THE DEVELOPMENT OF BLENDED E-LEARNING APPLICATION FOR EFL CLASSROOM AT A LOCAL UNIVERSITY IN THAILAND

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The blended e-Learning application is an English learning application that integrates technology and traditional classroom teaching. It was constructed for English classroom to enhance conventional classroom methodologies that include face-to-face activities in the regular classroom. It can help establish an interactive English learning environment for students and also motivate students to learn English more, both inside and outside the classroom, with the instructor’s assistance. The purpose of the study was to assess students’ satisfaction toward the application. The instruments used in the study were questionnaire and semi-structured interview. Thirty students from English Department at Ubon Ratchathani Rajabhat University were the subjects of the study. They were administered a questionnaire and semi-structured interview related to learning English with the blended e-Learning application. The results of the study showed that students’ satisfaction toward learning English via the application indicated that they had “positive” results.

Keywords: Blended learning, Blended e-Learning, EFL classroom, English language learning.

Introduction

Using technology to teach language skills is not a new concept (Sharma & Barrett, 2007). However, change and acceptance has been slow to catch on in English language classrooms in Thailand. In other parts of the world technology has been integrated into language teaching methodology for decades (Dudeney & Hockly, 2007) but has met with resistance in some Thai schools. Even though it is not yet widespread, many Thai teachers are beginning to accept technology as a tool to a better teaching and learning experience (Yutdhana, 2005). The English department at Ubon Ratchathani Rajabhat University (UBRU) has attempted to construct an e-Learning system since 2005. Unfortunately, the e-Learning project was not successfully implemented because of various factors (UBRU: Annual Report, 2008). For example; instructors had limited knowledge on how to use the Internet for education and they lacked the understanding of how to operate e-Learning system. An open-source Learning Management System (LMS) was introduced to English instructors at UBRU English Department, as part of the e-Learning project. Most of the instructors appeared to be impressed by the capability of the software. The software used to create this online course is called “Moodle”. Moodle is a free online Learning Management System (LMS) which is particularly good for language teaching. It contains many useful and friendly tools to create and operate courses (Cole, 2005). There was a previous study conducted on benefits of Moodle in English classes. The result shows that teachers who use Moodle agreed that an online course helped students to learn at their personal convenience and proficiency level (Suppasetseree & Dennis, 2010).
Cole (2005) mentioned that LMS is an excellent multi-functional teaching tool. However, it is not the only technology and e-Learning tool that we can use to teach English. There are hundreds of e-Learning tools that instructors can apply to their teaching plans and help them to more easily conduct teaching within their chosen methods (Waterhouse, 2005). LMS is a powerful user-friendly e-Learning tool. It can effectively help English teachers organize their teaching materials, improve their medium of communication, and retrieve their records of interaction with students when necessary (Clark, 2008). E-learning using LMS has had an interesting impact on the learning environment (Cole, 2005). Although it represents outstanding potential in the way it could revolutionize learning and development, it has rapidly evolved into a concept of integrated learning which blends online learning with more traditional methods of learning and development (Bonk, 2006). Therefore, blended learning is the most logical and natural evolution of the researcher learning agenda. It suggests the best solution to the challenges of tailoring learning and development to the needs of individuals. It presents an opportunity to integrate the innovative and technological advances offered by online learning with the interaction and participation offered in the best of traditional learning. It can be supported and enhanced by using the intelligence and face-to-face contact of personal trainers (Thorn, 2003). However, to operate a blended learning classroom without an organized approach can end up with the failure to deliver the related content between the teaching process and online components of the course. On the other hand with a well-organized blended learning course both teacher and student will earn an enormous benefit by achieving instructional purposes.

Purpose of the Study

The purpose of the study was to assess students’ satisfaction toward blended e-Learning Application for learning Foundation English 1.

Literature Review

A. Blended Learning

Technology and computers have become important roles in our personal and professional lives. They have also been playing powerful roles in the classroom.

In recent years, most teachers have broadcasted new language learning technology. They have also mentioned about a richness of materials on the Internet that help to enhance students’ language learning experiences (Sharma & Barrett, 2007). According to Claypole (2003), blended learning refers to an integration of a face-to-face classroom section with an appropriate use of technology. The term "technology" covers recent technologies, such as the Internet, CD-ROMs and interactive whiteboards. It also includes the use of computers to communicate, such as chat, E-mail, blog and wikis.

