

Implementation of Instructional Methods and Learners' Views in Online/Offline Business English Classes*

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This study explores the participants' views on online and offline learning, and
Pedagogical implications and limitations are discussed. (Abstract, 180-200 words)

I. INTRODUCTION

Blended learning is referred to the teaching-learning activity that takes place in a face-to-face interactional e-learning setting (Graham, 2006; Singh & Reed, 2003).

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Thus, with practical teaching methods as a focus to help improve students' language fluency in this study, three research questions are posed:

- 1) What are the participants' views on online and offline classes?
- 2) Which of the two different instructional methods, reviewing or previewing the online materials, is more efficient in blended learning situations?
- 3) What are the perspectives of participants' attitude towards blended learning, and its effectiveness in blended learning?

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II. LITERATURE REVIEW

1. Learning Effects of Blended Learning

According to previous research on the blended learning model carried out by Kim and Choi (2004), among face-to-face classes, online classes and blended classes, blended classes showed the highest student achievement and higher satisfaction and participation when compared to online and face-to-face class groups.

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The blending of online classes with offline classes is being test-run at both offline centered universities and cyber universities.

2. Secondary-Level Heading

1) Tertiary-Level Heading

The traditional classroom environment in universities consisted of offline classes.

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Blended learning at offline universities provided a solution to supplement the offline or e-learning environments.

III. METHODOLOGY

1. Participants

Sixty three students enrolled in two separate General English I courses in a university in Kyoung-Gi province. General English I at this university was not mandatory, but an elective course.....

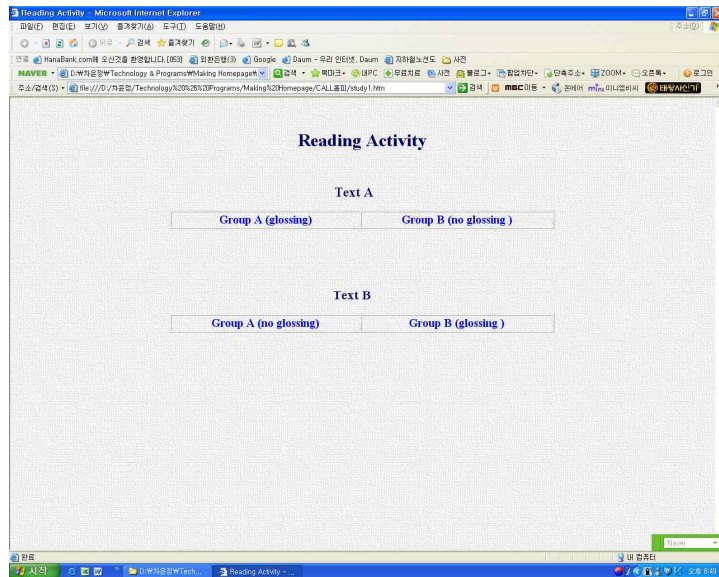
Class A consisted thirty students: 16 (53.3%) students were male, and 14 (46.7%) students were female. 18 (60.0%) of them were freshmen, 10 (33.3%) of them were sophomores, and two (6.7%) were juniors.....

2. Research Design and Teaching Procedures

For two semesters from fall, 2010 to spring, 2011, students were taught to use an online website called 'Global Business English for Jobs', which was developed by Hankuk

University.....

Therefore, in the spring semester of 2011, the instructor used two different instructional methods between the two classes, A and B. Participants in class A ($N=30$) learned content materials or lessons with the instructor in class, offline first, and reviewed the course materials again through the website at home by themselves.



[Figure 1] Experiment Created on Online

3. Measurement

To examine the effects of blended learning through each type of instructional method, RC and PC, participants took 10-minute quizzes based on online materials which they were supposed to review or preview. Unfortunately, this online website had no Learning Management System (LMS); thus, taking a quiz every week would be a favorable choice for motivating participants to either review or preview. They took 11 quizzes throughout the whole semester during the offline classes. These quizzes were analyzed by descriptive statistics.

IV. FINDINGS AND DISCUSSION

1. Participants' Views on Online and Offline Learning

To investigate the participants' views on online and offline learning in business English, three (pre, mid, and final) questionnaires were administered. The pre-questionnaire was designed to examine the participants' perspectives on online classes, and seven general questions about online learning were asked, as demonstrated in Table 2.

[Table 1] Pre-Questionnaire Related to English Online/Offline Classes

| Pre-Questionnaire |
|--|
| 8. Is this your first time to take English online classes? |
| 9. If you took English online classes before, what kinds of English classes were they? |
| 10. Do you believe that English online classes help you improve English? |
| 11. Why did you take this online/offline English class? |
| 12. Which English class do you prefer, online or offline? |
| 13. What is the strength of taking online classes? |
| 14. What is the weakness of taking online classes? |

V. CONCLUSION

This study investigated three research questions: the participants' views on online and offline classes, the efficiency of using two different instructional methods, reviewing or previewing the online materials, and participants' attitudes towards blended learning in business English, and its effectiveness in blended learning.

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APPENDIX

1. Appendix Heading

Key words: blended learning, reviewing, previewing

Applicable levels: tertiary education

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