Face-to-face + online = success?
What I learned from designing modular blended learning listening and speaking skills development courses at the University of Pécs

Krisztián Simon
University of Pécs. Hungary
simon.krisztian@pte.hu

1. Introduction

The study looks at a two-semester long project that involved the combination of face-to-face and online environments to improve the overall learning experience and language skill development of English majors. The longitudinal study took place at the Institute of English Studies at the University of Pécs and involved 53 students between the ages of 18 and 25.

First, constructivism is introduced as the key learning theory of the project and its relations to blended learning and the flipped classroom approaches are explained. Next, various aspects of content creation are discussed, such as relating listening and speaking skills to social and individual learning possibilities and to core concepts in the two environments.

Finally, the findings of online student activity measurement, weekly feedback questionnaires and a focus-group interview are analyzed. The project identified key factors related to the feasibility of such a blended undertaking, components needed to succeed and further development possibilities.

2. Theoretical background

2.1. Underlying learning theories

Constructivist learning theory was the frame for the two-semester long study. As Harasim (2017, p. 62) explains, the central idea in constructivism is that "we are active creators and constructors of our own knowledge". Three processes take place during knowledge construction: understanding, experiencing and reflection. From the perspective of language learning, the first two mean that prior knowledge will change through new experiences that require knowledge application, such as content creation and interaction. Finally, the reflection stage is concerned with how the new and old knowledge can be resolved (Harasim, 2017).

While constructivism was the frame for the project, blended learning (BL) provided the content. As an educational model, BL combines face-to-face and online solutions to create an improved learning environment (Holmes & Gardner, 2006). There are various realizations of BL, however, in the project this dual nature meant that the face-to-face sessions provided opportunities for social language development through peer interaction and the online space was focused on self-paced online interaction and content creation. Thus, the online platform served as an addition to the weekly contact sessions as opposed to traditional BL where online sessions substitute some face-to-face meetings.

2.2. Creating two learning environments

Combing weekly face-to-face sessions with online activities served to promote engaged learning. As Conrad and Donaldson (2011, p. 1) explain, engaged learning is centered on "student-focused learning within an instructor-facilitated environment". While their frame focused on online participation, the essence of it mirrors constructivism as students need to be "active knowledge generators who assume responsibility for constructing and managing their own learning experience" (Conrad & Donaldson, 2011, p. 5). This pedagogical core was seen as a general goal of the project.

Of course, when combining face-to-face and online elements, the most important aspect is that learners should perceive it as a whole learning experience and not a fragmented one. For this reason, creating two intertwined learning environments resembled a puzzle where authenticity, context, goals and strategy training are held together by the learning experience.

From the start, the underlying idea was to use the face-to-face and online materials that complement each other. The flipped classroom approach provided a simple but beneficial frame for this combination. This essentially two-step model, where the online activities are built on what was discussed in class (Conrad & Donaldson, 2011, p. 20), linked the face-to-face and online environments together.

2.3. Content development

Graves' (1996) framework provided a starting point for realizing the project. As a list which helps course development, it includes elements such as needs assessment, objectives, content development and organization, evaluation and constraints (p. 13). However, the starting point was determining first-year English majors' possible language background from their secondary studies and building on it.

One of the findings of my doctoral dissertation was that there is a gap between the English majors' university entry language skills and the level required to successfully participate in the courses at the Institute of English Studies (Simon, 2016, pp. 186-189). In

CEFR terms this would be the difference between B1-B2 (entry language skills) and C1 levels (university requirements). I suggested a possible two-course structure in the existing first-year language skill development courses that could bridge this gap (Simon, 2016, p. 189). The constructivist frame with two learning environments provided context to realize this plan by building on students' existing knowledge and skills and extending them both in class and online.

The key notion in content and activity design was authenticity enabling "meaning beyond the learning environment" (Conrad & Donaldson, 2011, p. 92) to promote and connect to life-long learning. In order to achieve this goal, the project applied a modular approach. The flipped classroom design made it possible for students to practice various problem-solving strategies in class and apply them in the online modules. The online learning management system (LMS) was used to present students topic-based skill development units (McGrear, 2004) which made self-paced learning possible. As the context for the online activity modules the LMS also needed to meet the criterion of authenticity. Hence, the social networking learning platform *Edmodo* was used for the online modules. The website is designed specifically for online learning and content sharing and has currently around 100 million users (https://go.edmodo.com/about/).

Next to the language backgrounds, learners also have diverse technological backgrounds. For this reason, Hubbard and Romeo (2012) highlight the importance of strategy training in any computer-assisted language learning project. This way the possible differences can be minimized, and learners can get the most out of the online environment. *Edmodo* is designed to resemble *Facebook*, building on possible learner background with an intuitive user interface, making it the perfect candidate for online learning.

The final aspect of content development was establishing core concepts which represent the key areas that learners should be familiar with by completing the course (Boettcher & Conrad, 2010, p. 26). With the Listening and Speaking Skills courses as context, the concepts focused on two skills. In terms of listening, these were listening for gist, detail and keywords whereas speaking focused on finding main ideas, supporting points and argumentation.

