

EMERGENCY REMOTE TEACHING AND LEARNING: TECHNOLOGY-BASED INSTRUCTIONAL PLAN ACROSS GRADE LEVELS

by Fika Megawati^{1,2}, Nur Mukminatien¹, Alda Indah Permana²,
Lita Agusniasari Dewi², Fita Fitriati²

¹Fakultas Sastra, Universitas Negeri Malang,

Jl. Cakrawala No.5, Sumbersari, Kota Malang, 65145, Indonesia

²Fakultas Psikologi dan Ilmu Pendidikan, Universitas Muhammadiyah Sidoarjo,

Jl. Mojopahit No.666 B, Sidoarjo, 61215, Indonesia

fikamegawati @ umsida.ac.id, nur.mukminatien.fs @ um.ac.id

Abstract

Emergency Remote Teaching and Learning (ERTL) has encouraged teachers and students to be autonomous and creative individuals. To create a supporting learning environment, the role of technology is important for classroom activities. Thus, this practical article aims to present an integration of digital applications in designing lesson plans across grade levels in the context of Indonesian EFL learning. The learning targets are focused on teacher education program, upper secondary school, and lower secondary school. Related to the technology, *Canva*, *Zoom Annotation*, *iSpring Suite 9*, and *TikTok* have been selected to accommodate learning process considering its motivating and communicative performance. Despite the limitations, exploring features of technology for educational purpose contributes to strengthening teacher professional development, particularly lesson planning.

Keywords: emergency remote teaching and learning; technology integration; digital learning environment

1. Introduction

Teaching competence is associated with the way teachers deliver lessons. To provide meaningful and relevant materials, teachers are suggested to be selective to adapt, adopt, or develop the available sources (Kusmana & Jaja, 2019; Pulker & Kukulska-Hulme, 2020; Schmeisser, 2020). In order to raise students' engagement in classroom activities, particularly in remote teaching conditions, interactive and appealing materials and media are highly expected. Thus, this lesson plan promotes technology that can provide interesting and interactive activities during emergency remote situation. Four applications are presented

based on their relevance to learning objective in different settings – tertiary level, upper secondary level, and lower secondary level. Those programs have similarities in terms of online platform, cost (free of charge), device (applicable for laptop and cell phone), and project instruction (accessible for collaboration). The implementation of this lesson plan is summarized as follows.

1. *Canva* (graphic design platform) is used for sharpening EFL student teachers' teaching skill in presenting materials during practicum.
2. *Zoom Annotation* (videotelephony software) is integrated for discussing the meaning of song interactively as one of the basic competences in upper secondary school.
3. *iSpring Suite 9* (PowerPoint-based authoring toolkit) is intended to accommodate material presentation as well as assessment in upper secondary schools.
4. *TikTok* (social networking) serves the purpose of enhancing lower secondary students' speaking performance.

As the evidence of its benefits, some studies have shown that the programs applied in this lesson plan are highly useful for enhancing language instruction. A study highlighting the effect of *Canva* as a visual tool in writing class was presented by Susilawati & Chairunnisa (2019). As for *TikTok*, the updated learning innovation is studied by Escamilla-Fajardo et al., (2021). Lecturers' reflection about *Zoom* were examined by Mpungose (2021). Meanwhile, Vikulova et al. (2018) have promoted feature of *iSpring* for teachers in a foreign language class. By taking emergency remote teaching and learning (ERTL) context as the emerging issue for technology integration, these integrated lesson plans give alternative solutions for teachers to apply ICT in EFL instruction, showing how to apply and adapt *Canva*, *Zoom Annotation*, *iSpring Suite 9*, and *TikTok* for English language learning across grade levels.

2. Lesson Plans

This part shows the use of four application programs – *Canva*, *Zoom Annotation*, *iSpring Suite 9*, and *TikTok*— in a detailed format of lesson plan. All teacher and student activities are presented in tables.

