Exploring Cloud-Based Materials as Authentic and Relevant Models for Teaching Lexicogrammar

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Abstract

Teaching English, particularly teaching its lexicogrammatical concepts, has been a challenging problem for teachers in Indonesia during this pandemic. The 'new normal' era has forced teachers to find cloud-based lexicogrammar materials for modeling activities in their online classes. These lexicogrammar materials are fortunately abundant on the internet, yet teachers, who are not English native speakers, still must search for authentic and relevant models. The purpose of this research, therefore, is to explore and present authentic and relevant cloud-based English lexicogrammar materials that can be good models for Indonesian teachers. In this exploratory study, both online and literature researches were conducted to answer the formulated hypothetical question, "Does the internet really provide English teachers with authentic and relevant cloud-based materials for lexicogrammar modeling?" The result showed that so far, there are at least four websites providing authentic and relevant cloud-based English lexicogrammar materials for modeling activities in distance learning. Moreover, these four cloud-based materials provide free and easy access for internet users and various materials such as quizzes, videos, and downloadable materials; hence, good models for Indonesian English teachers. This research, moreover, also found that in terms of cloud-based materials, not only can internet-based materials be used as authentic and relevant materials, but even the 'offline' computer based-materials, which have been familiar among teachers before the pandemic, can also be authentic, relevant, and compelling cloud based-materials with the help of the common online platforms such as Zoom or Google Apps.

Keywords: lexicogrammar, modeling, cloud-based materials

Introduction

The outbreak of COVID-19 in Indonesia has changed many aspects in the country's academic life. Teachers and students must adapt themselves to a new condition that they have not experienced before. This pandemic has forced them not to meet directly and do many kinds of teaching and learning activities, just like in the past. The government has made a lot of effort to ease this conundrum by issuing the policy of distance learning classes that rely on the internet connection and providing both teachers and students with facilities and incentives to hold online classes. However, the transition period usually brings many difficulties where some can easily adjust themselves to this 'new era', but some are still struggling to acclimatize to this condition.

Students, on the one hand, according to Angdhiri in The Jakarta Post (2020), must undergo this confusing situation where they have to switch themselves from regular classes to online classes and feel that the given lessons are more difficult since such a crisis gives no time or room for everyone to prepare. Teachers, on the other hand, also face tremendous challenges in conducting all steps in teaching activities. Based on the report from Khalidiyah in Kompasiana (2021), teachers must spend their time taking 'crash courses' in ICT and related areas to adapt themselves to this new learning system.

English teachers, indeed, also experience these obstacles, especially when they must find authentic and relevant models for teaching lexicogrammar. The internet actually provides abundant materials for lexicogrammar models, but many Indonesian teachers, particularly those who just learned ICT, may feel confused. Nevertheless, both preceding reports conclude that holding online classes is still the best option for teachers in this circumstance, so English teachers have to prepare what is called 'cloud-based materials' to teach their students, including teaching lexicogrammar.

Literature Review

Previous Studies

In connection with researches on cloud based materials, both Khampusaen (2014) and Ying Xu (2018) agreed that the use of cloud-based materials can promote self-directed learning. Khampusaen moreover stated that besides promoting self-directed learning, cloud-based materials can also promote collaborative learning to students. Ying Xu, on the other hand, also emphasized that these online materials also provides students with more authentic language examples. Furthermore, a research on the use of cloud-based materials in Indonesia carried by Isnawati (2017) showed that today, students in Indonesia had tendency to learn English more from web-based materials than from book-based materials.

These three previous researches that show the benefits of using cloud-based materials in teaching English and the attitude of Indonesian students towards English learning via web-based were the ones that became the point of departure of this research. As one of the further studies, this research focused more on teaching English lexicogrammar with a variety of cloud-based materials

Lexicogrammar

Figure 1: The Lexicogrammar Cline
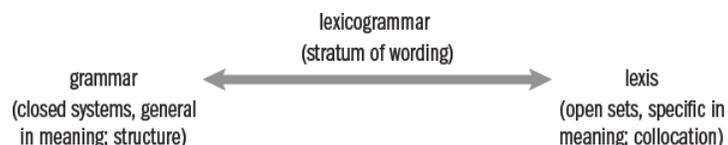
The term 'lexicogrammar' was firstly introduced by Halliday (1961), explaining that it is the amalgamation of lexis and grammar, and he (2004) furthermore described that the connection between lexis and grammar is like 'two poles of a single cline' where there is grammar on side and lexis on the other side with their different characteristics (see fig. 1 above). The concept of lexicogrammar is also found in the model of communicative competence Celce-Murcia et al. (1995), who proposed a pedagogic model of communicative competence consisting of several competencies (see fig.2 below) where one of them is linguistic competence that includes lexical knowledge and grammatical knowledge (lexicogrammatical knowledge)
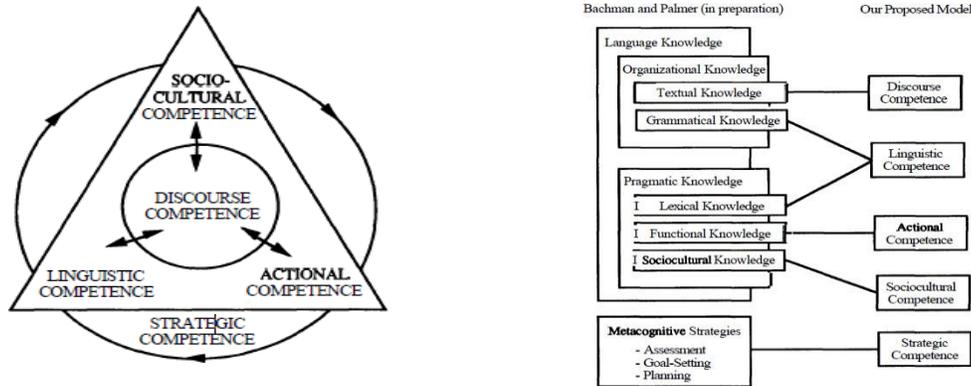
Figure 2: Schematic Representation of Communicative Competence and the Model Proposed by Celce-Murcia, Dornyei, and Thurrell

The model mentioned above clearly describes that linguistic competence (or lexicogrammar competence) has an essential part in language teaching because, together with other competencies; namely discourse competence, socio-cultural competence, actional competence, and strategic competence; it forms the communicative competence, the competence that every language learner must gain and every language teacher must aim at. In the process of language learning, moreover, there are stages that students must take so that they can be competent language users. These stages are closely related to Vygotsky's learning theory called Zone of Proximal Development (ZPD)

The ZPD theory

Figure 3: The Vygotsky's Zone of Proximal Development
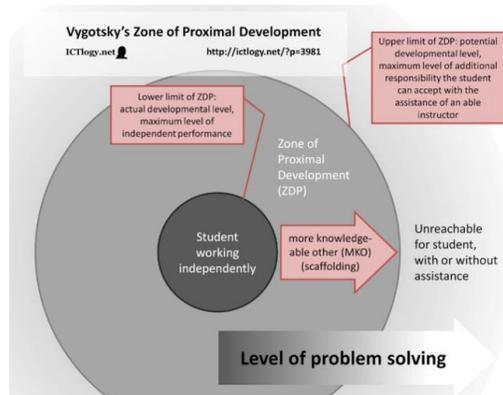
The principle of ZPD theory, as explained by Johnson (2004), is that the higher mental functions like rational thinking and learning start from social activities. When students develop from their own 'mental function' areas' to the 'higher mental function' areas, the gap between those areas is called the zone of proximal development (see fig. 3). Johnson, related to this development, described that it begins from the social level where students are dependent from 'More Knowledgeable Others (MKO) like teachers or people having more knowledge and experiences to the individual (intrapersonal) level in which they have become more independent learners. In connection with the process of both language teaching and language learning, Agustien (2020) emphasizes that teachers must plan the overall process to guide students moving through their zones of proximal development. Such transition certainly needs what is called scaffolding; carefully planned activities done by teachers as more knowledgeable others to assist students in being independent learners (see fig.4).

