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THE EFFECTS OF BLENDED LEARNING IN THE TEACHING OF ENGLISH THROUGH SHORT STORY AMONG SECONDARY SCHOOL STUDENTS

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ABSTRACT

This study was conducted to determine the effectiveness of blended learning within academic achievements, motivation and learner autonomy constructs. The scope of this study is meant for the teaching of English through short story. A quasi-experimental study was conducted among 116 samples and two different teaching pedagogies were utilized; a blended learning classroom for the treatment groups and conventional learning classroom for the control groups. The data for students' academic achievement were collected from a post-test conducted. Whereas, data for motivation and learner autonomy were collected through sets of questionnaires adapted from preceding literatures. The differences subsist between the two groups were then analysed using the t-test. The findings revealed that there was no significant difference in the academic achievements. However, there were positive effects both on learner autonomy and student's motivation constructs in blended learning compared to conventional learning. As a conclusion, blended learning has improved learner autonomy and students' motivation for the teaching of English through short story. The implication of this study suggests that blended learning is suitable to be implemented for English subject within secondary schools if financial, equipment and technical support are provided.

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KESAN PEMBELAJARAN TERADUN DALAM PENGAJARAN BAHASA INGGERIS MELALUI CERPEN DALAM KALANGAN PELAJAR SEKOLAH MENENGAH

ABSTRAK

Kajian ini dijalankan untuk melihat keberkesanan pembelajaran teradun dalam konstruk pencapaian akademik, motivasi dan autonomi pelajar. Skop kajian ini adalah untuk tujuan pengajaran Bahasa Inggeris melalui cerpen. Kajian kuasi-eksperimen yang melibatkan seramai 116 sampel telah dijalankan dan dua kaedah pedagogi telah digunakan iaitu pembelajaran teradun untuk kumpulan eskperimen dan kaedah pembelajaran konvensional pula adalah untuk kumpulan kawalan. Data pencapaian akademik dikumpul daripada ujian pasca, sementara data untuk motivasi dan autonomi pelajar telah dikumpul melalui set soalan kaji selidik yang diadaptasi daripada kajian literatur. Perbezaan antara dua kumpulan dilakukan dengan menggunakan ujian-t. Dapatan menunjukkan bahawa tiada perbezaan yang signifikan dalam pencapaian akademik tetapi terdapat keputusan yang positif bagi konstruk automoni dan motivasi pelajar dalam pembelajaran teradun berbanding pembelajaran konvensional. Kesimpulannya, pembelajaran teradun dapat meningkatkan autonomi dan motivasi pelajar dalam pengajaran Bahasa Inggeris melalui cerpen. Implikasi kajian ini menunjukkan bahawa strategi pembelajaran teradun sesuai dilaksanakan bagi mata pelajaran Bahasa Inggeris pada peringkat sekolah menengah sekiranya bantuan dari segi kewangan, peralatan dan teknikal adalah mencukupi.

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LIST OF ABBREVIATIONS

ELTC	English Language Teaching Centre
F2F	Face-To-Face
GPS	*Gred Purata Sekolah*
ICT	Information and Communication Technology
KBSM	*Kurikulum Bersepadu Sekolah Menengah*
K-NET	Knowledge-Net
LMS	Learning Management System
MRSM	*Maktab Rendah Sains MARA*
MSLQ	Motivated Strategies for Learning Questionnaire
PMR	*Penilaian Menengah Rendah*
PT3	*Pentaksiran Tingkatan 3*
SBA	School Based Assessment
SPM	*Sijil Pelajaran Malaysia*
T&L	Teaching and Learning
VLE	Virtual Learning Environment

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CHAPTER 1

INTRODUCTION

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1.1 Introduction

This chapter will present a study in contribution to the integration of Information and Communication Technology (ICT) namely blended learning in education aiming at the teaching of vocabulary to the second language learners. The study is directing its focus within Malaysian secondary level only as it is by far the least of research interest being discussed. It will also make its contribution in the research area expanding the existing context to the understanding of the concerning issue. In this particular chapter, the emphasis on the understanding of the existing demand of the proposed notion will be presented. In later section, problems subsist within the status

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quo will be addressed, along with the conceptual framework of the entire proposal, limitations and later defines the scope of this study.

1.2 Research Background

The integration of Information and Communication Technology (ICT) in education is no longer a new matter in today's sphere. It is an ever-growing effort by many faculties in ensuring the success of these two elements namely technology and education to create more efficient and effective learning objectives. Teaching and learning process have been made simpler than ever before enabling communication to take place between teachers and students at schools in a very advanced way without difficulties. In addition, the use of technology has made teaching and learning process becoming more flexible and innovative (Vogel & Klassen, 2001) which at the same time attracting the learners to be interested with the lessons presented. According to Pajo and Wallace (2001), the use of ICT in education nowadays is impermissible than ever before since its powerful capacity to influence changes within learning environments subsists in education. The most essential elements offered by ICT are; a powerful learning environment besides transforming teaching and learning process allowing students to deal with knowledge in an active, self-directed and in a more constructive way (Volman & Van Eck, 2001) making it relevant to be considered. Among other benefits of the ICT integration in education based on available studies as listed by Rodriguez (2012) are; the possibility of implementing different teaching

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strategies which able to cater to different types of students, the widespread of information to countless learners and institutions in global context, the optimization of meaningful learning with the use of authentic and up-dated contents, as well as opening up opportunity to cooperative learning milieu.

However, apart from all of the advantages mentioned before; technology on its own way is undeniably harmful if no proper measure is offered at hand. A careful planning has to be made in tailoring learning programs embedding the use of technology within. As Carr (2011) highlighted, technology has its own "potential detrimental effects on cognition, diminishing the capacity for concentration and contemplation". This means learners will have a very short attention span in focusing on a topic after some period of time as they easily get switched off. Nevertheless, it is believed that everything that exists has its own advantages and disadvantages; strength and weaknesses. The same cycle goes to food, if it is not taken in moderation it can eventually lead to health problems. Vice versa with technology, if it is not used in proper way without proper planning and measures to handle problems that might arise; it can either be harmful to learners or just a surplus of time, effort and money invested.

Instead of focusing too much on the disadvantages of using technology in education, it is worth focusing on what the technology could do in improving learning process as well as on how to overcome problems that might occur. Among other challenges will and is now faced by the school teachers is the existing gap between the

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generations. Imagine if children as early as one year old are now exposed to gadgets such as smart phones and tablets at home, what would the learning be in the future? Should the teachers persist with the conventional way of chalk and talk in delivering knowledge to these digital natives or also known as the Net generation? Should technology be neglected in this scenario? Learners of this generation are conditioned to the use of interactivity provided by the advancement of technology. This is the biggest challenge within the education system to adapt with. Whether it is highly likely or not, students are attuned to attractive images, animated characters and interactive effects and many more a technology can offer. All these are easily made available at home through smart phones, computers, video games or even television itself. Since children are accustomed to such interactivities which are accessibly available, according to Seattler (as cited in Sharma and Barrett, 2007) "books will soon be obsolete in the schools…. It is possible to teach every branch of human knowledge with the motion picture. Our school system will be completely changed in the next ten years". Thus, affecting learners to expect language school teachers to offer opportunities to use technology in the lessons (Sharma & Barrett, 2007). Even worse, according to Baharin (2000) it is found that students who are not performing well at schools are due to inability to adapt with the teaching and learning process available. This could be the result of the demanding pressure from the ever-growing technology expansion. Human possess limited capacity of working memory during learning which is called the cognitive load thus forcing effective instructional strategies to accommodate this limitation (Reiser & Dempsey, 2007). Since there are separate channels in the memory system to process its own cognitive load limits such

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as visual or pictorial information and auditory or verbal information as further examined by Reiser and Dempsey (2007), this supports the use of technology within learning as it is able to cater to these diversities in classrooms. As thoroughly articulated in the cone of learning by Edgar Dale (1969), only a few or very little of what is read, heard and seen in a conventional learning classrooms will be stored in the memory as opposing to action-learning techniques (which includes the use of technology) resulted in up to ninety percent retention of knowledge being transmitted to the brain. It is now the educator's role to shift and re-design the current instructional strategy being practised to integrate technology into classroom without dismissing the important role of a teacher.

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Indeed, technology in education is seen as a powerful tool to allow students learn in a more interactive and non-threatening environment that enables them to give responses without feeling afraid of making mistakes especially to second language learners. Besides that, such innovative learning strategy helps to motivate students to be interested particularly in the learning process retaining more than what is expected. Additionally, note to be taken that ineffective classroom training is an example of delivery of plenty information that does not in any way foster learning (Reiser & Dempsey, 2007). Thus, a definition of an effective learning would include not only the importance of delivery media embedded in a lesson but as well as the instructional methods used to build the lessons supporting the achievement of the intended learning objective (Clark, 1994; Mayer, 2003; Reiser & Dempsey, 2007). This is therefore the most crucial element in crafting an effective lesson whereby the presence of

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psychological events that leads to learning is set forth. As mentioned by Mayer (2003), the use of words and pictures harnesses learning rather than from words alone; proposing what is called a Multimedia Principle. However, as thoroughly examined by Reiser and Dempsey (2007) later on, even though visuals and audio can be highly essential in improving learning promoting effective cognitive processes in learners; irrelevant words, graphics and background music or sound effects may distract and do not necessarily motivate deeper learning and may also distract learners. It has also been identified that, the integration of technology in education focusing on the teaching of language has been regarded as more motivating, interactive, promotes discovery learning, allows meaningful feedback to occur, sanctions non-threatened interaction that allows communication, autonomous, time and money saving, besides the use of authentic and up dated materials in a learning process (Sharma & Barrett, 2007). Having mentioned the benefits and its' causative impacts on what is to be regarded as highly effective and ineffective, it is therefore crucial for educators in considering to plan as well as crafting more meaningful and most importantly effective lessons incorporating ICT within learning proposing Blended Learning to take in place.

Thus, looking at how influential technology in education can be; Malaysian government has taken imperative measures in ensuring the expansion of ICT in education as mentioned in the preliminary Education Blueprint 2013 into a stern position. This blueprint is developed specifically directing the Malaysian education system towards the understanding of current performance and challenges in the

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education system with a focus on improving access to education, raising standards (quality), and in closing achievement gaps (equity) as stated in the blueprint. Technology in education is seen as a powerful medium to thrive one of the nation's aspirations in achieving a system in maximising students' outcomes as expected. Among the aforementioned efforts are to leverage ICT to scale up quality learning across the nation constituting internet accessibility, providing virtual learning environment, augmenting online best practices content on a video library, and maximum use of ICT for distance and self-paced learning for a more customised learning experience.

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This effort has opened up a new pathway for the teaching purposes in the nation especially to be expanded widely without constrain. At the same time, this transformational shift is seen to expand opportunity to the flexibility and creativity in the teaching of English course primarily as concerning issues from the report revealed that; only 28% of students achieved a minimum credit in the 2011 Sijil Pelajaran Malaysia (SPM) or Malaysian Certificate of Education for English paper against Cambridge 1119 standards. On top of that, poor English proficiency among fresh graduates has, also been consistently ranked as one of the top five issues facing Malaysian employers since 2006. Apart of the proposed solutions, international research reckoned that more exposure time than the current 15-20% is required for students to achieve operational proficiency if the nation wants to focus on the success of learning the language.

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In the effort of integrating ICT within the education system, the study seeks to embrace this change with a clear objective in refining the current conventional teaching and learning strategy to uncover the potentials of blended learning in Malaysian context. Despite the fact that blended learning is still at its infancy stage in Malaysia, the use of technology in teaching and learning process has been widely practised by almost all teachers in the country without having the consciousness of its existence. Unfortunately, there is no proper theoretical framework that serves to guide these teachers in conducting a more constructive learning strategy with the use of technology. Although blended learning has been long established since the birth of blended learning, the sentience of its potentially powerful capacity in transforming the current education system being practised particularly in Malaysia is still in vague.

1.3 Problem Statement

There has been an alarming issue on the declining of English proficiency level among MRSM Felda students predominantly. The aforementioned issue has been statistically supported based on the previous Penilaian Menengah Rendah (PMR) or Lower Secondary Assessment whereby out of 8 subjects namely Mathematics, Science, Islamic Education, Geography, History, Study Skill, English, and Bahasa Malaysia; English scored the last ranking with a GPS of 1.4242 in 2012 meanwhile a slight improvement on the grade with a GPS of 1.2270 in 2013. In spite of the slight improvement on GPS grade in 2013, English subject remains in the bottom ranking

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compared to other seven subjects especially Mathematics and Science with the GPS grades of 1.0184 (in year 2012) and 1.0061(in year 2013), meanwhile 1.0736 (in year 2012) and 1.1030 (in year 2013) respectively.

Due to the existing statistical difference, English subject thus has been regarded as the most critical subject as to be compared to other core subjects namely Mathematics and Science in the concerning school. In accordance to our findings, based from the item analysis provided, it has been evaluated that from both the essay writing section (paper 2) and multiple choice question (paper 1); vocabulary has always been one of the major causes from preventing the students to score good grades for the paper. Additionally, similar situation has been somewhat prolonged and this can been seen within Sijil Pelajaran Menengah (SPM) results among the upper secondary level students with a GPS of 1.7044 (in year 2012) and a drop of 0.6670 with a GPS of 2.3714 (in year 2013). It is therefore seen that in order to overcome this situation, the study will highlight on the teaching and learning of vocabulary through literature component primarily short story as a preventive measure for intervention purposes.

Having that, it is therefore seen that in order to overcome this situation, it is crucial to identify and understand the suitable pedagogical practices for teaching literature component. Advocates of the nation argue that this new generation has grown up in media-rich digital environment and therefore researcher believed that the students have a greater interest if blended learning pedagogical practices are

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implemented to improve the overall English result. Indeed there is a growing corpus of research suggests that blended learning have been found to be significantly related to students' academic performance from early childhood education to tertiary education. In response to this situation, researcher has hypnotised that blended learning pedagogical practices could be found a good pedagogical practices for secondary students especially in learning short story.

Apart from the existing problems additionally, studies have identified various problems attached to the English language learning. Among the problems are subjected to students' motivation, attitudes and awareness of the target language (Muftah & Rafik, 2013). Arising from this motion, it is deemed more accurate to teach English through short story with the new blended pedagogical practices. Indeed, from the literature, it appears that many technology based studies have highlighted the importance of blended learning in the process of improving students' motivation, attitudes and awareness and thus improve their academic results.

Furthermore, so far, very little in the past studies have been paid to the position of blended learning in assessment. This study is a step towards understanding how far the new blended pedagogical practices could contribute to school based assessment (SBA). According to the Ministry of Education, SBA is an effort towards educational transformation plan substituting the previous examination-based assessment which was known as Penilaian Menengah Rendah (PMR) to School Based Assessment (SBA) or as Pentaksiran Tingkatan 3 (PT3) among the lower secondary students; a

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new pedagogical reform is envisaged within the conventional teaching practices. SBA is an effort towards a more holistic achievement-standard assessment and is still at its infancy stage undergoing its developmental processes in Malaysia. Conversely, this newly introduced learning system has indirectly questioned the kind of system that these students will undergo in upper secondary learning. Does the implementation of School Based Assessment require necessary amendment within the upper secondary learning syllabus in order to accommodate the new system? If so, will conventional teaching being practised by the teachers still be relevant in the future? There are a few number of issues concerning the implementation of SBA nevertheless, this study will only be focusing on the pedagogical transformation in the classroom setting. At the same time, the study seeks for possibilities to further enhance and discover a possible support system to affluence the newly practised curriculum for the betterment.

Alongside, there is a paucity of research that describe how blended learning on learner autonomy. Indeed to acculturate learner autonomy among the students it is highly recommended to craft a more active and challenging learning environment involving the 21st century learning skills that will equip and prepare the students for a more demanding future. As MRSM is established as one of the high-performing schools in Malaysia; such issue should not be the main concern or at least not as critical as it is being moulded into. This has been a worrying issue among the teachers and management in the institution therefore in order to improve the situation; a practical resolution needs to be identified in order to unravel this situation.

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1.4 Research Purpose and Objective

The focus of this chapter is to highlight on the purpose of the study and its direction in the improvement of current teaching practices exercised by the teachers involved. The aim of this research paper is to investigate the effectiveness of implementing blended learning among boarding school students in learning English through short story. Objectives of the study are:

1.4.1 To investigate whether blended learning can improve students' academic achievement in learning English compared to conventional learning practices.

1.4.2 To investigate whether blended learning has greater impact on students' motivation in learning English through short story compared to conventional learning practices.

1.4.3 To investigate whether blended learning is more effective in inculcating learner autonomy among students compared to conventional learning practices.

1.4.4 To understand the strengths and weaknesses that might occur in conducting blended learning from teachers' and students' perspectives.

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1.5 Research Question

1.5.1 Can blended learning improve students' academic achievement in learning English compared to conventional instruction method?

1.5.2 Does blended learning have greater impact on students' motivation in learning English through short story compared to conventional instruction method?

1.5.3 Is blended learning effective in inculcating learner autonomy among students?

1.5.4 What are the strengths and weaknesses that might occur in conducting blended learning from teachers' and students' perspectives?

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1.6 Research Hypothesis

The research hypotheses are as follows:

H1: There is a significant difference in the academic achievement of learners using blended learning compared to conventional instruction method.

H2: There is a significant difference in the students' motivation and the use of blended learning in learning English through short story.

H3: There is a significant difference in the learner autonomy and the use of blended learning in learning English through short story.

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1.7 Conceptual Framework

Figure 1.1 below displays the general overview of the entire conceptual framework of this study.

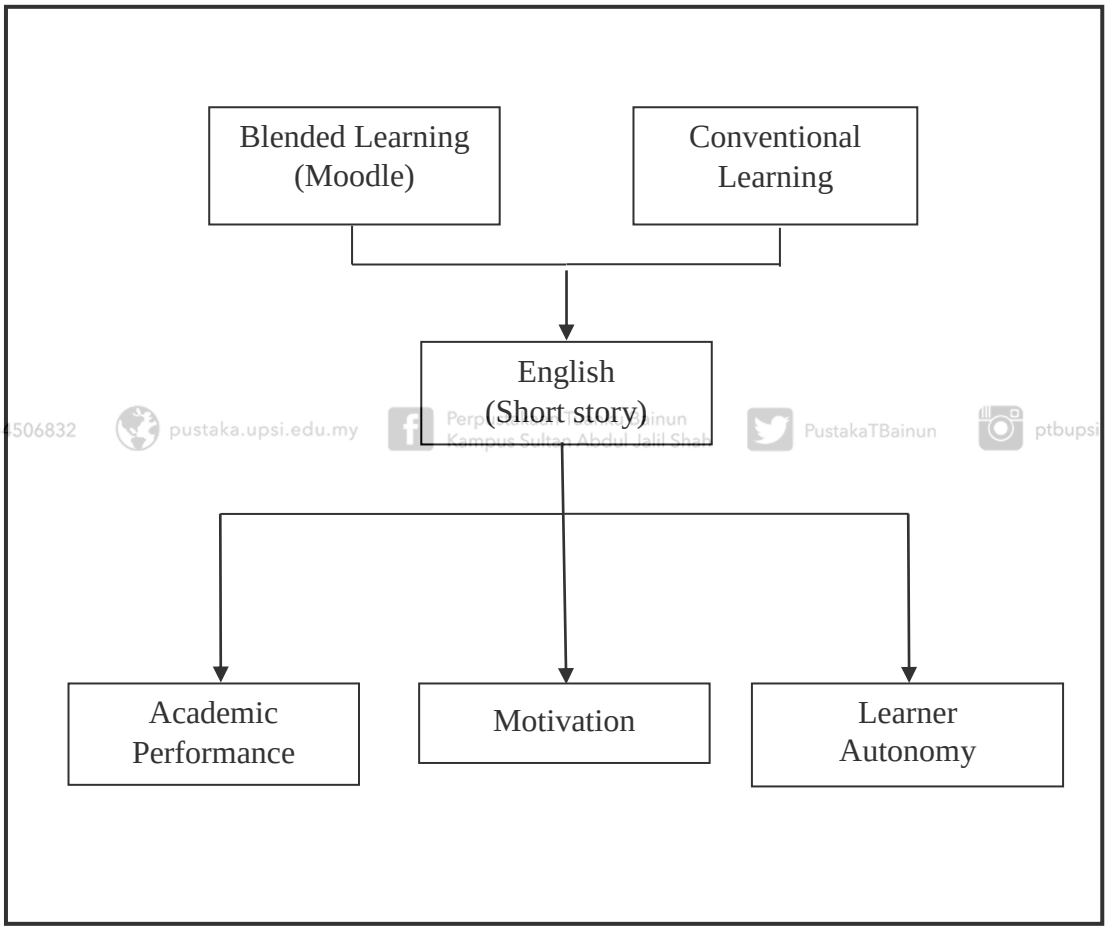


Figure 1.1. Conceptual Framework

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1.8 Significance of the Study

This study is apparently among the leading attempts in the area of blended learning instruction in Malaysian education system. Thus, in the effort of ensuring the present curriculum is beneficial to the stake holders involving students and parents, as well as to the teachers, managements and to the nation at large; this study may provide an insightful discussion to be thoroughly disseminated and explored in wider perspective. The study would provide some feedbacks on the effectiveness of the proposed instruction, the drawbacks it might trigger for future consideration as well as its promising potential to support the current curriculum.

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From the pedagogical standpoint, blended learning has the potentials to be the next educational asset that can leverage learning to expand the school as one of the leading secondary institutions in Malaysia. It will revolutionise the conventional way of learning practices conducted in the present classroom setting elevating its current standard to be awarded as one of the best education systems in the country itself. Not only that, but with the system used to support the integration of technology in the classroom namely Moodle, this adaptable learning management system is also flexible to be used for any level of education be it primary, secondary up to tertiary levels. Hence, it does not only give credits to those who use this system per se, but to the whole organisation and even to the nation at large from the learning process up to the administration purposes.

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The integration of blended learning in a classroom practice will gradually reduce teachers' work load making the teaching and learning process more organised, time and money efficient especially within the present curriculum being practised. Record keeping process no longer requires the use of countless number of papers, making it easier to retrieve and to store in a more organised manner. Tracking of students' record can be accessed accordingly whenever required by other schools or teacher-in-charge of a particular student who moved to other schools in which this issue has been very much burdening the teachers involved in the system. With this highly integrated learning system, any administration issues related can be solved immediately without interference. Additionally, among other interesting feature a blended learning has to offer is the flexibility of learning anywhere and anytime a learner wish to have according to one's preference. Teacher can also assign lessons and activities beforehand even if they are not going to be present in class due to other works or as simple as attending a week's course. Thus, allowing self-pace learning to occur supports the 'no child left behind' policy making it worth considering. This will eventually ease the flow of the teaching and learning process to happen in a classroom without forcing the teachers to juggle between courses nor differentiations that exists in a classroom.

Simultaneously, the proposed blended learning of this study will allow students to experience a new learning ambience that is additionally more interactive, engaging, and allow active learning to take charge in the classrooms. Learning process will be raised to a new standard where learners' autonomy is embraced assisting self-

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pace learning to be visible in the near future. Students of the next generation will be shaped into a more responsible, independent decision maker with ability to reflect critically in the language learning process. As a result catering to the individual differences in learning habits, interests, needs, and motivation (Tumposky, 1991).

1.9 Limitation of the Study

This study will employ a quasi-experimental research design methodology to investigate the effectiveness of blended learning using Moodle among upper secondary MRSM Felda students in the teaching of English through short story component. Hence, apparent constraints of resources such as sample size, facilities, time, location and funding suggest that the results of this study do not statistically conclusive for generalization.

The selection of sampling process for this study is limited to the decision made by the administration of MRSM Felda thus; number of students who will be sampled for the experiment is quite small in proportion to the target population the researcher intended to generalize. Since the students in Form Three and Form Five will be fully engaged with public examinations such as Pentaksiran Tingkatan 3 (PT3) and Sijil Penilaian Menegah (SPM), the study will therefore focus on upper secondary students primarily students in Form Four since researcher is in charge of teaching the level.

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With all of the available restrictions, a final decision is made by the administration where only four classes of Form Four students are allowed to be involved in the study namely 402, 403, 404 and 405 with the total number of 166 students. Due to this decision, assigning subjects at random to experimental treatments was not able to be carried out thus possibility of selection bias will jeopardize the generalizability of the results is aware of (Wiersma, 1986). At the same time, it is aware that since researcher is only assigned to teach two classes of the Form Four students 403 and 404 respectively, this will later affect the methodology involved in the study where 402 and 405 will represent the controlled group meanwhile 403 and 404 will be representing the experimental group.

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The next constrain faced by the researcher is lack of facilities such as unavailability of computer in the classroom resulted to the decision of conducting the study in a more suitable location. Since the initial objective of blended learning is to integrate the use of technology within the classroom setting itself, the available restriction influenced the later result in conducting the study at the computer room situated in the library of the concerning college. The choice made will later influence the whole process of the study whereby researcher will have to conduct the study outside of the classrooms. Subsequently, since there is no form of funding for this study, the decision is made in such way by using the available facilities within the college. Consequently, this study is only limited to the teaching of English through short story and blended learning among Form Four MRSM Felda students. Thus, the

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finding of this study may not be suitable for generalization in other courses or nation however it can be useful for future reference in the concerning field of interest.

1.10 Definition of Terms

1.10.1 Blended Learning

The term blended is initially derived from the concept of combining one element with another. In a broader perspective, the term blended learning is itself interchangeable with blended learning as different interpretation is agreed exclusively upon its concerned faculty. Therefore, several viewpoints will be taken into accounts for the purpose of this study namely the language teaching from the pedagogical perspective as well as the use of technology in education as the two are interrelated.

According to Sharma and Barrett (2007), the term blended learning refers to language learning that combines face-to-face (F2F) classroom with appropriate use of technology. The term technology by Sharma and Barrett (2007) covers a wide range of recent technologies inclusive of Internet, CD-ROMs, interactive whiteboards, as well as the use of computers as means of communication and the use of virtual learning environments (VLE) available.

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Thus in line with the purpose of this study, the basis terminology of blended learning of this paper will be based on the integration of learning management system (Moodle) as means of technology together with face-to-face classroom experience with regards to the field of learning English through short story for Form Four students specifically.

1.10.2 Conventional Learning

According to Shokouhi and Mirsalari (2010), the conventional procedures often used in acquiring vocabulary are through rote-learning or memorisation of bilingual vocabulary lists, drilling activities, and teacher-centred in most typical literature lessons. The term conventional learning in this study is mainly revolves around traditional classroom practices in vocabulary acquisition through short story essentially for English language learning. In this study, conventional learning refers to teaching short story without help of technology based pedagogical practices. Power Point slides and video are not employed in the classrooms.

