Focus on Students: A Blended Business English Writing Class in Sabah

Deborah Leduning[a]*, Lee Kean Wah[b]

[a]*Institut Sinaran, Jalan Tuaran Bypass, 88450 Kota Kinabalu, Sabah, Malaysia*
[b]*School of Education & Social Development, Universiti Malaysia Sabah, 88400 Kota Kinabalu, Sabah, Malaysia*

*Corresponding author: themsdeb@gmail.com

Abstract

Blended learning (BL) has scored itself numerous zoom-in sessions in language teaching and learning discussions as it globally evolves rapidly as one of the leading 21st century learning approaches in Higher Education Institutes (HEIs). BL has just begun to be introduced in a private higher education institution in Sabah, despite its global acclaim. In this study, the effectiveness of a BL approach with first year Diploma in Commerce Students (N=30) in learning Business English writing skills was investigated. The BL approach involved a combination of traditional face-to-face classroom activities such as lectures, group discussions, individual consultations/ explanations with digital classroom activities such as discussion threads, online responses and links to relevant articles, videos and interactive website through Schoology©. Quantitative as well as qualitative methodologies were employed in this study for data elicitation, which includes pre and post achievement tests, questionnaires and interviews to explore the issues of learning, course management and challenges faced in operating the BL approach. A fundamental analytical lens- Engeström's Activity Theory was employed in this study and was most useful in revealing overall positive views from students as well as certain limitations within the system. The findings showed that what was uncovered about the relevance of the BL approach might just be the tip of the iceberg.

Keywords: Blended learning; business english; activity theory

Abstrak

Pendekatan pembelajaran "blended learning" (BL) telah mendapat banyak perhatian dalam sesi-sesi perbincangan pengajaran dan pembelajaran di seluruh dunia berikutan perkembangan pesat BL sebagai salah satu pendekatan pembelajaran abad ke-21 yang terkemuka. Namun begitu, BL baru sahaja mula diperkenalkan untuk digunakan di dalam sebuah institusi pengajian tinggi swasta di Sabah. Kajian yang menggunakan kaedah penyelidikan campuran kuantitatif dan kualitatif ini bertujuan untuk melihat sejauh mana tahap keberkesanan pendekatan BL serta persepsi/pandangan pelajar Diploma Perdagangan (N=30) tentang pengalaman mereka menggunakan BL dalam mempelajari dan menguasai kemahiran penulisan Bahasa Inggeris untuk tujuan perniagaan. Pendekatan pembelajaran BL dalam kajian ini menggabungan aktiviti-aktiviti kelas tradisional (bersemuka) seperti kuliah dan perbincangan kumpulan dengan aktiviti-aktiviti kelas digital seperti perbincangan dan maklum balas dalam talian, pautan kepada artikel yang berkaitan, video dan laman web interaktif melalui Schoology©. Bagi meneroka isu-isu pembelajaran, pengurusan kursus dan cabaran yang dihadapi dalam operasi pendekatan pembelajaran BL, data dikumpul daripada ujian pra dan pasca pencapaian, borang soal selidik dan temubual. Activity Theory Engeström juga telah digunakan untuk menganalisis data-data yang dikumpul; dan hasil kajian jelas menunjukkan pandangan positif pelajar tentang pendekatan pembelajaran BL serta beberapa kelemahan dan keterbatasan pendekatan ini. Pada dasarnya ini mungkin menunjukkan bahawa apa yang telah didapati dalam kajian ini hanya sebahagian kecil daripada potensi pendekatan pembelajaran BL.

Kata kunci: Blended Learning; penulisan bahasa Inggeris untuk tujuan perniagaan; teori aktiviti

■1.0 INTRODUCTION

This 21st century or also known as the era of information technology brings with it a whole new package of challenges and responsibilities especially in education. Technology has enabled us to accept and open up to new collaboration models in teaching and learning (Tapscott & Williams, 2010). However, having been in operation for seven years now, the Diploma in Commerce

program lecturers in a private higher education institute in Sabah have become comfortable and complacent with the present mode of delivery involving the face-to-face classes, claiming it as "the best way" for teaching and learning. "Too much effort" and "insufficient time" were the top two reasons why many lecturers dismissed the idea of incorporating web-based components. Despite being equipped with the latest desktops, laptops and widely available internet access, there has been very little initiative by the lecturers to incorporate web-based or online components to supplement teaching and learning into any of the program's courses.

