

# An Action Research on Promoting Nursing Students' English-Learning Motivation through Hybrid Web-Based Instruction

## 混合式教學策略對提升護生英語學習動機之行動研究

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### 中文摘要

關鍵詞：混合式教學、混合式學習、學習動機、行動研究

本研究探討混合式教學 (Blended E-learning or Hybrid Web-based Instruction) 對五專護理科學生英語學習動機的影響，同時也藉此研究讓授課教師檢視自己的教學，經由反思、修正的過程，增長個人的教學知能，達到專業成長的目的。本研究採質性與量性法之程序進行，研究資料的蒐集來自問卷調查、教學活動記錄、教師省思札記、學生學習記錄、以及學生晤談紀要等。研究結果顯示，混合式教學在提升護生英文學習動機方面並無顯著效益，但卻能提高其對英語課程的參與度。質性資料分析則透露混合式教學的動機效益受學生的學習風格及學習意願所影響，對於習慣線上學習或學習意願高的人，網路科技為學習打開了另一扇門，但是對於沒有學習意願、或不習慣線上學習的人，網路科技的作用不大，甚至會因被迫上網導致排斥心理，學習興趣不增反減。經過此次行動研究，研究者對於課程和教學的關係有了不同的體會，從教學歷程中發覺，教師不該控制、也無法決定學習的結果，要獲得良好的教學成果與評鑑，須透過良好的師生互動與溝通。雖然本研究中多媒體網路輔助教學在提升學生英語學習動機的成效不如預期，然而只要其對學生有益，即便只是部份，仍值得嘗試。至於嘗試的方式是要讓學生自由學習、不予干預，或者教師規劃、強制學習，則是另一個值得探討的議題。

### Abstract

Keywords: hybrid web-based instruction, blended e-learning, learning motivation, action research

In light of the failure of English classroom teaching to meet student needs, the application of multimedia web-based technology to English language teaching seems to be a feasible and effective alternative in that it can make English teaching more lively, engaging and diversified, extend the learning environment outside the classroom in a timeless manner and provide students with more exposure to English. With a learner-centered philosophy in mind, this study attempts to incorporate multimedia technology and web resources into the general English course of the 5-year college program with a purpose to investigate the impact of such a practice on enhancing students' learning interest and class engagement.

This study was conducted within the action research framework, namely, planning, acting, observing, reflecting and revising. In practice, the researcher first identified the problems in her classroom teaching, then formulated a plan and carried out an intervention, and lastly evaluated the outcomes and developed further strategies in an iterative fashion. Both qualitative and quantitative data were collected through questionnaires, interviews, teaching diaries, activities records, student learning notes, online discussion, student assignments, etc. The obtained quantitative data were analyzed using descriptive statistics, reliability test and t-test, while qualitative data using content analysis, i.e. coding, classifying and theme-categorizing. These two types of data were triangulated to ensure trustworthiness.

The results of the study indicated that blended instruction did not produce a significant effect on the enhancement of student motivation, yet was helpful in increasing the students' class participation, leading to a broader and deeper learning of the English language.

## Introduction

### Background and Purpose of Study

A common scene that often takes place in the English class and that makes us teachers full of deep sense of helplessness and powerlessness is: the teacher talks incessantly and vigorously on the platform, while the students appear lazily and spiritlessly, showing no response to the teacher's questions. Why are our students always in lack of energy and interest in class? Is it that our lectures are too dull, or that our teaching mode is too rigid, placing the teacher as the center of learning and putting students in a passive position? Is a lack of interaction and communication responsible for making our students uninterested and demotivated? One thing is for sure: traditional teaching has failed to meet students' needs, and nor can it cultivate students' activeness in learning. As a result, a great majority of them do not possess basic English communication ability even after years of learning; they cannot introduce themselves in simple English, nor understand a simple English sentence. Obviously, the traditional mode of English teaching has got stuck in the mud and requires a change. Only when we clear out the old to make way for the new can we stimulate enthusiasm in our students to find the fun of learning English.

With the rapid development of computer technology and Internet boom, there emerges a great opportunity for us to innovate our teaching by incorporating multimedia online learning into the traditional classroom teaching to provide plentiful audio-visual resources, and to diversify the learning content, so that learning of English becomes interesting and more in line with individual needs, and then our students may become motivated. Based on such a belief, the researchers decided to integrate classroom teaching with multimedia web-based teaching and carry out an action study investigating how such blended mode of teaching affects students' learning motivation. It is also hoped that the teacher-researchers are able to achieve professional growth by reflecting on and adjusting their teaching during the process of conducting this action research project.

In a nutshell, the purpose of this study is to find out whether classroom teaching incorporated with network-based teaching can motivate students to learn English and how the teacher-researchers grow intellectually and professionally.

### Definition of terms

1. Traditional classroom teaching: It is the oldest method of teaching adopted universally to offer face-to-face lessons. Teaching materials are usually confined to textbooks or handouts. The teaching procedure tends to be one-way lecture—"the teacher talks, while the students listen". The class size tends to be big, and individual differences are often ignored. Students' learning interests are generally low.
2. Multimedia Web-based Instruction (WBI): Teachers pre-plan course materials and use technology to integrate text, images, pictures, and sounds before presenting them on the web platform. In the online virtual classroom, learning is no longer limited to fixed time and places. Students can pace their own learning and adjust their learning progress. This type of instruction is good for individual learning and remedial teaching. Although this technique has been adopted by many universities, it is not a perfect one. Often times the online courses were not engaging enough to motivate students to stick with it.
3. Hybrid instruction: It is also called blended instruction, mediated teaching, or web-enhanced/web-based instruction. It combines traditional classroom teaching with elements of online learning, thus having both the flexibility of the online environment and

advantages of face-to-face instruction. Students' learning process and performances on the web platform are included in course assessment. In addition to participating in classroom activities, students are also required to fulfill online course assignments. The hybrid teaching model contains the interactivity between physical entities and online learning, thus reinforcing and extending learning. Learners can use the advantages and features of digital learning independently to enhance their learning efficacy before or after they attend classroom lectures. It is a learner-centered strategy, providing learners with more choices and autonomy (Ward, J. & G. LaBranche, 2003).