2.1 *Canva*: Assistance to Present E-Materials in Virtual Teaching Practicum

Objectives:

- Student teachers are able to design e-materials through *Canva* creatively.
- Student teachers are able to apply e-materials in English classroom effectively and confidently.

Target Level: Tertiary Education

Participants: English language student teachers

Estimated Time: 2x50 minutes for teaching; n x 50 for micro teaching performance (depending on the class size)

Resource/materials: speaking: e.g. audio / video, listening: e.g. audio / video, reading: e.g. texts, images, reading log, writing: e.g. writing prompts, images, mind maps; personal laptop; internet connection; virtual meeting platform (*Zoom, Google Meet, Webex, etc.*); self-reflective report.

Possible problems: The internet access is unstable

Meeting 1			
Stage	Procedure	Time	Interaction
Warm up	<ul style="list-style-type: none"> - Teacher opens the class and checks the participant attendance. - Teacher asks students randomly to share experience about using template for presentation. - Teacher asks students about their confidence in presenting materials. - Students share their experience in the classroom. - Teacher explains the objectives of the lesson. - Teacher asks students to prepare what English skill they want to teach in secondary school and learning objective they want to achieve based on official standard competence by using <i>Canva</i>. 	10 minutes	Ss-Ss Ss - T
Before	<ul style="list-style-type: none"> - Students are asked to watch the tutorial videos of using <i>Canva</i> for educational purpose: - https://www.youtube.com/watch?v=HwrlvNPWaEA, - https://www.youtube.com/watch?v=N7zG_Sp4r6w - Students are given the opportunity to ask questions or discuss about the video with the teacher and friends. 	25 minutes	Ss-Ss Ss-T

While	<ul style="list-style-type: none"> - Teacher distributes the worksheet and explains the procedure to accomplish the project. - Meeting 1: lesson planning Homework: material production - Meeting 2: teaching Students consult their lesson plan for approval before making e-materials. - Teacher distributes presentation and observer schedule. 	50 minutes	Ss-T
After	<ul style="list-style-type: none"> - Teacher gives homework for designing the e-materials. - Teacher reviews the learning process. - Teacher closes the class. 	15 minutes	Ss-T
Homework			
	<ul style="list-style-type: none"> - Operate laptops and register an account at www.canva.com - Explore the feature of <i>Canva</i> and try its function - Design and print out e-materials - Send the e-materials to the observers through email 		
Meeting 2	Teaching Performance	1 student =	Ss - Observer
-	<ul style="list-style-type: none"> - Preparation: checking the accessible participants in virtual class platform 	30 minutes	
Meeting ...	<ul style="list-style-type: none"> - Students perform micro teaching in turn. - Teacher and two friends in the class play a role as the observers, the other students are the students. - The observers express the feedback. - Students do self-reflective report. 		

Worksheet

Meeting 1

Instruction: Individually, do the project based on this instruction

1. Decide upon the target learners (secondary school students)
2. Select the skill target (Listening, Speaking, Reading, Writing)
3. Make learning objectives
4. Make one-page lesson plan
5. Select the relevant sources from books or Internet
6. Consult your lesson plan with the teacher

Homework

Canva Time: Develop English learning e-materials through *Canva*

1. Log in to your *Canva* account or register if you haven't had the account
2. Select the available layout by scrolling the ready-made templates from the category of performance

3. Design the e-materials by selecting some decoration items to make it more appealing
4. Insert the specific source based on the skill you want to enhance
5. Download the result in various formats to anticipate trouble when sharing it to the students

Meeting 2

1. Instruction: Perform the materials in micro teaching by using virtual meeting platform.
 - Teaching Presentation : 20 minutes
 - Observers' Feedback : 5 minutes
 - Self-reflection report : 5 minutes