In several strategic planning discussion and meetings by the Diploma in Commerce's Academic Board in the pursuit of improving methods and practices, one challenge remained constant; the need to introduce innovative teaching and learning approaches to cater to the needs of our "digital native" students (Prensky, 2001). Another driving force for this study was that the institute strives to achieve its vision of being a leading provider of an internationally recognized and holistic education, thus it advocates the move towards employing 21st century teaching and learning tools.

Thus, the innovative approach selected was the blended learning (BL) approach, one of the leading 21st century learning approaches in higher education institutions all over the world. The BL approach involves combining traditional face-to-face activities such as lectures, group discussions, individual consultations/ explanations, with digital classroom activities such as discussion threads, online responses to links to relevant articles, videos, and interactive websites to name a few.

This investigation took place in a Business English writing classroom a subject in the Diploma in Commerce program, with a total number of 30 students (the entire January 2012 intake for the Diploma in Commerce program in the course of one semester or 17 weeks). The rationale of conducting the Business English writing classroom using the BL approach was based on the claim that the aim of blended learning is basically to join the best of classroom or face-to-face learning with the best of online learning: "When the two are thoughtfully integrated, the educational possibilities are multiplied" (RIT, 2005). The study answers the following Research Question: "Can BL support Diploma in Commerce students in their pursuit to learn Business English writing skills?". To this end, the students' perspective will be the main focus and point of discussion in this article. Engeström's Activity Theory (1987) is employed as an analytical lens to understand and view BL on how it can play a role to support and the extent of support it can offer to the students. The findings would be valuable in that it could inform the practice of teaching and learning in higher education institutions in Malaysia and elsewhere.

1.1 Blended Learning

It is fascinating to note that the definition of blended learning varies from one researcher to another (Clark & Myer, 2007) and that the term BL itself has a different meaning to different people in different contexts. Also, a dominant model, standard definition as well as standard practice for the term and single concept of blended learning as of yet has not been established (Dziuban, Hartman & Moskal, 2004).

Among the common call names for blended learning include "integrative learning", "hybrid learning", "multi-method learning" and "mixed mode instruction" (Node, 2001, Dziuban, Hartman & Moskal, 2004). This phenomenon most probably is a result of the many perspectives (i.e. teacher, instructor or course designer) used to describe the term blended learning. In this study, BL will

be understood and defined as "the integrated combination of traditional learning with web-based online approaches" (Whitelock & Jelfs, 2003; Singh, 2003; Oliver & Trigwell, 2005). For the purpose of this study, the term traditional classroom will refer to the face-to-face sessions in which the lecturer and Diploma in Commerce students meet face to face in real time. Activities in the traditional classroom include lectures, group discussions, individual consultations/ explanations, as well as question and answer sessions. Examples of learning materials used in the traditional classroom for business writing practice were the compulsory Business English textbook and printed materials. The term digital classroom will refer to the activities conducted via the learning management system online Schoology© in which all 30 students of the Business English classroom signed up for. Activities in the digital classroom include discussion threads and learning materials such as course updates, extra notes and handouts in softcopy, practice quizzes, course announcements, links to relevant articles, links to relevant videos, and links to relevant interactive websites to name a few.

Figure 1 The main screen of Schoology©

1.2 Activity Theory

Any ongoing, object-directed, historically conditioned, dialectically structured, tool mediated human interaction was the description of "an activity system" put forth by Russell (1997). In any given society, as long as it involves dealing with people; activity types are normally distinguished by certain knowledge, tools and repertoire of tasks people make use of in order to achieve specific outcomes.

Outside the context in which it occurs, activities can be interpreted differently by different parties. Having its roots in Russia back in the early 20th century, Activity Theory (Engeström's 1987; 1999) offers a powerful lens that could be used to analyze human activity (Jonassen & Rohrer-Murphy, 1999) and is helpful in understanding how people in different communities carry out their activities; in this case Diploma students in a blended Business English writing class.

