

INVESTIGATING THE IMPLEMENTATION OF BLENDED LEARNING IN A PARAGRAPH WRITING COURSE TO PROMOTE STUDENT ENGAGEMENT

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ABSTRACT

Blended learning, the instructional approach integrating online learning into face-to-face learning, is one of the approaches gaining widespread acceptance among educational practitioners. One of its advantages is to promote student engagement, which is viewed beneficial to ensure deep learning among students and address some educational issues. Although there is no specific formula for engaging all students into a course, blended learning is believed to enable student engagement further away than what is possible in a face-to-face instruction. This paper reports a case study conducted at a university in Indonesia. The purpose of the study was to investigate the implementation of blended learning in a paragraph writing course to promote student engagement. Data were collected through observations, interviews, and document analysis, and analysed using Miles, Huberman and Saldana's (2014) interactive model. It was revealed that the instructional strategies in the course focused on the benefits of face-to-face learning as the main instructional method while the online learning was the supplementary to reinforce students' knowledge and understanding. The implementation of blended learning in the course was able to promote student engagement particularly through the activities of uploading course materials, online writing assignments, online quizzes, student-teacher conferencing, class discussion, and group work.

Keywords: blended learning, paragraph writing course, student engagement

Investigating the implementation of blended learning in a paragraph writing course to promote student engagement

Introduction

Advanced technologies have their place in shaping the 21st education. One of the breakthroughs the technologies have established in education is the emergence of e-learning or online learning. This learning method has been viewed as a promising way to improve the quality of teaching and learning. The Internet technologies, like Web 2.0 technologies, become more established as the instructional tools to enhance student engagement and foster more participatory learning activities. The National Research Council & Institute of Medicine stated that student engagement is considered one of the solutions to addressing educational problems, such as poor achievement, boredom, and dropout (2004, as cited in Fredricks, Blumenfeld, & Paris, 2004). Stein and Graham (2014) asserted that “instruction that does not engage learners will not be effective in the long run” (p. 51). Student engagement could ensure deep learning among students (Downing, Spears, & Holtz, 2014).

Online learning alone, however, is considered not sufficient because students have different learning preferences and there are practical skills still requiring hands-on experiences (Epignosis LLC, 2014). Moreover, traditional face-to-face instruction is still preferred by contemporary students. Stein and Graham (2014) admitted that there is no exact formula for engaging all students into a course because students have different interests, aims, and limitations. Providing the students with multichannel learning method is apparently one of the best options to engage students. This multichannel learning method, called blended learning, is seen as the instructional approach that could provide the answers for enhancing student engagement and learning experience. It is believed to enable student engagement further away than what is possible in face-to-face learning alone (Wankel & Blessinger, 2013). Additionally, the instruction taking place both online and face-to-face can provide a mix of approaches that allows all learners to engage in meaningful ways (Stein & Graham, 2014).

Ma'arop and Embi (2016) asserted that in spite of immense support in literature for extensive acceptance of blended learning, education practitioners are still trying to find the appropriate ways in implementing blended learning. In addition, integrating technology into teaching practices seems not much appealing to teachers. Teachers still struggle with the integration of technology into teaching and learning practices, and some look resistant to it (Howard, 2013), which makes them labeled “risk averse”. Indeed, using technology in teaching and learning process may have some risks; it might just waste teaching time and jeopardize students' achievement if the approach used does not work as expected. Instead of staying in familiar traditional teaching methods, a writing lecturer at an English Department of an Islamic University in Indonesia took the challenge by implementing blended learning using technology in a paragraph writing course to promote student engagement, which was the case investigated in this study.

There are some previous studies revealing the successful blended learning programs in writing courses. Purnawarman, Susilawati, and Sundayana (2016) found that integrating online learning through a learning management system (LMS) into the face-to-face instruction increased student engagement in the writing course, particularly through the use of a feature on the LMS called Note menu which

facilitated the students with interactivity and meaningful writing tasks. Challob, Bakar, and Latif (2016) revealed that in addition to the improvement of students' writing ability and performance, the use of blended learning using online learning modes, namely, the class blog and online Viber discussion, enhanced students' interaction and increased students' motivation in learning, which indicated the improvement of student engagement. These previous studies apparently focused more on the learning activities on the online platforms in blended learning environments while this present study investigated not only the activities on the online platform but also in the face-to-face setting in the paragraph writing course. The research question addressed in this study was how the blended learning in a paragraph writing course was implemented to promote student engagement. Therefore, the purpose of this study was to investigate the implementation of blended learning in a paragraph writing course to promote student engagement.

