

Online Collaborative Flipped Writing Classroom for EFL Writing Instruction in the New Normal Era: Students' Perceptions

<https://doi.org/10.33806/ijaes2000.23.1.14>

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Received on 11.1.2022

Accepted on 3.10.2022

Published on 10.1.2023

Abstract: Although various ELT scholars have offered some pedagogical measures to tackle the unprecedented impacts of the Covid-19 pandemic, studies on the extent to which the online FC learning model can be enacted in the EFL writing classroom in such a remote instructional situation remain under research. To fill this void, drawing on the online collaborative flipped writing classroom (OCFWC) learning framework (Husnawadi 2021), this study aimed to investigate EFL students' perceptions regarding the implementation of the learning model for EFL writing instruction in the times of the New Normal; the challenges they encountered; and the suggested refinement of how the learning model can be appropriately enacted in such a remote learning condition. Both quantitative and qualitative evidence showed that writing students positively perceived the implementation of OCFWC for EFL writing instruction in terms of learning engagement, motivation, effectiveness and efficiency, satisfaction, and writing skill development. Another finding unveiled that the inadequacy of internet connection and less cooperation between the group members were their primary learning barriers. The qualitative evidence also showed that the students preferred the employment of self-created digital materials by the writing instructor and the provision of a free-internet quota by the university to implement the learning model better. Pedagogical implications and recommendations for prospective studies were discussed.

Keywords: Collaborative writing, EFL, Flipped classroom, Covid-19, New Normal Era

1.Introduction

Learning English as a foreign language (EFL) has more significant challenges for students than it does in the second language (L2) context. The EFL does not fully engage the students in the communicative use of English beyond the classrooms. It has long been the primary barrier to developing learners' English language skills because it does not provide sufficient input (Lee & Wallace 2017; Turan & Akdag-Cimen 2019). Ellis (2005) even convincingly advocates that L2 language mastery would be unlikely to occur unless the instruction is replete with necessary linguistic input, extensively exposing the learners to the target language use. More specifically, writing in English for EFL learners, particularly in Indonesia, remains the most challenging language skill to learn and teach respectively by the students and teachers due to the inadequacy of learning hours and practices (Azis & Husnawadi 2020; Husnawadi 2021b). Sinar et al. (2021) found that most writing students at an Indonesian university lacked writing organization in addition to their prominent errors in terms of subject-verb agreement and punctuation.

Worse has been the unprecedented challenges posed by the emergence of Covid-19 since WHO stipulated the pandemic status in early 2020 (Djalante et al. 2020), forcing English teachers across the globe to shift their instruction from Face-to-Face (FTF) to online. This remote learning situation resulted in some learning barriers, such as the dearth of internet access, motivation, and engagement (Mardiah 2020), which also worsened the state of the “digital divide” (Shin 2020).

These pedagogical setbacks should, however, be leveraged as a stepping stone for English teachers to innovate their instruction (Godwin-Jones 2020; Yi & Jang 2020). Consequently, some ELT researchers immediately offered several instructional methods and models as depicted in the special issue of TESOL Journal (e.g., online literature circle for online reading instruction (Ferdiansyah et al. 2020); cooperative instruction between non- and native English speaking instructors (Yi & Jang 2020); video-based instruction for practicum of preservice EFL teachers (Cho & Clark-Gareca 2020); and video conferences (Moorhouse & Beaumont 2020). Nonetheless, these measures would not be feasible for teaching writing in the EFL context because they did not afford the writing inputs or practices required to maximize exposure to the target language online. As the panacea, Flipped Classroom (FC), a learning method that engages the students in conceptual learning outside of the classroom via e-learning platforms and in practical tasks inside the classroom, is feasible for tackling the abovementioned issues (Marshall & Kostka 2020; Ross & Disalvo 2020). The authors conceptually proposed the integration of synchronous and asynchronous technologies so that the students’ practical learning can be facilitated via synchronous technologies. At the same time, the latter may allow the students to learn concepts. Marshall and Kostka (2020) assert that instruction restricting physical attendance remains possible due to the affordances of Web 2.0 technologies, which support the application FC online. Hew et al. (2020) unveiled that fully online FC was as effective as the traditional form of FC in promoting students’ learning performance in the new era. However, there remains a paucity of empirical evidence documenting the extent to which the online FC in the times of the New Normal (Marshall & Kostka 2020), particularly on the teaching and learning of EFL writing.

For this reason, drawing on the online collaborative flipped writing classroom (OCFWC) framework coined by Husnawadi (2021) in his seminal presentation at the 17th CampTESOL international conference, the current study aimed to investigate EFL students’ perceptions regarding the implementation of the learning model for EFL writing instruction in the era of the New Normal. To this end, the following research questions were formulated:

1. What were the writing students’ perceptions of the online collaborative flipped English writing classroom for learning to write in English as a foreign language in the age of the New Normal?
2. What were the students’ challenges in learning to write in English using the learning model?
3. How could the learning model be refined according to the students?