1.10.3 English Literature Component

The primary guideline of the literature component used in this study will be based on the current English language curriculum for secondary schools specifications for Form

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Four, outlined by the Ministry of Education Malaysia. The curriculum is a comprehensive balanced set of knowledge and skills that would enable pupils to read and respond to texts independently, enjoy and respond to literary works (Ministry of Education Malaysia, 2010). Since literature is part of the formal national level examinations (SPM level) which makes up 20% of the assessment, students are therefore given an exposure to the literature component for at least once in a week.

Simultaneously, the area of English learning in this study will regard literature as a tool rather than an end. According to Hismanoglu (2005), literary texts have been gaining popularity among teachers for teaching basic language skills involving listening, speaking, reading and writing as well as language areas (i.e. vocabulary, grammar and pronunciation). Thus, genres of literature (i.e. poetry, drama, and novel) involved in the study will focus on short story entitled The Fruitcake Special written by Frank Brennan (as outlined in the curriculum).

1.10.4 Learner Autonomy

According to Wenden (1998), to achieve more communicatively oriented language learning and teaching it lies in the paramount role of a learner in the language learning process itself. The notion has later influenced the role of autonomous learners which are more responsible and in charge of one's own learning (Little, 1991). For a more comprehensive definition of what learner autonomy is, Benson and Voller (1997) have

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briefly explained that it is associated with a situation in which learners able to initiate own learning process, for a set of skills which can be learned and applied in self-directed learning, and for learners to determine the direction of their own knowledge.

Aligned with the current curriculum which stresses on student-centred learning, this study seeks the positive interdependence between the proposed blended learning instructions with the present curriculum and conforms the later definition. As stated by Holec (1981), autonomous learner independently chooses aims, purposes and sets own learning goals by choosing own materials, methods and tasks (prepared by the teacher beforehand); and able to choose own evaluation confidently. For the purpose of this study, the interpretation of learner autonomy suggests that; blended learning is able to inculcate independent learning among students without dismissing teacher's role as a facilitator. The teachers' presence is still crucial in guiding the students learning process eliminating threats that might disrupt the possibilities of students from obtaining the right information.

1.10.5 Motivation

There are numerous factors contributing to second language acquisition. Motivation is one of the central aspects in making a great success in this field. It is defined as the learner's orientation with regard to the goal of learning a second language which is divided into two basic types: integrative and instrumental (Gardner, 1982). This study

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regards motivation as learner's orientation towards the specific goal in learning English as a second language.

1.10.6 Academic Achievement

Since the primary objective of this study is to look into the effectiveness of blended learning within the context of language learning, academic performance is therefore referred to as concerns in the manipulation of grades within students' learning process in the English language learning.

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CHAPTER 2

LITERATURE REVIEW

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2.1 Introduction

This chapter will be focusing on the concerning issues involving the theoretical background of the variables engaged in this study namely implementation of blended and blended learning, its effectiveness and areas of improvement presented. All discussions introduced in the previous chapter will be thoroughly conferred in this section for further understanding of the proposed study based on relevant literature available.

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2.2 Blended Learning

Literature has shown diminutive consensus on the birth of blended learning where it was first coined. The term blended learning first appears in the literature in the year of 1999 and the word blended has interchangeably grown ever since (Holden & Westfall, 2010). Despite the rise of these terms, as carefully outlined by Sharma and Barrett (2007); the most fundamental details on what a blended learning environment requires from in and beyond a language classroom holds imperative conditions one must consider. From balancing the traditional approaches with the latest technology, following with factors influencing the uptake of a blended learning as well as opportunities and issues that surround this matter.

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Technology in education at present is undeniably motivating where; as playing language games, learners are not only enjoying the tasks yet at the same time deriving learning benefits through recycling of language. In addition to this, the uptake of blended learning according to Sharma and Barrett (2007) also includes the pace of learning factor, flexibility in making independent choices, interactivity, instant feedback, communicative features, learners' expectations, autonomous, time saving, cost effective, up-to- date and authentic materials that a technology has to offer. In addition, as cited by Smith and Kurthen (2006), many authors (Bates & Poole, 2003; Bersin, 2004; Garrison & Vaughan, 2008; Kim, Bonk & Teng, 2009; Maddox, 2009; Woltering, Herrier, Spitzer & Spreckelsen, 2009) have documented positive feedbacks on blended learning where no more than 45% of the learning is on online activity and

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the rest is on f2f (face-to-face) lesson. Not only that, a large Department of Education sponsored meta-analysis reported that blended learning resulted in higher levels of student learning than f2f or online learning alone (Means, Bakia, Jones, Murphy & Toyama, 2010).

These endless opportunities that a technology encompasses can perform better than is expected with equal support from f2f learning where it helps in enhancing learning as to cater different learning styles in a classroom. The purpose sole of technology usage in this paper is manipulated to suit a lesson rather than displacing the teacher's role in a classroom to make lesson more motivating, engaging and updated with the current needs of today's learners. This learning would be very handy to new teachers, struggling teachers, and those seeking for new teaching techniques in a classroom. The latest challenge with young learners or known as the 'digital natives' expect a language school to offer opportunities to use technology in their classrooms from giving a presentation through Power Point and additionally expected to be videoed to receive feedback from their teacher on both the presentation skills as well as the English language proficiency (Sharma & Barrett, 2007). Teachers nowadays are expected to provide more than the usual lesson should have been conducted previously in order to formulate meaningful lessons in class.

Despite all of the benefits mentioned, Sharma and Barrett (2007) are not dismissing the number of concerns frequently expressed by many about using technology in education. Among the aforesaid concerns argued by the critics are;

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stimulus-response activities are essentially boring and activities are behaviourist principle-led thus neglecting communicative approaches behind. Subsequently, the article later proposed four key principles to balance the traditional teaching and learning approaches and technology simultaneously to correspond to the issues raised. The four key principles consist of separating the role of teacher and technology, teaching through principles, technology as a complementary to enhance f2f teaching (suggesting blended learning to take place), and lastly the manipulation of technology within learning.

Why blended learning? As many recent studies have examined how specific instructional methods affect cognitive load, therefore effective instructional strategies must accommodate the limited capacity of working memory (Reiser & Dempsey, 2007). Let alone a mundane face-to-face learning to happen in a classroom will not tolerate the cognitive process of learning from happening. Teachers must at this stage able to adjust the learning instruction appropriate to the learners' background and schemata in order to support the achievement of learning objective ensuring a more meaningful learning taking in place.

Based on the landmark report *A Nation at Risk* (Grabe & Grabe, 2007) argued that large numbers of students were passing through educational system without gaining knowledge and skills necessary to contribute in a modern technological society. This is however seen as a threat to the nation economic well-being despite Malaysia, an only small developing country. Thus, in conjunction to the report,

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initiatives have been made to drive the formation of 21st century learning skills where the key elements involved are emphasis on core subjects learned, up-to-date learning skills, the use of current tools to develop learning skills, teaching and learning in 21st century context, recent needs recognition, and finally the use of assessment methods to measure 21st century skills required. As summarized by Grabe and Grabe (2007), educators will soon realize that technology makes some traditional educational goals obsolete and they will move towards more constructivist practices emphasizing active learning and students' construction of personal meaning.

This current trend of learning approach is an example of a deliberate learning autonomy that incorporates metacognition ability between metacognitive knowledge and metacognitive control functions that leads to meaningful learning acceptance (Grabe & Grabe, 2007). According to Ausubel (1963), meaningful learning requires metacognitive skills, motivation and confidence thus supports the need of blended learning to be practised in the classrooms. Another example of learning element embedded in a blended environment is the active learning strategy for instance activity-based learning (Bonwell & Eison, 1991), mindtools (Jonassen, 2000; Jonassen & Carr, 2000; Jonassen, Peck, & Wilson, 1999), design projects (Carver, Lehrer, Connell, & Erickson, 1992; Perkins & Kent, 1986) consequently integrating cooperative and collaborative learning all together. Essentially, teaching and learning in a blended environment encompasses the cone of experience developed by Edgar Dale (1946) whereby the use of technology in education gradually increases the percentage of an understanding.

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Additionally, apart from the above mentioned blended learning conjoins constructivist theory into practice where learners build personal understanding through constructive process facilitated by appropriate learning activities and a good learning environment (Knapp & Glenn, 1996). What a person knows is not passively received, but actively assembled by the learner (Jonassen, 1991; Wheatley, 1991). Subsequently, a careful plan and organization in executing the intended learning instruction is eminently substantial.

These concepts of impeccable mixture of active, cooperative and meaningful learning have immensely derived based upon contemporary cognitive theory particularly on bringing about learning rather than solely providing instruction in the education setting (Feden & Vogel, 2003). Students learn in a more holistic manner and no longer constrained in a conventional teacher-centred lesson, each of them is actively engaged in constructing knowledge and understanding involving cooperation within social interactions. According to Feden and Vogel (2003), cooperative learning and information processing have been listed as among the most effective models in promoting student achievement. Language learning according to Vygotsky (1962), is somehow attained when there is an involvement between external experiences (social interactions) being transformed into internal processes (brain).

This drives the notion of blended learning where language learning assisted by technological tools is not permissible with the absence of a face-to-face learning environment where the teacher plays an essential role in the learning process.

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Computer literacy among the students was once an issue raised making a computer mediated learning process difficult; conversely it is no longer an issue as students are now more advanced from owning several gadgets to having a number of personal accounts on social media be it Facebook, Twitter or even Instagram. Technology at present is a partial fragment of the students' developmental processes thus, a total rejection of it from the education system might deter learners' motivation.

2.2.1 Advantages of Using Short Story in Blended Learning Platform

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According to Collie and Slater (1990) as cited in Hismanoglu (2005), there are four main reasons that accentuates the use of short story in language classrooms; valuable authentic material, cultural enrichment, language enrichment and personal involvement.

Although there has been several definitions proposed by many, among the common consensus on valuable authentic material definition is, a literary text that exposes reader to real language and its use in its own community (Kilickaya, 2004; Guariento & Morley, 2001). Items are not created or edited expressly for the primary purpose of teaching a language as one can find in most exam-oriented texts used (Nunan, 1989). Authentic materials are also commonly agreed as either a written or spoken form of texts produced by real speaker for real audience to convey real-life messages (Wilkins, 1976; Morrow, 1977; Harmer, 1991). With the used of authentic

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materials (e.g. short story or novel), the learning process allows learners a degree of flexibility and understanding of real life situational contexts.

The second essential objective of literary texts in language classrooms is, the presence of cultural enrichment provided by the materials. Since the ideal way to increase understanding of the verbal or nonverbal aspects of how English language is delivered, it is imperative for the learners to understand how the communication takes place in that country (Hismanoglu, 2005). Although a visit or a stay at the native country is almost impossible to be done, an understanding of different cultural backgrounds portrays in a short story may extend the understanding of thoughts, beliefs, customs, or even the traditions of a character involved.

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Additionally, literary texts introduced in the classrooms will eventually provide learners with a wide range of language enrichment. At this stage, language input such as syntax, discourse functions of sentences, sentence structures, as well as technical features of a writing piece would offer learners opportunity of self-exploration which is being modelled to the students. Finally, it is through literature that personal involvement among learners can be inculcated. Such personal involvement includes emotional responses, needs, and expectations along with learners' experiences.

The advantages of using short story to language teaching lies within its powerful ability to mirror and illuminate human lives (Sage, 1987). Short story offers

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the following educational benefits as suggested by Ariogul (2001) as cited in Hismanoglu (2005):

- Reading task is simplified (simple and short in nature compared to other literary genres)
- Enlarges learners' worldviews on different cultural backgrounds
- Provides creative, encrypt, challenging texts that require personal exploration
- Motivates learners to read (authentic features)
- Promotes critical thinking
- Most short stories are universal in nature

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These are among the benefits and advantages of using short story to English language teaching within classroom practices. Learners will be able to internalise native-like competence in English additionally learning the features of English, linguistics system involved, and countless possibilities await.

2.2.2 Vocabulary Teaching and Testing Principles

The teaching of vocabulary learning in today's scenario is disputably crucial if a teacher does not design a comprehensive principle in manner for the achievements of a language learning in the classroom. There should be a clear view of purpose in both

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the vocabulary learning and testing conducted as a systematic guideline that will assist the teachers in the area of language learning in ensuring the reciprocal understanding between the two. Several numbers of vocabulary teaching principles have been introduced by many, thus following is a summary of basic principles proposed:

i. High frequency word list – learners are taught based on the frequency word list beginning with the high frequency words followed by situational word list and finally technical word list.

ii. Meaningful learning activities – instead of teachers providing the definitions for the learners, students are given autonomy to deal with the process independently beforehand.

iii. Different aspects of a word – learning a word is not only restricted to its meaning alone instead it involves word stress (accent), collocations and word families, grammatical structures, and even word parts.

iv. Authentic and meaningful situational contexts – word should not be taught separately and out of context. Words should be associated with meaningful writing, listening and speaking tasks that connects to real life situation.

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v. Regular testing schedule – besides conducting a regular testing basis schedule, testing should have a balance between vocabulary understanding (receptive) and vocabulary use (productive).

vi. Recycle, revise, & memorise – a newly introduced word must be met and used multiple times as chances of learning and retaining information is only about 5%-14% (Nagy, 1997). A memory schedule proposes reviews 5-10 minutes after a lesson ends, 24 hours later, one week later, one month later, and finally six months later (Russell, 1979).

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Among hiccups within the vocabulary learning and testing is when there is a mismatch between the proficiency level of the students (beginner, intermediate or advanced learners) with the appropriateness of vocabulary learning strategies used in a lesson as it may not be suitable for the level (Schmitt, 2008). Deeper processing strategies such as forming associations (Cohen & Aphek, 1981) and keyword method (Hulstijn, 1992) are two examples of deeper activities that not only proven to enhance retention better than rote memorization, but as well as the benefit of the context that both intermediate and advanced learners can gain from (Schmitt, 2008). On the other hand, mechanical strategies are believed to be more suitable for beginner students as the complexity level of the processes involved is reduced. In relation to the proficiency level (beginner learners) of sample involved in the study, the vocabulary teaching process via mechanical strategy is selected. Based on previous studies, there are few vocabulary learning strategies available that one can adapt and adopt with.

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One of the examples is, a five-category which includes 58 strategies presented by Schmitt (1997):

i. **Determination Strategies** used by an individual when faced with discovering a new word's meaning without recourse to another person's expertise.
   - Analyse any available pictures or gestures
   - Guess meaning from textual context
   - Use a dictionary (bilingual or monolingual)

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ii. **Social Strategies** involve interaction with other people to improve language learning.
   - Synonym, paraphrasing, or L1 translation of new word
   - Learn and practise new words with a study group
   - Interact with native-speakers

iii. **Memory Strategies** (mnemonics) involve relating new words to previously learned knowledge, using some form of imagery or grouping.
   - Use semantic maps
   - Use the keyword method
   - New word association with known synonyms and antonyms

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iv. **Cognitive Strategies** entail manipulation or transformation of information about words to be learned, although they are not so specifically focused on mental processing as memory strategies.

- Written repetition
- Vocabulary notebook keeping
- English labels on physical objects

v. **Metacognitive Strategies** involve a conscious overview of the learning process and making decisions about planning, monitoring, or evaluating the best ways to study.

- Use spaced word practice (expanding rehearsal)
- Test oneself with word tests
- Continue to study word over time

As suggested by Schmidt (1994), the first process in designing an effective vocabulary testing would begin with a purpose or objective of a test to be carried out. In other words, teachers need to decide whether he or she wants to test on the target words taught in a classroom (achievement test) or simply testing students in order to differentiate learners' proficiency level (placement test). For the purpose of this study, the vocabulary testing will be focusing on the achievement test where a set of target words learned in the instruction outlined is to observe the effectiveness of the proposed learning outcome. Simultaneously, the teaching principle involved in this stage requires practitioners to decide on the target word selection for vocabulary

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teaching such as high frequency words, situational based words, or the technical word lists. An example of a situational based vocabulary includes word lists (e.g. book, pen, read or listen) specifically designed for beginner students situated in a classroom setting in order to operate in a classroom setting. In the meantime, technical word lists is focusing on a specific field of study (i.e. medicine course) where students will learn the technical jargon related to the field such as scalpel or femur.

Once the purpose or objective of the test has been established, few considerations on the word list that will be tested towards the end of a lesson is determined. However, in the context of English vocabulary learning; issues pertaining to the difficulties in learning the word list has been very much voiced by many. Therefore, it is fundamentally crucial for the language teachers to begin a vocabulary lesson on high frequency words which is made up of 2,000-3,000 word families and gradually move to the teaching of academic and later on to the teaching of low frequency words (i.e. academic and technical words). The advantages of learning the high frequency word families allow the language learners to at least participate in basic everyday oral communication as well as allowing learners to eventually begin to read authentic materials (Adolphs & Schmitt, 2003; Schonell, Meddleton, & Shaw, 1956).

Thirdly, it is necessary to select the testing aspects of words that need to be tested whether to measure the size of learners' vocabulary (breadth of knowledge) or how well the students know individual words being taught (depth of knowledge).

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Since the study seeks to measure the breadth of knowledge of the students therefore, a more receptive test namely achievement tests (multiple choice, true/false, or even matching) is considered appropriate with the objective of the lesson. Even though the next principle in the teaching of vocabulary involves an incremental process of learning a word; it is suggested that various types of word knowledge are mastered at different rates. Schmitt (2008) has conceptualised a learning mastery through a continuum of each word knowledge aspect: from unable to spell word at all, the process gradually progresses on knowing some letters, later getting the right phonological aspects, and finally progresses on being able to spell correctly.

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The fourth consideration to be taken into account in designing the test is; the type of mode the test will be conducted. It can either be in a written or verbal mode depending on suitability. The limitation of time constrain has partially influenced the study to consider written mode compared to the latter.

Finally, once all four stages have been decided on; the teacher should at this stage decide on constructing the testing instrumentation. Since all of the students are of same proficiency level, thus it is not necessary for the teacher to combine several tests format as one test format would be sufficient. The length as well as the duration of the test should also be established as at this stage a relatively short test will suffice.

It is highly important to develop a more reliable and valid vocabulary testing items in order to see whether a lesson conducted was effectively meaningful or vice

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versa. The poor results established from the test items would concurrently articulate that the intended lesson is a failure. The teacher should at this stage be aware of gradual intervention to overcome this setback. Therefore, it is essentially important for the teacher to design an effective vocabulary testing from a principled standpoint in order to have better fulfilment in the teaching of language learning.

In a nutshell, both vocabulary teaching and testing processes would be a mismatched if there is no mutual understanding between the two elements. There are considerations need to be taken into account in both processes in order to develop a meaningful and effective learning principles in ensuring the success of language learning. Eventually, teaching and learning vocabulary entails a gradual process of understanding a word, therefore it should not be taken for granted.

2.2.3 Active Learning Strategy

Teaching and learning process in the classrooms have remained the same and lecturing has been the primary mode of instruction despite of varieties in principle for optimal setting of student learning (Feden & Vogel, 2003). The very nature of majority teachers at schools opt for is fairly passive lecture-discussion contradicting what is projected in an active learning strategy. Knowledge is acquired through direct instruction based on a structured and typical learning environment leaving the students

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to be passive, reactive and more self-centred as classroom practise require more of working on individual tasks.

As further explained by Feden and Vogel (2003), a study conducted in American classrooms from 1880 to 1990 found that the basic instructional sequences and patterns in high schools particularly in the core academic subjects have remained teacher-centred. Similarly, based on an extensive study of schooling by John Goodland (1983); it was found that teachers appear to teach within a very limited repertoire of pedagogical alternatives emphasizing their own talk and the monitoring of seatwork which places the teacher very much in control.

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It seems difficult to break the cultural norm rooted within the teaching process if no immediate and constant awareness is initiated. Table 2.1 is a comparison between traditional (conventional) and contemporary learning theory presented by Feden and Vogel (2003):

Table 2.1

Comparison between Behavioural and Cognitive Theories

Conventional Behavioural Theory	**Contemporary Cognitive Theory**
Learning is the accumulation of bits of information and skills.	Learning is holistic and much more than an additive process of accumulating information.

(*continue*)

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Table 2.1 (*continued*)

Conventional Behavioural Theory	**Contemporary Cognitive Theory**
Teacher can transfer knowledge directly to learners.	Learners actively construct their own understandings.
Learning takes place as teacher and individual learner interact.	Learning is social and involves cooperation with others.
Emphasis is on providing instruction.	Emphasis is on bringing about learning.

In comparison to Bloom's taxonomy, most of what comprises in conventional behaviour theory are categorised as lower order thinking skills as process of transmitting knowledge only occur through teacher-centred approach. Meanwhile based on the cone of experience theorised by Edgar Dale (1969), learners retain less knowledge in the memory if students only read, listen to lecture, and look at picture presented (if any) in a passive classroom. Whereas according to Bloom's taxonomy, contemporary cognitive theory encompasses the higher order thinking skills as well as embracing the cone of experience where the active engagement in the learning helps most in retaining knowledge and information to happen when learners participate, role-play, model or simulate, and finally going through the real experience of a learning content.

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Since the advancement of technology has shaped changes within the organizational infrastructure; creative thinking, problem solving, and decision making as a team are highly demanded in the present workforce. In conjunction to this, as referring to Mishra & Koehler (2006), under ideal circumstances, blended learning approaches allow practitioners to match technology, pedagogy, and content to the specific needs of different learners and to the specific demands of different contexts. Thus, the pedagogical decision in incorporating cooperative learning within the proposed blended learning is seen as a significant decision made where the learning process is based on learning theories and primary studies documenting on positive effects on student performance, motivation and learner autonomy.

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Many studies on active learning particularly cooperative learning have been widely introduced by learning experts and among pervasive evidence is that cooperative teams achieve at higher levels of thought and retain information longer than students who work quietly as individuals (Johnson & Johnson, 1986). This is due to five key elements that support the success of cooperative learning namely positive interdependence, promotive interaction, individual accountability, and interpersonal and small-group skills promoted in the strategy. The teaching strategy encourages socialization and learning among students from kindergarten through tertiary level and across different disciplines (Cohen, 1994). In addition, according to Gokhale (1995), cooperative learning provides students with endless opportunities to analyse, synthesize, and evaluate ideas cooperatively which at the same time facilitate discussion and interaction processes. Additionally, with this teaching strategy students

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are also able to go beyond mere statements of opinion by reasoning out individual's judgements where opinions were careful scrutinised.

Examples of available cooperative learning universally practised by other teachers within the classrooms are Student Teams-Achievement Divisions (STAD), Teams-Games-Tournament (TGT), Team Assisted Individualization (TAI), Cooperative Integrated Reading and Composition (CIRC), Group Investigation, Co-Op Co-Op, Jigsaw, Jigsaw II, and many more. Through cooperative learning, many works have cited remarkable outcomes in students from achievement to intergroup relations, up to acceptance of mainstreamed academically handicapped students, improving self-esteem, peer support for achievement, internal locus of control, time on-task, classroom behaviour, liking of class and of classmates (Slavin, 1995).

Studies conducted by Slavin and Oickle (1981) found significant gains in white friendships with blacks as a consequence to STAD. Kagan, Zahn, Widaman, Schwarzwald, and Tyrell (1985) found that TGT had a positive effect on friendship choices among black, Mexican-American, and Anglo students. Additionally, in a study conducted by Stevens and Slavin (1995), it was found that mainstreamed academically handicapped (learning-disabled or educable mentally retarded) students significantly performed better in cooperative learning as comparison to traditional arrangements. Apart from that, another study on cooperative learning in special schools for emotionally disturbed adolescents of normal intelligence found that behavioural observations indicated less disruptive behaviour in TGT classes than in

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control groups and higher daily attendance (Janke, 1978). Among other research by Lazarowitz, Hertz, Baird, and Bowlden (1988), it was found that Jigsaw produced positive effects on student self-esteem where they are made to feel important for having indispensable information to the assigned group.

2.3 Learning Management System (Moodle)

According to Bonk, Lee, & Reynolds (as cited in Nasser, Cherif, and Romanowski (2011), learning management system (LMS) has been used extensively in Asian countries and in Gulf Cooperation Council countries where 80% of all teachers and 41% of all students in South Korea have subscribed to Edunet (an example of LMS). Thailand has also integrated the similar system known as Portal for Education and so does Singapore Smart Schools. There is a considerable amount of question pertaining to the use of LMS in education that has led to this study of blended learning. Amongst the potentials subsist within; LMS is a conceivable tool that provides functionalities beyond managerial purposes from tracking scores and its usages to assisting teaching and learning processes involved. The use of LMS is thus seen as an admissible and promising tool to be considered by the ministry in the implementation of the current system practiced in Malaysian education system namely Kurikulum Bersepadu Sekolah Menengah (KBSM). This has been the foundation facet of this study where number of research within the concerning field is still limited.

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Consequently, in order to enhance teacher and students' performance in Qatari independent schools; the use of learning management system (LMS) which is also known as Knowledge-Net (K-Net) was introduced. According to Nasser et. al. (2011), LMS is a tool that organizes and regulates classroom administrative tasks, supports teachers and students in the teaching and learning process, and informs parents of their children's progress and school activities.

Due to the initial objective, the work has established related research studies indicating the use of LMS among students which is fairly affected by manipulative and non-manipulative factors influencing the students' behaviour. Subsequently directing the study to scrutinise the factors impacting students' use of the proposed instrument namely LMS K-Net in the aforementioned setting. The findings of the study revealed that there was a sound coherence between ICT knowledge and LMS usage. It suggested that the more ICT knowledge learners procured, the less prone they are to using the LMS (Nasser et al., 2011). The result implicitly demonstrates the present milieus of challenging alternatives where students who are exposed to on-line contents; are more advanced and engaging in nature. The challenge is, once students are accustomed to a particular setting such as a graphically appealing on-line content like games, they are easily displeased by a mundane user interface programme if no careful measure is put forth. This significant concern has later on guided the direction of this study in the process of tool selection particularly in developing a more challenging and motivating lesson plan.

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Since there has been a significant amount of research on the potential benefits of technology integrated into the learning, the actual utilization of technology across the academic through the learners' perspective using Blackboard (another example of an LMS) has been considered. In the late 1990s, most of the LMS such as Blackboard, Angel, and WebCt were designed to be housed on campus-owned servers where they could be customized and accessed over Intranets (Malm & DeFranco, 2011). This has later led to an ever growing system known as an open-source learning management system such as Moodle that is designed to be feasibly accessible to everyone. The study discovered that despite the increase in the use of on-line resources among all undergraduate courses taught at the college; however the percentage of faculty who use the LMS is still low. This shows that many of the faculty members have not made the decision to adopt technologies in meaningful ways thus restricting the successfulness of LMS. It is also found that students who are taught by "digital natives" (faculty under the age of 35) are more likely to utilize LMS system rather than students taught by the "digital immigrants" (those over 35). The presence of generational effects between younger and older generation in utilizing the LMS is therefore can be seen as a factor affecting the usage of an LMS.