The term "blended learning" has been used in the business world for a long time. It refers to a situation where an employee can continue working full time and simultaneously take a training course which uses a web-based platform (Sharma, 2007). Claypole also mentioned that there were many business companies attracted by the benefits of blended learning because it is a way of saving costs. Employees do not need to take time out of work to attend a training, they can work on their course at their own convenience. Business companies around the world have changed their in-house training to e-learning systems. They also use complex tools such as Learning-Management Systems (LMS) in order to organize the course content. Sharma & Barrett mentioned that using technology in language teaching can motivate students to learn more, students gain benefits from interactivity exercises and they can redo the exercises as many times as they like until they are satisfied by the results. The scholars also explained that the use of technology outside the language classroom can make learners more autonomous. As learners become used to evaluating and selecting materials, they are able to plan out their own use of web-based
materials in their own time. This helps them to become independent learners. Moreover, the use of technology can be time saving. Creating course materials online for students to access can save the teacher the time and expense of photocopying. A teacher who prepares and saves a lesson in an interactive whiteboard can recycle the lesson with the next group (Frendo, 2005). The author argued that a number of important factors exist which will influence the use of technology in language courses. These include attitude, level, the volume and type of teacher training organized, teacher's and students' access to these resources, and cost.

A concept of blended learning has become more and more important in second language classrooms (MacDonald, 2008; Thorne, 2003). Sharma and Barrett indicated that the key element in blended learning is an appropriate balance of face-to-face teaching and technology use.

B. Definition, Current Trends and Future Directions of Blended Learning Instruction

Blended Learning refers to a language course which combines a face-to-face (F2F) classroom component with an appropriate use of technology. The term "technology" covers a wide range of recent technologies, such as the Internet, CD-ROMs and interactive whiteboards. It also includes the use of computers as a means of communication, such as chat and email, and a number of environments which enable teachers to enrich their courses, such as VLEs (virtual learning environments), blog and wikis (Sharma & Barrett, 2007). The scholars also mentioned that the term "blended learning" can be used for a very broad angle of teaching and learning situations. It is commonly applied to a class where all learners meet with the teacher in a face-to-face situation, but include self-study methods such as a CD-ROM or access to web-based materials. It is becoming more frequent that technology is always available in the classroom and used when it is appropriate.

According to Bonk (2002), they stated that there are many reasons why English teachers pick blended learning instruction for their courses. There are six reasons; 1) pedagogical richness, 2) access to knowledge, 3) social interaction, 4) personal agency, 5) cost effectiveness, and 6) ease of revision. There are many issues related to support and training in blended environments including; 1) increased demand on instructor time, 2) providing learners with technological skills to succeed in both face-to-face and computer-mediated environment and 3) changing organizational culture to accept blended approaches. There is also a requirement to provide professional development for instructors that will be teaching online and face-to-face (Hartman, 1999). Bonk & Graham (2006) made the statement that future learning systems will be differentiated not based on whether they blend but rather by how they blend. This question of how to blend face-to-face and computer-mediated instruction effectively is the most important issue that we can consider as we move into the future. The designers of blended learning systems should be looking for the best practice for how to combine instructional strategies in face-to-face and computer-mediated environments that take advantage of the strengths of each environment and avoid their weaknesses.

C. Traditional Classrooms VS Blended Classrooms

The following will show the process and result of an experiment research, teaching in blended classrooms compared with traditional classrooms, had done by Okolo & Naidoo (2005). In traditional classrooms, lecturing is the main form of learning. One characteristic of traditional learning is that the students are forced to be at a designated place and time day in and day out. However, students have the advantage of having face-to-face interaction with the teacher which enhances their classroom experience. Teachers feel that they can assess their students better through weekly interaction in the classroom. The blended classroom includes characteristics from both the traditional and the online classroom. Okolo & Naidoo mentioned that blended courses offer educators the best of both worlds, both online and traditional classrooms. Blended classrooms are able to have access to the Internet in order to enhance the learning process. Students have the benefit of having both face-to-face interactions along with having assignments
available to them online at anytime. For example, students may meet in class only one day a week along with meeting in an online chat room for the other two days of the class. The blended classroom is a new approach to teaching the English language.

According to Spark (2004), students receive the benefit of face-to-face interaction with faculty and students while at the same time being exposed to web-based learning paradigms such as virtual real-time information maps, pictures, streaming video and audio clips. Many teachers see the faults in both traditional and blended classrooms. However, more advantages seem to emerge from the blended types of classrooms as opposed to the traditional type. Black also referred that blended is simply necessary. In language departments, it can be quite successful to combine face-to-face with online delivery, to practice conversation in a more authentic way.