3. The study

3.1. Context

The context of the study were three Listening and Speaking Skills (L&SS) courses; two L&SS I courses in the 2017/2018 fall and one L&SS II in the 2017/2018 spring semester. They were held at the Institute of English Studies at the University of Pécs. The courses can be taken by first-year English majors in the three-year-long BA and five-year-long English

teacher programs. Students who have English Studies as their minor study track and international students can also take these courses.

The L&SS courses serve two main purposes. First, they aim to develop students' listening and speaking skills from the expected B2 entry level to the required C1 level by the end of their first academic year. Second, they provide students with practice opportunities for the Proficiency Exam. As a C1 level exam, the Proficiency Exam measures productive and receptive skills and successfully completing it is a requirement for a number of future courses.

3.2. Research questions

The project aimed to answer four research questions focused on measuring student activity, blending feasibility, further student needs and how blending affected students' e-learning habits:

RQ1: What factors influence student activity in the online modules?

RQ2: How feasible is the blended learning format for language skill development courses?

RQ3: What further developments are needed for the learning environment

RQ4: How has the blended learning experience influenced students' e-learning habits?

3.3. Participants

The participants came from the three L&SS courses (see Table 1). Each participant was a full-time student. The two L&SS I courses, held in the 2017/2018 fall semester, are referred to as L&SS I-T (Tuesday) and L&SS I-W (Wednesday) and the spring course as L&SS II. There were a total of 53 participants, including 49 Hungarian and four international students, with an average age of 18.76 years. Overall, 43 students were involved in just one of the phases and 10 participated in more than one.

Table 1. Overview of participants in the data collection phases

Phase 1	Phase 2	Phase 3
L&SSI-T (n=16) L&SSI-W (n=21)	L&SSII (n=15)	Students who completed both L&SSI and L&SSII (n=5)

The first data collection phase involved the L&SS I courses. L&SS I-T had 16 participants: 12 female and four male students from the BA (n=7) and English teacher programs (n=9). L&SS I-W had 21 participants, with a nearly equal gender distribution of 10 female and 11 male students. Here the teacher program was in majority with 18 participants,

whereas the BA study track had three students. Phase two involved L&SSII with 15 participants; ten female and five male students. From this sample ten students participated previously in the fall L&SS I courses. In terms of programs, nine were in the teacher training and six in the BA study track. Finally, phase three included five students actively involved in both semesters with three students being in the BA and two in the teacher programs.

3.4. Data collection instruments

Measuring students' experiences, involvement and perceptions concerning the two learning environments involved collecting quantitative and qualitative data in three phases (see Table 2). The first two phases followed the same data collection procedures for comparison purposes. First, quantitative data were collected about student activity in the weekly online modules on *Edmodo*. As a social networking learning platform, it was perfectly suited to function as the online learning hub in the project.

Table 2. Summary of the data collection phases of the longitudinal project Key: QUAN: quantitative, QUAL: qualitative

Phase 1: L&SS I 2017/2018 fall semester	**Phase 2: L&SS II** 2017/2018 spring semester	**Phase 3: Overall impressions** 2017/2018 spring sem.
QUAN: online activity measurement QUAN: weekly feedback questionnaires	QUAN: online activity measurement QUAN: weekly feedback questionnaires	QUAL: focus group interview

Data collection focused on *Edmodo* involved quantifying students' comments, answers and online discussions. Next, students' answers to the weekly online feedback questionnaires were analyzed. The first week's nine items served as a needs analysis and subsequent occasions asked students to reflect on their experiences with five items (see Appendix A).

Phase three involved a single session 45-minute long focus-group interview with five students who participated in both L&SS I and L&SS II courses. This qualitative set of 17 items (see Appendix B) focused on four key areas underlying the blended course implementations including previous e-learning experience (Q1-5), in-course blended experience (Q6-11), language development (Q12-14) and continued e-learning usage (Q15-17).

3.5. Procedures

3.5.1. Designing content

The first step in designing the two-environments for was examining the possible language backgrounds of the participants. As this information is not available during the university entrance process and there is also no way of controlling which courses participants sign up for, a list of topics was established building on possible language backgrounds. A criterion that can be calculated with, however, is that successful completion of a B2 level language exam or a school leaving exam at the advanced level in English are required for submission to English Studies at the University of Pécs.

According to the Hungarian laws, achieving between 40 and 59% on the advanced level school leaving exam grants students a B1 and above 60% a B2 level language exam (http://bit.ly/2zTxatl). Thus, cross examining the topics of the school leaving exam with a popular commercially available language exam provided an approximate insight into students' possible language background and topic familiarity.

The oral part of the advanced level school leaving exam has ten topics: (1) individual and family, (2) people and society, (3) our environment, (4) school, (5) jobs, (6) lifestyle, (7) free time, culture and entertainment, (8) travelling, tourism, (9) science and technology, (10) economy (topics translated from this Hungarian list: http://bit.ly/2Dz4YjG). The *ECL* language exam, which is a popular commercially available option in Hungary, has topics that can be sorted into each of the ten ones listed previously (see topics here: http://bit.ly/2T582IS).

