passive talent. It entails the interpretation of others' created thoughts that are communicated through language.

ii. According to Harmer (1983), reading is not a passive talent. Reading is a physically demanding activity. It necessitates a variety of abilities, including guessing, anticipating, checking, and asking oneself questions.

iii. According to Gebhard (2006), reading entails finding meaning in print and script within a social context, using bottom-up, to understand written language, we rely on our ability to recognize words, phrases, and sentences and top-down, as well as our background knowledge related to the content of what we are reading processing, as well as the application of strategies and skill.

4.2.2. Teaching Reading

When learning a second language, especially English as a second or foreign language, reading is a critical skill to master (Hatch, 2001). Reading is a mentally active activity that entails engaging with print and assessing comprehension to develop meaning (Carrell, 2006). There are some aspects of reading that cannot be separated. They are the core notion, detail information, vocabulary, and inference in reading comprehension. These elements are inextricably linked and are commonly examined in Indonesian English reading assessments (Sari, et al., 2019), as follows.

1. Main idea. It is the central idea or message of a passage or reading material (Olson & Diller, 2012). In contrast to "subject," which refers to the topic being discussed, "main concept" refers to the point or perspective being expressed.

2. Supporting details. They, in reading comprehension, are facts, statements, and examples that assist readers understand a text (Sari, et al., 2019). By clarifying, illuminating, explaining, describing, extending, and demonstrating the core concept, these details assist readers in comprehending the text (Sari et al., 2019)

3. Vocabulary. a child's vocabulary knowledge is directly tied to their reading comprehension and overall academic success (Lehr, 2009). This link is logical since it is utilized to help students extract meaning from the content they read. Students must have a vast vocabulary as well as the capacity to discern the meanings of newly learned words using a variety of methods.

4. Inference. It refers to the ability to read between the lines or discern the meaning of the writer's implied meaning in the text. All comprehension processes are assumed to contain inference (Duffy, 2009). This requires students to pay attention to text cues, look up previous material related to those clues, and then guess or infer what the meaning is based on that information (Sari et al., 2019).

4.3. Writing

4.3.1. The Nature of Writing

Writing is the process of putting thoughts and ideas into sentences and paragraphs using a succession of words (Aryuntini et al., 2018). Writing indirectly aids learning since it requires students to utilize their hands, ability to think, and eyes simultaniously. As a result, one of the most crucial abilities to master is writing. This statement is congruous with that of Raimes' viewpoint, which stated various reasons for the necessity of learning writing abilities. Writing is vital to master because, according to Raimes (1983), it demands mastery of grammar, idioms, and vocabulary. Also, when students write, they have an adventure in that language. Lastly, when students write, they are deeply interested in the language they use.

Writing is, however, difficult to learn, since it is often recognized as the final language skill to be learned for native speakers of english including for foreign/second language learners (Hamp-Lyons and Heasly, 2006). As a result, many EFL/ESL students perceive writing to be a difficult skill to master (Harmer, 1992). Motivation is a huge stumbling block, among other things. According to Hedge (1991), English learners feel unmotivated to improve their writing since it is not fascinating enough. As a result, a pleasant and engaging manner to teach writing is required to enhance students' motivation.

4.3.2. Teaching Writing

When teaching writing, there are several theories that an instructor can learn and then apply in their classroom. According to Hodges (2017), there are four main theories in writing instruction, as follows.

1. Cognitive Process theory of Writing

According to this theory, a writer must employ mental processes such as brainstorming, planning, and organizing, as well as creativity, to create. As a result, the goal of the cognitive writing process is to educate students how to employ mental thinking to create a writing. It is more common than some other writing theories due to its major benefits. Flower and Hayes (1981) developed this idea by observing students' writing and attempting to "teach concept of cognitive processes required to create and to create framework for more extensive investigation of thinking processes in writing. Writers has to go through a thinking process before writing, a greater organisational structure occurs throughout these procedures, composing requires setting objectives, and writers develop macro and micro aims to complete the writing assignment (Flower & Hayes, 1981). In a nutshell, it concentrates solely on the mental writing process.

2. Sociocultural theory of Writing.

Vygotsky created the sociocultural theory of writing, which emphasizes motivation, affect, and social factors as elements of writing (Hodges 2017). In other words, it describes how human intellect emerges from society or culture and how human learning is a social process. Another important aspect of this theory is the importance of socializing or contact in the development of mental actions or processes that lead to knowledge acquisition. Vygotsky proposed the Zone

of Proximal Development (ZPD), which states that pupils require assistance and socialization in order to develop (Vygotsky 1978). As a result, in an ESL writing classroom, students require peer participation as well as scaffolding from both teachers and peers.

3. Social cognitive theory and self-efficacy in writing

In writing, social cognitive theory describes how cognitive, behavioral, personal, and external variables interact to influence motivation and behavior (Bandura 1993). The three basic aspects of this approach are observational learning, imitation, and modeling. Self-efficacy, on the other hand, relates to a writer's conviction in his or her ability to complete a writing work and to accept any hurdles. According to this view, pupils have always refined their perspective by looking at previous work. As a result, people will select a task in which they have high self-efficacy and avoid those in which they have poor efficacy. (According to Bandura, 2001). Self-observation, self-evaluation, self-reaction, and self-efficacy are the four goal generalization keys mentioned. As a result, in a writing classroom, students' cognitive competence and self-belief in their ability to overcome obstacles aids in the writing of instructions.

4. Ecological Theory

Cooper (1986, p.368) suggested ecological theory, stating that "an ecology of writing involves much more than the particular writer and their immediate setting." Pupils in the writing class engage with one another to construct systems in which all students or the result of writing both regulates and is controlled by the writing of other students in their own surroundings. All of the features of any particular writer or piece of writing both decide and are influenced by the qualities of all the other authors and writings in the system, according to this idea. Ecological systems are essentially flexible, which is an important feature. Despite the fact that the structure and contents are established at one point in time, they are always altering in real time. This theory's flaw is that it fluctuates over extended periods of time.

4.4. Speaking

4.4.1. Nature of Speaking

It is quite tough to comprehend a language. Listening, reading, speaking, and writing are the four English abilities that we must acquire and perfect. The most crucial of the four language acquisition abilities is speaking. Cameron (2001) defines speaking as the conscious use of language to express meanings so that others can make sense of them. Finocchiaro and Brumfir (1983) believe that speaking is a series of interconnected mental and bodily processes that must occur in real time. They regard speaking to be a difficult skill that requires a mastery of the tone, structures, vocabulary, and cultural subsystems of the language. According to Harmer, the capacity to communicate fluently entails an understanding of linguistic features as well as the ability to process information and language (2001). Language acquisition involves a challenging and protracted learning process that results in fluency and accuracy.

4.4.2. Teaching Speaking

There are five variables to consider when learning a language. They are the social setting, learner attributes, learning state, learning technique, and learning outcome (Stren, 1983: 338)

1. Social Context. The learners' activities in establishing contact are represented by this variable. The learners are more easily influenced and motivated when they have a social background.

2. Learners' characteristic. The psychological element of the learner plays a crucial part in communicative speaking.

3. Learning condition. A situation in which just one learner is involved is referred to as the condition of learning.

4. Learning Process. The learning process includes the learner on three levels: academically, socially, and emotionally.

5. Learning Outcome. If students do not understand why they are learning, their motivation will deteriorate. However, if she or he is aware that his or her learning aim, such as a competition, graduation, or exhibition, is clear, she or he will instantly raise his or her drive.

Harmer (2007) recommend several activities to teach speaking based on students' English proficiency levels: photographic competition (upper intermediate to advanced); role play (intermediate to higher intermediate); portrait; activities with a knowledge gap; and narrative, according. Concerning speaking activities, Thornbury (2005) suggests that learners engage in various activities while learning to communicate, such as identifying their favorite things, doing surveys by asking their classmates, giving presentations, balloon debates, moral issues, and so on. Due to the product's challenges with teaching speech, the product's responsibilities include role play, survey, and knowledge gap exercises.

4.4.3. Assessing Speaking

Two major elements in assessing speaking are, as follows.

1. Types of spoken tests. The most popular sorts of spoken examinations, according to Thornbury (2005), are interviews, live monologues, in which applicants prepare and deliver a brief discussion on a pre-selected subject, filmed monologues, role play, interactive activities, and debate.

2. Assessment Criteria. Comprehensive scoring that utilizes a single score based on an overall impression and analytical scoring are two major approaches of gauging learners' capacity to communicate, according to Thornbury (2005).

4.4.4. Obstacles in Learning Speaking

Davies and Pearse (2000: 82) outline several problems in learning a foreign language, as follows.

1. Students may be concerned about delivering an utterance if they have a lot of faults or anomalies, especially if they have to speak in front of a big group of people.

3. Non-native speakers find it difficult to understand native English speakers because of the strong regional accent.

4. Speaking occurs in real time, since speakers must examine what other people are saying in genuine conversation.

4.5. Focus on Productive Skills: Writing and Speaking

This study focuses mostly on the productive skills of writing and speaking. Thai pupils have been struggling with these basic skills. The most major problems for Thai students include a lack of practice, exposure outside of the classroom, insufficient English ability, and confidence in speaking and writing in English (Noom-Ura, 2013). Tantiwich and Sinwongsuwat (2021) and Anggoro and Khasanah (2021) also recognized Thai pupils' difficulties in productive skills. Language production concerns, both written and spoken, have grown in importance in a completely online society. Teachers find it challenging to handle speaking and writing practice in an online class due to the lack of face-to-face interaction.

Design-Based Research (DBR)

This study utilizes Design-Based Research or DBR in order to address the issues concerning online EFL instruction. This section elaborates the concept and theories of DBR

1. Concept of DBR

To begin the discussion on DBR. It is important to comprehend what it is. DBR is a methodological approach aligned with research methodologies from engineering or applied physics, in which objects are developed for specific goals (Brown, 1992; Joseph, 2004; Middleton et al., 2008; Kelly, 2014). As a result, investigators utilizing design-based research approach educational inquiry in the same way that an engineer approaches the development of a new product.

Armstrong et al. (2020) stated that DBR considers research subjects to be important contributors in the research process. To some extent, they are also considered as the collaborators (Armstrong et al., 2020). Classic experimentalism regards research participants or subjects as entities to be observed or experimented on, implying a one-way relationship between research subjects and researcher (Armstrong et al., 2020). The task of the subjects is to be available and authentic in order for the researcher to make significant observations and gather correct and valid data (Armstrong et al., 2020). This concept of the research subject involvement is different from that in DBR. DBR researchers regard their research subjects as co-participants and co-investigators (Barab & Squire, 2004; Collins, 1990). In DBR the research subjects can include the students, teachers, staffs, directors, parents, schools, and

many others (Barab & Squire, 2004). DBR Subjects are deemed vital for "assisting in the formulation of questions," "making modifications in the designs," "evaluating the effects of...the experiment," and "reporting the results of the experiment to other teachers and researchers" (Collins, 1990, pp. 4-5). In DBR, participants or subjects collaborate with the researcher to move to the next phases of the research iteratively.

Design-Based Research usually utilizes mixed method research to generate the educational products (Scott et al.,2020). Creswell (2014) points out six types of mixed method research. One type is convergent parallel design which collect quantitative and qualitative data simultaneously. Next is explanatory sequential design which collects quantitative data before qualitative data. The third type is exploratory sequential design which gather qualitative data before quantitative data. After that is embedded design which gather quantitative and qualitative data simultaneously or sequentially. The fifth type is transformative design which uses one of the earlier four types and put it inside a transformative framework. The last is multiphase design which is used when problems are needed to be examined in a series of phases. Having explained the type of mixed method research, this study applies the second type, namely explanatory sequential design or also called explanatory mixed method research design. In this design, quantitative data are collected first and are more heavily weighted than qualitative data (Gay, et al., 2011). Gay et al. further explains quantitative is good at establishing the effects of particular programs, while qualitative helps us to understand how a program succeeds and fails (2011).

2. Stages of DBR

The iterative nature of DBR treatments is a distinguishing feature (Armstrong et al., 2020). While trying out the developed intervention, the researchers simultaneously find ways to enhance by making use of research approaches that are best suited to the setting; thus, the result takes precedence above the process (Armstrong et al., 2020). In designed-based research, there are mainly three processes, namely analysis and exploration, design and building, and assessment and reflection (McKenny & Reeves, 2012). However, the processes might be repeated several times before the final product is completed. The following figure illustrates the utilization of DBR (Armstrong et al., 2020).
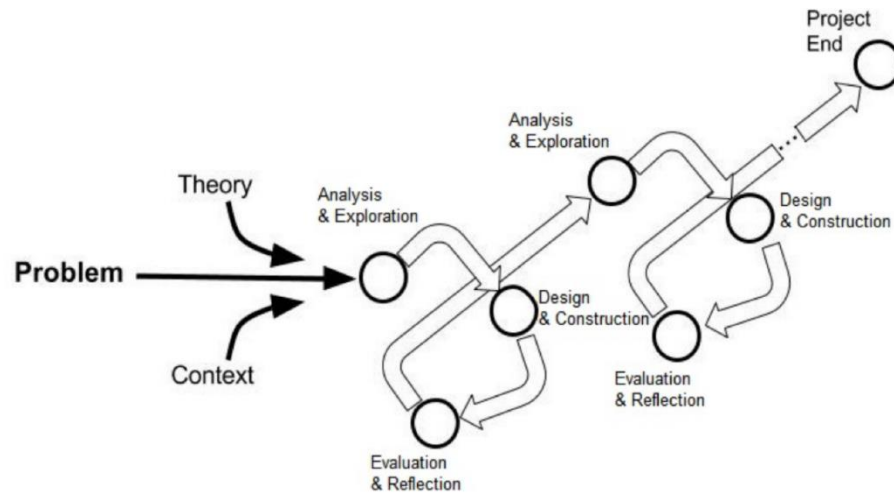
Figure 9 Process of DBR

The first process to commence in a DBR is analysis and exploration. This process is an essential and significant component of DBR and the researcher is obliged to apply it throughout the study to identify and determine the issues to address at a DBR project start (Armstrong et al., 2020). Researchers must discuss all facets of the problems with practitioners, usually teachers. Additionally, they "seek out and learn from how others have seen and addressed comparable problems" (McKenny & Reeves, 2012, p. 85). By doing this, a better comprehension of the context in which an intervention should be carried out is achieved.

The analysis must include exploration since theories cannot account for the wide range of factors in a learning scenario. When carrying out an intervention, DBR researchers might draw on a variety of disciplines and approaches (Armstrong et al., 2020). The context and goals of the research should guide the choice of methodology. In this particular study, the analysis will involve numerous recent relevant studies on online EFL instruction, flipped classroom, interactive response systems, and task-based language teaching. The exploration will include reflections from the researcher, his colleagues, and others involved individuals as well as direct observations.

Following the analysis and exploration process is design and construction. This process relies a lot on the findings in the analysis and exploration process. In this second phase interventions are built. The interventions can be a specific technology tool or "less tangible characteristics such as activity structures, institutions, scaffolds, and curricula" (Design-Based Research Collective, 2003, pp. 5–6). According to Armstrong et al . (2020), this technique entails sketching out a selection of solutions and then developing the concept with the most promise. In this study, the design and construction process will commence after information gathering in the analysis and exploration process. The design will initially be savvy and developed further as the stage runs.

The third process is reflection and evaluation. Armstrong et al. (2020) stated that the cycle approach necessitates rigorous, ongoing review for each iteration in order to make improvements. While tests and quizzes are commonly used to assess educational achievement, such tools as interviews and observations possess an important role because they can provide a better knowledge of how teachers and students perceive the learning situation (Armstrong et al., 2020).

In addition to Armstrong et al. (2020), Scott et al. (2020) also identified the steps in DBR as follows.

1. The researchers identify an issue that must be solved (e.g., a particular learning challenge that students face).

2. Based on theory and past research, they create a potential "solution" to the problem in the form of instructional materials (e.g., reasoning methods, worksheets; e.g., Reiser et al., 2001) that address the problem.

3. The researchers put the educational tools to the test in a real-world context (i.e., the classroom) to evaluate if they improve student learning. As testing progresses, researchers review the instructional tools in light of new evidence of their usefulness (or lack thereof) and change the tools in real time as needed (Collins et al., 2004).

4. The researchers reflect on the experiment's findings, identifying the aspects of the instructional tools that were effective in addressing the initial learning problem, revising those aspects that were not beneficial to learning, and determining how the research informed the theory underlying the experiment.

The four phases are not conducted once. In fact, Scott et al. (2020) pointed out that they are parts of a single cycle and are usually repeated several times in order to obtain the final product. In addition to Scott et al. (2020) and Armstrong (2020), there is an earlier process of DBR by Sandoval (2014). Sandoval's DBR process is like that of Scott et al. and Armstrong et al. since it consists of cycles of reflect, design, test, and evaluate. The following figure sums up the process of DBR by Sandoval (2014).
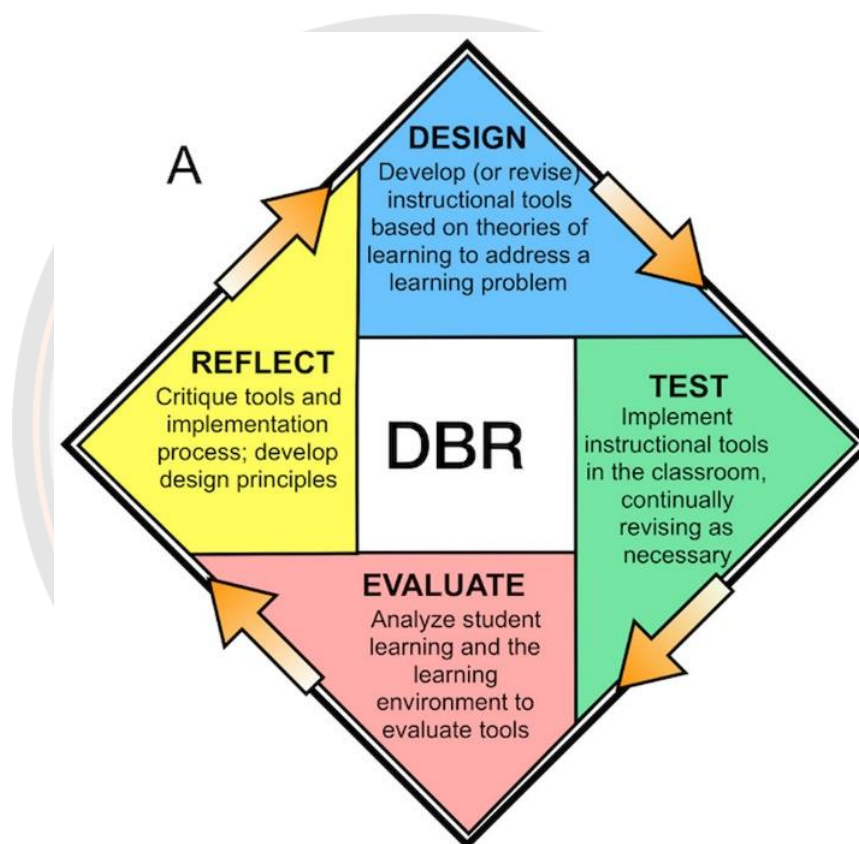
Figure 10 Process of DBR (Sandoval, 2014)

3. Goals of DBR

There are no precise constraints for the shape that instructional tools must take or the way in which the tools are assessed in design-based research (Bell, 2004; Anderson and Shattuck, 2012). Design-based research, on the other hand, contains what Sandoval (2014) refers to as "epistemic commitments" that shape the primary aims of a design-based research project as well as how it is conducted. These

epistemic commitments are as follows: 1) Design-based research should be anchored on learning theories (e.g., constructivism, knowledge-in-pieces, conceptual change) that both inform and enhance the design of instructional aids (Cobb et al., 2003; Barab and Squire, 2004). As a result, design-based research is more than just a strategy for determining whether or not an educational tool works; it also analyzes why the design succeeded and how it may be used in different learning situations (Cobb et al., 2003). Design-based research should strive to achieve quantitative changes in student learning in classrooms centered on a specific learning challenge (Anderson and Shattuck, 2012; McKenney and Reeves, 2013). This prerequisite guarantees that theoretical research into student learning is directly applicable to, and has an influence on, students and instructors in classroom settings (Hoadley, 2004). 3) Design-based research should yield design concepts that will guide the creation and deployment of future instructional materials (Edelson, 2002). Because of this dedication, the research findings are extensively suitable for usage in a number of school settings. 4) Design-based research should be carried out in classrooms through lengthy, iterative teaching trials. In comparison to short-term tests, researchers are more likely to see the full impacts of how instructional materials affect student learning when they watch student learning over a long period of time (e.g., for a whole term or across terms) (Brown, 1992; Barab and Squire, 2004; Sandoval and Bell, 2004).

4. DBR vs Experimental Research

Scott et al. (2020) pointed out that many DBR studies use experimental approaches that are consistent with traditional scientific experimentation methods, such as using treatment versus control groups, randomly assigning treatments to different groups, replicating interventions across multiple spatial or temporal periods, and using statistical methods to guide the types of inferences that emerge from an experiment. While design-based research can use these methodologies for educational inquiry in the same way, there are some significant variations in its approach to experimentation (Collins et al., 2004; Hoadley, 2004). In this section, we contrast design-based research and what we label "experimental techniques," despite the fact that both paradigms involve some type of experimentation.

5. Role of Participants in DBR and Experimental Research

The role that participants perform in the experiment is the primary distinction between an experimental method and design-based research. In an experimental method, the researcher is in charge of making all decisions on how the experiment will be carried out and studied, while the teacher facilitates the experimental treatments. Both researchers and educators are involved in all stages of design-based research, from conception through reflection (Collins et al., 2004). A third characteristic that commonly occurs in DBR is that the researcher is also the lecturer. In this scenario, if the research topics being addressed yield generalizable conclusions with the potential to have a broad influence on education, then this is compatible with a design-based research strategy (Cobb et al., 2003). When the study questions, on the other hand, are self-reflective about how a researcher/instructor might improve his or her own classroom practices, this matches more closely with "action research," another approach utilized in education research (Stringer, 2013).

6. Hypotheses in DBR and Experimental Research

The second distinction between experimental and design-based research is the shape that hypotheses take and how they are examined (Collins et al., 2004; Sandoval, 2014). Researchers use experimental methodologies to test hypotheses about how a certain educational intervention would affect student learning. In order to isolate the effects of the intervention, the intervention is then assessed in the classroom(s) while controlling for other variables that are not part of the research. Researchers may identify a "control" condition as a comparative group that does not receive the intervention. Jackson et al. (2018), for example, wanted to see if peer- and self-grading of weekly practice tests were equally beneficial forms of purposeful practice for students in a large-enrollment class. To put this to the test, the writers (including this essay's authors J.H.D., M.P.W.) devised an experiment in which lab sections of students in a major lecture course were randomly allocated to either a peer-grading or self-grading treatment in order to isolate the effects of each intervention. A hypothesis is conceptualized as the "design solution" rather than a specific intervention in design-based research; that is, design-based researchers hypothesize that the designed instructional tools, when implemented in the classroom, will create a learning ecology that improves student learning around the identified

learning problem (Edelson, 2002; Bell, 2004). Zagallo et al. (2016), for example, created a laboratory curriculum (i.e., the anticipated "design solution") for molecular and cellular biology majors to solve the learning problem that students frequently fail to integrate scientific concepts and empirical evidence. This curriculum included the following components: focusing instruction on a set of target biological models; developing small-group activities in which students interacted with the models by analyzing data from scientific papers; using formative assessment tools for student feedback; and providing students with a set of learning objectives to use as study tools. Over several years, they tested their curriculum in a unique, large-enrollment course of upper-division students, making incremental revisions to the curriculum as the study went.

7. Controlling Extraneous Factors in DBR and Experimental Research

Design-based researchers recognize that: 1) classrooms and classroom experiences are unique at each given time, making it difficult to really "control" the environment in which an intervention occurs or establish a "control group" that differs only in the features of an intervention; and 2) many aspects, as a result, the research team is less concerned with manipulating the study circumstances (as in an experimental technique) and more interested with describing the learning environment (Barab and Squire, 2004). As the research develops, data from numerous sources is gathered, including how the instructional tools were implemented, elements of the implementation process that did not go as anticipated, and how the instructional tools or implementation method was improved. These characterizations can give crucial insights into which specific elements of the instructional materials or learning environment have the greatest influence on learning (DBR Collective, 2003).

8. Flexibility of Interventions in DBR and Experimental Research

The ability to modify educational interventions is the next distinction between experimental techniques and design-based research. The intervention in experimental research remains fixed throughout the experimental period, with any adjustments occurring only after the trial has finished. This is crucial for ensuring that the study's findings give proof of the efficacy of a particular intervention. Design-based research, on the other hand, uses a more flexible approach that permits instructional tools to be adjusted in situ as they are applied (Hoadley, 2004; Barab,

2014). This adaptability enables the research team to adjust instructional materials or tactics that prove insufficient for gathering the evidence required to evaluate the underlying hypothesis, and it ensures a strong link between treatments and a specific learning problem (Collins et al., 2004; Hoadley, 2004).

9. Conclusions in DBR and Experimental Research

Finally, and most significantly, experimental methodologies and design-based studies generate different conclusions from their findings. Experimental research can "identify that something important occurred; but, [it] is unable to define what about the intervention led that story to emerge" (Barab, 2014, p. 162). In other words, experimental approaches are effective at finding where variations in learning occur, such as between groups of students who are subjected to peer- or self-grading of practice examinations (Jackson et al., 2018) or who are exposed to alternative curricula (e.g., Chi et al., 2012). These techniques, however, are unable to define the underlying learning process or mechanism involved in the various learning outcomes. Design-based research, on the other hand, has the potential to identify learning mechanisms since it explores how the nature of student thought changes when students encounter instructional interventions (Shavelson et al., 2003; Barab, 2014). Design-based research, as a technique of exposing causal processes, is directed not to identifying effects but to finding functions, to understanding how desirable and unwanted consequences develop through interactions in a planned environment (Sandoval, 2014). The authors of Zagallo et al. (2016) discovered that their curriculum aided students' data-interpretation abilities by encouraging students' spontaneous use of argumentation, during which group members coconstructed evidence-based assertions from the data presented. Students also worked together to decipher figures and recognize data trends. The researchers uncovered these methods using a qualitative data analysis of in-class recordings of small-group conversations, which allowed them to see what students were doing to assist their learning. Because design-based research focuses on defining how learning occurs in classrooms, it may begin to address the types of mechanistic problems that others have recognized as critical to developing DBR. Dolan, 2015; Lo et al., 2019; National Research Council [NRC], 2012).

Review of Related Studies

This section discusses several studies related to this research. Also, it highlights the difference between this research and them.

1. Related Study 1

The first study is entitled "Integrating Flipped Learning Pedagogy in Higher Education: Fitting the Needs of COVID-19 Generation." Radia conducted this study in 2021. The author used the online and face-to-face components of the flipped classroom to teach English. To carry out the model, the study adhered to a set of safety procedures specified by their ministry of education. According to Radia (2021), face-to-face training was combined with online instruction via e-learning systems such as Moodle. The use of flipped classrooms occurred in three stages, as suggested in the manuscript: pre-class learning, in-class learning, and post-class learning. Pre-class learning entails the teacher posting an online recorded lecture to be viewed at home by learners in order to lay the groundwork for the class session. Class time is committed to engaging learners in a thorough examination and review of newly learnt information by clarifying concepts and engaging learners in deep learning during in-class learning. Pupils' post-classroom activities include homework, project work, and research.

The work of Radia (2021) is different from this research. While Radia conducted her study during the COVID-19 pandemic, she adopted the traditional flipped classroom model which combines an online and onsite environment. This research, however, adapts the flipped classroom model for an entirely virtual use.

2. Related Study 2

The second study is entitled "Flipping the Classroom Remotely: Implementation Of A Flipped Classroom Course In Higher Education During The Covid-19 Pandemic." Karalis and Raikou (2021) opted to convert the standard flipped learning approach, which combines both an online and face-to-face setting, to a completely virtual technique. They explained in the following manner:

The instructors decided to turn all the face-to-face part of the course into online, yet maintaining the basic pedagogical principles that are mentioned for the face-to-face part of the FC as well. Therefore, the part of synchronous education (which, in this case, was the official software available at the University of Patras, i.e.

Zoom), would every time include the minimum lecturing possible or no lecturing at all, mostly to respond to queries, and the three hours of the online teaching would be used for activities in which the students would participate. In this part of the course, the techniques used were discussion on a specific matter, work in groups (using the breakout rooms function of Zoom), debate, brainstorming (mostly with the use of chat), voting (using Zoom's internal tools or software that allows a better visualization of the results, such as Mendimeter), and case studies. (Karalis & Raikou, 2021, p.25)

According to the explanation, even though the environment was totally virtual, they included activities that a regular flipped classroom model would prescribe. Students were able to independently learn the topics before to class at their own pace, and then participate in a synchronous meeting that included interactive and interesting activities. In addition, the utilization of a platform, Zoom, was critical in delivering synchronous activities using the virtual paradigm.

The work of Karalis and Raikou (2021) is distinct from this research. While their model is entirely online, it does not involve task-based language teaching (TBLT) and interactive response systems (IRSs).

3. Related Study 3

The fifth study is "Hybrid Flipped Classroom: Adaptation to the COVID Situation." Fidalgo et al. (2020) renamed the flipped classroom model HFC (Hybrid Flipped Classroom). The model's communication mechanisms in HFC are synchronous when there is temporal coincidence and asynchronous when there is no temporal coincidence in activities like email, forums, and others. The lesson in HFC, like other FC techniques, is mostly asynchronous from home, but the assignment is synchronous in the classroom. This concept includes a novel function: data creation, which allows instructors to determine the students' learning level throughout the home session. As a result, teachers can make decisions regarding which strategies and resources to employ during classroom homework. The diagram below depicts how HFC is utilized.
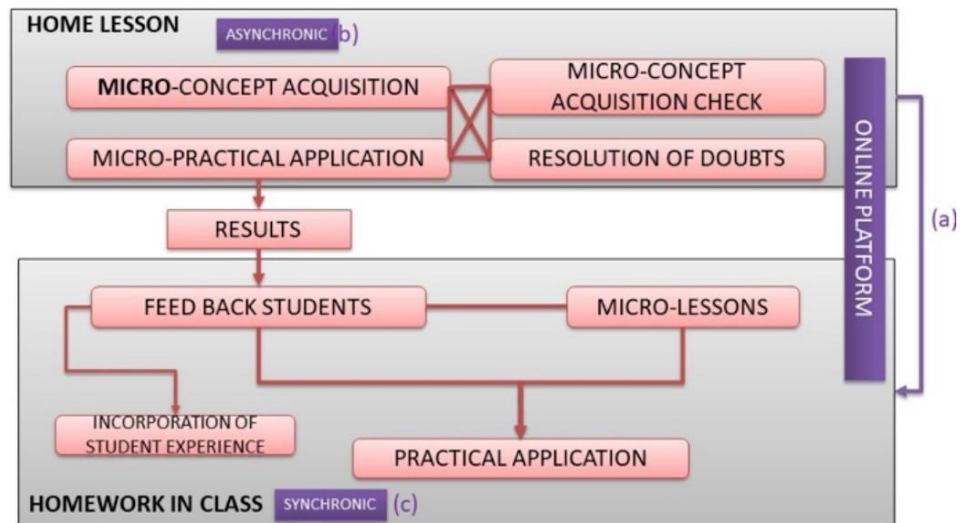
Figure 11 Fidalgo's Hybrid Flipped Classroom

The work of Fidalgo et al. (2020) is distinct from this research. While it is an entirely virtual application of flipped classroom, it does not include task-based language teaching (TBLT) and interactive response systems (IRSs).

4. Related Study 4

The last related study is "A Flipped Classroom Model to Improve Students' Online EFL Learning." Anggoro and Khasanah (2021) created the FCOI, or Flipped Classroom Online Instruction, approach for online instruction. The model is divided into two virtual phases: an asynchronous pre-online phase and a synchronous in-online phase. To encourage asynchronous learning, the teacher recorded and distributed brief lecture videos to an online platform accessible to all enrolled students. To ensure that students understand the lecture video, a 10- to 15-question mini-quiz was constructed using gamified internet quizzes such as Kahoot and Quizizz. Throughout the in-online class period, the synchronous or real-time online education was largely made up of practice and feedback sessions. During the synchronous session, this study used a teleconferencing program called Webex to promote real-time spoken dialogues between students and teachers. In addition, in the synchronous session, Pear Deck, an online interactive slide system, was used in conjunction with Webex. To involve students in online instruction, the interactive online response system was used. The diagram below depicts how the model is used.
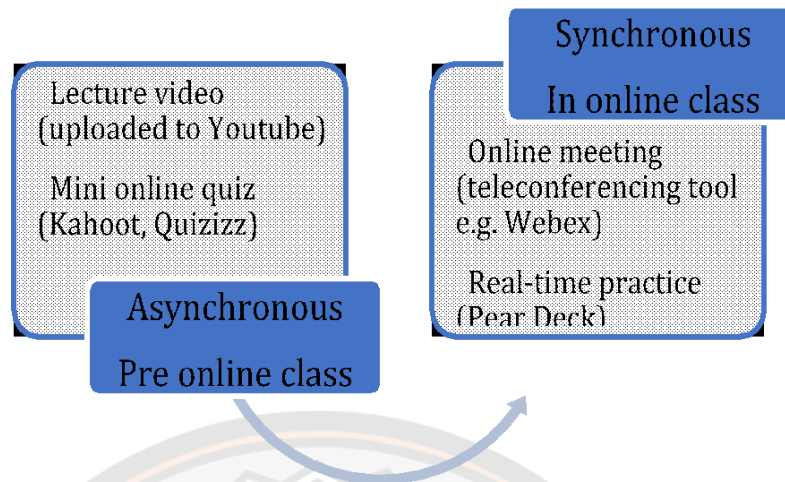
Figure 12 Flipped Classroom Model for Online Instruction of Anggoro & Khasanah

The model of Anggoro and Uswatun (2021) is different from this research. While it is entirely virtual and includes interactive response systems (IRSs), it does not involve task-based language teaching. It also is limited to particular platforms such as Webex and PearDeck and its experiment focuses on students' achievement and perceptions. This research, on the other hand, comprises task-based language teaching and various interactive response systems (IRSs). Also, it targets students' communicative competence.

5. Related Study 5

The next related study is "Thai EFL Learners' Voices on Learning English Online during the Covid-19 Pandemic." Sukman and Mhunkongdee (2021) explored Thai EFL learners' views on online learning implementation during the Covid-19 outbreaks. Data was gathered qualitatively from 30 Thai undergraduate students majoring in business English through written reflections, with five of them being chosen for a semi-structured interview on purpose. The outcomes of the qualitative data analysis revealed that while the student participants had good attitudes about online learning since it was viewed as appropriate during the present epidemic, they preferred to study English in face-to-face classes. In addition, their online English learning was hampered by an inconsistent internet connection, a lack of engagement and explanation from professors, as well as possible distractions. The study also suggested several implications, as follows (Sukman & Mhunkongdee, 2021, p. 8).

1. It is important that EFL teachers make certain that their learners have sufficient access to internet connection and technological resources before delivering their lessons. By doing so, their lessons could be designed and executed in a more effective fashion.

2. Unlike face-to-face classrooms, it can be difficult for EFL teachers of online classrooms to check whether all students can keep up with the lessons. A possible solution is that providing some quizzed or comprehension-check after each topic or lesson taught. The teacher should also be prudent enough to open for students' questions during or after class. This should help learners who feel left behind and demotivated because of their inability to follow the pace of the lessons.

3. Online lesson design is of paramount importance, and the teachers should keep in mind that the nature of online learning differs drastically to that of on-site instruction. Hence, online lessons should de orchestrated by considering fun atmosphere, relevant contents, and students' needs and interests. As students can get distracted relatively easily in online learning, tedious and irrelevant lessons could be contributing factors to such behaviour.

From the findings and implications, it is significant to utilize techniques that can engage and maintain students' interest during the lesson. The techniques need to also create a conducive learning atmosphere and enable every student to participate during online class. This study, therefore, will keep in mind these significant characteristics when developing the model.

Conceptual Framework

In Asia, the notion of blended learning has gained popularity (Gaol and Hutagalung, 2020). One blended learning style, flipped classroom, has been proposed for use in English as a Foreign Language (EFL) instruction in Korea because of its considerable effects on students' achievement (Yoon and Kim, 2020). Other countries' EFL research confirms the favorable effects of flipped classrooms on student learning (Fatemeh et al., 2020; Chen and Hwang, 2020; Hosseini et al., 2020; Li, 2020). Students can learn at their own pace thanks to the pre- and in-class

activities (Anggoro, Khasanah, 2021). Previous research has found that the concept of flipped classrooms in pre and in-class settings is an effective teaching strategy in EFL.

Given the current online EFL instruction challenge caused by COVID-19, the flipped classroom concept may be the answer. However, because the flipped classroom requires a combination of face-to-face and online settings, the existing paradigm cannot be used. Because classes are totally online, modifications are required. Furthermore, online education has distinct aspects that must be considered. As a result, it is critical and necessary to create a new model specifically for online EFL training by applying the notion of flipped classrooms' pre and in-class settings.

IRS or interactive response systems, for example, can be used to transition a flipped classroom to a fully virtual setting. In recent years, IRS has become a popular instrument. IRS applications include Kahoot, Quizizz, and Socrative. They've been used in classes and evaluated in EFL classrooms to see how effective they are. According to Liu et al. (2003), an Interactive Response System (IRS) is a technology-enabled learning environment that improves learning engagement. By offering educational assignments, an IRS enables teachers to test student comprehension and track their progress (Awedh et al., 2014). Furthermore, IRS enables teachers to make learning more interesting, increase student involvement in the classroom, spark deeper discussion, foster cooperation, and provide immediate feedback (Turner, 2015). IRS has the potential to improve flipped classrooms because it may be used as an asynchronous or synchronous platform to provide students with practice or assessment.

In addition to the technology, the model must include a method for teaching English as a second language. In some countries, including Thailand, Communicative Language Teaching (CLT) has become the new norm in EFL instruction. According to Larsen – Freeman (2001: 121), CLT is "an approach that makes communicative competence the goal of language training and acknowledges the connection of language and communication." TBLT, or task-based language teaching, is one of the CLT models. According to Richards (2006), TBLT emphasizes communicative and engaging activities as a major component of language training. The sequences of learning in TBLT are as follows: pre work, task cycle, and language emphasis (Willis, 1996). Each sequence gives pupils with different information to help them study

(Willis, 1996). It is predicted that by including these sequences into the online instruction model, the EFL instructional process will function easily and successfully. Furthermore, by using the flipped classroom concept and IRS technology, the model has the ability to increase student involvement and participation, which in turn leads to language acquisition achievement, particularly communicative competence. As a result, the title of this study is building an online education model to improve Thai university students' English communicative competence using a flipped classroom, an interactive response system, and task-based language training. The following figure illustrates the concept of this research.
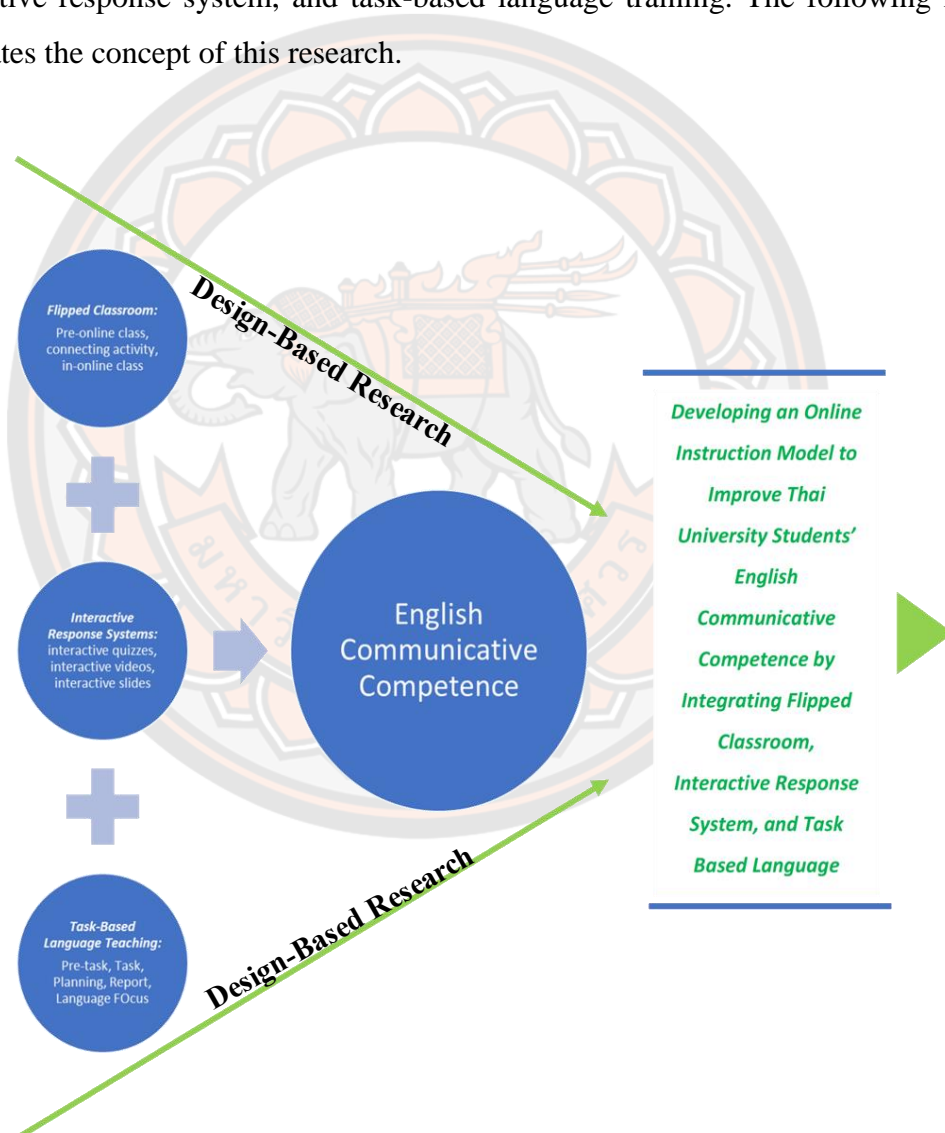
Figure 13 Conceptual Framework

CHAPTER III

RESEARCH METHOD

Design-Based Research (DBR) is utilized as the main guideline in this study, titled "Design-Based Research to Develop an Online Flipped Classroom Model by Integrating Interactive Response Systems and Task-Based Language Teaching to Improve Thai Undergraduate Students' English Communicative Competence." This research aims to design, test, and evaluate a model. Also, it investigates students' reflection of the model. Each objective in this study corresponds with a phase in DBR, as illustrated in the following figure. Also, table 2 sums up the process in this DBR and includes the sample or data source, instruments, and analysis design. This process was repeated three times since there are 3 cycles of this study.
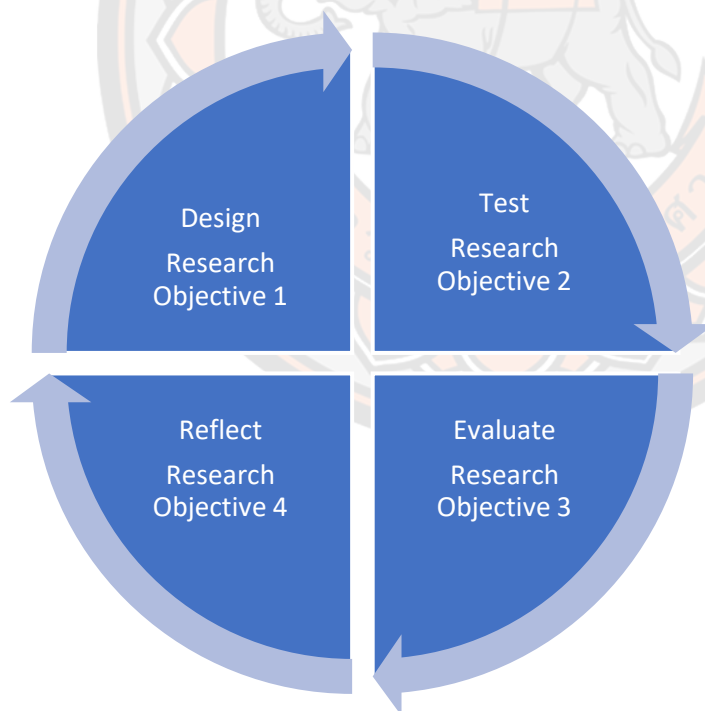
Figure 14 Phases of DBR in this Study

Table 2 Summary of DBR Phases

DBR Steps	Sample or Data Source	Instrument/Measurement Design	Analysis Design
Reflect	Literature Research	Literature Review	Inductive Method
Design	Expertise	Connoisseurship	Inductive Method
Test	Students (Control & Treatment Group)	ECC test	Paired t-test (pre and post-test) Independent t-test (control & treatment group)
Evaluate	Students' perception	Perception test/survey Interview	Descriptive statistics content analysis

1. Reflect

This phase aims to study existing information and literature on an online flipped classroom model with interactive response system, and task-based language teaching approach. In Cycle 1, it started from gathering literatures related to the topics, which are current theories, practices, and challenges in online EFL instruction. In Cycle 2, it utilized the findings in Cycle 1. In Cycle 3, the reflection relied heavily on findings of the two previous cycles.

