FILM-BASED RESOURCES IN ASYNCHRONOUS ONLINE LEARNING

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Abstract

Juxtaposed with other teaching and learning media, film-based resources in English Language teaching are succinctly beneficial to support students to learn English skills. Films facilitate students to learn English integrally, not in an isolated way. Responding to today's trend in which the teaching and learning process is converted from offline to an online system, it is crucial to ease students to be independent learners. This paper is aimed to justify how film-based resources can support student's learning independence in asynchronous online learning. Specifically, the writer focuses on reviewing this issue from the Stern's framework of teachers' beliefs in language teaching to analyze how films can be part of the important elements in designing language teaching materials and how asynchronous instructional method becomes a suitable decision that teachers make regarding the process of online teaching and learning. In reference to the theoretical justification, it is concluded that film-based resources conceptually facilitate student's learning independence in asynchronous online learning. Meanwhile, regarding today's trend in which some language teachings are converted into online learning, the asynchronous instructional method is a suitable decision that teachers can make.

Keywords: *Film-based Resources, Asynchronous Online Learning, the Framework of Teachers' Beliefs.*

INTRODUCTION

Juxtaposed with other media such as YouTube videos and podcast segments, film-based resources in English Language teaching are succinctly beneficial to support students learn English skills. Films ease students to integrate English skills during the learning process. It means that the use of films is in line with the idea of English skills which are not learned in an isolated way. Besides, students are consciously using their visual and auditory

senses in learning through films. Positively, it should be used as an improvement to conventional models of English Language teaching (Patel, 2013). It is implied that films support students' different learning styles. However, a film may contain some elements that only exist there, not in real life (Fjällström, 2010). From this issue, the factors contained in a film may either be helpful to students or make them miss out. Therefore, using films in English teaching would be effective if it is properly implemented by teachers with well-established aims. Teachers, accordingly, should consider and appreciate the role of the films in the lives of students. In short, they can benefit short films as crucial teaching media that can give more than just audiovisual entertainment, but insightful resources.

Regarding the recent emergence of Information and Communication Technology (ICT), teachers are massively facilitated by several choices for creating the guidance of online learning resources. Films are one of the technology-based materials that can be one of the appropriate choices to provoke learner-centered instructions. This view is strengthened by a justification that films as the product of ICT can be used to optimize contextual and effective English teaching (Timur & Furqon, 2018). Moreover, film-based resources can boost students' motivation to conduct an independent study as well as to get the authenticity of materials provided in the film and to acquire targeted language input effectively (Fjällström, 2010).

Supporting students to be independent learners is potentially advantaging them to succeed in today's educational world where traditional learning in the classroom is shifted to distance learning through various online platforms. For teachers, facing the changes that happen in the shifting process of classroom learning to online learning means needing time to change their paradigm about the pedagogical approach they use in face-to-face class and online class (Redmond, 2011). Being resistant at the beginning might be a normal phase, but then they could be able to succeed in their teaching practices when given time, support, and experience. By reflecting on the self-teaching method, teachers can

gain progression. Teachers need to change their perception when going online that they need to strengthen their pedagogical practices, not only by mastering to use technological tools. By doing so, the learning outcomes will be achieved well. In the end, learners' satisfaction will also be met.

Online learning can be viewed as an alternative of traditional learning that brings both advantages and disadvantages, so it is not only about the changing of teachers' control of the classroom to online learning; rather it is about the approach that they need to conduct in the learning process (Yusuf & Al-Banawi, 2013). As mentioned earlier, the recently established ICT contributes to a change in the way of thinking of the educational system which leads to innovations of teaching and learning methods that the learning process can happen "anytime and anywhere" in online mode (Sana et al., 2018). To catch up with the new paradigm of innovative teaching and learning, asynchronous online learning as one of the instructional methodologies can be considered to implement. Asynchronous online learning considers learners to be able to follow a curriculum at their own pace without any burden of place and time. Concisely, asynchronous online learning supports cognitive participation in a flexible time which increases reflection and ability to process information (Hrastinski, 2008).

Viewing the rationales depicted in the previous explanations, this paper is aimed to justify how film-based resources can support students' learning independence in asynchronous online learning. Specifically, the writer focuses on reviewing this issue from the framework of teachers' beliefs in language teaching, namely the belief about language, the belief about the social context of language, the belief about learning and learners, and the belief about teaching language (Stern in Graves, 2000). In the context of using film-based resources and asynchronous instructional method in online learning, the adoption of Stern's framework of teachers' beliefs in language teaching is used to analyze how films can be part of important elements in designing language teaching materials and how asynchronous

instructional method becomes a suitable decision that teachers make regarding the process of online teaching and learning.

