

Blended Learning Approach Implementation: Pre-service English Teachers' Perception

Rizki Farani

English Language Education Department
Universitas Islam Indonesia
Yogyakarta, Indonesia
rizkifarani@gmail.com

Abstract—The purpose of this paper is to investigate pre-service English teachers' perception about blended learning approach to support them in developing instructional design for English subject. The participants of this study were 2 pre-service English teachers from Teaching Reading and Writing course. In this descriptive qualitative research, the data were collected by using interview session, observation and document analysis based on blended learning theoretical constructs. The constructs consist of 9 themes; course goals and learning outcomes; ease of communication; pedagogical and organizational design; engaged learning; collaboration and community; assessment and feedback; grading; ease of access; and preparation and revision. The result of the data shows that blended learning in Teaching Reading and Writing course has a balanced proportion between offline and online learning objectives and activities. However, the participants expect more information on online feedback technique and material delivery strategy. They prefer individual feedback and more practices after reading the material. The implication of the research leads to providing various kinds of activity to assist the students.

Keywords— *blended learning; preservice English teacher; perception*

I. INTRODUCTION

The development of technology in higher education allows educators to give online experience for the students through blended learning. Universities usually have three steps in integrating blended learning; awareness, adoption and mature implementation. However, most universities are still in awareness and adoption level ([1] as cited in [2]). In those levels, university still focus on exploring strategies to utilize blended learning, supported by new policies and practices [2]. Several studies show some positive impact of blended learning, for example; blended learning provides opportunity for students to adjust learning process based on their ability [3]. The use of online tools, such LMS (Learning Management System) also expand educators' role to not only sharing content but also tracking students' progress, giving resource and assessment [4]. In terms of students' perception, a comparative study finds that students have positive perception about blended learning since it can provide more flexible time, space and engagement (feedback) [5].

However, some challenges in implementing blended learning do not support educators' effort to maximize the facilities; for instance: technology literacy issues, different forms of LMS and students' motivation [6]. Some other challenges are limited interaction, motivation reduction, learning delay [7], providing flexibility and learning process; and develop effective learning environment [8]. As the impact, educators may have difficulties in designing blended

learning process, especially for supporting theoretical-based courses. In terms of blended learning implementation in University of Islam Indonesia, most of the challenges occur because of technology literacy issues. Some lecturers use LMS in minimum function, for example: uploading syllabus, posting announcement, and assigning task. Meanwhile, students have limited awareness of being active during online meeting. Bliuc, A M, E.A. Ellis, Goodyear, P and Piggot, L. A [9] state that most students consider online participation as requirement from the course, not a valued learning experience so they suggest that students perceiving online participation use more thinking process in sharing their opinion during online discussion [5]. To investigate more about blended learning implementation for higher education, this research would like to highlight pre-service teachers' perception about the approach. As pre-service teachers, it is essential for them to experience various kinds of learning method. Their perception will help them to understand what their future students want in blended learning process.

The context of blended learning in this research is pre-service teachers' perception about blended learning implementation for theoretical courses in English Language Department, The University of Islam Indonesia. The course, Teaching Reading and Writing, is one of Teachers' Proficiency courses to support pre-service English teachers' ability in developing instructional design for Reading and Writing subject. Since the university facilitates all courses with Google Classroom as LMS (Learning Management System) for each course, some meetings were conducted online. From 14 meetings in one semester, students used Google Classroom mostly to read materials and submit their assignments. During the process, some activities were quite challenging since the interaction was not really frequent. Therefore, this research is conducted to investigate students' perception.

By conducting this research, it is expected that research findings would bring benefit for both the institution and the students. As pre-service English teachers, it is important for them to learn various teaching methods to deliver content. Through their experiences in blended learning course, they are able to figure out how to manage online course when they become in-service English teachers in the future. Meanwhile, the institution has opportunity to evaluate the system of blended learning in the university. University can design effective training module for lecturers so that all lecturers have sufficient capability to conduct online learning. To sum up, blended learning research provides references not only classroom teaching practice but also basic analysis for institution management in policy level.

II. LITERATURE REVIEW

The framework of blended learning can be varied based on certain perspectives. It can be considered as a process of learning (e.g. access virtual or online learning to use alternative resources, taking notes, sharing comments, etc.) or integration of physical and virtual environment to support students learning [10]. Blended learning context in this research refers to the definition of Garrison and Kanuka which places e-learning activities as the complement of face to face classes [11]. It combines offline meeting and online meeting by providing web-based materials through e-learning [7].