In designing a blended learning experience in the classroom, an open-source LMS namely Moodle is selected and integrated in the research field. Among all of the available resources on-line, Moodle is highly preferred in the interest of the study for its numerous recognitions and outstanding performances as one of the twenty best education applications and web tool of the year, number one ranking as twenty best

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learning management systems based on recent rating on edudemic.com (2012), and since it has been voted as number one Course Management System in the yearly "Top 100 Tools for Learning 2012" poll held by the Centre for Learning and Performance Technologies. Since Moodle is feasibly accessible as compared to other LMS in terms of cost-saving, thus complimenting the integration of the system within the proposed field.

2.4 Motivation and Blended Learning

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Motivational factors affect the way students react to the classroom environment and to the acquisition of basic educational skills (Collinson, 2001). According to Sabieh (2003), computer is regarded as a powerful medium which acts as a motivator and power tool. In addition, when students are motivated and there are rooms for them to explore their creative skills; students will find learning the English language more interesting, relevant and productive (Ling, 2004). If certain degree of motivation in students is aroused, there is much potential in gaining more confidence thus unleashing greater possibilities in the language learned. Therefore, no doubts motivation is considered as one of the most influential contributing factor in L2 acquisition. However, there are few types of motivation in language learning that needs to be identified in order to establish a clear objective in planning a meaningful lesson. According to Gardner (1982), motivation in language learning is divided into integrative and instrumental motivation.

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Integrative motivation is characterised by the learner's positive attitudes and internal desire towards the people who speak the target language by admiring the culture as well as adjusting oneself to become familiar with the society in which the language is used (Falk, 1979). Learners who are able to consider learning English language as a necessity to be socially functional in a community in order to become one of its member, is a resemblance of integrative motivation. The more appropriate concept of integrative motivation in the English Foreign Language context is the representation of desire in individual to become bilingual at the same time becoming bicultural (Benson, 1991). Similarly, intrinsic motivation refers to learners who do something because it is inherently interesting or enjoyable.

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Conversely, instrumental motivation is identified as the desire to obtain something practical or concrete from the study of a second language (Hudson, 2000). In other words, the ultimate goal of learning the language is to attain good grades, passing certain degree of school requirements or struggling to achieve better social status. Likewise, extrinsic motivation also suggests that one can feel externally propelled in language learning as learners are unwillingly forced in doing things they might disinterested in (Deci & Ryan, 2010). In this case, learners are artificially motivated to perform a behaviour or engage in an activity to earn either a reward or simply to avoid punishment. This type of motivation is often perceived as less meaningful since learning is temporarily retained at certain point of time.

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With the blend between blended and cooperative learning strategies proposed in this study, eliciting motivation is highly possible through the use of powerful tool (computer) and team supportive encouragement (cooperative groups). It is all possible in the course of establishing positive interdependence among group members as well as individual accountability where all team members work together to complete common shared goals. As mutual understanding exists within each member, such contribution and recognition given to effort put in can internally encourage such desired motivation (Slavin, 2010).

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2.5 Academic Achievement and Blended Learning

This chapter will be focusing on the recent research involving the theoretical background of the variables engaged in this study namely implementation of blended learning, its effectiveness and areas of improvement presented. The review will start with the drawbacks of ICT in education and will later discuss on the benefits of the proposed field particularly concerning academic performance.

Based on a research conducted by Cronje (2008), the study focuses on the use of ICT within educational context in developing countries not only how ICT was perceived to solve problems, but as well as the opportunities that ICT has apart from showcasing current developments of winning schools in South Africa pertaining to ICT integration and common shared values.

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As stated by Osin (1998), large classroom sizes, lack of infrastructure and inadequate teaching staff are among three most frequently listed problems in developing countries. It is also reported that even in the developed country such as in the United States itself, authors such as Larry Cuban and Todd Oppenheimer deplored the waste of financial resources on ICT (Cronje, 2008). Similar to what Angrist and Lavy (2002) found that ICT in other developing country, the money spent on ICT is much better spent on other inputs. It is argued that reduction of classroom staff and improvement on teacher training has led to better performance. Thus, as concluded by Cronje (2008), by adding computers to over-full classrooms is not likely to solve any problems. Instead, without proper planning of integrating ICT in education, it will only be seen as a burden complicating the existing problems.

Let alone inadequate teaching staff lacking in the subject skills which is also means lacking in methodological proficiency, integration of ICT will then add to the existing burdens to computer literacy. In addition to that, according to Cuban, Kirkpatrick, & Peck, 2002; Kalkowski, 2001 (as cited in Cronje, 2008), even with the presence and accessibility of computers in the schools has not shown that the technology is being used by educators or that students actually can or do use it. However, Willis, Thompson, and Sadera (1999) stated that the integration of computers into classrooms has actually been a slow process. Added by Robinson (2007), barriers that hold teachers from integrating technology into the classrooms are lack of access to computers and software, insufficient time to plan instruction, inadequate technical and administrative support, beliefs about teaching and

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computers, established classroom practices, and unwillingness to change. Even if the schools had enthusiastically participated in the school reform effort in integrating technology in education, curricula, instruction and assessment should be interrelated to each other in making it a success.

It is also noted that with the barriers established by other researchers, it is more likely to support the integration of blended learning in the classrooms. Let alone e-learning within the secondary education level to happen is unlikely to be successful since learners at this age might not be able to handle independent learning throughout the course. Even worse, students might feel isolated, lack of motivation, or lack of support and feedback if e-learning instruction is to be emphasized without proper planning (Quintana, 1996).

However, despite the freedom offered by Web-based instructional programmes, flexibility increases complexity (Ellis & Kurniawan, 2000). In fact, some learners who lack the skills of independent learning may find this difficult and become confused (Last, O'Donnell, & Kelly, 2001). As concluded by Liaw, Huang and Chen (2007), not all students able to appreciate flexibility and freedom offered by the Web and that human factor is therefore inevitable. This has eventually led to the proposal of blended learning approach where integration of technology in education and face-to-face interaction between teacher and students is inseparable. Since benefits of ICT in education are undeniable, if it is used to its fullest potential, it will

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open up to opportunities to create indispensable learning autonomy in the new classroom.

Online environment is used to enhance learning and provide a degree of flexibility for students in where and how they studied (Lajbcyier & Spratt, 2007). The most suitable learning environment for secondary school students particularly in boarding schools like MRSM Felda, blended learning is highly recommended. Since access to information is limited, internet embedded within LMS/VLE is among the best solutions available. Discussion in a class could be a more challenging process creating an active as well as cooperative learning environment to take in charge. Students are equipped with information only waiting for teachers to initiate meaningful and authentic learning to happen. The learning autonomy involves directing learners to take a full responsibility of their learning and it is a teacher's role to facilitate the process by guiding the students of what is meaningful, how and when to utilize it in creating a purposeful learning atmosphere.

Despite of the problems listed above, Cronje (2008) acclaimed that instead of using ICT to solve problems, we should be using it to create opportunities. Although educational technology is now available, it is not integrated into classroom today (Becker & Riel, 1999). When both education reform and technology integration have been fully combined within curriculum reform, which includes examining pedagogy, positive results have been found for students (Bain & Smith, 2000). As what have been presented within the Sloan-C Five Pillars by Lorenzo and Moore (2002) for

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Quality Online Education, e-learning has the capability to make education more efficient, cost-effective, accessible, and increase satisfaction. Lajbcyier and Spratt (2007) explored that the discourse of text-based computer conferencing environments can develop critical thinking and other desirable cognitive skills in learners. Consequently, Rourke, Anderson, Garrison and Archer (2001) support the idea that learners are able to project themselves socially and affectively into a community of inquiry. Students are allowed to learn in their own way to determine their own path through the material available (Barua, 2001). This supports the recent School Based Assessment being practiced in the nation where students are depending on self-pace learning progression as those who excel will move up to a level accordingly. Thus, with the help of proposed LMS/VLE, this will eventually help teachers to track, monitor, document and allow students' assessment to be more organised and manageable.

When students can learn things at their own pace this allows students to show progression according to their own pace of learning since each individual learn at different rate with different learning capabilities (Chen, Hendrick, & Lidor, 2002). Therefore, as teachers will have to deal with differentiation in the classroom, SBA is much easier to conduct as LMS/VLE simplifies the tasks. The proposed learning, thus the best response to cater differences within each individual in the learning process as it serves the purpose to prepare students with information at hand and teachers as moderator ensuring the understanding of knowledge to happen.

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Apart from that, it may also provide the teachers more time to focus on planning meaningful and authentic instructions in the lessons rather than focusing on the administration work. Through the use of LMS/VLE, as it serves the purpose to store information like lessons and massive data such as students' records and progress, it is more likely to save paper usage thus minimizing physical data storage. Learning process can now be more cost efficient, more organised and time saving.

2.6 Learner Autonomy and Blended Learning

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Learner autonomy or a self-directed studying ability refers to a way that learners in learning activity have acquired subject consciousness and self-awareness which later constantly stimulate study passion or enthusiasm, giving full effort in initiating one's own learning process (Hu & Du, 2013). With abundance of technological revolutions in education, the brand new autonomous learning mode has evolved since then. In addition to that, Hu and Du (2013) outlined four key elements in constructivism learning theory which comprises of environment, cooperation, conversation, and construct of sense uniting to the network to improve students' autonomous learning by twice the result with half of the effort. Additionally, from the humanistic point of view, the primary function of education is to assist learners to develop individuality, to help them in realizing the potential that already existed within them (Liu, 2012). Thus, there is a need for making learners to recognize their capabilities of taking

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responsibility for their own learning as a precondition for success in the language learning.

Benson (2001) distinguishes six approaches to assist the development of learner autonomy which incorporates resource, technology, learner, teacher, classroom and curriculum-based approaches. Resource-based approaches emphasize on students' independent interaction with the learning resources where learners choose their own educational materials as well as evaluating own language progress. Meanwhile, technology-based approaches is interconnected with the use of computers specifically internet where learners interact closely with educational technologies. This approach is another basis exemplar that supports the integration of blended learning within the study making it relevant to the current needs in language learning. Another approach to assist the development of learner autonomy is the learner themselves. Through learner-based approach, students view the process of learning throughout reflection on learning materials and activities. Finally, with regard to teacher, classroom and curriculum-based approaches; students are free to decide on their own learning within a collaborative and supportive environment (Benson, 2001).

Based on a study conducted by Kruk and Pawlak (2014), on the effectiveness of online resources on the development of learner autonomy, it was found that the innovative treatment in the form of application of online resources not only did contribute to larger pronunciation gains but in fact produced more autonomous learners. The researchers also concluded that the best remedy for effective

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pronunciation instruction is a combination of “digital” and “analog” ways of teaching it since it could allow teachers to develop autonomy learning as well as aiding the students in mastering English pronunciation. Among resolutions provided by the researchers in planning the session is; to create lessons that allow students a sense of control over their own learning by offering learners a set of exercises or adequate resources to choose from. Students should be provided with opportunity to self-assess and reflect upon their progression. The results of the study did not only speak to the efficacy of technology but it also at the same time projected a rationale for its use in the course of promoting autonomous learning for future research.

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CHAPTER 3

METHODOLOGY

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3.1 Introduction

This chapter will present the methodology involved in the study particularly the research design, population and sampling, sampling size, instrumentation, implementation of blended learning strategy in classroom, and finally the data collection process.

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3.2 Statistical Analysis Framework

Researcher also constructed a framework of analysis based on the research questions serving as an outline of the study. The analysis framework provides information on the instruments used as well as data collection and analysis procedures done in the research.

Table 3.1

Statistical Analysis Framework

No.	Research Question	Instruments	Statistical Analysis
1	Can blended learning improve students' academic achievement in learning English compared to conventional instruction method?	Post Test	Descriptive statistic (mean, standard deviation)
2	Does blended learning have greater impact on students' motivation in learning English through short story compared to conventional instruction method?	Questionnaire	Descriptive statistic (mean, standard deviation)

(*continue*)

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Table 3.1 (*continued*)

No.	Research Question	Instruments	Statistical Analysis
3	Is blended learning effective in inculcating learner autonomy among students?	Questionnaire	Descriptive statistic (mean, standard deviation)
4	What are the strength and weaknesses that might occur in conducting blended learning from teachers' and students' perspectives?	Semi-Structured Interview	Thematic analysis

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3.3 Research Design

This study would conduct a quasi-experimental research design since random assignment to groups was restricted to the decision made by the administration. Researcher was only subjected to conduct the study with only the Form Four students (intact groups) since the Form One students would undergo special courses tailored specifically by MARA in the beginning of the semester thus would not be practicing the syllabus set by the Ministry of Education within the concerning timeframe. On the other hand, Form Three students would be busy preparing for the upcoming Pentaksiran Tingkatan 3 (PT3) and therefore not subjected to be involved in the study.

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All these constraints had eventually influenced the decision made where only the Form Four classes were allowed to be involved in the study namely 402, 403, 404 and 405. Thus, control over extraneous variables that may exist is somewhat inevitable. Such design is only to be used when it is not feasible to use experimental design (Fraenkel & Wallen, 2008; Gay, Mills, & Airasian, 2009).

Wiersma (1986) points out that quasi-experimental research involves the use of intact groups of subjects in an experiment, rather than assigning subjects at random to experimental treatments. Therefore, since this design does not involve random selection or assignment process, there is a possibility that selection bias exists and will jeopardize the generalization of the results. Due to this, control over internal validity by establishing the degree of equivalence between groups will be recognized. Thus, the study will consider previous test scores (average min score is determined) as a constant or another independent (control) variable so that the samples involved are of comparable ability level (Wiersma, 1986; Slavin, 2007). Such scores or grades are required in order to establish pre-existing differences between the experiment and control groups so as to conclude that differences found in a study are due to the treatment given and not vice versa (Lodico, Spaulding, & Voegtle, 2006). Such design is known as posttest-only, non-equivalent control group design where intact groups are used and subjects are measured only once after the experimental treatments have been applied (Wiersma, 1986). It can only be applied when there are available data that provide information about the extent of similarity between groups involved (average min scores) to avoid misinterpretation of the results. This is very essential

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since the focus of the study is to look at the discrepancy subsists between blended learning approach that may affect academic achievement, motivation, and as well as learner autonomy.

The design of this study was therefore made up of treatment groups consisting of two classes and the remaining two would be serving as a control group for this purpose. The treatment groups would be experiencing blended learning pedagogy meanwhile the remaining two control groups would undergo conventional learning in the classroom. Both treatment and control groups would be learning the similar topic revolves around English language learning which is focusing on the teaching of a short story entitled The Fruitcake Special, with a specific objective in vocabulary learning. Since only the researcher would conduct blended learning with the treatment groups involved, lessons would be conducted within the class hour scheduled by the administration while some lessons would be conducted by another two English teachers in their respective classes. In view of the fact that conventional learning would be taught by the respective English class teachers appointed by the administration, time and place to conduct the lesson was not subjected to any alteration. The teachers would be trained on how to conduct conventional learning. Before conducting the lesson, researcher would check the lesson plans to ensure it was according to the requirements of the study.

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3.3.1 Teachers Selection and Teacher Training

Taking into account of the countless responsibilities appointed to the researcher in the particular year as a Form 5 coordinator and additionally responsible not only to be the teacher-in-charge of the Form Five students' academic programme and achievements in the same year of the study, but as well as teaching and preparing the Form Five students for the upcoming SPM examination as well as in-charged of another 3 more classes (105, 403 and 404) respectively.

In the meantime, another two control groups which underwent conventional learning conducted by two respective subject teachers had been thoroughly explained by the researcher and underwent one day training (after school session) before the execution of the actual lessons begin. Selection of teachers for the study was through volunteering process whereby out of five teachers teaching the particular Form Four students, only two volunteered to take part in the process. The one day training process was carried out in order to ensure all teachers involved in the study understood the whole process and abled to conduct similar conventional lessons accordingly. Consequently, extraneous variables existed within the study was minimized through the control of learning concept covering the same topic for both treatment and control groups. Additionally, lesson plans for both blended and conventional learning were also prepared by the researcher beforehand in attempt to control the quality of teaching for both learning.

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3.3.2 Instructional Design for Blended Learning

There was an involvement between treatment groups experiencing blended learning classroom meanwhile control groups underwent conventional learning as thoroughly explained in the previous chapter.

Furthermore, in blended learning pedagogical approaches, it consists of most of e-learning activities such as information, notes, quizzes, forum, assignment submission, group chat and assessments. Having such features, students can have more opportunity to communicate with teachers after school time. In short, in treatment groups, blended learning pedagogical practices, teacher is not only able to deliver learning materials but also at the same time track students' performance and participation.

In the process of preparing course material, an instructional design known as ADDIE model was tailored within the lessons. The model contains five strategic levels involving Analysis, Design, Development, Implementation and Evaluation. Since ADDIE model has been improved overtime, this model is rather a general term widely used by most instructional designers and training developers in explaining its origins (Gagne, Wager, Golas, & Keller, 2005).

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3.3.2.1 Analysis

In the first step of ADDIE model which is known as *analysis stage*, it includes an analysis of learners' cognitive, affective as well as psychomotor readiness where schemata, learning styles and academic abilities of students who were involved in this study were established. Consequently, besides learner's needs and schemata; learning problems, goals and objectives, learning environment, limitations, delivery options and timeline of the study was considered and analysed within this stage. All this information was very essential in the first stage of lesson planning as it guided researcher in tailoring a well-design lesson that would be appropriate and useful for the students as the learning process developed.

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In the *analysis stage*, the implementation of blended learning in this study was developed based on the current Form Four English language curriculum specification outlined by the Ministry of Education Malaysia aligned with the present scheme of work set by the concerning institution within the proposed timeframe. The study was set to be conducted from 2nd February until 27th February, where lessons were designed within twenty available teaching periods which equivalent to twelve classroom meetings. Table 3.2 outlines the scheme of work that the researcher was bounded to comply with.

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Table 3.2

Scheme of Work

WEEK	TOPIC
4 2 – 7 FEB 2015	Enhancement Activity : Section A (Rationale Cloze) Short Story: The Fruitcake Special Grammar : Adjectives Vocabulary : High Frequency Words (from Fruitcake Special)
5 9 – 13 FEB 2015	Enhancement Activity : Section B (Information Transfer) Short Story: The Fruitcake Special Grammar : Adjectives Vocabulary : High Frequency Words (from Fruitcake Special)
6 16 – 20 FEB 2015	Enhancement Activity : Section C (Reading Comprehension) Short Story: The Fruitcake Special Grammar : Phrasal Verbs Writing : Descriptive Essay
7 23 – 27 FEB 2015	Enhancement Activity : Section C (Summary) Short Story: The Fruitcake Special Grammar : Subject Verb Agreement Writing : Descriptive Essay

Thus, in line with the purpose of this study, the blended learning was based on the integration of learning management system (Moodle) as a mean of technology

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meanwhile, conventional learning pedagogical practices was simultaneously conducted within the controlled group in the teaching of English literature through short story. Both treatments and the control groups conducted the same lessons however, the integration of technology used distinguishes the difference between the two groups.

3.3.2.2 Design

In the second step of this instructional model or the *design stage*, it involved the process of identifying learning activities such as exercises and contents (Briggs, Gustafson, & Tillman, 1991 as cited in Reiser & Dempsey, 2007), lesson planning, media selection (Heinich, Molenda, Russell, & Smaldino, 1999; Reiser & Gagné, 1983 as cited in Reiser & Dempsey, 2007), as well as developing specification for learning assessment.

Concurrent with information gathered in *analysis stage*, this stage displayed meticulous process of developing suitable instructional contents from planning the lessons based on the existing scheme of work as well as mutually consistent with the Form Four English language curriculum specification outlined. This therefore guided the development of a revised lesson plan as presented in Table 3.3.

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Table 3.3

Lesson Plan for Blended Learning Classroom

DAY	TIME	TOPIC
1	7.40-8.15 1 period	Placement Test
2	7.40-8.50 2 periods	**Learning Content 1** Induction Set: Identifying 8 Parts of Speech. While Activity: Introduction & lesson on 8 Parts of Speech. Post Activity: Identifying 'adjectives' in Fruitcake Special. Vocabulary : awful, cold, silly, unable, ordinary
3	11.40- 12.50 2 periods	**Learning Content 2** Induction Set: Recalling knowledge of previous lesson. While Activity: Using Visuwords to find synonym/antonym. Post Activity: Create own comic strips (bitstrips.com). Vocabulary : awful, cold, silly, unable, ordinary
4	7.40-8.15 1 period	**Formative Test 1** Adjectives www.softschools.com/quizzes/grammar/adjective
5	7.40-8.50 2 periods	**Activity 2** Induction Set: Preview on each other's work (pair work). While Activity: Correcting each other's work (grammar). Post Activity: Vote for the best comic strips.

(*continue*)

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Table 3.3 (*continued*)

DAY	TIME	TOPIC
6	11.40- 12.50 2 periods	**Learning Content 2** Induction Set: Describing an object using adjectives list. While Activity: Describing the objects by writing sentences. Post Activity: Describing an object by writing a short paragraph.
7	7.40-8.15 1 period	**Formative Test 2** Writing an essay on "Lucy's most embarrassing moment in life"
8	7.40-8.50 2 periods	**Learning Content 3** Induction Set: Charades Game (based on vocabulary list) other groups will have to guess (words assigned by teacher). While Activity: Creating an Animated Pictionary using Powtoon.com. Post Activity: Progress on the project.
9	11.40- 12.50 2 periods	**Activity 1** Induction Set: Introduction to Phrasal Verb. While Activity: Lesson on Phrasal Verb Vocabulary: look down on, ran into, knocked down, pick up, pass by. Post Activity: Check for the answers.

(*continue*)

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Table 3.3 (*continued*)

DAY	TIME	TOPIC
10	7.40-8.15 1 period	**Formative Test 3** -Complete a sentence given with appropriate Phrasal Verb. -Write a short paragraph (minimum of 4 sentences) using the 5 Phrasal Verbs.
11	7.40-8.50 2 periods	**Learning Content 4** Induction Set: Introduction to Subject Verb Agreement. While Activity: Lesson on Subject Verb Agreement. Post Activity: Check for the answers.
12	11.40- 12.50 2 periods	Post Test Questionnaire Semi Structured Interview Session

Apart from complying, planning and tailoring the lessons based on the scheme of work provided by the management, the next stage to be considered was the media selection for the intended lessons. Since Moodle is a ready-made Learning Management System which comes together with built-in templates, not much of requirement needed for designing the layout nor graphical interfaces needed. Users only need to decide on contents, activities and other features that need to be incorporated in the lessons. Figure 3.1, 3.2, 3.3, 3.4 and 3.5 are the examples of the Moodle interface of this study. These five different figures were actually being displayed as a one-page interface as users scrolled down the screen according to the instructions provided by the teacher. Teacher only had to up load desired contents or

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planned activities to Moodle and later rearranged lessons, contents or activities accordingly. Since this was a blended learning classroom, face-to-face interactions were embedded in the lessons and most instructions were given by the teachers verbally unless if it was stated on the screen so the teacher would still have control over the lessons.

