A study of A Lecturer's Teaching Performance in an Online English Academic Writing Course through WhatsApp

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Abstract. In online learning, teaching aspect is important to link students and a lecturer who are not connected physically during Covid19. This study focuses on a lecturer's contribution in teaching academic writing through WhatsApp. Using a case study, the researcher observed the lecturer's performance during teaching online. The researcher garnered data of observation in the form of text-based communication in chatrooms. The researcher analysed observation data using the theory of teaching presence adopted from Garrison and Evans. The researcher took nine indicators of direct instruction and six indicators of facilitating discourse to analyse data. The data analysed used content analysis. The results showed the total contribution to direct instruction was 62,30%. The most frequent teaching performance conducted was the lecturer presented the matter, discussed the topic, and reminded students about learning activities in writing instruction. Meanwhile, the actual contribution to facilitating discourse was 37,69%. The most often action used by an English writing lecturer were setting a climate for learning, encouraging the students' participation, and prompting discussion. Overall, the English writing lecturer gave contributions positively, even though the lecturer could not fully implement the remaining indicators of two types in a teaching-learning process.

Key words: teaching presence; direct instruction; facilitating discourse; and writing course.

INTRODUCTION

A global pandemic Covid 2019 has ushered teaching and learning processes, shifting away from an off-line instruction to a blended, and online setting. In the context of Indonesia, not all lecturers at the university level are proficient in e-teaching. Only a small percentage of Indonesia's 4,621 universities can organize online learning. It indicates that lecturers have not prepared a teaching yet, and this case will cause some obstacles, such as lack of online learning methods, supporting resources; an internet or technological use, and platform selection (Padmo & Ardiasih, 2020).

Numerous pedagogical investigations typically focused on synchronous via chatrooms and instant messengers, requiring students to be online and reply concurrently. According to Shih's study (2011), utilizing Facebook to learn English writing can be fascinating and influential in a college-level English composition program. Students can practice their English writing, and applied knowledge in a cooperative learning. Additionally, when an instructor used this Facebook as an integrated learning platform had shown an improvement in students' attention and motivation.

To address writing instruction, an English writing lecturer use LISA learning system to post the learning contract, students' learning materials from YouTube, journal articles, assignments, and grades. In a phase of active teaching, a lecturer implements stages of online collaborative writing technique for drafting, commenting, revising an essay. The English lecturer forms class and group chatrooms for giving instruction, discussion, and peer review. The lecturer chooses WhatsApp for the students' learning to interact quickly, to monitor and communicate anytime to them who participated actively or not. Allagui (2014) says "WhatsApp is one of mobile assisted language learning (MALL), especially for technology deprived classroom." In line with this, I found the gap that there is still little research examining the teaching presence framework in EFL English collaborative writing via WhatsApp. This issue is interesting to examine how the lecturer establishes online writing instruction. To get different insightful results, I adopt Garrison and Evans indicators whether the English writing lecturer contributed to direct instruction and discourse facilitation to review a practice of online teaching with an experienced English writing lecturer in a private university of Muhammadiyah Aceh 2020/2021 academic years.

LITERATURE REVIEW

Teaching presence in community of inquiry

As pioneers, Garrison et al., (2000) define the teaching presence as a lecturer's performance, behavior, and action for fostering collaborative activities among students to attain desired learning objectives on time. Before teaching, a lecturer must concern to design and organization such as curriculum and materials, time management or netiquette agreements, methods or techniques, and evaluation. During teaching, a lecturer must establish an intellectual direct instruction which includes delivering detailed assessment and feedback to facilitate students in knowledge acquisition. Meanwhile, encouraging discourse is an action or strategy used by a lecturer to retain students' attention, motivation, and involvement and provide feedback for students (Anderson et al., 2001; Fiock, 2020; Garrison, 2017; Tolu, 2013). Additionally, a robust teaching presence can increase student involvement through the following tactics: proactive teaching behaviors, instructional strategies that stimulate interaction, discussion, and constructive feedback (Kritzer, 2019). In conclusion, lecturers' ability to teach effectively stresses on providing the knowledge and concepts of particular course to ensure that students gain a thorough comprehension of the material, and delivering motivational communication.

