

Chapter 10

Combining Modern Communication Methods With Heritage Education: Teacher Experience in Implementing IDLE on Hybrid Teaching in Indonesian Secondary Schools

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ABSTRACT

Moving from fully online to hybrid requires extra hard work to furnish teaching-tasks as easier to adopt and adapt by students in this transitioning era. In cultivating local heritage, the IDLE teacher should mix the tasks with the topic of ‘revealing local heritage’ to insert on hybrid teaching. Therefore, this paper aims to explore teachers’ experience in implementing IDLE on hybrid teaching at Indonesia’s secondary level. By using narrative research design, the authors will set up bundles of participants’ life stories into a holistic image; and analyze the chapter by using language appraisal and transitivity. The authors recruited six teachers to narrate the story behind the implementation of IDLE on hybrid teaching. The authors sharpen the data collection by doing a semi-structured interview to emerge fruitful data transcription to be analyzed. The study will contribute to a practical recommendation to implement IDLE in hybrid teaching.

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INTRODUCTION

The transition from fully online learning to on-site classroom learning requires additional work to provide teaching-learning activities tailored to specific topics for English as foreign language (EFL) classrooms; thus, the students are prepared to conduct fully face-to-face classroom activities. Some schools have implemented hybrid teaching which designs half of the students have an online class, and the other half have an offline class in the classroom. However, hybrid teaching challenges the teachers when delivering a local heritage theme in narrative texts of Indonesian English textbooks. Teachers could blend assignments by applying the informal digital learning of English (IDLE) concept, developed by Dressman & Lee (2017). Thus, the teachers could focus on implementing hybrid teaching, cultivating local history, and improving students' English vocabulary.

BACKGROUND

The Definition of IDLE

The informal digital learning of English which is mentioned as IDLE is a part of computer-assisted language learning practice that happens beyond in-class learning context (Lee & Dressman, 2017). This is based on what Benson & Reinders (2011) and also some other experts such as Nunan & Richards (2014), Reinders & White (2016), Thorne, Black, & Sykes (2009); that argued the informal English learning in digital environment have shown strong potentials to address limitation of class instruction and the development of second language promotion. Several studies have also shown a positive correlation between IDLE and English learning outcomes including the vocabulary development (Dressman, Lee, & Sylven, 2012).

Focusing on the concept of IDLE activities, in the EFL classrooms that learn English through a particular theme in narrative texts, the hybrid teaching has made its own challenges. Several teachers share their experiences when implementing the hybrid teaching. The authors try to catch their experiences through the lens of IDLE as the extracurricular and extramural activities considering the character of the hybrid teaching which place the students into two different learning ecologies.

Asynchronous Mode Mediates Hybrid Teaching in Pandemic

The Indonesian-government has prevented the economy from operating at 100% of its full capacity with some businesses having to close down and workers being temporarily laid-off due to the social restrictions (Smeru, 2021). Furthermore, the Pandemic affected Indonesia's education policy including face-to-face learning setup and moving to online mode. In addition, the education system support lack of providing students with online free access, and some students live in remote area which makes it difficult in reaching internet connectivity. 31.8% of Students did not get internet Access during the Corona Pandemic (Setyowati, 2020). Overall, the crisis also affects Indonesia educational system of continuity to support hybrid teaching in -pandemic era. Therefore, hybrid teaching could mediate students' learning support with asynchronous learning mode which empowers students to efficiently use their mobile data plans for their environmental study. Due to COVID-19 outbreak, asynchronous learning forum provides

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