Scaffolding Activities

*Figure 4: ZPD and Scaffolding Activities*
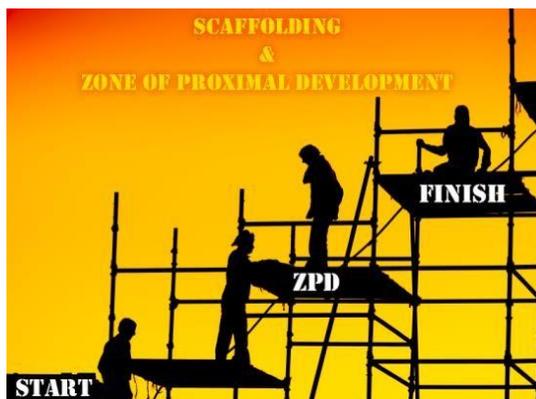
In terms of scaffolding activities, Agustien furthermore explains that the involvement of teachers as MKO will gradually decrease as students can learn independently or, in other words, 'moving to the higher level of functioning' (Smidt, 2009). These activities, according to Derewianka and Jones (2016), consist of four stages called the learning cycles, which are described as follows:

- Building the context or field - understanding the role of texts in our culture and building shared understanding of the topic

- Modeling the text (or deconstruction) - the use of mentor or model texts to focus explicitly on the structure and the language of the text, how language choices work to shape meaning, and to build a metalanguage

- Guided practice (or joint construction) - teachers and students jointly constructing a text

- Independent construction – students' independent writing or approximation of the genre

Learning Cycles

Figure 5: The Learning Cycles
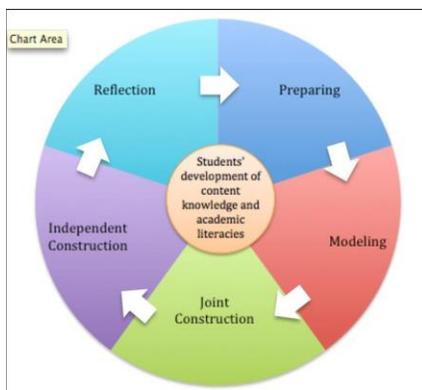
It is at the modeling stage that English teachers, especially in Indonesia, meet challenges in presenting relevant and authentic models of lexicogrammar materials since they are not native speakers of English. The efforts made by non-native English teachers in modeling activities definitely meet more obstacles than

that of the native English teachers. In presenting the English lexicogrammar, the non-native teachers must be aware of what Baker (1992) defines as the problems of non-equivalence between the source language and the target language. Baker generally divides these problems into five, namely equivalence at the word level, equivalence above word level, grammatical equivalence, textual equivalence, and pragmatic equivalence. Since the topic presented by teachers is about lexicogrammar, they at least will have to deal with those first three non-equivalence problems.

According to Baker, problems pertaining to equivalence at word level comprise morpheme structures and their types of meaning, while problems in connection with equivalence above word level consist of collocations, idioms, and fixed expression. Both problems, thus, can be considered as lexical problems. Related to the grammatical equivalence, Baker presents the diversity of grammatical categories across languages that every translator (and also language teachers) must consider. These grammatical categories are number, gender, person, tense, aspect, voice. All of these 'lexicogrammar equivalence' problems have obviously posed potholes for English teachers in Indonesia in designing authentic and relevant English lexicogrammar models, and not to mention other hassles where all of those modeling activities must be cloud-based due to the pandemic situation.

The previously mentioned problems; ranging from the complexity of online classes in Indonesia faced by English teachers and their students during the pandemic, the online learning classes that demand the teachers to adapt and adopt cloud-based materials abundantly found on the internet, and the need for Indonesian English teachers for relevant and authentic (lexicogrammar) for modeling; are actually the reasons why this mini-research was conducted. Hence, this research aims to explore those ample cloud-based lexicogrammar materials and present them so that teachers can get easy and quick access to design their own authentic and relevant cloud-based lexicogrammar models for their students.

Methodology

Figure 6: The Exploratory Research
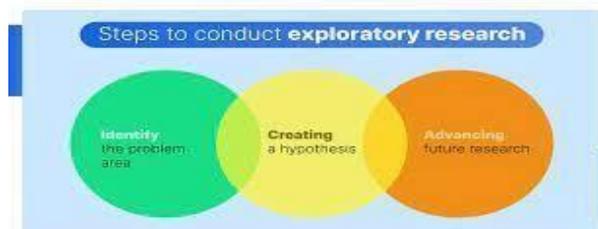
This research, as previously mentioned, is exploratory research since its purpose is to investigate a problem that is yet clearly defined (QuestionPro, 2021). There are three steps in the exploratory research: identifying the problem, creating the hypothesis, and conducting further research (Formplus, 2021). As the first step of this study, the undefined problem had previously been identified, namely 'the difficulty of English teachers in Indonesia in giving relevant and authentic lexicogrammar models in online classes during the pandemic'. A hypothetical question, as the second step, had then been formulated, "Does the internet really provide English teachers with authentic and relevant cloud-based materials for lexicogrammar modeling?" The efforts to answer this question will be the starting point of further researches as the last step.

Method of Collecting Data

In answering that research question, the secondary methods were chosen due to limitations of time and space during the pandemic, and they were online research and literature research (Voxco, 2020). The online research was conducted to survey which websites provide authentic and relevant materials for lexicogrammar modeling. This online survey utilized Google to find websites providing information about

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the recommended ELT sites that focus on lexicogrammar learning. Two keywords were typed in the search engine, namely 'the most popular grammar websites' and 'the most popular grammar interactive websites'.

Data Analysis

From the former keywords, www.grammarly.com came up at the top, and this website presented that there are 10 best grammar resources for English language learners, while from the later keywords, www.speakconfidentenglish.com appeared and recommended 8 websites where students can practice English grammar. Two parameters were used to those websites to find out which websites are suitable for Indonesian English teachers, namely free and easy access and variety of materials like quizzes, videos, and downloadable materials. With these two parameters, 4 ELT sites were chosen as the cloud-based resources for lexicogrammar models, in which 3 sites were from www.speakconfidentenglish.com, and 1 site was from www.grammarly.com. The names of the websites are as follows:

1. https://www.englishgrammar.org/

2. https://www.perfect-english-grammar.com/

3. https://englishgrammarsecrets.com/

4. https://www.grammar-monster.com/

The literature research, on the other hand, was also carried out to give rationales supporting the cloud-based materials that had been explored. These references were ELT literature, including two lexicogrammar handbooks, 'Understanding and Using English Grammar' (Azar, 2002) and 'English Grammar in Use' (Murphy, 1985) in which both of them are the most popular books for students learning English grammar (Harville, 2021) and they function as a mean between the web-based materials and the computer-based materials.

The existence of 'offline' computer-based materials was also explored in this research because these materials were undoubtedly far from obsolete, and they can also be authentic and compelling cloud-based materials with the help of recent video conference applications such as Zoom and Google Meet. The word 'compelling' here is crucial because, according to Krashen in Investing Rationailty (2021), language acquisition (including second and foreign language) only happens when the given materials are compelling. Furthermore, these 'offline' materials can be a practical alternative since they are created as a 'companion' of ELT or grammar books from well-known publishers, hence relevant and authentic materials. Teaching preparation using these materials, moreover, is less costly because teachers can spend their time learning these apps offline. There were 4 computer-based lexicogrammar materials available to explore, and these materials were in the forms of books provided with CD-ROM containing interactive learning applications generally for personal use. The followings are the names of 4 available computer-based materials:

1. Longman Complete Course for the TOEFL test (Phillips, 2001)

2. Objective IELTS Advanced (Black and Capel, 2006)

3. Essential Grammar in Use (Murphy, 2007)

4. Oxford Practice Grammar Intermediate (Eastwood, 2006)

The use of all of those materials, both the website-based and computer-based materials, will be less effective or even impossible in distance learning without the aforementioned media, namely Zoom and Google Meet (from Google apps), since these media will enable the learning activities to be more interactive. Particularly for the computer-based materials, the role of these media is more vital because these materials were specifically designed for personal offline learning use only. Therefore, some features from Zoom and Google Meet were also discussed in connection to exploring these cloud-based materials, especially those originally from computer-based materials.

Findings and Discussion

1. **Internet-based materials**

    1.1. https://www.englishgrammar.org/

    This website focuses on lexicogrammatical skills for writing, and it is one of the recommended lexicogrammar sites because it has fulfilled the two given criteria, namely providing free and easy access and offering a variety of materials in the form of quizzes, videos, and downloadable materials. According to Jennifer Frost, a Californian English teacher who becomes the webmaster, www.englishgrammar.org is committed to maintaining this website free for everyone, hence really helpful for both teachers and students.