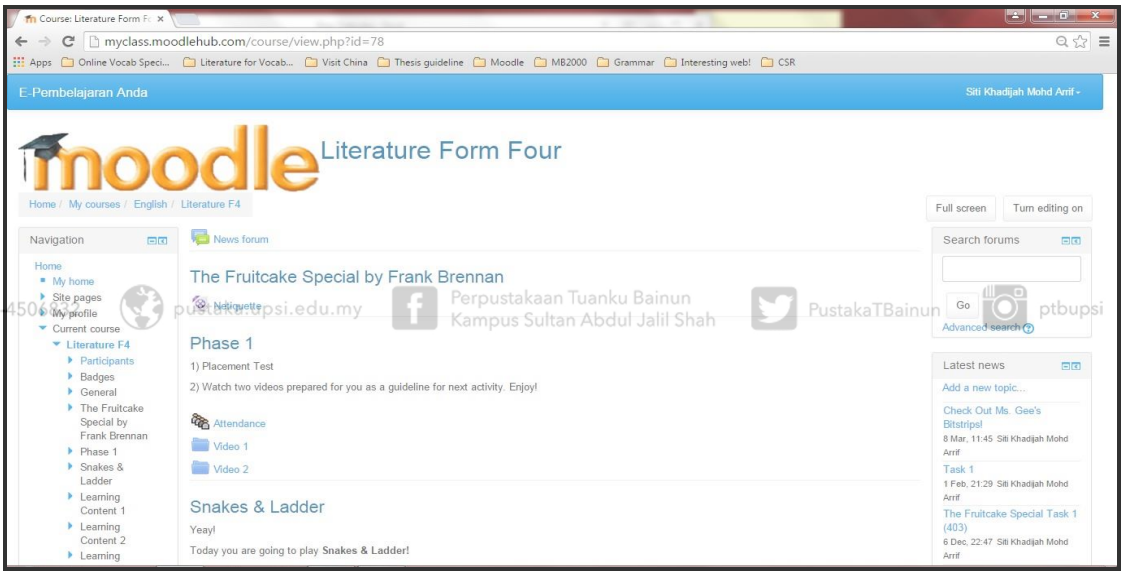


Figure 3.1. Moodle Interface 1

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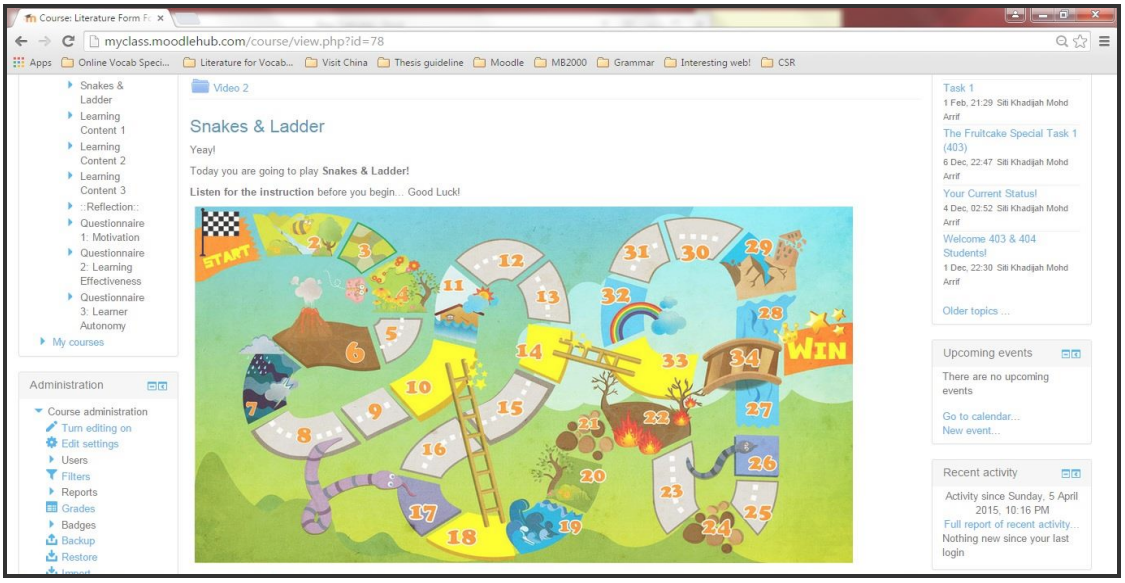


Figure 3.2. Moodle Interface 2

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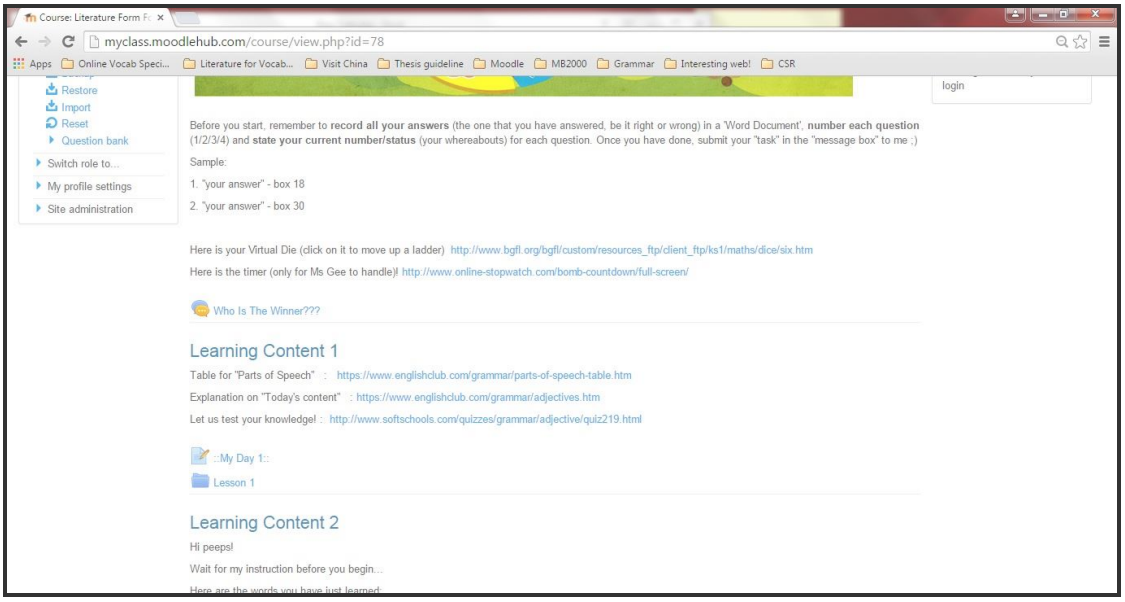


Figure 3.3. Moodle Interface 3

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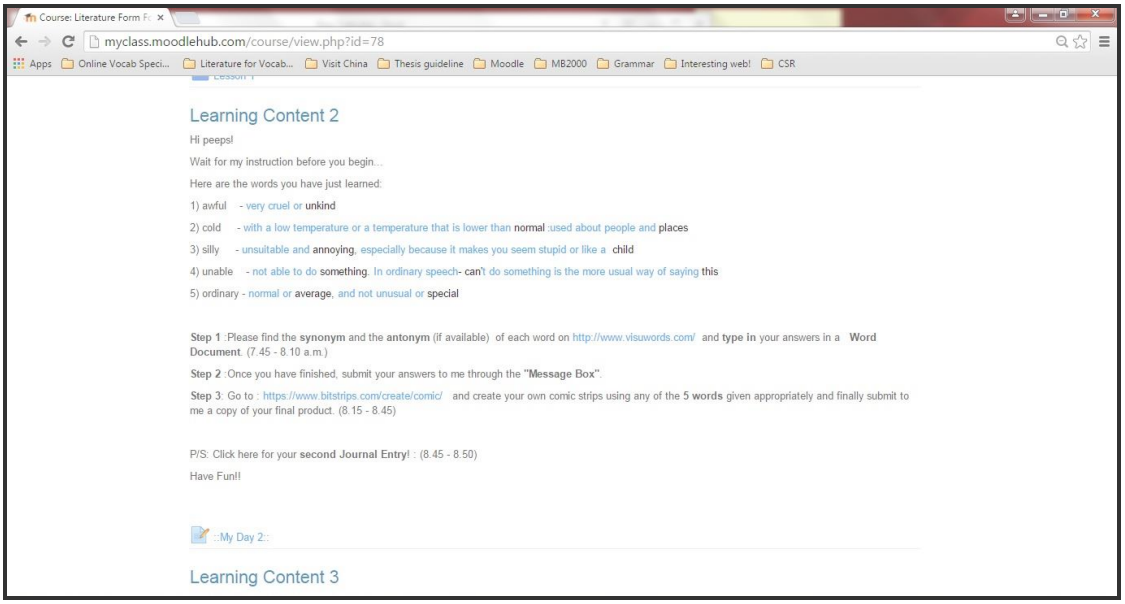


Figure 3.4. Moodle Interface 4

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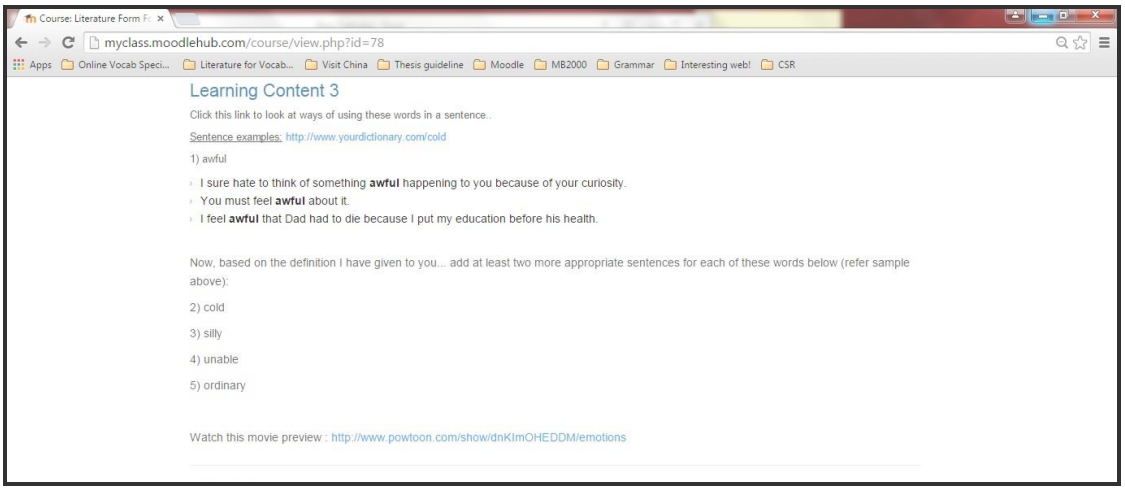


Figure 3.5. Moodle Interface 5

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Most of the content of the lessons were taught and explained by the teacher verbally in the classrooms occasionally with the help from PowerPoint slides and question and answer sessions followed by the use of web links and other web tools for activities like creating comic strips (Figure 3.6), animated Pictionary (Figure 3.7) and online quizzes (refer Figure 3.8). Interactions in the classrooms was still very crucial as students kept seeking clarification and assistance from the teacher. The interactivity and active participation in the classroom made the lessons more lively than usual as teacher was able to witness students' engagement in the activities.



Figure 3.6. Comic Strips

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Figure 3.7. Animated Pictionary



Figure 3.8. Online Quiz

Apart from the activities mentioned, other features like instant feedbacks and responses from students as well as the teachers were also made possible through Moodle's Message Box. It was also feasible as students were able to access to current news or notices through Latest News panel located on the right side of the screen to keep track on any missing details or information. Additionally, students were also able to reread, revisit and even revise previous learning contents as notes were made visible to users on Moodle platform. Teacher was also able to keep track on previous

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or even future lessons as contents had been arranged in an organised manner making teaching and learning process more structured and controlled. This feature is made available through Moodle's Navigation panel on the left side of the screen (refer Figure 3.9).

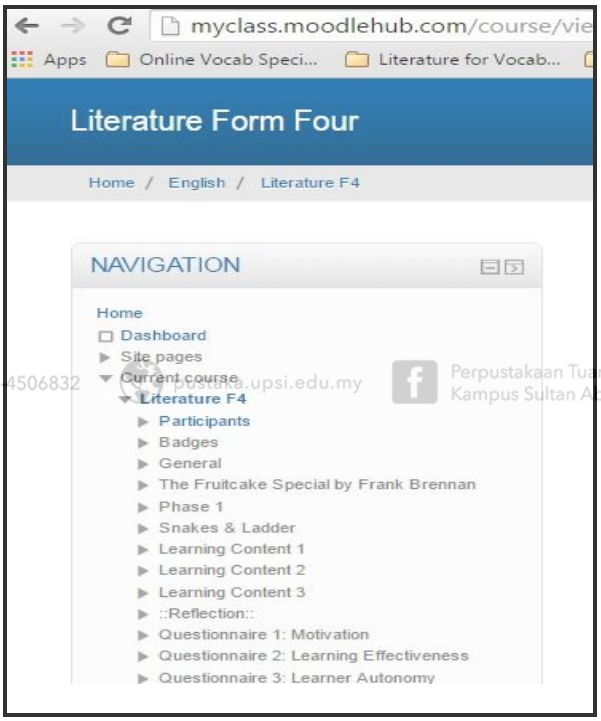


Figure 3.9. Navigation Panel

3.3.2.3 Development

The third stage involved in the study was the *development stage* where a decision was made on the type of learning activities to be conducted as well as selecting suitable materials for the chosen activities. Material selection was done based on a few

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procedures starting from preparing a draft to testing procedures and finally followed by a teacher training a day before the actual study begun and material assisting throughout the execution of the research (Gagné et al., 2005). Refer Table 3.4 for material selection based on the chosen learning activities.

Table 3.4

Material Selection

ITEM	LESSON/ACTIVITY	MATERIAL
1	Placement Test	50 vocabulary item test (Appendix B)
2	Identifying 8 Parts of Speech.	Online game (www.fun4thebrain.com)
3	Introduction & lesson on 8 Parts of Speech.	PowerPoint
4	Identifying ‘adjectives’ in Fruitcake Special.	Snakes and Ladder game
5	Recalling knowledge of previous lesson.	Message Box
6	Finding synonym/antonym.	(www.visuwords.com)
7	Comic strips.	(www.bitsrips.com)
8	Formative Test 1	Online test (www.softschools.com)
9	Preview on each other’s work (pair work).	Oral feedbacks (face-to-face)
10	Correcting each other’s work (grammar).	Presentation (face-to-face)

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Table 3.4 (*continued*)

ITEM	LESSON/ACTIVITY	MATERIAL
11	Vote for the best comic strips.	Message Box
12	Describing an object using adjectives list.	Objects (face-to-face) & Handouts
13	Describing the objects by writing sentences.	Message Box
14	Describing an object by writing a short paragraph.	Message Box
15	Essay writing on "Lucy's most embarrassing moment in life"	Face-to-face Practice Book
16	Charades Game (based on vocabulary list)	Face-to-face
17	Creating an Animated Pictionary	(www.powtoon.com)
18	Introduction to Phrasal Verb.	Message Box
19	Lesson on Phrasal Verb	Face-to-face
20	Formative Test 3	(www.ego4u.com)
21	Introduction to Subject Verb Agreement.	(www.gotkidsgames.com)
22	Lesson on Subject Verb Agreement.	Face-to-face
23	Post Test	20 Items (Appendix E)
24	Questionnaire	(Appendix C)
25	Semi Structured Interview Session	Face-to-face

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3.3.2.4 Implementation

Subsequently, in the next stage known as the *implementation stage*, instruction was delivered to the target audience within the setting which was initially planned for (Greer, 1996 as cited in Reiser & Dempsey, 2007). At this stage, a proper teacher training had already been established among two volunteered teachers in the previous stage and materials were opened to other teachers who were not involved in the study to use and revise the materials with proper guidance and supports as required. At this stage, the effectiveness of the developed materials were tested among 20 pilot respondents in order to identify the appropriateness for the intended audience (Reiser & Dempsey, 2007). Few recommendations and suggestions were taken into accounts and some changes were made to meet the requirements involved (refer Table 3.5).

3.3.2.5 Evaluation

Finally, in the *evaluation stage*, the students evaluation, program evaluation, course maintenance and revision was instigated (Gagné et. al., 2005). The stage included two types of evaluation namely: formative and summative evaluations. At the same time, a review was expected within the stage where formative evaluation consisted of data collection on the instruction conducted, meanwhile summative evaluation involved data collection assessing the success of the overall instruction (Dick & Carey, 1996 as cited in Reiser & Dempsey, 2007). According to Reiser and Dempsey (2002), required

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alterations or modifications are considered within the revision process based on the formative evaluation data.

Table 3.5

Summary of ADDIE Model Components and Subcomponent

I.	**Analysis** **a.** Determine the needs for which instruction is the solution **b.** Conduct an instructional analysis to determine the target cognitive, affective and motor skill goals for the course **c.** Determine what skills the entering students are expected to have, and which will impact learning in the course. **d.** Analyse the time available and how much might be accomplished in that period of time. Some authors also recommend a context or resources analysis
II.	**Design** a. Translate course goals into performance outcome and major course objectives (unit objectives). b. Determine the instructional topics or unit to be covered and how much time will be spent on each. c. Sequence the units with regard to the course objective. d. Flesh out the units of instruction, identifying the major objectives to be achieved during each unit. e. Define lessons and learning activities for each unit. f. Develop specifications for assessment of what students have learned.

(*continue*)

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Table 3.5 (*continued*)

III.	**Development** a. Make decisions regarding the type of learning activities and materials. b. Prepare draft materials and/or activities. c. Try out materials and activities with target audience members. d. Revise refine and produce materials and activities. e. Produce teacher training or adjunct materials.
IV.	**Implementation** a. Market materials for adoption by teachers or students. b. Provide help or support as needed.
V.	**Evaluation** a. Implement plans for teacher evaluation. b. Implement plans for program evaluation. **c.** Implement plans for course maintenance and revision.

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3.4 Population and Sampling

Participants of this study were only involving the teachers and students particularly the residents of Maktab Rendah Sains MARA Felda (MRSMF) which is located in Sungkai, Perak. According to Idris (2010), the sampling process is selected over population since the procedure is more cost efficient, time saving and ability to reduce larger factors influencing the administration of the research as it is the most ideal representation of the target population.

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Since the study was restricted to the administration's concern, it was therefore difficult to random assign the samples involved. The researcher was therefore restricted to conduct the study only on the approved group of students which was only the Form Four students. As existing samples had been assigned to classes in the beginning of the semester, it was impossible for the researcher to random assign the students according to the research standard procedure as this might disrupt the current operational system set by the administration.

Sample selection and division of classes into treatment and control group was done based on number of considerations. Since the Form Four students in the college consisted of 206 students in total, however for the purpose of this study; since only two out of four teachers volunteered thus researcher was left with only five classes out of seven Form Four classes which were allowed and considered to participate in the research area. The Form Four students of the institution consisted of 401, 402, 403, 404, 405, 406 and finally 409 in total of 206 students. Since students in 409 had been streamed and randomly assigned according to the current academic achievement for a specific reason by the administration and since one teacher whom currently teaching 401 students refused to volunteer for the study, the students from these two classes were not suitable to be considered for the study. Consequently, the total number of students to represent the sample of the study comprised of 166 students in total with 57 students representing the control group (402 and 405) meanwhile 59 students (403 and 404) represented the treatment groups. The remaining 20 students from 406 class

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were reserved for the pilot study thus were excluded from the actual experimental design before it was carried out.

All of the selected samples had been chosen due to the administration's concern and number of consequences existed. These therefore led the study to be non-random assigned and the purposive sampling technique was selected. As mentioned by Idris (2010), purposive sampling technique is only used when the research does not involve all samples provided for the study but selectively chosen by the researcher due to factors mentioned previously. This was designed in such order so as to distinguish any significant remark in the findings later on.

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3.5 Instrumentation

Research instrumentation involved within the study were; a set of post-test question to evaluate academic achievements, a set of questionnaires to evaluate motivation and learner autonomy, meanwhile a set of questionnaire would be administered to evaluate strength and weaknesses of the proposed blended learning, and finally a semi-structured interview to have an in-depth understanding of learners' motivation, autonomy, as well as strengths and weaknesses existed in a blended learning environment.

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The questionnaires were divided into three sections, Section A gathered data on the respondents' demographic background and information on learners' basic computer literacy skills. Section B consisted of forty four items assessing students' motivation adapted from a common instrument, the Motivated Strategies for Learning Questionnaire (MSLQ) where respondents had to respond to a five-point Likert Scale with 1-not at all true of myself, 2–slightly true of myself, 3–about halfway true of myself, 4–mostly true of myself, and finally 5–very true of me. Additionally, Section C of the study consisted of ten items assessing on learners' autonomy in learning adapted from Ustunluoglu (2009) and samples were given three options to choose from, 'Myself', 'My teacher', or 'Both' to decide on learning responsibility. Finally, a semi structured interview was conducted to establish strengths and weaknesses of a blended learning classroom of the study.

3.5.1 Placement Test

Justification of placement test is only aiming at determining the English proficiency level of samples involved in the study. Since the samples involved in the study are inclusive of non-equivalent groups, this therefore influence the importance of placement test to reduce threats to validity. The placement test of this study is a representation of students' previous test grades in 2013 final semester examination to determine the average score (mean) of students' proficiency level in English subject.

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3.5.2 Post Test

In an attempt to determine students' academic achievement, motivation, and autonomous learning within the integrated blended learning approach; a set of post-test question would be administered after commencing the lessons planned.

Both placement and post tests would be constructed based on the Form 4 curriculum specifications as provided by the Ministry of Education Malaysia. Additionally, the proposed instrumentation for assessing students' academic performance of the study would later be presented in the post-test scores administered after the succession of the learning process. The test scores would then be analysed and interpreted into meaningful discovery that would guide the direction and success of this study.

3.5.3 Motivation Questionnaire

The set of questionnaire used in this study was adapted from the Motivated Strategies for Learning Questionnaire (MSLQ) (refer Appendix B). It was used to assess different scales related to motivation and self-regulated learning strategy exercised by the students. The questionnaire comprised of 44 items and were divided into three components. Few alterations had been made and a few number of items had been eliminated due to suitability and proper considerations made based on professional

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advice by experts. First component included a value component comprising scales of intrinsic goal orientation, extrinsic goal orientation, and task value. The second component which was the expectancy component included scales for control of learning beliefs, and self-efficacy for learning and performance. Meanwhile the third component comprised of affective component which included a scale for test anxiety. This questionnaire has been commonly used by researchers to measure motivation and learning strategies for elementary, middle school as well as high school levels.

3.5.4 Learners' Autonomy Questionnaire

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In order to evaluate learner autonomy among students, a set of questionnaire designed by Ustunluoglu (2009) was adapted and administered (refer Appendix C). The questionnaire was developed to investigate students' responsibilities and abilities related to autonomous learning and the autonomous activities students were engaged in inside and outside of the classroom in Turkey. The same instrument has been adapted by a study conducted by Gamble, Yoshida, Aliponga, Ando, Koshiyama, and Wilkins (2012) where the study was only focusing on examining the perceptions of university students (which were grouped according to motivational level) regarding their responsibilities and abilities related to autonomous learning.

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3.5.5 Semi-Structured Interview

A semi-structured interview session was conducted in order to establish a deeper understanding of respondents' feelings, opinions or even to explore a new issue (refer Appendix E) which were difficult to be assessed by most quantitative studies (Idris, 2010). The interview session was also an added value to the results of the study by adding more than just a verbal explanation of a certain phenomenon like a non-verbal cues which might implicit underlying meanings to be revealed by the researcher.

For the purpose of this study, a small number of respondents were carefully selected to be interviewed in order to explore respondents' perspective and opinions on blended learning lessons conducted. Only 10 samples (focus group) from the experimental groups were selected to be interviewed since the study was seeking for strengths and weaknesses of a blended learning in this particular context. When a number of interviewees provide almost the same feedbacks, themes or issues; a sufficient sample size has been reached (Boyce & Neale, 2006). Informed consent had also been given prior to the interview session both to the school management, parents and students involved. The questions had also been tested during the pilot testing process to identify suitability of questions and later to be amended when necessary. The process also helped the researcher to be accustomed with the environment and possible situations that might arouse unexpectedly, at the same time to be able to allocate time for each interview sessions to be conducted.

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3.6 Content Validity and Reliability

In order to ensure the validity and reliability of an instrument used in a study, verification for the content and criterion related validity was required to be carried out. Validity refers to the appropriateness, meaningfulness, correctness and usefulness of the inferences make by a researcher (Maxwell, 1996). Reliability on the other hand, refers to a recurrence of the same process producing the same outcome (Konting, 2005).

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3.6.1 Content Validity

Since validity of instrument is an essential process in the initial stage of a research, content validity, criterion and construct validity of this study had been conducted necessarily by the researcher. According to Konting (2004), it is ultimately important to ensure the validity of a content used in an instrument in order to procure that the items correspond to the researcher's intention.

Aligned with the objectives of this study, there were two sets of questionnaires utilised in order to look at motivation and learner autonomy among students who underwent blended learning classroom. Since the two sets of questionnaires were adopted from previous literatures, the items have been broadly and extensively used by numerous number of researchers thus resulting to posit high content and criterion

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validity. In addition to that, the same set of questionnaires were sent for review by three subject matter experts in the concerning institution namely the Head of Language Department, Head of Unit and one senior teacher.

Feedbacks and advice shared by the subject matter experts, senior teacher as well as from the supervisor were taken into consideration thus, few alterations on tone of language, paraphrasing of difficult or ambiguous words and appropriate number of items were adjusted from the original questionnaire. This process was done in order to suit students' proficiency level particularly arrangement of items to ensure the validity of instrument is adhered to. Additionally, the necessary amendments were also made in order to avoid ambiguity and confusion, hence respondents would have better understanding on each items thus producing reliable responses as desired by the study needed to be measured (Idris, 2010).

3.6.2 Reliability

Reliability refers to the degree to which an instrument able to produce consistency of results obtained and how consistent they are for each individual from one administration of an instrument to another and from one set of items to another (Sekaran, 1992). Subsequently, the results acquired from a pilot study conducted prior the actual experimental design is essential in revising the reliability of an instrument used.

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Once the instruments were found to be generally adequate and the data were finally collected, Cronbach's alpha was used to test the reliability of the instruments by using SPSS Version 20 for Windows. In other words, an instrument would only be considered reliable when the scores made by the respondents remained approximately the same in repeated measurements (Ary, Jacobs & Razavieh, 1990). In consequence to that, a Cronbach's alpha was used to analyse the reliability of the questions from Section B to Section C of the questionnaires. These sections were the indicators for learners' motivation and learner autonomy in a blended learning classroom.

Based on the previous studies, reliability coefficients for the motivation scales were calculated as 0.68 and 0.62 respectively by Pintrich, Smith, Gracia, and McKeachie (1993), and the same results were later reported by Matuga (2009). In order to get robust variables, only items with reliability indexes above or close to 0.60 were considered and used in the study.

Table 3.6

Motivation Reliability Test Result

Subscale	α (Pintrich et al., 1993)
Motivation scale	
Value Component	
Intrinsic Goal Orientation	0.74
Extrinsic Goal Orientation	0.62
Task Value	0.90

(*continue*)

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Table 3.6 (*continued*)

Subscale	α (Pintrich et al., 1993)
Expectancy Component	
Learning Behaviour	0.68
Self-efficacy for learning and performance	0.93
Affective Component: Test Anxiety	0.80
Learning Strategies	
Cognitive and Metacognitive Strategies	
Rehearsal	0.69
Elaboration	0.76
Organisation	0.64
Critical Thinking	0.80
Metacognitive Self-Regulation	0.79
Resource Management Strategies	
Time and Study Environment	0.76
Effort Regulation	0.69
Peer Learning	0.76
Help Seeking	0.52

Additionally, another set of questionnaire for learner autonomy which was adapted for this study was reported as having a good psychometric properties by a study conducted by Gamble et al., (2012) having Cronbach's alpha coefficients that range between 0.81 and 0.85, with a total reliability index of 0.84.

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3.6.3 Pilot Testing

In order to ensure the validity and reliability of the instruments used for this research, a pilot study was administered among 20 respondents from a different class (406) who were not involved nor selected in the actual experiment. Among the aspects covered by the instruments were learner motivation and learner autonomy within a blended learning environment.

Respondents who were involved in the pilot study were given a brief explanation on the objectives of the study in order to clarify the purpose of the distributed questionnaires. Based on the pilot study, there were few suggestions and recommendations were taken into accounts. The representation of Cronbach's alpha for the two variables is displayed in Table 3.7.

Table 3.7

Reliability Coefficients of Variables

Variables	**Number of Question**	**Pre-test (n=20)**
Motivation	44	0.872
Learner Autonomy	10	0.652

The Cronbach's coefficient alpha was used in order to examine the consistency of the preferred instruments. The nearer the coefficient was to +1, the more the

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reliable the instrument is (Fraenkel & Wallen, 2008). Additionally, according to Sekaran (2003), if the value of Cronbach's alpha is less than 0.60, the reliability is considered low, meanwhile the value between 0.60 and 0.80 is considered moderate and acceptable whereas 0.80 is considered high. Based on the data collected from the pilot test, it was found that the value of Cronbach's alpha was 0.87 for motivation construct meanwhile 0.65 for learner autonomy construct. Thus, the results showed that both instruments were reliable and suitable for the purpose of the study.

3.7 Data Collection & Data Analysis Procedures

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The duration for this study was set for twenty teaching periods an equivalent of twelve meetings within a month period. A set of suitable lesson plans were developed by the researcher for both pedagogies involved namely blended and conventional learning. The independent variables involved in the study were; blended learning, conventional learning, meanwhile the dependent variables involved were; academic performance, motivation and learner autonomy.

The researcher was in-charged of teaching the blended learning classroom meanwhile two more volunteered teachers were in-charged of teaching the same learning content within the conventional learning classrooms utilising the prepared lesson plans. After the lessons had been conducted within the timeframe given,

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respondents were given a post-test followed by the set of questionnaires and later an interview sessions with the respondents and teachers involved were performed.

Data analyses for this study were statistic descriptive analysis (mean, percentage, and standard deviation) for academic achievement construct, motivation and learner autonomy constructs. Meanwhile a thematic analysis was used to extract information from the semi-structured interview conducted in the study. Descriptive analysis was carried out to understand the level of motivation and autonomy among the students. Paired t-Test was used to understand the following hypothesis:

H1: There is a significant difference in the academic performance of learners using blended learning compared to conventional instruction method.

H2: There is a relationship between students' motivation and the use of blended learning in learning English through short story.

