

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?

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Table of Contents Memorandum English Second Language Higher Grade 2013

1. Understanding the eBook Memorandum English Second Language Higher Grade 2013
 - The Rise of Digital Reading Memorandum English Second Language Higher Grade 2013
 - Advantages of eBooks Over Traditional Books
2. Identifying Memorandum English Second Language Higher Grade 2013
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Memorandum English Second Language Higher Grade 2013
 - User-Friendly Interface
4. Exploring eBook Recommendations from Memorandum English Second Language Higher Grade 2013
 - Personalized Recommendations
 - Memorandum English Second Language Higher Grade 2013 User Reviews and Ratings
 - Memorandum English Second Language Higher Grade 2013 and Bestseller Lists
5. Accessing Memorandum English Second Language Higher Grade 2013 Free and Paid eBooks
 - Memorandum English Second Language Higher Grade 2013 Public Domain eBooks
 - Memorandum English Second Language Higher Grade 2013 eBook Subscription Services
 - Memorandum English Second Language Higher Grade 2013 Budget-Friendly Options
6. Navigating Memorandum English Second Language Higher Grade 2013 eBook Formats
 - ePub, PDF, MOBI, and More
 - Memorandum English Second Language Higher Grade 2013 Compatibility with Devices
 - Memorandum English Second Language Higher Grade 2013 Enhanced eBook Features
7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Memorandum English Second Language Higher Grade 2013
 - Highlighting and Note-Taking Memorandum English Second Language Higher Grade 2013
 - Interactive Elements Memorandum English Second Language Higher Grade 2013

8. Staying Engaged with Memorandum English Second Language Higher Grade 2013
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Memorandum English Second Language Higher Grade 2013
9. Balancing eBooks and Physical Books Memorandum English Second Language Higher Grade 2013
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Memorandum English Second Language Higher Grade 2013
10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
11. Cultivating a Reading Routine Memorandum English Second Language Higher Grade 2013
 - Setting Reading Goals Memorandum English Second Language Higher Grade 2013
 - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Memorandum English Second Language Higher Grade 2013
 - Fact-Checking eBook Content of Memorandum English Second Language Higher Grade 2013
 - Distinguishing Credible Sources
13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
14. Embracing eBook Trends
 - Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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