There are some strategies to combine onsite and offline activities, such as allowing educators to replace some onsite meetings with online activities in a certain percentage, meeting the students once a week and assigning them to conduct some online activities through the week or meeting the students couple of times in a semester and providing many online experiences through the semester [12]. Furthermore, J. Bersin [13] explains two models in blended learning approach; a) program flow model (integrate several media into syllabus and b) core and spoke model (adding some supported material to the main content). Blended learning strategies in this research are similar to the blended learning activities from J. Stein, and C.R. Graham [12]. The course provides some meetings for online activities in a certain percentage. Based on the policies in University of Islam Indonesia, each course is allowed to have 40 % from total meeting to have online activities. So, some of the meetings were conducted by using Google Classroom. The use of Google Classroom starts from uploading syllabus, posting assignment, submitting assignment and sharing feedbacks.

Several studies show various kinds of technique in applying blended learning, for example: the use of online discussion as a complement for traditional courses and the implementation of distance learning for fully online course [14]. Meanwhile, another study describes more on educators' role in providing e learning-oriented infrastructure (posting lesson plan, academic calendars, feedback and instructions), facilitating collaboration, participation, remediation, assisting troubleshooting and establishing learning community. In terms of tools, educators usually use LMS, video and slides to deliver content in online learning [15]. Based on some examples of how to conduct blended learning, it shows that the main focus of every different activity is instructional design flexibility. When educators change blended learning activities, it means they design different instructional design every meeting or every semester. The changes usually consider three aspects: the strategy of combining synchronous with asynchronous interactions, the decision of planning timelines and the selection of utilizing the technology or tools [12]. The aspects are categorized into 9 aspects; course goals and learning outcomes; ease of communication; pedagogical and organizational design; engaged learning; collaboration and community; assessment and feedback; grading; ease of access; and preparation and revision [12]. Other aspects of blended learning are integrating face to face and online learning, redesigning the course to maximize students' engagement and rearranging and replacing traditional class interaction hours [18]. Moreover, K. Thorne [4] mentions several key criteria to implement blended learning: identifying learning need, determining level of need,

identifying learning styles, matching learning style and method, selecting provider based on need, preparing instruction, providing interaction and evaluating process [4]. From those three perspectives about blended learning, this study uses the construct from [12] ended learning in Teaching Reading and Writing Course because the blended learning aspects are more specific to analyze perception in learning.

III. METHODOLOGY

This research uses qualitative method because it explores pre-service English teachers' experiences in using blended learning. Experiences give meaning to each individual in a natural and different way so the emphasize of data is on the process [19]. Qualitative method is appropriate for this research since it investigates rich and in-depth data about how blended learning facilitates participants' understanding about teaching reading and writing. There were 2 pre-service English teachers who shared their experience in using blended learning approach. The setting of the experiences is in Teaching Reading and Writing (TRW) Course. TRW course is one of pedagogical courses in English Language Education Department, University of Islam Indonesia. This 3-credit course provides theory and practice for pre-service English teachers to design a simple lesson plan to teach reading and writing for Junior and Senior High School levels. The lesson plan includes complete steps of instructional design process such as determining learning objective, selecting material and media for classroom activity, designing simple assessment and evaluating lesson plan to improve the quality. The lesson plan also involves the usage of technology (offline and online) and cultural introduction to cover cultural global knowledge.

Qualitative research uses multiple data to investigate phenomena [19] so it can present in-depth understanding about individual point of view [20]. Thus, there were three data to support findings in this research: observation, interview and document analysis.

A. Observation

Observation notes during offline and online meeting were described by using participatory observation type since the researcher participates in blended learning process [20]. For offline meeting, the observation notes were recorded in weekly teaching journals meanwhile online learning were observed through postings in Google classroom platform. Teaching journals helped lecturer to deliver content based on lesson plan. It also tracked some changes during learning, for example: postponed meeting for holiday break and postponed next assignment to facilitate some students who have difficulties in revising assignments.

B. Interview

Interview session with 2 participants from TRW Course. The participants were chosen because they had good records of achievement. Participant one showed good performance in every task because she had minor revision in every assignment meanwhile participant two conducted revision correctly based on feedback in only one instruction. Both of them worked really well in following blended learning process. By choosing high achiever students, it was expected that the result of interview would be rich by meaningful learning perception. A study also shows that high achiever students tend to enjoy blended learning because they have

sufficient literacy in following participation [5]. The interview questions were designed based on 9 blended learning theoretical construct [12]; course goals and learning outcomes; ease of communication; pedagogical and organizational design; engaged learning; collaboration and community; assessment and feedback; grading; ease of access; and preparation and revision.