2. Literature review

2.1 Flipped classroom (FC) in ELT context

Studies on FC have recently gained prominence in health, engineering, and the ELT landscape (Al-marouf & Al-emran 2021) since its initial emergence in 2012 by Bergmann and Sams (Jiang et al. 2020). Two current systematic reviews on FC in the ELT landscape unveiled that the instructional method first came into ELT classrooms in 2014 and that the majority of the studies were carried out in the outer-circle countries, where English is not a medium of daily communication (Turan & Akdag-Cimen 2019; Arslan 2020). In such a learning context, EFL learners are not fully engaged in the communicative use of English beyond the classrooms. Consequently, it does not provide sufficient English language input (Husnawadi 2021b; Lee & Wallace 2017; Turan & Akdag-Cimen 2019), hampering the development of their English skills. FC has been attested to promote students' engagement in the communicative use of English and their learning hours beyond the schooling walls (see, Buitrago & Díaz 2018; Lee & Wallace 2017). Systematically reviewing peer-reviewed studies on FC in the ELT context, Turan and Akdag-Cimen (2019) and Arslan (2020) discovered that the instructional method promoted the students' language skills, motivation, engagement, interaction, and learning hours.

Recent studies showed that the use of FC in the ELT setting could promote learners' English grammar (Bezzazi 2019; Webb & Doman 2016; Zakaria & Yunus 2020); English writing skills (Altas & Mede 2021; Fathi & Rahimi 2020); English Speaking (Abdullah et al. 2019; Köroğlu & Çakır 2017); Vocabulary (Kırmızı & Kömeç 2019); to mention a few. It has also promoted students' learning motivation and engagement (Afzali & Izadpanah 2021). Bezzazi (2019) investigated the impact of FC on EFL students' grammar. Although both experimental and control groups gained a significant increase, the former achieved a significantly higher Grammar score than their counterparts taught using the traditional method, given the statistical evidence ($t = 8.21, p < .001$) and effect size (Cohen's $d = 1$). The study also uncovered that FC provided them with valuable online learning materials and promoted in-class discussion and the teacher's role in facilitating learning, such as responding and giving feedback. The students also reaped other pedagogical benefits of FC, such as improving their grammatical knowledge, learning autonomy, and self-efficacy. They enabled them to learn and share their knowledge with others.

Similarly, Zakaria and Yunus (2020) uncovered that the students positively perceived using FC for learning English tenses in a rural Malaysian high school. It afforded them more learning opportunities and flexibility to learn through videos shared by the teacher. Likewise, Altas and Mede (2021) discovered that EFL preservice teachers gained a significant increase in terms of writing the introduction, body paragraphs, conclusion, coherence and cohesion, and vocabulary, except for the writing mechanics. Similarly, Fathi and Rahimi (2020) reported that FC significantly escalated students' writing performance and fluency

because pre-class learning equipped the students with necessary language input. In addition, on-site class learning afforded them output-based writing practices. Also, it enabled them to get feedback and interaction with their peers and teachers.

A quasi-experimental study by Abdullah et al. (2019) also uncovered that the FC promoted students' speaking skills, given the statistical evidence ($t(26) = -14.83$, $p < 0.001$). The qualitative evidence also showed that the students perceived that using FC could enhance their speaking and satisfy them in learning as it engaged them in authentic speaking practices. Similarly, Koroğlu and Çakır (2017) looked into the impact of FC on preservice English language teachers' speaking skills. It was unveiled that FC significantly improved their speaking skills in that the students in the experimental group significantly outperformed their counterparts in the control group. In addition, comparing both the experimental and control groups, Kırmızı and Kömeç (2019) discovered that FC significantly enriched the students' vocabulary mastery. Afzali and Izadpanah, (2021) implemented the FC method for teaching English grammar to Iranian EFL students. This study unveiled that FC significantly promoted the students' learning engagement and motivation to learn grammar compared to the control group.

Despite these benefits, the application of FC is not without challenges. A systematic review of FC for ELT purposes by Arslan (2020) unveiled that ESL and EFL learners faced several learning barriers. The students had inadequate internet access, overload tasks, and time to adjust to the learning method; it was painstaking for English instructors to prepare the instructional materials, adding to their workload. Similarly, Turan and Akdag-Cimen' s (2019) systematic review on the use of FC in the ELT sphere unveiled that the teachers and students experienced extra workload and encountered technological problems and writing anxiety. Husnawadi (2021) discovered that the students found several drawbacks, such as difficult adjustment to online learning platforms, low internet access, cheating, and workload. Likewise, the English instructor took time to familiarize himself with the learning platform for effective instruction.

Most of the abovementioned studies were empirical, investigating the effects of FC on English learners' language skills. The reviews of the currently published studies above encapsulate that FC could significantly enhance students' English language mastery, engagement, and motivation through the exposure it affords in flexible and effective ways. Yet, little research has documented evidence regarding its implementation during the Covid-19 pandemic, particularly within the context of writing instruction. Therefore, this study aimed to fill this void in the current literature.

2. 2. Online flipped classroom (FC) during the Covid-19 Pandemic

Amid the Covid-19 pandemic, several studies suggested adapting the FC method to the online learning environment, generally conceived as online FC (e.g., Hew et al. 2020; Jhawar & Shrivastava 2020; Khan & Abdou 2020; Ross & Disalvo 2020). Khan and Abdou (2020) and Jhawar and Shrivastava (2020) conceptually suggested the adoption of online FC as an instructional method during the pandemic as it enabled the students to engage themselves in learning effectively. More

specifically, Khan and Abdou (2020) offered the use of Facebook and Zoom that could mediate conceptual understanding and direct interaction. Similarly, Hew et al. (2020) investigated the impacts of online FC as an alternative pedagogical approach in the age of the New Normal on the students' learning performances. Based on the 5E framework (Engage, Explore, Explain, Elaborate, and Evaluate), the quantitative evidence showed that the online FC had similar impacts as the traditional FC.

