

A CASE STUDY ON THE EFFECTS OF AN L2 WRITING INSTRUCTIONAL MODEL FOR BLENDED LEARNING IN HIGHER EDUCATION

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ABSTRACT

This case study explores EFL (English as a foreign language) students' perceptions toward a prototype of an instructional model for second language (L2) writing in blended learning and **the effects of the model on the development of L2 writing skills in higher education**. This model is primarily founded on the process-oriented writing approach combined with various types of writing activities in both online and offline environments. It was observed that the participants of the study perceived the blended learning model to be useful and helpful for the improvement of their writing skills. In addition, it was found that the participants in the three focus groups received higher scores for their writing at the end of the study. Based on the main findings, modifications have been made to the model and further suggestions and implications are provided.

INTRODUCTION

As second language (L2) writing is considered very complex for L2 learners, a need for systematic and comprehensive writing instruction is heightened. The teaching and study of L2 writing involves various factors: the writing process, peer and teacher responses, writing activities, and writing instructions (Hamner, 2004; Raines, 1983; Williams, 2003). Also, L2 learners are required to address content, organization, structure, and mechanics appropriately to convey meaning through writing simultaneously (Brown, 2007; Raines, 1983; Tribble, 1996). For L2 learners who do not have sufficient knowledge of the four writing components - content, organization, structure, and mechanics - L2 writing is very complicated and, consequently, they often encounter a number of linguistic difficulties with vocabulary and sentence construction (Chen, 2010; Zhou, 2009), reporting verbs (John, 2012; Thompson & Ye, 1991) and cohesive devices (Hinkel, 2001; Ma & Carrington, 2007). One way to resolve these problems is to give learners a number of opportunities to write and a variety of writing activities and instructions on the four components in a systematic and organized manner. Although many L2 learners write and revise their drafts several times, they are still often unsatisfied with the writing process due to the limited number of class sessions and insufficient time in a conventional classroom. Thus, providing sufficient writing opportunities and environments for interaction and communication with peers and a teacher regardless of time or place, known as blended learning, which combines the positive attributes of online and face-to-face instruction, has been suggested (Baklanov, 2006; Gogurova, 2011; Hinkelmann & Gruba, 2012; Nielsen, Murphy & Southgate, 2011; Yoon & Lee, 2010). In a blended learning environment, L2 learners are able to interact with peers and a teacher using a variety of computer-mediated communication (CMC) tools (Lafford & Lafford, 2003; Lee & Pyo, 2003). Despite the promising features of blended learning, it is rarely employed in L2 writing class; furthermore, little research has been conducted on the teaching and learning of L2 writing or on the L2 writing process and instruction in a blended learning environment.

In order to implement a blended learning environment effectively and efficiently in L2 writing, a systematic and comprehensive instructional model is an integral element. In L2 writing pedagogy, it has been asserted that an integrated L2 writing approach combines the process approach and the genre approach with other aspects of writing and writing instruction (Min, 2011). Taking into account the current writing approaches and writing activities and instructions, as well as the attributes of online and offline environments, an instructional model for L2 writing in blended learning is urgently needed. Therefore, the purposes of the study are to examine the perceptions of L2 learners in higher education toward a prototype of an instructional model for L2 writing in blended learning and its effects on the development of L2 writing skills and to propose a proper model of L2 writing in blended learning. The research questions for the above purposes are as follows: 1) What are the students' perceptions toward the model?; 2) What are the effects of the model on the development of writing skills?; and 3) What is the appropriate model for teaching and learning L2 writing in a blended learning environment?

Memorandum English Second Language Higher Grade 2013

Louis Volante, Don Klinger, Ozge Bilgili

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English Education at the Tertiary Level in Asia Eun Sung Park, Bernard Spolsky, 2017-03-16 This is the third volume of a trilogy on English Language education in Asia within the Routledge Critical Studies in Asian Education Put together by editors and contributors selected by Asia TEFL this book provides a timely and critical review of the current trends in tertiary level English education in Asia It foregrounds the developments and trends policies and implementation as well as research and practice Written by ELT scholars and educational leaders this book presents articles on China Hong Kong India Japan Korea Malaysia the Philippines Singapore Thailand and Vietnam While the authors focus on their own local issues providing an overview of the state of tertiary English teaching in their respective territories they also provide insights from their successes and failures which can help inspire solutions to similar challenges faced internationally in the field Chapters in the book include Heading toward the global standardization of English education in Korean universities English in tertiary education in India A Janus faced perspective with special reference to University of Delhi Developing English language skills in the Singapore higher education context ELT at tertiary institutions in China A developmental perspective This book will be valued by administrators researchers and scholars interested in bilingualism language policy and planning in higher education