Chat-based communication in EFL Class

Theoretically, chat-based communication can result good outcomes such as meaning negotiations that aid in acquiring a second language and feedback from peers and teachers that foster learning jointly. WhatsApp's communication helped EFL students improve their language correctness in the written language in terms of EFL writing skills. (Andujar and Ramirro,2019). Besides, WhatsApp is a familiar educational tool for increasing a second-language engagement among users, and at least, it can utilize features of mobile phones. Lecturer may offer opportunities for creating more inclusive group discussions via WhatsApp (Andujar, 2016; Colom, 2021).

Online collaborative writing technique

Lecturers can develop an online collaborative writing technique for students involved in social interaction by prewriting-writing-editing-evaluating-rewriting. 1) Collaborative prewriting, a way that students brainstorm concepts and ideas with peers. Then, students posted each essay draft, 2) editing a first essay draft in response to peer and teacher criticism, 3) assessing peer and instructor's feedback, and 4) refining a draft to be a final document. These procedures demonstrate a writing technique as a process of social negotiation that encompasses all aspects of the written word, from content of essay, organization of essay, and language rather than as a finished product (Challob, 2016; Yang, 2017; Yilmaz, 2017; McDonough & Vleeschauwer, 2018; Alharbi, 2019; Barkley et al., 2005 cited in Ardiasih et al., 2019). In addition, Nykopp (2019) states a teacher can use a synchronous collaborative writing through an online chat for maintaining social relationships. To conclude, these theories explained above, the experts recognized similar methods as a foundation for performing a writing process in a virtual class. Besides, a lecturer can maximize direct instruction, discourse facilitation for communication in phases of collaborative writing activities.

METHOD

The research design examined a qualitative method based on a particular case. This study explores the contribution of the lecturer's English writing course in providing instruction and facilitation in teaching presence based on the study's objectives. The researcher qualitatively illustrated and explained textual discourse, and used numbers to determine the most frequent instructional pattern from existing indicators.

Sample and Data Collection

The representative participant of an English writing lecturer who lead EFL students in the sixth semester of English Language Education at Universitas Muhammadiyah Aceh. Main focus of this study is a lecturer's contribution in an active teaching presence in an English academic writing course.

The instrument used was an online observation through WhatsApp platform to ascertain writing instruction directly. The researcher observed online teaching activities conducted by the English writing lecturer and printed data from WhatsApp throughout 15 meetings. By content analysis, the researcher often read the lecturer's in-text communication posted both in class and group chatrooms to understand communication fully.

Analyzing of Data

The researcher interpreted a study data, then, phrases and sentences of in-text communication was coded and split based on available indicators both from direct instruction and discourse facilitation. The phrases and sentences were counted and categorized into fifteen indicators to find out the frequencies of direct instruction and facilitation pattern in percentages. The data displayed in qualitative description with numbers or percentages.

RESULTS AND DISCUSSION

During communicating with students, the English writing lecturer contributed 719 text-based communication in active teaching.

The implementation of writing instruction

The table below describes a summary of direct instruction and discourse facilitation that occurred in-class activities.

Table1. Recapitulation of English academic writing instruction

Meeting	Course content	English academic writing instruction	
		Direct instruction	Facilitating discourse
1	Contract of learning	DI.08	FD.05
2	Organization of academic argumentative essay	DI.01; DI.02; DI.03; DI.04; DI.05; DI.06; DI.07; DI.08.	FD.01; FD.02; FD.03; FD.05
3	Paraphrase understanding & technique	DI.01; DI.02; DI.03; DI.04; DI.05; DI.08; DI.09	FD.01; FD.02
4	Group Discussion of paraphrasing text.	DI.01; DI.02; DI.03; DI.04; DI.08	FD.01; FD.02; FD.03; FD.05
5	Techniques of summarizing a text.	DI.01; DI.02; DI.03.DI.04.DI.07; DI.08	FD.01; FD.02; FD.03; FD.05
6	Group Discussion of summarizing text.	DI.01; DI.02; DI.05; DI.08	FD.01; FD.02; FD.03
7	Work in a group to write an essay.	DI.01; DI.02; DI.08	FD.01; FD.02; FD.03; FD.04
8	Peer review of essays	DI.01; DI.08	FD.01; FD.02; FD.03; FD.05
9	Mid Test	-	-
10	Peer review of essays	DI.01; DI.02; DI.03; DI.04; DI.08; DI.09	FD.01; FD.02; FD.03
11	Work in a group to write an essay.	DI.01; DI.02; DI.04; DI.08	FD.01; FD.02; FD.03
12	Discussion of essays	DI.01; DI.02; DI.08	FD.01; FD.02
13	Peer review of essays	DI.01; DI.02; DI.03; DI.04; DI.08.	FD.01; FD.02; FD.03
14	Peer review of essays	DI.01; DI.02; DI.08	FD.01; FD.02; FD.03; FD.06
15	Reflection	DI.01	FD.01; FD.02; FD.03.