Table 3. Weekly topic units in the L&SS I T/ W and L&SS II courses

L&SS I T/ W online modules	**L&SS II online modules**
Week 1: Introduction	**Week 1**: Introduction
Week 2: Creativity	**Week 2**: Movies
Week 3: Communication	**Week 3**: Role models
Week 4: School life	**Week 4**: Literature
Week 5: Travelling	**Week 5**: Music
Week 6: Genres	**Week 6**: Online session
Week 7: Cultures	**Week 7**: Environmental issues
Week 8: Traditions	**Week 8**: Food
Week 10: Learning languages	**Week 10**: Subcultures
Week 11: Digital world	**Week 11**: Festivals
Week 12: Arts	**Week 12**: Gadgets
Week 13: Time	

Based on the results, a set of topics was generated to make a modular and flipped approach possible for the L&SS I courses. The structure was also kept for L&SS II. Students participating in the L&SSI courses also voted for topics that they wanted to see in L&SSII (see Table 3 and Appendix C and D) during the final sessions of the L&SSI seminars.

3.5.2. Harmonizing content

The next step was content creation and harmonization of the face-to-face and online learning environments and the core concepts. Previous research of the present context (Simon & Kollárová, 2016; Simon, 2017) established ways to synthetize listening, speaking and vocabulary development. The findings highlighted key areas that need development and established BL as valid option in combining social and individual language development (Simon, 2016). The flipped approach enabled to address strategies in-class and elaborate on them in the online modules on *Edmodo*.

In listening development, the first in-class strategy training focused on finding keywords in the test items to guide attention. With every practice test, students had 60 seconds to do so, simulating the high-stakes Proficiency Exam context. Listening for gist and detail trainings were held throughout the semester and aimed to train students to identify key parts in the texts. Subsequent online practice introduced using transcripts via *NPR* to help comprehension with more flexible time frames (see Figure 1). Various accents were also covered using *TED* and *TED Ed* videos with subtitle options (see Figure 2) in the online tasks.

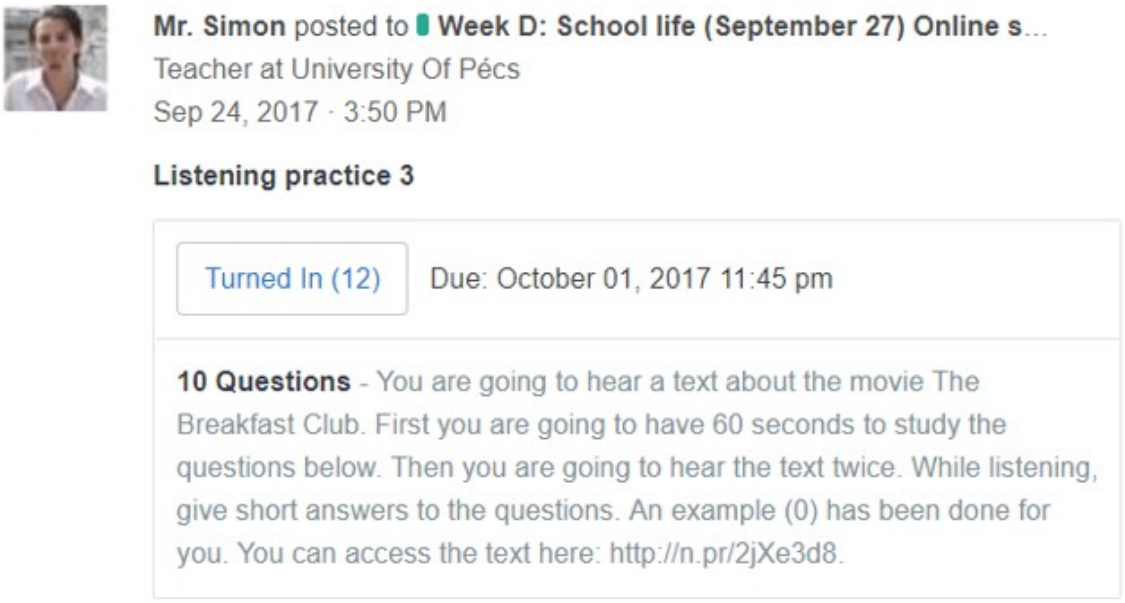

Figure 1. Example for self-paced listening development on *Edmodo*

Figure 2. Example for a *TED* talk-based post-week activity on *Edmodo*

The central idea with speaking skills was to develop students' debate and problem-solving skills by focusing on finding, supporting and arguing for ideas. Finding ideas happened in-class using group debates. Here students' task was to come up with ideas to support their cause, such as how cloning has a lot of benefits (Figure 3) (topic source: http://bit.ly/2DxJpzJ).