## Literature Review

An abundance of advantages are associated with WBI, and yet the implementation of it does not guarantee success. The focus of WBI does not lie in whether the instructional materials have been uploaded to the e-platform, but rather in whether the students have logged online to learn the materials. A good WBI platform should interact with students in some way and simultaneously monitor their learning progress (Roberts & McInnerney, 2007). It must be flexible and allow for differences in learning styles and abilities. In the online learning environment novice web users may easily lose directions and experience frustration in learning. Aimless surfing of the Internet makes them unable to establish a comprehensive framework of knowledge, or causes cognitive overload on them, making it difficult to integrate knowledge structure. Therefore, Martin (1994) asserted that a good online course should pay attention to student learning behavior and learning progress, and try to maintain their motivation to learn.

Based on literature review and expert opinions, a successful online course should possess four elements:

1. Active learning: In the Internet learning environment the teacher's role is changed from an instructor to a guide, who points out a learning direction for students to follow, helping them take responsibility for their learning and construct knowledge of their own, rather than just passively store information in response to stimulation (Beffa-Negrini, Miller & Cohen, 2002);
2. Interactive collaborative learning: Through group work, such as collecting information on specific topics, conducting surveys via the Internet, or requiring group members to interact and cooperate for a common goal, the teacher can cultivate students' active learning behavior and increase their participation in learning acts (Kern & Warschauer, 2000);
3. Learner-oriented environment: To arouse students' interest, the teaching materials and activities on the net platform must attract students. Moreover, the teacher should construct a learner-oriented environment to allow students to practice integrating results and constructing knowledge through carrying out a special plan or a project in small groups, so that students may gradually become leaders of their own learning (Binner, Dean & Millinger, 1994; Phillips, 2008; WestEd, 2008);
4. Well-rounded curriculum planning: Web-based instruction is a great tool in assisting life-long learning, but it is not without limitations. The learner's lack of self-sustaining or self-learning capability, losing learning directions, or experiencing frustration are all negative factors. Therefore, WBI requires clear teaching objectives and sound curriculum planning and arrangements to guide the learners to make meaningful learning (王立行, 1993; Warschauer, 2000).

## Hybrid Web-based Instruction

Web-based instruction can be roughly classified into two types: "fully online" and "partial online or blended". In a fully online course, all instruction is given through the

Internet; there is no "face to face" teaching. Such a model has the advantage of cost effectiveness as there is no need to hire teachers or provide classrooms, and there is no limitation to the number of students. Therefore, it is usually adopted in adult education or remedial teaching. As online learning emphasizes "independence", learners must have perseverance, endurance and self-discipline in order to self-motivate, self-supervise, and self-plan. Nevertheless, the majority of people are indolent and have long been accustomed to "teacher-centered" learning, so their learning attitudes tend to be passive. To deal with such problems an external "scaffolding framework" becomes indispensable. With teachers' planning, administrative support, peer interaction and encouragement, learners are then empowered to build up competence to study independently and actively. Only then can online courses play a significant role in student learning. (戴維揚、楊金月, 2008).

The second type of online instruction—partial online or blended instruction—can just serve as the "scaffolding framework" (劉繼仁, 2006; Ko & Rossen, 2001; Zhang, 2003). Using WBI to complement traditional classroom teaching not only integrates the advantages of digital learning and face-to-face learning but also overcome some of the problems with fully online courses, such as no sense of involvement and presence, lack of learner autonomy, and absence of supervision. Through online learning platform, students can access at any time to learn or review the course content, download or upload course work, make comments, etc. Meanwhile, in the school classrooms, students can be discuss and interact face to face with their teachers and classmates. As a result, the learning environment is instantly expanded.

連育仁 et al. (2003) applied this hybrid method to the teaching of Chinese poetry to secondary school students and obtained very positive results and feedback. Not only was the students' interest stimulated, but student-teacher or student-student interaction also increased a lot. In addition, all the data, including the comments students made on the platform, discussions in the forum, online games, and written works, were saved in the database, leaving a complete record of the learning process. The study thus concluded that the integrated teaching mode has more advantages over a single mode in terms of students' learning efficacy.

Another study by 陳 and 劉 (1999) indicated that the blended mode of instruction, which provides the key elements for learning, benefits both the teacher and students in that it records the learning process as a reference for making amendments to instruction.

The example of Jinan University demonstrates the superiority of blended instruction over a fully online program. Since 2004 first to third-year students in Jinan University have been required to self study 30 English lessons online per academic year and take **regular** exams held by school. In addition, students need to submit an English report once they finish studying one unit. Over years of implementation, they obtained mixed results—striking success with freshmen, yet miserable failure with second and third-year students. The first-year students had the highest satisfaction, and over 80 percent of them submitted reports and took joint assessment tests regularly, while the sophomores and juniors did not seem to follow the school policy (requirements). The reason was that first-year students needed to take "freshman English", in which the online learning part accounted for 40% of the semester grade, while the second and third-year students had no required English courses, and were consequently not constrained by the web courses. This case illustrates the necessity of binding online curriculum with a tangible course, just as the project leader, Professor Lai Chiu-yueh, claimed: "We were thus able to conclude that the only way to ensure a successful execution of an online English self-study program such as ours is to couple the program with a required English course ... by building the student's performance in the program into his or her final grade of the required course."