All learning materials are available on the LISA learning system for 15 sessions with course topics in the sixth semester. In an initial meeting, the lecturer requested the students to download syllabus, materials, tasks, and fill out an attendance list each week in the LISA learning system. The lecturer explained the learning goal that the class would learn to write academically and collaboratively. The course would be practicing how to quote and paraphrase a text from expert ideas. Then, the lecturer also explained the implementation of writing techniques; prewriting, draft and editing, and final writing conducted in groups or peers. The lecturer stimulated students in each group to discuss an essay from certain topics.

Moreover, the English writing lecturer made an academic writing class chatroom and small group chatrooms to give instruction and discussion in producing an essay.

The lecturer' contribution in direct instruction

The first indicator, the English writing lecturer "delivered the content or question" of topics. For example, the subjects are academic argumentative essay, paraphrase definition, paraphrase technique, technique of text summary, topics of collaborative essay for groups. In the third meeting, she introduced paraphrase definitions by asking students some questions. Each student attempted to respond to the lecturer's questions. Presenting content or question is frequently used during the earliest stages of instruction to generate ideas and stimulate conversation. The example of an excerpt from a chat is as proof of sharing knowledge as below;

"Ms. Sr: Ok, today we are going to study paraphrasing…What is paraphrasing?

Anyone knows?"

This kind of evidence emerged as many as 65 statements on chat communication with different frequencies in each meeting based on the students' subject lesson.

The second sign, the lecturer "focused on the discussion of specific issues." For example, in the fourth meeting, this session demonstrated that the lecturer expanded on the topic by paraphrasing a paragraph. The lecturer gave a sample of some sentences and instructed the student to paraphrase them. The English writing lecturer sparked most of the discussion by exchanging knowledge and doing assignments of essay topics in class and each group chatrooms while the lecturer monitored them to finish the group essay. The following is one of the pieces of evidence of the statement taken as below:

"Ms.Sr: This is the example …'the police caught the thief who stole my wallet yesterday…"

"Ich: The thief got caught by the police who stole my wallet yesterday."

"Ms.Sr: Ok, What technique do you use here?"

"Sy: Change from active voice to passive voice."

"Ms.Sr: Anyone can use another technique? … You can use synonym or antonym…This pickpocket who stole my wallet yesterday seize by the police.. The idea must be same, but different words and structures…. A thief can be changed by pickpocket means as 'pencuri'…

These types of evidence emerged in a total of 249 chat communication with varying degrees of frequency throughout meetings 2, 3, 4, 5, 6, 7, 8, 10, 11, 12, 13, 14. These statements occurred during the lecturer gave the assignment, which discussed both group and class chatrooms.

The third criterion is "The English writing lecturer clarified students' misconceptions." During the discussion, several students continued to struggle with the technique of paraphrasing a text. Consequently, the lecturer provided an additional explanation to avoid misconceptions. The following is an excerpt from the fourth meeting communication.

"Ich…Can paraphrase be considered as a new idea Ms...?"
"Ms.Sr… No Ich.. We cannot add new idea…still same ideas, but in different words."

These types of evidence surfaced in as many as 21 communication with varying frequency throughout meetings 2,3,4,5,7,10,13. The lecturer corrects misconceptions throughout group and class chat discussions.

The fourth criterion is "the instructor incorporates knowledge from a variety of sources." Before beginning the course, the English writing instructor urged students to download materials to familiarize themselves with the methods involved in completing essay assignments. It is an excerpt from the fifth meeting.

"Please read the material posted in Lisa….After that, do the assignment about summarizing with your group….then give your work to others groups….The other groups will comment on another group's work....Follow the instructions on how to comment on your friend's work…. Send works to WA chat, so the other group will be able to see it….. You can watch a video for your references… https://www.engvid.com..."