    Related to its materials, this site presents simple access for its users to learn grammar. People accessing this site will easily get what they need pertaining to lexicogrammar learning since all of the features can be shown as users firstly enter this site (see fig. 7). In its simple appearance, users (teachers or students) can directly choose what kind of materials they need to model the lexicogrammar lessons or to learn since the lexicogrammar topics can be seen easily on the left side. These topics, such as adjectives and adverbs, are also the same topics listed in the grammar book written either by Azar or Murphy.

Figure 7: The Appearance of www.englishgrammar.org

    As seen in figure 8 below, this website also provides English teachers or learners with downloadable materials in the form of PDF files in which teachers can utilize them in the online class, or students may use them as in their self-study activities. Such downloadable online materials, therefore, are good models for online lexicogrammar lessons. Other materials can also be obtained by clicking 'GRAMMAR RULES,' and users can get a 12-page PDF file about grammar rules review. In addition, if users plan to learn further, this website also provides a link for them to freely download a 56-page updated PDF file entitled '120 Grammar and Vocabulary Mistakes to Avoid.'

    Teachers can also encourage their students to move to the next phases of their learning cycle, joint construction, by asking them to do some quizzes within this website. There are two ways of doing online quizzes on this site. The first way is by clicking the 'ONLINE EXERCISES', and they can directly do the quizzes. The other way is by choosing the lexicogrammatical topics on the left side of the site where the lexicogrammar topics and other online quizzes are presented. Using Zoom or Google Meet, teachers can utilize these features in their distance learning classes after presenting the models designed from the downloaded materials.

Figure 8: Downloadable Materials and Quizzes in www.englishgrammar.org

Videos containing explanations of lexicogrammatical materials are also provided on this website (see fig. 9). Users can go to 'VIDEOS' to access a variety of lexicogrammar topics in recorded videos. Though the number of videos on this website is not many, the webmaster, who is also the video maker, is committed to make more videos; provided users want to watch her other videos, they can find them in YouTube by typing her name together with the keyword 'English grammar'. All of these videos or other visual media play an essential part in the recent development in pedagogy issues related to the increasing demand for visual stimulation for students who are mostly visual learners now (Gangwer, 2021).

Figure 9: Videos in www.englishgrammar.org

This website, in addition, also offers online editing services in the feature called 'ONLINE TOOLS'. There are two kinds of services provided on this website, the grammar checker and the word counter. These services are found in Ms Word too, but the grammar checker in this website, called the deep check, is directly linked to https://www.grammarly.com/ that provide more thorough in checking lexicogrammatical elements in a text (especially when the users, or teachers, become the premium member) The existence of these online editing services is in line with the purpose of this website that is learning all aspects of written English to improve writing skills in both personal and formal communication. This purpose is also the reason why this website has a feature named 'GUIDE'. This feature contains writing guides for various genres like business writing, copywriting, and others, where all of the explanations can be freely downloaded (see fig. 10).

Figure 10: The Online Tools and the Writing Guides in www.englishgrammar.org

1.2. https://www.perfect-english-grammar.com/

The website is run by Seonaid Beckwith, a British teacher graduating from Cambridge, majoring in English and linguistics. This site offers both paid and free services. The paid services are in the form of courses while the free services, the ones becoming our focus, are downloadable materials, videos, and quizzes. Once users enter this site, they are directly guided to explore all free English materials on this website. The free materials are generally divided into 9 parts, namely 'GRAMMAR EXERCISES', 'GRAMMAR EXPLANATIONS', 'GRAMMAR PDFS', 'VERB TENSES', 'REPORTED SPEECH', 'MODAL VERBS', 'THE PASSIVE', 'CONDITIONALS', and 'PHRASAL VERBS'. All of those features above actually link all users to one place where all topics needed are available. This place, where the picture of Ms. Seonaid can be seen, presents various lexicogrammar topics complete with their online explanations, online exercises, videos, and downloadable materials (see fig. 11, 12, and 13). Concerning its downloadable materials, this website provides materials that are not only in the form of printable explanation files but also in the form of printable infographics. The existence of these infographics is actually one of the advantages of this website. Modeling with infographics is based on Thornbury's efficiency factor or 'the E-Factor' in teaching grammar (1999). This website, in addition, also offers ELT newsletters and updated new lessons for its subscribers. The newsletters and new lessons are sent via email, and they are all related to one purpose, namely 'speak and write more correct, more beautiful English'.

Figure 11: Downloadable materials in www.perfect-english-grammar.com/

Figure 12: Online Videos in www.perfect-english-grammar.com/

Figure 13: Online Quizzes in www.perfect-english-grammar.com/

1.3. https://englishgrammarsecrets.com/

This website is run by Pearson Brown, one of the authors from Macmillan Education. This site focuses on the use of English grammar for Business English, so this site is suitable for adult learners, particularly businessmen who want to learn English; hence fulfilling some of the appropriacy factors (the A-factor), namely learners' age and learners' interest (Thornbury, 1999). However, materials in this website can still be relevant and authentic models for English teachers when generally teaching lexicogrammar (see fig. 14). The website offers online quizzes for its users, and there are many explanations in videos provided in this website, more than the websites mentioned above. The videos are from two sources; the website and a YouTube channel called 'Pearson Brown TV' (see fig. 15). Though not providing many downloadable materials, a free PDF file with the same title can be easily found on the internet. This 66-page e-book was authored by Caroline Brown and Pearson Brown in 2010, and it contains lexicogrammar explanations and exercises directly linked to the website.

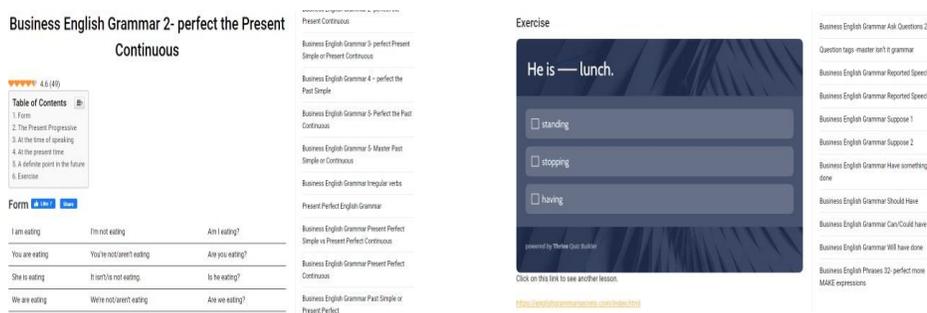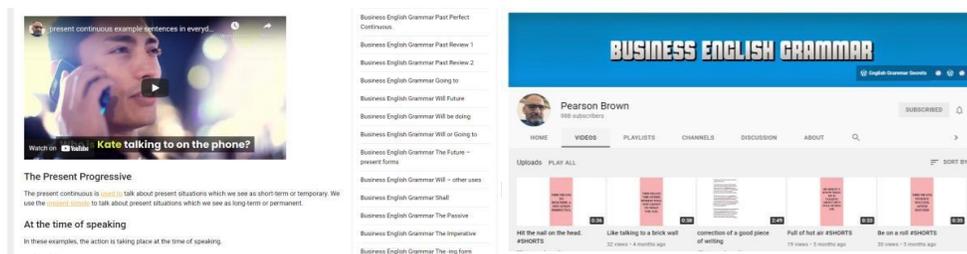*Figure 14: Online Explanations and Quizzes in* https://englishgrammarsecrets.com/