## Web-Based Instruction and Learning Motivation

Motivation is one of the keys to successful language learning. Learner motivation and attitude have a great impact on teaching effectiveness. Many studies have indicated that the incorporation of multimedia web materials into class teaching can help to stimulate the learner's intrinsic motivation and enhance their learning desire through elaborate multi-media context and design (Reber, 2005). 莊 and 唐(2004) surveyed technical college students to explore their motivation and attitudes towards online learning. Their study found that students approached digital learning with a high degree of interest and motivation. Other studies that compare traditional teaching with network teaching also found more positive attitude and higher learning interest in the subjects who receive WBI (Sullivan & Pratt, 1996; Warschauer, 1996).

In a similar vein, 馮 et al. (2002) conducted a survey regarding student perceptions of network assisted instruction. Among the 99 subjects surveyed, 64% agreed that online learning can increase their interest in English learning, and 52% thought online learning could inspire their motivation. In other words, the majority of students were positive about online learning.

In contrast with previous studies, 許 (2002) compared the differences of two groups of students (one group received network assisted instruction, while the other who received traditional teaching methods) in English achievement and learning motivation. His study reported no significant differences between the two groups, whether in achievement or motivation. Wu (2004) argued that although web-based learning is a fun way of learning, but does not equal effective learning. For the passive learner, multi-media e-learning is still not attractive enough to trigger their intrinsic motivation, thus leading to disappointing learning outcomes.

From the studies reviewed above, we can see that plenty of research has been done on Internet-related instruction, and yet few have been conducted to explore the relation between blended instruction and student motivation. In fact, what most of the studies explored was learners' beliefs and perceptions, rather than motivation. They used survey questions that asked whether the respondents thought or agreed that their interest or motivation has been increased or not, but failed to adopt a valid **motivation** scale to measure learner motivation, thus making it necessary to conduct a research that uses a proper instrument to measure the changes in subjects' motivation during the experimental period.

## Methodology

### Participants

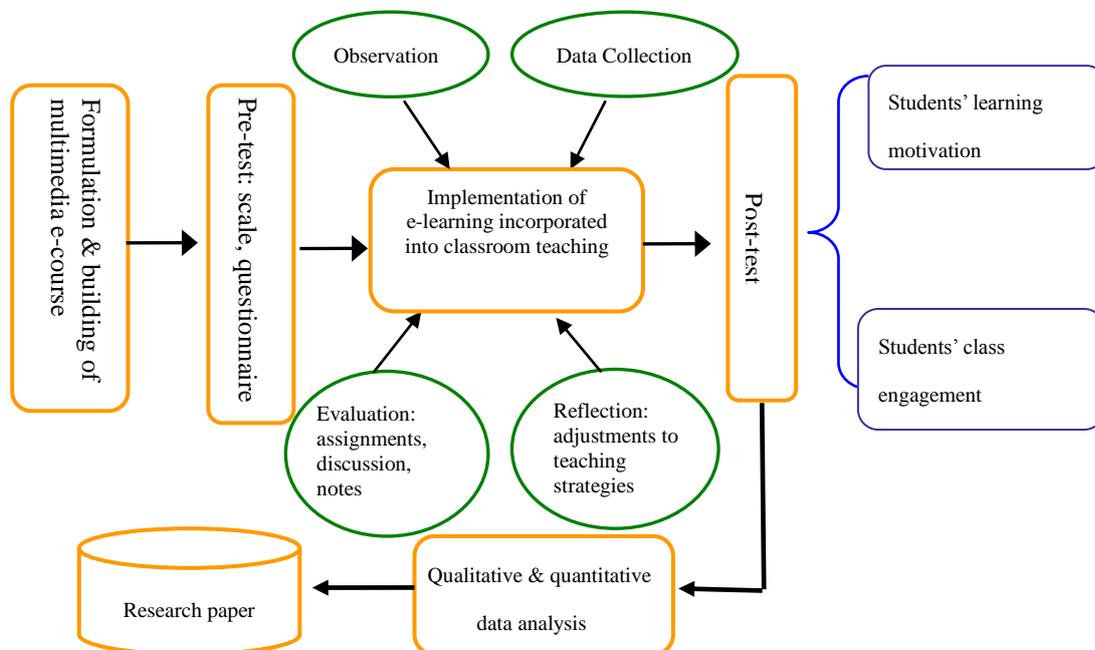
The study involved **48/51** nursing students in their second year of the five-year junior college program. Participants were aged between 15-16, with only three males.

### Research Design

The researcher had planned the e-course curriculum and implementation details before the experiment began. Along with the multimedia materials **produced**/recorded by the researcher herself and a variety of classified web resources set up on the e-learning platform, the course plan, assignments, tests and discussion topics were formulated beforehand. In the first week of the experiment, the researcher carefully explained the e-learning course planning, requirements, and learning tips. The pre-test of English Learning Motivation Scale was carried out in the second week, while the intervention began. To make proper adjustments to the experiment, the researcher observed subjects' online learning processes, including log-on

times, learning duration, forum messages, and course assignments. Additionally, questionnaires, learning diaries, and student interviews were collected to examine subjects' learning processes and problems. The post-test was conducted at the end of the experimental period so as to investigate the effects of incorporation of multimedia technology into English classroom teaching. The following figure shows the action research framework of the study.