1.1. Data collection

In Cycle 1, this phase made use of recently published research articles (5 years back) available on Eric. The reviews began by narrowing the topic; searching for literature; reading the selected articles thoroughly and evaluating them; organizing the selected papers by looking for patterns and by developing subtopics; developing a thesis or purpose statement; writing the paper; and reviewing the work (McLaughlin Library, n.d.). The topics of investigated literature in this phase included online instruction theories, practices, and challenges. It then moved to online flipped classroom model, interactive response system, task-based language teaching.

In relation to the first batch of topics, online instruction theories, practices, and challenges have 194, 670, and 414 manuscripts, respectively in the last five years. They were then narrowed down based on several criteria such as to have been peer-reviewed and to have its full version on the site. The numbers shrank to 71, 210, and

141, respectively. After their relevancy to this study was investigated, there was a total of 97 manuscripts which made the final cut. Data from these manuscripts were included in the literature review.

The findings from the earlier literature study gave insights on the following keywords. These keywords appeared in several previously selected manuscripts. They included three keywords: flipped classroom, interactive response systems, and task-based language teaching. From the last five years, the keywords have 265, 67, 4377 manuscripts respectively. They were then narrowed down based on several criteria such as to have been peer-reviewed and to have its full version on the site. The numbers then shrank to 108, 25, and 999. After further narrowing down based on their relevancy to the tertiary education setting and English as a foreign language teaching context, there were a total of 98 papers selected whose data were included in the literature review.

In Cycles 2 and 3, the process started by reflecting on the results of the previous cycle(s). Both the intervention's effects on students' English communicative competence and their perceptions were valuable in forming constructs for the model improvement.

1.2. Data analysis

In all cycles, the collected data from the literatures or reflections on the previous cycles went through inductive method analysis so that a synthesis could be performed to come up with a general principle. For instance, the general principle of Cycle 1 acted as the first prototype of the model.

Step 1. Selecting previously published literatures

Step 2. Detecting patterns and regularities

Step 3. Formulating tentative hypotheses

Step 4. Developing general conclusions: Prototype
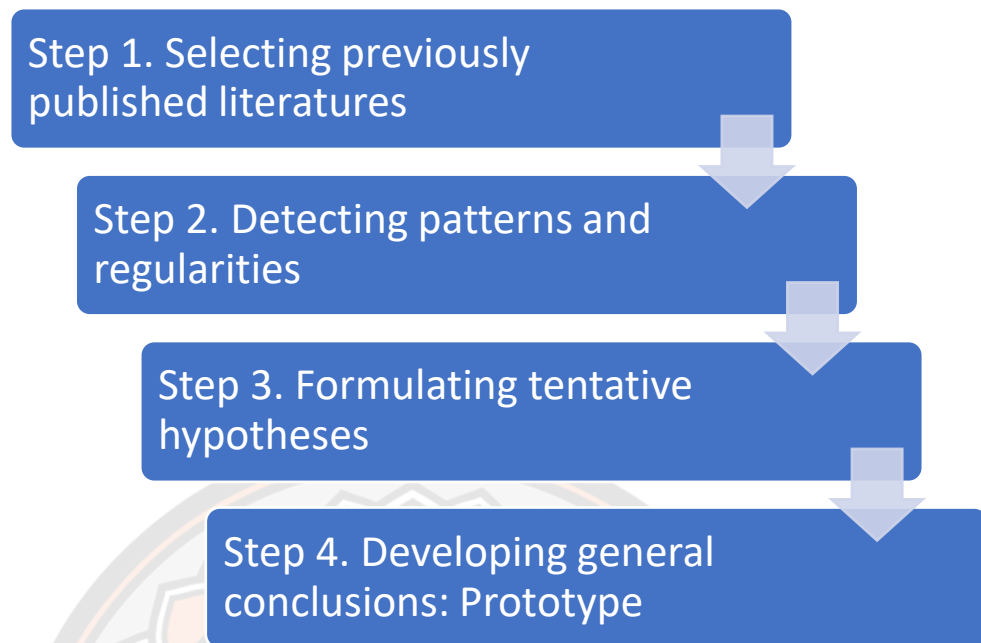
Figure 15 Inductive Method in Design Phase

2. Design

    This phase aims to design an online flipped classroom model with interactive response system, and task-based language teaching approach.

    2.1. Data Collection

        This phase relied on connoisseurship or expertise, as the source of data. The researcher utilized gathered information from the reflection phase and started sketching a framework. The framework was then brought to an expert for checking. This process took place in all cycles. The assessment sheet can be found in the appendices.

    2.2. Data Analysis

        Inductive method was used to analyze the findings. The gathered data went through a screening process where regularities or similar patterns were detected. Then, tentative hypotheses were formulated. Lastly, conclusions on how the implementation of the test phase was drawn.

Step 1. Gathering data: connoisseurship

Step 2. Detecting patterns and regularities

Step 3. Formulating tentative hypotheses

Step 4. Developing general conclusions or theories
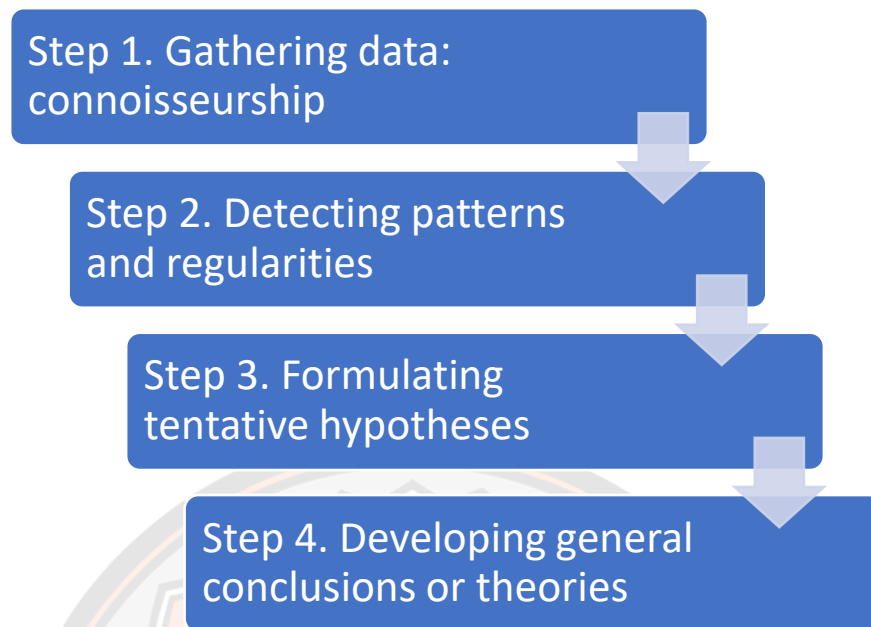
Figure 16 Inductive Method in Test Phase

3. Test

This phase aims to test the effects of the online flipped classroom model with interactive response system, and task-based language teaching approach on students' English communicative competence. which is the third objective of this research.

3.1. Population and Sample

In educational research, a sample should include more than 30 subjects due to the "central limit theorem" (Mayring, 2007). In Cycle 1, out of approximately 2200 first-year students, 142 students were enrolled in a General English course, English Communication Skills. 71 students were randomly selected and assigned to the experimental and control group by using simple random sampling. Random numbers on Excel were selected by using the "=RANDBETWEEN" formula. Cycle 2 was performed to the second-year students. The different samples for different cycles are common in DBR as it generates deeper understanding of an educational product's performance. Out of approximately 1050 students, 270 were enrolled in a course, English for Academic Communication. 71 students were randomly selected and assigned to the experimental and control group by using the same sampling method and formula. In Cycle 3, the model was used to teach the first-year students.

Approximately 3200 students were enrolled in a course, Academic Writing. 30 students were randomly selected by using the same formula.

The experimental group in Cycles 1 and 2 were informed about the DBR and were given a choice to stay or to move to the control group. The control group was taught using the traditional online teaching method without the involvement of FC, TBLT, and IRSs. The inexistence of a control group in Cycle 3 was due to permission of the university. Since classes were all moved to the face-to-face setting, only one group of 30 students were allowed to participate in the study.

3.2. Data Collection

To examine the effects of the developed model on students' communicative competence, pre and post-test were given to all groups in each cycle. In Cycles 1 and 2, the tests included two productive skills, writing and speaking. The writing test includes reading and understanding a prompt and responding by writing; and oral, that includes listening to a prompt and responding by speaking (Kitao & Kitao, 1996). Rubrics for the oral and written communicative competence were used to assess students' performance. In Cycle 3, because of the course's focus on writing, it became the only skill eligible for tests. All the tests and rubrics in this study were assessed by several experts to evaluate their content validity before being used. The experts included the course coordinators and lecturers teaching the course. The pre-test was given at the beginning of the cycle while post-test was at the end. Hence, the following figure illustrates the timeline in which the tests will be conducted.

Start of Cycle 1 Pretest → Online Teaching with the model → End of Cycle 1 Posttest
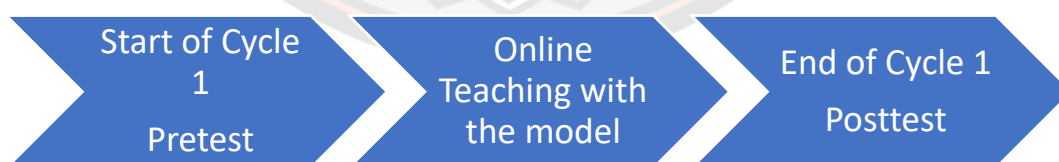
Figure 17 Timeline of the Test Phase

3.3. Data Analysis

To analyze the data gathered in this phase, descriptive and inferential statistics were utilized. Descriptive statistics refers to the numerical processes or graphical methods used to arrange a given sample's characteristics or variables and

explain them (Fisher & Marshall, 2009). The goal of descriptive statistics is to identify the midpoint of a range of scores, typically referred to as the central trend metric, and the range of scores known as the dispersion or variance (Fisher & Marshall, 2009). This study might utilize the four types of descriptive statistics, including measures of frequency, central tendency, dispersion or variation, and position (Campuslabs, (n.d.). Accompanying descriptive statistics is inferential statistics. If descriptive statistics define or summarize the details, including a basic table of numbers, the most highly rated number of students, the range of satisfaction scores, and the average assignment scores of students, inferential statistics go deeper (Doucette, 2017). It helps researchers test assumptions about data relationships and draw conclusions on the basis of statistical evidence (Doucette, 2017).

In every cycle, paired t-tests compared students' communicative competence scores between the pretest and the posttest. Thus, it made use of the scores of students in the two experimental groups. The results determined whether the treatment improved their communicative competence.

$$t_{calc} = \frac{\bar{d}}{s_d / \sqrt{n}}$$

Where:

d is the difference between each pair of data

Sd is standard deviation

n is the sample size

Figure 18 Paired t-test

Source: Coleman, 2015

In addition to the paired t-test, independent t-tests compared the communicative competence between the experimental and control groups. The independent t-tests were run to compare the pretest scores on week 1 and the psttest scores on week 13. The tests determined whether the intervention significantly

affected students' communicative competence compared to the traditional online teaching method.

$$t = \frac{\overline{x}_1 - \overline{x}_2}{\sqrt{(s^2(\frac{1}{n_1} + \frac{1}{n_2}))}}$$

Where:

t is the t-value,

x_1 and x_2 are the means of the two groups being compared,

s_2 is the pooled standard error of the two groups,

n_1 and n_2 are the number of observations in each of the groups.

Figure 19 Independent t-test

Source: Bevans, 2020

4. Evaluate

This phase also aims to investigate and evaluate students' reflection on the online flipped classroom model with interactive response system, and task-based language teaching approach, which is the fourth objective of this research. Having had the results of students' pre-test and post-test, to investigate further, their perceptions of the intervention in each cycle were explored.

4.1. Data Collection

A survey consisting of closed-ended and open-ended items collected the data. In DBR, Scott at al. (2020) summed up that the triangulation of data collection techniques is significant in order to obtain comprehensive data on how the product is perceived. In this study the quantitative data were from the closed-ended items in the survey comprising a 5-item Likert scale from strongly agree (5) to strongly disagree (1). For instance, students were presented a statement, "I enjoy the online learning activities using the developed model," and asked to choose a response that reflects their perceptions. The qualitative data were collected from the open-ended items. The

survey was evaluated by experts by using index of IOC to ensure its validity. The evaluation sheet is attached. The following figure sums up the process (Fu, 2011).
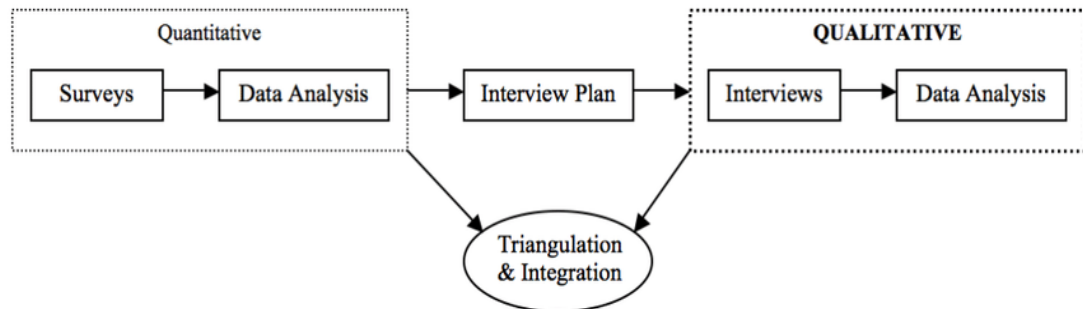
Figure 20 Mixed-method research

Source: Fu, 2011

4.2. Data Analysis

The gathered quantitative data from the closed-ended items were analyzed by using descriptive statistics. Perceptions of students on the phases of the model were investigated separately. The qualitative data from underwent content analysis. The findings from both processes were triangulated and integrated, as illustrated in the above figure.

5. Follow-Up Process

Though the study's first cycle had completed the evaluation phase, it did not mean the completion of the research. It merely was the end of the cycle. The results of cycle 1 became a springboard to generate reflections and a better model design in the following cycle. This refers to another round of to reflect, design, test, and evaluate. After the completion of Cycle 2, another cycle was conducted to investigate how the model would interact with a new user. It was deemed necessary for future improvements of the model.

Reflect

Reflect

Project end
or
Cycle 3

Evaluate

Design

Design

Evaluate

Test

Test
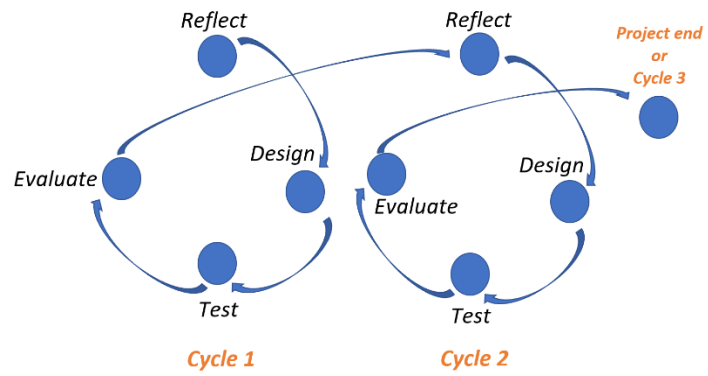
Cycle 1

Cycle 2

Figure 21 Flow of the Research
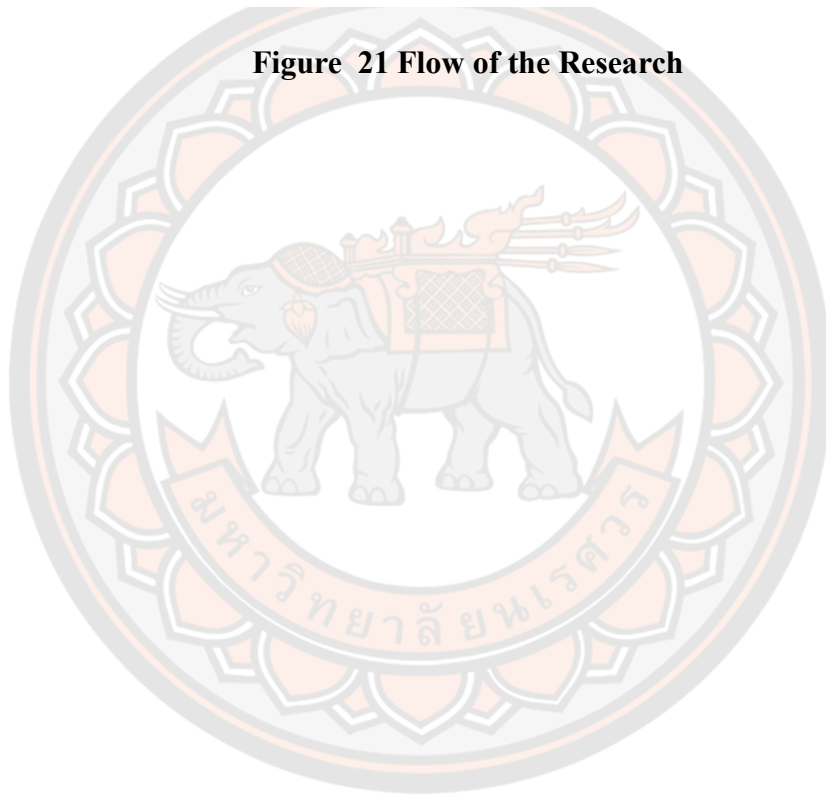
CHAPTER IV

FINDINGS

This chapter presents findings from three cycles of the study. Each cycle consists of four elements, as illustrated in the following figure.
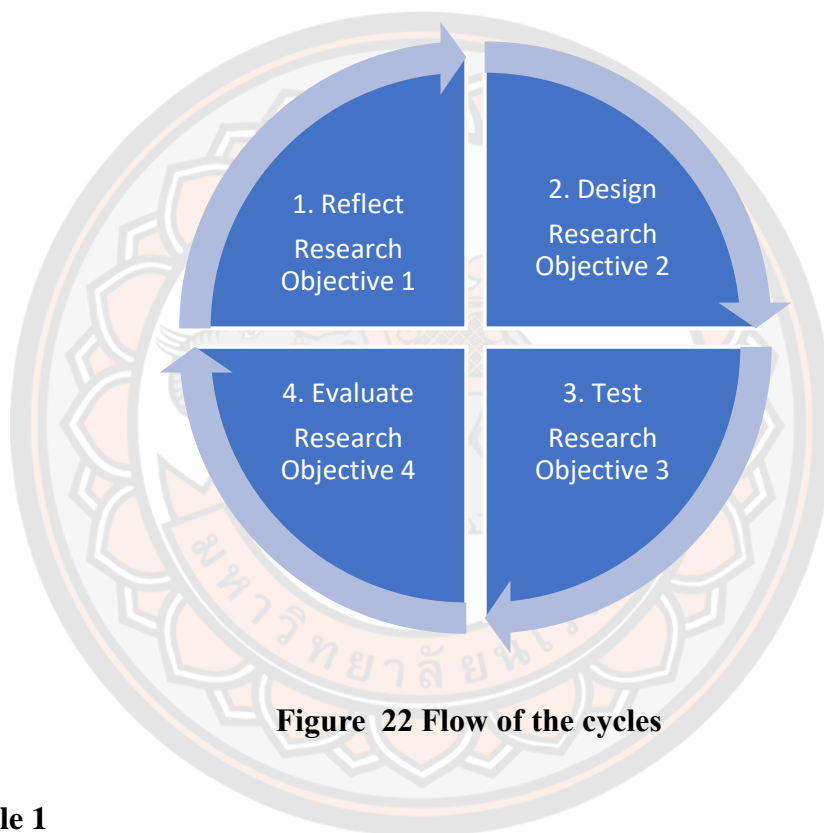
Figure 22 Flow of the cycles

1. Cycle 1

1.1. Reflect

This first phase was like a cycle on its own. Hence, it might be appropriate to call it Cycle 0. It consisted of literature studies of relevant published materials and studies as well as the researcher's reflections and an initial survey on students.

Concerning the literature studies, in Asia, the notion of blended learning has gained popularity (Gaol & Hutagalung, 2020). One blended learning style, flipped classroom, has been proposed for use in English as a Foreign Language (EFL) instruction in Korea because to its considerable effects on student progress (Yoon and Kim, 2020). Other countries' EFL research supports the favorable effects of flipped

classrooms on student learning (Fatemeh et al., 2020; Chen and Hwang, 2020; Hosseini et al., 2020; Li, 2020). Students can learn at their own pace thanks to the pre- and in-class activities (Anggoro, Khasanah, 2021). Previous research has found that the concept of flipped classrooms in pre and in-class settings is an effective teaching strategy in EFL.

Given the current online EFL instruction challenge caused by COVID-19, the flipped classroom concept may be the answer and is an appropriate variable to include in the DBR. However, because the flipped classroom requires a combination of face-to-face and online settings, the existing paradigm cannot be used. Because classes are totally online, modifications are required. Furthermore, online education has distinct aspects that must be considered. As a result, it is critical and necessary to create a new model specifically for online EFL training by applying the flipped classroom notion of pre and in-class contexts.

IRS or interactive response systems, for example, can be used to transition a flipped classroom to a fully virtual setting. In recent years, IRS has grown in popularity. IRS applications include Kahoot, Quizizz, and Socrative. They've been used in schools and evaluated in EFL classrooms to see how effective they are. According to Liu et al. (2003), an Interactive Response System (IRS) is a technology-enabled learning environment that improves learning engagement. By offering educational assignments, an IRS enables teachers to test student comprehension and track their progress (Awedh et al., 2014). Furthermore, IRS enables teachers to make learning more enjoyable, increase student involvement in the classroom, spark deeper discussion, foster cooperation, and provide immediate feedback (Turner, 2015). IRS has the potential to improve flipped classrooms since it may be used as an asynchronous or synchronous platform to provide students with practice or evaluation.

In addition to the technology, the model must include a method for teaching English as a second language. In some countries, including Thailand, Communicative Language Teaching (CLT) has become the new norm in EFL education. According to Larsen - Freeman (2001), CLT is an approach that makes communicative competence the objective of language training and acknowledges the connection of language and

communication. TBLT, or task-based language teaching, is one of the CLT approaches.

According to Richards (2006), TBLT emphasizes communicative and engaging activities as a major component of language training. The sequences of learning in TBLT are as follows: pre work, task cycle, and language emphasis (Willis, 1996). Each sequence gives pupils with various information to help them study (Willis, 1996). It is predicted that by including these sequences into the online education paradigm, the EFL instructional process would function easily and successfully. Furthermore, by using the flipped classroom idea with IRS technology, the approach has the ability to increase student involvement and participation, which in turn leads to language acquisition accomplishment, particularly communicative competence.

From experiences utilizing the three variables separately, the researcher felt like the interaction of the variables in a single session might enhance their values. This enhancement might lead to a bigger goal, that is the improvement of students' English communicative competence.

In an online class, university students are usually less involved, particularly because the class size is big, 35 and above. A lesson usually lasts for 2 hours and hence, students usually do not have sufficient time for language practice. The lesson is also full of lectures. In a virtual environment with a teleconferencing tool, it is challenging for instructors to actively interact with students, let alone to supervise their practice one by one. It is a known truth that sometimes students might be inconvenient to turn on their cameras or they are not present when you call them. This situation illustrates students' lack of learning responsibility, and it might happen because in online classes, they are not given the chance to be in charge.

The interaction of the three variables in this study, flipped classroom, interactive response systems, and task-based language teaching might help change the situation for the better. These three variables support active learning. Active learning gives students a bigger weight on their learning. To begin with, flipped classroom has an independent learning phase that requires completion before class. This phase is self-regulated but is still carefully supervised by the instructor. When it is properly administered, upon attending the class, students might have ideas on the lesson and

the instructor can focus more on review, feedback, and practice. In an English language class, it means students will possess more chances using the language they are learning.

To improve the efficacy of flipped classroom, a tool to ensure or encourage students' self-regulated learning is significant. This is where interactive response systems (IRS) can assist. Studies on these platforms reported their positive effects on students' encouragement, participation, and motivation to learn and practice English. They are mobile apps students can conveniently access through their phones. Not only they are beneficial before class, during the class, they can facilitate a more conducive interaction between the instructor and students. Platforms like Quizizz and Pear Deck, for instance, enable a synchronous response system that makes it possible and more convenient to supervise students' work while they are actively in charge of their own studies. In short, the combination of flipped classroom and IRS enable a successful active learning environment in the virtual setting.

A successful English class requires a rigid set of steps unique to language teaching. Task-based language teaching (TBLT) is an appropriate addition to improve the efficacy of the marriage between flipped classroom and IRS. It shows a clear direction of how the online class can effectively give numerous opportunities for language practice. For instance, its' whole group and pair practice and feedback steps will provide needed English language exposure and practice for the students.

In conclusion, from the reflection, the interaction of the three elements can improve the success of an online English language class. Hence, designing a model integrating them is important.

1.2. Design

By taking into account the three variables in the previous stage, reflect, a prototype of the teaching model was designed. In the following figure, flipped classroom (FC) is the general construct of the model. FC is apparent from the three major stages in the model, pre-online class, connecting activity, and in-online class. In each stage, task-based language teaching (TBLT) is used as the process. As previously discussed, there are three components in a TBLT class, pre-task, task cycle, and language functions. The pre-task includes topic and task introduction in the pre-online class stage as well as task and report which are used as connecting

activities. The other two components, task-cycle and language function are the essential parts of the in-online class stage. These two components focus on practice and feedback. Students are expected to practice the productive skills, including writing and speaking in this stage. To ensure that everyone can participate and be engaged, interactive response systems (IRSs) are included in all the three stages. In the pre-online class, the IRS will deliver the pre-task activities. Thus, the topic and task introduction use interactive slides or videos. In the connecting activity stage, the students are given an independent task in which they can review what they have just learned by joining an interactive quiz. In the in-online class stage, the involvement of IRSs is also prominent. Interactive slides and quizzes will run the review and practice sessions. In conclusion, in this model, FC is the overall process; activities in process are designed with TBLT; IRSs are utilized to run the activities.

Prior to usage, the prototype was presented to a panel of experts in educational technology and English language teaching. The prototype was shown and discussed at the proposal evaluation as well as brought for discussions with English language teaching professionals. The results gave assurance to the prototype utilization for this cycle. During a discussion, an expert was asked about the flow of the model and whether it was comprehensible, they answered "*Yes, pretty much. Basically, it involves pre-class and in-class activity. This pedagogical approach which emphasizes on reversing the way in which the educational action occurs focuses on using the time outside the classroom to get students to delve the materials provided by teachers through digital platforms and tools. Independent learning and connecting activities prior to the class enable student to get familiar with the topic and use time effectively for practicing and reflecting during the actual in class.*" Responding to the same question, another expert said, "*Yes, of course. The teaching model is clear to be understood and followed for teachers who want to implement flipped classroom. The flow explains teaching and learning process for pre- and in-class very well step by step. In this case, teachers can be easily guided to follow the model if only they want to use it in the class.*" They added a few more comments on the model practicality for new users, "*The flow explains each step and the activity that should be done include pre- and in-class thoroughly. It also provides guidance that can be used easily for teachers, even if they are new teachers.*"
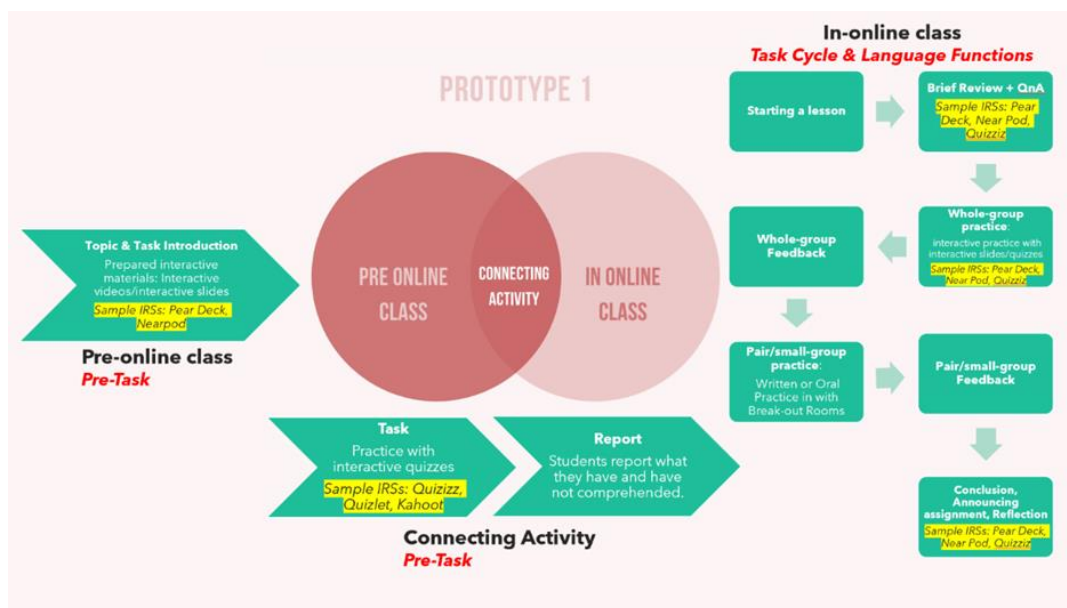
Figure 23 Prototype 1

In this cycle, the model was used for 6 weeks. Students in the experimental group were introduced to the model before the start of the experiment. They were explained the steps and tasks they needed to complete if they were to take part in the process. The students had the right to choose to or not to continue to be in the experimental group.

In the span of 6 weeks, students in both experimental and control group studied six book units in a general English course at Walailak University. The following table shows the unit and time distribution. Every week, students attended a 2-hour online class via Zoom.

Table 3 Book Units and Schedule

Unit	Week
1. Daily Routine	Week 1
2. Festival	Week 2
3. Traveling	Week 3
4. Future	Week 4
5. History	Week 5
6. Shopping	Week 6

Students in the experimental group were taught using the prototype. Hence, prior to attending the class, students were given activities to complete by using IRSs. Students were given the materials to study in the pre-online class phase and then had to complete mini quizzes or activities in the connecting activity phase. In the pre-online class phase, students independently studied vocabularies, reading, listening, and grammar. In the connecting activity, students completed mini quizzes on the vocabularies, reading, listening, and grammar. In the 2-hour in-online class phase, 30 minutes were given to review the connecting activities. After that, for one hour and thirty minutes, students focused on practicing writing and speaking skills by using IRSs and Zoom.

In the writing-focused class, the pre-class and connecting activity usually consist of vocabulary building, grammar points, and text modelling. Students are able to study and practice by doing the interactive prompts. Hence, upon entering the real time class, the teacher expects students to have known about the topic. The teacher can actually check whether the students have or have not completed the assignment and what problems they are facing prior to the class. During the class, the teacher starts by reviewing the pre-class and connecting activity which include vocabularies, grammar point, and a model text. The review uses an online interactive response system such as Kahoot, Quizizz, and/or Pear Deck. After the review, students work in groups or pairs in order to develop their own text. They join breakout rooms and develop the text together. The teacher assists each group by giving immediate feedback. This activity usually lasts from 30 minutes to an hour, depending on the length of text and number of students. The next activity is presentation. The groups then present the finished writing to class and give feedback to each other. The class concludes with a brief summary and students' reflection.

In the speaking-focused class, the pre-class and connecting activity usually consist of vocabulary building, pronunciation, grammar, and listening. Students are able to study and practice by doing the interactive prompts. The listening activity consists of model expressions or conversations students will use or adapt from during the real time class. The teacher can check whether the students have or have not completed the assignment and what problems they are facing prior to the class. During the class, the teacher starts by reviewing the pre-class and connecting

activities. The review uses an online interactive response system such as Kahoot, Quizizz, and/or Pear Deck. After the review, students work in groups or pairs in order to develop their own conversation. They join breakout rooms and develop the text together. The teacher assists each group by giving immediate feedback. This activity usually lasts from 30 minutes to an hour, depending on the length of conversation and number of students. The next activity is presentation. The groups then present their conversation to class and give feedback to each other. The class concludes with a brief summary and students' reflection.

Students in the control group were taught by using only TBLT. Each class consisted of the following activities.

1. Vocabulary and pronunciation
2. Reading
3. Listening
4. Grammar
5. Writing
6. Speaking

Though many skills were taught in a class, the focus was also on the productive skills, writing and speaking. During each class, the lecturer used the book and Zoom only. The lecturer would share their screen and showed a section from the book unit to discuss. The lecturer would call students' names to do roll call, participate, and ask and answer questions.

1.3. Test

This section points out the findings of the experiments. There are mainly productive skills, writing and speaking, evaluated in this stage. This section is divided into two parts in accordance with the two evaluated skills, writing and speaking.

1.3.1. Writing

A writing pretest was done prior to an intervention to both the experimental and control groups. Their scores were compared to investigate their similarities.

Table 4 Group Statistics - Writing Pretest Cycle 1

Group Statistics					Std.	Error
	groups	N	Mean	Std. Deviation	Mean	
Writing	Experimental	36	4.8333	1.19523	.19920	
Pretest	Control	35	4.8571	1.30368	.22036	

Table 5 Independent Samples Test – Writing Pretest Cycle 1

Independent Samples Test		Leve's test for Equality of Variances		T-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Writing Pretest	Equal variances assumed	.645	.425	-.080	69	.936
	Equal variances not assumed			-.080	68.098	.936

The above tables show the overall general comparison of the writing pretest scores between pair 1 or experimental group and pair 2 or the control group. From Table 4, the pretest scores of both groups are approximately 4.8 out of 10 points. In addition, Table 5 points out that there is no significant difference in the pretest scores between the experimental group (M=4.83, SD=1.19) and the control group (M=4.85, SD=1.30), t(69) = -.08, p = .93.

Table 6 Paired Samples Statistics - Writing Cycle 1

Pairs	Tests	N	Full Score	Mean	S.D.	t	df	Sig (2-tailed)
Pair 1	Writing Pretest	36	10	4.8333	1.19523	-26.844	35	.000
	Writing Posttest	36	10	7.0694	.91926			
Pair 2	Writing Pretest	35	10	4.8571	1.30368	-6.837	34	.000
	Writing Posttest	35	10	5.9000	1.43895			

Table 6 indicates that both groups experienced improvement in the posttest. Also, the score of posttest is significantly higher than that of pretest both in the control group, t(34) = -6.83, p = .00, and in the experimental group, t(35) = -26.84, p = .00.

Table 7 Group Statistics – Writing Posttest Cycle 1

Group Statistics					
	groups	N	Mean	Std. Deviation	Std. Error Mean
Writing	Experimental	36	7.0694	.91926	.15321
Posttest	Control	35	5.9000	1.43895	.24323

Table 8 Independent Samples Test - Writing Comparison Cycle 1

Independent Samples Test						
		Leve's test for Equality of Variances		T-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Writing Posttest	Equal variances assumed	13.815	.000	4.093	69	.000
	Equal variances not assumed			4.068	57.535	.000

Even though, both groups had better posttest results, the experimental group did score a higher average score (M=7.06, SD=.91) than the control group (M=5.9, SD=1.43). In addition, Table 8 indicates that the difference between the posttest scores of the two groups is significant, t(69) = 4.09, p = .00. From this result, the treatment given to the experimental group worked better in improving the writing score that that to the control group.

1.3.2. Speaking

A speaking pretest was done prior to an intervention to both the experimental and control groups. Their scores were compared to investigate their similarities.

Table 9 Group Statistics - Speaking Pretest Cycle 1

Group Statistics					
	groups	N	Mean	Std. Deviation	Std. Error Mean
Speaking Pretest	Experimental	36	4.1806	.82074	.13679
	Control	35	4.1429	.79123	.13374

Table 10 Independent Sample Test – Speaking Pretest Cycle 1

Independent Samples Test

		Leve's test for Equality of Variances		T-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Speaking Pretest	Equal variances assumed	.084	.773	.197	69	.844
	Equal variances not assumed			.197	68.996	.844

The above tables show the overall general comparison of speaking pretest scores between the experimental group and the control group. From the table, the pretest scores of both groups are approximately 4.1 out of 10 points. In addition, Table 10 shows that there is no significant difference in the pretest scores between the experimental group (M=4.18, SD=.82) and the control group (M=4.14, SD=.79), t(69) = .19, p = .84.

Table 11 Paired Samples Statistics - Speaking Cycle 1

Pairs	Tests	N	Full Score	Mean	S.D.	t	df	Sig (2-tailed)
Experimental	Speaking Pretest	36	10	4.1806	.82074	-32.869	35	.000
	Speaking Posttest	36	10	6.3889	.59894			
Control	Speaking Pretest	35	10	4.1429	.79123	-26.429	34	.000
	Speaking Posttest	35	10	6.0571	.89748			

Table 11 indicates that both groups experienced improvement in the posttest. There was a significant improvement in the posttest performance of both the experimental group, t(35) = -32.86, p = .00, and the control group, t(34) = -26.42, p = .00.

Table 12 Group Statistics - Speaking Posttest Cycle 1

Group Statistics					
	groups	N	Mean	Std. Deviation	Std. Error Mean
Speaking Posttest	Experimental	36	6.3889	.59894	.09982
	Control	35	6.0571	.89748	.15170

Table 13 Independent Samples Test - Speaking Posttest Cycle 1

Independent Samples Test						
		Leve's test for Equality of Variances		T-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Speaking Posttest	Equal variances assumed	1.232	.271	1.837	69	.071
	Equal variances not assumed			1.827	59.062	.073

Table 13 indicates that even though the experimental group (M=6.38, SD=.59) scored higher than the control group (M=6.05, SD=.89), the difference is not significant, t(69) = 1.83, p = .071. From this result, the treatment given to the experimental group did work better than the one given to the control group, but the difference is not significant enough.

1.4. Evaluate

This section shows the reflection of students on the use of the treatment, the model. 32 students filled out the online survey consisting of closed and open-ended

sections. The following table sums up the overall collected data in the closed-ended section.

1.4.1. Students' reflection

Table 14 Students' Perceptions in Cycle 1

No	Items	Means	SD
	Items 1-10 (Activities before online class, pre-class and connecting activity)		
1	I feel engaged when I do the interactive activities such as Nearpod, Pear Deck, and Kahoot before online class.	4.25	0.44
2	Doing the interactive activity before online class is fun.	4.31	0.47
3	The interactive activities enable me to be more involved in the learning process.	4.34	0.48
4	It is convenient to access the interactive activities before online class.	4.25	0.44
5	I have no issue navigating the interactive activities before online class.	4.28	0.46
6	The platforms for the interactive activities are user-friendly so it did not take a long time for me to learn how to access them.	4.31	0.47
7	Studying the interactive materials before online class makes me understand the lesson more.	4.28	0.46
8	The independent interactive activities make me more prepared for the online class.	4.25	0.44
9	The interactive activities help me learn the lesson matter before online class.	4.31	0.47
10	Overall, I am happy with the interactive activities before class.	4.28	0.46
	Items 11-20 (Activities during online class)		
11	The activities during online class are fun and engaging.	4.28	0.46
12	The online class enables me to participate by asking and answering questions, having discussions with the teacher and friends, and practicing writing and speaking English.	4.31	0.47
13	I am active and involved in activities during online classes.	4.28	0.46
14	It is convenient to join the activities during online classes.	4.28	0.46
15	I have no issue accessing interactive platforms such as Pear Deck, Kahoot, and Socrative during an online class.	4.28	0.46
16	The interactive platforms are user-friendly so it did not take a long time for me to learn how to access them.	4.34	0.48

No	Items	Means	SD
17	Activities during online class made me understand the lesson more.	4.22	0.42
18	Activities during online class helped develop my English skills.	4.25	0.44
19	Activities during the online class enabled me to practice writing and speaking skills.	4.31	0.47
20	Overall, I am happy with the activities during the online class.	4.38	0.49

From the table, students' overall satisfaction on the model is high since the score for each item is over 4 out of 5. The closed-ended of the survey was divided into two sections, the pre-class and in-class activities. Students positively responded to both sections. Also, the standard deviation (SD) is low, indicating that the score is evenly distributed.

In the open-ended section of the survey, students were given an opportunity to give opinions and suggestions on the pre-class and in-class activities. In relation to the pre-class activities, 12 students wrote "don't have" or "-" and 20 students left longer comments which were then categorized into two, positive feelings and suggestions. 18 out 20 students expressed positive feelings on the pre-class activities, while 2 students gave ideas for improvement. The following are several comments from students in relation to the pre-class activities.

Table 15 Students' Comments on pre-class activities in Cycle 1

Positive Feelings	Problems/Suggestions
Enthusiastic before attending various content classes.	I think it can make me to improve my English but sometimes I think it's too much. If possible, reduce it a bit. Hahaha
I enjoyed the activities that the teacher organized.	There may be problems concerning the Internet.
It's a lot of fun. It helps to review before studying and practice meditation. It's very good	
Videos make us see the picture more clearly. I'm more interested. I want to have a video like this before I go to class and fun happy.	
It's good to have activities before studying online. Sometimes we will find information and get a	

basic understanding of what to study.

Students also left their thoughts, comments, and suggestions on the in-class activity. Out of the respondents, 16 students left their thoughts and comments. The responses are mostly positive and show students' positive attitude towards the activities in the online classes. There were also two students who mentioned a suggestion or problem during the class. Some of students' comments are listed in the table below.

Table 16 Students' Comments on in-class activities in Cycle 1

Positive Feelings	Problems/Suggestions
Activities during in the online class makes me understand the content that is do before class more and learn more.	I think it's very good now and teacher is very kind. But I want teachers to leave class sooner than before. I just kidding!!
I enjoy and happy activities during online class.	Sometimes my internet is not good causing it to fall out of the zoom often
Understand the content better.	I would have liked to have less of a couple or group activity because online it's hard to do that kind of work.
Helps train enthusiasm and good language skills have activities that make students not bored.	
While studying this online class is a happy learning. Not stressful because the teacher quite understands the students and communicates with the students with understanding. Well spoken and I think all the students are happy because when it a time to ask and answer all the students are ready to answer the questions asked by the teacher.	
Activities during online classes make me very active and enjoy.	

