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English Business Presentation Performance of Software Engineering Students in A Holistic Flipped Classroom (HFC)

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ABSTRACT

Currently, distance and independent learning where students are expected to develop high self-regulated learning (SRL) in more technologically supported interactions with the peers and the teachers is similarly encouraged to brick-and-mortar teaching at universities. This explorative qualitative study aimed to assess the impacts of a pure online learning platform coined as Holistic Flipped Classroom (HFC) instruction on English business presentation performance of 54 third-year Software Engineering students at Faculty of Vocational. The data gathered were analysed using a micro-skills-based scoring rubric. The main finding revealed the approach, integrated with Web 2.0 tools-enhanced teaching -learning modalities, produced moderate impacts on students' English business presentation performance particularly due to low-to-average SRL. This HFC outcome raises a recommendation that the model had better be integrated with physical class environment if the later students enrolling English business presentation course have the same fair amount of SRL motivation as those targeted in this study.

Pembelajaran jarak jauh dan pembelajaran mandiri semakin mendorong mahasiswa mengembangkan self regulated learning (SRL) melalui interaksi berbasis teknologi. Penelitian kualitatif eksploratif ini bertujuan menganalisis penerapan model Holistic Flipped Classroom (HFC) terhadap kemampuan presentasi bisnis berbahasa Inggris pada 54 mahasiswa semester tiga Program Studi Teknologi Rekayasa Perangkat Lunak, Fakultas Vokasi. Data dianalisis menggunakan rubrik penilaian berbasis keterampilan mikro presentasi. Hasil penelitian menunjukkan bahwa penerapan HFC yang didukung perangkat Web 2.0 menghasilkan capaian presentasi pada tingkat sedang. Kondisi ini mengindikasikan bahwa kemampuan regulasi diri mahasiswa yang masih berada pada tingkat rendah hingga sedang dapat menjadi salah satu faktor yang berkaitan dengan keterbatasan capaian tersebut. Temuan ini menunjukkan bahwa fleksibilitas pembelajaran digital perlu diimbangi dengan latihan terstruktur, umpan balik, dan interaksi langsung. Oleh karena itu, pengintegrasian HFC dengan pembelajaran tatap muka atau pendekatan campuran dapat dipertimbangkan untuk mendukung pengembangan keterampilan presentasi bisnis berbahasa Inggris.

Keywords: english business, engineering students, flipped classroom, presentation performance

Introduction

The COVID-19 pandemic substantially transformed higher education by requiring universities to replace conventional classroom instruction with distance learning. In Indonesia, the government introduced this policy across university campuses in March 2020, prompting institutions to adopt technology-supported teaching arrangements (Alifia, 2020). Haris et al. (2021) reported that at least 706 Indonesian campuses delivered lectures through online applications during this period. Similar changes occurred internationally, as educational institutions moved their teaching activities into virtual environments, with communication and learning frequently facilitated through platforms such as WhatsApp and Zoom (Rahiem, 2020; UNICEF, 2020). These developments demonstrated the importance of digital technologies in

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maintaining educational continuity during a public health emergency, while also changing the ways students interacted with lecturers, peers, and learning materials.

These circumstances directly affected vocational students enrolled in a Software Engineering program at a technology institute in Indonesia. Before the pandemic, students lived communally in campus dormitories and participated in an educational environment that allowed regular interaction with lecturers and classmates. The health crisis, however, required them to leave the dormitories and prevented lecturers from conducting face-to-face teaching. These restrictions reflected the health risks and limitations of the available infrastructure for implementing appropriate health protocols at the time. Despite the disruption, students were still expected to complete their academic requirements and achieve the learning outcomes specified in the curriculum. Consequently, the institution needed a teaching approach capable of sustaining learning activities remotely while helping students remain on track toward timely graduation.

One important learning outcome for these vocational students was the development of communication competencies needed in professional settings, particularly the ability to deliver business presentations in English. Such competence is relevant because workplace communication involves more than technical knowledge; it also requires individuals to explain ideas, present achievements, and communicate information effectively to different audiences. Previous studies have identified English business presentation skills as competencies valued across professional fields, including business, healthcare, politics, and diplomacy (Rao, 2018; Hamdan et al., 2019; Komár & Pelle, 2019; Ullner, 2019; Ćurlin et al., 2020; Chomphookarwin, 2021). In an increasingly interconnected employment environment, the ability to communicate professional information in English can influence how effectively individuals convey their expertise and participate in workplace activities. Conversely, inadequate presentation skills may lead to misunderstandings, inefficient communication, and missed professional opportunities. Developing these skills therefore remained an important educational priority, even when conventional classroom instruction was no longer feasible.