During the Covid-19 pandemic, Ross and Disalvo (2020) and Marshall and Kostka (2020) recommended the use of FC for online L2 learning instruction because it enables the students to learn learning concepts via asynchronous technologies at their convenience while using synchronous technologies to facilitate practices, such as via Zoom. Marshall and Kostka (2020) drew on the "Synchronous Online Flipped Learning Approach" (SOFLA) model, where the L2 learners learn conceptual knowledge via asynchronous, while they can practice that knowledge via synchronous technologies.

The abovementioned studies suggest that L2 instructors incorporate the traditional FC model into their online learning via (a)synchronous technologies. However, they did not provide empirical evidence of its use for EFL instruction amid Covid-19. In addition, they did not offer a viable and tangible learning model for teaching English writing during emergency learning time. For that reason, drawing on the concept of the online collaborative flipped writing classroom (OCFWC) coined by Husnawadi in the CampTESOL conference 2021 (see the learning model), this study aimed to examine the students' reactions toward its implementation for the teaching and learning of English writing in the time of the New Normal. This study also signified the importance of collaboration rather than solitary learning because it could reduce the students' cognitive overload, which is critical during this challenging time (Ross & Disalvo 2020; Yen 2020).

2.3. Collaborative writing and technology in ELT context

Collaborative writing (CW) refers to a co-authorship process of a text by more than one individual engaged from the outset to the textual production (Storch 2013; 2019). It engages L2 learners in interaction, meaning negotiation, and form (Storch 2013). Several studies have discovered the superiority of CW over solitary writing in terms of writing fluency and syntactic complexity (Kang & Lee 2019); writing accuracy (McDonough et al. 2018; Zhang 2019); English skills (Al-Mubireek 2021). In addition, the advancement of Web 2.0, notably Google Docs, Wikis, and blogs, contributes to the burgeoning use of CW in L2 classrooms (Storch 2019; Wang 2019).

A growing body of recent research has examined the efficacy and affordances of technologies for collaborative writing (i.e., Alghasab et al. 2019; Krishnan et al. 2019; Liu et al. 2018; Wang 2019). Alghasab et al. (2019) investigated the interaction between EFL teachers and students in a CW using Wikis and how this interaction influenced the students' behaviors and perceptions regarding their learning experiences. It was found that the teachers' and students' interactions ranged from directive to dialogic moves. The dialogic interaction promotes the

students' vocabulary through feedback, collaboration, engagement, and learning autonomy. It was also found that directive interaction indicated that further technical training and practices on how to operate Wikis would promote students' skills, confidence, and knowledge to mediate the CW process. In addition, Liu et al. (2018) unveiled that using synchronous technology, Cooper pad, promoted students' learning engagement. The students in the experimental group taught using visual representation outperformed their counterparts in the non-visualization online synchronous learning environment. Drawing on a collaborative Digital Storytelling-based task, Azis and Husnawadi (2020) uncovered that the students significantly improved their writing skills. The students also perceived that this technology-based collaborative learning method promoted motivation, learning engagement, confidence, and interpersonal relation.

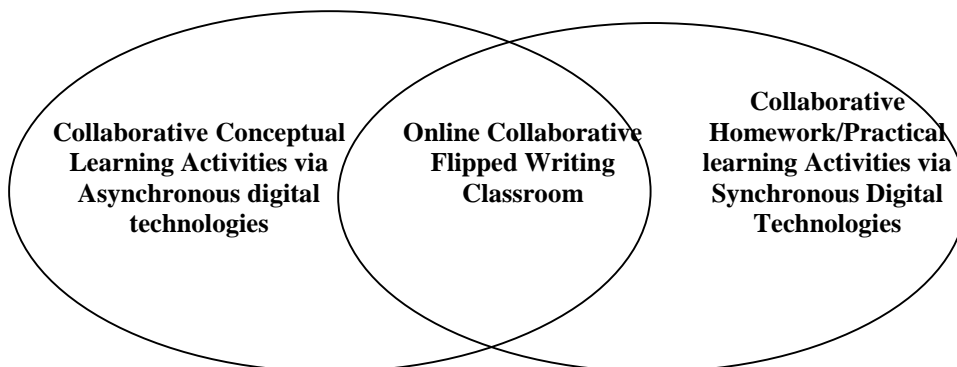
The studies above provide theoretical and empirical evidence on the feasibility of marrying the CW approach and technologies that serve pedagogical purposes, particularly for the teaching and learning of English writing in the EFL context. Web 2.0 technologies enable CW and facilitate language learning beyond the classrooms. Hence, capitalizing on them helps writing students to learn from more capable counterparts and generates necessary English language use outside the classroom. Because of the feasibility of marrying CW and Web 2.0, integrating the two educational tenets into FC model would promote learning in a way that reduces the students' learning burden and workload through the sharing of tasks in a collaborative manner.

2.4. Online collaborative flipped writing classroom

This study drew on the Online Collaborative Flipped English Writing Classroom (OCFWC) model coined and presented by Husnawadi on the 17th Annual CAMTESOL conference 2021. The following diagram illustrates the learning model.