Both the numbers from the closed-ended section and the comments from the open-ended section were valuable for the next step of the study. They showed the direction the model had to become and what challenges had to be

addressed. Since there were concerns on the number of pre-class tasks, the next prototype was designed with simplification in mind. Also, there was a problem with students' internet connection. To help solve the problems, a brief survey on the participants' internet connection would be done in the next cycle. Concerning the group activities, most students found them helpful, yet few reported concerns they had, especially when their internet was not strong. In conclusion, though the model significantly improved experimental group's speaking and writing achievement, when being compared to the control group, only the later was significantly different. Also, there were several aspects in the model that needed refinement.

2. Cycle 2

2.1. Reflect

This reflection process relied heavily on the results of cycle 1. The prototype in cycle 1 received positive responses from the students in the experimental group. The students mentioned that they enjoyed learning online and they were also to understand more due to the model. The writing and speaking skills of the experimental group students also significantly improved. Though there were several positive points from the first prototype, there were three major concerns. The first one was related to the speaking skills. Though the speaking skills of students in the experimental group improved, the number was not significantly higher than those in the control group. Another one is simplification. Several students commented that though they enjoyed doing the activities, it was a little overwhelming. They suggested to keep the pre-class activities, but in a smaller amount. The last one is concerning the group activities in the in-online class session. These activities received mixed reactions. Though they helped create interactive and communicative environments, those with bad internet signal found it difficult to join the breakout room. Also, a student pointed out that sometimes some members in the group hindered his English language practice since they were not active.

From the perspective of the researcher and instructor or model user, the first prototype was successful in improving the participation and engagement level of students in the virtual context. Students were active and able to practice speaking and writing English. Their achievements were also positive. However, the pre-class

activities demanded the teacher to work harder than usual. The increased workload was due to the creation of various interactive media and checking of students' responses prior to class. Hence, it might impede other teachers to utilize the model. Concerning the in-online class activities, decreasing the number of tasks to perform seemed necessary. Not only that the lesson was only 2 hours long, but also due to the virtual environment, performing an activity which included speaking or writing, and feedback might require more time than in a face-to-face setting.

All the data gathered in the previous cycle became the springboard in improving the model for use in cycle 2. The design process can be seen in the following sub-heading.

2.2. Design

From the suggestions received in the reflection phase, the second prototype, as shown in the following figure, was created. This prototype was designed by bringing the strengths of its former form. On the other hand, new ways were explored to deal with its weaknesses. The biggest change was situated in the pre-online class session. Though it was beneficial, students mentioned it was overwhelming. Hence, simplification was done.
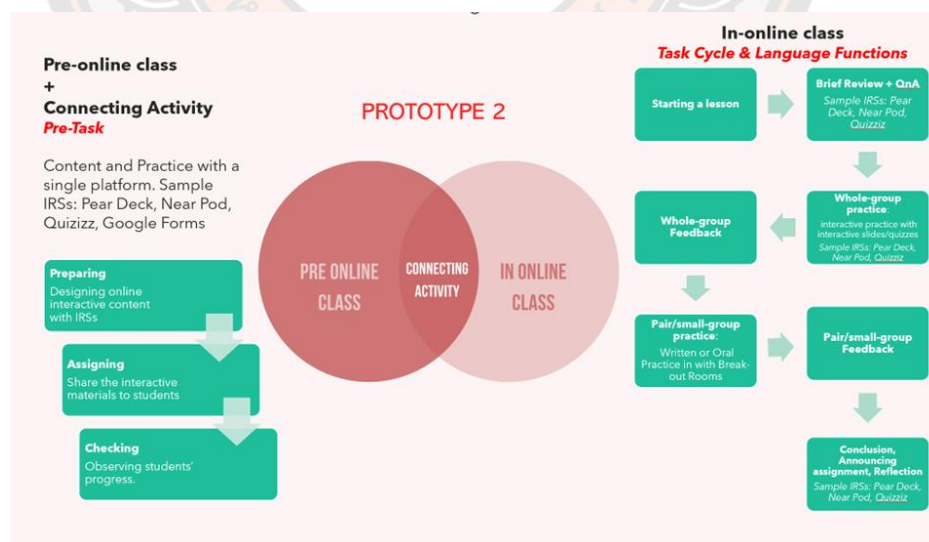
Figure 24 Prototype 2

The simplification was done by using one single platform to do the two tasks, pre-online class learning and connecting activity. For example, a teacher would only use Pear Deck to develop slides and give practice for the students. The teacher could also assign a video to watch before lesson that had interactive features to get students engaged.

In addition to simplification, this prototype involves a clearer set of stages: preparing, assigning, and checking. Each stage is very straightforward. The teacher can prepare the interactive materials with an IRS of their choice, assign them, and check students' progress. Checking is very significant as it can identify students' comprehension on the content. The teacher can also observe problems the students have. The results of the checking process can be a valuable insight for the online synchronous teaching.

Prior to its utilization, the model was sent to a panel of experts for comments and suggestions. The expert judgement in this cycle was more thorough than the previous cycle. The model was sent to experts in educational technology and English language teaching, including the target users of the models, university English instructors. Considering the success if the previous prototypes, it was deemed necessary to gain voices of professionals on the model and how it would perform in real life. There were several topics concerning the model discussed with the experts, including the accessibility, practicality, engagement, and learning achievement. Experts 1 and 3 are university English instructors whose published research are on technology-mediated English lessons. Expert 2 has a stronger background in educational technology and they did their master and doctoral degree in this field.

The first question was on the model's accessibility, "Can you understand the flow of the teaching model by looking at the figure? Please elaborate your answer." All the experts responded positively to the question. Thus, it was assumed that the model was easy to understand and follow. The following table shows the experts' highlighted responses to the questions. The full responses are attached.

Table 17 Experts' Judgements on Prototype 2 – accessibility

Expert 1	Expert 2	Expert 3
Yes. The flow chart is easy to understand. The colors and fonts help the understanding. The choice of words is precise and clear.	Yes, I can. It's a two-stage approach for online synchronous learning. The first stage involves assigning students a set of learning materials and activities before the online class. These materials should be integrated into an IRS application, which facilitates interactivity and engagement among students while exploring the materials independently. The second stage of online synchronous learning is focused on the target language tasks and functions.	Yes, I can understand the flow of this teaching model. The steps enumerated and shown in the diagram in pre-online and in-online classes are easy to follow. Each step clearly states the task, with additional details in some stages. It's not complicated at all.

The second question was on the model's practicality, "Can you see yourself or your colleagues using the model? Please elaborate your answer." All the experts responded positively to the question. Thus, it was assumed that the model was practical and fit for use in real online classes. The following table shows highlighted answers from the experts. The experts' full responses are attached.

Table 18 Experts' Judgements on Prototype 2 -Practicality

Expert 1	Expert 2	Expert 3
Yes. I have been using the flipped classroom model in my classroom, which is quite similar as it also uses pre- and during-class stages. This model serves as a more elaborated version of it because the stages	Yes, I can. The provision of independent learning materials for students during synchronous online learning, coupled with the use of IRS applications, represents an innovative and effective approach to online	Yes, I can see myself or my colleagues using this teaching model. The model is well-structured. The steps are systematic, and the activities are interactive. Although the application of this model might

Expert 1	Expert 2	Expert 3
are explained in detail. It is a suitable model to use in a language class as this model encourages a lot of students' production during the online class	teaching. These tools facilitate student-centered learning, promote engagement, and enhance the learning experience.	need more preparation for a first-time user, such as integrating the IRS into the learning materials and familiarizing with the specific IRS platform, the teaching model itself is promising and innovative. Overall, the teaching model looks beneficial in teaching and learning English.

The third question was on the model's potential in improving students' engagement, "In your opinion, can the model help improve students' engagement? Please elaborate your answer." All the experts responded positively to the question. Thus, it was assumed that the model had the potential to create an engaging online learning environment. The following table shows highlighted answers from the experts. The experts' full responses are attached.

Table 19 Experts' Judgements on Prototype 2 – Engagement

Expert 1	Expert 2	Expert 3
Yes. It is not easy to encourage engagement in the online class. However, since students have allocated their time before the class to understand the learning materials, they are more ready in class. Also, the interactive slides make them more actively involved in the pre-class stage as the teachers can always observe their progress. Moreover, during the online class, the instructors can use the time to practice and arrange	The implementation of various activities during the online class (2nd stage) presents the possibility of positive outcomes. However, it is necessary to consider the appropriateness of the activities for different groups of EFL students. In this regard, the first stage of the proposed model can be applied to all EFL students, while the second stage may be more suitable for high-	It can improve students' engagement. In pre-task, the students are given the opportunity to prepare before the class. The teacher can also monitor the student's progress using a specific IRS platform. Since the students have already familiarized the lesson before class, they are expected to participate actively. More so, moving the class practice from whole-group to small/pair group allows the students to be more involved in the task, and at

Expert 1	Expert 2	Expert 3
more engaging activities which include group and pair work This will let students contribute to their own learning as they need to participate actively in them. At the same time, the instructors review and check the students understanding. It means even though the class is online, the students are kept busy	proficiency students. When adapting the second stage for low-proficiency students, some adjustments may be necessary to optimize their learning experience.	the same time, it will enable the teacher to give specific feedback depending on the work of each small/pair group. Lastly, the use of IRS in Whole-group Review and Practice and other in-class activities encourages all students to participate since all of them are allowed to respond using their own devices. It also enhances students' engagement.

The fourth question was on the model's potential in improving the students' English skills, "In your opinion, can the model help improve students' English skills? Please elaborate your answer." Thus, it was assumed that the model had the potential to positively affect students' English skills in online environment. The following table shows highlighted answers from the experts. The experts' full responses are attached.

Table 20 Experts' Judgements on Prototype 2 - English Communication

Expert 1	Expert 2	Expert 3
Yes. Firstly, students do the interactive activities independently during the pre-classroom stage. It gives them an initial understanding of the subject matter and this encourages their discovery of knowledge. Secondly, as the online class hours won't be spent too much on one-way teaching, more time is dedicated to the review and practices. As learning focuses more on practices, students have more	The proposed model has the potential to be effective. The proposed model can be further adapted to teach specific English language elements such as grammar or vocabulary. By creating a specific model for each targeted English lesson or skill, the online learning experience can be further optimized. Currently, the emphasis of the online class is mainly on speaking, and the activities offered may not be as	This model is effective in helping students' English skills, provided that the student's English proficiency level is appropriate and at least capable of autonomous learning since this model employs independent learning. The model allows the students to learn actively using task-based activities, and the integration of IRS makes the students more involved during the online class. This setup of teaching and learning in an

Expert 1	Expert 2	Expert 3
opportunities to use the knowledge they've just learned and receive constructive feedback from the instructors.	effective for improving reading or listening skills. Therefore, it is highly recommended that the designer creates a model specific to a particular English skill/lesson, complete with sample topics/materials, to better facilitate students' learning experience.	online setting can be conducive to improving the learners' English skills.

The experts' judgement on the prototype was mostly positive. Their comments gave assurance for the utilization of the prototype. Nonetheless, there were few things to address. Feedback from experts, students, and researcher further developed the prototype. The experts gave few suggestions, mainly on the wordings in the cycle to help users easily comprehend it. Moreover, from the researcher's reflection on the previous cycle, further simplification concerning the in-online class activities was done. In the previous prototype, the brief review was separated from the whole-group practice with IRS. During the implementation the researcher found that both happened simultaneously due to the utilization of IRS. Hence, the prototype in this cycle combines them into a single step.
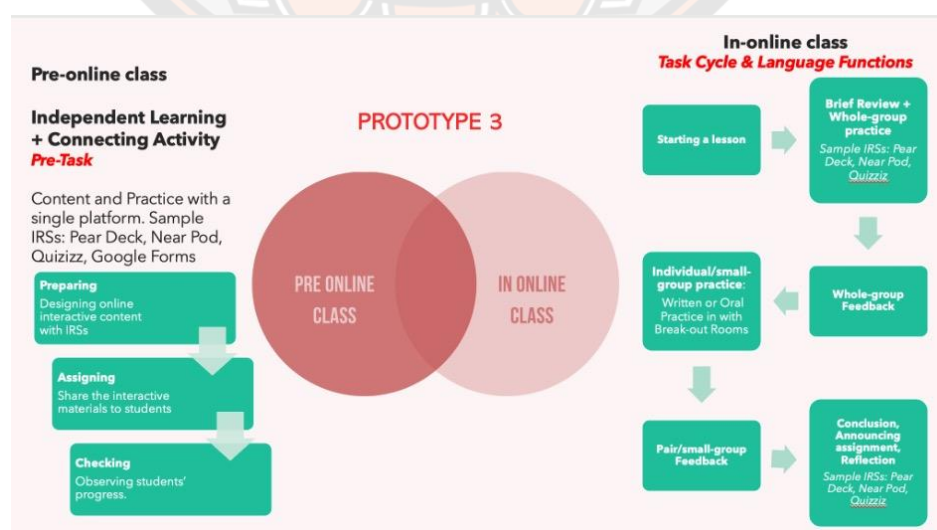
Figure 25 Prototype 3

2.3. Test

This section points out the findings of the experiments. There are mainly productive skills, writing and speaking, evaluated in this stage. In another span of six weeks, students were taught by using this model. The testing phase was administered in another General English course. The decision was made by both the researcher and experts in order to generate deeper understanding on the mode's interaction in various English courses. The course chosen in this cycle focuses more on academic English communication, thus it is a higher-level course. The topics covered included plagiarism, citations, paraphrasing, article review, summary, and discussion.

2.3.1. Writing

A writing pretest was given to both groups prior to the implementation of the intervention. It was done to investigate whether both groups had equal standings.

Table 21 Group Statistics – Writing Pretest Cycle 2

	groups	N	Mean	Std. Deviation	Std. Error Mean
			Group Statistics		
Writing	Experimental	36	4.9722	1.28143	.21357
Pretest	Control	35	5.0143	1.26308	.21350

Table 22 Independent Samples Test - Writing Cycle 2

Independent Samples Test						
		Leve's test for Equality of Variances		T-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Writing Pretest	Equal variances assumed	.266	.608	-.139	69	.890
	Equal variances not assumed			-.139	68.986	.890

The above tables show the overall general comparison of the writing scores between the experimental group and the control group. From the table, the pretest scores of both groups are approximately 5 out of 10 points. In addition, Table 22 points out that there is no significant difference in the pretest scores between the experimental group (M=4.97, SD=1.21) and the control group (M=5.01, SD=1.26), t(69) = -.139, *p* = .89.

Table 23 Paired Samples Statistics - Writing Cycle 2

Pairs	Tests	N	Full Score	Mean	S.D.	t	df	Sig (2-tailed)
Experimental	Writing Pretest	35	10	5.0143	1.26308	-22.623	35	.000
	Writing Posttest	35	10	5.8857	1.41985			
Control	Writing Pretest	36	10	4.9722	1.28143	-5.933	34	.000
	Writing Posttest	36	10	7.1250	.95150			

Table 23 indicates that both groups experienced improvement in the posttest. Also, it shows that the score of posttest is significantly higher than that of pretest both in the control group, t(34) = -5.93, p = .00, and in the experimental group, t(35) = -22.62, p = .00.

Table 24 Group Statistics – Writing Comparison Cycle 2

	groups	N	Mean	Std. Deviation	Std. Error Mean
Group Statistics					
Writing Posttest	Experimental	36	7.1250	.95150	.15858
	Control	35	5.8857	1.41985	.24000

Table 25 Independent Samples Test – Writing Comparison Cycle 2

Independent Samples Test

		Leve's test for Equality of Variances		T-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Writing Posttest	Equal variances assumed	11.744	.001	4.332	69	.000
	Equal variances not assumed			4.308	59.207	.000

Even though, both groups had better posttest results, the experimental group did score a higher average score (M=7.12, SD=.95) than the control group (M=5.88, SD=1.41). In addition, Table 25 indicates that the difference between the posttest scores of the two groups is significant, t(69) = 4.33, p = .00. From this result, the treatment given to the experimental group worked better in improving the writing score that that to the control group.

2.3.2. Speaking

A writing pretest was given to both groups prior to the implementation of the intervention. It was done to investigate whether both groups had equal standings.

Table 26 Group Statistics – Speaking Pretest Cycle 2

Group Statistics					
	groups	N	Mean	Std. Deviation	Std. Error Mean
Speaking Pretest	Experimental	36	4.2917	.87321	.14554
	Control	35	4.3000	.71948	.12161

Table 27 Independent Samples Test – Speaking Pretest Cycle 2

Independent Samples Test						
		Leve's test for Equality of Variances		T-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Speaking Pretest	Equal variances assumed	1.356	.248	-.044	69	.965
	Equal variances not assumed			-.044	67.210	.965

The above tables show the overall general comparison between the experimental group and the control group. From the table, the pretest scores of both groups are approximately 4.3 out of 10 points. In addition, Table 27 shows that there is no significant difference in the pretest scores between the experimental group (M=4.29, SD=.87) and the control group (M=4.30, SD=.71), t(69) = -.044, p = .96.

Table 28 Paired Samples Statistics - Speaking Cycle 2

Pairs	Tests	N	Full Score	Mean	S.D.	t	df	Sig (2-tailed)
Experimental	Speaking Pretest	36	10	4.2917	.87321	-28.120	35	.000
	Speaking Posttest	36	10	6.4722	.63183			
Control	Speaking Pretest	35	10	4.3000	.71948	-14.297	34	.000
	Speaking Posttest	35	10	5.9857	.86165			

Tables 28 indicate sthat both groups experienced improvement in the posttest. There was a significant improvement in the posttest performance of both the

experimental group, t(35) = -28.12 p = .00, and the control group, t(34) = -14.29, p = .00.

Table 29 Group Statistics - Speaking Comparison Cycle 2

	groups	N	Mean	Std. Deviation	Std. Error Mean
	Group Statistics				
Speakin g Posttest	Experimental	36	6.4722	.63183	.10530
	Control	35	5.9857	.86165	.14565

Table 30 Independent Samples Test - Speaking Comparison Cycle 2

Independent Samples Test						
		Leve's test for Equality of Variances		T-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Speaking Posttest	Equal variances assumed	.337	.564	2.719	69	.008
	Equal variances not assumed			2.707	62.300	.009

Table 29 indicates that the experimental group (M=6.47, SD=.63) scored higher than the control group (M=5.98, SD=.86). Table 30 further indicates that the difference is significant, t(69) = 2.71, p = .008. From this result, the treatment given to the experimental group worked better than that to the control group in improving the speaking score that that to the control group

2.4. Evaluate

This section shows the reflection of students on the use of the treatment, the model. 29 students filled out the survey consisting of closed and open-ended sections. The following table sums up the overall collected data in the closed-ended part.

Table 31 Students' Perceptions in Cycle 2

	Items	Means	SD
	Items 1-10 (Activities before online class)		
1	I feel engaged when I do the interactive activities such as Nearpod, Pear Deck, and Kahoot before online class.	4.41	0.50
2	Doing the interactive activity before online class is fun.	4.45	0.51
3	The interactive activities enable me to be more involved in the learning process.	4.41	0.50
4	It is convenient to access the interactive activities before online class.	4.38	0.49
5	I have no issue navigating the interactive activities before online class.	4.31	0.47
6	The platforms for the interactive activities are user-friendly so it did not take a long time for me to learn how to access them.	4.38	0.49
7	Studying the interactive materials before online class makes me understand the lesson more.	4.31	0.47
8	The independent interactive activities make me more prepared for the online class.	4.38	0.49
9	The interactive activities help me learn the lesson matter before online class.	4.45	0.51
10	Overall, I am happy with the interactive activities before class.	4.45	0.41
	Items 11-20 (Activities during online class)		
11	The activities during online class are fun and engaging.	4.38	0.49
12	The online class enables me to participate by asking and answering questions, having discussions with the teacher and friends, and practicing writing and speaking English.	4.34	0.48
13	I am active and involved in activities during online classes.	4.38	0.49
14	It is convenient to join the activities during online classes.	4.38	0.49
15	I have no issue accessing interactive platforms such as Pear Deck, Kahoot, and Socrative during an online class.	4.52	0.51
16	The interactive platforms are user-friendly so it did not take a long time for me to learn how to access them.	4.41	0.50
17	Activities during online class made me understand the lesson more.	4.38	0.49
18	Activities during online class helped develop my English skills.	4.28	0.45
19	Activities during the online class enabled me to practice writing and speaking skills.	4.28	0.45
20	Overall, I am happy with the activities during the online class.	4.41	0.50

From the table, students' overall satisfaction on the model is high since the score for each item is over 4 out of 5. The closed-ended of the survey was divided into two sections, the pre-class and in-class activities. Students positively responded to both sections. Also, the standard deviation (SD) is low, indicating that the score is evenly distributed. Comparing the scores in cycle 2 to those in cycle 1, students' scores in this cycle is slightly higher. It shows that the improved model received more positive reactions from the students. To validate the results, analysis of students' responses in the open-ended section was also done.

In the open-ended section of the survey, students were given an opportunity to give opinions and suggestions on the pre-class and in-class activities. In relation to the pre-class activities, 12 students wrote "don't have" or "nothing" and 17 students left longer comments which were then categorized into two, positive feelings and suggestions. The students expressed positive feelings on the pre-class activities, while 1 student gave ideas for improvement. The following are several comments from students in relation to the pre-class activities.

Table 32 Students' Comments on the pre-class activities in cycle 2

Positive Feelings	Problems/Suggestions
The teacher has created a very fun activity.	i think it's so good, But too much. Maybe reduce a little and except some weeks
Make them understand the lesson before going to actually do it in class.	
It's okay because I can understand the content before class.	
Happy	
fun learning atmosphere	
activities before online class It's good help me understand more.	

Students also left their thoughts, comments, and suggestions on the in-class activity. 16 students left longer comments while others wrote nothing or don't have. The responses are mostly positive and show students' positive attitude towards the activities in the online classes.

Table 33 Students' Comments in Cycle 3 in-class activities

Positive Feelings	Problems/Suggestions
like activities during class, practiced English as much as possible.	I want teachers to give more time to think and do exercises in class.
Allowing students to rest and prepare for presentations	
I enjoy learning online and the teachers teach well.	
The teachers are cute and friends are very cooperative. I feel fun and want to study with teacher again. ▢	
Not difficult and enjoy learning	
learning is fun I love how to use the app in my studies.	
It made me understand more and more clearly.	
I have to admit that studying with teacher was a lot of fun. Usually I'm sleepy and fall asleep, but I'm always awake and eager to answer questions. The teachers were very kind and guided throughout the learning so I wasn't afraid to answer questions even if I might be wrong.	

Both the numbers from the closed-ended section and the comments from the open-ended section were valuable insights. They demonstrated the model's future direction as well as the challenges that must be overcome. Comparing it to its former form, this second prototype is a more successful. Like its predecessor, it helps with students' learning motivation, engagement, and achievement with regards to English communicative competence. However, it does it in a simpler way with lesser steps, particularly in the pre-class session. By using a single platform, the teacher needed to master only one tool and students would get to study and practice on only one site. Nonetheless, further simplification seemed necessary to make students less fatigue when doing the pre-class work. Concerning the activities in the in-online class session, no major changes were made due to most students' positive attitude towards it. The students mentioned that they enjoyed the activities as they gave them

opportunities to practice the language. Nevertheless, a small modification on the duration of each activity would give more time to do the exercises. Also, a student commented on the group activities. The group activities enabled students to interact with each other and practice their English, but weak internet might hinder the interaction, thus making the tasks harder to achieve. Therefore, in the next model, it would be up to the teacher's discretion to assign students to work individually or in groups or interchangeably.

3. Cycle 3

3.1. Reflect

Though cycle 1 generated favourable results, the improved prototype, prototype 3, utilized in cycle 2 resulted in better outcomes. The simplification of the model was preferred by the students and the teacher, proven by the higher ratings given by the participants. Like its predecessor, the model positively affected students' English communicative competence, including speaking and writing. Students' perceptions of the model were more positive than the first prototype, proven by the higher average numbers of the survey. Hence, it was believed that the model was ready for use by another instructor.

Though the research questions in this study had already been answered in Cycle 2, it was deemed necessary to observe how the model would interact with a brand-new user. Hence, Cycle 3 was administered to provide more insights. By being tested by another instructor, the prototype might get new insights for improvement. However, by the time of this novel cycle, around October to December 2022, the instructional process in Thai universities had come back to mostly onsite. Online teaching was no longer necessary and was not allowed in several universities, including the setting of this study. A colleague of the researcher had volunteered to utilize the model. However, due to the circumstance, they could not use it in a fully virtual setting. The colleague used the model for six weeks in a hybrid or onsite setting.

After a conversation with experts on the model development, results from the hybrid and onsite experiment, though resulting in positive outcomes, are not presented in this dissertation. The main reason is because this study focuses solely on

an online EFL teaching model. As a result, in beginning of February 2023, a new cycle was run. This cycle is the new cycle 3.

3.2. Design

Since the objective of this cycle was merely to observe the model's interaction with a brand-new user, there were no modifications made from the previous cycle. This cycle used the same prototype as the one in cycle 2. The prototype got positive results and was considered ready for a trial by someone strange to it. After several considerations, the prototype was named O-FITE, an online English teaching model with FC, IRS, and TBLT.
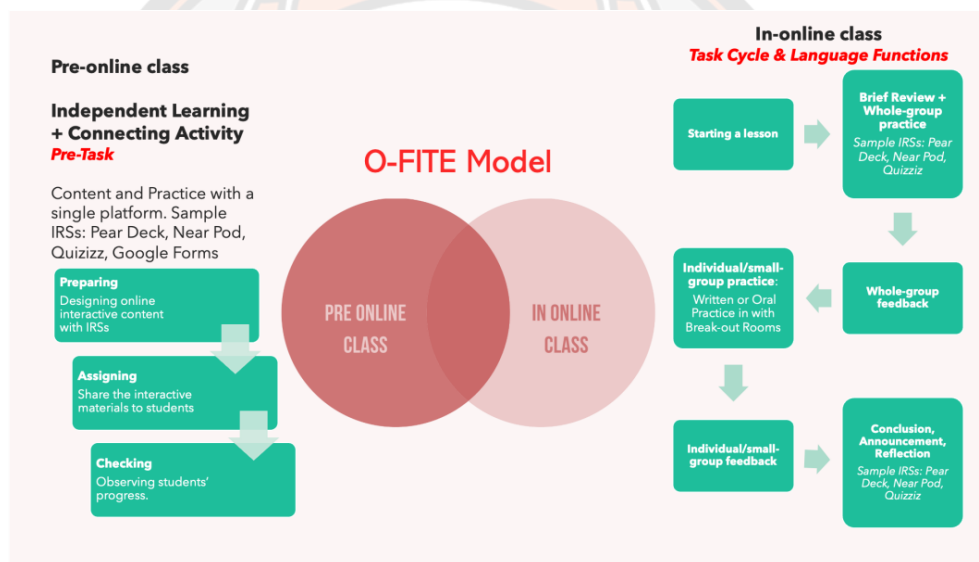

Figure 26 O-FITE Model

The user was, therefore, purposively selected and approached for their consent before being involved in this study. After an initial interview, they accepted the request and were given a booklet explaining about the model. The researcher tried not to extensively interfere with the model explanation to see how the booklet with the model and descriptions was comprehended and utilized by a new user. The university instructor was asked whether the booklet was easy to understand and whether there were inquiries. The instructor mentioned that to them it was user-friendly.

A booklet of the model was given and explained to the teacher. Concerning the pre-online class and connecting activity, the teacher was given freedom to select an IRS of their choice. The teacher selected Pear Deck. The teacher had already had opportunities deploying the platform in the past. Therefore, they felt more comfortable using the platform. Moreover, the teacher agreed to develop the Pear Deck materials by themselves, supervised by the researcher. The materials comprised pre and in-online class slides. Thus, the teacher developed two sets of interactive slides every week.

In this cycle, the researcher was not able to get two groups of students for online teaching. Hence, unlike the previous cycles, it only has an experimental group. The main reason was the regulation set by the university concerning onsite teaching. The strict regulation also affected the length of this cycle, which was only three weeks. Hence, this cycle is a brief one group pre and post-test experimental design. Though it was brief, the three weeks covered a several units in a general English writing course. Hence, this cycle only discusses the effects of the model on students' written English communicative competence.

3.3. Test

This cycle managed to assess the one aspect of English communicative competence, writing. One main reason was due to the nature of the course which solely focused on writing. Writing pre-test was administered at the beginning of the cycle. Then, treatment was done by using the model. At the end of the cycle, a post-test consisting of similar components with the pre-test was done. The tests were assessed by using the same writing rubric as the one in previous cycles.

In this cycle, the researcher tried not to be less involved. However, the researcher closely observed how the instructor comprehended the booklet or model given. From the observation, the instructor was comfortable following the steps of the model. They occasionally asked questions prior to classes for confirmation. When asked about creating the interactive materials, the instructor mentioned that once they got used to them, they became much easier and faster to develop.

As previously mentioned, this cycle only involved a group of students due to uncontrollable variables and lasted for 3 weeks. Before and after the treatment, however, the researcher and instructor managed to perform pre-test and post-test.

Since the course was a writing course, the spoken communicative competence test was not applicable. Thus, only the writing tests were administered.

Table 34 Paired Samples Statistics– Cycle 3

Tests	N	Full Score	Mean	S.D.	t	df	Sig (2-tailed)
Pretest	30	10	4.9167	.82088	-34.604	29	.000
Posttest	30	10	7.5833	.89137			

Table 34 points out that that students' post-test (M: 7.58, SD: .89) are higher than their pre-test (M:4.91, SD: .82) with similar distribution scores. Also, it shows that the difference in scores is significant. The mean value of post-test was significantly higher than the pre-test; t(29) = [-34.60], p = [.00]. This result implies and supports the previous cycles that the model is effective to improve students' English communicative competence, particularly the writing competence.

3.4. Evaluate

This section shows the reflection of students on the use of the treatment, the model. The following table sums up the overall collected data.

Table 35 Students' Perceptions in Cycle 3

No	Items	Means	SD
	Items 1-10 (Activities before online class)		
1	I feel engaged when I do the interactive activities such as Nearpod, Pear Deck, and Kahoot before online class.	4.43	0.50
2	Doing the interactive activity before online class is fun.	4.36	0.49
3	The interactive activities enable me to be more involved in the learning process.	4.66	0.47
4	It is convenient to access the interactive activities before online class.	4.5	0.50
5	I have no issue navigating the interactive activities before online class.	4.3	0.59
6	The platforms for the interactive activities are user-friendly so it	4.43	0.50

No	Items	Means	SD
	did not take a long time for me to learn how to access them.		
7	Studying the interactive materials before online class makes me understand the lesson more.	4.43	0.50
8	The independent interactive activities make me more prepared for the online class.	4.40	0.56
9	The interactive activities help me learn the lesson matter before online class.	4.43	0.47
10	Overall, I am happy with the interactive activities before class.	4.33	0.47
	Items 11-20 (Activities during online class)		
11	The activities during online class are fun and engaging.	4.40	0.56
12	The online class enables me to participate by asking and answering questions, having discussions with the teacher and friends, and practicing writing and speaking English.	4.50	0.50
13	I am active and involved in activities during online classes.	4.40	0.57
14	It is convenient to join the activities during online classes.	4.36	0.55
15	I have no issue accessing interactive platforms such as Pear Deck, Kahoot, and Socrative during an online class.	4.33	0.54
16	The interactive platforms are user-friendly so it did not take a long time for me to learn how to access them.	4.46	0.50
17	Activities during online class made me understand the lesson more.	4.46	0.50
18	Activities during online class helped develop my English skills.	4.33	0.60
19	Activities during the online class enabled me to practice writing and speaking skills.	4.40	0.62
20	Overall, I am happy with the activities during the online class.	4.50	0.57

From the table, students' overall satisfaction on the model is high since the score for each item is over 4 out of 5. The closed-ended of the survey was divided into two sections, the pre-class and in-class activities. Students positively responded to both sections. Also, the standard deviation (SD) is low, indicating that the score is evenly distributed. Comparing the scores to those of previous cycles, students' scores in this cycle are consistent. It shows that the model consistently receives positive reactions from the students. To validate the results, analysis of students' responses in the open-ended section was also performed.

In the open-ended section of the survey, students were given an opportunity to give opinions and suggestions on the pre-class and in-class activities. In relation to the pre-class activities, 1 student wrote do not have and 29 left longer thoughts and comments. These texts were then categorized into two, positive feelings and suggestions. 28 students expressed positive feelings on the pre-class activities, while 1 student gave ideas for improvement. The following are several comments from students in relation to the pre-class activities.

Table 36 Students' Comments on the pre-class activities in cycle 3

Positive Feelings	Problems/Suggestions
It's a fun activity that doesn't stress.	I think it can make me to improve my English but If possible, reduce it a bit. Hahaha
It was a very good activity, it made me understand the content before class.	
It's helpful to prepare myself before the class and Peardesk or applications for homework are interesting.	
Makes me understand things to study easier when he went to study in the room again.	
It improves learning skills and increases vocabulary.	
That makes me be prepared for class.	
Doing activities before online class help to understand the lesson.	
To have activities such as interacting with teachers and friends h elp to practice English skills.	
They are good platforms to study the lesson before class. The platforms s for the interactive activities are easy to use and it did not take a long time for me to learn and how to understand them.	
I think that doing pre-learning activities helps me to know before I go to class what content we will study and it's also a review.	

All the respondents also left their thoughts, comments, and suggestions on the in-class activity. The responses are mostly positive and show students' positive attitude towards the activities in the online classes.

Table 37 Students' Comments in Cycle 3 in-class activities

Positive Feelings	Problems/Suggestions
I think that doing activities in the classroom allows students to participate in learning so that they will not be sleepy.	I wish there were more exercises.
I think when use peardeck during class makes me active all the time. The activities during online class help develop my English skills such as writing and speaking skills.	
I understand more	
It's a fun activity that helps me practice the language.	
It was a learning that made me want to learn and answer questions because it was fun and easy to understand.	
It made me understand more about what to study and I enjoyed learning.	
It can increase the understanding of the studied content.	
Interaction with your teacher and classmates is a good activity and help me understand the lesson.	

Both the numbers from the closed-ended section and the comments from the open-ended section were valuable insights. Despite being used the first time by a new instructor, the model showcased its accessibility and practicality. These traits resulted in the smooth application of the model. The model was also enjoyed by students as it received a high rating and positive responses. Most importantly, it was effective to improve the students' English communicative competence, regarding their speaking or presentation and writing skills. Hence, the researcher believes that the model is ready for application in other tertiary settings by other English a foreign language instructors.

CHAPTER V

ONLINE FLIPPED CLASSROOM MODEL WITH INTERACTIVE RESPONSE SYSTEMS AND TASK-BASED LANGUAGE TEACHING FOR ENGLISH INSTRUCTION (O-FITE MODEL)

Introduction

This chapter shows the established model. The model's name is Online Flipped Classroom Model with Interactive Response Systems and Task-Based Language Teaching for English Instruction. Its short name is O-FITE Model. It reads as /ofait/. This chapter explains concepts and theories behind its development. Also, it elaborates factors affecting it and illustrates its process. Hence, this chapter includes figures in relation to the model's application. Additionally, it provides practical explanations for future users. The following figure illustrates the interaction of concepts, factors, and process in the O-FITE Model.
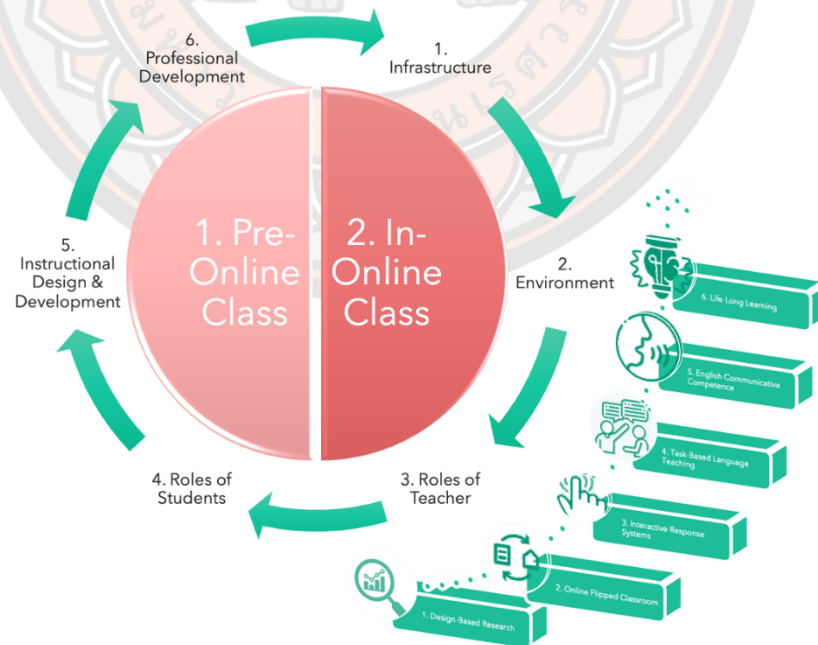

Figure 27 Interaction of Concepts, factors, and Process of O-FITE Model

This model was developed based on six essential concepts including design-based research, online flipped classroom, interactive response systems, task-based language teaching that is an approach in communicative language teaching, English communicative competence, and life-long learning. During its applications, there are 6 factors that affect the O-FITE Model Process, including infrastructure, environment, roles of teacher, roles of students, instructional design and development, and professional development.

Concepts

Six concepts are essential components of the O-FITE Model. Each concept is elaborated below.

Figure 28 Concepts of O-FITE Model

1. Concept 1: Design-Based Research

Design-based research is a methodology used in educational research that aims to develop and refine educational interventions through an iterative process of design, implementation, and evaluation. This approach emphasizes collaboration between researchers and practitioners and focuses on the practical application of research findings to improve teaching and learning outcomes. Design-based research is rooted in the belief that educational interventions should be developed and tested in

real-world settings, rather than in controlled laboratory settings, to ensure that they are effective and applicable in practice. The design-based research process typically involves several iterative phases, including problem identification, design of an intervention, implementation of the intervention, and evaluation of the outcomes. Researchers and practitioners work together to refine the intervention based on feedback from the evaluation phase, leading to an improved version of the intervention that can be further tested and refined in subsequent iterations. This approach allows for the development of evidence-based interventions that are grounded in real-world practice and can be widely disseminated to improve educational outcomes for diverse populations.

Overall, design-based research offers a practical and collaborative approach to educational research that emphasizes the development of effective interventions and the improvement of teaching and learning outcomes. By combining theory and practice in a rigorous and iterative process, design-based research can help to bridge the gap between research and practice in education, ultimately leading to improved outcomes for learners.

2. Concept 2: Online Flipped Classroom

The online flipped classroom model is a novel pedagogical approach that combines the benefits of flipped classroom teaching with the convenience and accessibility of online learning. In this model, students watch pre-recorded video lectures or complete online readings before class, allowing class time to be devoted to interactive and collaborative learning activities. The flipped classroom model has been shown to improve student engagement, comprehension, and retention of material, and the online format provides the added benefits of flexibility and convenience for learners. In the online flipped classroom model, students can access course materials and lectures at their own pace and on their own schedule, making it ideal for busy or non-traditional learners. Class time can then be used for more interactive and engaging activities, such as small group discussions, case studies, or simulations, that allow students to apply their learning and receive feedback from their peers and instructors. The online format also allows for greater access to resources and multimedia materials that can enhance learning and engagement.

To sum up, the online flipped classroom model offers a flexible and effective approach to teaching and learning that leverages the benefits of both flipped classroom teaching and online learning. By combining pre-recorded lectures with interactive class activities, this model can help to improve student engagement, comprehension, and retention, while also providing greater convenience and flexibility for learners.

3. Concept 3: Interactive Response Systems for Engaging Asynchronous and Synchronous Learning

Interactive Response Systems (IRS) are technological tools that allow learners to participate in real-time feedback and engage with the learning material through various modes of interaction. These systems provide a platform for engaging learners in both asynchronous and synchronous learning settings. The use of IRS in online learning environments has been shown to increase learner engagement and active participation, promoting better learning outcomes. In synchronous learning settings, IRS enables learners to interact in real-time with the instructor and other learners, providing immediate feedback and promoting active engagement. In asynchronous learning environments, IRS can be used to facilitate interactive self-paced learning, allowing learners to engage with the material at their own pace and providing opportunities for reflection and feedback. IRS can take various forms, such as quizzes, polls, and surveys, and can be incorporated into various learning management systems (LMS) or delivered as standalone tools. In addition, IRS can be used to enhance group work and collaborative learning, promoting active engagement and knowledge sharing.

All in all, the use of Interactive Response Systems can enhance the learning experience in both asynchronous and synchronous learning environments by promoting active engagement and interaction with the learning material. Incorporating IRS into online learning can help to increase learner engagement, retention, and overall learning outcomes.

4. Concept 4: Task-Based Language Teaching: An Approach to Communicative Language Teaching

Task-based language teaching (TBLT) is an approach to language instruction that emphasizes the use of language for real-world communication

purposes through the completion of meaningful tasks. In TBLT, learners engage in authentic communication by working collaboratively to complete tasks, which can be both language-based or non-language-based. The tasks are designed to provide opportunities for learners to use the language in context and develop their communication skills. TBLT is considered to be a part of the larger communicative language teaching (CLT) approach, which focuses on the use of language in real-life situations and emphasizes the development of communicative competence. TBLT is particularly effective in promoting learner autonomy, as learners are encouraged to take ownership of their own learning and actively participate in the task completion process. The TBLT approach involves a cyclical process of task design, implementation, and evaluation, which allows for continuous improvement of the learning experience. The tasks are designed to be challenging yet achievable, and are often based on authentic materials and situations.

In short, TBLT is an effective approach to language instruction that emphasizes the use of language for real-world communication purposes. By engaging learners in meaningful and authentic communication tasks, TBLT helps learners to develop their communication skills and gain confidence in using the language in real-life situations. As a part of CLT, TBLT contributes to the development of communicative competence and promotes learner autonomy.

5. Concept 5: English Communicative Competence: Writing and Speaking

English communicative competence refers to the ability to effectively communicate in English in a variety of contexts, including social, academic, and professional settings. This competence encompasses a range of skills, including speaking and writing. Speaking and writing skills are essential components of English communicative competence, as they are the primary means of communicating ideas, thoughts, and information. In social and professional settings, effective communication through spoken and written English is essential for building relationships, establishing credibility, and achieving goals. In academic settings, speaking and writing skills are essential for demonstrating comprehension of course material and presenting original ideas in a clear and coherent manner. These skills are also important for academic success, as they are often required for participation in classroom discussions and for the completion of assignments and exams.

Moreover, in a globalized world, proficiency in English speaking and writing has become increasingly important for individuals seeking to participate in international trade, travel, and education. Therefore, developing speaking and writing skills in English is essential for individuals to become proficient in English communicative competence and participate effectively in a globalized world. Thus, speaking and writing skills are essential components of English communicative competence, as they are necessary for effective communication in various settings and are critical for academic and professional success in today's globalized world.

6. Concept 6: Life-long Learning

Lifelong learning is the concept of continuous education and personal development throughout one's life. It is essential for individuals to keep up with the rapidly changing world and acquire new skills and knowledge to stay competitive in their fields. Design-based research (DBR) is a research methodology that focuses on developing innovative educational interventions and strategies to improve learning outcomes. DBR can help someone's lifelong learning by providing a systematic and structured approach to learning that is flexible and adaptable to their individual needs. DBR can be used to design and evaluate educational interventions that cater to the diverse learning needs of individuals at different stages of their lifelong learning journey. For instance, DBR can be used to design and evaluate learning programs that are specifically tailored to the needs of adult learners who may be juggling work, family, and other commitments. DBR can also be used to design personalized learning pathways that cater to the unique learning styles and preferences of individuals, allowing them to learn at their own pace and in their own way.

Moreover, one focus of this study is English communicative competence. Learning a new language is one essential activity that foster one's lifelong learning. Understanding a new language will open doors to novel learning opportunities. As an international language, a lot of learning resources are available in English. A person can learn new skills, reskill, or upskill. With internet and available open learning resources, lifelong learning has become more convenient and might be an endless opportunity.