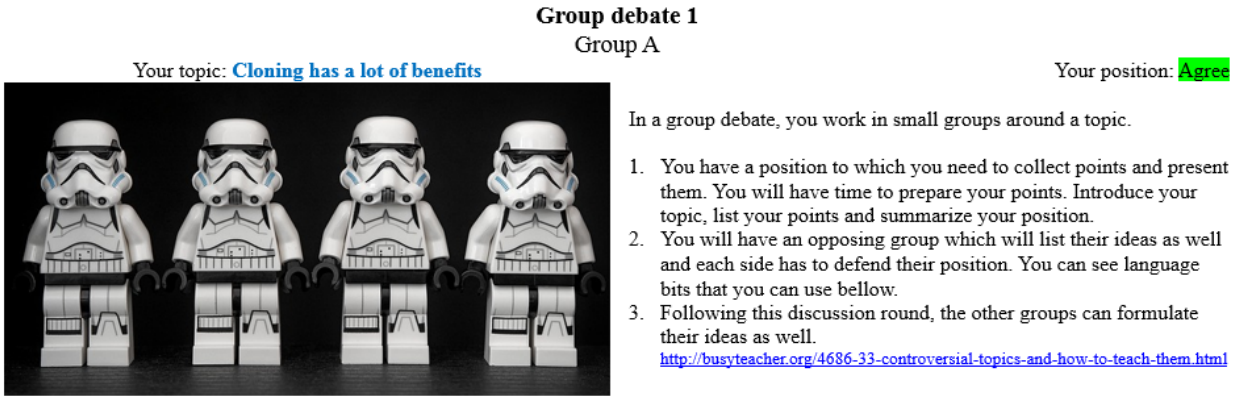

Figure 3. Example for an in-class group debate topic

Supporting ideas was the central aim of the problem-solving tasks. Figure 4 illustrates the salesperson project where each group had a given product to promote with a catch and needed to convince the other groups as potential investors that their product is worth buying

or investing in. These tasks utilized Chang and Kelly's (1999) problem solution steps as part of the in-class training (cited in Boettcher & Conrad, 2010, p. 218).

Problem solving 2 – The salesperson project

Group B

The ghost says 'hello!'

Castle in great condition for sale.

The castle has a resident ghost that won't leave.

Figure 4. Example for an in-class problem solving topic

Role play #2 *Animal therapy center*

You represent your fellow students at a university forum. The officials want to find out about your opinion on the new proposal: *the university should have a pet therapy center to help stressed students*.

You need to pick one side and argue for it.

You agree. Contribute to the event by arguing using the following points:

a) university life can be stressful
b) animals can calm down people
c) it would teach students how to handle animals
d) the center would take in animals from shelters
e) any other reason you find relevant

You disagree. Contribute to the event by arguing using the following points:

a) many students suffer from allergies
b) the animals would bring a certain smell
c) not everyone is prepared to take care of animals
d) the animals would need constant care
e) any other reason you find relevant

Figure 5. Example for an in-class role-play card

The final in-class speaking task built on the previous two activities and prepared students to properly contextualize the role play cards they will encounter during the Proficiency Exam. In this task, students are presented with an issue and two possible sides to it from which they need to choose one and contextualize the cues (see Figure 5). Additionally, an online version of the task was used without bullet points to develop generating and supporting ideas as well to create context for reacting to other students' points (see Figure 6).

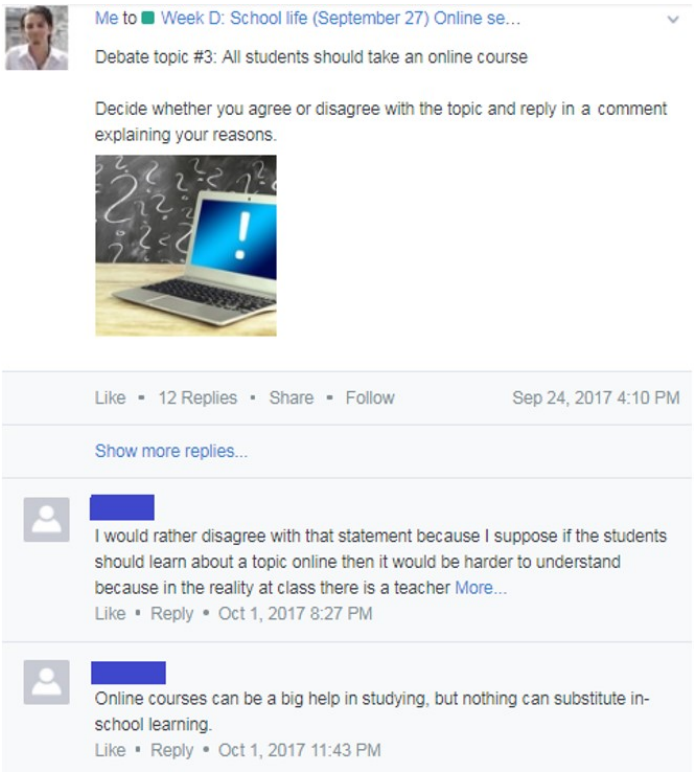

Figure 6. Example for an online debate topic on *Edmodo*

3.5.3. Data collection

Statistical data were collected on online student behavior quantifying their involvement with each of the tasks in the various modules. Complementing this step was the keyword analysis of the weekly student feedback questionnaires (see Figure 7) using Cobb's *Compleat Lexical Tutor* website. Additionally, five students who participated in both L&SS courses were involved in a focus-group interview addressing the development of their language skills and blended experiences in the project.