This type of example appeared in as many as nine chat messages with varying frequency throughout meetings 2, 3, 4, 5, 10, 11, 13, occurring both in group and class chat.

The fifth indicator, the English writing lecturer, "summarized the discussion." It appeared when the English writing lecturer concluded the course before completing the class lesson. The lecturer had already illustrated the paraphrase technique and then briefly summarized the issue to get the essential point that the students could understand. The following excerpt is one of the pieces of evidence from the third meeting.

"…Paraphrase is writing the same this by using our own words… We can use a technique by synonym or antonym… Change structures which relevant from active to passive pattern…. You can change words order from a subject to object …. Vice versa… You can split long sentences to two short sentences … or vice versa… We may not change or add main ideas by your own…Ok, I hope you understand today's material…"

This evidence emerged as many as 18 statements on chat communication with different frequencies in meeting 2, 3, 6.

In the sixth indicator, the lecturer did not focus on "confirming students' understanding through assessment and feedback informally" about participation assessment.

The seventh sign is "assistance with technical difficulties." When some students could not access the source of learning materials in the LISA system, the lecturer attempted to assist them. However, this scenario occurred less frequently in an online class. It happened just during meetings 2 and 5. The following is an illustration of a statement:

"…can you open PPT for exercise? if cannot open, let me write on chat..."

In indicator eight, the English writing lecturer "reminding students of learning activities." This action indicates her action to instruct the students' participation before due time for submitting assignments before the next day. Frequently, the lecturer highlighted the importance of students completing assigned duties. The example selects the excerpt from a chat during a twelve-meeting session, as below:

"… Hello students, how are your discussion going on in each group? … Remember your essay's submission due is tomorrow at 10 o'clock… Group 2 already complete the assignment…How about the other groups?... Please, submit the corrected essay here…then we will discuss more today …"

This evidence emerged as many as 58 communication with different frequencies in meeting 1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12, 13 in the class chatroom.

In indicator nine, data from "feedback on assessment assignment," the lecturer provided portfolio formative assessments, then giving score feature posted in LISA learning system. Then, the lecturer shared their result of the formative essay and instructed students to peer review their writing mistakes in each group chat before giving feedback. The following is proof of the statement.

"…Before starting the lesson, we will discuss your midterm essay…Please download the midterm result … Read and give comments or peer review how was your friend's work within each group… Example, Anida did not put the sources of quotation in your article…" (in class chatroom)

"…Please read your peers' formative essay…See the quotation... If you write based on self-experience, no need to paraphrase…If it is someone else experience, you must paraphrase…For example, according to ..'s experience, when he went to jember… you write the source…I do not see you put the sources from experts… All articles do not put sources…How you get the sources? ... Ghifas' essay, where is your thesis statements? ...When you put opinion, you can say in my opinion…. Thesis statement should be put in last intro… There are several thesis statements…Let me know what is the difficulty…How is capitalization…?" (in group 4 chatroom)

These kinds of evidence emerged only 25 times of communication in meeting 10 in group chatroom.

The lecturer' contribution in facilitating discourse

The first indication included information about "encouraging, recognizing, and promoting student participation." The lecturer invited students to participate in each group and individual for sharing knowledge and writing activities. The data example occurred during the second meeting.

"where is Andra…. Why do not comment…I want you and all active in learning…"

these types of evidence surfaced in as many as 87 messages with varying frequencies in meeting 2,3,4,5,6,7,8,10,11,12,13,14,15 in the class chatroom.

The second indication displayed data on "fostering an environment conducive to learning." The lecturer assisted with writing essays or mastering course material — example of statement evidence found during the fourth meeting.

"That's ok Ghi...We all still learn…I will answer your question personally even time is up…It's good..Many students ask questions…"

These types of evidence were in a total of 91 messages in meeting 2,3,4,5,6,7,8,10,11,12,13, 14,15 from the class and group chats.

The third indicator showed "Drawing in participants, prompting discussion" to students. The lecturer stimulated students in learning. The

statement such as,

"… Students who are active getting A score for each assignment…"

These kinds of statement are written on chat as many as 68 communication from meetings 2,4,5,6,7,8,10,11,12,13,14,15.