Husnawadi (2021) drew on his students' challenges during the Covid-19 in early 2020 as he transitioned to fully online learning. The concept of learning practical lessons or tasks in the classrooms and conceptual tasks at home mediated by Web.20 technologies as in the conventional model of FC is now transitioned into the fully online learning environment. Similar to the concept coined by Marshall and Kostka (2020) and Ross and Disalvo (2020), OCFWC conceptualizes that writing students learn the writing concepts via asynchronous technologies, such as Schoology, Edmodo, Moodle, etc., while they perform writing tasks via synchronous technologies, such as Google Docs, Zoom, etc. The current study employed Schoology as a medium of conceptual writing instruction and used Google Docs and Zoom as a means of practical learning (see the Procedure for more details).

ONLINE COLLABORATIVE FLIPPED WRITING CLASSROOM
Online/Distance Learning



Online Collaborative Flipped Writing Classroom Framework
 extracted from Husnawadi (2021: 10).

3. Methodology

3.1. Research design

This study sought to investigate EFL writing students' perceptions of implementing the OCFWC for EFL instruction in the age of the New Normal. It employed a convergent research design, a strand of prominent mixed-method designs that merges or compares two different data sets garnered from quantitative and qualitative data collection methods (Creswell 2015). The reason for the employment of the research design was to corroborate the two quantitative and qualitative pieces of evidence collected through close-ended and open-ended questionnaires followed by in-depth phone interviews and to gain the robustness of the findings (Creswell 2015).

3.2. Data collection procedure and analysis

3.2.1. Quantitative data

To answer the research question No. 1 (RQ.1) regarding the writing students' perceptions of the online collaborative flipped writing classroom for learning to write essays in English amid the Covid-19 pandemic, this study employed a questionnaire adapted from Hsieh, Wu, and Marek (2017) and distributed via a Google Form at the end of the course. It comprised 13 items constituting four primary constructs, Motivation (5 items), Effectiveness (3 items), Engagement (4

items), and Overall satisfaction (1 item). The five-point Likert-scale questionnaire comprised “very disagree, disagree, neutral, agree, and very agree.” The reasons for adapting the questionnaire were because it was validated by two experts in the field of L2 (Hsieh, et al. 2017). Secondly, it was also widely used to measure students’ overall perceptions in a Flipped learning context, e.g., Husnawadi (2021). Both studies generated high reliability of each construct, indicated by the Cronbach value $\alpha=.88$. This implies that the construct has high internal consistency (Field 2009). All the collected data were inputted into SPSS 25 and analyzed to generate descriptive statistical evidence that portrays the overall students’ perceptions of the four abovementioned categories.

3.2.2. Qualitative data

To answer the second research question (RQ2) regarding the learning challenges and the refinement of the instruction (Rq3), open-ended questionnaires were distributed via Google form and phone interviews, which were conducted to 12 purposively selected students. The selections of the participants were based on their rate of participation in the class. The phone interview followed phone interview procedures for qualitative data collection coined by Burke and Miller (2001), including pre-, during, and post-interview phases. All the garnered qualitative data were analyzed using Braun and Clarke's (2016) thematic data analysis procedures comprised of understanding and coding the data, identifying and reviewing themes, defining, naming, and reporting. To validate the findings, the data elicited from the open-ended questionnaire were triangulated with that collected from the phone-interview. Also, the findings were confirmed to the students to ensure the intended ideas. All the data collection procedures were conducted in Indonesian language to avoid misunderstanding. Two translation experts were invited to translate the findings into English to avoid errors.

3.3. Procedure

3.3.1. Site and participants

This study took place in an English essay writing course at a preservice EFL education program of a State Islamic University on the island of Lombok, Indonesia. The course was taught once a week for one semester and accumulated 12 meetings. The class consisted of 26 mixed-ability students whose English language skills ranged between pre- and intermediate levels. The course occurred between February and July 2021, during which Indonesian schooling activities remained online. For ethical purposes, pseudo names were assigned to the students with numbers, for example, student 1, student 2, and so on.

3.4. Learning design

Anchored in the OCFWC learning model coined by Husnawadi (2021), the English writing course was designed to help the writing students to develop their writing skills in various genres of essays in English, such as Descriptive, Narrative, and Expository. The instructor employed Schoology for the students to learn writing

concepts. It enables him to share materials, create discussion forum, and so on (Robinson 2017). In addition, Zoom and Google Docs were respectively used as a means of explaining the lessons and writing practices. The students were assigned to learn the writing concepts independently and collaboratively on Schoology, while they worked on writing practices collaboratively via Google Docs. Zoom was used fortnightly to help the students better understand the concepts and how the topic was supposed to be completed by the writing instructor. The class began by introducing the learning design and objectives to the students (Meeting 1). Throughout the course, the students were divided into a group of three, where each group member had to write the introduction and first body paragraphs; second and third body paragraphs; and concluding paragraphs respectively. The following table summarizes and illustrates how the writing course was carried out throughout the term.