C. Document Analysis

Document analysis through lesson plan/instructional design. Researchers evaluated and analyzed the strength and weakness of syllabus and lesson plan based on findings as basic references to revise syllabus for next semester.

TABLE I BLENDED LEARNING ASPECTS

Themes	Interview Aspects
course goals and learning outcomes	Describe the learning needs includes learners, course goals, and instructional strategy that is designed by teacher.
ease of communication	Communication between teacher and students in learning such as instruction, feedback, direction, etc.
pedagogical and organizational design	Providing document for learning is needed to direct students, while having a good pedagogical knowledge is also important.
engaged learning	Different activities may apply to make students engage with the other students and learning content.
collaboration and community	Interaction between students with other students and teacher is necessary to involve course content and communication.
Assessment and feedback	Assessment and feedback are given by teacher as the evaluation of learning
Grading	The result of assessment to graded students learning levels in order to motivate them.
ease of access	Accessible sources to support learning
preparation and revision	Plan to the next class from the result of evaluation to conduct a better course design.

IV. RESULT AND ANALYSIS

A. Observation Notes

Based on weekly teaching journal observation notes, Teaching Reading and Writing (TRW) course covered all achievements indicators as learning output in the course which students are expected to design lesson plan to teach reading or writing for English subject at school level (junior and high school). However, the challenges were; a) the class size was too big (28-30 students) so there was very limited time to give individual feedback for all students for their lesson plan design (individual assignment). Although TRW course was 3-credit course or 150 minutes in one meeting, it was still not enough to give specific feedback for all students. As the impact, the feedback was given by using two categories; major and minor revision. For students who received major revisions had more consultation session than those who has minor revisions; b) the different level of competency. Every class usually has its own character of students and lecturer should personalize lesson plan for each class to meet students' need. From two classes in TRW course, class A and B, Class B showed better performance because they could revise lesson plan on time and the revisions were correct based on lecturer's feedbacks. Meanwhile, class A had troubles in explaining the design, especially on "how to teach" part so most students had more consultation sessions outside the classroom. Table 2 and table

3 below shows differences in teaching timeline between TRW class A and TRW class B.

TABLE II TEACHING JOURNAL TRW CLASS B

Meeting	Content	Offline/Online
1	Introduction to the Course	Offline
2	Challenges in teaching reading and writing	Offline and Online
3	Curriculum in Indonesia	Offline
4	The analysis of Lesson Plan in Indonesia	Offline
5	The design of Lesson Plan (Practicum/Designing draft 1)	Online
6	Field research (survey)	Online consultation
7	Assignment 1 (Feedback)	Offline and Online
8	Analyze learner based on survey result	Offline and Online
9	Designing Test (simple assessment)	Offline and Online
10	Designing content (modification from text book)	Offline and Online
11	Assignment 2 (Feedback 1)	Offline and Online
12	Assignment 3 Field Video Making (Teaching Practice Video)	Online consultation
13	Assignment 2 (Feedback 2)	Offline (Final Feedback before submission)
14	Assignment 3 (Feedback)	Offline (Final feedback before submission)

TABLE III TEACHING JOURNAL TRW CLASS A

Meeting	Content	Offline/Online
1	Introduction to the Course	Offline
2	Challenges in teaching reading and writing	Offline and Online
3	Curriculum in Indonesia	Offline
4	The analysis of Lesson Plan in Indonesia	Offline
5	The design of Lesson Plan (Practicum/Designing draft 1)	Online
6	Field research (survey)	Online consultation
7	Assignment 1 (Feedback)	Offline
8	Analyze learner based on survey result	Offline
9	Designing Test (simple assessment)	Offline
10	Designing content (modification from text book)	Offline
11	Assignment 2 (Feedback 1)	Offline and Online
12	Assignment 3 Field Video Making (Teaching Practice Video)	Online consultation
13	Assignment 2 (Feedback 2)	Offline (Final Feedback before submission)
14	Assignment 3 (Feedback)	Offline (Final feedback before submission)

Based on table 2 and 3, there was difference timeline between TRW class B and A. Class B had more online interaction compared to class A. As mentioned before, the difference of competency level made most students in class A needed more assistance so most of feedbacks were given offline to provide better understanding. As the impact, the use of google classroom was also different because class B had more online interaction compared to class A. There were several online feedbacks for class B, for instance: feedback on formulating learning objective based on need analysis,

selecting material and test for lesson plan, designing lesson plan and feedback on teaching practice. Meanwhile, there were only two online feedbacks for class A, feedback on designing lesson plan and teaching practice.