In response to the restrictions imposed during the pandemic, the institute implemented the Holistic Flipped Classroom (HFC) model as an entirely online approach to delivering its courses, including English Business Presentation. Unlike conventional flipped classroom arrangements that retain face-to-face classroom activities, the HFC implementation in this context relied on digital platforms for both learning preparation and instructional interaction. Students accessed learning materials, participated in online sessions, completed activities, and demonstrated their presentation abilities through technology-mediated environments. Although Software Engineering students were expected to be familiar with digital technologies, their technical familiarity did not necessarily indicate that they possessed the language proficiency, presentation experience, or independent learning capabilities required for effective public speaking in English. This distinction made the course an important context in which to examine students' presentation performance after participating in fully online HFC instruction.

The HFC approach is associated with the broader flipped classroom (FC) model, which reorganizes the relationship between independent learning and instructor-guided activities. Previous studies have reported potential benefits of FC for vocational and English language learning. Deng (2018), for example, found that a flipped approach to Business English Translation was associated with increased learning motivation among third-year English majors. Dong (2018) highlighted its potential to help vocational learners connect theoretical knowledge with practical activities through interaction with lecturers and peers. Jouryabi (2019) examined

its relationship with English proficiency among vocational EFL learners, while Chen and Hwang (2020) reported positive findings concerning English speaking performance and critical thinking awareness through concept mapping-based flipped learning. Other studies have discussed its application in literature and language instruction, English grammar learning, vocational education, and Business English writing, reporting benefits or positive student perceptions in their respective contexts (Nikitova et al., 2020; Mandasari et al., 2021; Zhou, 2023; Montaner-Villalba, 2021). Collectively, these studies provide a foundation for considering flipped learning in language education, although their findings cannot automatically be generalized to fully online business presentation courses.

The HFC model extends flipped learning through the integration of flexible learning environments, digital resources, and synchronous and asynchronous activities. Chen et al. (2014) described a holistic flipped approach in terms of progressive activities, engaging experiences, diversified platforms, flexible environments, a supportive learning culture, intentional content, and professional educators. Blau and Inbal (2017) discussed an HFC implementation combining asynchronous learning with synchronous interaction, while Liu (2019) emphasized the use of accessible learning content, digital communication, and mobile technologies to support participation and learning at an individual pace. Hartyányi et al. (2018) likewise characterized technology-supported HFC as a student-centered approach that can facilitate communication, teamwork, critical thinking, peer learning, and self-directed learning. Related discussions of flipped learning emphasize opportunities for students to review recorded materials at convenient times, engage more meaningfully with instructors, and participate in active, collaborative, and peer-assisted learning (Fulton, 2012; Goodwin & Miller, 2013; Kellinger, 2012; Love et al., 2013; Ko, 2018; Hae & Bo, 2018; Yasir et al., 2018). Nevertheless, the HFC model implemented in the present study differed from conventional FC because the course did not incorporate a physical classroom into its regular instructional delivery. Learning activities were conducted online through Internet-based resources and interactive applications, including social media, Zoom, Google Meet, and Google Drive. The conceptual model is illustrated in Figure 1.

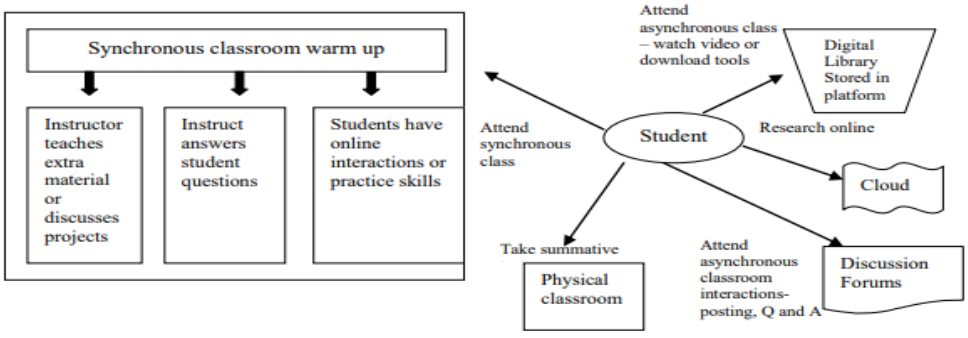

Figure 1. Holistic Flipped Classroom (HFC) model
source: Ozdamli et al. (2016)

The fully online nature of HFC places considerable responsibility on students to organize their learning beyond scheduled sessions. Although digital platforms provide access to materials and opportunities for interaction, access alone does not guarantee consistent practice, meaningful engagement, or satisfactory learning outcomes. Students are expected to manage their time, maintain motivation, practice independently, respond constructively to difficulties, and reflect on feedback. These activities are closely related to self-regulated learning (SRL),

which provides a useful perspective for understanding how learners approach independent learning tasks. In the English Business Presentation course examined in this study, third-year Software Engineering students were expected to practice the presentation model introduced during instruction before presenting their work to lecturers and classmates during online summative assessment. The course syllabus targeted high to excellent presentation performance, making independent preparation particularly important. SRL in this context can be considered through motivational processes, observable learning behaviors, and metacognitive activities, including maintaining interest, practicing regularly, managing frustration, and reflecting on performance with peer feedback. However, the extent to which students demonstrated these behaviors and how they related to presentation performance required empirical examination rather than assumption.