Literature Review

Blended Learning

Some scholars have suggested the concepts of blended learning. Bersin (2004) defined blended learning as a traditional teacher-led instruction supplemented with electronic formats. Littlejohn and Pegler (2007) asserted that the term "blending" in the past was for instructional practices integrating various kinds of resources and activities, but recently it has been linked to e-learning so blended learning is the combination of e-learning and traditional instructional methods. Thorne (2003) stated that blended learning blends online learning with traditional methods of learning. Meanwhile, Garrison and Vaughan (2008) viewed blended learning as "a design approach whereby both face-to-face and online learning are made better by the presence of the other" (p. 5). It can therefore be inferred that blended learning in recent days is defined as an instructional approach that combines traditional face-to-face learning and online learning, in which both complement one another.

Different scholars, however, propose different ideas of blended learning. Garrison and Vaughan (2008) argued that blended learning is not an addition of online learning into traditional learning method but "restructuring and replacing traditional class contact hours" (p. 5). Meanwhile, Thorne (2003) suggested that one learning method can be "a supplement to other types of training and learning" (p. 47). Twigg (2003) identified several models of blended learning: supplemental, replacement, emporium, and buffet. Among these models the supplemental model and replacement model are apparently the most relevant models of blended learning (Auster, 2016). The supplemental model is in line with Thorne's (2003) interpretation of blended learning while the replacement model suits what Garrison and Vaughan have proposed.

Student Engagement

There are various interpretations of the term "student engagement". Stein and Graham (2014) referred engagement as "the emotional and mental energy that

students are willing to expend during a learning experience” (p. 51) while Astin (1999) defined it as “the amount of physical and psychological energy that the student devotes to the academic experience” (p. 518). Shernoff (2013) defined student engagement as “the heightened simultaneous experience of concentration, interest, and enjoyment in the task at hand” (p. 12). Martin and Torres (2016) used the term to describe “the meaningful student involvement throughout the learning environment”. These diverse definitions show that there is no definite, agreed definition of student engagement. Indeed, the holistic concept of student engagement is difficult to construct because of “the multi-dimensional, dynamic and temporal characteristics of student engagement” (Zhang & McNamara, 2018, p. 23). From the interpretations suggested by the scholars, we define the student engagement in a simple way as the meaningful student involvement and devotion during a learning experience.

Reviewing from research literature, Fredricks, Blumenfeld, and Paris (2004) identified three types of student engagement, which are interrelated to one another:

1. Behavioral engagement, referring to students’ adherence to classroom rules and behavioral norms such as attendance and absence of negative behavior, and student involvement in academic tasks including student effort, persistence, attention, and contribution to class discussion.
2. Emotional engagement, referring to affective reactions such as interest, enjoyment, happiness, sadness, boredom, anxiety, or a sense of belonging.
3. Cognitive engagement, referring to students’ investment in learning which includes a desire to meet and exceed the requirements and a preference for challenge, and being strategic or self-regulated which means student strategies to remember, organize, and understand materials.

From previous research, some scholars also review and digest the strategies for fostering student engagement through instructional practices and experiences. The following table shows strategies proposed by Wankel and Blessinger (2013), and Stein and Graham (2014).

Table 1

Strategies for fostering student engagement proposed by scholars

Wankel and Blessinger (2013)	Stein and Graham (2014)
1. Offering different channels of communication to individualize the learning experience by participant preference.	1. Engaging heart and mind. <ul style="list-style-type: none"> • Face-to-face for engaging heart (affective) and mind (cognitive) • Online for engaging mind (cognitive).
2. Creating the active student-student collaboration and participation	2. Designing human interaction. <ul style="list-style-type: none"> • Face-to-face: active participation in class. • Online: no constraints by time and place.
3. Providing feedback to the	

student on the content and process level.	<ol style="list-style-type: none">3. Engaging through content interaction.<ul style="list-style-type: none">• Static content: e-books, web-pages, etc.• Dynamic content: simulation, online tutorial.4. Engaging through the combination of interactions.<ul style="list-style-type: none">• Student-instructor: personal through face-to-face, email/message, or in group through a class lecture and discussion.• Student-student: discussion, group work.• Student-content: reading textbooks and digital content.
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The following is the summary of the strategies suggested by the scholars, which are used to identify the strategies that the lecturer used in the instructional activities.