Link back to 9 themes of blended learning based on J. Stein, and C.R. Graham [12], the finding of observation is presented in table 4 below.

TABLE IV OBSERVATION NOTES

Themes	Observation Notes
course goals and learning outcomes	Goals and learning outcomes have been delivered in meeting one (offline class)
ease of communication	Despite the difference of competency level and class size, all feedbacks were delivered well by giving more assistance in revision process (offline and online consultation). However, there were limited time to give more attention to all students.
pedagogical and organizational design	All materials were presented in sequences. Students built their knowledge I analyzing theories and recent research journals before designing their own lesson plan (offline and online).
engaged learning	There were still limited engagements due to limited time allocation in one semester to assist all students individually (offline and online).
collaboration and community	Most of the interaction occurred between teacher and student. There was lack of peer interactions.
assessment and feedback	Feedbacks were shared weekly based on students' progress meanwhile assessment were measured by using rubrics (offline and online).
Grading	Most students had sufficient achievement to pass the course. The average score was between 75-80. Students need to improve their competency in designing lesson plan.
ease of access	Google classroom is appropriate media to implement blended learning. All students are familiar in using google classroom.
preparation and revision	Revise the syllabus and lesson plan based on research findings.

B. Interview Session

The finding in weekly teaching journal was supported by interview session. The participant said that they obtained good understanding by following feedback but they expected to have personal feedback (one by one interaction either offline or online). In fact, personal feedback only provided for students who had major revisions meanwhile for those who had only minor revisions received feedback from google classroom. Despite the challenge in giving feedback, they had positive perception in general for blended learning approach in TRW course

TABLE V INTERVIEW RESULTS

Themes	Interview Results
course goals and learning outcomes	The explanation of learning goals was cleared and detail... (CGLO/I/1) The Instruction was cleared and detail. We know what to do...(CGLO/I/2)
ease of communication	In my opinion, it was hard to find which one was mine, therefore, it will be easier if we use private comment. I think it is more effective rather than putting all the feedbacks together...(EC/I/2)
pedagogical and organizational design give the assessment after delivering the material is more understandable, because if we only learn the theory, I cannot easily get it...(POD/I/1)
engaged learning	...engaged with friend to conduct survey in identifying need analysis...engaged with lecturer...never get bored in the class...(EL/I/2)
collaboration and community	Ask friends to compare feedbacks...(CC/I/2)
assessment and feedback	For me, I liked the way you assessed us as you explained before. Because it was fair enough to determine our process of doing the task...(AF/I/2)
Grading	...I like your assessment because it is fair...(G/I/2)
ease of access	...I like google classroom..."(EA/I/1)
preparation and revision	...provide task directly after delivering the material...(PR/I/1)

Based on the table above, participants have positive perception during learning because they were able to understand learning goals and outcomes. The also felt sufficient engagement during interaction and accept the assessment technique. However, they expect more interaction during online learning. They value the interaction because it was one of their ways to get feedbacks from lecturer. Furthermore, they preferred personalized interaction. It means all feedbacks should be provided one by one or as individual feedback, not as group feedbacks. This finding is similar to statement from A. Blaine [15], "interaction is the key component to be success in online and blended learning". Furthermore, research findings from L. Litterio [16] show that, "instructor feedback and relevant content both positively impact students' perceptions of an online course". However, this expectation is challenging for the lecturer since this TRW course is only 3-credit course with 14 meetings in one semester. The volume of online interaction can overwhelm teachers thus teacher actually can play less important role in online learning to build students' awareness on commitment and participation [17]. To find balanced solution, the participants contribute some alternatives during interview session, for future revision in TRW course, for instance: students suggest that department can provide smaller class for pedagogical course to make sure all students obtain specific feedback. They also suggest to add some classroom activities to support their understanding before they conduct online meeting. On the other word, they need stronger foundation for the theory before applying their knowledge during online discussion. Their suggestions can be potential solution for lecturer in providing all feedback without being overwhelmed by limited time allocation and classroom size.