Table 1: Online collaborative flipped writing classroom learning activities

Meeting	Topic	Asynchronous (Schoology)	Synchronous (Zoom and Google Docs)
2, 3, 4, 5	Descriptive Essay: Describing a favorite tourism site in Lombok island, Indonesia	Discussion forum: 1. Video: what and how to write a descriptive essay 2. Concrete and vivid adjectives 3. Coordinating connectors 4. Present tenses 5. Quizzes	1. Live lecture on the nature of Descriptive essay writing via Zoom 2. Writing a descriptive essay collaboratively via Google Docs 3. Feedback via Zoom by the lecturer and students 4. Collaborative Feedback by the students via Google Docs 5. Joint revision by the students via Google Docs
6,7, 8	Narrative Essay: Writing an unforgettable experience during the Covid-19 pandemic	Discussion forum: 1. Video: what and how to write a narrative essay 2. Transitions for narrative essays 3. Past tenses 4. Quizzes	1. Live lecture on the nature of narrative essays via Zoom 2. A joint writing of narrative essays via Google Docs. 3. Collaborative Feedback by the

			students via Google Docs
			4. Joint revision by the students via Google Docs
9, 10, 11, 12	Expository Essay: Writing an expository essay about the banning of the Indonesian national exam	Discussion forum: 1. Video: what and how to write an expository essay 2. Developing arguments 3. Connectors showing contrasts 4. Transitions for expository essays 5. Quizzes	1. Live lecture on the nature of expository essays via Zoom 2. A joint writing of expository essays via Google Docs. 3. Collaborative Feedback by the students via Google Docs 4. Joint revision by the students via Google Docs

4. Results and discussion

RQ.1. Students’ overall perceptions of online-collaborative flipped writing classroom for EFL writing instruction

The current study yielded high construct reliability given the Cronbach value $\alpha = .89$ (see Table 2), indicating the internal consistency of constructs (Field 2009). This echoed Hsieh’s, et al. (2017) and Husnawadi’s (2021) findings regarding the instrument’s reliability. Field (2009) and Dörnyei (2003) advocate that the alpha value (α) above .60 indicates strong consistency of each item underlying the measured constructs in the questionnaire. The first question in this research sought to examine the writing students’ overall perceptions of implementing the OCFWC for EFL instruction in the time of the New Normal.

Table 2: Reliability of the constructs

Reliability Statistics	
Cronbach's Alpha	N of Items
.897	13

The descriptive data analysis results generated by SPSS 25 indicated that the EFL writing students overall positively perceived the implementation of the learning design as evidenced by the Mean value of each construct in the questionnaire: Motivation ($M: 4.11$), Effectiveness ($M: 4.11$), Engagement $M: 3.84$, and Overall Satisfaction ($M: 4.11$) (see table 3 for more details).

Table 3: Overall perceptions of the EFL writing students

Constructs	Min.	Max.	Mean	SD
Motivation	2.6	5.0	4.11	.5190
Effectiveness	3.0	5.0	4.11	.6033
Engagement	3.0	5.0	3.84	.6674
Overall Satisfaction	3.0	5.0	4.11	.8162

N: 26

The empirical evidence above encapsulates that the implementation of the learning design could be an alternative to writing instruction in remote teaching or fully online teaching conditions. It enables the students to learn and correct possible writing errors collaboratively, minimizing the learning workload and allowing the lower ability students to learn from their higher ability counterparts (Azis & Husnawadi, 2020; Storch 2013, 2019). It also allows the students to learn more flexibly as they can access the learning of writing concepts at their convenience (Marshall & Kostka 2020; Ross & Disalvo 2020). Hence, these lead to higher learning motivation and engagement, indicating the effectiveness and satisfaction of using the learning design.

In addition, the statistical results echoed previous research findings by Hsieh et al. (2017) and Husnawadi (2021). They unveiled that the EFL students agreed that the use of FC for teaching English and Writing was motivating, engaging, effective, and satisfying. This statistical evidence corresponded to the qualitative evidence generated from the open-ended questionnaire (see Table 4). In addition, all the students responded “yes” to the question, “Does the implementation of the online collaborative Flipped Classroom help you learn to write an essay in English during the Covid-19 pandemic?”

Table 4: Summary of students’ perceptions of online-collaborative flipped writing classroom for EFL writing instruction

Themes	Excerpts
Writing skill development	<i>“In addition to learning the writing concept via Schoology, the collaboration between my friends and me in the collaborative writing practices via Google Docs enable me to learn from them to improve my writing....”</i> [Student 4, Open-ended questionnaire]
	<i>The application of online collaborative English Flipped Classroom improves my knowledge about essay writing.....because of watching the videos shared by the lecturer and making a summary of them.... The feedback from my friends and lecturer also contributes to my understanding of how to write essays in English.....”</i> [Student 13, Open-ended questionnaire]