Although previous research has examined flipped learning in English language education and vocational contexts, the available literature identified in this study provides limited direct insight into English business presentation performance under an entirely online HFC arrangement, particularly among university students whose primary field is not English. The removal of regular physical classroom activities also raises questions about how learners develop performance-based communication skills when practice, feedback, and instructor interaction take place through digital platforms. Accordingly, this exploratory qualitative study investigated the English business presentation performance of 54 third-year students in the Software Engineering program and examined factors associated with their performance in the HFC learning environment. The study addressed two research questions: (1) What level of English business presentation performance did the students demonstrate after completing the course through HFC? and (2) What factors were associated with their English business presentation performance in this learning environment? In addressing these questions, the study aimed to describe students' presentation performance and identify factors that may help explain their experiences and outcomes in a fully online HFC setting.

Methods

Research design

This qualitative research used exploratory case study design. The qualitative method was selected because the research objective matched qualitative method assumptions (Creswell, 1994). This study aimed to explore an explanation for the impacts of holistic flipped classroom (HFC) on English business presentation of a group of similarly profiled students through observations on their learning outcomes after taking HFC-designed English Business Presentation course. In this study, the researcher was the primary instrument, exploring how tertiary level vocational Software Engineering students, as the subject of this study, performed their persuasion skills in the form of introducing their business ideas and proposals in English to the audience.

Time and Place Setting

Held from September 2020-June 2022, this study was conducted by analysing the data derived from the researcher's rating students' linguistic features of spoken texts at the final summation test in a synchronous meeting using selected Web 2.0 tools, Zoom and Google Meet room. Students' performance of each presentation aspect was graded utilizing a scoring rubric providing the ordinal data to determine students' different levels.

Participants

The participants in this study were 54 third-year higher educated students in Software Engineering at a vocational study program selected for the convenience reason. When first enrolling the institution, around 80% of these students attended high schools in rural areas and small towns emphasizing English teaching in grammar and reading comprehension rather than speaking, resulting in their low-to-average English speaking competence. However, they were further trained in several English presentation tasks, like poster and academic writing presentations in their first and second-year, so it was regarded at their third-year, when English business presentation classes were delivered, they would have possessed sufficient engaging experience in delivering formal English presentations.

Before the pandemic, these students had been taught using a semi FC-modelled teaching and learning process where materials for theories without teaching videos, practices and assignments were shared via campus' web-based learning management system (LMS) accessible for the students from anywhere and anytime. These learning materials were stored in clouds for students' perusal before they were taught and exercised in a 150-minute physical classroom. Feedback for students' results in completing their assignments were shared either onsite or online. Online feedback was submitted to the same LMS if it could not be covered in class due to time limitation. As Mindlogix (2020) and Allen and Tanner (2006) noted, feedback should be resumed online using the campus' LMS if the time at physical classes is insufficient.

Research instruments

The instruments of this study comprised a test instrument and a non-test instrument. The test instrument was an analytical scoring rubric developed by incorporating valid and reliable theories on macro- and micro skills rated to scale one's performance of English oral presentation (Brook & Wilson, 2015). The grading of micro-skills was for content adequacy, grammar and structure, voice projection and volume, clarity, gestures, and appropriate information on visual aids/slides. Macro-skills referring to presentation sequence was embedded to the content graded based on students' performance of introducing their topic by explaining the problem/issue, describing one or two causes for the problem, giving persuasive details about the proposed solution without ignoring possible flaws.

The rationale for using an analytical assessment rubric as an instrument in this research referred to its role that is generating data as evidence to respond to the research questions. According to Jonsson and Svingby (2007) followed by Arndt and CEBRA (2022), analytical scoring rubric is applicable in qualitative research, particularly in the educational nature, to capture qualitative judgments in consistent manner. It is where a score is assigned to each aspect of a focused topic, providing rationales from the scientific fact to make expectations and criteria explicit to facilitate feedback and assessment. The scoring rubric deeply presents achievement of objective and impact levels just like what has been targeted in this study. It is based on academic discourses that a rubric, as a scoring guide, serves as a qualitative grading method designed for any type of content, e.g. aspects of a presentation produced by an individual. A rubric could contain values (e.g. ordinal data, distribution of percentages) expressed numerically to predict and conclude a certain level of accomplishment, for instance, a group's overall standard performance.