In conclusion, DBR can be a powerful tool to support lifelong learning by providing innovative and flexible educational interventions that cater to the diverse needs of individuals. DBR can help individuals acquire new skills and knowledge, stay competitive in their fields, and achieve personal and professional growth throughout their lives. Also, learning English opens numerous doors for learning. Having English skills will widen a person's chance for life-long learning.

Factors of O-FITE

Education is an ever-evolving field, and with the advent of technology, the traditional teaching model has undergone significant changes. Nowadays, technology has become an essential component of the teaching and learning process. It has transformed how education is delivered and received, and its use has created numerous benefits for students and teachers alike. However, the success of the teaching model, including O-FITE Model, depends on various factors. In O-FITE Model, there are six factors and ___ subfactors. The factors are illustrated in the figure.
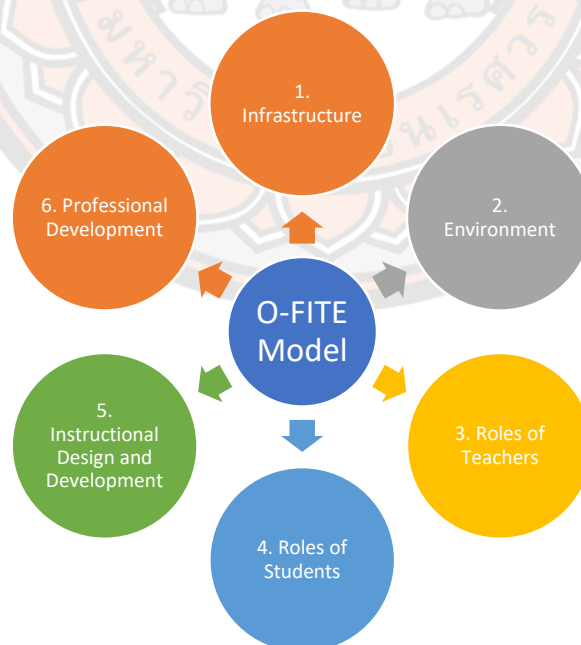

Figure 29 Factors and Elements of O-FITE

1. Factor 1: Infrastructure

Infrastructure is a critical factor that can significantly affect the effectiveness of O-FITE Model. In today's digital age, technology infrastructure is an essential component of a teaching model. Infrastructure refers to the physical and technological resources required to support the teaching and learning process. The cost of infrastructure can be a significant factor affecting its effectiveness. High-quality hardware, software, and internet connectivity can be expensive, and schools may struggle to afford the necessary resources to support an effective teaching model. Schools must prioritize their investments in infrastructure to ensure that they are providing the best possible resources and technology to their students.

Teachers and students must be adequately trained to use the infrastructure available to them. Teachers should be knowledgeable about the technology and tools they are using and be able to incorporate them effectively into their teaching model. Students should also receive training on how to use the digital resources and devices required for learning.

Having a robust infrastructure is essential for ensuring that teachers and students can access and use the technology required for learning. Moreover, infrastructure should be designed to support the different types of teaching models and instructional strategies that are being employed in the classroom. Though O-FITE is online, an instructor might prefer preparing for and doing the lesson from a classroom or office. Hence, infrastructure there must be ideal. For students, they also need to ensure the availability of quality and reliable tools at their end. Infrastructure for a teaching model can be broken down into several components, including hardware, software, networks, internet connectivity, and security. There are four Subfactors of the first factors, as illustrated in the following figure.
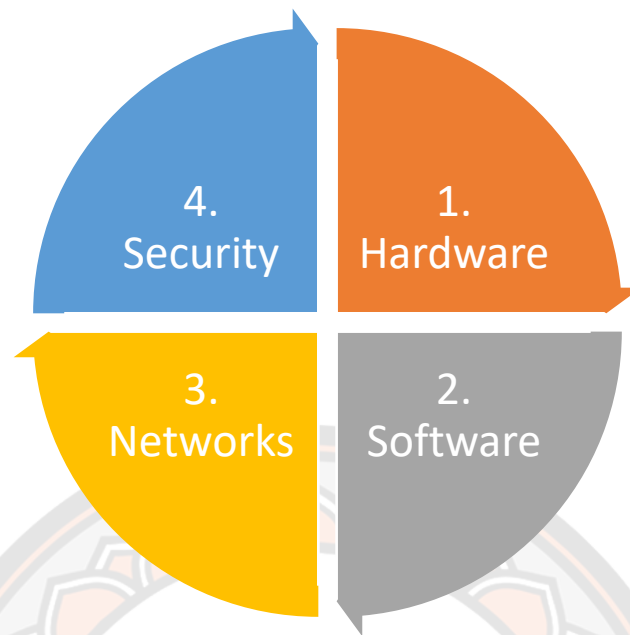
Figure 30 Infrastructure for O-FITE

    1.1 Subfactor 1: Hardware

Hardware refers to the physical devices and equipment required to support the teaching and learning process. This can include computers, tablets, interactive whiteboards, projectors, cameras, and other multimedia devices. Having the right hardware is crucial for delivering high-quality instruction that engages and motivates students. It is even more crucial in a fully virtual setting. Without reliable hardware, an instructor cannot start a class, let alone using interactive media.

    1.2 Subfactor 2: Software

Software refers to the applications and programs that are installed on the hardware. This can include learning management systems, digital textbooks, educational apps, and other software designed specifically for education. Software can play a critical role in enhancing the effectiveness of the teaching model, as it can provide teachers with the tools they need to deliver interactive and engaging instruction. In O-FITE, the platforms are mostly free or have a free option. However, there might be apps that require subscriptions including teleconferencing tools, such as Zoom, Ms. Teams, and Webex. The university should purchase the license of essential platforms for the classes.

1.3 Subfactor 3: Networks

In O-FITE, reliable networks are essential. Networks refer to the connections between devices and hardware, such as the internet or local area networks (LANs). Robust and reliable networks are essential for ensuring that students and teachers can access the necessary digital resources required for learning. This includes online learning platforms, digital textbooks, multimedia resources, and more importantly internet connectivity.

In O-FITE, Internet connectivity is crucial both before and during a class. It is essential for accessing online resources and learning platforms. High-speed internet access is particularly important, as it can support the delivery of multimedia content and other digital resources that are necessary for an effective teaching model. Without reliable internet, O-FITE, unfortunately, cannot reach its full potential. The strong internet connection must be possessed by both the instructor and students. It will ensure successful real-time and non-real-time interactions. The university must support the internet connectivity of both teachers and students. Using a classroom should be an option for teachers since not everyone possesses a reliable device to conduct online instruction.

1.4 Subfactor 4: Security

Another critical factor that can affect the effectiveness of infrastructure is security. With the increasing use of technology in the classroom, schools must ensure that their infrastructure is secure and protected against cyber threats. This can include installing firewalls, antivirus software, and other security measures to protect sensitive data and personal information. By doing this, problems with hijacking can be avoided.

2. Factor 2: Environment

This factor is strongly related to the first one, infrastructure. However, its significance is so high due to the setting of a fully online model that it deserves its own section. The online environment is a critical factor that affects the effectiveness of an online teaching model. As more and more schools and universities have shifted to online learning, it has become increasingly important to consider the online environment when designing and implementing an online teaching model. In O-FITE Model, the online environment refers to the digital tools, platforms, and resources

used to facilitate online learning. The quality of the online environment can significantly impact the effectiveness of the online teaching model. This factor consists of 5 sub-factors as shown in the figure.
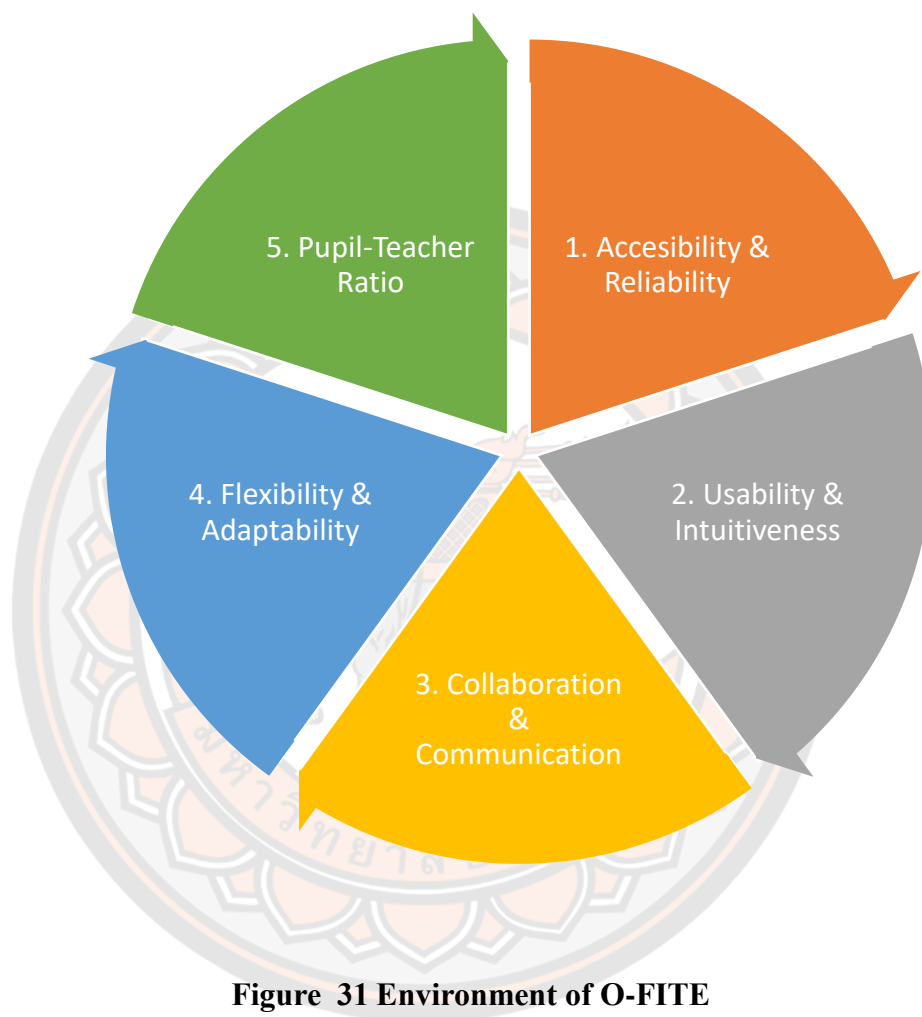

Figure 31 Environment of O-FITE

2.1 Subfactor 1: Accessibility and Reliability

One of the most critical aspects of the online environment is accessibility and reliability. In O-FITE, students rely on digital tools and resources to access course materials, participate in discussions, and submit assignments. Therefore, it is essential to ensure that these tools are accessible and reliable. For example, a reliable and stable LMS is necessary to ensure that students can access course materials and complete assignments without technical issues. Similarly,

reliable video conferencing tools are essential to ensure that students can participate in synchronous learning activities without interruptions or delays.

    2.2 Subfactor 2: Usability and Intuitiveness

        Another critical factor in the online environment is usability and intuitiveness. The online environment for a successful application of O-FITE should be easy to navigate and use, even for students who may not be tech-savvy. If the online environment is too complicated or difficult to use, it can create frustration and confusion for students, which can negatively impact their learning experience. Therefore, it is essential to design the online environment with usability and intuitiveness in mind. For example, an LMS should be easy to navigate, with clear instructions and intuitive menus. An interactive response system (IRS) must be user-friendly and doesn't require intensive trainings, or the instructor can create or adapt a short tutorial video of accessing the platform. Similarly, video conferencing tools should be easy to access and use, with clear instructions for joining meetings and participating in discussions.

    2.3 Subfactor 3: Collaboration and Communication

        Collaboration and communication are critical components of O-FITE. In an online environment, students may feel isolated or disconnected from their peers and instructors. Therefore, it is essential to provide opportunities for collaboration and communication to ensure that students feel engaged and supported in their learning. This can be achieved through the use of discussion forums, group projects, and virtual office hours. These tools and activities can help students connect with their peers and instructors, share ideas, and receive feedback on their work. In O-FITE, an instructor can foster collaboration by assigning students into small groups to work on communicative tasks and present them.

    2.4 Subfactor 4: Flexibility and Adaptability

        Finally, the online environment should be flexible and adaptable to meet the diverse needs of students. In an online teaching model, students may come from different backgrounds, have different learning styles, and face different challenges. Therefore, it is essential to design the online environment with flexibility and adaptability in mind. For example, course materials should be accessible in

different formats to accommodate students with different learning preferences. Similarly, online assessments should be designed with flexibility in mind, allowing students to complete assignments at their own pace and on their own schedule.

    2.5 Subfactor 5: Pupil-Teacher Ratio (PTR)

        The pupil-teacher ratio is a factor that affects a teaching model in several ways. The pupil-teacher ratio refers to the number of students in a classroom divided by the number of teachers. A lower pupil-teacher ratio means that there are fewer students for each teacher, while a higher pupil-teacher ratio means that there are more students per teacher. In online English learning environment, smaller class sizes enable tend to be more successful. Hence, an ideal class size in a 2 or 3-hour class using O-FITE Model is approximately 10 to 35 students. There are mainly 5 main reasons which are elaborated in the following headings:
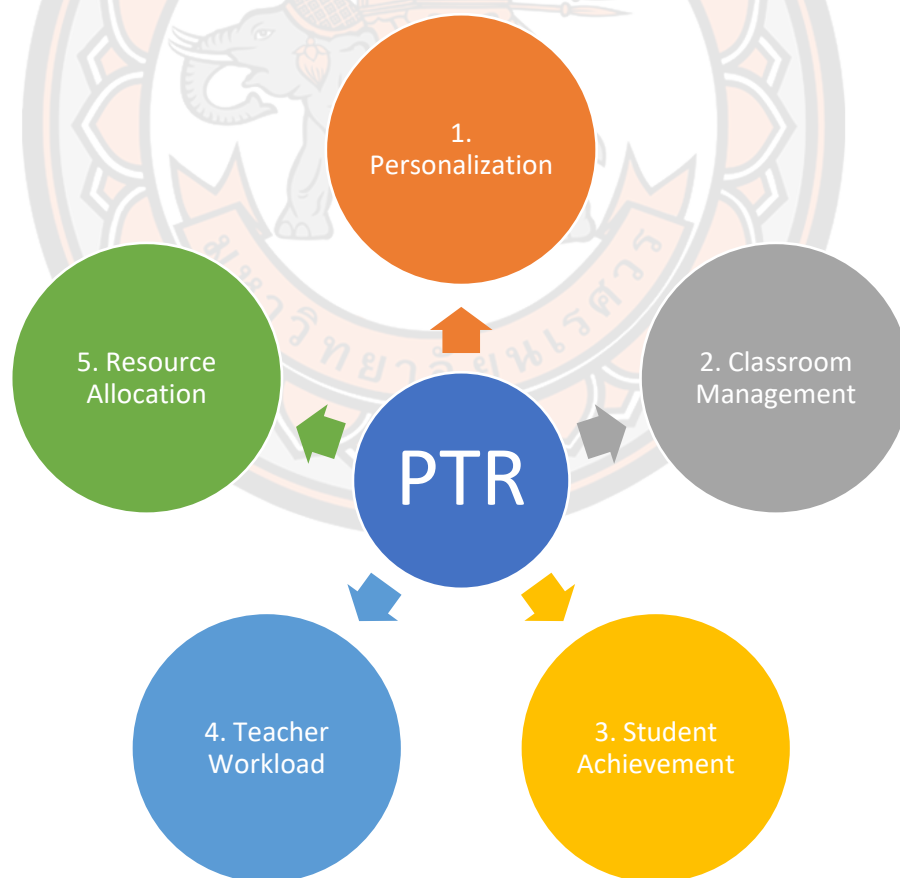

Figure 32 Pupil-Teacher Ratio (PTR) in O-FITE Model

1. Personalization: A lower pupil-teacher ratio allows teachers to personalize their instruction to meet the needs of individual students. With fewer students to manage, teachers can spend more time getting to know each student, identifying their strengths and weaknesses, and tailoring their instruction accordingly.

2. Classroom Management: A higher pupil-teacher ratio can make classroom management more difficult. With more students in the classroom, teachers may find it challenging to maintain order, respond to individual student needs, and create a safe and positive learning environment.

3. Student Achievement: A lower pupil-teacher ratio has been associated with higher student achievement. With fewer students to manage, teachers can provide more individual attention to each student, identify and address learning gaps, and provide more personalized feedback.

4. Teacher Workload: A higher pupil-teacher ratio can increase the workload of teachers. With more students to manage, teachers may find it difficult to grade assignments and provide timely feedback, leading to burnout and lower job satisfaction.

5. Resource Allocation: The pupil-teacher ratio can also affect the allocation of resources in schools. Schools with higher pupil-teacher ratios may need to invest in additional resources, such as classroom aides, technology, or instructional materials, to support student learning.

So, the pupil-teacher ratio is a factor that affects a teaching model in several ways. A lower pupil-teacher ratio allows teachers to personalize their instruction, improve classroom management, increase student achievement, and reduce teacher workload. On the other hand, a higher pupil-teacher ratio can make classroom management more difficult, decrease student achievement, increase teacher workload, and require additional resources to support student learning.

3. Factor 3: Roles of Teachers

The role of teachers is a critical factor that affects the effectiveness of O-FITE. While technology plays an essential role in delivering online instruction, it is the teacher who ultimately drives the success of the online learning experience. In O-FITE, the role of the teacher differs from that in a traditional classroom setting. Teachers must be able to adapt to the online environment and understand how to

effectively engage and support students in a virtual learning environment. There are mainly five roles of teachers when utilizing O-FITE, as follows.
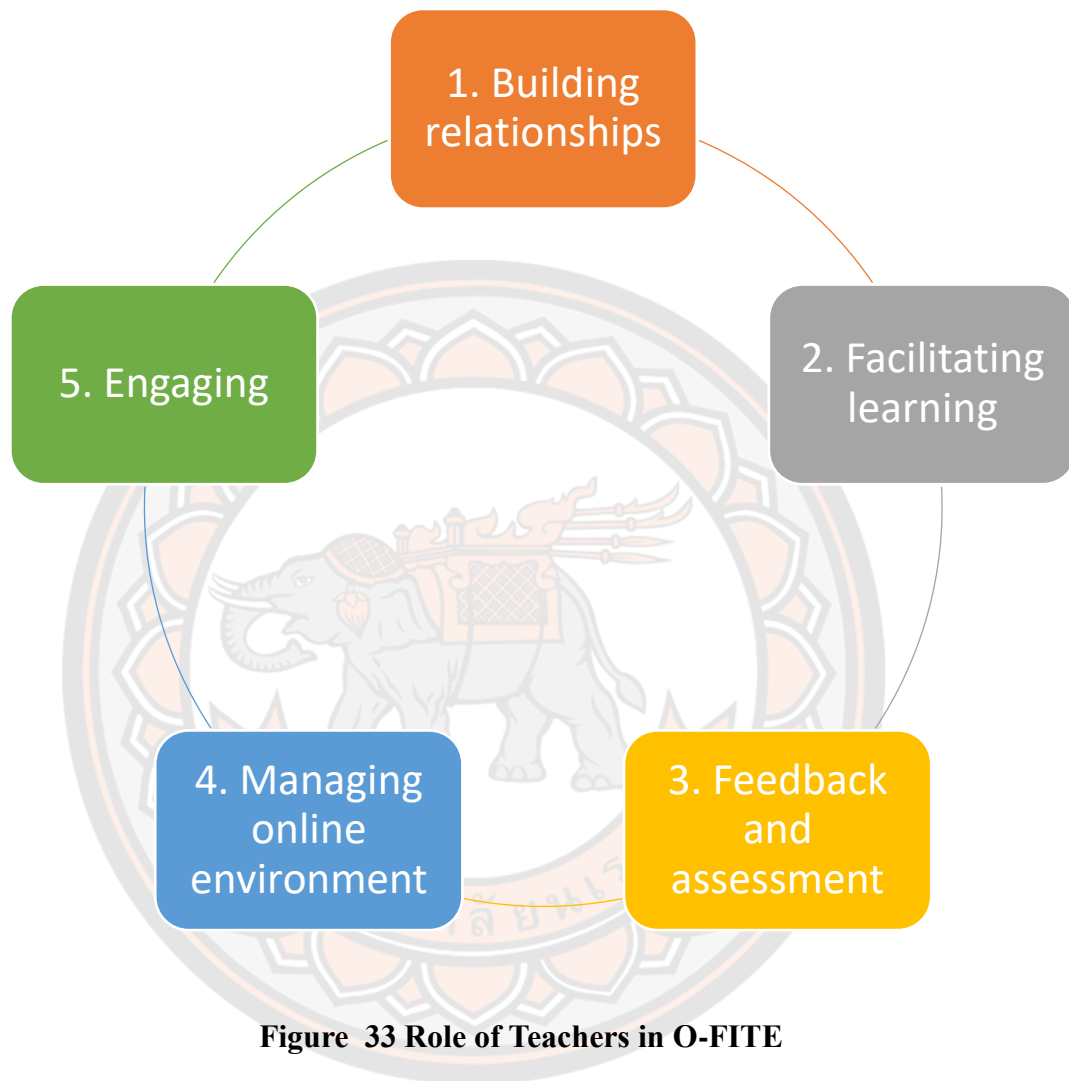

Figure 33 Role of Teachers in O-FITE

3.1 Subfactor 1: Building Relationships with Students

One of the most critical roles of the teacher in O-FITE is building relationships with students. In a traditional classroom, teachers can interact with students in person, which helps to build trust and create a sense of community. However, in an online environment, teachers must use digital tools and strategies to create a similar sense of connection with students. Teachers can achieve this by responding to student inquiries promptly, providing constructive feedback on assignments, and participating in online discussions. It is essential to create a

welcoming and inclusive online environment that encourages students to engage with the material and each other.

3.2 Subfactor 2: Facilitating Learning

Another critical role of the teacher in O-FITE is facilitating learning. Teachers must be able to deliver course materials in a way that is engaging, accessible, and conducive to learning. This may involve creating multimedia content, such as videos or podcasts and interactive materials with IRS, that help students understand the material and apply it to real-world situations. Teachers must also be able to design and facilitate online discussions and group activities that encourage collaboration and critical thinking. They must create opportunities for students to ask questions and seek clarification to ensure that they understand the material.

3.3 Subfactor 3: Providing Feedback and Assessment

Providing feedback and assessment is another critical role of the teacher in O-FITE. Teachers must provide regular feedback on student assignments and assessments to help students improve their performance and achieve their learning goals. Before a class, a teacher should check students' answers in assigned interactive activities and generate conclusions and implications for use during the class. During the class, O-FITE encourages whole-group and small group or individual feedback sessions. They may involve providing immediate written or oral feedback. In addition, teachers must design online assessments that accurately measure student learning and provide a fair and objective evaluation of their performance. This may involve using a variety of assessment methods, such as quizzes, essays, and projects, to assess different aspects of student learning.

3.4 Subfactor 4: Managing the Online Environment

Finally, the role of the teacher in O-FITE model involves managing the online environment. Teachers must be able to navigate the online tools and platforms used to deliver instruction, communicate with students, and manage course materials. They must be able to troubleshoot technical issues and provide technical support to students as needed. In addition, teachers must ensure that the online environment is safe and secure for students. This may involve monitoring online

discussions and interactions to prevent inappropriate or offensive behavior and ensuring that students understand the importance of online safety and security.

    3.5 Subfactor 5: Engaging

        Engagement is a crucial factor affecting the success of O-FITE. Unlike traditional classroom settings, online learning can be isolating and may lack the social and personal interaction that is necessary for students to remain engaged and motivated. Therefore, online educators need to design courses that foster student engagement to ensure student success. There are several strategies that educators can use to promote engagement in O-FITE:
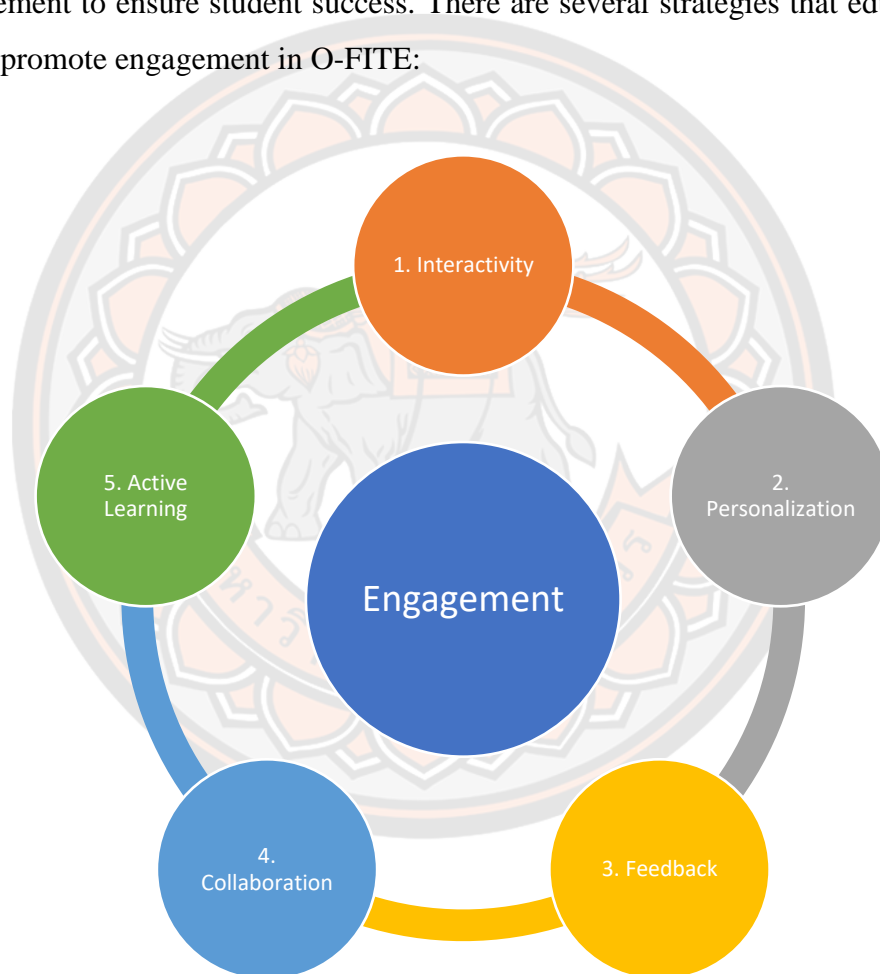

Figure 34 Elements of Engagement in O-FITE Model

        1. Interactivity: Interactivity is critical in promoting engagement in online teaching models. It involves creating opportunities for students to interact with the content, the instructor, and their peers. Online educators can use various tools such

as discussion forums, virtual group activities, and online quizzes to facilitate student interaction.

2. Personalization: Personalizing the online learning experience can also increase student engagement. Online educators can use adaptive learning technologies to personalize instruction and feedback based on students' learning needs and preferences. They can also provide students with opportunities to personalize their learning experiences by allowing them to choose topics, activities, and assessments that align with their interests and goals.

3. Feedback: Feedback is an essential component of online teaching models, and it plays a significant role in promoting engagement. Educators can provide students with timely and constructive feedback on their progress and performance to motivate them and encourage their learning. Feedback can be given through various methods, including online quizzes, graded assignments, and discussion forums.

4. Collaboration: Collaboration can also increase engagement in online teaching models. Educators can design group activities, projects, and assignments that require students to work together and share ideas. Collaboration can be facilitated using various online tools, such as video conferencing, virtual whiteboards, and shared documents.

5. Active Learning: Active learning is an instructional approach that promotes engagement by requiring students to actively participate in the learning process. Educators can design activities such as case studies, simulations, and problem-based learning activities to promote active learning in the online teaching model.

Thus, engagement is a crucial factor affecting the success of an online teaching model. Educators need to design courses that foster student engagement by incorporating strategies such as interactivity, personalization, feedback, collaboration, and active learning. By using these strategies, educators can promote engagement, enhance student motivation, and improve student success in the online teaching model.

4. Factor 4: Roles of Students

O-FITE is an adaptation of the FC model. In a traditional flipped classroom, students are required to prepare for a class beforehand by watching videos or reading materials provided by the teacher. In O-FITE, these videos or reading materials are added interactive features that allow students' active participation. During class time, in a traditional FC, the teacher engages the students in discussions, problem-solving activities, and group work to help them apply what they have learned. In O-FITE, the activities are similar, but due to being done in a virtual environment, software such as LMS, teleconferencing tools, and IRS are involved. Therefore, the role of students in O-FITE is critical to the success of the learning experience. There are mainly 3 aspects that students must do, as shown in the figure.
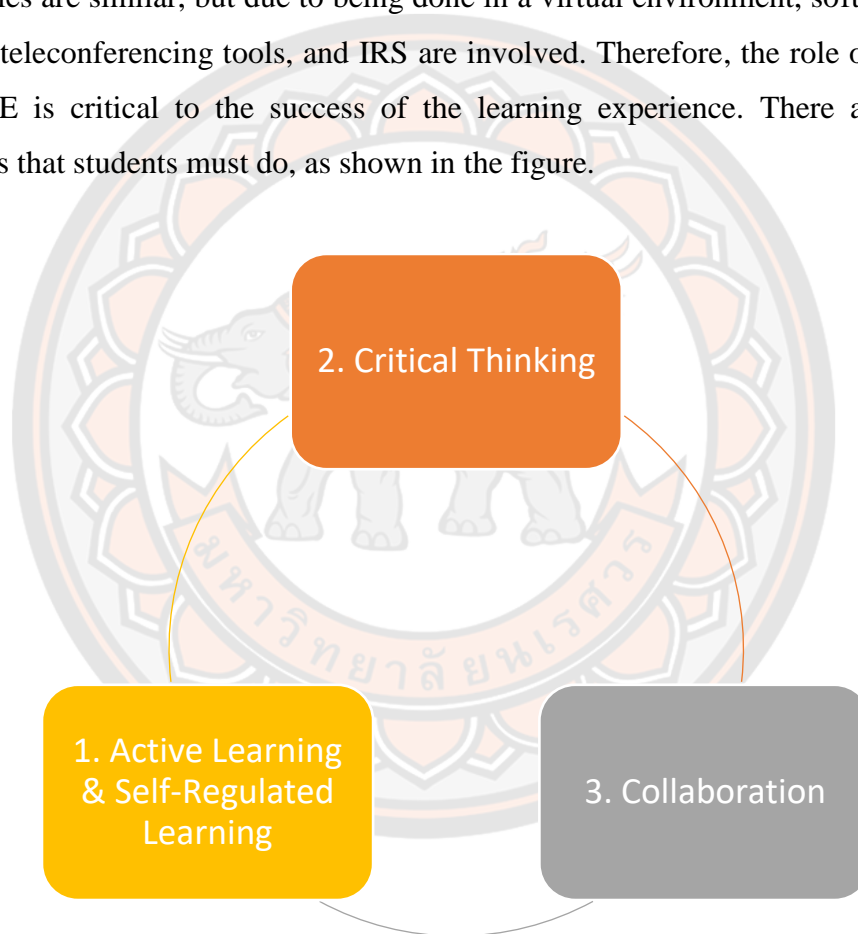

Figure 35 Role of Students in O-FITE

4.1 Subfactor 1: Active Learning & Self-Regulated Learning

In O-FITE, the role of students shifts from passive receivers of information to active learners who are engaged in the learning process. Students are expected to perform independent learning with prepared interactive materials and

media. During class time, students engage in activities that are designed to help them apply what they have learned, collaborate with their peers, and deepen their understanding of the subject matter.

O-FITE requires students to take charge of their own learning. They are responsible for completing the assigned readings or watching the videos before class, taking notes, and participating in class discussions. The role of students in a flipped classroom is to be self-directed learners who take responsibility for their own learning. This requires a level of discipline and motivation that is not always required in traditional classroom settings.

4.2 Subfactor 2: Collaboration

Collaboration is an essential element of the flipped classroom teaching model. Students work together in groups to solve problems, discuss ideas, and explore different perspectives. In this model, the role of students is to actively participate in group discussions, listen to their peers' perspectives, and contribute their own ideas. Through collaboration, students develop communication and teamwork skills, which are valuable in both academic and professional contexts.

4.3 Subfactor 3: Critical Thinking

Another critical role of students in O-FITE is to engage in critical thinking. In this model, the teacher acts as a facilitator who guides students through the learning process, rather than a lecturer who imparts knowledge. Students are encouraged to think critically about the subject matter, analyze different perspectives, and develop their own conclusions. The role of students is to engage in these critical thinking activities actively, challenge their assumptions, and develop their own ideas.

5. Factor 5: Curriculum and Instructional Design

Curriculum and instructional design are critical factors that affect the effectiveness of an online teaching model, including O-FITE. Online teaching requires a different approach to curriculum and instructional design than traditional classroom teaching, and educators must be intentional in designing and delivering online instruction to ensure student success.
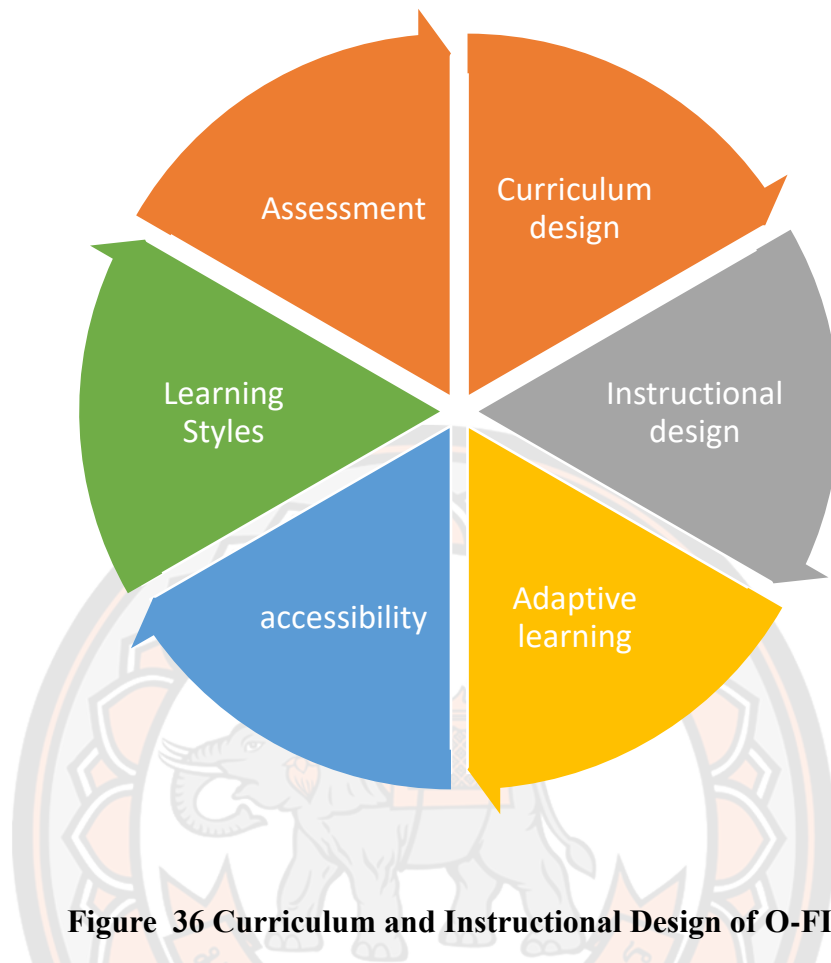
Figure 36 Curriculum and Instructional Design of O-FITE

5.1 Subfactor 1: Curriculum Design

Curriculum design for online teaching involves selecting appropriate content, resources, and activities that align with learning objectives and meet the needs of diverse learners. Online instruction must be designed to be delivered asynchronously, synchronously, or a combination of both. It is important to provide students with clear learning objectives, instructions, and expectations to help them understand what they are expected to learn and how to succeed in the online environment.

5.2 Subfactor 2: Instructional Design

Instructional design for online teaching involves developing instructional strategies and activities that are appropriate for the online environment. It is important to design activities that are interactive and engaging to keep students motivated and interested in the learning process. Online instruction can include

various activities, such as online discussions, multimedia presentations, simulations, and virtual labs, to name a few.

    5.3 Subfactor 3: Adaptive Learning

One of the significant advantages of online teaching is the ability to use adaptive learning technologies. Adaptive learning is a data-driven approach that uses technology to personalize instruction based on the student's learning needs and preferences. In an online teaching model, adaptive learning technologies can be used to identify students' strengths and weaknesses and provide personalized feedback to help students succeed.

    5.4 Subfactor 4: Accessibility

Courses using O-FITE should also be designed with accessibility in mind. Educational institutions must ensure that their online courses and materials are accessible to all students, regardless of disabilities or other barriers. This includes providing materials in accessible formats and designing online activities that are inclusive and accessible to all students. Here are some strategies that educators using O-FITE can use to promote accessibility in their classes:

1.   Digital Accessibility: Digital accessibility involves designing and developing digital materials that can be accessed by learners with disabilities. Educators can use various tools and technologies, such as screen readers, closed captions, and audio descriptions, to make digital materials accessible to learners with visual, auditory, or other disabilities.

2.   Language Accessibility: Language accessibility involves ensuring that learners who are non-native speakers or who speak different languages can access and understand instructional materials. Educators can use various strategies, such as providing translations, using simple language, and providing bilingual instruction, to promote language accessibility.

3.   Financial Accessibility: Financial accessibility involves ensuring that learners can access educational resources and materials regardless of their financial situation. Educators can use various strategies, such as providing free or low-cost textbooks, offering scholarships and grants, and providing financial assistance programs, to promote financial accessibility.

4. Cultural Accessibility: Cultural accessibility involves ensuring that learners from different cultural backgrounds can access and understand instructional materials. Educators can use various strategies, such as providing culturally relevant resources, incorporating multicultural perspectives into instruction, and promoting dialogue and respect for diverse viewpoints, to promote cultural accessibility.

5.5 Subfactor 5: Learning Styles

Learning styles refer to the different ways in which individuals prefer to learn and process information. There are various learning styles, including visual, auditory, kinesthetic, and tactile. The factor of learning styles affects a teaching model because it influences how learners engage with instructional materials and how they retain information. Educators can use learning style theories to design and implement teaching models that cater to the needs of different learners. Here are some strategies that educators using O-FITE can use to address the factor of learning styles in their teaching models:
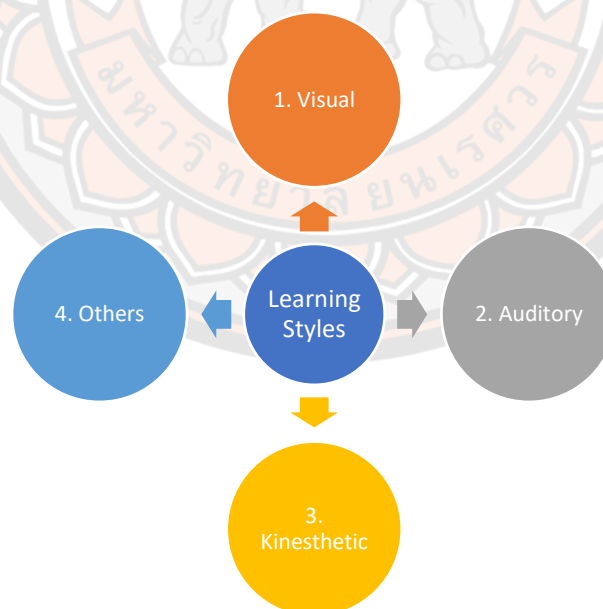

Figure 37 Common Learning Styles

1. Visual Learners: Visual learners prefer to learn through pictures, diagrams, and other visual aids. Educators can use visual aids such as videos, infographics, and diagrams to engage visual learners.

2. Auditory Learners: Auditory learners prefer to learn through listening and speaking. Educators can use strategies such as lectures, group discussions, music or songs, and podcasts to engage auditory learners.

3. Kinesthetic Learners: Kinesthetic learners prefer to learn through hands-on activities and movement. Educators can use strategies such as online role-playing and simulations to engage kinesthetic learners.

4. Other Types: There are other types of learners, including stress, ease, scribble, etc. When possible, an instructor should investigate the students' learning styles and explore ways that can aid them.

By designing and implementing teaching models that cater to different learning styles, educators can ensure that all learners can engage with instructional materials in a way that is meaningful to them. This can lead to increased engagement, retention, and overall success for learners. In addition, it is important for educators to recognize that learners may have a combination of learning styles or may have different preferences for different subjects or tasks. Therefore, it is important for educators to use a variety of instructional strategies that address different learning styles to ensure that all learners are engaged and supported in their learning journey.

Learning styles are an important factor that affects a teaching model. Educators need to design and implement teaching models that address different learning styles to ensure that all learners can engage with instructional materials in a way that is meaningful to them. By using a variety of instructional strategies that address different learning styles, educators can create a learning environment that is inclusive, engaging, and effective for all learners.

5.6 Subfactor 6: Assessment

Assessment and evaluation are critical factors that can significantly affect the effectiveness of O-FITE. Assessment refers to the process of measuring student learning and progress, while evaluation refers to the analysis of the results of the assessment to determine the effectiveness of the teaching model. In O-FITE, the assessment will be on students' English skills. Though O-FITE originally focuses on

productive skills, such as speaking and writing. In courses with other skills as the focus, O-FITE can be adapted. The assessment and evaluation play a critical role as they provide teachers with information about student learning and progress, which can help to inform instructional decisions and improve teaching effectiveness. There are several factors to consider when it comes to assessment and evaluation in O-FITE including the types of assessments used, the frequency of assessment, the format of assessment, and the use of assessment results.
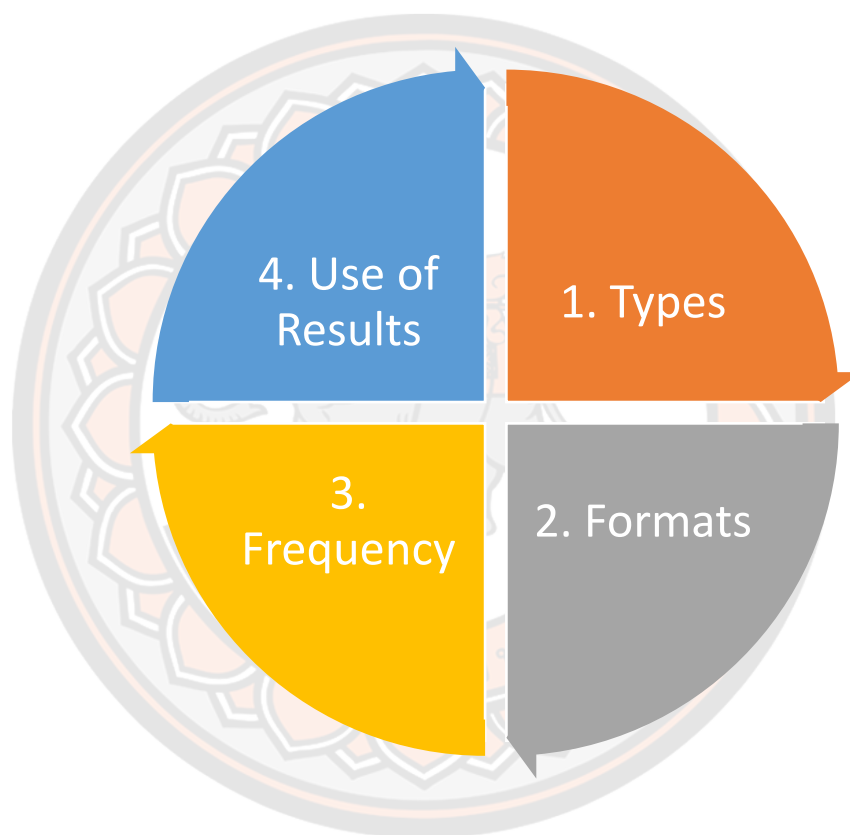

Figure 38 Assessments in O-FITE

5.6.1 Types of Assessments

There are several types of assessments that can be used in O-FITE, including formative and summative assessments. Formative assessments are used to provide ongoing feedback to students and teachers about learning progress, while summative assessments are used to evaluate student learning at the end of a unit or course. The use of both formative and summative assessments can help to ensure that students are receiving continuous feedback and support throughout their learning

process, while also providing a comprehensive evaluation of learning outcomes. The formative assessment in O-FITE should regularly happen and it can comprise writing and speaking practice as well as engaging quizzes with IRS platforms. The summative assessment happens at the end of the course. As previously mentioned, O-FITE originally put an emphasis on productive skills, but it does not mean it cannot be enlarged to other specific or preferred skills. However, doing a real-time speaking or writing test with the help of an IRS can avoid cheating and generate valid assessment results that truly reflect students' levels of comprehension. To do so, having rigorous rubrics is vital.