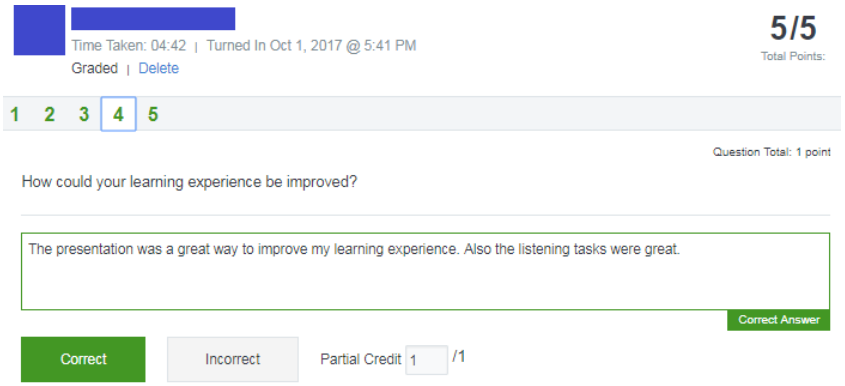

Figure 7. Example for a completed weekly questionnaire item on *Edmodo*

3.6. Findings

The findings of the project are presented in three parts starting with comparing online student activity. Next, the results of the keyword analysis of the weekly online feedback questionnaires are discussed. Finally, key areas in the overarching student experiences regarding the two learning environments are explored through the focus group interview.

3.6.1. Student activity measurement

Looking at the pattern of student activity in the weekly *Edmodo* modules in Figure 8 reveals key trends. The most visible one is how participants of the L&SS I-W course were involved the most in the online activities, save for week 4. This finding is also supported by breaking down the weekly total task completion numbers into the individual activities (see Appendix C). Furthermore, L&SS I-W students significantly outscored the L&SS I-T group with their online participation in the key online segments such as listening tasks (45 v 81), picture associations (29 v 55), post-week (35 v 85) and pre-week activities (55 v 111) (see Appendix E).

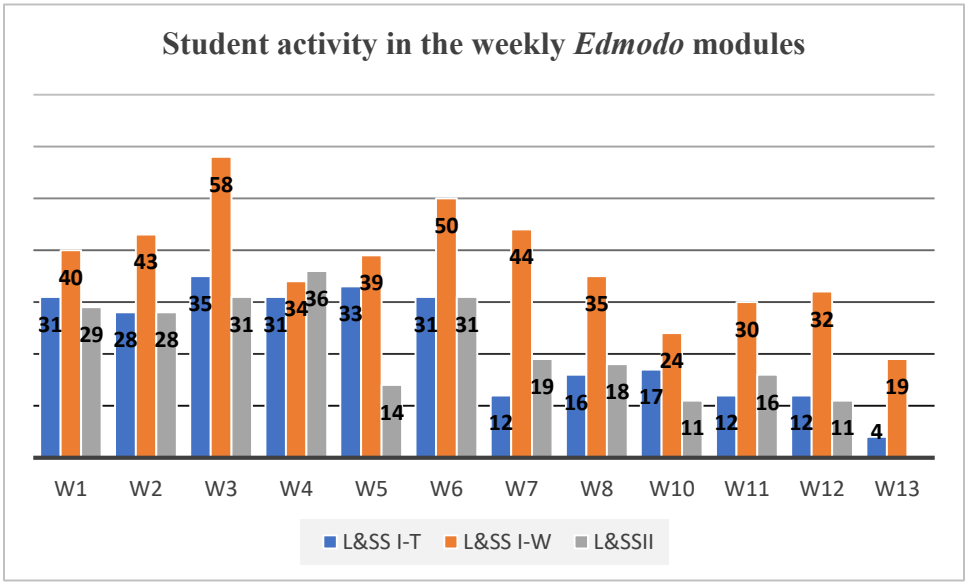

Figure 8. Comparative representation of online student activity on *Edmodo*

This unequal distribution of online task completion could be explained by course group size differences, with L&SS I-T having 17 and L&SS I-W 21 students. Statistically this distribution would equal an approximate 20% difference which is not constant. However, comparing activity measurement with the other data collection instruments reveals two key areas that explain the discrepancy.

First, despite online participation being 10% of students' final grade, they had different interests and goals in these courses which defined their level of involvement.

Partial determiners here can also be the novelty factor and overall increasing workload throughout the semester as expressed in the focus-group interview. These explain the rising and steadily declining level of involvement in the courses after the mid-term mark (around week 8).

Second, "teaching presence", which Healey, Hanson-Smith, Hubbart, Ioannou-Georgiou, Kessler and Ware (2011, p. 166) define as "the visibility of the teacher in the community" was a key variable. Healey et *al*. (2011) argue that teachers are one of the factors that contribute to a positive learning environment (p. 164). Removing myself for two weeks from the L&SSI-T online modules (weeks 7 and 8) resulted in a significant drop in student activity which my later continued presence did not fix. Continued teaching presence in L&SSI-W resulted in more gradual activity declines. This finding was also confirmed by the focus-group interview and the L&SS II course. In the L&SSII course I only corrected listening submissions and was not involved in the online debates or students' posts. While the listening tasks were completed somewhat regularly, together with picture associations (see Appendix E), once students realized the lack of teaching presence (week 7), their involvement declined and eventually reached zero (week 13).