Figure 1. The action research framework of the study



## Procedures

The study adopted a combination of traditional classroom teaching and multimedia web-based instruction to the weekly three-hour English class. Participants were required to take e-learning course (See Appendix for the curriculum) and submit assignments through the e-learning platform as well as the regular English class in the classroom, a mid-term exam and a final exam. Participants' learning duration in the e-course and their online assignments were recorded and graded, which accounted for 30% of their term grade.

## Instruments and Data Collection

The research instruments used in this study included the e-learning platform for experimental teaching, quantitative questionnaires, and qualitative data analysis.

### 1. e-learning platform:

The teacher built teaching content into e-course through system services provided by the school's e-learning platform, such as course management, class management, evaluation and discussion forum. The materials for e-learning course were carefully selected to inspire subjects' interests and meet their learning demands as well. There were seven units in the e-course, including relaxing units like "Learn English by Singing" and "Learn English through Stories," practical units such as, "Basic English Grammar" and "English Pronunciation." Each of the seven units involves a number of lessons, all of which were presented in the form of multimedia.

Figure 2. The study's e-course on Fooyin e-Learning Campus

The screenshot displays a web browser window with the following content:

- Browser: Windows Internet Explorer, address: <http://cun.fy.edu.tw/learn/index.php>
- Page Title: EN016 您好！您正在[教室環境]中
- Navigation: 學習互動區 | 評量區 | 資訊區 | 個人區 | 校園廣場 | 辦公室
- Course Info: 0982\_英文(四)\_5B2 | 課程公告 | 開始上課 | 課程討論 | 議題討論 | 分組討論 | Adobe cc | PM 01:15
- Learning Path (Left Sidebar):
  - 超優的英語學習網站
  - AMC 補救教學系統
  - 英文發音課程
    - KK 音標 Phonetics
    - 自然發音 Phonics
  - 初級英文法
    - 文法與寫作指南
    - 余綺芳英文教室
    - 國中英文法診斷網
    - 蝦米老師的文法教學
  - 小故事大道理
    - 知足常樂
    - Little Boy Touches H
    - 友誼
    - 三歲小孩開挖土機
    - 火車鐵軌和小孩
    - 教育的未來(Did you k
    - 教育的未來\_雙語版
- Main Content Area:
  - Banner: **超優的英語學習網站，一定不能錯過！**
  - 發音 (Pronunciation):
    - 發音教學 (超棒的國內網站，包含自然發音及KK音標的完整學習)
    - 美國愛荷華大學製作的KK音標網站 (有真人及動畫的嘴型圖喔)
    - 自然發音教學 (每個字母反覆發音，還可以玩Phonics Games的翻牌遊戲)
    - 26個英文字母的自然發音 (含例字，特別適合兒童)
  - 字彙 (Vocabulary):
    - On-line Vocabulary Levels Tests 測驗一下自己的字彙量，從最易的1000字開始，選擇版本A或B皆可
    - 免費自學英文教材 / 初級單字 (畫圖、音標、例句與真人發音)
    - Level 200 Vocabulary Test (Match pictures with words • 選擇一個主題始作字彙練習)
    - English Proverbs 英語諺語
  - 聽 (Listening):
    - Rendall's ESL Cyber Listening Lab
  - 說 (Speaking):
    - Let's ABC 生活會話

## 2. Quantitative data:

Based on the related researches discussed in the previous chapter, the researcher designed the English Learning Motivation Scale (See Appendix 1) in order to measure changes in subjects' learning motivation during the experimental period.

## 3. Qualitative data:

### (1) Teaching diaries:

To explore whether students think positively about blended e-learning, the teacher observed and kept a record of subjects' response and feedback during the experiment. In addition, the unusual experiences, problems and difficulties, and adopted solutions were recorded in the teaching diaries to serve as an essential part in reflecting and improving the instruction.

### (2) Student learning notes:

Once the student finished an online assignment, he or she was required to complete a learning note, including a summary and a reflection on the learning process. Thus, both students and the teacher kept track of their learning progress and weaknesses.

### (3) Interviews:

The study adopted semi-structured interviews, including retrospective accounts and cued questions. The interviews were carried out twice during the experimental period. One was conducted after the mid-term exam with the aim of identifying weaknesses and making improvements in the web-based instruction. The other was conducted after the final exam in order to explore students' perceptions of e-learning. Three subjects were selected for the one-hour interview, respectively from the top, average, and bottom of the class.

## Data Analysis

The obtained quantitative data in the study were analyzed by SPSS for Windows 10.0, using Cronbach's  $\alpha$  reliability test, descriptive statistics, and t-test. The results revealed the changes of subjects' learning motivation during the experimental period. The qualitative data were analyzed on the basis of the steps suggested by Patton (1990). First, the data were gathered, the content was then classified, coded, theme-categorized, and an argument was proposed. Finally, following an interpretation and explanation, a cross validation with the quantitative results was made.

## IV. Results and Discussion

### 1. How did blended e-learning inspire students' English learning motivation?

According to the t-test results of the pre-test and post-test of "English Learning Motivation," participants' motivation wasn't enhanced as a result of the intervention of multimedia technology, which was the same as 許's (2002) research result ( $t = .12, p > .05$ ).