Okolo & Naidoo concluded that the results of the study have shown that the environments of the teachers and students did not seem to alter their perspectives of the blended and the traditional classroom. After analyzing the results, the accessibility of computers did not greatly affect the influence of technology in the life of the students and teachers teaching methods. The scholars mentioned that, according to teachers’ experiences, it is believe that blended classroom carries more advantages as opposed to the traditional classroom. However, it cannot say that the blended method will always lead to stronger learning, but it seems certain that the blended method will take over in the future. However, if blended classroom are found to be a hinderer learning method in the future, then we must take another look at our choice and conduct a more thorough investigation in what we are advocating.

D. Transitioning from Traditional to Blended and Online Learning

The concept of transferring the traditional classroom to an online instruction intimidates many English teachers who are accustomed to the face-to-face interaction of the traditional classroom. Online teaching offers new, exciting opportunities to expand the learning environment. It is not meant to completely replace face-to-face classrooms (Bonn, 2007).

Online teaching is a growing trend in the world of language teaching. It is recommended that teachers should be well-trained in online education before starting the course. It is believed that being well-educated in online teaching will assure teachers will gain more confidence and be able to focus more on their teaching content than on technology.

It is important to realize that face-to-face instruction is not becoming extinct. There should be no fear that it will be completely replaced by online instruction. There is space in language teaching for many kinds of teaching methods whether they are traditional, blended or online instruction. There will be some students who feel that interaction in the traditional classroom is the key to education. But the teachers should challenge themselves in their own teaching by looking for ways to create blended learning instruction as well as online classrooms to keep up with new trends in English language teaching.

E. Reasons to Use Blended Learning System in the English Language Classroom

Blended learning is necessary because face-to-face learning and online learning each have their shortcomings. The deficiencies of face-to-face learning include the need for teachers and students to meet at the same time. This mode of learning has lower flexibility and leads to inconsistent learning progress of students. Online learning also carries the defect that students might be lost in their cyberspace (Mansour & Mupinga, 2007).

Teeley (2007) agreed that blended course design provides flexibility for institutions to engage in face-to-face classroom and online learning by providing students with relevant meaningful content while maintaining student-teacher relationships. The strength of a blended course is to increase student performance and retention, giving them more time flexibility, the availability of multiple modes of learning, deeper sense of community and greater interaction (Brunner, 2007). The author suggested that the online environment can provide online projects, online work in groups, small group discussion in
synchronous sessions, and virtual field trips and videos. However, most teachers got frustrated in designing online courses because they feel their role is being replaced. The teachers’ role has been changed to facilitator of learning rather than knowledge transferring in blended learning. The literature reflects that each mode of learning have their own advantages and disadvantages. A blended learning approach by using both modes of learning together could take the advantages over others and reduce the effect of the disadvantages.

Research Methodology

This study is a survey research with both quantitative and qualitative data analysis. The purpose of the study was to assess students’ satisfaction toward blended e-Learning application. The subjects were administered a questionnaire and a semi-structured interview after using the application to learn Foundation English 1.

The Subject of the Study

The subjects of the study were thirty first year English major students from English Department, Ubon Ratchathani Rajabhat University.

Research Design

The study was constructed by the researcher in the first semester of the academic year 2012. A blended e-Learning application for teaching Foundation English 1 invented by the researcher was chosen to use in the study. After the application were used by subjects, they were administered a questionnaire and semi-structured interview.

Research Instruments

A. Blended e-Learning Application for Foundation English 1

The application includes multiple learning and teaching resources for students to download and for teachers to update resources and update the contents. There are two main components in the application; offline & online learning and teaching resources. The explanation of each component is as follows.

Textbook and E-book: The contents in the course were based on a textbook “Foundation English 1” by English Department, Ubon Ratchathani Rajabhat University.

Classroom lecture online and offline as PPT and PDF format: Classroom lectures were in PPT and PDF format that students can choose to download depending on their convenience. The teacher also prepared these presentations in files to be ready for students to copy to their portable memory such as CD-ROM or USB.

Audio with listening script offline and online: The audio files to practice listening were in MP3 file format with listening scripts. It was ready for students to copy to their portable memory such as CD-ROM or USB.

The blended e-Learning application user manual offline and online: The user manual is in booklet form which the teacher distributed at the orientation stage.
Online Exercises: Online Exercises included interactive multiple-choice, short-answer, jumbled-sentence, matching/ordering, and gap-filled quizzes.