Figure 15: Videos in https://englishgrammarsecrets.com/

1.4. https://www.grammar-monster.com/

This website was developed by Craig Shrives, a former British Army officer, to help his coworkers with their punctuation and sentence structures by writing a 15-page booklet entitled 'Grammar Monster'. The booklet then was turned into a PowerPoint file after Craig's senior officer instructed him to present what he had written to the unit's officer as part of a staff development-morning. In 2003, using his limited computer programming skills, he created this website after realizing its potential. Since then, this grammar website has undergone several changes according to the advice of many international grammarians. Until now, www.grammar-monster.com has been providing grammar in various forms, and it still opens for external suggestions for its development. So far, this site has the most comprehensive lexicogrammatical topics and the most number of videos among the four websites explored. There are many features on this website. First users can have a guide to operate it by clicking 'our story' in which a video on how to navigate the website is provided. This video will guide first users to systematically explore all features in this website, including directing them to read the explanation of one lexicogrammar topic, watch the explanation in a video, and try its related online test (see fig. 15 and 16).
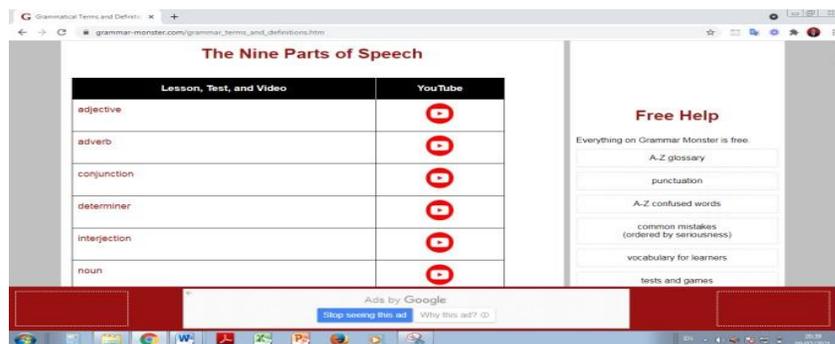
Figure 15: The Guidance Video Provided by www.grammar-monster.com

Figure 16: Lessons, Tests, and Videos

in www.grammar-monster.com

The lexicogrammatical topics at this site are well-designed so that users can experience a variety of lexicogrammar materials regarding one topic. The discussion of a lexicogrammar topic consists of an explanation with infographics, a video summary, additional explanations, real-life examples, the importance of the topic, related topics, key points, and the test. All tests, interestingly, can be edited and sent to many media such as Whatsapp, Facebook, Twitter, or even Google Classroom.

Besides the topic-related tests usually in the form of multiple choices, there are also interactive tests and games on this site (see fig. 17 and 18). The existence of interactive games, particularly, is important since gamification has become one of the educational approaches for young learners who are considered as digital natives (Kiryakoka et al. 2014), and with the help of media like Zoom or Google Meet, this website can help teachers to build intensive communication with their students particularly those categorized as the millennial generation. This site, therefore, is highly recommended for English teachers who want to create online (lexicogrammar) classes.

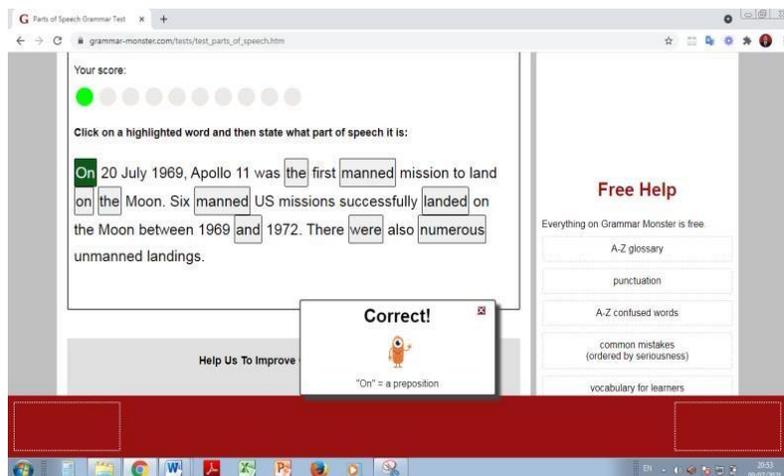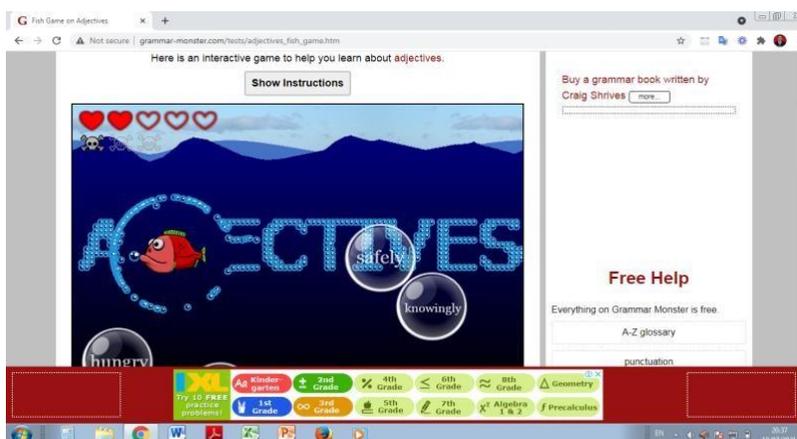*Figure 17: Interactive Tests in* www.grammar-monster.com

*Figure 18: Interactive Games in* www.grammar-monster.com

2. Computer-based materials

2.1. Longman Complete Course for the TOEFL test

This computer-based material was actually designed for English learners who wanted to prepare themselves to take paper-based and computer-based TOEFL. According to Tangkere (2018) in www.idntimes.com, TOEFL is considered as one of the most popular English tests in Indonesia, so generally Indonesian teachers and learners have already been familiar with this test especially its old versions namely the paper-based test and the computer-based test. The Phillips' Longman TOEFL book and its CD-ROM for computer-based learning (see fig.19) have become one of the most popular TOEFL books (Goodereads, 2021) where many English teachers, without exception Indonesian teachers, are familiar with this book or even have it.

Although both paper-based and computer-based versions of TOEFL are no longer used internationally since the introduction of internet-based versions, their materials are still useful for English teachers who prepare lexicogrammar teaching. The structure and written expression section in both paper-based and computer-based tests actually examine the lexicogrammatical competence of test takers, so this section contains lexicogrammar topics that teachers can utilize. Furthermore, Setyowati et al (2017), utilizing TOEFL, also found that students' vocabulary mastery and reading comprehension are significantly correlated.

Figure 19: Longman Complete Course for the TOEFL Test: Preparation for the Computer and Paper Tests (Student Book CD-ROM with Answer Key) by Deborah Phillips
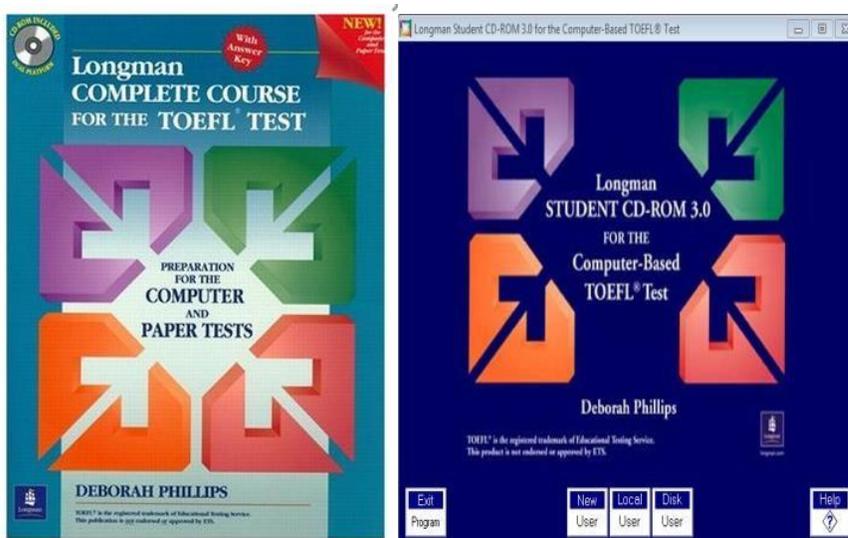
Based on the observation, the lexicogrammar topics in TOEFL materials can also be found in popular grammar books. The following table shows the similarity of lexicogrammatical topics between TOEFL materials and one of the most popular grammar books in which both of them are from the same publisher.