	<p><i>“This learning model allows me to learn via videos and to discuss with my group members from whom I got a lot of feedback that develops my writing”.</i></p> <p>[Student 25, Open-ended questionnaire]</p>
	<p><i>“.....learning the theory of writing in YouTube shared via Schoology helps me develop my conceptual knowledge.....the writing practices via Google Docs allow me to put this knowledge into practice...”</i></p> <p>[Student 5, Phone Interview]</p>
	<p><i>“This learning model is very helpful for learning English to write in English with the presentation of the materials, feedbacks, and practices in a regular and structured way, enabling me to understand the concepts and practice them.....”</i></p> <p>[Student 1, Phone Interview]</p>
Effective and efficient	<p><i>“This instructional model is very effective because I can learn writing theories and practice them directly.....”</i></p> <p>[Student 17, Open-ended questionnaire]</p>
	<p><i>“.....because this way of learning gives us more time to learn the essay collaboratively during the pandemic deeply. Consequently, this model of learning is the ultimate choice for learning essays in English during this hard time.”</i></p> <p>[Student 9, Open-ended questionnaire]</p>
	<p><i>“The application of this learning model helps me learn essays because it enables me to practice writing and get feedback online..”</i></p> <p>[Student 12, Open-ended questionnaire]</p>
	<p><i>“I think the collaboration between the other group members and me makes studying easier because we share our writing parts....”</i></p> <p>[Student 6, Phone interview]</p>
Engagement	<p><i>“.....Consequently, this way of learning encourages me to be more active in learning.”</i></p> <p>[Student 13, Open-ended questionnaire]</p>
	<p><i>“this way of learning engages me to learn essays in English more actively, and I can pay more attention to the learning activities in the class.”</i></p> <p>[Student 20, Open-ended questionnaire]</p>
	<p><i>“I think this way of learning helps me focus on learning during the Covid-19 pandemic.”</i></p> <p>[Student 3, Open-ended questionnaire]</p>
	<p><i>“....learning writing this way encourages me to be braver as a shy student....Here, I can express my thoughts without</i></p>

fear. The videos and discussion forum shared and set up in the Schoology help prepare me to get ready for writing practice during this Covid-19 pandemic....”

[Student 10 phone interview]

The qualitative excerpts above evidence that the learning model is perceived to help the students improve their writing skills in English. It engaged them in the conceptual learning activities in the discussion forum via Schoology, where the writing instructor shared learning materials and videos. Richards (2015) and Sung (2015) advocate that these multimodal learning activities beyond the classroom promote their conceptual understanding of the target language, making the students ready to learn in the following synchronous classes.

These findings concurred with previous studies reviewed in this study (i.e., Afzali & Izadpanah 2021; Altas & Mede 2021; Fathi & Rahimi 2020; Zakaria & Yunus 2020). Afzali and Izadpanah (2021) found that Flipped learning significantly promoted EFL students' learning engagement and motivation to learn grammar compared to the control group. Similarly, this method of learning also enhanced students writing skills (Altas & Mede 2021; Fathi & Rahimi 2020) and knowledge of English tenses (Zakaria & Yunus2020). Zakaria and Yunus (2020) uncovered that the learning method gave students more time to work on their tasks flexibly. It encouraged more reticent students to be more actively engaged in learning. It allowed them to imitate how native English speakers communicate through watching videos shared via the LMS as depicted in Image 1. The inadequacy of learning hours in the EFL context, even worsened by the current state of learning, could be maximized by using this learning model where the writing students can leverage their learning to a maximum level. Zainuddin and Halili (2016) and Lee and Wallace (2017) advocate that FC could maximize students' learning, giving them more time and opportunities to learn and practice the language in and beyond the classroom. Husnawadi (2021) uncovered that FC enhanced writing students' learning during the remote instruction in post-earthquake on the island of Lombok, Indonesia. Similarly, Buitrago and Díaz (2018) assert that FC could maximize the learning hours for the writing students, providing them more opportunities in pre- and post-class learning activities and motivating them to learn.

The screenshot displays a Blackboard LMS page for 'Introductory Paragraph'. The page is titled 'Week3: Introductory Paragraph' and shows a student's summary of video and reading materials. The summary includes a table with columns for 'Paragraph', 'State', and 'Key'. The table contains the following data:

Paragraph	State	Key
Topic sentence	→	→ Topic
Supporting ideas and evidence	→	→ Evidence to support the main idea
Opening sentence	→	→ Opening sentence
Concluding sentence	→	→ Concluding sentence

The summary also includes a list of questions and answers related to the video and reading materials. The questions are:

1. What are some steps for writing the introductory paragraph?
2. What are some ideas suggested for the opening of your essay (hook)?
3. What DOs and DON'Ts for the Thesis Statement?

The answers are:

1. Some steps to write an introductory paragraph are:
 - Hook: Hook will capture audience's attention to read your essay.
 - General background: General background will give information about the topic to your reader.
2. From the graphic on the slide #1 I can conclude that the format of the essay is similar to the paragraph. It opened a main idea with supporting ideas and end the writing with a conclusion. Furthermore, the essay uses paragraphs to support the main idea while the paragraph uses sentences. The essay presents the main idea of what we call thesis statement at the end of the first paragraph which is called the introduction. The support for the main idea comes in paragraph in the body of the essay. Finally, the essay is summed up in the last paragraph, called the conclusion.
3. Some steps to write an introductory paragraph are:
 - Hook: Hook will capture audience's attention to read your essay.
 - General background: General background will give information about the topic to your reader.

Image 1: A student's summary of the video and reading materials

These findings also accord with the studies implementing the online FC in different research fields during the Covid-19 pandemic. For instance, Hew et al. (2020) uncovered that the students taught using the online FC approach learned as effectively as those who studied in the conventional FC approach. Similarly, Yen (2020) found that the online FC model could effectively promote students' knowledge, skills, engagement, and collaboration. It was also found that the students' cooperation enhanced their critical and problem-solving skills. The nature of collaboration in this study also reduced the students' workload, as reflected in the qualitative evidence that indicated the cooperation between the group's members made them easier to work on their essays. Azis and Husnawadi (2020) and Widodo (2013) advocated that CW could reduce the students' workload since they and the teacher can share and solve problems together through a joint construction, feedback, and revision of texts, as shown in Image 2. The CW approach underlying the implementation of the online FC can be the panacea for the prominently reported learning challenges, such as workload tasks, faced by the students in the flipped learning environment.