The Blended e-Learning Application Platform

According to Suppasetseree & Dennis (2010), the advantages of using Moodle in English classrooms are: Moodle facilitates student-centered learning, facilitates anytime-anywhere learning, makes course administration easier and helps to reduce the cost and time of delivering instruction. The result of their study revealed that Moodle is a free online course management system which is suitable for language teaching and learning. It is a user-friendly tool to create E-learning or a course online for English teachers and it is easy for students to download learning resources. In addition, it was easy for teachers to assign students’ homework and convenient for students to turn in the assignment online. The study also showed that there were several features in the Moodle system that help support and deliver instruction easier than in a traditional classroom setting. Teachers who used Moodle agreed that an online course helped students to learn at their personal convenience and proficiency level. Students can download learning material or practice the exercise given outside the class to review their studying anytime and anywhere they want and receive feedback to show their skills immediately. The conclusion of their study revealed that all the teachers who use Moodle in their teaching were satisfied with the results after using it. Students also enjoyed using it to help increase their learning levels. Moodle features used in the application shows as follows.

Online Quizzes: Online quizzes allowed learners to take a quiz in different forms such as fill-in-the-blank, true/false quizzes and multiple choices.

Creating and Managing Course Content: Related lessons and exercises were uploaded through this feature. Online activity such as listening is assigned so that students can visit anytime they want and practice anywhere and anytime.

Using Forums, Chat and Dialogue: Students were assigned to chat or discuss through this channel and topics for discussions were mostly related to their previous lessons.

Assignments & Exercises: According to assignments and exercises, embedded glossaries were seen as important for students in their English language learning. If students have sufficient vocabulary, they will be able to understand the learning content.

Document Submission: Document submission was seen as necessary for students to submit their work online. This option made it easy for students to submit their assignments. It was also beneficial for teachers to check students’ homework on this channel.

Class Schedule, Calendar, Bulletin Board: Schedule was used to notify students of the set activities so that students could plan and prepare themselves before the study time.

Student Grades and Scales: Students’ grades and scales were used in the area of assessment. Students’ grades could be kept in the system as in the application used this function as self-assessment.

B. Lesson Plan

In traditional classrooms, most activities rely on the teacher lecturing, asking and answering questions, workbooks and other documents such as quizzes printed out on paper for each individual student. Blended e-Learning is integrating online learning technology to replace classroom activities which formerly required 100% of the instructors time or workbooks or other printed materials. The blending within the classroom allows the teacher to better manage his or her time and to focus efforts on the students who are having difficulties. If the lesson of the day involves listening and speaking, the class can be moved to a
computer lab. This enables students to listen to the audio at their own paces. The teacher can monitor all students and give one-on-one time to students who are having difficulties and allow the other students to progress at their own learning speed. The traditional method would be to use a CD player to play the audio for the entire group and reply as many times as is required for the group to understand. Post lesson exercises can be immediately following the lecture. The teacher gets real time feedback and can identify portions of the less that need clarification or more understanding. Any difficulties students are experiencing can be corrected which saves time because the teacher does not have to spend time in the next session helping students who could not complete their homework assignments. The inclusion of technology in the classroom does not replace all traditional methods but supports, complements, and enhances the teaching and learning process.

C. Questionnaire

The questionnaire was designed to gather information from the subjects of this study. It was composed of two parts. The first part was about personal information of the subjects. The second part was about the subjects’ satisfaction toward the blended e-Learning application. The questionnaire contained twenty-two items. After students read each item, they will check in the box. A five point rating scale was used for rating students’ satisfaction. They are showed as follows: 5 = Strongly agree, 4 = agree, 3= Neutral, 2= Disagree, 1= Strongly Disagree

D. Semi-Structured Interview

The interview involves a researcher orally asking questions for individuals to answer (Wilkinson & Birmingham, 2003). In other words, interviews traditionally have been conducted face-to-face and one-on-one, with the researcher speaking directly with one interviewee at a time (Thomas, 2003). Therefore, the semi-structured interview was used in this study. The interview was designed to collect students’ satisfaction after using the blended e-Learning application. The purpose of the interview was to collect in-depth information.

Data Collection and Analysis

The data obtained from different methods were analyzed and interpreted in two main ways, quantitative and qualitative data analysis. Both of the data were analyzed as follows.