1. Offering different learning and communication channels, face-to-face and online, to individualize learning experience.
2. Creating the active student-student collaboration and participation either in face-to-face channel or on online channel.
3. Creating the active student-instructor interaction either in face-to-face channel or on online channel.
4. Providing the content interaction, either static or dynamic content.
5. Providing feedback to the student on the content and process level.

Almost all the three types of engagement are included in each strategy, but the level of one type may be greater than the other(s). Fredricks, Blumenfeld, and Paris (2004) stated that the three types of student engagement are interrelated to one another.

Learning Management System (LMS)

The selection of online platform for blended learning is essential to minimise more workload and technical problems the academics would encounter during the instructional process. E-learning software such as Learning Management System (LMS) is one of decent choices as it works like social media while providing the features for class management and administration. The LMS is used to create and assign course material, trace student progress, and assess as well as report student outcomes online. Not only does it enable students to access materials through their mobile devices, such as laptop and smartphone, and get connected to data and to one another but it also enables teachers to diversify their teaching media and be creative with their teaching resources. Fenton (2018) listed the best eight learning management systems in 2018, namely, Google Classroom, Schoology, Edmodo,

Quizlet, Canvas, Moodle, Blackboard, and D2L Brightspace. Of these platforms, teachers can choose one for their classes.

Schoology as one of the most popular online learning platforms keeps improving its services by providing the tools easy to operate. As a social networking device, *Schoology* works like *Facebook* in which users are able to have conversations, send messages, update statuses, and share information within the network. As a learning management system it systematically integrates the activities of content development, assessment, and more so that the teachers can spend less time on administrative tasks and more on instructional activities. It also provides beneficial tools for instructional feedbacks, such as for the assignments that cannot be automatically assessed like writing. When a piece of writing is submitted, the teacher can utilize the rich text editor tool to give comments and other kinds of feedback to the student work.

Approaches to writing

Three approaches and one synthesised approach to writing are available for teachers to select and use in teaching writing. Product-based approach focuses on linguistic knowledge (e.g., vocabulary, syntax, and cohesive devices) and the end product. Nunan (1999) explained that this approach concentrates on “tasks in which the learner imitates, copies, and transforms model provided by the teacher and/or the textbook” (p. 272). It has four stages including familiarisation, controlled writing, guided writing, and free writing. Process-based approach emphasises the stages of writing development. Brown (2001) asserted that this approach includes “the process of prewriting, drafting, revising, and editing” (p. 337). The typical model of this approach involves prewriting, composing/drafting, revising, and editing.

The third approach is genre-based approach which focuses on linguistic knowledge and the communicative purpose of a writing genre. Hyland (2003) describes three main stages of a genre-based approach, which include modeling, joint construction, and independent construction. The approach synthesises the existing approaches, especially the process and genre based approach, to get the strengths of one approach to complement the weaknesses of the other. Badger and White (2000) proposed the stages of a synthesised or process genre approach that lead from a situation to a text, namely, situation, purpose, consideration of mode field tenor, planning, drafting and publishing, and text.

Methodology

Participants

The participants of this study were six undergraduate students and one lecturer of the English department, the Faculty of Teacher Training and Education at an Islamic university in Indonesia. The six students were selected purposively among 27 students of a paragraph writing class, based on their level of English proficiency, high, medium, low. The study was conducted from March to July 2018.

Data Collection and Analysis Procedures

Qualitative research was used as the approach in this study, and the type of the qualitative research was a case study. Harrison, Birks, Franklin, and Mills (2017) asserted that case study research is effective for researching and understanding complex issues in real world settings. Data were collected through observations, interviews, and document analysis. The interviews with open-ended questions were carried out on six students and one lecturer while the observations were conducted during face-to-face and online learning processes in the writing course. The supporting data were taken from some documents including syllabus, students' writing assignments, and digital documents from *Schoology*.

Data were analysed using Miles, Huberman and Saldana's (2014) interactive model of data analysis. Three major steps of the analysis consist of data condensation, data display, and drawing and verifying conclusions. Data condensation involves the process of selecting, focusing, simplifying, abstracting, and/or transforming the data from field notes, interview, documents, and other empirical materials, which occurs repeatedly throughout the study. Data display is a compressed assembly of information that allows conclusion drawing and action, helping the researcher understand what is happening and to do something either to analyze further or to take action. Drawing and verifying conclusions are carried out from the onset of data collection by identifying patterns, explanations, and causal flows. The three steps are interwoven before, during, and after data collection in parallel form.