As shown in Figure 2, conceptualized in terms of components; the Activity Theory comprises of tools, subject, rules, community, division of labour, object and outcome. Note also the vertices moving in between the meditational triangles of the activity system, indicating a relationship between and within any two or more corresponding components. Instead of simply

focusing on knowledge states, Activity Theory looks more closely into the activities people engage in, the nature of tools used in the activities, social and contextual relationships among the activities' collaborators, goals and intentions of the activities, as well as the outcomes of the activities (Jonassen & Rohrer-Murphy, 1999). Modifying the model for the purpose of understanding the BL from the view of Diploma in Commerce students learning Business English writing skills, it would be possible to observe what works and what does not in the blended classroom (the major innovation introduced in the traditional classroom), what impedes change, at what level and in relation to which factors.
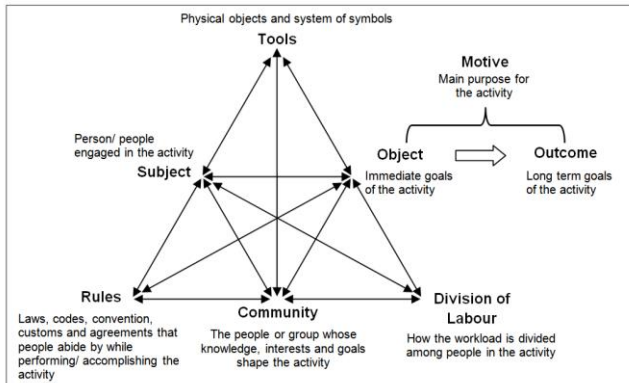

Figure 2 The activity system and its main components

■2.0 METHODS

This study employed both quantitative and qualitative approaches to data elicitation. Collecting and analyzing was first done quantitatively and then to build up and further support the findings of the quantitative data, a qualitative follow up was employed with the purpose of providing a better understanding of the quantitative results. Both quantitative and qualitative data were gathered in two consecutive phases within one study.

The rationale for mixing both types of data within this one study is grounded in the fact that neither quantitative nor qualitative methods are sufficient, on its own, to capture the trends and details of a situation. When used in combination, quantitative and qualitative methods complement each other and allow for a more robust analysis, taking advantage of the strengths of each (Green, Caracelli, & Graham, 1989; Miles & Huberman, 1994; Green & Caracelli, 1997; Tashakkori & Teddlie, 1998).

2.1 The Business English Classroom

The "traditional" Business English classroom was conducted in a designated classroom in the institute's campus, and four one-hour lessons were allocated for this subject each week. The "digital" Business English classroom was conducted in Schoology© (www.schoology.com), a social network-based tool that allows teachers to interact with students in a way that satisfies both technological needs and curricular elements.

The digital classroom acted as a supplementary item for the Business English writing classroom. Students were required to access Schoology© at least once a week; with new items being added in every Thursday afternoon. Schoology© was in which online conversations take place, messages were sent, statuses updated, and information as well as other media were shared within the classroom network; outside of the "traditional" lesson time at the institute. Schoology© allowed for interactive

communication and academic information exchange (Manning, 2011); students were able to communicate with each other and also with the lecturer, to collaborate and discuss Business English writing issues and more popularly miscellaneous or random issues.

2.2 Instrumentation

The study employed both quantitative and qualitative approaches for data elicitation that involved pre- and post- achievement tests, questionnaire and interviews to investigate the issues of learning, course management, and challenges faced in implementing the BL environment.

2.2.1 Course Evaluation Questionnaire

Developed specifically to examine students' attitudes and general perceptions on the blended Business English course, and distributed electronically to all 30 participants, the questionnaire consisted of demographic questions which determined the participants' general profile; 1-5 Likert scale ratings which examined participants' technology usage, internet usage and the overall evaluation on the blended Business English course as well as open ended items to explore further comments that participants might have for each section. This questionnaire was given at the end of the semester.