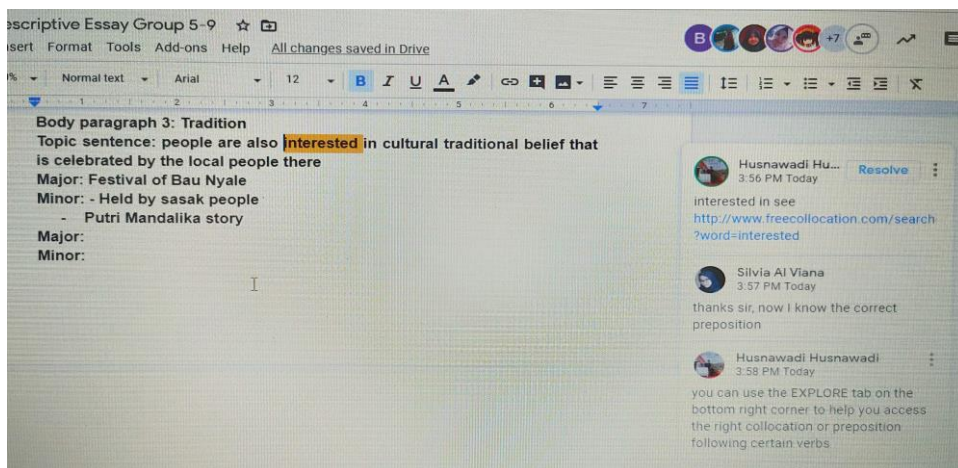


Image 2: The writing instructor’s feedback on Google Docs.

RQ.2: The perceived learning barriers of OCFWC model

Based on the qualitative evidence generated via open-ended questionnaires and phone-interview, unstable internet connection and incompact collaboration were the writing students’ primary learning barriers (see Table 3).

Table 5: Learning challenges of OCFWC

Themes	Excerpts
Internet connection	<p><i>“For me, sometimes the internet connection is not stable.”</i> [Student 1, Open-ended questionnaire]</p>
	<p><i>“The challenge I experienced during the learning was the instability of the internet connection”.</i> [Student 5, Open-ended questionnaire]</p>
	<p><i>“...the second challenge is the inadequate amount of quota and internet connection....”</i> [Student 10, Open-ended questionnaire]</p>
	<p><i>“The problem is the internet signal that often troubles me when accessing the videos in Schoology. It takes time to load, primarily when I have little data.”</i> [Student 25, Open-ended questionnaire]</p>
	<p><i>“The common problem for me is the unstable internet connection as my home is remote. I must go to the district to get a better internet signal.”</i> [Student 5, phone interview]</p>
	<p><i>“My problem is running out of internet quota, particularly when attending your explanation using Zoom....”</i> [Student 10, phone interview]</p>

Lack cooperation	<p><i>".....I felt there was little communication between the other group members and me. Some of them sometimes did not attend the class, so it took time for me to explain to them about the lesson..."</i></p> <p>[Student 15, Open-ended questionnaire]</p> <p><i>"In my group, the group members were not solid enough. I think I was unlucky to be in the group....."</i></p> <p>[Student 15, phone interview]</p>
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Because of the varied geographical locations of the students, the internet connection remains their primary challenge, particularly when learning synchronously using Zoom, which requires much more data and a stable internet network. This finding corresponded to the systematic review study outcomes by Turan and Akdag-Cimen (2019), who found that internet connection was the English learners' challenge for learning via FC. In addition, a similar finding of a systematic review study on the use of FC for EFL and ESL instruction by Arslan (2020) unveiled that the students' learning barrier was the unstable internet connection. This finding was also in line with the results of the study by Rajhans et al. (2020), who surveyed the impact of Covid-19 on learning activities. It was found that the inadequacy of internet connection was their primary learning barrier.

Similarly, Alolaywi (2021) uncovered that insufficient internet access was one of the primary learning barriers of Saudi EFL learners amid the Covid-19 pandemic. It is true that most developing countries suffer more from this digital divide circumstance, not to mention the Indonesian students who live in the areas where Internet remains scarce. Some of the students in this study were accessing the class from their homes situated in the peripheral areas on the island of Lombok. This indicates that the Indonesian government should build and provide more internet access to remote areas across the Indonesian archipelago to enable the instruction, primarily using synchronous technologies run smoothly (Rasmitadila et al. 2020). Unlike other reported backdrops of CW approach, such as linguistic competence distrust over their peers, a lack of knowledge on how to give feedback, cultural sensitivity of being critical (Widodo 2013), this study uncovered that the incompact collaboration between the group members was one of their challenges. This requires a more serious attention from the writing instructor in that the students should be monitored to ensure that each of the group members takes their joint responsibilities from the outset to the final production of the essays.