Findings and Discussion

Course Description

The Paragraph Writing is a 2-credit university course which is an introductory to writing course series consisting of Basic Writing, Paragraph Writing, Essay Writing, and Academic Writing. Basic Writing is the prerequisite course for Paragraph Writing and so forth. The topics covered in the Paragraph Writing course included the elements of a paragraph, process of paragraph writing (pre-writing), process of paragraph writing (developing paragraph), unity, coherence, descriptive paragraph, process paragraph, classification paragraph, definition paragraph, comparison-contrast paragraph, cause-effect paragraph, and opinion paragraph (see Appendix). The Paragraph Writing, offered in semester four, consisted of fourteen scheduled meetings for instructions and two meetings for mid-test and final-test. Each 100-minute meeting was set face-to-face while the online learning was the supplementary without replacing any face-to-face session. The face-to-face meeting was held once a week while the online learning was provided for students to do anytime and anywhere with a deadline set for each online assignment. The approach to writing used in this course was a process-based approach, which could be seen from the syllabus, class observation, and teacher's statement, but the steps were simpler including pre-writing, organising, and writing, while the steps of the

typical process approach include pre-writing, composing/drafting, revising, and editing.

Student Engagement in Main Instructional Activities

From the observations in the classroom and on *Schoology* there were several main activities conducted by the lecturer to promote student engagement.

Uploading course materials. All course materials were uploaded online on *Schoology* based on the topics one by one a few days before each face-to-face meeting so that students could access and download the materials before a class. In the interview the lecturer stated:

The materials including the syllabus are uploaded before face-to-face instructions. Students can read the materials anywhere and anytime through their phones and learn the materials that are going to be used for the next meeting so that they can be well prepared for the course. (L)

During the observation in the classroom, it could be seen that several students seemed to have pre-read the materials because they already completed the exercises related to the topic to be discussed in the meeting, and they looked more prepared for deeper discussion about the topic (a type of paragraph). It is in line with what Bowyer and Chambers (2017) stated that if the materials are uploaded on the online platform for pre-reading, the classroom time can be used to focus on deeper analysis or discussion of the course topics. Moreover, Stein and Graham (2014) asserted that uploading the materials enables students to access the materials anytime and anywhere, creating the content interaction to enhance students' cognitive engagement. However, some students said that they rarely read the materials before a class. One student said:

Sometimes I pre-read the materials but most of the time I prefer listening to the lecturer's explanation first. (S1)

For such a case Garisson and Vaughan (2008) suggested that the pre-class reading activity should be followed by a self-assessment, quiz, or discussion so that students would be encouraged to read the materials before a class in order to complete the tasks. However, overall the student participants appreciated the course material uploading for its practicality and easy access, and stated that it made it easy for them to learn the materials anytime and anywhere; before, during, or after class.



Figure 1. Students used their handphones to view course materials

Online writing assignments. When the course topics came to the types of paragraph, the lecturer assigned students to write a different type of paragraph every week after each face-to-face instruction. The work was submitted on *Schoology* but not through Submission tool but posted and displayed on the Updates page where every class member could see. The lecturer said:

Students can do the writing practices outside classroom hours and submit their work on Schoology so that they can read each other's work and learn from each other', and I can give feedback. (L)

From the observation on *Schoology*, it could be seen that there were interactions built between students and teacher, and among students on the Updates page. On this page everyone could post their work, give comments, and press “like” button, and the lecturer could give feedback on students’ work, as shown in Figure 2. Such interactions and feedback enhanced student engagement (Stein & Graham, 2014; Wankel & Blessinger, 2013). The writing assignments were not graded directly because they were intended to be the writing practices. It is in line with what Garrison and Vaughan (2014) stated that assigning grades can be demotivating, so it is better to give actionable feedback that students can apply to the next writing exercise.