2.2.2 Pre- and Post- Achievement Tests

Pre- and Post- Achievement Tests were conducted throughout the course of the semester. This study used a one-group pretest-post test design in which a single group was measured once before being exposed to the treatment which is BL, done on the first week of the semester; and also once after the exposure to BL; on the final week of the semester. To maintain validity for scores, a Senior Business English Lecturer assisted as a second marker for the pre- and post- achievement tests. The Business English writing skill components that were individually assessed were the Job Application Letter, Curriculum Vitae and Promotional Copy.

2.2.3 In-Depth Interview Sessions

In-depth interview sessions were also conducted in order to obtain the necessary information on participants' feedback on their experience of going blended to learn Business English writing skills. To minimize threats to internal validity, the interview responses were identified and double checked back to the participants. In total, six interview respondents which makes up 20 percent of the entire group studied were selected purposefully based on extra comments put forth in the course evaluation questionnaire as well as their willingness to participate.

2.3 Data Analysis

As the sample of this study involved only a small group of students the data analysis methods had to be chosen carefully. For the Pre- and Post- achievement tests, a paired-sample t test analysis was conducted to compare the means of the test results and reveal whether there were any significant changes between the means for each component's pre test and post test. To further support the results of the paired-sample t test, effect size or magnitude of the effect (Cohen's d) calculation was carried out to determine the degree of difference or the strength of relationship of the mean score of the pre test and post test for the components studied. Findings and interpretation of results was based on

Cohen's (1992) suggestion that effect sizes of .20 being small, .50 as medium, and .80 and above as large.

■3.0 FINDINGS AND DISCUSSIONS

This section will be divided into two categories – "The tip of the iceberg", or what is apparently seen from statistical results; and "Activating Activity Theory" some insights on what lies below the surface of the water, the unseen proportion of the iceberg focusing on what students really have to say about their experience on a blended learning Business English writing skills' classroom which was interpreted using Engeström's Activity Theory (1987; 1999).

3.1 The Tip of the Iceberg

A pre- and post- achievement test was conducted to determine the effectiveness of the blended learning or the first Business English writing skill component which was the Job Application Letter, Curriculum Vitae and Promotional Copy. Set at significance level, Alpha, $\alpha = .05$; the null and alternative hypothesis for this paired-sample t-test was

$$H_0: \quad \mu_1 = \mu_1$$
$$H_1: \quad \mu_1 \neq \mu_1$$

(Non-directional alternative hypothesis- Two-tailed test)
Null hypothesis was set as the mean score of the pre test and the mean score of the post test will remain the same, while the alternative hypothesis set was that the mean score of the pretest and the mean score of the post test will differ.

Table 1 Paired sample statistics' results for all three business writing skills' components tested; pretest and posttest–job application letter, curriculum vitae and promotional copy

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre Test Job Application Letter - Post Test Job Application Letter	-12.067	2.363	.431	-12.949	-11.184	-27.975	29	.000
Pair 2	Pre Test Curriculum Vitae - Post Test Curriculum Vitae	-9.117	1.157	.211	-9.549	-8.685	-43.147	29	.000
Pair 3	Pre Test Promotional Copy - Post Test Promotional Copy	-12.033	3.124	.570	-13.200	-10.867	-21.100	29	.000

For all of the Business English writing skills component studied; namely, job application letter, curriculum vitae, promotional copy, the probability value obtained from SPSS (.000) was less than the predetermined alpha value and the null hypothesis is rejected. Thus, adequate statistical evidence shows that there is a significant difference in the mean score of the pretest and mean score of the posttest for each Business English writing skill component.

To further support the paired-sample t-test's results, the calculation result yielded using Cohen's (1988) effect size formula for all three Business English writing skills' pre tests and posttests returned a "large" with the Job Application Letter component returning 5.25; Curriculum Vitae, 11.18; and Promotional Copy, 3.94.

Therefore, statistics results show that the blended learning approach as an intervention was positively successful in raising the scores of students – perhaps an indication that learning has taken place. The extent of success was further supported by Cohen's (1988) effect size formula for the pre-test and post-test of each Business English writing skill component and it can be seen that the blended learning approach had a large effect on the improvement of scores for the Diploma in Commerce students.