Table 1. Changes in subjects' motivation during the experimental period (N=51)

Category	Test	Average	SD	R	Average Deviation <sup>a</sup>	t-value
Learning motivation	pre-	3.41	.54	.83***	-.01 <sup>a</sup>	.12
	post-	3.40	.56			

<sup>a</sup> Average Deviation = post-test average - pre-test average

\*  $p < .05$     \*\*  $p < .01$     \*\*\*  $p < .001$

In contrast to the quantitative results, the qualitative analysis of students' learning notes revealed that most of the subjects (72.5%) made positive comments on e-learning and showed great interest. The respondents' accounts in the learning notes were divided into three **categories/major themes** as follows:

- (1) Flexible time and location for e-learning course enhance students' learning motivation.

*(student learning note S970022\_1) I always feel tired in class. It's really difficult for me to get focused when I didn't get a good night's sleep or when I stayed up late working on reports the previous night. I don't think classroom instruction gets good effects. By contrast, e-learning gets better effects. I can choose to log on when I'm in good shape. Even though it's a requirement to take e-course, I think it's a good way for me to learn.*

- (2) Diversified learning materials meet students' demand of novelty and variety.

*(student learning note S970101\_2) I like the story website—BC because it's got a word game. It's a lot of fun. Besides, it's fun reading the animated stories. There's a pause between pages, which allows me to look up the new words. Thus, I can understand every word in the whole story. What's more, I can download interesting vocabulary worksheets, with lovely illustrations.*

*(student learning note S970214\_1) I used to learn English from textbooks, which is boring. But now I can learn from more interesting e-course, with animation, music, and teacher's recorded instruction.*

*(student learning note S970265\_1) Learning English becomes diversified and more interesting. I am more willing to learn English.*

*(student learning note S970297\_1) The teaching method is so different. It has inspired my motivation to learn. The animation teaching has particularly attracted my attention.*

*(student learning note S970307\_1) With our teacher's recorded instruction, the e-learning course gets more friendly. Besides, the content is practical and the design is user-friendly. It's a big help for me to learn English. I can learn in a relaxing way, under no stress at all.*

*(student learning note S970356\_2) The web-based instruction is very different from the way I used to learn English. I don't get bored. While learning goes beyond textbooks, it becomes more interesting and broader. It makes me more eager to learn.*

(3) Enriched content satisfies various learning needs.

*(student learning note S970031\_2) Through the website of "Live Everyday English", I can learn many useful phrases in everyday conversations. Learning English becomes more fun. I used to believe that it was boring to learn English words. Now I put the words in phrases, and the phrases in interesting sentences. They are so useful.*

*(student learning note S970184\_2) I love the section "Learning English by Singing" in particular. I can learn about the Western culture and the singers' background as well as the English language.*

*(student learning note S970205\_1) e-learning is so much fun... It's more interesting than the other subjects. With a focus on the four skills of language—listening, speaking, reading and writing, the e-course provides so many things for me to learn.*

*(student learning note S970325\_2) e-learning has a variety of interesting lessons, including English phonics and KK phonetics. After taking the lessons, I can read the words on my own.*

The excerpts from students' learning notes suggested that web-based instruction played a part in enhancing their learning motivation, while the quantitative data analysis revealed no significant results. The researcher assumed that it was probably because the subjects didn't feel comfortable revealing their true feelings with their names on the notes. To investigate whether the web-based instruction inspire the subjects' motivation, the researcher asked them to do another survey anonymously. According to the survey, 18 respondents believed e-learning inspired their motivation, while 33 respondents disagreed. The reasons why the subjects thought e-learning didn't help enhance their learning motivation are as follows:

- (1) e-learning took too much time. With many other subjects to study, extracurricular activities and part-time jobs to do, it was difficult for them to spend time on e-learning.
- (2) e-learning caused a lot of trouble. It involved a computer and access to the Net, which caused inconvenience for those who didn't have the required equipment.
- (3) e-learning was a requirement, not an option. It was stressful for students to do extra assignments and reports. E-learning had reduced their learning motivation instead. They believed textbooks and handouts are better learning tools for them.

In order to further understand student opinions of e-learning, the instructor interviewed nine students (see Methodology for the selection of the interviewees). The interviews suggested that many students were motivated by e-learning although a number of students showed less interest in it. Some students responded, variously, that it caused physical discomfort such as eye strain (interviewee: S40981201); it made no difference since they never liked English anyway (interviewee: S18981201), and that they put it as the last priority of their personal matters (interviewee: S09981201). Others said that they didn't have time and computers at hand to do e-learning (interviewee: S39981201), or they would rather read printed documents instead of dealing with technical problems such as frequent crashes and slow computer speed (interviewee: S15981201).

According to the feedback above, we discover that e-learning mode does not always suit everyone. Students' learning styles and motivation determine whether they are willing

to learn via multimedia web-based technology. Web technology opens a window of alternative learning for those who are either aggressive or interested in English learning from the start. However, web technology helps learning very little for those who are unwilling to learn or who are not fond of e-learning. Even worse, the interest or motivation of the reluctant learners may decrease when they are forced to learn online. The result made the researchers realize that multimedia application does not necessarily improve overall interest of students and that the effects of technology is actually limited.

Although blended e-learning cannot comprehensively enhance students' learning, it is found that hybrid web-based instruction was helpful in increasing the students' class participation, leading to a broader and deeper learning of the English language, as evidenced by the instructor's teaching diaries, student interviews, student learning notes, student assignments and online discussion (see Appendix 2 and 3).