In this study, the scoring rubric was employed to evaluate data for categorizing presentation skills level of every student subsequent to their English business presentation trainings in HFC. Scoring rubric derived from Brooks and Wilson (2015) theory was selected

as it clearly articulated general indicators used to determine the level of student's performance after completing English business presentation learning in HFC. The scoring rubric for sorting students' level of performance in English business presentation evaluated students' micro-skills such as proper language expressions and phrases for the content, orderliness and speech flow representing their organization skill, competence in mechanic poise consisting of grammar and structure, style reflected from engagement, vigour and elocution, eye contact and other body gestures in front of the live Zoom camera and presentation slides as the visual aids. It was designed to measure students' English business presentation performance by aspect, easing their problem areas in a presentation to identify. This scoring rubric as a test instrument was also utilized to analyse the results of the same research protocol on the other subject in order to establish the credibility of the findings.

The non-test instrument was the researcher as the data collector and observer for the HFC process to check the credibility (internal validity) and dependability (reliability) of the findings. The researcher as the key instrument conducted observations using a micro skills-based scoring rubric (Brook & Wilson, 2015) to qualify the level of student's English business presentation. Total observations for students' presentations in the scheduled summative test following the HFC were for 4 weeks in this study, and following 4 observations for the same background students but at junior level in the next year to verify the credibility (internal validity) and dependability (reliability) of the findings in this research.

Research procedure

The research was conducted by mainly observing and evaluating the students' presentation micro-skills for 450 minutes after they completed 4 week full sessions of English Business Presentation, composed of 520 minute synchronous session and 1320 minute asynchronous time. Students' activities in synchronous meetings were virtually attended and observed by the lecturer, yet their preparation activities before the virtual class and during independent study subsequent to each synchronous class relatively got limited monitoring. Any digital off virtual class interactions in this HFC was carried out asynchronously by utilizing Whatsapp features.

Data collection and analysis

The data were analysed using Marshall's and Rossman's theory cited in Creswell (1989, p.114) on data reduction for interpretation in qualitative analysis. Each of students' skills were rated once and solely by the researcher when students delivered their presentation in the summative test schedule after completing their English business presentation theory and practice sessions in the HFC environment.

The researcher reduced voluminous information derived from students' presentation content and delivery into certain categories and interpreted these categories using a form of evaluation sheet. Each exact performance demonstrated by each student was interpreted for giving its grade boundary categorized to rank students' levels in English business presentation.

Guided under theories from Kitchener and Magne (2023), the researcher classify the level of student's performance articulated across grade boundaries established by clearly wording of each descriptor statement, such as how the students' presentation skills were accomplished at different levels.

Verification strategies

The credibility (internal validity) and dependability (reliability) of the data collection and analysis procedures in this study were achieved by two protocols. First, through a technical

triangulation, quantitatively cross-checking the impacts of HFC on English business presentation from the students' views on their experience. Second protocol was applied by source-based, time triangulation collecting and analysing the data for identical research questions using exactly the same research protocol on a different subject (comparative students/the other students) having a similar profile taught by the same lecturer in an identical HFC environment in the following year. The subject available as new data source for verifying findings in this study consisted of tertiary level vocational Software Engineering students at their third-year, taking holistic flipped English Business Presentation class as did their seniors. The performance of comparative (other) students sitting the identical HFC for English business presentation subject was compared to those observed from the participants (subject) of this study.

Results

1. *HFC Impacts on Software Engineering Students' English Business Presentation Performance*

The implementation of HFC for English business presentation class generated an evidence that this pedagogy platform produced only moderate impacts on English business presentation skills of the non-English speaking students, whose interest and field of study was not mainly English either, indicated by the majority of these Software Engineering students demonstrating average presentation micro-skills, despite intensive practices in HFC environment for 4 weeks, as can be seen from Table 1.

Table 1. Percentage of Software Engineering Students Class of 2021 with English Business Presentation Skills at Varied Levels After HFC

Presentation aspects	Level				
	Very low	Low	Average	High	Very high
Grade range	**0-<60**	**60-<70**	**70-<80**	**80-<90**	**90-100**
Content adequacy	7.41%	29.61%	35.20%	27.78%	0.0%
Organization: orderliness and flow of speech	1.85%	46.30%	27%	13.74%	11.11%
Mechanics poise: grammar use and syntax	5.56%	24.07%	51.85%	18.52%	0.0%
Style of speech: Engagement and vigour	3.70%	7.41%	59.26%	29.63%	0.0%
Style of speech: Elocution	1.85%	12.96%	46.29%	35.20%	3.70%
Eye contact and other body gestures	1.85%	9.26%	40.74%	42.59%	5.56%
Use and quality of visual aids	14.81%	0.0%	48.15%	37.04%	0.0%