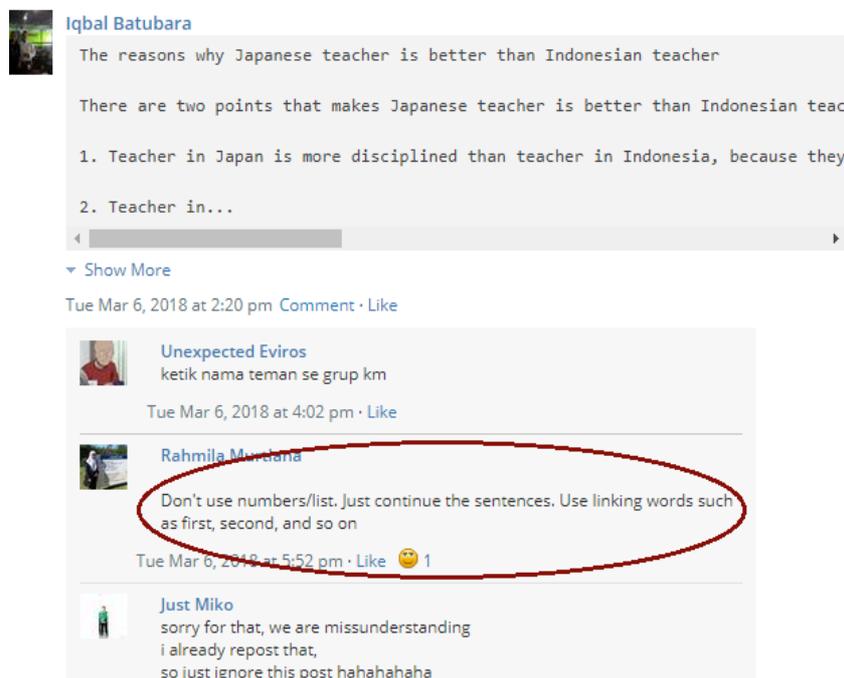


Figure 2. The interaction and feedback on a student's work

The lecturer stated that displaying students' writing assignments was intended to motivate students to write and to read each other's pieces of writing, and during the observation most students seemed motivated although a few students might be less motivated. It is similar with what Berger (2003) stated that making work public to one's peers is one of the interventions to increase motivation and engagement. Generally, the activity of online writing assignments, including displaying and giving feedback on students' work, increased student engagement behaviorally, emotionally, and cognitively.

Online quizzes. Online quizzes were given three times in early meetings, namely identifying the topic sentences of several paragraphs, paragraph unity, and transition signals for coherence. These quizzes were given after the class instructions, and could be completed outside classroom hours. The lecturer said:

I do not give the quiz every week because it is writing so the quizzes are used to strengthen what needs to be reinforced, such as the transition words that students need to know a lot and unity like which sentence does not fit in the paragraph. (L)

The lecturer's statement indicated that the quizzes were intended to develop in-depth understanding of what had been learned. This kind of activity can also be used as the way to check student understanding of the content (Briggs, 2014). In the following face-to-face meeting the teacher discussed the quiz with students through teacher-student conferencing and gave some comments as the feedback to student

work. This allows students to significantly reinforce their perceived learning of content knowledge (Shernoff, 2013). Figure 3 shows a quiz about paragraph unity, which asked students to identify the sentence that did not have the same idea with the other sentences in a text.

All student participants showed positive responses to the online quizzes. One student said:

Through taking the quizzes I can get new information and I also can assess my knowledge. In addition, since the online quizzes allow me to retake the quizzes several times in order to attain the 100 score, the retake makes me remember the material. (S1)

This student' statement indicated that the quizzes helped the student assess and retain the knowledge she already learned and to obtain new information. In addition, the format of the quizzes which was multiple choices was favorable. Davis (2018) reveals that the repeatable quizzing can improve knowledge retention and student motivation.

20/20 Question 1

(1) Teachers should take steps to prevent students from cheating on exams. (2) To begin with, teachers should stop reusing old tests. (3) Students will check with their friends to find out. (4) Teachers should also take some common sense precautions at test time. (5) They should make students separate themselves—by at least one seat—during an exam, and they should watch the class closely. (6) The best place for the teacher to sit is in the rear of the room, so that a student is never sure if the teacher is looking at him or her. (7) Last of all, teachers must make it clear to students that there will be stiff penalties for cheating. (8) One of the problems with our school systems is a lack of discipline. (9) Anyone caught cheating should immediately receive a zero for the exam. (10) A person even suspected of cheating should be forced to take an alternative exam in the teacher's office. (11) Because cheating is unfair to honest students, it should not be tolerated.