### **(Teaching Diary 981114~16)**

*I used to evaluate students through attendance, class performance, concentration on lectures and responses to instructors as their class participation. It seemed to be a passive evaluation as students lacked active participation in class. Compared to the traditional teaching, the combination of in-class teaching and e-learning immediately expands means of students' participation such as choosing their favorite topic online, writing learning notes, doing online assignment, or giving responses to questions.*

### **(Student Interviews)**

*S02: What I learned from the course is to know how to use web resources to learn English anytime. I feel I have become more spontaneous.(interview S02990114 )*

*S26: I had no idea there were so much free web resources available which saved money buying textbooks and CDs. Learning English is easier than before. (interview S26990114 )*

*S39: I didn't know how to improve my English ability. The e-learning seems to show me the directions for English learning.(interview S39990114)*

*S43: The part I like most is English songs since I can listen to songs and learn new words. I would occasionally read the webpage to see if there are new songs put in. I'm really fond of this activity.(interview S43990114 )*

### **(Student learning notes)**

*S970292: I learned quite much from English course this semester. I dozed less in class. I got to know lots of useful words and phrases from the lessons you designed. Very nice place where I can practice real-life language and keep it in mind.(learning notes S970292\_2)*

*S970321: I have to confess my grammar is poor. I know how to say or write a complete sentence, but don't why. I want to learn but I don't know how. Although I did well on the Basic Competence Test, I still don't know how the words are ordered to become a sentence. My English ability in the first grade didn't improve since my English teacher was lenient. However, you asked us to learn web course and I found your grammar lessons useful. I've tried to learn for a while and figured it out. Besides, I do like English song learning. There are many phrases and colloquial expressions. Thanks so much.(Learning notes S970321\_1)*

*S970373: I learned KK phonics when I was little. I forgot how to use it after a period of time and began to read words sloppily. Thanks to the website you offered, it reminded me of the KK phonics I learned in cram school. The videos show how to pronounce correctly and I can learn to do along with the computer and mirror. Happily, I can learn spontaneously. I'm pleased to be able to correct my pronunciation. (Learning notes S970373\_2)*

To sum up, students in the conventional teaching merely learn units taught in the textbook. The content is insufficient. However, hybrid web-based instruction was helpful in increasing the students' class participation, leading to a broader and deeper learning of the English language. The students' learning notes show they attended learning websites

that cover listening, speaking, reading, and writing. Yet more importantly, they had reflected on their own learning and were thus intellectually involved in the learning process.

## **II. What did the teacher-researchers learn and gain from this action research?**

Through this action research, the teacher-researchers have achieved the following gains:

1. Daring to make a change in teaching methodology and philosophy: The researchers are no longer constrained to conventional teaching methodology and are willing to try advanced technology. Hopefully, students would have fresh learning experience as well as different thoughts toward curriculum and teaching. Curriculum is supposed to develop along with the teaching progress, during which instructors reorganize their teaching materials and evaluate the research hypothesis. Besides, researchers realize action research helps shorten the distance between theories and practice as well as reflect on the change of curriculum and teaching philosophy. The instructors used to dominate teaching, playing the feeder role and ignoring students' needs and inner voice. Students should be the center of learning and teachers should revise their curriculum and teaching according to students' needs. This is what the practice of teaching should be.
2. Becoming more adept at planning and applying multimedia web technology: Before conducting this action research, the researchers had never applied information technology into teaching. By implementing the research project, the researchers were able to practice repetitively to improve the teaching content on the web to meet students' needs. The researchers also learned to produce digital audio materials, to build up online questionnaires and test banks, and to manage online scoring and assignment systems effectively. For teachers, this helps enhance teaching strategies and their capability of linking web teaching with research.
3. Placing more emphasis on Teacher-Student interaction and communication: From the teaching process, the researchers realize that teachers neither should nor could truly control the outcome of learning. An effective analysis and evaluation of teaching effects requires good student-teacher interaction since the learning process is "hidden." Through discussion and adjustment of curriculum design, students' learning happens.
4. Understanding technology's "can" and "can't": Technology does have a number of advantages, but it has limitations, too. This research shows e-learning mode does not fit all students. How much they are willing to learn via multimedia web-based technology depends on their learning style and motivation. Web technology opens a window of alternative learning for those who are originally either interested in learning English or active learners. However, technology helps little for those who aren't willing to learn or are not fond of internet learning. Even worse, their learning interest would decrease as students are forced to learn on-line. Such a result runs contrary to the researchers' expectations. Therefore, the researchers realize multimedia does not comprehensively increase students' learning interest as declared by multimedia's supporters. It cannot win praise from all students. Nevertheless, it is worth trying, though it may benefit merely a part of students. Whether to let students freely learn without intervention or to let them learn under an instructor's planning with learning restrictions and guidance is another issue for further discussion.

## **Conclusion and Suggestions**

Based on the research findings, the study makes the following conclusions:

1. According to quantitative data, the results of hybrid web-based instruction study indicated that blended instruction did not produce a significant effect on the enhancement of learning motivation, yet was helpful in increasing some students' motivation as the qualitative data showed. This suggests multimedia technology can partially enhance English learning motivation, but not comprehensively as many researches have asserted (戴維揚, 2001; 王黃隆, 2002; 戴維揚、楊金月, 2008; Marriot & Torres, 2006)
2. Hybrid web-based instruction, though, cannot comprehensively enhance learning motivation, yet it helps increase students' class participation. In other words, the combination of hybrid web-based instruction and in-class curriculum is able to broaden students' learning range and increase student-teacher interaction and students' class participation.