The findings presented in Table 1 reveal considerable variation in students' English business presentation skills following the implementation of the Holistic Flipped Classroom (HFC) model. Regarding content development, the largest proportion of students (35.20%) demonstrated an average level of performance, indicating that their ability to select appropriate phrases and expressions for constructing business pitching content remained adequate but not yet fully developed. Although 27.78% achieved a high level, 37.04% fell within the low and very low categories, suggesting that a substantial proportion continued to experience difficulties in producing clear, relevant, and persuasive presentation content. A comparable pattern emerged in the organization of presentation content through the use of signposting expressions. While slightly more than half of the students demonstrated average

to very high performance, nearly half remained in the low or very low categories. These results suggest that students' ability to maintain coherence and logical progression throughout their presentations was uneven. A similar concern was evident in grammatical accuracy and syntactic construction, where 51.85% of students attained an average level, 24.07% were classified in the low category, and 5.56% performed at the very low level. Only 18.52% achieved a high level, and none reached the highest performance category. Taken together, these findings indicate that content development, discourse organization, and grammatical accuracy remained important areas for improvement. Although the HFC model provided opportunities for independent preparation, the observed performance distribution suggests that students did not consistently demonstrate the linguistic and organizational competence required to deliver concise, coherent, and professionally appropriate business presentations.

Students' performance in oral delivery also displayed a predominantly moderate pattern, although the distribution differed across individual dimensions. In terms of engagement and vocal expressiveness, approximately 60% of students demonstrated average performance, while 29.63% reached the high or very high categories. This proportion exceeded the combined percentage of students in the low and very low categories, which accounted for 11.11%. The results suggest that many students were able to communicate their ideas with a reasonable degree of engagement and energy, although these qualities were not consistently demonstrated across the class. Elocution presented a somewhat more encouraging profile, with 46.29% of students achieving a relatively satisfactory level and 35.20% demonstrating high to very high performance, including 3.70% in the highest category. By comparison, 12.96% remained in the low category and 1.85% in the very low category. These findings indicate that a considerable proportion of students could articulate their ideas intelligibly, although pronunciation and clarity of delivery continued to require attention for some learners. Performance in nonverbal communication was similarly mixed. Because presentations were delivered virtually through Zoom or Google Meet, eye contact was assessed primarily through students' orientation toward the camera, while body gestures and visible signs of nervousness were also considered. A total of 48.15% of students demonstrated high to very high performance in these aspects, including 5.56% at the highest level, while 40.74% performed at an average level. The remaining 11.11% fell within the low and very low categories. Although these results indicate that many students could maintain a reasonably convincing on-screen presence, the substantial proportion with average performance suggests that consistent audience engagement through a virtual medium remained challenging. The use of visual aids revealed a further limitation: 48.15% of students achieved an average level, 37.04% produced slides assessed as high quality, and 14.81% were classified in the very low category. These results illustrate differences in students' ability to communicate orally and support their presentations with effective visual materials.

The distribution of performance across the seven dimensions indicates that students' relative strengths in elocution, nonverbal communication, and vocal engagement coexisted with persistent difficulties in content development, grammatical accuracy, and presentation organization. In particular, the limited proportion of students achieving high performance in grammatical and syntactic construction suggests that preparing and delivering a business presentation remained linguistically demanding for many participants. Observations during the practice sessions also indicated differences in students' engagement with independent preparation and in the extent to which they used practice opportunities to refine their presentations. Limited engagement in self-regulated learning (SRL) may therefore represent

one possible explanation for the uneven performance, particularly in relation to planning, monitoring, and improving individual skills. However, because SRL was not directly measured as an independent construct, it cannot be established as the definitive cause of the observed outcomes. The findings instead point to the need for closer alignment between HFC learning activities and the specific demands of business presentation. Instructional support could include explicit guidance on developing persuasive content, organizing ideas through signposting, constructing grammatically accurate sentences, and designing visual aids that reinforce spoken messages. Repeated practice, targeted feedback, and opportunities to revise presentations may also help students address weaknesses identified during assessment. These observations provide a basis for refining instructional strategies within the context examined, while further research would be needed to establish how particular learning conditions relate to students' presentation performance.