Table 1: Lexicogrammar Topics in Philip's Longman TOEFL and Azar's Grammar Book

No.	Azar's English Grammar	Philips' Longman Complete Course for the TOEFL Test
1	Overview of verb tenses	Problems with the use of the verb: past and present, have and had, tenses and time expression, will and would
2	Present and past, simple and progressive	Problems with the form of the verb: have + past participle, be + present/past participle, will/would + base form of verb
3	Perfect and perfect progressive	
4	Future time	
5	Modals, part 1	
6	Modals, part 2	
7	Subject-verb agreement	Sentences with one clause (subject and verb)
		Problems with subject-verb agreement
8	Pronouns	Problems with pronouns
9	The passive	Problems with passive verbs

10	Noun Clauses	More sentences with multiple clauses: noun clauses and adjective clauses
11	Adjective clauses	
12	Coordinating Conjunctions	Sentences with multiple clauses: using coordinate connectors, using adverb connectors
13	Adverb clauses	
14	Reduction of adverb clauses to modifying adverbial phrases	Sentences with reduced clauses
15	Count and noncount nouns and articles	Problems with nouns
		Problems with articles
16	Comparisons	Problems with comparative and superlative
17	Phrasal verbs	Problems with preposition
18	Parallel verbs	Problems with parallel structure
19	Conditional sentences and wishes (omitting if)	Sentences with inverted subjects and verbs (inverted subject and verb with conditionals
		Listening: Contrary meanings (wish and if)
20	Making comparisons: adjective and adverbs	Problems with adjectives and adverbs

In this computer-based material, particularly in the structure and written expression section, users must answer lexicogrammar-theme questions in the form of multiple choices (see fig 19). For the structure part, users must choose the missing part of a sentence while in the written expression part, they must choose the incorrect part of a sentence. In the practice session, all given answers are based on the topics in which users can set either the correct answers and their explanations are given directly, or they are presented after all questions are answered.

The former way, a correct answer and its explanation are directly given, can be a relevant model in teaching lexicogrammar in online classes with Zoom's help, particularly when it is applied after the building knowledge phase has been done. Zoom has a feature called 'giving remote control' (see fig. 20) in which teachers can give the right to control the screen to students so that they can have more freedom to answer the given questions based on the selected topics and directly get the answers and explanations. Employing this method, teachers not only present relevant materials but also hold a more interactive class because informal conversation, including jokes, may arise during such activity; when there is interactive communication between students and teachers, the learning activities have already fulfilled the 'Engage' element in the Harmer's ESA (Engage, Study, Activate) principle (2007).

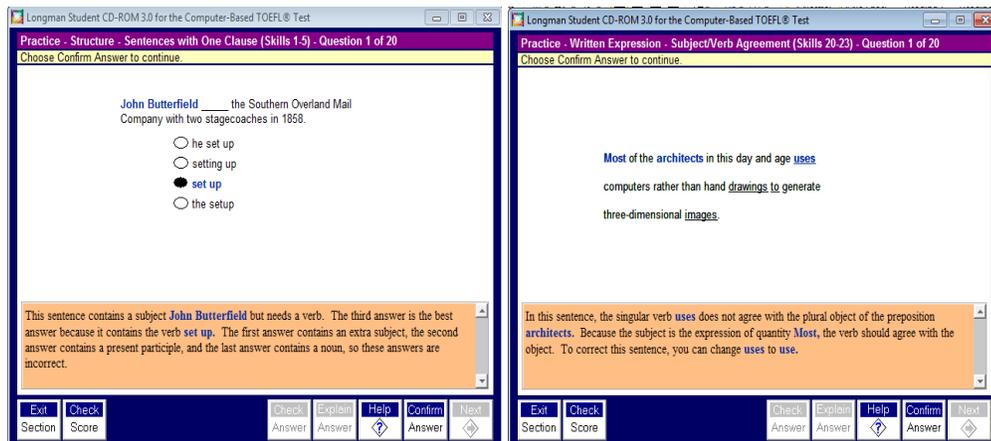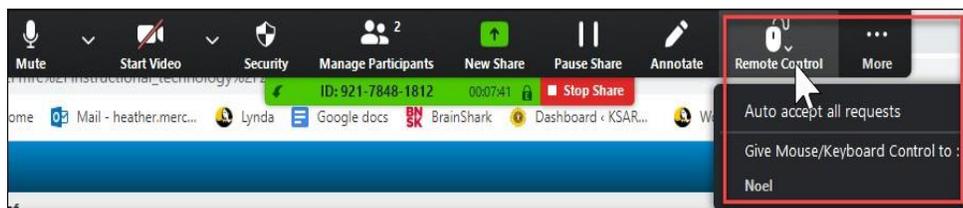*Figure 19: Computer-Based Materials in Longman Complete Course for the TOEFL Test*

Figure 20: Giving the Remote Control Feature in Zoom

2.2. Objective IELTS Advanced

Like TOEFL, IELTS is also listed as one of Indonesia's most popular English tests (Tangkere, 2018). Because of the popularity of this test, most English teachers in Indonesia likely have IELTS materials. Similar to TOEFL, there are also IELTS computer based-materials that can be utilized in online lexicogrammar classes, and one of them is Objective IELTS Advanced from Cambridge University Press (see fig.21). Even though it is not as popular as the previous Longman's TOEFL books, this book also provides various lexicogrammar lessons complete with their practices, especially in its computer- based materials that can be utilized in distance learning programs. There are various lexicogrammar topics covered in this book (see table 2), and since this is IELTS, the lexicogrammar topics in this book are manifested in reading, listening, speaking, and especially writing; hence more authentic and applicative lexicogrammar models. Furthermore, the grammar explanations can also be accessed in its computer-based material (See fig. 22).

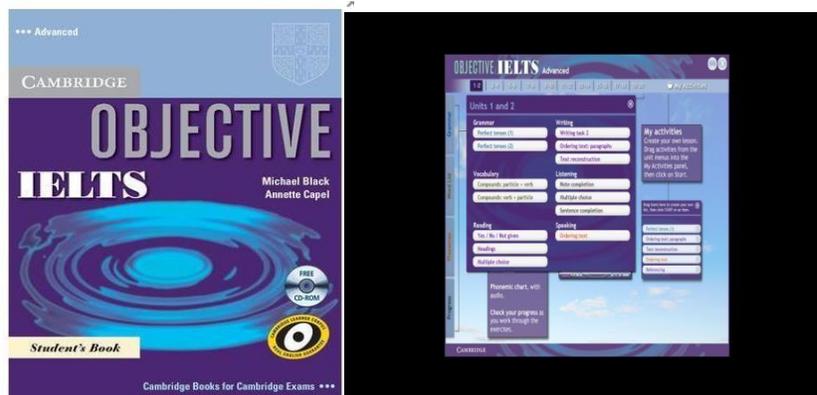*Figure 21: IELTS Objective Advanced*

Table 2: Lexicogrammar Elements in 'Objective IELTS Advanced'

No	Lexicogrammar Elements
1	Perfect tenses
2	Compounds: particle + verb
3	Compounds: verb +particle
4	Cleft sentences
5	Collocations
6	Concessive clauses
7	Synonym: verbs
8	Opposites: verbs
9	Conditionals
10	Phrasal verbs
11	Modals
12	Future tenses
13	Contrasting adjectives
14	Adjective + noun collocation
15	Countable/uncountable
16	Abstract nouns
17	Personal adjectives
18	Relative clauses
19	Adjective prefixes
20	Adverbs + adjectives
21	Noun phrases

Unlike the previous computer-based material that only provides multiple choices questions, this computer-based material offers a variety of learning activities like drag and drop words (see fig. 23), filling blank spaces, multiple matching, rewriting a sentence, choosing appropriate discourse devices (see fig. 24), reordering text, text construction and other activities which are packed in four language skills practices. Furthermore, the last three previously mentioned activities; choosing discourse devices, ordering a text, and text construction; are actually important activities in learning lexicogrammar since they teach students about the importance of cohesion and coherence. The terms of cohesion and coherence in the systemic functional grammar perspective are one of the metafunctions of language, namely textual meanings, meanings created when texts are well-organized, cohesive, and coherent (Humphrey et al., 2012).