****Things to give to observers: one-page lesson plan and e-materials**

Table 2. Presentation scoring rubric for observers

Aspects	Weight	Description and/or Feedback	(0-100%) Score: 1-100
1. Content of e-Materials	3
- Clear and correct language use			
- Creative design			
- Relevance to lesson plan			
2. Presentation	1
- Clear organization			
- Adequate preparation			
3. Discussion skill	2
- Effective question response			
- Time management			
Total	6

Final Score:

$$\frac{(3 \times \dots) + (1 \times \dots) + (2 \times \dots)}{6} = \frac{\dots}{6} = \dots$$

Table 3. Self-reflective report

Self-Reflection
- How was my teaching after using materials created from Canva?
- How was my students' response about my instruction?
- What should I improve for the next teaching materials based on the observers' feedback?

2.2. Zoom Annotation: Fun Learning to Practice Speaking Skill Using Disney Movies Soundtrack

Target Learners: 11th grade (upper secondary schools)

Objective:

Students are able to interpret the meaning or moral value of the song by paying attention to social functions and linguistic elements correctly related with teenage life.

Time: 2 x 45 minutes

Material: song lyrics related to teenage life.

Tools: Handphone, Laptop, Internet Connection

Possible Problems: Requires a lot of internet quota, problematic internet network and not all students have gadget facilities to access the learning process.

Preliminary Activities	Time
<ul style="list-style-type: none"> - Teacher opens greetings and prayers to start learning through <i>Zoom</i> application. (www.zoom.us/meetings) - Teacher checks the attendance of students as an attitude of discipline. - Teacher tells the learning material to be discussed at the meeting at that time. - Teacher conveys the learning objectives. - Teacher explains the learning implementation mechanism according to the learning steps. 	5 minutes
Core Activities	
<p>LITERACY</p> <ul style="list-style-type: none"> - Students are asked to listen to a song entitled “Speechless” by Naomi Scott through share screen in <i>Zoom</i> application and they should interpret the meaning of song regarding social functions and linguistic elements which related with teenage life. ✓ https://www.youtube.com/watch?v=mw5VIEIvuMI (Soundtrack song of Disney movies entitled Aladdin with English subtitles) ✓ https://www.youtube.com/watch?v=2SFPGyQZNAQ (Soundtrack song of Disney movies entitled Aladdin with Indonesian subtitles) <p>CRITICAL THINKING</p> <ul style="list-style-type: none"> - Teacher asks several questions to find out students' understanding of social functions and linguistic elements of the song. Then, teacher also asks the students about the moral value of the song through share screen menu in <i>Zoom</i> application 	35 minutes

-
- Students answer some of the teacher's questions to convey their ideas based on the song.

COLLABORATION

- Teacher and students jointly discuss the meaning and moral value of soundtrack song of Disney movies by compared it with students' daily life. Then, teacher activates the menu of *Zoom Annotation* to make sure that the students will participate in the discussion using draw or text option for conveying their ideas.

COMMUNICATION

- Teacher directs students to choose one of students' favorite soundtrack songs in Disney movies and each students should sing the song for no more than one minute and after that explain the moral value of the song clearly.

CREATIVITY

- Teacher directs students to convey their ideas in interpreting the moral value of the song to practice the speaking skill.

Closing Activities

-
- | | |
|--|-----------|
| - Teacher and students conclude the learning outcomes at this meeting. | 5 minutes |
| - Teacher closes the lesson with greetings. | |
-

Worksheet

Instruction: Choose one of soundtrack songs of Disney movies which is your favourite song and sing the song for no more than one minute. Then, you should convey the moral value of that song clearly.

Theme: Soundtrack song of Disney movies which relates to teenage life

Time: One minute

1. Choose one of soundtrack songs from Disney movies that you like the most.
2. Please sing the song for no more than one minute.
3. Explain the moral value of the song clearly.