3.2 Activating Activity Theory

Activity Theory was employed as a lens to gain insights about tensions, contradictions, friction as well as inconsistencies between and within components of the activity system in this study. Emerging themes discovered from the questionnaires and in-depth interview sessions will be utilized as a source of data and using the Cultural-Historical Activity Theory's components (Engeström, 1987); on tools, subject, object, community, rules and division of labour; the findings derived from the discussions, documents and interviews will be interpreted and discussed.

The "subjects" in this study were the Diploma in Commerce students taking the Business English course. The "motive" which directs their activities in the Business English Class included the "object"– immediate goals which were the ability to effectively compose a Job Application Letter, a CV (Curriculum Vitae) and a promotional copy – and "outcome" – be equipped with the basic writing skills used in the Business world so that they may apply the writing skills learned later in their career. The Diploma in Commerce students taking the Business English course use "tools" consisting the blended learning materials from the traditional classroom such as lectures, textbook, printed materials, group discussions, individual consultations/ explanations, question and answer sessions, Business English writing practices and other learning material used in and during the face-to-face sessions, as well as blended learning materials from the digital classroom (i.e. Schoology ©) such as the course updates, extra notes and handouts in softcopy, course announcements, discussion threads, links to relevant articles, links to relevant videos, links to relevant interactive websites and any learning material used in and about the online Business English learning space. They use these "tools" as they want to accomplish their "objects" and achieve their "outcomes". This first category discussed is also referred to by activity theorist as "artefacts". When people first learn how to use any given tool, they will be using the tool on a conscious level of action; meaning they will need to think about how they can and will use the tool in order to perform tasks that will lead to accomplishing their objects and later on ultimately, their outcomes (Engeström, 1987). As the activity theory suggests, once subjects have used the tool for a certain duration or period of time, in this study a period of 17 weeks (one semester); then the use of the tool becomes operationalized thus becoming a part of the unconscious region of the mind. It is also theorized that tools only comes in the conscious limelight again when subjects face an issue or a problem he/she could not handle, or if the subject is presented with a new action to perform with the same tool.

A broader context which will allow an analysis on the accounts of the influences that form or shape the activity would be the "social basis" category as referred to by activity theorists and the components that compose the "social basis" are the "rules", "community" and "division of labour". "Rules" in the Business English classroom would be the private higher education institution's rules/ code of conduct, norms and values within the classroom, the lecturer's requirements for the Business English course especially on Business English writing skills, Business English writing conventions, and the netiquette stipulated in

Schoology © which all participants must agree to adhere to at the beginning of the semester. According to activity theory, the rules are set primarily to attempt to manage or minimize conflicts. Conflicts might arise from disagreements on "division of labour" which in this study would be the responsibilities of Diploma in Commerce students in learning Business English writing skills and the responsibilities of the Business English lecturer. To put the "rules" and "division of labour" in perspective, they are engaged by the "community" which comprises all the students of the Diploma in Commerce program taking the Business English course and also the Business English course lecturer.

The focus of discussion will be on the students' point of view on what would be some of the advantages and disadvantages of the traditional and the digital classroom as well as their view on the blended Business English writing classroom as a whole.
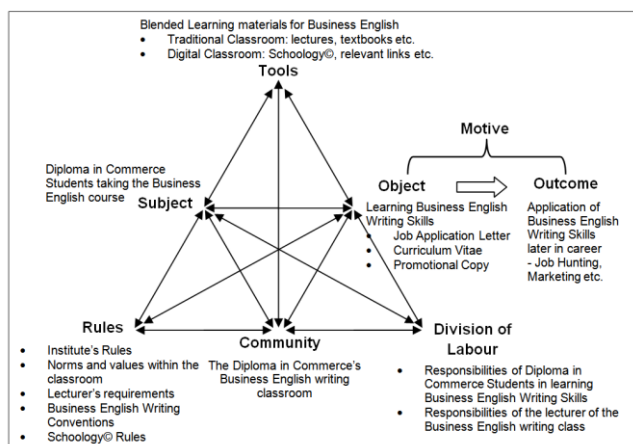

Figure 3 The activity system for blended learning in the business english classroom

The Dynamic Activity System of the Blended Business English Writing Classroom

The data gathered was highly dependent on the context of the study and might not be an exhaustive list or complete picture due to certain limitations in the study such as the time factor and focus as well as depth of the research.