H3: There is a relationship between learner autonomy and the use of blended learning in learning English through short story.

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3.8 Ethical Consideration

This study was conducted accordingly to the protocol of the ethical research. Informed consent and confidentiality are important issues concerning in this research. All measures have been taken to preserve the confidentiality and consent of all

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participants. Informed consent was given to all participants that there was no deception or secrecy; thus the students were aware that they were the participants in the research. The consent process must ensure that research participants and those authorized to give consent could comprehend the information provided and could make a voluntary choice whether to participate or not and are were able to withdraw at any time. At the conception of this research interest, approval from the Economic Planning Unit, Prime Minister's Department (EPU) before contacting the schools. Upon approval from the EPU to support this research, the head of school had been contacted and informed by formal letter regards to the purpose of the project and permission had been granted beforehand. This is to ensure the research project would not burden participants especially inconveniences or disruptions. Researcher strongly believes that student learning is a priority and the interaction among them must not be compromised.

The target audience or participants (teachers and students) of this study had received details about the research by means of verbal explanation. It was meant to ensure participants understood the objectives and structures of this study. As this research involved human subjects in school settings, parents were similarly informed of this research since there was an interview session conducted towards the end of the study. The Consent Information Sheet each outlining the research title, researchers' information, objectives of the study, and structures of study.

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3.9 Summary

This chapter will discuss the methodology involved and a mix method was used to understand learners' experiences and perceptions of both blended and conventional learnings implemented in the study. Data relating to participants' academic achievement were collected through a set of post-test, meanwhile data relating to participants' motivation and learner autonomy were collected through questionnaires. It was assumed that the participants had honestly reported their experiences in the completion of the questionnaires administered. Finally, the strengths and weaknesses of the experiment were also recorded through a semi-structured interview conducted with the participants involved in the study. All data was statistically analysed to consider both learning pedagogies and the findings will be used to influence the future of blended learning practice for teaching English through short stories.

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CHAPTER 4

DATA FINDINGS AND DISCUSSIONS

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4.1 Introduction

This chapter will present the findings of the data collected from all sets of questionnaire and tests conducted within the samples involved in the study. The data were then quantitatively analysed and later presented in a descriptive form. Descriptive statistics were used in order to analyse the data gained from the tests and questionnaires administered and proper analysis were made and conclusions were derived in order to answer the research questions of the study.

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4.2 Respondents' Profile

Table 4.1

Distribution of Samples According to Groups

Group	Frequency (N)	Percentage (%)
Blended Learning	59	51
Conventional Learning	57	49
Total	116	100

There were 116 total number of samples involved in the study where 59 (51%) samples were grouped into the experimental group (blended learning) while 57 (49%) of the samples were in the control group (conventional learning). The samples were a representation of the Form Four students from the school where the treatment group were made up of two classes (403 and 404) meanwhile the samples of the control group consisted of the remaining two classes (402 and 405). For this study, samples in the treatment group were taught by the researcher herself utilising the blended learning pedagogy. However, the samples in control groups were taught by another two volunteered English teachers teaching the same topic for the conventional learning pedagogy.

In the first stage of the study, students' results from the previous examination were obtained and used as a representation of students' proficiency level and later a placement test was conducted to crosscheck the reliability of the proficiency level attained. The placement test was only aimed at determining the English proficiency

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level of samples involved in the study. Since the samples involved in the study were inclusive of non-equivalent groups, this therefore influenced the importance of the placement test to reduce threats to validity. The placement test of this study was a representation of students' previous test grades in 2014 final semester examination to determine the average score (mean) of students' proficiency level in English subject.

Table 4.2

Mean of Proficiency Level

Construct	Group	N	Mean	s.d	t	Sig.
Placement Test	Blended	59	3.37	0.49	0.05	0.96
	Conventional	57	3.37	0.49		

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Based on the table, there was no significant difference in the scores for the experimental group where (M = 3.37, SD = 0.49) and control group (M = 3.37, SD = 0.49) conditions; 0.05 (114), p = 0.96. This therefore showed that both groups were at the same proficiency level in the English subject.

Based on the data presented, it provides imperative information that not only the groups involved (blended and conventional) were of equivalent in terms of proficiency level in English subject, at the same time helps to avoid misinterpretation of the whole results of this study. Conclusively, the entire findings of this study would only be looking at the variables involved in the study as the outside threats were able to be reduced.

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4.3 Students' Academic Achievement

This section presents data obtained using a set of post-test item. The post-test item was conducted to investigate the first research question mentioned in earlier chapter that is, can blended learning improve students' academic achievement in learning English through short story compared to conventional instruction method? However, in eliminating the threats that might disrupt the reliability of the post-test results, a statistic analysis on the placement-test was employed to determine the influence of placement-test on the acquired results.

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4.3.1 Placement Test

Table 4.3

Mean of Placement Test

Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Placement Test	1.53	1	1.53	2.91	0.09	0.03
Method	0.01	1	0.01	0.02	0.88	0.00

In terms of influence of pre-test over post-test results, a statistic analysis (ANCOVA) was run to oversee the possible threat that might exist. It was found that, the placement test contributed only 2.5% towards the post-test results. Meanwhile, the

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methods used in the study did not contribute any (0%) from the results obtained. Based on the data collected, it can be concluded that the method had no influence on the post-test even though the pre-test had been statistically controlled.

4.3.2 Post-Test

The post-test contained 10 vocabulary matching items. The questions were designed to measure the extent to which students have learned or understood the vocabulary presented throughout the four-week lessons.

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Table 4.4

Post Test T-Test Analysis

Construct	Group	N	Mean	s.d	t	Sig.
Post Test	Blended	59	4.37	0.67	0.16	0.87
	Conventional	57	4.35	0.79		

Based on an independent T-Test analysis on the post tests conducted, the results obtained are; there was no significant difference in the scores for blended learning (M = 4.37, SD = 0.67) and conventional learning (M = 4.35, SD = 0.79) conditions; 0.16 (114), p = 0.87. Thus, the results showed that the pedagogy (blended learning) used in this study did not statistically influence the academic achievement of the samples. Consequently, the results rejected the hypothesis mentioned in the previous chapter that there is a significant difference in the academic performance of

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learners using blended learning and short story compared to conventional instruction method.

4.4 Students' Motivation

The data presented in this section was obtained using the Motivated Strategies for Learning Questionnaire. The questionnaire was conducted to investigate the second research question of this research that is, does blended learning have a greater impact on students' motivation in learning English through short story compared to conventional instruction method? The questionnaire was used in the study to look at the influence of blended learning in motivating students to learn English through short story.

4.4.1 Motivated Strategies for Learning Questionnaire

The questionnaire consisted of 44 items to measure the level of motivation that the samples had in learning English through short story. The questionnaire was distributed among 116 respondents and were responded to a five-point Likert Scale as stated in Table 4.5.

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Table 4.5

Motivated Strategies for Learning Questionnaire Scale

Item	Item Value
1	Not at all true of myself
2	Slightly true of myself
3	About halfway true of myself
4	Mostly true of myself
5	Very true of me

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Table 4.6

Mean and Standard Deviation for Learner Motivation

	Item	Blended Learning		Conventional Learning	
		Mean	S.D	Mean	S.D
1	I prefer class work that is challenging so I can learn new things.	3.80	1.08	2.93	0.94
2	Compared with other students in this class I expect to do well	3.37	0.93	2.79	0.90
3	I am so nervous during a test that I cannot remember facts I have learned	3.41	1.20	2.78	1.05
4	It is important for me to learn what is being taught in this class	4.34	0.76	2.93	1.10
5	I like what I am learning in this class	4.19	0.82	2.49	1.02
6	I'm certain I can understand the ideas taught in this class	3.68	0.73	2.58	1.03

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Table 4.6 (*continued*)

	Item	Blended Learning		Conventional Learning	
		Mean	S.D	Mean	S.D
7	I think I will be able to use what I learn in this class in other topics	3.95	0.75	2.54	1.18
8	I expect to do very well in this class	3.76	0.97	2.51	1.07
9	Compared with others in this class, I think I'm a good student	2.88	0.95	2.37	1.26
10	I often choose paper topics I will learn something from even if they require more work	3.14	0.75	3.09	0.58
11	I am sure I can do an excellent job on the problems and tasks assigned for this class	3.44	0.73	3.14	0.67
12	I have an uneasy, upset feeling when I take a test	2.70	1.02	3.21	0.79
13	I think I will receive a good grade in this class	3.64	0.85	3.19	0.83
14	Even when I do poorly on a test I try to learn from my mistakes	4.24	0.68	3.68	0.89
15	I think that what I am learning in this class is useful for me to know	4.39	0.83	3.28	1.06
16	My study skills are excellent compared with others in this class	2.83	0.89	2.56	1.58
17	I think that what we are learning in this class is interesting	3.97	0.95	3.18	1.36
18	Compared with other students in this class I think I know a great deal about the subject	3.15	0.78	3.31	1.25
19	I know that I will be able to learn the material for this class	3.71	0.79	2.98	1.19

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Table 4.6 (*continued*)

	Item	Blended Learning		Conventional Learning	
		Mean	S.D	Mean	S.D
20	I worry a great deal about tests	3.27	0.89	3.53	1.02
21	Understanding this subject is important to me	4.61	0.62	3.42	1.08
22	When I take a test I think about how poorly I am doing	3.20	1.05	3.26	0.77
23	When I study for a test, I try to put together the information from class	4.00	0.79	3.07	0.78
24	When I do homework, I try to remember what the teacher said in class so I can answer the questions correctly	4.10	0.92	2.93	1.03
25	I ask myself questions to make sure I know the material I have been studying	3.61	0.77	2.67	0.95
26	It is hard for me to decide what the main ideas are in what I read	3.10	0.98	3.29	0.99
27	When work is hard I either give up or study only the easy parts	2.85	1.01	3.39	1.15
28	When I study I put important ideas into my own words	3.64	0.80	2.63	1.16
29	I always try to understand what the teacher is saying even if it doesn't make sense.	4.15	0.85	3.12	0.98
30	When I study for a test I try to remember as many facts as I can	4.12	1.02	3.11	1.01
31	When studying, I copy my notes over to help me remember material	3.15	1.13	2.74	1.28

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Table 4.6 (*continued*)

	Item	Blended Learning		Conventional Learning	
		Mean	S.D	Mean	S.D
32	I work on practice exercises and answer end of chapter questions even when I don't have to	3.27	0.91	3.14	0.85
33	Even when study materials are dull and uninteresting, I keep working until I finish	3.51	0.84	3.14	0.79
34	When I study for a test I practice saying the important facts over and over to myself	3.51	0.84	2.79	1.09
35	Before I begin studying I think about the things I will need to do to learn	3.68	0.84	2.72	1.18
36	I use what I have learned from old homework assignments and the textbook to do new assignments	3.49	0.88	2.63	1.06
37	I often find that I have been reading for class but don't know what it is all about.	2.98	0.94	3.44	1.12
38	I find that when the teacher is talking I think of other things and don't really listen to what is being said	2.87	1.11	3.09	1.06
39	When I am studying a topic, I try to make everything fit together	3.66	0.94	2.98	0.86
40	When I'm reading I stop once in a while and go over what I have read	3.88	0.93	2.29	0.88
41	When I read materials for this class, I say the words over and over to myself to help me remember	3.73	0.87	2.96	0.82

(*continue*)

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Table 4.6 (*continued*)

	Item	Blended Learning		Conventional Learning	
		Mean	S.D	Mean	S.D
42	I outline the chapters in my book to help me study	3.32	0.97	2.86	0.64
43	I work hard to get a good grade even when I don't like a class	4.03	0.85	2.91	0.61
44	When reading I try to connect the things I'm reading about with what I already know.	4.07	0.78	2.86	0.61

Table 4.7

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T-Test Analysis on Learner Motivation

Construct	Group	N	Mean	SD	t	Sig.
Mean	Blended	59	3.60	0.38	9.56	0.00
Motivation	Conventional	57	2.97	0.33		

Based on a T-Test analysis conducted, Table 4.7 depicts that, there was a significant difference in the scores for motivation in blended learning where (M = 3.60, SD = 0.38) and conventional learning (M = 2.97, SD = 0.33) conditions; 9.56 (114), p = 0.00. The results later influenced the study to accept the primary hypothesis that there is a significant difference in the students' motivation and the use of blended learning in learning English through short story within a blended learning classroom.

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4.5 Learner Autonomy

This section presents data obtained using a set of questionnaire designed by Ustunluoglu (2009). This questionnaire was employed to investigate the third research question of the study that is, is blended learning effective in inculcating learner autonomy among students? The questionnaire was conducted to investigate students' responsibilities related to autonomous learning and the autonomous activities students were engaged in within the lessons in the classroom.

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4.5.1 Learners' Autonomy Evaluation

The questionnaire consisted of 10 items that was designed to measure the extent to which students is an autonomous learner for this study.

Table 4.8

Mean and Standard Deviation for Learner's Autonomy

	Item	Blended Learning		Conventional Learning	
		Mean	S.D	Mean	S.D
In this lesson, whose responsibility should it be?					
1	to ensure you make progress during English lessons	2.07	0.55	2.02	0.64
2	to ensure you make progress outside class	2.56	0.73	2.54	0.78

(*continue*)

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Table 4.8 (*continued*)

	Item	Blended Learning		Conventional Learning	
		Mean	S.D	Mean	S.D
3	to stimulate your interest in learning English	2.12	0.67	2.19	0.67
4	to identify your weaknesses in English	1.95	0.71	2.12	0.73
5	to decide the objectives of your English lessons	2.14	0.84	2.42	0.71
6	to decide what you should learn next in your English lessons	1.53	0.73	1.67	0.76
7	to choose what activities to use to learn English in your English lessons	1.53	0.60	1.49	0.54
8	to decide how long to spend on each activity	1.49	0.54	1.49	0.54
9	to choose what materials to use to learn English in your English lessons	1.56	0.62	1.60	0.56
10	to evaluate your learning	1.95	0.73	2.11	0.72

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Table 4.9

T-Test Analysis on Learner's Autonomy

Construct	Group	N	Mean	SD	t	Sig.
Mean	Blended	59	1.89	0.31	-1.32	0.19
Motivation	Conventional	57	1.96	0.32		

A T-Test was conducted and the data obtained from Table 4.9 shows that, the results for learner autonomy for the experimental group is (M = 1.89, SD = 0.31) while for the control group (M = 1.96, SD = 0.32) conditions; -1.32 (114), p = 0.19.

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The results depict that there was no significant difference in the scores for learner autonomy with p = 0.19. Thus, rejecting the hypothesis that there was a significant difference in the learner autonomy and the use of blended learning in learning English through short story.

4.6 Strengths and Weaknesses

In addition to the set of questionnaires and tests conducted, a semi-structured interview was administered in order to identify the advantages and disadvantages found within the implementation of blended learning in the study. The interview session was conducted informally within a short period of time (within 15 minutes) to avoid boredom and lethargic among the selected respondents. The semi-structured interview was selected in order to unravel the strengths and weaknesses experienced by the respondents throughout the study.

4.6.1 Analysis of Interview on Students' Perspective

This section will discuss on the findings obtained from the interview sessions conducted. The central focus of the interview is to identify the plausible strength and weaknesses found in a blended learning classroom particularly from the learners' point of view in the learning of English through short story. Although there are a

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number of strengths mentioned in previous literatures, however researcher was also concerned with the possible weaknesses that might occur in conducting blended learning especially in Malaysian context since it is still new in the country. The results of this section might influence other researchers and educators in evaluating current practices or to even consider implementing blended learning as an alternative.

The analysis of the transcripts will be based on a few themes under two different categories. The responses were divided into two main categories which were the strengths and weaknesses and the analysis will discuss the strengths and later followed by the weaknesses of blended learning from students and teacher's perspective on blended learning environment. Concurrent with the existing literatures mentioned in the previous chapter, it was found that blended learning is not only undeniably motivating according to Sharma and Barrett (2007); it also includes the pace of learning factor, flexibility in making independent choices, interactivity, instant feedback, communicative features, learners' expectations, time saving, cost effective, up-to- date and provide authentic materials that a technology has to offer.

Based on the semi-structured interview session conducted with the samples involved, the first theme extracted from the interview is, blended learning is reflected as an interesting and enjoyable classroom pedagogy. Among the respondents' feedbacks were, "It is more interesting to learn in this class", "the activities were exciting and less stressful", "students like the visual learning and it's fun", "they are excited to learn in the class", "Moodle is fun", "fun and enjoyable", and "such an

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interesting way". Interesting lessons aided with computer and Internet helped to avoid sleepiness and lethargic in the classroom. A few students mentioned that, "we don't feel sleepy in the class anymore because we like it", "students were not bored", and "I don't feel sleepy in the class because we can play exciting games in the Moodle". Respondents became more motivated in the lessons and were very positive with the uptake of blended learning.

Besides that, respondents also stated that blended learning has indirectly encouraged creativity among the students as students had to use the vocabulary learned not only to create simple sentences but to use it synchronously in a daily conversation through the websites introduced in the lessons. The students also mentioned that the activities had indirectly challenged the creativity side of their mind by saying that blended learning had somehow "improves my creativity", "students can be more creative", "generates creativity of a student", "helps the students to be more creative", and "creates creativity". As learners had to create their own comic strips, students were challenged to use the right characters together with the right background setting. A lot of literary elements were indirectly imposed in the activity yet most of the students were excited and thrilled with the final results of each work. It makes it different from the conventional classroom setting as they were only working with static drawing or cartoon characters and the exciting element of animation was eliminated.

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As students were starting to get motivated and excited with the lessons introduced, the creative young minds were very thrilled with the flexibility of blended learning. The third theme found from the interview revealed that with the help of Moodle platform, users have easy access to notes and learning contents of a topic all in one place in an organised manner. Students stated that "when I forgot what I have learned that day, I can always refer to Moodle and recall the topic taught by the teacher easily". Another student mentioned that "the notes are always there and organised" this feature helps making it easy for the students to retrieve information when needed according to topics. Besides that, one respondent said that "with Moodle, I can have all important notes in one place. I don't have to worry about missing my notes or forget about things anymore".

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The fourth theme established from the session discovered that blended learning has helped to initiate learner autonomy among students. Respondents stated to be more independent in their own learning as "I can refer it at home when I did not bring my notebook". Students also mentioned that "I can learn from long distance anytime and anywhere I like" and another respondent stated that "I could open it again when I wanted". Some of them also mentioned that "I feel easy as I can always refer to the notes when I don't get it the first time". Additionally, accessibility to contents was feasible as students could constantly refer to previous lessons based on their pace of learning. In some way, with proper learning management system like Moodle, the well-arranged contents helped the students to easily manoeuvre the lessons as it was

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well organised. With these feedbacks, the respondents felt more autonomous as they had a learning tool that was made available to them when needed.

Additionally, the fifth theme found from the interview session revealed that blended learning allows equality among students' feedbacks. This refers to no child left behind policy when a student exposed that "I am a very shy person and in previous classes I would avoid volunteer to answer questions, but in this class I got to answer questions without feeling shy anymore". In most English classes, majority of reserved students would avoid from giving instant feedbacks when asked by the teachers, making it hard for the teacher to assess students' speaking ability in classroom. However in this new learning environment, students were given an equal opportunity in expressing their thoughts and opinions on a topic. Since every feedback and response given by the students were recorded in the Moodle, students had no chance of skipping turn nor making excuses of not responding to each questions posted in the class. Another student also stated that "I like the chat, because I feel more relaxed in asking or expressing my opinions. Not like in normal class, I don't like to speak freely because I'm scared my friends would laugh at me".

On the other hand, the interview session also revealed that students felt more appreciated when they received instant feedbacks from the teacher especially when outside class periods. A student mentioned that "I can directly ask you when I don't understand something", "the class helps to improve the relationship between teacher and students because we can talk to you outside class" and "teacher and students can

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be in good relationship" and "we can communicate with each other even when we are far apart". The feedbacks show that students felt comfortable talking to the teacher through Moodle compared with conventional classroom environment where communication outside class time is almost impossible to happen.

It was also noted that blended learning allows students to have quick access to information instantly thus the discussion in the classrooms became lively especially when Internet was made available. Students were able to search for additional information regarding the topic discussed in class and some of them stated that "I could search for information directly without waiting for the class to end to go to the library to borrow some books" in fact in a conventional classroom, a discussion maybe disrupted as most of the group members possessed little knowledge on a certain topic. Apart from that, "Internet helps me to look at real life examples through photos and sample videos from Youtube" making it easy for students to understand a topic or even learn a word unlike conventional classroom setting.

4.6.2 Analysis on Teacher's Perspective

Based on the previous chapter, since blended learning was taught only by the researcher, therefore the perspective from the teacher's view for this study will be based on the researcher's experience and observation throughout the experiment conducted.

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Besides the aforementioned strengths and benefits mentioned by the students, the researcher also believed that blended learning allows exploration of knowledge to happen in the classrooms. Students acknowledged the habit of seeking for additional information when in doubt and since Internet was made available, it was easier to search for information rather than conventional classroom environment where most discussions depended on either students or the teacher's limited existing knowledge or based on the additional readings prepared by the teacher (if any) in the classroom. This at the same time proves that learner autonomy does indirectly exist in the study. Although it is statistically proven that learner autonomy was not significant in the study. However, researcher has a different view on this matter. Based on the experience and rapport built with the samples involved, researcher was able to witness the change within students' behaviour in the lessons conducted.

Apart from that, it was also noted that students were very motivated in learning the subject especially when there were an engagement between Internet and face-to-face interaction in the classrooms. A change in the students' behaviour was very apparent especially when a particular student who was always sleepy in the teacher's class no longer display lethargic and boredom in the activities. The particular student started to show interest and were very focused in task completion assigned by the teacher.

Additionally, the utilisation of Moodle in this pedagogy has helped the teacher to feel more flexible in managing learning contents especially when notes, activities

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and assessment were made available in one place. Contents could be easily arranged according to topics and dates, making it easy to retrieve when needed in the classroom. By having this feature helps to store and manage all learning contents a teacher needs in an organised manner compared to having all the hardcopies and problems in store keeping and reusing the contents for future use.

The use of Moodle in this blended learning also allowed record keeping of students' work and feedbacks to happen at a frequent rate. This feature is essentially significant for the reserved students in the classroom who usually avoid giving instant feedback when asked. In the conventional classroom, the same students would be giving instant feedback spontaneously however with blended learning; all students had fair chance in giving feedbacks and opinion. Teacher could also identify students who had not been giving feedbacks as required and highlighted it in the classroom instantaneously. Students thus had no chance of avoiding the task and at the same time were allowed to express freely without having any anxiety.

4.6.3 Analysis of Interview on the Weaknesses

Since blended learning has many to offer from, the researcher is also interested in the shortcomings that one might experience with blended learning from a different perspective. Considering the location, samples involved and the existence of blended

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learning in Malaysian context itself; probable limitations might differ from the present literatures.

Despite receiving good and positive feedbacks from the students involved in the study, there were a few weaknesses found throughout the research. However, it was considered as common flaws a technology enriched classroom would encounter. Among the weaknesses of blended learning classroom is when the researcher faced a computer breakdown during the lessons. The setback encountered by one of the students during the study was when there was a failure within the hardware used. One of the desktops suddenly failed to operate and it shut down automatically in the middle of the lesson. Even though it was only one unit of computer affected, however it had disturbed the ease of the lesson since the technician was not able to fix the problem at that time. Only one student was not able to complete the activity on time due to this problem. The affected student mentioned that "it was difficult to continue the activity when I could not use the computer when it suddenly broke down", thus student felt hesitated with blended learning when problems occurred.

In addition to that, slow Internet connection tend to test students' patience as they had to wait for a long time to be able to continue with the activity. "I don't like it when the line was slow" and "I couldn't finish my work on time when the line was slow". This has been the major issue in conducting blended learning in the school when the Internet line started to get very slow. The issue does not only disturb the students learning process at that time, but it also affected students' state of emotion.

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When the students were not able to proceed with the task or activities assigned in the class, students were likely to show disappointment on the faces and some started to get noisy in the class.

At the same time, teacher had to face a situation when there was one or two students got easily distracted and tend to click on other websites than what was being instructed. Some students reported that there were "some students took advantage and went to other websites during the lesson". Despite the fact that students were given the rules in the beginning of the lesson specifically restricting students from clicking on other websites than what was being instructed, this issue may sometimes be challenging or unavoidable. Though it was not crucial, yet a better preventive measure is advised.

In this blended learning, time and location were highlighted among the samples involved. It was also noted that some students commented that it was a bit challenging since the lesson was conducted in the library thus the distance was an issue to some students. Since the size of the school is considered large, the size has indirectly influenced the distance between the classrooms and the library. Some students stated that, "it took us five to ten minutes-walk and sometimes it was tiring", "we had to go for morning call and sometimes were late to class if it finished late", "it would be great to have it in class rather than walking to the library". The first session started fifteen minutes later than the actual time frame given. This happened especially to early morning classes which started as early as 7.40 a.m. where students

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had to attend a morning call before the learning sessions begun. Nevertheless, classes that started later than 7.40 a.m. did not encounter such delay. However, after a few sessions were conducted, students started to get accustomed with the time frame given and tried to attend the class on time. However, despite this challenge, there were also a few students stating that "it is fun to have class in the library because it has air conditioner" and "I like to have class outside classroom". This issue however differs from one learner to another depending on individual preference and inclination.

4.7 Summary

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In conclusion, the data collected from the test and questionnaires have statistically revealed that blended learning in the study have significant effect on students' motivation compared to learner autonomy and academic achievement. However based on the interview administered and researcher's observation, blended learning did influence learner autonomy to happen indirectly. This could be seen within the behavioural changes that the samples exhibited throughout the experiment thus demonstrated a high incidence for learner autonomy to take place. With these evident data, it can be concluded that blended learning does encourage motivation and learners' autonomy in learning English through short story.

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CHAPTER 5

SUMMARY AND CONCLUSION

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5.1 Introduction

This study investigated the effect of blended learning on language learners' academic achievement, motivation, learner autonomy, as well as strength and drawbacks existing throughout the lessons conducted. Each of the research questions posted at the beginning of this study is revisited and answered based on the outcomes presented in the previous chapter. This chapter will also summarise the main findings, addresses the limitations and considers the implications of the results. Few recommendations are also made for future research interest.

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5.2 Summary of the Findings

The study was conducted among 116 Form Four students of Maktab Rendah Sains MARA Felda using a quasi-experimental design where 59 students were serving as the experimental group experiencing blended learning instruction. Meanwhile the remaining 57 students were serving as the control group experiencing conventional learning instruction. There were two English teachers teaching conventional learning meanwhile blended learning was taught by the researcher herself. A set of post-test and questionnaire were conducted and distributed among the samples and the questionnaire consisted of Section A (demographic background), Section B (learners' motivation), Section C (learner autonomy) and finally a semi-structured interview session on strengths and weaknesses of blended learning. The discussions were based on the research questions presented in earlier chapter of this study namely:

1. Can blended learning improve students' academic achievement in learning English compared to conventional instruction method?
2. Does blended learning have a greater impact on students' motivation in learning English through short story compared to conventional instruction method?
3. Is blended learning effective in inculcating learner autonomy among students?
4. What are the strengths and weaknesses in implementing blended learning?