The Complete Book of Colleges, 2013 Edition Princeton Review, 2012-08-07 Profiles every four year college in the United States providing detailed information on academic programs admissions requirements financial aid services housing athletics contact names and campus life The Report: Brunei Darussalam 2013, 2013 **ESL Readers and Writers in Higher Education** Norman W. Evans, Neil J Anderson, William G. Eggington, 2015-06-12 ESL Readers and Writers in Higher Education describes the challenges ESL students in U S postsecondary institutions face when studying in a second language and offers suggestions for how teachers advisors tutors and institutions might provide support that meets the reading and writing needs of this very important student population Because the ESL profession as a whole including what professionals are doing in the classroom sits under the umbrella of an institutional response to a language related challenge some solutions aimed at helping students achieve optimal proficiency lie outside of the classroom As such this book is based on the assertion that language development support is not the sole responsibility of language teachers Everyone on campuses that hosts ESL students bears some responsibility for these students language development Chapters are therefore intentionally adapted to appeal to a wide variety of readers from classroom teachers and teachers in training to admissions officers academic advisors and international student advisors Immigrant Student Achievement and Education Policy Louis Volante, Don Klinger, Ozge Bilgili, 2018-03-21 This book examines immigrant student achievement and education policy across a range of Western nations It is divided into 3 sections Part 1 introduces the topic of immigrant student achievement and the performance disadvantage that is consistently reported across a range of international jurisdictions Part 2 then presents national profiles from scholars in ten countries England Germany Italy Sweden Finland Netherlands Republic of

Ireland Canada Australia and New Zealand These educational jurisdictions were selected because they represent a range of Western nations engaged in large scale reform efforts geared towards enhancing their immigrant students achievement Each of the national profiles provides a brief overview of the evolution of the cultural composition of their respective school aged student population explains the trajectory of achievement results in non immigrant and immigrant student groups in relation to both national and international large scale assessment measures and discusses the effectiveness of policy responses that have been adopted to close the achievement gap between non immigrant and immigrant student populations It also examines the relationships between education policies and immigrant student achievement and discusses how education policies have evolved across various cultural contexts In conclusion Part 3 analyzes cross cultural approaches designed to address the performance disadvantage of immigrant students and proposes future areas of inquiry stemming from the national profiles The book offers insights into a diverse cross section of nations and policy approaches to addressing the performance disadvantage

The Online Informal Learning of English G. Sockett, 2014-09-26 Young people around the world are increasingly able to access English language media online for leisure purposes and interact with other users of English This book examines the extent of these phenomena their effect on language acquisition and their implications for the teaching of English in the 21st century

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Higher Education in Russia Yaroslav Kuzminov, Maria Yudkevich, 2022-09-13 Higher Education in Russia is a must read for scholars of higher education and Russian history alike

Budget of the U.S. Government, Appendix, 2013-04-10 Presents detailed information on individual programs and appropriation accounts that constitute the budget Includes for each Government department and agency the text of proposed appropriations language budget schedules for each account new legislative proposals and explanations of the work to be performed and the funds needed and proposed general provisions applicable to the appropriations of entire agencies or groups of agencies

English as a Foreign Language in Saudi Arabia Christo Moskovsky, Michelle Picard, 2018-06-27 English as a Foreign Language in Saudi Arabia New Insights into Teaching and Learning English offers a detailed discussion of key aspects of teaching and learning English in the Saudi context and offers a comprehensive overview of related research authored or co authored by Saudi researchers It provides readers with

an understanding of the unique cultural linguistic and historical context of English in Saudi Arabia with a focus on the principal factors that may influence successful teaching and learning of English in this country Uniquely the book looks separately at issues pertaining to in country English learning and learners and those pertaining to in country English teaching and teachers The volume also explores issues concerning Saudi learners and teachers in overseas contexts Lastly the book touches on the future of English as a Foreign Language and TESOL in Saudi Arabia and its implications for the field

Assessing Academic English for Higher Education Admissions Xiaoming Xi, John M. Norris, 2021-05-26 Assessing Academic English for Higher Education Admissions is a state of the art overview of advances in theories and practices relevant to the assessment of academic English skills for higher education admissions purposes The volume includes a brief introduction followed by four main chapters focusing on critical developments in theories and practices for assessing reading listening writing and speaking of which the latter two also address the assessment of integrated skills such as reading writing listening speaking and reading listening speaking Each chapter reviews new task types scoring approaches and scoring technologies and their implications in light of the increasing use of technology in academic communication and the growing use of English as a lingua franca worldwide The volume concludes with recommendations about critical areas of research and development that will help move the field forward Assessing Academic English for Higher Education Admissions is an ideal resource for researchers and graduate students in language testing and assessment worldwide

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Approaches to Inclusive English Classrooms Kate Mastruserio Reynolds, 2015-03-02 This book provides educators with an accessible guide to best practices concerning content based instruction CBI models and their use in English learner inclusive classrooms The author effectively bridges the gap between theory and practice with a critical analysis of practical examples and diverse strategies for the inclusion of English learners into K 12 general education courses The book also raises controversial questions regarding who is qualified to teach English learners and who is responsible for doing so looking at the difficulties faced by both general educators and ESL teachers in Inclusive Classrooms By providing a lens through which both ESL teachers and general educators are able to analyze compare and contrast a range of widely employed CBI methods this book allows teachers to make informed decisions in their EL program development and work with English learners in K 12 schools **English in Nordic Universities** Anna Kristina Hultgren, Frans Gregersen, Jacob Thøgersen, 2014-10-15 This volume brings together theoretical perspectives and empirical studies on the ongoing Englishization of Nordic universities A core objective is to contrast and address the gap between ideological representations of this phenomenon and the ways in which it unfolds in the practices on the ground The book provides perspectives from five