Credibility and Dependability of this Study

The credibility (internal validity) and dependability (reliability) of the procedure and findings in this study were verified by first, examining the perspectives of the subject in this study quantitatively. Students' perspectives of English Business Presentation course delivered in HFC were measured using a Likert's scale of 1-5 instrument close-ended questionnaire already validated and disseminated by the Faculty's Quality Assurance Division at the Institute after the students completed the course. Their opinions on the use of HFC model for their English business presentation learning were presented through this chart:

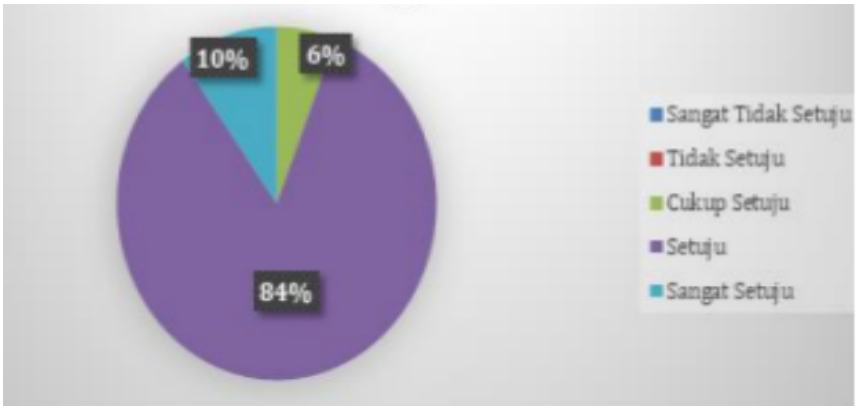

Figure 1. Percentages of students satisfied with English Business Presentation teaching and learning process

The chart describes 84% students joining English business presentation class were satisfied with the HFC-delivered teaching and learning process. Still, their satisfaction shows no correlation to their moderate performance.

The other triangulation method to verify the credibility and dependability of this study was by observing English business presentation performance of the other group of students, whose profiles upon taking the course also delivered in HFC setting identical to the subject of this study, in slender different time.

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Table 2. Percentage of Software Engineering Students Class of 2022 with English Business Presentation Skills at Varied Levels After Completing HFC

Presentation aspects	Level				
	Very low	Low	Average	High	Very high
Grade range	0-<60	60-<70	70-<80	80-<90	90-100
Content adequacy	9.32%	13.85%	56.83%	10.77%	9.23%
Organization	0.0%	15.38%	32.31%	52.31%	0.0%
Mechanics poise: grammar use and syntax	1.54%	43.08%	38.45%	12.31%	4.62%
Style of speech: Engagement and vigour	1.54%	21.54%	55.38%	21.54%	0.0%
Elocution	9.23%	27.89%	44.42%	18.46%	0.0%
Eye contact and other body gestures	0.0%	1.54%	55.38%	43.08%	0.0%
Use and quality of visual aids	3.08%	26.15%	44.62%	26.15%	0.0%

Table 2 presents the English business presentation performance of a subsequent cohort of third-year Software Engineering students who completed the HFC course. Their performance levels were comparable to those of the students examined in this study, particularly in content development, mechanics, poise, engagement, and delivery, which remained within the moderate category. A difference emerged in the use of signposts to structure presentations, with slightly more than 50% of the students demonstrating high proficiency in maintaining presentation coherence through appropriate signposting. The similarities between the two cohorts indicate comparable performance patterns following participation in the HFC course.

2. Factors Influencing English business presentation performance of Software Engineering students in the HFC

These students in the HFC were directed in an utter student-centered learning environment. Consequently, they had to stimulate their self-regulated learning (SRL) sense either collaboratively or independently. Below is the description of how the HFC model for the students was implemented.

Table 3. *Implementing Holistic Flipped English Business Presentation Class*

Materials	Web 2.0 tools	Modalities integrated with HFC	Average time (minute/week)	Σ week
Online presentation evaluation	**Zoom, Google Meeting Room**	**Synchronous**	**150**	**3**
Virtual class for students' mock-up presentations, discussions, and lecturer's oral feedback	**Zoom, Google Meeting Room, YouTube**	**Synchronous**	**100**	**4**
Teaching videos, audios, slides, lecturer's notes	**YouTube; The Institute's website-based and Moodle-based LMS**	**Asynchronous**	**30**	**4**
Off virtual class interactions	**Whatsapp group messages and voice notes**	**Asynchronous**	**30**	**4**
Independent study	**Moodle-based LMS**	**Asynchronous**	**200**	**4**

The learning materials in teaching videos and audios, slides, and lecture notes were delivered asynchronously using Web 2.0 platforms (details on Table 3). All materials were

uploaded in the available LMS at latest 2 days before the synchronous class schedule. The students were required to download and read the materials in advance before the synchronous class at their preparation time so that discussions and practices could be productive in the lecturer-monitored synchronous classrooms. These synchronous sessions were recorded in system logs of the video conference applications utilized, uploaded to YouTube and shared to the course's Whatsapp group for students' out-of-class review in independent study time.

During synchronous sessions, students were observed to frequently claim they were unable to optimize their performance in the HFC platform due to interrupted Internet connection sometimes worsened by electricity failure. In synchronous sessions, students often disappeared from the line that the video conference-based class supposed to back computer generated facial interactions between students and the teacher had to take place without students' appearance. During the disappearance students also were likely to be muted and when they became online again, they gave Internet trouble-related excuse. These internet interruption and occasional electrical disconnection were always highlighted as the hurdle continuing to discourage students' English business presentation practices in HFC settings.