3.6.2. Weekly feedback questionnaire keyword analysis

Collecting the weekly online feedback questionnaire submissions on *Edmodo* and running them through Cobb's *Compleat Lexical Tutor*'s keyword analysis tool revealed complementary findings to the other data collection instruments. As it is explained on the results page of the tool, the results comprise a set that are 25 times more frequent in the sample than the combined 14 million-word BNC and COCA reference corpus. With all items, the top five keywords were included for analysis in the L&SS I-T/ -W and L&SS II courses (Appendix F).

A common trend in students' development (**Q1** in Appendix F) is how items related to strategy training (*keyword*, *solve*, *improvise*, *strategy*, *technique*) appeared together with language development (*vocabulary*, *listen*, *skill*) and attitudes (*confidence*, *practice*). Students could also list further activities they would have like to have (**Q2**); most notably *videos*, *vocabulary development*, *listening* and *debates*. Their reflective answers (**Q3**) revealed that they had clear ideas about which areas needed more development. *Grammar* was listed in all three courses whereas *vocabulary*, *skill* and *listen* also appeared in both L&SS I samples.

A key finding in both samples involved improving their learning experience with more *videos* (**Q4**). This result is directly related to student activity levels regarding the pre- and post-week activities, which were all video-based, and showed the highest participation levels. *Vocabulary*, *listening* and the need for even more *communicative* tasks also appeared.

Finally, the further comments revelated (**Q5**) that most students were pleased with their experience and could not *mention* anything else and some even apologized for this, resulting in *sorry* being a keyword. However, there is also valuable feedback listed about

issues with *listening*, liking the covered *topics* and wanting more whole-*class* activities and tips to get better at *presenting*.

The results of the keyword analysis show that students could identify useful strategies. They were also aware of what skills require further development, from which they deemed vocabulary the most important, followed by grammar and listening development. Students also enjoyed video-based materials and would like to see more of them and were mostly pleased with their learning experiences.

3.6.3. Focus-group interview

The results of the focus group interview supported the weekly student participation and feedback questionnaire data in many areas. The first assessed area was e-learning experience. Students' daily devices were primarily laptops for learning and smartphones for social media purposes and occasional tablet usage in between (**Q1, Q2** in Appendix B). Students were marginally familiar with e-learning before the project through some language learning applications such as *Duolingo*, *Quizlet* or *Kahoot*. Only one participant noted how he took online courses before enrolling in the L&SS courses (**Q3**). In terms of how students understand e-learning, their definitions were similar to how Holmes and Gardner (2006, p. 110) defined the field through anytime and anywhere access, flexibility and easy usage (**Q4**). Students also highlighted that e-learning is useful to practice, however, there are areas that you cannot developed this way (**Q5**).

Students' blended experience in the project was the focus of Q6-11. They expressed their mixed feelings towards the online element; being surprising first, fun at times and overall great for brainstorming (**Q6**). Their expectations were connected to whether they liked social media in the first place and how they experienced e-learning previously (**Q7**). Students noted that *Edmodo* met their expectations in every case (**Q8**). In terms of benefits, the participants identified the variety of opportunities, future teaching uses, accessibility and addressing various learner types (**Q9**). Outside of some technical issues and finding the right ideas to express online, students had no problems using the platforms (**Q10**). Participants also highlighted the need for teaching presence as it shows the appreciation of their work and benefits the T-S relationship (**Q11**).

In terms of language development, students listed how their vocabulary developed the most, next to listening skills and how they could also express their ideas better (**Q12**). Based on participants' responses, teacher presence, task variety and solving some technical issues would further improve their development (**Q13**). Overall, students were satisfied with the language development opportunities (**Q14**). Finally, participants expressed that they did not use the self-development document containing 20 websites because they were pleased with their opportunities (**Q15**). Students also expressed that they would like to be further engaged with e-learning and some want to use the websites they liked as teachers in the future (**Q16-Q17**).

4. Discussion and limitations

Based on the findings, the following factors influence student activity in the online modules: engaging tasks, task number and variety, practice opportunities, technical issues, platform usability and teacher presence (**RQ1**). Students can identify benefits such as variety, training and self-paced learning. However, material development and online teaching presence is time consuming as only some tasks can be preprogrammed on the chosen online platform (**RQ2**). Students presented key ideas to improve the learning environment, most notably online task variety, further engagement and even more practice opportunities in-class (**RQ3**). Exposure to new online solutions, applications and websites positive affected students' e-learning habits and they also see the benefits of e-learning as future teachers (**RQ4**).

The findings of the study show that blended learning environments, while relying on technology and greater student independence, still require similar components as traditional settings. Variety is key in learner engagement in BL (Farrell, 2002, p. 34), however, it means little without teaching presence (Healey, et *al*., 2006, p. 167), which was also supported by the results of student activity measurement in phase one of the present study. However, with blended learning, possibly the most important aspect is the quality of integrating the face-to-face and online environments that underlies students' overall learning experience.

In Shahrokni and Talaeizadeh' (2013) *Moodle* project, their students stated how they also require a face-to-face course with the online component (p. 21). A related finding was identified in the present study as students described their learning experience to be pleasant due to the variety and practice opportunities offered by the two intertwined learning environments. Based on the student activity measurement, keyword analysis and the interview results, the applied blended model largely managed to reach its central goal of creating a whole learning experience for students.