5.6.2 Frequency of Assessment

The frequency of assessment is also an essential factor in O-FITE. Frequent assessments can provide teachers with ongoing feedback about student learning, which can help inform instructional decisions and ensure that students are making progress. However, too many assessments can be overwhelming and counterproductive for students. Therefore, it is essential to strike a balance between frequent assessments and allowing enough time for students to learn and practice new concepts before being assessed. In O-FITE, a teacher can utilize students' responses in the pre-class activities as a form of formative assessment since the responses can be a springboard for a more successful class. The teacher can also take notes of students' performance in interacting with the materials during the class.

5.6.3 Format of Assessment

The format of assessment is another critical factor in O-FITE. There are many different formats of assessment, including written exams, interviews, quizzes, projects, presentations, and discussions. Using a variety of assessment formats can help to ensure that students are being evaluated on different skills and competencies, such as critical thinking, communication, and collaboration. Additionally, using a variety of assessment formats can help to reduce the potential for bias and provide a more comprehensive evaluation of student learning.

5.6.4 Use of Assessment Results

Finally, the use of assessment results is critical in O-FITE. Assessment results should be used to inform instructional decisions and improve teaching effectiveness. Teachers should use assessment results to identify areas where students are struggling and provide targeted instruction to address these areas. Additionally, assessment results can be used to evaluate the effectiveness of the teaching model and make necessary adjustments. For example, if assessment results show that students are struggling with a particular concept or skill, teachers can adjust their teaching strategies to better support student learning.

6. Factor 6: Professional Development

Teacher training and professional development is a critical factor that affects the effectiveness of a teaching model, including O-FITE. Online teaching requires a different set of skills and competencies than traditional classroom teaching, and teachers need to be trained and supported in these areas to be effective in the online environment. Inadequate teacher training and professional development can lead to poor quality instruction, decreased student engagement, and lower levels of student achievement. Therefore, it is essential to provide teachers with the necessary training and support to succeed. Though it is an instructor's responsibility to perform professional development, their institution or university must also support them. A regular training or sharing session can benefit the faculty members. There are four subfactors in professional development, particularly for O-FITE application, as follows.
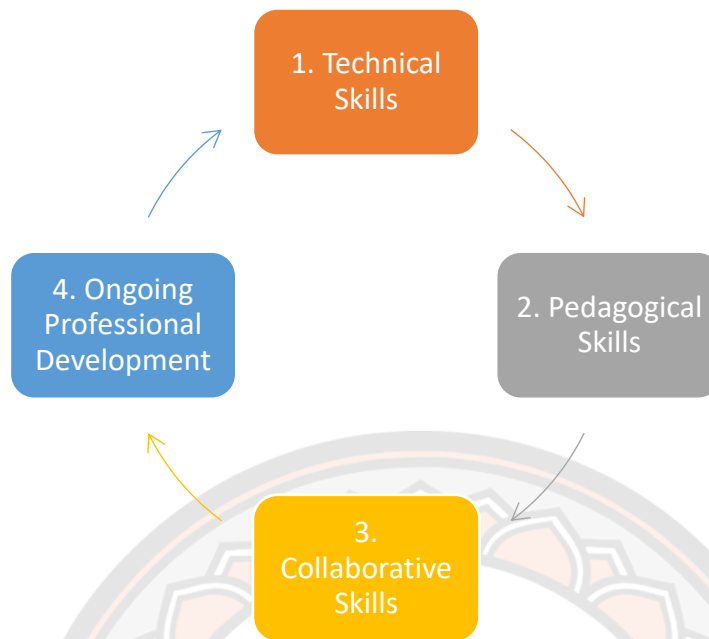
Figure 39 Professional Development

6.1 Subfactor 1: Technical Skills

One of the most critical aspects of teacher training and professional development for online teaching is technical skills. Online teaching requires teachers to be proficient in using various online tools and platforms, such as learning management systems, video conferencing software, and online assessment tools. Without these technical skills, teachers may struggle to deliver high-quality instruction and support students effectively.

6.2 Subfactor 2: Pedagogical Skills

In addition to technical skills, teachers also need to be trained in pedagogical skills that are specific to online teaching. In O-FITE, these include designing and delivering online instruction, facilitating online discussions, and providing effective feedback to students. Teachers must also be able to adapt their teaching strategies to meet the needs of diverse learners and ensure that all students have access to the same learning opportunities.

6.3 Subfactor 3: Collaboration and Communication

Effective online teaching with O-FITE requires collaboration and communication between teachers and students and sometimes teachers and teachers.

Teachers need to be trained in strategies for building a sense of community and promoting collaboration among students. They must also be able to communicate effectively with students through online channels such as email, video conferencing, and discussion forums. Occasionally, teachers can work together to prepare instructional materials and media. Doing so will reduce their workload and speed up the process. They can also discuss and solve issues together.

6.4 Ongoing Professional Development

Online teaching is a rapidly evolving field, and teachers need ongoing professional development to keep up with the latest trends and best practices. Professional development opportunities should be designed to help teachers develop new skills, stay up-to-date on emerging technologies, and collaborate with their peers to share best practices and lessons learned. Since O-FITE utilize IRS, professional development is crucial since advancement of such tools are rapid.

Process: Online Flipped Classroom Model with Interactive Response Systems and Task-Based Language Teaching for English Instruction (O-FITE)

The DBR in this study involved three full cycles prior to selecting the best prototype, which was then named "Online Flipped Classroom Model with Interactive Response Systems and Task-Based Language Teaching for English Instruction" or "O-FITE". O stands for online; F refers to Flipped Classroom; I represents Interactive Response Systems; T means Task-Based Language Teaching; E is for English Instruction. O-FITE aims to create better English learning experiences in a fully virtual setting. Most importantly, when properly performed, it can positive affect students' English communicative competence.
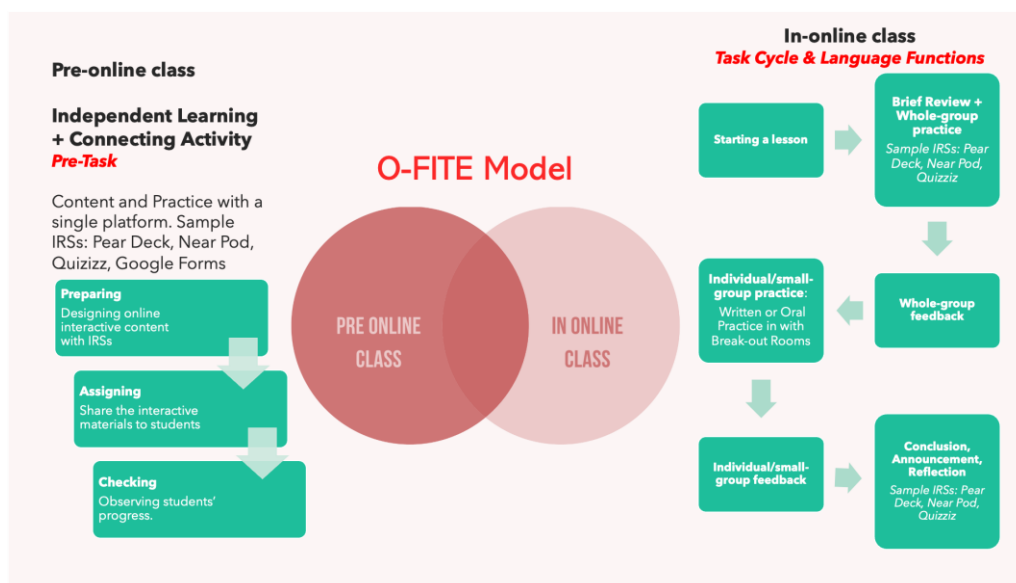
Figure 40 O-FITE Model Final Version

The model priorly comprised three phases, yet after applications, it was modified, and the final version includes only two phases, Pre-Online Class and In-Online Class. These phases are adaptations from the flipped classroom model. FC has been used in several studies in English language teaching and has been reported to have positive effects on students' learning (Fatemeh et al., 2020; Chen & Hwang, 2020; Hosseini et al., 2020; Li, 2020). In addition to the flipped classroom, the model integrated IRSs. IRS can be a solution to bring flipped classroom to a fully virtual environment. It also might help issues concerning students' self-regulated learning when FC is used. In this model, IRSs are present both before and during the class. They are especially vital in the Pre-Online Class session where students are encouraged to independently study the materials. Another element of the model is TBLT. In addition to the technology, an approach specific to English language teaching, TBLT, is integrated in the model. The addition of TBLT in the model is significant to provide engaging communicative activities specific to English language teaching. The following figure illustrates the model, O-FITE.

In O-FITE Model, both the pre-online class and in-online class sessions are vitals. The former occupies approximately 35%, and the later takes around 65 %, making a total of 100%. For instance, in a 3-credit course, the pre-online class and in-

online class session takes 1 credit and 2 credits, respectively. Though the pre-online class percentage is lower, its significance is massive for the success of the whole process. If the students do not do it, the whole process might become redundant. Hence, the instructors must observe and check students' pre-online class activities to ensure the success of in-online class tasks.

Process 1: Pre-Class

The first phase, pre-class, is independent learning. This self-regulated activity aims to get students learn subject matters before attending the in-class session. Pre-class is a common phase in a flipped classroom model. However, pre-class in O-FITE is slightly different and modified. Students are still given pre-made materials just like in a normal flipped classroom. However, the materials in O-FITE are designed with TBLT and IRS to improve students' learning motivation. The materials are interactive and comprise not only content, but also practice. This phase comes with three steps: preparing, assigning, and checking. The following figure illustrates the flow of this session.
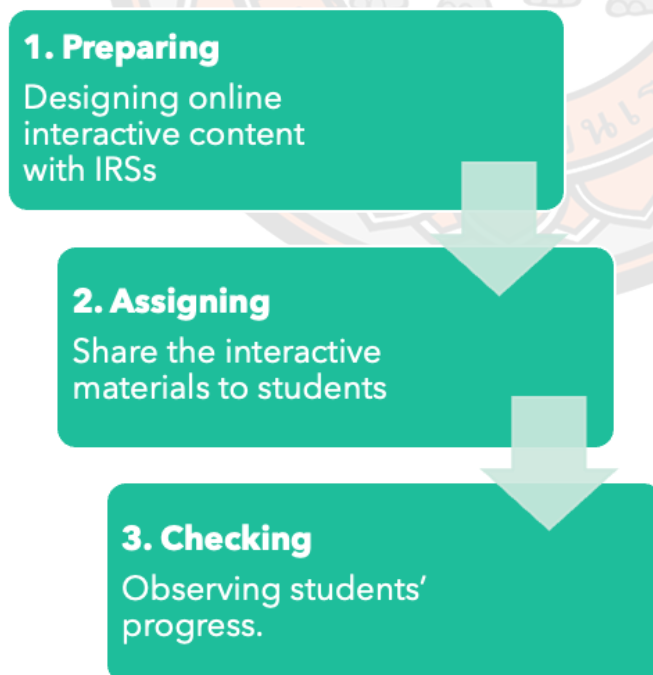

1. Preparing
Designing online interactive content with IRSs

2. Assigning
Share the interactive materials to students

3. Checking
Observing students' progress.

Figure 41 O-FITE pre-class

1. Preparing

This process starts with selecting an IRS. Recommended IRSs include Pear Deck, Nearpod, Quizizz, and Google Forms. The next step is to develop interactive materials. An instructor can adopt or adapt existing materials on the chosen IRS, if any. They can also start creation from scratch.

The materials should consist of TBLT activities which include, but are not limited to, information-gap filling, reasoning-gap filling, and opinion-gap filling. The materials should also comprise essential language functions relevant to the lesson, including vocabulary, grammar, expressions, pronunciation, and/or reading. For instance, when teaching about descriptive text, the pre-class interactive materials can introduce essential vocabularies and a grammar point, present simple tense. It is recommended not to be aggressive with the materials. For instance, a set of interactive slides should only have around 5 slides. The following figures are a summary of this process which includes 5 steps.

Figure 42 Steps of preparing

2. Assigning

This process, as its name suggests, is to assign the develop IRS to students. An instructor can share the link to the activity to students via a preferred channel such as Learning Management System (LMS) and email.

LMS	1. Make sure to have set up an LMS
Get Link	2. Get a shareable link
Share Link	3. Share the link to students via LMS

Figure 43 Steps of Assigning

3. Checking

Instructor checks students' responses prior to the class. Doing so will give insights on students' issues with the materials as well as their comprehension level. The instructor, then, can address the issues and do activities to improve their comprehension. The following figures show a summary of steps of checking and an example of when an IRS, Pear Deck, was used to assign and check self-regulated learning.
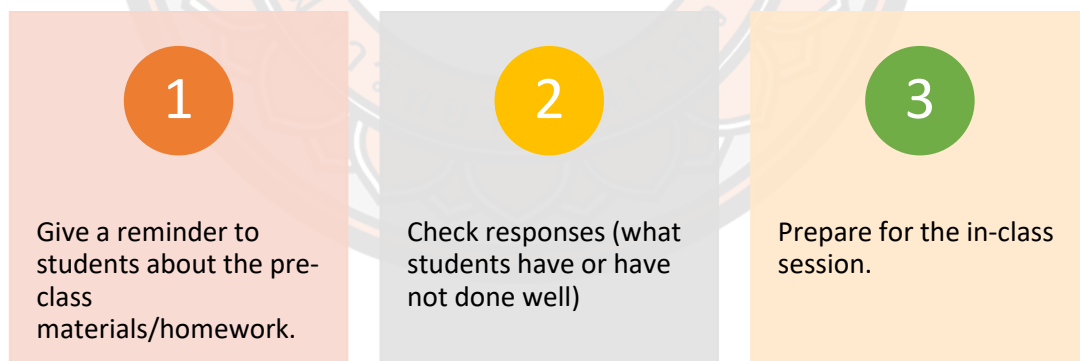
| 1 | 2 | 3 |
| Give a reminder to students about the pre-class materials/homework. | Check responses (what students have or have not done well) | Prepare for the in-class session. |

Figure 44 Steps of Checking

Process 2: In-Class

The focus of this session is to give opportunities to students to practice English communication skills. The activities are illustrated in the following figure.
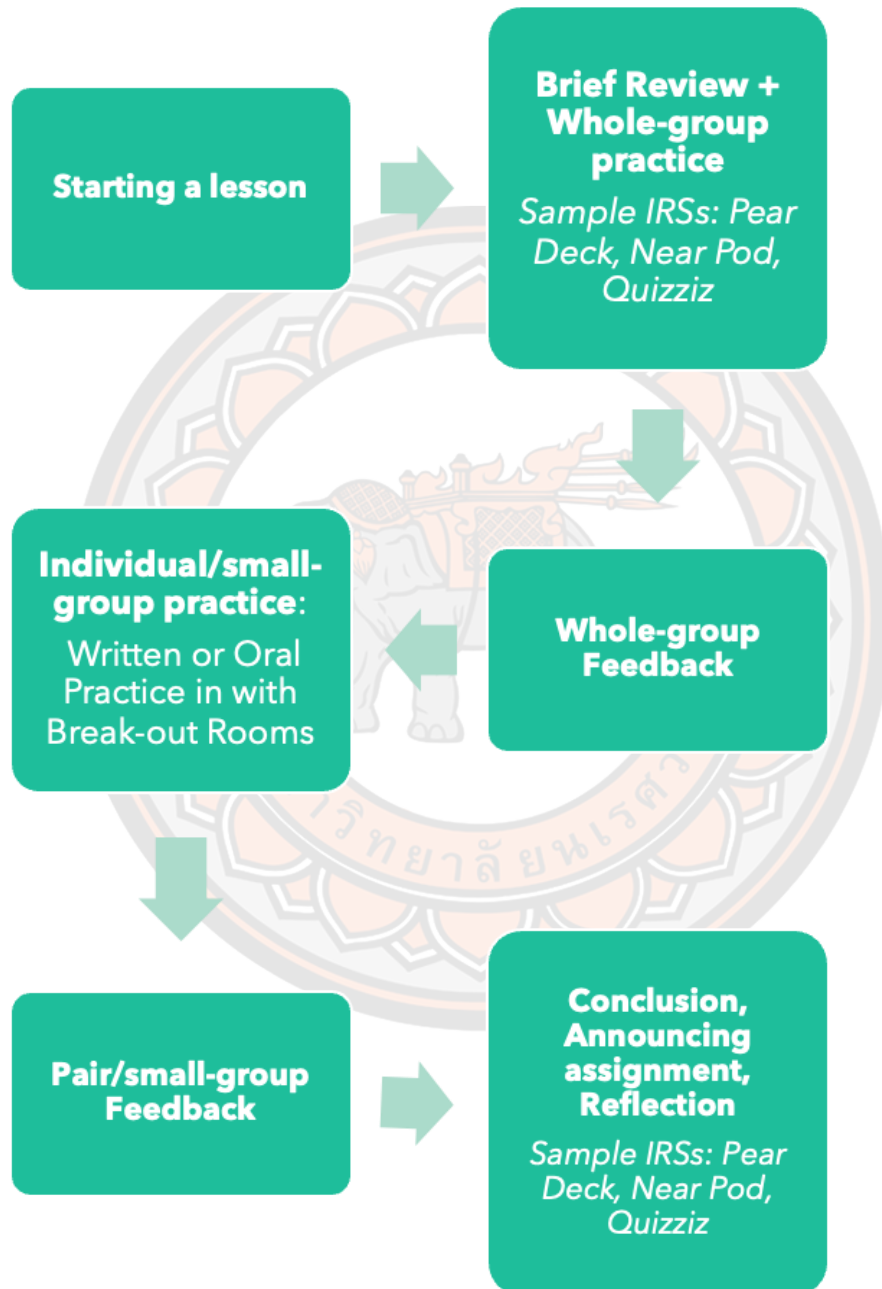

Figure 45 O-FITE In-Class

1. Starting a lesson

Instructor starts an online class with a preferred teleconferencing tool. The first five to ten minutes of the class are for roll call and class preparation, including starting an IRS. AN instructor can use their creativity here. For instance, students might be asked to draw or write anything they have learnt from the pre-class sessions on an app such as Pear Deck or Nearpod. Also, an instructor may play songs for students as it might help relax them. Instructor is recommended to use the same IRS as in the pre-class session. Figure 34 sums up this session and Figure 35 shows an example of how an O-FITE instructor starts a virtual lesson while engaging students with an IRS.
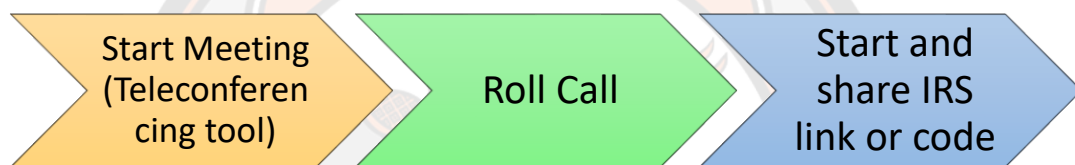

Figure 46 O-FITE starting a lesson

2. Brief Review + Whole-Group Practice

with an IRS, instructor leads a review of the pre-class assignment and lets students answer and participate. Then, instructor introduces few similar tasks for the class to do. The focus of this activity is to prepare students with language functions such as vocabulary, grammar, reading, and pronunciation for a later activity focusing on language production. This activity takes approximately 30 minutes. Figure 36 sums up this session and Figure 37 shows its application in a class.

1	Review Language functions (vocabulary, grammar, pronunciation, and/or reading.
2	Give students time to respond.
3	Let students answer on IRS or orally. Students' participation is key. When possible, give students participation points.

Figure 47 O-FITE brief review + whole-group practice

3. Whole-Group Feedback

This activity and the previous one might happen simultaneously. Instructor should give immediate feedback when necessary.

4. Individual/Small-Group Practice

The focus of this activity is language production in the form of speaking, writing, or both. Instructor introduces the activity, assigns to-do tasks, gives students' time for discussion or preparation, supervise students' works, and provides time for their presentation. When working in pairs or groups, instructor should open break-out rooms for students' convenience. Instructor is also advised to interchangeably assign an individual, pair, and small-group activity, depending on the topic and situation. This activity takes approximately 60 minutes. Figure 38 sums up this session and Figure 39 shows a situation when the session happened.
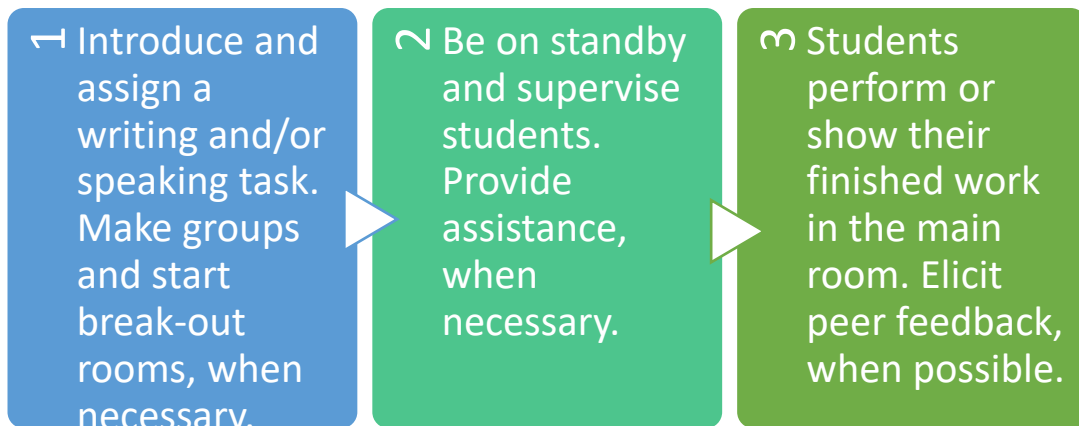
| 1 Introduce and assign a writing and/or speaking task. Make groups and start break-out rooms, when necessary. | 2 Be on standby and supervise students. Provide assistance, when necessary. | 3 Students perform or show their finished work in the main room. Elicit peer feedback, when possible. |

Figure 48 O-FITE individual/small-group practice

5. Individual/Small-Group Feedback

This activity and the previous one might happen simultaneously. Instructor should give immediate feedback when necessary.

6. Conclusion, Announcement, Reflection

Instructor briefly concludes the lesson and gives announcement when necessary. One method is by asking students to write things they just learnt or their impressions in the chat box of the teleconferencing tool such as Zoom, Ms. Teams, and WebEx. Another method is by creating a brief anonymous survey with an IRS such as Google Forms, Nearpod, or Pear Deck. This activity takes approximately 10 minutes. The following figure shows several features of an IRS, Nearpod, that can be performed in this session. They include collaborative board, poll, and open-ended question.

Checklist: Essentials before Applying O-FITE Model

Having discussed the concepts, factors, and process of O-FITE Model, this section presents a summary of pre-requisites or essential elements before its implementation.
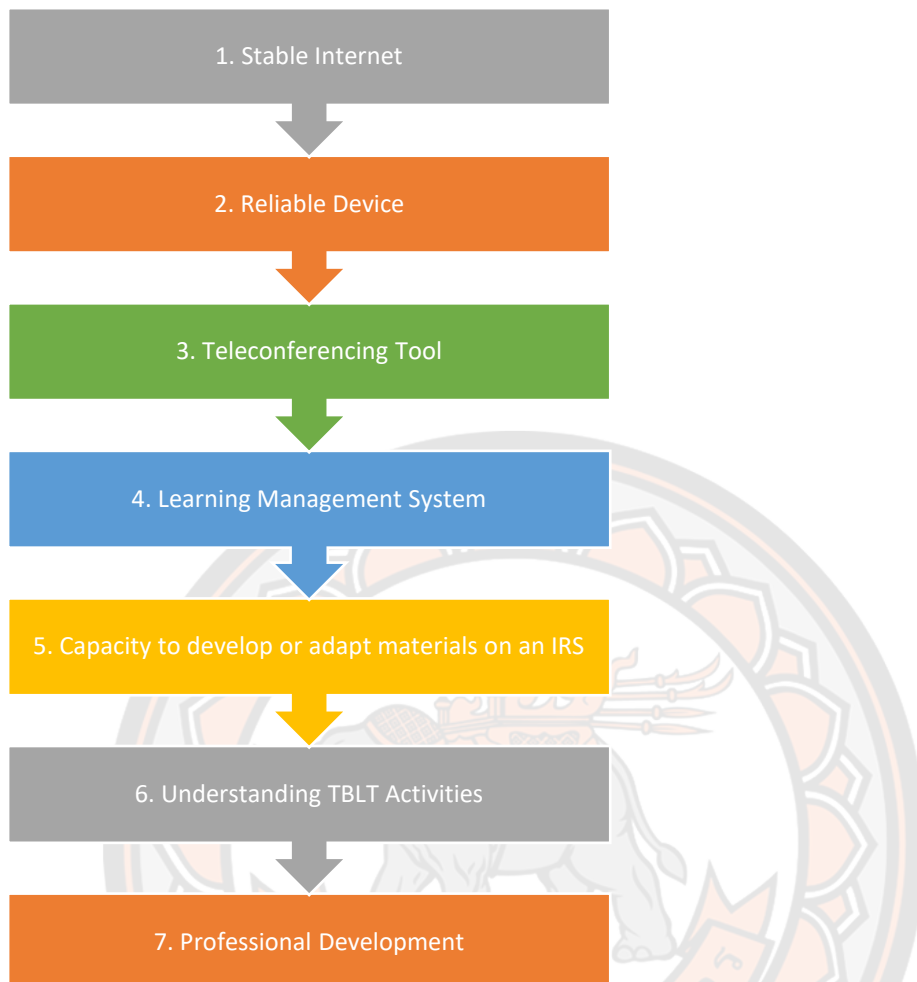
Figure 49 Checklist of Essentials before O-FITE Model Application

These seven elements are basic elements for the model utilization. Stable internet is vital for online classes. In O-FIITE Model, it is more essential because it is crucial for both students and instructors in the pre-class and in-class session.

The second element, reliable device, is also significant. Without it, an instructor cannot effectively prepare for and conduct the lessons. Students must also have a reliable device. In O-FITE Model's in class session, for instance, students might open two apps simultaneously, a teleconferencing tool, and an IRS. An unreliable device might hinder students from doing the activities.

A teleconferencing tool is vital in every synchronous online class. Popular platforms are Zoom, Ms. Teams, and Google Meet. Some platforms require a subscription or licence purchase by the university before being utilized. In a

teleconferencing tool, there is a break-out room feature. This feature can foster collaboration and discussion. It enables small-group activities in a synchronous class. Using this feature when using O-FITE Model is recommended.

The next element is a Learning Management System (LMS). An LMS is a real-time and non-real-time medium of communication and interaction between instructor and students. It acts as a storage, assignment submission platform, media and materials sharing tool, among others.

Interactive Response System (IRS) is crucial in O-FITE Model. It is useful both before and during the class. It enhances the self-regulated learning and makes it more engaging for students. It also creates an enjoyable synchronous online class environment. Hence, having known how to make use of one or two IRS is vital before using O-FITE Model. To start, you should learn about Kahoot, Quizizz, and Socrative.

Another element is Task-Based Language Teaching (TBLT). An instructor should learn how to apply several communicative activities in TBLT such as brainstorming, matching, listing. Gap-information filling, reasoning-filling, and others. Pairing these activities with an IRS can greatly enlighten the class atmosphere.

There are several elements of O-FITE Model which require self-learning. IRS platforms, for instance, might not be familiar to some individuals. Nonetheless, a good IRS platform usually provides tutorials for first-time users. The tutorials are usually on its website or on YouTube. Moreover, advancement of technology might positively affect the use of O-FITE Model in the future. Newer IRSs are coming and might benefit more English communicative skills. Hence, it is important to learn new tools and update our knowledge and skills.

CHAPTER VI

DISCUSSIONS, CONCLUSIONS, IMPLICATIONS, SUGGESSTIONS

This chapter presents the discussion part of the study. Then, it points out some conclusions Also, it includes practical implications and suggestions for future research.

Discussions

This section discusses the findings of the study and how they relate to the literature review. It also discusses the study's contribution to the area of online English instruction and the model's sustainability.

O-FITE Model and DBR

O-FITE Model is an innovation that came out of three cycles of DBR in this study. This research method selection is a distinguishing factor that enables this model to stand out from other online English teaching model. DBR is a methodological technique in which products are created with specific objectives in mind (Kelly, 2014). The goal of this strategy is to achieve quantitative changes in student learning in classrooms centered on a specific learning difficulty (Anderson and Shattuck, 2012; McKenney and Reeves, 2013). The iterative nature of DBR treatments is a distinguishing feature (Armstrong et al., 2020) and that was why there were several cycles in this study. While trying out the developed intervention, O-FITE Model, the researchers simultaneously attempted to find ways to enhance by making use of research approaches that are best suited to the setting; thus, the result takes precedence above the process (Armstrong et al., 2020).

When developing O-FITE Model, the role of students was vital since it was a crucial element of DBR (Kelly, 2014). The teacher and researcher paid a close attention on students' reactions during classes. Most importantly, a mixed method survey was performed at the end of each cycle to give a platform to students to express their opinions on the O-FITE model. Improvements were then performed to

create a better online English teaching model for students. Moreover, in this DBR, in cycles 1 and 2, particularly, the researcher was also the model's user. This scenario is common in DBR research for rapid developments of products. Cobb at al. (2003) stated that in this scenario, if the research topics being addressed yield generalizable conclusions with the potential to have a broad influence on education, then this is compatible with a design-based research strategy. Another scenario frequently used in DBR is when the researchers and educators are simultaneously involved from conception through reflection (Collins et al., 2004). This scenario happened in the last cycle of this study. The model's utilization by someone other than the researcher would benefit the model's practicality and accessibility. The person might give insightful reflection on the model.

O-FITE Model and English Communicative Competence

This study focuses on written and spoken English communicative competence. Writing and speaking are productive skills. These skills are two major skills Thai students are struggling with (Noom-Ura, 2013; Anggoro & Khasanah, 2021). These skills require a lot of opportunities of language production, in which it is naturally hard to do in a non-English speaking country. Moreover, in an online class, it has become more difficult. Students usually get less language production practice since classes are more lecture-centered and pupils are less active. O-FITE Model aims to tackle these problems by integrating FC, IRS, and TBLT. When comparing the scores of the experimental and control groups in this study, there was a significant difference in students' improvement when O-FITE was implemented. The improvement was for both speaking, and more significantly writing. Since O-FITE Model is novel, there is no other study yet for a rigid comparison. However, studies on an element of the model, flipped classroom, show congruent results.

In relation to the speaking skill, Abdullah et al. (2019) who conducted a similar study utilizing the model in an EFL classroom also reported its positive impact on students' English-speaking performance. This is further supported by Phoeun and Sengsri (2021) that FC improved students' speaking abilities and altered their attitudes toward learning English. One of the components in the speaking rubric in this study is pronunciation. The findings point out that students' improvement in pronunciation by

comparing the pre-test and post-test results. This is congruent with the report of Yang and Chen (2020) that FC was a successful method for teaching pronunciation because it allowed students to repeatedly watch and rewind films with the proper pronunciation until they learned it. Concerning the written English communicative competence, the study found a bigger success. The administered model greatly improved students' writing performance in all the conducted cycles. The gap between the control and experimental group is prominent, showing the treatment's significance. This finding is in line with that of Abedi and Akbari (2019) that FC model is also effective in improving students' writing skills. It also supports Atlas and Enisa (2020) that after FC was utilized, pupils' writing performance improved.

O-FITE Model, Engagement, and Satisfaction

From the findings, O-FITE Model was well-received by the vast majority students in all cycles of the study. The model shows its potential to engage students in a fully online environment. Students were mostly satisfied with the utilization for its use of interactive media and materials as well as communicative activities. The interactive media and materials were results of IRS integration and communicative activities came from TBLT.

IRS is vital element of O-FITE. It was a solution to bring flipped classroom to a fully virtual environment. IRS has become a popular tool in recent years. Kahoot, Quizizz, and Socrative are well-known examples of IRS. They have been utilized in classrooms and studied in EFL classrooms to investigate their effectiveness. The findings in this study support the claim of Liu et al. (2003) that IRS as a technology-enabled learning environment promotes engagement in learning. Students gave high ratings on how the model which integrated IRS facilitated an engaging learning environment. The majority of students' written responses and comments on these tools were positive. One notable point is that IRSs helped them gain motivation to do the tasks. They also had fun and felt engaged when doing activities on these platforms. Hence, the study is congruent with that of Turner (2015) that IRS allows teachers to make learning more enjoyable, boost student involvement in the classroom, inspire deeper conversation, foster collaboration, and provide quick feedback. This study also agrees that an IRS allows teachers to assess student comprehension and track their progress by delivering educational assignments (Awedh et al., 2014). Hence, this study

believes that IRS has potential to improve flipped classroom as it can be utilized as an asynchronous or synchronous platform to deliver practice or assessment to students.

The communicative activities in O-FITE Model are derived from TBLT. In O-FITE Model, TBLT was integrated as activities in the pre-online class and in-online class. Richards (2006) stated that TBLT focuses on communicative and engaging activities as a central element of language instruction. The addition of TBLT in the model is significant to provide engaging communicative activities specific to English language teaching. Hence, the model includes three sequences: pre work, task cycle, and language focus (Willis, 1996) which are separated into the pre and on-online class sessions. The appearance of each sequence provides different information to the students to help them learn (Willis, 1996). From students' responses in the closed and open-ended sections of the survey, it can be inferred that the students positively reacted to these activities. The activities helped them understand the content, have a lot of pre-class and in-class practice opportunities, and develop their English skills. Overall, students were happy with the TBLT activities. At present, combining TBLT and technology tools have become more common. This study was, in fact, inspired by previous studies on technology-mediated TBLT. The main reason is its benefits for learning. González-Lloret and Ortega (2014) argued that technology-mediated TBLT can foster students' learning motivation and active engagement and the findings of this study agree with them. This study is also in line with that of Oskoz and Elola (2014) who reported positive effects of technology-mediated TBLT on students' learning achievement and engagement. This study also supports the findings of Putri and Nugraha (2022) that TBLT benefits students' English learning and Córdoba Zúñiga (2016) that TBLT enhanced students' communicative competence.

Novelty and Sustainability

All in all, this research contributes to the area of online English instruction. O-FITE Model is unique due to the interaction of the three independent variables: flipped classroom, interactive response systems, and task-based language teaching, an approach in communicative language teaching (CLT). This study suggests that the interaction of these variables is possible and can benefit English teaching and learning processes, particularly in a fully virtual environment. The variables complete and strengthen one another. For instance, IRS can help solve a problem in FC utilization,

students' procrastination, or lack of self-regulation. Another distinctive factor is the use of DBR with its iterative nature and active involvement of the researcher, teacher, and more importantly students. Though DBR has been around for quite some time, its application in technology-mediated English instruction is considerably rare. This study, thus, can be a springboard for future studies in the same field when performing DBR. In short, though there have been previous studies on each variable mentioned above, this study offers novel findings and implications.

As English is taught as a compulsory subject in schools all around the world, including Thailand (Draper, 2019), it is vital to make continuous efforts to improve Thai students' English communicative competence. The findings of this study became a gleam of hope to help address problems with Thai's English communication skills reported by Saelee and Jirawan (2019) and Tantiwich and Sinwongsuwat (2021). Though classes are moved online, this model might generate conducive English instruction experiences for both students and instructors. In the unlikely event that a new pandemic breaks out, we hope that this model will better prepare English teachers to provide a positive learning environment for their students. Also, online English courses have been popular even before COVID-19. After the pandemic, more institutions offer short online English courses or trainings for its convenience. O-FITE has the potential to enhance the courses to not only be convenient, but also engaging and effective, particularly in improving written and spoken English communicative competence. This scenario shows the model's indication of sustainability.

Conclusions

This study presents an innovation, that is an Online Flipped Classroom Model with Interactive Response Systems and Task-Based Language Teaching for English Instruction or O-FITE Model. From the three cycles of Design-Based Research (DBR) administered in this study, several conclusions were drawn, as follows.

1.1. DBR was the appropriate method for the model development in this study, particularly because of constantly changing situations and time constraints. This method allows shorter cycles with more focus on students and what can assist their learning the best.

1.2. The interaction of the three variables, flipped classroom, interactive response systems, and task-based language teaching, was achievable. The study found that the three variables complemented each other and created a conducive technology-mediated online English learning environment.

1.3. Based on the findings, the strategy involving flipped classroom, interactive response systems, and task-based language teaching, might well be able to solve the lack of student involvement and participation, which is a significant issue in online English programs.

1.4. The results also revealed that the model might enhance students' spoken and, more significantly, written English abilities. In the three cycles administered in this study, students' written and spoken English communicative competence significantly improved, as shown by the comparisons of pre and post-tests.

1.5. The model garnered favorable reviews from the students in all the three cycles. The 2-phase model, particularly, including the pre and in class session was well-received by the students. The model was originally a 3-phase model, but due to suggestions and comments, simplification was done and resulted in the two phases. In all the three cycles, students' attitude towards the model was generally positive, as illustrated by the high ratings in the survey and students' affirmative comments. However, there were minor changes applied for further development of the model based on insights from the students, the researcher, and the experts. The development resulted in even bigger ratings in the later cycles, showing students' satisfaction with the model.

Implications

From the conclusions, there are several practical implications for educators and universities. First, the model can enhance an online English learning course. The model's adoption involving the pre and in-class sessions of the flipped classroom, engaging activities of the interactive response systems, and systematic steps as well as communicative activities of task-based language teaching might benefit a university's online English course. Adaptions of the model for specific contexts are also encouraged.

Next, the model offers various options of IRS to opt with different difficulty levels. Hence, it might appeal to various educators with different levels of technology literacy. For instance, one instructor who is comfortable with Google Forms, Kahoot, or Quizziz can utilize one of the platforms as the opted IRS. Individuals who are more comfortable with technology tools might attempt to administer Pear Deck and Nearpod. These tools are free or possess a free version. Nonetheless, it is recommended for the instructors to check the conditions of the free version of the chosen platform since changes might happen.

In addition, administering interactive communicative activities in online class is a challenging task. However, when students already studied the materials before class, the task became more achievable. Hence, when the model is administered, we suggest the involvement of the small group speaking or writing activities, as illustrated in the model. Nonetheless, we also recommend the interchange between the small group and individual activities. In an online environment, especially when the internet is not solid, opening a break-out room might add up burdens on students. Teacher's discretion on the best thing to perform in such a situation is important.

When developing interactive materials with IRS. It is highly recommended that the instructor selects only one platform for both the pre and in-class sessions. Such a decision will lessen the burden of the instructor and students. When possible, there should not be a lot of changes in the pre and in-class interactive materials, as shown in the attached slides and plans.

Lastly, collaboration among instructors is highly recommended. It will fasten the process and lessen the workload. It might also be a great collaborative learning experience that will enhance their professional development.

Suggestions

This research contributes to the area of online English learning model. It also suggests that the interaction of the three elements for use in a fully virtual setting benefit learners. Nonetheless, the model used in this study is for English productive communicative competence. The DBR cycles showcased the model's capacity to positively affect learners' English speaking and, more significantly, writing skills. Future studies can look for innovations that can maximize the speaking skill.

Also, though the results were affirmative concerning speaking and writing skills, the model might not generously assist learning of specific English skills. Therefore, adaptations of the model might be a better option to tackle problems of specific English skills or for use in specific English courses. This also opens discussions for future related research on this topic.

Another suggestion is concerning the interactive response systems or IRS. The model facilitates utilization of various IRS, but the study was limited to several platforms including Pear Deck, Nearpod, Google Forms, Kahoot, and Quizziz. As advancement of technology is rapid, newer tools might come up in the future and might fit the model. A study using these novel tools might help broaden data on this model. Also, it is thought-provoking to compare the interaction of the model with an IRS to another. Such a study might investigate the most appropriate platforms for certain skills, contexts, courses, and settings.
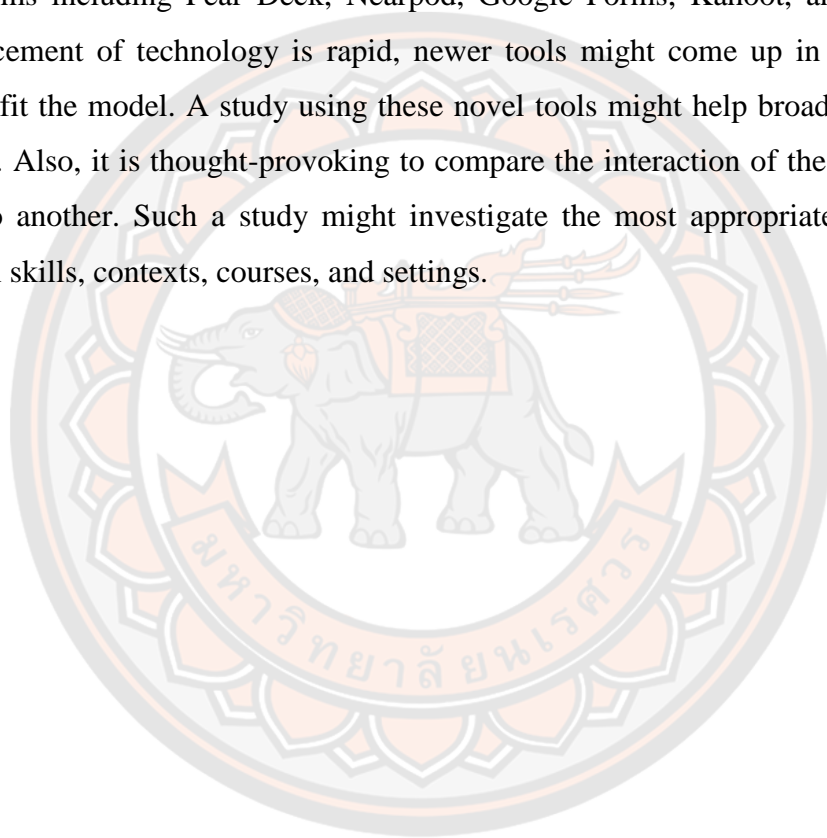
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APPENDIX

APPENDIX A CYCLE 1 LESSON PLANS

Brief Lesson Plan

Week   : 1

Topic   : Daily Routine / Descriptive Text

Main Target Skill(s) : Writing

Time   : 2 hours

Objective(s)   :

- Students apply vocabularies related to daily routine in sentences.
- Students create sentences in present simple tense.
- Students can write a descriptive paragraph on daily routine.

A. Pre-class

This session includes preparing and assigning interactive materials as well as checking their answers or responses.

Instructor designed interactive self-study materials with an Interactive Response System, Pear Deck, and shared them to students. The materials that included content and exercises covered the following components.

1. Vocabulary
2. Reading
3. Grammar, Present simple tense.

Before class, instructor checked students' responses or answers.

B. In-class

This session comprises a brief review, practice, and feedback. The following table illustrates the activities.