Table 5. Scoring Rubric

Criteria	Max. score	Actual score
Fluency (Speech, Word Stress and Intonation)– 14 Points		
Clear pronunciation		
Good intonation	3	-
Appropriate word stress	3	-
Clear and fluent volume	4	-
Appropriate tempo	4	-
Total	14	-
Body Language – 18 Points		
Indicates the type of songs (happy, sad, excited, etc) with body language	4	-
	4	-

Uses appropriate facial expressions			
Controls the movements		5	-
Makes eye contact with the audience		5	-
	Total	18	-
Appreciation – 18 Points			
Feels the atmosphere of song		6	-
Expresses the song appropriately		6	-
Memorizes song lyrics		6	-
	Total	18	-
Comprehension – 50 Points		20	-
Understands the meaning of song			
Can interpret the moral value of song		30	-
	Total	50	-
	Grand Total	100	-

Σ Score Acquisition Assessment

Maximum Score	: 100
A = 80–100	: Very Good
B = 70–79	: Good
C = 60–69	: Enough
D = <60	: Less

2.3. Using *iSpring Suite 9* for Learning Narrative Text

Learner Target: First year in upper secondary schools/vocational high school

Objective: Students are able to identify, make, and tell the story about narrative text.

Time: 2x45 minutes

Possible Problems: the internet connection is slow, students' devices are not Android-based

Resources:

- a. *iSpring Suite 9* can explain the material and evaluation about narrative text, it can be opened by web browser, <http://gg.gg/ompsx>
- b. laptop/mobile phone, internet connection and virtual meeting platform (e.g. *Zoom*, *Google Meet*, etc.)

Learning Models	Learning activity	Time
Greeting	<ul style="list-style-type: none"> - Greeting - Attention to class comfort and cleanliness - Teacher asks questions related to the material to be studied. - Teacher conveys the basic competencies to be taught. - Teacher conveys the learning objectives. 	15'
Core	<ul style="list-style-type: none"> - Students pay attention to media in the form of a web browser related to narrative text. - Students read the material of narrative text. - Students look at the explanation of narrative text in a web browser (http://gg.gg/ompsx). - Students listen to the teacher's explanation. - Teacher asks the students to make a group consisting of 4 students to discuss about narrative text. - Teacher gives them a story, then the students identify which part is orientation, complication and resolution. - Teacher gives evaluation about narrative text especially in reading skill using <i>iSpring Suite 9</i> in web browser (http://gg.gg/ompsx). 	70'
Closing	<ul style="list-style-type: none"> - Teacher makes the conclusions on all students' answers. - Teacher provides feedback on the learning process. - Students make a summary of the meaning, structure and rules of narrative text. - Teacher gives home assignments related to narrative text in the form of a link that can be opened via a laptop or cellphone. 	5'

Worksheet displayed in iSpring Suite 9

Resources | Question 1 of 10 | Your Score: 0 of 100

Read the following text to answer questions number 1 to 3

A Story From The Farm Yard Two roosters were fighting fiercely to be the king of the farm yard. One finally gained advantage and the other surrendered.

The loosing rooster slunk away and hid itself in a quiet corner. The winner flew up to a high wall, flapped its wings and crowed its victory, as loud as it could.

Suddenly, an eagle came sailing through the air and carried it off, with its talons. The loosing rooster immediately came out of its corner and ruled the farm yard from then on.

From the text we know that

- The eagle had watched them all day
- The roosters are fighting to flap their wings
- Only one rooster can rule the roost
- The farm needs a new king

SUBMIT

OUTLINE NOTES

Search

1. Narrative Text
2. Main menu
3. Definition of Narrative Text
4. Type of Narrative Text
5. Generic Structure of Narrative text
6. ...
- 6.1. Read the following text to answer question...
- 6.2. What is the

Figure 1. The text and questions

Resources | Question 1 of 10 | Your Score: 0 of 100

Read the following text to answer questions number 1 to 3

A Story From The Farm Yard Two roosters were fighting fiercely to be the king of the farm yard. One finally gained advantage and the other surrendered.