a. 6
b. 7
 c. 8
d. 10

20/20 Question 2

[1] Pilots are the primary cause of many aircraft accidents. [2] It is because many pilots fail to perform their duties efficiently [3] History records that many fatal accidents have occurred, for example, because pilots failed to listen to the advice of air traffic controllers who were in a position to warn them about impending disasters. [4] To become an air traffic controller, one must be extremely intelligent. [5] Sometimes pilots are overtired, and they neglect to take the precautions necessary to avoid accidents. [6] They may even be taking drugs that slow down their physical reactions. [7] Statistics indicate that some college students abuse drugs, and these students should realize that if they use drugs they will never enter careers such as aviation. [8] Next, perhaps the most startling fact is that every year one or two air traffic accidents are caused by student pilots who attempt journeys beyond their capabilities and end up producing catastrophes that destroy life and property. [9] Thus, it is important that airline companies employ professional pilots to ensure the passenger's safety.

a. 4

Figure 3. A quiz about paragraph unity

Student-teacher conferencing. When asked the reason why using blended learning for the paragraph writing course, the lecturer said that she hoped by submitting the writing assignments online on *Schoology*, the students could learn from each other by reading each other's pieces of writing, and she could give necessary feedback to students' work. During the observations in the classroom and on *Schoology*, it could be seen that the feedback was given not only on *Schoology* but also in the classroom through teacher-student conferencing. Students' pieces of writing/paragraphs posted on *Schoology* were displayed in front of the class through a projector. The lecturer gave feedback on some of students' paragraphs and students asked questions related to the feedback. This activity was done at the beginning of face-to-face session in the classroom before a new type of a paragraph was introduced.

The feedback was mostly about the ideas and the organisation of the paragraph but vocabulary, grammar and mechanics were also discussed. Spencer (2015) stated that the teacher-student conferencing about students' work could guide students in self-reflection, provide needed advice, and review mastery of standards. Wankel and Blessinger (2013) asserted that providing feedback to the learner on the content and process level could enhance student engagement.

Group work. The exercises in the classroom were mostly done in pairs or groups. As revealed during the observation in the classroom, students were divided into groups and asked to work in groups to identify the elements of a model paragraph and draw the outline of the paragraph. Then, they made the outline for their own paragraphs with the steps of finding a topic, generating ideas through brainstorming, and making the outline from the ideas gathered. Group work was conducted to develop active and collaborative learning. One student stated:

Doing the exercises together with friends is very helpful. My friends sometimes suggest ideas I never think about. (S1)

Although during the observation in the classroom it could be seen that there were some students less active in group work, in general most students actively participated in group work. This group work made the course became more student-centered because students could share ideas and knowledge together. A similar finding was reported by Challob et al. (2016) who found that group work and collaboration were the positive factors in learning writing, and through the group work and communication within the group, students could decrease their writing anxiety. Wankel and Blessinger (2013) stated that student engagement can be promoted through the active student-student collaboration and participation in pair or group work.

Class discussion. Class discussion was one of the dominant activities in the classroom. During the class observation it could be seen that after introducing the day topic, the lecturer showed the class a model paragraph of a new type of paragraph and asked students to identify the paragraph for the topic sentence, supporting sentences, and concluding sentence. The results were then discussed together and students appreciated this activity. One student stated:

The discussions are usually carried out after group work and exercises. Through the discussions we can ask questions and deepen our understanding. (S1)

Another student revealed:

Not all of my friends ask questions but the discussions over the results of our work clarify misunderstood concepts. (S6)

From these students' statements it could be revealed that class discussion could deepen understanding of the content and clarify misconceptions. It is in line with what Twigg (2003) asserted that discussion sessions can reinforce what students have learned and clear up misconception. It is corroborated by Stein and Graham (2014), stating that class discussions provide "opportunities for teachers to direct student exploration of a topic, and for students to test ideas, ask questions, and debate points" (p. 150).

In addition to the aforementioned learning activities, the student engagement could also be enhanced through the communication after class hours carried out through *Schoology*. Several students said that they sometimes asked the lecturer for something they did not understand whether about the lesson content or about the assignment submission through the direct message on *Schoology*. It increased student-teacher interaction that could promote student engagement (Stein & Graham, 2014). In general, the lecturer focused the instructions on group work, discussions, and student-teacher conferencing activities in the face-to-face learning channel. On the online platform students could obtain or download the materials, take quizzes, and do/submit the writing assignments as well as giving comments/feedback on each other's pieces of writing.