The statistics used for determining the reliability of the questionnaires were obtained using the SPSS for the Coefficient alpha of the Cronbatch formula. The questionnaires were analyzed by mean (X) and standard deviation (S.D.). The semi-structured interview was used as qualitative data. Content analysis was used to interpret the data obtained from the semi-structured interviews.

Results of the Study

A. The Results of Students’ Satisfaction Toward the Blended e-Learning Application

The mean scores ($\bar{X}$) of the opinion of satisfaction using the blended e-Learning application in this part at 4.61, rated as “very satisfied”, were items 4, 10, 13 and 14: Learning English via the application can save time and cost in traveling to the learning place, and the application is contemporary, learning English via the application is convenient for choosing each lesson to learn, and learning via the application is convenient to review the lesson outside the classroom. The mean score ($\bar{X}$) at 4.58 which indicated that students were “satisfied” toward the application were items 2 and 3: Learning English via the application
has no limit of places - you can learn anywhere, and learning English via the application has no limit of time - you can learn anytime. The mean score (\( \bar{x} \)) at 4.55 which showed that students were “very satisfied” toward the application was item 1: Learning English via the application helps create an independent learning atmosphere. The mean score (\( \bar{x} \)) at 4.52 which revealed that students were “very satisfied” toward the application was item 15: Learning via the application is convenient to download and turn in an assignment. The mean score (\( \bar{x} \)) at 4.45 which showed that students were “satisfied” toward the application was item 17: the application is suitable for student-centered learning. The mean score (\( \bar{x} \)) at 4.32 which revealed that students were “satisfied” toward the application were items 12 and 18: the application has compatibility of contents and exercises, and the application is suitable for learning Foundation English 1. The mean score (\( \bar{x} \)) at 4.29 which showed that students were “satisfied” toward the application were items 7 and 16: Learning English via the application can help getting academic information from teacher and university quickly, and learning via the application is convenient for students to communicate with teachers and classmates outside the classroom.

The mean score (\( \bar{x} \)) at 4.26 which indicated that students were “satisfied” toward the application was item 11: the application has clear contents on the website. The mean score (\( \bar{x} \)) at 4.19 which showed that students were “satisfied” toward the application was item 8: Learning English via the application, students can distribute knowledge to classmates more quickly and effectively. The mean score (\( \bar{x} \)) at 4.00 which revealed that students were “satisfied” toward the application was item 6: Learning English via the application helps learner-learner interaction. The mean scores (\( \bar{x} \)) of the least satisfying at 3.90, rated as “satisfied”, was item 5: Learning English via the application helps enhance learner-teacher interaction. To conclude, the mean score (\( \bar{x} \)) of students’ satisfaction toward using the blended e-Learning application was 4.40 which indicated that students were “satisfied”.

B. The Results of Semi-Structured Interview from Students

The semi-structured interview was used to elicit the students’ satisfaction and suggestions toward using the blended e-Learning application for learning Foundation English 1. A total of thirty students were interviewed for 5-10 minutes after responding to the questionnaire. Each student was asked questions to give in-depth information. The researcher interviewed students in Thai, which is their first language. The researcher conducted student interviews in their native tongue in order to avoid ambiguity and misinterpretation and to collect more in-depth data. A digital recording machine was used to record the conversations for accuracy and future reference. The results of the semi-structured interview are as follows:

Students were asked if they liked and what they liked most while learning English via the application, it was found that all of the thirty students liked learning English via the blended e-Learning application and there were five main reasons for their responses.

First, there were fifteen students who expressed that they liked to use the application to learn English because it was fun, useful and easy to use. The fifteen students said that learning English via the application was fun because it was a new learning system for them. There were ten students who said that the application was very useful for this English course. They liked that they could easily download learning resources such as audio for listening. They also liked that they could practice listening with audio both online and offline. They responded that they liked to practice paragraph reading because they could listen to the audio while they were reading. This helped them to better understand the context. They also said that they enjoyed using the application because it contained both audio and colorful graphics. A student answered that she liked the audio with both original sound from the speaker’s voice and another accent which was created by the researcher using text-to-speech from the textbook. This was placed in the review section for students to listen to after they submitted their answer. Moreover, they stated that they liked that they could practice each exercise repeatedly which helped them to understand the lesson better.
Additionally, students explained that the application was easy to use. They liked that there were no complicated instructions in the course which helped them to access each exercise easily.