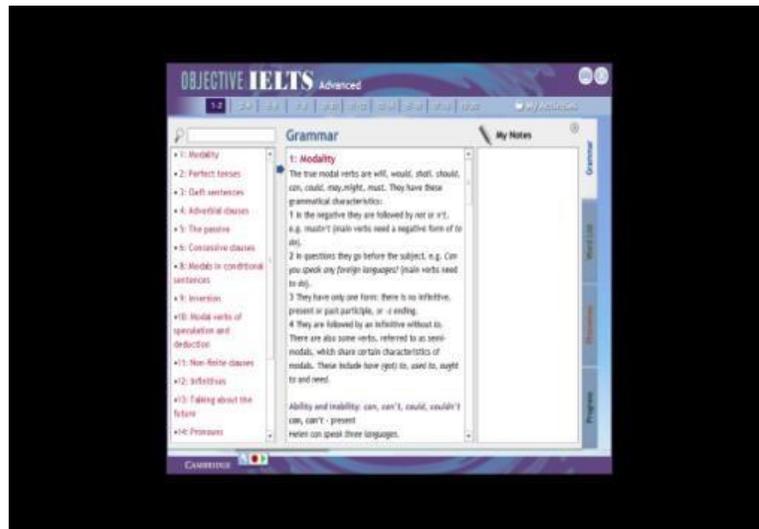*Figure 22: Grammar Explanations in Objective IELTS Advanced*

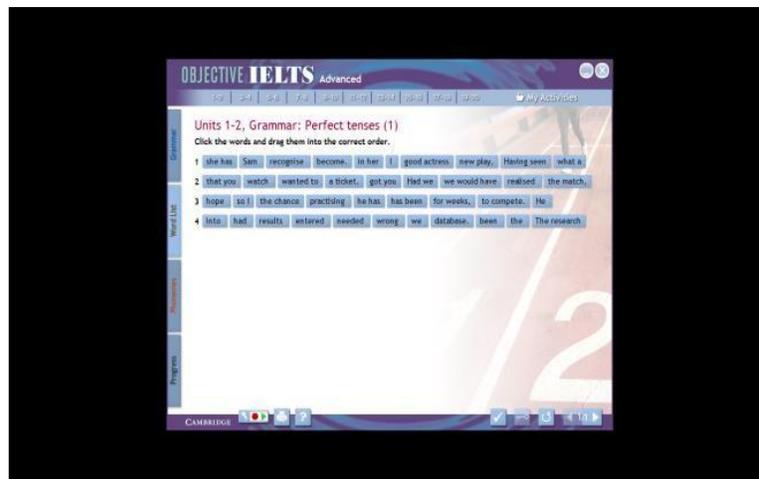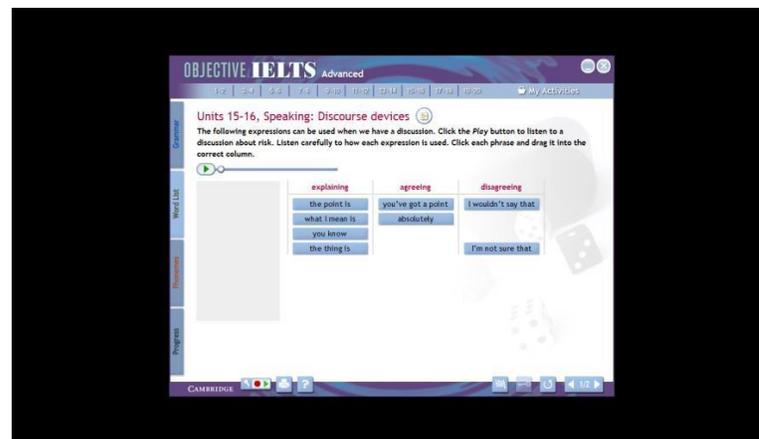*Figure 23: A Drag and Drop Activity in Objective IELTS Advanced*

Figure 24: Choosing Discourse Device in a Listening Activity in Objective IELTS Advanced

2.3. Essential Grammar in Use

This computer-based material is the companion of the book with the same title written by Helen Naylor and Raymond Murphy in 2007. Published by Cambridge University Press, this grammar book is the continuation of Murphy's famous 'English Grammar in Use'. This grammar book is dedicated to elementary-level learners, and its third edition is provided with computer-based materials in the form of CD-ROM that can be an excellent alternative material in lexicogrammar online classes, especially for beginners (see fig. 25).

Figure 25: Essential Grammar in Use (the Book and the App)
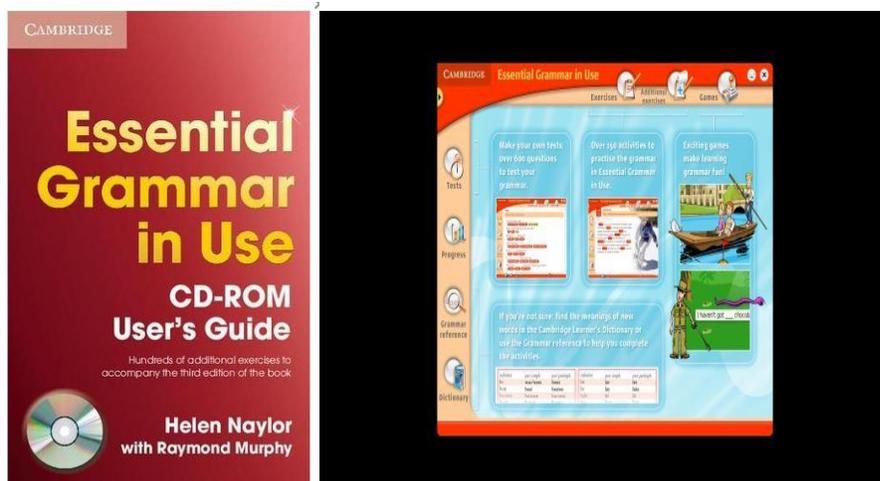
Just like the last two materials, in normal conditions teachers will generally use the book when teaching their students about lexicogrammar in the conventional classes. However, during the pandemic, everyone knows the computer-based companion, which is actually for personal use, is more useful. Supported by video conference apps like Zoom or Google Meet, this computer- based material can be a compelling cloud-based material since it does not only consist of lexicogrammatical references and exercises but also consists of a dictionary, and, the most interesting feature, games. The grammar references in this app function as the source of explanations about all grammar topics covered in the book (see fig. 26). After users finish reading the grammar reference about one lexicogrammatical topic, they can take exercises and tests about the related topic (see fig. 27). During the exercises or tests, if users want to find the meaning of a word, they can also easily consult Cambridge Learner's Dictionary that is provided within the app (see fig. 28).

Figure 26: The Grammar References in Essential Grammar in Use

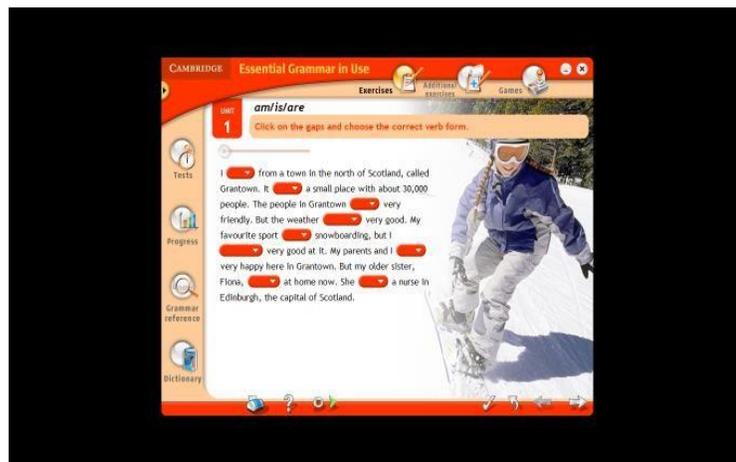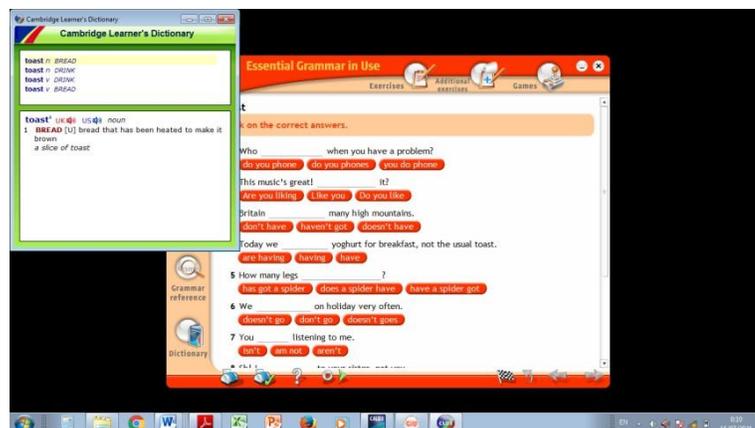*Figure 27: The Exercises in Essential Grammar in Use*

Figure 28: The Cambridge Learner's Dictionary in Essential Grammar in Use

There are two games in this computer-based material, namely 'Snake Catcher' and 'Punt the World Tour' (see fig. 29). In 'Snake Catcher', a player must collect as many as snakes and put them into the correct baskets and when he is going to put a snake into a basket, he must answer a question correctly or lose his 'life'. 'Punt the World Tour', on the other hand, is a boat race where a player must be faster than his/her opponent to win the competition by answering given questions correctly.