The loosing rooster slunk away and hid itself in a quiet corner. The winner flew up to a high wall, flapped its wings and crowed its victory, as loud as it could.

Suddenly, an eagle came sailing through the air and carried it off, with its talons. The loosing rooster immediately came out of its corner and ruled the farm yard from then on.

From the text we know that

- The eagle had watched them all day
- The roosters are fighting to flap their wings
- Only one rooster can rule the roost
- The farm needs a new king

Incorrect

You did not choose the correct response.

CONTINUE >

OUTLINE NOTES

Search

1. Narrative Text
2. Main menu
3. Definition of Narrative Text
4. Type of Narrative Text
5. Generic Structure of Narrative text
6. ...
- 6.1. Read the following text to answer question...
- 6.2. What is the

Figure 2. The feedback for the incorrect answer

Resources | Question 2 of 10 | Your Score: 0 of 100

What is the main idea of paragraph 3?

- The loosing rooster came out from its hiding place
- The eagle took the winning rooster as its prey
- An eagle watchin the rooster from a distance
- The winn

You must complete the question before submitting.

OK

SUBMIT

OUTLINE NOTES

Search

2. Main menu
3. Definition of Narrative Text
4. Type of Narrative Text
5. Generic Structure of Narrative text
6. ...
- 6.1. Read the following text to answer question...
- 6.2. What is the main idea of paragraph 3?

Figure 3. Reminder if no answer is selected

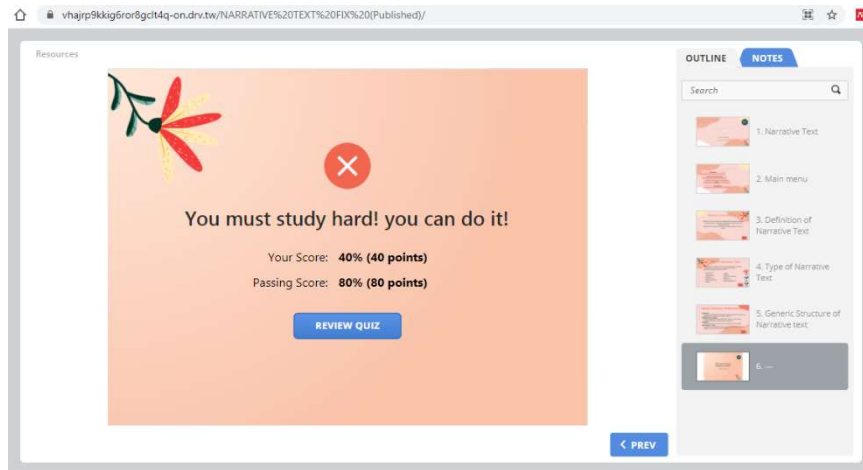


Figure 4. Results of students' attempt

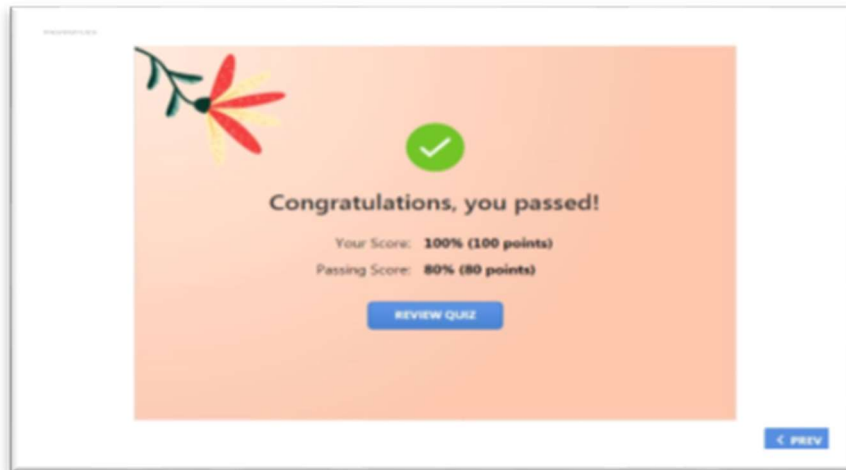


Figure 5. Congratulating page

2.4. *TikTok* Application: Fun Experience in Sharing Students' Past Personal Stories

Education Level: Second year of junior high school (Lower Secondary Schools)

Time: 50 minutes

Materials: Personal Recount Text used to provide and request about information related to personal experiences in the past.