C. Document Analysis

The last data was document analysis (lesson plan). All contents in lesson plan were conducted in sequence based on planning. It covered some theories about how to teach reading and writing and instructional design steps during offline

meeting. Meanwhile, practices focused on lesson plan design based on curriculum in Indonesia and teaching practice session for all students during online meeting. However, the challenges in implementing blended learning were similar as previous findings. There was limited time to provide online feedback for all students since some students had major revision so they revised the lesson plan more than once. Table 6 shows the check list of all blended learning implementation in one semester.

TABLE VI DOCUMENT ANALYSIS CHECKLIST

Themes	Document Analysis
course goals and learning outcomes	Clear and Detail (offline)
ease of communication	Improve feedbacks technique (offline and online)
pedagogical and organizational design	Provide more activities to apply theories (offline and online)
engaged learning	Improve peer interaction (offline and online)
collaboration and community	Provide more group task (offline and online)
assessment and feedback	Improve personal feedback (offline and online)
Grading	Clear and Fair (offline)
ease of access	Effective media (Google Classroom) (online)
preparation and revision	Revise syllabus and lesson plan based on students' perception

Based on the table above, lecturer needs to improve interaction to maximize feedbacks. To accommodate students' expectation about intense interaction, there is a major revision of lesson plan for TRW course. Based on department's new policy in curriculum evaluation program 2019, the changes in TRW course includes: a) change the composition of course credit. Previously, TRW was 3-credit course but it changes into 4-credit course in the new curriculum document. As the impact, TRW course has 28 meetings in one semester. It provides more allocation time for lecturer in giving feedbacks on students' performance; b) the contents are divided into two part, practicing on lesson plan designing before mid-test (14 meetings) and practicing teaching practice after mid-test (14 meetings).

However, the instructional development is not only limited into adding credit course and content but also creating task or activities that support various kinds of interactions, for example: student-student interaction and student-content interaction [17]. One of the potential models to support interaction is community of inquiry activities [18] that provides "connection and collaboration among learners and creates a learning environment that integrates social, cognitive and teaching elements in a way student will participate and sustain critical reflection and discourse. In previous TRW course, most interaction happened between lecturer and students only because lecturer gave feedback in every assignment and projects so there was lack of interaction among students. As the impact, students depend on lecturer too much in giving instruction and direction. They expect more personal feedback to secure themselves from mistakes. In one side, feedbacks are good for them but on the other side, it does not allow them to think free based on their critical thinking awareness. Further syllabus will focus more on

providing various kinds of interaction to balance feedbacks and students' self-directed learning.

D. Data Analysis

Based on the findings, students have positive perspective about blended learning implementation in TRW course in terms of learning objective, material and media. They have good perspective on most aspects of blended learning, described by J. Stein, and C.R. Graham [12]. They attend all meetings (offline and online), do all assignments and revise their work based on feedbacks. However, there are 5 concerns for improvement; ease of communication; pedagogical and organizational design; engaged learning; collaboration and community; and assessment and feedback [12]. The improvement of those aspects is essential because it relates to: a) classroom size changing; b) allocation time addition and c) interaction improvement. As stated in the introduction, the finding of this research contributes as reference for lecturer in evaluating classroom teaching practice in micro level. Meanwhile, institution has opportunity to develop curriculum system of blended learning in macro level. The changing of curriculum in the institution is a must as part of blended learning evaluation system management. The implication of the finding is blended learning implementation in higher education is more challenging since college student build their knowledge based on theories and discourses. Garrison and Vaughan [18] also state that learning process of students in higher education is constructing meaning and confirm understanding through discourse. Thus, it requires careful plan of blended learning instructional design to assist them during the process of understanding.

The finding of this study confirms P. Prasad, A. Maag, M. Redestowicz, and L. Hoe [6], who found that one of the challenges in using blended learning is technology literacy. The awareness and knowledge of lecturer, students and institution should be important consideration in building strong blended learning system. In micro level finding, this study agrees with B.M. Wright [7] that Lack of interaction in blended learning can lead to difficulty for lecturers in providing flexibility learning process and develop effective learning environment [8]. Based on these relevant studies, it shows that the level of blended learning adaptation at Islamic University of Indonesia still focuses on investigating strategies to utilize blended learning based on university policy [2]. Most of the exploration in Islamic University of Indonesia is still on micro level teaching practices in the classroom since the policy is already clear. Based on university policy, the percentage of online meeting is 40 % from all meetings in one semester. As the impact, lecturers' role in blended learning is mostly on designing effective blended learning to maximize offline and online meeting.