The findings of the project are not applicable to wider student populations as they represent the Hungarian context at the University of Pécs. However, the results managed to identify key findings in line with the literature that provide ground for some generalization. Varity, student involvement in both environments and the need for teaching presence illustrate this point and can be seen as cornerstones of successful blended applications.

5. Conclusion and further research

The study presented a two-semester long research project assessing the feasibility of blended and flipped solutions via student activity measurement, weekly feedback questionnaires and a focus group interview. The findings indicate that modular blended

language development is possible, however, it needs to include task variety, content harmonization and teacher presence.

The next step of the project is to include the Reading and Writing Skills courses in the blended approach as well. This model would integrate all four language skills in the online environment and would enable a larger number of students to interact and develop their skills online while experiencing social learning in class.

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7. Appendices

7.1. Appendix A – Online feedback questionnaire items on *Edmodo*

Week 1: needs analysis	**Weeks 2-13: feedback questionnaire**
1. What kind of further features would you like to see on the online platform? 2. What do you feel you need help with? 3. What do you think about the vocabulary development website of the course? 4. What are the top three to five things you have learned this week? 5. What else would like to have learned about? 6. How could your learning experience be improved? 7. What kind of further online tasks would you like to see in the online segment of the course? 8. How easy or difficult is it to navigate Edmodo? 9. How easy or difficult is it to navigate Quizlet?	1. What are the top three to five things you have learned this week? 2. What else would you liked to have learned about this week? 3. What do you feel you need help with? 4. How could your learning experience be improved? 5. Further comments (anything you would like to add not covered by the previous questions)

7.2. Appendix B – Focus-group interview questions in phase three

Items focused on previous e-learning experience

1. How do you use your gadgets in everyday life?
2. How do you use your gadgets for learning?
3. What kind of e-learning experience did you have before the listening and speaking skills development course?
4. How would you describe what e-learning is?
5. What kind of role does e-learning play in your life?

Items focused on in-course blended learning experience

6. What did you think when you learned that there is going to be an e-learning component in the course?
7. What kind of expectations did you have?
8. What do you think of Edmodo? Did it meet your expectations?
9. What would you say were the benefits of the online component for you?
10. What were the difficulties?
11. How much teacher presence is needed?

Items focused on language development

12. How did the online component influence your language development?
13. In what ways could Edmodo be further optimized?
14. What kind of further language development opportunities would you like to see in the online component?

Items focused on continued usage of various e-learning solutions

15. Did you use the self-development document?
16. What were your experiences with the various websites?
17. In what ways do you see yourself using e-learning from now on?

7.3. Appendix C – Online task completion in the L&SS I-T and -W courses

Week 1 - Introduction	**T**	**W**	**Week 2 - Creativity**	**T**	**W**
introduction	6	5	listening practice	5	13
week 1 feedback	9	9	week 2 feedback	11	10
pre-week 2 activity	7	12	post-week 2 activity	5	8
picture association	9	14	pre-week 3 activity	7	12
TOTAL	31	40	TOTAL	28	43
Week 3 - Communication	**T**	**W**	**Week 4 – School life**	**T**	**W**
picture association	6	9	podcasts	2	0
week 3 feedback	10	10	week 4 feedback	9	5
post-week 3 activity	5	12	listening practice	8	12
pre-week 4 activity	5	12	post-week 4 activity	4	8
vocabulary practice test	9	15	pre-week 5 activity	8	9
TOTAL	35	58	TOTAL	31	34
Week 5 - Travelling	**T**	**W**	**Week 6 - Genres**	**T**	**W**
week 5 feedback	8	5	week 6 feedback	4	2
podcasts	5	0	picture association	4	8
listening practice	8	10	listening practice 1	8	11
post-week 5 activity	6	12	listening practice 2	5	11
pre-week 6 activity	6	12	post-week 6 activity	4	8
TOTAL	33	39	pre-week 7 activity	6	10
Week 7 - Cultures	**T**	**W**	TOTAL	31	50
week 7 feedback	2	2	**Week 8 - Traditions**	**T**	**W**
staged debate 1	1	8	week 8 feedback	2	2
staged debate 2	2	10	listening practice	4	8
staged debate 3	2	5	critical thinking development	4	12
post-week 7 activity	3	11	post-week 8 activity	2	2
pre-week 7 activity	2	8	pre-week 10 activity	4	11
TOTAL	12	44	TOTAL	16	35
Week 10 – Learning languages	**T**	**W**	**Week 11 – Digital world**	**T**	**W**
week 10 feedback	4	3	week 11 feedback	1	3
vocabulary practice test	8	7	listening practice	4	4
post-week 10 activity	2	7	picture association	3	10
pre-week 11 activity	3	7	post-week 11 activity	2	8
TOTAL	17	24	pre-week 12 activity	2	5
Week 12 - Arts	**T**	**W**	TOTAL	12	30
week 12 feedback	1	0	**Week 13 – Time**	**T**	**W**
listening practice 1	2	5	week 13 feedback	0	3
listening practice 2	0	4	listening practice	1	3
picture association	4	7	picture association	3	7
post-week 11 activity	2	3	post-week 13 activity	0	6
pre-week 12 activity	3	13	TOTAL	4	19
TOTAL	12	32			