The fourth indicator displayed data indicating of "identifying agreement and disagreement" when the lecturer agreed to students' opinions whether agree or not on each group's paraphrase as follows:

"Sy: Ms… it will be good if all groups giving comment...in order the discussion is more variative."

"Ms. Sr: Ok students... It's good idea… So, group 3 and group 4 can comment… Group 1, you may comment …"

The fifth indicator, "seeking to reach consensus/understanding" with the statement a representative proof in this example as follow,

"Good... We will wait for the others to discuss...We will keep this group until end semester…"

A similar statement occurred in meetings 1,2,4,5,8,11. These kinds of evidence emerged 15 messages in meeting eight in the group chatroom.

The sixth indicator, "assessing the efficacy of the process." The English writing lecturer assessed each group's performance—the example of data written on chat in the fifth meeting.

"My assessment of group discussion... group 1 is good... Other groups, please be more committed... "

In a teaching occasion, the lecturer gave a compliment based on this statement such as:

"This day, all groups were excellent... groups participated... good performance..." A similar comment occurred in meeting 5,7,14.

The summary of direct instruction and facilitating discourse occurred in writing instruction for one semester in table 2;

Category	Code	The lecturer's writing instruction.	The lecturer's contribution	Percentage of the lecturer's total contribution
	DI.01	The lecturer presented content of the essay topic.	65	14.50
	DI.02	The lecturer discussed the relevant essay topic.	249	55.58
	DI.03	The lecturer corrected students' misconception about information of knowledge.	21	4.68
	DI.04	The lecturer injected knowledge from various sources.	9	2.00
	DI.05	The lecturer summarized the discussion.	18	4.01
Direct instruction	DI.06	Confirming understanding through assessment with feedback.	0	0
	DI.07	Helping students with a technical problem.	3	0.66
	DI.08	Reminding students about learning. *	58	12.94
	DI.09	Feedback on assessment tasks. *	25	5.58
		Sub total	448	62.30
	FD.01	Encouraging, acknowledging, or reinforcing students' participation.	87	32.10
	FD.02	Setting climate for learning.	91	33.57
	FD.03	Drawing in participants, prompting discussion.	68	25.09
	FD.04	Identifying agreement & disagreement.	6	2.21
Facilitating Discourse	FD.05	Seeking to reach consensus/ understanding.	15	5.53
	FD.06	Assessing an efficacy of process.	4	1.47
		Sub total	271	37.69
		Total	719	99.99

Garrison, et al (2000) and Evans, et al* (2017)

Discussion

The lecturer implemented constructive learning because it portrays knowledge construction at an individual and groups engagement by various sources from the link of learning videos in completing the students' work.

(Garrison et al., 2000 as cited in Dilling, et al., 2020; Tolu 2013). This result is positive in line with students-centered learning and provided them with the opportunity to perform in a discussion, and substantially facilitated students' challenges and learning experiences for inquiry (Carrillo & Flores, 2020; Heinstorm & Sormunen, 2016; Hosler & Arend, 2012). The pattern of interaction can be learners with a teacher, learners with the subject matter or learning source, and, with the learners as an individual and a group (Poniatowski's study (2015). In terms of reminding students about learning activities, it highlighted the lecturer's responsibility to check students' academic accountability and positive reciprocity (Evans et al., 2017; Mozafarri, 2016). Ozdemir (2018) suggests that it could be valuable if the lecturer allowed one of students to summarize the lesson to increase students' comprehension and enables the things learned to be permanent. The English writing lecturer can give feedback not only from formative but also summative essay through a clear explanation in discussion (Lehman & Conceicao, 2010; Evans et al (2017). However, giving misconception, and informal assessment consistently are valued for students (Garrison, 2017). The English writing lecturer encourage students' participation, and setting climate for learning, and prompting discussion are more dominant than others.

CONCLUSION

This paper concludes the English writing lecturer has strength and weakness performances and contributions in teaching writing via WhatsApp. The lecturer's traits strong direct instruction to facilitate the learning experience. In this case, direct instruction is more directive and attentive actions. Indeed, the lecturer is consistent in leading class and group discussions, delivering topic knowledge using various sources and reminding students to apply what they learned and complete their group essay assignments. In terms of discourse facilitation, it is also essential to integrate the lecturer's instruction and motivation to teach. The lecturer consistently creates a learning climate through motivation, and stimulating discussion can be done during active teaching.

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