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The first research objective of the study is to identify whether blended learning was able to improve students' academic achievement in learning English through short story compared to conventional instruction method. Based on the data collection for students' academic achievements; a twenty-post-test items were administered and it was found that there was no significant difference in the post test results where mean for blended learning was M=4.37. Meanwhile mean data for conventional learning was M=4.35 where the difference was only at 0.02. The data concluded that, blended learning utilised in the study did not play a bigger role in determining the students' academic achievement even though students had high motivation in the learning pedagogy compared to conventional learning. The results of this study has however opposed the results of a study conducted by Cronje (2008) where the integration of ICT had showcased developments of winning schools in South Africa. This could be due to the time constraint of this particular study had to face, as well as other external factors which have yet to be discovered and explored. In addition to that, other factors that might affect the results of this study could be in line with students' ability and readiness to accept flexibility and freedom offered by the Web as concluded by Liaw et al., (2007) as well as learners who lack the skills of independent learning and found blended learning to be difficult and become confused with the pedagogy (Last, O'Donnell, & Kelly, 2001). This instantaneously explains the results obtained for autonomous learning among the students where if ample or longer duration of time is given, it might influence the results to show some improvement or to support and give a firm basis towards previous literature.

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The second research objective of the study which is to determine learners' motivation in learning English through blended learning and conventional pedagogy through distribution of 44 MSLQ questionnaire items shows that there was a significant difference in the mean score for motivation in blended learning with M=3.60. Meanwhile mean score for conventional learning was only M=2.97. Subsequently, the data revealed that students had high motivation in learning English through blended learning environment compared to conventional learning. The results of this study therefore accepts the notion shared by Sabieh (2003) whereby computer is regarded as a powerful medium that acts as a motivator thus is able to influence learners' behaviour in the classroom.

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Additionally, the third instrument used to meet the objective of this study was a set of learners' autonomy questionnaire consisting of 10 items in order to investigate whether blended learning is effective in inculcating learner autonomy among students or otherwise. The result shows that the mean score for learner autonomy for blended learning was M=1.89 and mean score for conventional learning was M=1.96. Nevertheless, based on researcher's observation throughout the study on students' behaviour in the blended learning environment appeared to be contradicting. Even though the data displayed insignificant difference within blended learning and learner autonomy, nonetheless through researcher's observation, the characteristics of learner autonomy was presented throughout the lessons. This significant event confirms the previous literature shared by Hu & Du (2013) where learner autonomy is portrayed through subject's consciousness which stimulate passion and enthusiasm, giving full

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effort in initiating one's own learning process. In addition, Kruk and Pawlak (2014) found that a combination of face-to-face and ICT in learning allows students to develop autonomous learning.

Finally, a semi-structured interview was conducted to identify the fourth objective of the study which is to determine the strengths and challenges in implementing blended learning within the institution since there was very little research conducted within Malaysian context. The results obtained in previous chapter of this study sanctions some of the aforementioned benefits identified in the previous literatures. Among the benefits of blended learning in this study reveal that the instruction allowed room for knowledge exploration among students, the ability to reduce boredom and lethargic in classrooms as lessons were very engaging and interesting which agrees to Ling (2004) and Slavin (2010), instant feedbacks from both teacher and learners, cost effective in terms of materials and contents used in the lessons, as well as encouraging creativity among learners through challenging classroom activities. Apart from that, blended learning in this study is also seen as a powerful learning management tool to the teacher where organisation of contents and teaching materials were made possible with Moodle application in the study agreeing to previous study conducted by Nasser et. al. (2011). Additionally, record keeping of students work was also made feasible thus possible in gradually reducing teacher's workload.

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On the other hand, there were also weaknesses found from conducting blended learning in the study. It was found that a few considerations have to be made when conducting blended learning such as computer failures, slow Internet connection (connectivity), learning distractions, appropriate time and location, proper assessments, and suitable contents for learning purposes.

As stated by Cronje (2008), researcher simultaneously believes that large classroom sizes, lack of infrastructure, and inadequate teaching staff or without proper teacher trainings will eventually mistreat the integration of blended learning in the classroom. Needless to say, the management will have to prepare sufficient amount of money not only for the equipment or infrastructure, but also providing trainings to existing number of teachers at the same time hiring literate teaching staff to make this a success. Additionally, when training is involved it will be more time consuming considering the huge amount of existing teachers available as well as ability of an individual to learn ICT might differ from one to another. Even more challenging when integrating blended learning in Malaysian schools is the readiness amongst the teachers in accepting change concerning ICT. Consequently, a very important and significant aspect to be highlighted in the study is the insufficient amount of time for teachers to plan and aligning lessons along with the integration of ICT in the classroom can disrupt the success of blended learning as also emphasised by Robinson (2007).

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5.2.1 Academic Achievement

The first research question of the study was concerned with determining the extent to which a blended learning instruction was able to improve students' academic achievement in learning English language through short story in a Malaysian context. Although the results showed that there was no significant difference in the results attained, this however ascertained that there was almost a balanced in the execution of both lessons conducted. Both pedagogies were cautiously planned without any predisposition. There was a balance between one pedagogy to another where if there was a need for visual representation for a particular lesson, the other will use the same aid but in different form a conventional classroom could have. As for an example, there was a use of colourful visual lesson on 'snakes and ladder' game in the blended learning classroom and to complement this activity; the same game was used in the conventional classroom with only the use of black and white printed version of 'snakes and ladder'. Additionally, there was also a used of power point presentation by the teacher in the blended learning classroom in explaining the Parts of Speech in identifying adjectives to the students; in order to maintain the same activity in both learning instructions, the teacher used a set of colourful word cards in the conventional classrooms. This was to ensure both lessons were not favouring one side of the pedagogy utilised reducing biasness that may be apparent. However, note to be taken that it was also impossible to remove biasness in its entirety as the use of technology in classroom will definitely be an advantage compared to conventional classroom where animation, audio and visual presentation are less offered.

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According to previous studies by Nation (2001) and Nagy (1997), vocabulary learning is an incremental process where words must be met and used multiple times to be truly learned. Number of studies suggested that recurrence of newly introduced words must be recycled from five to sixteen times whereas memory rehearsal schedule proposes reviews of vocabulary learning within five to ten minutes after the end of study period, 24 hours later, one week later, one month later, and finally six months later (Schmitt, 1997). Considering the limitation of this study where it was only conducted within a month of twelve teaching periods, the number of recycling vocabulary list learned was only met for five times thus restricting the recurring exposure of words from happening. This later explained the probability of the results attained for learners' academic achievement where both pedagogies did not successfully improve learning among the sample involved.

Apart from that, researcher also believed that the distractors used in the post-test had indirectly influenced the students in making decision thus were serving as a good distractor. The distractors used in the test were the example of few vocabulary items which were not introduced throughout the lessons, however it had been approved by the Head of English Unit that the items used were suitable for the test. The purpose of the distractors used in the test were mandatory as it served the purpose to assess students' knowledge when administering a test avoiding from giving the answers directly to the students. From the results obtained, it was identified that most of the students were confused and had chosen some of the distractors as part of their answers. This nevertheless has aroused the issue of ambiguity whether students were

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partly influenced by the distractors or were the results genuinely influenced by their understanding of knowledge acquired.

Nevertheless, based on a study conducted by McKenzie (1999) it was reported that although a lot of institutions had spent a big sum of money on upgrading and computer maintenance, the results on students' achievement remained insignificant. Simultaneously, a study conducted by Emerson and MacKay (2011) revealed that students who attended a traditional lesson performed slightly better than those attended blended learning session and it was also reported that there was no significant difference found in the cognitive workload experienced by either group of students.

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5.2.2 Motivation

The most significant finding of this study reveals that blended learning has a greater influence on learners' motivation compared to conventional pedagogy conducted. Nevertheless, even if students were motivated to learn the language when a different learning instruction was utilised; this study reveals that different instructions have no influence over students' academic achievement.

Since motivation is apparent in this study, it can be deduced that students were attracted to using computers and Internet within the classroom setting compared to

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conventional delivery method. This could probably due to students' high interest in visual, audio and kinaesthetic learning abilities that somewhat aroused students' motivation in blended learning. This finding leads to educators' concern in considering their method of delivery as students nowadays have different expectations in learning.

5.2.3 Learner Autonomy

The third key finding for this study is, there was no significant change in the level of autonomy after the engagement with blended learning. Even though it was statistically proven that there is no sign of autonomy among learners, based on the observation conducted by the researcher proved to be contrary. With a slightest change within students' behaviour, it could be seen that students would start the activity through Moodle interaction even without the teacher's instruction. It was observed that, samples involved in the study knew what to be done even before the teacher started to give any instruction or directions to the students.

According to Ushioda (2011), autonomy among learners are also expressed within the learners' attitude towards the lesson and are more likely to become willing in the classroom activities and there is an ability to show a level of independence in regulating ones' learning. It was also apparent that students in blended learning classroom started to become more responsible in their own learning compared to

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conventional learning. This change in students' behaviour could be particularly influenced by the availability of contents and access to activity through blended learning in the classroom. Students would stop at a point of uncertainty seeking for clarification from the teacher as a guidance. These are the most apparent examples of autonomy within learners portrayed in the blended learning classroom.

Unlike conventional learning, students had no access to content and resources therefore restricting independent learning from happening. This shows that despite data was statistically insignificant from learner autonomy to happen, observation contradicted that the level of learner autonomy was expressively portrayed through the learners' actions. Learner autonomy was eventually plausible to occur within blended learning if not at large, in a very small scale. These unconscious actions by attending to classes on time, not wanting to leave any exciting activities behind, eager to start the activities without teacher's instruction and started asking questions for clarity when in doubt, have represented the degree of learner autonomy in the study. According to Schunk and Zimmerman (1998), when students become more efficient at self-regulating their learning over time, these actions appear to be an expression of autonomy. As a result, the researcher's observation confirms that blended learning had a small influence in learner autonomy compared to conventional learning pedagogy.

To a certain extent, one student was able to show a higher degree of autonomy when the learner put an extra effort within the assignment given in class. The student created another animated video using www.powtoon.com even though it was not

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assigned to them where it was intended as a sample given to the students initially. Apart from that, some students were very eager and diligent in completing the assignments assigned to them compared to the conventional exercises given in the class. This is particularly obvious in the way students behaved in the conventional classroom where they did not show any effort in searching nor finding for additional information needed.

5.2.4 Strengths of Blended Learning

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Even though blended learning in this study may not be significant in learners' academic achievement, both teacher and students agreed that blended learning with the help of learning management system (Moodle) was superior to conventional learning method in terms of learning efficiency from accessibility to contents and information, content management, communication and feedbacks, flexible pace of learning, time and cost effective apart from motivation factor and learner autonomy.

Learning was regarded by the students as interesting and enjoyable when there was a plethora of interactivity within the classroom activities provided in the blended learning environment compared to conventional learning. This situation was also influenced by the type of learners the teacher had to deal with nowadays. Majority of the students owned a smartphone and had at least one of these social accounts like Facebook, Instagram and Twitter. They also had basic knowledge on ICT especially

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on how to operate Words, Power Point, and Photoshop. Since learners were largely exposed to technology both at home and at school, learners at this age which is the Generation Z or sometimes referred to as *screenagers* tend to expect a shift in learning pedagogy from conventional to at least a more blended environment. When teachers are able to tap into the students' interest, learning will be made easier than ever and thus sitting quietly and passively while taking notes will not help these students to learn especially when learners are accustomed to the virtual world of instant messaging, pervasive Internet access and online social networking. Due to these instances, students will no longer feel sleepy or experience lethargic in the classroom making learning more engaging and meaningful.

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Apart from that, blended learning in this study had somehow encouraged creativity amongst students within the activities conducted. As students were exposed to the new vocabulary list in the classroom, students were then assigned to create a comic strip based on the newly presented words. Students were then introduced to www.powtoon.com and another website www.bitstrips.com, where they were given options to choose from in creating a different story and timeline from the short story used in the study. In this lesson, students were challenged to create their own time and place settings, determining own characters and characteristics as well as suitable story line utilising the wordlist presented earlier. Students were excited with both websites and seemed eager to start working. Utilising the websites and examples given, students straight away worked with the tools provided and since the websites have readymade characters and background setting; these features helped in minimising the

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time frame for a lesson to end. Students only had to brainstorm the initial ideas before preceding to the next step in choosing the suitable background and characters to be included in the comic strips.

Unlike in the conventional lesson, even though the similar activity was conducted in the classroom however with limited assistance; students had to work from scratch starting from background (optional) up to character drawings. There was not much difference in both pedagogies. However it was seen as a disadvantage for those who did not like to draw or not talented in drawing thus impeded learning and learners' motivation were disrupted. It was also daunting when there were a few number of students who were not able to draw a single image after 20 minutes of the lesson had started. Since the central focus of the learning was on the English language rather than the importance of having a skill in drawing, too much attention only on the drawing skill will not fit the purpose of the learning objective. Additionally, since the activity consumed a lot of time, the task had to be taken home as homework. This therefore makes blended learning for this study a better personalised tool to fit diverse individual needs.

In addition to that, the implementation of blended learning and the utilisation of Moodle in the study ascertained that learners had ease of access to contents and information effortlessly compared to conventional learning where contents were mostly presented in oral or written form (copy of notes on papers or on the board). In this situation, opportunity for repetition of contents is plausible thus supporting the

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notion of retaining information for a period of time. Although this is possible in a blended learning classroom, this does not mean that in conventional learning classroom, the process of repetition of contents is dismissed. Students in conventional learning did experience the same cycle of learning process where repetition of contents was possible with exception that contents were made accessible when needed. This could be done either by teacher preparing notes for students or students taking down notes onto their workbook for future reading. In certain cases, students may not have enough time to make a copy of a lengthy note given by the teacher or might even overlooked or missed a few important points written or even uttered by the teacher in the class. However, the process of taking down notes in most conventional classrooms may prolong the crucial teaching and learning period of a lesson thus leaving the lessons to be perceived as dull and inactive.

Apart from that, blended learning was also seen as a platform to offer equality among learners where feedbacks were made possible for every student. This situation allows no child left behind policy to occur in a classroom compared to conventional learning classroom where language anxiety was a huge barrier. Although both learning classrooms required feedbacks from students and both pedagogies do present all feedbacks given by students to other classmates however, learners seemed to have preference toward blended learning over conventional classroom. Students no longer experience anxiety in expressing opinions nor answering questions through Moodle due to exclusive feature a blended learning has to offer which was, there was fewer room for being laughed at if mistakes were made. However, this situation exhibits that

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students still lack self confidence in using the language for communication purpose. If this situation persists, learners will soon encounter communication problems if the teacher does not have a balance between face-to-face and the use of technology in a lesson. Due to this consequence, blended learning is therefore seen as a well-balanced pedagogy to be used in the classroom as it combines both face-to-face and technology use in the teaching and learning process compared to e-learning or conventional learning alone.

This situation also revealed that students only allowed teachers to assess their mistakes as teacher was expected not to prejudge, humiliate or even laugh at the mistakes done. Students felt more appreciated every time they received replies from the teacher personally which later indirectly encouraged extended communication process to happen outside of the classroom. In contrary, learners in the conventional classroom did not display extended communication to happen outside of the classroom time. Most conversation in the classroom involved the topic learned and most feedbacks received were from the same students who were confident of using the language. This issue therefore articulates the importance of the size of room for mistakes to happen and the privacy that students might tolerate with in order to learn the language. The different needs among students must be observed and assisted by the teacher in order to cater students' needs in ensuring a successful learning to happen.

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5.2.5 Drawbacks of Blended Learning

a) Time Constrain

Despite the advantages of a blended learning classroom has to offer, few drawbacks were also encountered throughout the study. On the first day of the lesson, students were notably late to attend the class especially if the class was the first period of the day. According to the timetable, lesson was supposed to begin at 7.40 a.m. however students only managed to show up at 8.00 a.m. This situation was overlooked by the researcher as students had to attend a morning call or morning assembly which normally ends before 7.40 in the morning. Unfortunately, due to few circumstances the assembly ended quite late on that day causing a delay in the lesson's execution. However, this pattern had changed overtime as students were getting acquainted with the treatment and particularly started to show interest in attending the lessons.

b) Connectivity

The second drawback established in the study was the issue of slow connectivity which delayed the progress of the lesson conducted in the classroom. The issue did not only cause a delay in the lessons executed but at the same time affecting students' emotional state of mind. When students were initially excited with the activity conducted in the classroom, a small interference could disrupt the motivational factor

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induced in the beginning of a lesson. This could be observed when students started to show disappointment through facial expressions and body gestures. Therefore, a teacher's role in maintaining the learners' motivation throughout the lesson is very crucial and challenging at this point.

c) Learning Distractor

Although there was no statistical difference within learner autonomy as the data revealed, an observation discloses that; students no longer waited for teacher's instruction to begin the lessons instead the students were able to illustrate the level of learner autonomy through actions in the classroom. The observation revealed that students began working as soon as they entered the classroom even if the teacher did not give any instruction as compared to conventional learning where students had to wait for teacher's instruction throughout the lessons. Students in blended learning were very eager to find out what were the activities of the particular day would be since access to content and resources were feasible. This situation therefore could sometimes be out of hand as the element of surprise might be diminished.

With available connection such as Internet, learners tend to get distracted with other websites thus tend to ignore the current lesson taught in the class. It was observed that at least three students in a class might possess this habit and will eventually click on other websites while lesson was in progress. This learning

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distractor is a very challenging factor for the teachers to maintain the students' attention and retention.

d) Time and location factor

It was almost impossible to cater to all needs especially when it dealt with time and venue of the study. Although there were comments given by the students that the library was quite distant from the classroom, not much adjustment can be made to consider such remarks. With or without blended learning, students will still need to walk and sweat in order to get to the library in any other subjects. Unless of course if there were some form of a grant provided for the purpose of the study, the lesson could have been conducted in the classroom itself without having students to move from one place to another.

It was also the students' responsibility to ensure they reach to class on time strictly following the rules and class schedule set by the school. Sometimes, it is the students' attitudes that determine the pace of walking to reach to the classes on time. Students might try to find excuses just for being late to class and it is the teachers' role to later decide on what is necessary to be done in order to solve this issue. Time and venue should be the least problematic matter as based on experience and observation; if it is something unavoidable then it is the learners' attitude towards learning or even worse, it depends on the students' behaviour towards the teacher teaching that

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influences the outcome. This is apparent when there are a few students stating that they enjoyed learning outside of the classroom and preferred to have lessons at the library since the library is equipped with air conditioner. To some students, walking to the library was not even the issue since they did not encounter any trouble walking. Sometimes, it is the teachers' role to either ignite the lessons to be more engaging or to provide rewards for outstanding attitude towards showing up into classes. Nevertheless, this matter also includes all parties such as the subject teachers to be mentally ready for such delay and the other teachers to adhere strictly to the time allocated by the administration for the school programme to be conducted according to the time allocated without causing any delay within the class schedule. Since it was statistically proven that students were highly motivated in the blended learning, issue of such delay was finally resolved.

Another factor that might influence the integration of blended learning to happen in schools is the time frame given to the teacher before implementation is done. Above all, planning a more organised and structured lesson solely depends on the subject teacher to tailor lessons that meet the syllabus or curriculum specification without dismissing students' differentiation that exists in the classrooms. Ample time is essential as planning the intended lessons requires sometimes more than a day's work depending on individual's capability and experience handling ICT. The implementation of a blended learning classroom is therefore time consuming during the initial stage however as long as a careful and thorough planning is prepared

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beforehand, blended learning can be done probably even faster than the expected time frame projected.

e) Technical Support

The next setback encountered in the lesson was a computer breakdown. There was a delay with the lesson however the situation did not affect the whole participants as only one computer failed to operate and on top of that problem, the available technician was not able to troubleshoot the defect. It was reported that the situation had never occurred and that was the first time such glitch was encountered. This situation however, might not have been encountered in a conventional learning classroom where the use of technology was dismissed. Therefore, there was no issue on delayed lessons or interrupted learning processes.

This issue has somehow raised the consistency of computer maintenance in an institution as well as the standard operation procedure that has been adhered to. It was reported that, all of the equipment in the computer lab will undergo a standard monthly or yearly maintenance where it only includes software and security updates, data back-up, disk maintenance, and hardware cleaning for basic maintenance purposes. When such situation is encountered, the user is advised to report such malfunction to the librarian for further actions to be taken. Despite the fact that the technical support received throughout the study was considerably satisfying, however

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when an unsolved issue arises; teacher must be able to take control of the situation by providing a few options if available.

5.3 Implication

The results and findings of this study imply that teachers must be ready in preparing oneself towards the change within the educational system in embracing 21st century learning skills. ICT is inevitable so does the teaching and learning process has to embed the use of ICT in the classrooms. Learners of today's sphere are exposed to the advancement of technology as early as one year old and therefore a change in the pedagogy is expected to ignite passion and motivation within the learners. As Moodle is an open source learning management system and easy-to-learn platform, teachers or users will not be wasting too much of their time to learn using it.

Besides teachers, it is equally inevitable to have a strong and supportive administrative team to make blended learning a success. Although it seems difficult to achieve entirety in integrating blended learning throughout all existing Malaysian schools in the nick of time however, it is quite possible to implement it within MARA institutions namely MRSM colleges. MRSM Felda could be one of the best starting place to begin with as it has strong monetary foundation in addition to the existing facilities it possesses.

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Nevertheless, a thorough and careful planning need to be set forth in order to meet the objectives of a successful blended learning to take place. Ample time for teachers to tailor individual lessons according to own preference, learners' background, age and time should also be taken into account besides developing a module to be used and shared by all users. Apart from that, access to computers and Internet must be made feasible to all users from teachers to students in order to implement blended learning in schools.

5.4 Recommendation

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Based on the summary and conclusion made in the teaching of vocabulary through blended learning among the upper secondary students in Malaysian context, few recommendations are suggested for future consideration and it is also meant to serve as a basis guideline in order to improve the implementation of blended learning from time to time or at least in any related field for research interest.

Aligned with the preliminary Education Blueprint 2013, the education pathway is currently moving towards the understanding of current performance and challenges in the education system with a focus on improving access to education, raising standards (quality), and in closing achievement gaps (equity). The country is in its effort to leverage ICT to scale up quality learning across the nation constituting internet accessibility, providing virtual learning environment, augmenting online best

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practices content on a video library, and maximum use of ICT for distance and self-paced learning for a more customised learning experience. In order to accomplish these intentions, blended learning is seen as a relevant platform to partially fulfil the missions stated and is worth considering. Additionally, since blended learning is still new in Malaysia, a well strategic planning is recommended and few considerations need to be highlighted.

Apart from giving enough exposure to the teachers and educators of the clear objectives in realising the Education Blueprint, the ministry should equip the educators with adequate ICT knowledge through courses and workshops. This is essentially imperative for both student-teacher who are still undergoing teacher training courses and teachers currently teaching in the existing schools. The current syllabus at the teacher institution centres need to be revised in order to suit the 21st century learning style enabling the in service-teachers to embark on the new pedagogy to be relevant as well as effective.

A constructive discussion between policy-makers alongside with the educational experts within the concerning field towards the implementation of blended learning programme in every education level should also be interrelated and constantly progressive. Although it may not be easy in the beginning of its implementation, however with a comprehensive strategy; it will be able to sustain the implementation of the instructional pedagogy in a long run. Apart from that, a continuous research and development group should be formed in order to monitor the

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progress as well as to remark any possible pitfalls during the implementation process. This will eventually help in maintaining the quality of the pedagogical aspect as progression improves.

On the other hand, it is equally important for the government to ensure enough supply of ICT needs from the overall aspects be it sufficient quantity of hardware up to proficient technical support, to reliable Internet connection as well as computer laboratory for each schools in the country. This could involve a huge amount of investment thus, a thorough and comprehensive strategic economic planning is essential in ensuring the success of this programme. According to Heinrich (1995), he suggested that a good ICT development plan should contain:

- a statement of intent for teachers, governors and parents;
- a commitment to equal opportunities regarding both culture and gender;
- strategies for monitoring and assessment;
- specifications for selecting, funding and purchasing hardware;
- specifications for selecting, funding and purchasing software;
- a consideration of resource availability, access, safety and maintenance;
- plans for ongoing replacement and development of equipment;
- a curriculum map of proposed ICT usage including clear progression and continuity issues;

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- consideration of training needs for teachers, support staff and technicians;
- procedures for the monitoring and review of the policy.

In order to implement blended learning within the education system, the school administrative department plays among the bigger role in realising this aim apart from teachers and the government. It is also important for the entire school system to acculturate ICT integration by acknowledging the blended instruction and to it put into practise. Consensus from all parties will eventually help to envisage the blended operational instruction at school level to happen.

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5.5 Suggestions for Future Research

Although blended learning in this study reveals that the instruction had no significant effect on the learners' academic achievement, however the pedagogy utilised had a significant effect on motivation and learner autonomy. The results thus pose a variety of implications to the teaching of vocabulary through blended learning and these implications stand to affect the different stakeholders involved in this study particularly the students, teachers and the administration. Several areas for future research have been identified and possible suggestions will be recommended.

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It is advisable for future study to investigate the effectiveness of blended learning in the teaching of English language in a longer duration. As mentioned, one of the study's limitations was that it did not involve participants in an entire semester of the study to provide a thorough information to investigate the effectiveness of blended learning in the related field. Thus a longer research period may assist the understanding of the effectiveness of blended learning.

Apart from that, it would be highly recommended to conduct studies involving other subjects not only in the area of English language learning (i.e. Mathematics or sciences subject), involving bigger sample of population as well as conducting the research in different locations. This may help in establishing the similarities and differences, benefits and setbacks a blended learning may entail in a more detailed understanding.

Moreover, researchers or educators who are interested in implementing blended learning in a lesson may consider few options as back up plans especially when things might not turn out the way it has been expected to. This is essential when there is glitch within the equipment used for example a computer might turn off automatically or when there is no Internet connection available at that particular time. A hardcopy of notes or hand-outs on the related activity might be handy especially in times of difficulties.

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At the same time, note to be taken on learning distractors that might impede learning process in a blended learning classroom. It is important to lay out rules at the beginning of a lesson by either offering rewards or punishment for any unfavourable act in the class or teacher is advised to constantly monitor students throughout the use of computer or Internet within the activity conducted.

Additionally, it is also crucial for teachers or researchers to allocate time for training purposes if required. For example, the use of learning management system namely Moodle in the study required a training session with the sample involved in order to ease the operation of blended learning pedagogy to happen in the classroom. Without prior knowledge or basic introduction to the software or web tools used, a study might be disrupted thus influencing the overall outcomes of the intended research objectives.