7.4. Appendix D – Online task completion in the L&SS II course

Week 1 – Introduction		**Week 2 - Movies**	
introduction	7	week 2 feedback	5
week 1 feedback	7	listening practice	8
picture association	8	post-week 2 activity	7
pre-week 2 activity	7	pre-week 3 activity	8
TOTAL	29	TOTAL	28
Week 3 – Role models		**Week 4 - Literature**	
week 3 feedback	3	week 4 feedback	2
POW strategy training 1	7	vocabulary practice test	8
POW strategy training 2	7	picture association – POV	8
post-week 3 activity	7	picture association – storification	5
pre-week 4 activity	7	picture association 3 - PREP	5
TOTAL	31	post-week 4 activity	3
		pre-week 5 activity	7
		TOTAL	36
Week 5 – Music		**Week 6 – Online session**	
week 5 feedback	0	week 6 feedback	0
post-week 5 activity	2	listening practice 1	6
listening practice	4	listening practice 2	5
online discussion 1	4	pre-week 7 activity	5
online discussion 2	3	podcasts	1
online discussion 3	4	online discussion 1	5
TOTAL	14	online discussion 2	4
		online discussion 3	5
		TOTAL	31
Week 7 – Environmental issues		**Week 8 – Food**	
week 7 feedback	0	week 8 feedback	0
picture association	6	discussion topic 1	5
online discussion	5	discussion topic 2	7
post-week 7 activity	4	post-week 8 activity	3
pre-week 8 activity	3	pre-week 10 activity	2
TOTAL	19	TOTAL	18
Week 10 – Subcultures		**Week 11 - Festivals**	
week 10 feedback	1	week 11 feedback	0
post-week 10 activity	6	picture association 1	6
pre-week 11 activity	4	picture association 2	8
TOTAL	11	post-week 11activity	1
		pre-week 12 activity	1
		TOTAL	16
Week 12 - Gadgets			
week 12 feedback	2		
online discussion	5		
post-week 12 activity	4		
TOTAL	11		

7.5. Appendix E – Descriptive statistics of the key weekly online activities

Feedback questionnaires	L&SS I – T	L&SS I – W	L&SS II
SD	3.88	3.23	2.41
mean	5.54	4.9	1.72
total	**61**	54	19
Listening tasks			
SD	3.88	5.93	3.51
mean	5.6	10.12	7.66
total	45	**81**	23
Picture associations			
SD	2.31	2.63	4.12
mean	4.83	9.16	13.5
total	29	**55**	54
Post-week activities			
SD	1.5	3.25	2.26
mean	3.5	7.72	3.88
total	35	**85**	35
Pre-week activities			
SD	2.13	2.54	2.69
mean	4.81	10.09	4.87
total	53	**111**	39
Online debates			
SD	-	-	9.4
mean	-	-	4.15
total	5	23	**47**

7.6. Appendix F – Results of the keyword analysis of feedback questionnaires

Item	L&SSI – T	L&SS I – W	L&SS II
1. What are the top three to five things you have learned this week?	(1) 8860.80 *keyword* (2) 667.23 *vocabulary* (3) 162.20 *solve* (4) 108.16 *technique* (5) 101.80 *confidence*	(1) 38674.00 *introvert* (2) 5524.86 *improvise* (3) 1017.74 *tattoo* (4) 465.95 *vocabulary* (5) 411.43 *feedback*	(1) 218.25 *skill* (2) 158.18 *strategy* (3) 130.98 *listen* (4) 126.58 *practice* (5) 121.83 *prepare*
2. What else would you liked to have learned about this week?	(1) 237.34 *lesson* (2) 211.85 *topic* (3) 168.99 *satisfy* (4) 149.48 *video* (5) 59.17 *express*	(1) 1328.14 *vocabulary* (2) 93.90 *debate* (3) 80.06 *improve* (4) 45.58 *listen* (5) 41.74 *learn*	not enough data
3. What do you feel you need help with?	(1) 1249.45 *vocabulary* (2) 997.15 *grammar* (3) 285.95 *confidence* (4) 164.09 *skill* (5) 112.97 *improve*	(1) 128205.00 *okay* (2) 21978.00 *improvise* (3) 1235.71 *vocabulary* (4) 986.19 *grammar* (5) 231.84 *skill*	(1) 3630.08 *grammar* (2) 219.49 *listen* (3) 123.73 *practice* (4) 118.30 *speak*
4. How could your learning experience be improved?	(1) 102190.00 *probable* (2) 923.40 *vocabulary* (3) 241.14 *practice* (4) 124.17 *video* (5) 74.21 *improve*	(1) 915.56 *discourse* (2) 198.81 *succeed* (3) 169.09 *video* (4) 131.44 *task* (5) 105.43 *communicate*	(1) 337.43 *song* (2) 192.94 *listen* (3) 163.14 *practice* (4) 117.81 *learn*
5. Further comments (anything you would like to add not covered by the previous questions)	(1) 80.76 *mention* (2) 43.85 *listen* (3) 43.23 *moment* (4) 41.99 *present* (5) 33.73 *cover*	(1) 119.31 *topic* (2) 49.32 *class* (3) 47.95 *picture* (4) 30.56 *test* (5) 30.08 *listen*	(1) 132.39 *sorry*