The subjects were more exam-oriented; supported by their concern of only checking the digital classroom out of fear from being left behind or missing tips especially for assignments, tests and exams. Majority of the students interviewed stated that Business English writing skills were important to acquire and that they appreciated learning this course as they would be using it for real life event such as job hunting and marketing in the business world.

Contradictions within the tools were also identified, as expressed by one student, some of the relevant links on learning Business English writing skills provided were good but had some difficult words (vocabulary) that made it difficult to understand the whole article. Also, as the materials provided in the digital classroom were optional and also supplementary, few students actually printed out the notes and perhaps just glancing on the screen was an ephemeral act; with many students preferring to ask in the traditional classroom for further clarification and explanation even though the material had already been provided earlier.

Students were well aware about the rules and regulations in the traditional classroom and also in the digital classroom.

Netiquette was duly respected in the digital classroom and students did their best to communicate in the English language. However, for the in depth interviews, students lamented that they were shy in posting anything in the digital classroom as they were scared they would be ridiculed by other students because of their "broken English" and "bad spelling". The students said they felt more comfortable to approach the lecturer for further clarification during classes or consultation after classes. The culture and norms of the "community" also might to a certain extent have influenced the activity system.

On the aspect of subject-tools, students agreed that both classroom modalities cater for certain students learning type – and a blended classroom was useful to support more types of learners. Students favoured the traditional classroom as the live interaction in class provided energy which is somewhat lacking in the digital classroom; ensure understanding by viewing the body language of the lecturer and classmates; and printed materials are always readily available regardless of power failure or technical problems that might happen in a digital classroom. However, students also expressed that one-hour lessons for Business English writing as inadequate for brainstorming and practice; traditional classroom settings need physical space/ room and are relatively more expensive, and textbooks were heavy and a burden to carry around. Students favoured the digital classroom due to the fact that it can be accessed quickly and easily from any gadget with an internet facility, anytime, anywhere with no fixed schedule and does not require a physical room/ space. Going paperless - not having able to lug around heavy textbooks also seemed to be a plus point for the digital classroom. Some shortcomings of the digital classroom include being easily distracted due to an overwhelming supply of information available on the internet; steep learning curve for some students who are not familiar with course management systems and the risk of plagiarism especially for written assignments was high.

On subject-object and subject-outcome; according to the students, distraction was still the main disadvantage for both classroom modalities. Students found the traditional classroom to be effective as the lecturer is always available to give clear instructions and repeat if necessary, provide real time monitoring and students can easily ask questions during class to achieve their "object". However, the downside includes distraction in the face-to-face classroom for instance noisy students that might impede students' efforts to learn Business English writing skills and inadequate time to write due to the fixed schedule. As for the digital classroom, students claimed that they needed to be more self-motivated and highly disciplined and being a mixed ability class, not all students would be able to cope if the Business English classroom was entirely digital. Most students also claim that they lack direction when left to fend for themselves in the digital classroom. Being business students, it is interesting to note that the aspect of subject-community was where the students were mainly concerned with. Students appreciated that they were able to learn independently and collaborate online in the digital classroom, but they emphasized their need for social interaction; to be able to share and discuss ideas with friends and also felt a sense of security as the lecturer was readily available for one-on-one consultation, which is only available in the traditional classroom. Still, students also claimed that there was a higher degree of peer pressure in the traditional classroom in comparison to the digital classroom.

In conclusion, both modalities; traditional (face-to-face) and digital both have their advantages and disadvantages – thus the challenge for the lecturers would be to identify the right "blend" and customize or tailor the classroom according to the context of the students and nature of the subject.