It would also be interesting for future researcher to conduct a study on evaluating the effectiveness of available blended learning modules (if any) and what are the criteria of an effective blended learning modules in the field of English language learning should entail. Besides that, a study on the readiness of blended learning implementation from various perspectives (i.e. teachers, administration and government) would also provide a better understanding of the current scenario.

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5.6 Conclusion

Blended learning in Malaysian context at present can be considered as new and still at its infancy stage. A profuse study on the related field is highly encouraged to reveal the potentials a blended learning instruction has to offer in improving the teaching and learning quality from time to time. As the current trend of 21st century learning has started to take place within the education system and is inevitable, the researcher postulated that blended learning is seen as a promising alternative to accommodate this advancement.

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Even though blended learning in this study reveals that the instruction had no significant effect on learners' academic achievement, it is also evident that blended instruction had greater impact on students' motivation as well as learner autonomy in learning English language through short story compared to conventional learning instruction. By means of appropriate learning contents and sufficient memory rehearsal schedule as proposed by Russell (1979), blended learning could contribute a substantial impact on effective learning strategy in improving academic achievement alongside motivation and learner autonomy.

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APPENDIX A

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BAHAGIAN PERANCANGAN DAN PENYELIDIKAN DASAR PENDIDIKAN
KEMENTERIAN PENDIDIKAN MALAYSIA
ARAS 1 - 4, BLOK E - 8,
KOMPLEKS KERAJAAN PARCEL E
PUSAT PENTADBIRAN KERAJAAN PERSEKUTUAN
62604 PUTRAJAYA
Telefon: 03-88846591, Faks: 03-88846579

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Rujuk. kami : KP(BPPDP)603/5/JLD.10 ()

Tarikh : 04/04/2014

Dr Wong Kung Teck

DR WONG KUNG TECK THOMAS SENIOR LECTURER FACULTY OF EDUCATION AND HUMAN DEVELOPMENT SULTAN IDRIS EDUCATION UNIVERSITY 35900 TANJONG MALIM PERAK DARUL RIDZUAN PERAK

Tanjong Malim Perak 35900

Tuan/Puan,

Kelulusan Untuk Menjalankan Kajian Di Sekolah, Institut Perguruan, Jabatan Pendidikan Negeri dan Bahagian-Bahagian di Bawah Kementerian Pendidikan Malaysia

Adalah saya dengan hormatnya diarah memaklumkan bahawa permohonan tuan/puan untuk menjalankan kajian bertajuk :

Facilitating in-service teachers development of Blended E-Learning Platforms BeLPs Its Development psychometric properties validation and implications diluluskan.

2. Kelulusan ini adalah berdasarkan kepada cadangan penyelidikan dan instrumen kajian yang tuan/puan kemukakan ke Bahagian ini. **Kebenaran bagi menggunakan sampel kajian perlu diperoleh dari Ketua Bahagian / Pengarah Pelajaran Negeri yang berkenaan.**

3. Sila tuan/puan kemukakan ke Bahagian ini senaskah laporan akhir kajian /laporan dalam bentuk elektronik berformat *Pdf* di dalam CD bersama naskah *hardcopy* setelah selesai kelak. Tuan/Puan juga diingatkan supaya **mendapat kebenaran terlebih dahulu** daripada Bahagian ini sekiranya sebahagian atau sepenuhnya dapatan kajian tersebut hendak dibentangkan di mana-mana forum atau seminar atau diumumkan kepada media massa.

Sekian untuk makluman dan tindakan tuan/puan selanjutnya. Terima kasih.

"BERKHIDMAT UNTUK NEGARA"

Saya yang menurut perintah,

(Dr ZABARIA BIN DARUS)
Ketua Sektor
Sektor Penyelidikan dan Penilaian
b.p. Pengarah
Bahagian Perancangan dan Penyelidikan Dasar Pendidikan
Kementerian Pendidikan Malaysia

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PENGARAH BAHAGIAN PENDIDIKAN MENENGAH
MARA
Tingkat 19 & 20, Ibu Pejabat MARA
21, Jalan Raja Laut
50609 Kuala Lumpur.

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Melalui:

Ditandatangani dan disahkan oleh kelulusan.

TUAN HAJI SALEH BIN OSMAN
PENGETUA
Maktab Rendah Sains MARA FELDA.
Kampus Tun Abdul Razak
35600 Sungkai Perak.

HAJI SALEH BIN OSMAN
Pengetua
MRSM FELDA
Kampus Tun Abdul Razak

5 Oktober 2014

Yg. Bhg. Tuan,

MEMOHON KEBENARAN BAGI PUAN SITI KHADIJAH BINTI MOHD ARRIF MENYERTAI PENYELIDIKAN *Blended E-Learning Platforms (BeLPs)*

Dengan hormatnya izinkan saya merujuk perkara di atas.

2. Untuk makluman Yg. Bhg, saya dan pensyarah lain dari Universiti Pendiikan Sultan Idris (UPSI) (Dr Wong Kung Teck, Dr Rosma b Osman, Prof. Madya Dr Sadiah Baharom, Prof. Madya Goh Swee Choo dan En Hafizul Fahri Hanafi) dengan kerjasama Kementerian Pelajaran Malaysia (KPM) sedang menjalankan satu penyelidikan bertajuk ***" Facilitating in-service teachers' development of blended e-learning platforms (BeLPs): Its Development, validation dan implications"***. Tujuan utama penyelidikan ini adalah untuk mengetahui keberkesanan BeLPs dalam pengajaran dan pembelajaran.

3. Sehubungan itu, pihak kami ingin memohon dan menjemput **PUAN SITI KHADIJAH BINTI MOHD ARRIF** daripada MRSM Felda untuk menyertai penyelidikan ini. Beliau adalah antara guru yang memenuhi kreteria pemilihan sampel yang digariskan dalam syarat penyelidikan.

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4. Pandangan dan cadangan guru-guru akan diambil kira untuk meningkatkan keberkesanan *blended e-learning* sebagai pedagogi di sekolah-sekolah amnya. Protokol pelaksanaan penyelidikan dilampirkan. **Nama sekolah yang terlibat (termasuk MRSM Felda) akan dirahsiakan dalam kajian ini.** Selepas kajian ini, satu laporan akan dihantar kepada pihak Yg. Bhg. Tuan untuk rujukan.

5. Sehubungan dengan itu, saya memohon pertimbangan daripada pihak Yg. Bhg. Tuan atas perkara ini. Penyelidikan ini bukan sahaja dapat memberi peluang kepada guru-guru mengetahui teknologi terkini malahan dapat menjayakan penyelidikan ini bagi 'merekabentuk pedagogi' yang berkesan untuk masa depan. Bersama-sama dengan surat ini, saya lampirkan dokumen yang berkaitan untuk rujukan dan pertimbangan Y.Bhg Tuan. Kerjasama pihak Tuan didahului dengan ucapan ribuan terima kasih. (Sebarang pertanyaan, boleh melalui alamat seperti di bawah).

Sekian, terima kasih.

Yang benar,

(Dr. WONG KUNG TECK)
Fakulti Pendidikan dan Pembangunan Manusia
Universiti Pendidikan Sultan Idris
35900 TANJONG MALIM
PERAK.
Tel: +6- 015-4811-7637 (office) / 019-5519166 (Mobile)

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MAJLIS AMANAH RAKYAT

Rujukan: BPM/PP/02-34
Tarikh : 28 Oktober 2014

Dr Wong Kung Teck
Fakulti Pendidikan dan Pembangunan Manusia
Universiti Pendidikan Sultan Idris
35900 Tanjong Malim,
Perak Darul Ridzuan.

PERMOHONAN KEBENARAN BAGI PUAN SITI KHADIJAH BINTI MOHD ARRIF MENYERTAI PENYELIDIKAN *BLENDED E-LEARNING PLATFORMS*

Dengan hormatnya perkara di atas dan surat tuan bertarikh 5 Oktober 2014 dirujuk.

2. Sehubungan dengan itu, pihak Bahagian Pendidikan Menengah MARA tiada sebarang halangan sekiranya pihak tuan ingin menjemput Puan Siti Khadijah binti Mohd Arrif daripada MRSM Felda untuk menyertai penyelidikan bertajuk "*Facilitating in-service teachers' development of blended e-learning platforms(BeLPs): Its Development, validation and implications*".

3. Walau bagaimanapun, pihak tuan dikehendaki terlebih dahulu menghubungi dan mendapat kebenaran daripada Pengetua MRSM terlibat dan mematuhi syarat yang dikenakan oleh pihak maktab sekiranya ada. Penyelidikan yang hendak dijalankan juga diluluskan dengan syarat :

i. Kerja-kerja berkaitan tidak akan menjejaskan kepentingan pelajar / staf MRSM.
ii. Satu salinan dapatan penyelidikan hendaklah dihantar kepada Pengarah Bahagian Pendidikan Menengah.
iii. Pihak MRSM / MARA tidak bertanggungjawab atas apa-apa kos yang timbul / terbabit.
iv. Kebenaran perlu diperoleh daripada Bahagian ini sekiranya dapatan kajian tersebut hendak dibentangkan di mana-mana forum atau seminar atau untuk diumumkan kepada media massa.

Sekian, terima kasih.

"BERKHIDMAT UNTUK NEGARA"
"1MALAYSIA: RAKYAT DIDAHULUKAN, PENCAPAIAN DIUTAMAKAN"

ABD HAMID BIN HJ AHMAD
Pengarah
Bahagian Pendidikan Menengah
b.p. Ketua Pengarah
MARA

s.k. Pengetua MRSM Felda

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APPENDIX B

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QUESTIONNAIRE

THE TEACHING OF ENGLISH THROUGH BLENDED LEARNING AMONG SECONDARY STUDENTS

INSTRUCTION:

1. The purpose of this questionnaire is to look at learner's motivation and learner autonomy throughout the study. All information will remain confidential and will be used for research purpose only.
2. This paper consists of three sections, Section A, Section B, and Section C.
3. Please answer all sections as honest as possible.
4. Please tick (√) in the appropriate space if relevant or write appropriate answer for open-ended questions. Please circle the options given wherever appropriate.
5. Thank you for your cooperation throughout the study.

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SECTION A: BACKGROUND QUESTIONNAIRE

All information will remain completely confidential and will be used for research only.

INSTRUCTION: Please tick (√) in the appropriate space if relevant to you or write appropriate answer if required.

1. Gender:
   ( ) Male
   ( ) Female

2. Please state your recent English exam results. (Grade and score)
   _____

3. What is/are your favourite subject(s)?
   Please rank from 1 (very undesirable), 2 (undesirable), 3 (neutral), 4 (desirable), 5 (very desirable).

   ( ) English
   ( ) History
   ( ) Physics
   ( ) Biology
   ( ) Accounts
   ( ) Chemistry
   ( ) Visual Arts
   ( ) Mathematics
   ( ) Bahasa Melayu
   ( ) Islamic Education
   ( ) Additional Mathematics

4. Do you like English subject? (Please choose only one option)

   ( ) **Yes**. If your answer is YES, please provide the reason(s) why:
   _____
   _____

   ( ) **No**. If your answer is NO, please provide the reason(s) why:
   _____
   _____

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5. Does learning vocabulary help to improve your English proficiency? (Choose either one).

   ( ) If 'YES', how does by learning vocabulary help to improve your proficiency?

   _____
   _____

   ( ) If 'NO', why did you say so?

   _____
   _____

6. How do you normally learn new vocabulary in class?

   _____
   _____
   _____
   _____

7. How do you normally learn new vocabulary independently (outside of classroom)?

   _____
   _____
   _____
   _____

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8. In what way do you think you learn new vocabulary effectively (in-class or independently)?

   _____
   _____
   _____
   _____

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SECTION B: MOTIVATED STRATEGIES FOR LEARNING QUESTIONNAIRE

Please circle the following items based on your behaviour in this class. Your rating should be on a 5-point scale where **1=not at all true of myself**, **2=slightly true of myself**, **3=about halfway true of myself**, **4=mostly true of myself** and **5=very true of me**.

Items					
1. I prefer class work that is challenging so I can learn new things.	**(1)**	**(2)**	**(3)**	**(4)**	**(5)**
2. Compared with other students in this class I expect to do well	**(1)**	**(2)**	**(3)**	**(4)**	**(5)**
3. I am so nervous during a test that I cannot remember facts I have learned	**(1)**	**(2)**	**(3)**	**(4)**	**(5)**
4. It is important for me to learn what is being taught in this class	**(1)**	**(2)**	**(3)**	**(4)**	**(5)**
5. I like what I am learning in this class	**(1)**	**(2)**	**(3)**	**(4)**	**(5)**
6. I'm certain I can understand the ideas taught in this course	**(1)**	**(2)**	**(3)**	**(4)**	**(5)**
7. I think I will be able to use what I learn in this class in other classes	**(1)**	**(2)**	**(3)**	**(4)**	**(5)**
8. I expect to do very well in this class	**(1)**	**(2)**	**(3)**	**(4)**	**(5)**
9. Compared with others in this class, I think I'm a good student	**(1)**	**(2)**	**(3)**	**(4)**	**(5)**
10. I often choose paper topics I will learn something from even if they require more work	**(1)**	**(2)**	**(3)**	**(4)**	**(5)**
11. I am sure I can do an excellent job on the problems and tasks assigned for this class	**(1)**	**(2)**	**(3)**	**(4)**	**(5)**
12. I have an uneasy, upset feeling when I take a test	**(1)**	**(2)**	**(3)**	**(4)**	**(5)**
13. I think I will receive a good grade in this class	**(1)**	**(2)**	**(3)**	**(4)**	**(5)**
14. Even when I do poorly on a test I try to learn from my mistakes	**(1)**	**(2)**	**(3)**	**(4)**	**(5)**

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15. I think that what I am learning in this class is useful for me to know	**(1)**	**(2)**	**(3)**	**(4)**	**(5)**
16. My study skills are excellent compared with others in this class	**(1)**	**(2)**	**(3)**	**(4)**	**(5)**
17. I think that what we are learning in this class is interesting	**(1)**	**(2)**	**(3)**	**(4)**	**(5)**
18. Compared with other students in this class I think I know a great deal about the subject	**(1)**	**(2)**	**(3)**	**(4)**	**(5)**
19. I know that I will be able to learn the material for this class	**(1)**	**(2)**	**(3)**	**(4)**	**(5)**
20. I worry a great deal about tests	**(1)**	**(2)**	**(3)**	**(4)**	**(5)**
21. Understanding this subject is important to me	**(1)**	**(2)**	**(3)**	**(4)**	**(5)**
22. When I take a test I think about how poorly I am doing	**(1)**	**(2)**	**(3)**	**(4)**	**(5)**
23. When I study for a test, I try to put together the information from class and from the book	**(1)**	**(2)**	**(3)**	**(4)**	**(5)**

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24. When I do homework, I try to remember what the teacher said in class so I can answer the questions correctly	**(1)**	**(2)**	**(3)**	**(4)**	**(5)**
25. I ask myself questions to make sure I know the material I have been studying	**(1)**	**(2)**	**(3)**	**(4)**	**(5)**
26. It is hard for me to decide what the main ideas are in what I read	**(1)**	**(2)**	**(3)**	**(4)**	**(5)**
27. When work is hard I either give up or study only the easy parts	**(1)**	**(2)**	**(3)**	**(4)**	**(5)**
28. When I study I put important ideas into my own words	**(1)**	**(2)**	**(3)**	**(4)**	**(5)**
29. I always try to understand what the teacher is saying even if it doesn't make sense.	**(1)**	**(2)**	**(3)**	**(4)**	**(5)**
30. When I study for a test I try to remember as many facts as I can	**(1)**	**(2)**	**(3)**	**(4)**	**(5)**
31. When studying, I copy my notes over to help me remember material	**(1)**	**(2)**	**(3)**	**(4)**	**(5)**

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32. I work on practice exercises and answer end of chapter questions even when I don't have to	**(1)**	**(2)**	**(3)**	**(4)**	**(5)**
33. Even when study materials are dull and uninteresting, I keep working until I finish	**(1)**	**(2)**	**(3)**	**(4)**	**(5)**
34. When I study for a test I practice saying the important facts over and over to myself	**(1)**	**(2)**	**(3)**	**(4)**	**(5)**
35. Before I begin studying I think about the things I will need to do to learn	**(1)**	**(2)**	**(3)**	**(4)**	**(5)**
36. I use what I have learned from old homework assignments and the textbook to do new assignments	**(1)**	**(2)**	**(3)**	**(4)**	**(5)**
37. I often find that I have been reading for class but don't know what it is all about.	**(1)**	**(2)**	**(3)**	**(4)**	**(5)**
38. I find that when the teacher is talking I think of other things and don't really listen to what is being said	**(1)**	**(2)**	**(3)**	**(4)**	**(5)**
39. When I am studying a topic, I try to make everything fit together	**(1)**	**(2)**	**(3)**	**(4)**	**(5)**
40. When I'm reading I stop once in a while and go over what I have read	**(1)**	**(2)**	**(3)**	**(4)**	**(5)**
41. When I read materials for this class, I say the words over and over to myself to help me remember	**(1)**	**(2)**	**(3)**	**(4)**	**(5)**
42. I outline the chapters in my book to help me study	**(1)**	**(2)**	**(3)**	**(4)**	**(5)**
43. I work hard to get a good grade even when I don't like a class	**(1)**	**(2)**	**(3)**	**(4)**	**(5)**
44. When reading I try to connect the things I am reading about with what I already know.	**(1)**	**(2)**	**(3)**	**(4)**	**(5)**

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APPENDIX C

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SECTION C: LEARNER AUTONOMY QUESTIONNAIRE

Please tick on only one option/answer for each question below.

In this lesson, whose responsibility should it be?	**Myself**	**My Teacher**	**Both**
1.to ensure you make progress during English lessons			
2. to ensure you make progress outside class			
3. to stimulate your interest in learning English			
4. to identify your weaknesses in English			
5. to decide the objectives of your English lessons			
6. to decide what you should learn next in your English lessons			
7. to choose what activities to use to learn English in your English lessons			
8. to decide how long to spend on each activity			
9. to choose what materials to use to learn English in your English lessons			
10. to evaluate your learning			

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APPENDIX D

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Post Test

Fill in the blanks with the appropriate Adjectives given below.

awful / diligent / silly / unable / cold / nice /

brave / funny / elegant / ordinary

1. It was bitterly _____ outside of the house that night.
2. The fish tasted _____ than what I thought.
3. Lucy was always _____ to strangers.
4. Some of the teens were _____ to read or write in English language.
5. The project requires huge investment, so it is a very _____ venture in the current economic climate.
6. Johnny lives in an _____ house in suburban Melbourne.
7. Do not get upset over _____ things that people say to you.
8. I find rare varieties of orchids and lilies to be more _____ than traditionally popular flowers like roses.
9. Her _____ efforts were never recognised and the awards each year went to people who used their influences.
10. His performance was hilariously _____ .

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Fill in the blanks with the appropriate Phrasal Verbs as given below.

pick up / knocked down / bail out / passing by / look down / abide by / ran into / paid back / catch up / get off

1. The boys _____ on his colleagues because they think they are better than the rest.
2. I _____ Jennifer in a restaurant in the city last Sunday.
3. The car _____ him _____ and he broke his legs.
4. Sunny likes to _____ early on Fridays.
5. Mother was ill for a fortnight and now she has got to _____ on the work she missed.
6. While you are in town, can you _____ my trousers from the Dry Cleaner?
7. He _____ the twenty ringgit he had borrowed from me.
8. She was _____ when she saw the accident.
9. We have to _____ what the court says.
10. The government had to _____ the airline because it was losing so much money.

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Semi-Structured Interview Question:

1) What do you think of the lessons conducted?
2) What did you feel about the use of Moodle and face-to-face sessions in a lesson?
3) Do you think that traditional teaching or without the use of technology will make a lesson interesting?
4) Did you like the use or features of Moodle in your lessons?
5) What is the best thing about using Moodle in the classroom?
6) Did Moodle help you outside of the classroom time?
7) Is there anything you would like to comment about the lessons?
8) Is there anything that you do not like about using Moodle?

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LESSON PLAN: BLENDED LEARNING

DAY 1

Theme	: People
Topic	: The Fruitcake Special
Learning Objectives	: At the end of the lesson, students should be able to: a) understand and retell the literary work in own words
Learning Outcomes	: 3.1 Listen to, read, view and respond to literary works by: b) recognising elements in a story such as characters and setting
Language Item	: Vocabulary – Adjectives
Moral Values	: Should not be greedy, do not judge a book by its cover, being rational, self-appreciation.
Teaching Material	: Computer & internet connection, literary text

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Activities	**Induction Set:**
	1. Teacher instructs students to click on this web page: http://www.fun4thebrain.com/English/pandaGame.swf  2. Students play the game individually for only 2 minutes. (Teacher uses a virtual timer to stop the students) 3. Teacher identifies the winner(s) by checking the scores collected by the students.

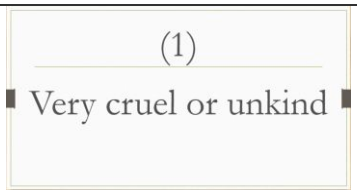
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	4. Teacher asks students what are the 8 Parts of Speech involved in the game they have played. (verb, noun, adjective, adverb, pronoun, preposition, conjunction & interjection) **While Activity:** 1. Teacher introduces today's lesson: 8 Parts of Speech and explains what they are. (https://www.englishclub.com/grammar/parts-of-speech-table.htm) 2. Then, teacher gives a sample sentence to the students and asks students to identify each Parts of Speech involved: • **Hello!** (Inter.) **My** (pronoun) **name** (noun) **is** (verb) **Olivia** (noun) **and** (conjunction) **I am extremely** (adverb) **excited** (adjective) **about the part at** (preposition) **Tina's house tonight**. 3. Teacher corrects mistakes (if any). **Post Activity:** 1. Teacher gives instruction to students on how to play Snakes and Ladder. (Click on Moodle) 2. Students have to guess a **word** based on a clue (definition of a particular word) given by the teacher. Students can search for the answers in the sentences mentioned in the literary text.

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	 answer is (**awful**) 3. There are 5 vocabulary words introduced in the lesson (awful, silly, cold, unable, ordinary). 4. Teacher checks the answers and identifies the winner(s). 5. Teacher asks students which 8 Parts of Speech do the words belong to (Adjective). Answer must be type written and send through Moodle (message).

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LESSON PLAN: BLENDED LEARNING

DAY 2

Theme : People

Topic : The Fruitcake Special

Learning Objectives : At the end of the lesson, students should be able to:

a) understand and retell the literary work in own words

Learning Outcomes : 3.1 Listen to, read, view and respond to literary works by:

b) recognising elements in a story such as characters and setting

Language Item : Vocabulary – Adjectives

Moral Values : Should not be greedy, do not judge a book by its cover, being rational, self-appreciation.

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Teaching Material : Computer & internet connection, literary text

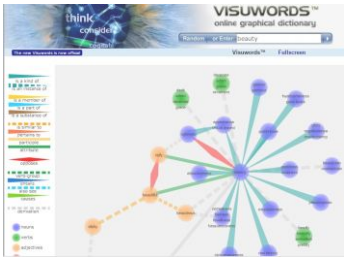
Activities	**Induction Set:** 1. Teacher recalls the previous lesson by asking students what were the 5 words learned and its category (adjective). 2. Students have to answer the question through Moodle (message box) and teacher checks the feedbacks instantaneously. 3. Teacher checks and reminds those who have not responded to the question immediately.

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While Activity:

1. Teacher introduces a website called Visuwords to students and how to use it.



2. Students are asked to find the definition of the 5 words learned, including synonym and antonym for each word.
3. Students need to answer in a word document and later submit the answers through Moodle (message box).
4. Teacher assists students throughout this activity.

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Post Activity:

1. Next, students are introduced to another website, www.bitstrips.com and are assigned to create a comic strip using the 5 words learned to show understanding.
2. Students have to consider suitable background or setting, characters and characteristics, plot as well as moral values and theme.
3. Teacher shows an example done by the teacher. http://shar.es/1fHYUM

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	 4. Students need to submit the link of the completed webpage to the teacher through Moodle.

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LESSON PLAN: BLENDED LEARNING

DAY 3

Theme : People

Topic : The Fruitcake Special

Learning Objectives : At the end of the lesson, students should be able to:

a) understand and retell the literary work in own words

Learning Outcomes : 3.1 Listen to, read, view and respond to literary works by:

b) recognising elements in a story such as characters and setting

Language Item : Vocabulary – Adjectives

Moral Values : Should not be greedy, do not judge a book by its cover, being rational, self-appreciation.

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Teaching Material : Computer & internet connection, literary text

Activities	**Induction Set:** 1. Teacher briefs students on today's activity where students will sit for an online test to check on students' understanding of the lesson on "Adjective". **While Activity:** 1. Students click on this website: http://www.softschools.com/quizzes/grammar/adjective/quiz219.html

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	Post Activity: 1. Students send report of the results they have achieved to the teacher through Moodle.

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LESSON PLAN: BLENDED LEARNING

DAY 4

Theme : People

Topic : The Fruitcake Special

Learning Objectives : At the end of the lesson, students should be able to:

a) understand and retell the literary work in own words

Learning Outcomes : 3.1 Listen to, read, view and respond to literary works by:

b) recognising elements in a story such as characters and setting

Language Item : Vocabulary – Adjectives

Moral Values : Should not be greedy, do not judge a book by its cover, being rational, self-appreciation.

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Teaching Material : Computer & internet connection, literary text

Activities	**Induction Set:** 1. Teacher asks students what were the difficulties encountered in completing the previous task and later shares few selected comic strips with others in class. 2. Teacher gets face-to-face feedbacks from the students on the samples shown. **While Activity:** 1. Students sit in groups and check for mistakes made in the examples chosen or the ones shown by the teacher. Focus is

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	on the use of proper adjectives within context. 2. Next, a representative shares their findings with the whole class while other groups check for the answers and argue/add any missing details. 3. Teacher assists and checks the answers given. **Post Activity:** 1. Students vote for the best comic strips and reason out for the choice made based on these criteria: • Suitable setting (time, place, social) • Characters & characteristics • Moral values • Plot • Number of words selected • Grammar (adjective & subject-verb agreement) 2. Students need to vote by submitting the names through Moodle (message box).

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LESSON PLAN: BLENDED LEARNING

DAY 5

Theme : People

Topic : The Fruitcake Special

Learning Objectives : At the end of the lesson, students should be able to:

a) understand and retell the literary work in own words

Learning Outcomes : 3.1 Listen to, read, view and respond to literary works by:

b) recognising elements in a story such as characters and setting

Language Item : Vocabulary – Adjectives

Moral Values : Should not be greedy, do not judge a book by its cover, being rational, self-appreciation.