Based on the conclusion above, the research suggests:

1. The objectives of web-base instruction should be clearly defined: The objectives of web-base instruction may determine how the online program is run. If increasing learning interest is the main goal, the online learning part should probably not made compulsory, or the score percentage of evaluation for online learning should be lowered. Otherwise, too much learning load would damage interest. However, if class participation or learning achievement is the top priority, the score percentage should be raised so that students would pay more attention to it. It's hard to have it both ways. Therefore, the study suggests while incorporating web-base instruction into the general English course, the scoring percentage should depend on the teaching objective.
2. Classroom teaching should be the mainstream to be supplemented with web-base instruction: Technology does open a new page of English teaching development, yet it does not necessarily fit all students. Passive learners and those who don't get used to web technology need to rely on the instructors' supervision and peer interaction. Without external motivating forces, students would not spontaneously learn via the Internet. Therefore, the study argues that teachers and classrooms should still be the dominant medium of teaching, and web-base instruction should play an assisting role in learning. It cannot replace traditional teaching.

### **Limitations and Directions for Future Studies**

This study didn't have a control group, so whether traditional teaching methodology has the same outcome as hybrid web-base instruction is not determined. In the future studies, an experimental group should be included. The second limitation is the small number of participants (only 51 subjects), so the generalization of the outcome is limited. The future studies can involve more subjects. Lastly, the web-base instruction in the study is compulsory, which might lead to students' poor learning motivation. A contrastive group could be included in the future study to obtain a more objective and rigorous analysis.

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## Appendixes

### 1. English-learning motivation scale

作答指示：從 1 ~ 5 中，選擇一個適當的號碼，並打勾。

No	Item	SD	D	N	A	SA
1.	我認為學習英文很有趣。					
2.	我寧可花時間念其他科目，也不想讀英文。					
3.	英語是國際語言，人人都應學習它。					
4.	我認為學英文是在浪費時間。					
5.	學好英文並非我生命中的重要目標。					
6.	我認為英文能力的提升對我在專業知識的獲取有正面效益。					
7.	我希望儘可能多學些英文，早日達到理想的境界。					
8.	我希望能結交一些講英語的外國朋友。					
9.	老實說，我沒有特別想學好英文的慾望。					
10.	假如學校沒有英文課，我可能就此不再學英文。					
11.	我每週課後花在讀英文的時間比其它學校科目少。					
12.	假如可能，我希望能增加英文的上課時數。					

13.	在學業告一段落後，我仍會繼續增強英文能力。					
14.	我會從日常生活中找機會接觸學習英文。					
15.	當聽不懂上課內容時，我會問老師或同學。					
16.	如果有機會參加英文課外學習或競賽，我會主動報名。					
17.	對於英文作業或考卷的錯誤，我很少注意或訂正。					
18.	上英文課時我很容易分心。					
19.	我讀英文通常是隨性而無特別的計劃或方法。					
20.	我會找一些适合自己程度的英文書來看。					

## 2. Examples of students' online learning notes

超優網站之學習日誌					
姓名	陳 xx	學號	5NS970321		
單元名稱	英語直通車+老師線上教學 英文歌曲教學講義				
學習日期	12/1	11/30	11/10	11/9	11/8
累積時間	3	1	2	1	2.5
學習內容重點	<p><b>Be 動詞的用法</b></p> <p>1. be 可以做助動詞，也可作本動詞:當 be 作助動詞時，要與 本動詞憶起構成動詞片語，表示時態、語態等。</p> <p>2. be 動詞作為動詞表示狀態或客觀存在等意思。</p> <p>3. be 動詞+現在分詞構成各種進行時態。</p> <p>4 be+過去分詞構成被動語態。</p> <p><b>地方介係詞</b></p> <p>1. along:沿著...，順著... I'm walking along the river.</p> <p>2. across:從一邊到另一邊，在...那邊 There are many trees across the river.</p> <p>3. towards:像...，朝... I saw her walking towards the bank.</p> <p>4. in front of:在...的前面 There is a fruit tree in front of the hose.</p> <p>5. behind:在...之後 There is another fruit tree behind the house.</p> <p><b>時間介係詞:</b></p> <p>1. in:用於表示除日以外的某一段時間段。表示年齡段,時間段或在某段經歷中 He'll come back in a week. I haven't met her in a long time.</p> <p>2. at:表示時間的某一點;at 表示節日或年齡 How could you be so forgetful at the age of sixteen? Jane will meet her boy friend at Christmas.</p> <p>3. on 表示某日合某日連用的某一段時間 You were late on Monday last week.</p> <p><b>副詞的正確使用</b></p> <p>1. how 用來修飾副詞，而 what 用來修飾名詞。不可說 what big...How bib</p>				

	<p>the lobster is.</p> <p>2. so 是副詞，修飾形容詞，形式是 so+形容詞+a+單數可數名詞。It's so big a lobster that I can hardly lift it.</p> <p>3. enough 作副詞，在被修飾的形容詞後。 不可說 enough big This is big enough for my girlfriend and me to eat.</p> <p>4. 頻率副詞在第一位的駐動詞後。不可說 I will be never caught. I will never be caught.</p>
學習心得	<p>我必須承認我的文法真的很爛，我知道要怎麼寫或說出完整的句子，但我卻不知道為甚麼這樣組合，因此一陣子沒用到我就會忘記他的組合是如何排列，雖然我一直很想學，但我卻不知道要該從哪裡下手或著手，因此越激越多，國中畢業了雖然一側的英文考的不錯，但我還是不知道他的意義，上專科後，我的英文更是直直落，因為當時的老師混嚴格的要求我們，所以我更是放縱。</p> <p>但專二後，老師您有點強迫的要我們學習這網站內的英文，我便發現這個英文文法網站，他真的很有用，以前我從來不知道原因，只知道要傻傻的放下去，現在我終於有點頭緒，還有英文歌詞語的分享與英文歌介紹教學，我真的很喜歡，雖然我還沒很流利，但已經有發現歌詞內的一些片語和口頭的使用法，真的很謝謝老師。</p> <p>Thanks teacher, although my English grammar has not been good, but I have the progress at least.</p>