RQ3: Suggested learning refinement by the writing students

Although most students generally perceived that this learning model was good for learning writing amid the Covid-19 pandemic, two overall suggestions for improving the instruction were self-created digital materials and the provision of a free-internet quota. The following excerpts in Table 5 depict the findings.

Table 5: Students' suggested learning refinements

Themes	Excerpts
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Self-created digital materials	<p><i>"....It would be better understood if the lecturer provides self-created audio or videos shared in Schoology that explain the concepts to avoid misunderstanding about the materials....."</i></p> <p>[Student 1, open-ended questionnaire]</p> <hr/> <p><i>"I want the lecturer to provide instructional videos that he created himself regarding the explanation of the materials...."</i></p> <p>[Student 14, open-ended questionnaire]</p> <hr/> <p><i>"Instead of just using videos from YouTube, the lecturer could make a short video explanation to help us better understand the writing concept..."</i></p> <p>[Student 5, phone interview]</p>
Free-internet Quota	<p><i>"...for some of us, we do not have internet quota and budget to purchase the personal internet data. It would be better if the campus provided us with additional internet data...."</i></p> <p>[Student 15, open-ended questionnaire]</p> <hr/> <p><i>"I wish the campus give us an internet quota for free."</i></p> <p>[Student 11, open-ended questionnaire]</p> <p><i>"My advice is that the campus should give free internet data."</i></p> <p>[Student 24, open-ended questionnaire]</p> <hr/> <p><i>"I think some of my friends sometimes do not have internet enough internet data, so I hope the university can provide us with it for free.."</i></p> <p>[Student 18, Phone interview]</p>

The students' preferences for self-created videos by the writing teacher as the learning media might have matched their learning objectives. Self-created audiovisual learning materials would help the students familiarize themselves and better understand the learning concepts. It is justifiable that some of the learning materials were long enough and mixed with other conceptual explanations and topics. The findings corresponded to the meta-analysis study by Lo et al. (2017), who reviewed many published studies on using FC for Match instruction. They drew a set of FC-based-instructional design principles, including the "instructor-created short videos" (p. 27) design principle in that it established the cohesive link between the in- and outside classroom learning activities and the students' preferred instructors' self-created videos. In addition, the second suggestion, a free internet quota from the university or government, echoed previous research on the adverse impacts of Covid-19 by Rasmitadila et al. (2020) and Rajhans et al. (2020). They suggest that it is incumbent upon the respective educational stakeholders and government to provide necessary infrastructure, including free internet quota,

particularly to the economically disadvantaged students, to minimize the issue of the digital divide as an inevitable impact of the Covid-19 pandemic.

5. Conclusion and implications

This study generally set out to examine the EFL writing students' perceptions of implementing the OCFWC for English writing instruction in the age of the New Normal at an English and Education Program at an Indonesian State Islamic University. It deployed synchronous technologies, such as Zoom and Google Docs, to replace the FTF classroom in the conventional FC and asynchronous technology as the LMS, Schoology. This study aimed to unveil the writing students' perceived reactions, challenges, and suggested refinement of how the learning model can be better enacted for EFL writing instruction amid the pandemic. Based on the statistical and qualitative evidence, the students positively perceived the application of the learning model for EFL instruction amid the Covid-19 pandemic. Specifically, it was engaging, motivating, effective and efficient, and satisfying for the students and improved their knowledge and skills in writing. This empirical evidence contributes to the current body of literature in that teaching writing in the EFL context amid the pandemic using the online collaborative FC model was feasible.

Contrary to the prominent disadvantages of FC method as reported by previous studies in the literature, the current research unveiled that the writing students did not experience any workload despite having to study other courses at their university. It can be attributed to the collaborative approach underlying the implementation of online FC. CW approach has been empirically attested to reduce the writing students' cognitive overload as they are jointly engaged in the authorship of the essays.

Nonetheless, they thought that the instability of the internet connection and a lack of collaboration between the group members were their primary challenges. It also acknowledges the significant impact of the Covid-19 pandemic in that less economically disadvantaged students underwent a worse digital divide. Consequently, educational experts collectively suggest that the respective educational stakeholders and government provide subsidies prioritizing these most affected students. It was evidenced by the excerpts of the students who wished the government or university provided them with free internet data. In addition, the writing instructor should monitor the students' course of collaboration throughout the writing process to ensure that each of them takes part in the joint authorship of texts. Also, this OCFWC can be enhanced by incorporating the lecturer's self-created video materials to avoid misunderstanding and to establish the cohesiveness of the learning in both synchronous and asynchronous technologies.

Despite successfully demonstrating the feasibility of OCFWC model as perceived by the writing students, the present study possesses certain drawbacks. As this study documents the writing students' perceptions, future studies might address the impact of this learning model through, for instance, quantitative inquiry, such as pure or quasi-experimental design. In addition, future research may conduct a more in-depth investigation of the students' experiences through narrative inquiry

studies that may provide a more detailed course of instruction. Future studies may adopt or adapt this learning model for distance English writing instruction in either ESL or EFL contexts.

Nonetheless, this study encapsulates that OCFWC model was feasible for catering the writing instruction amid the pandemic or during the time of the New Normal. It provides theoretical and practical insights for writing instructors on how to carry out writing instruction, particularly in the EFL context amid the pandemic or any similar remote learning situations. This learning model can also be adopted or adapted in online L2 or EFL distance learning, where the students are geographically distanced.

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