A further investigation including a semi-interview with the head of technical support division at the Institute disclosed that the Internet connectivity issue might be reasonable since most of the students had to study from their home located in areas where Internet infrastructure was supported by one tower only. While having to rely on the connection distributed by the only one tower, students had to compete with many others in their area using the same provider. If they had stayed on campus, they probably would not have faced such Internet problems as the campus had installed fiber optic Internet. Nevertheless, at times when students were demanded to study from home or remote areas completely, they only could count on the available Internet infrastructure.

However, observations during the HFC delivery indicated that students' low self-regulated learning (SRL), which was a main driver for the success of HFC platform without teachers and peers' physical presence, turned out to be the key aspect holding back the students from reaching performance above the average level. Although students occasionally had to experience Internet connection challenges to fully actively participate in synchronous classes, they actually could have avoided such complete isolation if they had enough motivation to actively engage in particularly asynchronous times and synchronous sessions. All materials were available in advance, so they should have stored the materials offline when their Internet connections were good. At the same time, all synchronous classes were recorded, uploaded to YouTube, and disseminated to students immediately after the end of the session via the course's Whatsapp and Moodle-based LMS. For this reason, students should have been able to practice all materials made available through countless Web 2.0 media and campus' web-based and Moodle-based LMS' asynchronously. Therefore, students' excuses about insufficient Internet connection should have been tackled as it could be fixed if students could encourage themselves to download and review all learning materials completely shared using asynchronous-supported digital applications and systems.

Apart from the Internet connectivity issue, none of the students got troubles with utilizing Web 2.0 tools and LMS integrated into the HFC to benefit their learning process. Students were familiar with even more complex digital and IT-related features such as coding, creating and testing software; they possessed high digital literacy. They had their own modern laptop and smartphone since first setting foot at the campus because the digital devices were indispensable to their studies. The technical staffs remotely backing up the HFC were mostly

IT graduates as well, so they were digitally literal. Therefore, motivation for SRL raising ignorance effects on their week-to-week presentation progress has been indicated as the main reason behind students' inconsiderable accomplishment at their English business presentation skills following the fully-delivered remote classes.

Discussion

Interpretations of findings in this study reveal that delivering an English business presentation class in the HFC, even for students long familiar with advanced online technology utilized in the learning platform, does not always end with its success story in consequence of technology obstacles, like frequent Internet connection interruption, infrastructure disruptions such as power-grid breakdown, and the learner's learning motivation, for instance, inadequate willingness to independently engage in unmonitored learning process (self-regulated learning /SRL).

The only moderate HFC significance finding in this study has confirmed observations from Hartyanyi et al. (2018) and Zhou (2023) on the HFC's student-centered learning characteristics, in which in this study, it has been proved students taught in HFC remain unsatisfactorily at the expected learning goal achievement without enough motivation and efforts to engage in their learning process (SRL). The results in this research also prove the essence of HFC delivery that the students joining the HFC must involve in the learning process actively (Ko, 2018; Hae & Bo, 2018, Yasir et al., 2018) and demonstrate higher participation (Liu, 2019) to reach the objectives expected as the platform's outcome. In other words, students have displayed merely fair quality of presentation performance because they ignored to actually entrench the student-centered learning responsibility or SRL sense within their learning habit which is metacognitive. Though the HFC process in this study stimulates the personalized learning potential as implied by Fulton (2012), Love et al. (2013) and Goodwin and Miller (2013) due to technology-enhanced multi-teaching strategies integration, the potential of HFC for increasing students' chances in metacognitive learning becomes hidden in consequence of the SRL absence of the students themselves.

The scarce extent of SRL responsibility and motivation has led to the Software Engineering students' inability to take advantage of HFC's benefits as described by (Deng, 2018; Dong, 2018; Jouryabi, 2019; Liu, 2019; Chen & Hwang, 2020; Nikitova et al., 2020; Mandasari et al., 2021, Montaner-Villalba; 2021). Despite Web 2.0 technology could help deliveries of the HFC having the nature almost identical to the FC that provokes high interaction opportunity between the students and the lecturer as notified by Goodwin and Miller (2013), raises platforms for students' independent thinking exercises as argued by Kellinger (2012), equips numerous teaching strategies (Love et al., 2013) and offers flexible learning environment (Chen et al., 2019), students' shortage of SRL apparently has averted them from their gaining optimum level in their learning accomplishment.