FILM-BASED RESOURCES IN ENGLISH LANGUAGE TEACHING

A measurable frame of using films in English Language teaching is importantly considered to get appropriate materials to explore by students. The Common European Framework of Reference (CEFR) can be used to match difficulty levels of materials with certain competencies of students. In the context of using film-based resources, teachers can adopt, adapt, or construct adjustable teaching media called the study pack. A study pack is one of the teaching media that is constructed based on short films to provoke a communicative and learner-centered curriculum (Frye, 2010). Teachers can construct study pack media that integrate English skills into it. Moreover, they can create activities that can be autonomously learned by students, both in traditional and online learning. From this view, it is implied that film-based resources in English language teaching are applicable to support students' learning independence when the materials are accessible to self-study as well as generated integrally and measurably.

The integrated English materials provided in film-based resources in the form of study pack is not only useful to deepen the knowledge in learning English, but also becomes a medium that can support the actual use of English in daily life (Chirimbu & Tafazoli, 2013). In other words, activities embedded in film-based resources can be meant to meet students' needs and today's needs. The CEFR-framed content in the study pack enables teachers to meet the students' needs, while the learner-centered curriculum referred to in the study pack enables teachers to meet today's needs in the context of teaching approach. In practice, there are some techniques to gain learning objectives. For example, content comprehension objectives explored through the skill-integrated activities in the study pack can be supported by showing film subtitles (Ebrahimi, 2016). It eases students to comprehend the content of the film when working on activities assigned in the

media. Meanwhile, today's needs in the educational field show that some curricula are shifted to distance learning; one of them is online learning which is conducted asynchronously. Film-based resources in the form of study pack allow teachers to frame activities that enable students to communicate by the utilization of internet-based media embedded in it (Stern, 2018). By viewing those feasibilities promoted by film-based resources, it can be stated that teachers can advantage films as beneficial resources in English teaching practices.

Film-based resources provide many advantages as mentioned in previous explanations, but among those advantages, there is also one common limitation of its use, namely time-consuming case. There is a difficulty in showing the film during class periods (Xhemaili, 2013). This view might be relevant when dealing with time-bound learning. However, when film-based resources are used in asynchronous learning, teachers will find it easier to adjust the time needed to explore the materials. In the context of asynchronous online learning, students can use the schedule that is not limitedly given like in a class period. This view is in line with research findings that show technology can assist students to improve their English skills when it is used effectively (Ahmadi, 2018). In short, the existing problem dealing with the time-consuming case when using a film can be covered by certain instructional methods, one of them is in the asynchronous online learning.

TEACHER'S BELIEFS IN LANGUAGE TEACHING

Teacher's beliefs are considered as part of important aspects in the design of language teaching courses. Decisions made by teachers concerning the method of teaching and learning are based on the beliefs they support. It is not easy, however, to articulate the beliefs because there must be myriad choices of them. Graves (2000) argues that teachers can value their beliefs by recalling their teaching experience and context. Then, they will be capable of realizing the beliefs appropriately and successfully in the teaching and learning process. The following is a framework of teacher's

beliefs in language teaching used in this paper to justify the benefits of using film-based resources in asynchronous online learning (Stern in Graves, 2000).

The first is the teacher's beliefs about language itself. It is related to the teacher's view of how language should be learned. When they see language as a rule, they may form a point of view that language must be accurately learned without errors. It deals with the grammar-based view then. Meanwhile, when teachers put meaningful materials in language learning, it means that they emphasize the meaning-based view. Additionally, teachers may also see a language as a socially constructed system that makes them see the language in use. Regarding the issue justified in this paper, the film-based resources in the form of study pack can help teachers to integrate those three types of the belief about language in designing the materials. The emphasis can be on the language in use because a film can show it based on the context depicted there.

The second is the teacher's beliefs about the social context of language. It is related to sociolinguistic, sociocultural, and sociopolitical issues. The sociolinguistic issue deals with appropriateness when learning a language. In other words, it concerns with the contextual factors. The sociocultural issue deals with cultural values inserted in learning a language. Further discussion on culture can be explored here. The sociopolitical issue is related to materials that are beneficial to learners. It shows how a given language can be used as a critical awareness by other communities. Viewing the three issues of the social context of language, it can be justified that those issues are covered well when a teacher applies film-based materials in their teaching process. A film can benefit learners to build their critical literacy related to the culture embedded in there.

The third is the teacher's beliefs about learning and learners. It is related to how teachers see the role of learners, the learning process, and the focus of learning. Learners may be seen as individuals, groups, expertise, or decision-makers. The learning process covers the deductive, inductive, social, cognitive, and affective methods. In the deductive process, knowledge is

perceived and internalized by learners. In the inductive process, knowledge is made and discovered by learners. The social process shows learners learning with others. The cognitive process deals with mental activity. The affective process deals with the emotional connection in getting knowledge. Meanwhile, the focus of learning is related to getting new knowledge, mastering skills, attitudes, etc. Regarding this framework from film-based materials, teachers can utilize some of the beliefs about learning and learners that are contextual to the learners' needs in their environment. Films used in the asynchronous online learning support learners to inductively get knowledge, both individually and in a group. In short, it helps teachers to justify a process that meets learners' needs, to choose when learners need to be challenged, and to show that they act appropriately in the learning process.