No	Activities	Details	Media/IRS	Time
1	Opening/Warm-Up Activity	1. Roll calls! 2. Draw daily routine	Zoom/Pear Deck	10 minutes
2	Brief Review and Whole-Group Practice	1. Class reviews the pre-class materials. 2. Students answer orally and on IRS. 3. Students practice.	Zoom/Pear Deck	30 minutes

No	Activities	Details	Media/IRS	Time
3	Whole-Group Feedback	1. Instructor gives general feedback.	Zoom/Pear Deck	5 minutes
4	Small-Group Practice	1. Instructor announces the task, to pair up to write a descriptive paragraph on their daily routine. 2. Instructor opens break-out rooms and let students. 3. Students present their finished work in the main room.	Zoom/Pear Deck	60 minutes
5	Small-Group Feedback	1. Instructor asks students to assess each other's work. 2. Instructor gives feedback to the groups.	Zoom/Pear Deck	10 minutes
6	Conclusion	1. Students and instructor conclude the lesson.	Zoom/Pear Deck	5 minutes

Brief Lesson Plan

Week   : 2

Topic   : Festival

Main Target Skill(s) : Speaking

Time   : 2 hours

Objective(s)   :

- Students apply vocabularies related to festivals in utterances.
- Students apply articles a, an, and the correctly in utterances.
- Students can orally describe their favorite festival.

C. Pre-class

This session includes preparing and assigning interactive materials as well as checking their answers or responses.

Instructor designed interactive self-study materials with an Interactive Response System, Pear Deck, and shared them to students. The materials that included content and exercises covered the following components.

4. Vocabulary
5. Reading
6. Listening
7. Grammar (articles)

Before class, instructor checked students' responses or answers.

D. In-class

This session comprises a brief review, practice, and feedback. The following table illustrates the activities.

No	Activities	Details	Media/IRS	Time
1	Opening/Warm-Up Activity	- Roll calls! - Students briefly Draw their favorite festival.	Zoom/Pear Deck	10 minutes
2	Brief Review and Whole-Group Practice	- Class reviews the pre-class materials. - Students answer orally and on IRS.	Zoom/Pear Deck	30 minutes

No	Activities	Details	Media/IRS	Time
		- Instructor shows conversations about festivals using correct articles. - Students read aloud the conversations.		
3	Whole-Group Feedback	- Instructor gives general feedback.	Zoom/Pear Deck	5 minutes
4	Small-Group Practice	- Instructor announces the task, to pair up and make a conversation about their favorite festivals. - Students present their finished work in the main room.	Zoom/Pear Deck	60 minutes
5	Small-Group Feedback	- Instructor asks students to assess each other's work. - Instructor gives feedback.	Zoom/Pear Deck	10 minutes
6	Conclusion	- Students and instructor conclude the lesson.	Zoom/Pear Deck	5 minutes

Brief Lesson Plan

Week : 3

Topic : Traveling

Main Target Skill(s) : Writing and Speaking

Time : 2 hours

Objective(s) :

- Students apply vocabularies related to traveling in sentences and utterances.
- Students apply present continuous tense correctly in sentences utterances.
- Students can use present continuous tense correctly in a conversation about traveling.

E. Pre-class

This session includes preparing and assigning interactive materials as well as checking their answers or responses.

Instructor designed interactive self-study materials with an Interactive Response System, Pear Deck, and shared them to students. The materials that included content and exercises covered the following components.

8. Vocabulary
9. Reading
10. Grammar, present continuous
11. Pronunciation (sounds sh and ch)

Before class, instructor checked students' responses or answers.

F. In-class

This session comprises a brief review, practice, and feedback. The following table illustrates the activities.

No	Activities	Details	Media/IRS	Time
1	Opening/Warm-Up Activity	- Roll calls! - Students do "spot the differences in 2 similar pictures related to traveling"	Zoom/Pear Deck	10 minutes

No	Activities	Details	Media/IRS	Time
		activity.		
2	Brief Review and Whole-Group Practice	- Class reviews the pre-class materials. - Students answer orally and on IRS. - Instructor shows differences between present tense and present continuous and gives a new exercise.	Zoom/Pear Deck	30 minutes
3	Whole-Group Feedback	- Instructor gives general feedback.	Zoom/Pear Deck	5 minutes
4	Individual Practice	- Instructor announces the task, "I ask, you answer." Teacher asks questions and students answer in present continuous or present tense. - Students present their written answers and practice speaking one by one.	Zoom/Pear Deck	60 minutes
5	Individual Feedback	- Instructor gives feedback.	Zoom/Pear Deck	10 minutes
6	Conclusion	- Students and instructor conclude the lesson.	Zoom/Pear Deck	5 minutes

Brief Lesson Plan

Week   : 4

Topic   : Future

Main Target Skill(s)   : Writing and Speaking

Time   : 2 hours

Objective(s)   :

- Students apply vocabularies related to the topic in sentences and utterances.
- Students apply future tense correctly in sentences utterances.
- Students can use future tense correctly in a conversation about traveling.

G. Pre-class

This session includes preparing and assigning interactive materials as well as checking their answers or responses.

Instructor designed interactive self-study materials with an Interactive Response System, Pear Deck, and shared them to students. The materials that included content and exercises covered the following components.

12. Vocabulary
13. Reading
14. Grammar, future tense
15. Pronunciation (sounds th)

Before class, instructor checked students' responses or answers.

H. In-class

This session comprises a brief review, practice, and feedback. The following table illustrates the activities.

No	Activities	Details	Media/IRS	Time
1	Opening/Warm-Up Activity	- Roll calls! - Students do "spot the differences in 2 similar pictures related to future"	Zoom/Pear Deck	10 minutes

No	Activities	Details	Media/IRS	Time
		activity.		
2	Brief Review and Whole-Group Practice	- Class reviews the pre-class materials. - Students answer orally and on IRS. - Instructor shows differences between will/going to and gives a new exercise. - Instructor shows conversations using future tense and lets students practice by reading aloud.	Zoom/Pear Deck	30 minutes
3	Whole-Group Feedback	1. Instructor gives general feedback.	Zoom/Pear Deck	5 minutes
4	Small-Group Practice	1. Instructor announces the task, to work in small groups and make a conversation using future tense, the vocabs in the unit, and words with sound th. 2. Students present their written conversations and practice speaking group by group.	Zoom/Pear Deck	60 minutes
5	Individual Feedback	- Instructor gives feedback.	Zoom/Pear Deck	10 minutes
6	Conclusion	1. Students and instructor conclude the lesson.	Zoom/Pear Deck	5 minutes

Brief Lesson Plan

Week : 5

Topic : History

Main Target Skill(s) : Writing and Speaking

Time : 2 hours

Objective(s) :

- Students apply vocabularies related to the topic in sentences and utterances.
- Students apply past tense correctly in sentences utterances.
- Students can use past tense correctly in a conversation about traveling.

I. Pre-class
This session includes preparing and assigning interactive materials as well as checking their answers or responses.

Instructor designed interactive self-study materials with an Interactive Response System, Pear Deck, and shared them to students. The materials that included content and exercises covered the following components.

16. Vocabulary
17. Listening
18. Reading
19. Grammar, future tense

Before class, instructor checked students' responses or answers.

J. In-class
This session comprises a brief review, practice, and feedback. The following table illustrates the activities.

No	Activities	Details	Media/IRS	Time
1	Opening/Warm-Up Activity	- Roll calls! - Students drew what they looked like when they were younger.	Zoom/Pear Deck	10 minutes

No	Activities	Details	Media/IRS	Time
2	Brief Review and Whole-Group Practice	- Class reviews the pre-class materials. - Students answer orally and on IRS. - Instructor Asks students to write sentences in past tense using the vocabularies in the unit.	Zoom/Pear Deck	30 minutes
3	Whole-Group Feedback	- Instructor gives general feedback.	Zoom/Pear Deck	5 minutes
4	Small-Group Practice	- Instructor announces the task, to work in small groups and answer 8 questions using past tense and the vocabs in the unit. - Students present their written answers and practice speaking group by group. Students ask and answer questions in past tense.	Zoom/Pear Deck	60 minutes
5	Individual Feedback	- Instructor gives feedback.	Zoom/Pear Deck	10 minutes
6	Conclusion	- Students and instructor conclude the lesson.	Zoom/Pear Deck	5 minutes

Brief Lesson Plan

Week   : 6

Topic   : Shopping

Main Target Skill(s)   : Writing and Speaking

Time   : 2 hours

Objective(s)   :

- Students apply vocabularies related to the topic in sentences and utterances.
- Students apply comparative and superlative adjectives correctly in sentences utterances.
- Students can use comparative and superlative adjectives correctly in a conversation about traveling.

K. Pre-class

This session includes preparing and assigning interactive materials as well as checking their answers or responses.

Instructor designed interactive self-study materials with an Interactive Response System, Pear Deck, and shared them to students. The materials that included content and exercises covered the following components.

20. Vocabulary
21. Listening
22. Reading
23. Grammar, comparative and superlative adjectives

Before class, instructor checked students' responses or answers.

L. In-class

This session comprises a brief review, practice, and feedback. The following table illustrates the activities.

No	Activities	Details	Media/IRS	Time
1	Opening/Warm-Up Activity	- Roll calls! - Students do "spot the differences of two similar pictures related to	Zoom/Pear Deck	10 minutes

No	Activities	Details	Media/IRS	Time
		shopping" activity.		
2	Brief Review and Whole-Group Practice	- Class reviews the pre-class materials. - Students answer orally and on IRS. - Instructor Asks students to write sentences using comparative and superlative adjectives, comparing Tesco Lotus, Big C, and Tops.	Zoom/Pear Deck	30 minutes
3	Whole-Group Feedback	- Instructor gives general feedback.	Zoom/Pear Deck	5 minutes
4	Small-Group Practice	- Instructor announces the task, to work in small groups and make a conversation using comparative and superlative adjectives and the vocabs in the unit. - Students present their written conversations and practice speaking group by group.	Zoom/Pear Deck	60 minutes
5	Individual Feedback	- Instructor gives feedback.	Zoom/Pear Deck	10 minutes
6	Conclusion	- Students and instructor conclude the lesson.	Zoom/Pear Deck	5 minutes

APPENDIX B CYCLE 2 LESSON PLANS

Brief Lesson Plan

Week : 1

Topic : Plagiarism, Quoting, and Paraphrasing

Main Target Skill(s) : Writing

Time : 3 hours

Objective(s) :

- Students comprehend the concept of plagiarism.
- Students can create correct paraphrases of shorter texts.

M. Pre-class
This session includes preparing and assigning interactive materials as well as checking their answers or responses.

Instructor designed interactive self-study materials with an Interactive Response System, Pear Deck, and shared them to students. The materials that included content and exercises covered the following components.

24. Vocabularies related to plagiarism
25. Listening about plagiarism
26. Concept of Plagiarism
27. Paraphrasing and Quoting (finding the differences)
28. Writing practice (paraphrasing and quoting)
Before class, instructor checked students' responses or answers.

N. In-class
This session comprises a brief review, practice, and feedback. The following table illustrates the activities.

No	Activities	Details	Media/IRS	Time
1	Opening/Warm-Up Activity	- Roll calls! - Students write anything they learned about plagiarism	Zoom/Pear Deck	10 minutes
2	Brief Review and Whole-Group Practice	- Class reviews the pre-class materials. - Students answer orally and on IRS.	Zoom/Pear Deck	45 minutes

No	Activities	Details	Media/IRS	Time
		- Students practice making direct citation/quotation and paraphrases together.		
3	Whole-Group Feedback	- Instructor gives general feedback.	Zoom/Pear Deck	5 minutes
4	Small-Group Practice	- Instructor announces the task, to pair up to make quotations and paraphrases. - Instructor opens break-out rooms and let students. - Students present their finished work in the main room.	Zoom/Pear Deck	100 minutes
5	Small-Group Feedback	- Instructor asks students to assess each other's work. - Instructor gives feedback to the groups.	Zoom/Pear Deck	10 minutes
6	Conclusion	- Students and instructor conclude the lesson.	Zoom/Pear Deck	5 minutes

Brief Lesson Plan

Week   : 2

Topic   : Making a summary

Main Target Skill(s)   : Writing

Time   : 3 hours

Objective(s)   :

- Students comprehend the concept of plagiarism, quoting, and
- Students can create correct paraphrases of shorter texts.

O. Pre-class
This session includes preparing and assigning interactive materials as well as checking their answers or responses.

Instructor designed interactive self-study materials with an Interactive Response System, Pear Deck, and shared them to students. The materials that included content and exercises covered the following components.

29. Vocabularies related to making a summary
30. Listening about summary
31. Concept of making a summary
32. Samples of good summaries
33. Writing practice (making a summary of a short paragraph, lamb and wolf)

Before class, instructor checked students' responses or answers.

P. In-class
This session comprises a brief review, practice, and feedback. The following table illustrates the activities.

No	Activities	Details	Media/IRS	Time
1	Opening/Warm-Up Activity	- Roll calls! - Students draw a lamb and a wolf (from the homework).	Zoom/Pear Deck	10 minutes
2	Brief Review and Whole-Group Practice	- Class reviews the pre-class materials. - Students answer orally and on IRS.	Zoom/Pear Deck	45 minutes

No	Activities	Details	Media/IRS	Time
		- Students practice making a summary together.		
3	Whole-Group Feedback	- Instructor gives general feedback.	Zoom/Pear Deck	5 minutes
4	Small-Group Practice	- Instructor announces the task, to pair up to make a summary of an assigned paragraph. - Instructor opens break-out rooms and let students. - Students present their finished work in the main room.	Zoom/Pear Deck	100 minutes
5	Small-Group Feedback	- Instructor asks students to assess each other's work. - Instructor gives feedback to the groups.	Zoom/Pear Deck	10 minutes
6	Conclusion	- Students and instructor conclude the lesson.	Zoom/Pear Deck	5 minutes

Brief Lesson Plan

Week   : 3

Topic   : Writing an article review

Main Target Skill(s)   : Writing

Time   : 3 hours

Objective(s)   :

- Students comprehend the concept of an article review.
- Students can create an article review.

Q. Pre-class

This session includes preparing and assigning interactive materials as well as checking their answers or responses.

Instructor designed interactive self-study materials with an Interactive Response System, Pear Deck, and shared them to students. The materials that included content and exercises covered the following components.

34. Vocabularies
35. Reading
36. Concept of an article review
37. Example of an article review
38. Writing practice (making an article review with a prepared outline)

Before class, instructor checked students' responses or answers.

R. In-class

This session comprises a brief review, practice, and feedback. The following table illustrates the activities.

No	Activities	Details	Media/IRS	Time
1	Opening/Warm-Up Activity	- Roll calls! - Students do "spot the differences in two similar pictures" activity.	Zoom/Pear Deck	10 minutes
2	Brief Review and Whole-Group Practice	- Class reviews the pre-class materials. - Students answer orally and on IRS. - Students practice	Zoom/Pear Deck	45 minutes

No	Activities	Details	Media/IRS	Time
		making an article review together following 5W and 1H.		
3	Whole-Group Feedback	- Instructor gives general feedback.	Zoom/Pear Deck	5 minutes
4	Small-Group Practice	- Instructor announces the task, to work in a group of 3 or 4 to make an article review of an assigned paragraph. - Instructor opens break-out rooms and let students. - Students present their finished work in the main room.	Zoom/Pear Deck	100 minutes
5	Small-Group Feedback	- Instructor asks students to assess each other's work. - Instructor gives feedback to the groups.	Zoom/Pear Deck	10 minutes
6	Conclusion	- Students and instructor conclude the lesson.	Zoom/Pear Deck	5 minutes

Brief Lesson Plan

Week   : 4

Topic   : Academic Discussion

Main Target Skill(s) : Speaking

Time   : 3 hours

Objective(s)   :

- Students apply expressions of agreement and disagreement to react to statements in a discussion.

S. Pre-class

This session includes preparing and assigning interactive materials as well as checking their answers or responses.

Instructor designed interactive self-study materials with an Interactive Response System, Pear Deck, and shared them to students. The materials that included content and exercises covered the following components.

39. Look at the pictures and answer questions.
40. Vocabularies
41. Reading
42. Expressions used in discussion, asking for opinions, agreeing and disagreeing
43. Practice (students react to some statements)

Before class, instructor checked students' responses or answers.

T. In-class

This session comprises a brief review, practice, and feedback. The following table illustrates the activities.

No	Activities	Details	Media/IRS	Time
1	Opening/Warm-Up Activity	- Roll calls! - Students do "an apple and an orange."	Zoom/Pear Deck	10 minutes
2	Brief Review and Whole-Group Practice	- Class reviews the pre-class materials. - Students answer orally and on IRS. - Students practice discussion. They	Zoom/Pear Deck	45 minutes

No	Activities	Details	Media/IRS	Time
		compare apples and oranges. They express their opinions. Then, they compare sea and mountain.		
3	Whole-Group Feedback	- Instructor gives general feedback.	Zoom/Pear Deck	5 minutes
4	Small-Group Practice	- Instructor announces the task, to work in a group of 3 or 4 to make a discussion about one topic. - Instructor opens break-out rooms and let students. - Students present their finished work in the main room.	Zoom/Pear Deck	100 minutes
5	Small-Group Feedback	- Instructor asks students to assess each other's work. - Instructor gives feedback to the groups.	Zoom/Pear Deck	10 minutes
6	Conclusion	- Students and instructor conclude the lesson.	Zoom/Pear Deck	5 minutes

Brief Lesson Plan

Week   : 5

Topic   : Academic Discussion (cont.)

Main Target Skill(s) : Speaking

Time   : 3 hours

Objective(s)   :

- Students apply expressions of agreement and disagreement to react to statements in a discussion.

U. Pre-class

This session includes preparing and assigning interactive materials as well as checking their answers or responses.

Instructor designed interactive self-study materials with an Interactive Response System, Pear Deck, and shared them to students. The materials that included content and exercises covered the following components.

44. Vocabularies
45. listening
46. Expressions used in discussion, asking for opinions, agreeing and disagreeing
47. Practice (students react to some statements)

Before class, instructor checked students' responses or answers.

V. In-class

This session comprises a brief review, practice, and feedback. The following table illustrates the activities.

No	Activities	Details	Media/IRS	Time
1	Opening/Warm-Up Activity	- Roll calls! - Students write anything they learnt about academic discussion.	Zoom/Pear Deck	10 minutes
2	Brief Review and Whole-Group Practice	- Class reviews the pre-class materials. - Students answer orally and on IRS. - Students practice discussion. They are	Zoom/Pear Deck	45 minutes

No	Activities	Details	Media/IRS	Time
		presented with statements they have to react to.		
3	Whole-Group Feedback	- Instructor gives general feedback.	Zoom/Pear Deck	5 minutes
4	Small-Group Practice	- Instructor announces the task, to work in a group of 3 or 4 to make a discussion on a topic. - Instructor opens break-out rooms and let students. - Students present their finished work in the main room.	Zoom/Pear Deck	100 minutes
5	Small-Group Feedback	- Instructor asks students to assess each other's work. - Instructor gives feedback to the groups.	Zoom/Pear Deck	10 minutes
6	Conclusion	- Students and instructor conclude the lesson.	Zoom/Pear Deck	5 minutes

Brief Lesson Plan

Week : 6

Topic : Academic Discussion (cont.)

Main Target Skill(s) : Speaking

Time : 3 hours

Objective(s) :

- Students comprehend the concept of academic discussion.
- Students can orally express their opinions using expressions for agreeing and disagreeing.

W. Pre-class
This session includes preparing and assigning interactive materials as well as checking their answers or responses.

Instructor designed interactive self-study materials with an Interactive Response System, Pear Deck, and shared them to students. The materials that included content and exercises covered the following components.

48. Vocabularies
49. listening
50. Expressions used in discussion, partial agreement
51. Practice (students react to some statements)

Before class, instructor checked students' responses or answers.

X. In-class
This session comprises a brief review, practice, and feedback. The following table illustrates the activities.

No	Activities	Details	Media/IRS	Time
1	Opening/Warm-Up Activity	- Roll calls! - Students write anything they learnt about academic discussion.	Zoom/Pear Deck	10 minutes
2	Brief Review and Whole-Group Practice	- Class reviews the pre-class materials. - Students answer orally and on IRS.	Zoom/Pear Deck	45 minutes

No	Activities	Details	Media/IRS	Time
		- Students practice discussion. They are presented with statements they have to react to.		
3	Whole-Group Feedback	- Instructor gives general feedback.	Zoom/Pear Deck	5 minutes
4	Individual Practice	- Instructor announces the task, to react to several statements. - Students present.	Zoom/Pear Deck	100 minutes
5	Small-Group Feedback	- Instructor asks students to assess each other. - Instructor gives feedback to the groups.	Zoom/Pear Deck	10 minutes
6	Conclusion	- Students and instructor conclude the lesson.	Zoom/Pear Deck	5 minutes
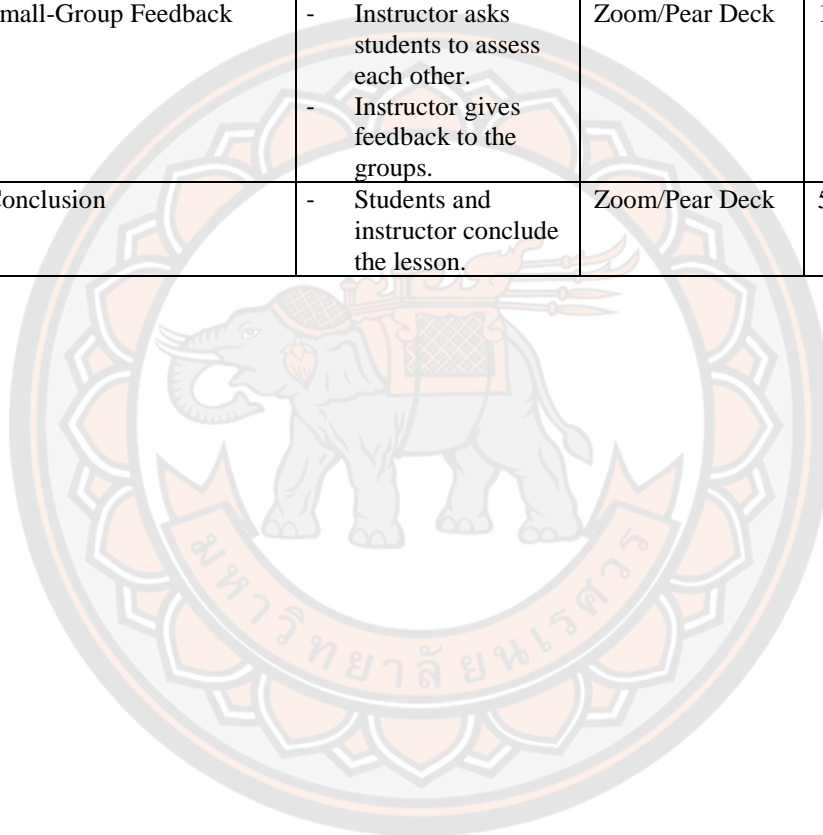
Brief Lesson Plan

Week   : 1

Topic   : Descriptive Paragraph

Main Target Skill(s) : Writing and Speaking

Time   : 2 hours

Objective(s)   :

- Students comprehend the concept of a descriptive paragraph.
- Students can write a descriptive paragraph correctly.

A. Pre-class

This session includes preparing and assigning interactive materials as well as checking their answers or responses.

Instructor designed interactive self-study materials with an Interactive Response System, Pear Deck, and shared them to students. The materials that included content and exercises covered the following components.

1. Vocabulary
2. Reading and Model texts
3. Grammar, transitive and intransitive verbs
4. Simple Practice, students write short sentences.

Before class, instructor checked students' responses or answers.

B. In-class

This session comprises a brief review, practice, and feedback. The following table illustrates the activities.

No	Activities	Details	Media/IRS	Time
1	Opening/Warm-Up Activity	1. Roll calls! 2. Students draws a picture of the university.	Zoom/Pear Deck	10 minutes
2	Brief Review and Whole-Group Practice	1. Class reviews the pre-class materials. 2. Students answer orally and on IRS.	Zoom/Pear Deck	30 minutes

No	Activities	Details	Media/IRS	Time
		3. Instructor shows model descriptive texts and sentences using transitive/intransitive verbs 4. Students practice creating a descriptive paragraph together.		
3	Whole-Group Feedback	1. Instructor gives general feedback.	Zoom/Pear Deck	5 minutes
4	Individual Practice	1. Instructor announces the task, "to write a descriptive paragraph about the university." 2. Students present their written answers and practice reading aloud one by one.	Zoom/Pear Deck	60 minutes
5	Individual Feedback	1. Instructor gives feedback.	Zoom/Pear Deck	10 minutes
6	Conclusion	1. Students and instructor conclude the lesson.	Zoom/Pear Deck	5 minutes

Brief Lesson Plan

Week : 2

Topic : Descriptive Paragraph (cont.)

Main Target Skill(s) : Writing and Speaking

Time : 2 hours

Objective(s) :

- Students comprehend the concept of a descriptive paragraph.
- Students can write a descriptive paragraph correctly.

A. Pre-class

This session includes preparing and assigning interactive materials as well as checking their answers or responses.

Instructor designed interactive self-study materials with an Interactive Response System, Pear Deck, and shared them to students. The materials that included content and exercises covered the following components.

1. Vocabulary
2. Reading and Model texts
3. Grammar, present simple tense
4. Simple Practice, students write short sentences.

Before class, instructor checked students' responses or answers.

B. In-class

This session comprises a brief review, practice, and feedback. The following table illustrates the activities.

No	Activities	Details	Media/IRS	Time
1	Opening/Warm-Up Activity	1. Roll calls! 2. Students draws a landmark of their hometown.	Zoom/Pear Deck	10 minutes
2	Brief Review and Whole-Group Practice	1. Class reviews the pre-class materials. 2. Students answer orally and on IRS. 3. Instructor shows model descriptive	Zoom/Pear Deck	30 minutes

No	Activities	Details	Media/IRS	Time
		texts and sentences using present simple tense. 4. Students practice creating a descriptive paragraph together.		
3	Whole-Group Feedback	1. Instructor gives general feedback.	Zoom/Pear Deck	5 minutes
4	Individual Practice	1. Instructor announces the task, "to write a descriptive paragraph about a landmark in their hometown." 2. Students present their written answers and practice reading aloud one by one.	Zoom/Pear Deck	60 minutes
5	Individual Feedback	1. Instructor gives feedback.	Zoom/Pear Deck	10 minutes
6	Conclusion	1. Students and instructor conclude the lesson.	Zoom/Pear Deck	5 minutes

Brief Lesson Plan

Week   : 3

Topic   : Expository Paragraph

Main Target Skill(s) : Writing and Speaking

Time   : 2 hours

Objective(s)   :

- Students comprehend the concept of an expository paragraph.
- Students can write an expository paragraph correctly.

A. Pre-class

This session includes preparing and assigning interactive materials as well as checking their answers or responses.

Instructor designed interactive self-study materials with an Interactive Response System, Pear Deck, and shared them to students. The materials that included content and exercises covered the following components.

1. Vocabulary
2. Reading and Model texts
3. Grammar, signposts
4. Simple Practice, multiple choice about signposts

Before class, instructor checked students' responses or answers.

B. In-class

This session comprises a brief review, practice, and feedback. The following table illustrates the activities.

No	Activities	Details	Media/IRS	Time
1	Opening/Warm-Up Activity	1. Roll calls! 2. Students draws a picture for friends to guess.	Zoom/Pear Deck	10 minutes
2	Brief Review and Whole-Group Practice	1. Class reviews the pre-class materials. 2. Students answer orally and on IRS. 3. Instructor shows model expository	Zoom/Pear Deck	30 minutes

No	Activities	Details	Media/IRS	Time
		texts and signposts. 4. Students practice creating an expository paragraph together.		
3	Whole-Group Feedback	1. Instructor gives general feedback.	Zoom/Pear Deck	5 minutes
4	Individual Practice	1. Instructor announces the task, "to write an expository paragraph following a set of pictures on a slide." 2. Students present their written answers and practice reading aloud one by one.	Zoom/Pear Deck	60 minutes
5	Individual Feedback	1. Instructor gives feedback.	Zoom/Pear Deck	10 minutes
6	Conclusion	1. Students and instructor conclude the lesson.	Zoom/Pear Deck	5 minutes

APPENDIX D SPEAKING RUBRIC

Grading Rubric for Speaking Tasks

Scoring Rubric	0	0.5	1	1.5	2
	No work done	Fair	Average	Good	Excellent
Fluency The ability to *speak easily, quickly and* with no or with few pauses.					
Lexical Resource/ Vocabulary The ability to use words appropriately (in the right context) and accurately (with the correct meaning).					
Grammatical Range and Accuracy The ability to use a wide range of grammatical constructions appropriately and accurately.					
Pronunciation The ability to pronounce words correctly.					
Comprehensibility The ability to systematically or logically connect sentences, making the ideas sense together.					
Total Score:					

Criteria	Fair	Average	Good	Excellent
Fluency	Speech halting and uneven with long pauses or incomplete thoughts.	Speech choppy and/or slow with frequent pauses, most thoughts are complete.	Some hesitation but manages to continue and complete thoughts.	Thoughts expressed completely with few pauses or hesitation.
Lexical Resource/ Vocabulary	Vocabulary does not convey meaning most of the time; too basic for level.	Vocabulary does not convey meaning some of the time; too basic for level.	Vocabulary conveys appropriate meaning most of the time; appropriate for the level.	Rich and varied use of vocabulary
Grammatical Range and Accuracy	Grammar is rarely accurate or appropriate for the level.	Grammar is sometimes accurate and/or not appropriate for the level.	Grammar is mostly accurate and appropriate for the level.	Grammar is consistently accurate and appropriate for the level.
Pronunciation	Multiple problems with pronunciation/intonation that may interfere with communication.	Some problems with pronunciation/intonation that may interfere with communication.	Sounds somewhat natural.	Sounds natural
Comprehensibility	Responses barely comprehensible.	Responses mostly comprehensible, requiring interpretation on the part of the listener	Responses comprehensible, requiring minimal interpretation on the part of the listener.	Responses readily comprehensible, requiring no interpretation on the part of the listener.

APPENDIX E WRITING RUBRIC

Assessment Rubric for Writing

No.	Criteria	Points			
		0.5	1	1.5	2
1.	Task Achievement	The content is irrelevant to the chosen topic; does not meet the appropriate length.	The content is occasionally relevant to the chosen topic; Has limited length.	The content is relevant to the chosen topic most of the time; Meets the minimum length.	The content is relevant to the chosen topic; Meets the appropriate length.
2.	Grammar	The writing has frequent grammatical inaccuracies.	The writing has numerous grammatical inaccuracies.	The writing has some grammatical inaccuracies.	The writing has very few grammatical inaccuracies.
3.	Vocabulary	The writing shows very poor knowledge of words, word forms, and is not understandable.	The writing shows a limited range of vocabulary and contains confusing words and word forms.	The writing shows few misuse of vocabularies and forms, but does not change the meaning.	The writing shows effective choice of words and forms.
4.	Logics	The ideas lack cohesion and are not presented in a logical manner.	The ideas are sometimes cohesive and presented in a logical manner.	The ideas are mostly cohesive and presented in a logical manner.	The ideas are cohesively arranged and presented in a logical manner.
5.	Mechanics (Spelling, Punctuation, and Capitalization)	The writing is dominated by errors of spelling, punctuation, and capitalization.	The writing has frequent errors of spelling, punctuation, and capitalization.	The writing has occasional errors of spelling, punctuation, and capitalization.	The writing uses correct spelling, punctuation, and capitalization.

Notes

1. **0 (zero) for those who write less than 2 complete sentences**
2. **0 (zero) for blank papers**
3. **0 (zero) if the answer is not related to the prompt**
4. **0 (zero) for plagiarism**

APPENDIX F SPEAKING PRETEST AND POSTTEST IN CYCLE 1

Pretest: Spoken Communicative
Competence (Interview)

One student at a time should do the speaking test. First, they should introduce themselves and then speak on a topic from the textbook. Feel free to ask any questions referring to the topics from the textbook. As all students memorize how to introduce themselves, use that part only as a warm-up, but the grade should be based on how they speak in the second part.

Part 1- Self-Introduction

Name, Nickname, ID Number, Major, Hometown

Part 2- Q and A

The questions presented here are only suggestive, you may opt for your

own set of questions related to the Units in the book.

Suggested Questions:

1) Tell me about your daily routine.

2) Tell me what you usually do on the weekend / in the morning / before going to bed.

3) Tell me about your favorite festival.

4) Do you like to travel? Why?

5) Tell me about your last travelling experience.

Part 3 Follow-up questions (3-5 minutes)

Ask questions related to their answers in part 2.

Posttest: Spoken Communicative

Competence (Interview)

One student at a time should do the speaking test. First, they should introduce themselves and then speak on a topic from the textbook. Feel free to ask any questions referring to the topics from the textbook. As all students memorize how to introduce themselves, use that part only as a warm-up, but the score should be based on how they speak in the second and third part.

Part 1- Self-Introduction (1 minute)

Name, Nickname, ID Number, Major, Hometown

Part 2- Q and A (3-4 minutes)

The questions presented here are only suggestive, you may opt for your

own set of questions related to the Units in the book.

Suggested Questions:

6) Tell me what you are planning to do this weekend / this coming vacation.

7) Where do you go for shopping? What do you usually buy there?

8) Tell me about your favorite restaurant and why you like to go there.

9) Tell me how you celebrated your last birthday.

10) Tell me about your last holiday.

Part 3 Follow-up questions (3-5 minutes)

Ask questions related to their answers in part 2.

APPENDIX G WRITING PRETEST AND POSTTEST IN CYCLE 1

Writing Pretest
GEN64-121

Select only one of the following topics and write at least 150 words. You have 30 minutes.

1. Last weekend
2. Childhood
3. Morning routines

Writing Posttest
GEN64-121

Select only one of the following topics and write at least 150 words. You have 30 minutes.

1. Last holiday
2. School days
3. Evening routines

- **Family** - Young people spend less of their free time with their family nowadays. What are the reasons for this?

- **Food** – Do you think it is important to eat healthy food? Support your reasons./ Some people claim that genetically modified (GM) food can be dangerous or beneficial to the world. What is your opinion about this?

- **Money** – How can you practice sufficiency economy as a student? Do you think money is an important factor for achieving happiness? Support your answer.

- **Health** – Smoking and drinking alcohol inside the campus is not allowed, do you agree or disagree? Give your reasons.

- **Science and Technology** – Has the internet transformed your life? In what way? Give clear examples. / Discuss the advantages and disadvantages of computer games and give your own opinion.

- **Space** – Scientists are now looking for other planets like earth, do you think it is worth spending a lot of money for that?

- **Sport** – Do you think international sports events like Olympics, World cup, etc help in the unity of the countries? /What is your opinion about learning Physical education (PE) online?

- **Transportation** – Despite improvements in vehicle technology, there are still large numbers of road accidents. Explain some of the causes of these accidents and suggest some measures that could be taken to address the problem.

- **Travel** - It is said that travel broadens the mind. What can we learn by traveling to other countries? Should we first explore our own countries?

- **Work** – Which do you think is important for you when looking for a job, security or satisfaction? Give your reason.

Part 3 – Question related to the course (choose one category only)

a. Questions for unit 1
- Ask about memories (emphasis - past tense and phrasal verbs)
- Experiences in the past

b. Questions for unit 2
- Describe places, people and things (like describe your hometown, country, food, favorite place, etc.)

c. Questions for unit 3
- Ask about future plans and appointment (emphasis on future tense)

d. Questions for unit 4
- Ask about hobbies and interest, further ask students the proper use of gerund and infinitive

e. Questions for unit 5
- Talking about things that are happening in the life of the student in the university
- emphasis on verb to have or present perfect tense

f. Questions for unit 6
- Ask about the workplace, what is your ideal workplace? etc. emphasis on present perfect

g. Questions for unit 7
- Ask about their role model, hero in life. (would, would like to)

h. Questions for unit 8
- Ask about their favorite movie (emphasis on active and passive)

i. Questions for unit 9
- Tell about recent news, you heard, read, seen (emphasis is reported speech)

Note:
1. You have the option to create your own question in case you want to further test the student's ability in communicating.
2. Rate the students' performance in speaking based on the **general speaking rubrics.**
3. **No response** from a student /non-assessable means a score of **2 points** only (this is for memorized self-introduction only)
4. Give **zero** if the student is **absent without any reason.**

Pretest: Written Communicative Competence Test

This test is adapted from Kitao and Kitao (1996)

* Required

1. Name *

   _____

2. Student id *

   _____

Read and write

3. Your best friend is having a job interview for a managing position at a cafe next week. You have been asked to write an additional recommendation letter to support your friend. Write a 50 word letter to the cafe owner. *

   _____
   _____
   _____
   _____
   _____

4. The following is a graph on the educational levels of interviewees at Beauty Co., Ltd. in 2021. Summarize the information by selecting the main features and make comparisons where relevant. (approximately 100 words)

Education
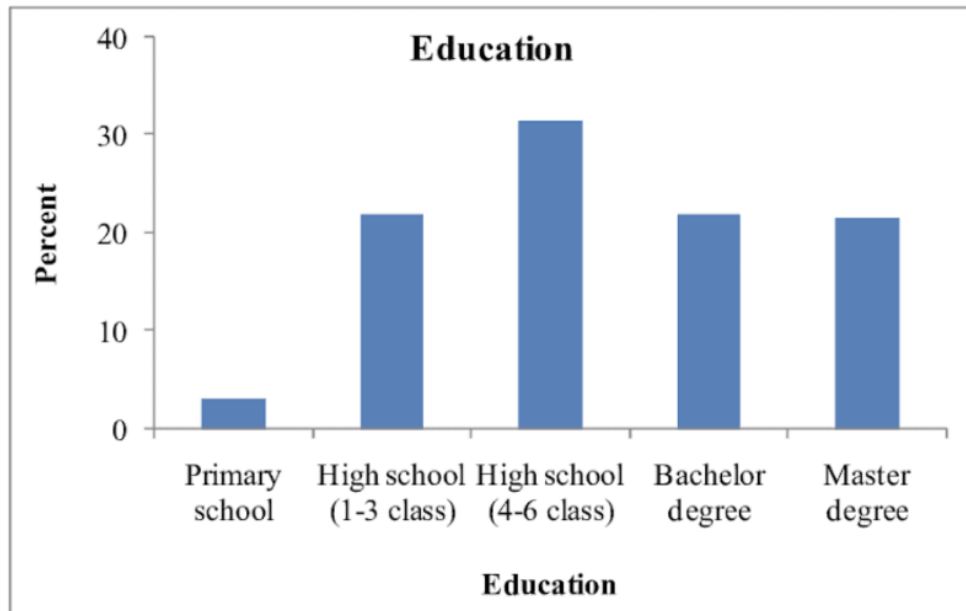
Posttest: Written Communicative Competence Test

This test is adapted from Kitao and Kitao (1996)

* Required

1. Name *

   _____

2. Student id *

   _____

Read and write

3. Your company has received a letter from Permata Murni, the leader of a local sport club, whom you have not met before, asking for a donation towards the club's activities. As Marketing Manager, you have been asked to reply. (approximately 50 words) *

   _____
   _____
   _____
   _____
   _____

4. The following is a graph on the educational levels of Alberta Town people in 2021. Summarize the information by selecting the main features and make comparisons where relevant. (approximately 100 words) *
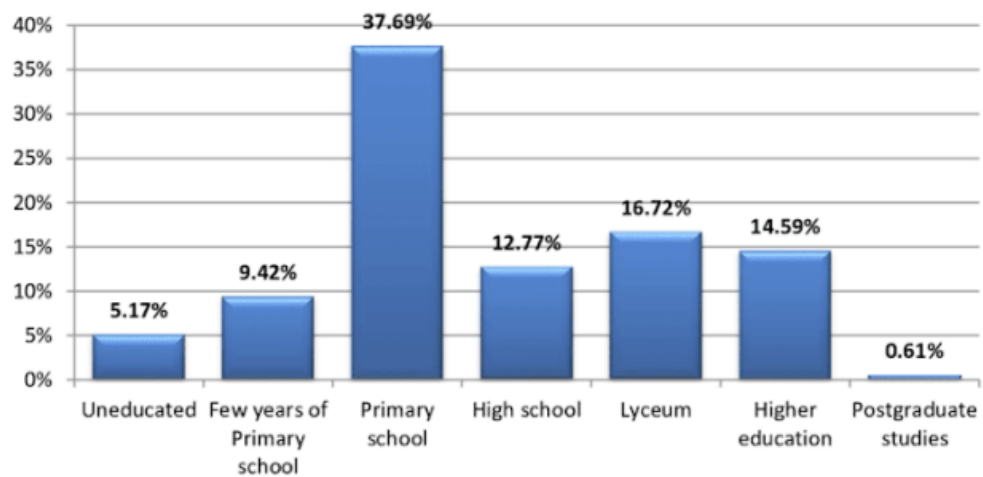
APPENDIX J PRETEST AND POSTTEST IN CYCLE 3

Writing Pretest
GEN64-123

Select only one of the following topics and write at least 150 words. You have 30 minutes.

1. Daily Routine
2. My Hometown
3. How to make Som Tam

Writing Posttest
GEN64-123

Select only one of the following topics and write at least 150 words. You have 30 minutes.

1. Activities on weekends
2. My University
3. How to cook
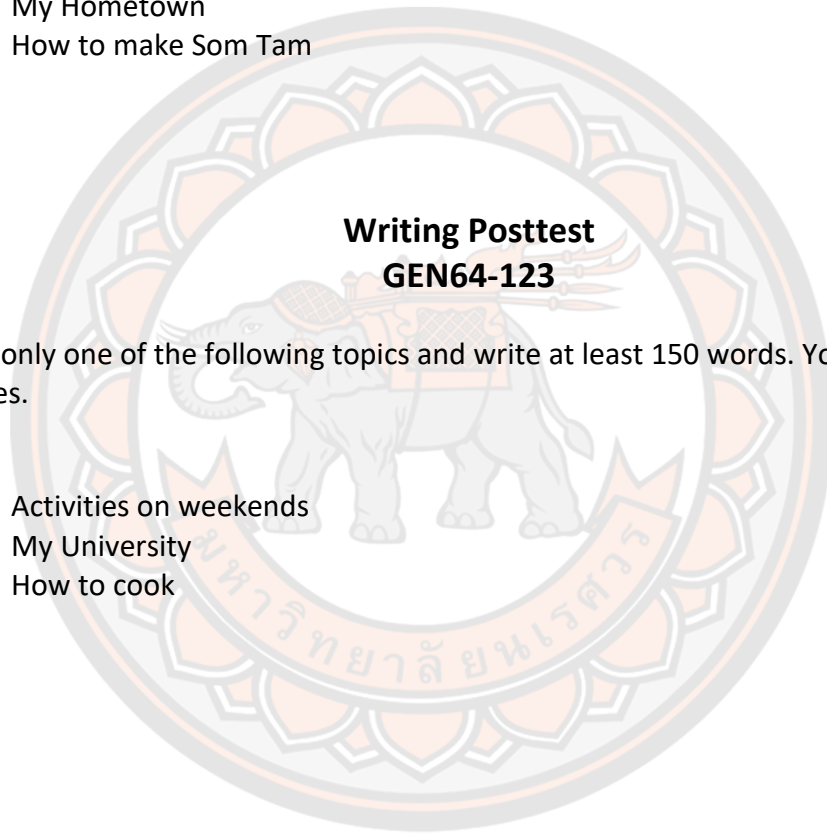
APPENDIX K SURVEY

Survey

Dear students,

I am Kiki Juli Anggoro, M.Ed. I am doing a study on the DESIGN-BASED RESEARCH TO DEVELOP AN ONLINE FLIPPED CLASSROOM MODEL BY INTEGRATING INTERACTIVE RESPONSE SYSTEMS AND TASK-BASED LANGUAGE TEACHING TO IMPROVE THAI UNDERGRADUATE STUDENTS' ENGLISH COMMUNICATIVE COMPETENCE

The purpose of this survey is to explore perceptions of students with different English proficiency levels of the online FC model with IRS and TBLT.