超優網站之學習日誌					
姓名	王 xx	學號	5NS970064		
單元名稱	<a href="http://cun.fy.edu.tw/learn/index.php">http://cun.fy.edu.tw/learn/index.php</a> 發音教學 <a href="http://www.uiowa.edu/~acadtech/phonetics/english/frameset.html">http://www.uiowa.edu/~acadtech/phonetics/english/frameset.html</a> KK 音標網站 <a href="http://cun.fy.edu.tw/learn/index.php">http://cun.fy.edu.tw/learn/index.php</a> EPT 美語 <a href="http://cun.fy.edu.tw/learn/index.php">http://cun.fy.edu.tw/learn/index.php</a> 英語諺語 Rendall's ESL Cyber Listening Lab LIVE ABC 生活會話				
學習日期	11/29	12/1	12/5	12/10	12/16
累積時間	2 小時	1.5 小時	4 小時	1.5 小時	3 小時
學習內容重點	片語 (較常用的文法句子) 慣用語 (常用的語句) 發音教學 (自然發音、子音及母音) KK 音標 (音標的發音) 文法教學 (常講的文法語句) 英文對話 (生活常用語句) 英文諺語 (從 A 到 Z 所有開頭的諺語) 生活會話 (日常中常用的話語)				
學習心得	<p>我覺得利用網路學園學習英文真的很有趣，因為這樣讓學英文不只是呆板板的看著書，而是亦能藉由上網閱讀等方式來學習，感覺也變的更生動有趣。</p> <p>雖然最近比較沒有時間上網路學園學習英文，但我還是覺得受益良多。</p> <p>說真的，以前學的 KK 音標蠻多都忘的差不多了呢，而這次我特別先連了 KK 音標的網站，終於讓我找回大部分的記憶啦!!!</p> <p>不過或許是家裡電腦的問題吧，有些網路都連不上、或者是慢到不行，害我</p>				

	<p>都因此而放棄了幾個網站，還真可惜啊！  還有，有一個網站有超多的英文諺語，  從 A 到 Z 所有開頭的諺語都有，真的很不錯呢！  在諺語這個網站，我也是花了蠻多的時間閱讀它，  希望都能夠一直記得啊！</p>
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## 2. Examples of students' response to online discussion questions

### ● What's your favorite or most unforgettable childhood memories?

(5NS970003)

When I was thirteen years old, my parents took me to beach in Kun Ding.  
The sea was very clear. We played a lot of games.  
Though the sun was hot, we even had fun!  
I can't forget experience that time forever.  
I want to go there with my family and friends again.

(5NS970064)

My favorite childhood memory is visit my uncle in Canada.  
The view in Canada is very beautiful.  
And the foreigners are friendly.  
I want to go to Canada again, but I don't have enough time.  
So I hope I can go to Canada in future.

(5NS970214)

I remember in my children time.  
I used to ride bicycle with my friend.  
And we always go to center park.  
that was my the happiest time becuse we didn't have exam.  
But now i still happy becus i have many good friend.

### ● Tell me about yourself. Your name, family, hometown, hobbies, major of study, future plan, etc.

Hello, my name is Katie Wang. I'm 16 years old.  
There are four people in my family, my father, mother, younger brother and me.  
My hometown is 澎湖, the air in there is clean. And my hobbies are listen to the music, shopping, and chat with my friends on the internet.  
My major of study is about nursing, and future plan is to be a good nurse.

My name is Energy Chang.

I study 5rd college of nurse.

IN future, I will be good nurse.

MY hobbies is playing online game and listening pop music.

I live in Kaohsiung and I was born in Kaohsiung too.

My family has four member, sister ,brother, my MOM AND ME ...MY FATHER has been dead when I studied 3RD of elementary school

My name is Lo Yueh-han. i have a father a mother and a sister. My hometown is in pingtung. I have a lot of hobbies. For example badminton mental arithmetic. My major is nurse. Future plan still a nurse.

My name is Miko. I'm from Tainan. There are five people in my family. I study in Fooyin university.  
Protects the science subjects second grade. My hobby is sleeping. And my favorite is Math. I hope I will be a good nurse in the future.

My name is Enya Wu. There are four people in my family. My parents, brother and I. My father is a soldier. He likes play tennis very much. My mother is a housewife. She always clean our house. And my brother is a college student. My hometown is in Kaohsiung. I like Kaohsiung very much. Because it is

very beautiful. My hobbies are watch TV ,study English and play computer games. My major of study is Nursing. I like it very much. My future plan is to be a Perfect nurse.

I'm 何享憶, my English name is Winnie. I have one sister and my hometown is 高雄.  
My hobby is read novels. My major subject is 護理. My future is 2-year college.

● **Can you live without a cell phone? Why or Why not?**

(5NS970064)

No, I can't.

Use the cell phone is become important now.

The most of people always use the cell phone every time.

Because have a cell phone is very convenient, use it can surf the internet, chat with friends and take note.

So I think I can't live without a cell phone.

(5NS970226)

I think I can't without cell phone. The cell phone is very important to anybody now. Very convenient contact the people who you want to the liaison.

(5NS970292)

I think sometime cell phone is important for me. When I am not at home, my friend can find me by cell phone. It's convenient, and I can call my mother or father and tell them where am I. Don't let her worry.