Outcomes adversary to the common grounds claiming the whole benefits of HFC platform resulted from this study have confirmed evidence presented in several scholarly works. Hutchings and Quinney (2015) drawing their investigation results from rich data of student questionnaires and staff focus groups led to the finding that the charms of FC model were countered by individual and organizational barriers, like student reactions to new and challenging ways of learning; cultural resistance recognized in staff's uncertainty; and lack of timely and responsive provision of technical infrastructure and support. Wang (2017) inquiring barriers to the adoption of FCs in Hong Kong public secondary schools using convenience

samples of 210 in-service teachers from Hong Kong public secondary schools through the application of Ertmer's classification of first- and second-order barriers to comprehend the hurdles revealed three significant aspects hindering the transition from traditional approach to flipped learning model: 1] students' digital access inequality in which not every student has digital device necessary (e.g. a laptop or tablet) or a dependable network connection to view course content outside the classroom due to socioeconomic status; 2] teachers' views that flipped classrooms were ineffective, unlike the conventional teaching paradigm; 3] teachers' lack of confidence in adopting the flipped classroom mode due to their digital literacy weakness.

Hartyányi et al. (2018) noted organizational challenges from management and support staff, students' reluctance to support a more active role in their learning because of fear that it would add to their workload, technical issues in schools and in homes resulting in inadequate connectivity, instructors' need to skills' upgrading in technology or the pedagogy, and the time required to change a teaching strategy or the learning materials undermined the positive effects of flipped learning. Moreover, İlic (2021) investigating the satisfaction of pre-service teachers with the completely online course instructed with the flipped classroom model employing the explanatory sequential mixed design described his finding that the model raised interactional challenges, though this model assisted teaching and learning process throughout the era demanding full virtual classes was generally responded as satisfying. Based on the participants' perspectives, one of the reasons for such disadvantages were systemic-oriented problems mainly caused by the difficulty of participants (students and their teachers) to stay connected during synchronous classes, while asynchronous learning materials such as teaching videos were deemed to have banal impacts, unlike real classroom, on students.

Sarker (2023), conducting an independent t-test method-based study comparing the effects of flipped learning method and traditional learning on 100 students of two reputed colleges in Dhaka City in English, Philosophy, Mathematics and Statistics courses, reported a number of problems encountered when implementing instructional interventions in FC learning process. Although the FC model keeps students engaged in a variety of activities before/in/after class, increases learning interest, and reduces student absenteeism, the lack of digital literacy from both teachers and students has been the major issue. In his study, the educators were caught to be unfamiliar with utilizing Web 2.0 tools for enhancing their synchronous classes, whereas the students were confused about getting maximum benefits from their smartphones to endorse their learning process in spite of having their own smartphones. Then, minimum administrative support, interruption of internet connection, and time shortage for the educators to create digital content for asynchronous materials contributed to the ineffectiveness of the FC model.

The findings of this study contrast to general positive impacts of flipped classroom model are able to provide an alternative insight into considerations for EFL instructors to painstakingly plan a full virtual English business presentation teaching and learning mode. This research yields a scientific finding-backed evidence lying a suggestion that the delivery of this course be better held onsite completely, or at least hybrid with physical classroom taking over the sessions largely if the participants have limited willingness, motivation and responsibility to regulate themselves and efforts during the learning process.

The main limitation for generalizing the results of this study is the lack of research method for analysing and verifying the data for time insufficiency in preparing the rigid research protocol. Also, studies revolving on deciphering the ineffectiveness of flipped learning both

conventional and holistic even in the past five years were still countable. So far, studies elaborating the inefficacy of flipped classroom delivered without physical classroom (HFC) have been undetected. In addition, though students' SRL lack issue has been signalled as the instrumental feat causing the HFC's average effects on this study's subject, since the focus of this study is to explore HFC impacts in general in a teaching-learning study case instead of investigate the extent of students' SRL dimensions impacted on the HFC's success, SRL measurement procedure has been excluded from the research method. This might be another limitation of this study, so it is suggested that further researchers interested in inquiring HFC be able to enquire of the extent of SRL that students need in a HFC to succeed the expected learning goals.

Conclusion

This study indicates that the implementation of the *Holistic Flipped Classroom* (HFC) model in English business presentation courses for Software Engineering students resulted in varying levels of performance, with overall achievement remaining moderate. Although HFC offers flexibility and supports technology assisted independent learning, this approach may not fully address the developmental needs of presentation skills that require repeated practice, targeted feedback, and direct interaction with an audience. These findings contribute to English language teaching in vocational higher education by highlighting the importance of aligning instructional approaches with the specific demands of the intended learning outcomes. In practice, instructors are encouraged to combine online learning materials and independent preparation with presentation simulations, formative assessment, focused feedback, and face to face or blended learning activities where appropriate. Nevertheless, because the study employed an exploratory design within a specific educational context, its findings do not establish causal relationships and should not be generalized beyond the scope of the study without further evidence. Future research should examine more diverse student populations and educational settings while directly investigating the role of **self-regulated** learning and other instructional factors in the development of presentation skills.

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