We are going to keep your information confidential. The results of this study will be used for scholarly purposes only. No record of your name or address will be kept. Information that would make it possible to identify you will never be included in any sort of report.

This survey is voluntary and you may use Google Translate to understand the questions better in Thai language. The results will not affect your grades in any way. You have 30 minutes to complete the survey.

* Required

1. Student Id number

   _____

2. Course *

   Mark only one oval.

   ( ) 121

   ( ) 124

   ( ) 125

3. Age *

   Mark only one oval.

   ( ) 18

   ( ) 19

   ( ) 20

   ( ) 21

   ( ) Other: _____

4. Gender *

   Mark only one oval.

   ( ) male

   ( ) female

   ( ) others

   ( ) prefer not to say

5. Major *

   _____

6. Would you like to participate in this survey? *
   This survey is voluntary.

   Mark only one oval.

   ( ) yes

   ( ) no, you may leave this survey.

   Select a response that fits you the best.

   Questions 1-10 relate to activities before class.
   Questions 11-20 relate to activities during class.

7. 1. I feel engaged when I do the interactive activities (joinpd.com/Pear Deck) before class. *

   Mark only one oval.

   Strongly disagree

   1 ( )

   2 ( )

   3 ( )

   4 ( )

   5 ( )

   Strongly agree

8.   2. Doing the interactive activity (joinpd.com/Pear *
      Deck) before class is fun.

      Mark only one oval.

                    Strongly disagree

              1   ⬭

              2   ⬭

              3   ⬭

              4   ⬭

              5   ⬭

                    Strongly agree

9.   3. The interactive activities (joinpd.com/Pear *
      Deck)   enable me to be more involved in the
      learning process.

      Mark only one oval.

                    Strongly disagree

              1   ⬭

              2   ⬭

              3   ⬭

              4   ⬭

              5   ⬭

                    Strongly agree

10.   4. It is convenient to access the interactive   *
      activities (joinpd.com/Pear Deck)   before class.

      Mark only one oval.

                    Strongly disagree

              1   ⬭

              2   ⬭

              3   ⬭

              4   ⬭

              5   ⬭

                    Strongly agree

11.   5. I have no issue navigating the interactive   *
      activities (joinpd.com/Pear Deck)   before class.

      Mark only one oval.

                    Strongly disagree

              1   ⬭

              2   ⬭

              3   ⬭

              4   ⬭

              5   ⬭

                    Strongly agree

12.   6. The platforms for the interactive activities   *
       (joinpd.com/Pear Deck) are user-friendly so that
       it did not take a long time for me to learn how to
       access them.

Mark only one oval.

Strongly disagree

1 ⬭

2 ⬭

3 ⬭

4 ⬭

5 ⬭

Strongly agree

13.   7. Studying the interactive materials   *
       (joinpd.com/Pear Deck) before class makes me
       understand the lesson more.

Mark only one oval.

Strongly disagree

1 ⬭

2 ⬭

3 ⬭

4 ⬭

5 ⬭

Strongly agree

14.   8. I am more prepared for class because I do the *
       interactive activities (joinpd.com/Pear Deck).

Mark only one oval.

Strongly disagree

1 ⬭

2 ⬭

3 ⬭

4 ⬭

5 ⬭

Strongly agree

15.   9. The interactive activities (joinpd.com/Pear   *
       Deck) help me learn the lesson matter before
       class.

Mark only one oval.

Strongly disagree

1 ⬭

2 ⬭

3 ⬭

4 ⬭

5 ⬭

Strongly agree

234

16.   10. Overall, I am happy with the interactive
       activities (joinpd.com/Pear Deck)   before class. *

Mark only one oval.

Strongly disagree

1 ◯

2 ◯

3 ◯

4 ◯

5 ◯

Strongly agree

17.   11. The activities during class are fun and
       engaging. *

Mark only one oval.

Strongly disagree

1 ◯

2 ◯

3 ◯

4 ◯

5 ◯

Strongly agree

18.   12. The class enables me to participate by
       asking and answering questions, having
       discussions with the teacher and friends, and
       practicing writing and speaking English. *

Mark only one oval.

Strongly disagree

1 ◯

2 ◯

3 ◯

4 ◯

5 ◯

Strongly agree

19.   13. I am active and involved in activities during
       class. *

Mark only one oval.

Strongly disagree

1 ◯

2 ◯

3 ◯

4 ◯

5 ◯

Strongly agree

20.   14. It is convenient to join the activities during   *
       class.

Mark only one oval.

Strongly disagree

1   ⬭

2   ⬭

3   ⬭

4   ⬭

5   ⬭

Strongly agree

21.   15. I have no issue accessing the interactive   *
       platforms such as Pear Deck, Kahoot, and
       Socrative during class.

Mark only one oval.

Strongly disagree

1   ⬭

2   ⬭

3   ⬭

4   ⬭

5   ⬭

Strongly agree

22.   16. The interactive platforms such as Pear Deck,   *
       Kahoot, and Socrative are user-friendly so that it
       did not take a long time for me to learn how to
       access them.

Mark only one oval.

Strongly disagree

1   ⬭

2   ⬭

3   ⬭

4   ⬭

5   ⬭

Strongly agree

23.   17. Activities during class makes me understand   *
       the lesson more.

Mark only one oval.

Strongly disagree

1   ⬭

2   ⬭

3   ⬭

4   ⬭

5   ⬭

Strongly agree

24.   18. The activities during class help develop my   *
       English skills.

   Mark only one oval.

              Strongly disagree

       1   ◯

       2   ◯

       3   ◯

       4   ◯

       5   ◯

              Strongly agree

25.   19. The activities during class help me learn   *
       writing and speaking skills.

   Mark only one oval.

              Strongly disagree

       1   ◯

       2   ◯

       3   ◯

       4   ◯

       5   ◯

              Strongly agree

26.   20. Overall, I am happy with the activities during   *
       class.

   Mark only one oval.

              Strongly disagree

       1   ◯

       2   ◯

       3   ◯

       4   ◯

       5   ◯

              Strongly agree

Please share your thoughts on the model.

27.   Please share your thoughts, comments, and   *
       suggestions about the activities before class

       _____
       _____
       _____
       _____
       _____

28.   Please share your thoughts, comments, and   *
       suggestions about the activities during class.

       _____
       _____
       _____
       _____
       _____

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Google Forms

APPENDIX L O-FITE MODEL FOR INSTRUCTOR

Welcome

Dear readers

I am Kiki Juli Anggoro, a doctoral degree student at Naresuan University, Thailand. I am also assistant professor in English language teaching at School of Languages and General Education, Walailak University, Thailand.

O-FIT is an online model for teaching English that was designed to help improve Thai university students' English communicative competence. O-FIT comprises three elements: flipped classroom, interactive response systems, and task-based language teaching. This model was developed by utilizing Design-Based Research (DBR) method.

Contact Us

Shall you have further inquiries, feel free to reach me at,

Email: kiki.an@mail.wu.ac.th
Facebook Kiki Juli WO

O-FITE

ONLINE MODEL FOR TEACHING ENGLISH

Kiki Juli Anggoro
Naresuan University
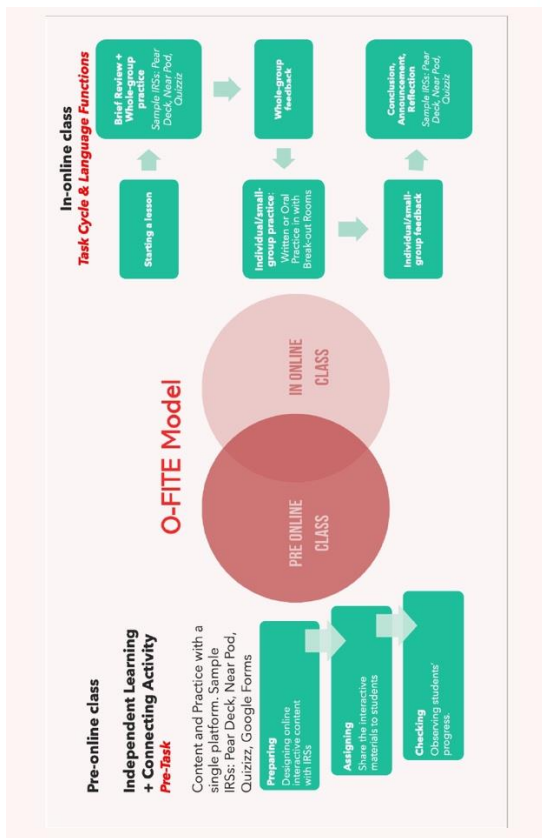
3 Elements of o-FITE

1

Flipped Classroom

The model included two phases, Pre-Online Class, and In-Online Class. These phases are adaptations from the flipped classroom model. FC has been used in several studies in English language teaching and has been reported to have positive effects on students' learning.

2

Interactive Response Systems

IRS can be a solution to bring flipped classroom to a fully virtual environment. It also might help issues concerning students' self-regulated learning when FC is used. In this model, IRSs are present both before and during the class. They are especially vital in the Pre-Online Class session where students are encouraged to independently study the materials.

3

Task-Based Language Teaching

In addition to the technology, an approach specific to English language teaching, TBLT, is integrated in the model. The addition of TBLT in the model is significant to provide engaging communicative activities specific to English language teaching

5

Pre-Online Class

Prior to attending a class, students are assigned to self-study interactive materials on an interactive response system (IRS). The materials include content and practice. Sample IRSs are, but not limited to, Pear Deck, Near Pod, Quizizz, Kahoot, and Google Forms.

The following figure illustrates the flow of this session.
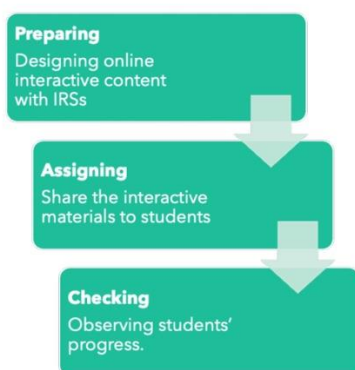
Preparing
Designing online interactive content with IRSs

Assigning
Share the interactive materials to students

Checking
Observing students' progress.

Preparing

This process starts with selecting an IRS. Recommended IRSs include Pear Deck, Nearpod, Quizizz, and Google Forms. The next step is to develop interactive materials. An instructor can adopt or adapt existing materials on the chosen IRS, if any. They can also start creation from scratch.

The materials consist of only essential language functions relevant to the lesson, including vocabulary, grammar, expressions, pronunciation, and/or reading. For instance, when teaching about descriptive text, the pre-class interactive materials can introduce essential vocabularies and a grammar point, present simple tense.

It is recommended not to be aggressive with the materials. For instance, a set of interactive slides should only have around 5 slides.

Assigning

This process, as its name suggests, is to assign the develop IRS to students. An instructor can share the link to the activity to students via a preferred channel such as Learning Management System (LMS) and email.

Checking

Instructor checks students' responses prior to the class. Doing so will give insights on students' issues with the materials as well as their comprehension level. The instructor, then, can address the issues and do activities to improve their comprehension.

In-Online Class

The focus of this session is to give opportunities to students to practice English communication skills. The activities are illustrated in the following figure.

Starting a lesson

Brief Review + Whole-group practice
Sample IRSs: Pear Deck, Near Pod, Quizziz

Whole-group feedback

Individual/small-group practice:
Written or Oral Practice in with Break-out Rooms

Individual/small-group feedback

Conclusion, Announcement, Reflection
Sample IRSs: Pear Deck, Near Pod, Quizziz
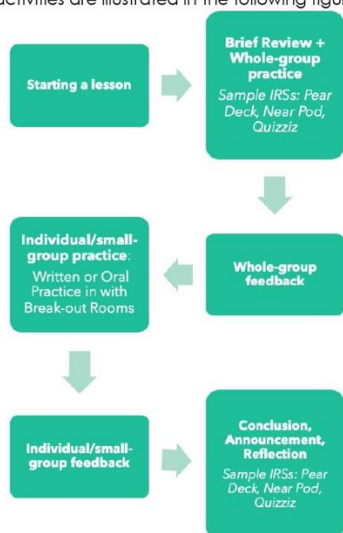
1. Starting a lesson

Instructor starts an online class with a preferred teleconferencing tool. The first five to ten minutes of the class are for roll call and class preparation, including starting an IRS. During the preparation, instructor may play songs for students. Instructor is recommended to use the same IRS as in the pre-class session.

Start Meeting (Teleconferencing tool) → Roll Call → Start and share IRS link or code

2. Brief Review + Whole-Group Practice

with an IRS, instructor leads a review of the pre-class assignment and lets students answer and participate. Then, instructor introduces few similar tasks for the class to do. The focus of this activity is to prepare students with language functions such as vocabulary, grammar, reading, and pronunciation for a later activity focusing on language production. This activity takes approximately 30 minutes.
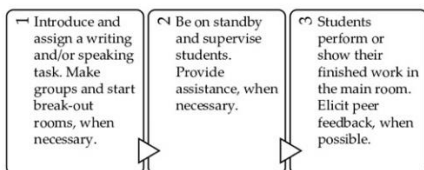

1. Review Language functions (vocabulary, grammar, pronunciation, and/or reading.

2. Give students time to repond or answer on IRS or orally.

3. Let students answer on IRS or orally. Students' participation is key.

3. Whole-Group Feedback

This activity and the previous one might happen simultaneously. Instructor should give immediate feedback when necessary.

4. Individual/Small-Group Practice

The focus of this activity is language production in the form of speaking, writing, or both. Instructor introduces the activity, assigns to-do tasks, gives students' time for discussion or preparation, supervise students' works, and provides time for their presentation. When working in pairs or groups, instructor should open break-out rooms for students' convenience. Instructor is also advised to interchangeably assign an individual, pair, and small-group activity, depending on the topic and situation. This activity takes approximately 60 minutes.

1. Introduce and assign a writing and/or speaking task. Make groups and start break-out rooms, when necessary.	2. Be on standby and supervise students. Provide assistance, when necessary.	3. Students perform or show their finished work in the main room. Elicit peer feedback, when possible.

5. Individual/Small-Group Feedback

This activity and the previous one might happen simultaneously. Instructor should give immediate feedback when necessary.

6. Conclusion, Announcement, Reflection

Instructor briefly concludes the lesson and gives announcement when necessary. Occasionally instructor may ask students to write a brief reflection on the lesson. This activity takes approximately 10 minutes.

"When trying something new, always keep an open mind."

Sample Materials

Scan here!

APPENDIX M SAMPLE MATERIALS IN CYCLE 1

Write your name and student id number

Unit 1

Students, write your response!

My name is David. Every day I wake up at 7 am. I brush my teeth, take a shower, and have breakfast with my family. In the morning, we usually have toasted bread, cheese, eggs, and orange juice. Then I drive my kids to school. My daughter goes to a school which is far from our house. It takes 30 minutes to get there.

After I drop off my daughter, I drive my son to his school. It is close to my job. My daughter is in the sixth grade and my son is in the second. They are both good students. My daughter usually sings her favorite songs while I drive. My son usually sleeps.

I arrive at the office at 8:30 am. I say good morning to all my workmates and then I get a big cup of coffee. I turn on my computer and read my email. Some days I have a lot I need another cup of coffee.

Adapted from https://lingua.com/es/ingles/lectura/morning-routine/

Reading

A1. Read the text above and choose the correct an

1. **What time does David wake up every day?**
   a. at 6 am
   b. at 7 am
   c. at 8 am

2. **What does David have for breakfast?**
   a. eggs, milk, bacon, and coke
   b. toasted bread, cheese, eggs, and orange juice
   c. milk, cereal, papaya, mango, dragon fruit

3. **What does his daughter usually do in the car?**
   a. She sleeps.
   b. She sings.
   c. She is on her phone.

4. **What does David say to his workmates?**
   a. Good afternoon!
   b. Good morning!
   c. Hi, guys!

Students, write your response!

THE PRESENT SIMPLE TENSE

We form the present simple tense with *subject + basic verb form*. In the third person singular (he, she, it), we add **-s**.

Grammar

I play	We play
You play	You play
He, she, it plays	They play

We use *do* and *does* to make questions.

Do I play?	Do we play?
Do you play?	Do you play?
Does he, she, it play?	Do they play?

We use *don't* or *doesn't* to make negative sentences.

I don't play	We don't play
You don't play	You don't play
it doesn't play	They don't play

1. I _____ (go) to school on Monday.
2. She never _____ (eat) papaya salad.
3. John usually _____ (play) guitar in the evening.
4. They _____ (like) to go to the seaside on the weekend.
5. Water _____ (boil) at 100 degrees Celsius.
6. We _____ (live) at 232 Fleet Street.
7. Our bus _____ (leave) at 3pm today.

Students, write your response!

THE PRESENT SIMPLE TENSE

We form the present simple tense with *subject + basic verb form*. In the third person singular (he, she, it), we add **-s**.

Grammar

I play	We play
You play	You play
He, she, it plays	They play

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Do I play?	Do we play?
Do you play?	Do you play?
Does he, she, it play?	Do they play?

We use *don't* or *doesn't* to make negative sentences.

I don't play	We don't play
You don't play	You don't play
He, she, it doesn't play	They don't play

B2. Arrange the words to make questions or negative sentences:

1. she/watch/ does/ in/ TV/ the/ evening
   _____?
2. live/ do/ you/ where/
   _____?
3. does/ football/ like/ he/ play/to
   _____?
4. you / what/ music / kind/ listen/ do/ of/ to
   _____?
5. don't/ I/ pizza/ like/
   _____.
6. work/ doesn't/ to/ he/drive.
   _____.
7. doesn't/ Mary/ Saturdays/ on/ read
   _____.

Students, write your response!

When the verb ends in -ch, -sh, -ss, or –x, we add –es in the third person singular:

She *brushes* her teeth twice a day.
He *catches* butterflies in the field.
Mario *fixes* his car.

When the verb ends in a consonant and –y, we change it to –i and add –es:

She *cries* every day.
We try hard, but he *tries* harder.

But when the verb ends in a vowel and –y, we add only –s:

He *plays* football every day.

Pronunciation

B3. Choose the correct form of the verbs in parenthesis:

1. Tom (pushes / pushs) his car every morning.
2. Linda (teachs / teaches) English at a university.
3. She (miss / misses) him when he goes abroad.
4. Sarah (watches / watchs) TV in the evening.
5. Peter (studys / studies) hard for his exams.

Students, write your response!

accidents	latest	breaks	change	famous	draw

C1. Complete the sentences with the words from the box:

1. Nakhon Si Thammarat is _____ for durian.
2. He always _____ things in the house.
3. Every year there are a lot of _____ on the roads.
4. *The Green Book* is his _____ movie.
5. I want to _____ this course. It is too difficult for me.
6. My brother doesn't _____ well. That's why he has a low grade in art.

Vocab

Students, write your response!

See you in
online class

Thank you

Draw an activity you do in the morning.

Write your name and student id number.

UNIT 1: Daily Routine

Important Vocabularies

	Activity
	Routine
	Hobby
	Favourite

Present Simple Tense (Positive form)		
Subject	Verb	Example
I, You, We, They, Andi and Ana	Live/eat/work/study/cry	I work. You eat. Andi and Ana study together.
She, He, It, Andi	Lives/eats/works/studies/cries	She lives here. He cries. Andi works in Thasala.

Activity = Things you do

•Write three of your ***activities*** in ***present simple*** sentences.

Present Simple Tense (Positive form)		
Subject	Verb	Example
I, You, We, They, Andi and Ana	Live/eat/work/study/cry	I work. You eat. Andi and Ana study together.
She, He, It, Andi	Lives/eats/works/studies/cries	She lives here. He cries. Andi works in Thasala.

Routine = Things you do every day/week/month

•Write three of your **morning routines** in ***present simple*** sentences.

Present Simple Tense (Negative form)		
Subject	Verb	Example
I, You, We, They, Andi and Ana	**Do not / don't** (run/sing/swim/dance/play games)	I do not run. You do not sing. Andi and Ana do not dance together.
She, He, It, Andi	**Does not** / doesn't (run/sing/swim/dance/play games)	She does not swim here. He does not sing. Andi does not dance.

Hobby = Things you enjoy/like/love

- Write three things you do not enjoy in *present simple sentences*.

Favourite = Things you enjoy the most/very much

Present Simple Tense (Negative form)			
Do/Does	Subject	Verb	Example
Do	I, You, We, They, Andi and Ana	(run/sing/swim/dance/play games)	Do you swim? Do Andi and Ana dance?
Does	She, He, It, Andi	(run/sing/swim/dance/play games)	Does she run? Does it sing?

Write three questions using *present simple tense.*

Speaking Time 1 = Activity

What activities do you do in the morning?

Present Simple Tense (Positive form)		
Subject	Verb	Example
I, You, We, They, Andi and Ana	Live/eat/work/study/cry	I work. You eat. Andi and Ana study together.
She, He, It, Andi	Live*s*/eat*s*/work*s*/stud*ies*/cr*ies*	She live*s* here. He cr*ies*. Andi work*s* in Thasala.

Speaking Time 2 = Routine

Tell me your afternoon routine?

Present Simple Tense (Positive form)		
Subject	Verb	Example
I, You, We, They, Andi and Ana	Live/eat/work/study/cry	I work. You eat. Andi and Ana study together.
She, He, It, Andi	Live*s*/eat*s*/work*s*/stud*ies*/cr*ies*	She live*s* here. He cr*ies*. Andi work*s* in Thasala.

Speaking Time 3 = Hobby

Tell me your hobbies?

My hobby is ….
My hobbies are…
I enjoy ……
I like …….

Present Simple Tense (Positive form)		
Subject	Verb	Example
I, You, We, They, Andi and Ana	Live/eat/work/study/cry	I work. You eat. Andi and Ana study together.
She, He, It, Andi	Lives/eats/works/studies/cries	She lives here. He cries. Andi works in Thasala.

Speaking Time 4 = favourite

Tell me your favourite activity at night?

I enjoy ……
I like …….
I love …..
My favourite activity is ….

Present Simple Tense (Positive form)		
Subject	Verb	Example
I, You, We, They, Andi and Ana	Live/eat/work/study/cry	I work. You eat. Andi and Ana study together.
She, He, It, Andi	Lives/eats/works/studies/cries	She lives here. He cries. Andi works in Thasala.

Speaking Time 5 = Hobby

Tell me one activity you *do not* enjoy.

Present Simple Tense (Negative form)		
Subject	Verb	Example
I, You, We, They, Andi and Ana	**Do not / don't** (run/sing/swim/dance/play games)	I do not run. You do not sing. Andi and Ana do not dance together.
She, He, It, Andi	**Does not** / doesn't (run/sing/swim/dance/play games)	She does not swim here. He does not sing. Andi does not dance.

Speaking Time 7 =

Ask your friend one question using present simple tense?

B1. Fill in the blanks with the verbs in the present simple tense:

1. I _____ (go) to school on Monday.

2. She never _____ (eat) papaya salad.

3. John usually _____ (play) guitar in the evening.

4. They _____ (like) to go to the seaside on the weekend.

5. Water _____ (boil) at 100 degrees Celsius.

6. We _____ (live) at 232 Fleet Street.

7. Our bus _____ (leave) at 3pm today.

When the verb ends in -ch, -sh, -ss, or –x, we add –es in the third person singular:

She *brushes* her teeth twice a day.

He *catches* butterflies in the field.

Mario *fixes* his car.

When the verb ends in a consonant and –y, we change it to –i and add –es:

She *cries* every day.

We try hard, but he *tries* harder.

But when the verb ends in a vowel and –y, we add only –s:

He *plays* football every day.

B3. Choose the correct form of the verbs in parenthesis:

1. Tom (pushes / pushs) his car every morning.

2. Linda (teachs / teaches) English at a university.

3. She (miss / misses) him when he goes abroad.

4. Sarah (watches / watchs) TV in the evening.

5. Peter (studys / studies) hard for his exams.

1. Thomas really [like] to draw pictures in his free time.
   a) -s
   b) -es
   c) -ies / (change '-y' to '-i' and add 'es')

2. My father [work] in a big office downtown.
   a) -s
   b) -es
   c) -ies / (change '-y' to '-i' and add 'es')

3. My classmate always [pass] her English tests with a high grade.
   a) -s
   b) -es
   c) -ies / (change '-y' to '-i' and add 'es')

4. My friend [study] at a college near his home.
   a) -s
   b) -es
   c) -ies / (change '-y' to '-i' and add 'es')

5. David sometimes [play] tennis in the afternoon.
   a) -s
   b) -es
   c) -ies / (change '-y' to '-i' and add 'es')

6. Mariam always [try] to help people when they have a problem.
   a) -s
   b) -es
   c) -ies / (change '-y' to '-i' and add 'es')

7. Troy always [watch] football games on TV.
   a) -s
   b) -es
   c) -ies / (change '-y' to '-i' and add 'es')

8. Patrick has an interesting hobby. He [fix] old cars.
   a) -s
   b) -es
   c) -ies / (change '-y' to '-i' and add 'es')

WH Questions + Present Simple Tense

What		I	Work	
When	do	You	Study	
Where		They	Play	?
Who		We	Go	
Why		It	Eat	
How	does	she		
Whom		He	Drink	
Which		It	Drive	

What do you study?

When do they go to school?

Where do we eat?

Who does she work with?

Why does he play games every day?

How does it go?

WH Questions + Present Simple Tense

What When Where Who	do	I You They We	Work Study Play	?
Why How Whom Which	does	It she He It	Go Eat Drink Drive	

Make **Five** Questions

With any *WH Words + Present Simple Tense*

Answer my questions (practice)
I ask: What do you do in the morning?
You answer: I wake up, take a shower, and eat breakfast.

Answer my questions

What is the question?
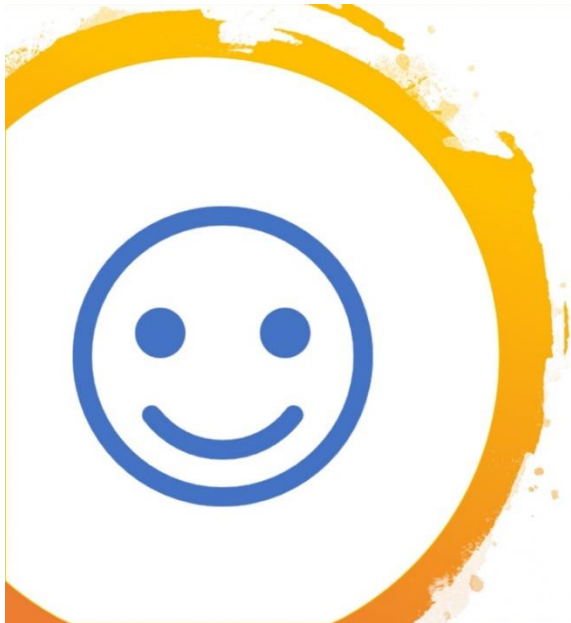
Thank you

FESTIVAL:
Independent
Learning 2
GEN64-121

Write your name and
student id number

Students, write your response!

Pear Deck Interactive Slide
Do not remove this bar

A1. Read the text above and choose the correct answer:

1. What does an average Thai person do during Songkran?
   a. talks to his neighbor
   b. throws a bucket of water at his neighbor
   c. sleeps all day
2. What do locals do during Songkran?
   a. leave their towns
   b. visit their families and temples
   c. stay at home
3. Where can you see large water fights?
   a. in small villages
   b. in major cities
   c. everywhere
4. How long does the water fight last in Chiang Mai?
   a. three or four days
   b. ten or fifteen days
   c. one day

Songkran Festival is an event which includes a water battle and ancient traditions. It is unlike anything else in the world. On April 13, an average Thai person throws a bucket of water at his neighbor and carries a water gun. Everybody gets wet.

For tourists, the event offers a huge water party in Thailand's towns and villages. For locals, it is a time when they can spend moments with their families and visit temples. Then they get involved in the water fights as well.

Songkran is popular in the whole country, but you can see large water fights and fun in the major cities such as Bangkok, Phuket, Chiang Mai, Hua Hin, Pattaya, and the popular tourist islands. In Chiang Mai, for example, the water fight sometimes lasts three or four days.

Adapted from https://thethaiger.com/hot-news/songkran/songkran-around-thailand-where-can-you-get-wet

We use indefinite article *a/an* with a singular noun which is countable. We use "a" before a consonant sound and "*an*" before a vowel sound:

She is *a professor.*
He is *an actor.*

- when we mention something or somebody for the first time:

A man walks into a bar.

- when we don't refer to any particular thing or person:

I live in *a house.* (We don't know which one).

- with professions:

She is *a teacher.*

- with expressions such *a lot of, a couple, an hour, a hundred.*

He has *a lot of* friends.
We need *an hour* to do the test.
She is *a hundred* years old.
...ve *a couple of* things to say.

B1. Put *a* or *an:*

a. She is _____ nurse.
b. He works at _____ university.
c. Jacob is _____ honest man.
d. Mary has _____ lot of friends.
e. People see him as _____ unhappy man.
f. There is _____ airport in my city.
g. He is _____ student.
h. I just want to say _____ couple of things.

The definite article "the" goes with both singular and plural nouns. We use it:

- when we talk about a particular thing or a person.

The girl in red is in my class.

- when we mention something for the second time.

A man walks into a bar. *The bar* is famous in my city.

- when there is only one:

The moon is bright tonight.
The earth is in danger because of global warming.

- with superlative adjective:

She is *the best* player in my team.

B2. Put *a/an* or *the*:

1. _____ moon is full tonight.
2. Bangkok is _____ capital of Thailand.
3. I live in _____ city center.
4. There is _____ airport in my city.
5. He is _____ best student in class.
6. I live in a building. _____ building is tall and beautiful.
7. He earns _____ hundred baht per hour.
8. Where is Jennie? She is in _____ bathroom.

Students, write your response!

C1. Complete the sentences with the words from the box:

actor	costumes	lost	bridge	broken	lend	thirsty

1. Robert De Niro is the best _____ of all time.
2. My watch is _____.
3. I am afraid we are _____. I don't know where we are.
4. She makes _____ for the theater.
5. There is a high _____ over the river.
6. I don't want to _____ him any money. I don't trust him.
7. Can you give me some water, please? I am really _____.

Students, write your response!

Listen and answer the questions.

1. What festivals are mentioned in the audio?
2. How many people are interviewed?
3. What does Johnny and his family eat on this day?
4. The final young woman says that the best thing about Christmas is:

You have completed Independent Learning 2

Thank you.

DRAW A FESTIVAL IN THAILAND.

KIKI JULI ANGGORO

UNIT 2
FESTIVAL

WHAT **FESTIVAL** IS IT?

WHAT DO YOU USUALLY DO ON SONGKRAN DAY?

Present Simple Tense (Positive form)		
Subject	Verb	Example
I, You, We, They, Andi and Ana	Live/eat/work/study/cry	I work. You eat. Andi and Ana study together.
She, He, It, Andi	Live*s*/eat*s*/work*s*/stud*ies*/cr*ies*	She live*s* here. He cr*ies*. Andi work*s* in Thasala.

WHAT *DON'T* YOU DO ON SONGKRAN DAY?

Present Simple Tense (Negative form)		
Subject	Verb	Example
I, You, We, They, Andi and Ana	**Do not** / don't (run/sing/swim/dance/play games)	I do not run. You do not sing. Andi and Ana do not dance together.
She, He, It, Andi	**Does not** / doesn't (run/sing/swim/dance/play games)	She does not swim here. He does not sing. Andi does not dance.

MAKE 3 QUESTIONS ABOUT SONGKRAN?

What		I	Work
When	do	You	Study
Where		They	Play
Who		We	Go
Why		It	Eat
How	does	she	Drink
Whom		He	Drive
Which		It	?

What do you study?

When do they go to school?

Where do we eat?

Who does she work with?

Why does he play games every day?

How does it go?

UNIT 2 - FESTIVAL

UNIT 2 - VOCABULARIES

actor	costumes	lost	bridge	broken	lend	thirsty

1. Robert De Niro is the best _____ of all time.

2. My watch is _____.

3. I am afraid we are _____. I don't know where we are.

4. She makes _____ for the theater.

5. There is a high _____ over the river.

6. I don't want to _____ him any money. I don't trust him.

7. Can you give me some water, please? I am really _____.

A/AN. MAKE ONE SENTENCE WITH A AND ONE SENTENCE WITH AN.

USES		EXAMPLES
A/AN	First mention	I saw an old woman and a dog in the park.
	Jobs	Paula is a teacher.
	Descriptions	Paris is an interesting city.

A/AN. MAKE ONE SENTENCE WITH THE WORD "ACTOR".

USES		EXAMPLES
A/AN	First mention	I saw an old woman and a dog in the park.
	Jobs	Paula is a teacher.
	Descriptions	Paris is an interesting city.

A/AN. MAKE ONE SENTENCE WITH THE WORD "BRIDGE".

USES		EXAMPLES
First mention	I saw an old woman and a dog in the park.	
A/AN Jobs	Paula is a teacher.	
Descriptions	Paris is an interesting city.	
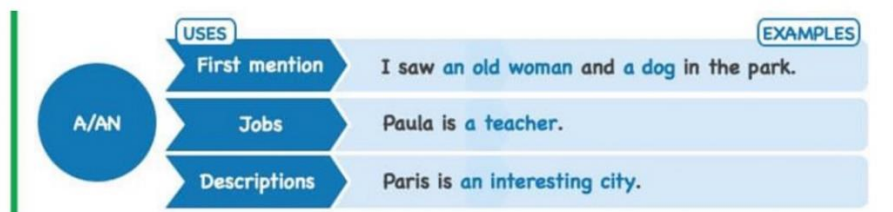
A/AN

1. I am ____ student at WU.
2. She is ____ university student.
3. He works as ____ librarian.
4. My friend went to buy ___ apple.
5. You are ____ honest person.

THE. MAKE ONE SENTENCE.

USES		EXAMPLES
Second mention	I saw a man and a dog. The man was old.	
Specific things	The children are in the garden.	
Only one thing	The moon looks beautiful today.	
Common places	We are going to the park.	
Superlatives	He is the best student in the class.	
Musical instruments	My daughter plays the violin.	

THE. MAKE ONE SENTENCE WITH THE WORD "COSTUME".

USES		EXAMPLES
Second mention	I saw a man and a dog. The man was old.	
Specific things	The children are in the garden.	
Only one thing	The moon looks beautiful today.	
Common places	We are going to the park.	
Superlatives	He is the best student in the class.	
Musical instruments	My daughter plays the violin.	

A/AN/THE

This is [⌄] Atlantic Ocean.

That is [⌄] good place.

Have you ever seen [⌄] alien?

Is [⌄] sun shining today?

I can't play [⌄] piano.

A/AN/THE

Sara has [⌄] new boyfriend.

Where are [⌄] toilets, please?

She is [⌄] actress.

Who was [⌄] best footballer?

Mallorca is [⌄] island.

THE. MAKE ONE SENTENCE.

USES		EXAMPLES
ZERO ARTICLE	General meaning	I don't like children (=children in general).
	Meals	What time do you have breakfast?
	Years, months, days	2005 was a great year.
	TV	There's a good film on TV.
	Languages, school subjects	He doesn't speak English. I study biology.
	Next, last	We went to the theater last week.

I ASK, YOU ANSWER

267

CONVERSATION (SONGKRAN)

- A: Hi, B, What do your family do on Songkran?
- B: We go to a temple in the morning. What about your family?
- A: We visit my grandmother and grandfather.
- C: It sounds nice. My family just stay at home and have dinner together.
- D: HAHA. Good for you. I spend Songkran here at the university.
- E: Why? You can join me and my family.
- D: My home is too far. Really? That sounds great.
- C: You two can visit me at home.
- A: What if we make a small gathering this Songkran?
- Everyone: Sure.....

CONVERSATION (NEW YEAR)

- A: What do you usually do on New Year's Eve?
- B: I sleep. My family don't celebrate it.
- C: I watch TV with my friends.
- D: My family usually have a small party.
- E: I can't remember what I do. Haha. This year, what can we do?
- A: I don't know. COVID-19 makes us unable to go anywhere.
- B: What do you think about meeting on Zoom?
- C: Yeah. That is great. We can gossip online.
- D: You love gossiping too much, my friend.

MAKE A CONVERSATION
RELATED TO A FESTIVAL
IN THAILAND.

What is the question? (practice)
I answer: I go to work.
The question: Where does he go?

APPENDIX P SAMPLE MATERIALS IN CYCLE 2

A. Vocabulary: Match the words in column A with their meanings in column B.

Column A	Column B
1. organize	a. express the meaning of (the writer or speaker or something written or spoken) using different words, especially to achieve greater clarity.
1. standard	b. a manner of doing something.
2. source	c. acting or done in the same way over time, especially so as to be fair or accurate.
3. cite	d. arrange into a structured whole.
4. consistent	e. a required or agreed level of quality or attainment.
5. quotation	f. a place, person, or thing from which something comes or can be obtained.
6. style	g. quote (a passage, book, or author) as evidence for or justification of an argument or statement, especially in a scholarly work.
7. connotation	h. a group of words taken from a text or speech and repeated by someone other than the original author or speaker.
8. paraphrase	i. a consequence, effect, or outcome of something.
9. plagiarism	j. an idea or feeling that a word invokes in addition to its literal or primary meaning.
	k. the practice of taking someone else's work or ideas and passing them off as one's own.

Is this plagiarism? Why/Why not? Explain in your own words.

Example of Plagiarism #2

The original text
"Dramatic changes in the non-Aboriginal community's appreciation of the importance of women as social and ceremonial agents in Aboriginal society had translated into pressure of demand in the art world for Papunya women's paintings."

(Johnson, V. 1994, Aboriginal artists of the western desert, Roseville East, NSW:Craftsman House : p. 18).

The plagiarized text
Johnson (1994) explains that *dramatic changes in the non-Aboriginal community's appreciation of the importance of women as social and ceremonial agents in Aboriginal society had translated into pressure of demand in the art world for Papunya women's paintings.*

Students, write your response!

Search on Google and EXPLAIN in your own words

1. What is *a direct quotation*? Give an example.

2. What is *an indirect quotation* or *in-text citation*? Give an example

Students, write your response!

Try it! Make a direct quotation.

Class Activity 1. There are two sentences in this paragraph; read and directly quote the sentences and the author in the spaces provided below.

(1.) Doing a classroom and or a school research project is a great opportunity for teachers to advance in their profession, improve their teaching qualifications and experiences, and adapt pedagogical changes that will have an impact on the school and its community. (2.) Teachers who are engaged in research will be able to share with their fellow teachers some best teaching and learning practices that are essentials for improving student learning.

Ulla, M.B. (2018). Benefits and challenges of doing research: Experiences from Philippine public school teachers. *Issues in Educational Research, 28*(3), 797-810. http://www.iier.org.au/iier28/ulla.pdf

Direct quotation 1:

_____

Students, write your response!

Pear Deck Interactive Slide
Do not remove this bar

Search on Google and EXPLAIN in your own words.

1. What is **paraphrasing**?

Students, write your response!

Pear Deck Interactive Slide
Do not remove this bar

This is an example of paraphrasing. What are the *differences* between the *original text and paraphrase*?

Students, write your response!

Paraphrase the following sentence. Use as many synonyms as you can.

Sentence A.

In Southeast Asian countries, the use of western-published English Language Teaching (ELT) textbooks instead of locally published ones is prevalent in English language classrooms.

Students, write your response!

Thank You for Completing Independent Learning 1
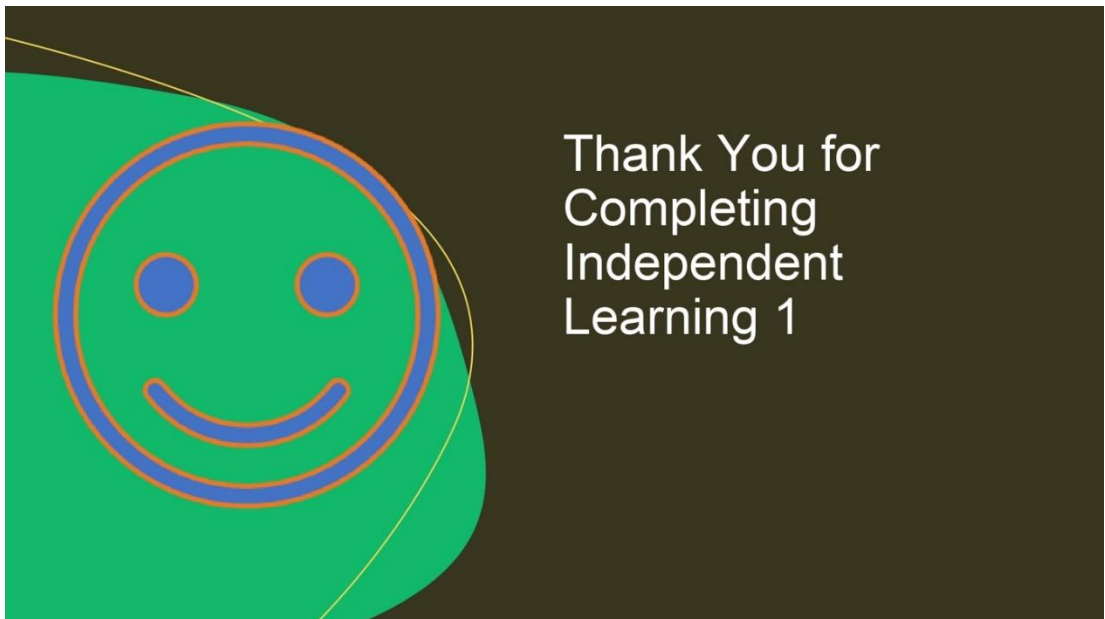
Tell me anything you know about plagiarism.

Unit 1 124

Kiki Juli Anggoro
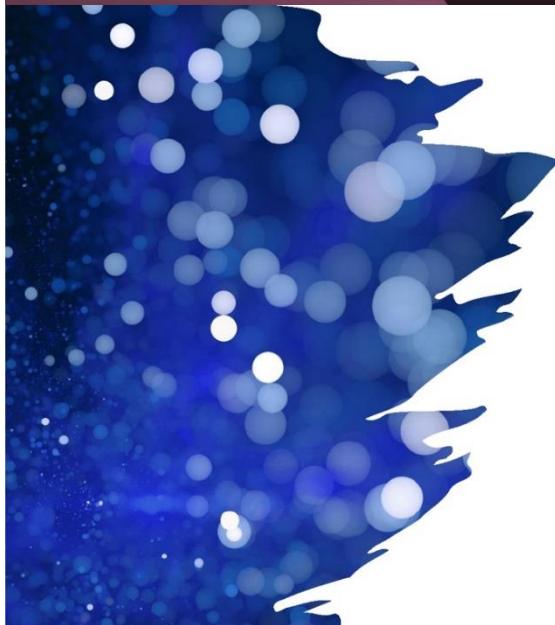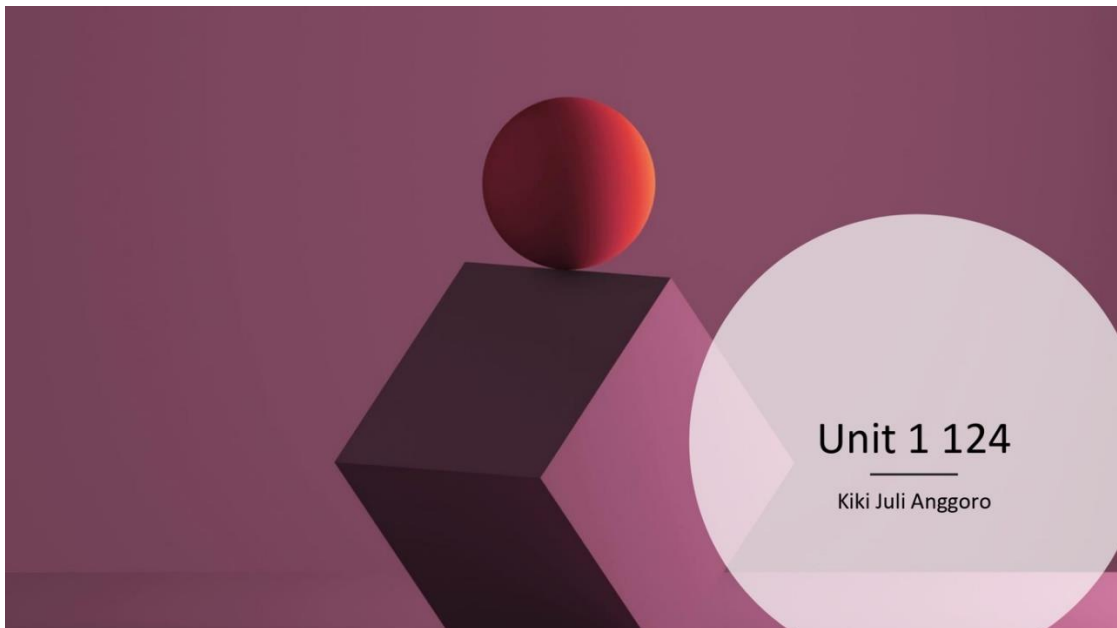
Main Topics

PLAGIARISM

DIRECT CITATION

INDIRECT CITATION
(PARAPHRASE)

Speaking Time:
What is
plagiarism?