Second, there were eleven students who replied that they liked the application because it was convenient. They said that using the application was convenient because it was easy for them to download learning resources and upload assignments online. A student said that if he forgot to bring his textbook to class he could still access the system and download learning resources to bring to class, which helped him keep up with the lesson. Students also remarked they liked that the system allowed them to save exercises they had not completed so they were able to resume from where they paused at a later time when it was convenient. They found this function especially useful when using computers at the university or Internet shops. Most students liked the ability to access the course by way of university Intranet when the Internet was not available.

Third, there were six students who expressed that using the application helped them to improve English learning skills. They explained that the package helped them to be better in English vocabulary learning. They think that their listening and speaking skill has improved because they are able to practice repeatedly and communicate in English with the teacher in regular classroom. They also answered that the application helped them to understand more technical terms from the audio and beautiful images contained in the course.

Fourth, there were four students answered that they liked the application because it promotes autonomous learning. They expressed that they enjoyed using the application because after studying in the regular classroom they could review the lessons and exercises repeatedly by themselves at home. It helped them to understand the lessons better.

Fifth, there were four students mentioned that they liked the application because they can get immediate feedback during learning and practicing through the course. They liked that they could consult with classmates and the teacher during learning online whenever they needed. Moreover, they liked that the system provided correct answers after they completed the exercise which helped them to learn what they did wrong and correct the mistakes. It helped them to understand the lesson better.

Students were asked what they did not like while using the application to learn English. They revealed the same responses that they did not like when they struggled with technical problems during learning and practicing English through the package. There were three main technical problems students mentioned.

First, there was no the Internet connection in the area. Five students said that they did not like when they tried to use the application to practice English but there was no the Internet connection in the area, while trying to use the Internet outside the university. Two students said that they did not like when they tried to use the application inside the university but both the Internet and Intranet did not work.

Second, complaint was a low-speed Internet connection. Six students commented that they did not like when they tried to use the application to practice English but they could not do activities online due to the low-speed of the Internet.

Third, there were insufficient learning tools. Students complained that they did not like when they tried to use the application at the university computer room but there were not enough computers for them to access the course.

Discussion

The results from the questionnaire and interview revealed that students were very satisfied with the blended e-Learning. Students agreed that they could access the course and the Internet several times a week both at school and at home because they owned laptops, personal computer or other communication devices that could access the Internet anywhere anytime. This allowed the students to practice the lesson more often and helped them to choose learning with their self-paced based on their convenience and learning styles. Hodell (1997) supported this when he suggested that different learning styles are addressed and facilitated if learning occurs through varied activities. More results from questionnaire
showed that the application helped create an independent learning atmosphere which made students feel comfortable and posses a positive motivation to study English. Concordantly, Uthaikun (2008) explained that students’ opinions on learning English through courseware were good. It was because students can communicate actively in English after learning with the courseware. They also enjoyed using the courseware to do exercises and activities independently. Students were also very satisfied with the ease of using the blended e-Learning application for learning English because it can be used anytime anywhere and save time and cost for them to traveling to the university when they were not otherwise required to be there.

According to the interview results, the students had sufficient knowledge and skill to operate a computer and basic learning multimedia which were required for the course. This helped students to focus only on the lessons and not have to worry about the technical system to operate the online course outside the classroom. The working knowledge of computer operations allowed them to learn independently with less teachers’ assistance. Students were satisfied with the blended e-Learning because they could communicate with their teachers and classmates through the application. This made students feel comfortable to ask questions that they forgot to ask or did not want to ask in the classroom. Moreover, they could practice and review exercises and activities by self-learning through the system. Furthermore, most students enjoyed learning English through the blended e-Learning application such as listening and reading. This was because the application was constructed for students to learn integrated English skills. The multimedia learning tools should be potentially available for students to promote their integrate language skills. The teachers should combine methods to integrate skills of language learning; listening, speaking, writing and reading, and to integrate technology into language teaching (Teeley, 2007). This indicated that multimedia learning tools such as the blended e-Learning application was effective learning tools to promote students to integrate learning skills.

To conclude, the blended e-Learning application was a good English learning tool to enhance and promote students to learn English. It promoted students to learn English more actively, and independently because that students could interact in the lessons with both audio and graphics. Suppasetseree (2005) also mentioned in his study that the attitudes toward learning Remedial English via the Internet were generally positive. That might be because it promoted independent learning. Students also received immediate feedback that helped them enjoy autonomous learning more. However, the exercises and activities should be maintained and updated by the teachers for better learning in a future course with a new group of learners.

References