V. CONCLUSION AND RECOMMENDATION

This research has explored interesting data on pre-service English teachers' perception about blended learning implementation in Teaching Reading and Writing (TRW) Course. Based on findings in this research, the implementation of blended learning in pedagogical course has good potential to enhance students' competence as pre-service English teachers in designing simple lesson plan to teach Reading and Writing. Despite the challenges, such as

limited time allocation to give feedback, lack of theoretical foundation and demand of personal feedback, students have positive perspective about blended learning in TRW course. Most of the blended learning themes from J. Stein, and C.R. Graham [12] were conducted sufficiently to facilitate learners in achieving learning objectives. The implementation of blended learning has clear goals and outcomes. It also has fair grading system and effective LMS to deliver content. However, participants expect some improvements on interaction, feedbacks and activities to support their understanding about discourse. As recommendation for future educators and researchers, it is potential to explore more activities for blended learning to provide various kinds of interaction.

REFERENCES

- [1] C.R. Graham, W. Woodfiled, and J.B. Harrison, A Framework for Institutional Adoption and Implementation of Blended Learning in Higher Education. *The Internet and Higher Education*, 2013, 4-14.
- [2] W.C. Porter, K. Spring, and K. Welch, Blended Learning in Higher Education: Institutional Adoption and Implementation. *Computer and Education*, 2014, 185-195.
- [3] S. Lambrouck, C. Zhu, B. Pynoo, V. Thomas, and K. Lombaerts, An in-depth analysis of adult students in blended environments: Do they regulate their learning in an 'old school' way? *Computer and Education*, 2019, 75-87.
- [4] K. Thorne, *Blended Learning: how to integrate online and traditional learning*. London: Kogan Page, 2003.
- [5] R. Owston, D. York, and S. Murtha, Student Perceptions and Achievement in a University Blended Learning Strategic Initiative. *Internet and Higher Education*, 2013, 38-46.
- [6] P. Prasad, A. Maag, M. Redestowicz, and L. Hoe, Unfamiliar Technology: Reaction of International students to Blended Learning. *Computer and Education*, 2018, 92-103.
- [7] B.M. Wright, Blended Learning: Student Perception of Face to Face and Online EFL Lessons. *Indonesian Journal of Applied Linguistics*, 2017, 64-71.
- [8] R. Boelens, B.D. Weren, and M. Voet, Four Key Challenges to the design of blended learning: A systematic literature review. *Educational research review*, 2017, 1-18.
- [9] Bliuc, A M, E.A. Ellis, Goodyear, P and Piggot, L. A blended learning approach to teaching foreign policy: student experiences of learning through face to face and online discussion and their relationship to academic performance *Computer and Education*, 2011, 856-864.
- [10] A. Littlejohn, and C. Peggler, *Preparing for blended e learning*. New York: Routledge, 2007.
- [11] M.V. Lopez-Perez, M. Perez-Lopez, and L. R. Ariza, Blended Learning in Higher Education: Students Perceptions and Their Relation to Outcomes. *Computer and Education*, 2011, 818-826.
- [12] J. Stein, and C.R. Graham, *Essentials for blended learning: A standard-based guide*. New York: Routledge, 2014
- [13] J. Bersin, *The Blended Learning Book: Best Practice, Proven Methodologies and Lesson Learned*. San Fransisco: Pfeiffer, 2004.
- [14] M. Hung, and C. Chou, Students perceptions of Instructors' Roles in Blended and Online Learning Environments: A Comparative Study. *Computer and Education*, 2015, 315-325.
- [15] A. Blaine, Interaction and Presence in the Virtual Classroom: An Analysis of the Perceptions of Students and Teachers in Online and Blended Advanced Placement Course. *Computer and Education*, 2019, 31-43.
- [16] L. Litterio, Uncovering students' perceptions of a first year online writing course. *computer and composition*, 2018, 1-13.
- [17] T. Anderson, *The Theory and Practice of Online Learning*. Edmonton: Athabasca Press, 2008.
- [18] D. Garrison, and N. Vaughan, *Blended Learning in Higher Education: Framework, Principles and Guidelines*. San Fransisco: Jossey-Bass, 2008.
- [19] J. Heigham, and R. Croker. (Eds.), *Qualitative research in applied linguistics: A practical introduction*. Springer, 2009
- [20] S. Vanderstoep, and D. Johnson, *Research methods for everyday life*. San Fransisco: Jossey-Bass, 2009.