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Teaching Material : Computer & internet connection, literary text

Activities	**Induction Set:** 1. Teacher blind folds few students and asks the students to use at least five adjectives that they know to describe a "mysterious object" given using five senses (hear, smell, touch, taste). The objects are strawberry, apple, packet of biscuit, and packet of chocolate bar. 2. Other class members jot down the adjectives mentioned by the representatives. (Handout) 3. Using the words mentioned, the representative has to guess what it is and other class members will tell whether the

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	answer is correct or otherwise. **While Activity:** 1. Students identify few other suitable/related adjectives which is not mentioned in the previous activity in the "adjective list" or the hand-outs given. Students can refer to http://www.twinkl.co.uk/resource/t-t-21151-fruit-and-vegetable-descriptive-word-mat http://www.words-to-use.com/words/fruits-vegetables/ 2. Later, students draw the picture of each object. 3. Students are then asked to write sentences describing the 4 objects using the "adjective list" they have created. Answers are to be submitted through Moodle (message box). **Post Activity:** 1. Students write a short paragraph describing one "mysterious object" they have chosen and answers to be submitted via Moodle.

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LESSON PLAN: BLENDED LEARNING

DAY 6

Theme : People

Topic : The Fruitcake Special

Learning Objectives : At the end of the lesson, students should be able to:

a) understand and retell the literary work in own words

Learning Outcomes : 3.1 Listen to, read, view and respond to literary works by:

b) recognising elements in a story such as characters and setting

Language Item : Vocabulary – Adjectives

Moral Values : Should not be greedy, do not judge a book by its cover, being rational, self-appreciation.

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Teaching Material : Computer & internet connection, literary text

Activities	**Induction Set:** 1. Teacher recalls the "adjective list" created in the previous class and students are asked to type in the words to be submitted in Moodle. **While Activity:** 4. Students are instructed to choose an embarrassing event happened in the Fruitcake Special and later write an essay about "Lucy's most embarrassing moment in life". 5. Students must also incorporate 5 words introduced in the

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	beginning of the lesson as well as another 10 words created in the "adjective list". Students can refer to Moodle to check for the adjective list they have created. **Post Activity:** 1. Finally, students submit their work at the end of the lesson.

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LESSON PLAN: BLENDED LEARNING

DAY 7

Theme : People

Topic : The Fruitcake Special

Learning Objectives : At the end of the lesson, students should be able to:

a) understand and retell the literary work in own words

Learning Outcomes : 3.1 Listen to, read, view and respond to literary works by:

b) recognising elements in a story such as characters and setting

Language Item : Vocabulary – Adjectives

Moral Values : Should not be greedy, do not judge a book by its cover, being rational, self-appreciation.

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Teaching Material : Computer & internet connection, literary text

Activities	**Induction Set:** 1. Teacher recalls the 5 words learned through "charades game". 2. Students sit in groups of five and teacher calls out a student and gives the student a cue card to play the "charades game". However, group members must give the opposite answer of the action performed by the student. 3. Example; the first action is "cold", but group members must answer the opposite word. Those who did not get the right answer, marks will be penalised. (**cold** – hot, **awful** – good , **ordinary** – special, **silly** – wise,

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	unable – able/capable) 4. Teacher assists the activity and at the end of the game, teacher corrects any mistake done by the students. **While Activity:** 1. Students are assigned into groups to create an "Animated Pictionary" defining the five words (words assigned by teacher) given creatively. 2. Teacher shows a sample to the students. 3. Then, teacher asks students for clarification and later the students begin working in groups of five. 4. Teacher assists the activity. **Post Activity:** 1. Teacher checks students' progress whether they have finished or otherwise.

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LESSON PLAN: BLENDED LEARNING

DAY 8

Theme : People

Topic : The Fruitcake Special

Learning Objectives : At the end of the lesson, students should be able to:

a) understand and retell the literary work in own words

Learning Outcomes : 3.1 Listen to, read, view and respond to literary works by:

b) recognising elements in a story such as characters and setting

Language Item : Vocabulary – Phrasal Verb

Moral Values : Should not be greedy, do not judge a book by its cover, being rational, self-appreciation.

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Teaching Material : Computer & internet connection, literary text

Activities	**Induction Set:** 1. Teacher instructs students to click on Moodle and to look at today's activity. 2. Based on the phrasal verb list, students are asked to find the phrasal verb from the text and type in the full sentences of the phrasal verbs on Moodle. Vocabulary: look down on, ran into, knocked down, pick up, pass by. **While Activity:** 1. Students find a partner and are assigned to guess the meaning

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	of all 5 phrasal verbs given by the teacher without referring to any dictionary or Internet. 2. Then, the teacher explains what phrasal verbs are by giving few examples and its meaning. 3. Then, teacher asks students to do activity on Phrasal Verb in Moodle to check whether students can get the right meaning. **Post Activity:** 1. Students self-check the answers through: http://idioms.thefreedictionary.com/

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LESSON PLAN: BLENDED LEARNING

DAY 9

Theme : People

Topic : The Fruitcake Special

Learning Objectives : At the end of the lesson, students should be able to:

a) understand and retell the literary work in own words

Learning Outcomes : 3.1 Listen to, read, view and respond to literary works by:

b) recognising elements in a story such as characters and setting

Language Item : Vocabulary – Phrasal Verb

Moral Values : Should not be greedy, do not judge a book by its cover, being rational, self-appreciation.

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Teaching Material : Computer & internet connection, literary text

Activities	**Induction Set:** 1. Teacher briefs the students on today's activity – sentence completion using suitable phrasal verb. **While Activity:** 1. Students log on to Moodle and click on today's activity. 2. Students complete a test on Phrasal Verb. https://www.ego4u.com/en/cram-up/grammar/phrasal-verbs/exercises?18

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	Post Activity: 1. Students check the answers with the teacher. 2. Teacher recalls and summarises today's lesson.

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LESSON PLAN: BLENDED LEARNING

DAY 10

Theme	: People
Topic	: The Fruitcake Special
Learning Objectives	: At the end of the lesson, students should be able to: a) understand and retell the literary work in own words
Learning Outcomes	: 3.1 Listen to, read, view and respond to literary works by: b) recognising elements in a story such as characters and setting
Language Item	: Grammar (Subject-Verb-Agreement)
Moral Values	: Should not be greedy, do not judge a book by its cover, being rational, self-appreciation.
Teaching Material	: Computer & internet connection, literary text

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Activities	**Induction Set:** 1. Teacher instructs students to log on to Moodle and click on today's lesson. 2. Students play a Subject-Verb-Agreement game on: http://gotkidsgames.com/sv/sv.html 3. Teacher determines the winner with the highest score. **While Activity:** 1. Teacher explains what Subject Verb Agreement is and gives appropriate examples found in the text.

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	2. Teacher checks students' understanding by giving a pop quiz on Subject-Verb-Agreement through Moodle. (To complete 24 sentences) **Post Activity:** 1. Students check the answers with the teacher.

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APPENDIX G

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LESSON PLAN: CONVENTIONAL LEARNING
DAY 1

Theme : People

Topic : The Fruitcake Special

Learning Objectives : At the end of the lesson, students should be able to:

a) understand and retell the literary work in own words

Learning Outcomes : 3.1 Listen to, read, view and respond to literary works by:

b) recognising elements in a story such as characters and setting

Language Item : Vocabulary – Adjectives (awful, silly, cold, unable, ordinary)

Moral Values : Should not be greedy, do not judge a book by its cover, being rational, self-appreciation.

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Teaching Material : Literary text, hand-outs, dictionary.

Activities	**Induction Set:** 1. Teacher distributes hand-out **Activity 1** to students to identify 8 Parts of Speech. **While Activity:** 1. Teacher introduces today's lesson: 8 Parts of Speech and explains what they are. 2. Then, teacher gives a sample sentence to the students and asks students to identify each Parts of Speech involved: • **Hello!** (Inter.) **My** (pronoun) **name** (noun) **is** (verb) **Olivia** (noun) **and** (conjunction) **I am extremely** (adverb) **excited**

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(adjective) **about the part at** (preposition) **Tina's house tonight**.

3. Teacher corrects mistakes (if any).

Post Activity:

1. Teacher gives instruction to students on how to play Snakes and Ladder. (Printed version, dice)



2. Students have to guess a **word** based on a clue (definition of a particular word) given by the teacher. Students can search for the answers in the sentences mentioned in the literary text.

(1)
Very cruel or unkind

answer is (**awful**)

3. There are 5 vocabulary words introduced in the lesson (awful, silly, cold, unable, ordinary).
4. Teacher checks the answers and identifies the winner(s).
5. Teacher asks students at random which 8 Parts of Speech do the words belong to (Adjective).

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LESSON PLAN: CONVENTIONAL LEARNING

DAY 2

Theme : People

Topic : The Fruitcake Special

Learning Objectives : At the end of the lesson, students should be able to:

a) understand and retell the literary work in own words

Learning Outcomes : 3.1 Listen to, read, view and respond to literary works by:

b) recognising elements in a story such as characters and setting

Language Item : Vocabulary – Adjectives

Moral Values : Should not be greedy, do not judge a book by its cover, being rational, self-appreciation.

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Teaching Material : Literary text, hand-outs, dictionary.

Activities	**Induction Set:** 1. Teacher recalls the previous lesson by asking students what were the 5 words learned and its category (adjective). 2. Students answer at random. **While Activity:** 1. Students are asked to find the definition of the 5 words learned, including synonym and antonym for each word. 2. Students need to write the definition, synonym and antonym using dictionary and write it in the exercise book.

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	3. Teacher assists students throughout this activity. **Post Activity:** 1. Next, students are assigned to create a comic strip using the 5 words learned to show understanding. 2. Students have to consider suitable background or setting, characters and characteristics, plot as well as moral values and theme. 3. Teacher shows an example done by the teacher.  4. Students need to draw on their own and submit the work at the end of the lesson.

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LESSON PLAN: CONVENTIONAL LEARNING

DAY 3

Theme : People

Topic : The Fruitcake Special

Learning Objectives : At the end of the lesson, students should be able to:

a) understand and retell the literary work in own words

Learning Outcomes : 3.1 Listen to, read, view and respond to literary works by:

b) recognising elements in a story such as characters and setting

Language Item : Vocabulary – Adjectives

Moral Values : Should not be greedy, do not judge a book by its cover, being rational, self-appreciation.

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Teaching Material : Literary text, hand-outs, dictionary.

Activities	**Induction Set:** 1. Teacher briefs students on today's activity where students will sit for a test to check on students' understanding of the lesson on "Adjective". Students are given 5 minutes to revise the topic. **While Activity:** 1. Students start the test (**hand-out 3**)

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	Post Activity: 1. Students check the answers with the teacher.

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LESSON PLAN: CONVENTIONAL LEARNING

DAY 4

Theme : People

Topic : The Fruitcake Special

Learning Objectives : At the end of the lesson, students should be able to:

a) understand and retell the literary work in own words

Learning Outcomes : 3.1 Listen to, read, view and respond to literary works by:

b) recognising elements in a story such as characters and setting

Language Item : Vocabulary – Adjectives

Moral Values : Should not be greedy, do not judge a book by its cover, being rational, self-appreciation.

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Teaching Material : Literary text, hand-outs, dictionary.

Activities	**Induction Set:** 1. Teacher asks students what were the difficulties encountered in completing the previous task and later shares few selected comic strips with others in class. 2. Teacher gets feedbacks from the students on the samples shown. **While Activity:** 1. Students sit in groups and check for mistakes made in the examples chosen or the ones shown by the teacher. Focus is

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	on the use of proper adjectives within context. 2. Next, a representative shares their findings with the whole class while other groups check for the answers and argue/add any missing details. 3. Teacher assists and checks the answers given. **Post Activity:** 1. Students vote for the best comic strips and reason out for the choice made based on these criteria: • Suitable setting (time, place, social) • Characters & characteristics • Moral values • Plot • Number of words selected • Grammar (adjective & subject-verb agreement) 2. Students need to vote by submitting the names through small papers provided by the teacher.

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LESSON PLAN: CONVENTIONAL LEARNING

DAY 5

Theme : People

Topic : The Fruitcake Special

Learning Objectives : At the end of the lesson, students should be able to:

a) understand and retell the literary work in own words

Learning Outcomes : 3.1 Listen to, read, view and respond to literary works by:

b) recognising elements in a story such as characters and setting

Language Item : Vocabulary – Adjectives

Moral Values : Should not be greedy, do not judge a book by its cover, being rational, self-appreciation.

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Teaching Material : Literary text, hand-outs, dictionary.

Activities	**Induction Set:** 1. Teacher blind folds few students and asks the students to use at least five adjectives that they know to describe a "mysterious object" given using five senses (hear, smell, touch, taste). The objects are strawberry, apple, packet of biscuit, and packet of chocolate bar. 2. Other class members jot down the adjectives mentioned by the representatives. (**Handout 4**) 3. Using the words mentioned, the representative has to guess what it is and other class members will tell whether the

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	answer is correct or otherwise. **While Activity:** 1. Students identify few other suitable/related adjectives which is not mentioned in the previous activity in the "adjective list" or the hand-outs given. Students can refer to notes prepared by the teacher. (**Handout 5**) 2. Later, students draw the picture of each object. 3. Students are then asked to write sentences describing the 4 objects using the "adjective list" they have created. **Post Activity:** 1. Students write a short paragraph describing one "mysterious object" they have chosen and answers to written in the exercise book.

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LESSON PLAN: CONVENTIONAL LEARNING

DAY 6

Theme : People

Topic : The Fruitcake Special

Learning Objectives : At the end of the lesson, students should be able to:

a) understand and retell the literary work in own words

Learning Outcomes : 3.1 Listen to, read, view and respond to literary works by:

b) recognising elements in a story such as characters and setting

Language Item : Vocabulary – Adjectives

Moral Values : Should not be greedy, do not judge a book by its cover, being rational, self-appreciation.

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Teaching Material : Literary text, hand-outs, dictionary.

Activities	**Induction Set:** 1. Teacher recalls the "adjective list" created in the previous class and students are asked to say a word (adjective) they remember most. **While Activity:** 1. Students are instructed to choose an embarrassing event happened in the Fruitcake Special and later write an essay about "Lucy's most embarrassing moment in life". 2. Students must also incorporate 5 words introduced in the

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	beginning of the lesson as well as another 10 words created in the "adjective list". **Post Activity:** 1. Finally, students submit their work at the end of the lesson.

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LESSON PLAN: CONVENTIONAL LEARNING

DAY 7

Theme : People

Topic : The Fruitcake Special

Learning Objectives : At the end of the lesson, students should be able to:

a) understand and retell the literary work in own words

Learning Outcomes : 3.1 Listen to, read, view and respond to literary works by:

b) recognising elements in a story such as characters and setting

Language Item : Vocabulary – Adjectives

Moral Values : Should not be greedy, do not judge a book by its cover, being rational, self-appreciation.

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Teaching Material : Literary text, hand-outs, dictionary.

Activities	**Induction Set:** 1. Teacher recalls the 5 words learned through "charades game". 2. Students sit in groups of five and teacher calls out a student and gives the student a cue card to play the "charades game". However, group members must give the opposite answer of the action performed by the student. 3. Example; the first action is "cold", but group members must answer the opposite word "hot". Those who did not get the right answer, marks will be penalised. (**Handout 6**) (**cold** – hot, **awful** – good , **ordinary** – special, **silly** – wise,

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	unable – able/capable) 4. Teacher assists the activity and at the end of the game, teacher corrects any mistake done by the students. **While Activity:** 1. Students are assigned into groups to create a "Pictionary" defining the five words (words assigned by teacher) given creatively. 2. Teacher shows a sample to the students. 3. Then, teacher asks students for clarification and later the students begin working in groups of five. 4. Teacher assists the activity. **Post Activity:** 1. Teacher checks students' progress whether they have finished or otherwise.

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LESSON PLAN: CONVENTIONAL LEARNING

DAY 8

Theme : People

Topic : The Fruitcake Special

Learning Objectives : At the end of the lesson, students should be able to:

a) understand and retell the literary work in own words

Learning Outcomes : 3.1 Listen to, read, view and respond to literary works by:

b) recognising elements in a story such as characters and setting

Language Item : Vocabulary – Phrasal Verb (look down on, ran into, knocked down, pick up, pass by)

Moral Values : Should not be greedy, do not judge a book by its cover, being rational, self-appreciation.

Teaching Material : Literary text, hand-outs, dictionary.

Activities	**Induction Set:** 1. Based on a phrasal verb list, students are asked to find at least 5 phrasal verbs found from the text and write down the full sentences of the phrasal verbs in the exercise book. Vocabulary: look down on, ran into, knocked down, pick up, pass by. **While Activity:** 1. Students find a partner and are assigned to guess the meaning of all 5 phrasal verbs given by the teacher without referring to

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	any dictionary or book. (**Handout 7**) 2. Then, the teacher explains what phrasal verbs are by giving few examples and its meaning. Students try to make connections based on their findings and the lesson. **Post Activity:** 2. Students check the answer with the teacher, the teacher checks students' understanding.

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LESSON PLAN: CONVENTIONAL LEARNING

DAY 9

Theme : People

Topic : The Fruitcake Special

Learning Objectives : At the end of the lesson, students should be able to:

a) understand and retell the literary work in own words

Learning Outcomes : 3.1 Listen to, read, view and respond to literary works by:

b) recognising elements in a story such as characters and setting

Language Item : Vocabulary – Phrasal Verb

Moral Values : Should not be greedy, do not judge a book by its cover, being rational, self-appreciation.

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Teaching Material : Literary text, hand-outs, dictionary.

Activities	**Induction Set:** 1. Teacher briefs the students on today's activity – sentence completion using suitable phrasal verb. **While Activity:** 1. Teacher distributes **Handout 8** to students. 2. Students complete a test on Phrasal Verb. **Post Activity:** 1. Students check the answers with the teacher.

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	2. Teacher recalls and summarises today's lesson.

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LESSON PLAN: CONVENTIONAL LEARNING

DAY 10

Theme : People

Topic : The Fruitcake Special

Learning Objectives : At the end of the lesson, students should be able to:

a) understand and retell the literary work in own words

Learning Outcomes : 3.1 Listen to, read, view and respond to literary works by:

b) recognising elements in a story such as characters and setting

Language Item : Grammar (Subject-Verb-Agreement)

Moral Values : Should not be greedy, do not judge a book by its cover, being rational, self-appreciation.

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Teaching Material : Literary text, hand-outs, dictionary.

Activities	**Induction Set:** 1. Teacher explains to students on today's activity. 2. Students play a word maze on Subject-Verb-Agreement 3. Teacher determines the winner and students have to write the complete sentences. **While Activity:** 1. Teacher explains what Subject Verb Agreement is and gives appropriate examples found in the text. 2. Teacher checks students' understanding by giving a **pop quiz**

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	on Phrasal Verb. (24 sentences to be completed) – refer **handout 9**. **Post Activity:** 1. Students check the answers with the teacher.

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Handout 1: Identify and circle the proper 8 Parts of Speech according to the clues given.

e.g. short / shouted / under / Kitty **Adjective**

1. Jacket / light / shoe / climbed **Verb**
2. Falling / elephant / teasing / skiing **Noun**
3. Rabbit / diet / silently / soda **Adverb**
4. Collect / broccoli / butterfly / toenail **Verb**
5. Ran / house / ball / she **Pronoun**
6. Calendar / licked / chair / tongue **Verb**
7. Wished / wriggle / clown / hopped **Noun**
8. You / and / big / after **Adjective**
9. London / shopping / their / at **Preposition**
10. Ouch! / but / really / berries **Conjunction**

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Handout 2: Snakes and Ladder



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Handout 3:

Select the adjective in the sentence.

Juan handled the breakable glasses very carefully.

A: glasses

B: very

C: carefully

D: breakable

Tanya is a graceful dancer.

A: graceful

B: is

C: dancer

D: Tanya

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The chubby baby clapped his hands excitedly.

A: his

B: excitedly

C: chubby

D: clapped

Miranda walked with her little sister.

A: sister

B: little

C: with

D: walked

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The children were happily painting colorful pictures.

A: happily

B: colorful

C: painting

D: pictures

Matthew came home from soccer with a filthy uniform.

A: soccer

B: filthy

C: came

D: uniform

Emily loves her shaggy puppy.

A: shaggy

B: Emily

C: her

D: loves

Their substitute teacher assigned a lot of homework.

A: homework

B: teacher

C: substitute

D: assigned

Brittany was glad to finish the difficult test.

A: finish

B: test

C: difficult

D: the

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The children picked up autumn leaves on their way to school.

A: way

B: children

C: autumn

D: school

The girls told scary stories at the sleepover.

A: sleepover

B: scary

C: told

D: girls

Everyone thought that Marcus was a lazy boy.

A: that

B: lazy

C: was

D: Everyone

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Handout 4:

Mysterious Object!

Friend's Adjectives	Your Adjectives	Draw the object

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Handout 5:

1. abundant
2. all-natural
3. aromatic
4. balanced
5. big
6. bountiful
7. bright
8. brightly colored
9. brimming
10. broad
11. buttery
12. California-grown
13. carefully selected
14. celebrated
15. choice
16. clean
17. cleaned
18. colorful
19. complex
20. cool
21. creamy
22. delectable
23. delicious
24. deluxe
25. domestic
26. eco-friendly
27. edible
28. energetic
29. exotic
30. exquisite
31. extracted
32. fanciful
33. festive
34. filled
35. finely textured
36. firm
37. flavorful
38. fleshy
39. fragrant
40. fresh
41. fresh squeezed
42. fresh-picked
43. freshly harvested
44. freshly plucked
45. fruit-filled
46. full
47. full-bodied
48. fully grown
49. garden-fresh
50. generous
51. good-for-you
52. hand-picked
53. harmonious
54. heady
55. healthy
56. hearty
57. herbaceous
58. immune-boosting
59. intense
60. jammy

1. jet-flown
2. joyful
3. juiciest
4. juicy
5. jumbo
6. large
7. lasting
8. layered
9. light
10. loaded with
11. local
12. locally grown
13. long
14. luscious
15. lush
16. luxurious

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17. market-fresh
18. mellow
19. melt-in-your-mouth
20. memorable
21. mixed
22. moist
23. Mother Nature's
24. mouthwatering
25. multi-layered
26. naked
27. natural
28. nature's
29. nature's bounty
30. nature's finest
31. non-GMO
32. non-irradiated
33. non-seeded
34. nourishing
35. nutritious
36. opulent
37. orchard-fresh
38. organic
39. overflowing
40. oversized
41. peak-harvested
42. peeled
43. pesticide-free
44. pickled
45. pleasant
46. plentiful
47. plucked
48. plump
49. plush
50. premier
51. premium
52. preservative-free
53. pronounced
54. pulp-free
55. pulpy
56. raw
57. raw vegan
58. ready-to-eat
59. refreshing
60. regional

1. rich
2. ripe
3. ripened
4. round
5. satin-smooth
6. scrumptious
7. seamless
8. seasonal
9. seeded
10. seedless
11. select
12. silky
13. skinned
14. sleek
15. small
16. smooth
17. soft
18. soft-textured
19. solid
20. sour
21. sticky-sweet
22. strong
23. substantial
24. succulent
25. sunny
26. superior
27. supple
28. sustainable
29. sweet
30. sweetest
31. tangy
32. tantalizing
33. tart
34. the season's best

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35. thick
36. top-quality
37. tropical
38. unbruised
39. uniform
40. vegan
41. vege
42. vegetal
43. vegetarian
44. vegetational
45. vegetative
46. veggie
47. vine-fresh
48. vine-ripened
49. viscous
50. vitamin-infused
51. vitamin-rich
52. voluptuous
53. washed
54. well-balanced
55. well-structured
56. wholesome
57. young
58. zesty

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Handout 6:

COLD	HOT
ORDINARY	SPECIAL
UNABLE	ABLE/CAPABLE
SILLY	WISE
AWFUL	GOOD

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Handout 7:

Phrasal Verb

Look down on	To cause something or someone to fall off or along something.
Run into	To get someone and bring them somewhere.
Knock down	To consider someone or something as not important or of value.
Pick up	To move or travel past someone, something or some place.
Pass by	To bump into someone or something.

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Handout 8:

Phrasal Verb

Complete the sentences using appropriate Phrasal Verb given below.

break down / bring up / carry on / do with / go down / keep off / make out / put down / set up / turn over.

1. I cannot _____ his writing.
2. Please, _____ the page.
3. We cannot play football here. The sign says, " _____ the grass."
4. She _____ and cried.
5. The boy was _____ by a nanny.
6. I can hardly concentrate. I could really _____ a holiday.
7. The Titanic collided with an iceberg and _____ .
8. Why don't you _____ singing? You have such a beautiful voice.
9. The strike was _____ by military units.
10. Would you like to _____ business in the United States?

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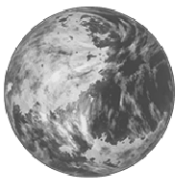
Answer Key

Subject Verb Agreement *Advanced Version*

Correct Verbs

1. Light rays from the sun _____ 8 minutes to reach Earth. **take**
2. The sun is one of the stars that _____ light to the planets. **gives**
3. Either Dave or Callie _____ the star gazing at the observatory. **supervises**
4. Stars, grouped together, _____ an interesting shape. **form**
5. Neither Venus nor Mercury _____ life as we know it. **supports**
6. The books on our solar system _____ ready for pickup. **are**
7. None of the students _____ missing. **are**
8. A star and a comet _____ across the sky. **shoot**
9. The Alpha star is one of the stars that _____ the brightest. **shines**
10. Your order for 3 solar filters _____ ready for pickup. **is**
11. Ten percent of the students _____ looked through a telescope. **have**
12. The public _____ star parties at the local planetarium. **attends**

Try the interactive version!



SUPER Spaced Out Subject Verb Agreement

http://gotkidsgames.com/sv/sv2.html

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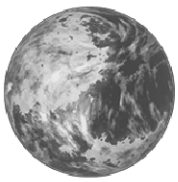
Answer Key

Subject Verb Agreement *Advanced Version*

Correct Verbs

1. Fifty percent of the class _____ looked through binoculars. **has**
2. One of the comets _____ across the sky. **shoots**
3. Several in the group _____ when they see the meteor. **shout**
4. The engineer and the astronomer _____ meeting today. **are**
5. Either the flight director or the astronauts _____ at fault. **are**
6. None of the students _____ missing. **are**
7. One of the planets _____ a year to complete an orbit. **takes**
8. All students in that class _____ the stars. **study**
9. Neither the students nor the teachers _____ ready for the test. **are**
10. All the students _____ computers and telescopes. **have**
11. Either Dave or Callie _____ the star gazing at the observatory. **supervises**
12. The 3 solar filters in your order _____ ready for pickup. **are**

Try the interactive version!



SUPER Spaced Out Subject Verb Agreement

http://gotkidsgames.com/sv/sv2.html

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