The fourth is the teacher's beliefs about teaching language. It is related to their role in teaching. When teachers see the teaching process as a knowledge transmission, they may act as a knowledge transmitter. It means that they are the decision-makers. Vice versa, when teachers see teaching process a collaborative work, they may act as a collaborator. It means that they set the teaching process in whether teacher-centered or student-centered method. Dealing with the issue discussed in this paper, film-based resources help teachers to meet today's learners' needs in achieving knowledge and skills collaboratively and the process is central to them. Moreover, the materials are set at the beginning to be explored by the learners, so here teachers are only facilitators.

ASYNCHRONOUS ONLINE LEARNING

Asynchronous online learning is one of the instructional methodologies that support the professional development of both teachers and students. The method allows students to take the class in their schedule because the materials, tests, and assignments are accessible at multiple settings (Dichev et al., 2013). A timeframe may be given to the students to contribute. In other words, asynchronous online learning can also cover the offline process. Moreover, it can be conducted alone or blended with other

instructional online methodologies such as synchronous and instructed-led online learning. In asynchronous online learning, a clear and comprehensive written material is crucially needed. It is in line with the study pack's function that accompanies film-based learning media (Timur & Furqon, 2018). The written materials are used to support learners to study online independently. In short, as being focused in this paper, the concept of asynchronous online learning is facilitated by the comprehensive film-based study pack as the self-accessed materials.

Adding to the justification mentioned in the previous paragraph, some potential advantages of asynchronous online learning can be benefitted to create successful learning. First, it is related to time and pace. Asynchronous online learning gives students space and time because they can manage their pace of learning. It indicates that independence and self-motivation are needed as well as training during online learning (Gilbert, 2015). Second, self-accessed materials make it possible for learners to study both in online and offline settings (Stern, 2018). There is no need to conduct a frequent interface between teachers and learners when they have got the comprehensive materials on their hands. Third, the session is also possible to reuse as long as it is still contextual (Raspopovic et al., 2016). It saves the teacher's time to prepare materials. Moreover, asynchronous online learning supports cognitive participation in a flexible time that increases reflection and ability to process information (Hrastinski, 2008). To sum up, conducting asynchronous online learning using film-based resources allows teachers and learners to work on their own time, meaning that it provides the freedom of studying.

TEXT AND CONTEXT IN FILM-BASED RESOURCES

Regarding the written materials that need to be comprehensively constructed to accompany students to conduct the asynchronous online learning, it is important to concern on the clarity of the text and context depicted in the resources. Along with the CEFR levels that become the base of constructing the appropriate materials, text and context need to be comprehended

by the students. The followings are explanations of how it affects the learner's comprehension of self-studied written materials.

Challenges provided through the text can be categorized as easy or hard for students. The challenges can be about genre, organization, and structure of a text. The amount of content presented in the text will also challenge students to develop their comprehension of the content embedded in it. New words used in the text also become a factor to develop their comprehension. However, challenges can be less beneficial when it makes students give up. Too hard challenges that are given too frequently will result in the opposite, even to those proficient students. To help students decoding the content of the materials, clear instructions from teachers are needed to put so that the knowledge carried out through it can be absorbed well. Being viewed from social theories, the role of the text is contemporarily conceptualized in its functioning in a societal whole (Wallace, 2003). It means that a text does not only provide learners with microelements, i.e. words, sentences, and textual patterning but also serves them with sociolinguistic features. The sociolinguistic features of text may interfere both positively and negatively to students, especially second language learners. To facilitate students in comprehending text used in the materials, it is captured that students should utilize the role of textual contexts.

The context here deals with the literacy environment of the home and school. A student's social background and classroom environment take a crucial part in developing their comprehension. From this point of view, contextualized materials must be embedded in the film-based resources used in asynchronous learning. The student's construction of knowledge within the film-based resources should be designed to engage non-time-bound interactions between students and teachers, and also among students themselves. Activities assigned in the self-studied materials should impact positively to enhance student's general language comprehension. Therefore, students need direct support to contexts that are put in the materials. In other words, the self-

studied written materials are better to be constructed contextually that students can be led without direct-teacher instructions.

IMPLICATIONS AND CONCLUSION

In reference to the theoretical justification explained in this paper, it is concluded that film-based resources conceptually facilitate students' learning independence in asynchronous online learning. Viewing from the framework of teachers' beliefs in language teaching, film-based resources can act as part of important elements in designing a language teaching program. The articulation of the beliefs can be manifested holistically in film-based resources in the form of study pack media. Meanwhile, regarding today's trend in which language teaching is also converted into online learning, the asynchronous instructional method is a suitable decision that teachers can make. This is because of some potential advantages of asynchronous online learning that can be utilized, namely student's self-paced management in learning, self-accessed materials both in offline and online settings and a reusable source as long as it is still contextual. Ultimately, based on the conclusion stated previously, it is implied that film-based resources in asynchronous online learning provide teachers and learners a solution to support their teaching and learning needs with comprehensive materials and autonomous learning.

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