*Figure 29: Games in Essential Grammar in Use*
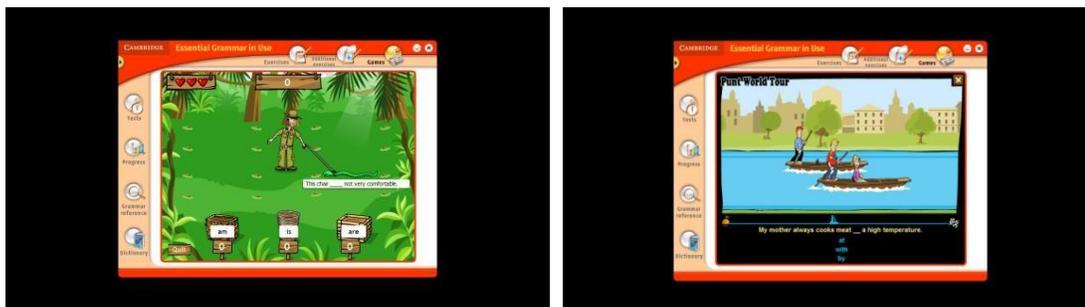
All materials in this app are colorful. The exercises and tests are also completed with listening activities. The games, as the most interesting feature in this material, are provided with sounds that make the games more fun. All of these features are the supporting factors that make the computer-based material from 'Essential Grammar in Use' more interesting, especially for young learners who are studying grammar in online classes.

2.4. Oxford Practice Grammar Intermediate

Similar to the previous one, this computer-based material is the companion of the grammar book with the same title (see fig. 30). Like Azar's or Murphy's book, this Oxford grammar book is also one of the most popular international English grammar books, so most English teachers worldwide must have already known or even learned about it. As the available material to explore, this grammar book is designed for intermediate-level students who prepare for advanced-level exams like TOEFL, CAE, or CPE.

Figure 30: Oxford Practice Grammar (the Book and the App)
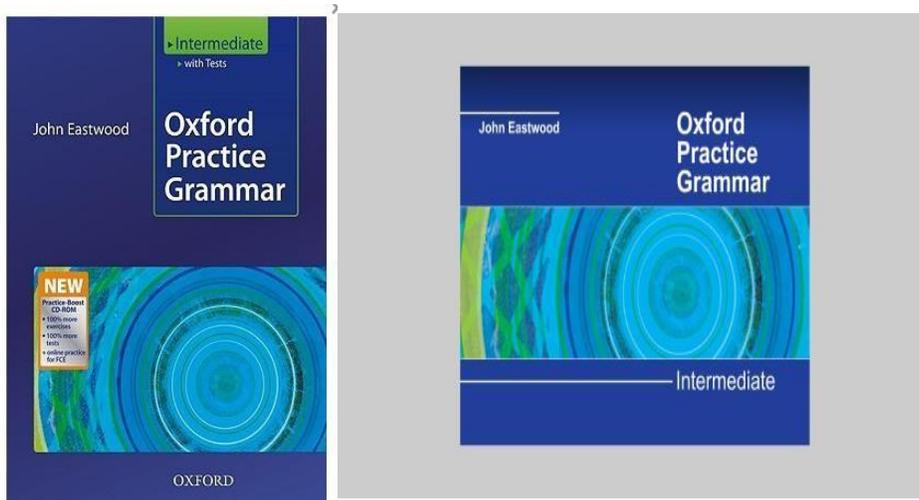
The plus point of this lexicogrammar computer-based material is that it directs learners to develop and demonstrate their lexicogrammatical competence in four language skills, so it can be a more authentic model for students. Four language skills in this interactive app are classified into two groups, namely 'Listen and Speak' consisting of two sections, 'listening practices and dialogues', and 'Read and Write' (see fig. 31). In addition, there is also 'Test and Review' feature in this app where users are given 50 questions comprising four language skills.

Figure 31: Features in Oxford Practice Grammar App

In 'Listen and Speak', particularly in listening practices, users listen to the recording and choose the best answer (see. fig 32). The recording itself contains either questions or statements, and for the statements, they must choose the correct synonymous statements, hence examining their semantic competence. In the dialogue section, users are given incomplete dialogues where they must fill the blank spaces in those dialogues, and different answers are sometimes possible (fig. 32). After users have filled the blank spaces and the correct answers have been given, they can practice the already complete dialogues by recording themselves and conducting self-evaluation.

There are two ways for users to conduct self-evaluation activities, hearing their own recorded dialogues or hearing model dialogue (see fig.33). In connection with hearing model dialogues, such activity can be a meaningful lexicogrammar model for students since they can hear, read, and understand how lexicogrammar elements are realized (pronounced) in a 'nearly authentic' conversation.

Figure 32: Listening Activities and Dialogues in Oxford Practice Grammar App
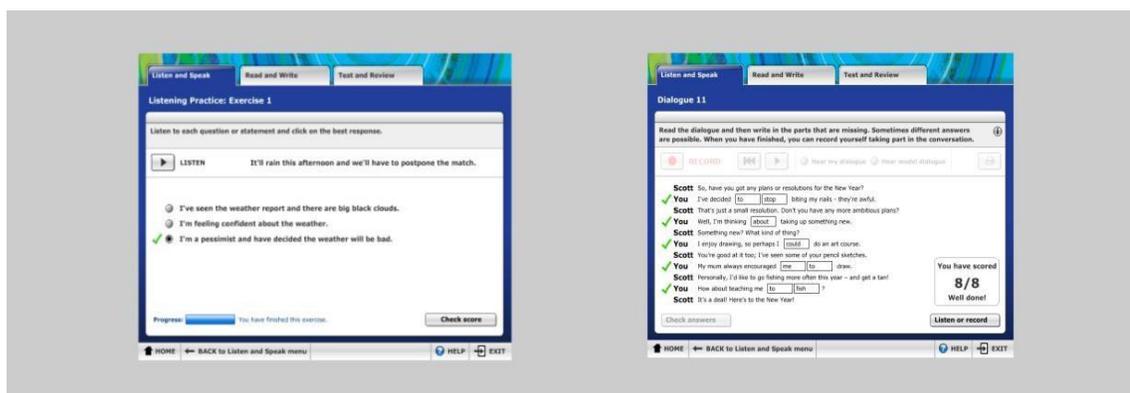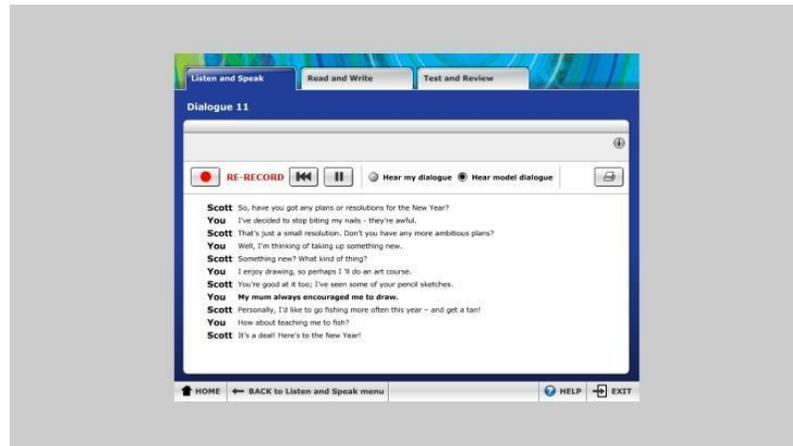
Figure 33: Recording and Pronouncing a Dialogue in Oxford Practice Grammar App

To improvise the self-evaluation activities, teachers can utilize the caption feature in Google Meet. This feature produces quite precise texts on the screen based on what the speaker says currently, so if the speakers correctly pronounce the lexicogrammar expression in one dialogue, it will also produce correct text. By activating this feature and setting it up in English, students can self- evaluate themselves when practicing the dialogue, and teachers can also monitor their progress at the same time. This feature can also be implemented in speaking classes, hence focusing more on spoken grammar.