Speaking Time:
Is plagiarism good?
Why?

Is it plagiarism? Why?

Example of Plagiarism #1

The original text

"There is a strong market demand for eco-tourism in Australia. Its rich and diverse natural heritage ensures Australia's capacity to attract international ecotourists and gives Australia a comparative advantage in the highly competitive tourism industry."

(Weaver, D. (Ed.) 2000, The encyclopedia of ecotourism, New York: CABI Publishing: p. 143).

The plagiarized text

There is a high *market demand for eco-tourism in Australia*. Australia has a *comparative advantage in the highly competitive tourism industry* due to its rich and varied natural heritage which *ensures Australia's capacity to attract international ecotourists.*

How to avoid plagiarism?

Direct Citation/Paraphrasing

APA Style

APA = American Psychological Association

According to Jones (1998), "students often had difficulty using APA style, especially when it was their first time" (p. 199).

Jones (1998) found "students often had difficulty using APA style" (p. 199); what implications does this have for teachers?

Direct Citation/Quotation

Author (Year) "Quote" (p. #).
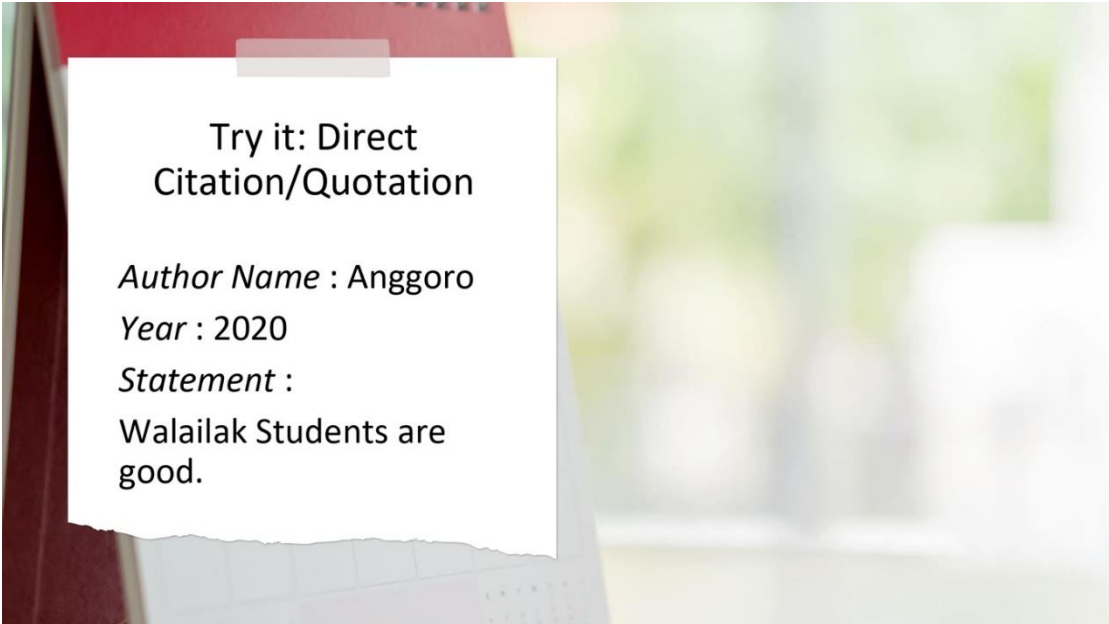
Milgram (2011) notes, "The absence of women from STEM education and careers affects more than the women; it is a missed opportunity for those field. Women bring a different perspective that shapes and influences STEM disciplines" (p. 5).

○ Example 1:

While innovations in research have led to new definitions of the stress concept, based on its earliest foundations stress may be defined as "the nonspecific response of the body to any demand made upon it" (Selye, 1976, p. 14).

○ Example 2:

Selye (1976) suggested that stress should be described as "the nonspecific response of the body to any demand made upon it" (p. 14), thereby contributing to the literature on stress.

Try it: Direct Citation/Quotation

Author Name : Anggoro

Year : 2020

Statement :

Walailak Students are good.

Try it: Direct Citation/Quotation

Author Name : Kiki

Year : 2019

Statement :

My students are sometimes lazy, but they are smart.

Try it: Direct Citation/Quotation

Author Name : Juli

Year : 2020

Statement :

Living in Thasala is great because it is surrounded by beautiful nature. You can explore the coastline and mountains at the same time. Also, there are many interesting cafes.

Indirect Citation/Paraphrase

To paraphrase means to change the words without changing the meaning.

Paraphrasing Example
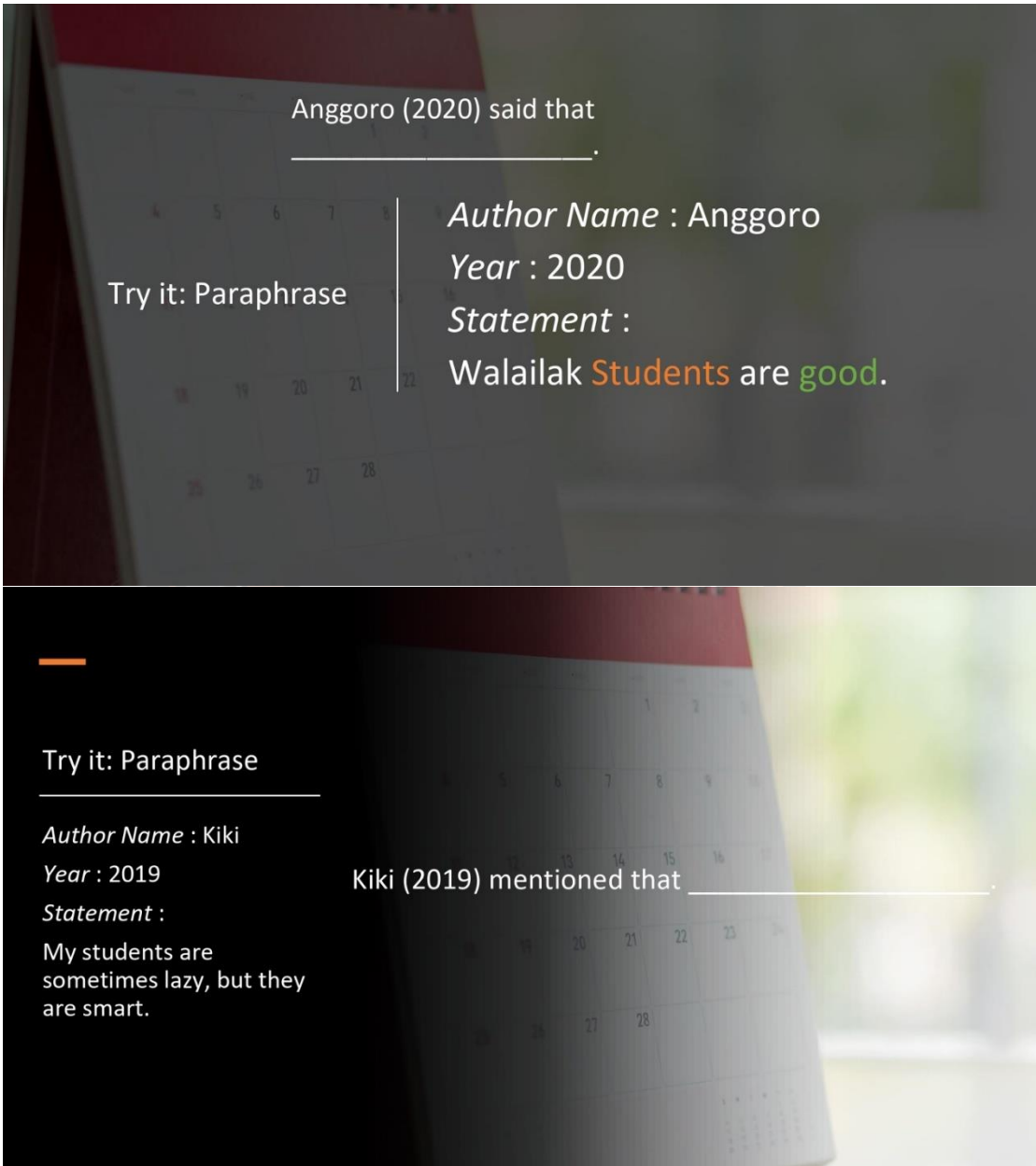
Original Text	Paraphrase
Willy Wonka was famous for his delicious candy. Children and adults loved to eat it.	Willy Wonka was known throughout the world because people enjoyed eating the tasty candy he made.

© 2014 Created by Sally Camden ~ The Reflective Educator ~ www.thereflectiveeducator.com

Anggoro (2020) said that
_____.

Try it: Paraphrase

Author Name : Anggoro
Year : 2020
Statement :
Walailak Students are good.

Try it: Paraphrase

Author Name : Kiki
Year : 2019
Statement :
My students are sometimes lazy, but they are smart.

Kiki (2019) mentioned that _____.

Try it: Paraphrase

Author Name : Juli

Year : 2020

Statement :

Living in Thasala is great because it is surrounded by beautiful nature. You can explore the coastline and mountains at the same time. Also, there are many interesting cafes.

Write one simple sentence.

Present Simple Tense (Positive form)		
Subject	Verb	Example
I, You, We, They, Andi and Ana	Live/eat/work/study/cry	I work. You eat. Andi and Ana study together.
She, He, It, Andi	Live*s*/eat*s*/work*s*/stud*ies*/cr*ies*	She live*s* here. He cr*ies*. Andi work*s* in Thasala.

Write one compound/ complex sentence.

Co-ordinating Conjunctions
FANBOYS Conjunctions with meanings and sentences

For	Because	Sam drank some water, for he was thirsty.
And	In addition to	I take milk and sugar in my tea.
Nor	And not	Sara doesn't like apples, nor does she like pears.
But	However	All the children wanted to eat pizza, but no one wanted to buy it
Or	Either	We could go to a zoo, or we could go to a theme park.
Yet	But	The weather was cold and wet, yet we enjoyed very much.
So	Therefore	He is sick, so he is not going to the school.

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Write one compound/ complex sentence.

Co-ordinating Conjunctions
FANBOYS Conjunctions with meanings and sentences

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Copyrights 2018   https://themumeducates.com/

Column A
1. organize
1. standard
2. source
3. cite
4. consistent
5. quotation
6. style
7. connotation
8. paraphrase
9. plagiarism

a. average	e. psychology	i. possessions
b. wander	f. decade	j. purchases
c. third	g. abundance	k. hesitation
d. cliché	h. anticipation	l. optimistic

C. Vocabulary. With your seatmate, answer the following questions:

1. Which of the words in activity B (Pronunciation) means "*a favorable view of events or conditions*"?
2. Which of the words above means "*a state of doubt or uncertainty*"?
3. Which of the words above means "*expectation or hope*"?
4. Which of the words above means "*extremely plentiful or quantity or supply*"?
5. Which of the words above means "*to go aimlessly, indirectly, or casually*"?

Students, write your response!   Pear Deck Interactive Slide
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Read The Article

In Your Book (Pages 11-13)

And

Answer The Following

Questions.

Comprehension questions:
1. Choose the best answer for each question.

a. According to the text, what proportion of the time does the human mind wander?
　　1. 67 percent　　2. 47 percent　　3. 57 percent　4. 37 percent

b. What is the name of the psychologist who said that a wandering mind is not good for well-being?
　　1. Matthew Morrill　　　　3. Matthew Living
　　2. Matthew Killingsworth　4. Matthew Stone

c. Who is James Hamblin?
　　1. a traveler　　　　3. an actor
　　2. a writer　　　　　4. a singer

d. Why does a human mind wander?
　　1. because it has nothing to do　　3. because it is happy
　　2. because it is sad　　　　　　　4. because it works that way

e. Why do you think the article is titled "Buy Experiences, Not Things"?
　　1. because it wants us to travel
　　2. because it wants us to consider material things
　　3. because it wants us to know that life is not just about material things
　　4. because it wants us to buy places

Students, write your response!   Pear Deck Interactive Slide
Do not remove this bar

SEARCH ON GOOGLE AND ANSWER IN YOUR OWN WORDS.

1. What is a summary?

2. Why is a summary important?

Students, write your response!

Pear Deck Interactive Slide
Do not remove this bar

🎧 Audio Included

LISTEN AND ANSWER

1. What is summarizing according to the speaker?

2. Is a summary shorter than its original text?

3. How many steps to make a summary?

4. Write all the steps to make a summary.

Students, write your response!

Pear Deck Interactive Slide
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TRY IT: MAKE A SUMMARY OF THIS SHORT STORY

The wolf and the lamb

One day, A lamb was eating sweet grass away from her flock of sheep. She didn't notice a wolf walking nearer to her. When she saw the wolf, she started pleading, "Please, don't eat me. My stomach is full of grass. You can wait a while to make my meat taste much better. The grass in my stomach will be digested quickly if you let me dance." The wolf agreed.

While the lamb was dancing, she had a new idea. She said, " I can dance faster if you take my bell and ring it so hard." The wolf took the bell and started to ring so hard. The shepherd heard the sound and ran quickly to save the lamb's life.

1

Students, write your response!

YOU HAVE COMPLETED INDEPENDENT LEARNING 2.

Draw a lamb and a wolf.

Unit 2 - Summary

GEN61-124

a. average   e. psychology   i. possessions
b. wander   f. decade   j. purchases
c. third   g. abundance   k. hesitation
d. cliché   h. anticipation   l. optimistic

C. Vocabulary. With your seatmate, answer the following questions:

1. Which of the words in activity B (Pronunciation) means "*a favorable view of events or conditions*"?
2. Which of the words above means "*a state of doubt or uncertainty*"?
3. Which of the words above means "*expectation or hope*"?
4. Which of the words above means "*extremely plentiful or quantity or supply*"?
5. Which of the words above means "*to go aimlessly, indirectly, or casually*"?

To some extent, a summary is similar to a paraphrase. Why?

How to develop a summary?

The Steps

- Read the text
- Break the text down into sections
- Identify the key points in each section
- Write the summary
- Check the summary against the article

The wolf and the lamb

One day, A lamb was eating sweet grass away from her flock of sheep. She didn't notice a wolf walking nearer to her. When she saw the wolf, she started pleading, "Please, don't eat me. My stomach is full of grass. You can wait a while to make my meat taste much better. The grass in my stomach will be digested quickly if you let me dance." The wolf agreed.
While the lamb was dancing, she had a new idea. She said, " I can dance faster if you take my bell and ring it so hard." The wolf took the bell and started to ring so hard. The shepherd heard the sound and ran quickly to save the lamb's life.

1

Who? The characters
What? Do they do
Where? Are they
When? Is it
How? Is it

Who are the *characters?*

The wolf and the lamb

One day, A lamb was eating sweet grass away from her flock of sheep. She didn't notice a wolf walking nearer to her. When she saw the wolf, she started pleading, "Please, don't eat me. My stomach is full of grass. You can wait a while to make my meat taste much better. The grass in my stomach will be digested quickly if you let me dance." The wolf agreed.

While the lamb was dancing, she had a new idea. She said, " I can dance faster if you take my bell and ring it so hard." The wolf took the bell and started to ring so hard. The shepherd heard the sound and ran quickly to save the lamb's life.

1

One day, a young crab and his mother were on the beach, spending some time together. The young crab gets up to move, but it can only walk sideways. His mother scolds him for walking sideways and asks him to walk forward by pointing his toes out front. The young crab responds, "I would like to walk forward mom, but I do not know how to".

Hearing this, his mom gets up to show him how, but even she is unable to bend her knees forward. She realizes that she was being unfair, apologizes sheepishly, and sits back in the sand.

Your Turn to Summarize

I will make 7 groups of five randomly.

https://www.momjunction.com/articles/moral-stories-for-kids_00369197/

Group 1 - The Boy Who Cried Wolf

Group 2 - The Other Side of The Wall

Group 3 - Elephant and Friends
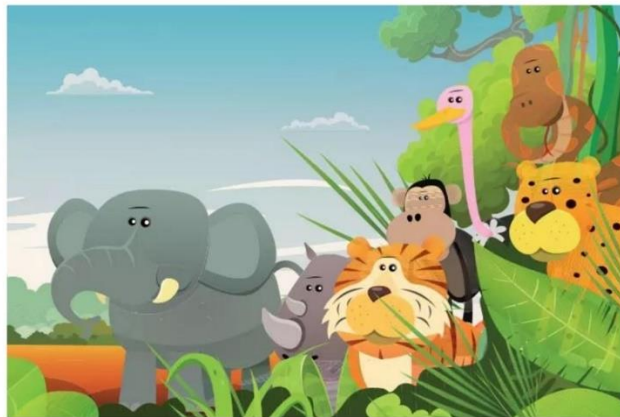
Group 4 - The Miser And His Gold

Group 5 - The Camel and The Baby

Group 6 - The Farmer and The Well

Group 7 - True Friends Love You Anyway

APPENDIX O SAMPLE MATERIALS IN CYCLE 3

Active & Critical Reading
Write your name and id number.

GEN64-123 INDEPENDENT LEARNING 1

Students, write your response!

Lead-in

Do you read English texts?

How do you feel when you are reading an English text?

What do you usually do to understand an English text?

Students, write your response!

Watch and Answer.
https://youtu.be/SnDz3m_aAUc

Listen and watch the following video about active reading.

Follow-Up Activities

Write down the 8 strategies for active reading that you learn from video.

STRATEGY 1 ....

STRATEGY 2 ....

STRATEGY 3 ....

STRATEGY 4 ....

STRATEGY 5 ....

STRATEGY 6 ....

STRATEGY 7 ....

STRATEGY 8 ....

SCAN ME

Students, write your response!

Pear Deck Interactive Slide
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Active Reading

Active reading is the act of reading to understand and evaluate a text.

It's often described as "reading with a purpose".

Watch and answer
https://youtu.be/5Hc3hmwnymw

Listen and watch the following video about critical reading.

Critical Reading Bootcamp #4
What is Critical Reading?

Non-Critical Reading	Critical Reading
passive	active
just the facts	what, how, why
gullible	skeptical

SCAN ME

Follow-Up Activities

So, what makes critical reading different?

YOUR ANSWER:
....
....
....
....
....
....
....

Students, write your response!

Pear Deck Interactive Slide
Do not remove this bar

WHAT IS CRITICAL READING?
A DEFINITION FOR LEARNING

Critical reading is reading with the purpose of critical examination of the text and its implicit and explicit 'ideas.'

Notice to All Employees

As we enter the cold and flu season, the management wants to remind all employees to wash their hands after using the restroom and before returning to work. This is especially important for cooks, waiters, and waitresses. As most of you are aware, germs, viruses, and bacteria are passed on mainly through hand contact. Here at The Happy Sandwich restaurant, hygiene and cleanliness are our number one priority. This policy will be strictly enforced. Thank you for your attention in this matter.

Taken from Taylor and Malarcher (2006)

5. What is the name of the restaurant?
   (A) The Management
   (B) The Happy Sandwich
   (C) The Winter Season
   (D) The Strict Policy

6. What is the restaurant's main priority?
   (A) Serving delicious food
   (B) Having the lowest prices in town
   (C) Having the politest staff
   (D) Hygiene and cleanliness

7. Which season is approaching?
   (A) Spring
   (B) Fall
   (C) Winter
   (D) Summer

Students, write your response!

Pear Deck Interactive Slide
Do not remove this bar

TEXT 3

These days, everybody buys computer software. Consumers purchase all kinds of software, from games for the kids to highly sophisticated professional

programs and everything in between. Computer software has become part of everybody's daily life, and this is just one more thing adding to an ever-growing problem. The excessive packaging on computer software is joining catchy wrappers, durable plastic and cardboard boxes, plastic jugs, and other types of packaging in the trash. Everything we buy is packaged in one way or another. When we get our purchases home, we unwrap them and throw the packaging in the trash. It then ends up in the nation's garbage dumps.

Communities all around the country are struggling with the problem of where to put all this waste. Much of this excessive packaging serves only to make the products more attractive to consumers. It catches the eye but does not really protect the goods from damage.

Taken from Taylor and Malarcher (2006)

8. What is this article about?
   (A) Recycling
   (B) Computer software
   (C) The use of garbage dumps
   (D) A problem with packaging

9. According to the passage, why are products packaged?
   (A) For protection
   (B) For attractiveness
   (C) For ease of consumption
   (D) For environmental safety

10. What happens to most packaging?
   (A) It's recycled.
   (B) It's discarded.
   (C) It's stored on shelves.
   (D) It's redesigned.

Students, write your response!

Pear Deck Interactive Slide
Do not remove this bar

answer the following questions.

TEXT 1

By Alex Herd, Fullgate University Admissions Office. It is time to start applying to universities. Some students will be successful, but others will not. If you have dreamed of being admitted to Fullgate University, this article can show you what to do to improve your chances of success. First, you must apply early. You must apply before the application deadline. This is, perhaps, the most important consideration. We receive a lot of applications from excellent students whom we have to reject because they sent us their applications far too late. Make sure to apply before January 17th. Fullgate University believes that after-school activities such as volunteer work, sports participation, and employment are very important. We look for any activities that help develop a student's character. Your grades are not the only aspect we consider. Finally, Fullgate University looks closely at all the letters of recommendation. We require at least three letters of recommendation. These should be written by people such as your teachers, sports club coaches, employers, and the leaders of any volunteer organizations you belong to. We suggest that you get these as soon as possible so you can submit them with your application.

Taken from Taylor and Malarcher (2006)

1. Who would be interested in this information?
   (A) High school students
   (B) Fullgate University students
   (C) Volunteers
   (D) School teachers

2. How many letters of recommendation does the university require?
   (A) Three
   (B) Four
   (C) Five
   (D) None

3. What is the most important thing to consider?
   (A) Volunteer work
   (B) Sports participation
   (C) The application deadline
   (D) Employment

4. Which of the following is NOT mentioned as someone to write a letter of recommendation?
   (A) Teacher
   (B) Employer
   (C) Sports coach
   (D) Priest

This is the end of Independent Learning 1.

THANK YOU.

Draw your favorite song.

Active & Critical Reading
Write your name and id number.

GEN64-123 INDEPENDENT LEARNING 1

Students, write your response!

Pear Deck Interactive Slide
Do not remove this bar

Lead-in

Do you read English texts?

How do you feel when you are reading an English text?

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SCAN ME

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STRATEGY 3 ....

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STRATEGY 7 ....

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gullible	skeptical

SCAN ME

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So, what makes critical reading different?

YOUR ANSWER:

....
....
....
....
....
....

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Do not remove this bar

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Pear Deck Interactive Slide
Do not remove this bar

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4. Which of the following is NOT mentioned as someone to write a letter of recommendation?
(A) Teacher
(B) Employer
(C) Sports coach
(D) Priest

1. What is drifting through the wind?
2. What is the main idea of the song?
3. Who would love to listen to this song?

ANALYZE
A SONG

Do you ever feel like a plastic bag

Drifting through the wind, wanting to start again?

Do you ever feel, feel so paper thin

Like a house of cards, one blow from caving in?

Do you ever feel already buried deep?

Six feet under screams, but no one seems to hear a thing

Do you know that there's still a chance for you?

'Cause there's a spark in you

You just gotta ignite the light

And let it shine

Just own the night

Like the Fourth of July

'Cause baby, you're a firework

Come on, show 'em what you're worth

Make 'em go, "Oh, oh, oh"

As you shoot across the sky

Baby, you're a firework

Come on, let your colors burst

Make 'em go, "Oh, oh, oh"

You're gonna leave 'em all in awe, awe, awe

Making Inferences

WRITE YOUR NAME & STUDENT ID No.

Students, write your response!

Pear Deck Interactive Slide
Do not remove this bar

lead-in

Guess, where am I?

I can see rivers and highways that look like tiny ribbons. I am I got to sit by the window. Wow, we are in a cloud! Yes, ma'am. I would like a drink. Thank you.

Where am I?

Students, write your response!

Pear Deck Interactive Slide
Do not remove this bar

B. WHAT IS AN INFERENCE?

An inference is a conclusion you draw based on evidence in a reading passage.

Listen and watch the following video about making inferences.

After watching the video, do the following practice.

Watch & Answer

1. What is an inference?
2. What are the steps to make an inference?

https://youtu.be/M6ZvUdGVOXI

Students, write your response!

Follow-Up Activities

TEXT 1

Maggie was getting ready to walk to school. She put on her coat and grabbed her backpack. As she was leaving, her mother said," I love you. Be careful."

From TEXT 1, you can infer that …..

A. Maggie is in kindergarten
B. Maggie lives close to school
C. Maggie is never later for school.
D. Maggie is excited about going to school

Students, write your response!

TEXT 2

Hudson hurried out of the house, so he wasn't late for work. He wore overalls and carried a toolbox with wrenches in it. He happened in his truck and drove off. The sign on his truck said," Pipe Masters."

From TEXT 2, you can infer that .....

A. Hudson is an auto mechanic.
B. Hudson enjoys his job
C. Hudson works as a plumber
D. Hudson is a truck salesman

TEXT 3

Everett held his father's hand as he crossed the busy parking lot. They walked into grocery store. Everett's dad lifted him into the seat of the shopping carts. "Here," said dad," You can hold my shopping list."

From TEXT 3, you can infer that .....

A. Everett had never been to a grocery store
B. Everett's dad does not shop often
C. Everett's dad needs help with the shopping
D. Everett is very young

Taken from https://www.liveworksheets.com/

Students, write your response!

Pear Deck Interactive Slide
Do not remove this bar

The Traveler

A man who had traveled far and wide came home to his small village. He gathered the villagers together to tell them of all the wonderful things he had done in all the places he had visited.

In Russia, he had cut bricks of ice and built a palace. In China, he had flown the best dragon kite anyone had ever seen. In Africa, he had chased a lion. In Australia, he had jumped farther than the kangaroos. He had jumped farther than any man alive.

The villagers listened with interest at first, and then began to smile. They turned to walk away, but the traveler said that there were many people in Australia who had seen his jump. They would be happy to be his witnesses.

One of the villagers turned back to the traveler. "My good man," he said. You need no witnesses. "Just pretend this is Australia, and show us."

Taken from https://www.k5learning.com/

Use what you already know and what the story says to make inferences:

1. Why did the traveler gather the villagers together to tell about his travels?
    A. He wanted them to admire him.
    B. He wanted to make them laugh.
    C. They thought the traveler was a famous man.

2. Why were the villagers interested in the travelers' stories at first?
    A. They thought the stories were true.
    B. They thought the traveler was just bragging.
    C. They thought the traveler was a famous man.

3. Why did the villagers start to smile and walk away?
    A. They thought the traveler was joking.
    B. They were jealous of the traveler.
    C. They decided the traveler was just bragging.

4. Why did the traveler say that there were people in Australia who would be his witnesses?
    A. He knew the villagers believed him.
    B. He wanted the villagers to believe him.
    C. He wanted to go back to Australia.

Students, write your response!

Pear Deck Interactive Slide
Do not remove this bar

The Greedy Man

There once was a very greedy man who sold everything he owned and bought a brick of gold. He buried the gold brick behind a hut that was across the road from his shabby old house. Every day, the greedy man went across the road and dug up his gold brick to look at it.

After a while, a workman noticed the greedy man going across the road every day, and decided to follow him. The next day, the greedy man dug down for his gold brick, but the hole was empty. He pulled at his hair, and cried out in sorrow. "My beautiful gold brick!" he wept.

A neighbor came running, and asked the greedy man what had happened. When the greedy man told him, the neighbor just shrugged his shoulders. "Why be so sad?" said the neighbor. Just go get a rock and put it in that hole, and pretend that it is gold. It will do you as much good as the gold did."

Taken from https://www.k5learning.co

Taken from https://www

1. Why did the greedy man bury his gold brick?

    A. He didn't have a house.

    B. He thought it would grow into a tree of gold.

    C. He was afraid someone would steal it.

2. Why did the greedy man go and dig up his gold brick every day?

    A. Looking at it made him sad.

    B. Looking at it made him happy.

    C. He wanted to sell it.

3. Why did the workman follow the very greedy man?

    A. He didn't like the greedy man.

    B. He knew the greedy man had a gold brick.

    C. He was curious.

Students, write your response!

Pear Deck Interactive Slide
Do not remove this bar

Thank You. See you in class.

Draw your favorite movie.

Making Inferences

WRITE YOUR NAME & STUDENT ID No.

Students, write your response!

lead-in

Guess, where am I?

I can see rivers and highways that look like tiny ribbons. I am I got to sit by the window. Wow, we are in a cloud! Yes, ma'am. I would like a drink. Thank you.

Where am I?

....

Students, write your response!

B. WHAT IS AN INFERENCE?

An inference is a conclusion you draw based on evidence in a reading passage.

Listen and watch the following video about making inferences.

After watching the video, do the following practice.

What is an inference?

0:01 / 4:16

SCAN ME

Watch & Answer

1. What is an inference?
2. What are the steps to make an inference?

https://youtu.be/M6ZvUdGVOXI

Students, write your response!

Follow-Up Activities

TEXT 1

Maggie was getting ready to walk to school. She put on her coat and grabbed her backpack. As she was leaving, her mother said," I love you. Be careful."

From TEXT 1, you can infer that …..

A. Maggie is in kindergarten
B. Maggie lives close to school
C. Maggie is never later for school.
D. Maggie is excited about going to school

Students, write your response!

Pear Deck Interactive Slide
Do not remove this bar

TEXT 2

Hudson hurried out of the house, so he wasn't late for work. He wore overalls and carried a toolbox with wrenches in it. He happened in his truck and drove off. The sign on his truck said," Pipe Masters."

From TEXT 2, you can infer that …..

A. Hudson is an auto mechanic.
B. Hudson enjoys his job
C. Hudson works as a plumber
D. Hudson is a truck salesman

TEXT 3

Everett held his father's hand as he crossed the busy parking lot. They walked into grocery store. Everett's dad lifted him into the seat of the shopping carts. "Here," said dad," You can hold my shopping list."

From TEXT 3, you can infer that …..

A. Everett had never been to a grocery store
B. Everett's dad does not shop often
C. Everett's dad needs help with the shopping
D. Everett is very young

Taken from https://www.liveworksheets.com/

Students, write your response!

Pear Deck Interactive Slide
Do not remove this bar

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Do not remove this bar

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After a while, a workman noticed the greedy man going across the road every day, and decided to follow him. The next day, the greedy man dug down for his gold brick, but the hole was empty. He pulled at his hair, and cried out in sorrow. "My beautiful gold brick!" he wept.

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Taken from https://www.k5learning.co

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   B. Looking at it made him happy.
   C. He wanted to sell it.

3. Why did the workman follow the very greedy man?
   A. He didn't like the greedy man.
   B. He knew the greedy man had a gold brick.
   C. He was curious.

Students, write your response!

Pear Deck Interactive Slide
Do not remove this bar

1. What is the name of this movie?
2. Where is this conversation taking place?

3. Do they like dolphins? Why?
4. Did Chum bring a friend?

— — —

BRUCE: Right, then. The meeting has officially come to order. Let us all say the pledge..

BRUCE/ANCHOR/CHUM: 'I am a nice shark, not a mindless eating machine. If I am to change this image, I must first change myself. Fish are friends, not food'.

ANCHOR: Except stinkin' dolphins.

CHUM: Dolphins! Yeah, they think they're sooo cute! 'Hey, look at me. I'm a flippin' little dolphin! Let me flip for 'ya! Ain't I a somethin'!'

BRUCE: Right, then. Today's meeting is step 5, 'BRING A FISH FRIEND'. Now do you all have your friends?

ANCHOR: Got mine.

DORY: Hey there!

BRUCE: How 'bout you, Chum?

CHUM: Oh, um, I seem to have misplaced my uh, friend.

1. Work in a group of 3
1 as Bruce, 1 as Chum, 1 as Anchor and Dory

— — —

BRUCE: Right, then. The meeting has officially come to order. Let us all say the pledge..

BRUCE/ANCHOR/CHUM: 'I am a nice shark, not a mindless eating machine. If I am to change this image, I must first change myself. Fish are friends, not food'.

ANCHOR: Except stinkin' dolphins.

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DORY: Hey there!

BRUCE: How 'bout you, Chum?

CHUM: Oh, um, I seem to have misplaced my uh, friend.

APPENDIX P MORE SAMPLE MATERIALS: GOOGLE FORMS

Independent Learning 1
Study the content and do the exercises.

* Required

1. Name *

    _____

2. Student Number *

    _____

3. Course/Section *

    _____

    Watch and Answer.

Unit 1 Fun Grammar

http://youtube.com/watch?v=tbF6rlfZoaQ

4. She _____ tell this problem to the person in charge. *

    Mark only one oval.

    ◯ will

    ◯ is going to

5. That guy _____ not care even if you insist. *

    Mark only one oval.

    ◯ will

    ◯ is going to

6. Who _____ present next month? *

    Mark only one oval.

    ◯ will

    ◯ is going to

7. They .... announce the presentation topic next week. *

    Mark only one oval.

    ◯ will

    ◯ are going to

8. If you work hard, you ... succeed. *
    answer in CAPITAL LETTERS only.

    _____

9. Someone is knocking on the door. I ... open it for you. *
    answer in CAPITAL LETTERS only.

    _____

10. Shall we start? Let's _____. *

    Mark only one oval.

    ◯ get the ball rolling

    ◯ point out

    ◯ look up to

11. Which one the following phrasal verbs is a synonym of to finish? *

    Mark only one oval.

    ◯ get through with

    ◯ set up

    ◯ look forward to

12. You can _____ with a new idea for the presentation. *

    Mark only one oval.

    ◯ come up

    ◯ set up

    ◯ break down

13. Write a phrasal verb that is usually used in a formal context and means to hope to expect. *
    answer in CAPITAL LETTERS only.

    _____

This content is neither created nor endorsed by Google.

APPENDIX Q MORE SAMPLE MATERIALS: NEARPOD

The following figures show one way Nearpod can be used for a pre-class activity or homework.
Figure 1 shows a short video for students to watch at their own convenience. The video has four small blue dots. Each dot is a question. When a student arrives at each dot or when they click it, a question will pop up and they need to answer it, as shown in figure 2.

Figure 1
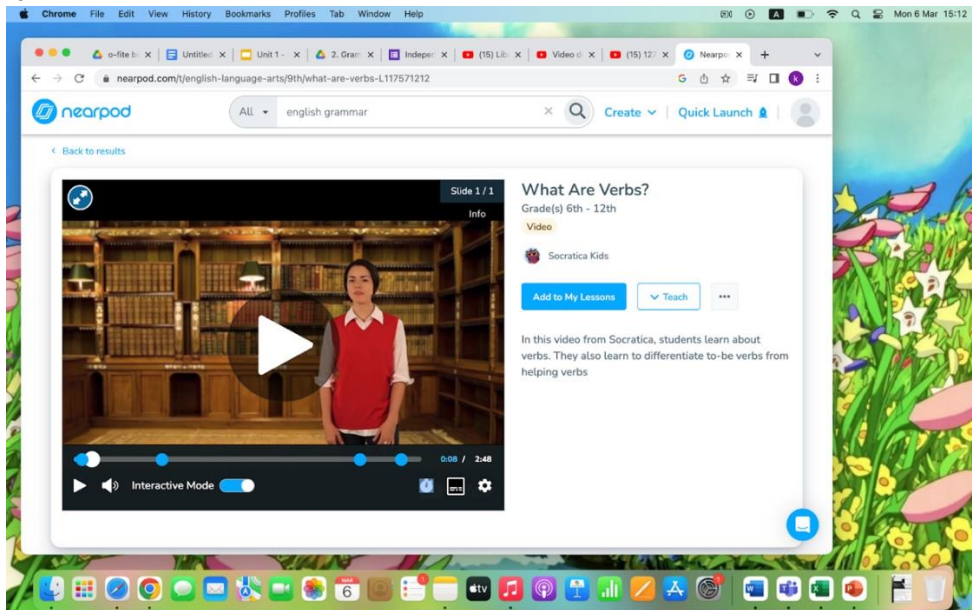
Figure 2
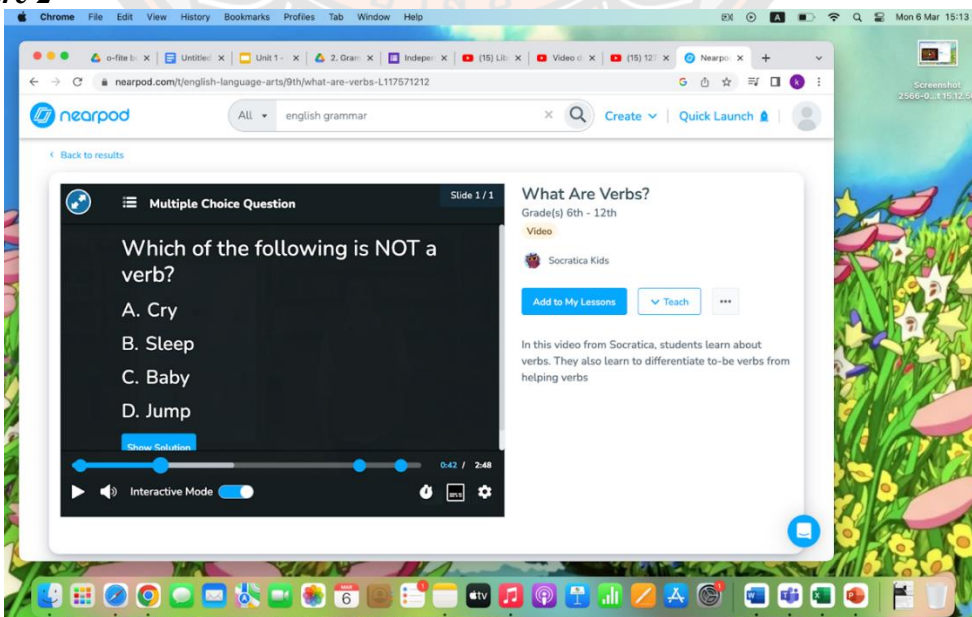
Design-Based Research to Develop an Online Flipped Classroom Model by Integrating Interactive Response Systems and Task-Based Language Teaching to Improve Thai Undergraduate Students' English Communicative Competence

A Survey for Students

Dear Experts,

I am Kiki Juli Anggoro, a student at Naresuan University. I am conducting a research entitled "Design-Based Research to Develop an Online Flipped Classroom Model by Integrating Interactive Response Systems and Task-Based Language Teaching to Improve Thai Undergraduate Students' English Communicative Competence. This survey is a part of my data collection techniques particularly administered in relation to my fourth research objective which is "**to investigate students' reflection on the online flipped classroom model with interactive response system, and task-based language teaching approach**." The reflection relates to students' engagement, convenience, and learning. Engagement refers to the state of being engaged or involved. Convenience means the quality of being convenient or user-friendly. Learning refers to the process acquiring knowledge or skill. Please find attached a brief proposal of this study. The brief paper comprises the background of the study, objectives, operational definitions, and research method.

The survey mainly consists of two sections. The first section is closed-ended using Likert-scale statements. Items 1-10 are related to activities before online class and items 11-20 are about activities during online class. The second section is open-ended, and students are expected to share their thought, comments, and suggestions on the model.

Instruction   : Please read carefully through the items. Please indicate the degree to which each item is congruent with the objective. If you have any comments about the congruence of any of the test item, please record them in the provided space. Rate the congruence according to the following scale.

+1   = There is congruence

0   = Uncertain

-1   = There is no congruence

I genuinely thank you for your great assistance.

A. Section 1 (Closed-Ended)

No	Items	Scale			Note
		+1	0	-1	
Items 1-10 (Activities before online class)					
1	I feel engaged when I do the interactive activities such as Nearpod, Pear Deck, and Kahoot before online class.				
2	Doing the interactive activity before online class is fun.				
3	The interactive activities enable me to be more involved in the learning process.				
4	It is convenient to access the interactive activities before online class.				
5	I have no issue navigating the interactive activities before online class.				
6	The platforms for the interactive activities are user-friendly so it did not take a long time for me to learn how to access them.				
7	Studying the interactive materials before online class makes me understand the lesson more.				
8	The independent interactive activities make me more prepared for the online class.				
9	The interactive activities help me learn the lesson matter before online class.				
10	Overall, I am happy with the interactive activities before class.				
Items 11-20 (Activities during online class)					
11	The activities during online class are fun and engaging.				
12	The online class enables me to participate by asking and answering questions, having discussions with the teacher and friends, and practicing writing and speaking English.				
13	I am active and involved in activities during online classes.				
14	It is convenient to join the activities during online classes.				
15	I have no issue accessing interactive platforms such as Pear Deck, Kahoot, and Socrative during an online				

No	Items	Scale			Note
		+1	0	-1	
	class.				
16	The interactive platforms are user-friendly so it did not take a long time for me to learn how to access them.				
17	Activities during online class made me understand the lesson more.				
18	Activities during online class helped develop my English skills.				
19	Activities during the online class enabled me to practice writing and speaking skills.				
20	Overall, I am happy with the activities during the online class.				

B. Section 2 (Open-ended)

No	Items	Scale			Note
		+1	0	-1	
1	Please share your thoughts, comments, and suggestions about the activities before an online class.				
2	Please share your thoughts, comments, and suggestions about the activities during an online class.				

Expert,

Signature ………………

(   )

Date …………………..

APPENDIX S ETHICS CERTIFICATE

WUF06-09/1.0 May, 2021

CERTIFICATE OF ETHICAL APPROVAL

Ethics Committee in Human Research Walailak University

222 Thaiburi, Thasala District, Nakhon Si Thammarat 80160, Thailand

Project No. WU-EC-LG-0-009-65

Title of Project :

Design-Based Research to Develop an Online Flipped Classroom Model by Integrating Interactive Response Systems and Task-Based Language Teaching to Improve Thai Undergraduate Students' English Communicative Competence

Approval Number :

WUEC-22-057-01

Principal Investigator :

Mr. Kiki Juli Anggoro

Official Address :

School of Languages and General Education, Walailak University, 222 Thaiburi, Thasala District, Nakhon Si Thammarat 80160, Thailand

This Project has been approved for one year

From   3 March 2022   to   2 March 2023

Approval   1. Research Proposals

2. Participant Information Sheet

3. Informed Consent Form

4. Research Tools

The aforementioned project and informed consent have been reviewed and approved by Ethics Committee in Human Research Walailak University, based on the Declaration of Helsinki

Signature..

(Associate Professor Chuchard Punsawad Ph.D)

Chairman of the Ethics Committee in Human Research Walailak University

Signature..

(Professor Sombat Thamrongthanyawong Ph.D)

Acting President of Walailak University

Approval Date 3 March 2022

APPENDIX T PICTURES FROM LESSONS

Online Class – Samples