Table 2 Summary of the students' point of view on advantages and disadvantages of the traditional and digital classroom

Aspects		Traditional Classroom	Digital Classroom
Subject ↔ Tools	Advantages	• Caters to certain learners • Energy in class • Able to view body language • Printed materials	• Caters to certain learners • Easy and quick access • Paperless • Does not physical space/ room • More interactive media/ resources
	Disadvantages	• Distraction • Inadequate time for writing lessons • Needs physical space/ room • More expensive • Heavy books	• Distraction • Steep learning curve for some • Plagiarism • Overwhelmed by information • Power failure • Technical Problems
Subject ↔ Object	Advantages	• Clear instructions from the lecturer • Real time monitoring	• Clear instructions from the lecturer • No pressure from lecturer
	Disadvantages	• Distraction • Inadequate time for writing	• Distraction • Need to be self-motivated and highly disciplined
Subject ↔ Outcome	Advantages	• Sense of direction in learning	• Set own learning pace
	Disadvantages	• Retain knowledge just for exam purposes	• Lack of direction
Subject ↔ Community	Advantages	• Able to discuss and share ideas with friends face-to-face • Social interaction • One-on-one consultations • Sense of security	• Independent learning • Online collaboration
	Disadvantages	• Peer pressure • Confined within four walls of the classroom	• Confined within four digital walls of the classroom • Loneliness • Lose out on face-to-face social interaction • Cyber-bullying

Finally, when asked on preferred class modality, 40 percent of the class favoured an entirely face-to-face or traditional classroom in comparison to only 6 percent in favour of an entirely digital or online classroom. This might imply that the students still preferred to stick to what they know best and are most used to which was the face-to-face. Most encouragingly, a total of 54 percent of the class was in favour of a blended classroom; 10 percent preferred extensive use (a lot more use) of the digital classroom but still some face-to-face time, 17 percent preferred an equal mix of the traditional and digital classroom, 27 percent preferred minimal use of the digital classroom and want classes to be held mostly face-to-face. This finding suggests that students do appreciate having a blended classroom but are still quite cautious to embrace the change.
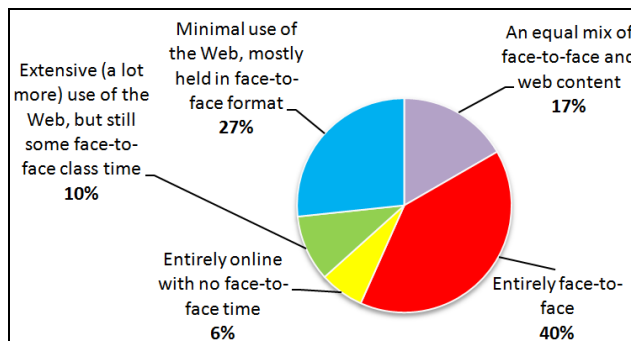

Figure 4 Students' preferred class modality

■4.0 SUGGESTIONS FOR FUTURE RESEARCH

A longitudinal study should be conducted, with a few cycles of blended learning for a few semesters, to gather a richer data for analysis and interpretation. Perhaps one semester could not deliver the full story behind the research questions. Also, to further generalize the research to the Diploma in Commerce program, the research could be extended to the other subjects of the Diploma in Commerce program. In addition, the degree or percentage of being "blended" might be explored further; perhaps putting more emphasis on the digital classroom. Also, a broader population or comparative analysis between Diploma in Commerce student cohorts might be conducted. This research study was just an exploration of an individual private higher education institution. A research extended to other institutions with similar student characteristics might be beneficial to gain a full portrait of the types of learner we have today and thus design a blended learning model appropriate for our Malaysian students. In addition, a zoom-in study on the blended learning approach from the point of view of the lecturers' or the higher education institute's management team might be able to uncover and shed light to more aspects and issues of the blended learning approach.

■5.0 CONCLUSIONS

Finally, in order for a blended classroom to be successful in attaining the objects and outcomes of any learning pursuit, it has to be purposefully designed and highly customized to the context of learners and nature of the subject. From the positive increase in Business English writing marks evident in the pre-post test results further supported with students' views, blended learning approach indeed merits further exploration and study as it does have a huge potential in catering for our digital native learners of the 21st century.

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