Since the access code is needed to join a class on *Schoology*, it can be said that the online class is a closed system. On one hand it is good for student safety but on the other hand it limits the student access to wider audience as a global village community (Catapano, n.d.). However, this drawback could be solved by inviting other students from other classes or even other countries to participate in shared groups. All the student participants looked enthusiastic when offered the possibility for having online discussions with other students from other countries. They said it would be great because they could learn and practice not only the English language but also others' culture and communication manners. It is indeed possible to do such discussions, for example, a class from Philippine, Malaysia, or Singapore, where English is their second language, getting connected to a class from Indonesia through a shared group on *Schoology*.

Conclusion

Student engagement can be intensified through the combination of two different learning channels, which is called blended learning. For writing course which needs a lot of practice, the class time on face-to-face setting is considered relatively short or

even not enough. The use of *Schoology* as the online platform that supplements the learning in face-to-face setting can provide more time and increase student engagement. It is frequently admitted that there is no single best model for blended courses, but teachers can learn which combination of approaches works best for different students and different subjects through experience. Although the use of *Schoology* as the online learning platform in the studied class was not optimal, only for uploading course materials, submitting assignments, giving quizzes, and communicating in a limited way, the combination of the online learning mode and face-to-face learning mode promoted student engagement in the paragraph writing course, particularly through the activities of uploading course materials, online writing assignments, quizzes, student-teacher conferencing, group work, and class discussions.

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Appendix

Syllabus

Course Name	: Paragraph Writing
Course Code/Credits	: PBI 2311/2 Credits
Semester	: 4
Status	: Compulsory
Prerequisite	: Basic Writing Skill
Course Description	: This course is designed to equip the students with the skill to be able to write different types of paragraphs. This course also introduces the students to some pre-writing techniques, elements of paragraph, unity, and coherence. The types of paragraphs selected for this course are descriptive, explanation, comparison and contrast, cause – effect, and opinion paragraphs
General Objectives	: To develop students’ ability in writing different types of paragraphs in English as the base for the students to write academic essays
Teaching and Learning Modes	: Blended learning (face-to-face and online)

Course Outline

Week	Topic	Sub topic	Indicator of achievement
1	Introduction	Course outline Assignments Rules & regulation	The students know the objectives, the topics covered in the course, the references, and the assignments for the course
2	Elements of a paragraph	Topic sentence (position, criteria of good topic sentence) Supporting details Concluding sentence	The students are able to identify topic sentence, supporting details, and concluding sentence The students are able to write a good topic sentence
3	Process of Paragraph writing (pre-writing)	Choosing a topic Developing ideas (brainstorming, listing, clustering, freewriting) Planning a paragraph (outlining, organizing)	The students are able to choose a topic, and develop ideas through brainstorming and freewriting The students are able to make an outline of a paragraph
4	Process of Paragraph Writing (writing supporting sentences)	Developing a paragraph Techniques of support (facts, example, personal experience, anecdotes)	The students are able to write supporting details through variety of techniques

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5	Unity	Controlling idea and supporting sentences	The students are able to write a unified paragraph
6	Coherence	Smooth flow of ideas Linking devices	The students are able to write a coherent paragraph using appropriate linking devices
7	Descriptive paragraph	Physical description Order of organization	The students are able to write a descriptive paragraph
8	Mid Test		
9	Process paragraph	Organization Chronological connectors	The students are able to write a process paragraph
10	Classification paragraph	Organization Logical sequence	The students are able to write a classification paragraph
11	Definition paragraph	Organization Connectors	The students are able to write a definition paragraph
12	Comparison - contrast paragraph	Block organization Point by point organization	The students are able to write a comparison-contrast paragraph
13	Cause - effect paragraph	Organization Connectors	The students are able to write a cause effect paragraph
14	Opinion paragraph	Expressing Viewpoint/attitude Developing arguments	The students are able to write an opinion paragraph
15	Class project	Class bulletin(optional)	
16	Final test		

References:

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2. *The Process of Composition* by Joy M. Reid
3. *Blueprints 1: Composition Skills for Academic Writing* by Keith S. Folse et al.
4. *Introduction to Academic Writing* by Alice Oshima & Ann Hogue
5. *Essential of English* by Ann Hogue
6. *Paragraph Development* by Martin L. Arnaudet & Mary E . Barrett
7. *Write Well* by Barli Bram