Figure 34: The Caption Feature in Google Meet
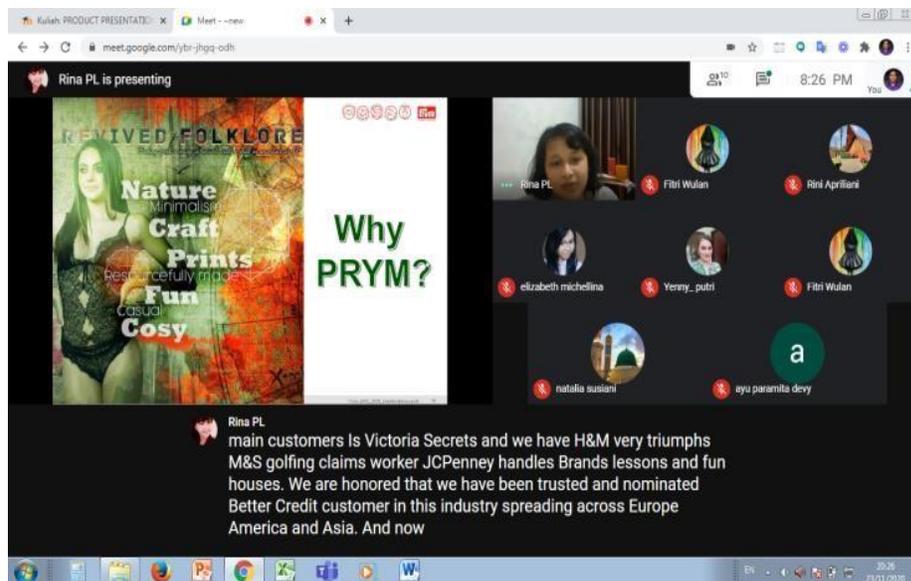
For the 'Read and Write' feature, it is actually similar to the TOEFL's written expression section in which users conduct an error analysis of a sentence. However, in this feature, users not only recognize and then choose the incorrect part of a sentence but also retype the incorrect part of the sentence so that it becomes a grammatical sentence (see. fig 35). This feature, hence, drives students to be cautious about grammatical errors especially when it is related to writing.

Figure 34: 'Read and Write' in Oxford Practice Grammar App
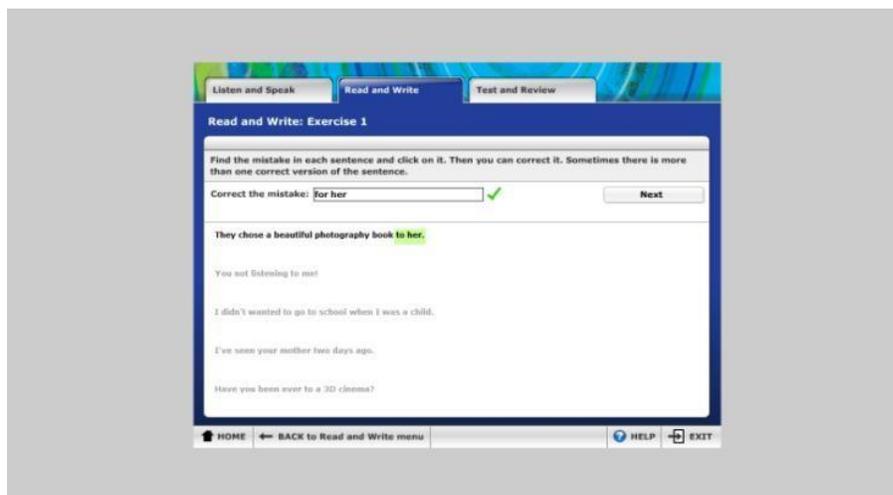
Based on the recent observation, it turned out that Oxford Practice Grammar also has its web-based material (see fig. 35). This internet-based version is almost similar to the computer-based one except that it does not provide the 'Listen and speak' feature (see fig. 36). This website, however, still has the 'Read and write' feature plus 'Practice exercises' feature where users can get additional practices, or teachers can use them as one of their sources for modeling. This website also has the 'Test' feature in which users (including teachers) can freely download test material containing test materials for each level. This Oxford lexicogrammar material, hence, is a great source for teachers who want to design cloud-based materials since it provides both internet-based and computer-based materials.

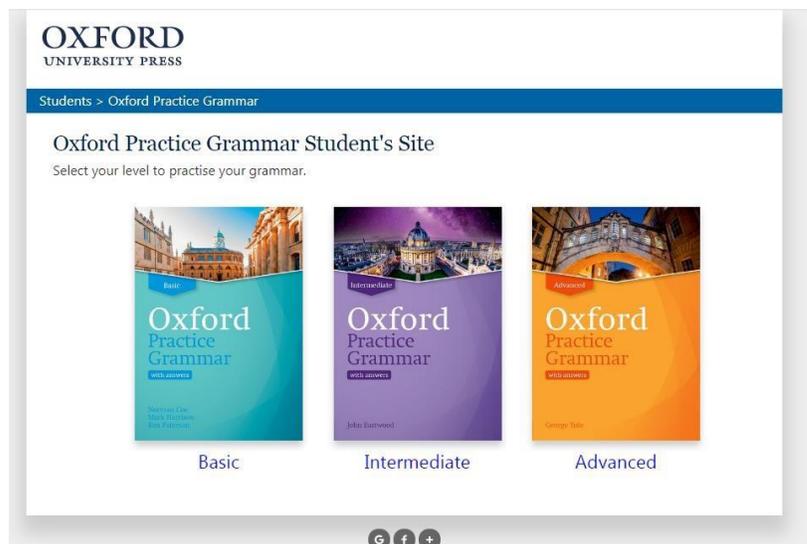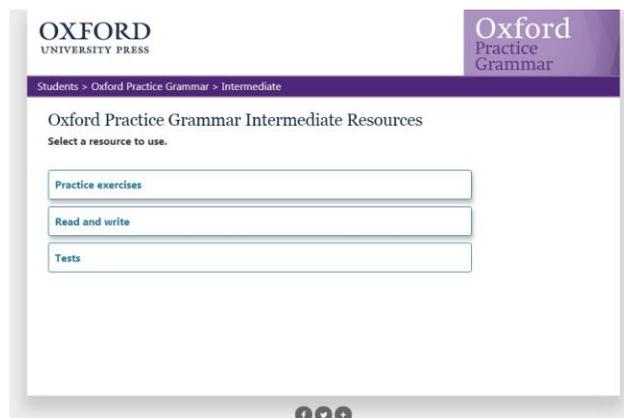*Figure 35: The Website Version of Oxford Practice Grammar*

Figure 36: The Appearance of the Website Version

Conclusion

Exploration has been carried out to answer the aforementioned hypothesis proposing the question about the availability of authentic and relevant cloud-based materials on the internet. Based on the exploration in Google, four internet/website-based materials have been found. These websites; based on the two given criteria, free and easy access and variety of materials (downloadable materials, videos, and online quizzes); can be categorized as authentic and relevant cloud-based materials so that English teachers, particularly in Indonesia, can design lexicogrammar models according to these materials and teach their students in the 'cloud' using video conference apps like Zoom or Google Meet

Furthermore, this exploratory study has also proved that with the previous video conference apps, the four 'offline 'computer-based materials, formerly functioning as book companions (two grammar books and two English test books) and only designed for personal use, can now serve as compelling alternative cloud- based materials. These alternative materials are hence beneficial for teachers because they can prepare the lessons using these computer-based materials without spending too much money to buy internet quotas.

However, this research only explored websites that came at the top in googling activities based on two keywords. Thus, there must be more great websites offering authentic, relevant, and even compelling lexicogrammatical lessons that can be indispensable resources for Indonesian teachers when designing lexicogrammar models. In connection with the computer-based materials, this study also focused on the available materials, so it means there are many more 'offline' computer-based materials waiting to be modified as cloud-based materials by their owners, namely the teachers.

This research, in addition, only focused on exploring some cloud-based lexicogrammar materials that can be good models for teachers when holding online classes during the pandemic. Nonetheless, the work of teachers is not limited to developing lexicogrammar materials, but there are many more jobs to do to strive for successful English lexicogrammar learning activities during the pandemic like teaching methods, assessments, and others.

Related to the teaching method, Krashen (2021) found that reading something interesting (compelling) regularly like novels enriches vocabularies, improves spelling abilities, stimulates better pronunciation, and enhances writing skills. All of those items that get benefit from this reading method are clearly related to lexicogrammar, and the great thing is that novels are now abundantly available on the internet, hence invaluable resources for cloud-based lexicogrammar models. That fact, therefore, is one of many recent interesting facts related to language pedagogy, and this mini-research can be the starting point of further research.

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