Nordic countries Iceland Norway Denmark Sweden and Finland with one chapter from each country focusing on ideologies and another on practices The book is intended to provide an up to date resource on the internationalization and Englishization of Nordic universities for scholars policy makers and anyone wishing to gain an overview of current issues in the field Legal Integration and Language Diversity C.J.W. Baaij,2018-02-01 How can the European Union create laws that are uniform in a multitude of languages Specifically how can it attain both legal integration and language diversity simultaneously without the latter compromising the former C J W Baaij argues that the answer lies in the domain of translation A uniform interpretation and application of EU law begins with the ways in which translators and jurist linguists of the EU legislative bodies translate the original legislative draft texts into the various language versions In the European Union law and language are inherently connected The EU pursues legal integration i e the incremental harmonization and unification of its Member States laws for the purpose of reducing national regulatory differences between Member States However in its commitment to the diversity of European languages its legislative institutions enact legislative instruments in 24 languages Language Diversity and Legal Integration assesses these seemingly incompatible policy objectives and contemporary translation practices in the EU legislative procedure and proposes an alternative source oriented approach that better serves EU policy objectives Contrary to the orthodox view in academic literature and to the current policies of the EU this book suggests that the English language version should serve as the original and only authentic legislative text Translation into the other language versions should furthermore avoid prioritizing clarity and fluency over syntactic correspondence and employ neologisms for distinctly EU legal concepts Ultimately Baaij provides practical solutions to the conflict between the equality of all language versions and the need for uniform interpretation and application of EU law

Budget of the United States Government United States. Office of Management and Budget,2014 *Federal Register* ,2013-04 **English and Its Teachers** Simon Gibbons,2017-04-21 English and Its Teachers offers a historical overview of the development of secondary English teaching in schools over the past 50 years Initially charting the rise of a new progressive approach in the 1960s the book then considers the implications for the subject and its teachers of three decades of central policy intervention Throughout document and interview data are combined to construct a narrative that details the fascinating and at times turbulent history The book is divided into two main parts The age of invention and The age of intervention The first of these sections details how innovative English teachers and academics helped to develop a new model The second section explores how successive governments have sought to shape English through policy A final part draws comparisons with the teaching of the subject in other major English speaking nations and considers what the future might hold English and Its Teachers is a valuable resource for those interested in the teaching of English in secondary schools from new entrants to the profession to experienced teachers and academics working in the sector Teaching Reading to Every Child Diane Lapp,James Flood,Cynthia H. Brock,Douglas Fisher,2013-06-17 This popular text now in its Fourth Edition

introduces pre service and in service teachers to the most current theories and methods for teaching literacy to children in elementary schools The methods presented are based on scientific findings that have been tested in many classrooms A wealth of examples hands on activities and classroom vignettes including lesson plans assessments lists of children s literature books to fiction and nonfiction texts and more illustrate the methods and bring them to life The text highlights the importance of teaching EVERY child to become competent in all of the nuances and complexities of reading writing and speaking The value of reflection and peer discussion in learning to expand their students literacies is emphasized Readers are encouraged to reflect on their own experiences with reading and teaching throughout their lifetimes experiences that will serve well in learning to teach reading Your Turn boxes invite readers to think about their views of the material presented and to talk with colleagues and teachers about their best ways of learning this new information Did You Notice boxes engage readers in observation and analysis of methods and classroom situations discussed in the text Teachers stories serve as models of successful teaching and to draw readers into professional dialogue about the ideas and questions raised End of chapter questions and activities provide additional opportunities for reflection and discussion All of these pedagogical features help readers expand and refine their knowledge in the most positive ways Topics covered in Teaching Reading to Every Child Fourth Edition Getting to Know Your Students as Literacy Learners Looking Inside Classrooms Organizing Instruction Assessing Reading Achievement The Importance of Oral Language in Developing Literacy Word Identification Strategies Pathways to Comprehension Vocabulary Development Comprehension Instruction Strategies At Work Content Area Learning What the Teacher Needs to Know to Enable Students Text Comprehension Writing Teaching Students to Encode and Compose Discovering the World Through Literature Technology and Media in Reading Teaching Reading to Students Who Are Learning English All Students are Special Some Need Supplemental Supports and Services to Be Successful and Historical Perspectives on Reading and Reading Instruction New in the Fourth Edition A new chapter on technology with state of the art applications A new chapter with the most up to date information on how vocabulary is learned and on how it is best taught responding to the national renewed interest in vocabulary instruction A new section on Readers Writer s workshop with a focus on supporting student inquiry and exploration of multiple genres A more comprehensive chapter on literature instruction and the role of literature in the reading program with examples that support students multigenre responses A discussion of literary theories with examples for classroom implementation Broader coverage of the phases of reading development from the pre alphabetic stage to the full alphabetic stage A more inclusive chapter on writing instruction and A thoroughly revised chapter on teaching reading to students who are learning English including extensive information on assessment and evaluation

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