Objective: Students are able to tell personal experiences in the past by paying attention to a social function, text structure, and language features correctly and appropriately.

Tools: Smartphone, internet connection

Possible Problems: Requires a lot of internet quota and problematic internet network

Pre-Stage	
Learning Activities	Time
<ul style="list-style-type: none"> - Teacher opens greetings and prayers to start learning through the Whatsapp group. https://www.whatsapp.com/ - Teacher checks the attendance of students as an attitude of discipline. - Teacher tells the learning material to be discussed at the meeting at that time. - Teacher conveys the learning objectives at the meeting that takes place. - Teacher explains the learning implementation mechanism according to the learning steps. 	10 minutes
While-Stage	
Learning Activities	Time
LITERACY	
<ul style="list-style-type: none"> - Students are asked to open the <i>TikTok</i> application and observe videos made by the teacher through the <i>TikTok</i> application regarding social functions, text structures, language features of recount text about personal experience. <ol style="list-style-type: none"> 1. https://vt.tiktok.com/ZSJLfUoCV/ (Explanation of recount text) 2. https://vt.tiktok.com/ZSJLffcUk/ (Explanation of recount text) 3. https://vt.tiktok.com/ZSJLfSpPr/ (Text structure and example of recount text) 4. https://vt.tiktok.com/ZSJLPGS6/ (Example of recount text) 	30 minutes

5. <https://vt.tiktok.com/ZSJLDFnU/>

(Example of recount text)

6. <https://vt.tiktok.com/ZSJLfkT3w/>

(Example of recount text)

CRITICAL THINKING

- Teacher asks several questions to find out students' understanding of social functions, text structures, and language features recounting text through the *TikTok* application's comments column.
- Students answer the questions obtained through observing videos played by the teacher through the *TikTok* application's comments column.

COLLABORATION

- Teacher and students jointly discuss examples of recount text and social functions, text structures, and language features of recount text about the personal experience through the comments column.

COMMUNICATION

- Teacher directs students to write important related matters (social functions, text structure, language features) received from the *TikTok* video to form a recount text about personal experience.

CREATIVITY

- Teacher directs students to make a recount text about a personal experience with the right structure.

POST-STAGE

Learning Activities	Time
- Teacher gives the task of telling a recount text about personal experiences orally through the <i>TikTok</i> application with a time limit set by the teacher.	10 minutes
- Teacher closes the lesson with greetings.	

Worksheet

Create a spoken personal recount text and perform it in the *TikTok* application!

Theme: Experience of learning during Covid 19 Pandemic

Time: One minute

Table 7. Scoring Rubric

No.	Aspect	5	4	3	2	1	Additional Notes
		Excellent	Good	Fair	Poor	Very poor	
1.	Fluency						
2.	Accuracy						
3.	Clarity						
4.	Intonation						
5.	Volume						
6.	Content						

**Maximum score = 30

3. Conclusion

This practical paper has shown that constructing lesson plans with technology integration during emergency remote teaching and learning requires creativity and provides meaningful experience. In this context, getting familiar with technology is necessary in order to develop an effective e-learning environment. Additionally, teacher skill in creating a lesson plan before implementation supports teacher professional development as teachers increase their knowledge through internet searches and practise using digital information sources (*CPD Standards: Definitions and examples of learning activities*, 2016). Accordingly, it is expected that English teachers' TPACK confidence can be improved.

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